

SCHOOL BOARD MEETING

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

www.minnetonkaschools.org

May 28, 2026

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

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

(All times are approximate)

- | | | |
|------|-------|--|
| 6:30 | | Recognitions: Adapted Bowling State Qualifiers, Archery State/National Qualifiers, Robotics State/Worlds Qualifiers, "Stock Market Game" State Honorees, Minnesota Department of Health "Escape the Vape" Video Contest Honoree, Minnesota Aspirations in Computing Honorees, Borlaug-Ruan Intern (World Food Prize), Scripps National Spelling Bee Qualifier, Le Grand Concours French Exam Medal Winners, High School Art Award Honorees, All-State Orchestra Members, and All-State Choir Members (Elementary and Middle Level) |
| 7:00 | I. | Call of Meeting to Order |
| 7:00 | II. | Pledge to the Flag |
| 7:00 | III. | Adoption of the Agenda |
| 7:00 | IV. | Introduction of Student School Board Advisory Representatives |
| 7:00 | V. | School Reports: Minnewashta and Scenic Heights |
| 7:35 | VI. | Community Comments
Community Comments is an opportunity for the public to address the School Board on an item included in this agenda (with the exception of the Consent Agenda) in accordance with the guidelines printed on the reverse. |
| 7:40 | VII. | Approval of Waivers of Physical Education Requirements |
| 7:45 | VIII. | Acceptance of MHS Class of 2026 Graduates |
| 7:50 | IX. | Approval of 2026-27 School Board Goals |
| 8:00 | X. | Approval of 2027-28 Calendar |
| 8:10 | XI. | Update on Citizens Academy |

- 8:20 XII. Approval of Perpetual Endowment Trust Fund
- 8:35 XIII. Approval of FY27 Adopted Budget
- 8:55 XIV. Authorization of Sale of 2026G COP Bonds for MHS East Side Parking Addition
- 9:00 XV. Authorization of Sale of 2026H COP Bonds for Scenic Heights Second Driveway
- 9:05 XVI. CONSENT AGENDA
 - a. Minutes of May 7, 2026 Regular Meeting
 - b. Payment of Bills
 - c. Recommended Personnel Items
 - d. Gifts and Donations
 - e. Electronic Fund Transfers
 - f. Action to Place Teacher on Unrequested Leave of Absence
 - g. Q-Comp Annual Report
 - h. Intermediate District 287 Long-Term Facilities Maintenance 10-Year Plan and District Share of Levy
 - i. Designation of Identified Official with Authority (IOWA) for MDE
 - j. Approval of Policies
- 9:05 XVII. Board Reports
- 9:10 XVIII. Superintendent's Report
- 9:15 XIX. Announcements
- 9:15 XX. Adjournment to Closed Session
 (to discuss negotiations with various bargaining groups as provided by MN Statute 13D.03)

GUIDELINES FOR COMMUNITY COMMENTS

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

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

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

REPORT

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

Board Agenda Item V.

Title: School Reports: Minnewashta and Scenic Heights

May 28, 2026

Minnewashta

Minnewashta Elementary Principal Cindy Andress and members of her team will share reflections on the 2025–2026 school year through the lens of the district Belonging Goal. Students, staff, and families will highlight bilingual learning, inclusive practices through Best Buddies, and community partnerships that strengthen connection, belonging, and support for all students and families within the Minnewashta community.

Scenic Heights

Principal Nicole Snedden and the Scenic Heights team will share the success of our 19-year-old Chinese Immersion Program. The team will highlight how the program builds strong literacy skills and gives students real-world confidence. By sharing examples of everyday classroom learning and practical applications, they will demonstrate how our students are preparing for a connected world.

Submitted by: _____



David Law, Superintendent

ACTION

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

Board Agenda Item VII.

**Title: Approval of Waivers of the
Physical Education Requirement**

Date: May 28, 2026

OVERVIEW:

In December of 2007 the School Board approved a Physical Education Waiver provided students met certain requirements. Mr. Jeffrey Erickson, Principal at Minnetonka High School, certifies that the students listed on the attached document have met the requirements in order to be granted a waiver.

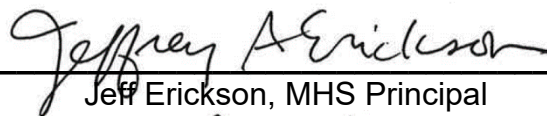
ATTACHMENTS:

Certification Letter from Principal Erickson
List of Students to be Granted a Waiver

RECOMMENDATION/FUTURE DIRECTON:

It is recommended that the School Board approve the Physical Education Waiver for the attached list of students.

Submitted by: _____


Jeff Erickson, MHS Principal

Concurrence: _____


David Law, Superintendent



Minnetonka High School
18301 Highway 7
Minnetonka MN 55345
952-401-5700
Minnetonkaschools.org

May 28, 2026

Request for Physical Education Waiver

Mr. Law,

I am requesting a waiver for physical education activity for the following students based on the policy implemented. All of these seniors created an activity plan, logged their activities and secured parent signatures or coaches' verification before presenting them to me for final approval.

In each case, the student expressed thanks to the Board for the flexibility this plan afforded them. I believe the focus of the plan, to guarantee at least 85 hours of physical activity without being confined to a traditional classroom setting, was met by each participant. The strength of the plan is in its ability to differentiate; each participant was able to pursue activities that were meaningful to them.

On behalf of these students and their parents I wish to thank the Board for their flexibility and insight that allowed these scholars the ability to reach all of their academic goals while still fulfilling the physical education requirements.

Respectfully,

Jeff Erickson, Principal
Minnetonka High School

Class of 2026 – Approved and Completed PE Waivers

Zoya Aghamirzai	Matthias Murdych
John Albright	Nikhita Natraj
Diya Baveja	Hugh Nugent
Ainsley Belisle	Ameyali Osorio
Michael Cai	Tali Parker
Ireland Callen	Skylar Percy
Ben Carney	Skyler Pickerell
Emerald Caven	Braeden Pruitt
William Christianson	John Przybilla
Aidan Fine	Calliana Rasmussen
Nathan Fine	Cassandra Rasmussen
Isabel Foerster	Aadith Rebello
Sean Fries	Karishma Rebello
Ty Gaffney	Louis Ripple
Jacob Gendreau	Isaac Schmitz
Brady Ginsburg	Isabella Seifert
Bridger Goll	Anna Siegel
Daniella Gordon	Alex Soo
Lucas Granucci	Lydia Stevenson
Michele Heck	River Stine
Micah Hunter	Augustine Stroh
Peter Jewett	Ray Taha
Simran Kaur	Andrew Theis
Denver Kroc	Annika Tran
Yana Latz	Tessa Trivedi
Keona Laurence	William Finucane Tuccio
Greysen Lee	Abigail Vencel
Johannes Linden	Addison Volbrecht
Isabel Luthra	Christine Watras
Drew Malk	Samuel Waxelman
Alexander Mattson	Michael White
Sam McHugh	Aizada Yernar
Anders McNeill	Rena Youngquist
Svea Moberg	Muna Yusuf
Emilia Moser	Marley Zoss

APPROVAL

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

Board Agenda Item VIII.

Title: Acceptance of MHS Class of 2026 Graduates

Date: May 28, 2026

OVERVIEW

The School Board gives final authorization to all students who have completed the District's requirement for graduation. The list (accurate as of the date of this meeting) is attached.

RECOMMENDATION/FUTURE DIRECTION:

Approve all names submitted by Jeffrey Erickson, Principal of Minnetonka High School.

Submitted By: _____



David Law, Superintendent

MINNETONKA HIGH SCHOOL – CLASS OF 2026

KEELEY S. AAMOT	KAITLYN G. ANLAUF
SHUKRI A. ABDI	SAMHITHA ARAVALLI
ABDIRAHMAN F. ABDIKARIM	JUSTIN K. ARITT-MONTGOMERY
DARIQ I. ABDULKADIR	FEDERICO ARREOLA-LUCIO
BENNETT S. ABIYEV	JULIO C. ARTEAGA
FARAH M. ABUMAYYALEH	DOMINIK V. ASAKENAS
AISHAH A. ADAM	RYLAND J. ASCHOFF
JACOB H. ADAMS	THOMAS C. AUSTERMAN
ZOYA G. AGHAMIRZAI	ALLEN I. AVELAR-MANZANAREZ
FADWA A. AHMED	HAZEL E. AVERY
MUSHARAF A. AHMED	GARNET L. AVERY-BABEL
NAJIB M. AHMED	MELODY A. AVILA
ALEXANDER J. ALBRIGHT	REESE C. AWALT
JOHN A. ALBRIGHT	ISABELLE AYDT
LUCY M. ALDRICH	OLIVIA M. BAEB
KARMYNN V. ALEXANDER	NOAH L. BAERENWALD
ADNAN ALKILLESLY	GRIFFIN E. BAILEY
AINSLEY E. ALLEN	GEORGIA K. BAKER
JORDAN C. ALLEN	CASEY K. BALLARD
GRIFFIN F. ALLRED	VERA L. BALLARD
GARRETT T. ALSTRIN	AFTON H. BANK
CAMDEN J. ANDERSON	BENJAMIN D. BARNISKIS
HOLDEN D. ANDERSON	LYNDSY A. BARRETO
OSCAR A. ANDERSON	ALEJANDRO M. BARRIOS-MENSEN
RILEY E. ANDERSON	NOLAN B. BARTZ
WILLIAM J. ANDERSON	AVERY M. BAUS

MINNETONKA HIGH SCHOOL – CLASS OF 2026

DIYA K. BAVEJA	KADE P. BOODRY
GABRIELLE A. BECHTOLD	AVA C. BOOLCHANDANI
DAVID H. BECK	PEYTON M. BOREY
JACK D. BEFORT	QUINN C. BORN
DANIEL J. BEHRENDT	NICOLAS J. BORTOLON
AINSLEY C. BELISLE	LAUREN E. BOSS KROHN
BROOKE E. BENSON	EADAOIN H. BOURGERIE
NAOMI M. BERG	MADELINE M. BOYNTON
STELLA M. BERTOGLIAT	ZACHARY J. BOYNTON
HARPER L. BEST	AIDAN A. BRANDL LARSEN
MOLLY R. BEST	BRIANNA L. BRANDMIRE
SEAN B. BIBERG	HENRY L. BRANDT
JONATHAN W. BIELKE	OLIVER BRECHIN
ESABELLA V. BILARDI	SYDNEY M. BREITLING
ZLATA BILEHA	JACK R. BRELLENTHIN
CLARA C. BIRR	LUC R. BRETON
MIA C. BISSO	MYA L. BRIGHT
BLAKE R. BISSON	ALLISON M. BRITZIUS
LAUREN R. BISSON	JOSEPH V. BROADBENT
HARPER K. BLANCHETTE	ZION BROLSMA
HELENA A. BLOMQUIST	JOSEPH H. BROPHY
ANNA L. BLONG	JORDAN R. BROSCH
LUX A. BODELL	LANDRY J. BROWER
RILEY M. BOEN	MADELINE L. BROWN
AVERY R. BOMSTAD	DANIEL S. BROWNING
LAUREN A. BONGARD	BETSY B. BRUCE

MINNETONKA HIGH SCHOOL – CLASS OF 2026

ELIZABETH C. BUBB
ANDERS J. BUCHSTABER
J BUECHLER
ELLIOTT S. BURROWS
STELLA L. BUSCHE
SAIGE E. BUTITTA
MORGAN V. BUTTERFIELD
MICHAEL CAI
IRELAND E. CALLEN
LYDIA J. CAMERON
ALLIE R. CANNON
JOHN D. CANTU
CLARA N. CARLSON
QUINN B. CARLTON
BENJAMIN J. CARNEY
DAVID L. CARTER
TATUM L. CARTER
LAIRD R. CASSIDY
SOREN M. CASTELEIN
EMERALD M. CAVEN
ELIZABETH CEPEK
MEGAN M. CESAFSKY
KAAVYA CHECKA
REESE N. CHERNIVEC
COLIN J. CHOE
AARYN L. CHONG

MICAH L. CHOSE
MADDOX A. CHOU
PAIGE N. CHRISTENSEN
PEYTON G. CHRISTENSEN
WILLIAM O. CHRISTENSON
MARIN A. CHU
SOONHONG A. CHUA
ISABELLA A. CLANTON
ABIGAIL J. CLARK
WILLIAM R. CLINT
DYLAN C. COLE
LOGAN S. COLE
MORGAN E. COLLEY-BRASK
ALEXANDRA S. COLVILLE
GRANT T. CONLEY
PEYTON S. CORKERY
LUCAS W. COSTAL
KASEY J. COWLEY
CONNOR J. COX
BRADY A. COYLE
BENJAMIN J. CRABB
AVA R. CREYDT
CATHERINE R. CROOM
CHARLES C. CUMMINGS
CLARA D. CURRY
VAUGHN P. DAHLKE

MINNETONKA HIGH SCHOOL – CLASS OF 2026

JOSHUA C. DAHLSTROM

OLIVIA DANIEL

SAMUEL DANIELS

MILAN S. DARJI

EMIE L. DAUMALLE

LILLY K. DAVIS

RUBY J. DAVIS

JACK B. DEALESSIO

ANDREW P. DEBREY

AVERY A. DEGEL

ERIC M. DENHARDT

CAMERON J. DENO

HAILEY K. DEVILLIERS

BRIXTON D. DEWITT

DIEGO A. DIAZ-SCHULTZ

NATALIE B. DIETZLER

ERIK P. DIEVENY

ELI J. DILLEY

ADDISON M. DOBBINS

COOPER H. DOBBINS

TYLER M. DODGE

HANNAH R. DOKMAK

GEORGE R. DOLAN

DESAR DOLMA

JOSEPH T. DONNELLY

ADELINE E. DORN

CAROLINE A. DOSEK

ELISE DOWLING

AUTUMN J. DREWES-PELLOWSKI

DAIMIAN R. DROZD

JONATHAN S. DUBE

GRAYSON E. DUMALAG

DIANA A. DUPLAT-CASTANEDA

DASCHLE E. DUWE

TATE W. EISENBARTH

FARIDA O. ELDAHSHOURY

OLIVER ELLINGSON-SHUSTER

JACK E. ELVECROG

TATUM E. ENGBRETSON

BERIT E. ENSTAD

JULIA M. ERICKSON

QUINN M. ERICKSON

OLIVIA G. ESCH

EWAN D. ESPOSTI

HALEY A. ESSEN

QUINLAN P. EYMAN

EZ E. FALCONER

CAITLIN S. FAUSKE

ALEX L. FERNANDEZ

ELIJAH J. FERNANDEZ

JOHANS FERNANDEZ GALINDO

SAVINO F. FERRALES

MINNETONKA HIGH SCHOOL – CLASS OF 2026

BENJAMIN FIECKE	ERIN R. FRIES
DAMIAN FIGUEROA DE LEON	SEAN E. FRIES
AIDAN H. FINE	LIAM R. FRINK
NATHAN B. FINE	MATHEW Y. FRYE
ISAAK J. FINK	JONATHAN C. FUNDERBURK
JACK D. FINNEGAN	TY D. GAFFNEY
WILLIAM D. FINUCANE-TUCCIO	MOHAMED A. GARAAD
MYA C. FIRKUS	CLAUDIA GARCIA ARCE
COLLIN J. FISCHER	JACOB J. GENDREAU
ISABEL J. FOERSTER	ISABELLE A. GENSMER
IAN B. FOGEL	MAX W. GEORGE
GRACIE Q. FOSS	LIA S. GETLIN
GRETA C. FOSS	MATTHEW J. GIBNEY
JACOB R. FOSS	ISLA A. GIFFORD
ROWAN C. FOSSEY	ANASTASIA L. GILBERT
ALISON G. FOSTER	ISABELLA J. GILLES
MARTINA C. FRANCISCO	BRADY H. GINSBURG
CALEB C. FRANCOIS	EVAN J. GINTER
RYLIE O. FRANDRUP	MAKAYAH H. GIRMAY
ALEXANDER R. FRANK	LYLA A. GLOEGE
MADELINE S. FRANKLIN	ISAAC P. GODFREY
LAUREN N. FREDERICKSON	BRIDGER K. GOLL
CECELIA T. FREEMAN	SVETLANA A. GONIKMAN
LUCAS S. FREEMAN	GRACE M. GOODRICH
JULEENA R. FRETHAM	DANIELLA L. GORDON
SAMUEL R. FRIBERG	DANIEL P. GORLOV

MINNETONKA HIGH SCHOOL – CLASS OF 2026

NICHOLAS B. GRAF	WYATT C. HAWKINS
LAUREN A. GRANGER	MITCHELL L. HAYES
LUCAS GRANUCCI	JULIA M. HAYS
HALEY GREEMAN	MICHELLE Z. HECK
PETER S. GREGERSON	DELANEY HEFFERON
EMILY L. GROSS	CHRISTIAN J. HEINS
FELIX C. GUION	JOSEPH W. HEITZ
HENRY T. GUSTAFSON	MORGAN F. HELLBUSCH
GAVIN W. GUTTENFELDER	HENRY J. HELSDINGEN
EMMA L. HACKMAN	ANNELISE D. HENDERSON
LAURA J. HAGEN	GIOVANNI R. HENRY
LAUREN E. HAGEN	MACY J. HERWIG
ADAM G. HALE	AIDAN W. HESSE
JORDYN M. HALL	STELLA C. HILGENBERG
KINGSTON R. HAMBLIN	CARMEN J. HILLER
MOHAMED G. HAMED	HENRY J. HILLER
TATE J. HARDACRE	THOMAS J. HILYAR
GEORGE T. HARIG	GRETA I. HJELLE
SIONA HARIS	LUCILLE A. HOFF
JACE M. HARRIS	BRADDOCK M. HOKANSON
REYA M. HARRIS	THOMAS W. HOLLAND
OLIVIA L. HASHBARGER	HAILEY G. HOLM
JASPER J. HASKINS	AVERY A. HOLZFASTER
JACOB M. HASZ	HENRY T. HOMA
JULIA M. HATCH	WINSTON M. HOMMERDING
KATHARINE M. HATLESTAD	GEORGIA N. HOPPER

MINNETONKA HIGH SCHOOL – CLASS OF 2026

MIATTA T. HOWARD	GAVIN C. JERDEE
PAXTON J. HRUBY	CONNOR H. JEWETT
TYLER J. HRUBY	PETER W. JEWETT
GARRETT S. HULTGREN	CHENXI JIANG
MARA C. HUMPHREYS	JONAH D. JOAS
MICAH H. HUNTER	BAERGEN H. JOHNSON
SARAH E. HURLEY	CALEB N. JOHNSON
DAXTON P. HURT	CONNOR L. JOHNSON
ZAINA HUSSAIN	CY J. JOHNSON
AYUB A. IBRAHIM	ELIN A. JOHNSON
HUDEYFA M. IBRAHIM	JACK A. JOHNSON
OLIVE K. IGELMAN	JORDAN R. JOHNSON
ELLEN R. INGHAM	MALAYSIA E. JOHNSON
AVALYN M. IRWIN	MALLORY J. JOHNSON
OSCAR C. ISAACSON	QUINN F. JOHNSON
ONORA ISLAM	SIENNA E. JOHNSON
HABON Y. ISMAIL	ANDREW JONES
ALISA S. IVANOV	HENRY M. JONES
BENJAMIN M. JABS	WYATT L. JONES
TATE O. JABS	VIVIAN E. JORCZAK
LUCIA C. JACKSON	GIANNA L. JORDAN
KYLE P. JANES	ZARA V. JOURDAN
ADRA D. JASPER	MIKAYLA C. KANGAS
NIHITHAA JAYAPRAKASH	ADELAIDE A. KATANIC
CLAIRE B. JELINEK	SCOUT L. KATZENBERGER
CHASE A. JERDEE	BIANCA P. KAUDER

MINNETONKA HIGH SCHOOL – CLASS OF 2026

SIMRAN KAUR	CHARLES H. KOHLER
MARIN KAY	ISABELLE T. KOHMAN
MAKOYA KEITA	ALEXANDRA C. KOJETIN
RILEY M. KELLEY	HELENA KOLECEK
DAVID J. KELLING	HALLE G. KOONCE
KYMARI J. KELLY	ALEXANDER W. KOROLEV
KYLE D. KENNEDY	ELVINA F. KOTAY
LILYANA R. KENNEDY	REESE E. KOTTKE
MAXIMILIAN L. KENNEY	ERIK R. KOWALSKI
GRAHAM J. KERR	BRADY C. KRAEMER
AVA S. KHEMAKHEM	KINGSTEN S. KRAS
MIHIR KHURANA	BENJAMIN M. KRAUS
AUDREY E. KIBORT	CARTER J. KREBS
KEIRA A. KILGARD	DENVER A. KROC
CAMILLE W. KILNER	AVA M. KRUEGER
JOSEPH T. KIM	ETHAN R. KRUEGER
ALAINA K. KING	LIBBY J. KRUEGER
RYAN G. KIRBY	KAMILA KURAKOVA
HENRY L. KIST	ELLA F. KURTH
JONAS D. KLEINHANS	CALVIN S. KUSAR
JOSEPH KLINEFELTER	GABRIELLA J. KYTONEN
AUBREY J. KLOUS	DEVIN W. LAMONTAGNE
JACKSON T. KNIGHT	SHILOH R. LANDT
BENJAMIN F. KOEHNEN	WYATT C. LANE
AUSTIN J. KOEPP	TOBIAH D. LANG
AMELIA S. KOGAN	ISABEL M. LAROCHE

MINNETONKA HIGH SCHOOL – CLASS OF 2026

TRENT A. LAROCHE	TYLER J. LOCH
KAITLYN M. LAROCK	SAMUEL R. LOEWE
BROCK K. LARSON	EVELYN R. LONG
MILES H. LASKIN	SADIE M. LONGO
CHARLES K. LASOTA	JOANNA E. LOPEZ MEZA
YANA M. LATZ	PEYTON J. LORENZ
KEONA A. LAURENCE	TALIA E. LOUWAGIE
DANIEL R. LEBBEN	AURORA J. LOVALD
CHLOE M. LEE	BRENTON A. LOVE
GRAYSEN E. LEE	AARON Y. LOW
RAVEN M. LEE	JONAH W. LUDENS
REMMEL T. LEMMER MONIGHAN	JOSHUA D. LUING
MEYER O. LENGELING	GRETA E. LUNKE
BRADEN W. LESINSKI	ISABEL LUTHRA
AVERY K. LEVAHN	HANNAH M. LYLE
ALEXANDER Q. LEVINSON	SOPHIA LYONS
JULIANA S. LEWANDOWSKI	ALEXANDER E. MACOSKO
MILEY L. LEWIN	ANDERSON W. MACY
MILAH G. LEWIS	ELIANA G. MAECHLER
TANNER J. LIND	RYKER J. MAGNUSON
CURTIS P. LINDAHL	DREW S. MALK
JOHANNES S. LINDEN	AMALIE G. MALONEY
NIKOLAS R. LINDHOLM	LUCAS R. MALTBY
CADEN J. LINDSAY	TAIRA MAMEDOV
ISER N. LIPNIK	SAMUEL B. MANDELL
PIPER N. LIWIENSKI	HUXTON J. MARCUS

MINNETONKA HIGH SCHOOL – CLASS OF 2026

ZACHARY J. MARKWELL	FIONA M. MILNE
GREYSEN R. MARLOW	SOPHIE L. MILSTEIN
PHOEBE C. MARSHALL	MADDEN C. MINGO
CHARLOTTE G. MARSHMAN	MASON M. MINOR
MADELINE M. MARTINEZ	SVEA R. MOBERG
ISABELLE S. MARTINEZ-FREEMAN	MAKENSIE A. MOECKEL
GABRIELLA R. MATA	DOROTHY G. MOEHRL
RIAN R. MATHEW	BILAL F. MOHAMED
ALEXANDER P. MATTSON	HANNAN A. MOHAMUD
SARA E. MAX	AYEZA MOHEET
DARRYA T. MAXWELL	CAMDEN C. MONA
SCARLETT E. MAYER	ANDERS T. MOORE
DEAGLAN G. MAYERS	GRIFFIN X. MOORE
JEREMIAH E. MBONDE	ANDRES M. MORENO JOHNSON
REAGAN C. MCCARTHY	EMMANUEL MORENO SANCHEZ
ADDISON L. MCCORMICK	MADELEINE C. MORGAN
SAMUEL B. MCHUGH	CHLOE N. MORRISSEY
GRIFFIN C. MCINTOSH	KATARINA E. MORVIG
WILLIAM S. MCKINNEY	EMELIA R. MOSER
CAITHNESS C. MCLEAN	OLIVIA L. MUEHLSTEDT
ANDERS A. MCNEILL	AVA J. MUENCH
KAILI C. MCNUTT	MATTHIAS I. MURDYCH
CAMERON S. MERRICK	CAMPBELL S. MURPHY
JON-PAUL J. MERRY	JACOB W. MUSGJERD
ANNABELLE MIKLETHUN	ABIGAIL L. MUSIC
IAN M. MILLER	MEHREEN NAJEEB

MINNETONKA HIGH SCHOOL – CLASS OF 2026

IVAN A. NALEID	HASSAN H. NUR
NIKHITA S. NATRAJ	ADEN H. NURIE
DALANE R. NAVORSKA	RYAN E. NUTTLEMAN
SEOHEE NEGREROS	JAYDEN O. OGINDA
ALEXANDRA E. NELSON	ADDISON M. OGLE
JACOB R. NELSON	CAMRYN M. OLBERDING
LILY L. NELSON	AMELIA N. OLSON
OLIVER M. NELSON	ELLA S. OLSON
QUINN A. NELSON	EMERSON R. OLSON
ZARIAH J. NELSON	HENRY W. OLSON
CAMDEN J. NESS	MATILDA L. OLSON
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KAELAN P. NEWMAN	DREW J. OMANN
RACHEL F. NEWTON	RADWA A. OMAR
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LYLLIANAH C. NGUYEN	ANTHONY J. ORTIZ
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SOPHIA E. NIKAS	AMEYALI I. OSORIO
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SIONA A. NIRENSTEIN	DYLAN M. OUSLEY
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KAYDEN R. PELSTRING	TEO PUHALO
DANIEL A. PENAMONTALVAN	ANIRUDH S. PULAVARTHI
SCARLETT O. PENHOLLOW	JOSEPH E. PULLEN
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THOMAS D. POSTON	KARISHMA A. REBELLO
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**SCHOOL BOARD
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item IX.

Title: Approval of 2026-27 School Board Goals

Date: May 28, 2026

OVERVIEW

Each year, the Minnetonka School Board meets with the Superintendent to set District goals for the upcoming school year. This process includes a review of the goals from the previous school year, a review of student data on standardized assessments and graduation, survey data from students and parents, and input from District administration, staff, parents and students throughout the year. A School Board goal-setting meeting was held in November 2025, and a first draft of the goals for the 2026-27 school year was presented at the January 2026 School Board meeting for the public. A second School Board planning meeting was held in April 2026, after which the Board made some minor additional edits to the goals. The draft is now being presented at the May 28 School Board meeting for the School Board's approval.

RECOMMENDATION/FUTURE DIRECTION:

This information is presented to the Board for its consideration and approval.

Submitted by:



JacQueline Getty, Executive Director of Communications

Concurrence:



David Law, Superintendent

Minnetonka Public School District
Student-Centered Excellence
Connected. Empowered. Inspired
2026-2027 School Board Goals

On an annual basis, the Minnetonka School Board reviews student achievement data, student and parent survey data, input from staff and the community at large and uses this information to identify priority areas for emphasis, which are then formulated into School Board goals for the Minnetonka Public School District. It is the expectation of the Board that some items may be a priority for multiple years. There are also items not mentioned as a School Board goal that are still in continuous improvement.

The goals are framed within the context of the **mission** of Minnetonka Public Schools, which is: *“To ensure all students envision and pursue their highest aspirations while serving the greater good. In a community that transcends traditional definitions of excellence, we use learning and teaching as tools to value and nurture each person, inspire in everyone a passion to excel with confidence and hope, and instill expectations that stimulate extraordinary achievement in the classroom and in life.”*

The School Board goals for **2026-27** are listed *in no particular order*. They have surfaced equally as areas for continued emphasis. It is the Board’s expectation to be a model of excellence in each of these areas.

GOAL: Excellence in Well-being, Connection and Belonging

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

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

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

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

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

The District will provide a working environment for employees that is respectful, supportive and collaborative and will seek ways to increase the support for employees' well-being, connection and belonging needs.

For the **2026-27** school year, the District will have the following goal action steps:

- 1) *Foster and Maintain a Welcoming, Inclusive and Safe Environment for All Students and Employees:* Deepen the implementation of belonging efforts in order to promote a positive school climate and culture. Provide professional learning for staff on best practices to build connections with and among students and each other. Gather student data on an annual basis. Identify, analyze, monitor and respond to student trends and data with attention to identifying and addressing barriers to belonging affecting different student demographic groups. Parent communication regarding belonging efforts will be included as a strategy to support this work.
 - a. Principals **and directors, along with** their staff will present **candid** reports to the School Board throughout the academic year that include their school's well-being, connection and belonging efforts, and, as appropriate, **outcomes, challenges and barriers**.
 - b. The District will present a report to the School Board on measures of success related to belonging efforts including available trend data.
 - c. **On an annual basis, the District will provide an update to the Board on related professional development.**
- 2) *Cultivate Social and Emotional Well-being and Implement Best Practices in School-based Mental Health Support:* Strengthen students' social and emotional well-being through continued implementation of the MTSS **framework, including** processes and structures. Advance student awareness and support the diverse developmental, cultural and mental health needs of

the student body. Screen students annually to **increase** identification of students who may need additional support. **Monitor the impact of technology on students' mental health based on research and promising practice, as this work is evolving. Implement the recommendations from the JED Foundation partnership and consider recommendations from the Mental Health advisory committee.**

- 3) *Consistently Implement and Communicate Bullying Prevention Efforts:* Maintain a high level of student and parent awareness of existing bullying prevention efforts. Monitor the impact of our bullying prevention efforts as measured by student discipline data, student reports and survey data.
 - a. The District will update the Board annually on the trend data from student and parent surveys, **including efforts taken for consistency in reporting and documentation across schools and programs.**

GOAL: Excellence and Innovation in Student Learning and Support

Excellence in student learning and support is a foundational principle guiding the Minnetonka School Board and District Administration in their work. The School Board and District Administration believe that each student is capable of achieving at their highest potential and are committed to work collaboratively with families to support their students' learning. The continuation of the District's excellence in teaching and learning will be driven through deep implementation of educational frameworks, **strategic programs and instructional technology tools and resources** to support student learning. **The District will also review students' career and college readiness, increase opportunities for experiential learning, and measure student readiness outcomes.** This focus includes identifying and addressing any gaps in achievement that exist between measured student groups, with attention to predictable outcomes.

For the 2026-27 school year, the District will have the following goal action steps.

- 1) *Ensure All Students Receive Outstanding Instruction:* Focus on high-quality, universal instruction in all courses. Leverage teacher collaboration to ensure **appropriate use of benchmark and formative assessments**, responsive instruction and progress monitoring. Provide staff development throughout the year to address the priority areas identified using student data and teacher feedback. Increase the impact of teacher collaboration by providing consistent administrative guidance and support throughout the school year.

Continuously monitor the effectiveness of District programming at all levels across curricular areas to ensure the District is meeting the needs of all students, **including participation and proportional representation in coursework**. Take steps toward providing a continuous improvement process that considers the unique needs of programs that serve students receiving special education services, students learning English, and students participating in Tonka Online.

- a. The District will present reports to the School Board on the academic progress of students by using available data, disaggregated, as appropriate, that include student performance on standardized assessments, participation in rigorous coursework, and student, staff and parent survey data.

2) Prioritize Student Literacy Improvement Efforts: The District will continue to implement its updated literacy plan, which includes the following elements: Provide training for all teachers on effective practices in foundational and disciplinary reading and writing instruction. Implement Board-approved core and supplemental literacy materials aligned to research-based best practices. Ensure all students are screened for barriers to literacy early in the educational process. Monitor student growth throughout the school year and year-over-year to determine if our core instruction, including interventions or acceleration, positively impacts student outcomes

- a. The District will report results annually from its standardized assessments, including from MCA and NWEA and student growth and gaps, disaggregated, as appropriate.

*3) Implement **Second Year of New Middle School Programming: Continue implementation of the new middle school program, including adjustments made based on teacher, student and parent feedback. Continue to monitor*** implementation to ensure the program meets District goals and is financially sustainable.

- a. The District will provide a report to the Board that will include an implementation update and an evaluation of the changes and recommendations for the following school year.

4) Explore Options to Increase Participation in Experiential Learning Programs: Pursue efforts to ensure all students graduate with tangible, “real skills for real life” and that they are future ready.

- a. The District will provide an annual update to the Board on efforts to expand experiential learning and the measurement of Real Skills.

5) Continue to Ensure that Instructional Use of Technology, Tools, and Resources are Intentional and Enhance Instruction and Student Learning.

- a) The District will continue to implement best practices around intentionality of technology use.
- b) The District will examine, assess, and determine whether any adjustments may be considered regarding the uses of screen time for students, particularly for our youngest learners. Teachers will be provided with any guidance and/or tools needed to adapt to adjustments made in this area.
- c) The District will monitor evidence-based practices in the incorporation of AI technology and student cell phone access at school, making adjustments and communicating with students, parents and staff, as appropriate.
- d) The District will continue to educate students and families about essential skills for responsible digital citizenship, including technology-related measures required by the State of Minnesota.
- e) The District will provide updates to the Board regarding this work.

GOAL: Excellence in Leadership and Organizational Support

The District will strive for excellence in all levels of leadership and organizational support using the following priorities:

For the 2026-27 school year, this will include the following goal action steps:

1) *Ensure Long-Term Financial Stability and Sustainability for the District:* Monitor the financial forecast for future school years and recommended adjustments that will improve short-term and long-term financial stability, to include the following items: Adjustments to enrollment, reductions to expenditures, advocacy for legislative changes that will address funding shortfalls, *the exploration and possible implementation of a perpetual endowment trust fund*, and other solutions that will have a positive impact on the District's financial situation. *The District will take steps to ensure the unassigned fund balance remains stable.*

- a. The District will provide periodic updates to the Board on the District's finances, including recommendations to improve financial stability.
- b. *The District will continue to actively involve community members in legislative advocacy efforts, including through the Community Action for Student Education (CASE) committee.*

2) *Ensure Facilities Meet the Current and Future Needs of Students:* The District will implement the bonding, planning and construction of the projects that were approved by the public with the passage of the 2025 building bond referendum.

- a. The District will provide regular updates on the status of bond-related construction.

3) *Recruit and Retain the Highest Quality Staff:* Continue to focus on recruitment and retention of exceptional teachers and staff. Identify strategies to create a representative workforce of staff capable of meeting the cultural and academic needs of our diverse student body and who will create a learning environment for all students to be successful.

- a. The District will provide an annual School Board update and presentation on staffing, recruitment and retention, as well as information on strategies used for recruitment. It will also provide a summary of exit interviews.

4) *Build Strong Relationships with Stakeholders:* Inform and engage District constituents, including students, families, staff and the broad community through outreach and engagement opportunities and efforts. To fulfill this expectation and in response to community input, the District commits to the following actions:

- a. The District will continue to create and support a variety of engagement opportunities for community members to connect with District leadership and the Board. The School Board will consider piloting new engagement opportunities and will share its findings publicly.
- b. The District will survey residents, families, students and staff regarding their experiences and sentiments about the District, including their access to information about the District and will develop strategies to address any challenges revealed by the data.
- c. The District will present an annual communications report to the School Board including community perception data related to the trust the community has with the Board.
- d. The District will assess and adapt the model for providing student voice to the School Board. In the spring, there will be a Board update and discussion on this pilot regarding the impact.

- e. Districtwide committees, including the Calendar Committee, Teaching and Learning Advisory Committee, Finance Advisory Committee, Mental Health Advisory Committee and Community Education Advisory Committee, will each present an update to the Board on the committee's charge and current work.

- f. On an annual basis, the School Board will reflect on the progress of School Board goals, considering student, staff and parent input and feedback, as well as student outcomes in academic and non-academic areas to determine priority areas for new and continuing School Board goals for the District. The Board will provide public updates on this process routinely at Board meetings.

5) *Monitor the Delivery of High Quality Meals:* The District will monitor the delivery of high quality meals at every site, within the parameters of the Federal Nutrition Guidance.

- a. The District will update the Board during the year on Nutrition Services meal delivery and student feedback.

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

Agenda Item X.

TITLE: Approval of 2027-2028 Calendar

DATE: May 28, 2026

BACKGROUND

Minnesota State law requires the School Board to adopt a calendar prior to April 1 of the school year preceding the year the calendar will be in effect. As is the District's practice, we are working on setting a calendar a full year in advance of its due date. Accordingly, on February 24, a committee of teachers, paraprofessionals, administrators, parents, and students worked to develop a draft recommended calendar to the School Board. The Committee followed contractual and state law parameters in developing this recommendation. The below comprises the Calendar Committee's draft recommendation.

The outline for the recommended calendar is as follows:

- ◆ First day of school for teachers: Monday, August 23, 2027
- ◆ First day of school for grades 1-12 students: Monday, August 30, 2027
- ◆ First day of school for kindergarten students: Wednesday, September 1, 2027
- ◆ Fall conference dates: Thursday, Oct. 7, 2027: 4-8pm; Friday, Oct. 8, 2027: 8am-4pm; an additional 4 hours of conference time to be assigned by building site the weeks of Oct. 4, 2027, or Oct. 13, 2027
- ◆ Spring conference dates: Thursday, March 2, 2028: 4-8pm; Friday, March 3, 2028: 8am-4pm; an additional 4 hours of conference time to be assigned by building sites the week of February 29, 2028, or March 6, 2028
- ◆ Winter Break: December 23, 2027 – January 3, 2028 (8 work days)
- ◆ Spring Break: March 27 – 31, 2028
- ◆ Last student day: Thursday, June 8, 2028
- ◆ Last teacher day: Friday, June 9, 2028

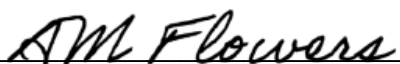
Supporting information for the 2027-28 school calendar is attached including an overview of the calendar, days for professional learning/grading-planning/PLC time and a recommended draft calendar.

Members of the calendar committee include: teachers Monica Marsh, Jennissa Schommer, Claiborne Day, Chris Zhang, Becky Holscher, Grant Hendrickson and Heather Richins; Paraprofessionals Almuth Wolf and Renee Holm; Student Advisor Sonia Warmuth; Assistant Principals Alex Hinseth and Farhan Mohamoud; Executive Director of Community Education Kim Carlson; Director of Research, Analysis & System Improvement Matt Breen; Director of Learning, Development & Educator Effectiveness Sara White; Director of Activities Ted Schultz; Executive Director of Communications JacQui Getty; Human Resources Coordinator Sandy Souba; General Counsel and Executive Director of Human Resources Anjie Flowers; Parents Tesa Laskin, Amy Wilkerson and Polina Lipnik; and MHS Students Ava Huart, Zayn Kassim, Mingchi Mathur and Valeria Yanez.

RECOMMENDATION/FUTURE DIRECTION:

We recommend the School Board approve the 2027-28 calendar, as presented at the school board study session meeting on May 21, 2026.

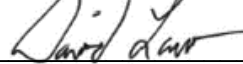
Submitted by:



Anjie Flowers

General Counsel and Executive Director of Human Resources

Concurrence:



David Law

Superintendent

Overview of Recommended 2027-28 Calendar

Background

The 2027-28 calendar draft generally follows the pattern of the 2026-27 calendar. The committee had considered parameters including state law, assessments and testing, collective bargaining agreements, and preferences of the School Board, PTO/PTA and the leaders of the Minnetonka Teachers Association (MTA).

1. Number of student days and teacher days;
2. Starting date for school;
3. Potential dates for winter and spring breaks;
4. Potential ending date for school;
5. Other unique issues impacting the calendar

Overall Summary

The calendar provides for 168 student days for kindergarten, and 170 student days for grades 1-12.

Provisions of the Recommended Calendar

PROVISIONS	RATIONALE
New Teacher Workshops Aug. 9 – August 19, 2027.	Two weeks before all staff are back.
Teacher full-day professional learning, Monday, August 23, 2027	Full eight-hour day of professional learning for teachers as feedback has supported this model. The attached summary shows the updated professional learning model.
Teacher workshop and planning August 24-26, 2027.	3 days before students begin; similar to recent calendars.
Start day grades 1-12 of August 30, 2027.	Current state law permits school to begin before Labor Day when the district has \$400,000 in construction or remodeling projects.
Kindergarten assessments August 30-31, 2027.	Two days of kindergarten assessments.
Start day for kindergarten September 1, 2027.	Two days after the start of grades 1-12 to allow for kindergarten assessments.
No School K-12+ (students, teachers, paras) September 3, 2026	Friday before Labor Day Weekend
Labor Day: September 6, 2027. District offices closed.	By collective bargaining agreements.
Fall Conferences: • Thursday, Oct. 7, 4-8pm (12-hour day for teachers) • Friday, Oct. 8, 8am-4pm (no school K-12 students) An additional 4 hours to be scheduled at the school site level outside the school day during the weeks of October 4 or October 12, 2027.	Note that the attached calendar for 2027-28 shows an extra teacher day in October to account for the extra 4 hours of work on 10/7/27 and the extra 4 hours of work during the weeks of 10/4/27 or 10/12/27. In addition, paraprofessionals will have a professional learning day on 10/8/27.
No School K-12+ (No teachers) Yom Kippur, Monday, October 11, 2027.	By teacher collective bargaining agreement.

PROVISIONS	RATIONALE
Education Minnesota Conferences: October 21-22, 2027.	By teacher collective bargaining agreement.
No School K-12+, teacher full-day professional learning, Monday, November 1, 2027.	Full eight-hour day of professional learning for teachers as feedback has supported this model. The attached summary shows the updated professional learning model.
Day after the end of first quarter, November 8, 2027, is a day off for students. The workday following the last day of each quarter is a non-student day for teachers for planning, grading and PLC meetings.	At the end of first quarter, consistent with the teacher collective bargaining agreement between the MTA and the District.
No students K-12+, no staff (teachers, paras...) Wednesday, November 24, 2027.	Preference of recent past calendars and previous recommendation.
Thanksgiving holiday: November 25-26, 2027. District offices closed.	By collective bargaining agreements
Winter break Dec. 23, 2027 – Jan. 3, 2028.	8 working days for break.
No School K-12+, teacher full-day professional learning, Tuesday, January 4, 2028.	Full eight-hour day of professional learning for teachers as feedback has supported this model. The attached summary shows the updated professional learning model.
Dr. Martin Luther King, Jr. Day: January 17, 2028. District offices closed.	By collective bargaining agreements
Day after the end of first semester and second quarter, January 21, 2028 (no school for students). The workday following the last day of each quarter is a non-student day for teachers for planning, grading and PLC meetings.	Consistent with the teacher collective bargaining agreement between the MTA and the District. Additionally, paras will receive professional learning time this day.
No School K-12+, No staff (teachers, paras...) Lunar/Chinese New Year, Wednesday, January 26, 2028.	Per discussion of calendar committee
President's Day: February 21, 2028. District offices closed.	By collective bargaining agreements
No school K-12+, No staff (teachers, paras...) Eid, Monday, February 28, 2028.	By teacher collective bargaining agreement
Spring Parent Teacher Conferences: - Thursday, March 2, 4-8pm (12 hour day) - Friday, March 3, 8am-4pm (no school) An additional 4 hours to be scheduled at the school site level outside the school day during the week of February 29 or March 6.	Note that the attached calendar shows an extra teacher day in March to account for the extra 4 hours of work on 3/2/28 and the extra 4 hours of work during the weeks of 2/29/28 or 3/6/28.
Spring Break: March 27 – 31, 2028.	At the end of third quarter, consistent with previous calendars.
Day after the end of third quarter, April 3, 2028, is a day off for students. The workday following the last day of each quarter is a non-student day for teachers for planning, grading and PLCs.	Honors request by the MTA to have grading and planning time at the end of the first and third quarters.
District offices closed Friday April 14, 2028.	By collective bargaining agreements.
Memorial Day: Monday, May 29, 2028. District offices closed.	By collective bargaining agreements.

PROVISIONS	RATIONALE
Last day for students: Thursday, June 8, 2028.	Allows for 170 student contact days for grades 1-12 and 168 student contact days for kindergarten.
Last day for staff: Friday, June 9, 2028.	Meets required 184 teacher contract days consistent with the teacher collective bargaining agreement.

2027-28 Plan for Professional Learning Days and Grading/Planning/PLC Days

Date	Plan
August 23, 2027	Teachers: District-directed eight (8) hour professional learning day.
October 8, 2027	Paraprofessionals: Professional learning time
November 1, 2027	Teachers: District-directed eight (8) hour professional learning day.
November 8, 2027	Teachers: Grading and Planning, 2-hour PLC meetings
January 4, 2028	Teachers: District-directed eight (8) hour professional learning day.
January 21, 2028	Teachers: Grading and Planning, 2-hour PLC meetings Paraprofessionals: Professional learning time
April 3, 2028	Teachers: Grading and Planning, 2-hour PLC meetings

Attachment to the School Board Agenda on School Calendar

The development of the school calendar needs to take into account many factors, including:

- **State set requirements** (including the length of the student year, the requirement surrounding starting school before Labor Day, and significant date requirements for state testing.)
- **Local contractual parameters** (including the number of teacher duty days (184), the maximum number of student days (174), 2 days off in October for teachers to attend professional meetings for their state association, a workshop day for teachers at the end of each quarter, and a one-week spring break.)
- **Preferences of the Board, staff, and community** (including preferences for the times and placement of parent conferences, the length and timing of winter and spring break, the placement and the ending date of the school year for students and staff.)

Included on the following page is a summary of surrounding school district dates and breaks for 2024-25, 2025-26 and 2026-27.

Also included are state statutes that school districts must comply with when planning a school calendar. Minn. Stat. 120A.40 governs when a public school system is allowed to begin school and Minn. Stat. 120A.41 governs the number of required instructional hours per school year.

SURROUNDING SCHOOL DISTRICT DATES AND BREAKS

2024-25

DISTRICT	START	WINTER BREAK	SPRING BREAK	LAST STUDENT DAY
Edina	8/26/24 & 8/28/24	12/23/24-1/3/25	3/31/25-4/4/25	5/30/25
Hopkins	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/6/25
Wayzata	9/3/24	12/23/24-1/1/25	3/31/25-4/4/25	6/5/25
Chaska/Chan	9/3/24	12/23/24-1/1/25	3/31/25-4/4/25	6/3/25 & 6/5/25
Eden Prairie	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/10/25
Osseo/MG	9/3/24	12/23/24-1/3/25	3/24/25-3/28/25	6/6/25
Robbinsdale	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/4/25
St. Louis Park	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/6/25
Minnetonka	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/11/25

2025-26

DISTRICT	START	WINTER BREAK	SPRING BREAK	LAST STUDENT DAY
Edina	8/25/25 & 8/27/25	12/22/25-1/2/26	3/16/26-3/20/26	5/28/26
Hopkins	9/2/25	12/22/25-1/2/26	3/30/26-4/3/26	6/10/26
Wayzata	9/2/25	12/23/25-1/2/26	3/30/26-4/3/26	6/5/26
Chaska/Chan	9/2/25	12/24/25-1/2/26	3/30/26-4/3/26	6/4/26
Eden Prairie	9/2/25	12/22/25-1/2/26	3/30/26-4/3/26	6/9/26
Osseo/MG	9/2/25	12/24/25-1/2/26	3/23/26-3/27/26	6/5/26
Robbinsdale	9/2/25	12/22/25-1/2/26	3/30/26-4/3/26	6/3/26
St. Louis Park	9/2/25	12/22/25-1/2/26	3/30/26-4/3/26	6/10/26
Minnetonka	9/2/25	12/22/25-1/2/26	3/30/26-4/3/26	6/11/26

2026-27

DISTRICT	START	WINTER BREAK	SPRING BREAK	LAST STUDENT DAY
Edina	8/31/26	12/21/26-1/1/27	3/29/27-4/2/27	6/4/27
Hopkins	8/31/26	12/21/26-1/1/27	3/29/27-4/2/27	6/9/27
Wayzata	8/31/26	12/23/26-1/1/27	3/29/27-4/2/27	6/4/27
Chaska/Chan	8/31/26 & 9/2/26	12/23/26-1/1/27	3/22/27-3/26/27	6/3/27
Eden Prairie	9/8/26 & 9/9/26	12/24/26-1/1/27	4/5/27-4/9/27	6/10/27
Osseo/MG	9/8/26	12/24/26-1/1/27	3/29/27-4/2/27	6/10/27
Robbinsdale	8/31/26	12/21/26-1/1/27	3/22/27-4/2/27	5/28/27
St. Louis Park	8/31/26	12/21/26-1/1/27	3/29/27-4/2/27	6/4/27
Minnetonka	9/1/26	12/23/26-1/1/27	3/27/27-4/2/27	6/8/27

MINNESOTA STATUTES

120A.40 SCHOOL CALENDAR.

- (a) Except for learning programs during summer, flexible learning year programs authorized under sections [124D.12](#) to [124D.127](#), and learning year programs under section [124D.128](#), a district must not commence an elementary or secondary school year before Labor Day, except as provided under paragraph (b). Days devoted to teachers' workshops may be held before Labor Day. Districts that enter into cooperative agreements are encouraged to adopt similar school calendars.
- (b) A district may begin the school year on any day before Labor Day:
 - (1) to accommodate a construction or remodeling project of \$400,000 or more affecting a district school facility;
 - (2) if the district has an agreement under section [123A.30](#), [123A.32](#), or [123A.35](#) with a district that qualifies under clause (1); or
 - (3) if the district agrees to the same schedule with a school district in an adjoining state.

120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.

- (a) A school board's annual school calendar must include at least 425 hours of instruction for a kindergarten student, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. The school calendar for a prekindergarten student under section [142D.08](#), if offered by the district, must include at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the commissioner under section [124D.126](#).
- (b) A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to section [120A.414](#).

August, 2027	MINNETONKA PUBLIC SCHOOLS 2027-28 CALENDAR – RECOMMENDED FOR APPROVAL		February, 2028
2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30 31 <i>1-12 2 Tea 6</i>	August 9-12; 16-19 New Teacher Workshops (Tentative) 23-26 Teacher PL, Workshop & Planning (K-12+) 30 School Begins 1-12+: Begin 1 st Quarter 30-31 Kindergarten Assessments		1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 <i>Stud 19 Tea 19</i>
September, 2027	September	February	March, 2028
1 2 3 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30 <i>20 Stud Tea 20</i>	1 School Begins: Kindergarten 3 No School K-12+ 6 No School K-12+: District Office Closed: Labor Day	2 P/T Conferences 4pm-8pm 3 No School K-12+: P/T Conferences 8am-4pm *4 additional hours of P/T Conferences to be scheduled by site the week of Feb. 28 or March 6 24 End 3rd Quarter: 41 days 27-31 No School K-12+: Spring Break	1 2 3 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30 31 <i>Stud 17 Tea 19</i>
October, 2027	October	April	April, 2028
1 4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29 <i>17 Stud 19 Tea</i>	7 P/T Conferences 4-8pm 8 No School K-12+: P/T Conferences 8am-4pm *4 additional hours of P/T Conferences to be Scheduled by site the weeks of Oct. 4 and/or Oct. 12 8 Paraprofessional, Professional Learning Day 11 No School K-12+: Yom Kippur 21-22 No School K-12+: Teacher Statewide Meetings	3 No School K-12+: Plan & Grade/PLC 4 Begin 4 th Quarter 14 No School K-12+: Good Friday	3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28 <i>18 Stud 19 Tea</i>
November, 2027	November	May	May, 2028
1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 29 30 <i>17 Stud Tea 19</i>	1 No School K-12+: Teacher Professional Learning 5 End of 1 st Quarter: 43 days 8 No School K-12+: Plan & Grade/PLC 9 Begin 2 nd Quarter 24 No School K-12+ 25-26 No School K-12+: District Office Closed: Thanksgiving Break	29 No School K-12+: District Office Closed: Memorial Day	1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 29 30 31 <i>Stud 22 Tea 22</i>
December, 2027	December	June	June, 2028
1 2 3 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30 31 <i>Stud 16 Tea 16</i>	23-24 District Office Closed 23-31 No School K-12+: Winter Break	8 Last day of school K-12+ 8 End 4 th Quarter 46 days: End 2 nd Semester 87 days 9 Full day teacher workshop	1 2 5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30 <i>6 Stud 7 Tea</i>
January, 2028	January	Quarters Semester	July, 2028
3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28 31 <i>Stud 16 Tea 18</i>	3 No School K-12+: District Office Closed: New Yr's Day 4 No School K-12+: Teacher Professional Learning 17 No School K-12+: District Office Closed: MLK, Jr. Day 20 End 2 nd Quarter 40 days: End 1 st Semester 83 days 21 No School K-12+: Plan & Grade/PLC; Para Prof Lrn 24 Begin 3 rd Quarter, Begin 2 nd Semester 26 No School K-12+: Lunar/Chinese New Year	1. 43 1. 83 2. 40 <u>2. 87</u> 3. 41 170 4. <u>46</u> 170	3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28 31

Color code: **New Teacher Workshop**; **Staff Work Days (no students)**; **Parent/Teacher Conferences**; **End of Quarters**

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

Board Agenda Item XI.

Title: Update on Citizens Academy

Date: May 28, 2026

OVERVIEW

In alignment with the School Board goal of Excellence in Leadership and Organizational Support, and, in particular, with the intention of building strong relationships and exploring new community engagement opportunities, Minnetonka Public Schools is launching a community engagement initiative—the Minnetonka Public Schools Citizens Academy. The Citizens Academy will welcome up to 25 school and/or residential community members for a behind-the-scenes, in-depth look at the finance and operations, programs, curriculum, and more during the 2026-27 school district.

Participants will meet one day a month from September 2026 through May 2027, to experience various aspects of the District. Throughout the program, participants will engage with district leaders, visit school facilities, explore innovative programs and gain a deeper understanding of the decisions, systems and people that support student success every day. The program will conclude with a certificate ceremony recognizing Citizens Academy graduates as informed ambassadors for Minnetonka Public Schools.

Executive Director of Communications, Dr. JacQui Getty, will provide an overview of the program.

RECOMMENDATION/FUTURE DIRECTION:

This report is presented for the Board's information.

Submitted by: _____



JacQueline Getty, Executive Director of Communications

Concurrence: _____



David Law, Superintendent

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

Board Agenda Item XII.

Title: Approval of Perpetual Endowment Trust Fund

May 28, 2026

EXECUTIVE SUMMARY:

Over the past two decades, Minnetonka Independent School District 276 has been able to build an educational program that has benefited all students and helped them to rise to their full potential while maintaining a strong financial position during that time. The District was able to access additional Operating Referendum amounts of \$436 per pupil for Fiscal Year 2009, \$340 per pupil for Fiscal Year 2017 and 4340 per pupil for Fiscal Year 2020. That revenue, coupled with incremental enrollment growth, enabled the District to maintain a wide array of programmatic offerings while maintaining financial stability, even in the face of State Aid Funding that was often less than the rate of inflation during those years.

The State of Minnesota has provided General Fund State Aid per pupil for General Fund Operations to Minnetonka ISD 276 in amounts less than the State Aid provided to the Average Minnesota School District, with that shortfall getting larger each year. In Fiscal Year 2026, State Aid for was \$13,068 or 22% higher for the Average Minnesota School District versus \$10,725 for Minnetonka ISD 276 which is a shortfall of \$2,343 per pupil per the latest Minnesota Department of Education School District Profiles for Fiscal Year 2025.

Minnetonka Independent School District 276 is prohibited by Minnesota Statutes and Minnesota Department of Education regulations from asking local voters for additional Operating Referendum Revenue because of Statutory caps imposed on the amount of Operating Referendum Revenue a school district may ask its voters for. Repeated entreaties by the District to local legislators and the State Legislature since 2017 to increase the Operating Referendum cap to merely give the District a chance to ask local voters for additional operating funds has so far been met with inaction.

In spite of all these financial impediments, the School Board of Minnetonka Independent School District 276 has developed a school district that enables all students to thrive even within the constraints imposed by Statute through the use of additional Programs of Significance that are over and above the minimum educational requirements and offerings required by the State of Minnesota.

The Minnesota Department of Education 2026 Uniform Financial Accounting and Reporting System authorizes school districts to utilize Trust Fund 08 to record the revenues and expenditures for trust agreements where the School Board has accepted the responsibility to serve as the Trustee for gifts and donations.

Minnesota Statute 118A.04 provides for school districts to invest any public funds not presently needed for other purposes or restricted for other purposes in the manner and subject to the conditions provided for in Minnesota Statute 118A.04, which is inclusive of an array of Federal, State and Local government securities and other highly rated investment instruments.

With very limited options for aid from the State of Minnesota, and limitations by the State of Minnesota on how much the District can ask its voters for additional operating funds, it is fiscally prudent and the duty of the School Board to use all available financial tools available within the constraints of Minnesota Statutes and Minnesota Department of Regulations to generate financial resources to ensure that all programmatic offerings can be maintained into the future so that all students both now and in the future can continue to thrive and reach their new potential.

One of the few tools left to the School Board is to establish a Perpetual Endowment Trust Fund to accept donations for the purpose of providing investment revenue to assist in maintaining programmatic offerings. The trust would be established by The School District with the intention that it qualify as a tax-exempt trust performing an essential governmental function within the meaning of Section 115 of the Code and the Regulations issued thereunder and as a trust under the Minnesota Department of Education Uniform Financial Accounting and Reporting Standards (UFARS) and

Minnesota Statutes 118A.04 governs the allowable investments that the corpus of the Perpetual Endowment Trust would be invested in. The current District Policy 705 Investment of Funds is focused on the temporary investment of operational funds, and so is a subset of the total investment options allowed in MS 118A.04. Conversely, funds in the Perpetual Endowment Trust would have a long-term focus to be held for investment, to permanently generate income, so the full array of investment options listed in MS 118A.04 would be available for use by the Perpetual Endowment Trust.

It is anticipated that the majority of investments of the Perpetual Endowment Trust would consist of US Treasury Bonds, general obligation bonds of state and local governments with taxing authority with ratings of A or better, and bonds of US Government-Sponsored Entities (GSEs such as Federal National Mortgage Association (Fannie Mae), Federal Home Loan Mortgage Corporation (Freddie Mac) Federal Home Loan Banks, Federal Agricultural Mortgage Corporation (Farmer Mac), Farm Credit Systems, and the Government National Mortgage Association (Ginnie Mae).

The complete text of MS 118A.04 is attached for reference.

Also attached for reference are four pro-forma cash flows of the Perpetual Endowment Trust based on a portfolio of bond securities mentioned above that would allow “clipping coupons” of interest earnings at an average interest rate of 5.5%. This percentage would be possible because the Perpetual Endowment Trust could invest in longer-term coupons of various bond issues and hold them to maturity. The pro-form cash flows are based on initial donations in Fiscal Year 2027 of \$1 million, \$2 million, \$5 million and \$10 million to be able to present a range of possibilities for context.

After reviewing of this information at the May 7 and May 21 Board Meetings, the next step is for the School Board to pass a resolution establishing the Perpetual Endowment Trust Fund and authorizing administration to undertake the necessary steps to make the Perpetual Endowment Trust Fund operational.

This will initiate the same sequence of steps that the School Board took in Calendar 2008 to establish the Other Post Employment Benefits Revocable Trust Fund.

Significant steps involved in establishing the Perpetual Investment Trust include:

- Establish a Perpetual Endowment Trust Advisory Committee (similar to OPEB Advisory Committee)
- Select a professional wealth management firm to help us manage the investments (similar to OPEG – Wells Fargo Private Wealth Management) – this is not necessary but advisable because a professional firm can help us get larger returns
- Adopt a Policy 735 for Perpetual Endowment Fund Gifts and Donations where we identify the allowable investments as those listed in Minnesota Statutes 501C and 118A.04.
- Adopt a Policy 736 for the acceptance of gifts and donations including assets such as stock or real estate or other assets that also states that gifts of “other than cash” will be immediately sold and the proceeds of the sale become part of the corpus of the trust – never to be disbursed, but to earn investment interest to be disbursed (note – the ICA Food Shelf has this same policy which is a good model for this Perpetual Endowment Trust)
- Adopt a Policy 737 for disbursements from the Perpetual Endowment Trust where the amount of annual disbursement of a percentage of the annual earnings is determined and also where the Board list the Programs of Significance (note – those percentages and those programs are always at the School Board’s discretion and the only thing not in their discretion is the Trust promise to never touch the corpus of any donations so that the corpus works in perpetuity for the students of the District)
- Developing Communications methods and strategies to educate persons and other potential donors who may be interested in donating to the Perpetual Endowment Trust about the ability to donate to the Perpetual Endowment Trust, including communications on the tax-deductibility of contributions

The School Board will be the approvers on all individual steps to establish the Perpetual Endowment Trust, including but not limited to establishing and approving members of a Perpetual Endowment Trust Advisory Committee, a professional wealth management firm, any necessary policies and any other matters that may arise in the establishment of the Perpetual Endowment Trust that require the approval of the School Board.

The recommended resolution is attached at the end of this agenda item for reference purposes.

Upon passage, additional activities besides the items mentioned above that will be undertaken to make the Perpetual Endowment Trust Fund Operational will also include:

- Work with the Trust Department of Dorsey & Whitney to finalize the Trust Document
 - A First Draft is attached for reference
 - Final Draft would be brought to the School Board for approval at the August 7, 2026, Regular School Board Meeting
- Recruit members to serve on a Perpetual Endowment Trust Advisory Committee
 - Note – OPEB Advisory Committee has three community members, a School Board Member, and the Executive Director of Finance & Operations and meets quarterly
- Interview professional wealth management firms to select a firm to manage the investments of the Perpetual Endowment Trust under the direction of the Perpetual Endowment Trust Advisory Committee
- Develop more specific information about the Perpetual Endowment Trust related to the commitment to protection of the corpus of donations and use of interest earnings thereon for sustaining educational offerings above the Minnesota-require minimums for students going forward

- Organize the initial timing and methods of dissemination of information to various groups for whom legacy-giving may be of interest

ATTACHMENTS:

Minnesota Statutes 118A.04 Investments
First Draft Perpetual Endowment Trust Fund

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the resolution to establish the Minnetonka Perpetual Endowment Trust Fund.

RECOMMENDED MOTION

WHEREAS, it is the duty of the School Board of Minnetonka Independent School District 276 to provide the educational and extracurricular program options that allow all current and future students to learn, grow and thrive, and;

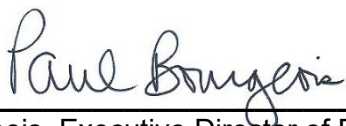
WHEREAS, funding provided by the State of Minnesota in State Aid to Minnetonka Independent School District 276 lags the State Aid provided to the Average Minnesota School District by 22% or \$2,343 in Fiscal Year 2025 and that funding disparity from the State of Minnesota is likely to continue and become larger in the future, and;

WHEREAS, the State of Minnesota has put a restrictive cap on how much a Minnesota school district can ask the taxpayers of the district for in terms of and election to provide additional local funding for educational operations, and;

WHEREAS, Minnesota School Districts are allowed to accept donations and gifts and account for them in the Uniform Financial Accounting and Reporting System (UFARS) Trust Fund 08;

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby establish the Perpetual Endowment Trust Fund for the purpose of accepting legacy donations to be held in perpetuity to generate investment earnings in accordance with Minnesota Statutes 118A.04, with proceeds to be used to maintain educational programmatic offerings for current and future generations of students.

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:



David Law, Superintendent

118A.04 INVESTMENTS.

Subdivision 1. **What may be invested.** Any public funds, not presently needed for other purposes or restricted for other purposes, may be invested in the manner and subject to the conditions provided for in this section.

Subd. 2. **United States securities.** Public funds may be invested in governmental bonds, notes, bills, mortgages (excluding high-risk mortgage-backed securities), and other securities, which are direct obligations or are guaranteed or insured issues of the United States, its agencies, its instrumentalities, or organizations created by an act of Congress.

Subd. 3. **State and local securities.** Funds may be invested in the following:

(1) any security which is a general obligation of any state or local government with taxing powers which is rated "A" or better by a national bond rating service;

(2) any security which is a revenue obligation of any state or local government which is rated "AA" or better by a national bond rating service;

(3) a general obligation of the Minnesota housing finance agency which is a moral obligation of the state of Minnesota and is rated "A" or better by a national bond rating agency; and

(4) any security which is an obligation of a school district with an original maturity not exceeding 13 months and (i) rated in the highest category by a national bond rating service or (ii) enrolled in the credit enhancement program pursuant to section 126C.55.

Subd. 4. **Commercial papers.** Funds may be invested in commercial paper issued by United States corporations or their Canadian subsidiaries that is rated in the highest quality category by at least two nationally recognized rating agencies and matures in 270 days or less.

Subd. 5. **Time deposits.** Funds may be invested in time deposits that are fully insured by the Federal Deposit Insurance Corporation, the National Credit Union Administration, or bankers acceptances of United States banks.

Subd. 6. **High-risk mortgage-backed securities.** For the purposes of this section and section 118A.05, "high-risk mortgage-backed securities" are:

(1) interest-only or principal-only mortgage-backed securities; and

(2) any mortgage derivative security that:

(i) has an expected average life greater than ten years;

(ii) has an expected average life that:

(A) will extend by more than four years as the result of an immediate and sustained parallel shift in the yield curve of plus 300 basis points; or

(B) will shorten by more than six years as the result of an immediate and sustained parallel shift in the yield curve of minus 300 basis points; or

(iii) will have an estimated change in price of more than 17 percent as the result of an immediate and sustained parallel shift in the yield curve of plus or minus 300 basis points.

Subd. 7. **Temporary general obligation bonds.** Funds may be invested in general obligation temporary bonds of the same government entity issued under section 429.091, subdivision 7, 469.178, subdivision 5, or 475.61, subdivision 6.

Subd. 8. **Debt service funds.** Funds held in a debt service fund may be used to purchase any obligation, whether general or special, of an issue which is payable from the fund, at such price, which may include a premium, as shall be agreed to by the holder, or may be used to redeem any obligation of such an issue prior to maturity in accordance with its terms. The securities representing any such investment may be sold by the government entity at any time, but the money so received remains part of the fund until used for the purpose for which the fund was created. Any obligation held in a debt service fund from which it is payable may be canceled at any time unless otherwise provided in a resolution or other instrument securing obligations payable from the fund.

Subd. 9. **Broker; statement and receipt.** (a) For the purpose of this section and section 118A.05, the term "broker" means a broker-dealer, broker, or agent of a government entity, who transfers, purchases, sells, or obtains securities for, or on behalf of, a government entity.

(b) Prior to completing an initial transaction with a broker, a government entity shall provide annually to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota Statutes governing the investment of public funds.

(c) A broker must acknowledge annually receipt of the statement of investment restrictions in writing and agree to handle the government entity's account in accordance with these restrictions. A government entity may not enter into a transaction with a broker until the broker has provided this written agreement to the government entity.

(d) The state auditor shall prepare uniform notification forms which shall be used by the government entities and the brokers to meet the requirements of this subdivision.

History: 1996 c 399 art 1 s 5; 2013 c 143 art 12 s 1; 2014 c 292 s 2,3; 2023 c 64 art 12 s 1

FIRST DRAFT

**MINNETONKA ISD 276
PERPETUAL ENDOWMENT TRUST FUND
(IRREVOCABLE TRUST)**

by

**INDEPENDENT SCHOOL DISTRICT NO. 276 (MINNETONKA)
MINNETONKA, MINNESOTA**

and

dated as of _____, 20__

THIS DOCUMENT CONTAINS SAMPLE TRUST PROVISIONS FOR CONSIDERATION BY LEGAL COUNSEL FOR PUBLIC SCHOOL DISTRICTS IN PREPARING TRUST AGREEMENTS FOR TRUSTS ESTABLISHED UNDER INTERNAL REVENUE CODE SECTION 115 AND MINNESOTA LAW. THIS DOCUMENT DOES NOT CONSTITUTE, AND SHOULD NOT BE TREATED AS LEGAL OR TAX ADVICE WITH REGARD TO THE ESTABLISHMENT OF A TRUST GENERALLY OR A SECTION 115 TRUST SPECIFICALLY.

This **TRUST AGREEMENT** is entered into on the ____ day of _____, 20__, by and between INDEPENDENT SCHOOL DISTRICT NO. 276 (Minnetonka), Minnetonka, Minnesota (the "School District")

WHEREAS, the State of Minnesota has provided General Fund State Aid per pupil for General Fund Operations to Minnetonka ISD 276 in amounts less than the State Aid provided to the Average Minnesota School District, with that shortfall getting larger each year (\$13,068 or 22% higher for the Average Minnesota School District versus \$10,725 for Minnetonka ISD 276 which is a shortfall of \$2,343 per pupil per the latest Minnesota Department of Education School District Profiles for Fiscal year 2025), and;

WHEREAS, Minnetonka Independent School District 276 is prohibited by Minnesota Statutes and Minnesota Department of Education regulations from asking local voters for additional Operating Referendum Revenue because of Statutory caps imposed on the amount of Operating Referendum Revenue a school district may ask its voters for, and;

WHEREAS, the School Board of Minnetonka Independent School District 276 has developed a school district that enables all students to thrive even within the constraints imposed by Statute through the use of additional Programs of Significance that are over and above the minimum educational requirements and offerings required by the State of Minnesota, and;

WHEREAS, the Minnesota Department of Education 2026 Uniform Financial Accounting and Reporting System authorizes school districts to utilize Trust Fund 08 to record the revenues and expenditures for trust agreements where the School Board has accepted the responsibility to serve as the Trustee for gifts and donations, and:

WHEREAS, Minnesota Statute 118A.04 provides for school districts to invest any public funds not presently needed for other purposes or restricted for other purposes in the manner and subject the conditions provided for in Minnesota Statute 118A.04, which is inclusive of an array of Federal, State and Local government securities and other highly rated investment instruments, and;

WHEREAS, School Board of Minnetonka Independent School District 276 has determined that with very limited options for aid from the State of Minnesota, it is fiscally prudent and the duty of the School Board to use all available financial tools available within the constraints of Minnesota Statutes and Minnesota Department of Regulations to generate financial resources to ensure that all programmatic offerings can be maintained into the future so that all students both now and in the future can continue to thrive and reach their new potential; and

WHEREAS, this Trust is established by The School District with the intention that it qualify as a tax-exempt trust performing an essential governmental function within the meaning of Section 115 of the Code and the Regulations issued thereunder and as a trust under the Minnesota Department of Education Uniform Financial and Reporting Standards;

NOW THEREFORE, for good and valuable consideration, the School Board of Independent School District 276, Minnetonka, does hereby establish the Perpetual Endowment Trust Fund as follows:

ARTICLE I

DEFINITIONS; INTERPRETATION

1.1 Definitions.

For purposes of this Trust Agreement, the terms defined in the Recitals section of this Trust Agreement and capitalized herein and the terms set forth below shall have the meanings ascribed to them.

"Assets" shall mean all contributions and transfers of assets received into the Trust on behalf of the School District, together with the income and earnings from such contributions and transfers and any increments accruing to them, net of any investment losses, benefits, expenses or other costs.

"Beneficiary" shall mean the Students of Minnetonka Independent School District 276

"Code" shall mean the Internal Revenue Code of 1986, as amended from time to time. All references to sections of the Code shall include relevant regulations and proposed regulations thereunder and any applicable successor provisions to such sections, regulations or proposed regulations, including regulations proposed after the date hereof with a retroactive date including the date of this Trust Agreement.

"Corpus" shall mean the original amount of or gift from each individual donor or gift-giver.

"Effective Date" shall mean the date the Trust is established as set forth above and herein.

"Programs of Significance" shall mean the program offerings that are over and above the minimum educational requirements of the State of Minnesota as determined the School Board.

"GASB" shall mean the Governmental Accounting Standards Board.

"School District" shall mean the Independent School District No. 276, Minnetonka, a political subdivision of the State of Minnesota specified above and herein, or any successor to its functions.

"School District's Agent" shall mean an individual or entity appointed by the School District to act in such matters as are specified in the appointment. The School District's Agent may include any investment advisor or investment manager appointed by the School District to manage the investment of all or any specified portion of the Assets of the Trust.

"Trust " shall mean the Perpetual Endowment Trust Fund.

"Trustee" or "Trust Administrator" shall mean the trustee specified above and herein. For purposes of this agreement and Minnesota law, the term "Trust Administrator" may be used interchangeably with the term "Trustee." The term includes the trustee originally named hereunder and its successor or successors in trust, where the context requires.

"Trust Year" shall be the twelve (12) month period beginning on July 1 of each year and ending on June 30.

1.2. Conditions Precedent Satisfied.

All acts, conditions and things required by law to exist, happen and be performed precedent to and in connection with the execution and entering into of this Trust Agreement have happened and have been performed in regular and due time, form and manner as required by law and the parties hereto are now duly empowered to execute and enter into this Trust Agreement.

ARTICLE II

THE TRUST

2.1 Purpose

The fundamental purpose of this Trust is to provide financial resources into perpetuity for the General Operating Fund Programs of Significance as identified by the School Board

2.2 Trustee Accounting

The Trustee shall be responsible only for maintaining records and maintaining accounts for the Assets of the Trust. The responsibility for Plan-level accounting for the Trust shall be that of the School District.

2.3 No Diversion of Assets

The Assets in the Trust shall be held in trust for the exclusive purpose of providing financial resources for the General Operating Fund Programs of Significance as identified by the School Board as they shall determine. The Assets in the Trust shall not be used for or diverted to any other purpose,

2.4 Type and Nature of Trust

The Trust shall be irrevocable, and no amount of the Corpus of donations and gifts received corpus shall revert to the School District at any time. Annual usage of 50% of interest and investment earnings shall be distributed to the School District General Operating Fund in any Trust Year when there have been interest and investment earnings greater than \$100,000.

Nothing in this agreement requires the School District to make contributions of other School District revenues to the Trust, and no donor or beneficiary may compel the exercise of any taxing power by the School District to contribute to the Trust in any matching or other manner. Distributions of Assets under the Trust are not debts of the School District within the meaning of any constitutional or statutory limitation or restriction.

ARTICLE III

ADMINISTRATIVE MATTERS

3.1 Certification to Trustee

The School Board of the School District, or other duly authorized official, shall certify in writing to the Trustee the names of the Plan Administrator and the School District's Agent, if any, and all others authorized to act on behalf of the School District, which names shall be kept accurate by the School District acting through a duly authorized official or its School Board. The Trustee shall have no liability if it believes it is acting upon the direction of a Plan Administrator or School District's Agent that has been duly authorized hereunder even if that Plan Administrator or School District's Agent is no longer authorized to act, unless the School District has informed the Trustee of such change in writing.

3.2 Appointment and Acceptance of Trustee

The School District appoints the Trustee to be the trustee of the Trust and Trust Administrator, and represents that all necessary action has been taken for the appointment of the Trustee as such and that this Trust constitutes a legal, valid and binding obligation of the School District. The Trustee accepts its appointment as such and agrees to perform its duties under this Trust Agreement.

3.3 Role of Trustee

The Trustee will serve as a non-discretionary, directed trustee of the Trust. The Trustee is responsible for maintaining custody of the Assets held in the trust, for investing those Assets as directed by the School District, the Plan Administrator, or the School District's Agent, and for making distributions to the School District as directed by the Plan Administrator.

The Trustee will have no duty to take any action unless the School District, the Plan Administrator, or the School District's Agent provides the Trustee with instructions in the form and manner required by the Trustee, except to the extent expressly provided in this Trust.

The Trustee may conclusively rely upon and be protected in acting in good faith upon any written representation or direction from the School District, Plan Administrator, or School District's Agent, or any other notice, request, consent, certificate, or other instrument or paper believed by the Trustee to be genuine and properly executed, or any instrument or paper if the Trustee believes the signature thereon to be genuine. The Trustee may require that any direction be in writing or in an electronic format, and may recognize standing requests, directions, requisitions, or instructions. However, each direction is contingent upon the determination by the Trustee that the direction can be administered by the Trustee.

3.4 Resignation or Removal of Trustee

The Trustee may resign as trustee of the Trust at any time by giving at least ninety (90) days prior written notice to the School District and the Plan Administrator, and the School District may remove the Trustee at any time by giving at least ninety (90) days prior written notice to the Trustee (in either event, a shorter period may be agreed upon by the School District and the Trustee). If the Trustee resigns or is removed, the School District will promptly appoint a successor, and if no successor is appointed within a reasonable period of time after the Trustee resigns or is removed, the Trustee may, after written notice to the School District, apply to a court of competent jurisdiction to appoint a successor. The School District will furnish the Trustee with written notice of the appointment of a successor and written evidence of the acceptance by the successor of such appointment, and the Trustee will cease to be Trustee only upon receipt of such notice and evidence. The School District's appointment of a successor Trustee to the Trust will vest the successor Trustee with title to the Assets of the Trust upon the successor Trustee's acceptance of the appointment. The resigning or removed Trustee will have no duties, responsibilities or liability with respect to the acts or omissions of any successor Trustee.

3.5 The Plan Administrator

The School Board of the School District shall have plenary authority for the administration and investment of the Trust pursuant to Minnesota law and applicable federal laws and regulations. The School District may designate a Plan Administrator by resolution of the School Board. Unless otherwise specified in the instrument the Plan Administrator shall be deemed to have authority to act on behalf of the School District in all matters pertaining to the Trust. Such appointment of a Plan Administrator shall be effective upon receipt by the Trustee and shall be effective until the Trustee is furnished with a resolution of the School District that the appointment has been modified or terminated. If a Plan Administrator is not appointed, or such appointment lapses, the chief financial officer of the School District shall be deemed to be the Plan Administrator.

The Plan Administrator may appoint an advisory committee to meet with and make recommendations to him or her relating to the Plan Administrator's duties under this Agreement or the implementation and administration of the Plan and the Trust.

3.6 School District's Agent

The Plan Administrator, acting on behalf of the School District, may delegate certain authority, powers and duties to the School District's Agent to act in those matters specified in the delegation. Any such delegation must be in a writing that names and identifies the School District's Agent, states the effective date of the delegation, specifies the authority and duties delegated, is executed by the Plan Administrator and is acknowledged in writing by the School District's Agent and certified as required in Section 3.1.

3.7 Notice

Effective notice hereunder shall be delivered via US mail or other reliable means of delivery to the following:

SCHOOL DISTRICT:

Independent School District No.276 (Minnetonka)
Minnetonka, Minnesota
Attn: Executed Director of Finance & Operations

PLAN ADMINISTRATOR:

Independent School District No.276 (Minnetonka)
Minnetonka, Minnesota
Attn: Executed Director of Finance & Operations

TRUSTEE:

Entity
Entity Address:
Attn: _____

ARTICLE IV

THE TRUSTEE

4.1 Powers and Duties of the Trustee

Except as otherwise provided in Article V, and subject to Article VI and the direction of the School District, the Plan Administrator or the School District's Agent, the Trustee shall have full power and authority with respect to property held in the Trust to do all such acts, take all proceedings, and exercise all such rights and privileges, whether specifically referred to or not in this document, as could be done, taken or exercised by the absolute owner under Minnesota law, including, without limitation, the following:

(a) To invest and reinvest the Assets or any part thereof in accordance with applicable state law;

(b) To invest and reinvest the Assets, or any part thereof in any one or more collective investment trust funds, including common and group trust funds that are maintained by the Trustee or an affiliate thereof:

(c) To place uninvested cash and cash awaiting distribution in one or more mutual funds, including any mutual fund for which the Trustee or any affiliate serves as the investment advisor, custodian, distributor or other service provider as disclosed in the current prospectus for any such mutual fund;

(d) To take all of the following actions: to vote proxies of any stocks, bonds or other securities; to give general or special proxies or powers of attorney with or without power of substitution; to exercise any conversion privileges, subscription rights or other options, and to make any payments incidental thereto; to consent to or otherwise participate in corporate reorganizations or other changes affecting corporate securities and to delegate discretionary powers and to pay any assessments or charges in connection therewith; and generally to exercise any of the powers of an owner with respect to stocks, bonds, securities or other property held in the Trust;

(e) To make, execute, acknowledge and deliver any and all documents of transfer and conveyance and any and all other instruments that may be necessary or appropriate to carry out the powers herein granted;

(f) To exercise all the further rights, powers, options and privileges granted, provided for, or vested in trustees generally under applicable federal or applicable state laws as amended from time to time, it being intended that, except as herein otherwise provided, the powers conferred upon the Trustee herein shall not be construed as being in limitation of any authority conferred by law, but shall be construed as consistent or in addition thereto.

(g) The Trustee shall be entitled to rely on, and shall be under no duty to question, information provided by the School District, Plan Administrator or School District's Agent regarding applicable investment restrictions under Minnesota law. The Trustee shall not have any duty to determine or inquire whether investments authorized by the School District, Plan Administrator or School District's Agent are in compliance with the provisions of Minnesota law.

4.2 Additional Trustee Powers

In addition to the other powers enumerated above, the Trustee in any and all events is authorized and empowered:

(a) To pay trustee, administrative, legal, actuarial and other fees and expenses as directed by the Plan Administrator;

(b) To invest funds pending required directions in a designated sweep account as directed by the Plan Administrator or if no designated sweep account, any type of interest-bearing account including without limitation, time certificates of deposit or interest-bearing accounts issued by the Trustee or any affiliate thereof, or any mutual fund or short term investment fund ("Fund"), whether sponsored or advised by the Trustee or any affiliate thereof; the Trustee or its affiliates may be compensated for providing such investment advice and other service to such Fund as disclosed in the Fund's current prospectus, in addition to any Trustee's fees received pursuant to this Trust Agreement;

(c) To cause all or any part of the Trust to be held in the name of the Trustee (which in such instance need not disclose its fiduciary capacity) or, as permitted by law, in the name of any nominee, and to acquire for the Trust any investment in bearer form, but the books and records of the Trust shall at all times show that all such investments are a part of the Trust and the Trustee shall hold evidences of title to all such investments;

(d) To serve as custodian with respect to the Trust Assets;

(e) To employ such agents and counsel as may be necessary in managing and protecting the Assets and to pay them reasonable compensation from the Trust; to employ any broker--dealer, including a broker-dealer affiliated with the Trustee, and pay to such broker-dealer at the expense of the Trust, its standard commissions; to settle, compromise or abandon all claims and demands in favor of or against the Trust; and to charge any premium on bonds purchased at par value to the principal of the Trust without amortization from the Trust, regardless of any law relating thereto;

(f) To abandon, compromise, contest, arbitrate or settle claims or demands; to prosecute, compromise and defend lawsuits, but without obligation to do so, all at the risk and expense of the Trust;

(g) To exercise and perform any and all of the other powers and duties specified in this Trust Agreement;

(h) To comply with all requirements imposed by applicable provisions of law;

(i) To seek written instructions from the School District, Plan Administrator or the School District's Agent on any matter and await their written instructions without incurring any liability. If at any time the School District, Plan Administrator or School District's Agent should fail to give directions to the Trustee, the Trustee may act in the manner that in its discretion seems advisable under the circumstances for carrying out the purposes of the Trust;

(j) To compensate such executive, consultant, actuarial, accounting, investment, appraisal, administrative, clerical, secretarial, medical, custodial, depository and legal firms, personnel and other employees or assistants as are engaged by the Plan Administrator in connection with the administration of the Plan and to pay from the Trust the necessary expenses of such firms, personnel and assistants, to the extent not paid by the Plan Administrator;

(k) To act upon written directions believed by the Trustee to be issued by the School District, Plan Administrator, or the School District's Agent;

(l) To pay from the Trust the expenses incurred in the administration thereof, as provided in the Plan;

(m) To hold uninvested reasonable amounts of cash whenever it is deemed advisable to do so to facilitate disbursements or for other operational reasons, and to deposit the same, with or without interest, in the commercial or savings departments of the Trustee or any affiliate thereof, notwithstanding the Trustee's or its affiliate's receipt of "float" from such uninvested cash; and

(n) To have and to exercise such other additional powers as may be advisable for the effective and economical administration of the Trust.

ARTICLE V

INVESTMENTS

5.1 Trust Investments

Trust investments are limited to investments authorized under Minnesota Statutes Chapter 118A.04. The School District, Plan Administrator or School District's Agent shall have responsibility to select investments for the Trust Assets from among one or more permitted investments. The School District or the Plan Administrator may appoint an investment advisor or investment manager to serve as the School District's Agent by executing a written consulting or management agreement with said investment advisor. The investment advisor may be the Trustee hereunder; however, if the Trustee is not appointed as investment advisor for the Trustee shall have no obligation for investment of the Trust Assets.

5.2 Trustee Fees

As may be agreed upon, in writing, between the School District and Trustee, the Trustee will be paid reasonable compensation for services rendered or reimbursed for expenses properly and actually incurred in the performance of duties with respect to the Trust. The Trustee shall be entitled to receive its fees and expenses when due directly from the Trust.

5.3 Records

(a) The Trustee shall maintain accurate records and detailed accounts of investments, receipts, disbursements and other transactions hereunder. Such records shall be available at all reasonable times for inspection by the School District and Plan Administrator. The Trustee shall, at the direction of the Plan Administrator, submit to the School District such valuations, reports or other information as the Plan Administrator may reasonably request in writing.

(b) The Assets of the Trust shall be valued at their fair market value on the date of valuation, as determined by the Trustee based upon such sources of information as it may deem reliable; provided, however, that the Plan Administrator shall instruct the Trustee as to valuation of assets which are not readily determinable on an established market. The Trustee may rely conclusively on such valuations provided by the Plan Administrator and shall be indemnified and held harmless by the School District with respect to such reliance. If the Plan Administrator fails to provide such values, the Trustee may take whatever action it deems reasonable to obtain values, including employment of attorneys, appraisers or other professionals, the expense of which will be an expense of administration of the Trust. Transactions in the Trust involving such hard to value assets may be postponed until appropriate valuations have been received and Trustee shall have no liability therefore.

5.4 Statements

(a) Monthly, and within sixty (60) days after June 30, or the end of the Trust's fiscal year if different, Trustee shall render to the Plan Administrator as directed, a written account showing in reasonable summary the investments, receipts, disbursements, investment and administrative fees and costs for the Trust, and other transactions engaged in by the Trustee during the preceding fiscal year or period with respect to the Trust. Such account shall set forth the assets and liabilities of the Trust valued as of the end of the accounting period. The reporting of the annual rates of return and administrative fees must be presented in a format that will allow the School District to make the disclosures in its annual financial audit in the manner prescribed by the Minnesota State Auditor.

(b) The Plan Administrator may approve such statements either by written notice or by failure to express objections to such statements by written notice delivered to the Trustee within ninety (90) days from the date the statement is delivered to the Plan Administrator. Upon approval, the Trustee shall be released and discharged as to all matters and items set forth in such statement as if such account had been settled and allowed by a decree from a court of competent jurisdiction.

(c) Effective for fiscal years beginning after December 31, 2009, the Trustee shall report electronically to the Minnesota State Auditor the portfolio and performance information specified in Minnesota Statutes Section 356.219, subdivision 3, as amended, in the manner prescribed by the Minnesota State Auditor. A copy of such report shall also be provided to the School District.

5.5 Wire Transfers

The Trustee shall comply with its internal wire transfer policies and procedures. The Plan Administrator assumes the risk of delay of transfer if Trustee is unable to reach the Plan Administrator to confirm or seek direction regarding any wire transfer to or from the Trust.

5.6 Delegation of Duties

If, and to the extent, agreed in writing by the Trustee in a separate agreement, the Plan Administrator may retain the Trustee as its agent to perform any act, keep any records or accounts and make any computations that are required of the Plan Administrator by this Trust Agreement or by the Plan. In this case, statements shall be provided to the School District. The Trustee shall be compensated for any such retention and such retention shall not be deemed to be contrary to this Trust Agreement.

ARTICLE VI

ACCEPTANCE OF CONTRIBUTIONS; DISTRIBUTIONS FROM TRUST

6.1 Contributions

(a) The Plan Administrator shall, on behalf of the School District, make all contributions to the Trustee upon acceptance of all donations, gifts and other contributions by individuals or entities by the School Board. Such contributions shall be in cash, unless the Trustee agrees to accept a contribution that is not in cash. All contributions shall be paid to the Trustee for investment and reinvestment pursuant to the terms of this Trust Agreement. The Trustee shall not have any duty to determine or inquire whether any contributions to the Trust made to the Trustee by the Plan Administrator are in compliance with the Plan or applicable state law, nor shall the Trustee have any duty or authority to compute any amount to be paid to the Trustee by the Plan Administrator. The contributions received by the Trustee from the School District shall be held and administered pursuant to the terms hereof without distinction between income and principal.

6.2 Distributions

(a) Upon receipt of instructions from the Plan Administrator, the Trustee shall make payments from the Trust Fund in such manner, amounts and times, as The Plan Administrator will determine and in accordance with the restrictions of the Trust. Fifty

percent (50%) of Trust earnings in a Trust year shall be distributed in any year in which such earnings exceed \$100,000. Distributions will be used for the for the maintenance of programmatic offerings as determined by the School Board.

(b) The Plan Administrator, on behalf of the School District, shall have the responsibility for calculating distributions from the Trust after each Trust Year.

(c) The Trustee shall not be liable for any distribution made by it pursuant to instructions received from the School District or the Plan Administrator on behalf of the School District, and shall be under no duty to make inquiry as to whether any distribution directed by the School District or the Plan Administrator is made pursuant to the provisions of the Plan or any applicable law, or as to the effect of any instruction for tax purposes or otherwise. Likewise, the Trustee need not see to the application of any distribution made to or for the benefit of a former Employee or Officer pursuant to the instructions of the School District.

(d) The Trustee shall neither be responsible for the adequacy of the Trust to discharge any payments and liabilities under the Plan, nor be required to make any distributions under the Plan in excess of the net realizable value of the assets of the Trust allocable to such Plan at the time of the distribution. The Trustee shall not be required to make any distribution in cash unless the Plan Administrator or School District has provided instructions as to the assets to be converted to cash for the purpose of making such distribution.

ARTICLE VII

FIDUCIARY RESPONSIBILITIES

7.1 Fiduciary Discharge of Duties

Except as otherwise provided by applicable law, each fiduciary shall discharge such fiduciary's duties with respect to the Trust Agreement and the Trust:

- (a) for the sole purpose of providing and financing Postemployment Benefits in accordance with the terms of the Plan; and
- (b) with the care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in a like capacity and familiar with such matters would use in the conduct of an enterprise of like character and with like aims.

7.2 Limitations on Fiduciary Responsibility

No fiduciary shall be liable with respect to a breach of fiduciary duty by any other fiduciary except as provided by law.

No fiduciary shall be liable for carrying out a direction from another fiduciary which direction the fiduciary in good faith believes to be authorized and appropriate.

No fiduciary shall be liable for refraining from taking an action in the absence of a proper direction from another fiduciary possessing the authority and responsibility to make such a direction.

7.3 Indemnification of Trustee by School District

The Trustee shall not be liable for any claims, demands, loss, costs, expense or liability (hereinafter, "Liability" except as such Liability arises as a result of Trustee's gross negligence or willful misconduct) in connection with this Trust Agreement, including reasonable attorneys' fees and costs incurred by the Trustee.

The School District shall indemnify and hold the Trustee (including its officers, agents, employees and attorneys) harmless from and against any and all Liability arising out of or in connection with this Trust Agreement, including reasonable attorneys' fees and costs incurred by the Trustee, to the extent permitted by law.

This section shall survive the termination of this Trust Agreement.

ARTICLE VIII

AMENDMENT, AND MERGER

8.1 Continuation of the Trust

Continuance of the Trust and is assumed as a contractual obligation of the School District to the donor, contributors and gift-givers to the Trust.

8.2 Amendments

(a) At no time shall use of the Corpus be amended. The Trust Agreement may only be amended as provided herein. The School District shall have the right to amend this Trust Agreement from time to time, and to similarly amend or cancel any amendments. A copy of all amendments shall be delivered to the Trustee and Plan Administrator promptly as each is made.

(b) Such amendments shall be set forth in an instrument in writing executed by the School District and the Trustee. Any amendment may be current, retroactive or prospective, provided, however, that no amendment shall:

(1)) Change or modify the duties, powers or liabilities of the Trustee hereunder without its consent.

(c) The School District may amend the Trust at any time as may be necessary to meet the requirements for tax exemption under Section 115 of the Code, and to conform the Trust to the laws of the State of Minnesota.

8.3 Separate Accounts

The School District may direct the Trustee to establish subtrusts for each separate Program of Significance at their discretion. Although Trust Assets may be pooled for investment purposes, the Assets of each subtrust established hereunder will be separately accounted for.

8.4 No Termination of Trust

(a) The School District may not terminate the Trust for any reason, as that would be a violation of the Fiduciary Duty to the donors and contributors of the Trust Agreement made with donors and contributors upon accepting their donation, contribution or gift to hold the Corpus of their donation, contribution or gift in perpetuity to generate investment earnings to sustain programmatic offerings for future generations of students.

(b) In the event of a merger with another school district as may happen periodically in the State of Minnesota the Trust will remain in operation, with the Corpus of donations, contributions and gifts continuing to be held in perpetuity to generate investment earnings to sustain programmatic offerings for future generations of students of the merged School District.

8.5 Fund Recovery Based on Mistake of Fact

In the case of a contribution which is made by a School District because of a mistake of fact, that portion of the contribution relating to the mistake of fact (exclusive of any earnings or losses attributable thereto) may be returned to the School District, provided such return occurs within two (2) years after discovery by the School District of the mistake. If any repayment is payable to the School District, then, as a condition precedent to such repayment, the School District shall execute, acknowledge and deliver to the Trustee its written undertaking, in a form satisfactory to the Trustee, to indemnify, defend and hold the Trustee harmless from all claims, actions, demands or liabilities arising in connection with such repayment.

ARTICLE IX

MISCELLANEOUS PROVISIONS

9.1 Nonalienation

Participants and their Beneficiaries do not have an interest in the Trust. The Trust shall not in any way be liable to attachment, garnishment, assignment or other process, or be seized, taken, appropriated or applied by any legal or equitable process, to pay any debt or liability of a Participant, a Beneficiary, or any other party. Trust Assets shall be protected against the claims of creditors of the School District, current or former Officers or Employees of the School District, Participants or their Beneficiaries, the State of Minnesota, or the Trustee.

9.2 Saving Clause

In the event that any provision of this Trust Agreement is held illegal or invalid for any reason, said illegality or invalidity shall not affect the remaining parts of the Trust Agreement and/or Trust, but this instrument shall be construed and enforced as if said provision had never been included.

9.3 Applicable Law

This Trust Agreement shall be construed, administered and governed under the Code and the laws of the State of Minnesota. Any reference in this Trust Agreement to a statute or regulation shall be considered also to mean and refer to any subsequent amendment or replacement of that statute or regulation. To the extent any of the provisions of this Trust Agreement are inconsistent with the Code or Minnesota law, the provisions of the Code or Minnesota law shall control. In the event, however, that any provision is susceptible to more than one interpretation, such interpretation shall be given thereto as is consistent with the Trust Agreement being a tax-exempt trust under the Code.

9.4 Headings

Headings used in this Trust Agreement are inserted for convenience of reference only and any conflict between such headings and the text shall be resolved in favor of the text.

9.5 Rules of Interpretation

Whenever appropriate, words used herein in the singular may be read in the plural, or words used herein in the plural may be read in the singular; the masculine may include the feminine; and the words "hereof," "herein" or "hereunder" or other similar compounds of the word "here" shall mean and refer to this entire Trust Agreement and not to any particular paragraph or section of this Trust Agreement unless the context clearly indicates to the contrary.

9.6 Counterparts

This Trust Agreement may be executed in an original and any number of counterparts by the School District and Trustee, each of which shall be deemed to be an original of the one and the same instrument.

ACKNOWLEDGED AND ACCEPTED this ____ day of _____, 20__.

TRUSTEE

SCHOOL DISTRICT

Entity Name

INDEPENDENT SCHOOL DISTRICT NO. 276

By: _____

By: _____

Title: _____

Title: Chair

By: _____

Title: Clerk

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

Board Agenda Item XIII.

Title: Approval of Fiscal Year 2027 Budget

May 28, 2026

EXECUTIVE SUMMARY:

Minnetonka Independent School District 276 is required by statute to adopt a budget for each fiscal year prior to July 1 of that fiscal year. District administration has been working with staff on the development of the Fiscal Year 2027 (FY27) Budget. Attached for School Board review are the summary pages for FY2027 budgets for the various funds of the District.

The General Operating Fund that includes Transportation and Activities is projected to operate at a surplus of \$2,422,435 of revenues over ongoing expenditures for FY27.

It is important to note that as of the writing of this document, there is one major factor yet to be resolved that will impact the FY2027 Budget and likely require amendment at a future date

1. Negotiations are not completed with all bargaining units and meet and confer units that are up for new contracts in FY2027, including units representing principals, paraprofessional staff, clerical staff, maintenance staff and technology staff.

Employee salaries and benefits continue to account for approximately 88% of total General Operating Fund expenditures. While there may be increases in items such as utilities and the costs of supplies, employee compensation remains the main driver of total General Operating Fund expenditures.

After two consecutive years of budget reductions for FY2025 and FY2026 totaling \$8,145,849 for the two years, no budget reductions are necessary for FY2027. Prior to FY2025, the District was able to construct an 18-year run of no budget reductions inclusive of FY2007 through FY2024. FY2027 is a return to a stable budget with no reductions, so there may be potential for the District to start another run of consecutive years with no budget reductions.

Long range projections published with each annual budget adoption since fall of 2018 in FY2019 have projected deficits for the latter part of the decade of the 2020s if additional Operating Referendum Revenue and sufficient enrollment growth were not available. The District has been lobbying the Legislature since the 2018 session to increase the Operating Referendum cap and give Local Optional Revenue an annual inflation increases. While no budget reductions are needed for FY2027, those efforts need to continue, as additional Operating Referendum Revenue and catching up Local Optional

Revenue for purchasing power lost to inflation will be needed to enable the District to again construct and extended string of years with no budget reductions.

The Minnesota Legislature increased the Basic Revenue Formula by 2.69% or \$202 per Adjusted Pupil Unit for FY2027. The Basic Revenue Formula is the largest single revenue component for the General Operating Fund, accounting for 52% of all revenues.

Targeted enrollment for October 2026 is projected at 11,507 K-12 students, inclusive of in-person students and e-learning students plus 45 Early Childhood Handicapped Students.

Total FY2027 Revenues in the General Operating Fund are estimated at \$185,245,337 which is an increase of \$6,859,526 or 3.9% over FY2026 Amended Budget Revenues of \$178,385,811.

Total FY2027 Expenditures in the General Operating Fund are estimated at \$182,822,902 which is an increase of \$8,354,690 or 4.8% over FY2026 Amended Budget Expenditures of \$174,468,212.

The General Operating Fund Unassigned Balance at the end of FY2027 is projected to be \$24,338,268. This amounts to 13.3% of budgeted expenditures and is above the School Board Policy 703 minimum-allowed Unassigned Balance of 6.0% of budgeted expenditures.

At this point in time, the FY2028 General Operating Fund estimates indicate that an additional \$467,449 in budget reductions will be needed to balance revenues to expenditures for FY28. Again, it is important to note that this is before the impact of any final settlement with bargaining units and meet and confer units for FY2027 and FY2028 mentioned above, and also before the impact of actual October 2026 enrollment is known.

At this time, the District does not have the Statutory Authority to ask voters of the District for an additional amount of funding per pupil from the Operating Referendum, as the District is at the State-mandated Operating Referendum cap of \$2,340.76 per student for FY2027 that was set as part of the 25 Pay 26 Levy for FY2027. It will require action by the Legislature to increase the State-mandated Operating Referendum cap in order for the District to be able to run an election for additional Operating Referendum revenue per pupil.

At this time, the only revenue lever that School Board has at its control to increase revenue in any way would be to continue to add additional students up to the District's practical building capacity of 11,608 K-12 in-person as identified in the 2020 Facilities Capacity Study that was developed by ATSR Architects for the District at that time. The School Board has approved a plan to modestly increase K-12 in-person enrollment by 50 students for each of the five years FY2027 through FY2031. Additional students in Tonka On Line, particularly at the secondary level, would also add more incremental revenue each year.

Finally, it is important to make note of one significant factor for the FY28-FY29 Biennium that is taken into account in the General Operating Fund Long Range Projection. For the 2025 Legislative Session, the Governor's Budget Recommendations included reductions of \$250 million in Special Education Revenue for the FY28-FY29 Biennium. The 2025

Legislature enacted them into law. The Minnetonka ISD 276 share of those reductions are estimated at \$1.625 million in FY28 and \$1.625 million in FY29.

Those Special Education Revenue reductions are included in the General Operating Fund Projection for FY28 and FY29, and in fact are the reason that FY28 is showing a deficit.

Absent those Special Education Revenue Reductions, the FY28 General Operating Fund would otherwise be showing a projected surplus of approximately \$1.2 million and the FY29 General Operating Fund would be showing a much smaller deficit of approximately (\$800,000).

The February 26 State Budget Forecast showed that if the \$250 million in Special Education Revenue Reductions were rescinded, the FY28-FY29 State Biennial Budget would still end up with a positive Fund Balance in the State General Fund.

Bills to rescind the Special Education Revenue Reductions were introduced in the 2026 Legislative Session. They did not get enacted into Statute as during final budget bill deliberations the Governor actually recommended increasing those reductions by \$50 million to a total of \$300 million for the FY28-FY29 Biennium.

The next official State Forecast for the FY28-FY29 Biennium will be calculated in November 2026 and released in the first week of December 2026.

Summary pages of each fund of the District are attached, along with the major assumptions for revenues and expenses used to formulate the General Fund Budget.

It is important to also note that all other funds of the District continue to operate in a fiscally sustainable manner.

ATTACHMENTS:

FY2027 General Operating Fund Budget and FY2028-FY2032 Updated Projection
Projected FY2027-FY2032 General Operating Fund Budget Assumptions
Summary of Budgets – All Governmental Fund Types

RECOMMENDATION/FUTURE DIRECTION:

The FY2027 Budget is presented for the School Board's approval.

RECOMMENDED MOTION

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby adopt the Fiscal Year 2027 Budget as presented in the Summary of Budgets – All Governmental Fund Types in accordance with Governmental Accounting Standards Board standards, including projected revenues and other sources of \$320,373,236 for all funds, projected expenditures and other uses of \$330,237,810 for all funds and a projected fund balance for all Governmental Fund Types at the end of Fiscal Year 2027 of \$107,471,961.

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:



David Law, Superintendent

MINNETONKA INDEPENDENT SCHOOL DISTRICT 276
FY2027 ADOPTED GENERAL OPERATING FUND BUDGET AND PROJECTION FOR FY2028 THROUGH FY2032

General (01), Transportation (03), & Extra Curricular (11) Funds		+2.59 Tchr FTE	+2.88 Tchr FTE	+6.91 Tchr FTE*	+16.48 Tchr FTE*	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE	+0 Tchr FTE
K-12 Student Growth Oct Target Numbers (Actuals Thru FY26)		27	4	220	50	66	50	50	50	0
October 1 K-12 Enrollment Target (Actuals Thru FY26)		11,233	11,237	11,457	11,507	11,573	11,623	11,673	11,723	11,723
Definitions		Actual 2023-2024	Actual 2024-2025	Amended 2025-2026	Adopted 2026-2027	Projected 2027-2028	Projected 2028-2029	Projected 2029-2030	Projected 2030-2031	Projected 2031-2032
SOURCES OF REVENUE:	Gen Ed Rev - Resident	\$55,925,558	\$57,308,055	\$58,726,098	\$60,403,935	\$61,852,737	\$63,122,601	\$64,503,515	\$66,025,779	\$67,580,052
	Gen Ed Rev - Open Enroll	\$32,948,632	\$33,268,960	\$35,219,323	\$36,645,615	\$38,092,339	\$39,313,353	\$40,621,963	\$42,039,780	\$43,029,413
	Categorical	28,003,897	31,824,316	38,115,109	40,218,436	40,508,461	41,574,372	42,676,570	43,816,319	44,973,069
	Miscellaneous	5,869,941	5,861,108	5,618,992	5,214,248	4,427,963	4,427,963	4,427,963	4,427,963	4,427,963
	Federal	<u>2,706,116</u>	<u>2,484,531</u>	<u>3,209,377</u>	<u>3,017,214</u>	<u>3,017,214</u>	<u>3,017,214</u>	<u>3,017,214</u>	<u>3,017,214</u>	<u>3,017,214</u>
	Revenue Before Ref.	125,454,144	130,746,970	140,888,898	145,499,447	147,898,714	151,455,504	155,247,225	159,327,056	163,027,711
	Total Voter Approved Referendum Rev	28,629,554	29,384,228	28,450,375	30,379,303	30,810,403	31,659,636	32,576,319	33,577,342	34,456,378
	Local Option Revenue Tier 1	5,429,663	5,307,738	5,426,376	5,697,262	5,394,976	5,418,042	5,441,107	5,464,173	5,464,173
	Local Option Revenue Tier 2	<u>3,541,958</u>	<u>3,628,339</u>	<u>3,620,161</u>	<u>3,669,325</u>	<u>3,703,345</u>	<u>3,719,665</u>	<u>3,735,985</u>	<u>3,752,305</u>	<u>3,752,305</u>
	Total Revenue	\$163,055,318	\$169,067,275	\$178,385,811	\$185,245,337	\$187,807,437	\$192,252,846	\$197,000,637	\$202,120,875	\$206,700,567
USES OF REVENUE:	Salaries & Wages	\$110,087,747	\$114,798,227	\$114,640,465	\$119,716,840	\$123,808,900	\$128,312,815	\$132,976,881	\$137,806,638	\$142,807,814
	Benefits	35,227,846	37,126,616	38,443,478	40,561,057	41,715,254	43,108,086	44,606,333	46,137,696	47,737,538
	Purchased Serv.	8,086,270	7,979,913	7,584,005	7,864,702	7,987,507	8,114,779	8,244,729	8,377,428	8,512,945
	Supplies / Other	4,827,374	3,863,009	6,383,347	6,367,083	6,083,418	6,145,800	6,208,826	6,272,503	6,334,728
	Transportation	7,046,402	7,822,073	7,969,640	8,367,466	8,612,641	8,866,675	9,128,261	9,397,626	9,675,002
	Transfers	647,831	696,299	757,502	774,298	797,527	821,453	846,096	871,479	897,624
	Transfer from OPEB Trust	<u>(789,358)</u>	<u>(915,790)</u>	<u>(1,310,225)</u>	<u>(828,544)</u>	<u>(730,360)</u>	<u>(674,245)</u>	<u>(672,057)</u>	<u>(649,715)</u>	<u>(640,741)</u>
	Total Expenses	\$165,134,111	\$171,370,347	\$174,468,212	\$182,822,902	\$188,274,887	\$194,695,362	\$201,339,070	\$208,213,656	\$215,324,911
	Ongoing Revenue Over (Under) Expenditures	(\$2,078,793)	(\$2,303,073)	\$3,917,599	\$2,422,435	(\$467,449)	(\$2,442,516)	(\$4,338,433)	(\$6,092,781)	(\$8,624,344)
	FUND BALANCE:									
Beginning		\$24,000,100	\$21,921,307	\$19,618,234	\$23,535,833	\$25,958,268	\$25,490,819	\$23,048,303	\$18,709,870	\$12,617,089
Ongoing Revenue Over (Under) Expenditures		(\$2,078,793)	(\$2,303,073)	\$3,917,599	\$2,422,435	(\$467,449)	(\$2,442,516)	(\$4,338,433)	(\$6,092,781)	(\$8,624,344)
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Ending		21,921,307	19,618,234	23,535,833	25,958,268	25,490,819	23,048,303	18,709,870	12,617,089	3,992,745
RECON. OF ENDING FUND BALANCE:										
Assigned Fund Balance Op Cap Deferred Use		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Assigned Fund Balance Q-Comp		\$453,803	\$238,418	\$185,000	\$185,000	\$185,000	\$185,000	\$185,000	\$185,000	\$185,000
Restricted Fund Balance 3rd Party Billing		\$85,000	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000
Non Spendable Fd Bal Prepaids & Inventories		\$1,343,059	\$1,252,069	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000
Total Assigned, Non Spendable or Restricted Fd Bal		<u>\$1,881,861</u>	<u>\$1,575,486</u>	<u>\$1,620,000</u>	<u>\$1,620,000</u>	<u>\$1,620,000</u>	<u>\$1,620,000</u>	<u>\$1,620,000</u>	<u>\$1,620,000</u>	<u>\$1,620,000</u>
Total Unassigned Fund Balance		<u>\$20,039,445</u>	<u>\$18,042,747</u>	<u>\$21,915,833</u>	<u>\$24,338,268</u>	<u>\$23,870,819</u>	<u>\$21,428,303</u>	<u>\$17,089,870</u>	<u>\$10,997,089</u>	<u>\$2,372,745</u>
Total Fund Balance as % of Expenditures		13.3%	11.4%	13.5%	14.2%	13.5%	11.8%	9.3%	6.1%	1.9%
Unassigned as a % of Expenditures		12.1%	10.5%	12.6%	13.3%	12.7%	11.0%	8.5%	5.3%	1.1%

* 6.96 FTE Teacher staff are assigned to the Tonka Online eLearning Program

Adopted Budget Six-Year Projection Assumptions
FY27-FY32
May 21st, 2026
Projected FY27-FY32 Major Budget Assumptions
Under Current Statutes through FY26 Legislature

The following major assumptions and factors are included in the Adopted Budget Projected FY27 through FY32 Budget Projections:

- Enrollment
 - FY27 through FY31 K-12 students are projected to increase by 50 students per year per the School Board's decision to increase the enrollment target. FY27's enrollment target is set at 11,507 K-12 students based on 11,307 FY27 In-Person enrollment target plus 200 FY26 Tonka On-line Comprehensive enrolled students continuing as Tonka On-Line Comprehensive or In-Person students in FY27.
 - Tonka On-Line is currently offered in Grades 2nd through 12th.
 - FY32 assumes the same enrollment as FY31.
- Total Revenues for FY27 of \$185,245,337 which is a \$6,859,526 or 3.85% increase over FY26 Amended Budget Revenues of \$178,385,811.
- General Education Formula Per Pupil FY27 – assumes 2.69% increase of \$202 to \$7,683 based on state statute
 - General Education Formula Per Pupil FY28 – assumes 2.55% increase of \$196 to \$7,879 based on Referendum capacity estimate from September 2025 released on December 23, 2025
 - General Education Formula Per Pupil FY29 – assumes 2.06% increase of \$162 to \$8,041 based on Referendum capacity estimate from September 2025 released on December 23, 2025
 - General Education Formula Per Pupil FY30 – assumes 2.19% increase of \$176 to \$8,217 based on Referendum capacity estimate from September 2025 released on December 23, 2025
 - General Education Formula Per Pupil FY31 – assumes 2.36% increase of \$194 to \$8,411 based on Referendum capacity estimate from September 2025 released on December 23, 2025
 - General Education Formula Per Pupil FY32 – assumes 2.35% increase of \$198 to \$8,609 based on Referendum capacity estimate from September 2025 released on December 23, 2025
- Local Option Revenue Tier 1 for FY27 and later remains at \$424 per Adjusted Pupil Unit which generates \$5,697,262 in FY27 – this is local levy so additional students above the estimate generate revenue in a subsequent year with a make-up levy
- Local Option Revenue Tier 2 for FY27 at \$300 and adjusted for inflation through FY28 at Operating Referendum Inflation Rate – generates \$3,669,325 in FY27 –

this is local levy so additional students above the estimate generate revenue in a subsequent year with a make-up levy

- Categorical Programs revenue (Q-Comp, Equity, etc.) FY27 – per current statutes:
 - Basic Skills (Compensatory) revenue projected to decrease per MDE's 2/16/26 revenue projections for FY27 (-\$31,750 decrease from FY26).
 - English Learner (EL) revenue projected to increase with both the EL ADM amount increasing from \$1,228 to \$1,775 and the EL Concentration factor component increasing from \$436 to \$630 (+\$128,796 increase from FY26)
 - FY27 SPED Aid projected to increase by approximately 7.36% from FY26 based on the average actual increase in SPED Aid from actual SPED Expenditures for the FY24-FY25-FY26 (+\$1,587,857 increase from FY26) (*Assumes full funding (100%) in FY27 with no proration applied*)
 - FY27 SPED Cross subsidy Aid increases from 44% to 50% which is a 13.6% increase. Then, based on higher levels of actual SPED expenditures from FY24-FY25-FY26 of approximately 7.36%, the SPED Cross Subsidy is projected to increase by 22% (+\$1,042,385 increase from FY26) (*Assumes full funding (100%) in FY27 with no proration applied*)
 - FY28 and beyond assume reductions in Special Education Cross Subsidy Aid under current Minnesota statutes, with the projected funding decrease estimated at approximately \$1,625,000.
 - Literacy Aid (formerly "Literacy Incentive Aid") assumes no change in funding from FY26 to FY27
 - School Library Aid per adjusted pupil unit remains the same from FY26 to FY27 at \$10.27
 - Student Support Services Aid adjusted per pupil unit remains the same from FY26 to FY27 at \$30.05 (FY27 includes +\$40,000 Revenue and corresponding +\$40,000 Expenditures for students to be placed at Intermediate School District 287)
 - Special funding situations pension revenue projected to increase as growth in payroll and TRA pension fund contributions will remain elevated at 9.81% (same as FY26) (see corresponding expenditures) +\$87,220
 - Career and Technical Levy revenue projected to increase based on additional FTEs from FY25 to FY26 assigned and appropriately licensed to teach in approved CTE programs (+\$113,463 increase from FY26)
- Federal Revenue (as well as offsetting expenditures) set at estimated grant levels per grant awards including estimated carryover revenue from FY26 for ESEA Title / IDEA / Carl Perkins federal funds
 - FY27 Preliminary Title allocations projected to decrease by -9.62% (-\$26,709 from FY26 allocations)
 - IDEA Special Educations funds set at final FY26 allocations + FY25 carryover amounts (-\$209,349 from FY26)

- Operating Referendum Revenue
 - \$2,340.76 per Adjusted Pupil Unit in FY27 (Per 25 Pay 26 Property Tax Levy)
 - One-time prior year adjustment of \$860,915 due to increased CPI inflation above original estimate calculated by MDE and MMB
 - Subsequent years increased by inflation factors per MDE Referendum Revenue estimates
 - \$2,421.44 per Adjusted Pupil Unit in FY28 (Based on MDE Inflation Estimates at 3.45%)
 - \$2,477.59 per Adjusted Pupil Unit in FY29 (Based on MDE Inflation Estimates at 2.32%)
 - \$2,538.52 per Adjusted Pupil Unit in FY30 (Based on MDE Inflation Estimates at 2.46%)
 - \$2,605.48 per Adjusted Pupil Unit in FY31 (Based on MDE Inflation Estimates at 2.64%)
 - \$2,673.69 per Adjusted Pupil Unit in FY32 (Based on MDE Inflation Estimates at 2.62%)
 - District is at the Operating Referendum Cap starting in FY20 and future years – only annual increase is for inflation as approved by the voters of the District. The District does not have the option of asking the voters of the District for additional revenue per pupil
- Miscellaneous Revenue
 - Interest earnings of approximately \$1,000,000 based on anticipated lower interest rates from July 1, 2026 through June 30, 2027.
 - Student Fees projected to increase by 8.82% or +\$132,777 which includes a \$7 increase in the Participation Fee, a \$30 increase in the Co-Curricular Activities-Specific Activity Fee across all activities, along with an increased projection for Tonka Online incremental class fees based on prior year actuals, etc.
 - Native Language Revitalization Grant application was approved for +\$213,879 (see corresponding expenditures).
 - School Year employee Unemployment Compensation Revenue projected to be the same as FY26 Actual School Year Employee Unemployment reimbursements.
- Total Expenditures for FY27 of \$182,822,902 which is an increase of \$8,354,690 or 4.79% over FY26 Amended Budget Expenditures of \$174,468,212
- Salaries – Salaries are 65.48% of the General Operating Fund Budget – together with Benefits at 21.73%, they make up 87.21% of the General Operating Fund Budget
 - Teachers (Fund 01)
 - FY27 Adopted Budget K-12 teaching staff at 825.70 FTE through the 4/17/26 Human Resources staffing approvals. Since the FY26

Amended Budget, +16.48 FTE teacher positions have been added including:

- -0.78 FTE Elementary K-5th Grade Regular Education
- +5.44 FTE Middle School 6th-8th Grade Regular Education
- +3.54 FTE High School Regular Education
- +5.71 FTE Special Education
- +0.20 FTE Guidance Counselor
- +4.00 FTE Psychologist
- -1.64 FTE Tonka Online Comprehensive Education
- FY27 includes a Total Compensation Package increase of 4.08% Salary and benefit package increase for Minnetonka Teachers Association (MTA) per approved MTA contract agreement.
- FY27 New Hire 1.0 FTE Teacher Salary is estimated at \$80,136 (Lane 3 / Step I) with an estimated total position cost of \$110,806
- FY27 Average Teacher Salary is \$101,017 with a total position cost of \$136,886
- Together, Teacher Salary and Benefit costs are 66.66% of the General Operating Fund Budget. FY27 Adopted Budget Teacher Salaries 50.23% of the General Operating Fund Budget (\$91,826,721) - Teacher Benefits are 16.43% of the General Operating Fund Budget (\$30,040,956)
- FY28 through FY32 assumes +3.00% salary and benefit package increase each year for MTA assuming a return to normal inflation in the 2.00% range in FY28.
- FY28 through FY32 assumes no teacher FTE growth over FY27 Adopted Budget Teacher FTEs
- Other Staff
 - FY27 assumes actual contracts amounts for all other bargaining unit agreements per Board approved contracts.
 - Unsettled individual contracts assume a +3.00% increase in contract amounts from FY26.
 - Actual salary and benefit agreements per FY27 Board approved contracts in effect on July 1st, 2026
 - Non-teaching staff increased position FTEs by +2.19 FTEs to the FY27 Adopted Budget which includes:
 - +0.88 FTE American Indian Education Program Coordinator
 - -0.51 FTE American Indian Education Community Liaison
 - +5.39 FTE SPED Paraprofessionals (Districtwide)
 - -3.53 FTE Non-SPED Paraprofessionals (Districtwide)
 - FY28-FY32 assumes a +3.00% increase for salary and benefit projections for all other bargaining unit contracts.
- Benefits – Benefits inclusive of the OPEB Retirement Benefits transfer reduction are 21.73% of the General Operating Fund Budget – together with Salaries they make up 87.21% of the General Operating Fund Budget

- Actual Teacher fringe benefit allocations are included for FY27 which are projected to increase by +6.00% per the approved MTA contract settlement, followed by a +3.00% fringe benefit allocation increase projected for FY28 through FY32
 - Other Staff Fringe Benefit increases are projected to increase by 3.00% for FY27, and then by 3.00% for FY28 through FY32
 - Teachers Retirement Association (TRA) pension contributions are at 9.81% in FY27 (same as FY26):
 - 2018 Pension Bill increased the TRA contribution rate in future years, but State Aid revenue will be provided to offset the increase
 - FY27 and thereafter, TRA pension contributions will remain at 9.81%
 - Public Employees Retirement Association (PERA) pension contributions continue at 7.50% in FY27 through FY32
 - Continuing from January 1st, 2026, Minnesota's Paid Family and Medical Leave Act will be funded through a 0.88% payroll tax with the cost evenly split between the employer [0.44%] and the employee [0.44%]. (FY26 was prorated to 0.22% due to program beginning half-way through the fiscal year)
 - Unemployment Insurance for FY27 is projected to remain elevated with MN Legislation covering unemployment costs of hourly workers over the summer term (corresponding revenue projected to be received at 100% of actual FY27 summer unemployment costs). This program is funded entirely by employer taxes and is administered by the Department of Employment and Economic Development (DEED). FY27 is projected to be the final year in which offsetting revenues fully cover these costs, while expenditures are expected to continue increasing each year as a percentage of payroll.
 - Workers' compensation cost is projected to decrease as a percentage of payroll from 0.89% in FY26 to 0.81% in FY27. The District expects to spend a smaller share of employee payroll on workers' compensation expenses in FY27 due to lower claims experienced and reduced projected claim costs.
 - OPEB Trust transfer of \$828,544 is calculated by CBIZ actuaries and reduces benefit expenditures in the General Operating Fund. (Decrease from FY26 due to the removal of the one-time \$415,000 healthcare subsidy cost included in FY26 for 15 employees associated with the 2018 MTA Early Retirement Incentive.)
- Total Salaries and Benefits of \$159,449,353 are 87.21% of Total General Operating Fund Expenditures of \$182,822,544
 - Purchased Services
 - From FY26 Amended Budget to FY27 Adopted Budget, purchased services increased by \$280,697.
 - Native Language Revitalization Grant contracted services along with training fees and student participation fees +\$24,239 (New in FY27, see corresponding miscellaneous grant revenues)

- City police services contract projected to decrease by \$16,773 per projected city costs.
- Staff development consulting/training services projected to increase by \$28,227 for ESEA Title II federal funds (see corresponding federal grant revenues)
- Increased utility costs by \$67,583 due to higher energy and service rates, inflationary pressures, and increased operating costs across electricity, natural gas, water, and other utility services. Additional factors include increased facility usage and expanded building operations, along with the District using commercial rates which are different than residential rates.
- Purchased Services are 4.30% of General Operating Fund Budget
 - Includes line items such as electricity, water and sewer, gas for appliances, refuse removal, recycling, repair and preventive maintenance costs of building systems, property & liability insurance, legal counsel, Special Education tuition at various care facilities, and professional consultants
- Supplies/Other
 - Decreased by \$16,264 from the FY26 Amended Budget to the FY27 Adopted Budget. FY28-FY32 assumes a 1.00% inflationary increase for all cost centers budgets.
 - General supplies are projected to decrease by \$34,238 due to anticipated reductions in federal IDEA special education allocations (see corresponding federal revenues).
 - Minnetonka Research's enrollment is increasing from 77 students to 123 students — an increase of approximately 50% — resulting in additional per-student costs totaling \$15,180
- Supplies/Other are 3.48% of General Operating Fund Budget
 - Includes line items such as instructional materials, restroom and cleaning supplies, maintenance repair supplies such as HVAC system filters, and grounds supplies such as fuel for the maintenance vehicles and replacement parts for the snow removal and grass mowing equipment
- Transportation
 - Increase of \$397,826 from FY26 Amended Budget to FY27 Adopted Budget:
 - Current contract with First Student includes an increase of 5.00% in FY27. This is the final year of the District's current four-year RFP contract period, after which the District will need to complete a new RFP process.
 - FY28-FY32 assume a +3.00% increase each year.
 - 50 K-12 Transportation bus routes and 21 Special Education bus routes.
- Transportation is 4.58% of the General Operating Fund Budget.

- The District spends \$673 per ADM on Transportation versus the State Average of \$1,167 per ADM per the latest comparative data from FY25 - that is a savings of \$5,684,458 that is instead utilized to fund approximately 51 full-time teaching positions
- Transfers
 - This includes the transfer to the Arts Center operations budget in the amount of \$709,879 which is a decrease of \$13,444 from the prior year. This transfer helps to fund the operating expenditures of the Arts Center that are not paid for out of play ticket receipts and facility rental revenue.
 - Additionally, beginning in FY21, the FY27 Adopted Budget includes a transfer to the Community Education Fund 04 (PRG 583 Early Childhood Screening) in the amount of \$64,419 to pay for expenditures over revenues related to pre-school screening (UFARS accounting changes consider pre-school screening costs to be a General Operating Fund cost)
 - FY28-FY32 assumes a 3.00% increase for each year
- Transfers are 0.42% of the General Operating Fund Budget

MINNETONKA SCHOOL DISTRICT
Summary of Budgets - All Governmental Fund Types (UFARS)
Fiscal Year 2026-27 Budget

	General Fund	Food Service Fund	Community Service Fund	Aquatics Program	Capital Projects Construction Fund	Capital Projects LTFM Fund	Debt Service Fund	Internal Service Self-Insurance Fund	Internal Service OPEB Fund	Debt Service OPEB Fund	Total All Governmental Funds
Revenues:											
Local Property Tax Levies	\$ 58,762,366	\$ -	\$ 1,027,659	\$ -	\$ -	\$ -	\$ 12,484,014	\$ -	\$ -	\$ 1,314,149	\$ 73,588,188
Other Local and County Revenues	6,637,372	1,841,400	13,544,697	1,248,000	150,000	-	-	24,593,505	-	-	48,014,974
Interest on Investments	1,000,000	75,000	291,625	-	-	-	107,206	217,506	1,000,000	-	2,691,337
State of Minnesota	136,468,114	6,019,000	618,160	-	-	-	880,663	-	-	-	143,985,937
Federal Government	3,017,214	1,954,088	377,000	-	-	-	-	-	-	-	5,348,302
Sales and Other Conversion of Assets	1,193,879	-	65,619	-	31,950,000	13,535,000	-	-	-	-	46,744,498
Rebates	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	207,078,945	9,889,488	15,924,760	1,248,000	32,100,000	13,535,000	13,471,883	24,811,011	1,000,000	1,314,149	320,373,236
Expenditures:											
District and School Administration	7,369,303										7,369,303
District Support Services	5,959,116										5,959,116
Regular Instruction	99,202,741										99,202,741
Extra-Curricular	4,082,813										4,082,813
Vocational Instruction	2,236,783										2,236,783
Special Education Instruction	32,428,612										32,428,612
Community Education and Services			16,360,533	1,251,190							17,611,723
Instructional Support Services	8,786,272										8,786,272
Pupil Support Services	7,126,206										7,126,206
Site, Building, and Equipment	9,674,459										9,674,459
Fiscal and Other Fixed Cost Programs	1,974,578	9,748,156					9,844,758	24,886,532	828,544	1,481,274	48,763,842
Transportation	8,367,466										8,367,466
Technology	10,900,622										10,900,622
Construction	-				46,488,028	14,285,000					60,773,028
Capital	6,954,824										6,954,824
Total Expenditures	205,063,795	9,748,156	16,360,533	1,251,190	46,488,028	14,285,000	9,844,758	24,886,532	828,544	1,481,274	330,237,810
Other Financing Sources (Uses):											
Operating Transfers In	-	-	-	-	-	-	-	-	-	-	-
Operating Transfers Out	-	-	-	-	-	-	-	-	-	-	-
Total Other Financing Sources (Uses):	-	-	-	-	-	-	-	-	-	-	-
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	2,015,150	141,332	(435,773)	(3,190)	(14,388,028)	(750,000)	3,627,125	(75,521)	171,456	(167,125)	(9,864,574)
Fund Balance at the Beginning of Year	27,239,793	3,904,449	7,343,211	(587,042)	44,343,119	10,604,596	1,834,092	6,965,566	15,199,768	488,983	117,336,535
Fund Balance at End of Year	\$ 29,254,943	\$ 4,045,781	\$ 6,907,438	\$ (590,232)	\$ 29,955,091	\$ 9,854,596	\$ 5,461,217	\$ 6,890,045	\$ 15,371,224	\$ 321,858	\$ 107,471,961

MINNETONKA SCHOOL DISTRICT
Summary of Budget - General Fund (UFARS)
Fiscal Year 2026-27 Budget

	Funds 01, 03, 11	Fund 05	Fund 05	Fund 12	Fund 40	Fund 41	Fund 43	Fund 09	Fund 66	Total
	Operating	Operating	Lease	Athletic	Arts	Dome	Page1 Center	Fiduciary	Technology	General
		Capitol	Levy	Equipment	Center	Operations	Operations	Funds	Fund	Fund
Revenues and Other Sources:										
Local Property Tax Levies	\$ 43,052,314	\$ 2,690,894	\$ 2,606,802	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,412,356	\$ 58,762,366
Other Local and County Revenues	2,878,170	-	-	405,900	245,600	385,000	654,962	1,914,740	153,000	\$ 6,637,372
Interest on Investments	1,000,000	-	-	-	-	-	-	-	-	\$ 1,000,000
State of Minnesota	135,297,639	1,170,475	-	-	-	-	-	-	-	\$ 136,468,114
Federal Government	3,017,214	-	-	-	-	-	-	-	-	\$ 3,017,214
Sales and Other Conversion of Assets	-	-	-	-	709,879	-	-	-	484,000	\$ 1,193,879
Rebates	-	-	-	-	-	-	-	-	-	\$ -
Total Revenues and Other Sources	<u>185,245,337</u>	<u>3,861,369</u>	<u>2,606,802</u>	<u>405,900</u>	<u>955,479</u>	<u>385,000</u>	<u>654,962</u>	<u>1,914,740</u>	<u>11,049,356</u>	<u>207,078,945</u>
Expenditures:										
District and School Administration	6,413,824				955,479					\$ 7,369,303
District Support Services	4,044,376							1,914,740		\$ 5,959,116
Regular Instruction	98,072,513			385,900			744,328			\$ 99,202,741
Extra-Curricular	4,082,813									\$ 4,082,813
Vocational Instruction	2,236,783									\$ 2,236,783
Special Education Instruction	32,428,612									\$ 32,428,612
Instructional Support Services	8,786,272									\$ 8,786,272
Pupil Support Services	7,126,206									\$ 7,126,206
Site, Building, and Equipment	9,289,459					385,000				\$ 9,674,459
Fiscal and Other Fixed Cost Programs	1,974,578									\$ 1,974,578
Construction										\$ -
Capital Purchases		3,827,993	3,126,831						10,900,622	\$ 17,855,446
Transportation	8,367,466									\$ 8,367,466
Total Expenditures	<u>182,822,902</u>	<u>3,827,993</u>	<u>3,126,831</u>	<u>385,900</u>	<u>955,479</u>	<u>385,000</u>	<u>744,328</u>	<u>1,914,740</u>	<u>10,900,622</u>	<u>205,063,795</u>
Excess of Revenues and Other Sources										
Over (Under) Expenditures	2,422,435	33,376	(520,029)	20,000	-	-	(89,366)	-	148,734	\$ 2,015,150
Other Financing Sources:										
Operating Transfers In										\$ -
Operating Transfers Out										\$ -
Fund Balance at the Beginning of Year	<u>23,535,833</u>	<u>1,194,341</u>	<u>527,462</u>	<u>455,546</u>	<u>-</u>	<u>-</u>	<u>(1,232,588)</u>	<u>1,809,895</u>	<u>949,304</u>	<u>\$ 27,239,793</u>
Fund Balance at End of Year	<u>\$ 25,958,268</u>	<u>\$ 1,227,717</u>	<u>\$ 7,433</u>	<u>\$ 475,546</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (1,321,954)</u>	<u>\$ 1,809,895</u>	<u>\$ 1,098,038</u>	<u>\$ 29,254,943</u>

MINNETONKA SCHOOL DISTRICT

Capital Expenditures Budget

For Fiscal Year 2026-27, with Comparative Information for Years 2022-23 Through 2025-26

Fund Expenditures by Category

	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Amended Budget	2026-27 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 4,282,265	\$ 4,388,116	\$ 4,858,893	\$ 5,243,289	\$ 5,297,696
Other Local and County Revenues	132,234	70,172	106,788	13,789	-
Interest on Investments	48,563	12,149	4,717	-	-
State of Minnesota	1,649,751	1,623,956	1,410,742	1,204,666	1,170,475
Federal Government	-	-	-	-	-
Transfer (to)/from Operating Capital	-	-	-	-	-
Total Revenues and Other Sources	<u>6,112,814</u>	<u>6,094,394</u>	<u>6,381,140</u>	<u>6,461,744</u>	<u>6,468,171</u>
Expenditures and Other Uses:					
Equipment	486,361	280,905	189,438	318,670	318,670
Facilities	3,095,995	2,564,358	1,984,323	2,599,065	3,252,408
Health and Safety	594,774	600,000	604,774	792,774	792,774
Instructional Lease Levy	2,439,910	2,554,235	2,766,276	2,732,374	2,590,972
Total Expenditures and Other Uses	<u>6,617,040</u>	<u>5,999,498</u>	<u>5,544,811</u>	<u>6,442,883</u>	<u>6,954,824</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(504,226)	94,895	836,329	18,861	(486,653)
Other Changes in Reserved and Designated Fund Balances	-	-	-	-	-
Fund Balance at the Beginning of Year	<u>1,275,943</u>	<u>771,718</u>	<u>907,810</u>	<u>1,702,942</u>	<u>1,721,803</u>
Prior Year Adjustments to Fund Balance	-	-	-	-	-
Fund Balance at End of Year	<u>\$ 771,718</u>	<u>\$ 907,810</u>	<u>\$ 1,702,942</u>	<u>\$ 1,721,803</u>	<u>\$ 1,235,150</u>

Allocation of Fund Balance:

Reserved Fund Balance	2022-23	2023-24	2024-25	2025-26	2026-27
Operating Capital	208,200	325,953	1,095,369	1,104,793	1,151,958
Cell Tower Revenue Reserve	93,151	107,365	120,753	89,548	75,759
Lease Levy	470,367	474,491	486,820	527,462	7,433
Health & Safety	-	-	-	-	-
Total Reserved Fund Balance	<u>\$ 771,718</u>	<u>\$ 907,810</u>	<u>\$ 1,702,942</u>	<u>\$ 1,721,803</u>	<u>\$ 1,235,150</u>

MINNETONKA SCHOOL DISTRICT

Athletic Equipment Budget

For Fiscal Year 2026-27, with Comparative Information for Years 2022-23 Through 2025-26

Fund Expenditures by Site

	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Amended Budget	2026-27 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	278,809	303,651	328,229	330,000	405,900
Interest on Investments	-	-	-	-	-
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	<u>278,809</u>	<u>303,651</u>	<u>328,229</u>	<u>330,000</u>	<u>405,900</u>
Expenditures and Other Uses:					
Minnetonka Middle School East	7,647	25,620	37,623	88,372	96,475
Minnetonka Middle School West	21,580	6,175	1,150	75,577	96,475
Minnetonka High School	261,338	230,583	352,818	166,051	192,950
Total Expenditures and Other Uses	<u>290,566</u>	<u>262,378</u>	<u>391,591</u>	<u>330,000</u>	<u>385,900</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(11,756)	41,272	(63,362)	-	20,000
Other Changes in Reserved and Designated Fund Balances	-	-	-	-	-
Fund Balance at the Beginning of Year	<u>489,392</u>	<u>477,635</u>	<u>518,908</u>	<u>455,546</u>	<u>455,546</u>
Fund Balance at End of Year	<u>\$ 477,635</u>	<u>\$ 518,908</u>	<u>\$ 455,546</u>	<u>\$ 455,546</u>	<u>\$ 475,546</u>

MINNETONKA SCHOOL DISTRICT

Arts Center on 7 Budget

For Fiscal Year 2026-27, with Comparative Information for Years 2022-23 Through 2025-26

Fund Expenditures by Object

	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Amended Budget	2026-27 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	435,880	452,321	416,146	255,812	245,600
Interest on Investments	-	-	-	-	-
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Transfer from General Fund	544,901	620,844	676,802	723,323	709,879
Total Revenues and Other Sources	<u>980,781</u>	<u>1,073,165</u>	<u>1,092,947</u>	<u>979,135</u>	<u>955,479</u>
Expenditures and Other Uses:					
Salaries	432,962	569,838	614,912	467,849	487,251
Employee Benefits	153,570	180,655	197,327	203,856	158,319
Purchased Services	349,632	287,932	259,976	267,250	267,250
Supplies and Materials	25,856	26,078	13,308	19,832	22,311
Equipment	18,623	8,663	7,424	20,098	20,098
Miscellaneous	139	-	-	250	250
Total Expenditures and Other Uses	<u>980,781</u>	<u>1,073,165</u>	<u>1,092,947</u>	<u>979,135</u>	<u>955,479</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	-	-	-	-	-
Other Changes in Reserved and Designated Fund Balances	-	-	-	-	-
Fund Balance at the Beginning of Year	-	-	-	-	-
Fund Balance at End of Year	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Note: Net Profit (Loss) in Plays Will Be Transferred to Trust Account

Art Center Trust Account					
Beginning Balance	236,618	232,725	260,737	255,798	255,798
Plays Surplus (Deficit)	(3,893)	28,012	(4,938)	-	-
Ending Balance	<u>\$ 232,725</u>	<u>\$ 260,737</u>	<u>\$ 255,798</u>	<u>\$ 255,798</u>	<u>\$ 255,798</u>

MINNETONKA SCHOOL DISTRICT

Dome Operations Budget

For Fiscal Year 2026-27, with Comparative Information for Years 2022-23 Through 2025-26

Fund Expenditures by Object

	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Amended Budget	2026-27 Budget
Revenues and Other Sources:					
Rental Revenue	\$ 345,935	\$ 358,678	\$ 389,104	\$ 393,506	\$ 385,000
Annual Pledges	-	-	-	-	-
Interest on Investments	-	-	-	-	-
Transfer (to)/from Trust	13,297	(10,493)	3,806	-	-
Transfer from General Fund/Op Cap Fund	-	-	-	-	-
Total Revenues and Other Sources	359,232	348,186	392,910	393,506	385,000
Expenditures and Other Uses:					
Salaries/Benefits	86,502	92,759	97,417	108,106	112,803
Management Services	-	-	-	-	-
Postage	-	-	-	-	-
Advertising	-	-	-	300	300
Repairs & Maintenance	213	-	-	700	700
Utilities	158,868	103,510	142,475	90,633	118,103
Custodial Supplies	-	264	-	3,000	3,040
Equipment Purchased	-	-	-	-	-
Miscellaneous	-	-	-	-	-
Total Expenditures and Other Uses	245,582	196,533	239,892	202,739	234,946
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	113,650	151,652	153,018	190,767	150,054
Annual Debt Payment	(150,070)	(151,652)	(153,018)	(154,347)	(150,054)
Fund Balance at the Beginning of Year	-	(36,420)	(36,420)	(36,420)	-
Fund Balance at End of Year	\$ (36,420)	\$ (36,420)	\$ (36,420)	\$ -	\$ -

Turf and Dome Trust Account	2022-23	2023-24	2024-25	2025-26	2026-27
Beginning Balance	-	13,297	23,790	19,984	19,984
Pledges and Donations	-	-	-	-	-
Transfer (from)/to Operating Budget	13,297	10,493	(3,806)	-	-
Ending Balance	\$ 13,297	\$ 23,790	\$ 19,984	\$ 19,984	\$ 19,984

Debt Outstanding Balance 2016K	2022-23	2023-24	2024-25	2025-26	2026-27
Beginning Debt Outstanding Balance	930,000	810,000	685,000	555,000	420,000
Less Principal Payment	(120,000)	(125,000)	(130,000)	(135,000)	(135,000)
Ending Debt Outstanding Balance	\$ 810,000	\$ 685,000	\$ 555,000	\$ 420,000	\$ 285,000
Final Payoff 02/01/2029					

MINNETONKA SCHOOL DISTRICT

Page Center Operations Budget

For Fiscal Year 2026-27, with Comparative Information for Years 2022-23 Through 2025-26

Fund Expenditures by Object

	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Amended Budget	2026-27 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 532,048	\$ 477,440	\$ 484,388	\$ 542,537	\$ 554,962
Rental Revenue	100,000	100,000	99,290	100,000	100,000
Miscellaneous Revenue	-	-	-	-	-
Total Revenues and Other Sources	<u>632,048</u>	<u>577,440</u>	<u>583,677</u>	<u>642,537</u>	<u>654,962</u>
Expenditures and Other Uses:					
Salaries	196,305	191,627	180,120	229,324	241,199
Employee Benefits	71,290	69,220	66,783	77,745	83,071
Purchased Services	290,997	317,229	374,561	362,286	362,058
Supplies and Materials	23,311	38,868	46,077	55,072	54,000
Equipment	-	38,942	-	4,000	4,000
Miscellaneous	-	-	-	-	-
Total Expenditures and Other Uses	<u>581,902</u>	<u>655,886</u>	<u>667,540</u>	<u>728,427</u>	<u>744,328</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	50,146	(78,446)	(83,863)	(85,890)	(89,366)
Fund Balance at the Beginning of Year	<u>(1,034,536)</u>	<u>(984,389)</u>	<u>(1,062,836)</u>	<u>(1,146,698)</u>	<u>(1,232,588)</u>
Fund Balance at End of Year	<u>\$ (984,389)</u>	<u>\$ (1,062,836)</u>	<u>\$ (1,146,698)</u>	<u>\$ (1,232,588)</u>	<u>\$ (1,321,954)</u>

Note: Page Center Fund operates on a reimbursement basis. Expenditures are incurred and submitted for reimbursement on the levy in the next fiscal year. The levy is collected and paid in the following fiscal year. This process means expenditures are reimbursed two fiscal years after being incurred. The negative fund balance represents two years of expenditures in the process of being reimbursed.

Debt Outstanding Balance 2016L	2022-23	2023-24	2024-25	2025-26	2026-27
Beginning Debt Outstanding Balance	1,640,000	1,555,000	1,465,000	1,365,000	1,265,000
Less Principal Payment	(85,000)	(90,000)	(100,000)	(100,000)	(105,000)
Ending Debt Outstanding Balance	<u>\$ 1,555,000</u>	<u>\$ 1,465,000</u>	<u>\$ 1,365,000</u>	<u>\$ 1,265,000</u>	<u>\$ 1,160,000</u>
Final Payoff 03/01/2036					

MINNETONKA SCHOOL DISTRICT

Fiduciary Funds Budget

For Fiscal Year 2026-27, with Comparative Information for Years 2022-23 Through 2025-26

Fund Expenditures by Object

	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Amended Budget	2026-27 Budget
Revenues and Other Sources:					
Donations	\$ -	\$ -	\$ -	\$ -	\$ -
Miscellaneous Revenue	1,875,772	1,981,571	1,906,729	1,806,363	1,914,740
Total Revenues and Other Sources	<u>1,875,772</u>	<u>1,981,571</u>	<u>1,906,729</u>	<u>1,806,363</u>	<u>1,914,740</u>
Expenditures and Other Uses:					
Salaries	-	-	-	-	-
Employee Benefits	-	-	-	-	-
Purchased Services	-	-	-	-	-
Supplies and Materials	-	-	-	-	-
Equipment	-	-	-	-	-
Miscellaneous	1,781,153	2,128,875	1,834,190	1,806,363	1,914,740
Total Expenditures and Other Uses	<u>1,781,153</u>	<u>2,128,875</u>	<u>1,834,190</u>	<u>1,806,363</u>	<u>1,914,740</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	94,619	(147,304)	72,539	-	-
Other Changes in Reserved and Designated Fund Balances	-	-	-	-	-
Fund Balance at the Beginning of Year	<u>1,790,041</u>	<u>1,884,660</u>	<u>1,737,356</u>	<u>1,809,895</u>	<u>1,809,895</u>
Fund Balance at End of Year	<u>\$ 1,884,660</u>	<u>\$ 1,737,356</u>	<u>\$ 1,809,895</u>	<u>\$ 1,809,895</u>	<u>\$ 1,809,895</u>

MINNETONKA SCHOOL DISTRICT

Capital Projects (Technology) Budget

For Fiscal Year 2026-27, with Comparative Information for Years 2022-23 Through 2025-26

Fund Expenditures by Project

	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Amended Budget	2026-27 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 7,275,915	\$ 7,609,742	\$ 9,240,571	\$ 10,049,125	\$ 10,412,356
Other Local and County Revenues	229,048	269,968	231,422	153,000	153,000
Interest on Investments	-	-	-	-	-
State of Minnesota	35,904	19,214	-	-	-
Federal Government	-	344,960	112,140	678,719	-
Sales and Other Conversion of Assets	72,206	1,443,471	-	2,272,539	484,000
Rebates	-	-	-	-	-
Total Revenues and Other Sources	<u>7,613,072</u>	<u>9,687,355</u>	<u>9,584,132</u>	<u>13,153,383</u>	<u>11,049,356</u>
Expenditures and Other Uses:					
Continuing Commitments	2,751,775	3,478,463	3,735,052	4,137,575	4,276,076
Hardware Rotation	57,687	53,232	60,914	50,000	50,000
Hardware-Instructional	328,536	254,026	332,134	399,800	399,800
Hardware-iPad Project	1,465,503	1,613,294	2,779,553	100,000	1,201,548
Classroom Equipment	559,081	1,350,845	522,515	703,500	720,300
Textbooks	1,101,487	886,015	1,593,710	1,460,170	1,460,170
Instructional Staff Development	807,251	912,590	895,916	879,655	906,526
Instructional Staff Development iPad K-3	-	-	-	128,960	134,118
Software iPad K-3	-	-	-	37,000	37,000
Hardware-Network	-	-	-	120,000	120,000
Infrastructure-Network/Rebuild/Loan	143,544	438,837	175,160	2,497,802	711,250
Infrastructure-Telecom	-	-	15,025	32,848	33,834
Rebates	-	-	-	-	-
Software	586,901	580,141	474,824	550,000	550,000
Infrastructure-Security Barriers	232,170	285,185	422,619	200,000	300,000
SAN Loan Payment	132,298	114,405	82,696	-	-
Total Expenditures and Other Uses	<u>8,166,234</u>	<u>9,967,033</u>	<u>11,090,118</u>	<u>11,297,310</u>	<u>10,900,622</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(553,161)	(279,678)	(1,505,986)	1,856,073	148,734
Other Changes in Reserved and Designated Fund Balances	-	-	-	-	-
Fund Balance at the Beginning of Year	<u>1,432,056</u>	<u>878,895</u>	<u>599,217</u>	<u>(906,769)</u>	<u>949,304</u>
Fund Balance at End of Year	<u>\$ 878,895</u>	<u>\$ 599,217</u>	<u>\$ (906,769)</u>	<u>\$ 949,304</u>	<u>\$ 1,098,038</u>

MINNETONKA SCHOOL DISTRICT

Food Service Budget

For Fiscal Year 2026-27, with Comparative Information for Years 2022-23 Through 2025-26

Fund Expenditures by Object

	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Amended Budget	2026-27 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	4,419,421	1,817,751	1,756,313	1,868,882	1,841,400
Interest on Investments	131,162	145,970	141,403	116,776	75,000
State of Minnesota	119,218	4,589,085	4,763,205	5,701,450	6,019,000
Federal Government	1,642,540	1,970,791	1,630,313	2,012,471	1,954,088
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	<u>6,312,341</u>	<u>8,523,597</u>	<u>8,291,234</u>	<u>9,699,579</u>	<u>9,889,488</u>
Expenditures and Other Uses:					
Salaries	1,188,618	1,615,359	1,660,039	2,034,601	2,165,260
Employee Benefits	403,781	603,343	679,405	880,668	983,334
Purchased Services	579,575	491,175	511,832	569,811	702,604
Supplies and Materials	2,841,115	4,107,705	4,656,421	5,056,536	5,207,111
Equipment	501,350	911,155	587,278	1,247,000	384,000
Miscellaneous	180,402	207,231	291,514	297,522	305,847
Total Expenditures and Other Uses	<u>5,694,841</u>	<u>7,935,968</u>	<u>8,386,489</u>	<u>10,086,138</u>	<u>9,748,156</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	617,499	587,629	(95,255)	(386,559)	141,332
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>3,181,134</u>	<u>3,798,633</u>	<u>4,386,262</u>	<u>4,291,008</u>	<u>3,904,449</u>
Fund Balance at End of Year	<u>\$ 3,798,633</u>	<u>\$ 4,386,262</u>	<u>\$ 4,291,008</u>	<u>\$ 3,904,449</u>	<u>\$ 4,045,781</u>

MINNETONKA SCHOOL DISTRICT

Community Education Budget

For Fiscal Year 2026-27, with Comparative Information for Years 2022-23 Through 2025-26

Fund Expenditures by Program

	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Amended Budget	2026-27 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 974,387	\$ 1,010,859	\$ 1,015,872	\$ 1,079,738	\$ 1,027,659
Other Local and County Revenues	11,723,383	12,495,298	13,147,797	13,735,684	13,544,697
Interest on Investments	197,459	364,531	297,122	291,625	291,625
State of Minnesota	493,949	614,536	637,499	617,985	618,160
Federal Government	346,873	379,420	352,515	377,000	377,000
Sales and Other Conversion of Assets	25,455	26,297	19,497	35,379	65,619
Total Revenues and Other Sources	<u>13,761,506</u>	<u>14,890,942</u>	<u>15,470,302</u>	<u>16,137,411</u>	<u>15,924,760</u>
Expenditures and Other Uses:					
Administration	1,259,588	1,281,984	1,581,713	1,395,318	1,341,994
Community Involvement	310,380	365,124	398,682	407,010	414,243
Youth Programs	8,238,147	9,426,151	10,446,167	11,852,741	11,988,242
Family Education	2,023,009	2,104,403	2,474,086	2,656,996	2,616,054
Total Expenditures and Other Uses	<u>11,831,125</u>	<u>13,177,662</u>	<u>14,900,647</u>	<u>16,312,065</u>	<u>16,360,533</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	1,930,381	1,713,279	569,655	(174,654)	(435,773)
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>3,304,549</u>	<u>5,234,930</u>	<u>6,948,210</u>	<u>7,517,865</u>	<u>7,343,211</u>
Fund Balance at End of Year	<u>\$ 5,234,930</u>	<u>\$ 6,948,210</u>	<u>\$ 7,517,865</u>	<u>\$ 7,343,211</u>	<u>\$ 6,907,438</u>

MINNETONKA SCHOOL DISTRICT

Aquatics Program Budget

For Fiscal Year 2026-27, with Comparative Information for Years 2022-23 Through 2025-26

Fund Expenditures by Object

	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Amended Budget	2026-27 Budget
Revenues and Other Sources:					
Fees From Patrons	\$ 859,834	\$ 980,193	\$ 924,405	\$ 851,899	\$ 915,000
Rental Revenue	2,018	3,533	16,332	5,000	5,000
Gifts & Donations	-	-	-	-	-
Miscellaneous Income	450,825	389,534	317,224	324,000	328,000
Total Revenues and Other Sources	<u>1,312,677</u>	<u>1,373,260</u>	<u>1,257,960</u>	<u>1,180,899</u>	<u>1,248,000</u>
Operating Expenditures and Other Uses:					
Salaries	654,021	656,238	539,460	510,357	577,213
Employee Benefits	133,797	142,034	130,207	161,521	187,782
Purchased Services	349,330	331,201	321,873	206,600	228,910
Supplies and Materials	123,930	84,813	92,123	67,550	79,550
Equipment	16,268	3,745	9,173	20,000	12,000
Miscellaneous	13,128	22,994	31,087	25,100	30,100
Total Operating Expenditures and Other Uses	<u>1,290,473</u>	<u>1,241,025</u>	<u>1,123,924</u>	<u>991,128</u>	<u>1,115,555</u>
Excess of Revenues and Other Sources Over (Under) Operating Expenditures and Other Uses	22,203	132,235	134,036	189,771	132,445
Chargeback (To) From General Fund For Partial Contribution to Bond Payment	(134,635)	(132,235)	(134,036)	(134,035)	(135,635)
Fund Balance at the Beginning of Year	<u>(530,346)</u>	<u>(642,778)</u>	<u>(642,778)</u>	<u>(642,778)</u>	<u>(587,042)</u>
Fund Balance at End of Year	<u>\$ (642,778)</u>	<u>\$ (642,778)</u>	<u>\$ (642,778)</u>	<u>\$ (587,042)</u>	<u>\$ (590,232)</u>

Note: Fund Balance at End of Year Will Be Transferred to Trust Account

Aquatics Trust Account	2022-23	2023-24	2024-25	2025-26	2026-27
Beginning Balance	-	-	21,272	113,998	113,998
Transfer (from)/to Operating Budget	-	21,272	92,726	-	-
Ending Balance	<u>\$ -</u>	<u>\$ 21,272</u>	<u>\$ 113,998</u>	<u>\$ 113,998</u>	<u>\$ 113,998</u>

Debt Outstanding Balance 2016C	2022-23	2023-24	2024-25	2025-26	2026-27
Beginning Debt Outstanding Balance	1,645,000	1,565,000	1,485,000	1,400,000	1,310,000
Less Principal Payment	(80,000)	(80,000)	(85,000)	(90,000)	(90,000)
Ending Debt Outstanding Balance	<u>\$ 1,565,000</u>	<u>\$ 1,485,000</u>	<u>\$ 1,400,000</u>	<u>\$ 1,310,000</u>	<u>\$ 1,220,000</u>
Final Payoff 02/01/2038					

MINNETONKA SCHOOL DISTRICT

Capital Projects (Construction) Budget*For Fiscal Year 2026-27, with Comparative Information for Years 2022-23 Through 2025-26***Fund Expenditures by Project**

	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Amended Budget	2026-27 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	116,500	-	45,000	500,000	150,000
Interest on Investments	447,520	458,425	37,163	-	-
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	2,191,311	2,285,736	-	60,450,000	31,950,000
Total Revenues and Other Sources	<u>2,755,331</u>	<u>2,744,161</u>	<u>82,163</u>	<u>60,950,000</u>	<u>32,100,000</u>
Expenditures and Other Uses:					
Elementary Classroom Additions	-	-	-	-	-
MHS North Parking Lot	-	-	-	-	-
MHS Science Lab	-	-	-	-	-
TSP Building Purchase	-	-	-	-	-
Groveland Gym Addition	-	-	-	-	-
Groveland Classroom	-	-	-	-	-
Groveland KDGK Classroom Addition	-	-	-	-	-
Groveland Parking Lot	-	-	-	-	-
Groveland Purchase	-	-	-	-	-
CS Gym Addition	-	-	-	-	-
SH Gym Addition	-	-	-	-	-
MHS Loft	-	-	-	-	-
Elementary Classroom Additions	-	-	-	-	-
Upper South Synthetic Turf	-	-	-	-	-
Vantage/Momentum Land & Construction	7,518,674	8,838,016	144,277	-	-
Momentum	114,718	-	-	-	-
Shorewood Education Center	-	-	-	-	-
Classrooms and Parking	444,443	1,735,238	65,444	-	-
Momentum - Aviation	-	1,744,180	240,605	-	-
Deephaven Auto Queue	-	-	376,975	-	-
Highway 7 Remodal	-	-	547,789	-	-
Network Infrastructure Rebuild	-	-	-	2,200,000	-
MHS Parking Lot Construction	-	-	25,605	1,950,000	1,000,000
Veterans Field Retaining Wall Replacement	-	-	85,796	1,300,000	-
Concession Building	-	-	-	1,000,000	-
SCH-EXC-MME-MMW-(2023A)	-	-	-	145,610	-
Building Bond Referendum	-	-	-	10,273,418	43,288,028
EPIC Tech/Security Upgrade	-	-	-	-	2,000,000
MHS East Parking Lot	-	-	-	-	200,000
Total Expenditures and Other Uses	<u>8,077,835</u>	<u>12,317,434</u>	<u>1,486,491</u>	<u>16,869,028</u>	<u>46,488,028</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(5,322,504)	(9,573,273)	(1,404,328)	44,080,972	(14,388,028)
Other Changes in Reserved and Designated Non-Spendable	-	-	(27,849)	-	-
Fund Balance at the Beginning of Year	<u>16,590,101</u>	<u>11,267,597</u>	<u>1,694,324</u>	<u>262,147</u>	<u>44,343,119</u>
Fund Balance at End of Year	<u>\$ 11,267,597</u>	<u>\$ 1,694,324</u>	<u>\$ 262,147</u>	<u>\$ 44,343,119</u>	<u>\$ 29,955,091</u>

MINNETONKA SCHOOL DISTRICT

Long-Term Facilities Maintenance (LTFM) Budget*For Fiscal Year 2026-27, with Comparative Information for Years 2022-23 Through 2025-26***Fund Expenditures by Project**

	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Amended Budget	2026-27 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	-	46,944	-	-	-
Interest on Investments	-	215,196	521,810	-	-
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	9,533,259	12,175,649	16,117,300	14,285,000	13,535,000
Total Revenues and Other Sources	<u>9,533,259</u>	<u>12,437,790</u>	<u>16,639,111</u>	<u>14,285,000</u>	<u>13,535,000</u>
Expenditures and Other Uses:					
Alternative Facilities	8,798,648	12,409,607	12,090,431	14,356,734	14,285,000
Total Expenditures and Other Uses	<u>8,798,648</u>	<u>12,409,607</u>	<u>12,090,431</u>	<u>14,356,734</u>	<u>14,285,000</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	734,611	28,183	4,548,680	(71,734)	(750,000)
Other Changes in Reserved and Designated Non-Spendable	-	-	27,849	-	-
Fund Balance at the Beginning of Year	<u>5,337,007</u>	<u>6,071,618</u>	<u>6,099,801</u>	<u>10,676,330</u>	<u>10,604,596</u>
Fund Balance at End of Year	<u>\$ 6,071,618</u>	<u>\$ 6,099,801</u>	<u>\$ 10,676,330</u>	<u>\$ 10,604,596</u>	<u>\$ 9,854,596</u>

MINNETONKA SCHOOL DISTRICT

Debt Service Budget

For Fiscal Year 2026-27, with Comparative Information for Years 2022-23 Through 2025-26

Fund Expenditures by Object

	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Amended Budget	2026-27 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 7,839,045	\$ 8,205,306	\$ 7,827,233	\$ 10,985,441	\$ 12,484,014
Other Local and County Revenues	-	-	-	-	-
Interest on Investments	109,021	234,512	217,124	187,610	107,206
State of Minnesota	843,619	947,145	953,143	870,076	880,663
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	3,940,161	-	10,434,123	-	-
Total Revenues and Other Sources	<u>12,731,845</u>	<u>9,386,964</u>	<u>19,431,623</u>	<u>12,043,127</u>	<u>13,471,883</u>
Expenditures and Other Uses:					
Capital Lease Interest	-	-	-	-	-
Redemption of Bond Principal	9,885,073	5,990,000	16,634,069	7,185,000	6,420,000
Interest on Bonds	2,715,909	3,103,172	3,427,203	4,068,362	3,424,758
Redemption of Loans	-	-	-	-	-
Interest on Loans	-	-	-	-	-
Other Debt Service	49,315	-	78,713	-	-
Permanent Transfers	-	-	-	-	-
Miscellaneous Fees	-	-	-	-	-
Total Expenditures and Other Uses	<u>12,650,297</u>	<u>9,093,172</u>	<u>20,139,985</u>	<u>11,253,362</u>	<u>9,844,758</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	81,549	293,792	(708,361)	789,765	3,627,125
Other Changes in Reserved and Designated Fund Balances	-	-	-	-	-
Fund Balance at the Beginning of Year	<u>1,377,349</u>	<u>1,458,898</u>	<u>1,752,689</u>	<u>1,044,328</u>	<u>1,834,092</u>
Fund Balance at End of Year	<u>\$ 1,458,898</u>	<u>\$ 1,752,689</u>	<u>\$ 1,044,328</u>	<u>\$ 1,834,092</u>	<u>\$ 5,461,217</u>

Allocation of Fund Balance:

	2022-23	2023-24	2024-25	2025-26	2026-27
Escrow Account 2008A	-	-	-	-	-
Escrow Account 2008D	-	-	-	-	-
Escrow Account 2012D	-	-	-	-	-
Escrow Account 2017C	-	-	-	-	-
Restricted	1,458,898	1,752,689	1,044,328	1,834,092	5,461,217
Total Reserved Fund Balance	<u>\$ 1,458,898</u>	<u>\$ 1,752,689</u>	<u>\$ 1,044,328</u>	<u>\$ 1,834,092</u>	<u>\$ 5,461,217</u>

MINNETONKA SCHOOL DISTRICT

Internal Service (Self Insurance) Budget*For Fiscal Year 2026-27, with Comparative Information for Years 2022-23 Through 2025-26***Fund Expenditures by Object**

	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Amended Budget	2026-27 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	16,834,173	18,198,094	21,123,759	22,261,859	24,593,505
Interest on Investments	431,479	475,796	503,287	380,636	217,506
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	<u>17,265,653</u>	<u>18,673,890</u>	<u>21,627,045</u>	<u>22,642,495</u>	<u>24,811,011</u>
Expenditures and Other Uses:					
Salaries	86,196	86,463	94,152	96,655	99,552
Employee Benefits	41,721	43,736	38,215	44,668	39,793
Claims Paid	16,579,785	18,224,787	18,608,857	19,851,018	21,865,685
Claims Contingency	42,500	52,900	25,350	-	-
Administrative Fee	903,610	912,740	954,895	1,018,635	1,122,016
Reinsurance	-	-	-	-	-
Consulting Fee	50,489	46,012	4,222	4,504	4,961
IBNR	42,500	52,900	25,350	-	-
VEBA Contribution	1,318,268	1,442,567	1,443,920	1,540,303	1,696,627
Wellness	40,920	41,160	40,770	43,491	47,905
VEBA Fee	-	-	-	-	-
Transitional Reinsurance Fees	-	-	-	-	-
PCOR Fees	-	14,252	700	-	-
Miscellaneous	1,965	8,231	8,505	9,072	9,993
Total Expenditures and Other Uses	<u>19,107,955</u>	<u>20,925,748</u>	<u>21,244,936</u>	<u>22,608,346</u>	<u>24,886,532</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(1,842,302)	(2,251,858)	382,110	34,149	(75,521)
Other Changes in Reserved and Designated Fund Balances					
Fund Balance at the Beginning of Year	<u>10,643,467</u>	<u>8,801,165</u>	<u>6,549,307</u>	<u>6,931,417</u>	<u>6,965,566</u>
Fund Balance at End of Year	<u>\$ 8,801,165</u>	<u>\$ 6,549,307</u>	<u>\$ 6,931,417</u>	<u>\$ 6,965,566</u>	<u>\$ 6,890,045</u>

MINNETONKA SCHOOL DISTRICT

Internal Service (OPEB) Budget

For Fiscal Year 2026-27, with Comparative Information for Years 2022-23 Through 2025-26

Fund Expenditures by Object

	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Amended Budget	2026-27 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local and County Revenues	-	-	-	-	-
Interest on Investments	1,043,487	421,472	2,064,943	1,000,000	1,000,000
State of Minnesota	-	-	-	-	-
Federal Government	-	-	-	-	-
Sales and Other Conversion of Assets	-	-	-	-	-
Total Revenues and Other Sources	<u>1,043,487</u>	<u>421,472</u>	<u>2,064,943</u>	<u>1,000,000</u>	<u>1,000,000</u>
Expenditures and Other Uses:					
Employee Benefits	807,037	781,358	907,790	1,302,225	820,544
Purchased Services	8,000	8,000	8,000	8,000	8,000
Transfer to OPEB Debt Service	-	-	-	-	-
Total Expenditures and Other Uses	<u>815,037</u>	<u>789,358</u>	<u>915,790</u>	<u>1,310,225</u>	<u>828,544</u>
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	228,450	(367,886)	1,149,153	(310,225)	171,456
Other Changes in Reserved and Designated Fund Balances	-	-	-	-	-
Fund Balance at the Beginning of Year	<u>14,500,276</u>	<u>14,728,726</u>	<u>14,360,840</u>	<u>15,509,993</u>	<u>15,199,768</u>
Fund Balance at End of Year	<u>\$ 14,728,726</u>	<u>\$ 14,360,840</u>	<u>\$ 15,509,993</u>	<u>\$ 15,199,768</u>	<u>\$ 15,371,224</u>

MINNETONKA SCHOOL DISTRICT
Debt Service - OPEB Bonds Budget

For Fiscal Year 2026-27, with Comparative Information for Years 2022-23 Through 2025-26

Fund Expenditures by Object

	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Amended Budget	2026-27 Budget
Revenues and Other Sources:					
Local Property Tax Levies	\$ 1,542,208	\$ 1,381,529	\$ 1,488,125	\$ 1,479,981	\$ 1,314,149
Other Local and County Revenues	-	-	-	-	-
Interest on Investments	-	-	-	-	-
State of Minnesota	9	7	2	-	-
Federal Government	-	-	-	-	-
Transfer from OPEB Internal Service Fund	-	-	-	-	-
Total Revenues and Other Sources	1,542,217	1,381,536	1,488,128	1,479,981	1,314,149
Expenditures and Other Uses:					
Redemption of Bond Principal	1,120,000	1,145,000	1,175,000	1,195,000	1,220,000
Interest on Bonds	355,746	333,096	297,579	285,834	261,274
Miscellaneous Fees	-	-	-	-	-
Bond Refunding Payment	-	-	-	-	-
Total Expenditures and Other Uses	1,475,746	1,478,096	1,472,579	1,480,834	1,481,274
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	66,471	(96,560)	15,549	(853)	(167,125)
Other Changes in Reserved and Designated Fund Balances	-	-	-	-	-
Fund Balance at the Beginning of Year	504,375	570,847	474,287	489,836	488,983
Fund Balance at End of Year	\$ 570,847	\$ 474,287	\$ 489,836	\$ 488,983	\$ 321,858

Allocation of Fund Balance:

	2022-23	2023-24	2024-25	2025-26	2026-27
Escrow Account 2013E	-	-	-	-	-
Escrow Account 2016J	-	-	-	-	-
Unreserved	570,847	474,287	489,836	488,983	321,858
Total Reserved Fund Balance	\$ 570,847	\$ 474,287	\$ 489,836	\$ 488,983	\$ 321,858

Debt Outstanding Balance 2013E, 2016J, 2021A (refunded 2013E in 20-21)

	2022-23	2023-24	2024-25	2025-26	2026-27
Beginning Debt Outstanding Balance	19,720,000	18,600,000	17,455,000	16,280,000	15,085,000
2021A Refunded 2013E	-	-	-	-	-
Less Principal Payment	(1,120,000)	(1,145,000)	(1,175,000)	(1,195,000)	(1,220,000)
Ending Debt Outstanding Balance	\$ 18,600,000	\$ 17,455,000	\$ 16,280,000	\$ 15,085,000	\$ 13,865,000
Final Payoff 01/01/2038					

ACTION

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

Board Agenda Item XIV.

**Title: Authorization of Sale of 2026G Certificates of Participation Bonds
For MHS East Side Parking Addition**

May 28, 2026

EXECUTIVE SUMMARY

At the May 21 School Board Study Session, the School Board reviewed a proposed parking lot addition to the East Parking Lot at Minnetonka High School. The project would add 111 parking spots to Minnetonka High School, which would be an increase of approximately 9.25% in the parking available at Minnetonka High School. The project will be constructed to the east of the East Parking Lot on land acquired by the District in 2016 and 2025 which was annexed to and combined with the main Minnetonka High School parcel. The estimated cost of the parking lot for design, permitting and construction is \$1,995,000.

The parking lot would be paid for with bond proceeds from the 2026G Certificate of Participation Bonds. Authorization is being requested to sell \$1,995,000 in bonds at this time. Once authorized, the bonds will be sold in late July, with approval of the sale at the August 6, 2026, School Board Meeting. The estimated interest rate is 4.86%. The authorizing resolution for the 2026G Certificates of Participation Bonds was written by the District's bond counsel Dorsey & Whitney.

ATTACHMENTS

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

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by:


Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:


David Law, Superintendent

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

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

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held May 28, 2026, at 7:00 p.m., in the School District offices or electronically as permitted by law.

Members present:

Members absent:

Documents Attached:

Minutes of said meeting (including):

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

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

WITNESS my hand officially as such recording officer on May _____, 2026.

School District Deputy Clerk

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

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

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

SECTION 1. AUTHORITY; PURPOSE. The District is authorized by Minnesota Statutes, Section 465.71, to execute lease-purchase agreements for the purpose of financing real and personal property. This Board hereby finds it in the best interest of the District to enter into a Lease-Purchase Agreement (the "Lease") and issue certificates of participation therein (the "Certificates") for the purpose of financing (a) the construction of approximately 115 parking spaces at Minnetonka High School and related stormwater improvements, and (b) costs of issuance related to the financing (collectively, the "2026G Project").

SECTION 2. AWARD AUTHORIZATION; AWARD PARAMETERS; FINAL APPROVAL; NOT BINDING. In order to accomplish the purposes set forth above, the Board desires to proceed with the sale of the Certificates in the Lease to Robert W. Baird & Co. Incorporated, in Milwaukee, Wisconsin (the "Purchaser"), by direct negotiation. The Superintendent or Executive Director of Finance & Operations and a Board member (together, the "Award Committee") are hereby authorized to approve the award of the Lease and sale of the Certificates in the Lease in an aggregate principal amount not to exceed \$1,995,000; provided that the true interest cost of the Lease and the Certificates to the District is less than or equal to 7.00% per annum. Any member of the Award Committee is hereby authorized to execute an agreement with the Purchaser for the sale of Certificates provided the foregoing parameters are satisfied. *An award by the Award Committee will be binding upon the District;* however, after receipt of proposals satisfying the parameters set forth in the preceding sentence and award by the Award Committee, the Board will take action at its next regularly scheduled meeting or a special meeting to adopt an approving resolution as prepared by counsel to the District, Dorsey & Whitney LLP ("Dorsey"). Notwithstanding the foregoing, the adoption of this resolution alone shall not be deemed to establish any obligation on the part of the District to approve the award of the Lease or the sale of the Certificates or to enter into the Lease or to cause the Certificates to be issued therein.

SECTION 3. PRELIMINARY OFFICIAL STATEMENT; LEGAL DOCUMENTS; ADDITIONAL AUTHORITY. The Purchaser, on behalf of the District, and employees and officers of the District, are hereby authorized to prepare and distribute a preliminary official statement (the "Preliminary Official Statement") related to the 2026G Project, the Lease, and the sale of the Certificates therein. Any member of the Award Committee shall deem the Preliminary Official Statement substantially final in accordance with applicable federal securities laws and the same is hereby further authorized to review and approve the distribution of any addenda or supplements to the Preliminary Official Statement which are useful or necessary in connection with the marketing and sale of the Certificates. Dorsey is hereby authorized to prepare forms of the Lease and the Certificates and other related legal agreements, documents, instruments and certificates as may be necessary or appropriate. The Purchaser, Dorsey and employees and officers of the District are hereby authorized to take any additional actions, including but not limited to the

negotiation and execution of documents or the engagement of other third-parties, as may be useful or necessary in connection with the 2026G Project, the Lease or the Certificates.

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

SECTION 5. REIMBURSEMENT.

1. Recitals.

- (a) The Internal Revenue Service has issued Section 1.150-2 of the Income Tax Regulations (the "Reimbursement Regulations") dealing with the issuance of tax-exempt obligations all or a portion of the proceeds of which are to be used to reimburse the District for project expenditures made by the District prior to the date of issuance of such obligations.
- (b) The Reimbursement Regulations generally require that the District make a declaration of its official intent to reimburse itself for such prior expenditures out of the proceeds of a subsequently issued series of tax-exempt obligations within 60 days after payment of the expenditures, that such obligations be issued and the reimbursement allocation be made from the proceeds of such obligations within the reimbursement period (as defined in the Reimbursement Regulations) and that the expenditures reimbursed be capital expenditures or costs of issuance of the obligations.
- (c) The District desires to comply with requirements of the Reimbursement Regulations with respect to the 2026G Project, the Lease and the Certificates issued therein.

2. Official Intent Declaration.

- (a) The District proposes to undertake the 2026G Project, to make original expenditures with respect to such 2026G Project prior to the issuance of the Lease and the Certificates therein, and reasonably expects to issue the Lease and the Certificates therein to finance such 2026G Project in the maximum principal amount of \$1,995,000.
- (b) Other than (i) de minimis amounts permitted to be reimbursed pursuant to Section 1.150-2(f)(1) of the Reimbursement Regulations or (ii) expenditures constituting preliminary expenditures as defined in Section 1.150-2(f)(2) of the Reimbursement Regulations, the District will not seek reimbursement for any original expenditures with respect to the 2026G Project paid more than 60 days prior to the date of adoption of this resolution.

- (c) All original expenditures for which reimbursement is sought will be capital expenditures or costs of issuance of the Lease and the Certificates therein issued to finance the 2026G Project.

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

4. Reimbursement Allocations. The Executive Director of Finance & Operations or his or her designee shall be responsible for making the "reimbursement allocations" described in the Reimbursement Regulations, being generally the transfer of the appropriate amount of proceeds of the Lease and the Certificates therein to reimburse the source of temporary financing used by the District to make payment of the original expenditures relating to the 2026G Project. Each reimbursement allocation shall be made not later than (i) 18 months after the date of the original expenditure or (ii) 18 months after the date the 2026G Project is placed in service or abandoned (but in no event later than three years after the original expenditure is paid) and shall be evidenced by an entry on the official books and records of the District maintained for the Lease and the Certificates therein issued to finance the 2026G Project and shall specifically identify the original expenditures being reimbursed.

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

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

ACTION

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

Board Agenda Item XV.

**Title: Authorization of Sale of 2026H Certificates of Participation Bonds
For Scenic Heights Second Driveway**

May 28, 2026

EXECUTIVE SUMMARY

At the May 21 School Board Study Session, the School Board reviewed a proposed project to add a second driveway at Scenic Heights Elementary School. The second driveway would provide additional car-queueing capacity on site. According to studies performed by the City of Minnetonka's engineers Boltan and Menk, the second driveway for loading and unloading students would eliminate the current daily backup that extends up Scenic Heights Drive and onto Excelsior Boulevard. Elimination of that backup is necessary for the City of Minnetonka to complete construction of a roundabout at the intersection of Excelsior Boulevard and Scenic Heights Drive in summer 2027.

The estimated cost of the second driveway for design, permitting and construction is \$1,995,000.

The parking lot would be paid for with bond proceeds from the 2026H Certificate of Participation Bonds. Authorization is being requested to sell \$1,995,000 in bonds at this time. Once authorized, the bonds will be sold in late July, with approval of the sale at the August 6, 2026, School Board Meeting.

The estimated interest rate is 4.86%.

The authorizing resolution for the 2026H Certificates of Participation Bonds was written by the District's bond counsel Dorsey & Whitney.

ATTACHMENTS

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

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:



David Law, Superintendent

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

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

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held May 28, 2026, at 7:00 p.m., in the School District offices or electronically as permitted by law.

Members present:

Members absent:

Documents Attached:

Minutes of said meeting (including):

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

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

WITNESS my hand officially as such recording officer on May _____, 2026.

School District Deputy Clerk

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

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

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

SECTION 1. AUTHORITY; PURPOSE. The District is authorized by Minnesota Statutes, Section 465.71, to execute lease-purchase agreements for the purpose of financing real and personal property. This Board hereby finds it in the best interest of the District to enter into a Lease-Purchase Agreement (the "Lease") and issue certificates of participation therein (the "Certificates") for the purpose of financing (a) the construction of a driveway loop at Scenic Heights Elementary Schools and related retaining walls and stormwater improvements, and (b) costs of issuance related to the financing (collectively, the "2026H Project").

SECTION 2. AWARD AUTHORIZATION; AWARD PARAMETERS; FINAL APPROVAL; NOT BINDING. In order to accomplish the purposes set forth above, the Board desires to proceed with the sale of the Certificates in the Lease to Robert W. Baird & Co. Incorporated, in Milwaukee, Wisconsin (the "Purchaser"), by direct negotiation. The Superintendent or Executive Director of Finance & Operations and a Board member (together, the "Award Committee") are hereby authorized to approve the award of the Lease and sale of the Certificates in the Lease in an aggregate principal amount not to exceed \$1,995,000; provided that the true interest cost of the Lease and the Certificates to the District is less than or equal to 7.00% per annum. Any member of the Award Committee is hereby authorized to execute an agreement with the Purchaser for the sale of Certificates provided the foregoing parameters are satisfied. *An award by the Award Committee will be binding upon the District;* however, after receipt of proposals satisfying the parameters set forth in the preceding sentence and award by the Award Committee, the Board will take action at its next regularly scheduled meeting or a special meeting to adopt an approving resolution as prepared by counsel to the District, Dorsey & Whitney LLP ("Dorsey"). Notwithstanding the foregoing, the adoption of this resolution alone shall not be deemed to establish any obligation on the part of the District to approve the award of the Lease or the sale of the Certificates or to enter into the Lease or to cause the Certificates to be issued therein.

SECTION 3. PRELIMINARY OFFICIAL STATEMENT; LEGAL DOCUMENTS; ADDITIONAL AUTHORITY. The Purchaser, on behalf of the District, and employees and officers of the District, are hereby authorized to prepare and distribute a preliminary official statement (the "Preliminary Official Statement") related to the 2026H Project, the Lease, and the sale of the Certificates therein. Any member of the Award Committee shall deem the Preliminary Official Statement substantially final in accordance with applicable federal securities laws and the same is hereby further authorized to review and approve the distribution of any addenda or supplements to the Preliminary Official Statement which are useful or necessary in connection with the marketing and sale of the Certificates. Dorsey is hereby authorized to prepare forms of the Lease and the Certificates and other related legal agreements, documents, instruments and certificates as may be necessary or appropriate. The Purchaser, Dorsey and employees and officers of the District are hereby authorized to take any additional actions, including but not limited to the

negotiation and execution of documents or the engagement of other third-parties, as may be useful or necessary in connection with the 2026H Project, the Lease or the Certificates.

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

SECTION 5. REIMBURSEMENT.

1. Recitals.

- (a) The Internal Revenue Service has issued Section 1.150-2 of the Income Tax Regulations (the "Reimbursement Regulations") dealing with the issuance of tax-exempt obligations all or a portion of the proceeds of which are to be used to reimburse the District for project expenditures made by the District prior to the date of issuance of such obligations.
- (b) The Reimbursement Regulations generally require that the District make a declaration of its official intent to reimburse itself for such prior expenditures out of the proceeds of a subsequently issued series of tax-exempt obligations within 60 days after payment of the expenditures, that such obligations be issued and the reimbursement allocation be made from the proceeds of such obligations within the reimbursement period (as defined in the Reimbursement Regulations) and that the expenditures reimbursed be capital expenditures or costs of issuance of the obligations.
- (c) The District desires to comply with requirements of the Reimbursement Regulations with respect to the 2026H Project, the Lease and the Certificates issued therein.

2. Official Intent Declaration.

- (a) The District proposes to undertake the 2026H Project, to make original expenditures with respect to such 2026H Project prior to the issuance of the Lease and the Certificates therein, and reasonably expects to issue the Lease and the Certificates therein to finance such 2026H Project in the maximum principal amount of \$1,995,000.
- (b) Other than (i) de minimis amounts permitted to be reimbursed pursuant to Section 1.150-2(f)(1) of the Reimbursement Regulations or (ii) expenditures constituting preliminary expenditures as defined in Section 1.150-2(f)(2) of the Reimbursement Regulations, the District will not seek reimbursement for any original expenditures with respect to the 2026H Project paid more than 60 days prior to the date of adoption of this resolution.

- (c) All original expenditures for which reimbursement is sought will be capital expenditures or costs of issuance of the Lease and the Certificates therein issued to finance the 2026H Project.

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

4. Reimbursement Allocations. The Executive Director of Finance & Operations or his or her designee shall be responsible for making the "reimbursement allocations" described in the Reimbursement Regulations, being generally the transfer of the appropriate amount of proceeds of the Lease and the Certificates therein to reimburse the source of temporary financing used by the District to make payment of the original expenditures relating to the 2026H Project. Each reimbursement allocation shall be made not later than (i) 18 months after the date of the original expenditure or (ii) 18 months after the date the 2026H Project is placed in service or abandoned (but in no event later than three years after the original expenditure is paid) and shall be evidenced by an entry on the official books and records of the District maintained for the Lease and the Certificates therein issued to finance the 2026H Project and shall specifically identify the original expenditures being reimbursed.

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

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

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

Board Agenda Item XVI.

Title: Resolution Pertaining to Consent Agenda

Date: May 28, 2026

OVERVIEW:

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

The following are the recommendations included within the Consent Agenda for May 7, 2026:

- a. Minutes of May 7, 2026 regular meeting
- b. Payment of Bills
- c. Recommended Personnel Items
- d. Gifts and Donations
- e. Electronic Fund Transfers
- f. Action to Place Teacher on Unrequested Leave of Absence
- g. Q-Comp Annual Report
- h. Intermediate District 287 LTFM 10-Year Plan and District Share of Levy
- i. Designation of Identified Official with Authority (IOWA) for MDE
- j. Approval of Policies

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____



David Law, Superintendent

CONSENT

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

Board Agenda Item XVI. a

Title: Meeting Minutes

Date: May 28, 2026

OVERVIEW:

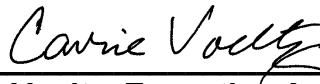
The minutes of the proceedings of the Minnetonka School Board's following meeting are attached:

- May 7, 2026
-

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by:



**Carrie Voeltz, Executive Assistant
to the Superintendent and School Board**

MINNETONKA INDEPENDENT SCHOOL DISTRICT #276

District Service Center

5621 County Road 101

Minnetonka, Minnesota

Minutes of May 7, 2026 Board Meeting

The School Board of Minnetonka Independent School District #276 met in regular session at 7:00 p.m. on Thursday, May 7, 2026 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Kemerie Foss presided. Other Board members present were: Sally Browne, Karen Jordan, Taunya Kolbinger, Dan Olson, Michael Remucal and Superintendent David Law, ex officio. The meeting was also livestreamed on the District's YouTube channel. Absent: Meghan Selinger.

Prior to the meeting, Board members recognized, via a video, the following groups and individuals: State Science and Engineering Fair State Qualifiers, High School All State Music Qualifiers from Band, Jazz Band, Choir and Orchestra, National German Exam Honorees, Math Team State Champions, Healthcare Students of America International Qualifiers, Economics Challenge State Qualifiers, District Service Center Honored Artists from our middle schools, and new National Board Certified Teachers for 2026.

PUBLIC HEARING ON PROPOSED FEES FOR FY27

Chairperson Foss said that at this time, the Board would hold a Public Hearing on various proposed FY27 fees for courses, activities, clubs and other miscellaneous items.

Superintendent Law explained that by law, the District was required to hold a Public Hearing on proposed fees to accept public comment. He then asked Executive Director of Finance and Operations Paul Bourgeois to come forward and explain the proposed revisions to the fee schedule.

Mr. Bourgeois began by noting that the District maintains a schedule of various fees for courses, activities, clubs and other miscellaneous items at each level of the school district. Any changes in the fee schedules require School Board approval. Under Minnesota State law, the Board of each Minnesota public school may require certain pupil fees as described in statute. Any changes in the fee schedules require School Board approval.

Each year, department and program managers give their recommendations on various fee levels. At the Elementary School level, there are no fee changes recommended for Fiscal Year 2027.

At the Middle School level, there is one fee change proposed by Principal Dymit and Principal Schirmacher. For the Family and Consumer Sciences Fashion Design class, the fee is proposed to be increased by \$2, from \$8 per class in FY26 to \$10 per class to FY27 to keep up with the cost increases for materials for those classes.

At the High School Level, Activities Director Ted Schultz has recommended the following fee increases:

- Increase the Participation Fee by \$7 from \$83 in FY26 to \$90 in FY27
- Increase the Co-Curricular Activities Specific Activity Fee by \$30 across all activities
- Cheerleading has requested an additional \$50 for the activity for uniform replacement at the recommendation of the coach
- Youth in Government has requested a new \$50 fee for this two-year-old program”

Per Activities Director Ted Schultz: *“Even with the proposed \$30 increase, Minnetonka High School remains one of the most affordable options in the Lake Conference, staying well below the average of our peer districts.”* Director Schutz has compiled the following comparison:

District	Current Average Fee	Proposed Fee (+\$30 MTKA)
St Michael-Albertville	\$415.75	\$415.75
Hopkins	\$264.13	264.13
Edina	\$248.96	248.96
Wayzata	243.00	\$243.00
Eden Prairie	\$205.21	205.21
Buffalo	\$176.05	176.05
Minnetonka	151.32	\$181.23

Please note the with the proposed fee increases, Minnetonka High School fees will move to approximately \$5 more than Buffalo. Also please note that at this time we do not have information as to whether the other districts on this list are considering implementing fee increases from their current levels.

Primary drivers are the rising cost of transportation for activities, for which rates have cumulatively increased 37% for FY24, FY25, FY26 and FY27, as well as the cost for paying officials and referees for the various activities.

Tonka Dome fees are recommended to increase by \$10 for full field reservations and \$5 across the board for all other reservations. It is important to note that Tonka Dome fees have been increased steadily every year to pay for the annual steadily rising costs of electricity, natural gas and Dome management. As a result, Tonka Dome fees have kept pace with inflation and the Dome continues to operate at a break-even level with revenues covering all operational costs as well as bonded debt costs.

The Tonka Dome also covers its cost of capital, with fees covering the operational costs as well as the annual bond payment on the bonds that were issued to pay for the Dome in 2004. There are three remaining annual bond payments averaging \$151,325, with a payment scheduled for February 1 in 2027, 2028 and 2029. The last bond payment on the Dome is scheduled for February 1, 2029.

Chairperson Foss then invited members of the public to come forward and address the Board regarding the proposed changes to the fees. When no one came forward, she then closed the Public Hearing, called the meeting to order and asked that everyone stand and recite the Pledge of Allegiance to the flag.

1. **AGENDA**

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

2. **APPROVAL OF FEES FOR FY26**

Kolbinger moved, Remucal seconded, that the Board approve the following motion:

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the fee changes for the high school, middle school and elementary levels, Facility Rental fees, and Tonka Dome fees for Fiscal Year 2027 and hereby adds them to the comprehensive list of class and activity fees maintained by Minnetonka Independent School District 276.

Upon vote being taken thereon, the motion carried unanimously.

3. **PREVIEW OF CELEBRATION OF EXCELLENCE**

Executive Director of Communications JacQui Getty gave a preview of the Celebration of Excellence, which will be held on Thursday, May 14, 2026. This event honors adults who represent the many excellent child-centered teachers, employees and volunteers serving our children every day.

The public is invited to join this celebration in person at the Arts Center on 7 at Minnetonka High School and also via livestream. The program begins at 7PM, after a 6PM reception with refreshments in the lobby of the Arts Center. A link will be shared on the District website, social media channels and through emails to families and staff for those who would like to join the livestream.

In addition to years of service and teacher and employee awards, the evening includes the recognition of the honoree for the Bradley G. Board Award for Excellence in Elementary Education, the Joyce Gustafson Memorial Award, the Judy Erdahl Memorial Award and several Spinnaker Awards for our amazing school volunteers. We also have Gold Partner Awards for outstanding contributors to the District's VANTAGE program and a Gold Partner Award for a key contributor to the District's MOMENTUM program. We will also honor those employees celebrating their 20, 25, 30, 35 and 40 years of service with Minnetonka Schools.

The event concludes with the District's selection of an elementary teacher and a secondary teacher who will serve as Minnetonka Schools' nominees for the 2027 Minnesota Teacher of the Year program.

We'd like to thank the Minnetonka Public Schools Foundation, Brad Board, the Excelsior Morning Rotary Club and the Friends of Judy Erdahl for their generous sponsorship of the named awards.

Chairperson Foss congratulated the award honorees, and she thanked Dr. Getty and the Communications Team for their work to host this event.

4. APPROVAL OF LONG-TERM FACILITIES MAINTENANCE 10-YEAR PLAN

Minnetonka Independent School District 276 is eligible for participation in the Long-Term Facilities Maintenance Program. The statutes governing the Program require that an update of the 10-Year Plan be reviewed and approved by the School Board annually and filed with the Minnesota Department of Education.

Our school district has 1,870,344 square feet of space and 259 acres of land that require sustained long-term maintenance to remain in a state of good repair to support the educational programs. Of the 1,870,344 square feet, 1,520,793 or 81% is 27 years old or older, and 1,043,714 - 56% - is 59 years old or older.

The age of so much square footage has resulted in the need to make significant "mid-life" component replacement in the facilities to ensure their readiness for the next 60 years of use. In effect, the district facilities are in the process of being "re-built" in place during the summers when school is not in session. Since the District qualified for the Alternative Facilities program in FY2004 (now the Long-Term Facilities Maintenance Program), the District has completed over \$156 million in long term facility maintenance projects to work towards catching up on and eliminating deferred maintenance through the end of FY2026. Additional mid-life component replacement needs to be continued over the next 10 years, as with a large fleet of buildings the need for long-term maintenance is ongoing.

Each of the years in the FY2027-FY2036 Long-Term Facilities Maintenance Plan will be able to be funded with bond funding while at the same time the total amount of outstanding long-term bonds of the district declines every year as older bonds are paid off. The net result of this rebuilding of the district facilities infrastructure means that the community's original investment in its school facilities is being maximized, as these facilities will continue to be used for another 60 years or more each.

Executive Director of Finance and Operations presented the Long-Term Facilities Maintenance Plan to the Board for its approval.

Jordan moved, Browne seconded, that the Board approve the following motion:

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the Long-Term Facilities Maintenance Plan for FY2027 through FY2036 including projects estimated at a total cost of \$66,050,000.

Upon vote being taken thereon, the motion carried unanimously.

5. AUTHORIZATION OF SALE OF 2026E GENERAL OBLIGATION BUILDING BONDS

Paul Bourgeois presented this item to the Board. He noted that at the General Election of November 4, 2025, the voters of Minnetonka Independent School District 276 approved the sale of \$85 million in General Obligation School Building Bonds to be used for various projects in the District by a vote of 69% in favor and 31% opposed.

The District sold an initial tranche of \$55 million in bonds for the Minnetonka Middle School East, Minnetonka Middle School West, and MHS Epic Security System projects in January 2026.

The initial plan for selling the remaining \$30 million in bonds for the remaining projects was to sell them in June 2028. The timing of June 2028 would ensure that the annual General Obligation Bond Levy would have no incremental increase for each taxpayer in the District as a result of the total \$85 million Building Bond Referendum approval. The calculation of that tax impact was based on the financial factors the time, including construction estimates first formulated for the Facilities Task Force during Calendar 2024, and tax impact calculations thereon originally using Final Calendar 2023 property data for the District – the latest available for calculations at that time.

Since that time, we have updated actual data through Calendar 2025 which will be used for the 26 Pay 27 Property Tax Levy for to Fund Fiscal Year 2028. RW Baird has calculated that the annual growth in the tax base related to new construction is 1.75% per year. That annual growth coupled with bond design of a first payment in February 2029 means that the District could sell the remaining \$30 million in bonds for the remaining projects in September 2026 with a closing in October 2026.

This change in timing would most importantly still hold to the promise of a \$0 increase in the General Obligation Debt Service Levy for all taxpayer from the \$85 million referendum approval. Additionally, there are three significant benefits to the District of an earlier sale of the second tranche of bonds.

- Projects will be able to start construction in June 2027 instead of June 2028, thereby avoiding an additional 5% (\$1,500,000) of another year of construction inflation costs
- The bond proceeds can be invested for up to a year to earn interest earnings, estimated to be in the \$800,000-\$1,000,000 range depending on the interest rates available in October at the bond closing
- The new spaces will be available for instructional use in January 2028 instead of January 2029

The estimated interest rate for the bonds is 4.64%. Mr. Bourgeois recommended that the Board approve the authorizing resolution as prepared by Dorsey & Whitney.

Remucal moved, Jordan seconded, that the Board approve the resolution as presented. Upon vote being taken thereon, the motion carried unanimously.

6. **AUTHORIZATION OF SALE OF 2026F GENERAL OBLIGATION LONG-TERM FACILITIES MAINTENANCE BONDS**

Mr. Bourgeois presented this item to the Board. He noted that the District maintains a rolling 10-Year Long Term Facilities Maintenance Plan to keep the District's nearly 1.9 million square feet of buildings and 259 acres of outdoor facilities in a state of good repair. The FY27-FY36 Long-Term Facilities Maintenance Plan approved by the School Board at the May 7, 2026, School Board Meeting includes \$13,525,000 in necessary projects for Fiscal Year 2028 (FY28), which begins on July 1, 2027. The majority of the FY28 projects will be completed in summer 2027 in the period when school is not in session from approximately June 15 through August 15. Projects for summer 2027 work will be in the design and bid process in August, September and October 2026 in order to obtain the most favorable bid pricing. That timing also allows for the winning vendors to line up and stockpile any materials needed for the work to be performed in the approximately 2-month construction window of summer 2027, as well as get permits from the local municipalities well in advance of the start of work.

The Minnesota Department of Education will review the 10-Year Plan in early July 2026 as required by statute and will issue the Commissioner's Approval Letter as required by Statute prior to the issuance of \$13,565,000 in bonds for the FY28 projects. The authorizing resolution will be submitted with the 10-Year Plan to MDE in June, converted to MDE summary format, so they can issue the approval letter.

Authorization is being requested to sell the \$13,565,000 in bonds at this time. Once authorized, the bonds will be sold in late Augusts after the MDE approval, with approval of the sale terms at the September 3, 2026, School Board Meeting.

The estimated interest rate is 4.48%. Mr. Bourgeois recommended that the Board approve the authorizing resolution as prepared by Dorsey & Whitney.

Kolbinger moved, Olson seconded, that the Board approve the resolution as presented. Upon vote being taken thereon, the motion carried unanimously.

7. **APPROVAL OF BID FOR PHASE I SITE WORK AT MME**

Mr. Bourgeois presented this item to the Board. As part of the voter-approved project to construct additions and renovations at MME, it is necessary for several key items related to work on the MME site to be completed before the start of school on September 1, 2026

and to also set up the layout of the MME site to facilitate construction of the main portion of the project.

The site work bid package contains the following key components:

- Construct a small roundabout circle on the north end of the parking lot to facilitate two lanes of traffic all the way to the relocated drop-off and pick-up zone in the front of the building
- Concrete and curb-cut work to provide for two exit lanes onto Lake Street Extension – one dedicated to eastbound traffic and one dedicated to westbound traffic
- Seal coat the entire parking lot system on the east side of the building and restripe it according to the revised striping plan to aid in guiding vehicles in the new traffic pattern

The budget estimate for the site work portion of the project is \$400,000. Bids were opened at 2:00 PM on Thursday, April 23, 2026. Two bids were received for the project as follows:

<i>Urban Companies, LLC</i>	<i>\$393,000.00</i>
<i>CM Construction Company, Inc.</i>	<i>\$416,000.00</i>

Mr. Bourgeois recommended that the Board accept the low bid of Urban Companies, LLC, in the amount of \$393,000.00 for completion of the site work portion of the additions and renovations project at MME.

Jordan moved, Remucal seconded, that the Board approve the following motion:

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Urban Companies, LLC, in the amount of \$393,000.00 for completion of the site work portion of the additions and renovations project at Minnetonka Middle School East.

Upon vote being taken thereon, the motion carried unanimously.

8. **CONSENT AGENDA**

Olson moved, Browne seconded, that the Board approve the recommendations included within the following Consent Agenda items:

- Minutes of April 9, 2026 regular meeting
- Study Session Summary of April 23, 2026
- Payment of Bills
- Recommended Personnel Items
- Gifts and Donations for April 2026: \$4,000.00 from the Rotary Club of Lake Minnetonka/Excelsior to be placed in the MHS Scholarship Fund for Graduating Seniors. \$1,200.00 from Dennis Peterson to be placed in the MHS Dr. Dennis

Peterson Scholarship Fund for Graduating Seniors. \$3,000.00 from the Gene Haas Foundation and \$550.00 from Angela & Steffen Thieringer, both to be placed in the MHS Robotics Team Fund. \$1,000.00 from Robert & Molly Callahan to be placed in the MHS Adapted Bowling Team Fund. \$5.60 from the Blackbaud Giving Fund and \$5.20 from Box Tops for Education, both to be placed in the MMW Principal Discretionary Fund. \$100.00 from the Blackbaud Giving Fund and \$30.00 from Charities Aid Foundation, both to be placed in the MHS Principal Discretionary Fund. \$184.84 from the Excelsior Elementary School PTO to be placed in the Excelsior Elementary School Playground Equipment Fund. \$750.00 from the Minnetonka Rotary Foundation to be placed in the MHS Seniors Serve 2026 Fund. \$1,000.00 from the Minnewashta Elementary PTO to be placed in the Minnewashta Elementary School Field Trip Fund. \$29,143.44 from the Deephaven Elementary School PTA to be placed in the Deephaven Elementary School PTA Grants Fund. \$20,000.00 from the Groveland Elementary School PTO to be placed in the Groveland Elementary School Field Trip Fund. \$1,500.00 from the Be Like Tommy Project to be placed in the MME Original Me Club Fund. \$1,500.00 from Special Olympics MN to be placed in the MHS Unified Club Fund. \$6.75 from Anonymous to be placed in the MHS Theatre Department Fund. A banner from the Excelsior VFW Post #5919 to be donated to the Excelsior Elementary School Veterans Day Program. Total Gifts and Donations thus far for 2025-26: \$810,003.33.

- Electronic Fund Transfers
- Proposal to Place Teacher on Unrequested Leave of Absence
- MN Paid Family and Medical Leave Contract with Guardian Insurance
- Non-Renewals

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

9. **COMMUNITY COMMENTS**

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

10. **BOARD REPORTS**

Vice Chair Olson noted that Community Education is looking for volunteers for some upcoming events, including the Youth Triathlon (May 16) and the Tour de Tonka community bike ride (August 1).

Board member Kolbinger said the Teaching and Learning Advisory committee met recently. They met the new American Indian Education Program Coordinator, Angela Ward, and gave a big welcome to her. She said the committee also spoke about what the Student Advisory Committee is working on. She also said they discussed changes to the social studies and math state standards that are coming up.

11. **SUPERINTENDENT'S REPORT**

Superintendent Law said the end of the school year really ramps up with celebrations! We have a scholarship breakfast coming up, and he thanked the many supporters who make those scholarships possible. Other upcoming events include the District Retirement Celebration, the Celebration of Excellence, Presidential Academic Awards at both middle schools and MHS Graduation on June 4 at US Bank Stadium. He encouraged members of the community to attend these free events or watch the livestreams.

12. **ANNOUNCEMENTS**

Chairperson Foss thanked Dr. Getty and the district Communications team for all of their work to help celebrate teachers for Teacher Appreciation Week. The team coordinated a social media campaign with feature stories and posts and the classroom-to-classroom delivery of cookies by School Board Members and district leaders to teachers across the district. Happy Teacher Appreciation Week, Teachers!

Vice Chair Olson also gave a shout out and thank you to each member of the district's Communications team for all of their hard work! It is National School Communicators Day on Friday, May 8.

Board member Jordan also thanked the Communications team for all it does. She also gave a big thank you to the Minnetonka Public Schools Foundation for its sponsorship of the awards for the Celebration of Excellence event next week and for the amazing grants they have provided to teachers. She said it is exciting to see the grants in action and what the grants will provide in the classrooms for next year!

Superintendent Law thanked Paul Bourgeois and his team for their heroic work to get Minnewashta Elementary opened up quickly after a pipe burst and flooded the boiler room. The school was open just two days later. Great job, Paul and team!

13. **ADJOURNMENT**

Kolbinger moved, Remucal seconded, adjournment at 7:40 p.m. Upon vote being taken thereon, the motion carried unanimously.



Michael Remucal, Clerk

CONSENT

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

Board Agenda Item XVI. b

Title: Payment of Bills

Date: May 28, 2026

OVERVIEW:

Presented for Board approval are the monthly disbursement totals by fund for Minnetonka Public Schools for the month of April 2026.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the Board approve the disbursements as presented for the month of April 2026.

Submitted by:



**Peyton Zivkovich
Coordinator of Accounting**

Approved by:



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

Concurrence:



**David Law
Superintendent of Schools**

MINNETONKA DISTRICT #276

TO: David Law

FROM: Peyton Zivkovich

RE: Payment of Bills – April 2026
Board Meeting Date: May 28, 2026

The following disbursements are submitted for the month of April:

Recommend the payment of bills in the sum of \$11,702,393.55 by check #495069 - #495404 and ACH #252602560 - #252602807, and wire transactions #202501600 - #202501850 as follows:

Apr-26

FUND	
01 GENERAL FUND	5,840,620.18
02 CHILD NUTRITION	704,740.53
03 PUPIL TRANSPORTATION	2,044,285.14
04 COMMUNITY SERVICE	506,816.49
05 CAPITAL EXPENDITURE	84,075.13
09 TRUST - FIDUCIARY	154,668.96
11 EXTRA/CO-CURRICULAR	150,943.35
12 ATHLETIC FEE	13,898.78
18 CUSTODIAL FUND	1,288.57
20 SELF INSURANCE	126,563.23
40 CULTURAL ARTS CENTER	26,392.01
41 DOME OPERATIONS	34,941.44
42 AQUATICS PROGRAM	23,174.61
43 PAGEL CENTER	47,690.59
46 LTFM	540,475.09
56 CONSTRUCTION PROJECTS	1,004,888.40
66 CAPITAL PROJECTS LEVY	396,931.05
	<u>\$ 11,702,393.55</u>
SALARIES	<u>\$ 6,275,292.55</u>
TOTAL	<u><u>\$ 17,977,686.10</u></u>



Peyton Zivkovich

May 28, 2026
Date

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

Board Agenda Item XVI. c.

TITLE: Recommended Personnel Items

DATE: May 28, 2026

BACKGROUND: Under the authorization of district policy, the General Counsel and Executive Director of Human Resources makes recommendations for employment, leaves, employee status changes, and resignations and/or release from contracts.

These recommendations are attached. This section includes routine changes affecting an employee's terms and conditions and new hires.

FUTURE ACTION/RECOMMENDATION:

The administration recommends approval of all attached personnel changes.

Submitted by:



Anjie Flowers
General Counsel
and

Executive Director of Human Resources

Concurrence by:



David Law
Superintendent

Human Resources Personnel Recommendations

Licensed Employment

Last Name	First Name	Position	Building	Salary	FTE	Start Date	End Date (if applicable)
DUNCAN	AMANDA	KINDERGARTEN LTS TEACHER	EXCELSIOR	\$73,706.00	1.00	08/17/2026	06/09/2027
JENSEN	QUINN	MATH TEACHER	MMW	\$57,950.00	1.00	08/17/2026	
MCDEVITT	TONI	GRADE 6 TEACHER	MME	\$99,434.00	1.00	08/24/2026	06/09/2027
MILLER	BRAD	ADAPTIVE PHYSICAL EDUCATION TEACHER	DISTRICT WIDE	\$128,152.00	1.00	08/17/2026	
REMSING	JODY	DIRECTOR OF STUDENT SUPPORT SERVICES	SAIL/MHS	\$160,000.00	1.00	07/01/2026	
SLABAUGH-BOWEN	KALYNN	LANGUAGE ARTS TEACHER	MMW	\$75,848.00	1.00	08/24/2026	
SMITH	ERIN	SPECIAL ED RESOURCE TEACHER/ESY SPECIAL ED TEACHER	CLEAR SPRINGS/GROVELAND	\$54,894.00	1.00	06/17/2026	
SPITZER	BRYNN	MATH TEACHER	MME	\$64,059.00	1.00	08/17/2026	
ZASKE	MAYA	SPECIAL ED RESOURCE TEACHER	CLEAR SPRINGS	\$53,366.00	1.00	08/17/2026	
ZHU	DANDAN	CHINESE IMMERSION LTS TEACHER	MHS	\$77,993.00	1.00	08/17/2026	06/09/2027

Non-Licensed Employment

Last Name	First Name	Position	Building	Salary	FTE	Start Date	End Date (if applicable)
BERGLAND	WILLA	SWIM INSTRUCTOR	AQUATICS	\$15.00	0.10	05/12/2026	
DELLER	MICHAEL	CUSTODIAN	MCEC	\$21.34	1.00	05/04/2026	
HOPWOOD	JACK	SWIM INSTRUCTOR	AQUATICS	\$15.00	0.10	05/06/2026	
MARCELLA	KIANNA	EXPLORERS STUDENT ASSISTANT	MCEC	\$14.63	0.31	05/11/2026	
RYDMARK	TRACI	LUNCHROOM/PLAYGROUND PARA	DEEPHAVEN	\$19.61	0.19	04/28/2026	
SAFFOLD	KEITH	CUSTODIAN	DEEPHAVEN	\$21.34	1.00	05/07/2026	
VIRGIN	ELLYN	SWIM INSTRUCTOR	AQUATICS	\$15.00	0.10	05/10/2026	
WOLF	SAMUEL	CUSTODIAN	GROVELAND	\$21.34	1.00	04/28/2026	

Assignment/Contract Changes

Last Name	First Name	Modification	Building	FTE	Effective Date	End Date (if applicable)
ALI	MOHAMED	TRANSPORTATION ROUTER-SPECIAL EDUCATION	DSC	1.00	07/01/2026	06/30/2028

ASUQUO	CHRISTINE	GRADE 4 SPANISH IMMERSION TEACHER	MINNEWASHTA	1.00	08/24/2026	
BALLSRUD	MARY	GR 6 LANGUAGE ARTS TEACHER	MMW	1.00	08/24/2026	
BAHNEMAN	MOLLY	COORDINATOR OF MINNETONKA PRESCHOOL, ECFE, & JUNIOR EXPLORERS	MCEC	1.00	07/01/2026	06/30/2028
BLAIS	JODI	COORDINATOR OF BENEFITS	DSC	1.00	07/01/2026	06/30/2028
BODURKA	JENNIFER	DIRECTOR OF COMMUNITY EDUCATION	MCEC	1.00	07/01/2026	06/30/2028
BOGLE	JOHN	PHY ED AND HEALTH TEACHER	MMW	1.00	08/24/2026	
BOSTLEY	ALEXANDRIA	COORDINATOR OF NUTRITION SERVICES	DSC	1.00	07/01/2026	06/30/2028
BOWMAN	KATELYN	READY START KINDERGARTEN LTS JOB SHARE TEACHER	GROVELAND	0.50	08/24/2026	06/09/2027
CARLSON	MATTHEW	REHIRE: MEDIA SPECIALIST LTS	DEEPHAVEN/TONKA ONLINE	1.00	08/24/2026	06/09/2027
CUNHA GALLETTA KERN	VIVIAN	GRADE 5 SPANISH IMMERSION TEACHER	MINNEWASHTA	1.00	08/24/2026	
DELLER	MICHAEL	NIGHT CUSTODIAL SHIFT LEADER	GROVELAND	1.00	05/07/2026	
DRYKE	JONATHAN	PHY ED TEACHER	MMW	0.60	08/24/2026	
DRYKE	JONATHAN	PHY ED LTS TEACHER	MHS	0.20	08/24/2026	06/09/2027
ERICKSON	BETH	COORDINATOR OF SPECIAL EDUCATION FINANCE	DSC	1.00	07/01/2026	06/30/2028
FARNUM	ELIZABETH	SPEECH LANGUAGE PATHOLOGIST	SCENIC HEIGHTS	1.00	08/24/2026	
FOSTER	BETH	SCIENCE LTS TEACHER	MMW	1.00	01/05/2026	05/15/2026
FRIEND	JULIE	ASSISTANT STUDENT ACTIVITIES DIRECTOR	MHS	1.00	0701/2026	06/30/2028
GALLARDO	FRANKLIN	CUSTODIAN	SCENIC HEIGHTS	1.00	05/12/2026	
GERLING	LOUISA	READY START KINDERGARTEN JOB SHARE TEACHER	GROVELAND	0.50	08/24/2026	
HANDAHL	ASHLEY	COORDINATOR OF PAYROLL	DSC	1.00	07/01/2026	06/30/2028
HUNT	BRIANA	COUNSELOR ECFE/ECSE	MCEC	0.75	08/24/2026	
JELICIC	ALEXANDRIA	CUSTODIAN	MCEC	1.00	05/07/2026	
KIRSCHT	JACOB	LUNCHROOM/PLAYGROUND PARA	CLEAR SPRINGS	0.44	04/28/2026	06/10/2026
KLEINEDLER	ANGELA	DIRECTOR OF STUDENT SUPPORT SERVICES	MCEC	0.80	07/01/2026	06/30/2026
KLINKER	ROBYN	DIRECTOR OF HUMAN RESOURCES	DSC	1.00	07/01/2026	06/30/2028
KNUTSON	ELIJAH	REHIRE: MATH TEACHER	MHS	1.00	08/24/2026	
KUKOWSKI	JOSHUA	VANTAGE SOCIAL STUDIES TEACHER	MHS	1.00	08/24/2026	
LAUGHLIN	KRISTIN	DIRECTOR OF STUDENT SUPPORT SERVICES	MHS	1.00	07/01/2026	06/30/2028
LINDELL PAULSON	ANYA	GRADE 5 SPANISH IMMERSION LTS TEACHER	DEEPHAVEN	1.00	08/24/2026	06/09/2027
LITTMANN	CHRISTINE	GERMAN WORLD LANGUAGE/CREW ACADEMY TEACHER	MME	1.00	08/24/2026	
LUMBAR BENDSON	ANNIE	DIRECTOR OF HEALTH SERVICES	DSC	0.80	07/01/2026	06/30/2028
MC CANN	JAMES	COORDINATOR OF GROUNDS AND HEALTH & SAFETY	GROUNDS	1.00	07/01/2026	06/30/2028

NORDGREN-LOPES	GRETTA	REHIRE: LANGUAGE ARTS LTS TEACHER	MHS	1.00	08/17/2026	06/09/2027
RAUK	ANDREA	ELEM INTERVENTIONIST	SCENIC HEIGHTS	0.40	08/24/2026	
SANFORD	NADIA	REHIRE: HEALTH LTS TEACHER	MME	1.00	08/24/2026	06/09/2027
SCHMITZ	REBECCA	RSK LTS TEACHER	DEEPHAVEN	1.00	08/24/2026	06/09/2027
SCHULTZ	TED	DIRECTOR OF ACTIVITIES	MHS	1.00	07/01/2026	06/30/2028
SWENSON	SAMANTHA	DIRECTOR OF STUDENT ACCOUNTING DATA MANAGEMENT & ENROLLMENT	DSC	1.00	07/01/2026	06/30/2028
THIEL	TYLER	SOCIAL STUDIES TEACHER	MHS	1.00	08/24/2026	
TURNBLAD	KRISTEN	DIRECTOR OF STUDENT NUTRITION	DSC	1.00	07/01/2026	06/30/2028
VIGSTOL	DANIELLE	SPECIAL ED TEACHER	SAIL	1.00	08/17/2026	
WAMSLEY	JONATHAN	TRANSPORTATION ROUTER MANAGER	DSC	1.00	07/01/2026	06/30/2028
WAVRIN	MATTHEW	PHY ED TEACHER	MINNEWASHTA	1.00	08/24/2026	
WEIBEL	ELOISE	COORDINATOR OF PROCUREMENT, INSURANCE & ELECTIONS	DSC	1.00	07/01/2026	06/30/2028
WOLFE	SUSAN	PHY ED LTS TEACHER	MME	0.10	08/24/2026	06/09/2027
ZOU	QIAOLU	SPECIAL EDUCATION PARA	MHS	0.81	01/20/2026	06/10/2026

Leave of Absence

Last Name	First Name	Position	Building	FTE	Leave Start	Leave End
ASUQUO	CHRISTINE	KINDERGARTEN TEACHER SPANISH	MINNEWASHTA	1.00	05/11/2026	05/22/2026
BAER	HEIDE	SPECIAL EDUCATION PARA	SCENIC HEIGHTS	0.81	04/30/2026	11/06/2026
CLEPPER	KAREN	GRADE 1 TEACHER	CLEAR SPRINGS	1.00	05/26/2026	06/11/2026
LIEDTKE	JENNIFER	SCIENCE TEACHER	MMW	1.00	05/11/2026	05/15/2026
MCCROSSAN	KRISTIN	ADAPTIVE PHY ED TEACHER	MHS/SAIL	1.00	09/22/2026	12/04/2026
NIGH	KATHRYN	NURSE	MME	1.00	04/25/2026	06/12/2026
PETRON	AMANDA	GRADE 6 TEACHER	MME	1.00	08/24/2026	11/24/2026
SENSION	SUSAN	SPECIAL EDUCATION TEACHER	SAIL	1.00	05/04/2026	06/11/2026
SKLUZACEK	SIMON	SCIENCE TEACHER	ELEARN SECONDAR	1.00	10/12/2026	11/05/2026
VOLKART	HEIDI	GRADE 3 TEACHER	SCENIC HEIGHTS	1.00	04/29/2026	05/30/2026

Resignations, Retirements, Terminations, Non-Renewals

Last Name	First Name	Position	Building	Effective Date
ADAMS	EMILY	ENGLISH LANGUAGE LEARNER PARA	MHS	06/10/2026
CLARK	RYAN	HEAD CUSTODIAN	MMW	05/27/2026

HANSON	BAILEY	SPECIAL EDUCATION TEACHER	MHS	06/11/2026
HASZ	MALLORY	EXPLORERS PROGRAM ASSISTANT	MCEC	05/22/2026
HINSETH	ALEX	ASSISTANT PRINCIPAL	MHS	06/30/2026
HOMMERDING	SCARLETT	EXPLORERS STUDENT ASSISTANT	GROVELAND	05/13/2026
LINN	JENNIFER	SPECIAL EDUCATION PARA	CLEAR SPRINGS	06/11/2026
OLSEN	CURTIS	SOCIAL STUDIES TEACHER	MMW	06/11/2026
TEARLE	JUNE	PRESCHOOL PARA	MCEC	06/10/2026
URBIA	CHRISTOPHER	CUSTODIAN	MME	05/29/2026
WEBER	JACOB	COORDINATOR OF NUTRITION SERVICES OPERATIONS	DSC	05/22/2026
WOODFORD	SAMANTHA	HEALTH PARA	SCENIC HEIGHTS	06/11/2026

In-District Appointments

Last Name	First Name	Position	Building	Start Date	End Date (if applicable)
ALBRECHT	JULIE	AMND GIRLS TRACK-FIELD ASSISTANT COACH	MHS	03/23/2026	06/08/2026
KLEIN	DIANA	ARTSCENTER WORKSHOP LEADER	MHS	03/02/2026	06/22/2026
TURCOTTE	NATHAN	ARTSCENTER WORKSHOP LEADER	MHS	04/07/2026	04/25/2026

Human Resources Personnel Recommendations - End of document

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

Board Agenda XVI. d

Title: Gifts and Donations

Date: May 28, 2026

EXECUTIVE SUMMARY:

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

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Middle School West Student Leadership Fund:

Angie Fenske	\$500.00
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RECOMMENDATION: That the School Board accepts the following donations to be placed in the Clear Springs Elementary Principal's Discretionary Fund:

Julie McClure	\$60.00
Box Tops for Education	\$45.90

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Middle School West Rainbow Sails Program Fund:

Kopp Family Foundation	\$500.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Middle School West Principal Discretionary Fund:

The Blackbaud Giving Fund	\$7.71
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Principal's Discretionary Fund:

The Blackbaud Giving Fund	\$36.96
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RECOMMENDATION: That the School Board accepts donations from Excelsior Elementary School PTO for the following purposes:

Orchestra Transportation	\$652.22
Young Author's Conference	\$600.00
Fundraising Class Prize & Gift Card Grant	\$200.00

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

Clear Springs Elementary School PTO	\$545.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Deephaven Elementary Principal's Discretionary Fund:

The Blackbaud Giving Fund	\$100.00
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RECOMMENDATION: That the School Board accepts the following donations to be placed in the Minnetonka High School 'Mary Beth Wiig Scholarship' Fund:

Brad Burnham	\$500.00
Mary Beth Wiig	\$500.00

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

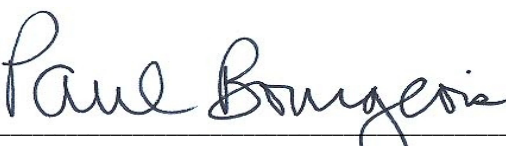
Box Tops for Education	\$39.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Debate Team Fund:

Natraj Lakshiminarasimhan & Sridevi Srivatsan	\$102.46
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TOTAL GIFTS AND DONATIONS FOR 2025-2026*	=\$814,392.58
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*Total amount reflects gifts & donations submitted for board approval in 2025-2026

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

CONSENT

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

Board Agenda Item XVI. e

Title: Electronic Fund Transfers

Date: May 28, 2026

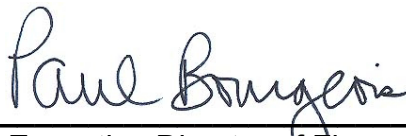
EXECUTIVE SUMMARY:

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

RECOMMENDATION:

It is recommended that the School Board approve the attached automatic withdrawals and investments from the General Fund for April 2026.

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

April				
DATE	PAYEE			AMOUNT
4/2/2026	Claims Blue Cross Blue Shield			427,830.03
4/3/2026	AP Payment			5,469.48
4/3/2026	Wex			9,257.99
4/3/2026	Payroll			3,224,077.64
4/6/2026	Claims Health Partners			(3,420.73)
4/7/2026	Delta Dental			19,847.16
4/9/2026	Claims Blue Cross Blue Shield			137,686.51
4/10/2026	AP Payment			709,060.08
4/10/2026	Wex			34,253.39
4/13/2026	Delta Dental			26,115.31
4/16/2026	Claims Blue Cross Blue Shield			262,581.80
4/17/2026	AP Payment			76,310.98
4/17/2026	Wex			21,615.40
4/17/2026	Payroll			3,049,784.43
4/20/2026	Payroll			1,430.48
4/20/2026	Delta Dental			21,867.32
4/21/2026	Delta Dental			6,972.46
4/23/2026	Claims Blue Cross Blue Shield			158,720.17
4/24/2026	AP Payment			2,867,292.92
4/24/2026	Wex			17,300.71
4/24/2026	Wex Admin Fee			4,173.75
4/27/2026	Delta Dental			21,448.69
4/27/2026	Claims Health Partners			(514.67)
4/30/2026	AP Payment			43,623.27
4/30/2026	Wex			12,295.14
4/30/2026	Claims Blue Cross Blue Shield			489,190.44
April	Athletic CC Processing Fees			8,002.70
April	Bank Monthly Service Charge			1,018.82
April	MCEC Credit Card Processing Fees			31,348.41
April	MSDLAF Fees			3,607.92
April	Mtka Webstore CC Processing Fees			12,027.14
April	Postage			2,800.00
April	Art Center CC Processing Fees			4,954.85
				\$ 11,708,029.99
April				
INVESTMENT		MATURITY	INTEREST	ENDING
DESCRIPTION	BANK	DATE	RATE	BALANCE
Money Market	Alerus Bank ICS Savings	NA	1.40%	7,028,354.32
Money Market	MSDLAF+ Liquid Class	NA	3.51%	4,956,063.54
Money Market	MSDLAF+ MAX Class	NA	3.60%	5,242,627.03
Term	MSDLAF	NA	Var	74,500,000.00
CD	MSDLAF	NA	Var	18,475,000.00
Money Market	PMA IS	NA	3.57%	13,230,980.13
Municipal Bonds	Northland Securities	NA	2.83%	715,271.44
Various	Wells Fargo OPEB	NA	Var	15,285,667.88
				\$ 139,433,964.34

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

Board Agenda Item XVI. f

TITLE: Action to Place a Teacher on Unrequested Leave of Absence **DATE:** May 28, 2026

BACKGROUND

In the French World Language Department at the high school there is a need to reduce the amount of FTE. This action requires us to place a continuing contracted/tenured teacher on unrequested leave of absence. This document is an official action to place teacher, Susan Campbell on a 0.4 FTE unrequested leave of absence from her 1.0 FTE teacher position. This action is consistent with the requirements of state law.

Immediately after this action, we will ask the School Board to approve the rehire of Susan Campbell to a 0.6 FTE position in French World Language. If additional time in French World Language becomes available during a five (5) year period, Susan will have the opportunity to add additional time up to her former 1.0 FTE total teaching position.

RECOMMENDATION/FUTURE DIRECTION:

The School Board approve a resolution relating to the termination of the contract of Susan Campbell, a continuing contracted/tenured teacher, and placement of Ms. Campbell on unrequested leave of absence, as attached.

Submitted by:

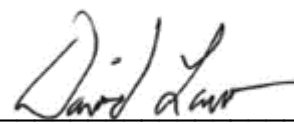


Anjie Flowers

General Counsel and

Executive Director of Human Resources

Concurrence by:



David Law

Superintendent

RESOLUTION RELATING TO THE TERMINATION OF THE TEACHING CONTRACT OF SUSAN CAMPBELL, A CONTINUING CONTRACTED/TENURED TEACHER, AND FOR THE PLACEMENT OF SAID TEACHER ON UNREQUESTED LEAVE OF ABSENCE

WHEREAS, the School Board of Independent School District No. 276 adopted a resolution proposing termination and placement of SUSAN CAMPBELL on unrequested leave of absence on May 7, 2026, and

WHEREAS, said written notice of the proposed termination and placement on unrequested leave was received by SUSAN CAMPBELL by email delivery on May 8, 2026, and

WHEREAS, said written notice of proposed termination and placement on unrequested leave contained a statement setting forth the reasons for the proposed termination and hearing before the School Board provided said teacher make a request in writing within fourteen days of receipt of said notice, and that if no hearing was requested within said fourteen day period it constituted acquiescence by SUSAN CAMPBELL to the School Board's proposed action; and

WHEREAS, no written request of any kind was received by the School Board or Superintendent of Schools from SUSAN CAMPBELL for a hearing as of May 28, 2026, and

WHEREAS, said failure to make written request for a hearing within fourteen days after receipt of notice of proposed termination and placement on unrequested leave constitutes acquiescence by SUSAN CAMPBELL to said termination and placement on unrequested leave.

BE IT HEREBY RESOLVED, by the School Board of Independent School District No. 276 that SUSAN CAMPBELL be and hereby is terminated and that said teacher is placed on unrequested leave of absence as a teacher of Independent School District No. 276 effective at the end of the 2025-26 school year on June 30, 2026, pursuant to Minnesota Statutes 125.12 and the Teacher Collective Bargaining Agreement without pay or fringe benefits.

BE IT FURTHER RESOLVED, that a notice of termination and placement on unrequested leave together with a copy of this resolution be forwarded to said teacher by certified mail or personal service hand delivery and that an affidavit of same be placed in said teacher's file, together with a copy of the notice and resolution.

SUSAN CAMPBELL
Minnetonka High School

Dear Susan,

You are hereby notified that at a regular meeting of the School Board of Independent School District No. 276, held on May 28, 2026, a resolution was adopted by the full membership of the School Board, terminating your continuing contract as a teacher of Independent School District No. 276 and placing you on unrequested leave of absence as a teacher of Independent School District No. 276 effective at the end of the 2025-26 school year on June 30, 2026, pursuant to Minnesota Statutes 125.12 and the Teacher Collective Bargaining Agreement without pay or fringe benefits.

A copy of the resolution duly adopted by the School Board is attached hereto for your information.

Yours very truly,
SCHOOL BOARD OF INDEPENDENT SCHOOL DISTRICT NO. 276

Clerk of the School Board

Resolution:

Resolution proposing to place a licensed teacher on Unrequested Leave of Absence.

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

1. *It is proposed that the below teacher of said school district be placed on unrequested leave of absence without pay or fringe benefits, effective at the end of the 2025-26 school year on June 30, 2026, pursuant to Minn Stat. § 122A.40.*

Susan Campbell-French World Language Teacher

2. *That written notice be sent to said teacher regarding the proposed placement on unrequested leave of absence without pay or fringe benefits as provided by law and said notice shall include a date for hearing if requested and be in substantially the following form:*

**NOTICE OF PROPOSED PLACEMENT
ON UNREQUESTED LEAVE OF ABSENCE
AND NOTICE OF HEARING DATE,
IF REQUESTED**

Dear _____:

You are hereby notified that at the meeting of the School Board of Independent School District No. 276 held on May 7, 2026, consideration was given to your placement on unrequested leave of absence without pay or fringe benefits as a teacher of Independent School District No. 276, and a resolution was adopted by a majority vote of the Board, proposing your placement on unrequested leave of absence effective at the end of the 2025-26 school year on June 30, 2026, pursuant to Minnesota Statutes, Section 122A.40 upon the grounds described in said statute and which are specifically as follows (include appropriate grounds):

Declining enrollment.

Under the provisions of the law, you are entitled to a hearing before the School Board provided that you make a request in writing within fourteen (14) days after receipt of this notice. If no hearing is requested within such period, it shall be deemed acquiescence by you to the School Board's proposed action.

Yours very truly,

SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 276

Clerk of the School Board

3. That each and all of the foregoing grounds of said notice are within the grounds for unrequested leave placement as set forth in Minn. Stat. § 122A.40, are hereby adopted as fully as though separately set forth and resolved herein.

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

**NOTICE OF PROPOSED PLACEMENT
ON UNREQUESTED LEAVE OF ABSENCE
AND NOTICE OF HEARING DATE,
IF REQUESTED**

Dear Susan Campbell:

You are hereby notified that at the meeting of the School Board of Independent School District No. 276 held on May 7, 2026, consideration was given to your placement on unrequested leave of absence without pay or fringe benefits as a teacher of Independent School District No. 276, and a resolution was adopted by a majority vote of the Board, proposing your placement on unrequested leave of absence effective at the end of the 2025-26 school year on June 30, 2026, pursuant to Minnesota Statutes, Section 122A.40 upon the grounds described in said statute and which are specifically as follows (include appropriate grounds):

Declining enrollment.

Under the provisions of the law, you are entitled to a hearing before the School Board provided that you make a request in writing within fourteen (14) days after receipt of this notice. If no hearing is requested within such period, it shall be deemed acquiescence by you to the School Board's proposed action.

Yours very truly,

SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 276

Clerk of the School Board

That each and all of the foregoing grounds of said notice are within the grounds for unrequested leave placement as set forth in Minn. Stat. § 122A.40, are hereby adopted as fully as though separately set forth and resolved herein.

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

[illegible]

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 276, Minnetonka, Minnesota, hereby certify that I have carefully compared the attached and foregoing Extract of Minutes of Meeting of the School Board held on May 7, 2026, with the original thereof on file in my office, and the same is a full, true and complete transcript there from insofar as the same relates to placement of teacher listed below on unrequested leave of absence.

WITNESS MY HAND as such Clerk this 7th day of May, 2026.

Clerk
Independent School District No. 276
Minnetonka, Minnesota

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

Board Agenda Item XVI. g

Title: 2025-26 Q-Comp Report

Date: May 28, 2026

EXECUTIVE SUMMARY

Minnesota Statute requires that districts participating in the Alternative Teacher Professional Pay System, commonly referred to as Q-Comp, assess their programs annually through a formal review process. Districts design a review process to gather feedback from stakeholders on the various elements of the program. The 2016 Minnesota Legislature made changes to requirements for Q-Comp reporting. Participating districts are still required to conduct an annual review on the implementation and effectiveness of their local programs and must report this to their school boards by June 15. Any recommendations for plan changes must be communicated to the MDE by August 30. The results of this annual review follow.

CONTEXT/BACKGROUND

The Q-Comp program was designed for four main purposes:

- to recruit and retain highly qualified teachers;
- to encourage highly qualified teachers to undertake challenging assignments;
- to support teachers' roles in improving students' educational achievement; and
- to provide incentives to encourage teachers to improve their knowledge and instructional skills in order to improve student learning.

With those purposes in mind, four corresponding core components were developed: career advancement options, job-embedded professional development, teacher evaluation, and performance pay and alternative salary schedule. These four components are evaluated annually through the Q-Comp Review process.

Q-COMP REVIEW

As required by Minnesota Statute and in conjunction with the Alternative Pay Oversight Committee (APOC), Director of Learning, Development, and Educator Effectiveness Sara White and District teacher instructional coaches (TICs) conducted the annual Q-Comp Review. This review consisted of three surveys and the analysis of those surveys.

The first survey was designed to gather feedback from teachers on continuing contracts about their work with instructional coaches and on Minnetonka's Growth and Evaluation Model (M-GEM). The results from this survey provided insights on the observation process, experiences with their coaches, and descriptions of how conversations and support influenced their professional roles and teaching experiences. They also shared insights regarding the impact their work with coaches had on student achievement. This feedback was shared with coaches with names removed from the comments. At the final one-on-one meeting between coaches and Ms. White, she will share their individual feedback with them.

PLCs provided feedback in two forms: by completing quarterly reflections and through a year-end survey. The purpose of the survey was to collect data on the structures of PLCs and the impacts of PLCs on teacher practice and student learning. Following each quarter, PLCs reflected on their essential learnings and analyzed their progress towards their SMART goals. At quarter one and three, administrators reviewed and provided feedback through each PLC's Google spreadsheet and meeting record. APOC provided feedback to each PLC at the end of first semester through their one-stop-shops. PLC teams expressed that these focal points for feedback served as an "anchor," providing much-needed clarity and direction during a year marked by curriculum changes and new scheduling.

Finally, instructional coaches also provided feedback to APOC and Ms. White through an anonymous survey. Instructional coaches reflected on the impact of their coaching on teacher instruction and student achievement. They also shared insights on the successes and challenges of working 1:1 with teachers and working with PLCs.

For the purposes of the review, the four components of Q-Comp are treated as discrete components. In reality, the components are all interrelated and overlap in several dimensions. The results of the review and recommendations for future opportunities within the program follow.

Component One: Teacher Leaders

In Minnetonka, teacher leaders serve as Teacher Instructional Coaches (TICs), providing coaching, observation, professional development, and leadership of Professional Learning Communities (PLCs). Through these roles, TICs directly support instructional practice and student achievement. In addition to their formal Q-Comp responsibilities, many TICs contribute to site leadership teams and facilitate ongoing professional learning. The effectiveness of Minnetonka's Q-Comp program is rooted in these teacher leaders' commitment to supporting colleagues and strengthening student outcomes.

Survey findings indicate that instructional coaching continues to be a highly impactful support across all levels, from early childhood through post-secondary programs. Educators consistently reported that coaching fosters reflection, intentionality, and continuous growth. Through strategic questioning, targeted feedback, and collaborative dialogue, TICs supported improvements in instructional decision-making, lesson design,

assessment practices, and alignment to student learning goals.

Coaching also extended beyond instruction to include emotional support and professional confidence. Teachers described coaching relationships as safe spaces for risk-taking, experimentation, and growth. One teacher reflected, “Working with my instructional coach had a very positive impact on my students this year. She helped me stay focused on continuous growth and on creating the best possible learning environment for my students.”

Opportunities for peer observation and sharing evidence-based practices further expanded teacher perspectives and encouraged innovation. As reflected in Figure 1, the most frequently cited themes included reflection, data use, and meaningful professional dialogue.

Pre- and post-observation conversations were a central driver of growth. These discussions provided structured time for teachers to reflect on their selected core competencies and analyze evidence collected through observation notes and video. Coaches used this data to guide reflection on both strengths and areas for growth.

The strength of these conversations was grounded in trust. TICs invested time in building collaborative relationships, creating conditions for honest reflection and meaningful change. One educator noted, “Our debriefing sessions helped me think through how to better empower teachers to implement systems with fidelity. The encouragement to use the 3-2-1 post-it helped me build in more intentional assessment of staff learning.” Another emphasized the ongoing impact of reflective questioning, “My work with my teacher instructional coach contributed to growth through ongoing reflective practice. She asked questions that focused on evidence, student impact and next steps. This helped me shape how I reflect on my teaching independently.”

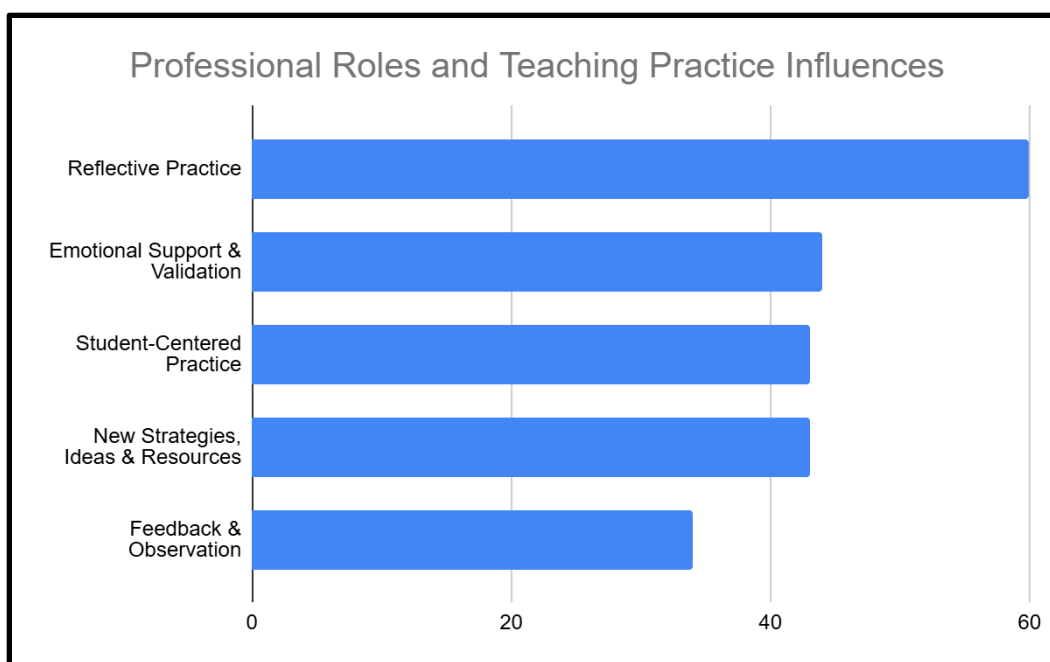


Figure 1: Number of Theme Responses to Question: *In what ways did your work with your teacher instructional coach and the supports you may have received from them influence your professional role or teaching practice?*

Coaches devoted significant time and effort developing respectful and trusting relationships with licensed staff, which provided a foundation for having substantive conversations around their professional practice. Coaches established a collaborative environment that promoted self-reflection and empowered educators to try new approaches which led to enhanced teaching methods and student engagement. As one teacher noted, “My teacher instructional coach observed me teach a lesson and provided valuable feedback about how I engage students and provided discussion starters. It was helpful to hear other ways that I can get kids talking, and I have tried implementing them this semester.” Overall, the coaching experience was seen as insightful and helpful, leading to both personal and professional development, ultimately providing a positive learning experience for students.

The word cloud generated from survey responses (Figure 2) highlights the central impact of instructional coaching on student learning. The most prominent word, student, underscores that educators consistently perceive coaching as directly influencing student outcomes. Other frequently recurring words—help, learn, coach, feedback, engage, new, and better—suggest that teachers experience coaching as supportive, growth-oriented, and closely tied to instructional improvement. Collectively, the word cloud reflects a strong emphasis on enhanced teaching practices that lead to increased student engagement, deeper learning, and improved academic performance.

Express Care

Teachers and specialists shared in their end-of-year survey that their teacher instructional coaches were attentive to their diverse needs. They trusted them, and truly felt heard by their coach, which is a fundamental component of expressing care. One teacher noted, "Coach's* feedback and encouragement made me feel supported and motivated me to continue to look for areas that I could educate staff on and to ask staff about areas that they wished to learn more about." Another teacher reflected, "My instructional coach provided a safe, nonjudgmental space to talk through lesson ideas, challenges, and concerns. I was able to bounce ideas off her and get feedback without feeling evaluated or criticized." A teacher shared, "I felt very supported, encouraged and cheered on by Coach. I felt very comfortable reaching out with questions, suggestions, celebrations, and advice. Coach always had a listening ear, did an amazing job of asking reflective questions and keeping it centered on me, my classroom and students."

Challenge Growth

As teachers in the classroom work to build relationships with their students, coaches built collegial relationships as well. Once they had established trust and rapport, they were able to move onto challenging their growth. One teacher explained, "Coach has helped me grow as a teacher in many ways. She is very insightful, observant, creative, and able to help me reflect on my strengths and areas for growth. Coach gives excellent feedback and helps generate new ideas for improving my lessons." Another teacher noted, "Working with Coach definitely helped me expand in ways I wouldn't have on my own. She encouraged me to try new things and notice when I felt alignment or didn't. She pointed out things I might not have realized on my own. She has been a great mentor and supporter!" Challenging growth calls for stretching beyond one's comfort zone and reflecting on failures. Specialists and teachers felt they could be vulnerable in their reflections. One teacher shared, "Coach was great at listening and asking questions to make me think. I loved our conversations as they were validating and encouraging. They always continued to help push me forward. Coach did a great job at connecting the conversation back to my goals."

Provide Support

It was apparent this year that having support from teacher instructional coaches was essential. The support that TICs provided came in the form of listening and problem solving that empowered teachers and specialists. One teacher noted, "Coach is always positive and supportive. She kept my attitude up during tough times of the year, which made me a better teacher. She was able to lift me up to be more positive and attentive for my classes." Another teacher explained, "Coach was very emotionally supportive. She sensed immediately what I was needing this year with the high stress of the job and new curriculums and was able to help me avoid burnout." Providing support is helping navigate,

** In order to maintain staff confidentiality, individual coach names have been replaced with the generic designation "Coach" throughout this report.*

empower, advocate and set boundaries. Teacher instructional coaches used cognitive coaching to prompt reflective questions for teachers to help guide them in these areas.

Share Power

Teachers and specialists reflected on the benefits of having ample power and choice in the M-GEM process. From selecting their core competencies to their observation model, choice is apparent and empowering for the staff. Teacher instructional coaches work to use that as a model of ways teachers can empower their own students. Sharing power means respecting and including individuals. A teacher shared, “I went for way bigger goals knowing I had Coach as my coach. She makes it empowering and safe to push yourself.”

Expand Possibilities

Teacher Instructional Coaches strive to help teachers and specialists reflect on their current practices and brainstorm ways they can continue to grow and improve in all aspects of their position. The solutions often come from their own tools in their toolbox, but sometimes teachers and coaches explicitly ask for support from their teacher instructional coaches. One teacher shared, “I am a lover of deep conversation spurred on by intentional reflection. With the fast-paced nature of the job and minimal colleague interactions, I do not often make time for such a practice. Talking through my philosophy of teaching with Coach* and hearing her thoughts and what research she has done on the topics helped me to really center on what I believe about teaching and then change practice from there.” The intention with the conversations is to inspire, help broaden horizons and connect. A teacher noted, “My coach helped me to narrow down and focus my goals for improvement as a teacher. Coach is creative and thoughtful with feedback and helps me to see the bigger picture better.”

The ultimate goal of TIC support is to improve student learning and achievement. In the TIC survey, educators reflected on how the conversations and written feedback positively influenced their students’ learning and achievement in short narratives. In analyzing their responses, the single most prominent theme is that the coach provided an outside, objective perspective that pushed educators to pause, slow down, and deeply reflect on their teaching practices.

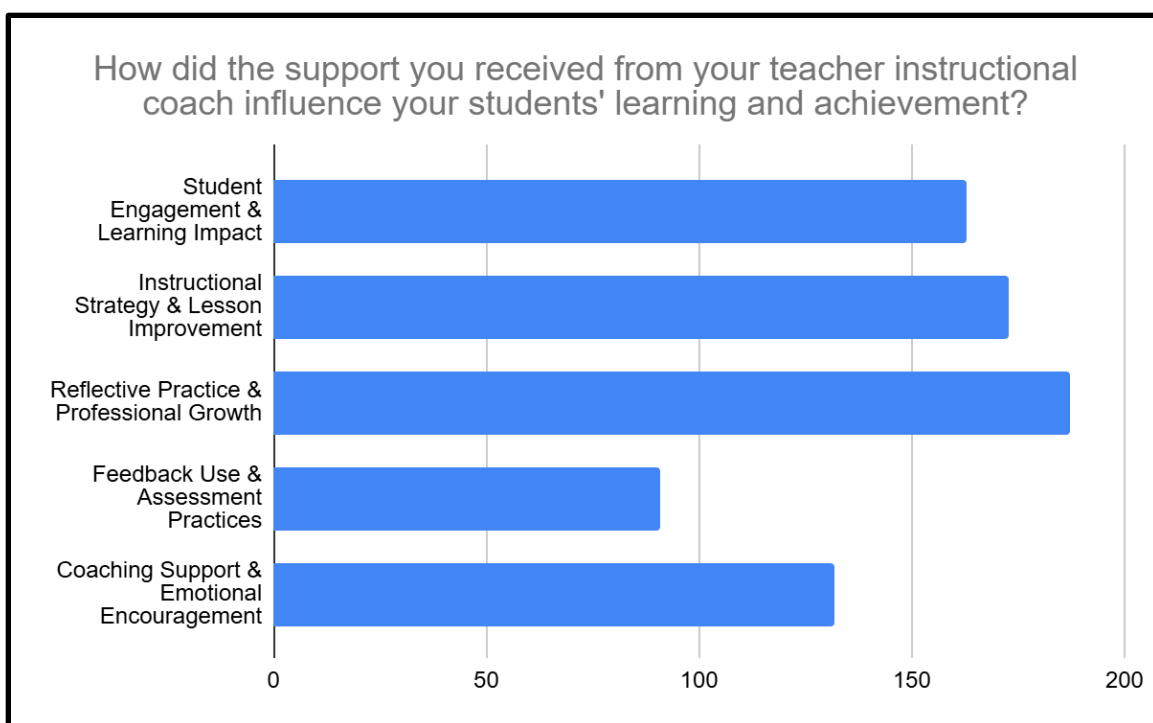


Figure 3: Number of thematic responses to the question, “How did the support you received from your teacher instructional coach influence your students' learning and achievement?”

Coaches supported teachers in creating engaging learning environments which resulted in increased student achievement. As one teacher reported, "What sets Coach apart is not only her deep knowledge of instructional best practices, but her ability to meet me exactly where I was at. She asked the right questions, offered the right encouragement, and created a space where professional growth feels both achievable and meaningful and my students were greatly impacted because of that!"

Teachers were encouraged to try active instructional strategies that got students up and moving, and turned over ownership of learning tasks to students. Instead of the teacher delivering all the information, engaging environments were created by shifting the ownership of learning onto the students. One teacher described, "By having my students talk more, it engaged them in the learning and had them think more about the topic instead of just hearing it from me!"

Use of technology resources resulted in measurably higher levels of student engagement. Coaches supported teachers implementing new technology. One teacher noted the impact, "I feel my student achievement increased because I tried new technology tools in my lessons she observed. It gave me great feedback as to how things went and what I might change next time."

The collegial conversations between coaches and teachers helped them design lessons with intention, and leverage the value of focusing on students' social-emotional well-being. As one teacher reflected, "The support I received from my Teacher Instructional Coach positively influenced my students' learning and achievement. Our conversations helped me design more engaging lessons and incorporate strategies that better match how today's students learn, especially with the influence of technology. We also explored innovative approaches to classroom management that balance structure with care. As a result, my students benefit from clearer routines, consistent expectations, and more engaging learning experiences." Another teacher shared, "She gave me ideas to use in the SEL realm that were quick and easy to implement."

In their work with teachers, coaches helped them think deeply about the instructional strategies they were using in their classrooms, and their impact on student learning. The process of talking about the ways they planned and carried out lessons, as well as reflecting on the observation notes, provided teachers with the time and space needed to identify what was working well and what could be improved upon. As one teacher reflected, "Coach's questions made me reflect on what students were learning and how to determine ways in which they learn best." Another teacher reflected on the use of exit slips, "I think having more specific exit slips focuses on learning feedback better."

Teachers and specialists acknowledged one key benefit of their work with a coach was the time it provided to reflect on their practice, and how they were encouraged and supported to try new things. The scheduled conversations before and after observations, along with the observation data coaches brought to the post-observation meeting, gave both time and substance for teachers to step back, think about their practice overall, and identify their strengths as well as areas of growth. As one teacher reported, "Working with the TIC allowed me to have time to become reflective, step back, analyze my work and make improvements or try new things." End-of-year survey responses indicated that structured reflection with their coach supported teachers in developing a habit of continuous improvement, increasing their confidence in making instructional adjustments and planning future learning experiences. "The biggest benefit to my professional growth was to have the time and structure to discuss my teaching goals. This is something that needs intentional time and mental effort. Having a good coach allows this reflective practice to happen with intention. "

There was a focus on new curriculum adoption and implementation at both the elementary and middle levels which had a direct impact on instruction. One elementary PLC reported, "Implementing the new Functional Phonics Curriculum ensured that we were closely aligned with student classroom work, and the placement assessment quickly directed us to target needed skills. We found ways to make our groups engaging and increased physical movement. We used strategies from the Dan Baer residency to increase student collaboration and student voice."

The new modified block schedule at the middle level challenged teachers to rethink the pacing of their curriculum and assessments, as well as mindfully plan for keeping students engaged in the longer blocks of instruction. Coaches collaborated with teachers to

consider these implications with one teacher who expressed, “Coach has been awesome! I have learned a lot and been pushed to reflect upon why I teach the way that I teach. I've picked up lots of great ideas through our conversations. Each meeting with Coach provided me with both tangible ideas to use in class as well as a new perspective about the bigger picture and how I can better meet the needs of middle school kids. I am grateful for her insight!”

Teacher instructional coaches provide comprehensive support that goes well beyond formal observations. As one educator noted, “Coach's dedication to supporting educators goes far beyond what is expected. She brings a rare combination of expertise, patience, and genuine enthusiasm to every coaching session, and the impact of her guidance is evident in the classrooms she serves.” By acting as vital thought partners, coaches offer a safe space for teachers to brainstorm and navigate challenges like new block schedules. They serve as conduits for resources—from curated books to district lesson documents and facilitate professional growth through collegial observations. Whether offering specialized curriculum support or insights into modern issues like AI in writing, coaches help educators feel inspired and confident.

To support the evolving needs of educators, teacher instructional coaches engaged in a variety of professional learning experiences aimed at enhancing their coaching effectiveness and instructional leadership. Since all the coaches were returning coaches, none of them completed the cognitive coach training this year. They still revisited and referenced the cognitive coach training resources. One coach shared, “The cognitive coach training has had the biggest influence on my practice.” Additional growth opportunities included a fall session on navigating change and supporting people through heavy lifts with Dr. David Peterson. One coach mentioned, “Working with Dr. Dave was a great experience, again. He brings a fresh perspective to our work and reinforces the specific parts of connecting and encouraging teachers that are so vital to our work.” The coaches also participated in a book club with the texts *Strong Ground* by Brene Brown and *The Let Them Theory* by Mel Robbins.

Although the Q-Comp Metro Coaching Summit was canceled when districts closed due to cold weather, coaches collaborated and learned through virtual engagement. TICs accessed curated resources, including webinars and Marshall Memo articles, to strengthen pedagogical knowledge and support reflective practice. They also modeled effective Professional Learning Community (PLC) strategies and contributed resources to the Q-Comp webpage to enhance collaborative teacher development. To promote district-wide alignment, the coaching team developed an internal webpage outlining the M-GEM process and clarifying core competencies. Collectively, these efforts strengthened TICs' coaching capacity and reinforced their ability to lead with confidence and instructional expertise.

During regularly scheduled TIC meetings, instructional coaches benefited from collaborative learning, practicing with coaching scenarios, and sharing resources such as different forms for note taking, and ways to be more efficient. Coaches valued the opportunity to be together, share their experiences with coaching, and as one recognized,

“Our TIC meetings and time together to discuss ideas, questions and solutions in a safe space with others that are doing the same work. Professional development through readings, videos, online resources and interactions with others continues to invigorate and inspire my work.” On several occasions instructional coaches and technology coaches met to collaborate on ways that licensed staff could be supported in their use of technology for learning.

In addition to their own professional learning and growth, TICs led learning for Minnetonka teachers as well as instructional coaches from around the metro. TICs facilitated formal and informal learning during staff meetings, before and after school. They capitalized on their expertise and areas of interest. Examples of the workshops they provided include:

- **Energizers (Minnetonka Middle School West & Minnetonka Middle School East):** Research has shown that academic performance benefits from movement during the school day. This session is a refresher on quick and easy ways to help students reenergize and refocus. We hope you walk away with a few tools or strategies that help foster engagement and connection within your classroom.
- **Facilitated Block Schedule Round Tables:** Teachers/Specialists were able to connect regarding systems that were working well and challenges as they moved into block schedule.

For the January 23, 2026 Metro Q-Comp Summit, coaches prepared the following seminars. Unfortunately, districts were closed due to cold weather and the summit was cancelled.

- **Bookends:** Participants will explore the impact of opening and closing questions on the coaching partnership and conversation in this round table discussion.
- **Minnetonka's Three Year Mentor Program:** The three-year mentoring program for probationary teachers has evolved into three unique programs: one-to-one mentoring (year 1); focus mentoring (year 2); reflection mentoring (year 3). The introduction of the Mentor Handbook for teachers in year 1 was a game changer. Come to learn more!
- **Round Table Discussion: Supporting Teachers through Times of Change, Specifically READ Act:** Join us for an informal discussion of how coaches can best support colleagues through implementation of the READ Act. Let's learn from each other!

Within the Q-Comp program, instructional coaches participate in a comprehensive evaluation process designed to mirror the professional growth models they facilitate. Coaches are evaluated formatively by their peer colleagues and summatively by Sara White, Director of Learning, Development, and Educator Effectiveness. They benefit significantly from experiencing the M-GEM process firsthand, viewing their observation cycles with peer coaches as vital professional learning opportunities. Reflecting on this dual role, one coach shared, “In this role we are evaluated by our supervisor through the same observation model as we use with our clients. This was helpful as we compared data collections for an observation -- something I wish I would have done my first year! It

made an impact of both affirming best practice and also was eye opening to observe different things we noticed. We as TICs also go through M-GEM on non-summative years and though this is not evaluation, has been integral in reflecting and growing in our own practice - in ways to improve, grow and try new things.”

To ensure a well-rounded perspective on effectiveness, annual surveys are also distributed to the teacher and specialist clients who collaborate with the coaches. This client feedback serves as a critical component of a coach's professional reflection, helping them understand the direct impact of their coaching on a teacher's work with students. As another coach's experience stated, “My evaluation comes from my clients. Their feedback helps me to understand the impact that my work has on their work with their students and how to improve my practices. If I am helping them to reflect on their instructional practices, look for evidence of student learning and shift their practices toward evidence based teaching strategies, then I have had a positive effect in my cognitive coaching and made an impact on the student outcomes in that learning space. Additionally, Sara through conversations about my work and examination of the TIC survey and administration feedback.” Ultimately, the instructional coach team deeply values being active participants in this cognitive coaching and evaluation process because it directly fosters continuous improvement and growth in their own daily coaching practice.

Licensed staff appreciated the effectiveness of their coaches. The results of the TIC survey were overwhelmingly positive. This year, 100% of the nearly 250 respondents, agreed or strongly agreed with five of the eight statements:

- Scheduling observations and meetings with my coach was efficient and easy.
- My coach was a careful, interactive listener.
- My coach asked thoughtful questions.
- My coach encouraged me to reflect on my decisions that impact students.
- My coach was observant and used accurate evidence during the post observation.

Over 90% of respondents indicated strong agreement with each of these statements. Only the statement, “My coach helped me understand how my work connects with building and district priorities and technologies,” fell below 90% in the “strongly agree” response. Of the respondents, 15% agreed and 2% disagreed (Figure 4).

Based on feedback from educators and administrators in previous years, coaches worked to maintain a schedule that made it easier to complete an educator's cycle work efficiently. Coaches also made an effort to be present at staff meetings and were often on site for PLC meetings, even when they were meeting with and observing staff at a different site. Coaches were able to maintain flexibility in scheduling by using Google Meet and traveling between sites when needed. Each coach clearly communicated their schedule and shared their calendars, which allowed staff to set up appointments when their coach was in their building.

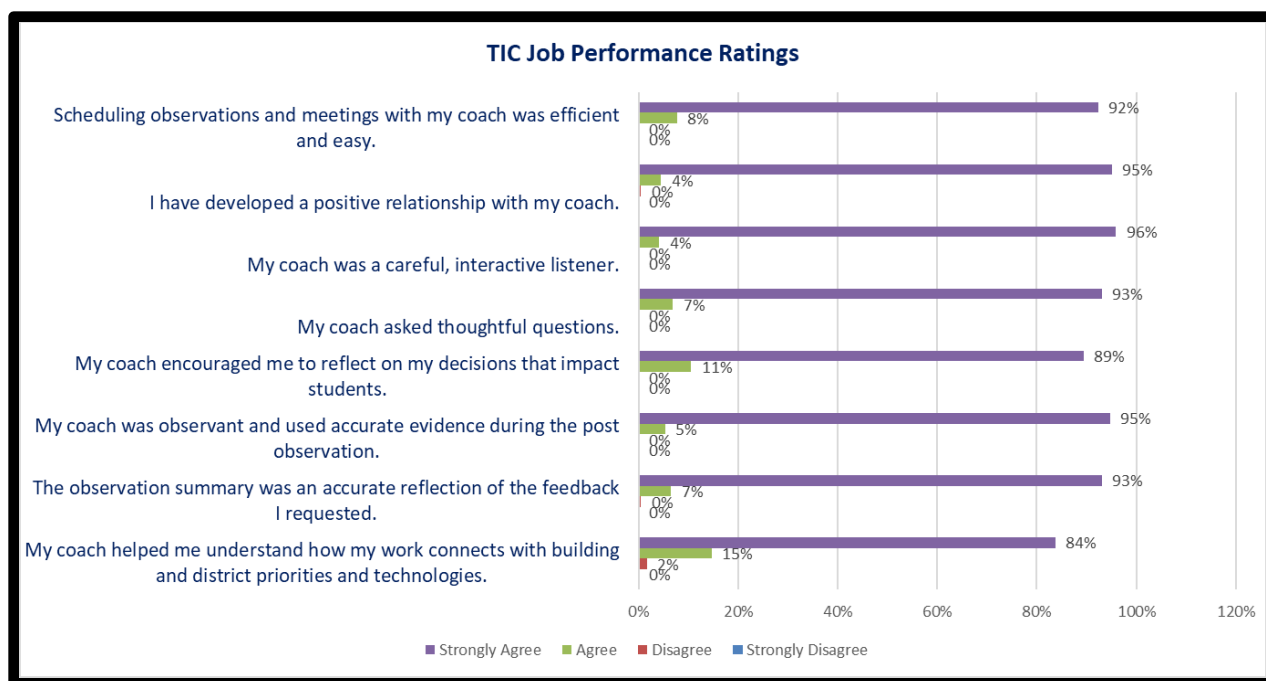


Figure 4: TIC Job Performance Ratings

The second group of teacher leaders recognized by Minnetonka's Q-Comp plan are the representatives who participate in the Alternative Pay Oversight Committee (APOC). The teachers on this committee include the Minnetonka Teacher Association (MTA) President and Vice President as well as representatives from each level selected by the MTA President. The selected teacher representatives serve three-year terms. The committee also includes the Executive Director of Student Support Services, the Associate Superintendent, and administrative representatives from each level. Director of Learning, Development, and Educator Effectiveness Sara White is a non-voting member and facilitates the team. APOC meets prior to the start of the year and then quarterly throughout the year.

Component Two: Job-embedded Professional Development

Each year, the Alternative Pay Oversight Committee provides recommendations for PLC practices as part of the continuous improvement cycle. This year, three key shifts were implemented.

First, the quarterly PLC feedback process was refined. During Quarter 3, administrators focused feedback on interventions and extensions. Teams were asked to articulate the tools and strategies they used to intervene and extend on their identified essential learnings and reflect on their effectiveness. They were challenged to determine additional interventions and extensions that may further support each student in meeting grade-level expectations.

Second, an MTSS tab (Figure 5) was introduced to provide streamlined access to

resources during PLC meetings. This included tier one instructional strategies, universal accommodations, extension resources for elementary and secondary levels, SEL and behavioral supports, and links to broader MTSS guidance. These priorities were highlighted at the fall PLC kickoff, along with the Q-Comp webpage as a central resource for ongoing support.

The purpose of a PLC is to ensure EVERY student is learning at high levels.	
MTSS Resources MTSS Process Guide Website	
MTSS Decision Making Charts	
Tier I Instructional Moves	
Tier I Instructional Moves	
Universal Access for ALL	
Academic Intervention and Extension Resources	
Elementary Academic Extension Resources	
Elementary Academic Intervention Resources	
Secondary Academic Extension Resources	
Secondary Academic Intervention Resources	
Social, Emotional, and Behavioral Intervention Resources	
SEL and Behavioral Intervention Resource Websites	
PLC Resources from Professional Learning Days	
Resources from 2023-24	
Resources from 2024-25	

Figure 5: Excerpt from one-stop-shop: MTSS Resources

Finally, the “one-stop-shop” resource was differentiated to better meet PLC needs across contexts. Three versions were developed: a K–5 model with a 4-Box Sort (Figure 6), a specialist version with adult-focused language, and a general model for all other staff. K-5 teachers continued to use the 4-box sort to analyze reading data and group students for targeted small-group instruction. One PLC reflected, “With our focus being on literacy accuracy and mastery we used FAST progress monitoring to monitor our students that were not meeting our goals. We, as a team, feel that was our best strategy that led our students to meeting our goal. We also did small groups, peer reading opportunities and

readers theaters to help meet our goals.”

The Four Box Sort Graphic Organizer (Click here for Protocol)			
Analyzing your FastBridge Oral Reading Fluency Data to inform your instruction and plan for differentiation! You may consider using the questions on page 335 of Teaching Reading Sourcebook to gather additional, qualitative data to inform your sort.			
The Out-of-the-Box Extension Group! Accurate and above grade level fluency expectations. Student reads with prosody. Students in this box may need additional challenge to grow and advance their comprehension skills 95% or more accurate / more than _____ wcpm	Using ORF results, sort your students into initial focus groups! - Write each student's name in the appropriate box based on the data. You may consider including their individual data in parenthesis next to their name.		
	Group 1 (Comprehension) Accurate and fluent Student may have prosody and/or comprehension needs (prosody can be an indicator of comprehension! - Many fluency instructional responses focus on prosody)		Group 2 (Fluency) Accurate and slow Student may also have difficulties with prosody
	95% or more accurate / _____ wcpm		95% or more accurate / less than _____ wcpm
	Name _____	Score _____	Name _____
	Name _____	Score _____	Name _____

Figure 6: Excerpt from one-stop-shop: Four Box Sort Graphic Organizer

Explicit checklists remained a valuable tool for PLCs, providing clear direction on essential tasks during pivotal times of the school year. These tasks included identifying essential learnings, linking them to corresponding formative assessments, and reviewing administrator feedback. Additionally, leadership encouraged PLCs to collaboratively develop 3–5 commitments to foster behaviors that drive student growth.

Once essential learnings were identified, PLC teams were tasked with developing common formative assessments (CFAs) to monitor student progress toward those outcomes. CFAs provide timely, actionable data that enable teams to make informed decisions about instructional strategies, interventions, and extensions. This practice is foundational to the District’s Multi-Tiered System of Supports (MTSS) framework. At the elementary level, instructional teams consistently integrated data into collaborative discussions, utilizing tools such as FASTBridge and the Four-Box Sort to drive collective analysis and strengthen instructional responsiveness. Meanwhile, the secondary level Professional Learning Community (PLC) teams continually refined their Common Formative Assessments (CFAs) and summative assessments to pinpoint precise learning gaps and growth opportunities..

PLC groups were encouraged to set ongoing, short-term goals rather than a single year-long target. The use of brief common formative assessments provided frequent evidence of student learning and supported collective inquiry into instructional practice. As one team noted, “Common formatives forced good discussion of proactive interventions (before the summative).”

The majority of PLCs, more than 65%, indicated that they set multiple short-term goals, while nearly 55% of the goals were content-specific (Table 1). Survey data indicates that key trends within these SMART goals emphasized the use of targeted skill instruction, data-driven interventions, curriculum adaptations, and the empowerment of student self-

regulation and advocacy. Small group instruction was used frequently and proved effective, as it helped teachers tailor lessons and provide targeted support across different subject areas.

Table 1: PLC Goals

Which statements best describe your goal setting this year? Check all that apply.	
Answer Choices	Response Percent
We wrote one long-term goal this year.	17.9%
We wrote one long-term goal and a few short-term goals to measure progress towards the long-term goal.	11.0%
We wrote multiple short-term goals.	67.2%

In 2025-26, SMART goals fell into five broad areas: literacy, math, SEL, content-specific, and independence (Figure 7). These goals provided a means to focus their learning and discussions. Teams prioritized navigating significant institutional shifts, such as the new block schedule, while successfully integrating newly piloted curricula in literacy, science, and world languages. Responses reflected a concentrated focus on foundational literacy and math, specifically leveraging FASTbridge data to improve reading fluency, phonics, and computational fact fluency in multiplication and division. Furthermore, student engagement and ownership were advanced through social-emotional regulation strategies and by empowering students to self-advocate for their 504 accommodations and the use of assistive technology. Ultimately, the PLC process enabled educators to be more responsive by utilizing targeted progress monitoring and common formative assessments to enhance student success.



Figure 7: SMART Goal Focus Areas

Across teams, there was a strong and consistent focus on building foundational academic skills, with literacy emerging as the most prominent priority. Educators emphasized reading fluency, comprehension, phonics, writing, and communication skills, often supported by progress monitoring tools like FAST and common formative assessments. Math was also a significant area of focus, particularly in developing fact fluency, problem-solving, and algebra readiness. Beyond core academics, teams demonstrated a clear commitment to disciplinary learning by strengthening content-specific skills in science, social studies, world languages, the arts, and career readiness. This reflects a system-wide alignment to essential standards and a shared investment in preparing students with the knowledge and skills needed for future success.

Equally notable was the integration of social-emotional learning alongside academic goals, highlighting a commitment to supporting the whole child. Teams prioritized student engagement, self-regulation, collaboration, and executive functioning, while also fostering student ownership through goal-setting, reflection, and real-world application. Many teams showed adaptability by refining curriculum, incorporating new tools (including AI and updated assessments), and responding to student data and feedback. Overall, the work reflects a strong culture of continuous improvement, with educators using data-driven practices to meet diverse learner needs while creating more student-centered, responsive learning environments.

Respondent data supports that SMART goal process sharpened instructional focus by helping teachers identify specific learning targets and align strategies directly to those outcomes. Across responses, teachers consistently prioritized targeted, data-informed practices, such as small-group instruction, progress monitoring, and differentiated interventions. Common formative assessments, frequent check-ins, and progress tracking allowed educators to identify student needs quickly and adjust instruction in real time. This clarity led to intentional strategy selection—such as scaffolding skills, chunking learning, modeling expectations, and providing repeated, structured practice—which ensured students had multiple, supported opportunities to build mastery. Teachers also noted that narrowing goals and working within shorter timeframes increased precision, enabling more effective planning, reteaching, and alignment between instruction and assessment.

Additionally, SMART goals fostered a stronger emphasis on consistent practice, feedback, and collaboration, which directly supported progress toward learning targets. Teachers implemented daily or routine skill practice, spiral review, and engaging application strategies (e.g., games, hands-on learning, real-world connections) to build fluency and retention. Timely, specific feedback—paired with rubrics, reflection, and opportunities for revision or retakes—helped students understand expectations and take ownership of their progress. Collaboration within PLCs further strengthened this work, as teachers shared data, refined strategies, and ensured consistency across classrooms. Overall, SMART goals helped shift instruction toward a more intentional, responsive model where strategies were purposefully chosen, continuously adjusted, and tightly aligned to measurable student growth.

In the PLC survey, teams were asked to reflect on their use of common assessments and their assessment discussions within their PLC meetings (Figure 8). Common assessments serve as the foundation for SMART goals. In our district, SMART stands for Specific, Measurable, Ambitious, Relevant and Time-bound. SMART goals can be written to address the various needs of students. As noted in the figure below, over 80% of teams analyzed assessment results during PLC meetings to identify effective instructional strategies at least three or four times a semester.

PLC teams were asked to think about their use of both formative and summative assessments (Figure 8). Over 88% of teams used a variety of assessments, products, and/or performance tasks to assess their students' mastery of the identified essential learnings at least three or four times a semester. With the increased emphasis on formative assessment, and the instructional decisions made as a result of their data, teams reported seeing a positive impact on student learning as measured by summative assessments. With one team reporting, "This is one of our strong suits, using both common formative and summative assessments. This allowed us to focus on fine tuning our assessments to better understand the needs of our students."

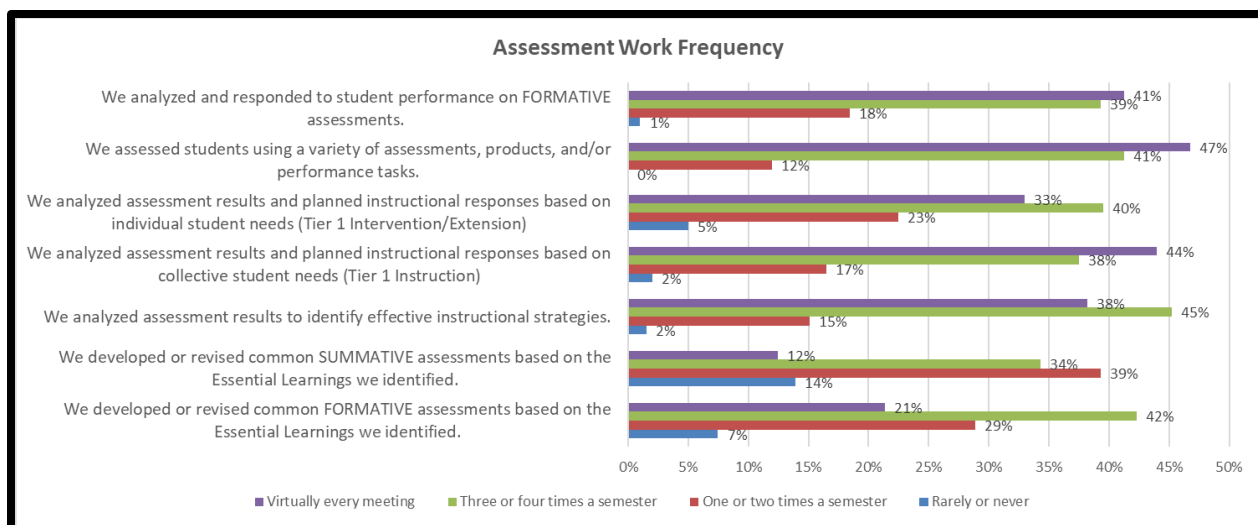


Figure 8: Use of Common Assessments during PLC Meetings

One PLC group illustrated the power of the PLC process on student learning when they reported how they used their PLC time, noting, “We planned out our formative and summative assessments and reverse-engineered the content for each lesson and unit plan. This helped ensure that we covered the same content and provided multiple levels of supports for students including study guides, review materials, and retake contracts for each summative. Our rubrics are aligned across teachers and from English and Spanish-immersion. This helped students who needed extra supports reach our goals for skills and content knowledge attainment.”

PLC teams overwhelmingly chose two statements that reflected their experience about PLC discussions: Our discussions around student engagement led to reflecting on current practices, developing strategies, and implementing additional engagement strategies; and Our analysis of student work led us to a more detailed or complete understanding of what our students did well or were unable to do. (Figure 9).

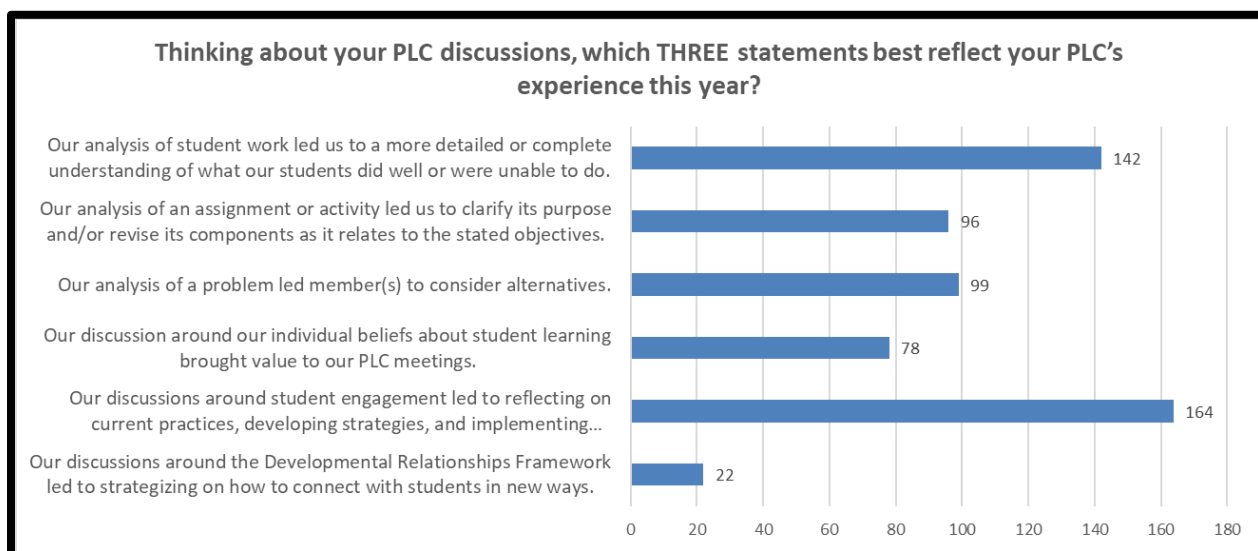


Figure 9: Discussion Statements

Discussions regarding student engagement focused on collaborative problem-solving, sharing practical strategies, and addressing student well-being. Teachers found immense value in "getting ideas from each other about how to help students with engagement," allowing them to take successful peer strategies and implement them in their own classrooms right away. Furthermore, engagement was looked at through a holistic lens; teams analyzed behavioral and emotional data to help students manage symptoms of anxiety early on, successfully increasing the time students spent actively engaged in class rather than missing instruction in the health office.

Discussions surrounding student work were data-driven, proactive, and focused on immediate action. Teachers regularly analyzed common formative assessments, dictation, wordlists, and classroom observations (such as Wilson formative data) to gauge student understanding. Instead of waiting for high-stakes summative exams, teams used this real-time data to "respond quickly to student needs," dynamically adjust small groups, and implement targeted reteaching. This collaborative analysis ensured that student growth was tracked continuously and that interventions were fast, effective, and consistent across different classrooms.

Teachers and staff responded on their Professional Learning Community (PLC) survey that their collaborative work impacted both classroom instruction and student achievement. On a scale of 1-100, PLC teams indicated that their collaboration improved both classroom instruction and student learning at an 87. One group highlighted, "Our PLC discussions were valuable in building a shared understanding of student learning across grades. Fifth grade teachers gained helpful insight into incoming students, while fourth grade teachers received feedback on students' long-term growth and progress. These conversations allowed us to identify what instructional strategies were effective

and which needed adjustment. Overall, the collaboration supported stronger continuity between grades and helped us develop a more consistent, aligned approach to instruction.” Another PLC group reflected, “We appreciate being able to work with PLC members from across the district that specialize in the same content area!”

Core Component Three: Teacher Evaluation

Instructional coaching within the M-GEM model centers on personalized growth through the Minnetonka Core Competencies. After completing a self-assessment, continuing contract teachers select two to three competencies aligned to their instructional priorities (with administrator input during summative years). This structure ensures that evaluation remains individualized and directly connected to student needs.

Choice remains a defining strength of the model. As shown in Tables 2 and 3, teachers most frequently selected competencies aligned to instructional design and student engagement. *Core Competency 6: Designs and provides meaningful and engaging instruction* was selected by 166 teachers, followed by *CC1: Develops social emotional competencies*, *CC2: Creates a safe and positive student-centered environment*, and *CC12: Adapts instruction to promote student mastery*. Notably, selections of CC1 and CC4 (*Minnetonka Guaranteed Viable Curriculum*) increased significantly, reflecting the implementation of new K–5 curricula.

Specialists similarly benefited from this personalized approach. Their most frequently selected competency was *CC10: Models critical and creative thinking and fosters collaborative communication*, with strong representation across CC5 (*Uses data to guide practice*) and CC12 (*Adapts practices for audience mastery*). These patterns highlight a focus on engagement, collaboration, and practical application tailored to diverse roles and audiences.

Educators approached these competencies through their unique roles and contexts. With support from TICs, they developed individualized success indicators, allowing the same competency to look different across grade levels, content areas, and experience levels.

The observation and coaching process fostered deep reflection and continuous improvement. Through trusting partnerships, coaches provided targeted feedback and data aligned to teachers’ competencies and goals. One staff member shared, “Working with Coach strengthened my reflective practice... Our conversations pushed me to question assumptions and refine my goals, leading to more purposeful and continuous improvement in my practice.” Another reflected on the value of varied observation timing: “Coach was able to see my classroom at random (but intentionally different) times... [This] made me think about how I structure an entire class... especially useful in navigating the new block schedule.”

This individualized coaching allowed feedback and reflective questions to align directly with each teacher’s selected competencies and success indicators, deepening the impact on instructional decision-making.

A central feature of the M-GEM model is flexibility in how practice is observed. As shown in Figures 10 and 11, educators selected from three observation models in Cycle 1: a full-length observation, two mini-observations, or three unscheduled learning walks. The full observation remained the most widely selected option, with participation consistent over the past four years and a slight increase this year, while over one-third of staff selected learning walks.

Full observations were valued for their comprehensive, contextual insight. One teacher explained, “The full-class observation supported my professional growth by giving my Teacher Instructional Coach the chance to see the complete flow of my lesson—from icebreakers and transitions to student engagement and the gradual release of responsibility... capturing the overall learning experience in my classroom.”

Learning walks continued to grow in popularity, with educators emphasizing their authenticity and reflective nature:

“I appreciate having the option to choose observation walk-throughs... seeing the daily inner workings of instruction, students learning, and classroom environment have a meaningful impact.”

“I love having someone just pop in to see my real classroom in motion... it is fun and encouraging to see my room and students in her eyes.”

“I prefer to have the learning walks because it changes my mindset on my goals. I don't prepare for my visit and instead get to reflect on whether my goals are reflected in my daily classroom experience.”

Table 2: Core Competencies Selected by Teachers (Select Two or Three)

On which Core Competencies did you focus your learning for this year?	Responses
CC1: Develops social emotional competencies	160
CC2: Creates a safe & positive student-centered classroom atmosphere	107
CC3: Manages classroom routines & behavior	123
CC4: Minnetonka Guaranteed Viable Curriculum	98
CC5: Designs instruction based on student data	114
CC6: Develops and provides meaningful & engaging instruction	166
CC7: Uses meaningful assessment	84
CC8: Uses a variety of assessments to inform instruction	87
CC9: Provides feedback to students	117
CC10: Models critical & creative thinking, and fosters collaborative communication	90
CC11: Selects among multiple research-based instructional practices	34
CC12: Adapts instruction to promote student mastery	123

Table 3: Core Competencies Selected by Specialists (Select Two or Three)

On which Core Competencies did you focus your learning for this year?	
CC1: Establishes and maintains a safe, equitable, and inclusive educational environment	19
CC2: Engages and motivates audience* in the educational environment	19
CC3: Develops and maintains clear expectations and norms	18
CC4: Uses current research, field-specific knowledge, standards, and laws in program preparation	17
CC5: Uses data from multiple sources to guide and modify planning, program development, and delivery of service	22
CC6: Delivers programs and services, using a range of field appropriate techniques	18
CC7: Uses meaningful assessment to guide program delivery	14
CC8: Uses a variety of assessments to inform program delivery	7
CC9: Provides clear, timely feedback to reinforce program goals	17
CC10: Models critical & creative thinking, and fosters collaborative communication	30
CC11: Selects among multiple research-based practices and technology tools	13
CC12: Adapts practices to promote audience* mastery	21

Mini-observations, though less frequently selected, were valued for targeted feedback:

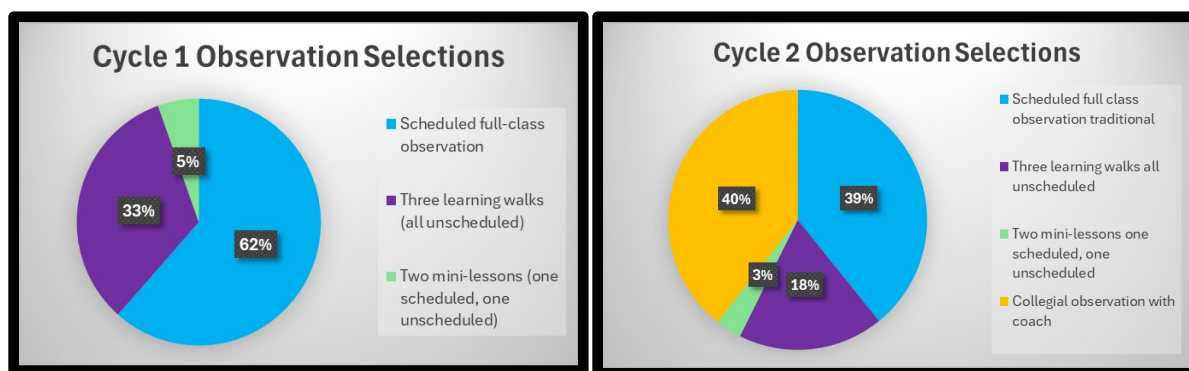
- “Mini-sessions are helpful because I can have my coach come in and focus on one or two practices and then have her look for that again during the second lesson.”
- “It was a perfect way to plan something new... and have someone to be able to process with me.”

Collegial Observations

In Cycle 2, 39% of staff selected the collegial observation model, in which educators observed peers alongside their coach and reflected on implications for their own practice. Participants highlighted the immediate applicability of this model:

- “Seeing another teacher in action is such a gift... highlighted ways I could improve my own lessons.”
- “Coach and I were able to discuss practical applications for my takeaways from the observation.”
- “Being able to see other excellent teachers is not only affirming but enlightening... I wish there was a way to incorporate more collegial observations regularly.”

Across all components, Figures 10 and 11 illustrate that educators value having choice in how their practice is observed. Whether through comprehensive full observations, authentic learning walks, targeted mini-lessons, or collaborative peer observations, each model supports meaningful feedback, reflection, and continuous growth aligned to individual goals.



Figures 10 & 11: Cycle 1 Observation Selections & Cycle 2 Observation Selections

Core Component Four: Performance Pay and Alternative Salary Schedule

In Minnetonka, the three areas of compensation are allocated for *performance*, *student learning in PLCs*, and *student learning as measured by site goals*.

Performance

Upon meeting performance standards as reflected by the recommendation of the evaluation team, a continuing contract full-time teacher who meets the eligibility requirements will be granted an individual evaluation performance payment of \$1,400. The three conditions that must be met to be eligible for performance compensation are:

1. Completion of cycles of observation with coach
2. Completion of all documentation/forms in online platform
3. Must work at least 120 student contact days

Continuing contract educators who work less than 0.75 FTE are compensated at a prorated rate for the performance (observation) portion of the compensation package. Resignation prior to the end of the school year makes the participant ineligible for compensation.

Probationary teachers who are recommended for continued employment are eligible for teacher evaluation compensation based on their year of probation. This is true whether the teacher returns the following year for employment. Teachers not recommended for continued employment are ineligible for this compensation. Resignation prior to the end of the school year makes the participant ineligible for compensation. Probationary teachers are compensated on a graduated scale.

Table 4: Probationary Performance Compensation

Probationary Status	Evaluation	Performance Compensation
Year One	Recommended for continuing employment	\$200
Year Two	Recommended for continuing employment	\$300
Year Three	Recommended for continuing employment	\$500
Previously Tenured	Recommended for continuing employment	\$1000
Year One, Two, Three or Previously Tenured	Not recommended for continuing employment	\$0

Of the 102 probationary teachers and specialists, 5 were not recommended for continuing employment and were therefore ineligible for the evaluation compensation.

Professional Learning Communities

Compensation for PLCs is based on ongoing collaboration around student learning goals. Each PLC submitted reflections on their essential learnings and SMART goals three times in 2025-26. During the transition day between quarters one and two, PLC teams reflected on their essential learnings and received feedback from their designated administrator. On the transition day between quarters two and three, teams reflected on the SMART goals they had set and received feedback from the oversight team. During the final transition day between quarter three and four, teams reflected on interventions and extensions provided to students on essential learnings. At the end of the year, each team completed a check-out with their designated instructional coach. Based on these checkpoints, all PLCs met the requirements for compensation. All teachers who participated in PLCs will be awarded \$299 as it is not prorated. Teachers who work less than 0.75 FTE had the option to fully participate in PLCs or to opt out and be ineligible for both PLC and site compensation. In 2025-26, 39 part-time teachers elected to not participate in PLC.

Site Goals

In the fall of 2025, site administrators and teacher leaders collaborated with Matt Breen, Director of Research, Analysis, and Systemic Improvement, and Sara White to set site SMART goals. Results of site goals are not yet available. Site goal payment equal to \$1 will be paid to each teacher upon attainment of the site goal for their site. Site goal compensation is not prorated based on FTE.

General Program Impact and Recommendations

Impact on Instruction

Throughout the 2025–26 school year, Teacher Instructional Coaches (TICs) remained central to supporting the professional growth of teachers and specialists. Licensed staff highlighted the positive impact of their collaboration with TICs, noting increased self-awareness and improved interactions with students. Through ongoing dialogue and personalized support, educators implemented innovative strategies, engaged in reflective practices, and strengthened collaboration with colleagues. This partnership contributed to a culture of continuous improvement, advancing professional growth and positively influencing student learning outcomes. Teachers also expressed appreciation for the support provided by TICs, emphasizing how it enhanced their ability to understand and address the diverse needs of their students.

As one teacher noted, “Working with my Teacher Instructional Coach helped me reflect on my teaching practices and find more effective ways to support my students. It also guided me in balancing my professional responsibilities with my personal well-being,

allowing me to be more present and grounded for my students.”

Survey data indicated that teachers, with support from TICs, engaged in critical self-inquiry by examining the inclusivity and relevance of their instructional practices. This reflection led to a more intentional focus on meeting diverse student needs and recognizing student progress. Instructional coaches played a key role by fostering positive relationships, providing actionable feedback, and supporting teachers in goal attainment. These efforts contributed to the development of more engaging classroom environments and increased student participation. Additionally, this work supported teachers’ professional confidence and contributed to ongoing growth within a continuous improvement framework.

The Minnetonka Growth and Evaluation Model (M-GEM) provided a structured framework for professional growth, supporting teachers and specialists in addressing specific student needs. With guidance from TICs, licensed staff selected core competencies aligned with district goals and refined their instructional practices accordingly. Professional Learning Communities (PLCs) further strengthened collaboration, with a focus on student-centered SMART learning goals and the use of common formative assessments. Through this work, teams developed collective efficacy and advanced a shared commitment to continuous improvement. One team reflected on their collaborative efforts, noting, “Our PLC had a strong impact on student achievement and instructional practices this year. Through regular collaboration, we used data to guide instruction, adjust groupings, and provide targeted support. This led to more intentional differentiation and consistent practice opportunities for students. The PLC also strengthened team norms around communication, collaboration, and data-sharing, creating a more aligned and cohesive approach to supporting student learning across grade levels.”

Impact on Student Achievement

The 2025–26 instructional coaching cycle served as a catalyst for improved teaching practices and measurable student growth. Teachers consistently reported that coaching support translated into increased engagement, stronger instruction, and improved academic outcomes.

Coaches played a critical role in supporting new curriculum implementations in reading, phonics, and character development by providing targeted strategies and resources. One teacher noted, “[Coach] shared her wisdom about a variety of teaching approaches, ideas, and questions. She was also fantastic with finding useful resources,” while another shared, “With such a big implementation year, [Coach] shared expertise, great ideas.” As a result, teachers reported higher levels of student engagement and ownership. A Spanish Immersion teacher explained, “...By refining my instructional strategies and classroom practices, I was better able to meet the diverse needs of my students, leading to higher levels of participation, engagement, and overall achievement.” Teachers also observed improved motivation and more efficient use of instructional time, with one noting, “Students are more motivated to learn, less time in classroom management, more time in learning.”

Coaching conversations and classroom observations strengthened teacher reflection and instructional decision-making. Coaches provided objective feedback and data-informed insights that helped teachers identify gaps and refine their practice. One teacher shared, “My instructional coach’s observations... have helped me reflect on my practice and recognize the effectiveness of my work... and the positive results I am seeing in my students’ learning and growth.” This reflective process led to more intentional planning aligned to student needs.

Teachers also reported improvements in their ability to differentiate instruction and provide timely, meaningful feedback. Enhanced assessment practices allowed educators to better monitor progress and adjust instruction. As one teacher noted, “Vocalizing a goal around feedback to my TIC helped me hold myself accountable to it, and this feedback was then delivered to students,” highlighting a direct link between coaching and improved student support.

Coaches supported the development of structured, positive classroom environments by refining routines, pacing, and small-group instruction. One teacher reflected, “I developed small group routines that Coach helped design.” These improvements contributed to classrooms where students could engage more fully and experience academic success.

Program Recommendations

Moving into the 2026–27 school year, TICs and administrators will continue to collaboratively support PLCs. The supports provided this year—including PLC one-stop-shop updates, the assignment of TICs and administrators as designated point people for PLCs, and earlier feedback from Administrators and APOC—were well received and will continue into next year. Expectations around essential learnings, common formative assessments, and SMART Goals will continue to be communicated at the building level.

Ongoing coaching with TICs and staff through the M-GEM model will allow for autonomy in setting professional learning goals, selecting observation methods, and identifying observational data to support personal growth. This will include one-to-one coaching conversations with staff focused on chosen core competencies and requested observational data that demonstrates growth in self-selected areas. However, one idea to consider is the removal of the two mini-observations model from the selected menu of options. This model only accounts for 5% of the selected options for Cycle 1 and 3% for Cycle 2.

Throughout their work in the M-GEM model, staff will continue to experience personalization and flexibility of choice, ensuring the process remains authentic and meaningful. Coaches will continue to strengthen the effectiveness of the program by encouraging and supporting staff in delving deeper into their professional learning, while also providing intentionally structured support and resources throughout the year (e.g., connecting early with newly tenured staff or teachers on a summative cycle, and coaching staff through the core competency selection process).

The Minnetonka Growth and Evaluation Model further strengthened this work by anchoring coaching in clear instructional practices and reflective goal-setting. Across survey responses, educators consistently cited improvements in instruction, student engagement, individualized support, and classroom climate. Emphasis on student choice and goal setting further accelerated progress toward learning benchmarks.

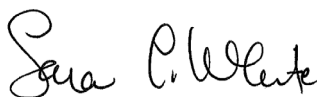
Collectively, these outcomes demonstrate that instructional coaching not only enhanced teaching practice but also led to meaningful and sustained gains in student achievement.

SUMMARY

The Minnetonka Public Schools Q-Comp program was successful in its pursuit to support teachers' impact on student achievement during the 2025-26 school year. This was evidenced by overwhelmingly positive survey data where teachers reported that they believe their students' achievement was directly correlated to their efforts in the observation process. Additionally, participation in PLCs allowed teachers to identify specific students' needs and strengths, including the sharing and implementation of resources and strategies to align their instruction, as well as target intervention and extension. This created more consistency among classrooms, grade levels, and sites. Teachers also reflected that their participation in the M-GEM process naturally prompted intentionality in their focus to support the learning of their students. Through this work with instructional coaches, teachers were empowered to implement new strategies, resources, and assessments. The post-cycle conversations created opportunities for teachers to thoughtfully reflect on the impact of these implementations, as well as making intentional choices when planning for future instruction.

RECOMMENDATION/FUTURE DIRECTION:

The District recommends that the School Board accept the 2025-26 Q-Comp Annual Report.

Submitted by: 
Sara White
Director of Learning, Development, and Educator Effectiveness

Concurrence: 
David Law, Superintendent

CONSENT

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

Board Agenda Item XVI. h

Title: Intermediate District 287 Long-Term Facilities Maintenance Levy May 28, 2026

EXECUTIVE SUMMARY:

Minnetonka Independent School District 276 is a member of Intermediate District 287 for various special education and other services. As a member of Intermediate District 287, the District is responsible for levying it's allocated share of the annual 10-Year Long-Term Facilities Maintenance Plan that provides revenue to complete long-term facilities maintenance projects that are necessary to keep the Intermediate District 287 facilities in a state of good repair.

For the upcoming 26 Pay 27 Levy for Fiscal Year 2028, Minnetonka ISD 276's share of the Intermediate District 287 Long-Term Facilities Maintenance Plan is \$92,052.50.

Upon School Board approval, Intermediate District 287 will notify the Minnesota Department of Education and communicate to them the \$92,052.50 amount of Minnetonka ISD 276's share of the Intermediate District 287 Long-Term Facilities Maintenance Levy so that MDE can include in the Minnetonka ISD 276 Levy Limitation & Certification for the 26 Pay 27 Levy.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve Minnetonka ISD 276's share of the Intermediate District 287 Long-Term Facilities Maintenance Levy for the 26 Pay 27 Levy in the amount of \$92,052.50.

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

Concurrence: 
David Law, Superintendent

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
SCHOOL DISTRICT No. 276
(Minnetonka Schools)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a School Board meeting of School District No. 276, State of Minnesota, was held on _____, at _____ m., for the purpose, in part, of approving the Intermediate School District No. 287's Long-Term Facility Maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's long-term facility maintenance projects and related debt service payments in the district's application for long-term facility maintenance.

_____ introduced the following resolution and moved its adoption:

**RESOLUTION APPROVING INTERMEDIATE SCHOOL DISTRICT NO. 287'S
LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND
AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THOSE
PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG-TERM FACILITY
MAINTENANCE REVENUE**

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

1. The School Board of Intermediate School District 287 has approved a long-term facility maintenance program budget for its facilities for the 2027-28 (fiscal year 2028) school year in the amount of \$1,652,875.01 of which District No. 276's proportionate share is \$92,052.50, consisting of \$48,522.24 for pay as you go projects and \$43,530.26 for debt service payments on the 2017B Facilities Maintenance Bonds and the 2022A Facilities Maintenance Bonds. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved. (Exhibit A)
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times a three-year weighted average adjusted pupil units formula. For 2027-28, (FY 2028) the long-term facility maintenance costs shall be funded through annual levy. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for FY 2028 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district

program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

4. Pursuant to Minnesota Statutes Section 123B.595, Subdivision 3, the intermediate district issued \$5,065,000 Facilities Maintenance Bonds, Series 2017B. Such bonds are payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.
5. Pursuant to Minnesota Statutes Section 123B.595, Subdivision 3, the intermediate district plans issued \$4,750,000 Facilities Maintenance Bonds, Series 2022A. Such bonds will be payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.

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

And the following voted against the same:

Whereupon said resolution was approved and adopted by the school board of Independent School District No. 276.

STATE OF MINNESOTA

COUNTY OF HENNEPIN

I, the undersigned, being the duly qualified and acting Clerk of School District No. 276, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. 276, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Intermediate School District No. 287's long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of the Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk this _____ day of _____, 2026.

Deputy Clerk

School District No. _____

CONSENT

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

Board Agenda Item XVI. i

Title: Designation of Identified Official with Authority

Date: May 28, 2026

EXECUTIVE SUMMARY

The Minnesota Department of Education requires the Designation of Identified Official with Authority (IOWA) for its Education Identity Access Management (EDIAM) security system. Superintendent David Law will be the District's Identified Official with Authority (IOWA) for the Education Identity & Access Management security system for the 2026-27 school year.

ATTACHMENTS:

- Resolution Designating Identified Official With Authority for Education Identity and Access Management

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve Mr. David Law as the Identified Official with Authority (IOWA) for the Education Identity & Access Management security system, effective July 1, 2026.

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:



David Law, Superintendent



Minnetonka Public Schools
5621 County Road 101
Minnetonka, MN 55345
(952)-401-5000

Education Identity and Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOwA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local educational agency or organization (the superintendent or exec. director) is designated as the IOwA. The IOwA will grant the IOwA Proxy role(s).

Designation of the Identified Official with Authority for Education Identity and Access Management

Designation of the Identified Official with Authority for Education Identity and Access Management

Organization Name: Minnetonka Public School District

6-Digit or 9-Digit Organization Number: 0276-01

Superintendent or Exec. Dir. Name: David Law

Will act as the IOwA? X Yes No

If no, identify below the individual who will act as the IOwA for your organization.

The Superintendent or Exec. Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOwA) for this organization:

Print Name: David Law
Title: Superintendent

Board Member Signature: Kemerie A Foss

Name: Kemerie Foss, Board Chairperson
Date: May 28, 2026

CONSENT

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

Board Agenda Item XVI. j

Title: Policy Review

DATE: May 28, 2026

OVERVIEW:

As part of the District's ongoing policy review, Administration is recommending changes to the following policies:

- 516: Student Medication
 - 516.1: Overdose Medication
 - 517: Recognition and Treatment of Anaphylaxis in the School Setting
-

RECOMMENDATION:

That the School Board approves the recommended policy changes.

Submitted by:



Angie Flowers, General Counsel & Exec. Dir. of Human Resources

Concurrence:



David Law, Superintendent

MINNETONKA PUBLIC SCHOOLS DISTRICT

Policy #516: STUDENT MEDICATION

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering both prescription and nonprescription drugs and medication during the school day.

II. GENERAL STATEMENT OF POLICY

The District recognizes that some students may require prescription or nonprescription medication during the school day. In such cases, medication may be administered by the licensed school nurse, or health services personnel, or other personnel to whom the licensed school nurse designates this responsibility, in accordance with law and District procedures. While the District has a medication policy that provides for medication administration during the school day, under normal circumstances prescribed medication and non-prescribed medication should be dispensed before or after school under the supervision of the parent or guardian. It is the District's intention that students come to school well and ready to learn.

III. DEFINITIONS

- A. Prescription medication: Medication requiring a prescription from a licensed medication prescriber.
- B. Nonprescription medication: Medications that may be obtained over the counter without a prescription from a licensed medication prescriber.

IV. REQUIREMENTS

- A. The District will develop a procedure for informing families of the requirements for administering medication during the school day.
- B. The administration of prescription and nonprescription medication at school requires a completed signed request from the student's parent or guardian. An oral request must be put in writing within two school days. The School District may rely on an oral request until a written request is received.
- C. A written order signed by the licensed medication prescriber and the parent/guardian is required for all prescription medication. Such orders must be renewed-completed annually and/or whenever a change in the prescription or requirements for administration occurs. medication dosage or administration changes. Prescription medication as used in this policy must not include any form

of medical cannabis as defined in Minnesota Statutes, section 152.22, subdivision 6.

- D. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- E. Nonprescription medication must come to school in the original container, marked with the student's name, and must be administered in a manner consistent with the instructions on the label.
- F. The licensed school nurse may request to receive further information about the medication, if needed, prior to administration of the substance.
- G. Prescription and nonprescription medications are not to be carried by the student, but will be kept in the school health office. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (see part M.4 below), secondary student's possession of nonprescription pain relievers (see part M.5), prescription epinephrine self-administered with a non-syringe injector (see part M.7), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan or IHP (individual health plan).
- H. The school must be notified immediately by the parent/guardian in writing of any change in the student's prescription medication administration. A new medical authorization and container label with new pharmacy instructions shall be required immediately.
- I. The school must be notified immediately by the parent/guardian in writing of any change in the student's nonprescription medication administration.
- J. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
- K. All medication administered at school will be documented in the student's health record. This includes the name and dose of medication, time of administration, and the name of the individual who administered the medication.
- L. Procedures for administration of drugs and medicine during the school day shall be developed in consultation with the licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minnesota Statute §121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.
- M. The following specific exceptions shall apply to this policy:

1. Special arrangements must be made with the licensed school nurse for special health treatments, including administering medication through gastrostomy tubes, rectal or injectable routes.
2. Emergency health procedures, including the emergency administration of drugs and medicine, are not subject to this policy.
3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy.
4. Students with asthma or a restrictive airway disease are permitted to carry prescription inhalers to self-administer for the treatment of asthma or a restrictive airway disease when:
 - a) they have written parent consent to do so
 - b) a licensed prescriber's order; **and**
 - c) the inhaler is properly labeled for the student.

The parent/guardian must submit written authorization for the student to self-administer the medication each school year. The school nurse must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers.

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5. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the District has received a yearly written authorization from the student's parent/guardian permitting the student to self-administer the medication. The District may revoke the student's privilege to possess and use nonprescription pain relievers if the District determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients.
6. Students may carry the following nonprescription medications (over the counter products) without written parent consent: cough drops, saline solutions, medicated lip balm. The district may revoke the student's privilege to possess the listed medications (products) if the District determines that the student is abusing the privilege.
7. At the start of each school year, or at the time of diagnosis, or at the time a student enrolls in school, whichever is first, a student's parent, licensed school nurse and the licensed medication prescriber must develop and implement an individualized written health plan for a student who is prescribed ~~non-syringe injectors of~~ epinephrine that enables the student to:

- a) possess ~~non-syringe injectors of~~ epinephrine; or
- b) if the parent/guardian and licensed medication prescriber determine the student is unable to possess the epinephrine, have immediate access to ~~non-syringe injectors of~~ epinephrine delivery systems in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering ~~non-syringe injectors of~~ epinephrine when required, consistent with state law. The parent/guardian must provide properly labeled ~~non-syringe injectors of~~ epinephrine delivery systems to the school for the student as needed.

N. This policy covers medication administration during the school day. It does not cover the administration of medications that are used off school grounds, that are used in connection with athletics or extracurricular activities or that are used in connection with activities that occur before or after the regular school day, as designated in each school building.

O. "Parent" for students 18 years old or older is the student.

P. Every effort will be made to ensure that any unused drug or medication is returned to the parent or legal guardian at the end of the school year or at the time a student unenrolls from the district. For a drug or medication that is not a controlled substance, the school district is an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school. Controlled substances cannot be given to a student to transport. If a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4 is unclaimed or abandoned, the school district is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs. The school district will request that the police department, in conjunction with district staff, arrange for the pickup and transportation of the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations. This will be done at minimum on an annual basis.

Legal References:

Minnesota Statute § 13.32 (Educational Data)
Minnesota Statute § 121A.21 (Hiring of Health Personnel)
Minnesota Statute § 121A.22 (Administration of Drugs and Medicine)

Minnesota Statute §121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)

Minnesota Statute § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)

Minnesota Statute § 121A.2205 (Possession and Use of Non-syringe Injectors of Epinephrine; Model Policy)

Minnesota Statute § 151.212 (Label of Prescription Drug Containers)

20 U.S.C. § 1400₁ et seq. (Individuals with Disabilities Education Improvement Act of 2004)

29 U.S.C. § 794₁ et seq. (Rehabilitation Act of 1973, § 504)

Cross References:

Policy #533: Wellness

Policy #530: Immunization

Policy #417: Chemical Use

Policy #545: Health Services Program

Approved: July 12, 2007

Reviewed: May 21, 2026

MINNETONKA PUBLIC SCHOOLS

Policy #516: STUDENT MEDICATION

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- C. A written order signed by the licensed medication prescriber and the parent/guardian is required for all prescription medication. Such orders must be completed annually and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy must not

include any form of medical cannabis as defined in Minnesota Statutes, section 152.22, subdivision 6.

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- F. The licensed school nurse may request to receive further information about the medication, if needed, prior to administration of the substance.
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- K. All medication administered at school will be documented in the student's health record. This includes the name and dose of medication, time of administration, and the name of the individual who administered the medication.
- L. Procedures for administration of drugs and medicine during the school day shall be developed in consultation with the licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minnesota Statute §121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.
- M. The following specific exceptions shall apply to this policy:

1. Special arrangements must be made with the licensed school nurse for special health treatments, including administering medication through gastrostomy tubes, rectal or injectable routes.
2. Emergency health procedures, including the emergency administration of drugs and medicine, are not subject to this policy.
3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy.
4. Students with asthma or a restrictive airway disease are permitted to carry prescription inhalers to self-administer for the treatment of asthma or a restrictive airway disease when:
 - a) they have written parent consent to do so
 - b) a licensed prescriber's order
 - c) the inhaler is properly labeled for the student.

The parent/guardian must submit written authorization for the student to self-administer the medication each school year. The school nurse must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers.

5. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the District has received a yearly written authorization from the student's parent/guardian permitting the student to self-administer the medication. The District may revoke the student's privilege to possess and use nonprescription pain relievers if the District determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients.
6. Students may carry the following nonprescription medications (over the counter products) without written parent consent; cough drops, saline solutions, medicated lip balm. The district may revoke the student's privilege to possess the listed medications (products) if the District determines that the student is abusing the privilege.
7. At the start of each school year, or at the time of diagnosis, or at the time a student enrolls in school, whichever is first, a student's parent, licensed school nurse and the licensed medication prescriber must develop and implement an individualized written health plan for a student who is prescribed epinephrine that enables the student to:

- a) possess epinephrine; or
- b) if the parent/guardian and licensed medication prescriber determine the student is unable to possess the epinephrine, have immediate access to epinephrine delivery systems in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine when required, consistent with state law. The parent/guardian must provide properly labeled epinephrine delivery systems to the school for the student as needed.

- N. This policy covers medication administration during the school day. It does not cover the administration of medications that are used off school grounds, that are used in connection with athletics or extracurricular activities or that are used in connection with activities that occur before or after the regular school day, as designated in each school building.
- O. "Parent" for students 18 years old or older is the student.
- P. Every effort will be made to ensure that any unused drug or medication is returned to the parent or legal guardian at the end of the school year or at the time a student unenrolls from the district. For a drug or medication that is not a controlled substance, the school district is an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school. Controlled substances cannot be given to a student to transport. If a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4 is unclaimed or abandoned, the school district is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs. The school district will request that the police department, in conjunction with district staff, arrange for the pickup and transportation of the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations. This will be done at minimum on an annual basis.

Legal References:

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 Minnesota Statute § 121A.22 (Administration of Drugs and Medicine)
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Minnesota Statute § 121A.2205 (Possession and Use of Non-syringe Injectors of Epinephrine; Model Policy)

Minnesota Statute § 151.212 (Label of Prescription Drug Containers)

20 U.S.C. § 1400₂ et seq. (Individuals with Disabilities Education Improvement Act of 2004)

29 U.S.C. § 794₂ et seq. (Rehabilitation Act of 1973, § 504)

Cross References:

Policy #533: Wellness

Policy #530: Immunization

Policy #417: Chemical Use

Policy #545: Health Services Program

Approved: July 12, 2007

Reviewed: May 21, 2026

Approved: May 28, 2026

MINNETONKA PUBLIC SCHOOLS

Policy 516.1: OVERDOSE MEDICATION

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, Minnetonka Public Schools will obtain, possess and administer doses of an opiate antagonist (naloxone and/or Narcan) and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

II. GENERAL STATEMENT

It is the intent of the Minnetonka School District to provide assistance to any person(s) who may be suffering from an opioid overdose following protocols and procedures of the school district if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; 3) The availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication. Staff members trained in accordance with the procedure shall make every reasonable effort to include the use of naloxone combined with rescue breaths to revive the victim of any apparent opioid overdose.

III. DEFINITIONS

- A. **“Good Samaritan”** Minnesota Statute (604A.04) “Good Samaritan Overdose Protection” allows for “A person who is not a healthcare professional who acts in good faith in administering an opiate antagonist to another person whom the person believes in good faith to be suffering an opioid overdose is immune from criminal prosecution for the act and is not liable for any civil damages for acts or omissions resulting from the act.”
- B. **“Drug-related overdose”** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.

- C. **“Opiate”** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- D. **“Opiate Antagonist”** means naloxone hydrochloride (“Naloxone”) or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **“Standing Order”** means directions from the school district’s medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
 - 1. Administration type
 - 2. Dosage
 - 3. Date of issuance
 - 4. Signature of the authorized provider

IV. REQUIREMENTS

- A. The District will obtain a standing order for naloxone by a licensed medical prescriber and update as needed.
- B. Stock naloxone will be clearly labeled and stored in a secured location that is accessible by trained staff.
- C. The Director of Health Services and/or School Administration will identify appropriate staff to be trained annually at each school site.
 - 1. Regardless of the service delivery model, the licensed school nurse is always the lead of the school health services team and may determine which school personnel are to be given the responsibility of administering naloxone.
- D. Training for designated school staff will be conducted annually and will include:
 - 1. Signs and symptoms of opioid overdose
 - 2. Appropriate administration of naloxone
 - 3. Activation of emergency personnel
 - 4. Notification procedures

V. GENERAL STATEMENT OF RESPONSIBILITIES

- A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.
- B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.
- C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.

VI. NOTIFICATION PROCEDURES

In the event of naloxone administration and emergency response activation, the following people must be notified:

- A. Superintendent
- B. Associate Superintendent
- C. Executive Director of Communications
- D. Director of Health Services
- E. Building Principal
- F. School Counselor, Psychologist, and/or Social Worker
- G. Licensed School Nurse
- H. Licensed Alcohol and Drug Counselor
- I. School Resource Officer(s)
- J. Parents/Guardians

VII. STORAGE/ACCESS

- A. Stock naloxone will be clearly labeled and stored in a secure location accessible by trained personnel.
- B. Stock naloxone will only be available at the schools during typical school hours. It will not be sent on field trips and will not be available for activities that occur outside of the typical school day.
- C. The selected storage locations of Naloxone will be classified as non-public "security information." The identity of the storage locations will be shared only with those school district staff members whom District administration have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.

VIII. MAINTENANCE

The Licensed School Nurse and/or Director of Health Services will monitor and track expiration dates of the naloxone and it will be replaced as needed.

IX. PRIVACY PROTECTIONS

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

Legal References

Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.224 (Opiate Antagonists)
Minn. Stat. § 144.344 (Emergency Treatment)
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances)
Minn. Stat. § 604A.01 (Good Samaritan Law)
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Reviewed: August 17, 2023

Approved: September 7, 2023

Reviewed: May 21, 2026

MINNETONKA PUBLIC SCHOOLS

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20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Reviewed: August 17, 2023

Approved: September 7, 2023

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MINNETONKA PUBLIC SCHOOLS

Policy #517: RECOGNITION AND TREATMENT OF ANAPHYLAXIS IN THE SCHOOL SETTING

I. PURPOSE

The purpose of this policy is to set forth the provisions to address the potential risk for anaphylaxis during the instructional day pursuant to Minnesota Statutes 121A.2205 and MS 121A.2207. Districts and schools may obtain and possess epinephrine ~~auto-injectors~~delivery systems to be maintained and administered by school personnel to a student or other individual who is experiencing anaphylaxis, regardless of whether the student or individual has a prescription for an epinephrine ~~auto-injector~~ delivery system.

II. GENERAL STATEMENT OF POLICY

As it is impossible to totally eliminate allergens from the school setting, staff must be prepared to recognize severe allergic reactions, called anaphylaxis, and must have the means to treat it. The District recognizes that some individuals may experience anaphylaxis for the first time in the school setting, and thus may require emergency medication for which they do not have a prescription. It is the policy of Minnetonka Public Schools to provide Epinephrine ~~auto-injectors~~delivery systems for each school, to be administered by a trained staff member to any individual who is believed to be having an anaphylactic reaction.

III. DEFINITIONS

- A. **Anaphylaxis**-~~A~~a serious allergic reaction that is rapid in onset and may cause death. The reaction may begin within seconds or minutes of exposure and rapidly progress to cause airway constriction or obstruction, skin and intestinal irritation, altered heart rhythm, shock and death.
- B. **Epinephrine**-a medication that can reverse the severe symptoms of anaphylaxis.
- C. **Epinephrine ~~Autoinjector~~ Delivery System**- a medical device used to deliver a measured dose of epinephrine (also known as adrenaline) ~~using auto-injector technology~~, most frequently for the treatment of anaphylaxis.
- D. **~~Autoinjector~~** ~~is a medical device designed to deliver a single dose of a particular drug. Most autoinjectors are spring loaded syringes. By design, autoinjectors are easy to use and are intended for self-administration by patients, or administration by trained personnel.~~

DE. ~~Instructional Day-for the purposes of this policy, the instructional day-is defined as eight the hours staff and/or students are scheduled for each student contact dayat each site. For buildings which offer before or after school care (Explorers Club) the instructional day will be from 6:30 a.m.-6:00 p.m.~~

EF. **Stock Epinephrine**-a supply of epinephrine that is not designated for a specific individual. It is to be used for individuals with an unknown history of anaphylaxis who have an allergic reaction.

FG. ~~Allergen-a~~ **Allergen**-a substance that causes an allergy. The most common allergens include animal dander, eggs, fish, insect venom, latex, medications, milk, peanuts, shellfish, soy, tree nuts, and wheat.

IV. REQUIREMENTS

A. The District will develop a plan to train staff to recognize anaphylaxis and administer the life-saving medication epinephrine while quickly summoning emergency care.

B. ~~A plan will be developed to include purchase, proper maintenance and storage of the epinephrine. The District may enter into arrangements with manufacturers of epinephrine delivery systems to obtain epinephrine delivery systems at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for the District's supply of epinephrine.~~

C. ~~The Commissioner of the Minnesota Department of Health must provide the District with a standing order for distribution of epinephrine delivery systems under Minnesota Statutes, sections 148.235, subdivision 8 and 151.37, subdivision 2.~~

ED. ~~Elementary schools and MCECAll buildings will stock two-doses of 0.15 mg and two-doses of 0.3 mg of epinephrine via auto-injectorepinephrine delivery systems and secondary schools will stock four doses of 0.3 mg epinephrine for each school appropriate for their student population. A minimum of 2 epinephrine delivery systems will be maintained at each site and~~

~~D. Stock epinephrine~~ will be available in each building during the hours that are staffed by teachers and during the hours of operation of Explorers. The buildings housing Explorers Clubs will have it available from 6:30 a.m.-6:00 p.m.

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Legal References:

Minnesota Statute § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)

Minnesota Statute § 121A.2207 (Life-Threatening Allergies in Schools: Stock Supply of Epinephrine Auto-Injectors)

Cross References:

Policy #533: Wellness
Policy #545: Health Services Program
Policy #806: Crisis Management
Policy #516: Student Medication

Approved March 6, 2014
Reviewed May 21, 2026

MINNETONKA PUBLIC SCHOOLS

Policy #517: RECOGNITION AND TREATMENT OF ANAPHYLAXIS IN THE SCHOOL SETTING

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The purpose of this policy is to set forth the provisions to address the potential risk for anaphylaxis during the instructional day pursuant to Minnesota Statutes 121A.2205 and MS 121A.2207. Districts and schools may obtain and possess epinephrine delivery systems to be maintained and administered by school personnel to a student or other individual who is experiencing anaphylaxis, regardless of whether the student or individual has a prescription for an epinephrine delivery system.

II. GENERAL STATEMENT OF POLICY

As it is impossible to totally eliminate allergens from the school setting, staff must be prepared to recognize severe allergic reactions, called anaphylaxis, and must have the means to treat it. The District recognizes that some individuals may experience anaphylaxis for the first time in the school setting, and thus may require emergency medication for which they do not have a prescription. It is the policy of Minnetonka Public Schools to provide Epinephrine delivery systems for each school, to be administered by a trained staff member to any individual who is believed to be having an anaphylactic reaction.

III. DEFINITIONS

- A. **Anaphylaxis** - a serious allergic reaction that is rapid in onset and may cause death. The reaction may begin within seconds or minutes of exposure and rapidly progress to cause airway constriction or obstruction, skin and intestinal irritation, altered heart rhythm, shock and death.
- B. **Epinephrine** - a medication that can reverse the severe symptoms of anaphylaxis.
- C. **Epinephrine Delivery System** - a medical device used to deliver a measured dose of epinephrine (also known as adrenaline), most frequently for the treatment of anaphylaxis.
- D. **Instructional Day** - for the purposes of this policy, the instructional day is defined as the hours staff and/or students are scheduled at each site.

- E. **Stock Epinephrine** - a supply of epinephrine that is not designated for a specific individual. It is to be used for individuals with an unknown history of anaphylaxis who have an allergic reaction.
- F. **Allergen** - a substance that causes an allergy. The most common allergens include animal dander, eggs, fish, insect venom, latex, medications, milk, peanuts, shellfish, soy, tree nuts, and wheat.

IV. REQUIREMENTS

- A. The District will develop a plan to train staff to recognize anaphylaxis and administer the life-saving medication epinephrine while quickly summoning emergency care.
- B. The District may enter into arrangements with manufacturers of epinephrine delivery systems to obtain epinephrine delivery systems at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for the District's supply of epinephrine.
- C. The Commissioner of the Minnesota Department of Health must provide the District with a standing order for distribution of epinephrine delivery systems under Minnesota Statutes, sections 148.235, subdivision 8 and 151.37, subdivision 2.
- D. All buildings will stock doses of 0.15 mg and 0.3 mg of epinephrine via epinephrine delivery systems appropriate for their student population. A minimum of 2 epinephrine delivery systems will be maintained at each site and will be available in each building during the hours that are staffed by teachers and during the hours of operation of Explorers. The buildings housing Explorers Club will have it available from 6:30 a.m.-6:00 p.m.

Legal References:

Minnesota Statute § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
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Approved March 6, 2014
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