

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

Minutes of December 11, 2025 Regular Board Meeting

The School Board of Minnetonka Independent School District #276 met in regular session at 7:15 p.m. on Thursday, December 11, 2025 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Patrick Lee-O'Halloran presided. Other Board members present were: Sally Browne, Kemerie Foss, Dan Olson, Michael Remucal, Meghan Selinger and Superintendent David Law, ex officio. Absent: Chris Vitale. Student representatives in attendance were Ali Stockman and Zayn Kassim. The meeting was also livestreamed on the District's YouTube channel.

Prior to the regular meeting, the Board recognized, via a video, the DSC Honored Artists from our Elementary Schools, Fall Sport State Qualifiers, AP Scholars with Honor from the 2024-25 School Year, and Leaders and Site Coordinators for the annual Employee Charitable Giving Campaign.

Also prior to the regular meeting, the District held its Comprehensive Achievement and Civic Readiness Annual Meeting and its annual Truth in Taxation Hearing.

COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS ANNUAL MEETING

Associate Superintendent Amy LaDue and Director of Learning, Development, and Educator Effectiveness Sara White presented this item to the Board. They began by stating that under MN Statutes, Section 120B.11, school districts are required to hold an annual meeting regarding progress made toward Comprehensive Achievement and Civic Readiness (CACR) goals. During the 2024 session, the Minnesota Legislature renamed the World's Best Workforce to Comprehensive Achievement and Civic Readiness (CACR). This new name emphasizes dual roles for the goals set forth in district plans—supporting students with academic achievement within their pre-K through 12 experience as well as preparing them to be active members of their community after graduation. This change took effect for the 2024-25 school year strategic plans.

The Comprehensive Achievement and Civic Readiness legislation requires districts to set goals focused on five key areas:

1. All children are ready for school.
2. All racial and economic achievement gaps between students are closed.
3. All students are ready for career and college.
4. All students graduate from high school.
5. Prepare students to be lifelong learners.

Prepare students to be lifelong learners was added to the legislation in 2024. In previous iterations of the legislation, districts were required to create goals and plans to ensure that all students were reading at grade level by grade three. Through the READ Act legislation, that goal is now embedded in the District's literacy plan. This fifth goal area was new to the 2024-25 school year. Districts had wide flexibility in how they approached the *prepare students to be lifelong learners* indicator.

Ms. White then presented 2024-25 CACR goals and results, along with the strategies and initiatives that the District engaged in to meet the goals. She also presented the District's 2025-26 CACR goals and strategies to meet them, which included the following information:

All Children Are Ready for School

Goal: The percentage of all incoming kindergarten students in Minnetonka Public Schools at low risk on the Fastbridge Early Reading Screener will increase from 84.7% in Fall 2025 to 85.0% by October 2026.

Strategies: Beginning in 2021, Minnetonka kindergarten students have taken the fall Fastbridge Early Reading Screener. On this assessment, students are identified as Low Risk, Some Risk, and High Risk. A low-risk score means that the student is likely to meet grade-level reading goals without needing supplemental instruction. A "high risk" designation means the student is very unlikely to meet grade-level learning goals without intensive instructional support. This score indicates a significant concern regarding a student's foundational reading skills. The fall screener score reflects an overall composite based on four subtests: letter sounds, onset sounds, concepts of print, and letter names. In addition to the fall screener, students are assessed in winter and spring to assess learning and growth.

Teachers will use eduCLIMBER to access and subsequently analyze data in order to respond to needs of students and plan instructional responses. In addition, teachers will be able to track student progress from preschool, if the student attended Minnetonka's preschool programs, including ECSE.

Parent education about kindergarten readiness begins as early as preschool for many students in Minnetonka. In addition, elementary schools provide information to families regarding kindergarten readiness prior to entering kindergarten. The Minnetonka District is able to leverage this information to continue parent education with regards to supporting their students in preparation for entering kindergarten regardless of whether a student enters the English or Language Immersion programs.

To promote early literacy, Minnetonka Early Childhood and Early Childhood Special Education teachers will continue to deepen their understanding of the Early Childhood Indicators of Progress related to literacy. Working collaboratively, teachers and administrators identified the essential learnings for each preschool level. They will use common language and expectations to increase student literacy. Teachers will leverage their professional learning communities (PLCs) to discuss the data collected and how that data will inform practice. In addition, staff

will expose students to pre-literacy activities through the use of evidenced based instructional practices and resources, as well as partnering with parents to promote early literacy development in the home environment for those students who are enrolled in ECFE or Early Intervention.

To better understand the impact Minnetonka Preschool has on pre-literacy development, in 2025-26, preschool teachers will be using FAST Early Reading to understand current needs of preschool age children enrolled in Minnetonka Preschool so that they can provide appropriate instruction. Additionally, the results of the FAST Early Reading will be utilized as a baseline to understand the impact of Minnetonka Preschool programming in preparing students for kindergarten.

All Racial and Economic Achievement Gaps between Students Are Closed

Goal 1: To close the proficiency gap in reading by 2030, 73.3% of Students of Color will be proficient on the MCA III in Reading in 2026, an increase from 71.1% proficiency in 2025. White students will increase proficiency from 75.8% in 2025 to 76.8% in 2026. This will narrow the gap in proficiency from 4.7% in 2025 to 3.2% in 2026.

Goal 2: To close the proficiency gap in math by 2030, 74.5% of Students of Color will be proficient on the MCA III in Math in 2026, an increase from 73.3% in 2025. The percent of White students who will be proficient will increase from 75.3% in 2025 to 76.4% in 2026. This will narrow the gap in proficiency from 2.0% in 2025 to 1.9% in 2026.

Strategies: One tool that the District will utilize is Renaissance's eduCLIMBER data warehouse. This tool provides a platform for educators to access and analyze data in an effort to identify students who are not performing at grade level standards, with varying degrees of identified risk. An important feature of this tool is that it provides teachers the ability to look, in one location, at student data from multiple assessments, which helps to ensure that multiple data points are being considered when determining the appropriate instructional response. EduCLIMBER also promotes reflecting on strategies utilized previously that have resulted in strong growth from students with varying learning profiles. As an example, teachers can align what they learn from FastBridge, MCA and NWEA results in a timely and user-friendly manner to determine students' past progress and current instructional needs. Teachers will then use the instructional resources available to them to be responsive to the identified student needs.

Teachers use the MTSS framework and evidence-based strategies, with an emphasis in the area of literacy development, to ensure student academic, social and emotional growth. This year, Director of Research, Analysis, and Systemic Improvement Matt Breen, Literacy Coordinator Alyssa Rutherford, and Tier 1 Instructional Coaches Rachel Studnicka and Kelli Whiteside have been meeting with elementary grade-level teams to analyze and reflect upon current student data and identify achievement gaps in order to create plans and develop data monitoring strategies as a means to ensure that each student is making progress towards grade level expectations.

At the high school level, administrators, counselors, and teacher leaders have created All Aboard. This is a Tier 1 instruction at the beginning of each school year designed to intentionally build community and set expectations at the start of the year, so students and staff have the information, strategies, and plans to begin the year ready for success. All Aboard specifics evolve each year based on student voice and need, with the continued goal of providing all students with strategies for success. At the middle school level, CREW academy and advisory lessons during the first weeks of school also provide this important Tier 1 instruction to all students.

Additionally, professional development learning opportunities will continue to be identified and offered throughout the year to further support teachers with literacy. This will include professional development sessions focusing on Tier I evidence-based literacy and interventions. Sessions focusing on intervention in math and reading will be provided to educators responsible for Tier II and Tier III intervention.

Minnetonka’s robust MTSS framework provides the path for consistent, high-quality Tier 1 instruction for all students while also providing an evidence-based process to meet unique needs of individual students, ensuring that students make expected progress.

The following tables illustrate the path to a zero percent proficiency gap:

MCA III in Reading, Percent Meeting or Exceeding Proficiency, Minnetonka

	2023 Actual	2024 Actual	2025 Actual	2026 Goal	2028 Target	2030 Target
White Students	75.6%	76.5%	75.8%	76.5%	76.8%	77.0%
Students of Color	69.5%	73.3%	71.1%	73.3%	75.3%	77.0%
Proficiency Gap	6.1%	3.2%	4.7%	3.2%	1.5%	0.0%

MCA III in Math, Percent Meeting or Exceeding Proficiency, Minnetonka

	2023 Actual	2024 Actual	2025 Actual	2026 Goal	2028 Target	2030 Target
White Students	77.1%	76.4%	75.3%	76.4%	77.4%	78.0%
Students of Color	70.8%	71.1%	73.3%	74.5%	76.4%	78.0%
Proficiency Gap	6.3%	5.3%	2.0%	1.9%	1.0%	0.0%

All Students Are Ready for Career and College

Goal: Prior to graduation, 90.1% of students at Minnetonka High School graduating in June 2026 will demonstrate readiness for post-high school studies and careers by meeting one of the three following benchmarks; 65.2% of students at Minnetonka High School graduating in June 2026 will demonstrate readiness for post-high school studies and careers by meeting two of the three following benchmarks:

1. Demonstrating college and career readiness on the ACT by meeting or exceeding the readiness for college level coursework in all three* areas (English Composition, Algebra, Social Science) as measured on the ACT;
2. Demonstrating college readiness by successfully completing one or more AP, IB, or Science Research courses;
3. Demonstrating career readiness by successfully completing one or more VANTAGE, MOMENTUM or Science Research course.

Of students graduating in 2025, 90.0% met this benchmark. This year's goal is that of students graduating in 2026 from Minnetonka High School, 90.1% will have met the minimum threshold of one of three. Of students graduating in 2025, 64.9% met the benchmark of two of three. This year's goal is that of students graduating in 2026 from Minnetonka High School, 65.2% will have met the threshold of two of the three markers.

*The ACT science section is now optional. The ACT composite score will no longer include the science section for students who opt out. The composite score will be based on only the three required sections: English, Math, and Reading.

Strategies: In 2022-23, baseline data was collected for students demonstrating readiness for post-high school studies and careers in the three following benchmarks by the end of 12th grade: (1) demonstrating college and career readiness on the ACT by meeting or exceeding the readiness for college level coursework in all four areas (English Composition, Algebra, Social Science, Biology) as measured on the ACT; (2) demonstrating college readiness by successfully completing one or more AP, IB, or Science Research courses; (3) demonstrating career readiness by successfully completing one or more VANTAGE or MOMENTUM course. Ultimately, these benchmarks will be predictive of student preparedness for post-high school studies and careers. Minnetonka students will be better equipped to pursue a fulfilling pathway after high school due to greater exposure to rigorous coursework, and a wider range of trades-based learning experiences. A two-tiered goal was developed to encourage students to meet at least one of the three benchmarks. Each year the District has made gains in the number of students meeting these benchmarks.

The first step to guiding students in selecting courses that will best prepare them for college or career is to ensure that students understand the options available to them. The high school administration team and counseling team have developed programs and experiences to ensure that students make informed decisions about course selections. Experience Minnetonka is an event that happens before the registration window opens for students. This event is for all current 8th through 11th grade students. Experience Minnetonka is an opportunity to explore the many departments and amazing programs offered at MHS. This is the one chance for students and families to see everything that MHS has to offer at one time. This event is an open house that includes department and program presentations, special speakers, 1:1 conversations with teachers and staff, tours, and the opportunity to talk with counselors.

Counselors also lead registration seminars - including registration seminars for incoming freshmen. In their 55-minute seminar, counselors highlight the many options available to them in Minnetonka’s comprehensive school of opportunities. They encourage students to identify interests and passions that align with course offerings. They encourage students to reflect on both their life outside of school as well as their academic priorities so that they do not overextend themselves. They emphasize which courses may lead to college credit. In addition to the seminar, many students follow-up with individual 30-minute consultations. During the week leading up to the registration deadline, counselors have added drop-in registration assistance. Counselors position themselves in the Commons area during all lunches to increase visible assistance.

Minnetonka High School also introduced Launch: Strategies for Success. It is a workshop for all students taking an advanced course for the first time that assists students in developing skills in time management, organization, studying, wellness and more.

In addition to Launch, the MHS Advanced Learning Coordinator gathers student names from underrepresented groups and invites them personally to registration information sessions. She also visits the Men of Color and Women of Color groups to encourage enrollment in AP and IB courses.

Expanding the diversity of enrollment in VANTAGE has been a priority since 2022-23. In that year, the VANTAGE Diversity Task Force conducted listening sessions to understand the barriers to students enrolling in VANTAGE. They learned that one of the reasons Students of Color did not proportionately register for VANTAGE was because they did not know many Students of Color in the program and didn’t think it was a fit for them. The Task Force conducted information sessions with the Men of Color and Women of Color student groups at MHS with current Students of Color sharing their VANTAGE experiences. Following this initial effort, the number of Students of Color enrolled in the program nearly tripled, from 18 VANTAGE students of Black, Hispanic, or Native American background to 42 students. In 2025-26, 141 Students of Color are enrolled: 28 Black students, 71 Asian or Pacific Islander, 30 Hispanic, and 12 American Indian/Alaskan. As can be seen in the following tables, students are participating in VANTAGE much more proportionally to the racial demographics of MHS.

Trend by Testing Race in VANTAGE Enrollment (Percent of Students of that Student Group who are enrolled in VANTAGE)

State Testing Race		2022-23	2023-24	2024-25
American Indian/Alaskan	MHS student count	18	18	47
	Percent	16.7%	16.7%	19.1%

Asian	MHS student count	231	229	240
	Percent	12.1%	10.5%	16.7%
Black	MHS student count	147	152	177
	Percent	8.8%	5.3%	8.5%
Hispanic	MHS student count	206	206	180
	Percent	9.7%	11.7%	13.9%
Two or More Races	MHS student count	168	191	192
	Percent	8.3%	11.0%	10.9%
White	MHS student count	2908	2804	2819
	Percent	13.6%	14.5%	15.6%

Trend by Testing Race in Science Research Enrollment (Percent of Students of that Student Group who are enrolled in VANTAGE)

State Testing Race		2022-23	2023-24	2024-25
American Indian/Alaskan	MHS student count	18	18	47
	Percent	0.0%	0.0%	0.0%
Asian	MHS student count	231	229	240
	Percent	6.1%	5.2%	7.9%
Black	MHS student	147	152	177

	count			
	Percent	1.4%	2.0%	0.6%
Hispanic	MHS student count	206	206	180
	Percent	1.9%	2.4%	2.8%
Two or More Races	MHS student count	168	191	192
	Percent	4.2%	2.6%	3.6%
White	MHS student count	2908	2804	2819
	Percent	1.2%	2.2%	1.7%

Trend by Testing Race in MOMENTUM Course Enrollment (Percent of Students of that Race who are enrolled)

State Testing Race	2022-23	2023-24	2024-25
American Indian/Alaskan	5.6%	5.6%	8.5%
Asian	0.4%	5.2%	6.7%
Black	2.0%	3.9%	5.1%
Hispanic	3.9%	3.4%	4.4%
Two or More Races	5.4%	5.2%	6.8%
White	4.2%	7.2%	8.9%

Trend by Testing Race in AP or IB Course Enrollment (Percent of Students of that Race who are enrolled)

State Testing Race	2022-23	2023-24	2024-25
American Indian/Alaskan	44.4%	44.4%	55.3%
Asian	71.0%	81.7%	82.1%
Black	31.3%	28.9%	29.4%
Hispanic	48.5%	52.9%	55.6%
Two or More Races	62.5%	62.8%	59.4%
White	59.8%	61.9%	63.1%

In addition to strategies with students, the District also strategized increasing communication with families. Minnetonka Public Schools is committed to ensuring that all families have the knowledge and tools to support their children as they make decisions about their future plans. The District continues to support personalized pathways to success E-12. Beginning in middle school and extending through high school, students:

- Explore their strengths and interests with a variety of self-discovery assessments in the *Naviance Student* program
- Get involved in the planning of their future based on these strengths and interests
- Complete online surveys and learn the intricacies of making decisions about colleges and careers
- Research colleges and careers
- Set goals for the future

Naviance Student has been foundational in creating a path for school counselors at the secondary level to engage with and support their students as they plan for college and career. Counselors developed unit plans and lessons based on developmental milestones for students. In addition, counselors meet regularly with students to ensure that they understand pathways and course options, including, at the high school level, trades, technical schools, and higher education options.

Counselors and Minnetonka’s post-secondary/college counselor Norma Gutierrez have created a robust post-secondary planning resource hub on the MHS website. This hub includes information about events, as well as links to post-secondary topics and pathways.

High school counselors use information from the middle school assessments to facilitate student planning conversations throughout the year. Additionally, the Career Interest Profiler

in Grade Ten and the Game Plan Survey in Grade Eleven provide a road map for career and college. The Career Interest Profiler allows students to discover career clusters that are a good fit for them, and subsequent careers that they found interesting. This may also be used as a foundation for selecting courses or programs for junior and senior years. The Game Plan survey is designed to launch the post-high school process. In their senior year, students are also invited to participate in the National College Fair field trip. Every senior meets individually with their school counselor within the first two months of school to discuss post-secondary plans and help them navigate the application process or other post-secondary pathways. School counselors and administration continue to communicate how the Naviance tools and counseling programs support students, encouraging families to engage with the tools before, during and after key learning experiences.

In support of Minnetonka School Board Goals, the District has engaged in a careful exploration of student interests and needs surrounding post-secondary opportunities in the skilled trades. A comprehensive process involving student focus groups, a trades advisory board, staff and administrators resulted in the creation of the MOMENTUM: Minnetonka Design and Skilled Trades program. As part of the MOMENTUM design and skilled trades program, students can look forward to rich learning opportunities, such as:

- Program-wide MOMENTUM Night Industry Panel and Employment Opportunities Fair
- Guest instructors & panel presentations
- Connections to local businesses
- Information about trade certifications
- On-ramps to trade and technical schools
- Senior Capstone experience for students who complete an advanced-level course

MOMENTUM courses continue to expand to include cross-disciplinary options. Flight Training II/Global Studies/Meteorology was added for the 25-26 school year with an enrollment of 30 students.

A proposed course, Aviation Maintenance, for the 2026-27 school year is driven by student interest voiced in our existing aviation courses, as well as ongoing consultation with experts in the field and on our MOMENTUM professional advisory boards. Offering an aviation maintenance program provides students with a direct path to high-demand, well-paying careers in a growing industry. The program supports hands-on, career-focused learning.

In efforts to create curiosity for the different offerings, a proposal for the 2026-27 school year is to reframe the “Power & Energy” course to “Introduction of Engines” allowing students to explore Auto, Aviation, and Marine Engines.

The District continues to prioritize personalizing learning for students and creating multi-modal, inquiry-based, and experiential learning experiences for students. These experiences for students will continue to expand as new science standards, new courses, and updated curriculum and resources are introduced as part of the curriculum review process.

All Students Graduate from High School

Goal: The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from **96.9%** in 2024 to **97.3 %** in 2025.*

*Graduation rates cannot be reported until MARSS end-of-year data is finalized in January. Typically the data are updated at the end of February/beginning of March of the following year.

Strategies: Minnetonka High School administrators, counselors, teachers, and academic support staff are committed to ensuring that each student has the supports and scaffolds they need to find both academic and social success. To that end, high school counselors meet individually with each senior early in the year to gauge their progress towards graduation and identify any areas where they may need additional support. As their senior year progresses, counselors provide increasing levels of support to students most vulnerable to not graduate. While this support typically starts with an individual conference between the counselor and student, it may escalate to include families and administrators. In addition to counselors monitoring student academic progress regularly to identify students who are struggling, individual teachers increase their communication with families when students struggle.

Starting In 2023-24, a specific effort was made by assistant principals to ensure each junior and senior student was passing all of their classes to be eligible to attend prom. This work in late April/early May, incentivized students to be on track to earn credits with a strong external motivation earlier in the spring than usual.

Additionally, MHS has affinity groups for historically marginalized student populations in order to create stronger connections to the school and to increase the sense of belonging.

Improving attendance at all levels has been a priority for the District since COVID. The approach was to identify what situations resulted in problematic attendance and then to mitigate those situations. Simultaneously, a District-wide effort was made to ensure consistent processes and procedures regarding attendance. Attendance thresholds for both excused and unexcused absences were delineated to align with state and county guidelines.

Prepare Students to be Lifelong Learners

Goal 1: Minnetonka High School students will demonstrate that they are prepared to be lifelong learners by meeting one or two of the four following benchmarks:

- Participation in extracurricular sports or arts activities
- Enrollment in advanced classes
- Enrollment in experiential learning courses (VANTAGE, MOMENTUM, Science Research)
- Exceptional volunteerism (President's Volunteer Service Award; Varsity Letter in Community Service, or National Honors Society membership).

In 2024-25 85.9% of students met at least one of four criteria; the goal for 2025-26 is that 86.3% of MHS students meet at least one of four. In 2024-25 52.4% met at least two of four; the goal for 2025-26 is 52.6% meet at least two of the four.

Goal 2: On the 2025-26 Developmental Relationships survey, percentages of Minnetonka High School students who report experiencing moderate or high levels of the following actions will improve in at least two of the three actions from 2024-25 levels as noted in the table below.

Percentages of Minnetonka High School students experiencing moderate or high levels of each action

Action	2023-24	2024-25 Actual	2025-26 GOAL
Collaborate	80	81	82
Include Me	63	64	65
Let Me Lead	62	62	63

Strategies: In the initial year of the goal, the District used measures on which it already had baseline data, the Search Institute’s Developmental Relationships Survey. Of the 20 actions that lead to Developmental Relationships, 4 were identified as being connected to preparing students to be lifelong learners. These actions are from 4 of the 5 Developmental Relationships elements. The intentional work done to strengthen developmental relationships led to modest increases in these 4 actions.

For the 2025-26 goal, the goal shifted to focus on Minnetonka High School students and their experiences rather than the collective Minnetonka experience. This was done to focus efforts on developing lifelong learning habits nearer to beginning their life after graduation. Minnetonka High School administrators identified the Developmental Relationship Framework element of Share Power as a key focus of their learning work for 2025-26. The three actions identified for the foundation of this goal are areas MHS educators are intentionally providing to students.

Element	Definition	Action	Description Statement
Share Power	Treat me with respect and give me a say	Collaborate	Work with me to solve problems and reach goals
		Include me	Involve me in decisions that affect me

		Let me lead	Create opportunities for me to take action and lead
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While the percentages of students experiencing these actions was identified as one indicator that students will become lifelong learners, the District wanted to learn from stakeholder groups what additional indicators might be connected to this goal. Baseline data was collected in key indicators that were believed to be connected to becoming lifelong learners.

- Student participation in extracurricular clubs
- Student participation in extracurricular sports
- Student participation in extracurricular arts
- Student enrollment in advanced classes
- Student enrollment in experiential learning courses (VANTAGE, MOMENTUM, Science Research)
- Student volunteerism

Baseline data was collected during the 2024-25 school year. Because not all extracurricular clubs require registration, that criterion was eliminated from the potential goal. Students were also quick to point out that registration does not necessarily mean participation. Registrations for sports and arts were available as were enrollment in advanced classes and experiential learning courses.

Three means of measuring student volunteerism were identified: President's Volunteer Service Award (renamed for 2025 as the Minnetonka Volunteer Service Award), the Varsity Letter in Community Service, and National Honor Society membership. Each has specific criteria.

Criteria for 2025 Minnetonka Volunteer Service Award

Age Group	Bronze	Silver	Gold
Teens (ages 11-15)	50-74 hours	75-99 hours	100+ hours
Young Adults (ages 16-25)	100-174 hours	175-249 hours	250+ hours

Minnetonka High School students can earn a Varsity Letter by meeting specific criteria in the area of community service. Students in grades 9 – 12 are eligible to apply and can earn a letter each year.

Criteria for Varsity Letter in Community Service:

- 150 hours of unpaid volunteer service completed in any 12 month period beginning the summer before 9th grade. At least 75 hours must be completed through one agency or for one cause to insure understanding and sustained commitment to a selected social issue that is personally relevant to the student, e.g. homelessness, elderly care, poverty, literacy, environment, health care.
- A record of all service hours verified by an adult supervisor or parent.
- Two recommendation letters from organizations or people served, describing the student's service, and performance.
- Reflection Project: A written reflection, journal, video, song, work of art, children's book, presentation, interview with Community Service Specialist Sarah Johnson or other piece of work based on sustained service with one agency or in one area of need.
- Students must be academically eligible (2.0 or above GPA) and chemical free during the year to participate in this program.

Criteria for National Honor Society Membership:

Juniors and Seniors with a cumulative GPA of 3.5 or higher are eligible to apply for NHS. Emails are sent out to student email addresses during the third week of school to inform students of their eligibility. Students are given the link to the online application and important information about the selection process through this email. Applicants must ask two advisers to vouch for their involvement in service and work in leadership roles. Once students fill out their portion of the application, advisers are automatically sent a link to the recommendation form. Applicants are required to speak personally with the adviser so they expect the recommendation link and can complete it promptly. Completed applications are then sent on to the reading committee for decision on acceptance.

National Honor Society members are required to complete individual service hours as well as attend chapter projects. Each member is required to have 15 hours and 2 group projects. First year members are automatically invited back as second year members if they successfully complete the required hours. Senior members will receive National Honor Society cords and tassels for graduation if they complete their required hours.

When presented with options for creating a goal measuring lifelong learning, both the Community Teaching and Learning Advisory and the Student Teaching and Learning Advisory leaned towards two goals: one using student extracurricular participation and volunteerism and one continuing to study results from the Developmental Relationships survey.

Counselors will continue to advise students in selecting courses that challenge student growth. Counselors will also support students in discovering extracurricular and volunteer opportunities that will provide students with opportunities to cultivate non-academic interests. There will also be efforts to identify and reduce barriers to participating in extracurricular activities and volunteer opportunities.

In the discussion that followed, Board member Selinger noted that at a recent meeting of the Teaching and Learning Advisory Committee, it was brought up that district students in the SAIL Program count as non-graduates in the state's graduation rate. SAIL students continue on in our program after they turn 18. She also noted that the committee was very clear in stating that in closing the gaps, we are never trying to have students at the top stagnate. We are offering a way for the students to progress more readily, but our efforts do not hold back any other students.

TRUTH IN TAXATION HEARING

Superintendent Law said that this time was set aside to provide information to District residents and that the Board would take action on the levy as part of that evening's regular meeting agenda. He called upon Paul Bourgeois, Executive Director of Finance and Operations, to present the information to the Board.

Mr. Bourgeois began by saying that MN Statutes have required since 1988 that every school district, city and county hold a Truth in Taxation Hearing prior to adopting the annual property tax levy. At the hearing, the School District must present information on the current year budget, information on the proposed levy, and it must explain major changes in the proposed levy. In addition, after the presentation, the School District is required to take public comment on the proposed levy.

Highlights of Mr. Bourgeois' presentation included the following:

Funding is Regulated by the State of MN

- State sets formulas which determine revenue; most revenue based on specified amounts per pupil
- Districts can levy less, but not more than the amount authorized by the state, unless approved by voters in November
- State also authorizes school board to submit referendums for operating and capital needs to voters for approval

District Funds

- General
- Food Service
- Community Service
- Building Construction
- Debt Service
- Internal Service
- OPEB Trust
- OPEB Debt Service

Tax Levy Information

- Tax levy is based on many state-determined formulas plus voter-approved referendums
- Some increases in tax levies are revenue-neutral, offset by reductions in state aid
- Expenditure budget is limited by state-set revenue formulas, voter-approved levies and fund balance
- An increase in school taxes does not always correlate to an equal increase in budget
- Each school district has limited authority to levy taxes
- MDE calculates levy amounts for various categories, set by state law and voter approval
- Proposed Payable 2026 tax levy is an increase from 2025 of \$3,572,498 or 5.09%

Factors that Impact School Taxes

- Changes in value of individual property
- Changes in total value of all property within district
- Increases or decreases in levy amounts caused by changes in state funding formulas, local needs and costs, voter-approved referendums and other factors

At this point in the proceedings, Chairperson Lee-O'Halloran invited members of the public to speak regarding the proposed levy. When no one responded to this invitation to speak, Chairperson Lee-O'Halloran then closed the public hearing, called the regular meeting to order and asked that everyone stand and recite the Pledge of Allegiance to the Flag.

1. **AGENDA**

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

2. **SCHOOL REPORT: SAIL**

Executive Director of Student Support Services Christine Breen spoke about the history and growth of the Students Achieving Independent Life (SAIL) transition program. Two members of the SAIL team, Director of Special Education Erin Valenta and Work Experience Teacher Steve Kangas, presented an overview of the work experience and community learning opportunities available to SAIL students.

Vice Chairperson Foss thanked the team for their report and said the SAIL building is a great place to visit if you're looking for a pick me up or want to smile. She added that her dog loves the dog treats SAIL students create. She asked about neighboring districts and transition programs. Ms. Valenta said most neighboring districts have transition programs of some form, but not many districts have as robust a program as we have. Chairperson Lee-O'Halloran shared his thanks for the presentation.

3. **COMMUNITY COMMENTS**

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

4. **APPROVAL OF NEW COURSE PROPOSALS, CHANGES AND DELETIONS**

Director of Academic Programs Elida Kane noted that this item had been discussed and reviewed by the Board at its November Study Session and was now ready for approval. Feedback has been provided by department chairs, program leads, building administration, district administration, the Student Teaching and Learning Advisory Committee, and the District Teaching and Learning Advisory Committee. Courses that are approved by the School Board will be included in the Skipper Log and available to students as they register for the 2026-27 school year. Course development and implementation funds will be allocated for each course based on sufficient enrollment.

Course Proposals

The following proposals respond to programmatic needs that have been identified by the respective departments, programs, and administration.

Course Title	Grade(s)
AP African American Studies	10-12
AP Business with Personal Finance	11, 12
AP Cybersecurity – VANTAGE	10-12
Architecture – Tonka Online	9-12
Aviation Maintenance – MOMENTUM	10-12
Fashion Merchandising – VANTAGE	10-12
Zoology & Beyond: Animals, Insects, Birds and Paleobiology – Tonka Online	9-12

Course Title Changes

The mathematics and technology education/MOMENTUM departments have recommended revising the course titles below to more accurately reflect and communicate the content of the courses.

Proposed Title	Current Title	Department
Algebra 2	Higher Algebra	Math
Power and Engines	Power & Energy	Tech Ed – MOMENTUM

Course Removal List

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

Course Removal
IB Computer Science SL & HL
App Development with Swift
Intro to App Development
Web Design
Earth and Space Systems
Child Development
AP STAT Prep
AP French V
AP Spanish V

Selinger moved, Remucal seconded, that the Board approve the list of new course proposals, changes and deletions. Upon vote being taken thereon, the motion carried unanimously.

5. COMMUNITY EDUCATION UPDATE AND APPROVAL OF MCE FEES

Executive Director of Minnetonka Community Education Kim Carlson, Director of Community Education Jenny Bodurka, and Minnetonka Preschool/ECFE/Junior Explorers Coordinator Molly Bahneman presented program data, as well as registration and fee proposal information for ECFE, Minnetonka Preschool and the District's Explorers childcare program for the 2026-27 school year. Some additional topics covered were a safety audit, and with the continued strong interest in the Explorers childcare program, the Community Education team also developed a task force about Explorers to study and consider how enrollment into the program should be prioritized and accepted. After considering all the input and discussion, for 2026-27 it will be first-come, first-served, as in the past, for Explorers registration, but the process will also be somewhat modified. There will be staggered registration dates and times, which is an adjustment from past practice.

Board member Selinger asked whether any increases to Preschool fees were discussed with the appropriate advisory committees, including PTO. Ms. Bahneman said yes that is the case. Board member Olson asked whether Explorers registration fees go toward enrollment into that program. Ms. Bodurka said for K-5 they go toward registration and the processing of that and for Junior Explorers, as there is a higher fee, \$100 stays as a registration fee and the other \$100 is applied to their first month payment. Board member

Olson also asked whether there is assistance for families that need it. Ms. Bodurka said yes that is the case.

Regarding ECFE fees, Ms. Bahneman noted that the recommendation was for a 0% fee increase for the 2026-27 school year. Browne moved, Foss seconded, that the Board approve the 0% increase. Upon vote being taken thereon, the motion carried unanimously.

Regarding Minnetonka Preschool, Ms. Bahneman noted that the recommendation was for a 5% fee increase for the 2026-27 school year. Remucal moved, Olson seconded, that the Board approve the 5% fee increase. Upon vote being taken thereon, the motion carried unanimously.

Regarding Explorers and Junior Explorers, Ms. Bodurka noted that the recommendation was for a 5% increase for K-5 Explorers, and a 10% increase for Junior Explorers for the 2026-27 school year. Olson moved, Selinger seconded, that the Board approve the 5% increase for K-5 Explorers and the 10% increase for Junior Explorers for the 2026-27 school year. Upon vote being taken thereon, the motion carried unanimously.

6. **APPROVAL OF POLICIES**

Anjie Flowers presented the following policies to the Board for review:

719: Nutrition Services

The revised policy reflects the changes that constitute that we provide free breakfast and lunch for our students. Eligibility is still in place even if students have a balance on their account. Foss moved, Remucal seconded, that the Board approve Policy 719. Upon vote being taken thereon, the motion carried unanimously.

535: Students: Assignment to Schools

Ms. Flowers noted that there had been quite a bit of language cleanup on this policy. Authority has been delineated regarding the superintendent vs. administrators as it relates to school assignments. We clarified current practice on which school middle school students will attend. Language was also added to include Tonka Online as a school assignment choice. Outdated open enrollment language was stricken. Browne moved, Remucal seconded, that the Board approve Policy 535. Upon vote being taken thereon, the motion carried unanimously.

210: Conflict of Interest and 433: Nepotism

The recommendation for this policy is a complete strikeout and adoption of a new policy with updated language. The topic of Nepotism is now included in this policy, which will allow us to sunset Policy 433: Nepotism. We have also added language regarding the process for reporting conflicts of interest to MDE, which is required. Olson moved, Remucal

seconded, that the Board approve Policy 210 and sunset Policy 433. Upon vote being taken thereon, the motion carried unanimously.

Policy 429: Leaves of Absence Without Pay – Authority to Act

Ms. Flowers said that the words “without pay” have been stricken from the policy is this was causing confusion amongst employees. We also struck the words “Master Agreement” and replaced them with “Collective Bargaining Agreement.” Regarding concurrent leave, Paid Family and Medical Leave and Minnesota Parenting and Pregnancy Leave along with FMLA will run concurrently, as it is allowed in the statute. Many of these changes are a result of PFML, a new state program that will provide up to 20 weeks of paid time off annually for covered reasons, beginning January 1, 2026. It offers partial wage replacement and job protection for employees who need time off for their own serious health conditions, to bond with a new child, care for a family member, or for military exigencies. The program is funded by contributions from both employers and employees. Also, language surrounding intermittent leave has been stricken, as the definition was confusing. The district agreed, in the future, to address the language around intermittent leave through MOUs. All the district’s union partners have agreed to this change.

Selinger moved, Foss seconded, that the Board approve Policy 429: Leaves of Absence as presented. In the discussion that followed, Board member Browne thanked Ms. Flowers for her work on this and for reaching out to our union partners to discuss any concerns or confusion. Board member Selinger asked whether Policy 429 may come back for approval eventually with new language. Ms. Flowers said it would not change in policy, but if there are changes agreed upon with unions that language would be written into each union’s MOU.

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

7. AUTHORIZATION OF SALE OF 2026A GO SCHOOL BUILDING BONDS

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 has a plan to phase in the issuance of the bonds over multiple tranches so that new general obligation bond payments come onto the property tax levy as other general obligation bonds are paid off, so that there is no net overall increase in the general obligation bond levy of the District for general obligation school building bonds.

As part of performing due diligence work in preparation for issuing the first \$5M tranche of bonds, a recalculation of the first two tranches of bonds with current interest rates indicated that it is possible for the first two tranches of \$5M and \$50M to be combined into a single tranche of \$55M while still maintaining the \$0 tax impact on the General Obligation Building Bond Levy which was pledged to the residents of the District in the information about the

Building Bond Referendum that was sent out to residents of the District. The advantage to the District is that the District would receive an additional approximately \$550,000 of interest earnings on the bond proceeds to be used to support the construction of the various projects.

Executive Director of Finance and Operations Paul Bourgeois asked the School Board to authorize the sale of \$55M in 2026A General Obligation School Building Bonds. Remucal moved, Selinger seconded, that the Board approve the bond resolution as prepared by Dorsey & Whitney. Upon vote being taken thereon, the motion carried unanimously.

8. ADOPTION OF 2025 PAYABLE 2026 PROPERTY TAX LEVY

Superintendent Law noted that the District had held its annual Truth in Taxation Hearing before the start of this evening's regular meeting, which is required by statute. He called upon Mr. Bourgeois to repeat the information regarding the levy for the benefit of the viewing public. Highlights of Mr. Bourgeois' presentation included the following:

Funding is Regulated by the State of MN

- State sets formulas which determine revenue; most revenue based on specified amounts per pupil
- Districts can levy less, but not more than the amount authorized by the state, unless approved by voters in November
- State also authorizes school board to submit referendums for operating and capital needs to voters for approval

District Funds

- General
- Food Service
- Community Service
- Building Construction
- Debt Service
- Internal Service
- OPEB Trust
- OPEB Debt Service

Tax Levy Information

- Tax levy is based on many state-determined formulas plus voter-approved referendums
- Some increases in tax levies are revenue-neutral, offset by reductions in state aid
- Expenditure budget is limited by state-set revenue formulas, voter-approved levies and fund balance

- An increase in school taxes does not always correlate to an equal increase in budget
- Each school district has limited authority to levy taxes
- MDE calculates levy amounts for various categories, set by state law and voter approval
- Proposed Payable 2026 tax levy is an increase from 2025 of \$3,572,498 or 5.09%

Factors that Impact School Taxes

- Changes in value of individual property
- Changes in total value of all property within district
- Increases or decreases in levy amounts caused by changes in state funding formulas, local needs and costs, voter-approved referendums and other factors

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

Resolution to Certify 2025 Payable 2026 Property Tax Levy

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby certify the 2025 Payable 2026 Property Tax Levy in the amount of \$73,736,113.36 and;

BE IT FURTHER RESOLVED, that the Deputy Clerk of Minnetonka Independent School District 276 is hereby directed to deliver a signed original of the 2025 Payable 2026 Levy Certification to the County Auditors of Hennepin and Carver Counties prior to December 30, 2025 and deliver a copy to the Minnesota Department of Education Program Finance Division no later than December 30, 2025.

Upon vote being taken thereon, the motion carried unanimously.

9. APPROVAL OF FY26 AMENDED BUDGET

Paul Bourgeois presented this item to the Board. He noted that the district continually monitors actual revenue and expenditures against budgeted amounts throughout the year and typically makes mid-year budget adjustments to reflect any change in revenue and expenditure projections that have materialized in first four months of the fiscal year.

The Amended Budget projection along with actual October 1 enrollment information is used to project the subsequent fiscal year so that the process of setting a budget for the subsequent fiscal year can begin. As part of that process, if there is a projection of a significant budget deficit for the subsequent fiscal year, it may be necessary to look at reducing expenditures for the next year from the projected amount. Given that the General Operating Fund expenditures are made up primarily of personnel salaries and benefit, which total 88.3% of expenditures, it is also necessary to comply with various statutory guidelines and deadlines regarding the layoff of personnel.

Following is a brief description of the proposed FY26 Amended Budget and the FY27 General Operating Fund Projection.

FY26 Proposed Amended Budget

The Proposed General Operating Fund Amended Budget, which includes Transportation and Activities, is projected to operate at a surplus of \$3,917,599, which is an increase of \$3,233,422 from the Adopted Budget surplus of \$684,177 of revenues to ongoing expenditures for FY26.

The increase is driven primarily by the following factors:

- An increase of 147 students in attendance on October 1 compared to the Adopted Budget estimate. These additional students increase Basic Formula State Aid by \$1,030,882 and Categorical Revenue State Aid Formulas by \$687,943
- One-time Special Education revenue from FY25 trued up in FY26 of \$711,611
- Ongoing Special Education Revenue for FY26 based on FY25 Unaudited Actual Special Education Expenditure data coming in at \$2,888,854 over the Special Education Revenue estimated in the FY26 Adopted Budget
- MTA Settlement Costs, Personnel Additions and other Miscellaneous expenditure increases of \$2,035,868

Net of all revenue changes, revenue for the FY26 Amended Budget increased by \$5,269,290 from the FY26 Adopted Budget. Net of all expenditure changes, expenditures for the FY26 Amended budget increased by \$2,035,868 from the FY26 Adopted Budget.

With these changes, the projected FY26 Amended Budget Ending Unassigned Fund Balance as of June 30, 2026, is expected to total \$21,915,833, which is 12.6% of General Operating Fund expenditures for FY26. This amount is % above the minimum Unassigned Fund Balance level of 6.0% first set by the School Board in Policy 703 in August 1987.

It is important to note that the School Board was advised of potential budget deficits in the Fall of 2017 absent any increase in the State-controlled cap on the Operating Referendum, which is a critical source of revenue for the District. As a result, the School Board included a plank in their 2018 Legislative Agenda that requested an increase in the Operating Referendum Cap. The School Board has continued to have a plank requesting an increase in the Operating Referendum Cap in every Legislative Agenda since 2018. To date, the Legislature has not responded to the request of the District, even though it would not cost the State any further funds.

FY27 Projected General Operating Fund Budget

The projection for the FY27 General Operating Fund under all known conditions and assumptions as of November 20, 2025, is for ongoing revenues to exceed ongoing expenditures by \$3,626,407. This is due primarily to the additional enrollment carrying

forward into FY27 and the ongoing additional Special Education Revenue carrying forward into FY27. Enrollment is targeted at 11,457 K-12 students, including in-person students and Tonka Online Students. It is very important that the District hits the enrollment target for FY27. Total revenues are projected to total \$184,813,057 and total expenditures are projected to total \$181,186,651.

The Basic Formula Revenue is projected to increase by \$177 to \$7,658 per pupil and the Operating Referendum Revenue is projected to increase by \$74.45 to \$2,340.76 per pupil. The General Operating Fund Unassigned Balance at the end of FY27 is projected to be \$25,542,240. This amounts to 14.1% of budgeted expenditures and is 8.1% above the School Board Policy 703 minimum-allowed Unassigned Balance of 6.0% of budgeted expenditures. At this point in time, the FY27 General Operating Fund estimates indicate that the General Operating Fund is stable and no additional budget reductions are needed to balance revenues to expenditures.

While the General Operating Fund is stable for FY27, the State of Minnesota is projecting deficits for the 2028-2029 Biennium that are the largest since those incurred in the years of the Great Recession. As a result, there is a likelihood of significant revenue shortfalls for FY28 and thereafter in the General Operating Fund. The current projection is deficit of ongoing revenues to ongoing expenditures of (\$1,753,395), but that projection could potentially deepen if the State of Minnesota dearth of revenues projected for the 2028-2029 Biennium materialize at the level of State of Minnesota projections.

While inflation continues to run at higher levels than the 2.0% target of the Federal Reserve Bank Open Market Committee, it is necessary that the District maintain the practice of balancing Revenues to Expenditures in the General Operating Fund for FY27 and later regardless of tepid increases in revenues and continuing inflationary pressures.

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 \$2,266.31 per student for FY26. 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.

Olson moved, Foss seconded, that the Board approve the following motion:

Resolution to Approve the Fiscal Year 2026 Amended Budget

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the Fiscal Year 2026 Amended 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 \$341,570,971 for all funds, projected expenditures and other uses of \$291,811,311 for all

funds and a projected fund balance for all Governmental Fund Types at the end of Fiscal Year 2026 of \$117,336,536.

Upon vote being taken thereon, the motion carried unanimously. Board member Olson thanked Mr. Bourgeois for his work and reminded the public to keep sharing with legislators how important it is that they support increases to school funding.

10. **ACCEPTANCE OF FY25 AUDIT**

Executive Director of Finance and Operations Paul Bourgeois shared that the audit of Minnetonka Public Schools' Fiscal Year 2025 Financial Statements has been completed by the auditing firm of CliftonLarsonAllen LLP and was ready to be presented for the School Board to accept. CliftonLarsonAllen LLP reviewed the Executive Audit Summary and the main financial schedules in the audit at the November 20, 2025, School Board Study Session. Upon acceptance and approval, the audited financial statements will be filed with the Minnesota Department of Education as required by statute.

Craig Popenhagen from CliftonLarsonAllen presented the results of the audit to the Board. Highlights included the following:

Required Communications

- Audit provides reasonable assurance, not absolute assurance
- Significant accounting estimates—of the district's liability for OPEB and insurance claims incurred but not reported
- Accounting policies—GASB Statements 101 and 102 were implemented
- Uncorrected misstatements—none
- Corrected misstatements—Food Service Fund state revenue was understated along with the receivable at year-end—revenue and receivable had to be increased by \$179,758
- Difficulties performing the audit—none
- Disagreements with management—none

Audit Results for Year Ended 6/30/25

- Audit opinion—financial statements are fairly reported—issued a “clean” or “unmodified” audit report
- Yellow Book compliance—no compliance issues were noted
- Internal controls—one was noted—described above
- Single audit—no findings were noted which would be required to be reported under the Uniform Guidance
- MN Legal compliance—one item of noncompliance related to subcontractor payment provisions

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

***Resolution To Accept the Fiscal Year 2025 Audit
For Filing with the Minnesota Department of Education***

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the Fiscal Year 2025 Audit as performed by the auditing firm of CliftonLarsonAllen LLP and directs administration to file the audit with the Minnesota Department of Education.

Board member Olson thanked Mr. Bourgeois and his team for their work. He asked a question about the unassigned fund balance percentage. Mr. Bourgeois explained how that fund balance percentage is calculated in the audit. Board member Selinger asked about a note made about some sub-contractors in the audit. Mr. Popenhagen said there was a mention in the audit of a minor technicality about a clause that was missing from a contract with a contractor.

Upon vote being taken thereon, the motion carried unanimously.

11. APPROVAL OF 2026 LEGISLATIVE POSITION STATEMENTS

Each year, the Finance Advisory Committee works with District administrative staff and the citizens lobbying group Community Action for Student Education (CASE) to develop a platform of position statements for use in communicating District priorities to legislators during the subsequent legislative session. The 2026 Legislative Position Statements articulate key areas in which the District requires support from the Legislature in order for the District to continue to deliver high performing citizens into society in future years. The 2026 Legislative Position Statements focus on the need for the Legislature to provide sufficient funding for key funding formulas that are the backbone of programmatic stability for the District.

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

The District is at an inflection point in that if we are not successful at the Legislature in getting the Operating Referendum Cap increased, it will only be able to rely on the limited funding increases available annually from the State of Minnesota, and that will be detrimental to being able to maintain all current programming offerings to 2030 and beyond. Success in the 2026 Legislature in getting these initiatives enacted into law is vitally and critically important to maintaining the programs the District is operating in FY26 into FY27 and beyond.

Executive Director of Finance and Operations Paul Bourgeois then presented the 2026 Legislative Position Statements for the School Board's approval.

Increase Local Optional Revenue by \$255 per pupil to restore lost purchasing power

- Funding has been frozen for a decade
- Would benefit all districts
- Third tier with no state equalization – local control
- Minnetonka ISD 276 impact - \$3,200,000 annually

Restore \$300 per pupil Operating Referendum Cap capacity taken away from Minnetonka ISD 276 in 2019

- Other school districts received \$300 per pupil in new money
- Minnetonka ISD 276 had \$300 shifted off of Operating Referendum to another funding formula – shift of funding but no additional money
- Referendum Cap was lowered to prevent Minnetonka ISD 276 from asking local populace for \$300 per pupil to get the same additional dollars as other school districts were merely awarded
- Minnetonka ISD 276 impact - \$3,800,000 annually

Increase the Special Education Cross Subsidy by an Additional 4% to 54%

- Special Education Cross Subsidy is scheduled to go up by 6% for FY27
- Special Education costs continue to increase faster than inflation
- Additional 4% for 10% increase in FY27 would benefit all districts
- Minnetonka ISD 276 impact - \$500,000 annually

In the discussion that followed, Board member Browne thanked Mr. Bourgeois for his presentation. She said she appreciates that the proposal of legislative position statements would be the District's financial ask of legislators. She added that we have not convened the Community Action for Student Education (CASE) Committee yet, and she said she'd like the CASE Committee to consider the financial planks and anything else to bring to the legislators before the Board approves the legislative statements. Board member Olson said he also felt it would be good to get the platform in front of our CASE Committee. Board member Selinger said she thought the legislative position statements are digestible and easy to grasp and she appreciated that. She asked whether the legislative position statements need to be approved now or whether CASE can weigh in on them. Superintendent Law said the platform should be approved by sometime in January or early February so that the platform can be used with legislators when the legislative session convenes in February. He reiterated that MASBO and AMSD have already approved their own platform which aligns with the District's current platform. The Board decided to table this item and discuss it further at a subsequent Board meeting.

12. **CONSENT AGENDA**

Selinger moved, Remucal seconded, that the Board approve the recommendations included within the following Consent Agenda items:

- Minutes of November 13 regular meeting
- Study Session Summary of November 20
- Payment of Bills
- Recommended Personnel Items
- Gifts and Donations for October 2025: \$250.00 from the Minnetonka Skippers Booster Club (\$2,250 total) to each of the following MHS clubs/organizations: German, Best Buddies, Be The Change, Zoology, Youth in Government, National Honor Society, Gardening, Asian Studies, and HOSA. \$5.60 from the Blackbaud Giving Fund to be placed in the MMW Principal Discretionary Fund. \$255.00 from the Blackbaud Giving Fund, \$918.51 from American Online Giving, and \$35.00 from Cyber Grants, all to be placed in the Scenic Heights Elementary School Principal Discretionary Fund. \$15.00 from the Blackbaud Giving Fund and \$60.00 from Charities Aid Foundation America, both to be placed in the MHS Principal Discretionary Fund. \$150.00 from Kimberly Spaeth to be placed in the Minnewashta Elementary School Principal Discretionary Fund. \$1,000.00 from the Kopp Family Foundation to be placed in the Deephaven Elementary School Social Work Fund. \$3,593.78 from the Minnetonka Girls Hoops Booster Club to be placed in the MHS Girls Basketball HUDL Subscription Fund. \$200.00 from Dr. Dennis Peterson to be placed in the Dr. Dennis Peterson Graduating Senior Scholarship Fund. \$100.00 from Dale Nelson to be placed in the MCE Rake-a-thon Fund. Darkroom photography equipment from Paul DeMarchi to be donated to the MHS Photography Department. Fabric remnants from Ignite Dance Connections to be donated to the MHS Fashion Design & VANTAGE Fashion Classes. Total Gifts and Donations thus far for 2025-26: \$152,679.91.
- Electronic Fund Transfers
- Resolution Authorizing Issuance of Certificates of Election
- Reserve Teacher Wage Increases
- Policy #431: Wage Rates—Substitutes and Event-Specific Workers

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

13. **BOARD REPORTS**

Board member Olson said that there have been good discussions at the Finance Advisory Committee about the audit, the fund balance and the legislative position statements. He also invited people to join the CASE Committee to help advocate for school funding. Vice Chair Foss said the Minnetonka Public Schools Foundation has opened its Teacher Grant applications. She also said the Foundation's Dream Makers fundraising event is going to be at a new venue—the Golden Valley Country Club on February 21, 2026. The theme is

“Prom through the Decades.” She asked people to mark it on their calendar. Over the years, the Foundation has provided more than \$1.6M to support teacher grants. Board member Foss also reminded the public there is an open house on January 31 for those interested in Minnetonka Preschool.

14. **SUPERINTENDENT’S REPORT**

Superintendent David Law said our freshmen School Board representatives have joined the group of student School Board representatives. He praised the students for their involvement, for agreeing to come to a lengthy meeting, and asked whether they had any insights. Student Representative Zayn Kassim said he felt the Board touched upon everything in the agenda well and he felt captivated despite the length of the meeting. Superintendent Law said there is much going on with athletics and with fine arts, as it’s currently concert season. He spoke about how winter weather decisions are made as well.

15. **ANNOUNCEMENTS**

Board Chair Lee-O’Halloran said it was his last official School Board meeting—and he wanted to thank Superintendent Law and the District’s Cabinet members for their work over the past four years. He gave special thanks to Carrie Voeltz, Executive Assistant to the Superintendent and the School Board, for all her support. He also thanked current and past Board members for helping to make him a better Board member. He said he’s proud this has been a Board that works together so well. He said while the Board doesn’t always agree, the Board moves forward together after they talk things out.

16. **ADJOURNMENT**

Foss moved, Selinger seconded, adjournment at 8:55 p.m. Upon vote being taken thereon, the motion carried unanimously.



Chris Vitale, Clerk