

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

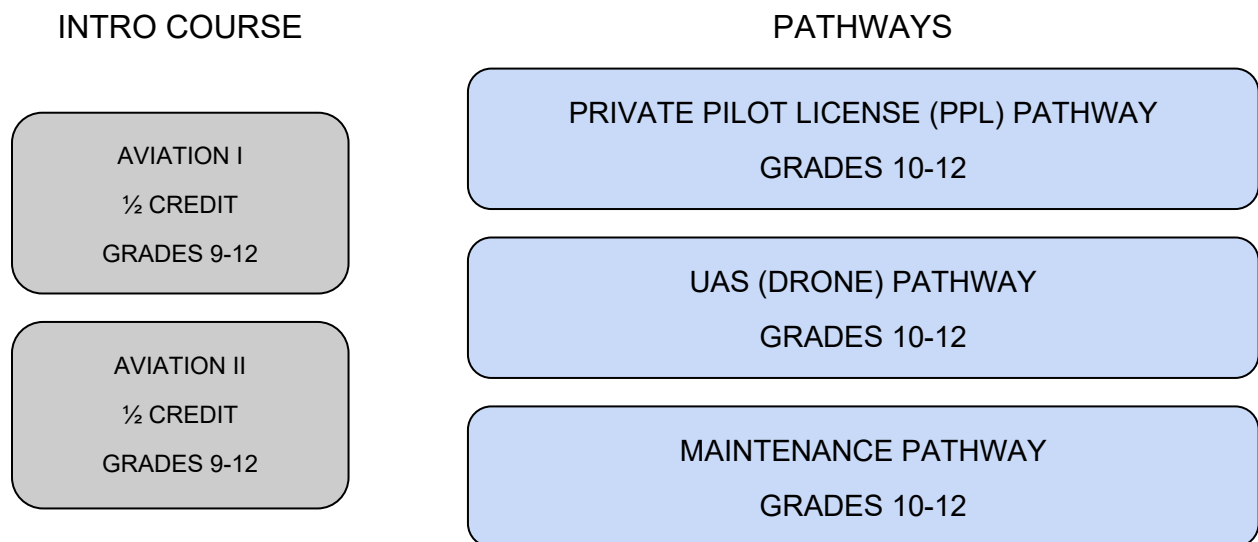
**Summary of December 15, 2022 Study Session**

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, December 15, 2022 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Chris Vitale presided. Other Board members present were Mark Ambrosen, Patrick Lee-O'Halloran, Michael Remucal, Meghan Selinger, Lisa Wagner and Superintendent David Law, ex officio. Absent: Katie Becker.

**UPDATE ON MOMENTUM AVIATION STRAND**

Assistant Superintendent for Instruction Amy LaDue and MHS Principal Jeff Erickson led the discussion. They updated the Board on the Aviation pathway in the MOMENTUM program and discussed course proposals for next year. Highlights included the following:

**Aviation/Aeronautics Pathway**



To support the launch of this new Momentum pathway, the leadership team is proposing two initial course offerings, Aviation I and Aviation II.

### Aviation I – Description

This course provides a foundation in flying and unmanned aircraft systems (drones). Students will learn about the engineering process, problem solving, and innovations and technological developments that led to the aviation and aerospace industries of today. Students will learn problem-solving that served as the basis for today's modern space exploration. Students will also gain historical perspective from earliest flying machines to modern aircraft and the integral role aviation plays in today's world. This is a hands-on course and students will learn to fly on simulators as well as take flight in a real airplane.

- Grades 9-12
- Semester course - .5 credit
- One-part course (Aviation II also being proposed)
- Offered in both Semester I and II
- No pre-requisite
- Elective course
- Builds upon current offerings
- Course could run in any classroom
- Teacher(s) would need to complete AOPA curriculum training
- Course would expand the existing program to add additional opportunities

### Aviation II – Description

This core aerospace and aviation course is designed to give students a clear understanding of career opportunities in aviation and aerospace and the critical issues affecting the aviation system. Students will explore modern innovations and will develop their own ideas to address real-world aviation industry challenges. This is a hands-on course and students will learn to fly on simulators as well as take flight in a real airplane.

- Grades 9-12
- Semester course - .5 credit
- One-part course (Aviation I also being proposed)
- Offered in both Semester I and II
- No pre-requisite
- Elective course
- Builds upon current offerings
- Course could run in any classroom
- Teacher(s) would need to complete AOPA curriculum training
- Course would expand the existing program to add additional opportunities

Ms. LaDue and Mr. Erickson noted that the MOMENTUM leadership team along with stakeholders is undertaking an initial process to develop the long-term vision for this program. Additionally, over the coming months, members of this team will continue meeting with other districts and experts in the field to further develop the aviation pathway.

In the discussion that followed, Board members asked questions regarding the possible use of drones and/or flight simulators, the possibility of partnering with neighboring Flying Cloud Airport, and the need for future mentors in this program. Questions were also raised regarding the possible cost component of some of these future courses, and whether scholarships would be offered.

Chairperson Vitale said that the course proposals presented tonight would be brought back to the January regular meeting for approval.

### **UPDATE ON INNOVATION PROCESS**

Dr. LaDue and David Stillman of New World Ventures led the discussion. They discussed the culture of innovation that the District has developed and sustained over the past decade and possible future pathways for innovation. Highlights included the following:

- Relaunching an evolved process based upon learning from previous iterations
- Listening tours have been conducted of stakeholders who have been involved in the innovation work to date
- Researching best practices to inform the evolution of the process
- Ad-hoc committee of stakeholders has been convened
- Formal innovation processes are key (must retain)
- Crowd-sourcing software called Spigot was used in the past
- Spigot received good reviews, but was harder for non-English speakers to use
- Innovation coaches should all receive design thinking training
- Great feedback on the consideration of all ideas – both big and small
- Possibility of compensation for teachers to work on their ideas
- Focus on innovation should be part of new teacher orientation
- Use of Thought Starters to generate ideas
- District-level administration needs to be involved in the process
- Creation of cross-disciplinary teams
- Go slow to go fast
- Build iterations into the process
- Have empathy for those you're going to serve

### **Innovation Process**

- Step One: Innovation Sourcing
- Step Two: Advocacy and Screening
- Step Three: Experimentation
- Step Four: Commercialization
- Step Five: Diffusion and Implementation

### **Types of Innovation Processes**

- Design thinking

- Lean startup model
- Design sprints
- Business model innovation
- Agile methodology
- Growth and scaling

### Foundational Work

- The Why – what do we stand for, what is our purpose, cause or belief?
  - To open the doors to our students' limitless potential by nurturing a culture of innovation
  - Innovation is a mindset and an extension of continuous improvement
- The What – the job we want to perform
  - An approach for gathering, assessing, implementing and evaluating student centered innovations in service to District priorities –
- The How – how do we get to where we want to be
  - Key performance indicators, ownership, cross-pollination

### Next Steps

- Define leadership base
- District-wide goals
- Sponsorship
- Crowd sourcing

In the discussion that followed, Board member Selinger expressed a desire for this process to be used for board-identified goals, perhaps through the use of focus groups with the community, teachers, students, etc. Chairperson Vitale noted that the innovation process could help inform the Board on where the goals need to go. Board member Wagner said that in past years, there were innovations that were tied to specific board goals, or things that came up in the innovation process and then became board goals. Superintendent Law said that administrators and teachers need the gift of time to get together and meet, and work through this process. Chairperson Vitale asked that students be included in this process and that their feedback be taken into consideration. Board member Lee-O'Halloran noted the importance of including all stakeholders in this process, especially those who may not have contributed in the past.

### **CITIZEN INPUT**

Chairperson Vitale extended an invitation to members of the audience who wished to address the Board on any topic. No one responded to this invitation to speak.

## **REVIEW OF POLICY #613: GRADUATION REQUIREMENTS**

Dr. LaDue explained that the District's Policy #603 outlines requirements for graduation. State statute requires that School Boards adopt graduation requirements that meet or exceed State graduation requirements and that allow students to satisfy state academic standards. The current policy was last updated in 2005 and reflects a transition in graduation requirements for students over a three-year time period. Since that time, the state requirements have remained consistent, and the state no longer requires students to take the Basic Skills Test. Dr. LaDue noted that this recommended revision reflects those changes and aligns the policy with current practice outlined in the MHS Skipper log.

Board members agreed to the recommended revisions. Chairperson Vitale noted that the policy would be brought back to the January 12 regular meeting for approval.

## **REVIEW OF FY23 AMENDED BUDGET**

Executive Director of Finance and Operations Paul Bourgeois led the discussion. He explained that the District continually monitors actual revenue and expenses against budgeted amounts through the year, and typically makes mid-year budget adjustments to reflect any changes in revenue and expense projections that have materialized in the first 6-7 months of the year.

Mr. Bourgeois noted that the FY2023 Amended Budget projects the following amounts for the General Operating Fund:

<i>General Operating Fund Revenues</i>	<i>\$149,993,396</i>
<i>General Operating Fund Expenditures</i>	<i>\$149,619,087</i>
<i>Projected Revenues Over (Under) Expenditures</i>	<i>\$ 374,309</i>
<i>Net Change in Fund Balance</i>	<i>\$ 374,309</i>
<i>Projected Ending Unassigned Fund Balance</i>	<i>\$ 23,000,676</i>
<i>Unassigned Fund Balance as Percent of Expenses</i>	<i>15.4%</i>
<i>Net Change in Unassigned Fund Balance From FY23</i>	<i>\$ 1,145,142</i>

Mr. Bourgeois then went over amended budgets for the Nutrition Services Fund, Community Services Fund, Capital Expenditures Fund, Debt Service Fund, Fiduciary Funds-Donations, Athletic Equipment Fund, Self-Insurance Health & Dental Fund, Other Post-Employment Benefits Fund, Arts Center Fund, Dome Operations Fund, Aquatics Fund, Pagel Center Operations Fund, Long Term Facilities Maintenance Fund, Building Construction Fund, OPEB Bonds Debt Service Fund, and Capital Projects Technology Fund. Chairperson Vitale noted that the FY23 amended budget would be brought back to the Board's regular meeting in January for approval.

## **UPDATE ON SECURE ENTRANCES AT BUILDINGS**

Mr. Bourgeois presented this item to the Board. He began by saying that the District has spent the last 15 years steadily making improvements to physical security for its school buildings. Most school districts will typically include physical security improvements in large building bond elections, so that the bond proceeds approved by the voters can cover all the building changes and equipment requirements for building security.

The District has not run a building bond election since 1996, so there has not been an opportunity to access that type of funding for building security. As a result, the District has made steady and sustained progress utilizing existing revenue streams as funds become available.

The first phase of physical building security occurred in 2008 when the District utilized lease purchase funding to construct physical additions and changes to all the vestibules in the schools of the District. Prior to that point in time, the main entrances had vestibules that only opened right into the school building, with access to the office off the interior hallway. There were no entrances directly from the vestibules into the offices. The District invested \$2,185,000 to make changes to the offices and entry ways of the school buildings. The result of all that work was that interior doors of main-entry vestibules could be locked and all visitors directed through a side door internal to the vestibule into the Office of each school.

Subsequent to those projects, the District spent approximately \$1,000,000 over approximately four years changing out all the interior doors and door locks in the District to ensure that they could be locked from the inside of the room in the event of unwarranted persons entering the building. Prior to these changes, staff would have to go out into the school hallways to lock the doors from the hallway side in that situation. This investment changed that condition to improve security.

In 2015 as part of the November 3, 2015 Capital Projects Referendum, the District added security barriers to the Capital Projects Referendum Question that passed with over 70% approval. Allowing access to those funds made it possible for the addition of additional locking mechanisms at all schools to prevent a person leaving the office areas unless permitted by staff. Approximately \$100,000 was expended for the door hardware and electronics.

Access to Capital Projects Referendum Funds have also allowed for the District to begin the process of adding armored sheathing to exterior windows and door windows of all schools. The sheathing product is constructed in such a manner that it will prevent an unauthorized person from getting into a school building by breaching a window. The sheathing makes it virtually impossible for a window to be breached in any physical manner. Projects are undertaken as Capital Projects Technology Funds become available.

Approximately 1,101,050 square feet of the District's 1,832,944 square feet of building have been completely equipped with the sheathing. An additional approximately \$700,000 is required to equip the ground floor exterior windows of the remaining 731,894 square feet of buildings in the District. Once the VANTAGE MOMENTUM Building is completed there should be additional funds available to work on finishing that aspect of physical security across the District.

On July 1, 2022, the District ordered \$93,916 worth of additional door locks and video cameras with speakers inclusive of installation and training to complete the last phase of physical barrier protection for the main entrances of all schools. This phase will result in all visitors to a school being kept in the vestibule of the main entrance until being evaluated by the office staff and then physically let into the office for further conversation. The cameras will broadcast the vestibule picture to office staff workstation computers, and the microphone in the camera unit will allow for office staff to converse with persons by using their desk phone, or in many cases, their phone headset. These cameras and additional locks have all been installed and training on the interface software is taking place, which will allow this phase of security to go "live" on January 3, 2023.

Additional procedures that the District has in place are for all exterior doors to be closed and locked around the perimeter of the building at all times during the school day and evenings, so that visitors must enter through the main controlled entrance. Doors to the playgrounds either are or are in the process of being equipped with card reader access so that staff does not have to use a physical key to open them during recess times when letting students out to the playground or back into the school.

Once the window and door-glass sheathing project is completed, all school buildings will have complete physical barriers to unauthorized access. The District has over half of its buildings already at that stage once the camera and "buzz in" system is activated in January 2023.

Board members thanked Mr. Bourgeois for the information. Superintendent Law noted that District families would be notified in early January regarding the enhancements.

### **DISCUSSION ON BOARD LEADERSHIP POSITIONS, BOARD MEETING DATES AND COMMITTEE ASSIGNMENTS FOR 2023**

The Board discussed who would be willing to fill the positions of Board Chairperson, Vice-Chairperson, Treasurer and Clerk for 2023. They also discussed and finalized their committee assignments for 2023, with Chairperson Vitale noting that these assignments would be approved at the January regular meeting.

### **ADJOURNMENT**

The Board adjourned the Study Session at 9:15 p.m.