

## SCHOOL BOARD MEETING

Minnetonka I.S.D. #276

5621 County Road 101

Minnetonka, Minnesota

[www.minnetonkaschools.org](http://www.minnetonkaschools.org)

January 7, 2021

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

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

(All times are approximate)

- 6:30 Recognitions: The AP Scholars with Honor; the DSC Honored Artists from MHS; the National Association of Music Merchants (NAMM) "Best Communities for Music Education" Award recipients; and the Prudential Spirit of Community Award winners and runners up.
- 7:00 I. Call to Order
- II. Pledge to the Flag
- III. Adoption of the Agenda
- 7:05 IV. Election of School Board Officers for 2021
- A. Chair
- B. Vice-Chair
- C. Treasurer
- D. Clerk
- E. Deputy Clerk/Deputy Treasurer
- 7:10 V. School Report: Groveland
- 7:30 VI. Community Comments  
Community Comments is an opportunity for the public to address the School Board on an item included in this agenda in accordance with the guidelines printed at the end of this agenda.
- 7:45 VII. Organization of the School Board
- A. Fixing the Day, Time and Place of Regular Board Meetings
- B. Fixing the Day, Time and Place of Board Study Sessions
- C. Setting of Salaries: Chairperson; Vice Chairperson; Treasurer; Clerk and Board Directors
- D. Resolution Designating Depositories
- E. Resolution Appointing School Attorneys
- F. Designation of Official Newspaper
- G. Designation of Official Radio Station for Emergency Announcements
- H. Appointment of Auditor
- I. Setting of Superintendent's Evaluation Dates
- J. Setting of Mileage Allowance for Business Purposes
- K. Determination of Board Committee Assignments
- 8:15 VIII. Seventh Reading of Policy #504: Student Dress and Appearance

- 8:45 IX. Fifth Reading and Adoption of Goal 2-related Policies
  - a. #514: Bullying Prohibition
  - b. #534: Equal Educational Opportunity
  - c. #604: Inclusive Education Program
  - d. #606: Instructional Material Review, Selection and Use
  - e. #607: Controversial Topics and Materials
- 9:00 X. Adoption of Learning Model
- 9:20 XI. Approval of Momentum Building Project
- 9:35 XII. Approval of Purchase of Building for Minnetonka Transition Program (Transition Plus)
- 9:55 XIII. Approval of Sale of 2021A Taxable General Obligation OPEB Refunding Bonds
- 9:58 XIV. Acceptance of Bid for Retaining Wall Replacement at Einer Anderson Stadium
- 10:00 XV. CONSENT AGENDA
  - a. Minutes of December 3, 2020 Regular Meeting
  - b. Study Session Summary of December 17, 2020
  - c. Payment of Bills
  - d. Recommended Personnel Items
  - e. Gifts and Donations
  - f. Electronic Fund Transfers
  - g. Approval of Finance Advisory Committee Members for 2021
  - h. Adoption of Enrollment Limits by School and Grade
  - i. Approval of Addendums 2 and 3 to Veterans Field and Legacy Fields Operating Agreement
  - j. Approval of ESports
  - k. Approval of Community Comments and Citizen Input Expectations
- 10:01 XVI. Board Reports
- 10:03 XVII. Superintendent's Report
- 10:05 XVIII. Announcements
- 10:07 XIX. Adjournment

**GUIDELINES FOR COMMUNITY COMMENTS**

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

1. Anyone indicating a desire to speak to an item included in this agenda during *Community Comments* will be acknowledged by the Board chair. When called upon to speak, please state your name, address and topic. All remarks shall be addressed to the Board as a whole, not to any specific member(s) or to any person who is not a member of the Board.
2. If there are a number of individuals present to speak on the same topic, please designate a spokesperson that can summarize the issue.
3. Please limit your comments to three minutes. Longer time may be granted at the discretion of the Board Chair. If you have written comments, the Board would like to have a copy, which will help them better understand, investigate and respond to your concern.
4. During *Community Comments* the Board and administration listen to comments and respond immediately whenever possible. If additional research is needed, responses may be shared at the next regularly scheduled Board meeting. Board members or the Superintendent may ask questions of you in order to gain a thorough understanding of your concern, suggestion or request.
5. Please be aware that disrespectful comments or comments of a personal nature, directed at an individual either by name or inference, will not be allowed. Personnel concerns should be directed first to a principal, then 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.*

**ACTION**

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

**Board Agenda Item IV.**

**Title: Election of School Board Officers for 2021**

**Date: January 7, 2021**

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**OVERVIEW:**

Each year at the organizational meeting of the School Board, Board members are asked to elect from its membership, by majority vote, persons to fill the positions of Chairperson, Vice-Chairperson, Treasurer, and Clerk.

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that:

1. The School Board elect from its membership persons to fill the following positions:

Chairperson:

Vice-Chairperson:

Treasurer:

Clerk:

2. Also, that the School Board appoint Executive Director of Finance & Operations, Paul Bourgeois, as Deputy Clerk, who can act on the Clerk's behalf on normal and routine business matters, and as Deputy Treasurer to carry out duties as described in law and in his Job Description.



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Dennis L. Peterson  
Superintendent of Schools

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

Board Agenda Item V.

Title: School Report: Groveland

Date: January 7, 2021

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**EXECUTIVE SUMMARY**

Groveland Elementary has continued to weather the storm of COVID-19. This update from Principal Andrew Gilbertson will include a report on progress and actions taken to support Board Goals 1 & 2. Updates will be also be shared on supports for staff, continued improvements to the building, PTO successes and unique solutions to the challenges of building the school community in these challenging times.

Submitted by: \_\_\_\_\_



Dennis Peterson, Superintendent

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

**Board Agenda Item VII. a**

**Title: Fixing the Day, Time and Place of  
Each Regular Board Meeting**

**Date: January 7, 2021**

**OVERVIEW:**

Each year, at the organizational meeting of the School Board, Board members are asked to decide upon a time, day and place of each regular School Board meeting.

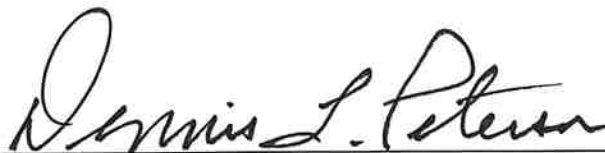
**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board fix the following day, time, and place of each regular School Board meeting during 2021:

7:00 p.m. on the first Thursday of every month, except in April when the second Thursday has been chosen to avoid a conflict. There will be no meeting in July. Board meetings are held in the Community Room at 5621 County Road 101, Minnetonka, Minnesota.

**School Board Meeting Dates for 2021**

Thursday, January 7, 2021	Thursday, August 5, 2021
Thursday, February 4, 2021	Thursday, September 2, 2021
Thursday, March 4, 2021	Thursday, October 7, 2021
Thursday, April 8, 2021	Thursday, November 4, 2021
Thursday, May 6, 2021	Thursday, December 2, 2021
Thursday, June 3, 2021	



Dennis Peterson, Superintendent

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

**Board Agenda Item VII. b**

**Title: Fixing the Day, Time and Place  
of Study Sessions**

**Date: January 7, 2021**

**OVERVIEW:**

Each year, at the organizational meeting of the School Board, Board members are asked to decide upon a time, day and place of each School Board Study Session.

**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board fix the following day, time, and place of each School Board Study Session during 2021:

6:00 p.m. on the third Thursday of each month, except in April, September and October when other dates have been chosen to avoid conflicts. There will be no Study Session in July. Study Sessions are held in the Community Room at 5621 County Road 101, Minnetonka, Minnesota.

**School Board Study Session Dates for 2021:**

- |                             |                              |
|-----------------------------|------------------------------|
| Thursday, January 21, 2021  | Thursday, August 19, 2021    |
| Thursday, February 18, 2021 | Thursday, September 23, 2021 |
| Thursday, March 18, 2021    | Thursday, October 28, 2021   |
| Thursday, April 22, 2021    | Thursday, November 18, 2021  |
| Thursday, May 20, 2021      | Thursday, December 16, 2021  |
| Thursday, June 17, 2021     |                              |



\_\_\_\_\_  
Dennis Peterson, Superintendent

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

**Board Agenda Item VII. c**

**Title: Setting of Salaries**

**Date: January 7, 2021**

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**OVERVIEW:**

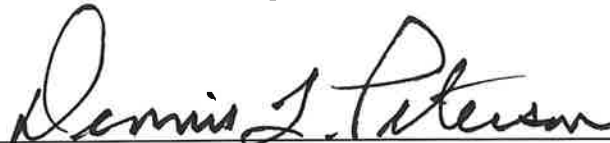
Each year, at the organizational meeting, Board members are asked to establish salaries for the Chairperson, Vice Chairperson, Clerk, Treasurer and Board Directors.

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the Board establish salaries for each position, as authorized by Minnesota Statutes 123B.09, Subd.12, as follows:

1. That the School Board establish an annual salary of \$1500 during 2021 for the Chairperson. (For 2020 the amount was set at \$1500. In addition, the Board Chair received the \$375 per month set for all board members.)
2. That the School Board establish an annual salary of \$750 during 2021 for the Vice Chairperson. (For 2020 the amount was set at \$750. In addition, the Board Vice-chair received the \$375 per month set for all board members.)
3. That the School Board establish no extra amount during 2021 for the Clerk. (For 2020 no extra amount was set other than the \$375 per month set for all board members.)
4. That the School Board establish no extra amount during 2021 for the Treasurer. (For 2020 no extra amount was set other than the \$375 per month set for all board members.)
5. That the School Board establish a salary of \$375 per month during 2021 for Board Members. (For 2020, all board members received \$375 per month.)
6. That School Board members receive a stipend of \$50.00 per meeting during 2021 for up to four standing committee meetings per month. (This was instituted in January 2004.)



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Dennis Peterson, Superintendent

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

**Board Agenda Item VII. d**

**Title: Resolution Designating Depositories**

**Date: January 7, 2021**

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**OVERVIEW:**

Each year, at the organizational meeting, Board members are asked to approve a resolution designating depositories.

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board formally adopt the following resolution:

- 1. US Bank, Minneapolis, MN**
- 2. Wells Fargo, Minneapolis, MN**
- 3. Alerus Financial, NA, Grand Forks, ND**
- 4. MN Trust Investment Fund (PMA Financial Network), Albertville, MN**
- 5. Chase Manhattan Bank (Smith Barney, Inc.), New York, NY**
- 6. MN School District Liquid Asset Fund (PFM Asset Management),  
Minneapolis, MN**
- 7. Northland Trust Services, Minneapolis, MN**
- 8. Bank of New York Mellon, New York, NY**

be designated as depositories for the funds of this District, and any designated representatives of this District hereby authorized to open or cause to be opened an account or accounts with said institutions of such terms, conditions and agreements as shall be required by said institutions, to endorse or cause to be endorsed, in the name of the District or to negotiate or to deposit or cause to be deposited in such account or accounts any money, checks, drafts, orders, notes and other instruments for the payment of money and to make any other agreements deemed advisable in regard thereto. The designated representatives are the Executive Director of Finance & Operations Paul Bourgeois, or Coordinator of Accounting Bridget Merrill-Myhre.

**RESOLVED FURTHER**, that checks or other withdrawal orders issued against the funds of this District on deposit with said institutions may be signed by the regular facsimile signature as follows:



1. \_\_\_\_\_, Clerk
2. \_\_\_\_\_, Chairperson
3. \_\_\_\_\_, Treasurer

and said institutions are hereby fully authorized to pay and charge to the account of this District any checks, drafts or other withdrawal orders, so signed, including those payable to the individual order of the person signing the same and including also checks or other withdrawal orders payable to said institutions or to any other person or corporation, which are applied in payment or any indebtedness owing to said institutions from the person or persons who signed such checks or other withdrawal orders. Upon telephone request of the designated representatives, transfer of funds between designated depositories is authorized.

**RESOLVED FURTHER**, that the resolution shall continue in force until express written notice of its recession or modification has been furnished to and received by said institutions.

**RESOLVED FURTHER**, that any and all resolutions heretofore adopted by the School Board of the District and certified to:

1. **US Bank, Minneapolis, MN**
2. **Wells Fargo, Minneapolis, MN**
3. **Alerus Financial, NA, Grand Forks, ND**
4. **MN Trust Investment Fund (PMA Financial Network), Albertville, MN**
5. **Chase Manhattan Bank (Smith Barney, Inc.), New York, NY**
6. **MN School District Liquid Asset Fund (PFM Asset Management), Minneapolis, MN**
7. **Northland Trust Services, Minneapolis, MN**
8. **Bank of New York Mellon, New York, NY**

as governing the operation of this District's account(s) with them be and are hereby continued in full force and effect, except as the same may be supplemented or modified by the foregoing.



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Dennis Peterson, Superintendent

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

**Board Agenda Item VII. e**

**Title: Resolution Appointing School Attorneys**

**Date: January 7, 2021**

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**OVERVIEW:**

Each year, at the Organizational Meeting, the Board appoints individual attorneys and firms as legal counsel for the upcoming school year. Attorneys from Kennedy & Graven have provided extensive legal advice and counsel on a variety of subjects for several years as have attorneys from Dorsey & Whitney; Ratwik, Roszak & Maloney; Hitesman & Wold for benefits issues; and Mr. Dennis O'Brien who is with Engelmeier & Umanah, P.A. It is advantageous to the District to continue the current working relationships with these firms to obtain the best possible legal service for the District on issues that arise.

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board appoint as legal counsel for 2021 the law firms of Kennedy & Graven; Dorsey & Whitney; Ratwik, Roszak & Maloney; Hitesman & Wold; and Mr. Dennis O'Brien; and authorize administrative staff and Board leadership to seek legal counsel from these firms and individuals, as dictated by the circumstance.



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Dennis Peterson, Superintendent

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

**Board Agenda Item VII. f**

**Title: Designation of Official Newspaper  
And Alternative Dissemination of Bids and Quotes**

**Date: January 7, 2021**

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**OVERVIEW:**

Each year, at the organizational meeting, Board members are asked to designate an official newspaper for legal publications. The Sun-Sailor has expressed an interest in being the District's official newspaper for legal publications (see attached).

In addition, Minnesota Statutes 331A.03, Subd. 3(b), allows school districts to utilize their district Web site as an alternative official means of dissemination for bids, quotes and requests for proposal.

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that in designating the official newspaper for legal publications such as the Clerk's Minutes of Proceedings, the Policy Statement on Free and Reduced School Lunch Program and Bids for District Purposes, the School Board authorize the Sun-Sailor as the official newspaper for 2021. The approved Clerk's Minutes of Proceedings are also posted on the District's Web site.

It is also recommended that the School Board authorize the use of the District Web site as an alternative means of dissemination for District bids, quotes and requests for proposals as authorized under Minnesota Statutes 331A.03 Subd. 3(b).



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Dennis Peterson, Superintendent



November 20, 2020

School District 276  
Dennis Peterson, Ph.D  
Superintendent  
5621 County Road 101  
Minnetonka, MN 55345



Dear Mr. Peterson:

Please accept the following bid from the *Excelsior/Shorewood & Hopkins/Minnetonka Sun-Sailor* for legal newspaper designation for School District 276. This newspaper is qualified by the State of Minnesota as a legal newspaper under Minnesota Statutes Section 331A.02, Subd. 1.

The following rate structure for legals is effective January 1, 2021:

First insertion:	<b>\$11.90</b> per column inch
Subsequent insertions:	<b>\$7.00</b> per column inch
Characters per inch:	<b>320</b>
Lines per inch:	<b>9</b>

A notarized affidavit will be provided for each notice published. Additional affidavits are \$2.50 each. A \$20.00 charge will be assessed on legal notices that require typing. All published legal notices are posted on the *Sun-Sailor* website at no additional charge.

The *Sun-Sailor* is published weekly on Thursdays. The deadline is 2:00 p.m. on Thursday for publication the following Thursday. Please email legal notices to [publicnotice@apgecm.com](mailto:publicnotice@apgecm.com)

Thank you for considering the *Sun-Sailor* as the official newspaper for School District 276 for the upcoming year. We appreciate the opportunity to serve the needs of your community.

Sincerely,

A handwritten signature in blue ink that reads "Steve".

Steve Gall  
Advertising Director

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

**Board Agenda Item VII. g**

**Title: Designation of Official Radio Station for  
Emergency Announcements**

**Date: January 7, 2021**

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**OVERVIEW:**

Each year, at the organizational meeting, the Board designates a radio station as the official station for emergency school announcements. While several stations may use our messages and we have more direct messaging tools, an official radio station is still necessary.

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board designate radio station WCCO-AM as the official station during 2021 for emergency school announcements, such as the closing of school due to inclement weather.

NOTE: Emergency school announcements will also be called in to TV Channels 4 (WCCO), 5 (KSTP) and 11 (KARE) and will be posted to the District's Web site. The Web site address is <http://www.minnetonkaschools.org>.



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Dennis Peterson, Superintendent

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

**Board Agenda Item VII. h**

**Title: Appointment of Auditor**

**Date: January 7, 2021**

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**OVERVIEW:**

CliftonLarsonAllen, LLP was initially appointed in March of 1999 and has been appointed each subsequent year to perform the annual audit on behalf of the School Board. This firm has done exemplary work for the District, and they stay current with emerging accounting issues.

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the firm of CliftonLarsonAllen, LLP be appointed to conduct the annual audit in 2021.



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Dennis Peterson, Superintendent

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

**Board Agenda Item VII. i**

**Title: Setting of Superintendent's Evaluation Dates**

**Date: January 7, 2021**

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**OVERVIEW:**

The Board will need to set a schedule and process for the mid-year progress report and end-of-school year evaluation of the Superintendent.

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**RECOMMENDATION/FUTURE DIRECTION:**

A mid-term conference on the Superintendent's performance and progress on goals will be held in February 2021 and the final evaluation will be held by June 30, 2021. It is proposed that the mid-term meeting of board members and the Superintendent be on February 18 at 4:00 p.m. It is proposed that three dates be set aside for completing the evaluation in June. Those dates are June 17 at 4:00 p.m. (self-evaluation report); June 21 at 6:00 p.m. (Board development of its evaluation of the Superintendent); and June 24 at 6:00 p.m. (Board review of the evaluation with the Superintendent).



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Dennis Peterson, Superintendent

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

**Board Agenda Item VII. j**

**Title: Setting of Mileage Allowance for  
Business Purposes Not Covered Thereby  
through Negotiated Agreements**

**Date: January 7, 2021**

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**OVERVIEW:**

Each year, at the organizational meeting, the Board is asked to review mileage allowance for business purposes not covered through negotiated agreements. The School District purchases vehicles for maintenance department use only; that is, vans, etc., which allows workers to carry necessary tools and equipment with them to their places of assignment.

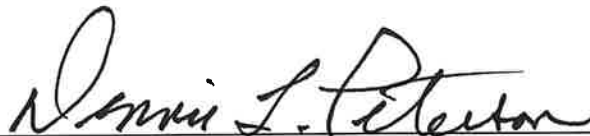
The District purchases no automobiles for direct employee use for school business purposes. It has been advantageous to provide per mile allowance instead. The number of people needing transportation and the unpredictable scheduling of events makes the purchase of school-owned vehicles for this purpose impractical. It is important, therefore, that satisfactory reimbursement be provided for automobile expenditures incurred when personal use of one's own vehicle is essential for carrying out school business. The alternative is to purchase school-owned vehicles (and keep them maintained) or to ask in essence that the employee subsidize out of salary the operation of his/her own vehicle for school business purposes.

Noteworthy herein is the fact that most Master Agreements in the Minnetonka School District now refer to the IRS-approved mileage rate which changes over time. For 2021, that rate has been set at 56 cents per mile. For simplicity and consistency, the recommendation is that the Board also apply this standard to employees who are not so covered. As authorized by Minnesota Statutes 471.665, this rate would also be paid to School Board members when conducting school business.

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board authorize the IRS-approved rate of 56 cents per mile for personal automobile usage for school business purposes in 2021 when an employee or School Board member is not thereby covered under a formally negotiated agreement.



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Dennis Peterson, Superintendent



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

**Board Agenda Item VII. k**

**Title: Determination of Board  
Committee Assignments**

**Date: January 7, 2021**

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**OVERVIEW:**

Each year, at the organizational meeting, the Board is asked to review and approve the list of Board committee assignments for 2021.

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**RECOMMENDATION/FUTURE DIRECTION**

It is recommended that the representatives designated as appointees to the attached list of committees and organizations be approved as presented.



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Dennis Peterson, Superintendent

**MINNETONKA SCHOOL DISTRICT #276  
SCHOOL BOARD APPOINTMENTS  
2021**

<b><i>Committee</i></b>	<b><i>2021 Representatives</i></b>
AMSD (Association of Metropolitan School Districts)	Katie Becker/Lisa Wagner
MTA Liaisons	Chris Vitale/Mark Ambrosen
Finance Advisory Committee	Lisa Wagner
Materials Review Committee	Christine Ritchie
Teaching and Learning Advisory	Mark Ambrosen
Minnetonka Foundation	John Holcomb
PTO/PTA Leaders	John Holcomb
Special Education Advisory	Christine Ritchie
Tonka CARES	Mike LeSage
Mental Health Advisory	Mark Ambrosen
CASE	Lisa Wagner/Mike LeSage
Community Education Advisory	Katie Becker
Preschool/ECFE Advisory	Katie Becker
OPEB Advisory	Lisa Wagner

**SEVENTH READING**

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

**Board Agenda Item VIII.**

**Title: Seventh Reading of Policy #504:  
Student Dress and Grooming Code**

**Date: January 7, 2021**

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**EXECUTIVE SUMMARY**

Policy #504: Student Dress and Grooming Code, is presented for a seventh reading.

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**ATTACHMENTS:**

- Policy 504: Student Dress and Grooming Code (with edits shown)
- Policy 504: Student Dress and Grooming Code (clean copy with edits incorporated)

**Submitted by:**



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**Dennis L. Peterson  
Superintendent of Schools**

*Recommended additions are shown in underlined font  
Additional recommended edits from the third reading are shown in **Yellow**  
Additional recommended edits from Mark Ambrosen and Christine Ritchie are shown in **Red***

## MINNETONKA PUBLIC SCHOOLS

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### Policy #504: ~~STUDENT DRESS AND GROOMING CODE~~ **APPEARANCE**

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#### **I. PURPOSE**

~~The Minnetonka School District recognizes schools as a place of learning where dress of employees and students should be attire appropriate for a quality workplace.~~

The Minnetonka School District respects students' rights to express themselves in the way they dress and expects students to respect the school community and fellow students by dressing appropriately for a K-12 learning environment.

#### **II. GENERAL STATEMENT OF POLICY**

A. The Minnetonka Public Schools encourage students to take pride in their attire at school. The dress and grooming **appearance** of students becomes the concern of the school if it causes disruption of the educational program or is offensive or inappropriate to others. Students shall dress in a manner that takes into consideration the educational environment, safety, health and welfare of others **and does not contribute to a hostile or intimidating environment. This dress code is applicable to all students and shall be applied equitably regardless of gender/gender identification, sexual orientation, race, religion, ethnicity, cultural observance, body type/size, and personal style.**

#### **III. PROCEDURES**

The following guidelines apply to students during regular school hours.

~~A. Appropriate clothing includes, but is not limited to, the following:~~

- ~~1. Clothing appropriate for the weather.~~
- ~~2. Clothing that does not create a health or safety hazard.~~
- ~~3. Clothing appropriate for the activity (i.e., physical education or the classroom).~~

A. **Clothing must cover areas from one armpit across to the other armpit, down to approximately mid-thighs, applicable to front and back (image below). Tops must have shoulder straps. See-through or mesh garments must not be worn without appropriate coverage underneath that meet the requirements of the dress code.**

~~B. The following dress and grooming items are prohibited:~~

~~2.1 1. Clothing that does not cover the midriff and chest, clothing that does not cover undergarments, and undergarments that are worn as outer garments, as these are all examples of dress that creates a distracting environment.~~

~~2.2 2. Clothing that includes words or pictures that are obscene, vulgar, sexually explicit, convey sexual innuendo, abuse or discrimination, or which that promote or advertise alcohol, chemicals, tobacco or any other produce product or activity that is illegal for use by minors.~~

~~3. Apparel promoting products or activities that are illegal for use by minors.~~

~~2.3 4. Clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups or gangs.~~

~~5. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, consistent with District Policy #427: Harassment and Violence.~~

~~2.4 6. Jewelry that presents a safety hazard to self and/or others.~~

~~2.5 7. Hats, caps, bandanas, hoods and other head attire during the school day. Exceptions will be made for religious and medical reasons. This limitation does not apply at the high school in the hallways, commons area and cafeteria.~~

~~2.6 8. Wearing of Halloween-type masks, painted faces, disguises or grooming that limits or prevents the identification of a “student.”~~

~~9. Any apparel or footwear that would damage school property.~~

~~B. Clothing and accessories that endanger student or staff safety may not be worn.~~

~~C. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.~~

~~C. Shoes should be safe for the school environment.~~

~~D. “Gang,” as defined in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. “Pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.~~

D. Specialized courses, activities or events may require specialized attire, and will be approved by administration. Such changes/requirements will be communicated to students and parents/guardians.

~~E. When, in the judgment of the administration, a student’s appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.~~

E. Hats and caps are not allowed except for religious or medical reasons. This limitation does not apply in the hallways, common areas, or cafeteria. All other head apparel must allow for the face and ears to be visible.

~~F. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.~~

F. Clothing and accessories may not:

1. state, imply, or depict hate speech or other discriminatory language or imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
2. represent or promote hate/threat groups or criminal activity
3. depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana or other products or activities that are illegal for use by minors.
4. depict or imply pornography, nudity, or sexual acts, or other vulgar or obscene language or images.

G. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

3.0. H. **IV. CONSEQUENCES FOR WEARING INAPPROPRIATE CLOTHING**

K-12	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
	<ul style="list-style-type: none"> <li>Record of Offense</li> <li>• <b>Student is counseled</b></li> <li>T-shirt to cover</li> <li>• <b>Clothing modifications as necessary</b></li> <li>• Student is notified</li> </ul>	<ul style="list-style-type: none"> <li>Record of offense</li> <li>• <b>Student is counseled</b></li> <li>• <b>Clothing modifications as necessary</b></li> <li>• <b>Parent notification</b></li> <li>• <b>Letter home</b></li> <li>• T shirt to cover or sent home</li> <li>• <b>Student is notified</b></li> <li>• <b>Letter home</b></li> </ul>	<ul style="list-style-type: none"> <li>Record of Offense</li> <li>• <b>Clothing modifications as necessary</b></li> <li>• <b>Parent notification</b></li> <li>• <b>Detention as assigned</b></li> <li>• T shirt to cover or sent home</li> <li>• <b>Detention or appropriate consequence as assigned</b></li> </ul>

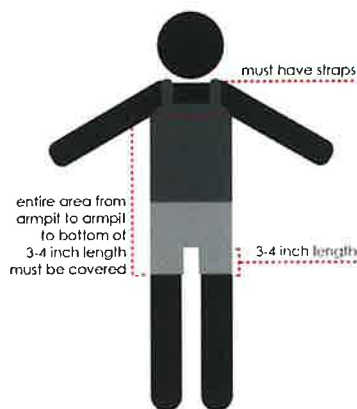
3.1. I. After the third offense within one semester, the student behavior will be considered as insubordination (see Policy ###). \*

\* Insubordination is defined as the act of willfully disobeying an authority figure, or refusing to follow orders.

4.0. J. I. When situations arise that are not specifically covered in this policy, the building administrator(s) will interpret the situation in light of the spirit and/or intent of this policy.

**V. ILLUSTRATION**

Note: let's make this our own illustration and change ¾ inch length to mid-thigh. The coverage is applicable front/back.



### **Legal References:**

U. S. Const., amend. I

Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)

B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8<sup>th</sup> Cir. 2009)

Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8<sup>th</sup> Cir. 2008)

Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8<sup>th</sup> Cir. 1997)

B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3<sup>rd</sup> Cir. 2013)

D.B. ex rel. Brogdon v. Lafon, 217 Fed.Appx. 518 (6<sup>th</sup> Cir. 2007)

Hardwick v. Heyward, 711 F.3d 426 (4<sup>th</sup> Cir. 2013)

Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)

McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)

Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)

Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

### **Cross References:**

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 525 (Violence Prevention)

Policy #427: Harassment and Violence

Policy #506: Student Discipline and Code of Conduct

Approved: June 20, 2002

Reviewed: September 17, 2020

Reviewed: October 1, 2020

Reviewed: October 22, 2020

Reviewed: November 5, 2020

Reviewed: November 19, 2020

Reviewed: December 3, 2020



## MINNETONKA PUBLIC SCHOOLS

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### Policy #504: STUDENT DRESS AND APPEARANCE

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#### I. PURPOSE

The Minnetonka School District respects students' rights to express themselves in the way they dress and expects students to respect the school community and fellow students by dressing appropriately for a K-12 learning environment.

#### II. GENERAL STATEMENT OF POLICY

- A. The Minnetonka Public Schools encourage students to take pride in their attire at school. The dress and appearance of students becomes the concern of the school if it causes disruption of the educational program or is offensive or inappropriate to others. Students shall dress in a manner that takes into consideration the educational environment, safety, health and welfare of others and does not contribute to a hostile or intimidating environment. This dress code is applicable to all students and shall be applied equitably regardless of gender/gender identification, sexual orientation, race, religion, ethnicity, cultural observance, body type/size, and personal style.

#### III. PROCEDURES

The following guidelines apply to students during regular school hours.

- A. Clothing must cover areas from one armpit across to the other armpit, down to approximately mid-thighs, applicable to front and back (image below). Tops must have shoulder straps. See-through or mesh garments must not be worn without appropriate coverage underneath that meet the requirements of the dress code.
- B. Clothing and accessories that endanger student or staff safety may not be worn.
- C. Shoes should be safe for the school environment.
- D. Specialized courses, activities or events may require specialized attire, and will be approved by administration. Such changes/requirements will be communicated to students and parents/guardians.
- E. Hats and caps are not allowed in the classroom except for religious or medical reasons. All other head apparel must allow for the face and ears to be visible.
- F. Clothing and accessories may not:

1. state, imply, or depict hate speech or other discriminatory language or imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
2. represent or promote hate/threat groups or criminal activity.
3. depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana or other products or activities that are illegal for use by minors.
4. depict or imply pornography, nudity, or sexual acts, or other vulgar or obscene language or images.

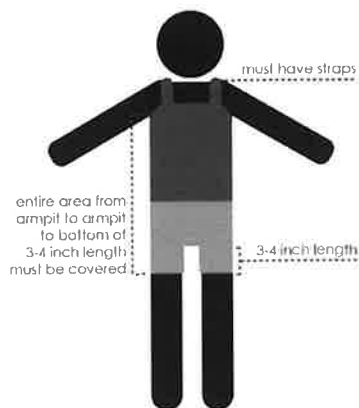
#### IV. CONSEQUENCES FOR WEARING INAPPROPRIATE CLOTHING

K-12	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
	<ul style="list-style-type: none"> <li>• Record of offense</li> <li>• Student is counseled</li> <li>• Clothing modifications as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Record of offense</li> <li>• Student is counseled</li> <li>• Clothing modifications as necessary</li> <li>• Parent/guardian notification</li> </ul>	<ul style="list-style-type: none"> <li>• Record of offense</li> <li>• Student is counseled</li> <li>• Clothing modifications as necessary</li> <li>• Parent/guardian notification</li> <li>• Detention or appropriate consequence as assigned</li> </ul>

After the third offense within one semester, the student behavior will be considered as insubordination (see Policy #506: Student Discipline and Code of Conduct).

When situations arise that are not specifically covered in this policy, the building administrator(s) will interpret the situation in light of the spirit and/or intent of this policy.

#### V. ILLUSTRATION



**Legal References:**

*U. S. Constitution, amend. I*  
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)  
*B.W.A. v. Farmington R-7 Sch. Dist.*, 554 F.3d 734 (8<sup>th</sup> Cir. 2009)  
*Lowry v. Watson Chapel Sch. Dist.*, 540 F.3d 752 (8<sup>th</sup> Cir. 2008)  
*Stephenson v. Davenport Cmty. Sch. Dist.*, 110 F.3d 1303 (8<sup>th</sup> Cir. 1997)  
*B.H. ex rel. Hawk v. Easton Area School Dist.*, 725 F.3d 293 (3<sup>rd</sup> Cir. 2013)  
*D.B. ex rel. Brogdon v. Lafon*, 217 Fed.Appx. 518 (6<sup>th</sup> Cir. 2007)  
*Hardwick v. Heyward*, 711 F.3d 426 (4<sup>th</sup> Cir. 2013)  
*Madrid v. Anthony*, 510 F.Supp.2d 425 (S.D. Tex. 2007)  
*McIntire v. Bethel School, Indep. Sch. Dist. No. 3*, 804 F.Supp. 1415 (W.D. Okla. 1992)  
*Hicks v. Halifax County Bd. of Educ.*, 93 F.Supp.2d 649 (E.D. N.C. 1999)  
*Olesen v. Bd. of Educ. of Sch. Dist. No. 228*, 676 F.Supp. 820 (N.D. Ill. 1987)

**Cross References:**

*Policy #427: Harassment and Violence*  
*Policy #506: Student Discipline and Code of Conduct*

*Approved: June 20, 2002*  
*Reviewed: September 17, 2020*  
*Reviewed: October 1, 2020*  
*Reviewed: October 22, 2020*  
*Reviewed: November 5, 2020*  
*Reviewed: November 19, 2020*  
*Reviewed: December 3, 2020*  
*Reviewed: December 17, 2020*  
*Reviewed: January 7, 2021*

## FIFTH READING AND ADOPTION

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

Board Agenda Item IX.

Title: Fifth Reading and Adoption of  
Goal 2-related Policies

Date: January 7, 2021

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### EXECUTIVE SUMMARY

The following policies are being brought forth for a fifth reading and adoption:

- Policy #514: Bullying Prohibition
- Policy #534: Equal Educational Opportunity
- Policy #604: Inclusive Education Program
- Policy #606: Instructional Material Review, Selection and Use
- Policy #607: Controversial Topics and Materials

Submitted by:



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Dennis L. Peterson  
Superintendent of Schools

## **MINNETONKA PUBLIC SCHOOLS**

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### **Policy #514: BULLYING PROHIBITION POLICY**

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#### **I. PURPOSE**

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The Minnetonka School District cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the District and the rights and welfare of its students and is within the control of the District in its normal operations, the District intends to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the District in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

#### **II. GENERAL STATEMENT OF POLICY**

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on District property or at school-related functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the District or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyber-bullying regardless of whether such act is committed on or off District property and/or with or without the use of District resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the District shall permit, condone, or tolerate bullying.

- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the District's policies and procedures, including the District's discipline policy. The District may take into account the following factors:
  - 1. The developmental ages and maturity levels of the parties involved;
  - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
  - 3. Past incidences or past or continuing patterns of behavior;
  - 4. The relationship between the parties involved; and
  - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The District shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the District, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from District property and events.

- G. The District will act to investigate all complaints of bullying reported to the District and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the District who is found to have violated this policy.

### **III. DEFINITIONS**

For purposes of this policy, the definitions included in this section apply.

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
  2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyber-bullying as defined in this policy.

- B. “Cyber-bullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on District property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
  2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
  3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, ability or status with regard to public assistance, age, or any additional characteristic or other dimensions of identity defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. “On school premises, on District property or at school-related functions or activities, or on school transportation” means all District buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school

buses, school vehicles, school contracted vehicles, or any other vehicles approved for District purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. District property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the District does not represent that it will provide supervision or assume liability at these locations and events.

- F. "Prohibited conduct" means bullying or cyber-bullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student legally enrolled in the Minnetonka School District.

#### **IV. REPORTING PROCEDURE**

- A. Any person who believes they have been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate District official designated by this policy. A person may report bullying anonymously. However, the District may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The District encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the District office, but oral reports shall be considered complaints as well. The reporting party or complainant may also utilize the "Let's Talk" reporting tool on the District website.
- C. The building principal, or the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to the District Human Rights Officer or the Superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Superintendent or the District's Human Rights Officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the District shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target



or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. District personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

## **V. DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the District shall undertake or authorize an investigation by the building report taker or a third party designated by the District.
- B. The building report taker or other appropriate District officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students, or others, pending completion of an investigation of bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of the investigation that determines that bullying or other prohibited conduct has occurred, the District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation,

termination, or discharge. Disciplinary consequences will have the impact to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable District policies; and applicable regulations.

- E. The District is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the District. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the District shall, when determined appropriate by the child's Individualized Education Program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

The District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the District who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

## **VII. TRAINING AND EDUCATION**

- A. The District shall discuss this policy with school personnel and volunteers and provide appropriate training to District personnel regarding this policy. The District shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the District. The District or a school

administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The District shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
  - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  - 4. The incidence and nature of cyber-bullying; and
  - 5. Internet safety and cyber-bullying.
- C. The District annually will provide education and information to students regarding bullying, including information regarding this District policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The Administration of the District is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The Administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The Administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The Administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
  2. Partner with parents and other community members to develop and implement prevention and intervention programs;
  3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
  4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
  5. Teach students to advocate for themselves and others;
  6. Prevent inappropriate referrals to Special Education of students who may engage in bullying or other prohibited conduct; and
  7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The District may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The District shall inform affected students and their parents of rights they may have under State and Federal Data Practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The District may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.

## **VIII. NOTICE**

- A. The District will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the District and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the District.

- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the District's or a school's Web site.
- F. The District shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

## **IX. POLICY REVIEW**

To the extent practicable, the Board shall, on a cycle consistent with other District policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

### ***Legal References:***

*Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*  
*Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)*  
*Minn. Stat. § 120B.232 (Character Development Education)*  
*Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)*  
*Minn. Stat. § 121A.031 (School Student Bullying Policy)*  
*Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)*  
*Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)*  
*Minn. Stat. § 121A.69 (Hazing Policy)*  
*Minn. Stat. Ch. 363A (Minnesota Human Rights Act)*  
*20 U.S.C. § 1232g et seq. (Family Educational Rights and Privacy Act)*  
*34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)*

### ***Cross References:***

*Policy 414: Mandated Reporting of Child Neglect or Physical or Sexual Abuse*  
*Policy 423: Employee-Student Relationships*  
*Policy 427: Harassment and Violence*  
*Policy 501: School Weapons Policy*  
*Policy 506: Student Discipline and Code of Conduct*  
*Policy 515: Protection and Privacy of Pupil Records*  
*Policy 521: Student Disability Nondiscrimination*  
*Policy 524: Electronic Technologies Acceptable Use*  
*Policy 709: Student Transportation Safety Policy*

*Approved: November 5, 2009*

*Reviewed and Approved: August 7, 2014*

*Reviewed: September 17, 2020*

*Reviewed: October 22, 2020*  
*Reviewed: November 19, 2020*  
*Reviewed: December 17, 2020*  
*Reviewed: January 7, 2021*  
*Adopted: January 7, 2021*

## **MINNETONKA PUBLIC SCHOOLS**

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### **Policy #514: BULLYING PROHIBITION POLICY**

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#### **I. PURPOSE**

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The Minnetonka School District cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the District and the rights and welfare of its students and is within the control of the District in its normal operations, the District intends to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the District in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

#### **II. GENERAL STATEMENT OF POLICY**

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on District property or at school-related functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the District or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyber-bullying regardless of whether such act is committed on or off District property and/or with or without the use of District resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the District shall permit, condone, or tolerate bullying.

- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the District's policies and procedures, including the District's discipline policy. The District may take into account the following factors:
  1. The developmental ages and maturity levels of the parties involved;
  2. The levels of harm, surrounding circumstances, and nature of the behavior;
  3. Past incidences or past or continuing patterns of behavior;
  4. The relationship between the parties involved; and
  5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The District shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the District, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from District property and events.

- G. The District will act to investigate all complaints of bullying reported to the District and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the District who is found to have violated this policy.

### **III. DEFINITIONS**

For purposes of this policy, the definitions included in this section apply.



- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
  2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyber-bullying as defined in this policy.

- B. “Cyber-bullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on District property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
  2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
  3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, ~~disability~~, **ability** or status with regard to public assistance, age, or any additional characteristic **or other dimensions of identity** defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. “On school premises, on District property or at school-related functions or activities, or on school transportation” means all District buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school

buses, school vehicles, school contracted vehicles, or any other vehicles approved for District purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. District property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the District does not represent that it will provide supervision or assume liability at these locations and events.

- F. "Prohibited conduct" means bullying or cyber-bullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student legally enrolled in the Minnetonka School District.

#### **IV. REPORTING PROCEDURE**

- A. Any person who believes ~~he or she has~~ **they have** been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate District official designated by this policy. A person may report bullying anonymously. However, the District may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The District encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the District office, but oral reports shall be considered complaints as well. **The reporting party or complainant may also utilize the "Let's Talk" reporting tool on the District website.**
- C. The building principal, or the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to the District Human Rights Officer or the Superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Superintendent or the District's Human Rights Officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the District shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target

or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. District personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

## **V. DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the District shall undertake or authorize an investigation by the building report taker or a third party designated by the District.
- B. The building report taker or other appropriate District officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students, or others, pending completion of an investigation of bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of the investigation that determines that bullying or other prohibited conduct has occurred, the District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation,

termination, or discharge. Disciplinary consequences will be sufficiently severe **have the impact** to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable District policies; and applicable regulations.

- E. The District is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the District. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the District shall, when determined appropriate by the child's Individualized Education Program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

The District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the District who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

## **VII. TRAINING AND EDUCATION**

- A. The District shall discuss this policy with school personnel and volunteers and provide appropriate training to District personnel regarding this policy. The District shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training

within the first year of their employment with the District. The District or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The District shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
  - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  - 4. The incidence and nature of cyber-bullying; and
  - 5. Internet safety and cyber-bullying.
- C. The District annually will provide education and information to students regarding bullying, including information regarding this District policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The Administration of the District is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The Administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The Administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The Administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
  2. Partner with parents and other community members to develop and implement prevention and intervention programs;
  3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
  4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
  5. Teach students to advocate for themselves and others;
  6. Prevent inappropriate referrals to Special Education of students who may engage in bullying or other prohibited conduct; and
  7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The District may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The District shall inform affected students and their parents of rights they may have under State and Federal Data Practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The District may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.

## **VIII. NOTICE**

- A. The District will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the District and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the District.

- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the District's or a school's Web site.
- F. The District shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

## **IX. POLICY REVIEW**

To the extent practicable, the Board shall, on a cycle consistent with other District policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

### ***Legal References:***

*Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*  
*Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)*  
*Minn. Stat. § 120B.232 (Character Development Education)*  
*Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)*  
*Minn. Stat. § 121A.031 (School Student Bullying Policy)*  
*Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)*  
*Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)*  
*Minn. Stat. § 121A.69 (Hazing Policy)*  
*Minn. Stat. Ch. 363A (Minnesota Human Rights Act)*  
*20 U.S.C. § 1232g et seq. (Family Educational Rights and Privacy Act)*  
*34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)*

### ***Cross References:***

*Policy 414: Mandated Reporting of Child Neglect or Physical or Sexual Abuse*  
*Policy 423: Employee-Student Relationships*  
*Policy 427: Harassment and Violence*  
*Policy 501: School Weapons Policy*  
*Policy 506: Student Discipline and Code of Conduct*  
*Policy 515: Protection and Privacy of Pupil Records*  
*Policy 521: Student Disability Nondiscrimination*  
*Policy 524: Electronic Technologies Acceptable Use*  
*Policy 709: Student Transportation Safety Policy*

*Approved: November 5, 2009*

*Reviewed and Approved: August 7, 2014*

*Reviewed: September 17, 2020*

Reviewed: October 22, 2020

Reviewed: November 19, 2020

Reviewed: December 17, 2020

Reviewed: January 7, 2021



## MINNETONKA PUBLIC SCHOOLS

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### Policy 534: EQUAL EDUCATIONAL OPPORTUNITY

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#### I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the District.

#### II. GENERAL STATEMENT OF POLICY

- A. It is the District's policy to provide equal educational opportunity for all students. The District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, parental status, status with regard to public assistance, sexual orientation, or disability. The District also makes reasonable accommodations for students with disabilities.

*[Note: Part of the definition of "sexual orientation" within the Minnesota Human Rights Act (MHRA) is "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness," which is how gender identity and expression gain protection under the MHRA. Minn. Stat. § 363A.03, Subd. 44.]*

- B. The District prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the District's policy on harassment and violence and the District's procedures for addressing such complaints, refer to the District's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, counseling, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. It is the responsibility of every District employee to comply with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should contact Executive Director of Human Resources Michael Cyrus (952-401-5015) – [hrstaff@minnetonkaschools.org](mailto:hrstaff@minnetonkaschools.org)). The reporting party or complainant may also utilize the "Let's Talk" reporting tool on the District website.

***Legal References:***

*Minn. Stat. Ch. 363 (Minnesota Human Rights Act)*

*Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)*

*42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)*

*20 U.S.C. § 1681 et seq. (Title IX of the Education Amendments of 1972)*

***Cross References:***

*Policy 427: Harassment and Violence*

*Policy 521: Student Disability Nondiscrimination*

*Approved: September 2, 2010*

*Reviewed: September 17, 2020*

*Reviewed: October 22, 2020*

*Reviewed: November 19, 2020*

*Reviewed: December 17, 2020*

*Reviewed: January 7, 2021*

*Adopted: January 7, 2021*

## MINNETONKA PUBLIC SCHOOLS

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### Policy 534: EQUAL EDUCATIONAL OPPORTUNITY

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- A. It is the District's policy to provide equal educational opportunity for all students. The District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, parental status, status with regard to public assistance, sexual orientation, or disability. ~~sexual orientation or age.~~ The District also makes reasonable accommodations for students with disabilities.

*[Note: Part of the definition of "sexual orientation" within the Minnesota Human Rights Act (MHRA) is "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness," which is how gender identity and expression gain protection under the MHRA. Minn. Stat. § 363A.03, Subd. 44.]*

- B. The District prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the District's policy on harassment and violence and the District's procedures for addressing such complaints, refer to the District's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, counseling, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. It is the responsibility of every District employee to comply with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should contact the ~~Assistant Superintendent for~~ Executive Director of Human Resources Michael Cyrus (952-401-5015 – [hrstaff@minnetonkaschools.org](mailto:hrstaff@minnetonkaschools.org)). The reporting party or complainant may also utilize the "Let's Talk" reporting tool on the District website.

***Legal References:***

*Minn. Stat. Ch. 363 (Minnesota Human Rights Act)*

*Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)*

*42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)*

*20 U.S.C. § 1681 et seq. (Title IX of the Education Amendments of 1972)*

***Cross References:***

*Policy 427: Harassment and Violence*

*Policy 521: Student Disability Nondiscrimination*

*Approved: September 2, 2010*

*Reviewed: September 17, 2020*

*Reviewed: October 22, 2020*

*Reviewed: November 19, 2020*

*Reviewed: December 17, 2020*

*Reviewed: January 7, 2021*

## MINNETONKA PUBLIC SCHOOLS

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### Policy #604: INCLUSIVE EDUCATION PROGRAM

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#### I. PURPOSE

The purpose of this policy is to inform students, teachers and parents of the District's commitment to provide equal educational opportunities to all students attending District schools regardless of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. Additionally, Minnetonka Public Schools affirms the importance of multicultural, gender fair, disability sensitive curriculum and instruction.

*[Note: Part of the definition of "sexual orientation" within the Minnesota Human Rights Act (MHRA) is "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness," which is how gender identity and expression gain protection under the MHRA. Minn. Stat. § 363A.03, Subd. 44.]*

#### II. GENERAL STATEMENT OF POLICY

The School Board of the Minnetonka Public Schools is committed to providing equal educational opportunities for all students in the District, regardless of gender, disability, cultural or socio-economic background. Further, the Board is committed to delivering an inclusive educational program which encourages understanding and nondiscriminatory treatment of people regardless of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and the Board requires the curriculum and instructional materials to include a broad perspective of students' backgrounds and heritage. The Superintendent is directed to establish procedures for the implementation of this policy.

#### III. DEFINITIONS

For the purpose of the policy, the following terms have the meaning given them in this section:

- A. Inclusive educational program: one that employs a curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of the cultural and historical diversity of the United States, the historical and contemporary contributions of all women and men to society, the historical and contemporary contributions to society by people with disabilities. The curriculum and instructional materials shall reflect these expectations.
- B. Instruction: a teacher-led process, which transforms well-planned curriculum into student learning. Instruction is standards-focused teaching for the purpose of providing meaningful learning experiences that enable all students to master

academic content and achieve personal goals. Teachers are expected to utilize the breadth of the curriculum to be responsive to students in their class.

- C. Curriculum: a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught. The curriculum should be sufficiently broad to enable teachers to respond to the students in their classes.
- D. Core Instructional Materials: resources recommended through a District process, approved by the School Board, and used by teachers to provide a required common content for students to achieve intended learning.
- E. Supplementary Materials: resources determined by teachers and principals, as monitored by the Superintendent or designee, which supplement the core materials, and provide for different student needs as required to meet the intended student learning.

#### **IV. REGULATIONS**

- A. The District's Inclusive Educational Program must be in compliance with Minnesota's Multicultural, Gender-fair Curriculum Rule 3500.0550, adopted by the State in December 1988 and printed in the State Register May 30, 1989. Renamed Inclusive Educational Program, 1995.

#### **V. EDUCATION PROCESS**

- A. In an attempt to reduce and/or eliminate stereotyping, prejudice, and discrimination, the curriculum developed shall promote experiences in multicultural gender-fair activities which prepare students to live productively in a multicultural pluralistic society.
- B. Development of the District's Inclusive Educational Program will occur as part of the District curriculum review process.

#### ***Legal Reference:***

*Minnesota Rules Part 3500.0550 Inclusive Education Program*

#### ***Cross References:***

*Policy #603: Instructional and Curricular Program Review and Improvement*

*Policy #606: Instructional Material Review, Selection and Use*

*Approved: February 1, 2007*

*Reviewed: September 17, 2020*

*Reviewed: October 22, 2020*

*Reviewed: November 19, 2020*

*Reviewed: December 17, 2020*

*Reviewed: January 7, 2021*

*Adopted: January 7, 2021*

## MINNETONKA PUBLIC SCHOOLS

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### Policy #604: INCLUSIVE EDUCATION PROGRAM

---

#### I. PURPOSE

The purpose of this policy is to inform students, teachers and parents of the District's commitment to provide equal educational opportunities to all students attending District schools regardless of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. ~~their cultural or socioeconomic background, gender, or disability.~~ Additionally, Minnetonka Public Schools affirms the importance of multicultural, gender fair, disability sensitive curriculum and instruction.

*[Note: Part of the definition of "sexual orientation" within the Minnesota Human Rights Act (MHRA) is "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness," which is how gender identity and expression gain protection under the MHRA. Minn. Stat. § 363A.03, Subd. 44.]*

#### II. GENERAL STATEMENT OF POLICY

The School Board of the Minnetonka Public Schools is committed to providing equal educational opportunities for all students in the District, regardless of gender, disability, cultural or socio-economic background. Further, the Board is committed to delivering an inclusive educational program which encourages understanding and nondiscriminatory treatment of people regardless of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, ~~of all cultures, socioeconomic background, gender and disabilities, and the~~ Board requires the curriculum and instructional materials to include a broad perspective of students' backgrounds and heritage. The Superintendent is directed to establish procedures for the implementation of this policy.

#### III. DEFINITIONS

For the purpose of the policy, the following terms have the meaning given them in this section:

- A. Inclusive educational program: one that employs a curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of the cultural and historical diversity of the United States, the historical and contemporary contributions of all women and men to society, the historical and contemporary contributions to society by people with disabilities. The curriculum and instructional materials shall reflect these expectations.

- B. Instruction: a teacher-led process, which transforms well-planned curriculum into student learning. Instructions is standards-focused teaching for the purpose of providing meaningful learning experiences that enable all students to master academic content and achieve personal goals. Teachers are expected to acknowledge the backgrounds of their students and utilize the breadth of the curriculum to be responsive to students in their class.
- C. Curriculum: a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught. The curriculum should be sufficiently broad to enable teachers to respond to the students in their classes.
- D. Core Instructional Materials: resources recommended through a District process, approved by the School Board, and used by teachers to provide a required common content for students to achieve intended learning.
- E. Supplementary Materials: resources determined by teachers and principals, as monitored by the Superintendent or designee, which supplement the core materials, and provide for different student needs as required to meet the intended student learning.

#### **IV. REGULATIONS**

- A. The District's Inclusive Educational Program must be in compliance with Minnesota's Multicultural, Gender-fair Curriculum Rule 3500.0550, adopted by the State in December 1988 and printed in the State Register May 30, 1989. Renamed Inclusive Educational Program, 1995.

#### **V. EDUCATION PROCESS**

- A. In an attempt to reduce and/or eliminate stereotyping, prejudice, and discrimination, the curriculum developed shall promote experiences in multicultural gender-fair activities which prepare students to live productively in a multicultural pluralistic society.
- B. Development of the District's Inclusive Educational Program will occur as part of the District curriculum review process.

#### ***Legal Reference:***

*Minnesota Rules Part 3500.0550 Inclusive Education Program*

#### ***Cross References:***

*Policy #603: Instructional and Curricular Program Review and Improvement*

*Policy #606: Instructional Material Review, Selection and Use*

*Approved: February 1, 2007*

*Reviewed: September 17, 2020*



Reviewed: October 22, 2020

Reviewed: November 19, 2020

Reviewed: December 17, 2020

Reviewed: January 7, 2021

## MINNETONKA PUBLIC SCHOOLS

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### **Policy #606: INSTRUCTIONAL MATERIAL REVIEW, SELECTION AND USE**

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#### **I. PURPOSE**

The purpose of this policy is to provide direction for the review, selection and use of textbooks, supplemental books, and other instructional materials.

#### **II. GENERAL STATEMENT OF POLICY**

The District's curriculum focuses instructional practices on challenging and supporting all students in the pursuit of their highest personal and academic achievement. In order to achieve world-class levels of learning, the School Board insists that appropriate and high quality instructional materials be used to deliver the adopted curriculum. All instructional materials, whether core or supplemental, must align with and advance the District's Vision and Mission, and support the District's standards and curriculum. Instructional materials shall challenge each student and prepare them to thrive in American society and the world at-large.

The School Board recognizes that selection of textbooks and instructional materials is a vital component of the District's curriculum. The Board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

#### **III. RESPONSIBILITY OF SELECTION**

- A. While the Board retains its authority to make final decisions on the selection of textbooks and instructional materials, the Board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the Board delegates to the Superintendent the responsibility to direct the professional staff in formulating recommendations to the Board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:
  - 1. support the goals and objectives of the education programs;
  - 2. consider the needs, age, and maturity of students;

3. foster respect and appreciation for cultural diversity, multiple perspectives, constructive discourse and varied opinion;
4. fit within the constraints of the school district budget;
5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61;
6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism;
7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records; and
8. include multiple points-of-view that reflect the background of students in the District's schools.

#### IV. DEFINITIONS

Instructional materials are defined as those items that are read, listened to, viewed, manipulated, or experienced by students as part of the instructional process. They may be consumable or non-consumable and may vary greatly in the kind of student response they stimulate. Instructional materials include, but are not limited to: textbooks, supplementary books, teacher manuals, kits, games, computer software, electronic information sources, apparatus, media collections, and other print and non-print materials.

**Curriculum:** a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.

**Instruction:** a teacher-led process, which transforms well-planned curriculum into student learning. Instruction is standards-focused teaching for the purpose of providing meaningful learning experiences that enable all students to master academic content and achieve personal goals, and are subject to the guidance and evaluation of the principal.

**Assessments:** multiple tools used to gather information about the student's performance on the standards taught.

**Evaluation:** the process of making judgments about the level of students' understanding or performance.

**Standard:** a statement of what the student will be able to know, understand and do.

**Benchmark:** a clear, specific description of knowledge or skills the student should acquire by a particular point in the student's schooling.

**Core Instructional Materials:** Resources that are part of the District's standards and curriculum adoptions which are approved by the Board for district-wide use as the primary means to assist students in attaining expected learning outcomes. These materials should be comprehensive enough to enable teachers to primarily use this resource in most instruction.

**Instructional Materials Review Process:** A formal process conducted on a regular schedule where District curriculum and materials are reviewed, evaluated, and proposed based upon District criteria.

**Informal Review Process:** A process that occurs in years where the Materials Review Process will not occur or when educational needs dictate an immediate expedited approval process.

**Supplementary Materials:**

- Resources that are selected to complement, enrich and/or extend the curriculum and provide enrichment opportunities to expand students' interests and contribute to their lifelong learning. Examples include local school library collections, District video collections, licensed databases, resource center collections, teacher-selected resources for individual classes, and student resource lists.
- All Supplementary Materials, however, must be selected for the purpose of supporting the standards and curriculum of the given course or class and must be compatible with the District's Vision, goals and expectations.
- Many valuable materials become available continually, and the Board recognizes that extensive processes for approval of evolving materials would be cumbersome and not in students' best interests in some cases; therefore the Board allows teachers to use materials that have not been approved by the Board but fit all of the criteria for selection of materials that have been approved by the Board. If the material is intended to be required reading for all students in the class, approval shall be required by the principal. The materials so identified and used, if intended to be used more than one time, will be subsequently submitted to the principal for submission to the Superintendent, who will inform the Board and periodically request approval of such materials.
- The Board further recognizes that many valuable resources to supplement student learning can be found on the Internet, in periodicals and pamphlets, and in other non-published formats, and permission to use such resources is extended to teachers and building administrators without seeking Board approval; however, it is fully expected that teachers using such sources of materials will use their professional

judgment in their selections. It is advisable for teachers to consult with the principal if they have doubt about the appropriateness of the material.

**Differentiation:** the process teachers use to plan learning experiences, which intentionally respond to learner differences and backgrounds. Students would have opportunities to work at their levels of readiness (assessed levels of skills and knowledge), in preferred and varied learning modes/styles, and engage their interests in order to achieve curricular goals.

## V. AREAS OF RESPONSIBILITY

The Board is accountable for selection of instructional materials, and as a policy-making body, assigns responsibility to the professional staff, as follows:

- A. The Superintendent, or designee, shall be responsible for an instructional materials review process, and an informal review process, as well as submitting recommendations to the Board for adoption of materials. The Superintendent's final recommendation for materials selection shall be consistent with the District's Standards and Curriculum. This process shall comply with Board policies, as well as federal and state law and rules. Core Instructional Materials are provided in multiple copies (hard copies or electronic versions) for use by an entire class or a major segment of a class. Supplementary materials that are identified during the curriculum review process, including books and videos, should be recommended through a separate formal District process from Core materials, established by the Superintendent and approved by the Board. There is also an opportunity for teachers to use materials that have not been approved by the Board. The materials so identified and used by teachers that require subsequent approval by the Board will be submitted to the principal for forwarding to the Superintendent, who will inform the Board and periodically request approval of such materials. The Superintendent shall assure that use of materials not required to be approved by the Board are monitored for consistency with the standards and curriculum adopted and appropriateness.
- B. Principals are responsible for assuring that materials are being used in classroom instruction in accordance with the District's Standards and Curriculum. Supplementary Materials selected from the approved list at the school or classroom level must meet all criteria for selection referenced in Section V of this policy. The uses of approved Supplementary Materials are determined by teachers and administrators. As noted above, the Board allows teachers to use materials that have not been approved by the Board but require subsequent approval by the Board if intended to be used more than once. The materials so identified and used must be submitted to the principal, who will submit them to the Superintendent. The principal shall inform teachers when their materials have received Board approval. Furthermore, the Board also allows teachers to use Internet sources, periodicals, pamphlets and other non-published formats without Board approval, but it is expected that teachers will consult the respective building principal regarding the source of such materials if they are controversial or questionable. The principal shall monitor the use of such resources and relate concerns to teachers.

- C. Teachers are responsible for participating in and providing input to the Instructional Materials review and selection process. Once materials are adopted, teachers must understand the content and application of these materials and use the materials to ensure learning. The selection of Core and Supplementary materials will involve the active participation of teachers in the respective subject area being reviewed. It is expected that teachers using any Supplementary Material either approved by the Board or not approved by the Board will read the material in its entirety. The Board encourages teachers and administrators to use a rich assortment of Supplementary Materials to enable students to access current research, information about changing events and learning opportunities that cannot be fully accomplished through the use of Core Instructional Materials alone. Similar to the selection of Core materials, all Supplementary Materials must be selected for the purpose of supporting the standards and curriculum of the given course or class and must be compatible with the District's Vision, goals and expectations. The uses of approved Supplementary Materials are determined by teachers and administrators. As noted above, the Board allows teachers to use materials that have not been approved by the Board, and the teacher must submit the material to the principal for Board approval if it is intended to be used more than once. Furthermore, the Board also allows teachers to use Internet sources, periodicals, pamphlets and other non-published formats without Board approval, but it is expected that teachers will consult the respective building principal regarding the source of such materials if the teacher believes the material is controversial or questionable.
- D. Teaching and Learning staff are responsible for facilitating the entire process of the Instructional Materials review and selection and working closely with the various committees to assure that materials selected are comprehensive and flexible. They are responsible for providing opportunities to parents and students to review and give input on text/material evaluations. They assure the various steps of this policy are fulfilled. Once materials are adopted, Teaching and Learning staff are responsible for providing effective staff development so that all teachers can successfully implement and differentiate new instructional materials.

## **VI. CRITERIA FOR SELECTION**

Professional staff shall evaluate instructional materials based on the Minnetonka School District Vision, state and federal requirements, Minnetonka Academic Standards, and grade-to-grade connectivity. Once materials have met these threshold criteria, then staff shall consider the materials based on the following criteria:

- A. Be appropriate for the age, social development, and maturity of the users. There should be specific designation of the grade levels and courses for which materials have been approved.
- B. Meet the interests, abilities, learning styles, and differentiated needs of the users.

- C. Consider the needs of the diversity of ethnic, political, cultural, and religious values held by the Minnetonka community and the pluralistic society at large.
- D. Support areas of lifetime success, such as academics, character, physical and mental health, leadership, and service.
- E. Recognize various points-of-view, including those considered by some to be controversial.
- F. Foster information literacy and enhance student learning through technology.
- G. Illustrate the contributions made by various groups to our national heritage and the world.
- H. Stimulate growth in factual knowledge and critical thinking.
- I. Recognize reading and writing as a foundation in all content areas.
- J. Provide support for meaningful assessment and progress measures.
- K. Strive to be free from bias, errors, and omissions.

## **VII. PROCESS FOR SELECTION**

The Superintendent, or designee, will develop administrative guidelines to establish an orderly process for the Instructional Materials review process and selection of textbooks and instructional materials and will provide a consistent format for presentation of the recommendations to the Board. Committees established by the Superintendent, or designee, shall be representative of the content areas under consideration and include teachers from all grade levels and schools involved in implementing the eventual content, parents representing various schools using the materials, and representative administrators who will assure implementation of the materials. Such guidelines shall provide opportunity for involvement of professional staff and for input and consideration of views by parents and students. These guidelines will be coordinated with the Program Improvement Process and Cycle and with approved curriculum development. A complete recommendation must show evidence of meeting the following:

- meets local, state and federal standards,
- facilitates learning connectivity from grade to grade and subject-to-subject articulation,
- facilitates differentiation for both students and teachers,
- provides meaningful assessments and progress measures,
- facilitates development of sustainable work plans for teachers' delivery of curriculum,

- details “total cost of ownership” which includes purchase price of materials, as well as training costs, all subscriptions, enrichment materials, renewal fees, and a timeline for implementation,
- provides evidence of thorough assessment of alternatives, and
- provides research indicating effectiveness of chosen material in delivering academic results for a wide variety of students.

The District shall annually inform staff, parents, students and the public of which areas are under review and how interested parties may become involved.

The Superintendent, or designee, shall present recommendations to the Board on selection of new materials after completion of the process as outlined in this policy.

Selection of materials is an on-going process. Materials will be replaced which are no longer appropriate, fail to meet the above criteria, or have been lost or damaged.

**VIII. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS**

- A. The Superintendent shall be responsible for keeping the Board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The Superintendent shall present a recommendation to the Board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

**IX. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS**

- A. The Board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The Superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The Superintendent shall present a procedure to the Board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the Board, such procedure shall be an addendum to this policy.



***Legal References:***

*Minn. Stat. 123B.02, Subd. 2 (General Powers of School Districts)*

*Minn. Stat. 123B.09, Subd. 8 (School Board Responsibilities)*

***Cross References:***

*Policy 601: District Curriculum, Instruction and Assessment*

*Policy 603: Instructional and Curricular Program Review and Improvement*

*Policy 604: Inclusive Education Program*

*Policy 607: Controversial Topics and Materials—and the School Program*

*Adopted: October 7, 2004*

*Reviewed: May 15, 2014 and June 19, 2014*

*Adopted: August 7, 2014*

*Reviewed: September 17, 2020*

*Reviewed: October 22, 2020*

*Reviewed: November 19, 2020*

*Reviewed: December 17, 2020*

*Reviewed: January 7, 2021*

*Adopted: January 7, 2021*

## MINNETONKA PUBLIC SCHOOLS

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### Policy #606: INSTRUCTIONAL MATERIAL REVIEW, SELECTION AND USE

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#### I. PURPOSE

The purpose of this policy is to provide direction for the review, selection and use of textbooks, supplemental books, and other instructional materials.

#### II. GENERAL STATEMENT OF POLICY

The District's curriculum focuses instructional practices on challenging and supporting all students in the pursuit of their highest personal and academic achievement. In order to achieve world-class levels of learning, the School Board insists that appropriate and high quality instructional materials be used to deliver the adopted curriculum. All instructional materials, whether core or supplemental, must align with and advance the District's Vision and Mission, and support the District's standards and curriculum. Instructional materials shall challenge each student and prepare them to thrive in American society and the world at-large.

The School Board recognizes that selection of textbooks and instructional materials is a vital component of the District's curriculum. The Board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

#### III. RESPONSIBILITY OF SELECTION

A. While the Board retains its authority to make final decisions on the selection of textbooks and instructional materials, the Board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the Board delegates to the Superintendent the responsibility to direct the professional staff in formulating recommendations to the Board on textbooks and other instructional materials.

B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:

1. support the goals and objectives of the education programs;
2. consider the needs, age, and maturity of students;

3. foster respect and appreciation for cultural diversity, multiple perspectives, constructive discourse and varied opinion;
4. fit within the constraints of the school district budget;
5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61;
6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism;
7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records; and
8. include multiple points-of-view that reflect the background of students in the District's schools.

### III. IV. DEFINITIONS

Instructional materials are defined as those items that are read, listened to, viewed, manipulated, or experienced by students as part of the instructional process. They may be consumable or non-consumable and may vary greatly in the kind of student response they stimulate. Instructional materials include, but are not limited to: textbooks, supplementary books, teacher manuals, kits, games, computer software, electronic information sources, apparatus, media collections, and other print and non-print materials.

**Curriculum:** a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.

**Instruction:** a teacher-led process, which transforms well-planned curriculum into student learning. Instruction is standards-focused teaching for the purpose of providing meaningful learning experiences that enable all students to master academic content and achieve personal goals, and are subject to the guidance and evaluation of the principal.

**Assessments:** multiple tools used to gather information about the student's performance on the standards taught.

**Evaluation:** the process of making judgments about the level of students' understanding or performance.

**Standard:** a statement of what the student will be able to know, understand and do.

**Benchmark:** a clear, specific description of knowledge or skills the student should acquire by a particular point in the student's schooling.

**Core Instructional Materials:** Resources that are part of the District's standards and curriculum adoptions which are approved by the Board for district-wide use as the primary means to assist students in attaining expected learning outcomes. These materials should be comprehensive enough to enable teachers to primarily use this resource in most instruction.

**Instructional Materials Review Process:** A formal process conducted on a regular schedule where District curriculum and materials are reviewed, evaluated, and proposed based upon District criteria.

**Informal Review Process:** A process that occurs in years where the Materials Review Process will not occur or when educational needs dictate an immediate expedited approval process.

**Supplementary Materials:**

- Resources that are selected to complement, enrich and/or extend the curriculum and provide enrichment opportunities to expand students' interests and contribute to their lifelong learning. Examples include local school library collections, District video collections, licensed databases, resource center collections, teacher-selected resources for individual classes, and student resource lists.
- All Supplementary Materials, however, must be selected for the purpose of supporting the standards and curriculum of the given course or class and must be compatible with the District's Vision, goals and expectations.
- Many valuable materials become available continually, and the Board recognizes that extensive processes for approval of evolving materials would be cumbersome and not in students' best interests in some cases; therefore the Board allows teachers to use materials that have not been approved by the Board but fit all of the criteria for selection of materials that have been approved by the Board. If the material is intended to be required reading for all students in the class, approval shall be required by the principal. The materials so identified and used, if intended to be used more than one time, will be subsequently submitted to the principal for submission to the Superintendent, who will inform the Board and periodically request approval of such materials.
- The Board further recognizes that many valuable resources to supplement student learning can be found on the Internet, in periodicals and pamphlets, and in other non-published formats, and permission to use such resources is extended to teachers and building administrators without seeking Board approval; however, it is fully expected that teachers using such sources of materials will use their professional

judgment in their selections. It is advisable for teachers to consult with the principal if they have doubt about the appropriateness of the material.

**Differentiation:** the process teachers use to plan learning experiences, which intentionally respond to learner differences and backgrounds. Students would have opportunities to work at their levels of readiness (assessed levels of skills and knowledge), in preferred and varied learning modes/styles, and engage their interests in order to achieve curricular goals.

#### **IV. V. AREAS OF RESPONSIBILITY**

The Board is accountable for selection of instructional materials, and as a policy-making body, assigns responsibility to the professional staff, as follows:

- A. The Superintendent, or designee, shall be responsible for an instructional materials review process, and an informal review process, as well as submitting recommendations to the Board for adoption of materials. The Superintendent's final recommendation for materials selection shall be consistent with the District's Standards and Curriculum. This process shall comply with Board policies, as well as federal and state law and rules. Core Instructional Materials are provided in multiple copies (hard copies or electronic versions) for use by an entire class or a major segment of a class. Supplementary materials that are identified during the curriculum review process, including books and videos, should be recommended through a separate formal District process from Core materials, established by the Superintendent and approved by the Board. There is also an opportunity for teachers to use materials that have not been approved by the Board. The materials so identified and used by teachers that require subsequent approval by the Board will be submitted to the principal for forwarding to the Superintendent, who will inform the Board and periodically request approval of such materials. The Superintendent shall assure that use of materials not required to be approved by the Board are monitored for consistency with the standards and curriculum adopted and appropriateness.
- B. Principals are responsible for assuring that materials are being used in classroom instruction in accordance with the District's Standards and Curriculum. Supplementary Materials selected from the approved list at the school or classroom level must meet all criteria for selection referenced in Section V of this policy. The uses of approved Supplementary Materials are determined by teachers and administrators. As noted above, the Board allows teachers to use materials that have not been approved by the Board but require subsequent approval by the Board if intended to be used more than once. The materials so identified and used must be submitted to the principal, who will submit them to the Superintendent. The principal shall inform teachers when their materials have received Board approval. Furthermore, the Board also allows teachers to use Internet sources, periodicals, pamphlets and other non-published formats without Board approval, but it is expected that teachers will consult the respective building principal regarding the source of such materials if they are controversial or questionable. The principal shall monitor the use of such resources and relate concerns to teachers.

- C. Teachers are responsible for participating in and providing input to the Instructional Materials review and selection process. Once materials are adopted, teachers must understand the content and application of these materials and use the materials to ensure learning. The selection of Core and Supplementary materials will involve the active participation of teachers in the respective subject area being reviewed. It is expected that teachers using any Supplementary Material either approved by the Board or not approved by the Board will read the material in its entirety. The Board encourages teachers and administrators to use a rich assortment of Supplementary Materials to enable students to access current research, information about changing events and learning opportunities that cannot be fully accomplished through the use of Core Instructional Materials alone. Similar to the selection of Core materials, all Supplementary Materials must be selected for the purpose of supporting the standards and curriculum of the given course or class and must be compatible with the District's Vision, goals and expectations. The uses of approved Supplementary Materials are determined by teachers and administrators. As noted above, the Board allows teachers to use materials that have not been approved by the Board, and the teacher must submit the material to the principal for Board approval if it is intended to be used more than once. Furthermore, the Board also allows teachers to use Internet sources, periodicals, pamphlets and other non-published formats without Board approval, but it is expected that teachers will consult the respective building principal regarding the source of such materials if the teacher believes the material is controversial or questionable.
- D. Teaching and Learning staff are responsible for facilitating the entire process of the Instructional Materials review and selection and working closely with the various committees to assure that materials selected are comprehensive and flexible. They are responsible for providing opportunities to parents and students to review and give input on text/material evaluations. They assure the various steps of this policy are fulfilled. Once materials are adopted, Teaching and Learning staff are responsible for providing effective staff development so that all teachers can successfully implement and differentiate new instructional materials.

#### **V. VI. CRITERIA FOR SELECTION**

Professional staff shall evaluate instructional materials based on the Minnetonka School District Vision, state and federal requirements, Minnetonka Academic Standards, and grade-to-grade connectivity. Once materials have met these threshold criteria, then staff shall consider the materials based on the following criteria:

- A. Be appropriate for the age, social development, and maturity of the users. There should be specific designation of the grade levels and courses for which materials have been approved.
- B. Meet the interests, abilities, learning styles, and differentiated needs of the users.

- C. Consider the needs of the diversity of ethnic, political, cultural, and religious values held by the Minnetonka community and the pluralistic society at large.
- D. Support areas of lifetime success, such as academics, character, physical and mental health, leadership, and service.
- E. Recognize various points-of-view, including those considered by some to be controversial.
- F. Foster information literacy and enhance student learning through technology.
- G. Illustrate the contributions made by various groups to our national heritage and the world.
- H. Stimulate growth in factual knowledge and critical thinking.
- I. Recognize reading and writing as a foundation in all content areas.
- J. Provide support for meaningful assessment and progress measures.
- K. Strive to be free from bias, errors, and omissions.

## **VI. VII. PROCESS FOR SELECTION**

The Superintendent, or designee, will develop administrative guidelines to establish an orderly process for the Instructional Materials review process and selection of textbooks and instructional materials and will provide a consistent format for presentation of the recommendations to the Board. Committees established by the Superintendent, or designee, shall be representative of the content areas under consideration and include teachers from all grade levels and schools involved in implementing the eventual content, parents representing various schools using the materials, and representative administrators who will assure implementation of the materials. Such guidelines shall provide opportunity for involvement of professional staff and for input and consideration of views by parents and students. These guidelines will be coordinated with the Program Improvement Process and Cycle and with approved curriculum development. A complete recommendation must show evidence of meeting the following:

- meets local, state and federal standards,
- facilitates learning connectivity from grade to grade and subject-to-subject articulation,
- facilitates differentiation for both students and teachers,
- provides meaningful assessments and progress measures,
- facilitates development of sustainable work plans for teachers' delivery of curriculum,

- details “total cost of ownership” which includes purchase price of materials, as well as training costs, all subscriptions, enrichment materials, renewal fees, and a timeline for implementation,
- provides evidence of thorough assessment of alternatives, and
- provides research indicating effectiveness of chosen material in delivering academic results for a wide variety of students.

The District shall annually inform staff, parents, students and the public of which areas are under review and how interested parties may become involved.

The Superintendent, or designee, shall present recommendations to the ~~School~~ Board on selection of new materials after completion of the process as outlined in this policy.

Selection of materials is an on-going process. Materials will be replaced which are no longer appropriate, fail to meet the above criteria, or have been lost or damaged.

**VIII. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS**

- A. The Superintendent shall be responsible for keeping the Board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The Superintendent shall present a recommendation to the Board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

**IX. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS**

- A. The Board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The Superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The Superintendent shall present a procedure to the Board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the Board, such procedure shall be an addendum to this policy.



***Legal References:***

*Minn. Stat. 123B.02, Subd. 2 (General Powers of School Districts)*

*Minn. Stat. 123B.09, Subd. 8 (School Board Responsibilities)*

***Cross References:***

*Policy 601: District Curriculum, Instruction and Assessment*

*Policy 603: Instructional and Curricular Program Review and Improvement*

*Policy 604: Inclusive Education Program*

*Policy 607: Controversial Topics and Materials—and the School Program*

~~*Policy M-4 Materials Selection and Reevaluation*~~

~~*Policy C-6 Controversial Issues*~~

~~*Policy M-3 Multicultural, Gender Fair, Disability Sensitive Education*~~

*Adopted: October 7, 2004*

*Reviewed: May 15, 2014 and June 19, 2014*

*Adopted: August 7, 2014*

*Reviewed: September 17, 2020*

*Reviewed: October 22, 2020*

*Reviewed: November 19, 2020*

*Reviewed: December 17, 2020*

*Reviewed: January 7, 2021*

## MINNETONKA PUBLIC SCHOOLS

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### **Policy #607: CONTROVERSIAL TOPICS AND MATERIALS-AND THE SCHOOL PROGRAM**

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#### **I. PURPOSE**

A “controversial topic or material” involves a topic or material that is part of the District’s curriculum or media collection about which an individual and/or group urge the District to alter the use of said topic or material in the schools. It may deal with a topic for which society has not found a solution, and it is of sufficient significance that all proposed ways of dealing with it arouses a contrary response, or it may involve a material that contains language or treatment of topics that are objectionable to the citizen challenging the material.

#### **II. GENERAL STATEMENT OF POLICY**

The Policy of the Minnetonka School District (District) is as follows:

- A. The District has a responsibility to include, in various curriculum areas and at all grade levels, content dealing with critical topics and using materials, some of which will be controversial or raise objections within the community.
- B. Development of rational thinking and preparation for citizenship are the primary reasons for including the study of controversial topics or use of controversial materials in the curriculum.
- C. The District, as an educational institution and as individual classroom teachers have a responsibility to give the student:
  - 1. An opportunity to study controversial topics or read controversial materials which have political, economic or social significance about which they will begin to have an opinion.
  - 2. Access to all relevant information, including the materials that circulate freely in the community.
  - 3. Competent instruction balancing the various points-of-view in an atmosphere free from bias and prejudice.
  - 4. The right to form and express their own opinions on controversial topics or materials without jeopardizing their relations with teachers or the schools.

5. Deliberate effort shall be made by the teacher to achieve balance over time in the viewpoints to which students are exposed. The teacher shall not espouse a biased viewpoint that is intended to influence students' creation of their own viewpoints.
6. Any outside speaker on controversial topics shall be approved by the Principal prior to utilization of the speaker. The use of any speaker on a controversial topic shall be balanced by another speaker who espouses an opposing view.

### III. GUIDELINES

Guidelines for the selection of controversial topics or materials to be studied in the classroom:

- A. The topic or material should contribute toward helping students develop techniques for examining other controversial topics or materials.
- B. The topic or material should be suitable for students of the maturity and background represented in the respective class.
- C. The topic or material should be related to the standards and course content and help achieve those standards and course objectives.
- D. The topic or material should be of continuing significance.
- E. Exceptions to the above expectations may be granted by the building principal on a case-by-case basis.

*Approved: December 14, 1976*

*Reviewed: January 7, 1993*

*Reviewed: August 21, 2014*

*Approved: September 4, 2014*

*Reviewed: September 17, 2020*

*Reviewed: October 22, 2020*

*Reviewed: November 19, 2020*

*Reviewed: December 17, 2020*

*Reviewed: January 7, 2021*

**ACTION**

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

**Board Agenda Item X.**

**Title: Adoption of Learning Model**

**Date: January 7, 2021**

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**EXECUTIVE SUMMARY:**

The revised Learning Model for all students in Minnetonka is covered in the attached description. The Board gave the Superintendent the directive at the December 17, 2020 Study Session to inform parents, students and staff of the intent to implement the plan. The Board will officially consider the plan at this meeting.

**Submitted by:**



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Dennis L. Peterson  
Superintendent of Schools

## **Proposed Plan for Re-Opening Minnetonka Schools in 2021**

The proposed plan for re-opening Minnetonka Schools in January of 2021 is focused on maximizing learning for students in all grades. Although e-learning has been successful for most students this fall, due to the incredible work of our teachers and administrators to enhance what the District provided in the spring of 2020, there still have been some serious issues. There is a significant number of students who will choose (or their parents will choose) to continue with e-learning only for the next several weeks. However, we also realize that many students have struggled with learning while on e-learning only, and many have suffered mental health complications from the atmosphere and lack of socialization. We intend to remedy such problems, and we will enable all students to complete the 2020-21 school year successfully.

We have used Governor Walz's recent decision aimed at getting the youngest learners in our state back in school full-time and combined it with our own planning goals. The Governor will allow "in-person" learning with a modified requirement for social distancing and without the limitations of using 50% or less of classroom capacities for elementary-age students starting as early as **January 19, 2021**. However, those alterations in requirements are replaced with more detailed expectations to keep teachers safe. This is the level of flexibility that Minnetonka has needed all along in order to get all of our students in school this year.

For January, I am proposing to the School Board that the District initially return on **January 19** to the model for all elementary grades that was in place on November 24, when the District ended the hybrid model for K-8 and began the move to e-learning for all students. The exception to that January 19 return is that Third Graders will not return to school until **February 1**, because the Governor has limited elementary schools to just three grades for the first two weeks of the new plan, and we have chosen to have K-2 return first. As difficult as it will be for one grade, it is necessary under the Governor's rules, and I am recommending that the grade be Third Grade. We would continue to provide childcare for Third Graders requiring such care during those two weeks, but they would all be on e-learning until February 1. Since Grades 4-5 are in a separate building from K-3, we believe we can return Grades Four and Five to school at the same time as Grades K-2 under the Governor's limitations. All of those students in Grades K-2 and 4-5 would start back to school on **January 19**. If Grades 4-5 are disallowed by MDE for that early entry at the same time as K-2 in other buildings, we would just maintain those two grades on e-learning as well through January 29. The overall plan, then, will have students in Grades K-2 in the six elementary schools, students in Grades 4-5 would be in classrooms at the High School, and students in Grade 3 would be on e-learning from **January 19 through January 29**, and they would continue to be in assigned pods and have the six-foot distancing requirement, along with masks.

It is proposed that these elementary students be in the model used during the first two and a half months of this school year, with pods of students according to the classroom size (50% of capacity) and social distancing required. This plan would be used until **January 29**.

On **January 19**, students in Grades 4-5 would shift from being in school four days a week to being in school three days a week for the week of January 19 and just two days for the week of January 26. This will be done to enable high school students to attend school two days at the High School during the week of January 26. Fourth and Fifth Graders would attend school on Tuesday and Wednesday that week only. Childcare would be provided to those students in Grades 4-5 who need childcare for the two days that teachers would be planning for the transition to “in-person” learning (**January 28 and 29**). Teachers would be involved in planning for the transition to all “in-person” learning at the K-3 elementary schools on those two days, as well. Childcare will be available for students who have enrolled in the program in all grades.

If COVID numbers or staff absences preclude high school students from starting in school two days a week on January 26, students in Grades 4-5 would move to back to a four-day week schedule at the High School for January 26-29, and they would then move to a five-day a week schedule until the high school students would be ready to return to school. Furthermore, the planning days for high school teachers would be shifted to times that will match up with the start of “in-person” instruction for high school students.

On **February 1**, all elementary students in Grades K-3 (Third Grade would then be allowed to join their fellow elementary students) along with students in Grades 4-5, except those who are on e-learning, would move into the “in-person” model at each of the six schools. That will allow high school students to use the High School five days a week, as much as then allowed by the Governor. As noted above, in the event that high school students would not be allowed to return to school on January 28, the move of students in Grades 4-5 from the High School could be delayed until high school students are able to return, but they would still move to the “in-person” model. The “in-person” model modifies the amount of social distancing expected, and it does not limit student numbers to 50% of capacity. Sufficient desks and tables would be returned to the classrooms and new protocols would be implemented to assure safety of students as well as teachers and paras. Class sizes would be at the numbers planned for during the summer when classrooms were being put together in the usual manner, and there would need to be some adjustments for the students remaining on e-learning.

Middle school students will return to school on **January 26** using the model that was used for the first two and a half months of this school year, if allowed by the Governor. The same days of the week will continue to be utilized. It would be intended that the middle schools would move to “in-person” instruction on **March 15**, if allowed by the Governor at that time. Class sizes would be as planned for during the summer before the hybrid model was established and some students chose e-learning until they believe it is appropriate to return to school. The two required planning days for that transition would be on March 11-12.

Middle school students would move to “in-person” learning on **March 15**, and modified social distancing would be expected, and classroom numbers would not be limited to 50%. Other safety protocols would be implemented for teachers and paras, as required by the Governor.

High school students will remain on e-learning only until **January 28**, when they begin the hybrid model using the High School two days for just that week. Half of the student body in all four grades would attend hybrid classes each of the two days, so each student will be in school one day for that week.

On **February 1**, when students in Grades 4-5 move to their respective elementary schools, high school students will have full access to the High School. They would, most likely, still need to be on a hybrid model, with social distancing required and limiting classroom use to 50% of capacity. Half of the students would attend school on two days of the week, while the rest of the students would receive streamed instruction and, then, the other half of the students would be in school two of the other days of that week and streaming would occur to those at home who had been in school during their two days. That would allow each student to be engaged in “in person” learning two days a week and e-learning three days a week.

On **March 15**, high school staff would have a day to plan for the next transition, if allowed by the Governor. On **March 16**, high school students would move to “in-person” learning for all students who wish to be at school, if allowed by the Governor. Modified social distancing would be expected, and classrooms would no longer be required to limit numbers to 50% of capacity. New safety protocols would be implemented, as required by the Governor.

Transportation restrictions will be eliminated when the students are in “in-person” learning.

Face coverings will continue to be required for students in all learning models in the schools, and the safety and cleaning protocols will continue to be implemented. There will be other requirements by the Governor which need to be implemented, including having teachers wear both a mask and shield. There will be more testing for COVID.

Students in all grades would be provided e-learning-only opportunities as long as they or their parents choose the option. As the number shrinks, there may be more use of streaming of in-person classes.

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

**Board Agenda Item XI.**

**Title: Approval of Momentum Building Project**

**Date: January 7, 2021**

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**EXECUTIVE SUMMARY:**

Background

With the need for a Momentum facility materializing as interest and enrollment in the program grows, District Staff and Minnetonka High School Staff have met with ATSR to explore possibilities for a Momentum Skilled Trades facility to support the program. In discussing the future needs for Momentum, one key point came out – the classes will be primarily one hour long, which is the time period needed to allow the students to be able to have the classes fit in their class schedules. As opposed to Vantage, which are half day classes, this important factor means that proximity to the high school is key, because it would be impossible to shuttle students to the class for one period during the passing times between periods.

As a result, we have come up with an option for a Momentum facility on the MHS campus that will allow students to easily get to and from a Momentum class and their other classes as part of their normal day. Furthermore, given the likelihood of constrained General Fund Revenues in the near future due to the enrollment cap and tight State of Minnesota budgets, it would not require the expense of hourly shuttles to an offsite building, which for two buses for 7 hours per day would add a minimum of \$79,490.04 in annual operating costs.

Momentum Skilled Trades Facility Description

With Lease Levy funding that is currently available to us, we can construct a Momentum Skilled Trades facility as an addition to the Pagel Center. (Please see attached Momentum facility slides.)

This facility would be approximately 10,500 square feet. It would accommodate the Automotive Program in an approximately 3,475-square-foot, two-extended-bay space that would allow classes to work on up to six vehicles simultaneously. The facility would also house a maker space of approximately 1,850 that could be configured for the next strand of Momentum Skilled Trades. This would be a multipurpose space which could house anything from interior renovations, to engineering to high tech fabrication. Of note, the high ceiling height is an important feature because it would allow for the creation of large structures in all types of weather conditions. The facility would be would also have an approximately 900-square foot classroom located partially above the maker space for use by any of the programs. Appropriate support spaces are also included in the preliminary design.



## Momentum Skilled Trades Facility Cost and Construction Timeline

ATSR has estimated the cost of this facility at \$3,884,808 assuming a bid date in early March 2021, with construction commencing for site excavation and utility work in mid-April 2021, with building erection commencing on June 11, 2021 with completion by December 31, 2021.

This timeline takes in to account the realities of time needed for project design, project approval by the City of Minnetonka and the Riley Purgatory Bluff Creek Watershed District, lead times for delivery of key structural components, and the resulting construction time frame.

Completion by December 31, 2021 will allow for Momentum Skilled Trades to begin using the facility for the second semester of FY2022, which starts on January 25, 2022.

## Funding of Momentum Skilled Trades Facility

The approximately \$3.9 million cost is very much in line with what has been expended for programs such as Minnetonka Research (\$4.5 million construction cost) and Vantage (approximately \$3.3 million for 10 years of leasing and interior modifications at 4350 Baker Road, and \$1.8 million for the purchase and interior modifications of the TSP building.

The District can issue up to \$4.0 million of Lease Levy Certificates of Participation bonds in calendar 2021. There are three existing Lease Levy COP bonds – 2012A, 2013D and 2014C - that will be restructured in September 2021, in time for inclusion on the 21 Pay 22 Levy. The restructured bonds will have an estimated collective net present value savings of \$102,787 based on current estimates, but just as importantly will free up Lease Levy payment capacity. The restructured bonds will have lower payments, freeing up sufficient lease levy payment capacity to make the payments on new COP bonds that can be issued to fund the Momentum Skilled Trades facility.

It is important to note that Lease Levy COP bonds can only be used to fund instructional additions that are not more than 20% of the size of the existing facility being added on to. They cannot fund new construction. They cannot be used to “simultaneously build an addition on to new construction”. But this proposed addition to the Pagel Center would be less than 20% of the existing Pagel Center square footage, and so this facility would qualify for Lease Levy funding.

An initial tranche of \$1.0 million COP bonds would be sold in late May 2021 and close on July 29, 2021 in FY2021. These funds would cover the design costs, permitting costs and initial site work and construction that occurred through June 30, 2021. This ensures that the Construction Fund would not have a negative fund balance for FY2021, and the \$1,000,000 amount of new principal is small enough that our total outstanding par value of bonds on June 30, 2021 is lower than June 30, 2020. Both of those factors help us to maintain our Aaa bond rating.

A second tranche of \$3.0 million COP bonds would also be sold in late May 2021 but would close on July 1, 2021 in FY 2022. This amount would fit in to FY2022 in such a manner that at June 30, 2022, the total outstanding par value bonds is lower than June 30, 2021.

Both the first and second tranches of COP bonds would have their payments added to the 21 Pay 22 Lease Levy, as they, along with other current COP bond payments, would fit within the approximately \$2,567,744 Lease Levy limit that is generated by 11,100 K-12 students. The total payments on the two tranches are estimated at just over \$256,000 at an interest rate of 2.12%.

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**ATTACHMENTS:**


Momentum Skilled Trades Facility Draft Concepts

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve the construction of the Momentum Design and Skilled Trades addition to the Pagel Center for completion by December 31, 2021 for use in the second semester of Fiscal Year 2022.

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

**Concurrence:**   
Dennis Peterson, Superintendent



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A large graphic element for the 'Momentum' logo, consisting of a light blue triangle on the left, followed by a dark blue diagonal bar, and a black diagonal bar that forms the 'M' shape.

# MOMENTUM

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MINNETONKA DESIGN AND SKILLED TRADES

A T S **R**



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## Introduction

- *Concept was presented to the School Board as part of the 2020 Facility Evaluation in April, Staff involved with input in November.*
- *Masterplan includes an Addition to the Pagel Center to support the Momentum Trades program on the Minnetonka HS Campus.*
- *Conceptual program includes spaces for automotive and maker space, total square footage of 10,300.*
- *Funds are available for this project.*
- *Design must be completed February 2021.*
- *Construction will begin summer of 2021 with completion by December 31, 2021 for use Semester 2 of the 2021/22 school year.*

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★ MHS – Momentum Skilled Trades Spaces



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*Dec 16, 2020*



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★ MHS – Momentum Skilled Trades Spaces



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Dec 16, 2020



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# ★ MHS – Momentum Skilled Trades Spaces

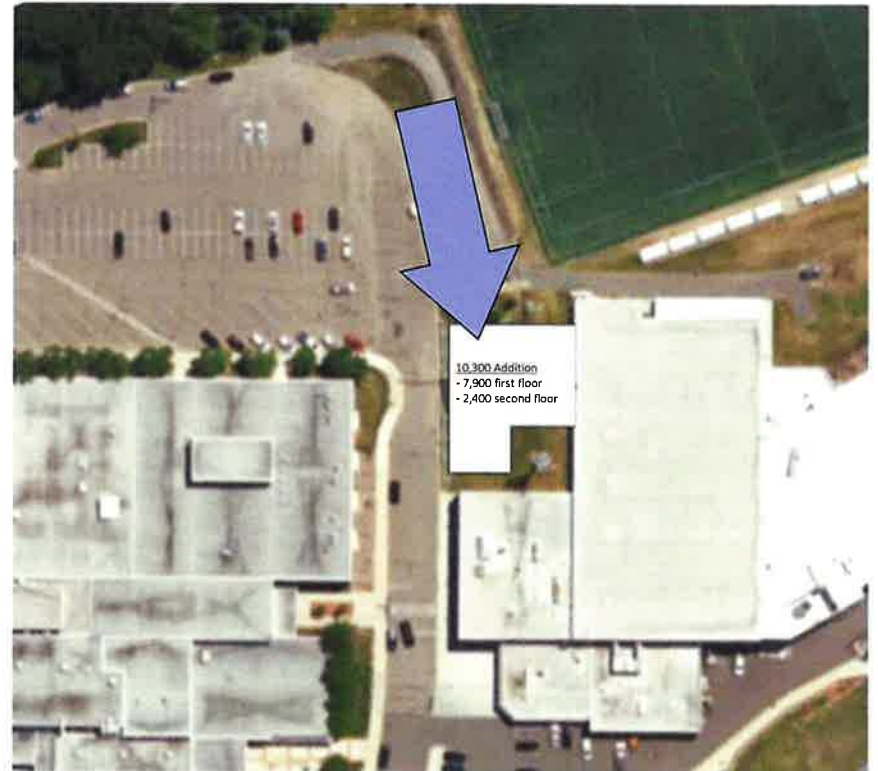


Existing Site Plan

North ↗



Existing Conditions



Site Plan

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# Students



## ENROLLMENT DATA:

- Automotive	# Students (total per year)
- Sections / Semester	2-3 Sections (Small eng)
- Periods (length of class)	60 / 120 minutes (auto 2)
- Average section size	20-25 Students
- Maker Space	# Students (total per year)
- Sections / Semester	4 Sections (physics of home renov)
- Periods (length of class)	120 minutes (full yr course)
- Average section size	20 Students
- Classroom	Support to programs
	Other ?
	Interaction with Current Labs ?
- <u>TOTAL enrollment</u>	<u># Students</u>





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# Needs

## NEEDS and WISHES:

- Automotive Bay
  - Small engines 1,2
  - Auto 1, 2 220/110v
  - Super mileage CLUB
- Maker Bay
  - Home renovation
  - Portable / agile equip 220 / 110v
  - Robotics CLUB
- Classroom
  - Used in conjunction with labs,  
but separated acoustically



## NEEDS and WISHES:

- Automotive Bay
  - Specialized equipment
  - Spray booth / auto body
  - CERTIFICATIONS
- Maker Bay
  - CNC – metal program
  - FUTURE – consolidate all programs

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Nov 13, 2020



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# Partnerships



## COMMUNITY PARTNERSHIPS:

- Automotive Bay
  - Will reach out to local opportunities
- Maker Bay / Robotics
  - Current community partners in place
- Other
  - Concurrent enrollment with post-secondary institutions

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*Nov 13, 2020*



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# Programs

## Key Considerations for the Automotive

Flexible Space for all program

Level 1: Course --second semester next year

Level 2: Advanced Auto \*pursue partnership with Hennepin Tech,  
certification

## Small Engines Classes



# Programs

## Key Considerations for the Program

Flexible Space for all program—Home Renovation/Physics

Mobile Equipment---The ability to easily move the equipment in and out of the space

Ability to accommodate everything from Home Renovation to robotics.

# Tiny House and Shed



# Storage and Work Tables on Wheels



# Wall construction

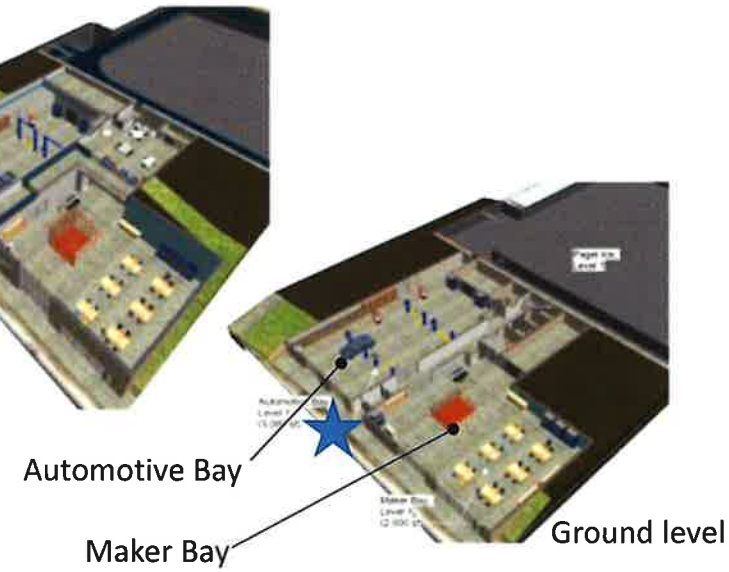




# MHS – Momentum Skilled Trades Spaces – Opt 9a



Target Completion: Dec 2021



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Dec 14, 2020





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# MHS – Momentum Skilled Trades Spaces – Opt 9a



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Dec 14, 2020



*Automotive Bay*



*Maker Bay*



*Classroom*



*Maker Bay - Mezzanine*



PLAN. DEVELOP. BUILD.

Wind Power

*Maker Bay*



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# Momentum Skilled Trades Project Funding Plan

December 17, 2020



## Project Funding Basics

- Lease Levy Funding of Certificates of Participation Bond Payments
- District annual “Payment Capacity” is approximately \$2,567,000 at 11,100 ADMs generating approximately 12,100 APUs at \$212 per APU
- Lease Levy Funding can only be used for additions of instructional space that are no greater than 20% of square footage of the existing building
- A Momentum Skilled Trades addition of 10,300 square feet is 16.3% of the existing Pagel 1 square footage of 63,365





## Two Tranches of Certificates of Participation

- Using \$4,000,000 total existing capacity as the top end
  - Can adjust down if final estimate is below \$4,000,000
- \$1,000,000 tranche sold on June 29, 2021 in FY21
  - First payment July 1, 2022 in FY23
  - Covers cost of design, permitting and initial construction that will have started on June 10, 2021
  - Annual payment estimated at approximately \$65,000 annually
- \$3,000,000 or less sold on July 1, 2021 in FY22
  - First payment July 1, 2022 in FY23
  - Covers remaining construction through project completion on December 31, 2021
  - Annual payment of approximately \$192,000 annually
- Both COP payments will be added to the 21 Pay 22 Levy for FY23  
Payments – total of approximately \$257,000 annually



## Creating Lease Levy Capacity For Momentum Facility COP Payments

- Three COP bonds are reaching their call dates in early spring 2022
  - 2012A on 02/01/22 with average payments of approximately \$235,000
  - 2013D on 03/01/22 with average payments of approximately \$82,000
  - 2014C on 02/01/22 with average payments of approximately \$340,000
  
  - Total for all three current COP Bonds - approximately \$657,000 annually
  
- 2012A and 2014C will be refunded and restructured in early September 2021 so the new lower payment of the refunding bonds can be added to the 21 Pay 22 Levy with first payments in FY23
- 2013D will be refunded and restructured in late September 2021 so the new lower payment of the refunding bond can be added to the 21 Pay 22 Levy with First Payments in FY23



## Refunding COP Bonds New Annual Payments – Current Estimates

### ■ New payments

- For 2012A Refunding COP Bond – approximately \$131,000
- For 2013D Refunding COP Bond – approximately \$51,000
- For 2014C Refunding COP Bond – approximately \$197,000
  
- Total for all three refunding COP Bonds – approximately \$379,000
- Lower than former payments by approximately \$278,000
  
- Total of two new Momentum COP Bond payments – approximately \$257,000

### ■ New payments of \$257,000 are within the \$278,000 of payment capacity freed up by restructuring 2012A, 2013D and 2014C

- All new payments are on the 22 Pay 23 Levy in the Lease Levy category
  
- The three refunding COP bonds have a net present value savings of \$112,787 per current estimates calculated by the District's Financial Advisor R W Baird



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# ★ MHS – Momentum Skilled Trades Spaces

## Schedule

Nov-Feb Design

Mar Bid

Apr Award

Jun Begin Construction  
(7 months)

Dec Complete

Jan Available Sem 2, 2022



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# ★ MHS – Momentum Skilled Trades Spaces

## FUTURE 2026



Level 1

Dec 16, 2020

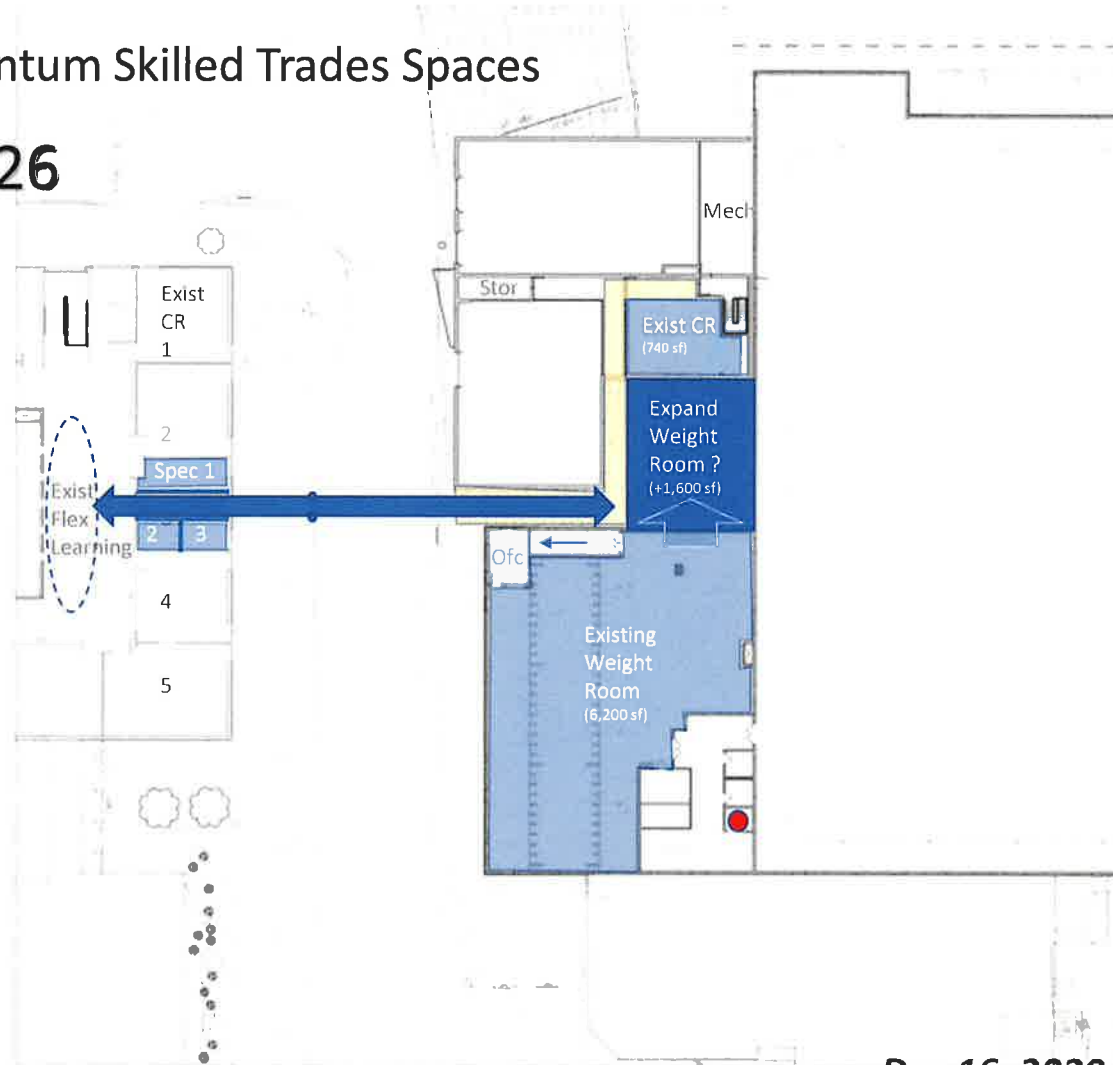
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# ★ MHS – Momentum Skilled Trades Spaces

## FUTURE 2026



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Level 2

Dec 16, 2020



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★ MHS – Momentum Skilled Trades Spaces



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Dec 16, 2020



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Minnetonka High School

Momentum  
Skilled Trades

Thank you,  
Your Questions?

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

**Board Agenda Item XII.**

**Title: Approval of Purchase of Building for  
Minnetonka Transition Program (Transition Plus)**

**Date: January 7, 2021**

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**EXECUTIVE SUMMARY:**

Background

Currently, Transition Plus is a joint program among the Minnetonka, Hopkins and St. Louis Park school districts that works with young adults with disabilities ages 18-21. The program specializes in the areas of transition that prepare students for independent life: jobs and job training; recreation and leisure; community participation; independent living; and post-secondary/post-school planning. Using the IEP team process, Transition Plus services help students achieve their goals by providing specialized instruction, training, and support. Students have access to skill-development activities designed to meet their needs in the five transition areas listed above.

While Minnetonka has partnered with Hopkins and St. Louis Park for roughly 17 years to meet the needs of this population, it is becoming increasingly evident that the collaborative programming is no longer meeting the needs of our students and families. Minnetonka's school and community standards continue to rise and separate from those of our partnering districts. Therefore, it is our proposal that Minnetonka create and implement a Transition to Adult program independently, in order to provide a high-quality transition program for the students as well as secure cost savings to the District.

Challenges and Concerns of Current Program

While there are many successes of the Transition Plus program and we remain proud of our students' accomplishments, the challenges and concerns outlined below continue to hinder potential student progress and negatively impact parents' beliefs that we are meeting their child's needs.

A paramount discrepancy that exists between the three partner districts is our access to resources and implementation of programming. Minnetonka continues to prioritize individualized, direct instruction on skill development and subsequent opportunities to demonstrate and practice these skills in the community. The current programming offers generic courses related to transition and very little individualized programming options. At this time, the courses require an entire audit of their scope and sequence as well as identifying needs related to curriculum and materials. Through the review of the Transition

Plus Curriculum Inventory completed in 2019-2020, there is very little evidence-based curriculum and materials available to provide instruction at the standard expected and required by Minnetonka Public Schools.

The current location of the program is in St. Louis Park. This is 9.2 miles (15-to-30-minute drive depending on traffic and time of day – longer for buses) from the Minnetonka District Service Center. For families on the west side of our district, this commute could be up to 30-40 minutes, one-way, to access their educational setting. All of the job sites that are currently offered through our Transition Programming are not located within our students' communities. Transition Plus has current job sites located at:

- 2nd Harvest in Brooklyn Park
- Goodwill in St. Louis Park
- Notric Ware in Minneapolis
- Sholom in St. Louis Park
- Hopkins High School Kitchen
- Dunn Bros. in Hopkins

Through the dedication of the work coordinator, the relationships we have built are solid. However, they are many miles out of our community. It would be most beneficial for our students and families to establish employment, independent living, and recreation and leisure within our own community.

Minnetonka currently has the highest number of staff at Transition Plus. We provide 3 special education teachers, 1 work coordinator, 1 nurse, and employ related service providers and supports as outlined in Minnetonka student IEPs (speech language, Alternative and Augmentative Communication, Assistive Technology, Occupational Therapy, Physical Therapy). The requirement of travel during the school day for related service providers and supports, impacts allocated FTE for students E-12. Through scheduling and maximizing resources, staff are expected to case manage, instruct, and communicate with families that are NOT enrolled through Minnetonka Schools. This requires our staff to learn a variety of additional platforms beyond what Minnetonka utilizes, such as EdPlan and Infinite Campus. Additionally, staff are expected to understand and operate the “Minnetonka way” as well as the “Hopkins way” and the “St. Louis Park way.” Because of this, there is no streamlined experience for a Minnetonka family, and many feel they are receiving a “less than” experience when they enroll at Transition Plus, as their child may be case managed, instructed, and supported by Hopkins or St. Louis Park special education staff.

### Benefits of the Proposed Program

As Minnetonka continues to grow its robust academic and experiential opportunities for all students in the District, it is an opportune time to create a superior transition program to meet the needs of our students with disabilities ages 18-21. Minnetonka's curriculum review process would be utilized to ensure our transition program's curriculum is research and evidenced-based and vetted through a committee of stakeholders. This process

would be under the leadership of Teaching and Learning as well as Special Education, prior to being implemented with students. By doing this, we are ensuring the purchased curriculum would better meet the needs of students which in turn increases their potential for success after special education services end.

An identified curricular need that has existed for a number of years, is the purchase of a hands-on, experiential learning opportunity for students with moderate to severe disabilities. This curriculum has relatively high upfront costs and large space requirements. Our partnering districts have not had an interest in pursuing this option to date. Therefore, due to the size of the building proposed for purchase, Minnetonka would now be able to build a PAES lab, which stands for Practical Assessment Exploration System. A PAES lab would provide individualized, direct instruction for our students on a broad range of hands-on, generalizable work skills, better preparing them for community work experiences, future employment, and independent living. In addition to transition age students accessing this evidence-based resource, Minnetonka could transport our identified special education students in grades 9-12 from MHS to this new, local building. This would afford these students an earlier opportunity to participate and prepare for real-life and work-readiness skills, aligning with Minnetonka's vision for all students to be college and career ready.

By separating from the current Transition Plus program and purchasing the building within our District boundaries, we significantly increase the proximity to access a wide array of wonderful community jobs, volunteer opportunities, and recreation and leisure activities within the Minnetonka community. Transition programming services students during a typical school day to work on goals and objectives within their IEPs. However, a unique part of transition programming is affording students the opportunity to leave during the day, supported by a job coach or independently, to access employment opportunities, volunteer, or learn how to participate appropriately in daily leisure activities. By having the program within our District boundaries, this affords students the opportunity to get to know their community as an adult, with support if necessary, to ensure they are prepared for life, after age 21, when they are no longer supported by Minnetonka Public Schools.

Due to the location of the current Transition Plus program building, staffing and staff oversight from Minnetonka personnel has been challenging. It is often difficult to find teachers and paraprofessionals for substitute positions and evaluations of current teachers remains a challenge for administrators. By creating our own transition program, this allows for more oversight, support, and leadership to Minnetonka staff, ensuring the staff and program meets Minnetonka standards.

*“The mission of the Minnetonka School District 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.”*

Minnetonka students, teachers, families and staff whole-heartedly believe we can and need to do better for this population of students. It is an opportune time to improve this program for the benefit of the students, as Minnetonka Public Schools does in all areas, and build an outstanding transition program that aligns with the mission of the Minnetonka School District.

Student Projections

School Year	Minnetonka Students Enrolled
2014-2015	29
2015-2016	36
2016-2017	36
2017-2018	37
2018-2019	28
2019-2020	25
2020-2021	22
Projected 2021-2022	33
Projected 2022-2023	33
Projected 2023-2024	36
Projected 2024-2025	39

For all these programmatic reasons, a District-owned facility would be of great benefit to the Minnetonka ISD 276 students and families of students in the Transition to Adult program

Transition to Adult Program Proposed Facility

Recently, a professional building came on the market less than 1 mile from Minnetonka High School. The Shorewood Professional Building at 19695 Highway 7 West in Shorewood was constructed in 1997 and recently came off long-term lease to Park Nicollet, which used it as a clinic. The building is 8,149 square feet and has 30 parking spaces on 1.1 acres of land.

Having served as a medical clinic, the building is in excellent shape. At 8,149 square feet, it is more than ample to house a projected 39-40 students. At 40 students, the facility would have just under 204 square feet per student. As a comparison, in FY20, the Minnetonka ISD 276 K-12 program served 11,088 K-12 students in 1,632,275 square feet of K-12 buildings, or 147 square feet per student.

In addition to the benefits to students and parents, ownership of a facility located in the District would significantly reduce operational costs of the Transition to Adult program compared to the current T-Plus Program.

An analysis of the facility and the various operations differences was completed with the following assumptions:

- Teachers, paraprofessionals, administrative staff and operational supplies were assumed to be the same under each program
- Operational costs to compare because they would be changes from the status quo included:
  - Annual lease payments to St. Louis Park ISD 283 versus the annual payment on a COP bond to acquire and convert the Shorewood Professional Building
  - Busing of students in the AM and PM to the St. Louis Park site versus the cost to bus students in the AM and PM to the Shorewood Professional Building
  - The annual cost of utilities at the Shorewood Professional building which would be incurred upon ownership
  - The District would also owe the property taxes on the Shorewood Professional Building, with the property removed from the tax rolls in subsequent years.
- Transportation costs were assumed to increase at a rate of 3% annually
- Utility costs were assumed to increase at a rate of 2% annually
- T-Plus Lease costs were assumed to be at the current flat rate through FY25, and then increase 3% annually
  - The rate in FY20 was \$4,698.46 per month but was increased to \$10,969.87 in FY21 for an increase of 133% and was proposed to stay at that level for four years

Under this set of assumptions, the analysis shows that over a period of 20 years, which matches the duration of bond payments on a purchase of the Shorewood Professional Building, the District would incur \$5,993,691 in costs owning the Shorewood Professional Building versus \$12,369,125 in costs from continuing to lease space and transport students to the current T-Plus program. That is a savings of 51.5% over that period, with annual savings averaging \$318,772.

The combination of a relatively flat bond payment plus the reduction in bus routes of 9 buses daily routes to the current site for 2/3 of a route each down to 2 bus routes to the Shorewood site taking up 1/3 of a route each are the key drivers of the difference in operational costs.

A second comparison was run out to 30 years showing additional savings in the 10 years after the last bond payment. All other assumptions were the same. This analysis shows the District would incur \$8,225,992 in costs owning the Shorewood Professional Building versus \$21,551,046.20 in costs from continuing to lease space and transport students to

the current T-Plus program. That is a savings of 61.8% over that period, with annual savings averaging \$444,168.

### Shorewood Professional Building Facility Cost and Conversion Timeline

The Shorewood Professional Building was listed on the market at a sale price of \$1,900,000. Working with the firm of Avison Young, on December 24, 2020, the District was able to negotiate a fair purchase price of \$1,700,000 for the building and land.

The cost of conversion is estimated at \$500,000. The building is in excellent condition. Approximately 4,300 square feet would require moderate renovation and 1,700 square feet would require minor renovation. The remaining square footage would not require renovation.

Upon closing on the purchase, plans will be developed for conversion of the facility, permits will be applied for, and bids let out and accepted with approval by April 1, 2021. This schedule will allow for four months of construction through July 31, 2021. The District will then be able to move in any necessary equipment in the first half of August 2021, with staff moving in, settling in and setting up in the last half of August 2021, so the facility will be fully ready for use by the opening of school on September 8, 2021.

### Funding of Acquisition and Conversion of the Shorewood Professional Building

The acquisition and conversion of the Shorewood Professional Building is proposed to be via a Certificate of Participation Bond of \$2.2 million, which will be sufficient to pay for the \$1,700,000 purchase price and the \$500,000 cost of conversion.

Assuming approval of the purchase by the School Board, an authorizing resolution to sell the COPS will be presented to the School Board for approval at the February 4, 2021 School Board Meeting. The COP bonds will be sold in late May 2021 and close on June 29, 2021 in FY2021. These funds will cover the design costs, permitting costs and conversion construction that will occur through June 30, 2021, as well as any further costs incurred on July 1, 2021 and through project completion on July 31, 2021.

The timing of the bond to close on June 29, 2021 will allow for the first payment on the bond to occur on July 1, 2022 in FY2023. The annual payment is expected to average approximately \$138,634, at an estimated interest rate of 2.13%. The payment will be significantly lower than the current lease payment.

Simultaneously with the authorizing resolution for the COP Bonds on February 4, 2021, authorization will also be requested to refund the 2013A COP Bonds that were issued for the construction of the Excelsior Elementary School Multipurpose Room. Refunding and restructuring these bonds at this time will free up payment capacity in the Operating Capital Fund so that the payments for the Shorewood Professional Building COPs can be paid for out of the Operating Fund. Prior to this time, the T-Plus lease payments had been charged since the start of the program to a Special Education account code. Since

facility rental and lease payments are not part of the Special Education reimbursement formulas, those T-Plus lease payments have been funded by the cross subsidy to the Special Education program, which comes out of Basic Formula Revenue. By charging the new COP Bond payments will be removed from the General Fund, which will help the General Fund in future years. It is important to note that first year savings are estimated at \$266,872 with average annual savings of \$318,772 during the payment period of the bonds, but for the General Fund, by being able to move the COP Bond payments to the Operating Capital Fund, the General Fund will benefit by the additional amount of the removed payments.

Next Steps Pending School Board Approval

Should the School Board determine that acquisition of the Shorewood Professional Building is in the best interests of the students and parents of the students to be served, and in the financial interests of Minnetonka ISD 276, the next steps will be to execute the final purchase documents.

Subsequent to that, the School Board will be requested to approve an authorizing resolution for the sale of Certificates of Participation Bonds for the acquisition and conversion, approve a Reimbursement Resolution to reimburse the District out of bond proceeds at bond closing for any costs of design, permitting and conversion construction that might have been incurred prior to the closing date of the bonds, and approve an authorizing resolution to refund the 2013A Certificates of Participation.

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**ATTACHMENTS:**

Shorewood Professional Building Brochure  
Shorewood Professional Building Initial Conversion Concept

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**RECOMMENDATION/FUTURE DIRECTION:**

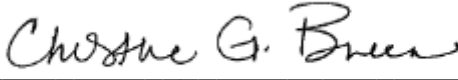
It is recommended that that the School Board approve the purchase of the Shorewood Professional Building located at 19695 Highway 7 in Shorewood, Minnesota for \$1,700,000 and authorize Administration to execute all closing documents for the acquisition of the Shorewood Professional Building.

***RECOMMENDED MOTION***

*WHEREAS, the School Board of Minnetonka Independent School District 276 has determined that acquisition of the Shorewood Professional Building located at 19685 Highway 7 in Shorewood, MN would be in the best interests of students and parents of students enrolled in the Transition to Adult Program, and would be in the best financial interests of Minnetonka Independent School District 276;*

*BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the purchase of the Shorewood Professional Building located at 19695 Highway 7 in Shorewood Minnesota for \$1,700,000 and authorize Administration to execute all closing documents for the acquisition of the Shorewood Professional Building.*

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

**Submitted by:**   
Christine Breen, Executive Director of Special Education

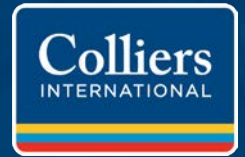
**Concurrence:**   
Dennis Peterson, Superintendent



MEDICAL OFFICE SPACE FOR SALE OR LEASE >

# Shorewood Professional Building

19685 Highway 7 | Shorewood, MN 55331



## CONTACT US >

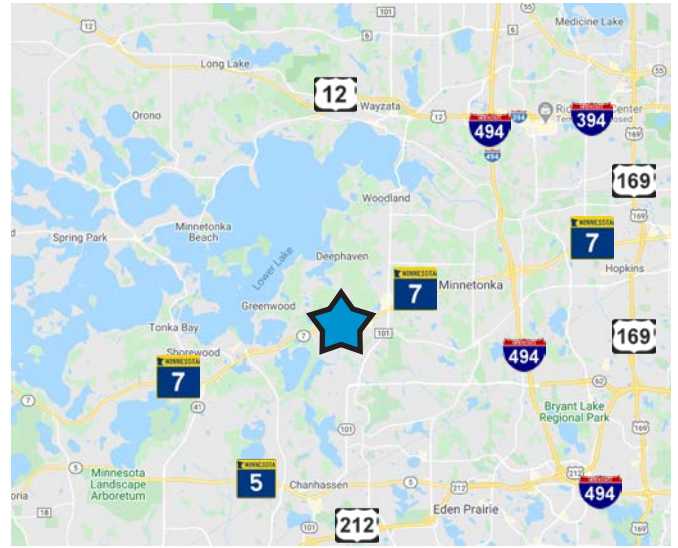
Louis Suarez CCIM SIOR  
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[louis.suarez@colliers.com](mailto:louis.suarez@colliers.com)

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952 837 3079  
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# FOR SALE OR LEASE > SHOREWOOD PROFESSIONAL BUILDING

## BUILDING INFORMATION

<b>Location</b>	19685 Highway 7 Shorewood, MN 55331
<b>Building Size</b>	8,149 SF
<b>Lot Size</b>	1.1 acres (47,833 SF)
<b>County</b>	Hennepin
<b>PID#</b>	25.117.23.43.0071
<b>Year Built</b>	1997
<b>Zoning</b>	PUD
<b>Parking</b>	30 surface spaces 3.51/1,000 SF ratio



## FINANCIAL INFORMATION

<b>Net Rental Rates</b>	\$19.50 PSF
<b>Tax &amp; Ops</b>	TBD
<b>Asking Price</b>	Negotiable
<b>2020 RE Taxes</b>	\$60,626



## TRAFFIC COUNTS

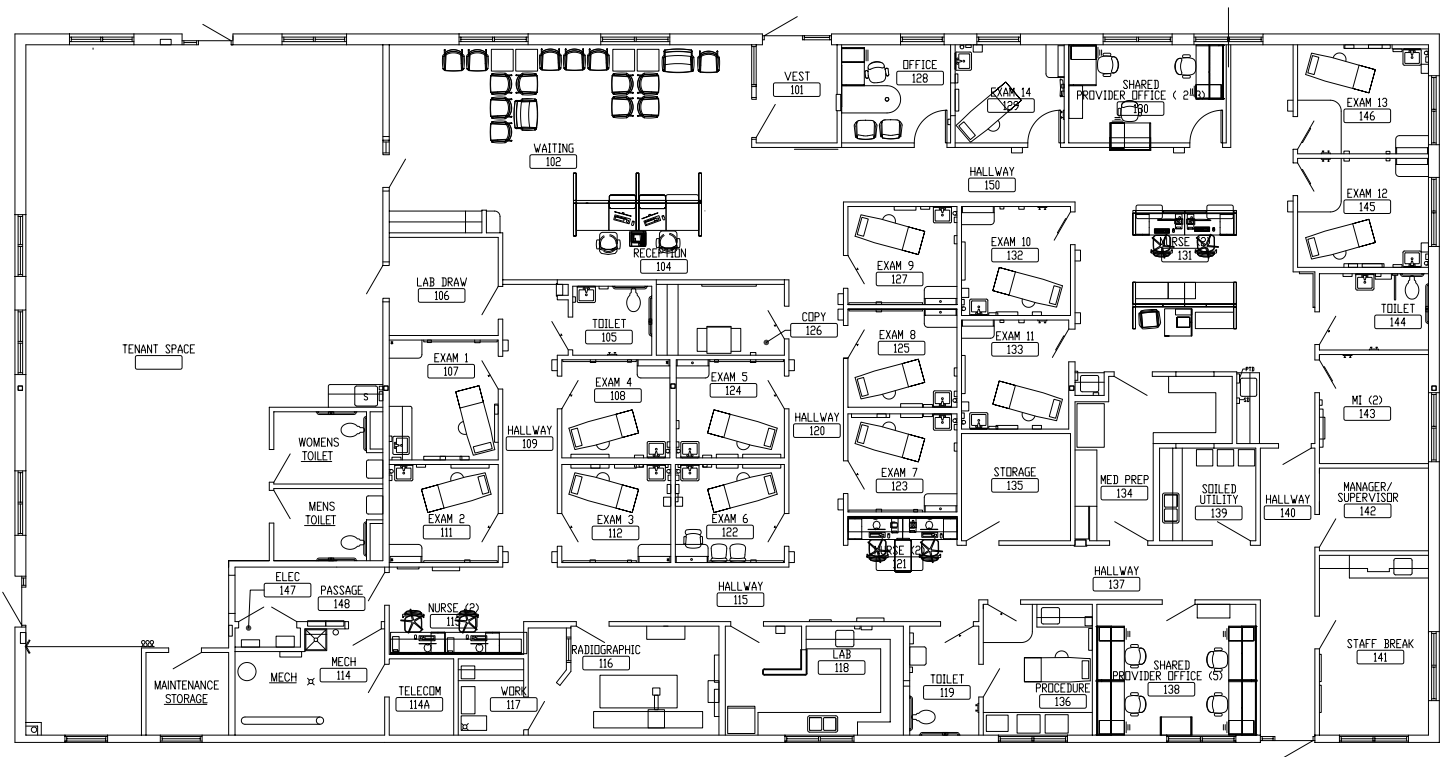
- > Highway 7: 40,000 vpd
- > Old Market Road: 2,000 vpd
- > Vine Hill Road: 2,900 vpd

## DEMOGRAPHICS

Radius	1 Mile	3 Mile	5 Mile
Population	5,144	45,354	106,005
Median HH Income	\$124,341	\$124,414	\$118,529
Average HH Income	\$153,898	\$151,755	\$148,973

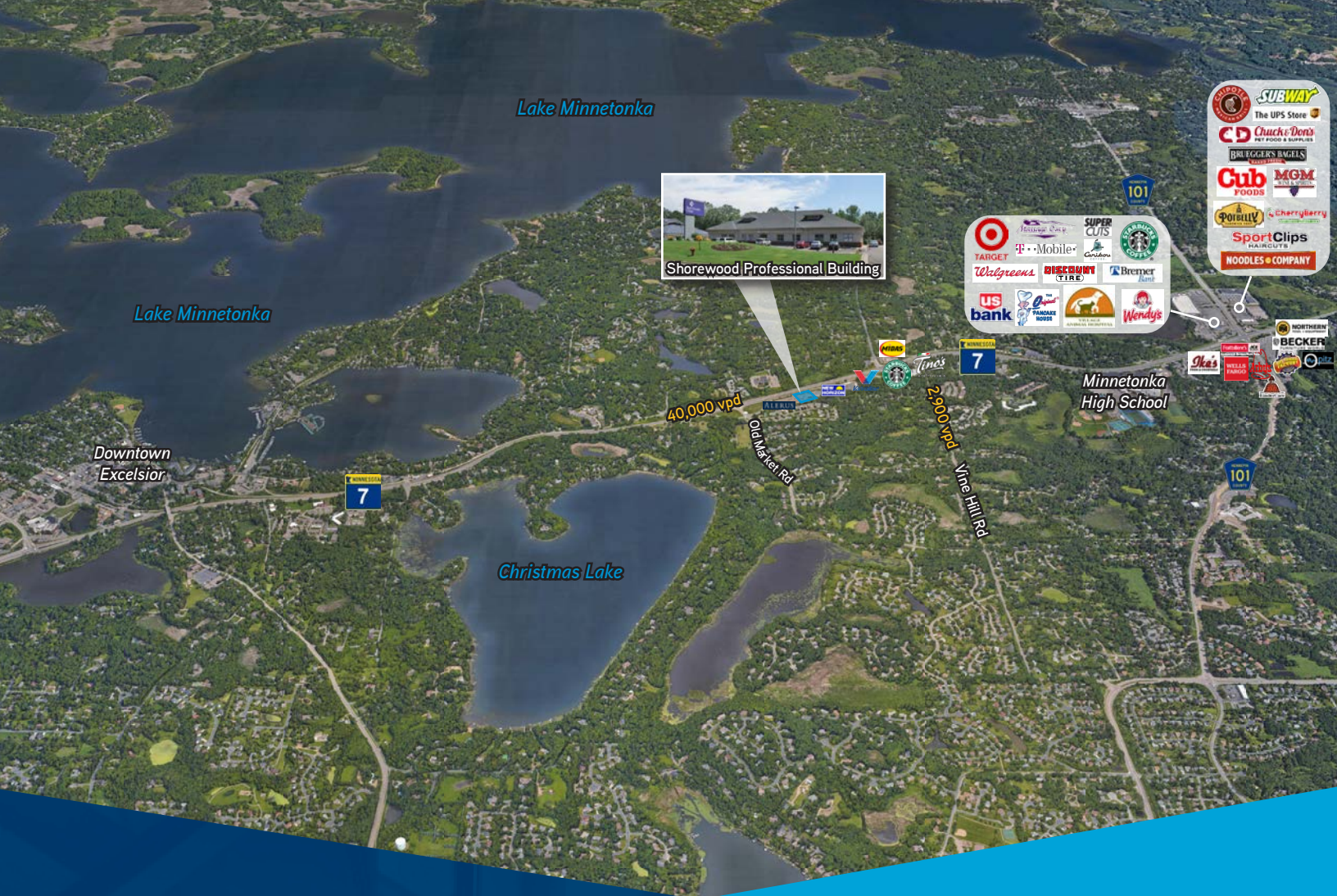


## FLOOR PLAN >



## HIGHLIGHTS >

- > 8,149 SF medical/office building
- > Great visibility to Highway 7
- > Prominent, highly visible signage opportunity
- > Currently built out for a single-tenant medical user, but could be easily converted to multi-tenant building
- > Many potential uses include: healthcare, dental, medspa, specialty care center, etc.
- > Convenient to area amenities
- > Traffic counts of 40,000 vpd (Highway 7)



## SHOREWOOD PROFESSIONAL BUILDING > AMENITIES AERIAL

## CONTACT US >

Louis Suarez CCIM SIOR  
952 837 3061  
louis.suarez@colliers.com

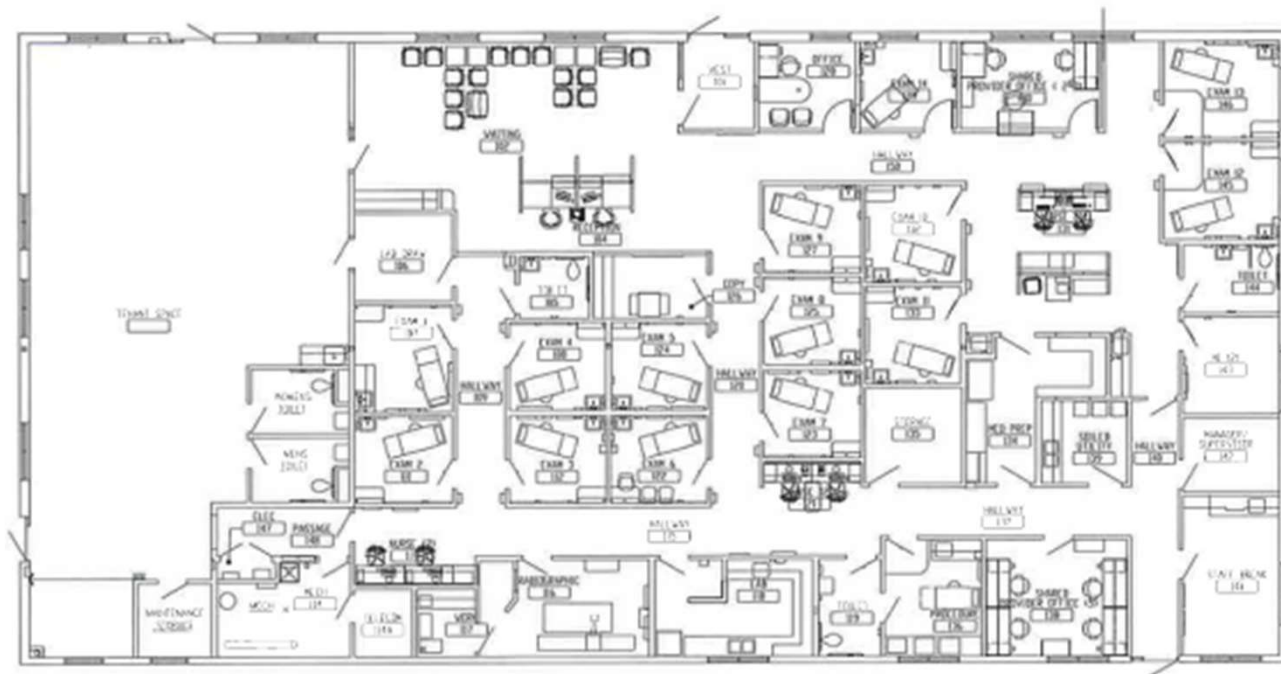
Brian Bruggeman CCIM SIOR  
952 837 3079  
brian.bruggeman@colliers.com



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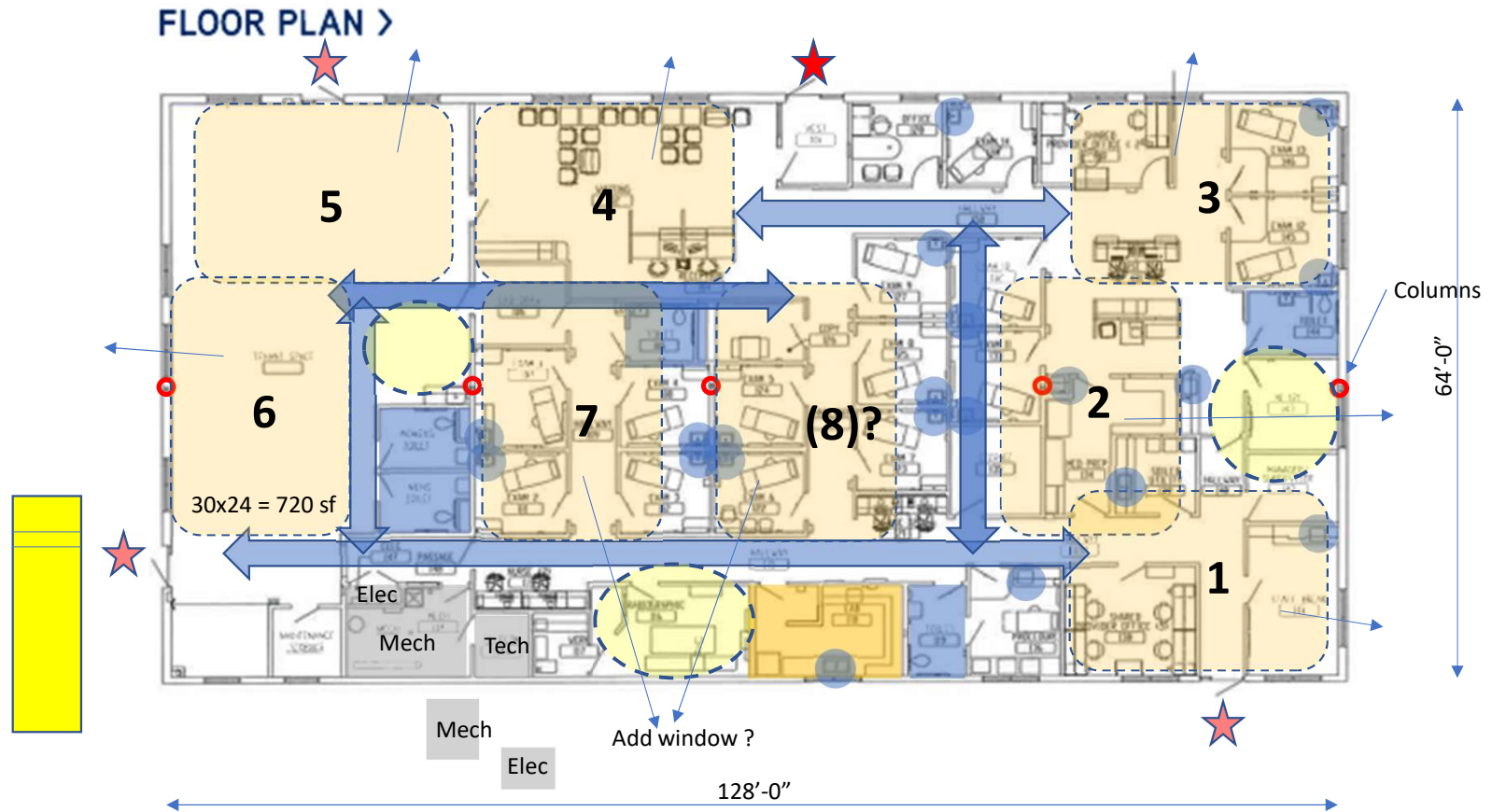
## FLOOR PLAN >



## HIGHLIGHTS >

- > 8,149 SF medical/office building

CONCEPT ONE



**HIGHLIGHTS >**

> 8,149 SF medical/office building

Dec 11, 2020

# CONCEPT ONE

## FLOOR PLAN >

-  Addition
-  Plumbing
-  Major
-  Moderate
-  Minor

Mod \$94\*.80

-4,300 sf

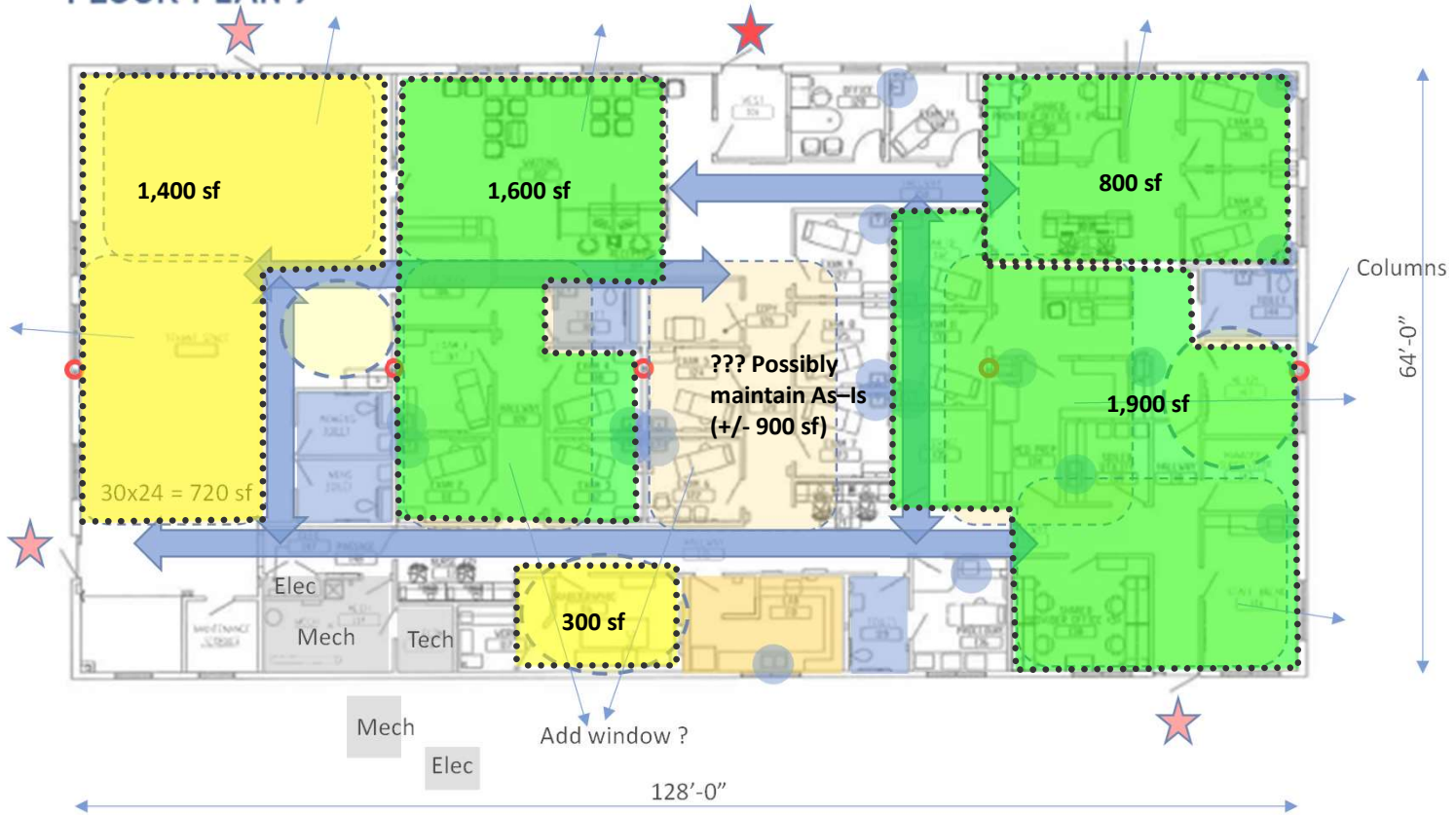
X 75 = \$330k

Min \$51\*.50

-1,700 sf

X 25 = \$40k

X 1.15 contingency



## HIGHLIGHTS >

> 8,149 SF medical/office building

Dec 11, 2020

**CARRY-IN ACTION**

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

**Board Agenda Item XIII.**

**Title: Approval of Sale of 2021A Taxable General Obligation  
OPEB Refunding Bonds**

**Date: January 7, 2021**

---

**EXECUTIVE SUMMARY:**

At the School Board Meeting of August 6, 2020, the School Board of Minnetonka Independent School District 276 authorized the sale of up to \$19,935,000 2021A Taxable General Obligation OPEB Refunding Bonds to refund outstanding principal of the 2013E General Obligation OPEB Refunding Bonds to lower interest rates and accrue savings.

Initial estimates for the bonds included lowering the interest rate from 3.09% down to an estimated 1.99% with an estimated net present value savings of \$411,226.

Sale of the 2021A Taxable General Obligation OPEB Refunding Bonds started at 8:30 AM on Tuesday, January 5, 2021.

The bonds were sold at a true interest cost of X.XX% with net present value savings of \$XXX,XXX.

The resolution approving the sale of the 2021A Taxable General Obligation OPEB Refunding Bonds was written by the School District's bond counsel, Dorsey & Whitney.

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**ATTACHMENTS:**

RESOLUTION RELATING TO \$19,920,000 TAXABLE GENERAL OBLIGATION OPEB REFUNDING BONDS, SERIES 2021A; PRESCRIBING THE FORM AND DETAILS AND PROVIDING FOR THE PAYMENT THEREOF

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve the 2021A Taxable General Obligation OPEB Refunding Bonds Sale Resolution as prepared by Dorsey & Whitney.

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

**Concurrence:** Dennis L. Peterson  
Dennis Peterson, Superintendent



CERTIFICATION OF MINUTES RELATING TO \$19,920,000 TAXABLE GENERAL  
OBLIGATION OPEB REFUNDING BONDS, SERIES 2021A

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

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held on January 7, 2021 at 7:00 p.m. at the School District offices in Minnetonka, Minnesota.

Members present:

Members absent:

Documents attached:

Minutes of said meeting (including):

RESOLUTION RELATING TO \$19,920,000 TAXABLE GENERAL OBLIGATION OPEB  
REFUNDING BONDS, SERIES 2021A; PRESCRIBING THE FORM AND DETAILS  
AND PROVIDING FOR THE PAYMENT THEREOF

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the bonds 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 bonds; 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 this 7<sup>th</sup> day of January, 2021.

\_\_\_\_\_  
School District Deputy Clerk

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

**Board Agenda Item XIV.**

**Title: Acceptance of Bids for Replacement of Retaining Walls  
At Einer Anderson Stadium**

**January 7, 2021**

**EXECUTIVE SUMMARY:**

As part of the rolling Long-Term Facility Maintenance 10 Year Plan, the replacement of the deteriorating retaining walls at Einer Anderson Field has been scheduled for summer 2021.

The retaining walls are severely deteriorated, with many blocks crumbling after only 15 years of installation and portions of the wall bowing out.

The retaining wall will be replaced with a "big block" retaining wall system that should have a 50-year-or-more expected lifespan.

A total of \$600,000 is available in the FY22 Long-Term Facilities Maintenance budget to cover this replacement. It is important to note that the big block system cannot be placed exactly on the current footprint of the existing deteriorating retaining wall. It is necessary to install the big block several feet outside of the existing wall location and to use more sweeping curves because of the size of the longer-lived big blocks. Part of the project entails infilling behind the big-block system to ensure the area adjacent to the big-block wall is at the same elevation as the surrounding areas.

Bids were opened for the replacement of the retaining wall at 1:00 PM on Thursday, January 7, 2021. \_\_\_\_\_ bids were received as follows:

Vendor 1	\$XXX,XXX
Vendor 2	\$XXX,XXX

**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board accept the low bid of \_\_\_\_\_ in the amount of \$XXX,XXX for replacement of the retaining walls at Einer Anderson Stadium in summer 2021.

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

**Concurrence:** Dennis L. Peterson  
Dennis Peterson, Superintendent

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

**Board Agenda Item XV.**

**Title: Resolution Pertaining to Consent Agenda**

**Date: January 7, 2021**

---

**OVERVIEW:**

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

The following are the recommendations included within the Consent Agenda for January 7, 2021:

- a. Minutes of December 3, 2020 Regular Meeting
  - b. Study Session Summary of December 17, 2020
  - c. Payment of Bills
  - d. Recommended Personnel Items
  - e. Gifts and Donations
  - f. Electronic Fund Transfers
  - g. Approval of Finance Advisory Committee Members for 2021
  - h. Adoption of Enrollment Limits by School and Grade
  - i. Approval of Addendums 2 and 3 to Veterans Field and Legacy Fields Operating Agreement
  - j. Approval of Esports
  - k. Approval of Community Comments and Citizen Input Expectations
- 

**RECOMMENDATION/FUTURE DIRECTION:**

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

Submitted by: \_\_\_\_\_



**Dennis L. Peterson, Superintendent**

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

Board Agenda Item XV. c

Title: Payment of Bills

Date: January 7, 2021

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**OVERVIEW:**

Presented for Board approval are the monthly disbursement totals by fund for Minnetonka Public Schools for the month of November 2020.

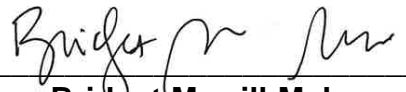
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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the Board approve the disbursements as presented for the month of November 2020.

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Submitted by:



**Bridget Merrill-Myhre**  
Coordinator of Accounting

Approved by:



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

Concurrence:



**Dennis L. Peterson**  
Superintendent of Schools

## MINNETONKA DISTRICT #276

TO: Dr. Dennis Peterson  
FROM: Bridget Merrill-Myhre  
RE: Payment of Bills – November 2020  
Board Meeting Date: January 7, 2021

The following disbursements are submitted for the month of November:

Recommend the payment of bills in the sum of \$6,753,370.53 by check #463437 - #463831 and ACH #202100934 - #202101142, and wire transactions #202000753 - #20200870 as follows:

November		
	FUND	
01	GENERAL FUND	4,544,367.27
02	CHILD NUTRITION	38,860.17
03	PUPIL TRANSPORTATION	174,690.61
04	COMMUNITY SERVICE	212,505.57
05	CAPITAL EXPENDITURE	709,367.99
08	TRUST	9,209.05
09	TRUST - FIDUCIARY	34,071.83
11	EXTRA/CO-CURRICULAR	90,373.02
12	ATHLETIC FEE	19,094.66
20	SELF INSURANCE	107,599.25
40	CULTURAL ARTS CENTER	18,827.04
41	DOMES OPERATIONS	6,438.14
42	AQUATICS PROGRAM	38,471.50
43	PAGEL CENTER	32,451.62
46	LTFM	505,398.97
56	CONSTRUCTION PROJECTS	3,518.52
66	CAPITAL PROJECTS LEVY	208,125.32
		\$ 6,753,370.53
	SALARIES	\$ 5,282,113.89
	TOTAL	\$ 12,035,484.42

  
Bridget Merrill-Myhre

December 18, 2020  
Date

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

Board Agenda Item XV. d.

**TITLE:** Recommended Personnel Items

**DATE:** January 7, 2021

---

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

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

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

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

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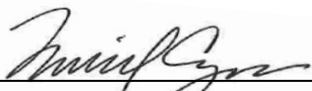
**FUTURE ACTION/RECOMMENDATION:**

The administration recommends approval of all attached personnel changes.

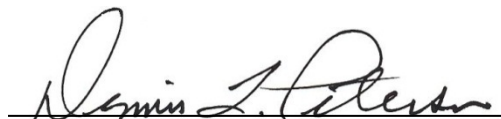
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Submitted by:

Concurrence by:



Dr. Michael Cyrus  
Executive Director of Human Resources



Dr. Dennis L. Peterson  
Superintendent

**RECOMMENDED PERSONNEL ITEMS**

**I. INSTRUCTION**

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
HODEL, ANIKA	GRADE 4 SPANISH IMMERSION, 1.0 FTE, CS	1/13/21-6/10/21	\$25,037.50
LONG, YE	ELEMENTARY CHINESE IMMERSION, 1.0 FTE, SH/EXC	1/4/21-6/10/21	\$38,059.43
ORTEU DURAN-SINDREU, BLANCA	ELEMENTARY/GRADE 5 SPANISH IMMERSION, 1.0 FTE, DISTRICT/ELEARN	11/23/20-6/10/21	\$38,868.17
VAN PILSUM, BARBARA	LANGUAGE ARTS, 1.0 FTE, MHS	1/13/21-3/26/21	\$27,651.27

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
COX, KAARI	SPECIAL EDUCATION, 1.0 FTE, CS	6/10/21	RETIREMENT

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
GUO, YIYU	GRADE 2 CHINESE IMMERSION, 1.0 FTE, SH (LOA FROM 1/12/21-3/26/21)	1/12/21-3/26/21	RESCIND LEAVE OF ABSENCE
HARMAN, KARI	READING, 0.75 FTE, GR	10/26/20-3/5/21	MEDICAL
MOSIMAN, KELLEY	LANGUAGE ARTS, 1.0 FTE, MHS	12/10/20-2/11/21	MEDICAL
OLSON, KENDRA	COUNSELOR, 1.0 FTE, MHS	5/8/21-6/10/21	CHILD REARING
STAUNTON, JENNA	TITLE ONE/TOSA-ASSMNT, 1.0 FTE, EXC/SH	4/26/21-6/10/21	CHILD REARING
TURNER, ELISABETH	MTKA PRESCHOOL, 0.568 FTE, MCEC	1/5/21 X 6-8 WEEKS	MEDICAL
WOLLAN, PATRICIA	SPECIAL EDUCATION, 1.0 FTE, GR	10/28/20-3/1/21	MEDICAL

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
AUSTERMAN, ERICA	WILSON READING/TOSA-ASSMNT, 0.41 FTE, GR	12/14/20-6/10/21	ADD: WILSON READING TEMP, 0.34 FTE, SH (TOTAL 0.75 FTE)
HEDSTROM, MARY	RESERVE TEACHER/RETIREE	12/10/20-2/12/21	LANGUAGE ARTS LTS, 1.0 FTE, MHS
HEIN-FERRIS, MEGAN	TOSA-ELEM FLOAT, 0.6 FTE, GR (ALL YEAR)	1/5/21-3/5/21	EXTEND: READING LTS, 0.4 FTE, GR
INOSTROZA, RAYEN	READING LTS, 0.4 FTE, GR (11/16/20-12/23/20)		
LENDINO, ANN	SPANISH, 1.0 FTE, MHS	1/26/21-6/10/21	ADD: SPANISH IMM, 0.2 FTE, MHS (OVERLOAD)
	SPANISH READING, 0.5 FTE, GR	1/5/21-3/5/21	EXTEND: SPANISH READING LTS, 0.25 FTE, GR
	SPANISH READING LTS, 0.25 FTE, GR (11/5/20-12/23/20)		
MESSERLI, LISA	RESERVE TEACHER	1/5/21-5/28/21	ADD: MTKA PRESCHOOL, 0.2195 FTE, MCEC
PILOSI, KATHLEEN	ELEM FLOAT SUB TEACHER, 1.0 FTE, EXC	2/1/21-6/10/21	GRADE 2, 1.0 FTE, EXC

**II. BUSINESS AND OTHER NON-INSTRUCTIONAL SERVICES**

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
ARROYO, JOSHUA	CUSTODIAN, 1.0 FTE, MHS	12/1/20	\$18.31/HR
CODY, KEVIN	CUSTODIAN, 1.0 FTE, MHS	11/30/20	\$18.31/HR
COLMAN, MACKENZIE	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MME	12/7/20	\$19.66/HR
IMSDAHL, MELISA	CLASS D SPEC ED PARA, 6 HRS/DAY, TPLUS	11/30/20	\$21.03/HR
MUNI, ASHWIN	COORDINATOR OF BUDGET AND FINANCIAL SYSTEMS, 1.0 FTE, DSC	2/1/21-6/30/23	\$105,000/YEAR (PRORATED)

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
BOOLCHANDANI, JINAE	LEVEL IV OFFICE ASST FOR TESTING, 8 HRS/DAY, MHS	12/28/20	RESIGNATION
KURTH ELBERT, ANGELA	CLASS C CLRM PARA, 6.75 HRS/DAY, GR	12/23/20	RESIGNATION
ONSTAD OLSON, MOLLY	LEVEL III YOUTH PRGMS OFFICE ASST, 8 HRS/DAY, MCEC	12/29/20	RESIGNATION
PIERRE, KEEANA	EXPLORERS CLUB LEAD JR INSTRUCTOR, 35 HRS/WK, MCEC	11/29/20	RESIGNATION

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
BLONIGAN, STEPHANIE	CLASS D SPEC ED PARA, 6.5 HRS/DAY, GR	12/14/20-6/9/21	PERSONAL
MARONEY, JULIE	LEVEL III STUPT SUPPT SERVCS OFFICE ASST, 32.5 HRS/WK, DSC	9/8/20-6/30/21	PERSONAL
<b>CLEAR SPRINGS LOA'S:</b>			
ANNIS, JODI	CLASS A LR/PG/SUPVRY PARA, 16 HRS/WK, CS	12/2/20-12/23/20	PERSONAL
DOANE, JENNIFER	CLASS A LR/PG/SUPVRY PARA, 6.75 HRS/DAY, CS	12/2/20-12/23/20	PERSONAL
FORSMARK, SUSAN	CLASS C CLRM PARA, 6.75 HRS/DAY, CS	12/2/20-12/23/20	PERSONAL
OLSON, ROBYN	EXPLORERS CLUB PRGM LEAD, 6.5 HRS/DAY, CS	12/2/20-12/23/20	PERSONAL
WAY, SARAH	CLASS C CLRM PARA, 6 HRS/DAY, CS	12/2/20-12/23/20	PERSONAL

<b>EXCELSIOR LOA'S:</b> KAHLMAYER, JULIE SO, TUNG YING BONNIE	CLASS D SPEC ED/BUS & CLASS A LR/PG/SUPVRY PARA, 7 HRS/DAY, EXC CLASS C CHINESE IMM CLRM PARA, 7 HRS/DAY, EXC	12/2/20-12/23/20 12/2/20-12/23/20	PERSONAL EFMLA #5
<b>GROVELAND LOA'S:</b> CASILLAS, LORENA MELLO, ALAN SCHMIDT, APRIL SOLON, PATSY	CLASS C SPANISH IMM CLRM PARA, 6.5 HRS/DAY, GR CLASS C CLRM PARA, 6.75 HRS/DAY, GR CLASS C CLRM PARA, 6.75 HRS/DAY, GR CLASS A LR/PG PARA, 12 HRS/WK, GR	12/2/20-12/23/20 12/2/20-12/23/20 12/2/20-12/23/20 12/2/20-12/23/20	PERSONAL PERSONAL PERSONAL PERSONAL
<b>MINNEWASHTA LOA'S:</b> ALDRICH, MOLLY HEINS, MICHELLE LINDGREN, ELIZABETH RICHARDSON, KELLY WENKUS, JULIE	CLASS A LR/PG/SUPVRY PARA, 5.5 HRS/WK, MWTA CLASS A LR/PG/SUPVRY PARA, 13.3 HRS/WK, MWTA CLASS A LR/PG/SUPVRY PARA, 3 HRS/WK, MWTA CLASS A LR/PG/SUPVRY PARA, 7.5 HRS/WK, MWTA CLASS A LR/PG/SUPVRY PARA, 15 HRS/WK, MWTA	12/2/20-12/23/20 12/2/20-12/23/20 12/2/20-12/23/20 12/2/20-12/23/20 12/2/20-12/23/20	PERSONAL PERSONAL PERSONAL PERSONAL PERSONAL
<b>SCENIC HEIGHTS LOA'S:</b> ALLENSON, KENDY BUECHLER, KRISTIANNE GRIGGS, RACHAEL SABENS, TIFFANY	CLASS C CLRM PARA, 6.75 HRS/DAY, SH CLASS A LR/PG/SUPVRY PARA, 2.25 HRS/DAY, SH CLASS C CLRM PARA, 6.75 HRS/DAY, SH CLASS C CLRM PARA, 6.75 HRS/DAY, SH	12/2/20-12/23/20 12/2/20-12/23/20 12/2/20-12/23/20 12/2/20-12/23/20	PERSONAL PERSONAL PERSONAL PERSONAL

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
BARTHELEMY, TYLER	CLASS B HALL PARA, 7.5 HRS/DAY, MHS	12/14/20	CLASS B HALL PARA, 3.5 HRS/DAY, MHS
BRIESEMEISTER, JEN	CLASS B PRESCHOOL PARA, 29.25 HRS/WK, MCEC	11/30/20	CLASS D SPEC ED PARA, 4 HRS/DAY, MHS
BYUN, JUNG HEE	CLASS B PRESCHOOL PARA, 11.25 HRS/WK, MCEC	11/30/20	CLASS B PRESCHOOL PARA, 17.5 HRS/WK, MCEC
CARNS, CARRIE	CLASS D ELL PARA, 5 HRS/DAY, MME/MMW	12/7/20	CLASS B PRESCHOOL PARA, 15 HRS/WK, MCEC
DANIELSON, DAWN	CLASS D SPEC ED PARA, 5.25 HRS/DAY, EXC	1/4/21	CLASS D ELL PARA, 6 HRS/DAY, MME/MMW PARA SUB
FREIRE, MARISTELA	CLASS B PRESCHOOL PARA, 9.75 HRS/WK, MCEC	11/25/20	LAYOFF STATUS (AND PARA SUB)
FREIRE, MARISTELA	LAYOFF STATUS (AND PARA SUB)	12/2/20	CLASS C CLRM PARA, 6.5 HRS/DAY, DH
GEE, MIKYUNG	CLASS B PRESCHOOL PARA, 26 HRS/WK, MCEC	11/30/20	CLASS B PRESCHOOL PARA, 13 HRS/WK, MCEC
GUSE, TATJANA	EXPLORERS CLUB PRGM ASST, 31 HRS/WK, SH	12/4/20	LAYOFF STATUS
GUSE, TATJANA	LAYOFF STATUS	12/7/20	CLASS A LR/PG/SUPVRY PARA, 6.5 HRS/DAY, CS
JORDAL, JANE	CLASS B PRESCHOOL PARA, 16.25 HRS/WK, MCEC	11/25/20	LAYOFF STATUS (AND PARA SUB)
PETERS, MADISON	CLASS C CLRM PARA, 6.75 HRS/DAY, CS	12/2/20	CLASS D SPEC ED PARA, 6.75 HRS/DAY, CS
SCOULER, BARBARA	AQUATICS BUILDING SUPERVISOR, 4 HRS/WK, AQUATICS	1/11/21	ADD: LEAD MTKA MASTERS SWIM COACH, 10 HRS/WK, AQUATICS
VAN HORNE, KATHERINE	LEVEL III ADULT PRGM OFFICE ASST, 20 HRS/WK, MCEC	12/4/20	LAYOFF STATUS
<b>EXPLORERS CLUB REDUCTIONS:</b>			
DYE, JORDAN	EXPLORERS CLUB PRGM LEAD, 32.5 HRS/WK, SH	12/7/20	EXPLORERS CLUB PRGM LEAD, 30 HRS/WK, SH
HAGEN, EMILY	EXPLORERS CLUB PRGM ASST, 30 HRS/WK, MWTA	12/7/20	EXPLORERS CLUB PRGM ASST, 28 HRS/WK, MWTA
JENSON, CLAY	EXPLORERS CLUB PRGM LEAD, 32.5 HRS/WK, EXC	12/14/20	EXPLORERS CLUB PRGM LEAD, 20 HRS/WK, EXC
JOHNSON, TAYA	EXPLORERS CLUB PRGM ASST, 19 HRS/WK, CS	12/7/20	EXPLORERS CLUB PRGM ASST, 11.5 HRS/WK, CS
KRATTLEY, KATIE	EXPLORERS CLUB PRGM LEAD, 32.5 HRS/WK, GR	12/7/20	EXPLORERS CLUB PRGM LEAD, 20 HRS/WK, GR
LEHMAN, SIMON	EXPLORERS CLUB PRGM ASST, 26 HRS/WK, GR	12/7/20	EXPLORERS CLUB PRGM ASST, 20 HRS/WK, GR
NHUL, LIZZIE	EXPLORERS CLUB PRGM LEAD, 26 HRS/WK, GR	12/7/20	EXPLORERS CLUB PRGM LEAD, 20 HRS/WK, GR
PETERSON, KATHERINE	EXPLORERS CLUB PRGM LEAD, 31 HRS/WK, DH	12/7/20	EXPLORERS CLUB PRGM LEAD, 25 HRS/WK, DH
STROHBEHN, KAYE	EXPLORERS CLUB PRGM LEAD, 31.5 HRS/WK, CS	12/7/20	EXPLORERS CLUB PRGM LEAD, 20 HRS/WK, CS
<b>EXPLORERS CLUB LAYOFFS:</b>			
AESHLELMAN, CELINA	EXPLORERS CLUB STUDENT ASST, 5 HRS/WK, CS	12/4/20	LAYOFF STATUS
ANDERSON, KATIE	EXPLORERS CLUB PRGM ASST, 10 HRS/WK, SH	12/4/20	LAYOFF STATUS/ALSO PARA, 6.75 HRS/DH, DH
BARBIERI, ELENA	EXPLORERS CLUB STUDENT ASST, 6 HRS/WK, MWTA	12/4/20	LAYOFF STATUS
BATES, LUCAS	EXPLORERS CLUB ASST SITE SUPVR, 40 HRS/WK, GR	12/4/20	LAYOFF STATUS
BRUSH, JOEY	EXPLORERS CLUB STUDENT ASST, 5 HRS/WK, EXC	12/4/20	LAYOFF STATUS
DREW, AVERY	EXPLORERS CLUB STUDENT ASST, 15 HRS/WK, EXC	12/4/20	LAYOFF STATUS



DUTTON, LAURIE	EXPLORERS CLUB PRGM ASST, 15 HRS/WK, CS	12/4/20	LAYOFF STATUS
GAGNON, JULIA	EXPLORERS CLUB BEHAVIOR ASST, 5.25 HRS/WK, MWTA	12/4/20	LAYOFF STATUS/ALSO PARA, 7.4 HRS/DAY, MWTA
HUSTED, NICK	EXPLORERS CLUB STUDENT ASST, 13 HRS/WK, DH	12/4/20	LAYOFF STATUS
ILLICH, MACY	EXPLORERS CLUB PRGM LEADER, 12.5 HRS/WK, CS	12/4/20	LAYOFF STATUS/ALSO PARA, 6.75 HRS/DAY, CS
LABADIE, SOPHIA	EXPLORERS CLUB STUDENT ASST, 15 HRS/WK, MWTA	12/4/20	LAYOFF STATUS
MARTINSON, HOLLY	EXPLORERS CLUB PRGM LEAD, 9 HRS/WK, CS	12/4/20	LAYOFF STATUS/ALSO PARA, 6.75 HRS/DAY, CS
MARTINSON, JAMIE	EXPLORERS CLUB PRGM ASST, 12 HRS/WK, CS	12/4/20	LAYOFF STATUS
SCHEIB, WILL	EXPLORERS CLUB STUDENT ASST, 12.5 HRS/WK, SH	12/4/20	LAYOFF STATUS
SIMS, DONNA	EXPLORERS CLUB PRGM ASST, 8 HRS/WK, EXC	12/4/20	LAYOFF STATUS/ALSO PARA, 6.5 HRS/DAY, EXC
TROUT, IAN	EXPLORERS CLUB PRGM LEAD, 28 HRS/WK, GR	12/4/20	LAYOFF STATUS
WEISSER, SHERI	EXPLORERS CLUB PRGM ASST, 12 HRS/WK, SH	12/4/20	LAYOFF STATUS
WEST, PATRICK	EXPLORERS CLUB PRGM ASST, 12.5 HRS/WK, SH	12/4/20	LAYOFF STATUS
NUTRITION SERVICES LAYOFFS:			
ANDERSON, MARY	COOK HELPER, 3.2 HR/SDAY, MMW	11/30/20	LAYOFF STATUS
BERG, SHERY	COOK HELPER, 2.4 HRS/DAY, MME	11/30/20	LAYOFF STATUS
BRANDT, PATRICIA	COOK HELPER, 6 HRS/DAY, MWTA	12/1/20	LAYOFF STATUS
CANTIN, LITA	COOK HELPER, 2.4 HRS/DAY, MHS	11/30/20	LAYOFF STATUS
CHOAT, SHANNON	CASHIER/COOK HELPER, 3 HRS/DAY, EXC	11/30/20	LAYOFF STATUS
DURRANT, AMANDA	CASHIER/COOK HELPER, 3 HRS/DAY, CS	11/30/20	LAYOFF STATUS
DUTTON, LAURIE	COOK HELPER, 4 HRS/DAY, DH	11/30/20	LAYOFF STATUS
GILBERTSON, WENDY	COOK HELPER, 6 HRS/DAY, SH	12/1/20	LAYOFF STATUS
HERMANSEN, MARY	COOK HELPER, 4 HRS/DAY, CS	11/30/20	LAYOFF STATUS
KEMNITZ, JENNIFER	COOK HELPER, 3.2 HRS/DAY, MMW	11/30/20	LAYOFF STATUS
KOSKI, SHARLA	COOK HELPER, 3 HRS/DAY, GR	11/30/20	LAYOFF STATUS
LALAND, PAMELA	COOK HELPER, 2.4 HRS/DAY, MHS	11/30/20	LAYOFF STATUS
MASTON, PAULA	COOK HELPER, 3 HRS/DAY, GR	11/30/20	LAYOFF STATUS
MURPHY, PATRICK	COOK HELPER, 2.4 HRS/DAY, MHS	11/30/20	LAYOFF STATUS
NELSON, DEREK	COOK HELPER, 6 HRS/DAY, SH	12/1/20	LAYOFF STATUS
SALMI, STACY	COOK HELPER, 3 HRS/DAY, CS	11/30/20	LAYOFF STATUS
SCHWEIGER, CHRISTIE	COOK HELPER, 4 HRS/DAY, EXC	11/30/20	LAYOFF STATUS
SIMMER, KATHERINE	COOK HELPER, 6 HRS/DAY, DH	12/1/20	LAYOFF STATUS
THEIS, KIRSTEN	COOK HELPER, 3.2 HRS/DAY, MMW	11/30/20	LAYOFF STATUS
THOMPSON, JULIE	COOK HELPER, 2.4 HRS/DAY, MME	11/30/20	LAYOFF STATUS
WEISSER, SHERI	CASHIER/COOK HELPER, 2.4 HRS/DAY, MHS	11/30/20	LAYOFF STATUS
WEST, SPENCER	COOK HELPER, 3 HRS/DAY, EXC	11/30/20	LAYOFF STATUS

### III. IN-DISTRICT APPOINTMENTS

APPOINTMENT	ASSIGNMENT	BUILDING	EFFECTIVE	\$3,239
BECKER, BOWEN	BOYS SWIM AND DIVE ASST COACH	MHS	11/30/20-2/27/21	\$2,187.50
BERGERSON WARD, KAYLA	ADAPTED SOCCER CI ASST COACH	MHS	9/20-11/20	\$2,039
BEVIS, BENJAMIN	CROSS COUNTRY SKI ASST COACH	MMW	1/4/21-3/12/21	\$1,158
CASSANO, MICHAEL	GIRLS HOCKEY ASST COACH	MHS	11/30/20-3/20/21	\$5,147
CASSANO, TRACY	GIRLS HOCKEY HEAD COACH	MHS	11/30/20-3/20/21	\$7,379
DASOVICH, LEAH	GIRLS BASKETBALL HEAD COACH	MHS	11/30/20-4/3/21	\$7,379
DOUCETTE, MALLIE	GIRLS BASKETBALL ASST COACH	MHS	11/30/20-4/3/21	\$5,147
DUMMER, JENICA	LEGACY 2021 CO-ADVISOR	MHS	2020-21	\$500
ELLIS, TERRI	STUDENT GOVERNMENT ADVISOR	MHS	2020-21	\$6,220
FLIES, CHAD	GIRLS BASKETBALL ASST COACH	MHS	11/30/20-4/3/21	\$5,261
FREEMAN, REBECCA	SPEECH ADVISOR	MMW	11/23/20-1/30/21	\$1,797
FREITAS, SAMANTHA	BOYS SWIM/DIVE ASST COACH	MHS	11/30/20-2/27/21	\$4,375
GRAY, YVETTE	MOUNTAIN BIKE ASST COACH	MCEC	12/1/20	\$350

HILLE, JACOB	GYM SUPERVISOR	MCEC	11/15/20	\$15.84/HR
IVERSON, TROY	GIRLS HOCKEY ASST COACH	MHS	11/30/20-3/20/21	\$5,147
JOHNSON, BECKY	STUDENT GOVERNMENT ASST ADVISOR	MHS	2020-21	\$3,225
KEENAN, ELLIE	STUDENT REFEREE	MCEC	11/15/20	\$13.30/HR
MCIVOR, MELANIE	DIRECTOR, GRADES 4, 5, 6 DISTRICT SELECT CHOIR	DISTRICT	2020-21	\$3,182
MOON, TAYLOR	WEIGHT ROOM SUPVR	MHS	12/20-3/27/21	\$3,500
MOON, TAYLOR	WEIGHT ROOM SUPVR	MHS	3/28/21-6/4/21	\$3,500
MYERS, CHRISTINE	GYMNASTICS HEAD COACH	MHS	12/7/20-3/13/21	\$6,307
MYERS, JACQUES	GYMNASTICS ASST COACH	MHS	12/7/20-3/13/21	\$4,489
OLSEN, RON	SKI AND SNOW HEAD SCHOOL CHAPERONE	MCEC	12/4/20	\$200
OLSON, STACIE	GIRLS BASKETBALL ASST COACH	MHS	11/30/20-4/3/21	\$5,377
PEKAREK, JAMES	SPEECH ADVISOR	MME	11/16/20-2/5/21	\$2,443
SALCEDO, JUAN PABLO	EARTH CLUB ADVISOR	MHS	2020-21	\$1,198
SCHREDER, KATELYN	GYMNASTICS ASST COACH	MHS	12/7/20-3/13/21	\$4,489
STEENVOORDEN, KRISTEN	BOYS SWIM HEAD COACH	MHS	11/30/20-2/27/21	\$6,307
WAHL, JEFF	GIRLS HOCKEY ASST COACH	MHS	11/30/20-3/20/21	\$5,147
WARMUTH, SONIA	WOMEN OF COLOR ADVISOR	MMW	12/4/20-6/9/21	\$1,797
WISE, GREG	BOYS SWIM/DIVE ASST COACH	MHS	11/30/20-2/27/21	\$2,187.50

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

**Board Agenda Item XV. e**

**Title: Gifts and Donations**

**Date: January 7, 2021**

**EXECUTIVE SUMMARY:**

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

**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the MCEC Holiday Family Giving Fund:

Dianne Shimek and Margarit Edstrom	\$440.00
Kate Wagner	\$30.00
Emily Cowing	\$25.00
Daniel and Molly Steffen	\$300.00
Angela Marko and David Rode	\$100.00
Mitchell Baker	\$50.00
Derek Allmendinger	\$30.00
Paul and Laura Horner	\$100.00
Jessamine Bowman	\$50.00
Anonymous	\$120.00
Anonymous	\$814.77
Anonymous	\$347.47
Anonymous	\$50.00

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

Endeavor Foundation	\$1000.00
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**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Minnetonka High School General Gifts and Donations Account:

Stephanie Yang	\$120.00
Stephanie Yang	\$440.00

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

Endeavor Foundation	\$1000.00
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**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Clear Spring Elementary Principal Discretionary Fund:

Nicole Campion \$100.00

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

Endeavor Foundation \$500.00

**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Scenic Heights Elementary School Support the Media Center Fund:

Anonymous \$500.00

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

Tao Jiang \$50.00  
Daniel Gittsovich \$101.88

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**TOTAL GIFTS AND DONATIONS FOR 2020-2021\*** = **\$91,411.85**

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\*Total amount reflects gifts & donations submitted for board approval in 2020-2021.

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

**CONSENT**

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

**Board Agenda Item XV. f**

**Title:** Electronic Fund Transfers

**Date:** January 7, 2021

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**EXECUTIVE SUMMARY:**

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

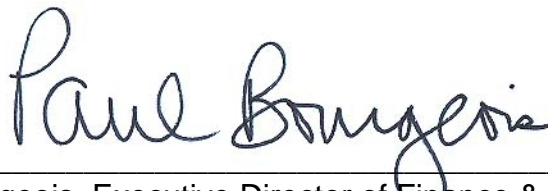
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**RECOMMENDATION:**

It is recommended that the School Board approve the attached automatic withdrawals and investments from the General Fund for November 2020.

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**Submitted by:** \_\_\_\_\_



Paul Bourgeois, Executive Director of Finance & Operations



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

Board Agenda Item XV. g

Title: Approval of 2021 Finance Advisory Committee

January 7, 2021

**EXECUTIVE SUMMARY:**

Board Policy 215 Finance Advisory Committee requires that the School Board annually approve the nine members of the Finance Advisory Committee.

For Calendar Year 2021, the following community members have volunteered to continue serving on the Finance Advisory Committee:

Matt Chapman	Year 3 of three-year term
John Groton	Year 1 of three-year term
Brad Honey	Year 2 of three-year term
Jill Howe	Year 1 of three-year term
Deirdre Keller	Year 2 of three-year term
Charles Steingas	Year 3 of three-year term
Matt Weight	Year 2 of three-year term
Rob Wolter	Year 1 of three-year term

At this time there is one opening on the Finance Advisory Committee to be filled.

**RECOMMENDATION/FUTURE DIRECTION:**

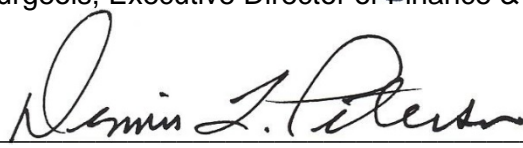
It is recommended that the School Board approve the Finance Advisory Committee Membership as presented.

**RECOMMENDED MOTION**

*BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the 2021 Finance Advisory Committee Membership as follows:*

<i>Matt Chapman</i>	<i>Year 3 of three-year term</i>
<i>John Groton</i>	<i>Year 1 of three-year term</i>
<i>Brad Honey</i>	<i>Year 2 of three-year term</i>
<i>Jill Howe</i>	<i>Year 1 of three-year term</i>
<i>Deirdre Keller</i>	<i>Year 2 of three-year term</i>
<i>Charles Steingas</i>	<i>Year 3 of three-year term</i>
<i>Matt Weight</i>	<i>Year 2 of three-year term</i>
<i>Rob Wolter</i>	<i>Year 1 of three-year term</i>

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

Concurrence:   
Dennis Peterson, Superintendent

**CONSENT**

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

**Board Agenda Item XV. h**

**Title: Enrollment Limits**

**Date: January 7, 2021**

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**EXECUTIVE SUMMARY:**

The Board's adoption of an upper limit on overall K-12 enrollment in the District for years starting with 2020-21 necessitates the setting of school-by-school limits on enrollment in order to accomplish staying within the overall limit. Furthermore, in order to comply with Statute 240D.03 of Minnesota Statutes, there should also be limits on each grade (K-12) in the District. Those limits are described on the attached document. All of these limits will enable the District to accept all students who have applied for Open Enrollment by January 15, 2021.

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**RECOMMENDATION/FUTURE DIRECTION:**

Recommend adoption of limits.

**Submitted by:** \_\_\_\_\_



Dennis Peterson, Superintendent



**Implementing the 11,100-student limit for 2021-22  
within 240D.03 of Minnesota Statutes**

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

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

Clear Springs	860
Deephaven	670
Excelsior	810
Groveland	900
Minnewashta	900
Scenic Heights	890
Minnetonka Middle School East	1,270
Minnetonka Middle School West	1,300
Minnetonka High School	3,500

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

Kindergarten	1,160
First Grade	810
Second Grade	860
Third Grade	870
Fourth Grade	830
Fifth Grade	860
Sixth Grade	880
Seventh Grade	850
Eighth Grade	860
Ninth Grade	890
Tenth Grade	860
Eleventh Grade	890
Twelfth Grade	860

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

**Board Agenda Item XV. i**

**Title: Approval of Addendums 2 and 3 to Veterans Field and  
Legacy Fields Operating Agreement**

**January 7, 2021**

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**EXECUTIVE SUMMARY:**

On October 19, 2006, the Minnetonka Diamond Club and Minnetonka Independent School District 276 entered into an Operating and Use Agreement that governed the construction of Veterans Field baseball field and Legacy Fields softball complex, arranged for the operation of the fields to produce advertising and rental income to help pay for the bonds issued to construct the facilities, and address ongoing operational maintenance of the facilities.

This agreement was amended with Addendum 1 on June 12, 2012 to adjust the payment schedule for the Minnetonka Diamond Club fund raising commitment to pay off the bonds and to extend the time period that the Minnetonka Diamond Club had the rights to operate the complex, as well as offering an option to the Minnetonka Diamond Club to extend the period of operation.

The attached Addendums 2 and 3 modify Addendum 1 in one way. These addendums split the parties to the agreement into the Minnetonka Diamond Club for Veterans Field only and the Minnetonka Girls Softball Association for the Legacy Fields softball complex. This will allow the District to work directly with each volunteer association regarding the operation and use of the respective facilities.

All other parameters of the Original Operating and Use Agreement and Addendum 1 remain in full force and effect.

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**ATTACHMENTS:**

Operating and Use Agreement Addendum Number 2 – Veterans Field  
Operating and Use Agreement Addendum Number 3 – Legacy Fields Softball Complex

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve Addendum 2 and Addendum 3 to the Operating and Use Agreement for Veterans Field and the Legacy Fields Softball Complex.

***RECOMMENDED MOTION***

*BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby approve Addendum 2 and Addendum 3 to the Operating and Use Agreement for Veterans Field and the Legacy Fields Softball Complex.*

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

**Concurrence:** Dennis L. Peterson  
Dennis Peterson, Superintendent

**OPERATING AND USE AGREEMENT  
ADDENDUM NUMBER 2**

**VETERANS FIELD**

This Addendum Number 2 dated January \_\_, 2021 is intended to serve as an addendum to the Operating and Use Agreements between the Minnetonka Diamond Club (MDC) and Minnetonka Independent School District 276 (School District) for Veterans Field originally executed on April 18, 2006, Legacy Fields Softball Complex originally executed on October 19, 2006 and Addendum Number 1 executed on June 21, 2012.

The intent of this addendum is to detail the separation of Minnetonka Girls Softball Association (MGSA) from the MDC now that the annual payments to the School District has been paid in full. This will allow MDC and MGSA to operate independently, being consistent with other athletic organizations within the School District.

All components of the Operating Agreement not specifically addressed by Addendum Number 2 remain in full force and effect for the duration of time period specified in Addendum Number 2.

- A. **Length of Term of the Agreement:** The term of this agreement shall run from January 1, 2021 through July 31, 2027.
- B. **Option for 10 Year Time Extension:** MDC has the option to extend the time of this agreement under all terms of the agreement for one 10-year period upon mutual agreement of the parties. MDC shall submit a letter of intent to extend the agreement to the School District by December 31, 2026.
- C. **Payment Agreement:** MDC pays for the following:
  - 12.5% of salary and benefits of 1.0 evening grounds crew staff position (June-August)
  - Portable restroom costs and other cleaning cost for Veterans Field (May-September)
  - All electrical service costs and other utility costs related to Veterans Field (May-September)
- D. **Concessions:** Concessions at Veterans Field will be operated by MDC.
- E. **Option to Rescind after July 31, 2022.** MDC shall have the option to rescind the right to operate Veterans Field after July 31, 2022. MDC shall notify the School District by December 31, 2021 of its intent to rescind its operating rights on August 1, 2022 under the Operating Use Agreements and Addendum Number 2 to the Operating and Use Agreements.

Minnetonka Diamond Club

Minnetonka ISD 276

\_\_\_\_\_  
Its President                      Date

\_\_\_\_\_  
Its School Board Chair                      Date

\_\_\_\_\_  
Its Vice President

\_\_\_\_\_  
Its Deputy Clerk

**OPERATING AND USE AGREEMENT  
ADDENDUM NUMBER 3**

**LEGACY FIELDS SOFTBALL COMPLEX**

This Addendum Number 3 dated January \_\_, 2021 is intended to serve as an addendum to the Operating and Use Agreements between the Minnetonka Diamond Club (MDC) and Minnetonka Independent School District 276 (School District) for Veterans Field originally executed on April 18, 2006, Legacy Fields Softball Complex originally executed on October 19, 2006 and Addendum Number 1 executed on June 21, 2012.

The intent of this addendum is to detail the separation of Minnetonka Girls Softball Association (MGSA) from the MDC now that the annual payments to the School District has been paid in full. This will allow MDC and MGSA to operate independently, being consistent with other athletic organizations within the School District.

All components of the Operating Agreement not specifically addressed by Addendum Number 3 remain in full force and effect for the duration of time period specified in Addendum Number 3.

- A. **Length of Term of the Agreement:** The term of this agreement shall run from January 1, 2021 through July 31, 2027.
- B. **Option for 10 Year Time Extension:** MGSA has the option to extend the time of this agreement under all terms of the agreement for one 10-year period upon mutual agreement of the parties. MGSA shall submit a letter of intent to extend the agreement to the School District by December 31, 2026.
- C. **Payment Agreement:** MGSA pays for the following:
  - 12.5% of salary and benefits of 1.0 evening grounds crew staff position (June-August)
  - Portable restroom costs and other cleaning cost for Legacy Fields Softball Complex (May-September)
  - All electrical service costs and other utility costs related to Legacy Fields Softball Complex (May-September)
- D. **Concessions:** Concessions at Legacy Fields Softball Complex will be operated by MGSA.
- E. **Option to Rescind after July 31, 2022.** MGSA shall have the option to rescind the right to operate Legacy Fields Softball Complex after July 31, 2022. MGSA shall notify the School District by December 31, 2021 of its intent to rescind its operating rights on August 1, 2022 under the Operating Use Agreements and Addendum Number 2 to the Operating and Use Agreements.

Minnetonka Girls Softball Association

Minnetonka ISD 276

\_\_\_\_\_  
Its President                      Date

\_\_\_\_\_  
Its School Board Chair                      Date

\_\_\_\_\_  
Its Vice President

\_\_\_\_\_  
Its Deputy Clerk

**CONSENT**

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

**Board Agenda Item XV. j**

**Title: Approval of ESports**

**Date: January 7, 2021**

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**EXECUTIVE SUMMARY:**

ESports is new to Minnesota and the program will be officially considered for Minnetonka students at this meeting.



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Dennis L. Peterson  
Superintendent of Schools

# Minnetonka ESports



A Proposal for ESports at MHS

# What is ESports?

Competitive, organized gaming





# Rapid Growth

- ESports competitions are a worldwide event
- The League of Legends (LoL) mid-season tournament was viewed by 60 million unique viewers in 2018
- The 2020 NBA Finals were watched by 7.5 million and the 2020 Superbowl was watched by 99.9 million, for comparison



# ESports Gamers = Potential Future Careers

- Top professional ESports gamers make \$3 million per year
- Prize money for tournaments continue to increase as popularity grows
- 2019 - 239 tournaments with at least a \$500,000 prize pool
- 2019 - 500 tournaments with at least a \$250,000 prize pool
- Respectable salaries for the following career paths:
  - ESports Gamer
  - ESports Agent
  - ESports Announcer
  - ESports Marketing
  - ESports Media/Writing Columnist
  - ESports Coach/Advisor
  - ESports Tournament Organizer
  - Game Developers
  - Military/NASA Unmanned Aircraft



# Purpose: How will ESports help the MHS Student Body?

- Students will have another team for which to cheer and watch
- Easy accessibility during Covid - anyone with the link can watch
- Appeals to a portion of the student body proven to not typically be involved with any activities
- Show off MHS students' talent and leadership abilities in the field of ESports

**We expect 20 - 50+ students will be a part of the Minnetonka ESports Team**

# Student-Athlete Eligibility

- All MHS Activities Department Guidelines apply
- Open to all students currently attending MHS in grades 9 -12
- Signed guardian permission slip for games rated “Teen” or “Mature.”
- Must have 2.5 GPA or higher (incoming freshman are exempt from this)
- No more than 1 day (6 periods worth) of unexcused absence during a semester
- Intentional cheating will be an immediate ban from the MHS ESports Team
- The rules in the MHS student handbook will apply
- Team rules may be stricter (ie, requiring weekly physical activity)



# What are our Goals?

- Increase student involvement
  - Many of the students will not be a part of any other activity at MHS
- Create a sense of community
- Inclusivity
  - Like any other physical sport, this activity will allow students to be part of the MHS team, even if they play a solo game.
- Connections
  - Allow students yet another way to stay connected to MHS during Covid-19.
- Boost GPAs
  - The National Center for Education Statistics has proven again and again that students who participate in extracurricular activities have higher GPAs, higher collegiate-admission scores, and are more likely to get a collegiate degree than those who don't.



# What are our Goals? (continued)

The Twitch logo is displayed in white, lowercase letters with a black outline, set against a blue rectangular background.

- Improve Mental Health
  - A study of Iowa graduates found the mean self-esteem score to be higher in those that participated in school-sanctioned extracurricular activities
- Improve Physical Health
  - ESports require less physical exertion than traditional sports, therefore a requirement of our team will be to have each student perform two hours of physical activity weekly
- Obtain Scholarships
  - Many scholarship prizes are available to students who do very well in tournaments
  - In 2018-19, 200 US-based colleges offered over \$16 million, 3x what was provided in 2015
- Build an Online Presence
  - MNVL, HSEL, and PlayVS stream on the Twitch platform, which allows for unlimited viewership
  - Viewership translates to dollars from advertisers
  - Advertisement dollars provide scholarships, which can assist the student post-high school

# Competition: Leagues/Tournaments

- Minnesota Varsity League (MNVL)
  - Fall, Winter, and Spring
  - Only MN Schools
  - 9-month calendar
  - Compete against schools across the state
- PlayVS
  - Fall, Winter, and Spring
  - Nationwide competition
  - 9-month calendar
- High School ESports League (HSEL)
  - Fall, Winter, Spring, and Summer
  - 12-month calendar
  - Worldwide Competition

The logo for the Minnesota Varsity League (MNVL) features the letters "MNVL" in a bold, red, blocky font with a white outline, set against a black rectangular background.The logo for PlayVS consists of an orange stylized flame or arrow shape containing the number "11" in white, followed by the text "PlayVS" in a bold, black, sans-serif font.The logo for the High School Esports League (HSEL) features a circular emblem with a gold trophy and the letters "HSEL" in white, set against a dark red background with laurel wreath accents. To the right of the emblem, the text "High School Esports League" is written in a bold, black, sans-serif font.

# Costs

- PlayVS
  - \$64/student/yr
  - Free option for students, but no prizes or rankings
- HSEL
  - \$5,000/school/yr OR
  - \$12,000/school/3 years OR
  - \$89/student/yr (56 students or fewer this option would be best)
- MNVL
  - \$24/starter
- Total Costs (including jersey)
  - \$129 - \$217/student
  - This number will depend upon if they are a starter, if they choose the Free Option for PlayVS, and what game(s) the team decides they should play



# Costs (continued)

- Travel
  - Occasional MN-Based in-person tournament
  - Summer national tournament (if students/team qualify)
- Gaming Equipment
  - N/A (students will use home computers/consoles/wifi)
  - This could be a future cost if the demand is large enough
- Jerseys/Apparel
  - The art department can design the logo (or other in-house option)
  - \$40/student for jerseys
- Administrative
  - 2 Coach Stipends (this could expand in later years)



# Schedules

- PlayVS
  - Fall = Sept 14th - Dec 17th, 2020
  - Spring = Feb 15th - May 30th, 2021
  - Competes on Weekdays/Weekends
- HSEL
  - Fall Major = Oct 12th - Dec 10th, 2020
  - Winter Open = Jan 25 - Feb 12, 2021
  - Spring Major = TBD Dates
  - Summer Open = TBD Dates
  - Competes on Weekdays/Weekends
- MNVL
  - Spring = TBD Dates
  - Winter = TBD Dates
  - Fall = TBD Dates
  - Competes on Weekdays/Weekends



# Anticipated Schedule

January 4th, 2021 - Minnetonka's newest Varsity sport goes live

-Principal Erickson announces the new Varsity sport live on Morning Announcements

January 5th - An email goes out to the student body with information

January 8th - A virtual informational meeting is held with prospective students

January 11th - 13th - Registration period

January 15th - January 18th - Tryouts, if necessary, and team placements, otherwise practices will begin

January 19th - Practices begin for remainder of students

January 22nd - 2nd Quarter Ends

January 23rd - First Scrimmage (MN Schools) LoL Game



# Types of Games/Examples

Racing

*Gran Turismo Sport*



Real-time Strategy

*Warcraft III, Starcraft II*



Sports

*FIFA, Madden, NBA2K*



# Types of Games/Examples (cont.)

Fighting Games

*Super Smash Bros.*



First-Person Shooters

*Call of Duty Series, Overwatch*

Multiplayer Online Battle Arena

*League of Legends, Smite, Dota 2*



# Types of Games/Examples (cont.)

Card Games

*Hearthstone*

Turn-Based Strategy

*Chess*



# Resources for Parents

CheckPoint - A charity that provides mental health resources for gamers and the gaming community

<https://checkpointorg.com/>

NASEF (National Association Scholastic ESports Federation)

<https://www.nasef.org/resources/parents/>

Top 25 ESports Scholarships

<https://www.lineups.com/esports/top-25-esports-scholarships/>

# Coaches

## **Tyler Strom**

-Student Support Services/Counseling Office Assistant

-Co-Leader of RPG Club

-Former ESports Player

[tyler.strom@minnetonkaschools.org](mailto:tyler.strom@minnetonkaschools.org)

## **Tyler Barthelemy**

-Hall/SPED Paraprofessional

-Activities Supervisor

-Former Andover High School Girls Soccer Coach

[tyler.barthelemy@minnetonkaschools.org](mailto:tyler.barthelemy@minnetonkaschools.org)



**CONSENT**

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

**Board Agenda Item XV. k**

**Title: Approval of Community Comments and  
Citizen Input Expectations**

**Date: January 7, 2021**

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**EXECUTIVE SUMMARY:**

The Board has discussed making some important changes to their statements regarding Community Comments and Citizen Input. The revisions are shown on the attachment.



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Dennis L. Peterson  
Superintendent of Schools

## GUIDELINES FOR CITIZEN INPUT

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

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

## GUIDELINES FOR COMMUNITY COMMENTS

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

1. Anyone indicating a desire to speak to an item included in this agenda during *Community Comments* will be acknowledged by the Board chair. When called upon to speak, please state your name, address and topic. All remarks shall be addressed to the Board as a whole, not to any specific member(s) or to any person who is not a member of the Board.
2. If there are a number of individuals present to speak on the same topic, please designate a spokesperson that can summarize the issue.
3. Please limit your comments to three minutes. Longer time may be granted at the discretion of the Board Chair. If you have written comments, the Board would like to have a copy, which will help them better understand, investigate and respond to your concern.
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5. Please be aware that disrespectful comments or comments of a personal nature, directed at an individual either by name or inference, will not be allowed. Personnel concerns should be directed first to a principal, then the ~~assistant superintendent for human resources,~~ Executive Director of Human Resources, then the Superintendent and finally in writing to the Board.