

**MINNETONKA SCHOOL BOARD STUDY SESSION**  
**District Service Center**

**November 19, 2020**  
**6:00 p.m.**

**AGENDA**

- 6:00 1. Review of New Course Proposals, Changes and Deletions
- 6:30 2. Review of FY20 Audit
- 7:30 3. Presentation of Fall NWEA Data
- 8:00 4. Goal Three Discussion
- 8:20 5. Fifth Reading of Policy #504: Student Dress and Grooming Code
- 8:35 6. Third Reading of Goal Two-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 7. First Reading of Policy #522: Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process
- 9:10 8. Review of Opening of School Plan
- 9:25 9. Update on District Bonds
- 9:50 10. Review of Draft of 2021 Legislative Position Statements
- 10:00 11. Self –Insurance Fund Update
- 10:25 12. Review of 2020-2025 Enrollment Projections

**CITIZEN INPUT**

**7:30 p.m.** Citizen Input is an opportunity for the public to address the School Board on any topic in accordance with the guidelines printed below.

**GUIDELINES FOR *CITIZEN INPUT***

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

1. Anyone indicating a desire to speak to any item 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.
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.

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

**Study Session Agenda Item #1**

**Title: Review of New Course Proposals, Changes and Deletions November 19, 2020**

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## OVERVIEW

This report includes new course proposals and course revisions for the 2021-22 school year. All new course proposals have been reviewed by department chairs, building administration, district administration, and the Teaching and Learning Advisory Committee. Courses that are approved by the School Board will be included in the Skipper Log and available to students as they register for the 2021-22 school year. Course development and implementation funds will be allocated if the course has sufficient enrollment.

## DEPARTMENT PROPOSALS

The following proposals respond to programmatic needs that have been identified by the respective departments. Full descriptions and rationales for these new courses are included in **Attachment A**.

Course Title	Grade(s)
Advanced Automotive I	11-12
AP Physics C: Mechanics	12
Exploring the Teaching Profession I	11-12

## TONKA ONLINE PROPOSALS

Tonka Online (TO) proposals expand current offerings and introduce several existing courses to an online environment. Full proposals are included in **Attachment B**.

Course Title	Grade(s)
TO Fundamentals of Neuroscience (Structure, Function, Cognition, Memory, and Learning)	9-12
TO Graphic Arts	9-12
TO Spanish V	9-12
TO Video Game Design (Level I)	9-12
TO Web Development	9-12
TO Yoga	9-12

## VANTAGE PROPOSALS

The VANTAGE program is proposing a new full-year strand called Public Policy, which will include a College in the Schools course titled American Democracy in a Changing World, as well as the existing AP Seminar course. The full proposal is included as **Attachment C**.

## COURSE REMOVAL LIST

Over the past three years, the following courses have not reached minimum student enrollment and will not be included in the 2021-22 *Skipper Log*. Building and District administration will continue to monitor courses that have not run for subsequent years.

Course Title	Department
Changemakers Design Studio	Innovation
Chinese V S1	World Languages
Chinese V S2	World Languages
Introduction to Hispanic Linguistics and Culture, Spanish Immersion	World Languages/ Immersion
Accelerated Spanish Levels 1 & 2 S1	World Languages
Accelerated Spanish Levels 1 & 2 S2	World Languages
Spanish IV, Honors	World Languages

## COURSE TITLE CHANGES

Departments have recommended revising several course titles to more accurately reflect the content of the courses and course sequences. The proposed and current titles are listed below

Proposed Title	Current Title
Apparel Construction I & II	Sewing I & II

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## ATTACHMENTS

Attachment A: Department Proposals

Attachment B: Tonka Online

Attachment C: VANTAGE Proposals

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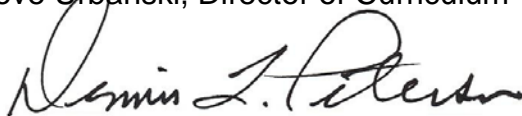
## RECOMMENDATION/FUTURE DIRECTION:

These course proposals are submitted for School Board review and consideration.

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

  
Steve Urbanski, Director of Curriculum

Concurrence: \_\_\_\_\_

  
Dennis Peterson, Superintendent



**Course Title: Advanced Automotive I**

Submitted by Ann Hanstad and Mitch Burfeind  
Department: Technical Education

**Description of the Proposal:**

**1) What new course/activity is being proposed? What grade levels? Semester? Full-year?**

Advanced Automotive, Grades 11-12, Full Year

**2) How did this proposal originate?**

Administration, parents/students, department members

**3) What is the anticipated level of participation? What information are you using to determine this level of participation?**

The 19-20 school year provided MHS with an opportunity to begin a review and rebrand of the trades program. One vital component of this research was student feedback through focus groups. Key themes from the focus group included:

- Primary appeal to students is being hands-on and not having to be in a desk for a majority of the class period
- Common favorite current course is Power & Energy, based on the opportunity to work with engines
- Consistent preference to add an automotive course as the biggest current course need in the tech ed department

Based on current enrollment in Power and Energy courses, student feedback from 19-20 research and continued inquiry by students we would anticipate the ability to run this proposed course with the desire to continue to add new courses to the Automotive pathway in the 22-23 school year. In addition, we have 9 students enrolled in Southwest Metro's auto program as there is not a current course match available at MHS.

**4) What is the rationale for the proposal? What need does it fulfill?**

As we are committed to growing our opportunities for the Momentum program, student feedback continues to communicate a high level of interest and desire to grow offerings in the automotive strand. While our current Power and Energy courses provide a strong foundation for small engine work, an Advanced Automotive course would be designed to provide access for students that seek a more advanced learning opportunities in automotive technology concepts. A key component of the experience would be hands-on lab experience around diagnostic techniques and service.

Areas of study would include:

- Suspension and Steering
- Brakes
- Electronics
- Engine Performance

In Minnetonka's continued pursuit of providing pathways and partnerships with post-secondary institutions, the automotive strand (this course and future courses) would provide a platform for partnering with outside institutions to provide students with opportunities to earn certifications, accreditations, and credits toward their post-secondary aspirations. MHS currently does not offer courses past small engines and as a result, students with that area of interest pursue study off campus at Southwest Metro.

### **Analysis of the Proposal:**

#### **1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

The Mission of the Minnetonka School District centers on creating opportunities for each student to identify their passion while providing the support, experience, and tools to grow as individuals and as a school community. The School Board continues to invest in students' sense of belonging, feeling connected and accepted in the learning environment. In addition, there is a Board commitment to creating curricula experiences that prepare Skipper students for "tomorrow's workforce."

The Momentum program provides opportunities for students to engage in hands-on learning experiences, invest in new passions, and build key skills in the area of the trades. This proposal is a continuation of the work to grow the course opportunities in the Momentum Program. The Advanced Automotive course would provide authentic VANTAGE - style learning and experiential opportunities (authentic tasks/projects, expert speakers and visits, site visits).

#### **2) What is the relation of the proposal to the Minnesota Graduation Standards?**

This course would provide students with an opportunity to earn 1.0 elective credit.

#### **3) What is the effect of the proposal on district resources?**

##### **a) Space: Where is space currently available for the activity?**

The approval of this course would require a commitment to invest in new space to support programming and automotive course offerings.

##### **b) Time: Where will the activity fit in the daily schedule?**

Initial exploration would recommend that this course be offered in the morning. This would provide ongoing flexibility should we need to seek creative pathways for staffing.

##### **c) Personnel: What staff will be necessary?**

CTE licensure certification in Transportation Careers

- d) Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**

The addition of this course will require an investment in space, curriculum writing time, supplies, and tools to ensure a successful student experience.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

- a) How does the proposal expand, complement or strengthen an existing program?**

This proposal would create a pathway in automotive and vehicle services. It would strengthen Momentum's class offerings, add rigor to the program and provide a potential pathway for accreditation and/or post-secondary education credits.

- b) How does the proposal affect existing programs?**

This would add an advanced class that we would work to get articulation agreements with local colleges for students to earn college credit in our course.

- c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**

Approval of this course would provide an opportunity to revisit the scope and sequence of the current automotive/engine pathway.

## New Course Proposal



### Course Title: AP Physics C: Mechanics

Submitted by: Joe Cossette

Department: Science

### Description of the Proposal:

**1) What new course/activity is being proposed? What grade levels? Semester? Full- year?**

AP Physics C: Mechanics, primarily 12th Grade but open to other students as long as they have had or are currently taking calculus, Full-year

**2) How did this proposal originate?**

Curriculum review, parents/students, department members

**3) What is the anticipated level of participation? What information are you using to determine this level of participation?**

We are currently offering AP Physics 1 for seniors looking to take a mechanics-focused AP Physics course their senior year. We have found that the large majority of the students in this algebra-based class have enough calculus knowledge that they would be able to take the calculus-based offering instead. In this proposal, we would anticipate the same number of sections (~3) as we have had in the AP Physics 1 senior course the past few years.

**4) What is the rationale for the proposal? What need does it fulfill?**

The calculus-based option fits the needs of our school in a few different ways:

- Students that are planning to go into physics or engineering in college will be better prepared by the calculus-based course.
- Seniors taking AP Physics have typically taken or are concurrently taking calculus so the math would be familiar to them.
- Provides a clearer distinction between the different levels of physics courses that we offer. IB Physics will be the advanced level algebra-based course and AP Physics will be the advanced calculus-based course.

### Analysis of the Proposal:

**1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

Provides an opportunity for students to achieve at a high level and be exposed to college level calculus-based physics in high school without requiring an accelerated pathway.

**2) What is the relation of the proposal to the Minnesota Graduation Standards?**

This course would satisfy the physics standards and serve as a science/physics credit for the state.

**3) What is the effect of the proposal on district resources?**

- a) **Space: Where is space currently available for the activity?**  
**Time: Where will the activity fit in the daily schedule?**  
**Personnel: What staff will be necessary?**

As this course would take the place of the algebra-based AP Physics 1 offering for seniors, we expect it to require approximately the same space/time/personnel resources as the current arrangement.

- b) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**

We will likely need to purchase calculus-based physics textbooks that are aligned to the new AP Physics C: Mechanics curriculum. This request would be made with other material/resource requests made at the end of the year.

Teachers would benefit from training to become familiar with the AP Physics C: Mechanics curriculum.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

- a) **How does the proposal expand, complement or strengthen an existing program?**

This proposal provides a missing pathway for students to take a brick and mortar calculus-based physics course that doesn't depend on accelerated science in middle school. This expands the choices that students have as they are defining the physics experience that they want based on their needs.

- b) **How does the proposal affect existing programs?**

This proposed course would take the place of the AP Physics 1 offering for juniors and seniors. We expect that this might affect the breakdown of students choosing the different physics options but don't anticipate a major shift toward or away from the other physics levels.

- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**

As we do not want to stretch our physics options too thin, this



proposal would require sunsetting the AP Physics 1 course for juniors and seniors. If there are students that want an algebra-based accelerated physics option, they are still able to take IB Physics. This would not affect our 9th grade AP Physics 1 classes. This algebra-based option is still a great experience for our accelerated science students as their first science course in the high school and we do not wish to change that at this time.

## New Course Proposal



### Course Title: Exploring the Teaching Profession I

Submitted by: Mandie Wilder  
Department: Family and Consumer Sciences

#### Description of the Proposal:

**1) What new course/activity is being proposed? What grade levels? Semester? Full-year?**

Exploring the Teaching Profession I will replace the Intro to Education course in the FACS department if Minnetonka is approved to teach the course in alignment with the University of Minnesota. This course would be for grades 11 -12. It would most likely need to be 1 year long, however the logistics of the schedule for this course are yet to be determined as we explore options that are in alignment with the University of Minnesota guidelines for the course field observation requirements.

**2) How did this proposal originate?**

Administration, department members

**3) What is the anticipated level of participation? What information are you using to determine this level of participation?**

The anticipated level of participation may be close to that of Intro to Education, which is 1 section per year. However, with the need for educators in society and the addition of college credit offered via this course, we are hopeful enrollment will be higher.

**4) What is the rationale for the proposal? What need does it fulfill?**

The rationale for this course is to help fill the need for future educators in our country. It is clear there has been a downward trend in those seeking an education degree. This course is relevant, with high standards and expectations that allow students to explore and observe the teaching career. By offering a course that will give students college credit in high school, we are hopeful this offering will intrigue those students who have interest in education as a career.

#### Analysis of the Proposal:

**1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

This course is an opportunity for students to explore/find their passion through high achievement and real-life experiences that will foster their education in the profession of teaching. Beyond classroom instruction, students will be asked to complete 30 hours of field work, observing and participating in various classrooms to enhance their learning in a relevant way.

**2) What is the relation of the proposal to the Minnesota Graduation Standards?**

This is a 2 credit course at the University of Minnesota, which students will be credited upon completion of the course. How this will translate into Minnetonka High School credits is to be determined.

**3) What is the effect of the proposal on district resources?**

**a) Space: Where is space currently available for the activity?**

In the FACS department. Classroom 1005 or 1007

**b) Time: Where will the activity fit in the daily schedule?**

The actual schedule of the course is to be determined. We have pre-existing connections with the elementary and middle schools in our district for placing students to complete their field hours, as we have done this in the past with our Intro to Education course

**c) Personnel: What staff will be necessary?**

FACS teacher

**d) Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**

Costs may include bus transportation for student field hours and possible textbook.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

**a) How does the proposal expand, complement or strengthen an existing program?**

This proposal will expand/replace our Intro to Education course and focus on education as it will provide university credit to those students who complete the course with a passing grade.

**b) How does the proposal affect existing programs?**

This course would replace our Intro to Education course and aligns with Family and Consumer Sciences as a CTE department that focuses on teaching to the career and providing real-life experiences.

**c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**

If this course is approved, Intro to Education should be eliminated.



**Course Title: TO Fundamentals of Neuroscience (Structure, Function, Cognition, Memory, and Learning)**

Submitted by: Sean Holmes & Caitlin McWhirter  
Department: Science

**Description of the Proposal:**

**1) What new course/activity is being proposed? What grade levels? Semester? Full-year?**

Fundamentals of Neuroscience (Cognition, Memory, and Learning), Grades 9-12, One semester course, Tonka Online offering

**2) How did this proposal originate?**

Parents/students, department members

**3) What is the anticipated level of participation? What information are you using to determine this level of participation?**

One to two sections at first. Based on anecdotal survey data of students in previous science classes.

**4) What is the rationale for the proposal? What need does it fulfill?**

Students have expressed interest in Neuroscience over the past 5-10 years, and we have never had a science course offering to meet this specific interest (outside of Anatomy & Physiology which covers the nervous system amongst other body systems, or Psychology which might utilize a similar scientific foundation but presents content with a more behaviorally focused lens). With the introduction of Minnetonka Research and AP Seminar, we now have more students interested in and conducting Social Science research; with the introduction of the Vantage program, we also have more students interested in Business Marketing and Analytics; this Neuroscience course could be a great lab-based foundation for students interested in these options to better understand the science of human thinking and/or decision making. This course would also dovetail nicely with much of our district messaging and emphasis around Goal #1 (student well-being: supporting socially and emotionally strong students) and Goal #4 (multimodal learning utilizing the Tonka Online system).

**Analysis of the Proposal:**

**1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

As mentioned above, this course would support District Goal #1 in helping students understand how the human brain works in cognition, memory, and learning through the production of neural connections and neural networks and how, as the pivotal organ and its biological molecules that control the entire human body, these foundational concepts could be leveraged to support social and emotional well-being.

With the introduction of Board Policy 626 we now have effective grading and reporting practices that reflect a student's overall academic achievement of the course standards and not the mistakes or missteps they might make during the learning process (i.e. formative work). This course would provide students with the scientific foundation (i.e. the initial formation of neural connections and networks, and the subsequent strengthening of said networks through purposeful practice) that underpins this policy. If students can learn about the science behind why the growth mindset and how the teenage brain works specifically, they might be propelled to be more effective learners.

To support the district's goal of belonging, this would be another avenue to explain that all students in their high school years have similar developmental milestones and experiences and validate their individual perspectives. We also have the opportunity to discuss the science behind multimodal learning and explore learning differences based on brain structure and function. This course would provide students with a good overview of the fundamentals of neuroscience, and as a result allow them to understand the neurological basis underlying current research as well as their applications in the academic, business, and personal settings.

## **2) What is the relation of the proposal to the Minnesota Graduation Standards?**

This course would serve as a Science Elective course.

## **3) What is the effect of the proposal on district resources?**

### **a) Space: Where is space currently available for the activity?**

This class would be a part of Tonka Online and as such would require no physical space for students (aside from zero hour meetings or lab experiences).

### **b) Time: Where will the activity fit in the daily schedule?**

This course would be an elective that students fit into their schedule during zero hour, after school, or during the summer.

### **c) Personnel: What staff will be necessary?**

Depending on the number of students that enroll, 1-2 staff would be needed to build the course and run the course sections

### **d) Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**

By hosting the course through Tonka Online much of the traditional costs of running a course could be eliminated.

Possible upfront costs to create the course include:

- Curriculum Writing Time (50 hours x \$25/hour = \$1250)
- Purchase a Hardcover Text (\$100-150 x 30 students = \$3000-4500)

Costs to run the class could include:

- Transportation to a local Neuroscience or Sleep Center (\$100-500)
- Guest Speaker fees (\$100-500)

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

**a) How does the proposal expand, complement or strengthen an existing program?**

This course would expand our list of elective science offerings for students, as well as the options for Tonka Online courses. The course would also complement our existing Chemistry and Biology courses by offering one avenue for extending and applying the content from those courses in a new, novel way.

This course could also support the learning of students interested in Minnetonka Research, AP Seminar, AP Psychology, or certain Vantage strands.

**b) How does the proposal affect existing programs?**

As an elective Tonka Online option, we hope this course will not diminish enrollment in any of our other science offerings. Our hope is that this course would serve as yet another method for drawing more students toward science classes and as a result potentially lead to increased interest and enrollment in classes such as Anatomy & Physiology, Minnetonka Research, or certain Vantage strands.

**c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**

This course would not substitute, nor would it replace any existing courses. Given the scope of the content it would be difficult to integrate into an existing course.

## New Course Proposal



### Course Title: TO Graphic Arts

Submitted by: Mitch Burfeind  
Department: Tech Ed

### Description of the Proposal:

**1) What new course/activity is being proposed? What grade levels? Semester? Full-year?**

Graphic Arts (Tonka Online), Grades 9-12, Semester Course

**2) How did this proposal originate?**

Parents/students, department members

**3) What is the anticipated level of participation? What information are you using to determine this level of participation?**

15-30 students (Teaching this course online will give us the flexibility to offer it to as many students that may want to take the course).

This course will be similar to the brick and mortar course we currently offer. We do not always get enough students to run a full section but with Tonka Online we will be able to be more flexible for the students.

**4) What is the rationale for the proposal? What need does it fulfill?**

Students and parents have approached the tech ed staff about different options for students to take some of our Graphics classes and if Tech ed offers any Tonka Online courses. This proposal will meet both questions. This course will be similar to the course we currently offer at the high school, it will just give the flexibility to offer it online.

This course will offer the flexibility of Tonka online courses and it will allow us to offer the course to students looking for a graphic arts course. It will fulfill .5 semesters of their art credit and .5 semesters of an elective course.

### Analysis of the Proposal:

**1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

This course will align with the Minnetonka Teaching and Learning instructional framework. It will contain Authentic and Real-world Learning, Collaboration, Communication, and a high level of Creativity.

**2) What is the relation of the proposal to the Minnesota Graduation Standards?**

This course meets .5 semesters of a student's art requirement.

**3) What is the effect of the proposal on district resources?**

**a) Space: Where is space currently available for the activity?**

This course will be offered online. We will use room 1706 for some enrichment and application of the course topics when needed.

**b) Time: Where will the activity fit in the daily schedule?**

This course will be offered through Tonka Online.

**c) Personnel: What staff will be necessary?**

One of the Technology Education teachers will teach the course.

**d) Financial Costs: What is the cost to the district of this proposal?**

**What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**

The only additional cost will be the adobe suite (photoshop and illustrator) license fee. This is already used in other classes in Tonka Online. Students will pay a small lab fee for some of the materials used in this course. There will be curriculum writing to turn the course into a Tonka Online course. The equipment needed for the course is already in the tech ed dept.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

**a) How does the proposal expand, complement or strengthen an existing program?**

This course will allow us to offer more choices for students to take the first class in a graphic arts pathway.

**b) How does the proposal affect existing programs?**

It will be the same curriculum as the Graphic Arts course offered at the high school. We occasionally do not get enough students to offer a section in school so this will give students the opportunity to take the class outside of school.

**c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**

This course will allow students a Tonka Online alternative to the one of the courses currently offered at the high school.



## New Course Proposal



### Course Title: TO Spanish V

Submitted by: Ben Stanerson and Bekah Aponte  
Department: World Language

### Description of the Proposal:

**1) What new course/activity is being proposed? What grade levels? Semester? Full-year?**

Tonka Online Spanish V - General level (Fifth Year Spanish course), Grades: 9-12, 0.5 Credit, Semester Course

**2) How did this proposal originate?**

Department members

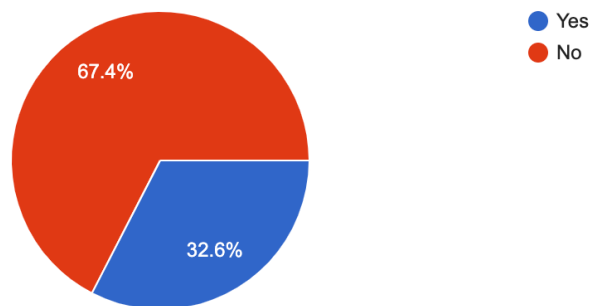
**3) What is the anticipated level of participation? What information are you using to determine this level of participation?**

World Language teachers and department leaders have been monitoring the retention of upper level language classes for the past few years. They have noticed a significant decrease in students continuing their language during their senior year. This class is designed to give students the opportunity and flexibility to continue with their language in an online format and environment. Last spring the World Language department conducted a survey of 118 Spanish IV students and found that 54% of those students did not plan on continuing Spanish the following year. Of those 67.4% indicated that they would be interested in taking an Online Spanish V course.

## Spanish 4 - not continuing

If you had the option to take a Spanish 5 course online, would you have considered registering for that class to be able to keep taking Spanish?

43 responses



#### 4) What is the rationale for the proposal? What need does it fulfill?

We feel that there is a significant number of students who would like to continue their Spanish Language at the senior level, but are unable due to scheduling conflicts. The online course would give them more flexibility to continue their language education at MHS.

#### Analysis of the Proposal:

##### 1) How is this proposal compatible with the vision, mission, and beliefs of the district?

This proposal aligns with the district mission to both support student learning and continue to grow the Tonka Online course offerings and programming.

##### 2) What is the relation of the proposal to the Minnesota Graduation Standards?

This will help fulfill the World Language requirements for MHS students.

##### 3) What is the effect of the proposal on district resources?

- a) **Space: Where is space currently available for the activity?**  
Online
- b) **Time: Where will the activity fit in the daily schedule?**  
Flexible timing

- c) **Personnel: What staff will be necessary?**  
Existing staffing can teach up to 17 additional students, if more students enroll an FTE will be needed for those additional sections.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**  
We will use the existing curriculum, therefore 40 hours of curriculum development time will be required for a staff member to create the course in Schoology.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

- a) **How does the proposal expand, complement or strengthen an existing program?**  
We feel that this would potentially strengthen the existing Spanish Program at MHS allowing more students who are interested in the course the chance to continue with their Language Learning.
- b) **How does the proposal affect existing programs?**  
The potential impact may be more students are taking the course online and that could decrease the in-person numbers. However, we have not seen a mass change in student preference in other classes that have counterparts online – aside from World History.  
In addition, according to our survey of students, it seems that many students stop taking a language due to schedule conflicts when they get to the Level V. By giving students an option to take this class online to avoid schedule conflicts combined with the college credits they may receive if they continue in the language, we anticipate more students may choose to take the Spanish V using the online while those that are currently choosing the in person option to remain about the same.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**  
No programs would be eliminated at this time.

## New Course Proposal



### Course Title: TO Video Game Design (Level I)

Submitted by: Ben Stanerson and Nick Bahr  
Department: Computer Science / Business

#### Description of the Proposal:

**1) What new course/activity is being proposed? What grade levels? Semester? Full-year?**

Tonka Online Video Game Design, grades 9-12, 0.5 Credit - 1 Semester course

**2) How did this proposal originate?**

Department members

**3) What is the anticipated level of participation? What information are you using to determine this level of participation?**

We anticipate that students currently unable to participate in the traditional, face to face, video game design course can take the Tonka Online course because it will allow them to be more flexible with their schedule. Currently there are 2 sections in the fall and 1 in the spring of video game design and continues to be a popular computer science course for students.

**4) What is the rationale for the proposal? What need does it fulfill?**

This proposal is an extension of programming for our Tonka Online courses. We are looking to offer more diverse courses in the online format.

#### Analysis of the Proposal:

**1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

This aligns with the mission and goal of growing the Tonka Online program to a wider range and group of students.

**2) What is the relation of the proposal to the Minnesota Graduation Standards?**

This will fulfill the elective requirement for MHS students.

**3) What is the effect of the proposal on district resources?**

- a) **Space: Where is space currently available for the activity?**  
None (online only)

- b) **Time: Where will the activity fit in the daily schedule?**  
Flexible offerings and times
- c) **Personnel: What staff will be necessary?**  
Existing staff can offer the course on a per student pay, unless the course exceeds 18, then we will need to hire an FTE to cover the section.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**  
We will use the existing curriculum, therefore, 40 hours of curriculum development time will be required for a staff member to create the course in Schoology.  
The license for the curriculum and cloud software is already purchased and available over the summer (Construct 3). The programming tools are based in the “cloud” and can work on any personal device.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

- a) **How does the proposal expand, complement or strengthen an existing program?**  
We believe that this will expand the access of Video Game design to a wider group of students and therefore have the potential of growing the program.
- b) **How does the proposal affect existing programs?**  
This proposal will align with the current computer science program at the High School.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**  
No current courses will need to be eliminated.

**“Merits of Online Instruction”**

- Cloud based software - no need for students to have certain types of computers (Mac vs. Windows).
- Software is already paid and licenses for students. These licenses usually go unused during summer months.
- Content and curriculum is very well suited for online instruction.
- Course work provides the necessary scaffolding for initial learning with tons of possibilities for extended learning if students are successful.

- May open up further opportunities for students who wish to enroll in other CS courses.
- Should not be too demanding for students, in case they are looking for a class that is informative and engaging without having to worry about too much “homework”.

## New Course Proposal



### Course Title: TO Web Development

Submitted by: Ben Stanerson and Nick Bahr  
Department: Computer Science / Business

### Description of the Proposal:

**1) What new course/activity is being proposed? What grade levels? Semester? Full-year?**

Tonka Online Web Development, Grades 9-12, 0.5 Credit - 1 Semester course

**2) How did this proposal originate?**

Department members

**3) What is the anticipated level of participation? What information are you using to determine this level of participation?**

We anticipate that students currently unable to participate in the traditional, face to face, Web Development course can take the Tonka Online course because it will allow them to be more flexible with their schedule.

**4) What is the rationale for the proposal? What need does it fulfill?**

This proposal is an extension of programming for our Tonka Online courses. We are looking to offer more diverse courses in the online format. HTML and CSS with other programming tools are used in the class.

### Analysis of the Proposal:

**1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

This aligns with the mission and goal of growing the Tonka Online program to a wider range and group of students.

**2) What is the relation of the proposal to the Minnesota Graduation Standards?**

This will fulfill the elective requirement for MHS students.

**3) What is the effect of the proposal on district resources?**

- a) **Space: Where is space currently available for the activity?**  
None (online only)
- b) **Time: Where will the activity fit in the daily schedule?**  
Flexible offerings and times

- c) **Personnel: What staff will be necessary?**  
Existing staff can offer the course on a per student pay, unless the course exceeds 18, then we will need to hire an FTE to cover the section.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**  
We will use the existing curriculum, therefore 40 hours of curriculum development time will be required for a staff member to create the course in Schoology.  
Existing license for Adobe Cloud.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

- a) **How does the proposal expand, complement or strengthen an existing program?**  
We believe that this will expand the access of Video Game design to a wider group of students and therefore have the potential of growing the program.
- b) **How does the proposal affect existing programs?**  
This proposal will align with the current computer science program at the High School.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**  
No current courses will need to be eliminated.

**“Merits of Online Instruction”**

- Cloud based software - no need for students to have certain types of computers (Mac vs. Windows).
- Software is already paid and licenses for students. These licenses usually go unused during summer months.
- Content and curriculum is very well suited for online instruction.
- Course work provides the necessary scaffolding for initial learning with tons of possibilities for extended learning if students are successful.
- May open up further opportunities for students who wish to enroll in other CS courses.
- Should not be too demanding for students, in case they are looking for a class that is informative and engaging without having to worry about too much “homework”.



## New Course Proposal



### Course Title: TO Yoga

Submitted by: Jason Opsal and Ben Stanerson  
Department: Physical Education

### Description of the Proposal:

**1) What new course/activity is being proposed? What grade levels? Semester? Full-year?**

TO Yoga, Grades 9-12, 0.5 Credit, Semester course

**2) How did this proposal originate?**

Department members

**3) What is the anticipated level of participation? What information are you using to determine this level of participation?**

We anticipate student interest in more online PE offerings. With the success of Fitness A and Wellness B courses in online formats, we are excited to explore the possibility of adding more Tonka Online PE offerings for students looking to achieve a PE credit in the online format.

**4) What is the rationale for the proposal? What need does it fulfill?**

We have seen growth and expansion for students taking our existing online PE courses Fit A and Wellness B. We feel that this will give more selection for students when choosing the online PE option to meet their needs of flexibility and high quality online physical education.

### Analysis of the Proposal:

**1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

This proposal would help to grow the Tonka Online program in the area of Physical Education.

**2) What is the relation of the proposal to the Minnesota Graduation Standards?**

This course works to address all 5 Minnesota Physical Education standards and several Focus Areas and Sub-standards. The Yoga component of this course serves as a lifetime activity that incorporates fitness, movement, stress management, personal responsibility, etiquette, safety, cooperation, challenge, social interaction, self-expression and enjoyment. The knowledge component of this course addresses fitness knowledge, knowledge of movement principles, knowledge of stress management techniques and nutrition.

**3) What is the effect of the proposal on district resources?**

- a) **Space: Where is space currently available for the activity?**  
Online
- b) **Time: Where will the activity fit in the daily schedule?**  
Flexible Timing
- c) **Personnel: What staff will be necessary?**  
Existing staffing can teach up to 17 additional students, if more students enroll an FTE will be needed for those additional sections.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**  
We will use the existing curriculum, therefore 40 hours of curriculum development time will be required for a staff member to create the course in Schoology.

**4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**

- a) **How does the proposal expand, complement or strengthen an existing program?**  
Addition of this TO course provides another flexible pathway for students to earn their PE state requirement.
- b) **How does the proposal affect existing programs?**  
We see this course as an opportunity to grow TO reach during the summer semester, in addition to providing students with more options and opportunities when building their high school schedule.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**  
Focus on shifting the current offering to a robust online experience.



**Course Title: VANTAGE Public Policy**

Submitted by: Roger Andre

Department: VANTAGE

**Description of the Proposal:**

**What new course/activity is being proposed? What grade levels? Semester? Full-year?**

We are proposing a new full-year VANTAGE strand called Public Policy. The strand is available to grades 11 and 12 and includes the following courses:

**1.0 Social Studies credit:**

University of Minnesota [CIS](#) class

- **PolySci 1001 [American Democracy in a Changing World](#)** (.5 credit at MHS, 3 credits at U of M)

This CIS social studies class is offered in many high schools across Minnesota as a semester class. At VANTAGE, this class will be spread over the course of the year in order to incorporate the many layers of experiential learning that define the VANTAGE program. This is similar to what we do for our other strands that are traditionally one-semester classes at MHS. Students will receive a weighted grade that aligns with the weighted grade policy for AP and IB.

CIS Pros	CIS Cons
College transcript from the University of Minnesota	New to MHS - CIS will require ongoing explanation
Free college credits for students	Need qualified CIS teacher
More transferable to other colleges/universities than AP/IB	

**1.0 English credit:**

- **AP Seminar**

AP Seminar is a cross-disciplinary course focused on building the skills of argumentation, critical research, writing, and speaking. It is a skills-based course that equips students with the argumentative, research, collaborative teamwork, and



communication skills that are increasingly valued and needed post-high school. AP Seminar as it relates specifically to VANTAGE Public Policy may include:

- Inquiry through literature and other text formats into the world of government, public policy, and the relationship between government and the governed
- Building skills around primary research techniques, public speaking, persuasive writing, debate, and other areas relevant to public policy
- The evolving nature of information in modern society
- Rhetorical tools and processes for influencing public policy

**How did this proposal originate?**

There is a consensus in the district and MHS leadership that we should continue to expand VANTAGE enrollment. Some of this growth will come from the expansion of the seven existing VANTAGE strands, and some of it will come from new strands.

As the power of the VANTAGE experience continues to draw more students into the program, this new strand will appeal to a diverse group of students for whom there are currently no obvious choices at VANTAGE.

Focus groups with students and teachers led to the conclusion that VANTAGE Public Policy is attractive to students who are passionate about the nonprofit world and public policy. They are interested in a strand focused on the world of public policy, allowing them to explore how to integrate their learning in order to pursue goals based on their values. Focus groups also concluded that academic rigor is important to the students. The CIS option was very well-received by students in the focus groups.

The VANTAGE Advisory Board has 14 members made up primarily of highly engaged current and former district parents. All member of the VANTAGE Advisory Board support this new strand and are particularly enthusiastic about the CIS option and the resulting University of Minnesota transcript.

**What is the anticipated level of participation? What information are you using to determine this level of participation?**

As this is a completely new VANTAGE strand, it is challenging to gauge likely enrollment. VANTAGE Public Policy is expected to appeal to a different type of student than other strands. We foresee the following classes that are currently offered at MHS as potential “feeder” classes into VANTAGE Public Policy.

Class	2019-20 Enrollment	2020-21 Enrollment	Grade Offered
American Studies	175	184	Grade 10
IB Language and	137 juniors	94 juniors	Grade 11-12



Literature			
AP United States History	166	185	Grade 10
AP Language and Composition	(not available to grade 10 until 20-21)	187	Grade 10
Debate	10	11	Grade 9-12

\* By offering AP Language and Composition to 10th grade starting in 2020-21, we feel students enrolled in this course will see it as a pathway to VANTAGE Public Policy during their junior or senior year.

**What is the rationale for the proposal? What need does it fulfill?**

This proposal fills the need to provide experiential and inquiry-based learning to students in a non-business strand that might not have otherwise chosen VANTAGE.

We held meetings with the English and Social Studies department heads in order to help define the right combination of classes. Additionally, we conducted focus groups with students currently taking American Studies, IB Language and Literature as well as English 10.

**Analysis of the Proposal:**

**How is this proposal compatible with the vision, mission, and beliefs of the district?**

The district has a priority to expand both experiential learning and inquiry-based learning. This new strand would directly address these priorities due to how the VANTAGE program is run. The students in this strand will have opportunities to work on projects for the various professional entities that are in the business of setting or influencing public policy. These include non-profit policy-advocacy organizations, public relations functions in larger organizations, political organizations, and government entities at the city, county, regional, state and federal levels.

The district Vision includes 15 commitment statements related to being a world-class organization dedicated to child-centered excellence. This new strand directly supports many of them. Here are a few that are exceptionally supported:

- “Challenge and support all students in the pursuit of their highest levels of academic and personal achievement” – we expect that more students will be drawn into the CIS course opportunity as it challenges them as well as gives them a formal University of Minnesota transcript that is more readily transferable to other universities than traditional AP/IB classes.
- “Tailor learning experiences to the needs of individual learners.” – VANTAGE strands give students many choices about how they want to excel with the context of the overall experience.



- “Produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits and engage in life-long learning.” – The background provided by this VANTAGE strand experience will set students up for accelerated success in many different fields.
- “Earn and maintain broad-based community support.” – VANTAGE creates many connections with the broader community through mentor relationships, projects, site visits, and guest instruction. This new VANTAGE strand opens the doors to partnering with a new array of companies, non-profits, NGOs, etc.

**What is the relation of the proposal to the Minnesota Graduation Standards?**

This strand includes one English credit that fulfills a graduation requirement as well as one Social Studies credit.

**What is the effect of the proposal on district resources? Space: Where is space currently available for the activity?**

There are many space options being considered for this and other VANTAGE strands. The VANTAGE Hwy 7 building and the main VANTAGE facility at the Welsh Building are both possibilities. District leadership has decided to wait for actual enrollment numbers before making choices about where to host different VANTAGE strands.

**Time: Where will the activity fit in the daily schedule?**

This strand could either be a morning or an afternoon strand, depending on enrollment numbers and space. We plan to wait for enrollment numbers before making choices about where and when each VANTAGE strand will be run.

**Personnel: What staff will be necessary?**

We will need one .4 English teacher and one .4 CIS-qualified social studies instructor. There is at least one current social studies teacher who appears to meet the requirements of CIS.

**Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**

The cost associated with this strand includes the potential need for space and budget dollars dedicated to qualifying the CIS teacher. Unless VANTAGE begins to operate at a third offsite location we do not expect any incremental transportation costs.

**What will be the effect of the proposal on the rest of the curriculum or on other activities?**

N/A



**How does the proposal expand, complement or strengthen an existing program?**

This strand will continue to expand and open up the VANTAGE experience to another set of students, many of whom are unlikely to have taken another VANTAGE strand.

**How does the proposal affect existing programs?**

This strand would result in a shift in enrollment from existing English/Social Studies classes.

**Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**

N/A

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

Study Session Agenda Item #2

Title: Review of FY20 Audit

Date: November 19, 2020

**EXECUTIVE SUMMARY:**

The audit of the Fiscal Year 2020 Financial Statements has been completed by the auditing firm of CliftonLarsonAllen LLP and is being readied for acceptance and approval by the School Board at the December 3, 2020 School Board Meeting.

Michelle Hoffman, CPA will review the Basic Financial Statements in the audit at the November 19, 2020 Study Session prior to final approval of the complete audit report on December 3, 2020. Upon approval, the audited financial statements will be filed with the Minnesota Department of Education as required by statute.

The Minnetonka Independent School District 276 will be receiving an unmodified opinion from CliftonLarsonAllen, which means the financial statements present fairly the financial position of the District on June 30, 2020.

**ATTACHMENTS:**

FY2020 Basic Financial Statements

**RECOMMENDATION/FUTURE DIRECTION:**

The draft Fiscal Year 2020 Basic Financial Statements are being presented for review prior to approval and acceptance of the complete audit and Comprehensive Annual Financial Report on December 3, 2020.

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

Concurrence: \_\_\_\_\_  
Dennis Peterson, Superintendent



## **BASIC FINANCIAL STATEMENTS**

DRAFT

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF NET POSITION  
JUNE 30, 2020**

	Governmental Activities <u>2020</u>
<b>ASSETS</b>	
Cash and Investments	\$ 93,321,925
Cash with Fiscal Agent	1,264,388
Receivables:	
Property Taxes	28,633,437
Other Governments	12,754,200
Other	427,898
Prepaid Items	1,316,480
Inventories	391,509
Capital Assets:	
Land and Construction in Progress	6,993,564
Other Capital Assets, Net of Depreciation	<u>154,106,183</u>
Total Assets	<u>299,209,584</u>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>	
Losses on Debt Refunding	1,839,208
Deferred Outflows - Pension Payments	76,584,031
Deferred Outflows - Other Postemployment Benefits	<u>1,322,952</u>
Total Deferred Outflows	<u>79,746,191</u>
<b>LIABILITIES</b>	
Salaries Payable	8,823,816
Accounts and Contracts Payable	5,460,632
Accrued Interest	1,707,305
Due to Other Governmental Units	190,848
Unearned Revenue	3,774,631
Long-Term Liabilities:	
Net Pension Liability	92,425,180
Other Postemployment Benefits Due Within One Year	870,423
Other Postemployment Benefits Liability Due in More Than One Year	10,222,369
Other Long-Term Liabilities Due Within One Year	9,543,488
Other Long-Term Liabilities Due in More Than One Year	<u>162,757,714</u>
Total Liabilities	<u>295,776,406</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>	
Property Taxes Levied for Subsequent Year	50,057,891
Deferred Inflows - Pensions	109,322,718
Deferred Inflows - Other Postemployment Benefits	<u>165,753</u>
Total Deferred Inflows of Resources	<u>159,546,362</u>
<b>NET POSITION</b>	
Net Investment in Capital Assets	15,992,201
Restricted for:	
General Fund Operating Capital Purposes	2,962,504
General Fund State-Mandated Reserves	339,827
Food Service	1,555,912
Community Service	1,141,606
Capital Projects - Building Construction	57,826
Unrestricted	<u>(98,416,870)</u>
Total Net Position	<u>\$ (76,366,994)</u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2020**

2020					Net (Expense) Revenue and Change in Net Position
Functions	Expenses	Program Revenues			Total Governmental Activities
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
<b>GOVERNMENTAL ACTIVITIES</b>					
Administration	\$ 4,936,009	\$ -	\$ 403,963	\$ 149,973	\$ (4,382,073)
District Support Services	6,450,685	-	44,714	-	(6,405,971)
Regular Instruction	92,005,723	1,264,150	2,743,937	83,326	(87,914,310)
Vocational Education Instruction	961,154	-	25,331	-	(935,823)
Special Education Instruction	21,594,997	-	15,900,141	-	(5,694,856)
Instructional Support Services	6,914,441	141,938	32,291	-	(6,740,212)
Pupil Support Services	4,629,422	180,757	13,463	-	(4,435,202)
Sites and Buildings	11,665,056	-	902,655	1,575,013	(9,187,368)
Fiscal and Other Fixed Cost Programs	247,710	-	240,036	20	(7,654)
Food Service	4,933,756	3,702,981	1,027,669	-	(203,106)
Community Service	12,207,091	9,330,529	895,030	1,067	(1,980,465)
Transportation	5,382,421	-	224,985	-	(5,157,436)
Interest and Fiscal Charges on Long-Term Liabilities	6,030,869	-	-	-	(6,030,869)
Total School District	<u>\$ 177,959,334</u>	<u>\$ 14,620,355</u>	<u>\$ 22,454,215</u>	<u>\$ 1,809,399</u>	<u>(139,075,365)</u>
<b>GENERAL REVENUES</b>					
Property Taxes Levied for:					
General Purposes					42,493,968
Community Service					942,780
Debt Service					8,329,244
State Aid Not Restricted to Specific Purposes					82,544,597
Earnings on Investments					2,056,107
Miscellaneous					547,067
Total General Revenues					<u>136,913,763</u>
<b>CHANGE IN NET POSITION</b>					(2,161,802)
Net Position - Beginning					<u>(74,205,392)</u>
<b>NET POSITION - ENDING</b>					<u>\$ (76,366,994)</u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
BALANCE SHEET  
GOVERNMENTAL FUNDS  
JUNE 30, 2020  
(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2019)**

	Major Funds					Total Governmental Funds	
	General	Food Service	Community Service	Capital Projects	Debt Service	2020	2019
<b>ASSETS</b>							
Cash and Investments	\$ 45,430,325	\$ 1,938,401	\$ 2,365,600	\$ 1,579,524	\$ 5,497,913	\$ 56,811,763	\$ 53,535,805
Cash with Fiscal Agent	12,296	-	-	1,252,092	-	1,264,388	1,578,634
Receivables:							
Current Property Taxes	23,383,124	-	502,891	-	4,587,277	28,473,292	25,868,189
Delinquent Property Taxes	128,293	-	2,987	-	28,865	160,145	137,156
Accounts and Interest Receivable	221,207	456	202,226	4,009	-	427,898	892,885
Due from Other Minnesota School Districts	166,455	-	72,386	-	-	238,841	239,111
Due from Minnesota Department of Education	10,676,160	8,250	35,376	-	57,218	10,777,004	10,515,720
Due from Federal through Minnesota Department of Education	1,479,435	-	-	-	-	1,479,435	1,449,994
Due from Other Governmental Units	258,920	-	-	-	-	258,920	217,533
Due from Other Funds	794,338	-	-	-	-	794,338	707,637
Inventory	251,771	139,738	-	-	-	391,509	269,897
Prepays	1,578,958	14,646	56,493	-	1,086,193	2,736,290	3,239,507
<b>Total Assets</b>	<b>\$ 84,381,282</b>	<b>\$ 2,101,491</b>	<b>\$ 3,237,959</b>	<b>\$ 2,835,625</b>	<b>\$ 11,257,466</b>	<b>\$ 103,813,823</b>	<b>\$ 98,652,068</b>
<b>LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE</b>							
Liabilities:							
Salaries and Compensated Absences Payable	\$ 5,468,053	\$ 32,476	\$ 357,462	\$ -	\$ -	\$ 5,857,991	\$ 4,907,441
Payroll Deductions and Employer Contributions Payable	2,963,801	471	1,553	-	-	2,965,825	2,633,846
Accounts and Contracts Payable	1,825,822	15,016	155,287	1,525,707	-	3,521,832	2,298,602
Due to Other Governmental Units	190,848	-	-	-	-	190,848	229,894
Unearned Revenue	481,257	497,616	624,704	-	-	1,603,577	2,148,835
Total Liabilities	10,929,781	545,579	1,139,006	1,525,707	-	14,140,073	12,218,618
Deferred Inflows of Resources:							
Unavailable Revenue - Contributions for Subsequent Years	-	-	-	-	-	-	350,000
Levied for Subsequent Year	40,367,933	-	957,347	-	8,732,611	50,057,891	47,437,927
Unavailable Revenue - Delinquent Property Taxes	128,293	-	2,987	-	28,865	160,145	137,156
Total Deferred Inflows of Resources	40,496,226	-	960,334	-	8,761,476	50,218,036	47,925,083
Fund Balance:							
Nonspendable:							
Inventory	251,771	139,738	-	-	-	391,509	269,897
Prepays	1,578,958	14,646	56,493	-	1,086,193	2,736,290	3,239,507
Restricted for:							
Student Activities	8,160	-	-	-	-	8,160	-
Scholarships	231,667	-	-	-	-	231,667	-
Projects Funded by Certificates of Participation	-	-	-	1,252,092	-	1,252,092	1,193,632
Operating Capital	2,962,504	-	-	-	-	2,962,504	3,678,713
Community Education	-	-	649,258	-	-	649,258	1,520,924
Early Childhood and Family Education	-	-	212,523	-	-	212,523	82,345
School Readiness	-	-	200,143	-	-	200,143	216,361
Adult Basic Education	-	-	14,524	-	-	14,524	14,524
Long-Term Facilities Maintenance	-	-	-	936,224	-	936,224	2,269,165
Restricted for Other Purposes	-	1,401,528	5,678	-	1,409,797	2,817,003	4,222,628
Restricted for Medical Assistance	100,000	-	-	-	-	100,000	56,484
Assigned for:							
Q Comp	263,376	-	-	-	-	263,376	666,458
Athletic Equipment	330,784	-	-	-	-	330,784	388,455
Operating Capital Deferred Use	-	-	-	-	-	-	219,483
Special Purposes	1,376,928	-	-	-	-	1,376,928	1,566,401
Unassigned	25,304,127	-	-	(878,398)	-	24,425,729	18,903,390
<b>Total Fund Balance</b>	<b>32,955,275</b>	<b>1,555,912</b>	<b>1,138,619</b>	<b>1,309,918</b>	<b>2,495,990</b>	<b>39,455,714</b>	<b>38,508,367</b>
<b>Total Liabilities, Deferred Inflows of Resources, and Fund Balance</b>	<b>\$ 84,381,282</b>	<b>\$ 2,101,491</b>	<b>\$ 3,237,959</b>	<b>\$ 2,835,625</b>	<b>\$ 11,257,466</b>	<b>\$ 103,813,823</b>	<b>\$ 98,652,068</b>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
RECONCILIATION OF THE BALANCE SHEET – GOVERNMENTAL FUNDS  
TO THE STATEMENT OF NET POSITION  
JUNE 30, 2020**

	2020
<b>Total Fund Balance for Governmental Funds</b>	<b>\$ 39,455,714</b>
Total net position reported for governmental activities in the statement of net position is different because:	
Capital assets used in governmental funds are not financial resources and, therefore, are not reported in the funds. Those assets consist of:	
Land	4,450,229
Construction in Progress	2,543,335
Land Improvements, Net of Accumulated Depreciation	13,742,337
Buildings and Improvements, Net of Accumulated Depreciation	133,611,921
Equipment, Net of Accumulated Depreciation	6,751,925
Some of the District's property taxes will be collected after year-end, but are not available soon enough to pay for the current period's expenditures and, therefore, are reported as unearned revenue in the funds.	160,145
When a bond defeasance occurs the difference between the amount paid to the refunded bond escrow and the principal of the defeased debt is expensed in the governmental funds. These expenditures are capitalized on the statement of net position as deferred charges.	1,839,208
Interest on long-term debt which is paid prior to it becoming due is recorded as a prepaid item in the governmental funds, but for the government-wide purposes the interest accrues over time and, therefore, the prepaid is removed and expensed.	(1,419,810)
Interest on long-term debt is not accrued in governmental funds, but rather is recognized as an expenditure when due.	(1,707,305)
The District's net pension liability and related deferred inflows and outflows are recorded only on the statement of net position. Balances at year-end are:	
Net Pension Liability	(92,425,180)
Deferred Inflows of Resources - Pensions	(109,322,718)
Deferred Outflows of Resources - Pensions	76,584,031
The District's OPEB liability and related deferred inflows and outflows are recorded only on the statement of net position. Balances at year end are:	
Other Postemployment Benefits Liability	(11,092,793)
Deferred Inflows of Resources - Other Postemployment Benefits	(165,753)
Deferred Inflows of Resources - Other Postemployment Benefits	1,322,952
Long-term liabilities that pertain to governmental funds, including bonds payable, are not due and payable in the current period and, therefore, are not reported as fund liabilities. All liabilities - both current and long-term - are reported in the statement of net position. Balances at year-end are:	
Bonds Payable	(107,135,000)
Unamortized Premiums	(6,441,445)
Certificates of Participation Payable	(55,210,000)
Promissory Note Payable	(547,000)
Obligations Under Capital Leases	(902,401)
Severance Benefits Payable	(516,326)
Compensated Absences Payable	(1,282,629)
Early Retirement Incentive Payable	(266,400)
Internal service funds are used by management to charge the costs of health and dental insurance services to individual funds. The assets and liabilities of the internal service funds are included in governmental activities in the statement of net position. Internal service fund net position at year-end is:	31,605,970
<b>Total Net Position of Governmental Activities</b>	<b>\$ (76,366,993)</b>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE  
GOVERNMENTAL FUNDS  
YEAR ENDED JUNE 30, 2020  
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2019)**

	Major Funds					Total Governmental Funds	
	General	Food Service	Community Service	Capital Projects	Debt Service	2020	2019
<b>REVENUES</b>							
Local Sources:							
Property Taxes	\$ 42,472,695	\$ -	\$ 942,587	\$ -	\$ 8,327,721	\$ 51,743,003	\$ 47,752,873
Earnings and Investments	708,519	33,993	55,655	9,940	39,446	847,553	923,943
Other	5,562,456	3,707,821	9,700,858	37,500	-	19,008,635	23,423,379
State Sources	98,568,215	104,728	519,005	-	578,663	99,770,611	96,228,983
Federal Sources	2,197,099	918,101	-	-	-	3,115,200	2,996,291
Total Revenues	<u>149,508,984</u>	<u>4,764,643</u>	<u>11,218,105</u>	<u>47,440</u>	<u>8,945,830</u>	<u>174,485,002</u>	<u>171,325,469</u>
<b>EXPENDITURES</b>							
Current:							
Administration	4,443,920	-	-	-	-	4,443,920	4,270,151
District Support Services	6,343,341	-	-	-	-	6,343,341	6,150,430
Elementary and Secondary Regular Instruction	80,310,648	-	-	-	-	80,310,648	76,259,944
Vocational Education Instruction	896,121	-	-	-	-	896,121	582,801
Special Education Instruction	20,421,959	-	-	-	-	20,421,959	19,597,432
Instructional Support Services	6,499,566	-	-	-	-	6,499,566	6,738,998
Pupil Support Services	4,249,036	-	-	-	-	4,249,036	4,015,384
Sites and Buildings	8,734,327	-	-	-	-	8,734,327	8,481,626
Fiscal and Other Fixed Cost Programs	247,710	-	-	-	-	247,710	243,794
Food Service	-	4,878,178	-	-	-	4,878,178	5,491,043
Community Service	-	-	12,012,110	-	-	12,012,110	11,986,244
Transportation	5,382,421	-	-	-	-	5,382,421	4,993,905
Capital Outlay	3,402,382	226,656	101,674	7,982,071	-	11,712,783	13,567,874
Debt Service:							
Principal	2,592,599	-	-	-	5,390,000	7,982,599	8,556,614
Interest and Fiscal Charges	2,317,587	-	-	-	3,923,580	6,241,167	6,275,587
Total Expenditures	<u>145,841,617</u>	<u>5,104,834</u>	<u>12,113,784</u>	<u>7,982,071</u>	<u>9,313,580</u>	<u>180,355,886</u>	<u>177,211,827</u>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES</b>	3,667,367	(340,191)	(895,679)	(7,934,631)	(367,750)	(5,870,884)	(5,886,358)
<b>OTHER FINANCING SOURCES (USES)</b>							
Sale of Bonds	-	-	-	4,665,000	2,420,000	7,085,000	12,430,000
Bond Premium	-	-	-	257,961	115,860	373,821	859,070
Issuance of Certificates of Participation	-	-	-	1,160,000	12,185,000	13,345,000	14,365,000
Premium on Certificates of Participation	-	-	-	152,542	249,894	402,436	1,423,426
Capital Leases	-	-	-	-	-	-	2,521,614
Proceeds from Other State and Nonstate Loans Received	547,000	-	-	-	-	547,000	-
Payment to Refunded Bond Escrow Agent	-	-	-	-	(14,935,026)	(14,935,026)	(20,419,461)
Transfers In	373,663	-	-	-	54	373,717	3,566,280
Transfers Out	(54)	-	-	-	(373,663)	(373,717)	(3,566,280)
Total Other Financing Sources (Uses)	<u>920,609</u>	<u>-</u>	<u>-</u>	<u>6,235,503</u>	<u>(337,881)</u>	<u>6,818,231</u>	<u>11,179,649</u>
<b>NET CHANGE IN FUND BALANCE</b>	4,587,976	(340,191)	(895,679)	(1,699,128)	(705,631)	947,347	5,293,291
<b>FUND BALANCES</b>							
Beginning of Year	28,367,299	1,896,103	2,034,298	3,009,046	3,201,621	38,508,367	33,215,076
End of Year	<u>\$ 32,955,275</u>	<u>\$ 1,555,912</u>	<u>\$ 1,138,619</u>	<u>\$ 1,309,918</u>	<u>\$ 2,495,990</u>	<u>\$ 39,455,714</u>	<u>\$ 38,508,367</u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,  
AND CHANGE IN FUND BALANCE – GOVERNMENTAL FUNDS  
TO STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2020**

	2020
<b>Net Change in Fund Balance - Total Governmental Funds</b>	<b>\$ 947,347</b>
Amounts reported for governmental activities in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation expense. The amount by which capital outlays exceeded depreciation in the current period:	
Capital Outlays	9,188,434
Loss on Disposal of Capital Assets	(311,541)
Depreciation Expense	(6,707,024)
Delinquent property taxes receivable will be collected this year, but are not available soon enough to pay for the current period's expenditures and, therefore, are unearned in the governmental funds.	22,989
Pension expenditures in the governmental funds are measured by current year employer contributions. Pension expenses on the statement of activities are measured by the change in the net pension liability and the related deferred inflows and outflows of resources.	(10,171,682)
In the statement of activities, certain operating expenses - severance benefits, compensated absences, and retirement incentives - are measured by amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (amounts actually paid).	178,804
Payments to the District's OPEB liability are recognized as expenditures at the fund level while the change in the OPEB obligation and the related deferred inflows and outflows of resources are recognized in the statement of net position.	(55,874)
The governmental funds report bond proceeds as financing sources, while repayment of bond principal is reported as an expenditure. In the statement of net position, however, issuing debt increases long-term liabilities and does not affect the statement of activities and repayment of principal reduces the liability. Also, governmental funds report the effect of premiums when debt is first issued, whereas these amounts are amortized in the statement of activities. Interest is recognized as an expenditure in the governmental funds when it is due. The net effect of these differences in treatment is as follows:	
General Obligation and Certificates of Participation Bond Proceeds	(20,430,000)
Bond Premium or Discount	(776,257)
Promissory Note Proceeds	(547,000)
Payment to Refunded Bond Escrow Agent	14,935,026
Bond Premium Included in Loss on Refunding	(1,061,779)
Repayment of Bond Principal	5,390,000
Repayment of Certificates of Participation Payable	2,592,599
Change in Accrued Interest Payable	230,789
Change in Prepaid Interest Expensed	(56,095)
Amortization of Bond Premium	1,440,198
Amortization of Deferred Charges on Refunding Bonds	(342,815)
Internal service funds are used by the District to charge the costs of employee health and dental benefits to individual funds. The net revenue of the internal service funds is reported with governmental activities.	3,372,280
<b>Total</b>	<b>\$ (2,161,601)</b>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE  
BUDGET AND ACTUAL  
GENERAL FUND  
YEAR ENDED JUNE 30, 2020**

	Budgeted Amounts		Actual Amounts	Over (Under) Final Budget
	Original	Final		
<b>REVENUES</b>				
Local Sources:				
Property Taxes	\$ 42,427,969	\$ 42,480,022	\$ 42,472,695	\$ (7,327)
Earnings and Investments	655,000	550,000	708,519	158,519
Other	5,386,705	5,727,583	5,562,456	(165,127)
State Sources	97,129,236	98,345,665	98,568,215	222,550
Federal Sources	2,075,902	2,910,295	2,197,099	(713,196)
Total Revenues	<u>147,674,812</u>	<u>150,013,565</u>	<u>149,508,984</u>	<u>(504,581)</u>
<b>EXPENDITURES</b>				
Current:				
Administration	4,618,507	4,265,298	4,443,920	178,622
District Support Services	7,466,490	6,365,939	6,343,341	(22,598)
Elementary and Secondary Regular Instruction	77,512,401	80,605,980	80,310,648	(295,332)
Vocational Education Instruction	838,915	915,063	896,121	(18,942)
Special Education Instruction	20,534,083	21,929,956	20,421,959	(1,507,997)
Instructional Support Services	7,485,147	6,890,064	6,499,566	(390,498)
Pupil Support Services	4,576,530	4,188,130	4,249,036	60,906
Sites and Buildings	8,161,859	8,260,563	8,734,327	473,764
Fiscal and Other Fixed Cost Programs	268,126	248,000	247,710	(290)
Transportation	4,913,349	5,330,692	5,382,421	51,729
Capital Outlay	2,716,046	3,964,712	3,402,382	(562,330)
Debt Service:				
Principal	1,885,000	2,897,599	2,592,599	(305,000)
Interest and Fiscal Charges	1,966,482	2,388,269	2,317,587	(70,682)
Total Expenditures	<u>142,942,935</u>	<u>148,250,265</u>	<u>145,841,617</u>	<u>(2,408,648)</u>
<b>EXCESS OF REVENUES OVER EXPENDITURES</b>	<b>4,731,877</b>	<b>1,763,300</b>	<b>3,667,367</b>	<b>1,904,067</b>
<b>OTHER FINANCING SOURCES (USES)</b>				
Proceeds from Other State and Nonstate				
Loans Received	-	-	547,000	547,000
Transfers In	-	373,106	373,663	557
Transfers Out	-	-	(54)	(54)
Total Other Financing Sources (Uses)	<u>-</u>	<u>373,106</u>	<u>920,609</u>	<u>547,503</u>
<b>NET CHANGE IN FUND BALANCE</b>	<b><u>\$ 4,731,877</u></b>	<b><u>\$ 2,136,406</u></b>	<b>4,587,976</b>	<b><u>\$ 2,451,570</u></b>
<b>FUND BALANCE</b>				
Beginning of Year			<u>28,367,299</u>	
End of Year			<u>\$ 32,955,275</u>	

See accompanying Notes to Basic Financial Statements.



**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE  
BUDGET AND ACTUAL  
MAJOR FOOD SERVICE FUND  
YEAR ENDED JUNE 30, 2020**

	<u>Budgeted Amounts</u>		<u>Actual Amounts</u>	<u>Over (Under) Final Budget</u>
	<u>Original</u>	<u>Final</u>		
<b>REVENUES</b>				
Local Sources:				
Earnings and Investments	\$ 8,500	\$ 8,500	\$ 33,993	\$ 25,493
Other - Primarily Meal Sales	5,260,311	5,260,311	3,707,821	(1,552,490)
State Sources	140,468	140,468	104,728	(35,740)
Federal Sources	945,694	945,694	918,101	(27,593)
Total Revenues	<u>6,354,973</u>	<u>6,354,973</u>	<u>4,764,643</u>	<u>(1,590,330)</u>
<b>EXPENDITURES</b>				
Current:				
Food Service	5,570,585	5,815,587	4,878,178	(937,409)
Capital Outlay	378,000	378,000	226,656	(151,344)
Total Expenditures	<u>5,948,585</u>	<u>6,193,587</u>	<u>5,104,834</u>	<u>(1,088,753)</u>
<b>NET CHANGE IN FUND BALANCE</b>	<u>\$ 406,388</u>	<u>\$ 161,386</u>	(340,191)	<u>\$ (501,577)</u>
<b>FUND BALANCE</b>				
Beginning of Year			<u>1,896,103</u>	
End of Year			<u>\$ 1,555,912</u>	

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE  
BUDGET AND ACTUAL  
MAJOR COMMUNITY SERVICE FUND  
YEAR ENDED JUNE 30, 2020**

	<u>Budgeted Amounts</u>		<u>Actual Amounts</u>	<u>Over (Under) Final Budget</u>
	<u>Original</u>	<u>Final</u>		
<b>REVENUES</b>				
Local Sources:				
Property Taxes	\$ 947,266	\$ 947,266	\$ 942,587	\$ (4,679)
Earnings and Investments	55,000	55,000	55,655	655
Other - Primarily Tuition and Fees	11,669,983	12,176,110	9,700,858	(2,475,252)
State Sources	510,930	518,444	519,005	561
Total Revenues	<u>13,183,179</u>	<u>13,696,820</u>	11,218,105	(2,478,715)
<b>EXPENDITURES</b>				
Current:				
Community Service	13,034,342	13,159,500	12,012,110	(1,147,390)
Capital Outlay	411,150	276,700	101,674	(175,026)
Total Expenditures	<u>13,445,492</u>	<u>13,436,200</u>	12,113,784	(1,322,416)
<b>NET CHANGE IN FUND BALANCE</b>	<u>\$ (262,313)</u>	<u>\$ 260,620</u>	(895,679)	<u>\$ (1,156,299)</u>
<b>FUND BALANCE</b>				
Beginning of Year			<u>2,034,298</u>	
End of Year			<u>\$ 1,138,619</u>	

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF NET POSITION  
PROPRIETARY FUND  
INTERNAL SERVICE FUND  
JUNE 30, 2020  
(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2019)**

	Governmental Activities - Internal Service Funds	
	2020	2019
<b>CURRENT ASSETS</b>		
Cash and Investments	\$ 36,510,162	\$ 33,002,483
<b>CURRENT LIABILITIES</b>		
Accounts Payable	4,800	4,078
Claims Payable - Medical	1,934,000	1,993,200
Due to Other Funds	794,338	707,637
Unearned Revenue	2,171,054	2,063,878
Total Current Liabilities	4,904,192	4,768,793
<b>NET POSITION</b>		
Unrestricted	\$ 31,605,970	\$ 28,233,690

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See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF REVENUES, EXPENSES, AND CHANGE IN NET POSITION  
PROPRIETARY FUND  
INTERNAL SERVICE FUND  
YEAR ENDED JUNE 30, 2020  
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2019)**

	Governmental Activities - Internal Service Funds	
	<u>2020</u>	<u>2019</u>
<b>OPERATING REVENUES</b>		
Charges for Services:		
Health Insurance Premiums	\$ 14,996,794	\$ 13,843,001
Dental Insurance Premiums	1,049,031	1,049,031
Total Operating Revenues	<u>16,045,825</u>	<u>14,892,032</u>
<b>OPERATING EXPENSES</b>		
Salaries	104,358	91,229
VEBA Contributions	1,074,755	2,432,314
Wellness Payments	40,830	38,430
Health Insurance Claim Payments	10,149,201	11,290,890
Dental Insurance Claim Payments	904,971	959,208
OPEB Payments	794,338	707,637
General Administration Fees	810,290	1,044,006
Total Operating Expenses	<u>13,878,743</u>	<u>16,563,714</u>
<b>OPERATING INCOME (LOSS)</b>	2,167,082	(1,671,682)
<b>NONOPERATING INCOME</b>		
Earnings on Investments	<u>1,205,198</u>	<u>1,448,254</u>
<b>CHANGE IN NET POSITION</b>	3,372,280	(223,428)
Net Position - Beginning	<u>28,233,690</u>	<u>28,457,118</u>
<b>NET POSITION - ENDING</b>	<u><u>\$ 31,605,970</u></u>	<u><u>\$ 28,233,690</u></u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF CASH FLOWS  
PROPRIETARY FUND  
INTERNAL SERVICE FUND  
YEAR ENDED JUNE 30, 2020  
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2019)**

	Governmental Activities - Internal Service Funds	
	<u>2020</u>	<u>2019</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Receipts from Interfund Services Provided	\$ 16,153,001	\$ 15,889,338
Payments for Administrative Costs	(810,290)	(1,044,006)
Payments for Salaries	(104,358)	(91,229)
Payments for Medical Fees and Insurance Claims	(11,112,650)	(12,072,202)
Payments for Wellness	(40,830)	(38,430)
Payments to Employee VEBA Accounts	(1,074,755)	(2,432,314)
Payments for Retirement Benefits	(707,637)	(627,570)
Net Cash Provided (Used) by Operating Activities	<u>2,302,481</u>	<u>(416,413)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Interest Received	138,436	169,185
Proceeds from Sale of Investments	707,637	627,570
Net Cash Provided by Investing Activities	<u>846,073</u>	<u>796,755</u>
<b>NET INCREASE IN CASH AND CASH EQUIVALENTS</b>	3,148,554	380,342
Cash and Cash Equivalents - Beginning	<u>9,266,852</u>	<u>8,886,510</u>
<b>CASH AND CASH EQUIVALENTS - ENDING</b>	<u>\$ 12,415,406</u>	<u>\$ 9,266,852</u>
Total Cash and Investments per Statement of Net Position	\$ 36,510,162	\$ 33,002,483
Less: Investments Included in Cash and Investments	(24,094,756)	(23,735,631)
Total Cash and Cash Equivalents	<u>\$ 12,415,406</u>	<u>\$ 9,266,852</u>
<b>RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED (USE)D BY OPERATING ACTIVITIES</b>		
Operating Income (Loss)	\$ 2,167,082	\$ (1,671,682)
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided (Used) by Operating Activities:		
Increase (Decrease) in Accounts Payable	722	(504)
Increase (Decrease) in Claims Payable	(59,200)	178,400
Increase (Decrease) in Due to Other Funds	86,701	80,067
Increase (Decrease) in Unearned Revenue	107,176	997,306
Total Adjustments	<u>135,399</u>	<u>1,255,269</u>
Net Cash Provided (Used) by Operating Activities	<u>\$ 2,302,481</u>	<u>\$ (416,413)</u>
<b>NONCASH INVESTING ACTIVITIES</b>		
Increase in Fair Value of Investments	<u>\$ 2,263,397</u>	<u>\$ 1,575,355</u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276  
MINNETONKA PUBLIC SCHOOLS  
STATEMENT OF FIDUCIARY NET POSITION  
JUNE 30, 2020**

	Private-Purpose Trust	LCTS Grants Agency Fund
<b>ASSETS</b>		
Cash and Investments	\$ 60,896	\$ 289,257
<b>LIABILITIES</b>		
Accounts and Contracts Payable	12,280	\$ 289,257
<b>NET POSITION</b>		
Held In Trust	\$ 48,616	

**STATEMENT OF CHANGES IN FIDUCIARY NET POSITION  
YEAR ENDED JUNE 30, 2020**

	Private-Purpose Trust
<b>ADDITIONS</b>	
Gifts and Donations	\$ 114,431
<b>DEDUCTIONS</b>	
Scholarships Awarded	238,421
Miscellaneous	141,898
Total Deductions	380,319
<b>CHANGE IN NET POSITION</b>	(265,888)
Net Position - Beginning of Year	314,504
<b>NET POSITION - END OF YEAR</b>	\$ 48,616

*See accompanying Notes to Basic Financial Statements.*

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

Study Session Agenda Item #3

Title: NWEA 2020-21 Fall Report

Date: November 19, 2020

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**EXECUTIVE SUMMARY**

NWEA is an adaptive test that measures what students are ready to learn in the areas of Math and Reading. This is the thirteenth year of district-wide implementation. The following are key summary points in the analysis of the Fall 2020 administration of the NWEA:

- Most cohort groups of students fell behind Math national Fall-to-Fall growth targets.
- By Fourth Grade, with an average RIT score of **189.2**, Minnetonka LEP students are performing as a middle of the year Third Grader in Reading.
- For Reading, the Second to Third Grade Chinese Immersion cohort grew by **18.7 RIT points** since last Fall, surpassing NWEA's National Fall-to-Fall average RIT target of **13.5 RIT points**. This is the second year in a row the Grade 2 to 3 cohort significantly surpassed Fall-to-Fall growth norms.
- For Reading, **7** of the **24** cohorts met Fall-to-Fall growth targets.
- For Math, **6** of **20** cohorts met Fall-to-Fall growth targets.
- The longer students are in Minnetonka Schools the more likely they are to make more than a year's worth of growth in one year. The acceleration becomes evident in Third and Fourth Grade and then accelerates greatly after Fourth Grade.
- More students are reaching the upper limits of the NWEA Test by middle school more than ever before ("Beyond Twelfth Grade"). The average Seventh Grader is performing at or beyond the Twelfth Grade level in Math and Reading.

## OVERVIEW

The NWEA assessments were completed in September and October with schools conducting grade level meetings and data discussions to review the data. Teachers use this information to guide instruction and set goals for the school year. This report focuses on Fall performance in the areas of Reading and Math and will discuss RIT performance which is the scale that NWEA uses to show growth. Regardless of the grade level, a student with a RIT score of 200 is ready to learn a specific set of skills; this makes NWEA very useful for instruction.

This is the seventh year that Grades 2-5 and middle school students took the NWEA MAP Reading Common Core State Standards (CCSS) Assessment. NWEA changed to the common core assessment due to Minnesota Department of Education's shift to the MCA III Reading. The MCA III Reading is aligned to the Common Core State Standards. Throughout this report, there are data indicating decreases among certain grade level average RIT scores. Cohort analysis helps to explain that the decreases are explainable as grade levels fell below targets at a higher level in Math than in Reading this year. In those instances, where cohort groups did not meet Fall-to-Fall growth from 2019 to 2020, data are present that show most of these groups historically met their Fall-to-Fall growth targets. This is important to understand, as there are no indications of negative trend data when studying cohort student performance except for the current Fifth Grade English cohort in the Math and the current Chinese Immersion Second Grade cohort in Reading.

This year is a unique year regarding student performance. The new 2020 norms were created with student data from 2015-2018. Students testing this Fall will have percentiles that are compared to students from a norming group who tested under typical conditions during the latest NWEA norms study. It is predictable that students testing this Fall will have lower than typical percentiles, because current student performance during the COVID pandemic does not compare in the same manner as student performance has compared in the past. Like any year when new norms are introduced, the results should be viewed cautiously. Due to the current environment, it is recommended that the results are considered baseline and utilized to make instructional decisions in conjunction with classroom performance.

The arrows in the table below provide examples for viewing the cohort data. For example, Kindergarteners in the Fall of 2019 earned an average of **148 RIT points** on the NWEA Math Test, while in First Grade, they reached **169 RIT points**. According to the NWEA Fall-to-Fall Growth targets, the Minnetonka Kindergarten to First Grade cohort met expected Fall-to-Fall Growth for Math. Average Fall-to-Fall growth from Kindergarten to First Grade **is 21 RIT points**. Kindergarten to First Grade Growth has remained steady during the past two years with a three point decrease in Math this Fall. Overall, four cohorts met Fall-to Fall Growth targets this year: two in Math and two in Reading. However, the only cohort not to make their growth targets the prior year was the Fifth Grade English cohort on the Math section.



## Impact of COVID on Fall NWEA Performances

The results this year were predicted by NWEA. According to NWEA research, “Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.” This research was provided by Dr. Megan Kuhfeld and Dr. Beth Tarasawa in an April 2020 brief titled “The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement.”

The article provides context for the District, because it discusses the projected steep dips in learning gains, especially in Math. When viewing the non-cohort Math performance, Fourth, Fifth, Seventh, and Eighth Grade Math results show that students decreased three RIT points or more compared to their same grade counterparts from a year ago. Again, the only cohort not to meet the Fall-to-Fall growth targets two years ago is the current Fifth Grade cohort. This is worth noting because all other cohorts only showed a one year decline in performance. Reading did not show the same drops in performance as Math, and according to the NWEA research, students are expected to retain 70 percent of learning gains this year relative to a typical school year.

**NWEA Cohort Growth, Three-Year Trend Data**

Gr	Subject	2017	2018	2019	New Norms 2020
K	Math	149	148	148	153
K	Read	148	148	147	148
1	Math	172	169	172	169
1	Read	167	167	168	165
2	Math	187	187	186	186
2	Read	181	181	180	180
3	Math	202	202	201	199
3	Read	196	196	195	195
4	Math	214	214	214	209
4	Read	209	209	208	206
5	Math	225	226	225	221
5	Read	216	217	216	214
6	Math	234	232	231	229
6	Read	224	222	222	222
7	Math	242	242	241	237
7	Read	229	228	227	227
8	Math	249	251	250	244

The middle schools changed to the Math 6+ Assessment three years ago in order to utilize the Learning Continuum resources provided by NWEA. The Learning Continuum

allows teachers to plan instruction more efficiently and effectively for individual and small groups of students based on their students' Fall RIT scores. In addition, two years ago, NWEA shifted from the MAP for Primary Grades Language Arts K-1 Test to the MAP for Primary Grades Language Arts Common Core State Standards K-1 Test. Kindergarten and First Graders also took a different Math test aligning to the same strands tested for students in Grades 2-8. The expectation is that the newly aligned assessments will provide valuable feedback to teachers in years to come.

## **NWEA NORMS**

NWEA publishes two sets of norms: *status norms* and *growth norms*. Status Norms refer to the average performance of all NWEA students on a particular test. For instance, the norm performance on the Fifth Grade Math MAP test in the Fall of 2020 was a RIT score of 209. This is useful information, because if one knows the Fifth Grade child's score is 217, he knows that his child is achieving at a higher level than the average of hundreds of thousands of NWEA students.

Growth Norms refer to the average growth for NWEA students at a certain starting level between one season and another, usually between Fall and Spring of the same year. For instance, the norm growth for Fifth Graders who scored 209 on the Math MAP test between Fall and Spring was **10.0 RIT points**. This is helpful, because if one knows his Fifth Grader scored 209 in the Fall and 224 in the Spring, he knows that the growth was more than the average for thousands of other students. During the Fall of 2020, Minnetonka students surpassed average RIT performance on **2** out of **18** tested areas compared to **2** of **18** during the Fall 2019 administration. However, **5** of the grade levels saw the same RIT averages compared to a year ago meaning that students performed at or above average RIT levels in **5** of **18** tested areas, compared to **3** out of **18** from a year ago and **12** out of **18** from two years ago. In a typical year, a drop or increase of three RIT points is considered statistically significant. According to the table below, there were statistically significant decreases Math for Grades 1, 4, 5, 7, and 11. Based on the NWEA research previously shared, this drop in performance was predictable with less than 50 percent of the learning gains being made in some grades, which is nearly a full year behind what would be observed in normal conditions.

The NWEA norms typically change every three years except for five years for the most recent. The last revision of the norms was in 2015. Nationally, the Fall testing window runs between September and November. Typically, Minnetonka students who are compared to students nationally who take the assessment in late Fall will not exceed national norms at the same rate they are exceeded in the Spring. In the Spring, Minnetonka students take the NWEA assessment in the latter half of the testing window, creating a more accurate comparison of the Minnetonka level of performance compared to the nation. In addition, many school districts waited four to six weeks before administering Fall testing this year. This is an explanation as to why Minnetonka Fifth Graders perform beyond the Eleventh Grade level in the Spring and at the Seventh Grade levels in the Fall. Many school districts test students once per year and use either Fall-to-Fall comparisons or Spring-to-Spring comparisons. Districts using the Fall-to-Fall

growth model are more inclined to test their students during the latter part of the Fall testing window. Because Minnetonka staff use the NWEA assessment as a formative tool, students benefit from taking the assessment in the Fall and the Spring. Teachers use the Fall data to make instructional decisions that impact individual student learning. In the Spring, the result is a summative reflection of the growth the students made throughout the course of the school year.

### Fall Scores

Gr	Subject	2013	2014	New Norms 2015	2016	2017	2018	2019	New Norms 2020	Mean Performance Compared to the Nation
K	Math	150	150	150	151	149	148	148	<b>153</b>	Mid-Year K
K	Read	148	148	147	148	148	148	147	<b>148</b>	Mid-Year K
1	Math	170	171	172	171	172	169	172	169	Mid-Year Gr 1
1	Read	164	167	168	167	167	167	168	165	Mid-Year Gr 1
2	Math	186	185	187	187	187	187	186	186	Mid-Year Gr 2
2	Read	182	179	183	182	181	181	180	180	Mid-Year Gr 2
3	Math	203	203	202	203	202	202	201	199	Beginning Gr 4
3	Read	198	199	198	198	196	196	195	195	Mid-Year Gr 3
4	Math	215	217	216	214	214	214	214	209	Beginning Gr 5
4	Read	210	211	210	209	209	209	208	206	Beginning Gr 5
5	Math	226	227	228	227	225	226	225	221	Beginning Gr 7
5	Read	216	218	219	218	216	217	216	214	Beginning Gr 7
6	Math	234	232	233	235	234	232	231	229	Beginning Gr 10
6	Read	223	222	223	224	224	222	222	222	Mid-Year Gr 10
7	Math	237	240	239	241	242	242	241	237	Beyond Gr 12
7	Read	227	229	228	228	229	228	227	227	Beyond Gr 12
8	Math	243	244	247	247	249	251	250	244	Beyond Gr 12

## SUMMARY OF RESULTS

- Minnetonka First through Eighth Grade students are coming to school ahead of grade level. Primary teachers lay the foundation and the intermediate teachers are able to build on it very quickly. For example in the Fall, a Second Grade student is in the middle of the Second Grade year for Reading and Math. However, after students have been exposed to the academic program over the course of several years and Immersion students begin their English language instruction, the performance of students truly begins to reflect the rigorous academic program in place within the District.
- According to Fall results, Fourth Grade student performance begins to increase at a faster pace compared to the nation, and Fifth Grade students are performing two years above grade level.
- As Minnetonka students move into the middle school the acceleration of the middle school student is evident. For example, a typical Minnetonka Seventh Grade student is performing “beyond the Twelfth Grade” level at the beginning of Grade Seven according to the NWEA results. If a student is on grade level and performing at the Seventh Grade he or she will notice a significant difference in performance when his or her peers are four grade levels ahead of that individual.
- By Seventh Grade, Special Education students are performing on or slightly above grade level nationally in Reading and Math. It is typical for Special Education students to perform at least one grade level below compared to all students nationally.

## PRESENTATION OF NWEA DATA

The following list of tables are offered for analysis in this report:

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Note: The following tables compare different groups of students at each particular grade level.

- **Bold** indicates improvement and *Italics* indicates a decline for that group over the non-cohort group from the previous year.
- \*= the cell size was less than ten or there was no immersion group at this grade level during that year.
- Spanish Immersion students do not take the Reading NWEA until they start English Reading Instruction in Grade Three.

**COMPARISONS BETWEEN ENGLISH, SPANISH, AND CHINESE STUDENT  
PERFORMANCE ON THE FALL 2020 NWEA**

	Mathematics			Reading				
	Student Count	Fall 2018 Mean RIT	Fall 2019 Mean RIT	Fall 2020 Mean RIT	Student Count	Fall 2018 Mean RIT	Fall 2019 Mean RIT	Fall 2020 Mean RIT
<b>Grade K</b>		Math Primary Grades				Rdg Primary Grades		
English	408	145.8	145.7	<b>150.0</b>	411	146.1	146.0	<b>146.8</b>
Chinese Immersion	118	154.8	153.0	<b>157.5</b>	117	154.9	151.5	<b>154.0</b>
Spanish Immersion	325	148.5	150.1	<b>153.9</b>	*	*	*	*
<b>Grade 1</b>		Math Primary Grades				Rdg Primary Grades		
English	356	167.0	170.2	168.5	356	165.8	167.5	165.2
Chinese Immersion	117	173.8	180.4	171.9	117	169.3	171.3	165.5
Spanish Immersion	322	169.9	170.6	167.5	*	*	*	*
<b>Grade 2</b>		2-5 MN 2007				2-5 Common Core		
English	426	186.2	185.6	<b>185.8</b>	424	182.1	181.4	180.4
Chinese Immersion	114	191.7	190.6	189.8	114	173.2	177.1	<b>179.0</b>
Spanish Immersion	317	186.8	186.8	185.7	*	*	*	*
<b>Grade 3</b>		2-5 MN 2007				2-5 Common Core		
English	398	200.9	200.0	197.9	398	196.4	196.7	195.3
Chinese Immersion	102	204.9	207.2	202.5	101	193.9	196.4	195.8
Spanish Immersion	300	202.5	201.8	198.6	300	195.3	194.0	193.6
<b>Grade 4</b>		2-5 MN 2007				2-5 Common Core		
English	426	212.2	211.3	207.6	426	208.2	207.9	205.4
Chinese Immersion	106	219.8	219.8	216.0	106	207.9	208.0	205.5
Spanish Immersion	303	214.5	214.1	208.8	303	209.9	208.5	205.7
<b>Grade 5</b>		2-5 MN 2007				2-5 Common Core		
English	458	224.7	223.5	218.6	459	216.3	215.8	213.1
Chinese Immersion	108	231.8	231.5	227.4	108	216.1	217.1	214.0
Spanish Immersion	291	226.6	225.7	221.0	290	217.5	217.7	216.1
<b>Grade 6</b>		6 + Math				6 + Reading CCSS		
English	470	230.6	230.0	226.6	455	221.1	222.7	221.5
Chinese Immersion	91	236.8	238.3	235.2	86	223.2	223.7	221.9
Spanish Immersion	247	232.9	232.4	229.5	241	224.0	223.6	<b>224.1</b>
<b>Grade 7</b>		6 + Math				6 + Reading CCSS		
English	520	240.0	239.3	235.5	502	227.1	226.4	<b>226.9</b>
Chinese Immersion	72	249.8	248.2	240.6	73	233.2	232.3	227.8
Spanish Immersion	221	241.8	241.3	237.7	215	229.2	229.9	227.4
<b>Grade 8</b>		6 + Math				6 + Reading CCSS		
English	557	248.2	247.6	241.0	56	205.0	212.1	<b>214.3</b>
Chinese Immersion	82	256.9	257.6	251.5	*	*	*	*
Spanish Immersion	229	254.2	253.4	246.5	*	*	*	*

## SUMMARY OF RESULTS

This section provides a summary of student results for English, Chinese Immersion, and Spanish Immersion programs. In almost every case, students earned lower average RIT scores than their same grade counterparts last Fall. This Fall, it is important to note that in almost every instance cohort data proves that drops in average RIT performance is limited to one year based on analysis of Fall NWEA National Norms.

First, Kindergarten students in Reading and Math, out-performed Kindergarteners from a year ago. In addition, Grade 2 and 6 Chinese Immersion students out-performed their same grade level peers compared to last Fall in Reading, and Grade 2 English students surpassed Second Graders from a year ago in Math. All other non-cohort data shows that students earned lower average RIT scores.

For Math, the Grade 2 to 3 cohort did not meet Fall-to-Fall growth targets, however, this cohort met the targets from First to Second Grades. The Grade 3 to 4 cohort did not meet Fall-to-Fall targets either, however, this cohort met the targets when they transitioned from Grades 2 to 3. The one cohort in Math that did not meet Fall-to-Fall targets two years in a row is the English Grade 5 cohort. They fell short of meeting the target this year, and they did not meet the target from Third to Fourth Grade, missing the mark by **0.7 RIT points** that year. This group will be an area of focus. Lastly, the Grade 5 to 6, 6 to 7, and 7 to 8 cohorts did not meet the Math Fall-to-Fall growth targets, however, each one of these cohorts met the targets the prior year. Overall, **6 of 20** cohorts met Fall-to-Fall growth targets in Math.

For Reading, Kindergarten, Grade 2 Chinese Immersion, Grade 6 Spanish Immersion, and Grade 7 and 8 English students out-performed their same grade counterparts from a year ago. According to NWEA research, the drops in average RIT score performance for Reading were predicted to not less significant as the decline in Math, and this prediction held true for Minnetonka students. In fact, **7** of the **24** cohorts met Fall-to-Fall growth targets. Those that did not, met Fall-to-Fall growth targets the prior year, except for the Grade 3 English cohort. This cohort did not meet Fall-to-Fall growth targets the prior year either, missing the target by **0.9 RIT points** that year. This group will be an area of focus.

Minnetonka students followed somewhat predictable national expectations, about expected decreases in average RIT growth. In many cases, this drop in RIT growth resulted in students not meeting Fall-to-Fall growth targets. However, some groups did meet the targets, and the data show that Minnetonka students surpassed the national predictions in that their performances did not drop by 50 percent in Math and 30 percent in Reading. However, there is still work to be done this year to help students make expected gains by the Spring. With the improvements to e-learning and hybrid instruction made prior to this Fall and continued improvements throughout the year, accompanied by consistent instructional delivery, Fall to Spring growth should be positively impacted.

**COMPARISONS BETWEEN ENGLISH, SPANISH, AND CHINESE STUDENT PERFORMANCE ON THE FALL 2020 NWEA: eLearning, HYBRID, AND OVERALL**

	Mathematics						Reading					
	eLearning Mean RIT		Hybrid Mean RIT		Overall Mean RIT		eLearning Mean RIT		Hybrid Mean RIT		Overall Mean RIT	
<b>Grade K</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>
English	51	159.8	357	148.5	408	150.0	53	157.6	358	145.1	411	146.8
Chinese Immersion	26	169.7	92	154.0	118	157.5	92	169.7	92	149.8	117	154.0
Spanish Immersion	32	162.8	193	152.9	325	153.9	*	*	*	*	*	*
<b>Grade 1</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>
English	72	176.0	284	166.5	356	168.5	72	173.1	284	163.2	356	165.2
Chinese Immersion	23	185.2	94	168.6	117	171.9	23	175.1	94	163.2	117	165.5
Spanish Immersion	29	171.8	293	167.1	322	167.5	*	*	*	*	*	*
<b>Grade 2</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>
English	74	192.5	352	184.4	426	185.8	73	187.9	351	179.3	424	180.7
Chinese Immersion	16	197.6	98	188.6	114	189.8	16	187.0	98	177.7	114	179.0
Spanish Immersion	40	187.2	277	185.5	317	185.7	*	*	*	*	*	*
<b>Grade 3</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>
English	92	205.0	306	195.7	398	197.9	93	201.2	305	193.6	398	195.3
Chinese Immersion	25	210.3	77	200.0	102	202.5	24	202.2	77	193.8	101	195.8
Spanish Immersion	32	202.0	268	198.2	300	198.6	32	194.8	268	194.8	300	194.8
<b>Grade 4</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>
English	76	209.9	350	207.1	426	207.6	76	207.7	350	204.9	426	205.4
Chinese Immersion	21	220.1	85	215.0	106	216.0	21	207.3	85	205.1	106	205.5
Spanish Immersion	55	210.1	248	208.5	303	208.8	55	206.4	248	205.5	303	205.7
<b>Grade 5</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>
English	92	218.9	366	218.5	458	218.6	92	212.6	367	213.2	459	213.1
Chinese Immersion	27	233.9	81	225.2	108	227.4	27	218.7	81	212.5	108	214.0
Spanish Immersion	27	224.7	264	220.6	291	221.0	27	221.9	263	215.5	290	216.1
<b>Grade 6</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>
English	82	230.3	388	225.9	470	226.6	75	225.1	380	220.8	455	221.5
Chinese Immersion	22	247.0	69	231.4	91	235.2	18	229.3	68	220.0	86	221.9
Spanish Immersion	39	231.4	208	229.1	247	229.5	39	225.7	202	223.8	241	224.1
<b>Grade 7</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>
English	136	241.4	384	233.4	520	235.5	130	230.5	372	225.6	502	226.9
Chinese Immersion	17	242.9	55	239.8	72	240.6	17	228.2	56	227.6	73	227.8
Spanish Immersion	50	238.3	171	237.5	221	237.7	49	226.9	166	227.6	215	227.4
<b>Grade 8</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>	<b>N</b>	<b>RIT</b>
English	114	244.3	443	240.2	557	241.0	9	214.6	47	214.3	56	214.3
Chinese Immersion	19	260.9	63	248.7	82	251.5	1	223.0	3	222.0	4	222.3
Spanish Immersion	49	248.9	180	245.9	229	246.5	2	220.0	7	214.0	9	215.3

**SUMMARY OF RESULTS**

The table above includes English, Chinese Immersion, and Spanish Immersion average RIT scores, including a breakdown of student's receiving eLearning and Hybrid



instruction. It is important to view the data cautiously. An important factor to note is that number of students in each student group will have a significant impact with the comparison between eLearning and Hybrid learners. In most cases, the average RIT score is significantly higher for eLearning students compared to Hybrid students. However, at the elementary level, there are fewer than 100 students receiving eLearning within any student group, while in most cases, there are at least 300 students learning in the Hybrid model. An additional and equally important note of caution is that the results included in this table **reflect student learning prior to receiving significant amounts of instruction within a particular learning model**. Because of this, one can conclude that the profile of the eLearning student is significantly different than most students. **These data should be considered baseline with further analysis performed in the Spring**. At this time, conclusions should not be drawn using Fall results about the effectiveness of either the eLearning or hybrid learning models.

### COMPARISONS BETWEEN OPEN ENROLLED AND RESIDENT STUDENT PERFORMANCE ON THE 2020 NWEA

	Mathematics				Reading			
	Student Count	Fall 2018 Mean RIT	Fall 2019 Mean RIT	Fall 2020 Mean RIT	Student Count	Fall 2018 Mean RIT	Fall 2019 Mean RIT	Fall 2020 Mean RIT
<b>Grade K</b>		Math Primary Grades				Rdg Primary Grades		
Open Enrolled	309	148.0	148.6	<b>153.7</b>	204	148.7	146.8	<b>149.9</b>
Resident	542	147.9	148.2	<b>151.8</b>	326	147.3	147.5	147.3
<b>Grade 1</b>		Math Primary Grades				Rdg Primary Grades		
Open Enrolled	307	168.8	171.5	168.9	193	166.1	167.6	164.4
Resident	488	169.4	171.9	168.4	280	167.1	168.9	165.9
<b>Grade 2</b>		2-5 MN 2007				2-5 Common Core		
Open Enrolled	320	187.7	186.7	186.7	206	181.4	180.7	<b>181.0</b>
Resident	537	186.8	186.3	186.0	335	180.0	180.9	180.1
<b>Grade 3</b>		2-5 MN 2007				2-5 Common Core		
Open Enrolled	316	201.3	202.0	200.5	314	194.5	195.3	<b>196.0</b>
Resident	484	202.5	201.9	197.6	485	196.4	195.3	193.9
<b>Grade 4</b>		2-5 MN 2007				2-5 Common Core		
Open Enrolled	310	214.1	213.8	209.6	310	208.9	208.0	205.6
Resident	525	213.8	212.9	208.8	525	208.6	208.2	205.4
<b>Grade 5</b>		2-5 MN 2007				2-5 Common Core		
Open Enrolled	311	226.1	225.8	220.1	310	217.1	216.6	213.4
Resident	546	225.9	224.9	220.7	547	216.4	216.4	214.7
<b>Grade 6</b>		6 + Math				6 + Reading CCSS		
Open Enrolled	297	232.3	231.8	229.1	292	221.9	223.4	222.6
Resident	511	231.7	231.1	228.1	490	222.2	222.0	<b>222.1</b>
<b>Grade 7</b>		6 + Math				6 + Reading CCSS		
Open Enrolled	269	241.5	240.8	237.0	259	228.9	227.6	<b>227.7</b>
Resident	544	241.4	240.9	236.3	531	228.0	226.9	226.8
<b>Grade 8</b>		6 + Math				6 + Reading CCSS		
Open Enrolled	261	250.8	248.8	243.2	21	206.6	211.7	211.5
Resident	607	250.4	248.6	243.6	48	206.6	212.3	<b>216.4</b>

## SUMMARY OF RESULTS

In **13** out of **18** areas for comparison, Open Enrolled students outperformed their Resident counterparts on the Fall 2020 NWEA Test compared to **10** out of **18** areas in 2019 and **6** out of **18** areas in 2018. For several years, with no exception in 2020, in all cases for both Reading and Math, the differences between the two groups' performances is not considered to be statistically significant. It's difficult to view cohort data in this category, because students may open enroll at different grade levels each year. However, 2019 Kindergarten Open-Enrolled students performed within **0.4 RIT points** on the Math Test and within **0.5 RIT points** of Resident students as First Graders. The Open-Enrolled cohort grew by **20.3 RIT points** and the Resident cohort grew by **20.2 RIT points**. Expected Fall-to-Fall growth from Kindergarten to First Grade is **20.5 RIT points**. At all grade levels, the mean RIT scores are similar for both Math and Reading. This is consistent with previous years. Due to the standard of error of  $\pm 3.0$  RIT points, the differences in performances between the two groups is virtually non-existent.

**LIMITED ENGLISH PROFICIENCY (LEP) STUDENT GROWTH COMPARED WITH ENGLISH STUDENTS**

	Student Count	Mathematics			Reading			
		Fall 2018 Mean RIT	Fall 2019 Mean RIT	Fall 2020 Mean RIT	Student Count	Fall 2018 Mean RIT	Fall 2019 Mean RIT	Fall 2020 Mean RIT
<b>Grade K</b>		Math Primary Grades				Rdg Primary Grades		
English	394	145.9	146.2	<b>150.1</b>	397	146.2	146.2	<b>146.9</b>
LEP	29	137.9	137.5	<b>147.7</b>	21	139.5	140.7	<b>142.8</b>
<b>Grade 1</b>		Math Primary Grades				Rdg Primary Grades		
English	341	167.7	170.2	168.8	341	166.5	167.7	165.6
LEP	23	160.5	166.5	160.7	19	155.5	162.5	155.7
<b>Grade 2</b>		2-5 MN 2007				2-5 Common Core		
English	418	186.5	186.3	185.9	416	182.8	181.4	181.0
LEP	18	181.2	175.9	<b>181.3</b>	12	165.8	166.5	<b>168.3</b>
<b>Grade 3</b>		2-5 MN 2007				2-5 Common Core		
English	379	201.6	201.4	198.7	380	197.2	197.5	196.3
LEP	22	189.2	191.9	182.4	21	177.7	183.1	176.2
<b>Grade 4</b>		2-5 MN 2007				2-5 Common Core		
English	411	212.7	211.8	208.0	411	208.8	207.8	206.0
LEP	17	194.8	199.4	196.1	17	186.3	186.1	<b>189.2</b>
<b>Grade 5</b>		2-5 MN 2007				2-5 Common Core		
English	449	225.3	224.2	218.9	450	216.8	216.2	213.7
LEP	9	203.5	202.7	202.2	9	192.9	189.9	184.0
<b>Grade 6</b>		6 + Math				6 + Reading CCSS		
English	464	230.7	230.1	226.9	448	221.1	222.4	222.0
LEP	6	215.3	206.9	204.0	7	220.5	196.6	189.3
<b>Grade 7</b>		6 + Math				6 + Reading CCSS		
English	511	240.5	239.5	235.8	493	227.5	226.6	<b>227.3</b>
LEP	10	210.7	212.3	<b>215.7</b>	10	192.7	197.3	<b>204.0</b>
<b>Grade 8</b>		6 + Math				6 + Reading CCSS		
English	548	248.6	247.2	241.3	52	205.9	212.6	<b>214.8</b>
LEP	9	202.8	222.1	<b>223.0</b>	4	201.2	205.0	<b>207.8</b>

**SUMMARY OF RESULTS**

Last year, scores rebounded with average RIT scores improving in 11 areas. A factor that contributes to these large swings in results is that there are so few LEP students in each of the grade levels. Any one student's performance can have a noticeably positive or negative affect on the group's overall results. Due to the low numbers of students, increases or decreases in performance are not to be considered statistically significant. However, it is important to note the individual student performances by classroom teachers and LEP staff.

It is difficult to study cohort data with the LEP population due to mobility. In addition, students frequently move in and out of the program. This is known as “exiting” or “reclassification.” According to the Department Chair, between 20 and 30 percent of Minnetonka LEP students are exited each year. Because of this, there is no true cohort data. Important to note in the results, at a national level, beginning of the year Fourth Graders reach an average RIT score of **196.7** in Reading. With an average RIT score of **189.2 (up from 186.1)**, Minnetonka Fourth Grade LEP students are performing on a beginning of the year Third Grade level compared to the national average of all students in Reading. By Fifth Grade, with an average RIT score of **184.0**, Minnetonka LEP students are performing as a middle of the year Second Grader in Reading, although it is important to note that there were only **9** LEP students tested in Reading. There was a noticeable increase in performance among the current group of LEP students for Grades K, 2, 4, 7 and 8 in Reading.

In recent years, NWEA has made a report available to staff to help measure individual classroom growth performance. Teachers can now track students with high achievement/high growth, low achievement/high growth, high achievement/low growth, and low achievement/low growth. In addition, ELL teachers can access the *Student Profile* to help students set individual academic goals. All teachers are encouraged to use this tool for individual students on an as needed basis. This goal setting report will allow students to be part of the goal setting process. The data systems are becoming more sophisticated allowing teachers to analyze student achievement at a more granular level in order to ensure that all student performance is tracked regardless of their performance level. Between the upgraded reporting and the Learning Continuum, teachers can pinpoint individual student needs based on NWEA performance.

## HIGH POTENTIAL AND NAVIGATOR GROWTH COMPARED WITH ENGLISH STUDENTS ON THE FALL NWEA

	Mathematics			Reading				
	Student Count	Fall 2018 Mean RIT	Fall 2019 Mean RIT	Fall 2020 Mean RIT	Student Count	Fall 2018 Mean RIT	Fall 2019 Mean RIT	Fall 2020 Mean RIT
<b>Grade 1</b>		Math Primary Grades				Rdg Primary Grades		
English	347	166.4	169.7	167.7	347	165.2	167.1	164.5
HP	24	195.1	190.5	189.8	15	187.6	192.3	<b>187.9</b>
<b>Grade 2</b>		2-5 MN 2007				2-5 Common Core		
English	390	183.9	183.5	<b>184.1</b>	388	179.4	178.8	178.7
HP	58	202.5	201.7	<b>202.1</b>	38	198.5	198.5	197.3
Navigators	31	208.5	210.1	207.8	31	204.8	208.3	<b>207.0</b>
<b>Grade 3</b>		2-5 MN 2007				2-5 Common Core		
English	331	197.7	196.8	194.3	331	192.9	192.7	191.5
HP	74	213.2	213.8	212.1	74	208.8	208.7	208.7
Navigators	57	224.0	223.6	218.1	57	216.2	218.2	<b>217.6</b>
<b>Grade 4</b>		2-5 MN 2007				2-5 Common Core		
English	349	207.8	206.4	203.9	349	204.4	203.9	201.7
HP	109	227.2	226.3	220.8	109	220.2	219.5	217.2
Navigators	60	234.2	233.3	230.8	60	226.8	225.6	225.6
<b>Grade 5</b>		2-5 MN 2007				2-5 Common Core		
English	361	219.1	218.8	213.7	362	212.1	211.2	209.3
HP	136	239.9	240.7	233.4	136	227.0	227.4	225.3
Navigators	53	246.6	246.9	242.3	53	233.0	233.6	230.6
<b>Grade 6</b>		6 + Math				6 + Reading CCSS		
English	120	226.6	225.6	220.7	122	217.5	217.3	<b>222.9</b>
Resident	390	227.2	225.7	222.7	390	219.2	218.1	<b>222.8</b>
HP	198	248.5	247.9	246.7	204	233.2	234.1	<b>238.4</b>
<b>Grade 7</b>		6 + Math				6 + Reading CCSS		
Resident	401	236.5	234.1	230.3	390	224.5	223.9	222.8
HP	207	257.6	256.4	253.7	153	239.5	238.3	236.9
<b>Grade 8</b>		6 + Math				6 + Reading CCSS		
Resident	474	245.5	243.6	238.6	48	206.6	212.3	<b>216.4</b>
HP	192	268.7	265.4	261.4	*	*	*	*

### SUMMARY OF RESULTS

The High Potential staff begins servicing students in First Grade. In Reading, High Potential students in Grade 6 increased their RIT scores compared to students in the same grade level in 2019, with Sixth Graders improving each of the past two years. Most decreases and increases are not considered statistically significant among the HP and Navigator student groups except for a fairly significant decrease for Navigators in Grades 3 and 5 in Math and Grade 5 in Reading. The Grade 5 drops in performances mirrored

the drops for all of Grade 5 in Math. The HP program saw significant decreases in Math as well among students in Grades 4, 5, and 8. As stated earlier in this report, the more prevalent decreases in Math were predictable, according to NWEA research. Regardless of programming, there were no student groups that saw widespread statistically significant increases nor decreases in performance, thus indicating consistently strong NWEA scores for the past several years. This is the ninth year that students have taken the NWEA Reading Common Core State Standards Assessment, and among the High Potential and Navigator population there were strong performances at all grade levels with some gains and mainly slight decreases in RIT scores from a year ago. To add perspective, by Third Grade, HP is performing at the middle of Fifth Grade level and Navigator students are performing at the *Middle of Seventh Grade* level in Reading, compared to their peers at the same grade level who are performing at the *Middle of Third Grade* level. In Math, Third Grade Navigator students are performing at the *Middle of Sixth Grade* level, while HP students are performing at the *Middle of Fifth Grade* level, both increases compared to last year under the 2015 norms. Their Third Grade peers are performing at the *Middle of Third Grade* level, which is down from last year, where they were reaching the *Beginning of Fourth Grade* level.

The Navigator program begins in Second Grade and is available to students through Fifth Grade. By the Fall of Fifth Grade, Navigator students are performing *Beyond the Twelfth Grade* level. This is due in large part to the Navigator program serving the needs of the students who need an entirely different learning experience. Once students are served in this program, within a relatively short amount of time, they make extreme growth. These students are being challenged in an appropriate manner and spending most of their classroom experience working at their true instructional level.

Once students reach the 240 RIT level in Math and the 230 RIT level in Reading, the standard of error increases to 5 RIT points, as opposed to 3 RIT points at the other levels. This means that scores can fluctuate up or down 5 RIT points without being considered statistically significant, according to NWEA staff.

Since most students are in the 90-99<sup>th</sup> percentile, there are many students who are not identified as High Potential, but have some similar needs. There is evidence that HP students are growing due to the differentiated opportunities they are exposed to in the classroom by their homeroom teacher. In addition, enrichment opportunities afforded to HP students helps this profile of a student continue to grow, even though he or she is performing at the **95th percentile** level and above. The *Learning Continuum* software program is a tool from NWEA that can help identify what students are ready to learn if they are far above grade level. Teachers at the elementary level review their class data in edSpring following the release of the NWEA results and have become well-versed in understanding the data reports that the NWEA website has to offer as well. In addition to understanding trends among their students, they also had opportunities to set PLC goals and begin the discussion of how best to serve all students including those that belong to special populations such as High Potential and Navigator.

Lastly, with this being the second year of implementation of the edSpring data mining system, teachers can view their students' data with an increased awareness. This system allows teachers to measure how their students are predicted to meet the state standards on the MCA tests when they are taken in Third through Eighth Grades. In addition to understanding if their students are on target, teachers are able to measure students accelerated growth beyond the NWEA National norms, which is beneficial for challenging students who are not only performing well below grade level but for students attaining the upper reaches of the NWEA RIT scale.

### SPECIAL EDUCATION GROWTH ON THE FALL NWEA

	Mathematics			Reading				
	Student Count	Fall 2018 Mean RIT	Fall 2019 Mean RIT	Fall 2020 Mean RIT	Student Count	Fall 2018 Mean RIT	Fall 2019 Mean RIT	Fall 2020 Mean RIT
<b>Grade 4</b>		2-5 MN 2007				2-5 Common Core		
Non-SpED	701	215.3	213.5	209.8	767	210.1	208.2	206.3
SpED-No Speech	68	200.5	200.3	<b>200.6</b>	68	195.6	194.0	<b>196.6</b>
<b>Grade 5</b>		2-5 MN 2007				2-5 Common Core		
Non-SpED	754	227.2	225.9	221.7	779	218.0	217.9	215.4
SpED-No Speech	78	214.5	210.1	209.0	78	203.4	202.7	202.7
<b>Grade 6</b>		6 + Math				6 + Reading CCSS		
Non-SpED	704	233.3	232.9	230.2	711	222.9	223.9	223.6
SpED-No Speech	84	220.4	217.6	214.5	71	214.1	207.7	<b>209.2</b>
<b>Grade 7</b>		6 + Math				6 + Reading CCSS		
Non-SpED	724	242.9	240.7	238.3	718	229.2	228.6	228.5
SpED-No Speech	79	225.8	226.5	220.1	72	216.6	214.8	213.4
<b>Grade 8</b>		6 + Math				6 + Reading CCSS		
Non-SpED	776	252.2	250.1	245.0	54	213.8	213.3	<b>215.4</b>
SpED-No Speech	87	233.2	232.8	229.5	15	199.0	209.1	<b>213.1</b>

### SUMMARY OF RESULTS

When reviewing the data for Special Education, it is important to note the lower number of students within this population. In addition, it is also important to study the growth students are making within cohorts. We measure cohort growth with the non-special education population compared to the special education population to monitor gaps in each of their growth from one year to the next. It is a goal for students in Special Education to grow at the same rate or better than students not receiving Special Education services in order to close the achievement gap.

First, Special Education students out-performed last year's counterparts in Math in Kindergarten compared to Grade 7 surpassing their same grade counterparts last year. In Reading, they out-performed or remained the same as their counterpart's average

score from a year ago within all grade levels as seen in the table above, with the exception of Grade 7, where students experienced a slight decrease in average RIT score of **1.4 RIT points**.

For the purposes of this analysis, the movement from one grade level to the next is to be considered a cohort, although some students may have exited or entered the program within any particular year. Despite this likelihood, it is still important to measure students as a cohort. For example, the Fourth to Fifth Grade cohort in Math shows non-Special Education students growing **8.2 RIT points** from last year, while the Special Education students grew **8.7 RIT points**. In Reading, the non-Special Education Fourth to Fifth Grade cohort increased by **7.2 RIT points** compared to **8.7 RIT points** among the Special Education student group. This can be encouraging, since the goal for teachers in Special Education is to help students work toward closing that gap, and the Fourth to Fifth Grade Special Education cohort surpassed Fall-to-Fall national growth targets for all students in Reading. However, they fell short in Math, mirroring the lower growth of all students within this cohort. In addition, there is encouraging news, with Special Education students in Grade 7 performing at grade level nationally in Reading and Math. It is typical for Special Education students to perform at least one grade level below compared to all students nationally. Overall, Special Education students mirrored the national trends predicted by NWEA research in Math for all students, and they surpassed expectations in Reading.

#### HIGH POTENTIAL FALL MEAN RIT SCORES BY GRADE LEVEL

**Bold** and **green** indicates a significant improvement and *Italics* and underlining indicates a significant decline for that group over the non-cohort group from the previous year.

	2018 HP Math	2019 HP Math	2020 HP Math	2018 HP Rdg	2019 HP Rdg	2020 HP Rdg	2018 NonHP Math	2019 NonHP Math	2020 NonHP Math	2018 NonHP Rdg	2019 NonHP Rdg	2020 NonHP Rdg
KG	*	*	*	*	*	*	*	*	*	*	*	*
1	195.1	199.7	<u>190.5</u>	187.6	192.3	<i>187.9</i>	168.3	170.7	<i>167.9</i>	165.9	167.4	<i>164.5</i>
2	204.8	203.8	<b>204.9</b>	201.6	202.0	<i>201.7</i>	184.7	184.1	184.1	176.8	176.5	<b>177.3</b>
3	216.3	216.6	<i>214.7</i>	211.2	212.1	<b>212.6</b>	199.1	198.9	<i>195.6</i>	192.5	191.8	<i>191.2</i>
4	229.0	228.4	<i>224.3</i>	221.9	220.0	<b>220.2</b>	209.7	209.1	<i>205.2</i>	204.9	203.9	<i>201.8</i>
5	241.8	242.3	<u>235.9</u>	228.6	229.0	<i>226.8</i>	220.8	219.7	<i>216.1</i>	212.6	212.4	<i>210.7</i>
6	248.5	247.9	<i>246.7</i>	233.2	234.1	<b>234.4</b>	227.4	226.8	<i>222.5</i>	219.0	218.4	<i>218.2</i>
7	257.6	256.4	<i>253.7</i>	239.5	238.3	<b>238.4</b>	236.2	235.3	<i>230.7</i>	224.5	223.9	<i>223.2</i>
8	268.7	267.4	<u>261.4</u>	*	*	*	244.5	243.4	<i>238.4</i>	206.6	211.6	<b>214.7</b>



## SUMMARY OF RESULTS

Students who receive *High Potential (HP)* services showed more significant decreases in Math compared to Reading, which is consistent with all student groups District-wide. In Math, HP students in Grades 1, 4, 5, and 8 experienced statistically significant decreases in average RIT scores, dropping by three or more RIT points at the respective grade levels. Like the majority of students District-wide, HP students saw much stronger performances in Reading, with students in Grades 3, 4, 6, and 7 showing increases in the average RIT score compared to their same grade counterparts from a year ago. Non-HP students followed the trend explained throughout this report by showing statistically significant declines in average RIT scores among Grades 3-8 with no statistically significant decreases in Reading average RIT scores.

For HP students, the average Math RIT score for a Fifth grader is **235.9 points**, which is *Beyond the Twelfth Grade* level nationally. In addition, for Reading, the average Fifth Grade HP student scored *Beyond the Twelfth Grade* level nationally, with an average RIT score of **226.8 points**. Overall, the average HP student performed well beyond grade level, even during a time when students were predicted to perform significantly below the mark in Math and slightly below expectations in Reading.

### GENDER FALL MEAN RIT COMPARISON FOR MATH AND READING

	2018 Math Males	2019 Math Males	2020 Math Males	2018 Math Females	2019 Math Females	2020 Math Females
KG	147.8	148.2	<b>153.1</b>	148.1	148.5	<b>151.7</b>
1	170.3	172.7	169.2	168.1	170.7	168.0
2	188.8	187.8	187.1	185.2	185.1	<b>185.5</b>
3	203.5	202.8	200.4	200.5	199.4	197.1
4	215.3	214.6	211.0	212.4	211.2	206.9
5	228.4	227.4	<u>222.0</u>	223.6	223.1	218.9
6	232.9	234.2	230.4	230.7	229.5	226.5
7	242.8	240.9	239.6	240.1	239.3	<u>233.6</u>
8	251.9	249.1	244.2	249.2	248.2	<u>242.6</u>
	2018 Rdg Males	2019 Rdg Males	2020 Rdg Males	2018 Rdg Females	2019 Rdg Females	2020 Rdg Females
KG	147.5	146.9	<b>147.6</b>	148.3	148.6	<b>149.3</b>
1	166.1	167.9	164.6	167.4	169.0	165.9
2	179.7	179.3	<b>179.5</b>	181.7	181.2	<b>181.4</b>
3	194.2	194.5	193.6	197.1	196.2	195.8
4	208.3	207.0	204.9	209.2	208.2	206.2
5	215.7	215.1	213.2	217.6	217.5	215.4
6	221.3	222.1	221.9	223.0	222.7	<b>222.8</b>
7	227.4	226.0	<b>227.6</b>	229.1	228.5	226.7
8	205.0**	211.9***	<b>214.0</b>	208.0**	212.5***	<b>216.4</b>

\* 19 males and 22 females in 8<sup>th</sup> grade took the Reading NWEA in Fall 2018

\*\* 41 males and 24 females in 8<sup>th</sup> grade took the Reading NWEA in Fall 2019

\*\*\* 45 males and 25 females in 8<sup>th</sup> grade took the Reading NWEA in Fall 2020

## SUMMARY OF RESULTS

Overall, the fluctuations in Reading and Math average RIT scores this year had a similar impact on both Males and Females. Like typical years, Males out-performed Females in Math, and Females out-performed Males in Reading, with one exception among Seventh Graders, with Females slightly falling behind Males by **0.9 RIT points** having surpassed Males at this grade level in previous years.

In Reading, the Kindergarten to First Grade cohort saw **17.7 RIT points** growth in 2020 compared to **20.4 RIT points** growth for Males in 2019. For Females this Fall, the Kindergarten to First Grade cohort grew **17.3 RIT points** compared to **20.7 RIT points** in 2019 with expected growth being **19.2 RIT points**. As stated previously, this year most cohorts did not make expected Fall-to-Fall RIT growth. Last year, most cohorts made expected Fall-to-Fall growth targets, and in previous years there were few exceptions. Based on historical information, one can conclude that this Fall is truly an anomaly and the result of an atypical environment for students and staff.

Growth norms for Kindergarten decreased in 2020 compared to the 2015 norms by 3-5 RIT points. In a typical year, this cohort would be likely expected to meet the new targets.

### ETHNICITY FALL MEAN RIT COMPARISON - READING

**Bold** and **green** indicates a significant improvement and *Italics* and underlining indicates a significant decline for that group over the non-cohort group from the previous year. (\*=Fewer than 10 Students per Grade Level)

	2019 Asian	2020 Asian	2019 African-American	2020 African-American	2019 Hispanic	2020 Hispanic	2019 Caucasian	2020 Caucasian
KG	149.7	<b>153.7</b>	142.7	<b>143.9</b>	142.1	<b>147.7</b>	147.3	<b>147.8</b>
1	171.7	<b>174.1</b>	168.2	<u>158.2</u>	164.1	<u>164.0</u>	168.0	<u>164.7</u>
2	189.5	<u>187.1</u>	165.5	<b>177.6</b>	175.5	<u>174.9</u>	180.0	<u>179.8</u>
3	200.0	<b>204.9</b>	190.1	<u>183.7</u>	186.1	<b>189.9</b>	195.5	<u>194.4</u>
4	212.9	<u>207.6</u>	196.7	<u>196.3</u>	203.0	<u>197.4</u>	208.1	<u>206.0</u>
5	220.5	<u>219.1</u>	205.9	<u>200.8</u>	212.9	<u>206.9</u>	216.7	<u>214.6</u>
6	228.3	<u>224.9</u>	216.3	<u>214.0</u>	218.6	<u>217.2</u>	222.3	<b>222.7</b>
7	230.8	<b>232.2</b>	221.9	<u>219.4</u>	226.1	<u>223.2</u>	227.2	<u>227.1</u>
8	214.0	<b>218.0</b>	210.4	<b>214.3</b>	211.7	<b>214.7</b>	212.5	<b>214.8</b>

\*6 Asian/3 Black/6 Hispanic/26 Caucasian students took the NWEA Reading in Fall 2018 for Grade 8.

\*\*1 Asian/7 Black/6 Hispanic/50 Caucasian students took the NWEA Reading in Fall 2019 for Grade 8.

\*\*\*3 Asian/9 Black/6 Hispanic/51 Caucasian students took the NWEA Reading in Fall 2020 for Grade 8.

## SUMMARY OF RESULTS

When viewing results that contain lower numbers of students among student groups, it is important to understand that results can fluctuate from year to year. More importantly, the data explain more about student performance when focusing on cohort growth. Last year, among the African American student population, except for the Kindergarten to First Grade cohort, all students met the NWEA Fall-to-Fall national norm targets for Reading. Last year, the following cohorts surpassed the NWEA Fall-to-Fall national norm targets in Reading: Grades 1 to 2, 3 to 4, 4 to 5, 5 to 6, and 6 to 7. Two years ago, only the Fifth to Sixth Grade cohort surpassed their Fall-to-Fall targets with five of the eight cohort groups surpassing NWEA Fall-to-Fall national norm targets the prior year. This year, only the Grade 2 to 3 and Grade 5 to 6 cohorts surpassed Fall-to-Fall growth targets in Reading.

Among the Hispanic student population, four cohorts surpassed Fall-to-Fall National norm targets. Those cohorts were Grades K to 1, 2 to 3, 3 to 4, and 6 to 7. Last year, five cohorts met the targets, and two years ago, only three cohorts surpassed the NWEA Fall-to-Fall National norm targets. Like the African American population, although there was a sharp decline indicated for Eighth Grade students, there were very few students within that cohort causing the significant fluctuation.

### NATIONAL AND MINNETONKA ETHNICITY FALL MEAN RIT COMPARISON - READING

**Bold** and **green** indicates a significantly higher Minnetonka result compared to the National Norm for that particular subgroup and *Italics* and underlining indicates a significantly lower Minnetonka result compared to the National Norm for that particular subgroup. (\*=Fewer than 10 Students per Grade Level)

	2019 National Norms Asian	2020 Asian	2019 National Norms African- American	2020 African- American	2019 National Norms Hispanic	2020 Hispanic	2019 National Norms Caucasian	2020 Caucasian
K	NWEA does not have Asian Norms	153.7	Norms begin GR 3	143.9	Norms begin GR 3	147.7	Norms begin GR 3	147.8
1		174.1		158.2		164.0		164.7
2		187.1		177.6		174.9		179.8
3		204.9	185.0	<i>183.7</i>	182.7	<b>189.9</b>	192.9	<b>194.4</b>
4		207.6	193.8	<b>196.3</b>	191.8	<b>197.4</b>	202.0	<b>206.0</b>
5		219.1	200.5	<b>200.8</b>	198.2	<b>206.9</b>	208.6	<b>214.6</b>
6		224.9	204.5	<b>214.0</b>	203.1	<b>217.2</b>	213.8	<b>222.7</b>
7		232.2	208.3	<b>219.4</b>	206.6	<b>223.2</b>	217.8	<b>227.1</b>
8		218	212.3	<b>214.3</b>	209.7	<b>214.7</b>	221.8	<u>214.8</u>

\*1 Asian/7 Black/6 Hispanic/50 Caucasian students took the NWEA Reading in Fall 2019 for Grade 8.

\*\*3 Asian/9 Black/6 Hispanic/51 Caucasian students took the NWEA Reading in Fall 2020 for Grade 8.

## SUMMARY OF RESULTS

With the new norms released, there were no updated norms available for the specific ethnic student groups. The norms displayed in the table above reflect norms from the 2011 NWEA Norms Study. In 2020, with the new norms, the average RIT norms did not significantly change for all students, so it is reasonable to utilize the 2011 national norms for ethnic student groups to make comparisons among Minnetonka students. Across almost all grade levels the Minnetonka means are mostly significantly higher in every ethnic student group when compared to the national norms. Students are making more gains from one year to the next, compared to their student group counterparts nationally. Compared to the national norms, students in all grades out-performed their peers on the Reading (CCSS) assessment.

Fifth Grade African American students performed at the *Middle of Fourth Grade* level compared to all students. Fifth Grade Hispanic students performed at the *Beginning of Fifth Grade* level compared to all students. Typically, these student groups are performing at least a year below the NWEA national norms. Sixth Grade African American students are reaching the *Beginning of Seventh Grade* level compared to the national norms with Hispanic Sixth Graders reaching the *Beginning of Seventh Grade* level for all students as well. Due to the small populations in these student groups, it will be important that more analysis of specific student performance be conducted in order to meet individual student needs.

### ETHNICITY FALL MEAN RIT COMPARISON - MATH

**Bold** and **green** indicates a significant improvement and *Italics* and underlining indicates a significant decline for that group over the non-cohort group from the previous year. (\*=Fewer than 10 Students per Grade Level)

	2019 Asian	2020 Asian	2019 African American	2020 African American	2019 Hispanic	2020 Hispanic	2019 Caucasian	2020 Caucasian
KG	151.0	<b>159.3</b>	138.3	<b>147.8</b>	142.0	<b>149.0</b>	148.7	<b>152.2</b>
1	177.6	<i>176.6</i>	168.6	<u>159.6</u>	165.8	<b>166.0</b>	171.6	<i>168.4</i>
2	193.0	<i>192.4</i>	171.1	<b>183.3</b>	183.9	<i>183.8</i>	186.5	<i>185.9</i>
3	205.9	<b>207.9</b>	193.0	<u>187.0</u>	191.0	<b>195.7</b>	201.3	<i>198.3</i>
4	222.6	<u>215.0</u>	202.0	<u>196.4</u>	206.3	<u>198.9</u>	213.1	<i>209.2</i>
5	232.3	<b>233.1</b>	206.8	<b>208.4</b>	216.9	<i>212.8</i>	225.7	<u>220.0</u>
6	242.1	<i>237.2</i>	218.2	<u>213.3</u>	223.5	<b>223.9</b>	231.4	<i>228.6</i>
7	246.6	<b>248.2</b>	231.7	<u>224.6</u>	234.9	<u>227.4</u>	240.2	<i>236.3</i>
8	259.7	<u>253.2</u>	237.3	<i>233.3</i>	240.0	<i>239.5</i>	249.9	<u>243.5</u>

## SUMMARY OF RESULTS

Results in Math on the Fall 2020 NWEA were strong in some areas and below last year's performance in most areas.

Among the African American student population, the following cohorts surpassed the NWEA Fall-to-Fall national norm targets in Math: Grades **K to 1**, **2 to 3**, **5 to 6**, and **6 to 7**. Last year, the same number of cohorts surpassed the NWEA Fall-to-Fall National norm targets.

Among the Hispanic student population, three cohorts surpassed Fall-to-Fall National norm targets. Those cohorts were Grades **K to 1**, **1 to 2**, and **5 to 6**. Last year, five cohorts surpassed the Fall-to-Fall national targets, and two years ago, three cohorts surpassed the NWEA Fall-to-Fall National norm targets. It will be important to review the Fourth to Fifth Grade year, as this is the fourth year in a row that this grade span saw students not meet Fall-to-Fall national targets in Math. It is encouraging to see that both African American and Hispanic student groups made positive gains from last Fall to this Fall, considering the majority student group, on average, did not meet the national Fall-to-Fall growth targets.

### NATIONAL AND MINNETONKA ETHNICITY FALL MEAN RIT COMPARISON - MATH

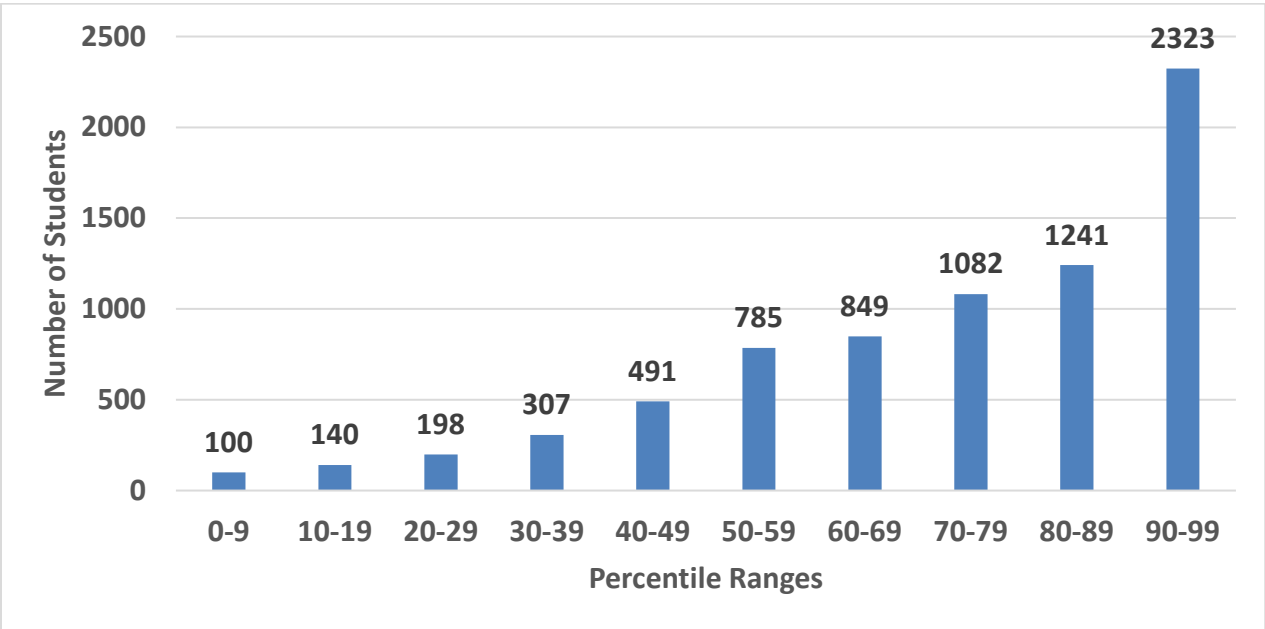
**Bold** and **green** indicates a significantly higher Minnetonka result compared to the National Norm for that particular subgroup and *Italics* and underlining indicates a significantly lower Minnetonka result compared to the National Norm for that particular subgroup. (\*=Fewer than 10 Students per Grade Level)

	2019 National Norms Asian	2020 Asian	2019 National Norms African-American	2020 African-American	2019 National Norms Hispanic	2020 Hispanic	2019 National Norms Caucasian	2020 Caucasian
K	NWEA does not have Asian Norms	159.3	Norms begin GR 3	147.8	Norms begin GR 3	149.0	Norms begin GR 3	152.2
1		176.6		159.6		166		168.4
2		192.4		183.3		183.8		185.9
3		207.9	188.4	<i>187.0</i>	187.2	<b>195.7</b>	195.0	<b>198.3</b>
4		215.0	198.7	<i>196.4</i>	197.4	<b>198.9</b>	205.6	<b>209.2</b>
5		233.1	206.8	<b>208.4</b>	204.9	<b>212.8</b>	214.1	<b>220.0</b>
6		237.2	212.2	<b>213.3</b>	211.0	<b>223.9</b>	221.2	<b>228.6</b>
7		248.2	217.2	<b>224.6</b>	215.5	<b>227.4</b>	227.2	<b>236.3</b>
8	253.2	222.3	<b>237.3</b>	218.5	<b>239.5</b>	232.3	<b>243.5</b>	

**SUMMARY OF RESULTS**

Minnetonka students in all grade levels outperformed their peers across the nation in Math by a significant margin in most cases. The Hispanic population out-performed the Caucasian population nationally at all grade levels for the fifth year in a row. The African American population out-paced the Caucasian population nationally, except for Grades 3 and 4. The Asian population out-performed the Caucasian population nationally, with Fifth Graders reaching *Beyond the Twelfth Grade* level according to national targets. The numbers of students in these populations are small compared to Caucasian students, so it is very likely that results will fluctuate greatly from year to year either positively or negatively. Seventh Grade African American students are performing at the *Middle of Seventh Grade* level nationally regardless of ethnicity. In addition, by Seventh Grade, Hispanic students are performing at the *Middle of Eighth Grade* level compared to the nation. Regardless of ethnicity, students receive differentiated instructional support designed to help them reach individual growth targets. It is important for us not to jump to conclusions based on positive or negative trends among populations with a small number of students, as it is most effective to monitor smaller student group performance over time.

**FALL MATH DECILE DISTRIBUTION FOR ALL STUDENTS**

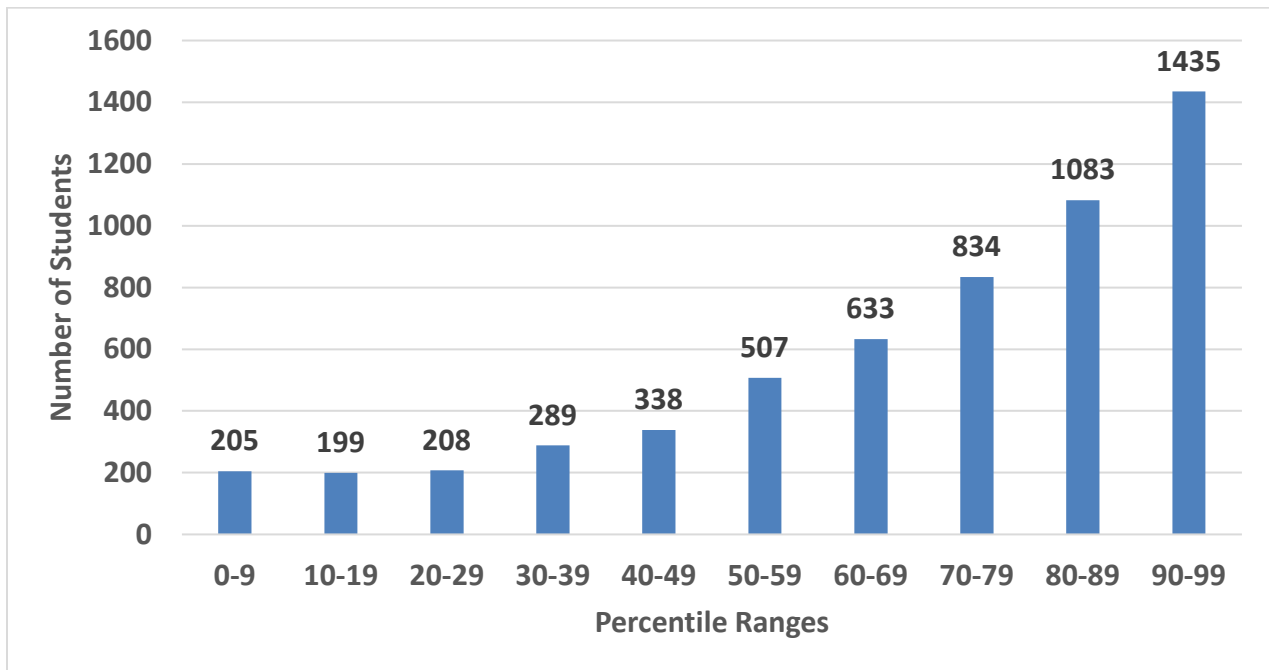


**SUMMARY OF RESULTS**

There were 7516 students who took an NWEA Math assessment this Fall compared to 7518 in 2019. 2323 students, or **30.9 percent**, reached the **90-99<sup>th</sup> percentile** in Math, which is down from **34.3 percent** in 2019 and **34.6 percent** in 2018. In addition, 1241 students, or **16.5 percent**, reached the **80-89<sup>th</sup> percentile**, which is up from last Fall's total of **15.8 percent** and **15.9 percent** in 2018. Last year, **9.8 percent** of students

performed below the **40<sup>th</sup> percentile** compared to **9.9 percent** this year. A slightly lower percentage of students (**decrease of 2.7 percent**) performed at the upper levels (**80-99 percentile**) of the NWEA Math assessment, and a slightly higher percentage (**0.1 percent increase**) performed at the lowest levels compared to 2019, which at **9.9 percent**, is a second all-time best. Despite the drop-off in average RIT scores across most grade levels in Math, students performed solidly compared to the nation, and to some extent, surpassed the expectations for student Math performance based on NWEA research regarding the impact of COVID on national math results. In addition, the introduction of supplemental curriculum materials and staff development has added an extra emphasis in this subject area among the elementary schools. Finally, quarterly math meetings, focusing on the alignment of curriculum to standards and an analysis of strand data, informed math instruction at the middle school level throughout the year. There were **745 students** who performed below the **40<sup>th</sup> percentile**, and those students may qualify to receive additional services beyond the classroom. Last year there were **858 students** who performed below the **40<sup>th</sup> percentile**. Currently, school staff have finalized the groups who need additional support and will begin providing the necessary targeted support in the coming days.

### FALL READING DECILE DISTRIBUTION FOR ALL STUDENTS



### SUMMARY OF RESULTS

There were 5731 students that took an NWEA Reading assessment this Fall compared to 5812 in 2018. 1435 students, or **25.0 percent**, reached the **90-99<sup>th</sup> percentile** in Reading, which is a slight decrease compared to **25.7 percent** last Fall and **25.9 percent**



in 2018. In addition, 1083 students reached the **80-89<sup>th</sup> percentile (18.9 percent)**, which is a **1.0 percent** increase compared to last Fall. **17.7 percent** reached this level in 2018. Last year, **16.4 percent** of students performed below the **40<sup>th</sup> percentile** compared to **15.7 percent**.

Overall, Reading results are considered to be strong, and the number of students performing below the **40<sup>th</sup> percentile** is 901 compared to 955 a year ago. The number performing in the highest ranges is 2518 compared to 2527 from a year ago. The wide range of student performance illustrates the need for differentiation in classrooms as a majority of students are ready for above grade level coursework. The language arts standards require students to understand complex texts and employ critical reading strategies. At both the elementary and secondary level, the language arts curriculum review teams have revised existing curriculum and assessments to align more closely with the new standards. In addition, three years ago several teachers implemented new materials that were designed to meet the increased rigor of the new standards. Also, the use of the Leveled Literacy Intervention (LLI) helped to serve students who were performing slightly below the grade level standard, but not as low performing as students needing more intense support.

### **FALL NWEA MATH SUB-TEST SCORES FOR KINDERGARTEN THROUGH EIGHTH GRADES**

Beginning in the Fall of 2016, the middle schools changed to the Math 6+ Test, dropping the End of Course Assessments taken in Algebra I, Algebra II, and Geometry. By taking the Math 6+ Assessments, teachers are able to utilize NWEA resources, such as the Learning Continuum, Student Profile, and Khan Academy in order to provide targeted support for students based upon their RIT scores.

The chart below illustrates middle school sub-test performance results from the Fall of 2016-2020 using the NWEA Math 6+ assessment.

	2016	2017	2018	2019	2020
Algebra	239.6	240.9	240.0	239.8	236.3
Geometry and Measurement	240.4	241.2	240.6	239.0	235.8
Number Sense	240.9	241.9	241.6	240.2	236.1
Stats and Probability	242.4	242.8	242.5	240.5	237.4

\* Note: In Fall 2012, different assessments were administered at the elementary and middle schools for Reading and the middle schools for Math. Elementary and middle school students took the NWEA MAP Reading Common Core State Standards (CCSS) Assessment. NWEA changed to the common core assessment due to the MCA changing this year to the MCA III Reading. The MCA III Reading is aligned to the Common Core State Standards. (Grades K-1 have different sub-tests)



The Math tables listed below display the *Combined District RIT* for the grade levels taking the assessment, and below those results are each of the grade levels that took the assessment and the *District Mean RIT* for that particular grade level. The new Primary Grades K-1 Test was offered for the first time in 2016. The new assessment, also named MAP for Primary Grades, measures four strands and is consistent with the strands measured for Grades 2-8. In addition, middle school students have all taken the Math 6+ assessment as opposed to taking the End of Course Assessments. The Math 6+ assessments allows teachers to utilize the Learning Continuum resource. This resource provides specific information about skills to teachers to help them plan instruction based on student RIT scores. Teachers are able to target a student's instructional level and foresee what content students will learn beyond their instructional level. This tool allows teachers to differentiate instruction based on students' needs.

## FALL MATH SUB-TEST SCORES FOR KINDERGARTEN THROUGH EIGHTH GRADES

Math For Primary Grades K-1		Combined RIT 2019	Combined RIT 2020
Number and Operation		158.8	161.0
Algebra		157.0	157.3
Geometry and Measurement		160.5	161.9
Data Analysis		162.2	160.9
	<b>Number of Students</b>	<b>Math Mean RIT</b>	<b>Math Mean RIT</b>
Kindergarten		851	148.3
Grade 1		795	171.7

Math Grades 2-5		Combined RIT 2019	Combined RIT 2020
Number and Operation		205.5	202.7
Algebra		205.7	203.6
Geometry and Measurement		207.1	205.1
Data Analysis		207.2	203.4
	<b>Number of Students</b>	<b>Math Mean RIT</b>	<b>Math Mean RIT</b>
Grade 2		857	186.4
Grade 3		800	201.2
Grade 4		835	212.5
Grade 5		857	225.2

Math Grades 6+		Combined RIT 2019	Combined RIT 2020
Algebra		239.8	236.3
Geometry and Measurement		239.0	235.8
Number Sense		240.2	236.0
Stats and Probability		240.5	237.4
	<b>Number of Students</b>	<b>Math Mean RIT</b>	<b>Math Mean RIT</b>
Grade 6		808	231.9
Grade 7		813	241.5
Grade 8		868	250.5

### SUMMARY OF RESULTS

#### Math for Primary Grades K-1

For students in Kindergarten and First Grade taking the NWEA Math for Primary Grades Assessment, there was a decrease in all strands with Data Analysis being the greatest area for growth, followed by Number and Operations. Last year, Number and Operations was an area identified for growth, which is typical of this grade level following Fall testing. It is also important to note that Kindergarteners this year surpassed Kindergarteners from

last year by a statistically significant **5.2 RIT points**, indicating that the First Grade **3.1 RIT point** drop was the main contributor to the lower combined RIT scores displayed in the table above. According NWEA, the standard of error is three RIT points, which shows that the drop in average RIT score was considered statistically significant. Kindergarten students on average performed at the *Middle of Kindergarten* level nationally. First Graders performed at the *Middle of First Grade* nationally, which was the same level as last year according to the former 2015 norms. These levels are consistent with previous years, however, schools are strongly encouraged to focus on the strands in which they under-performed in this Fall.

### **Math Grades 2-5**

On the NWEA Math 2-5 Assessment students in Grades Two through Five showed an atypical performance compared to last year, and the standard of error indicates one of the four strands saw decreases outside of the standard of error with Grades 4 and 5 showing statistically significant decreases in the average RIT score. Conclusions regarding areas of specific focus were made after reviewing data among students who scored within the five levels identified by NWEA. Students are identified as either *Low*, *Low Average*, *Average*, *High Average*, or *High* based on their national percentiles. Students in the *Low* and *Low Average* categories scored between the 1-40 percentiles, while students in the *Average* range scored between the 41-60 percentiles. The *High Average* category reached the 61-84 percentiles, with the *High* group are reaching the 85-99 percentiles. Once students were identified by percentile ranges, teachers were able to focus their instructional targets based on students' needs by test strand. It will be important for teachers to set individual goals with their students to allow students to be more aware of their strengths and areas for growth.

### **Math 6+**

Students in Grades 6-8 took the Math 6+ test this year. Each of the grade levels experienced statistically significant decreases compared to their same grade counterparts from a year ago. None of the cohort groups experienced more than one year of missing Fall-to-Fall growth targets, which indicates that this was an atypical Fall performance, consistent with the national NWEA research predicting lower Math results this year. According to the average RIT score performance in the table, Grade 6 students performed at the *Middle of Eighth Grade* level, and Grade 7 and 8 students performed *Beyond the Twelfth Grade* level. Teachers will be able to use the Learning Continuum based on the Math 6+ results to identify specific skills in which students need support. This tool allows staff to view data at a granular level in order to provide students to skills in which they will be assessed again in the Spring.

The Reading tables listed below display the *Combined District RIT* for the grade levels taking the assessment, and below those results are each of the grade levels that took the assessment and the *District Mean RIT* for that grade level. (Grades K-1 have different sub-tests; most students in Grade Eight do not take the Reading Assessment). Grades 2-5 transitioned to taking the Reading Common Core State Standards assessment in 2012. Grades K-1 began taking the Reading Common Core State Standards assessment three years ago. The newer K-1 assessment will help all staff provide support for students as they transition from the MAP Primary Grades Test to the MAP 2-5 Test.

**FALL READING SUB-TEST SCORES FOR KINDERGARTEN THROUGH SEVENTH GRADES**

<b>Reading For Primary Grades K-1</b>		<b>Combined RIT 2019</b>	<b>Combined RIT 2020</b>
Foundational Skills		155.4	153.9
Vocabulary		159.9	159.0
Literature and Informational Text		159.7	158.4
Language and Writing		153.8	153.7
	<b>Number of students</b>	<b>Reading Mean RIT</b>	<b>Reading Mean RIT</b>
Kindergarten	530	147.2	148.3
Grade 1	473	168.4	165.3

<b>Reading Grades 2-5 Common Core (CCSS)</b>		<b>Combined RIT 2019</b>	<b>Combined RIT 2020</b>
Informational Text		202.0	200.7
Literature		202.5	201.0
Foundational Skills and Vocabulary		201.6	200.3
	<b>Number of students</b>	<b>Reading Mean RIT</b>	<b>Reading Mean RIT</b>
Grade 2	541	180.4	180.4
Grade 3	799	195.4	194.7
Grade 4	835	207.2	205.5
Grade 5	857	216.3	214.2

<b>Reading Grades 6+ Common Core (CCSS)</b>		<b>Combined RIT 2019</b>	<b>Combined RIT 2020</b>
Informational Text		225.0	224.8
Literature		224.8	224.3
Foundational Skills and Vocabulary		225.0	225.2
	<b>Number of students</b>	<b>Reading Mean RIT</b>	<b>Reading Mean RIT</b>
Grade 6	782	222.5	222.3
Grade 7	790	227.2	227.1

## **SUMMARY OF RESULTS**

### **Reading For Primary Grades K-1**

On the Primary Grades Tests, there were strong performances among Kindergarten students, and First Graders experienced a statistically significant drop of **3.1 RIT points** contributing to the combined decrease in strand level RIT performance. Teachers at each of the elementary schools studied their data, and it is recommended that the focus be in the areas of Foundational Skills along with Literature and Informational Text.

### **Reading Grades 2-5 Common Core (CCSS)**

Grades 2-5 performance saw a slight decrease in performance within all three of the strands and three of the four grade levels compared to their same grade level counterparts from a year ago. Although the decreases are not statistically significant, they are worth noting. After reviewing the cohort performances, it can be concluded that this was an atypical year for Reading performance in that no cohorts showed more than one year of not meeting their Fall-to-Fall targets with the exception of the English Grade 3 cohort. However, Third Graders are currently performing at the *Middle of Third Grade* level, and by Fifth Grade the growth appears to be accelerated, with Fifth Graders performing at the *Beginning of Seventh Grade* level and Sixth Graders reaching the *Middle of Tenth Grade* level. After reviewing the data, most students should be focusing on *Literature*. The Making Meaning curriculum provides the resources teachers need to focus on this strand, as it is a particular strength of this program.

### **Reading Grades 6+ Common Core (CCSS)**

Seventh Graders are performing *beyond the Twelfth Grade* level in Reading and Sixth Graders are reaching the *Middle of Tenth Grade* level. An area of growth among middle school students could be in *Literature*. *Literature* is typically an area of strength among most grade levels district-wide, and although there was a slight drop in this area, the decrease is not considered to be statistically significant.

## **RECOMMENDATIONS FOR ACTION**

### **PREVIOUS FALL SCORES COMPARED TO CURRENT FALL SCORES**

The NWEA Fall results are a snapshot in time of student performance, and the results should be used in conjunction with other formative assessments to make instructional decisions. Elementary and middle school staff used Oral Reading Fluency Assessments and Benchmarking Assessments to triangulate data to ensure ample data is used to help drive instruction. Utilizing the *Learning Continuum* (analysis software) information developed by NWEA, teachers will have tools to help them differentiate for their students. Also, teachers have access to their *edSpring One-Click Reports* to help provide deeper analysis of student performance and provide a predictor for MCA Reading and Math Test

performance in the Spring. This will enable teachers to participate in differentiated professional development at their own pace or with their grade level teams. As shared throughout the report, cohort and non-cohort groups of students saw decreases according to the NWEA Fall-to-Fall national norms measurement, however, NWEA has strongly cautioned school districts to view the data cautiously and provided research predicting a significant drop in average Math (**50 percent**) and Reading (**30 percent**) scores. This research coupled with the newly released 2020 norms make it very important that results are reviewed in context with previous performances when making site Reading and Math goals for the remainder of the school year.

## **LIMITED ENGLISH PROFICIENCY (LEP) STUDENT GROWTH COMPARED WITH ENGLISH STUDENTS**

At a national level, beginning of the year Fourth Graders reach an average RIT score of **196.7** in Reading. With an average RIT score of **189.2 (up from 186.1)**, Minnetonka Fourth Grade LEP students are performing on a beginning of the year Third Grade level compared to the national average of all students in Reading. By Fifth Grade, with an average RIT score of **184.0**, Minnetonka LEP students are performing as a middle of the year Second Grader in Reading, although it is important to note that there were only **9** LEP students tested in Reading. There was a noticeable increase in performance among the current group of LEP students for Grades K, 2, 4, 7 and 8 in Reading.

## **SPECIAL EDUCATION**

When reviewing the data for Special Education, it is important to note the lower number of students within this population. In addition, it is also important to study the growth students are making within cohorts. We measure cohort growth with the non-special education population compared to the special education population to monitor gaps in each of their growth from one year to the next. It is a goal for students in Special Education to grow at the same rate or better than students not receiving Special Education services to close the achievement gap.

First, Special Education students out-performed last year's counterparts in Math in Kindergarten compared to Grade 7 surpassing their same grade counterparts last year. In Reading, they out-performed or remained the same as their counterpart's average score from a year ago within all grade levels as seen in the table above, with the exception of Grade 7, where students experienced a slight decrease in average RIT score of **1.4 RIT points**.

It is typical for Special Education students to perform at least one grade level below compared to all students nationally. Overall, Special Education students mirrored the national trends predicted by NWEA research in Math for all students, and they surpassed expectations in Reading.

For Special Education students, it will be important to measure their growth in the winter, especially for those students performing below the 40<sup>th</sup> percentile. Special Education teachers will need to work with classroom teachers to analyze the specific grade level data found in the NWEA MAP grade level report. This report was shared during data discussion meetings at each of the elementary schools. In addition, Special Education teachers, Reading Specialists, Limited English Proficient Teachers, and various building leaders all have full access to reporting tools from the NWEA and edSpring sites and have been shown how to access the reports and work with the data. This will prove to be useful when analyzing strand level data in a timely manner. In addition to the report access, it is recommended that buildings create or update common assessments to provide teachers the opportunity to view data through item analysis. The NWEA site provides sample questions tied to the strands to help with these types of assessments, however, the assessments themselves are not disaggregated at the individual item level.

## **DISTRICT PERFORMANCE COMPARED TO NATION**

Minnetonka student performance mirrored national expectations in that there was a clear drop in Math performance in Math at most grade levels with less of a decrease in Reading. Again, the performances this year were predicted by NWEA. According to NWEA research, “Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.”

The article provides context for the District, because it discusses the projected steep dips in learning gains, especially in Math. When viewing the non-cohort Math performance, Fourth, Fifth, Seventh, and Eighth Grade Math results, show that students decreased three RIT points or more compared to their same grade counterparts from a year ago. Again, the only cohort not to meet the Fall-to-Fall growth targets two years ago is the current Fifth Grade cohort. This is worth noting, because all other cohorts only showed a one year decline in performance indicating an atypical widespread decrease in student performance. Reading did not show the same drops in performance as Math, and according to the NWEA research, students are expected to retain 70 percent of learning gains this year relative to a typical school year.

## **IMMERSION**

When students reach the Fourth and Fifth Grades, the performance gaps between English and Immersion that may have existed earlier disappear for both Reading and Math. As Immersion continues to grow at the secondary level, the program should be monitored closely. There is a District Immersion Team in place that is focusing on this topic. The team is composed of Elementary and Middle School Teachers, Principals, and Teaching and Learning Staff.

Most non-cohort data shows that students earned lower average RIT scores. For Math, the Grade 2 to 3 cohort did not meet Fall-to-Fall growth targets, however, this cohort met the targets from First to Second Grades. The Grade 3 to 4 cohort did not meet Fall-to-Fall targets either, however, this cohort met the targets when they transitioned from Grades 2 to 3. The one cohort in Math that did not meet Fall-to-Fall targets two years in a row is the English Grade 5 cohort. They fell short of meeting the target this year, and they did not meet the target from Third to Fourth Grade, missing the mark by **0.7 RIT points** that year. This group will be an area of focus. Lastly, the Grade 5 to 6, 6 to 7, and 7 to 8 cohorts did not meet the Math Fall-to-Fall growth targets, however, each one of these cohorts met the targets the prior year. Overall, **6 of 20** cohorts met Fall-to-Fall growth targets in Math.

For Reading, Kindergarten, Grade 2 Chinese Immersion, Grade 6 Spanish Immersion, and Grade 7 and 8 English students out-performed their same grade counterparts from a year ago. According to NWEA research, the drops in average RIT score performance for Reading were predicted to not less significant as the decline in Math, and this prediction held true for Minnetonka students. In fact, **7** of the **24** cohorts met Fall-to-Fall growth targets. Those that did not, met Fall-to-Fall growth targets the prior year, except for the Grade 3 English cohort. This cohort did not meet Fall-to-Fall growth targets the prior year either, missing the target by **0.9 RIT points** that year. This group will be an area of focus.

## **HIGH POTENTIAL/NAVIGATOR PROGRAMS**

Since most students are performing within the 90<sup>th</sup>-99<sup>th</sup> percentile, there are many students who are not identified as High Potential, but have some similar needs. The Learning Continuum is a tool from NWEA that can help identify what students are ready to learn if they are far above grade level. When students have exceeded the limits of the test other measures there is a plan in place to examine other assessment options. The High Potential leadership and staff will look closely at any negative-trend data and will continue their work that was begun with the curriculum review where achievement gaps were addressed.

Teachers would benefit from staff development focused on the use of guided Math instruction. Guided Reading has historically been an instructional tool for teachers, but there is a trend in education to implement guided Math instruction. Within this instructional model, teachers can make subtle changes to their instruction in order to increase the rigor in the classroom, especially for the students performing at the highest levels, thus impacting growth for a population that is already performing at or near record high levels.

Lastly, since the implementation of the edSpring data mining system, teachers can view their students' data with an increased awareness. This system allows teachers to measure how their students are predicted to meet the state standards on the MCA tests



when they are taken in Third through Eighth Grades. In addition to understanding if their students are on target, teachers are able to measure students accelerated growth beyond the NWEA national norms, which is beneficial for challenging students are not only performing well below grade level but for students reaching the upper reaches of the NWEA RIT scale. Coupled with the edSpring and NWEA sites, teachers have access to a comprehensive school data profile that contains several years of trend data to track grade levels, programs, and strand level data for individual sites. This file should be used to view standardized assessment data over time, as intended. Lastly, the *Student Profile* offered by NWEA will help teachers set individual student goals with students to help involve students in the goal setting process.

## **GENDER**

The results from the Reading assessment should be used to carefully monitor students' performance throughout the year. This assessment could serve as a predictor for the Spring MCA III Reading since that assessment is also aligned to the Common Core State Standards.

Most elementary schools and the middle schools have created building goals that were tied to Math in previous years. However, last year and this year, many buildings appear to be focusing their efforts in Reading. A study of the new standards and new Learning Continuum information from the NWEA site would benefit teachers greatly in their planning.

## **ETHNICITY**

Last year, among the African American student population, except for the Kindergarten to First Grade cohort, all students met the NWEA Fall-to-Fall national norm targets for Reading. Last year, the following cohorts surpassed the NWEA Fall-to-Fall national norm targets in Reading: Grades **1 to 2**, **3 to 4**, **4 to 5**, **5 to 6**, and **6 to 7**. Two years ago, only the Fifth to Sixth Grade cohort surpassed their Fall-to-Fall targets with five of the eight cohort groups surpassing NWEA Fall-to-Fall national norm targets the prior year. This year, only the Grade **2 to 3** and Grade **5 to 6** cohorts surpassed Fall-to-Fall growth targets in Reading.

Among the Hispanic student population, four cohorts surpassed Fall-to-Fall National norm targets. Those cohorts were Grades **K to 1**, **2 to 3**, **3 to 4**, and **6 to 7**. Last year, five cohorts met the targets, and two years ago, only three cohorts surpassed the NWEA Fall-to-Fall National norm targets. Like the African American population, although there was a sharp decline indicated for Eighth Grade students, there were very few students within that cohort causing the significant fluctuation.

Among the African American student population, the following cohorts surpassed the NWEA Fall-to-Fall national norm targets in Math: Grades **K to 1**, **2 to 3**, **5 to 6**, and **6 to 7**.

7. Last year, the same number of cohorts surpassed the NWEA Fall-to-Fall National norm targets.

Among the Hispanic student population, three cohorts surpassed Fall-to-Fall National norm targets. Those cohorts were Grades **K to 1**, **1 to 2**, and **5 to 6**. Last year, five cohorts surpassed the Fall-to-Fall national targets, and two years ago, three cohorts surpassed the NWEA Fall-to-Fall National norm targets. It will be important to review the Fourth to Fifth Grade year, as this is the fourth year in a row that this grade span saw students not meet Fall-to-Fall national targets in Math. It is encouraging to see that both African American and Hispanic student groups made positive gains from last Fall to this Fall, considering the majority student group, on average, did not meet the national Fall-to-Fall growth targets.

Teachers can work to create common assessments to address the target skills necessary to increase performance among a particular strand. Assessments can be in the form of homework, quizzes, tests, and differentiated activities. In previous discussions, teachers learned more about formative assessment using *Google Apps for Education*. This tool will help to expand what has already been in practice. Teachers now have the ability to assess students in an efficient manner that provides immediate feedback, resulting in a more effective way to differentiate for students.

Teachers should use the Learning Continuum tool to help them plan with the new strands and sub strands within the strands as all the NWEA information embedded in the edSpring product.

## **OPEN ENROLLMENT**

In **13** out of **18** areas for comparison, Open Enrolled students outperformed their Resident counterparts on the Fall 2020 NWEA Test compared to **10** out of **18** areas in 2019 and **6** out of **18** areas in 2018. For several years, with no exception in 2020, in all cases for both Reading and Math, the differences between the two groups' performances is not considered to be statistically significant. It is difficult to view cohort data in this category because students may open enroll at different grade levels each year. However, 2019 Kindergarten Open-Enrolled students performed within **0.4 RIT points** on the Math Test and within **0.5 RIT points** of Resident students as First Graders. The Open-Enrolled cohort grew by **20.3 RIT points** and the Resident cohort grew by **20.2 RIT points**. Expected Fall-to-Fall growth from Kindergarten to First Grade is **20.5 RIT points**. At all grade levels, the mean RIT scores are similar for both Math and Reading. This is consistent with previous years. Due to the standard of error of  $\pm 3.0$  RIT points, the differences in performances between the two groups is virtually non-existent.

The growth of Open Enrollment in Minnetonka benefits the District from the perspective of student achievement. As the District continues to attract families from outside the attendance boundaries, it should be noted that this influx of students not only brings

revenue to the District, but it also raises the level of academic achievement across the District.

## **MATH**

There is a need for differentiation in classrooms as a majority of students are ready for above grade level coursework in Math. It is important that we address the needs of students who despite our best efforts are not succeeding as well as those students who already know the information that is typically provided in our curriculum. Teachers continue to identify differentiation for the highest performing students as one of their top priorities. With the implementation of supplemental math strategies and materials at the elementary level, teachers will be able to emphasize both the concrete and the abstract concepts needed to meet the range of learners. These strategies also introduce and reinforce algebraic reasoning. Middle school teachers will need to work to differentiate for their students within each of the courses by using common formative assessments throughout the year to help drive instruction. In addition, middle school teachers will utilize the *Road to Success* strategies they have developed to regularly monitor students who are receiving academic intervention.

## **READING**

Students scoring below the 40<sup>th</sup> percentile will need support from a building Reading Specialist. The support provided to students through this model should be used to supplement instruction already occurring in the student's regular classroom. At the middle school level, it is important to tie in reading strategies across the curriculum regardless of the content area. In addition, middle school teachers can look more closely at the *Literature* strand along with corresponding state standards to identify specific areas of needs for their students.

Middle school departments should differentiate for students who are excelling among other strands identified by the assessment. They should continue to create common assessments to help them target the specific pre-requisite skills necessary to perform successfully on a given strand.

Teachers at the elementary level can address writing needs across all areas with the *Being a Writer* curriculum materials and comprehension needs with the *Making Meaning* materials. *Literature* should be an emphasis for the elementary language arts review team. This work has already begun with the work by teachers to align instructional practices with the English Language Arts standards. The proactive work and deeper analysis by teachers will enable them to have success with implementation of the new Reading curricular materials.

## LEARNING CONTINUUM

Teachers that are working with struggling learners should use the NWEA Learning Continuum to help assist with determining appropriate interventions. The Learning Continuum was introduced to staff during data day discussions. All teachers were encouraged to use this information as they work to provide differentiated instruction within the classroom. In addition, teachers will need to work through their Skyward resources to consult the Curriculum Maps for the grade levels below to provide support for struggling learners and for the grade levels above to provide support for learners who already know certain concepts.

## Multi-Tiered Systems of Supports (MTSS)

The District uses NWEA data and fluency data to identify students in need of additional Reading and Math support. This practice has been used for the past 10 years and has been successful for identifying the most struggling students based on data. This ensures that all students are identified consistently; previously students were not identified using multiple measures. Multiple measures need to be used for students as they enter MTSS services at the middle school level and should be used to exit students from these services as well. Currently, middle school administrators have improved and implemented plans for the MTSS process at the middle schools.

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## RECOMMENDATION/FUTURE DIRECTION:

The information provided in this report is designed to update the School Board on the results of the Fall 2020 administration of the NWEA assessment.

Submitted by:  \_\_\_\_\_  
Matt Rega, Director of Assessment

Concurrence:  \_\_\_\_\_  
Dennis Peterson, Superintendent

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

Study Session Agenda Item #4

Title: Goal Three Discussion

Date: November 19, 2020

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**EXECUTIVE SUMMARY**

The District's Goal 3 states the following:

***Goal 3: District Strategic Plan***

*Create and publish a five-year Strategic Plan for the district with a specific lens toward the implication of flattening enrollment and the state-imposed levy cap. Update will be presented for review by April 2021 including new learnings.*

*Key components should include:*

- *Space and capacity plans for students, classrooms and non-instructional spaces*
- *Facility upkeep and maintenance plans for education and non-instructional spaces*
- *Technology plan for fixed assets (infrastructure) and variable (students, staff, vendors) needs and expenses*
- *Curriculum that is demonstrably meeting the needs of tomorrow's workforce*
- *District budget that considers the effects of enrollment trends, facility needs and provides options that deal with fluctuations of state/local funding and enrollment.*

The Board will provide more guidance on its expectations for completing Goal 3.

Submitted by:



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Dennis L. Peterson  
Superintendent of Schools

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

**Study Session Agenda Item #5**

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

**Date: November 19, 2020**

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**EXECUTIVE SUMMARY**

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

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**ATTACHMENTS:**

- Policy 504: Student Dress and Grooming Code

**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***

## MINNETONKA PUBLIC SCHOOLS

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### Policy #504: STUDENT DRESS AND GROOMING CODE

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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.

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

A. The Minnetonka Public Schools encourage students to take pride in their attire at school. The dress and grooming 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.

#### **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).

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.
- 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.
- 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.
- 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.



- F. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.
- 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. 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>• T-shirt to cover</li> <li>• Student is notified</li> </ul>	<ul style="list-style-type: none"> <li>• Record of offense</li> <li>• <u>Letter home</u></li> <li>• T-shirt to cover or sent home</li> <li>• <u>Student is notified</u></li> <li>• <u>Letter home</u></li> </ul>	<ul style="list-style-type: none"> <li>• Record of Offense</li> <li>• <u>Detention as assigned</u></li> <li>• T-shirt to cover or sent home</li> <li>• <u>Detention or appropriate consequence as assigned</u></li> </ul>

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

\* 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.

**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

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

Study Session Agenda Item #6

Title: Third Reading of Goal Two-related  
Policies

Date: November 19, 2020

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**EXECUTIVE SUMMARY**

The following policies are being brought forth for a third reading:

- 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, disability, or status with regard to public assistance, age, or any additional characteristic 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 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.
- 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 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*

# 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, marital status, parental status, status with regard to public assistance, 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, 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.

***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*

# 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 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 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 diversity of the United States, the historical and contemporary contributions of 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 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*



# 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 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*

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*Adopted: August 7, 2014*

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*Reviewed: October 22, 2020*

*Reviewed: November 19, 2020*



# 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*

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

Study Session Agenda Item #7

Title: First Reading of Policy #522:  
Title IX Sex Nondiscrimination Policy,  
Grievance Procedure and Process

Date: November 19, 2020

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**EXECUTIVE SUMMARY**

In May 2020, the U.S. Department of Education released new Title IX Rules. This comprehensive re-write of those regulations requires all public school districts to ensure that policies conform to the new rules with new definitions and complaint/grievance processes. Previously, the Minnetonka Schools' compliance with Title IX was couched in Policy 534. Under these new rules, MSBA recommends that an entirely new policy be adopted to ensure full compliance with new, more comprehensive USDE regulations.

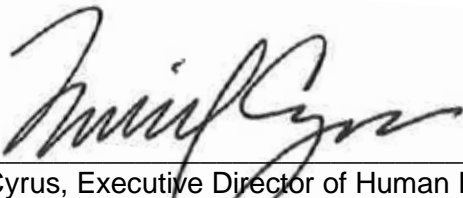
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**ATTACHMENTS:**


- Policy 522: Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process

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

  
Michael Cyrus, Executive Director of Human Resources

Concurrence: \_\_\_\_\_

  
Dennis Peterson, Superintendent

# MINNETONKA PUBLIC SCHOOLS

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## Policy #522: TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

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### I. PURPOSE

The purpose of this policy is to ensure that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any District program or activity.

~~*[Note: On May 6, 2020, the U.S. Department of Education, Office for Civil Rights (OCR), released the long-awaited final rule amending Title IX regulations at 34 C.F.R. Part 106. These regulations, which go into effect on August 14, 2020, are the first Title IX regulations applicable to sexual harassment and are applicable to complaints by both school district students and employees. The extensive regulations will require districts to revise their policies and procedures with respect to sexual harassment and ensure that administration and staff are trained on the new requirements.]*~~

~~*The final rule requires school districts to provide notice of its nondiscrimination policy and grievance procedures, including how to file or report sexual harassment and how the school district will respond to the following groups: applicants for admission and employment; students; parents or legal guardians; and unions or professional organizations holding agreements with the school district. 34 C.F.R. § 106.8(b). The provisions of this policy generally conform to the requirements of the new regulations.]*~~

### II. GENERAL STATEMENT OF POLICY

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does

not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

~~[INSERT: NAME(S) TITLE(S) PHONE NUMBER(S) OFFICE ADDRESS(ES) EMAIL ADDRESS(ES)]~~

Primary: **Executive Director of Human Resources Michael Cyrus**  
952-401-5015, hrstaff@minnetonkaschools.org

Alternate: **Coordinator of Human Resources Robyn Klinker**  
952-401-5016 - hrstaff@minnetonkaschools.org

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

### III. DEFINITIONS

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to

sexual harassment is clearly unreasonable in light of the known circumstances.

- E. “Education program or activity” means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
  - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
  - 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. “Sexual harassment” means any of three types of misconduct on the basis of sex

that occurs in a school district education program or activity and is committed against a person in the United States:

1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
  2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
  3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).
- L. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- M. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process. For issues and complaints involving students or certified staff, the Executive Director of Human Resources will serve as the Title IX Coordinator. For issues involving non-certified staff, the Human Resources Coordinator will serve as the Title IX Coordinator.
  2. “Investigator” means a person who investigates a formal complaint. The

investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. ~~The Investigator may be a school district employee, school district official, or a third party designated by the school district.~~ Unless circumstances dictate otherwise and the Title IX coordinator so recommends, the District shall designate and employ a professional, third party individual or firm to serve as the Investigator of Title IX complaints.

3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker. In the event that the Executive Director of Human Resources is functioning as Title IX Coordinator in relation to a complaint, the Coordinator of Human Resources will serve as Decision-maker and vice versa.
4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. ~~The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.~~ The Superintendent shall serve as Appellate Decision-maker for all complaints arising under this policy.
5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

***[NOTE: It is recommended that school districts designate a primary Title IX Coordinator and at least one alternate Title IX Coordinator so that the alternate can undertake Title IX Coordinator responsibilities in the event the primary Title IX Coordinator is a party to a complaint, or is otherwise not qualified under this policy to serve in that role in a particular case.]***

#### IV. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

##### A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably.



However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.

2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, or FERPA's regulations, and State law under Minn. Stat. § 13.32 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted

by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon

the school district and not upon the parties.

2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

#### J. Timelines

~~***[NOTE: The Title IX regulations require reasonably prompt timeframes for conclusion of the grievance process, but do not specify any particular timeframes. The time periods below are suggested. School districts may establish their own district-specific timeline, although it is recommended that legal counsel be consulted before adjusting time periods.]***~~

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

#### K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may

provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.

2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

## **V. REPORTING PROHIBITED CONDUCT**

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator’s contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

## **VI. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR**

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
  - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
  - 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
  - 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
  - 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
  - 5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
  - 6. A copy of this policy.

## VII. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

### A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
  - a. The school district undertakes an individualized safety and risk analysis;
  - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
  - c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

~~***[NOTE: The interrelationship between the Title IX regulations authorizing the emergency removal of student and the Minnesota Pupil Fair Dismissal Act (MPFDA) is unclear at this time. School districts should consult with legal counsel regarding the emergency removal of a student. At a minimum, it is recommended that school districts provide alternative educational services, as defined in the MPFDA, to any student so removed under the Title IX regulations.]***~~

### B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

## **VIII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT**

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

## **IX. DISMISSAL OF A FORMAL COMPLAINT**

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
  - 1. Would not meet the definition of sexual harassment, even if proven;
  - 2. Did not occur in the school district's education program or activity; or
  - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
  - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;

2. The respondent is no longer enrolled or employed by the school district; or
  3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate. The District is obliged to report the name of any teacher who resigns during the course of an investigation of misconduct to PELSB.

~~*[NOTE: For example, school districts are reminded of the obligation under Minn. Stat. § 122A.20, subd. 2, to make a mandatory report to PELSB concerning any teacher who resigns during the course of an investigation of misconduct.]*~~

## **X. INVESTIGATION OF A FORMAL COMPLAINT**

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.



- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

## XI. DETERMINATION REGARDING RESPONSIBILITY

~~*[NOTE: The Title IX regulations do not require school districts to conduct live hearings as part of the decision-making phase of the grievance process. Accordingly, this Policy does not include procedures for a live hearing. If a school district desires to create such procedures, legal counsel should be consulted.]*~~

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
  - 2. Identification of the allegations potentially constituting sexual harassment;
  - 3. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
  - 4. Findings of fact supporting the determination;
  - 5. Conclusions regarding the application of the school district's code of conduct to the facts;
  - 6. A statement of, and rationale for, the result as to each allegation, including

a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and

7. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

## **XII. APPEALS**

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
  8. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
  9. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  10. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

### **XIII. RETALIATION PROHIBITED**

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

### **XIV. TRAINING**

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
  - 1. The Title IX definition of sexual harassment;

2. The scope of the school district's education program or activity;
  3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
  4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
  5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
  6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

## **XV. DISSEMINATION OF POLICY**

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
  11. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
  12. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that

inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and

13. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

## **XVI. RECORDKEEPING**

~~*[NOTE: School districts should consider amending their respective retention schedules to reflect the recordkeeping requirements discussed below].*~~

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
  1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
  2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
  3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
  4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
  1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
  2. Any appeal and the result therefrom;

3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Personnel.

***Legal References:*** Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)  
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
34 C.F.R. Part 106 (Implementing Regulations of Title IX)  
20 U.S.C. § 1400, *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)  
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act of 1990, as amended)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)  
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

***Cross References:*** Policy #534: Equal Educational Opportunity  
Policy #427: Harassment and Violence  
Policy #506: Student Discipline and Code of Conduct  
~~MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)~~  
Policy #521: Student Disability Nondiscrimination

*Reviewed: November 19, 2020*

**REVIEW**

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

**Study Session Agenda Item #8**

**Title: Review of Opening of School Plan**

**Date: November 19, 2020**

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**EXECUTIVE SUMMARY**

The District continues to watch all variables that impact its ability to maintain instructional plans currently in place. If those variables dictate a change in plan, a recommendation will be provided to the School Board. The Board will have time at this meeting to ask questions and discuss current and future plans.

**Submitted by:**



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**Dennis L. Peterson  
Superintendent of Schools**

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

**Study Session Agenda Item #9**

**Title: Update on District Bonds**

**Date: November 19, 2020**

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**EXECUTIVE SUMMARY:**

Minnetonka Independent School District 276 periodically issues bonds as needed to fund long term maintenance projects on its approximately 1,800,000 square feet of building space and 258 acres of land, or to construct targeted building additions as needed to meet the needs of the educational program for the students.

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

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

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

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

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



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**ATTACHMENTS:**

Outstanding Bonds & Certificates of Participation Projected June 30, 2021

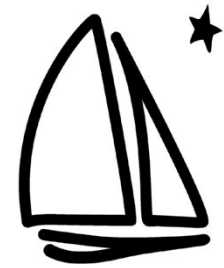
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**RECOMMENDATION/FUTURE DIRECTION:**

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

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

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



MINNETONKA  
PUBLIC SCHOOLS

# Outstanding Bonds & Certificates of Participation Projected June 30, 2021

## November 19, 2020



# Four Segments Of Presentation

- Recent Activity
- Background
- Status as of June 30, 2021
- Future Debt Management Schedule



## Fiscal Year 2021 Activity

- **2020E General Obligation Facilities Maintenance Bonds - \$1,975,000**
  - Sold June 2, 2020 - Closed July 1, 2020 – 1.95%
  - Purpose – Second tranche of Long-Term Facility Maintenance Bonds for FY21-Summer 2020 long term maintenance work
- **2020F Refunding GO Bonds - \$2,085,000**
  - Sold September 1, 2020 – Closed October 6, 2020
  - Purpose – refund 2012C and 2014A LTFM Bonds
  - Reduce interest rate from 3.42% to 2.08%
  - NPV savings of \$45,413
  - Lower annual payments by \$91,298
- **2020G General Obligation Facilities Maintenance Bonds - \$4,870,000**
  - Sold September 1, 2020 – Closed October 6, 2020 – 1.74%
  - Purpose – Long Term Facility Maintenance Bonds for FY22-Summer 2021 long term maintenance work



## Fiscal Year 2021 Activity

- **2020H Refunding GO Bonds - \$655,000**
  - Sold September 22, 2020 – Closed November 3, 2020
  - Purpose – Refund 2013F LTFM Bonds
  - Reduce interest rate from 2.53% to 0.74%
  - NPV savings of \$44,947
  - Shorten payment schedule by two years to 02/01/27 final maturity
- **2020I Refunding COP Bonds - \$1,290,000**
  - Sold September 22, 2020 – Closed November 3, 2020
  - Purpose – Refund 2014B COP Bonds – First Tranche of All-Day K additions
  - Reduce interest rate from 4.05% to 2.35%
  - NPV savings of \$103,017
  - Lower annual payments by \$46,956
- **2021A Refunding GO OPEB Bonds –**
  - To be sold January 5, 2021 – Closed February 1, 2021
  - Purpose – Refund 2013E GO OPEB Bonds
  - Reduce interest rate from 3.09% to 1.99%
  - NPV savings of \$411,226
  - Flattens out a \$1.4 million scheduled increase in payments that would start on 23 Pay 24 Levy – keeps payments at the current \$1.4 million level

# Minnetonka Independent School District 276

## Facilities Construction By Decade

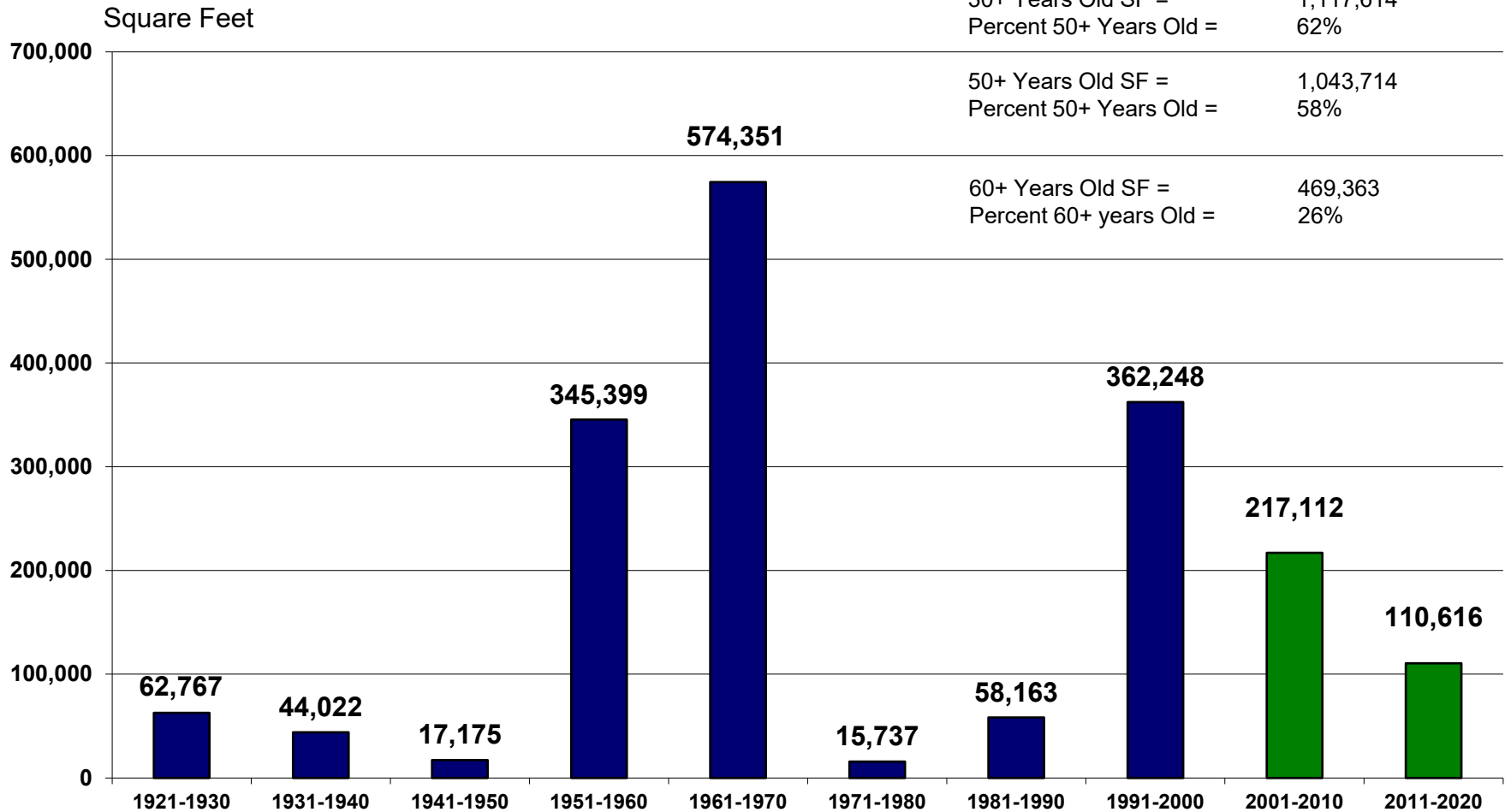
### As Of June 30, 2021

Total SF = 1,807,590

30+ Years Old SF = 1,117,614  
 Percent 50+ Years Old = 62%

50+ Years Old SF = 1,043,714  
 Percent 50+ Years Old = 58%

60+ Years Old SF = 469,363  
 Percent 60+ years Old = 26%



Note: 2001-2020 increase actually took place from 2008 through 2020



## Facility Maintenance Strategy & Bonding Strategy

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



## Facility Maintenance Strategy & Bonding Strategy

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





## Facility Maintenance Strategy & Bonding Strategy

- Since 2007 through June 30, 2021 - \$156,509,548 in facilities related bonds
  - \$92,214,548 in 22 General Obligation Long-Term Facilities Maintenance Bond issues
  - \$72,390,000 in 25 Certificates of Participation Bond issues for classrooms and other necessary facility infrastructure to support classrooms
    - Specialist rooms
    - Land acquisition
    - Parking lots
    - Athletic facilities



## Facility Maintenance Strategy & Bonding Strategy

- What have we gotten out of this investment?
  - Capacity for additional students to generate revenue for programs serving all students
  - Deferred maintenance eliminated – now maintaining buildings in a state of good repair to be ready for another 50-60 years of use
- In-house construction management has saved the District \$5.9 million in construction management fees
  - Approximately 3.5% of project costs based on what other districts are paying for construction management
- We have also done 37 bond refundings and restructurings that have had positive financial impact of over \$23.0 million
  - lowered levies
  - lowered par value
  - reduced payments either immediately or in the future



## Eliminating Deferred Maintenance As Of June 30, 2021

- Long Term Facilities Maintenance – A Multi-Year Process

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



## Facility Maintenance Strategy & Bonding Strategy

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

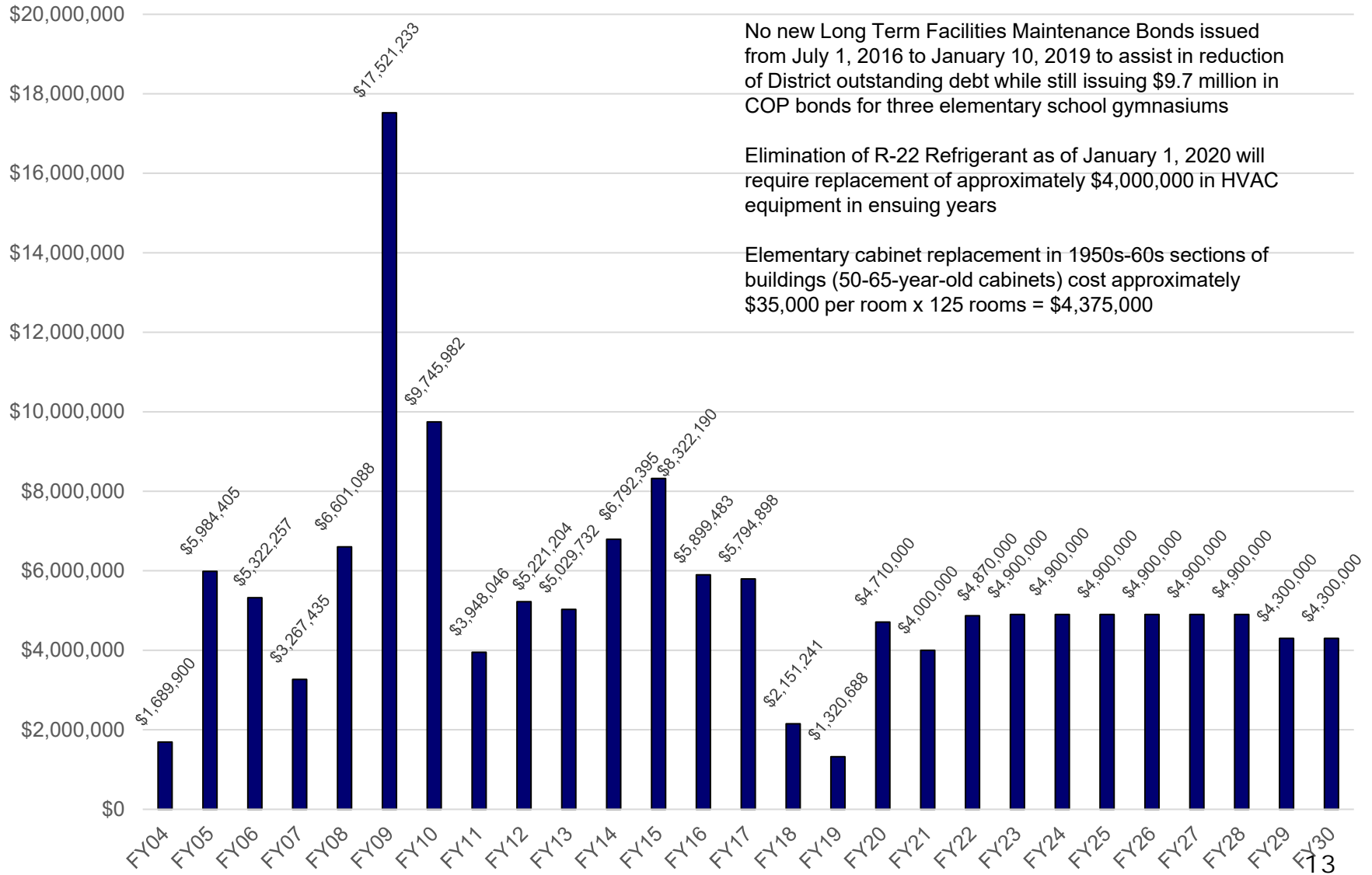


## Long Term Maintenance Plan Project Levels

- Long Term Maintenance expenses have started out at a higher level but decline over time as deferred maintenance is caught up, long term maintenance projects are completed, and the buildings are brought to a state of good repair
  - 2004-2007                      Average    \$4.1 million
  - 2008-2012                     Average    \$8.6 million
  - 2013-2015                     Average    \$6.7 million
  - 2016-2017                     Average    \$5.9 million
  - 2018-2019                     Average    \$1.7 million
  - 2020-2030                     Average    \$4.8 million
- Can never get away from some necessary long-term maintenance each year – roofs, paving, mechanical units individually needing replacement, etc. – never stops in a large district with
- Overall goal is to rebuild the District for the next 50-60 years of use
- Prudent course of action is to maintain buildings in a state of good repair and maximize the community's investment in them
  - Much more cost effective than tearing down and rebuilding
  - At current construction costs, building the District's facilities from scratch would cost approximately \$540 million

# Long Term Facilities Maintenance History And Projection

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

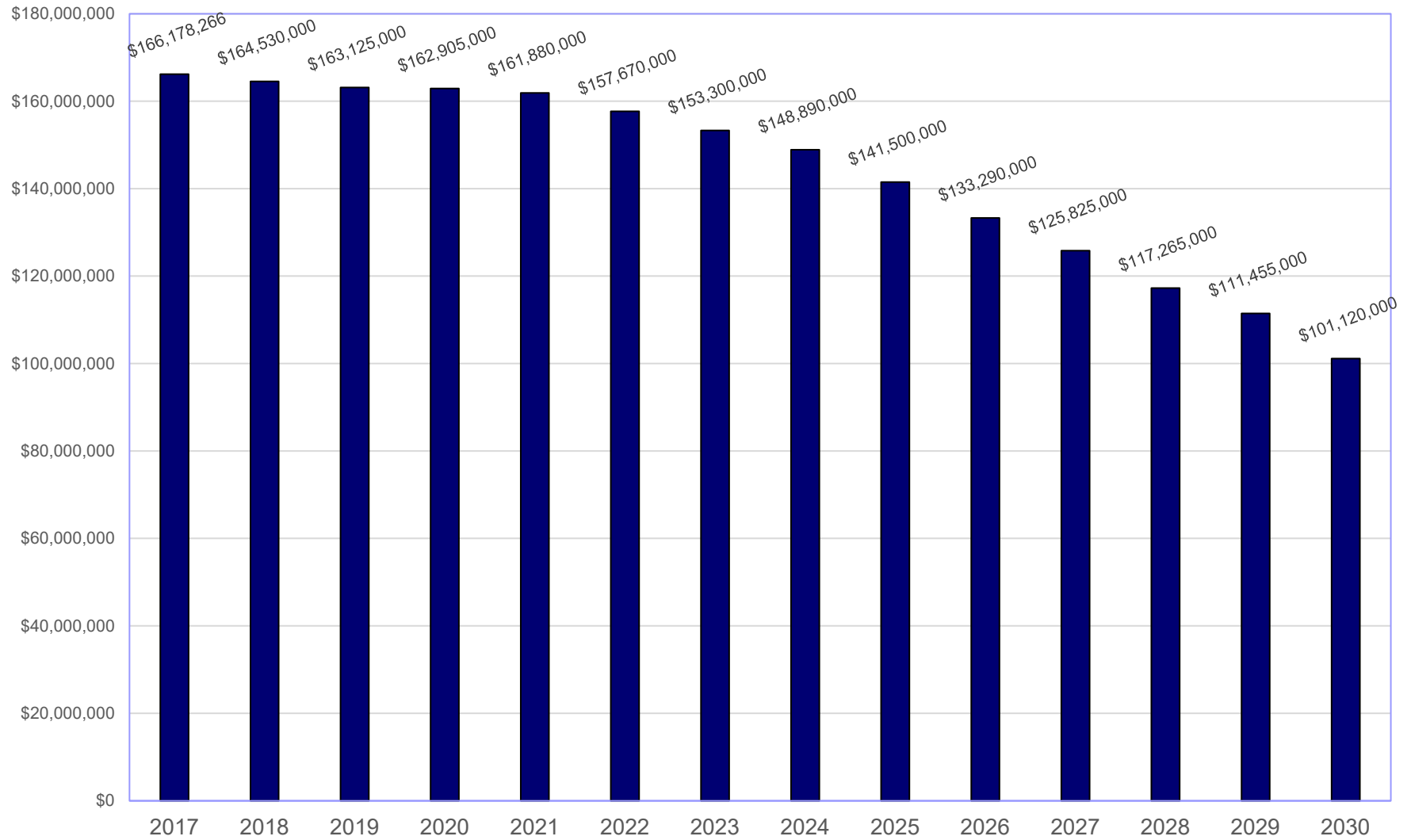


No new Long Term Facilities Maintenance Bonds issued from July 1, 2016 to January 10, 2019 to assist in reduction of District outstanding debt while still issuing \$9.7 million in COP bonds for three elementary school gymnasiums

Elimination of R-22 Refrigerant as of January 1, 2020 will require replacement of approximately \$4,000,000 in HVAC equipment in ensuing years

Elementary cabinet replacement in 1950s-60s sections of buildings (50-65-year-old cabinets) cost approximately \$35,000 per room x 125 rooms = \$4,375,000

## Outstanding Debt Principal Projection At Fiscal Year End – 2017 Actual Through 2030





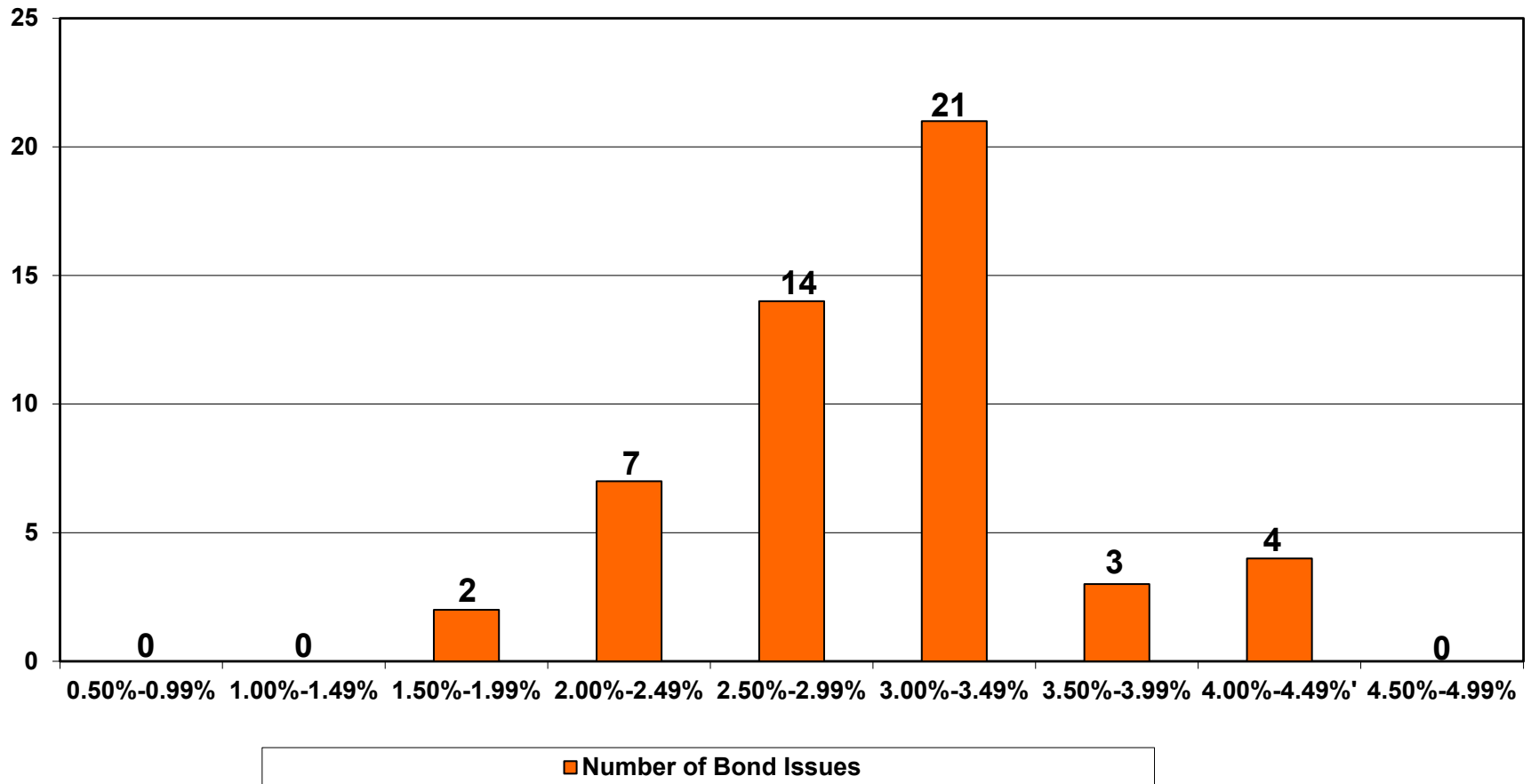
Summary – Total Outstanding GO & COP Bond Debt Paid By District Sources June 30, 2021

- Total Outstanding GO and COP Bond Debt June 30, 2021 \$161,880,000
  
- Total To Be Paid By Property Tax Levy Sources \$137,855,000
  - Supported By GO Debt Service Levy \$87,705,000
  - Supported By GO OPEB Debt Service Levy \$21,055,000
  - Supported By Lease Purchase Levy \$29,095,000
  
- Total To Be Paid By Other District Funding Sources \$ 24,025,000
  - Operating Capital \$21,255,000
  - Tonka Dome - supported by fees & donations \$ 1,050,000
  - Community Ed additions - fees & donations \$ 1,720,000
  
- Reduction of \$1,648,266 from June 30, 2017 to June 30, 2018
- Reduction of \$1,405,000 from June 30, 2018 to June 30, 2019
- Reduction of \$220,000 from June 30, 2019 to June 30, 2020
- Reduction of \$1,025,000 from June 30, 2020 to June 30, 2021
- Accomplished while issuing bond for 3 gymnasiums and continuing necessary annual long-term facilities maintenance



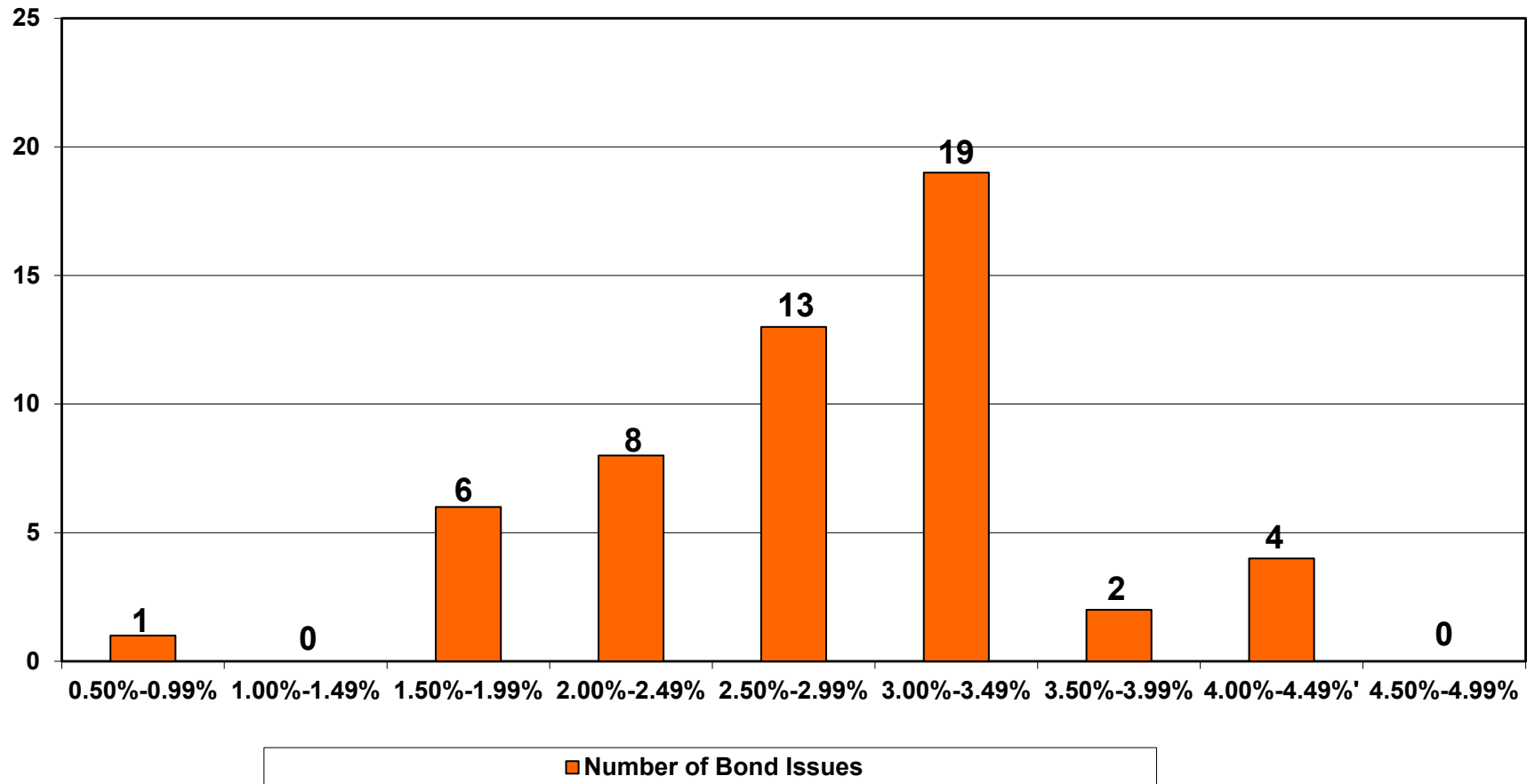


## Distribution of Interest Rates for 51 Outstanding Bond Issues June 30, 2020





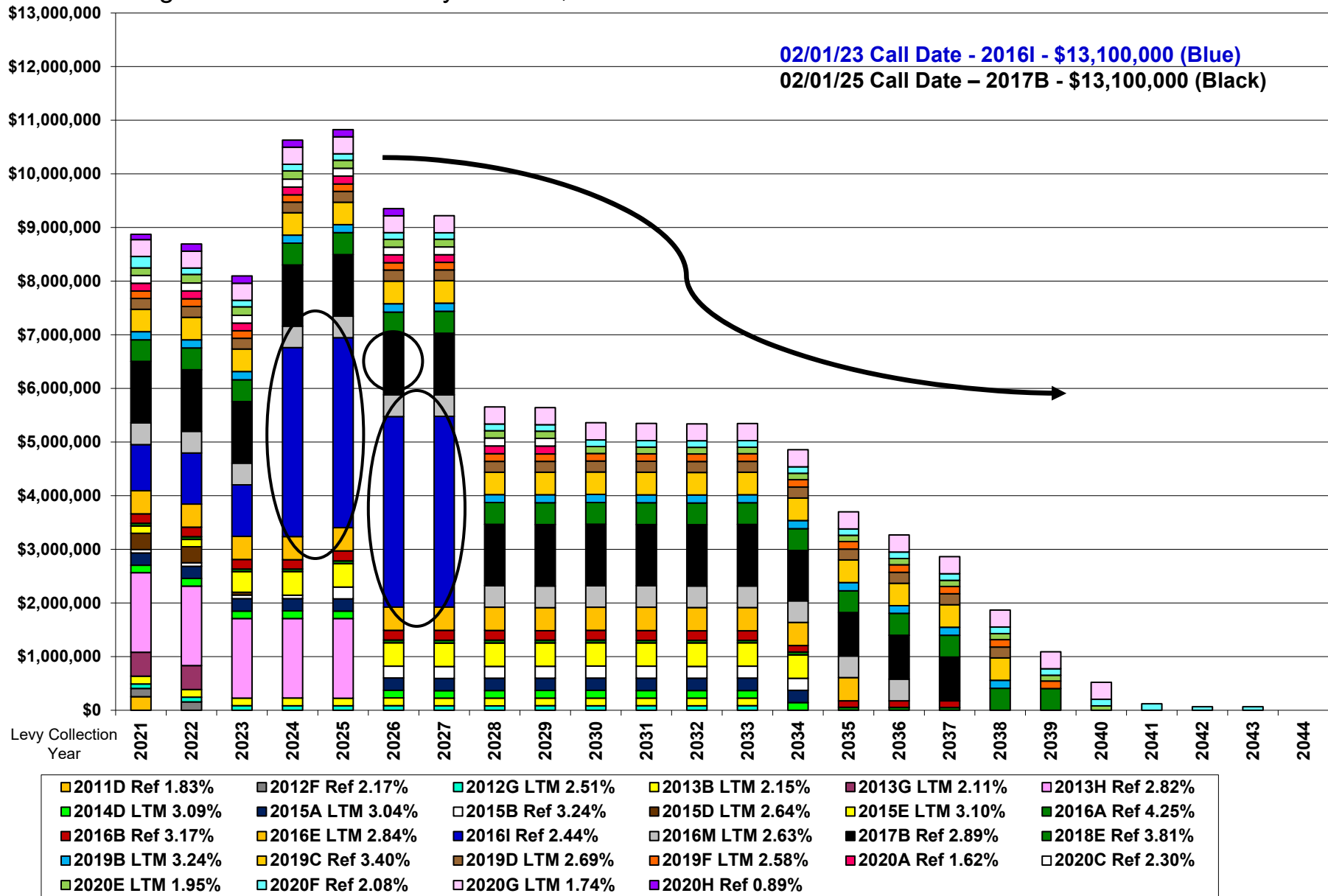
## Distribution of Interest Rates for 53 Outstanding Bond Issues June 30, 2021



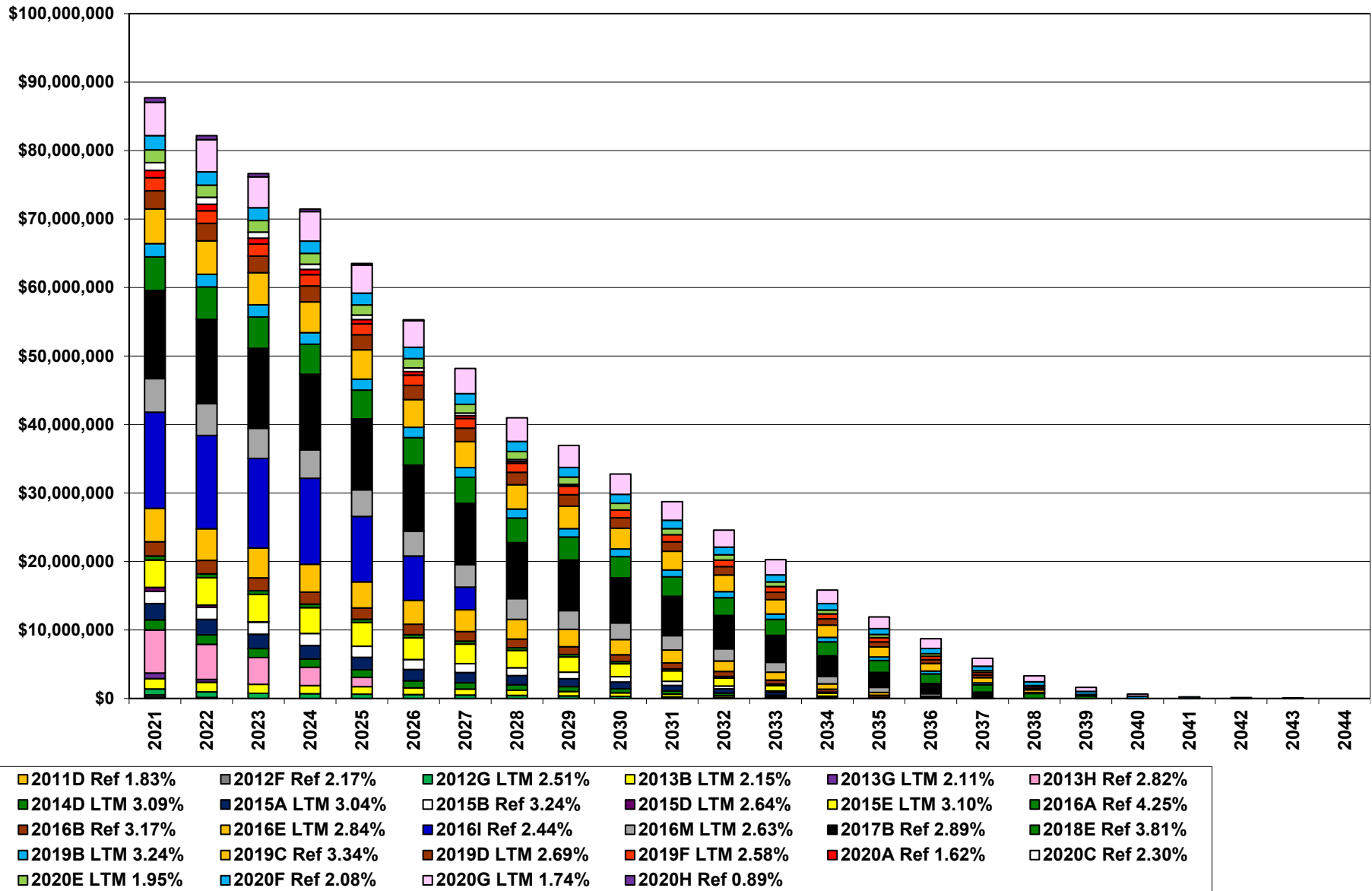
## Outstanding GO Debt Service Levy Principal And Purpose June 30, 2021

2011D Refunding	1.83%	2004B Partial 1996 Classroom Refunding	\$ 235,000
2012F Refunding	2.17%	2004D Alt Facilities (LTFM) Partial	\$ 285,000
2012G Alt Facilities	2.51%	Long-Term Facilities Maintenance - MMW Pool	\$ 860,000
2013B Alt Facilities	2.15%	Long-Term Facilities Maintenance - MMW Pool	\$ 1,515,000
2013G Alt Facilities	2.11%	Long-Term Facilities Maintenance FY14	\$ 820,000
2013H Refunding	2.82%	2004B Refunding of 1996 Classroom Refunding	\$ 6,285,000
2014D Alt Facilities	3.09%	Long-Term Facilities Maintenance FY15	\$ 1,475,000
2015A Alt Facilities	3.04%	Long-Term Facilities Maintenance FY15	\$ 2,380,000
2015B Refunding	3.24%	2008B Partial (LTFM)	\$ 1,765,000
2015D Alt Facilities	2.64%	Long-Term Facilities Maintenance FY16	\$ 595,000
2015E Alt Facilities	3.10%	Long-Term Facilities Maintenance FY16	\$ 4,000,000
2016A Refunding	4.25%	2010A, D Partial (LTFM)	\$ 585,000
2016B Refunding	3.17%	2008B, C, 2011D Partial (LTFM)	\$ 2,075,000
2016E Long-Term Maint	2.84%	Long-Term Facilities Maintenance FY17	\$ 4,880,000
2016I Refunding	2.44%	2008E Long-Term Facilities Maintenance	\$14,030,000
2016M Long-Term Maint	2.63%	LTFM FY17-18-19	\$ 4,910,000
2017B Refunding	2.89%	2008A, 2008B, 2010A, 2010D (LTFM)	\$12,875,000
2018E Refunding	3.81%	2010C Long-Term Facilities Maintenance	\$ 4,905,000
2019B Long-Term Maint	3.24%	Long-Term Facilities Maintenance FY20	\$ 1,930,000
2019C Refunding	3.34%	2009F Long-Term Facilities Maintenance	\$ 5,070,000
2019D Long-Term Maint	2.69%	Long-Term Facilities Maintenance FY20	\$ 2,655,000
2019F Long-Term Maint	2.58%	Long-Term Facilities Maintenance FY21	\$ 1,900,000
2020A Refunding	1.62%	2012B Long-Term Facilities Maintenance	\$ 1,075,000
2020C Refunding	2.30%	2015C Long-Term Facilities Maintenance	\$ 1,130,000
2020E Long-Term Maint	1.95%	Long-Term Facilities Maintenance FY21	\$ 1,875,000
2020F Refunding	2.08%	2012C, 2014A (LTFM)	\$ 2,070,000
2020G Long-Term Maint	1.74%	Long-Term Facilities Maintenance FY22	\$ 4,870,000
2020H Refunding	0.89%	2013F Long-Term Facilities Maintenance	\$ 655,000
Total			\$87,705,000

# Existing GO Debt Service Levy June 30, 2021 – Facilities



## Outstanding Principal General Obligation Debt June 30, 2021

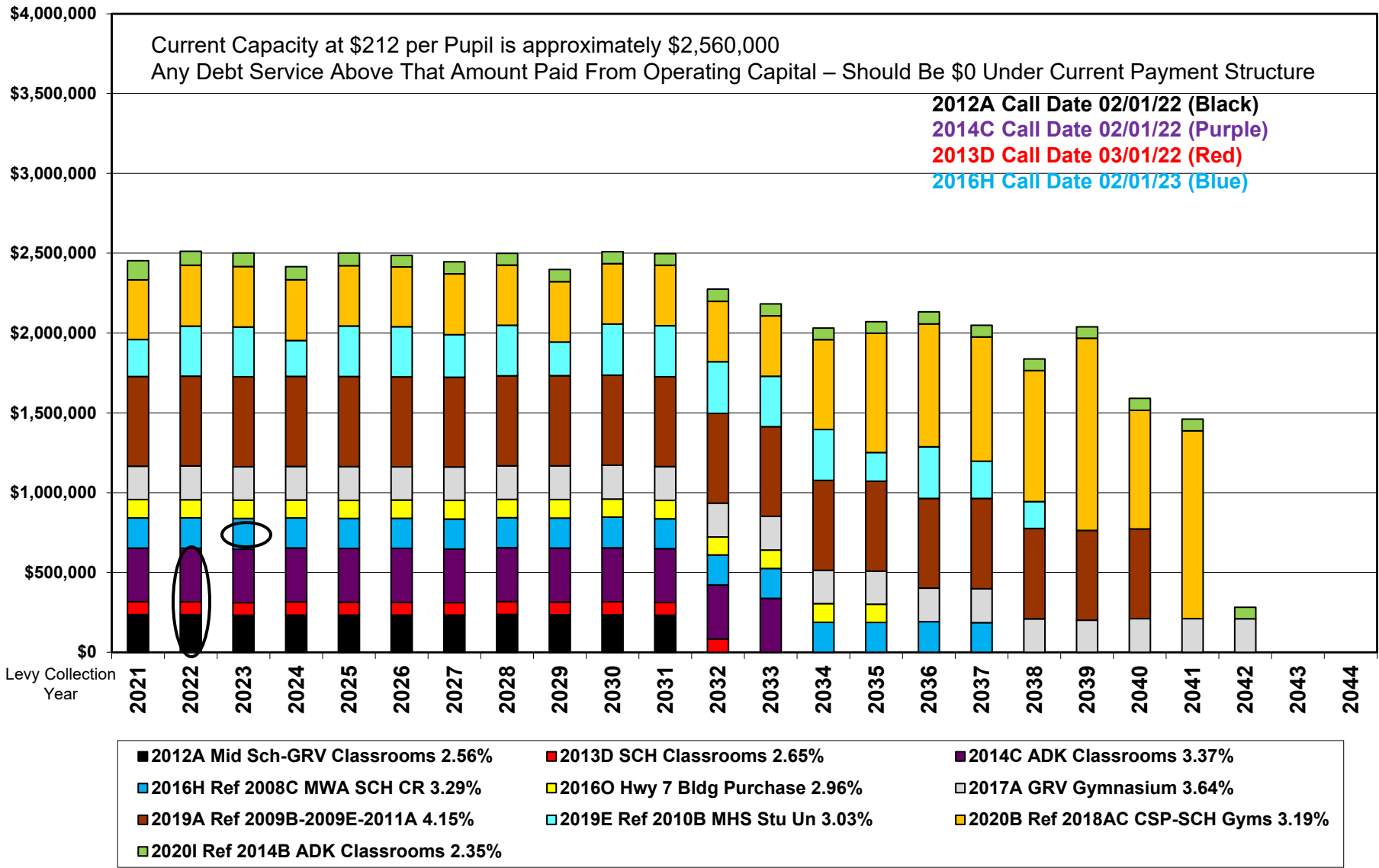




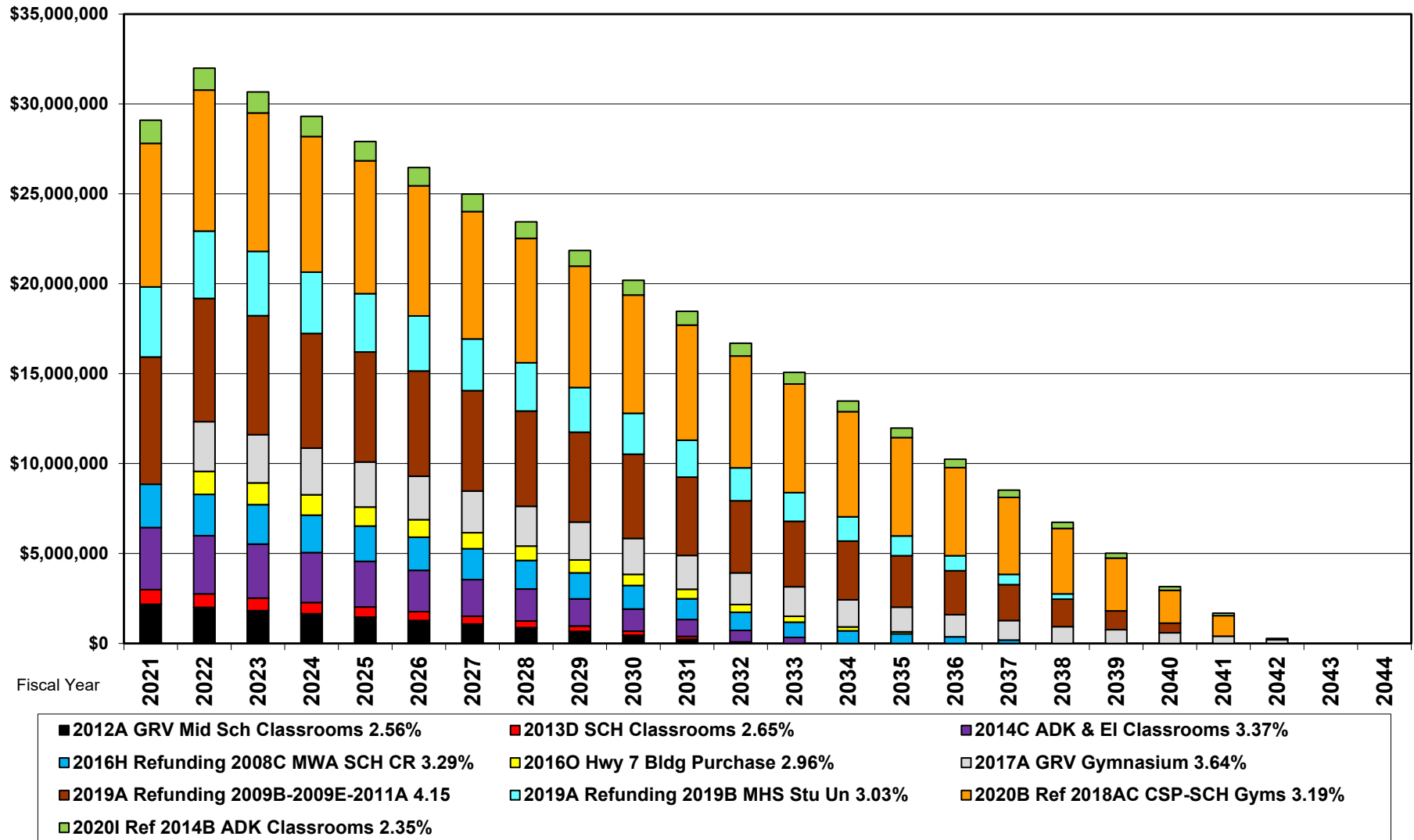
## Outstanding Lease Purchase Levy Principal And Purpose June 30, 2021

2012A Lease Purchase	2.56%	Middle School-GRV Classrooms	\$ 2,175,000
2013D Lease Purchase	2.65%	SCH Classrooms	\$ 810,000
2014C Lease Purchase	3.37%	ADK & EI Classrooms Tranche 2	\$ 3,455,000
2016H Refunding	3.29%	2008C MWA-SCH Classrooms	\$ 2,405,000
2019A Refunding	4.27%	2009B-2009E-2011A Elem Classrooms	\$ 7,080,000
2019E Refunding	3.03%	2010B MHS Stu Union Fine Arts	\$ 3,895,000
2020B Refunding	3.19%	2018A-2018C CSP-SCH Gymnasiums	\$ 7,985,000
2020I Refunding	2.35%	2014B ADK-EI Classrooms Tranche 1	\$ 1,290,000
 Total			 \$29,095,000

# Lease Purchase Levy June 30, 2021



# Outstanding Principal Lease Purchase Levy June 30, 2021 Principal Retirement Schedule





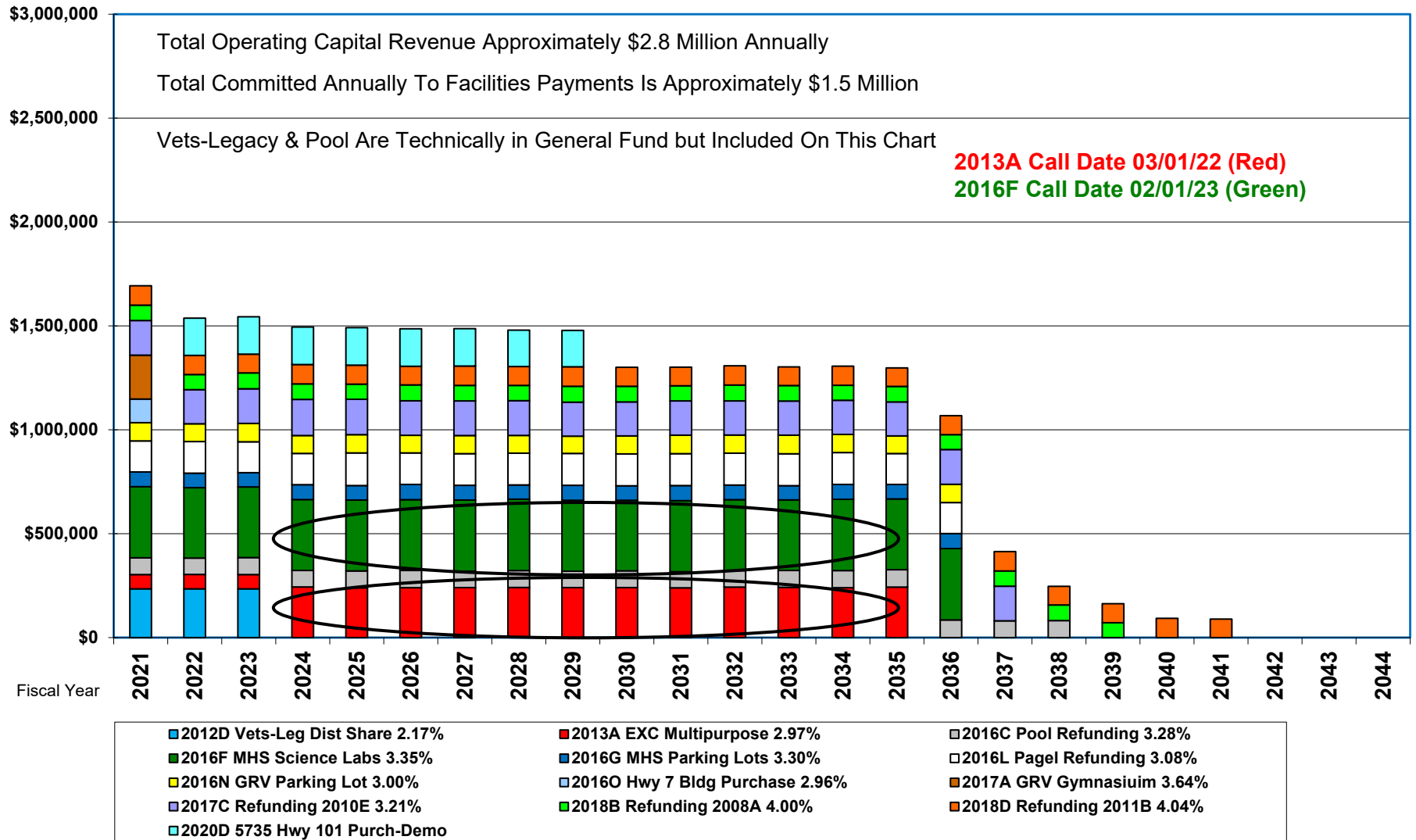
## Outstanding Operating Capital Lease Purchase Principal And Purpose June 30, 2021

2012D Lease Purchase**	2.17%	2009D Vets-Legacy Refunding	\$ 345,000
2013A Lease Purchase	2.97%	EXC Kitchen-Multipurpose	\$ 2,400,000
2016C Refunding*	3.28%	2008F Pool Addition	\$ 1,720,000
2016F Lease Purchase	3.35%	MHS Science Labs	\$ 3,725,000
2016G Lease Purchase	3.30%	MHS Parking Lots	\$ 810,000
2016L Refunding	3.08%	2013C Pagel Purchase	\$ 1,725,000
2016N Lease Purchase	3.00%	GRV Parking Lot	\$ 1,020,000
2016O Lease Purchase	2.96%	Hwy 7 Building Purchase	\$ 1,350,000
2017A Lease Purchase	3.64%	GRV Gymnasium	\$ 2,845,000
2017C Refunding	3.21%	2010E Secure Entries Refunding	\$ 2,025,000
2018B Refunding	4.00%	2008A MWA Parking Lot Refunding	\$ 930,000
2018D Refunding	4.04%	2011B CSP-EXC Parking Lot Refunding	\$ 1,200,000
2020D Lease Purchase	1.50%	5735 Hwy 101 Purchase & Demo	\$ 1,160,000
Total			\$21,255,000

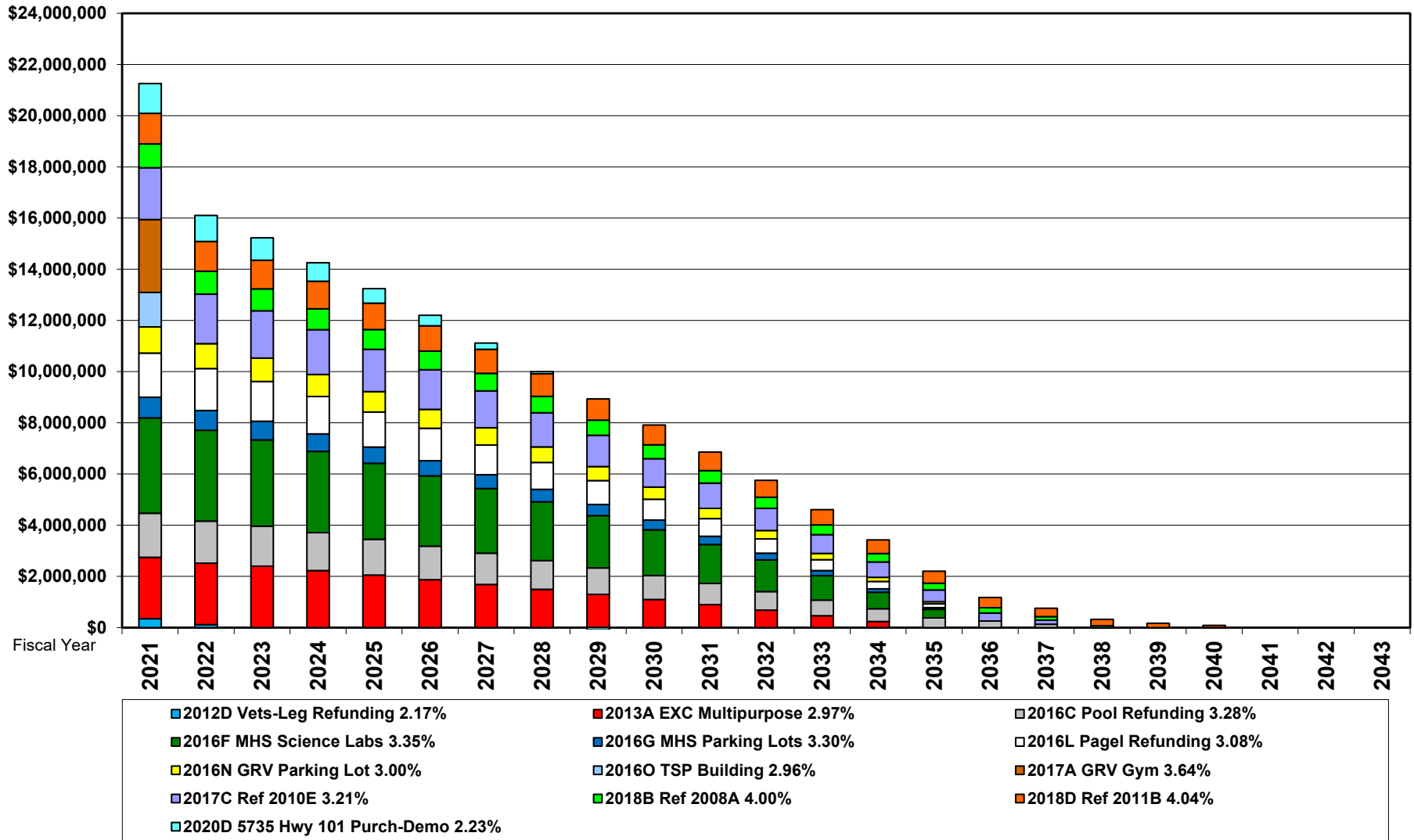
\*Partially funded through donations and fees from Aquatics Program

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

# Operating Capital Funding Of Lease Purchases For Facilities June 30, 2021



# Outstanding Principal Operating Capital Lease Purchases June 30, 2021 Principal Retirement Schedule





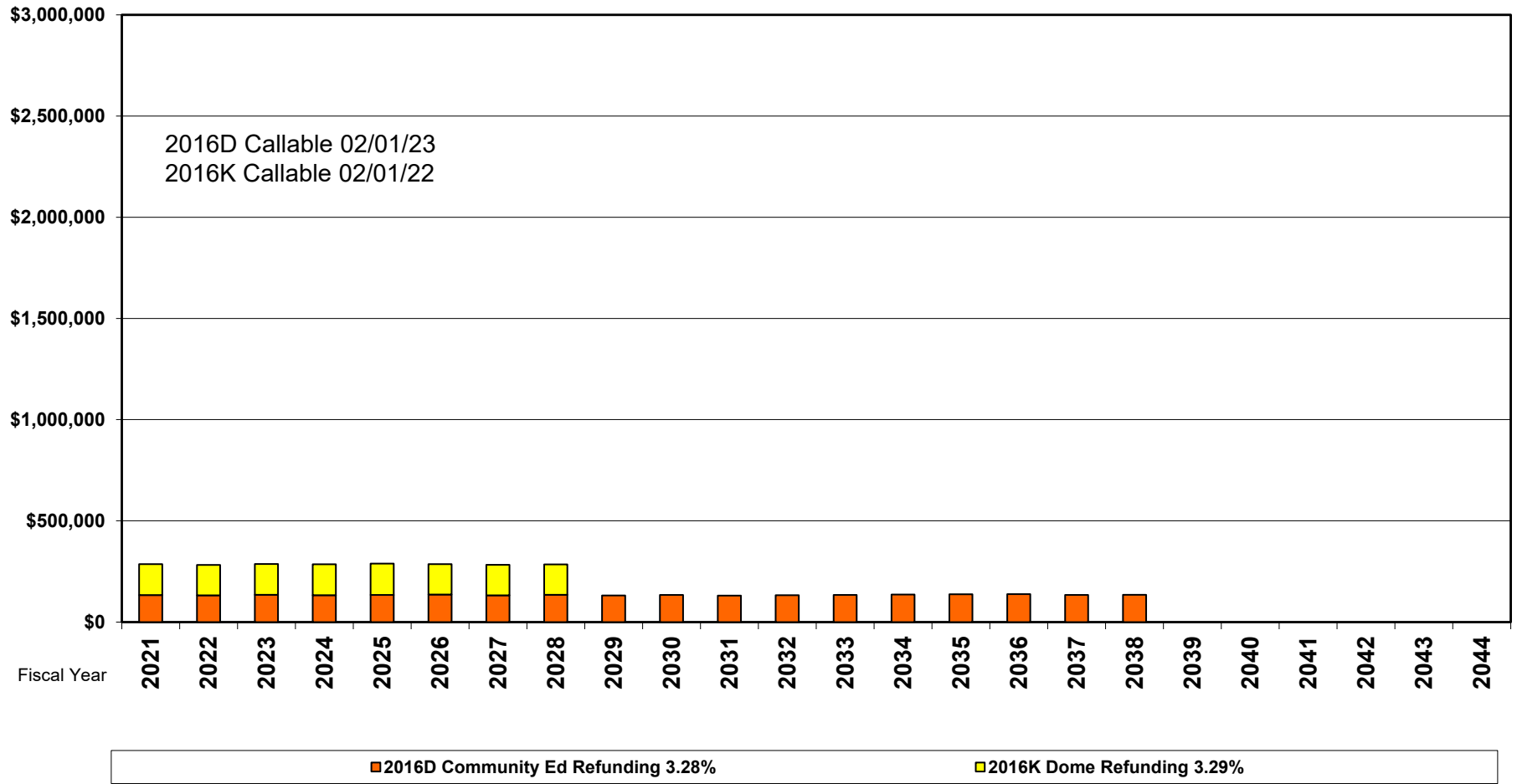
## Other Funded Lease Purchase Principal And Purpose June 30, 2021

2016D Refunding	3.28%	2008G Comm Ed Additions	\$ 1,720,000
2016K Refunding	3.29%	2008D Tonka Dome	<u>\$ 1,050,000</u>
Total			\$ 2,770,000

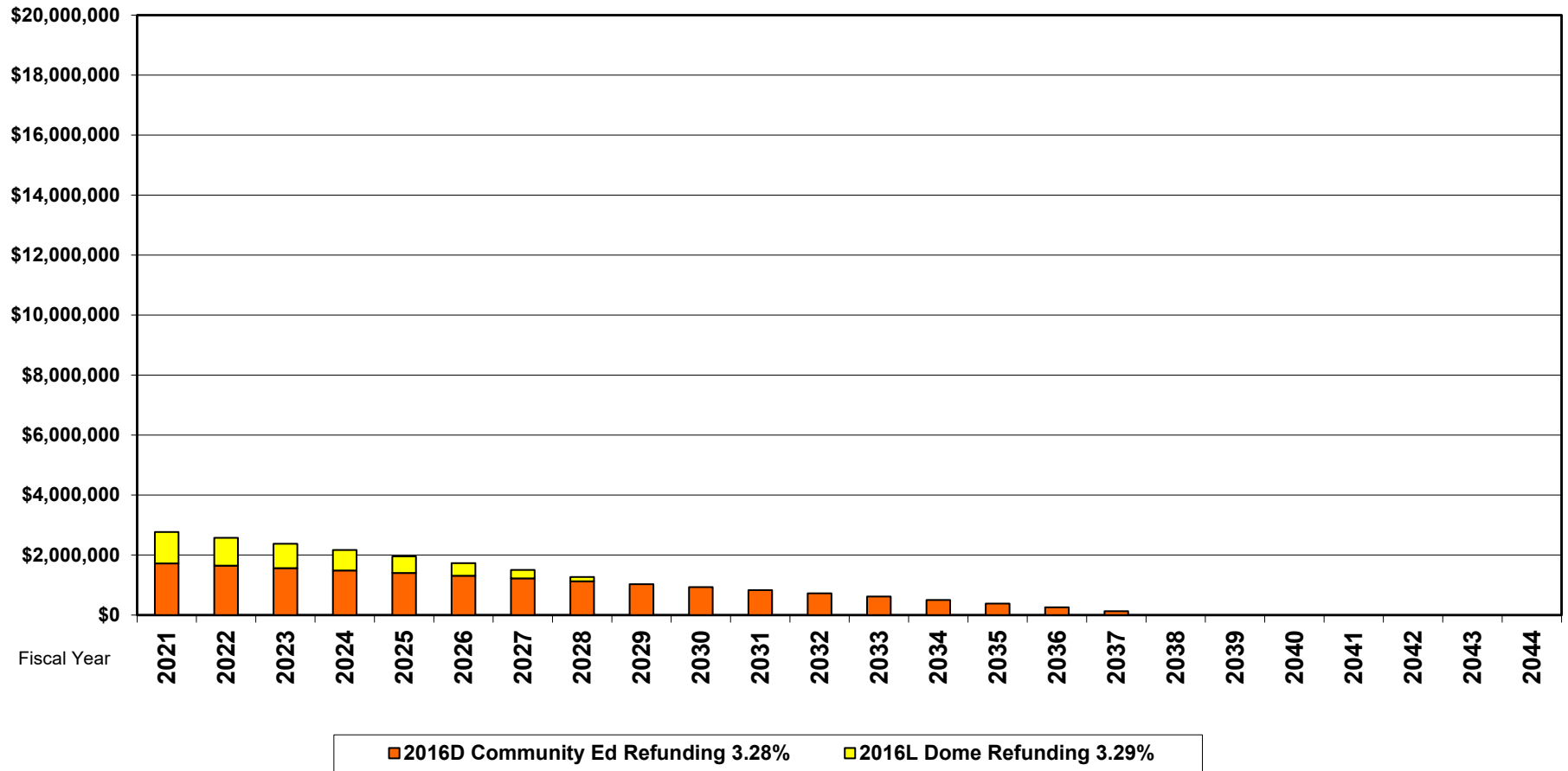
### \*Funded through fees and donations

- Dome opened in November 2004 – FY2005 – 17 seasons of use through FY21
- Dome Bonds are paid 100% through rental revenue
- Current Dome is the collateral for the Dome Bonds
- Opened 5 months each Fiscal Year except 4 months in FY2015, FY2016 and FY2021 – FY2005 through FY2021 to date
- Through 06/30/21 the Dome has 82 months of actual use – equals 6 years and 10 months
- Dome bonds are paid off in February 2029 – FY2029
- Current Dome has to be used for 40 more months until bonds are paid off – equal to 3 years and 4 months
- Total months of use at that time will be 122 months – equals 10 years and 2 months
- A new Dome can be financed for Fall 2029 – FY2030

# Other Funded Lease Purchases For Facilities June 30, 2021 Annual Payments



## Outstanding Principal For Other Funded Lease Purchases June 30, 2021 Principal Retirement Schedule



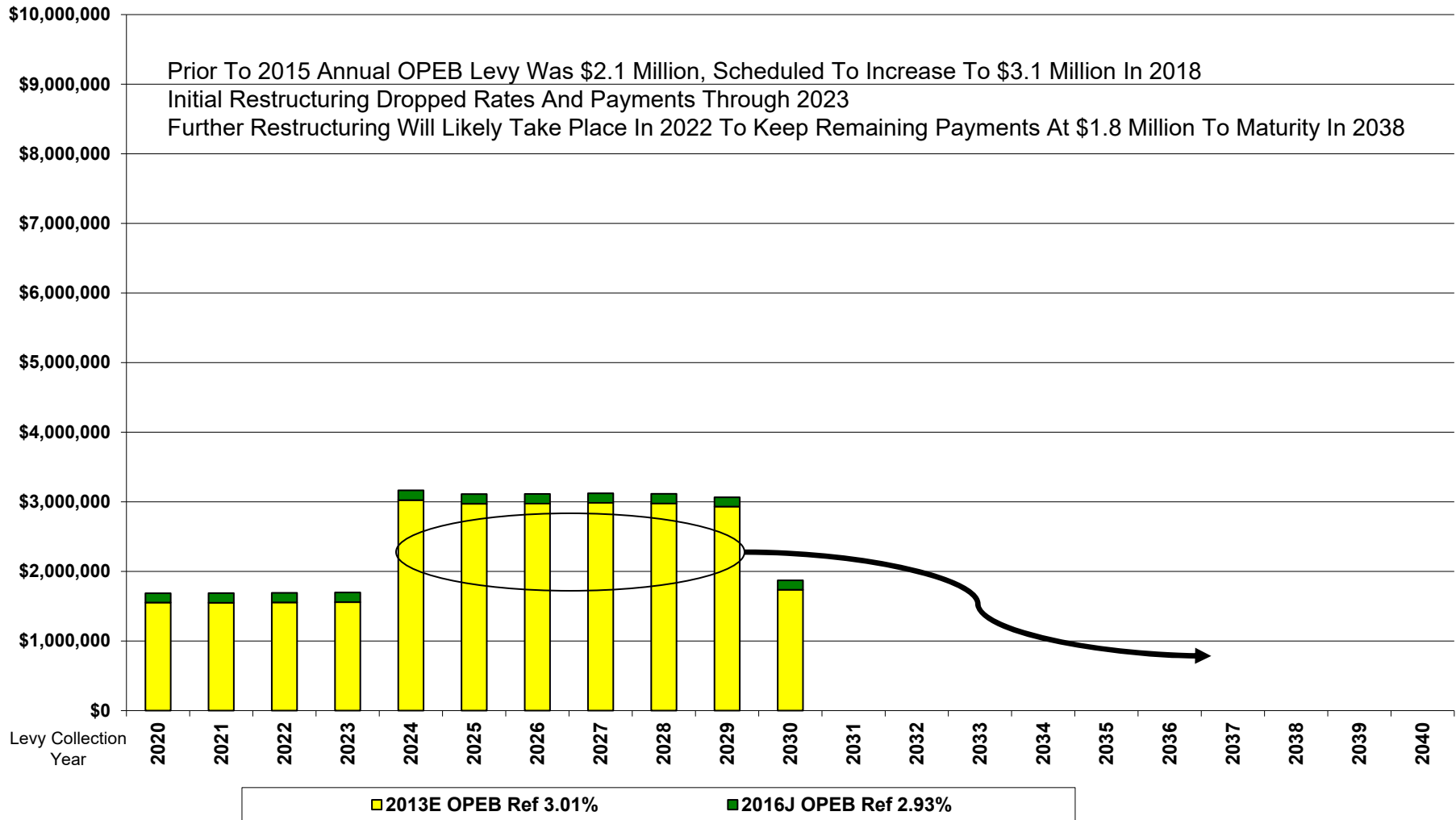


## Outstanding Debt Service Levy OPEB Principal June 30, 2021

2008I OPEB	6.83%	Fully Defeased By 2013E Refunding	\$0
2009A OPEB	6.24%	Fully Defeased By 2013E Refunding	\$0
2013E OPEB Refunding	3.01%	Fully Defeased By 2021A Refunding	\$0
2021A OPEB Refunding	1.99%	2013E OPEB Refunding	\$19,935,000
2016J OPEB Refunding	2.93%	2010F OPEB Partial Ref	<u>\$ 1,120,000</u>
Total			\$21,055,000

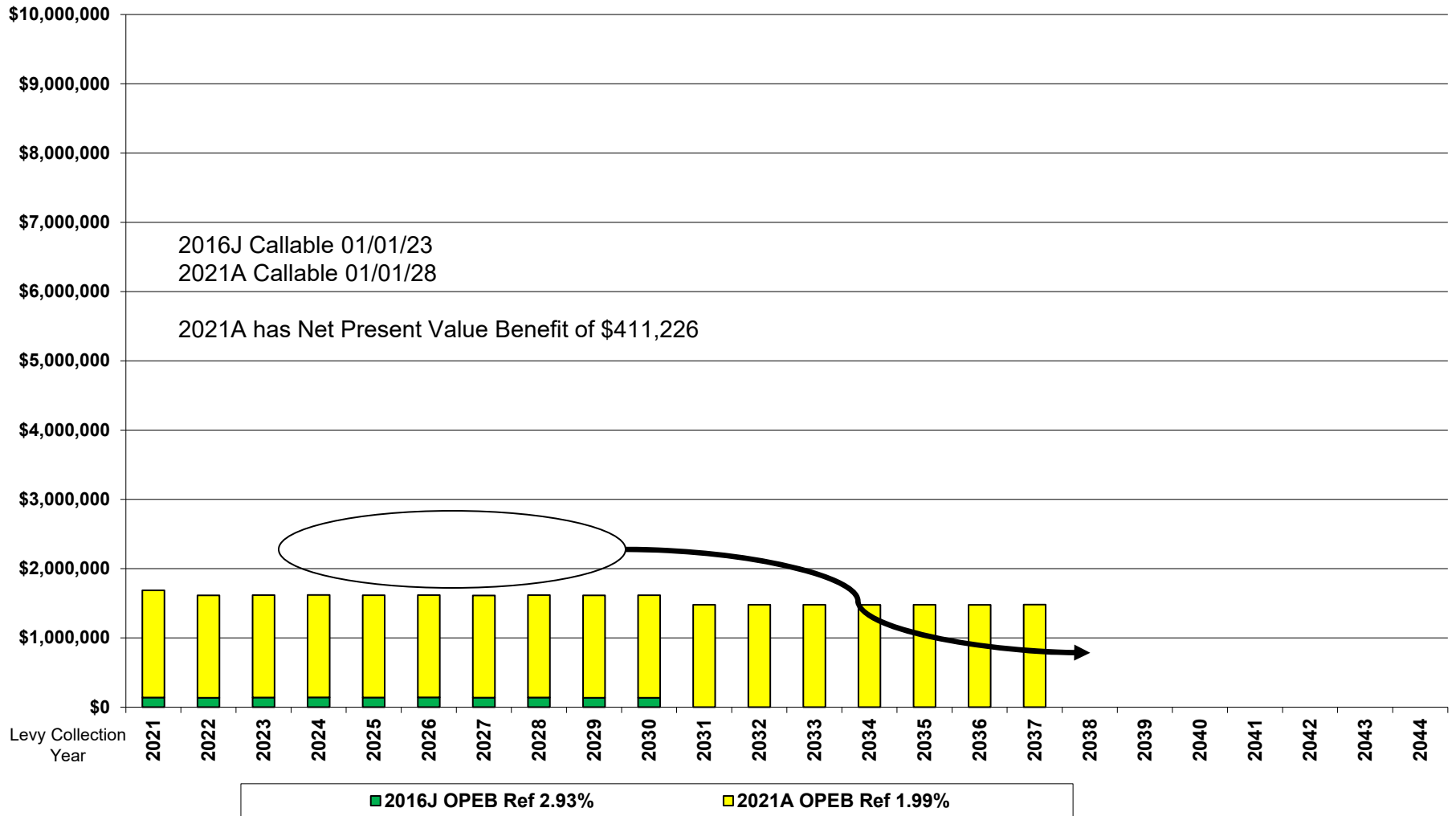
Note: \$965,000 lower than 06/30/19

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

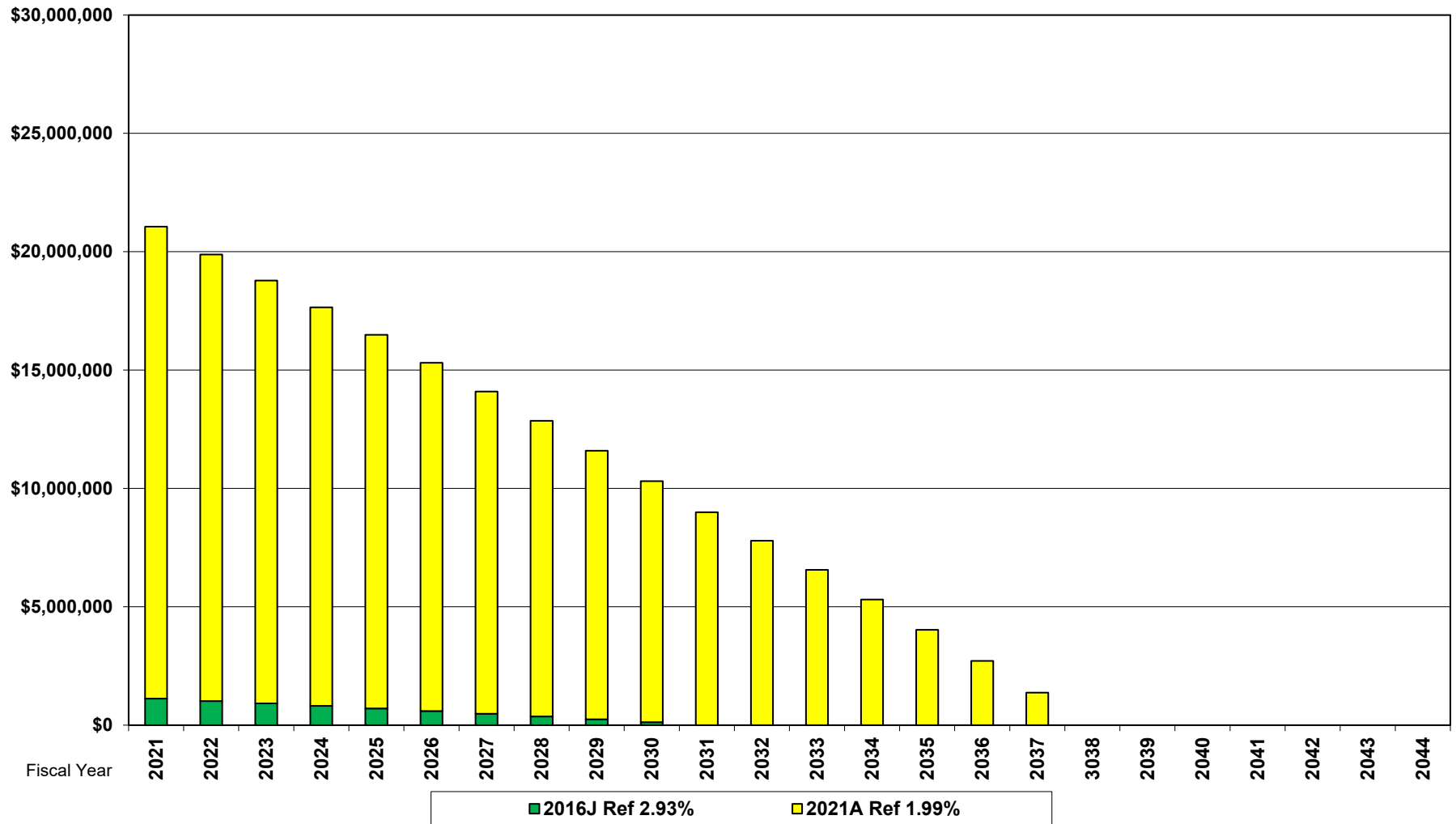




# Existing GO Debt Service Levy – OPEB - June 30, 2021



## Outstanding Principal General Obligation Debt – OPEB - June 30, 2021 Principal Retirement Schedule





## Estimating The Future – Other Bonds

- Most likely long-term facility maintenance bonds and refunding bonds
- Continue to evaluate refunding and restructuring opportunities for savings and in case facility needs are identified going forward – always based on program needs
- Remaining COP Payment Capacity Status assuming current interest rates
  - Approximately **\$3.75 million** payment capacity for **new construction** projects in **Operating Capital** in **calendar 2021** if bonds are issued in July 2021 (FY2022) with first payment July 2022 (FY2023)
    - Possible because Highway 7 Building and Groveland Gym are shifted to Lease Levy Funding in FY2022 so money is freed up for other needs in Operating Capital
  - Approximately **\$3.6 million** payment capacity from **Lease Levy** for **instructional additions up to 20% of the existing building (new buildings not allowed)** in calendar 2021 if bonds are issued in July 2021 (FY2022) with first payment July 2022 (FY2023)
    - Requires restructuring of 2012A, 2013D, and 2014C in February and March of 2022 to free up payment capacity in FY2023
  - Approximately **\$2.55 million** payment capacity for **new construction** projects in **Operating Capital** in calendar 2022 if bonds are issued in July 2022 (FY2023) with first payment July 2023 (FY2024)
    - Requires restructuring of 2013A, 2016F, and 2016G in February 2022 and March 2023 to free up payment capacity in FY2024
  - Approximately **\$4.0 million** payment capacity for **new construction** projects in **Operating Capital** in calendar 2021 if bonds are issued in July 2023(FY2024) with first payment July 2024(FY2025) – redirecting funds currently paying lease at 4350 Baker Road



## Estimating The Future – Other Bonds

- Other bonds will be evaluated for savings and-or restructuring at call dates depending on the circumstances and capital needs at the time, or less likely but possible, advance refunding depending on interest rates

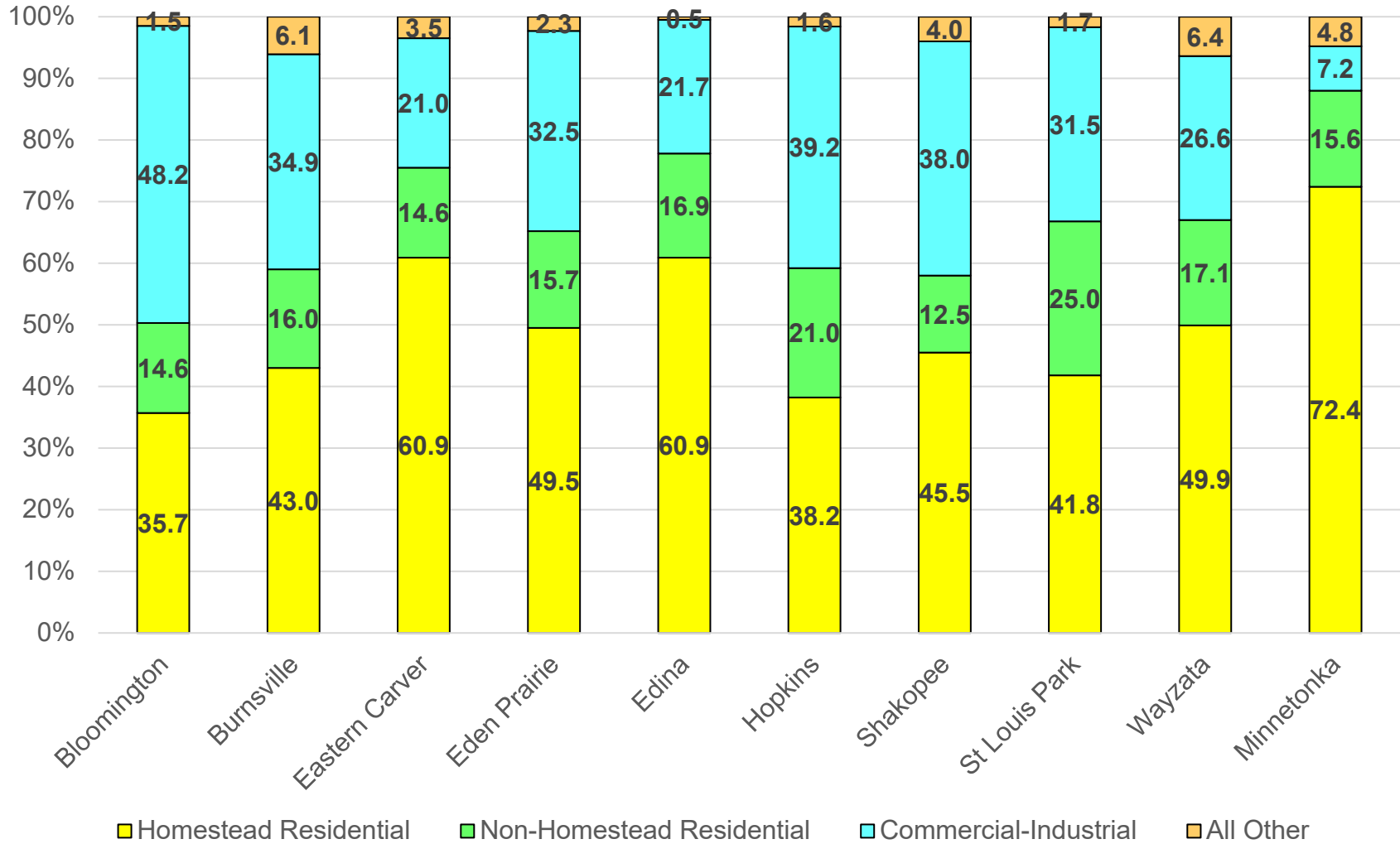


## Long Term Debt Management Schedule

- Calendar 2021 - \$4,900,000 LTFM Bonds, 6 Refunding Bonds
  - Calendar 2022 - \$4,900,000 LTFM Bonds, 5 Refunding Bonds
  - Calendar 2023 - \$4,900,000 LTFM Bonds, 8 Refunding Bonds
  - Calendar 2024 - \$4,900,000 LTFM Bonds, 3 Refunding Bonds
  - Calendar 2025 - \$4,900,000 LTFM Bonds, 11 Refunding Bonds
  - Calendar 2026 - \$4,900,000 LTFM Bonds, 4 Refunding Bonds
  - Calendar 2027 - \$4,900,000 LTFM Bonds, 3 Refunding Bonds
- 
- Goal continues to be keeping total bond payments low to keep property taxes low for these levies
  - We will continue to actively manage our outstanding bond issues and future bond issues – it is a long-term strategy which will be successful if we stay the course



# Percentage Of Taxable Property by Major Classification



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

Study Session Agenda Item #10

Title: Review of 2021 Legislative Position Statements

November 19, 2020

**EXECUTIVE SUMMARY:**

Each year during the fall the Finance Advisory Committee works with District administrative staff and the citizens lobbying group Community Action for Student Education (CASE) to develop a platform of position statements for use in communicating District priorities to legislators during the subsequent legislative session.

The attached draft 2021 Legislative Position Statement document articulates key areas in which Minnetonka ISD 276 requires support from the Legislature in order for the District to continue to deliver high performing citizens into society in future years.

The 2021 Legislative Position Statements focus on the need for the Legislature to provide sufficient funding for key funding formulas that are the backbone of programmatic stability for Minnetonka ISD 276.

This is a working draft, so additional planks may be added to the platform at any time.

**ATTACHMENTS:**

Draft 2021 Legislative Position Statements

**RECOMMENDATION/FUTURE DIRECTION:**

The Draft 2021 Legislative Position Statements are presented for the School Board's review and consideration.

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

Concurrence: \_\_\_\_\_  
Dennis Peterson, Superintendent

**DRAFT      MINNETONKA INDEPENDENT SCHOOL DISTRICT 276      DRAFT**  
**2021 LEGISLATIVE POSITION STATEMENTS**

Over the past decade, Minnetonka Independent School District 276 has consistently increased standards for student achievement and continues to innovate to meet those standards. The District has also maintained high standards for accountability, parent satisfaction and community support. The District has maintained these standards through prudent financial management, relying on various funding alternatives including budget efficiencies, cost containment, voter approved referendums and modest increases in state funding for selected revenue allocations. In order to ensure each student achieves their full potential, it is crucial that the State of Minnesota provide adequate funding at a consistent level that both covers inflation of expenses and increasing requirements.

The following revenue items are crucial for not only Minnetonka ISD 276, but all school districts in Minnesota, to enable them to meet the needs of all students.

### **Approve School Finance Working Group 80-20-10 Recommendations**

The School Finance Working Group assembled by Commissioner Ricker has worked over the last approximately 18 months to come up with 46 specific recommendations to reform School Finance to improve school funding and equity in funding between school districts across Minnesota.

Several of the recommendations will have a positive impact on Minnetonka ISD 276, including but not limited to:

- Reforming Basic Revenue with changes that result in a net increase in funding of \$397 per pupil (APU) to restore a portion of the \$658 per pupil in purchasing power that Basic Revenue has lost since FY2003
- Creating Local Adjustment Revenue to recognize the higher cost of education in the Metro area, which would put Minnetonka ISD 276 approximately \$312 per pupil (APU) under the Operating Referendum Cap in FY2023
- Fully funding the State share of approximately 60% of Special Education costs by reducing the State portion of the Basic Revenue cross subsidy, which would result in approximately \$1.0 million in Special Education revenue for Minnetonka ISD 276 in FY2023, or approximately \$83 per pupil (APU)

These three recommendations alone would when fully incremented would increase funding for Minnetonka ISD 276 by approximately \$792 per pupil or approximately \$9.6 million annually.

### **Increase Basic Formula Revenue by 2.0% for FY2022**

Basic Revenue, which is the main source of funding for school districts in Minnesota, has lost \$658 in purchasing power to inflation since FY2003. In addition, the onset of the COVID-19 Pandemic has made operating schools more expensive per student. Any changes from the 80-20-10 Recommendations would be welcome assistance, but they would not take place until FY2023. The Legislature is urged to fund a 2% increase in Basic Revenue for FY2022, which would equate to \$131 per pupil (APU) or approximately \$1.6 million for Minnetonka ISD 276.

### **Utilize the Property Tax Shift to Keep School Districts Whole and Fund a 2% Increase in the Basic Formula for FY2022**

The reduction in economic activity caused by the COVID-19 Pandemic has impacted State of Minnesota revenue projections for the remainder of FY2021 and into the FY2022-2023 Biennium. However, economic indicators are showing signs of a rapidly improving economy. The State of Minnesota has successfully used Property Tax Shifts for school districts to recognize tax collections as revenues for an earlier year in several past difficult economic periods. The State of Minnesota should again deploy the property tax shift tool to avoid deep budget reductions in Minnesota school districts and to provide them with a 2% increase in the Basic Formula to help them weather the economic difficulties precipitated by the onset of the COVID-19 Pandemic.



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

**Study Session Agenda Item #11**

**Title: Update on Self-Insurance Fund**

**Date: November 19, 2020**

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**EXECUTIVE SUMMARY:**

Minnetonka Independent School District 276 has had a Self Insurance Fund for health and dental insurance since Fiscal Year 2001 (FY2001), being established on July 1, 2000. In the 19 fiscal years since FY2002 after the fund established its reserve, average premium increases have been 3.51%, significantly below regional health insurance cost trends.

For FY2021, the School Board increased premiums for health insurance coverage by 2.2% and left premiums for dental insurance coverage at the same level as FY2020.

Final results are in for FY2020.

The COVID-19 Pandemic shutdown of schools from March 16 through the end of the school year had a significant impact on the Self-Insurance Fund in terms of its financial performance, as claims during that time period dropped off significantly while fixed revenue premiums continued to be received.

The Self Insurance Plan took in \$16,184,261 in revenues, which was an increase of \$1,123,044 or 7.5% over FY2019. Premium increases were 3.4%, covered lives increased 1.9% from 2,199 to 2,040, with the remainder of revenue resulting from the mix of health plans chosen.

The Self Insurance Plan incurred \$13,143,606 in expenses, which was a decrease of \$2,534,070 or 16.2% less than FY2019.

The Self Insurance Plan incurred a cash surplus of \$3,040,655 for FY2020 as a result primarily of the decrease in expenses for FY2020.

Moving forward in to FY2021 and thereafter, the Self-Insurance Fund is in a very strong position. The cash balance was \$120,239,552 on June 30, 2020, while the Fund Balance after accruing for liabilities stands at \$8,305,552, of which \$2,537,300 is Designated for Umbrella Stop Loss Gap Coverage to 25% of Claims and \$5,768,252 is unassigned.

Looking forward, it is anticipated that claims will accelerate back up to and possibly above prior projections as people go to the doctors for procedures that might have been delayed because of the COVID-19 Pandemic. Claims for the first three months of FY2021 were running 16.0% higher than the non-pandemic first three months of FY2020, which tends to support that assumption of increased activity. It is probable that the increased activity for FY2021 will use up some of the Self-Insurance Fund Balance

For FY2021 the Self Insurance Fund was budgeted to operate at an anticipated break-even level with premiums set prior to the onset of the COVID-19 Pandemic.

For FY2022, the District must go out for proposals for Third Party Administrator services to administer the fund for FY2022 and FY2023. The evaluation process will take place over December, January and February with final recommendations for a Third Party Administrator and premium levels for FY2022 coming to the School Board at the first School Board Meeting in March 2021.

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**ATTACHMENTS:**

Self-Insurance Fund History

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**RECOMMENDATION/FUTURE DIRECTION:**

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

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

**Concurrence:**   
Dennis Peterson, Superintendent



MINNETONKA  
PUBLIC SCHOOLS

# Self Insurance Fund History June 30, 2020

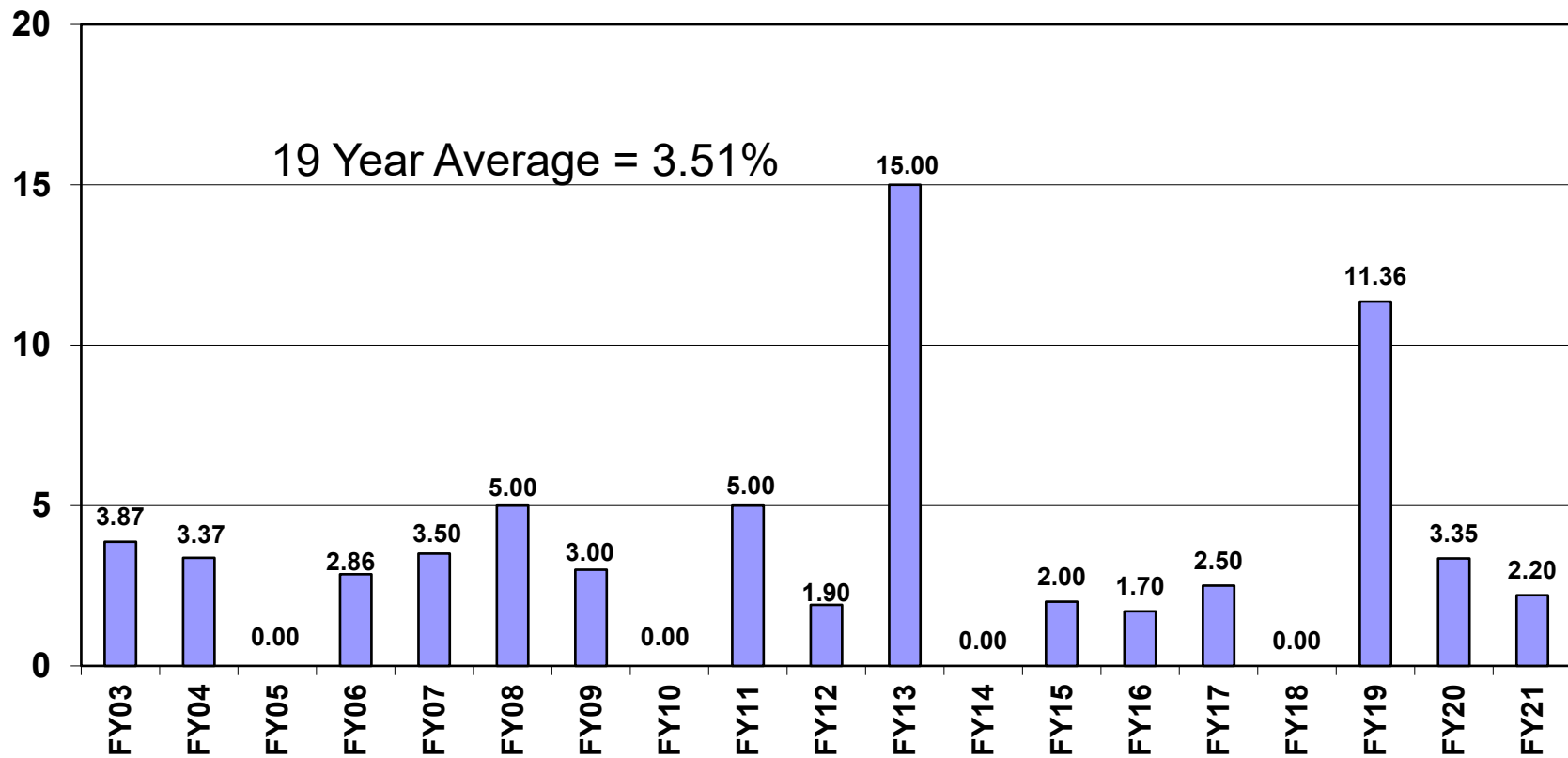


# Plan Adjustments For FY20

- School Board took the following actions for FY20 – increased premiums 3.35%, which is significantly below the 6.0% health insurance cost trend for FY20
  
- Base Plan – Perform Network (Open access except for Mayo & U of M)
  - Employee Coverage – Increased from \$688 to \$711
  - Employee + 1 Coverage – Increased from \$1,169 to \$1,208
  - Family Coverage – Increased from \$1,643 to \$1,698
  
- VEBA-HRA – Open Access
  - Employee Coverage – Increased from \$637 to \$658
  - Employee + 1 Coverage – Increased from \$1,083 to \$1,119
  - Family Coverage – Increased from \$1,522 to \$1,573
  
- High Deductible HSA – Open Access – New for FY20
  - Employee Coverage – \$592
  - Employee + 1 Coverage – \$1,006
  - Family Coverage – \$1,415

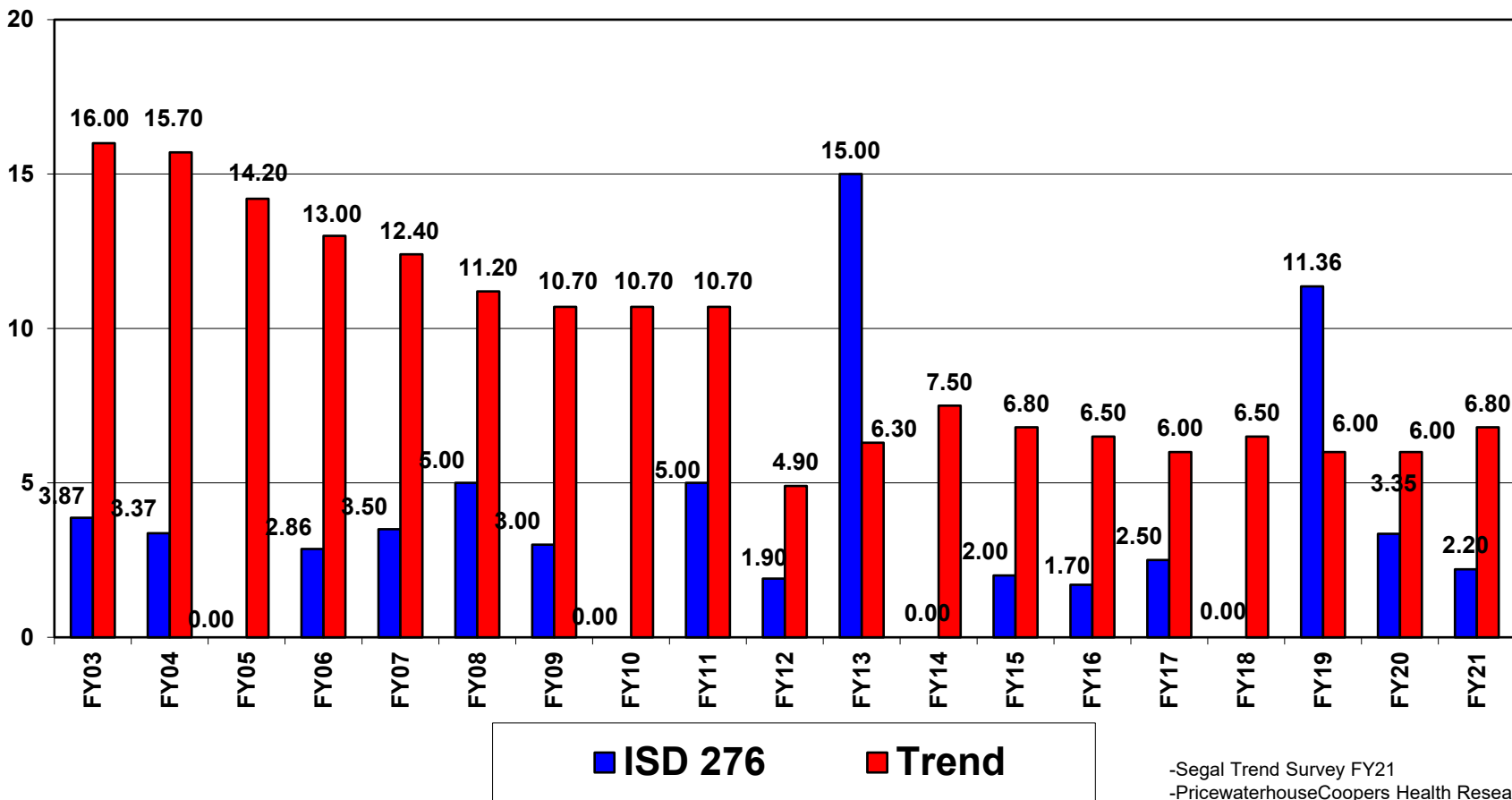
# Minnetonka ISD 276 Self Insurance Fund Average Premium Increase History

Percent



# Minnetonka ISD 276 Self Insurance Fund Average Premium Increase History Compared To Trend Data

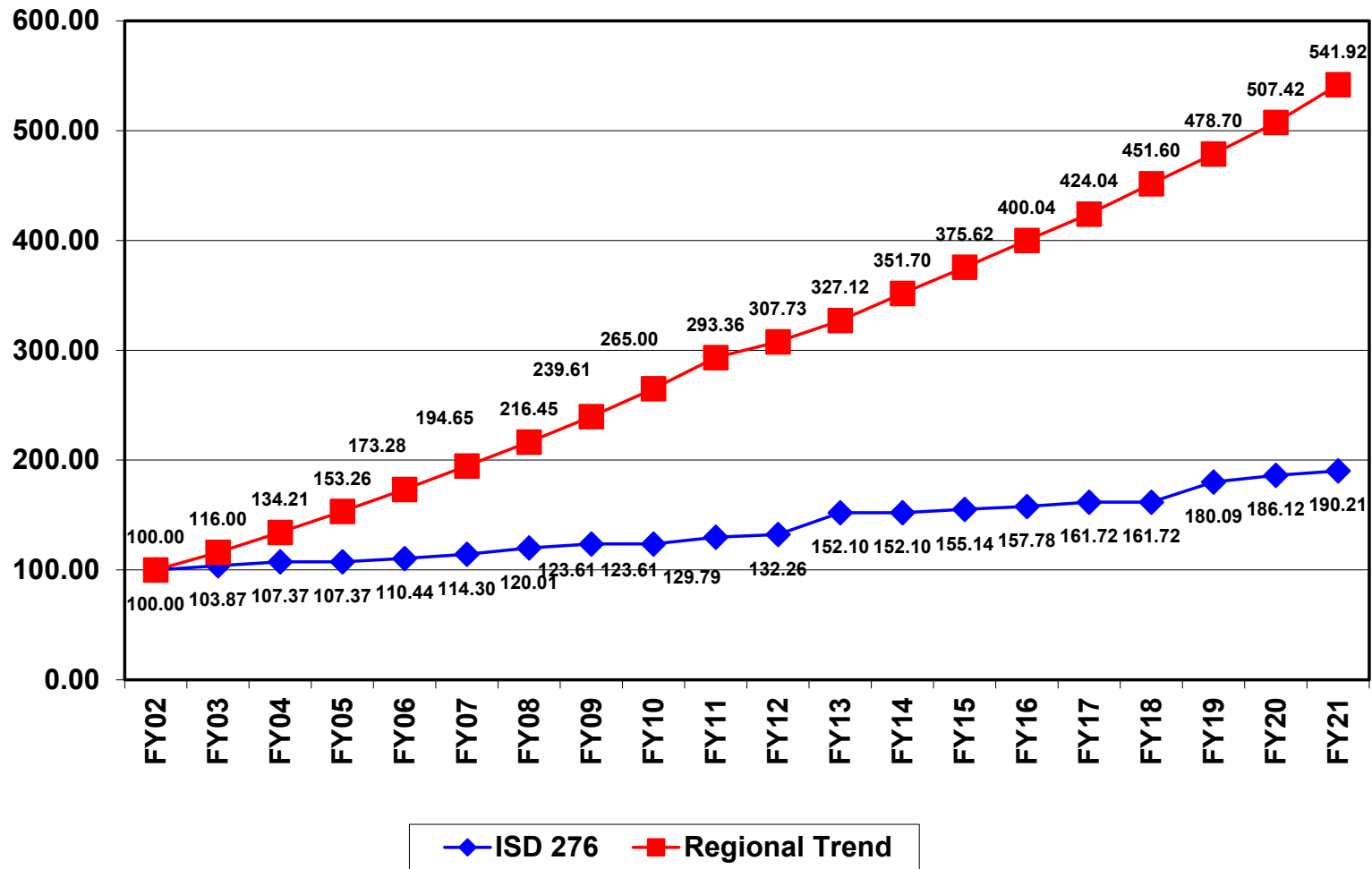
Percent



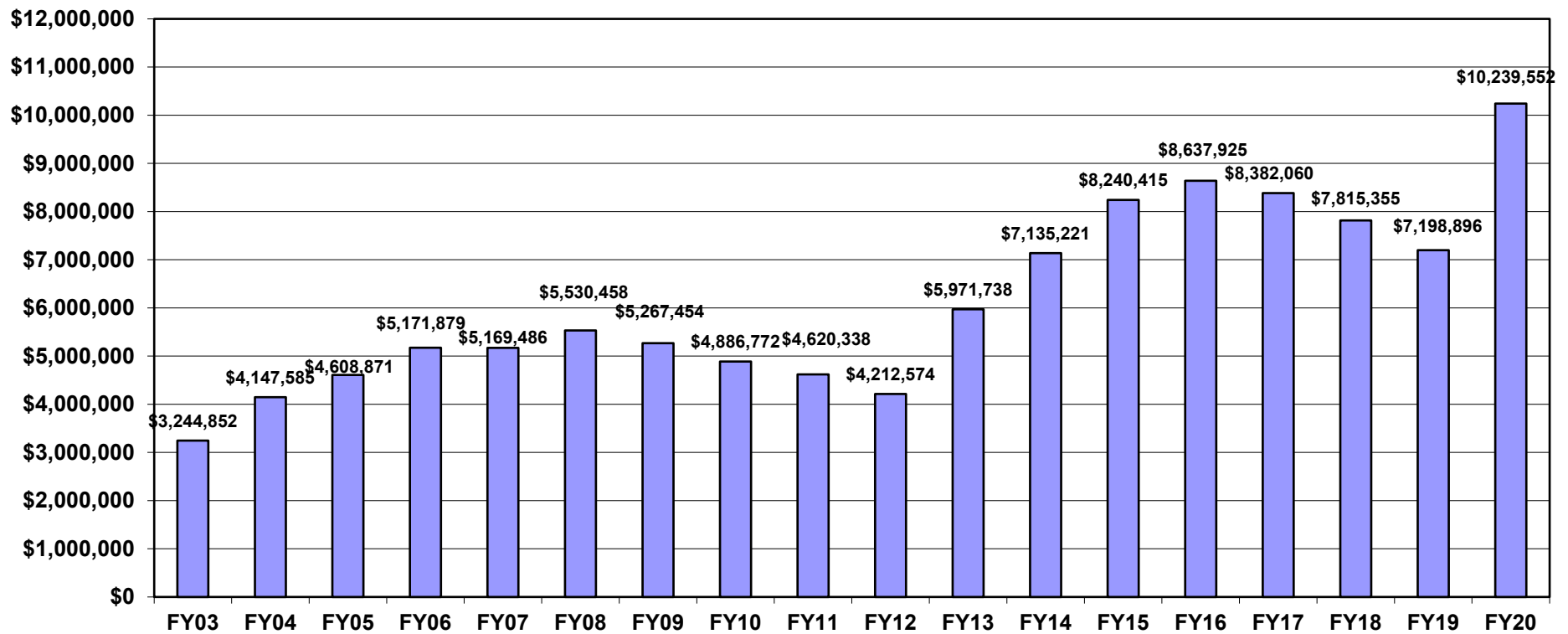
-Segal Trend Survey FY21  
-PricewaterhouseCoopers Health Research Institute FY14-FY20  
-AON Trend Survey Prior To FY14

# Minnetonka ISD 276 Self Insurance Fund Cumulative Rates To Trend Comparison

2001-02 = 100

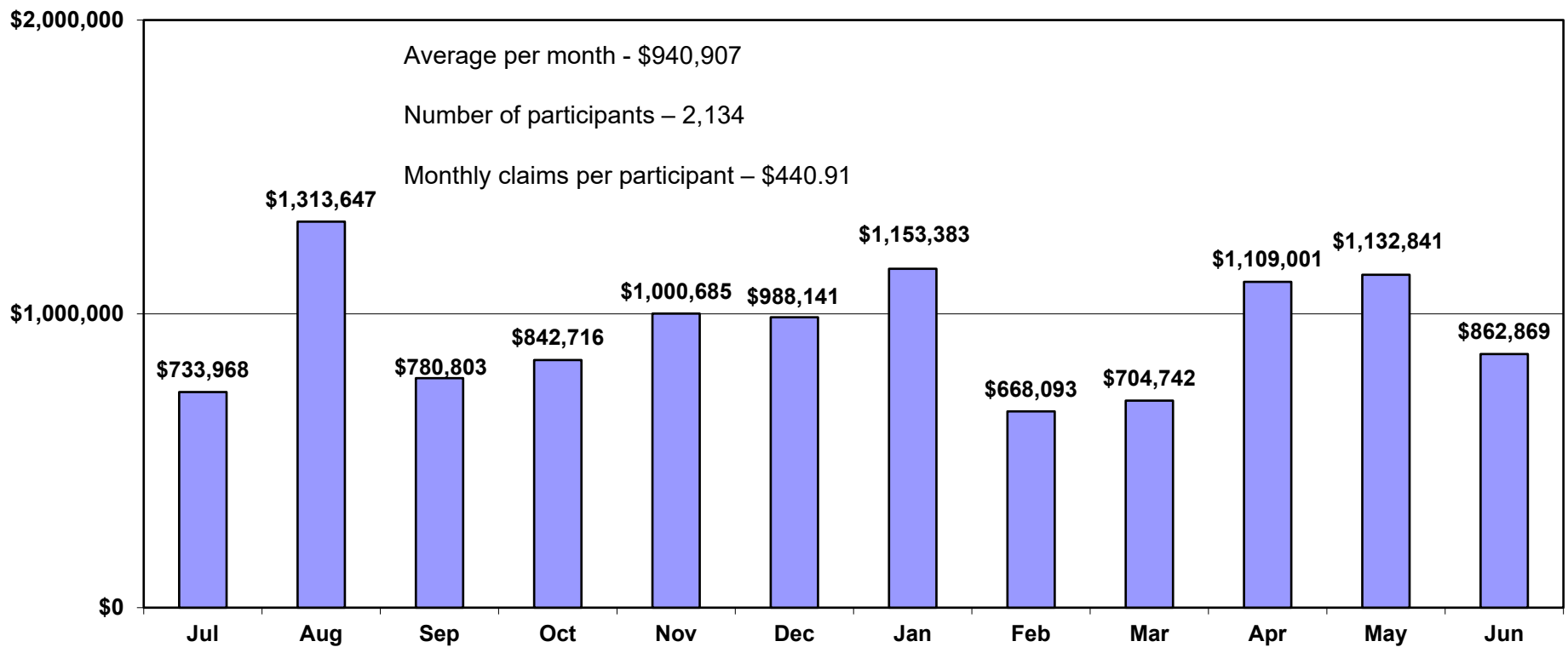


# Minnetonka ISD 276 Self Insurance Fund Total Insurance Cash Balance

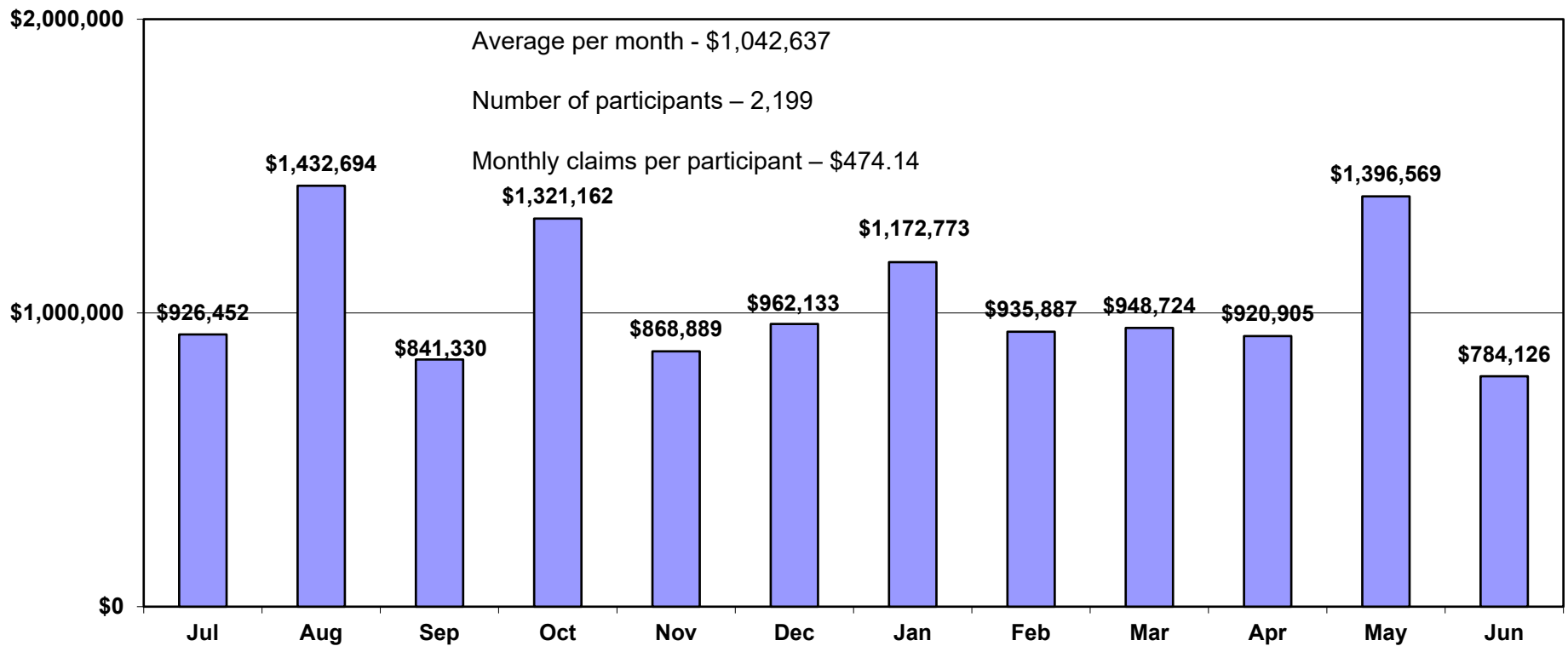




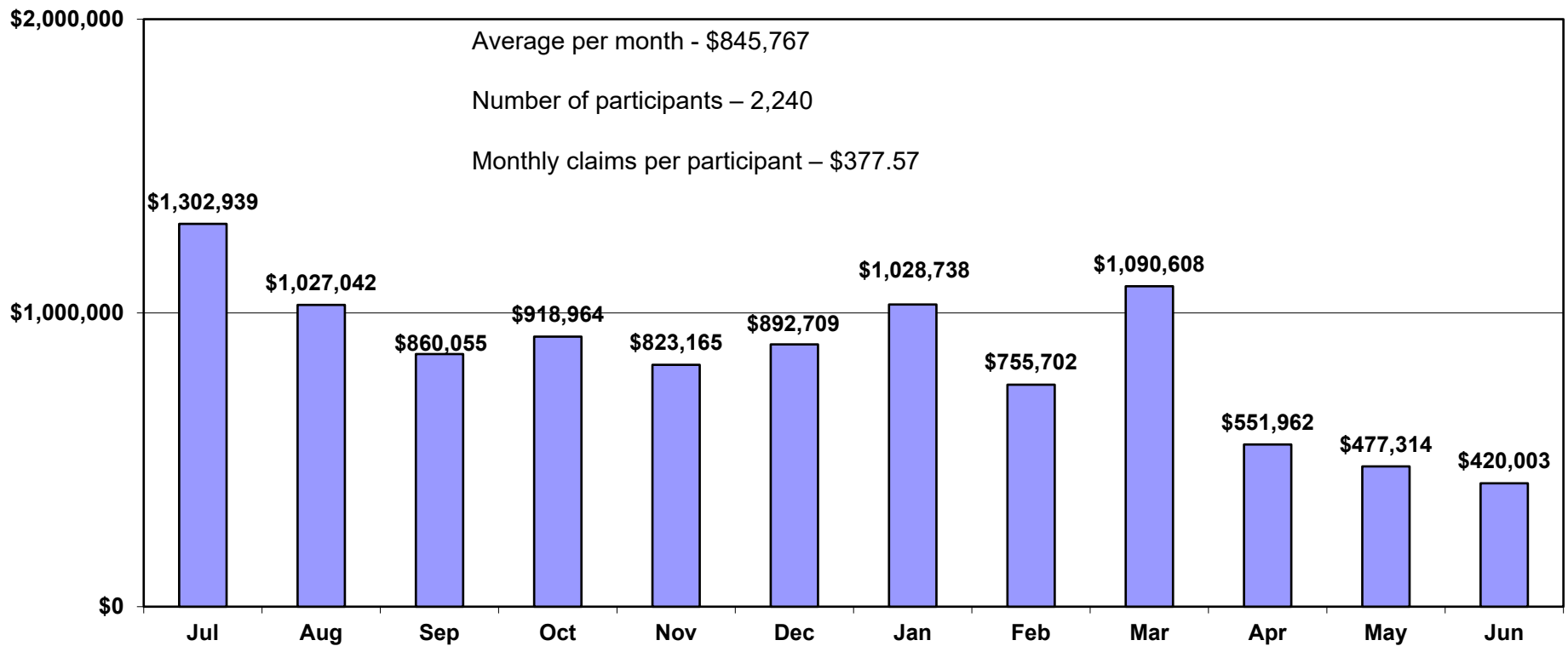
# Minnetonka ISD 276 Self Insurance Fund Monthly Claims Expenses FY18



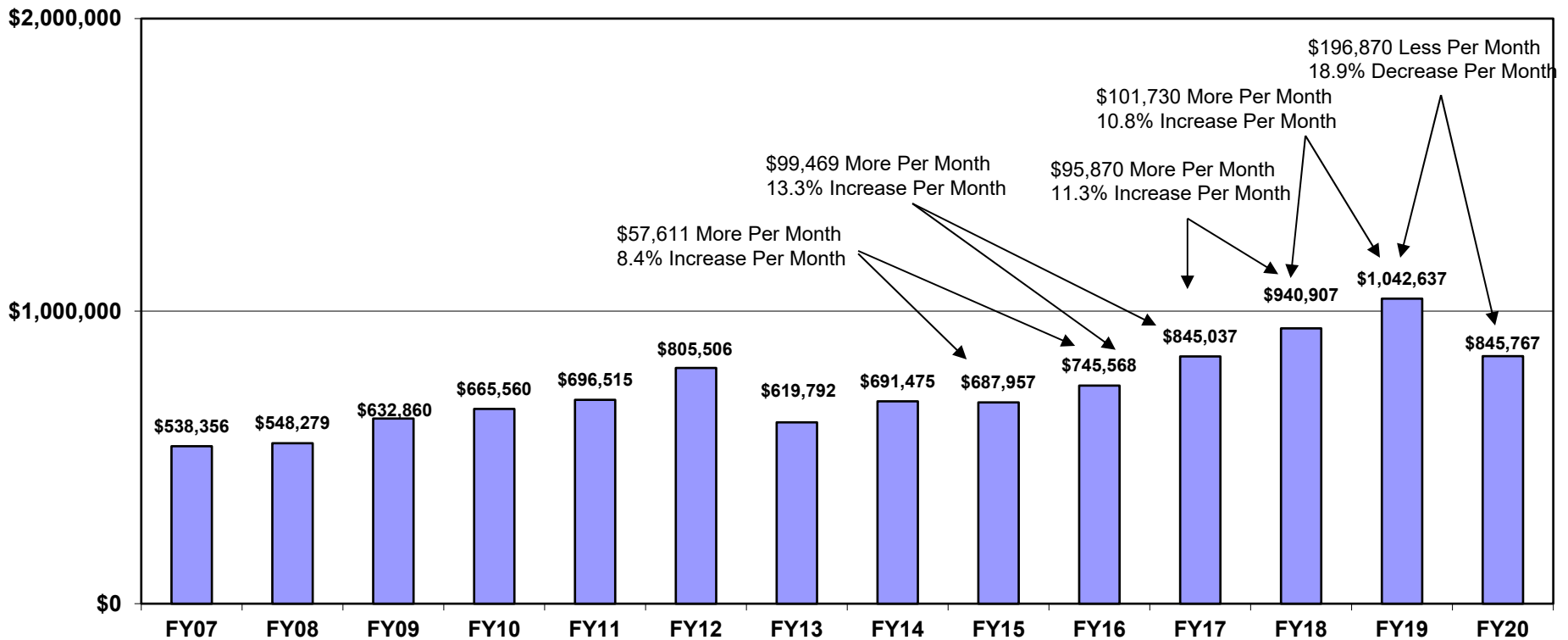
# Minnetonka ISD 276 Self Insurance Fund Monthly Claims Expenses FY19



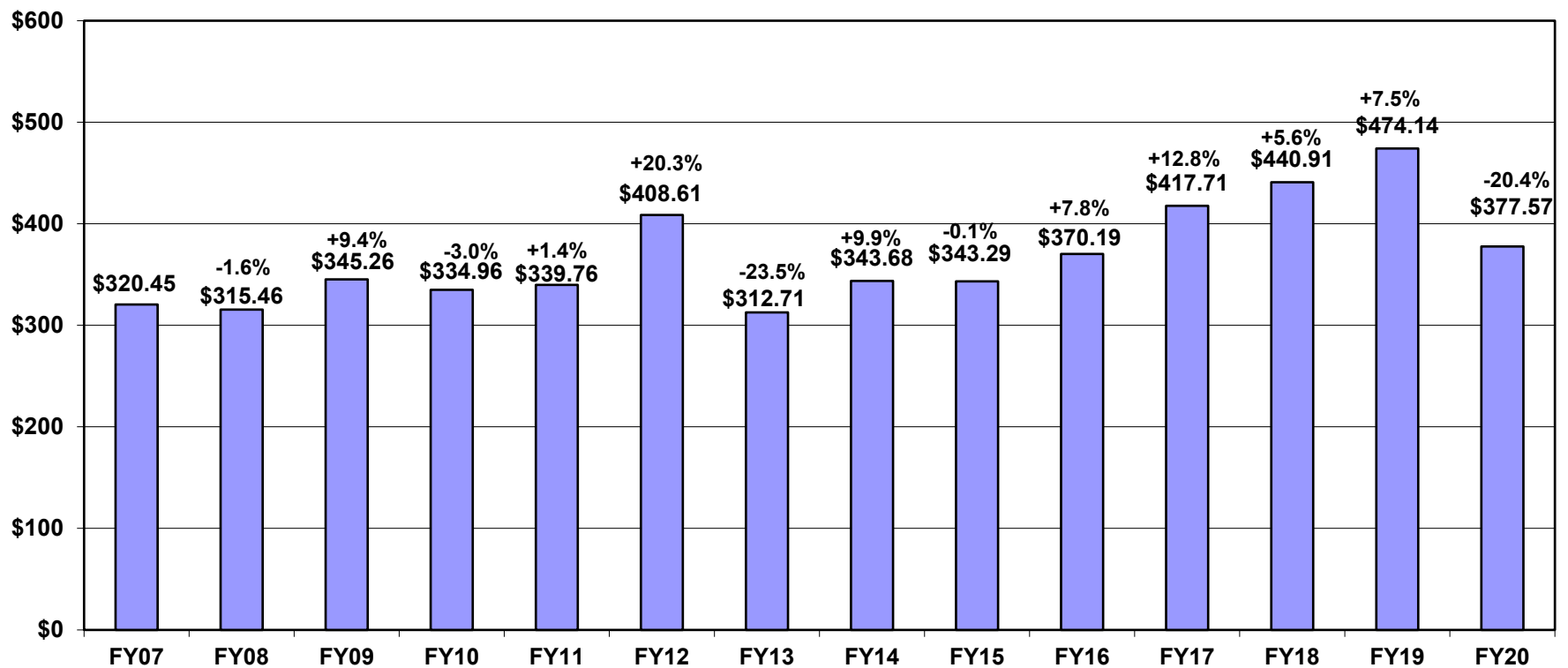
# Minnetonka ISD 276 Self Insurance Fund Monthly Claims Expenses FY20 Projected



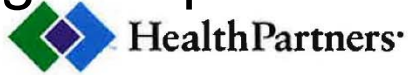
# Minnetonka ISD 276 Self Insurance Fund Average Monthly Claims Expenses



# Minnetonka ISD 276 Self Insurance Fund Average Monthly Claims Expenses Per Participant



# Age Dispersion Of Members

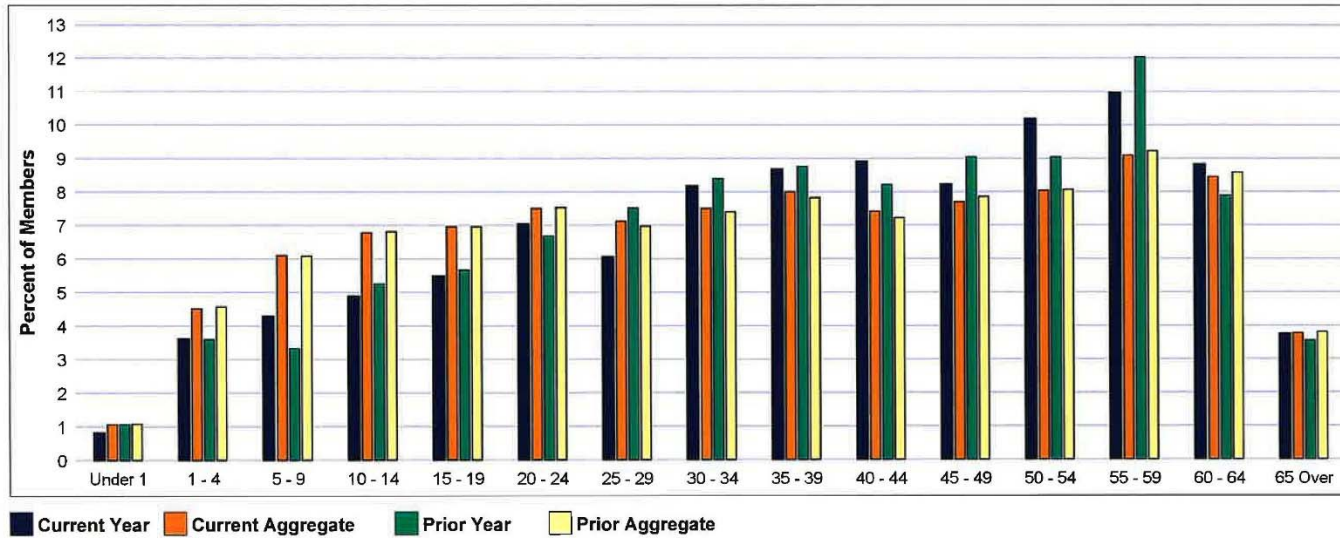


**Minnetonka Independent School [3699]**

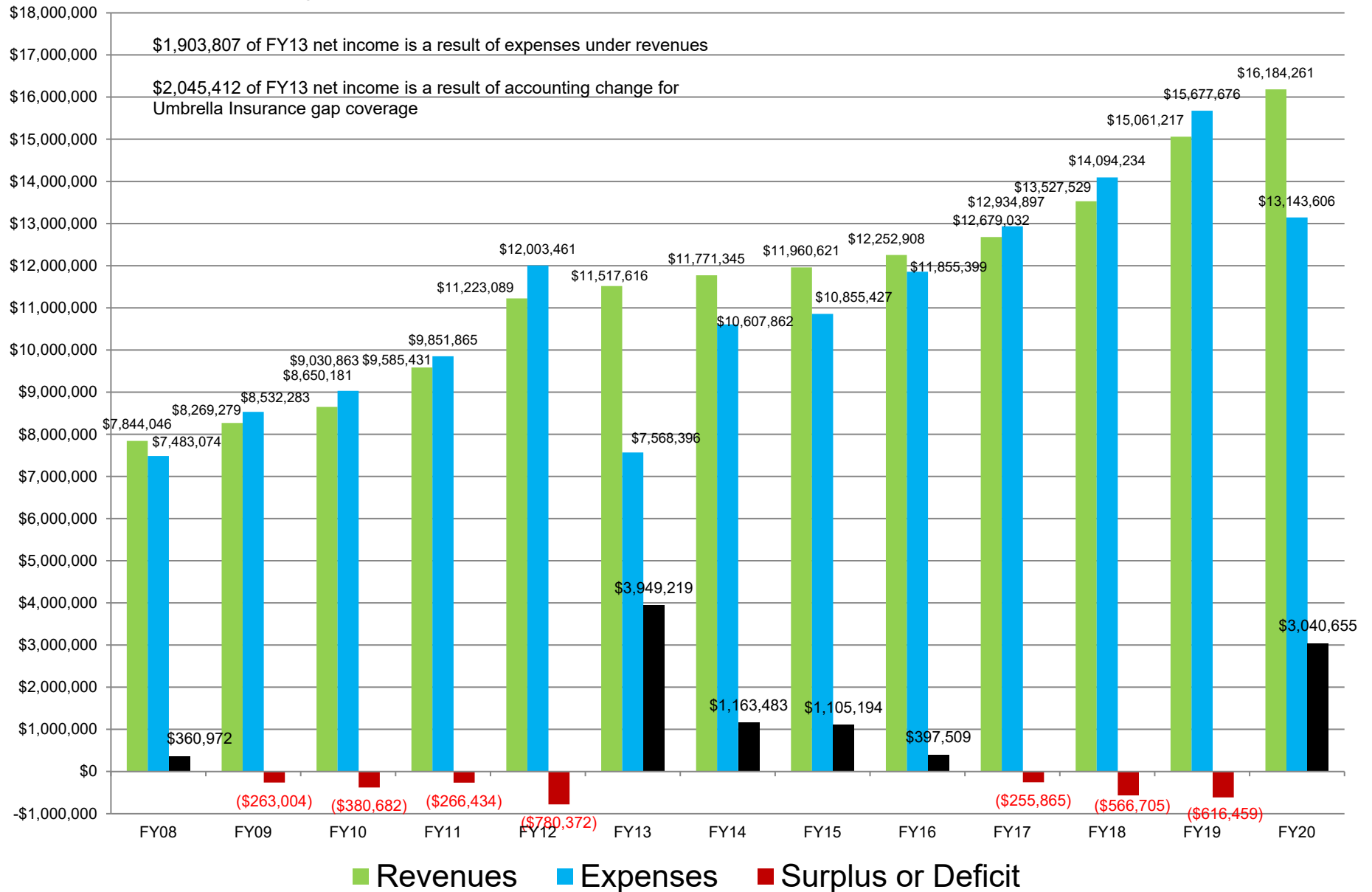
**All Packages-PYTD Monthly**

Paid Dates of 07/01/2018 through 06/30/2019

## Age Distribution

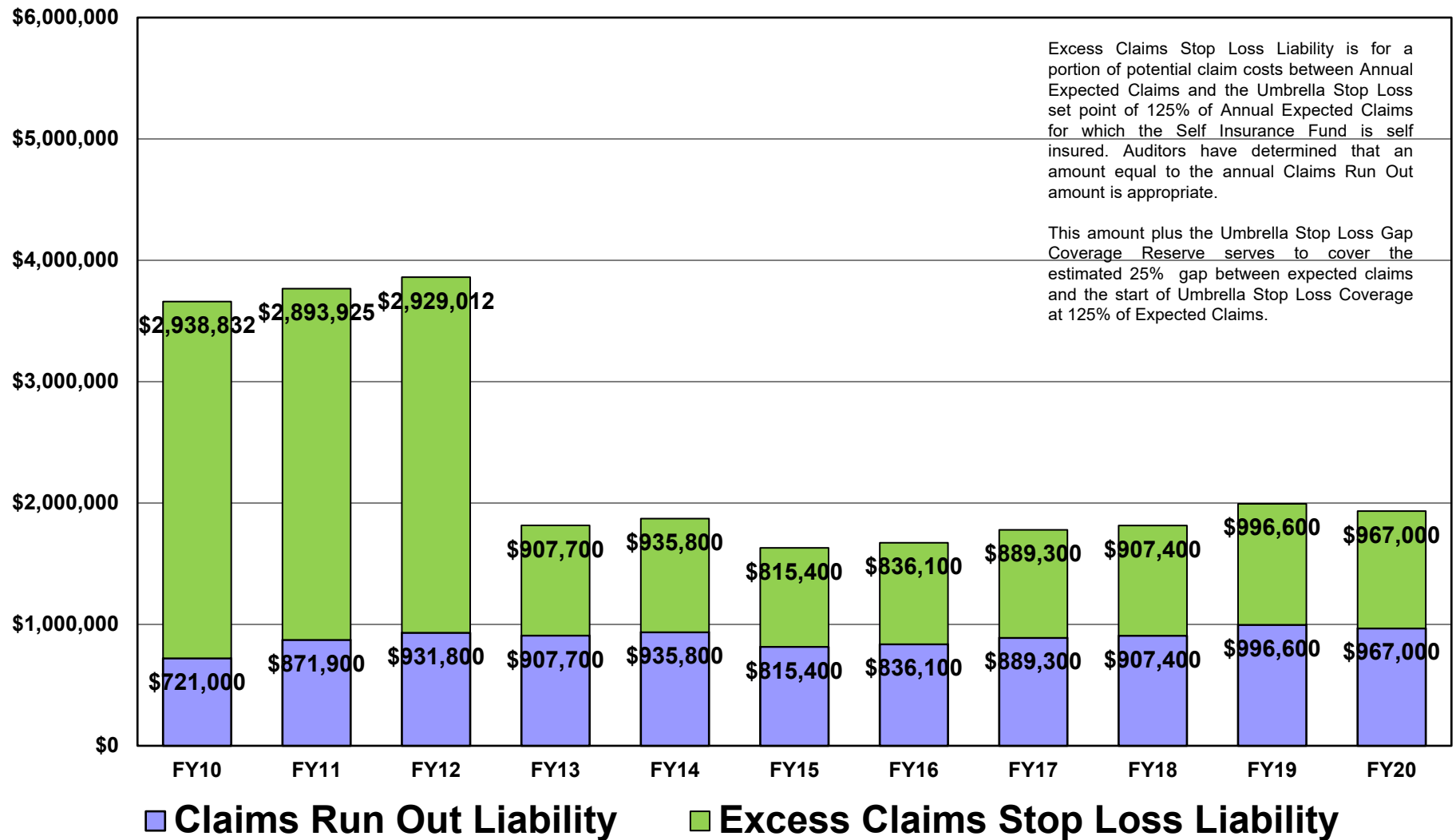


# Self Insurance Fund Revenues, Expenses, Surplus or Deficit Health & Dental Programs



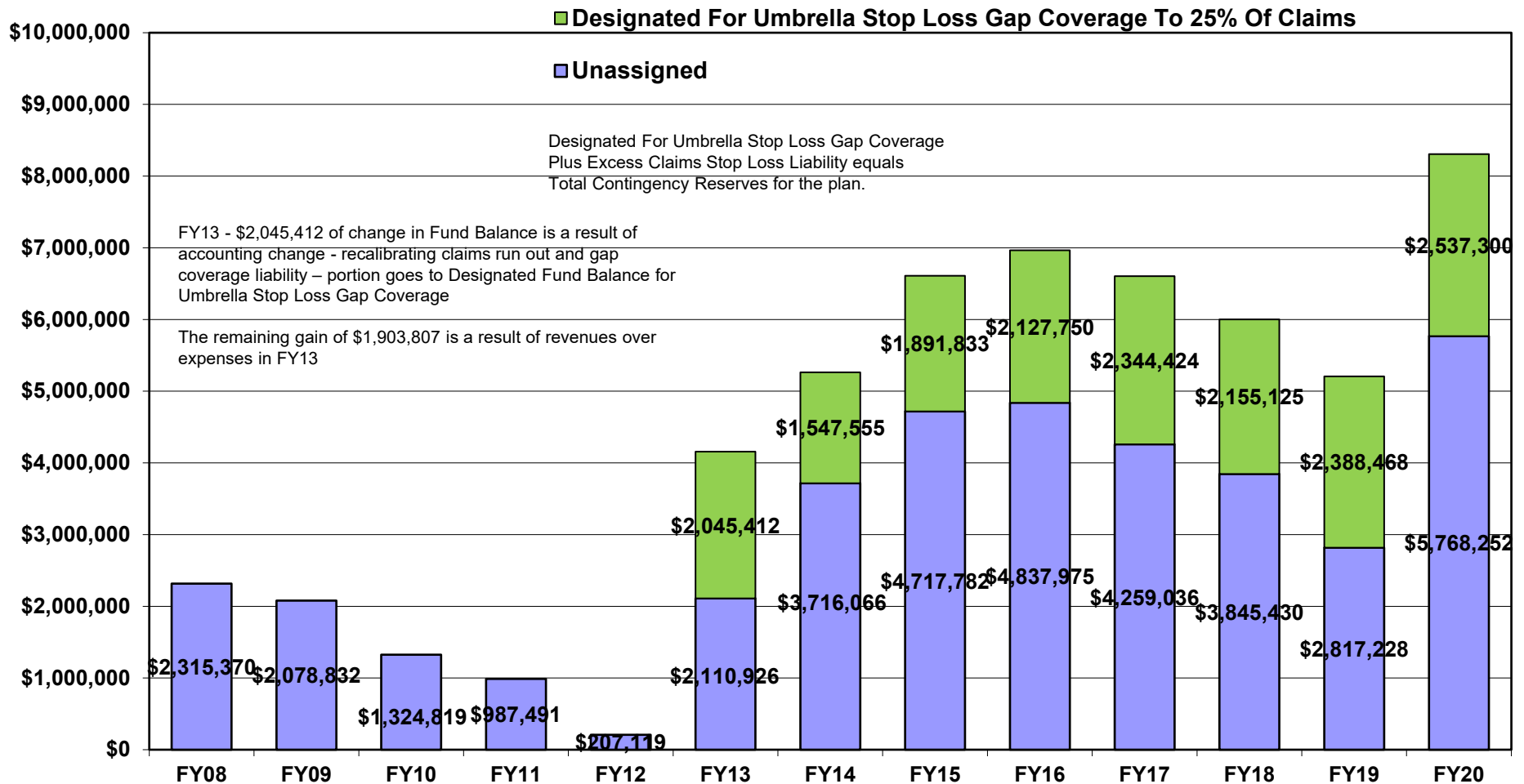
# Minnetonka ISD 276 Self Insurance Fund

## Claims Run Out Liability And Excess Claims Stop Loss Liability

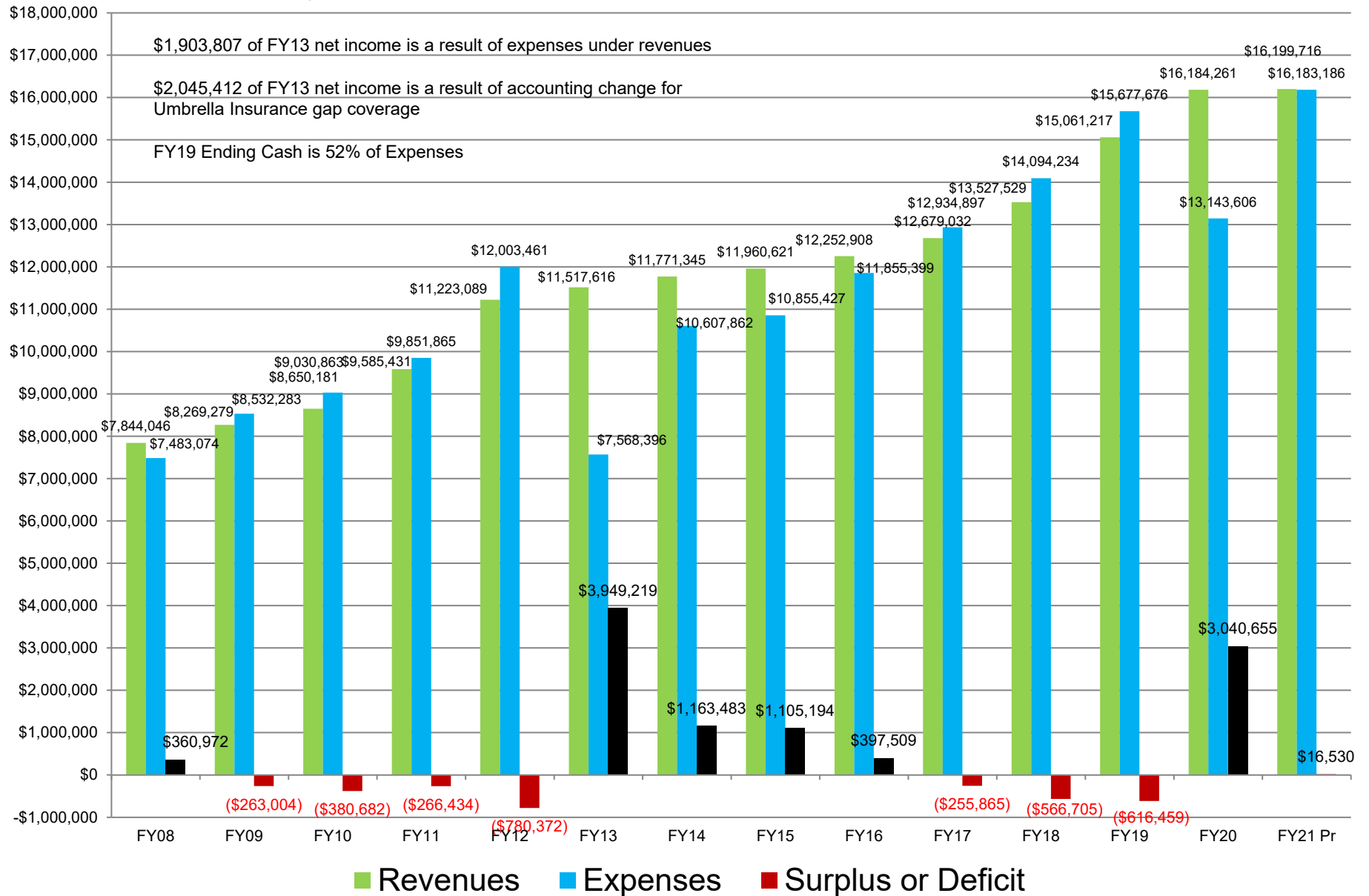




# Minnetonka ISD 276 Self Insurance Fund Fund Balance



# Self Insurance Fund Revenues, Expenses, Surplus or Deficit Health & Dental Programs



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

**Study Session Agenda Item #12**

**Title: Review of 2020-2025 Enrollment Projections      Date: November 19, 2020**

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**EXECUTIVE SUMMARY**

Since 2009-10, extensive enrollment projections have been done to enable District officials to know what enrollment will be for any given year in the future. The document has been updated each year to reflect actual enrollment for the respective current year and determine any impact of the update on future enrollments. The projections enable administrators to know 3-4 years in advance of an impending issue with classroom space and to adjust to the situation. The newest projections through 2024-25 will be reviewed with the Board. The new limit on total enrollment at 11,100 students is factored into the projections.

**Submitted by:**



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**Dennis L. Peterson  
Superintendent of Schools**