

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

**December 17, 2020**  
**6:00 p.m.**

**AGENDA**

- 6:00 1. Sixth Reading of Policy #504: Student Dress and Grooming Code
- 6:20 2. Fourth 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
- 7:00 3. Review of Facilities Plans for Momentum Program
- 8:00 4. Update on Curriculum Review Process
- 8:30 5. Review of State Finance Plan
- 9:10 6. Discussion on Learning Model after January 1, 2021
- 9:40 7. Review of Board Leadership Positions and Committee Assignments for 2021

**CITIZEN INPUT**

**7:00 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: Sixth Reading of Policy #504:  
Student Dress and Grooming Code

Date: December 17, 2020

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**EXECUTIVE SUMMARY**

Policy #504: Student Dress and Grooming Code, is presented for a sixth 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 previous readings are shown in **Yellow***

## MINNETONKA PUBLIC SCHOOLS

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

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#### **I. PURPOSE**

The Minnetonka School District recognizes schools as a place of learning where dress of employees and students should be attire-appropriate for a quality **learning environment and** 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~~ **appearance** of students becomes the concern of the school if it causes disruption of the educational program or is offensive or inappropriate to others. Students shall dress in a manner that takes into consideration the educational environment, safety, health and welfare of others.

#### **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~~ **appearance** 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 **and accessories** 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~~. promoting or engaging in criminal acts.
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 that obscures identity during the school day. Any headwear must allow the face to be visible and allow full line of sight for students and staff. 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~~ appearance 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>Letter home</li> <li>T-shirt to cover or sent home</li> <li>Student is notified</li> <li>Letter home</li> </ul>	<ul style="list-style-type: none"> <li>Record of Offense</li> <li>Detention as assigned</li> <li>T-shirt to cover or sent home</li> <li>Detention or appropriate consequence as assigned</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

Reviewed: December 17, 2020

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

**Study Session Agenda Item #2**

**Title: Fourth Reading of Goal Two-related  
Policies**

**Date: December 17, 2020**

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**EXECUTIVE SUMMARY**

The following policies are being brought forth for a fourth 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~~, ability or status with regard to public assistance, age, or any additional characteristic or other dimensions of identity defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. “On school premises, on District property or at school-related functions or activities, or on school transportation” means all District buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school

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

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

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

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

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

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

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

## **V. DISTRICT ACTION**

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

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

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

## **VI. RETALIATION OR REPRISAL**

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

## **VII. TRAINING AND EDUCATION**

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

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

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

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

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

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

## **VIII. NOTICE**

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

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

## **IX. POLICY REVIEW**

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

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

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

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

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

*Approved: November 5, 2009*

*Reviewed and Approved: August 7, 2014*

*Reviewed: September 17, 2020*



Reviewed: October 22, 2020

Reviewed: November 19, 2020

Reviewed: December 17, 2020

## MINNETONKA PUBLIC SCHOOLS

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### Policy 534: EQUAL EDUCATIONAL OPPORTUNITY

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#### I. PURPOSE

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

#### II. GENERAL STATEMENT OF POLICY

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

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

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

***Legal References:***

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

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

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

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

***Cross References:***

*Policy 427: Harassment and Violence*

*Policy 521: Student Disability Nondiscrimination*

*Approved: September 2, 2010*

*Reviewed: September 17, 2020*

*Reviewed: October 22, 2020*

*Reviewed: November 19, 2020*

*Reviewed: December 17, 2020*

## MINNETONKA PUBLIC SCHOOLS

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### Policy #604: INCLUSIVE EDUCATION PROGRAM

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#### I. PURPOSE

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

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

#### II. GENERAL STATEMENT OF POLICY

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

#### III. DEFINITIONS

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

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

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

#### **IV. REGULATIONS**

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

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

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

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

*Minnesota Rules Part 3500.0550 Inclusive Education Program*

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

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

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

*Approved: February 1, 2007*

*Reviewed: September 17, 2020*

Reviewed: October 22, 2020

Reviewed: November 19, 2020

Reviewed: December 17, 2020

*Recommended edits from 11/19/20 Study Session are shown in yellow*

## MINNETONKA PUBLIC SCHOOLS

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

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#### I. PURPOSE

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

#### II. GENERAL STATEMENT OF POLICY

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

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

#### III. RESPONSIBILITY OF SELECTION

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

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

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

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

### III. IV. DEFINITIONS

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

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

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

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

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

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



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

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

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

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

**Supplementary Materials:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

***Legal References:***

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

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

***Cross References:***

*Policy 601: District Curriculum, Instruction and Assessment*

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

*Policy 604: Inclusive Education Program*

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

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

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

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

*Adopted: October 7, 2004*

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

*Adopted: August 7, 2014*

*Reviewed: September 17, 2020*

*Reviewed: October 22, 2020*

*Reviewed: November 19, 2020*

*Reviewed: December 17, 2020*

## MINNETONKA PUBLIC SCHOOLS

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

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#### **I. PURPOSE**

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

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

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

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

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

### III. GUIDELINES

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

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

*Approved: December 14, 1976*

*Reviewed: January 7, 1993*

*Reviewed: August 21, 2014*

*Approved: September 4, 2014*

*Reviewed: September 17, 2020*

*Reviewed: October 22, 2020*

*Reviewed: November 19, 2020*

*Reviewed: December 17, 2020*



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

**Study Session Agenda Item #3**

**Title: Review of Facilities Plans for Momentum Program    Date: December 17, 2020**

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**EXECUTIVE SUMMARY:**

Background

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

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

Momentum Skilled Trades Facility Description

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

This facility would be approximately 10,500 square feet. It would accommodate the Automotive Program in an approximately 3,475-square-foot, two-extended-bay space that would allow classes to work on up to six vehicles simultaneously. The facility would also house a maker space of approximately 1,850 square feet that could be configured for the next strand of Momentum Skilled Trades. This would be a multipurpose space which could house anything from interior renovations, to engineering to high tech fabrication. Of note, the high ceiling height is an important feature because it would allow

for the creation of large structures in all types of weather conditions. The facility would also have an approximately 900-square foot classroom located partially above the maker space for use by any of the programs. Appropriate support spaces are also included in the preliminary design.

### Momentum Skilled Trades Facility Cost and Construction Timeline

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

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

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

### Funding of Momentum Skilled Trades Facility

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

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

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

An initial tranche of \$1.0 million COP bonds would be sold in late May 2021 and close on July 29, 2021 in FY2021. These funds would cover the design costs, permitting costs and

initial site work and construction that occurred through June 30, 2021. This ensures that the Construction Fund would not have a negative fund balance for FY2021, and the \$1,000,000 amount of new principal is small enough that our total outstanding par value of bonds on June 30, 2021 is lower than June 30, 2020. Both of those factors help us to maintain our Aaa bond rating.

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

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

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**ATTACHMENTS:**

Momentum Skilled Trades Facility Draft Concepts

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**RECOMMENDATION/FUTURE DIRECTION:**

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

**Submitted by:**

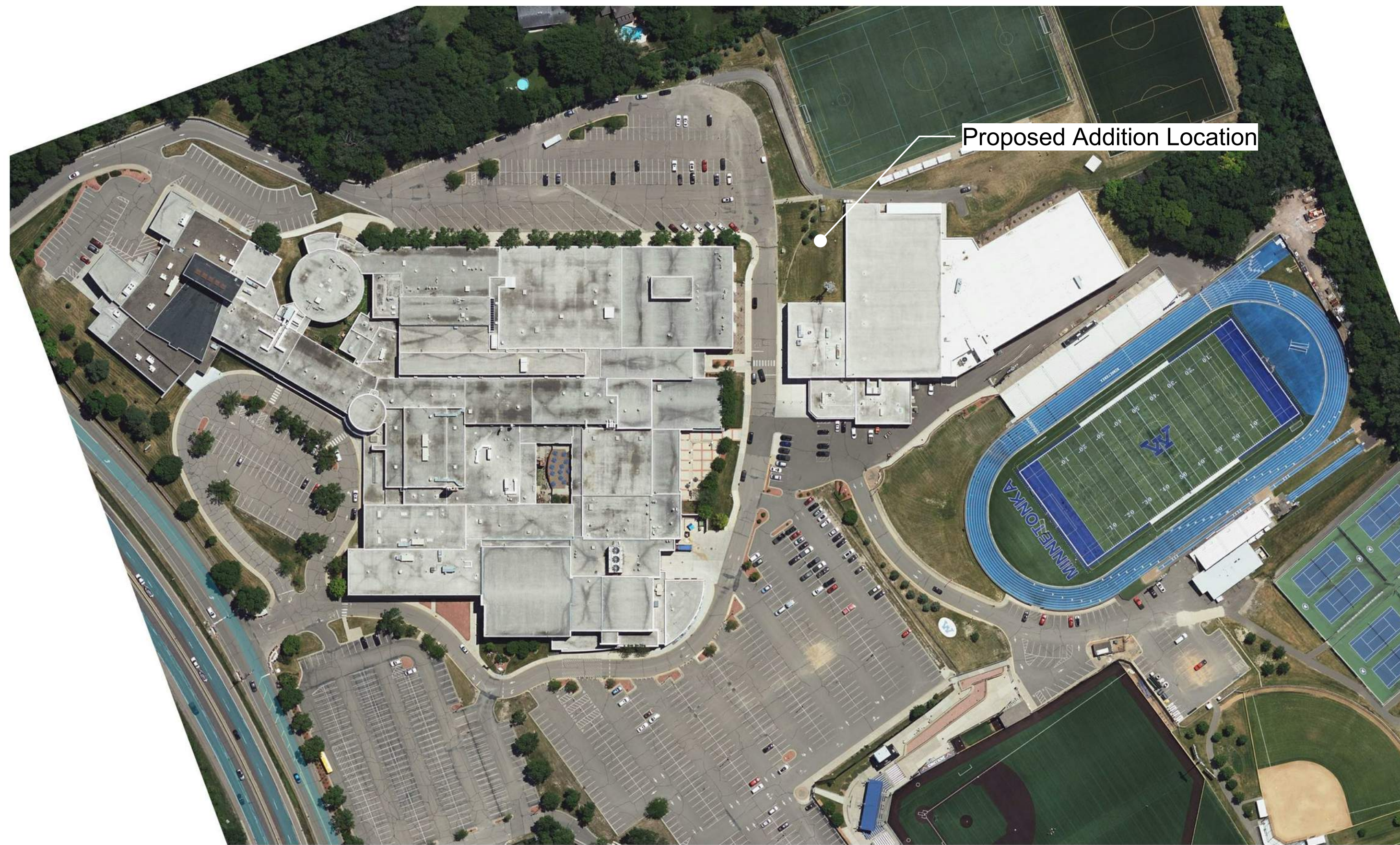


Paul Bourgeois, Executive Director of Finance & Operations

**Concurrence:**

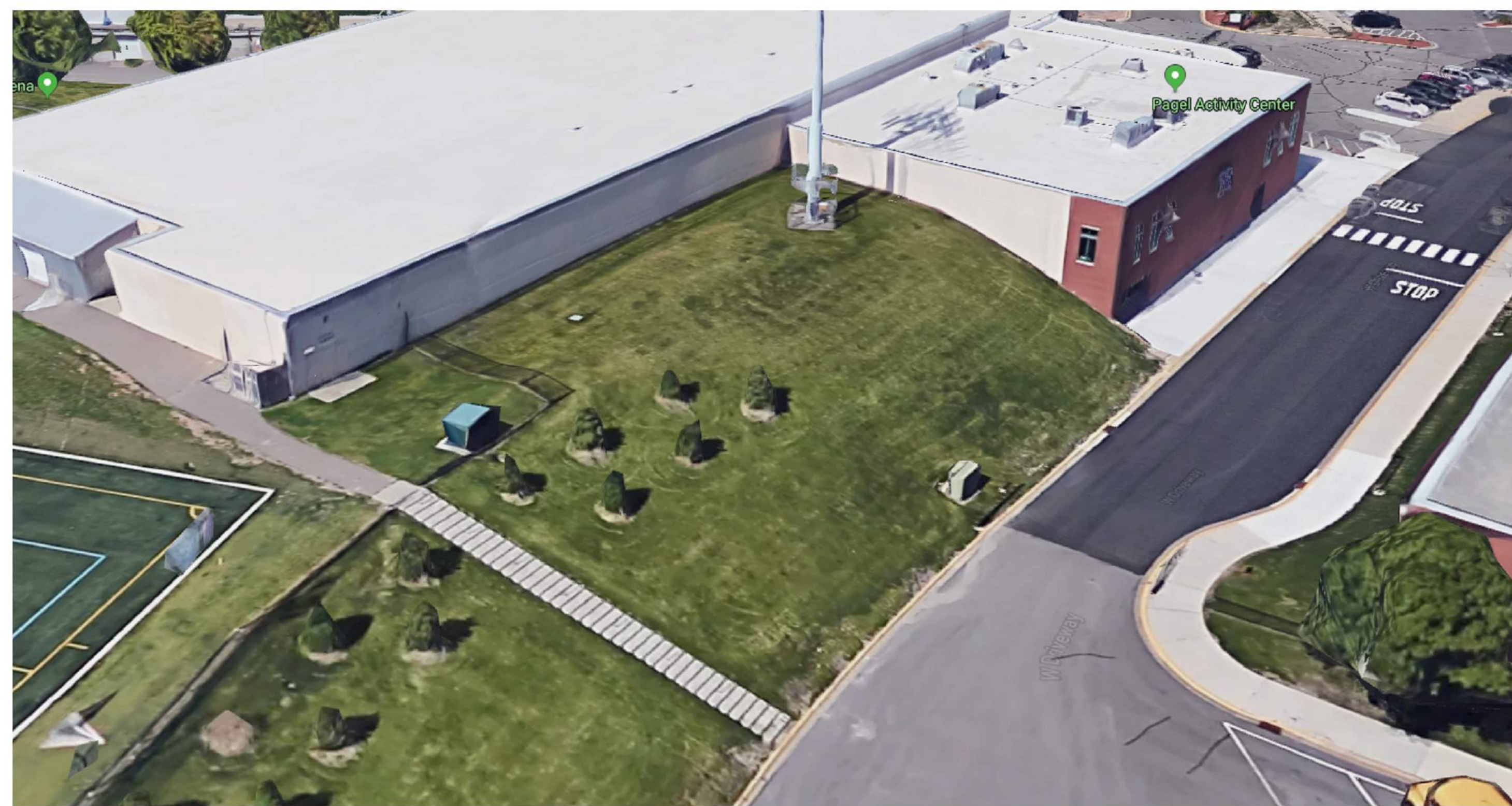


Dennis Peterson, Superintendent



Existing Site Plan

North 

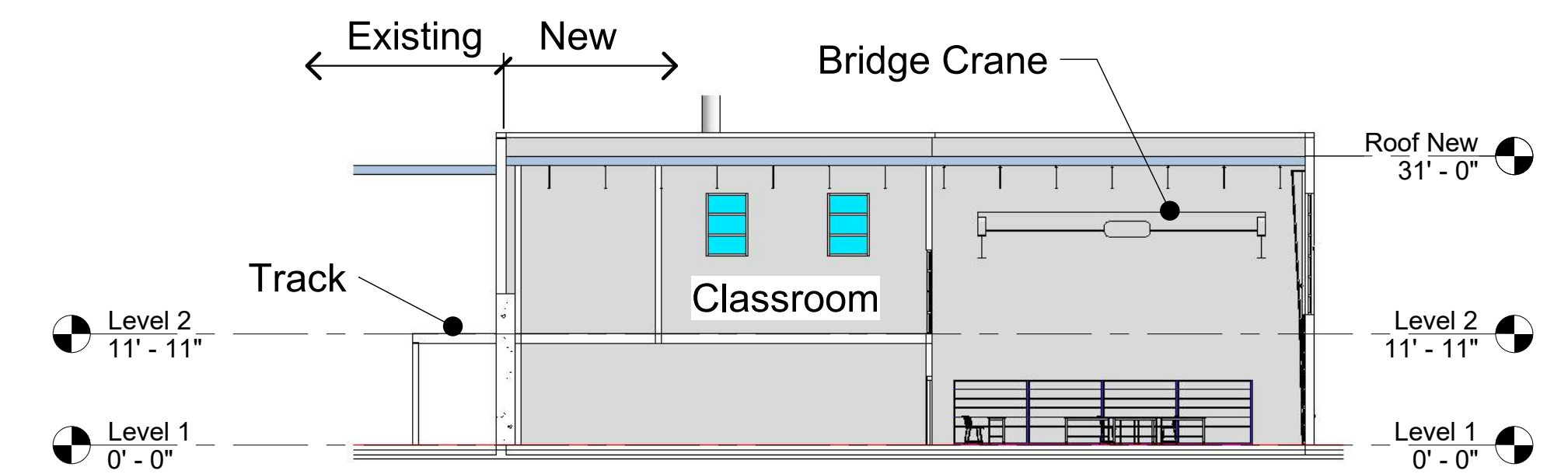
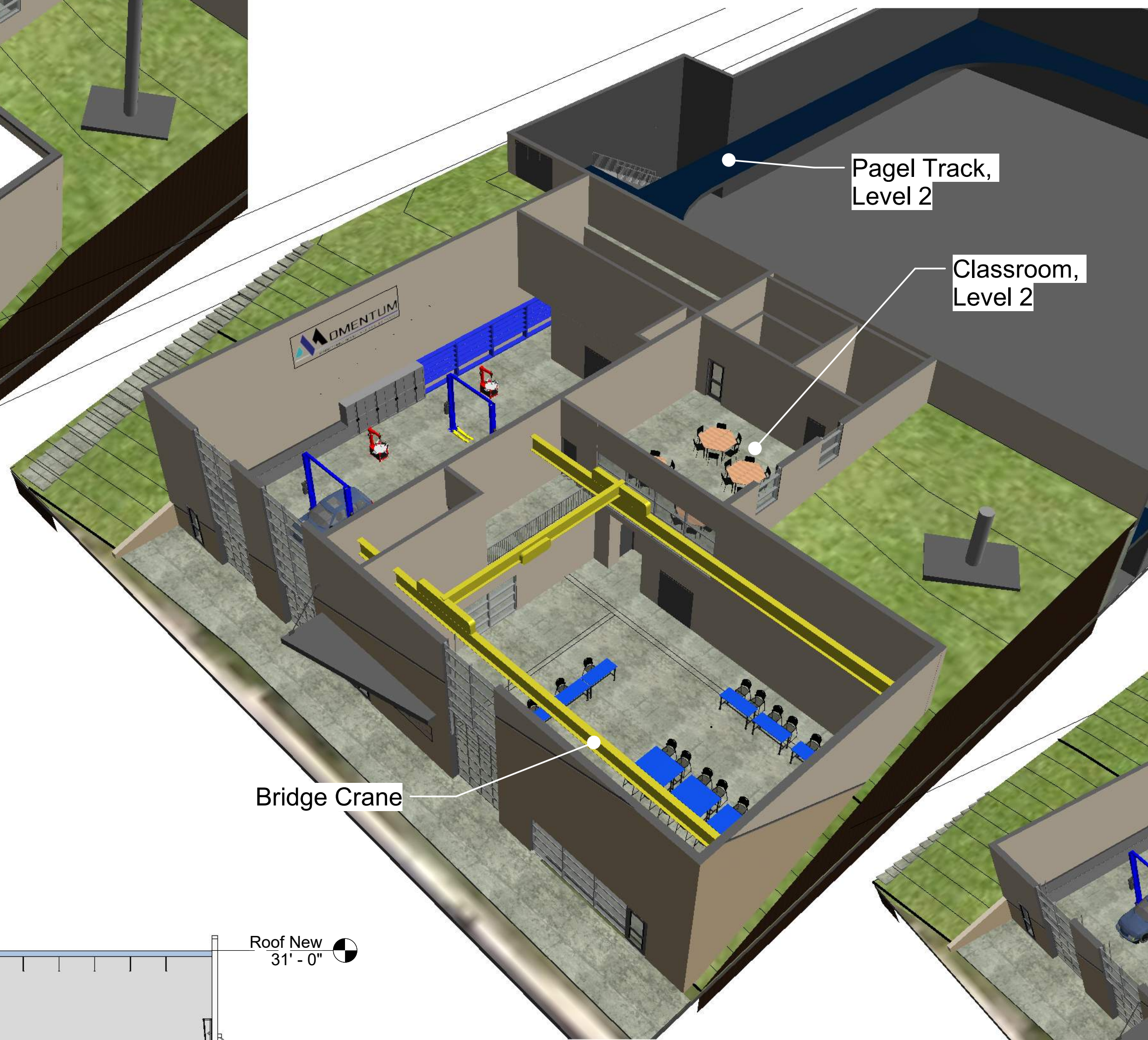
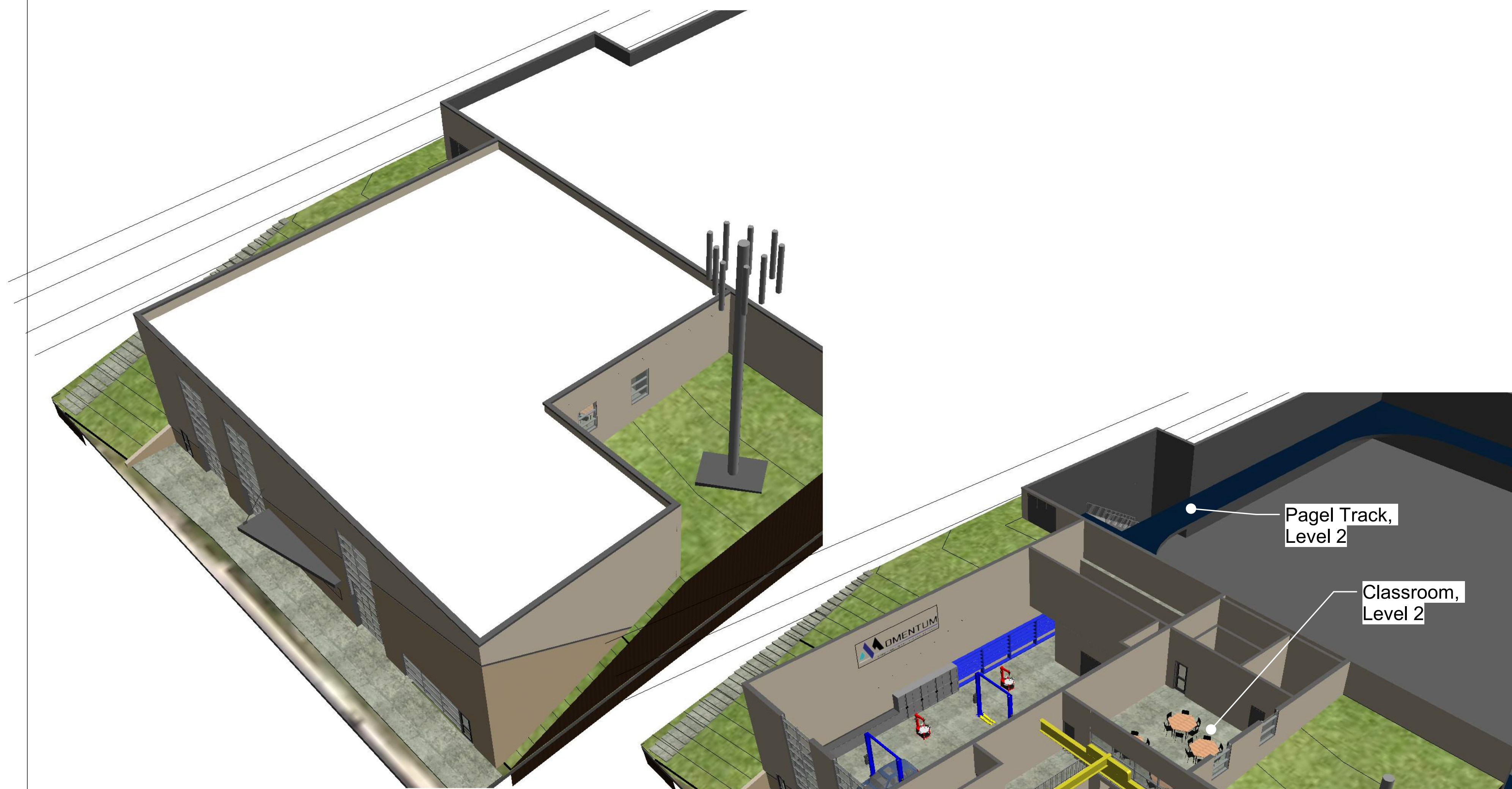


Existing Conditions

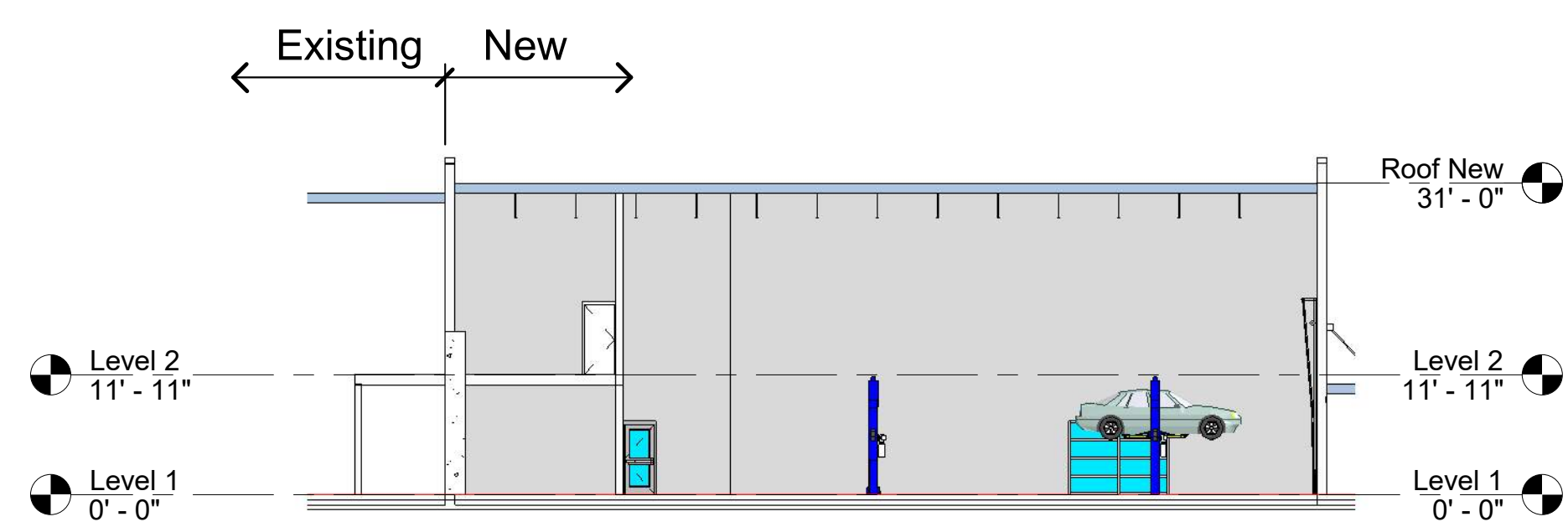


Site Plan

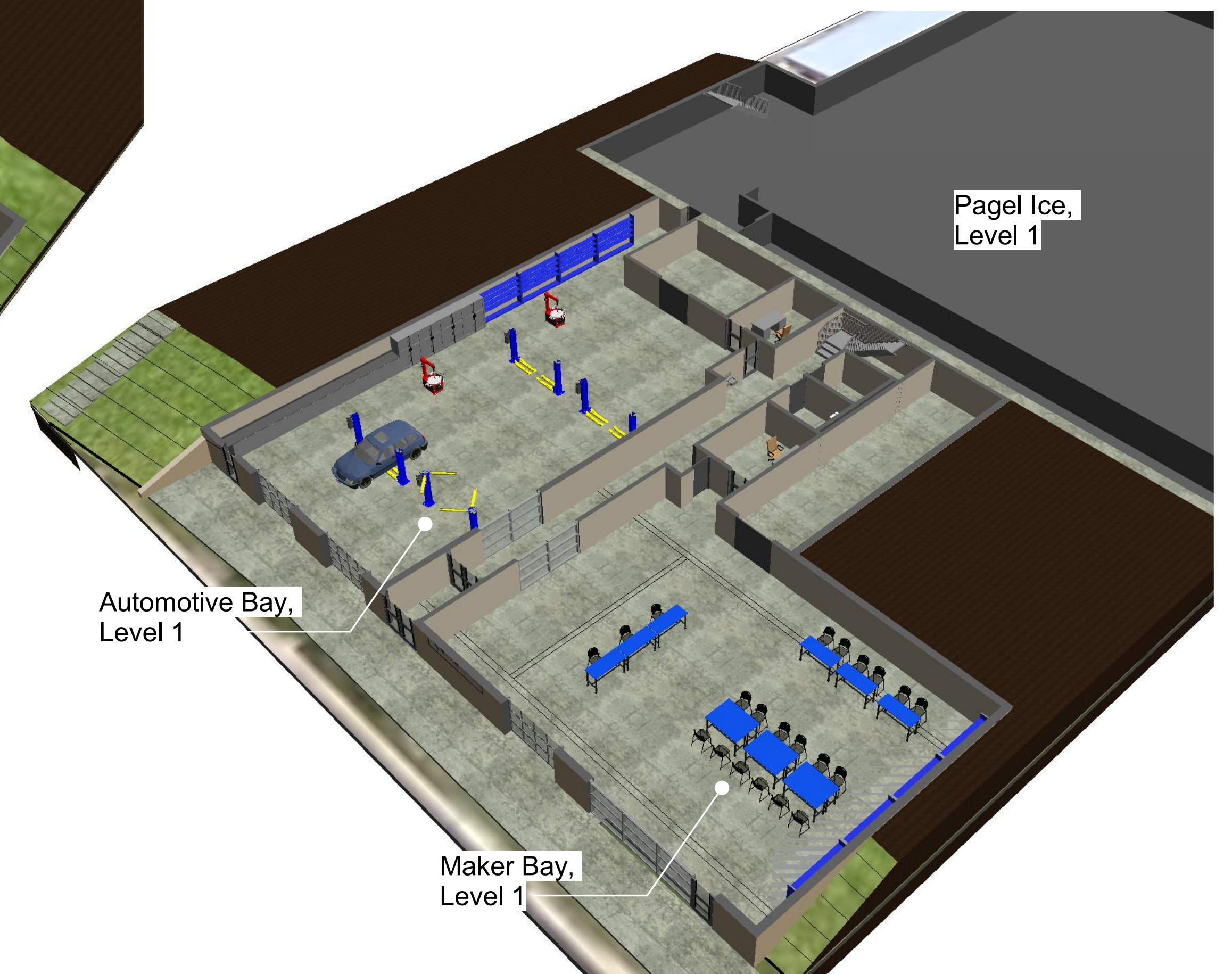
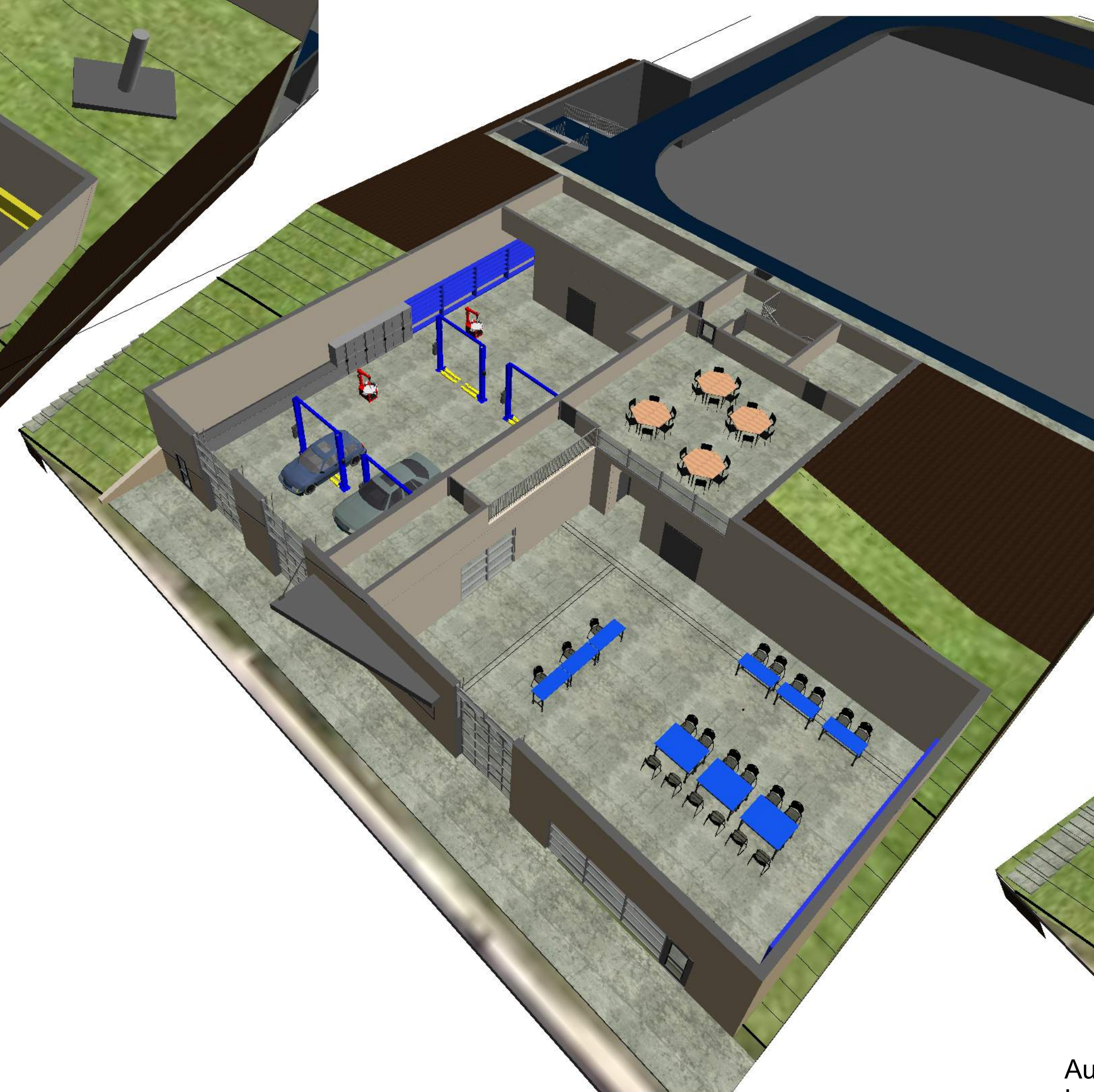
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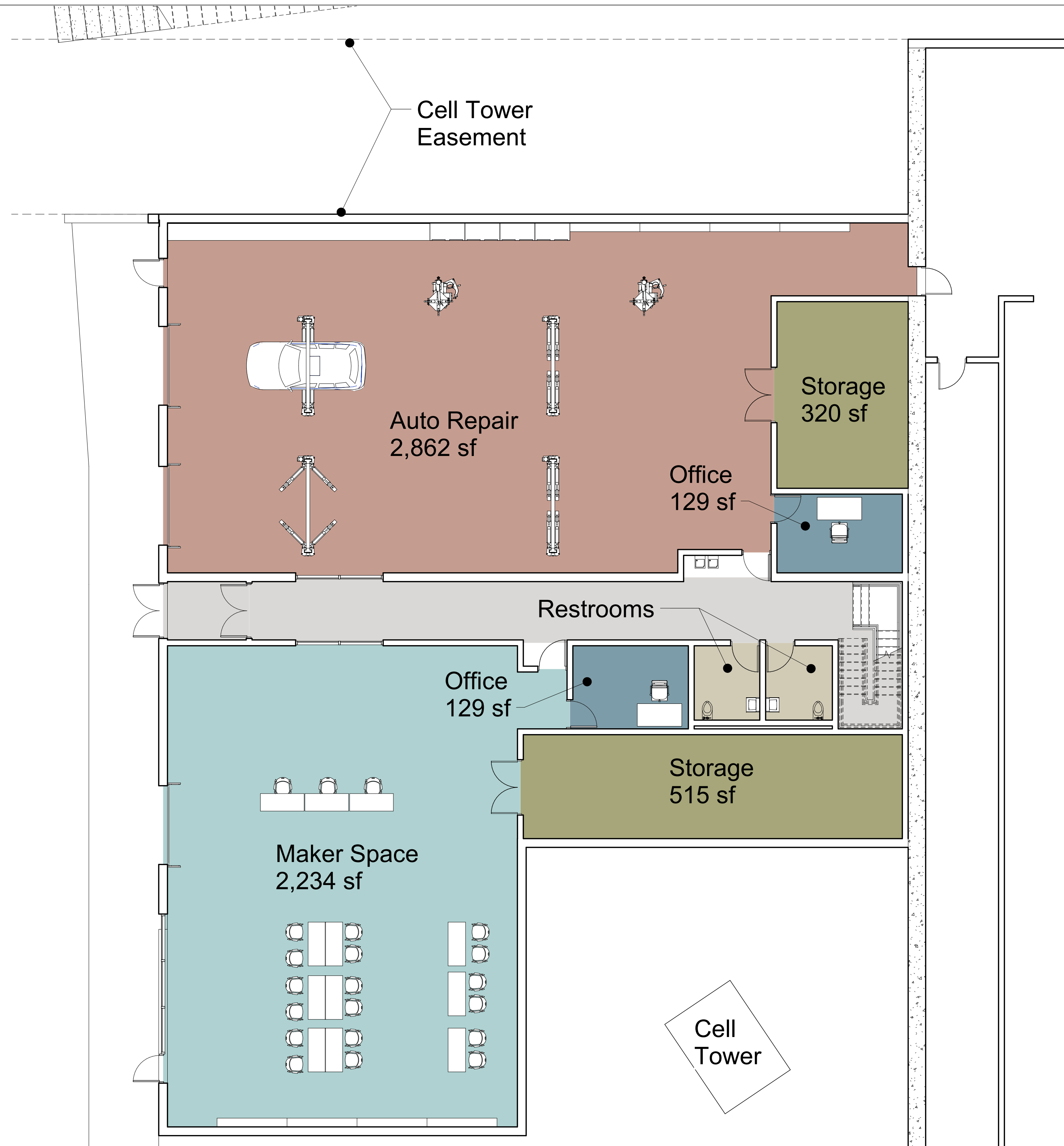


Building Section Through Maker Space

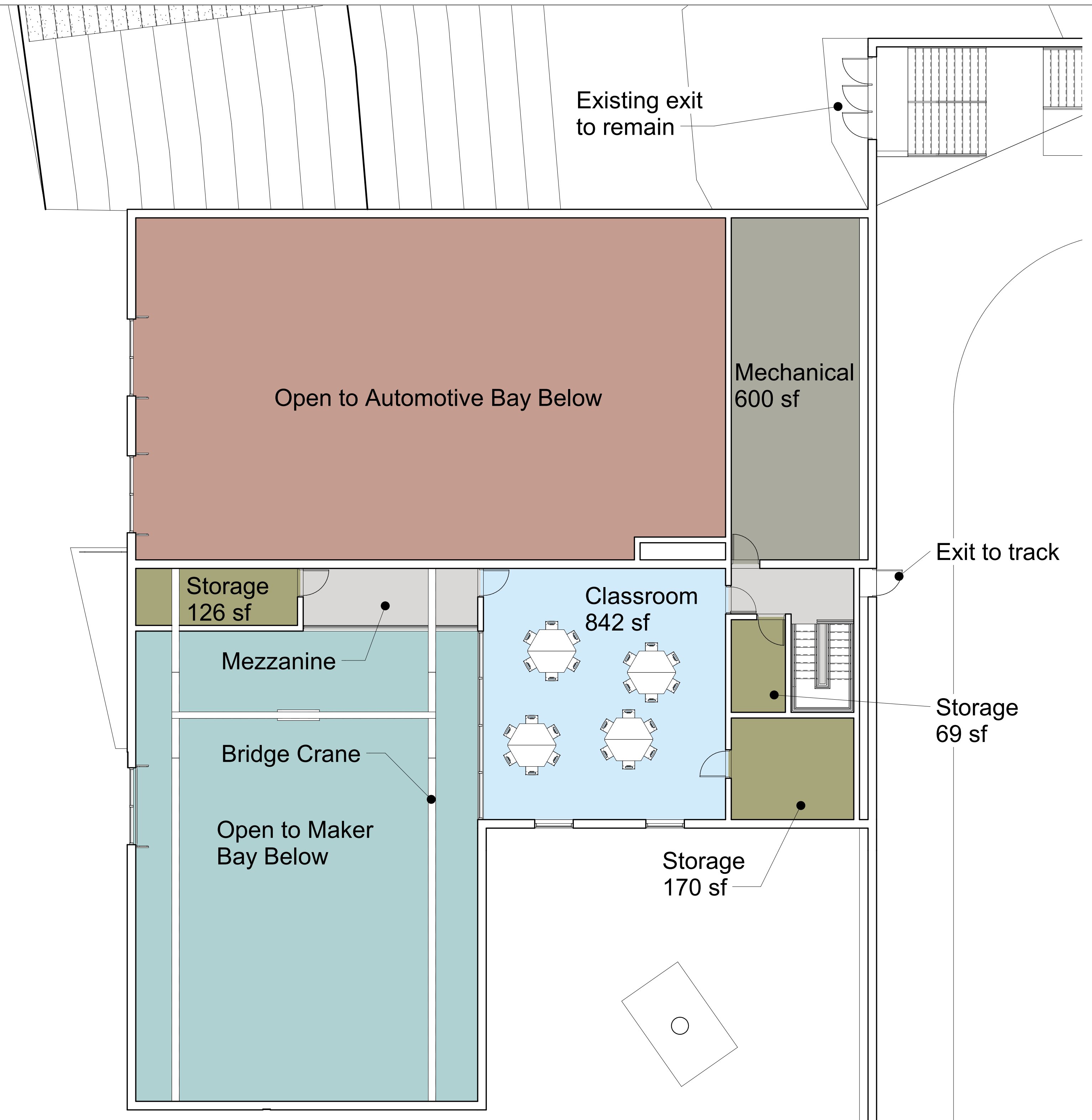


Building Section Through Auto Repair





Level 1 Floor Plan



Level 2 Floor Plan



Auto Repair



Maker Space



Maker Space

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

**Study Session Agenda Item #4**

**Title: Update on Curriculum Review Process**

**Date: December 17, 2020**

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**EXECUTIVE SUMMARY:**

Minnetonka Public Schools maintains a robust curriculum review process. As described in School Board Policy #603, “The goal of the instructional review and improvement process is to advance the quality of curriculum and instruction and to promote excellence in student performance using the best possible instructional practices, curricula, and materials.” Content areas and programs undergo comprehensive reviews as part of the District’s continuous improvement process; the process itself is reviewed regularly to ensure that it meets District goals. School Board Goal 2 calls for the District to “evaluate the curriculum review process/Policy #606 to ensure it embraces diversity, equity, inclusion and excellence.” The purpose of this report is to provide an update regarding the curriculum review process.

**CURRICULUM REVIEW PROCESS**

The curriculum review process supports School Board policies and goals and meets local, state and national standards. The process is informed by the Understanding by Design (UbD) model, using a three-stage design method to create a cohesive, rigorous plan for curriculum, assessment, and instruction:

- 1. Identify Desired Results:** During the first stage of this process, teachers review content standards, course or program objectives, and learning outcomes, and ultimately identify relevant goals, understandings and essential questions. This provides a clear picture of what students should know and be able to do.
- 2. Determine Acceptable Evidence:** During the second stage, teachers develop assessments and performance tasks. This includes formative, as well as summative assessments.
- 3. Plan the Learning Experience:** During the third stage, teachers determine effective instructional methods, design a sequence of lessons and select materials that support the learning goals.

The entire curriculum review process spans approximately six years and consists of four phases. Each of these phases have been evaluated and revised to reflect District priorities. The process is described on these pages.

## **Phase 1: Needs Assessment**

Step A: Review the current program, analyzing all available data and unit plans.

- Identify current essential learnings, formative and summative assessments, instructional practices and resources, including instructional technology tools.
- Analyze assessment data, standardized and District.
- **Gather feedback from stakeholders.**

Step B: Research literature on best practices and standards.

- Identify evidence-based best practices in the discipline, **ensuring excellence for all students.**
- Analyze state and national academic standards, including recommended practices.

Step C: Begin developing and prioritizing recommendations for program improvement.

## **Phase 2: Recommendations**

Step D: Determine the program design.

- Identify or revise essential learnings (*UBD Stage 1*). Minnetonka essential learnings must address:
  - State and/or national academic standards
  - Local, state, and/or national career and college readiness standards that **ensure students successfully function in and contribute as citizens to their local and global communities.** These are informed by:
    - Minnesota Career and College Readiness Guide
    - State and National Standards Guidance
    - Industry Trends  
(*The Future of Work in America: People and Places, Today and Tomorrow*, McKinsey Global Institute)
- Develop or revise assessments aligned to Essential Learnings (*UBD Stage 2*).
  - Formative Assessment Elements:
    - Assessment for Learning
    - Teacher-directed
    - Immediate evidence
    - Students check their understanding
    - Provides descriptive feedback
    - Purpose is improvement



- Provides opportunity for teachers to modify instruction
  - Summative Assessment Elements:
    - Assessment of Learning
    - Common assessments measuring Essential Learnings
    - Comprehensive in nature
    - Used to identify instructional areas that need additional attention
    - Used to determine if students have mastered specific skills and content
    - Occurs at the end of academic practice, unit, quarter, semester, or year
- Design the learning experience (*UBD Stage 3*). Identify and implement high quality core instructional practices, reflective of the Teaching and Learning Instructional Framework, that promote:
  - Evidenced-based, best practices for the content area
  - Literacy for the content area
  - **Meeting the diverse needs of each student in the pursuit of their highest academic and personal achievement**
  - High levels of student engagement
  - Opportunities for experiential learning
  - Opportunities for inquiry-based learning
- Select proposed core instructional materials, including instructional technology tools and resources, and plan for implementation. Materials must meet the criteria outlined in School Board Policy #606.
  - 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. Materials should be inclusive of diverse cultures and reflect the students we serve.**
  - 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.

### Phase 3: Implementation

- Implement recommendations for program improvement.
- **Identify and provide strategic professional learning for implementation of curriculum using identified practices.**
- Begin collecting and monitoring implementation data.

### Phase 4: Refinement and Continuous Improvement

- Based on results from ongoing data analysis and **feedback from stakeholders**, make adjustments and revisions to the implementation plan.
- Analyze implementation data and prepare for Phase 1 of the review.

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### ATTACHMENTS:

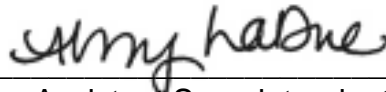
- *Attachment A: Curriculum Review Process and Schedule Cover Sheet*
- *Attachment B: Minnesota's Vision of Career and College Readiness*
- *Attachment C: Minnesota Academic Standards: Career and College Readiness*

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### RECOMMENDATION/FUTURE DIRECTION:

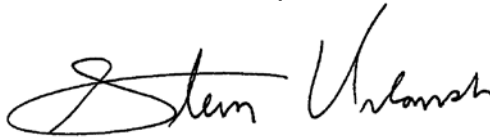
The information in this report is presented for School Board review.

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



Amy LaDue, Assistant Superintendent for Instruction

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



Steve Urbanski, Director of Curriculum

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



Dennis Peterson, Superintendent



## ATTACHMENT A: CURRICULUM REVIEW PROCESS

The goal of the review and improvement process is to advance the quality of curriculum and instruction and to promote excellence in student performance using the best possible instructional practices, curricula and materials. The curriculum review process consists of four phases, extending over a six year period.

<b>Phase 1: Needs Assessment</b>	<p><b>Step A:</b> Review the current program, analyzing all available data and unit plans.</p> <p><b>Step B:</b> Research literature on best practices and standards.</p> <p><b>Step C:</b> Begin developing and prioritizing recommendations for program improvement.</p>
<b>Phase 2: Recommendations</b>	<p><b>Step D:</b> Determine the program design.</p> <ul style="list-style-type: none"> <li>• Identify or revise essential learnings (<i>UBD Stage 1</i>).</li> <li>• Develop or revise assessments aligned to Essential Learnings (<i>UBD Stage 2</i>).</li> <li>• Design the learning experience (<i>UBD Stage 3</i>).</li> <li>• Select proposed core instructional materials, including instructional technology tools and resources, and plan for implementation. Materials must meet the criteria outlined in School Board Policy 606.</li> </ul>
<b>Phase 3: Implementation</b>	<ul style="list-style-type: none"> <li>• Implement recommendations for program improvement.</li> <li>• Identify and provide strategic professional learning for implementation of curriculum using identified practices.</li> <li>• Begin collecting and monitoring implementation data.</li> </ul>
<b>Phase 4: Refinement and Continuous Improvement</b>	<ul style="list-style-type: none"> <li>• Based on results from ongoing data analysis and feedback from stakeholders, make adjustments and revisions to the implementation plan.</li> <li>• Analyze implementation data and prepare for Phase 1 of the review.</li> </ul>

Curriculum Review Schedule						
School Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>Content Area/ Program</b>	Language Arts/Reading. EL Program	Social Studies Health Seminar Wings	Mathematics World Lang. Language Immersion.	Science Tech. Ed. Business FACS	Art Music Phy.Ed.	Media Sch. Counsel.
	Special Education EL Navigator					

## ATTACHMENT B: MINNESOTA'S VISION OF CAREER AND COLLEGE READINESS (CCR)

The Minnesota Department of Education provides several resources and recommendations for districts to assess career and college readiness. In March 2016, the Minnesota Department of Education's Career and College Success division, in collaboration with the Regional Educational Laboratory (REL) Midwest and the Midwest Comprehensive Center (MWCC), brought together a group of stakeholders to articulate what career and college readiness means for Minnesota students. The following holistic vision of career and college readiness (CCR) was developed:

*A sufficiently prepared student is one who has the knowledge, skills, mindset, and experiences in the academic, workplace, and personal/social domains to keep learning and, beyond secondary school, to successfully navigate toward and adapt to an economically viable career.*

The Minnesota CCR competencies are organized within four domains: Employability Skills, Mindsets and Social Awareness, Career Development, and Transitional Knowledge. These competencies, integrated with discipline-specific academic knowledge, identify mindsets, skills, abilities and experiences that all students need to enter the workforce or an array of postsecondary options. Each of these domains and their corresponding competencies are further defined in the figure below and on the following pages.



**Employability Skills:** *Employability skills reflect the general knowledge and skills necessary for success in education, in all sectors of the labor market, and as part of the civic responsibility of all citizens. These competencies are sometimes referred to as “foundational skills” and include communication, technology and information literacy, work habits, collaboration, creativity, and critical thinking*

**Mindsets and Social Awareness:** *This domain includes skills, habits, and beliefs critical to success in life and work. These include social-emotional learning (SEL) qualities such as relationship skills, self-management, and decision making. **This domain also includes growth mindset and multicultural and global awareness.***

**Career Development:** *This domain emphasizes various types of experiential learning and preparation of academic and work-place learning options and supports. The criteria associated with this domain includes development of career pathway-specific knowledge and skills, completion of career and technical and rigorous course content, and participation in experiential learning opportunities such as work-based learning, service learning, mentorships, and apprenticeships.*

**Transitional Knowledge:** *Career and college ready students possess the knowledge and skills necessary to successfully adjust to and succeed in work and postsecondary education environments following their high school graduation. As explained by Education First Consulting (2013), “students are able to explore options, identify and obtain resources, complete the steps necessary to engage in a postsecondary path, and adapt to the challenge posed by a new environment.” This domain describes activities that all students should experience to develop the knowledge and skills needed for successful transition into postsecondary institutions and/or career pathway-focused workplace settings.*

## ATTACHMENT C: MINNESOTA ACADEMIC STANDARDS (CAREER & COLLEGE READINESS)

### Minnesota K-12 Academic Standards in English Language Arts, Draft #3, August 2020 Career and College Readiness Statement

*Career- and college-ready students are effective and critical consumers and producers of ideas, who are able to successfully function in and contribute as citizens to their local and global communities. Post-secondary success and personal fulfillment demands that individuals have a broad foundation of language and literacy skills and are able to transfer these skills and apply learning in order to:*

- ***Demonstrating their understanding, value, and respect of other perspectives, identities, and cultures.***
- *Becoming self-directed learners who value expanding knowledge, skills and understanding.*
- *Possess effective learning and work behaviors.*
- *Build and communicate strong content knowledge.*
- *Become responsible digital citizens.*

### Minnesota K-12 Academic Standards in Social Studies, Draft #1, December 2020 Career, College, and Civic Life Readiness Statement

***Minnesota is the contemporary and ancestral home of the Anishinaabe and Dakota peoples, and social studies education on this land will acknowledge and honor their contemporary and historical voices.***

*Social Studies engages students in the disciplinary and interdisciplinary practices of political scientists, economists, geographers, and historians in order to examine and address societal problems. Social Studies empowers learners to acquire, evaluate and apply knowledge; to practice critical thinking, reasoning, inquiry, and literacy skills; to be conscious and critical of their own biases and those of larger society; and develop the dispositions needed to become inquisitive, informed, empathetic, and engaged members of our global community.*

***Social studies prepares students to live and interact in diverse communities through examining their identities, respectfully engaging with different perspectives, and addressing powerful social, cultural, and political inequities, as well as their connections to other axes of stratification, including gender, race, class, sexuality, and legal status.***

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

Study Session Agenda Item #5

Title: Review of State Finance Plan

Date: December 17, 2020

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**EXECUTIVE SUMMARY:**

Approximately 18 months ago, Governor Walz tasked Commissioner Ricker with reviewing school finance in Minnesota. The School Finance Working Group reviewed the various school funding formulas currently in statute during a series of 20 meetings from September 2019 through November 2020. The final report "80-20-10: Bringing Equity to Minnesota's School Finance System" was released on November 5, 2020 for consideration by the Legislature during the 2021 Legislative Session.

The attached PowerPoint summarizes the recommendations of the 80-20-10 Plan that would have the most positive impact on Minnetonka ISD 276.

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**ATTACHMENTS:**

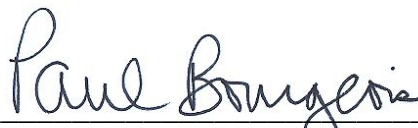
80-20-10 Plan Summary

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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

# 80-20-10 Plan Summary

## December 17, 2020





## 80-20-10 Plan Basic Revenue 1

- 80-20-10 refers to a redefinition of Basic Revenue starting in FY2023
- Starts with current Basic Revenue
- Rolls in Local Optional Revenue and renames it Local Education Revenue
- Rolls in \$917 of Operating Referendum Revenue and lowers the Operating Referendum Cap by the same amount
  - Results in new money for districts without \$917 in Operating Referendum Revenue, but is no new money for Minnetonka ISD 276
- Rolls in Equity Revenue, Transition Revenue, Gifted & Talented Revenue, Literacy Incentive Aid, Telecommunication Equity Aid, Tax Base Replacement Aid and Referendum Minimum Aid
  - Results in no new money for districts but simplifies formulas



## 80-20-10 Plan Basic Revenue 2

- Results in \$8,704 Basic Revenue in FY2023 – about \$133 per pupil higher than where those formulas would otherwise be in FY2023
  - At 11,100 enrollment generating approximately 12,100 Adjusted Pupil Units, this would result in approximately \$1.6 million in additional ongoing Basic Revenue
  
- 80% funded by State Aid
- 20% funded by Local Levy
  
- 10% then refers to the Operating Referendum Cap which would be at \$870.40 in FY2023



## Local Adjustment Revenue & Operating Referendum Impact

- Local Adjustment Revenue is a proposal in the 80-20-10 plan to recognize the higher cost of education in the metro area
- Would move approximately \$312 from Operating Referendum to a separate local levy
- *The Operating Referendum Cap would remain at \$870.40 so Minnetonka would have the ability to go to the voters for a \$312 increase with annual inflation at that time*
- A successful Operating Referendum election would generate ongoing revenue of approximately \$3.8 million based on approximately 12,100 APUs



## Simplify Special Education Formulas To Reduce Cross Subsidy

- Replace three Special Education formulas to a single one reimbursing 50% of prior-year non-Federal special education expenditures and 100% of current-year special education transportation expenditures
- Replace two formulas used to calculate excess cost aid to one formula reimbursing 44.1% of prior year non-Federal special education not reimbursed with initial special education aid that exceeds 4.1% of general education revenue
- This would require \$121.6 million in additional revenue state-wide
- Minnetonka has about 1.24% of all state ADMs
- Minnetonka would receive approximately \$1.5 million in additional ongoing revenue, or about \$125 per APU



## Student Support Personnel Aid and Safe Schools Revenue

- Student Support Personnel Aid would fund counselors, psychologists, nurses and social workers
- Aid allocation of \$477 times students enrolled
- Results in approximately \$5.7 million at 12,100 APUs
- Some funds could be used to cover existing positions which would free up Basic Revenue dollars – 32.5 FTEs at approximately \$106,000 average salary and benefits would be \$3.4 million
- Remaining funds would have to go to more positions to provide more services
- This item is approximately 1/6 of the total estimated cost of the 80-20-10 plan
- Increase Safe Schools Revenue by \$36 per APU up to \$72 per APU
- Results in approximately \$0.435 million at 12,100 APUs



## Summary of Major Items Potentially Impacting Minnetonka ISD 276

- \$1.6 million ongoing revenue from redefined Basic Revenue formula at \$133 per APU
- \$1.5 million ongoing revenue from new Special Education Revenue formulas - equivalent to \$125 per APU
- \$3.8 million ongoing revenue from potential Operating Referendum Election at \$312 per APU
- \$3.4 million ongoing revenue from Student Support Personnel Aid for existing personnel to free up \$3.4 million in Basic Revenue
- \$0.4 million ongoing revenue from increase in Safe Schools Revenue
- Ongoing revenue impact without Operating Referendum would be \$6.9 million annually
- Ongoing revenue impact with an approved Operating Referendum would be \$10.7 million annually



## Other Recommendations

- There are proposals for other areas that would not impact Minnetonka funding streams but would require additional funding from the State
- Adjustments to various categorical revenues
- Increase equalization for various funding formulas for operations, debt payments and operating referendums
- Might result in a lower property tax levy for Minnetonka taxpayers but no new revenue for operations
- Universal 4-year-old kindergarten for half-day programs – 510 hours of instruction per year to be funded with 0.6 APUs per student times various APU-calculated formulas
  - Would require additional facility capacity



## Funding Considerations

- The estimated cost to fund all 46 proposals of the 80-20-10 plan is estimated by the School Finance Working Group to be between \$2.533 billion and \$2.755 billion annually
- Given the State's pending \$1.3 billion shortfall for the FY22-23 biennium and the state of the economic recovery, it may take several biennia for some or all of these proposals to be implemented
- In the immediate term, one of the lowest-cost proposals is the Local Adjustment Revenue, which would have an approximately \$26 million impact to the State – if adopted would open up the opportunity for the District to run a future Operating Referendum election



**DISCUSSION**

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

**Study Session Agenda Item #6**

**Title: Discussion on Learning Model  
after January 1, 2021**

**Date: December 17, 2020**

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**EXECUTIVE SUMMARY**

The Superintendent will present options for the School Board to consider for moving students back to school in 2021. It will be proposed to continue existing models until at least January 11. The state could require a longer wait.

The proposal will include more in-school instruction for high school students.

**Submitted by:**



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**Dennis L. Peterson  
Superintendent of Schools**

**REVIEW**

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

**Study Session Agenda Item #7**

**Title: Review of Board Leadership Positions and  
Committee Assignments for 2021**

**Date: December 17, 2020**

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**EXECUTIVE SUMMARY**

The Board will discuss Leadership Positions and Committee Assignments for 2021. The list of current committee assignments is attached.

**Submitted by:**



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**Dennis L. Peterson  
Superintendent of Schools**

**MINNETONKA SCHOOL DISTRICT #276  
SCHOOL BOARD APPOINTMENTS  
2020**

*Chair: Katie Becker*  
*Vice Chair: Chris Vitale*  
*Clerk: John Holcomb*  
*Treasurer: Mike LeSage*

<b>Committee</b>	<b>2020 Representatives</b>
AMSD (Association of Metropolitan School Districts)	Mark Ambrosen
MTA Liaisons	Katie Becker/Chris Vitale
Finance Advisory Committee	Mike LeSage
Materials Review Committee	Katie Becker
Teaching and Learning Advisory	Lisa Wagner
Minnetonka Foundation	Christine Ritchie
PTO/PTA Leaders	Mark Ambrosen
Special Education Advisory	Christine Ritchie
Tonka CARES	Katie Becker
Mental Health Advisory	Katie Becker, Christine Ritchie, Lisa Wagner
CASE	Lisa Wagner/Mike LeSage
Community Education Advisory	John Holcomb
Preschool PTO/Advisory	Chris Vitale
OPEB Advisory	Mike LeSage