

MINNETONKA SCHOOL BOARD STUDY SESSION
District Service Center

October 22, 2020
6:00 p.m.

AGENDA

- | | |
|------|---|
| 6:00 | 1. Q-Comp Goal Review |
| 6:20 | 2. Update on Goal One |
| 6:50 | 3. Update on Goal Four |
| 7:20 | 4. Update from Health Services |
| 7:45 | 5. Report on Work of Belonging Committee |
| 8:15 | 6. First Reading of Policy #524: Electronic Technologies Acceptable Use |
| 8:45 | 7. Third Reading of Policy #504: Student Dress and Grooming Code |
| 9:00 | 8. Second Reading of Goal Two-related Policies: <ul style="list-style-type: none">a. #514: Bullying Prohibitionb. #534: Equal Educational Opportunityc. #604: Inclusive Education Programd. #606: Instructional Material Review, Selection and Usee. #607: Controversial Topics and Materials |
| 9:30 | 9. Update on Middle School Conferences |

CITIZEN INPUT

7:20 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: Q-Comp Goal Review

Date: October 22, 2020

EXECUTIVE SUMMARY

In compliance with Minnesota Statutes, section 122A.414, subdivision 3(a), districts participating in the Alternative Teacher Performance Pay System, commonly called Q-Comp, must set site goals annually.

Using MDE guidelines, Q-Comp Site Goals are developed by principals and school site data teams under the direction of the Director of Teacher Development and the Director of Assessment with the involvement of the District Staff Development Committee. The Board is presented with an annual summary of the goals and results from the previous school year along with the District and site goals for the current school year.

CONTEXT/BACKGROUND

While the Director of Teacher Development Sara White, writes broader, more encompassing student achievement goals that reflect the annual Board goals, school site teams write SMART (Specific, Measurable, Attainable, Relevant, Time-bound) goals based on site-specific student data. Elementary sites typically focus on students meeting reading or math growth goals as measured by the NWEA MAP. Middle schools typically focus on students meeting or exceeding proficiency on MCAs. For the past several years, the high school has written its goal using the ACT. Historically, Q-Comp was a stand-alone program. With recent legislative updates, it is now under the umbrella of the World's Best Workforce. Sites review the District's World's Best Workforce goals when setting their goals.

In typical years, principals and teachers at all sites conduct data retreats following key testing periods (NWEA, MCAs, PSATs, etc.). Professional Learning Communities (PLCs) continue to serve as a vehicle and process to engage teams of similar subjects and grades to support students in achieving the site goals. With the assistance of their Teacher Instructional Coaches, PLCs write SMART goals as well.

In the spring of 2013, the Minnesota Department of Education Q-Comp Division changed its policy on goal approval. It would no longer approve site goals; it would review goals

for accuracy and completeness. In 2016, the MDE removed the minimum 2% gain for site goals. Accuracy and rigor of the goals are the responsibility of the district.

2019-20 Goals and Results

In 2019-20, site administrators, Director of Assessment Dr. Matt Rega, and teacher leaders collaborated to set Q-Comp goals. These goals were the foundation of teacher Professional Learning Community goals, professional learning opportunities, and work plans.

Of the ten Q-Comp site learning goals, four elementary sites planned to measure student learning by setting growth projection goals using the NWEA MAP; Deephaven Elementary, Groveland Elementary, and Scenic Heights Elementary focused on reading and Clear Springs Elementary focused on math. Growth projections predict how much a student will grow over a specific time period. These norms are based on a representative sampling of schools from across the country; the percentages of students whose growth meet/exceed their growth goals hovers around 50%.

Excelsior Elementary, Minnewashta Elementary, Minnetonka Middle School East, and Minnetonka Middle School West created goals using MCA and MTAS as the assessment, all four focusing their efforts on increasing the percentage of students who met or exceeded the standard in reading.

In April of 2020, all standardized assessments were cancelled due to the COVID19 pandemic. As a result, no data is available on progress towards these Q-Comp goals.

Minnetonka High School created a comprehensive goal using the ACT as the assessment. ACT College Readiness Benchmarks are scores that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in credit-bearing courses. The College Readiness Benchmark Composite Score is 18. The goal of having **96.1%** of students in Grade 12 at Minnetonka High School who took the ACT meeting or exceeding that score was surpassed as **97.0%** met this threshold.

Minnetonka Community Education Center, home to multiple programs and student populations, focused its efforts on Objective 15a of Teaching Strategies Gold: Notice and Discriminates Rhyme. This objective is a language learning objective. Their goal was that **93.73%** of their students meet or exceed expectations. The percent of preschoolers meeting or exceeding expectations had grown from **78.95%** in the fall to **91.38%** at the winter benchmarking prior to the Teaching Strategies Gold spring assessments being cancelled.

2020 Goals

Because spring standardized assessments were cancelled in the spring of 2020, the Minnesota Department of Education recommended that sites carry over site goals from 2019-20 if spring 2020 data was unavailable. MCEC, elementary schools, and both middle schools took that recommendation and have continued to work on those goals. Minnetonka High School did have spring 2020 data and therefore created a new ACT goal.

SUMMARY

Site goals are created annually to reflect student test data from current students. For the 2020-21 year, seven sites are focusing their goals on reading, one site is focusing on math achievement, the high school is focusing on comprehensive student achievement as measured by scores on the ACT, and Minnetonka Community Education Center is focusing on language learning.

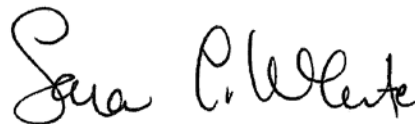
ATTACHMENTS:

2019-20 WBWF and Q-Comp Goal Summary with Results
2020-21 WBWF and Q-Comp Goals

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____



Sara White, Director of Teacher Development

Concurrence: _____



Dennis Peterson, Superintendent

2019-20 World's Best Workforce Goal Summary

District- Student performance will improve as measured by national, state, and local assessments including the following: NWEA, MCA, Teaching Strategies Gold, ACT, SAT, IB and AP examinations and/or appropriate program common assessment measures.

World's Best Workforce Goals:

Area of Focus	Goal	Results	State Results
All children are ready for school.	<p>The Minnetonka School District will increase the number of children screened at the age of 3 by 2% in 2019-20, from 269 in 2018-19 to 275 in 2019-20.</p> <p>The percentage of Minnetonka Preschool PreK 4* children who are meeting or exceeding age expectations** will increase by 1.5% across each learning domain on the Teaching Strategies GOLD assessment.</p> <ul style="list-style-type: none"> • Social Emotional: increase from 93.46% at the Spring 2018-19 benchmark to 94.96% at the Spring 2019-20 benchmark • Physical: increase from 96.69% at the spring 2018-19 benchmark to 98.19% • Language: increase from 93.70% at the spring 2018-19 benchmark to 95.2% 	<p>As of Mach 13, 2020, 178 children age 3 had been screened. Screening was suspended after that date.</p> <p>Teaching Strategies Gold data not available due to COVID19.</p>	State data is not available on these goals.

2019-20 World's Best Workforce Goal Summary

	<ul style="list-style-type: none"> • Cognitive: increase from 94.41% at spring 2018-19 benchmark to 95.91% • Literacy: increase from 95.12% at spring 2018-19 benchmark to 96.62% • Mathematics: increase from 92.74% at spring 2018-29 benchmark to 94.24% <p>*PreK 4 children are age eligible for Kindergarten in Fall 2020. **Age expectations are defined as their PreK 4 color band or Kindergarten color band, respectively.</p>		
All third graders can read at grade level.	By June 1, 2020, 71.8% of students in Minnetonka Public Schools in Grade 3, will meet or exceed proficiency on the MCA-III Reading. In 2019 on the MCA-III Reading assessment, 71.5% of Minnetonka Public Schools students met this goal.	Due to COVID-19, this 2020 accountability data is unavailable.	Due to COVID-19, this 2020 accountability data is unavailable.
All racial and economic achievement gaps between students are closed.	<p>To close the proficiency gap in reading by 2026, 78.2% of Non-White students will be proficient on the MCA III in Reading in 2020, an increase from 77.6% proficiency in 2019. White students will increase proficiency from 83.0% in 2019 to 83.2% in 2020. This will narrow the gap in proficiency from 5.4% to 5.0%.</p> <p>To close the proficiency gap in math by 2026, 74.4% of Non-White students will be proficient on the MCA III in Math</p>	Due to COVID-19, this 2020 accountability data is unavailable.	Due to COVID-19, this 2020 accountability data is unavailable.

2019-20 World's Best Workforce Goal Summary

	in 2019, an increase from 73.8% . The percent of White students who will be proficient will increase from 81.2% to 81.3% . This will narrow the gap in proficiency from 7.4% to 6.9% .		
All students are ready for career and college.	The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the College Readiness Benchmark Composite Score (18) as measured on the ACT will increase from 96.1% in 2019 to 96.2% in 2020.	The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the College Readiness Benchmark Composite Score (18) as measured on the ACT is 97.0% in 2020.	Data not yet available.
All students graduate from high school.	The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from 97.2% in 2018 to 97.3% in 2019.	The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education in 2019 was 95.6%	The 4-year graduation rate for students in the class of 2019 graduating in 2019 or earlier as determined by the Minnesota Department of Education was 83.7%
<p>Clear Springs Elementary- The percentage of all students in grades 1-5 at Clear Springs Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP and NWEA MAP Growth in math will increase from 58.8% in spring 2019 to 65.4% in spring 2020.</p> <p>RESULTS: Due to COVID-19, this 2020 accountability data is unavailable.</p>			
<p>Deephaven Elementary- The percentage of all students in grades 3-5 at Deephaven Elementary who meet or exceed their Fall to Spring individual RIT Growth Projection on the NWEA MAP in reading will increase from 64.7% in Spring 2019 to 65.2% in Spring 2020.</p> <p>RESULTS: Due to COVID-19, this 2020 accountability data is unavailable.</p>			

2019-20 World's Best Workforce Goal Summary

Excelsior Elementary-

The percentage of all students in grade 5 at Excelsior Elementary for at least half a school year who are proficient on the MCA Science Test will increase from **76.5%** in 2019 to **77%** in 2020.

RESULTS: Due to COVID-19, this 2020 accountability data is unavailable.

Groveland Elementary-

The percentage of students at Groveland Elementary School who take the NWEA MAP test for Primary Grades and the NEWEA MAP Reading for grades 1-5 who meet or exceed their fall to spring GROWTH TARGET will increase from **69.2%** in spring 2019 to **70.2%** in spring 2020.

RESULTS: Due to COVID-19, this 2020 accountability data is unavailable.

Minnewashta Elementary-

The percentage of all students enrolled in grades 3-5 at Minnewashta Elementary School for at least half a school year who are proficient on the Reading tests (MCA and MTAS) will increase from 80.1% in 2019 to 81.1% in 2020.

RESULTS: Due to COVID-19, this 2020 accountability data is unavailable.

Scenic Heights Elementary-

The percentage of students in grades 1-5 enrolled as of October 1, 2019 at Scenic Heights Elementary School who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP for Primary Grades in Reading and the NWEA MAP CCSS in Reading will increase from **59.2%** in spring 2019 to **62.2%** in spring 2020.

RESULTS: Due to COVID-19, this 2020 accountability data is unavailable.

Minnetonka Middle School-East –

The percentage of all students enrolled in grades 6-8 at Minnetonka Middle School East for at least half a school year who are proficient on the Reading tests (MCA and MTAS) will increase from **85.9%** in 2019 to **86.1%** in 2020.

RESULTS: Due to COVID-19, this 2020 accountability data is unavailable.

Minnetonka Middle School-West –

The percentage of all students enrolled in grades 6-8 at Minnetonka Middle School West for at least half a school year who are proficient on the Reading tests (MCA and MTAS) will increase from **87.8%** in 2019 to **88.3%** in 2020.

RESULTS: Due to COVID-19, this 2020 accountability data is unavailable.

2019-20 World's Best Workforce Goal Summary

Minnetonka High School –

The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the College Readiness Benchmark Composite Score (18) as measured on the ACT will increase from **96.1%** in 2019 to **96.2%** in 2020.

RESULTS: The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the College Readiness Benchmark Composite Score (18) as measured on the ACT is **97.0%** in 2020.

Minnetonka Community Education Center

The percentage of all students' 2-3-4-, and 5- years old* enrolled in Minnetonka preschool at MCEC who meet or exceed** Objective 15a: Notice and Discriminates Rhyme from Teaching Strategies Gold under the language learning objective will increase from **92.23%** in 2019 to **93.73%** in 2020.

*Preschool students must be enrolled consecutively and in compliance with the Minnetonka's Public Schools Early Childhood attendance policy as of October 25th, 2019.

**Meet or exceed expectations defined in their age appropriate color band through Teaching Strategies GOLD

RESULTS: Due to COVID-19, this 2020 accountability data is unavailable.

2020-21 World's Best Workforce Goal Summary

District- Student performance will improve as measured by national, state, and local assessments including the following: NWEA, MCA, Teaching Strategies Gold, ACT, SAT, IB and AP examinations and/or appropriate program common assessment measures.

World's Best Workforce Goals:

Area of Focus	Goal
All children are ready for school.	<p>The Minnetonka School District will increase the number of children screened at the age of 3 by 1% in 2020-21, from 269 in 2018-19 to 272 in 2020-21.</p> <p>The percentage of Minnetonka Preschool PreK4* children who are meeting or exceeding age expectations** will increase by 1% across the following literacy objectives regarding demonstrating phonological awareness and phonics skills as measured by the Teaching Strategies GOLD assessment:</p> <ul style="list-style-type: none"> • Notices and discriminates rhyme: increase from 94.28% at the Spring 2018-19 benchmark to 95.28% at Spring 2020-21 benchmark. • Notices and discriminates alliteration: increase from 94.29% at the Spring 2018-19 benchmark to 95.29% at Spring 2020-21 benchmark. • Notices and discriminates discrete units of sound: increase from 94.86% at the Spring 2018-19 benchmark to 95.86% at Spring 2020-21 benchmark. <p>*PreK 4 children are age eligible for Kindergarten in Fall 2022. **Age expectations are defined as their PreK 4 color band or Kindergarten color band, respectively</p>
All third graders can read at grade level.	<p>By June 1, 2021, 71.6% of students in Minnetonka Public Schools in Grade 3, will meet or exceed proficiency on the MCA-III Reading. In 2019 on the MCA-III Reading assessment, 71.5% of Minnetonka Public Schools students met this goal.</p>
All racial and economic achievement gaps between students are closed.	<p>To close the proficiency gap in reading by 2026, 79.8% of Non-White students will be proficient on the MCA III in Reading in 2021, an increase from 77.6% proficiency in 2019. White students will increase proficiency from 83.0% in 2019 to 83.5% in 2021. This will narrow the gap in proficiency from 5.4% in 2019 to 3.7% in 2021.</p> <p>To close the proficiency gap in math by 2026, 77.4% of Non-White students will be proficient on the MCA III in Math in 2021, an increase from 73.8% in 2019. The percent of White students who will be proficient will increase from 81.2% in 2019 to 81.4% in 2021. This will narrow the gap in proficiency from 7.4% in 2019 to 4.0% in 2021.</p>

2020-21 World's Best Workforce Goal Summary

All students are ready for career and college.	The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the College Readiness Benchmark Composite Score (18) as measured on the ACT will increase from 97.0% in 2020 to 97.1% in 2021.
All students graduate from high school.	The 4-year graduation rate for Minnetonka High School students as determined by the Minnesota Department of Education will increase from 95.6% in 2019 to 95.7% in 2020.
Clear Springs Elementary- The percentage of all students in grades 1-5 at Clear Springs Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP and NWEA MAP Growth in math will increase from 58.8% in spring 2019 to 65.4% in spring 2021.	
Deephaven Elementary- The percentage of all students in grades 3-5 at Deephaven Elementary who meet or exceed their Fall to Spring individual RIT Growth Projection on the NWEA MAP in reading will increase from 64.7% in Spring 2019 to 65.2% in Spring 2021.	
Excelsior Elementary- The percentage of all students in grade 5 at Excelsior Elementary for at least half a school year who are proficient on the MCA Science Test will increase from 76.5% in 2019 to 77% in 2021.	
Groveland Elementary- The percentage of students at Groveland Elementary School who take the NWEA MAP test for Primary Grades and the NWEA MAP Reading for grades 1-5 who meet or exceed their fall to spring GROWTH TARGET will increase from 69.2% in spring 2019 to 70.2% in spring 2021.	
Minnewashta Elementary- The percentage of all students enrolled in grades 3-5 at Minnewashta Elementary School for at least half a school year who are proficient on the Reading tests (MCA and MTAS) will increase from 80.1% in 2019 to 81.1% in 2020.	
Scenic Heights Elementary- The percentage of students in grades 1-5 enrolled as of October 1, 2019 at Scenic Heights Elementary School who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP for Primary Grades in Reading and the NWEA MAP CCSS in Reading will increase from 59.2% in spring 2019 to 62.2% in spring 2021.	

2020-21 World's Best Workforce Goal Summary

Minnetonka Middle School-East –

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Minnetonka Middle School-West –

The percentage of all students enrolled in grades 6-8 at Minnetonka Middle School West for at least half a school year who are proficient on the Reading tests (MCA and MTAS) will increase from **87.8%** in 2019 to **88.3%** in 2021.

Minnetonka High School –

The percentage of all students in Grade 12 at Minnetonka High School who take the ACT who meet or exceed the College Readiness Benchmark Composite Score (18) as measured on the ACT will increase from **96.1%** in 2019 to **96.2%** in 2020.

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*Preschool students must be enrolled consecutively and in compliance with the Minnetonka's Public Schools Early Childhood attendance policy as of December 1, 2020.

**Meet or exceed expectations defined in their age appropriate color band through Teaching Strategies GOLD

REPORT

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

Study Session Agenda Item #2

Title: Update on Goal One: Student Well-being

Date: October 22, 2020

EXECUTIVE SUMMARY

Goal 1: Student Well-Being

School Board Goal 1 2020-2021 states: In pursuit of child-centered excellence, the well-being of students is a continuing priority for families and the District. In 2020-2021, the District will continue the development and implementation of a plan that supports families' desires to have their students be socially and emotionally strong and provides the necessary level of support to students for their academic, social, and emotional well-being. The District will continue to foster and promote positive student well-being efforts and identify leading causes of issues that have a detrimental effect on student well-being.

Updates on the implementation and recommendations will be presented to the Board in October, January and May will include:

- Recommendations from the Evaluation of Student and Family Well-being completed in 2019-20.
- The completion of the Student and Parent Focus Groups identified in the Evaluation of Student and Family Well-being.
- Incorporating key recommendations from the Mental Health Advisory Council.
- Ongoing staff training to give all staff the support, resources, tools and training needed.
- Quantifiable measurements to evaluate student well-being and the impact of Minnetonka's efforts within our scope/boundaries as a public institution.

OVERVIEW

The purpose of this report is to provide the School Board with an update to Goal #1, which will include an outline of action steps in response to the comprehensive evaluation conducted by Dr. William Dikel, MD along with outreach and action steps being facilitated by Minnetonka School Mental Health Advisory Council. This report will also share highlights of ongoing implementation activities and efforts in increasing awareness and

competence in the District's supports and processes to support whole child student well-being and the intentional work and response during the COVID pandemic.

In the District's work on student well-being, we continue to reference the whole child framework from the Programme for International Student Assessment (PISA) and the Collaborative for Academic, Social, and Emotional Learning (CASEL). PISA expounds on the definition and four domains of student well-being as the following:

Well-being

Well-being is the positive sense of self and belonging that a person feels when cognitive, emotional, social and physical needs are being met. Well-being in early years and the school setting is about helping children and students become resilient and self-aware, so that they can make positive and healthy choices to support their learning and achievement both now and in the future.

The four domains contributing to student well-being:

- Cognitive: The development of abilities and skills such as critical thinking, problem solving, creativity and the ability to be flexible and innovative.
- Emotional/Psychological: This involves learning about experiencing emotions and understanding how to recognize, manage and cope with them.
- Social: The development of self-awareness, including the sense of belonging, collaboration, relationships with others and communication skills. This refers to the quality of their social experiences. It includes students' relationships with their family, their peers, and their teachers.
- Physical: The development of the body, impacted by physical activity, sleep patterns, healthy eating, and healthy life choices. Adapting a healthy lifestyle and students' overall health.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defined SEL more than two decades ago. Its updated definition is social and emotional learning is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions.

Dr. Dikel defines wellness as a concept of optimal health. Health is not simply the absence of disease but a state in which physical and mental health are optimal.

Minnetonka Public School District recognizes that students with strong relationships and a positive sense of self are in a better position to reach their full potential. As the District continues to strive for excellence, school leadership and staff know it is essential to support all students in having a positive sense of well-being – the sense of self, identity and belonging in the world that will help them to learn, grow and thrive.

Now, more than ever during this time of living through a pandemic and social distancing, students need strong connections and added supports. Staff and community partners have continued with extra outreach and emphasis on these valued connections to maintain strong supportive relationships. The District understands that our students thrive on structure and routines, and for those that struggle with learning and may have social, emotional and behavior needs, may struggle even more. The District also recognizes that we can do a lot to offer support to our students and families, and to staff, that have worked so very hard but who are feeling the stress of the ongoing pandemic, as well.

School support staff: Counselors, Social Workers, Psychologists, School Health teams along with our Teachers and Building Leaders are making concentrated efforts of regular supportive connections and monitoring students' engagement and well-being while continued to meet weekly as a student support team (SST).

Board Goal Objectives:

Recommendations from the Evaluation of Student and Family Well-being completed in 2019-20

During the spring of 2019-2020 school year the Minnetonka School District engaged in a partnership with child and adolescent Psychiatrist Dr. William Dikel, MD.

<http://www.williamdikel.com/about.html>

<http://www.williamdikel.com/school-mental-health-consulting.html>

Dr. Dikel has been evaluating school mental health programs across the country for more than 25 years, and Minnetonka partnered with him as its external expert to review our efforts, programs, and processes in student well-being. Dr. Dikel completed interviews with numerous staff and administrators, along with completing an extensive analysis of our student data.

From this thorough in-depth review, Dr. Dikel provided the District with a comprehensive report outlining his assessment of programs and processes in relation to student well-being and mental health efforts, giving the District concrete action items to consider. He shared his report and recommendations at the June study session, and he also shared a synopsis of this report with the Minnetonka Mental Health Advisory Council. This report has been shared with all administrators and student support services staff. This report is also posted on the Student Well-being website.

At present, District leaders and student services staff are reviewing and working on the action items Dr. Dikel set forth and are listed below:

Social, and Emotional Learning and the District's Health Curriculum:

Dr. Dikel recommends SEL evidence-based curriculum and programming for pre-K – 12 grades. He notes the pre-K – 12 health curriculums are a place to embed the SEL standards, along with adding healthy lifestyle education and strategies for all students and families. Director of Curriculum Steve Urbanski and Executive Director of Student Support Services Michelle Ferris will meet with District health instructors and student support staff to review the SEL standards curriculum map produced last year in response to Goal One and look for areas of gaps where the District needs to add to SEL and Lifestyle curriculum. In addition, we will look at evidence-based curriculums that incorporate healthy lifestyle, resilience, SEL and student mental health.

Resilience:

A key aspect to a student's well-being is resilience. Dr. Dikel references research related to the powerful impact on fostering resilience and encourages the District to provide outreach to our families on the topic of building resilience. Building resilience is the ability to adapt well to adversity, trauma, tragedy, threats, or even significant sources of stress. Adults can help children manage stress and feelings of anxiety and uncertainty. The District will work with the Minnetonka Mental Health Advisory and the Parenting with Purpose Speakers Committee to include experts in our outreach activities that can provide tools for fostering resilience with our children.

Learning the skills of self- mastery and mindfulness benefits for students:

It was also recommended we teach and incorporate self-mastery and mindfulness into our curriculum and staff development. Research has shown that mindfulness can be effective in helping a student regulate emotions and help cope with stress. These items are taught by our District support staff, sometimes introduced in counseling classes and other times through direct small group instruction, based on need. This is often provided by classroom teachers and support staff in individual and/or small tier two groups. Other areas where strategies related to mindfulness and self-mastery may be taught is in the health curriculum and through Kari Palmers' Social Thinking Curriculum.

Social Emotional Learning, utilizing experts, such as Kari Palmer of Social Thinking:

The District is utilizing Ms. Kari Zweber Palmer MA, CCC-SLP who is a speech-language pathologist/social-cognitive therapist and a renowned author and trainer for Social Thinking. Social Thinking teachings help students understand themselves and others better to navigate the social world, foster relationships, and improve their performance at school, at home, and at work. The curriculum's unique tools break down complex social

concepts (like perspective taking into understandable and doable parts that can be applied to any setting. For over 20 years Social Thinking has been a guiding resource for schools and families, incorporating the latest research and clinical insights. Social Thinking curriculum is strategies that helps staff, families, and the students. Kari has provided Social Thinking training to all elementary schools building leaders, teachers and paraprofessionals.

Further in-depth data analysis of the Minnesota Student Survey Results:

Dr. Dikel suggests it is important to understand how mental health disorders cluster in the Minnetonka student population to address these problems effectively. He recommends that this analysis be done to establish a baseline as a first step for future outcome analysis. One way to do further analysis of the survey results would be to correlate one item on the survey with other items that have a higher frequency and this may assist in providing supports and what kinds of supports to high risk populations. Michelle will work with Dr. Matt Rega and Matt Breen to examine further data analysis of mental health clusters.

In addition, Superintendent Dr. Dennis Peterson has signed a release and given permission to the Hennepin County Department of Health to access the Minnetonka Student Survey so they will do further in-depth research and analysis of our data. This research team is working to measure the effects of school-based mental health services, which were introduced into schools across Hennepin County over the past 15 years, on student outcomes. The county is currently using administrative data on student achievement, absenteeism, and other outcomes via data agreements with the MN Department of Education. To get at other student outcomes, this research will use data collected in the Minnesota Student Surveys (MSS) between 2001-2019. Accomplishing this analysis requires access to MSS building identifiers because school-based mental health services varied within districts at the school-year level.

Explore and expand mental health screening tools:

Currently exploring additional tools for student perception and student self-reporting for student's 3rd – 12th grade. Student Services Supports staff recommend winter and spring screening, including SAEBRS with expansion to middle school 6th grade. We have identified a student and staff SEL tool but think introducing this new initiative and implementation could be mid-year.

Special education and mental health:

Special education works to address the needs of struggling learners, including needs within the area of mental health. Special education continues to partner with general education to ensure the referral process and subsequent evaluations are non-discriminatory, comprehensive and ensure access for all. In reviewing Dr. Dikel's recommendations, Minnetonka Special Education Department commits to:

- Ensuring chemical health screenings are conducted when there is suspected use, concerns brought about by disciplinary referrals or parent referral due to chemical health or substance abuse. These screenings would be completed by the Chemical Health Specialist through Relate Counseling, prior to evaluations and eligibility in EBD.
- Provide parent/guardian the Tennessean warning when private information is sought during an evaluation or to support a student following eligibility determination.
- Request releases of information from parents whose child is seeing an outside mental health provider or other medical personnel to ensure communication and support through a systems approach.
- Continued use of the Behavior Assessment Scale for Children-3rd Edition (BASC-3) to assess a student's functional impairment level. While this assessment is administered every three years as part of a child's special education re-evaluation, a progress monitoring tool through general education or special education SEL curriculum-based measurements could give an ongoing assessment of level of functioning.
- Continued use of the District's SST framework/database for referral and monitoring. Questions on this referral include, but are not limited to, reason for referral, grade, gender, race, ethnicity, home language, outcome of referral, etc.
- System-wide review of roles and responsibilities of school social work, nurses, special education teacher, school psychologist, etc. to ensure efforts are not being duplicated and supports are being weaned when appropriate on an individual basis.

Dr. Dikel's recommendations closely align with the work special education does and will continue to do in the months and years ahead.

MTSS - the system of tiered interventions:

The District will partner with Dr. Kim Gibbons, Ph.D. who is the Director of the Center of Applied Research and Educational Development at the University of Minnesota. District leaders will work with her to assess our systems of support, our evidence-based interventions, and ways to better facilitate our Student Support Teams and our process for greater efficiency and greater student impact. Within this work and prior, we need to further define and delineate the roles and responsibilities of all support staff. There may be some overlaps and gap service areas to focus on.

The role of the nurse:

First and foremost, it is important to note that the District is now experiencing the world through the lens of a global pandemic, which has potentially magnified some of the concerns around mental health as students and families try to cope and manage in an unpredictable, constantly changing world. This is a critical piece to keep in mind as the District moves forward with how to best support students around mental health

concerns. The focus of the nurse has also changed with much more energy and attention being given to concerns related to COVID-19, safety protocols, contact tracing when a positive COVID-19 case has been identified, communication with parents around illness and exclusion protocols based on symptoms, tracking of students that are out ill, excluded due to being a close contact of a COVID-19 positive case, or those that have tested positive themselves. There is an additional layer of stress, anxiety, and fear that families are experiencing with the unpredictability of this virus and the inconvenience it places on them with extended quarantines.

In review of the previous years' data, the top three reasons for visits to the Health Office are LSN visit, stomachache and headache. While many of these are likely due to medical issues, it can easily be observed that some of these physical manifestations of pain could be due to underlying mental health complexities, such as anxiety, although that is difficult to flesh out. In younger children, psychosomatic complaints often accompany "big feelings" that students (due to age or cognitive ability) are not able to identify and name. This is likely less of an issue in the upper grades (middle school, high school) due to student's ability to name/identify their concerns but could continue to be an issue if this is a new situation for them.

When these symptoms present in the Health Office, the nurses use their evaluation skills and judgement to attempt to determine the source of the underlying pain but it can often be difficult to determine for a variety of reasons, some of which are outlined above.

Dr. Dikel is correct in stating that nurses play a vital role in supporting students' physical and emotional well-being and also in his statement that the majority of medications that are administered in the health office are psychiatric medications related to ADD/ADHD.

Additionally, school nurses are a vital and critical member of the student support team, as they often have pertinent and valuable information to share. In the context of a team approach, when various pieces of information are gathered together and discussed as a group, patterns and trends across settings become clear and help to delineate a clearer picture of that student's experience and areas where they might be struggling.

A clearly delineated referral process would be useful for the nurses to help outline the process for students that are presenting to the health office with physical complaints around issues that appear to be potentially or possibly linked to mental health concerns. As Dr. Dikel stated, some students might be more comfortable accessing the health office as a point of entry, which is a reasonable recommendation. Therefore, it would be beneficial to clearly delineate the process for referrals beyond the health office.

This should include clear guidelines that include the following information:

1. How to make a referral
2. When to make a referral
3. Whom to make a referral

4. The available resources within and outside of the school system

Time studies previously conducted have focused on the role of the nurse more around Special Education, but it would be useful to have a time study that more clearly captures their time spent on mental health interventions.

Other recommendations to help support and strengthen the knowledge of nurses would include expanded mental health training (many of the nurses participated in a Mental Health First Aid class in March 2020, which was incredibly valuable), expanded information as to community resources/supports, staff development opportunities around mental health training, and as indicated above, a clearly delineated referral process for students that might need extra support around mental health issues.

The role of the school counselors:

School counselors make a measurable impact in every student's life, assisting with academic, career and personal/social development. A school counselor is a member of the education team, and is someone who gives valuable assistance to students, helping them with their academic goals, their social and personal development, and with their career development. Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program.

Professional school counselors are trained in both educating and counseling, allowing them to function as a facilitator between parents, teachers and the student in matters concerning the student's goals, abilities and any areas needing improvement. School counselors provide services not only to students in need, but to all students. School counselors spend most of their time in direct service to and contact with students. School counselors' duties are focused on the overall delivery of the total program through school counseling core curriculum, individual student planning and responsive services.

In Minnetonka Public Schools, the role of the school counselor is to be the primary person of support that parents and teacher seek to assist students. Particularly, in the secondary settings the counselor coordinates the information across settings and facilitates the process to ensure student success. Dr. Dikel recommends that school counselors utilize the Minnesota Student Survey questions and incorporate these as questions when meeting with students.

The role of the school social worker:

School Social workers are an integral link between school, home, and community in helping students achieve academic success. They work directly with school administrations and the building Student Support Team, as well as students and families, providing leadership in well-being assessments, crisis management, and support services. The social worker acts as part of an interdisciplinary team to help students

succeed. The school social workers also facilitate community referrals and involvement in the schools while advocating for student success.

Minnetonka Public Schools' social workers provide direct and indirect support to students with special needs in social, emotional, and behavioral interventions. Often the school social worker may be a first contact in gathering a health and educational history when a student is referred for an evaluation for special education. The school social worker provides evidence based supported education, intervention services; individual and small groups, and promotes the school climate and maximizes connections for students, families, and community resources.

The role of the school psychologist:

The school psychologist helps children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. School psychologists are highly trained in both psychology and education, completing a minimum of a specialist-level degree program. This training emphasizes preparation in mental health and educational interventions, child development, learning, behavior, motivation, curriculum and instruction, assessment, consultation, collaboration, school law, and systems. School psychologists must be certified and/or licensed by the state in which they work. They also may be nationally certified by the National School Psychology Certification Board (NSPCB).

In Minnetonka Public Schools, the role of the school psychologist is predominately dedicated towards the process of evaluating and re-evaluating students for special education services. Each psychologist is a part of the school's Student Support Team that oversees the per-referral and intervention process. In this process, data is analyzed and ideas for interventions are created and monitored. If a special education assessment is required, the psychologist's role is the following: administer, evaluate, and interpret results of individual assessment instruments/procedures that measure learning ability/cognitive assessments and social, emotional, and behavior development.

Co-located mental health therapist:

Minnetonka Public School District also partners with community agencies to offer co-located mental health professionals and services within the school setting. This support has been accessed by referral through the Minnetonka school social worker or school counselor at their building for students that need additional intensive support and may have barriers to accessing this support outside of the school system.

Onsite Mental Health Services: Relate Counseling and Park Nicollet

Minnetonka partners with Relate Counseling and has a full time Park Nicollet therapist with Growing through Grief services. The District is fortunate to have many additional community supports along with county crisis centers.

When COVID-19 hit in March, Growing through Grief and Relate Counseling Center immediately moved to telehealth and continued with outreach to our students. Within two days Relate connected and offered telehealth to all existing and new school clients. Many students have been receptive to this modality and continued to engage in therapy services. Currently Relate is providing a combination of in-person services at some of the MTKA schools as well as continuing with telehealth for many students. Relate has clinicians assigned to each school including our early childhood this school year and we have met with each team to discuss a new referral process to ease referrals and student and parent access.

Relate Counseling Center has served the Minnetonka Schools for 51 years. Relate started in the District with someone at the high school doing Psychology 101 & youth outdoor summer classes but currently has a co-located therapist assigned to every school which also includes early childhood and chemical health programming at MHS. Last school year Relate served more than 500 students individually or in group formats and they look forward to serving even more students this year with service expansion. This year Relate will continue working with the District to provide individual and group programming along with co-hosting a webinar for parents and participating in other district led engagements.

Michelle Ferris is active with the Hennepin County Mental Health Coalition and this is facilitated by Dr. Mark Sanders (whom Dr. Dikel recommends we work with). Hennepin County (HC) school mental health, under the leadership of Mark Sanders, has been collaborating with local school districts to form a leadership networking group to create an exchange on school mental health, SEL, and MTSS supports.

In the spring of 2019, Superintendents expressed concerns with HC over the rising issues related to student mental health. Mark Sanders was charged to bring together school leaders, listen and understand more about what schools are experiencing.

The District has reached out to Dr. Sanders to meet to review all county supports and possible funds and programs we may access for our students, staff and families.

Student Mental Health Curriculum:

Last year at our board session in January, the secondary health teachers shared out their curriculum crosswalk and noted the CASEL and Minnesota SEL standards being taught. Director of Curriculum Steve Urbanski and Michelle Ferris will meet and work with K-12 Health educators to further analyze our health and mental health curriculum components and SEL standards along with evidence-based materials to review for additional curriculum we may want to pilot.

Local Collaborative Time Study (LCTS):

Funding for the Collaboratives comes from the Local Collaborative Time Study (LCTS), which is Minnesota's federally approved mechanism for Medicaid and Title IV E administrative reimbursement for the family service collaboratives. The MFC funding is received because staff in the Minnetonka Public School District earn reimbursement for eligible activities performed through a Random Moments questionnaire. The Department of Human Services (DHS) disperses these reimbursements through LCTS to the Hennepin County Social Services agency, which in turn transfers the funds to the Collaborative. The Minnetonka School District acts as fiscal agent for the Collaborative and provides in kind support of the MFC Coordinator position.

The purpose of LCTS is to allow collaborative partners to earn federal reimbursement, which must be used to expand services to children and families, including: early intervention and prevention; and to support the mission and vision of the collaborative and its members. The reimbursement received from the LCTS must benefit families and children and not an individual collaborative or a member of a collaborative. LCTS funding cannot be used to replace or supplant existing programs or services.

The relationship between the District and the Minnetonka Family Collaborative is mutually beneficial. If not for the time spent by the staff of the Minnetonka School District and their participation in the LCTS Random Moments program, the MFC would not have the funds to disperse in the grant program. Additionally, without the MFC, the LCTS funds would not be available and many of these programs might not exist. This is a valuable partnership that benefits the children and families within the Minnetonka School District.

The Collaborative disperses funds each year through a grant program with LCTS dollars. The MFC opens the grant process in January/February and reviews these programs in the spring.

The review panel is diligent in its duty to allocate the funding to the programs that will give kids and families the most benefit. Although we receive many applications for funding from outside organizations, our requests typically are 2/3 or more in school/district programs. There are limitations to how much can be funneled directly back to the School District itself. LCTS spending policy (LCTS Reminder Memo #97-R1) states: "Earnings from the Local Collaborative Time Study must not be distributed back to Collaborative partners according to who earned it. This is a violation of the LCTS agreement with the federal government. All earnings from the LCTS must be deposited in the Collaborative integrated fund. *The Collaborative decides how the funds will be spent for expansion of early intervention and prevention services.*"

In the most recent grant cycle, the Minnetonka Family Collaborative funded outside programs at 30%, and District/community partnerships at 70%. This 70% represents Minnetonka Public School District programs, as well as outside agencies working in the schools (Relate Counseling, Tonka Cares, Growing Through Grief). See below:

Grant	Amount	Type			Number of years funded
ADHD Lab MMW	\$8,000.00	District	\$100,456 For District programs 33% of total funds	70% of LCTS funds used for in school programming	17
ADHD Elementary Mentorship	\$14,000.00	District			15
Project Play (Primary Project)	\$30,000.00	District			18
Student Well Being	\$10,534.00	District			2
Children Family Support Program	\$27,000.00	District			20
ADHD Lab MME	\$8,500.00	District			17
Healthy Start for All Kids	\$2,422.00	District			6
Relate in schools - Relate/Minnetonka partnership	\$80,000.00*	Community program in the schools	\$113,950 for Community programs in the schools		12-21 years
Growing Through Grief - Park Nicollet	\$4,000.00	Community program in the schools	% 37of total funds		4
Tonka Cares	\$29,950	Community program in the schools			12
Minnetonka Heights Neighborhood Program - YMCA	\$25,000	Community	92,500 for Community programs that benefit the families and youth in the District	30% funding of community programs	20 longest funded program
St. David's Care Coordination	\$5,000	Community			4
myHealth Adolescent Mental Health	\$15,000	Community			14
Hope House – Open Hands Foundation	\$7,500	Community			6

ICA Foodshelf	\$15,000	Community	30% of total funds		8
Children and Youth Services- Resource West	\$10,000.00	Community			13
Fun Club - Excelsior United Methodist Church	\$3,000.00	Community			6
West Metro Mental Health Collab - Minnetonka Police Department	\$10,000.00	Community			2
Sojourner Women's Shelter	\$2,000.00	Community			1

* previously three separate grants, now combined into one

In the chart above, many of the programs supported by the MFC have received funding for more than 15 years.

If the District is interested in changing the way funds are allocated, there are many options that could be proposed. Currently, District employees apply for individual grants for the District. The grant process works well but is incredibly time consuming for District staff. Many of the District programs have been funded for more than ten years. If the District supports these programs and would like them to be funded continually, we could propose to the MFC Board that the selected District programs could be funded annually, without needing to re-apply for the grants every year (Primary Project, ADHD programs, Child and Family Support Program, Student Well Being, Healthy Start, Relate in schools, Tonka Cares, Growing Through Grief). This would result in less work for the grant review committee and save District staff time as well.

If the District is interested in having more funds allocated to District programs, the District could provide the Board with a proposal describing how the funding would be spent, for approval by the voting members of the MFC. The grant program would then only apply to the community programs.

It is important that a portion of the funding remain for the collaboration with the community. Family service collaboratives were created to increase collaboration across multiple systems in the community. The District is fortunate to have such a strong base of community partners in Minnetonka. ICA foodshelf, Resource West, Community Action Partnership, myHealth, Park Nicollet, Open Hands Foundation, St David's Center, Jewish Family and Children's Services, Minnetonka Police Department and the YMCA are all active members in the MFC. These partners gather throughout the year to share information regarding programs, community resources, and to look for opportunities to

support youth, families and help improve the community. It is this partnership between the District, the MFC and its community partners that makes this organization so strong

The voting members of the MFC approve the budget for the year at the November meeting. The grant program begins in January and any changes to the program should be completed by then.

The completion of the Student and Parent Focus Group identified in the Evaluation of Student and Family Well-being:

One of the key recommendations from Dr. Dikel was that he conduct student and parent interviews to get their valuable input on how they perceive and receive student well-being supports and services. The District plans to conduct the interviews with approximately 20-22 students and parents, across the grade levels and across the continuum of well-being and mental health needs. The Minnetonka Mental Health Advisory Council has been asked to give input on the questions we ask, and if anyone from this group wants to participate.

Dr. Dikel's questions and considerations for student and parent interviews:

- The overall reason for the interviews is to gain information that can be used to assure that the district's Well-Being Plan incorporates recommendations obtained from the recipients of the plan.
- Interviews with some individuals for whom the services were not effective and interviews of students where the services were very effective.
- How will we define effectiveness?
- What should be the measure of satisfaction regarding interventions?
- How can the district's mental health support staff's expertise be used in the process of identifying interviewees?
- What information are we seeking?
- Perceptions of what interventions were successful and why
- Perceptions of what interventions were not successful and why
- Recommendations for methods to improve the effectiveness of interventions
- What data should be obtained from mental health support staff about the interviewees?
- What services were provided?
- What was the level of student functioning prior to, during and following interventions?
- What was the duration of services?
- When were the services provided?
- What was documented regarding the services provided?
- What outcome measures were identified?

- In addition to services provided by district mental health support staff, were the students also receiving mental health treatment by physicians and/or therapists? If so, was there collaboration between district staff and treating professionals?

The District will also enlist the support of Student support staff that know students and may refer and support students to/from treatment and outside clinical supports.

Additionally, the District will also enlist the input and ideas from the Minnetonka Mental Health Advisory Council. We will ensure confidentiality and that students and families that participate will be protected anonymity. Release and confidentiality agreements will be signed.

Dr. Dikel will work to get these interviews completed in the month of November and compile results and themes and recommendations in report to share back with this board and school teams.

Incorporating key recommendations from the Mental Health Advisory Committee:

During the spring of 2019-2020 school year Minnetonka School District established the Minnetonka Mental Health Advisory Council. The establishing of this advisory council as a strategic next step was the effort to further engage community discussion and input from key stakeholders. The Advisory Council will engage key stakeholders, invite student and parent voice and bring in community expert resources to partner in this critical work.

The District Advisory Council is an impressive group, and we have cross representation of parents from various grade levels. The advisory council has students in addition to representation from District support staff, experts from our community agencies and key mental health stakeholders. Objectives for the Minnetonka Mental Health Advisory will be:

- To advise, support and pose critical questions
- Act as communication link to the District and community
- To assist in further assessing needs and analyzing data
- Review and establish goals
- To make recommendations
- To inform District of children's mental health services
- To be leaders and share knowledge and expertise

Presently there are 24 members to the advisory council, and we have set monthly meetings. The advisory council just completed a 'time, talents and input' survey with the advisory members to gauge outreach ideas and interest in providing leadership and action. The council met twice in the spring to get organized, and we have now met twice this fall. The District will engage the council participants in this group to support the recommendations of Dr. Dikel's evaluation, and we will utilize the input and expertise from this group to provide guidance and outreach to the community. The advisory council is

committed to action and supporting the District's efforts to support student well-being and mental health.

The council will be co-hosting a Minnetonka Schools Mental Health town hall on November 18th which will include a forum on *Connecting and Student Mental Health during Covid-19* with some of our MHA council experts and school personnel. Then as follow up, we will do level specific outreach sessions in January for elementary, middle school and high school families.

Ongoing Staff training to give all staff the support, resources, tools, and training needed.

The District continues to embrace this work and with the ongoing pandemic has increased awareness and opportunities for students, staff, and families in well-being. We are committed to the work and look to provide continuous efforts in building capacity and confidence in addressing student needs, while providing education and awareness with resources and tools. The building leadership teams have again embedded Goal 1 whole student well-being into their building goal work with additional emphasis on belonging and connections. There have been numerous and ongoing opportunities to build awareness with support staff, students, and families around student well-being and mental health. These staff development activities across the District have provided information and strategies while building heightened awareness and confidence in supporting students' well-being and mental health needs.

Again, this fall the District offered student mental health in the classroom along with the sessions on suicide awareness and interventions for staff. Currently we are working with our partners at Relate Counseling to structure and provide workshops for parents and for staff on student well-being, supporting your students, and staff support and self-care. In addition to working with other area partners to provide advanced training for support staff, Dr. Katie Holter one of our Mental Health Advisory members who has done a session for staff that was extremely well received will be asked to come back to present to students, staff and families.

Executive Director of Human Resources Dr. Michael Cyrus and Director of Teacher Development Sara White are working with Executive Director of Student Support Services, Michelle Ferris to provide more supports for staff well-being.

Quantifiable measurements to evaluate Student well-being and the impact of Minnetonka's efforts within our scope/boundaries as a public institution:

The District will work with the University of Minnesota Center for Applied Research to further data analysis on our students' well-being and our interventions, along with focus on Multi-tiered systems of support (MTSS). It will utilize their expertise, analytic tools, and data sets to further evaluate the effect of our social-emotional frameworks and our systems. It will also look to further analyze and evaluate the effect of various initiatives

that we have put in place to support student well-being. This information will help in decision making and further analysis of our resources within MTSS.

The District will look for additional data and crosstab work that the county does and utilize the county for additional reports to provide deeper insights into our students and our efforts.

Additionally, the District will continue to discuss the student self-report tools and look for an opportunity and timing to do this in addition to our SAEBRS work.

The District has skilled support staff, such as school counselors, school social workers, school psychologists, health care and nursing staff, along with knowledgeable administrators and teachers. As Dr. Dikel recommends the District should further explore ways to support the general staff population that may benefit from further awareness and knowledge about systems of support, how to recognize when students need support and how to assist in making connections with the resources and processes available. During this time of COVID-19, we have put this at the forefront of our work and look for additional professional development to support students, and to support our staff, and families.

The District continues to add and build upon the well-being website which is another engagement tool for students, families, and staff. The District's well-being website which was released in July 2018, is a comprehensive resource map for families and staff of district and community resources. This well-being website links school resources, outlines the process and who to contact when there may be a concern about a student's well-being. The website is a live document that Student Support Services and the Communications Department updates, as necessary. This website also outlines community resources and supports and provides frequently asked questions and helpful strategies to foster positive student well-being.

<https://www.minnetonkaschools.org/district/departments/student-support/resources/well-being-guide>

The website links to all school counseling pages, and links to the District's COVID-19 website, that also links to additional mental health resources and supports. We continue to add to this living document that has become a valued resource for students, staff and community.

In summary, the District has outlined many action items. In addition, the District will be supporting Dr. Dikel in his interviews and work with students and parents over the next month.

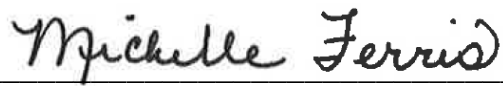
While Minnetonka is proud of the great work that has been done to further student well-being supports and processes, it also recognizes the need for ongoing education, outreach for all, assessment and expanding efforts to reach and support all students who struggle with social, academic, emotional and behavioral needs. District leadership is

critically aware of the high numbers of students that struggle with anxiety, depression and other mental health needs, at an increased rate with COVID-19.

RECOMMENDATION/FUTURE DIRECTION:

The District will be actively working on the recommendations as laid out in this report and will bring an update to the Board in January 2021 along with Dr. Dikel's summary findings from his student and parent interviews.

Submitted by:



Michelle Ferris, Executive Director of Student Support Services

Concurrence:



Dennis Peterson, Superintendent

UPDATE

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

Study Session Agenda Item #3

Title: Update on Goal Four

Date: October 22, 2020

EXECUTIVE SUMMARY

The Board has several aspects of Goal Four to monitor, as the work on this Goal is of primary importance to successfully re-opening schools and delivering instruction to students for the 2020-21 school year. The Superintendent will update the Board on current plans and transition plans as the incidents of COVID19 cases change.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

UPDATE

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

Study Session Agenda Item #4

Title: Update from Health Services

Date: October 22, 2020

EXECUTIVE SUMMARY

Health Services Coordinator Annie Lumbar Bendson will be available to review how COVID19 cases are being handled and to answer any other questions by Board members.

Submitted by:



Dennis L. Peterson
Superintendent of Schools

REPORT

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

Study Session Agenda Item #5

Title: Report on Work of Belonging Committee

Date: October 22, 2020

EXECUTIVE SUMMARY

The Belonging Committee was created in early 2020 to identify concerns with students' sense of belonging at the high school level. Several meetings of the committee have been held, and considerable progress has been made. MHS Principal Jeff Erickson will update the Board on the committee's work as part of Goal Two.

Submitted by:



Dennis L. Peterson
Superintendent of Schools

FIRST READING

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

Study Session Agenda Item #6

**Title: First Reading of Policy #524:
Electronic Technologies Acceptable Use**

Date: October 22, 2020

EXECUTIVE SUMMARY

Policy #524: Electronic Technologies Acceptable Use, is being brought forth for a first reading.

Submitted by:



Mike Dronen, Executive Director of Technology

Concurrence:



Dennis Peterson, Superintendent

MINNETONKA PUBLIC SCHOOLS

POLICY #524: ELECTRONIC TECHNOLOGIES ACCEPTABLE USE POLICY

I. PURPOSE

The purpose of this policy is to set forth guidelines for access to acceptable and safe use of the District's electronic technologies. Electronic technologies include but are not limited to computers and peripherals, printers, telephones, and the applications they support and/or access including electronic networks. The policy complements the District's Website and Intranet Policy, Information Security Policy and Student Use of Cellular Phones and Other Personal Electronic Devices Policy.

II. GENERAL STATEMENT OF POLICY

The Minnetonka School District provides technology resources to its students, staff, parents and community for educational, administrative, and informational purposes. The goal in providing these resources is to promote educational excellence in Minnetonka schools by facilitating resource sharing, innovation and communication with the support and supervision of parents, teachers and support staff.

The adopted School Board Vision and Strategic Plan provide guidance for the development of this policy in making decisions regarding student, staff, parent, and community access to the District's electronic technologies.

III. EDUCATIONAL PURPOSE

Access to the technology in the Minnetonka School District has been established for educational purposes. The use of the Minnetonka School District's electronic technologies is a valued resource to our community. All electronic technologies must be used in support of the educational program of the District. This access may be revoked at any time for abusive or inappropriate conduct related to the use of electronic technologies.

School computers, telecom, memory devices, networks, and related hardware and software are the property of the Minnetonka School District. At no time does the District relinquish its exclusive control of electronic technologies. Inappropriate use of District electronic technologies, including interfering with network or application functions, software and the standardization of technologies, may result in the limitation or revocation of access.

Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of electronic technologies may result in one or more of the following

consequences: Suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate District policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

Use of Electronic Technologies during the employee duty day should be restricted exclusively to educational purposes.

IV. DEFINITIONS

The term “users” refers to any person using the District’s electronic technologies.

The term “Internet” refers to an electronic communications network that connects computer networks and organizational computer facilities around the world.

The term “intranet” refers to the District’s network, which restricts access to authorized users, which may include students, staff, parents, contractors, vendors and volunteers.

The term “electronic technologies” refers to, but is not limited to, computers and peripherals, printers, telephones, and the applications they support and/or access.

V. UNACCEPTABLE USES

Users are responsible for anything ~~set on~~ attached to the network with their name or other individual identified, e.g., IP address, on it including personally owned devices. Users shall not engage in any activity that disrupts or hinders the performance of the District’s electronic technologies. Specifically, the following uses of the District’s electronic technologies are considered unacceptable:

- A. Users will not use the District’s electronic technologies to access, review, upload, download, store, print, post, receive, transmit or distribute:
 - 1. Pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
 - 2. Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, libelous, threatening, disrespectful, or sexually explicit language;
 - 3. Materials that use language or images or video that are inappropriate in the educational setting or disruptive to the educational process;
 - 4. Information or materials that could cause damage or danger of disruption to the educational process;

5. Materials that use language, ~~or~~ images or video that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination, or any other material that would violate any law.
 6. Orders made by shopping online during time designated as off-limits by the District.
 7. Personal photos, files, ~~or~~ music or videos not related to educational purposes for any extended length of time.
- B. Users will not use the District's electronic technologies to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
- C. Users will not use the District's electronic technologies to engage in any illegal act or violate any local, state or federal statute or law.
- D. Users will not use the District's electronic technologies for political campaigning.
- E. Users will not physically or electronically vandalize District technologies nor use the District's electronic technologies to vandalize, damage or disable the property of another person or organization or defame another person or organization.
1. Users will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means.
 2. Users will not tamper with, modify or change the District's electronic technologies software, hardware or wiring or take any action to violate the District's security systems.
 3. Users will not use the District's electronic technologies or non-District technologies in such a way as to disrupt the use of the Districts systems by other users.
 4. Users may not add or remove any software nor modify the equipment, software configuration, or environment. All electronic technology requests must go through the District's Technology Department processes.
- F. Users will not use the District's electronic technologies to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
- G. Users will not use the District's electronic technologies to post information in public access areas regarding private information about another person. Private information includes personal contact information about themselves or other persons, or other personally identifiable information including, but not limited to, addresses, telephone numbers, identification numbers, account numbers, access codes or passwords, labeled photographs

or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

- H. Users will not attempt to gain unauthorized access to the District's electronic technologies or any other system through the District's electronic technologies. Users will not attempt to logon through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Access through any means other than an individual's user logon and password is not permitted.
- I. Messages, files and records on the District's electronic technologies may not be encrypted without the permission of appropriate administrative school authorities. Users must keep all account information and passwords private.
- J. Users will not use the District's electronic technologies in any way that may violate trademark copyright laws or usage licensing agreements:
 - 1. Users will not use another person's property without the person's prior approval or proper citation,
 - 2. Users will not load, download or exchange pirated software or copy software to or from any school computer including freeware and shareware;
 - 3. Users will not plagiarize works they find on the Internet or other information resources.
 - 4. Classroom content shared over remote video or other distance learning means is for educational purposes only. This material, is not to be shared with anyone not enrolled in the class or anyone not assisting an enrolled student. Unauthorized distribution of any distance learning content, including sharing video recordings or screenshots on the Internet or social media, is prohibited, may be covered by copyright law and could result in disciplinary action and/or the suspension of a student's access to certain distance learning materials.
- K. Users will not use the District's electronic technologies for unauthorized commercial purposes or for financial gain unrelated to the Mission of the District. Users will not use the District's electronic technologies to offer or provide goods or services or for product advertisement, except as authorized by the District administration.
- L. The District does not support personal equipment. Users will not ~~install~~ attach any personal equipment or install software on any district-owned systems. Users may use personal devices on the District's guest WiFi.

VI. FILTER

- A. With respect to any of its computers with Internet access, the School District will monitor the online activities of minors and employ technology protection measures during any use

of such computers by minors and adults. The technology protection measures utilized will use best efforts and industry standard approaches to block or filter Internet access to any visual depictions that are obscene, violent, child pornography, or harmful to minors:

- B. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, violence, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Access to chat rooms, discussion boards, school-issued email and other forms of direct electronic communications are limited to applications approved by the District and/or hosted within the District domain for the safety and security of minors.
- D. An administrator, supervisor or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The District is obligated to monitor and/or review filtering activities.
- F. The School District will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VII. LIMITED EXPECTATION OF PRIVACY

By authorizing use of the School District electronic technologies, the Minnetonka School District does not relinquish control over content or data transmitted or stored on the network or contained in files. Users should expect only limited privacy in the contents of personal files on the District’s electronic technologies.

- A. Routine maintenance and monitoring of the District’s electronic technologies may lead to a discovery that a user has violated this policy, another School District policy, or the law.
- B. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or School District policy.

- C. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time.
- D. District staff are advised that the School District retains the right at any time to investigate or review the contents of their files and e-mail files based upon legal complaints or specific allegations regarded as misuse of technologies. In addition, District staff are advised that data and other materials in files maintained on or transmitted through the District's electronic technologies may be subject to review, disclosure or discovery under the Minnesota Government Data Practices Act.
- E. The District will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with School District policies conducted through the District's electronic technologies.

VIII. ELECTRONIC TECHNOLOGIES ACCEPTABLE USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and staff of the District.
- ~~B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.~~
- ~~B. C.~~ The ~~is~~ Electronic Technologies Acceptable Use Policy Agreement ~~for students~~ must be read ~~and signed by the~~ all users, including a student's ~~and~~ parents or guardians. ~~Internet Use Agreement for employees must be signed by the employee. The form must then be filed with the District.~~
- ~~C. D.~~ All users shall be responsible for the protection and security of their passwords. Users shall have the ability to change passwords to maintain the confidentiality of logon codes.

IX. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the District's educational technologies is at the user's own risk and is provided on an "as is, as available" basis. The District will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on the District's systems or for delays or changes in or interruptions of service or mis-deliveries or non-deliveries of information or materials, regardless of the cause. The District is not responsible for the accuracy or quality of any advice or information obtained through or stored on the District's electronic technologies. The District will not be responsible for financial obligations arising through unauthorized use of the District's educational technologies or the Internet.

X. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the District's electronic technologies must not violate other policies and regulations of the District, including but not limited to the District policies on Gifts and Donations, Nondiscrimination, Harassment and Violence, Web site and Intranet, Information Security, Instructional Materials Selection and Review, and Curriculum Goals.

XI. USER NOTIFICATION

- A. All users shall be notified of the District policies relating to Electronic Technology Acceptable Use.
- B. This notification shall include the following:
 - 1. Notification of Unacceptable Use of District Electronic Technologies;
 - 2. Notification that Internet use is subject to compliance with District policies.
 - 3. Disclaimers limiting the District's liability relative to:
 - a. Information stored on District systems including diskettes, hard drives, or servers, CD, DVD memory stick or similar devices, or any other storage device;
 - b. Information retrieved through the District's computers, networks or online resources;
 - c. Personal property used to access the District's computers, networks or online resources;
 - d. Unauthorized financial obligations resulting from use of District resources/ accounts to access the Internet.
 - 4. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 - 5. Notification of password ownership and password protection procedures.
 - 6. Notification that, even though the District may use technical means to limit student Internet access, these limits are not impenetrable and are not the sole means of enforcing the provisions of this policy.
 - 7. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.

8. Notification that student email addresses may be provided to District-approved third-party providers for access to educational tools and content.
9. Notification that the collection, creation, reception, maintenance and dissemination of data via the Internet, including electronic communications, is governed by School Board Policy 406, Public and Private Personnel Data, and School Board Policy 515, Protection and Privacy of Pupil Records.
10. Notification that, should the user violate the District's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
11. Notification that all provisions of the Electronic Technologies Acceptable Use Policy are subordinate to local, state and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside-of-school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media. Parents are responsible for monitoring their student's use of the District's educational technologies, including school-issued email accounts and of the Internet if the student is accessing the District's electronic technologies from home or through other remote location(s).
- B. Parents will be notified that their students will be using District resources/accounts/school-issued email to access the Internet. ~~and that the District will provide parents the option to request alternative activities not requiring Internet access. This notification should include:~~
 1. ~~A copy of the Electronic Technologies Acceptable Use Agreement provided to the student user;~~
 2. ~~A description of parent/guardian responsibilities;~~
 3. ~~A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option;~~
 4. ~~A statement that the Electronic Technologies Acceptable Use Agreement must be signed by the user, parent or guardian, and the supervising teacher prior to use by the student; and~~
 5. ~~A statement that the District's Electronic Technologies Acceptable Use Policy is available for parental review.~~

XIII. IMPLEMENTATION AND POLICY REVIEW

- A. The Superintendent, or designee, is directed to develop the necessary guidelines for the implementation of this policy. The Superintendent, or designee, may develop appropriate user notification forms, guidelines and procedures necessary to implement this policy for submission to the School Board for approval.
- B. The Superintendent, or designee, shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The District's Internet policies and procedures are available for review by all parents, guardians, staff and members of the community.

Cross References: Policy #307: Access and Dissemination (Compliance with Minnesota Data Practices Act)
 Policy #427: Harassment and Violence
 Policy #428: Respectful Workplace
 Policy #515: Protection and Privacy of Pupil Records
 Policy #525: Website and Intranet Policy
 Policy #526: Student Use of Cellular Phones and Other Personal Electronic Devices
 Policy #601: District Curriculum, Instruction and Assessment
 Policy #606: Instructional Material Review, Selection and Use
 Policy #804: Information Security

Legal References: 17 U.S.C. § 101 *et. seq.* (Copyrights)
 15 U.S.C. § 6501 *et. seq.*
 Children's Internet Protection Act of 2000 (CIPA) 47 U.S.C. § 254
 47 C.F.R. § 54.520 (FCC rules implementing CIPA)
 Title III of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §1601, *et seq.*, as amended.
 Minn. Stat. §§ 125B.15 and 125B.25 and 13

Adopted: *August 18, 2005*
Adopted: *August 7, 2008*
Adopted: *June 4, 2009*
Adopted: *September 2, 2010*
Adopted: *May 3, 2012*
Reviewed: *October 22, 2020*

THIRD READING

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

Study Session Agenda Item #7

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

Date: October 22, 2020

EXECUTIVE SUMMARY

Policy #504: Student Dress and Grooming Code, is being brought forth for a third reading.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

*Changes Recommended at the First Reading of the Policy are shown in Yellow
Board member Holcomb's suggested change at the Second Reading of the Policy is shown in Blue*

MINNETONKA PUBLIC SCHOOLS

Policy #504: STUDENT DRESS AND GROOMING CODE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The Minnetonka Public Schools encourage students to take pride in their attire at school. The dress and grooming of students becomes the concern of the school if it causes disruption of the educational program or is offensive or inappropriate to others. Students shall dress in a manner that takes into consideration the educational environment, safety, health and welfare of others.

III. PROCEDURES

The following guidelines apply to students during regular school hours.

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

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

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

- ~~2.1~~ 1. Clothing that does not cover the midriff and chest, clothing that does not cover undergarments, and undergarments that are worn as outer garments are all examples of dress that creates a distracting environment.
- ~~2.2~~ 2. Clothing that includes words or pictures that are obscene, vulgar, sexually explicit, convey sexual innuendo, abuse or discrimination, or which promote or advertise alcohol, chemicals, tobacco or any other produce that is illegal for use by minors.
3. Apparel promoting products or activities that are illegal for use by minors.

- 2.3 4. Clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups or gangs.
5. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, gender or sexual harassment and/or violence against other individuals as defined in MSBA/MASA Model District Policy 413 427: Harassment and Violence.
- 2.4 6. Jewelry that presents a safety hazard to self and/or others.
- 2.5 7. Hats, caps, bandanas and other head attire during the school day. Exceptions will be made for religious and medical reasons. This limitation does not apply at the high school in the hallways, commons area and cafeteria.
- 2.6 8. Wearing of Halloween-type masks, painted faces, disguises or grooming that limits or prevents the identification of a “student.”
9. Any apparel or footwear that would damage school property.
- C. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.
- D. “Gang,” as defined in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. “Pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.
- E. When, in the judgment of the administration, a student’s appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.
- F. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.

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

3.0. H. Consequences for Wearing Inappropriate Clothing:

K-12	1 st Offense	2 nd Offense	3 rd Offense
	<ul style="list-style-type: none"> Record of Offense T-shirt to cover Student is notified 	<ul style="list-style-type: none"> Record of offense Letter home T-shirt to cover or sent home <u>Student is notified</u> 	<ul style="list-style-type: none"> Record of Offense Detention as assigned T-shirt to cover or sent home

- 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 (8th Cir. 2009)

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

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

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

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

Hardwick v. Heyward, 711 F.3d 426 (4th 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

SECOND READING

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

Study Session Agenda Item #8

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

Date: October 22, 2020

EXECUTIVE SUMMARY

The following policies are being brought forth for a second 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:



**Dennis L. Peterson
Superintendent of Schools**

MINNETONKA PUBLIC SCHOOLS

Policy #514: BULLYING PROHIBITION POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the District's policies and procedures, including the District's discipline policy. The District may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

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

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

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

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

III. DEFINITIONS

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

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

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

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

District property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the District does not represent that it will provide supervision or assume liability at these locations and events.

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

IV. REPORTING PROCEDURE

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

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

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include

bullying. Any such person who witnesses, receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. District personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the District shall undertake or authorize an investigation by the building report taker or a third party designated by the District.
- B. The building report taker or other appropriate District officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students, or others, pending completion of an investigation of bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of the investigation that determines that bullying or other prohibited conduct has occurred, the District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. District action taken for violation of this policy will be consistent with the

requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable District policies; and applicable regulations.

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

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

- A. The District shall discuss this policy with school personnel and volunteers and provide appropriate training to District personnel regarding this policy. The District shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the District. The District or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

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

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

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

1. Engage all students in creating a safe and supportive school environment;

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

VIII. NOTICE

- A. The District will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the District and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the District.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the District's or a school's Web site.

- F. The District shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

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

Legal References:

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

Cross References:

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

Approved: November 5, 2009

Reviewed and Approved: August 7, 2014

Reviewed: September 17, 2020

Reviewed: October 22, 2020

MINNETONKA PUBLIC SCHOOLS

Policy 534: EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

Legal References:

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

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

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

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

Cross References:

Policy 427: Harassment and Violence

Policy 521: Student Disability Nondiscrimination

Approved: September 2, 2010

Reviewed: September 17, 2020

Reviewed: October 22, 2020

MINNETONKA PUBLIC SCHOOLS

Policy #604: INCLUSIVE EDUCATION PROGRAM

I. PURPOSE

The purpose of this policy is to inform students, teachers and parents of the District's commitment to provide equal educational opportunities to all students attending District schools regardless of their cultural or socioeconomic background, gender, or disability. Additionally, Minnetonka Public Schools affirms the importance of multicultural, gender fair, disability sensitive curriculum and instruction.

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

II. GENERAL STATEMENT OF POLICY

The School Board of the Minnetonka Public Schools is committed to providing equal educational opportunities for all students in the District, regardless of gender, disability, cultural or socio-economic background. Further, the Board is committed to delivering an inclusive educational program which encourages understanding and nondiscriminatory treatment of people of all cultures, socioeconomic background, gender and disabilities, and the Board requires the curriculum and instructional materials to include a broad perspective of students' backgrounds and heritage. The Superintendent is directed to establish procedures for the implementation of this policy.

III. DEFINITIONS

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

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

acknowledge the backgrounds of their students and utilize the breadth of the curriculum to be responsive to students in their class.

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

IV. REGULATIONS

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

V. EDUCATION PROCESS

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

Legal Reference:

Minnesota Rules Part 3500.0550 Inclusive Education Program

Cross References:

Policy #603: Instructional and Curricular Program Review and Improvement

Policy #606: Instructional Material Review, Selection and Use

Approved: February 1, 2007

Reviewed: September 17, 2020

Reviewed: October 22, 2020

MINNETONKA PUBLIC SCHOOLS

Policy #606: INSTRUCTIONAL MATERIAL REVIEW, SELECTION AND USE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

III. RESPONSIBILITY OF SELECTION

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

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

1. support the goals and objectives of the education programs;
2. consider the needs, age, and maturity of students;
3. foster respect and appreciation for cultural diversity and varied opinion;

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

III. IV. DEFINITIONS

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

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

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

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

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

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

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

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

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

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

Supplementary Materials:

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

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

~~IV.~~ V. AREAS OF RESPONSIBILITY

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

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

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

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

MINNETONKA PUBLIC SCHOOLS

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

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

UPDATE

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

Study Session Agenda Item #9

Title: Update on Middle School Conferences

Date: October 22, 2020

EXECUTIVE SUMMARY

A review of the changes proposed to the dates of middle school conferences will be reviewed by the Board. It has been proposed to move those conferences to November 18 and 19 and expand the total time available. Then, in order to maintain in-school balance for hybrid students, one group of students (Minnetonka) will be in school on just November 16, the other group (Skippers) will be in school on November 17, and all students will not have school on Friday, November 20.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**