

SCHOOL BOARD MEETING

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

www.minnetonkaschools.org

November 5, 2020

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

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

(All times are approximate)

- | | | |
|------|-------|---|
| 6:00 | | Recognitions: National Merit Scholars; Students with Scores of 36 on the ACT; National AP Scholars; Architectural Award for MHS Loft Space |
| 7:00 | I. | Call to Order |
| | II. | Pledge to the Flag |
| | III. | Adoption of the Agenda |
| 7:02 | IV. | School Report: Deephaven |
| 7:30 | V. | Community Comments
Community Comments is an opportunity for the public to address the School Board on an item included in this agenda in accordance with the guidelines printed at the end of this agenda. |
| 7:35 | VI. | Presentation on Management of COVID-19 Cases |
| 8:05 | VII. | Presentation of Fall Istation Data |
| 8:35 | VIII. | Fourth Reading of Policy #504: Student Dress and Grooming Code |
| 8:45 | IX. | Second Reading of Policy #524: Electronic Technologies Acceptable Use |
| 8:55 | X. | Approval of Bid for MHS Parking Lot Expansion |
| 9:05 | XI. | CONSENT AGENDA |
| | a. | Minutes of October 1, 2020 Regular Meeting |
| | b. | Study Session Summary of October 22, 2020 |
| | c. | Payment of Bills |
| | d. | Recommended Personnel Items |
| | e. | Gifts and Donations |
| | f. | Electronic Fund Transfers |

- g. Designation of Title IX Coordinator and Alternate
- h. Designation of Hearing/Complaint Officer
- i. Designation of Data Practices Officer
- j. Update of Policy #521: Student Disability Nondiscrimination

- 9:06 XII. Board Reports
- 9:08 XIII. Superintendent's Report
- 9:10 XIV. Announcements
- 9:11 XV. Adjournment

GUIDELINES FOR *COMMUNITY COMMENTS*

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

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

*Minnetonka School Board meetings are rebroadcast via a local cable provider.
Please visit www.minnetonkaschools.org/district/leadership/board/meetings for the current schedule.*

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

Board Agenda Item IV.

Title: School Report: Deephaven Elementary

Date: November 5, 2020

EXECUTIVE SUMMARY

Deephaven Principal Bryan McGinley will update the Board on how the school year is progressing, with a focus on Student Mental Health efforts and Parent/Teacher conferences.

Submitted by: _____



Dennis Peterson, Superintendent

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

Board Agenda Item VI.

Title: Presentation on Management of COVID-19 Cases Date: November 5, 2020

EXECUTIVE SUMMARY

Health Services Coordinator Annie Lumbar Bendson will provide a video update on the District's response to the COVID-19 pandemic and how we are managing cases.

Submitted by: _____



Dennis Peterson, Superintendent

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

Board Agenda Item VII.

Title: Istation Fall Update

Date: November 5, 2020

OVERVIEW

During the Fall of 2020, First and Second Grade Spanish Immersion students took the Istation's Indicators of Progress (ISIP) Test. This Winter, Kindergarten Spanish Immersion students will take the ISIP Test, and in the Spring, all K-2 Spanish Immersion students will take the test.

ISIP is a replacement for the DORA-Spanish Test that was administered to K-2 Spanish Immersion students through the Spring of 2016. Support for the DORA-Spanish by Let's Go Learn had increasingly diminished while the demand for useful data had increased by K-2 Spanish Immersion teachers. Understanding the need for early intervention, Minnewashta Spanish Immersion teachers piloted Istation's ISIP assessment and instructional resources program from February through May during the Spring of 2016 and found the software program to be superior to what was offered with the DORA-Spanish Test.

Istation offers a software tool used to assess students within the following areas: *Phonemic Awareness, Letter Knowledge, Decoding, Vocabulary, Spelling, Comprehension, and Fluency*. Istation software is a tool designed to target students participating in Immersion programs and is an adaptive assessment tool that allows students to demonstrate evidence of learning at high levels beyond their current grade level expectations. Results are used by teachers to provide specific instructional resources to help students receive the practice needed to improve within identified areas of growth and accelerate in their areas of strength. Each day students are given the opportunity to engage in interactive practice activities that are at their level and aligned to their assessment performance. The Istation system allows teachers to formally assess students each month to monitor student progress on a regular basis in between Fall, Winter, and Spring benchmark assessments. In addition, there are instructional resources available to students within the program.

The instructional resources are aligned to the assessment, and most importantly, these instructional supports are customized for individual students based on their benchmark assessment performance each season. In addition, teachers can administer monthly *On Demand Assessments* to track students' progress as they work through the instructional software. This system is not only supportive of early intervention strategies, but it also

allows for students who need to be challenged academically beyond their current levels of performance. Because there are three tiered levels, Minnetonka Spanish Immersion students have room to grow as they continue to strive toward the highest levels of the instructional and assessment program. Teachers will use the results to help plan for individual intervention with students depending on their performance. Student progress will be monitored on a regular basis, and some students will spend more time with the program each week depending on their needs. Istation staff recommend students spend 30-60 minutes per week in the supplemental instructional program depending on the needs of individual students. Students who need more intensive intervention will be assessed monthly with the Istation *On Demand Assessments*, as this is a form of progress monitoring for students who may be struggling with the language. It is important to note that the decrease in student performance is most likely due to the disruption to instruction during the COVID-19 pandemic. All data should be viewed cautiously, and growth will be monitored throughout the school year and reported to the school board in the Spring.

There are important terminologies used in this report. Below is a glossary of terms and descriptions:

Definition of Terms

Terms	Descriptions
ISIP	Istation’s Indicators of Progress
Ability Index	Three-digit score used to measure performance on each subtest. This score is used to determine the tier, percentile rank and grade equivalence.
Tier Levels	Three levels that indicate a student’s language ability at the time of the test
Tier 1	At or above grade level based on ability index score
Tier 2	Moderately below grade level based on ability index score
Tier 3	Well below grade level based on ability index score
Percentile Rank	Indicates the relationship of a student’s performance compared to national same grade level peers (ex. 91 st percentile = the student performed better than or equal to 91 percent of the students who took the test that month)

There are three levels or “Tiers” in which students are placed based on their ISIP “Ability Index” scores. The tiers range from Tier 1 (at or above grade level), Tier 2 (moderately below grade level), and Tier 3 (well below grade level). Students are placed into the different tiers based on their overall *Ability Index* for each of the subtests. The ability index score is a three-digit score, much like a RIT score from the NWEA test or the scale score from the MCAs. The ability index scores are totaled from each of the subtests to equal an overall ability index, thus placing a student into a particular tier. As students are placed into tiers, the ability index scores are also used to calculate national percentile rank. For example, if a student is performing at the 85th percentile, then he is performing

better than or equal to 85 percent of the students who took the test that month. In previous years, grade equivalency was calculated and included in teacher and parent reports. According to Istation, starting this year, the company will no longer include the grade level equivalency scores in their reports. According to the company literature, this update safeguards against any possible misreading or misunderstanding of information, and it ensures that teachers are equipped to make informative interventions and accurate placement decisions and provide differentiated instruction. This decision was made according to the latest educational research on this topic. Leading educational research cautions against and conveys concerns regarding the misuse of grade equivalents. According to Malbert Smith III, PhD, in his position paper “The Hippocratic Oath and Grade Equivalents”, organizations such as the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council for Measurement and Education (NCME) have documented misconceptions and misuse of grade equivalents. Istation’s reporting measures still include ability scores, percentile rankings, and tier levels to provide the very best snapshots of student growth.

The following sections of this report will show information regarding the ISIP scoring scale, highlights from the Fall, and District and school level results. Three years-worth of data are highlighted throughout the report.

Highlights from this year’s Fall assessment are listed below:

- First Graders in Minnetonka out-performed First Graders from a year ago on one of four subtests (Comprehension)
- Second Graders were out-paced by last year’s Second Graders in all areas, except for Vocabulary
- Second Grade students surpassed the 50 percentile range in Written Communication, indicating that most of our students are maintaining levels like those nationwide in this area
- District-wide, Second Graders experienced a two-year decrease in Tier 1 percentage with the most significant declines occurring in Written Communication and Comprehension
- For the second year in a row, Groveland Second Graders performed higher than 50 percent of Second Graders nationwide in three of five subtests
- Deephaven First Graders improved, with three of four subtests showing an increase in students reaching the Tier 1 level

Explanation of Sub-Tests

ISIP assessments include six sub-tests. For the purposes of gaining a better understanding of student tier level performance, the tier levels have been expanded to the tenths place rather than rounding to the nearest whole number. This will allow staff to understand how close their students performed in relation to each of the tiers. For example, in the District data and individual school level data tables, a tier level may be reported as 1.4. Rather than round to the nearest whole number, the tenths place is used to show that the average tier performance was closer to Tier 1 than Tier 2. The national target levels listed in Table 2 below display the tiers as Tier 1, Tier 2, or Tier 3.

- **Reading Comprehension (CO):** Measures the ability to answer factual and inferential questions about a silently read story. If the assessment determines the student is not reading, he will not be asked reading comprehension questions. Reading comprehension will typically be a lower score than all other areas because it is the most complex skill.
- **Written Communication (WC):** Measures Spanish writing skills.
- **Vocabulary (VO):** measures Spanish vocabulary skills using grade level vocabulary words.
- **Phonemic and Phonological Awareness (PA):** Percent correct on Phonemic Awareness measures students' attention to discrete sounds within words. In the Spring, this subtest will be administered mostly to Kindergarten and First Grade students.
- **Listening Comprehension (LCO): For Kindergarten Only:** measures the ability to answer factual and inferential questions about a story read to them.
- **Text Fluency (TF): For Second Graders Only**

Description of Instructional Tiers (ISIP National Targets)

Subtest	First Grade			Second Grade		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
CO	<188	188-194	>194	<205	205-219	>219
WC	<166	166-181	>181	<197	197-203	>203
VO	<171	171-181	>181	<202	202-211	>211
PA	<191	191-200	>200	<217	217-229	>229
TF	-	-	-	<0	0-6	>6

Data Analysis: Fall 2018-2020 Grades 1 and 2 District ISIP Mean Ability Index, Tier Level, and Percentile

The bar charts below display the tier levels, and the goal is to have a higher percentage of students reaching Tier Level 1. As the tier levels increase in number (Levels 1, 2, or 3), the percentile decreases. The tier levels are based on the *Ability Index* score. Each subtest has a different ability index target. Although Comprehension has a higher ability index score, students showed a stronger performance in Written Communication and Vocabulary compared to their national peers according to the percentile scores. In addition, based on the ability index and percentile scores, First Graders in Minnetonka out-performed First Graders from a year ago on one of four subtests (Comprehension).

According to the table above, national targets indicate that students need a 194 ability index score to reach Tier 1 for Comprehension, while they need a lower ability index of 181 in Written Communication and Vocabulary to reach Tier 1 according to Istation's National Norms. Again, Tier 1 is the most desirable tier to achieve. According to the table below, Comprehension is the strongest area of performance according to their percentiles with Vocabulary showing a slight drop. The bar charts below show a two-year drop in Tier 1 percentage for Phonics, with a significant drop of **9.8 percent** in Written Communication compared to last year. Again, it is difficult to fully understand the impact that COVID has had on the reading performance of Novice-level Spanish Immersion

students, however, it can be concluded that the drop in Fall scores was reasonably predicted. Other than Comprehension, there was an increase in the percentage of students performing within the Tier 3 range on the other three subtests, with the most significant increase of **7.1 percent** occurring within the Phonics subtest. In addition, two years ago, **70.7 percent** of First Graders reached the Tier 1 level, last year the percentage dropped to **66.6 percent**, and this Fall the percentage fell to **55.2 percent**.

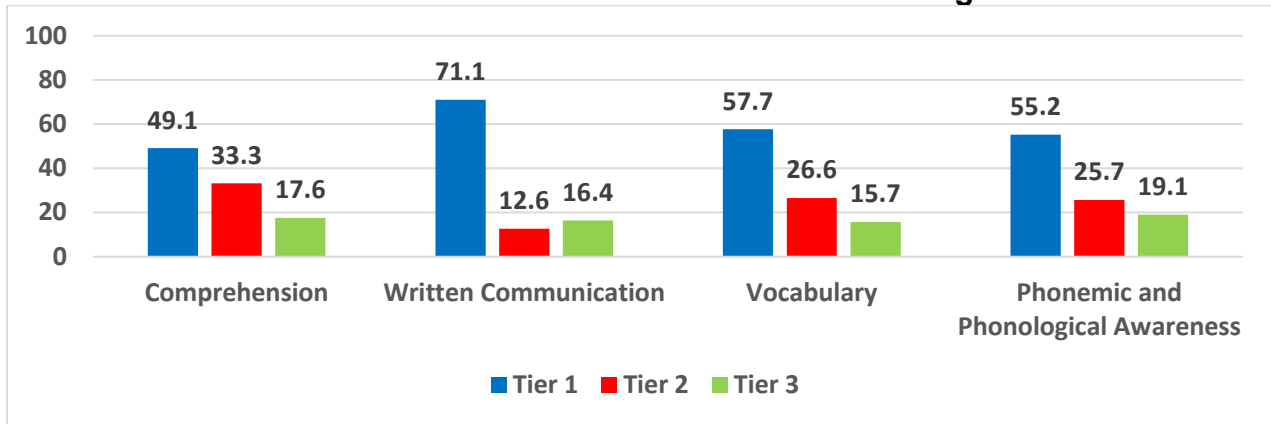
Second Grade students are also assessed in *Text Fluency* as indicated in the table below. According to the results, Second Graders were out-paced by last year's Second Graders in all areas, except for Vocabulary. In four of the areas listed in the bar charts below, Second Graders experienced a two-year decrease in Tier 1 percentage with the most significant declines occurring in Written Communication and Comprehension. Since 2018, the Written Communication Tier 1 percentage decreased by **10.2 percent** and the Comprehension Tier 1 percentage decreased by **18 percent**. The table below shows that students surpassed the 50 percentile range in Written Communication, indicating that most of our students are maintaining levels similar to those nationwide in this area. Again, the national norms are based on a combination of students who are both native and non-native speakers, and the impact the past several months has had on language learning is evident with the results this Fall.

In a typical year, Fall results can be somewhat unpredictable, because Immersion students do not consistently practice the language throughout the Summer, and taking the test within the first two weeks of returning to school can result in unpredictable test performance. It will be important that students continue to work in the Istation system on a regularly scheduled basis throughout the year, and with consistent exposure to the system with regular monthly assessments, Spring scores should be positively impacted.

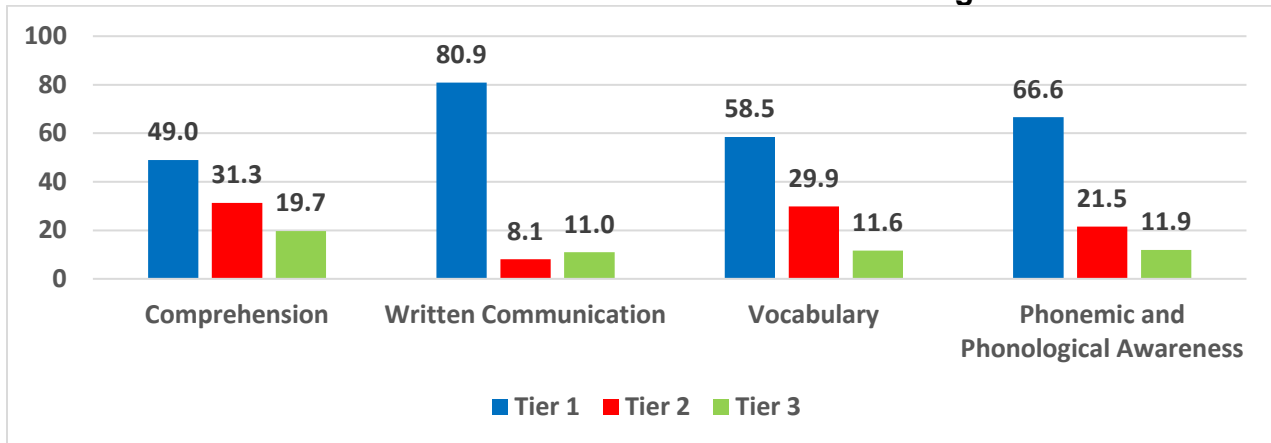
**Fall 2018-2020 Grade 1 District ISIP Mean Ability Index, Tier Level, and Percentile
N=319**

Fall 2020 Subtest	Ability Index	Percentile
Comprehension	218.9	44.5
Written Communication	<i>186.5</i>	<i>49.3</i>
Vocabulary	<i>185.4</i>	<i>50.3</i>
Phonemic and Phonological Awareness	<i>199.5</i>	<i>42.9</i>
Fall 2019 Subtest	Ability Index	Percentile
Comprehension	195.1	43.5
Written Communication	190.8	54.7
Vocabulary	186.4	51.9
Phonemic and Phonological Awareness	205.0	53.2
Fall 2018 Subtest	Ability Index	Percentile
Comprehension	196.8	46.2
Written Communication	189.7	53.5
Vocabulary	188.0	55.1
Phonemic and Phonological Awareness	206.4	55.0

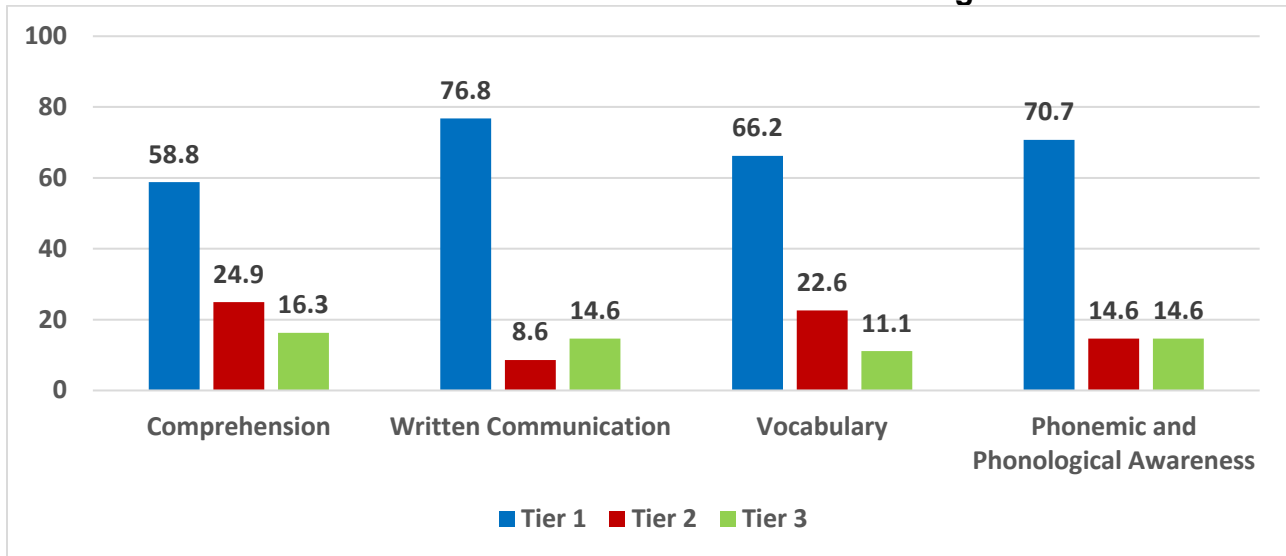
Fall 2020 District Grade 1 Tier Level Percentage



Fall 2019 District Grade 1 Tier Level Percentage



Fall 2018 District Grade 1 Tier Level Percentage

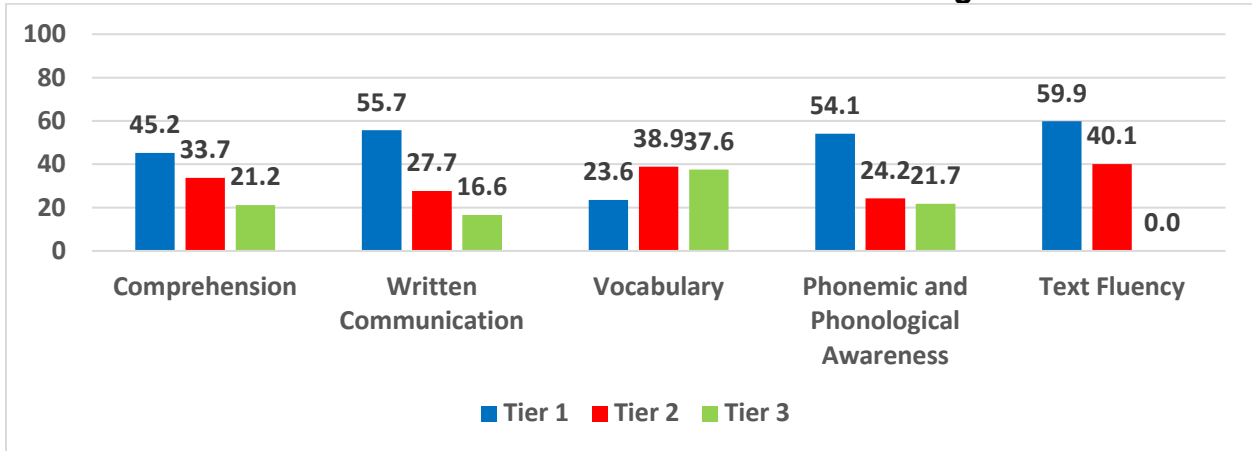


Fall 2018-2020 Grade 2 District ISIP Mean Ability Index, Tier Level, and Percentile

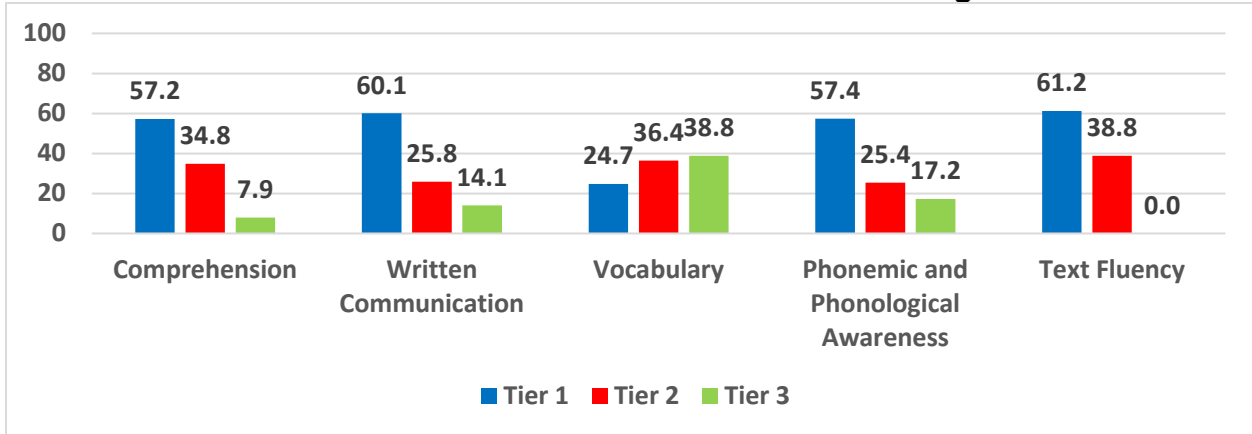
N=314

Fall 2020 Subtest	Ability Index	Percentile
Comprehension	205.4	42.6
Written Communication	208.6	57.4
Vocabulary	207.2	34.0
Phonemic and Phonological Awareness	229.6	45.6
Text Fluency	9.2	66.7
Fall 2019 Subtest	Ability Index	Percentile
Comprehension	225.9	50.7
Written Communication	210.1	60.6
Vocabulary	207.0	33.6
Phonemic and Phonological Awareness	231.4	48.2
Text Fluency	9.3	67.2
Fall 2018 Subtest	Ability Index	Percentile
Comprehension	226.0	51.9
Written Communication	209.5	60.4
Vocabulary	208.7	36.6
Phonemic and Phonological Awareness	231.8	49.1
Text Fluency	10.6	67.6

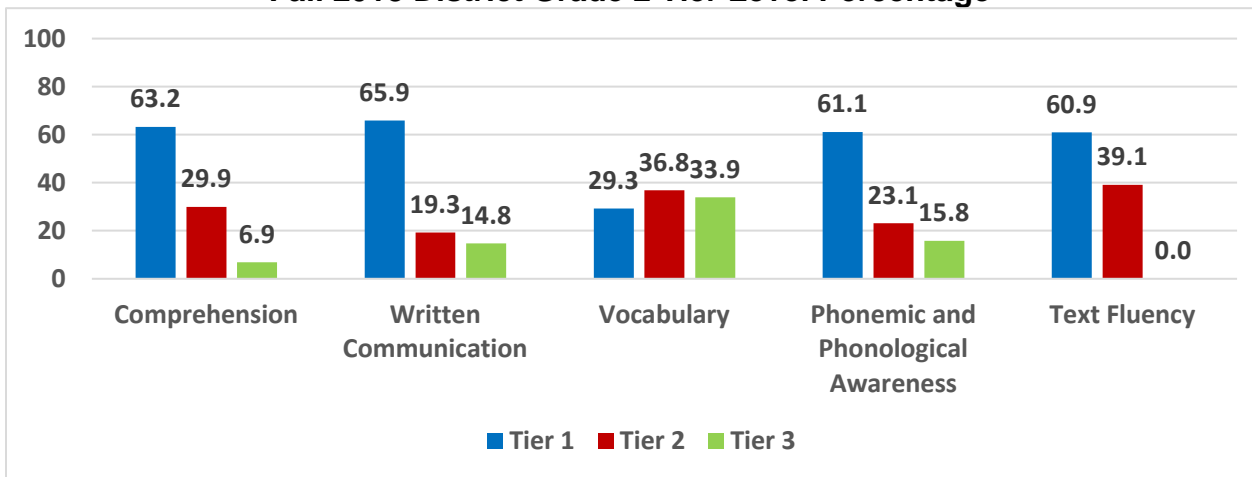
Fall 2020 District Grade 2 Tier Level Percentage



Fall 2019 District Grade 2 Tier Level Percentage



Fall 2018 District Grade 2 Tier Level Percentage



District Cohort Data Summary

The Grade 1 to Grade 2 District cohort data reveals that there was a significant decrease in the average percentile across each of the four elementary sites. Clear Springs, Groveland, and Minnewashta experienced decreased in three of the four areas, and Deephaven dropped in two of the four areas listed. All four sites saw drops in Vocabulary and Phonemic Awareness (Phonics); however, the most consistent decrease was observed on the Vocabulary subtest. In addition to Vocabulary, Clear Springs experienced a significant decrease of **9.7 percent** on the Phonics subtest, with Deephaven showing a sharp drop **12.9 percent** on this subtest as well. Groveland significantly contributed to the overall District average in Writing by improving from **58.2 percent** as First Graders to **66.4 percent** as Second Graders.

Recommendations: District Fall 2020 Grades 1 and 2

Although Fall results are considered baseline, the Fall administration of the ISIP Test is important, because the results allow Minnetonka Spanish Immersion staff to monitor student performance in key areas. Areas of focus for First Graders lie within Vocabulary for all four elementary sites, in addition to Phonics for Deephaven and Clear Springs. Consistent Istation exposure for students will help to build student performance in these areas.

District Fall Grade 1 2019 to Fall Grade 2 2020 Cohort by Percentile and Subtest

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	44.1	41.6	47.8	39.9	43.5	40.7	44.0	45.7	40.6	42.6
WC	53.8	49.4	58.2	56.0	54.7	55.7	50.8	66.4	55.4	57.4
VO	51.9	46.9	55.6	51.9	51.9	34.9	34.4	28.3	38.1	34.0
PA	53.7	49.2	54.5	54.2	53.2	44.0	36.3	54.0	45.6	45.6

Data Analysis: Fall 2018-2020 Grades 1 and 2 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

According to First Grade results in the charts below, the tier levels shifted with Vocabulary experiencing a **19.5 percent** decrease reaching Tier 1 over the past two years, moving from **78.4 percent** to **58.9 percent**, and the Phonics results showing a **17.9 percent** decrease from two years ago, dropping from **79.5** to **61.6 percent** reaching the Tier 1 level. The other two subtests had similar results compared to the previous year with Written Communication showing a shift from Tier 1 and Tier 3 to Tier 2. The lower tier percentages are reflected in the table below with Phonics and Vocabulary experiencing steep drops in percentile scores. However, with three of four subtest percentile scores being within close range the 50 percentile level, Clear Springs' students remained competitive on the ISIP Test when compared to the nation, which is made up of native speaking test takers. However, with two straight years of declining percentile scores in

Vocabulary and Phonics, it is suggested that staff review the reports for these particular areas more closely in the Istation system to learn how to support students specifically in these areas.

In the table below, Grade Two results for Clear Springs highlight a two-year drop in students reaching the Tier 1 level in Comprehension and Written Communication. In the area of Comprehension, **60.9 percent** of students reached Tier 1 in 2018, **54.1 percent** in 2019, and this year only **44.7 percent** reached this level. Written Communication experienced a drop from **68.5 percent** in 2018 to **62.4 percent** in 2019 to **52.9 percent** in 2020. Text Fluency scores decreased from last year, but surpassed 2018 results, and Phonics showed a minimal decrease in the percentage of students reaching the Tier 1 level.

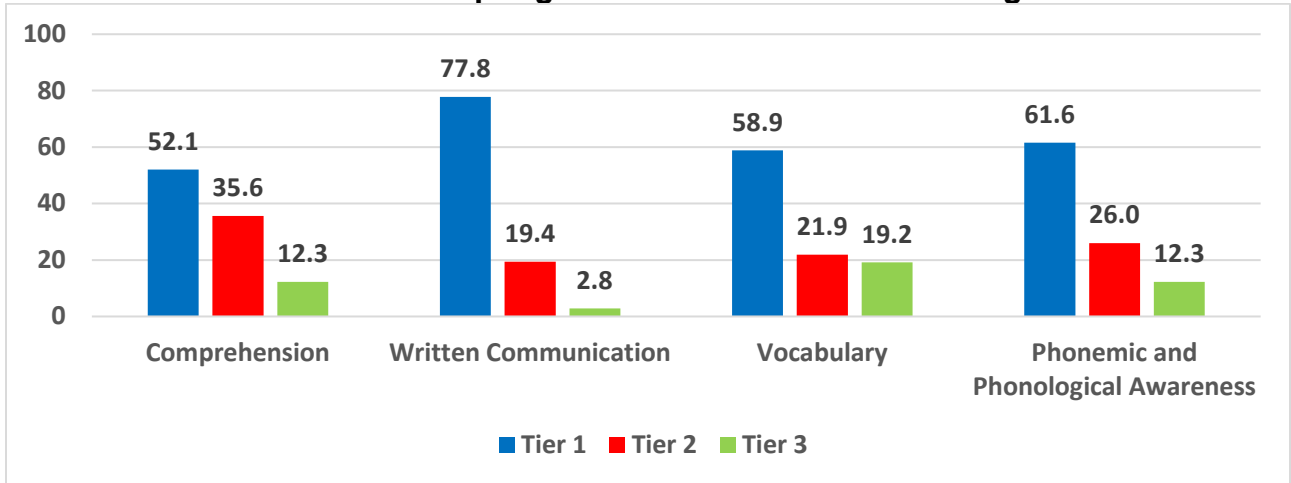
Overall, Minnetonka students reached beyond the 50 percentile in Text Fluency and Written Communication, surpassing the majority of students nationally. It is understandable that students would show decreases in Vocabulary and Comprehension, as these are two areas that are most challenging for language learners in typical years. As a result, the data in the tables below should be baseline for this year with levels of growth to be measured in the Spring.

Fall 2018-2020 Grade 1 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

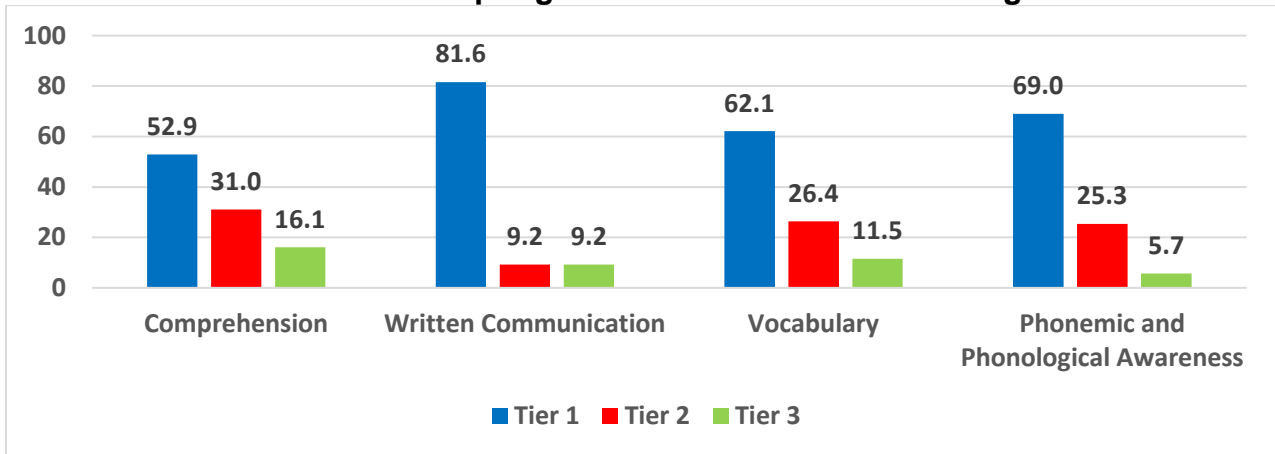
N=73

Fall 2020 Subtest	Ability Index	Percentile
Comprehension	220.4	46.8
Written Communication	189.6	52.7
Vocabulary	184.8	49.7
Phonemic and Phonological Awareness	202.2	48.3
Fall 2019 Subtest	Ability Index	Percentile
Comprehension	195.4	44.1
Written Communication	190.1	53.8
Vocabulary	186.5	51.9
Phonemic and Phonological Awareness	205.4	53.7
Fall 2018 Subtest	Ability Index	Percentile
Comprehension	198.2	49.2
Written Communication	192.1	56.5
Vocabulary	190.4	60.2
Phonemic and Phonological Awareness	209.6	60.7

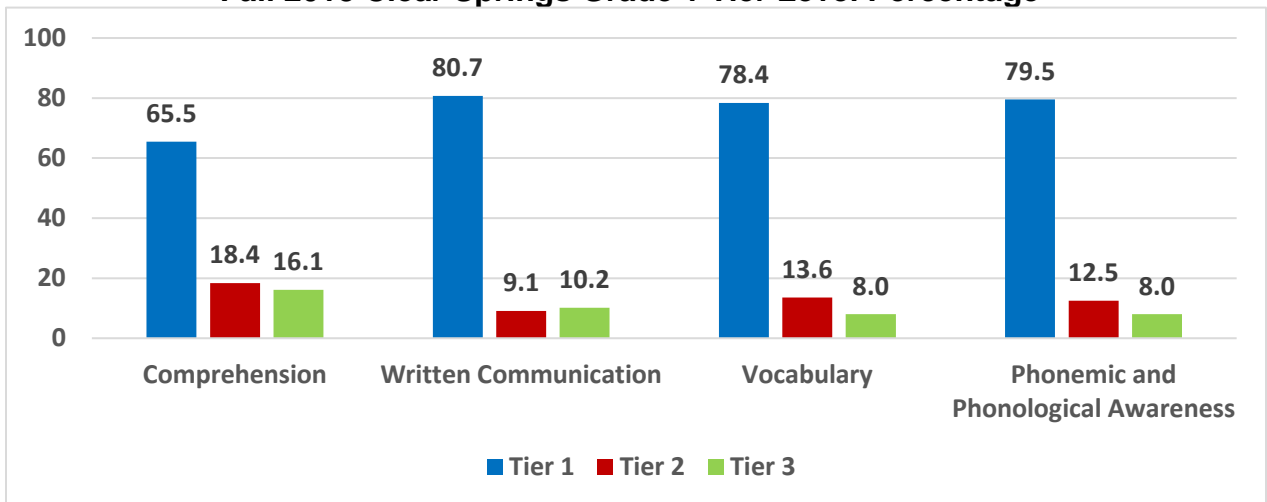
Fall 2020 Clear Springs Grade 1 Tier Level Percentage



Fall 2019 Clear Springs Grade 1 Tier Level Percentage



Fall 2018 Clear Springs Grade 1 Tier Level Percentage

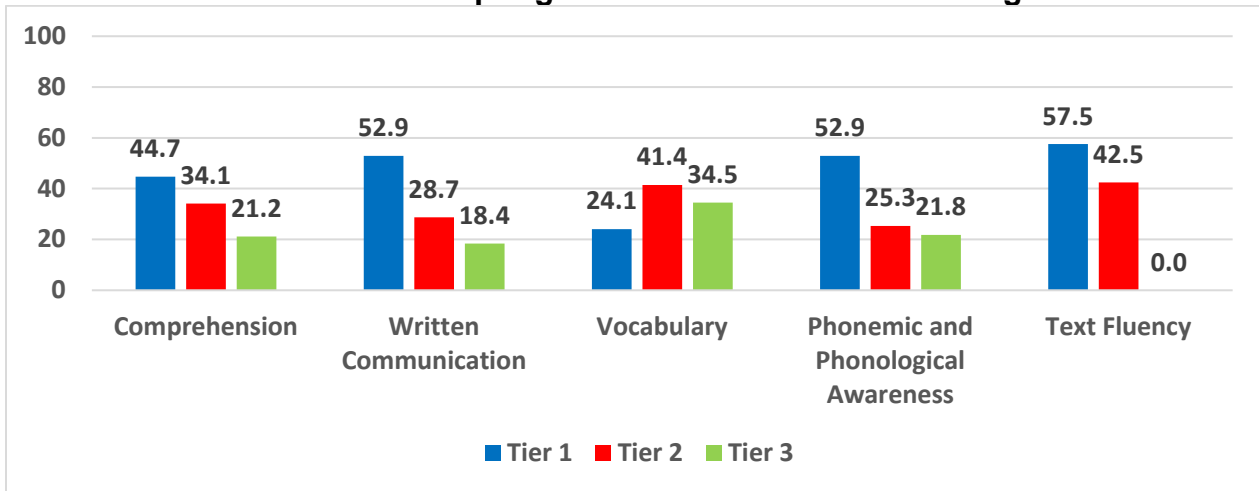


Fall 2018-2020 Grade 2 Clear Springs ISIP Mean Ability Index, Tier Level, and Percentile

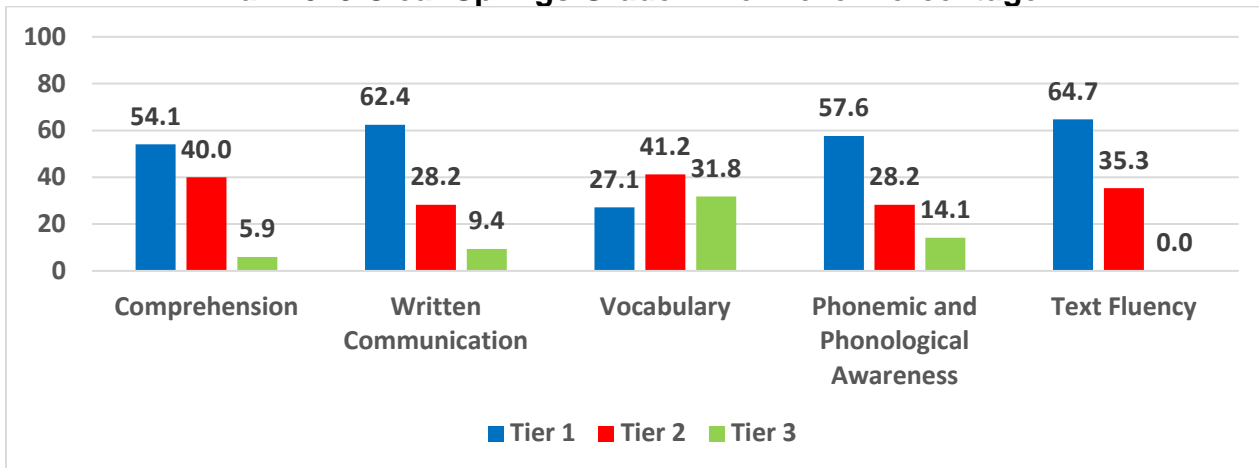
N=87

Fall 2020 Subtest	Ability Index	Percentile
Comprehension	205.3	40.7
Written Communication	207.5	55.7
Vocabulary	207.7	34.9
Phonemic and Phonological Awareness	229	44.0
Text Fluency	7.7	64.4
Fall 2019 Subtest	Ability Index	Percentile
Comprehension	226.8	50.6
Written Communication	211.8	64.5
Vocabulary	207.7	35.0
Phonemic and Phonological Awareness	231.9	49.0
Text Fluency	10.4	70.2
Fall 2018 Subtest	Ability Index	Percentile
Comprehension	226.2	52.2
Written Communication	211.0	63.4
Vocabulary	208.7	36.0
Phonemic and Phonological Awareness	232.0	49.0
Text Fluency	10.7	62.6

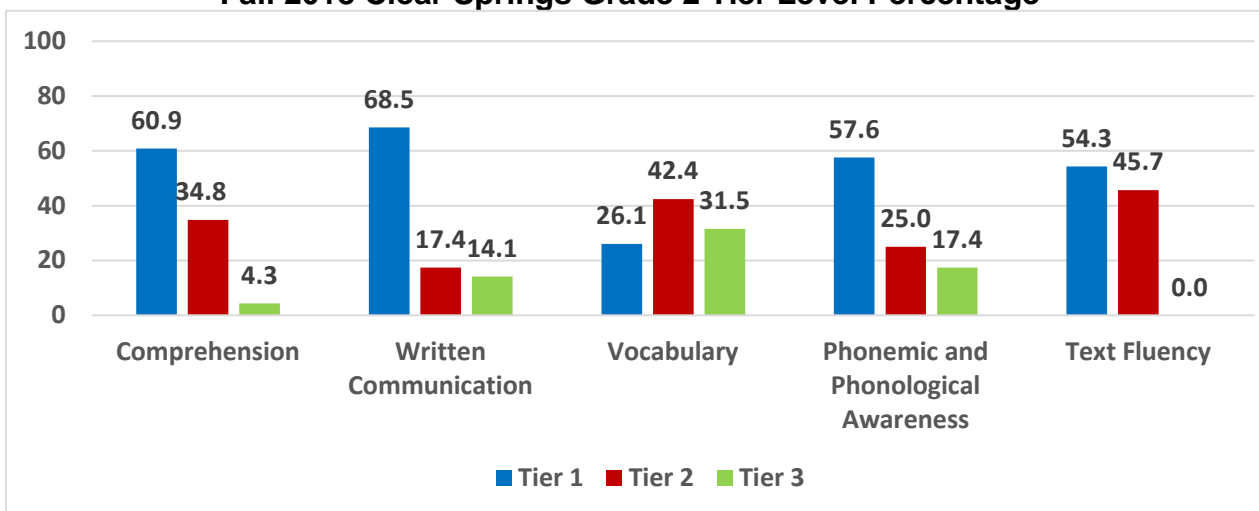
Fall 2020 Clear Springs Grade 2 Tier Level Percentage



Fall 2019 Clear Springs Grade 2 Tier Level Percentage



Fall 2018 Clear Springs Grade 2 Tier Level Percentage



Clear Springs Cohort Data Summary

When analyzing cohort data, First Graders from last year saw increased percentile results as Second Graders this Fall on one of four subtests compared to two of four subtests from the previous cohort a year ago. The Written Communication percentile for this cohort increased from **53.8 percent** to **55.7 percent**, with Vocabulary and Phonemic Awareness experiencing significant drops. The decrease of 17.0 percent for Vocabulary is predictable, yet it will provide an area of focus for Second Grade teachers this year. Although the First to Second Grade cohort are the only cohort data available, and this is only the fourth full year the test has been administered, it is important to note the decreased cohort performance for the current group of Second Graders. As the grade level increases, the ability index targets also increase making it increasingly more difficult for students to reach the upper tiers without consistent practice within the ISIP system. Again, the past several months have been unpredictable with regard to student performance, but with the students ability to practice at home in the Istation system using iPads, it could reasonably be expected that students will have the ability to maintain more of the language from one year to the next compared to previous years when iPads were not readily available.

Recommendations: Clear Springs Fall 2020 Grades 1 and 2

It would be beneficial for First and Second Grade teachers to analyze student performance in Phonemic and Phonological awareness. This areas saw a drop in performance for the 2019 cohort as well. They can compare performance on the ISIP Test with fluency results from the FAST system where students are benchmarked in the Fall, Winter, and Spring on their fluency skills. In addition, teachers can review student performance by each item on the ISIP test to collaborate on student performances across classrooms. Item analysis such as this can be beneficial in learning if students are missing similar types of questions. Vocabulary should be an area of focus as well, as this is typically an area where students experience a lower performance, especially in the Fall.

Clear Springs Fall Grade 1 2019 to Fall Grade 2 2020 Cohort by Percentile and Subtest

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	44.1	41.6	47.8	39.9	43.5	40.7	44.0	45.7	40.6	42.6
WC	53.8	49.4	58.2	56.0	54.7	55.7	50.8	66.4	55.4	57.4
VO	51.9	46.9	55.6	51.9	51.9	34.9	34.4	28.3	38.1	34.0
PA	53.7	49.2	54.5	54.2	53.2	44.0	36.3	54.0	45.6	45.6

Data Analysis: Fall 2018-2020 Grades 1 and 2 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

According to the table below, Deephaven students experienced a drop on two of four subtests with regards to the *Ability Index Scores* and *Percentiles*. This was a rebound year for Deephaven students in that the previous year, the students saw a drop in all four subtests. That was a predictable performance, because Kindergarten students the previous year performed below the 50 percentile consistently, and it was reasonable to conclude that their First Grade performance would yield lower percentiles as well. This Fall, Deephaven First Graders improved, with three of four subtests showing an increase in students reaching the Tier 1 level, according to the bar charts below. Written Communication is an area of focus, as there has been a two-year decline dropping from **84.1 percent** in 2018, to **76.1 percent** in 2019, to **65.2 percent** in 2020. The Vocabulary subtest showed positive gains in that the percentage of students reaching the Tier 3 level decreased, dropping from **17.9 percent** in 2019 to **6.1 percent** in 2020. Comprehension also rebounded within the Tier 3 level, dropping from **20.9 percent** to **10.8 percent**. This means that fewer students will need extra academic support in this area during the 2020-21 school year.

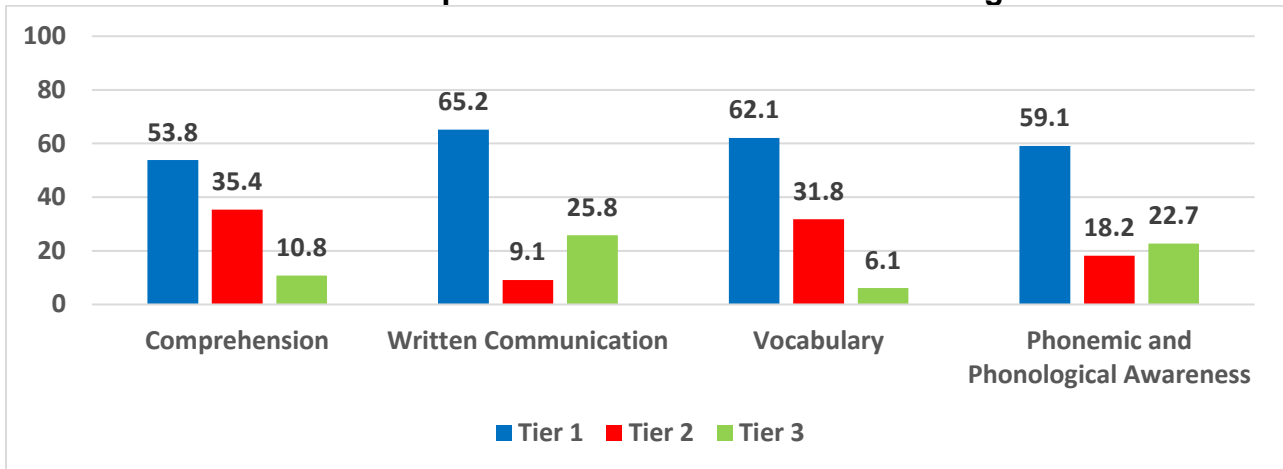
Deephaven Second Graders experienced notable drops in student performance. In the area of Comprehension, the percentage of students reaching the Tier 1 decreased in the past two years, dropping from **64.1 percent** in 2018, to **60.3 percent** in 2019, to **42.9 percent** in 2020. The decline in Tier 1 performance resulted in sharp increases within both Tier 2 and Tier 3, both experienced double-digit percentage increases. In addition, Phonics has shown a decline over the past two years within the Tier 1 level, with a most notable increase in percentage occurring at the Tier 3 level. In 2018, **18.8 percent** of students performed within Tier 3, and last year the percentage was **19.0**. However, this Fall, the percentage of Second Graders performing at the Tier 3 level was **41.1 percent**, a significant and notable increase. In the next section, Grade 1 to Grade 2 cohort data is discussed, and it will add positive perspective to the Comprehension performance among the Grade 1 to Grade 2 cohort. However, it is noted that both cohort and non-cohort results show that Phonics should be an area of focus for the current group of Second Graders this year.

Fall 2018-2020 Grade 1 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

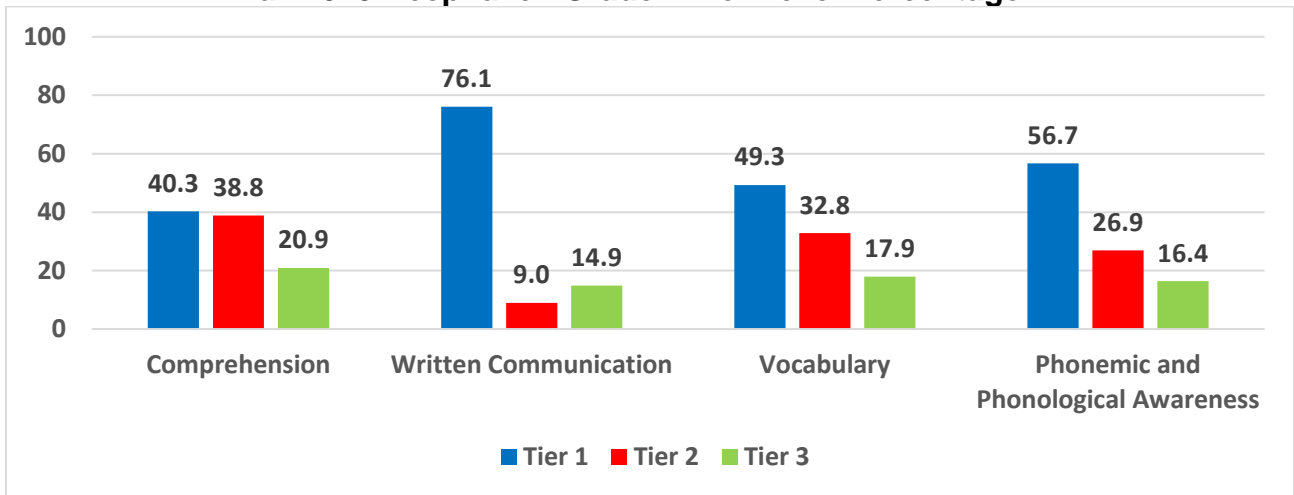
N=66

Fall 2020 Subtest	Ability Index	Percentile
Comprehension	222.1	46.5
Written Communication	<i>182.1</i>	<i>43.8</i>
Vocabulary	189.0	56.6
Phonemic and Phonological Awareness	<i>200.2</i>	<i>44.4</i>
Fall 2019 Subtest	Ability Index	Percentile
Comprehension	194.0	41.6
Written Communication	186.7	49.4
Vocabulary	183.9	46.9
Phonemic and Phonological Awareness	202.9	49.2
Fall 2018 Subtest	Ability Index	Percentile
Comprehension	200.2	51.7
Written Communication	192.6	57.6
Vocabulary	188.4	55.9
Phonemic and Phonological Awareness	208.9	60.4

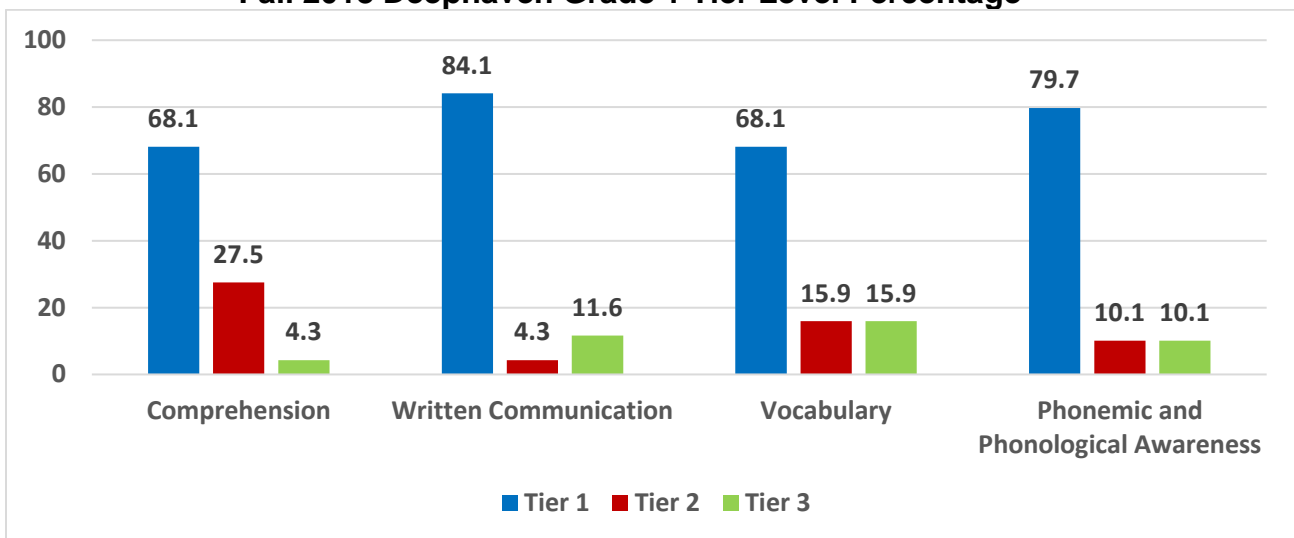
Fall 2020 Deephaven Grade 1 Tier Level Percentage



Fall 2019 Deephaven Grade 1 Tier Level Percentage



Fall 2018 Deephaven Grade 1 Tier Level Percentage

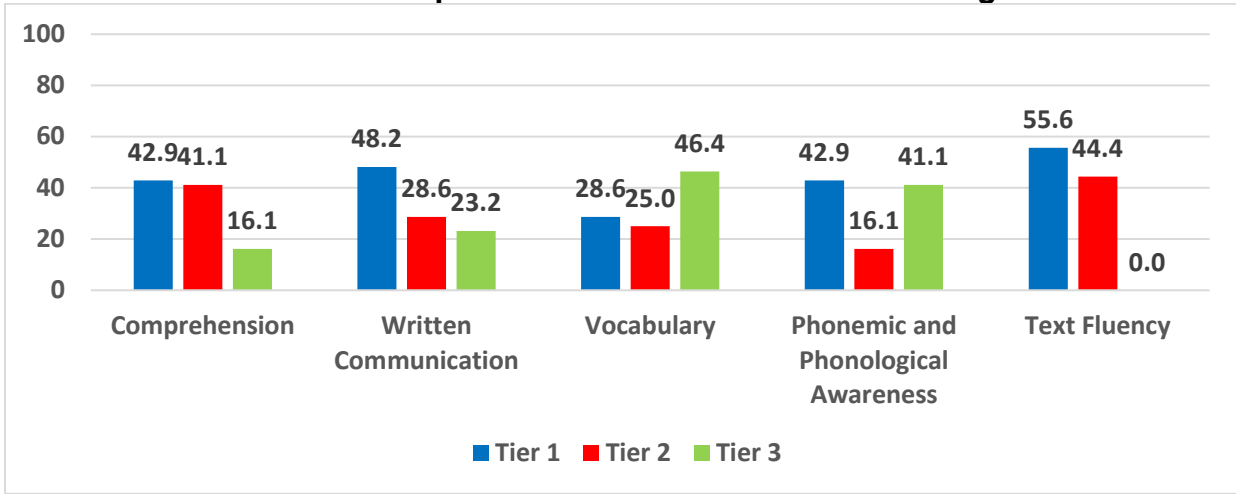


Fall 2018-2020 Grade 2 Deephaven ISIP Mean Ability Index, Tier Level, and Percentile

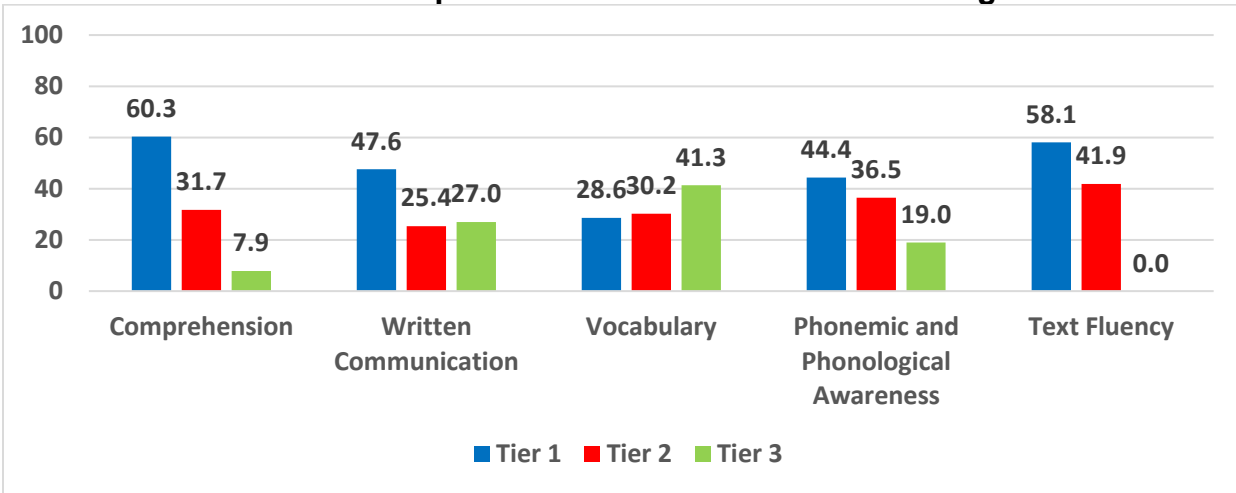
N=56

Fall 2020 Subtest	Ability Index	Percentile
Comprehension	<i>208.1</i>	<i>44.0</i>
Written Communication	<i>205.6</i>	50.8
Vocabulary	206.6	34.4
Phonemic and Phonological Awareness	<i>223</i>	<i>36.3</i>
Text Fluency	8.3	<i>64.4</i>
Fall 2019 Subtest	Ability Index	Percentile
Comprehension	<i>223.7</i>	<i>48.9</i>
Written Communication	<i>205.8</i>	<i>50.3</i>
Vocabulary	<i>206.0</i>	<i>34.2</i>
Phonemic and Phonological Awareness	<i>227.5</i>	<i>40.9</i>
Text Fluency	<i>7.1</i>	<i>65.1</i>
Fall 2018 Subtest	Ability Index	Percentile
Comprehension	<i>227.4</i>	<i>53.7</i>
Written Communication	<i>208.7</i>	<i>58.7</i>
Vocabulary	<i>207.7</i>	<i>36.3</i>
Phonemic and Phonological Awareness	<i>232.5</i>	<i>50.4</i>
Text Fluency	<i>10.6</i>	<i>70.0</i>

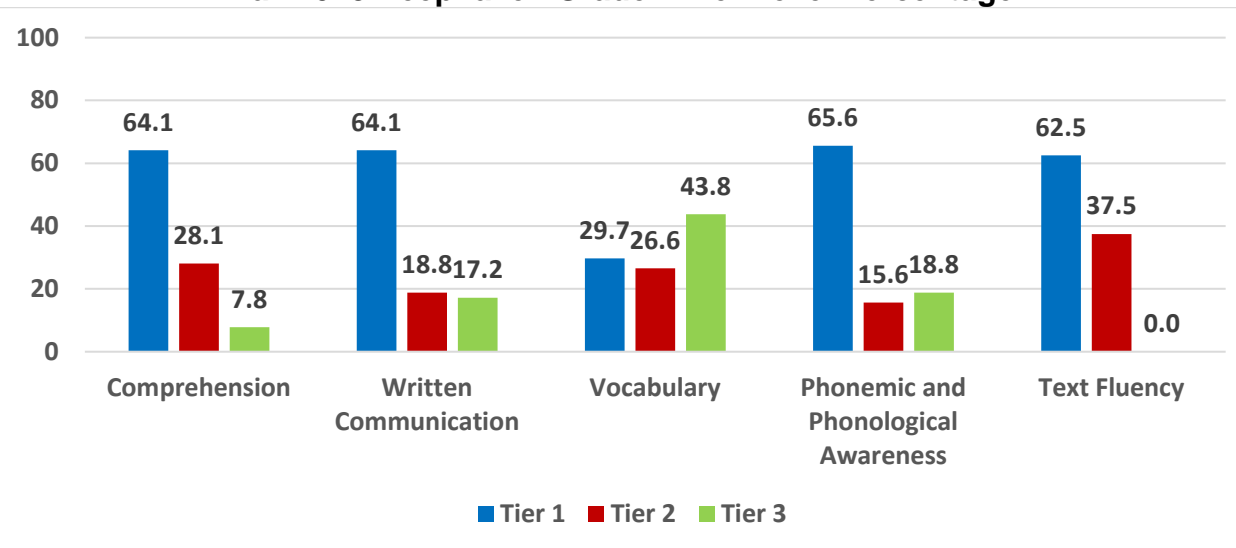
Fall 2020 Deephaven Grade 2 Tier Level Percentage



Fall 2019 Deephaven Grade 2 Tier Level Percentage



Fall 2018 Deephaven Grade 2 Tier Level Percentage



Deephaven Cohort Data Summary

When analyzing cohort performance, First Graders improved in the areas of Comprehension and Written Communication as Second Graders. Despite, Second Graders this year showing a decrease in Comprehension compared to Second Graders from a year ago, it is important to note that this cohort of Second Graders showed gains in this area compared to last Fall. The most significant decrease in performance for this cohort was observed in Phonics, dropping from **49.2 percent** to **36.3 percent**. This area also yielded non-cohort decreases described in the previous section. As a result, Phonics should be an area of focus for the current Second Grade cohort. Although Summer loss can be expected for language learners, the results should be analyzed carefully.

Recommendations: Deephaven Fall 2020 Grades 1 and 2

It is recommended that both First and Second Grade teachers pay close attention to Vocabulary and Phonics. Second Grade students who are performing at lower levels in Phonics (**57.2 percent in Tier 2 and 3**) may benefit from participating in the Istation instructional activities on a regular basis with follow up on-demand assessments administered each month to monitor student progress. In addition, all students should be encouraged to practice within the Istation system at home.

Deephaven Fall Grade 1 2019 to Fall Grade 2 2020 Cohort by Percentile and Subtest

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	44.1	41.6	47.8	39.9	43.5	40.7	44.0	45.7	40.6	42.6
WC	53.8	49.4	58.2	56.0	54.7	55.7	50.8	66.4	55.4	57.4
VO	51.9	46.9	55.6	51.9	51.9	34.9	34.4	28.3	38.1	34.0
PA	53.7	49.2	54.5	54.2	53.2	44.0	36.3	54.0	45.6	45.6

Data Analysis: Fall 2018-2020 Grades 1 and 2 Groveland ISIP Mean Ability Index, Tier Level, and Percentile

Groveland First Graders fell below the 50 percentile in three of four areas, compared to a year ago when they surpassed this percentile in three of four areas. Last year was an exceptional year for Groveland students, and the results from this Fall highlight what is most likely atypical performances for students resulting from the unpredictability that has occurred the past several months.

According to the bar charts below, Tier 1 performance decreased on all four subtests. A notable drop occurred in Comprehension, where there was a shift from Tier 1 to Tier 2. Last year, **22.2 percent** of First Grade students performed at the Tier 2 level, with **38.3**

percent reaching Tier 2 this Fall. This is most likely an anomaly, as only **25.4 percent** of students performed at the Tier 2 level two years ago. Other notable data points lie within the areas of Written Communication and Vocabulary. Written Communication yielded an increase of **9.1 percent** of students performing at the Tier 3 level, and Vocabulary showed an **11.4 percent** increase at this level as well. The area of Phonics showed a shift from Tier 1 to Tier 2 performance resulting in a two-year Tier 2 percentage increase, doubling in percentage from 2018 to **28.7 percent**.

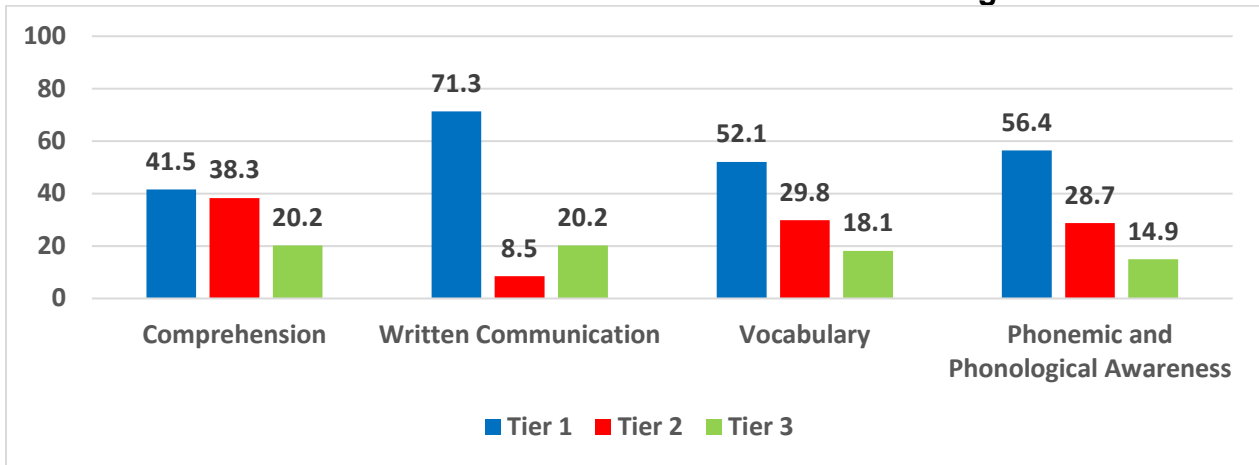
Second Grade results in the table below show strengths in Text Fluency and Written Communication compared to Second Graders nationwide. For the second year in a row, Groveland Second Graders performed higher than 50 percent of Second Graders nationwide in three of five subtests. The Grade 2 performance at Groveland shows Groveland Second Graders reaching the Tier 1 levels at a higher rate compared to previous years on two of five subtests with a two-year drop in the Tier 1 percentage observed in Comprehension and Vocabulary. Vocabulary experienced the most significant drop in Tier 1 performance with only **11.3 percent** reaching this level. This is compared to **18.5 percent** last year and **32.8 percent** from two years ago. As a result, Vocabulary and Comprehension should be an area of focus for Second Graders during the current school year.

Fall 2018-2020 Grade 1 Groveland ISIP Mean Ability Index, Tier Level, and Percentile

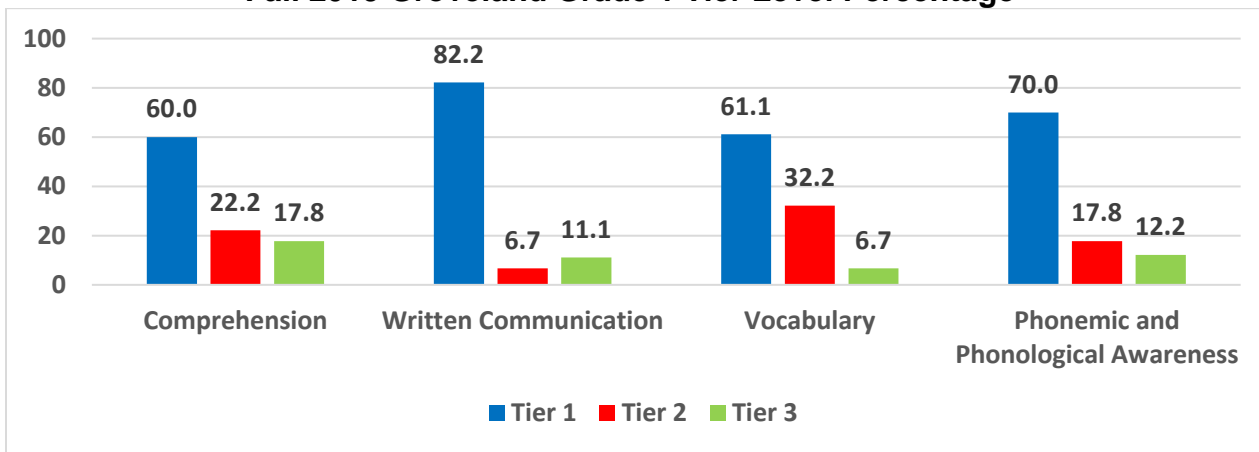
N=94

Fall 2020 Subtest	Ability Index	Percentile
Comprehension	216.4	42.6
Written Communication	187.2	50.4
Vocabulary	183.2	45.6
Phonemic and Phonological Awareness	200.1	44.1
Fall 2019 Subtest	Ability Index	Percentile
Comprehension	197.5	47.8
Written Communication	193.3	58.2
Vocabulary	188.5	55.6
Phonemic and Phonological Awareness	205.7	54.5
Fall 2018 Subtest	Ability Index	Percentile
Comprehension	194.6	42.5
Written Communication	186.2	48.8
Vocabulary	189.8	57.8
Phonemic and Phonological Awareness	205.2	52.3

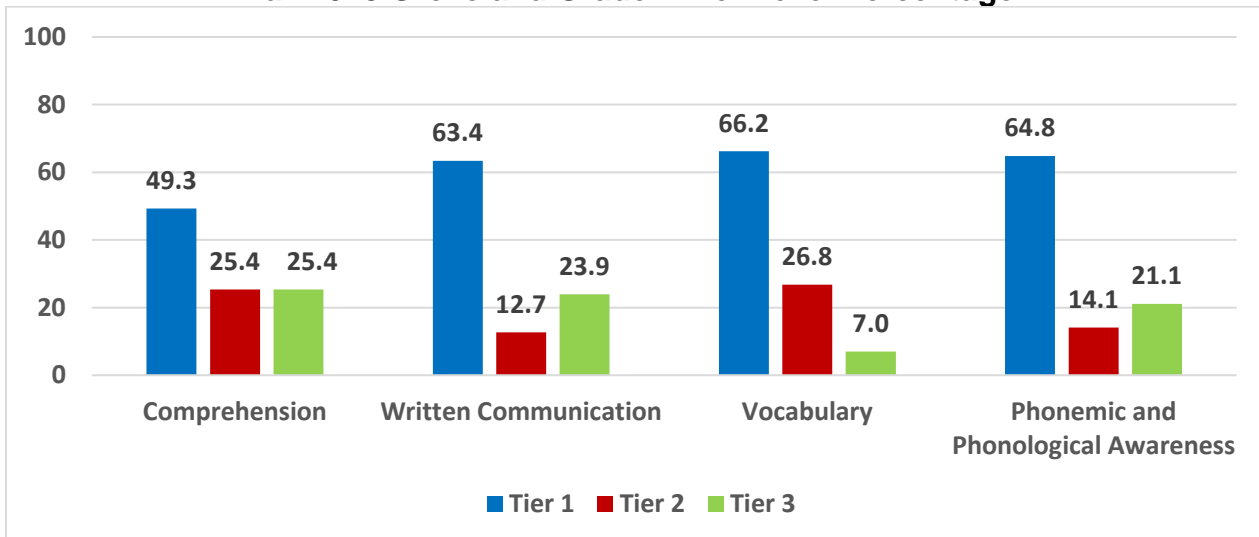
Fall 2020 Groveland Grade 1 Tier Level Percentage



Fall 2019 Groveland Grade 1 Tier Level Percentage



Fall 2018 Groveland Grade 1 Tier Level Percentage

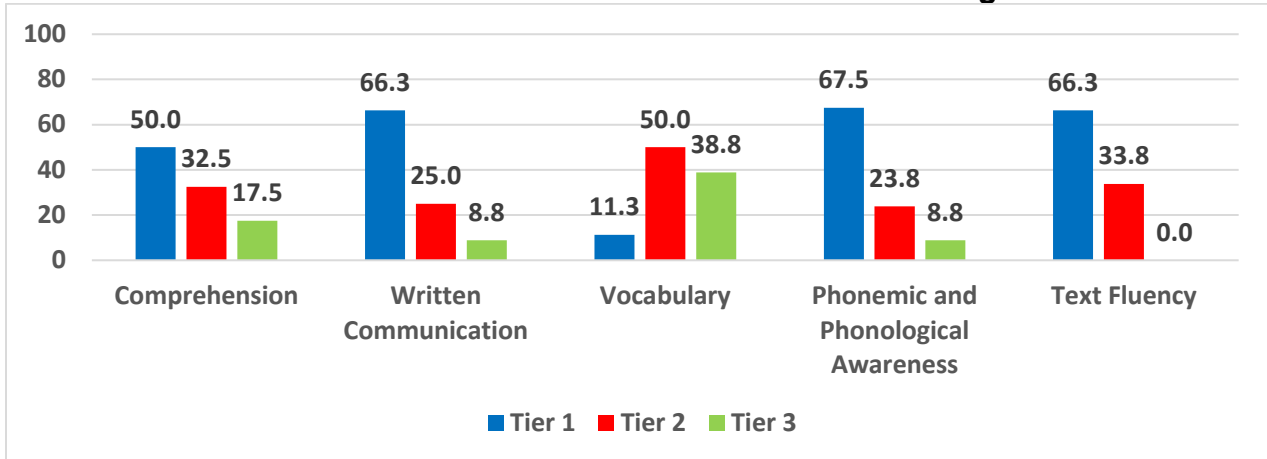


Fall 2018-2020 Grade 2 Groveland ISIP Mean Ability Index, Tier Level, and Percentile

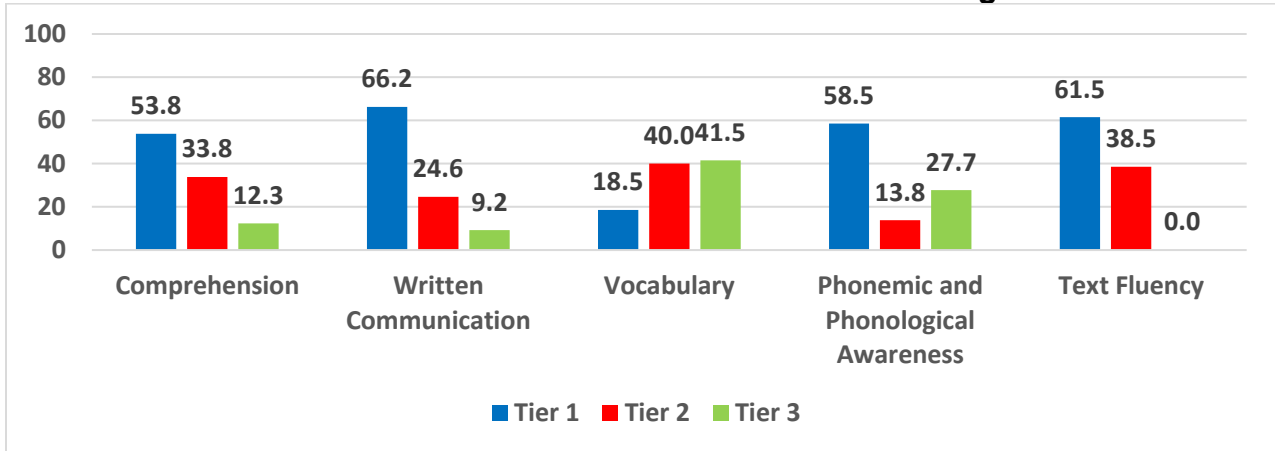
N=80

Fall 2020 Subtest	Ability Index	Percentile
Comprehension	209.8	45.7
Written Communication	212.3	66.4
Vocabulary	204.6	28.3
Phonemic and Phonological Awareness	234.9	54.0
Text Fluency	10.5	71.2
Fall 2019 Subtest	Ability Index	Percentile
Comprehension	223.9	48.7
Written Communication	212.1	64.9
Vocabulary	206.9	32.0
Phonemic and Phonological Awareness	231.9	50.1
Text Fluency	9.1	66.3
Fall 2018 Subtest	Ability Index	Percentile
Comprehension	221.7	46.0
Written Communication	207.2	55.1
Vocabulary	208.8	37.1
Phonemic and Phonological Awareness	230.6	47.3
Text Fluency	10.2	68.8

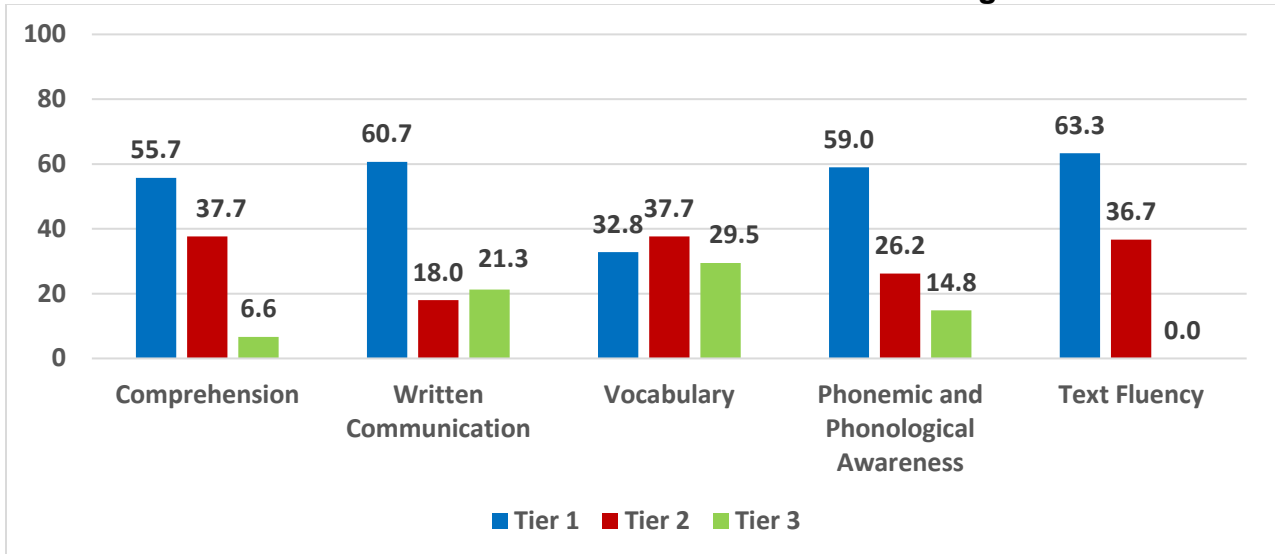
Fall 2020 Groveland Grade 2 Tier Level Percentage



Fall 2019 Groveland Grade 2 Tier Level Percentage



Fall 2018 Groveland Grade 2 Tier Level Percentage



Groveland Cohort Data Summary

When analyzing cohort performance, First Graders from last year saw decreased performance in three of four areas as Second Graders with Written Communication showing a significant increase. It has been observed by teachers that Vocabulary at the Second Grade level becomes increasingly more challenging than the previous level. It will be important to study this as a staff and make any adjustments necessary to help students improve in this area.

Recommendations: Groveland Fall 2020 Grades 1 and 2

It is recommended that Second Grade teachers pay close attention to Vocabulary and Comprehension performance among their students as this was observed through both the non-cohort and cohort results. Second Grade students who are performing at lower levels in these areas will benefit from participating in the Istation instructional activities on a regular basis with follow up on-demand assessments administered each month to monitor student progress. The focus on Vocabulary is important for Second Graders as it is a steppingstone for developing their Comprehension skills.

Groveland Fall Grade 1 2019 to Fall Grade 2 2020 Cohort by Percentile and Subtest

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	44.1	41.6	47.8	39.9	43.5	40.7	44.0	45.7	40.6	42.6
WC	53.8	49.4	58.2	56.0	54.7	55.7	50.8	66.4	55.4	57.4
VO	51.9	46.9	55.6	51.9	51.9	34.9	34.4	28.3	38.1	34.0
PA	53.7	49.2	54.5	54.2	53.2	44.0	36.3	54.0	45.6	45.6

Data Analysis: Fall 2018-2020 Grades 1 and 2 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

First Grade performance at Minnewashta showed students surpassing their same grade counterparts on one of four subtests, with decreases occurring in Written Communication, Vocabulary, and Phonics. However, by surpassing the 50 percentile, Minnewashta First Graders are out-performing the nation in Vocabulary.

Grade 1 tier-level results show that the decreases from this Fall mark only one year of a decline in performance. One notable drop in performance occurred in Written Communication, where there was a **12.6 percent** decrease in students reaching the Tier 1 level compared to last year, decreasing from **82.4 percent** to **69.8 percent**. In addition, there was another notable decrease in Phonics, in which there was a **22.8 percent** drop at the Tier 1 level, decreasing from **68.1 percent** to **45.3 percent**.

Second Graders scored higher than the 50th percentile on two of five subtests, compared four of five subtests last Fall. An area of focus for Second Graders comes in Comprehension, Written Communication, and Phonics.

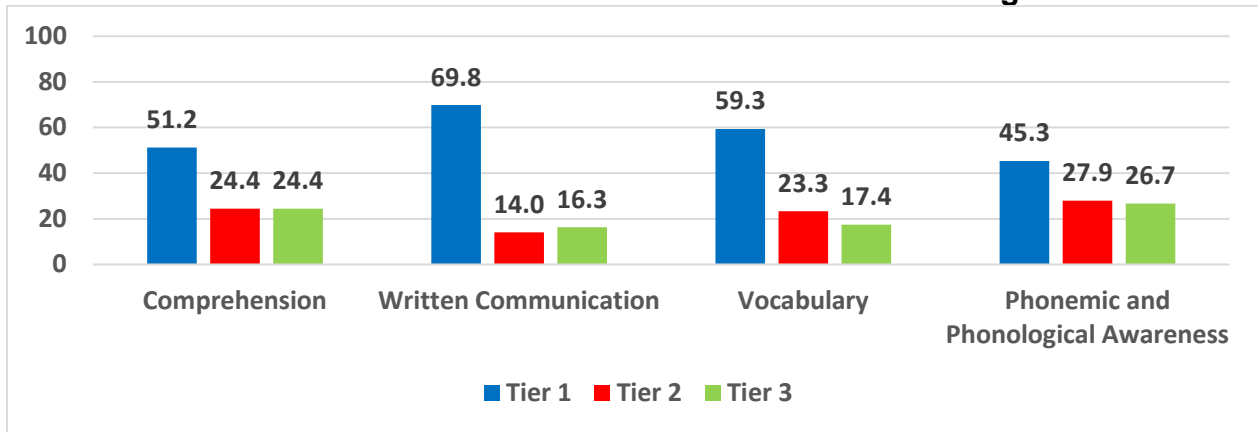
According to the bar charts below, Tier 1 percentages improved in one of five areas. The most notable decrease was observed in Comprehension followed by Written Communication, both of which experienced two-year declines. The Comprehension Tier 1 percentage dropped by **18.1 percent** compared to last year and **27.2 percent** compared to two years ago, with a shift to students performing at the Tier 3 level. The Tier 3 percentage increased from **6.5 percent** to **27.5 percent** compared to last Fall. Written Communication experienced a two-year drop as well, decreasing from **62.8 percent** last year to **53.8 percent** this year. In 2018, the Tier 1 percentage was **68.2 percent**.

Fall 2018-2020 Grade 1 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

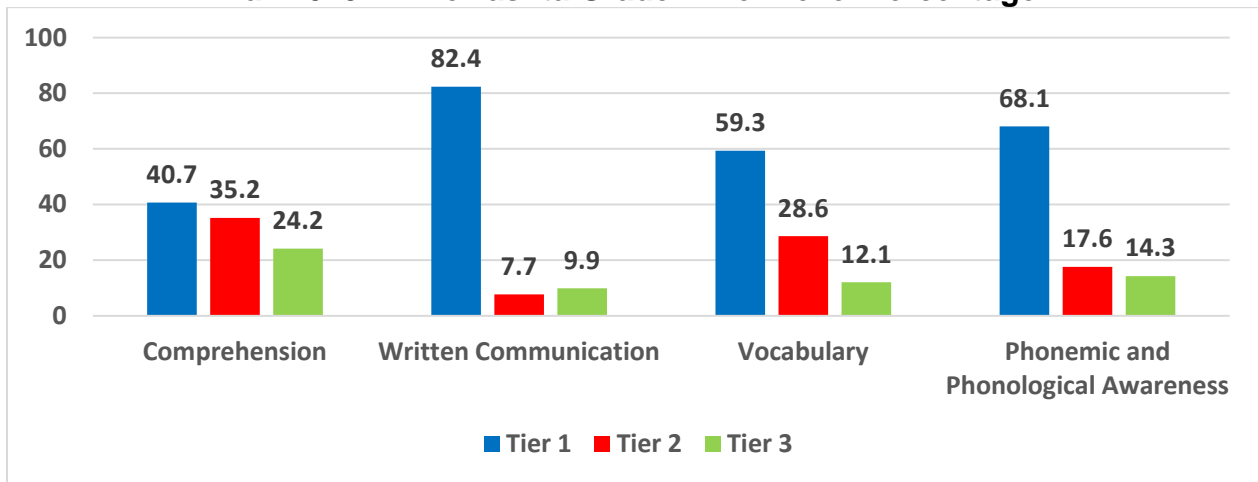
N=86

Fall 2020 Subtest	Ability Index	Percentile
Comprehension	218.2	43.2
Written Communication	186.6	49.3
Vocabulary	185.7	51.0
Phonemic and Phonological Awareness	195.9	35.9
Fall 2019 Subtest	Ability Index	Percentile
Comprehension	193.1	39.9
Written Communication	191.8	56.0
Vocabulary	186.1	51.9
Phonemic and Phonological Awareness	205.3	54.2
Fall 2018 Subtest	Ability Index	Percentile
Comprehension	194.6	41.7
Written Communication	187.9	50.9
Vocabulary	183.7	46.8
Phonemic and Phonological Awareness	202.1	47.1

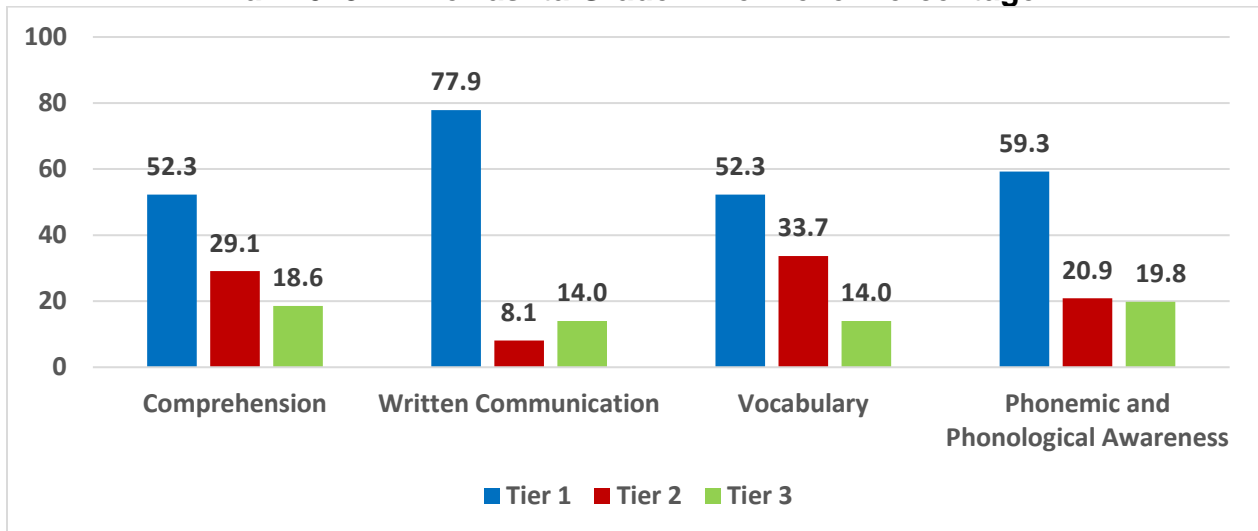
Fall 2020 Minnewashta Grade 1 Tier Level Percentage



Fall 2019 Minnewashta Grade 1 Tier Level Percentage



Fall 2018 Minnewashta Grade 1 Tier Level Percentage

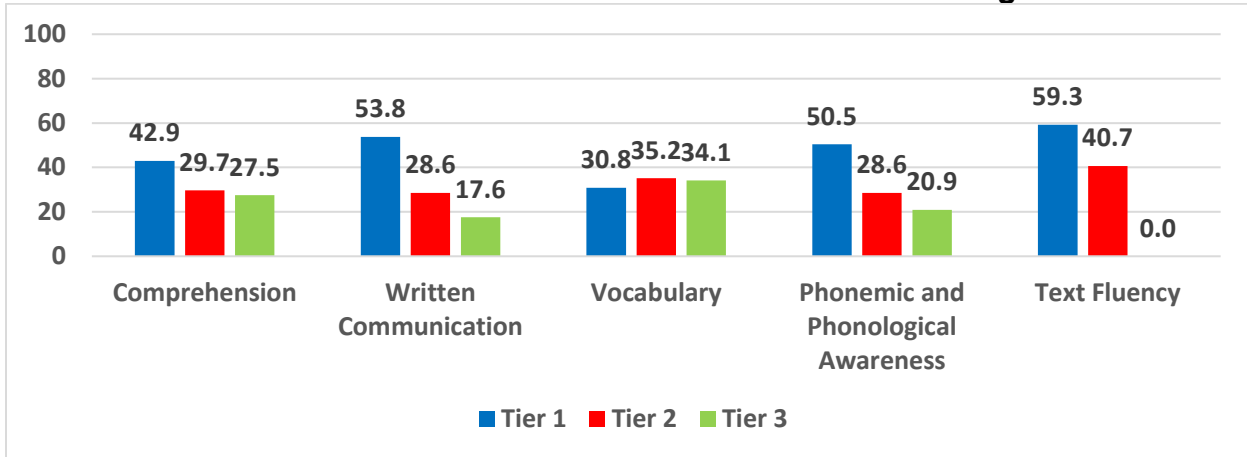


Fall 2018-2020 Grade 2 Minnewashta ISIP Mean Ability Index, Tier Level, and Percentile

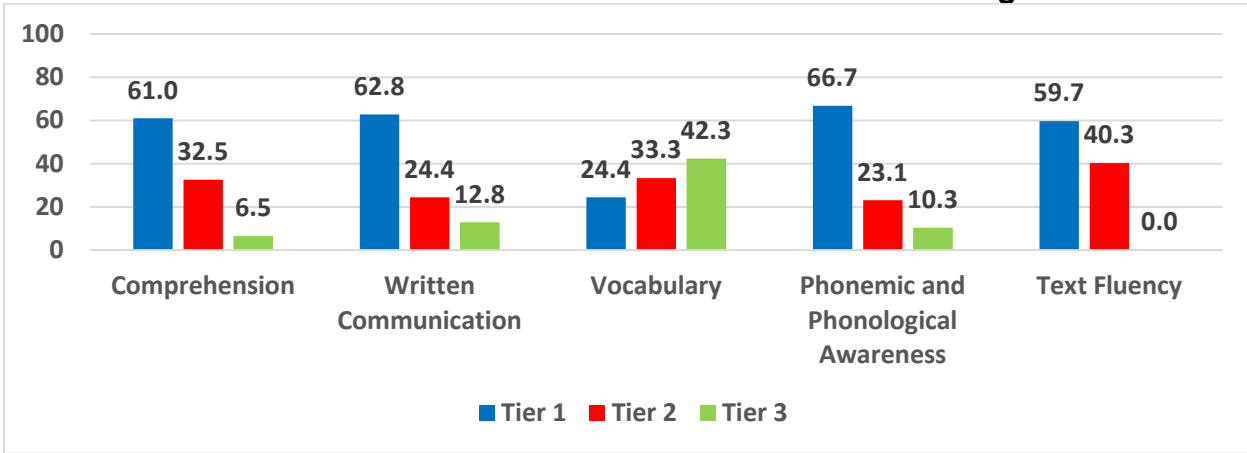
N=91

Fall 2020 Subtest	Ability Index	Percentile
Comprehension	<i>199.8</i>	<i>40.6</i>
Written Communication	<i>208.2</i>	<i>55.4</i>
Vocabulary	209.5	38.1
Phonemic and Phonological Awareness	<i>229.7</i>	<i>45.6</i>
Text Fluency	<i>10.0</i>	<i>66.2</i>
Fall 2019 Subtest	Ability Index	Percentile
Comprehension	<i>228.6</i>	<i>53.9</i>
Written Communication	<i>209.8</i>	<i>61.0</i>
Vocabulary	<i>207.2</i>	<i>32.9</i>
Phonemic and Phonological Awareness	<i>233.4</i>	<i>51.7</i>
Text Fluency	<i>10.1</i>	<i>66.3</i>
Fall 2018 Subtest	Ability Index	Percentile
Comprehension	<i>227.8</i>	<i>54.4</i>
Written Communication	<i>210.0</i>	<i>62.3</i>
Vocabulary	<i>209.2</i>	<i>37.2</i>
Phonemic and Phonological Awareness	<i>232.0</i>	<i>49.4</i>
Text Fluency	<i>10.8</i>	<i>70.2</i>

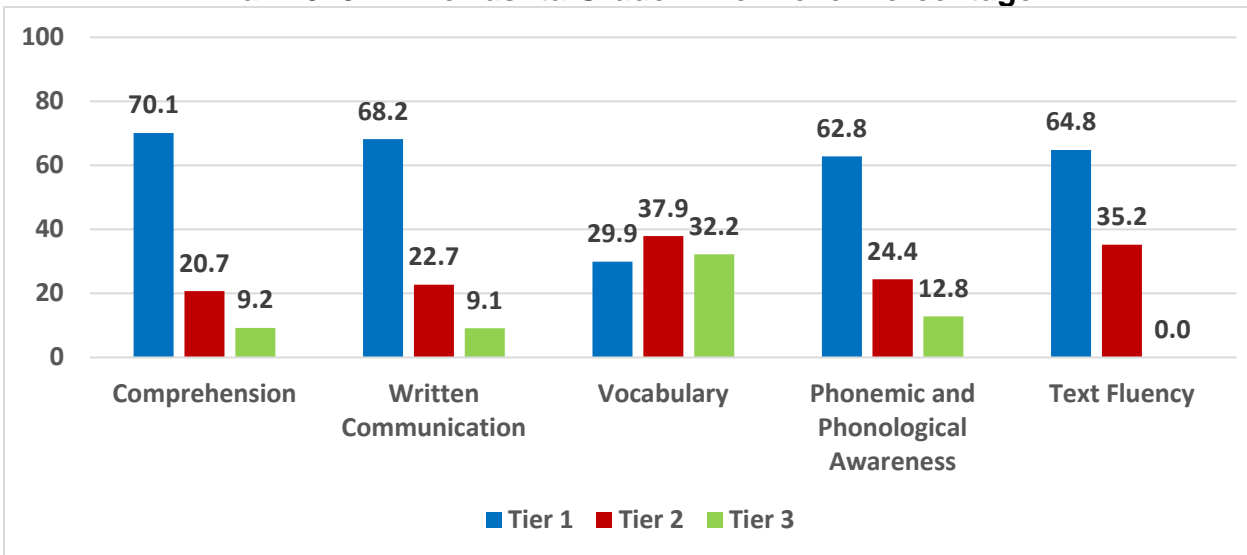
Fall 2020 Minnewashta Grade 2 Tier Level Percentage



Fall 2019 Minnewashta Grade 2 Tier Level Percentage



Fall 2018 Minnewashta Grade 2 Tier Level Percentage



Minnewashta Cohort Data Summary

When analyzing cohort performance, the First to Second Grade cohort showed a slight increase this year compared to last year, improving from 39.9 percent to 40.6 percent in Comprehension. Each of the other three subtest results showed decreases for this cohort. The most significant decreases were observed in the areas of Vocabulary and Phonics.

Recommendations: Minnewashta Fall 2020 Grades 1 and 2

It is recommended that Second Grade teachers pay close attention to Vocabulary and Phonics performance among their students. Vocabulary is a skill that is typically developed as emerging readers become more experienced, especially as students are learning a second language. At **38.1 percent**, this group of students scored slightly above the District average in Vocabulary, which was **34.0 percent**. For Phonics, Minnewashta scored at the same percentage level as the District, which was **45.6 percent**. Minnewashta has often performed at the highest levels on the Istation test District-wide, and before Istation, Minnewashta students performed consistently at the highest levels on the DORA Test. The drops in performances are clearly due to the unique situation created by the COVID pandemic, and as stated previously, the results should be viewed cautiously as baseline data.

Minnewashta Fall Grade 1 2019 to Fall Grade 2 2020 Cohort by Percentile and Subtest

Sub-Test	Grade 1					Grade 2				
	CSE	DHE	GRV	MWA	DIST.	CSE	DHE	GRV	MWA	DIST.
CO	44.1	41.6	47.8	39.9	43.5	40.7	44.0	45.7	40.6	42.6
WC	53.8	49.4	58.2	56.0	54.7	55.7	50.8	66.4	55.4	57.4
VO	51.9	46.9	55.6	51.9	51.9	34.9	34.4	28.3	38.1	34.0
PA	53.7	49.2	54.5	54.2	53.2	44.0	36.3	54.0	45.6	45.6

CONCLUSIONS AND RECOMMENDATIONS

It is important to note that the Fall scores should be considered with caution for the purposes of getting students acquainted with the assessment. It is also important to understand that 50 percent is the national average, and the national average is made up of native speakers and non-native speakers. When one considers that most Language Immersion students do not practice using the language throughout the Summer in a way that native speakers practice the language, it is encouraging to observe the frequency in which Minnetonka students out-perform the national norm in most areas in the Fall. Lastly, and perhaps most importantly, the assessment results this Fall were most likely negatively impacted by the limited face to face instruction throughout last Spring and Summer. For language learners especially, it is predictable that student performance


would in many cases decline on most subtests without the consistent face to face interaction with their instructors over the course of several months. Teachers will use the results to help plan for individual intervention with students depending on their performance. Student progress will be monitored on a regular basis, and some students will spend more time with the program each week depending on their needs. Students who need more intensive intervention will be assessed monthly with the Istation *On Demand Assessments*, as this is a form of progress monitoring for students who may be struggling with the language.

Schools will need to focus on Vocabulary and Written Communication. In some cases, school staff will need to work with students on Phonics instruction among their Second Graders. The use of on-demand assessments for students who are well behind their peers will be key. 60 minutes of practice a week using the Istation software is recommended for students to show significant growth. It is also recommended to have students practice at home on a regular basis to reinforce learning from the school day. At home practice has become more accessible with all students now having iPads and Istation accounts that can be accessed from their homes.

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: 
Matt Rega, Director of Assessment

Concurrence: 
Dennis Peterson, Superintendent

FOURTH READING

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

Board Agenda Item VIII.

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

Date: November 5, 2020

EXECUTIVE SUMMARY

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

ATTACHMENTS:

- Policy 504: Student Dress and Grooming Code

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

*Recommended additions are shown in underlined font
Additional recommended edits from the third reading are shown in **Yellow***

MINNETONKA PUBLIC SCHOOLS

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, **as these** are all examples of dress that creates a distracting environment.
- ~~2.2~~ 2. Clothing that includes words or pictures that are obscene, vulgar, sexually explicit, convey sexual innuendo, abuse or discrimination, or ~~which that~~ **promote or advertise** alcohol, chemicals, tobacco or any other ~~produce~~ **product or activity** that is illegal for use by minors.

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

- 2-3 4. Clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups or gangs.
5. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, consistent with District Policy #427: Harassment and Violence.
- 2-4 6. Jewelry that presents a safety hazard to self and/or others.
- 2-5 7. Hats, caps, bandanas, hoods and other head attire during the school day. Exceptions will be made for religious and medical reasons. This limitation does not apply at the high school in the hallways, commons area and cafeteria.
- 2-6 8. Wearing of Halloween-type masks, painted faces, disguises or grooming that limits or prevents the identification of a student.
9. Any apparel or footwear that would damage school property.
- C. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.
- D. “Gang,” as defined in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. “Pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.
- E. When, in the judgment of the administration, a student’s appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.

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

3.0. H. Consequences for Wearing Inappropriate Clothing:

K-12	1 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 • <u>Letter home</u> • T-shirt to cover or sent home • <u>Student is notified</u> • <u>Letter home</u> 	<ul style="list-style-type: none"> • Record of Offense • <u>Detention as assigned</u> • T-shirt to cover or sent home • <u>Detention or appropriate consequence as assigned</u>

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

Reviewed: November 5, 2020

SECOND READING

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

Board Agenda Item IX.

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

Date: November 5, 2020

EXECUTIVE SUMMARY

Policy #524: Electronic Technologies Acceptable Use, is being brought forth for a second 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
Reviewed: November 5, 2020

MINNETONKA PUBLIC SCHOOLS

POLICY #524: ELECTRONIC TECHNOLOGIES ACCEPTABLE USE

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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.

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- 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.
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- 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 Electronic Technologies Acceptable Use Policy must be read by all users, including a student's parents or guardians.
- C. 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.

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
Reviewed: November 5, 2020

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

Board Agenda Item X.

Title: Acceptance of Bid for Minnetonka High School Parking Lot Expansion Date: November 5, 2020

EXECUTIVE SUMMARY:

As enrollment at Minnetonka High School continues to edge up, it is necessary to provide for additional parking spots for staff and students. It is possible to do a small addition of 20 spots to the ArtsCenter (Purple) Lot, which will allow more staff to park closer to the building and open up an equal amount of parking spots in the other parking lots on the Minnetonka High School Campus.

An allocation of \$237,000 will be included in the FY2022 Operating Capital Budget for the parking lot and necessary underground storm water pond construction.

In addition, the retaining wall around the north side of Minnetonka High School is being pushed by gravity on the existing blocks to having many areas leaning over past 90 degrees on the vertical plane. The construction date of the retaining wall has not been able to be determined, but it has been in that location for several decades. It is prudent to replace the wall before it fails, and to do so in a manner that it is replaced according to the latest building codes. As a result, resources totaling \$360,000 have been budgeted in the 10 Year Long Term Facilities Maintenance Plan to replace the retaining wall.

As a result, a total of \$597,000 is available to construct the parking lot expansion and replace the adjacent retaining wall.

The plans are still under review by the City of Minnetonka Planning Department. However, it is advantageous at this time to accept bids on the plans due to a favorable bidding climate to lock in low prices.

Bids for the project were opened at 1:00 PM on Thursday, October 29, 2020. A total of eight (8) bids were received as follows:

Veit Specialty Contracting	\$454,500
Max Steininger, Inc	\$478,979
Frattalone Companies, Inc.	\$483,210
Fehn Companies, Inc.	\$514,850
New Look Contracting	\$532,250
Peterson Companies, Inc.	\$528,000
Blackstone Contractors, LLC	\$568,000
Northwest Asphalt, Inc.	\$791,700

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board accept the low bid of Veit Specialty Contracting in the amount of \$454,500 for construction of a 20-spot parking lot expansion and replacement of a deteriorating retaining wall at Minnetonka High School in summer 2021.

RECOMMENDED MOTION

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Veit Specialty Contracting in the amount of \$454,500 for construction of a 20-spot parking lot expansion and replacement of a deteriorating retaining wall at Minnetonka High School in summer 2021, pending final approval of the plans by the City of Minnetonka.

Submitted by: _____



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: _____



Dennis Peterson, Superintendent

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

Board Agenda Item XI.

Title: Resolution Pertaining to Consent Agenda

Date: November 5, 2020

OVERVIEW:

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

The following are the recommendations included within the Consent Agenda for November 5, 2020:

- a. Minutes of October 1, 2020 Regular Meeting
 - b. Study Session Summary of October 22, 2020
 - c. Payment of Bills
 - d. Recommended Personnel Items
 - e. Gifts and Donations
 - f. Electronic Fund Transfers
 - g. Designation of Title IX Coordinator and Alternate
 - h. Designation of Hearing/Complaint Officer
 - i. Designation of Data Practices Officer
 - j. Update of Policy #521: Student Disability Nondiscrimination
-

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____



Dennis L. Peterson, Superintendent

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

Board Agenda Item XI. c

Title: Payment of Bills

Date: November 5, 2020

OVERVIEW:

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

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by:



**Melissa Hallman
Controller**

Approved by:



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

Concurrence:



**Dennis L. Peterson
Superintendent of Schools**

MINNETONKA DISTRICT #276

TO: Dr. Dennis Peterson
FROM: Melissa Hallman
RE: Payment of Bills – September 2020
Board Meeting Date: November 5, 2020

The following disbursements are submitted for the month of September:

Recommend the payment of bills in the sum of \$7,942,805.52 by check #462509 - #462870 and ACH #202100345 - #202100568, and wire transactions #202000523 - #202000639 as follows:

September		
	FUND	
01	GENERAL FUND	5,061,367.05
02	CHILD NUTRITION	89,193.70
03	PUPIL TRANSPORTATION	73,309.72
04	COMMUNITY SERVICE	242,146.38
05	CAPITAL EXPENDITURE	959,393.59
08	TRUST	1,988.65
09	TRUST - FIDUCIARY	33,583.73
11	EXTRA/CO-CURRICULAR	41,844.37
12	ATHLETIC FEE	20,236.31
20	SELF INSURANCE	103,341.46
40	CULTURAL ARTS CENTER	27,624.86
41	DOMES OPERATIONS	1,509.88
42	AQUATICS PROGRAM	21,367.89
43	PAGEL CENTER	18,195.68
46	LTFM	743,323.57
56	CONSTRUCTION PROJECTS	57,691.40
66	CAPITAL PROJECTS LEVY	446,687.28
		\$ 7,942,805.52
	SALARIES	\$ 4,957,997.20
	TOTAL	<u>\$ 12,900,802.72</u>



Melissa Hallman

October 29, 2020
Date

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

Board Agenda Item XI. d

TITLE: Recommended Personnel Items

DATE: November 5, 2020

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

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

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

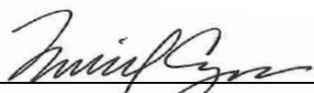
Personnel changes of an exceptional nature requiring the interpretation of other district policies or laws are marked with an asterisk on the summary page, and have a separate explanation. In these cases, the administration does not take action until after Board action.

FUTURE ACTION/RECOMMENDATION:

The administration recommends approval of all attached personnel changes.

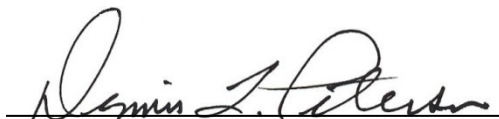
Submitted by:

Concurrence by:



Dr. Michael Cyrus

Executive Director of Human Resources



Dr. Dennis L. Peterson
Superintendent

RECOMMENDED PERSONNEL ITEMS

I. INSTRUCTION

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
BARKER, ALEX	MATH, 1.0 FTE, MMW	10/26/20-6/10/21	\$38,088.28
EVANS, KAYLEEN	SPECIAL ED, 1.0 FTE, SH	10/12/20-12/14/20	\$12,060.80
GOSCHA, MIKAYLA	ELEMENTARY FLOAT, 1.0 FTE, MWTA	10/19/20-1/25/21	\$20,236.59
LELAND, DANIEL	MIDDLE SCHOOL FLOAT, 1.0 FTE, MMW	10/5/20-6/10/21	\$54,461.05
RITCHEY, NICHOLAS	MATH, 1.0 FTE, MME	9/9/20-6/10/21	\$60,224.67
SLABY, SCOT	LANG ARTS, 1.0 FTE, MHS	9/1/20-6/10/21	\$85,248
WARDEN, ELLIOTT	MIDDLE SCHOOL FLOAT, 1.0 FTE, MMW	10/26/20-6/10/21	\$38,088.28
WARREN, MAREN	KINDERGARTEN, 0.5 FTE, CS	11/3/20-6/10/21	\$21,734.48
YUNGMANN, BROOKE	SPECIAL ED TEACHER/FACILITATOR, 1.0 FTE, MWTA	2020-21	\$61,857

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
JOHNSON, DAWN	KINDERGARTEN, 1.0 FTE, CS	10/14/20	RESIGNATION

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
BAUM, RANDALL	CHINESE, 1.0 FTE, MHS	12/8/20-12/22/20	CHILD REARING
CARCAMO, ERIN	MEDIA, 1.0 FTE, EXC	12/10/20-1/3/21	MEDICAL
HARLEY, CLAIRE	LANG ARTS, 1.0 FTE, MHS	1/18/21-4/2/21	CHILD REARING
HARMAN, KARI	READING SPECIALIST, 0.75 FTE, GR	10/26/20-1/3/21	MEDICAL
MACKINNEY, MICHELLE	SPECIAL ED, 1.0 FTE, MME	7/1/20-6/21/21	MEDICAL
O'BRIEN, VERONICA	GRADE 4 SPANISH IMMERSION, 1.0 FTE, CS	1/24/21-6/10/21	CHILD REARING
O'MEARA, ROBIN	SPECIAL ED, 1.0 FTE, MHS	11/1/20-11/25/20	FAMILY ILLNESS
ORTNER, MOLLY	KINDERGARTEN, 1.0 FTE, CS	1/29/21-4/30/21	CHILD REARING
PENNING, HANNAH	ELEMENTARY, 1.0 FTE, EARNING/MWTA	1/16/21-4/9/21	CHILD REARING
RYAN, MEGAN	SPECIAL ED, 1.0 FTE, EXC	9/28/20-6/30/21	MEDICAL
SNYDER, RACHEL	NURSE, 0.9 FTE, MMW	11/2/20-11/13/20	PROFESSIONAL GROWTH
SUN, CUI	ELEMENTARY CHINESE IMMERSION, 1.0 FTE, SH	11/30/20-6/10/21	PERSONAL

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
BURKHART, IVY	ELT, 0.48 FTE, MWTA	9/1/20-6/10/21	ADD: TEMP ELT, 0.167 FTE, MWTA (WORKING 0.647 FTE)
CRIST, PAULA	RESERVE TEACHER/RETIREE	10/12/20-11/25/20	LANG ARTS LTS, 1.0 FTE, MHS
FISCO, TIFFANY	ELT, 0.425 FTE, CS	9/1/20-6/10/21	ELT/WILSON, 0.5 FTE, CS
FOX, KATHRYN	WILSON READING SUPPT, 0.15 FTE, MWTA (11/22/19-6/10/20)	9/14/20-6/10/21	WILSON READING SUPPT, 0.1875 FTE, MWTA
GEYER, ALEXA	ELT/RTI, 0.5 FTE, MWTA	9/1/20-6/10/21	ADD: TEMP ELT, 0.167 FTE, MWTA (WORKING 0.667 FTE)
HICKEY, TRACEY	NURSE, 0.9 FTE, MMW, 9/8/20-10/30/20	9/8/20-11/13/20	NURSE, 0.9 FTE, MMMW
JIN, JIEMING	NURSE, 0.36 FTE, MMW, 11/2/20-6/11/21	11/16/20-6/11/20	NURSE, 0.36 FTE, MMW
JOHNSON, NICOLE	FFCRA 12 WEEK LOA, 9/1/20-11/25/20	11/2/20-3/26/21	GRADE 2 CHINESE IMM, 1.0 FTE, EARNING/ELEM
KIM, EUNJU	ELT, 0.65 FTE, MWTA	9/1/20-6/10/21	ADD: TEMP ELT, 0.167 FTE, MWTA (WORKING 0.817 FTE)
LEDDY, AMANDA	RESERVE TEACHER	10/7/20-6/10/21	MIDDLE SCHOOL FLOAT TEACHER, 1.0 FTE, MME
OLESEE, RYAN	RESERVE TEACHER	10/19/20-6/10/21	LANG ARTS TEMP, 1.0 FTE, EARNING MME/MMW
PENNING, HANNAH	SOCIAL STUDIES LTS, 0.6 FTE, MME (9/21/20-6/10/21)	10/7/20-6/10/21	ADD: MIDDLE SCHOOL FLOAT TEMP, 0.4 FTE, MME (WORK 1.0)
REDFERN, ANNE	KINDERGARTEN SPANISH IMM, 0.5 FTE, ELEARNS, 9/1-10/30	11/2/20-6/10/21	ELEM READING SPEC, 0.5 FTE, ELEARNS
SNYDER, RACHEL	WILSON READING, 0.3 FTE, GR	9/25/20-6/10/21	ADD: WILSON READING, 4.5 HRS/WK, MWTA
WHITE, MICHAEL	NURSE, 0.9 FTE, MMW, 8/24/20-9/4/20	8/24/20-9/4/20	NURSE, 0.9 FTE, MMW
	FULL TIME LEAVE OF ABSENCE, 9/8/20-10/30/20	9/8/20-11/13/20	FULL TIME LEAVE OF ABSENCE, 2 WEEK EXTENSION
	NURSE, 0.54 FTE, MMW, 11/2/20-6/11/21	11/16/20-6/11/21	NURSE, 0.54 FTE, MMW
	LANG ARTS LTS, 1.0 FTE, ELEARNS/MS, 10/23/20-2/1/21	10/1/20-2/1/21	LANG ARTS LTS, 1.0 FTE, ELEARNS/MME/MMW

II. BUSINESS AND OTHER NON-INSTRUCTIONAL SERVICES

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
AANESTAD, KIMBERLY	CLASS C CLRM PARA, 6.75 HRS/DAY, DH	10/30/20	\$20.78/HR
ACUNA FERNANDEZ, FRANCINI	CLASS C SPANISH IMM CLRM PARA, 6.75 HRS/DAY, GR	11/2/20	\$20.78/HR
ALDRICH, MOLLY	CLASS A LR/PG PARA, 5 HRS/WK, MWTA	10/6/20	\$16.51/HR
ANNIS, JODI	CLASS A LR/PG/SURPVRY PARA, 16 HRS/WK, CS	10/19/20	\$16.51/HR

BENSON, EMMA	EXPLORERS CLUB PRGM ASST, 24.5 HRS/WK, GR/MME	9/24/20	\$14.65/HR
BEUCLER, KRISTIANNE	CLASS A LR/PG/SUPRVRY PARA, 2.5 HRS/DAY, SH	9/24/20	\$16.51/HR
CARNS, CARRIE	CLASS D ELL PARA, 5 HRS/DAY, MME/MMW	10/19/20	\$18.68/HR
CHRISTIANSON, JACKIE	EXPLORERS CLUB BEHAVIOR ASST, 15 HRS/WK, MCEC	10/12/20	\$17.45/HR
CROSBY, TAYLOR	CLASS D SPEC ED PARA, 6.75 HRS/DAY, MWTA	9/21/20	\$19.66/HR
CULLEN, DYLANN	CLASS A LR/PG/SUPRVRY PARA, 7.25 HRS/DAY, MWTA	10/19/20	\$17.42/HR
DALE, MEGAN	CLASS B SUPVRY PARA, 30 HRS/WK, MMW	10/1/20	\$19.65/HR
DANIELSON, ANDY	CUSTODIAN, 1.0 FTE, CS	10/19/20	\$18.31/HR
DARCY, NICOLE	CLASS C CHINESE IMM CLRM PARA, 6.75 HRS/DAY, SH	9/14/20	\$20.78/HR
ESCH, SARAH	CLASS A LR/PG/SUPRVRY PARA, 4 HRS/WK, MWTA	9/28/20	\$16.51/HR
EVERETT, JACLYN	CLASS A LR/PG PARA, 12 HRS/WK, MWTA	9/22/20	\$18.62/HR
FAIST, MARY	CLASS C SPANISH IMM CLRM PARA, 13.5 HRS/WK, GR	10/19/20	\$19.41/HR
FRIBERG, JESSICA	CLASS B STUDENT SUPVRY PARA, 6.5 HRS/DAY, MME	10/20/20	\$17.45/HR
FRITZE, PAIGE	CLASS C CLRM PARA, 6.75 HRS/DAY, GR	9/17/20	\$20.13/HR
GARSKI, AVERY	CLASS C CLRM PARA, 6.75 HRS/DAY, SH	9/14/20	\$19.41/HR
GONZALEZ, BRENDA	CLASS C SPANISH IMM CLRM PARA, 6.75 HRS/DAY, MWTA	9/28/20	\$20.13/HR
GRESHAM, GINA	CLASS C SPANISH IMM CLRM PARA, 6.75 HRS/DAY, GR	10/9/20	\$19.41/HR
GRIGGS, SINDY	CLASS C SPANISH IMM CLRM PARA, 6.75 HRS/DAY, CS	10/22/20	\$20.78/HR
GRINAGER, ABBIE	CLASS C CLRM/BUS/TRAFFIC PARA, 7.25 HRS/DAY, MWTA	9/16/20	\$18.43/HR
GUNDERSON, DAILYN	CLASS C SPANISH IMM CLRM PARA, 6.75 HRS/DAY, CS	10/19/20	\$18.43/HR
HASZ, MALLORY	CLASS A LR/PG/SUPRVRY PARA, 10 HRS/WK, SH	9/21/20	\$16.51/HR
HAVASI, KARINA	CLASS C SPANISH IMM KINDER/CLRM PARA, 6.75 HRS/DAY, MWTA	10/21/20	\$18.43/HR
HEINS, MICHELLE	CLASS A LR/PG/SUPRVRY PARA, 10.67 HRS/WK, MWTA	9/24/20	\$18.00/HR
HICKS, ELENA	CLASS A BUS/TRAFFIC PARA, 45 MIN/DAY, MWTA	9/21/20	\$16.51/HR
HOLMAN, JEFFREY	CUSTODIAN, 1.0 FTE, GR	10/26/20	\$18.31/HR
JACKSON, FAITH	CLASS C CLRM PARA, 7.25 HRS/DAY, MWTA	10/5/20	\$20.78/HR
JOHNSON, BROOKE	CLASS C CLRM PARA, 6.75 HRS/DAY, GR	10/1/20	\$20.78/HR
KLEIN, JENNA	CLASS A BUS/TRAFFIC PARA, 45 MIN/DAY, MWTA	10/5/20	\$16.51/HR
KOSKELA, JENNIFER	CLASS D CHINESE IMM CLRM PARA, 6.75 HRS/DAY, EXC	10/1/20	\$21.03/HR
LEVITON, SARAH	CLASS A LR/PG/SUPRVRY PARA, 4 HRS/DAY, CS	9/29/20	\$16.51/HR
LIM, YEN PENG	CLASS A LR/PG/SUPRVRY PARA, 8.5 HRS/WK, SH	9/24/20	\$16.51/HR
LINDGREN, FRANCES	CLASS A BUS/TRAFFIC PARA, 45 MIN/DAY, MWTA	9/21/20	\$16.51/HR
LOOK, MACKENZIE	MINNETONKA SWIM CLUB HEAD JR COACH, 1.0 FTE, AQUATICS	10/19/20	\$45,000 ANNUALLY
MAAS, ERIK	CLASS A LR/PG/SUPRVRY PARA, 7.25 HRS/DAY, MWTA	9/8/20	\$16.51/HR
MAKRES, AUDREY	CLASS D SPEC ED & BUS/TRAFFIC PARA, 7 HRS/DAY, SH	10/26/20	\$19.66/HR
MAY, SARA	CLASS B STUDENT SUPVRY PARA, 30 HRS/WK, MMW	10/1/20	\$19.65/HR
MCCABE, MICHAEL	CUSTODIAN, 1.0 FTE, MMW	10/12/20	\$18.31/HR
MENK, ALEXANDRA	CLASS C CLRM PARA,30 HRS/WK, MWTA	10/26/20	\$19.41/HR
MORRIS, RAKELLE	CLASS D SPEC ED PARA, 6.5 HRS/DAY, CS	10/29/20	\$21.03/HR
PEACOCK, SIENNA	CUSTODIAN, 1.0 FTE, CS	10/13/20	\$18.31/HR
PEARS, JANE	CLASS B HALL PARA, 7.5 HRS/DAY, MHS	9/30/20	\$19.65/HR
RAMIREZ, KARIM	CLASS C CLRM PARA, 6.75 HRS/DAY, MWTA	10/9/20	\$20.78/HR
RICHARDSON, KELLY	CLASS A LR/PG/SUPRVRY PARA, 7.5 HRS/WK, MWTA	9/23/20	\$18.62/HR
RICHTER, NATASHA	FACILITIES SUPERVISOR, 15 HRS/WK, AQUATICS	9/23/20	\$16.68/HR
RUFF, MARK	CLASS A LR/PG/SUPRVRY PARA, 10 HRS/WK, MWTA	9/24/20	\$18.00/HR
SHELLSMIDT, GABRIELLA	CLASS C SPANISH IMM CLRM PARA, 6.75 HRS/DAY, GR	9/28/20	\$20.13/HR
SINGLETON, TAYLOR	CLASS A LR/PG/SUPRVRY PARA, 3 HRS/DAY, GR	9/18/20	\$18.62/HR
SOLO, PATSY	CLASS A LR/PG/SUPVRY PARA, 12 HRS/WK, GR	9/28/20	\$18.62/HR
SONNESYN, JILL	CLASS D MEDIA PARA GR. 4-5 AT MHS, 28 HRS/WK, ELEM	10/5/20	\$21.03/HR
TOLBERT, JR, MICHAEL	CLASS A LR/PG/SUPRVRY PARA, 3 HRS/DAY, GR	10/19/20	\$16.51/HR
TOLKINEN, TIFFENNIE	CLASS D SPEC ED PARA, 4 HRS 50 MIN/DAY, GR	9/8/20	\$21.03/HR
	CLASS A LR/PG/SUPRVRY PARA, 1 HR 10 MIN/DAY, GR		\$18.62/HR
UITTENBOGAARD, MELISSA	CLASS A LR/PG PARA, 4.5 HRS/WK, MWTA	9/28/20	\$18.62/HR
VANTHOURNOUT, MITZI	CLASS A LR/PG/SUPRVRY PARA, 4.5 HRS/WK, MWTA	9/29/20	\$16.51/HR
VEGA MAYERLE, MELISSA	CLASS C SPANISH IMM CLRM PARA, 6.75 HRS/DAY, GR	10/1/20	\$20.13/HR
WALLIN, ABBY	CLASS D SPEC ED PARA, 7.25 HRS/DAY, MWTA	9/22/20	\$21.03/HR
WHISNANT, GRACE	CLASS A BUS/TRAFFIC PARA, 45 MIN/DAY, MWTA	9/21/20	\$16.51/HR
WOODFORD, SAMANTHA	CLASS A LR/PG/SUPRVRY PARA, 2.5 HRS/DAY, SH	9/24/20	\$16.51/HR
ZIEBARTH, ELLE	CLASS A BUS/TRAFFIC PARA, 45 MIN/DAY, MWTA	9/22/20	\$16.51/HR

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
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BYRD, SUANN	EXPLORERS CLUB PRGM LEADER, 32.5 HRS/WK, SH	11/6/20	RETIREMENT
DIXON, MICHAEL	MAINTENANCE SPECIALIST, 1.0 FTE, BUILDINGS & GROUNDS	2/15/21	RETIREMENT
DOUGHTY, LANA	COOK HELPER, 12 HRS/WK, MHS	9/25/20	RESIGNATION
HILL, RACHEL	CLASS D SPEC ED PARA, 6 HRS/DAY, MHS	11/6/20	RESIGNATION
JOHNSON, MARISSA	CLASS A LR/PG/SUPRVRY PARA, 3 HRS/DAY, MWTA	10/23/20	RESIGNATION
LEITCH, ALEX	CLASS D SPEC ED PARA, 3 HRS/DAY, SH	10/22/20	RESIGNATION
OLSON, REBECCA	CLASS C BEHAVIOR PARA, 2 HRS/DAY, SH		
OSTLUND, LYNNE	CLASS A LR/PG/SUPRVRY PARA, 4 HRS/DAY, CS	10/2/20	RESIGNATION
PEACOCK, SIENNA	LEVEL IV TEACHING AND LEARNING OFFICE ASST, 8 HRS/DAY, DSC	12/18/20	RETIREMENT
QUINCIN, ASTRID	CUSTODIAN, 1.0 FTE, CS	10/19/20	RESIGNATION
ROSE, AMY	CUSTODIAN, 1.0 FTE, MHS	10/30/20	RESIGNATION
SHIRLEY, MEGAN	CLASS C SPANISH CLRM PARA, 6.75 HRS/DAY, CS	10/22/20	RESIGNATION
WILLIAMS, ABIGAIL	CLASS D ECSE PARA, 23 HRS/WK, MCEC	10/29/20	RESIGNATION
	CLASS C CLRM PARA, 6.75 HRS/DAY, GR	10/20/20	RESIGNATION

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
NONE			

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
BLONG, TRACY	PARA SUB	10/19/20	CLASS D SPEC ED PARA, 6 HRS/DAY, TPLUS
DOUGHTY, LANA	COOK HELPER, 12 HRS/WK, MHS	10/5/20	CLASS B SUPRVRY PARA, 3 HRS/DAY, MMW
GABOS, PAULINA	CLASS C CLRM PARA, 3 HRS/DAY, GR	10/14/20	CLASS C CLRM PARA, 12 HRS/WK, GR
HACKER, GAY	CASHIER/COOK HELPER, 4 HRS, MMW	10/2/20	CLASS A LR/PG/SUPRVRY PARA, 4.5 HRS/DAY, EXC
HOMEISTER, BETH	NUTRITION SERVICES SUB	9/28/20	CLASS A LR/PG/SUPRVRY PARA, 18 HRS/WK, MWTA
KIANG, SUI	NUTRITION SERVICES SUB	10/14/20	CLASS A LR/PG/SUPRVRY PARA, 6 HRS/DAY, MWTA
LINDGREN, ELIZABETH	PARA SUB	9/28/20	CLASS A LR/PG/SUPRVRY PARA, 3 HRS/WK, MWTA
MAKINEN, CHANTANA	CLASS C CHINESE IMMCLRM PARA, 7 HRS/DAY, EXC	10/6/20	CLASS C CLRM PARA, 2 HRS/DAY, EXC
MORAN, ADDISON	PARA SUB	10/1/20	CLASS D MEDIA PARA, 4 HRS/DAY, EXC
MURPHY, KEARA	EXPLORERS SUB AND PARA SUB	10/2/20	CLASS D SPEC ED PARA, 6.5 HRS/DAY, EXC
NASSIRI, MARY	CLASS B CHILD CARE PARA ADULT OPTIONS, 23 HRS/WK, MCEC	2020-21	CLASS D ECSE PARA, 23 HRS/WK, MCEC
RAINER, ELLEN	CLASS C SPANISH IMM CLRM PARA, 6.75 HRS/DAY, CS	10/21/20	LAYOFF STATUS
SCHULENBERG, CATHRYN	CLASS D SPEC ED PARA, 4 HRS/DAY, MHS	10/26/20	CLASS D SPEC ED PARA, 6.5 HRS/DAY, CS
SMITH, KRISTA	LAYOFF STATUS (FROM NUTRITION SERVICES POSITION)	9/28/20	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS
YOUNG, ALLISON	PARA SUB	9/23/20	CLASS A LR/PG/SUPRVRY PARA, 2.5 HRS/DAY, GR
			CLASS A LR/PG/SUPRVRY PARA, 5 HRS/WK, MWTA

III. IN-DISTRICT APPOINTMENTS

APPOINTMENT	ASSIGNMENT	BUILDING	EFFECTIVE	\$3,239
ALEXANDER, KAYLENE	VOLLEYBALL ASST COACH	MMW	10/5/20-11/13/20	\$2,734
ANDERSON, CHRISTA	DRAMA – 6 TH GRADE MUSICAL CHOREOGRAPHER	MMW	9/14/20-12/5/20	\$1,551
ANDERSON, MITCH	ASST FOOTBALL COACH	MHS	9/20-11/30/20	\$2,000
BELL, JASON	ASST FOOTBALL COACH	MHS	10/20-11/30/20	\$5,377
BIERLY, DAVE	ASST FOOTBALL COACH	MHS	9/20-11/30/20	\$2,000
BJORLIN, PETER	VOLLEYBALL HEAD COACH	MMW	10/5/20-11/13/20	\$3,876
BREIDENBACH, JENIFER	KNOWLEDGE BOWL ADVISOR	MHS	2019-20	\$3,032
BREIDENBACH, JENIFER	KNOWLEDGE BOWL ADVISOR	MHS	2020-21	\$3,109
CALLAHAN, MARY	ADHD LAB COORDINATOR	MMW	2020-21	\$3,500
CARLSON, JOE	ASST FOOTBALL COACH	MHS	9/20-11/30/20	\$2,000
CHRISTENSON, JON	ASST FOOTBALL COACH	MHS	9/20-11/30/20	\$5,147
CHRISTENSON, PETER	ASST FOOTBALL COACH	MHS	9/20/11/30/20	\$2,000
COHEN, JESSICA	PERFORMANCE DANCE ASST COACH & JV HEAD COACH	MHS	9/28/20-11/11/20	\$2,750
CRONIN, MORGAN	MATH TEAM ADVISOR	MMW	10/7/20-2/26/21	\$1,797
CROYLE, JOHN	ASST FOOTBALL COACH	MHS	10/20-11/30/20	\$5,377

CUTSHALL, SUZANNE	SCIENCE K-5 CHAIRPERSON	GR	2020-21	\$4,502
DAHL, EVAN	ASST FOOTBALL COACH	MHS	9/20-11/30/20	\$2,000
DAMMANN, BRYAN	ASST FOOTBALL COACH	MHS	10/20-11/30/20	\$5,377
DICKINSEN, BRENNAN	ASST FOOTBALL COACH	MHS	9/20-11/30/20	\$5,147
DOBLE, NICK	ASST FOOTBALL COACH	MHS	9/20-11/30/20	\$1,500
EICHHORN, DREW	SWIM INSTRUCTOR	AQUATICS	9/29/20	\$12.00/HR
ESCH, MARK	HEAD FOOTBALL COACH	MHS	10/20-11/30/20	\$7,379
GILBERTSON, BRIAN	LIFEGUARD	AQUATICS	9/21/20	\$11.00/HR
GOLL, ELSE	GIRLS CROSS COUNTRY ASST COACH	MME	8/17/20-8/26/20	\$561.45
GORMAN, MATT	ASST FOOTBALL COACH	MHS	9/20-11/30/20	\$5,147
GOTZ, JOEL	DRAMA – 6 TH GRADE VOCAL DIRECTOR	MMW	9/14/20-12/5/20	\$2,746
GOTZ, LEAH	DRAMA – 6 TH GRADE PRODUCTION ASST	MMW	9/14/20-12/5/20	\$1,437
GRIFFITH, ALEX	ASST FOOTBALL COACH	MHS	9/20-11/30/20	\$2,000
GURLEY, CAREINO	ASST FOOTBALL COACH	MHS	9/20-11/30/20	\$3,000
HALE, BRIDGET	ADHD LAB COORDINATOR	MME	2020-21	\$3,500
HERBES, PAUL	ASST FOOTBALL COACH	MHS	10/5/20-11/30/20	\$2,000
HERBST, LAURA	AP/IB COORDINATOR: SUMMER WORK	MHS	2019-20	\$4,000
HOHEISEL, HEIDI	PERFORMANCE DANCE ASST COACH	MHS	9/28/20-11/11/20	\$2,114
HOKS, PHILIP	DRAMA – FALL MUSICAL – COSTUME DESIGNER	MMW	9/14/20-12/5/20	\$1,667
HOKS, PHILIP	DRAMA – 6 TH GRADE – SET DESIGNER	MMW	9/14/20-12/5/20	\$1,667
JANSEN, MATT	DRAMA – 6 TH GRADE – LIGHT/SOUND DESIGNER	MMW	9/14/20-12/5/20	\$1,667
JONES, MONICA	WOMEN OF COLOR CO-ADVISOR	MHS	2020-21	\$1,497.50
JORE, AMY	COSTUME DESIGNER AND SPECIAL PROJECTS MGR	MHS	8/20-10/20	\$750
JORE, AMY	DRAMA – 6 TH GRADE – ASST PLAY DIRECTOR	MME	10/1/20-12/4/20	\$2,027
KARON, ISMAIL	ASST FOOTBALL COACH	MHS	10/20-11/30/20	\$5,261
KATZENBERGER, KARL	VOLLEYBALL HEAD COACH	MHS	9/20-11/20	\$6,307
KIRLEY, KATIE	DRAMA – 6 TH GRADE – STAGE MANAGER	MMW	9/14/20-12/5/20	\$1,667
KOTTKE, TAMMY	YEARBOOK ASST ADVISOR	MHS	2020-21	\$2,626
KOTTOM, ERIK	ASST FOOTBALL COACH	MHS	9/20-11/30/20	\$2,000
KUBISTA, HALEY	VOLLEYBALL ASST COACH	MHS	9/20-11/20	\$4,375
KUUSISTO, KALI	VOLLEYBALL ASST COACH	MHS	9/20-11/20	\$3,500
LARSON, BEN	MTKA MUSIC ACADEMY-PIANO	MCEC	9/28/20	\$28.36/HR
LEITCH, ALEX	ASST FOOTBALL COACH	MHS	9/20-11/30/20	\$5,147
LENAHAN, JOE	ASST FOOTBALL COACH	MHS	9/20-11/30/20	\$3,000
LEPAGE, BONNIE	DEBATE TEAM ASST ADVISOR	MHS	2020-21	\$2,396
LOHRENZ, ANNABELLE	VOLLEYBALL ASST COACH	MHS	9/20-11/20	\$4,375
LUKENS, EMILY	VOLLEYBALL ASST COACH	MMW	10/5/20-11/13/20	\$2,734
LUNDEEN, ABBY	CROSS COUNTRY RUNNING ASST COACH	MME	9/21/20-10/23/20	\$1,654.29
MAYER, AMY	ADAPTED ATHLETIC COORD	MHS	2020-21	\$4,392
MAYER, AMY	UNIFIED SPECIAL OLYMPICS CO-HEAD/CO-ASST ADVISOR	MHS	2020-21	\$2,273.50
MCALLISTER, LIZ	FALL MUSICAL DIRECTOR	MME	10/1/20-12/4/20	\$3,824
MCCHESENEY, SHELBY	ADAPTED SOCCER CI HEAD COACH	MHS	9/20-11/20	\$2,718
MCWHIRTER, CAITLIN	MODEL UN ASST ADVISOR	MHS	2020-21	\$1,198
NELSON, JESSE	ASST FOOTBALL COACH	MHS	10/20-11/30/20	\$5,377
NEWMAN, JOEL	ASST FOOTBALL COACH	MHS	9/20-11/30/20	\$2,000
OLSON, STACIE	GIRLS CROSS COUNTRY RUNNING HEAD COACH	MME	8/17/20-10/23/20	\$4,605.64
OPSAI, JASON	ASST FOOTBALL COACH	MHS	10/20-11/30/20	\$5,377
PIERCE, JOHN	VOLLEYBALL ASST COACH	MHS	9/20-11/20	\$4,605
PITTEL, DANIELLE	DRAMA – 6 TH GRADE MUSICAL DIRECTOR	MMW	9/14/20-12/5/20	\$3,824
POWELL, BETSEY	MATH K-5 CHAIRPERSON	DH	2020-21	\$4,502

RAFFERTY, JAYNA	ELL E-12 CHAIRPERSON	MHS	2020-21	\$3,827
RECKER, JEFFREY	ASST SWIM CLUB COACH	AQUATICS	10/8/20	\$15.00/HR
ROSEN, PAUL	MARCHING BAND CO-HEAD/CO-ASST ADVISOR	MHS	9/20-10/20	\$3,524.50
ROSEWARNE, BEN	LIFEGUARD	AQUATICS	9/21/20	\$11.00/HR
SCHULENBERG, ANNE	UNIFIED SPECIAL OLYMPICS CO-HEAD/CO-ASST ADVISOR	MHS	2020-21	\$2,273.50
SORENSEN, DAWN	VOLLEYBALL HEAD COACH	MME	10/5/20-11/13/20	\$3,760
SPIESE, CARLEY	PERFORMANCE DANCE ASST COACH	MHS	10/23/20-11/1/20	\$250
STEPHEN, JAMES	VOLLEYBALL ASST COACH	MHS	9/20-11/20	\$4,605
STILES, TOM	SCIENCE 6-8 CHAIRPERSON	MME	2020-21	\$3,377
STOCK, FRED	SCIENCE 6-8 CHAIRPERSON	MMW	2020-21	\$3,377
STOCK, JESSICA	VOLLEYBALL ASST COACH	MME	10/5/20-11/13/20	\$2,848
THOMAS, DAVID	QUIZ BOWL ASST ADVISOR	MHS	2020-21	\$2,626
TUTHILL, STEVE	ATHLETICS EQUIPMENT MANAGER	MHS	2020-21	\$5,810.20
TUTHILL, STEVE	FOOTBALL EQUIPMENT MANAGER	MHS	8/12/20-11/30/20	\$1,475.80
VERCRUYSSSE, KELSEY	PERFORMANCE DANCE HEAD COACH	MHS	9/28/20-11/11/20	\$2,626
WAGNER, JOSH	ASST FOOTBALL COACH	MHS	9/20-11/30/20	\$5,261
WAVRIN, AMANDA	WOMEN OF COLOR CO-ADVISOR	MHS	2020-21	\$1,497.50
WEIDER, ELIZABETH	SWIM INSTRUCTOR	AQUATICS	9/30/20	\$12.00/HR
WESTMEYER, JON	ASST FOOTBALL COACH	MHS	9/20-11/30/20	\$4,000
WIERSUM, MARY	9 TH GRADE CHAMBER SINGERS DIRECTOR	MHS	2020-21	\$2,626
WINDERL, SUE	ADAPTED SOCCER CI ASST COACH	MHS	9/20-11/20	\$2,039
ZHANG, RAYMOND	DEBATE TEAM ADVISOR	MHS	9/20-1/21	\$2,995
ZHANG, RAYMOND	SPEECH TEAM ADVISOR	MHS	9/20-1/21	\$2,995

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

Board Agenda XI. e

Title: Gifts and Donations

Date: November 5, 2020

EXECUTIVE SUMMARY:

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

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Preschool Student Field Trips & Family Support Program Services:

ECFE PTO	\$7,000.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Preschool Scholarships:

ECFE PTO	\$2,641.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Theater Program Account:

Village Animal Hospital	\$1,000.00
Wells Fargo YourCause	\$70.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Unified Club Account:

Special Olympics Minnesota	\$300.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School General Gifts and Donations Account:

Wells Fargo YourCause	\$14.00
Wells Fargo YourCause	\$21.00
EcoLab YourCause	\$220.00
EcoLab YourCause	\$440.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Supermileage and Robotics Account:

Gene Haas Foundation	\$5,000.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Social Worker Account:

Kopp Family Foundation	\$1,500.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School – Anne Schulenberg Special Education Classroom:

Gregory and Heather Hicks	\$750.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School – Fall IB Retreat:

Michael & Rebecca Sandberg	\$20.00
Shelly Curran	\$25.00
Michelle Hoy	\$10.00
Timothy Van Dixhorn	\$15.00
Gary & Monica Barrett	\$25.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Clear Spring Elementary School Principal Discretionary Account:

Nicole Campion	\$150.00
Kopp Family Foundation	\$1,000.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Deephaven Elementary School Trust Account:

Kopp Family Foundation	\$1,000.00
Deephaven PTA	\$8,200.00
Medtronic/The Blackbaud Fund	\$150.00
Target CyberGrants, LLC	\$20.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Excelsior Elementary School Trust Account:

Excelsior PTO-summer snacks	\$833.42
Excelsior PTO	\$3,966.58
Kopp Family Foundation	\$1,000.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Groveland Elementary School Trust Account:

Kopp Family Foundation	\$1,000.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnewashta Elementary School Trust Account:

Kopp Family Foundation	\$1,000.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnewashta Elementary School, school grounds:

Chris and Amy Hamdorf – Trees and installation on school grounds \$4,100.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Scenic Heights Elementary School Trust Account:

Koop Family Foundation \$1,000.00

TOTAL GIFTS AND DONATIONS FOR 2020-2021* = **\$77,966.80**

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

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

CONSENT

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

Board Agenda Item XI. f

Title: Electronic Fund Transfers

Date: November 5, 2020

EXECUTIVE SUMMARY:

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

RECOMMENDATION:

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

Submitted by: _____



Paul Bourgeois, Executive Director of Finance & Operations

CONSENT

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

Board Agenda Item XI. g.

Title: Designation of Title IX Coordinator
and Alternate

Date: November 5, 2020

EXECUTIVE SUMMARY

The District's Title IX Coordinator is hereby designated to be:

- Executive Director of Human Resources Michael Cyrus, Ed. D.

The District's Title IX Alternate is hereby designated to be:

- Human Resources Coordinator Robyn Klinker

Submitted by:



Dennis L. Peterson
Superintendent of Schools

CONSENT

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

Board Agenda Item XI. h.

Title: Designation of Hearing/Complaint Officer

Date: November 5, 2020

EXECUTIVE SUMMARY

The District's Hearing/Complaint Officer is hereby designated to be:

- Executive Director of Human Resources Michael Cyrus, Ed. D.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

CONSENT

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

Board Agenda Item XI. i.

Title: Designation of Data Practices Officer

Date: November 5, 2020

EXECUTIVE SUMMARY

The District's Data Practices Officer is hereby designated to be:

- Executive Director of Human Resources Michael Cyrus, Ed. D.

Submitted by:



**Dennis L. Peterson
Superintendent of Schools**

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

Board Agenda Item XI. j.

Title: Update of Policy #521:
Student Disability Nondiscrimination

Date: November 5, 2020

EXECUTIVE SUMMARY

Policy #521: Student Disability Nondiscrimination, has been updated to reflect that Executive Director of Human Resources Dr. Michael Cyrus, Ed.D. is listed as the District's Human Rights Officer, and Executive Director of Student Support Services Michelle Ferris is listed as the District's Section 504 Administrator.

ATTACHMENT:

- Policy 521: Student Disability Nondiscrimination

RECOMMENDATION/FUTURE DIRECTION:

Recommend approval of Policy #521: Student Disability Nondiscrimination.

Submitted by:



Dennis L. Peterson
Superintendent of Schools

MINNETONKA PUBLIC SCHOOLS

Policy 521: STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Disabled students who meet the criteria of Paragraph C below are protected from discrimination on the basis of a disability.
- B. It is the responsibility of the Minnetonka School District to identify and evaluate learners who, within the intent of Section 504, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. ADMINISTRATOR

Persons who have questions, comments, or complaints should contact the District's 504 Administrator regarding grievances or hearing requests regarding disability issues. This person is the School District's Americans with Disabilities Act/Section 504 Administrator.

Legal References: Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Implementing Regulations)

Reviewed: February 16, 2017, March 16, 2017

Approved: April 6, 2017

Reviewed: November 5, 2020

Attachment: Grievance Procedures for Complaints of Harassment, Discrimination and/or Retaliation

GRIEVANCE PROCEDURES FOR COMPLAINTS OF HARRASSMENT, DISCRIMINATION AND/OR RETALIATION

The following grievance procedures apply to any claims of harassment or discrimination.

- A. Any employee or student who believes he or she has been the target or victim of unlawful discrimination or harassment on the basis of disability, by a student, teacher, administrator, or other District personnel, or any person with knowledge or belief of conduct that may constitute unlawful discrimination or harassment prohibited by this policy, toward an employee or student or anyone who believes they have been retaliated against because they have made a complaint or participated in a complaint under Policy 521, shall report the alleged acts immediately to an appropriate District official designated by this policy. A person may report conduct which may constitute harassment, discrimination or retaliation anonymously. However, the District may not rely solely on an anonymous report to determine discipline or remedial responses. The complaint must be filed within 30 calendar days of the alleged violation.
- 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 from the District office, but oral reports shall be considered complaints as well.
- C. The building principal, or the principal's designee (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment, discrimination or retaliation prohibited by this policy at the building level. Any adult District personnel who receives a report of conduct prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Superintendent or the District 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 a primary contact on policy and procedural matters.

The building report taker's contact information for each school in the District is as follows:

MHS: Jeff Erickson, jeffrey.erickson@minnetonkaschools.org 952-401-5702

MMW: ~~Paula Hoff~~, paula.hoff@minnetonkaschools.org ~~952-401-5305~~ Freya Schirmacher, freya.schirmacher@minnetonkaschools.org 952-401-5305

MME: Pete Dymit, peter.dymit@minnetonkaschools.org 952-401-5205

Clear Springs: Curt Carpenter, curtis.carpenter@minnetonkaschools.org 952-401-6953

Deephaven: Bryan McGinley, bryan.mcginley@minnetonkaschools.org 952-401-6903

Excelsior: Stacy DeCorsey, stacy.decorsey@minnetonkaschools.org 952-401-5653

Groveland: ~~David Parker~~, David.parker@minnetonkaschools.org ~~952-401-5602~~ Andrew Gilbertson, Andrew.gilbertson@minnetonkaschools.org 952-401-5602

Minnewashta: Cindy Andress, cindy.andress@minnetonkaschools.org 952-401-5503

Scenic Heights: Joe Wacker, joey.wacker@minnetonkaschools.org 952-401-5405

MCEC: Tim Litfin, tim.litfin@minnetonkaschools.org 952-401-5043

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment unlawful discrimination or retaliation prohibited by this policy. Any such

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

- E. Upon receipt of a report, the building report taker must notify the District Human Rights Officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the Human Rights Officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours of its receipt and forward it to the Human Rights Officer. Failure to forward any complaint as provided herein may result in disciplinary action against the building report taker.
- F. The District designates the Executive Director of Human Resources or the Assistant Superintendent of Human Resources as the District Human Rights Officer to receive reports or complaints of conduct prohibited by this policy. If the complaint involves the Human Rights Officer, the complaint shall be filed directly with the Superintendent.
- G. The District shall conspicuously post the name of the Human Rights Officer, including mailing addresses and telephone numbers. The District's Human Rights Officer's current contact is ~~Tim Alexander (tim.alexander@minnetonkaschools.org, 952-401-5015.~~ Michael Cyrus (Michael.cyrus@minnetonkaschools.org 952-401-5015). The District's Section 504 Administrator is Michelle Ferris (michelle.ferris@minnetonkaschools.org 952-401-5017).
- H. Submission of a good faith complaint or report of harassment or unlawful discrimination on the basis of disability prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- I. Use of formal reporting forms is not mandatory.
- J. Reports of harassment or unlawful discrimination on the basis of disability prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- K. Retaliation against a victim, good faith reporter, or a witness of unlawful discrimination on the basis of disability or harassment is prohibited.
- L. False accusations or reports of unlawful discrimination on the basis of disability or harassment against another person are prohibited.
- M. The District shall respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses, consistent with the school District's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations.

INVESTIGATION

- A. The Human Rights Officer, upon receipt of a complaint alleging conduct prohibited by this policy, shall promptly undertake an investigation if deemed appropriate. The investigation may be conducted by the Title IX Coordinator for complaints of sex discrimination or sexual harassment or the Section 504 Administrator for complaints of disability discrimination or disability harassment, or a District official or neutral third party designated by the Title IX Coordinator or Section 504 Administrator or Human Rights Officer and shall be completed within 30 days of the complaint, unless impracticable.
- B. The Human Rights Officer, within three (3) business days of the receipt of a report or complaint alleging conduct prohibited by this policy, shall undertake or authorize an investigation.
- C. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods and documents deemed pertinent by the investigator. Persons making a complaint under Policy 521 and persons alleged to have violated the policy must be given a reasonable opportunity to present statements, documents or other evidence that is relevant to the complaint.
- D. In determining whether the alleged conduct constitutes a violation of this policy, the District shall consider the facts and surrounding circumstances such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incident occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- E. In addition, the District may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other District personnel pending completion of an investigation of conduct prohibited by this policy.
- F. The alleged perpetrator of the act(s) of harassment or unlawful discrimination on the basis of disability shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- G. The investigation will be completed as soon as practicable. The District Human Rights Officer shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Human Rights Officer, the report may be filed directly with the Superintendent or School Board. If the complaint involves the Superintendent, the report may be filed directly with the Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy, as well as a description of any proposed resolution which may include alternative dispute resolution.
- H. The District shall comply with federal and state law pertaining to retention of records.

APPEAL

If the grievance has not been resolved to the satisfaction of the complainant, s/he may appeal to the Human Rights Officer within ten (10) school days of receipt of the findings of the District investigation. The Human Rights Officer will within three (3) business days forward the appeal to the Superintendent or a designee of the Superintendent to conduct a review of the appeal. The Superintendent or designee of the Superintendent shall conduct a review of the appeal and within ten (10) business days of receipt of the appeal, shall affirm, reverse, or modify the findings of the report. The decision of the Superintendent or their designee is final.

SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy 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 behavior. District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and Federal law, and applicable District policies and regulations.
- B. Generally, the District is not authorized to disclose private educational or personnel data regarding a complainant or an alleged perpetrator who is a student or employee of the District. School officials will notify complainants or their parents and the parent(s) or guardian(s) of alleged perpetrators of the outcome of the investigation or their appeal of the investigators' findings.
- C. In order to prevent or respond to conduct prohibited by this policy against a child with a disability, the District shall, where determined appropriate by the child's individualized education program (IEP) 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 report, respond to and/or to advocate for themselves in response to conduct prohibited by the policy.

RETALIATION

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

CONFLICT OF INTEREST

If there is a conflict of interest with respect to any party affected by this policy, appropriate

accommodations shall be made such as, but not limited to, appointing or contracting with a neutral third party investigator to conduct the investigation or recusal from the process by the person for whom a conflict or potential conflict of interest exists.

DISSEMINATION OF POLICY

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and District personnel.
- B. This policy shall be given to each District employee and independent contractor who regularly interacts with students at the time of initial employment with the District.
- C. This policy shall appear in the student handbook.
- D. The District will develop a method of discussing this policy with students and employees.
- E. The District may implement discrimination/harassment prevention and character development education to prevent and 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.
- F. This policy shall be reviewed at least annually for compliance with State and Federal law.

RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the U.S. Department of Education-Office of Civil Rights, the Minnesota Department of Human Rights, or requesting an impartial hearing under Section 504 or initiating civil action, or seeking redress under State criminal statutes and/or Federal law.

For claims of discrimination/harassment:

U.S. Department of Education
Office for Civil Rights, Region V
500 W. Madison Street - Suite 1475
Chicago, IL 60661
Tel: 312-730-1560
TDD: 312-730-1609

MN Department of Human Rights
190 E. 5th Street
St. Paul, MN 55101
800-657-3704
Tel: 651-296-5663
TDD: 651-296-1283

District's Human Rights Officer
Michael Cyrus, Ed.D.
Executive Director of Human Resources

Minnetonka Public Schools
5621 County Road 101
Minnetonka, MN 55345
Tel: 952-401-5015

District's Section 504 Administrator

Michelle Ferris
Executive Director of Student Support Services
Minnetonka Public Schools
5621 County Road 101
Minnetonka, MN 55345
Tel: 952-401-5017

Legal References:

Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 626.556 et seq. (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 et seq. (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act) Cross References:

Policy 401 (Equal Employment Opportunity)
Policy 406 (Public and Private Personnel Data)
Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Policy 427 (Harassment and Violence)
Policy 506 (Student Discipline and Code of Conduct)
Policy 514 (Bullying Prohibition Policy)
Policy 515 (Protection and Privacy of Pupil Records)
Policy 524 (Electronic Technologies Acceptable Use Policy)
Policy 526 (Student Use of Cellular Phones and Other Personal Electronic Devices)
Policy 542 (Civility of Students)
Policy 604 (Inclusive Education Program)

Reviewed: March 16, 2017

Approved: April 6, 2017

Reviewed: November 5, 2020

INDEPENDENT SCHOOL DISTRICT NO. 276
POLICY 521: STUDENT DISABILITY NONDISCRIMINATION REPORT FORM

General Statement of Policy Prohibiting Discrimination on the Basis of Disability

Minnetonka Independent School District No. 276 maintains a firm policy prohibiting all forms of discrimination. Harassment or violence against students or employees or groups of students or employees on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability is strictly prohibited. All persons are to be treated with respect and dignity. Harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability by any pupil, teacher, administrator, or other school personnel, which create an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Complainant

Home Address

Work Address

Home Phone Work Phone Cell Phone

Date of Alleged Incident(s)

Basis of Alleged Discrimination/Harassment/Violence - circle as appropriate: race \ color \ creed \ religion \ national origin \ sex \ gender \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation \ disability

Name of person you believe discriminated, harassed or was violent toward you or another person or group.

If the alleged discrimination, harassment or violence was toward another person or group, identify that person or group.

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.)

Where and when did the incident(s) occur?

List any witnesses that were present.

This complaint is filed based on my honest belief that _____ has discriminated, harassed or has been violent to me or to another person or group. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

(Complainant Signature)

(Date)

(Received by)

(Date)

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

Board Agenda Item XII.

Title: Board Reports

Date: November 5, 2020

OVERVIEW:

Time is set aside at the first meeting of each month for Board members to report on their various committee assignments. The report will be given by the Board member or alternate designated to attend the meeting.

Tonight Board members will have the opportunity to report on the following standing committee meetings:

Date	Meeting	Attendee/Alternate
10/2/20	AMSD Board of Directors	Ambrosen
10/7/20	PTO/A Leaders	Ambrosen
10/8/20	Preschool and ECFE PTO	Vitale
10/13/20	Tonka CARES	Becker
10/13/20	Minnetonka Foundation	Ritchie
10/20/20	Mental Health Advisory	Becker, Ritchie, Wagner
10/26/20	Teaching and Learning Advisory	Wagner
10/27/20	Finance Advisory	LeSage
10/28/20	Special Ed Advisory	Ritchie

Submitted by:



 Dennis L. Peterson, Superintendent