

SCHOOL BOARD MEETING

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

www.minnetonkaschools.org

October 1, 2026

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)

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|------|-------|--|
| 7:00 | I. | Call of Meeting to Order |
| | II. | Pledge to the Flag |
| | III. | Adoption of the Agenda |
| | IV. | Introduction of Student School Board Advisory Representatives |
| | V. | School Report: Deephaven |
| 7:15 | VI. | Community Comments
Community Comments is an opportunity for the public to address the School Board on an item included in this agenda in accordance with the guidelines printed on the reverse. |
| 7:20 | VII. | Adoption of Annual Report |
| 7:35 | VIII. | Wellness/Social and Emotional Learning Update |
| 7:55 | IX. | Attendance Procedures and Guidance Update |
| 8:15 | X. | CONSENT AGENDA <ul style="list-style-type: none">a. Minutes of September 10 Regular Meeting and Closed Session, and September 24 Special Meetingb. Study Session Summary of September 24c. Payment of Billsd. Recommended Personnel Itemse. Gifts and Donationsf. Electronic Fund Transfersg. FY28-FY31 Transportation Contract with First Student |

- | | | |
|------|-------|-------------------------|
| 8:15 | XI. | Board Reports |
| 8:15 | XII. | Superintendent's Report |
| 8:20 | XIII. | Announcements |
| 8:20 | XIV. | 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 the meeting agenda—except for the Consent Agenda and/or information that personally identifies or violates the privacy rights of an individual—during *Community Comments* will be acknowledged by the Board Chair. When called upon to speak, please state your name, connection to the district, 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 who 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. Board members or the Superintendent may ask clarifying questions of you in order to gain a thorough understanding of your concern, suggestion or request. If there is any response or follow-up to your comment or suggestion, you will be contacted via email or phone by a member of the Board or administration in a timely manner.
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 or executive director of the department, then to the Executive Director of Human Resources, then to the Superintendent and finally in writing to the Board.

*School Board meetings are rebroadcast via a local cable provider.
Please visit the "District/Leadership/School Board" page on our website for a current schedule.*

REPORT

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

Board Agenda Item V.

Title: School Report: Deephaven

Date: October 1, 2026

Principal McGinley and members of his staff will present on the opening of school and their work on the Belonging goal. They will also provide an update on the implementation of the new Spanish Literacy program.

Submitted by: _____



David Law, Superintendent

ACTION

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

Board Agenda Item VII.

Title: Adoption of 2025-26 Annual Report

Date: October 1, 2026

OVERVIEW:

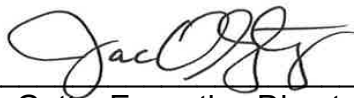
For accountability and transparency, the Minnetonka Public School District will publish its Annual Report for the 2025-26 school year in October 2026. Minnetonka uses its Annual Report as a primary tool to communicate District goals and results to parents and citizens of the District. Minnetonka's Annual Report includes financial data, reports on innovative initiatives and programs, and student achievements beyond test scores.

Per state guidelines, the report also includes elements required from the Comprehensive Achievement and Civic Readiness Report.

The Board reviewed a draft of the Annual Report at its September Study Session and offered feedback on the draft. Once adopted by the School Board, the 2025-26 Annual Report will be mailed to every Minnetonka Public Schools parent and every District residence and distributed internally. It will also be posted as an online interactive publication, with additional multi-media to relay the incredible success stories of our students, staff and District.

RECOMMENDATION/FUTURE DIRECTION: Recommend adoption of the 2025-26 Annual Report.

Submitted by: _____



JacQueline Getty, Executive Director of Communications

Concurrence: _____



David Law, Superintendent

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

Board Agenda Item VIII.

Title: Wellness/Social and Emotional Learning Update

Date: October 1, 2026

EXECUTIVE SUMMARY:

Belonging and Well-Being

The District's social and emotional learning (SEL) implementation directly supports its emphasis on fostering belonging and well-being for each student. When students learn a shared language for character, see that language reflected in their building's norms, and experience consistent, caring adult responses when they struggle, they are more likely to feel known, valued and connected at school. Monthly themes will continue to connect to the Purposeful People and Character Strong curriculum, and each school's belonging initiatives remain strategically aligned with SEL programming to create a cohesive, supportive environment across all grade levels.

Minnetonka remains committed to deep implementation of a Multi-Tiered System of Supports (MTSS) Framework with fidelity across all programs. In striving for continuous school improvement, this process continues to evolve as the District focuses on consistently and systematically responding to the needs of students.

Minnetonka Schools believes SEL and well-being go hand in hand, and that both are essential to every student's sense of belonging. Following the selection of Character Strong's Purposeful People curriculum and the continued partnership with Social Thinking at the conclusion of the 2024-2025 elementary pilot, the 2026-2027 school year marks Year 2 of Tier 1 SEL implementation across all six elementary schools. Social and emotional learning IS academic learning, and Year 2 moves the District from launching a new resource to implementing it consistently, measuring its impact, and refining the work based on what is learned.

Character education in schools is a deliberate approach to teaching students core values and social-emotional skills, such as respect, responsibility, honesty, empathy, and perseverance, through curriculum, school culture, and everyday interactions. It aims to help students develop good judgment, care for others, and act on these principles in their personal and civic lives. Character Strong and Social Thinking, guided by culturally responsive practices, serve as the SEL component of character education at Tier 1.

Elementary Year 2 Areas of Focus

The Year 2 plan is organized as a continuous improvement cycle with five areas of focus:

- **Shared Clarity:** Building clarity around SEL implementation and behavior response for all staff in all six elementary schools.
- **Execute:** Beginning Year 2 implementation of Social Thinking and Character Strong Tier 1 SEL.
- **Fidelity:** Implementing with fidelity, measured by two specific indicators: “complete” lessons and classroom look-fors.
- **Learn:** Launching the new Behavior Response Guide and analyzing data to gain insights and identify opportunities for improvement.
- **Optimize:** Refining the plan based on new knowledge and learning from Year 2, and restarting the cycle for Year 3.

To ensure systematic implementation of the MTSS Tier 1 SEL framework, K-5 educators will adhere to a set of non-negotiables, or “What’s Tight,” across every elementary school:

- **Curricular Resources:** Character Strong and Social Thinking lessons delivered as the Tier 1 SEL core for all students.
- **Monthly Themes:** Monthly character themes guide the life cycle of character education throughout the school year and ensure District-wide K-5 alignment.
- **Behavior Response Guide:** Provides structure, clarity and guidance to support buildings in navigating student behavior on a daily basis.
- **“When/Then” Think Sheets:** Reflection tools tied to each building’s norms and expectations, written in the shared language of the Character Strong and Social Thinking curricula.
- **eduCLIMBER:** Behavior incident data for K-5 will be tracked and monitored in eduCLIMBER.

New Initiatives for Year 2 at Elementary

Building on the foundation established in Year 1, the District is introducing several new initiatives designed to connect SEL instruction with how adults respond to student behavior, so that students experience the same expectations, language and support in every setting of the school day.

Behavior Response Guide. A new District Behavior Response Guide, informed by the work of Dr. Clay Cook gives staff a common framework for responding to student behavior. The guide emphasizes proactive, relationship-centered responses that keep students connected to their classroom community and learning.

Building-Specific Norms and “When/Then” Think Sheets. Each elementary school has aligned its building norms and expectations with Character Strong and Social Thinking language. “When/then” think sheets give students a structured opportunity to

reflect on their choices using the same vocabulary they learn in Tier 1 lessons, turning behavior moments into learning moments.

eduCLIMBER Data Tracking. K-5 behavior incidents will now be tracked and monitored consistently through eduCLIMBER. Over time, this will help the District build threshold data as students progress through the system, allowing schools to identify students who may benefit from additional support earlier and more accurately.

Fidelity Indicators. Year 2 introduces two specific measures of implementation fidelity: the completion of full lessons and a set of classroom look-fors. These indicators will help the District understand not only whether SEL is being taught, but how consistently and effectively it is reaching students.

Middle School Year 2 Focus

Minnetonka Middle School East and West are extending the District's Year 2 SEL work through an intentional, year-long approach to character education. Both schools share the C.R.E.W. core values of Character, Responsible, Engaged and Welcoming, which give students and staff a common language for expectations in classrooms, common spaces and technology use. In Year 2, that shared language is paired with a mapped Crew Academy curriculum so that character development is taught deliberately, practiced consistently and revisited as students grow from sixth through eighth grade.

Year 2 connects the three settings of Crew Academy, Advisory and All Classes around the same monthly themes, with each setting serving a distinct purpose:

- Crew Academy (Explicitly Teach): Students learn the skill, including what it is, why it matters and how to use it.
- Advisory (Connect & Practice): Students experience the skill by practicing with peers, discussing and reflecting, and strengthening belonging.
- All Classes (Apply & Reinforce): Students use the skill in real situations, with different adults, and when it matters most.

The guiding principle for this work is "Same themes. Different purpose. One shared language." A strategy introduced in Crew Academy is discussed with peers in advisory and then prompted by teachers across content areas, so that students hear the same expectations and vocabulary throughout the school day. This repetition across settings is what turns a lesson into a lasting habit.

Seven themes guide the life cycle of middle school character education. Each theme is anchored by an essential question and a set of core skills:

Timeframe	Theme	Essential Question	Core Skills
Sept – Mid-Oct	Belonging & Becoming	<i>How do I become a successful, connected member of this community?</i>	Identity, belonging, school success habits, relationships, self-awareness
Mid-Oct – Nov	Managing Yourself	<i>How do I manage emotions, responsibilities, and choices?</i>	Self-control, mood monitoring, responsibility, productivity, emotional regulation, organization
Dec – Jan	Growth Through Challenge	<i>How do I respond when things become difficult?</i>	Perseverance, growth mindset, resilience, reflection, goal adjustment
February	Future Planning & Pathways	<i>How do my choices today connect to my future opportunities?</i>	Registration planning, course selection, career exploration, strengths and interests, transition conversations
Feb – Mid-March	Relationships & Empathy	<i>How do we build healthy relationships and understand others?</i>	Empathy, perspective-taking, inclusion, support, respect
Mid-March – April	Communication & Conflict	<i>How do I communicate clearly and handle conflict respectfully?</i>	Communication, active listening, conflict resolution, self-advocacy, considerate conduct
May – June	Leadership & Impact	<i>How do my actions positively impact others and my community?</i>	Civic engagement, leadership, responsibility, integrity, contribution

The sequence is intentional. The year opens with belonging, because students who feel connected to their school are ready to learn. It then builds the self-management and resilience skills students need as academic demands increase through the winter, turns toward the future during course registration in February, deepens relationship and communication skills in the spring, and closes with leadership and contribution as students prepare for their next step.

Same Theme, Different Experience. Each theme is developmentally sequenced so that students revisit the same big idea with greater depth each year. Using Belonging & Becoming as an example:

- Grade 6, “How do I find my place?”: Transition to middle school, learning routines, friendship foundations and understanding supports.
- Grade 7, “Who am I becoming?”: Peer identity and confidence, independence, social dynamics and self-advocacy.

- Grade 8, “Who do I want to become?”: Leadership identity, preparing for high school, mentorship and ownership.

The same progression carries through every theme. In Managing Yourself, sixth graders focus on recognizing emotions and basic organization, seventh graders on managing peer and social stress and time management, and eighth graders on balancing responsibilities and long-term planning. In Relationships & Empathy, students move from friendship skills and kindness in sixth grade, to navigating peer conflict and belonging in seventh grade, to healthy, supportive leadership and mentoring others in eighth grade. By the end of middle school, students have practiced each core skill three times, at increasing levels of independence.

Social-Emotional and Executive Functioning Skills. During back-to-school professional learning, staff reflected on which SEL and executive functioning skills middle schoolers tend to overestimate in themselves. Rather than assuming skills such as organization, time management and self-monitoring are already in place, the Year 2 plan teaches them directly within the monthly themes and reinforces them through daily routines.

The Minnetonka Middle School student planner puts this into daily practice. Each weekly page includes a Question of the Week and a progress update where students record what they need to do, missing assignments, upcoming assessments and projects, and current grades, alongside a daily plan for every class period. Consistent use of the planner gives students structured, repeated practice with the planning and self-monitoring skills taught in the Managing Yourself and Growth Through Challenge themes, and gives advisors a concrete tool for checking in with each student about their experiences.

Minnetonka High School Year 2 Focus

Minnetonka High School continues with their Well-Being and Belonging work through their All Aboard lessons at the beginning of the school year and semester course changes, along with their four pillars for student success: Be Respectful, Be Present, Be Connected, Be Prepared. In addition to these four pillars, Principal Jeff Erickson and his staff continue to lean heavily into the Developmental Relationships framework, adding on Expanding Possibilities in addition to the two previous areas of focus of Express Care and Challenge Growth. During professional learning in August, MHS dug deeply into their five years of Developmental Relationships data, celebrated areas of growth, and highlighted the impact of relationship-centered practices on student belonging and achievement. Teachers then had time to reflect individually on their own data, identify trends, and develop actionable next steps.

Counselors continue to utilize eduCLIMBER thresholds around attendance, discipline and grades to intervene when a student is experiencing challenges in any of these areas. Counselors and support staff continue to implement Tier 2 and 3 SEL interventions utilizing the curricular resources of Character Strong and EmpowerU.

District-wide Success Indicators

With intentional Tier 1 SEL implemented with fidelity, the District expects to see growth across four success indicators:

- **Reduction in Referrals:** Each school, and the District as a whole, should see a reduction in formal referrals and office visits for minor and major incidents, resulting in more time participating in academic instruction.
- **Increased Academic Success:** SEL improves academic performance by enhancing students' self-awareness, emotional regulation and social skills, with research showing gains of 11 to 17 percentile points in achievement.
- **Movement of Early Warning Indicators:** Schools should see increased attendance, decreased discipline referrals and reduced risk scores on SAEBRS and mySAEBRS, all components of the District's early warning system.
- **Developmental Relationship Data:** Growth will be evident across the five pillars of the Developmental Relationships Framework: Express Care, Challenge Growth, Provide Support, Share Power and Expand Possibilities.

In Year 2, the District's SEL work moves from launch to consistent, measurable implementation at every level. Elementary Tier 1 instruction, the middle school Crew Academy and Advisory models, and the high school's relationship-centered practices together form an aligned E-12 system that strengthens student belonging, well-being and academic success.

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____



Christine Breen, Assistant Superintendent of Student Services

Concurrence: _____



David Law, Superintendent

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

Board Agenda Item IX.

Title: Attendance Procedures and Guidance Update

Date: October 1, 2026

EXECUTIVE SUMMARY:

Regular attendance remains one of the strongest predictors of student success. Even when absences are excused, missing school can affect a student's learning experience. When absent, students miss classroom instruction, discussions, collaborative learning opportunities, and important social connections with peers and staff. Regular attendance helps students build academic skills, maintain routines, develop positive relationships, and feel connected to their school community.

Chronic absenteeism, commonly defined as missing 10% or more of enrolled school days for any reason, excused or unexcused, can quickly translate into learning loss and disengagement if it is not identified and addressed early. To respond to this, the district has refined how attendance data is monitored and how families are informed and engaged at each stage of concern.

Minnetonka's attendance team is working to build a comprehensive framework utilizing an MTSS model to guide communication, intervention, and wrap-around supports for families.

The updates enclosed build on the district's existing attendance policy and align monitoring practices across all buildings by using eduCLIMBER as the central platform for tracking, flagging, and communicating attendance concerns.

eduCLIMBER Attendance Thresholds and Automated Parent Notification Letters

The district has implemented defined absence thresholds, aligned to current policy and statute, within eduCLIMBER that automatically flag students as they accumulate excused and unexcused absences. When a student crosses a threshold, eduCLIMBER now generates a corresponding parent/guardian notification letter automatically, ensuring that families receive timely, consistent, and accurate communication regardless of building or grade level.

Separate thresholds are configured for excused and unexcused absences, reflecting the different legal and procedural requirements for each. Letters are generated and routed automatically once a threshold is met, reducing manual tracking by building staff and eliminating delays in family notification. Letter content, thresholds, and escalation language are standardized across the district so that every family receives the same message at the same point in the pattern of absence, regardless of school. The resulting letters create a clear, documented communication record that supports the district in meeting state attendance reporting and due-process requirements.

Tier 1 Notification by Classroom Teachers

In addition to automated letters generated at defined thresholds, the district has introduced a Tier 1 notification step in which classroom teachers reach out directly to families at the first sign of an emerging attendance concern. This early, personal outreach is intended to happen before a student reaches a formal notification threshold.

Teachers are best positioned to notice early patterns, such as repeated Monday absences or a student who has recently begun missing class, and to make a direct, relationship-based connection with the family. Tier 1 contact is informal (phone call, email, or written note) and is intended to open a supportive conversation, identify barriers to attendance, and connect families with school-based resources before concerns escalate. Tier 1 outreach complements, rather than replaces, the formal eduCLIMBER-generated letters and creates an early layer of support ahead of any formal notification.

Monthly Principal Newsletters

Building principals will include an attendance section in their monthly family newsletters. This recurring communication is intended to keep attendance visible as a shared priority throughout the school year, not only when a family receives an individual notification.

Monthly updates will remind families of the connection between consistent attendance and academic growth. Newsletters will reinforce key procedures, including how excused and unexcused absences are defined, how to report an absence, and who to contact with questions or concerns. This consistent, recurring message is intended to normalize attendance as an ongoing conversation between home and school, rather than something families hear about only after a problem has developed.

Tier 2 and Tier 3 Attendance Interventions

Because attendance is one of the strongest predictors of academic success, it's essential that school personnel understand the barriers a family or student may be facing and respond with the appropriate level of intervention. The District's SEL curricular resource, Character Strong, provides intentional Tier 2 and Tier 3 attendance interventions that can be implemented across settings and tailored to each situation. Whether through a check-in/check-out system, an attendance or behavior contract, or connecting a family to financial resources to help stabilize their home situation as a preventative measure,

school personnel are equipped to intervene effectively at any point along the attendance continuum.

Attendance Webpage on District Website

The district is working to finalize a centralized attendance webpage, accessible from the district website, to serve as a single, reliable source of information for families and staff. The page consolidates attendance policy, procedures for reporting and excusing absences, the excused/unexcused absence threshold structure, and frequently asked questions. It also provides direct contact information for building attendance staff and outlines the supports available to families experiencing attendance challenges.

A single district-wide resource reduces confusion, ensures consistent messaging across buildings, and gives families an easy reference point at any time during the school year, not only when they receive a letter.

Summary

Together, these updates create a layered system of support: early, personal outreach from teachers at Tier 1; consistent, automatically generated formal notifications tied to clear thresholds in eduCLIMBER; recurring building-level reinforcement through monthly principal newsletters; and a centralized, always-available resource for families via the district attendance webpage. The shared goal across all four components is to help every student and family understand, in a clear and consistent way, why being in school every day matters; and to ensure that when attendance concerns arise, families are informed early, supported directly, and connected to help before patterns become chronic.

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: Christine G. Breen
Christine Breen, Assistant Superintendent of Student Services

Concurrence: David Law
David Law, Superintendent

CONSENT

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

Board Agenda Item X.

Title: Resolution Pertaining to Consent Agenda

Date: October 1, 2026

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 October 1, 2026:

- a. Minutes of September 10 Regular Meeting and Closed Session, and September 24 Special Meeting
 - b. Study Session Summary of September 24
 - c. Payment of Bills
 - d. Recommended Personnel Items
 - e. Gifts and Donations
 - f. Electronic Fund Transfers
 - g. FY28-FY31 Transportation Contract with First Student
-

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by:



David Law, Superintendent

CONSENT

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

Board Agenda Item X. a

Title: Meeting Minutes

Date: October 1, 2026

OVERVIEW:

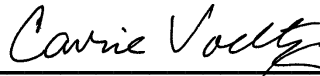
The minutes of the proceedings of the Minnetonka School Board's following special meeting are attached:

- September 10 regular meeting
 - September 10 closed session
 - September 24 special meeting
-

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve these minutes, as presented.

Submitted by:



**Carrie Voeltz, Executive Assistant
to the Superintendent and School Board**

MINNETONKA INDEPENDENT SCHOOL DISTRICT #276

District Service Center

5621 County Road 101

Minnetonka, Minnesota

Minutes of September 10, 2026 School Board Meeting

The School Board of Minnetonka Independent School District #276 met in regular session at 7:00 p.m. on Thursday, September 10, 2026 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Kemerie Foss presided. Other Board members present were: Sally Browne, Karen Jordan, Taunya Kolbinger, Dan Olson, Michael Remucal, Meghan Selinger and Superintendent David Law, ex officio. Student School Board representative Micah Lazarus was also present. The meeting was livestreamed on the District's YouTube channel.

Chairperson Foss then called the meeting to order and asked that everyone stand and recite the Pledge of Allegiance to the Flag.

1. AGENDA

Olson moved, Jordan seconded, that the School Board approve the agenda, as presented. Upon vote being taken thereon, the motion carried unanimously.

2. COMMUNITY COMMENTS

Chairperson Foss noted that this opportunity for comment was available to community members who wished to address the Board on any item on that night's agenda. No one responded to this invitation to speak.

3. PRESENTATION ON PERMANENT SCHOOL FUND

At the Minnesota Constitutional Convention in St. Paul, Minnesota Territory, on August 27, 1857, the delegates approved the Constitution for the future State of Minnesota so that it could be voted on by the citizens of the Minnesota Territory. In part, it established a uniform system of public schools as being essential to the successful operation of the democracy of the future State of Minnesota. It also established a Permanent Schools Trust Fund with assets of one acre per township across the future state with which to provide income for the operation of schools from the sale of crops or natural resources from the land, or the sale of the land itself.

The Permanent Schools Trust Fund is still in operation today delivering \$68 million in revenue or approximately \$69 per pupil to the school districts of Minnesota in 2025. The methodology of distributions to schools was determined in the Constitution in 1857. Funds from earnings on the assets or interest earned on the assets are to be distributed, but the assets themselves, including the land or any investment capital appreciation generated with investments from the proceeds of land sales, are to remain in perpetuity in the Permanent

Schools Trust Fund. The Permanent Schools Trust Fund has grown to a value of \$2.3 billion as of the end of 2025.

The 2026 Legislature has approved a referendum question to be put on the General Election ballot on November 3, 2026, to change the distribution method for the Permanent Schools Trust Fund from earnings produced from the land and interest earnings on assets to 4.5% of prior 3-year average of all assets of the Permanent Schools Trust Fund. This methodology is estimated to boost the annual distribution by approximately \$33 per pupil to school districts across the State, increasing it from \$69 per pupil to \$102 per pupil. As Executive Director of Finance and Operations Paul Bourgeois explained, the purpose of presenting this information is for the public's awareness of it and to help people understand the ballot question so they can make an informed choice.

Vice Chair Olson asked whether a non-vote would be a no vote. Mr. Bourgeois said yes he believes that is the case. Board Chair Foss asked whether there have been distributions from this fund in the past. Mr. Bourgeois said yes, but this ballot question would increase the amount that would be distributed.

4. APPROVAL OF COLLECTIVE BARGAINING AGREEMENT WITH MISA EMPLOYEES

General Counsel and Executive Director of Human Resources Anjie Flowers presented the next two items to the Board. She noted that district representatives and the Minnetonka Information Systems Association (technology staff) met and negotiated on the terms and conditions of employment for the 2026-2028 collective bargaining agreement. MISA members voted and approved the parameters of the contract on August 31, 2026.

The financial settlement includes step movement each year and an additional 2.43% in year one, and 2.4% increase in year two, added to the salary schedule. In addition, MISA employees will also receive increases to insurance contributions.

Ms. Flowers acknowledged the work of both negotiating teams and recommended that the Board approve the agreement.

Browne moved, Remucal seconded, that the Board approve the collective bargaining agreement between the District and MISA employees, as presented. Upon vote being taken thereon, the motion carried unanimously.

5. APPROVAL OF COLLECTIVE BARGAINING AGREEMENT WITH NUTRITION SERVICES EMPLOYEES

District representatives and the Nutrition representatives met and negotiated on the terms and conditions of employment for the 2026-2028 collective bargaining agreement. Nutrition Services employees voted and approved the terms and conditions of the new agreement on September 2, 2026.

The Nutrition Services Employees salary step structure has been removed; therefore, their salary increases will be added to their current pay rates. They will receive a \$1.00 per hour increase to wages in year one, and \$0.75 per hour increase to wages in year two. They will also receive increases to insurance contributions.

Ms. Flowers acknowledged the work of both negotiating teams and recommended that the Board approve the agreement.

Kolbinger moved, Jordan seconded, that the Board approve the collective bargaining agreement between the District and Nutrition Services employees, as presented. Upon vote being taken thereon, the motion carried unanimously.

6. **APPROVAL OF SALE OF 2026D GENERAL OBLIGATION LONG-TERM FACILITIES MAINTENANCE BONDS**

Paul Bourgeois presented the next five items to the Board. He noted that the District has a rolling Ten-Year Plan for Long-Term Facilities Maintenance. As part of that plan, a total of \$13,535,000 in long-term facilities maintenance projects have been planned for Fiscal Year 2028 with work on the projects to commence in June 2027. These projects have been approved both by the School Board and the Minnesota Department of Education.

On May 7, 2026, the School Board authorized the sale of \$13,535,000 2026D General Obligation Facilities Maintenance Bonds. The bonds were sold August 26, 2026, at a 3.63% interest rate. Mr. Bourgeois recommended that the Board approve the sale resolution as prepared by the District's bond counsel Dorsey & Whitney.

Olson moved, Remucal seconded, that the Board approve the bond resolution as presented. Upon vote being taken thereon, the motion carried unanimously.

7. **APPROVAL OF SALE OF 2026E GENERAL OBLIGATION SCHOOL BUILDING BONDS**

At the General Election of November 4, 2025, the voters of the District approved the sale of \$85 million in General Obligation School Building Bonds to be used for various projects in the District by a vote of 69% in favor and 31% opposed.

The District has a plan to phase in the issuance of the bonds in multiple tranches over 8 months so that new general obligation bond payments come onto the property tax levy as other general obligation bonds are paid off, so that there is no net overall increase in the general obligation bond levy of the District for general obligation school building bonds.

On May 7, 2026, the School Board authorized the sale of \$30,000,000 2026E General Obligation School Building Bonds. The bonds were sold August 26, 2026, at a 5.07% interest rate. Mr. Bourgeois recommended that the Board approve the sale resolution as prepared by the District's bond counsel Dorsey & Whitney.

Jordan moved, Olson seconded, that the Board approve the bond resolution as presented. Upon vote being taken thereon, the motion carried unanimously.

8. **APPROVAL OF BID FOR MMW CONSTRUCTION**

As part of the \$85 million in projects In the Building Bond Referendum approved by the community at the November 4, 2025 election, four new science rooms, a gymnasium with performance space, small group rooms, and staff restrooms are scheduled to be constructed at Minnetonka Middle School West starting in the fall of 2026 with completion by December 31, 2027.

The budget estimate for this construction component of the total project is \$15,607,089. Bids were opened at 2:00 PM on Thursday, August 20, 2026. Five bids were received for the project as follows:

<i>Rochon Corporation</i>	<i>\$13,810,000.00</i>
<i>BCI Construction, Inc.</i>	<i>\$13,868,000.00</i>
<i>Shaw-Lundquist Associates, Inc.</i>	<i>\$14,189,600.00</i>
<i>Jorgenson Construction, Inc.</i>	<i>\$14,297,000.00</i>
<i>CM Construction Company, Inc.</i>	<i>\$14,997,000.00</i>

The low bid of Rochon Corporation is \$1,797,089 below the amount budgeted for this component of construction of the MMW project. Mr. Bourgeois recommended that the Board approve the low bid.

Selinger moved, Remucal seconded, that the Board approve the following motion:

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Rochon Corporation in the amount of \$13,810,000.00 for construction of four science classrooms, a gymnasium with performance space, small group rooms and staff restrooms at Minnetonka Middle School West.

Upon vote being taken thereon, the motion carried unanimously.

9. **APPROVAL OF BID FOR MME CONSTRUCTION**

As part of the \$85 million in projects In the Building Bond Referendum approved by the community at the November 4, 2025, election, four new science rooms, a gymnasium with performance space, small group rooms, staff restrooms, a bus corral, and a relocated baseball field are scheduled to be constructed at Minnetonka Middle School East starting in the fall of 2026 with completion by December 31, 2027.

The budget estimate for this construction component of the total project is \$23,501,190. Bids were opened at 2:00 PM on Tuesday, August 25, 2026. Seven bids were received for the project as follows:

<i>Jorgenson Construction, Inc.</i>	<i>\$15,789,000.00</i>
<i>Stahl Construction</i>	<i>\$15,850,000.00</i>
<i>CM Construction Company, Inc.</i>	<i>\$15,860,000.00</i>
<i>Rochon Corporation</i>	<i>\$15,885,000.00</i>
<i>BCI Construction, Inc.</i>	<i>\$15,915,000.00</i>
<i>Shaw-Lundquist Associates, Inc.</i>	<i>\$16,537,000.00</i>
<i>Met-Con Construction, Inc.</i>	<i>\$17,900,000.00</i>

The low bid of Jorgenson Construction, Inc., is \$7,712,190 below the amount budgeted for this component of construction of the MME project. Mr. Bourgeois recommended that the Board approve the low bid.

Jordan moved, Kolbinger seconded, that the Board approve the following motion:

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Jorgenson Construction, Inc., in the amount of \$15,789,000.00 for construction of four new science rooms, a gymnasium with performance space, small group rooms, staff restrooms, a bus corral, and a relocated baseball field at Minnetonka Middle School East.

Upon vote being taken thereon, the motion carried unanimously.

10. **APPROVAL OF PERPETUAL ENDOWMENT TRUST FUND DOCUMENT**

At the School Board Meeting of May 28, 2026, the School Board approved the establishment of a Perpetual Endowment Trust Fund for the District. As part of the process of getting the Perpetual Endowment Trust Fund into operation, the District employed the services of the Trust Department at the law firm of Dorsey & Whitney to draft the Perpetual Endowment Trust Fund Document to ensure compliance with all Federal regulations regarding trust funds.

As Mr. Bourgeois explained, a Perpetual Endowment Trust Fund document was prepared by Dorsey & Whitney for the School Board's approval to be the governing document of the Perpetual Endowment Trust Fund.

Jordan moved, Selinger seconded, that the Board approve the document as presented. In the discussion that followed, Board member Browne thanked Mr. Bourgeois for his inspiration to create this and for all of the work he did to make it happen. Board member Jordan shared that information about the fund is on the website, and that the District is accepting donations. School Board Director Meghan Selinger asked if the website information is up, and Mr. Bourgeois shared that it is.

Upon vote being taken on the foregoing motion, the motion carried unanimously.

11. **CONSENT AGENDA**

Remucal moved, Olson seconded, that the Board approve the recommendations included within the following Consent Agenda items:

- Minutes of August 6 regular meeting
- Study Session Summary of August 20, 2026
- Payment of Bills
- Recommended Personnel Items
- Gifts and Donations: \$150.00 from Dr. Dennis Peterson to be placed in the Dr. Dennis Peterson Scholarship Fund for Graduating Seniors. \$85.00 from the Blackbaud Giving Fund to be placed in the MHS Principals' Discretionary Fund. \$5.60 from the Blackbaud Giving Fund to be placed in the MMW Principal's Discretionary Fund. \$1,000.00 from Donald C. Mark, Jr. to be placed in the MHS Class of 1965 Scholarship Fund for Graduating Seniors. \$115.00 from Rebecca Weaver to be placed in the Minnewashta Elementary Principal's Discretionary Fund. \$1,000.00 from the Lake Minnetonka-Excelsior Morning Rotary to be placed in the MHS Interact Club Fund. \$3,000.00 from the Minnetonka Boys Volleyball Booster Club to be placed in the MHS Boys Volleyball Team Fund. Total Gifts and Donations thus far for 2025-26: \$237,929.20.
- Electronic Fund Transfers
- Policies 735, 736, 737
- Update of 403(b) Plan Document

Upon vote being taken on the foregoing Consent Agenda items, the motion carried unanimously.

12. **BOARD REPORTS**

Board member Jordan shared the Community Action for Student Education (CASE) Committee had recently met, and district leadership is meeting with local legislative candidates next week. This election is an important one, as all legislative seats are up for election. Board member Browne reminded people they can join CASE if they are interested in helping to advocate for student funding. She said the volume of people we have involved certainly has made an impression on our legislators, so the more people involved, the better. More information can be found on the district website.

13. **SUPERINTENDENT'S REPORT**

Superintendent Law said the school year is off to a great start. We continue to work at improving efficiency with drop-off and pick-up lines and processes, particularly for MME and for MMW. At MME, things are moving more quickly at drop-off and pick-up, and at MMW, with the temporary addition of a stoplight at County Road 41, due to US Highway 212 construction work, there has been an improvement with traffic control. Additionally,

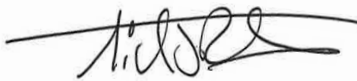
work on a new 40-stall parking lot at MHS is almost complete. He invited all to go out and see our students in action – they are amazing.

14. **ANNOUNCEMENTS**

None.

15. **ADJOURNMENT**

Selinger moved, Kolbinger seconded, adjournment to closed session at 7:34 p.m. Upon vote being taken thereon, the motion carried unanimously.

A handwritten signature in black ink, appearing to read "Michael Remucal", is written over a horizontal line.

Michael Remucal, Clerk

MINNETONKA INDEPENDENT SCHOOL DISTRICT #276
Service Center
5621 County Road 101
Minnetonka, Minnesota

Minutes of September 10, 2026 Closed Session

The School Board of Minnetonka Independent School District #276 met in closed session at 7:40 p.m. on Thursday, September 10 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Kemerie Foss presided. Other Board members present were Sally Browne, Karen Jordan, Taunya Kolbinger, Dan Olson, Mike Remucal, Meghan Selinger and Superintendent David Law, ex officio.

Also present in the room were General Counsel and Executive Director of Human Resources Anjie Flowers and Executive Director of Finance and Operations Paul Bourgeois.

Chairperson Foss called the meeting to order and announced that in accordance with Minnesota Statute 13D.03, the meeting would be closed to the public in order to discuss the status of negotiations with a bargaining group in the district. Chairperson Foss said that in keeping with District Policy #205: Open and Closed Meetings, the proceedings would be recorded.

At 7:54 p.m., Remucal moved, Kolbinger seconded, that the School Board adjourn the closed session. Upon vote being taken thereon, the motion carried unanimously.



Michael Remucal, Clerk

MINNETONKA INDEPENDENT SCHOOL DISTRICT #276
District Service Center
5621 County Road 101
Minnetonka, Minnesota

Minutes of September 24, 2026 Special School Board Meeting

The School Board of Minnetonka Independent School District #276 met in special session at 7:55 p.m. on Thursday, September 24, 2026 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Kemerie Foss presided. Other Board members present were Sally Browne, Karen Jordan, Taunya Kolbinger, Dan Olson, Mike Remucal, Meghan Selinger and Superintendent David Law, ex officio. Student School Board representatives Aneeqa Sameer and Drew Errickson were also present. The meeting was also livestreamed on the district's YouTube channel.

Chairperson Foss called the special meeting to order and asked that everyone stand and recite the Pledge of Allegiance to the Flag.

1. **AGENDA**

Selinger moved, Olson seconded, that the School Board approve the agenda as presented. Upon vote being taken thereon, the motion carried unanimously.

2. **APPROVAL OF COLLECTIVE BARGAINING AGREEMENT WITH MINNETONKA ASSOCIATION OF PRINCIPALS (MAP) EMPLOYEES**

General Counsel and Executive Director of Human Resources Anjie Flowers presented this item to the Board. She noted that district representatives and the Minnetonka Association of Principals (MAP) met and negotiated on the terms and conditions of employment for the 2026-2028 collective bargaining agreement. Principals voted on the parameters of the contract on September 17, 2026.

Principals will receive any eligible step movement in both years and a 3.15% salary schedule increase in year one and a 3.00% salary schedule increase in year two, in addition to increases to insurance fringe benefit allocations.

We would like to acknowledge the work of both teams. The MAP team members included Jeff Erickson, Andrew Gilbertson, and Gina Magnuson. The District team members included Anjie Flowers, Amy Hillstrom (administrative support), Robyn Klinker, Dr. Amy LaDue, and Ash Muni.

Remucal moved, Jordan seconded, that the Board approve the collective bargaining agreement between the District and the Minnetonka Association of Principals (MAP) employees as presented. Upon vote being taken thereon, the motion carried unanimously.

3. **CERTIFICATION OF 2026 PAY 2027 PRELIMINARY LEVY**

Executive Director of Finance and Operations Paul Bourgeois presented this item to the Board. He explained that Minnesota Statutes require that each school district certify a preliminary property tax levy by September 30 of the calendar year.

The property tax levy set at the preliminary is the maximum amount that the school district can levy when it certifies its final levy in December of the calendar year. Adjustments to the preliminary levy amount can only be made downward after the preliminary levy is certified. School Districts must work with the Minnesota Department of Education (MDE) to calculate the levies allowed under the various statutes utilizing the MDE computerized levy system. The Certified Preliminary Levy must be physically received by the home county auditor no later than September 30, 2026.

The total levy is made up of several dozen individual levy amounts that are calculated based on formulas set in Minnesota Statute by the Legislature. Many of the levies are levies that provide partial revenue for a particular program with the remaining amount coming as a match from the State of Minnesota, and it is a requirement for the full local share to be levied in order to receive the State contribution. A reduction in those levies will result in a proportional reduction in State aid. Other levies including the Operating Referendum and Technology Levies are voter approved and determined based on the number of enrolled pupils or the value of property in the District. Finally, debt service levies are required to be calculated at 105% of debt service in order to ensure that District bond payments are met even if there are some property tax delinquencies.

The dollar amount of the Certified Preliminary Levy approved by the School Board prior to September 30 of each year becomes the highest amount of the levy - the final levy approved in December can be no greater than the preliminary amount certified by September 30. The only exception to this rule is if an Operating Referendum or Capital Projects Referendum is approved by the voters of the School District at the November election.

As of today, the 2026 Pay 2027 Preliminary Levy is \$73,937,711.89 which is an increase of \$201,598.53 or 0.27% over the 2025 Pay 2026 Levy of \$73,736,113.36.

Mr. Bourgeois presented on various levy categories, including the Operating Referendum Revenue, Local Optional Revenue, Technology Referendum Revenue, Equity, Q Comp, Operating Capital, Instructional Facilities, Debt Service, and OPEB levies. He also shared the estimated tax impact on a \$300,000, \$500,000, \$700,000 and \$900,000 home.

Jordan moved, Remucal seconded, that the Board approve the following motion:

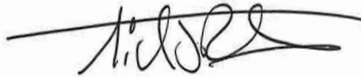
BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby certify the Preliminary 2026 Payable 2027 Property Tax Levy at the

maximum amount authorized by statute, which as of September 24, 2026, totals \$73,937,711.89 and authorizes administration to file the Certified 2026 Pay 2027 Preliminary Levy with the Hennepin County Auditor no later than September 30, 2026.

Upon vote being taken on the foregoing motion, the motion carried unanimously.

4. **ADJOURNMENT**

Olson moved, Jordan seconded, adjournment at 8:05 p.m. Upon vote being taken thereon, the motion carried unanimously.

A handwritten signature in black ink, appearing to read "Michael Remucal", is written over a horizontal line.

Michael Remucal, Clerk

CONSENT

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

Board Agenda Item X. b

Title: Study Session Summary

Date: October 1, 2026

OVERVIEW:

The summary of the proceedings of the Minnetonka School Board's September 24, 2026 Study Session is attached.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve this summary as presented.

Submitted by: _____



**Carrie Voeltz, Executive Assistant
to the Superintendent and School Board**

MINNETONKA INDEPENDENT SCHOOL DISTRICT #276
District Service Center
5621 County Road 101
Minnetonka, Minnesota

Summary of September 24, 2026 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, September 24, 2026 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Board Chairperson Kemerie Foss presided. Board members present were Sally Browne, Karen Jordan, Taunya Kolbinger, Dan Olson, Mike Remucal, Meghan Selinger and Superintendent David Law, ex officio. Student School Board representatives in attendance were Aneeqa Sameer and Drew Errickson. The Study Session was livestreamed on the District's YouTube channel.

CITIZEN INPUT

Chairperson Foss extended an invitation to members of the audience who wished to address the Board on any topic. She also read the guidelines for Citizen Input, for those who wished to speak.

District parent Josh Pratt asked the Board to reconsider the policy on student-owned laptops at the high school, noting that many students prefer them over iPads.

District parent Kristin Cole spoke about the importance and benefits of recess and asked the Board to consider increasing the amount of time for recess at the elementary level.

PROFESSIONAL LEARNING UPDATE

Associate Superintendent Amy LaDue and Director of Learning, Development and Educator Effectiveness Sara White presented this item to the Board. They began by noting that the district had provided comprehensive professional learning to all 900+ district teachers in August 2026, organized in two intentional phases. New teacher orientation (August 10-20) grounded educators new to the district in foundational practices, systems, and relationships. Workshop week (August 24-28) brought all educators together around shared commitment to belonging, well-being, and instructional excellence, with highly differentiated learning designed by level and role.

The week of learning was anchored by Dr. Anton Treuer, whose keynote on creating cultures of belonging through Indigenous perspectives and relational teaching unified all three school levels. Across all levels, educators engaged with three central questions: How do students see themselves represented in what we teach? What safe, relational

conditions do we create? What skills do we explicitly teach to support their success? The answers to these questions shaped the month's learning and will drive instruction all year.

Professional learning in Minnetonka is grounded in research and aligned to School Board goals. The two days of professional learning in August directly supports the Board's commitment to Well-being and Belonging, addressing the strategic priorities that students have a strong feeling of positive connection, acceptance, and importance as members of Minnetonka Schools' diverse community. The professional learning represents two of the three full district professional learning days provided to staff annually, embedded in the school calendar to allow sustained, job-embedded learning that educators immediately apply in their classrooms and buildings.

Identified Needs for 2026-27

At the conclusion of the final professional learning day of 2025-26, educators were asked to identify professional learning needs for the 2026-27 school year. They prioritized:

- Student engagement instructional strategies
- Structured literacy and disciplinary literacy
- Curriculum implementation
- Culturally responsive practices
- Social and emotional learning
- Support for potential middle level programming shifts
- Tier 1 instruction, extension, and intervention

The experiences provided in August align with these identified needs.

Elementary Professional Learning

Elementary professional learning was organized around a single, powerful idea: create conditions where every student feels they belong AND has the skills to succeed. This required three things working together.

August 24 began with three foundational frameworks. Dr. Treuer addressed the importance of inclusive representation and psychologically safe learning environments. Teachers explored how all students navigate different social contexts and may adjust their language, communication style, or behavior depending on their setting. Teachers recognized that curriculum and classroom culture send powerful messages. When students consistently see themselves and their experiences reflected in what is taught, they develop stronger connections to learning and to school. Inclusive representation strengthens belonging for all students.

Dr. Clay Cook reframed behavior as communication about unmet needs, not defiance. He introduced the STOP framework (Safe, Teach, Observe, Prompt) as a practical tool for

responding consistently. Teachers committed to understanding that "educators have control over the conditions we create for students," and that building relationships is foundational: "Build the relationship first. That is what matters most."

Dr. Kristin Jacobsen taught that executive functioning skills like planning, time awareness, task initiation, self-regulation, and organization are not personality traits but teachable skills. Elementary is the ideal time to explicitly teach these. Teachers left understanding that "tiny tweaks in routines and instruction can make huge differences in student independence and success," and that visual supports, predictable routines, and explicit teaching of planning reduce prompt dependence and build independence.

These three frameworks work together: safe spaces where students see themselves in curriculum and classroom culture (Treuer) plus predictable conditions and consistent adult responses (Cook) plus explicit teaching of foundational skills (Jacobsen) equals students who feel they belong and who have tools to succeed.

August 27 brought high differentiation. Twenty specialized tracks served different roles and disciplines. English classroom teachers in K-2 and 3-5 continued their implementation work with the updated District literacy curriculum with the Arts and Letters resource, focusing on learning how to use built-in scaffolds strategically to meet diverse learner needs. Language immersion teachers (Spanish K-2, Spanish 3-5, and Chinese) participated in curriculum-specific professional learning focused on increasing their knowledge to support Tier 1, literacy foundational skills and assessment. Reading intervention, math intervention, and special education roles attended sessions on Fast and eduCLIMBER assessment administration and progress monitoring protocols, building shared language around how data informs intervention decisions.

Specialists brought the foundational frameworks to their disciplines. Music teachers integrated Native American standards and culturally responsive curriculum. PE teachers connected standards to literacy and READ Act implementation. Media specialists integrated literacy into information literacy instruction. EL/ML teachers worked with data analysis consultants on student growth. A grief support group attended Brighter Days training, learning that "grief is not a linear healing journey" and that educators' role is to hold space and support students experiencing loss. Advanced learning and reading intervention specialists explored AI as a tool for teacher planning and differentiation. This level of differentiation honors the expertise and unique instructional context of each educator role while building collective commitment to belonging and well-being.

Middle School Professional Learning

Middle school professional learning was organized around one central idea: middle school students thrive when they belong. This requires two things: students need to see themselves reflected in what we teach, and students need to experience consistent

relational structures where they feel supported and comfortable to be and become the best version of themselves.

Monday, August 24, all middle school educators heard Dr. Treuer's keynote on representation and indigenous perspectives. His core message was direct: students of color, particularly indigenous students, operate under multiple code-switching burdens. Teachers committed to auditing curriculum for authentic representation while avoiding tokenism, integrating indigenous and culturally diverse perspectives into subject-specific teaching, identifying one meaningful unit per discipline where indigenous voices are central, and building genuine relationships grounded in understanding students' lived experiences.

Tuesday, August 25, middle school educators participated in differentiated learning. Cohort A (content classroom teachers, specialists, advanced learning, interventionists) and Cohort B (special education, counselors, social workers, facilitators) each received tailored professional learning. Cohort A explored how to embed executive function strategies into content instruction and leverage literacy routines for spaced retrieval. Cohort B went deeper into intensive executive function interventions and literacy strategies for students with identified needs. Both cohorts were grounded in Dr. Kristen Jacobsen's framework that success in middle school requires far more than academic knowledge; it requires executive function skills that allow students to navigate multiple teachers, longer class periods, and increasing independence.

Thursday, August 27, brought all middle school educators together for Chris Balme's keynote, Finding the Magic in Middle School. Balme reframed middle school as a developmental opportunity. Using the white-water rafting metaphor, he helped teachers understand that middle schoolers are in turbulent rapids of brain development, where social connection is primary and they're figuring out belonging and how their role in contributing to their school community. The response from educators was energized. Teachers recognized that they need to "slow down and create space for student-driven conversation" rather than rushing through curriculum, and that they must "be vulnerable and authentic" to create the conditions for belonging. Balme introduced three developmental questions (Who am I? How do I connect? What do I contribute?) as a framework for understanding behavior and designing classroom experiences. Teachers saw that "middle schoolers are wired for social, social, social" and that their role is to facilitate rather than instruct. Throughout the day Dr. Balme continued to work with educators opposite their breakout sessions specifically on developing powerful advisories, both for students and adults.

Following the keynote, middle school educators alternated in role-specific sessions with learning with Dr. Balme. CREW teachers attended sessions focused on their specialized support role. Embedded support specialists worked with Dr. Martina Wagner on intensive intervention practices. Content-area teachers participated in Universal Access training focused on Tier 1 accommodations. Additionally, curriculum and assessment updating and

planning time was afforded to like courses across departments and schools. All educators had significant time for building-directed planning, collaboration, and application of their learning to their home schools.

High School Professional Learning

High school professional learning centered on two essential practices: educators must be deliberate about relationships and cultural responsiveness, and educators must be intentional about learning goals and instructional design. These two commitments create the conditions where students show their thinking, take risks, and see themselves in the curriculum.

August 24-25, all high school educators heard Dr. Treuer's keynote on Indigenous perspectives and creating cultures of belonging. His message gave teachers permission and language to center student identity and indigenous perspectives in curriculum, not as add-ons but as core content. Teachers were struck by his framing that "systemic inequity can be unintentional but still harmful" and his insistence on nuance: "Two things can be true at once." The response moved beyond appreciation to action. Math teachers committed to using wild rice harvesting as data sets. Art teachers committed to grounding units in contemporary Native artists. English teachers revised poetry units to include diverse voices. Spanish teachers explored indigenous language connections. Teachers were making specific, subject-area commitments to curriculum redesign, not adding diversity as a token gesture.

Teachers also recognized that relationships are central to all of this work. One educator captured what many felt: "My biggest takeaway across the week is the incredible power of relationships. I love building connections with my kiddos, and this week made my passion grow and grow." Teachers committed to specific practices: greeting students at the door in week one, learning individual details about each student, tracking one-on-one connections, and using mixed seating and random grouping from day one. They understood that "clear, explicitly taught routines reduce anxiety and create the conditions for learning and belonging" and that norms taught as "shared power" rather than top-down rules help students feel respected and understood.

August 27 brought a second focus: intentional pedagogy. Teachers engaged with Tyler Moberg's Intentional Intelligence Scale, a 4-level framework for AI use that many described as the missing piece they needed. The scale removes yes/no gatekeeping and replaces it with nuance, making expectations clear to students while protecting cognitive load. Teachers recognized that "the 4-tier intentional intelligence scale" gave them language to discuss AI ethically without fear, and they committed to posting the scale and explicitly naming which level applies to each assignment.

Alongside AI, teachers embraced thinking classrooms. Vertical whiteboards, random grouping, low-stakes collaboration, and movement shift classrooms from compliance

culture (checking boxes) to learning culture (actual thinking). Teachers saw this as a pedagogical complement to their work on belonging: "Shift from Compliant Culture to Learning Culture." When students collaborate and build comfort across peer groups, when their thinking is valued, belonging increases.

A third and essential thread throughout all high school professional learning was intentionality and transparency about learning goals. Teachers committed to putting the learning goal on every assignment, not assuming students understand why they're doing something. This simple practice directly counters compliance culture and gives students agency. As one teacher noted, "I plan to give students a list of skills they are developing through completing an assignment so that when they ask why they can't use AI, I can reference the list of things they need to learn instead of just 'You have to write it yourself.'" By making purpose explicit, teachers reduce behavior and engagement issues because students understand the point of the work.

Teachers also explored disciplinary literacy, recognizing that reading and vocabulary instruction should be integral to their content, not a separate skill. Using a three-tier vocabulary framework, teachers identified domain-specific words where they had expertise and committed to teaching vocabulary explicitly. They understood that "students who struggle with literacy feel excluded" and that explicit teaching of vocabulary means more students can access content and feel successful.

Beyond pedagogy, high school educators responsible for social and emotional learning - school counselors, social workers, psychologists - engaged with grief-informed care. They recognized that "no two people grieve the same, grief shows up differently for everyone and it is not our job to fix their pain but to walk alongside them." This work grounds everything else: relationships, intentionality, and learning goals—none of it works if students are grieving and unsupported.

High school educators also engaged with embedded support and co-teaching models, recognizing that both teachers actively support all students, not one teaching and one supporting from the side. This requires intentional planning, clear role definition, shared responsibility, and regular communication about who teaches what and who assesses what.

New Teacher Onboarding

Before workshop week, the district welcomed over 80 new teachers to Minnetonka with a comprehensive four- to eight-day orientation (August 10-20) designed by role and school level. New teacher orientation grounded educators in foundational practices, district systems, and the essential relationships that support educator success.

Elementary new teachers engaged in an integrated orientation focused on the foundational approaches that define Minnetonka elementary practice: Responsive

Classroom practices, Social Thinking with grade-level differentiation, the connection between classroom conditions and Multi-Tiered Systems of Support, and introduction to Minnetonka's structured literacy approach aligned to the science of reading.

Secondary new teachers joined their elementary counterparts the following week. All professional learning this second week was differentiated by role and level. They received system-wide learning together, including school orientation with principals, a luncheon with administrators and school board members, district overview, technology essentials for student iPad management, M-GEM and Q-Comp overview, and mentorship launch. Content teachers focused additionally on student engagement, grading, and anti-bullying. Student support services educators received specialized training on the systems and practices unique to special education in Minnetonka. Elementary educators were introduced to their math and science curriculum as well.

New teacher orientation set the stage for workshop week. Educators arrived at workshop week with foundational knowledge of district systems and approaches, allowing them to engage deeply with the more expansive professional learning that followed.

Professional Learning Days for Paraprofessionals

Paraprofessionals have similar professional learning needs as teachers. For 2026-27, the same priorities for learning were identified: literacy and well-being, connection and belonging. Learning for paraprofessionals was also differentiated based on their roles. Paraprofessionals by contract are provided 8 hours of professional learning. Given the needs, an additional 4 hours were included in 2026-27.

Social and Emotional Learning

Dr. Clay Cook delivered a three-hour keynote for our paraprofessional staff titled "Creating the Conditions for Student Success: Teaching Relational, Proactive and Responsive Practices." His central message was that connection does not happen by accident; student success grows from the mindsets adults bring to their work paired with evidence-based practices. Paraprofessionals left with a clear understanding of how to change the environment and conditions students experience, how to lean into what they can control as a way to influence student behavior, and how to model and reward expected behaviors across all school settings.

Two additional professional learning opportunities have been organized for paraprofessionals. On Friday, October 9, Dr. Joshua Stein, Child and Adolescent Psychiatrist and Chief of Medical Staff at Prairie Care will provide a keynote on educating the perfectionistic child. Following the keynote, paraeducators will select from breakout sessions. On Monday, January 25, 2027, paraprofessionals will have the opportunity to learn from Dr. Anton Treuer, ensuring that each adult working with students in the

Minnetonka Public School system will have an opportunity to build understanding in culturally responsive practices.

August's professional learning demonstrates Minnetonka's commitment to providing sustained, high-quality learning that translates into improved practice. Across all three school levels, educators engaged with research-based frameworks about belonging, well-being, and intentional instruction. By bringing all educators together around Dr. Treuer's work on culturally responsive practices and belonging, while strategically differentiating learning by level and role, the district ensures both coherence and relevance. Every educator in Minnetonka Public Schools now shares common language and commitment to creating cultures of belonging. At the same time, classroom teachers, specialists, support staff, and leaders in each level have the specific knowledge and tools they need for their unique contexts.

At the elementary level, teachers will build safe spaces where students see themselves, create predictable conditions, and explicitly teach foundational skills. At the middle school, teachers will create relational structures, especially through advisory, where students develop strong connections with adults and peers, explore who they are as a learner and a person, and build a sense of belonging as an important member of the school community. Teachers will ensure the curriculum reflects the diversity of student experiences and perspectives. Finally, at the high school, teachers will build strong relationships, be transparent about learning goals, and design intentional instruction with clear purpose.

One additional full day of professional learning experience is planned for this school year, continuing to align with district goals around well-being, belonging, and instructional excellence. This day along with school-embedded learning throughout the second semester will include continued support for literacy implementation across elementary, deepening disciplinary literacy at the secondary, initial professional learning in support of mathematics program shifts, and intensifying Tier 1 instructional responses. Additionally, the District and schools will continue to partner to emphasize areas of focus from fall workshop, including culturally responsive practices, developmental relationships at the teacher level, ongoing support for implementation of social and emotional instruction, and deepening intentional efforts with executive functioning.

In the discussion that followed, Board members thanked Ms. LaDue and Ms. White for the informative report. Board member Kolbinger noted that she had attended Dr. Treuer's middle school presentation and it was wonderful. Student Board representative Aneeqa Sameer said she appreciated the teachers greeting students at the doors of classrooms during the first week of school. She also asked questions regarding how literacy is incorporated into elementary physical education classes and the four tiers of artificial intelligence. Board member Selinger thanked the presenters for the focus on shared vocabulary across all sites, noting its importance. Board Treasurer Browne noted that the City of Minnetonka is also engaging with Dr. Treuer. Board Vice Chair Olson said the

depth and breadth of the professional development offered during Workshop Week was very impressive, and asked leadership to make sure that foundation is part of everyday practice across the District.

REVIEW OF ANNUAL REPORT

For accountability and transparency, the Minnetonka Public School District will publish its *Annual Report* for the 2025-2026 school year in October 2026. Minnetonka uses its *Annual Report* as a primary tool to communicate District goals and results to parents and citizens of the District. Minnetonka's *Annual Report* includes financial data, reports on innovative academic initiatives and student achievement well beyond test scores alone.

Per state guidelines, the report also includes elements required for the annual *Comprehensive Achievement & Civic Readiness Report*, formerly named the *World's Best Workforce Report*. Each district must report on progress toward the following five state goals:

1. All children are ready for school
2. All racial and economic achievement gaps between students are closed
3. All students are ready for career and college
4. All students graduate from high school
5. Prepare students to be lifelong learners

The full *Comprehensive Achievement & Civic Readiness Report* will be available on the District website in mid-December 2026.

Executive Director of Communications JacQui Getty and members of her team then presented the outline, content and key messages of the *2025-26 Annual Report* to the School Board for its input. The Board suggested minor editorial changes.

Superintendent Law noted that the report would be brought back to the October 1 board meeting for approval.

UPDATE ON MATHEMATICS STANDARDS

Associate Superintendent Amy LaDue and Director of Academic Programs presented this item to the Board. They shared the following information with the Board prior to tonight's meeting:

Minnetonka Public Schools' curriculum provides teachers with a framework for achieving world-class excellence by developing rigorous curriculum, instructional strategies, resources, and assessments that aligns to state standards, as outlined in School Board Policy #603. The District is committed to a research-based, systematic curriculum review

process that ensures District curriculum and instructional practices remain aligned with state expectations and current best practices in teaching and learning.

This report provides the School Board with an overview of the 2022 Minnesota K–12 Academic Standards in Mathematics, required under Minnesota Statutes, section 120B.021. The revisions represent the most significant shifts to mathematics at the state level since 2007. This report summarizes what has changed, why it matters, and what it means for instruction, professional learning and for students.

Review and Improvement Process

Minnetonka Public Schools maintains a comprehensive curriculum review process to continuously update and strengthen instruction while ensuring alignment with district priorities and state standards. As new state standards are adopted, a District Mathematics Curriculum Review Committee including Expanded Chairs representing each grade level. This committee engages in a structured alignment process: reviewing current curriculum, identifying essential learnings, prioritizing standards, and planning for professional learning and instructional resources.

The District Mathematics Curriculum Review Committee, composed of K–12 teacher leaders, began this work in winter 2026. Its initial focus has been building shared understanding of what has changed from the prior standards, identifying the instructional shifts math will require, and surfacing the questions school and district leaders should be prepared to answer as implementation moves forward.

Mathematics: 2022 MN K-12 Academic Programs

Minnesota adopted the 2022 K–12 Academic Standards in Mathematics, replacing the 2007 standards, which were reviewed and reaffirmed in 2011. The 2022 standards represent the most significant update to Minnesota’s mathematics expectations in more than 15 years. The Minnesota Department of Education review committee includes K–12 teachers, administrators, and college faculty, and was guided by current research, other states’ recently revised standards, and public feedback.

In Minnetonka the District Mathematics Curriculum Review Committee is actively engaged in alignment work. The team consists of teacher leaders across the entire system representing each grade level, all schools, and English and Immersion programming. K–12 implementation will begin during the 2027–28 school year, with the new MCA IV assessments being completed by students in spring 2028.

How the Standards Are Organized

The standards are organized into three strands, consistent across all grade levels from Kindergarten through Grade 11: Data and Probability, Spatial Reasoning, and Patterns

and Relationships. Within each grade level, these strands are organized into seven anchor standards that also remain consistent K–11: Data Sciences, Chance and Uncertainty, Measurement, Geometry, Number Relationships, Equivalence and Relational Thinking, and Patterns and Relationships.

Two additional dimensions are embedded directly in every benchmark: (1) the eight Standards for Mathematical Practice, describing how mathematically proficient students think and behave, and (2) five Benchmark Contexts that serve as a lens to teach and learn math.

Notable Shifts from the 2007 Standards

FROM (2007 standards)	TO (2022 standards)
Data mostly reserved for students on advanced pathways (AP Statistics, etc.)	Statistics & data science is one of three strands at every grade, K–11, and includes financial literacy and computer science skills for every student
Rigor left undefined, often equated with difficulty or harder problems	Rigor is formally defined as equal intensity of conceptual understanding, application, and procedural skill & fluency, with conceptual understanding built first
Mathematical practices referenced but not embedded in benchmarks	Eight Standards for Mathematical Practice are embedded directly in every benchmark and are now assessable on the MCA
Cultural and real-world context inconsistent across benchmarks	Five Benchmark Contexts: Minnesota Tribal Nations, Financial Literacy, Computer Science, Modeling, and Real-world are embedded directly into benchmarks, including the statutorily required Tribal Nations context

Source: 2022 Minnesota K–12 Academic Standards in Mathematics (updated April 2025); Minnesota Statutes, section 120B.021.

Guaranteed and Viable Curriculum

Consistent with School Board Policy #603, the District Mathematics Curriculum Review Committee uses the Understanding by Design (UbD) framework to guide curriculum development and ensure a guaranteed and viable curriculum. The UbD model organizes curriculum development into three stages: (1) Identify Desired Results: analyzing

standards to determine essential learnings and priority skills; (2) Determine Acceptable Evidence: developing common assessments and performance tasks; and (3) Plan Learning Experiences: designing instructional sequences and selecting resources.

The team is in the early stages of this process which entails prioritizing standards, identifying essential learnings using a process that considers endurance, leverage, and readiness across grade levels, and completing vertical alignment K–12.

At the November Study Session, the School Board will review high school course proposals for review that will be based on the shifts in the 2022 Minnesota Mathematic Standards. This will be followed by a request for School Board to approve these new courses as a part of the annual process in December. Once approved, new courses and updated pathways will be included in the Skipper Log for student registration for the 2027-28 school year.

The District Mathematics Curriculum Review Committee will continue the curriculum review process and alignment work throughout the 2026–27 school year, with an update and any resource adoption requests in late spring or early summer.

Ms. Ladue and Ms. Kane also shared the following information with the Board at the study session:

Statistics and Data Science for Every Student

- One of three strands at every grade
- Data skills including financial literacy and computer science skills
- Expectations grow across the grades
- Grades K-5: Collect and describe data
- Grades 6-8: Sample and draw inferences
- Grades 9-12: Model data and probability

Rigor: Equal Intensity of Three Things (3-legged stool)

- Conceptual understanding – the how and why behind the math
- Application – using math in real, meaningful, and messy situations
- Procedural skill and fluency – accurate, efficient, flexible computation

Dimension 1: Eight Mathematical Practices

- Make sense of problems and persevere
- Reason abstractly and quantitatively
- Construct and critique arguments
- Model with mathematics
- Use tools strategically

- Attend to precision
- Look for and use structure
- Use patterns in repeated reasoning

Dimension 2: Five Benchmark Contexts that Connect Math to Life

- Minnesota Tribal Nations
- Financial Literacy
- Computer Science
- Modeling
- Real-world Applications

What This Means for our Students

- Data literacy for everyone
- Money skills for life
- Math that connects
- Understanding, not just answers

In the discussion that followed, Board member Selinger said she appreciated the emphasis on “understanding by design.” She also asked about the general sentiment among the teachers regarding the changes to the standards. Ms. Kane said the excitement level is high, and there is a high level of engagement in the classrooms already. Student Board representative Drew Errickson said he’s noticed the increased use of whiteboards in the classroom and while it takes some getting used to, he is a fan of it.

REVIEW OF 2026 PAY 2027 PRELIMINARY LEVY

Executive Director of Finance and Operations Paul Bourgeois presented this item to the Board. He noted that Minnesota Statutes require that each school district certify a preliminary property tax levy by September 30 of the calendar year.

The property tax levy set at the preliminary is the maximum amount that the school district can levy when it certifies its final levy in December of the calendar year. Adjustments to the preliminary levy amount can only be made downward after the preliminary levy is certified. School Districts must work with the Minnesota Department of Education (MDE) to calculate the levies allowed under the various statutes utilizing the MDE computerized levy system. The Certified Preliminary Levy must be physically received by the home county auditor no later than September 30, 2026.

The total levy is made up of several dozen individual levy amounts that are calculated based on formulas set in Minnesota Statute by the Legislature. Many of the levies are levies that provide partial revenue for a particular program with the remaining amount

coming as a match from the State of Minnesota, and it is a requirement for the full local share to be levied in order to receive the State contribution. A reduction in those levies will result in a proportional reduction in State aid. Other levies including the Operating Referendum and Technology Levies are voter approved and determined based on the number of enrolled pupils or the value of property in the District. Finally, debt service levies are required to be calculated at 105% of debt service in order to ensure that District bond payments are met even if there are some property tax delinquencies.

The dollar amount of the Certified Preliminary Levy approved by the School Board prior to September 30 of each year becomes the highest amount of the levy - the final levy approved in December can be no greater than the preliminary amount certified by September 30. The only exception to this rule is if an Operating Referendum or Capital Projects Referendum is approved by the voters of the School District at the November election.

As of the date of this School Board Study Session of September 24, 2026, the 2026 Pay 2027 Preliminary Levy is \$73,937,711.89, which is an increase of \$201,598.53 or 0.27% over the 2025 Pay 2026 Levy of \$73,736,113.36.

Mr. Bourgeois then presented on various levy categories, including the Operating Referendum Revenue, Local Optional Revenue, Technology Referendum Revenue, Equity, Q Comp, Operating Capital, Instructional Facilities, Debt Service, and OPEB levies. He also shared the estimated tax impact on a \$300,000, \$500,000, \$700,000 and \$900,000 home.

Superintendent Law noted that the levy would be certified at the special meeting of the Board later this evening.

ADJOURNMENT

The Board adjourned the study session at 7:50 p.m. A special meeting of the Board followed.

CONSENT

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

Board Agenda Item X. c

Title: Payment of Bills

Date: October 1, 2026

OVERVIEW:

Presented for Board approval are the monthly disbursement totals by fund for Minnetonka Public Schools for the month of August 2026.

RECOMMENDATION/FUTURE DIRECTION:

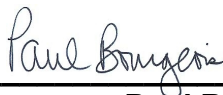
It is recommended that the Board approve the disbursements as presented for the month of August 2026.

Submitted by:



**Peyton Zivkovich
Coordinator of Accounting**

Approved by:



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

Concurrence:



**David Law
Superintendent of Schools**

MINNETONKA DISTRICT #276

TO: David Law

FROM: Peyton Zivkovich

RE: Payment of Bills – August 2026
Board Meeting Date October 1, 2026

The following disbursements are submitted for the month of August:

Recommend the payment of bills in the sum of \$11,172,413.66 by check #496933 - #497246 and ACH #9000000671 - #900000880, and wire transactions #202501976- #202501999, #202502024 - #202502036, #202502048- #20250251, #202502065 - #202502082 as follows:

Aug-26			
	FUND		
01	GENERAL FUND		4,998,315.63
02	CHILD NUTRITION		31,128.74
03	PUPIL TRANSPORTATION		153,732.39
04	COMMUNITY SERVICE FUND		664,448.32
05	CAPITAL EXPENDITURE		182,595.57
07	DEBT SERVICE FUND		64,925.00
09	TRUST - FIDUCIARY FUND		30,142.94
11	EXTRA/CO-CURRICULAR FD		40,795.82
12	ATHLETIC FEE ACCOUNTS		8,810.80
18	CUSTODIAL FUND		2,603.55
20	SELF INSURANCE FUND		138,410.23
40	CULTURAL ARTS CENTER		19,870.21
41	DOMES OPERATIONS		6,645.89
42	AQUATICS PROGRAM		47,890.49
43	PAGEL CENTER		51,257.41
46	LTFM		2,391,232.05
56	CONSTRUCTION PROJECTS		1,123,060.18
66	CAPITAL PROJECTS LEVY		1,216,548.44
		\$	11,172,413.66
	SALARIES	\$	5,258,628.33
	TOTAL	\$	16,431,041.99



Peyton Zivkovich

October 01, 2026
Date

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

Board Agenda Item X. d.

TITLE: Recommended Personnel Items

DATE: October 1, 2026

BACKGROUND: Under the authorization of district policy, the General Counsel and Executive Director of Human Resources makes recommendations for employment, leaves, employee status changes, and resignations and/or release from contracts.

These recommendations are attached. This section includes routine changes affecting an employee's terms and conditions and new hires.

FUTURE ACTION/RECOMMENDATION:

The administration recommends approval of all attached personnel changes.

Submitted by:



Anjie Flowers
General Counsel
and

Executive Director of Human Resources

Concurrence by:



David Law
Superintendent

Human Resources Personnel Recommendations

Licensed Employment

Last Name	First Name	Position	Building	Salary	FTE	Start Date	End Date (if applicable)
NONE							

Non-Licensed Employment

Last Name	First Name	Position	Building	Salary	FTE	Start Date	End Date (if applicable)
ANDERSON	ERIN	YOUTH PROGRAMS OFFICE ASSISTANT	MCEC	\$26.58	1.00	09/14/2026	
DAVIS	JAMES	ASSISTANT SWIM CLUB COACH	AQUATICS	\$22.00	0.10	09/02/2026	
DE ZEE	WILLA	JR EXPLORERS STUDENT ASSISTANT	MCEC	\$12.77	0.3125	09/09/2026	
FOSTER	LANA	LUNCHROOM/PLAYGROUND PARA	GROVELAND	\$22.85	0.375	09/14/2026	
HARRIS	KAYLA	EXPLORERS BEHAVIOR ASSISTANT	DEEPHAVEN	\$22.60	0.7125	09/08/2026	
HAY	ANABEL	EXPLORERS STUDENT ASSISTANT	CLEAR SPRINGS	\$12.77	0.125	08/24/2026	
HEFNY	AZZA	SPECIAL EDUCATION PARA	EXCELSIOR	\$24.87	0.40625	09/08/2026	
HENDRICKSON	CORA	EXPLORERS STUDENT ASSISTANT	SCENIC HEIGHTS	\$12.77	0.1875	09/14/2026	
JONES-WEST	ANNA	EXPLORERS BEHAVIOR ASSISTANT	MINNEWASHTA	\$22.60	0.35	09/08/2026	
KELLER	HALO	EXPLORERS STUDENT ASSISTANT	SCENIC HEIGHTS	\$12.77	0.3125	09/14/2026	
LEE	JACKY	EXPLORERS PROGRAM ASSISTANT	EXCELSIOR	\$19.62	0.50	08/31/2026	
LETO	ISABELLA	EXPLORERS BEHAVIOR ASSISTANT	MINNEWASHTA	\$22.82	0.3125	08/31/2026	
NELSON	AVA	SPECIAL EDUCATION PARA	DEEPHAVEN	\$24.31	0.8125	09/01/2026	
PETERSON	TAYLOR	LUNCHROOM/PLAYGROUND PARA	EXCELSIOR	\$22.85	0.375	08/25/2026	
SHAFFER	ISABELLE	SPECIAL EDUCATION PARA	MHS	\$24.31	0.8125	09/08/2026	
TRAN	MY	SPECIAL EDUCATION PARA	GROVELAND	\$25.75	0.8125	09/03/2026	
TRAUGER	NOAH	SPECIAL EDUCATION PARA	DEEPHAVEN	\$25.75	0.375	09/03/2026	
TRAUGER	NOAH	LUNCHROOM/PLAYGROUND PARA	DEEPHAVEN	\$22.09	0.375	09/03/2026	

Assignment Changes

Last Name	First Name	Modification	Building	FTE	Effective Date	End Date (if applicable)
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ANDERSON	PATRICK	LANGUAGE ARTS LTS TEACHER	MHS	1.00	09/01/2026	10/23/2026
DVORAK	AUBRI	ADD: LUNCHROOM/PLAYGROUND PARA	GROVELAND	0.375	09/01/2026	
FUNK	ELLERY	PROGRAM MANAGER YOUTH RECREATION	MCEC	1.00	09/21/2026	
FURR	DILLON	SCIENCE LTS TEACHER	MMW	1.00	08/24/2026	06/09/2027
GONDECK-BECKER	DAVID	SPECIAL ED TEMPORARY TEACHER	MMW	1.00	09/01/2026	10/14/2026
GUST	DAWN	MIDDLE SCHOOL CLIMATE PARA	MME	1.00	09/02/2026	
HANSON	LAUREN	GRADE 4 LTS TEACHER	EXCELSIOR	1.00	11/20/2026	03/25/2027
HEFNY	AZZA	SPECIAL EDUCATION PARA	EXCELSIOR	0.75	09/08/2026	
HOUSE	MEGHAN	HEALTH PARA	MCEC	0.7875	09/02/2026	
KARASON	NASH-LUKE	LUNCHROOM/PLAYGROUND PARA	SCENIC HEIGHTS	0.28125	09/14/2026	
KLAERS	AMY	GRADE 1 LONG TERM SUB TEACHER	GROVELAND	1.00	10/12/2026	11/24/2026
LANGLAS	MARY	ESL TEACHER	MMW/E LEARNING ELEMENTARY	1.00	08/24/2026	
LAU	RAELYN	ESL TEACHER	MME/E LEARNING ELEMENTARY	1.00	08/24/2026	
LEMOND	ALLISON	SPECIAL EDUCATION PARA	SCENIC HEIGHTS	0.8125	09/01/2026	
LEWIS	HEATHER	ESL TEACHER	CLEAR SPRINGS/EXCELSIOR	1.00	08/24/2026	
MARSH	MONICA	ADD: READING LTS TEACHER	CLEAR SPRINGS	0.18	08/24/2026	12/22/2026
MLEKODAY	MEGAN	ESL TEACHER	CLEAR SPRINGS/SCENIC HEIGHTS	0.95	08/24/2026	06/09/2027
PATTERSON	JOSEPH	LUNCHROOM/PLAYGROUND PARA	DEEPHAVEN	0.375	09/01/2026	
PINT	HEATHER	LUNCHROOM/PLAYGROUND PARA	DEEPHAVEN	0.3125	09/01/2026	
RAHN	SARAH	ADD: READING LTS TEACHER	CLEAR SPRINGS	0.22	08/24/2026	12/22/2026
SVIHEL	ELIZABETH	CLASSROOM PARA FOR ASL	MHS	0.75	09/01/2026	
WATERHOUSE	KYLEEN	NURSE	MCEC/SAIL	1.00	08/17/2026	
WIPF	LAURA	PRINT SHOP PARA	DSC	0.625	09/04/2026	

Leave of Absence

Last Name	First Name	Position	Building	FTE	Leave Start	Leave End
AHLGREN	BETH	SCIENCE TEACHER	MMW	1.00	01/04/2027	06/09/2027
CLYBORNE	KEIRA	EXPLORERS ASST SITE SUPERVISOR	CLEAR SPRINGS	0.925	09/05/2026	11/04/2026
JURADO	MARISSA	GRADE 3 TEACHER SPANISH	MINNEWASHTA	1.00	02/11/2027	06/09/2027
KOTTOM	ERIK	SOCIAL STUDIES TEACHER, SOCIAL STUDIES CHINESE IMM TEACHER	MHS	1.00	01/04/2027	03/25/2027
LELAND	LISA	NAVIGATOR TEACHER	SCENIC HEIGHTS	1.00	11/20/2026	12/11/2026
MAYERLE	SCOTT	SOCIAL STUDIES TEACHER	MHS	1.00	10/05/2026	10/14/2026

MEZA MALDONADO	SAVANNAH	KINDERGARTEN TEACHER SPANISH	MINNEWASHTA	1.00	12/24/2026	04/30/2027
MLEKODAY	MEGAN	ENGLISH AS SECOND LANG TEACHER	CLEAR SPRINGS/SCENIC HEIGHTS	0.05	08/24/2026	06/09/2027
TILAHUN	TIEGIST	CUSTODIAN	MME	1.00	07/13/2026	08/31/2026
ZHANG	EMILY	SPECIAL EDUCATION TEACHER	EXCELSIOR	1.00	01/24/2027	04/16/2027
ZHANG	TIANYI	MUSIC TEACHER	EXCELSIOR	1.00	01/25/2027	02/12/2027
ZHANG	TIANYI	MUSIC TEACHER	EXCELSIOR	1.00	04/19/2027	06/09/2027

Resignations, Retirements, Terminations, Non-Renewals

Last Name	First Name	Position	Building	Effective Date
ARMAGOST	REBECCA	DEPARTMENT SUPPORT OFFICE ASSISTANT	MHS	09/04/2026
CHAMBARGE	MANJUSHRI	EXPLORERS PROGRAM ASSISTANT	MCEC	09/21/2026
COLEMAN	LINDA	ADVANCED LEARNING TEACHER	DEEPHAVEN	10/02/2026
FAIRFIELD-JOHNSON	ALEX	YOUTH RECREATION PROGRAM MANAGER	MCEC	09/18/2026
GOETTSCH	CHAD	CUSTODIAN	MME	09/13/2026
GONZALEZ BURELO	MIRNA	JR EXPLORERS PROGRAM ASSISTANT	MCEC	12/18/2026
JOHNSON	JULIA	EXPLORERS BEHAVIOR ASSISTANT	GROVELAND	09/18/2026
KLINKER	ROBYN	DIRECTOR OF HUMAN RESOURCES	DSC	06/30/2027
KRIDER	KASHONNA	EXPLORERS PROGRAM ASSISTANT	GROVELAND	09/10/2026
MCGILL	SUSAN	SPECIAL EDUCATION TEACHER	MHS	12/22/2026
MOGELSON	MARLEE	COOK HELPER	CLEAR SPRINGS	09/07/2026
PEACOCK	JEFF	CUSTODIAN	MHS	11/06/2026
RHEIN	REX	CUSTODIAN	EXCELSIOR	11/01/2026
ROBERTS	DOUGLAS	NETWORK ENGINEER FOR THE TECH DEPARTMENT	DISTRICT TECHNOLOGY CENTER	10/30/2026
SNYDER	ELLA	SWIM INSTRUCTOR	AQUATICS	09/16/2026
SPEEDLING	AVA	JR EXPLORERS PROGRAM AIDE	MCEC	08/28/2026
SUTLIFF	REBECCA	STUDENT ACCOUNTING ENROLLMENT OFFICE ASSISTANT	DSC	09/11/2026

In-District Appointments

Last Name	First Name	Position	Building	Start Date	End Date (if applicable)
ABELSEN	SARAH	MUSIC CLASSROOM K-8 DEPARTMENT CHAIR	MINNEWASHTA	09/01/2026	06/09/2027
ABRAHAM	JUSTIN	DEBATE ASSISTANT COACH	MHS	09/01/2026	01/29/2027
ADAMS	MARCELLA	FALL SIDELINE CHEER ASSISTANT COACH	MHS	08/17/2026	10/23/2026

ADAMS	TARYN	ADAPTED SOCCER ASSISTANT COACH	MHS	09/08/2026	11/23/2026
ALEXANDER	KAYLENE	SCIENCE 6-8 MMW DEPARTMENT CHAIR	MMW	09/01/2026	06/09/2027
ALTO	BETH-ANN	WORLD LANGUAGE 6-12 DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
ANDERSON	MOLLIE	YEARBOOK ADVISOR	MMW	09/14/2026	03/22/2027
ANDERSON	CHRISTA	FALL MUSICAL CHOREOGRAPHER	MMW	09/18/2026	11/02/2026
ANDRUSKIEWICZ	TONYA	UNIFIED CO-HEAD/CO-ASSISTANT COACH	MHS	09/01/2026	05/28/2027
ANDRUSKIEWICZ	TONYA	ASSISTANT GIRLS CROSS COUNTRY COACH	MME	09/01/2026	10/23/2026
AUGUSTINE	ALEXANDER	DEBATE ASSISTANT COACH	MHS	09/01/2026	01/29/2027
BAHR	NICHOLAS	COMPUTER SCIENCE 6-12 DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
BAKKE	JOSHUA	PHYSICAL EDUCATION 6-12 CO-CHAIR	MME	09/01/2026	06/09/2027
BALA	DHIPAK	ROBOTICS CO-HEAD/CO-ASSISTANT ADVISOR	MHS	08/17/2026	05/07/2027
BALLOY	CHRISTINA	PHYSICAL EDUCATION 6-12 CO-CHAIR	MHS	09/01/2026	06/09/2027
BARKER	ALEX	HEAD GIRLS TENNIS COACH	MMW	09/01/2026	10/23/2026
BARTHELEMY	TYLER	GIRLS SOCCER ASSISTANT COACH	MHS	08/17/2026	11/09/2026
BAUMER	ALYSSA	YEARBOOK HEAD ADVISOR	MHS	09/01/2026	05/28/2027
BEARE	CAROL	HEAD GIRLS CROSS COUNTRY COACH	MMW	08/17/2026	10/27/2026
BECKER	MEGHAN	SPECIAL EDUCATION 6-8 DEPARTMENT CHAIR	MMW	09/01/2026	06/09/2027
BELL	JASON	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
BERG	DEMI	SOCIAL STUDIES 6-8 MMW DEPARTMENT CHAIR	MMW	09/01/2026	06/09/2027
BERLIN	KYLE	ASSISTANT VOLLEYBALL COACH	MMW	09/08/2026	10/22/2026
BIEBER	AMY	SPECIAL EDUCATION 9-12 OPERATIONAL DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
BIELSKI	SARA	GIRLS SWIM AND DIVE ASSISTANT COACH	MHS	08/17/2026	11/20/2026
BIELSKI	DANIEL	GIRLS SWIM & DIVE ASSISTANT COACH	MHS	08/17/2026	11/20/2026
BIERLY	DAVID	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
BJORLIN	PETER	HEAD VOLLEYBALL COACH	MMW	09/02/2026	10/23/2026
BOEGEL	DAVID	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
BOIKE	JESSICA	GIRLS TENNIS HEAD COACH	MHS	08/17/2026	10/30/2026
BOULTER	KARL	ROBOTICS ASSISTANT ADVISOR	MHS	09/14/2026	05/07/2027
BOYUM	TRENT	DRAMA-FALL MUSICAL DIRECTOR	MHS	09/08/2026	11/23/2026
BOYUM	TRENT	ONE ACT PLAY DIRECTOR	MHS	12/14/2026	02/04/2027
BOYUM	TRENT	SPRING MUSICAL DIRECTOR	MHS	02/22/2027	05/10/2027
BRADLEY	JOHN	GIRLS SWIM & DIVE HEAD COACH	MHS	08/17/2026	11/20/2026

BRAUSEN	BETHANY	GIRLS CROSS COUNTRY ASSISTANT COACH	MHS	08/17/2026	11/09/2026
BREIDENBACH	JENIFER	KNOWLEDGE BOWL ADVISOR	MHS	10/01/2026	04/02/2027
BREWER	ANDRE	CHEER HEAD COACH	MHS	08/17/2026	10/23/2026
BROWN	TERRY	MEN OF COLOR CO-ASSISTANT ADVISOR	MHS	09/01/2026	05/28/2027
BUISMAN	KERI	ELT 3-5 DEPARTMENT CHAIR	GROVELAND	09/01/2026	06/09/2027
BURFEIND	MITCHELL	TECH ED 6-12 DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
BURFEIND	MITCHELL	ARCHITECTURAL ENGINEERING TEAM ADVISOR	MHS	09/01/2026	05/28/2027
BURFEIND	MITCHELL	SUPERMILEAGE ADVISOR	MHS	09/01/2026	05/28/2027
BURNS	MARGARET	ASSISTANT GIRLS CROSS COUNTRY COACH	MMW	08/17/2026	10/27/2026
CADA	JAMES	WINTER PLAY DIRECTOR	MHS	12/14/2026	02/22/2027
CARCAMO	ERIN	FALL MUSICAL PRODUCTION	MMW	09/18/2026	11/02/2026
CARTER	TRISTAN	HEAD GOLF COACH	MME	09/01/2026	10/23/2026
CASTILLO	SHANIA	WOMEN OF COLOR LEAD ADVISOR	MHS	09/01/2026	05/28/2027
CASTILLO	SHANIA	ACADEMIC ANCHORS ADVISOR, SEMESTER 1	MHS	09/01/2026	01/25/2027
CASTILLO	SHANIA	ACADEMIC ANCHORS ADVISOR, SEMESTER 2	MHS	01/26/2027	06/08/2027
CRIST	JENNIFER	DRAMA-FALL-CHOREOGRAPHER	MHS	09/08/2026	11/28/2026
CROYLE	JOHN	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
CUSHING	JORDAN	LANGUAGE ARTS 9-12 OPERATIONAL DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
CUTSHALL	SUZANNE	SCIENCE K-5 DEPARTMENT CHAIR	GROVELAND	09/01/2026	06/09/2027
DAHL	EMMA	CHEERLEADING SPARKLERS CO-ASSISTANT COACH	MHS	08/17/2026	11/20/2026
DAHL	EMMA	BEST BUDDIES CO-HEAD ADVISOR	MHS	09/01/2026	05/28/2027
DAMMANN	BRYAN	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
DICKINSEN	BRENNAN	ACTIVITIES DIRECTOR	MMW	09/01/2026	06/08/2027
DICKINSEN	BRENNAN	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
DILL	RACHEL	GIRLS VOLLEYBALL ASSISTANT COACH	MHS	08/17/2026	11/16/2026
DOBLE	NICHOLAS	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
DROBINSKI	JACK	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
DURKEE	RUSSELL	ASTRONOMY CLUB ADVISOR	MHS	09/01/2026	05/14/2027
EICHLER	ELIZABETH	STUDENT GOVERNMENT ASSISTANT ADVISOR	MHS	09/01/2026	05/28/2027
ESTERBERG	JACOB	MARCHING BAND ASSISTANT DIRECTOR	MHS	08/17/2026	10/30/2026
FALCONER	ALEXANDER	ASSISTANT BOYS' CROSS-COUNTRY COACH	MME	09/01/2026	10/23/2026
FISHER	KELLY	READING K-5 DEPARTMENT CHAIR	EXCELSIOR	09/01/2026	06/09/2027

FRANCOIS	RODNEY	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
FREITAS	SAMANTHA	GIRLS SWIM AND DIVE ASSISTANT COACH	MHS	08/17/2026	11/20/2026
GEISLER	JEFFERY	DRAMA-FALL-SOUND DESIGN	MHS	09/08/2026	11/28/2026
GEMEDA	MERGA	BOYS CROSS COUNTRY ASSISTANT COACH	MHS	08/17/2026	11/09/2026
GILHOUSEN	EMMA	PERFORMANCE DANCE ASSISTANT COACH	MHS	08/17/2026	10/23/2026
GILHOUSEN	EMMA	BEST BUDDIES CO-HEAD ADVISOR	MHS	09/01/2026	05/28/2027
GOMER	CONNOR	MATH 9-12 OPERATIONAL DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
GONDECK-BECKER	DAVID	VOLLEYBALL ASSISTANT COACH	MMW	09/02/2026	10/23/2026
GORECKI	MADISON	GIRLS TENNIS ASSISTANT COACH	MHS	08/17/2026	10/30/2026
GORMAN	MATHEW	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
GOTZ	JOEL	DRAMA-FALL MUSICAL VOICE DIRECTOR	MHS	09/08/2026	11/23/2026
GREEN	EVAN	ASSISTANT BOYS CROSS COUNTRY COACH	MMW	08/17/2026	10/27/2026
GRIFFITH	ALEXANDER	LANGUAGE ARTS 6-8 MMW DEPARTMENT CHAIR	MMW	09/01/2026	06/09/2027
GRIFFITH	ALEXANDER	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
GURLEY	CAREINO	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
GURLEY	CAREINO	MEN OF COLOR HEAD ADVISOR	MMW	09/17/2025	06/10/2026
GURLEY	CAREINO	MEN OF COLOR LEAD ADVISOR	MHS	09/01/2026	05/28/2027
HANSON	KELLI	ADAPTED SOCCER ASSISTANT COACH	MHS	09/08/2026	11/23/2026
HANZAL	JADON	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
HARLEY RUHLAND	CLAIRE	VANTAGE 9-12 OPERATIONAL DEPARTMENT CHAIR	MHS VANTAGE MOMENTUM	09/01/2026	06/09/2027
HARLEY RUHLAND	CLAIRE	MODEL UN ADVISOR	MHS	09/01/2026	03/12/2027
HAYDEN	NATHANIEL	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
HEGNA	KINSEY	ADAPTED SOCCER HEAD COACH	MHS	09/08/2026	11/23/2026
HEGNA	KINSEY	ADAPTED SPORTS COORDINATOR	MHS	08/17/2026	05/21/2027
HENDRICKSON	GRANT	SOCIAL STUDIES 9-12 OPERATIONAL DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
HERBERT	SAVANNAH	FALL CHEER ASSISTANT COACH	MHS	08/17/2026	10/23/2026
HERBST	LAURA	AP/IB COORDINATOR, SUMMER WORK	MHS	07/01/2026	08/21/2026
HILL	MEGAN	MATH K-5 DEPARTMENT CHAIR	GROVELAND	09/01/2026	06/09/2027
HOEFT	CARSON	HEAD CROSS-COUNTRY COACH - BOYS	MME	09/01/2026	10/23/2026
HOLTE	TANNER	MATH TEAM HEAD ADVISOR	MHS	12/01/2026	05/28/2027
HOPKINS	JEFFERY	GIRLS SOCCER HEAD COACH	MHS	08/17/2026	11/09/2026
HOWARD	ANDREW	ASSISTANT GOLF COACH	MME	09/01/2026	10/23/2026

JOHNSEN	LAUREN	ECFE/ECSE (EARLY CHILDHOOD) BIRTH-K DEPARTMENT CHAIR	MCEC	09/01/2026	06/09/2027
JOHNSON	ALEXANDER	BOYS SOCCER ASSISTANT COACH	MHS	08/17/2026	11/09/2026
JOHNSON	ROON	BOYS SOCCER ASSISTANT COACH	MHS	08/17/2026	11/09/2026
JOHNSON	REBECCA	STUDENT GOVERNMENT LEAD ADVISOR	MHS	09/01/2026	05/28/2027
JOHNSON	ALEXANDER	NATIONAL HONOR SOCIETY (NHS) ADVISOR	MHS	09/01/2026	05/28/2027
KAHLMAYER	PAIGE	GIRLS SOCCER ASSISTANT COACH	MHS	08/17/2026	11/09/2026
KARON	ISMAIL	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
KARON	ISMAIL	MEN OF COLOR CO-ASSISTANT ADVISOR	MHS	09/01/2026	05/28/2027
KATZENBERGER	KARL	GIRLS VOLLEYBALL HEAD COACH	MHS	08/17/2026	11/16/2026
KELII	BARBARA	BEST BUDDIES HEAD ADVISOR	SAIL	09/01/2026	05/28/2027
KERN	SEAN	LANGUAGE ARTS 9-12 INSTRUCTIONAL DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
KING	JARED	VANTAGE 9-12 INSTRUCTIONAL DEPARTMENT CHAIR	VANTAGE MOMENTUM	09/01/2026	06/09/2027
KLEIN	CASSANDRA	GIRLS CROSS COUNTRY ASSISTANT COACH	MHS	08/17/2026	11/09/2026
KLEIN	CASSANDRA	NATIONAL TESTING COORDINATOR	MHS	09/01/2026	06/09/2027
KLEINDL	KEVIN	JAZZ BAND DIRECTOR	MHS	09/01/2026	05/28/2027
KLEINDL	KEVIN	MARCHING BAND DIRECTOR	MHS	08/17/2026	10/30/2026
KOENITZER	MARY	NATIONAL ART CLUB CO-ADVISOR	MHS	09/01/2026	05/28/2027
KOHOUT	CHRISTINE	PHYSICAL EDUCATION K-5 DEPARTMENT CHAIR	SCENIC HEIGHTS	09/01/2026	06/09/2027
KOLNBERGER	LOGAN	PERFORMANCE DANCE ASSISTANT COACH	MHS	08/17/2026	10/23/2026
KOTTKE	TAMRA	YEARBOOK ASSISTANT ADVISOR	MHS	09/01/2026	05/28/2027
KOTTOM	ERIK	SOCIAL STUDIES 9-12 INSTRUCTIONAL DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
KRENIK	LAURA	GIRLS TENNIS ASSISTANT COACH	MHS	08/17/2026	10/30/2026
LACASSE	RYAN	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
LEWIS	KELLY	HEAD BOYS CROSS COUNTRY COACH	MMW	08/17/2026	10/27/2026
LEWIS	KELLY	MATHEMATICS 6-8 MMW DEPARTMENT CHAIR	MMW	09/01/2026	06/09/2027
LEWIS	LISA	DEBATE ASSISTANT COACH	MHS	09/01/2026	01/29/2027
LITTMANN	CHRISTINE	ASSISTANT VOLLEYBALL COACH	MME	09/01/2026	10/23/2026
LOCHNER	KAITLIN	MOCK TRIAL ASSISTANT ADVISOR	MHS	09/01/2026	03/05/2027
LOLICH	STEPHANIE	BUSINESS 9-12 DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
MAGER	KARLEY	GIRLS SOCCER ASSISTANT COACH	MHS	08/17/2026	11/09/2026
MAGER	KARLEY	QUIZ BOWL ASSISTANT	MHS	09/14/2026	06/11/2027
MAKI	JONATHAN	NATIONAL ART CLUB CO-ADVISOR	MHS	09/01/2026	05/28/2027

MARKS	REBECCA	INTERACT ADVISOR	MHS	09/01/2026	05/28/2027
MARTINSON	SARA	MEDIA/TECHNOLOGY K-12 CO-CHAIR	MHS	09/01/2026	06/09/2027
MASTELLER	CHET	QUIZ BOWL HEAD ADVISOR	MHS	09/01/2026	06/11/2027
MCDEVITT	FRANCIS	HEALTH 6-8 DEPARTMENT CHAIR	MMW	09/01/2026	06/09/2027
MCGLOSSON	CYNTHIA	MATHEMATICS 6-8 MME DEPARTMENT CHAIR	MME	09/01/2026	06/09/2027
MCWHIRTER	CAITLIN	MODEL UN ASSISTANT ADVISOR	MHS	09/01/2026	03/12/2027
MEEHAN	KIMBERLY	MOCK TRIAL HEAD ADVISOR	MHS	09/01/2026	03/05/2027
MEEHAN	KIMBERLY	YOUTH IN GOVERNMENT ADVISOR	MHS	09/01/2026	01/15/2027
MENKE	JENA	MUSIC VOCAL 6-12 DEPARTMENT CHAIR	MMW	09/01/2026	06/09/2027
MENKE	JENA	SELECT CHOIR (HONOR CHOIR) ADVISOR	MMW	10/02/2026	05/28/2027
MONA	CHELSEY	ROBOTICS CO-HEAD ADVISOR	MHS	08/17/2026	05/07/2027
MONAGHAN	KIERAN	ACTIVITIES COORDINATOR	MME	09/01/2026	06/08/2027
MOON	TAYLOR	COACH WINTER STRENGTH & CONDITIONING	MHS	11/30/2026	03/26/2027
MOON	TAYLOR	HEAD COACH SPRING STRENGTH & CONDITIONING	MHS	03/30/2027	06/12/2027
MOON	TAYLOR	HEAD COACH FALL STRENGTH & CONDITIONING	MHS	08/30/2026	11/27/2026
MOORE	MICHAEL	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
MORTENSEN	MILES	INSTRUMENTAL MUSIC 4-12 DEPARTMENT CHAIR	DEEPHAVEN	09/01/2026	06/09/2027
MOSIMAN	KELLEY	BREEZES NEWSPAPER HEAD ADVISOR	MHS	09/01/2026	05/28/2027
MOZINGO	MELANIE	ART K-5 DEPARTMENT CHAIR	MINNEWASHTA	09/01/2026	06/09/2027
MUELLER	MATTHEW	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
MURPHY	DANIEL	INTERACT ADVISOR	MHS	09/01/2026	05/28/2027
NANDAKUMAR	BHUVANA	SCIENCE 9-12 INSTRUCTIONAL DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
NELSON	JESSE	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
NELSON	STEPHANIE	HOSA CO-HEAD/CO-ASSISTANT ADVISOR	MHS	10/01/2026	05/28/2027
NEWMAN	JOEL	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
NEWMAN	JOEL	IMMERSION SPANISH 6-8 DEPARTMENT CHAIR	MME	09/01/2026	06/09/2027
NORTHWAY	RENEE	ASSISTANT VOLLEYBALL CO-COACH	MME	09/01/2026	10/23/2026
NUGENT	STEVEN	GIRLS SOCCER ASSISTANT COACH	MHS	08/17/2026	11/09/2026
OLSON	PAUL	GIRLS SOCCER ASSISTANT COACH	MHS	08/17/2026	11/09/2026
OLSON	MALORIE	DECA CO-HEAD/CO-ASSISTANT ADVISOR	MHS	09/01/2026	04/30/2027
OLSON	STACIE	HEAD CROSS-COUNTRY COACH GIRLS	MME	09/01/2026	10/23/2026
O'NEILL	AMY	HIGH POTENTIAL K-5 DEPARTMENT CHAIR	EXCELSIOR	09/01/2026	06/09/2027

OPSAL	JASON	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
OPSAL	JASON	HEALTH 9-12 DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
OVERLID	KATHRYN	DECA CO-HEAD/CO-ASSISTANT ADVISOR	MHS	09/01/2026	04/30/2027
PAULSON	ERIK	DRAMA-FALL-SET/SCENIC DESIGN	MHS	07/01/2026	09/25/2026
PETERS	JENNIFER	LANGUAGE ARTS K-5 DEPARTMENT CHAIR	DEEPHAVEN	09/01/2026	06/09/2027
PETERSON	ALISON	SCIENCE 9-12 OPERATIONAL DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
PETERSON	JACOB	BOYS CROSS COUNTRY ASSISTANT COACH	MHS	08/17/2026	11/09/2026
PETERSON	ALISON	FIELD BIOLOGY CLUB ADVISOR	MHS	09/01/2026	05/28/2027
PHILLIPS	KELLY	SPECIAL EDUCATION K-5 DEPARTMENT CHAIR	CLEAR SPRINGS	09/01/2026	06/09/2027
PICHA	TAMMY	FACS 6-12 DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
PIERCE	JOHN	GIRLS VOLLEYBALL ASSISTANT COACH	MHS	08/17/2026	11/16/2026
RAFFERTY	JAYNA	ELL E-12 DEPARTMENT CHAIR	EXCELSIOR	09/01/2026	06/09/2027
REED	LISA	STUDENT GOVERNMENT CO ADVISOR	MMW	09/15/2026	01/12/2027
RICHARDS	DANIEL	GIRLS TENNIS ASSISTANT COACH	MHS	08/17/2026	10/30/2026
ROELS	RENEE	ART 6-8 CO-CHAIR	MME	09/01/2026	06/09/2027
ROJAS INJANTE	JESSICA	IMMERSION SPANISH K-5 DEPARTMENT CHAIR	MINNEWASHTA	09/01/2026	06/11/2027
ROSATI	LAURA	STUDENT GOVERNMENT CO ADVISOR	MMW	09/15/2026	01/12/2027
SALCEDO	JUAN	BOYS SOCCER ASSISTANT COACH	MHS	08/17/2026	11/09/2026
SALCEDO	JUAN	EARTH CLUB ADVISOR	MHS	09/01/2026	05/28/2027
SAMSAL	NICHOLAS	BOYS SOCCER ASSISTANT COACH	MHS	08/17/2026	11/09/2026
SCHOENEGER	ANNA	ASSISTANT BOYS CROSS-COUNTRY COACH	MME	09/01/2026	10/23/2026
SEVERSON	DANA	FIRST MATES LEAD ADVISOR 2025-2026	MHS	08/01/2025	06/11/2026
SHERRY	JOSEPH	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
SHOEMAKER	DAVID	FOOTBALL EQUIPMENT MANAGER	MHS	08/17/2026	11/28/2026
SHOEMAKER	DAVID	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
SMALL	JULIA	LANGUAGE ARTS 6-8 MME DEPARTMENT CHAIR	MME	09/01/2026	06/09/2027
SMITH	ANDY	VIDEO PRODUCTION CLUB ADVISOR	MHS	09/01/2026	05/28/2027
STAUDER	JACQULIN	FALL MUSICAL SET DESIGN	MMW	09/18/2026	11/02/2026
STEPHEN	JAMES	GIRLS VOLLEYBALL ASSISTANT COACH	MHS	08/17/2026	11/16/2026
STILES	THOMAS	SCIENCE 6-8 MME DEPARTMENT CHAIR	MME	09/01/2026	06/09/2027
STORLIE	SCOTT	GIRLS SOCCER ASSISTANT COACH	MHS	08/17/2026	11/09/2026
STORLIEN	DANIEL	BOYS SOCCER HEAD COACH	MHS	08/17/2026	11/09/2026

STROM	TYLER	GIRLS SOCCER ASSISTANT COACH	MHS	08/17/2026	11/09/2026
SUAREZ	CAROLYN	SOCIAL STUDIES K-5 DEPARTMENT CHAIR	MINNEWASHTA	09/01/2026	06/09/2027
SUN	YI	IMMERSION CHINESE K-5 DEPARTMENT CHAIR	EXCELSIOR	09/01/2026	06/09/2027
SWAGEL	EMILY	ART 6-8 CO-CHAIR	MMW	09/01/2026	06/09/2027
TAYLOR	CHRISTINA	PERFORMANCE DANCE ASSISTANT COACH	MHS	08/17/2026	10/23/2026
TESDAHL	BRYCE	FALL STRENGTH, CONDITIONING & WEIGHT TRAINING SUPERVISOR	MHS	09/01/2026	11/13/2026
TOLLBERG	LORI	GIRLS TENNIS ASSISTANT COACH	MME	09/01/2026	10/23/2026
TUTHILL	STEVEN	HIGH SCHOOL EQUIPMENT MANAGER	MHS	08/17/2026	06/17/2027
UNGERMAN	HANNAH	SPECIAL EDUCATION 9-12 INSTRUCTIONAL DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
VANBENSCHOTEN	MATTHEW	BOYS SOCCER ASSISTANT COACH	MHS	08/17/2026	11/09/2026
VANCE	ANDREW	DRAMA-FALL-LIGHT DESIGN	MHS	09/08/2026	11/07/2026
VENNES	STEPHENIE	GIRLS SWIM AND DIVE ASSISTANT COACH	MHS	08/17/2026	11/20/2026
WATRAS	MARY JEAN	DECA ASSISTANT ADVISOR	MHS	09/01/2026	04/30/2027
WAVRIN	MATTHEW	GIRLS VOLLEYBALL ASSISTANT COACH	MHS	08/17/2026	11/16/2026
WAVRIN	AMANDA	COUNSELING K-12 DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
WEAVER	DANIEL	FALL SIDELINE CHEER ASSISTANT COACH	MHS	08/17/2026	10/23/2026
WERNER	DOUGLAS	SOCIAL STUDIES 6-8 MME DEPARTMENT CHAIR	MME	09/01/2026	06/09/2027
WERNER	ANDREW	DECA CO-HEAD/CO-ASSISTANT ADVISOR	MHS	09/01/2026	04/30/2027
WESTMEYER	JONATHAN	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
WHEATON	DANIEL	GIRLS TENNIS ASSISTANT COACH	MHS	08/19/2026	10/30/2026
WHEATON	BENJAMIN	GIRLS TENNIS ASSISTANT COACH	MHS	08/17/2026	10/30/2026
WHITCOMB	BENJAMIN	MATH 9-12 INSTRUCTIONAL DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
WHITESIDE	KELLI	MEDIA/TECHNOLOGY K-12 CO-CHAIR	DSC	09/01/2026	06/09/2027
WIENS	KAYLEE	CHEERLEADING SPARKLERS CO-ASSISTANT COACH	MHS	08/17/2026	11/20/2026
WOLFE	ETHAN	FOOTBALL ASSISTANT COACH	MHS	08/17/2026	11/30/2026
WOODRUFF	REILLY	GIRLS ASSISTANT TENNIS COACH	MMW	09/08/2026	10/23/2026
YOUNG	SARAH	ART 9-12 DEPARTMENT CHAIR	MHS	09/01/2026	06/09/2027
ZIMPRICH	BAILEY	GIRLS VOLLEYBALL ASSISTANT COACH	MHS	08/17/2026	11/16/2026
ZINS	MICHELLE	READING 6-12 DEPARTMENT CHAIR	MMW	09/01/2026	06/09/2027

Human Resources Personnel Recommendations - End of document

**SCHOOL BOARD
Minnetonka ISD #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda X.e

Title: Gifts and Donations

Date: October 1, 2026

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 authority of the Minnetonka School Board.

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Principal's Discretionary Fund:

Charities Aid Foundation America	\$60.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Family Collaborative Fund:

Deephaven Elementary School PTA	\$400.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Clear Springs Elementary Principal's Discretionary Fund:

Julie McClure	\$250.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Clear Springs Elementary School Outdoor Classroom Construction Fund:

Jeffers Foundation	\$2500.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Clear Springs Elementary School In-House Monarch Field Trip Fund:

Jeffers Foundation	\$125.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Clear Springs Elementary School Field Trip Fund:

Clear Springs Elementary School PTO	\$3000.00
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RECOMMENDATION: That the School Board accepts the following donations to the Scenic Heights Elementary School Orchestra Department:

Judy Zier	Euphonium
Linlin Wang	2 Violins

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Dr. Dennis Peterson Scholarship Fund for Graduating Seniors:

Dr. Dennis Peterson	\$150.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Middle School West Principal's Discretionary Fund:

The Blackbaud Giving Fund	\$8.40
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TOTAL GIFTS AND DONATIONS FOR 2025-2026*

=\$244,422.60

*Total amount reflects gifts & donations submitted for board approval in 2025-2026

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 X. f

Title: Electronic Fund Transfers

Date: October 1, 2026

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 August 2026.

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

August				
DATE	PAYEE			AMOUNT
8/3/2026	AP Payment			7,085.49
8/3/2026	Wex			967.34
8/3/2026	Computershare			357.82
8/3/2026	Delta Dental			26,532.96
8/6/2026	Claims Blue Cross Blue Shield			480,536.17
8/7/2026	Payroll			2,224,955.41
8/10/2026	AP Payment			112,362.79
8/10/2026	Wex			10,781.07
8/10/2026	Delta Dental			28,419.97
8/13/2026	Claims Blue Cross Blue Shield			309,309.27
8/17/2026	AP Payment			1,457,699.41
8/17/2026	Wex			14,237.11
8/18/2026	Delta Dental			24,406.87
8/20/2026	Claims Blue Cross Blue Shield			328,016.88
8/21/2026	Payroll			3,034,372.92
8/21/2026	Delta Dental			6,841.67
8/24/2026	AP Payment			667,305.42
8/24/2026	Wex			18,260.85
8/24/2026	Delta Dental			30,493.44
8/25/2026	Wex Admin Fee			4,037.75
8/25/2026	Computershare			53,822.93
8/27/2026	Northland Bond Services			64,925.00
8/27/2026	Claims Blue Cross Blue Shield			324,481.69
8/31/2026	AP Payment			237,965.32
8/31/2026	Wex			12,625.74
8/31/2026	Delta Dental			33,927.22
August	Athletic CC Processing Fees			170.70
August	Bank Monthly Service Charge			1,067.51
August	MCEC Credit Card Processing Fees			1,314.00
August	MSDLAF Fees			-
August	Mtka Webstore CC Processing Fees			3,463.55
August	Postage			300.00
August	Art Center CC Processing Fees			578.12
				\$ 9,521,622.39
August				
INVESTMENT		MATURITY	INTEREST	ENDING
DESCRIPTION	BANK	DATE	RATE	BALANCE
Money Market	Alerus Bank ICS Savings	NA	1.40%	4,277,062.03
Money Market	MSDLAF+ Liquid Class	NA	3.54%	14,068,271.36
Money Market	MSDLAF+ MAX Class	NA	3.64%	11,368,718.66
Term	MSDLAF	NA	Var	70,250,000.00
CD	MSDLAF	NA	Var	8,925,000.00
Money Market	PMA IS	NA	3.61%	11,893,760.04
Municipal Bonds	Northland Securities	NA	2.80%	720,278.91
Various	Wells Fargo OPEB	NA	Var	15,766,498.63
				\$ 137,269,589.63

CONSENT

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

Board Agenda Item X. g

**Title: Approval of Transportation Contract for
FY2028 through FY2031**

Date: October 1, 2026

EXECUTIVE SUMMARY

The four-year contract with First Student for regular transportation and special education transportation expires on June 30, 2027.

Minnesota Statutes 123B.52 Subdivision 3 allows for the contracting for the transportation of school children by direct negotiations.

Administration has been in direct negotiation with First Student for transportation of District students over the past several months for transportation services from FY2028 through FY2031.

An agreement has been reached for all aspects of the current contract to continue forward, with adjustments to the rates per bus route to increase at the following levels:

FY2028	4.50%
FY2029	3.00%
FY2030	3.00%
FY2031	3.00%

The rate increase proposed for FY2028 is at an amount that would allow First Student to offer new drivers a \$30.00 per hour pay rate. This amount is necessary to allow First Student to compete for sufficient employees to staff all routes in a very competitive labor market.

The rates for FY2029 through FY2031 reflect the average annual Consumer Price Index increase over the past 114 years since 1912 as tracked by the Minneapolis Federal Reserve Bank.

ATTACHMENTS

FY2028-FY2031 First Student Transportation Proposal Summary
Regular and Special Education Transportation Rates Per Route FY2028-FY2031
Contract For Student Transportation Services Fiscal Years 2028 Through 3031

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approved the contract with First Student of Tonka Bay, MN for student transportation services for Fiscal Years 2028 through 2031 and authorize administration to execute and administer the contract.

RECOMMENDED RESOLUTION

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve a contract with First Student of Tonka Bay, MN, for transportation services for Fiscal Years 2028 through 2031, with rate increases per route of 4.50% for FY2028, 3.00% for FY2029, 3.00% for FY2030, and 3.00% for FY2031, and authorizes administration to execute and administer the contract.

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:



David Law, Superintendent

MINNETONKA ISD 276
FY2028-FY2031
FIRST STUDENT TRANSPORTATION PROPOSAL SUMMARY

CURRENT COSTS

	<u>FY2027</u>	<u>FY2028</u>	<u>FY2029</u>	<u>FY30</u>	<u>FY31</u>	<u>FOUR YEAR TOTAL</u>
<u>Regular</u>						
To and From	\$ 4,446,378.53	\$4,646,466	\$4,785,860	\$4,929,435	\$5,077,318	
Mid Day	\$ 254,601.90	266,059	274,041	282,262	290,730	
Total Operating	\$ 4,700,980.43	\$4,912,525	\$5,059,900	\$5,211,697	\$5,368,048	\$20,552,170
Proposed Dollar Change		\$211,544	\$147,376	\$151,797	\$156,351	\$667,068
Percent Change		4.50%	3.00%	3.00%	3.00%	
 <u>Special Needs</u>						
To and From	\$ 1,412,735.30	\$1,476,308	\$1,520,598	\$1,566,216	\$1,613,202	
Mid Day	\$ 127,300.95	133,029	137,020	141,131	145,365	
Total Operating	\$ 1,540,036.25	\$1,609,338	\$1,657,618	\$1,707,347	\$1,758,567	\$6,732,869
Proposed Dollar Change		\$69,302	\$48,280	\$49,729	\$51,220	\$218,531
Percent Change		4.50%	3.00%	3.00%	3.00%	
 Total Operating Proposal	\$ 6,241,016.68	\$6,521,862	\$6,717,518	\$6,919,044	\$7,126,615	\$27,285,040
Proposed Dollar Change		\$280,846	\$195,656	\$201,526	\$207,571	\$885,598
Percent Change		4.50%	3.00%	3.00%	3.00%	

Minnetonka ISD 276
First Student
FY2028-FY2031 Transportation Contract
Regular Transportation To And From School Daily Rates

FY2027 Rates		FY2028 Rates		FY2029 Rates		FY2030 Rates		FY2031 Rates	
Hours	Daily Rates	Increase	4.50%	Increase	3.00%	Increase	3.00%	Increase	3.00%
		Hours	Daily Rates	Hours	Daily Rates	Hours	Daily Rates	Hours	Daily Rates
2.00	\$ 429.03	2.00	\$ 448.34	2.00	\$ 461.79	2.00	\$ 475.64	2.00	\$ 489.91
2.25	\$ 439.98	2.25	\$ 459.78	2.25	\$ 473.57	2.25	\$ 487.78	2.25	\$ 502.41
2.50	\$ 450.93	2.50	\$ 471.22	2.50	\$ 485.36	2.50	\$ 499.92	2.50	\$ 514.92
2.75	\$ 461.90	2.75	\$ 482.69	2.75	\$ 497.17	2.75	\$ 512.09	2.75	\$ 527.45
3.00	\$ 472.84	3.00	\$ 494.12	3.00	\$ 508.94	3.00	\$ 524.21	3.00	\$ 539.94
3.25	\$ 483.80	3.25	\$ 505.57	3.25	\$ 520.74	3.25	\$ 536.36	3.25	\$ 552.45
3.50	\$ 494.76	3.50	\$ 517.02	3.50	\$ 532.53	3.50	\$ 548.51	3.50	\$ 564.97
3.75	\$ 505.70	3.75	\$ 528.46	3.75	\$ 544.31	3.75	\$ 560.64	3.75	\$ 577.46
4.00	\$ 516.66	4.00	\$ 539.91	4.00	\$ 556.11	4.00	\$ 572.79	4.00	\$ 589.97
4.25	\$ 527.61	4.25	\$ 551.35	4.25	\$ 567.89	4.25	\$ 584.93	4.25	\$ 602.48
4.50	\$ 538.58	4.50	\$ 562.82	4.50	\$ 579.70	4.50	\$ 597.09	4.50	\$ 615.00
4.75	\$ 549.53	4.75	\$ 574.26	4.75	\$ 591.49	4.75	\$ 609.23	4.75	\$ 627.51
5.00	\$ 560.48	5.00	\$ 585.70	5.00	\$ 603.27	5.00	\$ 621.37	5.00	\$ 640.01
5.25	\$ 571.44	5.25	\$ 597.15	5.25	\$ 615.06	5.25	\$ 633.51	5.25	\$ 652.52
5.50	\$ 582.38	5.50	\$ 608.59	5.50	\$ 626.85	5.50	\$ 645.66	5.50	\$ 665.03
5.75	\$ 593.34	5.75	\$ 620.04	5.75	\$ 638.64	5.75	\$ 657.80	5.75	\$ 677.53
6.00	\$ 604.31	6.00	\$ 631.50	6.00	\$ 650.45	6.00	\$ 669.96	6.00	\$ 690.06
6.25	\$ 615.25	6.25	\$ 642.94	6.25	\$ 662.23	6.25	\$ 682.10	6.25	\$ 702.56

Minnetonka ISD 276
First Student
FY2028-FY2031 Transportation Contract
Regular Transportation Mid-Day Daily Rates

FY2027 Rates		FY2028 Rates		FY2029 Rates		FY2030 Rates		FY2031 Rates	
Hours	Daily Rates	Increase	4.50%	Increase	3.00%	Increase	3.00%	Increase	3.00%
		Hours	Daily Rates	Hours	Daily Rates	Hours	Daily Rates	Hours	Daily Rates
2.00	\$ 148.89	2.00	\$ 155.59	2.00	\$ 160.26	2.00	\$ 165.07	2.00	\$ 170.02
2.25	\$ 159.86	2.25	\$ 167.05	2.25	\$ 172.06	2.25	\$ 177.22	2.25	\$ 182.54
2.50	\$ 170.81	2.50	\$ 178.50	2.50	\$ 183.86	2.50	\$ 189.38	2.50	\$ 195.06
2.75	\$ 181.76	2.75	\$ 189.94	2.75	\$ 195.64	2.75	\$ 201.51	2.75	\$ 207.56
3.00	\$ 192.72	3.00	\$ 201.39	3.00	\$ 207.43	3.00	\$ 213.65	3.00	\$ 220.06
3.25	\$ 203.67	3.25	\$ 212.84	3.25	\$ 219.23	3.25	\$ 225.81	3.25	\$ 232.58
3.50	\$ 214.62	3.50	\$ 224.28	3.50	\$ 231.01	3.50	\$ 237.94	3.50	\$ 245.08
3.75	\$ 225.58	3.75	\$ 235.73	3.75	\$ 242.80	3.75	\$ 250.08	3.75	\$ 257.58
4.00	\$ 236.53	4.00	\$ 247.17	4.00	\$ 254.59	4.00	\$ 262.23	4.00	\$ 270.10
4.25	\$ 247.49	4.25	\$ 258.63	4.25	\$ 266.39	4.25	\$ 274.38	4.25	\$ 282.61
4.50	\$ 258.44	4.50	\$ 270.07	4.50	\$ 278.17	4.50	\$ 286.52	4.50	\$ 295.12
4.75	\$ 269.40	4.75	\$ 281.52	4.75	\$ 289.97	4.75	\$ 298.67	4.75	\$ 307.63
5.00	\$ 280.35	5.00	\$ 292.97	5.00	\$ 301.76	5.00	\$ 310.81	5.00	\$ 320.13
5.25	\$ 291.30	5.25	\$ 304.41	5.25	\$ 313.54	5.25	\$ 322.95	5.25	\$ 332.64
5.50	\$ 302.26	5.50	\$ 315.86	5.50	\$ 325.34	5.50	\$ 335.10	5.50	\$ 345.15
5.75	\$ 313.20	5.75	\$ 327.29	5.75	\$ 337.11	5.75	\$ 347.22	5.75	\$ 357.64
6.00	\$ 324.17	6.00	\$ 338.76	6.00	\$ 348.92	6.00	\$ 359.39	6.00	\$ 370.17

Minnetonka ISD 276
First Student
FY2028-FY2031 Transportation Contract
Extra-Curricular Daily Rates

FY2027 Rates		FY2028 Rates		FY2029 Rates		FY2030 Rates		FY2031 Rates	
Hours	Daily Rates	Increase	4.50%	Increase	3.00%	Increase	3.00%	Increase	3.00%
		Hours	Daily Rates	Hours	Daily Rates	Hours	Daily Rates	Hours	Daily Rates
2.00	\$ 182.44	2.00	\$ 190.65	2.00	\$ 196.37	2.00	\$ 202.26	2.00	\$ 208.33
2.25	\$ 218.80	2.25	\$ 228.65	2.25	\$ 235.51	2.25	\$ 242.58	2.25	\$ 249.86
2.50	\$ 218.80	2.50	\$ 228.65	2.50	\$ 235.51	2.50	\$ 242.58	2.50	\$ 249.86
2.75	\$ 253.58	2.75	\$ 264.99	2.75	\$ 272.94	2.75	\$ 281.13	2.75	\$ 289.56
3.00	\$ 255.13	3.00	\$ 266.61	3.00	\$ 274.61	3.00	\$ 282.85	3.00	\$ 291.34
3.25	\$ 255.13	3.25	\$ 266.61	3.25	\$ 274.61	3.25	\$ 282.85	3.25	\$ 291.34
3.50	\$ 291.47	3.50	\$ 304.59	3.50	\$ 313.73	3.50	\$ 323.14	3.50	\$ 332.83
3.75	\$ 291.47	3.75	\$ 304.59	3.75	\$ 313.73	3.75	\$ 323.14	3.75	\$ 332.83
4.00	\$ 327.81	4.00	\$ 342.56	4.00	\$ 352.84	4.00	\$ 363.43	4.00	\$ 374.33
4.25	\$ 327.81	4.25	\$ 342.56	4.25	\$ 352.84	4.25	\$ 363.43	4.25	\$ 374.33
4.50	\$ 364.16	4.50	\$ 380.55	4.50	\$ 391.97	4.50	\$ 403.73	4.50	\$ 415.84
4.75	\$ 364.16	4.75	\$ 380.55	4.75	\$ 391.97	4.75	\$ 403.73	4.75	\$ 415.84
5.00	\$ 400.49	5.00	\$ 418.51	5.00	\$ 431.07	5.00	\$ 444.00	5.00	\$ 457.32
5.25	\$ 436.84	5.25	\$ 456.50	5.25	\$ 470.20	5.25	\$ 484.31	5.25	\$ 498.84
5.50	\$ 436.84	5.50	\$ 456.50	5.50	\$ 470.20	5.50	\$ 484.31	5.50	\$ 498.84
5.75	\$ 473.21	5.75	\$ 494.50	5.75	\$ 509.34	5.75	\$ 524.62	5.75	\$ 540.36
6.00	\$ 473.21	6.00	\$ 494.50	6.00	\$ 509.34	6.00	\$ 524.62	6.00	\$ 540.36

Minnetonka ISD 276
First Student
FY2028-FY2031 Transportation Contract
Extra Charges

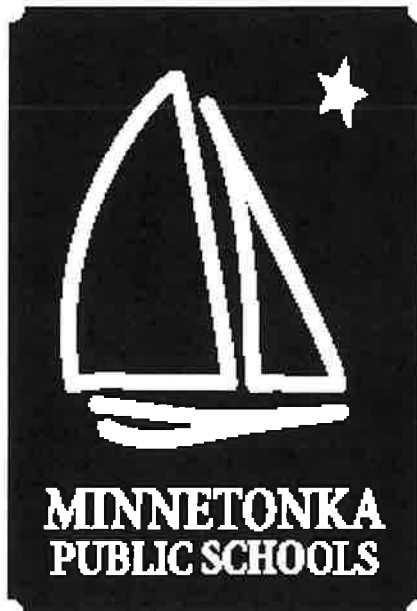
FY2027 Rates		FY2028 Rates		FY2029 Rates		FY2030 Rates		FY2031 Rates	
		Increase	4.50%	Increase	3.00%	Increase	3.00%	Increase	3.00%
Para	\$ 43.18		\$ 45.12		\$ 45.15		\$ 46.50		\$ 47.90
Wheel									
Chair Lift	\$ 16.04		\$ 16.76		\$ 16.79		\$ 17.29		\$ 17.81
Trailer	\$ 119.07		\$ 124.43		\$ 124.46		\$ 128.19		\$ 132.04
Seat									
Repair	\$ 90.00		\$ 94.05		\$ 94.08		\$ 96.90		\$ 99.81
Safety									
Trainer	\$ 67.45		\$ 70.49		\$ 70.52		\$ 72.64		\$ 74.82
48-Hour									
Cancel	\$ 60.00		\$ 62.70		\$ 62.73		\$ 64.61		\$ 66.55
Point of									
Origin									
Cancel	\$ 90.00		\$ 94.05		\$ 94.08		\$ 96.90		\$ 99.81

Minnetonka ISD 276
First Student
FY2028-FY2031 Transportation Contract
Special Education Mid-Day Transportation

FY2027 Rates		FY2028 Rates		FY2029 Rates		FY2030 Rates		FY2031 Rates	
Hours	Daily Rates	Increase	4.50%	Increase	3.00%	Increase	3.00%	Increase	3.00%
		Hours	Daily Rates	Hours	Daily Rates	Hours	Daily Rates	Hours	Daily Rates
2.00	\$ 148.89	2.00	\$ 155.59	2.00	\$ 160.26	2.00	\$ 165.07	2.00	\$ 170.02
2.25	\$ 159.85	2.25	\$ 167.04	2.25	\$ 172.05	2.25	\$ 177.21	2.25	\$ 182.53
2.50	\$ 170.81	2.50	\$ 178.50	2.50	\$ 183.86	2.50	\$ 189.38	2.50	\$ 195.06
2.75	\$ 181.76	2.75	\$ 189.94	2.75	\$ 195.64	2.75	\$ 201.51	2.75	\$ 207.56
3.00	\$ 192.72	3.00	\$ 201.39	3.00	\$ 207.43	3.00	\$ 213.65	3.00	\$ 220.06
3.25	\$ 203.67	3.25	\$ 212.84	3.25	\$ 219.23	3.25	\$ 225.81	3.25	\$ 232.58
3.50	\$ 214.62	3.50	\$ 224.28	3.50	\$ 231.01	3.50	\$ 237.94	3.50	\$ 245.08
3.75	\$ 225.58	3.75	\$ 235.73	3.75	\$ 242.80	3.75	\$ 250.08	3.75	\$ 257.58
4.00	\$ 236.53	4.00	\$ 247.17	4.00	\$ 254.59	4.00	\$ 262.23	4.00	\$ 270.10
4.25	\$ 247.49	4.25	\$ 258.63	4.25	\$ 266.39	4.25	\$ 274.38	4.25	\$ 282.61
4.50	\$ 258.44	4.50	\$ 270.07	4.50	\$ 278.17	4.50	\$ 286.52	4.50	\$ 295.12
4.75	\$ 269.40	4.75	\$ 281.52	4.75	\$ 289.97	4.75	\$ 298.67	4.75	\$ 307.63
5.00	\$ 280.35	5.00	\$ 292.97	5.00	\$ 301.76	5.00	\$ 310.81	5.00	\$ 320.13
5.25	\$ 291.30	5.25	\$ 304.41	5.25	\$ 313.54	5.25	\$ 322.95	5.25	\$ 332.64
5.50	\$ 302.26	5.50	\$ 315.86	5.50	\$ 325.34	5.50	\$ 335.10	5.50	\$ 345.15
5.75	\$ 313.20	5.75	\$ 327.29	5.75	\$ 337.11	5.75	\$ 347.22	5.75	\$ 357.64
6.00	\$ 324.17	6.00	\$ 338.76	6.00	\$ 348.92	6.00	\$ 359.39	6.00	\$ 370.17

**CONTRACT
FOR
STUDENT TRANSPORTATION SERVICES
BETWEEN
MINNETONKA ISD 276 AND FIRST STUDENT

FISCAL YEARS 2028 THROUGH 2031**



**Independent School District No. 276
5621 County Road 101
Minnetonka, MN 55345**

CONTRACT SPECIFICATIONS & CONDITIONS

1. General Directions

1.1 Duration: The services in these specifications shall be for two (2) consecutive years commencing on July 1, 2027 and ending on June 30, 2029. The District is exercising the right to contract annually for two (2) additional years commencing July 1, 2029 and ending on June 30, 2031.

The District shall have the right to terminate the contract for cause by giving a minimum ninety (90) days written notice.

1.2 Transportation Requirements For This Contract: This Contract is for In-District transportation for K-12 and Special Education students and Out-of-District transportation for Special Ed students as required by their Individual Education Plan ("IEP"). Contractor shall, during the term of this Agreement, supply and maintain such number of school buses and personnel as are required to fulfill District's needs for "Basic", "Special Needs", and "Supplemental", transportation as defined below:

Basic Transportation shall mean the safe and efficient transportation of any and all students designated by the District to or from schools and a point reasonably close to the students' homes. Basic transportation is considered daily to and from school transportation. This may include, but is not limited to, midday runs, between school runs, and vocational-technical education runs.

Special Needs shall mean the safe and efficient transportation for students with disabilities between school and home, between school runs, vocational-technical educational, and summer school.

Supplemental Transportation shall mean the safe and efficient non-regular transportation of any and all students or other authorized persons as may be requested by District for field trips, charters, excursions, athletic activities, or any other purpose designated by District and under the direct supervision of authorized District personnel.

Such transportation shall be provided for each and every day that school is convened and in accordance with bus routes and schedules as generated and approved by the District. During the term of the contract, the school year shall consist of up to 173 scheduled school days plus summer school for special needs. If the number of scheduled days is increased or decreased, the Contractor shall be paid for the number of days transported. The approved School Board calendar for the District is the official document showing when and which public schools are opened and closed. There will be no additional compensation for adjusting the District schedule for early dismissal and late starts that are scheduled on the official District calendar.

When a decision is made after 5:30 a.m. to close schools due to inclement weather, or for any other emergency reason, the Contractor shall receive 25% of the normal route pay. However, the District will not be obligated to a contractor during days when schools are closed due to weather conditions when the decision is made before 5:30 a.m. If Minnetonka Public Schools are closed due to inclement weather, there will be no transportation for students within or outside the District.

Contractors will be reimbursed for service provided for inclement weather on a regular school day at the normal quoted rate regardless of the time of delivery of students.

The Contract is based on the Contractor providing school buses to be at the disposal of the District during the following time periods:

- 6:30 a.m. to 5:00 p.m. Monday-Friday
- Extra time will be paid only if the average time is 6 or more minutes past the quarter hour
- All rates are based on a two hour minimum
- During the contracted route times, the District reserves the right to utilize the Contractor's buses as it deems necessary

- The hours available to the District is route time and **does not** include time to get to and from the bus terminal (before and after routes). The time spent during the first three weeks of school and during inclement weather may exceed the time allowed. No additional compensation will be paid for this time

Starting times of routes will be determined by the District and adjusted as necessary. Bus routes and stops will be determined and approved by the District. Bus drivers will be asked to cooperate in maintenance of bus stops. Safety, age of students, and traffic conditions will be considered in routing and assignment of bus stops. The District reserves the right to change or alter routes. In the event such a change is necessary the District shall give the Contractor reasonable notice of the change.

The District reserves the right to reduce, or expand the number of Contractor buses, and to adjust the contract because of the change.

1.3 Service Outside of the District: Contractor shall furnish equipment and personnel as required by the District to provide daily transportation of students outside the District to such locations according to the students' needs. The District reserves the right to contract with other entities outside of this contract if it is more economically efficient to do so.

1.4 Performance Bond: The Contractor may be required to supply a Performance Bond equal to 100% of the anticipated contract amount, before commencing services, and shall provide liability and property damage insurance as herein described.

The District has negotiated this contract based on the prior performance of First Student.

- Past performance as evidenced by references from existing customers and insurance companies
- Facilities and equipment management priorities as documented in inventory, purchasing, repair, and inspection records, and energy conservation programs
- Practices in the areas of personnel recruitment, training, and retention, and student behavior management as evidenced by written reports
- Industry reputation and experience and
- Cost

2. Specific Conditions

2.1 Vehicles: Type A, B, C, and D buses provided for District transportation services may be no older than 15 years of age. The District may require up to 84 passenger buses. Type III vehicles must be no older than 12 years of age. Sufficient vehicles shall include, for replacement, substitute, and standby use, an amount equal to 10% of the total number of to/from school routes. The contractor must be able to provide (5) vehicles for field trips during morning and afternoon route times.

The District reserves the right to reduce or expand the number of Contractor buses and to adjust the contract because of the change. The District shall give the Contractor reasonable notice of the change.

Included in the Contract shall be a list of equipment the Contractor proposes to utilize in services provided. All vehicles must be maintained in safe operating condition, and the Contractor shall provide that exterior and interior cleanliness be maintained.

All equipment must comply with the most recently adopted National Standards for School Buses and School Bus Operations which have been adopted by the State of Minnesota for bus types A, B, C, and D. All vehicles shall also be equipped with:

- 2-way radios. A "hand-held" radio must be supplied to the District for all frequencies used by buses operating in the District. An alternate monitoring system may be recommended and provided by the Contractor
- Back-up alarms
- Digital video and audio recording system that has a minimum of 3 cameras installed per bus. Contractor shall provide the District with the necessary equipment to view recorded video. Contractor shall be responsible for maintenance, and all cameras must be kept in operable condition. All vehicles must display a poster stating "This bus may be equipped with video and audio surveillance", notifying riders

FY2028-FY2031 CONTRACT FOR TUDENT TRANSPORTATION SERVICES

that their conversations or actions may be recorded on tape. District will levy a fine of \$50/incident of cameras not working

- An electronic device that requires the driver to walk to the back of the bus to check for students after each run such as Sleeping Child Check Monitor®
- A "Student Bus Behavior Rules" poster
- A "School Bus Danger Zone" poster
- Removable bus route numbers must be on display in the second window of the student entry side of the bus at all times, including spare buses when used. Bus route numbers will remain the same for each route during the school year
- A first aid kit and a body fluids cleanup kit. These must be mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location
- GPS units with access to live data provided to the District. Contractor will be responsible for maintaining functionality.
- All buses must have GPS compatible with Versatrans

In addition, basic route vehicles and spares shall be equipped with:

- An external P.A. system
- A front mounted crossing gate and
- Each bus used for basic and special needs transportation shall be equipped with a folder which must include a current route schedule and roster

Special Needs equipment – Additional equipment such as handicapped lifts may have to be added throughout the year and shall be provided as an amendment to the contract upon terms mutually agreed upon. Equipment unique to the needs of an individual student shall be identified by the District. There must be one (1) four station wheel chair equipped bus with additional capacity to seat up 41 passengers in K-5 or 25 passengers 6 grade to adult.

Any vehicle used to transport students in wheelchairs shall be equipped with fastening devices which will hold such wheelchairs securely in a fixed position. Additional lap-shoulder belts must be used to secure the passenger to the structure of the bus. Students will remain with the wheelchair while being transported. Any vehicle used to transport students in wheelchairs shall be equipped so that the student may be removed from the chair and safely placed in the seat of the vehicle. The driver shall be responsible for safely transferring the student from the chair to the vehicle seat.

The Contractor must provide Four (4) - twenty-four passenger buses equipped with two integrated booster seats in the first row (total of two seats/four boosters), and flexible seating offering three lap-shoulder belts in the next two rows (total of four seats/twelve student positions). Any model year buses 2011 or newer must have the same configuration.

Car seats and alternate restraints will be assigned and provided by the District. They need to be carried or stored in a clean, secure place on the vehicles when not in use. Proper care and maintenance is the responsibility of the Contractor. Other Devices may be required as the need arises.

Contractor may use the District Bus Facility at 5531 Manitou Road, Tonka Bay. Up to 100 buses of any type may be parked on the site as allowed by the city of Tonka Bay per their Conditional Use Permit for the site. If more than 100 buses of any type are needed to fulfill Contractor's obligation to provide bus service, contractor must procure additional bus storage capacity at their expense. School sites will not be available to park buses overnight.

Buses based at the Manitou Road location shall be dedicated to transportation In-District students first. If 100 buses are required to transport In-District students, then buses to transport Out-of-District students will need to be based elsewhere.

2.2 Insurance: Contractor shall maintain the following minimum limits of insurance:

Combined Single Limit:	\$4,000,000 per Occurrence
Annual Aggregate:	\$8,000,000

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Workers' Compensation: Statutory Requirements

Contractor's liability insurance policy shall name the District and its employees as additional insured entity on its insurance policy and provide evidence of insurance compliance annually.

Furthermore, the Contractor agrees to hold harmless, indemnify, and defend the District, its agents and employees against any and all claims arising out of the operation of vehicles pursuant to the contract awarded hereunder.

2.3 General Service Conditions: The number of students transported shall not exceed the bus manufacturer's rated capacity. Seating capacity may be adjusted according to the passengers' individual physical size, but not to exceed the manufacturers' rated capacity. No person will stand while the bus is in motion.

Scheduling of the students for arrival at the various school locations shall conform to regular school schedules or the schedule established by the District.

Students with disabilities, (when assigned to special needs buses) shall be picked up at the location designated by the Transportation Office that may or may not be in front of their home depending on the student's abilities. If students are required to cross a street to load or unload, all drivers must use the 8-Way Light System.

No unauthorized person shall be allowed in any vehicle while engaged in the transportation of students for the District. The District reserves the right to assign staff to any vehicle in the best interest of any student.

Drivers: The Contractor shall be highly selective in the employment of drivers. See Section 2.14-2.17 for details. Drivers of Type III vehicles must receive the same level of training as a school bus driver. The District reserves the right to comment on the performance of any employee of the Contractor, and Contractor shall take appropriate steps to improve services. The successful Contractor must agree to provide 8 hours annually of in-service for all drivers and paras utilized in the performance of the contract, including substitute drivers or additional drivers for routes that may be added during the year. At least half of this training shall be done throughout the school year at scheduled safety meetings. The Contractor must invite the District to all safety meetings.

The District reserves the right to call all drivers to special meetings. The Contractor must make the training mandatory for all employees.

By August 20th and January 20th of each school year and at such other times as driver assignments change, Contractor shall furnish the District with a current roster of all its drivers transporting District students including names, addresses, driver's license numbers, and Motor Vehicle Records ("MVR") for all drivers and substitutes.

The Contractor shall identify one or more individuals who will serve as driver trainers and will notify the Transportation Supervisor in writing which individuals are filling the roles. Contractor must send the trainers to the MAPT "Train the Trainer" workshop each summer or present evidence of alternative training.

No driver shall be assigned to a route in the District because of their removal from another district for non-compliance of rules, regulations, laws, or procedures without permission of the Transportation Supervisor.

The District retains the right to demand removal of a driver under the District's contract if the driver's performance is unsatisfactory to the District. This in no way implies that the District has the authority to fire Contractor's employees.

Chemical Use Policy: District Policy prohibits any person – employee, visitor, student, parent, etc. - from smoking or using any tobacco on school grounds, in school owned buildings and in school owned or contracted vehicles at any time. Drivers must refrain from smoking within 10 feet of school bus when not on school property.

Complaints: Contractor shall be responsible for handling complaint calls.

Annual Orientation/Dry Runs: The Contractor shall furnish, at no extra charge, the number of buses and drivers necessary for this day. The Contractor will conduct a full dress rehearsal of a normal school day in order to familiarize school bus drivers with routes and procedures.

Kindergarten Park and Ride: Drivers for the annual Kindergarten Park and Ride event will instruct incoming students and their parents in bus safety. This event normally occurs on the Wednesday or Thursday before the opening week of the regular school year. Buses pick up new kindergarten students and their parents

from their school parking lots according to a schedule provided by the District. The driver will conduct a bus safety lesson, and give students and parents a ride in the neighborhood and return them to the school.

Student Training & Bus Evacuation Practices: School bus safety training is conducted each year for public and nonpublic students as mandated by M.S. 123.7991. The Contractor will make buses available to each school as required for bus evacuation training of all students. Bus company safety staff and drivers will be responsible for the practical on-bus training of all students. The content of this training will be in accordance with M.S. 123B.90, student training, and coordinated with the Transportation Office. The commitment for this training is no more than fourteen school days between the hours of 9:30 a.m. and 2 p.m. each day. This training will not exceed one hundred (100) hours per year District-wide. One bus shall be made available, if requested, for rotation to the public and non-public schools for continuing on-bus training for new students to be charged at the hourly student safety training rate. Bus company personnel will also conduct this training.

Safety evacuation drills, using the entrance door and the emergency exit door on large buses, shall be conducted twice a year. As a part of the initial In-class bus safety training, it will be offered at the beginning of the school year for all grades. This will be repeated during the second half of the school year (April or May) for Kindergarten through 8th grade students. The training will be conducted by the driver under the supervision of the District's building principals and the Contractor's safety personnel. The training for the second half of the school year is completed as the school buses arrive from their morning runs. These will be coordinated with the District. This training will be charged at the hourly student safety training rate.

Teacher Training: Contractor, at the discretion of the Transportation Supervisor, will be expected to provide teacher training support in the form of a trainer and materials as needed. This training will not exceed ten (10) hours per year and be charged at the hourly student safety training rate.

2.4 Use of Contractors Equipment: It is agreed by the Contractor and the District in the event the Contractor is unable to provide transportation services as specified in whole or in part because of acts of God, fire, riot, war, picketing, civil commotion, strikes, labor disputes, lack of fuel, or any other condition, the District may solely, at its option excuse the Contractor from performance and terminate the contract, or shall have the right to assume the operation of such buses, with school employees or other persons as the District may deem appropriate. The District shall pay to the Contractor for such buses the same amount specified in the heretofore mentioned rate schedule, less all expenses and costs incurred by the District in providing the services contemplated by the contract.

2.5 Payments: Payments to the contractor by the District will be made on a monthly basis as determined by the District. The Contractor shall provide monthly itemized invoices outlining per bus/per day charges for services provided. Payments will be made to the Contractor within thirty (30) days of receipt of monthly invoice.

The daily cost of each vehicle will amount to the simple total of a combination of morning route time plus p.m. route time. For example, if a vehicle runs 2.25 morning hours and 2.00 afternoon hours, the daily cost for that unit will be 4.25 hours. If a vehicle runs 2.25 morning hours and 1.00 afternoon hour, the daily cost for that unit will be 3.25 hours. The District will allow for a 2 hour minimum per vehicle per day.

Chargeable vehicle time begins when the first student is picked up in the morning and ends exactly 5 minutes before the bell rings on the last school of the route. For the afternoon, the period commences 5 minutes prior to the dismissal of the first school on the route and shall end when the bus arrives at the last stop of the route. In addition, there is an allowance of 10 minutes per day for each regularly assigned bus for pre-trip inspections.

Midday runs are considered routes that operate between 9:15 a.m. and 2:15 p.m. These shall be billed at midday rates unless they are within 35 minutes of the start or end of a regular day route. In which case, these will be considered contiguous with a morning or afternoon route and will be billed as an extension of the regular day route. For example, if the next pick-up after the morning run begins at 9:45 a.m. for a bus with a 9:10 drop time at the prior school, the calculation of the billable time will be an extension of the a.m. time rather than the start of a mid-day route. Conversely, the same applies in the afternoon. When there is

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a gap of 60 minutes or more between scheduled runs, this is considered as a reasonable break in chargeable periods, and there is no charge for the gap. The District will allow for a 2 hour minimum per vehicle per day.

Mileage and hours charges for supplemental routes begin with the pickup time at school and accumulate to actual arrival time at the return location.

If the Contractor applies a "lift" surcharge for the operation of a wheelchair lift, the rate shall be a per day rate, not a per use rate and shall only be charged for buses where the lift is actually required for transportation of students assigned to that bus.

If a Basic or Special Needs vehicle must travel outside of the District and begins or terminates more than five (5) miles beyond the District boundaries an extra ½ hour of travel time per day will be allowed. This excludes Hennepin Technical College. The location of Transition Plus Programming shall be considered in-District regardless of location.

The District reserves the right to utilize the bus service during the contract period in the best interest of the District.

The hours available to the District is route time and **does not** include time to get to and from the bus terminal (before and after routes). The time spent during the first three weeks of school and during inclement weather may exceed the time allowed. No additional compensation will be paid for this time. Time allowed shall be calculated using the District software program.

2.6 Assignments: The Contractor shall not assign the whole or any part of this contract or any monies due or to become due hereunder without the written consent of the District. In case the Contractor assigns all or any part of any monies due or to become due under this contract, the instrument of assignment shall contain a clause substantially to the effect that it is agreed that the right of the assignee in and to any monies due or to become due to the Contractor shall be subject to prior liens of all persons first, and corporations for services rendered or materials supplied for the performance of the work called for in this contract.

The District reserves the right to reassign bus routes in the event of Contractor non-performance.

2.7 OSHA Compliance: All contractors must comply with OSHA regulations where applicable.

2.8 Taxes: The Contractor shall pay all taxes imposed on any equipment, supplies or services to be furnished. It is recognized by and between the parties there will be no liability on the part of the District for any type of tax assessed thereon.

2.9 Scheduling: The District shall schedule the routes and the Contractor shall operate the buses according to the routes established and approved by the District. The Contractor shall furnish the District any information required to maintain efficient scheduling.

2.10 Equipment Maintenance: Contractor shall maintain a regular staff of qualified mechanics to insure proper maintenance of all equipment used in the transportation of students in strict accordance with the State of Minnesota Standards for School Buses, and shall maintain said equipment in good mechanical order at all times. All buses shall be kept in a clean and sanitary condition and open to the District for inspection at all times.

2.11 Contractor Operational & Supervisory Personnel: The Contractor's office must be staffed from 6:00 a.m. through 6:00 p.m. on all school days during the regular school year. During summer school, the office must be staffed one half hour prior to the first pickup until one half hour until after the last drop off of students. Any time there is a change in staffing, the Contractor shall supply the Transportation Supervisor with current lists of the persons occupying the positions listed below. Required information for the manager, dispatch/routing coordinator, safety officer, and supplemental staff shall include name, title, responsibilities, and contact information including direct dial phone, cell phone number, and email address. Contractor shall employ a sufficient number of qualified drivers and support personnel to assure District of continuous and

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reliable service. Contractor shall provide qualified drivers, trained and licensed in accordance with the Laws of this State and the rules and regulations of District.

Operations Manager – The Operations Manager is the person with general managerial and oversight authority, responsibility, and accountability encompassing all areas of service to the District. This individual shall serve as the primary contact for the District on service and operational issues. The Operations Manager must be present in the dispatch office at all times during bus operations (not driving a bus), ready and able to respond to emergencies.

Dispatch/Routing Coordinator – The Dispatch/Routing Coordinator is the person with supervisory authority, responsibility and accountability encompassing daily route dispatch operations. This individual will work closely with the District to facilitate adequate daily communication with drivers regarding scheduling, routing, student management and service delivery issues. This individual will be available to provide assistance in bus routing as needed by the District. Dispatcher must be knowledgeable of the District's software program (Versatrans). Contractor shall pay for continuing education of staff on utilized software. The Route Dispatcher must be present in the dispatch office at all times during bus operations (not driving a bus), ready and able to respond to emergencies.

Safety Officer – The Safety Officer is the person that provides for training, testing, and professional development of drivers. This person may be responsible for conducting monthly company safety meetings, for acting as liaison to each school in matters of student behavior and discipline, and for working with parents and principals in matters of concern over specific driver actions.

Maintenance and Rescue Personnel are required in sufficient numbers and with capabilities to perform all required maintenance activities necessary to ensure that all fleet vehicles meet Federal, State, and local standards for safety and operation. They must be able to respond instantly when unexpected road repairs or rescues are required.

Supplemental Staff shall be provided to perform any and all additional functions required for service delivery. These functions may include recruiting, hiring, training, and licensing of Contractor employees.

Paraprofessionals care for students with special physical, mental, or emotional needs as they board, ride, and disembark from the school vehicle. Paras must be properly trained to meet the needs of the students and will be assigned on a permanent basis at the discretion of the District.

Drivers – Each route will have a permanently assigned driver for the routes the Contractor has agreed to service. Since there is a strong correlation between consistency in driving personnel and student safety, the Contractor's driver turnover rate will be a primary consideration.

Standby Drivers – Contractor must have available an adequate number of qualified persons who can substitute for absent regular drivers.

2.12 Bus Safety Program: Contractor shall be responsible for implementing and maintaining a comprehensive bus safety training program. A summary of the Contractor's bus safety program shall be included with the quotation for review by the District. District reserves the right to establish or otherwise modify the safety program to be followed and to make changes therein from time to time.

2.13 Driver Qualifications: In general, all drivers providing service under this specification shall meet state and federal qualifications as well as comply with District and Contractor requirements. All drivers must hold a valid commercial driver's license ("CDL"), school bus driver's endorsement, and a passenger endorsement, and pass a pre-employment criminal background check. Specifically, each driver must:

- a. Possess a valid license issued by Minnesota authorizing such person to operate a school bus
- b. Be certified by a duly licensed medical practitioner as medically qualified and free of medical or physical conditions that, absent reasonable accommodation, would limit safe operation of a school bus. The physical examination shall be conducted prior to employment and periodically thereafter as required to maintain a commercial driver's license
- c. Successfully complete a course of training as described in 2.18
- d. Possess satisfactory driving and criminal history records with no more than two moving violations within the last three years and no citation for driving while under the influence ("DUI") within the last 5 years. Records should be reviewed prior to employment and periodically thereafter to the extent permitted or available by law
- e. Be subject to pre-employment and random drug tests to the extent required by law. Negative findings for such tests shall be a condition of employment
- f. Satisfy all applicable requirements of the U.S. Department of Transportation Federal Motor Carrier Safety Administration
- g. Have an annual behind the wheel evaluation on file and available for inspection by the District
- h. Meet any other criteria required by state law or by District's policies, rules or regulations; and
- i. Driver must be in good standing at all times with these requirements

In addition, drivers of Special Needs buses must be knowledgeable of the specific needs and disabilities of the students they are transporting.

2.14 All Driver Responsibilities: Contractor shall hold all drivers providing service under this specification responsible for:

- a. Supervising the loading and unloading of his or her bus at every pick-up and delivery point
- b. Loading and unloading of students only at District designated stops:
 - The driver shall be responsible for safely delivering students who must cross the highway or street
 - Students shall cross approximately 10 feet in front of the school bus to be seen by the driver and cross the road only after receiving a hand signal from the driver. Drivers must train students to wait for the hand signal
 - The driver shall not allow students to cross over on divided highways or with posted speed limits over 40 mph
 - The driver shall visually ascertain that disembarking students, not crossing the road, shall be within a safe distance from the bus before moving the bus
- c. Remaining in the bus while it is being loaded and unloaded at school and at all times when students are on board
- d. Being informed of all rules and regulations affecting the operation of school buses and standards of conduct
- e. Complying with all federal, state and local traffic laws while operating buses
- f. Carrying appropriate identification at all times while on duty
- g. Carrying a timepiece to maintain established schedule times
- h. Communicating to Contractor management any issues or needs related to the route assignment and all passengers transported
- i. Checking the bus for sleeping or hiding students at each drop site before proceeding to the next run and prior to completing the morning, afternoon, or mid-day assignments or miscellaneous runs that have been assigned
- j. Follow the established procedure for the appropriate handling of incidents when students are not where they should be; still on the bus at the end of the run, reported missing by a parent, or reported to be on the wrong bus as established by the Contractor and approved by the District
- k. Working with the students to understand and follow the bus rules for their own safety and for the safety of others riding the bus
- l. Exercising the utmost care in protecting students from injury or exposure

- m. Ensuring that no dangerous or objectionable items are transported in school buses; this includes but is not limited to: any instrument considered to be a weapon or "look-alike" weapon in accordance with the District Weapons Policy, gasoline cans whether empty or full, animals, skis, ski poles, snow boards, skateboards, unguarded ice skates and any item deemed unsafe by the driver
- n. Ensuring no objects are to block the aisle or any exits
- o. Requiring passengers to remain seated at all times

2.15 Special Needs Drivers & Paras Responsibilities: In addition to Section 2.15, Contractor shall hold all drivers and paras (if assigned) providing service under this specification responsible for:

- a. Ensuring that each passenger is properly secured in their seat by a visible and physical check that each passenger is properly buckled with the straps adjusted appropriately
- b. Checking to make sure that all wheelchairs are properly secured to the bus with a 4 point tie down and the passenger is secured to the bus with a lap and shoulder belt
- c. Ensuring any items a passenger may carry on board are stored and secured properly and will not interfere with the safe loading and unloading of the bus
- d. Working together in instances where a student's IEP requires a District assigned para or nurse with the Contractor's assigned personnel as a team to ensure all passengers are safe during travel. However, the driver is ultimately responsible for ensuring all passengers and items are properly secured
- e. Allowing school staff, parents, and students themselves to secure or release the school bus seat restraints at the appropriate stop location. However, the driver is responsible for ensuring that each passenger is properly secured
- f. Allowing school staff and parents or other designated adults to assist with loading and unloading the students. Only a bus driver or a para may operate the wheel chair lift
- g. Instructing school staff and parents to communicate directly with each other. Bus drivers and paras should not be used as messengers between the home and school
- h. Successfully completing a program of in-service or training within one week after the effective date of assignment by meeting with the teachers, aide or parents of the student on the proper methods for dealing with the specific needs and problems of the students who are assigned to the bus per Minnesota Rule 7470.1700 subd. 3
- i. Carrying the confidential emergency health information contained on the individual "Special Education Transportation" form when the student is being transported. This information is confidential and must be safeguarded at all times per Minnesota Rule 7470.1700 subd. 2
- j. Following the requirements on the Special Education Transportation form when in transit and when releasing students at their designated stop;
- k. Having an emergency evacuation plan prepared for each run on their route for the safe and efficient evacuation of specific students on their route in the event of an emergency
- l. Knowing how to manually operate the wheelchair lift in the event of an electrical or mechanical malfunction of the bus

2.16 Driver Compliance with District Policy: All drivers providing service under this specification shall follow and enforce the following District rules:

- a. Only students assigned by the District shall be transported on any bus. The bus driver must enforce the bus pass system
- b. No student shall be permitted to stand or sit in the lap of another while being transported
- c. Routes shall be run only as the District has routed them. Changes may occur at the discretion of the District throughout the year
- d. Drivers shall take all reasonable actions to protect students from injury or exposure to the elements
- e. Drivers shall stop at all railroad crossings to ascertain that the tracks are clear and shall open the right front door, open driver's window and look both ways before proceeding to cross the tracks
- f. Drivers shall supervise students while crossing a roadway to board a bus and while crossing roadway after discharge from a bus. Drivers shall use the "thumbs up" signal to inform students it is okay to cross
- g. Drivers shall obey all rules adopted by the Minnesota Department of Education, the Commissioner of Public Safety, and the District relating to the operation of school buses
- h. Drivers shall obey all laws relating to highway traffic imposed by the State of Minnesota, or by any city or township where a bus is driven in performance of this contract
- i. Drivers shall report all cases of improper student conduct to the building principal or designee using the District Bus Misbehavior Reports

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- j. Drivers shall take reasonable and appropriate action to maintain order among students while being transported
- k. Drivers shall not use profane or indecent language or wear inappropriate clothing while in service
- l. Drivers shall take reasonable and appropriate actions to prevent students from using profane or indecent language while being transported
- m. Drivers shall not consume alcoholic beverage before or during work on a workday. Drivers shall not wear clothing that promotes any alcoholic beverages
- n. Drivers shall take all reasonable and appropriate actions to prevent students from using alcoholic beverages while being transported
- o. Drivers shall not use tobacco on the bus, or within 10 feet outside the bus or on school district property. Drivers will not wear clothing promoting tobacco, alcohol, unlawful substances, or sexually explicit products
- p. Drivers shall take all reasonable and appropriate actions to prevent students from using tobacco, any smoking materials, vaping materials, or unlawful drugs while being transported on a bus. When a driver observes a student using or attempting to use tobacco in any form, or any other smoking materials, or unlawful drugs, the driver shall immediately report the incident to the dispatch office and the building principal or designee using the District Bus Misbehavior Reports
- q. Drivers shall immediately report to their employer any accident related to a bus or student that occurs during the transportation of students. The Contractor shall immediately report any such accidents to the District
- r. Drivers shall attend monthly safety meetings scheduled by the Contractor and the District
- s. Driver shall not remove a student from a bus while performing service under this specification
- t. Drivers shall cooperate with the District in conducting periodic school bus evacuation drills as required by state law
- u. Drivers are to remain on the bus whenever students are present and during all loading and unloading operations
- v. Drivers shall work cooperatively with the paras, school safety assistants and staff when assigned to District transportation routes
- w. Any driver entering a school will obtain visitor approval from the school office and present the District supplied identification badge
- x. Cell phones are not to be used for any type of communications – text, voice, etc. - while students are present or the bus is in motion. The only exception is a bus-related emergency when the bus is in a parked position safely out of traffic
- y. Abstain from touching students except to ensure that they are properly secured in the bus, to escort them on or off the bus and when necessary to protect the student from injuring themselves or others or in the case of emergency evacuation of the bus. As a rule neither the driver nor the para should touch a student unless it is for the safety of the student, another student or for themselves
- z. The District does not approve of driver's dependents on the bus for the purpose of childcare while in service to the District. If drivers are accompanied by their dependent children on their buses while in service to the District, the Contractor is responsible in case of an accident and must have a signed release by the driver indemnifying the District. The only exception to this requirement is when such children are officially assigned by the District to a specific bus for transportation to their school of attendance. Should the Contractor determine that daycare services are necessary for their driver's dependents, arrangements should be made by the Contractor at its own expense
- aa. Students may be released from the bus at only two points – their assigned bus stop or at school. Students who misbehave may be returned to the school and reported to the building principal. The driver must first obtain permission to do so from the dispatcher. The dispatcher will contact the school office for permission to return to school. The school office will ensure that someone is at the school to receive the student
- bb. There shall be no students in the bus while the gas tank is being filled
- cc. Generally, drivers should not leave the bus when students are on board. However, it may be necessary during an emergency. On leaving the vehicle when children are in the bus, the driver shall stop the bus, remove the ignition key, set the brakes and otherwise render the bus immobile. In case of an accident or breakdown of the bus where no radio contact is available, the driver shall not leave the bus, but send two responsible students together, to the nearest available phone to summon help
- dd. Buses shall not be run backwards on school grounds or any other location if it can be avoided. If it is necessary to run a bus backwards, the driver shall have another responsible person act as a guard or

- flagman in back of the bus to keep other persons out of the path and to issue warnings to the driver of approaching traffic. The 4-way hazard warning lights must be activated
- ee. Bus drivers must eliminate or minimize the idling of school bus engines and the exposure of children to diesel exhaust fumes. It is expected that buses will not idle any longer than five minutes on school property. Exceptions may be granted on exceedingly cold days
 - ff. No school bus shall pull any trailer when children are being transported to or from school. Trailers may be utilized on Supplemental trips only
 - gg. The bus driver may not leave the bus unattended on school property unless it has been secured away from the loading zone and is empty of students
 - hh. Perform the following routine driver tasks:
 - Perform daily pre-trip vehicle inspections
 - Report any required maintenance
 - Check the inside of the bus before and after each trip and report any vandalism
 - Take load counts, reporting overloads and track mileage and bus stop times
 - Report unsafe situations and bus stop locations
 - Report timing problems so that published route times may be corrected
 - Advise students of authorized time changes at least one day prior to the change
 - Update the route copy with all route changes so standby drivers have updated information
 - At the completion of each run, walk to the back of the bus to check for sleeping students

2.17 Driver Training & Orientation: Contractor must provide a driver orientation and instruction program which includes a minimum of sixteen (16) hours of classroom and ten (10) hours of behind the wheel pre-service training will be provided before a driver is allowed to drive while students are on the bus, including:

- a. The Contractor shall use the Minnesota School Bus Driver Development Series for driver training
- b. Knowledge of relevant laws of the Federal government and State of Minnesota, rules of the road, and local school bus safety policies of the Minnetonka School District
- c. Behind-the-wheel experience to safely operate the type of school bus the driver will be driving
- d. Emergency procedures including proper bus evacuation of all students, including those with limited abilities, and accident and reporting procedures
- e. Proper daily pre-trips
- f. Inclement weather responsive driving, including snow and tornado preparedness
- g. Proper crossing of railroad tracks
- h. Proper student loading and unloading
- i. Safe student crossings
- j. What to do in the event of a driver becoming disabled along the route
- k. Student management and discipline procedures including issues relating to students with disabilities and how to properly write up student reports
- l. Proper operations of equipment, inspection, preventive maintenance and submitting reports for maintenance
- m. Substance abuse and ability to drive
- n. Driver errors and violations to avoid
- o. Completion of other reports as required by contract and Contractor

Contractor shall conduct mandatory monthly driver in-service training meetings designed to educate drivers in the areas of:

- a. School bus safety, training sessions will be designed to implement and reinforce the comprehensive bus safety program
- b. Customer service and professionalism
- c. Current problem areas
- d. Defensive driving course
- e. Confidentiality as it relates to the use and handling of student information
- f. Proper use of fire extinguisher and other safety equipment
- g. Staff, parent, student and community relations
- h. Seasonal driving awareness

Ongoing training and assessment should include:

- a. Continuous training and retraining, especially after an accident

- b. An annual refresher is to be conducted covering basic first aid

2.18 Driver Performance Monitoring & Evaluation: An ongoing performance monitoring and evaluation program for all drivers, including standbys and substitutes, shall include:

- a. Random drug testing
- b. Daily observance of employees to ascertain fitness to perform safety-sensitive functions
- c. Knowledge of routes and surrounding areas
- d. Route accuracy including proper stops and updated paperwork
- e. Demonstrated appropriate driver to passenger, parent, and District staff relationships
- f. Competency to physically drive the assigned vehicle and operate the equipment
- g. Maintaining current and accurate bus route maps and listings
- h. Driver performance in route accuracy including proper stops and updated paperwork
- i. Demonstrated driver-passenger management and professionalism
- j. Competency in physically driving the assigned vehicle and equipment

Contractor shall take reasonable steps to prevent its employees from exposing any student to impropriety of word or conduct including what may be heard on broadcast radio stations.

Contractor shall be responsible for implementing and maintaining a comprehensive bus driver safety program. A summary of the bus driver safety program shall be provided for review by the District upon request.

Contractor shall develop and maintain a system to track individual driver performance including statistics on accidents and report accident statistics to the District.

Contractor must promote driver accident prevention awareness.

Contractor shall regulate the use of prescription and non-prescription drugs that impair the safe operation of a bus or vehicle used to transport students.

2.19 Contractor Not an Agent: In the interpretation of this agreement and the relations between the Contractor and the District, the same shall be construed as being an independent agreement with the Contractor for furnishing of transportation only, and the Contractor shall not be held or deemed in any way to be an agent, employee, or official of the District.

2.20 Accident Reports: In the event of an accident, the driver shall first evacuate students from a vehicle if it is unsafe, in danger of fire, or in an unsafe position. After assuring that students are safe, the driver shall make a verbal report immediately to the Contractor's dispatcher and the District's Transportation Office. If this office is not immediately available, the Business Office shall be called, and if no one in the Business Office is available, the Superintendent shall be called.

Should it be necessary, the dispatcher shall call police and rescue, then the District's Transportation Office within five (5) minutes at 952-401-5019, and finally, the school to report the emergency.

A written report from the Contractor and a copy of the police report, if any, will be submitted to the Transportation Office within two working days of the accident.

An accident review committee established by the Contractor shall meet periodically to review all accidents.

2.21 Facility: The Contractor will be allowed to utilize the District's bus garage at 5531 Manitou Road, Tonka Bay, MN 55331. The lease charge will be one dollar per year with the Contractor responsible for all utilities and routine maintenance. The District will be responsible for long-term maintenance. The Contractor will be billed for all damage repairs that are not normal wear and tear of the structure. The District will be responsible for all property taxes on the facility.

The Conditional Use Permit from the City of Tonka Bay for the location is for a maximum of 100 buses of all types. Contractor shall not exceed 100 buses on site. Any buses over 100 needed by the Contractor to meet District needs, must be stored and maintained at an alternate site or other location at the Contractor's

expense. District reserves the right to install liquid natural gas fueling facilities on the 5531 Manitou bus garage site at any time during this contract.

All facilities must include and be equipped with the following items provided by the Contractor:

- a. Office (with dispatcher available at all times for telephone and two-way radio messages to be received and answered without delay)
- b. Telephone system with sufficient lines to handle incoming and outgoing phone calls
- c. Full internet access and connectivity
- d. Fax machine
- e. E-mail accounts must be maintained at the Contractor's facility for the operations manager and all other office staff and provided to the District Transportation Supervisor
- f. A PC compatible computer with add-ons as may be required by the District
- g. Bus maintenance facilities to perform regularly scheduled preventative maintenance program and emergency repairs for the size of the company's bus fleet
- h. Fuel storage may be provided for at least one 10,000 gallon tank for those providing more than 25 buses servicing the District. This will provide about two week notice and supply in the event of a fuel shortage.
- i. Fuel pumps shall be metered and accurate records kept for each bus. Reports of usage shall be furnished as requested by the District
- j. Suitable driver training facilities and equipment shall be provided
- k. Bus washing facilities shall be available for scheduled weekly washing as necessary to keep vehicles clean and safe
- l. Two-way radio base station to communicate with bus drivers

2.22 Applicability of Laws: Anything herein notwithstanding, successful Contractor shall comply with applicable provisions of federal law and the Minnesota Department of Motor Vehicle Public Safety, Minnesota Department of Education rules and regulations relating to student transportation, the construction, design, operation of equipment, safety accessories for equipment, vehicle codes and other applicable laws, and rules and regulations prescribed by state relating to the transportation of students.

This Request for Contract by the District for the transportation contemplated by these specifications shall be reduced to a written contract, and the successful Contractor agrees to execute such contract for transportation, which will refer and include by reference these specifications. It is understood that no contract for transportation will be effective until executed by the successful Contractor and the District.

The successful Contractor shall comply with the District's adopted transportation policies and procedures and additional policies as applicable to the performance of transportation services to the District. District policies are available on the District website www.minnetonkaschools.org.

2.23 Reports: The Contractor will comply with request for information by the District concerning miles traveled, employees, hours, buses, and routes which will assist the District in filing reports required by the Minnesota Department of Education. Specific reports submitted to the District are as follow:

- M.V.R. driver records reported two times each year, by August 20 & January 20
- Annual copy of State School Bus Inspection Report
- Accident Reports - A written report of all accidents is sent to the Transportation Supervisor within two days of the accident
- Driver & Vehicle Assignment Reports- submitted to the School District by August 20 of each school year. The report must include each driver's name, age, gender, driver's license number, bus number, routes driven, bus seat capacity, age of bus, model, and license plate number. Notification is given to School District for each new driver that is hired at least 48 hours prior to being placed on a route
- Load counts as requested by the District, generally by October 1 and January 20 for all routes and as requested throughout the year on individual routes;
- Substitute buses and driver report

- Unit Report- a list of vehicles and trailers proposed or in use showing student capacity, type model, type fuel, manufacture date, license number, bus number, chassis and body type, are submitted within one month of route assignment
- Bus Route Directions- the District shall have available for the Contractor for review by July 31 and for printing by August 15 all route copies. Routes are available for Contractor viewing on Versatrans at any time. Individual route copies are available as needed on a daily basis

3. Transportation Services Required

3.1 Regular Transportation: Regular transportation is school bus service to and from public and non-public schools for students in grades Pre K to 12.

The Contract shall be based on furnishing 54 school buses for the contract period. All regular route buses must be a minimum of 77-passenger capacity or greater. While actual use may vary, these estimates will be used for purposes of costing the Contracts during the award process.

School locations and times will be available at the mandatory meeting.

3.2 Special Needs & Summer School Transportation: Special needs and summer school transportation is school bus and Type III vehicle service for special education and students with disabilities to locations within and out of the school district.

The time a special needs student is on the bus shall not exceed one hour to school and one hour from school.

Paras – paras are required on routes as determined by the District. When a para is assigned to a run, there must be a para present at all times.

Special Needs summer school normally runs from mid-June through July, with some routes that run through mid-August.

3.3 Supplemental Transportation: Supplemental transportation is “to and from” field trip and other extracurricular activities as required by the District.

Individual schools and departments shall complete a standard District Extracurricular Bus Service Request form to be mailed or faxed directly to the Contractor for verification of scheduling and billing purposes. The schools should give no less than 3 day- notice of the field trip or extra- curricular activities. The Contractor is responsible to make sure an account code has been assigned to the trip and to confirm with the requestor prior to scheduling the trip.

There shall be no cancellation charge if the trip is cancelled 24 or more hours ahead of planned departure or in the event of inclement weather. Cancellation charges should not exceed the two-hour minimum rate.

Rates should be based on a two hour minimum (or up to 40 miles round trip from the school of origination) rate. Additional charges may accumulate when the trip exceeds either of these.

The Contractor is expected to provide a fail-safe communications system for drivers and group coordinators which will allow for the continued flexibility in the operation of extracurricular and activity trip busing during daylight, evening, weekend, and holiday hours. The delegated company supervisor who is on standby to receive messages via this system shall be fully qualified to resolve trip problems as they occur in order to provide service reliability.

4. Other Contract Provisions

4.1 Assignments or Transfers: The Contractor shall not assign or transfer any part of its obligations and responsibilities under the contract without the prior written approval of the District. The District must approve all subcontractors hired by the Contractor to provide any required services. The use of subcontractors shall in no way reduce the obligations and responsibilities of the Contractor.

4.2 Changes in Routing & Scheduling: The District reserves the right to change or alter routes. In the event such changes become necessary, the District shall give the Contractor reasonable notice of such. In the event that the number or routes in the District is reduced or expanded, the District will alter the contract on a pro-rated basis. Cancellation, interruption or change of established service can be made only with the authorization of the District. Should the number of days of transportation required change during the school year, the contract will be adjusted on a pro-rated basis.

4.3 Fines and Penalties for Non-compliance: Note that all fines are per occurrence and will be subtracted from the Contractor's final check at the end of the school year.

A fine of twice the normal daily route pay will be imposed on the Contractor for any of the following:

- Allowing a driver to drive a route without the appropriate driver's license
- Not running a route due to lack of drivers or equipment
- Running a route with a vehicle that does not have a current inspection sticker

A fine of 50% of the normal daily route pay will be imposed on the Contractor for any of the following:

- Running a route without the required equipment as detailed above
- Running a route more than 15 minutes late unless due to a breakdown, poor weather, or an act of God
- Allowing a driver to drive in the District who has been suspended from the District for cause
- Transporting persons other than those assigned by the District without prior approval from the Transportation Office
- Allowing a driver to use a personal cell phone anytime the bus is in motion or when students are on board
- Running a fleet that is older than what is required by this specification

4.4 Fuel Charges: Fuel is to be provided by the Contractor with copies of invoices to be provided to the District monthly.

Contractor shall furnish all fuel to be used in its performance of this Agreement. Contractor's compensation for services rendered hereunder shall be adjusted monthly to reflect changes in Contractor's cost of fuel. The Contractor shall provide the district with a copy of its invoice for fuel purchases.

4.5 Vandalism: The District and Contractor share vandalism liability for uninsured losses of intentional cut and damaged seats. The District will assist contractor in collections of repair of seats. If no collection can be obtained, the District and Contractor share costs on a 50/50 basis. The district requires the ability to review and approve all damage estimates over \$200 per vehicle. The Contractor should require drivers to make a physical equipment check of their assigned vehicles between each run.

4.6 Additional Requirements for Special Needs: The Contractor selected to provide special needs transportation must have a currently certified Child Passenger Safety Technician on staff and such person must be identified to the Transportation Office. For more information on this certification, please go to <http://cert.safekids.org/>

The Contractor selected to provide special needs transportation must participate in the regularly scheduled Minnesota Association for Pupil Transportation Special Education Committee meetings. Alternatively, the Contractor will send a representative at least bi-annually to the National Conference and Exhibition on Transporting Students with Disabilities & Preschoolers. More information may be found at www.tsconference.com. The name of the participating staff member must be submitted to the Transportation Office.

5. Conclusion

Independent School District # 276, in compliance with the duties and obligations placed upon it by the Department of Education and the State of Minnesota has the responsibility to safeguard the comfort and safety of each student. In order to provide for the orderly operation of its academic program and education system, the District will require strict adherence to the specifications of the contract to be awarded, including

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such specifications particularly but not limited to schedules, adequacy of equipment, maintenance of equipment, employment of qualified personnel, constant attendance of qualified supervisory personnel, enforcement of rules regarding conduct of children while being transported, safety of operation under all conditions and strict and faithful compliance with all rules, regulations, directives and order of the School Board, Superintendent of Schools and any of his/her designated personnel, the officials and peace officers of any and all municipalities and of any and all other persons or bodies having jurisdiction or control of any subject matter or performance of the contract.

Contractor instructed to read the contract specifications and is expected to comply with them. In the event of any misunderstanding to the meaning of specifications, the Contractor shall contact the Executive Director of Finance and Operations for clarification.

The District reserves the right to contract with other contractors or operate its own buses for low incidence transportation services if it is more economical for the District to do so.

STUDENT MANAGEMENT

Bus company transportation teams are expected to work directly with students and building principals in matters of misbehavior. A standard Misbehavior Report Form should be used as a communication and documentation instrument. District Policy #709, which outlines the disciplinary process, may be found on the District website.

From the perspective of the Contractor, Student Behavior Management can be summarized as follows:

Student Behavior Management

- The Contractor shall participate in maintaining a positive working relationship with school principals for the resolution of school behavior problems
- When requested by the District, Contractor shall assist in mediating between drivers, students, and parents to work out differences with the best interest and the general safety of the students as a primary goal
- Individual and group student misbehavior cases will be managed first by the driver, and then by the building principal when assistance is required. Adult bus monitors may be requested by the District Transportation Office to ride the bus. Monthly Misbehavior Incident Summaries will be provided to the Contractors and principals by the District Transportation Office

When Immediate Assistance is Required

There are four resources available when a driver calls for immediate assistance in student discipline. When any such incident has occurred, it is advisable that a school official meet the targeted bus as it arrives at the school the following morning to reinforce safety standards in students.

1. The responsibility for student discipline is delegated within this school district according to a chain of command.
 - a) A driver may ask directly for the help of a teacher or para when at the school site
 - b) A driver or bus dispatcher may call into the appropriate school office to ask for help from the principal or teacher assigned to transportation
 - c) When a driver radios in that there is a problem on the road, the dispatcher may call the appropriate school principal or their designated transportation person
 - d) When no one is immediately available at the school building to assist the driver, the dispatcher or may call the District Transportation Office or the local law enforcement for assistance

Experience tells us that option 1(c) is the most common request for help. In this case, it is important for principal and parents to know that regulation prohibits the driving of a school bus when unsafe conditions prevail on that bus. The school official will determine the appropriate course of action.

2. Return the bus to the school when it is again safe to drive, and students call home for rides.
3. Leave the bus immobile until it is safe to continue on its route.
4. Send the bus on its route or the school official will go to the bus to advise the students of their choices or remove selected students from the bus.

FIRST STUDENT

MINNETONKA ISD 276

SIGNATURE

SIGNATURE

TITLE

TITLE

DATE

DATE