

## SCHOOL BOARD MEETING

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

[www.minnetonkaschools.org](http://www.minnetonkaschools.org)

November 4, 2021

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

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

(All times are approximate)

- |      |       |  |
|------|-------|--|
| 6:30 |       | Recognitions: AP Scholars with Distinction; National Merit Commended Students; DSC Honored Artists from MHS; Educator of the Year Award from the Minnesota Council on Economic Education                             |
| 7:00 | I.    | Call to Order  |
|      | II.   | Pledge to the Flag   |
|      | III.  | Adoption of the Agenda   |
| 7:02 | IV.   | School Report: Groveland   |
| 7:25 | V.    | Community Comments<br>Community Comments is an opportunity for the public to address the School Board on an item <u>included in this agenda</u> in accordance with the guidelines printed at the end of this agenda. |
| 7:40 | VI.   | Adoption of District Goals for 2021-22   |
| 8:00 | VII.  | Approval of 2022 Legislative Position Statements   |
| 8:20 | VIII. | Approval of Review and Comment for VANTAGE/MOMENTUM Building   |
| 8:50 | IX.   | Review of Safe Learning Plan   |
| 9:20 | X.    | Approval of Sale of 2021N Certificates of Participation Refunding Bonds  |
| 9:25 | XI.   | Authorization of Sale of Certificates of Participation Bonds for VANTAGE/ MOMENTUM Building  |
| 9:30 | XII.  | Acceptance of Bid for Deephaven Unit Ventilator and Cabinet Replacement  |

- 9:35 XIII. Acceptance of Bid for Groveland Unit Ventilator Replacement
- 9:40 XIV. Acceptance of Bid for MME Science Room Cabinets and Plumbing Replacement
- 9:45 XV. Acceptance of Bid for Arts Center HVAC Replacement
- 9:50 XVI. Acceptance of Bid for MME Tennis Court Repaving
- 9:55 XVII. CONSENT AGENDA
  - a. Minutes of October 7, 2021 Regular Meeting
  - b. Payment of Bills
  - c. Recommended Personnel Items
  - d. Gifts and Donations
  - e. Electronic Fund Transfers
  - f. Policy #430: Reserve Teachers
  - g. Policy #431: Wage Rates: Part Time or Substitute
  - h. Policy #522: Title IX Sex Non-Discrimination
  - i. Designation of District Title IX Coordinator and Alternate
- 9:57 XVIII. Board Reports
- 9:59 XIX. Superintendent's Report
- 10:01 XX. Announcements
- 10:03 XXI. Adjournment

#### GUIDELINES FOR COMMUNITY COMMENTS

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

1. Anyone indicating a desire to speak to an item included in this agenda—except for information that personally identifies or violates the privacy rights of employees or students—during *Community Comments* will be acknowledged by the Board Chair. When called upon to speak, please state your name, address and topic. All remarks shall be addressed to the Board as a whole, not to any specific member(s) or to any person who is not a member of the Board.
2. If there are a number of individuals present to speak on the same topic, please designate a spokesperson that can summarize the issue.
3. Please limit your comments to three minutes. Longer time may be granted at the discretion of the Board Chair. If you have written comments, the Board would like to have a copy, which will help them better understand, investigate and respond to your concern.
4. During *Community Comments* the Board and administration listen to comments. Board members or the Superintendent may ask questions of you in order to gain a thorough understanding of your concern, suggestion or request. If there is any follow-up to your comment or suggestion, you will be contacted by a member of the Board or administration.
5. Please be aware that disrespectful comments or comments of a personal nature, directed at an individual either by name or inference, will not be allowed. Personnel concerns should be directed first to a principal, then 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 IV.**

**Title: School Report: Groveland**

**Date: November 4, 2021**

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### **EXECUTIVE SUMMARY**

Groveland Elementary Principal Andrew Gilbertson and Assistant Principal Andrea Hoffmann will be updating the Board on how this school year has started out, with each week that passes feeling more like a typical year. They will share their work on a project involving teacher leadership using data as well as a project to revisit and strengthen their building-wide expectations.

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



Dennis Peterson, Superintendent

**REVIEW**

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

**Board Agenda Item VI.**

**Title: Adoption of District Goals for 2021-22**

**Date: November 4, 2021**

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**EXECUTIVE SUMMARY:**

The School Board has spent several meetings developing their annual strategic goals for 2021-22, and they will continue that work during this meeting. If they are in satisfactory condition for approval, the Board will adopt them. If they are not to that point, the Board will continue the work at the Study Session on November 18.

**Submitted by:**



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**Dennis L. Peterson  
Superintendent of Schools**

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

Board Agenda Item VII.

Title: Approval of 2022 Legislative Position Statements

November 4, 2021

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**EXECUTIVE SUMMARY:**

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

The attached draft 2022 Legislative Position Statement document articulates key areas in which Minnetonka ISD 276 requires support from the Legislature in order for the District to continue to deliver high performing citizens into society in future years.

The 2022 Legislative Position Statements focus on the need for the Legislature to provide sufficient funding for key funding formulas that are the backbone of programmatic stability for Minnetonka ISD 276.

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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve the 2022 Legislative Position Statements for use during the 2022 Legislative Session for communications with the Governor and State Legislature.

**RECOMMENDED MOTION**

*BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the 2022 Legislative Position Statements and directs administration to utilize these position statements as the Minnetonka ISD 276 Platform for communications with the Governor and State Legislature during the 2022 Legislative Session.*

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



Paul Bourgeois, Executive Director of Finance & Operations

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



Dennis Peterson, Superintendent

## **MINNETONKA INDEPENDENT SCHOOL DISTRICT 276**

### **2022 LEGISLATIVE POSITION STATEMENTS**

Over the past two decades, Minnetonka Independent School District 276 has consistently increased standards for student achievement and continues to innovate to meet those standards. The District has maintained high standards for accountability, parent satisfaction and community support. The District has maintained these standards through prudent financial management, relying on various funding alternatives including budget efficiencies, cost containment, voter approved referendums and modest increases in state funding for selected revenue allocations. To ensure each student achieves their full potential, it is crucial that the State of Minnesota provide adequate funding at a consistent level that both covers inflation of expenses and increasing requirements. Absent that ability from the State of Minnesota, it is incumbent on the State of Minnesota to make available to local school boards mechanisms for additional referendum to make up for the great disparities in State Aid per school district that exist in Minnesota.

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

#### **Approve Third-Tier Local Optional Revenue to Reduce the Impact of Disparities in State Aid - \$362 Per Adjusted Pupil Unit for FY2023**

A huge disparity exists in the amount of State Aid received by school districts across the State. The latest Minnesota Financial Profiles indicate that in FY20, average State Aid per Adjusted Pupil Unit (APU) was \$10,393, with State Aid ranging from \$22,252 per APU down to \$6,740 per APU. There are 67 school districts in the lower quintile of State Aid per APU for which the State average per APU was as much as 21% higher than what the district received. The average of \$10,393 was 17% higher - \$1,544 -than the \$8,849 that Minnetonka ISD 276 received in State Aid, ranking 318<sup>th</sup> out of 330 in State Aid per pupil. This significant disparity is harmful to the lowest-funded districts – they are being left behind by the State.

The Legislature should approve Third-Tier Local Optional Revenue in the amount of up to \$362 per district, with the amount being at the discretion of the local school board, to allow the lowest quintile of school districts to at least be able to make up locally a small portion of the large disparity in State Aid. This should be effective for FY23 to allow school districts to do a makeup levy over the succeeding three years.

#### **Provide Annual Inflation Increase to Local Optional Revenue for FY2023**

The 2014 Legislature provided \$424 per student in Local Optional Revenue to all Minnesota school districts through a combination of local levy and aid. Subsequent changes made by the 2020 Legislature has converted an additional \$300 per student in Local Optional Revenue to school districts, which is a reclassification of revenue for Minnetonka ISD 276 as opposed to new revenue. The \$300 amount has a temporary inflation factor built in through FY26. Local Optional Revenue has no built in inflation factor, which means it will quickly lose several percent of its purchasing power each year. The Legislature should provide for an annual inflation increase to Local Optional Revenue. Catching up for lost inflation would provide an increase of \$74 up to \$498 in FY23 using the same historical inflation increases used for Operating Referendum inflation calculations. The Legislature should provide an inflation factor on all Local Optional Revenue and make the inflation factor permanent.

#### **Increase Operating Referendum Cap for FY2023 to Reduce the Impact of Disparities in State Aid - \$300 Per Adjusted Pupil Unit**

Basic Revenue is the main source of funding for school districts at between 55% and 60% of total revenues. The annual inflation adjustment has lost \$598 in purchasing power to inflation since FY2003. As result, many districts find it necessary to utilize Operating Referendums to ask the local public for additional resources to make up for any deficiencies in State Aid. The referendum cap, currently at \$1,881.81 for FY23, should be increased by \$300 per Adjusted Pupil Unit, or an approximately 15% increase in the cap, to allow school districts to have the opportunity make up for any disparities in State Aid by requesting assistance from their local populace.

## **Restore and Improve the General Community Education Levy**

Restore the general Community Education levy formula to the 1987 level of \$5.95 per capita from the current \$5.42 per capita. A huge loss occurs every year with the cost of living and the cost of operations for community education programs as the general community education levy falls further and further behind. The general community education levy has lost ground for decades as it has been both decreased since 1987 by the Legislature in dollar amount and the levy has not kept up with the rate of inflation. This revenue stream is crucial not only for Minnetonka ISD 276 Community Education, but for all school district community education programs in this great State of Minnesota. With approximately 75% of the state's population older than school age and growing, community education is called to do more and more for adults. This increase of 53 cents per the District's population of 42,181 would generate approximately \$22,356 annually and help to mitigate fee increases which will allow more participation in all of Minnesota's Community Education programs. An inflation factor should also be considered by the Legislature and make the inflation factor permanent.

**ACTION**

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

**Board Agenda Item VIII.**

**Title: Approval of Review & Comment for  
VANTAGE/MOMENTUM Building**

**Date: November 4, 2021**

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**EXECUTIVE SUMMARY:**

At the School Board Meeting of October 7, 2021, the School Board approved the construction of the VANTAGE/MOMENTUM Building with a total estimated square footage of 36,300, and authorized Administration to commence the necessary for submittal of the project for Review and Comment by the Minnesota Department of Education.

With the assistance of ATSR Architects, Administration has prepared the Review & Comment and it is ready for School Board approval prior to submittal to the Minnesota Department of Education.

Upon approval by the School Board, the Review and Comment will be submitted on November 5, 2021 to the Minnesota Department of Education. The Minnesota Department of Education has 60 calendar days to review the submission and respond to the District with approval or disapproval. 60 calendar days from November 5, 2021 is January 4, 2022.

The project also will need various levels of approval from the City of Minnetonka, Hennepin County, the Minnesota Department of Labor and Industry, and the Riley Purgatory Bluff Creek Watershed District. Those approvals will be worked on currently while the project is under MDE Review.

We will simultaneously work on the COP issue for \$7.00 million in proceeds for construction, so that if approval is received, the District can immediately sell the COP bonds to lock in the lowest possible interest rates.

We anticipate working to get the project designed and out to bid in early March 2022, with a bid opening in late March, and the project commencing with contractor mobilization in early April 2022.

Substantial completion is scheduled July 31, 2023, allowing for a month of moving in and setting up for classes to start on September 5, 2023.

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**ATTACHMENTS:**

VANTAGE/MOMENTUM Building Review and Comment Submittal



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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve the Review and Comment Submittal for the VANTAGE/MOMENTUM Building Project and authorize Administration to submit it to the Minnesota Department of Education on November 5, 2021.

***RECOMMENDED MOTION***

*BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve the Review and Comment Submittal for the VANTAGE/MOMENTUM Building Project and authorize Administration to submit it to the Minnesota Department of Education on November 5, 2021.*

**Submitted by:**



Paul Bourgeois, Executive Director of Finance & Operations

**Concurrence:**



Dennis Peterson, Superintendent



**MINNETONKA  
PUBLIC SCHOOLS**

## **Minnetonka Independent School District 276**



### **Review and Comment Submittal**

**To Minnesota Department of Education**

**November 5, 2021**

**Submittal for the following Project:**

- **New MHS VANTAGE/MOMENTUM Building**

**Minnetonka Independent School District 276**  
**Review and Comment Submittal**  
November 5, 2021

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8.	MOMENTUM Program Brochure	

**Minnetonka Independent School District 276**  
**Review and Comment Submittal**  
**Proposed VANTAGE MOMENTUM Education Center**

**Introduction:**

In accordance with Minnesota Statute 123B.71, the School Board of Independent School District No. 276 submits this Review and Comment to implement the construction of a new school building of 36,300 square feet to house the VANTAGE Advanced Professional Studies program and a portion of the MOMENTUM Design and Skilled Trades program.

The new high school building will serve as many as 600 students daily in half-day classes. The students will be primarily in grades 11-12. The innovative VANTAGE Advanced Professional Studies program has grown steadily since its inception in FY2012. As it has grown in participants, it has moved to additional spaces. The new school building will replace leased office building space in the 4350 Baker Road office complex, Minnetonka (located outside the District and lease expiring in August 2024) as well as consolidation of other VANTAGE programs currently utilizing instructional space in the current high school (science labs and a collaborative classroom space called The Loft as well as programming occurring temporarily at the Minnetonka Education Center. The MOMENTUM Design and Skilled Trades program is an initiative that is growing steadily and is also in need of additional purpose-built space. The school building will be located on a 2.85-acre parcel of land purchased by the School District in January 2020 located at 5735 County Road 101, Minnetonka. This parcel is immediately adjacent to the south of the existing Clear Springs Elementary School and the District Service Center. The VANTAGE and MOMENTUM programs utilize unique non-traditional types of instruction that do not fit well within a typical 30' x 30' classroom configuration. The success of these programs is driving the need for this purpose-built facility to house them.

The proposed project is estimated to cost \$13.98 million. Construction will be funded through the issuance of \$7.00 million Certificates of Participation with the payment coming from annual Operating Capital resources to construct this building for school purposes, along with \$6.98 million in direct payments of general fund money for this capital purpose. The issuance of the Certificates of Participation is contingent upon the receipt of a positive review of the proposed project by the Commissioner of Education.

**District Contact:** Independent School District #276  
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Superintendent Dr. Dennis Peterson  
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**Architect/Engineer:**

ATS&R Planners/Architects/Engineers  
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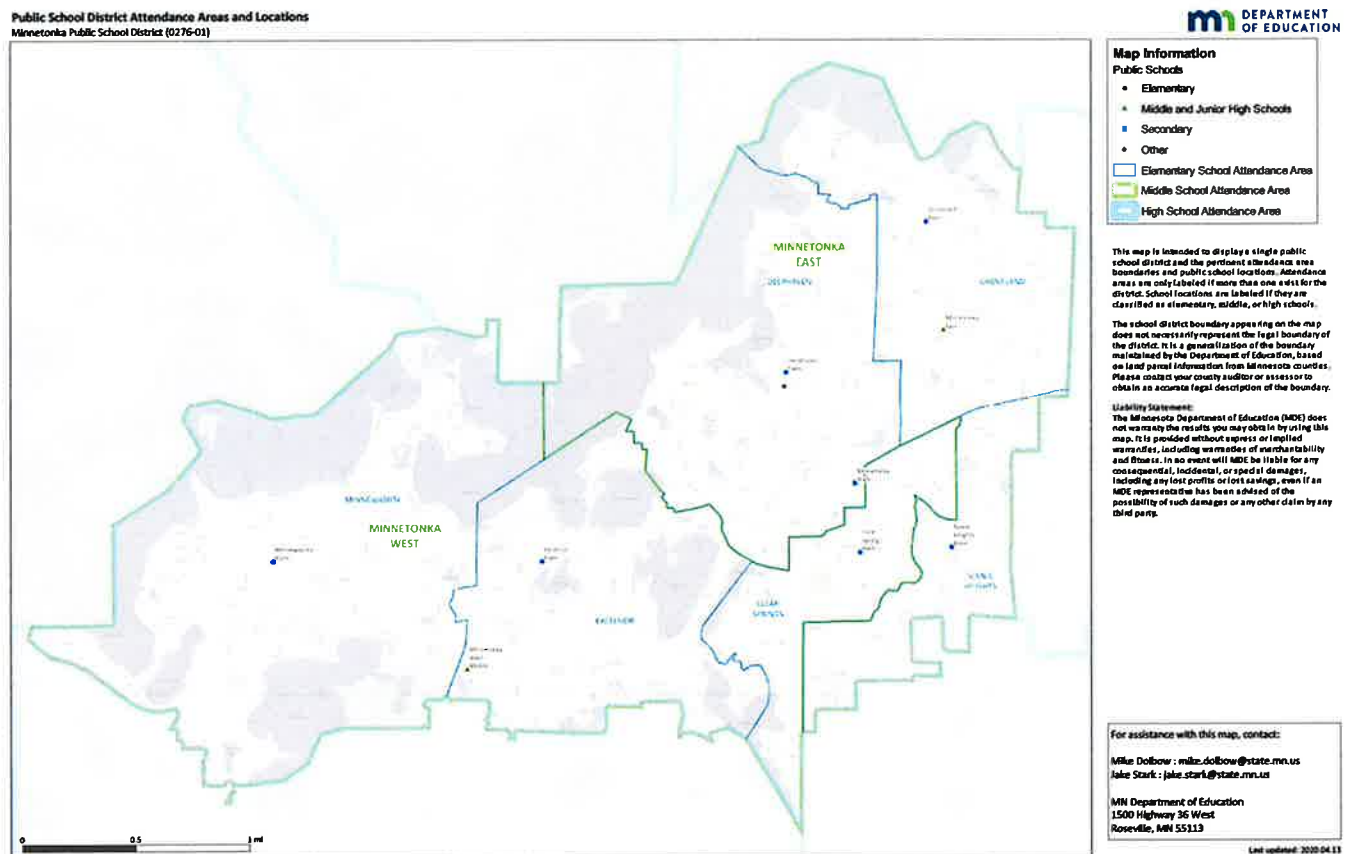
**1. Provide the geographic area and population to be served, preschool through grade 12 student enrollments for the past five years, and student enrollment projections for the next five years:**

Introduction

Minnetonka Public Schools, Independent School District 276 is located in the southwestern corner of Hennepin County and the northeastern corner of Carver County. The District has an enrollment of 11,282 students in grades K-12 as of October 1, 2021, plus 457 Early Childhood students at Minnetonka Community Education Center. Cities within the boundaries of the district include all or a portion of Deephaven, Chanhassen, Eden Prairie, Excelsior, Greenwood, Minnetonka, Orono, Shorewood, Tonka Bay, Victoria and Woodland.

The District serves a total population of 42,181 within the District's boundaries. Because of having strong programs that produce excellent results for students, students from 66 different Minnesota districts have made their own choice to open-enroll in Minnetonka ISD 276. Open enrollment from these 66 districts totals 4,079 students in FY22.

A map of the ISD 276 district boundaries is included below.



### Enrollment History and Projections

According to current demographic information, the District has experienced stable growth in its enrollment over the past several years. Enrollment history and enrollment projections are provided below:

The historical, current, and projected October 1 enrollments for the District are as follows:

Grade	Oct. 2017 Act	Oct. 2018 Act	Oct. 2019 Act	Oct. 2020 Act	Oct. 2021 Act	Oct. 2022 Proj	Oct. 2023 Proj	Oct. 2024 Proj	Oct. 2025 Proj	Oct. 2026 Proj
	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27
RSK	98	100	107	87	101	97	97	97	97	97
K	739	835	814	777	756	790	790	790	790	790
Total Kdgt	837	935	921	864	857	887	887	887	887	887
1	808	754	851	803	783	776	794	802	796	797
2	832	829	779	860	786	801	779	802	807	799
3	817	857	851	806	858	813	815	797	818	820
4	815	817	869	842	786	863	804	811	790	810
5	856	825	820	863	829	792	858	804	809	786
6	832	871	823	834	842	847	848	850	852	852
7	849	845	879	834	828	858	851	856	856	856
8	821	856	870	892	828	846	864	862	863	862
9	827	864	894	873	900	889	892	898	897	899
10	811	824	872	896	870	911	889	897	900	898
11	814	818	825	869	898	880	911	894	899	901
12	824	791	803	818	847	892	863	895	881	888
In-Person K-12 Subtotal	10,743	10,886	11,057	11,054	10,912	11,055	11,055	11,055	11,055	11,055
Pre-K Hdcp	36	45	45	45	45	45	45	45	45	45
In-Person K-12 Total	10,779	10,931	11,102	11,099	10,957	11,100	11,100	11,100	11,100	11,100
E-Learning K-12 Total					325	325	325	325	325	325
Total All K-12					11,282	11,425	11,425	11,425	11,425	11,425

Note that ISD 276 has been certified as a Comprehensive E-Learning Provider for FY22 and the projections for that enrollment are conservatively held stable through the course of the projection. The projection for K-12 was developed using a 5-year weighted average grade-to-grade projection methodology.

**2. Provide a list of existing facilities by year constructed, their uses, and an assessment of the extent to which alternate facilities are available within the school district boundaries and in adjacent school districts:**

The District owns and provides educational programming within twelve (12) school facilities. And leases (2) spaces in a neighboring school district office building complex. The following is a list of the site acreage, current grade levels, ages and square footages:

**Minnetonka ISD 276  
Facilities Acreage and Square Footage Inventory  
As Of December 31, 2021**

Location	Grades	Building Age	Building Square Footage
Clear Springs Elementary School (Site: 9.09 acres)	K-5	Original: 1958	40,434
		Addition: 1960	20,785
		Addition: 1986	3,775
		Addition: 1993	14,158
		Addition: 1995	5,098
		Addition: 2004	120
		Addition: 2008	1,079
		Addition: 2009	5,996
		Addition: 2011	3,510
		Addition: 2014	5,200
		Addition: 2018	8,265
		Total square feet	108,420
Deephaven Elementary School (Site: 8.08 acres)	K-5	Original: 1956	46,507
		Addition: 1986	7,251
		Addition: 1993	18,707
		Addition: 2008	1,540
		Addition: 2009	1,306
		Addition: 2013	675
		Addition: 2014	3,255
Total square feet	79,241		
Excelsior Elementary School (Site: 8.67 acres)	K-5	Original: 1929	62,767
		Addition: 1958	29,235
		Addition: 1964	20,221
		Addition: 2009	5,978
		Addition: 2013	9,999
Total	128,200		



**Minnetonka ISD 276  
Facilities Acreage and Square Footage Inventory  
As Of December 31, 2021**

<b>Location</b>	<b>Grades</b>	<b>Building Age</b>	<b>Building Square Footage</b>
<b>Groveland Elementary School (Site: 10.30 acres)</b>	<b>K-5</b>	<b>Original: 1958</b>	<b>36,492</b>
		<b>Addition: 1966</b>	<b>29,514</b>
		<b>Addition: 1993</b>	<b>15,160</b>
		<b>Addition: 2009</b>	<b>5,927</b>
		<b>Addition: 2011</b>	<b>5,880</b>
		<b>Addition: 2012</b>	<b>5,626</b>
		<b>Addition: 2014</b>	<b>3,040</b>
		<b>Addition: 2017</b>	<b>8,400</b>
		<b>Total square feet</b>	<b>110,039</b>
<b>Minnewashta Elementary School (Site: 17.56 acres)</b>	<b>K-5</b>	<b>Original: 1938</b>	<b>6,307</b>
		<b>Addition: 1955</b>	<b>25,353</b>
		<b>Addition: 1964</b>	<b>11,433</b>
		<b>Addition: 1976</b>	<b>14,577</b>
		<b>Addition: 1993</b>	<b>26,194</b>
		<b>Addition: 1999</b>	<b>9,775</b>
		<b>Addition: 2008</b>	<b>6,190</b>
		<b>Addition: 2009</b>	<b>12,519</b>
		<b>Addition: 2014</b>	<b>5,300</b>
		<b>Total square feet</b>	<b>117,648</b>
<b>Scenic Heights Elementary School (Site: 18.97 acres)</b>	<b>K-5</b>	<b>Original: 1967</b>	<b>52,985</b>
		<b>Addition: 1993</b>	<b>23,972</b>
		<b>Addition: 2008</b>	<b>3,971</b>
		<b>Addition: 2009</b>	<b>5,623</b>
		<b>Addition: 2013</b>	<b>3,789</b>
		<b>Addition: 2014</b>	<b>7,920</b>
		<b>Addition: 2019</b>	<b>8,826</b>
		<b>Total square feet</b>	<b>107,086</b>

**Minnetonka ISD 276**  
**Facilities Acreage and Square Footage Inventory**  
**As Of December 31, 2021**

<b>Location</b>	<b>Grades</b>	<b>Building Age</b>	<b>Building Square Footage</b>
<b>Minnetonka Middle School East</b> <b>(Site: 31.89 acres)</b>	<b>6-8</b>	<b>Original: 1964</b>	<b>116,055</b>
		<b>Addition: 1968</b>	<b>54,798</b>
		<b>Addition: 1982</b>	<b>2,699</b>
		<b>Addition: 1995</b>	<b>9,972</b>
		<b>Addition: 2008</b>	<b>14,460</b>
		<b>Addition: 2011</b>	<b>880</b>
		<b>Addition: 2012</b>	<b>7,145</b>
		<b>Total square feet</b>	<b>206,009</b>
<b>Minnetonka Middle School West</b> <b>(Site: 30.71 acres)</b>	<b>6-8</b>	<b>Original: 1964</b>	<b>116,080</b>
		<b>Addition: 1968</b>	<b>48,072</b>
		<b>Addition: 1997</b>	<b>10,922</b>
		<b>Addition: 2008</b>	<b>2,162</b>
		<b>Addition: 2011</b>	<b>880</b>
		<b>Addition: 2012</b>	<b>6,376</b>
		<b>Addition: 2013</b>	<b>4,825</b>
		<b>Total square feet</b>	<b>189,317</b>
<b>Minnetonka High School</b> <b>(Site: 106.22 acres)</b>	<b>9-12</b>	<b>Original: 1952</b>	<b>146,593</b>
		<b>Addition: 1962</b>	<b>20,707</b>
		<b>Addition: 1964</b>	<b>96,726</b>
		<b>Addition: 1979</b>	<b>1,160</b>
		<b>Addition: 1986</b>	<b>44,358</b>
		<b>Addition: 1997</b>	<b>19,150</b>
		<b>Addition: 1998</b>	<b>126,381</b>
		<b>Addition: 1999</b>	<b>14,303</b>
		<b>Addition: 2000</b>	<b>68,320</b>
		<b>Addition: 2006</b>	<b>3,935</b>
		<b>Addition: 2009</b>	<b>30,959</b>
		<b>Addition: 2013</b>	<b>4,473</b>
		<b>Total square feet</b>	<b>577,065</b>

**Minnetonka ISD 276  
Facilities Acreage and Square Footage Inventory  
As Of December 31, 2021**

<b>Location</b>	<b>Grades</b>	<b>Building Age</b>	<b>Building Square Footage</b>
<b>Minnetonka Education Center</b> (Site: 1.86 acres)	<b>9-12</b>	<b>Original: 2001</b>	<b>9,170</b>
		<b>Total square feet</b>	<b>9,170</b>
<b>Pagel Activity Center</b> (Site: On Minnetonka High School Campus)	<b>9-12</b>	<b>Original: 2001</b>	<b>63,365</b>
		<b>Addition: 2021</b>	<b>10,322</b>
		<b>Total square feet</b>	<b>73,687</b>
<b>Shorewood Education Center</b> (Site: 1.10 acres)	<b>9-12</b>	<b>Original: 1997</b>	<b>8,149</b>
		<b>Total square feet</b>	<b>8,149</b>
<b>Deephaven Education Center</b> (Site: 3.41 acres)	<b>Pre-K</b>	<b>Original: 1938</b>	<b>37,715</b>
		<b>Addition: 1947</b>	<b>17,175</b>
		<b>Addition: 2009</b>	<b>15,840</b>
		<b>Addition: 2020</b>	<b>6,352</b>
		<b>Total square feet</b>	<b>77,082</b>
<b>District Service Center</b> (Site: 6.2 acres)	<b>N/A</b>	<b>Original: 1996</b>	<b>24,108</b>
		<b>Total square feet</b>	<b>24,108</b>
<b>Warehouse</b> (Site: 1.66 acres)	<b>N/A</b>	<b>Original: 1965</b>	<b>7,760</b>
		<b>Total square feet</b>	<b>7,760</b>
<b>County Road 101 Site (adjacent to Clear Springs Elementary School)</b> (Site: 2.85 acres)			-
		<b>Total square feet</b>	-
<b>District Total Building SF</b>			<b>1,822,981</b>

In addition to the facilities above, the District operates a portion of the MHS VANTAGE Program in 8,995 sq. ft. of leased space in a portion of the 4350 Baker Road office complex located at the intersection of Highway 7 and 494 in Minnetonka, which is located in Hopkins ISD 270.

The District has confirmed that other alternative facilities are not available within the school district boundaries. No other facilities are available for ISD 276 to use in adjacent school districts.

The building stock in the District consists of very little commercial-style buildings that would be able to be converted in to a school building to house the VANTAGE and MOMENTUM programs and meet the current and future needs of the programs. The building stock is composed of 73.22% residential homestead property, and 15.52% residential non-homestead property, or 88.74% residential-oriented structures. Commercial Industrial property is only 6.88% of all the property value in the District.

This paucity of commercial buildings in the District capable of housing the VANTAGE and MOMENTUM programs is exactly why space had to be leased in a commercial building outside of the District boundaries back in 2014 when program growth of VANTAGE necessitated additional space.

3. **Provide a list of the specific deficiencies of the facility that demonstrate the need for a new or renovated facility to be provided, the process used to determine the deficiencies, a list of those deficiencies that will and will not be addressed by the proposed project, and a list of the specific benefits that the new or renovated facility will provide to the students, teachers, and community users served by the facility:**

### **Introduction**

#### **Facilities Deficiencies**

The specific facilities deficiencies are as follows:

The Vantage location at 4350 Baker Road is 8,985 square feet and costs approximately \$300,000 annually to lease. It is a 10-minute shuttle ride in light traffic conditions and good weather, but much longer in heavier rush-hour traffic and bad weather. The \$300,000 annual lease payment can be redeployed to pay for 5/6 of the COP payment for the VANTAGE/MOMENTUM building which will contain 4 times the square footage plus 90 parking spots compared to the 4350 Baker Road site. The lease is expiring in August 2024.

The current Health Sciences strand is very popular in terms of enrollment but is currently occupying a very small, cramped space for the program at the Minnetonka Education. The curriculum requires the use of a science lab, but for a different regimen of experiments that is typically taught in a standard high school science lab. The program utilizes space on a systematic basis in an existing high school science lab, competing for time slots with the remainder of the student body. The small size of the space for this program is a hindrance to enrollment. Students are able to graduate from the class being certified to work in an assisted living or nursing home facility, which enables them to earn money part time while working on a nursing or doctoral course of study, but the facility size is a hindrance to enrollment.

Having the VANTAGE program spread out among three facilities makes it difficult to bring the students together for instruction that may feature a guest speaker. In addition, the classes in VANTAGE rely heavily on mentorship, and having a facility large enough for many one-on-one, one-on-two, and one-on-few mentorship sessions would facilitate instruction and also make it possible for more students to access the VANTAGE program.

The VANTAGE program is also occupying instructional slots at Minnetonka High School that are needed for the more traditional none-VANTAGE program offerings at Minnetonka High School.

The VANTAGE Advanced Professional Studies program offerings include:

VANTAGE Education  
VANTAGE Global Policy  
VANTAGE Spanish Immersion  
VANTAGE Chinese Immersion  
VANTAGE Food Science  
VANTAGE Wellness  
VANTAGE Engineering  
VANTAGE Business Analytics  
VANTAGE Global Business  
VANTAGE Design and Marketing  
VANTAGE Health Sciences  
VANTAGE Global Sustainability  
VANTAGE Digital Journalism  
VANTAGE Public Policy  
VANTAGE User Experience

These offerings have proven to be very popular and have increased in enrollment every year since inception of the VANTAGE program in FY14, increasing up to 404 students in FY22 out of the high school population of 3,512.

The MOMENTUM program is in its second year in FY22. It is proving to be a popular option for the segment of the student population that is looking towards entering the work force straight out of high school. Enrollment is growing steadily at from 364 in FY20 to 447 in FY22. While purpose-built space is under construction in the form of a 10,300 square foot addition to the Pagel Activity Center at Minnetonka High School to house the initial two strands of Advanced Automotive Professions and Physics of Home Renovation there are new strands being developed that will need additional purpose-built space

The MOMENTUM Design and Skilled Trades program offerings include:

MOMENTUM Aeronautics  
MOMENTUM Aviation Professions  
MOMENTUM Automotive Investigation  
MOMENTUM Automotive Brake Systems  
MOMENTUM Automotive Electrical Systems  
MOMENTUM Automotive Engine Performance  
MOMENTUM Automotive Steering and Suspension  
MOMENTUM Automotive Professions  
MOMENTUM Home Construction  
MOMENTUM Physics of Home Renovation  
MOMENTUM Mathematics of Home Renovation  
MOMENTUM Metals and Welding

MOMENTUM HVAC and Electrical Professions  
MOMENTUM Advanced Architectural Design & Drafting  
MOMENTUM Advanced Engineering Design

**The project addresses the following needs identified above:**

When the new facility starts hosting VANTAGE classes in September 2023, exactly 10 years since the program started in September 2013, for first time the program will have purpose-built space to house its unique method of instruction. Students will no longer have to take an extended shuttle ride to an out-of-district location to attend classes. Space will no longer be a constraint, allowing for access for more students who might otherwise might not be able to access the program at its current location.

Health Sciences will have space to accept more students and a purpose-built lab in which to conduct experiments targeted for the class. Global Sustainability will have access to a commercial level kitchen lab in which to conduct food-related experiments.

Full-student-body presentations for all VANTAGE students will be possible in this location.

MOMENTUM will have purpose-built space for the next strands that are under development.

Minnetonka High School will then have availability of Science Lab rooms (currently scheduled at 95% utilization) and classrooms (currently scheduled at 95% utilization) currently used by the MHS VANTAGE program to meet programming needs of the overall 9-12 curriculum.

This proposed project is being developed to support the innovative instruction methodologies designed in to the core of the VANTAGE and MOMENTUM programs. These two programs run differently than more traditional high school curriculum offerings set in a 6-or-7-period day by offering longer duration learning periods utilizing an AM and PM time block for scheduling. Purpose-built space will support the instruction and learning process to help propel the students in these programs to their own highest levels of achievement. This proposed project will improve educational delivery to students and the community for these unique programs and provide capacity for increased participation in them.

4. Provide a description of the project, including the specification of site and outdoor space acreage and square footage allocations for classrooms, laboratories, and support spaces; estimated expenditures for the major portions of the project; and the dates the project will begin and be completed:

The summary of projects is as follows:

- Construct a new VANTAGE / MOMENTUM high school building to consolidate all current VANTAGE programs and allow for future VANTAGE / MOMENTUM program development.

<b>Project Description</b>	<b>Project Cost Estimate</b>
<u>New MHS VANTAGE/MOMENTUM School</u>	\$ 13,980,000.00
<u>Furniture Fixtures and Equipment for new building</u>	\$ 1,200,000.00
<u>Bond Issuance Costs</u>	\$ Included
<b>Project Total Amount</b>	<b>\$15,180,000.00</b>

New MHS VANTAGE/MOMENTUM School Building

- Location: County Road 101 site, Minnetonka, Minnesota 55345
- Site Size: (2.85 acres total)
- New Building Area: Approximately 36,300 square feet
- Construction Begin: Mid-to-Late April 2022 / Completion: July 21, 2023 / Occupancy: August 1, 2023
  - o Approximately 15-month construction schedule from ground breaking to substantial completion
- Program of Building Spaces: (See below)
- Summary:
  - o The design will be made to support VANTAGE / MOMENTUM student programming, including a variety of learning spaces, small group, science labs, large group gathering space, and the code-required a tornado shelter for building occupants, which is now required for schools constructed in Henneping County
  - o Allow for flexible space to adapt to changing education delivery methods.
  - o The construction timeframe will be approximately 15 months.



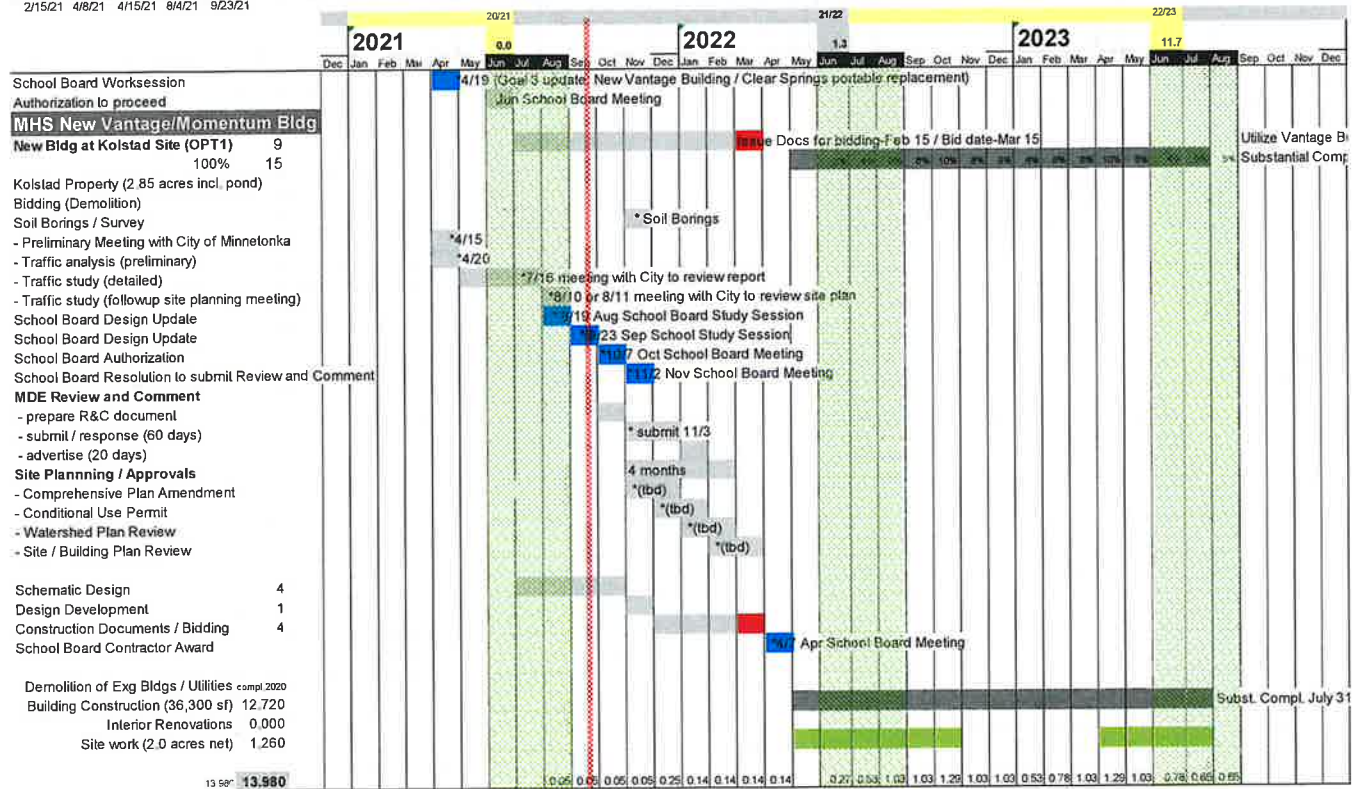
## Project Draw Schedule and Construction Timing

ATS&R Planners / Architects / Engineers

### Project Schedule Draft

Minnetonka Public Schools

2/15/21 4/8/21 4/15/21 8/4/21 9/23/21



### Operating Costs

This project proposal calls for additional square footage in the form of a new school building on a site immediately adjacent to existing Clear Springs Elementary School. Operating costs for heating, cooling, electrical operations, etc. as well as administrative staffing costs and maintenance costs have been analyzed and estimated for the projects by District administration and the District's architect/engineer. The change in yearly operating costs to the District are calculated based on historical/projected costs per square foot and District policy for salaries and summarized in estimates below:

#### Operating Cost Summary Estimate:

All Maintenance Costs	36,300 x \$1.12per sq. ft.	\$ 40,656
Utilities, cleaning supplies, paper supplies		

These will increase at 1%-3% annually based on the inflation rates for cleaning and paper supplies and utilities.

Custodial staff (2) – one first shift 6:00 AM-2:30 PM and one 2:00 PM-10:30 PM

Total Salaries and Benefits for 2.0 FTE	\$133,436
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These will increase 3%-4% annually depending on the outcome of bargaining unit negotiations.

Of note, the maintenance costs and custodial staff costs are the only new costs not currently being incurred. The program administrator, assistant administrator and clerical support staff are all currently budgeted in the General Fund budget and will merely change locations as opposed to being new additional positions.

### Bus Shuttle Transportation Costs

The District currently runs 5 round trip shuttle trips to the current VANTAGE sites – these will continue but instead be run to the VANTAGE-MOMENTUM site, so there will be no additional incremental cost above what is already being incurred. The shuttle time from Minnetonka High School to 5735 County Road 101 will actually be shorter than the current time it takes to get to 4350 Baker Road.

As a result, bus shuttle costs are already budgeted in the General Fund budget and will continue to be budgeted, rather than adding new or additional bus shuttle service. As a result, there is no increased cost to the General Fund for transportation for this program.

**Project Space Programs, Cost Estimates, Concept Layouts, etc. Describing the Project**

**Minnetonka Public Schools**

ATS&R PLANNERS / ARCHITECTS / ENGINEERS

**PROGRAM OF SPACES - NEW MHS VANTAGE / MOMENTUM BUILDING**

4/26/21 10/7/21

High Capacity\*

328

4

3,200

Classroom total SF

8

13,700

Lab total SF

Students	Room Type	No. of Classrooms	Size in SF	Total Net SF	Notes
		12			
<b>CLASSROOMS</b>					
	32 Classrooms - G5 (temp Clear Springs)	4	800	3,200	Lower level (converts to 3 Nodes)
	25 VANTAGE Learning Pods				
	Art	2	1,500	3,000	160 students (80 AM / 80 PM)
	Science Pod	2	1,500	3,000	140 students (40 AM / 100 PM)
	Kitchen	1	400	400	
	Cols	1	800	800	
	Business	2	2,000	4,000	240 students (120 AM / 120 PM)
	Public Policy	1	1,200	1,200	80 students (40 AM / 40 PM)
	Large Group Meeting / Forum	1	2,200	2,200	
	Small group	10	120	1,200	4-8 person (10)
	Storage per Node	4	100	400	
	Student Toilets (2 per Level)	8	80	640	including 2 in tornado shelter Lev D
	- changing areas / M and F				extra space in toilets or separate
	Staff Planning Office area	20	30	600	adjacent to Admin
	Staff Toilets	2	60	120	
				20,760	20,760
<b>LAB SPACES</b>					
	25 MOMENTUM Learning Pod				
	Maker Bay	1	2,500	2,500	high volume space
	Classroom	1	800	800	supports Maker Bay
	Storage	1	300	300	supports Maker Bay
	Storage Mezzanine	1	600	600	
				4,200	4,200
<b>SUPPORT SPACES</b>					
	Administration				
	Director Office	1	120	120	1 + 3 admin
	Assistant Office	3	100	300	
	Atrium area				

## Minnetonka Public Schools

ATS&R PLANNERS / ARCHITECTS / ENGINEERS

### PROGRAM OF SPACES - NEW MHS VANTAGE / MOMENTUM BUILDING

4/26/21 10/7/21

High Capacity\*

328

4

3,200 Classroom total SF

8

13,700 Lab total SF

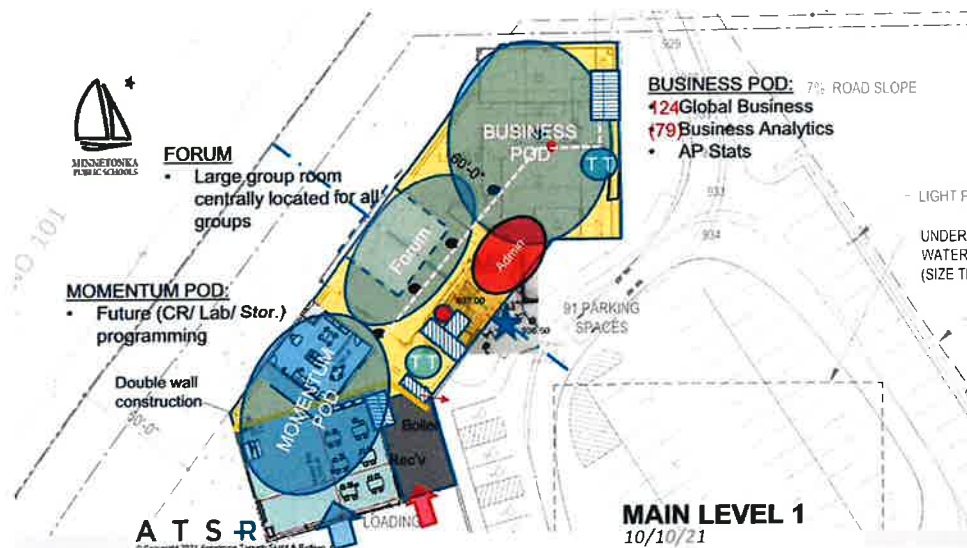
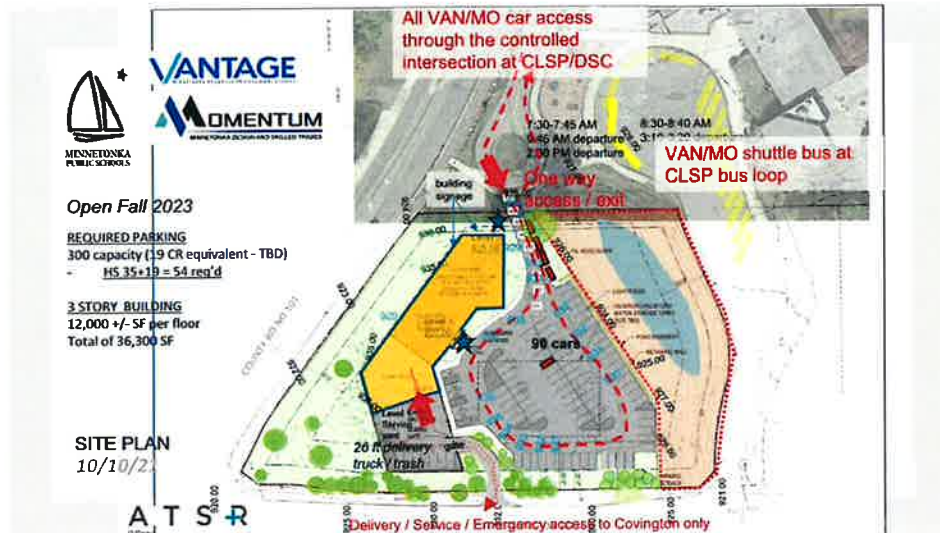
Students	Room Type	No. of Classrooms	Size in SF	Total Net SF	Notes
		12			
	General Public Toilets	2	120	240	
	Reception / Sec	1	180	180	Reception
	Closet	1	10	10	
	Mail / Workroom / Copy / Storage	1	120	120	Mail room
	Volunteer Area	1	100	100	Also Volunteer area
	Conference / Board Room	1	450	450	20-30 persons
	Receiving / Custodial / Building Services				
	Receiving Area / Storage / Laundry	1	200	200	
	Exterior storage	1	150	150	
	Building Storage	1	150	150	
	Janitor Rooms	3	80	240	
				2,260	2,260
<b>BUILDING SERVICES</b>					
	Tornado Shelter (350 occ / SF based on 588 occ)	1	2,634	2,634	12 CR (4 at 20 sf / occ and 8 at 50 sf / occ) = 434 + 20 = 454 Occupants
	Toilets with direct access to shelter	-			see student toilets above
	Shelter mech AHU room	1	300	300	
	Generator	1	100	100	
	Boiler Room	1	300	300	
	Electrical Room	1	100	100	
	Technology Closets	3	50	150	
	Mechanical	-	800	-	RTU on roof in lieu of interior mech rooms
				3,584	3,584
	NET SQUARE FOOTAGE Incl. Mech / Elec				30,804
	GROSS BUILDING SQUARE FOOTAGE	SF Multiplier	1.18	=	36,300

**ATS&R Planners, Architects, Engineers**

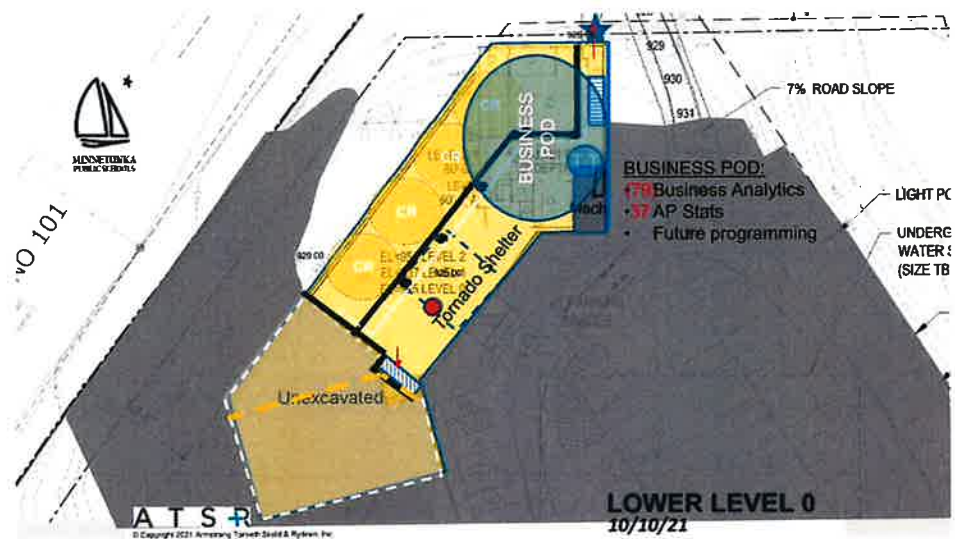
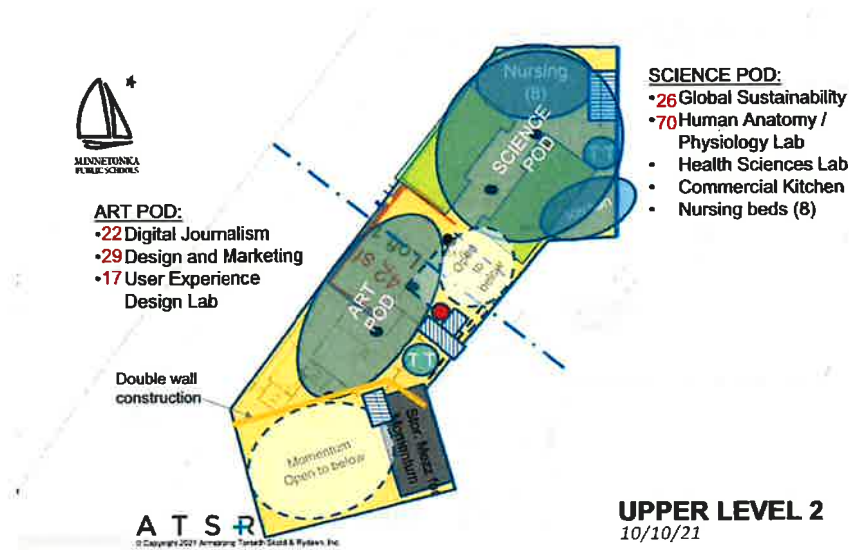
**Minnnetonka High School - New 3 Story Vantage/Momentum Building (Hwy 101 site)**

### Statement of Probable Project Costs

9/20/18	2/15/21	2/20/21	3/9/21	4/14/21	7/1/21	7/26/21	8/27/21	9/27/21	BID DATE	Mar 2022	
<b><u>Construction Costs</u></b>											
Construction - Addition									36,300 sf	307.09	11,147,300
Site Development											1,311,300
<b>Construction Subtotal</b>											<b>12,458,600</b>
<b><u>Other Costs</u></b>											
Services / Fees / Testing / Permits											1,114,100
Furniture Fixtures Equipment										0%	0
Technology (Infra structure / Equipment)										0%	0
Contingency										3%	407,300
<b>Other Cost Subtotal</b>											<b>1,521,400</b>
<b>Total Project Costs</b>									<b>8,000,000</b>		<b>13,980,000</b>
<b>Other Factors to Consider:</b>											
Hazardous Material Clean-up Costs											
Legal / Interest Costs, and Special Construction Services											







**5. Provide a specification of the source of financing the project, including applicable statutory citations; the scheduled date for a bond issue or school board action; a schedule of payments, including debt service equalization aid; and the effect of a bond issue on local property taxes by the property class and valuation:**

Minnetonka ISD 276 will fund the project out of existing funding sources available to the District under Minnesota Statutes. As a result, there will be no impact on property taxes for taxpayers as a result of this project.

**Land for the Project**

No land is required to be purchased for the project. The project will be constructed on a parcel of District-owned land located at 5735 Highway 101 in Minnetonka.

**Construction Funding for the Project**

The \$13.98 million construction cost of the project will be funded from two sources utilizing Operating Capital and General Fund money as allowed in Minnesota Statutes 126C.10 Subd. 14 (2) and 126C.10 Subd. 15.

\$7,000,000 in Certificates of Participation will be issued in 2022 if the Commissioner of Education approves the project. The intent is to issue the COPs as soon as possible after the 20-day review & comment publishing requirement in Minnesota Statutes 123B.71 Subd. 12(a) to try to lock in rates during the current historically low interest rate environment. Tentatively bonds would be sold the week of January 24-28, 2022. The conservatively estimated interest rate of the bonds assuming a 50-basis-point cushion results in a projected average annual payment of \$359,766. The annual payments will be made from the existing Operating Capital Revenue received annually by the District. The District will receive this revenue every year whether the project is constructed or not. Minnetonka ISD 276 receives approximately \$2.8 million annually in Operating Capital Revenue.

There will be no tax impact - \$0 – on the existing or future property tax levies generated by this specific building project over and above what the District will be levying regardless of whether this project will be constructed or not.

Of significant note, the District is currently paying approximately \$300,000 per year from Operating Capital revenues to lease 8,985 square feet at 4350 Baker Road in Minnetonka for the Vantage Program. That lease is finished at the end of FY24, so for FY25 and onward, the funds used for the current lease payments at 4350 Baker Road will then be applied against the annual \$359,766-average COP payment.

\$6.98 million construction cost of the project will be funded from general fund money. The UFARs General Fund of the District finished FY21 with an Unassigned Fund Balance of \$23,480,722, which is 14.7% of expenditures for the year. The District has built up these resources over the years due to prudent financial management. The Unassigned Fund Balance is budgeted to increase an additional \$1.73 million in FY22, which assuming the District stays within budget for FY22 will put the Unassigned Fund Balance in excess of \$25 million at the end of FY22. The School Board of Minnetonka ISD 276 maintains a minimum unassigned fund balance policy of 6% of expenditures. The UFARS General Fund Unassigned Fund Balance will continue to stay above of the 6% minimum Unassigned Fund Balance set by Board Policy 703. As these funds are already in possession of



the District, the construction of this project will have no tax impact - \$0 – on the existing or future property tax levies.

The anticipated draw schedule will first draw upon Certificates of Participation proceeds, with the remainder of the draws from the General Fund scheduled to occur primarily over the course of FY23, with final draws at the construction project close out in FY24.

#### Furniture and Equipment for the Project

Furniture and equipment for the project in the amount of \$1.20 million will be paid for from the District's Capital Projects Referendum revenue which is an existing levy. The Capital Projects Levy for FY22 is \$6,916,127 based on 6.569% of 2019 Net Tax Capacity and is scheduled to be \$7,275,915 for FY23 based on 6.569% of 2020 Net Tax Capacity. Given the significant run up in real estate values in 2021, it is estimated that the Capital Projects Levy for FY24 will increase to \$7,639,710 at 6.569% of 2021 Net Tax Capacity. Furniture and equipment expenditures to provision the project are one-time in nature and will come from the FY23 and FY24 Capital Projects revenue.

It is important to note that for FY22 and FY23 the District is levying, and in the case of FY24 and future years, will be levying these amounts as part of its normal course of operations. As a result, there will be no tax impact - \$0 – on the existing or future property tax levies generated by this specific building project over and above what the District will be levying regardless of whether this project will be constructed or not.

#### Summary

In summary, there will be no incremental increased tax impact from completion of this project, or no decreased tax impact if this project is not built. The District is utilizing resources in hand, as well as existing statutory annual revenue streams in order to complete the construction of this project and operate it going forward.

1. Sources and Uses of the Certificates of Participation

The following Sources and Uses of Funds table was prepared by R W Baird.

**Independent School District No. 276, Minnetonka, Minnesota**  
**Certificates of Participation, Series 2022**  
**Current Rates Plus 50 BP**  
**February 1, 2029 Call @ Par**

**Sources:**

Bond Proceeds:	
Par Amount	7,000,000.00
Premium	214,337.70
	<hr/>
	7,214,337.70
	<hr/>

**Uses:**

Project Fund Deposits:	
Project Fund	7,000,000.00
Delivery Date Expenses:	
Cost of Issuance	87,500.00
Underwriter's Discount	<hr/>
	122,500.00
	210,000.00
Other Uses of Funds:	
Additional Proceeds	4,337.70
	<hr/>
	7,214,337.70
	<hr/>

BAIRD

2. Estimated Debt Structure and Payment Schedule

The following estimated debt structure and payment schedule was prepared by R W Baird.

**Independent School District No. 276, Minnetonka, Minnesota**  
**Certificates of Participation, Series 2022**  
**Current Rates Plus 50 BP**  
**February 1, 2029 Call @ Par**

Dated Date                      03/01/2022  
Delivery Date                 03/01/2022

<i><b>Period Ending</b></i>	<i><b>Principal</b></i>	<i><b>Coupon</b></i>	<i><b>Interest</b></i>	<i><b>Debt Service</b></i>
02/01/2023	150,000	5.000%	209,881.83	359,881.83
02/01/2024	140,000	5.000%	221,462.00	361,462.00
02/01/2025	145,000	5.000%	214,462.00	359,462.00
02/01/2026	150,000	5.000%	207,212.00	357,212.00
02/01/2027	160,000	5.000%	199,712.00	359,712.00
02/01/2028	170,000	5.000%	191,712.00	361,712.00
02/01/2029	175,000	5.000%	183,212.00	358,212.00
02/01/2030	185,000	3.000%	174,462.00	359,462.00
02/01/2031	190,000	3.000%	168,912.00	358,912.00
02/01/2032	195,000	3.000%	163,212.00	358,212.00
02/01/2033	200,000	3.000%	157,362.00	357,362.00
02/01/2034	210,000	3.000%	151,362.00	361,362.00
02/01/2035	215,000	2.390%	145,062.00	360,062.00
02/01/2036	220,000	2.490%	139,923.50	359,923.50
02/01/2037	225,000	2.570%	134,445.50	359,445.50
02/01/2038	230,000	2.660%	128,663.00	358,663.00
02/01/2039	235,000	2.730%	122,545.00	357,545.00
02/01/2040	245,000	2.800%	116,129.50	361,129.50
02/01/2041	250,000	2.850%	109,269.50	359,269.50
02/01/2042	260,000	2.910%	102,144.50	362,144.50
02/01/2043	265,000	2.940%	94,578.50	359,578.50
02/01/2044	275,000	2.980%	86,787.50	361,787.50
02/01/2045	280,000	3.010%	78,592.50	358,592.50
02/01/2046	290,000	3.050%	70,164.50	360,164.50
02/01/2047	300,000	3.080%	61,319.50	361,319.50
02/01/2048	310,000	3.120%	52,079.50	362,079.50
02/01/2049	315,000	3.150%	42,407.50	357,407.50
02/01/2050	325,000	3.180%	32,485.00	357,485.00
02/01/2051	340,000	3.200%	22,150.00	362,150.00
02/01/2052	350,000	3.220%	11,270.00	361,270.00
	<b>7,000,000</b>		<b>3,792,980.83</b>	<b>10,792,980.83</b>



3. Estimated Tax Impact

There is no tax impact as all funding sources are from existing Operating Capital authority, the General Fund Unassigned Fund Balance, and Capital Projects Referendum authority.

**6. Provide documents obligating the school district and contractors to comply with items (i) to (vii) in planning and executing the project:**

**6(i). Section 471.345 governing municipal contracts:**

The District shall comply with Section 471.345 UNIFORM MUNICIPAL CONTRACTING LAW of the Minnesota Statutes as a school district, in accordance with Subdivision 1 whereby “municipality” is defined as a county, town, city, school district or other municipal corporation or political subdivision of the state authorized by law to enter into contracts. The District shall comply with Subdivision 2 whereby a “contract” means an agreement entered into by a municipality for the sale or purchase of supplies, materials, equipment or the rental thereof, or the construction, alteration, repair or maintenance of real or personal property. Furthermore, the District shall comply with all requirements of Section 471.345 that apply to the projects in this Review and Comment submittal.

**6(ii). Sustainable design:**

The District will consider materials and systems selection and design strategies that address sustainable design principles including recycled material content, local availability, renewable resource use, life-cycle costs, and impact on indoor air quality. Environmental topics including site, water, energy, indoor environment, materials, and waste as identified in the *Minnesota Sustainable Design Guide*, will be evaluated for incorporation into the design. The intention is to use a holistic approach in the project design which recognizes the interdependent nature of a sustainable building. The environmental performance of the building will be considered over its entire life cycle, incorporating input from the design team, the community, and district personnel.

Numerous strategies and opportunities for sustainable design have already been identified and analyzed to determine the appropriate techniques that most effectively apply to the design. A partial list of the options under consideration includes the following:

**Architectural/Site**

- Positioning spaces throughout the buildings into location to receive natural day-light
- Improved window and glazing performance
- Bicycle racks to encourage alternative transportation
- Erosion control systems to manage water run-off during construction
- Meeting current Minnesota Energy Code
- Increased roof insulation to 6 inches of polyisocyanurate
- Improved wall insulation systems to 2+ inches for cavity wall insulation
- LEED for schools strategies promoted by the United States Green Building Council (USGBC)

**Mechanical**

- Hot water heating system
- Displacement ventilation systems
- CO2 sensors for Demand control ventilation
- Energy “dashboard” monitoring
- Energy recovery for fuel reduction and energy efficiency
- HVAC and energy management control systems to monitor system efficiency
- New hot water radiation to replace steam radiation
- Replacement of water heating piping, valves, pumps, and pipe insulation
- Replacement of ductwork, dampers, terminal units, and controls
- Use of variable frequency drives and EC motors on fans and pumps to address building demand
- Water efficient plumbing fixtures
- Ventilation occupancy sensors
- Use of condensing boilers where older boilers are replaced for energy efficiency

Electrical

- Occupancy sensors to switch off interior lights when spaces are unoccupied
- Occupancy sensors to turn off plug loads when computers are not in use
- Photo sensors to regulate perimeter lighting
- Electrical systems designed for energy efficiency
- LED lighting of spaces

**6(iii). School facility commissioning under section 123B.72 certifying the plans and designs for the heating, ventilating, air conditioning, and air filtration for an extensively renovated or new facility meet or exceed current code standards, including the ASHRAE air filtration standard 52.1:**

Commissioning will occur that certifies that the plans and designs for the mechanical system work for the buildings meet or exceed code standards, provide for the monitoring of outdoor airflow and total airflow of ventilation systems, and provide an indoor air quality filtration system that meets ASHRAE standard 52.1.

**6(iv). American National Standards Institute Acoustical Performance Criteria, Design Requirements and Guidelines for School on maximum background noise level and reverberation times:**

The project will incorporate ANSI criteria of (4) key areas related to acoustical design:

1. Room acoustics (dB ranges and reverberation time)
2. Minimizing background noise from HVAC and electrical systems
3. Room sound isolation from interior and exterior sources
4. Impact isolation for multi-story facilities

Acoustic design will be achieved by:

- Appropriate exterior wall cavity design – Provide proper insulation, air space, and differing materials allow for different sound transmissions to be reflected or absorbed by the wall design. Additionally, many of the methods currently utilized to provide protection from the exterior environments perform added functions as sound isolating elements.
- Minimizing sound transmission through interior partitions – Provide insulation top of deck, with a minimum of one side of gypsum board carried to the top of deck. Continuously caulk along the top edge of the partition wall at the deck. At masonry walls, consider foam or sand-filled cores. For operable walls, specify minimum STC rating requirements.
- Minimizing reverberation time – Provide variation in perimeter walls of rooms over 1,000 square feet and install acoustic isolation panels to accommodate additional absorption. For music spaces, provide non-parallel walls to minimize reverberation from instruments. Utilize acoustic ceiling tile and carpet for larger spaces.

The project will specify minimum standards for acoustic performance of HVAC systems including:

- System components including low-velocity diffusers and fans
- Limit duct velocity in design and require test and balance analysis to confirm performance
- Provide sound attenuators in duct and air handling unit connections
- Locate terminals above ceilings in common areas as opposed to above classrooms
- Provide vibration isolators at all equipment

The project will reduce impact isolation in classroom areas by aligning circulation and corridor spaces from floor to floor to minimize traffic above classroom areas. For areas identified with conflict areas located vertically above classrooms, we will consider acoustics isolation springs for suspended ceilings, and/or sound attenuation isolation above suspended ceiling systems.

The District has a desire to investigate all of the above principles. Each of the above ideas may be incorporated to some degree into a design for the District projects. The costs of implementing the ANSI S12.60 requirements can be significant and will be considered during the planning and design process to meet the project budgets.

Close supervision during construction will be given to achieve the expected design, particularly for HVAC noise control and for sound isolation between spaces.

#### **6(v). State Fire Code:**

The project will comply with applicable state fire codes.

**6(vi). Chapter 326B governing building codes:**

The project will comply with applicable building and fire codes for general, mechanical, and electrical construction.

**6(vii). Consultation with affected government units about the impact of the project on utilities, roads, sewers, sidewalks, retention ponds, school bus and automobile traffic, access to mass transit, and safe access for pedestrians and cyclists:**

For the additions project added to the existing building, the facility is already supported by nearby local infrastructure (roads and utilities). These roads and infrastructure function currently. Any necessary planning and approvals will be coordinated with the local municipalities, counties, and the appropriate state agencies. The total cost allocated for this project includes allowances for expenses such as the construction of drives, utilities, and other infrastructure.

The District has met with the City of Minnetonka Planning Department and reviewed aspects of utilities, options for road access traffic analysis, which are incorporated into the current planning. A traffic study has been conducted by the City to verify traffic pattern utilization of the adjacent roadways. Soil borings have been initiated and the results of the conditions were used to define the possible final location of the new building on the site.


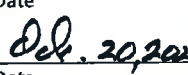
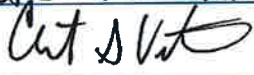

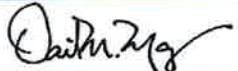


**Attachment 1**  
**Review and Comment**  
**Section #6 Documentation**  
**(as amended by the 2014 Legislature)**

Documentation obligating the school district and contractors to comply with items (i) to (vii) in planning and executing the project:

- (i) The school district will be in compliance with Minnesota Statutes, section 471.345, governing municipal contracts issued for this project.
- (ii) The school district and the architects will include elements of sustainable design for this project.
- (iii) If the project installs or modifies facility mechanical systems, the school district, architect/engineers and contractors will be in compliance with school facility commissioning under Minnesota Statutes, section 123B.72, certifying the plans and designs for the heating, ventilating, air conditioning and air filtration for an extensively renovated or new facility meet or exceed current code standards, including the ASHRAE air filtration standard 52.1.
- (iv) If the project creates or modifies interior spaces, the district, architects/engineers and relevant contractors have considered the *American National Standards Institute Acoustical Performance Criteria, Design Requirements and Guidelines for Schools* on maximum background noise level and reverberation times.
- (v) The project will be in compliance with Minnesota State Fire Code.
- (vi) The project will be in compliance with Minnesota Statutes, chapter 326B, governing building codes.
- (vii) The school district and the architects/engineers have been in consultation with affected government units about the impact of the project on utilities, roads, sewers, sidewalks, retention ponds, school bus and automobile traffic, access to mass transit and safe access for pedestrians and cyclists.

The school district and architect/engineers will maintain documentation showing compliance with these items upon, and subsequent to, project completion.

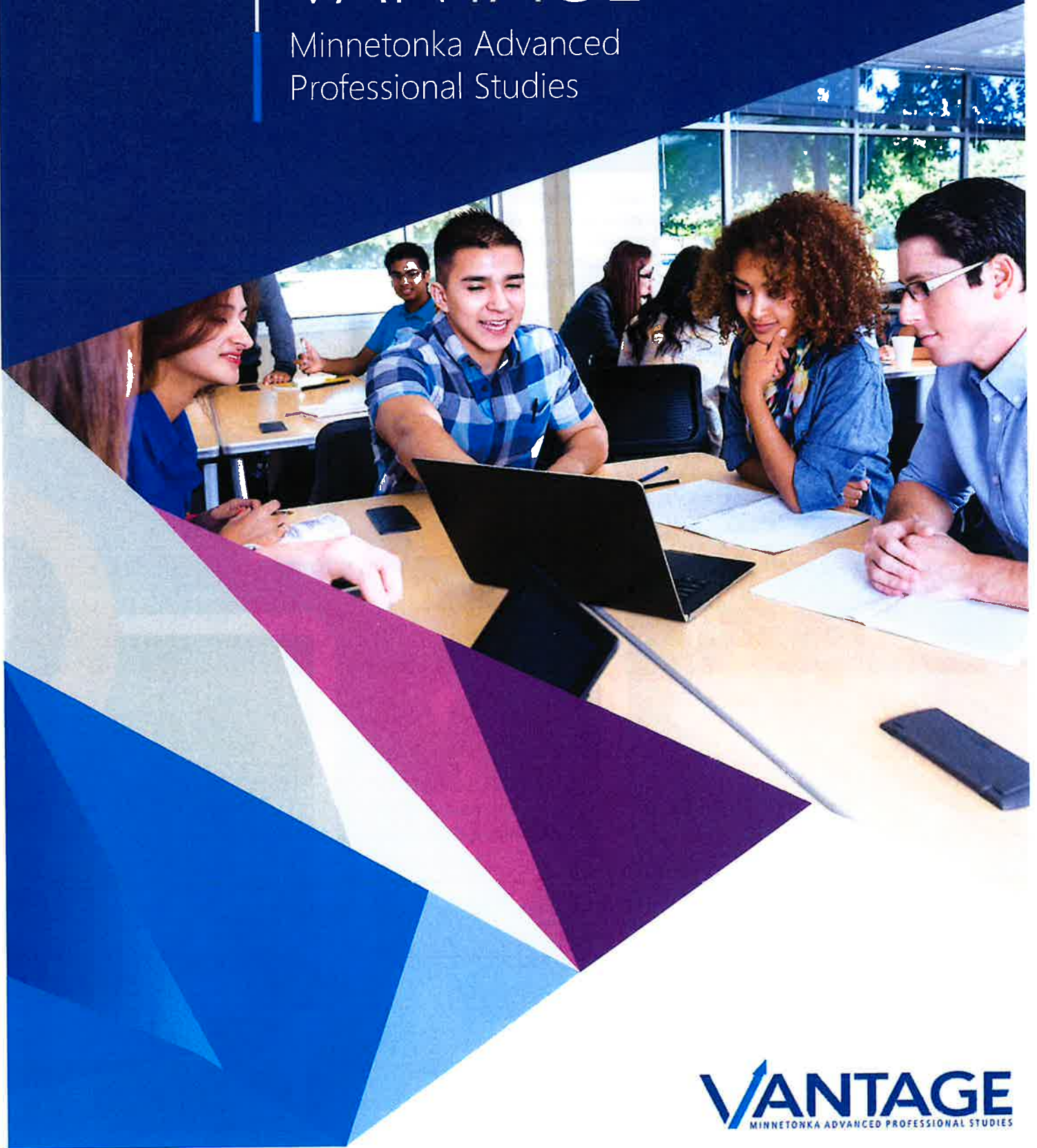
Superintendent signature 	Date 
Board chair signature 	Date 
Architect/engineer signature 	Date 10-17-2021

-END OF DOCUMENT-

[tonkavantage.com](http://tonkavantage.com)

# VANTAGE

Minnetonka Advanced  
Professional Studies



**VANTAGE**  
MINNETONKA ADVANCED PROFESSIONAL STUDIES



ABOUT

# VANTAGE

VANTAGE is Minnetonka High School's advanced professional studies program. Through experiential learning, VANTAGE offers a unique opportunity for high school students to apply their coursework in real-world



## FOCUS AREAS

VANTAGE offers seven areas of study:  
Business Analytics | Design + Marketing |  
Digital Journalism | Global Business |  
Global Sustainability | Health Sciences |  
User Experience (UX) Design



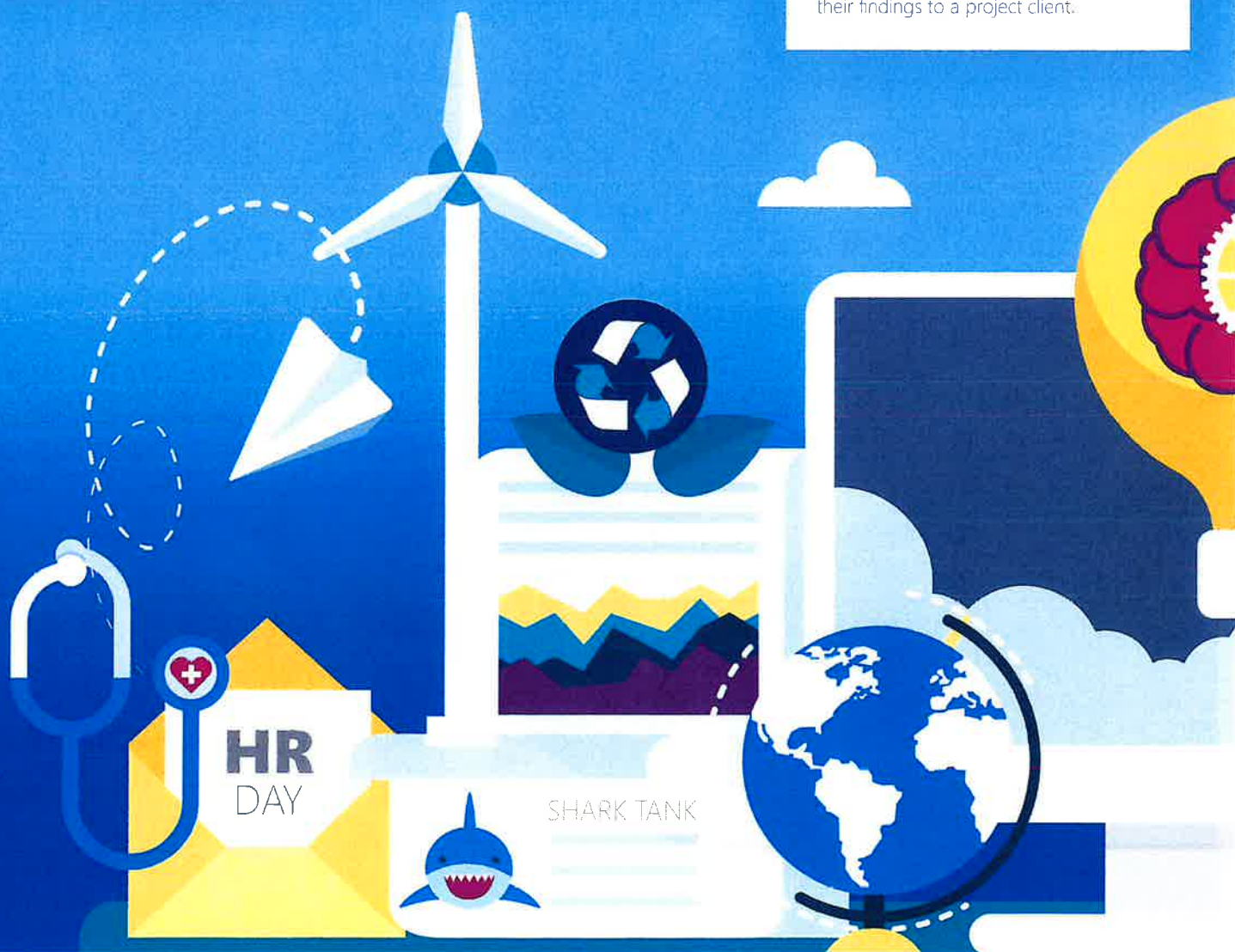
## VANTAGE IMPACT

In a word: CONFIDENCE. At VANTAGE, students develop critical high-level skills that leave them confident in their ability to excel in professional environments. The VANTAGE skills include: Professionalism | Teamwork | Problem Solving | Effective Communication | Leadership



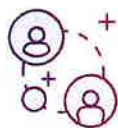
## REAL-WORLD PROJECTS

Semester projects are the cornerstone of VANTAGE. Students solve authentic business problems through project-based assignments. Working in teams, students research an important business challenge, formulate recommendations and present their findings to a project client.





settings. Students solve authentic business problems through hands-on learning, project-based assignments and working one-on-one with mentors in the community, all while fulfilling rigorous academic credit requirements.



### MENTOR PROGRAM

VANTAGE students work one-on-one with a mentor throughout the year. Mentors are volunteers from the community who have a passion for helping young people develop professionally. In monthly meetings, students receive guidance in areas of professional development, including business projects, presentation skills and networking best practices.



### HANDS-ON EXPERIENCES

Students are exposed to regular guest instruction from industry leaders and site visits with companies to meet with experts in real-world professional environments. Events such as HR Day and the Shark Tank competition offer students unique opportunities outside the classroom.



### INDUSTRY PARTNERSHIPS

VANTAGE is a dynamic collaboration between Minnetonka High School and the professional community. This is an opportunity to reinvent the learning experience for students and inspire them with an authentic and real-world set of challenges on a daily basis.



# Focus Areas

VANTAGE engages students in active, hands-on learning where they apply rigorous academic coursework in relevant, real-world settings across seven focus areas.

## Business Analytics

Engage in a real-world experience in a high-demand business field. Students spend both semesters working on a variety of industry-driven projects, solving data-centered business problems and learning about the rewards of project-based work.

Using Excel and Tableau, students analyze and interpret quantitative information as a critical driver of effective business strategy development.

Students examine statistical methods such as sampling concepts, regression analysis and inference procedures and then directly apply them to real and relevant business data. They learn how to build business forecast models based on analytical methods and work with leaders from the data analytics industry such as Nielsen, Centriam and Best Buy to understand how data drives improved performance in modern businesses. [This program is offered to juniors and seniors.](#)

### Course Credit

Year-long, two-credit course earns:

**AP Statistics** (one Math credit)

**IB Business Management SL or HL**  
(one Business elective credit)

## Design + Marketing

Students learn interactive, graphic and product design skills and how they are applied in the commercial world. The goal of this course is to bring together form and function to learn and create 2D and 3D products that are designed by creatively combining materials and digital media. Students learn about marketing variables that impact products and how skillfully designed visual images and products succeed in the marketplace.

Students work with local, national and international businesses as they learn to master programs such as Adobe Photoshop and Adobe Illustrator. By taking a lead role in planning, designing and presenting work to colleagues and clients, students function as a design and marketing consultant. [This program is offered to juniors and seniors.](#)

### Course Credit

Year-long, two-credit course earns:

**Marketing I and II**  
(one Business elective credit)

**Graphic and Product Design I and II**  
(one Art credit—fulfills the MHS Arts credit requirement)

## Digital Journalism

Broadcast news is undergoing rapid change. New forms of journalism are emerging across many platforms and industries. VANTAGE Digital Journalism invites students to explore innovative, creative ways of producing stories using video and sound.

Working with digital media professionals, students learn industry standards for digital media as well as broadcast advertising and social media. They explore the world of delivering podcasts, commercials, interviews and public service announcements, as well as community and local business events. [This program is offered to juniors and seniors.](#)

### Course Credit

Year-long, two-credit course earns:

**Video Production** (one Art credit—fulfills the MHS Arts credit requirement)

**Digital Journalism and Investigative Research** (one English credit)



## Global Business

Students engage in real-world experiences in high-demand professional environments, including the Shark Tank competition and professional site visits.

They spend both semesters acting as consultants on partner-driven projects, researching and solving business problems. Students learn fundamental concepts of economics, research best practices, persuasive techniques, public speaking and effective communication. Students explore business principles and functions with an emphasis on technical innovation, operations management, marketing, human resource management and finance. **This program is offered to juniors and seniors.**

### Course Credit

Year-long, three-credit course earns:

**AP Seminar** (one English credit)

**IB Business Management SL or HL**  
(one Business elective credit)

**AP Microeconomics** (one Social Studies credit)



## Global Sustainability

Students engage in real-world experiences in fields related to global sustainability. They learn and grow in areas that offer future employment such as corporate sustainability, food science, food security, food safety, water systems, waste systems, energy conservation and others. Coursework integrates physical, biological and information sciences to the study of the environment and global economics.

Students spend both semesters working on a variety of industry-driven projects, solving research problems and learning about the challenges and rewards of project-based work. They also learn about economics and the policy implications of food sustainability, with an emphasis on the global nature of food production and its impact on communities and the environment. **This program is offered to juniors and seniors.**

### Course Credit

Year-long, two-credit course earns:

**Global Studies and Economics**  
(one Social Studies credit)

**AP Environmental Science** (one Science elective credit)

## Health Sciences

Students participate in health science-related experiences to understand future employment opportunities in this growing sector of the economy. In addition to their coursework in AP Psychology and Human Anatomy, students can earn certification as a certified nursing assistant or emergency medical responder. This certification gives students advanced training and a jump-start in the field of health care.

Students receive regular guest instruction and attend site visits with health science leaders such as the University of Minnesota, Children's Minnesota and Excelen Center for Bone & Joint Research and Education. Students gain a firm understanding of psychology and the human system, including a generalist view of the many professions available as a prospective health care professional. **This program is offered to juniors and seniors.**

### Course Credit

Year-long, 2.25 credit course earns:

**AP Psychology** (one Social Studies credit)

**Human Anatomy** (one Science elective credit)

**Medical Sciences** (.25 Science elective credit) Nursing Assistant Registered or Emergency Medical Responder

## User Experience (UX) Design

Students explore the convergence of computer science and design as they develop mobile applications and website designs for project partners.

While focusing on the user interface and the overall user experience, student teams propose solutions that drive new capabilities and important business improvements. With a focus on human-centered design, students will get a jump-start into developing products by empathizing with the user first. **This course is offered to sophomores, juniors and seniors.**

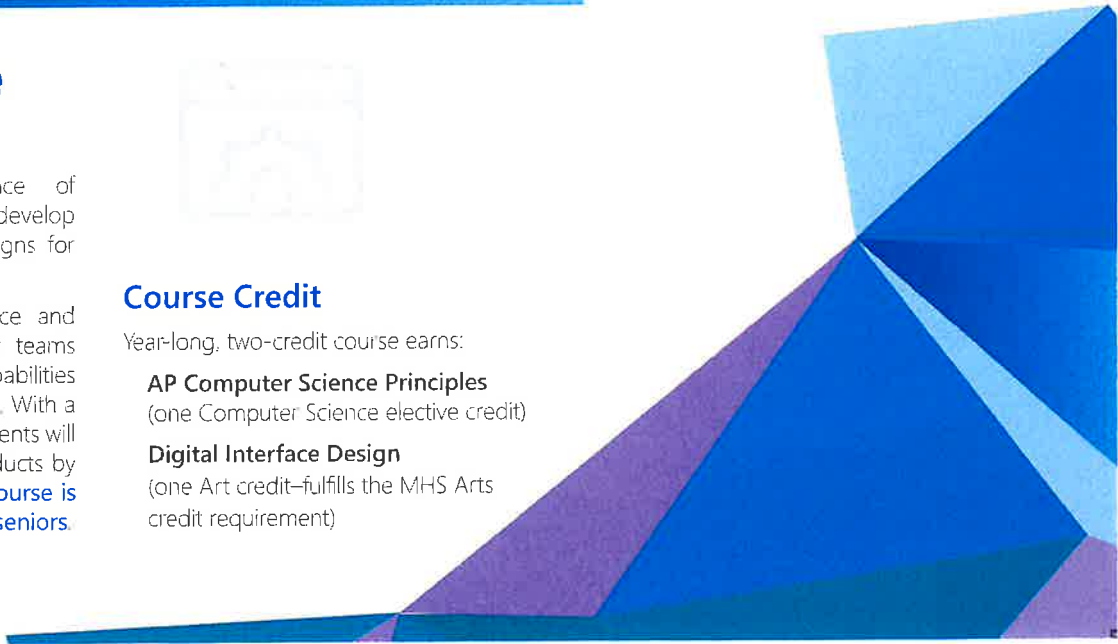


### Course Credit

Year-long, two-credit course earns:

**AP Computer Science Principles**  
(one Computer Science elective credit)

**Digital Interface Design**  
(one Art credit—fulfills the MHS Arts credit requirement)



# DISTINCTLY VANTAGE

## A unique experience

At VANTAGE, students spend two or three periods of their school day at the VANTAGE building. Students make a commitment for the year. Under the direction of Minnetonka High School teachers, students study the needs of corporate and community partners, engage with mentors, and execute real-world projects for a variety of project sponsors.

## Tailored to the student

VANTAGE prepares students for future success by building relationships that benefit them after high school. Students build a competitive high school transcript and college application by applying coursework to real-world projects, developing professional skills and working with corporate and community partners.

## In collaboration with partners

Working with local partners, VANTAGE's project-based curriculum addresses targeted skills needed to be successful in professional environments. Students are prepared for the future's high-skill, high-demand careers.

# A Week

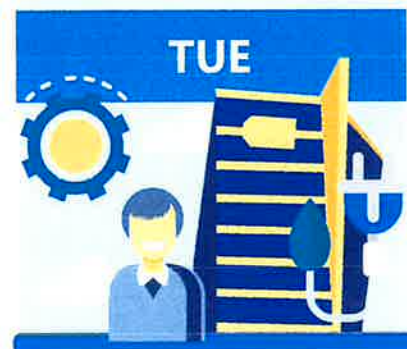
in the life of a VANTAGE student



I start my day at **VANTAGE**, which is just a couple miles from the high school.

I listen to a **guest instructor** talk about how she became an entrepreneur and how we can begin building skills to do the same thing.

Next up, I meet with my **project group** to plan my primary research for a client project.



I head to a **site visit** at Best Buy headquarters.

While there, I learn about the company's **supply chain** and environmental work in the community.



WED



**Human Resources Day** is around the corner, so I work on my resume and LinkedIn profile to get ready.

My **mentor** meets me at VANTAGE and we talk about my upcoming mock interview.

THU



We're talking about **customer experience** today.

I build a customer **journey map** based on class lectures and previous guest instructors.

FRI



Today is **practice presentation** day. I present my project to an outside volunteer and receive feedback.

My group and I participate in a conference call with our project partner and **design a survey** to support our client research.



Students who are two and three years into their college or career paths are really seeing how VANTAGE is paying off. The greatest and most consistent message they share is that it's not just the content but the unique and real-life experiences they had being a VANTAGE student that had the largest impact.

**LEAH DASOVICH**  
VANTAGE Instructor



STUDENT

# | Skill Development

VANTAGE students develop essential skills that help them adapt and thrive in an ever-changing world.

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## Professionalism

Students act with integrity, give and receive constructive feedback, and conduct themselves in a way that is appropriate for the situation.

## Teamwork

Students learn how to successfully operate on high-functioning and cross-disciplinary teams by being agile, accountable and action-oriented.

## Problem Solving

Students develop creative solutions to client challenges through curiosity, resiliency and critical thinking.

## Effective Communication

Students explore all dimensions of communication from written to non-verbal to presentation skills, developing the ability to tailor and deliver messages to different audiences.

## Leadership

Navigating with confidence, students achieve their highest potential and inspire others to do the same.

90%

Rated VANTAGE **superior to their traditional experience** at Minnetonka High School.

96%

Positively rated their VANTAGE **instructors**.

93%

Positively rated their **overall experience** with VANTAGE.

I used to think VANTAGE was just about Global Business. Now I know it has many

## **DIFFERENT FOCUS AREAS.**

I'm working with a broadcast expert as my mentor and learning a ton about the digital industry.

MADDIE | Digital Journalism student



I love spending three hours of my high school day at VANTAGE. You really get to develop a more personal connection with your teachers and peers. Plus,

## **NO TWO DAYS ARE THE SAME.**

JOHN | Global Business student

## **MY MENTOR IS AMAZING.**

He's a college professor at the University of St. Thomas and has helped me write letters to athletic directors as I prepare my college applications. The connections the program has created are awesome. I'm signing up for a different focus area next year!

ALLI | Health Sciences student



"The number of labs in the Global Sustainability class really surprised me in a good way. We have done everything from testing the efficacy of sunscreen to raising baby chicks to understanding soil acidity and how that affects the supply chain.

## **IT OPENS YOUR EYES**

to where food comes from.

MAC | Global Sustainability student

This is my second year in VANTAGE. First I took Global Business and now Business Analytics.

The experience has helped me

## **BUILD MY CONFIDENCE,**

leadership skills and presentation skills. I already feel like it's making a difference as I apply to college."

TYLER | Business Analytics student





# VANTAGE Mentorship

The Mentor Program is an integral component of the VANTAGE experience.

All VANTAGE students are assigned a one-on-one mentor for the academic year. The mentor is a trusted and experienced advisor. Students receive guidance around many areas of professional development including business projects, presentation skills, LinkedIn profiles, resume creation and networking best practices. Input and involvement from the mentor are critical to enhance student learning in this experiential, project-based program.

The major criteria to become a mentor is a desire and commitment to encourage and motivate a high school student in the areas of career and life exploration and development.



## Mentor Topics throughout the year

SEP

### Get to Know Each Other

Learn more about a mentor's career journey.

NOV

### Manage Time & Stress

Discuss strategies for managing priorities when you have too much to do.

JAN

### Lead Yourself & Others

Explore the traits of a great leader and share best practices.

MAR

### Embrace Diversity

Talk about what diversity means and how it is important in the workplace and school.

MAY

### Plan the Future

Gain insight into how to network and seek professional advice in the future.

OCT

### Collaborate with Teams

Understand team dynamics and gain tips for successfully navigating in a team.

DEC

### Present with Impact

Practice your client presentation and receive feedback.

FEB

### Present Yourself

Learn about a mentor's interview experience and receive feedback on your resume.

APR

### Live Your Values

Discuss the role your values play in your career.



RAY WIZBOWSKI  
CMO Entrust Datacard  
VANTAGE Mentor

Working with my mentor has  
empowered me to take initiative.  
This experience is vital for  
students who strive to put their  
best foot forward every day.

”

TRENT  
Design + Marketing student



HANDS-ON

# Experiences

From day one, VANTAGE students are off-site in a professional setting. Guest instructors, 1:1 mentors and professional-partner projects are the primary focus of class time.



## HR Day

VANTAGE students have their resume reviewed and practice interviewing with professionals from the world of Human Resources. Expert panels take student questions and help students navigate the challenging process of landing the right job.



## Shark Tank

Students in Global Business work individually or in teams to prepare a business plan for a new product or service. They present to a panel comprised of local venture capitalists and successful entrepreneurs for the opportunity to be the next VANTAGE Shark Tank winner.



I plan on hiring one of the digital journalism students for a summer internship. After seeing the quality of work coming from VANTAGE students, I'm convinced I want them in my business.

**PROJECT SPONSOR**  
Digital Journalism

# REAL-WORLD Projects



Stand out on your college application by focusing your essay on a project you completed in your field. Demonstrate passion and experience in your chosen field.

Projects are the cornerstone of the VANTAGE experience. VANTAGE students collaborate to solve real problems for real clients through project-driven work. A sample of projects includes:



## Business Analytics

**Big Thrill Factory:** Analyze which elements of redemption areas influence consumer behavior to increase profitability and determine how the number of game plays and ticket redemption impact staffing needs.

**Best Buy:** Identify which factors are essential to determine the appropriate productivity level for the fleets, including analyzing weekly data sets, service call data and vehicle maintenance details.

**Target:** Explore how the assortment architecture in the furniture department allows retailers to be profitable within specific SKUs and recommend strategy for opening price points.



## Global Business

**Caribou Coffee:** Recommend strategies for making the Caribou Coffee Perks program and other promotions more relevant to high school students.

**General Mills:** Develop an overview of how the teen consumer approaches breakfast and snacking occasions and a point of view on the types of communication and advertising that resonates with them.

**Habitat for Humanity:** Enhance Habitat's corporate sponsorship program by conducting primary and secondary research, analyzing data and providing recommendations on how to restructure the program.



## Design + Marketing

**CityKid Farms:** Create a series of graphic design collateral, increase Community Supported Agriculture (CSA) subscriptions and develop interactive experiences for the public along the greenway bike path.

**JUUT SalonSpa:** Develop an innovative branding strategy for the company's new location in Wayzata, Minnesota.

**Westonka Food Shelf:** Develop branding materials, exterior and interior signage and wayfinding materials for the organization's new location in Mound, Minnesota.



## Global Sustainability

**SunOpta:** Develop new smoothie flavors for product launch that leverage sustainable ingredients and appeal to consumer tastes.

**University of Minnesota:** Research best practices in recycling and composting behavior management to support expansion of multi-channel waste management system.

**Cargill:** develop new chocolate powder formulation to create a new product opportunity for Truvia all-natural sweetener.



## Digital Journalism

**FASTSIGNS:** Research the customer experience and develop short commercials that improve the customer relationship management process for Fast Signs.

**Loaves & Fishes:** Develop a compelling overview of the organization that helps them recruit volunteers and increase donor participation in programs.

**GiGi's Playhouse:** Create a video to be used at the organization's annual fundraising gala that highlights the need for funding while staying true to their belief of empowerment.



## Health Sciences

**Shalom Homes:** Interview residents to develop recommendations on how to improve sense of community for residents.

**Minnetonka Aquatics:** Analyze best practices and create recommendations on how to best develop and implement an aquatic therapy program.

**The Glenn:** Research resident experiences to develop programs to improve sense of purpose in the community.



## User Experience (UX) Design

**Nelson Grass Farms:** Research and create prototypes/design elements for a mobile app to support an improved customer experience.

**HockeyStop:** Create a mobile app and enhancements to the HockeyStop website to better manage the customer experience and improve satisfaction.

**Kiddywampus:** Develop a technology-enabled user experience for their event and space rental businesses.



# VANTAGE Industry Partnerships

## Become a **VANTAGE Partner**

VANTAGE isn't just for students! Every week at VANTAGE there are dozens of community members mentoring students, coaching student teams, guest instructing or hosting site visits. The "VANTAGE Ecosystem" works because hundreds of professionals find it rewarding to be part of the future of education. Most partners who get involved decide to come back for more because being part of the VANTAGE world is both fun and rewarding.

VANTAGE is a partnership-based platform, changing the face of education. Join us as we create a very special and unique experience for tomorrow's leaders. Roles for partners include:

### Project Partners

Organizations provide a student team with a real challenge in their current environment. Student teams spend several months researching and designing solutions to the challenge. The result is a win-win. Students gain real-world experience, and partners get critical help with a real challenge.

### Mentors

Develop a deeper relationship with a single VANTAGE student, helping them navigate the challenges associated with entering the professional world.

### Guest Instructors

Professionals with expertise in an area covered by a VANTAGE strand come in to the classroom and provide experience-based expertise that make course topics come to life.

### Site Visits

An industry expert hosts students at a work site to experience real-world business environments.

## In Good Company

Our students have worked with world-class organizations across a range of industries:

Best Buy	Lifetouch Photography
Cargill	Lola Red PR
Caribou Coffee	MN United
Children's Minnesota	Nike
Emerson	Oracle
Evereve	Shalom Hornes
General Mills	SunOpta
GiGi's Playhouse	Target
Hubbard Broadcasting	Thrivent Financial
KARE 11	University of Minnesota
Kowalski's	Valleyfair
Lalawinds	

## Our Advisory Board

The VANTAGE Advisory Board is made up of senior-level business and community advisors who provide VANTAGE with knowledge, expertise and connections that expand and enhance those of the school district's management and directors.

Advisory Board members represent a broad range of industries that directly support the seven areas of focus at VANTAGE. In addition to being mentors to current students, they actively advocate on behalf of the program both in and out of the classroom. Board members serve terms up to three years in length.





We have managed 350+  
**Projects**  
in the last seven years

- New product launches
- Focus groups
- Marketing analysis
- Event planning and management
- Social media strategies
- Marketing planning
- Price strategy development
- Brand development
- Pricing elasticity analysis



## | Contact Us

Address     VANTAGE  
4350 Baker Road, Minnetonka, MN 55345

Phone        (952) 224-0380

Site            [tonkavantage.com](http://tonkavantage.com)

Email          [vantage@minnetonkaschools.org](mailto:vantage@minnetonkaschools.org)





## Get your hands on these Trades-focused opportunities

I'm not the kind of person who likes to sit in a chair all day. I learn by doing, through hands-on, independent work that allows me to identify problems and stick with it until I find a solution. My long-term goals are to be happy in a well-paying career where I can use my hands, do what I love and be useful to my family and my community.

– Notes from a Minnetonka student focus group

Minnetonka High School offers a variety of pathways to students with a passion for real-world, hands-on learning that could lead to a lucrative career in the skilled trades.

As part of MOMENTUM, students can look forward to rich learning opportunities, such as:

- guest speakers & panel presentations
- connections to local businesses
- information about trade certifications
- on-ramps to trade and technical schools
- Senior Capstone experience for students who complete an advanced-level course

### CONTACT

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MHS Tech Ed & Project  
Lead the Way Chair

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952-401-5700

### Partner with Us!

Help us connect MHS students with the Trades community. Please complete the form:

<http://bit.ly/MTKA-MOMENTUM>

### Trades Pathways Quick Facts

1

New MHS course:  
**Advanced Automotive I**  
(available Spring 2022 in new MOMENTUM facility)

3M

The skilled trades gap in the United States is expected to reach 3 million job vacancies by 2028\*

2026

Projected: Better-than-average employment in the building trades at least through 2026\*

16k

Number of skilled electricians needed nationwide with more anticipated as professionals near retirement\*\*

## CREATING AWARENESS

### Business Connections

MHS staff and the Trades Advisory Board, made up of leaders in the trades industry, are working to strengthen connections between MHS students and local companies looking to train students, fill apprenticeships, and hire dedicated MHS students and recent graduates.

### Certifications

Skilled trade certifications give students portable skills that lead to fulfilling, well-paying jobs.

Certifications can also lead to greater responsibility within an organization and prepare individuals to succeed should they choose to pursue a two- or four-year academic pathway later.

### Technical Schools

Minnesota is home to many technical schools with vibrant programs that lead to technical certificates or associates degrees.

Look for announcements on college/career visits and guest panel discussions that include representatives from these schools.

Create **awareness and support** for all students on all pathways (trades, military, gap years, technical school, colleges and universities, etc.) to promote the **best match for each student.**

– Minnetonka School Board  
2019-20 Board Goal

## IT'S ABOUT YOU

### Core Curriculum

Your strong Minnetonka High School core curriculum (English, math, social studies, science) will help you hone the skills you'll need for success on the job and as you consider supervisory-level opportunities.

Stay engaged!  
Personalize your learning and incorporate your passion for this work wherever you can.

### Be Valued

The skilled trades can provide significant economic value:

- begin with paid work experience
- gain skills and confidence
- pursue certifications
- take advantage of training that may be fully paid by employers
- feel valued by employers and customers

### Stand Out

In MHS Technology Education courses, you'll be able to apply what you're learning and develop the skills you need to stand out to employers. Hands-on, project-based work will allow you to demonstrate critical thinking and problem-solving skills.

Enrollment and engagement in an advanced Tech Ed course are key to gaining a teacher recommendation that may be needed to participate in the offsite Senior Capstone experience.



Project Lead the Way empowers students to develop and apply in-demand skills by exploring real-world challenges. MHS offers three PLTW pre-engineering courses focused on solving problems, thinking critically and collaborating.

*In 2020, 80.2% of Minnetonka students completing the PLTW requirements earned college credit.*



The MHS Senior Capstone Project provides students the opportunity to apply and participate in a two-week, off-campus experience at the end of their senior year. Students explore their passions and work with a mentor in a real-world learning environment.

*Enrollment in an advanced Tech Ed course is required. MHS teacher recommendation may be requested.*



# MHS PATHWAYS

## What is the skilled trades gap?

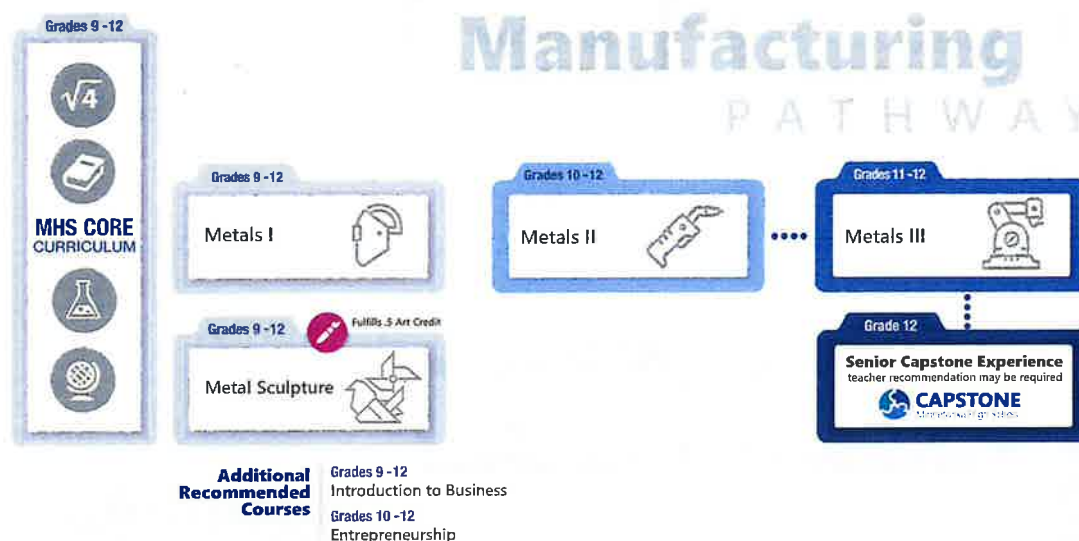
Highly skilled individuals in the trades are critical to a strong U.S. economy. Employers need new talent today to replace retiring workers.

## What's the right pathway for you?

New MHS course for 2021-22 School Year:

Advanced Automotive I (grades 11-12)

Will be offered in new MOMENTUM facility, to be completed for Spring 2022



### MHS Activities/Clubs

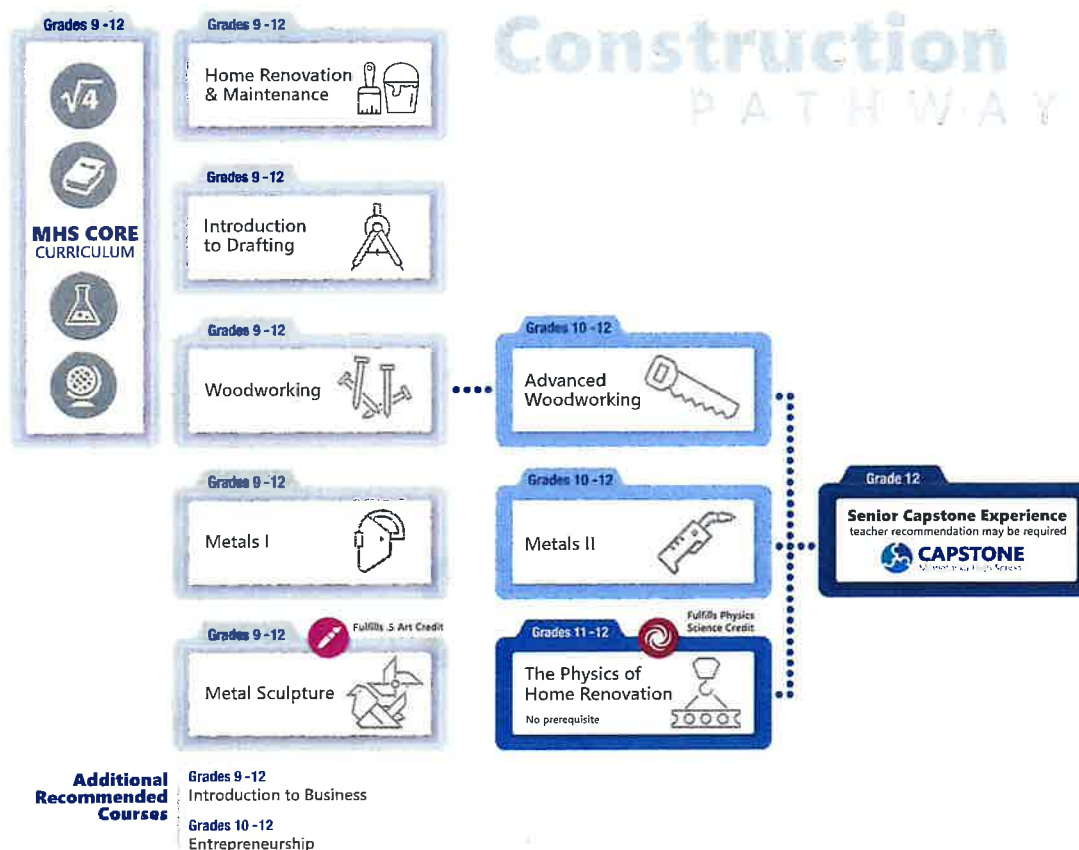
- Supermileage
- Robotics

### Career Options

- Welding, Machinist, Robotics

### Post-secondary

- Two- and four-year options

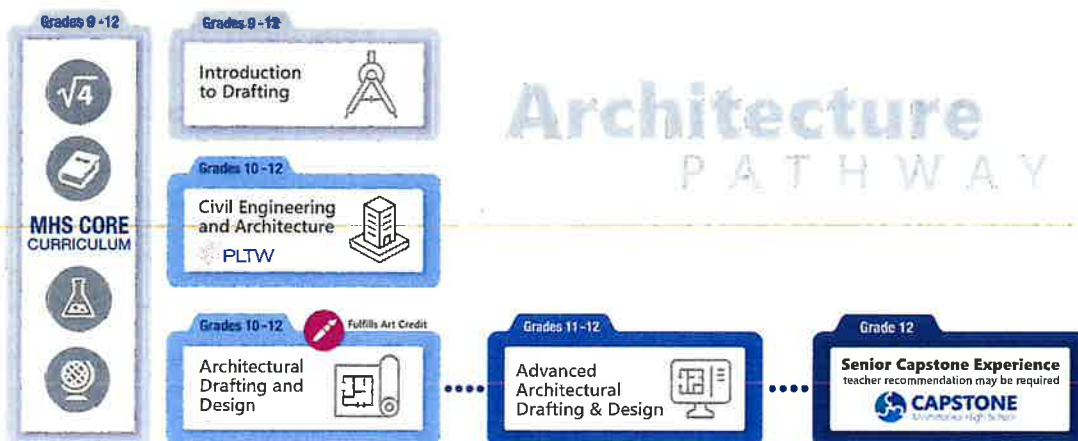


### Business Connections

- RJM Construction, Golden Valley

### Career Options

- Carpenter
- Electrician
- Ironworker
- Laborer
- Superintendent
- Project Engineer (Office)
- Field Engineer

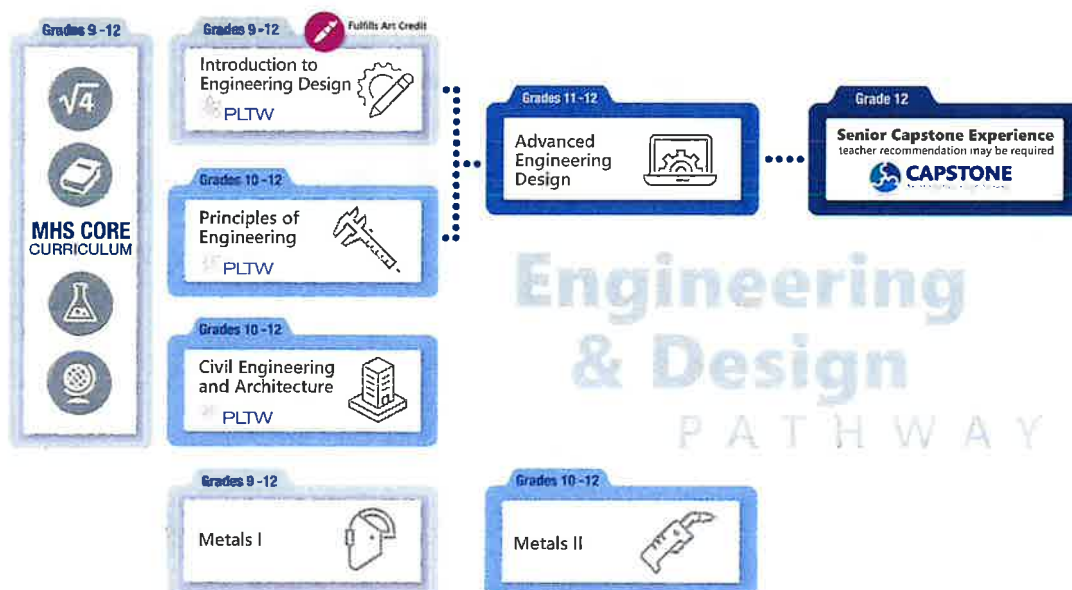


### Career Options

- Architect
- Draftsperson

### Post-secondary

- Two-year specialized design program
- Four-year architecture degree

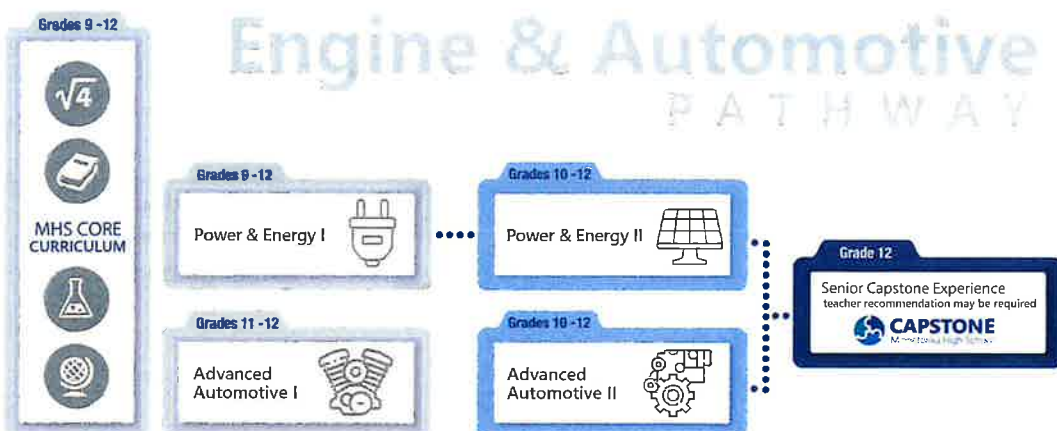


### MHS Activities/Clubs

- Robotics
- Science Olympiad
- Supermileage

### Post-secondary

- Four-year engineering degree



Additional Recommended Courses

- Grades 9-12: Introduction to Business
- Grades 10-12: Entrepreneurship, Money, Banking & Investing

### MHS Activities/Clubs

- Robotics
- Supermileage

### Post-secondary

- Two- and four-year options

### Career Options

- Automotive Technician
- Master Mechanic

**REVIEW**

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

**Board Agenda Item IX.**

**Title: Review of Safe Learning Plan**

**Date: November 4, 2021**

---

**EXECUTIVE SUMMARY:**

The Board has an expectation of reviewing the District's Safe Learning Plan at each regular meeting of the Board. The Plan was last reviewed on October 7, and no changes were made at that time. Current conditions with COVID-19 cases in the schools and the community will be shared, and the status of vaccinations for younger students will be reviewed.

**Submitted by:**



---

**Dennis L. Peterson  
Superintendent of Schools**

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

**Board Agenda Item X.**

**Title: Approval of Sale of 2021N Certificates of Participation  
Refunding Bonds**

**November 4, 2021**

---

**EXECUTIVE SUMMARY:**

On April 8, 2021, the School Board of Minnetonka Independent School District 276 approved the sale of the 2021N Certificates of Participation Refunding Bonds to refund and restructure the 2013D Certificates of Participation Bonds at their call date. The restructuring was estimated to lower annual payments by an average of \$27,664, which would free up Lease Levy payment capacity to pay for approximately 1/6 of the estimated payment for a future Lease Levy project to replace the Clear Springs temporary classrooms in 2023. At that time, it was estimated that the bonds could be refunded from their current rate of 2.85% down to 2.78% with a net present value loss of (\$45,422.53) and a reduction in outstanding bond par value of \$60,000, reducing outstanding par value from \$810,000 down to \$750,000.

Sale of the \$750,000 2021N Certificates of Participation Refunding Bonds took place on Tuesday, November 2, 2021. The 2021K COP Refunding Bonds were sold at a total interest cost of X.XX% with net present value loss of (\$19,918.96), and a reduction of outstanding par value bonds of \$60,000. In addition, annual payments were reduced by \$XX,XXX, which is estimated to be sufficient to free up Lease Levy payment capacity to support 1/6 of the annual payments on a future Clear Springs temporary classroom replacement project.

The resolution approving the sale of the 2021N Certificates of Participation Refunding Bonds was prepared by the District's bond counsel Dorsey & Whitney, LLP.

---

**ATTACHMENTS:**

RESOLUTION RELATING TO SCHOOL DISTRICT PROPERTY AND IMPROVEMENTS AND THE REFINANCING THEREOF; AUTHORIZING A LEASE-PURCHASE AGREEMENT AND THE CREATION OF REFUNDING CERTIFICATES OF PARTICIPATION; AND APPROVING AND AUTHORIZING THE EXECUTION OF DOCUMENTATION RELATING THERETO

---

**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve the 2021K Sale Resolution as prepared by Dorsey & Whitney.

The final sale resolution will be prepared after the sale of the bonds on November 2, 2022.

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

Concurrence: Dennis L. Peterson  
Dennis Peterson, Superintendent



**ACTION**

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

**Board Agenda Item XI.**

**Title: Authorization of Sale of 2022A COP Bonds  
For VANTAGE/MOMENTUM Building Construction**

**November 4, 2021**

---

**EXECUTIVE SUMMARY:**

At the School Board Meeting of October 7, 2021, the School Board approved moving forward with the financing and construction of the VANTAGE/MOMENTUM Building at 5735 County Road 101, Minnetonka, MN for classes commencing in September 2023, pending approval of the project from the Minnesota Department of Education (MDE) through the Review and Comment process.

The Review and Comment is scheduled to be submitted on November 5, 2021 after approval by the School Board. Concurrent with that review process, and given the rising interest rate environment, it is prudent to issue COP Bonds to fund the VANTAGE/MOMENTUM Building construction as soon as possible after receiving MDE approval of the project in order to lock in low rates and a low bond payment.

The attached resolution prepared by the District's bond counsel Dorsey & Whitney authorizes the issuance of \$7,000,000 Certificates of Participation bonds, contingent upon receiving approval of the project from MDE.

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**ATTACHMENTS:**

RESOLUTION RELATING TO SCHOOL DISTRICT PROPERTY AND IMPROVEMENTS AND THE FINANCING THEREOF; AUTHORIZING THE AMENDMENT OF A LEASE-PURCHASE AGREEMENT AND THE CREATION OF ADDITIONAL CERTIFICATES OF PARTICIPATION; AND APPROVING AND AUTHORIZING THE EXECUTION OF DOCUMENTATION RELATING THERETO

---

**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board approve the 2022A Authorizing Resolution as prepared by Dorsey & Whitney.

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

**Concurrence:**   
Dennis Peterson, Superintendent

CERTIFICATION OF MINUTES RELATING TO  
LEASE-PURCHASE AGREEMENT AND  
REFUNDING CERTIFICATES OF PARTICIPATION

Issuer: Independent School District No. 276 (Minnetonka), Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held November 4, 2021, at 7:00 p.m., in the School District offices or electronically as permitted by law.

Members present:

Members absent:

Documents Attached:

Minutes of said meeting (including):

RESOLUTION RELATING TO SCHOOL DISTRICT PROPERTY AND  
IMPROVEMENTS AND THE FINANCING THEREOF; AUTHORIZING THE  
AMENDMENT OF A LEASE-PURCHASE AGREEMENT AND THE CREATION  
OF ADDITIONAL CERTIFICATES OF PARTICIPATION; AND APPROVING AND  
AUTHORIZING THE EXECUTION OF DOCUMENTATION RELATING THERETO

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the obligations referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said obligations; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer on November 4, 2021.

---

School District Deputy Clerk

Member \_\_\_\_\_ introduced the following resolution and moved its adoption, which motion was seconded by Member \_\_\_\_\_:

RESOLUTION RELATING TO SCHOOL DISTRICT PROPERTY AND IMPROVEMENTS AND THE FINANCING THEREOF; AUTHORIZING THE AMENDMENT OF A LEASE-PURCHASE AGREEMENT AND THE CREATION OF ADDITIONAL CERTIFICATES OF PARTICIPATION; AND APPROVING AND AUTHORIZING THE EXECUTION OF DOCUMENTATION RELATING THERETO

BE IT RESOLVED by the School Board (the "Board") of the Independent School District No. 276 (Minnetonka), Minnesota (the "District"), as follows:

**SECTION 1. AUTHORITY; PURPOSE.** The District is authorized by Minnesota Statutes, Section 465.71, to execute lease-purchase agreements for the purpose of financing real and personal property. By resolution dated June 4, 2020, this Board found it in the best interest of the District to enter into a Lease-Purchase Agreement dated as of June 1, 2021, between the District and Wells Fargo Bank, National Association (the "Lease"), and to cause Wells Fargo Bank, National Association, as trustee (the "Trustee") under a Trust Agreement dated as of June 1, 2020, between the Trustee and the District (the "Trust Agreement"), to issue Certificates of Participation, Series 2020D in the Lease ("Series 2020D Certificates") for the purpose of financing (a) the acquisition of a tract of land adjacent to the District's Service Center – Clear Springs Campus on Highway 101 in Minnetonka for future use as a school building, (b) the demolition of existing buildings, structures and improvements on the land, including but not limited to three buildings, a well and a septic system, and (c) costs of issuance related to the financing (collectively, the "2020 Project"). This Board now hereby finds that it is in the best interest of the District to enter into an Amended and Restated Lease-Purchase Agreement (the "A&R Lease") to amend the Lease and to enter into an Amended and Restated Trust Agreement to amend the Trust Agreement (the "A&R Trust Agreement"), and to issue additional certificates of participation ("Additional Certificates") for the purpose of acquiring and constructing additional improvements upon the land which is part of the 2021 Project (the "2022 Project," and together with the 2020 Project, the "Project"). The Series 2020D Certificates and the Additional Certificates shall be secured on a parity by Project.

**SECTION 2. SALE AUTHORIZATION AND PARAMETERS.** In order to accomplish the purposes set forth above, the Board desires to proceed with the sale of the Additional Certificates in the A&R Lease to Robert W. Baird & Co. Incorporated, in Milwaukee, Wisconsin ("Baird"), by direct negotiation. The Superintendent or Executive Director of Finance & Operations and a Board officer are hereby authorized to approve the sale of Additional Certificates (a) in an aggregate principal amount not to exceed \$7,000,000, (b) provided that the true interest cost of such Additional Certificates to the District is less than or equal to 4.00% per annum, and (c) provided further that the 2022 Project is authorized after positive review and comment by the Commissioner of the Minnesota Department of Education. The Superintendent or Executive Director of Finance & Operations and a Board officer are hereby authorized to execute a purchase agreement for the sale of the Additional Certificates in a single tax-exempt series to Baird, provided the parameters and conditions of sale set forth herein are satisfied.

**SECTION 3. RATIFICATION OF SALE.** After approval of the sale of the Additional Certificates by the Superintendent or Executive Director of Finance & Operations and a Board officer, the Board will take action at its next regularly scheduled meeting to adopt the necessary approving resolution as prepared by special counsel to the District, Dorsey & Whitney LLP.

SECTION 4. OFFICIAL STATEMENT. Baird is authorized to prepare and distribute, on behalf of the District, an Official Statement related to the sale of the Additional Certificates.

SECTION 5. NATURE OF DISTRICT'S OBLIGATIONS. The A&R Lease and the obligations of the District thereunder will be special, limited obligations of the District, subject to termination at the end of each fiscal year in the event this Board does not appropriate funds sufficient to continue the A&R Lease for the following fiscal year. The full faith and credit and ability of the District to levy ad valorem taxes without limitation as to rate or amount are not pledged to the payment of the A&R Lease or any obligation of the District thereunder.

SECTION 6. COMPUTERSHARE TRUST COMPANY, N.A. The Superintendent or Executive Director of Finance & Operations and a Board officer, or the Chair and Deputy Clerk of the District, or any combination of two of the foregoing, are hereby further authorized to execute and deliver any instructions, documents, instruments and certificates and to take any and all other actions which are deemed necessary or required by special counsel to the District, Dorsey & Whitney LLP, or any action deemed necessary or required by any registrar, paying agent, escrow agent or trustee currently serving the District in any such capacity or other similar capacity, in connection with the sale of the corporate trust business of Wells Fargo Bank, National Association or Wells Fargo & Company ("Wells Fargo"), to Computershare Trust Company, N.A. or Computershare Limited ("Computershare"), and the transfer, delegation and/or assignment from Wells Fargo to Computershare of any or all rights and responsibilities related to currently outstanding bonds, leases and obligations of the District.

SECTION 7. EXPIRATION OF AUTHORITY. If the Superintendent or Executive Director of Finance & Operations and a Board officer have not approved the sale of the Additional Certificates to Baird and executed the related purchase agreement by December 31, 2022, this resolution and all approvals hereunder shall expire.

Upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

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

Board Agenda Item XII.

**Title: Acceptance of Bid for Deephaven Unit Ventilator  
 And Cabinet Replacement for Summer 2022**

**November 4, 2021**

---

**EXECUTIVE SUMMARY:**

As part of the rolling Long Term Facility Maintenance 10 Year Plan, replacement of the original unit ventilators in twelve rooms and cabinets in seven rooms at Deephaven Elementary School is scheduled for Summer 2022.

The budget estimate for the project is \$960,400.

Bids were opened at 2:00 PM on Thursday, October 21, 2021. Twelve (12) bids were received as follows:

KUE Contractors, Inc.	\$ 793,711.00
Ebert Construction	\$ 800,200.00
Rochon Corporation	\$ 814,500.00
Morcon Construction.	\$ 819,480.00
Sheehy Construction	\$ 858,300.00
Shaw-Lundquist Associates	\$ 871,300.00
Dering Pierson Group	\$ 871,900.00
CM Construction	\$ 873,600.00
Meisenger Construction	\$ 918,000.00
Cool Air Mechanical	\$ 966,000.00
RAK Construction	\$ 993,500.00
JPMI Construction	\$1,003,000.00

---

**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board accept the low bid of KUE Contractors, Inc., in the amount of \$793,711 for replacement of unit ventilators and cabinets at Deephaven Elementary School in summer 2022.

**RECOMMENDED MOTION**

*BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of KUE Contractors, Inc., in the amount of \$793,711.00 for replacement of unit ventilators and cabinets at Deephaven Elementary School in summer 2022.*

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

**Concurrence:**   
 Dennis Peterson, Superintendent

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

Board Agenda Item XIII.

Title: Acceptance of Bid for Groveland Unit Ventilator  
Replacement for Summer 2022

November 4, 2021

---

**EXECUTIVE SUMMARY:**

As part of the rolling Long Term Facility Maintenance 10 Year Plan, replacement of the original unit ventilators in twelve rooms at Groveland Elementary School is scheduled for Summer 2022.

The budget estimate for the project is \$543,900.

Bids were opened at 2:00 PM on Tuesday, October 19, 2021. Nine (9) bids were received as follows:

Burnn Boiler & Mechanical	\$486,300.00
Cool Air Mechanical	\$488,800.00
CM Construction	\$561,800.00
Ebert Construction	\$582,700.00
Morcon Construction.	\$583,250.00
Northland Mechanical Contractors	\$598,300.00
Construction Results Corporation	\$622,820.00
NAC	\$629,992.00
Sheehy Construction	\$665,300.00

---

**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board accept the low bid of Burnn Boiler & Mechanical in the amount of \$486,300.00 for replacement of unit ventilators at Groveland Elementary School in summer 2022.

**RECOMMENDED MOTION**

*BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Burnn Boiler & Mechanical in the amount of \$486,300.00 for replacement of unit ventilators and cabinets at Groveland Elementary School in summer 2022.*

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

Paul Bourgeois, Executive Director of Finance & Operations

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

Dennis Peterson, Superintendent

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

**Board Agenda Item XIV.**

**Title: Acceptance of Bid for MME Science Room  
Cabinets and Plumbing Replacement for Summer 2022**

**November 4, 2021**

---

**EXECUTIVE SUMMARY:**

As part of the rolling Long Term Facility Maintenance 10 Year Plan, replacement of the original cabinets and plumbing in two science rooms at Minnetonka Middle School East is scheduled for Summer 2022.

The budget estimate for the project is \$796,740.00.

Bids were opened at 2:00 PM on Thursday, October 28, 2021. Ten(10) bids were received as follows:

Ebert Construction	\$638,800.00
CM Construction	\$664,700.00
KUE Contractors Inc	\$665,037.00
Construction Results Corporation	\$702,317.00
Morcon Construction.	\$713,862.00
Sheehy Construction	\$720,100.00
Dering Pierson Group	\$720,500.00
Rochon Corporation	\$737,300.00
Parkos Construction	\$762,600.00
RAK Construction	\$781,300.00

---

**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board accept the low bid of Ebert Construction in the amount of \$638,800.00 for replacement of science room cabinets and plumbing at Minnetonka Middle School East in summer 2022.

**RECOMMENDED MOTION**

*BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Ebert Construction in the amount of \$638,800.00 for replacement of science room cabinets and plumbing at Minnetonka Middle School East in summer 2022.*

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

**Concurrence:**   
Dennis Peterson, Superintendent

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

Board Agenda Item XV.

Title: Acceptance of Bid for Arts Center HVAC Replacement  
for Summer 2022

November 4, 2021

---

**EXECUTIVE SUMMARY:**

As part of the rolling Long Term Facility Maintenance 10 Year Plan, replacement of three large heating, ventilation and air conditioning units at the Arts Center is scheduled for Summer 2022.

The budget estimate for the project is \$245,000.00.

Bids were opened at 2:00 PM on Tuesday, October 26, 2021. Four (4) bids were received as follows:

Alliance Mechanical Services	\$181,727.00
Northland Mechanical Contractors	\$188,700.00
Pioneer Power	\$197,480.00
NAC	\$203,200.00

---

**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board accept the low bid of Alliance Mechanical Services in the amount of \$181,727.00 for replacement of three heating, ventilation, and air conditioning units at the Arts Center in summer 2022.


**RECOMMENDED MOTION**

*BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Alliance Mechanical Services in the amount of \$181,727.00 for replacement of three heating, ventilation, and air conditioning units at the Arts Center in summer 2022.*

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

  
Paul Bourgeois, Executive Director of Finance & Operations

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

  
Dennis Peterson, Superintendent



**ACTION**

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

**Board Agenda Item XVI.**

**Title: Acceptance of Bid for MME Tennis Court Repaving  
for Summer 2022**

**November 4, 2021**

---

**EXECUTIVE SUMMARY:**

As part of the rolling Long Term Facility Maintenance 10 Year Plan, repaving and resurfacing five tennis courts at Minnetonka Middle School East is scheduled for Summer 2022.

The budget estimate for the project is \$127,400.00.

Bids were opened at 10:00 AM on Tuesday, October 19, 2021. Two (2) bids were received as follows:

Northwest Asphalt	\$107,200.00
Bituminous Roadways	\$119,700.00

---

**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the School Board accept the low bid of Northwest Asphalt in the amount of \$107,200.00 for repaving and resurfacing five tennis courts at Minnetonka Middle School East in summer 2022.

***RECOMMENDED MOTION***

*BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Northwest Asphalt in the amount of \$107,200.00 for repaving and resurfacing five tennis courts at Minnetonka Middle School East in summer 2022.*

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

**Concurrence:**   
Dennis Peterson, Superintendent

## CONSENT

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

### Board Agenda Item XVII.

Title: Resolution Pertaining to Consent Agenda

Date: November 4, 2021

---

#### OVERVIEW:

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

The following are the recommendations included within the Consent Agenda for November 4, 2021:

- a. Minutes of October 7, 2021 Regular Meeting
- b. Payment of Bills
- c. Recommended Personnel Items
- d. Gifts and Donations
- e. Electronic Fund Transfers
- f. Policy #430: Reserve Teachers
- g. Policy #431: Wage Rates: Part Time or Substitute
- h. Policy #522: Title IX Sex Non-Discrimination
- i. Designation of District Title IX Coordinator and Alternate

---

#### RECOMMENDATION/FUTURE DIRECTION:

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

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

  
Dennis L. Peterson, Superintendent

**CONSENT**

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

**Board Agenda Item XVII. b.**

**Title: Payment of Bills**

**Date: November 4, 2021**

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**OVERVIEW:**

Presented for Board approval are the monthly disbursement totals by fund for Minnetonka Public Schools for the month of September 2021.

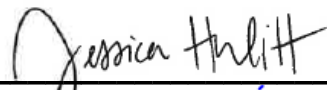
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**RECOMMENDATION/FUTURE DIRECTION:**

It is recommended that the Board approve the disbursements as presented for the month of September 2021.

---


**Submitted by:**

  
\_\_\_\_\_  
**Jessica Hulitt**  
**Coordinator of Accounting**

**Approved by:**

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

**Concurrence:**

  
\_\_\_\_\_  
**Dennis L. Peterson**  
**Superintendent of Schools**

## MINNETONKA DISTRICT #276

TO: Dr. Dennis Peterson

FROM: Jessica Hulitt

RE: Payment of Bills – September 2021  
Board Meeting Date: November 4, 2021

The following disbursements are submitted for the month of September:

Recommend the payment of bills in the sum of \$8,206,368.94 by check #463914 - #468418 and ACH #212200340 - #212200551, and wire transactions #202170002 - #202170202 as follows:

September			
	FUND		
01	GENERAL FUND		4,540,329.40
02	CHILD NUTRITION		51,485.96
03	PUPIL TRANSPORTATION		147,473.48
04	COMMUNITY SERVICE		281,876.62
05	CAPITAL EXPENDITURE		368,507.24
07	DEBT SERVICE FUND		
09	TRUST - FIDUCIARY		68,095.88
11	EXTRA/CO-CURRICULAR		71,427.92
12	ATHLETIC FEE		1,208.21
18	CUSTODIAL FUND		4,920.89
20	SELF INSURANCE		108,248.45
40	CULTURAL ARTS CENTER		37,934.97
41	DOMES OPERATIONS		2,787.71
42	AQUATICS PROGRAM		23,597.71
43	PAGEL CENTER		31,945.69
46	LTFM		1,476,777.55
56	CONSTRUCTION PROJECTS		591,321.90
66	CAPITAL PROJECTS LEVY		398,429.36
			\$ 8,206,368.94
	SALARIES		\$ 4,819,386.11
	TOTAL		<u>\$ 13,025,755.05</u>

  
\_\_\_\_\_  
Jessica Hulitt

September 30, 2021  
Date

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

Board Agenda Item XVII. c.

**TITLE:** Recommended Personnel Items

**DATE:** November 4, 2021

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

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

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

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

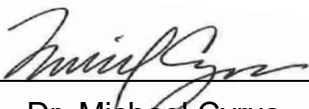
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**FUTURE ACTION/RECOMMENDATION:**

The administration recommends approval of all attached personnel changes.


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Submitted by:



Dr. Michael Cyrus  
Executive Director of Human Resources

Concurrence by:



Dr. Dennis L. Peterson  
Superintendent

**RECOMMENDED PERSONNEL ITEMS**

**I. INSTRUCTION**

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
MATRE, ANDRENE WILLOW, KATHERINE	LANGUAGE ARTS, 0.6 FTE, ELEARNING MIDDLE SCHOOL MUSIC, 0.05 FTE, ELEARNING ELEMENTARY	10/25/21-12/22/21 10/27/21-1/24/22	\$8,995.17 \$1,237.63

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
DIEKMANN, KIM FAGERLIE, MARTHA JENNINGS, FARRAH KASTE, ANN STOUT, JENNIFER	READING, 0.5 FTE, SH PRESCHOOL, 18-19 HRS/WK, MCEC COUNSELOR, 1.0 FTE, MWTA/MMW TOSA-INFORMATION DIGITAL LEARNING COORD, 1.0 FTE, MHS TOSA-STUDENT AFFAIRS, 1.0 FTE, MHS	12/31/21 10/15/21 9/22/21 11/12/21 11/26/21	RETIREMENT RESIGNATION RESIGNATION RESIGNATION RESIGNATION

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
EHALT-BOVE, NATALIE ENGDAHL, ALYSSA KIM, EUNJU PASTRANA, AMANDA PROCHNO, SAMANTHA RAISANEN, TARA RICE, LAUREN	SPANISH, 1.0 FTE, MHS OCCUPATIONAL THERAPIST, 1.0 FTE, CS/EXC/MHS EL/ESL, 1.0 FTE, GR/EXC GRADE 5 SPANISH IMMERSION, 1.0 FTE, CS SCIENCE, 1.0 FTE, MME COUNSELOR/LANGUAGE ARTS, 0.8 FTE, ELEARNING KINDERGARTEN, 1.0 FTE, EXC	1/29/22-3/25/22 8/31/21-1/21/22 1/3/22-3/25/22 1/24/22-5/6/22 11/27/21-2/11/22 10/25/21-1/2/22 2/25/22-4/29/22	CHILD REARING CHILD REARING MEDICAL CHILD REARING CHILD REARING CHILD MEDICAL CHILD REARING

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
CARROLL, EMMA CROYLE, JOHN DAVIS, COURTNEY FOSTER, BETH FOSTER, BETH FOSTER, BETH FOSTER, BETH GAARD, JENNIFER HALDEMAN MEIERHOFER, SHARON HANSON, NATALIE HUMPHREYS, MICHAEL KYLLO-BECKER, SARAH MAKRES, MICHELLE MINNIS, LAURA RENTZ, ELIZABETH RENTZ, ELIZABETH SAY, AMANDA SEVERSON, DANA	ART, 0.2 FTE, MHS SOCIAL STUDIES, 1.0 FTE, MHS COUNSELOR, 0.5 FTE, SH RESERVE TEACHER HIGH POTENTIAL, 1.0 FTE, DH RESERVE TEACHER GRADE 2, 1.0 FTE, GR CLASS C ADHD/ADV LRNG PARA, 20 HRS/WK, DH RESERVE TEACHER PSYCHOLOGIST/ECSE FACILITATOR, 0.7 FTE, DH/MCEC PHY ED, 0.4 FTE, GR/SH PHY ED, 1.0 FTE, MWTA SPECIAL ED P/I & ASSISTIVE TECH SPEC, 1.0 FTE, DISTRICT SCIENCE, 1.12 FTE, MMW/ELEARN MIDDLE SCHOOL GRADE 2 JOB SHARE, 0.5 FTE, DH GRADE 2, 1.0 FTE, DH SCIENCE, 1.0 FTE, MHS SCIENCE, 1.0 FTE, MHS	10/6/21-1/24/22 9/8/21-1/24/22 10/20/21-12/22/21 10/1/21-11/12/21 11/15/21-11/30/21 12/1/21-1/26/22 1/27/22-6/10/22 10/11/21-6/13/22 10/4/21-1/24/22 9/9/21-6/10/22 10/6/21-1/24/22 9/8/21-6/13/22 10/13/21-1/21/22 10/6/21 10/20/21-1/28/22 1/31/22-6/13/22 9/8/21-1/24/22 9/8/21-6/13/22	ADD: ART, 0.05 FTE, ELEARNING ELEM ADD: SOCIAL STUDIES OVERAGE, 0.12 FTE, MHS ADD: COUNSELOR, 0.2 FTE, ELEARNING K-8 HIGH POTENTIAL, 1.0 FTE, DH RESERVE TEACHER GRADE 2, 1.0 FTE, GR RESERVE TEACHER ADD: MEDIA SPECIALIST, 0.2 FTE, DH ADD: SCIENCE, 0.2 FTE, ELEARNING MIDDLE SCHOOL ADD: PSYCHOLOGIST CEIS GRANT, 0.3 FTE, DH ADD: PHY ED, 0.05 FTE, ELEARNING ELEM ADD: PHY ED OVERLOAD, 0.08 FTE, MWTA SPEC ED P/I, 0.3 FTE, DISTRICT & OCC THER, 0.7 FTE, CS/EXC SCIENCE, 1.0 FTE, MMW GRADE 2, 1.0 FTE, DH GRADE 2 JOB SHARE, 0.5 FTE, DH ADD: SCIENCE OVERAGE, 0.12 FTE, MHS ADD: SCIENCE OVERAGE, 0.048 FTE, MHS

**II. BUSINESS AND OTHER NON-INSTRUCTIONAL SERVICES**

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
CURRY, ANTONELLA DAHLO, EMILY DUNBAR, JESSICA ELLERSTEIN, SARAH EMANOFF, CHARLOTTE FEENEY, TARA FENTON, MARLENA GRANGER, MIA HILLSTROM, ELIZABETH HUCOVSKI, NATALIA HUTTON, JAMES JOHNSON, HEATHER KENDALL, HAILEY	EXPLORERS CLUB HS ASST, 6 HRS/WK, SH LIFEGUARD, 5-10 HRS/WK, AQUATICS EXPLORERS CLUB ASST SITE SUPVR, 40 HRS/WK, CS CLASS D SPEC ED PARA, 6.5 HRS/DAY, MME EXPLORERS CLUB STUD ASST, 4 HRS/WK, SH CLASS B SUPVRY PARA, 7 HRS/DAY, MME EXPLORERS CLUB HS ASST, 6 HRS/WK, SH EXPLORERS CLUB HS ASST, 7.5 HRS/WK, EXC CLASS D SPEC ED PARA, 6 HRS/DAY, SAIL CLASS A LR/PK PARA, 3 HRS/DAY, CS CUSTODIAN, 1.0 FTE, 8 HRS/DAY, GR CLASS B MTKA PRESCHOOL/ECFE PARA, 8 HRS/WK, MCEC SWIM INSTRUCTOR, 10 HRS/WK, AQUATICS	10/19/21 10/4/21 10/13/21 10/25/21 10/6/21 10/25/21 10/19/21 10/11/21 10/4/21 9/20/21 10/18/21 10/18/21 10/18/21	\$10.50/HR \$12.00/HR \$20.45/HR \$18.83/HR \$9.25/HR \$19.80/HR \$10.50/HR \$10.50/HR \$18.83/HR \$17.57/HR \$18.68/HR \$19.80/HR \$12.00/HR

LENZ, CYNTHIA	LEVEL IV ACCOUNTS PAYABLE CLERK, 8 HRS/DAY, DSC	10/4/21	\$24.80/HR
MALVEAUX, GABRIELLE	EXPLORERS CLUB HS ASST, 8 HRS/WK, CS	10/14/21	\$10.50/HR
MORSCHING, EMILY	CLASS B HALL PARA, 4 HRS/DAY, MHS	9/21/21	\$19.80/HR
MUNIZ, EMILIA	EXPLORERS CLUB STUD ASST, 10 HRS/WK, DH	10/6/21	\$9.25/HR
NELSON, ASHELEY	CLASS A LR/PG PARA, 9.75 HRS/WK, MWTA	10/1/21	\$18.77/HR
PEACOCK, SIENNA	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS	10/7/21	\$18.83/HR
SCHOLLA, JESSICA	SUPERVISOR OF STUDENT ACCOUNTING/TRANSPORTATION, 1.0 FTE, DSC	11/1/21	\$53,575 (PRORATED)
SHERMAN, JANET	CUSTODIAN, 8 HRS/DAY, SH	10/4/21	\$18.68/HR
TYREE, SARAH	CLASS A LR/PG PARA, 3 HRS/DAY, DH	9/13/21	\$16.63/HR
WEIBEL, LUKE	EXPLORERS CLUB HS ASST, 6 HRS/WK, GR	10/19/21	\$9.25/HR
WILLIAMS, SAMANTHA	CLASS D SPEC ED PARA, 6 HRS/DAY, SAIL	10/4/21	\$20.53/HR
YU, KWOK	CUSTODIAN, 8 HRS/DAY, MHS	10/5/21	\$18.68/HR
ZUAZO, DAISY	CLASS D SPEC ED PARA, 6 HRS/DAY, GR	10/12/21-12/22/21	\$19.81/HR

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
CROSBY, TAYLOR	CLASS D SPEC ED PARA, 6.5 HRS/DAY, SH	10/8/21	RESIGNATION
DUTTON, LAURIE	COOK HELPER, 4 HRS/DAY, MME	10/29/21	RESIGNATION
FAGERLIE, MARTHA	PRESCHOOL SPANISH IMM ENRICH INSTRUCT, 6 HRS/WK, MCEC & TUTOR	10/14/21	RESIGNATION
HAUGER, ALICIA	CLASS C ADV LRNG, LEARNING LAB ADHD PARA, 24 HRS/WK, MWTA	11/5/21	RESIGNATION
HENNES, SARAH	CLASS A LR/PG PARA, 12.5 HRS/WK, MWTA		
PRESTON, SUZANNE	EXPLORERS CLUB JR LEAD INSTRUCT, 30 HRS/WK, MCEC	11/3/21	RESIGNATION
SMALLEY, ANGELA	COOK HELPER, 4 HRS/DAY, MME	9/14/21	RESIGNATION
SORENSEN, PATRICIA	CLASS D ECSE PARA, 2.9 HRS/DAY, MCEC	10/29/21	RESIGNATION
SUNDEM, KARLA	LEVEL IV FACILITY SCHEDULER, 8 HRS/DAY, DSC	11/30/21	RETIREMENT
	LEVEL III EARLY CHILDHOOD SCREENING OFFICE ASST, 20 HRS/WK, MCEC	10/30/21	RESIGNATION
	LEVEL III MARKETING SUPPT OFFICE ASST, HOURS VARY, MCEC		
TOLBERT, MICHAEL	CUSTODIAN, 8 HRS/DAY, MHS	10/11/21	RESIGNATION
WALDENMAIER, DEB	COOK MANAGER, 8 HRS/DAY, MHS	12/3/21	RETIREMENT

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
NONE			

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
AMELING, RACHAEL	CLASS A LR/PG PARA, 3 HRS/DAY, DH	10/18/21	CLASS C CLRM PARA, 6 HRS/DAY, DH
ANDERSON, MARY J.	COOK HELPER, 4 HRS/DAY, MMW	9/27/21	COOK, 5.5 HRS/DAY, MMW
BRUSH, NICOLE	CLASS E HEALTH PARA, 17.5 HRS/WK, EXC	10/4/21	CLASS E HEALTH PARA, 21 HRS/WK, EXC
CHOAT, SHANNON	COOK HELPER, 4 HRS/DAY, DH	10/25/21	COOK HELPER, 4 HRS/DAY, EXC
DOANE, JENNIFER	CLASS B HALL PARA, 6 HRS/DAY, MHS	10/29/21	CLASS C SCIENCE PARA, 7 HRS/DAY, MHS
FUNDERBURK, JULIE	PARA SUB	10/12/21	CLASS C KINDER PARA, 6 HRS/DAY, EXC
GAARD, JENNIFER	CLASS C ADHD PARA, 6 HRS/WK, DH	10/6/21	ADD: CLASS C ADVANCED LEARNING PARA, 14 HRS/WK, DH
GABLER, NICKOLAS	CLASS B HALL PARA, 7.25 HRS/DAY, MHS	10/25/21	CLASS C TESTING ROOM PARA, 7.5 HRS/DAY, MHS
GONZALEZ BURELO, MIRNA	PARA SUB	10/18/21	CLASS C SPANISH IMM KINDER PARA, 3 HRS/DAY, DH
INGERSOLL, JENNIFER	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MMW	10/4/21	CLASS A LR/PG PARA, 3 HRS/DAY, DH
JULIUS, JULIE	CLASS E HEALTH PARA, 17.5 HRS/WK, EXC	10/4/21	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS
KEOGH, MOLLY	CLASS C TESTING ROOM PARA, 7.5 HRS/DAY, MHS	10/4/21	CLASS E HEALTH PARA, 14 HRS/WK, EXC
KOSKI, SHARLA	COOK HELPER, 4 HRS/DAY, MMW	10/25/21	CLASS D MEDIA PARA, 8 HRS/DAY, MHS
MURPHY, PATRICK (DREW)	COOK HELPER, 4 HRS/DAY, MHS	10/25/21	COOK HELPER, 4 HRS/DAY, MHS
NELSON, DONNA	CLASS A LR/PG PARA, 3.25 HRS/DAY, MWTA	10/18/21	COOK HELPER, 4 HRS/DAY, DH
RUFF, MARK	PARA SUB	10/18/21	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MWTA
SCHLUETER, JENNIFER	CLASS C KINDER PARA, 6 HRS/DAY, EXC	9/29/21	CLASS A LR.PG PARA, 3.25 HRS/DAY, MWTA
SCHWEIGER, CHRISTIE	COOK HELPER, 4 HRS/DAY, DH	10/25/21	CLASS D SPEC ED PARA, 6.5 HRS/DAY, EXC
SIMMER, KATIE	COOK HELPER, 6 HRS/DAY, EXC	10/25/21	COOK HELPER, 4 HRS/DAY, MHS
			COOK HELPER, 4.25 HRS/DAY, DH
			COOK HELPER, 2 HRS/DAY, EXC
VAN HORNE, KATHERINE	LAYOFF STATUS	10/30/21	LEVEL III EARLY CHILDHOOD SCREENING OFFICE ASST, 20 HRS/WK, MCEC

### III. IN-DISTRICT APPOINTMENTS

APPOINTMENT	ASSIGNMENT	BUILDING	EFFECTIVE	SALARY
BIERLY, DAVE	ASST FOOTBALL COACH	MHS	8/16/21-11/27/21	\$2,000
BUNDAY, PRISCILLA	DEBATE TEAM ASST ADVISOR	MHS	10/21-12/21	\$2,463
CALLAHAN, MARY	ADHD LAB COORD	MMW	2021-22	\$3,500
CARTER, TRISTAN	GOLF CO-HEAD COACH	MME	9/8/21-10/29/21	\$2,005.40
CHIES, DANIEL	KNOWLEDGE BOWL ADVISOR	MMW	10/25/21-2/25/22	\$1,964
CRONIN, MORGAN	MATH TEAM ADVISOR	MMW	10/18/21-2/25/22	\$1,847
CRONIN, MORGAN	SPEECH ADVISOR	MMW	11/2/21-1/28/22	\$2,504
DOU, JIHONG	NAVIGATOR LANGUAGE SUPPORT-CHINESE	SH	2021-22	\$38.69/HR
DURKEE, RUSSELL	ASTRONOMY CLUB ADVISOR	MHS	2021-22	\$1,232
FITZPATRICK, JAMIE	INTERNATIONAL STUDIES PRGM COORD-SPAIN	MHS	2021-22	\$1,526
FREEMAN, REBECCA	SPEECH ADVISOR	MMW	11/2/21-1/28/22	\$1,964
GIBNEY, THOMAS	LACROSSE COACH, MCE	MHS	7/12/21	\$450
GOTZ, KAREN	JAZZ BAND ADVISOR	MME	10/1/21-5/27/22	\$1,293
GUTIERREZ, SARAH	SPEECH ADVISOR	MMW	11/2/21-1/28/22	\$1,964
HALE, BRIDGET	ADHD LAB COORD	MME	2021-22	\$3,500
HAZEN, JEN	6 <sup>TH</sup> GRADE MUSICAL-VOCAL DIRECTOR	MME	9/16/21-11/3/21	\$2,630
HOIALMEN, ANGELA	NAVIGATOR LANGUAGE SUPPORT-SPANISH	EXC	2021-22	\$38.69/HR
IKOLA, TESSA	YEARBOOK ADVISOR	MHS	2021-22	\$4,427
JIN, JIEMING	NAVIGATOR LANGUAGE SUPPORT-CHINESE	EXC	2021-22	\$38.69/HR
JONES, JEREMIAH	CROSS COUNTRY RUNNING ASST COACH	MME	9/22/21-10/29/21	\$1,706.53
LARSEN, CURTIS	ACTIVITIES COORDINATOR	MMW	2021-22	\$7,349
LUNDGREN, DAVE	GIRLS TENNIS HEAD COACH	MME	9/8/21-10/29/21	\$3,318
MARKS, REBECCA	INTERACT	MHS	2021-22	\$500
MCALLISTER, LIZ	FALL MUSICAL ADVISOR	MME	9/16/21-11/3/21	\$3,824
MCCASHIN, KELLY	HEALTH K-5 CHAIRPERSON	MWTA	2021-22	\$2,251
MCDONALD, MARGARET	STUDENT GOVERNMENT ADVISOR	MMW	2021-22	\$3,594
MONAGHAN, KIERAN	ACTIVITIES COORDINATOR	MME	2021-22	\$7,585
MULLEN, MEGHAN	JUNIOR FIRST MATES	MMW	2021-22	\$1,614
NOEL, TODD	KNOWLEDGE BOWL ADVISOR	MMW	10/25/21-2/25/22	\$1,847
OLSON, STACIE	CROSS COUNTRY RUNNING HEAD COACH	MME	9/8/21-10/29/21	\$4,634.47
ORTEU, BLANCA	NAVIGATOR LANGUAGE SUPPORT-SPANISH	SH	2021-22	\$38.69/HR
PERUCCO, COLIN	FALL MUSICAL-SOUND AND LIGHTS DESIGNER	MME	9/16/21-11/3/21	\$1,437
ROELS, RENEE	FALL MUSICAL-SET DESIGNER	MME	9/16/21-11/3/21	\$1,677
SCHOENEBERGER, ANNA	CROSS COUNTRY RUNNING ASST COACH	MME	9/8/21-10/29/21	\$3,854
SCHULTZ, GINNA	STUDENT GOVERNMENT ASST ADVISOR	MME	2021-22	\$1,797
TRIPP, KELLEY	FALL MUSICAL-CHOREOGRAPHER	MME	9/16/21-11/3/21	\$1,595
WARMUTH, SONIA	WOMEN OF COLOR ADVISOR	MMW	2021-22	\$1,797
WOCK, HARLEY	GYMNASTICS STUDENT ASST COACH, MCE	MCEC	10/16/21	\$11.83/HR
ZHANG, DE	NAVIGATOR LANGUAGE SUPPORT-CHINESE	EXC	2021-22	\$38.69/HR



**CONSENT**

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

**Board Agenda XVII. d.**

**Title: Gifts and Donations****Date: November 4, 2021**

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**EXECUTIVE SUMMARY:**

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

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**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Minnetonka High School Principal Discretionary Account:

The Blackbaud Giving Fund	\$660.00
The Blackbaud Giving Fund	\$30.00

**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Minnetonka Middle School East Principal Discretionary Account:

Strawbridge Studios	\$1,000.00
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**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Deephaven Elementary School Trust Account:

The Blackbaud Giving Fund	\$300.00
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**RECOMMENDATION:** That the School Board accepts the following donation to be placed in the Excelsior Elementary School Trust Account:

Eldridge S Chase III	\$13,000.00
The Blackbaud Giving Fund	\$5.60
Kopp Family Foundation	\$1,000.00

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

Brent Rickenbach	\$47.44
Brent Rickenbach	\$47.44

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<b>TOTAL GIFTS AND DONATIONS FOR 2021-2022*</b>	<b>=</b>	<b>\$132,966.44</b>
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\*Total amount reflects gifts & donations submitted for board approval in 2021-2022.

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

**CONSENT**

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

**Board Agenda Item XVII. e**

**Title:** Electronic Fund Transfers

**Date:** November 4, 2021

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**EXECUTIVE SUMMARY:**

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

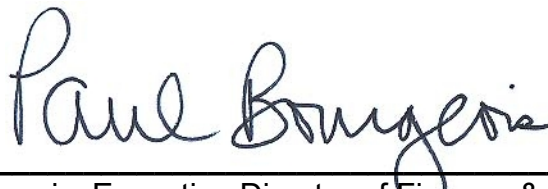
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**RECOMMENDATION:**

It is recommended that the School Board approve the attached automatic withdrawals and investments from the General Fund for September 2021.

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**Submitted by:**



Paul Bourgeois, Executive Director of Finance & Operations

SEPTEMBER 2021 FROM GENERAL FUND				
DATE	PAYEE			AMOUNT
9/3/2021	AP Payment			178263.52
9/7/2021	Further - Flex			6455.71
9/7/2021	Claims HealthPartners			230274.83
9/7/2021	Delta Dental			33135.73
9/8/2021	Payroll			2303104.49
9/10/2021	AP Payment			233338.1
9/13/2021	Claims HealthPartners			420114.37
9/13/2021	Further - Flex			5932.64
9/13/2021	Delta Dental			20491.08
9/15/2021	Solutran - Wellness Program			4286.02
9/17/2021	AP Payment			123485.79
9/20/2021	HealthPartners Premium			68120.09
9/20/2021	Further - Flex			11378.42
9/20/2021	Claims HealthPartners			143031.86
9/20/2021	Delta Dental			18210.09
9/21/2021	Delta Dental			6706.5
9/21/2021	Payroll			2519962.61
9/22/2021	Further - Premium			4494.5
9/24/2021	AP Payment			251750.88
9/27/2021	Further - Flex			13081.9
9/27/2021	Claims HealthPartners			200769.95
9/27/2021	Delta Dental			13117.32
9/30/2021	Beijing QianYu Language Tutoring			30000
SEPTEMBER	Art Center CC Processing Fees			8270.81
SEPTEMBER	MCEC Credit Card Processing Fees			27400.89
SEPTEMBER	Mtka Webstore CC Processing Fees			19972.74
SEPTEMBER	Athletic CC Processing Fees			7323.18
SEPTEMBER	Postage			350
SEPTEMBER	Bank Monthly Service Charge			852.48
SEPTEMBER	Aquatics CC Processing Fees			884.06
				<u>\$ 6,904,560.56</u>
SEPTEMBER				
INVESTMENT		MATURITY	INTEREST	ENDING
DESCRIPTION	BANK	DATE	RATE	BALANCE
Money Market	Alerus Bank ICS Savings	NA	0.30%	31,543,673.31
Money Market	MSDLAF+ Liquid Class	NA	0.01%	3,992,520.96
Money Market	MSDLAF+ MAX Class	NA	0.03%	0.01
Term	MSDLAF	NA	-	-
CD	MSDLAF	NA	0.25%	-
Money Market	PMA IS	NA	0.01%	21,755,302.18
Term	PMA MN Trust Term Series	NA	0.00%	-
Municipal Bonds	Northland Securities	NA	0.00%	624,630.37
Various	Wells Fargo OPEB	NA	Var	27,969,358.74
				<u>\$ 85,885,485.57</u>

**School Board  
Minnetonka I.S.D. #276  
5621 County Road 101  
Minnetonka, MN 55345**

**Board Agenda Item XVII. f**

**TITLE:** Policy 430 Reserve Teachers

**DATE:** November 4, 2021

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**BACKGROUND**

Policy 430 provides the basis for retaining teachers in a substitute capacity, typically on a daily basis.

Changes proposed to the current policy are not substantive. Recommendations are meant to correct typographical errors and improve readability. The Minnesota School Boards Association does not currently have a model policy with which to compare our document, so no changes are proposed on this basis.

For further approval, we are also attaching the remuneration schedule for reserve teachers. Given the difficulty districts have in finding reserve teachers, Minnetonka included, the Administration wishes to increase the compensation level for these casual employees. We propose a raise across our three tiers of reserve pay that averages 5.42% for the current school year. For next school year, we propose an increase in pay of 2.55%. These proposed increases are based on the raises that the regular faculty enjoy under their master agreements for 2019-21 and 2021-23. We note that have not applied a salary adjustment to the reserve pool since at least 2018-19.

In refining this recommendation for increases, we looked closely at pay data from neighboring districts. In terms of the entry rate for bringing a new teacher reserve on board, we are at the very bottom of our peer group. In the wider metro area, our starting wage is exactly at the median.

The proposed increase to the entry-level tier will put us just below the median for the narrower data set. When scrutinizing the District's actual payroll, we see that our average pay for substitutes across all three tiers has been approximately \$139. With the application of the proposed raises, our average actual pay should increase to around \$147 during the current school year. Thus, the proposed salary adjustments will place our actual, average pay above the mean and into the first quartile of our peer group. While the proposed, adjusted rate will not make us the highest paying district in the market, it will place us in a much more competitive position vis-à-vis our peers.

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**ATTACHMENT:**

Policy #430: Reserve Teachers

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**RECOMMENDATION/FUTURE ACTION:**

That the School Board approve the changes noted under Policy 430 and adopt the proposed wage structure for the remainder of the school year and next year.

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Submitted by:



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

Concurrence:



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Dennis Peterson, Superintendent

## **MINNETONKA PUBLIC SCHOOLS**

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### **POLICY #430: RESERVE TEACHERS**

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#### **I. POLICY STATEMENT**

Selection and placement of competent reserve teachers in the Minnetonka School District is essential to ensuring coverage of classrooms in the absence of regular teachers. The continuity of programs and curriculum implementation is also affected by the quality of the reserve teachers available for teaching assignments. The district Human Resources office will develop a system to provide for reserve teachers and will work together with building administrators to assure an effective deployment of reserve teachers.

#### **II. DEFINITIONS**

Reserve teacher – a licensed teacher who meets the qualifications as defined by the State Board of Teaching, the Minnesota Department of Education, and who has been approved by the Minnetonka School District Human Resources Department for assignments in the district.

#### **III. REGULATIONS**

- A. The recruitment, selection and general supervision of reserve teachers and the administration of the reserve teacher policy shall be the responsibility of the assistant superintendent for human resources.
  - 1. The building principals shall determine if a reserve teacher is necessary when a teacher is absent and shall be responsible for the daily supervision of reserve teachers within the building.
- B. The reserve teacher shall hold a valid Minnesota teacher license.
  - 1. It is the policy of the District that, whenever possible, the reserve teacher shall be assigned to teach in the licensed major or minor area.
  - 2. Consistent with Minnesota licensing requirements, the reserve teacher must teach only in the licensed major or minor area for assignments longer than 15 days.
- C. Orientation.

1. The District shall conduct a general orientation for those reserve teachers who desire it prior to the start of the school year. The district shall also provide a Reserve Teacher Handbook for each reserve teacher placed on the district roster.
  2. Building principals shall be responsible for the orientation of reserve teachers within the building.
- D. The working day for a reserve teacher shall normally be the same as the working day for the regular teacher whom they replace.
- E. Remuneration.
1. The Board shall periodically review the respective pay rates and adjust as they shall determine.
    - a. Except as indicated in E 1.b. below, the daily salary received shall be computed as a proportion of the basic daily casual rate in accordance with the number of hours worked.
    - b. When reserve teaching services are provided by an individual who is otherwise regularly employed in the District in another capacity, payment for reserve teaching services which occur outside the individual's regular employment shall be compensated at the ~~designed~~ designated rate for such service.
  2. After reserve teaching five (5) days at the same assignment, the reserve teacher shall be paid on a long-term basis, which shall be the first step of the salary schedule (BA Lane 1, Step 1), beginning on the sixth day in the assignment.
    - a. When it is known in advance by the employer that the teaching assignment will extend beyond five days, the reserve teacher may be paid on the long-term basis beginning on the first day of the assignment, at the discretion of the Superintendent or designee.
  3. Long-Term Substitute Contract
    - a. Long-term substitute teacher contract shall be issued under the following circumstances:
      - i. When it is known in advance by the employer that the teacher's absence will exceed thirty (30) working days; or
      - ii. When a long-term assignment extends past thirty (30) working days and the return of the classroom teacher is not imminent. In this event, the long-term substitute teacher contract shall be effective as of the thirty-first (31st) consecutive day of the assignment.

- b. Payment under a long-term substitute contract shall be at the lane and step agreed to by the District and the teacher, taking into consideration relevant education and teaching experience. The final decision on placement shall be made by the District.

#### **IV. Reference to Current Rates**

- A. All days worked on a daily casual or long-term, non-contract basis, or on a contract basis, shall be counted in determining the number of days worked as a reserve teacher during the school year.
- B. Tenured Minnetonka teachers who have retired from or otherwise left the employment of the District in good standing shall receive a differential rate established by the Board.
- C. For teachers who work at least thirty-five (35) days but less than sixty-one (61), the rate of pay shall be at a differential established by the Board. For teachers who work at least sixty (60) days, the rate of pay shall be at a differential established by the Board.
- D. A reserve teacher assigned a greater than normal class load shall receive additional compensation at a rate set by the Board.

#### **V. Fringe Benefits**

With the exception of teachers employed under the conditions of Section 3 above, reserve teachers are not eligible for fringe benefit programs. Those teachers receiving long-term substitute contracts under Section 3 would qualify for benefits only if the thresholds in the regular teacher bargaining agreement are met.

#### **VI. School Cancellations**

When school is cancelled due to weather or other factors, communication with staff and with the public shall be in accord with District policy. A school cancellation automatically discontinues the need for services for the reserve teacher. No compensation will be provided to the reserve teacher in these circumstances.

*Approved August 18, 2005*  
*Reviewed October 28, 2021*



**Daily Casual Rates Under Policy #430. Reserve Teacher Rates**  
**School Year 2021-22**

1. Beginning ~~September 1, 2006,~~ November 8, 2021, rates of pay for reserve teachers shall be as follows:

- A. From the first day of reserve teaching through thirty-four (34) days, ~~\$110~~ \$137 per diem.
- B. From thirty-five (35) days through sixty (60) days, ~~\$116~~ \$142 per diem.
- C. From sixty-one (61) days and up during the same school year, ~~\$123~~ \$153 per diem.

<b>Days</b>	<b>Full Day: More Than 4 Hours</b>	<b>Half Day: 4 Hours or Less (70% of daily rate)</b>
0-34	<del>\$110</del> <u>\$137</u>	<del>\$77.00</del> <u>\$96</u>
35-60	<del>\$116</del> <u>\$142</u>	<del>\$81.20</del> <u>\$99</u>
61-over	<del>\$123</del> <u>\$153</u>	<del>\$86.10</del> <u>\$107</u>

- 2. Tenured Minnetonka teachers who have retired or otherwise left the employment of the District in good standing shall be paid at the rate indicated for 61 days or over.
- 3. A reserve teacher assigned a greater than normal class load shall receive additional compensation at the rate of ~~\$22.00~~ \$25.00 per hour.

*Approved by School Board Action: August 3, 2006*  
*Reviewed: October 28, 2021*

**Daily Casual Rates Under Policy #430. Reserve Teacher Rates**  
**School Year 2022-23**

1. Beginning ~~September 1, 2006, November 8, 2021, September 7, 2022,~~ rates of pay for reserve teachers shall be as follows:
  - A. From the first day of reserve teaching through thirty-four (34) days, ~~\$110 \$137~~ \$140 per diem..
  - B. From thirty-five (35) days through sixty (60) days, ~~\$116 \$142~~ \$146 per diem.
  - C. From sixty-one (61) days and up during the same school year, ~~\$123 \$153~~ \$157 per diem.

<b>Days</b>	<b>Full Day: More Than 4 Hours</b>	<b>Half Day: 4 Hours or Less (70% of daily rate)</b>
0-34	<del>\$110 \$137</del> \$140	<del>\$77.00 \$96</del> \$98
35-60	<del>\$116 \$143</del> \$146	<del>\$81.20 \$99</del> \$102
61-over	<del>\$123 \$153</del> \$157	<del>\$86.10 \$107</del> \$110

2. Tenured Minnetonka teachers who have retired or otherwise left the employment of the District in good standing shall be paid at the rate indicated for 61 days or over.
3. A reserve teacher assigned a greater than normal class load shall receive additional compensation at the rate of ~~\$22.00~~ \$25.00 per hour.

*Approved by School Board Action: August 3, 2006*  
*Reviewed: October 28, 2021*

# **MINNETONKA PUBLIC SCHOOLS**

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## **POLICY #430: RESERVE TEACHERS**

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### **I. POLICY STATEMENT**

Selection and placement of competent reserve teachers in the Minnetonka School District is essential to ensuring coverage of classrooms in the absence of regular teachers. The continuity of programs and curriculum implementation is also affected by the quality of the reserve teachers available for teaching assignments. The district Human Resources office will develop a system to provide for reserve teachers and will work together with building administrators to assure an effective deployment of reserve teachers.

### **II. DEFINITIONS**

Reserve teacher – a licensed teacher who meets the qualifications as defined by the State Board of Teaching, the Minnesota Department of Education, and who has been approved by the Minnetonka School District Human Resources Department for assignments in the district.

### **III. REGULATIONS**

- A. The recruitment, selection and general supervision of reserve teachers and the administration of the reserve teacher policy shall be the responsibility of the assistant superintendent for human resources.
  - 1. The building principals shall determine if a reserve teacher is necessary when a teacher is absent and shall be responsible for the daily supervision of reserve teachers within the building.
- B. The reserve teacher shall hold a valid Minnesota teacher license.
  - 1. It is the policy of the District that, whenever possible, the reserve teacher shall be assigned to teach in the licensed major or minor area.
  - 2. Consistent with Minnesota licensing requirements, the reserve teacher must teach only in the licensed major or minor area for assignments longer than 15 days.
- C. Orientation.
  - 1. The District shall conduct a general orientation for those reserve teachers who desire it prior to the start of the school year. The district shall also provide a Reserve Teacher Handbook for each reserve teacher placed on the district roster.

2. Building principals shall be responsible for the orientation of reserve teachers within the building.
- D. The working day for a reserve teacher shall normally be the same as the working day for the regular teacher whom they replace.
- E. Remuneration.
1. The Board shall periodically review the respective pay rates and adjust as they shall determine.
    - a. Except as indicated in E 1.2 below, the daily salary received shall be computed as a proportion of the basic daily casual rate in accordance with the number of hours worked.
    - b. When reserve teaching services are provided by an individual who is otherwise regularly employed in the District in another capacity, payment for reserve teaching services which occur outside the individual's regular employment shall be compensated at the designated rate for such service.
  2. After reserve teaching five (5) days at the same assignment, the reserve teacher shall be paid on a long-term basis, which shall be the first step of the salary schedule (BA Lane 1, Step 1), beginning on the sixth day in the assignment.
    - a. When it is known in advance by the employer that the teaching assignment will extend beyond five days, the reserve teacher may be paid on the long-term basis beginning on the first day of the assignment, at the discretion of the Superintendent or designee.
  3. Long-Term Substitute Contract
    - a. Long-term substitute teacher contract shall be issued under the following circumstances:
      - i. When it is known in advance by the employer that the teacher's absence will exceed thirty (30) working days; or
      - ii. When a long-term assignment extends past thirty (30) working days and the return of the classroom teacher is not imminent. In this event, the long-term substitute teacher contract shall be effective as of the thirty-first (31st) consecutive day of the assignment.
    - b. Payment under a long-term substitute contract shall be at the lane and step agreed to by the District and the teacher, taking into consideration relevant

education and teaching experience. The final decision on placement shall be made by the District.

#### **IV. REFERENCE TO CURRENT RATES**

- A. All days worked on a daily casual or long-term, non-contract basis, or on a contract basis, shall be counted in determining the number of days worked as a reserve teacher during the school year.
- B. Tenured Minnetonka teachers who have retired from or otherwise left the employment of the District in good standing shall receive a differential rate established by the Board.
- C. For teachers who work at least thirty-five (35) days but less than sixty-one (61), the rate of pay shall be at a differential established by the Board. For teachers who work at least sixty (60) days, the rate of pay shall be at a differential established by the Board.
- D. A reserve teacher assigned a greater than normal class load shall receive additional compensation at a rate set by the Board.

#### **V. FRINGE BENEFITS**

With the exception of teachers employed under the conditions of Section 3 above, reserve teachers are not eligible for fringe benefit programs. Those teachers receiving long-term substitute contracts under Section 3 would qualify for benefits only if the thresholds in the regular teacher bargaining agreement are met.

#### **VI. SCHOOL CANCELLATIONS**

When school is cancelled due to weather or other factors, communication with staff and with the public shall be in accord with District policy. A school cancellation automatically discontinues the need for services for the reserve teacher. No compensation will be provided to the reserve teacher in these circumstances.

*Approved August 18, 2005*  
*Reviewed October 28, 2021*

**Daily Casual Rates Under Policy #430. Reserve Teacher Rates**  
School Year 2021-22

1. Beginning November 8, 2021, rates of pay for reserve teachers shall be as follows:
  - A. From the first day of reserve teaching through thirty-four (34) days, \$137 per diem.
  - B. From thirty-five (35) days through sixty (60) days, \$142 per diem.
  - C. From sixty-one (61) days and up during the same school year, \$153 per diem.

<b>Days</b>	<b>Full Day: More Than 4 Hours</b>	<b>Half Day: 4 Hours or Less (70% of daily rate)</b>
0-34	\$137	\$96
35-60	\$142	\$99
61-over	\$153	\$107

2. Tenured Minnetonka teachers who have retired or otherwise left the employment of the District in good standing shall be paid at the rate indicated for 61 days or over.
3. A reserve teacher assigned a greater than normal class load shall receive additional compensation at the rate of \$25.00 per hour.

*Approved by School Board Action: August 3, 2006*  
*Reviewed: October 28, 2021*



**Daily Casual Rates Under Policy #430. Reserve Teacher Rates**  
School Year 2022-23

1. Beginning September 7, 2022, rates of pay for reserve teachers shall be as follows:
  - A. From the first day of reserve teaching through thirty-four (34) days, \$140 per diem.
  - B. From thirty-five (35) days through sixty (60) days, \$146 per diem.
  - C. From sixty-one (61) days and up during the same school year, \$157 per diem.

<b>Days</b>	<b>Full Day: More Than 4 Hours</b>	<b>Half Day: 4 Hours or Less (70% of daily rate)</b>
0-34	\$140	\$98
35-60	\$146	\$102
61-over	\$157	\$110

2. Tenured Minnetonka teachers who have retired or otherwise left the employment of the District in good standing shall be paid at the rate indicated for 61 days or over.
3. A reserve teacher assigned a greater than normal class load shall receive additional compensation at the rate of \$25.00 per hour.

*Approved by School Board Action: August 3, 2006*  
*Reviewed: October 28, 2021*

## CONSENT

School Board  
Minnetonka I.S.D. #276  
5621 County Road 101  
Minnetonka, MN 55345

### Board Agenda Item XVII. g

**TITLE:** Policy 431 Wage Rates for  
Part Time or Substitute

**DATE:** November 4, 2021

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#### BACKGROUND

Policy 431 provides the hourly rates that the District uses to pay substitutes, other than teachers, when they step in to cover for absent employees from bargaining units such as nutrition services or the paraprofessionals. Policy 431 also sets compensation for certain irregularly employed individuals like workers at sporting events.

Given the increases in bargaining unit wage schedules and substitute rates in surrounding school districts, we recommend that the District enhance these rates so that we continue to attract and retain quality substitute and sporadic employees. As our Athletic Director notes, it is currently extremely difficult to find good workers and supervisors for events like football games and the competition for these same people with neighboring districts is intense. At the same time as we seek wage increases, we have also employed technology to reduce the number of staff needed (e.g., ticket sellers/takers), which should blunt the overall costs to the District.

The recommended raises for substitute employees in Section 1 (paraprofessionals, Class A – D) range from 3.5% to 8.1%; the highest increase is recommended for Class C paraprofessionals, who are the most in-demand, and most difficult to secure. In addition to looking at the market rate for these individuals, we ensured that the link we have used in the past remains in effect; essentially, we have been paying substitutes at around 86% of the rate we would pay for entry-level regular employees in each category.

The District has much lesser need for clerical substitutes, but the wage we pay currently is not competitive. Accordingly, we are recommending increases in hourly rates that range from 3.5% to 5%. The proposed increase for nutrition services substitutes is 2% and brings our compensation into alignment with the *de facto* “minimum wage” in the market of \$15.00 per hour.

As custodial and nursing substitute labor is extremely difficult to secure, we are proposing higher rates: an additional \$2.30 and \$5.00 per hour respectively. While these amounts on their face are high, the District does not often hire people in these categories; when we do, though, we want to be in a market competitive position.

The last time the District adjusted substitute wage schedules was the fall of 2019 and we have now entered a period of labor shortage. Wages in Section 2 have not been increased

for more than four years. As the policy states, the District will make every attempt to secure volunteers for co-curricular events. Where this is not possible, the proposed, adjusted wage rates listed in the attachment labeled "Section 2" will prevail.

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**RECOMMENDATION/FUTURE ACTION:**

That the School Board approve the changes in the part-time and substitute rates under Policy 431, with the changes in rates being effective November 8, 2021.

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Submitted by:



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

Concurrence:



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Dennis Peterson, Superintendent

## **MINNETONKA PUBLIC SCHOOLS**

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### **POLICY #431 WAGE RATES – PART TIME OR SUBSTITUTE**

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#### **I. PHILOSOPHY**

The School Board's Vision on support staff provides that:

- A. Creating a culture of child-centered excellence will depend on the efforts of all adults in the organization. While excellence in education is often focused exclusively on the interaction between teachers and students, a truly world-class school district will pursue excellence in all work areas.
- B. In order for all students to reach their highest levels of academic and personal achievement, support staff members will recognize and appreciate that they are partners in the education success of each student and are an integral part of our school system. These highly qualified employees will be positive role models who are committed to creating a supportive learning environment for all students, as well as providing essential support for teachers. Their positive attitudes, encouraging words, and consistent and caring discipline will form an essential part of Minnetonka's focus on child-centered excellence.
- C. Likewise, we expect everyone who works for the District to be positive ambassadors for our schools as they go about their daily work. Support staff members provide unique contributions to our organization and are key communicators in our community. Their helpful attitudes and responsive behavior will convey what is best about who we are and what we do. Excellence across all support areas will enable everyone to do their best work, thereby allowing us to fulfill our mission and vision.

#### **II. PURPOSE**

This policy provides wage rates for part-time and/or substitute personnel. The Board's Vision reflects the importance of these positions to the success of our schools and students.

#### **III. CONDITIONS**

- A. In no case shall wages paid be lower than minimum prescribed by law; and
- B. In no case shall wages paid exceed amounts established otherwise by Board Policy or Master Agreement for personnel being replaced on a temporary basis.

#### **IV. GENERAL STATEMENT OF POLICY**

The Superintendent, or designee, shall annually review wage levels and factors affecting the wage levels, including budget and market conditions, and publish the rates for the school year. The Superintendent, or designee, is authorized to make modifications in these rates during the year if conditions require such adjustments. Specific rates will be approved by the Board.

#### **V. COMPLIANCE WITH OTHER POLICIES**

Any employee hired under this policy any positions listed in Section 1 is subject to all other District policies, and shall be subject to policies related to hiring, including, but not limited to:

#401 Equal Employment Opportunity  
#404 Employee Background Checks  
#424 License Status  
#433 Nepotism

Positions listed in Section 2 do not normally require background checks in that the hiring is done for a single event activity. However, all other applicable policies apply.

#### **VI. WAGE RATES**

Rates for the following positions are listed in Wage Rates authorized under Policy 431, Section 1.

- A. Paraprofessionals
- B. Clerical
- C. Child Nutrition Personnel
- D. Custodial Personnel
- E. Registered Nurse

#### **VII. STUDENT HELPER**

Minimum Wage: accord with current law.

#### **VIII.CO-CURRICULAR EVENTS**

As per School Board directives, every attempt will be made to secure volunteers. Where it is not possible to secure volunteers, the wage rates listed in Wage Rates authorized under Policy 431, Section 2 will prevail.

#### **IX. SPEECH CLINICAL SUBSTITUTE**

If the individual hired as a speech clinician for Pre-school Screening is currently employed by the District as a teacher, the employee will receive the employee's regular hourly rate of pay.

## **X. WAGE APPLICATION**

- A. The adopted wages apply unless the person employed is covered by a Board Policy or Master Agreement which has specific provisions dealing with wages to be paid. In such cases, Board Policy or Master Agreement provisions pertain.
- B. Payment beyond the ranges indicated may be made by authorization of the Superintendent, or designee.

### **Related Policies:**

#401 Equal Employment Opportunities  
#404 Employment Background Checks  
#414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse  
#417 Chemical Use Policy  
#424 License Status  
#427 Harassment and Violence  
#428 Respectful Workplace  
#430 Reserve Teachers  
#432 Confidential Support Staff

*Approved: September 12, 2019*

*Reviewed: October 28, 2021*



**\*Wage Rates Authorized under School Board Policy 431\***

**Section 1: Wage Rates pertaining to substitute and part time employees as of ~~September 16, 2019~~  
November 8, 2021:**

- A. Paraprofessionals
  - 1. ~~\$13.70~~ \$14.35 per hour for Class A
  - 2. ~~\$14.50~~ \$15.15 per hour for Class B
  - 3. ~~\$14.80~~ \$16.00 per hour for Class C
  - 4. ~~\$15.50~~ \$16.25 per hour for Class D
  - 5. ~~\$17.00~~ \$17.60 per hour for Class E
  
- B. Clerical
  - 1. ~~\$14.35~~ \$14.85 per hour for Level I
  - 2. ~~\$14.85~~ \$15.40 per hour for Level II
  - 3. ~~\$16.10~~ \$16.80 per hour for Level III
  - 4. ~~\$17.00~~ \$17.85 per hour for Level IV
  - 5. ~~\$17.50~~ \$18.30 per hour for Level V+
  
- C. Child Nutrition Personnel
  - ~~\$14.70~~ \$15.00 per hour for all levels
  
- D. Custodial Personnel
  - ~~\$14.70~~ \$17.00 per hour for all levels
  
- E. Registered Nurse
  - 1. ~~\$25.00~~ \$30.00 per hour for Substitute
  - 2. ~~\$25.00~~ \$30.00 per hour for Early Childhood Screening RN

## Section 2: Wage Rates Pertaining to Co-Curricular Events

<b>Fall</b>				
<b>Football</b>	<b>Hourly Rate</b>		<b>Playoffs</b>	<b>Estimated Time Frame</b>
Ticket Sellers-Category 1	\$43	<u>\$16</u>	Determined by Section	6:00 PM - end of 3rd Quarter + counting - 5:30 start \$7 more
Ticket Sellers-Category 2	\$43	<u>\$16</u>	Determined by Section	6:00 PM - end of game and counting - 5:30 start \$7 more
Ticket Sellers-Category 3	\$43	<u>\$16</u>	Determined by Section	6:00 PM - Page/Tickets/Pass Gate - 1/2 time/count - 5:30 start \$7 more
Ticket Takers	\$42	<u>\$16</u>	Determined by Section	6:00 PM -end of the 3rd Quarter - 5:30 start \$6 more
Ticket Takers	\$42	<u>\$16</u>	Determined by Section	6:00 PM - end of game - 5:30 start \$6 more
Chain Crew	\$14	<u>\$16</u>	Determined by Section	6:30 PM - end of the game
Supervisor-Category 1- Inside Page	\$46	<u>\$18</u>	Determined by Section	6:00 PM - end of the game
Supervisor-Category 2-Hill/ Plaza/Students /Away	\$48	<u>\$20</u>	Determined by Section	6:00 PM - end of the game
Supervisor-Category 3- Other- gates	\$46	<u>\$18</u>	Determined by Section	6:00 PM - end of the game
Supervisor-Category 4-Away Game	\$46	<u>\$20</u>	Determined by Section	6:30 PM - end of the game
Announcer	\$46	<u>\$18</u>	Determined by Section	6:15 PM - end of the game
Spotter	\$44	<u>\$16</u>	Determined by Section	6:45 PM - end of the game
Scoreboard	\$46	<u>\$18</u>	Determined by Section	6:30 PM - end of the game
Event Manager	\$48	<u>\$20</u>	Determined by Section	5:00 PM - 1 hour after the game
Ticket Coordinator	\$46	<u>\$18</u>	Determined by Section	5:00pm - 30 minutes after the game
Video Board (new)	\$44	<u>\$18</u>		
<b>Soccer</b>	-	-	<b>Playoffs</b>	<b>Estimated Time Frame</b>
Ticket Seller	\$43	<u>\$16</u>	Determined by Section	45 min before 1st game- 1/2 of 2nd game/counting
Ticket Taker	\$42	<u>\$16</u>	Determined by Section	45 min before 1st game - 1/2 of 2nd game
Announcer/Scoreboard	\$46	<u>\$18</u>	Determined by Section	30 min before 1st game - end of game
Event Manager	\$48	<u>\$20</u>	Determined by Section	1 hour before 1st game - end of game
<b>Volleyball</b>	-	-	<b>Playoffs</b>	<b>Estimated Time Frame</b>
Ticket Seller/Taker	\$43	<u>\$16</u>	Determined by Section	5:00 PM - end of 3rd game in the varsity match
Announcer	\$46	<u>\$18</u>	Determined by Section	6:30 PM- end of varsity match
Scoreboard	\$46	<u>\$18</u>	Determined by Section	5:00 PM - end of varsity match
Scorebook	\$46	<u>\$18</u>	Determined by Section	5:00 PM - end of varsity match
Line Judge	\$46	<u>\$18</u>	Determined by Section	5:00 PM - end of varsity match
Event Manager	\$86	<u>\$20</u>	Determined by Section	4:30 PM - end of the game
Libero Scorer	\$44	<u>\$16</u>		6:30 PM - end of matches
<b>Cross-Country</b>	-	-		
Meet Worker	\$46	<u>\$18</u>		
<b>Adapted Soccer</b>	-	-		
Scoreboard/Announcer	\$46	<u>\$18</u>	Determined by Section	15 mins before start of first match - to end of last match
Event Manager	\$48	<u>\$20</u>	Determined by Section	30 mins before start of first match - to end of last match

<b>Winter</b>	-	-		
<b>Girls/Boys' Basketball</b>	<b>Hourly Rate</b>		<b>Playoffs</b>	<b>Estimated Time Frame</b>
Event Manager	\$48	<u>\$20</u>	Determined by Section	45 min. before 1st game - to end
Supervisors	\$46	<u>\$18</u>	Determined by Section	one hour before the scheduled start of the varsity game to the-end of varsity game
Scoreboard	\$46	<u>\$18</u>	Determined by Section	arrive 15 min. before game
Scorebook	\$46	<u>\$18</u>	Determined by Section	arrive 15 min. before game
Ticket Seller/Taker	\$44	<u>\$16</u>	Determined by Section	30 mins before start of 1st game to -start of 3rd quarter final game + counting - 14 minutes left in varsity game + counting
Ticket Taker	\$42	<u>\$16</u>	Determined by Section	30 mins before scheduled start of 1st game - start of 3rd quarter of final game - 14 minutes left in varsity game
Ticket Seller	\$43	<u>\$16</u>	Determined by Section	30 mins before scheduled start of 1st game - start of 3rd quarter of final game and counting - 14 minutes left in varsity game + counting
Announcer	\$46	<u>\$18</u>	Determined by Section	30 mins before varsity game
9th score table	\$44	<u>\$16</u>		15 mins before game - to end
Video Board	\$44	<u>\$18</u>		
<b>Wrestling</b>	-	-		
Event Manager	\$48	<u>\$20</u>	Determined by Section	1 hour before 1st match - to end
Ticket Seller/Taker	\$44	<u>\$16</u>	Determined by Section	2 matches/1 hour before start
Announcer	\$46	<u>\$18</u>	Determined by Section	15 mins before 1st match - to end - no JV announcer
Scorekeeper/Timer	\$46	<u>\$18</u>		
<b>Gymnastics</b>	-	-		
Event Manager	\$48	<u>\$20</u>	Determined by Section	1 hour before - end of match
Clock	\$46	<u>\$18</u>	Determined by Section	30 minutes prior the start of meet

Timer	\$46	<u>\$18</u>	Determined by Section	30 minutes prior the start of meet
Announcer	\$46	<u>\$18</u>	Determined by Section	30 minutes prior the start of meet
Ticket Seller/Taker	\$44	<u>\$16</u>	Determined by Section	45 minutes before start
<b>Hockey</b>	-	-		
Ticket Taker	\$42	<u>\$16</u>	Determined by Section	4:30-8:30
Crowd Supervisors	\$46	<u>\$18</u>	Determined by Section	15 mins before start of varsity game-end
Event Manager	\$48	<u>\$20</u>	Determined by Section	30 mins before JV competition-to end of varsity - 1 hour before varsity game-end
<b>Dance</b>	-	-		
Event Manager	\$48	<u>\$20</u>	Determined by Section	5:00 pm to end of varsity
Ticket Seller	\$43	<u>\$16</u>	Determined by Section	6:00-end of competition
Ticket Taker	\$42	<u>\$16</u>	Determined by Section	6:00-end of competition
Door Security	\$42	<u>\$14</u>	Determined by Section	5:15-end of competition
Judge Runner	\$42	<u>\$14</u>	Determined by Section	6:30-end of competition
Announcer	\$16	-	Determined by Section	6:30-end of competition
Supervisors	\$46	<u>\$18</u>		5:00-end of competition
<b>Adapted Floor Hockey</b>	-	-		
Event Manager	\$48	<u>\$20</u>	Determined by Section	30 mins before start of first game
Announcer	\$46	<u>\$18</u>	Determined by Section	15 mins before start of first game

<b>Spring</b>	-	-	
<b>Track</b>	<b>Regular Meet</b>	<b>Estimated Time Frame</b>	
Ticket seller	\$43	<u>\$16</u>	45 minutes before start
Ticket taker	\$42	<u>\$16</u>	45 minutes before start
Announcer	\$46	<u>\$18</u>	15 mins before - to the end of the meet
Field Events	\$46	<u>\$18</u>	15 mins before - to the end of their event
Pole Vault	\$46	<u>\$18</u>	15 mins before - to the end of their event
Event Manager	\$48	<u>\$20</u>	60 mins before - to the end of the meet
Timers	\$46	<u>\$18</u>	15 mins before - to the end of the meet
Score Keeper	\$46	<u>\$18</u>	15 mins before - to the end of the meet
Clerk of Course	\$46	<u>\$18</u>	15 mins before - to the end of the meet
Recorder	\$46	<u>\$18</u>	15 mins before - to the end of the meet

\* if event starts and is rained out then a portion of stipend is given based on time of cancellation.

<b>Adapted Softball</b>	-	-	
Announcer/Scoreboard	\$46	<u>\$18</u>	15 mins before start of 1st match - to the end of last match
Event Manager	\$48	<u>\$20</u>	30 mins before start of 1st match - to the end of last match
<b>Baseball</b>	-	-	
Announcer/scorer	\$46	<u>\$18</u>	15 mins before start of varsity game
Supervisor	\$46	<u>\$18</u>	15 mins before start of varsity game
Event Manager	\$48	<u>\$20</u>	45 mins before start of varsity game
Ticket Seller/Taker	\$44	<u>\$16</u>	45 minutes before start
<b>Lacrosse</b>	<b>Single game</b>		
Announcer	\$46	<u>\$18</u>	15 mins before start of varsity game
Score Keeper	\$46	<u>\$18</u>	15 mins before start of varsity game
Event Manager	\$48	<u>\$20</u>	1 hour before start of varsity game
Ticket Taker	\$42	<u>\$16</u>	45 minutes before start
Ticket Seller	\$43	<u>\$16</u>	45 minutes before start

\* if event starts and is rained out then a portion of stipend is given based on time of cancellation.

<b>Swimming</b>	<b>Dual Meets</b>		
Ticket Taker	\$42	<u>\$16</u>	45 minutes before start, 4:15 - 6:30pm Invite 7 hours
Ticket Seller	\$43	<u>\$16</u>	45 minutes before start, 4:15 - 6:30pm Invite 7 hours
Announcer	\$46	<u>\$18</u>	30 minutes before start
Event Manager	\$48	<u>\$20</u>	45 minutes before start
Scorer	\$46	<u>\$18</u>	30 minutes before start

# MINNETONKA PUBLIC SCHOOLS

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## **POLICY #431 WAGE RATES – PART TIME OR SUBSTITUTE**

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### **I. PHILOSOPHY**

The School Board's Vision on support staff provides that:

- A. Creating a culture of child-centered excellence will depend on the efforts of all adults in the organization. While excellence in education is often focused exclusively on the interaction between teachers and students, a truly world-class school district will pursue excellence in all work areas.
- B. In order for all students to reach their highest levels of academic and personal achievement, support staff members will recognize and appreciate that they are partners in the education success of each student and are an integral part of our school system. These highly qualified employees will be positive role models who are committed to creating a supportive learning environment for all students, as well as providing essential support for teachers. Their positive attitudes, encouraging words, and consistent and caring discipline will form an essential part of Minnetonka's focus on child-centered excellence.
- C. Likewise, we expect everyone who works for the District to be positive ambassadors for our schools as they go about their daily work. Support staff members provide unique contributions to our organization and are key communicators in our community. Their helpful attitudes and responsive behavior will convey what is best about who we are and what we do. Excellence across all support areas will enable everyone to do their best work, thereby allowing us to fulfill our mission and vision.

### **II. PURPOSE**

This policy provides wage rates for part-time and/or substitute personnel. The Board's Vision reflects the importance of these positions to the success of our schools and students.

### **III. CONDITIONS**

- A. In no case shall wages paid be lower than minimum prescribed by law; and
- B. In no case shall wages paid exceed amounts established otherwise by Board Policy or Master Agreement for personnel being replaced on a temporary basis.

#### **IV. GENERAL STATEMENT OF POLICY**

The Superintendent, or designee, shall annually review wage levels and factors affecting the wage levels, including budget and market conditions, and publish the rates for the school year. The Superintendent, or designee, is authorized to make modifications in these rates during the year if conditions require such adjustments. Specific rates will be approved by the Board.

#### **V. COMPLIANCE WITH OTHER POLICIES**

Any employee hired under this policy any positions listed in Section 1 is subject to all other District policies, and shall be subject to policies related to hiring, including, but not limited to:

#401 Equal Employment Opportunity  
#404 Employee Background Checks  
#424 License Status  
#433 Nepotism

Positions listed in Section 2 do not normally require background checks in that the hiring is done for a single event activity. However, all other applicable policies apply.

#### **VI. WAGE RATES**

Rates for the following positions are listed in Wage Rates authorized under Policy 431, Section 1.

- A. Paraprofessionals
- B. Clerical
- C. Child Nutrition Personnel
- D. Custodial Personnel
- E. Registered Nurse

#### **VII. STUDENT HELPER**

Minimum Wage: accord with current law.

#### **VIII.CO-CURRICULAR EVENTS**

As per School Board directives, every attempt will be made to secure volunteers. Where it is not possible to secure volunteers, the wage rates listed in Wage Rates authorized under Policy 431, Section 2 will prevail.

#### **IX. SPEECH CLINICAL SUBSTITUTE**

If the individual hired as a speech clinician for Pre-school Screening is currently employed by the District as a teacher, the employee will receive the employee's regular hourly rate of pay.

## **X. WAGE APPLICATION**

- A. The adopted wages apply unless the person employed is covered by a Board Policy or Master Agreement which has specific provisions dealing with wages to be paid. In such cases, Board Policy or Master Agreement provisions pertain.
- B. Payment beyond the ranges indicated may be made by authorization of the Superintendent, or designee.

### **Related Policies:**

#401 Equal Employment Opportunities  
#404 Employment Background Checks  
#414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse  
#417 Chemical Use Policy  
#424 License Status  
#427 Harassment and Violence  
#428 Respectful Workplace  
#430 Reserve Teachers  
#432 Confidential Support Staff

*Approved: September 12, 2019*

*Reviewed: October 28, 2021*



**\*Wages Rates Authorized under School Board Policy 431\***

**Section 1: Wage Rates pertaining to substitute and part time employees as of November 8, 2021:**

- A. Paraprofessionals
  - 1. \$14.35 per hour for Class A
  - 2. \$15.15 per hour for Class B
  - 3. \$16.00 per hour for Class C
  - 4. \$16.25 per hour for Class D
  - 5. \$17.60 per hour for Class E
- B. Clerical
  - 1. \$14.85 per hour for Level I
  - 2. \$15.40 per hour for Level II
  - 3. \$16.80 per hour for Level III
  - 4. \$17.85 per hour for Level IV
  - 5. \$18.30 per hour for Level V+
- C. Child Nutrition Personnel
  - \$15.00 per hour for all levels
- D. Custodial Personnel
  - \$17.00 per hour for all levels
- E. Registered Nurse
  - 1. \$30.00 per hour for Substitute
  - 2. \$30.00 per hour for Early Childhood Screening RN

## Section 2: Wage Rates Pertaining to Co-Curricular Events

<b>Fall</b>			
<b>Football</b>	<b>Hourly Rate</b>	<b>Playoffs</b>	<b>Estimated Time Frame</b>
Ticket Sellers-Category 1	\$16	Determined by Section	6:00 PM - end of 3rd Quarter + counting - 5:30 start \$7 more
Ticket Sellers-Category 2	\$16	Determined by Section	6:00 PM - end of game and counting - 5:30 start \$7 more
Ticket Sellers-Category 3	\$16	Determined by Section	6:00 PM - Paged/Tickets/Pass Gate -1/2 time/count - 5:30 start \$7 more
Ticket Takers	\$16	Determined by Section	6:00 PM -end of the 3rd Quarter - 5:30 start \$6 more
Ticket Takers	\$16	Determined by Section	6:00 PM - end of game - 5:30 start \$6 more
Chain Crew	\$16	Determined by Section	6:30 PM - end of the game
Supervisor-Category 1- Inside Paged	\$18	Determined by Section	6:00 PM - end of the game
Supervisor-Category 2-Hill/ Plaza/Students /Away	\$20	Determined by Section	6:00 PM - end of the game
Supervisor-Category 3- Other- gates	\$18	Determined by Section	6:00 PM - end of the game
Supervisor-Category 4-Away Game	\$20	Determined by Section	6:30 PM - end of the game
Announcer	\$18	Determined by Section	6:15 PM - end of the game
Spotter	\$16	Determined by Section	6:45 PM - end of the game
Scoreboard	\$18	Determined by Section	6:30 PM - end of the game
Event Manager	\$20	Determined by Section	5:00 PM - 1 hour after the game
Ticket Coordinator	\$18	Determined by Section	5:00pm - 30 minutes after the game
Video Board (new)	\$18		
<b>Soccer</b>		<b>Playoffs</b>	<b>Estimated Time Frame</b>
Ticket Seller	\$16	Determined by Section	45 min before 1st game- 1/2 of 2nd game/counting
Ticket Taker	\$16	Determined by Section	45 min before 1st game - 1/2 of 2nd game
Announcer/Scoreboard	\$18	Determined by Section	30 min before 1st game - end of game
Event Manager	\$20	Determined by Section	1 hour before 1st game - end of game
<b>Volleyball</b>		<b>Playoffs</b>	<b>Estimated Time Frame</b>
Ticket Seller/Taker	\$16	Determined by Section	5:00 PM - end of 3rd game in the varsity match
Announcer	\$18	Determined by Section	6:30 PM- end of varsity match
Scoreboard	\$18	Determined by Section	5:00 PM - end of varsity match
Scorebook	\$18	Determined by Section	5:00 PM - end of varsity match
Line Judge	\$18	Determined by Section	5:00 PM - end of varsity match
Event Manager	\$20	Determined by Section	4:30 PM - end of the game
Libero Scorer	\$16		6:30 PM - end of matches
<b>Cross-Country</b>			
Meet Worker	\$18		
<b>Adapted Soccer</b>			
Scoreboard/Announcer	\$18	Determined by Section	15 mins before start of first match - to end of last match
Event Manager	\$20	Determined by Section	30 mins before start of first match - to end of last match
<b>Winter</b>			
<b>Girls/Boys' Basketball</b>	<b>Hourly Rate</b>	<b>Playoffs</b>	<b>Estimated Time Frame</b>
Event Manager	\$20	Determined by Section	45 min. before 1st game - to end
Supervisors	\$18	Determined by Section	one hour before the scheduled start of the varsity game to the-end of varsity game
Scoreboard	\$18	Determined by Section	arrive 15 min. before game
Scorebook	\$18	Determined by Section	arrive 15 min. before game
Ticket Seller/Taker	\$16	Determined by Section	30 mins before start of 1st game to -start of 3rd quarter final game + counting - 14 minutes left in varsity game + counting
Ticket Taker	\$16	Determined by Section	30 mins before scheduled start of 1st game - start of 3rd quarter of final game – 14 minutes left in varsity game
Ticket Seller	\$16	Determined by Section	30 mins before scheduled start of 1st game - start of 3rd quarter of final game and counting – 14 minutes left in varsity game + counting
Announcer	\$18	Determined by Section	30 mins before varsity game
9th score table	\$16		15 mins before game - to end
Video Board	\$18		
<b>Wrestling</b>			
Event Manager	\$20	Determined by Section	1 hour before 1st match - to end
Ticket Seller/Taker	\$16	Determined by Section	2 matches/1 hour before start
Announcer	\$18	Determined by Section	15 mins before 1st match - to end - no JV announcer
Scorekeeper/Timer	\$18		
<b>Gymnastics</b>			
Event Manager	\$20	Determined by Section	1 hour before - end of match
Clock	\$18	Determined by Section	30 minutes prior the start of meet
Timer	\$18	Determined by Section	30 minutes prior the start of meet

Announcer	\$18	Determined by Section	30 minutes prior the start of meet
Ticket Seller/Taker	\$16	Determined by Section	45 minutes before start
<b>Hockey</b>			
Ticket Taker	\$16	Determined by Section	4:30-8:30
Crowd Supervisors	\$18	Determined by Section	15 mins before start of varsity game-end
Event Manager	\$20	Determined by Section	30 mins before JV competition-to end of varsity - 1 hour before varsity game-end
<b>Dance</b>			
Event Manager	\$20	Determined by Section	5:00 pm to end of varsity
Ticket Seller	\$16	Determined by Section	6:00-end of competition
Ticket Taker	\$16	Determined by Section	6:00-end of competition
Door Security	\$14	Determined by Section	5:15-end of competition
Judge Runner	\$14	Determined by Section	6:30-end of competition
Supervisors	\$18		5:00-end of competition
<b>Adapted Floor Hockey</b>			
Event Manager	\$20	Determined by Section	30 mins before start of first game
Announcer	\$18	Determined by Section	15 mins before start of first game

<b>Spring</b>		
<b>Track</b>	<b>Regular Meet</b>	<b>Estimated Time Frame</b>
Ticket seller	\$16	45 minutes before start
Ticket taker	\$16	45 minutes before start
Announcer	\$18	15 mins before - to the end of the meet
Field Events	\$18	15 mins before - to the end of their event
Pole Vault	\$18	15 mins before - to the end of their event
Event Manager	\$20	60 mins before - to the end of the meet
Timers	\$18	15 mins before - to the end of the meet
Score Keeper	\$18	15 mins before - to the end of the meet
Clerk of Course	\$18	15 mins before - to the end of the meet
Recorder	\$18	15 mins before - to the end of the meet

\* if event starts and is rained out then a portion of stipend is given based on time of cancellation.

<b>Adapted Softball</b>		
Announcer/Scoreboard	\$18	15 mins before start of 1st match - to the end of last match
Event Manager	\$20	30 mins before start of 1st match - to the end of last match
<b>Baseball</b>		
Announcer/scorer	\$18	15 mins before start of varsity game
Supervisor	\$18	15 mins before start of varsity game
Event Manager	\$20	45 mins before start of varsity game
Ticket Seller/Taker	\$16	45 minutes before start
<b>Lacrosse</b>		
<b>Single game</b>		
Announcer	\$18	15 mins before start of varsity game
Score Keeper	\$18	15 mins before start of varsity game
Event Manager	\$20	1 hour before start of varsity game
Ticket Taker	\$16	45 minutes before start
Ticket Seller	\$16	45 minutes before start

\* if event starts and is rained out then a portion of stipend is given based on time of cancellation.

<b>Swimming</b>		
<b>Dual Meets</b>		
Ticket Taker	\$16	45 minutes before start, 4:15 - 6:30pm Invite 7 hours
Ticket Seller	\$16	45 minutes before start, 4:15 - 6:30pm Invite 7 hours
Announcer	\$18	30 minutes before start
Event Manager	\$20	45 minutes before start
Scorer	\$18	30 minutes before start

CONSENT

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

Board Agenda Item XVII. h

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

Date: November 4, 2021

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**EXECUTIVE SUMMARY**

In the winter of 2020, the School Board adopted Policy 522, which is a new addition to the policy book. The changes proposed today are not substantive. The attached changes seek to move the inclusion of the names and contact information of the Title IX Coordinators from the body of the policy to listing this information on the District website. Now, when searching out the District's Title IX policy, the coordinator names appear immediately, right next to the policy itself. The other changes proposed remove typographical errors from the policy document as it currently stands.


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**ATTACHMENTS:**


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

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

  
Michael Cyrus, Executive Director of Human Resources

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

  
Dennis Peterson, Superintendent

## MINNETONKA PUBLIC SCHOOLS

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

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#### **I. PURPOSE**

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

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

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator(s). ~~The school district's Title IX Coordinators are:~~ The District's primary Title IX Coordinator and an alternate are indicated on the District website.

~~Primary: Executive Director of Human Resources Michael Cyrus~~

952-401-5015, [hrstaff@minnetonkaschools.org](mailto:hrstaff@minnetonkaschools.org)

Alternate: ~~Coordinator of Human Resources Robyn Klinker~~

952-401-5016 ~~hrstaff@minnetonkaschools.org~~

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

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

### III. DEFINITIONS

- A. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the school district’s Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. “Education program or activity” means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
  - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be

submitted to the Title IX Coordinator in person, by mail, or by email.

2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:
1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
  2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
  3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).



- L. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- M. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process. For issues and complaints involving students or certified staff, the Executive Director of Human Resources will serve as the Title IX Coordinator. For issues involving non-certified staff, the Human Resources Coordinator will serve as the Title IX Coordinator.
  2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. Unless circumstances dictate otherwise and the Title IX coordinator so recommends, the District shall designate and employ a professional, third party individual or firm to serve as the Investigator of Title IX complaints.
  3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker. In the event that the Executive Director of Human Resources is functioning as Title IX Coordinator in relation to a complaint, the Coordinator of Human Resources will serve as Decision-maker and vice versa.
  4. “Appellate Decision-maker” means a person who considers and decides

appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Superintendent shall serve as Appellate Decision-maker for all complaints arising under this policy.

5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

#### **IV. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS**

##### **A. Equitable Treatment**

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

##### **B. Objective and Unbiased Evaluation of Complaints**

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

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

- D. Confidentiality

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

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

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

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

- F. Notice

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

G. Consolidation

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

H. Evidence

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

I. Burden of Proof

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

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including

any appeal, within 120 calendar days of the date the formal complaint was received by the School District.

5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

**K. Potential Remedies and Disciplinary Sanctions**

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with ~~MSBA Model~~ Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

**V. REPORTING PROHIBITED CONDUCT**

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.

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

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

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
  - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location

of the alleged incident, if known;

2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

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

### **A. Emergency Removal of a Student**

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



B. Employee Administrative Leave

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

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

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

**IX. DISMISSAL OF A FORMAL COMPLAINT**

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
  - 1. Would not meet the definition of sexual harassment, even if proven;
  - 2. Did not occur in the school district's education program or activity; or

3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
  2. The respondent is no longer enrolled or employed by the school district; or
  3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate. The District is obliged to report the name of any teacher who resigns during the course of an investigation of misconduct to PELSB.

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

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

shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.

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

## **XI. DETERMINATION REGARDING RESPONSIBILITY**

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

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

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

## **XII. APPEALS**

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

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

### **XIII. RETALIATION PROHIBITED**

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

### **XIV. TRAINING**

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

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

## **XV. DISSEMINATION OF POLICY**

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

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

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

## **XVI. RECORDKEEPING**

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

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

***Cross References:***     Policy #534:    Equal Educational Opportunity  
                                 Policy #427:    Harassment and Violence  
                                 Policy #506:    Student Discipline and Code of Conduct  
                                 Policy #521:    Student Disability Nondiscrimination

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## **MINNETONKA PUBLIC SCHOOLS**

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

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#### **I. PURPOSE**

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

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

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator(s). The District's primary Title IX Coordinator and an alternate are indicated on the District website.

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

Department of Education, or both.

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

### **III. DEFINITIONS**

- A. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the school district’s Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. “Education program or activity” means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
  - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
  - 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.

- G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:
1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
  2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
  3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).
- L. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative

educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

- M. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process. For issues and complaints involving students or certified staff, the Executive Director of Human Resources will serve as the Title IX Coordinator. For issues involving non-certified staff, the Human Resources Coordinator will serve as the Title IX Coordinator.
  2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. Unless circumstances dictate otherwise and the Title IX coordinator so recommends, the District shall designate and employ a professional, third party individual or firm to serve as the Investigator of Title IX complaints.
  3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker. In the event that the Executive Director of Human Resources is functioning as Title IX Coordinator in relation to a complaint, the Coordinator of Human Resources will serve as Decision-maker and vice versa.
  4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Superintendent shall serve as Appellate Decision-maker for all complaints arising under this policy.

5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

#### **IV. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS**

##### **A. Equitable Treatment**

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

##### **B. Objective and Unbiased Evaluation of Complaints**

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

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

##### **D. Confidentiality**

The school district will keep confidential the identity of any individual who has

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

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

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

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

F. Notice

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

G. Consolidation

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

circumstances.

#### H. Evidence

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

#### I. Burden of Proof

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

#### J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number

of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

**K. Potential Remedies and Disciplinary Sanctions**

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

**V. REPORTING PROHIBITED CONDUCT**

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any



time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

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

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

who may be, but is not required to be, an attorney;

4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

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

### **A. Emergency Removal of a Student**

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

### **B. Employee Administrative Leave**

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

with Disabilities Act prior to removing an individual with a qualifying disability.

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

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

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

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

therein;

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

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

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

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

## **XI. DETERMINATION REGARDING RESPONSIBILITY**

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

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

## **XII. APPEALS**

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

- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

### **XIII. RETALIATION PROHIBITED**

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

### **XIV. TRAINING**

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
  - 1. The Title IX definition of sexual harassment;
  - 2. The scope of the school district's education program or activity;
  - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
  - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;

5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
  6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

## **XV. DISSEMINATION OF POLICY**

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
  2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
  3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
  4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual



harassment, and how the school district will respond.

## **XVI. RECORDKEEPING**

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

***Cross References:*** Policy #534: Equal Educational Opportunity  
Policy #427: Harassment and Violence  
Policy #506: Student Discipline and Code of Conduct  
Policy #521: Student Disability Nondiscrimination

*Reviewed: November 19, 2020*

*Adopted: December 3, 2020*

*Reviewed: October 28, 2021*

*Approved: November 4, 2021*

**School Board  
Minnetonka I.S.D. #276  
5621 County Road 101  
Minnetonka, MN 55345**

**Board Agenda Item XVII. i**

**TITLE:** Designation of District Title IX Coordinator  
and Alternate

**DATE:** November 4, 2021

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**BACKGROUND**

The District's Title IX Policy, #522, requires the Board to name a coordinator and an alternate to manage complaints that may arise under its auspices. Last year, when the policy was adopted, the Board designated Michael Cyrus and Robyn Klinker as the coordinator and alternate, respectively. In the meantime, Ms. Klinker's job title has changed and the latest revision of the Policy asks only that the Board name and identify the people in these roles. We will post the names and contact information of the Title IX Coordinator and Alternate along with full text of the District policy on our website.

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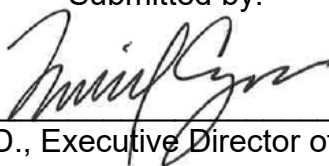
**RECOMMENDATION/FUTURE DIRECTION:**

That the Board re-designate the following individuals to serve in the indicated capacities until such time as others may be so designated:

Title IX Coordinator: Dr. Michael Cyrus  
Executive Director of Human Resources

Title IX Alternate Coordinator: Ms. Robyn Klinker  
Associate Director of Human Resources

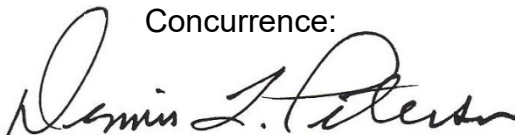
Submitted by:



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

Concurrence:



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Dennis Peterson, Superintendent