

SCHOOL BOARD MEETING

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

www.minnetonkaschools.org

September 7, 2023

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: Boys Varsity Baseball state qualifiers; Boys Varsity Golf state qualifiers; Girls Varsity Golf state qualifiers; Boys Tennis state qualifiers; Boys Track and Field state qualifiers/alternates; Girls Track and Field state qualifiers/alternates; Theatre Spotlight Award Contributors from the Spring production of *Guys and Dolls*; National LERN award earned by Minnetonka Community Education; National School PR Association awards earned by the District Communications team; and National PhysTEC Teacher of the Year Award earned by Minnetonka High School physics instructor Joe Cosette
- 7:00 I. Call of Regular Meeting to Order
- II. Pledge to the Flag
- III. Adoption of the Agenda
- 7:00 IV. Community Comments
 Community Comments is an opportunity for the public to address the School Board on an item included in this agenda in accordance with the guidelines printed on the reverse.
- 7:05 V. Report on ACT, IB, AP and SAT Results
- 7:25 VI. Nutrition Services Update
- 7:45 VII. Policy Approvals
- a. #424: License Status
- b. #515: Protection and Privacy of Pupil Records
- c. #534: Equal Educational Opportunity
- d. #516.1: Overdose Medication
- e. #419: Tobacco-Free Environment
- f. #418: Drug-Free Workplace/Drug-Free School

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| 8:00 | VIII. | Acceptance of Bid for HVAC Replacement at Deephaven |
| 8:05 | IX. | Acceptance of Bid for Cabinet Replacement and Wall Resurfacing at Excelsior |
| 8:10 | X. | Acceptance of Bid for Unit Ventilator Replacement at Clear Springs |
| 8:15 | XI. | CONSENT AGENDA
a. Minutes of August 3 Regular Meeting and Closed Session; and August 17 Special Meeting
b. Study Session Summary of August 17, 2023
c. Payment of Bills
d. Recommended Personnel Items
e. Gifts and Donations
f. Electronic Fund Transfers |
| 8:15 | XII. | Board Reports |
| 8:20 | XIII. | Superintendent's Report |
| 8:25 | XIV. | Announcements |
| 8:30 | XV. | Adjournment |

GUIDELINES FOR COMMUNITY COMMENTS

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

1. Anyone indicating a desire to speak to an item included in the meeting agenda—except for the Consent Agenda and/or information that personally identifies or violates the privacy rights of an individual—during *Community Comments* will be acknowledged by the Board Chair. When called upon to speak, please state your name, 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 who can summarize the issue.
3. Please limit your comments to three minutes. Longer time may be granted at the discretion of the Board Chair. If you have written comments, the Board would like to have a copy, which will help them better understand, investigate and respond to your concern.
4. During *Community Comments* the Board and administration listen to comments. Board members or the Superintendent may ask clarifying questions of you in order to gain a thorough understanding of your concern, suggestion or request. If there is any response or follow-up to your comment or suggestion, you will be contacted via email or phone by a member of the Board or administration in a timely manner.
5. Please be aware that disrespectful comments or comments of a personal nature, directed at an individual either by name or inference, will not be allowed. Personnel concerns should be directed first to a principal or executive director of the department, then to the Executive Director of Human Resources, then to the Superintendent and finally in writing to the Board.

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

REPORT

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

Board Agenda Item V.

Title: ACT, IB, AP and SAT 2023 Summary Report

Date: September 7, 2023

EXECUTIVE SUMMARY

The 2022-23 school year was a truly unique year of achievement for Minnetonka students. On several measures of success, the District is reporting high student performance levels. It is important to note that significantly fewer students took the ACT during the 2020-21 and 2021-22 school year than in previous years, which impacted the results. From 2017-2019, over 92 percent of the graduating class had taken the ACT at least one time. In 2021, **72.9 percent** took the test, in 2022, **76.5 percent** completed the ACT, and in 2023, the percentage dropped to **69.6 percent**. Because of this, the ACT Composite score no longer represents the graduating class as it had done historically. However, scores remain strong. Investments in the areas of professional development, use of technology, expanding academic rigor and increasing expectations, and especially the development of excellent teachers over the past 20 years have led to results that show a clear return on these investments. The ACT scores have increased over the past 20 years from **23.1** and reached the all-time high in 2018-2020 with a **27.7** Composite score and in 2016-17 a second highest Composite score of **27.5**. In addition, within the table below, from 2001-02 through 2003-2004, original results could not be recalculated due to a changeover in data systems and are highlighted in yellow. There is further evidence that Minnetonka's academic program can support unlimited student potential, and the staff in Minnetonka are skilled in ensuring that our students meet the highest expectations in the classroom. This report contains five sections (ACT, IB, AP, SAT, and Ethnicity/Gender), with each addressing the 2021-22 results in detail.

The Top 100, 200, and 400 mean scores continue to be strong, while the Top 400 average yields an incredible mean score of **29.5** that competes with the top 100 scores for the elite private schools in the Twin Cities. Students are also ready for college and career posting a solid percentage of students meeting all four categories in this area (**61 percent**).

IB results remain competitive. Minnetonka IB scores surpassed world-wide averages in **13 of 30** areas. Last year, MHS students surpassed world-wide averages in **17** areas. IB scores were calculated differently than they have been since 2020, moving back to their traditional assessment and grading model; IB set the distribution of awarded grades to pre-pandemic levels of May 2019.

Impact of COVID on ACT Scores

As stated above, there was a decrease in the ACT Composite score, which dropped from a previous high of **27.7** to **26.0** for 2022-23. There are key factors that have impacted the results. Last year, there were **637** Minnetonka test takers, which was a significant drop compared to pre-COVID years (2019: **726**, 2018: **760**). The decrease in the number of test takers is a result of cancelled test sessions due to COVID and colleges/universities communicating that they would not be requiring an ACT score. This effected the number of students taking the test as well as those taking the test multiple times, thus negatively impacting the super-score. There was a slight rebound in ACT participation in the past two years in which participants increased from **587** to **639**, increasing the percentage from **72.9 percent** to **76.5 percent**. However, the percentage of test takers decreased last year to **69.6 percent**. In addition, the Top 100, 200, and 400 composite scores have remained strong compared to the past two years, with the top 100 remaining at a near all-time high Composite score of **34.3**. The top 200 remained at an average of **32.6**, and the top 400 Composite score decreased slightly from **29.6** to **29.5**. The slight drop in overall composite is due to the higher percentage of students scoring at lower levels, which has been a phenomenon since the state requirement for all juniors to be scheduled to take the ACT according to state legislation.

Of the 34 possible types of AP Tests reported, there is an increase in the participation of all students, moving from **1,668** to **1,753**, and an increase in the number of exams taken, moving from **2,966** to **3,195**. Also, students included, based on the support and encouragement of staff members, are choosing more rigorous coursework. High school staff are very positive about the high number of students taking these courses and tests. Enrollment in AP has more than doubled since 2007. **85.7 percent** of Minnetonka AP students scored a three or higher, which is at its highest level since 2016. College Board no longer provides the percentage of Minnesota students scoring three or higher. This average has continued to be very strong since 2005 and will most likely increase after all scores are released.

There are many IB students who take AP exams, as well as several students who self-study for an AP exam without taking the course, and those results are included in the overall averages listed in the tables below. Explanation is provided in the narratives of the AP section to add perspective to the results that have significant numbers of both IB and AP students taking the AP Exams.

ACT RESULTS

ACT Composite Results

Minnetonka students continue to show a strong performance on the ACT. The table below shows Minnetonka ACT Test and Composite Results for the past 21 years, detailing an increase from an ACT Composite score of **23.1** in 2001-12 to an historic high the 2018-2020. Although there was a decrease in the overall Composite and each of the four sub-tests, results remain strong.

As stated previously, there are key factors that have impacted the results. Last year, there were **637** Minnetonka test takers, which was a significant drop compared to pre-COVID years (2019: **726**, 2018: **760**). The decrease in the number of test takers is a result of cancelled test sessions due to COVID and colleges/universities communicating that they would not be requiring an ACT score. This effected the number of students taking the test as well as those taking the test multiple times, thus negatively impacting the super-score. There was a slight rebound in ACT participation in the past two years in which participants increased from **587** to **639**, increasing the percentage from **72.9 percent** to **76.5 percent**. However, the percentage of test takers decreased last year to **69.6 percent**. Additionally, of the **915** students in the Class of 2023, only **456** took the test their junior year, which is the lowest percentage of students who have taken the test since the state required the test be offered to all Eleventh Graders. Also, for many Minnetonka students, this was the one and only time they took the ACT during their career.

Students in Minnetonka used to take the PLAN test in Grade Ten and the data were used to help students prepare for the ACT. The PLAN results were also used by teachers and administrators to identify strengths and weaknesses in the academic program. The last PLAN test was taken during the Fall of 2014.

With ACT no longer supporting the PLAN Test on a national level, and MDE no longer supporting the Test at a state level, Minnetonka no longer offers the PLAN. Instead, Minnetonka High School has offered the pre-ACT test along with review sessions to help prepare students for the ACT exams. The pre-ACT Test serves as a predictor of student performance. When students took the PLAN Test, they outpaced the predicted ACT high Composite score of the PLAN, and it is expected that Minnetonka students will continue to surpass the predicted high score of the pre-ACT.

Minnetonka ACT Test and Composite Results from 2001-02 to 2022-23
(Updated with highest ACT subtest and composite score calculation from 2004-05
through 2022-23)

Year	English	Math	Reading	Science	Composite	PLAN High Comp Est.
2001-02	22.4	23.0	23.6	23.0	23.1	NA
2002-03	23.6	23.8	24.4	23.6	24.0	NA
2003-04	23.7	24.5	24.6	23.8	24.3	NA
2004-05	23.2	23.0	23.2	23.0	23.1	NA
2005-06	23.9	24.5	25.0	24.1	24.4	NA
2006-07	24.7	25.2	25.8	24.8	25.1	NA
2007-08	25.0	25.0	25.6	24.6	25.1	24.8
2008-09	26.0	25.4	26.7	25.7	26.0	25.8
2009-10	26.5	25.5	26.7	25.7	26.1	25.6
2010-11	26.0	25.4	26.3	26.1	26.0	25.3
2011-12	25.6	25.4	26.2	25.7	25.7	25.8
2012-13	26.6	25.8	27.2	26.7	26.6	25.7
2013-14	26.5	25.7	26.9	26.7	26.5	25.9
2014-15	26.8	26.2	27.5	27.0	26.9	25.8
2015-16	26.7	26.3	27.1	26.8	26.7	25.8
2016-17	27.6	26.7	28.3	27.5	27.5	26.5*
2017-18	27.3	26.9	28.4	27.5	27.7	26.3*
2018-19	27.6	26.7	28.6	27.6	27.7	26.6*
2019-20	27.4	26.7	28.6	27.6	27.7	COVID-19
2020-21	26.5	26.3	28.3	27.1	27.2	25.6*
2021-22	25.5	25.0	27.2	26.4	26.1	25.4*
2022-23	25.0	25.0	26.9	26.6	26.0	25.4*

*** Pre-ACT instead of PLAN**

ACT English Test

English results dropped by **0.5** points to a mean score of **25.0**. Prior to 2010-11, the English Test results slipped only once (2005-06). However, in recent years, prior to the COVID Pandemic, the English Test trended upward to become **1.0** points higher than 2009-10. The English Test has seen a drop in average score for the past four years. Oftentimes, the English Test saw increases, and one reason for this is because students regularly took the ACT multiple times, increasing their score dramatically in English historically. These results should be studied closer at the high school level, to understand the many factors that could have contributed to the lower English mean score.

Over the years, the MHS English Department has deepened its commitment to higher levels of rigor. In addition to the robust IB course offerings (Language and Literature, Literature and Performance, and HL Literature), in 2018-2019 the English department introduced AP Seminar to Vantage Global Business and AP Research at the high school in 2019-2020. In 2020-2021, two sections of AP Seminar were taught at the high school as a stand-alone option, and AP Language and Composition will become a year-long option for Tenth Grade students (seven sections of students). Last year the high school had seven sections of IB Lang & Lit and two each of IB Lit & Performance, IB HL Literature Y1, & IB HL Literature Y2 (13 sections total in Grades 11/12). They also had three sections of AP Literature and one section of AP Lang & Comp, plus AP Seminar at Vantage and AP Research at the HS (10 sections of AP in Grades 11/12). Overall, the increase in the number of students taking IB and AP courses has enabled students to perform at higher levels.

In addition to the significant improvements to the academic program, the Department made ACT a priority since the 2012-13 school year setting annual achievable goals. The two-year decrease in sub-test scores prior to 2012-13 inspired a concerted Department effort to reanalyze the alignment between the established curriculum and to adjust as needed. The English Test is a 75-question, 45-minute test that covers both usage and mechanics of writing as well as rhetorical skills. The English Department's willingness to continually evaluate sequencing and course offerings and to respond to students' academic needs has proven to be a strength of the Department. More teachers in the department have been trained and are teaching IB and AP courses; this creates a "trickle-down" effect on all courses, as teaching strategies and practices used in AP and IB are becoming standard in most English course offerings. This investment in professional learning has created a stronger and more united Departmental focus on alignment with the essential learnings reflected in the ACT English Test and valued by colleges and universities. Currently, the language arts program is in curriculum review, and it will be important for teachers to analyze the data over time and keep the focus on continuous improvement for the program.

ACT Math Test

The ACT Math Test remained steady with an average score of **25.0**. The lower scores the past two years could have been predicted considering NWEA's research on the impact of COVID on student Math performance nationwide.

District Math teachers will need to focus on the three areas critical for success on the ACT Math Test: Pre-Algebra/Elementary Algebra, Intermediate Algebra/Coordinate Geometry, and Plane Geometry/Trigonometry. With **40 percent** of the test requiring students to demonstrate knowledge of Pre-Algebra and Elementary Algebra, Minnetonka students should be more prepared than most for this assessment. The focus for improvement starts with the fact that many students are tested on concepts that they have not worked with directly in two or more years in most cases, according to high school Math staff.

During the Math Department's efforts in recent years to increase academic rigor at the High School, many of the improvements were focused at the Ninth Grade and Tenth Grade levels. The Department's decision to introduce *Honors Pre-Calculus* has led to increased participation in AP Calculus A/B and B/C, and it has had a positive impact on the overall Math Test results as reported later in this report. As the Department analyzes these results, staff will need to develop strategies to reach a broader audience and will need to focus more deeply on the three elements of the Math Test noted above.

In recent years, high school Math teachers worked to develop curriculum and have commented that they are prepared more than ever with the creation of formative assessments. Higher Algebra teachers have reconfigured their curriculum in a way that they believe will make improvements for years to come. Staff are also working to ensure that students are placed in the courses appropriate for them to increase student success and engagement. In addition, Math staff at both the middle and high school have built a collaborative relationship in terms of curriculum development as they currently work together through the curriculum review implementation. The work performed with the most recent curriculum review will help to ensure that the 5-12 experience is more efficient and complete in terms of both introducing and developing a deeper understanding of concepts through authentic and performance-based assessments. The goal is to provide a seamless transition for students moving from one level to the next.

ACT Reading Test

Minnetonka students performed at similar levels to the 2013-14 year on the Reading Test, and with an average score of **26.9**, this subtest, like previous years is clearly the strongest area of student achievement.

The ACT Reading Test is comprised of four sections, each containing one long or two shorter prose passages that are representative of the level and type of reading required in first-year college courses. Passages on topics in social studies, natural sciences, prose fiction, and the humanities are included. Due to the cross-content nature of these

passages, all content areas can support student success in this area by focusing on rich content-specific vocabulary and by engaging students with challenging and complex texts.

The significant high achievement reported on the Reading Test shows the impact of a school-wide focus on academic rigor. The results of the Reading Test demonstrate the willingness of all departments to introduce more rigorous coursework and to challenge students daily to stretch academically.

In addition to critical teachers' role in this area, support staff and guidance staff have also contributed. The collective efforts of all staff members including building leadership contributed to the excellent results on the Reading Test and reflect outstanding work in Kindergarten through Tenth Grade over those eleven years.

ACT Science Test

Minnetonka's Science Test scores made a significant jump of **0.3** points in 2014-15 and a slight decline of **0.2** points in 2015-16. Science scores remained steady between 2008 and 2012, with a slight decline in 2012. The most recent score of **26.6**, improved by **0.2** points, and is a solid score that reflects major improvement in our Science staff and program.

The Science Test includes an emphasis on the comprehension of scientific graphs and charts. On the test, students need to be able to interpret data to be successful. The Science Department will need to continue to look carefully at how problem-solving skills can be better integrated into the Science curriculum and continue to study course options for all students. With the implementation of the 2019 Minnesota Science Standards, Science teachers engage their students in real-world phenomena, crosscutting concepts, and principles of science and engineering that will enhance their problem-solving skills.

ACT Mean For Top 100, 200, and 400 Graduates

Minnetonka maintains statistical comparisons of the Top 100, 200, and 400 test-taking students as a means of benchmarking against Metro private schools with carefully selected populations of about 100 Seniors. The comparison of the Top 400 has been an internal measure of the High School's progress over the years. It started with the total number of students taking the ACT in Minnetonka of slightly less than 400 in 2001-02 to the present where the Top 400 are still compared. As shown in the table below, analysis of each statistical group shows strong performances.

In the Top 100, an increase of **0.3** points in 2014-15 marked the third largest increase since 2007 (2009 increase of **1.4** points was the largest increase and reflects an incredible increase for such high performance). Once again, the Top 100 experienced a strong performance, maintaining an impressive mean score of **34.3**. Large increases in this group are challenging based on the exemplary performance that has already existed, because the maximum score is 36. In 2014-15, Minnetonka had 15 students who missed

a perfect score by one point with two students earning a perfect score. These results are stellar, and they indicate a push toward higher levels of excellence for the top tier of students in Minnetonka. The Class of 2020 had **16** students with perfect scores and the Class of 2021 had **4** perfect scores. The Class of 2022 had **14** perfect scores and the Class of 2023 earned 11 perfect scores.

The averages discussed in this section have historically been well above the elite private schools' carefully selected classes of about 100. The Class of 2023 saw another solid performance in the Top 100 with students averaging a score of **34.3** points, maintaining their high levels from a year ago.

In the Top 200, an increase of **0.4** points was reported in 2014-15 and a decrease of **1.1** points in 2021. At a score of **32.6**, the Top 200 in 2020-21 had surpassed the Top 100 in 2011-12 and are also well above the private schools' 100. A score of **32.6** in 2022 and 2023 marks the fourth highest score in the Top 200 category.

The Top 400 have had steady progress toward higher averages over the years and reported a significant increase of **0.7** points in 2014-15 and another increase of **0.2** points in 2016-17 with a near historic increase in 2018 of **1.1** points to reach an average score of **30.9**. There was a slight decrease of **0.3** points for the Class of 2019, however, the class reached their second highest results with a score of **30.6** points. The Class of 2020 surpassed that mark with a score of **30.8** for the second all-time highest average Composite score, and the Class of 2021 saw a drop of **1.6** points marking the sixth highest historical score in this category. The Class of 2022 rebounded after a decrease the previous year, improving by **0.4** points to an average score of **29.6**, with a slight drop-off of **0.1** points for the Class of 2023, earning a mean score of **29.5**. The impact of students not taking the ACT multiple times has had a negative impact on the overall composite score, but it is encouraging to see increased scores across all the levels shared in this table. With overall solid ACT scores, this test serves as a strong indicator of student success, showing that the positive impact of Minnetonka's rigorous academic program yields rewards for a large percentage of graduates. Minnetonka's Top 400 continues to out-perform the private schools' 100.

ACT Mean For Top 100, 200, and 400 Graduates

ACT Mean for Top Grads			
Year	Mean for Top 100	Mean for Top 200	Mean for Top 400
2023	34.3	32.6	29.5
2022	34.3	32.6	29.6
2021	33.9	32.2	29.2
2020	34.7	33.3	30.8
2019	34.3	32.9	30.6
2018	34.4	33.2	30.9
2017	33.8	32.4	29.8
2016	33.3	31.9	29.6
2015	33.2	31.8	29.6
2014	32.9	31.4	28.9
2013	32.7	31.3	29.0
2012	31.7	30.1	27.6
2011	31.9	30.3	27.8
2010	32.1	30.5	28.0
2009	32.0	30.4	27.9
2008	30.6	29.2	26.0
2007	31.1	29.2	26.2

Minnetonka Students Ready for College Level Coursework

This table illustrates highly important and useful information for the staff, Board and community. In association with the ACT subtest and composite results, schools are able to calculate the percentage of students who are deemed ready for college level coursework. These results are broken out by four strands (English Composition, Algebra, Social Science, and Biology), and there is also a composite score based on the percentage of students who meet the readiness standard in all four strands. Minnetonka experienced decreases in Math (Algebra), Reading (Social Science) and English. The meets all four category showed an atypically low performance with students performing at **61 percent**. This percentage will be well out-pace the average state percentage once those become available. Cut scores have not changed for several years for English (18), Math (22), Reading (22), or Science (23). With cut-scores remaining steady, Minnetonka students should continue to show that a high percentage are ready for college level coursework in future years.

According to Minnesota ACT representative Jeremy Willey, the embargo date for state ACT results continues to be later compared to previous years, so the Minnesota state data will be available on their web site in late September or shortly thereafter. The Minnetonka ACT summary report will have state comparative data included at that time.

Minnetonka and Minnesota Students Ready for College Level Coursework

Students Ready for College Level Coursework										
(Bold indicates an increase from the previous year and <i>italics</i> indicates a decrease)										
Grad Year	Eng. Comp.		Algebra		Social Sci.		Biology		Meets all Four	
	Mtka (%)	State (%)	Mtka (%)	State (%)	Mtka (%)	State (%)	Mtka (%)	State (%)	Mtka (%)	State (%)
2023	85	-	69	-	78	-	78	-	61	-
2022	89	59	73	41	79	48	75	42	63	28
2021	87	61	77	48	81	52	77	45	66	32
2020	92	59	81	46	84	47	82	42	70	30
2019	93	61	83	48	86	47	84	42	73	30
2018	90	60	84	47	82	48	74	42	69	30
2017	91	63	79	48	83	50	80	42	70	31
2016	91	61	78	46	77	45	72	40	68	29
2015	90	74	77	58	78	57	76	53	76	39
2014	91	77	77	61	75	56	73	53	61	39
2013	95	78	82	62	84	57	80	52	80	39
2012	93	78	77	62	81	64	65	42	59	36
2011	94	78	77	62	80	64	65	43	58	36
2010	95	79	76	61	82	65	62	42	56	35
2009	95	78	77	57	84	65	60	39	54	32
2008	91	77	72	56	76	64	53	40	47	32
2007	94	78	74	56	79	62	54	38	48	31
2006	89	76	66	52	77	62	49	37	40	28

ACT EXAM: ETHNICITY AND GENDER DATA

Ethnic student groups demonstrated solid results. In the ACT Composite, studying both male and female data, students increased their score in five out of ten measurable areas according to the table below. It needs to be kept in mind that the numbers of American Indian students, African-American students and Hispanic students are all small, and that can contribute to wide swings in the results. When one examines the factors involved in the Composite of **26.0**, it is clear that students in the Top 400 drove the high performance levels, as they maintained solid performances for multiple years. However, it is also clear from the table below that the entire increase was not due to Caucasian students. Male Caucasian students showed an increase scoring **26.3**, and females averaged **25.5**, so the entire lofty Composite score could not have been driven by just those students.

According to the ACT Composite results, African-American Males increased **3.9** points after a decrease of **7.9** points the previous year. African-American Females decreased by **1.0** points after an increase of **1.5** points last year. Asian Males and Females experienced increases of **0.2** and **0.8** points, while Hispanic Males increased by **1.5** points, and Hispanic Females decreased by **0.9** points. In English, African American Males increased from **4.9** points to **22.3** points and Females decreased from **21.8** points to **21.1** points. African American Females showed decreases across all four subtests, while African American Males experienced increases in the four sub-tests. In addition, Hispanic Males improved on all four subtests, while Hispanic Females decreased on the four subtests. These results fluctuate greatly from one year to the next. For example, in 2021 African American Males improved on all four subtests, while in 2022 they experienced a decrease in all four areas. The High School staff was instrumental in helping all of these students prepare for the ACT.

ACT Composite Comparison by Ethnicity and Gender (Bold indicates an increase from the previous year and <i>italics</i> indicates a decrease)										
Grad Yr	American Indian		Asian		African American		Hispanic		Caucasian	
	M	F	M	F	M	F	M	F	M	F
2023	13.0	NA	30.0	28.7	22.7	21.6	26.5	24.5	26.3	25.5
2022	24.7	30.5	29.8	27.9	18.8	22.6	24.0	25.4	25.8	26.4
2021	25.0	31.0	27.3	29.2	26.7	20.1	25.9	22.7	26.2	26.4
2020	NA	26.0	28.4	28.5	21.0	24.4	29.0	24.3	27.6	27.0
2019	28.0	NA	30.4	28.7	20.2	21.6	26.7	27.0	27.2	27.0
2018	26.0	NA	28.7	27.2	24.8	21.7	23.0	25.2	26.9	27.0
2017	23.6	17.8	27.9	28.7	20.4	22.1	18.4	24.2	26.5	26.9
2016	NA	24.8	30.9	25.1	18.7	22.1	25.5	26.0	26.4	26.3
2015	21.0	20.0	27.9	27.1	19.8	19.2	22.9	25.5	26.1	26.3
2014	NA	NA	27.9	27.4	24.3	24.1	22.4	21.2	26.3	26.2
2013	NA	32.0	28.4	24.9	22.3	17.0	27.0	31.0	26.3	26.6
2012	NA	20.1	NA	NA	21.0	22.1	23.0	25.8	26.0	26.0
2011	27.0	NA	27.3	23.3	20.4	24.2	25.8	15.7	25.5	25.7
2010	NA	NA	29.3	25.1	21.5	20.5	25.5	21.3	25.6	25.7
2009	28.0	20.5	27.0	23.0	17.0	22.0	23.7	19.0	25.7	25.6
2008	15.0	NA	27.2	24.1	21.1	26.0	17.0	22.7	24.8	24.6
2007	NA	28.0	26.0	25.2	20.0	27.0	23.5	21.0	24.6	25.0

ACT English Comparison by Ethnicity and Gender (Bold indicates an increase from the previous year and <i>italics</i> indicates a decrease)										
Grad Yr	American Indian		Asian		African American		Hispanic		Caucasian	
	M	F	M	F	M	F	M	F	M	F
2023	<i>11.0</i>	NA	<i>28.2</i>	28.3	22.3	<i>21.1</i>	26.7	<i>23.4</i>	24.6	<i>25.0</i>
2022	23.0	33.0	28.6	27.3	17.4	21.8	21.4	25.8	24.5	26.5
2021	20.7	30.0	26.1	30.1	26.7	17.8	24.2	21.8	24.5	26.6
2020	NA	25.0	27.6	28.5	19.4	25.7	28.9	23.3	26.6	27.2
2019	23.0	NA	29.6	29.6	18.4	20.8	27.0	27.6	26.1	27.5
2018	24.5	NA	27.3	26.6	24.3	20.5	22.2	25.4	25.8	27.3
2017	23.0	18.0	27.4	29.7	18.7	22.3	18.3	24.3	25.8	27.5
2016	NA	27.0	30.3	24.5	16.6	22.9	24.4	25.2	25.8	27.0
2015	17.0	20.7	27.8	28.2	18.3	19.5	22.9	27.3	25.4	26.6
2014	NA	NA	27.3	26.9	20.5	21.5	21.8	22.6	25.0	26.4
2013	NA	33.0	27.9	24.0	20.1	15.7	27.3	30.1	25.6	27.1
2012	NA	23.0	NA	NA	20.0	23.1	23.4	24.2	25.0	26.0
2011	30.0	NA	25.0	23.3	19.8	25.4	23.8	14.3	24.9	26.5
2010	NA	NA	29.4	24.9	21.0	20.0	26.3	21.0	25.3	26.6
2009	29.5	23.0	27.3	23.3	16.4	20.7	24.3	20.3	25.3	26.3
2008	15.0	NA	26.0	24.3	20.1	22.0	16.5	23.7	24.3	25.2
2007	NA	29.0	23.5	24.5	20.3	30.0	24.0	21.0	23.4	25.2

ACT Math Comparison by Ethnicity and Gender

ACT Math Comparison by Ethnicity and Gender (Bold indicates an increase from the previous year and <i>italics</i> indicates a decrease)										
Grad Yr	American Indian		Asian		African American		Hispanic		Caucasian	
	M	F	M	F	M	F	M	F	M	F
2023	<i>17.0</i>	NA	30.4	27.9	21.5	<i>19.8</i>	25.6	<i>23.4</i>	25.6	<i>24.0</i>
2022	23.7	26.0	30.2	27.7	17.9	21.8	23.8	23.6	25.4	24.5
2021	25.3	27.0	27.0	27.6	25.0	20.2	25.6	21.8	26.4	24.7
2020	NA	31.0	28.5	27.7	21.5	23.5	26.9	23.9	27.2	25.4
2019	27.5	NA	30.1	27.4	19.8	20.7	25.3	24.6	26.8	25.4
2018	26.5	NA	29.3	25.8	24.1	21.3	23.7	23.6	26.8	25.7
2017	21.0	17.0	28.8	27.7	20.8	20.0	18.3	22.0	26.3	25.6
2016	NA	21.0	31.9	24.9	18.5	19.8	26.2	24.7	26.0	25.2
2015	23.0	20.3	29.0	26.6	17.6	19.3	24.3	24.0	26.0	25.2
2014	NA	NA	27.5	25.4	22.6	21.2	23.4	20.6	25.2	24.5
2013	NA	33.0	29.0	24.3	20.1	16.7	25.3	28.6	25.8	25.4
2012	NA	17.0	NA	NA	20.4	21.3	23.4	25.5	25.7	25.0
2011	28.0	NA	27.5	23.8	20.8	23.6	25.8	16.3	25.6	24.5
2010	NA	NA	28.6	25.2	20.2	19.5	25.3	20.8	25.5	24.6
2009	29.5	16.0	27.1	23.3	17.0	19.7	22.3	17.7	25.6	24.8
2008	14.0	NA	28.0	23.7	20.9	24.0	16.5	23.0	25.1	24.1
2007	NA	26.5	26.4	24.0	18.8	23.0	21.5	18.0	25.3	24.5

ACT Reading Comparison by Ethnicity and Gender

ACT Reading Comparison by Ethnicity and Gender (Bold indicates an increase from the previous year and <i>italics</i> indicates a decrease)										
Grad Yr	American Indian		Asian		African American		Hispanic		Caucasian	
	M	F	M	F	M	F	M	F	M	F
2023	<i>10.0</i>	NA	<i>29.4</i>	29.3	22.8	<i>23.8</i>	26.3	<i>27.1</i>	26.9	<i>26.8</i>
2022	25.0	33.0	29.7	28.4	20.8	24.2	25.4	28.2	26.5	27.9
2021	27.3	36.0	27.7	30.8	30.0	21.4	27.5	23.8	26.9	27.7
2020	NA	19.0	28.8	29.1	21.9	24.6	30.4	24.3	28.2	28.2
2019	30.0	NA	30.7	29.3	21.6	22.9	27.8	28.8	27.6	28.1
2018	26.0	NA	28.1	29.3	24.9	23.3	22.2	26.4	27.3	28.0
2017	26.3	14.0	26.9	29.4	20.4	23.3	17.9	26.1	26.9	28.0
2016	NA	29.0	31.3	25.8	18.8	23.8	25.5	27.5	27.0	27.0
2015	22.0	19.0	27.0	27.8	21.9	20.8	22.0	27.3	26.4	27.2
2014	NA	NA	27.9	27.7	21.0	22.9	20.7	21.2	25.6	26.4
2013	N/A	32.0	27.7	26.3	24.2	16.0	28.0	34.3	26.5	27.1
2012	N/A	19.0	NA	NA	22.1	25.3	24.4	28.0	25.0	27.0
2011	24.0	NA	27.4	22.5	19.5	23.2	27.0	14.3	24.8	26.0
2010	NA	NA	28.3	25.0	22.7	20.5	24.8	21.0	25.5	26.5
2009	26.5	23.5	26.8	22.7	15.8	25.0	26.3	18.7	26.0	26.2
2008	14.0	NA	27.8	25.1	21.1	30.0	18.0	22.7	24.8	25.1
2007	NA	27.0	27.5	26.8	19.5	27.0	24.5	28.0	24.4	25.6

ACT Science Comparison by Ethnicity and Gender (Bold indicates an increase from the previous year and <i>italics</i> indicates a decrease)										
Grad Yr	American Indian		Asian		African American		Hispanic		Caucasian	
	M	F	M	F	M	F	M	F	M	F
2023	<i>15.0</i>	NA	31.1	28.7	24.3	<i>21.5</i>	26.6	23.5	27.4	<i>25.7</i>
2022	25.0	29.5	30.3	27.7	19.1	22.3	24.9	23.4	26.5	26.3
2021	26.0	31.0	28.0	28.3	25.7	20.4	25.7	23.1	26.6	26.1
2020	NA	27.0	28.4	28.2	21.3	23.6	29.0	25.6	28.1	26.5
2019	30.5	NA	30.7	27.9	20.9	21.8	26.6	26.4	27.6	26.4
2018	26.0	NA	29.5	26.4	25.3	21.5	23.3	24.8	27.2	26.5
2017	24.0	22.0	28.4	27.9	21.9	22.9	19.0	24.5	27.0	26.3
2016	NA	22.0	30.1	25.1	20.6	21.9	25.9	26.5	26.8	25.8
2015	23.0	21.0	29.0	26.8	21.8	19.0	23.0	25.8	26.6	26.2
2014	NA	NA	28.1	25.9	23.7	20.9	22.0	22.2	26.2	25.6
2013	NA	32.0	28.2	24.3	22.3	19.0	26.1	29.8	26.9	26.0
2012	NA	19.0	N/A	N/A	21.3	22.4	23.0	26.0	27.1	25.1
2011	25.0	NA	28.3	23.0	21.3	24.0	25.5	17.3	25.8	25.1
2010	NA	NA	29.8	24.4	21.5	20.0	25.8	20.5	25.6	24.6
2009	26.0	19.5	26.5	23.0	18.2	20.7	21.0	18.3	25.4	24.7
2008	15.0	NA	26.4	22.9	21.9	26.0	17.5	20.7	24.5	23.6
2007	NA	28.5	26.1	25.0	21.0	29.0	22.5	18.0	24.7	24.1

SAT EXAM RESULTS

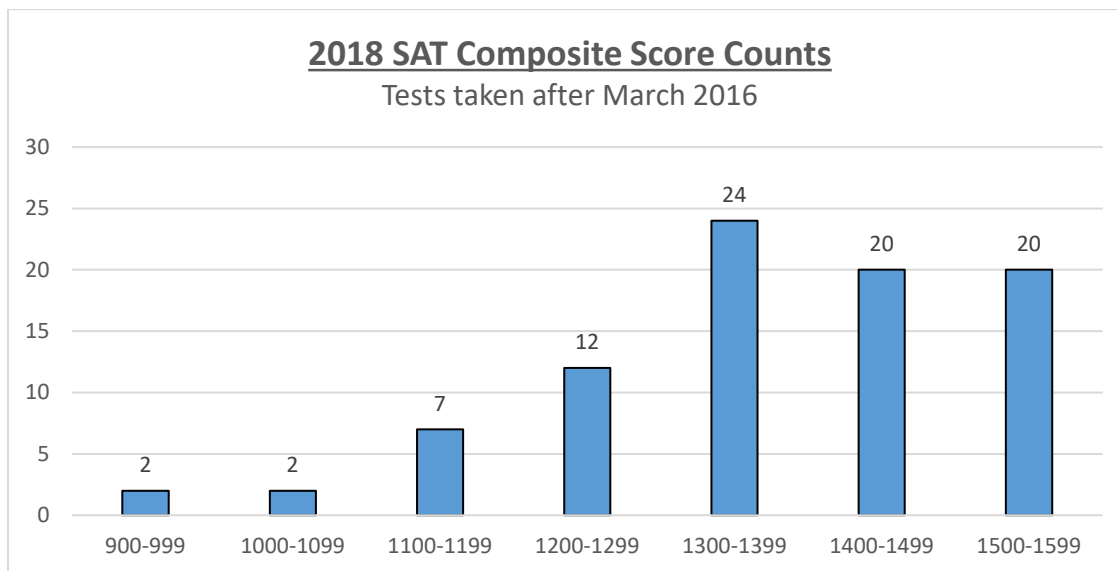
SAT Composite Score Counts

Minnetonka student data in this section reflects results from the former version of the SAT taken prior to March 2016, and the current version of the SAT, taken after March 2016. There are now seven years' worth of historical data with the new test, and the results are encouraging. Colleges and universities accept either the ACT or the SAT, so there is no need for students interested in East Coast or West Coast schools to take the SAT. There are important differences between the former SAT and the ACT Tests. For example, the SAT featured more extensive subject-area tests whereas the ACT combines all subtests into one exam. Also, the SAT was recognized as an exam that requires more abstract thinking and questions are phrased in ways that intentionally challenge students' vocabulary. Students who took the SAT before March 2016 took the former version of the test. Beginning after March 2016, the new test was administered and has a scoring scale of 1600. **130** Minnetonka students took the SAT last year, compared to **101** last year and **49** students two years ago. Three years ago, **93.9 percent** of students scored within the 1300-1399 range and higher, while **52.4 percent** scored within this range two years ago. However, three years ago, only **19.5 percent** scored in this range. Last year, **61.5 percent** of students scored at the 1300-1399 range or higher. The lower number of students tested in previous years significantly impacts the fluctuation in percentages. It is important to note that most of the students scored within the 1400-1499 range and higher last year, while last year, most students scored within the 1200-1299 range and higher.

This explains the significant increase in overall scores for the Class of 2023, increasing from a mean score of **654** to **676** in Reading and Writing from 2022 to 2023. Additionally, there was a significant increase in Math, improving from a mean score of **643** to a score of **680** last year. There was also one student who scored a perfect 1600 from the Class of 2023 and the Class of 2022. This was the first time ever that this has occurred at Minnetonka High School. The ACT and the current, newer version of the SAT structures questions in a more straight-forward manner, yet still holds high expectations for problem solving and abstract thought. A key change with the current SAT, other than the total score and updated subtest names, is that the new test focuses on the knowledge, skills, and understandings that research has identified as most important for college and career readiness success. This measurement is what Minnetonka students and families have grown accustomed to with the ACT.

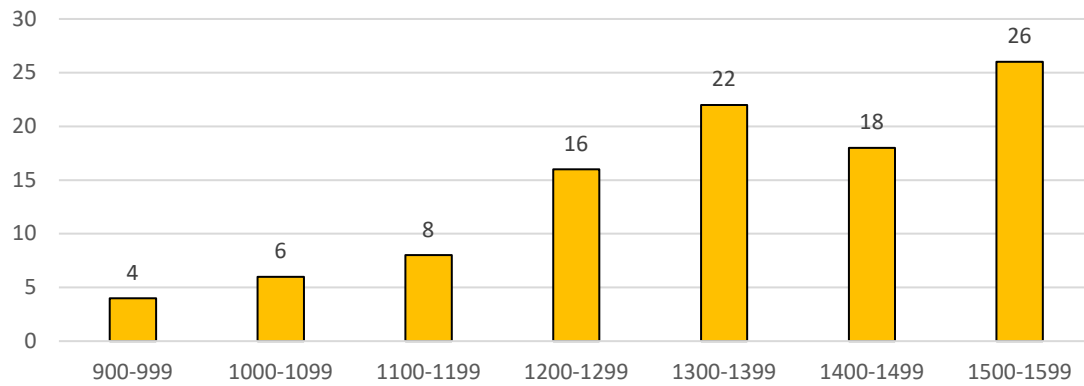
SAT scores will be continuing to be analyzed with multiple years of data, helping to bring context to the student scores. Subject areas measured on the current newer version of the SAT are Evidence-based Reading and Writing (EBRW) and Math, as seen in the table below. In 2018, there was a sharp increase of students scoring about 1300 (24 students or 1/4 of the students). The next section will focus on the various subtest results.

SAT Composite Score Counts



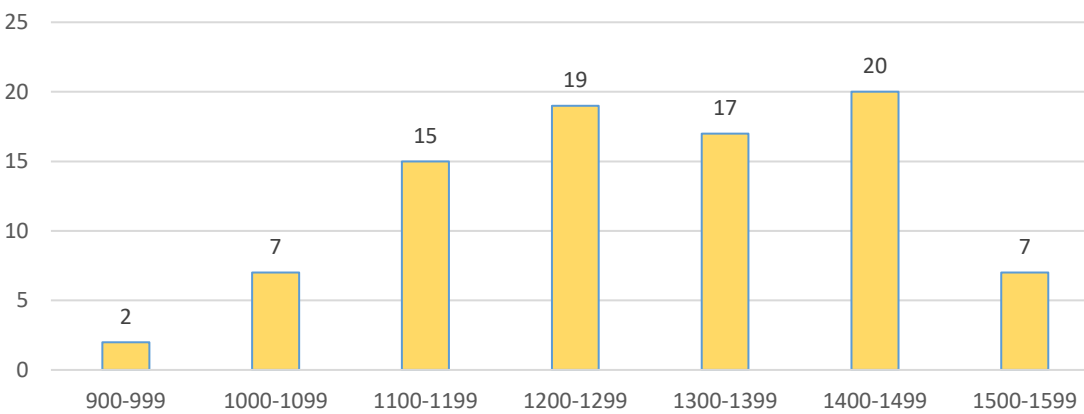
2019 SAT Composite Score Counts

Tests taken after March 2016



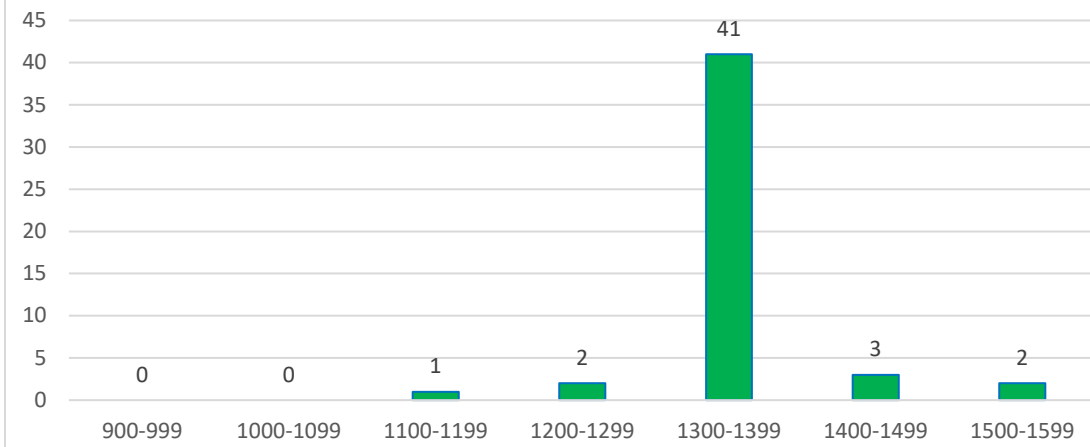
2020 SAT Composite Score Counts

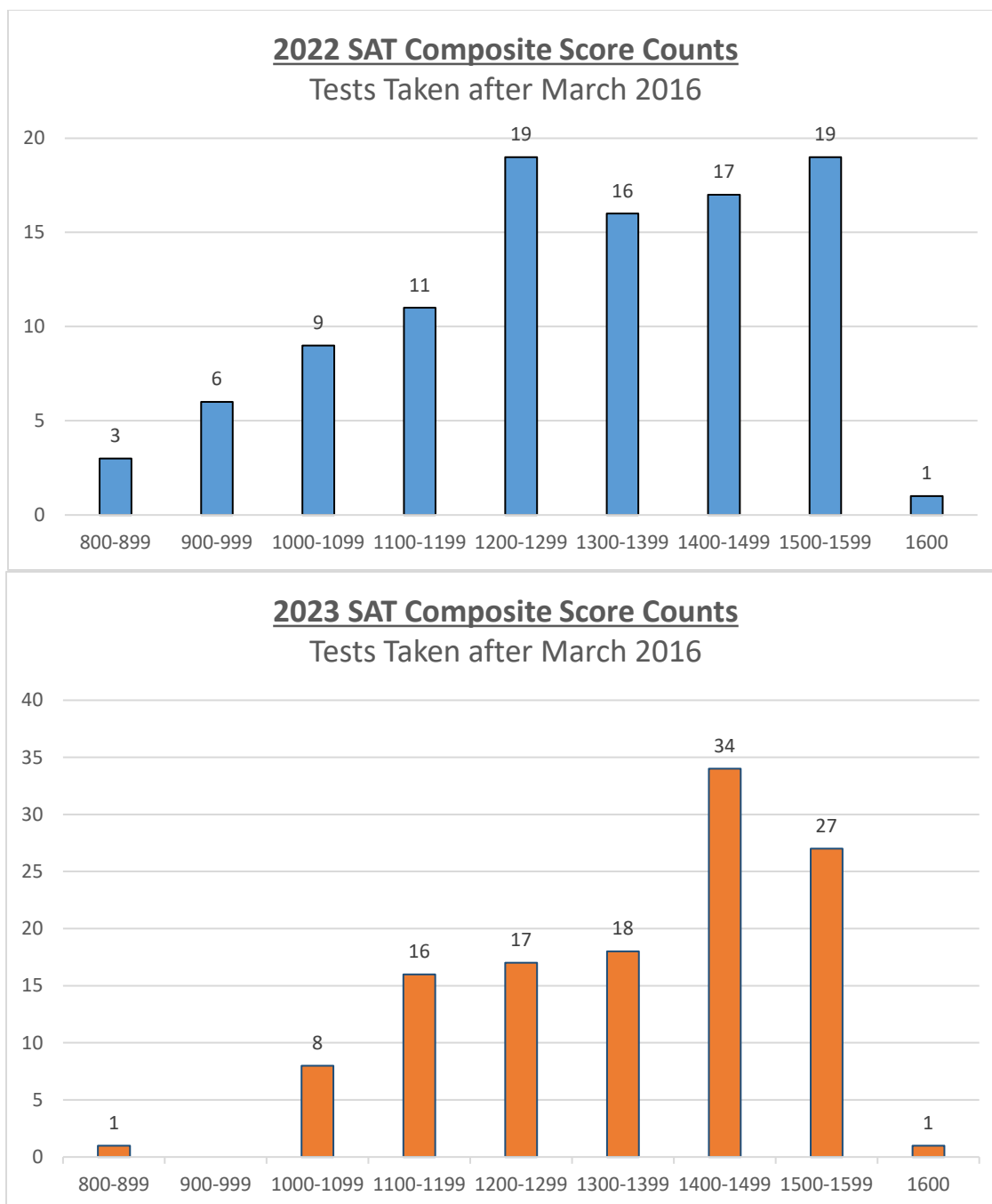
Tests taken after March 2016



2021 SAT Composite Score Counts

Tests Taken after March 2016



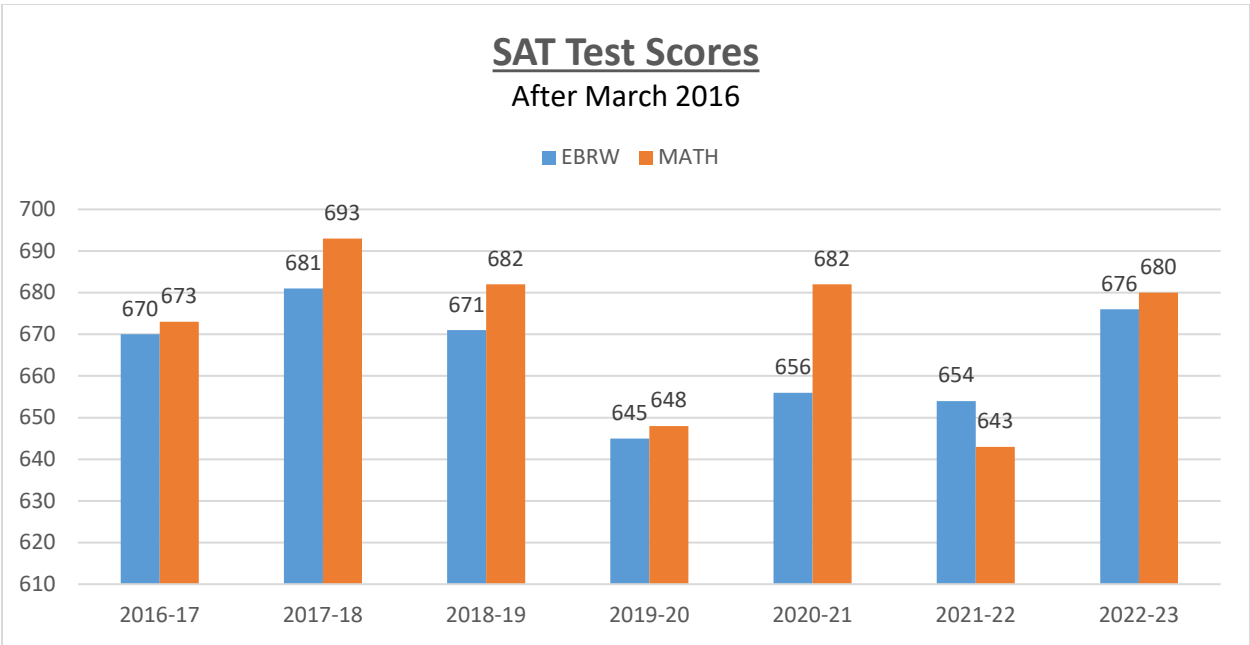


SAT Test Scores for Reading, Math, and Writing

The SAT Composite mean increased from **1297 to 1356**, which is like the average in 2018-19, prior to the Pandemic. Again, the increase in Composite mean can be attributed to the higher number of students reaching the 1400-1499 range and the increased number and percentage of students scoring above this range. Typically, the Reading Test offers the types of problems that can be considered typical strengths for students in Minnetonka. It focuses on *Reading Comprehension* as well as *Sentence Completion*. The

latter tests students’ vocabulary knowledge. With the focus on vocabulary and comprehension, students in Minnetonka should perform at high levels on the section. Historically, students have posted high scores on the NWEA and MCA Reading Tests that also measure these types of skills. The SAT Writing Test includes an *Essay* in which the students are given 25 minutes to respond to the question by writing an essay in longhand. The next section is multiple choice with questions focused on *Improving Sentences*, *Identifying Sentence Errors* and *Improving Paragraphs*. The current version of the SAT offers an optional essay section. Students saw a dramatic increase in their Math performance by 37 points, improving from **643** to **680**, with a significant increase in Reading (**654** to **676**). The Math scores are as solid as they ever have been over the past seven years, and the Reading scores are at their second all-time high on current version of the SAT Test.

SAT Test Scores for Reading, Math, and Writing



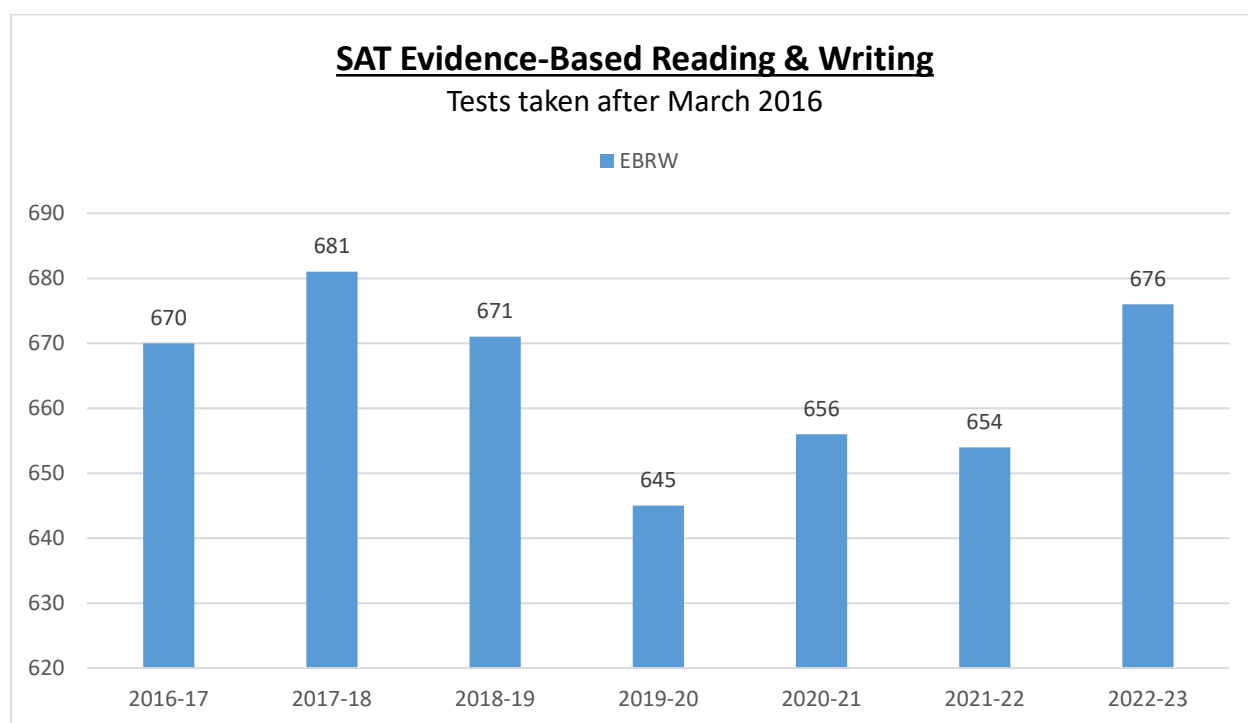
SAT Critical Reading and Writing Results

With the focus on vocabulary and comprehension, students in Minnetonka should perform at high levels on the section. Historically, students have posted high scores on the NWEA and MCA reading tests that also measure these types of skills. With a mean score of **676**, student results to this point appear to be rebounding, which will require additional analysis by school staff and building leadership.

SAT Writing Results

Writing was a central focus of the last English Language Arts Curriculum Review. As a result, new curriculum resources were introduced at the elementary level, and several revisions were made to the Writing curriculum at the secondary level. With the new SAT Writing Test, students are expected to provide substantive arguments and critically analyze passages, along with expressing ideas using proper conventions. This test is combined with the Evidence-based Reading Test. With the new curriculum review for language arts, this will be an area to be addressed.

SAT Reading and Writing

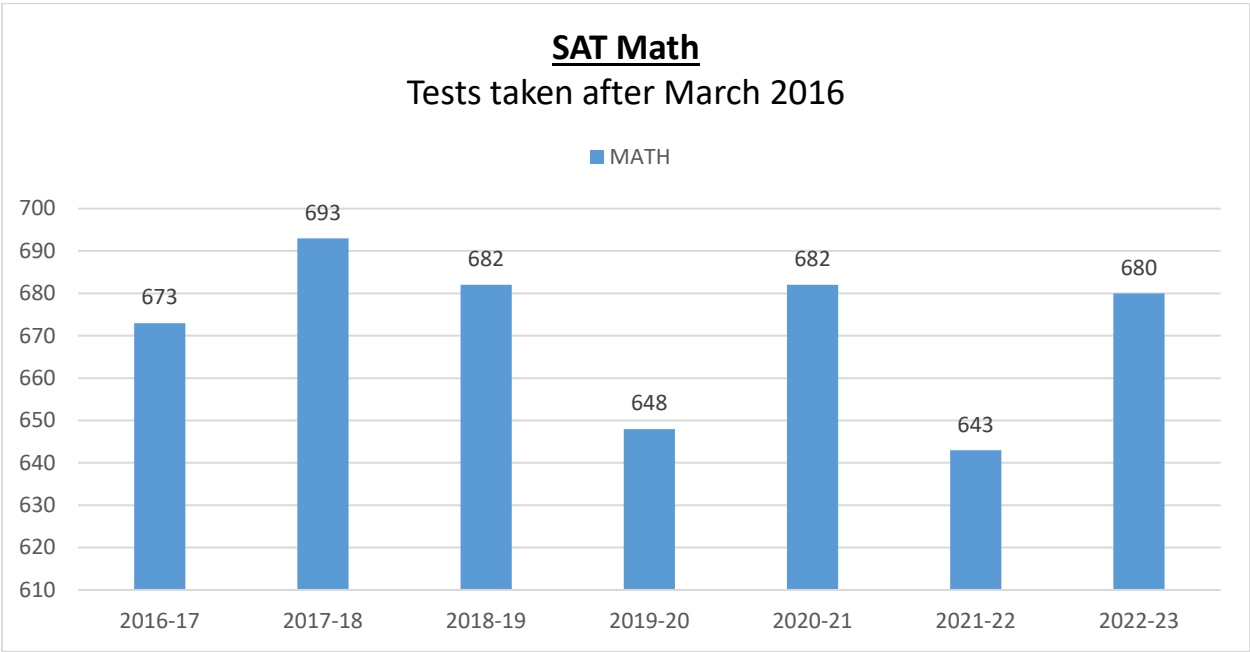


SAT Math Results

Math scores on the SAT increased significantly after reaching all-time high levels in 2009-10 and 2010-11 and then increasing slightly the past few years after a sharp decline. The performance on the SAT has improved significantly compared last year. More students are taking higher level Math classes and are exposed to the type of problems the SAT poses which should prove to be beneficial for students. For example, students in Minnetonka are expected to answer questions related to word problems, percent, divisibility, graphing, and elementary number theory. Because students excel in these areas in Minnetonka, it is evident that students who take both the SAT and ACT should be predicted to have success on both Math assessments. The new SAT Math Test is

designed to mirror the problem solving and modeling students will do in College Math, Science, and Social Sciences courses and in everyday life. The 37-point increase compared to last year is cause for deeper analysis by staff, however, with twice as many students taking the test compared to the previous years, the fluctuation in results should be noted.

SAT Math Results



SAT RESULTS

Minnetonka College Bound Seniors Compared to Nation

It is very likely that the new direction of colleges that previously required an SAT score and are now accepting an ACT or SAT has changed the need for our top students to take the SAT.

Overall, Minnetonka SAT results are at higher levels and are typically stronger compared to the nation. Until this year, the former SAT had not seen improvement at the ACT level because of the changing dynamics. Now that Minnetonka students have been taking the new version of the SAT for the past seven years, it is necessary to analyze the results to make meaning from them and to put the results into perspective understanding the one year does not make a trend. National comparisons are not available at this time as seen in the table below, but one can conclude based on previous year's national scores, that Minnetonka students well out-paced their national counterparts.

Minnetonka College Bound Seniors Compared to Nation

College Bound Senior Comparisons						
Tests taken after March 2017						
Grad Yr	EBRW		Math		Composite	
	Mtka	Nation	Mtka	Nation	Mtka	Nation
2023	676	-	680	-	1356	-
2022	654	529	643	521	1296	1050
2021	656	533	682	528	1360	1060
2020	645	528	648	523	1293	1051
2019	671	531	682	528	1353	1059
2018	681	536	693	531	1374	1068
2017	670	480	673	530	1343	1010

INTERNATIONAL BACCALAUREATE (IB) EXAM RESULTS

Students Tested in IB and IB Diploma Results

For May 2020 exams, IB averages were calculated with a combination of teacher input submitted to IB with IB's predicted student performance calculation, should students have been able to complete the IB exams. Since students were able to safely sit for exams in May 2021 and May 2022, IB used an adjusted calculation with a combination of teacher input submitted to IB, components externally assessed by IB, and exams in which students sat. IB adjusted grade distribution accordingly to mitigate the impact that the pandemic has had on student learning. May 2023 is the first year since then that IB has gone back to the traditional method of assessment and grading, setting the score distribution to pre-pandemic levels of May 2019. As a result, it will be important to continue to view the IB Exam results over time.

Below is an explanation from IB found in the *IB Diploma Programme Provisional Statistical Bulletin* from the May 2023 Assessment Session:

Due to the ongoing disruptions as a result of COVID-19 the IB offered two methods for assessment, examinations and non-examination. For the non-examination contingency the IB used the available evidence from teachers on the student achievement; the marked coursework that the student had already completed, the predicted grade from the teacher and evidence on how these two pieces of data usually related to final grades for each school. The IB has made every effort to ensure parity between the examination and non-examination contingency and recommend all stakeholders to treat them as equivalent. All statistics are based on the combined examination and nonexamination contingency.

There was an increase in the number of students taking IB courses (**736** to **795**), and roughly the same number of exams (**1379** to **1372**). Minnetonka also saw 50 students

obtaining an IB Diploma (59 last year), and the pass rate for earning the diploma increased to **90 percent**. The international rate of diploma attainment varies, but it usually rests between **78 percent** and **80 percent** each year.

According to Laura Herbst, AP/IB Coordinator, typically, approximately **20 percent** of students drop from the full diploma program over time, but Minnetonka staff have been able to stem that rate and saw **15 percent (11 percent** for the Class of 2022) of students drop the diploma between their junior and senior years in recent years; some students dropped the diploma during their senior year, which is not common, citing stress and overall challenges of the school year as significant challenges. Last year there were **55** diploma candidates and **50** students who earned the diploma, which is a very encouraging rate of diploma attainment. The average score for students earning a diploma was **4.88** out of **7**. The 2016-2017 school year welcomed the largest class with **84** junior students beginning the year as anticipated IB Diploma Candidates, and **79** completed the full IB Diploma Program according to Laura Herbst. The 2018-2019 school year graduated the second largest class with **69** seniors. Of the **69** IB Diploma candidates, **30** of them were eligible for the Bilingual IB Diploma, **25** of those **30** obtained the Bilingual IB Diploma. Of the **48** 2020 Diploma Candidates, **20** were eligible for the Bilingual IB Diploma and all **20** earned it. Of the **34** 2021 Diploma Candidates, **12** were eligible for the Bilingual IB Diploma and all **12** earned it. Of the **55** 2023 Diploma Candidates, **28** were eligible for the Bilingual IB Diploma and all **27** earned it.

The Theory of Knowledge course is now taught in the junior year, and it has provided a cohort experience that may be attractive for students to remain in the program. In addition, the Extended Essay (EE) is overseen by the Theory of Knowledge (ToK) teacher, and the consistent work with the students over the junior year and through the following Summer has meant that most diploma students do not see the Extended Essay as an insurmountable hurdle, as they complete it late in the Summer or early in the Fall. With the addition of the IB Core Support Team, there has been improvement in how students perform on both the EE and ToK essay, both of which impact how many bonus points students earn towards their diploma points, in addition to being a unique opportunity for diploma candidates. The percentage of students who earned a “D” on the EE decreased from **21 percent** in 2017 to **8 percent** in 2021, and **10 percent** in 2022, and **20 percent in 2023**, while the percentage who earned an “A” increased from **0** in 2017 to **8 percent** in 2018, **11 percent** in 2019, **10 percent** in 2020, **5 percent** in 2021, **8 percent** in 2022, and **7 percent in 2023**. There has been improvement in how students scored on the ToK essay, with the percentage of students earning a “D” decreasing from **13 percent** in 2017 to **3 percent** in 2018, increasing to **17 percent** in 2019, decreasing to **10 percent** in 2020, **8 percent** in 2021, **0** in 2022, and **1 percent in 2023** while the percentage earning a “B” improved from **33 percent** in 2017 to **40 percent** in 2018 **42 percent** in 2021, **63 percent** in 2022, and **40 percent in 2023**.

Last year there were **30** possible IB Tests administered, and Minnetonka students surpassed or met the world-wide average on **13** out of the **30 (43 percent)** compared to **17** out of **31** opportunities (**54 percent**) the previous year, which was higher than the **45 percent** pass rate from three years ago. The percentage of Minnetonka students

surpassing world-wide averages has increased while the number of IB courses and enrollment continues to remain at high levels. With an increase in test takers, it is likely that scores will drop and rebound again once the enrollment begins to level off, along with assessment methods being closer to pre-pandemic years, which is different than in the past three years.

50 of **55** Diploma Programme (DP) candidates earned the full IB Diploma and **88 percent** (which is down from **95 percent** the previous year) of all the IB exams completed earned a four or higher, which means these students are eligible for college credit at most universities.

Number of Students Who Reported an IB Score and Number of Students Earning IB Diploma

IB Summary		
Year	Students Tested in IB	IB Diploma
2023	796	50
2022	739	59
2021	662	33
2020	679	44
2019	668	59
2018	736	65
2017	660	23
2016	587	24
2015	578	41
2014	493	48
2013	453	28
2012	369	30
2011	270	29
2010	234	32
2009	218	36
2008	144	27
2007	94	27
2006	48	6

Number of Students Completing Multiple IB Courses

There was an increase of **3** students completing IB courses. However, the number of students who have taken multiple IB courses has decreased from **345** top **266** still reaching a high level historically, which could be explained by the many intriguing course options available to students, according to AP/IB Coordinator, Laura Herbst. The drop in

multiple courses may be correlated to the increase in students taking AP courses and exams.

According to IB staff, more students view an SL course as something that is attainable and thus a viable option. The newer SL English classes have experienced fluctuating numbers of sections, increasing from zero to seven sections since 2016. Overall, the increase in SL classes, which are one year long, seem attainable for students to complete. Teachers have made a focused effort to encourage students to take SL courses as their entry into more rigorous upper-level courses.

Number of Students Completing Multiple IB Courses

Students Completing IB Courses		
Year	Number of Students	Number of Students who took multiple courses (subset of previous column)
2023	820	266
2022	817	345
2021	744	292
2020	700	215
2019	721	305
2018	822	364
2017	714	269
2016	571	198
2015	656	258
2014	552	250
2013	505	245
2012	436	118
2011	323	100
2010	269	73
2009	293	82
2008	218	43

IB Science Results

Overall, IB Science test results show a drop among all four Science tests displayed in the table below. For context, Global IB Exam scores dropped in most areas compared to 2022, and as a result, the drops among MHS scores mirror the decreases observed globally. In addition, additional context regarding Global and MHS pass rates will be shared throughout the IB analysis to add perspective to the 2023 performance.

IB Bio HL experienced a drop in average score from **5.26** in 2022 to **4.55** among MHS students. However, the Global average also dropped, decreasing from **4.72** in 2022 to **4.39** in 2023. The pass rate, which is a score of 4 or higher for MHS was **73 percent**, and the Global pass rate was **74 percent**. Bio SL also experienced a drop in average score, moving from 5.15 to 4.95. Globally the change from 2022 was 4.56 to 4.15. MHS significantly outpaced the Global average, and with a pass rate of **95 percent**, MHS also surpassed the Global pass rate of **65 percent**. Compared to Global averages, MHS students performed solidly on the IB Bio exams.

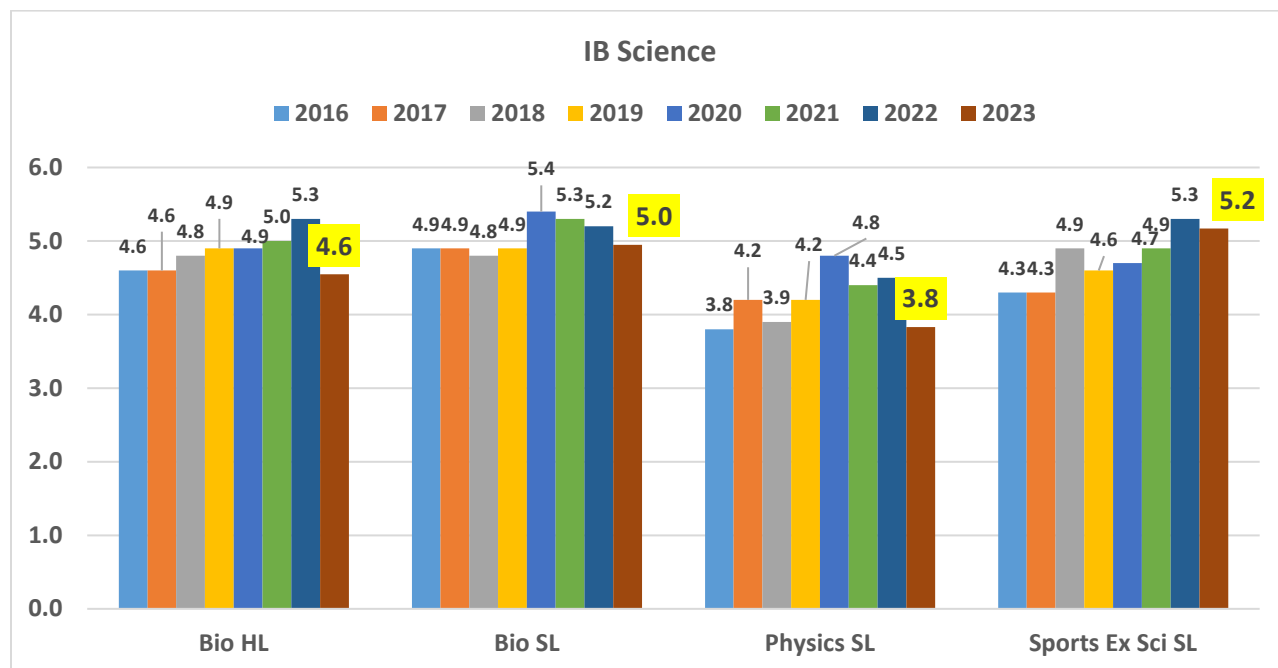
Physics SL average scores also showed a decrease. For MHS students, the average score dropped from **4.45** to **3.83**. Globally, the average dropped from **4.64** to **4.21**. Pass rates were similar for MHS students compared to the Global average. The pass rate for MHS was **64 percent** compared to the Global pass rate of **63 percent**. The drop in average score for MHS students mirrored the Global drop on the Physics SL exam.

Like past years, MHS student performance on the Sports Exercise Science SL Exam significantly outpaced the Global performance. The average score for MHS students on this exam was **5.17** compared to the Global average of **3.92**. MHS students saw a slight drop in the average score compared to 2022, dropping from **5.28** to **5.17**, and the Global average dropped from **4.18** to **3.92**. MHS students experienced a **100 percent** pass rate compared to a Global pass rate of **59 percent**. This was a highly successful performance for MHS students.

For the last eleven years in the IB Sciences, the teachers have focused their efforts on internal assessments: the lab work that students complete that makes up part of the students' IB grade. Their focus has been on standardizing their grading with respect to the IB rubric so that students receive accurate formative and summative feedback. This work has helped to improve Biology HL scores as well as assist teachers in Biology SL and Physics SL to encourage strong performance throughout the year's course. Specific staffing assignments have helped to strengthen the SL program in these areas.

Enrollment in IB Biology HL has fluctuated over time, which may be a result of more students seeing Biology SL as a preferred, less time-intensive course as well as IB Diploma students having more options for their third or fourth HL course. As in previous years, IB Biology teachers have consistently focused on the internal assessments to give students accurate formative and summative feedback, and the scores on those exams remained steady this year. IB Biology and Physics courses had new exams beginning in May 2016, and staff has continued the teacher re-training process.

IB Science Results



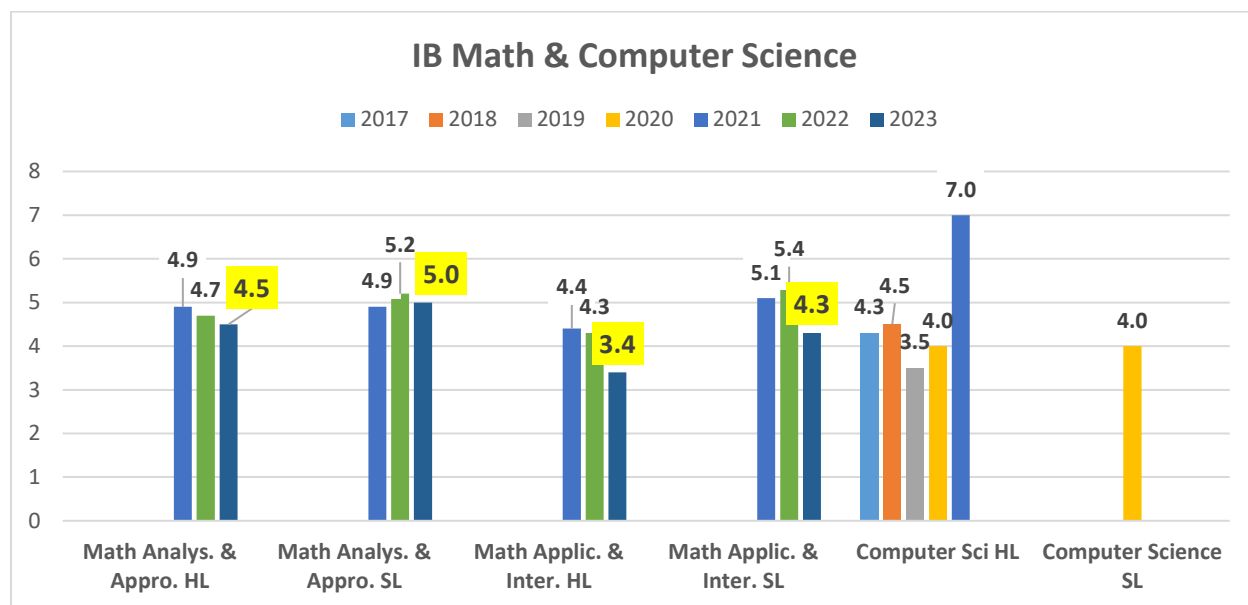
IB Science Number of Scores Reported

IB Science Number of Tests Taken				
Year	Bio HL	Bio SL	Physics SL	SEHS SL
2023	11	171	81	24
2022	19	129	67	43
2021	10	138	104	26
2020	9	121	66	19
2019	18	135	35	16
2018	20	138	57	40
2017	13	117	33	26
2016	11	89	12	28
2015	20	92	14	39
2014	27	77	19	23
2013	44	64	15	N/A
2012	34	100	10	N/A
2011	33	80	12	N/A
2010	36	58	11	N/A
2009	47	29	14	N/A

IB Math Results

This section shows results from new Math exams with trend scores for at least the past three years. Math Analysis and Approaches SL and HL exams were new in 2021. The Math Analysis and Approaches SL scores show that Minnetonka students earned an average score of **5.0**, compared to the world-wide average of **4.61**, dropping from **5.19** a year ago. The world-wide average also dropped, decreasing from **4.99** to **4.61**. Minnetonka students had a **100 percent** pass rate compared to **76.8 percent** world-wide. The HL scores show that Minnetonka students earned an average score of **4.50**, and the world-wide average score was **4.87**. The Minnetonka average dropped from **0.21 points** and the world-wide average dropped **0.34 points**. In addition, the pass rate for Minnetonka students on this exam was **85.7 percent** compared to **82.4 percent** world-wide.

Minnetonka students surpassed the world-wide averages on both the Math Applications and Interpretations SL and HL exams, despite the drop in scores for both tests. The world-wide average dropped from **4.39** to **3.87** on the SL exam and from **4.78** to **4.37** on the HL exam. Minnetonka also experienced significant decreases on these exams, dropping from **4.33** to **3.38** on the HL exam and **5.38** to **4.30** on the SL exam. Minnetonka students surpassed the world-wide average on the SL exam by **0.43 points** and were out-paced by the world-wide average on the HL exam by **0.99 points**. The pass rate for Minnetonka students on the SL exam was **88.9 percent** compared to **58.8 percent** of students world-wide. On the HL exam, Minnetonka students experienced a **37.5 percent** pass rate compared to **71.8 percent** of students world-wide. Only **8** Minnetonka students took this exam, while **27** Minnetonka students took the SL exam. Overall, fewer than **30** students took any of the four exams offered in Math last year. This plays an important factor in the large fluctuations in average scores and pass rates from one year to the next.



IB Math and Computer Science Number of Scores Reported

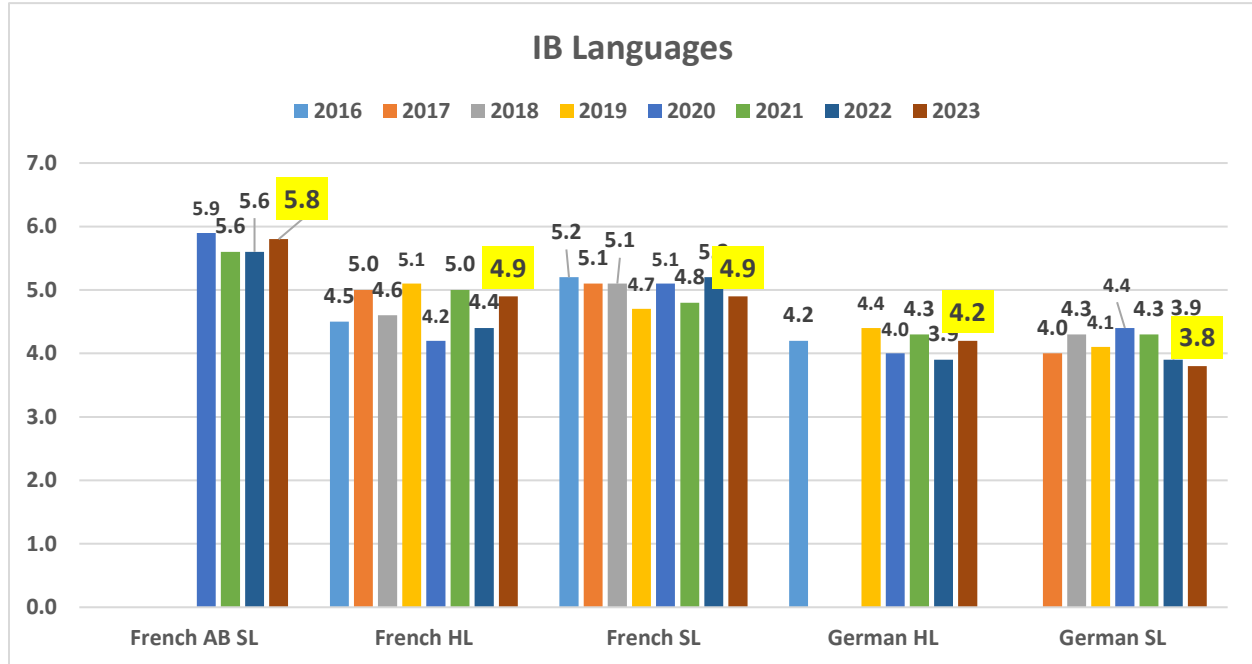
Year	Math Analysis & Approaches HL	Math Analysis & Approaches SL	Math Applications & Interpretations HL	Math Applications & Interpretations SL	Computer Science HL	Computer Science SL
2023	28	14	8	27	NA	NA
2022	14	27	6	32	NA	NA
2021	14	28	9	22	1	NA
2020	NA	NA	NA	NA	7	2
2019	NA	NA	NA	NA	4	NA
2018	NA	NA	NA	NA	4	NA
2017	NA	NA	NA	NA	3	NA

IB Languages Results

The next two sections highlight IB Languages. This sections displays results for students in the World Language program and the next section highlights student results within the Immersion program. IB World Languages continue to show solid results with three exams experiencing increases compared to last year with two exceptions. Both French SL and German SL experienced slight decreases, however the fluctuations in scores have been predictable over the years. For example, French HL results show that average scores eclipsed the **5.0** mark every other year with average scores remaining in the 4-point range every other year. With a drop from **5.0** the prior year to **4.4** the previous year, one might predict a significant change in score for next year, which experienced an increase of **0.5 points**. The fluctuating scores observed in German SL and French HL can be attributed to the large swings in enrollment each year. With a score of **5.83**, the French AB SL mean surpassed the world-wide average of **4.78**. The French SL mean of **4.86** fell behind the world-wide average of **5.02**, however, both the Minnetonka and world-wide averages experienced a decrease from the previous year. The French HL mean of **4.88**, increased from **4.37**, and fell behind the world-wide average of **5.15**, although the gap closed significantly with the average score increase for Minnetonka students of **.51 points** and the decrease in average score for students world-wide of **.23 points**. The German SL course (**3.77**) fell short of the the world-wide average (**5.11**), with German HL (**4.17**) improving by **0.31** points still falling behind the world-wide average of **5.67** points. Again, the world-wide average experienced a drop, while the Minnetonka average showed and increase. Like previous world-wide averages reported, scores internationally dropped an average of **0.2-0.4** points.

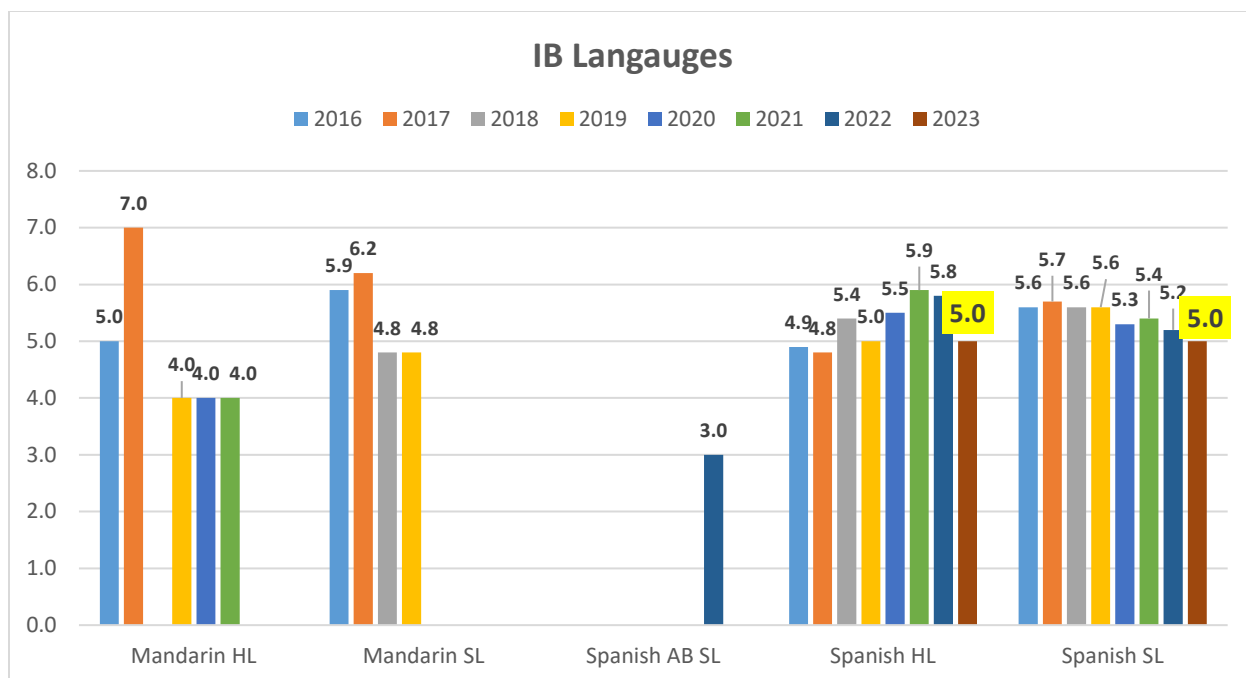
The second table shows 2023 scores for Spanish HL and Spanish SL. Mandarin and Spanish AB SL scores were not reported last year. Overall, scores showed a decrease compared to previous years among the Spanish languages, surpassing the world-wide averages on the Spanish SL exam by **0.7 points**, while falling behind the world-wide average of **5.31** on the HL exam with an average score of **5.00**.

IB Languages Results



IB Languages Number of Scores Reported

IB Languages Number of Tests Taken					
Year	French AB SL	French SL	French HL	German SL	German HL
2023	6	28	16	13	6
2022	9	19	27	17	14
2021	13	40	9	22	6
2020	7	35	21	17	3
2019	N/A	26	18	21	11
2018	N/A	33	22	22	N/A
2017	N/A	33	13	23	N/A
2016	N/A	20	17	0	6
2015	N/A	28	10	16	2
2014	N/A	30	22	14	2
2013	N/A	40	10	9	4
2012	N/A	17	5	18	3
2011	N/A	13	14	9	3
2010	N/A	13	13	10	5
2009	N/A	40	N/A	25	N/A



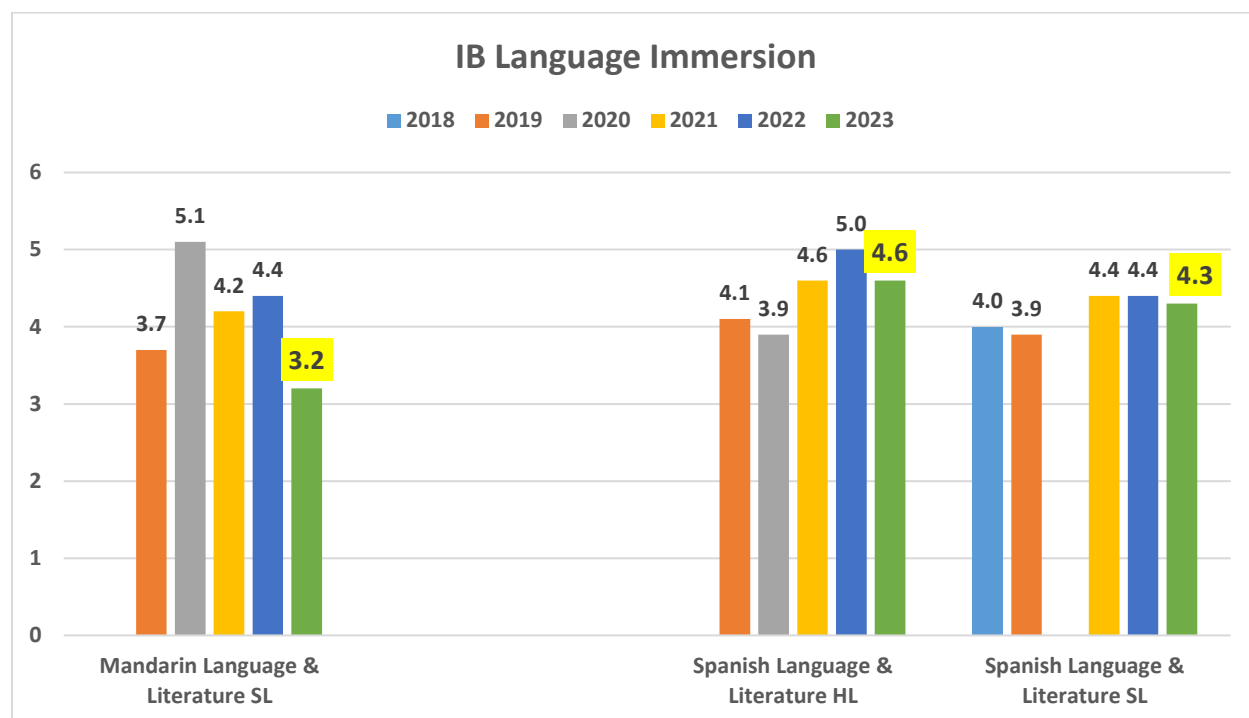
IB Languages Number of Tests Taken					
Year	Mandarin SL	Mandarin HL	Spanish AB SL	Spanish SL	Spanish HL
2023	N/A	N/A	N/A	28	22
2022	N/A	N/A	3	52	12
2021	N/A	1	NA	41	17
2020	N/A	1	NA	38	34
2019	5	2	N/A	52	25
2018	8	N/A	N/A	82	32
2017	6	4	N/A	81	54
2016	7	1	N/A	83	44
2015	2	1	N/A	95	47
2014	10	2	N/A	96	44
2013	12	N/A	N/A	74	47
2012	6	N/A	N/A	57	21
2011	15	N/A	N/A	35	13
2010	3	2	N/A	23	15
2009	7	N/A	N/A	40	N/A

IB Language Immersion Results

Results in this section indicate how Immersion students performed in IB Language and Literature compared to students internationally. These scores are mainly results of

students world-wide whose primary language is being assessed compared to Immersion students who are mainly assessed in their second language in Language and Literature. After matching or improving their average scores the previous year, Minnetonka students showed a decrease on all three exams. The world-wide averages also decreased on all three exams displayed below, consistent with IB average performances on most exams compared to last year. First, Mandarin SL dropped from **4.38** to **3.2** with a pass rate of 20 percent compared to 100 percent the previous year. Only 20 students took the exam in 2023. The average fell short of the world-wide average of **5.28**. The previous world-wide average was **5.73**. Spanish HL students dropped from **5.00** to **4.59**, falling slightly behind the world-wide average of **4.82**. The Minnetonka average dropped by **.41 points**, and the world-wide average dropped by **.13 points** compared to a year ago.. The pass rate for Minnetonka students was **94.1 percent** compared to the world-wide pass rate of **92.3 percent**. Lastly, Spanish SL scores dropped from **4.44** to **4.31** falling shy of the world-wide average of **4.92** points. The world-wide average dropped from **5.15** to **4.92**. The pass rate for Minnetonka students was **92.2 percent** compared to the world-wide pass rate of **91.9 percent**. Again, it is important to note the fluctuation in average test scores over time correlates with the fluctuation in numbers of students taking the test each year.

IB Language Immersion Results



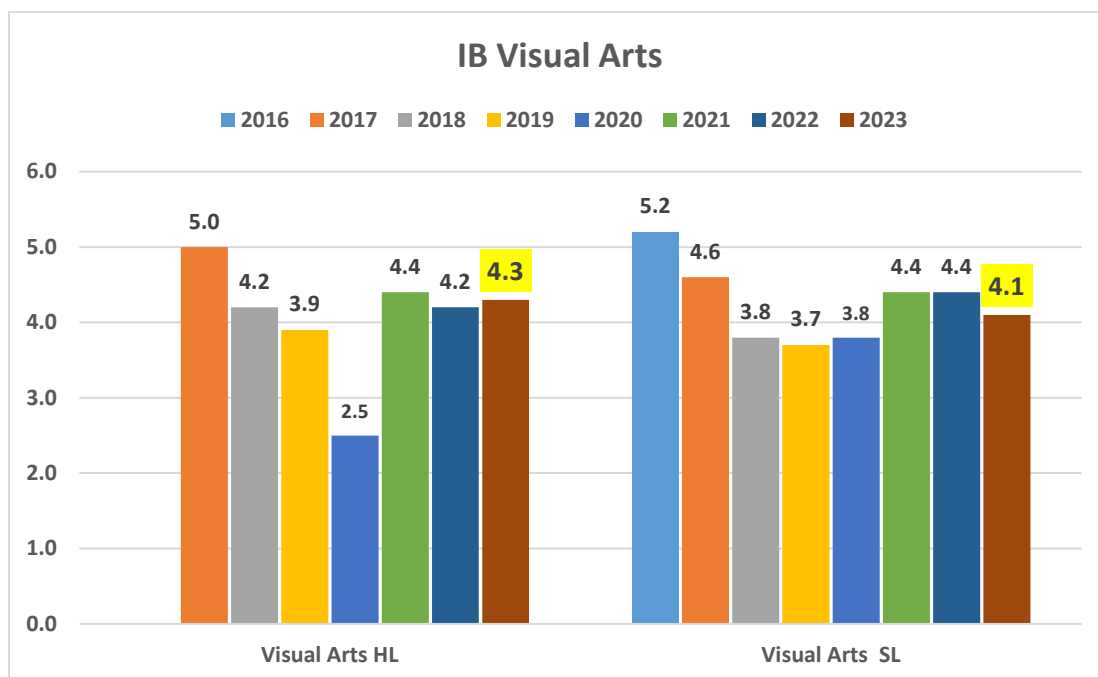
IB Language Immersion Number of Scores Reported

Year	Mandarin Language & Literature SL	Spanish Language & Literature SL	Spanish Language & Literature HL
2023	20	51	17
2022	13	45	13
2021	17	23	13
2020	11	N/A	14
2019	13	56	16
2018	N/A	50	N/A

IB Visual Arts Results

IB Visual Arts has experienced a decrease in the number of students participating, dropping by **2** students among the HL and SL classes. In addition, the SL enrollment has fluctuated over the years, and the average score of **4.14** decreased slightly and is still beyond the world-wide average of **4.01**. IB Visual Arts HL scores were slightly below the world-wide average of **4.39** with an average score of **4.33**. However, the HL exam average score increased for Minnetonka students, improving from **4.20** to **4.33**, while the world-wide average dropped from **4.44** to **4.39**. **100 percent** of Minnetonka students passed the HL exam and **85.7 percent** passed the SL exam, compared to **69.7 percent** passing the SL exam world-wide and **75 percent** passing the HL exam world-wide.

IB Visual Arts Results



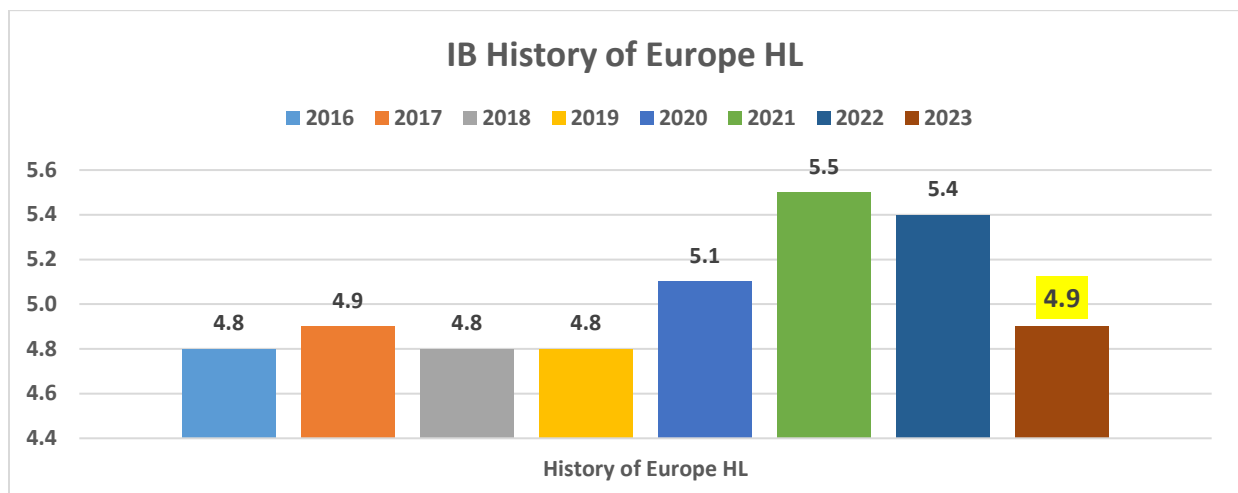
IB Visual Arts Number of Scores Reported

Year	Vis Art HL	Vis Art SL
2023	3	7
2022	5	9
2021	8	20
2020	2	5
2019	9	18
2018	6	13
2017	1	7
2016	0	5
2015	10	17
2014	17	7
2013	4	16
2012	12	6
2011	10	18
2010	9	9
2009	15	11

IB History Results

The IB History HL (since the redesign it's less Europe-centric so they are removing the "Europe" in the name) course experienced a significant increase in the number of scores reported since 2021. After years of improving results between 2013 and 2015, the trend had leveled off, although the scores remained strong. The world-wide average is **4.33**, dropping from **4.64**, with Minnetonka surpassing the average with an average score of **4.86**, despite the drop in average score from **5.37**. The pass rate for Minnetonka students the past two years has been **100 percent** and **98.4 percent**, and the world-wide pass rate the past two years has been **85.7 percent** and **78.3 percent**.

IB History HL Results



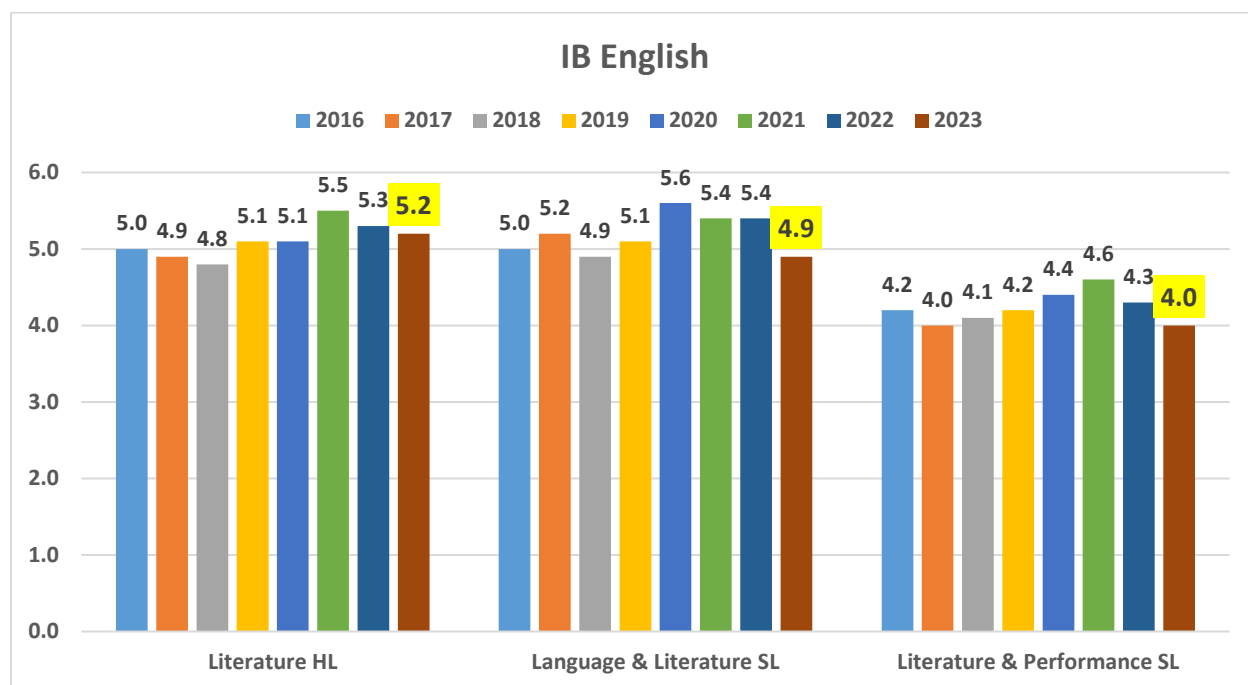
IB History Europe HL Number of Scores Reported

Year	Hist Europe HL
2023	63
2022	63
2021	38
2020	60
2019	90
2018	86
2017	39
2016	37
2015	67
2014	78
2013	69
2012	58
2011	51
2010	57
2009	60

IB English Results

As has been the case for several years, the English Literature HL students scored above the world-wide average by **0.66** points. The world-wide average was **4.56**. With a score of **4.87**, Language and Literature SL scored slightly below the world-wide average of **4.88**. Both the Minnetonka mean and the world-wide averaged dropped from the previous year. In 2022, the Minnetonka average dropped from **5.40 points** and the world-wide average dropped from **5.26 points**. IB advises that both courses should be taught over two years as opposed to over just one year. The Literature and Performance world-wide average was **4.72**, and the Minnetonka average was **4.00**, drop of **.32 points** from the previous year. The world-wide average dropped by **.10 points**. Overall, IB English results are strong, and these results mean that our students are scoring comparable to students who have more than twice the amount of time to master the material.

IB English HL Results



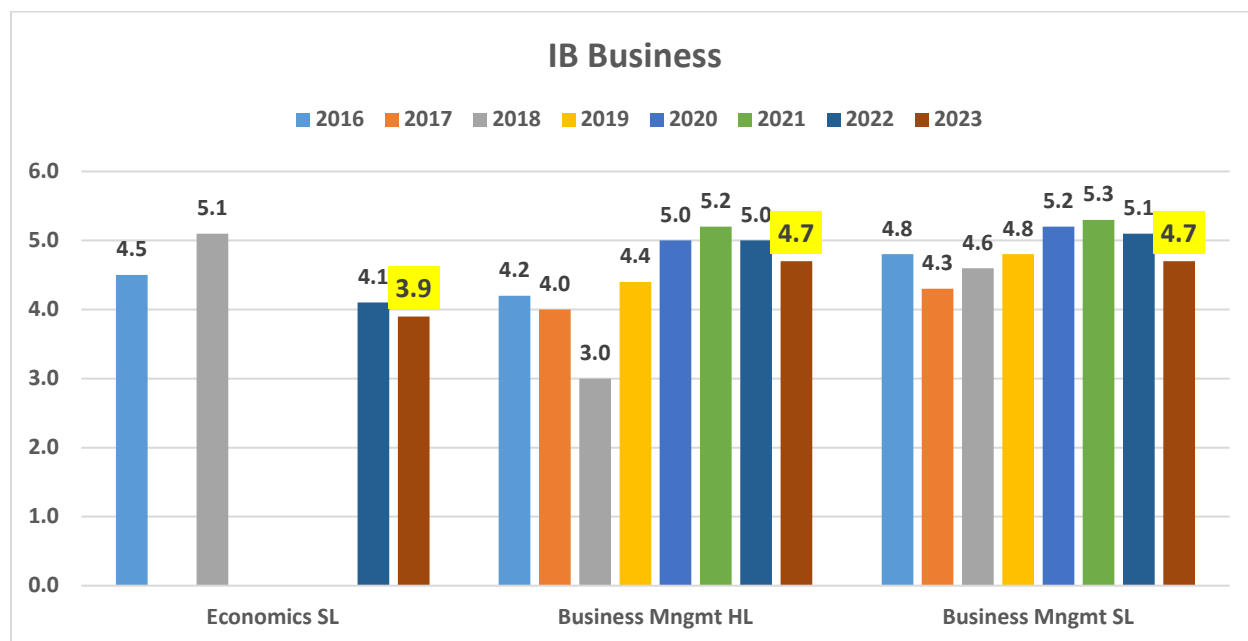
IB English Number of Scores Reported

Year	Literature HL	Language & Literature SL	Literature & Performance SL
2023	64	150	32
2022	66	164	38
2021	40	107	20
2020	55	158	66
2019	86	137	54
2018	96	209	63
2017	47	196	69
2016	34	187	27
2015	67	189	52
2014	70	66	54
2013	63	83	28
2012	59	N/A	N/A
2011	57	N/A	N/A
2010	63	N/A	N/A
2009	71	N/A	N/A

IB Business Results

Each of the business exams offered last year decreased in the average results for Minnetonka students with a steady number of students taking the courses. The Business Management SL course results (**4.73**) fell slightly behind the world-wide average of **4.94**. Both the world-wide and Minnetonka averages dropped approximately **.3 points** compared to 2022. The pass rate for Minnetonka students was **90.7 percent** compared to **85.1 percent** of students world-wide. In addition, the Business Management HL results (**4.74**) also were below the world-wide average of **4.94**. These scores also dropped about **.3 points** compared to the previous year. With an average score of **3.90**, Minnetonka's Economics SL average scores were behind the world-wide average of **4.75** points with a Minnetonka pass rate of **55.6 percent** compared to **79.3 percent** world-wide. These results should be reviewed more closely, as the drop in scores marks a decline the past two testing instances.

IB Business Results



IB Business Number of Scores Reported

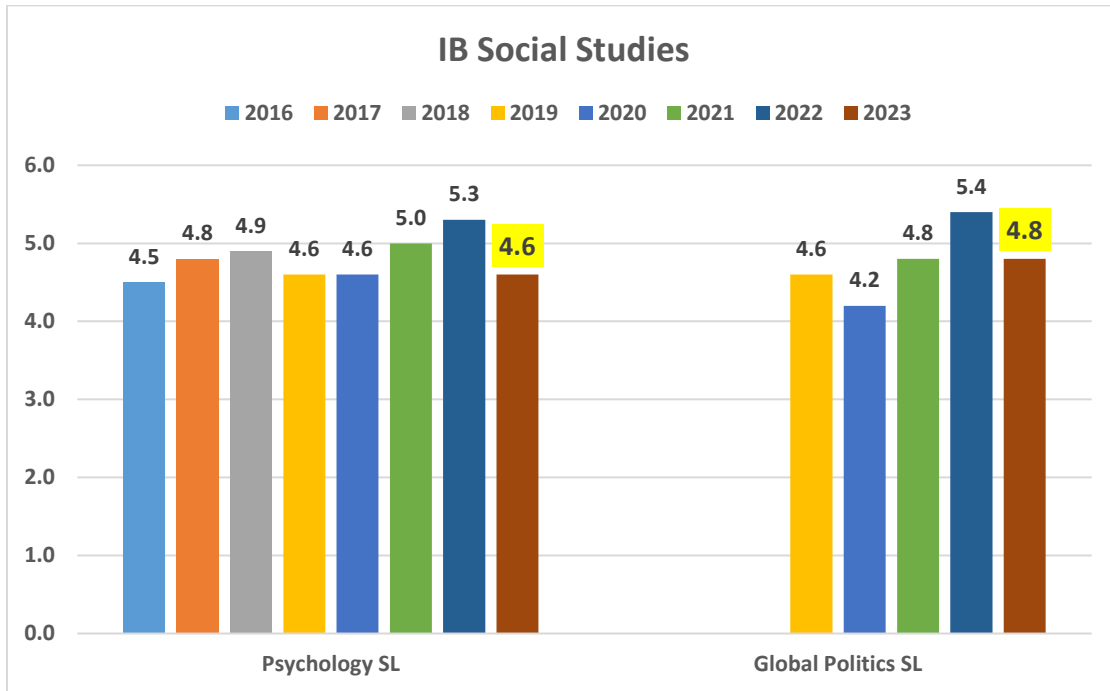
Year	Economics SL	Business Management SL	Business Management HL
2023	9	150	56
2022	10	148	51
2021	N/A	99	39
2020	N/A	120	30
2019	N/A	94	7
2018	7	63	6
2017	N/A	47	2
2016	8	82	11
2015	18	55	5
2014	29	46	3
2013	42	34	N/A
2012	20	46	N/A
2011	N/A	12	N/A
2010	9	8	N/A
2009	15	N/A	N/A

IB Social Studies Results

There has been a lot of internal assessment work done within the Psychology SL course causing an implementation dip in 2012 but an increase in 2013. The change in internal assessments is necessary to ensure alignment with the IB standards. The Psychology SL course experienced increased results in 2013 and again in 2018. IB Psychology students continue to score well, with the average score of **4.61**, this surpasses the world-wide average of **4.45**. This is a very strong score, despite teachers noticing a cultural shift in the student body of the Psych classes and a significant fluctuation in the number of students tested, increasing from **9** students in 2021 to **33** students in 2023. **90.9 percent** of Minnetonka students passed this exam compared to **76.9 percent** world-wide.

The Global Politics SL exam was new in 2019, and the Spanish Immersion students who took this test performed slightly below the world-wide average of **4.81** with an average score of **4.78**. The pass rate for Minnetonka students was **88.9 percent** compared to **85.3 percent** world-wide.

IB Social Studies Results



IB Social Studies Number of Scores Reported

Year	Psychology SL	IB Global Politics SL (Spanish Immersion)
2023	33	27
2022	22	43
2021	9	24
2020	13	44
2019	22	22
2018	36	N/A
2017	22	N/A
2016	20	N/A
2015	13	N/A
2014	12	N/A
2013	14	N/A
2012	14	N/A
2011	24	N/A
2010	13	N/A
2009	20	N/A

ADVANCED PLACEMENT (AP) TEST RESULTS

AP Testing Summary District and State

This section will highlight important trend data among Minnetonka students who took AP exams last Spring. There were 31 different types of AP tests taken, and although some scores have been delayed, the data in the report reflects the performance of most test takers. There is an increase in the AP Exam participation of all students, moving from **1,753 to 1,758**, and an increase in the number of exams taken, improving from **3,195 to 3,213**, which is an all-time high and the second time this total has eclipsed the 3,000 mark. Students included, based on the support and encouragement of staff members, are choosing more rigorous coursework. High school staff are very positive about the high number of students taking these courses and tests. Enrollment in AP has more than doubled since 2007. **85.7 percent** of Minnetonka AP students scored a three or higher, which is up from **85.0** percent in 2022, marking a two-year increase. College Board no longer provides the percentage of Minnesota students scoring three or higher. This average has continued to be very strong since 2005 and will most likely increase after all scores are released.

There are many IB students who take AP exams, as well as several students who self-study for an AP exam without taking the course, and those results are included in the overall averages listed in the tables below. Explanation is provided in the narratives of the AP section to add perspective to the results that have significant numbers of both IB and AP students taking the AP Exams.

In addition, it is encouraging to see another high number of students taking the courses and the exams, and although this may cause scores to decrease slightly, overall, these courses and exams offer opportunities for all students pursuing a post-secondary education.

These data reflect the 5-year AP Summary Report which includes students physically in Minnetonka taking the AP exams. However, the AP summary does not include students enrolled in Tonka Online from other school districts. With this number increasing over the years, the data are impacted negatively. If those data were included in the 2023 total, the percent scoring a 3 or higher would be even higher than the already strong percentage of **85.7 percent**.

AP Percentage Scoring 3 or Higher in District and State

AP Testing Summary				
Year	MTKA % scoring 3 or higher	MN % scoring 3 or higher	MTKA # tests	MTKA# students
2023	85.7	-	3195	1753
2022	85.0	-	2966	1668
2021	79.0	-	2947	1609
2020	84.9	-	2877	1658
2019	83.2	-	2595	1475
2018	84.0	66.7	2779	1554
2017	84.9	66.4	2538	1418
2016	86.2	66.3	2390	1324
2015	84.4	66.6	2565	1285
2014	82.9	65.9	2378	1174
2013	83.9	65.4	2163	1097
2012	87.7	66.3	1793	835
2011	88.2	65.8	1431	718
2010	86.1	64.7	1398	693
2009	85.8	64.5	1359	691
2008	83.0	64.2	1041	568
2007	84.9	63.3	1034	518
2006	80.1	NA	965	505
2005	83.8	NA	917	467

AP Sciences Test Results

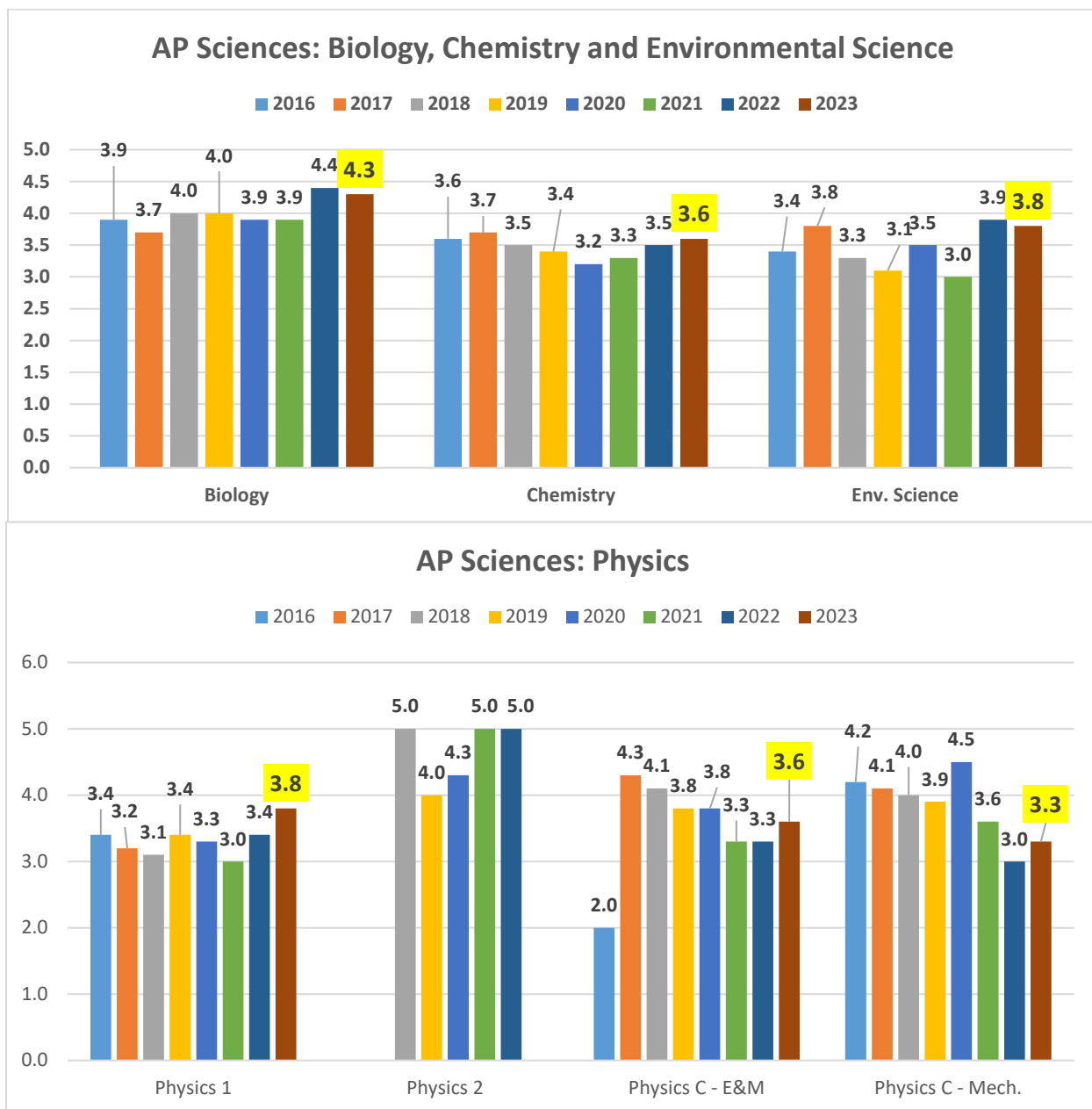
Of the six AP science tests taken in 2023, Minnetonka means remained the same or improved on four of them. The number of students scoring at least a three or higher was **149 (97.4 percent)** in Biology, an important statistic to note, as the College Board modified grading guidelines beginning with new exams in May 2020, along with students taking modified exams online due to COVID. This is down slightly from **99.3 percent** a year ago. The mean score for AP Biology was **4.35** in 2022, up significantly from 2021 (**3.88**) and last year, the mean score dropped slightly to **4.28**. In fact, this is the second highest average score on the AP Biology Exam for Minnetonka students and the second time eclipsing the four-point mark. The Global Mean for the AP Biology Exam was **3.04**, which decreased from **3.10**.

AP Chemistry scores increased in the face of the change six years ago and have reached their highest historical mark with an average score of **3.61**, up from **3.52** a year ago. AP Chemistry teachers attended AP training several summers ago and instituted changes in the course for the 2014-2015 school year. Minnetonka students surpassed the Global Mean of **3.26**.

The AP Physics C Electricity and Magnetism Exam dropped significantly from 2020 to 2021 and rebounded slightly in 2022 with an average score of **3.33**. Scores improved last year to a mean score of **3.63**, out-pacing the Global Mean of **3.49**. Due to the limited number of exams taken, the scores will continue to fluctuate significantly from one year to the next.

AP Environmental Science has been an exam that a small number of students take through Tonka Online. In 2022, with **51** students testing, the average score rebounded significantly, reaching an all-time high average score of **3.88**, and last year with **41** students testing, the mean score dropped slightly to **3.78**, with a Global Mean of **2.79**.

AP Sciences Test Results



AP Sciences Number of Tests Taken

AP Sciences Number of Tests Taken							
Year	Biology	Chemistry	Physics 1	Physics 2	Physics C E & M	Physics C Mech	Envir Sci
2023	153	85	95	N/A	19	69	41
2022	149	97	94	1	15	56	51
2021	145	107	157	1	12	13	24
2020	115	128	168	3	17	13	57
2019	110	98	164	1	8	13	43
2018	93	106	167	1	15	11	42
2017	123	62	167	N/A	3	21	21
2016	98	80	146	N/A	2	16	22
2015	92	69	167	N/A	75	90	36
2014	121	57	106	N/A	36	43	15
2013	94	68	99	N/A	48	47	7
2012	78	46	80	N/A	39	41	9
2011	63	43	76	N/A	23	22	2
2010	62	36	47	N/A	34	40	2
2009	87	12	29	N/A	12	19	N/A

AP Math Test Results

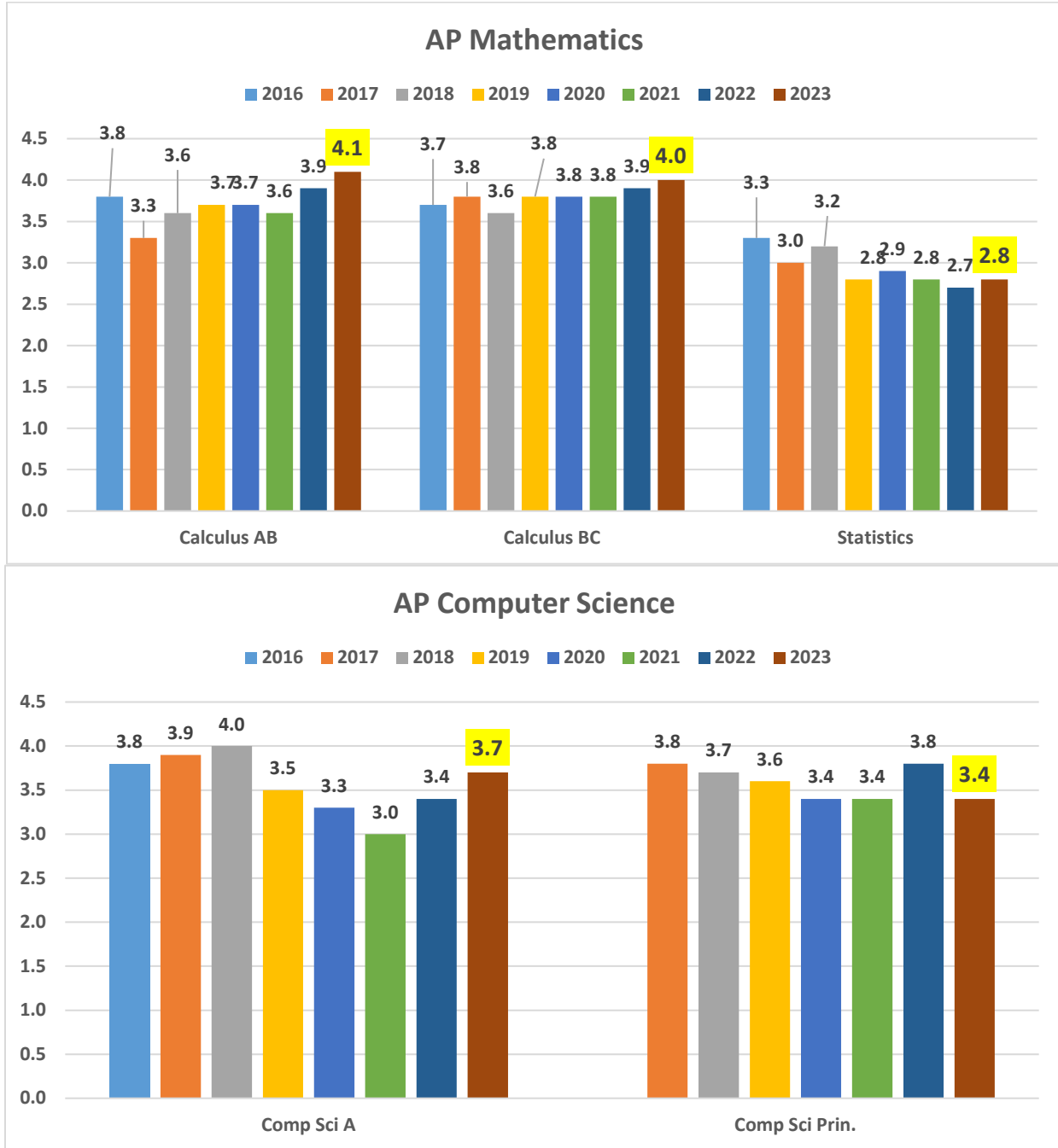
Minnetonka mean scores continue to rebound compared to previous years, with mean scores increasing in all three tested areas. Calc AB and BC scores have risen to their highest all-time levels.

With an overall mean of **4.10**, Calc AB scores surpassed the 2022 average score of **3.90** and eclipsed the **4.0** mark for the first time. Calc BC with an average score of **4.03** eclipsed the average score from the 2022 exam by **0.10 points** and surpassed the **4.0** mark for the first time. The Global Mean for Calc AB was **2.99** and Calc BC was **3.75**.

With an average score of **3.68**, Computer Science A mean scores surpassed last year's average score of **3.40**, improving each of the past two years. The Global Mean for this exam was **3.21**.

Lastly, Computer Science and Principles experienced a drop in average score from **3.75** to **3.39**. However, there was also an increase in the number of students taking the exam, almost doubling from **48** to **92** students. It is encouraging to see the number of students taking this exam increase dramatically from 2017, when there were only **12** tests taken. It is expected that the significant swings in enrollment will cause the average scores to fluctuate dramatically.

AP Math and Computer Science Test Results



AP Math and Computer Science Number of Tests Taken

AP Math and Computer Science Number of Tests Taken					
Year	Calc AB	Calc BC	Stats	Comp Sci A	Comp Sci Prin
2023	227	143	193	57	92
2022	211	135	212	30	48
2021	250	134	134	39	37
2020	234	149	243	47	62
2019	225	162	235	49	18
2018	261	161	235	37	24
2017	265	163	243	24	12
2016	254	156	214	23	N/A
2015	257	206	217	2	N/A
2014	312	155	235	5	N/A
2013	263	138	238	N/A	N/A
2012	229	95	197	N/A	N/A
2011	157	77	104	N/A	N/A
2010	162	67	91	N/A	N/A
2009	128	58	144	N/A	N/A

AP Languages Test Results

The tables below reflect scores for five AP language exams offered. The Spanish Language and Culture Exam saw 213 students take the test, improving from an average score of **3.88** in 2022 to **3.92** in 2023. The Global mean was **3.60**. According to the results below, there was an increase in the number of students tested on the AP English Language Exam, increasing from **178** students in 2022 to **260** students in 2023, which is an all-time high. Over the past several years, there have been fewer than 100 students taking this exam. As a result, the average score on this exam was negatively impacted, dropping from an average score of **3.9** in 2020 to **3.5** in 2021. Scores dropped slightly in 2022 from **3.49** to **3.39** and dropping again in 2023 to an average score of **3.22**. For comparison purposes, the previously reported Global mean decreased as well over the years and last year the Global Mean dropped to **2.82**. AP Chinese Exam results show a second all-time high number of students take the test, increasing from 66 to 70 students. The average score decreased slightly from **3.50** to **3.44**, with the Global Mean improving from **3.94** to **4.09**.

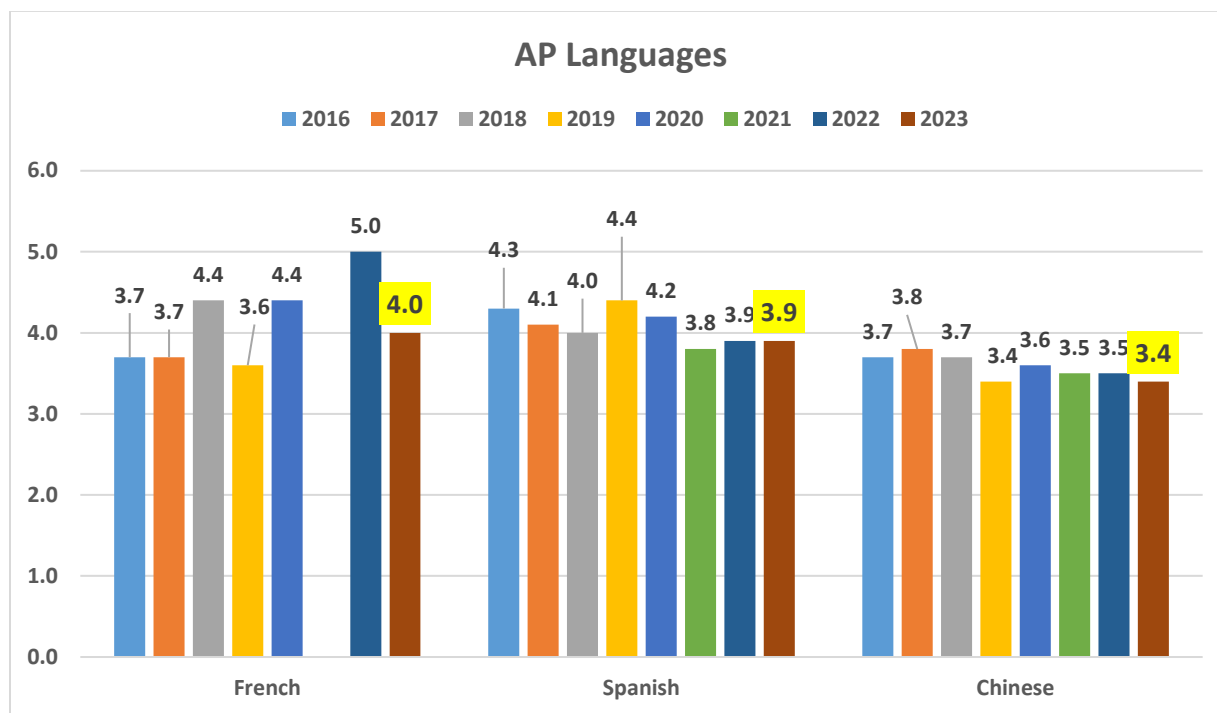
Overall, AP teachers continue to focus on studying the exams carefully to ensure student success each year. Teachers attend AP training regularly in order to maintain their focus on the end result. Teachers work backward from what they learn to plan lessons and assessments accordingly.

The Chinese and Spanish Immersion students moved to the high school seven years ago and had an opportunity to take the AP Chinese Language and Culture Exam or Spanish Language and Culture Exam. On the Chinese Exam, among the **70** Chinese Immersion students, **33** students scored a **3**, **22** students scored a **4**, and **7** students scored a **5**. The Chinese Immersion mean was **3.37**, **which was down from 3.48 in 2022**, and **3.46** in 2021. **45** of the Chinese Immersion students were Ninth Graders with an average score of **3.62** points, and **25** were Tenth Graders averaging **2.92** points. The remaining students were labeled as Miscellaneous.

On the Spanish Exam among the Spanish Immersion population, **61** students scored a **3**, **85** students scored a **4**, and **49** students scored a **5** (up from **47**). The Spanish Immersion mean was **3.90**, like **3.92** for all students tested.

Ninth Grade Spanish Immersion students averaged a score of **3.99** points, and Tenth Graders averaged **3.61** points. English or non-Immersion students (**13 students**) averaged **4.14** points.

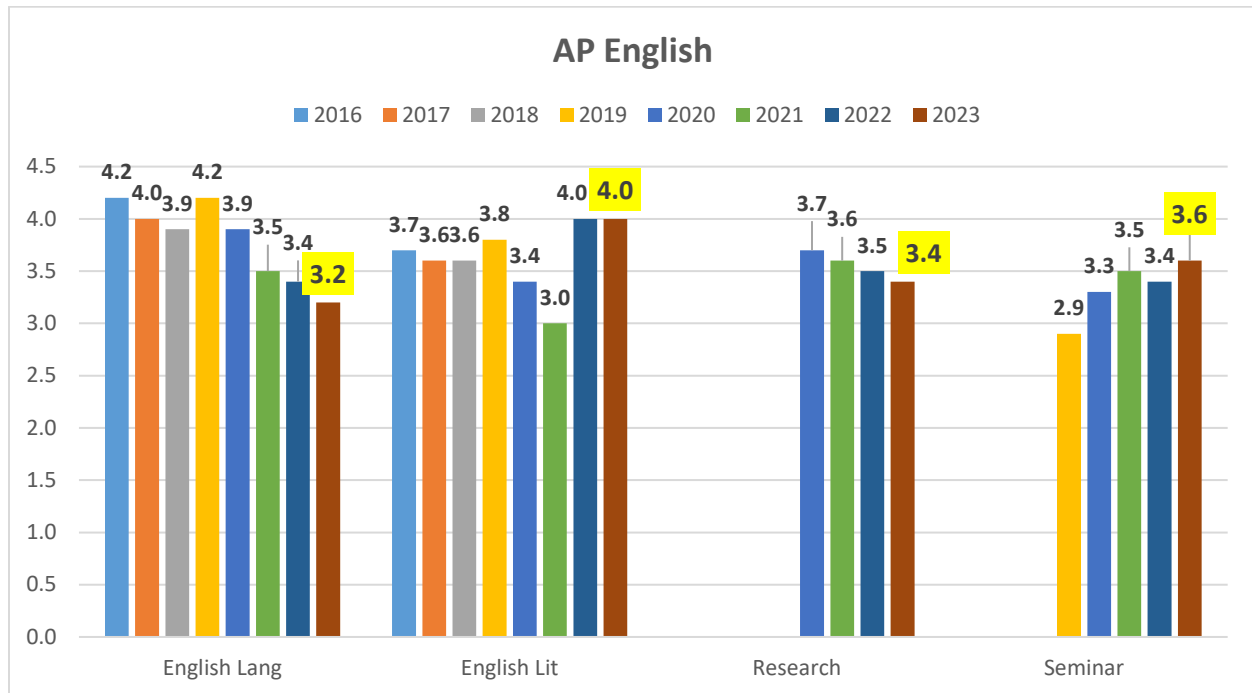
AP Languages Test Results



AP Languages Number of Tests Taken

AP Languages Number of Tests Taken			
Year	French	Spanish	Chinese
2023	1	213	70
2022	1	207	66
2021	N/A	210	62
2020	7	235	89
2019	5	155	53
2018	8	226	58
2017	15	132	45
2016	12	101	31
2015	12	30	5
2014	1	35	6
2013	8	36	N/A
2012	10	32	N/A
2011	15	36	N/A
2010	11	58	N/A
2009	87	190	6

AP English Test Results



AP English Number of Tests Taken

AP Languages Number of Tests Taken				
Year	Eng Lang	Eng Lit	Research	Seminar
2023	260	111	51	243
2022	178	94	40	202
2021	215	103	16	151
2020	32	61	13	89
2019	37	89	N/A	68
2018	58	71	N/A	N/A
2017	36	95	N/A	N/A
2016	56	112	N/A	N/A
2015	98	86	N/A	N/A
2014	102	134	N/A	N/A
2013	106	131	N/A	N/A
2012	141	129	N/A	N/A
2011	109	117	N/A	N/A
2010	95	103	N/A	N/A
2009	87	190	N/A	N/A

AP Government and History Test Results

The five tests listed were taken by AP students last year. Of the five tests taken, all tests showed an increased or remained steady from a year ago. After dropping to their lowest levels in recent years, scores have begun to rebound. After a significant decrease was observed on the Comparative Government Test three years ago, with average scores dropping from **4.1** to **3.6** points, scores rebounded with an increase to **3.70** points in 2021 and **3.81** in 2022 to **3.90** in 2023. There was a small number of Comparative Government Tests taken over the years with the lowest number of testers totally **14** in 2019. However, there continues to be an increase in the number of students taking this exam, now at a third all-time high of **29** students tested.

AP US History enrollment has decreased in recent years, with a significant decrease in 2020 year of 22 students. After dropping to an all-time low level in 2021 on this exam, scores rebounded slightly, improving from **3.24** to **3.32** in 2022 and **3.50** in 2023. The Global Mean was **2.54**, dropping from **2.56**. The number of students taking AP Euro in their junior year fluctuates based on the number of students who choose IB instead or choose to take upper level Science and Math coursework. Two of the five courses experienced an increase in enrollment with World History increasing to **90** after dropping significantly from 2021 to 2022. Average scores on the AP World History Exam improved from **3.76** to **3.90** with the Global Mean increasing from **2.96** to **3.04**.

With an average score of **3.67** on the European History exam, Minnetonka average score trends continue to maintain high levels. The Global Mean for the AP Euro Exam was **2.95**.

AP Government and History Test Results



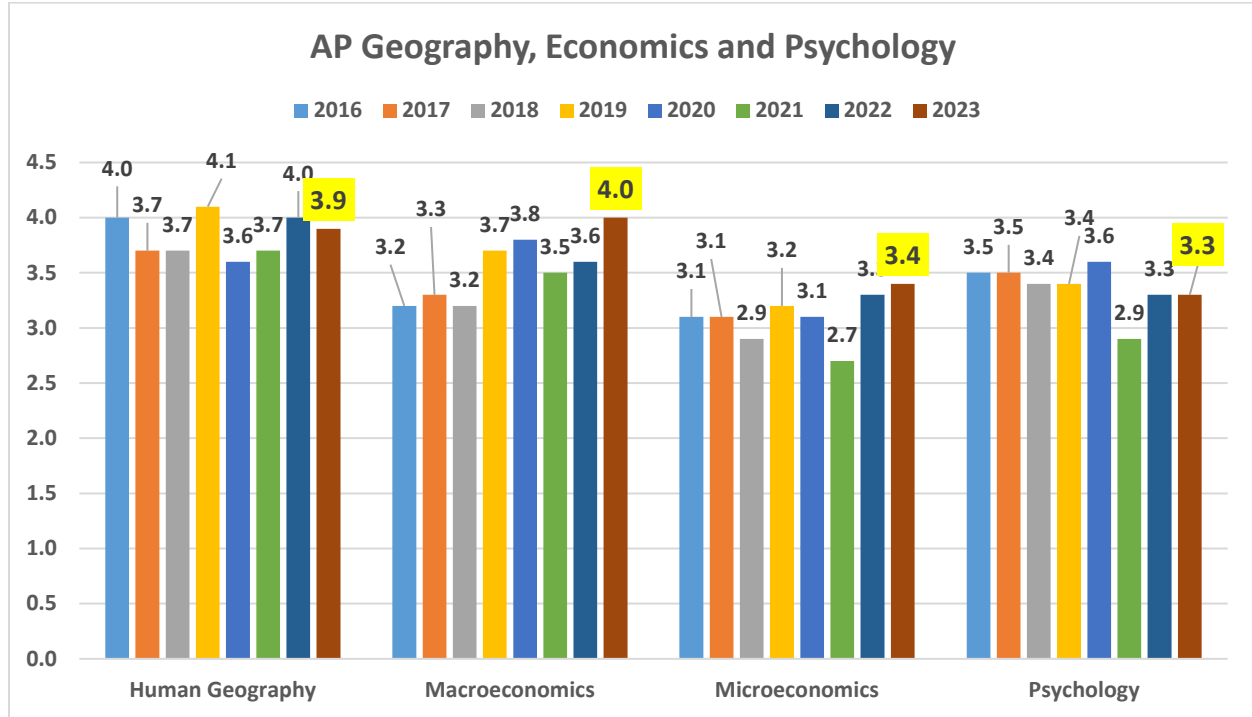
AP Government and History Number of Tests Taken

AP Government and History Number of Tests Taken					
Year	Gov: Comp	Gov: US	US History	European History	World History
2023	29	22	143	101	90
2022	31	36	153	75	87
2021	21	31	162	68	127
2020	23	16	161	88	86
2019	14	29	183	101	79
2018	18	53	152	119	37
2017	N/A	47	159	144	26
2016	23	31	167	121	1
2015	19	15	102	116	N/A
2014	16	22	137	152	2
2013	18	26	128	136	N/A
2012	32	17	154	171	N/A
2011	29	33	140	136	N/A
2010	23	20	132	131	N/A
2009	24	22	126	167	N/A

AP Geography, Economics, and Psychology Test Results

Out of the four tests listed in this section, Minnetonka means were solid. Minnetonka average scores increased in three areas with a significant increase in Macroeconomics of **0.4** points, improving to **3.96**. With an average score of **3.88** points on the AP Human Geography Test, Minnetonka students dropped slightly but surpassed the Global Mean of **2.75**. The Minnetonka mean for Microeconomics was **3.39**, compared to a Global mean of **3.24**. Lastly, Psychology rebounded from an all-time low score of **2.88** in 2021 to a competitive score of **3.29** in 2022 to **3.31** in 2023, which surpassed the Global Mean of **2.89**. This average score more closely aligns with previous Minnetonka student performances for Psychology. Comparatively speaking, Minnetonka students experienced a strong performance on the exams discussed in this section.

AP Geography, Economics, and Psychology Test Results



AP Geography, Economics, and Psychology Number of Tests Taken

AP Geography, Economics and Psychology Number of Tests Taken				
Year	Human Geography	Macroeconomics	Microeconomics	Psychology
2023	255	51	126	248
2022	262	66	125	231
2021	274	61	94	254
2020	280	61	90	286
2019	268	39	68	251
2018	327	111	55	300
2017	296	89	44	294
2016	306	98	62	244
2015	367	92	68	326
2014	283	83	66	245
2013	258	82	48	182
2012	44	43	21	159
2011	40	42	12	153
2010	59	47	12	123
2009	45	54	18	98

Number of AP Scholars

2020 was the last year the National AP Scholar award was recognized. Students achieving this level earned a mean score of 4.0 or higher on all exams and grades of 4 or higher on 8 or more exams. The table below reflects the levels awarded. The number of students earning various AP honors has continued to maintain high levels each year despite the impact of COVID. All of this reflects the commitment and knowledge of students and quality of teachers. The AP Scholar with Distinction level has more than quadrupled since 2009. It is challenging to have more AP scholars while simultaneously trying to increase the number of students earning an IB Diploma. The table below shows the number of students reaching each level of AP Scholar distinction. Students are only counted once for each category. For example, although an AP Scholar with Distinction meets the AP Scholar criteria, he or she is only counted once in the AP Scholar with Distinction category. Regarding the number of students taking AP exams, in Eleventh and Twelfth Grades, students need to take IB courses that do not align with AP coursework, so the students are not naturally able to take as many AP exams. Consequently, students have self-studied for the AP exams. This demonstrates the hard work and perseverance that is apparent with so many Minnetonka students. College Board has made and is making changes to the various AP Scholar designations, most notably is that May 2020 exams is the last that will be included in any National AP Scholar awards, moving forward that will no longer be a designation. There will also no longer be International AP Scholar awards. Minnetonka experienced increases in all three areas, which provides more evidence that students are beginning to rebound post COVID. In fact, in both the AP Scholar with Distinction and AP Scholar categories, Minnetonka students have reached all-time high levels.

Number of AP Scholars

AP Scholars				
Year	National AP Scholar	AP Scholar with Distinction	AP Scholar with Honor	AP Scholar
2023	n/a	331	152	281
2022	n/a	286	127	252
2021	n/a	247	123	205
2020	66	278	128	207
2019	62	231	127	188
2018	73	269	119	212
2017	58	227	85	201
2016	37	212	94	144
2015	43	192	99	169
2014	42	133	64	165
2013	36	145	78	137
2012	37	76	67	125
2011	27	76	51	86
2010	25	81	55	98
2009	23	60	49	90

AP Scholar Key
National AP Scholar -Mean of 4.0 on all exams and grades of 4 or higher on 8 or more exams. <u>2020 was the last year this award was given.</u>
AP Scholar with Distinction -Mean of 3.5 on all exams and grades of 3 or higher on 5 or more exams
AP scholar with Honor -mean of 3.25 on all exams and grades of 3 or higher on 4 or more AP exams
AP Scholar -3 or higher on 3 or more exams

Total Number of Students Taking IB/AP Exams

The total number of students taking both IB and AP exams has remained strong over the years with a slight drop-off in 2019 and 2021 and rebounding in 2020. In 2021, there was a slight drop-off of **67** students, although the overall trend over the past 5 years had remained at high levels. The number of IB students taking exams is more than five times higher since 2008, while the number of students taking AP exams has tripled since 2008 to **1,753**, both reaching all-time highs. The number of students taking both AP and IB exams has increased to an all-time high of **2,031**. The increase in exams taken can be attributed to the Ninth Grade Human Geography course and the general trend of students taking more rigorous courses, including IB and AP courses. The trend increase comes from students challenging themselves and the fact that both students and parents have become more educated about the benefits of taking these higher-level courses as they plan for college. It can be hypothesized that the high enrollment in IB and AP courses will lead to strong ACT and SAT scores because of the increased academic preparation.

Total Number of Students Taking IB/AP Exams

Total Number of Students Taking IB/AP Exams			
Year	Number of IB Students	Number of AP Students	Total Number of Students
2023	796	1753	2031
2022	716	1668	1918
2021	662	1609	1844
2020	679	1658	1834
2019	668	1475	1707
2018	736	1554	1841
2017	714	1418	1595
2016	587	1324	1499
2015	578	1285	1425
2014	493	1174	1286
2013	453	1097	1222
2012	359	835	1172
2011	257	718	1050
2010	232	693	916
2009	282	691	970
2008	135	568	703

Total Number of IB and AP Courses Offered

The number of IB courses offered continues to remain at high levels. The number of AP courses is at **35**, an all-time high, and overall has trended upward during the past eight years. This increase along with the high number of IB courses, has dramatically increased the total course offerings by **22** since 2015. In conjunction with the District's emphasis on academic rigor, staff members continue to research adding courses as deemed appropriate. For example, for the 2013 school year, the additional two IB English classes were offered to deepen the coursework possibilities for Eleventh and Twelfth Grade students. The IB Literature and Performance course was created to meet this need for Twelfth Grade students as well as the Language and Literature course offered to Eleventh and Twelfth Grade students. In addition, IB Sports Exercise and Health Science courses were added for the 2013-14 school year.

Total Number of IB and AP Courses Offered

Total Number of IB/AP Courses Offered			
Year	Number of IB Courses	Number of AP Courses	Total Number of Courses
2023	49	35	84
2022	49	34	83
2021	49	34	83
2020	56	31	87
2019	51	31	82
2018	50	30	80
2017	49	31	80
2016	49	31	80
2015	37	25	62
2014	37	24	61
2013	32	20	52
2012	28	25	53
2011	29	23	52
2010	26	22	48
2009	21	21	42
2008	22	19	41

VANTAGE Program

Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender

The analysis in this section is designed to provide historical perspective for the VANTAGE program. In 2019, some VANTAGE offerings changed, such as AP Macroeconomics and IB Sports Exercise Science. In addition, AP Environmental Science was added as a VANTAGE strand. To illustrate more clear and meaningful data, the 2019 tables displayed one test per table, and the other data points only reflect students tested, as opposed to students who were both enrolled in the course and not tested. In addition, some courses are now only offered in the VANTAGE program, and the tables display historical data for VANTAGE students only, while others have some years in which VANTAGE and non-VANTAGE student data are available, and in other years those data are not available for those courses. Data not reflected in the tables below are reflected earlier in the AP or IB sections of this report.

2018-19 Summary

To enhance the reporting of VANTAGE results for staff, the 2019 tables indicate one test per table. The GPA and ACT results reflect the performance of students only taking the IB or AP exams, rather than students who took the courses and did not take the exams. In addition, in 2019 the IB Sports Exercise Science and AP Macroeconomics courses were dropped from VANTAGE, and AP Environmental Science was added. The data in the 2019 tables below are updated accordingly.

In 2019, the average score on the AP Stats Test for VANTAGE students was **2.70**, which was a drop in performance compared to 2018, when the mean score for this test was **3.37**. With only **23** students tested, scores are expected to fluctuate. Two years ago, VANTAGE students taking the AP Stats Test earned an average score of **2.91**, and a **3.09** mean score three years ago. The Global mean for the AP Stats Test in 2019 was **2.87**. Non-VANTAGE (**N=212**) also scored below the Global mean on the AP Stats Exam, earning an average score of **2.78**. An important note regarding the VANTAGE student taking the AP Stats Test compared to the non-VANTAGE student taking the same test, is that the average GPA for the VANTAGE student was **3.27** compared to **3.52** for the non-VANTAGE student. In addition, the average ACT Composite for the VANTAGE student was **27.5** compared to **28.2** for the non-VANTAGE student. One can conclude that the VANTAGE student compared favorably to the non-VANTAGE student on the AP Stats Exam due to the differing nature of the academic profile of the two student groups. However, it will be important for Math teachers to study the results to understand the drop in performance on the AP Stats Test when compared to the Global mean.

In 2019, the IB Business SL VANTAGE strand showed that students earned an average IB test score of **4.76**. Non-VANTAGE students earned an average score of **4.64**. The profile of the VANTAGE student last year taking this exam indicates that they earned an average ACT Composite score of **26.8** and an average GPA of **3.32**. The non-VANTAGE student earned an average ACT Composite score of **27.8** and had an average GPA of

3.38. VANTAGE students (**N=80**) earned a higher average score despite the lower GPA and ACT Composite. It is also important to note that there were only **14** non-VANTAGE students who took this exam, which could have also impacted the overall averages.

The VANTAGE and non-VANTAGE student profile regarding the AP Psychology Exam results are similar. The VANTAGE student taking this test had an average GPA slightly higher than the non-VANTAGE student (**3.53** vs **3.44**), yet the average ACT Composite score for the VANTAGE student was slightly lower compared to the non-VANTAGE student (**27.3** vs **27.8**). Lastly, the VANTAGE student earned an average score of **3.56** on the AP Psych Exam, while the non-VANTAGE student earned a **3.32**.

Overall, VANTAGE students are making great strides on important metrics while gaining an experience that will prove to be valuable for them as they move to the next level beyond high school.

2019-20 Summary

Over the years, the profile of the VANTAGE student has evolved. For example, by 2019-20 the profile of the VANTAGE versus non-VANTAGE student was the same when comparing the GPA of students taking IB Business SL. However, during that year, students who took the IB Business SL class in a VANTAGE setting had higher average AP Exam scores yet lower average ACT test scores. By 2020, the AP exam scores for this course increased for VANTAGE students from **4.78** to **5.20**, the highest score on record for VANTAGE students taking the IB Business SL exam. This was the first time the average AP Exam score eclipsed the 5-point mark. Interestingly, this group of students had a lower average ACT score and a higher GPA. The GPA has fluctuated for students taking this exam over the years, and it has been lower for Males specifically compared to Females.

Regarding AP Psych and AP Stats, the AP exam scores for the AP Psych student is predictable, in that students who take this course in the VANTAGE setting typically have a lower average GPA and lower average ACT Composite score. As a result, one could have predicted that the AP exam scores for this course would be lower for VANTAGE students compared to non-VANTAGE students. In 2020, VANTAGE students earned higher AP Stats Exam scores compared to non-VANTAGE students. However, VANTAGE students in this cohort had a lower average ACT score and a lower GPA as well. One could conclude that the VANTAGE experience for this cohort is a success for these students.

Although, there are only data for the VANTAGE versus non-VANTAGE students taking Environmental Science Exams in 2019 and 2020, it is interesting to note that the two groups of students had similar profiles in 2019 and 2020 making their average exam scores predictable. In 2019, the lower ACT Composite mean and the lower the average GPA, indicated that students would score slightly lower on the AP exam. With similar

GPA's in 2020, so too were the average AP exam scores for the AP Environmental Science exam for the two student groups.

The AP Computer Science Principles Exam indicated that VANTAGE students out-paced non-VANTAGE students, despite the profile of the VANTAGE student showing them having a lower GPA. However, the VANTAGE students had a higher ACT Composite. It will be interesting to note the trend in future years.

2020-21 Summary

The IB Business SL and AP Microeconomics courses were available to VANTAGE only students in 2020-21, and the tables below reflect the past six year's student performances for each of the courses. The increases in student results for IB Business SL can be attributed to both Male and Female performance, both combining for an all-time high mean score of **5.34**. The World-wide average increased to **5.65** from **4.77** the previous year. As stated previously, there was an increase among all World-wide averages mostly likely due to the two ways in which student scores are tabulated due to COVID. Some school districts only had student test scores used for the calculation, like in previous years, while other school districts saw student scores calculated by a combination of teacher input and performance with historical student work. VANTAGE student scores on the IB Business SL Exam have increased each year since 2017.

On the AP Microeconomics exam, there was a drop in average score for both Males and Females in the VANTAGE program, dropping to their all-time lowest levels. Although there was a decrease of **.44** points among VANTAGE students, there was also a drop in the Global average, which was **0.32** points. Again, most of the Global averages experienced a drop, since the AP Exams in 2020 were modified to open-book 45-minute exams.

For AP Psychology, VANTAGE students earned a mean score of **3.03** points with both Males and Females surpassing the Global average of **2.71**. Non-VANTAGE students fell behind the Global average with a score of **2.83** points. However, Males earned an average score of **3.01**, surpassing the Global average, while Females fell behind the Global average with a score of **2.70**. There is not enough AP Stats scores to report currently.

In 2021, AP Environment Science was only offered in the VANTAGE program, and there was a drop in mean scores both globally and among Minnetonka students. Minnetonka student averages dropped from **3.47** to **3.04**, while the Global average decreased from **2.84** to **2.67**. In addition to the different AP Exams in 2021, the score fluctuation among VANTAGE students was due to the low number of students tested, **7** Males and **16** Females, respectively.

In 2021, AP Seminar was offered to both VANTAGE and non-VANTAGE students. Although VANTAGE students were outperformed by non-VANTAGE students on this exam, the profile of the VANTAGE student enrolled in AP Seminar was significantly

different than that of the non-VANTAGE students. According to average ACT scores, the VANTAGE student earned an average score of **25.2** compared to the average ACT score of the non-VANTAGE student of **29.6**. In addition, there was a difference in GPA, with the VANTAGE student average GPA reaching **3.32** compared to a mean GPA of **3.57** for the non-VANTAGE student. The difference in average AP Seminar Exam scores was predictable based on the different profile of student in each of the programs.

Lastly, 2021 was the first year for Minnetonka students taking the AP Computer Science Principals Exam, and VANTAGE students averaged a score of **2.73** points and non-VANTAGE students earned an average score of **3.62** points. The Global average was **2.99** points. Like with AP Seminar, there is a different profile between the non-VANTAGE and VANTAGE student. The non-VANTAGE student average ACT score was **30.0**, with an average GPA of **3.51**. The VANTAGE student average ACT score was **26.0**, with an average GPA of **2.97**. One can conclude it is logical that exam scores would be different among the two student groups.

2021-22 Summary

The tables below represent average scores for Males and Females as well as all students from 2017-22. Since 2017, the mean scores have increased among students enrolled in the VANTAGE IB Business SL course. In 2017, the overall mean score was 4.25, and in 2022, the overall mean score was **5.09**. this was the third year in a row in which the IB average score for this course eclipsed the 5-point mark. Female performance has continued to improve over the years, with a slight drop-off of **0.17** points from 2021 to 2022. Males showed a sharper decline from 2021, dropping from **5.25** to **4.96** points. This drop impacted the overall mean scores for the course. However, students continue to perform at a high level on the IB Business SL Exam.

According to VANTAGE AP Microeconomics Exam results, after a drop-off in performance among both Males and Females in 2021, but student groups rebounded, eclipsing the 3-point mark on the exam in 2022. Males and Females earned the same average score, with only a **0.3**-point difference between the two groups. With an average score of **3.27**, this marks the highest all-time score among Females on this exam, and with a score of **3.30**, this is the second highest score among Males on the AP Microeconomics Exam.

Although the profiles of the VANTAGE and non-VANTAGE students taking the AP Psychology Exam are different in that non-VANTAGE students have a higher GPA and ACT Composite Score, the VANTAGE students outpaced the non-VANTAGE student by **0.10** points in the exam. The AP Stats Exam results show a more predictive performance between the two student groups in that the non-VANTAGE students earned higher average scores on the AP Stats Exam, out pacing the VANTAGE students by **0.75** points. Other than Male non-VANTAGE students, scores fell short of the 3-point range on AP Stats Exam.

This last section will discuss student results for AP Environmental Science, AP Seminar, and AP Computer Science Principles. Some scores could not be compared from one year to the next, because there was no comparison available between non-VANTAGE and VANTAGE students. However, the results for those exams were discussed previously in this report within the AP section. AP Environment Science results show that the profile of the VANTAGE student includes a lower average ACT score and GPA. It can be predicted that the VANTAGE student was outpaced by the non-VANTAGE student on this exam. However, both student groups yielded strong performances, with the non-VANTAGE student approaching the 4-point average score mark. Among VANTAGE students, Females out-performed males by 0.18 points, and among non-VANTAGE students, Males out-paced Females by 0.78 points. This is worth nothing for staff among both programs to understand that performances among both students in each classroom setting.

AP Seminar results from 2021 and 2022 show non-VANTAGE students surpassing VANTAGE students with Females out-pacing Males in 2021 in both programs. In 2022, Females earned higher average scores in the VANTAGE program and were outpaced by Males in the non-VANTAGE setting. Overall, non-VANTAGE students out-paced VANTAGE students the past two years predictably, as the non-VANTAGE students on average had higher average GPAs and mean ACT scores. However, both student group profiles are strong as were their performances on the AP Seminar Exams.

Lastly, AP Computer Science Principles Exam results have yielded the highest all-time average scores for both programs. In fact, VANTAGE students have now reached the 4-point mark on this exam overall with Female non-VANTAGE and VANTAGE students surpassing this threshold for the first time. Females out-paced Males on this exam in 2022, while the roles were reversed in 2021 for these student groups. Overall, the VANTAGE student taking this exam has a stronger academic profile than the non-VANTAGE student, and the results were predictably strong for the VANTAGE student. Both student groups reached high levels on this exam.

2022-23 Summary

The tables below represent average scores for Males and Females as well as all students from 2017-23. Since 2017, the mean scores have increased among students enrolled in the VANTAGE IB Business SL course, except for 2023. In 2017, the overall mean score was **4.25**, and in 2022, the overall mean score was **5.09**. Female performance has continued to improve over the years, with a slight drop-off of **0.17** points from 2021 to 2022. Males showed a sharper decline from 2021, dropping from **5.25** to **4.96** points. This drop impacted the overall mean scores for the course. However, students continue to perform at a high level on the IB Business SL Exam.

According to VANTAGE AP Microeconomics Exam results, after a drop-off in performance among both Males and Females in 2021, but student groups rebounded, eclipsing the 3-point mark on the exam in 2022. Males and Females earned the same average score, with only a **0.3**-point difference between the two groups. With an average

score of **3.27**, this marks the highest all-time score among Females on this exam, and with a score of **3.30**, this is the second highest score among Males on the AP Microeconomics Exam.

Although the profiles of the VANTAGE and non-VANTAGE students taking the AP Psychology Exam are different in that non-VANTAGE students have a higher GPA and ACT Composite Score, the VANTAGE students outpaced the non-VANTAGE student by **0.10** points in the exam. The AP Stats Exam results show a more predictive performance between the two student groups in that the non-VANTAGE students earned higher average scores on the AP Stats Exam, out pacing the VANTAGE students by **0.75** points. Other than Male non-VANTAGE students, scores fell short of the 3-point range on AP Stats Exam.

This last section will discuss student results for AP Environmental Science, AP Seminar, and AP Computer Science Principles. Some scores could not be compared from one year to the next, because there was no comparison available between non-VANTAGE and VANTAGE students. However, the results for those exams were discussed previously in this report within the AP section. AP Environment Science results show that the profile of the VANTAGE student includes a lower average ACT score and GPA. It can be predicted that the VANTAGE student was outpaced by the non-VANTAGE student on this exam. However, both student groups yielded strong performances, with the non-VANTAGE student approaching the 4-point average score mark. Among VANTAGE students, Females out-performed males by 0.18 points, and among non-VANTAGE students, Males out-paced Females by 0.78 points. This is worth nothing for staff among both programs to understand that performances among both students in each classroom setting.

AP Seminar results from 2021 and 2022 show non-VANTAGE students surpassing VANTAGE students with Females out-pacing Males in 2021 in both programs. In 2022, Females earned higher average scores in the VANTAGE program and were outpaced by Males in the non-VANTAGE setting. Overall, non-VANTAGE students out-paced VANTAGE students the past two years predictably, as the non-VANTAGE students on average had higher average GPAs and mean ACT scores. However, both student group profiles are strong as were their performances on the AP Seminar Exams.

Lastly, AP Computer Science Principles Exam results have yielded the highest all-time average scores for both programs. In fact, VANTAGE students have now reached the 4-point mark on this exam overall with Female non-VANTAGE and VANTAGE students surpassing this threshold for the first time. Females out-paced Males on this exam in 2022, while the roles were reversed in 2021 for these student groups. Overall, the VANTAGE student taking this exam has a stronger academic profile than the non-VANTAGE student, and the results were predictably strong for the VANTAGE student. Both student groups reached high levels on this exam.

VANTAGE IB Business SL 2017-2023

	2017		2018		2019		2020	
	<i>N</i>	Mean	<i>N</i>	Mean	<i>N</i>	Mean	<i>N</i>	Mean
VANTAGE	46	4.25	68	4.60	80	4.78	120	5.20
MALE	28	4.18	50	4.60	60	4.70	70	5.01
FEMALE	18	4.32	18	4.63	20	5.00	50	5.46

	2021		2022		2023	
	<i>N</i>	Mean	<i>N</i>	Mean	<i>N</i>	Mean
VANTAGE	99	5.34	150	5.09	150	4.73
MALE	69	5.25	104	4.96	105	4.70
FEMALE	30	5.57	46	5.40	45	4.80

VANTAGE AP Microeconomics 2017-2023

	2017		2018		2019		2020	
	<i>N</i>	Mean	<i>N</i>	Mean	<i>N</i>	Mean	<i>N</i>	Mean
VANTAGE	46	3.05	46	2.78	67	3.25	87	3.10
MALE	27	3.15	35	2.91	51	3.37	50	3.18
FEMALE	19	2.96	11	2.36	16	2.88	37	3.00

	2021		2022		2023	
	<i>N</i>	Mean	<i>N</i>	Mean	<i>N</i>	Mean
VANTAGE	93	2.68	124	3.29	125	3.38
MALE	64	2.70	87	3.30	88	3.5
FEMALE	29	2.62	37	3.27	37	3.11

2019 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender

	2019 GPA (weighted)			AP PSYCH		AP STATS		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	77	3.53	23	2.70	3.62	77	3.56	27.3	27.0
MALE	14	3.42	17	2.65	3.46	14	3.50	27.3	26.5
FEMALE	63	3.55	6	2.83	3.65	63	3.57	27.3	27.0
NON-VANTAGE	171	3.44	212	2.78	3.52	171	3.32	27.8	28.0
MALE	77	3.32	104	2.84	3.40	77	3.30	28.5	29.0
FEMALE	94	3.54	108	2.72	3.62	94	3.34	27.8	27.0

**2020 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2020 GPA (weighted)			AP PSYCH		AP STATS		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	80	3.36	59	2.66	3.52	71	3.77	26.8	27.0
MALE	20	3.13	41	2.76	3.20	17	3.94	28.3	29.5
FEMALE	60	3.43	18	2.44	3.57	54	3.72	26.3	26.0
NON-VANTAGE	222	3.45	165	2.97	3.55	202	3.51	28.6	29.0
MALE	96	3.32	72	3.13	3.36	86	3.47	29.4	30.0
FEMALE	126	3.54	93	2.85	3.68	116	3.55	27.9	28.0

**2021 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2021 GPA (weighted)			AP PSYCH		AP STATS		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	124	3.47	3.66	61	3.03	-	-	26.8	27.0
MALE	40	3.49	3.58	10	2.90	-	-	26.7	26.0
FEMALE	84	3.46	3.72	51	3.06	-	-	26.9	27.0
NON-VANTAGE	371	3.47	3.65	189	2.83	-	-	28.3	29.0
MALE	169	3.40	3.56	76	3.01	-	-	29.0	30.0
FEMALE	202	3.52	3.70	113	2.70	-	-	27.6	29.0

**2022 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2022 GPA (weighted)			AP PSYCH		AP STATS		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	146	3.47	3.53	63	3.35	75	2.21	26.0	25.0
MALE	69	3.36	3.46	14	3.86	51	2.18	26.3	25.0
FEMALE	77	3.57	3.67	49	3.20	24	2.29	25.7	24.0
NON-VANTAGE	312	3.53	3.62	160	3.25	131	2.96	27.9	28.0
MALE	121	3.45	3.53	64	3.16	52	3.21	28.7	29.0
FEMALE	191	3.58	3.71	96	3.31	79	2.80	27.3	27.0

**2023 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2023 GPA (weighted)			AP PSYCH		AP STATS		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	184	3.47	3.60	90	3.34	80	2.34	26.4	27.0
MALE	80	3.45	3.54	19	3.58	52	2.40	26.8	27.0
FEMALE	104	3.48	3.65	71	3.28	28	2.21	26.0	27.0
NON-VANTAGE	310	3.46	3.64	157	3.29	117	3.07	27.5	28.0
MALE	114	3.38	3.52	53	3.42	53	3.13	28.3	29.0
FEMALE	196	3.50	3.69	104	3.23	64	3.02	27.0	27.0

**2019 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2019 GPA (weighted)			AP ENV SCI		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	11	3.41	3.41	11	3.00	28.0	27.0
MALE	5	3.33	3.24	5	3.20	26.6	25.0
FEMALE	6	3.48	3.76	6	2.83	29.2	28.5
NON-VANTAGE	28	3.51	3.56	28	3.04	30.1	30.0
MALE	16	3.45	3.54	16	3.31	30.8	31.0
FEMALE	12	3.59	3.61	12	2.67	29.3	28.5

**2020 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2020 GPA (weighted)			AP ENV SCI		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	Mean	Mean	Median
VANTAGE	30	3.53	3.59	30	3.47	28.5	29.5
MALE	8	3.30	3.34	8	3.00	29.8	30.5
FEMALE	22	3.62	3.74	22	3.64	28.1	28.0
NON-VANTAGE	31	3.53	3.60	24	3.46	29.4	30.0
MALE	8	3.31	3.34	6	3.83	30.4	33.0
FEMALE	23	3.61	3.64	18	3.33	29.0	29.5

**2021 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2021 GPA (weighted)			AP ENV SCI		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	Mean	Mean	Median
VANTAGE	26	3.47	3.42	23	3.04	24.5	24.0
MALE	8	3.18	3.29	7	2.29	22.0	22.0
FEMALE	18	3.60	3.61	16	3.38	26.0	24.0
NON-VANTAGE	-	-	-	-	-	-	-
MALE	-	-	-	-	-	-	-
FEMALE	-	-	-	-	-	-	-

**2022 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2022 GPA (weighted)			AP ENV SCI		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	Mean	Mean	Median
VANTAGE	26	3.55	3.64	26	3.81	27.6	27.0
MALE	10	3.39	3.35	10	3.70	26.6	25.5
FEMALE	16	3.65	3.77	16	3.88	28.1	27.0
NON-VANTAGE	23	3.60	3.69	23	3.96	31.0	33.5
MALE	10	3.55	3.68	10	4.40	32.0	34.0
FEMALE	13	3.64	3.73	13	3.62	30.1	28.5

**2023 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2023 GPA (weighted)			AP ENV SCI		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	31	3.66	3.70	30	3.83	27.4	26.0
MALE	12	3.56	3.57	12	3.75	27.6	26.0
FEMALE	19	3.72	3.76	18	3.89	27.3	27.0
NON-VANTAGE	16	3.43	3.60	10	3.60	28.7	30.0
MALE	6	3.70	3.71	5	4.20	33.2	34.0
FEMALE	10	3.27	3.19	5	3.00	25.0	23.0

**2019 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2019 GPA (weighted)			AP SEMINAR		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	69	3.55	3.79	68	2.90	27.4	27.0
MALE	52	3.50	3.73	51	2.82	27.4	27.0
FEMALE	17	3.72	3.79	17	3.12	27.5	28.0
NON-VANTAGE	-	-	-	-	-	-	-
MALE	-	-	-	-	-	-	-
FEMALE	-	-	-	-	-	-	-

**2020 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2020 GPA (weighted)			AP SEMINAR		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	90	3.48	3.60	89	3.29	26.3	26.0
MALE	52	3.39	3.48	51	3.20	26.4	26.0
FEMALE	38	3.60	3.74	38	3.42	26.2	27.0
NON-VANTAGE	-	-	-	-	-	-	-
MALE	-	-	-	-	-	-	-
FEMALE	-	-	-	-	-	-	-

**2021 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2021 GPA (weighted)			AP SEMINAR		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	98	3.32	3.49	93	3.31	25.2	25.0
MALE	67	3.21	3.35	65	3.09	25.5	25.0
FEMALE	31	3.54	3.68	28	3.82	24.6	24.0
NON-VANTAGE	61	3.57	3.63	58	3.78	29.6	31.0
MALE	33	3.51	3.58	32	3.66	30.7	32.0
FEMALE	28	3.65	3.73	26	3.92	28.2	29.0

**2022 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2022 GPA (weighted)			AP SEMINAR		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	160	3.52	3.66	160	3.39	27.0	27.0
MALE	96	3.46	3.57	96	3.30	26.4	26.5
FEMALE	64	3.62	3.71	64	3.52	28.0	28.0
NON-VANTAGE	45	3.64	3.77	41	3.61	28.3	29.0
MALE	19	3.58	3.59	18	3.67	30.9	32.0
FEMALE	26	3.68	3.82	23	3.57	26.1	25.0

**2023 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2023 GPA (weighted)			AP SEMINAR		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	155	3.45	3.56	149	3.38	25.9	26.0
MALE	103	3.42	3.55	99	3.31	26.5	26.0
FEMALE	52	3.50	3.65	50	3.50	24.5	25.0
NON-VANTAGE	97	3.58	3.79	94	3.98	29.1	31.0
MALE	43	3.57	3.79	43	3.91	31.1	33.0
FEMALE	54	3.59	3.80	51	4.04	27.6	29.0

**2020 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2020 GPA (weighted)			AP COMP SCI PRIN		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	12	3.10	3.04	11	3.82	30.2	31.0
MALE	9	3.11	3.08	8	4.0	30.2	31.0
FEMALE	3	3.07	3.00	3	3.33	-	-
NON-VANTAGE	55	3.45	3.52	49	3.39	28.1	27.0
MALE	41	3.46	3.52	36	3.28	28.1	27.0
FEMALE	14	3.44	3.59	13	3.69	27.7	25.0

**2021 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2021 GPA (weighted)			AP COMP SCI PRIN		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	11	2.97	3.39	11	2.73	26.0	26.0
MALE	8	3.00	3.45	8	2.75	26.0	26.0
FEMALE	3	2.89	2.64	3	2.67	-	-
NON-VANTAGE	26	3.51	3.66	25	3.62	30.0	33.0
MALE	21	3.46	3.63	21	3.67	30.0	33.5
FEMALE	5	3.74	3.85	5	3.40	29.0	31.0

**2022 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2022 GPA (weighted)			AP COMP SCI PRIN		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	17	3.59	3.79	16	4.00	29.0	27.0
MALE	10	3.53	3.71	10	3.90	28.2	26.0
FEMALE	7	3.68	3.88	6	4.17	31.0	31.0
NON-VANTAGE	30	3.56	3.77	30	3.63	28.2	29.0
MALE	26	3.54	3.74	26	3.54	29.0	30.0
FEMALE	4	3.70	3.82	4	4.25	25.0	25.0

**2023 Total Number of VANTAGE and Non-VANTAGE Students taking IB and AP Tests with ACT and Grade Point Average (GPA) by Gender
(Including new courses)**

	2023 GPA (weighted)			AP COMP SCI PRIN		HIGHEST ACT	
	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>N</i>	<i>Mean</i>	<i>Mean</i>	<i>Median</i>
VANTAGE	22	3.29	3.27	22	3.23	26.5	26.0
MALE	16	3.24	3.22	16	3.31	25.4	24.5
FEMALE	6	3.41	3.42	6	3.00	30.3	30.0
NON-VANTAGE	73	3.49	3.65	69	3.45	29.5	30.0
MALE	61	3.45	3.62	59	3.32	29.2	30.0
FEMALE	12	3.73	3.86	10	4.20	30.8	31.5

SUMMARY

Student performance was strong on the ACT Test despite not having as many students retake the assessment as in past years either due to COVID or because many colleges/universities made the test optional for admissions. Students will continue to perform at high levels due to the increased rigor of the academic program at earlier grade levels and the ongoing work to improve rigor at the Junior and Senior levels. More students are coming to the High School prepared to take more challenging coursework, thus preparing them for national exams such as the ACT and SAT.

AP and IB exam results were impacted by COVID in recent years, and Minnetonka students rebounded in both areas with all-time high average scores in some areas. As both the IB and AP programs grow, more students with varying academic performance may be taking those courses. This may result in dips in performance in some areas. As more students become accustomed to the rigor required in these courses, the effect should be mitigated.

RECOMMENDATIONS

English and Reading

It will be important for staff to continue to invest in staff development to create a stronger and more united Departmental focus on alignment with the essential learnings reflected in the ACT, IB, and AP Tests valued by colleges and universities.

Student performance declined on the SAT Test compared to last year. Teachers will need to study the new SAT Test as the changes are more aligned with the Career and College Readiness Standards.

The entire English and Math Departments will need to continue to stay committed to introducing more rigorous coursework and to challenge students daily to stretch academically.

Math

ACT Math subtest scores indicate that District Math teachers will need to focus on the three areas critical for success on the ACT Math Test: Pre-Algebra/Elementary Algebra, Intermediate Algebra/Coordinate Geometry, and Plane Geometry/Trigonometry.

As the Department analyzes ACT Practice Test results, staff will need to develop strategies to reach a broader audience and will need to focus more deeply on the three elements of the Math Test noted above.

In addition, IB Math scores rebounded last year on all IB Math tests. Overall, Math teachers will need to continue work with school leadership in order to identify important areas for growth to ensure students are able to perform at their highest levels on these exams.

Science

The Science Department will need to continue to look carefully at how problem-solving skills can be better integrated into the Science curriculum and continue to study course options for all students.

Six out of seven AP Science exams increased or remained the same, while three out of four IB exams showed an increase in average score. IB teachers have spent time in the past five years adjusting the course to align more closely to the IB outcomes. This will continue to be monitored, and IB Biology and Physics courses had new exams that began in May 2016, in which staff will need to continue the teacher re-training process.

World Language

IB World Language teachers will need to continue to focus energy and resources on the written assessments, and continue to set a goal for the school average to match or exceed the World-wide average in their course.

World Language teachers will continue to focus on studying the AP Exams carefully to ensure student success each year. Teachers plan to attend AP training regularly in order to maintain their focus on the end result. Teachers will need to work backward from what they learn to plan lessons and assessments accordingly, especially as more Language Immersion students enter the program in the coming years. Staff have been trained on the Integrated Performance Assessment (IPA) model, and this form of common assessment should help to pay positive dividends for years to come for students.

VANTAGE

Overall, VANTAGE students are making great strides on important metrics while gaining an experience that will prove to be valuable for them as they move to the next level beyond high school. The profile of the VANTAGE student shows in most cases that with a lower overall GPA or lower all ACT Composite score, VANTAGE students continue to score highly on AP and IB exams relative to their non-VANTAGE counterparts. It will be important for VANTAGE instructors to continue to ensure alignment among the courses in which they teach and the IB and AP exams.

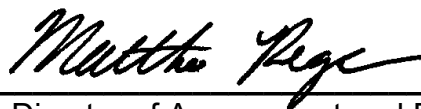
CONCLUSIONS

Minnetonka students are performing at high levels of achievement on a nationally or internationally competitive level and are well prepared to be successful on standardized assessments. Multiple measures of student achievement using different assessments are essential. It is important to measure IB, AP, and classroom performance to obtain a valid picture of overall achievement. Preparing students for the rigor of IB is critical as the program continues to grow. With the addition of more rigorous math courses at earlier grades, academic expectations are already raised. Continual training will be critical to helping teachers prepare for the demands of the IB and AP classrooms. The academic program in Minnetonka is rigorous, and members of the community should expect this culture of academic rigor and excellence to grow in the coming years.

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by:



Matt Rega, Director of Assessment and Evaluation

Concurrence:



David Law, Superintendent

INFORMATION

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

Board Agenda Item VI.

Title: Nutrition Services Update

Date: September 7, 2023

EXECUTIVE SUMMARY:


As part of the District Goals for 2023-2024, the School Board has included the successful implementation of the recently approved no-cost meal legislation including breakfast at every site. There is also a continued focus on fully staffing all sites in Nutrition Services and increasing the variety and quality of meals available for students.

Nutrition Services Staff will give an update to the School Board on the initial roll-out of the breakfast program during the first week of school, as well as progress updates on staffing and meal offerings for students.

RECOMMENDATION/FUTURE DIRECTION:

This update is provided for the School Board's information.

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

Concurrence: 
David Law, Superintendent

APPROVAL

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

Board Agenda Item VII.

Title: Policy Approvals

Date: September 7, 2023

BACKGROUND

Administration is making recommendations for policies due to recent legislative changes.

The following policies were reviewed by the Board and Administration at the Board's study session on August 17. They are now recommended for approval:

- Policy #424: License Status
- Policy #515: Protection and Privacy of Pupil Records
- Policy #534: Equal Educational Opportunity
- Policy #516.1: Overdose Medication
- Policy #419: Tobacco-Free Environment
- Policy #418: Drug-Free Workplace/Drug-Free School

RECOMMENDATION/FUTURE DIRECTION:

That the School Board approve the policies as presented.

Submitted by:



Anjie Flowers, Executive Director of Human Resources

Concurrence:



David Law, Superintendent

MINNETONKA PUBLIC SCHOOLS

Policy 424: LICENSE STATUS

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers and administrators are employed by the District and that the District fulfill its duty to ascertain the licensure status of its teachers and administrators. A school board that employs a teacher or administrator who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher or administrator's duty and responsibility to maintain a current and valid license.

II. GENERAL STATEMENT OF POLICY

- A. A qualified teacher or administrator is one holding a valid license to perform the particular service for which the teacher or administrator is employed by the District.
- B. No person shall be a qualified teacher or administrator until that person has filed for record with the Superintendent or designee, a license, or a copy thereof, authorizing that person to teach or be an administrator in the District and perform the particular service for which the teacher or administrator is employed by the District, or otherwise meets the requirements of Minnesota law.
- C. The District has a duty to ascertain the licensure status of its teachers and administrators and ensure that the District's teacher and administrator license files are up to date. The District shall establish a procedure for annually reviewing its teacher and administration license files to verify that every teacher or administrator's license is current and appropriate to the particular service for which the teacher or administrator is employed by the District.
- ~~C.D.~~ The school district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.

Legal References:

Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)

Minn. Stat. § 122A.40 (Employment; Contracts; Termination – Immediate Discharge)
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)
Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)
Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)
In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992,
affirmed, 1993 WL 129639 (Minn. App. 1993)

Approved: March 4, 2004

Reviewed: August 17, 2023

Approved: September 7, 2023

MINNETONKA PUBLIC SCHOOLS

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Approved: March 4, 2004

Reviewed: August 17, 2023

Approved: September 7, 2023

MINNETONKA PUBLIC SCHOOLS

Policy 515: PROTECTION AND PRIVACY OF PUPIL RECORDS

I. POLICY STATEMENT

The School District recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the School District, pursuant to the requirements of 20 U.S.C. § 1232g, et Seq., (Family Educational Rights and Privacy Act) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and Minn. Rules Pts. 1205.0100 to 1205.2000.

III. DEFINITIONS

- A. **Dates of Attendance** Dates of attendance, as referred to in Directory Information, means the period of time during which a student attends or attended a school or schools in the School District. The term does not include specific daily records of a student's attendance at a school or schools in the School District.
- B. **Student** Student includes any individual who is or has been in attendance, enrolled or registered at the School District and regarding whom the School District maintains education records. Student also includes applicants for enrollment or registration at the School District, and individuals who receive shared time educational services from the School District.
- C. **Personally Identifiable** Personally identifiable means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number; (e) a list of personal characteristics that would make the student's identity easily traceable; or other information that would make the student's identity easily traceable.
- D. **Record** Record means any information or data recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.
- E. **Directory Information** Directory information means information contained in an

education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, ~~address, telephone listing~~, photograph, date of birth, major field of study, ~~dates of attendance~~, grade level, enrollment status (i.e. full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended. It also includes the name, ~~address and telephone number of the~~ of the student's parent(s) as defined in this policy. Directory information does not include personally identifiable data which references religion, race, color, social position or nationality.

- F. **Responsible Authority** Responsible authority means the Superintendent of Schools.
- G. **School Official** School official includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a consultant, a secretary, a clerk, as public information officer or data practices compliance official, an attorney or an auditor for the period of his or her performance as an employee or contractor.
- H. **Summary Data** Summary data means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.
- I. **Education Records**
 - 1. Education records means those records which: (1) are directly related to a student; and (2) are maintained by the School District or by a party acting for the School District.
 - 2. Education records do not include:
 - a. Records of instructional personnel which: (1) are in the sole possession of the maker of the record; and (2) are not accessible or revealed to any other individual except a substitute teacher; and (3) are destroyed at the end of the year.
 - b. Records of a law enforcement unit of the School District, provided educational records maintained by the School District are not disclosed to the unit, and the law enforcement records are: (1) maintained separately from education records; (2) maintained solely for law enforcement purposes; and (3) disclosed only to law enforcement officials of the same jurisdiction.
 - c. Records relating to an individual, including a student, who is employed by the School District which: (1) are made and maintained

in the normal course of business; (2) relate exclusively to the individual in that individual's capacity as an employee; and (3) are not available for use for any other purpose. However, these provisions shall not apply to records relating to an individual in attendance at the School District who is employed as a result of his or her status as a student.

- d. Records relating to an eligible student, or a student attending an institution of postsecondary education, which are: (1) made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity; (2) made, maintained, or used only in connection with the provision of treatment to the student; and (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the School District.
- e. Records that only contain information about an individual after he or she is no longer a student at the School District.

J. **Eligible Student** Eligible student means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

K. **Juvenile Justice System** Juvenile justice system includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

L. **Legitimate Educational Interest** Legitimate educational interest includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

- 1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
- 2. Perform a supervisory or instructional task directly related to the student's education; or
- 3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.
- 4. Perform a task directly related to responding to a request for data.

M. **Parent** Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The School District may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a

state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

- N. **Dependent Student** A dependent student is an individual who during each of five (5) calendar months during the calendar year in which the taxable year of the parent begins is a full-time student at a school or an educational institution or is pursuing a full-time course of instructional on farm training under the supervision of an accredited agent of an educational institution or of a state or political subdivision of the state.

IV. **GENERAL CLASSIFICATION**

State law provides that all data collected, created, received or maintained by a School District is public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a School District which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of 20 U.S.C. § 1232g and the regulations promulgated thereunder.

V. **STATEMENT OF RIGHTS**

- A. **Rights of Parents and Eligible Students** Parents and eligible students have the following rights under this policy:
1. The right to inspect and review the student's education records;
 2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
 3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
 4. The right to refuse release of 11th and 12th grade students' names, addresses, and home telephone numbers to military recruiting officers;
 5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the federal law and the regulations promulgated thereunder;
 6. The right to be informed about rights under the federal law; and
 7. The right to obtain a copy of this policy at the location set forth in the COPIES OF POLICY section of this policy.
- B. All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post

secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the educational records of such student without first obtaining the consent of the student.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The School District shall obtain a signed and dated written consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
 - a. specification of the records to be disclosed;
 - b. the purpose or purposes of the disclosure;
 - c. the party or class of parties to whom the disclosure may be made; and
 - d. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision and:
 - a. if the parent or eligible student so requests, the School District shall provide him or her with a copy of the records disclosed; and
 - b. if the parent of a student who is not an eligible student so requests, the School District shall provide the student with a copy of the records disclosed.
4. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
 - a. in plain language;
 - b. dated;
 - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
 - d. specific as to the nature of the information the subject is authorizing to be disclosed;

- e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
- f. specific as to the purpose or purposes for which the information may be used by any of the parties named in clause (e) above, both at the time of the disclosure and at any time in the future; and
- g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for life insurance or non-cancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy.

- 5. **Eligible Student Consent** Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in the STATEMENT OF RIGHTS section of this policy.

B. **Prior Consent for Disclosure Not Required** The School District may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

- 1. To other school officials, including teachers, within the School District whom the School District determines have a legitimate educational interest in such records;
- 2. To officials of other schools or School Districts in which the student seeks or intends to enroll. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon. The records also shall include a copy of any probable cause notice or any disposition or court order under

Minn. Stat. § 260B. 171, unless the data are required to be destroyed under Minn. Stat. § 120A.22, Subd. 7 © or § 121A.75. Upon request, the School District will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with the REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA section of this policy;

- 3. To parents of a dependent student;
- 4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Children, Families and Learning or his or her representative, subject to the

conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, and if the information is necessary for such purposes as to:
 - a. determine eligibility for the aid;
 - b. determine the amount of the aid;
 - c. determine conditions for the aid; or
 - d. enforce the terms and conditions of the aid.

"Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the School District that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the School District shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;
7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization and the information is destroyed when no longer needed for the purposes for which the study was conducted. For purposes of this provision, the term "organizations" includes, but is not limited to, federal, state and local agencies and independent organizations. In the event the Department of Children, Families and Learning determines that a third party outside of the School District to whom information is disclosed violates this provision, the School District may not allow that third party access to personally identifiable information from education records for at

least five years;

8. To accrediting organizations in order to carry out their accrediting functions;
9. To comply with a judicial order or lawfully issued subpoena, provided, however, that the School District makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed. In addition, if the School District initiates legal action against a parent or student it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the School District to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the School District, the School District may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the School District to defend itself;
10. To appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. In addition, an educational agency or institution may include in the educational records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the School District and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;
11. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals.
12. Information the School District has designated as "directory information" pursuant to the RELEASE OF DIRECTORY INFORMATION section of this policy;
13. To military recruiting officers pursuant to the MILITARY RECRUITMENT section of this policy;
14. To the parent of a student who is not an eligible student or to the student himself or herself;
15. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or

disability to individuals in the public educational agency or institution in which the investigation is being conducted;

16. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students; or
17. To the juvenile justice system, upon written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a. The following information about a student must be disclosed; a student's full name, home address, telephone number, date of birth; a student's school schedule, attendance record, and photographs, if any; any parents' names, home addresses, and telephone numbers.
 - b. The existence of the following information about a student, not the actual data or other information contained in the student's educational record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify
 - c. The student's parents or guardian by certified mail of the request to disclose information.
 - d. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within 14 days, the school official must respond to the request for information.

The written requests of the juvenile justice system members(s) as well as a record of any release must be maintained in the student's file.

- e. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minn. Stat. § 260B.171, Subd. 3. The principal must notify the counselor immediately and must place the disposition

order in the student's permanent educational record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff.

The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian.

- f. To the principal where the student attends, if it is information from a peace officer record of children received by a superintendent under Minn. Stat. § 260B.171, Subd. 5. The principal must place the information in the student's educational record. The principal also must notify immediately any teacher, counselor or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability.

Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer notice. Peace officer record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as

otherwise required by law.

The principal must delete the peace officer's report and notice from the student's educational record and destroy the data and make reasonable efforts to notify the teacher, counselor, staff member, administrator, substitute or volunteer who received the data from the peace officer notice if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action.

VII. RELEASE OF DIRECTORY INFORMATION

- A. **Classification Directory** information is public except as provided herein.
- B. **Former Students** The School District may disclose directory information from the education records generated by it regarding an individual who is no longer in attendance within the School District without meeting the requirements set forth in 7.3
- C. **Present Students and Parents** The School District may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. Prior to such disclosure the School District shall:
 - 1. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:
 - a. The types of personally identifiable information regarding students and/or parents that the School District has designated as directory information;
 - b. The parent's or eligible student's right to refuse to let the School District designate any or all of those types of information about the student and/or the parent as directory information; and a. The period of time in which a parent or eligible student has to notify the School District in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.
 - 2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the School District, in writing, that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy.
- D. **Procedure for Obtaining Nondisclosure of Directory Information** The parent's or eligible student's written notice shall be directed to the responsible authority and shall

include the following:

1. Name of the student and/or parent, as appropriate;
 2. Home address;
 3. School presently attended by student;
 4. Parent's legal relationship to student, if applicable; and
 5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.
- E. **Duration** The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

- A. **Private Records** For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The School District may not disclose private records or their contents except as summary data, or except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy, without the prior written consent of the parent or the eligible student.
- B. **Private Records Not Accessible to Parent** In certain cases state law intends, and clearly provides, that certain information contained in the education records of the School District pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.
1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:
 - a. Whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
 - b. Whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

- c. Whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
 - d. Whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
 - e. Whether the data concerns medical, dental or other health services provided pursuant to Minn. Stat. §§ 144.341 to 144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.
- C. **Private Records Not Accessible to Student Students** shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

- A. **Confidential Records** Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.
- B. **Reports Under the Maltreatment of Minors Reporting Act** Pursuant to Minn. Stat. § 626.556, reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the School District. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff or the local police department subject to the provisions of Minn. Stat. § 626.556, Subd. 11.
- C. **Investigative Data** Data collected by the School District as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.
 - 1. The School District may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency or the public if the School District determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
 - 2. A complainant has access to a statement he or she provided to the School District.
 - 3. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not

public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

- a. A decision by the School District, or by the chief attorney for the School District, not to pursue the civil legal action. However, such investigation may subsequently become active if the School District or its attorney decides to renew the civil legal action;
 - b. The expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
 - c. The exhaustion or expiration of rights of appeal by either party to the civil legal action.
4. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative or arbitration proceedings.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all School District records pertaining to the student, including any tests or reports upon which the action proposed by the School District may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. § 121A.40, et seq.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITMENT OFFICERS

- A. The School District must release, without parent or student consent, the names, addresses, and home telephone numbers of students enrolled in grades 11 and 12 to military recruiting officers within 60 days after the date of the request.
- B. Data released to military recruiting officers under this provision:
 1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.
 3. A parent or eligible student has the right to refuse the release of the above information to military recruiting officers. To refuse the release of the above information to military recruiting officers, a parent or eligible student must notify the responsible authority, the Minnetonka High School Principal, in writing, by October 1 each year. The written request must include the following information:

- a. Name of student and parent, as appropriate;
 - b. Home address;
 - c. Student's grade level;
 - d. School presently attended by student;
 - e. Parent's legal relationship to student, if applicable; and
 - f. Specific category or categories of information which are to be released to military recruiters;
 - g. Specific category or categories of directory information which are not to be released to the public, including military recruiters.
4. Annually, the School District will provide public notification through the district and school newsletters to inform the parents and eligible students of the parent's or eligible student's right to refuse to release the names, addresses, and home phone numbers of students enrolled in the 11th and 12th grades.
5. A parent or eligible student's refusal to release the above information to military recruiting officers does not affect the School District's release of directory information to the public, which includes military recruiting officers.

In order to make any directory information about a student private, the procedures contained in the RELEASE OF DIRECTORY INFORMATION section of this policy also must be followed. Accordingly, to the extent the School District has designated the name, address, phone number and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to military recruiting officers as well as other members of the public.

XII. LIMITS ON REDISCLOSURE

A. **Redisclosure** Consistent with the requirements herein, the School District may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees and agents of any party receiving personally identifiable information under this Section may use the information, but only for the purposes for which the disclosure was made.

B. **Redisclosure Not Prohibited**

1. The School District may disclose personally identifiable information under the DISCLOSURE OF EDUCATION RECORDS section of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the School District provided that:
 - a. The disclosures meet the requirements of the DISCLOSURE

OF EDUCATION RECORDS section of this policy;

- b. and The School District has complied with the record-keeping requirements of the RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING section of this policy.
- 2. Requirements of this section do not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student, or to parents of dependent students.
- C. **Classification of Disclosed Data** The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the School District.
- D. **Notification** The School District shall, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, or disclosures to a parent or student, inform the party to whom a disclosure is made of the requirements set forth in this Section. In the event that a third party improperly rediscloses personally identifiable information from education records, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

XIII. RESPONSIBLE AUTHORITY, RECORD SECURITY; AND RECORD KEEPING

- A. **Responsible Authority** The responsible authority shall be responsible for the maintenance and security of student records. The responsible authority for Minnetonka Schools is the Superintendent of Schools.
- B. **Record Security** The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.
- C. **Plan for Securing Student Records** The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:
 - 1. A description of records maintained;
 - 2. Titles and addresses of person(s) responsible for the security of student records;
 - 3. Location of student records, by category, in the buildings;
 - 4. Means of securing student records; and

5. Procedures for access and disclosure.

D. **Review of Written Plan for Securing Student Records** The responsible authority shall review the plans submitted pursuant to this section for compliance with the law, this policy, and the various administrative policies of the School District. The responsible authority shall then update the administrative procedures as part of this policy.

E. **Record Keeping**

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:
 - a. The parties who have requested or received personally identifiable information from the education records of the student; and
 - b. The legitimate interests these parties had in requesting or obtaining the information;
2. In the event the School District discloses personally identifiable information from an education record of a student pursuant to the LIMITS ON REDISCLOSURE section of this policy, the record of disclosure required under this Section shall also include:
 - a. the names of the additional parties to which the receiving party may disclose the information of behalf of the School District; and
 - b. the legitimate interests under the DISCLOSURE OF EDUCATION RECORDS section of this policy which each of the additional parties has in requesting or obtaining the information.
3. The record of requests of disclosures may be inspected by:
 - a. the parent of the student or the eligible student;
 - b. the school official or his or her assistants who are responsible for the custody of the records; and
 - c. the parties authorized by law to audit the record-keeping procedures of the School District.
4. The record of requests and disclosures shall be maintained with the education records of the student as long as the School District maintains the student's education records.
5. The above paragraphs of Record Keeping does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests

by or disclosures to other school officials under the DISCLOSURE OF EDUCATION RECORDS section of this policy, to requests for disclosures of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, or to a party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

- A. **Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is also a Dependent Student** The School District shall permit the parent of a student, an eligible student or the parent of an eligible student who is also a dependent student who is or has been in attendance in the School District to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in the DISCLOSURE OF PRIVATE RECORDS section of this policy.
- B. **Response to Request for Access** The School District shall respond to any request pursuant to Section 14.1 of this policy, immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays.
- C. **Right to Inspect and Review** The right to inspect and review education records includes:
 - 1. The right to a response from the School District to reasonable requests for explanations and interpretations of records; and
 - 2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the School District shall provide the parent or eligible student with a copy of the records requested, or make other arrangements for the parent or eligible student to inspect and review the requested records.
- D. **Form of Request** Parents or eligible students shall submit to the School District a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.
- E. **Collection of Student Records** If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the School District shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.
- F. **Records Containing: Information on More Than One Student** If the education

records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

- G. **Authority to Inspect or Review** The School District may presume that either parent of the student has authority to inspect or review the education records of a student unless the School District has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation or custody which provides to the contrary.

H. **Fees for Copies of Records**

1. The School District shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the School District shall consider the following:
 - a. the cost of materials, including paper, used to provide the copies;
 - b. the cost of the labor required to prepare the copies;
 - c. any schedule of standard copying charges established by the School District in its normal course of operations;
 - d. any special costs necessary to produce such copies from machine based recordkeeping systems, including but not limited to computers and microfilm systems; and
 - e. mailing costs.
2. The cost of providing copies shall be borne by the parent or eligible student.
3. The responsible authority³⁵ however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent the parent or eligible student from exercising their right to inspect or review the student's education records.
4. The School District reserves the right to make a charge for copies such as transcripts it forwards to potential employers or post-secondary institutions for employment or admissions purposes. The fee for such copies and other copies forwarded to third parties with prior consent as a convenience will be actual search/retrieval and copying costs, plus postage if that is involved.

XV. **REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA**

- A. **Request to Amend Education Records** The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading or violates the privacy or other rights of the student

may request that the School District amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the School District to make. The request shall be signed and dated by the requestor.
2. The School District shall decide whether to amend the education records of the student in accordance with the request within a reasonable period of time after receiving the request.
3. If the School District decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing.

B. Right to a Hearing If the School District refuses to amend the education records of a students, the School District, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading. Or otherwise in violation of the privacy or other rights of the student.

1. If, as a result of the hearing, the School District decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the School District decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the School District, or both.
3. Any statement placed in the education records of the student shall:
 - a. Be maintained by the School District as part of the education records of the student so long as the record or contested portion thereof is maintained by the School District; and
 - b. If the education records of the student or the contested portion thereof is disclosed by the School District to any party, the explanation shall also be disclosed by the School District to any party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the School District has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the School District, who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The School District shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

- D. **Appeal** The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of the Minn. Stat. Ch. 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means ~~Assistant Superintendent of Administration and Accountability~~ Executive Director of Human Resources.

XVII. COMPLAINTS FOR NONCOMPLIANCE

- A. **Where to File Complaints** Complaints can be filed with the Commissioner of Administration, State of Minnesota, 50 Sherburne Avenue, St. Paul, MN 55155.

Complaints regarding alleged violations of rights accorded parents and eligible students by 20 U.S.C. §1232g, and the rules promulgated thereunder, shall be submitted in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S. W., Washington, D.C. 20202-4605.

- B. **Content of Complaint** A complaint filed pursuant to this Section must contain specific allegations of fact giving reasonable cause to believe that a violation of 20 U.S.C. § 1232g and the rules promulgated thereunder has occurred.

XVIII. WAIVER A parent or eligible student may waive any of his or her rights provided herein pursuant to 20 U.S.C. §1232g. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The School District may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. **Contents of Notice** The School District shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the School District to comply with the requirements of 20 U.S.C. § 1232g, and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the School District has determined to have legitimate educational interests; and
6. That the School District forwards education records on request to a school in which a student seeks or intends to enroll.

B. **Notification to Parents of Students Having a Primary Home Language Other Than English** The School District shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. **Notification to Parents or Eligible Students who ~~are Disabled~~ have a disability** The School District shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS Destruction and retention of records by the School District shall be controlled by state and federal law, as follows:

- A. The District shall comply with the records retention schedule approved by the Minnesota Department of Administration.
- B. For data not listed under the retention schedule approved by the Minnesota Department of Administration, the School District shall comply with the authority of the proper state or federal agency.
- C. The administration shall develop procedures to assure compliance with state and federal authority on data retention and destruction of records.

XXI. COPIES OF POLICY Copies of this policy may be obtained by parents and eligible students at the Office of the Superintendent.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 121A.75 (Sharing Disposition Order and Peace Officer Records) Minn. Stat. § 121A.40 to 121A.56 (The Pupil Fair Dismissal Act) Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)

Minn. Stat. § 260 B.171, 3 Subds. 3 and 5 (Delinquent Juvenile and Peace Officer Records of Children)

Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors) Minn. Rules Pts. 1205.0100-1205.2000

20 U.S.C. Sec. 1232g et. seq. (Family Educational Rights and Privacy Act) 26 U.S.C. Secs. 151 and 152 (Internal Revenue Code)

34 C.F.R. Secs. 99.1-99.67

Policy Adopted: 5/1/08

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MINNETONKA PUBLIC SCHOOLS

Policy 515: PROTECTION AND PRIVACY OF PUPIL RECORDS

I. POLICY STATEMENT

The School District recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the School District, pursuant to the requirements of 20 U.S.C. § 1232g, et Seq., (Family Educational Rights and Privacy Act) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and Minn. Rules Pts. 1205.0100 to 1205.2000.

III. DEFINITIONS

- A. **Dates of Attendance** Dates of attendance, as referred to in Directory Information, means the period of time during which a student attends or attended a school or schools in the School District. The term does not include specific daily records of a student's attendance at a school or schools in the School District.
- B. **Student** Student includes any individual who is or has been in attendance, enrolled or registered at the School District and regarding whom the School District maintains education records. Student also includes applicants for enrollment or registration at the School District, and individuals who receive shared time educational services from the School District.
- C. **Personally Identifiable** Personally identifiable means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number; (e) a list of personal characteristics that would make the student's identity easily traceable; or other information that would make the student's identity easily traceable.
- D. **Record** Record means any information or data recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.
- E. **Directory Information** Directory information means information contained in an

education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, photograph, date of birth, major field of study, **dates of attendance**, grade level, enrollment status (i.e. full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended. It also includes the name, student's parent(s) as defined in this policy. Directory information does not include personally identifiable data which references religion, race, color, social position or nationality.

- F. **Responsible Authority** Responsible authority means the Superintendent of Schools.
- G. **School Official** School official includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a consultant, a secretary, a clerk, as public information officer or data practices compliance official, an attorney or an auditor for the period of his or her performance as an employee or contractor.
- H. **Summary Data** Summary data means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.
- I. **Education Records**
 - 1. Education records means those records which: (1) are directly related to a student; and (2) are maintained by the School District or by a party acting for the School District.
 - 2. Education records do not include:
 - a. Records of instructional personnel which: (1) are in the sole possession of the maker of the record; and (2) are not accessible or revealed to any other individual except a substitute teacher; and (3) are destroyed at the end of the year.
 - b. Records of a law enforcement unit of the School District, provided educational records maintained by the School District are not disclosed to the unit, and the law enforcement records are: (1) maintained separately from education records; (2) maintained solely for law enforcement purposes; and (3) disclosed only to law enforcement officials of the same jurisdiction.
 - c. Records relating to an individual, including a student, who is employed by the School District which: (1) are made and maintained in the normal course of business; (2) relate exclusively to the

individual in that individual's capacity as an employee; and (3) are not available for use for any other purpose. However, these provisions shall not apply to records relating to an individual in attendance at the School District who is employed as a result of his or her status as a student.

- d. Records relating to an eligible student, or a student attending an institution of postsecondary education, which are: (1) made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity; (2) made, maintained, or used only in connection with the provision of treatment to the student; and (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the School District.
- e. Records that only contain information about an individual after he or she is no longer a student at the School District.

J. **Eligible Student** Eligible student means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

K. **Juvenile Justice System** Juvenile justice system includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

L. **Legitimate Educational Interest** Legitimate educational interest includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

- 1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
- 2. Perform a supervisory or instructional task directly related to the student's education; or
- 3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.
- 4. Perform a task directly related to responding to a request for data.

M. **Parent** Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The School District may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation

or child custody, or a legally binding instrument which provides to the contrary.

- N. **Dependent Student** A dependent student is an individual who during each of five (5) calendar months during the calendar year in which the taxable year of the parent begins is a full-time student at a school or an educational institution or is pursuing a full-time course of instructional on farm training under the supervision of an accredited agent of an educational institution or of a state or political subdivision of the state.

IV. **GENERAL CLASSIFICATION**

State law provides that all data collected, created, received or maintained by a School District is public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a School District which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of 20 U.S.C. § 1232g and the regulations promulgated thereunder.

V. **STATEMENT OF RIGHTS**

- A. **Rights of Parents and Eligible Students** Parents and eligible students have the following rights under this policy:
1. The right to inspect and review the student's education records;
 2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
 3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
 4. The right to refuse release of 11th and 12th grade students' names, addresses, and home telephone numbers to military recruiting officers;
 5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the federal law and the regulations promulgated thereunder;
 6. The right to be informed about rights under the federal law; and
 7. The right to obtain a copy of this policy at the location set forth in the COPIES OF POLICY section of this policy.

- B. All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the educational records of such student without first obtaining the consent of the student.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The School District shall obtain a signed and dated written consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
 - a. specification of the records to be disclosed;
 - b. the purpose or purposes of the disclosure;
 - c. the party or class of parties to whom the disclosure may be made; and
 - d. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision and:
 - a. if the parent or eligible student so requests, the School District shall provide him or her with a copy of the records disclosed; and
 - b. if the parent of a student who is not an eligible student so requests, the School District shall provide the student with a copy of the records disclosed.
4. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
 - a. in plain language;
 - b. dated;
 - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

- d. specific as to the nature of the information the subject is authorizing to be disclosed;
- e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
- f. specific as to the purpose or purposes for which the information may be used by any of the parties named in clause (e) above, both at the time of the disclosure and at any time in the future; and
- g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for life insurance or non-cancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy.

- 5. **Eligible Student Consent** Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in the STATEMENT OF RIGHTS section of this policy.

B. Prior Consent for Disclosure Not Required The School District may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

- 1. To other school officials, including teachers, within the School District whom the School District determines have a legitimate educational interest in such records;
- 2. To officials of other schools or School Districts in which the student seeks or intends to enroll. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon. The records also shall include a copy of any probable cause notice or any disposition or court order under

Minn. Stat. § 260B. 171, unless the data are required to be destroyed under Minn. Stat. § 120A.22, Subd. 7 © or § 121A.75. Upon request, the School District will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with the REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA section of this policy;

- 3. To parents of a dependent student;
- 4. To authorized representatives of the Comptroller General of the United

States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Children, Families and Learning or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, and if the information is necessary for such purposes as to:
 - a. determine eligibility for the aid;
 - b. determine the amount of the aid;
 - c. determine conditions for the aid; or
 - d. enforce the terms and conditions of the aid.

"Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the School District that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the School District shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;
7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization and the information is destroyed when no longer needed for the purposes for which the study was conducted. For purposes of this provision, the term "organizations" includes, but is not limited to, federal, state and local agencies and independent organizations. In the event the Department of Children, Families and Learning determines that

a third party outside of the School District to whom information is disclosed violates this provision, the School District may not allow that third party access to personally identifiable information from education records for at least five years;

8. To accrediting organizations in order to carry out their accrediting functions;
9. To comply with a judicial order or lawfully issued subpoena, provided, however, that the School District makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed. In addition, if the School District initiates legal action against a parent or student it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the School District to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the School District, the School District may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the School District to defend itself;
10. To appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. In addition, an educational agency or institution may include in the educational records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the School District and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;
11. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals.
12. Information the School District has designated as "directory information" pursuant to the RELEASE OF DIRECTORY INFORMATION section of this policy;
13. To military recruiting officers pursuant to the MILITARY RECRUITMENT section of this policy;
14. To the parent of a student who is not an eligible student or to the student himself or herself;

15. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
16. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students; or
17. To the juvenile justice system, upon written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a. The following information about a student must be disclosed; a student's full name, home address, telephone number, date of birth; a student's school schedule, attendance record, and photographs, if any; any parents' names, home addresses, and telephone numbers.
 - b. The existence of the following information about a student, not the actual data or other information contained in the student's educational record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify
 - c. The student's parents or guardian by certified mail of the request to disclose information.
 - d. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within 14 days, the school official must respond to the request for information.

The written requests of the juvenile justice system members(s) as well as a record of any release must be maintained in the student's file.
 - e. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the

student if it is information from a disposition order received by a superintendent under Minn. Stat. § 260B.171, Subd. 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent educational record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff.

The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian.

- f. To the principal where the student attends, if it is information from a peace officer record of children received by a superintendent under Minn. Stat. § 260B.171, Subd. 5. The principal must place the information in the student's educational record. The principal also must notify immediately any teacher, counselor or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability.

Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer notice. Peace officer record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor,

teacher, administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's report and notice from the student's educational record and destroy the data and make reasonable efforts to notify the teacher, counselor, staff member, administrator, substitute or volunteer who received the data from the peace officer notice if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action.

VII. RELEASE OF DIRECTORY INFORMATION

- A. **Classification Directory** information is public except as provided herein.
- B. **Former Students** The School District may disclose directory information from the education records generated by it regarding an individual who is no longer in attendance within the School District without meeting the requirements set forth in 7.3
- C. **Present Students and Parents** The School District may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. Prior to such disclosure the School District shall:
 - 1. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:
 - a. The types of personally identifiable information regarding students and/or parents that the School District has designated as directory information;
 - b. The parent's or eligible student's right to refuse to let the School District designate any or all of those types of information about the student and/or the parent as directory information; and a. The period of time in which a parent or eligible student has to notify the School District in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.
 - 2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the School District, in writing, that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy.

- D. **Procedure for Obtaining Nondisclosure of Directory Information** The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:
1. Name of the student and/or parent, as appropriate;
 2. Home address;
 3. School presently attended by student;
 4. Parent's legal relationship to student, if applicable; and
 5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.
- E. **Duration** The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

- A. **Private Records** For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The School District may not disclose private records or their contents except as summary data, or except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy, without the prior written consent of the parent or the eligible student.
- B. **Private Records Not Accessible to Parent** In certain cases state law intends, and clearly provides, that certain information contained in the education records of the School District pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.
1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:
 - a. Whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

- b. Whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
 - c. Whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
 - d. Whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
 - e. Whether the data concerns medical, dental or other health services provided pursuant to Minn. Stat. §§ 144.341 to 144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.
- C. **Private Records Not Accessible to Student Students** shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

- A. **Confidential Records** Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.
- B. **Reports Under the Maltreatment of Minors Reporting Act** Pursuant to Minn. Stat. § 626.556, reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the School District. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff or the local police department subject to the provisions of Minn. Stat. § 626.556, Subd. 11.
- C. **Investigative Data** Data collected by the School District as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.
 - 1. The School District may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency or the public if the School District determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
 - 2. A complainant has access to a statement he or she provided to the School District.

3. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
 - a. A decision by the School District, or by the chief attorney for the School District, not to pursue the civil legal action. However, such investigation may subsequently become active if the School District or its attorney decides to renew the civil legal action;
 - b. The expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
 - c. The exhaustion or expiration of rights of appeal by either party to the civil legal action.
4. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative or arbitration proceedings.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all School District records pertaining to the student, including any tests or reports upon which the action proposed by the School District may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. § 121A.40, et seq.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITMENT OFFICERS

- A. The School District must release, without parent or student consent, the names, addresses, and home telephone numbers of students enrolled in grades 11 and 12 to military recruiting officers within 60 days after the date of the request.
- B. Data released to military recruiting officers under this provision:
 1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.
 3. A parent or eligible student has the right to refuse the release of the above information to military recruiting officers. To refuse the release of the above information to military recruiting officers, a parent or eligible student must

notify the responsible authority, the Minnetonka High School Principal, in writing, by October 1 each year. The written request must include the following information:

- a. Name of student and parent, as appropriate;
 - b. Home address;
 - c. Student's grade level;
 - d. School presently attended by student;
 - e. Parent's legal relationship to student, if applicable; and
 - f. Specific category or categories of information which are to be released to military recruiters;
 - g. Specific category or categories of directory information which are not to be released to the public, including military recruiters.
4. Annually, the School District will provide public notification through the district and school newsletters to inform the parents and eligible students of the parent's or eligible student's right to refuse to release the names, addresses, and home phone numbers of students enrolled in the 11th and 12th grades.
 5. A parent or eligible student's refusal to release the above information to military recruiting officers does not affect the School District's release of directory information to the public, which includes military recruiting officers.

In order to make any directory information about a student private, the procedures contained in the RELEASE OF DIRECTORY INFORMATION section of this policy also must be followed. Accordingly, to the extent the School District has designated the name, address, phone number and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to military recruiting officers as well as other members of the public.

XII. LIMITS ON REDISCLOSURE

- A. **Redisclosure** Consistent with the requirements herein, the School District may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees and agents of any party receiving personally identifiable information under this Section may use the information, but only for the purposes for which the disclosure was made.

- B. **Redisclosure Not Prohibited**

1. The School District may disclose personally identifiable information under

the DISCLOSURE OF EDUCATION RECORDS section of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the School District provided that:

- a. The disclosures meet the requirements of the DISCLOSURE OF EDUCATION RECORDS section of this policy;
 - b. and The School District has complied with the record-keeping requirements of the RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING section of this policy.
2. Requirements of this section do not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student, or to parents of dependent students.
- C. **Classification of Disclosed Data** The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the School District.
- D. **Notification** The School District shall, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, or disclosures to a parent or student, inform the party to whom a disclosure is made of the requirements set forth in this Section. In the event that a third party improperly rediscloses personally identifiable information from education records, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

XIII. RESPONSIBLE AUTHORITY, RECORD SECURITY; AND RECORD KEEPING

- A. **Responsible Authority** The responsible authority shall be responsible for the maintenance and security of student records. The responsible authority for Minnetonka Schools is the Superintendent of Schools.
- B. **Record Security** The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.
- C. **Plan for Securing Student Records** The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:
1. A description of records maintained;
 2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

D. **Review of Written Plan for Securing Student Records** The responsible authority shall review the plans submitted pursuant to this section for compliance with the law, this policy, and the various administrative policies of the School District. The responsible authority shall then update the administrative procedures as part of this policy.

E. **Record Keeping**

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:
 - a. The parties who have requested or received personally identifiable information from the education records of the student; and
 - b. The legitimate interests these parties had in requesting or obtaining the information;
2. In the event the School District discloses personally identifiable information from an education record of a student pursuant to the LIMITS ON REDISCLOSURE section of this policy, the record of disclosure required under this Section shall also include:
 - a. the names of the additional parties to which the receiving party may disclose the information of behalf of the School District; and
 - b. the legitimate interests under the DISCLOSURE OF EDUCATION RECORDS section of this policy which each of the additional parties has in requesting or obtaining the information.
3. The record of requests of disclosures may be inspected by:
 - a. the parent of the student or the eligible student;
 - b. the school official or his or her assistants who are responsible for the custody of the records; and
 - c. the parties authorized by law to audit the record-keeping procedures of the School District.
4. The record of requests and disclosures shall be maintained with the education records of the student as long as the School District maintains the student's

education records.

5. The above paragraphs of Record Keeping does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under the DISCLOSURE OF EDUCATION RECORDS section of this policy, to requests for disclosures of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, or to a party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

- A. **Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is also a Dependent Student** The School District shall permit the parent of a student, an eligible student or the parent of an eligible student who is also a dependent student who is or has been in attendance in the School District to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in the DISCLOSURE OF PRIVATE RECORDS section of this policy.
- B. **Response to Request for Access** The School District shall respond to any request pursuant to Section 14.1 of this policy, immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays.
- C. **Right to Inspect and Review** The right to inspect and review education records includes:
 1. The right to a response from the School District to reasonable requests for explanations and interpretations of records; and
 2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the School District shall provide the parent or eligible student with a copy of the records requested, or make other arrangements for the parent or eligible student to inspect and review the requested records.
- D. **Form of Request** Parents or eligible students shall submit to the School District a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.
- E. **Collection of Student Records** If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where

they are maintained, the School District shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

- F. **Records Containing: Information on More Than One Student** If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.
- G. **Authority to Inspect or Review** The School District may presume that either parent of the student has authority to inspect or review the education records of a student unless the School District has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation or custody which provides to the contrary.
- H. **Fees for Copies of Records**
1. The School District shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the School District shall consider the following:
 - a. the cost of materials, including paper, used to provide the copies;
 - b. the cost of the labor required to prepare the copies;
 - c. any schedule of standard copying charges established by the School District in its normal course of operations;
 - d. any special costs necessary to produce such copies from machine based recordkeeping systems, including but not limited to computers and microfilm systems; and
 - e. mailing costs.
 2. The cost of providing copies shall be borne by the parent or eligible student.
 3. The responsible authority; however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent the parent or eligible student from exercising their right to inspect or review the student's education records.
 4. The School District reserves the right to make a charge for copies such as transcripts it forwards to potential employers or post-secondary institutions for employment or admissions purposes. The fee for such copies and other copies forwarded to third parties with prior consent as a convenience will be actual search/retrieval and copying costs, plus postage if that is involved.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

- A. Request to Amend Education Records** The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading or violates the privacy or other rights of the student may request that the School District amend those records.
1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the School District to make. The request shall be signed and dated by the requestor.
 2. The School District shall decide whether to amend the education records of the student in accordance with the request within a reasonable period of time after receiving the request.
 3. If the School District decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing.
- B. Right to a Hearing** If the School District refuses to amend the education records of a students, the School District, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading. Or otherwise in violation of the privacy or other rights of the student.
1. If, as a result of the hearing, the School District decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
 2. If, as a result of the hearing, the School District decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the School District, or both.
 3. Any statement placed in the education records of the student shall:
 - a. Be maintained by the School District as part of the education records of the student so long as the record or contested portion thereof is maintained by the School District; and

- b. If the education records of the student or the contested portion thereof is disclosed by the School District to any party, the explanation shall also be disclosed by the School District to any party.

C. Conduct of Hearing

- 1. The hearing shall be held within a reasonable period of time after the School District has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
- 2. The hearing may be conducted by any individual, including an official of the School District, who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.
- 3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
- 4. The School District shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

- D. **Appeal** The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of the Minn. Stat. Ch. 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means Executive Director of Human Resources.

XVII. COMPLAINTS FOR NONCOMPLIANCE

- A. **Where to File Complaints** Complaints can be filed with the Commissioner of Administration, State of Minnesota, 50 Sherburne Avenue, St. Paul, MN 55155.

Complaints regarding alleged violations of rights accorded parents and eligible students by 20 U.S.C. §1232g, and the rules promulgated thereunder, shall be submitted in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S. W., Washington, D.C. 20202-4605.

- B. **Content of Complaint** A complaint filed pursuant to this Section must contain specific allegations of fact giving reasonable cause to believe that a violation of 20 U.S.C. § 1232g and the rules promulgated thereunder has occurred.

XVIII. WAIVER A parent or eligible student may waive any of his or her rights provided herein pursuant to 20 U.S.C. § 1232g. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The School District may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

- A. **Contents of Notice** The School District shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the School District to comply with the requirements of 20 U.S.C. § 1232g, and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the School District has determined to have legitimate educational interests; and
6. That the School District forwards education records on request to a school in which a student seeks or intends to enroll.

- B. **Notification to Parents of Students Having a Primary Home Language Other Than English** The School District shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

- C. **Notification to Parents or Eligible Students who have a disability** The School

District shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS Destruction and retention of records by the School District shall be controlled by state and federal law, as follows:

- A. The District shall comply with the records retention schedule approved by the Minnesota Department of Administration.
- B. For data not listed under the retention schedule approved by the Minnesota Department of Administration, the School District shall comply with the authority of the proper state or federal agency.
- C. The administration shall develop procedures to assure compliance with state and federal authority on data retention and destruction of records.

XXI. COPIES OF POLICY Copies of this policy may be obtained by parents and eligible students at the Office of the Superintendent.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 121A.75 (Sharing Disposition Order and Peace Officer Records) Minn. Stat. § 121A.40 to 121A.56 (The Pupil Fair Dismissal Act) Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)

Minn. Stat. § 260 B.171, 3 Subds. 3 and 5 (Delinquent Juvenile and Peace Officer Records of Children)

Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors) Minn. Rules Pts. 1205.0100-1205.2000

20 U.S.C. Sec. 1232g et. seq. (Family Educational Rights and Privacy Act) 26 U.S.C. Secs. 151 and 152 (Internal Revenue Code)

34 C.F.R. Secs. 99.1-99.67

Policy Adopted: 5/1/08

Reviewed: August 17, 2023

Approved: September 7, 2023

MINNETONKA PUBLIC SCHOOLS

Policy 534: EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

- B. The District prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the District's policy on harassment and violence and the District's procedures for addressing such complaints, refer to the District's policy on harassment and violence.

- C. This policy applies to all areas of education including academics, coursework, counseling, co-curricular and extracurricular activities, or other rights or privileges of enrollment.

- D. It is the responsibility of every District employee and other personnel to comply with this policy. ~~conscientiously~~.

- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be

considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

D.F. Any student, parent or guardian having any questions regarding this policy should contact Executive Director of Human Resources Anjie Flowers (952-401-5015) – anjie.flowers@minnetonkaschools.org). The reporting party or complainant may also utilize the “Let’s Talk” reporting tool on the District website.

Legal References:

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

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

Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)

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

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

Cross References:

Policy 427: Harassment and Violence

Policy 521: Student Disability Nondiscrimination

Approved: September 2, 2010

Reviewed: September 17, 2020

Reviewed: October 22, 2020

Reviewed: November 19, 2020

Reviewed: December 17, 2020

Approved: January 7, 2021

Reviewed: August 17, 2023

Approved: September 7, 2023

MINNETONKA PUBLIC SCHOOLS

Policy 534: EQUAL EDUCATIONAL OPPORTUNITY

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

- B. The District prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the District's policy on harassment and violence and the District's procedures for addressing such complaints, refer to the District's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, counseling, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. It is the responsibility of every District employee and other personnel to comply with this policy. .
- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be

considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

- F. Any student, parent or guardian having any questions regarding this policy should contact Executive Director of Human Resources Anjie Flowers (952-401-5015) – anjie.flowers@minnetonkaschools.org). The reporting party or complainant may also utilize the “Let’s Talk” reporting tool on the District website.

Legal References:

Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)
20 U.S.C. § 1681 et seq. (Title IX of the Education Amendments of 1972)

Cross References:

Policy 427: Harassment and Violence
Policy 521: Student Disability Nondiscrimination

Approved: September 2, 2010
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Reviewed: December 17, 2020
Approved: January 7, 2021
Reviewed: August 17, 2023
Approved: September 7, 2023

MINNETONKA PUBLIC SCHOOLS

Policy 516.1: OVERDOSE MEDICATION

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, Minnetonka Public Schools will obtain, possess and administer doses of an opiate antagonist (naloxone and/or Narcan) and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

II. GENERAL STATEMENT

It is the intent of the Minnetonka School District to provide assistance to any person(s) who may be suffering from an opioid overdose following protocols and procedures of the school district if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose. Staff members trained in accordance with the procedure shall make every reasonable effort to include the use of naloxone combined with rescue breaths to revive the victim of any apparent opioid overdose.

III. DEFINITIONS

- A. **“Good Samaritan”** Minnesota Statute (604A.04) “Good Samaritan Overdose Protection” allows for “A person who is not a healthcare professional who acts in good faith in administering an opiate antagonist to another person whom the person believes in good faith to be suffering an opioid overdose is immune from criminal prosecution for the act and is not liable for any civil damages for acts or omissions resulting from the act.”
- B. **“Drug-related overdose”** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.

- C. **“Opiate”** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- D. **“Opiate Antagonist”** means naloxone hydrochloride (“Naloxone”) or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **“Standing Order”** means directions from the school district’s medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
 - 1. Administration type
 - 2. Dosage
 - 3. Date of issuance
 - 4. Signature of the authorized provider

IV. REQUIREMENTS

- A. The District will obtain a standing order for naloxone by a licensed medical prescriber and update as needed.
- B. Stock naloxone will be clearly labeled and stored in a secured location that is accessible by trained staff.
- C. The Director of Health Services and/or School Administration will identify appropriate staff to be trained annually at each school site.
 - 1. Regardless of the service delivery model, the licensed school nurse is always the lead of the school health services team and may determine which school personnel are to be given the responsibility of administering naloxone.
- D. Training for designated school staff will be conducted annually and will include:
 - 1. Signs and symptoms of opioid overdose
 - 2. Appropriate administration of naloxone
 - 3. Activation of emergency personnel
 - 4. Notification procedures

V. GENERAL STATEMENT OF RESPONSIBILITIES

- A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.

- B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.
- C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.

VI. NOTIFICATION PROCEDURES

In the event of naloxone administration and emergency response activation, the following people must be notified:

- A. Superintendent
- B. Associate Superintendent
- C. Executive Director of Communication
- D. Director of Health Services
- E. Building Principal
- F. School Counselor, Psychologist, and/or Social Worker
- G. Licensed School Nurse
- H. Licensed Alcohol and Drug Counselor
- I. School Resource Officer(s)
- J. Parents/guardians

VII. STORAGE/ACCESS

- A. Stock naloxone will be clearly labeled and stored in a secure location accessible by trained personnel.
- B. Stock naloxone will only be available at the schools during typical school hours. It will not be sent on field trips and will not be available for activities that occur outside of the typical school day.
- C. The selected storage locations of Naloxone will be classified as non-public "security information". The identity of the storage locations will be shared only with those school district staff members whom District administration have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.

VIII. MAINTENANCE

The Licensed School Nurse and/or Director of Health Services will monitor and track expiration dates of the naloxone and will be replaced as needed.

IX. PRIVACY PROTECTIONS

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

Legal References

Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.224 (Opiate Antagonists)
Minn. Stat. § 144.344 (Emergency Treatment)
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances)
Minn. Stat. § 604A.01 (Good Samaritan Law)
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Reviewed: August 17, 2023

Approved: September 7, 2023

MINNETONKA SCHOOL DISTRICT

Policy 419: TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

III. DEFINITIONS

- A. “Electronic delivery device” means any product containing or delivering nicotine,

lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

- B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. “Vaping” means using an activated electronic delivery device or heated tobacco product.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco

or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

VI. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.

- B. The school district will develop a method of discussing this policy with students and employees.

Legal References:

Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)

Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)

Minn. Stat. § 609.685 (Sale of Tobacco to Persons Under Age 21)

Cross References:

Policy 417 (Chemical Use)

Policy 506 (Student Discipline)

MINNETONKA SCHOOL DISTRICT

Policy #419: Tobacco-free Environment

I. PURPOSE

~~The purpose of this policy is to maintain a learning and working environment that is tobacco-free.~~

~~1.0 PHILOSOPHY: The School Board believes a tobacco-free school environment should be provided for all students, employees, and patrons. A five point rationale underlies this tobacco-free policy. See Addendum "A" for more detail:~~

~~1.1 Health Rationale: The District is committed to the promotion of good health for all students and employees.~~

~~1.2 Productivity Rationale: The District is committed to a more effective, economical operating organization.~~

~~1.3 Educational Rationale: The District is committed to a more consistent united health education program for students.~~

~~1.4 Community Rationale: The District is committed to community wellness and accepts a shared responsibility as a public institution. This commitment follows the lead taken by the State of Minnesota in two laws: 1975 Minnesota Clean Indoor Air Act and 1985 Omnibus Non-Smoking and Disease Prevention Act. It also is consistent with statements by the United States Surgeon General.~~

~~1.5 General Wellness Rationale: The District 276 is committed to personal wellness and personal life management.~~

~~2.0 BASIC PHILOSOPHY: The Minnetonka School District shall provide a tobacco-free environment for all students, employees, and patrons.~~

~~2.1 A tobacco-free environment is defined as “no use of any tobacco products in any form.”~~

~~2.2 The definition of tobacco-free is inclusive of facsimile tobacco products. The possession, distribution, or use of facsimile tobacco products will be addressed in the same manner as actual tobacco products.~~

~~2.3 The tobacco-free environment in the Minnetonka School District shall apply in all school-owned buildings and grounds, leased or owned, and within all School District-owned, leased, or contracted vehicles. Moreover, District sponsored activities such as field trips, wherever they occur, are encompassed within the tobacco-free policy.~~

~~II. GENERAL STATEMENT OF POLICY~~

~~A. It shall be a violation of this policy for any student, teacher, administrator, other school personnel of the School District or person to use tobacco or tobacco-related devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a School District owns, leases, rents, contracts for, or controls. This prohibition includes all School District property and all off-campus events sponsored by the School District.~~

~~B. It shall be a violation of this policy for any elementary school, middle school, or secondary school student to possess any type of tobacco or tobacco-related device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a School District owns, leases, rents, contracts for, or controls. This prohibition includes all School District property and all off-campus events sponsored by the School District.~~

~~C. The School District will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.~~

~~III. TOBACCO AND TOBACCO-RELATED DEVICES DEFINED~~

~~A. “Tobacco” means cigarettes; cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco, prepared in such manner as to be suitable for chewing or smoking in a pipe or other tobacco-related devices.~~

~~B. "Tobacco-related devices" means cigarette papers or pipes for smoking.~~

~~C. "Smoking" includes carrying a lighted cigar, cigarette, pipe, or any other lighted smoking equipment.~~

~~IV. EXCEPTION~~

~~It shall not be a violation of this policy for an Indian adult to light tobacco on School District property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.~~

~~V. ENFORCEMENT~~

~~A. All individuals on District premises shall adhere to this policy.~~

~~B. Students who violate this tobacco-free policy shall be subject to School District discipline procedures.~~

~~C. School District administrators and other school personnel who violate this tobacco-free policy shall be subject to School District discipline procedures.~~

~~D. School District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and School District policies.~~

~~E. Persons who violate this tobacco-free policy may be referred to the building administration or other School District supervisory personnel responsible for the area or program at which the violation occurred.~~

~~F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.~~

~~VI. HELP PROGRAMS:~~

~~The District shall maintain a list of tobacco-free help programs which are available in the metropolitan area. Criteria by which such programs can be evaluated are found in Addendum "B". Furthermore, the Minnetonka School District will be proactive in help programs. More than one avenue of help will be made available for the convenience and preference of the employee. Also, following reinforcement theory, the District will provide some financial assistance up front for costs associated with tobacco-free programs and will provide additional reimbursement for said charges following six months of tobacco-free living.~~

~~VII. DISSEMINATION OF POLICY~~

~~A. This policy shall appear in student handbooks.~~

- ~~B. The School District will develop a method of discussing this policy with students and employees.~~

~~VIII. FOLLOW THROUGH:~~

- ~~A. The Administration is responsible for the development and implementation of a Communication Plan so this policy might become known to employees and all others who use school buildings, grounds, and vehicles.~~
- ~~B. Further, the Administration shall adopt procedures to ensure follow through compliance with the intent of the policy, using progressive disciplinary sanctions that are consistent with Minnesota Statutes, Master Agreement Contracts, and Board Policies.~~

~~Legal References: Minn. Stat. § 144.413, Subd. 4 (Definitions)
Minn. Stat. § 144.4165 (Tobacco Products Prohibited in Public Schools)
Minn. Stat. § 144.417 (Commissioner of Health, Enforcement, Penalties)
Minn. Stat. § 609.685 (Sale of Tobacco to Children)~~

~~Cross References: Policy #417: Chemical Use Policy
Policy #506: Student Discipline
MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior~~

Adopted: May 4, 2006

Reviewed: August 17, 2023

Approved: September 7, 2023

MINNETONKA SCHOOL DISTRICT

Policy 419: TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

III. DEFINITIONS

- A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. “Vaping” means using an activated electronic delivery device or heated tobacco product.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off- campus events sponsored by the school district.

V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

VI. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with

enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.

- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References:

Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Persons Under Age 21)

Cross References:

Policy 417 (Chemical Use)
Policy 506 (Student Discipline)

Adopted: May 4, 2006
Reviewed: August 17, 2023
Approved: September 7, 2023

MINNETONKA PUBLIC SCHOOLS

Policy 418: DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees, students, and visitors by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before, during, or after school hours, within the school district is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited. School district is defined as any school owned or leased building, school grounds (including school bus stops), school authorized vehicles used to transport students to or from school or school activities or off school property during any school sponsored or school approved activity, event, or function, such as a field trip, or co-curricular activity.
- B. A violation of this policy occurs when any student, visitor, employee, contractor, volunteer or other school district personnel, uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.
- D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

- A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.

- B. “Controlled substances” include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.
- C. “Edible cannabinoid product” means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. “Nonintoxicating cannabinoid” means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.
- E. “Medical cannabis” means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the Commissioner of the Minnesota Department of Health (“Commissioner”).
- F. “Possess” means to have on one’s person, in one’s effects, or in an area subject to one’s control.
- G. “School location” includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.
- H. “Sell” means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
- I. “Toxic substances” includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.
- J. “Use” means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings within the school district and/or property, for such person's own use, a controlled substance,(not including medical cannabis nonintoxicating cannabinoids, or edible cannabinoid products), which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. Students and parent(s)/guardian(s) shall comply with the relevant procedures of this policy and the student medication policy. Employees must notify and obtain approval from their supervisor and human resources in advance. The employee may be required to provide a copy of the prescription. Employees are expected to perform the duties of their job without impairment.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes, section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder) pursuant to the procedures in this policy.

V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the school district's student medication policy.
- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with annual notice of this Drug-Free Workplace/Drug-Free School policy.
- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.
- E. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating,

navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.

- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes section 624.701, subdivision 1a, shall be by permission of the school board or Superintendent only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. SCHOOL PROGRAMS

- A. During the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
 - 1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
 - 2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.
- B. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

VII. ENFORCEMENT

- A. **Students**
 - 1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products.
 - 2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling

service. which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.

3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References:

Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)

Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)

Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01, Subd. 15a (Definitions)
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)
Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
Minn. Stat. § 342.56 (Limitations)
Minn. Stat. § 609.684 (Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

Cross References:

Policy 417 (Chemical Use and Abuse)
Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
Policy 506 (Student Discipline)
Policy 516 (Student Medication)

Reviewed: August 17, 2023
Approved: September 7, 2023

ACTION

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

Board Agenda Item VIII.

**Title: Acceptance of Bids for HVAC Replacement
At Deephaven Elementary School**

Date: September 7, 2023

EXECUTIVE SUMMARY:

As part of the rolling Long Term Facility Maintenance 10 Year Plan, replacement of two 1996-installed R-22 HVAC units at Deephaven Elementary School is scheduled for summer 2024.

The budget estimate for the project is \$245,000.

Bids were opened at 1:00 PM on Tuesday, August 29, 2023. Four (4) bids were received for the project as follows:

Kraft Mechanical, LLC	\$149,000.00
Morcon Construction Company, Inc.	\$173,000.00
Northland Mechanical Contractors	\$189,700.00
Peterson Sheet Metal	\$206,000.00

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board accept the low bid of Kraft Mechanical, LLC in the amount of \$149,000.00 for replacement of the R-22 HVAC systems at Deephaven Elementary School in summer 2024.


RECOMMENDED MOTION

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Kraft Mechanical, LLC, in the amount of \$149,000.00 for replacement of R-22 HVAC systems at Deephaven Elementary School in summer 2024.

Submitted by:


Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:


David Law, Superintendent

ACTION

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

Board Agenda Item IX.

**Title: Acceptance of Bids for Cabinet Replacement and
Wall Resurfacing at Excelsior Elementary School**

Date: September 7, 2023

EXECUTIVE SUMMARY:

As part of the rolling Long Term Facility Maintenance 10 Year Plan, replacement of cabinets and resurfacing of the hallway walls of the north wing of Excelsior Elementary School has been scheduled for summer 2024.

The budget estimate for the project is \$509,600.

Bids were opened at 2:00 PM on Tuesday, August 29, 2023. Four (4) bids were received for the project as follows:

Morcon Construction Company, Inc.	\$288,031.00
CM Construction Company, Inc.	\$309,800.00
Dering Pierson Group, LLC	\$333,000.00
Action Construction Services	\$397,000.00

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board accept the low bid of Morcon Construction Company, Inc., in the amount of \$288,031.00 for replacement of cabinets and wall resurfacing at Excelsior Elementary School in summer 2024.


RECOMMENDED MOTION

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Morcon Construction Company, Inc., in the amount of \$288,031.00 for replacement of cabinets and wall resurfacing at Excelsior Elementary School in summer 2024.

Submitted by:


Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:


David Law, Superintendent

ACTION

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

Board Agenda Item X.

**Title: Acceptance of Bids for Unit Ventilator
Replacement at Clear Springs Elementary School**

Date: September 7, 2023

EXECUTIVE SUMMARY:

As part of the rolling Long Term Facility Maintenance 10 Year Plan, replacement of unit ventilators in twelve rooms of the east wing of Clear Springs Elementary School has been scheduled for summer 2024.

The budget estimate for the project is \$793,600.

Bids were opened at 1:00 PM on Thursday, August 31, 2023. Two (2) bids were received for the project as follows:

Morcon Construction Company, Inc.	\$786,000.00
Burnn Boiler & Mechanical, Inc.	\$878,000.00

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board accept the low bid of Morcon Construction Company, Inc., in the amount of \$786,000.00 for replacement of unit ventilators at Clear Springs Elementary School in summer 2024.

RECOMMENDED MOTION

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of Morcon Construction Company, Inc., in the amount of \$786,000.00 for replacement of unit ventilators at Clear Springs Elementary School in summer 2024.

Submitted by:


Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:


David Law, Superintendent

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

Board Agenda Item XI.

Title: Resolution Pertaining to Consent Agenda

Date: September 7, 2023

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, they 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 September 7, 2023:

- a. Minutes of August 3 Regular Meeting and Closed Session; and August 17 Special Meeting
- b. Study Session Summary of June 15
- c. Payment of Bills
- d. Recommended Personnel Items
- e. Gifts and Donations
- f. Electronic Fund Transfers

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____



David Law, Superintendent

CONSENT

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

Board Agenda Item XI. a

Title: Meeting Minutes

Date: September 7, 2023

OVERVIEW:

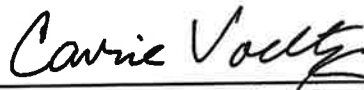
The minutes of the proceedings of the Minnetonka School Board's following meetings are attached:

1. August 3 Regular Meeting
2. August 3 Closed Session
3. August 17 Special Meeting

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____



Carrie Voeltz, Executive Assistant
to the Superintendent and School Board

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

Minutes of August 3, 2023 Regular Board Meeting

The School Board of Minnetonka Independent School District #276 met in regular session at 7:00 p.m. on Thursday, August 3, 2023 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were: Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Michael Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio. The meeting was also livestreamed on the District's YouTube channel.

Chairperson Wagner called the meeting to order and asked that everyone stand and recite the Pledge of Allegiance to the flag.

1. AGENDA

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

2. COMMUNITY COMMENTS

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

3. NOTICE OF FILING PERIOD FOR NOVEMBER 7, 2023 SCHOOL BOARD ELECTION

Executive Director of Finance and Operations Paul Bourgeois shared the following information with the Board:

- The seven seats on the Board are for terms of four (4) years
- Elections for the seats are held every two years, with either three or four seats up for election
- November 2023 election will have four seats open
- Filing for the office of school board member of ISD #276 began at 8:00 a.m., Tuesday, August 1 and ends at 5:00 p.m., Tuesday, August 15, 2023.
- Affidavits of Candidacy are available from school district personnel at the District Service Center, 5621 County Road 101, Minnetonka, MN.
- The filing fee is \$2.00.

A candidate for this office must:

- Be eligible to vote in the state of Minnesota
- Be 21 years of age or more upon assuming office
- Have maintained residence in the District at least 30 days before the election

- Have not filed for another office in the upcoming election

Chairperson Wagner thanked Mr. Bourgeois for the information.

4. **APPROVAL OF RESOLUTION CALLING NOVEMBER SCHOOL BOARD ELECTION**

Mr. Bourgeois explained that in accordance with Minnesota Statutes 205A.07 Subd. 3, the school board of a school district must adopt a resolution to call a general school district election. The district must give written notice of the general election to the county auditor of each county in which the school district is located in whole or in part no later than 74 days before the election. In 2023, Election Day is Tuesday, November 7, resulting in the final day to notify the county auditor being August 25, 2023.

The filing period is August 1 – August 15, 2023. The deadline for a candidate to withdraw is 5:00 PM on August 17, 2023. Mr. Bourgeois noted that the recommended resolution has been reviewed and revised by the law firm of Knutson, Flynn & Deans to comply with all applicable Minnesota Statutes that pertain to school board elections.

Becker moved, Selinger seconded, that the Board approve the following resolution:

RESOLUTION FOR GENERAL ELECTION

RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION

BE IT RESOLVED by the School Board of Independent School District No.276, State of Minnesota as follows:

1. It is necessary for the school district to hold its general election for the purpose of electing four (4) school board members for terms of four (4) years each.

The clerk shall include on the ballot the names of the individuals who file or have filed Affidavits of Candidacy during the period established for filing such affidavits, as though they had been included by name in this resolution. The clerk shall not include on the ballot the names of individuals who file timely affidavits of withdrawal in the manner specified by law.

2. The general election is hereby called and directed to be held on Tuesday, the 7th day of November 2023, between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m.

3. Pursuant to Minnesota Statutes, Section 205A.11, the school district combined polling places and the precincts served by those polling places, as previously established and designated by school board resolution for school district elections not held on the day of a statewide election, are hereby designated for said general election. However, because the City of Minnetonka will be holding its municipal elections on November 7, 2023, the polling places for voters residing in the precincts in that city shall be the polling places designated by that city.

4. The clerk is hereby authorized and directed to cause written notice of said general election to be provided to the county auditor of each county in which the school district is located, in whole or in part, at least seventy-four (74) days before the date of said election. The notice shall include the date of said general election and the office or offices to be voted on at said general election. Any notice given prior to the date of the adoption of this resolution is ratified and confirmed in all respects.

The clerk is hereby authorized and directed to cause notice of said general election to be posted at the administrative offices of the school district at least ten (10) days before the date of said general election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said general election and to cause two sample ballots to be posted in each polling place on election day. The sample ballot shall not be printed on the same color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates and rotation sequence on the ballots used in that polling place.

The clerk is hereby authorized and directed to cause notice of said general election to be published in the official newspaper of the school district for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election.

The notice of election so posted and published shall state the offices to be filled set forth in the form of ballot below and shall include information concerning each established precinct and polling place.

The clerk is authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place on election day.

5. The clerk is authorized and directed to acquire and distribute such election materials and to take such other actions as may be necessary for the proper conduct of this general election and generally to cooperate with any election authorities conducting other elections on that date. The clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate election officials regarding preparation and distribution of ballots, election administration and cost sharing.

6. The clerk is further authorized to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system;

General Election Ballot

*Independent School District No. 276
(Minnetonka Public Schools)*

November 7, 2023

INSTRUCTIONS TO VOTERS;
To vote, completely fill in the oval(s) next to your choice(s) like this:

School Board Member

Vote for Up to Four

☐

Name

☐

Name

☐

Name

☐

Name

☐

Name

☐

Name

☐

Name

☐

Name

☐

write-in, if any

☐

write-in, if any

☐

write-in, if any

☐

write-in, if any

Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

7. The name of each candidate for office at this election shall be rotated with the names of the other candidates for the same office in the manner specified in Minnesota law.

8. If the school district will be contracting to print the ballots for this election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer shall, if requested by the election official, furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

9. The clerk is hereby authorized and directed to provide for testing of the optical scan voting system within fourteen (14) days prior to the general election date. The clerk shall cause notice of the time and place of the test to be given at least two (2) days in advance of the test by publication once in the official newspaper and by causing the notice to be posted in the office of the county auditor, the administrative offices of the school district, and the office of any other local election official conducting the test.

10. The clerk is hereby authorized and directed to cause notice of the location of the counting center or the place where the ballots will be counted to be published in the official newspaper at least once during the week preceding the week of the general election and in the newspaper of widest circulation once on the day preceding the general election, or once the week preceding the general election if the newspaper is a weekly.

11. As required by Minnesota Statutes, Section 203B.121, the Board hereby establishes a ballot board to process, accept and reject absentee ballots at school district elections not held in conjunction with the state primary or state general election or that are conducted by a municipality on behalf of the school district and generally to carry out the duties of a ballot board as provided by Minnesota Statutes, Section 203B.121 and other applicable laws. The ballot board must consist of a sufficient number of election judges trained in the handling of absentee ballots. The ballot board may include deputy county auditor or deputy city clerks who have received training in the processing and counting of absentee ballots. The clerk or the clerk's designee is hereby authorized and directed to appoint the members of the ballot board. The clerk or the clerk's designee shall establish, maintain, and update a roster of members appointed to and currently serving on the ballot board and shall report to the Board from time to time as to its status. Each member of the ballot board shall be paid reasonable compensation for services rendered during an election at the same rate as other election

judges; provided, however, if a staff member is already being compensated for regular duties, additional compensation shall not be paid for ballot board duties performed during that staff member's duty day.

12. The clerk is hereby authorized and directed to begin assembling names of trained election judges to serve at the various polling places and combined polling places during the November 7, 2023 general election. The election judges shall act as clerks of election, count the ballots cast, and submit the results to the school board for canvass in the manner provided for other school district elections. The general election must be canvassed between the third and the tenth day following the general election.

13. The School District clerk shall make all Campaign Financial Reports required to be filed with the school district under Minnesota Statutes, Section 211A.02, available on the school district's website. The clerk must post the report on the school district's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The school district must make a report available on the school district's website for four years from the date the report was posted to the website. The clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.

Upon vote being taken thereon, the motion carried unanimously.

5. APPROVAL OF AP, IB, SUPPLEMENTAL AND NEW COURSE MATERIALS

Pursuant to Policy #606, all instructional materials, whether core or supplemental, must align with and advance the District's Vision and Mission. This policy requires that all instructional materials challenge each student and prepare them to thrive in American society and the world at-large. As in past years, departments and programs have identified instructional material needs for the upcoming school year. As the English Language Arts (ELA), Health and Science departments engage in the curriculum review and standards implementation process during the 2023-24 school year, additional resources will be reviewed, piloted, and ultimately brought to the School Board for approval. The purpose of tonight's report is to submit for Board approval the instructional materials that have been evaluated by departments over the past year, were available for public review this summer, and are recommended for full implementation at the start of the 2023-24 school year.

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE MATERIALS

The changing nature of the Advanced Placement (AP) and International Baccalaureate (IB) programs require adjustments on a regular basis. Advanced Learning Coordinator Laura Herbst works closely with AP and IB teachers and department chairs each year to select from available and appropriate materials. In addition to the criteria outlined in Policy #606, these materials are selected based upon the curriculum recommendations of the International Baccalaureate Organization, the College Board, and the organizations' trainers. *The Musician's Guide to Theory and Analysis: Fourth AP Edition* is recommended for the AP Music Theory course.

Title	Author(s)	Course/Level
<i>The Musician's Guide to Theory and Analysis: Fourth AP Edition</i>	Clendenning, Marvin	AP Music Theory

SCIENCE INSTRUCTIONAL MATERIALS

With the introduction of new Minnesota Academic Standards in Science, curriculum teams have been piloting materials to support full implementation of the standards by 2024-25. While FOSS currently serves as the core science program at the elementary level, the most recent edition of this program, FOSS Next Generation, provides additional core and supplemental resources, including digital tools, aligned to the new standards. Six new comprehensive kits will be introduced for grades three through five for the 2023-24 school year.

Title	Author	Course/Level
<i>Structures of Life</i>	FOSS Next Generation	Grade 3
<i>Earth and Sun</i>	FOSS Next Generation	Grade 3
<i>Energy</i>	FOSS Next Generation	Grade 4
<i>Soils, Rocks, and Landforms</i>	FOSS Next Generation	Grade 4
<i>Mixtures and Solutions</i>	FOSS Next Generation	Grade 5
<i>Living Systems</i>	FOSS Next Generation	Grade 5

DIGITAL RESOURCES AND IPAD APPS

The resources listed in the table below have been reviewed by teachers, technology coaches and the Director of Instructional Technology, Amanda Fay, to ensure that they meet the criteria described in Policy #606. They are recommended for the 2023-2024 school year and beyond.

App Name	Category	Subject/Course
Canva	Productivity	Cross Curricular
EdPuzzle	Productivity	Cross Curricular
Adobe Express (Adobe Spark)	Productivity	Cross Curricular

Becker moved, Remucal seconded, that the Board approve the instructional materials submitted for the 2023-24 school year. Upon vote being taken thereon, the motion carried unanimously.

6. APPROVAL OF SCHOOL BOARD GOALS

Each year, the Minnetonka School Board meets with the Superintendent to set goals for the school year. Previously, this goal-setting process happened in early fall. For the 2023-2024 school year, the School Board and Superintendent made the decision to set goals in advance. This process included a review of the 2022-2023 school year goals, a review of student data on standardized assessments and graduation, survey data from students and parents and input from District staff. The goal-setting meeting was held on Monday, May 8. The goals were presented at the June School Board Meeting for a first read, review and input. Executive Director of Communications JacQui Getty presented the goals again, asking the Board for final approval on the goals.

Ambrosen moved, Vitale seconded, that the Board approve the 2023-24 Goals as presented. Upon vote being taken thereon, the motion carried unanimously.

7. PRESENTATION ON PARENT SURVEY

Dr. Getty presented this item to the Board. Each year, Minnetonka Public Schools surveys parents about their family's educational experience in our schools. Our 2023 Parent Survey was administered from mid-May to mid-June of 2023 and captured more than 2,500 completed responses. All parents were invited to participate in the online survey, and multiple reminders were sent to increase participation. Although this is not a random sample survey, we are confident in the results. Demographic questions indicated that respondents were consistent with the distribution of our student population.

Results of the survey were again outstanding, showing high confidence in our programs, schools, teachers and leadership.

- **96%** of respondents rate the education provided by the Minnetonka School District as excellent or good, consistent with last year, with **65%** rating it excellent, a 1% increase over last year.
- **25%** of parents who responded to the survey believe the quality of education in our school district has improved over the last five years (up 2% over last year), **62%** believe it has remained the same (up 1% over last year) and **13%** feel there has been a decrease (down 3% from last year).
- **96%** of parents believe our community receives a good value from its investment in our local public schools, up 1% over last year.
- **96%** of elementary school parents, **93%** of middle school parents and **90%** of high school parents would recommend their school to friends or neighbors. These percentages are all up 1% from last year.

- **94%** of elementary parents, **95%** of middle school parents and **87%** of high school parents say they believe their school principal is accessible to them when they have questions or concerns.
- **97%** of elementary parents, **93%** of middle school parents and **91%** of high school parents say they believe their child's school provides a safe learning environment.

The District also asked parents about student well-being and belonging.

- **95%** of elementary parents, **90%** of middle school parents and **84%** of high school parents said their student's school provides an environment that supports their student's sense of well-being. This is up 2% for elementary, stayed the same for middle school and dropped 1% for high school over last year.
- **93%** of elementary parents, **88%** of middle school parents and **83%** of high school parents said their student's school provides an environment that supports their student's sense of belonging. The percentage stayed the same at elementary and increased by 1% for both middle school and high school over last year.

Technology Use

We have continued to work throughout the years to help parents better understand how technology is strategically and intentionally used across the District as an accelerator for learning and to address parent concerns about iPad use, specifically, and their comfort level with educational screen time. Results are below.

- **82%** of elementary school parents, **85%** of middle school parents and **86%** of all high school parents say that technology is very important to their child's learning.
- **89%** of high school parents believe their students' future success will depend on the ability to harness new and emerging technology, an increase of 1% over 2022.

Technology Questions

Elementary Technology Questions	Agree	Neutral	Disagree
I believe the iPad works well for my child's individual learning style.	64%	26% (up 2%)	12% (down 2%)
I am comfortable with my child's average daily amount of educational screen time.	64% (up 10%)	23%	13% (down 10%)
I am comfortable with my child's average daily amount of entertainment/ social screen time.	54% (up 9%)	28% (up 2%)	18% (down 11%)
I believe my child is learning to use technology in a healthy and balanced way.	59% (up 8%)	28%	13% (down 8%)

Middle School Technology Questions	Agree	Neutral	Disagree
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I believe the iPad works well for my child's individual learning style.	73%	16% (up 2%)	11% (down 2%)
I am comfortable with my child's average daily amount of educational screen time.	60% (up 2%)	18% (up 2%)	22% (down 4%)
I am comfortable with my child's average daily amount of entertainment/ social screen time.	43% (up 1%)	24% (up 3%)	33% (down 4%)
I believe my child is learning to use technology in a healthy and balanced way.	51% (up 1%)	29% (up 5%)	20% (down 6%)

High School Technology Questions	Agree	Neutral	Disagree
I believe the iPad works well for my child's individual learning style.	75% (down 1%)	16% (up 3%)	9% (down 2%)
I am comfortable with my child's average daily amount of educational screen time.	65%	17% (up 2%)	18% (down 2%)
I am comfortable with my child's average daily amount of entertainment/social screen time.	47% (up 5%)	24%	29% (down 5%)
I believe my child uses technology in a healthy and balanced way.	52% (up 3%)	27%	21% (down 3%)

Bullying Prevention

Results of our questions regarding bullying indicate it is increasingly important for us to sustain a consistent educational effort and awareness campaign on bullying prevention.

Elementary Olweus Program	Agree 2023	Agree 2022
I was aware of this program before taking this survey.	78%	61%
I have spoken with my child about preventing and/or reporting bullying.	92%	92%
My child has reported an incident of bullying to me.	38%	44%
I have reported or helped my child report an incident of bullying to the school.	26%	29%
I understand that the definition of Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.	97%	98%

Middle School: The definition of Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending themselves. Has your child told you they were bullied at school? If so, how many times in one month?

Answer Options	2023 Percent	2022 Percent
Not at all	68%	69%
1-2 times	23%	24%
3-4 times	5%	4%
5 or more times in a month	4%	3%

High School: The definition of Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending themselves. Has your child told you they were bullied at school this year? If so, how many times in one month?		
Answer Options	2023 Percent	2022 Percent
Not at all	79%	79%
1-2 times	15%	16%
3-4 times	4%	3%
5 or more times in a month	2%	2%

High School Drug and Alcohol Prevention

82% of high school parents believe the school works cooperatively with parents and community groups to prevent drug and alcohol use. This is an increase of 3% over 2022.

Additional Areas of Note

Overall, the survey results were very positive. Parents expressed satisfaction with district leadership, teachers and staff, academic rigor, student opportunities, communication and safety, to name a few top areas.

Some parents also expressed their advice and suggestions to the district regarding a variety of topics, including but not limited to: lunch options, student discipline, academic program suggestions, homework and parking lot/pick-up, to name a few top areas.

Each school principal and cabinet member will be provided with school-specific or program-specific results, including parent comments for their school or program, to share highlights with their staff and to help them to address concern areas they see. The Board and Superintendent have received the full survey results, including all 7,000+ parent comments, to give them a broad perspective on parent sentiments and to help them in the future for goal-setting.

In the discussion that followed, Board member Lee-O'Halloran asked whether there were fewer people who took the survey this year. Dr. Getty agreed that was so, despite the fact that several reminders were sent to parents again this year asking them to complete the survey. Chairperson Wagner thanked Dr. Getty and the entire communications team for

their efforts in creating, administering and disseminating the survey, and she thanked all parents who completed the survey.

8. REVIEW OF COMMUNITY SURVEY RESULTS

Minnetonka Public Schools continues to find ways to meet and exceed expectations of its various constituents, as a component of its School Board goal on Excellence in Leadership and Organizational Support. Surveys are tools that assist in eliciting sentiments and feedback from the school district's stakeholders and help to better identify areas of success and areas where the district can improve. As Dr. JacQui Getty, the Executive Director of Communications for Minnetonka Schools, shared, in May of 2023, the District engaged The Morris Leatherman Company, a well-established market and research firm, to survey a sample of residents and also, specifically, a sample of resident parents in the community regarding their perceptions of the school district and its leadership.

Peter Leatherman, of The Morris Leatherman Company, presented informally to the Board at the School Board Study Session in June. He presented his findings again this evening, for the benefit of the viewing public.

Board members thanked Mr. Leatherman for the great information.

9. REPORT ON EDUCATORS RECEIVING CONTINUING CONTRACT STATUS

Each year the administration recommends to the School Board the names of those teachers and administrators who have completed their probationary period, and whom we are recommending receive continuing contract status. To be eligible for this status, a teacher or administrator must have served a three-year probationary period in the Minnetonka Public Schools, or in cases where the teacher or administrator previously served three or more continuous years in a Minnesota public school district, the teacher or administrator would serve a one-year probationary period in Minnetonka. Both Minnesota law and our policies require thorough and regular performance evaluations of all probationary teachers and administrators, and we provide support for them through mentoring and regular staff development training.

As Superintendent Law noted, the District is confident that the educators listed herein meet the standards expected of excellence, and will serve our community and students well.

STAFF ELIGIBLE FOR CONTINUING CONTRACT STATUS IN 2023-24

First Name	Last Name	Subject	Building
Alex	Barker	Math	Minnetonka Middle School West
Kathryn	Benson	Business Education	Minnetonka High School
Christin	Berger	Special Ed	Minnewashta Elementary

Kyle	Berlin	Grade 6	Minnetonka Middle School West
Emma	Boehm	Science	Minnetonka High School
Wendi	Bottiger	Grade 2 eLearn	Tonka Online
Jaclyn	Boyd	Music	Scenic Heights Elementary
Emakate	Brohman	Dean	Minnetonka High School
Marisela	Casper Sanchez	Grade 1 Spanish Immersion	Deephaven Elementary
Vivian	Cunha Galletta Kern	Grade 1 Spanish Immersion	Minnewashta Elementary
Benjamin	Drexler	Math	Minnetonka High School
Laura	Flicek	Grade 5 Spanish Immersion	Groveland Elementary
Brooke	Ghanbarzadeh	Speech Language Pathologist	Scenic Heights Elementary
Connor	Gomer	Math	Minnetonka High School
Alexander	Griffith	Language Arts	Minnetonka Middle School West
Brad	Halvorson	Assistant Principal	Minnetonka Middle School East
Bailey	Hanson	Special Ed	Minnetonka Middle School West
Caitlin	Hawkins	Language Arts	Minnetonka High School
Alex	Hinseth	Assistant Principal	Minnetonka High School
Robert	Hoops	Science	Minnetonka High School
Amy	Howell	Occupational Therapist	Scenic Heights Elementary
Heidi	Hueffmeier	Speech Language Pathologist	Minnewashta Elementary
Laura	Huneke	Special Ed	Clear Springs Elementary
Monica	Jones	Counselor	Minnetonka High School
Katryna	Kerr	Science	Minnetonka High School
Jared	King	Social Studies	Minnetonka High School
Kevin	Kleindl	Music	Minnetonka High School
Mary	Langlas	ESL/EL	Minnetonka Middle School West
Krista	Lima	Special Ed	Groveland Elementary
Kaitlin	Lochner	Reading/Language Arts	Minnetonka High School
Gina	Magnuson	Assistant Principal	Minnetonka Middle School East
Rebecca	Marks	Grade 6	Minnetonka High School
Caroline	Mccoy	Math	Tonka Online
Francis	McDevitt	Phy Ed/Health	Minnetonka Middle School West
Bailey	Melz	Social Studies	Minnetonka High School
Samantha	Miller	ECSE	MCEC
Tara	Montague	Special Ed	Minnewashta Elementary
Kristian	Mundahl	Social Studies	Minnetonka High School
Bhuvana	Nandakumar	Science	Minnetonka High School

Meilin	Nelson	Grade 3 Chinese Immersion	Scenic Heights Elementary
Rachel	Ness	Grade 5	Scenic Heights Elementary
Amanda	Petron	Math	Minnetonka Middle School East
Samantha	Prochno	Science	Minnetonka Middle School East
Nicholas	Raimondi	Music	Scenic Heights Elementary
Lauren	Rice	Kindergarten	Excelsior Elementary
John	Roche	Math	Minnetonka High School
Emily	Rosengren	Assistant Principal	Minnetonka High School
Valerie	Schroeder	Grade 3	Scenic Heights Elementary
Simon	Skluzacek	Science	Minnetonka High School
Nicole	Snedden	Assistant Principal	Scenic Heights Elementary
Juliet	Sterling	Special Ed	Groveland Elementary
Carrie	Webber	Kindergarten	Clear Springs Elementary
Annmarie	Wedin	Art	Minnetonka High School
Douglas	Werner	Social Studies	Minnetonka Middle School East
Riley	Wierman	Speech Language Pathologist	Minnewashta Elementary
Lydia	Wissink	Math	Minnetonka High School
Ruthanne	Woolsey	Special Ed	Scenic Heights Elementary
Blake	Wragge	Navigator	Excelsior Elementary
Megan	Wright Serrano	Grade 2 Spanish Immersion	Minnewashta Elementary

Chairperson Wagner thanked Superintendent Law for the information and wished those on the list a long and successful career in Minnetonka.

10. **APPROVAL OF SALE OF 2023B LONG-TERM FACILITIES MAINTENANCE BONDS**

At the School Board Meeting of June 1, 2023, the School Board authorized the sale of the \$10,785,000 Par Value 2023B General Obligation Long Term Facilities Maintenance Bonds to fund the design, planning and construction of the FY2025 Long Term Facilities Maintenance Projects which will be completed primarily in the summer of 2024. The estimated interest rate of the bonds at that time was 4.44%.

Mr. Bourgeois noted that the 2023B General Obligation Bonds were sold on Tuesday, June 18, 2023 at a Total Interest Cost of 3.93%. The resolution approving the sale of the 2023B General Obligation Bonds was prepared by the District's bond counsel Dorsey & Whitney.

Lee-O'Halloran moved, Ambrosen seconded, that the Board approve the resolution as presented. Upon vote being taken thereon, the motion carried unanimously.

11. CONSENT AGENDA

Vitale moved, Becker seconded, that the School Board approve the recommendations included within the following Consent Agenda items:

- Minutes of June 15 Closed Session and Special Meeting; and June 20 Closed Session
- Study Session Summary of June 15
- Payment of Bills – in the sum of \$9,709,622.19 for May 2023 and \$16,346,532.62 for June 2023
- Recommended Personnel Items
- Gifts and Donations for July 2023: \$20.00 from Target c/o CyberGrants, LLC to be placed in the Deephaven Elementary School Principal Discretionary Fund. \$1,500.00 from the Deephaven Elementary PTA to be placed in the Classroom Enrichment Fund. \$23,202.00 from the Deephaven Elementary PTA to be placed in the Teacher Grants Fund. \$150.00 from the Deephaven Elementary PTA to be placed in the High Potential Grants Fund. \$37.50 from Kurt Hoddinot to be placed in the Scenic Heights Elementary School Principal Discretionary Fund. \$26,160.88 from the Minnewashta Elementary PTO to be placed in Minnewashta Elementary School Funds. \$8.40 from the Blackbaud Giving Fund and \$19.50 from Box Tops for Education, both to be placed in the MMW Principal Discretionary Fund. \$37.50 from the Blackbaud Giving Fund to be placed in the MME Principal Discretionary Fund. \$100,000.00 from the Minnetonka Public Schools Foundation to be placed in the Minnetonka Public Schools VANMO Buildings Funds. \$500.00 from the Blackbaud Giving Fund to be placed in the MHS Principal Discretionary Fund. The sum of \$250.00 from the Minnetonka Skippers Booster Club, to be given to each of the following organizations: MHS Boys Track and Field, MHS Girls Softball, MHS Unified Club, and MHS Women Led Engineering Club. \$302.81 from the Minnetonka Anchor Club to be placed in the Minnetonka Aquatics Fund for Swim-a-thon materials. \$73.20 from the American Online Giving Foundation to be placed in the MHS Robotics Team Fund. \$2,000.00 from First Student Transportation to be placed in the MHS David Law/First Student Transportation Future Educator Scholarship Account. \$5,000.00 from the MHS Striker Club to be placed in the MHS Upper Turf Fund. \$500.00 from Minnetonka Preschool & ECFE PTO to be placed in the Minnetonka Schools Parenting with Purpose Speaker Series Fund. \$33.32 from FrontStream to be placed in the Groveland Elementary School Principal Discretionary Fund. A 2008 Infiniti auto from Patrick & Katie Becker and a 2011 Honda CRV from Luther Hopkins Honda, both to be placed in the MHS MOMENTUM Program. Plants from Tonkadale Greenhouse to be placed in the MHS Science Garden. \$100.00 from Frankie & Bobby Houge and \$100.00 from Jimmie Sneed, both to be placed in the Minnetonka Community Education General Fund. A 3-D printer filament from Stratasys to be placed in the MHS Technology Education Department. \$1,000.00 from American Legion Post 259 to be placed in the Minnetonka Schools Memorial Day Parade Fund. \$9,000.00 from the MMW PTO to be placed in the Classroom Enrichment Fund. \$1,000.00 from the MMW PTO to be donated to Giving Tree. \$3,970.14 from the MMW PTO to be placed in the MMW

Support Fund. \$2,450.00 from the MME PTA to be placed in the End-of-Year Activities Fund. \$585.00 from Boba Tonka Bubble Tea LLC to be placed in the MHS Girls United Club Fund. \$920.00 from the Minnetonka Preschool & ECFO PTO to be placed in the Minnetonka Preschool & ECFO Scholarship Funds. \$500.00 from the Minnetonka Foundation and \$5,000.00 from the Lions Foundation of Victoria, both to be placed in the MHS Graduating Seniors Scholarship Funds. \$500.00 from the Optimists of Glen Lake to be placed in the MHS Supermileage Team Fund. \$100.00 from Judy Nassar to be placed in the MHS Theatre Department Fund. \$72.10 from the American Online Giving Foundation to be placed in the MHS Fastpitch Team Fund. \$16,266.85 from MTFCCA and \$18,130.38 from the Skippers Fastbreak Club, both to be placed in MHS Athletic Department Funds for Assistant Coach payments. Total Gifts and Donations thus far for 2023-24: \$220,239.58.

- Electronic Fund Transfers
- Action to Place a Teacher on Unrequested Leave of Absence

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

12. **BOARD REPORTS**

None.

13. **SUPERINTENDENT'S REPORT**

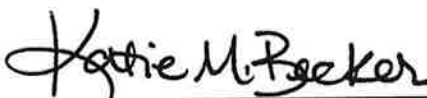
Superintendent Law reminded the community about the Tour de Tonka community bike ride taking place on Saturday, August 5. He encouraged people to get involved. He thanked everyone who is a part of making the event so successful each year. Chairperson Wagner noted the ride is also in honor of Ron Kamps, a decades-long district volunteer, fundraiser and supporter who passed away this spring.

14. **ANNOUNCEMENTS**

None.

15. **ADJOURNMENT**

Vitale moved, Becker seconded, adjournment to closed session at 8:06 p.m. Upon vote being taken thereon, the motion carried unanimously.



Katie Becker, Clerk

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

Minutes of August 3, 2023 Closed Session

The School Board of Minnetonka Independent School District #276 met in closed session at 8:11 p.m. on Thursday, August 3 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were: Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Mike Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio.

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

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

At 8:54 p.m., Selinger moved, Vitale seconded, that the School Board adjourn the closed session. Upon vote being taken thereon, the motion carried unanimously.



Katie Becker, Clerk

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

Minutes of August 17, 2023 Special School Board Meeting

The School Board of Minnetonka Independent School District #276 met in special session at 7:30 p.m. on Thursday, August 17, 2023 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Michael Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio.

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

1. AGENDA

Lee-O'Halloran moved, Ambrosen seconded, that the School Board approve the agenda as presented. Upon vote being taken thereon, the motion carried unanimously.

2. APPROVAL OF RESOLUTION CALLING A CAPITAL PROJECTS REFERENDUM ELECTION

Executive Director of Finance and Operations Paul Bourgeois shared the following information with the Board. He began by noting that on November 3, 2015, the voters of the District approved an extension of the existing Capital Projects Referendum at the existing 6.569% of Net Tax Capacity of the District for 10 years. The 10 years approved included the 2015 Pay 2016 Levy to fund Fiscal Year 2017 through the 2024 Pay 2025 Levy to fund Fiscal Year 2026. The extension of the Capital Projects Referendum was approved by a vote of 4,770 Yes to 1,780 No or 72.49% Yes.

The 2015 approval occurred in the eighth year of the Capital Projects Referendum that was approved on November 6, 2007 at the same 6.569% of Net Tax Capacity of the District.

It is prudent to request renewal of the Capital Projects Referendum in its 8th year of authorization because if the renewal would be turned down by the voters, it allows for two additional opportunities to request renewal before the Capital Projects Referendum would drop off the District Levy.

The Capital Projects Referendum is a key funding component that contributes to the success of all students and the operations of the District. Revenue from the Capital Projects Referendum pays for the following key expenditures each year:

- All instructional technology equipment, including iPads and instructional computers
- All instructional textbooks inclusive of all instructional software and traditional textbooks
- All instructional staff training on instructional software
- All instructional technology support personnel
- All administrative software including but not limited to student accounting and grading software, financial software and internet firewall software
- All network hardware and software, including but not limited to network data storage devices and wide area network fiber optic cable
- All technology network security
- All administrative technology support personnel
- Classroom equipment that is not technology hardware and software
- Security barriers of all types including but not limited to physical barriers built into the facilities, electronic barriers, and security monitoring equipment

At this time, it is prudent for the School Board to consider a renewal referendum for the Capital Projects Referendum at the same 6.569% of Net Tax Capacity to be placed on the November 7, 2023 ballot. Approval of this Capital Projects Referendum would authorize this important levy for the 2023 Pay 2024 Levy for Fiscal Year 2025 through the 2032 Pay 2033 Levy for Fiscal Year 2034 and secure long-term stability for this important funding source. For the 2023 Pay 2024 Levy for Fiscal Year 2025, under the authority approved in 2015, the Capital Projects Referendum at 6.569% of Net Tax Capacity will generate \$9,240,493.94.

Approval by the voters of the District of the extension of the Capital Projects Referendum through the 2032 Pay 2033 Levy for Fiscal Year 2034 at the same 6.569% of Net Tax Capacity will not increase that amount. It will remain the same.

The Capital Projects Technology Referendum Packet has been developed by Attorneys Stephen Knutson and Katharine Saphar of the law firm Knutson, Flynn & Deans, PA.

Mr. Bourgeois also shared the following information in powerpoint format with the Board and the viewing public:



Capital Projects Referendum Basics

- Capital Projects Referendums are requests to voters of a school district to provide additional revenue to fund specific capital-related needs for which ongoing Operating Capital revenue sources are insufficient to fund
- Most often associated with technology needs for infrastructure and instruction
- Provides revenue for a period of up to ten years
- Revenue is based on a percentage of Net Tax Capacity, which is a calculation based on property values of the district
- Revenue can go up or down, depending on what property values do from year to year

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Capital Projects Referendum Basics (Continued)

- Capital Projects Referendum Revenue must be spent on the same categories as allowed for use of Operating Capital Revenue
- The uses of revenue must be described to the voters in the question presented to them
- The Capital Projects Referendum uses must be approved by the Minnesota Department of Education prior to putting a question to the voters through a process called "Review and Comment"
- In Minnetonka ISD 276, it is commonly referred to as the "Tech Levy" because funding of technology is the primary use of the voter-approved funds

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Minnetonka ISD 276 Citizens Have Supported Technology-Related Referendums Since 1992



- 02/04/1992 – Citizens approved a \$4,000,000 Bond for technology
 - 5,486 Yes (60%) and 3,710 No (40%)
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 - The rate was equivalent under the property tax laws at that time to the current 6.569% of net tax capacity
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What The Capital Projects Referendum Pays For



- All instructional technology including instructional hardware of any type
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- All staff development for the use of instructional technology and software
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- All administrative software from payroll to student records to budget tracking
- All the network backbone to run instructional and administrative software – the fiber cable, the wires, the network control software, the servers, cloud storage

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What The Capital Projects Referendum Pays For (Continued)



- All the staff members who deliver instructional staff development training
- All the staff members who run the network, make sure instructional software is running, and make sure administrative software is running
- All the staff members who support all the hardware, network devices, and network wiring to instructional and administrative devices
- Firewall and anti-virus, anti-malware, anti-hacking protection
- Instructional equipment of all types, including technology and traditional classroom equipment and furniture
- Security barriers to keep intruders out of buildings
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Amount of Capital Projects Referendum Levy 23 Pay 24



- \$9,240,483 under the current authority that funds FY17 through FY26 at 6.569% of net tax capacity of the District
- If the authority is approved for extension to fund FY25 through FY34 at the same 6.569% of net tax capacity of the District - \$9,240,483
- In future years the amount would go up or down with any increases or decreases in net tax capacity – dependent 100% on property values as is currently the case

8

November 7, 2023 Potential Question



November 7, 2023	
Instructions to Voters: To vote, completely fill in the oval(s) next to your choice(s) like this: <input checked="" type="radio"/>	
To vote for a question, fill in the oval next to the word "Yes" on that question. To vote against a question, fill in the oval next to the word "No" on that question.	
School District Question 1 Revoking Existing Capital Project Levy Authorization: Approving New Authorization	
<p>The board of Independent School District No. 276 (Minnetonka) has proposed to revoke its existing capital project levy authorization of 6.569% times the net tax capacity of the school district and to replace that authorization with a new authorization of 6.569% times the net tax capacity of the school district.</p> <p>The proposed new authorization will raise approximately \$9,240,000 for taxes payable in 2024, the first year it is to be levied, and would be applicable for ten years. The estimated total cost of the projects to be funded over that time period is approximately \$92,400,000.</p> <p>The money raised by the proposed authorization will be used to provide funds for the following: The purchase and installation of software and technology equipment; costs related to the support and maintenance of technology; costs related to training staff in the use of technology; the purchase of classroom equipment and instructional texts; and building security equipment. The projects to be funded have received a positive review and comment from the Commissioner of Education.</p>	
<input type="radio"/> Yes	<input type="radio"/> No
Shall the school district's existing capital project levy authorization be revoked and the new capital project levy authorization proposed by the board of Independent School District No. 276 be approved?	
BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING FOR A PROPERTY TAX INCREASE.	

Wording at the bottom is required by Minnesota Statutes
 It refers to the extension of time for this levy as the tax rate is not increasing

9

Becker moved, Vitale seconded, that the Board approve the following resolution:

**RESOLUTION RELATING TO REVOKING THE EXISTING CAPITAL PROJECT
LEVY, APPROVING A NEW CAPITAL PROJECT LEVY AUTHORIZATION,
AND CALLING AN ELECTION THEREON**

*BE IT RESOLVED by the School Board of Independent School District No. 276,
State of Minnesota, as follows:*

1. *The Board hereby determines and declares that it is necessary and expedient for the school district to revoke its existing capital project levy authorization of 6.569% times the net tax capacity of the school district and to replace that authorization with a new authorization of 6.569% times the net tax capacity of the school district. The proposed authorization will raise approximately \$9,240,000 for taxes payable in 2024, the first year it is to be levied, and would be authorized for ten (10) years. The estimated total cost of the projects to be funded by the proposed capital project levy authorization during that time period is approximately \$92,400,000. The money raised by the capital project levy authorization will provide funds for the purchase and installation of software and technology equipment; costs related to the support and maintenance of technology; costs related to training staff in the use of technology; the purchase of classroom equipment and instructional texts; and installation of classroom and building security equipment. The program will be commenced prior to November 1, 2028, which date is not more than five (5) years from the date of the special election authorizing the approval of the capital project levy. The question on the approval of the capital project levy authorization shall be School District Question 1 on the school district ballot at the special election held to approve said authorization.*

The actions of the administration in consulting with the Minnesota Department of Education, causing a proposal to be prepared for submission on behalf of the Board to the Commissioner of Education for the Commissioner's Review and Comment and taking such other actions as necessary to comply with the provisions of Minnesota Statutes, Section 123B.71, as amended, are hereby ratified and approved in all respects. The actual holding of the special election on School District Question 1 above shall be contingent on the receipt of a positive Review and Comment from the Commissioner on the projects included in that question.

The clerk is hereby authorized and directed to cause the Commissioner's Review and Comment to be published in the legal newspaper at least forty-eight (48) but not more than sixty (60) days before the election.

2. *The ballot question specified above shall be submitted to the qualified voters of the school district at a special election, which is hereby called and directed to be held on Tuesday, November 7, 2023, between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m.*

3. Pursuant to Minnesota Statutes, Section 205A.11, the school district combined polling places and the precincts served by those polling places, as previously established and designated by school board resolution for school district elections not held on the day of a statewide election, are hereby designated for this special election. However, because the City of Minnetonka will be holding its municipal elections on November 7, 2023, the polling places for voters residing in the precincts in that city shall be the polling places designated by that city.

4. The clerk is hereby authorized and directed to cause written notice of said special election to be provided to the county auditor of each county in which the school district is located, in whole or in part, and to the Commissioner of Education, at least seventy-four (74) days before the date of said election. The notice shall specify the date of said special election and the title and language for each ballot question to be voted on at said special election. Any notice given prior to the date of the adoption of this resolution is ratified and confirmed in all respects.

The clerk is hereby authorized and directed to cause notice of said special election to be posted at the administrative offices of the school district at least ten (10) days before the date of said special election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said special election and to cause two sample ballots to be posted in each combined polling place on election day. The sample ballot shall not be printed on the same color paper as the official ballot.

The clerk is hereby authorized and directed to cause notice of said special election to be published in the official newspaper of the school district, for two (2) consecutive weeks with the last publication being at least one (1) week before the date of the election.

The notice of election so posted and published shall state each question to be submitted to the voters as set forth in the form of ballot below, and shall include information concerning each established precinct and combined polling place.

The clerk is hereby authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each combined polling place on election day.

The clerk is authorized and directed to acquire and distribute such election materials and to take such other actions as may be necessary for the proper conduct of this special election and generally to cooperate with election authorities conducting other elections on that date.


5. The clerk is further authorized and directed to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially

the following form, with such changes in form and instructions as may be necessary to accommodate the use of an optical scan voting system:

Special Election Ballot
Independent School District No. 276
(Minnetonka Public Schools)

November 7, 2023

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this  .

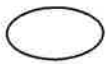
To vote for a question, fill in the oval next to the word "Yes" on that question.
To vote against a question, fill in the oval next to the word "No" on that question.

School District Question 1
Revoking Existing Capital Project Levy
Authorization; Approving New Authorization

The board of Independent School District No. 276 (Minnetonka) has proposed to revoke its existing capital project levy authorization of 6.569% times the net tax capacity of the school district and to replace that authorization with a new authorization of 6.569% times the net tax capacity of the school district.

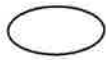
The proposed new authorization will raise approximately \$9,240,000 for taxes payable in 2024, the first year it is to be levied, and would be applicable for ten years. The estimated total cost of the projects to be funded over that time period is approximately \$92,400,000.

The money raised by the proposed authorization will be used to provide funds for the following: The purchase and installation of software and technology equipment; costs related to the support and maintenance of technology; costs related to training staff in the use of technology; the purchase of classroom equipment and instructional texts; and building security equipment. The projects to be funded have received a positive review and comment from the Commissioner of Education.



Yes

Shall the school district's existing capital project levy authorization be revoked and the new capital project levy authorization proposed by the board of Independent School District No. 276 be approved?



No

**BY VOTING "YES" ON THIS BALLOT QUESTION, YOU
ARE VOTING FOR A PROPERTY TAX INCREASE.**

Optical scan ballots must be printed in black ink on white colored material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

6. If the school district will be contracting to print the ballots for this election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract exceeding \$1,000 is awarded for printing ballots, the printer, at the request of the election official, shall furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

7. The clerk is hereby authorized and directed to provide for testing of the optical scan voting system within fourteen (14) days prior to the election date. The clerk shall cause notice of the time and place of the test to be given at least two (2) days in advance by publishing the Notice of Testing once in the official newspaper and by causing the notice to be posted in the administrative offices of the school district, the office of the County Auditor and the office of any other local election official conducting the test.

8. The clerk is hereby authorized and directed to cause notice of the location of the counting center or the places where the ballots will be counted to be published in the official newspaper at least once during the week preceding the week of the election and in the newspaper of widest circulation once on the day preceding the election, or once the week preceding the election if the newspaper is a weekly.

9. As required by Minnesota Statutes, Section 203B.121, the Board hereby establishes a ballot board to process, accept and reject absentee ballots at school district elections not held in conjunction with the state primary or state general election or that are conducted by a municipality on behalf of the school district and generally to carry out the duties of a ballot board as provided by Minnesota Statutes, Section 203B.121 and other applicable laws. The ballot board must consist of a sufficient number of election judges trained

in the handling of absentee ballots. The ballot board must consist of a sufficient number of election judges and may include deputy county auditors and deputy city clerks who have received training in the processing and counting of absentee ballots. Each member of the ballot board must be provided adequate training on the processing and counting of absentee ballots, including but not limited to instruction on accepting and rejecting absentee ballots, storage of absentee ballots, timelines and deadlines, the role of the ballot board, procedures for opening absentee ballot envelopes, procedures for counting absentee ballots, and procedures for reporting absentee ballot totals. The clerk or the clerk's designee is hereby authorized and directed to appoint the members of the ballot board. The clerk or the clerk's designee shall establish, maintain and update a roster of members appointed to and currently serving on the ballot board and shall report to the Board from time to time as to its status. Each member of the ballot board shall be paid reasonable compensation for services rendered during an election at the same rate as other election judges; provided, however, if a staff member is already being compensated for regular duties, additional compensation shall not be paid for ballot board duties performed during that staff member's duty day.

10. The clerk is hereby authorized and directed to begin assembling names of trained election judges to serve at the combined polling places during the November 7, 2023 special election. The election judges shall act as clerks of election, count the ballots cast, and submit the results to the school board for canvass in the manner provided for other school district elections. The election must be canvassed between the third and the tenth day following the election.

11. If the capital project levy authorization proposed in School District Question 1 is approved, a capital project referendum account shall be created as a separate account in the general fund of the school district. All proceeds from the capital project levy must be deposited in the capital project referendum account. Interest income attributable to the capital project referendum account must be credited to the capital project referendum account. Money in the capital project referendum account may be used only for the costs of acquisition and betterment of the approved projects. The funds in the capital project referendum account may be accumulated and not be expended until sufficient funds are available, may be accumulated and not be expended until additional funds from a bond issue are available, or may be expended on an ongoing basis for approved project costs. Any funds remaining in the capital project referendum account that are not applied to the payment of the costs of the approved projects before their final completion shall be transferred to the school district's debt redemption fund.

12. The School District clerk shall make all Campaign Financial Reports required to be filed with the school district under Minnesota Statutes, Section 211A.02, available on the school district's website. The clerk must post the report on the school district's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The school district must make a report available on the school district's website for four years from the date the report was posted to the website. The clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.

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

3. **APPROVAL OF REESTABLISHMENT OF PARTNERSHIP WITH DISTRICT 287**

Executive Director of Special Education Christine Breen presented this item to the Board. She explained that the District had previously been a member of Intermediate District 287 and had withdrawn its membership in 2016. From 2016 to the present, the district has been working within current structures and staffing models to meet the needs of all students. Throughout this time, student needs have changed for a small population of our students, and it is the belief of District administration that reestablishing a partnership with Intermediate District 287 is in the best interest of students, families and the district.

Becker moved, Ambrosen seconded, that the Board approve the reestablishment of its partnership with Intermediate District 287. Upon vote being taken thereon, the motion carried unanimously.

4. **ANNOUNCEMENTS**

Board member Lee-O'Halloran noted that there will be a student-run theatre showcase on Friday, August 25 at 7:00 p.m. at the MHS Arts Center. Admission is free, and all are encouraged to attend.

5. **ADJOURNMENT**

Becker moved, Selinger seconded, adjournment at 7:52 p.m. Upon vote being taken thereon, the motion carried unanimously.

A handwritten signature in black ink, reading "Katie M. Becker". The signature is written in a cursive style with a horizontal line underneath it.

Katie Becker, Clerk

CONSENT

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

Board Agenda Item XI. b

Title: Study Session Summary

Date: September 7, 2023

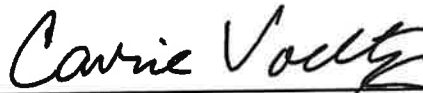
OVERVIEW:

The summary of the proceedings of the Minnetonka School Board's August 17 study session is attached.

RECOMMENDATION/FUTURE DIRECTION:

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

Submitted by: _____



Carrie Voeltz, Executive Assistant
to the Superintendent and School Board

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

Summary of August 17, 2023 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, August 17, 2023 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Michael Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio.

DISCUSSION REGARDING POSSIBLE CAPITAL PROJECTS REFERENDUM ELECTION

Executive Director of Finance and Operations Paul Bourgeois led the discussion. He began by saying that on November 3, 2015, the voters of the District approved an extension of the existing Capital Projects Referendum at the existing 6.569% of Net Tax Capacity of the District for 10 years. The 10 years approved included the 2015 Pay 2016 Levy to fund Fiscal Year 2017 through the 2024 Pay 2025 Levy to fund Fiscal Year 2026. The extension of the Capital Projects Referendum was approved by a vote of 4,770 Yes to 1,780 No or 72.49% Yes. The 2015 approval occurred in the eighth year of the Capital Projects Referendum that was approved on November 6, 2007 at the same 6.569% of Net Tax Capacity of the District.

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MINNETONKA
PUBLIC SCHOOLS

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Capital Projects Referendum Basics (Continued)

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What The Capital Projects Referendum Pays For (Continued)



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November 7, 2023 Potential Question



November 7, 2023

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☐ Yes Shall the school district's existing capital project levy authorization be revoked and the new capital project levy authorization proposed by the board of Independent School District No. 276 be approved?

☐ No

BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING FOR A PROPERTY TAX INCREASE.

Wording at the bottom is required by Minnesota Statutes
It refers to the extension of time for this levy as the tax rate is not increasing

9

In the discussion that followed, Board members were supportive of bringing this question to the voters in November. Board member Vitale noted that if the public were to vote this down, the district could try again and put it on the ballot in November of 2024. Vice Chair Selinger said that it would be important to highlight the security improvements aspect of this, as that was always an important topic for parents. Board member Vitale said it would be important to have clear communications around this, so that the voting public can be fully informed and understand what they're voting for.

Chairperson Wagner noted that this item would be voted on in the special meeting to follow the study session this evening.

POLICY REVIEW

Executive Director of Human Resources Anjie Flowers led the discussion. She began by saying that Policy #509: Enrollment of Nonresident Students, would be deferred for discussion at a later meeting. There are currently discrepancies between MDE recommendations and legislative recommendations for this policy.

The following policies were then reviewed:

- #424: License Status

- #515: Protection and Privacy of Pupil Records
- #534: Equal Educational Opportunity
- #516.1: Overdose Medication
- #419: Tobacco-Free Environment
- #418: Drug-Free Workplace/Drug-Free School

With regards to Policy #516.1, Ms. Flowers noted that was a new policy that is now being required by the legislature. Legislation was passed during the last session that mandates the availability of overdose medication in schools. Director of Health Services Annie Lumbar Bendson noted that all health staff will be trained in how to administer the medication.

With regards to Policy #419, Ms. Flowers noted the policy reflects new requirements around vaping. There are clear expectations and definitions around what is expected of students and staff. There is also a provision to allow indigenous students to use loose tobacco for ceremonial use.

Board members agreed to all the recommended changes. Ms. Flowers noted that the bulk of these changes were being driven due to changes made at the state level in the 2023 legislative session.

CITIZEN INPUT

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

Jenn McFarlane addressed the Board at this time. She noted that in 1849, MN Governor Ramsey had stolen the land and the name “Minnetonka” from the Dakota people. She asked that the Board reconsider the current Minnetonka Skippers mascot costume, and also that Native American Studies be added to the district curriculum. She said that the current curriculum and mascot show dishonor and disrespect for the eleven tribal nations in Minnesota.

Chairperson Wagner thanked Ms. McFarlane for her comments and asked that she email them to the entire Board.

MTSS/SEL UPDATE

Associate Superintendent for Instruction Amy Ladue and Health Services Director Annie Lumbar Bendson led the discussion. They shared the following information with the Board:

Identifying Social and Emotional Learning (SEL) Priorities

During the 2022-2023 school year, the District sought to identify social and emotional learning (SEL) priorities to meet the current needs of students through Tier I instruction. Multiple inputs were used to identify these priorities. The data from the 2022 MN Student Survey was reviewed with key stakeholders throughout the district and feedback and insights were gathered. The Mental Health Advisory and the Student Teaching and Learning Advisory committee also provided input. Additionally, results from the SAEBRS and mySAEBRS screener, data from the schools, and best practice guidance from CAREI informed this process.

Primary and secondary groups of SEL leaders representing each school level were convened. These groups included department chairs, counselors, psychologists, teachers, and instructional coaches. These groups met to review the information gathered and to align these themes to the Minnesota and CASTEL standards for social and emotional learning. Additionally, these teams were tasked with using the identified priorities to make recommendations for a Tier 1 resource for both the primary (K-5 level) and secondary (6-12) level.

These groups determined the scope and frequency of Tier 1 lessons at both the primary and secondary level. This will provide an aligned sequence of lessons from the elementary to the secondary level with a consistent delivery structure. As the work progressed, one of the main considerations was to ensure that the resource would complement the existing programming, practices, and structures within Minnetonka Public Schools.

The following key factors were taken into consideration when identifying priority areas for selecting SEL resources:

- Skill focus
 - Improved emotional/behavioral regulation (*elementary*)
 - Improved perspective-taking (*secondary*)
 - Improved self-efficacy (*secondary*)
 - Improved conflict resolution/social problem-solving (*all levels*)
 - Improved executive functioning skills (*all levels*)
 - Improved empathy/perspective-taking (*all levels*)
 - Improved understanding of social cues (*all levels*)
 - Improved inhibitory control (*all levels*)
 - Improved positive social behavior (*all levels*)
 - Reduced problem behavior (*all levels*)
 - Improved identification of feelings/agency (*all levels*)
 - Improved school connectedness (*all levels*)
- Instructional methods
- Program components
- Implementation considerations
- Equitable SEL

At the elementary level, over 45 resources were reviewed using the identified criteria to evaluate them. These programs were categorized as “meets criteria,” “partially meets criteria,” or “does not meet criteria.” Of the 45 vendors reviewed, 11 met the criteria and were invited to present to the SEL leadership team in order to gather more information and provide the opportunities to ask questions about the resources.

At the secondary level, over 30 resources were reviewed using the same criteria. Five vendors presented to the secondary leadership team to allow the team to gain a better understanding of the resource and to gather more information.

After robust and thorough discussion and analysis of the resources, taking into consideration all of the factors indicated above, an elementary resource and a secondary resource were identified to be recommended for each level.

Next Steps:

Using the preferred resource for the elementary level, the District SEL team will partner with the elementary health chairs to evaluate, align, and incorporate this resource into the health curriculum review and adoption process during the upcoming school year.

At the secondary level, *Be Good People* was recommended by the planning team as the resource most aligned to district priorities. This resource will be piloted as a part of the “Chart Your Course” program at MME and MMW, which will incorporate social and emotional lessons into core content areas.

The overarching focus areas for each grade are as follows:

6th grade

- Executive functioning
- Responsible decision-making
- Problem-solving

7th grade

- Relationships
- Communication
- Teamwork

8th grade

- Self-awareness
- Navigating stress
- Perspective

Middle School Pilot:

- Built for school-wide Tier I instruction
- Follows best practice
- Closely aligned with State SEL standards
- Effective SEL that incorporate CASEL's four elements (SAFE):
 - Sequenced: connected and coordinated activities to foster skills development
 - Active: employing active forms of learning to help students strengthen new skills
 - Focused: dedicated time and attention to developing personal and social skills
 - Explicit: targeting specific social and emotional skills
- Schoolwide norms, expectations and routines are explicitly taught, posted and reviewed regularly
- Utilize data to inform decisions
- Utilize the MTSS framework to meet the needs of students in all tiers, with a focus on core instruction for all
- Teachers use inclusive, relationship-based and culturally responsive practices to create supportive classroom environments
- SEL-related events, posters, announcements, videos during the morning show, etc.

Further work to evaluate the effectiveness of this pilot will be completed this year. This will be accomplished through establishing and communicating a shared vision, assessing, and expanding the foundational knowledge of SEL, completing a needs assessment with staff, and continuing to strengthen adult/staff SEL competencies. Additionally, student data, survey results and teacher feedback will be used to make recommendations for resource adoptions at the secondary level.

Board members thanked Ms. Ladue and Ms. Lumbar Bendson for the great report and said they looked forward to hearing more as the school year progresses.

ADJOURNMENT

The Board adjourned the study session at 7:10 p.m. A special meeting followed at 7:30 p.m.

/cyv

CONSENT

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

Board Agenda Item XI. c

Title: Payment of Bills

Date: September 7, 2023

OVERVIEW:

Presented for Board approval are the monthly disbursement totals by fund for Minnetonka Public Schools for the month of July 2023.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the Board approve the disbursements as presented for the month of July 2023.



Submitted by:

Jessica Hulitt
Coordinator of Accounting



Approved by:

Paul Bourgeois
Executive Director of Finance & Operations



Concurrence:

David Law
Superintendent of Schools

MINNETONKA DISTRICT #276

TO: David Law

FROM: Jessica Hulitt

RE: Payment of Bills – July 2023
Board Meeting Date: September 7, 2023

The following disbursements are submitted for the month of July:

Recommend the payment of bills in the sum of \$9,376,978.98 by check #479531 - #480125 and ACH #232400002 - #232400177, and wire transactions #202300002 - #202300313 as follows:

July		
	FUND	
01	GENERAL FUND	3,595,566.69
02	CHILD NUTRITION	37,056.30
03	PUPIL TRANSPORTATION	20,778.46
04	COMMUNITY SERVICE	497,761.67
05	CAPITAL EXPENDITURE	795,192.00
07	DEBT SERVICE FUND	1,366,128.47
09	TRUST - FIDUCIARY	37,657.33
11	EXTRA/CO-CURRICULAR	66,041.69
12	ATHLETIC FEE	27,521.24
18	CUSTODIAL FUND	222,701.79
20	SELF INSURANCE	128,395.40
40	CULTURAL ARTS CENTER	33,724.39
41	DOMES OPERATIONS	17,649.32
42	AQUATICS PROGRAM	55,953.83
43	PAGEL CENTER	32,777.59
46	LTFM	144,604.96
56	CONSTRUCTION PROJECTS	95,472.87
66	CAPITAL PROJECTS LEVY	2,201,994.98
		\$ 9,376,978.98
	SALARIES	\$ 1,784,559.25
	TOTAL	\$ 11,161,538.23



Jessica Hulitt

August 30, 2023
Date

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

Board Agenda Item XI. d.

TITLE: Recommended Personnel Items

DATE: September 7, 2023

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

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

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

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

FUTURE ACTION/RECOMMENDATION:

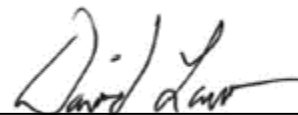
The administration recommends approval of all attached personnel changes.

Submitted by:

Concurrence by:



Anjie Flowers
Executive Director of Human Resources



David Law
Superintendent

RECOMMENDED PERSONNEL ITEMS

I. INSTRUCTION

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
BENTON, DAVID	BUSINESS EDUCATION, 1.0 FTE, MHS	2023-24	\$59,519
BERSETH, MICHAEL	SCIENCE, 0.6 FTE, MHS	8/29/23-6/10/24	\$55,059.60
BOHMBACH, CASSANDRA	PRESCHOOL SPANISH IMMERSION, 20.65 HRS/WK, MCEC	2023-24	\$41.99/HOUR
BURNS, MARGARET	SCIENCE, 1.0 FTE, MHS	2023-24	\$48,567
CARLSON, MATTHEW	ART/MEDIA, 1.0 FTE, GR/MWTA/SH	2023-24	\$61,417
CARMONA FERNANDEZ, CARMEN	ART, 0.2 FTE, TONKA ONLINE	2023-24	\$14,559.20
CARMONA FERNANDEZ, CARMEN	ART, 0.8 FTE, MMW	8/29/23-6/10/24	\$58,236.80
CLAEYS, MADELINE	SPEECH LANGUAGE PATHOLOGIST, 1.0 FTE, MMW/EXC/TO	2023-24	\$57,623
DAUGS, MICHAEL	MATH, 1.0 FTE, MMW	8/29/23-6/10/24	\$97,471
ESPINOSA, KARA	SOCIAL WORKER, 0.8 FTE, MME	8/29/23-1/26/24	\$55,203.20
ESPINOSA, KARA	SOCIAL WORKER, 0.2 FTE, SAIL	9/6/23-6/5/24	\$13,275.77
FIROUZI, ASHLEY	ASSISTANT PRINCIPAL, 1.0 FTE, MHS	8/28/23	\$113,000
HARDING, JENNIFER	SOCIAL STUDIES, 0.6 FTE, TO	2023-24	\$53,793.60
HIGGINBOTHAM, ROBERT	MATH, 1.0 FTE, MHS	2023-24	\$93,563
HUNT, BRIANA	COUNSELOR FOR PREK, 0.5 FTE, MCEC	2023-24	\$27,863
JAMISON, MARY ANDREA	ELT, 0.685 FTE, SH	2023-24	\$55,750.78
KANGAS, KELLY	LANG ARTS, 0.6 FTE, MHS	2023-24	\$62,142
KANGAS, KELLY	LANG ARTS, 0.4 FTE, MHS	8/29/23-6/10/24	\$41,428
KAUFMAN, ELIZABETH	GRADE 3, 1.0 FTE, MWTA	8/29/23-6/10/24	\$53,975
KVITRUD, ZIYING	ELEM CHINESE IMMERSION FLOAT, 1.0 FTE, EXC	8/29/23-6/10/24	\$74,026
LACHER, SYDNEY	LANG ARTS, 0.2 FTE, MME	8/29/23-6/10/24	\$9,443
LACHER, SYDNEY	LANG ARTS, 0.8 FTE, MME	2023-24	\$37,772
LAUGHLIN, EMMA	KINDERGARTEN, 1.0 FTE, MWTA	8/29/23-6/10/24	\$57,623
LEVINE, ANNE	ECFE PARENT EDUCATOR, 14-19 HRS/WK, MCEC	2023-24	\$43.24/HOUR
MOYNIHAN, MAX	GRADE 4, 1.0 FTE, EXC	8/29/23-6/10/24	\$55,726
MURPHY, DANIEL	ART, 0.9 FTE, MHS	2023-24	\$42,493.50
NEVE, JESSICA	KINDERGARTEN SPANISH IMMERSION, 1.0 FTE, GR	2023-24	\$75,598
THOMSON, CHRISTOPHER	MUSIC, 0.94 FTE, GR/MWTA/SH	2023-24	\$73,777.78
VELASCO, DOROTHY GRACE	LANG ARTS, 1.0 FTE, MHS	8/29/23-6/10/24	\$48,567
WALTHER, AUTUMN	GRADE 2, 1.0 FTE, MWTA	2023-24	\$57,623
WILLIAMS, TAYLOR	SPECIAL ED, 1.0 FTE, MHS	2023-24	\$68,997
WISSINK, JONATHAN	SPECIAL ED, 1.0 FTE, DH	8/29/23-6/10/24	\$72,796
WITTMAN-BELTZ, NANCY	INTERIM ELEMENTARY PRINCIPAL, 1.0 FTE, MWTA	8/7/23-11/10/23	\$300 A DAY-HALF DAYS \$600 A DAY-FULL DAYS
WOODRUFF, REILLY	ESY SPECIAL ED, 3.5 HRS/DAY, MME	7/11/23-8/3/23	\$41.72/HR

RESIGNATIONS, RETIREMENTS, TERMINATIONS	ASSIGNMENT	EFFECTIVE
FRUIN, CAROLYN	MATH, 1.0 FTE, MMW	8/31/23
HOGLUND, ELLIE	SOCIAL STUDIES, 0.6 FTE, TO	8/25/23
SCHWARTZ, ALEESHA	ECSE, 1.0 FTE, MCEC	8/28/23
WEDIN, ANNMARIE	ART, 1.0 FTE, MHS	8/17/23

LEAVE OF ABSENCES	ASSIGNMENT	EFFECTIVE
DEIBELE, KATIE	ELEMENTARY, 1.0 FTE, DISTRICT-REQUESTING 1.0 FTE LOA	2023-24
DRABIK, MICHEAL	SPANISH IMMERSION SOCIAL STUDIES, 1.0 FTE, MMW	9/19/23-11/3/23
GLOE, STEPHANIE	GRADE 3 SPANISH IMMERSION, 1.0 FTE, DH	11/1/23-1/25/24
HANSON, CAROLINE	GRADE 2, 1.0 FTE, EXC	11/28/23-3/28/24
KLEMME, KATIE	SOCIAL WORKER, 0.8 FTE, MME – REQUESTING 0.8 FTE LOA	2023-24
PAUTLER, ANDREA	ART, 0.8 FTE, MMW – REQUESTING 0.8 FTE LOA	2023-24
THOMSON, CHRISTOPHER	MUSIC, 0.94 FTE, GR/MWTA/SH – REQUESTING 0.94 FTE LOA	2023-24
WILSON, KATHERINE	SPEECH LANGUAGE PATHOLOGIST, 1.0 FTE, CS	12/15/23-3/11/24

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
BADENHORST, STEPHANUS	PSYCHOLOGIST, 1.0 FTE, MME	2023-24	PSYCHOLOGIST, 1.0 FTE, MME/DH
BOGLE, JOHN T.	PARA SUB	8/29/23-6/10/24	PHY ED, 1.0 FTE, MMW

BROHMAN, EMAKATE	DEAN OF STUDENTS, 1.0 FTE, MHS	8/7/23	ASSISTANT PRINCIPAL, 1.0 FTE, MHS
BUTCHERT, AMY	SPECIAL ED, 0.9 FTE, SH	2023-24	SPECIAL ED, 1.0 FTE, SH
CHENG, CHIAHSUAN	ELEM CHINESE IMM FLOAT, 1.0 FTE, SH	8/29/23-11/22/23	GRADE 5 CHINESE IMM LTS, 1.0 FTE, SH
CHENG, CHIAHSUAN	GRADE 5 CHINESE IMM LTS, 1.0 FTE, SH	11/27/23-6/10/24	ELEM CHINESE IMM FLOAT, 1.0 FTE, SH
FENNER, CLINTON	DEAN OF STUDENTS, 1.0 FTE, MHS	8/7/23	ASSISTANT PRINCIPAL, 1.0 FTE, MHS
HENDRICKSON, GRANT	SOCIAL STUDIES, 1.0 FTE, MHS	2023-24	ADD: SOCIAL STUDIES OVERAGE, 0.12 FTE, MHS
JOHNSON, ALEX	MATH, 1.0 FTE, MHS	2023-24	ADD: MATH OVERAGE, 0.12 FTE, MHS
KUKOWSKI, JOSHUA	SPANISH IMMERSION SOCIAL STUDIES, 1.0 FTE, MME	2023-24	ADD: SPANISH IMM SOCIAL STUDIES OVG, 0.12 FTE, MME
LITTMANN, CHRISTINE	GERMAN, 0.8 FTE, MME/MMW	2023-24	GERMAN/STUDY SKILLS, 0.9 FTE, MME/MMW
MARSH, MONICA	WILSON READING, 0.425 FTE, CS	8/29/23-5/31/24	ADD: TITLE ONE TEMPORARY, 0.1 FTE, CS
MASTELLER, CHET	SOCIAL STUDIES, 1.0 FTE, MHS	8/29/23-1/26/24	ADD: SOCIAL STUDIES OVERAGE, 0.12 FTE, MHS
NELSON, KATHRYN	SPANISH, 0.75 FTE, MME	2023-24	SPANISH, 0.9 FTE, MME
PETERSON, ANELIS	ACADEMIC STRATEGIST, 1.0 FTE, DISTRICT	2023-24	504 FACILITATOR/ACADEMIC STRATEGIST, 1.0 FTE, MHS/SAI
PHILLIPS, HEATHER JO	FACS, 0.65 FTE, MMW	2023-24	FACS, 0.85 FTE, MMW/TO
SCHLESINGER, PATRICIA	RESERVE TEACHER	2023-24	ADOS EVALUATOR, 0.3 FTE, DISTRICT
WIITALA, NIKKI	MATH, 1.0 FTE, MHS	2023-24	ADD: MATH OVERAGE, 0.12 FTE, MHS
WOLFE, SUSAN	PHY ED, 0.9 FTE, MME	8/29/23-11/10/23	ADD: PHY ED LTS & OVG, 0.22 FTE, TO
ZIEBARTH, COURTNEY	SCIENCE, 1.0 FTE, MMW/TO	2023-24	ADD: SCIENCE OVERAGE, 0.12 FTE, TO

II. BUSINESS AND OTHER NON-INSTRUCTIONAL SERVICES

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
ALEXANDER, BONNIE	CLASS D SPEC ED PARA, 6 HRS/DAY, CS	8/30/23	\$20.61/HR
BAUER, BARBARA	CLASS C RSK PARA, 6.5 HRS/DAY, GR	8/30/23	\$22.91/HR
BENNINGHOFFEN, JILL	COOK HELPER, 6 HRS/DAY, MME	8/22/23	\$19.97/HR
BUCKO, LEAH	COOK, 8 HRS/DAY, MHS	8/22/23	\$23.04/HR
CHAMBLESS, NICOLAS	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS	8/30/23	\$20.61/HR
CRANBROOK, CHRISTINA	EXPLORERS ASST SITE SUPVR, 40 HRS/WK, SH	8/3/23	\$22.50/HR
DALY, NICOLE	CLASS A LR/PG PARA, 3 HRS/DAY, DH	8/30/23	\$18.24/HR
DUARTE, KARLA	CLASS C KINDER SPANISH IMM PARA, 4.5 HRS/DAY, GR	8/30/23	\$21.41/HR
ELLIOT, TERESA	CLASS D SPEC ED PARA, 2 HRS/DAY, GR		\$21.68/HR
FERRY, KELSEY	PROJECT SOAR INSTRUCTOR, HOURS VARY, MCEC	7/27/23	\$20.00/HR
GERLICHER, SCOTT	CLASS D SPEC ED PARA, 6.5 HRS/DAY, GR	8/30/23	\$23.18/HR
HAGEMEYER, CYLINDA	SECURITY AND EMERGENCY MGMT COORD, 0.6 FTE, DISTRICT	8/21/23	\$64,500
HAWKS, MAXIMUS	COOK HELPER, 6 HRS/DAY, MMW	8/29/23	\$19.97/HR
HOKENSON, MELISSA	SWIM INSTRUCTOR, 15-20 HRS/WK, AQUATICS	7/17/23	\$15.00/HR
HOLGATE, LISA	COOK HELPER, 5.5 HRS/DAY, SH	8/22/23	\$19.97/HR
HOLLAHAN, MARGARET	EXECUTIVE ASST TO THE ASSOC SUPT, 8 HRS/DAY, DSC	8/7/23	\$33.65/HR
JOACHIM, KEVIN	BEACH LIFEGUARD, 20-30 HRS/WK, AQUATICS	7/13/23	\$16.50/HR
KAMRATH, KIM	EXPLORERS ASST SITE SUPVR, 40 HRS/WK, MWTA	8/30/23	\$21.65/HR
KATKOV, NATHAN	COOK HELPER, 6 HRS/DAY, EXC	8/22/23	\$19.97/HR
	CLASS A LR/PG PARA, 3 HRS/DAY, CS	8/30/23	\$18.24/HR
	CLASS D SPEC ED PARA, 3 HRS/DAY, CS		\$20.61/HR
LAKE, ASHLEY	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS	8/30/23	\$23.18/HR
LEE, KEVIN	LEVEL A HELPDESK SUPPT SPECIALIST, 8 HRS/DAY, TECH CENTER	8/22/23	\$23.35/HR
LIN, HELENA	SWIM INSTRUCTOR, 15-20 HRS/WK, AQUATICS	9/10/23	\$15.00/HR
MCGOVERN, CAROL	COOK HELPER, 4 HRS/DAY, MME	8/22/23	\$19.97/HR
MUNOZ MOZA, AILIN	CLASS C CLRM SPANISH IMM PARA, 6 HRS/DAY, MWTA	8/30/23	\$20.34/HR
MURPHY, LEVI	CUSTODIAN, 8 HRS/DAY, GR	8/15/23	\$19.97/HR
PASQUALINI, HEATHER	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS	8/30/23	\$23.18/HR
PETERSON, JACOB	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS	8/30/23	\$21.68/HR
ROBERTS, INGRID	CLASS D ELL PARA, 6 HRS/DAY, DH/GR	8/30/23	\$23.18/HR
SCHNEIDER, NANCY	CLASS C STUDY LUNCH PARA, 4 HRS/DAY, MMW	8/30/23	\$22.91/HR
SEELAND, LILLIAN	CLASS D SPEC ED PARA, 6.5 HRS/DAY, GR	8/30/23	\$20.61/HR
SENSON, TIMOTHY	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS	8/30/23	\$23.18/HR
SMITH, LENITA	COOK MANAGER, 7.5 HRS/DAY, DH	8/29/23	\$26.39/HR
TORMANEN, CARMEN	CLASS D SPEC ED PARA, 6 HRS/DAY, SAIL	8/30/23	\$23.18/HR

RESIGNATIONS, RETIREMENTS, TERMINATIONS, NON-RENEWALS	ASSIGNMENT	EFFECTIVE
ACUNA FERNANDEZ, FRANCINI	CLASS C SPANISH IMM KINDER PARA, 4.5 HRS/DAY, GR CLASS D SPEC ED PARA, 1.5 HRS/DAY, GR	8/11/23

ANDREE, TREVOR ASHLEY, LEANNE BAKER, ANNETTE CONRAD, EMMA DAVENPORT, JOHN FARROW, OLIVIA	CUSTODIAN, 8 HRS/DAY, SH EXPLORERS PRGM LEADER, 4 HRS/DAY, EXC PRGM ASST JR EXPLORERS, 33.75-40 HRS/WK, MCEC LEVEL III OFFICE ASST FOR MCE, 8 HRS/DAY, MCEC CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS CLASS B SUPVRY PARA, 1 HR/DAY, MME CLASS D SPEC ED PARA, 6.5 HRS/DAY, MME LEVEL IV ECSE OFFICE ASST, 8 HRS/DAY, MCEC CLASS D SPEC ED PARA, 26 HRS/WK, SH CUSTODIAN, 8 HRS/DAY, MHS EXPLORERS ASST SITE SUPVR, 8 HRS/DAY, EXC CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS CLASS A LR/PG PARA, 3 HRS 20 MIN/DAY, CS CLASS D SPEC ED PARA, 6.5 HRS/DAY, MME CLASS D SPEC ED PARA, 6.5 HRS/DAY, SH CLASS D SPEC ED PARA, 6.5 HRS/DAY, DH	9/1/23 7/31/23 10/31/23 8/11/23 8/23/23 8/21/23 9/22/23 8/21/23 8/18/23 8/16/23 8/8/23 8/1/23 8/15/23 8/15/23 8/21/23 8/14/23
GROVER, ELIZABETH GUSTAFSON, ROBIN HUTTON, JAMES LANOUX, TROY LATZKE, LYNN LUTZ, ARIANA MILLER, STEVI MONSON, SAMANTHA MORRISON, CHELSEA NEWBERG, SUSAN		

LEAVES	ASSIGNMENT	EFFECTIVE
BARTHELEMY, TYLER BELL, BRITTANY NATHE, KEITH	LEVEL IV OFFICE ASST FOR TESTING, 8 HRS/DAY, MHS EXPLORERS SITE SUPVR, 8 HRS/DAY, CS CUSTODIAN, 8 HRS/DAY, MHS	1/2/24-2/23/24 9/1/23-12/15/23 8/7/23-8/31/23

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
BROWN, ELEANOR COHEN, MARIANA	COOK HELPER, 6 HRS/DAY, MHS PARA SUB	2023-24 2023-24	COOK HELPER, 4.5 HRS/DAY, MHS CLASS B MTKA PRESCHOOL PARA, 13 HRS/WK, MCEC
ENGLISH, ANNE	CLASS B MTKA PRESCHOOL PARA, 3.75 HRS/DAY, MCEC	2023-24	CLASS B MTKA PRESCHOOL PARA, 3.75 HRS/DAY, MCEC CLASS D ECSE PARA, 12.25 HRS/WK, MCEC
FARROW, OLIVIA GRIGGS, RACHAEL	PARA SUB CLASS C KINDER PARA, 6.5 HRS/DAY, SH CLASS A LR/PG PARA, 3.5 HRS/DAY, EXC CLASS D SPEC ED PARA, 2.75 HRS/DAY, EXC	2023-24 2023-24 2023-24	CLASS C CLRM PARA, 5 HRS/DAY, MME CLASS C KINDER PARA, 4.5 HRS/DAY, SH
HACKER, GAY	CLASS D SPEC ED PARA, 6.5 HRS/DAY, EXC	2023-24	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MMW
HANSEN, KATHERINE HARTER, JENNIFER	COOK, 7 HRS/DAY, EXC CLASS C KINDER PARA, 6.5 HRS/DAY, SH CLASS A LR/PG PARA, 3 HRS/DAY, DH	2023-24 2023-24	COOK MGR, 7.5 HRS/DAY, EXC CLASS C KINDER PARA, 4.5 HRS/DAY, SH
HUNT, ANITA	CLASS C EXEC FUNCT PARA, 6 HRS/WK, DH CLASS C BUS/TRAFFIC & BEHAV PLAN PARA, 6.75 HRS/DAY, SH PARA SUB	2023-24 2023-24	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MME CLASS D SPEC ED PARA, 6.5 HRS/DAY, EXC
HUNTER, REBECCA JOHNSON, EMILIA KEOGH, JESSICA LARSON, ASHLEY	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS CLASS A LR/PG PARA, 6 HRS/WK, SH	2023-24 2023-24 2023-24	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS CLASS D SPEC ED PARA, 6.5 HRS/DAY, SAIL CLASS D ECSE PARA, 15.25 HRS/WK, MCEC CLASS A LR/PG PARA, 3 HRS/DAY, MWTA CLASS C CLRM PARA, 1.75 HRS/DAY, MWTA EXPLORERS PRGM ASST, 3.25 HRS/DAY, MWTA
LAWSON, CLAIRE	EXPLORERS PRGM ASST, 5.5 HRS/DAY, MWTA	8/30/23	CLASS D SPEC ED PARA, 6 HRS/DAY, MWTA CLASS F MIDDLE SCHOOL CLIMATE PARA, 8 HRS/DAY, MMW
MAAS, ERIK MORKEN, MELISSA	PARA SUB PARA SUB CLASS A LR/PG PARA, 9 HRS/WK, MWTA CLASS D SPEC ED PARA, 2.25 HRS/DAY, MWTA CLASS C KINDER PARA, 6.5 HRS/DAY, SH	2023-24 2023-24 2023-24	CLASS A LR/PG PARA, 2.5 HRS/DAY, MWTA CLASS D SPEC ED PARA, 3.5 HRS/DAY, MWTA CLASS C KINDER PARA, 4.5 HRS/DAY, SH CLASS D SPEC ED, BUS/TRAFFIC PARA, 3 HRS/DAY, CS CLASS A LR/PG PARA, 3 HRS/DAY, CS
NELSON, ASHELEY NUGENT, APRIL	CLASS D SPEC ED PARA, 6.5 HRS/DAY, CS	2023-24	CLASS C NAVIGATOR TEMP PARA, 4 HRS/DAY, EXC CLASS C SPANISH IMM KIND/CLRM PARA, 6 HRS/DAY, MWTA
OLSON, ROBYN	PARA SUB	8/30/23-11/3/23	ADD: JR EXPLORERS, 28 HRS/WK, MCEC
OTREMB, JENNA	CLASS C SPANISH IMM KINDER PARA, 3 HRS/DAY, MWTA	2023-24	PRESCHOOL TEACHER, 18.6 HRS/WK, MCEC
PRATS, MARTA	PRESCHOOL TEACHER, 18.6 HRS/WK, MCEC	5/23/23-9/15/23	PRESCHOOL TEACHER, 18.6 HRS/WK, MCEC
ROBINSON, RACHEL	JR EXPLORERS, 28 HRS/WK, MCEC: 5/23/23-9/15/23	9/18/23-6/7/24	JR EXPLORERS, 18 HRS/WK, MCEC: 5/23/23-9/15/23
ROBINSON, RACHEL	LEVEL A HELPDESK ASST, 8 HRS/DAY, TECH CENTER	2023-24	LEVEL B HELPDESK INTEGRA SUPPT SPEC, 8 HRS/DAY, TECH
SPENCER, KELLY VARGO, PAULA WALTON, CAMILLE	CLASS D SPEC ED PARA, 4.5 HR/DAY, CS CLASS D SPEC ED PARA, 6.5 HRS/DAY, EXC	2023-24 2023-24	CLASS D SPEC ED PARA, 3 HRS/DAY, MMW CLASS C KINDER/CLRM PARA, 6.5 HRS/DAY, GR

WILSON, FLAVIA	CLASS B MTAK PRESCHOOL PARA, 13 HRS/WK, MCEC	2023-24	CLASS B CONF KIDS PARA, 30 MIN/DAY, MWTA
ZABILLA, CYNTHIA	CLASS B SUPVRY PARA, 1.5 HRS/DAY, MME CLASS D SPEC ED PARA, 6.5 HRS/DAY, MME	2023-24	CLASS C CLRM PARA, 5.5 HRS/DAY, MWTA CLASS D SPEC ED PARA, 6.5 HRS/DAY, MHS

III. IN-DISTRICT APPOINTMENTS

APPOINTMENT	ASSIGNMENT	BUILDING	EFFECTIVE	SALARY
ANDRUSKIEWICZ, TONYA	GIRLS CROSS COUNTRY RUN ASST COACH	MHS	8/14/23-11/4/23	\$2,414.40
BARNES, HANNAH	GYMNASTICS COACH, MCE	MHS	7/10/23	\$21.50/HR
BEIL, COLIN	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$2,120
BELL, JASON	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$5,662
BENSON, MITCHELL	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$2,000
BIERLY, DAVE	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$2,120
BOWMAN, KATELYN	VOLLEYBALL ASST COACH	MHS	8/14/23-11/11/23	\$4,473.64
BRADLEY, JOHN	GIRLS SWIM/DIVE CO-HEAD/CO-ASST COACH	MHS	8/14/23-11/18/23	\$5,627
BURNHAM, BRAD	BOYS SOCCER ASST COACH	MHS	8/14/23-11/4/23	\$4,729
CROYLE, JOHN	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$5,662
DADASHEV, DENNIS	GIRLS SWIM/DIVE CO-HEAD/CO-ASST COACH	MHS	8/14/23-11/18/23	\$5,627
DAMMANN, BRYAN	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$5,662
DICKINSEN, BRENNAN	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$5,662
DILL, RACHEL	VOLLEYBALL ASST COACH	MHS	8/14/23-11/11/23	\$4,473.64
DOBLE, NICK	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$2,120
DUFFY, KAITLYN	GYMNASTICS STUDENT COACH, MCE	MHS	9/9/23	\$15.84/HR
ESCH, MARK	HEAD FOOTBALL COACH	MHS	8/14/23-11/25/23	\$7,773
FRANCOIS, ROD	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$5,426
FREITAS, SAMANTHA	GIRLS SWIM/DIVE ASST COACH	MHS	8/14/23-11/18/23	\$2,364.50
GALVAN, RUTH	SPRING CONCESSION SUPVR	MHS	4/23-6/9/23	\$1,000
GALVAN, RUTH	FALL CONCESSION SUPVR	MHS	8/14/23-11/12/23	\$3,000
GALVAN, RUTH	WINTER CONCESSION SUPVR	MHS	11/13/23-3/31/24	\$4,000
GARD, ANNA	GIRLS SWIM/DIVE ASST COACH	MHS	8/14/23-11/18/23	\$2,306
GORMAN, MATT	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$5,543
GROUX, ALEXIS	GIRLS SOCCER ASST COACH	MHS	8/14/23-11/4/23	\$4,612
HOPKINS, JEFFERY	ACTIVITY/EVENT WORKER	MHS	2023-24	VARIES
HOPKINS, JEFFERY	GIRLS SOCCER HEAD COACH	MHS	8/14/23-11/4/23	\$6,642
JOHNSON, ALEX	BOYS SOCCER ASST COACH	MHS	8/14/23-11/4/23	\$4,848
KARON, ISMAIL	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$5,662
KATZENBERGER, KARL	VOLLEYBALL HEAD COACH	MHS	8/14/23-11/11/23	\$6,642
KRENIK, LAURA	GIRLS TENNIS ASST COACH	MHS	8/14/23-10/27/23	\$4,143
LEBLANC, LEEANN	GIRLS CROSS COUNTRY RUN ASST COACH	MHS	8/14/23-11/4/23	\$4,024
LEIGHTON, HEIDI	GIRLS CROSS COUNTRY RUN ASST COACH	MHS	8/14/23-11/4/23	\$3,242.81
LEWIS, KELLY	CROSS COUNTRY RUNNING HEAD COACH	MMW	8/14/23-10/26/23	\$5,238
LONG, MELISSA	VOLLEYBALL ASST COACH	MHS	8/14/23-11/11/23	\$4,473.64
LYNCH, MEGAN	PERFORMANCE DANCE HEAD COACH	MHS	8/14/23-10/13/23	\$2,000
MUNDAHL, KRISTIAN	GIRLS SOCCER ASST COACH	MHS	8/14/23-11/4/23	\$4,612
NEWVILLE, IAN	BOYS SOCCER ASST COACH	MHS	8/14/23-11/4/23	\$4,848
PEARS, CHRIS	BOYS SOCCER ASST COACH	MHS	8/14/23-11/4/23	\$4,848
PETERSON, JACOB	BOYS CROSS COUNTRY RUN ASST COACH	MHS	8/14/23-11/4/23	\$3,907
RENLUND, JEFF	BOYS CROSS COUNTRY RUN HEAD COACH	MHS	8/14/23-11/4/23	\$5,662
RICHARDS, DANIEL	GIRLS TENNIS ASST COACH	MHS	8/14/23-10/27/23	\$4,143
RICHARDS, JESSICA	GIRLS TENNIS HEAD COACH	MHS	8/14/23-10/27/23	\$5,662
ROGERS, MIKE	BOYS SOCCER HEAD COACH	MHS	8/14/23-11/4/23	\$6,642

SALCEDO, JUAN PABLO	BOYS SOCCER ASST COACH	MHS	8/14/23-11/4/23	\$4,612
SAMSAL, NICK	BOYS SOCCER ASST COACH	MHS	8/14/23-11/4/23	\$4,848
SHERRY, JOE	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$2,120
STEPHAN, JOSH	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$5,662
STEPHEN, JAMES	VOLLEYBALL ASST COACH	MHS	8/14/23-11/11/23	\$4,702.56
STORLIE, SCOTT	GIRLS SOCCER ASST COACH	MHS	8/14/23-11/4/23	\$4,848
VENNES, STEPHANIE	GIRLS SWIM/DIVE ASST COACH	MHS	8/14/23-11/18/23	\$4,848
VERCRUYSSSE, KELSEY	PERFORMANCE DANCE HEAD COACH	MHS	8/14/23-10/13/23	\$2,762
WHEATON, BEN	GIRLS TENNIS ASST COACH	MHS	8/14/23-10/27/23	\$4,024
WILKIE, CONNOR	ASST FOOTBALL COACH	MHS	8/14/23-11/25/23	\$5,000
ZIMPRICH, BAILEY	VOLLEYBALL ASST COACH	MHS	8/14/23-11/11/23	\$4,053.44
2023-24 DISTRICT DEPT CHAIRS:				
ABELSEN, SARAH	MUSIC K-8	MWTA	2023-24	\$3,560
ALEXANDER, KAYLENE	SCIENCE 6-8	MMW	2023-24	\$3,560
ANDERSON, MICHAEL	INSTRUMENTAL MUSIC 4-12	MME	2023-24	\$3,560
APONTE TYMINSKI, REBEKAH	WORLD LANGUAGE 6-12	MHS	2023-24	\$4,034
BAHR, NICK	COMPUTER SCIENCE 6-12	MHS	2023-24	\$3,560
BALLOY, CHRISTINA	PHY ED 6-12	MHS	2023-24	\$1,780
BARRY, MELINDA	MEDIA/TECHNOLOGY K-12	SH	2023-24	\$2,373
BECKER, MEGHAN	SPECIAL ED 6-8	MMW	2023-24	\$4,034
BIERLY, DAVE	COUNSELING 6-12	MHS	2023-24	\$3,560
BUISMAN, KERI	ELT ELEMENTARY	GR	2023-24	\$3,560
BURFEIND, MITCH	TECH ED 6-12	MHS	2023-24	\$3,560
CHOPITE, MARIA	SPANISH IMMERSION K-8	MWTA	2023-24	\$4,746
COSSETTE, JOE	SCIENCE 9-12 OPERATIONAL	MHS	2023-24	\$4,746
CUSHING, JORDAN	LANGUAGE ARTS 9-12 OPERATIONAL	MHS	2023-24	\$4,746
CUTSHALL, SUZANNE	SCIENCE K-5	GR	2023-24	\$4,746
DONALD, JIM	MATH 9-12 INSTRUCTIONAL	MHS	2023-24	\$4,746
FISHER, KELLY	READING K-5	EXC	2023-24	\$4,746
HASKAMP, MELISSA	SOCIAL STUDIES 6-8	MMW	2023-24	\$3,560
JOHNSEN, LAUREN	ECFE/ECSE	MCEC	2023-24	\$3,560
JOHNSON, LAURAL	SPECIAL ED 9-12 OPERATIONAL	MHS	2023-24	\$4,746
KOHOUT, CHRISTINE	PHY ED K-5	SH	2023-24	\$3,560
KUKOWSKI, JOSHUA	SOCIAL STUDIES 6-8	MME	2023-24	\$3,560
LEWIS, KELLY	MATH 6-8	MMW	2023-24	\$3,560
LOLICH, STEPHANIE	BUSINESS 9-12	MHS	2023-24	\$3,560
MCCASHIN, KELLY	HEALTH K-5	MWTA	2023-24	\$2,373
MCGLOSSON, CYNTHIA	MATH 6-8	MME	2023-24	\$3,560
MCWHIRTER, CAITLIN	SCIENCE 9-12 INSTRUCTIONAL	MHS	2023-24	\$4,746
MEEHAN, KIMBERLY	SOCIAL STUDIES 9-12 OPERATIONAL	MHS	2023-24	\$4,746
MENKE, JENA	VOCAL MUSIC 6-12	MMW	2023-24	\$3,560
MEVISSSEN, GRACE	SOCIAL STUDIES K-5	GR	2023-24	\$2,373
MOSIMAN, KELLEY	LANGUAGE ARTS 9-12 INSTRUCTIONAL	MHS	2023-24	\$4,746
O'NEILL, AMY	HIGH POTENTIAL/ADVANCED LEARNING	EXC	2023-24	\$4,746
OHRT, KATE	MATH 9-12 OPERATIONAL	MHS	2023-24	\$4,746
OLSON, JULIE	SPECIAL ED K-5	GR	2023-24	\$2,017
PAUTZ, JILL	LANGUAGE ARTS 6-8	MME	2023-24	\$3,560
POWELL, BETSEY	MATH K-5	DH	2023-24	\$4,746
RAFFERTY, JAYNA	ELL E-12	MHS	2023-24	\$4,034
ROELS, RENEE	ART 6-8	MME	2023-24	\$1,780

SCHREDER, KATELYN	LANGUAGE ARTS 6-8	MMW	2023-24	\$3,560
STEPHAN, JOSH	HEALTH 9-12	MHS	2023-24	\$3,560
STILES, TOM	SCIENCE 6-8	MME	2023-24	\$3,560
SUAREZ, CAROLYN	SOCIAL STUDIES K-5	MWTA	2023-24	\$2,373
SUN, YI	CHINESE IMMERSION K-8	EXC	2023-24	\$4,746
SWAGEL, EMILY	ART 6-8	MMW	2023-24	\$1,780
SYVERSON, JEN	HEALTH 6-8	MMW	2023-24	\$3,560
UNGERMAN, HANNAH	SPECIAL ED 9-12 INSTRUCTIONAL	MHS	2023-24	\$4,746
WHITESIDE, KELLI	MEDIA/TECHNOLOGY K-12	DH	2023-24	\$2,373
YOUNG, SARAH	ART 9-12	MHS	2023-24	\$3,560
ZINS, MICHELLE	READING 6-12	MMW	2023-24	\$3,560

CONSENT

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

Board Agenda Item XI. e

Title: Gifts and Donations

Date: September 7, 2023

EXECUTIVE SUMMARY:

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

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Middle School East Activities Registration Fund:

Target \$75.00

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

The Blackbaud Giving Fund \$440.00

RECOMMENDATION: That the School Board accepts the following donation be placed in the MHS Fastpitch Team Fund:

The Blackbaud Giving Fund \$550.00

RECOMMENDATION: That the School Board accepts the following donations to be placed in the Minnetonka High School Creative Writing Scholarship Fund:

Stephen Pouliot \$1000.00
Minnetonka Class of 1963 \$1040.00

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

Rotary Club of Lake Minnetonka/Excelsior \$1044.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Tonka Prep Grant Fund:

Rotary Club of Lake Minnetonka/Excelsior \$5000.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Deephaaven Elementary School Principal Discretionary Fund:

Target c/o Cyber Grants, LLC \$40.00

RECOMMENDATION: That the School Board accepts the following donations to be placed in the Scenic Heights Elementary School Principal Discretionary Fund:

Kurt Hoddinot	\$37.50
King Solutions, LLC	\$26.25

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Cultural Fair Fund:

Boba Tonka Bubble Tea, LLC	\$637.00
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TOTAL GIFTS AND DONATIONS FOR 2023-2024*	=	\$231,129.33
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*Total amount reflects gifts & donations submitted for board approval in 2023-2024.

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

CONSENT

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

Board Agenda Item XI. f

Title: Electronic Fund Transfers

Date: September 7, 2023

EXECUTIVE SUMMARY:

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

RECOMMENDATION:

It is recommended that the School Board approve the attached automatic withdrawals and investments from the General Fund for July 2023.

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

July 2023 FROM GENERAL FUND				
DATE	PAYEE			AMOUNT
7/3/2023	Claims Health Partners			599,970.49
7/3/2023	Delta Dental			35,238.81
7/5/2023	Health Partners Premium			146,859.75
7/6/2023	Pelion Benefits			10,000.00
7/7/2023	AP Payment			1,143,862.32
7/7/2023	Wex			20,548.51
7/10/2023	Delta Dental			24,085.61
7/11/2023	Payroll			2,193,504.90
7/14/2023	AP Payment			88,519.44
7/14/2023	Claims Health Partners			249,588.75
7/14/2023	Wex			12,352.03
7/17/2023	Claims Health Partners			466,384.14
7/17/2023	Delta Dental			16,668.18
7/21/2023	AP Payment			2,350,596.70
7/21/2023	Delta Dental Monthly Fee			6,693.75
7/21/2023	Wex			14,334.29
7/24/2023	Claims Health Partners			352,173.00
7/24/2023	Delta Dental			31,293.33
7/24/2023	Payroll			1,955,728.37
7/25/2023	Wex Admin Fee			3,980.75
7/28/2023	AP Payment			300,100.18
7/31/2023	Claims Health Partners			535,603.75
7/31/2023	Delta Dental			29,079.54
7/31/2023	Wex			14,993.43
July	Art Center CC Processing Fees			119.78
July	Athletic CC Processing Fees			2,732.98
July	Bank Monthly Service Charge			1,626.54
July	MCEC Credit Card Processing Fees			23,241.82
July	Monthly Postage Charges			4,300.00
July	Mtka Webstore CC Processing Fees			8,969.26
				<u>\$ 10,643,150.40</u>
July				
INVESTMENT		MATURITY	INTEREST	ENDING
DESCRIPTION	BANK	DATE	RATE	BALANCE
Money Market	Alerus Bank ICS Savings	NA	1.50%	2,710,801.74
Money Market	MSDLAF+ Liquid Class	NA	5.05%	1,630,842.72
Money Market	MSDLAF+ MAX Class	NA	0.35%	-
Term	MSDLAF	NA	Var	56,834,292.56
CD	MSDLAF	NA	0.25%	-
Money Market	PMA IS	NA	5.04%	14,984,260.65
Term	PMA MN Trust Term Series	NA	0.00%	-
Municipal Bonds	Northland Securities	NA	4.24%	643,195.38
Various	Wells Fargo OPEB	NA	Var	14,145,947.16
				<u>\$ 90,949,340.21</u>