Regular Meeting

Monday, October 16, 2023 7:00 PM
ECC Room 349, 5701 Normandale Road, Edina, MN 55424

I. **Determination of Quorum and Call to Order**

II. **Approval of Agenda**

Edina Public Schools
DEFINING EXCELLENCE

School Board Regular Meeting
Monday, October 16, 2023; 7:00 PM
ECC Room 349

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Excellence in Action

Meeting Recessed

- **World's Best Workforce Public Hearing**
  Presenters: Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming; Jody De St. Hubert, Director of Teaching and Learning; and Greg Guswiler, Data Programmer and Analyst Coordinator

Meeting Resumed

IV. Hearing from Members of the Public

V. Report

A. Edina Education Fund
   Presenter(s): Kathy Rendleman, Executive Director; and Nicki Williams, Ed Fund Board Chair

VI. Consent Agenda

A. Minutes: *September 11 work session and regular meeting; September 19 work session; September 29 special meeting*
B. Personnel Recommendations
C. Assurance of Compliance
D. Check Register - September 2023
E. Electronic Fund Transfers - September 2023
F. Gifts and Bequests – September 2023
G. Audit Services - FY 2023
H. Edina Education Fund Gifts
I. Highlands Deep Portage, February 2024
J. ECSU (BrightWorks) Membership
K. Student Support Services Agreements
   1. Bayada_DS
   2. Bayada_EB
   3. Fraser
   4. ProCare_KRadermacher

VII. Discussion

A. 2023-2024 Enrollment and Class Size Information Report
Description: This report provides enrollment and class size information for Edina Public Schools for the past school year, and was updated with October 1, 2023, student counts.
Presenter(s): Dr. Randy Smasal, Assistant Superintendent; and Jen Christ, Enrollment Coordinator

B. Edina Public Schools Data Metrics Plan Update
Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2023 Edina Public Schools Data Metrics Plan update reflects spring 2023 data. The plan as a whole is broken down into four grade level bands.
Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; and Greg Guswiler, Teaching and Learning Data Programming Analyst and Coordinator

C. PreK- 12 Comprehensive Literacy Plan Update
Description: The Edina Public School Board approved the PreK-12 Comprehensive Literacy Plan in the Spring of 2021. Immediately following approval Edina staff set out to begin implementation. This report is an update on the progress of the PreK-12 implementation of the plan to date.
Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; Karrie Duncan, Literacy Coach; Sandra Harley, Literacy Coach; and Sarah Burgess, Edina High School English Language Arts Teacher and Reading Intervention Support

D. Continuous School Improvement Plan Process
Description: Each year, Edina schools develop continuous improvement plans for their sites. The attached presentation will provide the school board and community with an overview of the process used for the 2023-24 school year.
Presenter(s): Dr. Randy Smasal, Assistant Superintendent; and Paul Domer, Concord Elementary Principal

E. Policy Review *(624,708, 713)*
Description: These policies were reviewed with an eye toward clarity and alignment with District practice and state and federal statutes.
Presenter(s): Board Policy Committee

VIII. Action

A. Administrative Recommendation for Strategic Plan Revisions
Description: The Edina Public Schools strategic plan was approved by the school board in June 2020. The strategic plan is reviewed yearly by a group of 40+ community stakeholders including students, parents, business partners, teachers, school, program and district administrators, and school board members. The review is facilitated by an outside agency. During the 2022-2023 school year, the strategic plan was reviewed in March 2023. The review team met for a day and a half to receive reports that highlighted elements of work directly related to each Strategic Plan Priority. The review team also received an executive summary of additional training, activities and programming related to each Strategic Priority. The team provided their feedback using the (Strengths –Opportunities-Aspirations-Results (SOAR) analysis model. A comprehensive analysis report of the stakeholder feedback and recommendations was presented to the school board in June 2023. In addition, during its July 2023 school board retreat, board members collectively analyzed the strategic plan and provided its

feedback to administration for review. Based on community stakeholder feedback and the school board review, the administration is making a recommendation for revisions.
Presenter(s): Dr. Stacie Stanley, Superintendent
Recommendation: Review and accept recommendations for strategic plan revisions.

B. 2023-2024 Superintendent Goals
Description: Superintendent goals are aligned with key Edina Public Schools strategic plan priorities and MSBA performance standards.
Presenter(s): Dr. Stacie Stanley, Superintendent
Recommendation: Review and accept Superintendent's Goals for 2023-2024.

C. Board Goals
Description: Attached are the 2023-2024 board goals.
Presenter(s): Governance Committee
Recommendation: Approve board goals for 2023-2024.

D. Policy Review *(211, 408, 418, 419, 424, 506, 509, 510, 524, 628, 634)*
Description: These policies were reviewed with an eye toward clarity and alignment with District practice and state and federal statutes.
Presenter(s): Board Policy Committee
Recommendation: Accept the revised policies as presented.

IX. Leadership and Committee Updates

X. Superintendent Updates

XI. Adjournment

XII. Information

A. Investment Summary - September 2023
B. Governmental Expenditures Report - September 2023
C. Wold and Reinhardt reports

III. **Excellence in Action**

IV. **Public Hearing: World's Best Workforce**

Board Meeting Date: 10.16.23

Title: World's Best Workforce and Achievement and Integration Plan

Type: Information and Public Hearing

Presenter(s): Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming; Jody De St. Hubert, Director of Teaching and Learning; and Greg Guswiler, Data Programmer and Analyst Coordinator

Description: This presentation is for the World's Best Workforce (WBWF) and Achievement and Integration (A&I) hearing. Using the Edina Data Metrics Plan, collaborative teams engaged in aligning the WBWF and A&I goal areas with the Data Metrics Goals. Teams then engaged in planning to create strategies and programming in alignment with the Edina 2020-2030 Strategic Plan. WBWF and A&I provide a template for the District to report on its data, goals, strategies, and results. For the 2023-2024 school year both plans highlight new goals.

Recommendation: None

Desired Outcomes from the Board: Review in detail. Listen to and provide feedback on Edina's World's Best Workforce and Achievement and Integration Plan goals and strategies as well as listen to public questions and input.

Attachments:

World's Best Workforce and Achievement and Integration Plan Presentation

V. **Hearing from Members of the Public**

VI. **Report**

VI.A. Edina Education Fund



Edina Education Fund

Enhancing Opportunities. Every School. Every Student.

Our Vision

To ensure educational excellence
in Edina Public Schools
for all students and staff.



Edina
Education
Fund

Our Mission



As an independent, mission-aligned partner of the Edina Public Schools, the Edina Education Fund secures incremental funding for district-wide programs and services that strengthen academic learning and support the ***whole person*** *on their educational journey.*

Edina Education Fund

Who we serve

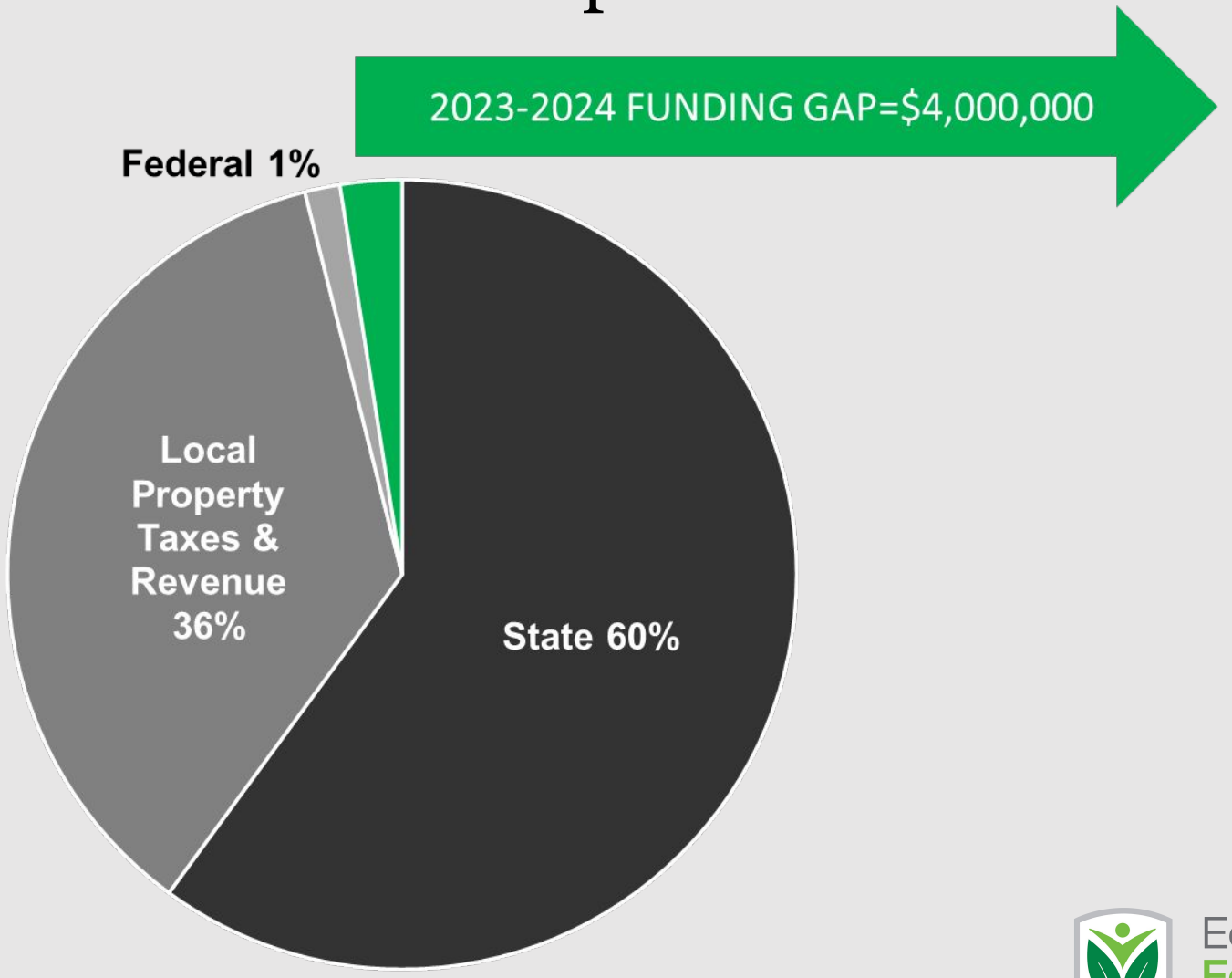
All Edina Public School students and staff.



Edina Education Fund

Why the Ed Fund? – *Funding overview*

Revenue as a Percent of Expenses



Edina Education Fund

Funding the Gap

FUNDING GAP = $4,000,000

Federal and State Government

Legislative Action Committee work

District Role

Budget changes/distributions

Budget reductions

Fundraising Efforts

Edina Education Fund - History

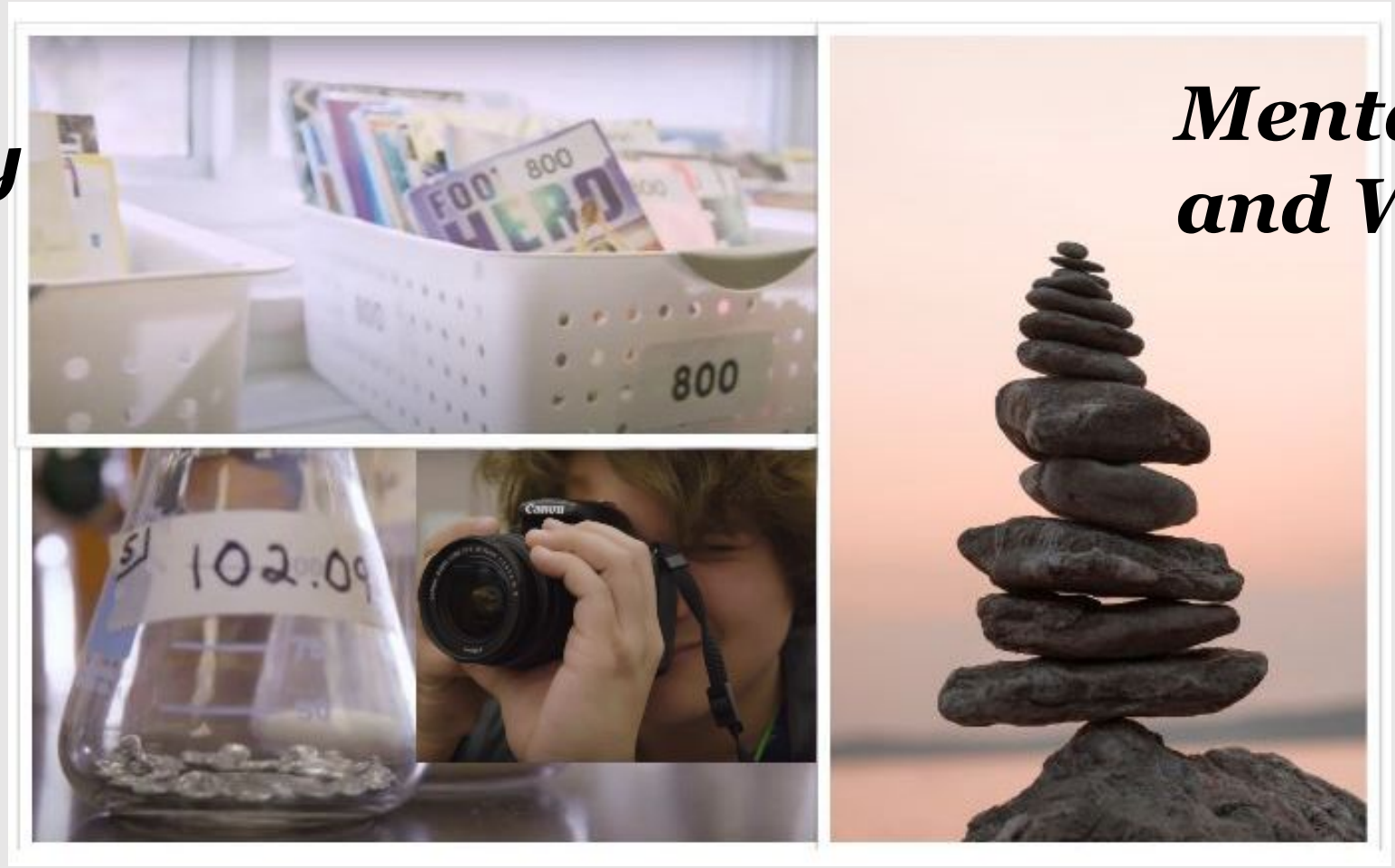
Since 1995, the Ed Fund has contributed over **$8,000,000** in grants to the Edina Public Schools, enriching the lives of **each and every student**.

Fiscal Year 2022-2023

Funding Area	Grants
Literacy	$118,001
Mental Health and Wellness	$72,895
STEAM (including SSEP)	$29,700
Edina Rotary Global Scholars	$49,500
Edina Bands	$34,139
EHS Robotics	$20,000
Edina Community Education	$5,500
Edina High School Senior Scholarships	$64,750
Edina Alumni Association	$42,643
Other Restricted Gifts	$35,328
Total	$472,457.41

Our Programs

Literacy



Mental Health and Wellness

STEAM

Literacy

2023-2024 GOAL: $110,000



LETRS and Aspire Materials and Support

Funding for District Preschool Screening Take-Home Materials

Additional 2023-2024 Funding
ARPA Mental Health/Literacy Grant for LETRS: $300,000

2023-2024 GOAL: $62,000



Student Spaceflight Experiment Program: $27,000

Other STEAM Initiatives: $35,000

- PLTW
- Arts programs

Mental Health and Wellness

2023-2024 GOAL: $105,000



EPS Staff Wellness Support: $20,000

Benevolence Funding for Uninsured and Underinsured Students: $85,000

- 12 sessions at $154/session ($1,848)
- “time” to connect families to resources for continuity of care

Ed Fund Services

Fiscal Sponsorships and PTO Partnerships

- Working with EHS to improve our Fiscal Sponsorships for student activities
- New agreement with Edina Early Learning Center as their partner



Ed Fund Services

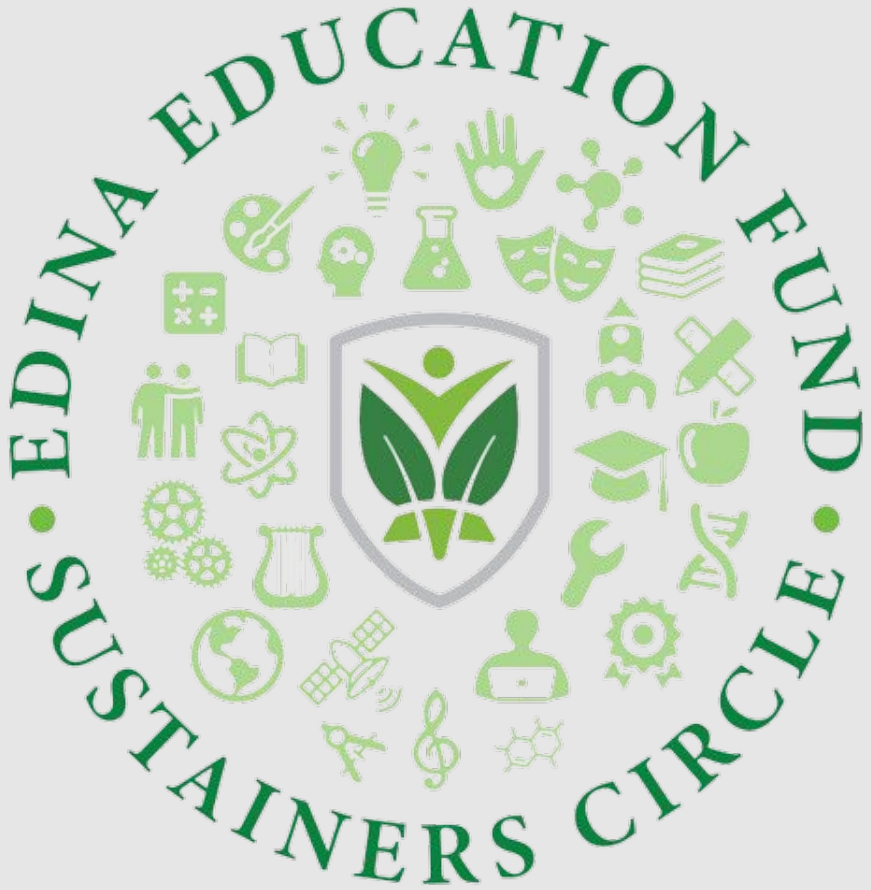
EHS Senior Scholarships

and Edina Alumni Association

- Anticipate around 58 EHS senior scholarships this spring
- Preparing to work with our Edina reunion classes for the summer of 2024



Become part of the Ed Fund



- Become a member of the Edina Education Fund Sustainers Circle by making a commitment to support our work.
- You can give monthly, quarterly or annually - it is your commitment to give regularly that sustains the education of our next generation.

www.edinaedfund.org

Thank you for your partnership



www.edinaedfund.org

Enhancing Opportunities. Every School. Every Student.

VII. **Consent**

VII.A. Minutes: *September 11 work session and regular meeting; September 19 work session; September 29 special meeting*

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF SEPTEMBER 11, 2023

WORK SESSION
5:00 PM

Edina Community Center
ECC 350 and Virtual

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg
Mr. Dan Arom
Mr. Michael Birdman (Virtual)
Ms. Karen Gabler
Ms. Julie Greene
Ms. Regina Neville
Ms. Janie Shaw

ABSENT:

PRESIDING OFFICER: Chair Erica Allenburg

5:01 PM - 6:38 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Dr. Randy Smasal, Assistant Superintendent
Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
Natasha Monsaas-Daly, Director of District Media and Technology Services
Sonya Sailer, Director of Human Resources
Mert Woodard, Director of Finance and Operations

Mark Carlson, Curriculum Coordinator
Greg Guswiler, Data Programmer and Analyst
Bethany Van Osdel, Assistant Director of Teaching and Learning

CERTIFIED CORRECT:

_____
Ms. Erica Allenburg, Chair

CERTIFIED CORRECT:

_____
Ms. Karen Gabler, Clerk

draft

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
SEPTEMBER 11, 2023

5:01 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman (virtual), Gabler, Greene, Neville, Shaw (arrived 5:03pm). Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Leland, Monsaas-Daly, Sailer, Woodard; Carlson, Guswiler, Van Osdel.

APPROVAL OF AGENDA

DISCUSSION

A. Data Metrics Plan Goals
B. Board Goals

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 6:38 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair Ms. Karen Gabler, Clerk

draft

OFFICIAL MINUTES OF SCHOOL BOARD'S
SEPTEMBER 11, 2023 WORK SESSION

5:01 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman (virtual), Gabler, Greene, Neville, Shaw (arrived 5:03pm). Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Leland, Monsaas-Daly, Sailer, Woodard; Carlson, Guswiler, Van Osdel.

APPROVAL OF AGENDA

Member Greene motioned and Member Neville seconded to approve the agenda. Members Allenburg, Arom, Birdman, Gabler, Greene, and Neville voted Aye by roll call.

DISCUSSION

Data Metrics Plan Goals: Staff and board members discussed the Data Metrics Plan (comprehensive assessment monitoring) and goals, using Spring 2023 data as baseline.

Board Goals: Members discussed proposed 2023-24 goals.

ADJOURNMENT

At 6:38 PM, Member Gabler motioned, and Member Shaw seconded to adjourn the meeting. All members voted Aye by roll call.

draft

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE REGULAR MEETING OF SEPTEMBER 11, 2023

REGULAR MEETING
7:00 PM

Edina Community Center Room 349
5701 Normandale Road, Edina
and Virtual

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg
Mr. Dan Arom
Mr. Michael Birdman (virtual)
Ms. Karen Gabler
Ms. Julie Greene
Ms. Regina Neville
Ms. Janie Shaw

ABSENT:

PRESIDING OFFICER: Chair Erica Allenburg

7:05 PM - 9:02 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Dr. Randy Smasal, Assistant Superintendent
Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
Natasha Monsaas-Daly, Director of District Media and Technology Services
Sonya Sailer, Director of Human Resources
Mert Woodard, Director of Finance and Operations

Maura Caldwell, Parent
Hannah Christanson,Youth Development & Community Volunteer Supervisor
Rachel Hicks, Youth Programs Coordinator
Emma Kenney, Edina High School student
Lindsay Koerner, Early Learning Center Supervisor
Becky Lux, Kids Club Supervisor
Annie Schilling, Enrichment Manager
Kenda Zellner-Smith, Enrichment Supervisor

CERTIFIED CORRECT:

_____
Ms. Erica Allenburg, Chair

CERTIFIED CORRECT:

_____
Ms. Karen Gabler, Clerk

Draft

(Official Publication)
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD
DISTRICT 273 EDINA, MINNESOTA SEPTEMBER 11, 2023

7:05 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman (virtual; left at 7:10), Gabler, Greene, Neville, Shaw. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Caldwell, Christianson, Hicks, Kenney, Koerner, Lux, Schilling, Zellner-Smith.

On behalf of the Edina School Board and Edina Public Schools, Chair Allenburg read a tribute to those who tragically lost their lives on September 11, 2001. A moment of silence was observed..

APPROVAL OF AGENDA

EXCELLENCE IN ACTION

HEARING FROM MEMBERS OF THE PUBLIC

CONSENT

A. Minutes: *August 14 work session and regular meetings; August 22 work session; August 30 special meeting*
B. 2023-2024 Revised Board Meeting Calendar
C. Calendar of 2025-26 Holidays
D. Proper Storage of Historic Documents Resolution_Updated
E. Personnel Recommendations
F. Check Register - August 2023
G. Electronic Fund Transfers - August 2023
H. Gifts and Bequests - August 2023
I. IT Savvy Chromebook Warranty
J. Highlands Continuous Progress Grades 2 - 5 to Camp Foley (May 2024)
K. Highlands Continuous Progress Grades 4 and 5 to Deep Portage Conservation Reserve (February 2024)
L. Highlands Continuous Progress Grades 4 and 5 to Deep Portage Conservation Reserve (May 2024)
M. Highlands Discovery Grade 4 to Eagle Bluff Environmental Learning Center (October 2023)
N. Student Support Services Agreements
    1. Park Nicollet
    2. Alexandra McCannel
    3. Dr. LeAnn Hutchinson
    4. ProCare_Chelsey Williams

DISCUSSION

A. Community Education 2023 Summer Program Presentation
B. Substitute Teacher Fill Rates
C. Administrative Recommendation for Strategic Plan Revisions
D. 2023-2024 Superintendent Goals
E. Board Goals
F. Policy Review *(211, 408, 418, 419, 424, 506, 509, 510, 524, 628)*

ACTION

A. Minnesota State High School League Public Commitment to Partnership

B. Cancellation of Croatia Travel Experience
C. Policy Review *(213, 216, 303, 413, 504)*

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION

A. Investment Summary - June 2023
B. Partnership with Edina Fire Department to Enhance Middle School Science Curriculum
C. Kids Club Update

ADJOURNMENT

The meeting adjourned at 9:02 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair Ms. Karen Gabler, Clerk

draft

OFFICIAL MINUTES OF SCHOOL BOARD'S
SEPTEMBER 11, 2023 REGULAR MEETING

7:05 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman (virtual; left at 7:10), Gabler, Greene, Neville, Shaw. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Caldwell, Christianson, Hicks, Kenney, Koerner, Lux, Schilling, Zellner-Smith.

APPROVAL OF AGENDA

Member Gabler moved and Member Shaw seconded to approve the agenda. All members voted Aye.

HEARING FROM MEMBERS OF THE PUBLIC

Jason Dockter spoke about the Education Minnesota - Edina (EME) salary schedule and teacher workload; Mike McCarthy spoke about teacher contract negotiations.

CONSENT

Member Greene moved and Member Shaw seconded to approve the consent agenda. Member Arom abstained; all other members voted Aye.

The resolutions were:

A. Minutes: *August 14 work session and regular meetings; August 22 work session; August 30 special meeting*
B. 2023-2024 Revised Board Meeting Calendar
C. Calendar of 2025-26 Holidays
D. Proper Storage of Historic Documents Resolution_Updated
E. Personnel Recommendations
F. Check Register - August 2023
G. Electronic Fund Transfers - August 2023
H. Gifts and Bequests - August 2023
I. IT Savvy Chromebook Warranty
J. Highlands Continuous Progress Grades 2 - 5 to Camp Foley (May 2024)
K. Highlands Continuous Progress Grades 4 and 5 to Deep Portage Conservation Reserve (February 2024)
L. Highlands Continuous Progress Grades 4 and 5 to Deep Portage Conservation Reserve (May 2024)
M. Highlands Discovery Grade 4 to Eagle Bluff Environmental Learning Center (October 2023)
N. Student Support Services Agreements
    a. Park Nicollet
    b. Alexandra McCannel
    c. Dr. LeAnn Hutchinson
    d. ProCare_Chelsey Williams

DISCUSSION

Community Education 2023 Summer Program Presentation: Staff and speakers highlighted summer programs and experiences.

Substitute Teacher Fill Rates: Staff and board members discussed substitute teacher fill rates.

Administrative Recommendation for Strategic Plan Revisions: Dr. Stanley and board members discussed recommendations for revisions to the Strategic Plan.

2023-2024 Superintendent Goals: Superintendent goals were discussed.

Board Goals: Board goals were discussed.

Policy Review *(211, 408, 418, 419, 424, 506, 509, 510, 524, 628)*: Policy Committee members presented the following policies for discussion. These policies will move forward for approval at the next regular meeting.

- Policy 211 Criminal or Civil Action Involving the School District
- Policy 408 Subpoena of a School District Employee
- Policy 418 Alcohol and Drug-Free Workplace and School Environment
- Policy 419 Tobacco-Free Environment
- Policy 424 License Status
- Policy 506 Student Conduct and Discipline
- Policy 509 Resident Enrollment and Assignment
- Policy 510 Open Enrollment
- Policy 524 Electronic Technologies Acceptable Use
- Policy 628 Student Activities Program

ACTION

Minnesota State High School League Public Commitment to Partnership: Member Shaw moved and Member Gabler seconded to approve the motion. All members voted Aye.

Cancellation of Croatia Travel Experience: Member Shaw moved and Member Neville seconded to approve the motion. All members voted Aye.

Policy Review *(213, 216, 303, 413, 504)*: Member Green moved and Member Neville seconded to approve the motion. All members voted Aye.

SUPERINTENDENT UPDATES

Dr. Stanley shared an email thanking all front office staff for embracing the implementation of the Raptor Visitor Management System. She mentioned the top 5 ranking of EHS by US News and World Report. And, she also reminded everyone that there was going to be a celebration of the district's 200th State Championship title before the varsity home opener game.

ADJOURNMENT

At 9:02 PM, Member Gabler moved, and Member Shaw seconded to adjourn the meeting. All members voted Aye.

draft

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF SEPTEMBER 19, 2023

WORK SESSION
5:00 PM

Edina Community Center
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg
Mr. Michael Birdman
Ms. Karen Gabler
Ms. Julie Greene
Ms. Regina Neville

ABSENT:

Mr. Dan Arom
Ms. Janie Shaw

PRESIDING OFFICER: Chair Erica Allenburg

5:02 PM - 5:41 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Dr. Randy Smasal, Assistant Superintendent
Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
Jody De St. Hubert, Director of Teaching and Learning
Sonya Sailer, Director of Human Resources
Mert Woodard, Director of Finance and Operations

Lisa Masica, Principal, Cornelia Elementary School

CERTIFIED CORRECT:

_____
Ms. Erica Allenburg, Chair

CERTIFIED CORRECT:

_____
Ms. Karen Gabler, Clerk

draft

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
SEPTEMBER 19, 2023

5:02 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Birdman (arrived at 5:05), Gabler, Greene, Neville. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Sailer, Woodard; Masica.

APPROVAL OF AGENDA

DISCUSSION

A. Racially Identified School addendum to Achievement and Integration Plan
B. Governance Committee Plan SY 2023-2024

ACTION

A. Preliminary Certification of Property Taxes Payable in 2024

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 5:41 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair Ms. Karen Gabler, Clerk

draft

OFFICIAL MINUTES OF SCHOOL BOARD'S
SEPTEMBER 19, 2023 WORK SESSION

5:02 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Birdman (arrived at 5:05), Gabler, Greene, Neville. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Sailer, Woodard; Masica.

APPROVAL OF AGENDA

Member Gabler motioned and Member Neville seconded to approve the agenda. All members voted Aye.

DISCUSSION

Racially Identified School addendum to Achievement and Integration Plan: Staff and board members discussed the Cornelia data, timeline, and key indicators of progress.

Governance Committee Plan SY 2023-2024: Board members discussed the proposed plan for the 2023-24 Governance Committee.

ACTION

Preliminary Certification of Property Taxes Payable in 2024: Member Birdman moved and Member Greene seconded to approve the motion. All members voted Aye.

LEADERSHIP AND COMMITTEE UPDATES

Member Gabler shared about BrightWorks, formerly known as Metro ECSU, and state funding around CTE programming.

SUPERINTENDENT UPDATES

Dr. Stanley shared that Countryside Elementary School has been named a National Blue Ribbon School by the US Department of Education.

ADJOURNMENT

At 5:41 PM, Member Gabler motioned, and Member Birdman seconded to adjourn the meeting. All members voted Aye.

draft

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE SPECIAL MEETING OF SEPTEMBER 29, 2023

SPECIAL MEETING
12:00 PM

Edina Community Center
ECC 338

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg
Mr. Dan Arom
Mr. Michael Birdman
Ms. Regina Neville
Ms. Janie Shaw

ABSENT:

Ms. Karen Gabler
Ms. Julie Greene

PRESIDING OFFICER: Chair Erica Allenburg

12:00 PM - 1:16 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Jody Remsing, Director of Student Support Services

CERTIFIED CORRECT:

_____
Ms. Erica Allenburg, Chair

CERTIFIED CORRECT:

_____
Ms. Karen Gabler, Clerk

draft

(Official Publication)
MINUTES OF THE SPECIAL MEETING
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
SEPTEMBER 29, 2023

12:00 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Birdman, Neville. Staff present: Stanley, Remsing.

APPROVAL OF AGENDA

CLOSED SESSION

A. Legal Issue

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 1:16 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair Ms. Karen Gabler, Clerk

draft

OFFICIAL MINUTES OF SCHOOL BOARD'S SEPTEMBER 29, 2023 SPECIAL MEETING

12:00 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Birdman, Neville. Staff present: Stanley, Remsing.

APPROVAL OF AGENDA

Member Birdman moved and Member Arom seconded to approve the agenda. All members voted Aye.

At 12:04 PM, Member Shaw moved and Member Birdman seconded to close the meeting. All members voted Aye.

CLOSED SESSION

Legal Issue. Discussion of private educational data related to a concern with a student's educational services and potential next steps.

At 1:09 PM, Member Shaw moved and Member Arom seconded to open the meeting. All members voted Aye.

SUPERINTENDENT UPDATES

Dr. Stanley provided a general overview of the progress on EM/E (Education Minnesota/Edina) negotiations.

ADJOURNMENT

At 1:16 PM, Member Shaw motioned, and Member Arom seconded to adjourn the meeting. All members voted Aye.

draft

VII.B. Personnel Recommendations

Board Meeting Date: October 16, 2023

Title: Personnel Recommendations

Type: Consent

Presenter(s): Sonya Sailer, Director of Human Resources

Description: Personnel recommendations are made monthly. These conditional offers of employment are subject to successful completion of a criminal background check, I-9 Employment Eligibility Verification and, where applicable, the issuance of the required license. Salary subject to change upon verification of correct step and lane placement.

Recommendation: Approve the attached personnel recommendations.

Primary Issue(s) to Consider:

Attachment(s):

1. Report (next page)

LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

Name	*Building*	*Position*	*Salary*	*Date*
MCANULTY, LAURA	ELC	ECSE TEACHER, 1.0 FTE	$58,457.00	09/22/2023
MCDOUGALL, PATRICIA	CC	SPED TEACHER, 1.0 FTE	$78,360.63	09/22/2023

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

Name	*Building*	*Position*	*Date*
MAHAN-DEITTE, JENNIFER	CN	ADMINISTRATIVE DEAN	10/27/2023

B. CHANGE OF EMPLOYMENT STATUS

Name	*Building*	*Assignment Change*	*Salary*	*Date*
MAGSTADT, ALYSON	DW	FROM: OCCUPATIONAL THERAPIST, 1.0 FTE TO: OCCUPATIONAL THERAPIST, 0.8 FTE	$53,446.40	08/21/2023

C. REQUEST FOR LEAVE OF ABSENCE

Name	*Building*	*Position*	*Anticipated Dates of Leave*
BOONE, DAVID	EHS	MATHEMATICS TEACHER	09/26/2023 - 10/09/2023
DUMKE, MARYA	CS	SOCIAL WORKER	01/08/2024 - 03/29/2024
KHAN, SARA	CN	4TH GRADE TEACHER	09/26/2023 - 01/30/2024

D. REQUEST FOR 1-YEAR UNPAID PARTIAL LEAVE OF ABSENCE

Name	*Building*	*Position*	*Anticipated Dates of Leave*
OBERLE, MARIT	SV	MATHEMATICS TEACHER 1.0 FTE TO 0.8 FTE	08/21/2023 - 06/04/2024

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

Name	*Building*	*Position*	*Wage*	*Date*
ABUKAR, SHUKRI	VV	EA SPED PARA	$21.15/HOUR	09/11/2023
CHESS, AALIYAH	EHS	IA CLASSROOM ASSISTANT	$19.80/HOUR	09/20/2023
HAMMOND, EMMA	ELC	EA SPED PARA	$21.15/HOUR	09/22/2023
KORDICK, GENEVIEVE	ELC	IA CLASSROOM ASSISTANT/ CHILDCARE ASSISTANT	$18.75/HOUR $17.29/HOUR	10/02/2023
LIRA PEREZ, MIROSLAVA	VV	EA SPED PARA	$19.75/HOUR	09/11/2023
MCKINLEY, CEDRIC	EHS	EA SPED PARA	$22.10/HOUR	10/09/2023
MELANCON, NICOLE	DW	EA SPED PARA SUB	$19.00/HOUR	09/26/2023
OMAR-SAMATAR, FARHIYA	DW	CULTURAL LIAISON	$59,509.54/ YEAR	10/02/2023
ROSE, MELISSA	CV	EA SPED PARA	$19.00/HOUR	09/28/2023
SELVAMURUGAN, KALPANA	CV	EA SPED PARA	$19.00/HOUR	09/19/2023
VOGTLIN, TAYLOR	DW	HEALTH SERVICES ASSOCIATE	$31.28/HOUR	10/10/2023

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

Name	*Building*	*Position*	*Date*
BLIBO, BARNIE	ELC	IA CLASSROOM ASSISTANT/ CHILDCARE ASSISTANT	09/15/2023
BUTLER, JEREMIAH	TC	BUS DRIVER	08/30/2023
GOTSOPOULOS, RITA	HL	EA SPED PARA	09/11/2023
HEIMERMAN, PAIGE	ECC	HR SPECIALIST	09/15/2023
KNOLL, JEFFREY	ECC	CUSTODIAN	12/22/2023
LORINSER, BONNIE	CS	EA SPED PARA	06/01/2023
MIRANDA, CARMELO	CS	CUSTODIAN	10/20/2023
MOHAMMED, SAMSAM	EHS	EA SPED PARA	03/17/2023
OTHMAN, ZACHARY	EHS	EA SECURITY MONITOR	10/06/2023
REGAN, CHARLES	EHS	EA SPED PARA	06/01/2023
ROBERTS II, MICHAEL	VV	EA SECURITY MONITOR	09/14/2023
ROY, BUTCH	TC	BUS DRIVER	08/28/2023

STOCKERT, RACHEL	EVP	IA CLASSROOM ASSISTANT		08/28/2023
THOMAS, SHELLY	SV	OFFICE ASSISTANT CLASSIFICATION E		10/05/2023
THOMPSON, LIBBY	EHS	EA SPED PARA		06/01/2023
VAUGHN-JEHRING, KATHERINE	DW	AVID TUTOR		06/01/2023

C. CHANGE OF EMPLOYMENT STATUS

Name	*Building*	*Assignment Change*	*Wage*	*Date*

NONE.

C. REQUEST FOR LEAVE OF ABSENCE

Name	*Building*	*Position*	*Anticipated Dates of Leave*

NONE.

COMMUNITY EDUCATION SERVICES STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

Name	*Building*	*Position*	*Wage*	*Date*
DEEQ, IMAN	CV	RECREATION LEADER	$17.33/HOUR	10/03/2023
DONNELLY, PHILLIP	CV	12 MONTH REC LEADER	$17.33/HOUR	10/05/2023
FARAH, NASRO	CC	RECREATION LEADER	$18.77/HOUR	09/19/2023
HARRISON, ALEXIA	CC	RECREATION LEADER	$17.33/HOUR	09/21/2023
HODOWANIC, ALEXA	HL	RECREATION LEADER	$17.33/HOUR	09/18/2023
LOMASI, MAX	CC	RECREATION LEADER	$17.33/HOUR	09/14/2023
MALIGAYA, CRISTINE	CN	RECREATION LEADER	$20.32/HOUR	09/19/2023
MARTINEZ, BREE	CV	RECREATION LEADER	$17.33/HOUR	09/13/2023
MATELSKI, KRISTIN	ELC	CHILDCARE ASSISTANT	$16.10/HOUR	09/19/2023
MEDRANO, ADRIANNA	CC	RECREATION LEADER	$18.77/HOUR	09/11/2023
O'DONNELL, CALLIE	ELC	CHILDCARE ASSISTANT	$15.48/HOUR	09/19/2023
SANCHEZ, KRISLANY	ELC	CHILDCARE ASSISTANT	$15.48/HOUR	09/19/2023
TAPIA RAMIREZ, CARMEN	CN	RECREATION LEADER	$17.33/HOUR	09/25/2023
TOMASKO, VICTORIA	HL	RECREATION LEADER	$17.33/HOUR	09/27/2023

WINTER, CECELIA	CN	RECREATION LEADER	$16.00/HOUR	09/28/2023
YOUNG, JIM	ECC	HOURLY PROGRAM SUPV	$22.51/HOUR	10/02/2023

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

Name	*Building*	*Position*	*Date*
ABDIRAHMAN, YUSRA	CV	RECREATION LEADER	09/15/2023
HALE, AMBER	CV	RECREATION LEADER	09/28/2023
MILETE, EMORY	CC	RECREATION LEADER	09/14/2023
MOHAMED, IDIL	CN	RECREATION LEADER	09/11/2023

C. CHANGE OF EMPLOYMENT STATUS

Name	*Building*	*Assignment Change*	*Date*
BRUCE-PERALTA, WOLFGANG	ND	ADDING ENRICHMENT RECREATION LEADER	09/26/2023
CHANDRIA PRASANNA KUMAR, DIVYA	CV	ADDING ENRICHMENT RECREATION LEADER	09/04/2023
GILKEY, HANNAH	CC	ADDING ENRICHMENT RECREATION LEADER	09/05/2023
MADSEN, ANGELA	CS	ADDING ENRICHMENT RECREATION LEADER	09/08/2023
PHONGSAVATH, LAURA	ECC	FROM: PROGRAM SUPERVISOR TO: PROGRAM MANAGER	10/02/2023
STEPHENS, GREGORY	CS	ADDING BUILDING AIDE	09/15/2023

D. REQUEST FOR LEAVE OF ABSENCE

Name	*Building*	*Position*	*Anticipated Dates of Leave*
ABDIKADIR, ROODO	HL	RECREATION LEADER	09/27/2023 - 12/14/2023
JOHNSON, APRIL	ECC	PRESCHOOL TEACHER	10/26/2023 - 01/18/2024

VII.C. Assurance of Compliance

Board Meeting Date: 10/16/2023

Title: Assurance of Compliance

Type: Consent

Presenter(s): Sonya Sailer, Director of Human Resources

Description: All Minnesota School Districts must complete and submit an annual Assurance of Compliance to the Minnesota Department of Education (MDE). School Districts are required to complete this process to assure compliance with state and federal laws prohibiting discrimination. By completing the Assurance of Compliance, the School District is providing written assurance that it does not discriminate in its use of funds provided through both the federal and state government and that all mandated reporters have been informed of their mandated reporting duties under state law. Our School District is in compliance with the requirements and will verify that compliance to the MDE through the electronic submission process. A copy of the proposed submission is attached and will be submitted to the MDE following the School Board's approval. School Board approval is required per Minnesota Rule 3535.9910.

Recommendation: Approve the attached Assurance of Compliance, which will be submitted to the Minnesota Department of Education following the School Board's approval.

Attachment(s): Assurance of Compliance Submission Form

District: Edina Public School District Role: DistrictUser

DEPARTMENT OF EDUCATION

Contact Us
Virginia Davis

E-mail:
mde.compliance-assistance@state.mn.us

Phone: 651-582-8338

Address:
400 NE Stinson Blvd., Minneapolis, MN 55413

Assurance of Compliance

0273-01 Edina Public School District
-INFORMATION NEEDED TO EVIDENCE COMPLIANCE-
School Year: 23-24

* - indicates required fields.

Coordinator Identification Information

	Human Rights Coordinator	Title IX Coordinator	504 Coordinator
Name*	Sonya Sailer	Sonya Sailer	Jody Remsing
Telephone Number*	(952)848-4911	(952)848-4911	(952)848-4960
Fax Number*	(952)848-3901	(952)848-3901	(952)848-3902
E-Mail Address*	sonya.sailer@edinaschoc	sonya.sailer@edinaschoc	jody.remsing@edinaschc

Mandated Reporter Training

Minnesota Chapter 260E.30, Subd. 2(b). Districts must inform all mandated reporters of the duties.

Date of Verification *

☑ * I verify that all mandated reporters employed by or otherwise associated with any school in this district have been informed of mandated reporting requirements and of the prohibition of retaliation against anyone reporting maltreatment. — 10/17/2023

As part of the Minnesota Department of Education's data collection for the Minnesota Olmstead Plan related to the topic area Prevent Abuse and please provide the following information;

Total number of school district employees who have received mandated reporter training as of verification date? 1631

Number of licensed staff? 675

Number of unlicensed staff? 1006

*This information is requested to assist in the prevention of abuse and neglect of students with disabilities through increased awareness and edu all school personnel and their duties associated with mandated reporting requirements.

Document Submittal Verification

Does MDE have current and accurate copies of the following documents?
Please submit updated policy if revised since Last Submitted Date.

Document	Last Submitted Date	Upload Document*
Harassment and Violence policy	11/14/2022	**Select Upload Document:** Choose File Policy No. 4... Schools.pdf

District Compliance Requirements Checklist

This assurance is given in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discounts, or other federal financial assistance extended after the date hereof to the district by the U.S. Department of Education and the Minnesota Department of Education (MDE), i installment payments after such date of application for federal financial assistance and state aid allotments which were approved before such date.

The district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting informatio by Minnesota Statute, section 127A.42, subd. 3 and agreements made in this assurance. This assurance is binding on the district and the persons who are authorized to submit information on behalf of the district.

Check all statements in which the district has complied with the state and federal requirements prohibiting discrimination.

Federal Laws:

☑ * Title VI of the Civil Rights Act of 1964 (42 USC 2000d, et. seq.; 34 C.F.R. Part 100), which provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the district receives federal financial assistance.

- [x] * Title VII of the Civil Rights Act of 1964 (42 USC 2000e, et. seq.; P.L. 88-352), as amended by the Equal Employment Opportunity Act of 1972 (P.L. 92-261), which prohibits discrimination in employment because of an individual's race, color, religion, sex, or national origin.

- [x] * Title VII of the Civil Rights Act of 1964 Pregnancy Discrimination Act (within Title VII) (42 USC § 2000e(k)).

- [x] * Title IX of the Education Amendments of 1972 (20 USC § 1681; 34 C.F.R. Part 106), which prohibits discrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistance.

- [x] * The Age Discrimination in Employment Act of 1967 (29 USC § 621; 42 USC § 6101; 29 C.F.R. Part 621), which prohibits discrimination on the basis of age (over 40 years).

- [x] * Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. part 104) prohibiting discrimination on the basis of disability.

- [x] * The American with Disabilities Act (42 USC § 12101, et seq.), also prohibiting discrimination on the basis of disability.

- [x] * Denial of Equal Educational Opportunity Prohibited (20 USC § 1703).

- [x] * The Fair Housing Act (42 USC § 3601 et seq.; 24 C.F.R. part 100).

- [x] * The Age Discrimination Act of 1975 (42 USC § 6101 and 6102; 34 C.F.R. part 110).

- [x] * Prohibition of Discrimination Based on Blindness (20 USC § 1684).

State Laws:

- [x] * The Minnesota Human Rights Act (Minn. Stat. § 363A), which prohibits discrimination in education programs and activities on grounds of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, sexual orientation, disability or age.

- [x] * Minnesota Statues, section 121A.031, which requires school districts to have a written policy to prevent and to prohibit student bullying.

- [x] * Minnesota Statutes, section 121A.03, which requires school districts to have a policy prohibiting sexual/racial/religion harassment and violence which applies to students, teachers, administrators and other school personnel.

- [x] * Minnesota Statutes, section 121A.04, which prohibits sex discrimination in athletic programs.

- [x] * Minnesota Rules, part 3500.0550, relating to the Inclusive Educational Program Plan.

- [x] * Minnesota Rules, Chapter 3535.0100-.0180; 3535.2300-.2800; 3535.3000-.3700, relating to equality of educational opportunity and school desegregation, and prohibition of discriminatory practices.

By clicking "Submit" you are affirming that these laws are available in each building in the district, that the information that you have provided is accurate, and that you have the authority to submit this assurance on behalf of the district. Clicking "Cancel" will clear data entered.

NOTE: When data entry is complete, click "Submit" to send data to The State Department of Education.

Submit Cancel

VII.D. Check Register - September 2023

Board Meeting Date: 10/16/2023

Title: Check Register – September 2023

Type: Consent

Presenter(s): Mert Woodard, Director, Finance & Operations

Description: Presented for approval by the Board of Education are monthly disbursement totals, by fund, for the month of September 2023:

Fund	Amount
General	$ 4,070,921
Food Service	1,578
Community Service	194,913
Building Construction	321,502
Total	**$ 4,588,914**

Recommendation: Approve the disbursements as presented for the month of September 2023.

Desired Outcomes from the Board: Compliance with Minn. Stat. § 123B.02 Subd. 18

Attachments:

1. Check Report – September 2023

2023-24 SCHOOL YEAR

Check Register

Edina Public Schools
DEFINING EXCELLENCE

FOR THE MONTH ENDED SEPTEMBER 30, 2023

Check No.	Vendor	Description	Date	Amount
394465	MN PEIP	CURRENT TEACHERS	9/20/2023	727,424.01
394444	JL THEIS INC	KUHLMAN BLEACHER	9/20/2023	465,806.85
394437	HEALTHPARTNERS INSU	CURRENT EMPLOYEES	9/20/2023	387,961.99
394577	MIRACLE RECREATION	CS PLAYGROUND EQUIP	9/27/2023	199,119.00
394306	CDW GOVERNMENT	23-24 MICROSOFT LIC	9/13/2023	89,081.91
394555	ITSAVVY LLC	23-24 3-YR WARRAN	9/27/2023	85,500.00
394449	KRAUS-ANDERSON CONS	CS ADDITION-GEN CON	9/20/2023	84,073.18
394465	MN PEIP	RETIREES/COBRA	9/20/2023	79,366.25
394529	DAIKIN APPLIED	REPLACE CHILLER COM	9/27/2023	71,255.00
394415	BUILDING RESTORATIO	VV 2023 EXTERIOR WA	9/20/2023	64,943.10
394449	KRAUS-ANDERSON CONS	EHS SITE SERVICES	9/20/2023	58,909.00
394435	GRAYBAR ELECTRIC CO	ECC COMM UPGRADE	9/20/2023	53,723.26
394333	GRAYBAR ELECTRIC CO	SV COMM UPGRADE	9/13/2023	52,285.52
394449	KRAUS-ANDERSON CONS	CS ADDITION-SITE SE	9/20/2023	51,408.00
394530	DAKOTA TRUCK UNDERW	INSTALLMENT #4	9/27/2023	38,532.00
394186	ABRAKADOODLE	710-807 ABRAKADOODL	9/6/2023	37,033.50
394526	COMPUTER INFORMATIO	23-24 TABLEAU RENEW	9/27/2023	35,431.00
394477	SAFEWAY DRIVING SCH	JUL-AUG23 DRIVERS E	9/20/2023	33,480.00
394544	GRAYBAR ELECTRIC CO	VV COMM UPGRADE	9/27/2023	31,989.68
394269	SHEEHY CONSTRUCTION	ECC 2022 DOOR REPLA	9/6/2023	30,833.02
394281	WOLD ARCHITECTS & E	EDINA HS RENO	9/6/2023	30,401.90
394404	XCEL ENERGY	EHS 7/24 -8/24/23	9/13/2023	29,990.00
394459	METRO TRANSPORTATIO	JUL23 SPED TRANSPOR	9/20/2023	29,927.04
394225	INTERMEDIATE DISTRI	LEASE LEVY	9/6/2023	29,394.82
394518	CDW GOVERNMENT	23-24 FORTINET	9/27/2023	29,358.62
394449	KRAUS-ANDERSON CONS	EHS GENERAL CONDITI	9/20/2023	29,358.26
394437	HEALTHPARTNERS INSU	RETIREES/COBRA	9/20/2023	29,002.81
394442	INTERMEDIATE DISTRI	FY23 FINAL ITINERAN	9/20/2023	28,560.85
394251	NAC MECHANICAL & EL	EHS-LEAK REPAIR/REF	9/6/2023	28,554.56
394231	JOSTENS INC	GRADUATION OUTFITS	9/6/2023	27,285.85
394326	FULCRUM MANAGEMENT	23-24 THOUGHT EXCHA	9/13/2023	26,460.00
394583	NOW MICRO INC	SERVERS - Q1006308	9/27/2023	24,500.00
394404	XCEL ENERGY	VV 7/24-8/24/23	9/13/2023	22,572.10
394623	XCEL ENERGY	SV 8/14-9/14 USE	9/27/2023	22,468.53
394226	ITSAVVY LLC	YR 3 OF 3 - WARRANT	9/6/2023	21,600.00
394340	ITSAVVY LLC	YEAR 3 OF 3 WARRANT	9/13/2023	21,600.00
394225	INTERMEDIATE DISTRI	CONTRACTED NSO	9/6/2023	20,882.52
394225	INTERMEDIATE DISTRI	ITINERANT	9/6/2023	20,501.40
394524	CITY OF EDINA	EHS 5/30-8/30 WATER	9/27/2023	19,558.05
394404	XCEL ENERGY	SV 7/24 - 8/24/23	9/13/2023	19,283.50
394434	GRAPHIC SOURCE	KUHLMAN BANNERS	9/20/2023	18,979.00
394252	NATIONAL INSURANCE	LTD DISTRICT W/H	9/6/2023	18,894.62
394251	NAC MECHANICAL & EL	SV-LEAK REPAIR/REFR	9/6/2023	18,612.52
394582	NATIONAL INSURANCE	LTD DISTRICT W/H	9/27/2023	18,421.07
394213	FLICEK WELDING	VV-CATWALK/STAIRCAS	9/6/2023	18,200.00
394479	SAMSARA INC	LICENSES S-1449652	9/20/2023	17,800.50
394222	HUDL	23-24 HUDL AD PACKA	9/6/2023	16,400.00
394252	NATIONAL INSURANCE	CURRENT EMP LIFE/AD	9/6/2023	16,372.84
394449	KRAUS-ANDERSON CONS	CS ADDITION-CONS MG	9/20/2023	16,061.00
394414	BLUUM OF MINNESOTA,	ECC - AV UPGRADES	9/20/2023	16,036.93
394619	VECTOR SOLUTIONS	TRAINING LIBRARY	9/27/2023	15,997.50
394582	NATIONAL INSURANCE	CURRENT EMP LIFE/AD	9/27/2023	15,419.99
394441	INTEREUM INC	CS FURNITURE DOWN P	9/20/2023	14,799.81

Check No.	Vendor	Description	Date	Amount
394537	FLICEK WELDING	VV-CATWALK FALL PRO	9/27/2023	13,800.00
394472	PARALLEL TECHNOLOGI	LTFM PROJECT 6527	9/20/2023	13,757.24
394571	MCGRAW-HILL SCHOOL	AVAIL HISTORY	9/27/2023	13,754.86
394449	KRAUS-ANDERSON CONS	EHS CONST MGMT	9/20/2023	13,475.00
394453	MACKIN EDUCATIONAL	SDL BOOKS MEDIA CTR	9/20/2023	13,238.26
394281	WOLD ARCHITECTS & E	EHS DEFERRED MAINT	9/6/2023	13,030.49
394292	APPTEGY INC	THRILLSHARE	9/13/2023	12,500.00
394292	APPTEGY INC	THRILLSHARE	9/13/2023	12,500.00
394454	MALLOY MONTAGUE KAR	SERVICE THRU 08/31/	9/20/2023	12,400.00
394404	XCEL ENERGY	ECC 7/24-8/24/23	9/13/2023	12,237.90
394404	XCEL ENERGY	CC 7/24-8/24/23	9/13/2023	11,517.96
394356	LEXIA LEARNING SYST	LETRS BUNDLE UNITS	9/13/2023	11,172.00
394225	INTERMEDIATE DISTRI	CORE FEE	9/6/2023	11,151.32
394225	INTERMEDIATE DISTRI	SAFE SCHOOL	9/6/2023	11,114.29
394281	WOLD ARCHITECTS & E	CS 2023 ADDITION	9/6/2023	10,670.67
394496	XCEL ENERGY	ECC 7/24-8/22 USE	9/20/2023	10,387.17
394339	INTEREUM INC	CS FURNITURE	9/13/2023	10,249.92
394589	PHOENIX SCHOOL COUN	SVC GR7/8 OLG QTR 1	9/27/2023	10,226.80
394207	CUSTOM EDUCATION SO	VARIOUS TEXTBOOKS	9/6/2023	9,795.89
394466	MPS, C/O BEDFORD, F	HS SS ONLINE AM HIS	9/20/2023	9,758.00
394473	PLANSOURCE	SERVICES FOR AUG23	9/20/2023	9,652.06
394524	CITY OF EDINA	VV 5/30-8/30 WATER	9/27/2023	9,629.93
394213	FLICEK WELDING	VV-CATWALK/STAIRCAS	9/6/2023	9,500.00
394404	XCEL ENERGY	HL 7/24-8/24/23	9/13/2023	9,312.48
394374	PARALLEL TECHNOLOGI	LTFM PROJECT 6527	9/13/2023	9,272.85
394282	YOUTH ENRICHMENT LE	JUN-AUG23 CLASSES	9/6/2023	8,544.00
394404	XCEL ENERGY	CS 7/24-8/24/23	9/13/2023	8,500.34
394612	TEACHERS ON CALL, A	CN - SUBSTITUTES	9/27/2023	8,153.60
394228	JEFF TROLDAHL DESIG	KUHLMAN FIELD MURAL	9/6/2023	8,000.00
394612	TEACHERS ON CALL, A	EHS - SUBSTITUTES	9/27/2023	7,628.80
394224	INTERCULTURAL STRAT	ELC SOMALI OUTREACH	9/6/2023	7,500.00
394491	VARSITY SPIRIT FASH	COMP CHEER UNIFORMS	9/20/2023	7,362.80
394485	TEACHERS ON CALL, A	EHS - SUBSTITUTES	9/20/2023	7,244.80
394413	BEST BUY BUSINESS A	BESTBUY STORE VOUCH	9/20/2023	7,200.00
394609	SQUIRES, WALDSPURGE	LEGAL SERV: MISC/AD	9/27/2023	6,926.69
394404	XCEL ENERGY	CV 7/24-8/24/23	9/13/2023	6,869.11
394442	INTERMEDIATE DISTRI	FY23 ALC FINAL BILL	9/20/2023	6,603.51
394456	MEDCO SUPPLY	TRAINING SUPPLIES	9/20/2023	6,591.06
394393	TEACHERS ON CALL, A	EHS - SUBSTITUTES	9/13/2023	6,540.80
394393	TEACHERS ON CALL, A	SV - SUBSTITUTES	9/13/2023	6,336.00
394596	PROVIDENCE ACADEMY	NONPUB TRANSPORT RE	9/27/2023	6,323.08
394315	DENNIS COMPANIES IN	ECC-ASBESTOS ABATEM	9/13/2023	6,194.24
394485	TEACHERS ON CALL, A	SV - SUBSTITUTES	9/20/2023	6,188.80
394213	FLICEK WELDING	CC-HANDRAILS/COVERS	9/6/2023	6,100.00
394503	ALLEGRA EDEN PRAIRI	ALL GRADES' WORKBOO	9/27/2023	6,023.00
394446	JOHNSON FLOOR SANDI	SV - GYM FLOOR REPA	9/20/2023	5,875.00
394198	BUSINESS ESSENTIALS	HS 160 CASES OF WHI	9/6/2023	5,840.00
394257	PERFECTION LEARNING	AP GOVT TEXTBOOKS	9/6/2023	5,790.00
394524	CITY OF EDINA	CC 6/2-8/30 WATER	9/27/2023	5,710.38
394612	TEACHERS ON CALL, A	HL - SUBSTITUTES	9/27/2023	5,708.80
394612	TEACHERS ON CALL, A	VV - SUBSTITUTES	9/27/2023	5,580.80
394315	DENNIS COMPANIES IN	ECC-ASBESTOS ABATEM	9/13/2023	5,513.07
394507	BAUER BUILT INC	TIRES	9/27/2023	5,499.40
394612	TEACHERS ON CALL, A	SV - SUBSTITUTES	9/27/2023	5,452.80
394256	PARALLEL TECHNOLOGI	BUS - SECURITY / ID	9/6/2023	5,363.71
394565	KINECT ENERGY, INC	SV - AUG23 SERVICE	9/27/2023	5,340.37
394333	GRAYBAR ELECTRIC CO	SV COMM UPGRADE	9/13/2023	5,300.10
394191	AMERICAN SPORT FLOO	FLOOR REFINISHING	9/6/2023	5,277.35
394580	MSP COMMUNICATIONS	JUL23 MSP/ST PAUL M	9/27/2023	5,195.00
394404	XCEL ENERGY	CN 7/24-8/24/23	9/13/2023	5,166.04
394384	SANDCREEK EAP	Q3 2023 EAP SERVICE	9/13/2023	5,107.50
394210	EDUCATION LOGISTICS	23-24 EDULOG ROUTIN	9/6/2023	5,063.91
394379	RJ MECHANICAL INC	ACID NEUTRALIZE TAN	9/13/2023	5,060.00
394223	INSPEC INC	ECC 2023 REROOF	9/6/2023	5,000.00
394597	RADAR CONSULTING LL	MONTHLY RECRUIT FEE	9/27/2023	5,000.00
394499	93 SKIP LLC	CN - AUG23 SOLAR PR	9/27/2023	4,915.25
394524	CITY OF EDINA	CV 5/30-8/30 IRRIG	9/27/2023	4,900.99

Check No.	Vendor	Description	Date	Amount
394202	CITY OF EDINA	H REINHARDT STUDY	9/6/2023	4,900.00
394441	INTEREUM INC	NEW GRD 3 FURNITURE	9/20/2023	4,888.63
394225	INTERMEDIATE DISTRI	HTP-GEN ED	9/6/2023	4,801.51
394261	RADAR CONSULTING LL	CANDIDATE RECRUITME	9/6/2023	4,800.00
394485	TEACHERS ON CALL, A	VV - SUBSTITUTES	9/20/2023	4,729.60
394612	TEACHERS ON CALL, A	CC - SUBSTITUTES	9/27/2023	4,698.88
394225	INTERMEDIATE DISTRI	LONG TERM FACILITIE	9/6/2023	4,620.79
394393	TEACHERS ON CALL, A	VV - SUBSTITUTES	9/13/2023	4,608.00
394297	BOLTON & MENK INC	HL - SWALE/EROSION	9/13/2023	4,604.00
394281	WOLD ARCHITECTS & E	SV LIGHTING REPLACE	9/6/2023	4,588.87
394393	TEACHERS ON CALL, A	HL - SUBSTITUTES	9/13/2023	4,576.00
394582	NATIONAL INSURANCE	COBRA/RETIREE	9/27/2023	4,533.60
394440	INSPEC INC	HL EXT WALL-PROF SE	9/20/2023	4,500.00
394612	TEACHERS ON CALL, A	CS - SUBSTITUTES	9/27/2023	4,480.00
394252	NATIONAL INSURANCE	COBRA/RETIREE	9/6/2023	4,443.58
394408	AIM ELECTRONICS INC	BUS - SIGNAGE	9/20/2023	4,380.00
394225	INTERMEDIATE DISTRI	TRANS DISABLED	9/6/2023	4,349.74
394549	HENNEPIN COUNTY TRE	32-117-21 42 PROPTA	9/27/2023	4,294.51
394612	TEACHERS ON CALL, A	CV - SUBSTITUTES	9/27/2023	4,256.00
394442	INTERMEDIATE DISTRI	FY23 FINAL TRANS DI	9/20/2023	4,250.10
394412	ASTLEFORD INTERNATI	FUEL INJECTOR	9/20/2023	4,244.94
394501	ADVANCED IMAGING SO	LEASE 10.08 0631790	9/27/2023	4,151.77
394510	BOLTON & MENK INC	ECC - BLEACHER REPA	9/27/2023	4,050.00
394322	FIDELITY SECURITY L	EMPLOYEE WITHHOLDIN	9/13/2023	4,029.52
394217	GO SOLAR KIDZ	612-K4045	9/6/2023	4,025.00
394552	INESE KRIEVANS	SEP23 GROUP MUSIC 9	9/27/2023	3,955.00
394253	NORTHERN LIGHTS	HOMECOMING DJ SERVI	9/6/2023	3,950.00
394438	HILLYARD/MINNEAPOLI	TRIDENT EXTRACTOR	9/20/2023	3,873.84
394534	EDINA HISTORICAL SO	AUG CAHILL CAMP 821	9/27/2023	3,850.00
394493	WEST METRO LEARNING	AUG23 ADDTL - C.G.	9/20/2023	3,850.00
394524	CITY OF EDINA	CV 5/30-8/30 WATER	9/27/2023	3,843.42
394335	HIGH NOON BOOKS	BOOKS	9/13/2023	3,780.00
394225	INTERMEDIATE DISTRI	ALC-STABILIZATION F	9/6/2023	3,704.76
394492	WASTE MANAGEMENT OF	EHS - SEP23 SERVICE	9/20/2023	3,704.40
394252	NATIONAL INSURANCE	VOL AD&D EMPLOYEE W	9/6/2023	3,658.52
394206	CORO MED	STRYKER - EVAC CHAI	9/6/2023	3,640.00
394201	CHESS & STRATEGY GA	807-K4016,L3136	9/6/2023	3,587.50
394485	TEACHERS ON CALL, A	CV - SUBSTITUTES	9/20/2023	3,584.00
394451	LEARNING A-Z	LEARNING A-Z	9/20/2023	3,556.00
394319	ELECTRIC MOTOR REPA	AHU24 REPL MOTOR	9/13/2023	3,511.20
394305	CATHERINE EARLEY	JUN-AUG BODY/BARRE	9/13/2023	3,508.41
394624	YOUTH FRONTIERS INC	HONOR RETREAT	9/27/2023	3,500.00
394582	NATIONAL INSURANCE	VOL AD&D EMPLOYEE W	9/27/2023	3,460.11
394485	TEACHERS ON CALL, A	CC - SUBSTITUTES	9/20/2023	3,456.00
394404	XCEL ENERGY	ND 7/24 - 8/24/23	9/13/2023	3,451.72
394225	INTERMEDIATE DISTRI	FY23 C&T FINAL BILL	9/6/2023	3,450.30
394286	ABRAKADOODLE	710-L3115	9/13/2023	3,412.50
394420	CARSON-DELLOSA PUBL	OLG STARTER SPANISH	9/20/2023	3,398.00
394485	TEACHERS ON CALL, A	CS - SUBSTITUTES	9/20/2023	3,360.00
394485	TEACHERS ON CALL, A	CN - SUBSTITUTES	9/20/2023	3,354.88
394537	FLICEK WELDING	RAILING REINSTALLED	9/27/2023	3,300.00
394485	TEACHERS ON CALL, A	HL - SUBSTITUTES	9/20/2023	3,296.00
394248	MN STATE HIGH SCHOO	23-24 EHS MEMBERSHI	9/6/2023	3,250.00
394492	WASTE MANAGEMENT OF	CC - SEP23 SERVICES	9/20/2023	3,230.71
394440	INSPEC INC	VV WALL-PROF SERV	9/20/2023	3,200.00
394260	PROJECT LEAD THE WA	EHS 23-24 ENGINEERI	9/6/2023	3,200.00
394393	TEACHERS ON CALL, A	CC - SUBSTITUTES	9/13/2023	3,200.00
394622	WINSOR LEARNING INC	762-1650 SONDAY SYS	9/27/2023	3,180.00
394184	95 PERCENT GROUP LL	PA2001 T4R VALUE PA	9/6/2023	3,135.00
394217	GO SOLAR KIDZ	807-K4003	9/6/2023	3,120.00
394323	FLICEK WELDING	ECC - ACCESS LADDER	9/13/2023	3,100.00
394572	MEGAN KOOMAN	GYMNASTICS 911-B228	9/27/2023	3,046.75
394475	R.M. DREYLING CONST	FOOTBALL BLEACHERS	9/20/2023	3,040.00
394509	BENEFIT EXTRAS, INC	SEP23 HRA ADMIN	9/27/2023	3,033.75
394481	SCHOOL SERVICE EMPL	UNION DUES W/HOLDIN	9/20/2023	3,031.51
394586	OVERHEAD DOOR CO.OF	FIRE DOOR TEST/REPA	9/27/2023	3,019.45
394489	TWIN CITY TRANSPORT	AUG23 SPED TRANSPOR	9/20/2023	2,992.90

Check No.	Vendor	Description	Date	Amount
394370	NAC MECHANICAL & EL	CHILLER WORK	9/13/2023	2,958.88
394496	XCEL ENERGY	ND 7/24-8/22 USE	9/20/2023	2,929.71
394556	IWS - INNOVATIONAL	AUG23 SYSTEM MGMT	9/27/2023	2,926.92
394285	5-STAR MOVERS	SUMMER MOVING	9/13/2023	2,850.00
394498	93 HOP LLC	BUS-AUG23 SOLAR PRO	9/27/2023	2,844.95
394550	HOGLUND BUS COMPANY	IINJECTOR	9/27/2023	2,839.24
394598	RESEARCH INSTITUTE	2023 SMARTS WORKSHO	9/27/2023	2,750.00
394273	SUMMIT FIRE PROTECT	ECC - FIRE ALARM IN	9/6/2023	2,738.00
394303	BUSINESS ESSENTIALS	CC WHITE PAPER 75 C	9/13/2023	2,737.50
394531	DASH SPORTS LLC	NFL FLAG K-3 909-B2	9/27/2023	2,700.00
394551	HOLY FAMILY ACADEMY	NON PUB TRANS 22-23	9/27/2023	2,696.51
394184	95 PERCENT GROUP LL	KID LIPS IINSTR FOR	9/6/2023	2,675.00
394396	TRANSFINDER CORPORA	23-24 USER LICENSE	9/13/2023	2,645.00
394554	INNOVATIVE OFFICE S	CLASSROOM FURNITURE	9/27/2023	2,636.11
394208	CYNTHIA MULLEN	"814-A1094, 95, 96"	9/6/2023	2,625.00
394323	FLICEK WELDING	CC - BOILER RM HAND	9/13/2023	2,600.00
394506	BATTERIES R US	ECC - FIRE PANEL BA	9/27/2023	2,571.14
394587	PARALLEL TECHNOLOGI	ECC - CARD ACCESS A	9/27/2023	2,542.93
394394	TEXTHELP INC.	23-24 READ&WRITE GR	9/13/2023	2,520.00
394370	NAC MECHANICAL & EL	DATA CLOSET ALARM	9/13/2023	2,493.87
394355	LAKESHORE LEARNING	SDL SUPPLIES	9/13/2023	2,490.55
394242	MIDWEST BUS PARTS I	CAMERA CABLES	9/6/2023	2,477.20
394507	BAUER BUILT INC	TIRES	9/27/2023	2,474.98
394492	WASTE MANAGEMENT OF	CS - SEP23 SERVICES	9/20/2023	2,425.32
394225	INTERMEDIATE DISTRI	ALC	9/6/2023	2,403.88
394403	WINSOR LEARNING INC	762-1650 SONDAY E2	9/13/2023	2,385.00
394385	SCHOOL SPECIALTY, L	ART SUPPLIES	9/13/2023	2,341.02
394317	DUNN & SEMINGTON LL	PRE-TRIP BOOKLETS	9/13/2023	2,320.00
394492	WASTE MANAGEMENT OF	VV - SEP23 SERVICES	9/20/2023	2,308.54
394368	MULBERRY BUILDERS	HL - SHELF INSTALL	9/13/2023	2,300.00
394419	CAROLINE BROOKS WIL	SWIM TEAM PREP	9/20/2023	2,234.40
394480	SCHOLASTIC INC	VV - SUBSCRIPTIONS	9/20/2023	2,230.53
394273	SUMMIT FIRE PROTECT	EHS - FE INSPECTION	9/6/2023	2,227.33
394534	EDINA HISTORICAL SO	JUL CAHILL CAMP 717	9/27/2023	2,194.50
394250	MYSTERY SCIENCE	ELEM GRADE PACKETS	9/6/2023	2,150.00
394266	SCHOOL SERVICE EMPL	UNION DUES W/HOLDIN	9/6/2023	2,123.52
394569	LUMEN TECHNOLOGIES	DW 08/12-09/11/23	9/27/2023	2,079.49
394334	HEARTLAND BUSINESS	UPS - CS DATA CLOSE	9/13/2023	2,017.60
394565	KINECT ENERGY, INC	VV - AUG23 SERVICE	9/27/2023	2,014.85
394400	ULTIMATE EVENTS	STAGE FOR KICKOFF	9/13/2023	2,009.86
394513	BSN SPORTS, LLC	VOLLEYBALL EQUIPMEN	9/27/2023	2,000.01
394392	SUSAN RESNICK CONSU	MATH IN FOCUS PD	9/13/2023	2,000.00
394461	MINNESOTA ROADWAYS	EHS - WATER SHUTOFF	9/20/2023	1,980.00
394293	ARVIG	SEP23 INTERNET FEES	9/13/2023	1,977.23
394270	SPS COMPANIES INC	REPL BOTTLE FILL/FT	9/6/2023	1,966.88
394281	WOLD ARCHITECTS & E	DW 2024 LTFM	9/6/2023	1,953.55
394393	TEACHERS ON CALL, A	CS - SUBSTITUTES	9/13/2023	1,952.00
394520	CESO COMMUNICATIONS	SEP23 SUPPORT SERVI	9/27/2023	1,950.00
394525	COMMERCIAL FURNITUR	KC ND FURNITURE	9/27/2023	1,930.00
394511	BRAUN INTERTEC CORP	ECC - BLEACHER REPA	9/27/2023	1,885.50
394594	PRIME SOLUTIONS, LL	EHS-FURNITURE LABOR	9/27/2023	1,840.00
394583	NOW MICRO INC	BLOCK HOUR SUPPORT	9/27/2023	1,800.00
394615	TITAN ENVIRONMENTAL	CC MECH ROOM FLOORI	9/27/2023	1,800.00
394612	TEACHERS ON CALL, A	ND - SUBSTITUTES	9/27/2023	1,779.20
394607	SIGNUM SIGNS AND GR	NEW/UPDATE SIGNS	9/27/2023	1,775.00
394369	THE MUSIC MART	CONCERT BAND SUPPLI	9/13/2023	1,750.00
394565	KINECT ENERGY, INC	HL - AUG23 SERVICE	9/27/2023	1,747.11
394325	FOLLETT SCHOOL SOLU	BOOKS FOR CN	9/13/2023	1,720.83
394273	SUMMIT FIRE PROTECT	BUS - FE INSPECTION	9/6/2023	1,703.05
394249	MRI SOFTWARE LLC	ND HOST FAMILY BKGD	9/6/2023	1,667.00
394492	WASTE MANAGEMENT OF	SV - SEP23 SERVICES	9/20/2023	1,663.66
394397	TRUE N FAIR TREE CA	EHS - ASH TREE REMO	9/13/2023	1,600.00
394397	TRUE N FAIR TREE CA	VV - ASH TREE REMOV	9/13/2023	1,600.00
394470	ODP BUSINESS SOLUTI	CLASSROOM SUPPLIES	9/20/2023	1,593.49
394403	WINSOR LEARNING INC	761-1650 SONDAY E1	9/13/2023	1,590.00
394453	MACKIN EDUCATIONAL	SDL BOOKS MEDIA CTR	9/20/2023	1,588.27
394496	XCEL ENERGY	BUS 7/25-8/23 USE	9/20/2023	1,575.48

Check No.	Vendor	Description	Date	Amount
394243	MIKKONEN MUSIC LLC	AUG23 MUSIC CLASSES	9/6/2023	1,575.00
394357	MACKIN EDUCATIONAL	BOOKS FOR EHS	9/13/2023	1,560.88
394196	BRIN GLASS SERVICE	WEIGHT RM MIRROR RE	9/6/2023	1,526.00
394387	SDI INNOVATIONS INC	AGENDA BOOKLETS	9/13/2023	1,510.24
394306	CDW GOVERNMENT	EDU COLLABORATIVE	9/13/2023	1,500.00
394543	GRAPHIC SOURCE	SEG FRAME KIT EHS	9/27/2023	1,500.00
394371	NWEA -- NORTHWEST E	MAP GROWTH K-12	9/13/2023	1,500.00
394407	AFFINITECH INC	PJ6670-3926 EHS INS	9/20/2023	1,495.11
394562	JUNIOR ACHIEVEMENT	1/10/24 JA BIZTOWN	9/27/2023	1,460.00
394565	KINECT ENERGY, INC	CC - AUG23 SERVICE	9/27/2023	1,450.73
394565	KINECT ENERGY, INC	EHS - AUG23 SERVICE	9/27/2023	1,436.61
394590	PLASTIC BAG MART	EHS COMPOST BAGS	9/27/2023	1,424.25
394550	HOGLUND BUS COMPANY	FUEL INJECTOR	9/27/2023	1,419.62
394421	CDW GOVERNMENT	ASURE OVERAGES	9/20/2023	1,401.57
394497	SPORTS PRO LLC	WEIGHT ROOM MAINT	9/27/2023	1,396.00
394330	GILBERT MECHANICAL	ACM RE-PROGRAM	9/13/2023	1,392.00
394330	GILBERT MECHANICAL	AHU24 TROUBLESHOOT	9/13/2023	1,391.00
394492	WASTE MANAGEMENT OF	CN - SEP23 SERVICES	9/20/2023	1,387.72
394462	MINNESOTA SCHOOL EM	UNION DUES W/HOLDIN	9/20/2023	1,377.50
394595	PROPIO LANGUAGE SER	AUG23 INTERPRETATIO	9/27/2023	1,368.75
394421	CDW GOVERNMENT	23-24 CHROME GOPHER	9/20/2023	1,350.00
394193	APURE INC.	NURSE/ADMIN WATER	9/6/2023	1,338.00
394240	METRO ELEVATOR INC	ECC - SEP23 SERVICE	9/6/2023	1,313.00
394513	BSN SPORTS, LLC	TENNIS NETS	9/27/2023	1,308.00
394502	AFFINITECH INC	DISPLAYS FOR CS	9/27/2023	1,295.92
394393	TEACHERS ON CALL, A	CN - SUBSTITUTES	9/13/2023	1,280.00
394492	WASTE MANAGEMENT OF	ECC - SEP23 SERVICE	9/20/2023	1,275.44
394549	HENNEPIN COUNTY TRE	31-028-24 12 PROPTA	9/27/2023	1,260.63
394365	MINNESOTA MEMORY IN	CHROMEBOOK PARTS	9/13/2023	1,234.60
394468	NAC MECHANICAL & EL	DATA ROOM DAC	9/20/2023	1,213.17
394306	CDW GOVERNMENT	COLLAB CONT-2 SEATS	9/13/2023	1,200.00
394511	BRAUN INTERTEC CORP	EHS - 2023 MECHANIC	9/27/2023	1,188.50
394490	ULINE	SHELVING UNITS	9/20/2023	1,170.71
394281	WOLD ARCHITECTS & E	CN LIGHTING REPLACE	9/6/2023	1,166.95
394425	EDINA FRIENDS OF FO	SEP23 TOURNAMENT FE	9/20/2023	1,150.00
V19009	NATASHA L MONSAAS-D	GALAXY TAB S9 ULTRA	9/13/2023	1,149.99
394281	WOLD ARCHITECTS & E	CS 2023 LTFM	9/6/2023	1,145.55
394203	CLOVER HACKETT	626-K4109	9/6/2023	1,127.00
394522	CHILDREN'S THEATRE	10/12 FIELD TRIP	9/27/2023	1,125.00
394281	WOLD ARCHITECTS & E	CS PARK/SITE IMPROV	9/6/2023	1,114.70
394204	COLLABORATIVE CLASS	INSTRUCTIONAL 1ST G	9/6/2023	1,101.60
394610	SYN-TECH SYSTEMS	FUELMASTER MAINTENA	9/27/2023	1,100.00
394303	BUSINESS ESSENTIALS	CS WHITE PAPER 30 C	9/13/2023	1,095.00
394509	BENEFIT EXTRAS, INC	SEP23 HSA ADMIN	9/27/2023	1,091.25
394505	ASTLEFORD INTERNATI	DIAGNOSTIC SOFTWARE	9/27/2023	1,078.00
394255	ODP BUSINESS SOLUTI	START UP OFFICE SUP	9/6/2023	1,075.97
394225	INTERMEDIATE DISTRI	CAREER & TECH	9/6/2023	1,045.28
394272	STIX SPORTSWEAR & S	AMBASSADOR TSHIRTS	9/6/2023	1,028.00
394393	TEACHERS ON CALL, A	CV - SUBSTITUTES	9/13/2023	1,024.00
394485	TEACHERS ON CALL, A	ND - SUBSTITUTES	9/20/2023	1,024.00
394517	CATALYST SOURCING S	ONDEMAND/ADMIN	9/27/2023	1,015.00
394487	TONEWORKS MUSIC THE	AUG23 MUSIC THERAPY	9/20/2023	1,010.50
394484	STAGES THEATRE COMP	10/18 FIELD TRIP	9/20/2023	970.00
394189	ALL STRINGS ATTACHE	CELLO BOWS	9/6/2023	960.00
394377	PRAIRIE ELECTRIC CO	ECC - EMERGENCY SY	9/13/2023	957.21
394609	SQUIRES, WALDSPURGE	LEGAL SERV: S.S.S.	9/27/2023	951.00
394590	PLASTIC BAG MART	ECC COMPOST BAGS	9/27/2023	949.50
394590	PLASTIC BAG MART	VV COMPOST BAGS	9/27/2023	949.50
394590	PLASTIC BAG MART	CC COMPOST BAGS	9/27/2023	949.50
394234	KAY ZUCCARO	JUL23 WATER WELLNES	9/6/2023	944.00
394273	SUMMIT FIRE PROTECT	VV - FE INSPECTION	9/6/2023	912.30
394197	BROTHERS FIRE & SEC	ALARM MAINTENANCE	9/6/2023	901.96
394532	DIVERSE CONSTRUCTIO	ROOF REPAIR (COPING	9/27/2023	898.00
394235	KINECT ENERGY, INC	SEPT23 ENERGY MGMT	9/6/2023	884.00
394471	ORKIN COMMERCIAL SE	DW - AUG23 SERVICES	9/20/2023	880.00
394456	MEDCO SUPPLY	TRAINING SUPPLIES	9/20/2023	868.39
394238	MASSP-MN ASSOC OF S	MEMBERSHIP - A.B.	9/6/2023	865.00

Check No.	Vendor	Description	Date	Amount
394238	MASSP-MN ASSOC OF S	MEMBERSHIP - J.C.	9/6/2023	865.00
394238	MASSP-MN ASSOC OF S	MEMBERSHIP - J.J.	9/6/2023	865.00
394238	MASSP-MN ASSOC OF S	MEMBERSHIP - M.P.	9/6/2023	865.00
394238	MASSP-MN ASSOC OF S	MEMBERSHIP - P.P.	9/6/2023	865.00
394378	PRAIRIE RESTORATION	DW - PLANT MGMT	9/13/2023	860.00
394255	ODP BUSINESS SOLUTI	GRADE 1 STUDENT SUP	9/6/2023	857.35
394388	SIGNUM SIGNS AND GR	23-24 ROOM SIGN UPD	9/13/2023	835.00
394571	MCGRAW-HILL SCHOOL	AVAIL MATH	9/27/2023	826.01
394185	ABBE BLACKER	614-B2034/A1130 & 7	9/6/2023	808.50
394424	EDINA EDUCATION FUN	STAGE & SOUND DEPOS	9/20/2023	800.00
394364	MIDWEST SOUND AND S	STAGE FOR HC	9/13/2023	800.00
394283	ZIP PRINTING & COPY	23-24 CALENDAR POST	9/6/2023	796.85
394492	WASTE MANAGEMENT OF	HL - SEP23 SERVICES	9/20/2023	795.51
394377	PRAIRIE ELECTRIC CO	RM 135/137 OUTLETS	9/13/2023	788.47
394612	TEACHERS ON CALL, A	ELC/ECSE - SUSBTITU	9/27/2023	774.40
394560	JESSEN PRESS INC	LAMINATE SHEET BACK	9/27/2023	774.00
394233	KATHERINE MCGRAW	AUG23 DANCE CLASSES	9/6/2023	771.40
394401	WEX BANK	GASOLINE	9/13/2023	770.10
394393	TEACHERS ON CALL, A	ND - SUBSTITUTES	9/13/2023	768.00
394280	VEOLIA NORTH AMERIC	VEOLIA - LABPACKS	9/6/2023	762.31
394590	PLASTIC BAG MART	HL COMPOST BAGS	9/27/2023	759.60
394613	THE ADVISORS MARKET	LANYARDS - H.R.	9/27/2023	758.95
394209	DIVERSE CONSTRUCTIO	VV - PITCH PAN INST	9/6/2023	750.00
394581	NATIONAL BALSA	AERO GLIDERS	9/27/2023	748.40
394193	APURE INC.	FACS WATER	9/6/2023	744.00
394507	BAUER BUILT INC	TIRES	9/27/2023	741.04
394495	WINSOR LEARNING INC	520-3500 SS NOTEBOO	9/20/2023	740.00
394565	KINECT ENERGY, INC	ECC - AUG23 SERVICE	9/27/2023	733.59
V18985	NEIL HUNTER NELSON	GLACIER TRIP AIRFAR	9/6/2023	732.80
394565	KINECT ENERGY, INC	CS - AUG23 SERVICE	9/27/2023	731.20
394492	WASTE MANAGEMENT OF	CV - SEP23 SERVICES	9/20/2023	720.46
394268	SECURITY CONTROL SY	CS - REPAIR CONTACT	9/6/2023	717.50
394427	EMBI TEC	M3010 HUNTING INHER	9/20/2023	714.00
394571	MCGRAW-HILL SCHOOL	AVAIL READING WONDE	9/27/2023	710.52
394460	MIDWEST BUS PARTS I	BRAKE PADS	9/20/2023	702.75
394495	WINSOR LEARNING INC	230-3100 SS1 WORDBO	9/20/2023	700.00
394500	ACME TOOLS PLYMOUTH	ROTARY HAMMER	9/27/2023	699.00
394308	CHARACTERSTRONG, LL	ELEM - PURPOSEFULL	9/13/2023	699.00
394416	BUNKER HILLS GOLF C	JUN23 BGOLF GREEN F	9/20/2023	693.00
394476	REALLY GOOD STUFF I	DRAW & WRITE JOURNA	9/20/2023	692.79
394244	MINER LTD	LOADING DOCK PLATE	9/6/2023	685.00
V18988	PIERRE OLIVER BARON	ONLINE AP TRAINING	9/6/2023	675.00
394193	APURE INC.	OPTIONS WATER	9/6/2023	669.00
394193	APURE INC.	COUNSELING WATER	9/6/2023	669.00
394193	APURE INC.	SPED WATER	9/6/2023	669.00
394262	REALLY GOOD STUFF I	GRADE 1 STUDENT SUP	9/6/2023	663.68
394617	ULINE	FOLDING CHAIR DOLLI	9/27/2023	660.18
394302	BRIN GLASS SERVICE	DOOR 25 GLASS REPAI	9/13/2023	656.00
394520	CESO COMMUNICATIONS	EVP AD CAMPAIGN (P2	9/27/2023	650.00
394585	ODP BUSINESS SOLUTI	OFFICE/PAPER SUPPLI	9/27/2023	641.97
394456	MEDCO SUPPLY	TRAINING SUPPLIES	9/20/2023	640.00
394265	SAVVAS LEARNING COM	MYVIRTUALCHILD ACCE	9/6/2023	632.40
394184	95 PERCENT GROUP LL	PA2010 PHON/GRAPH C	9/6/2023	630.00
394214	FRASER CHILD AND FA	JUL23 PSYCHOTHERAPY	9/6/2023	616.00
394501	ADVANCED IMAGING SO	LEASE 10.08 0631790	9/27/2023	612.00
394247	MN HIGH SCHOOL MATH	LEAGUE REGISTRATION	9/6/2023	600.00
394544	GRAYBAR ELECTRIC CO	VV COMM UPGRADE	9/27/2023	596.18
394193	APURE INC.	S.STUDIES WATER	9/6/2023	594.00
V19030	KARI L DAHLQUIST	APPLE WATCH	9/20/2023	593.06
394350	KAETHE BIRKNER	608-B2011	9/13/2023	582.40
V19011	KARI L OPATZ-KARWOS	CLASSROOM SUPPLIES	9/13/2023	573.14
394445	JOHN W MCKONE -- BE	PIANO TUNING	9/20/2023	570.00
394590	PLASTIC BAG MART	SV COMPOST BAGS	9/27/2023	569.70
394590	PLASTIC BAG MART	CS COMPOST BAGS	9/27/2023	569.70
394470	ODP BUSINESS SOLUTI	STUDENT SUPPLIES	9/20/2023	561.47
394567	LAKESHORE LEARNING	PP309 SDL CARPET	9/27/2023	549.00
V19026	MARK WALLACE	CLASSROOM SUPPLIES	9/13/2023	528.60

Check No.	Vendor	Description	Date	Amount
394221	HOGLUND BUS COMPANY	MOBILE REPAIR	9/6/2023	519.00
V18987	SONYA LEIGH SAILER	MASPA FALL CONF FEE	9/6/2023	512.86
394192	AMSOIL INC	EHS - OIL	9/6/2023	512.13
394324	FLINN SCIENTIFIC IN	S0026 SILVER NITRAT	9/13/2023	507.60
394391	STIX SPORTSWEAR & S	SPIRIT TEAM TSHIRTS	9/13/2023	507.00
394291	AMY SOLARZ-PATEL	FRENCH EXCH REFUND	9/13/2023	500.00
394566	KULLY SUPPLY INC	AUTO SINK SENSOR	9/27/2023	499.85
394567	LAKESHORE LEARNING	DW TEACHING EASEL W	9/27/2023	499.00
394403	WINSOR LEARNING INC	940-0600 SSI ONLINE	9/13/2023	498.00
394307	CENTURYLINK	EHS 08/28-09/27/23	9/13/2023	496.80
394184	95 PERCENT GROUP LL	SHIPPING/HANDLING	9/6/2023	495.00
394246	MINNESOTA SCHOOL EM	UNION DUES W/HOLDIN	9/6/2023	493.60
394281	WOLD ARCHITECTS & E	SV 2023 CTYRD RECO	9/6/2023	492.63
394463	MINNESOTA ZOO	9/28 FIELD TRIP	9/20/2023	486.00
394565	KINECT ENERGY, INC	CN - AUG23 SERVICE	9/27/2023	484.32
394548	HEALY AWARDS INC	FOOTBALL DECALS	9/27/2023	480.32
394289	ALEXANDRE SAVELLI	FRENCH EXCH REFUND	9/13/2023	480.00
394382	ROSAMARIA CAMPBELL	INTERPRETATION SERV	9/13/2023	480.00
394576	MIKE'S SEPTIC SERVI	PUMP CONCESSIONS ST	9/27/2023	475.00
394412	ASTLEFORD INTERNATI	ADAPTER	9/20/2023	472.68
394295	BAYCOM INC	SDL SUPPLIES	9/13/2023	472.00
394237	LAKESHORE LEARNING	1ST GRD SUPPLIES	9/6/2023	469.12
394614	TIME FOR KIDS	GRD K TIME FOR KIDS	9/27/2023	468.00
394184	95 PERCENT GROUP LL	PA2014 CONS & VOWEL	9/6/2023	460.00
394460	MIDWEST BUS PARTS I	MIRROR	9/20/2023	456.33
394306	CDW GOVERNMENT	SALES ORDER NMQV726	9/13/2023	453.88
394599	ROBERT B HILL CO	SALT	9/27/2023	450.67
394199	CDW GOVERNMENT	CONSULTING FEES	9/6/2023	450.00
394397	TRUE N FAIR TREE CA	CS - LIMB REMOVAL	9/13/2023	450.00
V18970	LORI J CARTER	WORKSHOP LUNCHES	9/6/2023	449.90
394273	SUMMIT FIRE PROTECT	SV - FE INSPECTION	9/6/2023	447.65
V19042	GINA S SCHROEPFER	CLASSROOM SUPPLIES	9/20/2023	446.43
V18998	MATTHEW E GABRIELSO	CLASSROOM SUPPLIES	9/13/2023	445.98
394431	FRESHPOINT BIX PROD	KC CN SNACKS	9/20/2023	445.40
394478	SAM'S CLUB/SYNCHRON	BACK TO SCHOOL FOOD	9/20/2023	444.44
394270	SPS COMPANIES INC	AUTO SINK SENSORS	9/6/2023	438.55
394620	WATERTEK TD LLC	KITCHEN EQUIP FILTE	9/27/2023	435.00
394187	ADVANCED POWER SERV	GENERATOR SERVICE	9/6/2023	430.00
394550	HOGLUND BUS COMPANY	ALTERNATOR	9/27/2023	429.58
394531	DASH SPORTS LLC	NFL FLAG TYKES 909-	9/27/2023	420.00
V18983	KIM M MISMASH	CLASSROOM SUPPLIES	9/6/2023	415.77
394550	HOGLUND BUS COMPANY	INJECTOR	9/27/2023	415.12
394188	THRESHOLD	TARDY BOOKS	9/6/2023	414.60
394613	THE ADVISORS MARKET	LANYARDS - COMM ED	9/27/2023	413.97
V19019	LEAH SPELLMAN	CLASSROOM SUPPLIES	9/13/2023	410.88
394460	MIDWEST BUS PARTS I	SEAT BELT	9/20/2023	409.20
394258	PIONEER MANUFACTURI	PAINT FOR FIELDS	9/6/2023	406.60
394565	KINECT ENERGY, INC	CV - AUG23 SERVICE	9/27/2023	400.35
V19100	MERT T WOODARD	IPHONE 15 PURCHASE	9/27/2023	400.00
394497	SPORTS PRO LLC	WEIGHT ROOM MAINT	9/27/2023	399.00
394603	SCHOLASTIC INC	SCHOLASTIC NEWS SUB	9/27/2023	395.34
394338	INNOVATIVE OFFICE S	EXPO MARKER BLK	9/13/2023	394.56
394200	CENTURYLINK	SV 8/01-8/31/23	9/6/2023	386.40
394519	CENTURYLINK	SV 09/01-09/30/23	9/27/2023	386.40
394264	ROBERT B HILL CO	WATER SOFTENER SALT	9/6/2023	376.09
V19050	ANN C ZIMPRICH	2023 MLA CONFERENCE	9/20/2023	375.00
V19048	LYNNEA K WEST	2023 MLA CONFERENCE	9/20/2023	375.00
394456	MEDCO SUPPLY	TRAINING SUPPLIES	9/20/2023	374.59
394237	LAKESHORE LEARNING	TEACHER PLANNERS	9/6/2023	367.54
394492	WASTE MANAGEMENT OF	ND - SEP23 SERVICES	9/20/2023	359.74
394450	LAKESHORE LEARNING	GRADE K SUPPLIES	9/20/2023	358.98
394568	LITERACY RESOURCES,	GRD K CURRICULUM	9/27/2023	356.00
394366	MONTJOY ENTERPRISES	DJ - GET CONNECTED	9/13/2023	350.00
394318	EDUCATORS BENEFIT C	ACT PARTICIPANT FEE	9/13/2023	348.96
394257	PERFECTION LEARNING	SHIPPING/HANDLING	9/6/2023	347.40
394499	93 SKIP LLC	BUS-AUG23 SOLAR PRO	9/27/2023	346.40
394509	BENEFIT EXTRAS, INC	SEP23 FLEX ADMIN	9/27/2023	346.00

Check No.	Vendor	Description	Date	Amount
394219	GREATAMERICA FINANC	ECC AUG23 POSTAGE M	9/6/2023	344.00
394212	FACTORY MOTOR PARTS	LRG & MED BATTERIES	9/6/2023	343.94
V19043	LINNEA SHAW	CLASSROOM SUPPLIES	9/20/2023	343.28
394606	SECURITY CONTROL SY	CS SECURTIY PANEL W	9/27/2023	342.50
394431	FRESHPOINT BIX PROD	KC CC SNACKS	9/20/2023	340.38
394345	JERRY'S PRINTING	NONCL TEACHER PACKE	9/13/2023	339.50
394212	FACTORY MOTOR PARTS	IGNITION PARTS	9/6/2023	324.34
V19047	EMILY KRISTINE WAAG	CLASSROOM SUPPLIES	9/20/2023	324.04
394313	DAVEY TREE EXPERT C	CS - TREE WORK	9/13/2023	315.00
394367	MSBA -- MINNESOTA S	BOARD TRAINING-K.G.	9/13/2023	315.00
394324	FLINN SCIENTIFIC IN	"AP12222 BOTTLE, DR	9/13/2023	313.92
394469	NAIMA NOR	ELC TUITION REFUND	9/20/2023	313.00
394565	KINECT ENERGY, INC	BUS - AUG23 SERVICE	9/27/2023	312.50
394538	FRESHPOINT BIX PROD	KC CV SNACKS	9/27/2023	311.59
394421	CDW GOVERNMENT	23-24 MICROSOFT LIC	9/20/2023	310.25
394267	SDI INNOVATIONS INC	GRD 5 DATEBOOKS	9/6/2023	310.01
V19097	AGATHE VALLEE	ND FRENCH INTERN PA	9/27/2023	310.00
V19053	ALEXANDRE BELVIRE	ND FRENCH INTERN PA	9/27/2023	310.00
V19094	ANAIS SUTTER	ND FRENCH INTERN PA	9/27/2023	310.00
V19085	AUDREY RIGOBERT	ND FRENCH INTERN PA	9/27/2023	310.00
V19089	CAMILLE SCHMITT	ND FRENCH INTERN PA	9/27/2023	310.00
V19055	CAROLINE CELSE	ND FRENCH INTERN PA	9/27/2023	310.00
V19080	CLARISSE PELLERAY	ND FRENCH INTERN PA	9/27/2023	310.00
V19065	CLEO HERVE	ND FRENCH INTERN PA	9/27/2023	310.00
V19086	ELSA ROHAUT	ND FRENCH INTERN PA	9/27/2023	310.00
V19078	EMILIE NASSEF	ND FRENCH INTERN PA	9/27/2023	310.00
V19072	ESTELLE LELAN	VV FRENCH INTERN PA	9/27/2023	310.00
V19087	EVA ROMARY	ND FRENCH INTERN PA	9/27/2023	310.00
V19079	FATOU PAYE	EHS FRENCH INTERN P	9/27/2023	310.00
V19088	FLORIAN SAGLIBENE	EHS FRENCH INTERN P	9/27/2023	310.00
V19076	INES MAURY	ND FRENCH INTERN PA	9/27/2023	310.00
V19070	JHEMLY LAINE	EHS FRENCH INTERN P	9/27/2023	310.00
V19061	JULIEN FABRY	VV FRENCH INTERN PA	9/27/2023	310.00
V19083	LAURINE QUINIOU	ND FRENCH INTERN PA	9/27/2023	310.00
V19058	MAELISS DUBOIS	ND FRENCH INTERN PA	9/27/2023	310.00
V19095	MARINE TRETOUT	VV FRENCH INTERN PA	9/27/2023	310.00
V19090	NINON SERIN	ND FRENCH INTERN PA	9/27/2023	310.00
V19051	OLIVIA ALLEMAND	ND FRENCH INTERN PA	9/27/2023	310.00
V19084	PAULINE RAPHEL	ND FRENCH INTERN PA	9/27/2023	310.00
V19099	ROSETTA WICART	ND FRENCH INTERN PA	9/27/2023	310.00
V19071	SAHRA LAVIGNE-JOST	ND FRENCH INTERN PA	9/27/2023	310.00
V19096	VALENTIN TRUCHAT	ND FRENCH INTERN PA	9/27/2023	310.00
V19075	VICTOR LORAIN	ND FRENCH INTERN PA	9/27/2023	310.00
394338	INNOVATIVE OFFICE S	EXPO MARKER RED	9/13/2023	307.92
394338	INNOVATIVE OFFICE S	EXPO MARKER GRN	9/13/2023	307.92
394485	TEACHERS ON CALL, A	ELC/ECSE - SUBSTITU	9/20/2023	307.20
394503	ALLEGRA EDEN PRAIRI	BE TICKETS	9/27/2023	306.00
394273	SUMMIT FIRE PROTECT	CN - FE INSPECTION	9/6/2023	304.47
394544	GRAYBAR ELECTRIC CO	CUIRCUIT BREAKER W-	9/27/2023	304.16
394346	JOHN W MCKONE -- BE	PIANO TUNING	9/13/2023	300.00
394447	JUNIOR ACHIEVEMENT	GRD 2 JA PROGRAM KI	9/20/2023	300.00
394369	THE MUSIC MART	CS-660A CYMBAL STAN	9/13/2023	299.70
V19026	MARK WALLACE	LEARN A-Z/TYPE/MATH	9/13/2023	298.50
394359	MAUREEN SMITH	613-B2031	9/13/2023	294.00
394463	MINNESOTA ZOO	9/27 FIELD TRIP	9/20/2023	294.00
394276	T-MOBILE	ECC MAINT - JUL23	9/6/2023	285.00
V18978	ANGELA L KIEFFER	ORIENTATION FOOD/ET	9/6/2023	283.44
394553	INGCO INTERNATIONAL	TRANSLATION SERVICE	9/27/2023	280.60
V19077	ANNE B NAAS	HC PARADE CANDY	9/27/2023	279.90
394200	CENTURYLINK	VV 7/28-8/27/23	9/6/2023	276.00
394431	FRESHPOINT BIX PROD	KC CS SNACKS	9/20/2023	271.04
394279	TWIN CITY GARAGE DO	MAIN GATE REPAIR	9/6/2023	270.00
394255	ODP BUSINESS SOLUTI	GRADE K STUDENT SUP	9/6/2023	269.92
394585	ODP BUSINESS SOLUTI	BINDERS/MULTI CARDS	9/27/2023	267.03
394568	LITERACY RESOURCES,	GRD 1-5 CURRICULUM	9/27/2023	267.00
394560	JESSEN PRESS INC	EVP WINDOW ENVELOPE	9/27/2023	265.00
394338	INNOVATIVE OFFICE S	EXPO MARKER BLU	9/13/2023	263.04

Check No.	Vendor	Description	Date	Amount
394426	EDINA GIVE & GO	GYMNASTIC ENROLL	9/20/2023	261.00
394184	95 PERCENT GROUP LL	PA2012 PHONEME/GRAP	9/6/2023	260.00
394200	CENTURYLINK	DO 8/01-08/31/23	9/6/2023	260.00
394519	CENTURYLINK	DO 09/01-09/30/23	9/27/2023	260.00
394485	TEACHERS ON CALL, A	CORPORATE	9/20/2023	256.00
394536	FACTORY MOTOR PARTS	BRAKE PADS	9/27/2023	254.60
394281	WOLD ARCHITECTS & E	CS ES FURNITURE	9/6/2023	253.98
394333	GRAYBAR ELECTRIC CO	SV COMM UPGRADE	9/13/2023	247.01
394435	GRAYBAR ELECTRIC CO	ECC COMM UPGRADE	9/20/2023	247.01
394501	ADVANCED IMAGING SO	LEASE 10.08 0631790	9/27/2023	246.00
V19007	KIM M MISMASH	CLASSROOM SUPPLIES	9/13/2023	243.60
394563	JW PEPPER & SON INC	WHOOPEE BAND BOOKS	9/27/2023	242.99
394311	COLLABORATIVE CLASS	BW2-TBS2 GRD2 BOOK	9/13/2023	241.00
394536	FACTORY MOTOR PARTS	BRAKE ROTORS	9/27/2023	240.02
394355	LAKESHORE LEARNING	GR 1 STUDENT SUPPLI	9/13/2023	239.96
394430	FLINN SCIENTIFIC IN	FB1115 PLANT PRESS	9/20/2023	239.70
394609	SQUIRES, WALDSPURGE	LEGAL SERV: H.R.	9/27/2023	238.50
394321	FARHIYA ABDI	KC OVERPAYMENT REFU	9/13/2023	237.75
394184	95 PERCENT GROUP LL	PA2015 KID LIPS CAR	9/6/2023	235.00
394263	RJ MECHANICAL INC	ECC-WATER LINE REPA	9/6/2023	235.00
394428	FACTORY MOTOR PARTS	BATTERIES	9/20/2023	234.56
394290	AMAZON CAPITAL SERV	GR 2 STUDENT SUPPLI	9/13/2023	234.29
394273	SUMMIT FIRE PROTECT	CS - FE INSPECTION	9/6/2023	232.48
394457	MENARDS - EDEN PRAI	VARIOUS SUPPLIES	9/20/2023	231.36
394204	COLLABORATIVE CLASS	MM3-TM3-V1 MANUAL	9/6/2023	230.00
394204	COLLABORATIVE CLASS	MM3-TM3-V2 MANUAL	9/6/2023	230.00
394517	CATALYST SOURCING S	SUPP TRACK MON SUBS	9/27/2023	229.99
394310	CHRISTIANA HAWTHORN	FALL PLAY EXPENSES	9/13/2023	229.41
394274	SYN-TECH SYSTEMS	DATABASE MIGRATION	9/6/2023	229.00
V18973	JONATHAN R HEERINGA	ADVISORY SUPPLIES	9/6/2023	228.07
394332	GRAINGER	REPAIR KIT	9/13/2023	225.28
394411	ARMSTRONG CROSS COU	10/23 XC MEET ENTRY	9/20/2023	225.00
394411	ARMSTRONG CROSS COU	10/23 XC MEET ENTRY	9/20/2023	225.00
394455	MASBO	2023 FALL CONFERENC	9/20/2023	225.00
394455	MASBO	2023 FALL CONFERENC	9/20/2023	225.00
394455	MASBO	2023 FALL CONFERENC	9/20/2023	225.00
394455	MASBO	2023 FALL CONFERENC	9/20/2023	225.00
394270	SPS COMPANIES INC	DRINKING FTN PARTS	9/6/2023	222.24
394200	CENTURYLINK	EHS 7/28-8/27/23	9/6/2023	220.80
394200	CENTURYLINK	ECC 8/01-8/31/23	9/6/2023	220.80
394200	CENTURYLINK	CC 8/01-8/31/23	9/6/2023	220.80
394519	CENTURYLINK	CC 09/01-09/20/23	9/27/2023	220.80
394519	CENTURYLINK	ECC 09/01-09/30/23	9/27/2023	220.80
394204	COLLABORATIVE CLASS	BW2-TM3-V1 MANUAL	9/6/2023	220.00
394204	COLLABORATIVE CLASS	BW2-TM3-V2 MANUAL	9/6/2023	220.00
394486	THE ROTARY CLUB OF	QTR 1 DUES - L.S.	9/20/2023	218.00
394545	GREATAMERICA FINANC	DO-AUG23 POSTAGE MT	9/27/2023	210.95
394516	CARLY EVANS	LUNCH ACCT REFUND	9/27/2023	210.90
394367	MSBA -- MINNESOTA S	BOARD TRAINING-D.A.	9/13/2023	210.00
394377	PRAIRIE ELECTRIC CO	FLAG POLE LIGHT	9/13/2023	210.00
394284	ZONEONE LOCATING	ECC - AREA LOCATE S	9/6/2023	209.00
V18994	EMESE B DREW	BOOKCASE/SUPPLIES	9/13/2023	207.93
394482	SCHOOL SPECIALTY, L	409338 CARDSTOCK 12	9/20/2023	207.30
394428	FACTORY MOTOR PARTS	HARNESSES	9/20/2023	206.92
394565	KINECT ENERGY, INC	ECC - AUG23 SERVICE	9/27/2023	206.91
V19081	CHERYL A PILCHER	CLASSROOM SUPPLIES	9/27/2023	205.48
394460	MIDWEST BUS PARTS I	SEAT BELT	9/20/2023	204.60
394304	CAROLINA BIOLOGICAL	154740 ANTIBIOTIC K	9/13/2023	204.33
394255	ODP BUSINESS SOLUTI	OFFICE SUPPLIES	9/6/2023	200.88
394514	BURNSVILLE HIGH SCH	9/9 VBALL TOURNAMEN	9/27/2023	200.00
394516	CARLY EVANS	LUNCH ACCT REFUND	9/27/2023	200.00
394508	BAYCOM INC	WALKIE REPAIR	9/27/2023	199.00
394482	SCHOOL SPECIALTY, L	SDL ART ORDER	9/20/2023	196.44
V19067	KELLY H JANSEN	STUDENT SUPPLIES	9/27/2023	195.76
394547	HAMMER SPORTS LLC	AUG23 VBALL OFFICIA	9/27/2023	190.00
394547	HAMMER SPORTS LLC	SEP23 VBALL OFFICIA	9/27/2023	190.00
394590	PLASTIC BAG MART	CV COMPOST BAGS	9/27/2023	189.90

Check No.	Vendor	Description	Date	Amount
394311	COLLABORATIVE CLASS	MM3-TBS2 GRD2 BOOK	9/13/2023	188.00
394605	SCRIPPS NATIONAL SP	SV ENROLLMENT FEE	9/27/2023	187.50
V19029	NINA EHRMENTRAUT CA	STUDENT SUPPLIES	9/20/2023	185.82
394578	MOUNDS VIEW HIGH SC	9/23 XC MEET ENTRY	9/27/2023	185.00
394578	MOUNDS VIEW HIGH SC	9/23 XC MEET ENTRY	9/27/2023	185.00
394376	PITSCO EDUCATION LL	W25662 ECONOMY	9/13/2023	185.00
394604	SCHOOL SPECIALTY, L	ART ORDER	9/27/2023	183.21
394423	ECM PUBLISHERS INC	2023 GEN ELECT NOTI	9/20/2023	179.20
394545	GREATAMERICA FINANC	EHS SEP23 POSTAGE M	9/27/2023	175.95
394495	WINSOR LEARNING INC	SHIPPING/HANDLING	9/20/2023	175.70
394492	WASTE MANAGEMENT OF	BUS - SEP23 SERVICE	9/20/2023	175.64
V18992	ANDREW J BEATON	INTL TRAVEL PASS FO	9/13/2023	170.00
394372	ODP BUSINESS SOLUTI	GRADE 2 SUPPLIES	9/13/2023	169.87
394539	GILBERT MECHANICAL	BLDG AUTOMATION ADJ	9/27/2023	168.50
394602	SCAN AIR FILTER INC	REPLACEMENT FILTERS	9/27/2023	165.92
394200	CENTURYLINK	CV 8/10-9/09/23	9/6/2023	165.60
394200	CENTURYLINK	CS 8/01-8/31/23	9/6/2023	165.60
394200	CENTURYLINK	HL 8/01-8/31/23	9/6/2023	165.60
394200	CENTURYLINK	CN 8/01-8/31/23	9/6/2023	165.60
394519	CENTURYLINK	CV 09/10-10/09/23	9/27/2023	165.60
394519	CENTURYLINK	HL 09/01-09/30/23	9/27/2023	165.60
394519	CENTURYLINK	CN 09/01-09/30/23	9/27/2023	165.60
394519	CENTURYLINK	CS 09/01-09/30/23	9/27/2023	165.60
394324	FLINN SCIENTIFIC IN	AP1278 WEIGH DISHES	9/13/2023	165.60
394184	95 PERCENT GROUP LL	PA2044 PHON/GRAPH C	9/6/2023	165.00
394557	JENNIFER MULHERAN	TASTE PRE-K REFUND	9/27/2023	165.00
394495	WINSOR LEARNING INC	230-6150 SS1 READ S	9/20/2023	165.00
394288	ADAM JOHNSTON	FOOTBALL: E PRAIRIE	9/13/2023	162.00
394402	WILLIAM BEAN	FOOTBALL: E PRAIRIE	9/13/2023	162.00
394545	GREATAMERICA FINANC	SV SEP23 POSTAGE MT	9/27/2023	159.95
394545	GREATAMERICA FINANC	ECC SEP23 POSTAGE M	9/27/2023	159.00
V19102	EMESE B DREW	LATIN CEREMONY AWAR	9/27/2023	158.61
V18989	JUSTYNE N SMITH	ELC TOYS/GAMES	9/6/2023	156.87
V18981	DERRICK J LIDSTONE	AUG23 MILEAGE	9/6/2023	156.15
394494	WEST MUSIC COMPANY	NINVO 206178	9/20/2023	152.99
394495	WINSOR LEARNING INC	220-4100 SS1 WORD C	9/20/2023	152.00
394409	AMAZON CAPITAL SERV	GRADE 4 INSTRUCTION	9/20/2023	151.48
394290	AMAZON CAPITAL SERV	ART SUPPLIES	9/13/2023	151.19
394363	MIDWEST BUS PARTS I	VESTS	9/13/2023	151.13
394204	COLLABORATIVE CLASS	MM3-VTG3-V1 MANUAL	9/6/2023	150.00
394204	COLLABORATIVE CLASS	MM3-VTG3-V2 MANUAL	9/6/2023	150.00
394611	TALENT ASSESSMENT I	PAES VIDEO TRAINING	9/27/2023	150.00
394255	ODP BUSINESS SOLUTI	CONSTRUCTION PAPER	9/6/2023	148.65
V19008	CHRISTINE E MJOEN	CLASSROOM SUPPLIES	9/13/2023	148.64
394324	FLINN SCIENTIFIC IN	AP7061 INKLESS FING	9/13/2023	147.51
394456	MEDCO SUPPLY	TRAINING SUPPLIES	9/20/2023	147.26
V18995	HEATHER A EDAM	CLASSROOM SUPPLIES	9/13/2023	145.78
394376	PITSCO EDUCATION LL	W50128 SOLID FUEL	9/13/2023	144.00
394373	OPENTEXT INC	AUG23 FAX SERVICES	9/13/2023	143.86
394541	GRAINGER	CABLE TIES	9/27/2023	143.74
394347	JON DAY	BLAX: MISSED PMT	9/13/2023	143.00
V19002	REBECCA R HUBERTY	STUDENT SUPPLIES	9/13/2023	142.50
V19063	BENJAMIN J FRIED	HISTORY DAY WORKSHO	9/27/2023	140.00
394328	GENERAL SECURITY SE	BUS - AUG23 PATROL	9/13/2023	140.00
394591	POPP BINDING & LAMI	4 ROLLS LAMINATE	9/27/2023	139.84
394324	FLINN SCIENTIFIC IN	S0437 SODIAM IODIDE	9/13/2023	138.36
V18983	KIM M MISMASH	CLASSROOM SUPPLIES	9/6/2023	138.10
394613	THE ADVISORS MARKET	LANYRADS - CV	9/27/2023	137.99
V19033	ERIC D HAMILTON	AUG-SEP23 MILEAGE	9/20/2023	131.13
394348	JOSEPH KOCH III	BSOCCER: ROSEMOUNT	9/13/2023	131.00
394533	EDINA GIVE & GO	PIANO LESSON REFUND	9/27/2023	130.50
V19020	ERIN ST. ORES	JUL-AUG23 CELL PHON	9/13/2023	130.00
394456	MEDCO SUPPLY	TRAINING SUPPLIES	9/20/2023	129.90
394456	MEDCO SUPPLY	TRAINING SUPPLIES	9/20/2023	129.90
394540	GOPHER STATE ONE-CA	AUG23 BILLABLE TICK	9/27/2023	129.60
394410	AMERICAN SCHOOL COU	MEMBERSHIP - K.M.	9/20/2023	129.00
394482	SCHOOL SPECIALTY, L	1432720 CONST PAPER	9/20/2023	129.00

Check No.	Vendor	Description	Date	Amount
V19021	LESLIE STAGEBERG	CLASSROOM SUPPLIES	9/13/2023	127.39
394565	KINECT ENERGY, INC	ND - AUG23 SERVICE	9/27/2023	126.73
394324	FLINN SCIENTIFIC IN	GP9167 EUDIOMETER	9/13/2023	126.54
394353	KEYSTONE	PAINT	9/13/2023	125.95
V19060	MARYA DUMKE	CC STAFF FOOD	9/27/2023	125.71
394200	CENTURYLINK	BUS 8/04-9/03/23	9/6/2023	125.18
394218	GRAINGER	TOILET FLUSHERS	9/6/2023	124.08
394324	FLINN SCIENTIFIC IN	AP3106 FILTER PAPER	9/13/2023	123.96
394194	ASTLEFORD INTERNATI	SWITCH	9/6/2023	123.84
V19013	ALYSSA C MEANS	CLASSROOM SUPPLIES	9/13/2023	123.38
394433	GRAINGER	FAUCET HARDWARE	9/20/2023	122.83
394324	FLINN SCIENTIFIC IN	AP5420 TIME TAPE	9/13/2023	121.50
394324	FLINN SCIENTIFIC IN	AP5420 TIME TAPE	9/13/2023	121.50
394324	FLINN SCIENTIFIC IN	AP8344 BUNSEN BURNE	9/13/2023	120.40
394488	TRI-STATE BOBCAT IN	DW - CF3 LINE	9/20/2023	118.12
394242	MIDWEST BUS PARTS I	PAINT	9/6/2023	118.03
394460	MIDWEST BUS PARTS I	HINGE PLATE	9/20/2023	117.96
394470	ODP BUSINESS SOLUTI	CLASSROOM LABELS	9/20/2023	115.80
394621	WILLIAM H SADLIER I	AVAIL #S0177156	9/27/2023	114.90
394271	STARFALL EDUCATION	GRADE 1 JOURNALS	9/6/2023	114.35
394417	BUSINESS ESSENTIALS	8.5X11 CARDSTOCK QT	9/20/2023	114.00
394515	BUSINESS ESSENTIALS	CARDSTOCK 11X17 QTY	9/27/2023	114.00
394278	TRI-STATE BOBCAT IN	EHS - IGNITION SWIT	9/6/2023	113.16
394456	MEDCO SUPPLY	TRAINING SUPPLIES	9/20/2023	112.68
394376	PITSCO EDUCATION LL	W51934 TISSUE PAPE	9/13/2023	112.50
394456	MEDCO SUPPLY	TRAINING SUPPLIES	9/20/2023	112.04
394546	GROTH MUSIC COMPANY	BAND MUSIC	9/27/2023	112.00
394318	EDUCATORS BENEFIT C	ACT BASE FEE	9/13/2023	110.36
394455	MASBO	MEMBERSHIP - D.G.	9/20/2023	110.00
394337	INGCO INTERNATIONAL	VAN PROTOCOL TRANS	9/13/2023	108.87
V19016	JODI A RAMIREZ	MTLE VISUAL ART EXA	9/13/2023	107.00
V19018	LYDIA L SOUR	2 MTLE TESTS	9/13/2023	107.00
V19024	EMMA T TEWES	BANNER/STRETCHY BAN	9/13/2023	106.49
394575	MIDWEST BUS PARTS I	SEAT BELT MOUNT	9/27/2023	106.20
394324	FLINN SCIENTIFIC IN	AP8170 PETRI DISHES	9/13/2023	104.70
394417	BUSINESS ESSENTIALS	11X17 CARDSTOCK QTY	9/20/2023	104.10
394324	FLINN SCIENTIFIC IN	AP6135 MULTI FIBER	9/13/2023	103.76
394470	ODP BUSINESS SOLUTI	GREEN POCKET FOLDER	9/20/2023	103.75
394324	FLINN SCIENTIFIC IN	AP9095 CHROMATOGRAP	9/13/2023	103.50
V19062	TAMARA K FORBY	JUL-AUG23 CELL PHON	9/27/2023	103.38
394588	PAUL BROWN	LUNCH ACCT REFUND	9/27/2023	101.10
V19027	KRISTIN M BIWAN	MSHSL MEMBERSHIP	9/20/2023	100.75
394287	ACME TOOLS PLYMOUTH	TOOLS/CAPITAL	9/13/2023	100.72
V19000	JESSICA L HEIDELBER	JUL-AUG23 CELL PHON	9/13/2023	100.52
394470	ODP BUSINESS SOLUTI	EASEL PAD/GLUE STIC	9/20/2023	100.35
394513	BSN SPORTS, LLC	LINESMAN FLAGS	9/27/2023	100.00
394521	CHARTWELLS DINING S	CTE MEETING CATERIN	9/27/2023	100.00
394443	ITSAVVY LLC	SCREEN DEDUCTIBLE	9/20/2023	100.00
394351	KATHARINE NELSON	CALCULUS BOOK REFUN	9/13/2023	100.00
394452	MACAC	EHS MEMBERSHIP	9/20/2023	100.00
394607	SIGNUM SIGNS AND GR	RESTROOM PLATE	9/27/2023	100.00
394457	MENARDS - EDEN PRAI	WASP KILLER, ETC.	9/20/2023	99.31
394230	JERRY'S HARDWARE	BUILDING SUPPLIES	9/6/2023	98.95
394190	AMAZON CAPITAL SERV	GRADE 1 STUDENT SUP	9/6/2023	98.08
394241	METRO SALES INC	AUG23 ATHL COPIER	9/6/2023	98.00
394458	METRO SALES INC	SEP23 ATHL COPIER	9/20/2023	98.00
394575	MIDWEST BUS PARTS I	LIGHTS	9/27/2023	96.97
394204	COLLABORATIVE CLASS	SHIPPING/HANDLING	9/6/2023	96.00
394324	FLINN SCIENTIFIC IN	P0065 POTASSIUM IOD	9/13/2023	95.98
394436	HAMMER SPORTS LLC	8/24 VBALL OFFICIAL	9/20/2023	95.00
394505	ASTLEFORD INTERNATI	BATTERY HOLD DOWN	9/27/2023	94.26
V19000	JESSICA L HEIDELBER	JUL-AUG23 MILEAGE	9/13/2023	93.47
V18990	KORY M SMITH	AUG23 MILEAGE	9/6/2023	93.40
V19017	MEGAN B SCHNEIDER	JUL23 MILEAGE	9/13/2023	92.81
394559	JERRY'S HARDWARE	BLDG REPAIR SUPPLIE	9/27/2023	92.80
394450	LAKESHORE LEARNING	GRADE 1 MIPS	9/20/2023	91.95
394324	FLINN SCIENTIFIC IN	AP1110 THERMOMETERS	9/13/2023	91.80

Check No.	Vendor	Description	Date	Amount
394418	CAROLINA BIOLOGICAL	824020 PETRIFILM	9/20/2023	90.75
394423	ECM PUBLISHERS INC	JUL 11 SPEC MINUTES	9/20/2023	90.40
394216	GENERAL SECURITY SE	CC - PATROL STANDBY	9/6/2023	90.00
394216	GENERAL SECURITY SE	CN - PATROL STANDBY	9/6/2023	90.00
394216	GENERAL SECURITY SE	HL - PATROL STANDBY	9/6/2023	90.00
394216	GENERAL SECURITY SE	CS - PATROL STANDBY	9/6/2023	90.00
394216	GENERAL SECURITY SE	CV - PATROL STANDBY	9/6/2023	90.00
394216	GENERAL SECURITY SE	ECC - PATROL STANDB	9/6/2023	90.00
394216	GENERAL SECURITY SE	EHS - PATROL STANDB	9/6/2023	90.00
394216	GENERAL SECURITY SE	SV - PATROL STANDBY	9/6/2023	90.00
394216	GENERAL SECURITY SE	VV- PATROL STANDBY	9/6/2023	90.00
394216	GENERAL SECURITY SE	BUS - PATROL STANDB	9/6/2023	90.00
394254	OCCUPATIONAL MEDICI	DOT EXAM - D.H.A.	9/6/2023	90.00
394254	OCCUPATIONAL MEDICI	DOT EXAM - B.B.	9/6/2023	90.00
394254	OCCUPATIONAL MEDICI	DOT EXAM - M.R.	9/6/2023	90.00
394584	OCCUPATIONAL MEDICI	DOT EXAM - L.P.	9/27/2023	90.00
394584	OCCUPATIONAL MEDICI	DOT EXAM - J.T.	9/27/2023	90.00
V19032	HEATHER A EDAM	STAFF BREAKFAST ITE	9/20/2023	89.25
394601	RONALD TIMM	CUT THE CORD 919-L3	9/27/2023	87.50
394560	JESSEN PRESS INC	POSTAGE FOR K MAILE	9/27/2023	87.19
394561	JOANNE LAVALLE	LUNCH ACCT REFUND	9/27/2023	87.10
394229	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	9/6/2023	87.03
394430	FLINN SCIENTIFIC IN	SHIPPING/HANDLING	9/20/2023	86.31
394236	KULLY SUPPLY INC	TRANSFORMER (1)	9/6/2023	85.52
394474	PREMIUM WATERS INC	WATER FOR DMTS	9/20/2023	85.49
V18996	AMY E FAIRWEATHER	JUL-AUG23 MILEAGE	9/13/2023	85.35
394546	GROTH MUSIC COMPANY	BAND MUSIC	9/27/2023	85.00
394418	CAROLINA BIOLOGICAL	746863 DPIP SOLUTIO	9/20/2023	84.00
394567	LAKESHORE LEARNING	SHIPPING/HANDLING	9/27/2023	82.35
394239	MENARDS - EDEN PRAI	SUPPLIES	9/6/2023	82.21
394483	SHRED RIGHT	EHS - SHREDDING	9/20/2023	81.92
394563	JW PEPPER & SON INC	CHORAL MUSIC	9/27/2023	81.49
394585	ODP BUSINESS SOLUTI	OFFICE/PAPER SUPPLI	9/27/2023	81.29
394288	ADAM JOHNSTON	FOOTBALL: EAGAN	9/13/2023	81.00
394296	BENNETT THUROW	FOOTBALL: EAGAN	9/13/2023	81.00
394300	BRIAN ROBIDEAU	FOOTBALL: EAGAN	9/13/2023	81.00
394309	CHARLES STEWART	FOOTBALL: EAGAN	9/13/2023	81.00
394309	CHARLES STEWART	FOOTBALL: EAGAN	9/13/2023	81.00
394312	CORY GIESEKE	FOOTBALL: EAGAN	9/13/2023	81.00
394329	GERALD WITHERS	FOOTBALL: EAGAN	9/13/2023	81.00
394343	JAMES SCHRANK	FOOTBALL: EAGAN	9/13/2023	81.00
394352	KEVIN BRITT	FOOTBALL: EAGAN	9/13/2023	81.00
394358	MATT DALLE	FOOTBALL: EAGAN	9/13/2023	81.00
394362	MICHAEL KALLAS	FOOTBALL: EAGAN	9/13/2023	81.00
394375	PATRICK SPIELMAN	FOOTBALL: EAGAN	9/13/2023	81.00
394381	ROBERT RIES	FOOTBALL: EAGAN	9/13/2023	81.00
394390	STEVEN HEIMER	FOOTBALL: EAGAN	9/13/2023	81.00
394398	TYLER WILSON	FOOTBALL: EAGAN	9/13/2023	81.00
V18997	CHAD K FORSLIN	BAG TAGS/CLIPS	9/13/2023	80.83
394276	T-MOBILE	ECC - AUG23 PHONES	9/6/2023	80.76
394616	T-MOBILE	ECC MAINT-SEP23 PHO	9/27/2023	80.76
394200	CENTURYLINK	DO 8/01-08/31/23	9/6/2023	80.52
394519	CENTURYLINK	DO 09/01-09/20/23	9/27/2023	80.52
394430	FLINN SCIENTIFIC IN	FB0670 INSECT PINS	9/20/2023	80.40
394430	FLINN SCIENTIFIC IN	FB0669 INSECT PINS	9/20/2023	80.40
394430	FLINN SCIENTIFIC IN	FB0668 INSECT PINS	9/20/2023	80.40
394527	CORNWELL- MATTHEW T	BLOW GUN KIT	9/27/2023	80.17
V19028	SARAH J BURGESS	CANDY	9/20/2023	79.96
V19020	ERIN ST. ORES	JUL-AUG23 MILEAGE	9/13/2023	79.78
V19039	SHAUN P PAKENHAM	CAN READ BOOKS	9/20/2023	79.43
394298	BONNIE KEE-BOWLING	GSWIM: MOORHEAD	9/13/2023	79.00
394298	BONNIE KEE-BOWLING	GSWIM: HOPKINS	9/13/2023	79.00
V18999	CHRISTOPHER D GRIGG	KOREA EXHANGE AAA	9/13/2023	79.00
394336	HIGH NORTH INC	GSWIM: MOORHEAD	9/13/2023	79.00
394336	HIGH NORTH INC	GSWIM: HOPKINS	9/13/2023	79.00
394457	MENARDS - EDEN PRAI	PRESSURE WASHER WAN	9/20/2023	78.97
394560	JESSEN PRESS INC	BUSINESS CARDS - TJ	9/27/2023	78.75

Check No.	Vendor	Description	Date	Amount
394338	INNOVATIVE OFFICE S	WHITEBOARD ERASER	9/13/2023	78.12
V19039	SHAUN P PAKENHAM	STUDENT BINS	9/20/2023	76.97
394456	MEDCO SUPPLY	TRAINING SUPPLIES	9/20/2023	76.77
V19064	ALAN K HENDRICKSON	SEP23 MILEAGE	9/27/2023	75.46
394316	DENNIS HARRIS	SOFTBALL: MISSED PM	9/13/2023	75.00
394564	KARL ARNQUIST	LUNCH ACCT REFUND	9/27/2023	75.00
394564	KARL ARNQUIST	LUNCH ACCT REFUND	9/27/2023	75.00
394600	ROCHESTER MAYO HIGH	8/26 TENNIS TOURNEY	9/27/2023	75.00
394567	LAKESHORE LEARNING	SHIPPING/HANDLING	9/27/2023	74.85
394409	AMAZON CAPITAL SERV	MATH INSTRUCTIONAL	9/20/2023	74.00
394536	FACTORY MOTOR PARTS	FILTERS	9/27/2023	73.74
394349	JOSHUA HARTWELL	BSOCCER: ROSEMOUNT	9/13/2023	73.00
394406	ZAKARIA ALY	BSOCCER: ROSEMOUNT	9/13/2023	73.00
394236	KULLY SUPPLY INC	TOWER GASKETS (2)	9/6/2023	72.50
V18998	MATTHEW E GABRIELSO	CLASSROOM SUPPLIES	9/13/2023	71.92
394324	FLINN SCIENTIFIC IN	AP1452 THERMOMETER	9/13/2023	71.52
394328	GENERAL SECURITY SE	VV - AUG23 PATROL R	9/13/2023	70.00
394546	GROTH MUSIC COMPANY	BAND BOOKS	9/27/2023	70.00
394482	SCHOOL SPECIALTY, L	GRD K ART ORDER	9/20/2023	69.43
394613	THE ADVISORS MARKET	LANYARDS - CC	9/27/2023	68.99
394501	ADVANCED IMAGING SO	LEASE 10.08 0631790	9/27/2023	68.96
394550	HOGLUND BUS COMPANY	CLOCK SPRING	9/27/2023	68.92
394550	HOGLUND BUS COMPANY	CLOCK SPRING	9/27/2023	68.92
394338	INNOVATIVE OFFICE S	EASEL PADS 27X34	9/13/2023	68.77
394324	FLINN SCIENTIFIC IN	AP6632 COLOR OF CHE	9/13/2023	68.50
394332	GRAINGER	EVAP FAN MOTOR	9/13/2023	68.22
394324	FLINN SCIENTIFIC IN	"C0009 CALCIUM, TUR	9/13/2023	68.11
394546	GROTH MUSIC COMPANY	BAND BOOKS	9/27/2023	68.00
V19011	KARI L OPATZ-KARWOS	CLASSROOM BOOKS	9/13/2023	67.36
394528	CUSTOM HOSE TECH	HOSES	9/27/2023	67.07
394338	INNOVATIVE OFFICE S	WHITEBOARD CLEANER	9/13/2023	66.96
394573	MENARDS - EDEN PRAI	MAINTENANCE SUPPLIE	9/27/2023	66.94
394550	HOGLUND BUS COMPANY	PULLEY	9/27/2023	65.67
394299	BRIAN KOEHLER	GSOCCER: MPLS-SW	9/13/2023	65.50
394299	BRIAN KOEHLER	BSOCCER: MPLS-SW	9/13/2023	65.50
394301	BRIANNA PENSINI	GSOCCER: PRIOR LAKE	9/13/2023	65.50
394301	BRIANNA PENSINI	BSOCCER: PRIOR LAKE	9/13/2023	65.50
394342	JAMES MOORE	GSOCCER: STILLWATER	9/13/2023	65.50
394342	JAMES MOORE	BSOCCER: STILLWATER	9/13/2023	65.50
394349	JOSHUA HARTWELL	GSOCCER: STILLWATER	9/13/2023	65.50
394349	JOSHUA HARTWELL	BSOCCER: STILLWATER	9/13/2023	65.50
394354	KIP JACKSON	GSOCCER: STMA	9/13/2023	65.50
394354	KIP JACKSON	BSOCCER: STMA	9/13/2023	65.50
394372	ODP BUSINESS SOLUTI	GR 1 STUDENT SUPPLI	9/13/2023	65.50
394386	SCOT MATTISON	GSOCCER: STMA	9/13/2023	65.50
394386	SCOT MATTISON	BSOCCER: STMA	9/13/2023	65.50
394399	TYRUS ERICKSON	BSOCCER: MPLS-SW	9/13/2023	65.50
394399	TYRUS ERICKSON	GSOCCER: MPLS-SW	9/13/2023	65.50
394405	YIFU CHEN	GSOCCER: MPLS-SW	9/13/2023	65.50
394405	YIFU CHEN	BSOCCER: MPLS-SW	9/13/2023	65.50
394184	95 PERCENT GROUP LL	PA2013 PHON/GRAPH S	9/6/2023	65.00
V19046	BRANDON DONALD SIEC	JUL23 CELL PHONE	9/20/2023	65.00
V19046	BRANDON DONALD SIEC	AUG23 CELL PHONE	9/20/2023	65.00
V18975	CURT E JOHANSON	JUL23 CELL PHONE	9/6/2023	65.00
V19068	CURT E JOHANSON	AUG23 CELL PHONE	9/27/2023	65.00
V18984	MATTHEW K MOSBY	AUG23 CELL PHONE	9/6/2023	65.00
V19017	MEGAN B SCHNEIDER	AUG23 CELL PHONE	9/13/2023	65.00
V19049	MERT T WOODARD	SEP23 CELL PHONE	9/20/2023	65.00
V18991	NICOLE R SWOBODA	JUL23 CELL PHONE	9/6/2023	65.00
V18991	NICOLE R SWOBODA	AUG23 CELL PHONE	9/6/2023	65.00
V18974	RACHEL M HICKS	AUG23 CELL PHONE	9/6/2023	65.00
V19006	THOMAS LYMAN	AUG23 CELL PHONE	9/13/2023	65.00
V19036	THOMAS LYMAN	AUG23 CELL PHONE	9/20/2023	65.00
V19040	TIMOTHY J RODEN	SEP23 CELL PHONE	9/20/2023	65.00
V19038	TRENT J OSTMAN	AUG23 CELL PHONE	9/20/2023	65.00
V19081	CHERYL A PILCHER	CLASSROOM SUPPLIES	9/27/2023	64.37
394249	MRI SOFTWARE LLC	CE BKGD CHECK	9/6/2023	64.00

Check No.	Vendor	Description	Date	Amount
V19054	BEDSTON A BURRELL	AUG23 MILEAGE	9/27/2023	63.86
394460	MIDWEST BUS PARTS I	BROOM/DUST PAN	9/20/2023	63.70
394324	FLINN SCIENTIFIC IN	E0013 ETHYL ALCOHOL	9/13/2023	63.28
V19101	SARAH J BURGESS	DONUTS/NAPKINS	9/27/2023	62.99
V19052	JESSICA D BATEMAN	WEB FOOD/TREATS	9/27/2023	62.74
V18980	SARAH KRALL STEGEMA	CLASSROOM SUPPLIES	9/6/2023	62.19
394249	MRI SOFTWARE LLC	EMPLOYEE BKGD CHECK	9/6/2023	62.00
394505	ASTLEFORD INTERNATI	GASKETS	9/27/2023	61.72
V19092	KORY M SMITH	SEP23 CELL PHONE	9/27/2023	61.43
394558	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	9/27/2023	61.22
394307	CENTURYLINK	VV 08/28-09/27/23	9/13/2023	61.20
394519	CENTURYLINK	BUS 09/04-10/03/23	9/27/2023	61.20
394324	FLINN SCIENTIFIC IN	H0008 HYDROGEN PERO	9/13/2023	61.20
V19041	SONYA LEIGH SAILER	SEP23 CELL PHONE	9/20/2023	60.84
V19044	CAMILLA D SHERMAN	JUL23 CELL PHONE	9/20/2023	60.37
V19044	CAMILLA D SHERMAN	AUG23 CELL PHONE	9/20/2023	60.37
394467	MSCA-MN SCHOOL COUN	MEMBERSHIP - K.M.	9/20/2023	60.00
394592	PREMIUM WATERS INC	WATER FOR DMTS/ENRO	9/27/2023	59.99
V19019	LEAH SPELLMAN	CLASSROOM SUPPLIES	9/13/2023	58.94
394542	GRAINGER	CHILLER FUSE	9/27/2023	58.56
394542	GRAINGER	CHILLER FUSE	9/27/2023	58.56
V19037	MICHAEL MCCOLLOW	MSHSL MEMBERSHIP	9/20/2023	58.50
394314	DAVID CLEAR	BSOCCER: ROSEMOUNT	9/13/2023	58.00
394320	ERIC ROTH	BSOCCER: PRIOR LAKE	9/13/2023	58.00
394327	GAUTAM DATTA	GSOCCER: STILLWATER	9/13/2023	58.00
394327	GAUTAM DATTA	GSOCCER: STMA	9/13/2023	58.00
394341	JAEWON KIM	GSOCCER: WACONIA	9/13/2023	58.00
V19026	MARK WALLACE	XTRAMATH SERVICE	9/13/2023	58.00
394380	ROBERT BAKER	GSOCCER: STILLWATER	9/13/2023	58.00
394389	STEVE VUOLO	GSOCCER: PRIOR LAKE	9/13/2023	58.00
394395	THEODORE BRIGHTBILL	GSOCCER: STILLWATER	9/13/2023	58.00
394395	THEODORE BRIGHTBILL	BSOCCER: STMA	9/13/2023	58.00
394422	CULLIGAN BOTTLED WA	AUG23 WATER RENTAL	9/20/2023	57.89
394439	INNOVATIVE OFFICE S	NEW HIRE NAME PLATE	9/20/2023	57.86
V19093	JASON W STEGEMAN	AUG23 CELL PHONE	9/27/2023	57.84
394324	FLINN SCIENTIFIC IN	P0067 POTASSIUM IOD	9/13/2023	57.60
V19005	JOANNA T KRUPECKA-T	CLASSROOM SUPPLIES	9/13/2023	56.77
394372	ODP BUSINESS SOLUTI	EASEL PADS	9/13/2023	56.14
V19093	JASON W STEGEMAN	JUL23 CELL PHONE	9/27/2023	55.31
394200	CENTURYLINK	VV 7/28-8/27/23	9/6/2023	55.20
394307	CENTURYLINK	CC 8/19-9/18/23	9/13/2023	55.20
V19056	BRETT COPE	SEP23 CELL PHONE	9/27/2023	55.00
V19031	BLANCA E DIAZ DE LE	LATINO PARENTS TREA	9/20/2023	54.90
394338	INNOVATIVE OFFICE S	LABELS 250SHEETS	9/13/2023	54.84
V19059	ADAM P DUFFY	SEP23 CELL PHONE	9/27/2023	54.78
394324	FLINN SCIENTIFIC IN	H0054 HEXANES 1000M	9/13/2023	54.76
V18972	NICHOLAS J GAUDETTE	SHEET MUSIC	9/6/2023	54.62
394338	INNOVATIVE OFFICE S	SHIPPING LABELS	9/13/2023	54.39
394303	BUSINESS ESSENTIALS	CC CANARY PAPER 1 C	9/13/2023	54.36
394303	BUSINESS ESSENTIALS	CC BLUE PAPER 1 CAS	9/13/2023	54.36
394303	BUSINESS ESSENTIALS	CC GREEN PAPER 1 CA	9/13/2023	54.36
394303	BUSINESS ESSENTIALS	CC PINK PAPER 1 CAS	9/13/2023	54.36
394303	BUSINESS ESSENTIALS	CC GOLDENROD 1 CASE	9/13/2023	54.30
394553	INGCO INTERNATIONAL	TRANSLATE: HANDBOOK	9/27/2023	54.12
394324	FLINN SCIENTIFIC IN	8999 FILTER PAPER	9/13/2023	54.08
394249	MRI SOFTWARE LLC	EMPLOYEE BKGD CHECK	9/6/2023	54.00
394450	LAKESHORE LEARNING	SHIPPING/HANDLING	9/20/2023	53.85
394560	JESSEN PRESS INC	BUSINESS CARDS - J.	9/27/2023	53.75
394560	JESSEN PRESS INC	BUSINESS CARDS - H.	9/27/2023	53.75
394259	PREMIUM WATERS INC	WATER FOR DMTS	9/6/2023	53.24
394324	FLINN SCIENTIFIC IN	AP1730 SYRINGES	9/13/2023	53.00
394338	INNOVATIVE OFFICE S	LEGAL PADS	9/13/2023	52.62
V19025	NORMAN F VANDERLIND	JUL23 CELL PHONE	9/13/2023	52.62
V19098	NORMAN F VANDERLIND	AUG23 CELL PHONE	9/27/2023	52.62
394429	SHRED-IT USA	VV - SHREDDING	9/20/2023	52.62
V19082	CAROLYN PROCTOR	JUL23 CELL PHONE	9/27/2023	52.50
V19082	CAROLYN PROCTOR	AUG23 CELL PHONE	9/27/2023	52.50

Check No.	Vendor	Description	Date	Amount
394456	MEDCO SUPPLY	TRAINING SUPPLIES	9/20/2023	52.14
394372	ODP BUSINESS SOLUTI	GRN/MANILLA FOLDERS	9/13/2023	51.43
394324	FLINN SCIENTIFIC IN	AP8150 STIRRING ROD	9/13/2023	51.20
394360	MENARDS - EDEN PRAI	FENCE PANELS/SCREWS	9/13/2023	51.18
394324	FLINN SCIENTIFIC IN	C0108 COPPER 2	9/13/2023	50.80
394338	INNOVATIVE OFFICE S	INVISIBLE TAPE	9/13/2023	50.73
V19073	DERRICK J LIDSTONE	SEP23 CELL PHONE	9/27/2023	50.69
V18981	DERRICK J LIDSTONE	AUG23 CELL PHONE	9/6/2023	50.61
394276	T-MOBILE	CN - AUG23 PHONES	9/6/2023	50.58
394616	T-MOBILE	CN MAINT-SEP23 PHON	9/27/2023	50.58
V19038	TRENT J OSTMAN	AUG23 MILEAGE	9/20/2023	50.04
394331	GRAINGER	TIRE VALVES	9/13/2023	48.88
394304	CAROLINA BIOLOGICAL	SHIPPING/HANDLING	9/13/2023	48.79
394553	INGCO INTERNATIONAL	TRANSLATE: HANDBOOK	9/27/2023	48.68
394324	FLINN SCIENTIFIC IN	ML1439 FORENSIC SLI	9/13/2023	48.60
V19015	CHERYL A PILCHER	"ACRYLIC SIGN, MIRR	9/13/2023	48.48
V18992	ANDREW J BEATON	ONLINE SPANISH LANG	9/13/2023	47.99
394553	INGCO INTERNATIONAL	TRANSLATE: RE VACCI	9/27/2023	47.88
V19010	NATHANIEL H MURPHY	COMPOSITION NOTEBOO	9/13/2023	47.50
394324	FLINN SCIENTIFIC IN	AP9250 VIALS W/SNAP	9/13/2023	47.10
394573	MENARDS - EDEN PRAI	BUILDING HARDWARE	9/27/2023	47.08
V18986	MARY K O'KEEFE	CLASSROOM SUPPLIES	9/6/2023	46.98
394579	MRI SOFTWARE LLC	EMPLOYEE BKGD CHECK	9/27/2023	46.00
394338	INNOVATIVE OFFICE S	SMALL LEGAL PADS	9/13/2023	45.81
V19066	SCOTT H HIPPIE	SEP23 CELL PHONE	9/27/2023	45.29
394517	CATALYST SOURCING S	ONDEMAND/FACILITIES	9/27/2023	45.00
V19033	ERIC D HAMILTON	AUG23 CELL PHONE	9/20/2023	45.00
394563	JW PEPPER & SON INC	BAND MUSIC	9/27/2023	45.00
394403	WINSOR LEARNING INC	SHIPPING/HANDLING	9/13/2023	45.00
V19004	ALEA KAHN	CLASSROOM SUPPLIES	9/13/2023	44.97
394276	T-MOBILE	CN MAINT - JUL23	9/6/2023	44.82
V19039	SHAUN P PAKENHAM	TWISTABLE CRAYONS	9/20/2023	44.77
394460	MIDWEST BUS PARTS I	CLAMP	9/20/2023	44.69
394483	SHRED RIGHT	WO 0010767 B.S.	9/20/2023	44.60
V18977	THOMAS J JOHNSTON	AUG23 CELL PHONE	9/6/2023	44.59
394483	SHRED RIGHT	WO 0010767 H.R.	9/20/2023	44.50
394483	SHRED RIGHT	WO 0010767 SPED	9/20/2023	44.50
394304	CAROLINA BIOLOGICAL	806493 AMPICILLIN D	9/13/2023	44.10
394304	CAROLINA BIOLOGICAL	806494 CHLORAM DISK	9/13/2023	44.10
394304	CAROLINA BIOLOGICAL	806495 GENTAMYCIN D	9/13/2023	44.10
394304	CAROLINA BIOLOGICAL	806496 PENICILLIN D	9/13/2023	44.10
394304	CAROLINA BIOLOGICAL	806497 STREPTOMYCIN	9/13/2023	44.10
394304	CAROLINA BIOLOGICAL	806498 TETRACYCLINE	9/13/2023	44.10
394249	MRI SOFTWARE LLC	EMPLOYEE BKGD CHECK	9/6/2023	44.00
394376	PITSCO EDUCATION LL	W35781 PRECISION S	9/13/2023	44.00
V19081	CHERYL A PILCHER	CLASSROOM SUPPLIES	9/27/2023	43.97
394361	MENARDS - RICHFIELD	STEEL LOCK, PLIERS	9/13/2023	43.63
394553	INGCO INTERNATIONAL	TRANSLATE: RE VACCI	9/27/2023	43.32
394229	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	9/6/2023	42.91
394504	ANDREW STOTTS	GSOCCER: PRIOR LAKE	9/27/2023	42.50
V18976	SCOTT B JOHNSON	MSHSCA MEMBERSHIP	9/6/2023	42.50
394276	T-MOBILE	ATHL - AUG23 PHONES	9/6/2023	42.18
394616	T-MOBILE	ATHL-SEP23 PHONES	9/27/2023	42.18
394255	ODP BUSINESS SOLUTI	3RD GRD SUPPLIES	9/6/2023	41.97
394229	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	9/6/2023	41.90
394376	PITSCO EDUCATION LL	ESTIMATED SHIPPING/	9/13/2023	41.76
394324	FLINN SCIENTIFIC IN	SHIPPING/HANDLING	9/13/2023	41.71
394324	FLINN SCIENTIFIC IN	AP1278 WEIGH DISHES	9/13/2023	41.40
394194	ASTLEFORD INTERNATI	SWITCH	9/6/2023	41.28
394324	FLINN SCIENTIFIC IN	AP7764 MAGNETIC APP	9/13/2023	41.22
V19054	BEDSTON A BURRELL	JUL23 MILEAGE	9/27/2023	40.68
394324	FLINN SCIENTIFIC IN	H0006 HYDROCHL ACID	9/13/2023	40.50
394216	GENERAL SECURITY SE	CV - SEP23 INTR MON	9/6/2023	40.08
394216	GENERAL SECURITY SE	ECC - SEP23 INTR MO	9/6/2023	40.08
394216	GENERAL SECURITY SE	EHS - SEP23 INTR MO	9/6/2023	40.08
394216	GENERAL SECURITY SE	SV - SEP23 INTR MON	9/6/2023	40.08
394216	GENERAL SECURITY SE	VV - SEP23 INTR MON	9/6/2023	40.08

Check No.	Vendor	Description	Date	Amount
394216	GENERAL SECURITY SE	CC - SEP23 INTR MON	9/6/2023	40.08
394216	GENERAL SECURITY SE	CN - SEP23 INTR MON	9/6/2023	40.08
394216	GENERAL SECURITY SE	HL - SEP23 INTR MON	9/6/2023	40.08
V19081	CHERYL A PILCHER	CLASSROOM SUPPLIES	9/27/2023	40.00
394337	INGCO INTERNATIONAL	LITERACY FLYER TRAN	9/13/2023	40.00
394553	INGCO INTERNATIONAL	TRANSLATE: BACK 2 S	9/27/2023	40.00
394229	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	9/6/2023	39.31
V18996	AMY E FAIRWEATHER	JUL-AUG23 CELL PHON	9/13/2023	39.20
394230	JERRY'S HARDWARE	BUILDING SUPPLIES	9/6/2023	39.18
394324	FLINN SCIENTIFIC IN	AP7333 INKLESS ACTI	9/13/2023	39.12
394482	SCHOOL SPECIALTY, L	ART SUPPLIES	9/20/2023	39.10
394324	FLINN SCIENTIFIC IN	"C0084 COPPER, SHOT	9/13/2023	38.70
V19039	SHAUN P PAKENHAM	VARIOUS SUPPLIES	9/20/2023	38.68
394504	ANDREW STOTTS	BSOCCER: PRIOR LAKE	9/27/2023	38.25
394504	ANDREW STOTTS	GSOCCER: STILLWATER	9/27/2023	38.25
394504	ANDREW STOTTS	BSOCCER: STILLWATER	9/27/2023	38.25
V19069	JULIE M GABRIELSON	SEP23 CELL PHONE	9/27/2023	37.86
394337	INGCO INTERNATIONAL	PROJECT MGMT TRANS	9/13/2023	37.50
394337	INGCO INTERNATIONAL	PROJECT MGMT TRANS	9/13/2023	37.50
394553	INGCO INTERNATIONAL	TRANSLATION-PROJ MG	9/27/2023	37.50
394553	INGCO INTERNATIONAL	PROJ MGMT TRANSLATI	9/27/2023	37.50
394553	INGCO INTERNATIONAL	PROJ MGMT TRANSLATI	9/27/2023	37.50
394553	INGCO INTERNATIONAL	PROJ MGMT TRANSLATI	9/27/2023	37.50
394574	MENARDS - RICHFIELD	WASP SPRAY/TRAP, ET	9/27/2023	37.44
394276	T-MOBILE	CS - AUG23 PHONES	9/6/2023	37.44
394276	T-MOBILE	CV - AUG23 PHONES	9/6/2023	37.44
394276	T-MOBILE	CC - AUG23 PHONES	9/6/2023	37.44
394616	T-MOBILE	CS MAINT-SEP23 PHON	9/27/2023	37.44
394616	T-MOBILE	CV MAINT-SEP23 PHON	9/27/2023	37.44
394616	T-MOBILE	CC MAINT-SEP23 PHON	9/27/2023	37.44
394324	FLINN SCIENTIFIC IN	AP1107 HYDION PH TE	9/13/2023	37.40
V18993	JANET M DAHL	JUL-AUG23 MILEAGE	9/13/2023	37.40
394418	CAROLINA BIOLOGICAL	SHIPPING/HANDLING	9/20/2023	36.95
394457	MENARDS - EDEN PRAI	ANCHORS	9/20/2023	36.94
394418	CAROLINA BIOLOGICAL	884300 POTASSIUM DI	9/20/2023	36.80
394276	T-MOBILE	ECSE - AUG23 PHONES	9/6/2023	36.80
394616	T-MOBILE	ECSE-SEP23 PHONES	9/27/2023	36.80
394276	T-MOBILE	DMTS - AUG23 PHONES	9/6/2023	36.75
394616	T-MOBILE	DMTS-SEP23 PHONES	9/27/2023	36.75
394276	T-MOBILE	ATHLETICS - JUL23	9/6/2023	36.42
394535	ESCREEN, INC.	DOT TEST - T.J.	9/27/2023	36.25
394622	WINSOR LEARNING INC	SHIPPING/HANDLING	9/27/2023	36.00
V19004	ALEA KAHN	CLASSROOM SUPPLIES	9/13/2023	35.99
394355	LAKESHORE LEARNING	SHIPPING/HANDLING	9/13/2023	35.99
394239	MENARDS - EDEN PRAI	CONCRETE SPLASH BLO	9/6/2023	35.97
394593	PREMIUM WATERS INC	SEP23 HOT&COLD WATE	9/27/2023	35.95
394573	MENARDS - EDEN PRAI	SCREWS, GLUE, BITS	9/27/2023	35.84
394565	KINECT ENERGY, INC	ND - AUG23 SERVICE	9/27/2023	35.74
394568	LITERACY RESOURCES,	SHIPPING/HANDLING	9/27/2023	35.60
394338	INNOVATIVE OFFICE S	HW TAGBOARD WHITE	9/13/2023	35.09
394553	INGCO INTERNATIONAL	TRANSLATION-LITERAC	9/27/2023	35.00
V19057	STEVEN CURTIS CULLI	SEP23 CELL PHONE	9/27/2023	35.00
394500	ACME TOOLS PLYMOUTH	MILWAUKEE 4-CUTTER	9/27/2023	34.97
394563	JW PEPPER & SON INC	BAND BOOKS	9/27/2023	34.89
V18969	ALISON KAGOL ANDERS	LAB SUPPLIES	9/6/2023	34.85
394230	JERRY'S HARDWARE	PAINT TOOLS	9/6/2023	34.70
394311	COLLABORATIVE CLASS	SHIPPING/HANDLING	9/13/2023	34.32
394559	JERRY'S HARDWARE	BUILDING SUPPLIES	9/27/2023	34.26
394501	ADVANCED IMAGING SO	LEASE 10.08 0631790	9/27/2023	34.15
394324	FLINN SCIENTIFIC IN	SHIPPING/HANDLING	9/13/2023	34.14
394324	FLINN SCIENTIFIC IN	"AP4381 BOTTLE, NAR	9/13/2023	33.96
394360	MENARDS - EDEN PRAI	CC - BALL VALVE	9/13/2023	33.83
V19023	NICOLE R SWOBODA	AUG23 MILEAGE**	9/13/2023	33.41
394418	CAROLINA BIOLOGICAL	884250 POTASSIUM MO	9/20/2023	33.25
V19028	SARAH J BURGESS	PARTY HATS	9/20/2023	32.99
394432	GRAINGER	GROMMETS	9/20/2023	32.58
V19015	CHERYL A PILCHER	"BDAY CROWNS, POSTE	9/13/2023	32.57

Check No.	Vendor	Description	Date	Amount
V19091	CAMILLA D SHERMAN	200 ID BADGE HOLDER	9/27/2023	32.36
394249	MRI SOFTWARE LLC	ND HOST FAMILY BKGD	9/6/2023	32.00
394271	STARFALL EDUCATION	GRADE K INSTRUCTION	9/6/2023	31.74
394338	INNOVATIVE OFFICE S	STAPLES	9/13/2023	31.68
394276	T-MOBILE	CC MAINT - JUL23	9/6/2023	31.68
394276	T-MOBILE	CS MAINT - JUL23	9/6/2023	31.68
394276	T-MOBILE	CV MAINT - JUL23	9/6/2023	31.68
394512	BRIAN MAGINNIS	JUL23 CV SUPPORT	9/27/2023	31.50
394338	INNOVATIVE OFFICE S	MASKING TAPE	9/13/2023	31.20
394276	T-MOBILE	DMTS - JUL23 PHONES	9/6/2023	31.09
394276	T-MOBILE	ECSE - JUL23 PHONES	9/6/2023	31.04
V19003	THOMAS J JOHNSTON	AUG23 MILEAGE**	9/13/2023	30.79
394573	MENARDS - EDEN PRAI	REPAIR SUPPLIES	9/27/2023	30.62
394324	FLINN SCIENTIFIC IN	S0044 SODIUM BICARB	9/13/2023	30.52
394563	JW PEPPER & SON INC	CHORAL MUSIC	9/27/2023	30.00
V19014	KRISTA S PHILLIPS	JUL23 CELL PHONE	9/13/2023	30.00
V19014	KRISTA S PHILLIPS	AUG23 CELL PHONE	9/13/2023	30.00
V19034	STACI N HOUSE	JUL23 CELL PHONE	9/20/2023	30.00
V19057	STEVEN CURTIS CULLI	AUG23 CELL PHONE	9/27/2023	30.00
394563	JW PEPPER & SON INC	BAND BOOKS	9/27/2023	29.99
394255	ODP BUSINESS SOLUTI	ADMIN SUPPLIES	9/6/2023	29.99
V19018	LYDIA L SOUR	NES ART PRACTICE TE	9/13/2023	29.95
V19064	ALAN K HENDRICKSON	AUG23 MILEAGE	9/27/2023	29.87
394324	FLINN SCIENTIFIC IN	GP2046 GRAD CYLINDE	9/13/2023	29.70
394482	SCHOOL SPECIALTY, L	SDL ART ORDER	9/20/2023	29.66
394422	CULLIGAN BOTTLED WA	SEP23 WATER RENTAL	9/20/2023	29.53
394338	INNOVATIVE OFFICE S	4X6 INDEX CARDS	9/13/2023	29.52
394338	INNOVATIVE OFFICE S	CORRECTION FLUID	9/13/2023	29.37
394324	FLINN SCIENTIFIC IN	"Z0017 ZINC, SHOT"	9/13/2023	27.96
394324	FLINN SCIENTIFIC IN	SHIPPING/HANDLING	9/13/2023	27.92
394338	INNOVATIVE OFFICE S	PLAIN ENVELOPES	9/13/2023	27.70
394541	GRAINGER	CABLE TIES	9/27/2023	27.22
394541	GRAINGER	CABLE TIES	9/27/2023	27.22
394608	SPS COMPANIES INC	JOHNI RING	9/27/2023	27.07
394563	JW PEPPER & SON INC	CHORAL MUSIC	9/27/2023	27.00
394338	INNOVATIVE OFFICE S	RUBBER BANDS	9/13/2023	26.88
V19081	CHERYL A PILCHER	CLASSROOM SUPPLIES	9/27/2023	26.59
394245	MINNESOTA EQUIPMENT	EHS - ROTARY SWITCH	9/6/2023	26.58
394563	JW PEPPER & SON INC	CHORAL MUSIC	9/27/2023	26.00
V19022	SARA SWENSON	FIRST FRIDAY TREATS	9/13/2023	25.97
V18993	JANET M DAHL	JUL-AUG23 MILEAGE	9/13/2023	25.55
394523	CHRISTINA TIN	LUNCH ACCT REFUND	9/27/2023	25.30
394338	INNOVATIVE OFFICE S	EXPO MARKER BLK	9/13/2023	25.26
394324	FLINN SCIENTIFIC IN	AP10094 POGIL ACTIV	9/13/2023	25.20
394276	T-MOBILE	KC CC - AUG23 PHONE	9/6/2023	25.14
394276	T-MOBILE	KC CN - AUG23 PHONE	9/6/2023	25.14
394276	T-MOBILE	KC CS - AUG23 PHONE	9/6/2023	25.14
394276	T-MOBILE	KC HL - AUG23 PHONE	9/6/2023	25.14
394276	T-MOBILE	KC CV - AUG23 PHONE	9/6/2023	25.14
394276	T-MOBILE	KC ND - AUG23 PHONE	9/6/2023	25.14
394616	T-MOBILE	KC CC-SEP23 PHONES	9/27/2023	25.14
394616	T-MOBILE	KC CN-SEP23 PHONES	9/27/2023	25.14
394616	T-MOBILE	KC CS-SEP23 PHONES	9/27/2023	25.14
394616	T-MOBILE	KC HL-SEP23 PHONES	9/27/2023	25.14
394616	T-MOBILE	KC CV-SEP23 PHONES	9/27/2023	25.14
394616	T-MOBILE	KC ND-SEP23 PHONES	9/27/2023	25.14
V19012	GREGORY J PAFKO	AUG23 CELL PHONE	9/13/2023	25.09
394573	MENARDS - EDEN PRAI	EHS - PEST KILLER	9/27/2023	25.05
394232	JW PEPPER & SON INC	CONCERT CHOIR MUSIC	9/6/2023	25.00
394563	JW PEPPER & SON INC	CHORAL MUSIC	9/27/2023	25.00
394324	FLINN SCIENTIFIC IN	Z0011 ZINC CHLORIDE	9/13/2023	24.96
394376	PITSCO EDUCATION LL	W59616 BALSA GLIDE	9/13/2023	24.95
394550	HOGLUND BUS COMPANY	WASHER	9/27/2023	24.64
V19028	SARAH J BURGESS	PARTY HORNS/GIFT BA	9/20/2023	24.46
394338	INNOVATIVE OFFICE S	6X9 ENVELOPES	9/13/2023	24.20
394304	CAROLINA BIOLOGICAL	SHIPPING/HANDLING	9/13/2023	24.13
394474	PREMIUM WATERS INC	SEP23 COOLER RENTAL	9/20/2023	24.00

Check No.	Vendor	Description	Date	Amount
394338	INNOVATIVE OFFICE S	BLACK PENS	9/13/2023	23.88
V19035	CARMINE LEVOIR	PHOTO DEVELOPMENTS	9/20/2023	23.75
V19015	CHERYL A PILCHER	BUSY BOX BINS	9/13/2023	23.75
V19013	ALYSSA C MEANS	CLASSROOM BOOKS	9/13/2023	23.60
394570	MAHESH JOHARI	LUNCH ACCT REFUND	9/27/2023	23.50
394324	FLINN SCIENTIFIC IN	GP7047 90MM CAPILLA	9/13/2023	23.40
394604	SCHOOL SPECIALTY, L	SDL ART ORDER	9/27/2023	23.38
V19023	NICOLE R SWOBODA	JUL23 MILEAGE**	9/13/2023	23.06
V19039	SHAUN P PAKENHAM	BOOK BINS	9/20/2023	22.95
V19039	SHAUN P PAKENHAM	BASKETS	9/20/2023	22.80
V19039	SHAUN P PAKENHAM	PLAY DOH	9/20/2023	22.78
394338	INNOVATIVE OFFICE S	FINE TIP EXPO BLU	9/13/2023	22.74
V19014	KRISTA S PHILLIPS	AUG23 MILEAGE	9/13/2023	22.73
394231	JOSTENS INC	DIPLOMA REPLACEMENT	9/6/2023	22.55
394195	A-Z RENTAL CENTER	PROPANE TANK REFILL	9/6/2023	22.20
394294	A-Z RENTAL CENTER	PROPANE TANK FILL	9/13/2023	22.20
394294	A-Z RENTAL CENTER	PROPANE TANK REFILL	9/13/2023	22.20
394294	A-Z RENTAL CENTER	PROPANE TANK REFILL	9/13/2023	22.20
394294	A-Z RENTAL CENTER	PROPANE TANK REFILL	9/13/2023	22.20
394276	T-MOBILE	B&G - AUG23 PHONES	9/6/2023	22.08
394616	T-MOBILE	B&G-SEP23 PHONES	9/27/2023	22.08
394427	EMBI TEC	SHIPPING/HANDLING	9/20/2023	22.00
394262	REALLY GOOD STUFF I	GRADE K STUDENT SUP	9/6/2023	21.94
394324	FLINN SCIENTIFIC IN	S0047 SODIUM BISULF	9/13/2023	21.30
394324	FLINN SCIENTIFIC IN	GP7046 100MM CAPILL	9/13/2023	21.30
394276	T-MOBILE	SV - AUG23 PHONES	9/6/2023	21.24
394276	T-MOBILE	BUS - AUG23 PHONES	9/6/2023	21.24
394276	T-MOBILE	VV - AUG23 PHONES	9/6/2023	21.24
394616	T-MOBILE	SV MAINT-SEP23 PHON	9/27/2023	21.24
394616	T-MOBILE	BUS-SEP23 PHONES	9/27/2023	21.24
394616	T-MOBILE	VV MAINT-SEP23 PHON	9/27/2023	21.24
394338	INNOVATIVE OFFICE S	GOLF PENCILS	9/13/2023	20.96
394573	MENARDS - EDEN PRAI	DRAIN HOSE FOR WELL	9/27/2023	20.71
394276	T-MOBILE	KC CC - JUL23 PHONE	9/6/2023	20.52
394338	INNOVATIVE OFFICE S	SMALL BINDER CLIPS	9/13/2023	20.22
394542	GRAINGER	PLUMBING BASKETS	9/27/2023	20.08
394464	MN DEPT OF LABOR AN	BUS BOILER/PRESS FA	9/20/2023	20.00
394621	WILLIAM H SADLIER I	SHIPPING/HANDLING	9/27/2023	19.74
V19073	DERRICK J LIDSTONE	SEP23 MILEAGE	9/27/2023	19.65
V18982	JENNIFER E MAHAN-DE	WORKSHOP COFFEE	9/6/2023	19.46
394482	SCHOOL SPECIALTY, L	009952 FASTENER 3/8	9/20/2023	19.40
V19039	SHAUN P PAKENHAM	BOOK BINS	9/20/2023	19.38
394276	T-MOBILE	KC ND - JUL23 PHONE	9/6/2023	19.38
394276	T-MOBILE	KC CV - JUL23 PHONE	9/6/2023	19.38
394276	T-MOBILE	KC CN - JUL23 PHONE	9/6/2023	19.38
394276	T-MOBILE	KC CS - JUL23 PHONE	9/6/2023	19.38
394276	T-MOBILE	KC HL - JUL23 PHONE	9/6/2023	19.38
394383	RUSSELL SECURITY RE	KEY 168E (2)	9/13/2023	19.00
394563	JW PEPPER & SON INC	BAND MUSIC	9/27/2023	18.99
394418	CAROLINA BIOLOGICAL	SHIPPING/HANDLING	9/20/2023	18.82
394338	INNOVATIVE OFFICE S	YLW CARDSTOCK	9/13/2023	18.58
V18977	THOMAS J JOHNSTON	AUG23 MILEAGE	9/6/2023	18.34
394457	MENARDS - EDEN PRAI	TOGGLE INSERTS	9/20/2023	18.02
394470	ODP BUSINESS SOLUTI	HIGHLIGHTERS	9/20/2023	17.97
394216	GENERAL SECURITY SE	CS - SEP23 INTR MON	9/6/2023	17.95
394338	INNOVATIVE OFFICE S	BLU CARDSTOCK	9/13/2023	17.76
V19014	KRISTA S PHILLIPS	AUG23 MILEAGE	9/13/2023	17.75
V18991	NICOLE R SWOBODA	AUG23 MILEAGE	9/6/2023	17.69
V19008	CHRISTINE E MJOEN	CLASSROOM TREATS	9/13/2023	17.35
V19073	DERRICK J LIDSTONE	SEP23 MILEAGE	9/27/2023	17.29
394338	INNOVATIVE OFFICE S	GRN CARDSTOCK	9/13/2023	17.21
394575	MIDWEST BUS PARTS I	RUBBER SEAL	9/27/2023	17.18
394338	INNOVATIVE OFFICE S	3X5 INDEX CARDS	9/13/2023	17.04
394338	INNOVATIVE OFFICE S	4X6 STICKY NOTES	9/13/2023	17.02
394338	INNOVATIVE OFFICE S	RED PENS	9/13/2023	17.01
394220	GROTH MUSIC COMPANY	BAND - DRUMSTICKS	9/6/2023	16.95
V19062	TAMARA K FORBY	AUG23 MILEAGE	9/27/2023	16.83

Check No.	Vendor	Description	Date	Amount
V19015	CHERYL A PILCHER	"BDAY BULLETIN, STR	9/13/2023	16.68
394276	T-MOBILE	B&G - JUL23 PHONES	9/6/2023	16.32
394338	INNOVATIVE OFFICE S	WET ERASE MARKER GR	9/13/2023	16.21
394230	JERRY'S HARDWARE	SUPPLIES	9/6/2023	16.19
394559	JERRY'S HARDWARE	PROPACKS	9/27/2023	16.19
394559	JERRY'S HARDWARE	TRIMMER LINE	9/27/2023	16.19
394338	INNOVATIVE OFFICE S	PINK CARDSTOCK	9/13/2023	16.18
V19039	SHAUN P PAKENHAM	ELEC PENCIL SHARPEN	9/20/2023	16.14
394324	FLINN SCIENTIFIC IN	"A0023 ALUMINUM, SH	9/13/2023	16.11
V19034	STACI N HOUSE	AUG23 MILEAGE	9/20/2023	15.79
V19081	CHERYL A PILCHER	CLASSROOM SUPPLIES	9/27/2023	15.76
394338	INNOVATIVE OFFICE S	HIGHLIGHTERS	9/13/2023	15.68
V19014	KRISTA S PHILLIPS	JUL23 MILEAGE	9/13/2023	15.65
394276	T-MOBILE	SV MAINT - JUL23	9/6/2023	15.48
394276	T-MOBILE	BUS - JUL23 PHONES	9/6/2023	15.48
394276	T-MOBILE	VV MAINT - JUL23	9/6/2023	15.48
394338	INNOVATIVE OFFICE S	RED PENS	9/13/2023	15.44
394573	MENARDS - EDEN PRAI	ELECTRICAL SUPPLIES	9/27/2023	15.44
V19039	SHAUN P PAKENHAM	BOOK BINS	9/20/2023	15.31
V19074	RYAN D LONGLEY	EARTH SCIENCE CUPS	9/27/2023	15.00
394324	FLINN SCIENTIFIC IN	P0116 PHENOL SOLUTI	9/13/2023	14.86
394466	MPS, C/O BEDFORD, F	HS SS ONLINE AM HIS	9/20/2023	14.63
394338	INNOVATIVE OFFICE S	3X3 STICKY NOTES	9/13/2023	14.55
394618	UNITED REFRIGERATIO	AC AHU2 COIL	9/27/2023	14.48
V18991	NICOLE R SWOBODA	JUL23 MILEAGE	9/6/2023	14.41
394324	FLINN SCIENTIFIC IN	AP4455 WOOD SPLINTS	9/13/2023	14.40
V19081	CHERYL A PILCHER	CLASSROOM SUPPLIES	9/27/2023	14.19
V19081	CHERYL A PILCHER	CLASSROOM SUPPLIES	9/27/2023	14.02
394230	JERRY'S HARDWARE	GRAY SPRAY PAINT (2	9/6/2023	14.02
394324	FLINN SCIENTIFIC IN	S0053 SODIUM CARBON	9/13/2023	13.89
394338	INNOVATIVE OFFICE S	WET ERASE MARKER BL	9/13/2023	13.73
394338	INNOVATIVE OFFICE S	SMALL STICKY NOTES	9/13/2023	13.40
394324	FLINN SCIENTIFIC IN	AP7763 MAGNETIC POW	9/13/2023	13.36
394227	IXL LEARNING	MISCALC IN OG INVOI	9/6/2023	13.00
394338	INNOVATIVE OFFICE S	GRN HIGHLIGHTERS	9/13/2023	12.88
394338	INNOVATIVE OFFICE S	ORG HIGHLIGHTERS	9/13/2023	12.88
394338	INNOVATIVE OFFICE S	BLU HIGHLIGHTERS	9/13/2023	12.88
394338	INNOVATIVE OFFICE S	9X12 ENVELOPES	9/13/2023	12.85
V18971	HANNAH CHRISTIANSON	AUG23 MILEAGE	9/6/2023	12.84
394338	INNOVATIVE OFFICE S	BLUE PENS	9/13/2023	12.18
394277	TOLL GAS & WELDING	ARGON GAS	9/6/2023	12.03
394249	MRI SOFTWARE LLC	EMPLOYEE BKGD CHECK	9/6/2023	12.00
394570	MAHESH JOHARI	LUNCH ACCT REFUND	9/27/2023	11.60
394230	JERRY'S HARDWARE	3/8 UNION PLUMBING	9/6/2023	11.58
394376	PITSCO EDUCATION LL	W50181 CHIPBOARD	9/13/2023	11.50
394215	GEMINI ATHLETIC WEA	HOCKEY SUPPLIES	9/6/2023	11.25
394448	JW PEPPER & SON INC	CHOIR MUSIC	9/20/2023	11.00
V19015	CHERYL A PILCHER	WELCOME BANNER	9/13/2023	10.89
394573	MENARDS - EDEN PRAI	BUILDING HARDWARE	9/27/2023	10.72
V19001	JENNIFER HEYER	CLASSROOM SUPPLIES	9/13/2023	10.56
V19002	REBECCA R HUBERTY	STUDENT SUPPLIES	9/13/2023	10.50
394338	INNOVATIVE OFFICE S	CRAFT STICKS JUMBO	9/13/2023	10.36
394457	MENARDS - EDEN PRAI	2.5" HINGES (4)	9/20/2023	10.36
V19039	SHAUN P PAKENHAM	BOOK BINS	9/20/2023	9.69
V19039	SHAUN P PAKENHAM	TABLE CADDIES/FOLDE	9/20/2023	9.65
V19069	JULIE M GABRIELSON	SEP23 CELL PHONE	9/27/2023	9.46
394550	HOGLUND BUS COMPANY	WASHER	9/27/2023	9.24
394338	INNOVATIVE OFFICE S	8OZ WATER BOTTLES	9/13/2023	9.03
394516	CARLY EVANS	LUNCH ACCT REFUND	9/27/2023	9.00
394205	COMCAST CABLE MANAG	AUG23 INTERNET FEES	9/6/2023	8.99
394573	MENARDS - EDEN PRAI	POLEBARN SCREWS	9/27/2023	8.99
V19054	BEDSTON A BURRELL	JUN23 MILEAGE	9/27/2023	8.97
394276	T-MOBILE	EHS MAINT - AUG23	9/6/2023	8.94
394276	T-MOBILE	HL - AUG23 PHONES	9/6/2023	8.94
394616	T-MOBILE	EHS MAINT-SEP23 PHO	9/27/2023	8.94
394616	T-MOBILE	HL MAINT-SEP23 PHON	9/27/2023	8.94
394324	FLINN SCIENTIFIC IN	ML1398 MICROSC SLID	9/13/2023	8.64

Check No.	Vendor	Description	Date	Amount
V19039	SHAUN P PAKENHAM	STORAGE BINS	9/20/2023	8.55
V19045	JOSEPH E SIDDY	AUG23 MILEAGE	9/20/2023	8.25
394338	INNOVATIVE OFFICE S	PLASTIC KNIVES	9/13/2023	8.14
394585	ODP BUSINESS SOLUTI	OFFICE/PAPER SUPPLI	9/27/2023	7.99
V19039	SHAUN P PAKENHAM	BOOK BINS	9/20/2023	7.65
V19039	SHAUN P PAKENHAM	TABLE CADDIES	9/20/2023	7.60
394338	INNOVATIVE OFFICE S	PLASTIC SPOONS	9/13/2023	7.50
V19014	KRISTA S PHILLIPS	JUL23 MILEAGE	9/13/2023	7.27
394344	JERRY'S HARDWARE	FASTENERS/BLADE	9/13/2023	7.09
394338	INNOVATIVE OFFICE S	PLASTIC FORKS	9/13/2023	6.93
394230	JERRY'S HARDWARE	SUPPLIES	9/6/2023	6.74
394338	INNOVATIVE OFFICE S	NAPKINS	9/13/2023	6.32
394211	EMI AUDIO	AUDIO EQUIPMENT	9/6/2023	5.99
V19045	JOSEPH E SIDDY	AUG23 MILEAGE	9/20/2023	5.90
V19039	SHAUN P PAKENHAM	BOOK BINS	9/20/2023	5.10
394573	MENARDS - EDEN PRAI	WOOD SCREWS	9/27/2023	5.09
V18979	KATHRYN J KOBANY	HYDROGEN PEROXIDE	9/6/2023	4.46
394324	FLINN SCIENTIFIC IN	AP8603 8ML PIPET BU	9/13/2023	4.14
394559	JERRY'S HARDWARE	FASTENERS	9/27/2023	3.54
394276	T-MOBILE	EHS MAINT - JUL23	9/6/2023	3.18
394276	T-MOBILE	HL MAINT - JUL23	9/6/2023	3.18
394338	INNOVATIVE OFFICE S	BLACK PENS	9/13/2023	3.08
394324	FLINN SCIENTIFIC IN	AP8605 10ML PIPET B	9/13/2023	2.92
394563	JW PEPPER & SON INC	CHORAL MUSIC	9/27/2023	2.75
V19039	SHAUN P PAKENHAM	BOOK BINS	9/20/2023	2.42
V19039	SHAUN P PAKENHAM	BOOK BINS	9/20/2023	2.42
394229	JERRY'S FOODS CORP-	CREDIT ON ACCOUNT	9/6/2023	(0.90)
394156	JERRY'S HARDWARE	SUPPLIES	8/30/2023	(6.74)
394585	ODP BUSINESS SOLUTI	CARDSTOCK CREDIT	9/27/2023	(13.24)
394156	JERRY'S HARDWARE	GRAY SPRAY PAINT	8/30/2023	(14.02)
394156	JERRY'S HARDWARE	SUPPLIES	8/30/2023	(16.19)
394229	JERRY'S FOODS CORP-	CREDIT ON ACCOUNT	9/6/2023	(24.02)
394507	BAUER BUILT INC	CREDIT ON ACCOUNT	9/27/2023	(26.00)
394156	JERRY'S HARDWARE	PAINT SUPPLIES	8/30/2023	(34.70)
394156	JERRY'S HARDWARE	2 TOWER GASKETS	8/30/2023	(72.50)
394156	JERRY'S HARDWARE	1 TRANSFORMER	8/30/2023	(85.52)
394550	HOGLUND BUS COMPANY	PARTS RETURN	9/27/2023	(467.35)
394412	ASTLEFORD INTERNATI	INJECTOR CORE CREDI	9/20/2023	(1,350.00)
		Total Value of Checks Issued		**$ 4,588,913.79**

VII.E. Electronic Fund Transfers - September 2023

Board Meeting Date: 10/16/2023

Title: Electronic Fund Transfers – September 2023

Type: Consent

Presenter(s): Mert Woodard, Director, Finance & Operations

Background: Minn. Stat. § 471.38 requires a list of all transactions made by electronic funds transfer be submitted to the Board of Education at the next Regular Meeting after the transaction.

Recommendation: Authorize the electronic fund transfers as presented for the month of September 2023, in the amount of $7,815,040.

Desired Outcomes from the Board: Compliance with Minn. Stat. § 471.38 Subd. 3a.

Attachment(s):

1. Electronic Fund Transfers – September 2023

2023-24 SCHOOL YEAR

Electronic Transfers

Edina Public Schools
DEFINING EXCELLENCE

FOR THE MONTH ENDED SEPTEMBER 30, 2023

From	To	Description	Date	Amount
US Bank - Checking	US Bank - Payroll	District Payroll	Multiple	$ 4,699,806.19
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	9/18/2023	846,799.19
US Bank - Checking	Minnesota Department of Revenue	State Payroll Taxes	9/1/2023	123,962.00
US Bank - Checking	Minnesota Department of Revenue	State Payroll Taxes	9/19/2023	150,444.89
US Bank - Checking	Delta Dental	Dental Claims	Multiple	63,105.36
US Bank - Checking	US Bank	Purchase Card Program	9/27/2023	181,042.99
US Bank - Checking	Benefit Extras	Flex & HAS Benefits	Multiple	53,047.00
US Bank - Checking	Payroll Vendors (TRA, EBC, MSRS, etc.)	Electronic Payments	Multiple	1,079,396.61
US Bank - Checking	Minnesota Department of Revenue	Sales & Use Tax Payment	9/22/2023	6,461.00
US Bank - Checking	Debt Service	Series 2011C	9/21/2023	8,969.13
US Bank - Checking	Debt Service	Series 2022A	9/25/2023	601,379.71
US Bank - Checking	MSDLAF, VANCO, Other Electronic Fee Vendors	Service Fees	Multiple	626.34
			Total of Electronic Fund Transfers	**$ 7,815,040.41**

VII.F. Gifts and Bequests

Board Meeting Date: 10/16/2023

Title: Gifts & Bequests – September 2023

Type: Consent

Presenter(s): Mert Woodard, Director, Finance & Operations

Description: The attached report lists monetary and in-kind gifts and bequests made to the District during the month of September, 2023. The gifts and bequests are in compliance with District policy and applicable state and federal laws.

Recommendation: Accept with appreciation gifts and bequests received by the District in September, 2023.

Desired Outcomes from the Board: Compliance with or awareness of District Policy 709 and Minn. Stat. § 123B.02 Subd. 6.

Attachments:

1. Gifts & Bequests – September 2023

2023-24 SCHOOL YEAR

Gifts & Bequests

Edina Public Schools
DEFINING EXCELLENCE

FOR THE MONTH ENDED SEPTEMBER 30, 2023

Donated By	To	Purpose	Amount
Various	Cornelia Elementary School	K-5 Classroom Supplies	$ 12,637.00
Various	Highlands Elementary School	K-5 Classroom Supplies	15,574.00
CAF America	Creek Valley Elementary	General Matching Donation	77.64
Blackbaud	Normandale Elementary School	General Matching Donation	58.82
MN Masonic Charities	Health Services Department	Glucose Program	250.00
Masons of MN	Health Services Department	Glucose Program	250.00
Valley View PTO	Valley View Middle School	Planners	2,656.36
Valley View PTO	Valley View Middle School	Calculators and Advisory Prizes	1,249.34
Edina Athletic Boosters	Edina High School	Alpine Ski Timing System EHS	6,843.00
Edina Athletic Boosters	Edina High School	Girls Lacrosse Team Jackets	3,528.00
Edina Athletic Boosters	Edina High School	Edina Athletic FY2023-24 Team Supplies	88,450.00
Edina Athletic Boosters	Edina High School	Windscreen, Mural, Press Box Signage	35,000.00
Edina Athletic Boosters	Edina High School	Track & Field Pole Vault Pit & Standard	25,000.00
TCO	Edina High School	Signage	5,000.00
Friends of Forensics	Edina High School	Additional Coach	16,125.03
Various	Edina High School	Supplies for Art Department	230.00
Blackbaud	Edina High School	General Matching Donation	33.60
Countryside PTO	Countryside Elementary School	Building Wide Subscription Needs	12,375.00
Countryside PTO	Countryside Elementary School	Poor in Place for Playground	20,040.00
South View PTO	Southview Middle School	Smart Pass Subscription	3,536.34
		Total Cash Donations	**$ 248,914.13**
Anonymous Donor	Superintendent's Office	Nine Large Table Cloths	105.00
Anonymous Donor	Superintendent's Office	Tweleve Vases	50.00
		Total In-Kind Donations	**$ 155.00**
		Total 2023-2024 School Year Gifts and Donations	**$ 299,450.60**

VII.G. Audit Services - Fiscal Year 2023

Board Meeting Date: 10/16/2023

Title: Audit Services – Fiscal Year 2023

Type: Consent

Presenter(s): Mert Woodard, Director, Finance & Operations

Description: The firm of Malloy, Montague, Karnowski, Radosevich, & Co., P.A. (MMKR) has conducted the financial audit of the District since 1997. William Lauer is the consulting principal of the District's audit. The base fee for the fiscal year 2023 audit is $42,950, however, with the significant amount of new federal funding available to Minnesota school districts during fiscal year 2023, the number of programs required to be tested, and the time to complete may increase over the prior years. Any additional testing required will be billed at standard hourly rates.

Recommendation: Appoint the audit firm of Malloy, Montague, Karnowski, Radosevich, & Co., P.A. to perform the audit of the District's financial statements for the 2023 fiscal year.

Desired Outcomes from the Board: N/A

Attachments:

1. Audit Engagement Letter – FY2023

MMKR
CERTIFIED PUBLIC ACCOUNTANTS

PRINCIPALS
Thomas A. Karnowski, CPA
Paul A. Radosevich, CPA
William J. Lauer, CPA
James H. Eichten, CPA
Aaron J. Nielsen, CPA
Victoria L. Holinka, CPA/CMA
Jaclyn M. Huegel, CPA
Kalen T. Karnowski, CPA

September 14, 2023

To the School Board and Management of
Independent School District No. 273
5701 Normandale Road
Edina, MN 55424

Dear School Board Members and Management:

We are pleased to confirm our understanding of the services we are to provide Independent School District No. 273 (the District) for the year ended June 30, 2023.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements of the District as of and for the year ended June 30, 2023. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board (GASB), who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

1) MD&A
2) GASB-required supplementary pension and other post-employment benefits information (as needed)

We have also been engaged to report on supplementary information, other than RSI, that accompanies the District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole in a separate written report accompanying our auditor's report on the financial statements OR in a report combined with our auditor's report on the financial statements:

1) Schedule of Expenditures of Federal Awards
2) Combining and individual fund statements and schedules
3) Uniform Financial Accounting and Reporting Standards Compliance Table

In connection with our audit of the basic financial statements, we will read the following other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

1) Introductory section
2) Statistical section

We will perform the required State Legal Compliance Audit conducted in accordance with auditing standards generally accepted in the United States of America and the provisions of the *Legal Compliance Audit Guide*, promulgated by the State Auditor pursuant to Minnesota Statutes § 6.65, and will include such tests of the accounting records and other procedures we consider necessary to enable us to conclude that, for the items tested, the District has complied with the material terms and conditions of applicable legal provisions.

We will also prepare a management report for the District's School Board and administration. This report will communicate such things as our concerns regarding accounting procedures or policies brought to our attention during our audit, along with recommendations for improvements. The report will also contain certain financial comparisons and analysis.

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance, but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts; tests of the physical existence of inventories; and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

We have identified the following significant risk(s) of material misstatement as part of our audit planning:

1) Management override of controls
2) Constructed capital asset additions
3) Revenue recognition

At this time, audit planning has not concluded and modifications may be made to significant risks of material misstatement. If modifications are made, we will communicate them to you.

We may, from time to time and depending on the circumstances, use third party service providers in serving your account. We may share confidential information about you with these service providers, but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. You will be asked to provide your consent prior to the sharing of your confidential information with any of our third party service providers. Furthermore, we will remain responsible for the work provided by our third party service providers.

Our audit of financial statements does not relieve you of your responsibilities.

Audit Procedures – Internal Control

We will obtain an understanding of the government and its environment, including the system of internal control, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under the American Institute of Certified Public Accountants (AICPA) professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *Office of Management and Budget Compliance Supplement* (*OMB Compliance Supplement*) for the types of compliance requirements that could have a direct and material effect on each of the District's major programs. For federal programs that are included in the *OMB Compliance Supplement*, our compliance and internal control procedures will relate to the compliance requirements that the *OMB Compliance Supplement* identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will also assist in preparing the financial statements, Schedule of Expenditures of Federal Awards, and related notes of the District in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, Schedule of Expenditures of Federal Awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, Schedule of Expenditures of Federal Awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the Schedule of Expenditures of Federal Awards, and related notes and that you have reviewed and approved the financial statements, the Schedule of Expenditures of Federal Awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, Schedule of Expenditures of Federal Awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, Schedule of Expenditures of Federal Awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; Schedule of Expenditures of Federal Awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the District involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review at the scheduled time of our audit.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the Schedule of Expenditures of Federal Awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the Schedule of Expenditures of Federal Awards in any document that contains, and indicates that we have reported on, the Schedule of Expenditures of Federal Awards. You also agree to include the audited financial statements with any presentation of the Schedule of Expenditures of Federal Awards that includes our report thereon OR make the audited financial statements readily available to intended users of the Schedule of Expenditures of Federal Awards no later than the date the Schedule of Expenditures of Federal Awards is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the Schedule of Expenditures of Federal Awards in accordance with the Uniform Guidance; (2) you believe the Schedule of Expenditures of Federal Awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the Schedule of Expenditures of Federal Awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles (GAAP). You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon OR make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, Schedule of Expenditures of Federal Awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the Federal Audit Clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Malloy, Montague, Karnowski, Radosevich & Co., P.A. (MMKR) and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to a cognizant or oversight agency for audit or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of MMKR personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the cognizant agency, oversight agency for audit, or pass-through entity. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

William J. Lauer, CPA, is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit shortly after the end of the fiscal year and have a goal of issuing the annual financial audit reports by December 31, 2023 and the single audit reports by March 31, 2024.

Our fees for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, confirmation service provider fees, etc.). Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. Unless additional work is requested or circumstances require additional work, we estimate that the basic audit fees will be $42,950 for the year ended June 30, 2023.

The fees quoted above include an estimate for a Single Audit of Federal Awards Expenditures, based on a typical year for your district. With the significant amount of new federal funding available to Minnesota school districts for the fiscal year ended June 30, 2023, the number of programs required to be tested and time to complete may increase over the prior year. Any additional testing required will be billed at our standard hourly rates.

In accordance with our firm policies, work may be suspended if your account becomes 60 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination.

The fees charged are based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will keep you informed of any problems we encounter and our fees will be adjusted accordingly.

If we find that additional audit procedures are required, or if additional services are requested by the District, those services will be billed at our standard hourly rates. Additional audit procedures might be required for certain accounting issues or events such as new contractual agreements, new accounting and auditing standards, transactions and legal requirements of new bond issues, new funds, major capital projects, or if there is an indication of misappropriation or misuse of public funds, or if significant difficulties are encountered due to the lack of accounting records, incomplete records, or turnover in the District's staff. If significant additional time is necessary, we will discuss it with you.

During the year, you might request additional services such as routine advice, assistance in implementing audit recommendations, review of your projections or budgets, and other similar projects. Independence standards allow us to perform these routine services; however, it is important that you understand that we are not allowed to make management decisions, perform management functions, nor can we audit our own work or provide nonaudit services that are significant to the subject matter of the audit.

We will schedule the engagement based in part on deadlines, working conditions, and the availability of your key personnel. We will plan the engagement based on the assumption that your personnel will cooperate and provide assistance by performing tasks, such as preparing requested schedules, retrieving supporting documents, and preparing confirmations. If, for whatever reason, your personnel are unavailable to provide the necessary assistance in a timely manner, it may substantially increase the work we have to do to complete the engagement, resulting in an increase in fees.

Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

Please be aware that e-mail is not a secure method of transmitting data. It can be intercepted, read, and possibly changed. Due to the large volume of e-mails sent daily, the likelihood of someone intercepting your e-mail is relatively small, but it does exist. We will communicate with you via e-mail, if you are willing to accept this risk.

ShareFile is used solely as a method of exchanging information and is not intended to store the District's information. At the end of the engagement, MMKR will provide the District with a copy (in an agreed-upon format) of deliverables and data related to the engagement. Upon completion of the engagement, data and other content will either be removed from ShareFile or become unavailable to MMKR within a reasonable time frame.

To ensure that MMKR's independence is not impaired under the AICPA Code of Professional Conduct, you agree to inform the engagement principal before entering into any substantive employment discussions with any of our personnel.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

If you intend to publish or otherwise reproduce the financial statements, such as in a bond statement, and make reference to our firm name, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

If a dispute occurs related in any way to our services, our firm and the District agree to discuss the dispute and, if necessary, to promptly mediate in a good faith effort to resolve it. We will agree on a mediator, but if we cannot, either of us may apply to a court having personal jurisdiction over the parties for appointment of a mediator. We will share the mediator's fees and expenses equally, but otherwise will bear our own attorney fees and costs of the mediation. Participation in such mediation shall be a condition to either of us initiating litigation. To allow time for the mediation, any applicable statute of limitations shall be tolled for a period not to exceed 120 days from the date either of us first requests in writing to mediate the dispute.

The mediation shall be confidential in all respects, as allowed or required by law, except that our final settlement positions at mediation shall be admissible in litigation solely to determine the identity of the prevailing party for purposes of the awarding of attorney fees.

We both recognize the importance of performing our obligations under this agreement in a timely way and fully cooperating with the other. In the event that either of us fails to timely perform or fully cooperate, the other party may, in its sole discretion, elect to suspend performance or terminate the agreement regardless of the prejudice to the other person. We agree we will give 10 days' written notice of an intent to suspend or terminate, specifying the grounds for our decision, and will give the other an opportunity to cure the circumstances cited as grounds for that decision. In the event of suspension or termination, all fees and costs are immediately due on billing.

We agree that it is important that disputes be discussed and resolved promptly. For that reason, we agree that, notwithstanding any other statutes of limitations or court decisions concerning them, all claims either of us may have will be barred unless brought within one year of the date the complaining party first incurs any damage of any kind, whether discovered or not, related in any way to acts or omissions of the other party, whether or not the complaining party seeks recovery for that first damage and whether or not we have continued to maintain a business relationship after the first damage occurred. Notwithstanding anything in this letter to the contrary we agree that regardless of where the District is located, or where this agreement is physically signed, this agreement shall have been deemed to have been entered into at our office in Hennepin County, Minnesota, and Hennepin County shall be the exclusive venue and jurisdiction for resolving disputes related to this agreement. This agreement shall be interpreted and governed under the laws of Minnesota.

When requested, *Government Auditing Standards* require that we provide you with a copy of our most recent external peer review report and any subsequent peer review reports received during the period of the contract. Our most recent peer review report accompanies this letter.

Reporting

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the School Board and management of the District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis of matter or other matters paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We will also provide a report (that does not include an opinion) on the District's compliance with applicable provisions of the *Minnesota Legal Compliance Audit Guide*, promulgated by the State Auditor pursuant to Minnesota Statutes § 6.65. The report will state (1) whether, in connection with our audit, anything came to our attention that caused us to believe that the District failed to comply with the applicable provisions of the *Minnesota Legal Compliance Audit Guide*, insofar as they relate to accounting matters, and (2) that the purpose of the report is solely to describe the scope of our testing of compliance and the results of that testing, and not to provide an opinion on compliance. The report will also state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to the District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign where indicated and e-mail it to mmkr@mmkr.com.

Sincerely,

MALLOY, MONTAGUE, KARNOWSKI, RADOSEVICH & CO., P.A.

William J. Lauer

William J. Lauer, CPA
Principal

WJL:wls

Response:

This letter correctly sets forth the understanding of Independent School District No. 273.

School Board Representative		District Management Representative	
By:	_____	By:	_____
Title:	_____	Title:	_____
Date:	_____	Date:	_____

KerberRose

Report on the Firm's System of Quality Control

To the Principals of Malloy, Montague, Karnowski, Radosevich & Co., P.A. and the Peer Review Committee of the Minnesota Society of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Malloy, Montague, Karnowski, Radosevich & Co., P.A. (the firm) in effect for the year ended May 31, 2022. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a system review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported on in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing and complying with a system of quality control to provide the firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of and compliance with the firm's system of quality control based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards,* including compliance audits under the Single Audit Act and an audit of an employee benefit plan.

As part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Malloy, Montague, Karnowski, Radosevich & Co., P.A. in effect for the year ended May 31, 2022 has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass, pass with deficiency(ies) or fail.* Malloy, Montague, Karnowski, Radosevich & Co., P.A. has received a peer review rating of *pass.*

Kerber Rose SC

September 29, 2022

VII.H. Edina Education Fund Gifts

Board Meeting Date: Oct. 16, 2023

Title: Edina Education Fund Gifts

Type: Consent

Presenter(s): Edina Education Fund

Description: Fiscal year 7-1-2022 through 6-30-2023, gifts totaling $472,457.41 were given by the Edina Education Fund to provide funds for the following areas:

• Mental Health & Wellness	$72,895.38
• Literacy	$118,001
• STEAM (SSEP)	$29,700
• Edina Rotary Scholar Program	$49,500
• Edina Bands	$34,139.40
• EHS Robotics	$20,000
• Edina Community Education	$5,500
• Edina High School Scholarships	$64,750
• Edina Alumni Association	$42,643.23
• Other Restricted Gifts	$35,328.40

Recommendation: Please accept with sincere appreciation gifts totaling $472,457.41 from the Edina Education Fund to the Edina Public Schools

Desired Outcome(s) from the Board: Accept/Acknowledge gifts to Edina Public Schools from Edina Education Fund

Attachment(s): none

VII.I. Highlands Deep Portage, February 2024

Board Meeting Date: 10/16/2023

Title: Highlands Grade 5 Discovery to Deep Portage (Feb. 28 - March 1, 2024)

Type: Consent

Presenter(s):

Description: The scheduled times and dates are as follows:
Wednesday, February 28, 2024 8:00am Leave Highlands, 10:30am Arrive Deep Portage
Friday, Mar 1, 2024 1:00pm Leave Deep Portage, 3:30pm Arrive Highlands

The purpose of the Deep Portage Conservation Reserve is to give students a quality experience in a quality outdoor environment. We believe that when students are given this type of experience they are more likely to work to maintain a quality environment and that this personal commitment is essential in preserving the environment for future generations. All activities are interdisciplinary with hands-on emphasis.

Study topics will include animal signs, climbing wall, cross-country skiing, ice fishing, snow shoeing, winter survival, T.E.A.M. course and bass pond in winter.

Costs: The cost per child will be approximately $125 for room, board and program and $50 for transportation. A fund is available for people who need assistance.

Transportation: Bus service has been arranged through Northfield Bus Lines. Parent chaperones will be driving cars.

Supervision: Two teachers and approximately 20-25 adults will accompany the group.

Recommendation: Approve this student field trip.

Desired Outcome(s) from the Board: Approve this student field trip.

VII.J. ECSU (BrightWorks) Membership

Edina Public Schools

DEFINING EXCELLENCE

Board Meeting Date: October 16, 2023

Title: Membership in the Educational Cooperative Service Unit (ECSU) of the Metropolitan Twin Cities Area, 2023-24

Type: Consent

Presenter(s): Jody Remsing

Description: The 2023-24 general service fee is determined at a rate of $1200 plus $1.20 per student based on the FY 2023-24 enrollment of 8609 students. ECSU provides a wide variety of benefits and services such as staff development, administrative services, special programs including services for special education, student programs, contracted programs planning/professional development activities, and resources/libraries.

Recommendation: Approve the Edina Public Schools as a continuing member of ECSU for the school year 2023-24 by payment of the general service fee of $11,530.80.

Desired Outcomes from the Board: Approve the Membership in Metro ECSU.

Attachments: None.

VII.K. Student Support Services Agreements

VII.K.1. Bayada_DS

Edina Public Schools

DEFINING EXCELLENCE

Board Meeting Date: October 16, 2023

Title: Contract for Independent School District 273 and Bayada Home Health Care, Inc. for a Contract for student nursing services for D. S.

Type: Consent

Presenter(s): Jody Remsing

Description: The purpose of this Contract is for Bayada Home Health Care, Inc. to provide ISD273 and student D. S. nursing services.

Recommendation: Approve the attached Service Agreement from Bayada Home Health Care, Inc.

Desired Outcomes from the Board: Approve the attached contract with Bayada Home Health Care, Inc.

Attachments: Contract with Bayada Home Health Care, Inc.

CONTRACT FOR STUDENT NURSING SERVICES
PERTAINING TO D. S.

This AGREEMENT is made and entered into this 30th day of June 2023, by **BAYADA Home Health Care, Inc.**, with a service office located at 3033 Campus Dr. Suite E280, Plymouth, MN 55440 (hereinafter referred to as **BAYADA**) and **Edina Public School District**, located at 5701 Normandale Rd., Edina, Minnesota 55424 (hereinafter referred to as **SCHOOL**).

BAYADA is a Home Care Agency, licensed to provide services in the states where care is rendered, and **SCHOOL** has identified a need for **STUDENT** nursing care of its student, **D. S.** (hereinafter referred to as **STUDENT**).

WHEREAS it is the desire of both parties to make provision for nursing services, to include any setting where student is receiving educational services, in accordance with the terms of this Agreement.

THEREFORE, in consideration for the mutual covenants expressed herein, **BAYADA** and **SCHOOL** agree to the terms and conditions outlined herein:

I. RESPONSIBILITIES OF BAYADA

A. Qualifications of Personnel. The Nurse supplied by **BAYADA** will be a Registered Nurse (RN) or Licensed Practical Nurse (LPN) who will hold a current license, registration or certification as requested by the **SCHOOL** and will provide services pursuant to the applicable state laws.

B. Personnel Records Inspection. **BAYADA** will make available for inspection, upon the request of **SCHOOL**, the personnel files of its nurses who are caring for **STUDENT**. The contents of such file must include:

1. Verification of current licensure or certification as applicable; and
2. Completed application for employment or resume; and
3. Verified references; and
4. Evidence of annual performance evaluation; and
5. A criminal record check, conducted upon hire, if required by state law; and
6. Evidence of at least one, annual in-service education or training in accordance with applicable state regulations.
7. Completed and Verified Sexual Misconduct/Child Abuse Disclosure forms.
8. Attestation of employee vaccination or exemption status where applicable.

C. Service. **BAYADA** will provide an RN or LPN to care for **STUDENT** each day that said student attends school. Nursing services will be provided subject to the availability of a qualified nurse. The services to be provided may include escorting **STUDENT** to and from **SCHOOL** on the school transport and providing care to **STUDENT** during the school day. Upon execution of this Agreement, **SCHOOL** will provide **BAYADA** with a schedule of the school calendar including all scheduled days off.

1. **BAYADA** RN Clinical Manager will be responsible for initial and ongoing assessment of **STUDENTS** clinical needs while attending school. Responsibilities include:
   a. Will work with physician to develop a Plan of Care ("POC") and update the plan per **BAYADA** policy.

b. Will conduct supervisory visits to monitor employees and confirm the efficacy of the Plan of Care.
c. Will collaborate with school nurse and teachers as needed to ensure best possible experience for the **STUDENT.**
d. Be ultimately responsible for the **STUDENT's** clinical care under this Agreement.

D. Place of Performance. **BAYADA** will provide services primarily at schools located within the **SCHOOL**'s district to include any setting where student is receiving educational services, in accordance with the terms of this Agreement. **SCHOOL** acknowledges and understands that **BAYADA** cannot guarantee services. All services will be provided subject to the availability of a qualified nurse.

E. Insurance.

1. **BAYADA** will maintain general liability and professional liability coverage for any negligent acts or omissions of **BAYADA** employees, which may give rise to liability under this Agreement.

2. **BAYADA** will maintain Workers' Compensation insurance for its employees providing services to **STUDENT**.

F. Indemnification. **BAYADA** agrees to indemnify and hold **SCHOOL** harmless with respect to all claims and expenses arising out of, or resulting from, the sole negligence or omission of **BAYADA** or its employees or agents while on assignment to **SCHOOL**.

G. Equipment and Supplies. **BAYADA** will supply **BAYADA** employee with all Personal Protective Equipment (PPE).

H. Payment of Personnel. **BAYADA**, as an employer, will remain responsible for the payment of wages and other compensation, reimbursement of expenses and compliance with Federal, State and local tax withholdings, Workers' Compensation, Social Security, employment and other insurance requirements for its personnel.

II. RESPONSIBILITIES OF SCHOOL

A. Payment for Services. **SCHOOL** will remain responsible to compensate **BAYADA** for services rendered pursuant to this Agreement. Section III hereunder shall govern billing terms and compensation.

B. Orientation to the school environment. nurses' station; emergency equipment, administrative office, and school geography.

C. Transport Safety: (If applicable) **SCHOOL** is responsible for ensuring **STUDENT** transport vehicle is safe and **STUDENT** is properly secured in transport vehicle equipment.

D. Insurance.

1. **SCHOOL** shall maintain at its sole expense valid policies of general liability insurance, covering the negligent acts or omissions of **SCHOOL** acting through its directors, agents, employees or other personnel which may give rise to liability under this Agreement.

2. **SCHOOL** shall maintain, at its sole expense, Workers' Compensation insurance for its employees.

C. Indemnification. **SCHOOL** agrees to indemnify, defend, and hold **BAYADA** harmless with respect to all claims and expenses arising from, relating to, or resulting from (1) any act or omission of **SCHOOL** or its employees or agents in connection with the performance of this Agreement, (2) those acts of **BAYADA** employees while working under the direction of **SCHOOL**, its staff or its policies or procedures, or (3) any exposure to the COVID 19 virus except when the sole cause was from a **BAYADA** specific confirmed exposure.

D. Equipment and Supplies. **SCHOOL** will supply **BAYADA**'s RN/LPN with all necessary equipment, tools, materials and supplies necessary to perform services under this Agreement.

E. Employment Status. **SCHOOL** understands and agrees that the RN/LPN is an employee of **BAYADA,** and **SCHOOL** will not attempt to solicit the RN/LPN to work privately for **SCHOOL**, without written authorization from **BAYADA**, during the term of this Agreement and for one (1) year following its termination or expiration. **SCHOOL** recognizes the recruiting, training and retention expenses that **BAYADA** encounters as an employer and acknowledges that **BAYADA** is not a placement or referral service. Should **SCHOOL** desire to hire one of **BAYADA**'s employees, **SCHOOL** agrees to provide **BAYADA** with written notice and pay a liquidated damages fee equal to four (4) months of the specific employee's annual gross salary or $10,000.00 whichever is greater. This fee shall apply to any **BAYADA** employee **SCHOOL** wishes to hire.

F. Compliance Program. **BAYADA** values honesty and confidentiality in all business interactions. **SCHOOL** agrees to report questionable activities involving **BAYADA**'s employees to the local office Director named below or to the Compliance Hotline at 1-866-665-4295.

III. BILLING AND COMPENSATION

A. **SCHOOL** agrees to compensate **BAYADA** at a rate of $72.00/hour for RN or $62.00/hour for LPN services provided under this Agreement. **SCHOOL** will also pay for all time the **BAYADA** employee spends transporting the client to and from **SCHOOL**. **SCHOOL** must provide **BAYADA** with a twenty-four (24) hour cancellation notice or will be subject to charges for services requested.

B. **BAYADA** will forward to **SCHOOL** an itemized bill on a weekly basis. Each weekly bill will itemize the name of the **BAYADA** employee providing care, the date of service, the type and length of service provided.

C. **SCHOOL** agrees to pay submitted bills within sixty (60) days of receipt. Any bill not paid within the sixty (60) day period will be considered delinquent. **BAYADA** reserves the right to pursue any collection remedies to resolve a delinquent account. **SCHOOL** agrees to reimburse **BAYADA** for all collection costs, including attorneys' fees and expenses.

IV. TERM AND TERMINATION

A. This Agreement will come into effect beginning on **July 1, 2023** and will remain in effect through **June 30, 2024**. This Agreement may be extended upon the written consent of each party outlining the terms and time for extension.

B. Either party may terminate this Agreement, for any reason, upon thirty (30) days prior written notice. If less than a thirty (30) day advance notice of cancellation is given, a service charge of fourteen (14) days will be incurred.

C. Either party may terminate this Agreement for cause due to the occurrence of one of the following events by giving ten (10) days prior written notice:

1. Dissolution or bankruptcy of either **BAYADA** or **SCHOOL**.

2. Failure of either **BAYADA** or **SCHOOL** to maintain the insurance coverages required hereunder.

3. Breach by **BAYADA** or **SCHOOL** of any of the material provisions in this Agreement.

V. ADDITIONAL TERMS

A. Governing Law. This Agreement will be construed and governed in all respects according to the laws of the State of Minnesota.

B. Relationship to Parties. The parties enter into this Agreement as independent contractors. Nothing contained in this Agreement will be construed to create a partnership, joint venture, agency or employment relationship between the parties.

C. Assignment. This Agreement may not be assigned by either party, in whole or in part.

D. Modification of Terms. No amendments or modifications to the terms of this Agreement will be binding unless evidenced in writing and signed by an authorized representative of each party hereto.

E. Notices. Any Notice given in connection with this Agreement will be given in writing to the other party, at the party's address listed above. Any party may change its address as stated herein by giving Notice of the change of address in accordance with this Paragraph.

F. Confidentiality. Except for acknowledging the existence of this Agreement, the parties understand and agree that the terms of this Agreement, including all payment terms, shall be kept confidential unless disclosure is required by law or the parties agree, in writing, to such disclosure. All methods and mode of conduct of business for **SCHOOL** and **BAYADA** are to be kept confidential by **SCHOOL** and **BAYADA** and not disclosed to any other party or used in part or whole without the permission of **SCHOOL** and/or **BAYADA**.

G. Entire Agreement. This writing evidences the entire Agreement between **BAYADA** and **SCHOOL**; there are no prior written or oral promises or representations incorporated herein. Each Attachment, Fee Schedule, Exhibit or other documents referenced herein and/or attached to this Agreement are incorporated herein as if the same was set out in full in the text of this Agreement. This Agreement may be executed in two or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument. Delivery of an executed signature page of this Agreement by facsimile or electronic (email) transmission shall be effective as delivery of a manually executed counterpart hereof.

Date: 7/6/2023

Amber Kim
Director
Signing with authority for
BAYADA Home Health Care, Inc.

Date: 9/7/23

Signing with authority for
Edina Public School District

VII.K.2. Bayada_EB

Edina Public Schools

DEFINING EXCELLENCE

Board Meeting Date: October 16, 2023

Title: Contract for Independent School District 273 and Bayada Home Health Care, Inc. for a Contract for student nursing services for E. B.

Type: Consent

Presenter(s): Jody Remsing

Description: The purpose of this Contract is for Bayada Home Health Care, Inc. to provide ISD273 and student E. B. nursing services.

Recommendation: Approve the attached Service Agreement from Bayada Home Health Care, Inc.

Desired Outcomes from the Board: Approve the attached contract with Bayada Home Health Care, Inc.

Attachments: Contract with Bayada Home Health Care, Inc. for care of E. B.

CONTRACT FOR STUDENT NURSING SERVICES
PERTAINING TO E. B.

This AGREEMENT is made and entered into this 30th day of June 2023, by **BAYADA Home Health Care, Inc.**, with a service office located at 3033 Campus Dr. Suite E280, Plymouth, MN 55440 (hereinafter referred to as **BAYADA**) and **Edina Public School District**, located at 5701 Normandale Rd., Edina, Minnesota 55424 (hereinafter referred to as **SCHOOL**).

BAYADA is a Home Care Agency, licensed to provide services in the states where care is rendered, and **SCHOOL** has identified a need for **STUDENT** nursing care of its student, **E. B.** (hereinafter referred to as **STUDENT**).

WHEREAS it is the desire of both parties to make provision for nursing services, to include any setting where student is receiving educational services, in accordance with the terms of this Agreement.

THEREFORE, in consideration for the mutual covenants expressed herein, **BAYADA** and **SCHOOL** agree to the terms and conditions outlined herein:

I. RESPONSIBILITIES OF BAYADA

A. Qualifications of Personnel. The Nurse supplied by **BAYADA** will be a Registered Nurse (RN) or Licensed Practical Nurse (LPN) who will hold a current license, registration or certification as requested by the **SCHOOL** and will provide services pursuant to the applicable state laws.

B. Personnel Records Inspection. **BAYADA** will make available for inspection, upon the request of **SCHOOL**, the personnel files of its nurses who are caring for **STUDENT**. The contents of such file must include:

1. Verification of current licensure or certification as applicable; and
2. Completed application for employment or resume; and
3. Verified references; and
4. Evidence of annual performance evaluation; and
5. A criminal record check, conducted upon hire, if required by state law; and
6. Evidence of at least one, annual in-service education or training in accordance with applicable state regulations.
7. Completed and Verified Sexual Misconduct/Child Abuse Disclosure forms.
8. Attestation of employee vaccination or exemption status where applicable.

C. Service. **BAYADA** will provide an RN or LPN to care for **STUDENT** each day that said student attends school. Nursing services will be provided subject to the availability of a qualified nurse. The services to be provided may include escorting **STUDENT** to and from **SCHOOL** on the school transport and providing care to **STUDENT** during the school day. Upon execution of this Agreement, **SCHOOL** will provide **BAYADA** with a schedule of the school calendar including all scheduled days off.

1. **BAYADA** RN Clinical Manager will be responsible for initial and ongoing assessment of **STUDENTS** clinical needs while attending school. Responsibilities include:
   a. Will work with physician to develop a Plan of Care ("POC") and update the plan per **BAYADA** policy.

b. Will conduct supervisory visits to monitor employees and confirm the efficacy of the Plan of Care.
c. Will collaborate with school nurse and teachers as needed to ensure best possible experience for the **STUDENT.**
d. Be ultimately responsible for the **STUDENT's** clinical care under this Agreement.

D. Place of Performance. **BAYADA** will provide services primarily at schools located within the **SCHOOL**'s district to include any setting where student is receiving educational services, in accordance with the terms of this Agreement. **SCHOOL** acknowledges and understands that **BAYADA** cannot guarantee services. All services will be provided subject to the availability of a qualified nurse.

E. Insurance.

1. **BAYADA** will maintain general liability and professional liability coverage for any negligent acts or omissions of **BAYADA** employees, which may give rise to liability under this Agreement.

2. **BAYADA** will maintain Workers' Compensation insurance for its employees providing services to **STUDENT**.

F. Indemnification. **BAYADA** agrees to indemnify and hold **SCHOOL** harmless with respect to all claims and expenses arising out of, or resulting from, the sole negligence or omission of **BAYADA** or its employees or agents while on assignment to **SCHOOL**.

G. Equipment and Supplies. **BAYADA** will supply **BAYADA** employee with all Personal Protective Equipment (PPE).

H. Payment of Personnel. **BAYADA**, as an employer, will remain responsible for the payment of wages and other compensation, reimbursement of expenses and compliance with Federal, State and local tax withholdings, Workers' Compensation, Social Security, employment and other insurance requirements for its personnel.

II. RESPONSIBILITIES OF SCHOOL

A. Payment for Services. **SCHOOL** will remain responsible to compensate **BAYADA** for services rendered pursuant to this Agreement. Section III hereunder shall govern billing terms and compensation.

B. Orientation to the school environment. nurses' station; emergency equipment, administrative office, and school geography.

C. Transport Safety: (If applicable) **SCHOOL** is responsible for ensuring **STUDENT** transport vehicle is safe and **STUDENT** is properly secured in transport vehicle equipment.

D. Insurance.

1. **SCHOOL** shall maintain at its sole expense valid policies of general liability insurance, covering the negligent acts or omissions of **SCHOOL** acting through its directors, agents, employees or other personnel which may give rise to liability under this Agreement.

2. **SCHOOL** shall maintain, at its sole expense, Workers' Compensation insurance for its employees.

C. Indemnification. **SCHOOL** agrees to indemnify, defend, and hold **BAYADA** harmless with respect to all claims and expenses arising from, relating to, or resulting from (1) any act or omission of **SCHOOL** or its employees or agents in connection with the performance of this Agreement, (2) those acts of **BAYADA** employees while working under the direction of **SCHOOL**, its staff or its policies or procedures, or (3) any exposure to the COVID 19 virus except when the sole cause was from a **BAYADA** specific confirmed exposure.

D. Equipment and Supplies. **SCHOOL** will supply **BAYADA**'s RN/LPN with all necessary equipment, tools, materials and supplies necessary to perform services under this Agreement.

E. Employment Status. **SCHOOL** understands and agrees that the RN/LPN is an employee of **BAYADA,** and **SCHOOL** will not attempt to solicit the RN/LPN to work privately for **SCHOOL**, without written authorization from **BAYADA**, during the term of this Agreement and for one (1) year following its termination or expiration. **SCHOOL** recognizes the recruiting, training and retention expenses that **BAYADA** encounters as an employer and acknowledges that **BAYADA** is not a placement or referral service. Should **SCHOOL** desire to hire one of **BAYADA**'s employees, **SCHOOL** agrees to provide **BAYADA** with written notice and pay a liquidated damages fee equal to four (4) months of the specific employee's annual gross salary or $10,000.00 whichever is greater. This fee shall apply to any **BAYADA** employee **SCHOOL** wishes to hire.

F. Compliance Program. **BAYADA** values honesty and confidentiality in all business interactions. **SCHOOL** agrees to report questionable activities involving **BAYADA**'s employees to the local office Director named below or to the Compliance Hotline at 1-866-665-4295.

III. BILLING AND COMPENSATION

A. **SCHOOL** agrees to compensate **BAYADA** at a rate of $72.00/hour for RN or $62.00/hour for LPN services provided under this Agreement. **SCHOOL** will also pay for all time the **BAYADA** employee spends transporting the client to and from **SCHOOL**. **SCHOOL** must provide **BAYADA** with a twenty-four (24) hour cancellation notice or will be subject to charges for services requested.

B. **BAYADA** will forward to **SCHOOL** an itemized bill on a weekly basis. Each weekly bill will itemize the name of the **BAYADA** employee providing care, the date of service, the type and length of service provided.

C. **SCHOOL** agrees to pay submitted bills within sixty (60) days of receipt. Any bill not paid within the sixty (60) day period will be considered delinquent. **BAYADA** reserves the right to pursue any collection remedies to resolve a delinquent account. **SCHOOL** agrees to reimburse **BAYADA** for all collection costs, including attorneys' fees and expenses.

IV. TERM AND TERMINATION

A. This Agreement will come into effect beginning on **July 1, 2023** and will remain in effect through **June 30, 2024**. This Agreement may be extended upon the written consent of each party outlining the terms and time for extension.

B. Either party may terminate this Agreement, for any reason, upon thirty (30) days prior written notice. If less than a thirty (30) day advance notice of cancellation is given, a service charge of fourteen (14) days will be incurred.

C. Either party may terminate this Agreement for cause due to the occurrence of one of the following events by giving ten (10) days prior written notice:

1. Dissolution or bankruptcy of either **BAYADA** or **SCHOOL**.

2. Failure of either **BAYADA** or **SCHOOL** to maintain the insurance coverages required hereunder.

3. Breach by **BAYADA** or **SCHOOL** of any of the material provisions in this Agreement.

V. ADDITIONAL TERMS

A. Governing Law. This Agreement will be construed and governed in all respects according to the laws of the State of Minnesota.

B. Relationship to Parties. The parties enter into this Agreement as independent contractors. Nothing contained in this Agreement will be construed to create a partnership, joint venture, agency or employment relationship between the parties.

C. Assignment. This Agreement may not be assigned by either party, in whole or in part.

D. Modification of Terms. No amendments or modifications to the terms of this Agreement will be binding unless evidenced in writing and signed by an authorized representative of each party hereto.

E. Notices. Any Notice given in connection with this Agreement will be given in writing to the other party, at the party's address listed above. Any party may change its address as stated herein by giving Notice of the change of address in accordance with this Paragraph.

F. Confidentiality. Except for acknowledging the existence of this Agreement, the parties understand and agree that the terms of this Agreement, including all payment terms, shall be kept confidential unless disclosure is required by law or the parties agree, in writing, to such disclosure. All methods and mode of conduct of business for **SCHOOL** and **BAYADA** are to be kept confidential by **SCHOOL** and **BAYADA** and not disclosed to any other party or used in part or whole without the permission of **SCHOOL** and/or **BAYADA**.

G. Entire Agreement. This writing evidences the entire Agreement between **BAYADA** and **SCHOOL**; there are no prior written or oral promises or representations incorporated herein. Each Attachment, Fee Schedule, Exhibit or other documents referenced herein and/or attached to this Agreement are incorporated herein as if the same was set out in full in the text of this Agreement. This Agreement may be executed in two or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument. Delivery of an executed signature page of this Agreement by facsimile or electronic (email) transmission shall be effective as delivery of a manually executed counterpart hereof.

Date: 7/6/2023

Amber Kim
Director
Signing with authority for
BAYADA Home Health Care, Inc.

Date: 9/7/23

Signing with authority for
Edina Public School District

VII.K.3. Fraser

Edina Public Schools

DEFINING EXCELLENCE

Board Meeting Date: October 16, 2023

Title: Contract for Independent School District 273 and Fraser for Agreement for Site-Based Mental Health Clinics in School Buildings

Type: Consent

Presenter(s): Jody Remsing

Description: The purpose of this Agreement is to create an agreement between ISD 273 and Fraser with an Agreement for Site-Based Mental Health Clinics in Schools.

Recommendation: Approve the attached Agreement with Fraser for Site-Based Mental Health Clinics in Schools.

Desired Outcomes from the Board: Approve the attached agreement with Fraser.

Attachments: Agreement with Fraser for Site-Based Mental Health Clinics.

AGREEMENT FOR SITE-BASED MENTAL HEALTH CLINICS IN SCHOOL BUILDINGS

This Agreement for the location of a site-based mental health clinic in school buildings ("Agreement") is made and entered into August 1st, 2023 by and between Independent School District No. 273, Edina Public Schools ("District") and Fraser ("Provider"). The District and the Provider are collectively referred to herein as the "Parties," and individually as a "Party."

WHEREAS, the District owns and operates Edina High School, Valley View Middle School, South View Middle School, Countryside Elementary School, Creek Valley Elementary School, Highlands Elementary School, Cornelia Elementary School, Concord Elementary School, Normandale Elementary School and Early Childhood Special Education ("Schools");

WHEREAS, Provider offers certain mental health therapy and treatment services to children, including children residing in and attending schools located within the District;

WHEREAS, Provider wishes to operate a site-based mental health clinic for children between the ages of Birth to 21 years of age;

WHEREAS, Provider wishes to operate the Program at the School; and

WHEREAS, the District desires to make space in the School available to Provider in order to facilitate Provider's access to children attending the Program.

NOW, THEREFORE, IN CONSIDERATION OF the foregoing, the mutual promises and covenants contained in this Agreement, including the relinquishment of certain legal rights, and other good and valuable consideration, the sufficiency and receipt are hereby acknowledged, the Parties agree as follows:

I. ACCESS TO DISTRICT PROPERTY AND RESPONSIBILITIES OF THE DISTRICT

A. **Facility Use.** The District shall designate one or more rooms in the School for use by the Provider in operating the Program ("Program Site"). Except as expressly provided herein, the number and location of the rooms of the Program Site shall be solely a matter of District discretion.

B. **Hours of Access.** The Program Site will be accessible by the Provider and its employees, agents, and representatives during the normal business hours of the School. In the event that the Provider or any of its employees, agents, or representatives requires access to the Program Site when the School is not open, the Provider may contact the building Principal or Site Coordinator to make arrangements to allow the Provider to access the Program Site.

C. **Furnishing Provided by the District.** The District shall furnish each room of the Program Site with a desk, one or more chairs, and a table. In addition, the District

will make available the use of a copy and fax machine as well as a dedicated phone for Provider's use. The Program Site shall be private and limited external noise for the purpose of therapy services and provided with electricity and access to the Internet, lighted, and climate controlled in the same manner as the other rooms of the School.

D. **Furnishing Provided by the Provider.** Other than the items described in Paragraph III(C) of this Agreement, the Provider shall be responsible for furnishing the Program Site with all pieces of furniture, supplies, and/or other equipment, including computer equipment, that it deems necessary or desirable.

G. **Payment for Services Provided.** Within thirty (30) calendar days after receiving the required invoice for consultative and therapeutic services, the District will pay Provider at the rate of 154 dollars ($154 .00) per hour for each hour of service under this Contract, including any time spent attending Individualized Education Plan (IEP) meetings at the request of the District. District agrees to pay for one (l) hour of consultative time for each of the ten (10) school sites each week (total of 10 hours per week) during weeks the school is open from September 2023 through May 2024, not to exceed 36 weeks total. In addition, District will pay for up to 12 hours of therapeutic services for each identified "Under Insured" or "Uninsured" student who has prior authorization from the District.

The total cost of these services to the District shall not exceed $154.00 per hour for each hour of service under this Contract.

Additional trainings or consultations can be provided to the District by provider upon further District request or approval. The rate of these services would be 154 dollars ($154) per hour.

The District will submit Contract costs for special education services to the Minnesota Department of Education for reimbursement in accordance with the Department's special education procedures. Local District funds will be used to co-fund the services as necessary.

II. PROVIDER'S OBLIGATIONS

A. **Access to Mental Health Services.** The Provider acknowledges and agrees that Edina District students, who are in need of mental health services offered as part of the Program are able to participate in the Program or receive other mental health services from Provider.

1. **Consultation Services.** One hour of consultative services shall be provided weekly, during the school year, by the Provider to each school site. The purpose of these services is to work with building problem solving teams in an effort to improve student outcomes, consult on student programming and identify students in need of mental health services.

2. **Services to Under Insured and Uninsured Students.** Students identified by the District as "Under Insured" or "Uninsured" will have access to mental health services by the Provider at the District's expense. The prior authorization of these services is required. A formal process of identification and prior authorization will be developed by the District. Prior authorization will allow for up to twelve (12) therapeutic sessions. Additional sessions may be requested by the Provider. No unauthorized services will be reimbursed with the sole exception that the services were required due to an unforeseen emergency or crisis.

B. **Criminal Background Check.** Consistent with Minnesota Statute 245C, the Provider must conduct a criminal background check on every individual who has access to the Program Site. The background check must be completed before the individual has access to the Program Site. Copies of the criminal background check must be made available to the District upon request.

C. **Insurance.** At its own expense, the Provider shall maintain general liability insurance for its operations throughout the term of this Agreement. Such insurance shall be in amounts not less than the limits set forth in Minnesota Statutes, section 466.04, as amended. The District shall be named as an additional insured on Provider's policy of liability insurance. Within ten (10) business days after receiving a fully executed copy of this Agreement, the Provider shall provide the District with proof of such insurance.

III. LIABILITY

A. **Indemnification.** The Provider hereby agrees to defend and indemnify the District, its board members, employees, agents, and representatives against any and all claims, demands, actions, administrative proceedings, causes of action, and liability, of any nature arising out of or relating to this Agreement. This indemnification specifically includes, but is not limited to, any action arising out of any allegation of the following: failure to comply with any federal or state law; or any form of inappropriate conduct by the Provider. Upon timely written notice from the District, the Provider shall defend the District in any such action or proceeding within the purview of this Paragraph brought against the District, its employees, officers, directors, attorneys, and agents.

B. **Limitation on Indemnification.** Nothing in this Agreement shall be construed to require the Provider to indemnify, defend, save or hold harmless the District, its employees, officers, directors, and agents against any claims, demands, suits, costs, judgments or other forms of liability, actual or claimed, including attorneys' fees, for any injury resulting from the intentional or negligent misconduct of the District, its employees, officers, directors, or agents.

C. **Restriction on Settlement.** Notwithstanding any other provision in this Agreement, the Provider shall not settle or compromise any claim against the District without a signed agreement approved by the District.

D. **Effect of Termination.** The Parties agree and acknowledge that the Provider's duty to defend and indemnify the District survives the termination and/or expiration of this Agreement.

IV. DATA PRIVACY

A. **Governing Law.** The Parties understand and agree that all documents, surveillance tapes, and other recorded information created, received, and/or maintained by the District are "government-data" within the meaning of the Minnesota Government Data Practices Act ("MGDPA") and that student records are also governed by the Family Educational Rights and Privacy Act ("FERPA"). The Parties further understand and agree that the MGDPA and FERPA limit the District's ability to release such data or records. Nothing in this Agreement shall be construed to provide the Provider or any of its employees, agents, independent contractors, volunteers, or other representatives with access to any data, document, surveillance tape, or other recorded information beyond that which is provided by the MGPDA and/or FERPA.

B. **District Access to Student Records.** If any District student is enrolled in the Program or otherwise receives services from the Provider as part of the student's educational program, the Provider agrees that, as part of its intake process, it will offer the student's parent or guardian the opportunity to sign a written and legally sufficient authorization to allow the District and the Provider to consult regularly on the student's progress and treatment in order to improve educational outcomes and therapeutic programming.

V. DURATION AND TERMINATION

A. **Expiration.** This Agreement expires at 11:59 p.m. on July 31, 2024. This Agreement shall not automatically renew or continue. The Parties may only renew or continue this Agreement in writing, signed by both Parties.

B. **Termination With or Without Cause.** This Agreement may be terminated, with or without cause, by either Party upon thirty (30) days' notice in writing to the other Party.

C. **Termination for Cause.** The District may terminate this Agreement, for cause, if the Provider fails to perform any obligation required by this Agreement, including, but not limited to, administering appropriate background checks on any employee or volunteer accessing the Program Site, as required by this Agreement.

D. **Effect of Expiration or Termination.** Except as expressly provided in this Agreement, all obligations, rights, duties, and entitlements created by this Agreement terminate and are extinguished, without need of any further action by either Party, upon the effective date of termination or expiration of this Agreement.

VI. EQUAL EMPLOYMENT OPPORTUNITY, NONDISCRIMINATION AND CIVIL RIGHTS

The Provider agrees to provide equal opportunity to all employees and applicants for employment in accordance with applicable EEO/AA laws, directives and regulations of Federal, State and local governing bodies or agencies thereof, specifically Minnesota Statutes Chapter 363A.

No persons shall, on the grounds of race, color, religion, age, sex, disability, marital status, sexual preference, HIV status, public assistance status, creed or national origin be excluded from full employment rights in, participation in, be denied the benefits of, or be otherwise subjected to discrimination under any

program, service, or activity under the provisions of any or all applicable Federal and State laws, including the Civil Rights Act of 1964.

VII. MISCELLANEOUS

A. Choice of Law and Severability. This Agreement shall be governed by the laws of the State of Minnesota, without regard to its conflicts of laws provisions. If a court of competent jurisdiction determines that any part of this Agreement is void or voidable, violates any law, or is otherwise unenforceable, the remaining portions of this Agreement will remain in full force and effect, unless the remaining portions would not serve the original purpose of this Agreement.

B. Joint Drafting. This Agreement must be construed to have been drafted equally by the Parties.

C. Responsibility for Costs. With the exception of the costs assumed by the Parties pursuant to this Agreement, each Party shall be responsible for its own costs, expenses, and any attorneys' fees associated with this Agreement and any related matters, including enforcement of this Agreement.

D. Enforcement. Failure to insist on compliance with any term, covenant, or condition contained in this Agreement shall not be deemed a waiver of that term, covenant, or condition, nor shall any waiver or relinquishment of any right or power contained in this Agreement at any time be deemed a waiver or relinquishment of any right or power at any other time.

E. Voluntary Agreement. All Parties have voluntarily signed this Agreement. No Party has been threatened, coerced, intimidated, or otherwise forced to sign this agreement by any other Party, any officer, employee, School Board member, agent, representative, or attorney of any other Party, or any other person or entity acting on behalf of any other Party. **Relationship of the Parties.** The Provider does not operate any site-based mental health facilities on behalf of the District. Nothing in this Agreement shall be construed to create any partnership, joint venture, or employment relationship between the Provider, and/or its employees, officers, directors, and/or agents, and the District and/or its employees, officers, directors, and/or agents. The Parties understand and agree that this Agreement does not create any rights or obligations beyond those expressly contained herein.

F. Complete Agreement. This Agreement, along with the Business Associate Agreement, constitutes the entire agreement between the Parties relating to the matters addressed in this document. This Agreement supersedes any and all prior agreements between the Parties. No Party has relied upon any statements, promises or representations other than those contained in this Agreement. No changes to this Agreement shall be considered valid unless they are in writing and signed by both Parties.

By signing below, each Party specifically acknowledges that it has read this Agreement, that it has had an opportunity to review this Agreement with legal counsel, that it understands this Agreement, and that it agrees to be legally bound by all terms of this Agreement.

Fraser
2400 W. 64th Street
Minneapolis, MN 55423

By: _____

Name: _____

Title: _____

Date: _____

Independent School District
Edina Public Schools
5701 Normandale Road
Edina, MN 55424

By: Jody Remsing

Name: Jody Remsing

Title: Director of Student Support Services

Date: 9/8/23

VII.K.4. ProCare_KRadermacher

Edina Public Schools

DEFINING EXCELLENCE

Board Meeting Date: October 16, 2023

Title: Client Assignment Confirmation between Independent School District 273 and ProCare Therapy for 32.5 hours of consulting services provided by Kallie Radermacher in a COTA position.

Type: Consent

Presenter(s): Jody Remsing

Description: The purpose of this Agreement is to create an agreement between ISD 273 and ProCare Therapy for services with Kallie Radermacher as a COTA.

Recommendation: Approve the attached Client Assignment Agreement with ProCare for COTA services with Kallie Radermacher.

Desired Outcomes from the Board: Approve the attached Client Assignment Agreement between ProCare Therapy and ISD 273.

Attachments: Client Assignment Confirmation with ProCare Therapy and Intermediate District 273.

ADDENDUM A
Client Assignment Confirmation

ProCare Therapy

This Client Assignment Confirmation is entered into and executed as of the signature date below and supplements the Client Services Agreement between the Client and New Direction Solutions, LLC dba ProCare Therapy ("ProCare"). Client will pay ProCare for hours worked by Consultant on the following terms:

Assignment Details

ProCare Consultant: Kallie Radermacher PID: *

School District Name (Client): Edina Public School District

Start Date: 10/02/2023 End Date: 12/31/2023

Start and End dates are subject to change based on the credentialing and licensure process as well as adjustment in the school district's calendar.

Position: COTA

Bill Rate: $76.00 Minimum Hours: 32.5

Overtime Rate: 1.5 times Bill Rate

Billing Workweek: Monday – Friday

Miscellaneous: *

Sales tax or gross receipts tax will be added to professional fees if required or allowed by state law and client is not a tax-exempt entity.

If ProCare Consultant should be required to travel to other locations at the specific request of the Client, the Client will be responsible for all expenses incurred.

Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any Consultant introduced or referred by ProCare for a period of (12) months after the latest date of introduction, referral, or end of contract placement. If Client or its affiliate enters into such a relationship or refers Consultant to a third party for employment, Client agrees to pay an amount equal to $22,500 or thirty-five (35) percent (whichever is greater) of the Consultant's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to ProCare upon start date.

Option of virtual services will be offered by ProCare in lieu of onsite services.

All precautions will be taken by the Client to create a safe and healthy environment.

-

Account Representative Information: **Carina Hoff**
carina.hoff@procaretherapy.com
813-219-1063

By: 120811 - Edina Public School District
Print Name: Jody Remsing
Title: Director of Student Support Services
Date: 9/19/23

By: New Directions Solutions, LLC dba ProCare Therapy
Print Name: __
Title: __
Date: __

Terms and conditions outlined in this Client Assignment Confirmation will be considered agreed upon by all parties unless ProCare is notified of changes by Client within forty-eight (48) hours of client's receipt of this Client Assignment Confirmation.

VIII. **Discussion**

VIII.A. 2023-2024 Enrollment and Class Size Information Report

Board Meeting Date: 10/16/2023

Title: 2023-2024 Enrollment and Class Size Information Report

Type: Discussion

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; and Jen Christ, Enrollment Coordinator

Description: This report provides enrollment and class size information for Edina Public Schools for the past school year, and was updated with October 1, 2023, student counts.

Recommendation: Accept the enrollment report for the 2023-2024 school year.

Desired Outcome(s) from the Board: Please bring forth questions you have for the presenters.

Attachments: See attached report.

Table of Contents

Figure 1-1: 2023-2024 Student Enrollment by Building 4
Figure 1-2: 2023-2024 Edina Public Schools Demographics History 5
Figure 1-3: 2023-2024 Edina Public Schools Resident Demographic History 6
Figure 1-3a: 2023-2024 Edina Public Schools Open Enrollment Demographic History 7
Figure 1-4: New Students to EPS by Resident District Status and Prior Location 8
Figure 1-5: 2021-2022 vs. 2023-2024 Change in Enrollment by Grade Level 9
Figure 1-6: 2022-2023 vs. 2023-2024 Cohort Comparison 10
Figure 1-7: 2022-2023 vs. 2023-2024 Resident Cohort Comparison 10
Figure 1-8: 2022-2023 vs. 2023-2024 Resident Enrollment 11
Figure 1-9: 10 Year Resident Enrollment Trend 11
Figure 1-10: 10 Year Resident Capture Share Trend 11
Figure 1-11: 2022-2023 vs. 2023-2024 Open Enrollment 13
Figure 1-12: 10 Year Open Enrollment Trend 13
Figure 1-13: 2022-2023 vs. 2023-2024 Home School Districts of EPS Open Enrolled Students 13
Figure 1-14a: 2022-2023 Open Enrollment by Zip Code 14
Figure 1-14b: 2022-2023 Resident of City of Edina- resident district not EPS 15
Figure 1-15: 22-23* vs. 23-24** EPS Resident Students Attending Other Public Schools 15
Figure 1-15a: EPS Resident Students Attending Other Public Schools Percent By Grade 16
Figure 1-16: 10 Year EPS Students Attending Other Public Schools 16
Figure 1-17: 22-23 vs. 23-24 EPS Resident Students Attending Non-Public Schools 17
Figure 1-18: EPS Resident Students Attending Non-Public Schools – Percent by Grade 17
Figure 1-18a: 10 Year EPS Students Attending Non-Public Schools 18
Section II 19
Class Size Information 19
Elementary Staffing Guidelines 19
Figure 2-1: 2023-2024 District Elementary Class Size Averages 20
Figure 2-2: 2023-2024 District Middle School Class Size Averages 20
Figure 2-3: 2023-2024 Edina High School Class Size Averages 21
Section III 22
Summary 22

Section I
Enrollment Information

The count considered to be “official” for the 2023-2024 school year was taken on October 1, 2023.

Students attending school in Edina include students who live in Edina, students who live in the city of Edina but whose homes are in a surrounding school district, students attending our schools through the “Minneapolis Transportation” program, and the Open Enrollment program.

Figure 1-1: 2023-2024 Student Enrollment by Building

EDINA PUBLIC SCHOOLS
OFFICIAL BUILDING ENROLLMENT

Fall 2023-2024
(October 1, 2023)

Elementary	KG	1	2	3	4	5	**Total**
Concord Elementary School	103	111	123	126	129	129	**721**
Cornelia Elementary School	89	96	103	103	102	99	**592**
Countryside Elementary School	115	122	93	94	106	99	**629**
Creek Valley Elementary School	83	95	96	110	102	103	**589**
Highlands Elementary School	81	95	97	97	94	90	**554**
Normandale Elementary School	106	102	125	117	104	98	**652**
Totals							**3737**

Secondary	6	7	8	9	10	11	12	**Total**
South View Middle School	326	338	317					**981**
Valley View Middle School	326	338	327					**991**
Edina High School				682	691	659	660	**2692**
Edina Virtual Pathway Secondary				10	8	12	26	**56**
Totals								**4720**

K-12 Totals		**2021-2022**	**2022-2023**	**2023-2024**
Grade K-5		**3734**	**3772**	**3737**
Grade 6-8		**1969**	**1965**	**1972**
Grade 9-12		**2690**	**2763**	**2748**
Totals K-12		**8393**	**8500**	**8457**

Early Learning Center (ELC)				
Preschool		145	186	**159**
Early Childhood Special Ed		131	170	**181**

Figure 1-2: 2023-2024 Edina Public Schools Demographics History

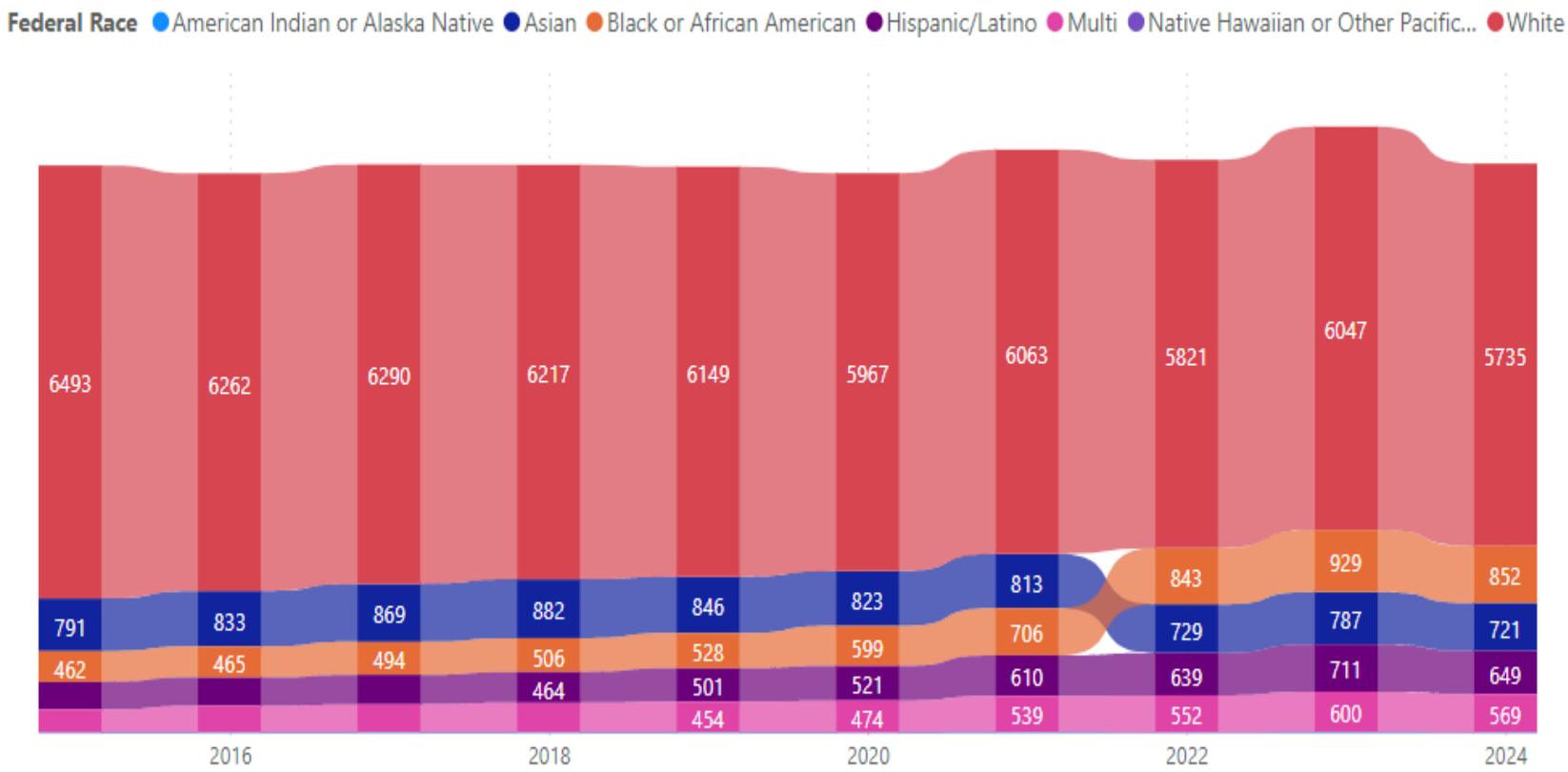


Figure 1-3: 2023-2024 Edina Public Schools Resident Demographic History

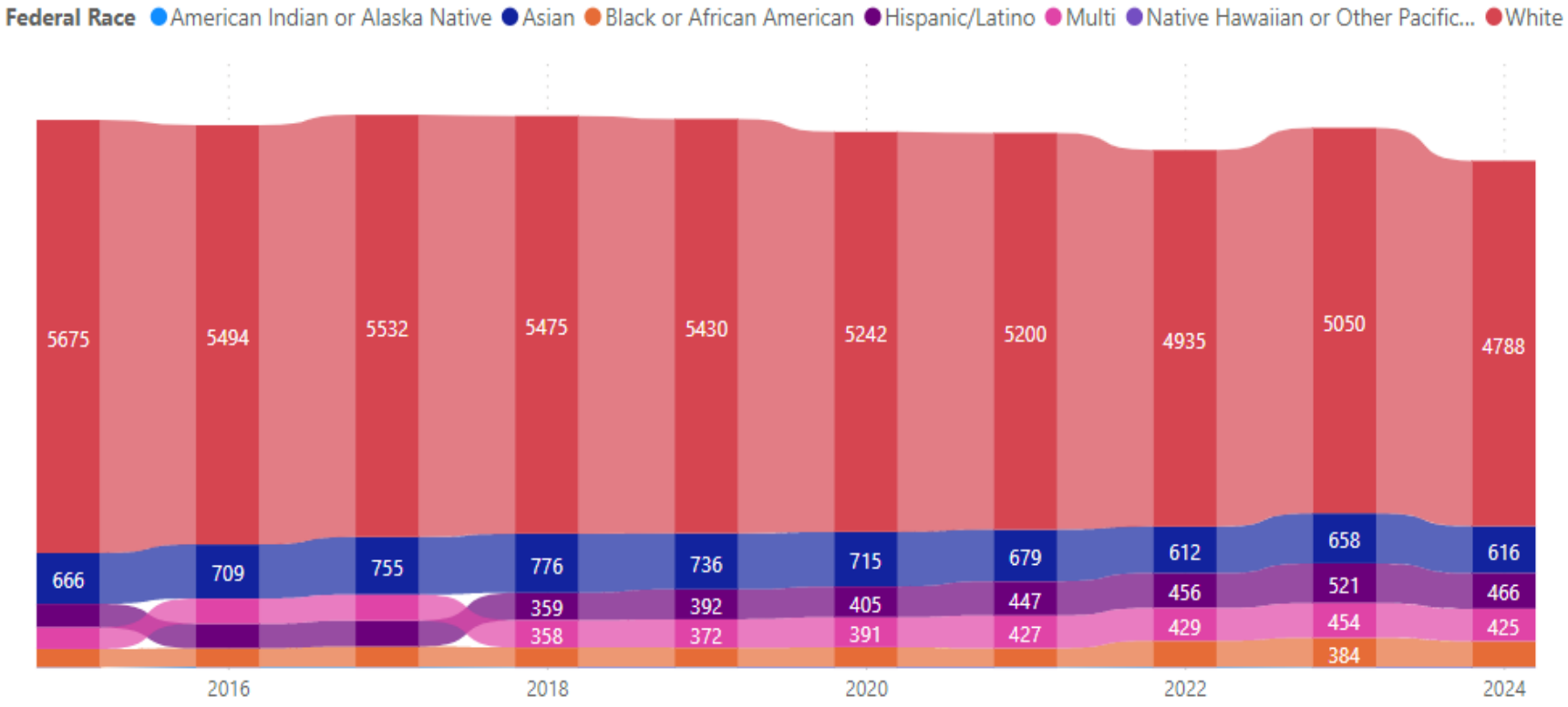


Figure 1-3a: 2023-2024 Edina Public Schools Open Enrollment Demographic History

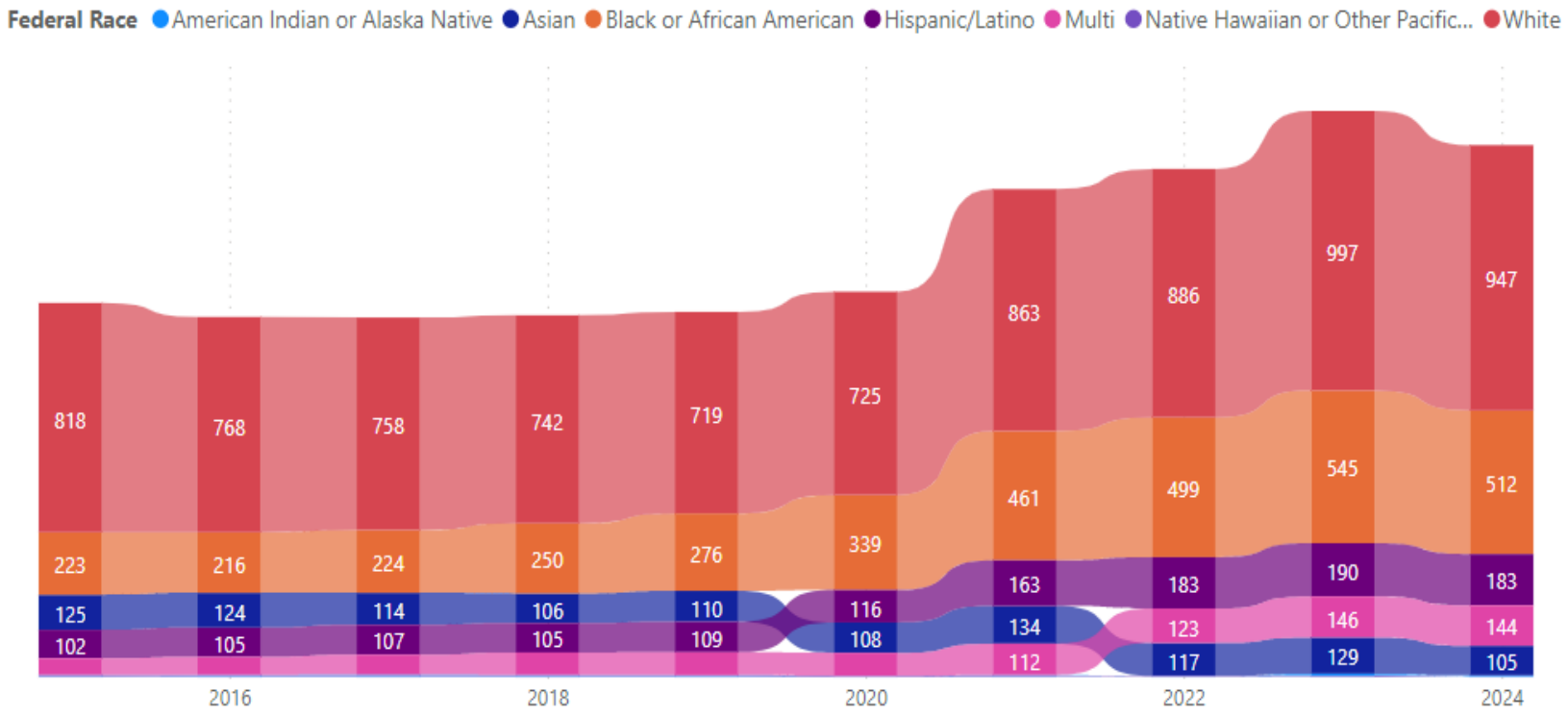


Figure 1-4: New Students to EPS by Resident District Status and Prior Location

	2022-2023	2023-2024	Change from Year Prior
Edina Resident	**781**	**718**	-63
KG First Time Enrolled	501	478	-23
Transfer From Non-Public	55	62	7
Transfer From Other MN Public	128	89	-39
Transfer From Out of Country	41	40	-1
Transfer From School Out of State	56	49	-7
International Student	**11**	**9**	-2
International Student	11	9	-2
Non-Resident	**349**	**275**	-74
KG First Time Enrolled	90	98	8
Transfer From Non-Public	21	20	-1
Transfer From Other MN Public	224	134	-90
Transfer From Out of Country	12	18	6
Transfer From School Out of State	2	5	3
Total Number of New Students	**1141**	**1002**	-139

*International students attending from Thailand, Belgium, Chile, Italy, Sweden, Germany, Spain and Istanbul
** 62 (October 1, 2023) transfer back from non-Publics compared to 55 (October 1, 2022)
***89 (October 1, 2023) transfer back from MN Public compared to 128 (October 1, 2022)

Figure 1-5: 2021-2022 vs. 2023-2024 Change in Enrollment by Grade Level

Grade Level	Actual Enrollment 10/1/2021	Actual Enrollment 10/1/2022	Actual Enrollment 10/1/2023	
Kindergarten	610	601	577	
Grade 1	623	642	621	
Grade 2	627	641	637	
Grade 3	605	639	647	
Grade 4	609	617	637	
Grade 5	653	632	618	
Total K-5	**3727**	**3772**	3737	
Grade 6	625	669	652	
Grade 7	664	626	676	
Grade 8	687	670	644	
Total 6-8	**1976**	**1965**	1972	
Grade 9	675	716	682	
Grade 10	664	677	691	
Grade 11	698	673	659	
Grade 12	653	697	660	
Total 9-12	**2690**	**2763**	2748	
Total K-12	**8393**	**8500**	8457	
23-24 Senior Class			**660**	
23-24 Incoming Kindergarten Class			**577**	

Actual year over year enrollments increased in grades 3, 4, 7, and 10 from Oct. 2022 to Oct. 2023, while decreasing in grades K,1, 2, 5, 6, 8, 9,11 and 12. Overall all actual enrollments (Oct. 1, 2023) are -35 in elementary, +7 in middle school. -15 in high school as compared to the previous year (Oct. 2022).

Figure 1-6: 2022-2023 vs. 2023-2024 Cohort Comparison

All Students Cohort Comparison

22-23 Grade	Number of Students	23-24 Grade	Number of Students	Difference
KG	601	1	621	20
1	642	2	637	-5
2	641	3	647	6
3	639	4	637	-2
4	617	5	618	1
5	632	6	652	20
6	669	7	676	7
7	626	8	644	18
8	670	9	682	12
9	716	10	691	-25
10	677	11	659	-18
11	673	12	660	-13
12	697	NA		

Figure 1-7: 2022-2023 vs. 2023-2024 Resident Cohort Comparison

Resident Students Cohort Comparison

22-23 Grade	Number of Students	23-24 Grade	Number of Students	Difference
KG	501	1	519	18
1	503	2	502	-1
2	509	3	514	5
3	511	4	500	-11
4	506	5	503	-3
5	509	6	509	0
6	530	7	532	2
7	459	8	471	12
8	512	9	531	19
9	524	10	516	8
10	494	11	482	-12
11	497	12	505	8
12	521	NA	NA	

Resident cohort enrollments increased in grades 1, 3, 7, 8, 9, 10 and 12 over the past year.

Figure 1-8: 2022-2023 vs. 2023-2024 Resident Enrollment

	2022-2023	2023-2024	Difference
Elementary	3044	3016	-28
Middle School	1501	1512	11
High School	2036	2034	-2
Total	6581	6562	-19

Resident enrollment decreased over the past year by 19 students.

Note:

- Resident Incoming Kindergarten 2023-24: 478 (82.6% Capture Rate)
  - Resident Student Pool 579

Figure 1-9: 10 Year Resident Enrollment Trend

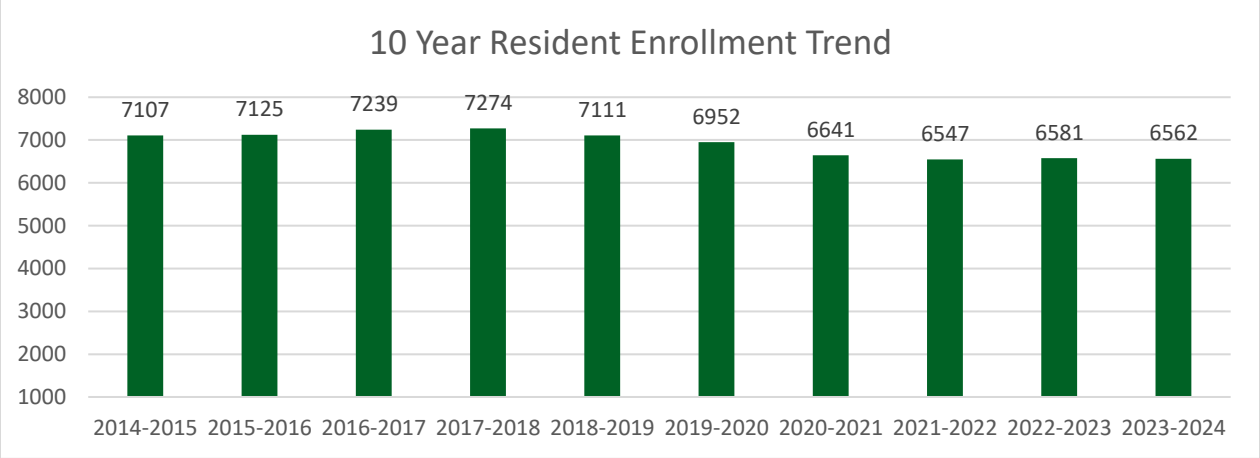


Figure 1-10: 10 Year Resident Capture Share Trend

School Year	Residents Enrolled In EPS	Residents Enrolled in Non-Pub & Elsewhere	Total Resident Enrollment	Capture Share Percent
2014-2015	7107	1421	8528	83.3
2015-2016	7125	1513	8638	82.5
2016-2017	7239	1414	8653	83.7
2017-2018	7274	1531	8805	82.6
2018-2019	7111	1649	8760	81.2
2019-2020	6952	1773	8725	79.7
2020-2021	6641	1950	8591	77.3
2021-2022	6547	1901	8448	77.5
2022-2023	6581	1907	8488	77.5
2023-2024	6562	1926	8488	77.3

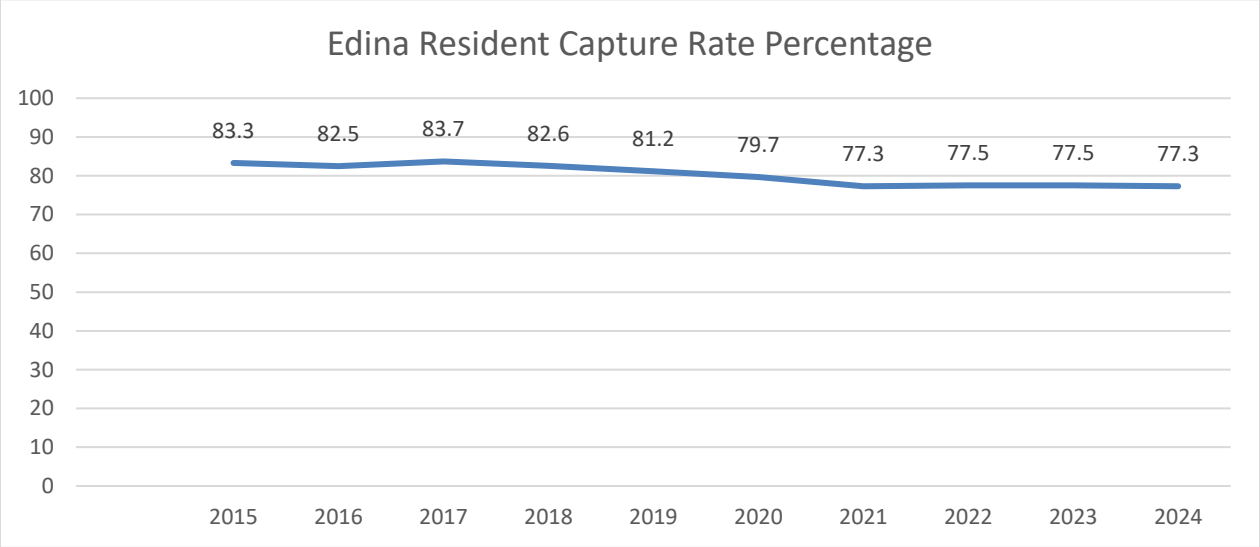
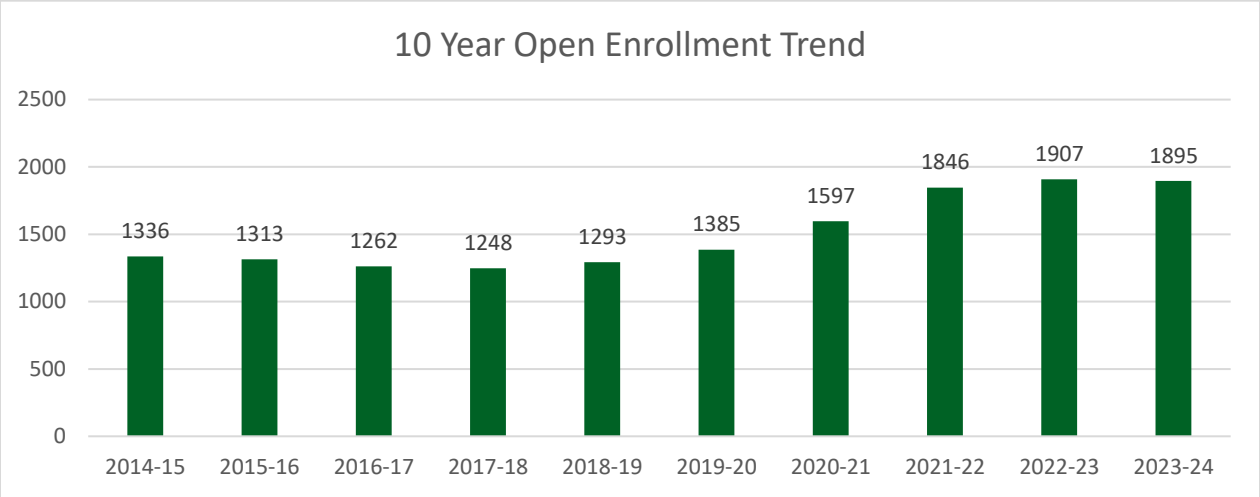

Edina Resident Capture Rate Percentage
100
90
80
70
60
50
40
30
20
10
0
83.3
82.5
83.7
82.6
81.2
79.7
77.3
77.5
77.5
77.3
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024

Figure 1-11: 2022-2023 vs. 2023-2024 Open Enrollment

	2022-2023	2023-2024	Difference
Elementary	728	721	-7
Middle School	464	460	-4
High School	715	714	-1
Total	1907	1895	-12

Open enrollment in 2023-24 has decreased by 12 students over the previous school year, 2022-23

Figure 1-12: 10 Year Open Enrollment Trend



Open Enrollment increased by 559 students over the last 10 school years.

Figure 1-13: 2022-2023 vs. 2023-2024 Home School Districts of EPS Open Enrolled Students

Resident District	Open Enrollees 2022-2023	% of Total Open Enrollment 2023-2024	Open Enrollees 2023-2024	% of Total Open Enrollment 2023-2024	Difference
Minneapolis	889	46.61%	834	44%	-55
Hopkins	223	11.69%	248	13%	25
Richfield	290	15.2%	269	14%	-21
St. Louis Park	124	6.5%	115	6%	-9
Bloomington	168	8.8%	166	8.75%	-2
Eden Prairie	82	4.29%	78	4.29%	-4
Other	131	6.87%	185	6.87%	54
Total	1907	100.00%	1895	100%	

In the past two years, the largest contributors to EPS open enrollment are the Minneapolis, Richfield and Hopkins communities.

Figure 1-14a: 2022-2023 Open Enrollment by Zip Code

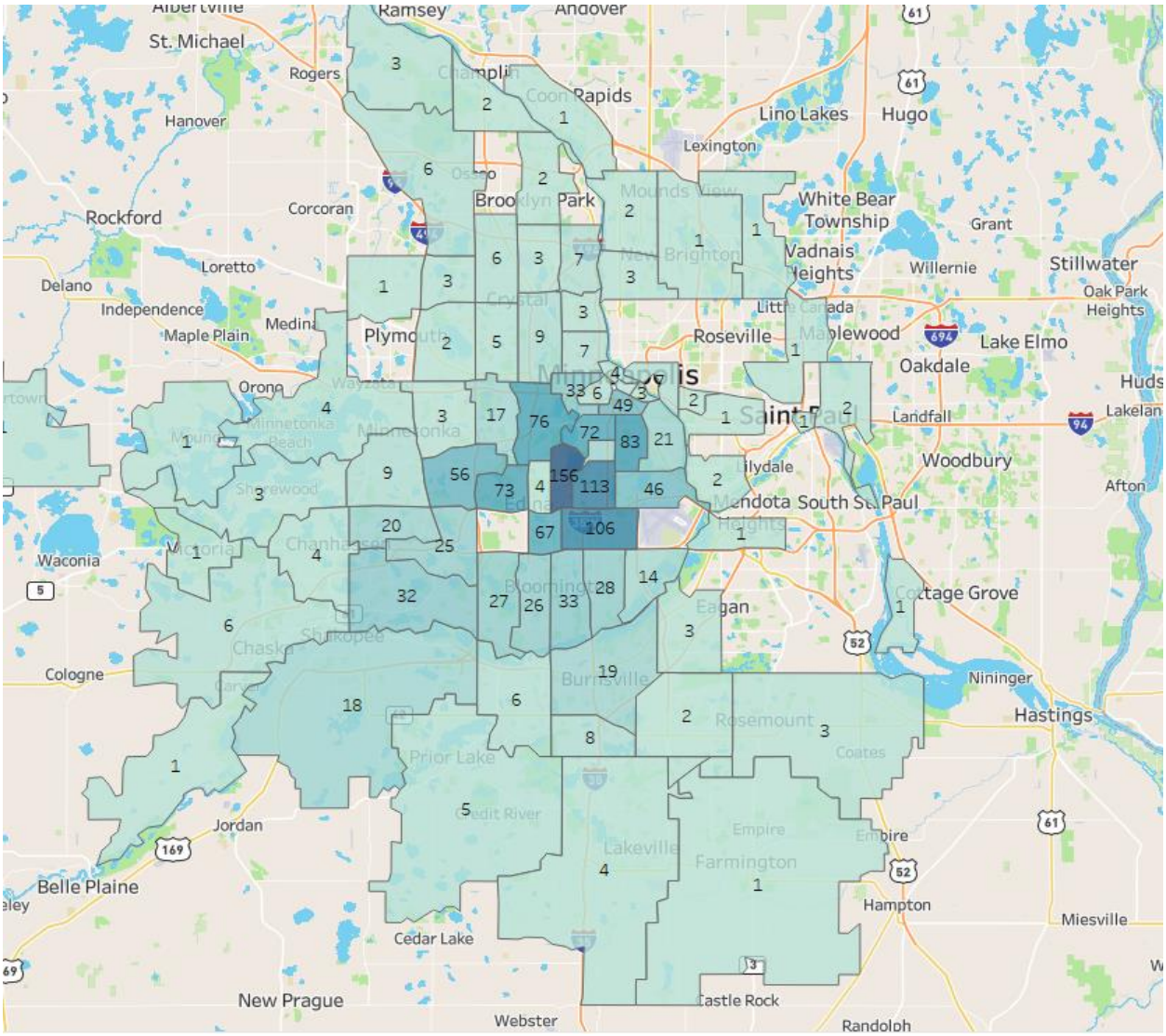


Figure 1-14b: 2022-2023 Resident of City of Edina- resident district not EPS

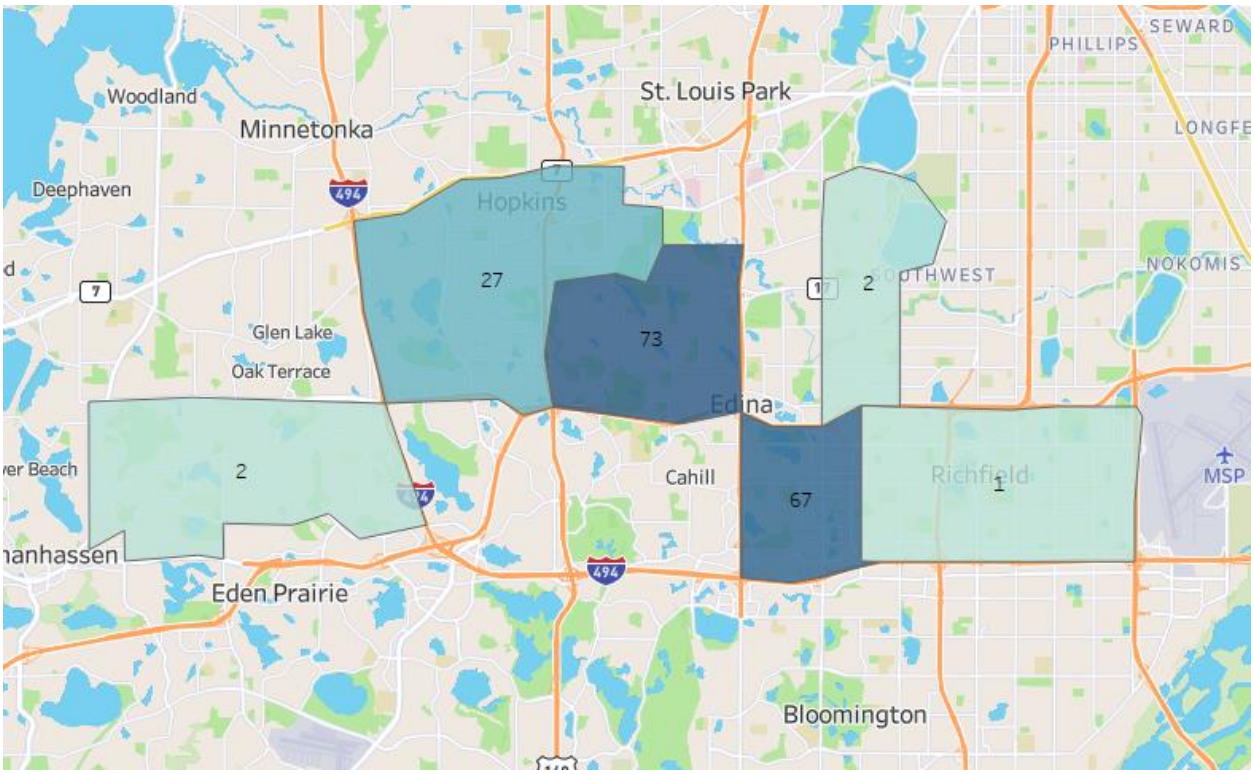


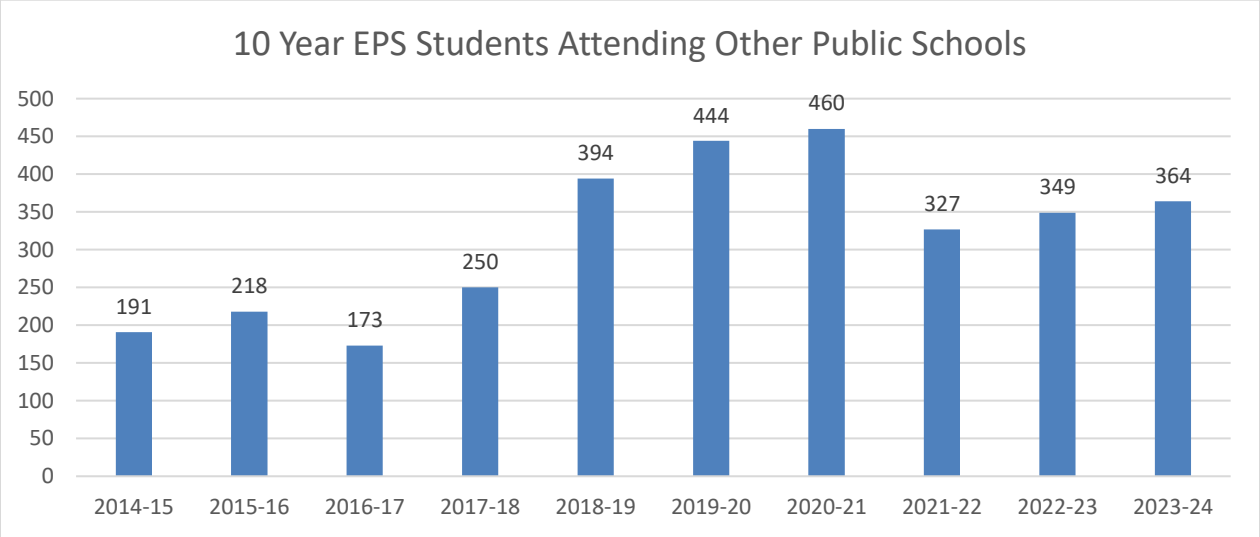
Figure 1-15: 22-23* vs. 23-24** EPS Resident Students Attending Other Public Schools

Other Public Schools	2021-2022	2022-2023	2023-2024
Minnetonka Public School District	50	51	44
Eagle Ridge Academy Charter School	44	51	46
Districts with 5 or Fewer	43	45	66
Seven Hills Preparatory Academy	34	43	33
Bloomington Public School District	23	17	21
Hopkins Public School District	22	15	13
PIM Arts	18	16	9
Richfield Public School District	17	26	22
Minnesota Transitions Charter School	10	12	9
SciTech Academy Charter School	10	13	6
Intermediate School District 287	9	9	10
Eden Prairie Public School District	8	6	19
Houston Public School District	5	3	2
St. Louis Park Public School District	4	2	1
Lionsgate Academy	4	5	6
MN Online High School	4	9	1
Yinghua Academy	3		6
Orono Public School District	2	2	3
Rosemount/Apple Valley/Eagan	2	4	3
Minneapolis Public School District			*
Agamim Classical Academy	44		11
International Spanish Lang Academy	15	20	26
Total	327	349	364
*Minneapolis elsewhere data not reported to state by October 1			

Figure 1-15a: EPS Resident Students Attending Other Public Schools Percent By Grade

Grade	Student Count	Percent
1	37	10.16%
2	36	9.89%
3	36	9.89%
4	32	8.79%
5	24	6.59%
6	17	4.67%
7	17	4.67%
8	15	4.12%
9	14	3.85%
10	21	5.77%
11	31	8.52%
12	44	12.09%
KG	34	9.34%

Figure 1-16: 10 Year EPS Students Attending Other Public Schools



Since 2020-21, 96 fewer EPS resident students are attending other public schools.

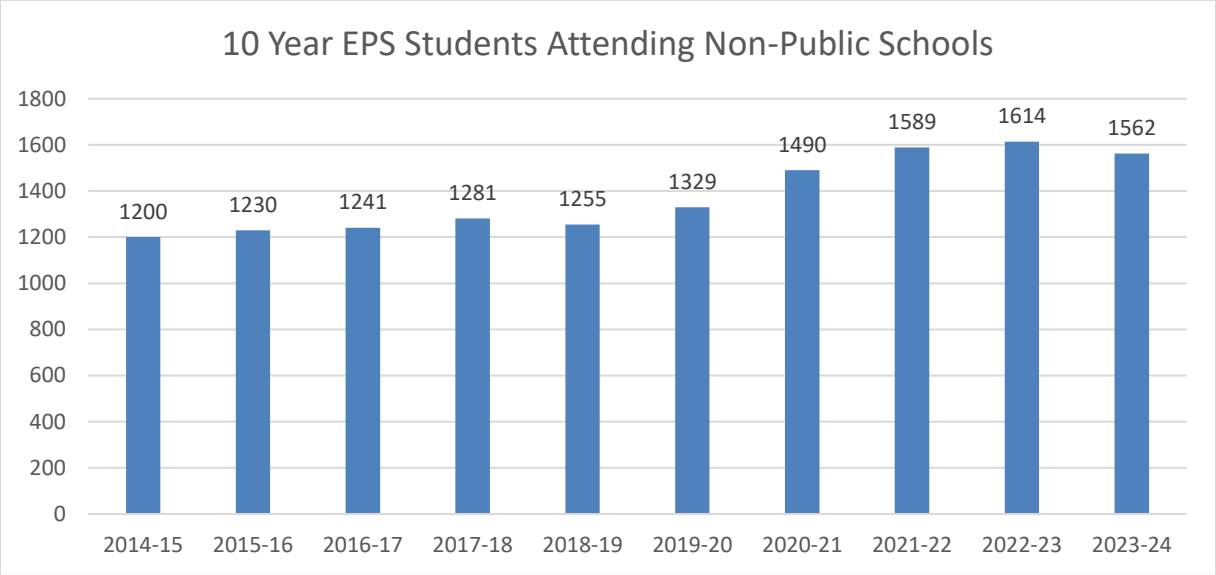
Figure 1-17: 22-23 vs. 23-24 EPS Resident Students Attending Non-Public Schools

Non-Public Schools	2021-2022	2022-2023	2023-2024
Our Lady of Grace	424	489	496
Blake	217	214	222
Benilde St Margaret	201	205	206
Breck	177	178	187
Avail Academy	64	60	65
St Thomas Academy	53	59	47
Carondelet	41	35	27
Academy of Holy Angels	29	16	30
Home School	32	31	38
Minnehaha Academy	24	21	26
Convent of the Visitation	25	33	21
Southwest Christian HS	23	15	10
Groves	27	22	19
Holy Family Academy	17	11	13
Providence	18	20	23
St Paul Academy & Summit	22	19	14
Breakaway Academy	45	43	35
De La Salle	7	10	6
Ramalynn Academy	11	8	7
Int. School of MN	5	3	7
Unknown	89	75	41
Non-Public Schools with Less than 5 Students	38	47	22
Total	**1589**	**1614**	**1562**

Figure 1-18: EPS Resident Students Attending Non-Public Schools – Percent by Grade

Grade	Count of Students	Percent
KG	118	7.55%
1	103	6.59%
2	95	6.08%
3	107	6.85%
4	97	6.21%
5	128	8.19%
6	127	8.13%
7	130	8.32%
8	129	8.26%
9	125	8.00%
10	156	9.99%
11	127	8.13%
12	120	7.68%

Figure 1-18a: 10 Year EPS Students Attending Non-Public Schools



The number of Edina resident students attending non-public decreased over the past year (-52).

Section II
Class Size Information

Elementary Class Size Guidelines	Desired Class Size Range	1 Hour of Para time added for Three Students Over
Kindergarten	20-24	27
Grade 1	22-24	27
Grade 2	22-25	28
Grade 3	24-26	29
Grades 4-5	25-27	30
Grades 1-5 (CP)	28	N/A
Grade 1-5 (FI)	27	N/A
Secondary Class Size Guidelines		
Grade 6-9	27.2	
Grades 10-12	30.9	
Options Program	19-25	

Elementary Staffing Guidelines

Elementary class size guidelines for Edina are calculated on the basis of teacher/student ratio within the individual homeroom classroom. Specialist teachers and support staff are not calculated into the formula for determining average class size. The teacher/student ratio fluctuates at different times of the day. For example, Math block in grades 3-5 and Literacy block in grades 4-5 have fewer students in the homeroom classroom as many students break out into advanced services during this time. A desired class size range is established for each elementary grade level, homeroom classroom. Ideally, each homeroom classroom class size would fall within this range.

Secondary Staffing Guidelines

Secondary school staffing is determined by an allocation of staffing hours per building, based on an average class size of 27.2 for grades 6-8 and 30.9 for grades 9-12. The class size range for the Options Program, located at the High School, will remain at 19-25 students. Principals determine the size of individual classes based on average daily membership enrollment data and needs of the building. Class size can vary based on the type of class and the number of hours that it is taught. Secondary schools do not receive additional paraprofessional support for large classes. If the principal perceives that they have class size difficulties, she/he may discuss the matter with the assistant superintendent and, ultimately the Board of Education, for additional hours to be added to their allocation.

Summary

The instructional size for kindergarten has been established as noted above. The instructional sizes at the remaining elementary levels, secondary instructional size staffing factors, and special education/ special programs staffing ratios remained the same as the 2023-2024 school year. The Options Program will maintain a class size range of 19-25 students.

Elementary and Secondary Class Size Averages by Grade Level or Department

Figures 2-1 through 2-3 provide a summary of the average class size by grade level or department for the elementary schools and secondary schools. The average number of students in each elementary grade level reflects enrollment as of October 1, 2022. The class size averages shown for the middle schools and the high school reflect actual enrollment by section provided by the District Media and Technology Services department on October 1, 2023.

Figure 2-1 2023-2024 District Elementary Class Size Averages
Figure 2-2 2023-2024 District Middle School Class Size Averages
Figure 2-3 2023-2024 Edina High School Class Size Averages

Figure 2-1: 2023-2024 District Elementary Class Size Averages

	Total Students	***Total***	***Average***	***Size***
ELEMENTARY	***Scheduled***	***Sections***	***Class Size***	***Guideline Range***
Kindergarten	***471***	***22***	***21***	***20-24****
1st grade	***497***	***22***	***23***	***22-24***
2nd grade	***448***	***19***	***24***	***22-25***
3rd grade	***464***	***19***	***24***	***24-26***
4th grade	***462***	***18***	***26***	***25-27***
5th grade	***455***	***18***	***25***	***25-27***
Normandale	***651***	***27***	***24***	***27***
CP	***284***	***11***	***26***	***28***

*Note: A class size of 20-22 for kindergarten was utilized during the enrollment process for the 2023-24 school year. This was done in an effort to provide smaller class sizes at the K level.

Figure 2-2: 2023-2024 District Middle School Class Size Averages

Middle School	***Scheduled***	***Sections***	Class Size	**Guideline Range**
Art	*1486*	*57*	26	***27.2***
ELA	*2592*	*102*	25	***27.2***
FACS	*563*	*32*	18	***27.2***
Health	*345*	*14*	25	***27.2***
Math	*1991*	*86*	23	***27.2***
PE	*1629*	*59*	28	***27.2***
Science	*1947*	*72*	27	***27.2***
Social Studies	*1927*	*72*	27	***27.2***
Stem	*1056*	*41*	26	***27.2***
World Language	*1810*	*71*	25	***27.2***
Music	*1646*	*49*	34	

Figure 2-3: 2023-2024 Edina High School Class Size Averages

Edina High School	*Total Scheduled*	*Total Sections*	*Average Class Size*	Size Guideline Range
Art	*398*	*20*	*20*	30.9
Business Ed	*171*	*7*	*24*	30.9
FACS	*224*	*11*	*20*	30.9
Health	*216*	*7*	*31*	30.9
English/Reading	*2454*	*91*	*27*	30.9
Mathematics	*2380*	*96*	*25*	30.9
Physical Education	*420*	*18*	*23*	30.9
Science	*2352*	*91*	*26*	30.9
Social Studies	*2418*	*96*	*25*	30.9
STEM	*140*	*10*	*14*	30.9
World Language	*1892*	*75*	*25*	30.9
Music	*1071*	*27*	*40*	

Section III

Summary

- As of October 1, we have 8457 students enrolled in Edina Public Schools.
- The pool of resident students in Edina peaked in 2017-18 at 8805 and has been decreasing each year since then and currently is at 8488 (2023-24).
- The resident population within Edina is becoming more racially and ethnically diverse.
- Students identifying as White, make up the largest portion of Edina Open Enrollment.
- The graduating (senior) class of 2024 (660 students) is 83 students larger than the current Kindergarten class (577).
- From the 2022-23 school year to the 2023-24 school year, we see resident cohort enrollments increased in grades 1, 3, 7, 8, 9, 10 and 12 over the past year.
- 478 out of 579 resident Kindergarten students enrolled in Edina which equates to an 82.6% capture rate.
- 52 fewer Edina resident students are attending non-public schools in 2023-24, as compared to 2022-23.
- Of Edina residents who choose not to attend Edina Public Schools, 81% have selected a non-public school option.
- Edina High school is host to 9 International students this school year studying visiting from Thailand, Belgium, Chile, Italy, Sweden, Germany, and Turkey.
- The average class size in Edina Public Schools is within the district class size guidance parameters.

VIII.B. Edina Public Schools Data Metrics Plan Update



Edina Data Metrics Plan Data Update

10.16.23

Edina Public Schools
VISION

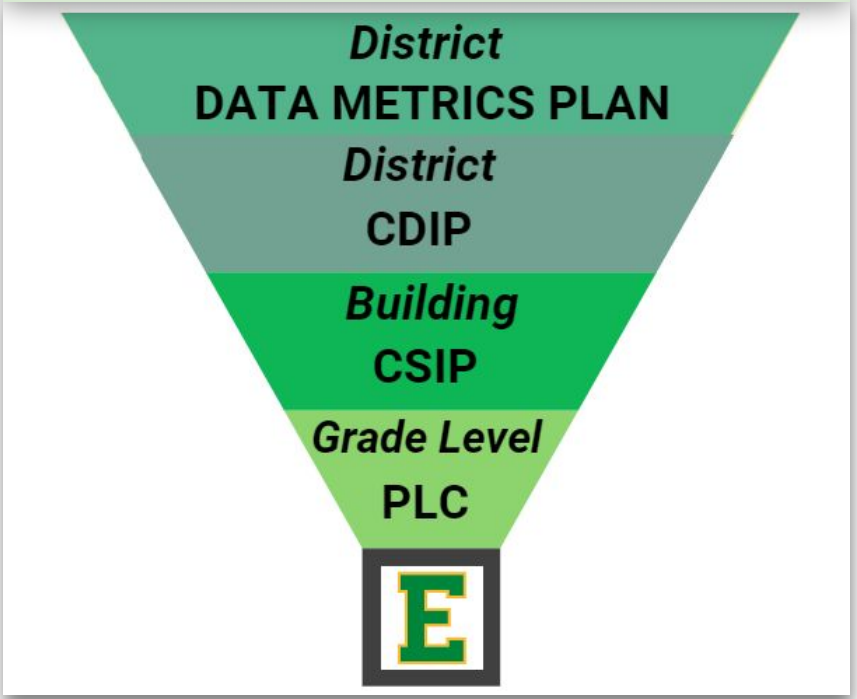
For Each and Every student to discover their possibilities and thrive.

Edina Public Schools
MISSION

Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential.

Through academics, activities and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills. We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.

Edina
Comprehensive Assessment Plan



Edina's 2020-2030 Strategic Plan:
Priority Strategies

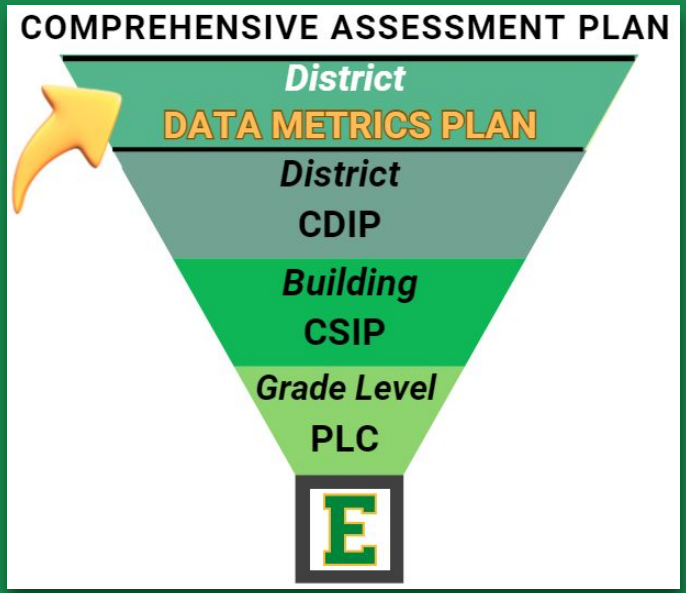
Strategy A
Advance Academic Excellence, Growth and Readiness

Strategy B
Ensure an Equitable and Inclusive School Culture

Strategy C
Foster Positive Learning Environments and Whole Student Support

Strategy D
Develop Leadership Throughout the District

Strategy E
Engage Parents, Schools and Community



Comprehensive Assessment Plan

District Data Metrics Plan

A comprehensive collection of data points that allow all stakeholders in a system to more deeply examine and understand where the system is currently at in relation to the vision and mission.

All Edina District Data Metrics data points align with the Edina Strategic Plan.

The Edina Data Metrics Plan captures multiple data points for each strategic plan area and action step. The intentional use of multiple data points allows all stakeholders to examine the Strategic Plan areas with a high level of reliability, allowing consistent patterns of data to surface.

District Data Metrics Plan

1. The District Instructional Leadership (DILT) team developed District Goals based on data from the previous year, national norms, statistical patterns of growth, and research on goal setting.

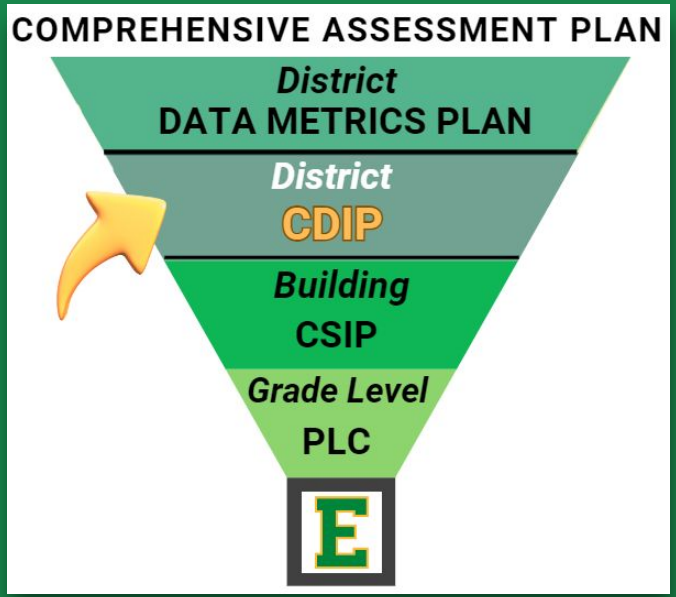
2. District Data Metrics Plan with demographic break down allows for a deeper analysis in order to create and/or deepen district level action steps in DILT and in individual departments.



District Data Metric Plan will be shared with the board as an update in the fall of 2024 to discuss structure and systems alignment, as well as mid-two year goal progression.



District Data Goals will be shared with the board as an update in the fall of 2025 to discuss areas of success and areas for continued growth. New goals will also be shared to ensure a targeted focus on continual progress.



Comprehensive Assessment Plan

District: Continuous District Improvement Plan

A Continuous Improvement Plan is the ongoing cycle of ensuring growth.

The Data Metrics Plan allows for a deeper analysis to create and/or deepen strategic plan implementation and department goals.

Each Edina District Department has responsibility for Strategic Plan Priority Strategies and the creation of C-DIP's in alignment with the comprehensive assessment plan.

Continuous District Improvement Plans: C-DIP

1. Department developed yearly goals, action steps, key indicators of progress, and metrics for measurement in alignment with the Strategic Plan, Superintendent Goals, and Data Metrics Plan Analysis.



C-DIP goals are collectively created within departments then implemented and monitored as a team on regular basis.



C-DIP goals are shared and reviewed with Superintendent Stanley three times a year.

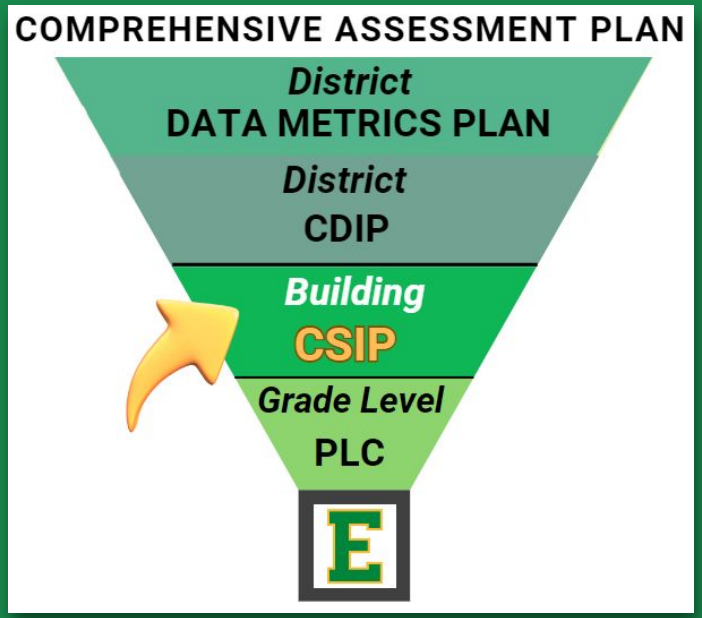
District Strategic Plan Priority Strategies

1. District oversight for strategic plan priorities that are in addition to a C-DIP, require data analysis to determine a current reality as a key starting point to further determine what is working and what needs improvement.

Board partnership on initial Strategic Plan Priority work through a committee, discussion and approval process.

Board updates on in progress Strategic Plan Priority work.
For example:

- WBWF and A&I
- Early Learning - 12 CLP
- C-SIP Planning



Comprehensive Assessment Plan

School: Continuous School Improvement Plan

A Continuous Improvement Plan is the ongoing cycle of ensuring growth.

The structure of the Data Metrics Plan allows for a deeper analysis to create and/or deepen C-SIP.

Each Edina District School in all four grade bands is responsible for creating a building goal aligned with the comprehensive assessment plan, using building specific data.

Continuous School Improvement Plans: C-SIP

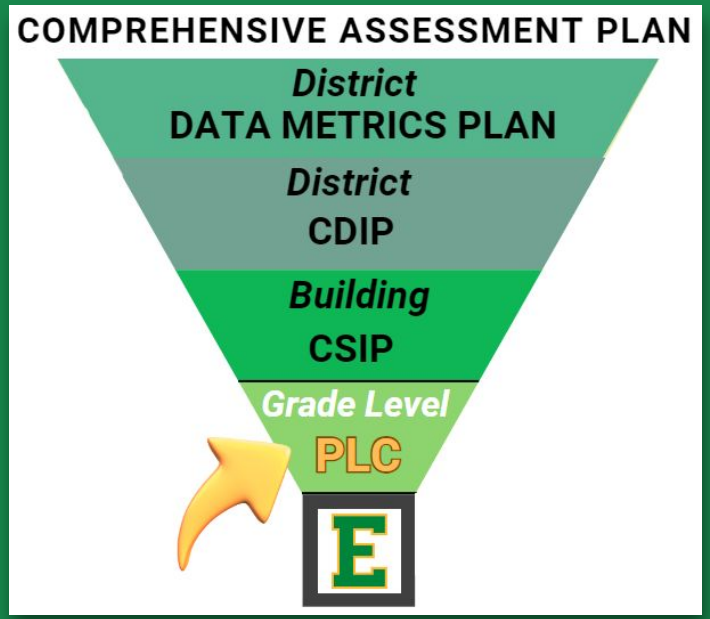
1. C-SIP's are created with collective school groups by reviewing the plan from the previous year, looking at current building data, analyzing root causes, aligning with district goals, creating a draft, gathering feedback, continuing to refine and adjust goals and action steps, beginning implementation, and continuing the process of refining and improving throughout implementation.



C-SIP's are reviewed and supported collectively at Instructional Leadership Meetings.



C-SIP's are reviewed and supported monthly with Dr. Smasal and three times a year with Superintendent Stanley.



Comprehensive Assessment Plan

Grade Level/Content Area: Professional Learning Communities

"An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve."
(DuFour, DuFour, & Eaker, 2002)

Each PLC team is responsible for creating a PLC goal area of focus that aligns with the entire comprehensive assessment plan.

Professional Learning Community Goals

1. Every Edina Grade Level and/or Content Area meet on a weekly/bi-weekly basis to analyze data and collaborate on instructional shifts necessary to ensure Each and Every Edina student discovers their possibility and thrives. Each PLC focuses their collective inquiry on a goal area in alignment with the entire comprehensive assessment plan.



PLC goals are reviewed and supported collectively by Instructional Coaches, which includes building Principals, Assistant Principals, and Administrative Deans.

- Interactive Elements
  - Table of Contents
  - Links
- Separate Grade Band Versions

Readability



Structure

- Unique Learners Sections
- Percent in Attendance Section









Resources

Edina Data Metrics Plan

- Early Learning Center (ELC)
- K-5 Grade Band
- 6-8 Grade Band
- 9-12 Grade Band

Edina Data Metrics Goals

Board Meeting Date: 10.16.23

Title: Edina Public Schools Data Metrics Plan Update: Early Learning

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching & Learning; and Greg Guswiler**,** Teaching & Learning Data Programming Analyst and Coordinator

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2023 Edina Public Schools Data Metrics Plan update reflects spring 2023 data. The plan as a whole is broken down into four grade level bands. This report is the Early Learning grade level band.

Recommendation: The purpose of this report for school board discussion.

Desired Outcomes for the Board: Review the structure of the report, have questions prepared, and provide feedback on the purpose of the Data Metrics Plan as a guiding tool to support the implementation to the strategic plan.

Background Materials:
2.14.22 Approved Data Metrics Plan
9.11.23 Data Metrics Goals
2023-2025 Board Approved EPS Assessment Plan
Data Metrics Report Board Presentation 10.16.23

Attachments:
Board Report (below)

Edina Data Metrics Plan Executive Summary

Edina Public Schools is a dynamic learning community that focuses on educational excellence. EPS has a comprehensive assessment monitoring plan that uses a variety of data points to examine and determine if/when we are meeting our Vision, Mission, and Strategic Plan priorities. This Executive Summary will highlight key findings and connected action steps in each grade level band.

Through the intentional focus on the components named in the Data Metrics Plan, EPS has a marked track for continuous improvement. The plan is tightly aligned to monitor the growth as it relates to the 2020-2030 Strategic Plan.

The Edina Public Schools Data Metrics Plan in its entirety has four grade level bands and district wide data to summarize:

1. Early Learning
2. Elementary School
3. Middle School
4. High School

This summary includes key findings in math, literacy, and social and emotional learning data in the Early Learning age band, as well as additional key findings that demonstrate critical benchmarks in *preparing all students to realize their full potential.* It will also include a description of the actions directed to support growth and continuous improvement related to the key findings. Finally, each category has the strategic plan alignment listed at the bottom of the action section indicated by a ***green*** asterisk.

Early Learning Center: Early Childhood Preschool Education (ECPE) & Early Childhood Special Education (ECSE)	
Key Findings	**Key Action Steps**
Literacy: ● 94.06% of students in ECPE & ECSE are meeting or exceeding literacy benchmarks	**We will:** ● align resources for Tier 1 and Tier 2 and 3 ● implement interventions and progress monitor all students who score below proficiency on the Teaching Strategies Gold assessment ● use collaborative Professional Learning Community (PLC) structures to respond to the data and to make instructional shifts as needed ● continue to follow Implementation Science with lead teams to review and recommend updates to Tier 1 and Tier 2 practices in curriculum and instruction in Early Learning ● use a peer partner system to implement Creative Curriculum within Early Learning classrooms ● implement LETRs Professional Development. **Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.* **Strategy A.5: Provide robust early childhood education.*
Math: ● 95.86% of students in ECPE & ECSE meeting numeracy benchmarks	**We will:** ● continue with full implementation of Numeracy and Mathematical skills from Creative Curriculum ● building PLC's and Data teams along with individual teachers, will help determine best interventions for students in need ● ensure progress monitoring of students receiving intervention services ● continue to monitor common assessment data at determine additional core instructional needs. **Strategy A.5: Provide robust early childhood education.*
SEL: ● 87% of students in ECPE & ECSE meeting SEL benchmarks	**We will:** ● continue to implement the Pyramid Framework ● provide professional development for new staff ● engage in monthly review of Behavior Incident Reports (BIR) data with staff to develop school wide focus on supporting SEL skills for students. **Strategy A.5: Provide robust early childhood education.* **Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.*
Additional Observations: ● The attendance rate for ELC enrolled students is high at 98.07%. Most families participating in our ELC programming are residents of Edina.	**We will:** ● continue to use purposeful and targeted marketing ● gather feedback from families on how their child/children feel when at the ELC ● give priority to Edina residents when considering use of School Readiness or Pathway 2 dollars. **Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.*

Edina Data Metrics Plan Table of Contents

Pre K: Edina Learning Center (ELC) Programming supports parent/family development and prepares students for kindergarten 5

- Resident student enrollment rate in Early Learning Center (ELC) How will it be measured: The majority of Edina resident school age students attend Edina Public Schools. The service of Edina residents through the ELC ensures that students have a common rigorous experience as they enter into the K-12 school system. 6
- ELC Social Emotional Learning (SEL) Benchmark in Teaching Strategies Gold (TS Gold) How will it be measured: Identified Benchmarks in TS Gold 7
- ELC Students Literacy Benchmarks in TS Gold How will it be measured: Teaching Strategies Gold Spring Assessment 7
- ELC Students Numeracy Benchmarks in TS Gold How will it be measured: Teaching Strategies Gold Spring Assessment 7
- Fall Reading Benchmark How will it be measured: ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment. 8
- Fall Math Benchmark How will it be measured: ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment 9
- Attendance How will it be measured: Registered ELC student Attendance Rates 10
- ECFE Participation How will it be measured: Parent Participation of registered ELC students. 11

Edina Data Metrics Plan Appendix 12

APPENDIX A: Glossary 12

APPENDIX B: 2023-2025 Board Approved EPS Assessment Plan 14

APPENDIX C: FASTBridge Assessment Guide 14

APPENDIX D: MCA Opt Out Data 15

Appendix E: Edina Public Schools 2022-2023 Demographic Summary 16

Edina Public School Data Metrics Report
Pre K: Edina Learning Center (ELC) Programming supports parent/family development and prepares students for kindergarten

Edina ELC students are prepared for kindergarten.

Reasoning: Edina Public Schools (EPS) offers a dynamic learning environment that focuses on educational excellence. EPS seeks to serve the majority of its resident preschool age students. Current research demonstrates that school preparedness is a key indicator of success in school and on grade level literacy and numeracy performance. Strong social emotional development is at the heart of quality self-confidence and the ability to develop healthy relationships. We believe students learn best when students, families, educators, and the community partner to provide dynamic support and share the responsibility for learning. Early engagement and partnerships play a crucial role toward student success as they progress through school.

Assessment of kindergarten readiness is complex and requires the use of multiple data points to ensure we take a comprehensive approach to monitor for school preparedness. To that end the following type of metrics are used to measure kindergarten readiness.

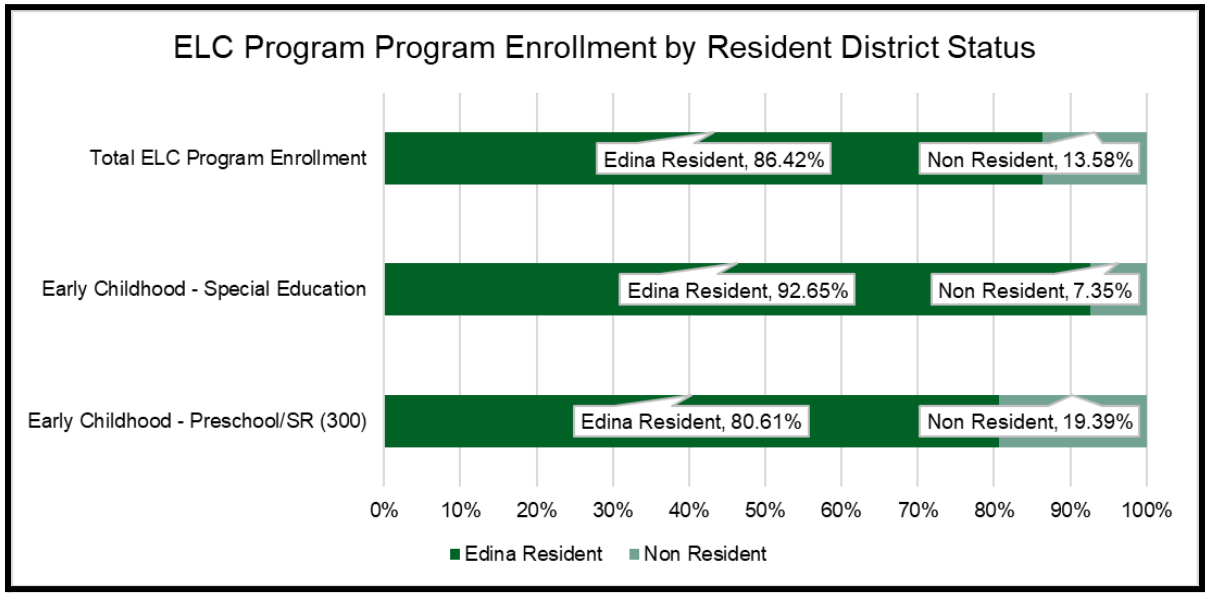
Metrics:

- Resident student enrollment rate in Early Learning Center
- ELC Social Emotional Learning (SEL) Benchmark in Teaching Strategies Gold (TS Gold)
- ELC Students Literacy Benchmarks in TS Gold
- ELC Students Numeracy Benchmarks in TS Gold
- Fall Reading Benchmark
- Fall Math Benchmark
- Attendance
- ECFE Participation

2022-23 Results

- Resident student enrollment rate in Early Learning Center (ELC) **How will it be measured:** The majority of Edina resident school age students attend Edina Public Schools. The service of Edina residents through the ELC ensures that students have a common rigorous experience as they enter into the K-12 school system.

86.42% of all the students enrolled in Early Childhood Preschool Education (ECPE) and Early Childhood Special Education (ECSE) are Edina residents



ELC Program Program Enrollment Demographic Breakdown by Student Race		
ELC Program	Student Race	Percent of Students
Early Childhood - Special Education	Asian	8.16%
	Black or African American	9.39%
	Hispanic/Latino	6.94%
	Native Hawaiian or Other Pacific Islander	0.82%
	Two or More Races	8.16%
	White	66.53%

ELC Program Program Enrollment Demographic Breakdown by Student FRPM Status		
ELC Program	Student FRPM Status	Percent of Students
Early Childhood - Special Education	FRPM Student	18.37%
	Non FRPM Student	81.63%

ELC Program Program Enrollment Demographic Breakdown by Student Race		
ELC Program	Student Race	Percent of Students
Early Childhood - Preschool/SR (300)	Asian	12.93%
	Black or African American	13.31%
	Hispanic/Latino	9.51%
	Two or More Races	4.56%
	White	59.70%

ELC Program Program Enrollment Demographic Breakdown by Student FRPM Status		
ELC Program	Student FRPM Status	Percent of Students
Early Childhood - Preschool/SR (300)	FRPM Student	22.43%
	Non FRPM Student	77.57%

2022-23 Results

- ELC Social Emotional Learning (SEL) Benchmark in Teaching Strategies Gold (TS Gold) **How will it be measured:** Identified Benchmarks in TS Gold

87% of students in ECPE & ECSE meeting or exceeding SEL benchmarks;

	On Grade Level	Not on Grade Level
Students who were enrolled in ECPS and ECSP in 2022-23 who were at grade level proficiency in the Spring of 2023 on the Social Emotional objective within the Teaching Strategies Gold screener.	87%	13%

2022-23 Results

- ELC Students Literacy Benchmarks in TS Gold **How will it be measured:** Teaching Strategies Gold Spring Assessment

94.06% of students in ECPE & ECSE meeting literacy benchmarks

	On Grade Level	Not on Grade Level
Students who were enrolled in ECPS and ECSP in 2022-23 who were at grade level proficiency in the Spring of 2023 on the Literacy objective within the Teaching Strategies Gold screener.	94.06%	5.94%

2022-23 Results

- ELC Students Numeracy Benchmarks in TS Gold **How will it be measured:** Teaching Strategies Gold Spring Assessment

95.86% of students in ECPE & ECSE meeting numeracy benchmarks

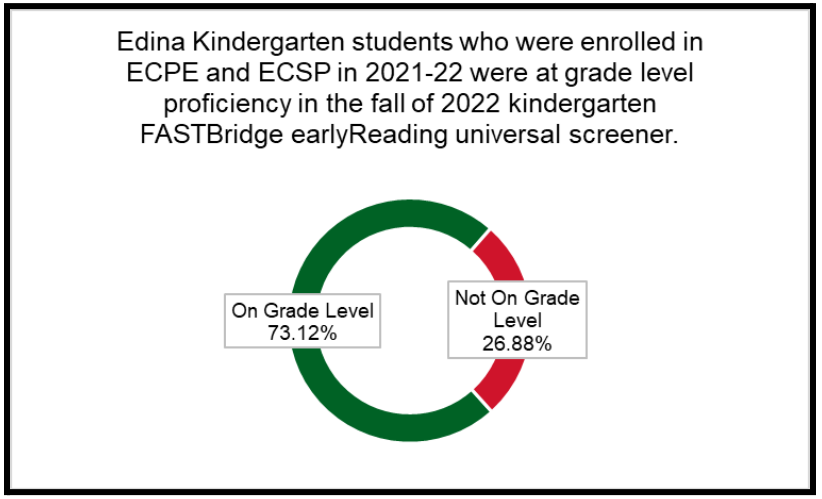
	On Grade Level	Not on Grade Level
Students who were enrolled in ECPS and ECSP in 2022-23 who were at grade level proficiency in the Spring of 2023 on the Numeracy objective within the Teaching Strategies Gold screener.	95.86%	4.14%

2022-23 Results

- Fall Reading Benchmark **How will it be measured:** ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment.

73.12% Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 who were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyReading universal screener.

	On Grade Level	Not on Grade Level
Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 who were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyReading universal screener.	73.12%	26.88%



ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment by Student Race

Student Race	On Grade Level	Not On Grade Level
White	83.33%	16.67%

**American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment by Student Special Education Status

Student Special Education Status	On Grade Level	Not On Grade Level
Special Ed Student	70.73%	29.27%
Gen Ed Student	75.00%	25.00%

**Section 504 students have been excluded due to numbers being identifiable.*

ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment by Student ML Status

Student ML Status	On Grade Level	Not On Grade Level
Non ML Student	79.49%	20.51%

**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment by Student FRPM Status

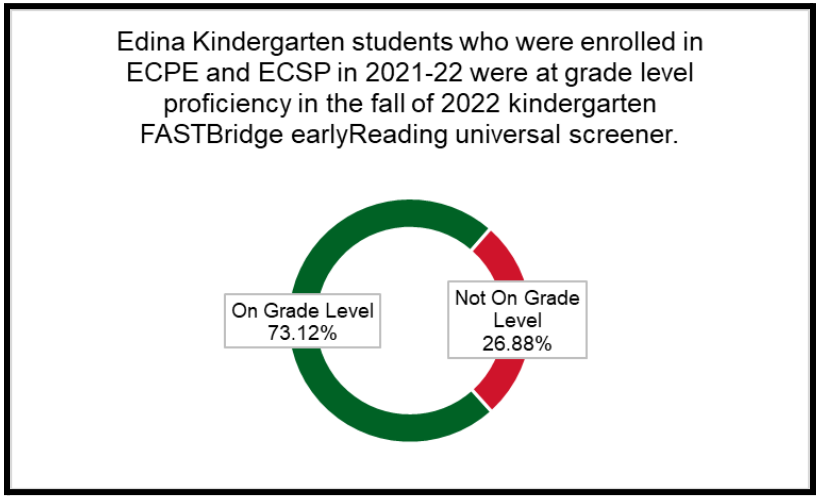
Student FRPM Status	On Grade Level	Not On Grade Level
FRPM Student	56.52%	43.48%
Non FRPM Student	78.57%	21.43%

2022-23 Results

- Fall Math Benchmark **How will it be measured:** ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment

68.32% Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyMath universal screener

	On Grade Level	Not On Grade Level
Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyMath universal screener	68.32%	31.68%



ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment by Student Race		
Student Race	On Grade Level	Not On Grade Level
White	71.19%	28.81%

**American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment by Student Special Education Status		
Student Special Education Status	On Grade Level	Not On Grade Level
Special Ed Student	67.39%	32.61%
Gen Ed Student	69.09%	30.91%

**Section 504 students have been excluded due to numbers being identifiable.*

ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment by Student ML Status		
Student ML Status	On Grade Level	Not On Grade Level
Non ML Student	70.24%	29.76%

**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment by Student FRPM Status		
Student FRPM Status	On Grade Level	Not On Grade Level
Non FRPM Student	72.37%	27.63%

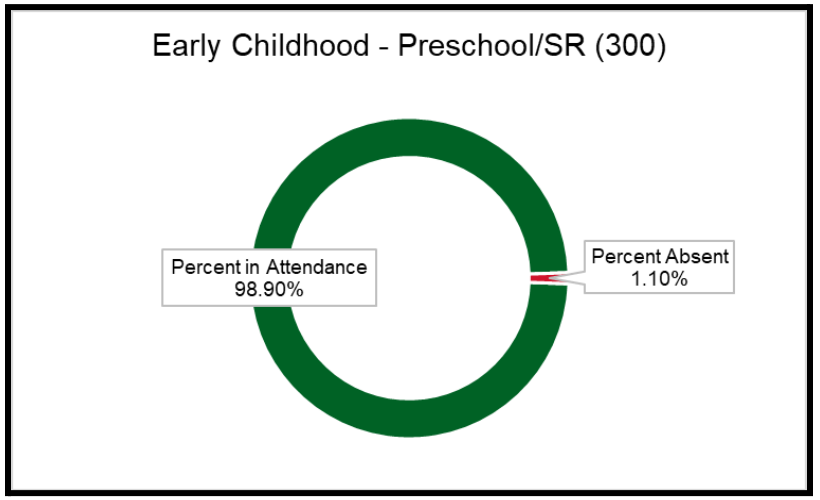
**FRPM Students have been excluded due to numbers being identifiable.*

2022-23 Results

- Attendance **How will it be measured:** Registered ELC student Attendance Rates

99.19% In attendance for ECPE and ECSE students

	Percent In Attendance	Percent Absent
Early Childhood Preschool Attendance	**98.90%**	**1.10%**



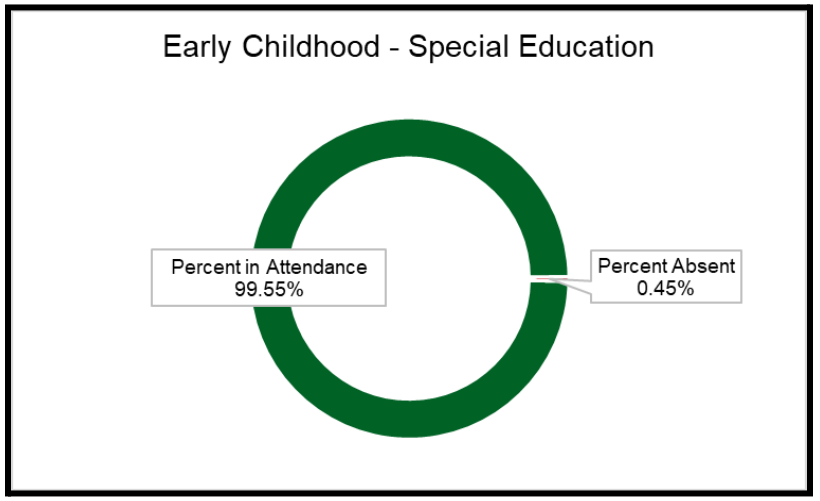
Early Childhood Preschool Attendance by Student Race	
Student Race	Percent In Attendance
Asian	99.26%
Black or African American	98.53%
Hispanic/Latino	98.25%
Two or More Races	98.69%
White	99.03%

Early Childhood Preschool Attendance by Student FRPM Status	
Student FRPM Status	Percent In Attendance
FRPM Student	98.42%
Non FRPM Student	99.04%

2022-23 Results

99.55% Early Childhood - Special Education Attendance

	Percent In Attendance	Percent Absent
Early Childhood - Special Education Attendance	**99.55%**	**0.45%**



Early Childhood Special Education Attendance by Student Race	
Student Race	Percent In Attendance
Asian	99.40%
Black or African American	97.54%
Hispanic/Latino	100.00%
Native Hawaiian or Other Pacific Islander	100.00%
Two or More Races	99.81%
White	99.79%

Early Childhood Special Education Attendance by Student FRPM Status	
Student FRPM Status	Percent In Attendance
FRPM Student	98.51%
Non FRPM Student	99.78%

2022-23 Results

- ECFE Participation **How will it be measured:** Parent Participation of registered ELC students.

308 enrollments

	Total ECFE Enrollment 22-23	**Adult only Enrollment in 22-23**
ECFE Enrollments	308	12

APPENDIX A: Glossary

Teaching Strategies Gold (TS Gold): An authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which enables a whole-child approach to assessment.

Universal Screener: A brief, standardized assessment that is administered to all students to evaluate the efficacy of core programming and to identify those students who may be at risk for poor learning or social, emotional, and behavioral outcomes.

FASTBridge: A universal screener that identifies each students' academic performance level using risk benchmarks and national norms, provides growth rates and growth norms to assess progress toward end of year goals, and indicates the concepts and skills that are above, below, and within the students instructional range (provides diagnostic information). FASTBridge data also offers proven recommendations for response to the students needs (diagnostic information), and the ability to gather data in the format of progress monitoring how students are responding (growing or not) to the proven recommendations.

Proficiency: Meeting a defined benchmark on an assessment that places a student in a category of low risk of not meeting expectations or demonstrates that student has met benchmarks for standards. Statisticians determine proficiency of an assessment using measurement systems that align assessment research.

Growth: The rate of learning improvement from one assessment window to the next. This is generally norm referenced and dependent upon a national distribution of scores.

Typical Growth: Growth that is between the 40th and 75th percentile. This means that the student is growing at a rate that is average to moderately above average.

Aggressive Growth: Growth that is measured at or above the 75th percentile or growing faster than 75% of other test takers. (Fastbridge assessments)

Talent Development: Talent Development encompasses all of the classes, support structures, and instruction that are designed to identify a child's strengths early on in their education, so they can turn their abilities and interests into high levels of achievement. Talent Development can be a different class for a select group of students. However, it goes beyond that and includes opportunities for all students to learn in rigorous, highly engaging, and inquiry based settings on a day-to-day basis. Talent Development ensures that each and every student in Edina Public Schools has a clear path to discover their possibilities and thrive.
**See also Talent Development Board Report 2.13.23 for more Talent Development detail.*

Elementary Curiosity Lab: Support for students in grades 4-5 who participate in Extended Reading and/or Accelerated Math provided by the Curiosity Lab Teachers (Talent Development FTE). The students have access to additional time, resources and scaffolding. Students meet with a Curiosity Lab teacher to ensure success in extended and accelerated classes.

Extended Pathways: Opportunities provided to students to engage with grade level content at a deeper level.

Accelerated Pathways: Opportunities for students to compact grade level standards and be exposed to higher grade level standards at a faster pace.

Multilingual Learner: A student whose home language is a language other than English and who is working towards meeting proficiency in listening, speaking, reading and writing in English.

Statewide Longitudinal Education Data System (SLEDS): Minnesota Statewide Longitudinal Education Data System (SLEDS) matches student data from pre-kindergarten through completion of post-secondary education and into the workforce.

PREPaRE Training: Training developed by the National Association of School Psychologists to help participants gain a better understanding of the organization and function of a comprehensive safety and crisis team and the knowledge and skills necessary to meet the mental health needs of students and staff in the aftermath of a crsis.

Panorama: Resource to help educators understand student, teacher, and staff perceptions of Social and Emotional Learning skills. This measurement of mindsets, behaviors, and attitudes can be strongly related to success in school and beyond the classroom. Panorama also provides support and tools to respond to the measurements collected. For example the Panorama Playbook is a professional learning library with hundreds of instructional resources and interventions.

Professional Learning Community (PLC): “An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” (DuFour, DuFour, & Eaker, 2002)

LETRS: (Language Essentials for Teachers of Reading and Spelling): A training course developed by Louisa Moats and Carol Tolman, both literacy experts and consultants in the Science of Reading/Structured Literacy. LETRS instructs teachers in what literacy skills need to be taught, why, and how to teach them in an explicit, systematic and direct way in alignment with the Science of Reading/Structured Literacy. LETRS professional development takes 144 hours on average to complete and guides learners in both whole group and independent learning sessions to deepen structured literacy knowledge in all 5 pillars of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension.

A.S.P.I.R.E.: Based on the science of reading/structured literacy, Aspire is a professional learning solution designed to meet the needs of all educators teaching students in grades 4–8. Aspire trains all educators to weave literacy skills and strategies into their instruction so they can support learners to read, comprehend, and articulate their ideas across various subjects. It is a flexible, self-paced, digital solution that empowers all educators to accelerate literacy skills among students in grades 4-8.

IXL: Online personalized learning platform. Edina systematically uses IXL in math in elementary and middle school as a diagnostic assessment and a tool to respond to diagnostic information with individualized instructional matches.

APPENDIX B: 2023-2025 Board Approved EPS Assessment Plan

APPENDIX C: FASTBridge Assessment Guide

Assessments by Grade Level Administered Fall-Winter-Spring						
FastBridge Learning	**Grades K-1**	**Grades 2-3**	**Grades 4-5**	**Grades 6-8**	**Grade 9**	**Grades 10-12**
Reading Assessments	earlyReading	R-CBM aReading	FASTtrack Reading (AUTOReading and aReading)			As needed
Math Assessments	earlyMath	FASTtrack Math (CBM automaticity and aMath)			As needed	

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

earlyReading English - Composite Subtests

GRADE	FALL	WINTER	SPRING
K	Concepts of Print	Onset Sounds	Letter Sounds
K	Onset Sounds	Letter Sounds	Word Segmenting
K	Letter Names	Word Segmenting	Nonsense Words*
K	Letter Sounds	Nonsense Words*	Sight Words 50
1	Word Segmenting	Word Segmenting	Word Segmenting
1	Nonsense Words*	Nonsense Words*	Nonsense Words*
1	Sight Words 150	Sight Words 150	Sight Words 150
1	Sentence Reading	CBMreading**	CBMreading**

earlyMath Composite Subtests

GRADE	FALL	WINTER	SPRING
K	Match Quantity	Decomposing DC-K	Decomposing DC-K
K	Number Sequence NS-K	Number Sequence NS-K	Number Sequence NS-K
K	Numeral Identification NI-K	Numeral Identification NI-K	Numeral Identification NI-K
1	Decomposing DC-1	Decomposing DC-1	Decomposing DC-1
1	Number Sequence NS-1	Number Sequence NS-1	Place Value
1	Numeral Identification NI-1	Place Value	Story Problems

FASTBridge Assessment Overview: list and details of assessments

APPENDIX D: MCA Opt Out Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Math	2023	Elementary (K-5)	Student Took Assessment	2341	98.20%
MCA Math	2023	Elementary (K-5)	Student Did Not Take Assessment	43	
MCA Math	2023	Middle School (6-8)	Student Took Assessment	3720	95.04%
MCA Math	2023	Middle School (6-8)	Student Did Not Take Assessment	194	
MCA Math	2023	High School (9-12)	Student Took Assessment	714	54.09%
MCA Math	2023	High School (9-12)	Student Did Not Take Assessment	606	
MCA Reading	2023	Elementary (K-5)	Student Took Assessment	1828	97.86%
MCA Reading	2023	Elementary (K-5)	Student Did Not Take Assessment	40	
MCA Reading	2023	Middle School (6-8)	Student Took Assessment	1878	96.06%
MCA Reading	2023	Middle School (6-8)	Student Did Not Take Assessment	77	
MCA Reading	2023	High School (9-12)	Student Took Assessment	590	88.59%
MCA Reading	2023	High School (9-12)	Student Did Not Take Assessment	76	
MCA Science	2023	Elementary (K-5)	Student Took Assessment	611	97.60%
MCA Science	2023	Elementary (K-5)	Student Did Not Take Assessment	15	
MCA Science	2023	Middle School (6-8)	Student Took Assessment	626	92.60%
MCA Science	2023	Middle School (6-8)	Student Did Not Take Assessment	50	
MCA Science	2023	High School (9-12)	Student Took Assessment	527	90.39%
MCA Science	2023	High School (9-12)	Student Did Not Take Assessment	56	

Appendix E: Edina Public Schools 2022-2023 Demographic Summary

Edina Public Schools 2022-2023 Demographic Summary							
Percent of Students	**Student Race**						
Grade Band	**American Indian or Alaska Native**	**Asian**	**Black or African American**	**Hispanic/Latino**	**Native Hawaiian or Other Pacific Islander**	**Two or More Races**	**White**
Elementary (K-5)	0.16%	8.84%	7.73%	7.12%	0.05%	7.25%	68.85%
Middle School (6-8)	0.15%	8.51%	11.90%	7.35%	0.05%	6.48%	65.55%
High School (9-12)	0.07%	8.24%	12.27%	7.95%	0.15%	5.97%	65.36%

Percent of Students	**Special Ed Status**		
Grade Band	**Special Ed Student**	**Section 504 Student**	**Gen Ed Student**
Elementary (K-5)	17.75%	3.56%	78.69%
Middle School (6-8)	12.16%	6.59%	81.26%
High School (9-12)	9.30%	10.03%	80.67%

Percent of Students	**ML Status**				
Grade Band	**Declined ML Service**	**ML Student**	**ML Monitor**	**Prior ML**	**Non ML Student**
Elementary (K-5)	0.29%	9.18%	3.24%	0.03%	87.26%
Middle School (6-8)	0.20%	5.12%	6.84%	2.74%	85.11%
High School (9-12)	0.51%	4.03%	2.42%	4.50%	88.54%

Percent of Students	**FRPM Status**	
Grade Band	**FRPM Student**	**Non FRPM Student**
Elementary (K-5)	16.93%	83.07%
Middle School (6-8)	21.02%	78.98%
High School (9-12)	20.47%	79.53%

Board Meeting Date: 10.16.23

Title: Edina Public Schools Data Metrics Plan Update: K-5th Grade

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching & Learning; and Greg Guswiler**,** Teaching & Learning Data Programming Analyst and Coordinator

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2023 Edina Public Schools Data Metrics Plan update reflects spring 2023 data. The plan as a whole is broken down into four grade level bands. This report is the K-5th grade band.

Recommendation: The purpose of this report for school board discussion.

Desired Outcomes for the Board: Review the structure of the report, have questions prepared, and provide feedback on the purpose of the Data Metrics Plan as a guiding tool to support the implementation to the strategic plan.

Background Materials:
2.14.22 Approved Data Metrics Plan
9.11.23 Data Metrics Goals
2023-2025 Board Approved EPS Assessment Plan
Data Metrics Report Board Presentation 10.16.23

Attachments:
Board Report (below)

Edina Data Metrics Plan Executive Summary

Edina Public Schools is a dynamic learning community that focuses on educational excellence. EPS has a comprehensive assessment monitoring plan that uses a variety of data points to examine and determine if/when we are meeting our Vision, Mission, and Strategic Plan priorities. This Executive Summary will highlight key findings and connected action steps in each grade level band.

Through the intentional focus on the components named in the Data Metrics Plan, EPS has a marked track for continuous improvement. The plan is tightly aligned to monitor the growth as it relates to the 2020-2030 Strategic Plan.

The Edina Public Schools Data Metrics Plan in its entirety has four grade level bands and district wide data to summarize:

1. Early Learning
2. Elementary School
3. Middle School
4. High School

This summary includes key findings in math, literacy, and social and emotional learning data in the K-5th grade band, as well as additional key findings that demonstrate critical benchmarks in *preparing all students to realize their full potential.* It will also include a description of the actions directed to support growth and continuous improvement related to the key findings. Finally, each category has the strategic plan alignment listed at the bottom of the action section indicated by a ***green*** asterisk.

Elementary (K-5)	
Key Findings	**Key Action Steps**
Literacy: ● 77.27% of K-1 students achieved proficiency on the FASTBridge Early Reading assessment. ● 69% of 2nd grade students demonstrated proficiency on the FASTBridge R-CBM assessment. ● 79% of 3rd grade students demonstrated proficiency on the FASTBridge R-CBM assessment. ● In grades 3-5, 72% of students met at least 2 of the 3 benchmarks to measure proficiency on grade level standards.These benchmarks were; end of subject grade, FASTBridge aReading and MCA Reading assessments. ● While we continue to outperform the nation on the FASTBridge reading assessments and the state on MCA achievement, *there is still an achievement gap to address in Edina.*	**We will:** ● deepen the intentional implementation of the Comprehensive Literacy Plan ● align resources for Tier 1 and Tier 2 and 3 ● implement interventions and progress monitor all students who score below proficiency on the FASTBridge screener, as well as those who demonstrate need through different measures, and make instructional shifts as needed ● use collaborative PLC structures to respond to the data and to make instructional shifts as needed K-5 ● continue to follow Implementation Science with lead teams to review and recommend updates to Tier 1 and Tier 2 practices in curriculum in K-5 ● provide Intentional coaching in all K-5 classrooms and during PLCs ● implement LETRs PD in K-3 (3rd new this year), and ASPIRE 4-5th ● collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. **Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.* **Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.* **Strategy D.2: Provide robust and balanced professional development.* **Strategy D.4: Develop and maintain a culture of continuous improvement.*
Math: ● 88.04% of K-1 students achieved proficiency on the FASTBridge Early Math assessment. ● 78.89% of 2nd grade students demonstrated proficiency on the aMath assessment. ● In grades 3-5, 80.32% of students met at least 2 of the 3 benchmarks to measure proficiency on grade level standards. These benchmarks were; end of subject grade, FASTBridge aMath and MCA Math assessments. ● While we continue to outperform the nation on the FASTBridge math assessments and the state on MCA achievement, *there is still an achievement gap to address in Edina.*	**We will:** ● continue full implementation of Math in Focus and the use of IXL as a supplementary resource ● use collaborative building PLC and data teams structures to help determine best interventions for students not demonstrating proficiency on screen ● implement interventions and progress monitor students who score below proficiency on the FASTBridge screener and make instructional shifts, as well as those who demonstrate need through different measures ● monitor common assessment data at the PLC level to determine additional core instructional needs ● collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. **Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.* **Strategy D.4: Develop and maintain a culture of continuous improvement.*

Table of Contents Appendix

Social and Emotional Learning (SEL): According to the Panorama Student Competency and Well-Being measures: ● 88% of 3rd-5th grade students report that they have a teacher or other adult from school who they can count on to help them no matter what. ● 87% of 3-5 grade students reported favorably that in the past week, they often feel excited about learning	**We will:** ● pilot Character Strong Tier 1 SEL curriculum in three elementary schools this year. Implement the plan in place this year (2023-2024) to support buildings with implementation of the curriculum with fidelity and to monitor student SEL outcomes ● support one elementary school in growing their Character Strong pilot to include Tier 2 supports with needs identified through Character Strong Tier 1 screening data. Tier 2 supports are provided through small group pull-out or whole class push-in by the social worker ● deepen Professional Development with student support staff around utilizing the Panorama PlayBook resource to respond to student SEL needs ● deepen Professional Development in Restorative Practices with all staff ● provide PREPaRE school crisis training with district administrators and mental health staff ● continue to expand student leadership opportunities. **Strategy B.2:Create a school culture that enhances learning and fosters a sense of belonging for all students through the Edina ICCCAR values.* **Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.* **Strategy C5: Create environments that are conducive to learning and facilitate constructive student interaction.* **Strategy D3: Develop students as leaders, encourage student voice and promote civic engagement.*
Additional Observations: ● 30.53% 3-5 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year ● 89.76% 3-5 students in extended and/or accelerated talent development pathways who demonstrated proficiency with no score lower than a 3 in the spring of 2023 ● 75.79% of K-5 students meeting or making adequate progress on special education IEP goals in the spring of 2023 ● 59.03% of ML students in grades 1st - 5th met their growth target as defined by MDE	We will: ● begin implementation of the board approved COGAT pilot to all grade 2 students at two elementary sites with the goal of growing access for each and every student in Talent Development ● deepen the implementation of strategies to increase access and opportunity, as well as success, for each and every in Talent Development: ○ portfolio approach to “identification” ○ Curiosity Lab and Front Loading ○ pathway development with a focus on Extension and Acceleration ● collaborate with Special Education to enhance: ○ LETRS PD ○ align resources across Tier 1, Tier 2, and Tier 3 as well as with structured literacy ● collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. **Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.* **Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.*

Edina Data Metrics Plan Table of Contents

K - 5 Literacy Foundations 7

- Grades K-1 literacy proficiency How will it be measured: FASTBridge earlyReading universal screener 8
- Grade 2 literacy proficiency How will it be measured: FASTBridge R-CBM universal screener 9
- Grade 3 literacy proficiency How will it be measured: FASTBridge aReading universal screener 10
- Grade K- 3 literacy growth How will it be measured: FASTBridge early Reading / aReading 11
- K-1 FASTBridge earlyReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school. 12
- 2nd-5th FASTBridge aReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school. 13

K - 5 Foundational Numeracy 14

- Grades K-1 mathematical proficiency How will it be measured: FASTBridge earlyMath universal screener 15
- Grade 2 mathematical proficiency How will it be measured: FASTBridge FASTtrack Math universal screener 16
- Grade 3 mathematical proficiency How will it be Measured: FASTBridge FASTtrack Math universal screener 17
- K-3 mathematical growth How will it be measured: FASTBridge earlyMath/FASTtrack Math universal screener 18
- K-1 earlyMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring 19
- 2nd - 5th grade FASTtrack aMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring 20

K - 5 Literacy and Mathematics Standards 21

- Grades 3-5 literacy proficiency How will it be measured: Proficiency in 2 of 3 determined assessment elements (end of subject grade: literacy, FASTBridge & MCA) 22
- Grades 3-5 mathematics proficiency How will it be measured: Proficiency in 2 of 3 determined assessments (end of subject grade: mathematics, FASTBridge & MCA) 24

K - 5 Social Emotional Learning (SEL) 26

- Grades 3rd-5th SEL How will it be Measured: 3rd-5th Panorama SEL Survey Question “Do you have a teacher or other adult from school who you can count on to help you no matter what?” 27
- Grades 3rd-5th SEL How will it be Measured: 3rd-5th Panorama SEL Survey Question “During the past week, how often did you feel excited about learning?” 28
- Percentage of K-2 students reported as proficient, score of 3 or better, on ICCAR Values by ICCAR Element. Integrity, Compassion, Courage, Commitment, Appreciation, and Respect are the ICCAR Values of Edina Public Schools How will it be measured: % of K-2 students that are demonstrating proficiency on the separated ICCAR values: 29
- Percentage of K-2 students reported as proficient, score of 3 or better, on all ICCAR Values calculated as one data point 30

K - 5 Unique Learners 31
- Talent Development program participation How will it be measured: Student enrollment in extended and/or accelerated talent development pathways in grades 3-5. *4-5 grade extended literacy *3-5 grade accelerated math *3rd grade literacy curiosity lab *2nd grade math curiosity lab 32
- Talent Development program performance How will it be measured: Student grades in extended and/or accelerated talent development pathways are proficient with no score lower than a 3 in grades 3-5. *3-5 grade extended literacy *3-5 accelerated math *3rd grade literacy curiosity lab *2nd grade math curiosity lab 33
- Progress toward IEP Goals How will it be measured: Percent of students meeting or making adequate progress on special education IEP goals 34
- ML Student Progress Toward Proficiency How will it be measured: Percent of ML students who met their MDE provided growth target for the year 34

K-12 Attendance 35
- Students Percent in Attendance How will it be measured: K-12 students percent in attendance 36

Edina Data Metrics Plan Appendix 37

APPENDIX A: Glossary 37

APPENDIX B: 2023-2025 Board Approved EPS Assessment Plan 39

APPENDIX C: FASTBridge Assessment Guide 39

APPENDIX D: MCA Opt Out Data 40

Appendix E: Edina Public Schools 2022-2023 Demographic Summary 41

Students meet learning targets to ensure strong foundational Literacy: Edina students reading at or above grade level by the end of 3rd grade in alignment with World's Best Workforce and starting July 2023 in alignment with the Minnesota Reading to Ensure Academic Development (READ) Act.

Reasoning:
Reading at or above grade level by third grade is a key aspect of legislation. In addition, possessing sound foundational literacy skills is the gateway to higher level learning. As one measure cannot accurately assess all areas of foundational literacy skills, it is important to triangulate the data.

Student growth is an indicator for progress towards meeting grade level standards and learning targets. Growth measures take into account students who are performing in the higher and lower percentiles and allows educators to establish goals that will meet the needs of students at both learning levels.

Metrics:

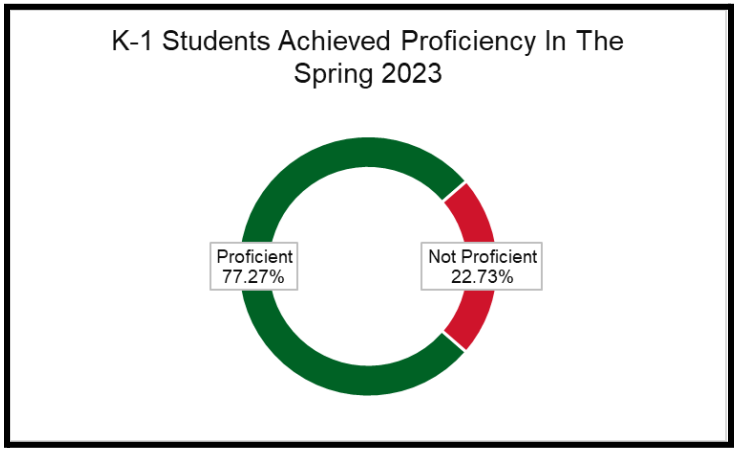
- Grades K-1 literacy proficiency
- Grade 2 literacy proficiency
- Grade 3 literacy proficiency
- Grade K- 3 literacy growth
- K-1 FASTBridge earlyReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.
- 2nd-5th FASTBridge aReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.

2022-23 Results

- Grades K-1 literacy proficiency **How will it be measured:** FASTBridge earlyReading universal screener

77.27% of all K-1 students achieved proficiency in the spring 2023

	Proficient	Not Proficient
K-1 Student Literacy Proficiency	77.27%	22.73%



K-1 Student Literacy Proficiency by Student Race		
Student Race	Proficient	Not Proficient
Asian	84.95%	15.05%
Black or African American	62.03%	37.97%
Hispanic/Latino	57.14%	42.86%
Two or More Races	82.35%	17.65%
White	79.51%	20.49%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

K-1 Student Literacy Proficiency by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	53.13%	46.87%
Gen Ed Student	82.53%	17.47%

**504 Students have been excluded due to numbers being identifiable.*

K-1 Student Literacy Proficiency by Student ML Status		
ML Status	Proficient	Not Proficient
ML Students	49.07%	50.93%
Non ML Student	80.60%	19.40%

** Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

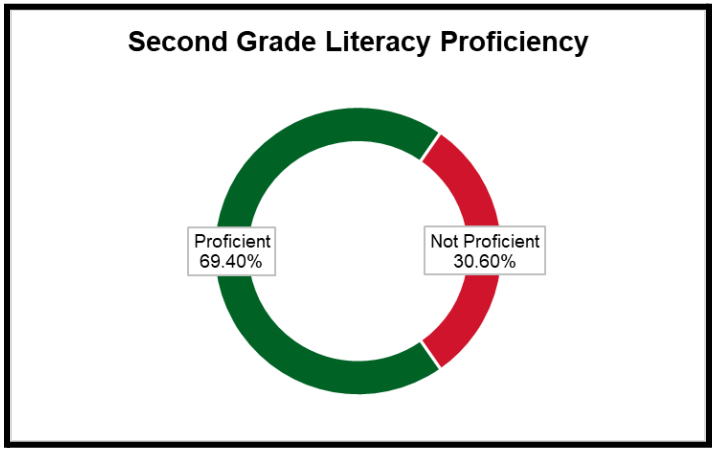
K-1 Student Literacy Proficiency by Student FRPM Status		
FRPM Status	Proficient	Not Proficient
FRPM Student	60.49%	39.51%
Non FRPM Student	80.68%	19.32%

2022-23 Results

- Grade 2 literacy proficiency **How will it be measured:** FASTBridge R-CBM universal screener

69.40% of all 2nd grade students achieved proficiency in the spring 2023

	Proficient	Not Proficient
Second Grade Literacy Proficiency	69.40%	30.60%



Second Grade Literacy by Student Race		
Student Race	Proficient	Not Proficient
Asian	80.00%	20.00%
Black or African American	47.83%	52.17%
Two or More Races	60.47%	39.53%
White	75.44%	24.56%

**Hispanic/Latino students have been excluded due to numbers being identifiable.*

Second Grade Literacy by Student ML Status		
Student ML STatus	Proficient	Not Proficient
ML Student	32.26%	67.74%
Non ML Student	74.59%	25.41%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

Second Grade Literacy by Student Special Education Status		
Student Special Ed Status	Proficient	Not Proficient
Special Education Students	46.15%	53.85%
General Education Students	74.94%	25.06%

**504 Students have been excluded due to numbers being identifiable.*

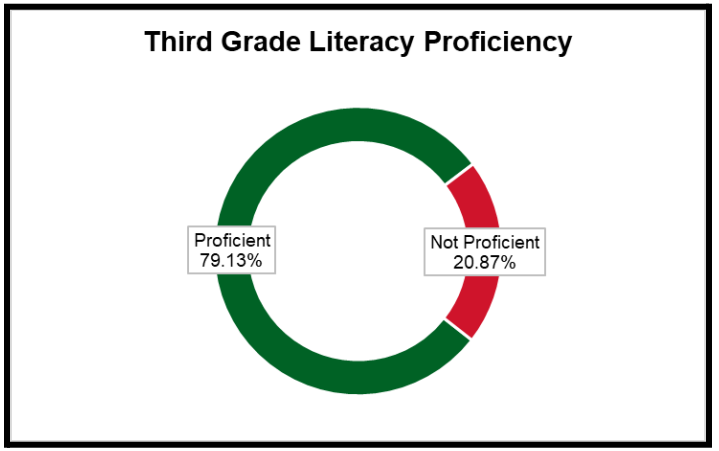
Second Grade Literacy by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	41.11%	58.89%
Non FRPM Student	75.61%	24.39%

2022-23 Results

- Grade 3 literacy proficiency **How will it be measured:** FASTBridge aReading universal screener

79.13% of all 3rd grade students achieved proficiency in the spring 2023

	Proficient	Not Proficient
Third Grade Literacy Proficiency	79.13%	20.87%



Third Grade Literacy Proficiency by Student Race		
Student Race	Proficient	Not Proficient
Asian	87.27%	12.73%
Black or African American	51.85%	48.15%
Hispanic/Latino	56.10%	43.90%
Two or More Races	88.64%	11.36%
White	82.94%	17.06%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Third Grade Literacy Proficiency by Student ML Status		
ML Status	Proficient	Not Proficient
ML Monitor	95.65%	4.35%
ML Student	32.79%	67.21%
Non ML Student	83.99%	16.01%

**Students who Declined ML Service and Prior ML students have been excluded due to numbers being identifiable.*

Third Grade Literacy Proficiency by Student Special Ed Status		
Special Education Status	Proficient	Not Proficient
Special Ed Student	55.86%	44.14%
Gen Ed Student	84.95%	15.05%

**504 Students have been excluded due to numbers being identifiable.*

Third Grade Literacy Proficiency by Student FRPM Status		
FRPM Status	Proficient	Not Proficient
FRPM Student	51.89%	48.11%
Non FRPM Student	84.72%	15.28%

2022-23 Results

- Grade K- 3 literacy growth **How will it be measured:** FASTBridge early Reading / aReading

26.77% of all K-3 students achieved aggressive growth from fall 2022 to Spring 2023

38.75% of all K-3 students achieved typical growth from fall 2022 to spring 2023

Growth Metric	Percentage of Students
K-3 Students Achieving Aggressive Growth from Fall to spring	26.77%
K-3 Students Achieving Typical Growth from Fall to spring	38.75%

**National Norm for aggressive growth is 25%*
**National Norm for typical growth is 60%*

K-3 Student Aggressive and Typical Growth by Student Race		
Student Race	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
Asian	25.97%	35.36%
Black or African American	19.28%	34.34%
Hispanic/Latino	31.78%	37.98%
Two or More Races	26.17%	38.26%
White	27.32%	39.82%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

K-3 Student Aggressive and Typical Growth by Student Special Education Status		
Student Special Education Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
Special Ed Student	23.61%	37.50%
Gen Ed Student	27.32%	39.23%

**504 Students have been excluded due to numbers being identifiable.*

K-3 Student Aggressive and Typical Growth by Student ML Status		
Student ML Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
ML Student	29.33%	32.21%
Non ML Student	26.99%	39.34%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

K-3 Student Aggressive and Typical Growth by Student FRPM Status		
Student FRPM Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
FRPM Student	24.47%	35.65%
Non FRPM Student	27.21%	39.35%

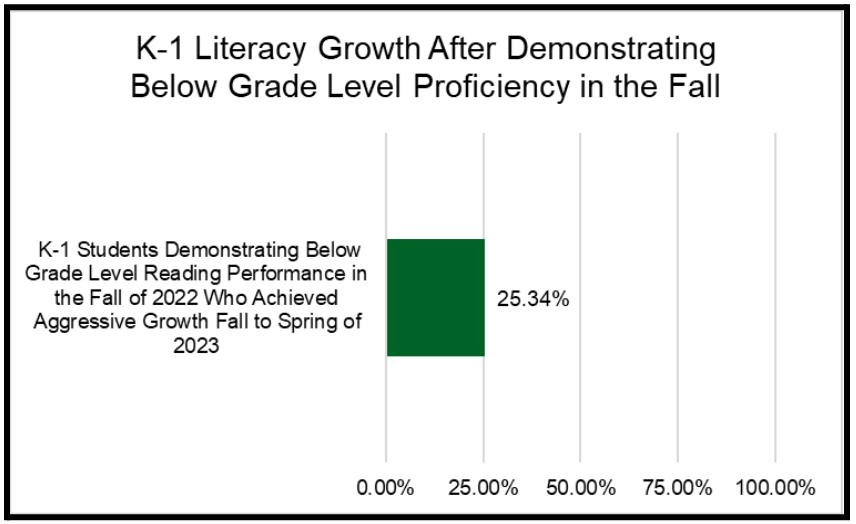
2022-23 Results

- K-1 FASTBridge earlyReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.

25.34% of K-1 students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percentage of Students
K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2022 Who Achieved Aggressive Growth Fall to Spring of 2023	25.34%

**National Norm for aggressive growth is 25%.*



K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student Race	
Student Race	Percent of Students Achieving Aggressive Growth Fall to Spring
White	25.51%

**American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student Special Education Status	
Student Special Education Status	Percent of Students Achieving Aggressive Growth Fall to Spring
Gen Ed Student	30.00%

**Special Education and Section 504 students have been excluded due to numbers being identifiable.*

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student ML Status	
Student ML Status	Percent of Students Achieving Aggressive Growth Fall to Spring
Non ML Student	27.46%

**Students who Declined ML Service, ML Monitors, Prior ML and ML students have been excluded due to numbers being identifiable.*

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student FRPM Status	
Student FRPM Status	Percent of Students Achieving Aggressive Growth Fall to Spring
Non FRPM Student	27.11%

**FRPM students have been excluded due to numbers being identifiable.*

2022-23 Results

- 2nd-5th FASTBridge aReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.

49.01% of 2nd -5th grade students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percentage of Students
2nd -5th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive growth Fall to Spring	49.01%

**National Norm for aggressive growth is 25%.*

2nd -5th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student Race	
Student Race	Percent of Students Achieving Aggressive Growth Fall to Spring
Asian	50.00%
Black or African American	44.90%
Hispanic/Latino	42.86%
Two or More Races	51.16%
White	51.02%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

2nd -5th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student Special Education Status	
Student Special Education Status	Percent of Students Achieving Aggressive Growth Fall to Spring
Special Ed Student	34.63%
Gen Ed Student	55.21%

**Section 504 students have been excluded due to numbers being identifiable.*

2nd -5th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student ML Status	
Student ML Status	Percent of Students Achieving Aggressive Growth Fall to Spring
ML Student	48.55%
Non ML Student	49.18%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

2nd -5th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student FRPM Status	
Student FRPM Status	Percent of Students Achieving Aggressive Growth Fall to Spring
FRPM Student	41.83%
Non FRPM Student	52.35%

Students meet learning targets to ensure strong foundational numeracy.

Reasoning:
Possessing fluency with foundational numeracy is a gateway to critical thinking. As one measure cannot accurately assess all areas of foundational numeracy skills, it is important to triangulate the data.

Student growth is an indicator for progress towards meeting grade level standards and learning targets. Growth measures take into account students who are performing in the higher and lower percentiles and allows educators to establish goals that will meet the needs of students at both learning levels.

Metrics:

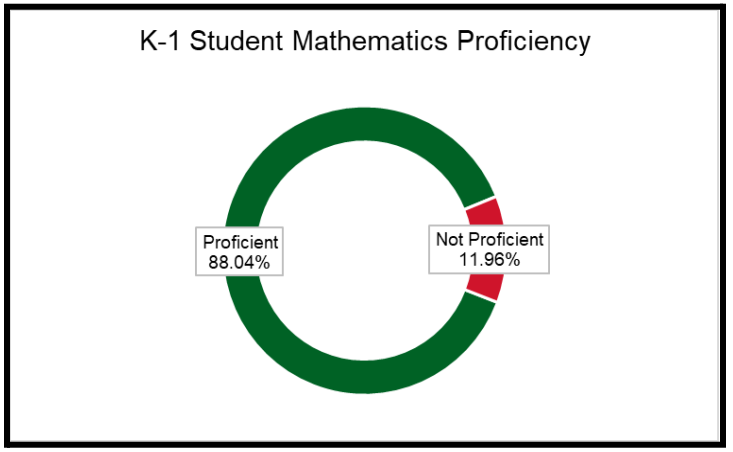
- Grades K-1 mathematical proficiency
- Grade 2 mathematical proficiency
- Grade 3 mathematical proficiency
- K-3 mathematical growth
- K-1 earlyMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring
- 2nd - 5th grade FASTTrack aMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring

2022-23 Results

- Grades K-1 mathematical proficiency **How will it be measured:** FASTBridge earlyMath universal screener

88.04% of all K-1 students achieved proficiency in the spring 2023

	Proficient	Not Proficient
K-1 Student Mathematics Proficiency	88.04%	11.96%



K-1 Student Mathematics Proficiency by Student Race		
Student Race	Proficient	Not Proficient
Asian	85.19%	14.81%
Black or African American	70.93%	29.07%
Hispanic/Latino	77.53%	22.47%
Two or More Races	86.05%	13.95%
White	91.41%	8.59%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

K-1 Student Mathematics Proficiency by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Student	65.45%	34.55%
Non ML Student	90.37%	9.63%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

K-1 Student Mathematics Proficiency by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	76.92%	23.08%
Gen Ed Student	90.17%	9.83%

**Section 504 students have been excluded due to numbers being identifiable.*

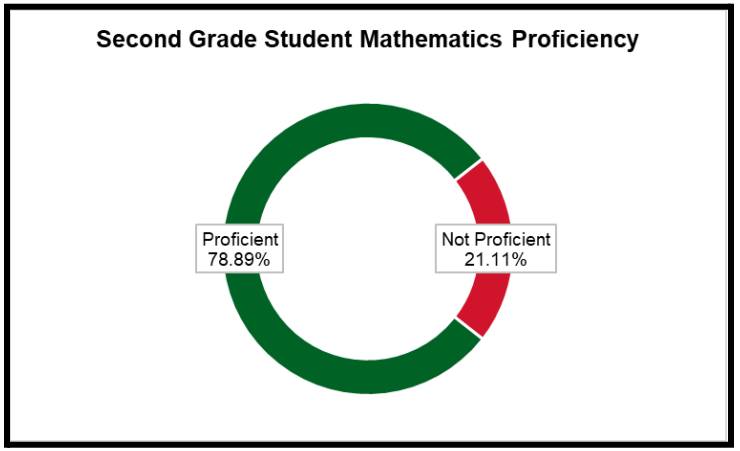
K-1 Student Mathematics Proficiency by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	73.18%	26.82%
Non FRPM Student	90.60%	9.40%

2022-23 Results

- Grade 2 mathematical proficiency **How will it be measured:** FASTBridge FASTtrack Math universal screener

78.89% of all 2nd grade students achieved proficiency in the spring 2023

	Proficient	Not Proficient
Second Grade Student Mathematics Proficiency	78.89%	21.11%



Second Grade Student Mathematics Proficiency by Student Race		
Student Race	Proficient	Not Proficient
Asian	83.67%	16.33%
Black or African American	54.35%	45.65%
Hispanic/Latino	47.73%	52.27%
Two or More Races	70.18%	29.82%
White	85.25%	14.75%

**American Indian or Alaska Native, Hispanic/Latino and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Second Grade Student Mathematics Proficiency by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Student	38.24%	61.76%
Non ML Student	83.79%	16.21%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

Second Grade Student Mathematics Proficiency by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	67.26%	32.74%
Gen Ed Student	81.49%	19.51%

**Section 504 students have been excluded due to numbers being identifiable.*

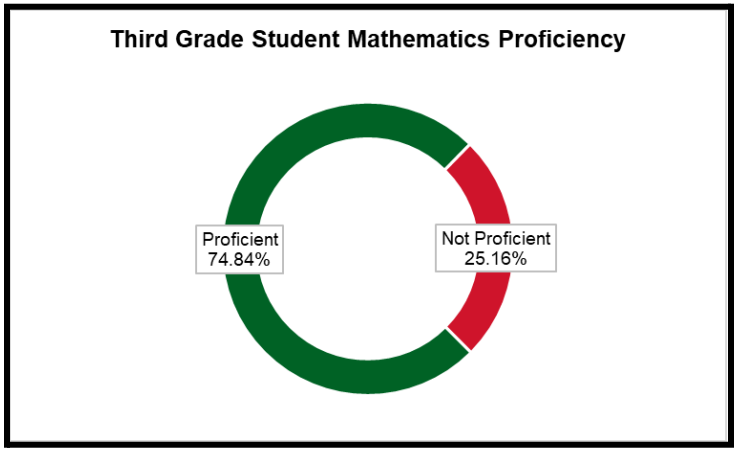
Second Grade Student Mathematics Proficiency by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	53.85%	46.15%
Non FRPM Student	83.84%	16.16%

2022-23 Results

- Grade 3 mathematical proficiency **How will it be Measured:** FASTBridge FASTtrack Math universal screener

74.84% of all 3rd grade students achieved proficiency in the spring 2023

	Proficient	Not Proficient
Third Grade Student Mathematics Proficiency	74.84%	25.16%



Third Grade Student Mathematics Proficiency by Student Race		
Student Race	Proficient	Not Proficient
Asian	88.33%	11.67%
Black or African American	37.04%	62.96%
Hispanic / Latino	58.14%	41.86%
Two or More Races	77.27%%	22.73%
White	79.30%	20.70%

**American Indian or Alaska Native and, Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Third Grade Student Mathematics Proficiency by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Student	30.30%	69.70%
ML Monitor	92.00%	8.00%
Non ML Student	79.78%	20.22%

**Students who Declined ML Service and Prior ML students have been excluded due to numbers being identifiable.*

Third Grade Student Mathematics Proficiency by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	62.28%	37.72%
Section 504 Student	77.78%	22.22%
Gen Ed Student	77.60%	22.40%

Third Grade Student Mathematics Proficiency by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	38.89%	61.11%
Non FRPM Student	82.25%	17.75%

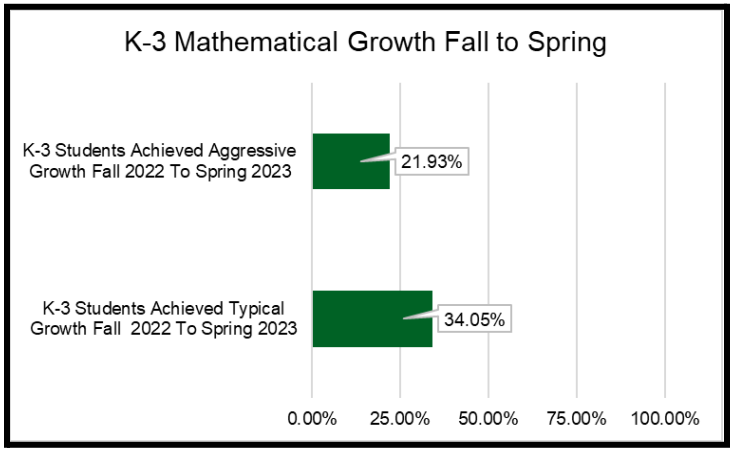
2022-23 Results

- K-3 mathematical growth **How will it be measured:** FASTBridge earlyMath/FASTtrack Math universal screener

21.93% of all K-3 students achieved aggressive growth fall 2022 to spring 2023
34.04% of all K-3 students achieved typical growth fall 2022 to spring 2023

K-3 Mathematical Growth Fall to Spring	Percent of Students
K-3 Students Achieved Aggressive Growth Fall 2022 To Spring 2023	21.93%
K-3 Students Achieved Typical Growth Fall 2022 To Spring 2023	34.05%

**National Norm for aggressive growth is 25%.*
**National Norm for typical growth is 60%.*



K-3 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student Race		
Student Race	Percent of Aggressive	Percent of Typical
Asian	24.14%	33.50%
Black or African American	26.32%	33.33%
Hispanic/Latino	28.57%	39.13%
Two or More Races	22.22%	36.67%
White	20.49%	33.45%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

K-3 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student ML Status		
Student ML Status	Percent of Aggressive	Percent of Typical
ML Student	35.68%	30.05%
Non ML Student	20.67%	34.53%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

K-3 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student Special Education Status		
Student Special Education Status	Percent of Aggressive	Percent of Typical
Special Ed Student	20.45%	36.36%
Section 504 Student	34.38%	
Gen Ed Student	21.82%	33.72%

K-3 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student by Student FRPM Status		
Student FRPM Status	Percent of Aggressive	Percent of Typical
FRPM Student	25.85%	34.38%
Non FRPM Student	21.25%	33.99%

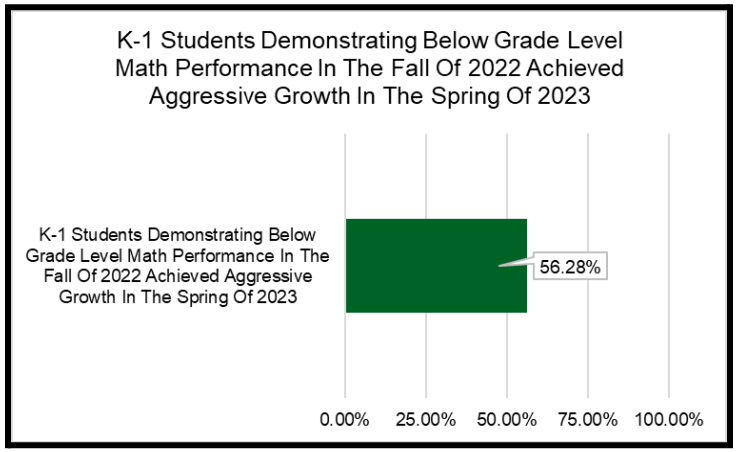
2022-23 Results

- K-1 earlyMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring

56.28% of K-1 students demonstrating below grade level math performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percent of Students
K-1 Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023	56.28%

**National Norm for aggressive growth is 25%.*



K-1 Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student Race	Percent of Students
White	58.39%

**American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

K-1 Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student Special Education Status	Percent of Students
Special Ed Student	42.86%
Gen Ed Student	59.41%

**Section 504 students have been excluded due to numbers being identifiable.*

K-1 Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student ML Status	Percent of Students
ML Student	48.00%
Non ML Student	58.56%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

K-1 Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student FRPM Status	Percent of Students
FRPM Student	50.00%
Non FRPM Student	58.58%

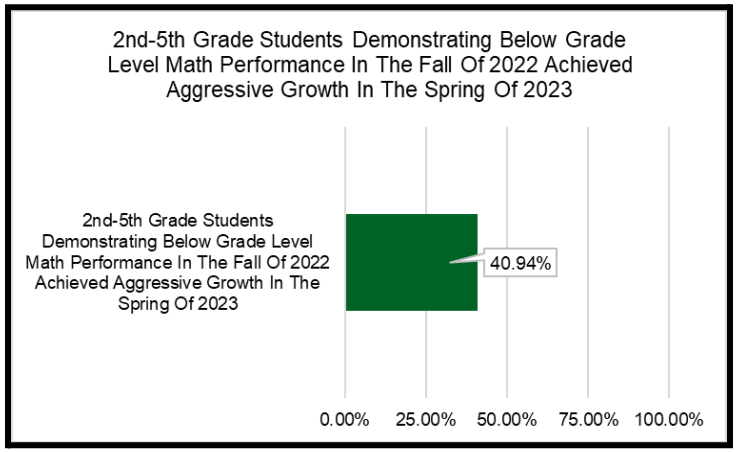
2022-23 Results

- 2nd - 5th grade FASTtrack aMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring

40.94% of 2nd-5th grade students demonstrating below grade level math performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percent of Students
2nd-5th Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023	40.94%

**National Norm for aggressive growth is 25%.*



2nd-5th Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student Race	Percent of Students
Asian	62.50%
Black or African American	28.81%
Hispanic/Latino	33.75%
Two or More Races	42.00%
White	44.41%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

2nd-5th Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student ML Status	
Student ML Status	Percent of Students
ML Student	38.26%
Non ML Student	41.39%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

2nd-5th Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Special Education Status	
Student Special Education Status	Percent of Students
Special Ed Student	29.89%
Gen Ed Student	45.21%

**Section 504 students have been excluded due to numbers being identifiable.*

2nd-5th Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student FRPM Status	
Student FRPM Status	Percent of Students
FRPM Student	29.31%
Non FRPM Student	47.55%

Students meet learning targets based on MN state standards.

Reasoning:
The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.

The English Language Arts (ELA/Literacy) standards are composed of "all of the communication and language skills and processes people use every day to receive and send information. Students in ELA classrooms and across the content areas take in information through reading, listening, and viewing from both literary and informational sources. Students also write, speak, and exchange ideas to express themselves and communicate with others. The ability to use and understand language is critical to every aspect of students' lives and their future career and college readiness." (MDE)

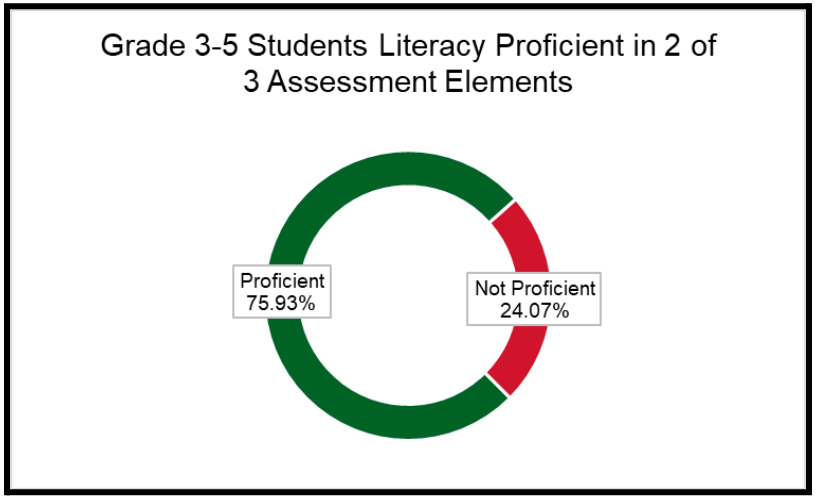
Mathematics is a discipline whose basic ingredients are numbers, shapes, and algebraic relationships. Logical reasoning is used to study the properties of these objects and develop connections between them. The results can be used to understand and analyze a vast array of phenomena arising in all of the sciences, engineering and everyday life. (MDE)

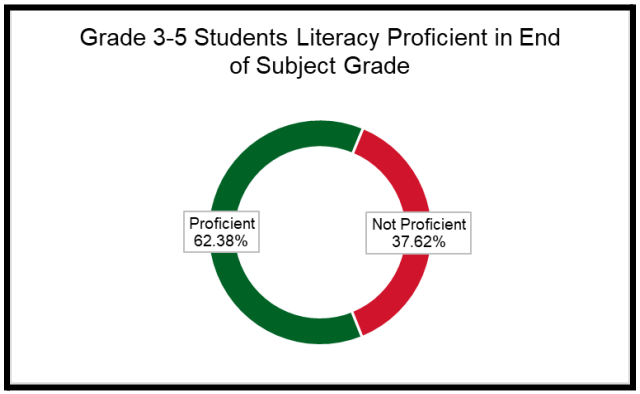
Metrics:
- Grades 3-5 literacy proficiency
- Grades 3-5 mathematics proficiency

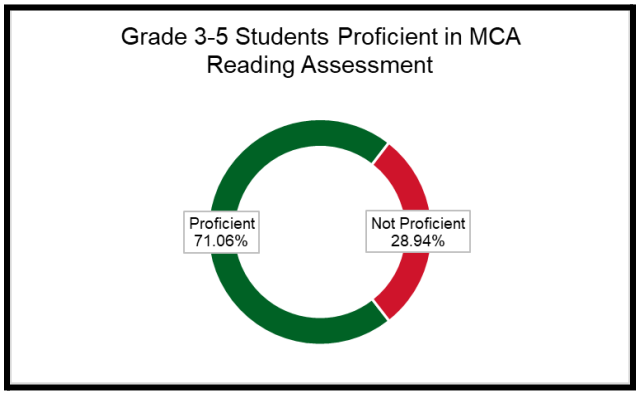
2022-23 Results

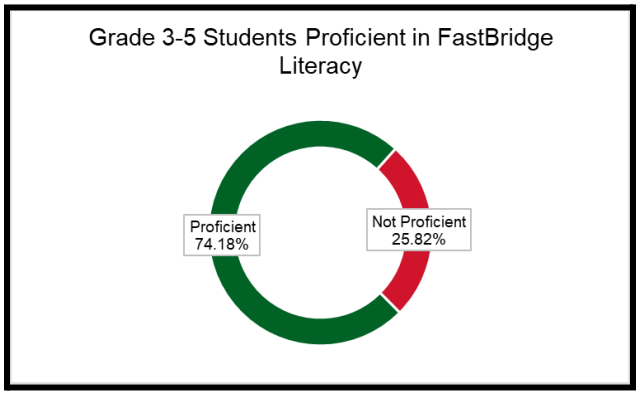
- Grades 3-5 literacy proficiency **How will it be measured:** Proficiency in 2 of 3 determined assessment elements (end of subject grade: literacy, FASTBridge & MCA)

75.93% 3-5 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards









	Percent of Students
Grade 3-5 Students Literacy Proficient in 2 of 3 Assessment Elements	75.93%
Grade 3-5 Students Proficient in End of Subject Grade	62.38%
Grade 3-5 Students Proficient in MCA Reading	71.06%
Grade 3-5 Students Proficient in FastBridge Literacy	74.18%

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements Demographic Breakdown

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Element by Student Race		
Student Race	Proficient	Not Proficient
Asian	81.03%	18.97%
Black or African American	46.67%	53.33%
Hispanic/Latino	51.91%	48.09%
Two or More Races	78.40%	21.60%
White	80.75%	19.25%

**American Indian or Alaska Native, Asian and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Element by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Student	23.38%	76.62%
ML Monitor	82.52%	17.48%
Non ML Student	80.74%	19.26%

**Students who Declined ML Service and Prior ML students have been excluded due to numbers being identifiable.*

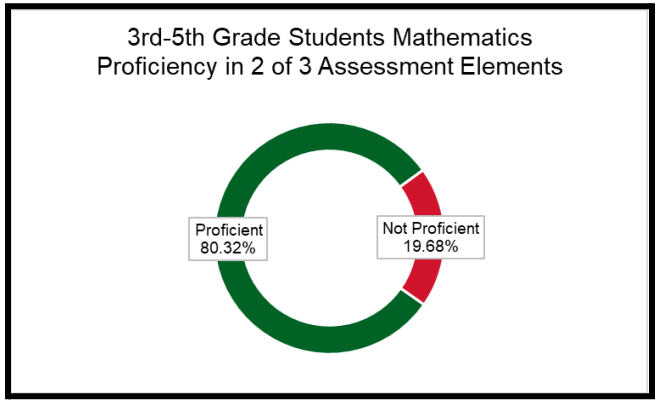
3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Element by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	45.13%	54.87%
Section 504 Student	79.17%	20.83%
Gen Ed Student	82.89%	17.11%

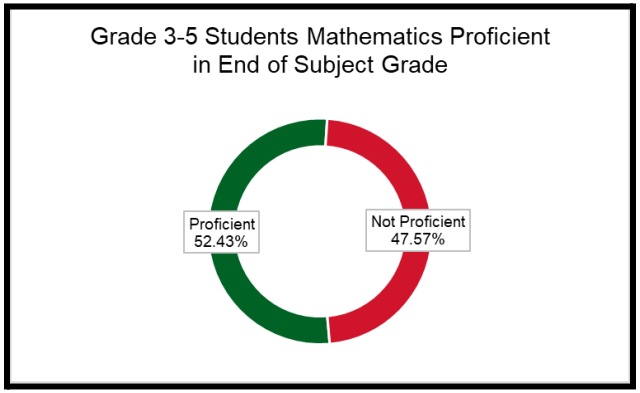
3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Element by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	46.85%	53.15%
Non FRPM Student	82.15%	17.85%

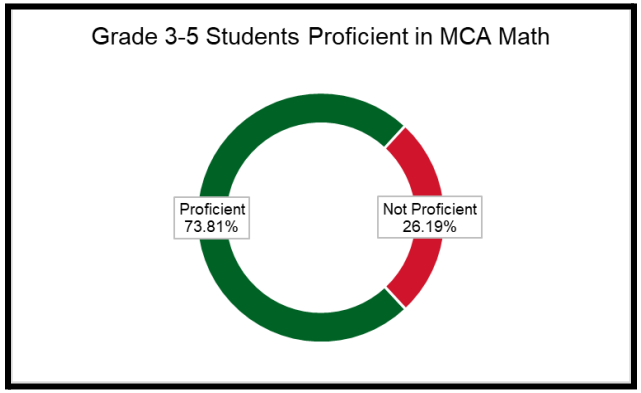
2022-23 Results

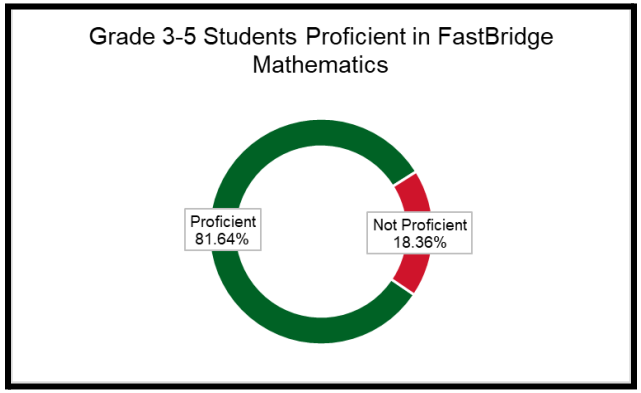
- Grades 3-5 mathematics proficiency **How will it be measured:** Proficiency in 2 of 3 determined assessments (end of subject grade: mathematics, FASTBridge & MCA)

80.32% 3-5 grade students demonstrated mathematics proficiency by meeting learning targets based on MN state standards









	Percent of Students
Grade 3-5 Students Proficient in 2 of 3 Assessment Elements	80.32%
Grade 3-5 Students Proficient in End of Subject Grade	52.43%
Grade 3-5 Students Proficient in MCA Math	73.81%
Grade 3-5 Students Proficient in FastBridge Mathematics	81.64%

3rd-5th Grade Students Mathematics Proficiency in 2 of 3 Assessment Elements Demographic Breakdown

3rd-5th Grade Students Mathematics Proficiency in 2 of 3 Assessment Elements by Student Race		
Student Race	Proficient	Not Proficient
Asian	90.80%	9.20%
Black or African American	50.00%	50.00%
Hispanic/Latino	60.31%	39.69%
Two or More Races	76.80%	23.20%
White	84.89%	15.11%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

3rd-5th Grade Students Mathematics Proficiency in 2 of 3 Assessment Elements by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Student	41.56%	58.44%
ML Monitor	89.32%	10.68%
Non ML Student	83.57%	16.43%

**Students who Declined ML Service and Prior ML students have been excluded due to numbers being identifiable.*

3rd-5th Grade Students Mathematics Proficiency in 2 of 3 Assessment Elements by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	56.34%	43.66%
Section 504 Student	83.33%	16.67%
Gen Ed Student	85.70%	14.30%

3rd-5th Grade Students Mathematics Proficiency in 2 of 3 Assessment Elements by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	53.75%	46.25%
Non FRPM Student	86.00%	14.00%

Students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.

Reasoning:
Social emotional learning (SEL) is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that supports their success in school and in life.

Students with well developed social-emotional skills demonstrate the ability to persevere during situations of change and are more agile and flexible. They are able to develop healthy relationships, and better navigate peer pressure and unexpected situations. (MDE)

Metrics:

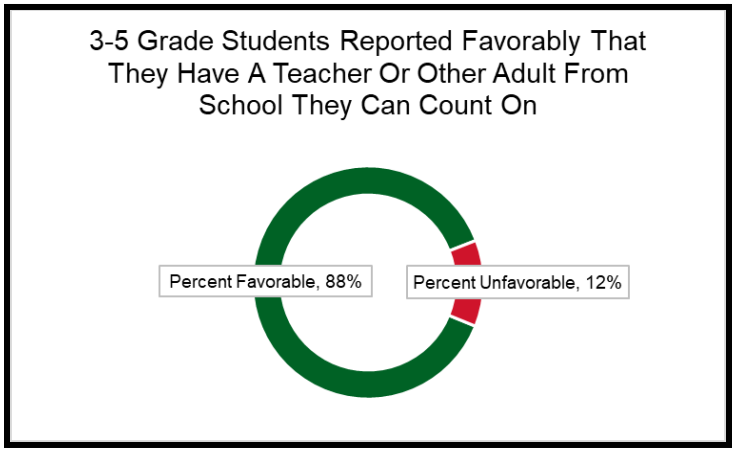
- Grades 3rd-5th SEL
- Percentage of K-2 students reported as proficient, score of 3 or better, on ICCAR Values by ICCAR Element. Integrity, Compassion, Courage, Commitment, Appreciation, and Respect are the ICCAR Values of Edina Public Schools
- Percentage of K-2 students reported as proficient, score of 3 or better, on all ICCAR Values calculated as one data point by grade

2022-23 Results

- Grades 3rd-5th SEL **How will it be Measured:** 3rd-5th Panorama SEL Survey Question "*Do you have a teacher or other adult from school who you can count on to help you no matter what?"*

88% of 3-5 grade students reported favorably that they have a teacher or other adult from school they can count on

	Percent Favorable	Percent Unfavorable
3-5 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On	88%	12%



3-5 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On by Student Race		
Student Race	Percent Favorable	Percent Unfavorable
Asian	89%	11%
Black or African American	87%	13%
Hispanic/Latino	88%	12%
Two or More Races	81%	19%
White	88%	12%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

3-5 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On by Student ML Status		
Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	92%	8%
Non ML Student	88%	12%

**Panorama, the source of this data, does not support our more detailed status of ML students which is why students who Declined ML Service, ML Monitors and Prior ML students are not listed.*

3-5 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On by Student Special Education Status		
Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	92%	8%
Section 504 Student	83%	17%
Gen Ed Student	88%	12%

3-5 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On by Student FRPM Status		
Student FRPM Status	Percent Favorable	Percent Unfavorable
FRPM Student	N/A	N/A
Non FRPM Student	N/A	N/A

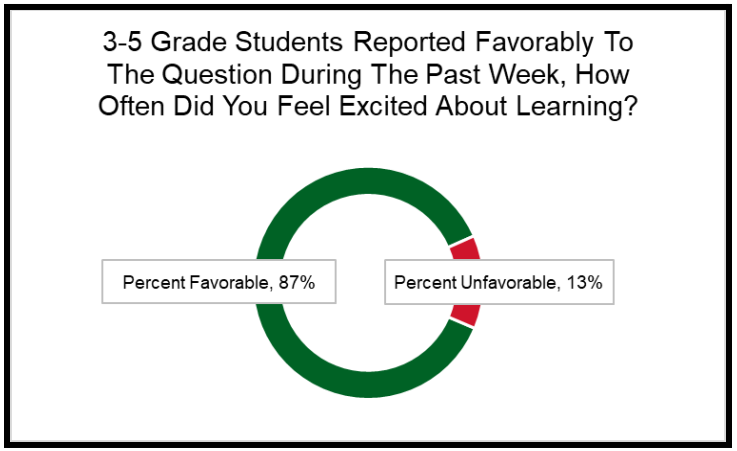
**Due to the sensitive nature of the FRPM Data it is not fed into Panorama which is why the data is Not Available.*

2022-23 Results

- Grades 3rd-5th SEL **How will it be Measured:** 3rd-5th Panorama SEL Survey Question *"During the past week, how often did you feel excited about learning?"*

87% of 3-5 grade students reported favorably to the question: During the past week, how often did you feel excited about learning?

	Percent Favorable	Percent Unfavorable
3-5 Grade Students Reported Favorably To The Question During The Past Week, How Often Did You Feel Excited About Learning?	87%	13%



3-5 Grade Students Reported Favorably To The Question During The Past Week, How Often Did You Feel Excited About Learning? by Student Race		
Student Race	Percent Favorable	Percent Unfavorable
Asian	87%	13%
Black or African American	88%	12%
Hispanic/Latino	80%	20%
Two or More Races	84%	16%
White	87%	13%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

3-5 Grade Students Reported Favorably To The Question During The Past Week, How Often Did You Feel Excited About Learning? by Student ML Status		
Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	85%	15%
Non ML Student	87%	13%

**Panorama, the source of this data, does not support our more detailed status of ML students which is why students who Declined ML Service, ML Monitors and Prior ML students are not listed.*

3-5 Grade Students Reported Favorably To The Question During The Past Week, How Often Did You Feel Excited About Learning? by Student Special Education Status		
Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	86%	14%
Section 504 Student	84%	16%
Gen Ed Student	87%	13%

3-5 Grade Students Reported Favorably To The Question During The Past Week, How Often Did You Feel Excited About Learning? by Student FRPM Status		
Student FRPM Status	Percent Favorable	Percent Unfavorable
FRPM Student	N/A	N/A
Non FRPM Student	N/A	N/A

**Due to the sensitive nature of the FRPM Data it is not fed into Panorama which is why the data is Not Available.*

2022-23 Results

- Percentage of K-2 students reported as proficient, score of 3 or better, on ICCAR Values by ICCAR Element. Integrity, Compassion, Courage, Commitment, Appreciation, and Respect are the ICCAR Values of Edina Public Schools **How will it be measured:** % of K-2 students that are demonstrating proficiency on the separated ICCAR values:

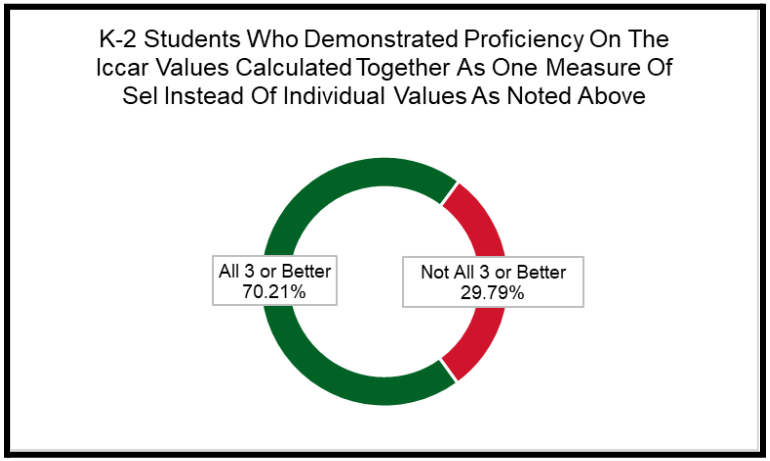
ICCAR Element	Percent of Students Proficient *(Score of 3 or Better)*
Accepts Responsibility	90.95%
Completes Work On Time	87.47%
Demonstrates a Positive Attitude	95.68%
Follows Directions	85.11%
Follows School / Classroom Rules	85.21%
Handles Conflict Appropriately	88.74%
Organizes and Uses Time Appropriately	82.21%
Repects Rights, Diversity, Feelings and Property of Others	95.21%

2022-23 Results

- Percentage of K-2 students reported as proficient, score of 3 or better, on all ICCAR Values calculated as one data point

70.21% of K-2 students who demonstrated proficiency on the ICCAR Values calculated together as one measure of SEL instead of individual values as noted above

	All 3 or Better	Not All 3 or Better
K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Of Sel Instead Of Individual Values As Noted Above	70.21%	29.79%



K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Of Sel Instead Of Individual Values As Noted Above by Student Race		
Student Race	All 3 or Better	Not All 3 or Better
Asian	78.26%	21.74%
Black or African American	52.45%	47.55%
Hispanic/Latino	69.78%	30.22%
Two or More Races	71.33%	28.67%
White	71.19%	28.81%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Of Sel Instead Of Individual Values As Noted Above by Student ML Status		
Student ML Status	All 3 or Better	Not All 3 or Better
ML Student	57.73%	42.27%
Non ML Student	71.64%	28.36%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Of Sel Instead Of Individual Values As Noted Above by Student Special Education Status		
Student Special Education Status	All 3 or Better	Not All 3 or Better
Special Ed Student	54.65%	45.35%
Section 504 Student	53.85%	46.15%
Gen Ed Student	74.02%	25.98%

K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Of Sel Instead Of Individual Values As Noted Above by Student FRPM Status		
Student FRPM Status	All 3 or Better	Not All 3 or Better
FRPM Student	54.37%	45.63%
Non FRPM Student	73.29%	26.71%

Edina Public Schools offers multiple pathways to appropriately challenge and engage learners across our system. Each and every student deserves and needs learning opportunities that help them discover, extend, accelerate, and apply their learning. The pathways are designed to meet the needs of students in all unique learners categories, including those who have demonstrated high performance or show high levels of reasoning.

Reasoning

EPS welcomes, respects, supports, and values each and everyone so students can learn effectively, develop a deeper understanding of complex issues, and become empowered to contribute to the school and greater community. We strive to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically, and that barriers are eliminated.

Metrics:

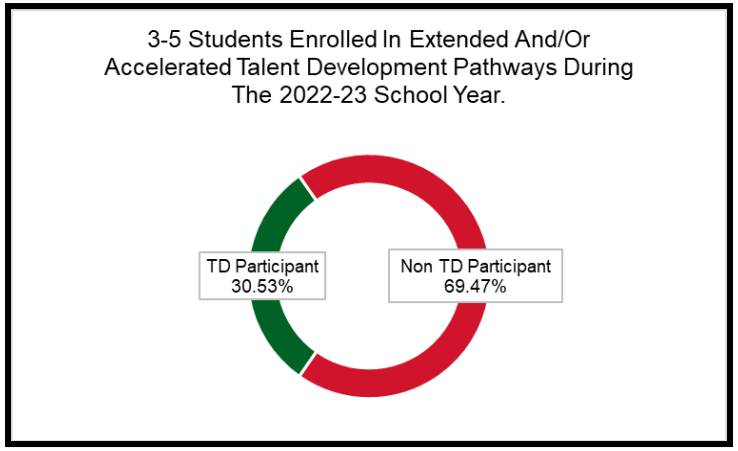
- Talent Development program participation
- Talent Development program performance
- Progress Toward IEP Goals
- ML Student Progress Toward Proficiency

2022-23 Results

- Talent Development program participation **How will it be measured:** Student enrollment in extended and/or accelerated talent development pathways in grades 3-5. **4-5 grade extended literacy *3-5 grade accelerated math *3rd grade literacy curiosity lab *2nd grade math curiosity lab*

30.53% 3-5 students enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year.

	TD Participant	Non TD Participant
3-5 Students Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year.	30.53%	69.47%



Students Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student Race

Student Race	TD Participant	Non TD Participant
Asian	50.00%	50.00%
Black or African American	19.33%	80.67%
Hispanic/Latino	27.48%	72.52%
Two or More Races	43.20%	56.80%
White	28.37%	71.63%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Students Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student ML Status

Student ML Status	TD Participant	Non TD Participant
ML Monitor	43.69%	56.31%
Non ML Student	32.18%	67.82%

**Students who Declined ML Service, ML Students and Prior ML students have been excluded due to numbers being identifiable.*

Students Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student Special Education Status

Student Special Education Status	TD Participant	Non TD Participant
Special Ed Student	15.04%	84.96%
Section 504 Student	25.00%	75.00%
Gen Ed Student	34.50%	65.50%

Students Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student FRPM Status

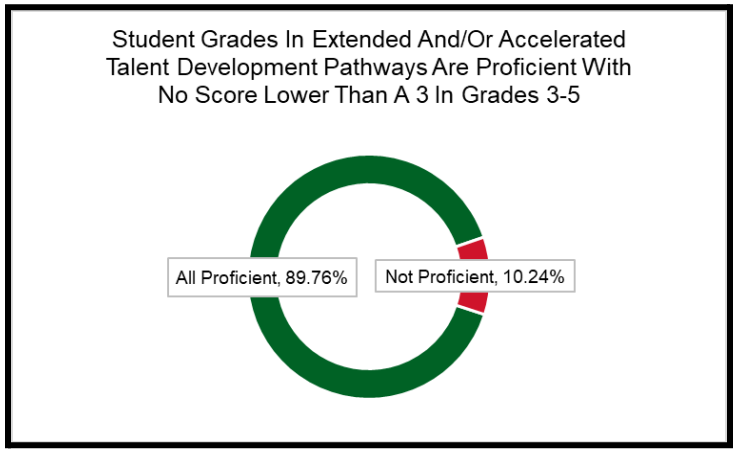
Student FRPM Status	TD Participant	Non TD Participant
FRPM Student	19.52%	80.48%
Non FRPM Student	32.88%	67.12%

2022-23 Results

- Talent Development program performance **How will it be measured:** Student grades in extended and/or accelerated talent development pathways are proficient with no score lower than a 3 in grades 3-5. **3-5 grade extended literacy *3-5 accelerated math *3rd grade literacy curiosity lab *2nd grade math curiosity lab*

89.76% 3-5 students in extended and/or accelerated talent development pathways who demonstrated proficiency with no score lower than a 3 in the spring of 2023

	All Proficient	Not Proficient
Student Grades In Extended And/Or Accelerated Talent Development Pathways Are Proficient With No Score Lower Than A 3 In Grades 3-5	89.76%	10.24%



Student Grades In Extended And/Or Accelerated Talent Development Pathways Are Proficient With No Score Lower Than A 3 In Grades 3-5 by Student Race

Student Race	All Proficient	Not Proficient
Asian	93.10%	6.90%
Black or African American	75.86%	24.14%
Hispanic/Latino	86.11%	13.89%
Two or More Races	88.89%	11.11%
White	90.51%	9.49%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Student Grades In Extended And/Or Accelerated Talent Development Pathways Are Proficient With No Score Lower Than A 3 In Grades 3-5 by Student ML Status

Student ML Status	All Proficient	Not Proficient
ML Monitor	93.33%	6.67%
Non ML Student	89.85%	10.15%

**Students who Declined ML Service, ML Students and Prior ML students have been excluded due to numbers being identifiable.*

Student Grades In Extended And/Or Accelerated Talent Development Pathways Are Proficient With No Score Lower Than A 3 In Grades 3-5 by Student Special Education Status

Student Special Education Status	All Proficient	Not Proficient
Special Ed Student	72.55%	27.45%
Gen Ed Student	91.83%	8.17%

**Section 504 students have been excluded due to numbers being identifiable.*

Student Grades In Extended And/Or Accelerated Talent Development Pathways Are Proficient With No Score Lower Than A 3 In Grades 3-5 by Student FRPM Status

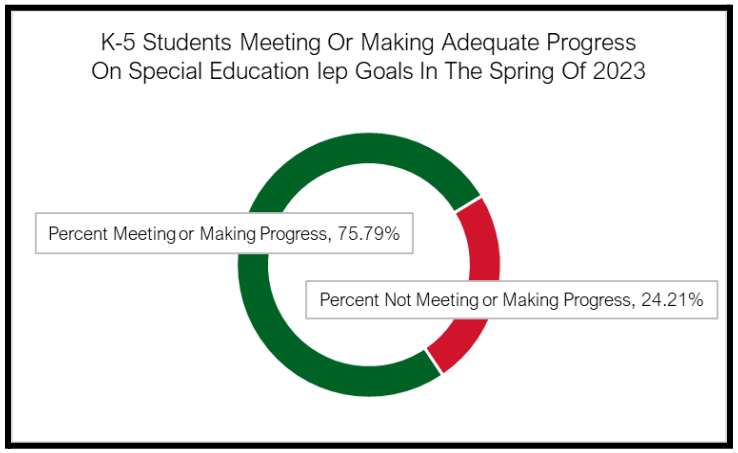
Student FRPM Status	All Proficient	Not Proficient
FRPM Student	81.54%	18.46%
Non FRPM Student	90.80%	9.20%

2022-23 Results

- Progress toward IEP Goals **How will it be measured:** Percent of students meeting or making adequate progress on special education IEP goals

75.79% of K-5 students meeting or making adequate progress on special education IEP goals in the spring of 2023

	Percent Meeting or Making Progress	Percent Not Meeting or Making Progress
K-5 Students Meeting Or Making Adequate Progress On Special Education Iep Goals In The Spring Of 2023	75.79%	24.21%

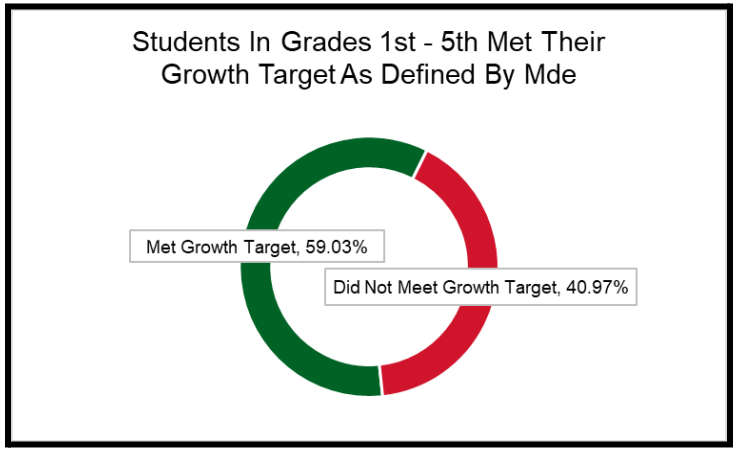


2022-23 Results

- ML Student Progress Toward Proficiency **How will it be measured:** Percent of ML students who met their MDE provided growth target for the year

59.03% of students in grades 1st - 5th met their growth target as defined by MDE

	Met Growth Target	Did Not Meet Growth Target
Students In Grades 1st - 5h Met Their Growth Target As Defined By Mde	59.03%	40.97%



Attending school regularly is critical for building relationships and ensuring academic success through high levels of positive engagement. Consistent attendance sets the foundation for Each and Every Edina student to discover their possibilities and thrive while moving towards graduation.

Attendance Reasoning:
Consistent attendance is paramount to ensure that students are immersed in the instruction and additional support when necessary to demonstrate mastery of the MN State Standards. Students with consistent attendance succeed academically, are more likely to graduate and be better prepared for post secondary (college/career) experiences. The Minnesota Department of education deems consistent

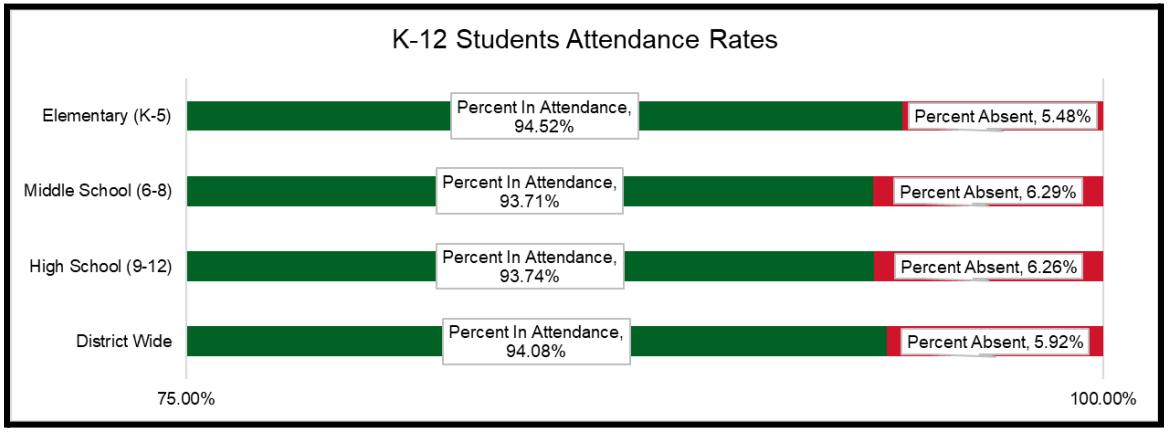
Attendance Metrics:

- Students Percent in Attendance

2022-23 Results

- Students Percent in Attendance **How will it be measured:** K-12 students percent in attendance

94.08% of K-12 students attendance rates



Grade Band	Percent In Attendance	Percent Absent
High School (9-12)	93.74%	6.26%
Middle School (6-8)	93.71%	6.29%
Elementary (K-5)	94.52%	5.48%
District Wide	94.08%	5.92%

K-12 Students Attendance Rates by Student Special Education Status			
Special Ed Status	**Elementary (K-5)**	**Middle School (6-8)**	**High School (9-12)**
Special Ed Student	94.35%	92.91%	91.93%
Section 504 Student	94.39%	93.43%	92.85%
Gen Ed Student	94.57%	93.85%	94.06%

K-12 Students Attendance Rates by Student ML Status			
ML Status	**Elementary (K-5)**	**Middle School (6-8)**	**High School (9-12)**
Declined ML Service	91.79%	92.49%	90.16%
ML Monitor	94.46%	93.87%	93.69%
ML Student	93.10%	92.74%	92.91%
Non ML Student	94.68%	93.72%	93.75%
Prior ML	93.86%	94.76%	94.69%

K-12 Students Attendance Rates by Student Race			
Student Race	**Elementary (K-5)**	**Middle School (6-8)**	**High School (9-12)**
American Indian or Alaska Native	89.95%	93.58%	90.26%
Asian	94.82%	95.48%	94.90%
Black or African American	92.57%	92.46%	93.35%
Hispanic/Latino	93.27%	92.62%	93.36%
Native Hawaiian or Other Pacific Islander	96.91%	96.94%	90.77%
Two or More Races	94.26%	93.02%	93.10%
White	94.87%	93.90%	93.78%

K-12 Students Attendance Rates by Student FRPM Status			
FRPM Status	**Elementary (K-5)**	**Middle School (6-8)**	**High School (9-12)**
FRPM Student	92.69%	92.37%	92.55%
Non FRPM Student	94.90%	94.07%	94.04%

APPENDIX A: Glossary

Teaching Strategies Gold (TS Gold): An authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which enables a whole-child approach to assessment.

Universal Screener: A brief, standardized assessment that is administered to all students to evaluate the efficacy of core programming and to identify those students who may be at risk for poor learning or social, emotional, and behavioral outcomes.

FASTBridge: A universal screener that identifies each students' academic performance level using risk benchmarks and national norms, provides growth rates and growth norms to assess progress toward end of year goals, and indicates the concepts and skills that are above, below, and within the students instructional range (provides diagnostic information). FASTBridge data also offers proven recommendations for response to the students needs (diagnostic information), and the ability to gather data in the format of progress monitoring how students are responding (growing or not) to the proven recommendations.

Proficiency: Meeting a defined benchmark on an assessment that places a student in a category of low risk of not meeting expectations or demonstrates that student has met benchmarks for standards. Statisticians determine proficiency of an assessment using measurement systems that align assessment research.

Growth: The rate of learning improvement from one assessment window to the next. This is generally norm referenced and dependent upon a national distribution of scores.

Typical Growth: Growth that is between the 40th and 75th percentile. This means that the student is growing at a rate that is average to moderately above average.

Aggressive Growth: Growth that is measured at or above the 75th percentile or growing faster than 75% of other test takers. (Fastbridge assessments)

Talent Development: Talent Development encompasses all of the classes, support structures, and instruction that are designed to identify a child's strengths early on in their education, so they can turn their abilities and interests into high levels of achievement. Talent Development can be a different class for a select group of students. However, it goes beyond that and includes opportunities for all students to learn in rigorous, highly engaging, and inquiry based settings on a day-to-day basis. Talent Development ensures that each and every student in Edina Public Schools has a clear path to discover their possibilities and thrive.
**See also Talent Development Board Report 2.13.23 for more Talent Development detail.*

Elementary Curiosity Lab: Support for students in grades 4-5 who participate in Extended Reading and/or Accelerated Math provided by the Curiosity Lab Teachers (Talent Development FTE). The students have access to additional time, resources and scaffolding. Students meet with a Curiosity Lab teacher to ensure success in extended and accelerated classes.

Extended Pathways: Opportunities provided to students to engage with grade level content at a deeper level.

Accelerated Pathways: Opportunities for students to compact grade level standards and be exposed to higher grade level standards at a faster pace.

Multilingual Learner: A student whose home language is a language other than English and who is working towards meeting proficiency in listening, speaking, reading and writing in English.

Statewide Longitudinal Education Data System (SLEDS): Minnesota Statewide Longitudinal Education Data System (SLEDS) matches student data from pre-kindergarten through completion of post-secondary education and into the workforce.

PREPaRE Training: Training developed by the National Association of School Psychologists to help participants gain a better understanding of the organization and function of a comprehensive safety and crisis team and the knowledge and skills necessary to meet the mental health needs of students and staff in the aftermath of a crsis.

Panorama: Resource to help educators understand student, teacher, and staff perceptions of Social and Emotional Learning skills. This measurement of mindsets, behaviors, and attitudes can be strongly related to success in school and beyond the classroom. Panorama also provides support and tools to respond to the measurements collected. For example the Panorama Playbook is a professional learning library with hundreds of instructional resources and interventions.

Professional Learning Community (PLC): “An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” (DuFour, DuFour, & Eaker, 2002)

LETRS: (Language Essentials for Teachers of Reading and Spelling): A training course developed by Louisa Moats and Carol Tolman, both literacy experts and consultants in the Science of Reading/Structured Literacy. LETRS instructs teachers in what literacy skills need to be taught, why, and how to teach them in an explicit, systematic and direct way in alignment with the Science of Reading/Structured Literacy. LETRS professional development takes 144 hours on average to complete and guides learners in both whole group and independent learning sessions to deepen structured literacy knowledge in all 5 pillars of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension.

A.S.P.I.R.E.: Based on the science of reading/structured literacy, Aspire is a professional learning solution designed to meet the needs of all educators teaching students in grades 4–8. Aspire trains all educators to weave literacy skills and strategies into their instruction so they can support learners to read, comprehend, and articulate their ideas across various subjects. It is a flexible, self-paced, digital solution that empowers all educators to accelerate literacy skills among students in grades 4-8.

IXL: Online personalized learning platform. Edina systematically uses IXL in math in elementary and middle school as a diagnostic assessment and a tool to respond to diagnostic information with individualized instructional matches.

APPENDIX B: 2023-2025 Board Approved EPS Assessment Plan

APPENDIX C: FASTBridge Assessment Guide

Assessments by Grade Level Administered Fall-Winter-Spring						
FastBridge Learning	**Grades K-1**	**Grades 2-3**	**Grades 4-5**	**Grades 6-8**	**Grade 9**	**Grades 10-12**
Reading Assessments	earlyReading	R-CBM aReading	FASTtrack Reading (AUTOReading and aReading)			As needed
Math Assessments	earlyMath	FASTtrack Math (CBM automaticity and aMath)			As needed	

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

earlyReading English - Composite Subtests

GRADE	FALL	WINTER	SPRING
K	Concepts of Print	Onset Sounds	Letter Sounds
K	Onset Sounds	Letter Sounds	Word Segmenting
K	Letter Names	Word Segmenting	Nonsense Words*
K	Letter Sounds	Nonsense Words*	Sight Words 50
1	Word Segmenting	Word Segmenting	Word Segmenting
1	Nonsense Words*	Nonsense Words*	Nonsense Words*
1	Sight Words 150	Sight Words 150	Sight Words 150
1	Sentence Reading	CBMreading**	CBMreading**

earlyMath Composite Subtests

GRADE	FALL	WINTER	SPRING
K	Match Quantity	Decomposing DC-K	Decomposing DC-K
K	Number Sequence NS-K	Number Sequence NS-K	Number Sequence NS-K
K	Numeral Identification NI-K	Numeral Identification NI-K	Numeral Identification NI-K
1	Decomposing DC-1	Decomposing DC-1	Decomposing DC-1
1	Number Sequence NS-1	Number Sequence NS-1	Place Value
1	Numeral Identification NI-1	Place Value	Story Problems

FASTBridge Assessment Overview: list and details of assessments

APPENDIX D: MCA Opt Out Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Math	2023	Elementary (K-5)	Student Took Assessment	2341	98.20%
MCA Math	2023	Elementary (K-5)	Student Did Not Take Assessment	43	
MCA Math	2023	Middle School (6-8)	Student Took Assessment	3720	95.04%
MCA Math	2023	Middle School (6-8)	Student Did Not Take Assessment	194	
MCA Math	2023	High School (9-12)	Student Took Assessment	714	54.09%
MCA Math	2023	High School (9-12)	Student Did Not Take Assessment	606	
MCA Reading	2023	Elementary (K-5)	Student Took Assessment	1828	97.86%
MCA Reading	2023	Elementary (K-5)	Student Did Not Take Assessment	40	
MCA Reading	2023	Middle School (6-8)	Student Took Assessment	1878	96.06%
MCA Reading	2023	Middle School (6-8)	Student Did Not Take Assessment	77	
MCA Reading	2023	High School (9-12)	Student Took Assessment	590	88.59%
MCA Reading	2023	High School (9-12)	Student Did Not Take Assessment	76	
MCA Science	2023	Elementary (K-5)	Student Took Assessment	611	97.60%
MCA Science	2023	Elementary (K-5)	Student Did Not Take Assessment	15	
MCA Science	2023	Middle School (6-8)	Student Took Assessment	626	92.60%
MCA Science	2023	Middle School (6-8)	Student Did Not Take Assessment	50	
MCA Science	2023	High School (9-12)	Student Took Assessment	527	90.39%
MCA Science	2023	High School (9-12)	Student Did Not Take Assessment	56	

Appendix E: Edina Public Schools 2022-2023 Demographic Summary

Edina Public Schools 2022-2023 Demographic Summary							
Percent of Students	**Student Race**						
Grade Band	**American Indian or Alaska Native**	**Asian**	**Black or African American**	**Hispanic/Latino**	**Native Hawaiian or Other Pacific Islander**	**Two or More Races**	**White**
Elementary (K-5)	0.16%	8.84%	7.73%	7.12%	0.05%	7.25%	68.85%
Middle School (6-8)	0.15%	8.51%	11.90%	7.35%	0.05%	6.48%	65.55%
High School (9-12)	0.07%	8.24%	12.27%	7.95%	0.15%	5.97%	65.36%

Percent of Students	**Special Ed Status**		
Grade Band	**Special Ed Student**	**Section 504 Student**	**Gen Ed Student**
Elementary (K-5)	17.75%	3.56%	78.69%
Middle School (6-8)	12.16%	6.59%	81.26%
High School (9-12)	9.30%	10.03%	80.67%

Percent of Students	**ML Status**				
Grade Band	**Declined ML Service**	**ML Student**	**ML Monitor**	**Prior ML**	**Non ML Student**
Elementary (K-5)	0.29%	9.18%	3.24%	0.03%	87.26%
Middle School (6-8)	0.20%	5.12%	6.84%	2.74%	85.11%
High School (9-12)	0.51%	4.03%	2.42%	4.50%	88.54%

Percent of Students	**FRPM Status**	
Grade Band	**FRPM Student**	**Non FRPM Student**
Elementary (K-5)	16.93%	83.07%
Middle School (6-8)	21.02%	78.98%
High School (9-12)	20.47%	79.53%

Board Meeting Date: 10.16.23

Title: Edina Public Schools Data Metrics Plan Update: 6th-8th Grade

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching & Learning; and Greg Guswiler**,** Teaching & Learning Data Programming Analyst and Coordinator

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2023 Edina Public Schools Data Metrics Plan update reflects spring 2023 data. The plan as a whole is broken down into four grade level bands. This report is the 6th-8th grade level band.

Recommendation: The purpose of this report for school board discussion.

Desired Outcomes for the Board: Review the structure of the report, have questions prepared, and provide feedback on the purpose of the Data Metrics Plan as a guiding tool to support the implementation to the strategic plan.

Background Materials:
2.14.22 Approved Data Metrics Plan
9.11.23 Data Metrics Goals
2023-2025 Board Approved EPS Assessment Plan
Data Metrics Report Board Presentation 10.16.23

Attachments:
Board Report (below)

Edina Data Metrics Plan Executive Summary

Edina Public Schools is a dynamic learning community that focuses on educational excellence. EPS has a comprehensive assessment monitoring plan that uses a variety of data points to examine and determine if/when we are meeting our Vision, Mission, and Strategic Plan priorities. This Executive Summary will highlight key findings and connected action steps in each grade level band.

Through the intentional focus on the components named in the Data Metrics Plan, EPS has a marked track for continuous improvement. The plan is tightly aligned to monitor the growth as it relates to the 2020-2030 Strategic Plan.

The Edina Public Schools Data Metrics Plan in its entirety has four grade level bands and district wide data to summarize:

1. Early Learning
2. Elementary School
3. Middle School
4. High School

This summary includes key findings in math, literacy, and social and emotional learning data in the 6th-8th grade band, as well as additional key findings that demonstrate critical benchmarks in *preparing all students to realize their full potential.* It will also include a description of the actions directed to support growth and continuous improvement related to the key findings. Finally, each category has the strategic plan alignment listed at the bottom of the action section indicated by a ***green*** asterisk.

Middle School (6-8)	
Key Findings	**Key Action Steps**
Literacy: ● 70.5% of 6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards MCA Assessment. ● 70.67% of 6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards FastBridge Literacy. ● While we continue to outperform the nation on the FASTBridge reading assessments and the state on MCA achievement, *there is still an achievement gap to address in Edina.*	**We will:** ● deepen the intentional implementation of the CLP ● implement interventions and progress monitor all students who score below proficiency on the FASTBridge screener, as well as those who demonstrate need through different measures, and make instructional shifts as needed ● begin developing a plan for focus on building academic vocabulary in all content areas ● provide ASPIRE training for all English Language Arts teachers ● use collaborative coaching structures to respond to the data and to make instructional shifts ● continue to follow Implementation Science with lead teams to review and recommend updates to Tier 1 and Tier 2 practices in curriculum and instruction in 6-8 ● collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. **Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.* **Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.* **Strategy D.2: Provide robust and balanced professional development.* **Strategy D.4: Develop and maintain a culture of continuous improvement.*
Math: ● 75.08% of all 6-8th of students met at least 2 of the 3 benchmarks to measure proficiency on grade level standards. These benchmarks were; end of subject grade, FASTBridge aMath and MCA Math assessments. ● In addition, FASTBridge amath showed strong aggressive growth numbers (at or above the 75th percentile) with a total of approximately 40% achieving this level (25% expected) ● While we continue to outperform the nation on the FASTBridge math assessments and the state on MCA achievement, *there is still an achievement gap to address in Edina.*	**We will:** ● continue with the full implementation of our core tier 1 instructional materials (Envision Math) across all math courses ● use data garnered from FASTBridge aMath universal screener with individual teachers, PLC's and data teams to determine next steps for instructional matches to meet student math needs, as well as those who demonstrate need through different measures ● use IXL as a supplemental resource and diagnostic tool ● support utilization of appropriate intervention resources already accessible within EPS and develop additional resources as needed ● respond to students not demonstrating grade level proficiency with structures that allow for additional learning time ● collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students.

	**Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.* **Strategy D.4: Develop and maintain a culture of continuous improvement.*
SEL: According to the Panorama Student Competency and Well-Being measures: ● 77.67% of 6-8 grade students reported favorably that they have a teacher or other adult from school they can count on ● 83% of 6-8 grade students reported favorably that in the past week, they often feel excited about learning	**We will:** ● deepen Professional Development with student support staff around utilizing the Panorama PlayBook resource to respond to student needs ● provide PREPaRE school crisis training with district administrators and mental health staff ● implement advisory with an intentionality around belonging that includes restorative circles, connecting with peers and advisors, and reflecting on identity, agency, and goal setting ● continue to expand student leadership opportunities ● create shared experiences such as retreats, field trips, fall fest, and school rallies ● offer Tier II SEL for select students, support in addition to what all students experience, through lunch groups and flex groups ● continue to strengthen Edina Unified. **Strategy B.2:Create a school culture that enhances learning and fosters a sense of belonging for all students through the Edina ICCCAR values.* **Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.* **Strategy C3: Assure students have the opportunity to participate in robust extracurricular and co-curricular opportunities.* **Strategy C5: Create environments that are conducive to learning and facilitate constructive student interaction.* **Strategy D3: Develop students as leaders, encourage student voice and promote civic engagement.*
Additional Observations: ● More Middle School students (51.47%) were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year then Elementary students (30.53 %). ● 73.69% 6-8 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a B in the spring of 2023. ● 73.84% of 6-8 students meeting or making adequate progress on special education IEP goals in the spring of 2023. ● 19.23% of 6th - 8th grade students met their growth target as defined by MDE. ● 38.38% of 8th grade students were proficient on the Science MCA	**We will:** ● continue to offer a wide range of advanced courses that deliver results and broaden access ● deepen the implementation of strategies to increase access and opportunity, as well as success, for each & every in Talent Development: ○ communication systems ○ support systems ● collaborate with Special Education to enhance: ○ LETRS and/or ASIPRE PD ○ align resources across Tier 1, Tier 2, and Tier 3 as well as with structured literacy ● collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. ● engage in Elementary to MS Science alignment **Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.* **Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.*

Edina Data Metrics Plan Table of Contents

6-8 English Language Arts (ELA/Literacy) Foundations 7

- 6th grade ELA/ Literacy proficiency 8
- 6th -8th grade ELAl/Literacy Growth How will it be measured: FASTBridge FASTtrack Reading universal screener 9

6-8 Mathematical Foundations 10

- 6th grade Mathematical proficiency 11
- 6-8 grade Mathematical growth How will it be measured: FASTBridge FASTtrack Math universal screener 12

6-8 English Language Arts (ELA/Literacy) and Mathematics Standards 13

- Grades 6-8 Mathematical proficiency 14
- Grades 6-8 english language arts/literacy proficiency 16
- 6th - 8th grade FASTtrack students demonstrating below grade level math performance who achieve aggressive growth at 75th percentile from fall to spring 18
- 6th-8th grade FASTtrack students demonstrating below grade level english language arts/literacy performance who achieve aggressive growth at 75th percentile from fall to spring 19

6-8 Science Learning Standards 20

- Grade 8 science Proficiency 21

6-8 Students Will Pass Algebra I by the end of 8th Grade 22

- Algebra I course completion 23

6-8 Social and Emotional Learning (SEL) 24

- Grades 6-8 SEL Do you have a teacher or other adult from school who you can count on to help you no matter what? 25
- Grades 6-8 SEL During the past week, how often did you feel excited about learning? 26

6-8 Social and Emotional Learning (SEL) 27

- Student participation in extracurricular & co-curricular activities How will it be measured: Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics and/or out-of-school time Community Education classes. 28

6-8 Unique Learners 29

- Talent Development Program Participation How will it be measured: Percent of 6-8 grade student enrollment in talent development extended or accelerated pathways (Enriched Reading and Social Studies, Accelerated Science, Accelerated Math) 30
- Talent Development Program Performance How will it be measured: Percentage of 6-8 grade students in extended or accelerated talent development pathways earning all scores of B or better on their S2 report card in (Enriched Reading and Social Studies, Accelerated Science and Accelerated Math) 31
- Progress Toward IEP Goals How will it be measured: Percent of 6-8 students meeting or making adequate progress on special education program goals 32
- ML Student Progress Toward Proficiency How will it be measured: Percent of 6-8 ML students who met their MDE provided growth target for the year 32

K-12 Attendance & Graduation Rates 33

- Students Percent in Attendance How will it be measured: K-12 students percent in attendance 34

Edina Data Metrics Plan Appendix **35**
APPENDIX A: Glossary 35
APPENDIX B: 2023-2025 Board Approved EPS Assessment Plan 37
APPENDIX C: FASTBridge Assessment Guide 37
APPENDIX D: MCA Opt Out Data 38
Appendix E: Edina Public Schools 2022-2023 Demographic Summary 39

6th grade students are demonstrating grade level English Language Arts (literacy) skills.

Reasoning:
As students transition from elementary to middle school the texts that they read become more complex and increasingly non-fiction. As a result, it is important to continue to monitor reading development.

Student growth is an indicator for progress towards meeting grade level standards and learning targets. Growth measures take into account students who are performing in the higher and lower percentiles and allows educators to establish goals that will meet the needs of students at both learning levels.

Metrics:

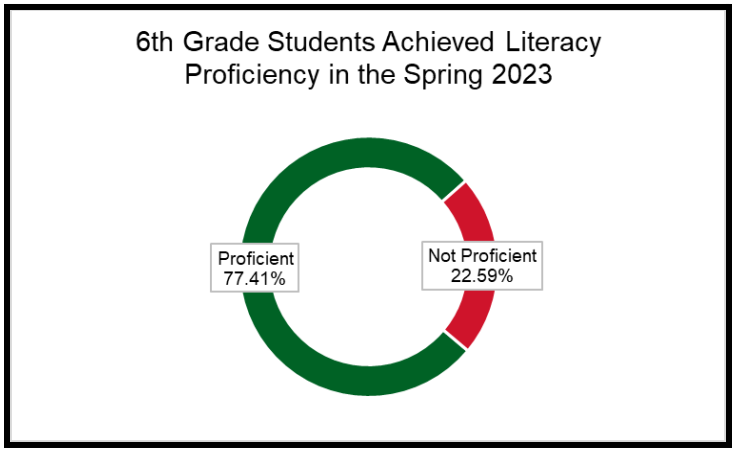
- 6th grade ELA/Literacy proficiency
- 6th -8th grade ELA/Literacy growth

2022-23 Results

- 6th grade ELA/ Literacy proficiency
  - **How will it be measured:** FASTBridge FASTtrack Reading universal screener

77.41% of all 6th grade students achieved proficiency in the spring 2023

	Percent of Students
6th grade students achieved proficiency in the spring 2023	77.41%



6th Grade Students Achieved Literacy Proficiency in the Spring 2023 by Student Race

Student Race	Proficient	Not Proficient
Asian	73.33%	26.67%
Black or African American	45.31%	54.69%
Hispanic/Latino	74.42%	25.58%
Two or More Races	86.11%	13.89%
White	81.90%	18.10%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

6th Grade Students Achieved Literacy Proficiency in the Spring 2023 by ML Status

Student ML Status	Proficient	Not Proficient
ML Monitor	66.67%	33.33%
Non ML Student	82.21%	17.79%

**Students who Declined ML Service, Prior ML and ML students have been excluded due to numbers being identifiable.*

6th Grade Students Achieved Literacy Proficiency in the Spring 2023 by Student Special Education Status

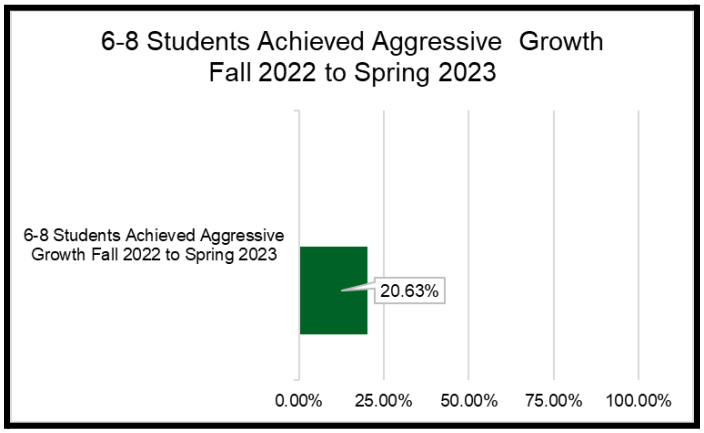
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	42.11%	57.89%
Section 504 Student	75.61%	24.39%
Gen Ed Student	82.67%	17.33%

6th Grade Students Achieved Literacy Proficiency in the Spring 2023 by Student FRPM Status

Student FRPM Status	Proficient	Not Proficient
FRPM Student	49.14%	50.86%
Non FRPM Student	83.65%	16.35%

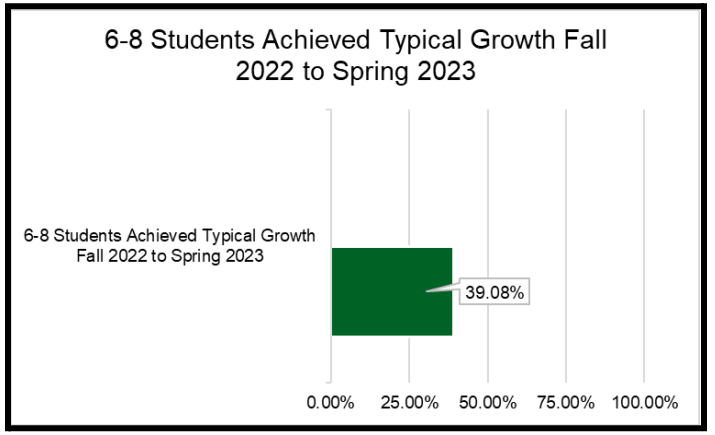
2022-23 Results

- 6th -8th grade ELAI/Literacy Growth **How will it be measured:** FASTBridge FASTtrack Reading universal screener



*National Norm for aggressive growth is 25%.

*National Norm for typical growth is 60%..



6-8 Students Achieved Aggressive Growth Fall 2022 to Spring 2023 by Student Race		
Student Race	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
Asian	21.15%	37.18%
Black or African American	21.72%	32.32%
Hispanic/Latino	23.73%	39.83%
Two or More Races	26.05%	34.45%
White	19.56%	40.74%

*American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

6-8 Students Achieved Aggressive Growth Fall 2022 to Spring 2023 by Student Special Education Status		
Student Special Education Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
Special Ed Student	28.19%	37.23%
Section 504 Student	19.51%	36.59%
Gen Ed Student	19.79%	39.51%

6-8 Students Achieved Aggressive Growth Fall 2022 to Spring 2023 by Student ML Status		
Student ML Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
ML Student	24.29%	31.43%
ML Monitor	20.97%	37.10%
Prior ML	26.92%	
Non ML Student	20.21%	39.86%

*Students who Declined ML Service students have been excluded due to numbers being identifiable.

6-8 Students Achieved Aggressive Growth Fall 2022 to Spring 2023 by Student FRPM Status		
Student FRPM Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
FRPM Student	21.20%	35.53%
Non FRPM Student	20.50%	39.92%

6th grade students apply mathematical knowledge at grade level.

Reasoning:
As students transition from elementary to middle school the problems that they solve become more complex and increasingly require application of foundational skills. As a result, it is important to continue to monitor math development.

Student growth is an indicator for progress towards meeting grade level standards and learning targets. Growth measures take into account students who are performing in the higher and lower percentiles and allows educators to establish goals that will meet the needs of students at both learning levels.

Metrics:

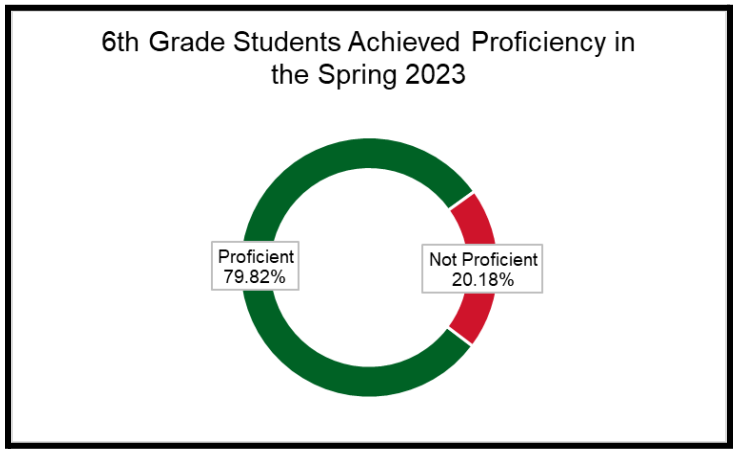
- 6th grade Mathematical proficiency
- 6-8 grade Mathematical growth

2022-23 Results

- 6th grade Mathematical proficiency
    - **How will it be measured:** FASTBridge FASTtrack Math universal screener

79.82% of all 6th grade students achieved proficiency in the spring 2023

	Percent of Students
6th grade students achieved proficiency in the spring 2023	79.82%



6th Grade Students Achieved Proficiency in the Spring 2023 by Student Race		
Student Race	Proficient	Not Proficient
Asian	84.09%	15.91%
Black or African American	38.81%	61.19%
Hispanic/Latino	69.57%	30.43%
Two or More Races	84.21%	15.79%
White	86.03%	13.97%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

6th Grade Students Achieved Proficiency in the Spring 2023 by Student ML Status		
Student ML Status	**Proficient**	**Not Proficient**
ML Monitor	65.79%	34.21%
Non ML Student	84.24%	15.76%

**Students who Declined ML Service, ML Students and Prior ML students have been excluded due to numbers being identifiable.*

6th Grade Students Achieved Proficiency in the Spring 2023 by Student Special Education Status		
Student Special Education Status	**Proficient**	**Not Proficient**
Special Ed Student	51.28%	48.72%
Section 504 Student	80.49%	19.51%
Gen Ed Student	83.93%	16.07%

6th Grade Students Achieved Proficiency in the Spring 2023 by Student FRPM Status		
Student FRPM Status	**Proficient**	**Not Proficient**
FRPM Student	47.54%	52.46%
Non FRPM Student	87.22%	12.78%

2022-23 Results

- 6-8 grade Mathematical growth **How will it be measured:** FASTBridge FASTtrack Math universal screener

39.59% of 6-8 students achieved **aggressive** growth fall 2022 to spring 2023

	Percent of Students
6-8 students achieved aggressive growth fall 2022 to spring 2023	39.59%

**National Norm for aggressive growth is 25%*

34.53% of 6-8 students achieve **typical** growth fall 2022 to spring 2023

	Percent of Students
6-8 students achieve typical growth fall 2022 to spring 2023	34.53%

**National Norm for typical growth is 60%*

6-8 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student Race		
Student Race	Percent of Students Achieving Aggressive Growth	Percent of Students Achieving Typical Growth
Asian	43.67%	32.28%
Black or African American	28.71%	30.62%
Hispanic/Latino	40.68%	28.81%
Two or More Races	36.51%	30.95%
White	41.14%	36.41%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

6-8 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student Special Education Status		
Student Special Education Status	Percent of Students Achieving Aggressive Growth	Percent of Students Achieving Typical Growth
Special Ed Student	32.31%	32.31%
Section 504 Student	46.46%	35.43%
Gen Ed Student	39.94%	34.74%

6-8 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student ML Status		
Student ML Status	Percent of Students Achieving Aggressive Growth	Percent of Students Achieving Typical Growth
ML Monitor	38.10%	32.54%
Prior ML	44.23%	38.46%
Non ML Student	40.12%	35.22%

**Students who Declined ML Service and ML Students have been excluded due to numbers being identifiable.*

6-8 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student by Student FRPM Status		
Student FRPM Status	Percent of Students Achieving Aggressive Growth	Percent of Students Achieving Typical Growth
FRPM Student	34.62%	28.57%
Non FRPM Student	40.79%	35.98%

Students meet English Language Arts and Mathematics learning targets based on MN state standards

Reasoning:
The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.

The English Language Arts (ELA/Literacy) standards are composed of "all of the communication and language skills and processes people use every day to receive and send information. Students in ELA classrooms and across the content areas take in information through reading, listening, and viewing from both literary and informational sources. Students also write, speak, and exchange ideas to express themselves and communicate with others. The ability to use and understand language is critical to every aspect of students' lives and their future career and college readiness." (MDE)

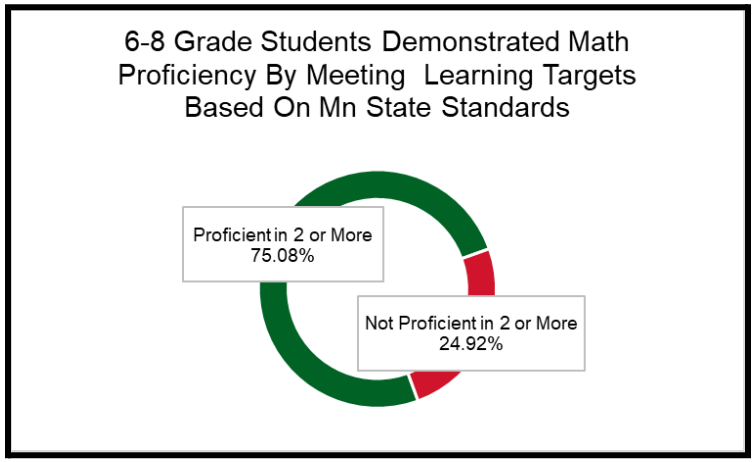
Mathematics is a discipline whose basic ingredients are numbers, shapes, and algebraic relationships. Logical reasoning is used to study the properties of these objects and develop connections between them. The results can be used to understand and analyze a vast array of phenomena arising in all of the sciences, engineering and everyday life. (MDE)

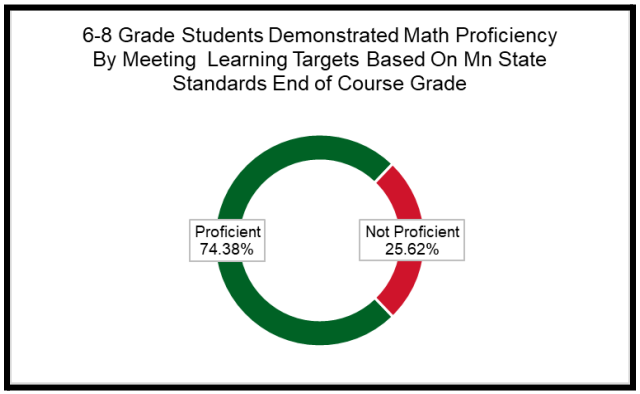
Metrics:
- Grades 6-8 mathematical proficiency
- Grades 6-8 english language arts/ literacy proficiency
- 6th - 8th grade FASTtrack students demonstrating below grade level math performance who achieve aggressive growth at 75th percentile from fall to spring
- 6th-8th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring

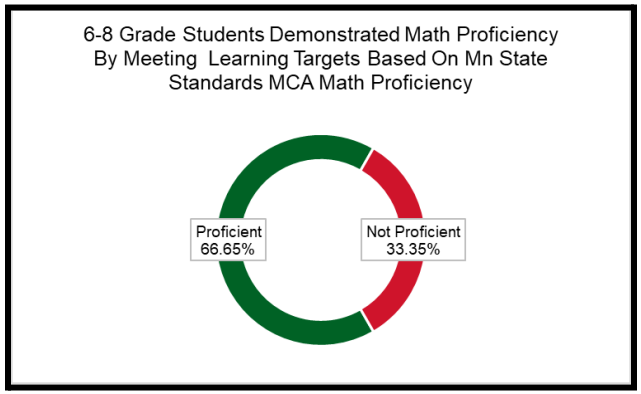
2022-23 Results

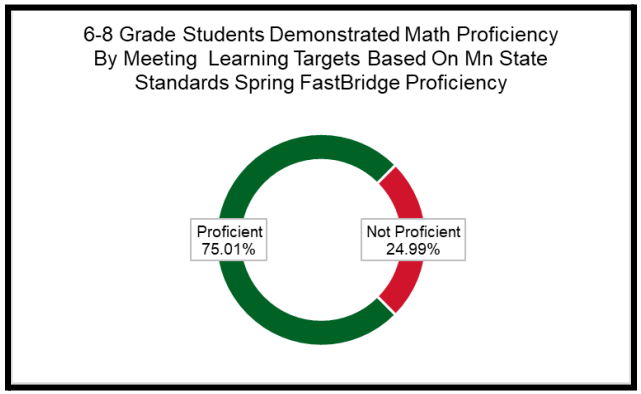
- Grades 6-8 Mathematical proficiency
  - **How will it be measured:** Proficient in 2 of 3 determined assessments (End of year course grade ≥ B: math, FASTBridge FASTtrack, & MCA)

75.08% 6-8 grade students demonstrated math proficiency by meeting learning targets based on MN state standards.









	Proficient	Not Proficient
6-8 grade students demonstrated math proficiency by meeting learning targets based on MN state standards 2 of 3	75.08%	24.92%
6-8 grade students demonstrated math proficiency by meeting learning targets based on MN state standards end of course grade	74.38%	26.62%
6-8 grade students demonstrated math proficiency by meeting learning targets based on MN state standards MCA Math Proficiency	68.65%	33.35%
6-8 grade students demonstrated math proficiency by meeting learning targets based on MN state standards Spring FastBridge Proficiency	75.01%	24.99%

6-8 Grade Students Demonstrated Math Proficiency By Meeting Learning Targets Based On Mn State Standards Demographic Breakdown

6-8 Grade Students Demonstrated Math Proficiency By Meeting Learning Targets Based On Mn State Standards by Student Race		
Student Race	Proficient in 2 or More	Not Proficient in 2 or More
Asian	88.69%	11.31%
Black or African American	44.68%	55.32%
Hispanic/Latino	48.97%	51.03%
Two or More Races	83.59%	16.41%
White	80.91%	19.09%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

6-8 Grade Students Demonstrated Math Proficiency By Meeting Learning Targets Based On Mn State Standards by Student Special Education Status		
Student Special Education Status	Proficient in 2 or More	Not Proficient in 2 or More
Special Ed Student	40.00%	60.00%
Section 504 Student	78.46%	21.54%
Gen Ed Student	80.05%	19.95%

6-8 Grade Students Demonstrated Math Proficiency By Meeting Learning Targets Based On Mn State Standards by Student ML Status		
Student ML Status	Proficient in 2 or More	Not Proficient in 2 or More
ML Student	25.74%	74.26%
ML Monitor	57.04%	42.96%
Prior ML	92.59%	7.41%
Non ML Student	78.99%	21.01%

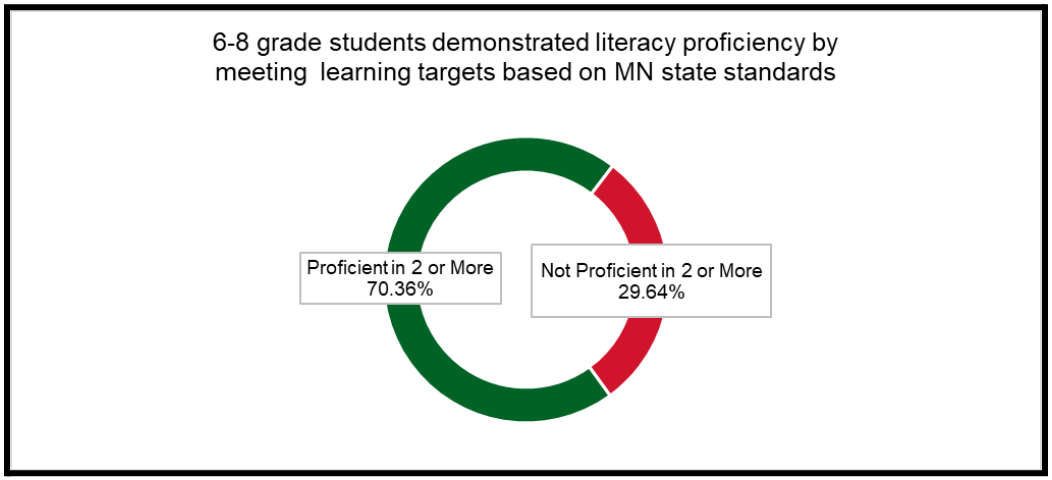
**Students who Declined ML Service have been excluded due to numbers being identifiable.*

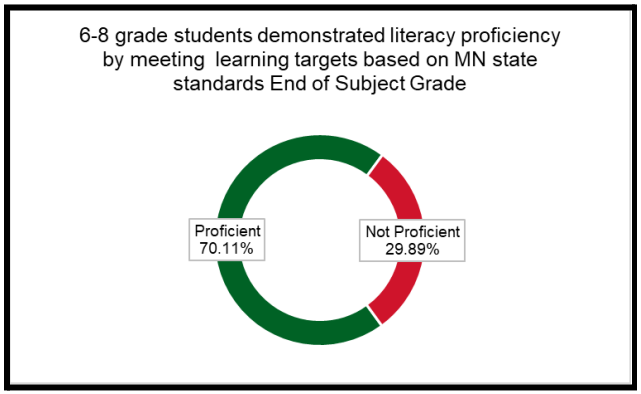
6-8 Grade Students Demonstrated Math Proficiency By Meeting Learning Targets Based On Mn State Standards by Student FRPM Status		
Student FRPM Status	Proficient in 2 or More	Not Proficient in 2 or More
FRPM Student	48.92%	51.08%
Non FRPM Student	82.04%	17.96%

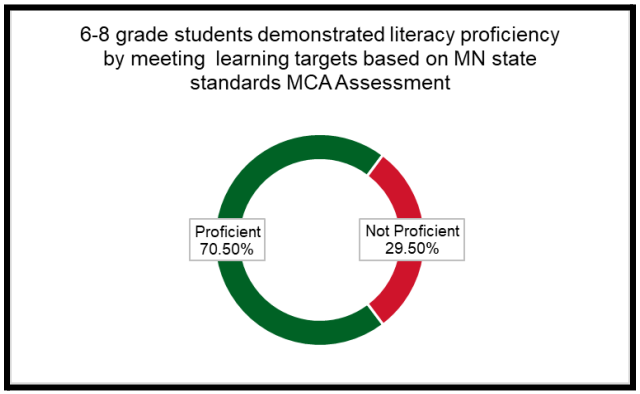
2022-23 Results

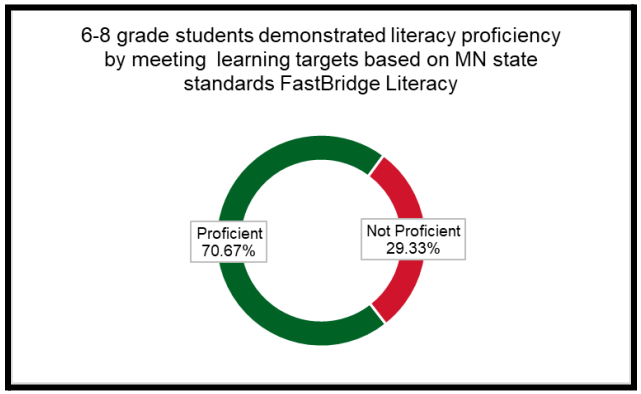
- Grades 6-8 english language arts/literacy proficiency
    - **How will it be measured:** Proficient in 2 of 3 determined assessments (End of the year course grade ≥ B: ELA

70.36% 6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards.









	Proficient	Not Proficient
6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards	70.36%	29.64%
6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards End of Subject Grade	70.11%	29.89%
6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards MCA Assessment	70.50%	29.50%
6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards FastBridge Literacy	70.67%	29.33%

6-8 Grade Students Demonstrated ELA (Literacy) Proficiency by Meeting Learning Targets Based on MN State Standards Demographic Breakdown

6-8 Grade Students Demonstrated Literacy Proficiency by Meeting Learning Targets Based on MN State Standards by Student Race		
Student Race	Proficient in 2 or More	Not Proficient in 2 or More
Asian	77.38%	22.62%
Black or African American	34.47%	65.53%
Hispanic/Latino	47.59%	52.41%
Two or More Races	75.78%	24.22%
White	77.98%	22.02%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

6-8 Grade Students Demonstrated Literacy Proficiency by Meeting Learning Targets Based on MN State Standards by Student Special Education Status		
Student Special Education Status	Proficient in 2 or More	Not Proficient in 2 or More
Special Ed Student	31.67%	68.33%
Section 504 Student	73.08%	26.92%
Gen Ed Student	75.94%	24.06%

6-8 Grade Students Demonstrated Literacy Proficiency by Meeting Learning Targets Based on MN State Standards by Student ML Status		
Student ML Status	Proficient in 2 or More	Not Proficient in 2 or More
ML Monitor	40.00%	60.00%
Prior ML	92.59%	7.41%
Non ML Student	76.07%	23.93%

**Students who Declined ML Service and ML students have been excluded due to numbers being identifiable.*

6-8 Grade Students Demonstrated Literacy Proficiency by Meeting Learning Targets Based on MN State Standards by Student FRPM Status		
Student FRPM Status	Proficient in 2 or More	Not Proficient in 2 or More
FRPM Student	46.85%	53.15%
Non FRPM Student	82.15%	17.85%

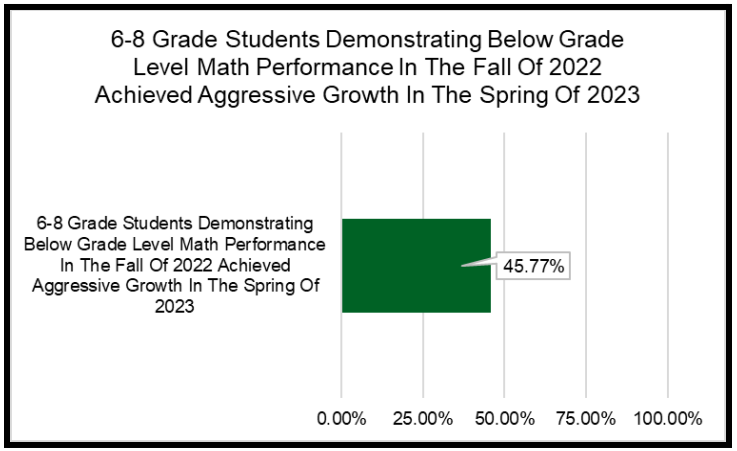
2022-23 Results

- 6th - 8th grade FASTtrack students demonstrating below grade level math performance who achieve aggressive growth at 75th percentile from fall to spring

45.77% of 6-8 grade students demonstrating below grade level math performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percent of Students
6-8 grade students demonstrating below grade level math performance in the fall of 2022 achieved aggressive growth in the spring of 2023	45.77%

**National Norm for aggressive growth is 25%*



6-8 Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student Race	Percent of Students
Black or African American	29.22%
Hispanic/Latino	44.12%
White	53.09%

**American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

6-8 Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student ML Status	
Student ML Status	Percent of Students
ML Monitor	40.48%
Non ML Student	49.45%

**Students who Declined ML Service, Prior ML Students and ML Students have been excluded due to numbers being identifiable.*

6-8 Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Special Education Status	
Student Special Education Status	Percent of Students
Special Ed Student	28.46%
Section 504 Student	56.25%
Gen Ed Student	49.44%

6-8 Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student FRPM Status	
Student FRPM Status	Percent of Students
FRPM Student	34.18%
Non FRPM Student	53.05%

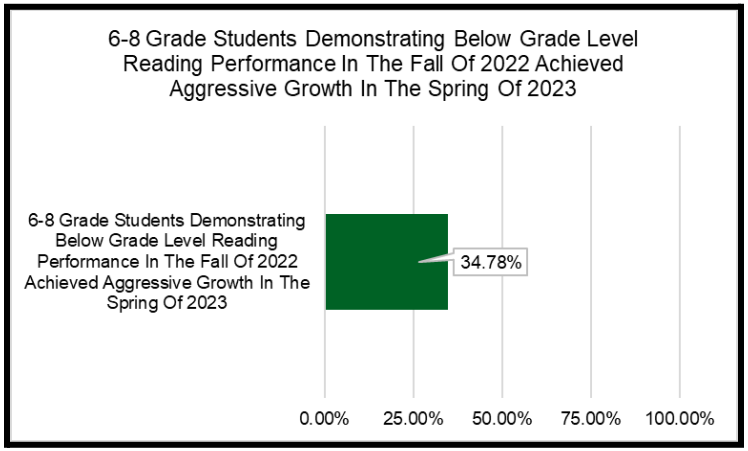
2022-23 Results

- 6th-8th grade FASTtrack students demonstrating below grade level english language arts/literacy performance who achieve aggressive growth at 75th percentile from fall to spring

34.78% students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percent of Students
6-8 Grade students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023	34.78%

**National Norm for aggressive growth is 25%*



6-8 Grade Students Demonstrating Below Grade Level Reading Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student Race	Percent of Students
Black or African American	26.36%
White	37.67%

**American Indian or Alaska Native, Asian, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

6-8 Grade Students Demonstrating Below Grade Level Reading Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Special Education Status	
Student Special Education Status	Percent of Students
Special Ed Student	32.52%
Gen Ed Student	35.92%

**Section 504 students have been excluded due to numbers being identifiable.*

6-8 Grade Students Demonstrating Below Grade Level Reading Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student ML Status	
Student ML Status	Percent of Students
ML Monitor	32.43%
Non ML Student	35.71%

**Students who Declined ML Service, Prior ML Students and ML Students have been excluded due to numbers being identifiable.*

6-8 Grade Students Demonstrating Below Grade Level Reading Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student FRPM Status	
Student FRPM Status	Percent of Students
FRPM Student	26.18%
Non FRPM Student	39.64%

Students meet science learning targets based on MN state standards.

Reasoning:
The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.

Science is the process of exploring and explaining the processes, structures, designs, and systems that make up our natural and human-made world. In Science, all students engage in practices including making observations, developing and revising models, and analyzing and interpreting data to answer scientific questions and design solutions to problems. Scientifically literate classroom communities make observations of the world around them, design investigations to answer questions, make connections between ideas across the science disciplines, and solve problems using technologies for an ever-changing world. (MDE)

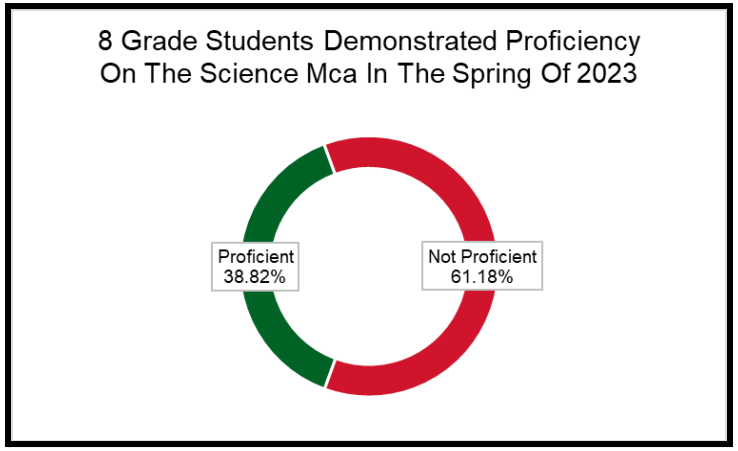
Metrics:
- Grade 8 science Proficiency

2022-23 Results

- Grade 8 science Proficiency
    - **How will it be measured:** MCA Science

38.82% of 8 grade students demonstrated proficiency on the Science MCA in the spring of 2023

	Proficient	Not Proficient
8 grade students demonstrated proficiency on the Science MCA in the spring of 2023	38.82%	61.18%



8th Grade Students Demonstrated Proficiency on the Science MCA in the Spring of 2022 by Student Race		
Student Race	**Proficient**	**Not Proficient**
Asian	55.93%	44.07%
White	43.95%	56.05%

**American Indian or Alaska Native, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

8th Grade Students Demonstrated Proficiency on the Science MCA in the Spring of 2023 by Student Special Education Status		
Student Special Education Status	**Proficient**	**Not Proficient**
Gen Ed Student	41.12	58.88%

8th Grade Students Demonstrated Proficiency on the Science MCA in the Spring of 2023 by Student ML Status		
Student ML Status	**Proficient**	**Not Proficient**
Non ML Student	42.53%	57.47%

**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

8th Grade Students Demonstrated Proficiency on the Science MCA in the Spring of 2023 by Student FRPM Status		
Student FRPM Status	**Proficient**	**Not Proficient**
FRPM Student	17.14%	82.86%
Non FRPM Student	45.06%	54.94%

Students will pass Algebra I by the end of 8th grade.

Reasoning:
Algebra I is a gateway course to higher level mathematics and science courses. Students who successfully complete Algebra I apply foundational math skills built in earlier grades, which allow them to refine problem solving and critical thinking skills.

Metrics:

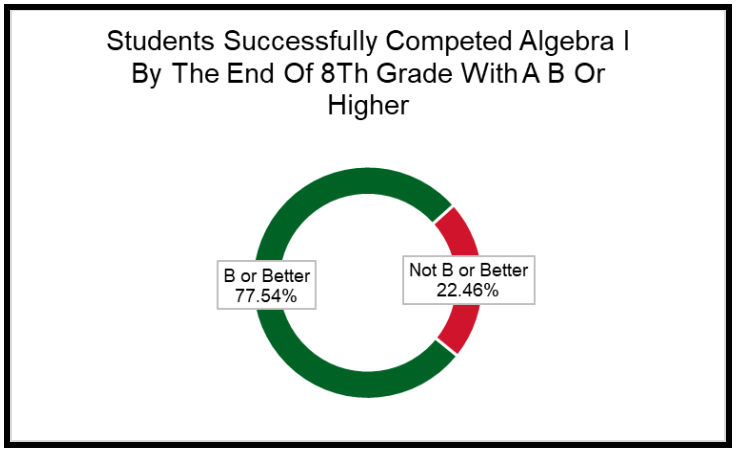
- Algebra I course completion

2022-23 Results

- Algebra I course completion
  - How will it be measured: Percentage of students who successfully complete the Algebra I course by the end of 8th; earning a B grade or higher.

77.54% of students successfully competed Algebra I by the end of 8th grade with a B or higher

	B or Better	Not B or Better
Students Successfully Competed Algebra I by the end of 8th grade with a B or higher	77.54%	22.46%



Students Successfully Competed Algebra I By The End Of 8Th Grade With A B Or Higher by Student Race		
Student Race	**B or Better**	**Not B or Better**
Asian	86.44%	13.56%
Black or African American	39.73%	60.27%
Hispanic/Latino	51.16%	48.84%
Two or More Races	76.60%	23.40%
White	85.68%	14.32%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Students Successfully Competed Algebra I By The End Of 8Th Grade With A B Or Higher by Student ML Status		
Student ML Status	**B or Better**	**Not B or Better**
Prior ML	91.67%	8.33%
Non ML Student	82.52%	17.48%

**Students who Declined ML Service, ML Monitor and ML students have been excluded due to numbers being identifiable.*

Students Successfully Competed Algebra I By The End Of 8Th Grade With A B Or Higher by Student Special Education Status		
Student Special Education Status	**B or Better**	**Not B or Better**
Special Ed Student	45.45%	54.55%
Section 504 Student	64.00%	36.00%
Gen Ed Student	82.02%	17.98%

Students Successfully Competed Algebra I By The End Of 8Th Grade With A B Or Higher by Student FRPM Status		
Student FRPM Status	**B or Better**	**Not B or Better**
FRPM Student	51.09%	48.91%
Non FRPM Student	84.60%	15.40%

Students acquire and apply the social emotional competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.

Reasoning:
Social emotional learning (SEL) is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that supports their success in school and in life.

Students with well developed social-emotional skills demonstrate the ability to persevere during situations of change and are more agile and flexible. They are able to develop healthy relationships, and better navigate peer pressure and unexpected situations. (MDE)

Metrics:

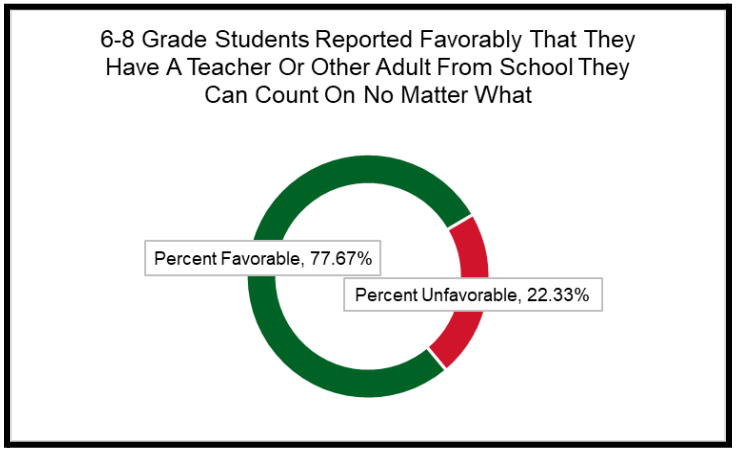
- Grades 6-8 SEL Panorama Questions
    - Do you have a teacher or other adult from school who you can count on to help you no matter what?
    - During the past week, how often did you feel excited about learning?

2022-23 Results

- Grades 6-8 SEL Do you have a teacher or other adult from school who you can count on to help you no matter what?

77.67% of 6-8 grade students reported favorably that they have a teacher or other adult from school they can count on to help you no matter what

	Percent Favorable	Percent Unfavorable
6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What	77.67%	22.33%



6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student Race		
Student Race	Percent Favorable	Percent Unfavorable
Asian	76%	24%
Black or African American	75%	25%
Hispanic/Latino	77%	23%
White	79%	21%

**American Indian or Alaska Native Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student ML Status		
Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	83%	17%
Non ML Studen	77%	23%

**Panorama, the source of this data, does not support our more detailed status of ML students which is why students who Declined ML Service, ML Monitors and Prior ML students are not listed.*

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student Special Education Status		
Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	84%	16%
Section 504 Student	77%	23%
Gen Ed Student	77%	23%

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student FRPM Status		
Student FRPM Status	Percent Favorable	Percent Unfavorable
FRPM Student	N/A	N/A
Non FRPM Student	N/A	N/A

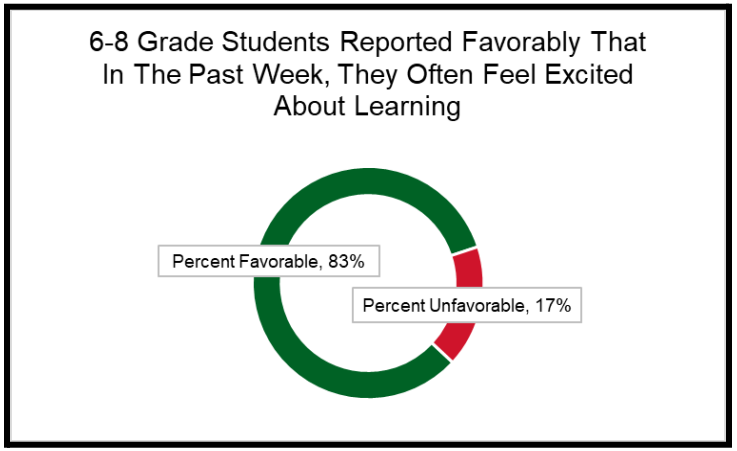
**Due to the sensitive nature of the FRPM Data it is not fed into Panorama which is why the data is Not Available.*

2022-23 Results

- Grades 6-8 SEL During the past week, how often did you feel excited about learning?

83% of 6-8 grade students reported favorably that in the past week, they often feel excited about learning

	Percent Favorable	Percent Unfavorable
6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning	83%	17%



6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student Race		
Student Race	Percent Favorable	Percent Unfavorable
Asian	74%	26%
Black or African American	79%	21%
Hispanic/Latino	77%	23%
White	82%	18%

**American Indian or Alaska Native Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student ML Status		
Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	85%	15%
Non ML Studen	80%	20%

**Panorama, the source of this data, does not support our more detailed status of ML students which is why students who Declined ML Service, ML Monitors and Prior ML students are not listed.*

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student Special Education Status		
Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	78%	22%
Section 504 Student	76%	24%
Gen Ed Student	80%	20%

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student FRPM Status		
Student FRPM Status	Percent Favorable	Percent Unfavorable
FRPM Student	N/A	N/A
Non FRPM Student	N/A	N/A

**Due to the sensitive nature of the FRPM Data it is not fed into Panorama which is why the data is Not Available.*

Students have the opportunity to participate in robust extracurricular & co-curricular opportunities.

Reasoning:
Involvement in extracurricular and co-curricular activities allow students to build increased self confidence. When middle school students are engaged in activities that they enjoy, find challenging and personally meaningful, the results include a greater sense of positive mental health and well-being, and greater executive management, all which can lead to better performance in the classroom and therefore better grades.

Metrics:

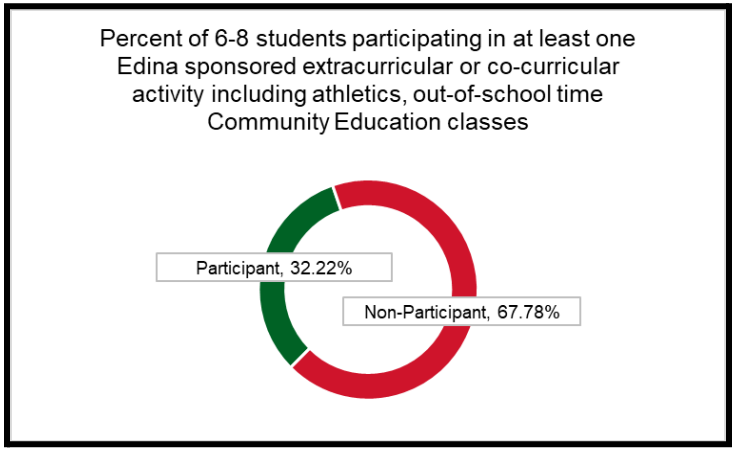
- Student participation in extracurricular & co-curricular activities

2022-23 Results

- Student participation in extracurricular & co-curricular activities **How will it be measured:** Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics and/or out-of-school time Community Education classes.

32.22% participated in at least one extracurricular and/or co-curricular activity during the 2022-23 school year

	Participant	Non- Participant
Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics, out-of-school time Community Education classes	32.22%	67.78%



Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics, out-of-school time Community Education classes by Student Race		
Student Race	Participant	Non- Participant
Asian	38.69%	61.31%
Hispanic/Latino	17.93%	82.07%
Two or More Races	32.03%	67.97%
White	37.40%	62.60%

American Indian or Alaska Native, Black or African American and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics, out-of-school time Community Education classes by Student Special Education Status		
Student Special Education Status	Participant	Non- Participant
Special Ed Student	23.75%	76.25%
Section 504 Student	33.08%	66.92%
Gen Ed Student	33.42%	66.58%

Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics, out-of-school time Community Education classes by Student ML Status		
Student ML Status	Participant	Non- Participant
ML Monitor	19.26%	80.74%
Non ML Student	34.82%	65.18%

**Students who Declined ML Service, ML Students and Prior ML students have been excluded due to numbers being identifiable.*

Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics, out-of-school time Community Education classes by Student FRPM Status		
Student FRPM Status	Participant	Non- Participant
FRPM Student	9.88%	90.12%
Non FRPM Student	38.17%	61.83%

Edina Public Schools offers multiple pathways to appropriately challenge and engage learners across our system. Each and every student deserves and needs learning opportunities that help them discover, extend, accelerate, and apply their learning. The pathways are designed to meet the needs of students in all unique learners categories, including those who have demonstrated high performance or show high levels of reasoning.

Reasoning:
EPS welcomes, respects, supports, and values each and everyone so students can learn effectively, develop a deeper understanding of complex issues, and become empowered to contribute to the school and greater community. We strive to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically, and that barriers are eliminated.

Metrics:

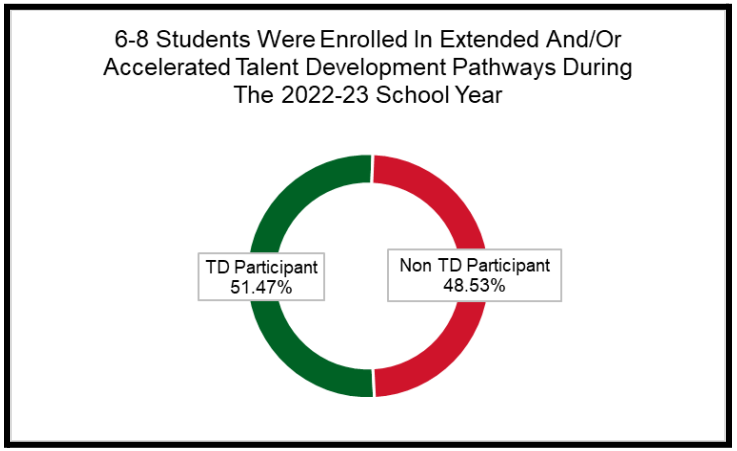
- Talent Development Program Participation
- Talent Development Program Performance
- Progress Toward IEP Goals
- ML Student Progress Toward Proficiency

2022-23 Results

- Talent Development Program Participation **How will it be measured:** Percent of 6-8 grade student enrollment in talent development extended or accelerated pathways (Enriched Reading and Social Studies, Accelerated Science, Accelerated Math)

51.47% 6-8 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year

	TD Participant	Non TD Participant
6-8 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year	51.47%	48.53%



6-8 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student Race		
Student Race	TD Participant	Non TD Participant
Asian	66.67%	33.33%
Black or African American	18.72%	81.28%
Hispanic/Latino	27.59%	72.41%
Two or More Races	64.84%	35.16%
White	56.80%	43.20%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

6-8 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student ML Status		
Student ML Status	TD Participant	Non TD Participant
ML Monitor	23.70%	76.30%
Prior ML	75.93%	24.07%
Non ML Student	55.89%	44.11%

**Students who Declined ML Service and ML Students have been excluded due to numbers being identifiable.*

6-8 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student Special Education Status		
Student Special Education Status	TD Participant	Non TD Participant
Special Ed Student	17.92%	82.08%
Section 504 Student	43.85%	56.15%
Gen Ed Student	57.11%	42.89%

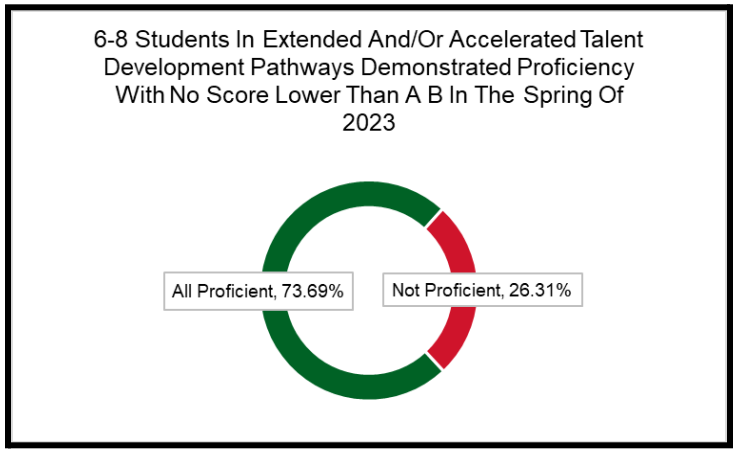
6-8 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student FRPM Status		
Student FRPM Status	TD Participant	Non TD Participant
FRPM Student	20.48%	79.52%
Non FRPM Student	59.72%	40.28%

2022-23 Results

- Talent Development Program Performance **How will it be measured:** Percentage of 6-8 grade students in extended or accelerated talent development pathways earning all scores of B or better on their S2 report card in (Enriched Reading and Social Studies, Accelerated Science and Accelerated Math)

73.69% 6-8 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a B in the spring of 2023

	All Proficient	Not Proficient
6-8 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A B In The Spring Of 2023	73.69%	26.31%



6-8 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A B In The Spring Of 2023 by Student Race		
Student Race	All Proficient	Not Proficient
Asian	77.68%	22.32%
Black or African American	40.91%	59.09%
Hispanic/Latino	67.50%	32.50%
Two or More Races	66.27%	33.73%
White	76.29%	23.71%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

6-8 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A B In The Spring Of 2023 by Student Special Education Status		
Student Special Education Status	All Proficient	Not Proficient
Special Ed Student	72.55%	27.45%
Section 504 Student	68.42%	31.58%
Gen Ed Student	91.83%	8.17%

6-8 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A B In The Spring Of 2023 by Student ML Status		
Student ML Status	All Proficient	Not Proficient
ML Monitor	68.75%	31.25%
Prior ML	73.17%	26.83%
Non ML Student	73.99%	26.01%

**Students who Declined ML Service and ML Students have been excluded due to numbers being identifiable.*

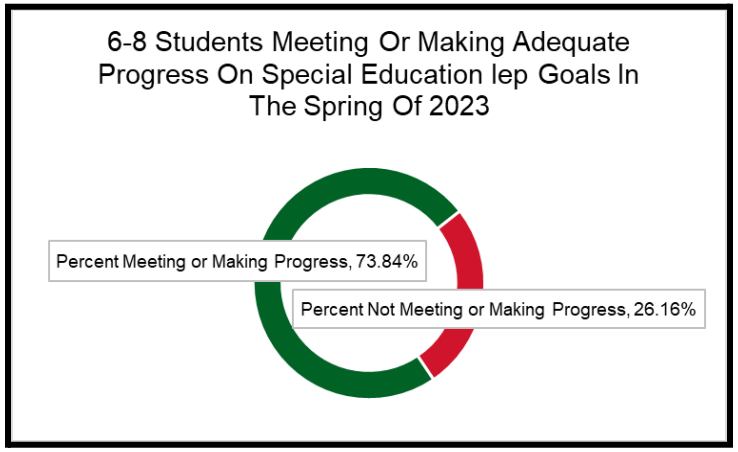
6-8 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A B In The Spring Of 2023 by Student FRPM Status		
Student FRPM Status	All Proficient	Not Proficient
FRPM Student	55.29%	44.71%
Non FRPM Student	75.38%	24.62%

2022-23 Results

- Progress Toward IEP Goals **How will it be measured:** Percent of 6-8 students meeting or making adequate progress on special education program goals

73.84% of 6-8 students meeting or making adequate progress on special education IEP goals in the spring of 2023

	Percent Meeting or Making Progress	Percent Not Meeting or Making Progress
6-8 Students Meeting Or Making Adequate Progress On Special Education Iep Goals In The Spring Of 2023	73.84%	26.16%

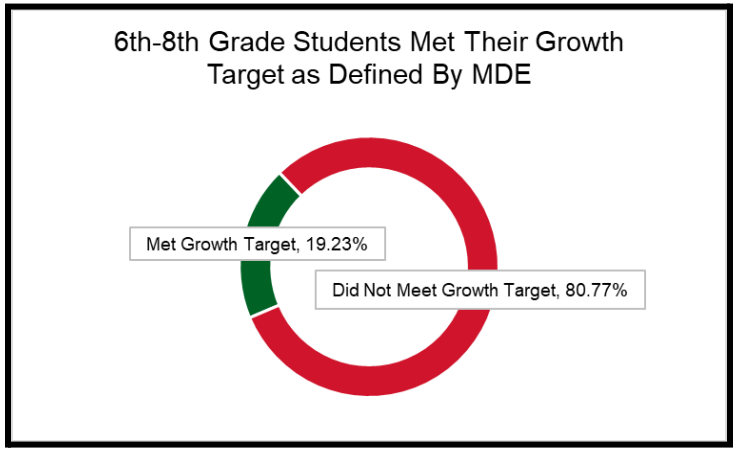


2022-23 Results

- ML Student Progress Toward Proficiency **How will it be measured:** Percent of 6-8 ML students who met their MDE provided growth target for the year

19.23% of 6th - 8th grade students met their growth target as defined by MDE

	Met Growth Target	Did Not Meet Growth Target
6th-8th Grade Students Met Their Growth Target as Defined By MDE	19.23%	80.77%



Attending school regularly is critical for building relationships and ensuring academic success through high levels of positive engagement. Consistent attendance sets the foundation for Each and Every Edina student to discover their possibilities and thrive while moving towards graduation.

Attendance Reasoning:
Consistent attendance is paramount to ensure that students are immersed in the instruction and additional support when necessary to demonstrate mastery of the MN State Standards. Students with consistent attendance succeed academically, are more likely to graduate and be better prepared for post secondary (college/career) experiences. The Minnesota Department of education deems consistent

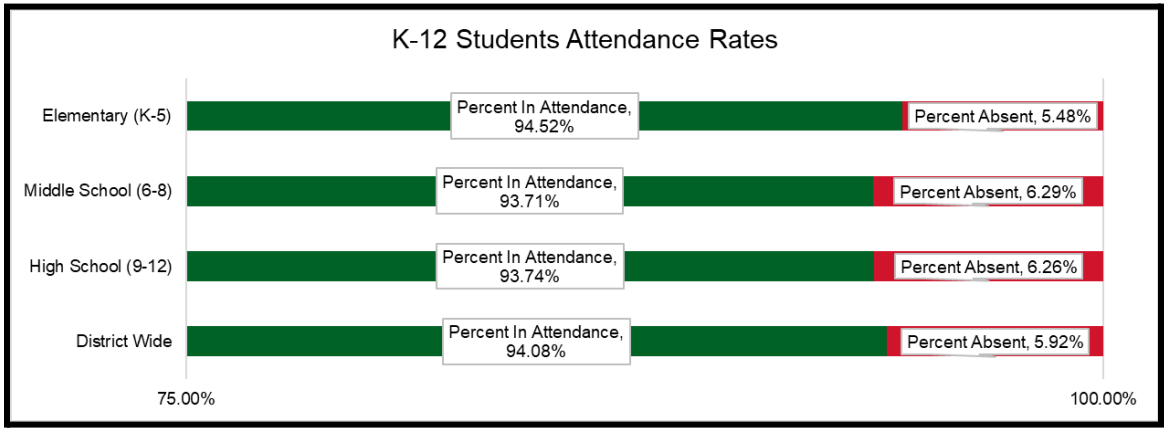
Attendance Metrics:

- Students Percent in Attendance

2022-23 Results

- Students Percent in Attendance **How will it be measured:** K-12 students percent in attendance

94.08% of K-12 students attendance rates



Grade Band	Percent In Attendance	Percent Absent
High School (9-12)	93.74%	6.26%
Middle School (6-8)	93.71%	6.29%
Elementary (K-5)	94.52%	5.48%
District Wide	94.08%	5.92%

K-12 Students Attendance Rates by Student Special Education Status			
Special Ed Status	**Elementary (K-5)**	**Middle School (6-8)**	**High School (9-12)**
Special Ed Student	94.35%	92.91%	91.93%
Section 504 Student	94.39%	93.43%	92.85%
Gen Ed Student	94.57%	93.85%	94.06%

K-12 Students Attendance Rates by Student ML Status			
ML Status	**Elementary (K-5)**	**Middle School (6-8)**	**High School (9-12)**
Declined ML Service	91.79%	92.49%	90.16%
ML Monitor	94.46%	93.87%	93.69%
ML Student	93.10%	92.74%	92.91%
Non ML Student	94.68%	93.72%	93.75%
Prior ML	93.86%	94.76%	94.69%

K-12 Students Attendance Rates by Student Race			
Student Race	**Elementary (K-5)**	**Middle School (6-8)**	**High School (9-12)**
American Indian or Alaska Native	89.95%	93.58%	90.26%
Asian	94.82%	95.48%	94.90%
Black or African American	92.57%	92.46%	93.35%
Hispanic/Latino	93.27%	92.62%	93.36%
Native Hawaiian or Other Pacific Islander	96.91%	96.94%	90.77%
Two or More Races	94.26%	93.02%	93.10%
White	94.87%	93.90%	93.78%

K-12 Students Attendance Rates by Student FRPM Status			
FRPM Status	**Elementary (K-5)**	**Middle School (6-8)**	**High School (9-12)**
FRPM Student	92.69%	92.37%	92.55%
Non FRPM Student	94.90%	94.07%	94.04%

APPENDIX A: Glossary

Teaching Strategies Gold (TS Gold): An authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which enables a whole-child approach to assessment.

Universal Screener: A brief, standardized assessment that is administered to all students to evaluate the efficacy of core programming and to identify those students who may be at risk for poor learning or social, emotional, and behavioral outcomes.

FASTBridge: A universal screener that identifies each students' academic performance level using risk benchmarks and national norms, provides growth rates and growth norms to assess progress toward end of year goals, and indicates the concepts and skills that are above, below, and within the students instructional range (provides diagnostic information). FASTBridge data also offers proven recommendations for response to the students needs (diagnostic information), and the ability to gather data in the format of progress monitoring how students are responding (growing or not) to the proven recommendations.

Proficiency: Meeting a defined benchmark on an assessment that places a student in a category of low risk of not meeting expectations or demonstrates that student has met benchmarks for standards. Statisticians determine proficiency of an assessment using measurement systems that align assessment research.

Growth: The rate of learning improvement from one assessment window to the next. This is generally norm referenced and dependent upon a national distribution of scores.

Typical Growth: Growth that is between the 40th and 75th percentile. This means that the student is growing at a rate that is average to moderately above average.

Aggressive Growth: Growth that is measured at or above the 75th percentile or growing faster than 75% of other test takers. (Fastbridge assessments)

Talent Development: Talent Development encompasses all of the classes, support structures, and instruction that are designed to identify a child's strengths early on in their education, so they can turn their abilities and interests into high levels of achievement. Talent Development can be a different class for a select group of students. However, it goes beyond that and includes opportunities for all students to learn in rigorous, highly engaging, and inquiry based settings on a day-to-day basis. Talent Development ensures that each and every student in Edina Public Schools has a clear path to discover their possibilities and thrive.
**See also Talent Development Board Report 2.13.23 for more Talent Development detail.*

Elementary Curiosity Lab: Support for students in grades 4-5 who participate in Extended Reading and/or Accelerated Math provided by the Curiosity Lab Teachers (Talent Development FTE). The students have access to additional time, resources and scaffolding. Students meet with a Curiosity Lab teacher to ensure success in extended and accelerated classes.

Extended Pathways: Opportunities provided to students to engage with grade level content at a deeper level.

Accelerated Pathways: Opportunities for students to compact grade level standards and be exposed to higher grade level standards at a faster pace.

Multilingual Learner: A student whose home language is a language other than English and who is working towards meeting proficiency in listening, speaking, reading and writing in English.

Statewide Longitudinal Education Data System (SLEDS): Minnesota Statewide Longitudinal Education Data System (SLEDS) matches student data from pre-kindergarten through completion of post-secondary education and into the workforce.

PREPaRE Training: Training developed by the National Association of School Psychologists to help participants gain a better understanding of the organization and function of a comprehensive safety and crisis team and the knowledge and skills necessary to meet the mental health needs of students and staff in the aftermath of a crsis.

Panorama: Resource to help educators understand student, teacher, and staff perceptions of Social and Emotional Learning skills. This measurement of mindsets, behaviors, and attitudes can be strongly related to success in school and beyond the classroom. Panorama also provides support and tools to respond to the measurements collected. For example the Panorama Playbook is a professional learning library with hundreds of instructional resources and interventions.

Professional Learning Community (PLC): “An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” (DuFour, DuFour, & Eaker, 2002)

LETRS: (Language Essentials for Teachers of Reading and Spelling): A training course developed by Louisa Moats and Carol Tolman, both literacy experts and consultants in the Science of Reading/Structured Literacy. LETRS instructs teachers in what literacy skills need to be taught, why, and how to teach them in an explicit, systematic and direct way in alignment with the Science of Reading/Structured Literacy. LETRS professional development takes 144 hours on average to complete and guides learners in both whole group and independent learning sessions to deepen structured literacy knowledge in all 5 pillars of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension.

A.S.P.I.R.E.: Based on the science of reading/structured literacy, Aspire is a professional learning solution designed to meet the needs of all educators teaching students in grades 4–8. Aspire trains all educators to weave literacy skills and strategies into their instruction so they can support learners to read, comprehend, and articulate their ideas across various subjects. It is a flexible, self-paced, digital solution that empowers all educators to accelerate literacy skills among students in grades 4-8.

IXL: Online personalized learning platform. Edina systematically uses IXL in math in elementary and middle school as a diagnostic assessment and a tool to respond to diagnostic information with individualized instructional matches.

APPENDIX B: 2023-2025 Board Approved EPS Assessment Plan

APPENDIX C: FASTBridge Assessment Guide

Assessments by Grade Level Administered Fall-Winter-Spring						
FastBridge Learning	**Grades K-1**	**Grades 2-3**	**Grades 4-5**	**Grades 6-8**	**Grade 9**	**Grades 10-12**
Reading Assessments	earlyReading	R-CBM aReading	FASTtrack Reading (AUTOReading and aReading)			As needed
Math Assessments	earlyMath	FASTtrack Math (CBM automaticity and aMath)			As needed	

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

earlyReading English - Composite Subtests

GRADE	FALL	WINTER	SPRING
K	Concepts of Print	Onset Sounds	Letter Sounds
K	Onset Sounds	Letter Sounds	Word Segmenting
K	Letter Names	Word Segmenting	Nonsense Words*
K	Letter Sounds	Nonsense Words*	Sight Words 50
1	Word Segmenting	Word Segmenting	Word Segmenting
1	Nonsense Words*	Nonsense Words*	Nonsense Words*
1	Sight Words 150	Sight Words 150	Sight Words 150
1	Sentence Reading	CBMreading**	CBMreading**

earlyMath Composite Subtests

GRADE	FALL	WINTER	SPRING
K	Match Quantity	Decomposing DC-K	Decomposing DC-K
K	Number Sequence NS-K	Number Sequence NS-K	Number Sequence NS-K
K	Numeral Identification NI-K	Numeral Identification NI-K	Numeral Identification NI-K
1	Decomposing DC-1	Decomposing DC-1	Decomposing DC-1
1	Number Sequence NS-1	Number Sequence NS-1	Place Value
1	Numeral Identification NI-1	Place Value	Story Problems

FASTBridge Assessment Overview: list and details of assessments

APPENDIX D: MCA Opt Out Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Math	2023	Elementary (K-5)	Student Took Assessment	2341	98.20%
MCA Math	2023	Elementary (K-5)	Student Did Not Take Assessment	43	
MCA Math	2023	Middle School (6-8)	Student Took Assessment	3720	95.04%
MCA Math	2023	Middle School (6-8)	Student Did Not Take Assessment	194	
MCA Math	2023	High School (9-12)	Student Took Assessment	714	54.09%
MCA Math	2023	High School (9-12)	Student Did Not Take Assessment	606	
MCA Reading	2023	Elementary (K-5)	Student Took Assessment	1828	97.86%
MCA Reading	2023	Elementary (K-5)	Student Did Not Take Assessment	40	
MCA Reading	2023	Middle School (6-8)	Student Took Assessment	1878	96.06%
MCA Reading	2023	Middle School (6-8)	Student Did Not Take Assessment	77	
MCA Reading	2023	High School (9-12)	Student Took Assessment	590	88.59%
MCA Reading	2023	High School (9-12)	Student Did Not Take Assessment	76	
MCA Science	2023	Elementary (K-5)	Student Took Assessment	611	97.60%
MCA Science	2023	Elementary (K-5)	Student Did Not Take Assessment	15	
MCA Science	2023	Middle School (6-8)	Student Took Assessment	626	92.60%
MCA Science	2023	Middle School (6-8)	Student Did Not Take Assessment	50	
MCA Science	2023	High School (9-12)	Student Took Assessment	527	90.39%
MCA Science	2023	High School (9-12)	Student Did Not Take Assessment	56	

Appendix E: Edina Public Schools 2022-2023 Demographic Summary

Edina Public Schools 2022-2023 Demographic Summary							
Percent of Students	**Student Race**						
Grade Band	**American Indian or Alaska Native**	**Asian**	**Black or African American**	**Hispanic/Latino**	**Native Hawaiian or Other Pacific Islander**	**Two or More Races**	**White**
Elementary (K-5)	0.16%	8.84%	7.73%	7.12%	0.05%	7.25%	68.85%
Middle School (6-8)	0.15%	8.51%	11.90%	7.35%	0.05%	6.48%	65.55%
High School (9-12)	0.07%	8.24%	12.27%	7.95%	0.15%	5.97%	65.36%

Percent of Students	**Special Ed Status**		
Grade Band	**Special Ed Student**	**Section 504 Student**	**Gen Ed Student**
Elementary (K-5)	17.75%	3.56%	78.69%
Middle School (6-8)	12.16%	6.59%	81.26%
High School (9-12)	9.30%	10.03%	80.67%

Percent of Students	**ML Status**				
Grade Band	**Declined ML Service**	**ML Student**	**ML Monitor**	**Prior ML**	**Non ML Student**
Elementary (K-5)	0.29%	9.18%	3.24%	0.03%	87.26%
Middle School (6-8)	0.20%	5.12%	6.84%	2.74%	85.11%
High School (9-12)	0.51%	4.03%	2.42%	4.50%	88.54%

Percent of Students	**FRPM Status**	
Grade Band	**FRPM Student**	**Non FRPM Student**
Elementary (K-5)	16.93%	83.07%
Middle School (6-8)	21.02%	78.98%
High School (9-12)	20.47%	79.53%

Board Meeting Date: 10.16.23

Title: Edina Public Schools Data Metrics Plan Update: 9th - 12th Grade

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching & Learning; and Greg Guswiler**,** Teaching & Learning Data Programming Analyst and Coordinator

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2023 Edina Public Schools Data Metrics Plan update reflects spring 2023 data. The plan as a whole is broken down into four grade level bands. This report is the 9th -12th grade band.

Recommendation: The purpose of this report for school board discussion.

Desired Outcomes for the Board: Review the structure of the report, have questions prepared, and provide feedback on the purpose of the Data Metrics Plan as a guiding tool to support the implementation to the strategic plan.

Background Materials:
2.14.22 Approved Data Metrics Plan
9.11.23 Data Metrics Goals
2023-2025 Board Approved EPS Assessment Plan
Data Metrics Report Board Presentation 10.16.23

Attachments:
Board Report (below)

Edina Data Metrics Plan Executive Summary

Edina Public Schools is a dynamic learning community that focuses on educational excellence. EPS has a comprehensive assessment monitoring plan that uses a variety of data points to examine and determine if/when we are meeting our Vision, Mission, and Strategic Plan priorities. This Executive Summary will highlight key findings and connected action steps in each grade level band.

Through the intentional focus on the components named in the Data Metrics Plan, EPS has a marked track for continuous improvement. The plan is tightly aligned to monitor the growth as it relates to the 2020-2030 Strategic Plan.

The Edina Public Schools Data Metrics Plan in its entirety has four grade level bands and district wide data to summarize:

1. Early Learning
2. Elementary School
3. Middle School
4. High School

This summary includes key findings in math, literacy, and social and emotional learning data in the 9th - 12th grade band, as well as additional key findings that demonstrate critical benchmarks in *preparing all students to realize their full potential.* It will also include a description of the actions directed to support growth and continuous improvement related to the key findings. Finally, each category has the strategic plan alignment listed at the bottom of the action section indicated by a ***green*** asterisk.

High School (9-12)	
Key Findings	**Key Action Steps**
Literacy: ● Proficiency on 10th Grade MCA scores increased by 13%. ● 73.44% of 9th grade students demonstrated proficiency on the spring 2023 FASTTrack reading. ● 54.59**%** of 9th grade students who were below grade level in the fall 2022 and achieved aggressive growth from fall 2022 to spring 2023 ● While we continue to outperform the nation on the FASTBridge reading assessments and the state on MCA achievement, *there is still an achievement gap to address in Edina.*	**We will:** ● deepen the intentional implementation of the Comprehensive Literacy Plan ● implement and strengthen 9th grade College Reading Readiness ● implement interventions and progress monitor students who score below proficiency on the FASTBridge screener, as well as those who demonstrate need through different measures, and make instructional shifts as needed ● use PLC structures to respond to the data and to make instructional shifts as needed 9-12 ● continue to follow Implementation Science with lead teams to review and recommend updates to Tier 1 and Tier 2 practices in curriculum and instruction in 9-12 ● collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. **Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.* **Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.* **Strategy D.2: Provide robust and balanced professional development.* **Strategy D.4: Develop and maintain a culture of continuous improvement.*
Math: ● Slightly more than 61% of all students in grades 9-12 demonstrated proficiency by achieving at least a B in their math course. ● A little less than 63% of students were proficient on the 11th grade MCA Math assessment. ● While we continue to outperform the state on MCA achievement, *there is still an achievement gap to address in Edina.*	**We will:** ● continue with the full implementation of our core tier 1 instructional materials (Envision Math) across all math courses ● engage in PLC's to respond to student needs and to ensure instructional alignment and content rigor across all math courses. ● provide instructional support provided through Bridge classes, Student Prep, Flex time and structured office hours ● ensure appropriate math course selection through math team and counselor collaboration ● implement a new non-AP Calculus course to better meet the needs of some learners ● collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. **Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.* **Strategy D.4: Develop and maintain a culture of continuous improvement.*

SEL: According to the Panorama Student Competency and Well-Being measures: ● 77.5% of 9-12 grade students reported favorably that they have a teacher or other adult from school they can count on. ● 77.75% of 9-12 grade students reported favorably that in the past week, they often feel excited about learning.	**We will:** ● pilot the Tier 1 Character Strong curriculum in select advisory and intervention classes. The plan for 2023-24 is to support EHS with implementation of the curriculum with fidelity and to monitor student SEL outcomes in the selected classes. ● deepen Professional Development with student support staff around utilizing the Panorama PlayBook resource to respond to student SEL needs ● provide PREPaRE school crisis training with district administrators and mental health staff ● implement advisory with an intentionality around belonging that includes connecting with peers and advisors, as well as reflecting on identity, agency, and goal setting ● engage in building wide work on the first phase of a review of and support for ensuring a healthy building wide staff culture. **Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.* **Strategy C.2: Ensure staff are equipped with long-term wellness strategies leading to a strong sense of belonging and positive climate and culture.* **Strategy C5: Create environments that are conducive to learning and facilitate constructive student interaction.*
Additional Observations: ● 66.31% of 9-12 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year. ● 54.49% of 9-12 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a B in the spring of 2023. ● 86% of Edina students earn a 3+ or higher on AP exams. ● 68.34% of 9-12 students met or made adequate progress on special education IEP goals in the spring of 2023. ● 20.00% of 9th-12th grade students met their growth target as defined by MDE. ● There is an opportunity gap for Black and Hispanic, as well as ML, Special Ed, and FRMP students, and their participation in extra-curricular and co curricular activities.	**We will:** ● continue to offer a wide range of advanced courses that maximize college readiness for students while broadening access ● collaborate with Special Education to enhance: ○ implementation of structured literacy aligned resources ○ align instructional resources across Tier 1, Tier 2, and Tier 3 and ensure alignment with structured literacy ● collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students and decreasing the opportunity gap for participation in extra-curricular and co curricular activities. **Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.* **Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.*

Edina Data Metrics Plan Table of Contents

9-12 English Language Arts (ELA/Literacy), Mathematics and Science Standards 8

- 9-12 academic proficiency in English Language Arts (ELA/Literacy) How will it be measured: Proficiency on end of the year ELA course grades (Score of B or better Semester 2 ELA Course) and Reading MCA Assessments of students who took the MCA, and FASTtrack Reading 9
- 9-12 academic proficiency in Mathematics How will it be measured: Proficiency on end of the year course math grades (Score of B or better in Semester 2 in Math), MCA Assessments of students who took the MCA. 12
- 9-12 academic proficiency in Science How will it be measured: Proficiency on end of the year science course grades (Score of B or better Semester 2) Science MCA Assessments of students who took the MCA. 14
- 9th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring 16

9-12 Each and every student is College Ready 17

Bilingual Seals earned by 9-12 students 17

Dual Enrollment Options 17

ACT performance 18

State Longitudinal Education Data System (SLEDS) 18

- National Merit Scholars 18
- Alumni Survey 18

9-12 Career Ready 22

- 9-12 SEL How will it be measured: Panorama questions “Do you have a teacher or other adult from school who you can count on to help you no matter what?” 23
- 9-12 SEL How will it be measured: Panorama questions “During the past week, how often did you feel excited?” 24
- Students enrolled in internships or apprenticeships 25
- Extra-curricular or co curricular participation by each student group How will it be measured: Percent of students 9-12 participating in at least one Edina sponsored extra-curricular or co curricular leadership or service experience 26

9-12 Unique Learners 27

- Talent Development program participation How will it be measured: 9-12 student enrollment in talent development extended or accelerated pathways 28
- Talent Development program performance How will it be measured: 9-12 student grades in talent development pathways 29
- AP Exam of 3+ How will it be measured: Percent of students earning a 3 or higher 30
- Progress Toward IEP Goals How will it be measured: Percent of 9-12 students meeting or making adequate progress on special education IEP Goals 31
- ML Student Progress Toward Proficiency How will it be measured: Percent of ML students who met their MDE provided growth target for the year 31

K-12 Attendance & Graduation Rates 32

- Students Percent in Attendance How will it be measured: K-12 students percent in attendance 33
- 4 & 7 year graduation rates How will it be measured: Graduation rates by student group 34

Edina Data Metrics Plan Appendix 35

APPENDIX A: Glossary 35

APPENDIX B: 2023-2025 Board Approved EPS Assessment Plan 37

APPENDIX C: FASTBridge Assessment Guide 37

APPENDIX D: MCA Opt Out Data 38

Appendix E: Edina Public Schools 2022-2023 Demographic Summary 39

Table of Contents Appendix

Students meet learning targets based on MN state standards.

Reasoning:
The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.

The English Language Arts (ELA/Literacy) standards are composed of "all of the communication and language skills and processes people use every day to receive and send information. Students in ELA classrooms and across the content areas take in information through reading, listening, and viewing from both literary and informational sources. Students also write, speak, and exchange ideas to express themselves and communicate with others. The ability to use and understand language is critical to every aspect of students' lives and their future career and college readiness." (MDE)

Mathematics is a discipline whose basic ingredients are numbers, shapes, and algebraic relationships. Logical reasoning is used to study the properties of these objects and develop connections between them. The results can be used to understand and analyze a vast array of phenomena arising in all of the sciences, engineering and everyday life. (MDE)

Science is the process of exploring and explaining the processes, structures, designs, and systems that make up our natural and human-made world. In Science, all students engage in practices including making observations, developing and revising models, and analyzing and interpreting data to answer scientific questions and design solutions to problems. Scientifically literate classroom communities make observations of the world around them, design investigations to answer questions, make connections between ideas across the science disciplines, and solve problems using technologies for an ever-changing world. (MDE)

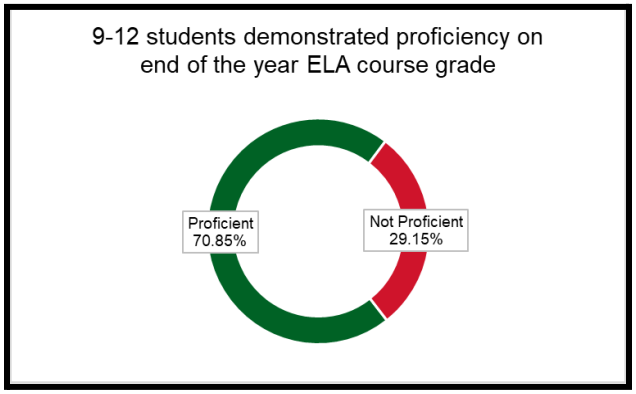
Metrics:
- 9-12 academic proficiency in English Language Arts (ELA/Literacy)
- 9-12 academic proficiency in Mathematics
- 9-12 academic proficiency in Science
- 9th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring

2022-23 Results

- 9-12 academic proficiency in English Language Arts (ELA/Literacy) **How will it be measured:** Proficiency on end of the year ELA course grades (Score of B or better Semester 2 ELA Course) and Reading MCA Assessments of students who took the MCA, and FASTtrack Reading

70.85% of 9-12th grade proficiency end of the year **ELA course grade**

	Proficient	Not Proficient
9-12 students demonstrated proficiency on end of the year ELA course grade	70.85%	29.15%



9-12 Students Demonstrated Proficiency on End of the Year ELA Course Grade by Student Race		
Student Race	**Proficient**	**Not Proficient**
Asian	83.98%	16.02%
Black or African American	36.86%	63.14%
Hispanic/Latino	52.20%	47.80%
Two or More Races	71.43%	28.57%
White	76.85%	23.15%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

9-12 Students Demonstrated Proficiency on End of the Year ELA Course Grade by Student Special Education Status		
Student Special Education Status	**Proficient**	**Not Proficient**
Special Ed Student	35.88%	64.12%
Section 504 Student	62.25%	37.75%
Gen Ed Student	74.78%	25.22%

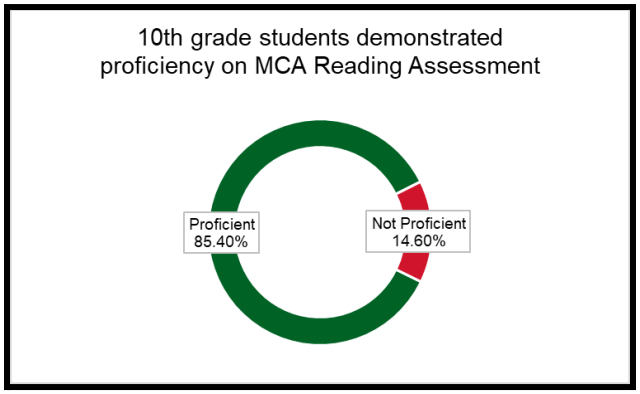
9-12 Students Demonstrated Proficiency on End of the Year ELA Course Grade by Student ML Status		
Student ML Status	**Proficient**	**Not Proficient**
ML Monitor	40.00%	60.00%
Prior ML	64.55%	35.45%
Non ML Student	73.73%	26.27%

**Students who Declined ML Service and ML students have been excluded due to numbers being identifiable.*

9-12 Students Demonstrated Proficiency on End of the Year ELA Course Grade by Student FRPM Status		
Student FRPM Status	**Proficient**	**Not Proficient**
FRPM Student	40.62%	59.38%
Non FRPM Student	77.62%	22.38%

85.40% of 10th grade proficiency on **MCA Reading Assessment**

	Proficient	Not Proficient
10th grade students demonstrated proficiency on MCA Reading Assessment	85.40%	14.60%



10th Grade Students Demonstrated Proficiency on MCA Reading Assessment by Student Race		
Student Race	**Proficient**	**Not Proficient**
Asian	90.20%	9.80%
Black or African American	61.97%	38.03%
Hispanic/Latino	66.67%	33.33%
Two or More Races	91.18%	8.82%
White	90.54%	9.46%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

10th Grade Students Demonstrated Proficiency on MCA Reading Assessment by Student ML Status		
Student ML Status	**Proficient**	**Not Proficient**
Non ML Student	89.98%	10.02%

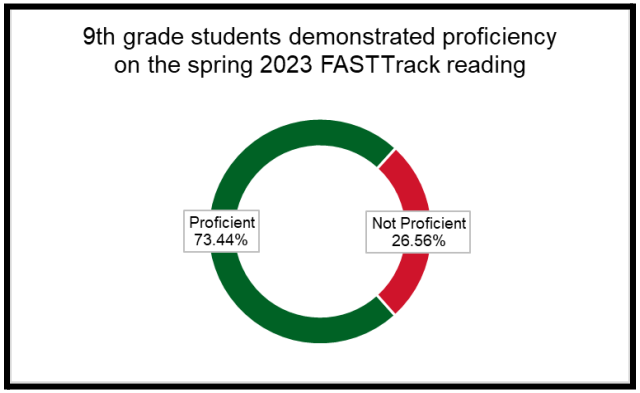
**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

10th Grade Students Demonstrated Proficiency on MCA Reading Assessment by Student Special Education Status		
Student Special Education Status	**Proficient**	**Not Proficient**
Special Ed Student	54.29%	45.71%
Section 504 Student	77.42%	22.58%
Gen Ed Student	88.62%	11.38%

10th Grade Students Demonstrated Proficiency on MCA Reading Assessment by Student FRPM Status		
Student FRPM Status	**Proficient**	**Not Proficient**
FRPM Student	62.93%	37.07%
Non FRPM Student	90.91%	9.09%

73.44% of 9th grade proficiency on the **spring 2023 FASTtrack reading**

	Proficient	Not Proficient
9th grade students demonstrated proficiency on the spring 2023 FASTtrack reading	73.44%	26.56%



9th Grade Students Demonstrated Proficiency on the Spring 2023 FASTTrack reading by Student Race		
Student Race	**Proficient**	**Not Proficient**
Asian	87.04%	12.96%
Black or African American	48.84%	51.16%
Hispanic/Latino	57.41%	42.59%
Two or More Races	71.79%	28.21%
White	78.86%	21.14%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

9th Grade Students Demonstrated Proficiency on the Spring 2023 FASTTrack reading by Student Special Education Status		
Student Special Education Status	**Proficient**	**Not Proficient**
Special Ed Student	33.78%	66.22%
Section 504 Student	75.68%	24.32%
Gen Ed Student	78.51%	21.49%

9th Grade Students Demonstrated Proficiency on the Spring 2023 FASTTrack reading by Student ML Status		
Student ML Status	**Proficient**	**Not Proficient**
Prior ML	79.41%	20.59%
Non ML Student	77.53%	22.47%

**Students who Declined ML Service, ML Monitor and ML students have been excluded due to numbers being identifiable.*

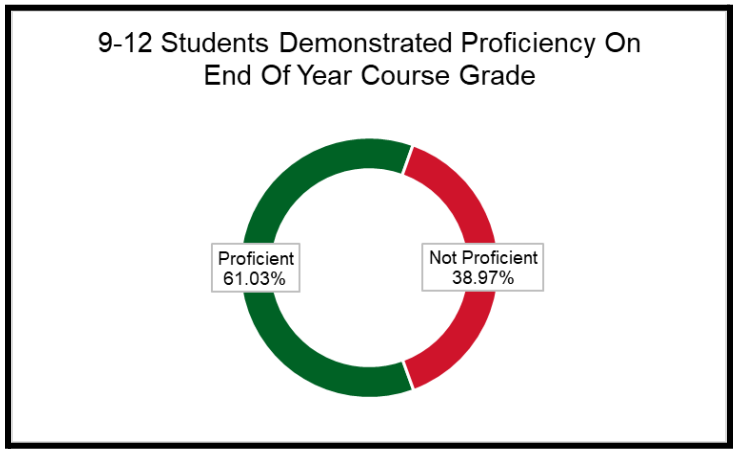
9th Grade Students Demonstrated Proficiency on the Spring 2023 FASTTrack reading by Student FRPM Status		
Student FRPM Status	**Proficient**	**Not Proficient**
FRPM Student	52.55%	47.45%

2022-23 Results

- 9-12 academic proficiency in Mathematics **How will it be measured:** Proficiency on end of the year course math grades (Score of B or better in Semester 2 in Math), MCA Assessments of students who took the MCA.

61.03% of 9-12 students demonstrated proficiency on end of year math course grade

	Proficient	Not Proficient
9-12 Students Demonstrated Proficiency On End Of Year Course Math Grade	61.03%	38.97%



9-12 Students Demonstrated Proficiency on End of Year Course Math Grade by Student Race		
Student Race	Proficient	Not Proficient
Asian	75.27%	24.73%
Black or African American	34.38%	65.63%
Hispanic/Latino	50.29%	49.71%
Two or More Races	60.31%	39.69%
White	64.90%	35.10%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

9-12 Students Demonstrated Proficiency on End of Year Course Math Grade by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	34.67%	65.33%
Section 504 Student	52.65%	47.35%
Gen Ed Student	64.00%	36.00%

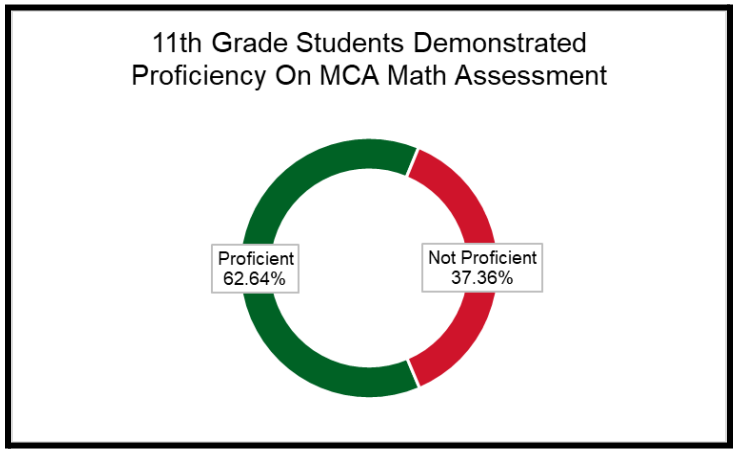
9-12 Students Demonstrated Proficiency on End of Year Course Math Grade by Student ML Status		
Student ML Status	Proficient	Not Proficient
Prior ML	56.48%	43.52%
Non ML Student	63.07%	36.93%

**Students who Declined ML Service, ML Monitor and ML students have been excluded due to numbers being identifiable.*

9-12 Students Demonstrated Proficiency on End of Year Course Math Grade by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	38.42%	61.58%
Non FRPM Student	65.96%	34.04%

62.64% of 11th grade students demonstrated proficiency on MCA Math Assessment

	Proficient	Not Proficient
11th Grade Students Demonstrated Proficiency On MCA Math Assessment	62.64%	37.36%



11th Grade Students Demonstrated Proficiency On MCA Math Assessment by Student Race		
Student Race	Proficient	Not Proficient
Asian	79.41%	20.59%
White	68.80%	31.20%

**American Indian or Alaska Native, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

11th Grade Students Demonstrated Proficiency On MCA Math Assessment by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Section 504 Student	57.14%	42.86%
Gen Ed Student	67.12%	32.88%

11th Grade Students Demonstrated Proficiency On MCA Math Assessment by Student ML Status		
Student ML Status	Proficient	Not Proficient
Non ML Student	66.04%	33.96%

**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

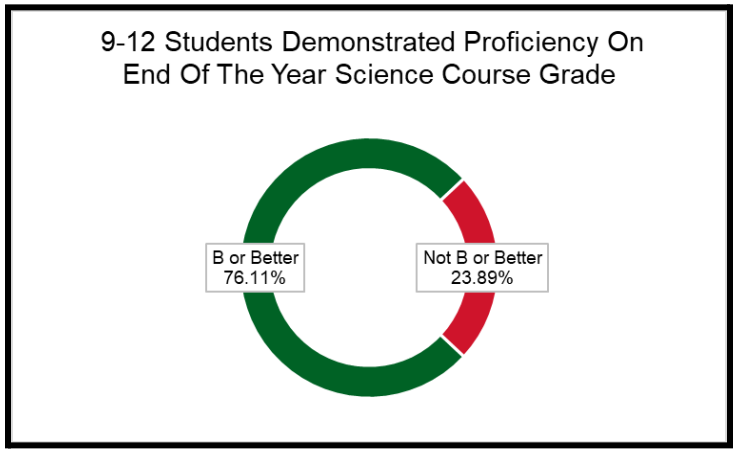
11th Grade Students Demonstrated Proficiency On MCA Math Assessment by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	30.77%	69.23%
Non FRPM Student	69.76%	30.24%

2022-23 Results

- 9-12 academic proficiency in Science **How will it be measured:** Proficiency on end of the year science course grades (Score of B or better Semester 2) Science MCA Assessments of students who took the MCA.

76.11% of 9-12 students demonstrated proficiency on end of the year Science course grade:

	B or Better	Not B or Better
9-12 Students Demonstrated Proficiency On End Of The Year Science Course Grade	76.11%	23.89%



9-12 Students Demonstrated Proficiency On End Of The Year Science Course Grade by Student Race		
Student Race	B or Better	Not B or Better
Asian	81.13%	18.87%
Black or African American	36.07%	63.93%
Hispanic/Latino	51.72%	48.28%
Two or More Races	80.00%	20.00%
White	84.62%	15.38%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

9-12 Students Demonstrated Proficiency On End Of The Year Science Course Grade by Student Special Education Status		
Student Special Education Status	B or Better	Not B or Better
Special Ed Student	54.55%	45.45%
Section 504 Student	78.13%	21.88%
Gen Ed Student	78.28%	21.72%

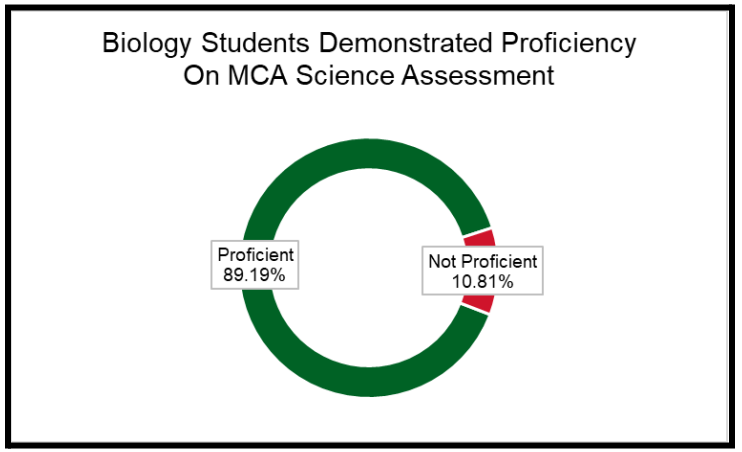
9-12 Students Demonstrated Proficiency On End Of The Year Science Course Grade by Student ML Status		
Student ML Status	B or Better	Not B or Better
Non ML Student	80.67%	19.33%

**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

9-12 Students Demonstrated Proficiency On End Of The Year Science Course Grade by Student FRPM Status		
Student FRPM Status	B or Better	Not B or Better
FRPM Student	45.30%	54.70%
Non FRPM Student	83.47%	16.53%

89.19% of Biology students demonstrated proficiency on MCA Science Assessment

	Proficient	Not Proficient
Biology Students Demonstrated Proficiency On MCA Science Assessment	89.19%	10.81%



Biology Students Demonstrated Proficiency On MCA Science Assessment by Student Race		
Student Race	Proficient	Not Proficient
Asian	93.62%	6.38%
Black or African American	66.67%	33.33%
Hispanic/Latino	62.50%	37.50%
Two or More Races	87.50%	12.50%
White	94.21%	5.79%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Biology Students Demonstrated Proficiency On MCA Science Assessment by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	62.16%	37.84%
Section 504 Student	85.71%	14.29%
Gen Ed Student	92.00%	8.00%

Biology Students Demonstrated Proficiency On MCA Science Assessment by Student ML Status		
Student ML Status	Proficient	Not Proficient
Non ML Student	92.83%	7.17%

**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

Biology Students Demonstrated Proficiency On MCA Science Assessment by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	67.90%	32.10%
Non FRPM Student	93.14%	6.86%

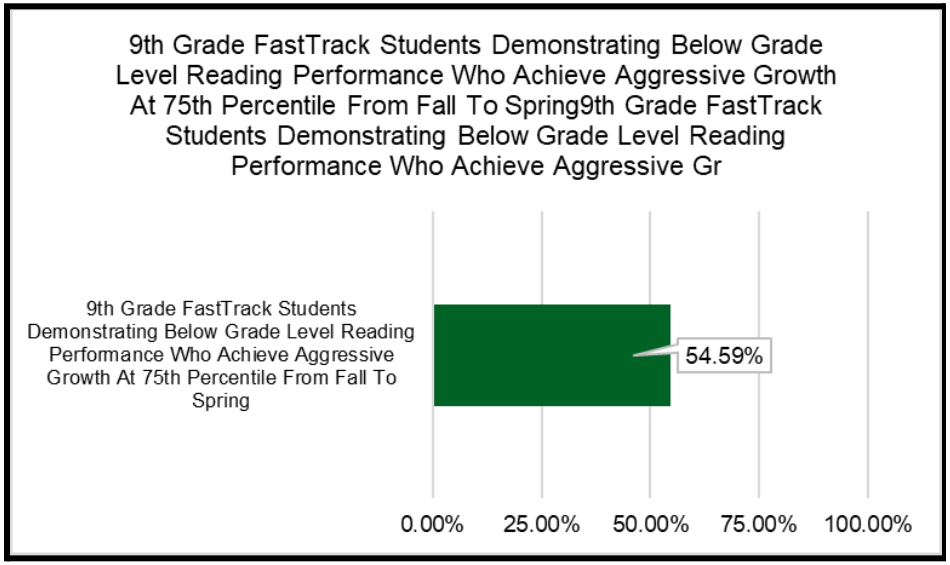
2022-23 Results

- 9th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring

54.59% of 9th grade students who were below grade level in the fall 2022 and achieved aggressive growth from fall 2022 to spring 2023

	Percent of Students
9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Growth At 75th Percentile From Fall To Spring	54.59%

**National Norm for aggresive growth is 25%*



9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Growth At 75th Percentile From Fall To Spring by Student Race	
Student Race	Percent of Students
White	58.18%

**American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Growth At 75th Percentile From Fall To Spring by Student Special Education Status	
Student Special Education Status	Percent of Students
Gen Ed Student	55.32%

**Special Education and Section 504 students have been excluded due to numbers being identifiable.*

9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Growth At 75th Percentile From Fall To Spring by Student ML Status	
Student ML Status	Percent of Students
Non ML Student	57.43%

**Students who Declined ML Service, ML Students, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Growth At 75th Percentile From Fall To Spring by Student FRPM Status	
Student FRPM Status	Percent of Students
FRPM Student	43.10%
Non FRPM Student	59.84%

Each and every student is College Ready.

Reasoning:
Edina Public Schools has a strong reputation for the preparation of students to go on to post-secondary learning. Post secondary education is directly attributed to the quality of life in areas such as health equity, housing sustainability, and income attainment.

Metrics:
- Bilingual Seals earned by 9-12 students
- Dual Enrollment Options
- ACT performance
- State Longitudinal Education Data System (SLEDS)
- Selected end of course unit scores
- National Merit Scholars
- Alumni Survey

2022-23 Results

Bilingual Seals earned by 9-12 students

a. **How will it be measured:** Number of Bilingual Seals earned

214 9-12 students earned a Bilingual Seal

2022-23 Results

Dual Enrollment Options

b. **How will it be measured:** Number of students taking classes to earn college credit while in high school

PSEO (at a college campus)
- S1- 96
- S2- 93

Dual Enrollment (at EHS)
- CIS Latin- 7
- CIS STEM- 47
- CIS MATH- 254
- Total-308

2022-23 Results

ACT performance

- **How will it be measured:** Students Earning 22 on ACT composite
    a. ACT College Readiness score: English ACT
    b. College Readiness score: Mathematics

71.13% 9-12 students earned a 22 or higher on the ACT composite.
** If multiple tests were taken, the highest score was used to determine this percentage*

State Longitudinal Education Data System (SLEDS)

- **How will it be measured:**
    a. Students persisting from first year of college to second year of college
    b. Students persisting from second year of college to third year of college

94% of students persist onto their 2nd year of college

82% of students persist from their 2nd to 3rd year of college.
**Class of 2021*

2022-23 Results

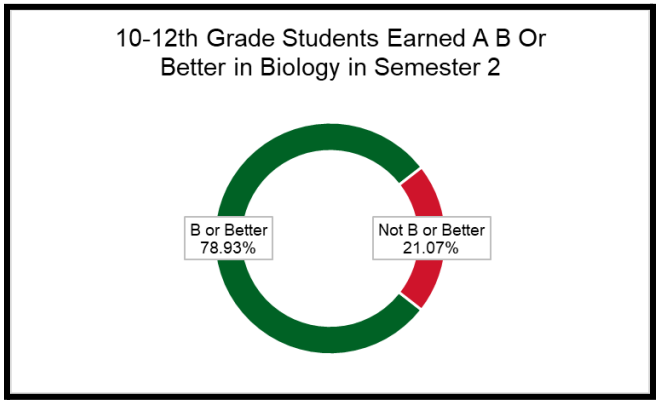
- National Merit Scholars
    a. **How will it be measured:** Number of Students Commended, Semi Finalist and Finalist
        1. **Commended 20**
        2. **Semi Finalist 12**
        3. **Finalist 11**

- Alumni Survey
    a. **How will it be measured:** Percent of Alumni reporting well prepared for the rigor of post secondary learning

No Data Available - Baseline data to be collected 2023-24

Biology- 78.93% 10-12th grade students earned a B or better in semester 2

	B or Better	Not B or Better
10-12th Grade Students Earned A B Or Better in Biology in Semester 2	78.93%	21.07%



10-12th Grade Students Earned A B Or Better in Biology in Semester 2 by Student Race		
Student Race	**B or Better**	**Not B or Better**
Asian	84.00%	16.00%
Black or African American	42.31%	57.69%
Hispanic/Latino	50.00%	50.00%
Two or More Races	82.14%	17.86%
White	86.39%	13.61%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

10-12th Grade Students Earned A B Or Better in Biology in Semester 2 by Student Race by Student Special Education Status		
Student Special Education Status	**B or Better**	**Not B or Better**
Special Ed Student	57.78%	42.22%
Section 504 Student	77.78%	22.22%
Gen Ed Student	81.19%	18.81%

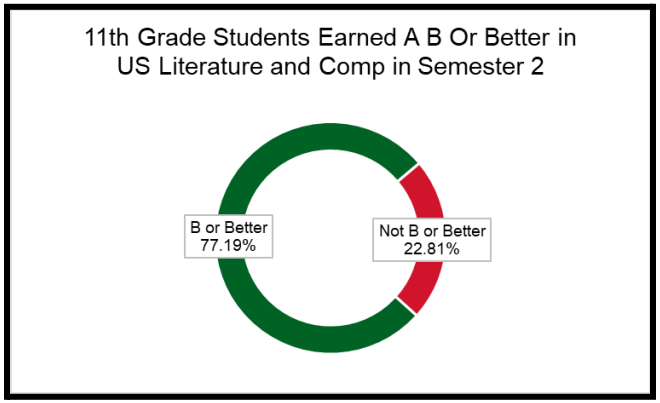
10-12th Grade Students Earned A B Or Better in Biology in Semester 2 by Student Race by Student ML Status		
Student ML Status	**B or Better**	**Not B or Better**
Non ML Student	82.74%	17.26%

**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

10-12th Grade Students Earned A B Or Better in Biology in Semester 2 by Student Race by Student FRPM Status		
Student FRPM Status	**B or Better**	**Not B or Better**
FRPM Student	48.98%	51.02%
Non FRPM Student	85.28%	14.72%

US Literature and Comp- 77.19% 11th grade students earned a B or better in semester 2

	B or Better	Not B or Better
11th Grade Students Earned A B Or Better in US Literature and Comp in Semester 2	77.19%	22.81%



11th Grade Students Earned A B Or Better in US Literature and Comp in Semester 2 by Student Race		
Student Race	**B or Better**	**Not B or Better**
Asian	84.00%	16.00%
Black or African American	39.29%	60.71%
Hispanic/Latino	58.14%	41.86%
White	85.67%	14.33%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

11th Grade Students Earned A B Or Better in US Literature and Comp in Semester 2 by Student Special Education Status		
Student Special Education Status	**B or Better**	**Not B or Better**
Special Ed Student	55.26%	44.74%
Section 504 Student	77.97%	22.03%
Gen Ed Student	79.19%	20.81%

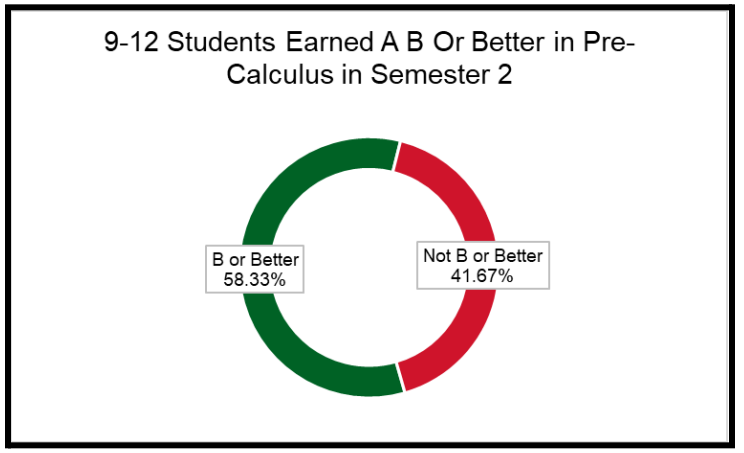
11th Grade Students Earned A B Or Better in US Literature and Comp in Semester 2 by Student ML Status		
Student ML Status	**B or Better**	**Not B or Better**
Non ML Student	80.14%	19.86%

**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

11th Grade Students Earned A B Or Better in US Literature and Comp in Semester 2 by Student FRPM Status		
Student FRPM Status	**B or Better**	**Not B or Better**
FRPM Student	46.88%	53.13%
Non FRPM Student	84.56%	15.44%

Pre-Calculus- 58.33% 9-12 students earned a B or better in semester 2

	B or Better	Not B or Better
9-12 Students Earned A B Or Better in Pre-Calculus in Semester 2	58.33%	41.67%



9-12 Students Earned A B Or Better in Pre-Calculus in Semester 2 by Student Race		
Student Race	**B or Better**	**Not B or Better**
Asian	86.67%	13.33%
White	56.89%	43.11%

**American Indian or Alaska Native, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

9-12 Students Earned A B Or Better in Pre-Calculus in Semester 2 by Student Special Education Status		
Student Special Education Status	**B or Better**	**Not B or Better**
Gen Ed Student	60.29%	39.71%

9-12 Students Earned A B Or Better in Pre-Calculus in Semester 2 by Student ML Status		
Student ML Status	**B or Better**	**Not B or Better**
Non ML Student	58.25%	41.75%

**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

9-12 Students Earned A B Or Better in Pre-Calculus in Semester 2 by Student FRPM Status		
Student FRPM Status	**B or Better**	**Not B or Better**
Non FRPM Student	60.58%	39.42%

Each & Every student is Future Ready, possessing the life skills needed to make positive contributions to the local, national and global community.

Reasoning:
Social emotional learning (SEL) is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that supports their success in school and in life.

Students with well developed social-emotional skills demonstrate the ability to persevere during situations of change and are more agile and flexible. They are able to develop healthy relationships, and better navigate peer pressure and unexpected situations. (MDE)

In addition, each and every student needs to be prepared to move successfully from middle school to high school and into an increasingly wide array of postsecondary options. We provide and support the development of quality tools and strategies, centralize and disseminate resources, and develop and promote models that successfully implement multiple pathways to postsecondary training or college.

Metrics:
- 9-12 SEL
- Students enrolled in internships or apprenticeships
- Extra-curricular or co curricular participation by each student group

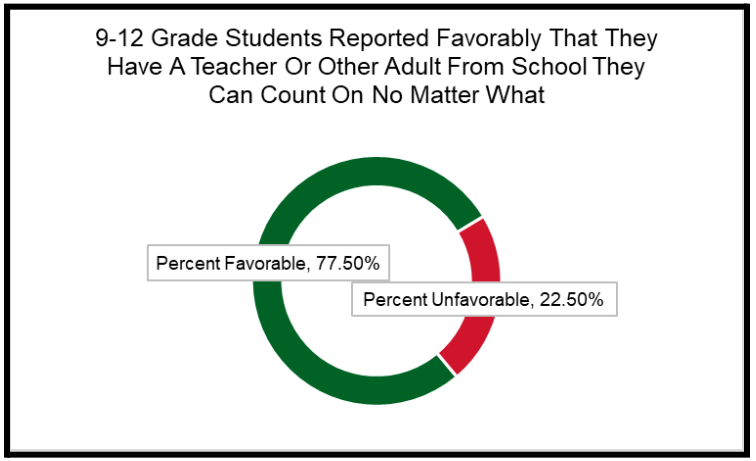
2022-23 Results

- 9-12 SEL **How will it be measured:** Panorama questions *"Do you have a teacher or other adult from school who you can count on to help you no matter what?"*

77.5% of 9-12 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What

	Percent Favorable	Percent Unfavorable
9-12 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What	77.5%	22.33%

**This data is currently in the 80% of nationally normed data.*



6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student Race		
Student Race	Percent Favorable	Percent Unfavorable
Asian	76%	24%
Black or African American	75%	25%
Hispanic/Latino	77%	23%
White	79%	21%

**American Indian or Alaska Native Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student ML Status		
Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	83%	17%
Non ML Studen	77%	23%

**Panorama, the source of this data, does not support our more detailed status of ML students which is why students who Declined ML Service, ML Monitors and Prior ML students are not listed.*

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student Special Education Status		
Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	84%	16%
Section 504 Student	77%	23%
Gen Ed Student	77%	23%

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student FRPM Status		
Student FRPM Status	Percent Favorable	Percent Unfavorable
FRPM Student	N/A	N/A
Non FRPM Student	N/A	N/A

**Due to the sensitive nature of the FRPM Data it is not fed into Panorama which is why the data is Not Available.*

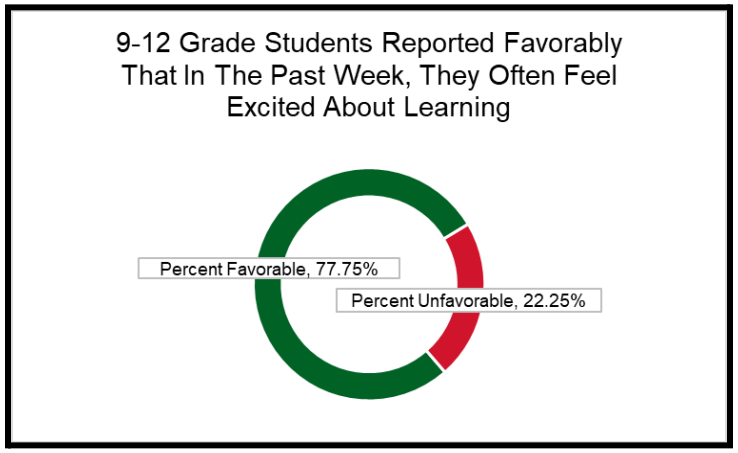
2022-23 Results

- 9-12 SEL **How will it be measured:** Panorama questions *"During the past week, how often did you feel excited?"*

77.75% of 9-12 grade students reported favorably that in the past week, they often feel excited about learning

	Percent Favorable	Percent Unfavorable
9-12 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning	77.75%	22.25

**This data is currently in the 90% of nationally normed data.*



6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student Race		
Student Race	Percent Favorable	Percent Unfavorable
Asian	74%	26%
Black or African American	79%	21%
Hispanic/Latino	77%	23%
White	82%	18%

**American Indian or Alaska Native Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student ML Status		
Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	85%	15%
Non ML Studen	80%	20%

**Panorama, the source of this data, does not support our more detailed status of ML students which is why students who Declined ML Service, ML Monitors and Prior ML students are not listed.*

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student Special Education Status		
Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	78%	22%
Section 504 Student	76%	24%
Gen Ed Student	80%	20%

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student FRPM Status		
Student FRPM Status	Percent Favorable	Percent Unfavorable
FRPM Student	N/A	N/A
Non FRPM Student	N/A	N/A

**Due to the sensitive nature of the FRPM Data it is not fed into Panorama which is why the data is Not Available.*

2022-23 Results

- Students enrolled in internships or apprenticeships
    - **How will it be measured:** Percent of students enrolled in internships or apprenticeships

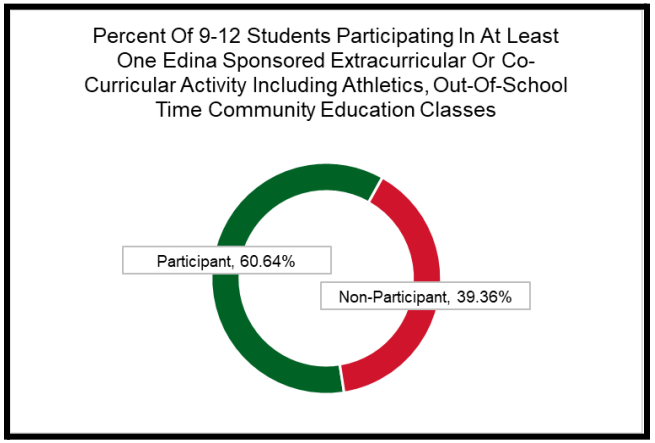
No Data Available As this program expands as part of the strategic plan a centralized process will need to be developed to track this data

2022-23 Results

- Extra-curricular or co curricular participation by each student group **How will it be measured:** Percent of students 9-12 participating in at least one Edina sponsored extra-curricular or co curricular leadership or service experience

60.64% 9-12 students participated in at least one extra curricular or co curricular activities.

	Participant	Non-Participant
Percent Of 9-12 Students Participating In At Least One Edina Sponsored Extracurricular Or Co-Curricular Activity Including Athletics, Out-Of-School Time Community Education Classes	60.64%	39.36%



Percent Of 9-12 Students Participating In At Least One Edina Sponsored Extracurricular Or Co-Curricular Activity Including Athletics, Out-Of-School Time Community Education Classes by Student Race		
Student Race	Participant	Non-Participant
Asian	73.78%	26.22%
Black or African American	24.18%	75.82%
Hispanic/Latino	45.62%	54.38%
Two or More Races	66.26%	33.74%
White	67.06%	32.94%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Percent Of 9-12 Students Participating In At Least One Edina Sponsored Extracurricular Or Co-Curricular Activity Including Athletics, Out-Of-School Time Community Education Classes by Student ML Status		
Student ML Status	Participant	Non-Participant
ML Student	18.18%	81.82%
ML Monitor	36.36%	63.64%
Prior ML	46.34%	53.66%
Non ML Student	64.27%	35.73%

**Students who Declined ML Service students have been excluded due to numbers being identifiable.*

Percent Of 9-12 Students Participating In At Least One Edina Sponsored Extracurricular Or Co-Curricular Activity Including Athletics, Out-Of-School Time Community Education Classes by Student Special Education Status		
Student Special Education Status	Participant	Non-Participant
Special Ed Student	28.74%	71.26%
Section 504 Student	63.14%	36.86%
Gen Ed Student	64.00%	36.00%

Percent Of 9-12 Students Participating In At Least One Edina Sponsored Extracurricular Or Co-Curricular Activity Including Athletics, Out-Of-School Time Community Education Classes by Student FRPM Status		
Student FRPM Status	Participant	Non-Participant
FRPM Student	28.98%	71.02%
Non FRPM Student	68.78%	31.22%

Edina Public Schools offers multiple pathways to appropriately challenge and engage learners across our system. Students deserve and need learning opportunities that help them discover, extend, accelerate, and apply their talents. The pathways are designed to meet the needs of each and every learner including those who have demonstrated high performance or show high levels of reasoning.

Reasoning:
To ensure that each and every student has their learning needs met regardless of performance levels, and that barriers are eliminated across student groups.

Metrics:

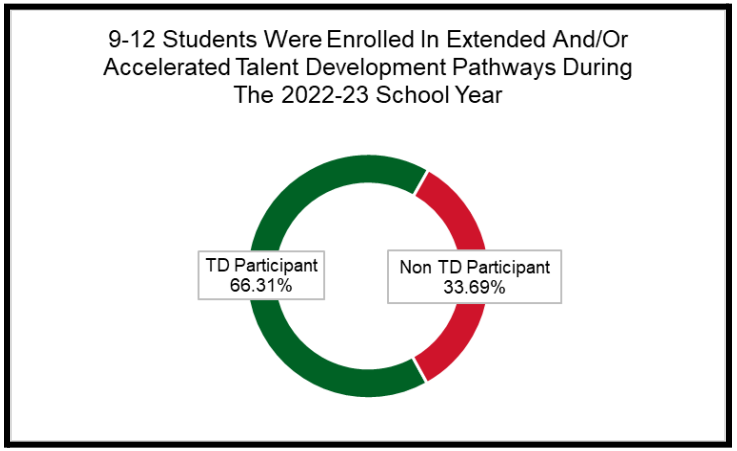
- Talent Development program participation
- Talent Development program performance
- AP Exam of 3+
- Progress Toward IEP Goals
- ML Student Progress Toward Proficiency

2022-23 Results

- Talent Development program participation **How will it be measured:** 9-12 student enrollment in talent development extended or accelerated pathways

66.31% of 9-12 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year

	TD Participant	Non TD Participant
9-12 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year	66.31%	33.69%



Student Race	TD Participant	Non TD Participant
Asian	81.78%	18.22%
Black or African American	45.37%	54.63%
Hispanic/Latino	53.00%	47.00%
Two or More Races	68.71%	31.29%
White	69.69%	30.31%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Student Special Education Status	TD Participant	Non TD Participant
Special Ed Student	33.07%	66.93%
Section 504 Student	58.03%	41.97%
Gen Ed Student	71.18%	28.82%

Student FRPM Status	TD Participant	Non TD Participant
FRPM Student	47.94%	52.06%
Non FRPM Student	71.04%	28.96%

Student ML Status	TD Participant	Non TD Participant
ML Student	30.00%	70.00%
ML Monitor	53.03%	46.97%
Prior ML	62.60%	37.40%
Non ML Student	68.78%	31.22%

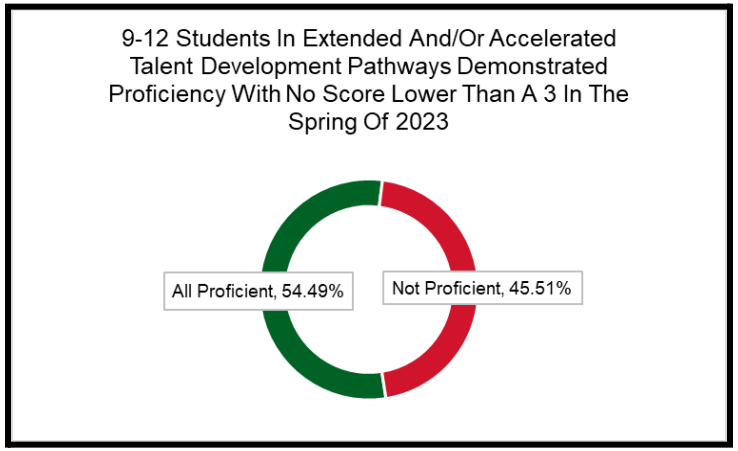
**Students who Declined ML Service have been excluded due to numbers being identifiable.*

2022-23 Results

- Talent Development program performance **How will it be measured:** 9-12 student grades in talent development pathways

54.49% of 9-12 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a 3 in the spring of 2023

	All Proficient	Not Proficient
9-12 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A 3 In The Spring Of 2023	54.49%	45.51%



Student Race	All Proficient	Not Proficient
Asian	71.27%	28.73%
Black or African American	19.86%	80.14%
Hispanic/Latino	41.23%	58.77%
Two or More Races	55.96%	44.04%
White	57.10%	42.90%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Student ML Status	All Proficient	Not Proficient
Prior ML	52.05%	47.95%
Non ML Student	56.09%	43.91%

**Students who Declined ML Service, ML Monitors and ML Students have been excluded due to numbers being identifiable.*

Student Special Education Status	All Proficient	Not Proficient
Special Ed Student	22.78%	77.22%
Section 504 Student	43.95%	56.05%
Gen Ed Student	57.18%	42.82%

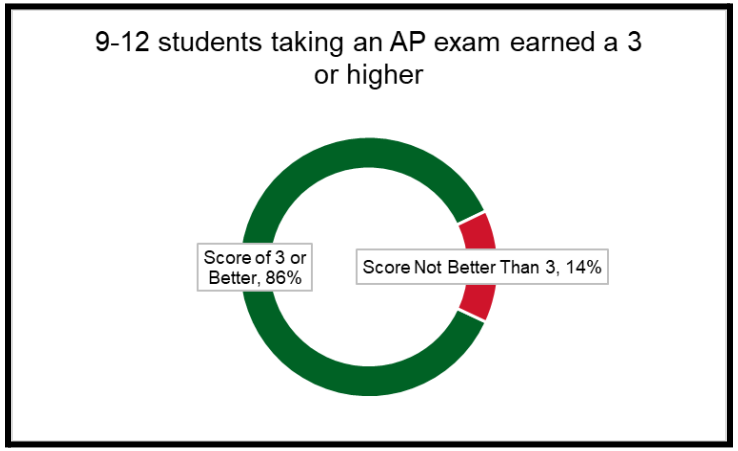
Student FRPM Status	All Proficient	Not Proficient
FRPM Student	28.79%	71.21%
Non FRPM Student	58.82%	41.18%

2022-23 Results

- AP Exam of 3+ **How will it be measured:** Percent of students earning a 3 or higher

86% of 9-12 students taking an AP exam earned a 3 or higher

	Score of 3 or Better	Score Not Better Than 3
9-12 Students Taking An AP Exam Earned A 3 Or Higher	86%	14%



9-12 Students Taking An AP Exam Earned A 3 Or Higher by Student Race		
Student Race	Score of 3 or Better	Score Not Better Than 3
Asian	94.62%	5.38%
Hispanic/Latino	95.83%	4.17%
White	93.69%	6.31%

**American Indian or Alaska Native, Black or African American, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

9-12 Students Taking An AP Exam Earned A 3 Or Higher by Student ML Status		
Student ML Status	Score of 3 or Better	Score Not Better Than 3
Non ML Student	94.62%	5.38%

**Students who Declined ML Service, ML Monitors, Prior ML and ML Students have been excluded due to numbers being identifiable.*

9-12 Students Taking An AP Exam Earned A 3 Or Higher by Student Race		
Student Special Education Status	Score of 3 or Better	Score Not Better Than 3
Section 504 Student	92.31%	7.69%
Gen Ed Student	93.82%	6.18%

**Special Education students have been excluded due to numbers being identifiable.*

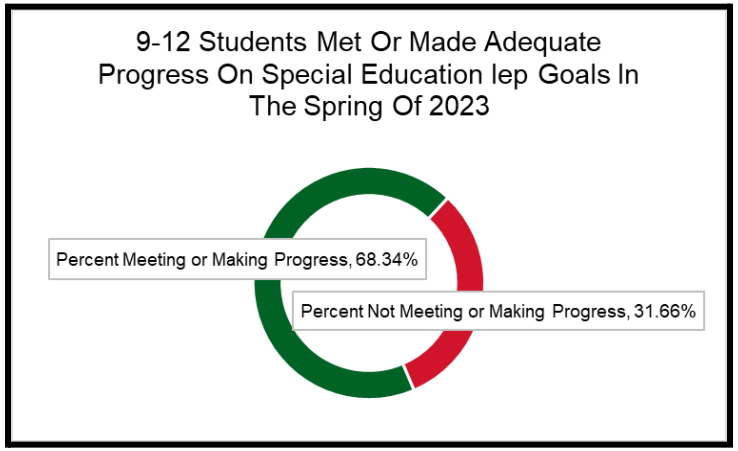
9-12 Students Taking An AP Exam Earned A 3 Or Higher by Student Race		
Student FRPM Status	Score of 3 or Better	Score Not Better Than 3
FRPM Student	90.91%	9.09%
Non FRPM Student	93.93%	6.07%

2022-23 Results

- Progress Toward IEP Goals **How will it be measured:** Percent of 9-12 students meeting or making adequate progress on special education IEP Goals

68.34% of 9-12 students met or made adequate progress on special education IEP goals in the spring of 2023

	Percent Meeting or Making Progress	Percent Not Meeting or Making Progress
9-12 Students Met Or Made Adequate Progress On Special Education Iep Goals In The Spring Of 2023	68.34%	31.66%

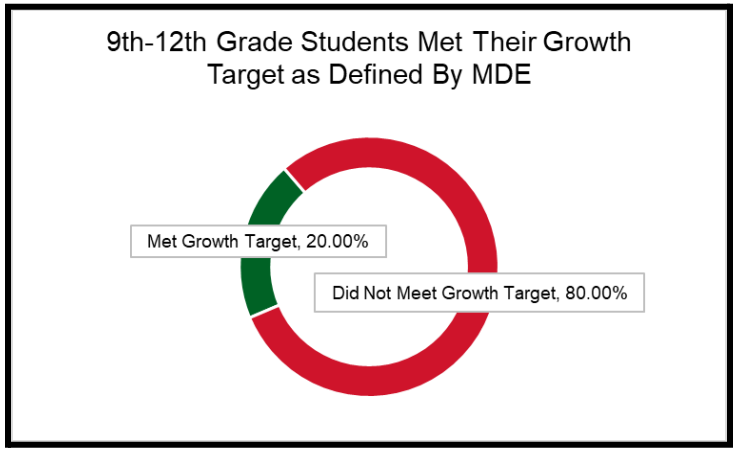


2022-23 Results

- ML Student Progress Toward Proficiency **How will it be measured:** Percent of ML students who met their MDE provided growth target for the year

20.00% of 9th-12th grade students met their growth target as defined by MDE

	Met Growth Target	Did Not Meet Growth Target
9th-12th Grade Students Met Their Growth Target as Defined By MDE	20.00%	80.00%



Attending school regularly is critical for building relationships and ensuring academic success through high levels of positive engagement. Consistent attendance sets the foundation for Each and Every Edina student to discover their possibilities and thrive while moving towards graduation.

Attendance Reasoning:
Consistent attendance is paramount to ensure that students are immersed in the instruction and additional support when necessary to demonstrate mastery of the MN State Standards. Students with consistent attendance succeed academically, are more likely to graduate and be better prepared for post secondary (college/career) experiences. The Minnesota Department of education deems consistent

Attendance Metrics:

- Students Percent in Attendance

Graduation Rates Reasoning:
Edina Public Schools is proud of its reputation for post secondary matriculation. A high school diploma serves as a pathway to greater levels of educational attainment. In addition, earning a high school diploma is directly correlated with income attainment, greater career opportunities, a healthier lifestyle, and self confidence.

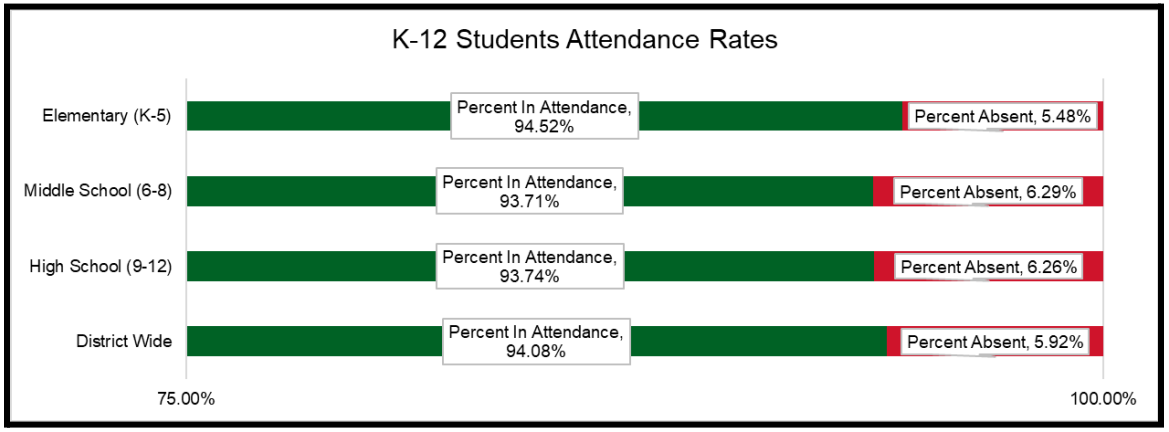
Graduation Rates Metrics:

- 4 & 7 year graduation rates

2022-23 Results

- Students Percent in Attendance **How will it be measured:** K-12 students percent in attendance

94.08% of K-12 students attendance rates



Grade Band	Percent In Attendance	Percent Absent
High School (9-12)	93.74%	6.26%
Middle School (6-8)	93.71%	6.29%
Elementary (K-5)	94.52%	5.48%
District Wide	94.08%	5.92%

K-12 Students Attendance Rates by Student Special Education Status			
Special Ed Status	**Elementary (K-5)**	**Middle School (6-8)**	**High School (9-12)**
Special Ed Student	94.35%	92.91%	91.93%
Section 504 Student	94.39%	93.43%	92.85%
Gen Ed Student	94.57%	93.85%	94.06%

K-12 Students Attendance Rates by Student ML Status			
ML Status	**Elementary (K-5)**	**Middle School (6-8)**	**High School (9-12)**
Declined ML Service	91.79%	92.49%	90.16%
ML Monitor	94.46%	93.87%	93.69%
ML Student	93.10%	92.74%	92.91%
Non ML Student	94.68%	93.72%	93.75%
Prior ML	93.86%	94.76%	94.69%

K-12 Students Attendance Rates by Student Race			
Student Race	**Elementary (K-5)**	**Middle School (6-8)**	**High School (9-12)**
American Indian or Alaska Native	89.95%	93.58%	90.26%
Asian	94.82%	95.48%	94.90%
Black or African American	92.57%	92.46%	93.35%
Hispanic/Latino	93.27%	92.62%	93.36%
Native Hawaiian or Other Pacific Islander	96.91%	96.94%	90.77%
Two or More Races	94.26%	93.02%	93.10%
White	94.87%	93.90%	93.78%

K-12 Students Attendance Rates by Student FRPM Status			
FRPM Status	**Elementary (K-5)**	**Middle School (6-8)**	**High School (9-12)**
FRPM Student	92.69%	92.37%	92.55%
Non FRPM Student	94.90%	94.07%	94.04%

2022-23 Results

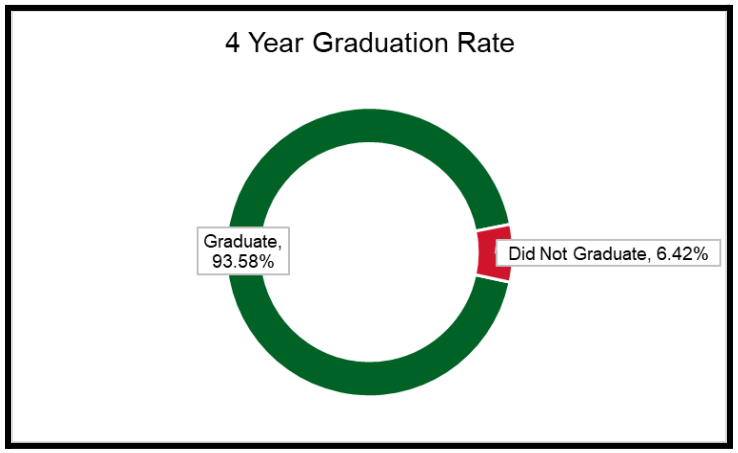
- 4 & 7 year graduation rates **How will it be measured:** Graduation rates by student group

93.58% 4 year graduation rate

	Graduate Percent	Did Not Graduate
4 Year Graduation Rate	93.58%	6.42%

	Graduate Percent	Did Not Graduate
7 Year Graduation Rate	97.52%	2.48%

**Classes of 2015-2022*



4 Year Graduation Rate by Student Race		
Student Race	Graduate Percent	Did Not Graduate
Asian	93.55%	6.45%
Black or African American	91.18%	8.82%
Hispanic/Latino	83.72%	16.28%
Two or More Races	88.89%	11.11%
White	94.88%	5.12%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

4 Year Graduation Rate by Student ML Status		
Student ML Status	Graduate Percent	Did Not Graduate
Prior ML	100.00%	0.00%
Non ML Student	94.35%	5.65%

**Students who Declined ML Service, ML Monitors and ML Students have been excluded due to numbers being identifiable.*

4 Year Graduation Rate by Student Special Education Status		
Student Special Education Status	Graduate Percent	Did Not Graduate
Special Ed Student	66.00%	34.00%
Section 504 Student	97.83%	2.17%
Gen Ed Student	95.06%	4.94%

4 Year Graduation Rate by Student FRPM Status		
Student FRPM Status	Graduate Percent	Did Not Graduate
FRPM Student	82.40%	17.60%
Non FRPM Student	95.74%	4.26%

APPENDIX A: Glossary

Teaching Strategies Gold (TS Gold): An authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which enables a whole-child approach to assessment.

Universal Screener: A brief, standardized assessment that is administered to all students to evaluate the efficacy of core programming and to identify those students who may be at risk for poor learning or social, emotional, and behavioral outcomes.

FASTBridge: A universal screener that identifies each students' academic performance level using risk benchmarks and national norms, provides growth rates and growth norms to assess progress toward end of year goals, and indicates the concepts and skills that are above, below, and within the students instructional range (provides diagnostic information). FASTBridge data also offers proven recommendations for response to the students needs (diagnostic information), and the ability to gather data in the format of progress monitoring how students are responding (growing or not) to the proven recommendations.

Proficiency: Meeting a defined benchmark on an assessment that places a student in a category of low risk of not meeting expectations or demonstrates that student has met benchmarks for standards. Statisticians determine proficiency of an assessment using measurement systems that align assessment research.

Growth: The rate of learning improvement from one assessment window to the next. This is generally norm referenced and dependent upon a national distribution of scores.

Typical Growth: Growth that is between the 40th and 75th percentile. This means that the student is growing at a rate that is average to moderately above average.

Aggressive Growth: Growth that is measured at or above the 75th percentile or growing faster than 75% of other test takers. (Fastbridge assessments)

Talent Development: Talent Development encompasses all of the classes, support structures, and instruction that are designed to identify a child's strengths early on in their education, so they can turn their abilities and interests into high levels of achievement. Talent Development can be a different class for a select group of students. However, it goes beyond that and includes opportunities for all students to learn in rigorous, highly engaging, and inquiry based settings on a day-to-day basis. Talent Development ensures that each and every student in Edina Public Schools has a clear path to discover their possibilities and thrive.
**See also Talent Development Board Report 2.13.23 for more Talent Development detail.*

Elementary Curiosity Lab: Support for students in grades 4-5 who participate in Extended Reading and/or Accelerated Math provided by the Curiosity Lab Teachers (Talent Development FTE). The students have access to additional time, resources and scaffolding. Students meet with a Curiosity Lab teacher to ensure success in extended and accelerated classes.

Extended Pathways: Opportunities provided to students to engage with grade level content at a deeper level.

Accelerated Pathways: Opportunities for students to compact grade level standards and be exposed to higher grade level standards at a faster pace.

Multilingual Learner: A student whose home language is a language other than English and who is working towards meeting proficiency in listening, speaking, reading and writing in English.

Statewide Longitudinal Education Data System (SLEDS): Minnesota Statewide Longitudinal Education Data System (SLEDS) matches student data from pre-kindergarten through completion of post-secondary education and into the workforce.

PREPaRE Training: Training developed by the National Association of School Psychologists to help participants gain a better understanding of the organization and function of a comprehensive safety and crisis team and the knowledge and skills necessary to meet the mental health needs of students and staff in the aftermath of a crsis.

Panorama: Resource to help educators understand student, teacher, and staff perceptions of Social and Emotional Learning skills. This measurement of mindsets, behaviors, and attitudes can be strongly related to success in school and beyond the classroom. Panorama also provides support and tools to respond to the measurements collected. For example the Panorama Playbook is a professional learning library with hundreds of instructional resources and interventions.

Professional Learning Community (PLC): “An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” (DuFour, DuFour, & Eaker, 2002)

LETRS: (Language Essentials for Teachers of Reading and Spelling): A training course developed by Louisa Moats and Carol Tolman, both literacy experts and consultants in the Science of Reading/Structured Literacy. LETRS instructs teachers in what literacy skills need to be taught, why, and how to teach them in an explicit, systematic and direct way in alignment with the Science of Reading/Structured Literacy. LETRS professional development takes 144 hours on average to complete and guides learners in both whole group and independent learning sessions to deepen structured literacy knowledge in all 5 pillars of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension.

A.S.P.I.R.E.: Based on the science of reading/structured literacy, Aspire is a professional learning solution designed to meet the needs of all educators teaching students in grades 4–8. Aspire trains all educators to weave literacy skills and strategies into their instruction so they can support learners to read, comprehend, and articulate their ideas across various subjects. It is a flexible, self-paced, digital solution that empowers all educators to accelerate literacy skills among students in grades 4-8.

IXL: Online personalized learning platform. Edina systematically uses IXL in math in elementary and middle school as a diagnostic assessment and a tool to respond to diagnostic information with individualized instructional matches.

APPENDIX B: 2023-2025 Board Approved EPS Assessment Plan

APPENDIX C: FASTBridge Assessment Guide

Assessments by Grade Level Administered Fall-Winter-Spring						
FastBridge Learning	**Grades K-1**	**Grades 2-3**	**Grades 4-5**	**Grades 6-8**	**Grade 9**	**Grades 10-12**
Reading Assessments	earlyReading	R-CBM aReading	FASTtrack Reading (AUTOReading and aReading)			As needed
Math Assessments	earlyMath	FASTtrack Math (CBM automaticity and aMath)			As needed	

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

earlyReading English - Composite Subtests

GRADE	FALL	WINTER	SPRING
K	Concepts of Print	Onset Sounds	Letter Sounds
K	Onset Sounds	Letter Sounds	Word Segmenting
K	Letter Names	Word Segmenting	Nonsense Words*
K	Letter Sounds	Nonsense Words*	Sight Words 50
1	Word Segmenting	Word Segmenting	Word Segmenting
1	Nonsense Words*	Nonsense Words*	Nonsense Words*
1	Sight Words 150	Sight Words 150	Sight Words 150
1	Sentence Reading	CBMreading**	CBMreading**

earlyMath Composite Subtests

GRADE	FALL	WINTER	SPRING
K	Match Quantity	Decomposing DC-K	Decomposing DC-K
K	Number Sequence NS-K	Number Sequence NS-K	Number Sequence NS-K
K	Numeral Identification NI-K	Numeral Identification NI-K	Numeral Identification NI-K
1	Decomposing DC-1	Decomposing DC-1	Decomposing DC-1
1	Number Sequence NS-1	Number Sequence NS-1	Place Value
1	Numeral Identification NI-1	Place Value	Story Problems

FASTBridge Assessment Overview: list and details of assessments

APPENDIX D: MCA Opt Out Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Math	2023	Elementary (K-5)	Student Took Assessment	2341	98.20%
MCA Math	2023	Elementary (K-5)	Student Did Not Take Assessment	43	
MCA Math	2023	Middle School (6-8)	Student Took Assessment	3720	95.04%
MCA Math	2023	Middle School (6-8)	Student Did Not Take Assessment	194	
MCA Math	2023	High School (9-12)	Student Took Assessment	714	54.09%
MCA Math	2023	High School (9-12)	Student Did Not Take Assessment	606	
MCA Reading	2023	Elementary (K-5)	Student Took Assessment	1828	97.86%
MCA Reading	2023	Elementary (K-5)	Student Did Not Take Assessment	40	
MCA Reading	2023	Middle School (6-8)	Student Took Assessment	1878	96.06%
MCA Reading	2023	Middle School (6-8)	Student Did Not Take Assessment	77	
MCA Reading	2023	High School (9-12)	Student Took Assessment	590	88.59%
MCA Reading	2023	High School (9-12)	Student Did Not Take Assessment	76	
MCA Science	2023	Elementary (K-5)	Student Took Assessment	611	97.60%
MCA Science	2023	Elementary (K-5)	Student Did Not Take Assessment	15	
MCA Science	2023	Middle School (6-8)	Student Took Assessment	626	92.60%
MCA Science	2023	Middle School (6-8)	Student Did Not Take Assessment	50	
MCA Science	2023	High School (9-12)	Student Took Assessment	527	90.39%
MCA Science	2023	High School (9-12)	Student Did Not Take Assessment	56	

Appendix E: Edina Public Schools 2022-2023 Demographic Summary

Edina Public Schools 2022-2023 Demographic Summary							
Percent of Students	**Student Race**						
Grade Band	**American Indian or Alaska Native**	**Asian**	**Black or African American**	**Hispanic/Latino**	**Native Hawaiian or Other Pacific Islander**	**Two or More Races**	**White**
Elementary (K-5)	0.16%	8.84%	7.73%	7.12%	0.05%	7.25%	68.85%
Middle School (6-8)	0.15%	8.51%	11.90%	7.35%	0.05%	6.48%	65.55%
High School (9-12)	0.07%	8.24%	12.27%	7.95%	0.15%	5.97%	65.36%

Percent of Students	**Special Ed Status**		
Grade Band	**Special Ed Student**	**Section 504 Student**	**Gen Ed Student**
Elementary (K-5)	17.75%	3.56%	78.69%
Middle School (6-8)	12.16%	6.59%	81.26%
High School (9-12)	9.30%	10.03%	80.67%

Percent of Students	**ML Status**				
Grade Band	**Declined ML Service**	**ML Student**	**ML Monitor**	**Prior ML**	**Non ML Student**
Elementary (K-5)	0.29%	9.18%	3.24%	0.03%	87.26%
Middle School (6-8)	0.20%	5.12%	6.84%	2.74%	85.11%
High School (9-12)	0.51%	4.03%	2.42%	4.50%	88.54%

Percent of Students	**FRPM Status**	
Grade Band	**FRPM Student**	**Non FRPM Student**
Elementary (K-5)	16.93%	83.07%
Middle School (6-8)	21.02%	78.98%
High School (9-12)	20.47%	79.53%

VIII.C. PreK- 12 Comprehensive Literacy Plan Update

Board Workshop Date: October 16, 2023

Title: PreK- 12 Comprehensive Literacy Plan Update

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; Karrie Duncan, Literacy Coach; Sandra Harley, Literacy Coach; and Sarah Burgess, Edina High School English Language Arts Teacher and Reading Intervention Support

Description: The Edina Public School Board approved the PreK-12 Comprehensive Literacy Plan in the Spring of 2021. Immediately following approval Edina staff set out to begin implementation. This report is an update on the progress of the PreK-12 implementation of the plan to date.

Recommendation: There is no recommendation at this time.

Desired Outcomes for the Board: Review in detail, have questions prepared, and provide feedback on the content provided.

Background Materials:
Comprehensive Literacy Plan - PreK-5
Comprehensive Literacy Plan - 6-12
2023-2024 Teaching and Learning Big Rocks
Slideshow Presentation: Karrie Duncan, Sandra Harley, Bethany Van Osdel and Sarah Burgess

Attachments:
Board Report (below)
Appendix A: Aspire Courses
Appendix B: 2023-2024 Teaching and Learning Big Rocks

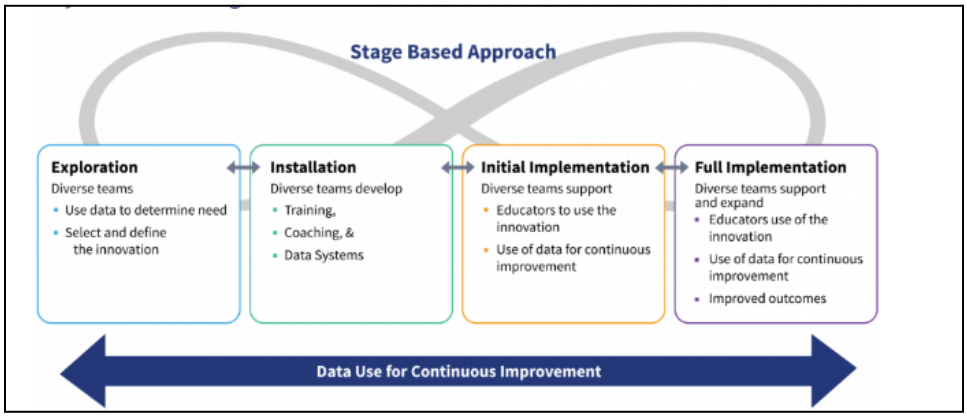
Overview:

The Edina PreK-12 Literacy Plan has been developed in response to the Edina Public Schools 2020-2030 Strategic Plan's call to review, develop, and implement a continuous improvement plan for literacy, readiness, and rigor for all.

This report will provide the following:

1. An overview of progress as it relates to the Stages of Implementation Science.
2. An update on each key component/goal area for PreK, elementary and secondary schools.
3. Student outcome data as it relates to progress and performance in literacy from 2019-2023.
4. Next steps in the work for 2023-2024.

Overview of Progress:



The Comprehensive Literacy Plan is being implemented through a Stage Based Approach as it is defined by Implementation Science. In the stage approach, there are 4 main stages that outline the journey to the goal of full implementation. There is not a defined amount of time spent in each stage. The goal is to complete the steps in each stage. The progress of the Comprehensive Literacy Plan is outlined below:

	Exploration • Define current reality • Unpack standards • Research best practices • Select and define the practice/program	Installation • The program/practice has been identified and defined • Professional Development and coaching are used to prepare for the implementation • Resources are purchased • Data systems are prepared	Initial Implementation • Educators begin using the program/practice • Data is collected around both implementation and student outcomes • Adjustments and alignments	Full Implementation: • More than 50% of educators are using the program/practice as intended • Student outcome data is showing improved outcomes
Pre-K	**X** **2021-2022**	**X** **2021-2022**	**X** **2022-2023** ***Creative Curriculum*** ***LETRS Learning***	
K-5	**X** **2021-2022**	**X** **2022-2023** **2023-2024**	**X** ***Sound Walls*** ***LETRs Learning***	
6-12	**X** **2021-2022** **2022-2023**	**X** **2023-2024**		

Data Metrics Goals:

2022-23 Results

- ELC Students Literacy Benchmarks in TS Gold **How will it be measured:** Teaching Strategies Gold Spring Assessment

94.06% of students in ECPE & ECSE meeting literacy benchmarks

	On Grade Level	Not on Grade Level
Students who were enrolled in ECPS and ECSP in 2022-23 who were at grade level proficiency in the Spring of 2023 on the Literacy objective within the Teaching Strategies Gold screener.	94.06%	5.94%

73.12% Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 who were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyReading universal screener.

	On Grade Level	Not on Grade Level
Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 who were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyReading universal screener.	73.12%	26.88%

Grades K-5		
Focus Area: Literacy Foundations	**2022-23 End of Year Results**	**Goal**
Students meet learning targets to ensure strong foundational Literacy: Edina students read well by the end of 3rd grade.	77.27% of all K-1 students achieved proficiency in the spring 2023	In the spring of 2025, **82%** of K-1 students will have met literacy proficiency as evidenced by performance in the FASTBridge earlyReading universal screener.
	69.40% of all 2nd grade students achieved proficiency in the spring 2023	In the spring of 2025, **77.40%** of 2nd grade students will have met literacy proficiency as evidenced by performance on the FASTBridge R-CBM aReading universal screener.
	79.13% of all 3rd grade students achieved proficiency in the spring 2023	In the spring of 2025, **84%** of 3rd grade students will have met literacy proficiency as evidenced by performance on the FASTBridge R-CBM aReading universal screener.
	26.77% of all K-3 students achieved aggressive growth from fall 2022 to Spring 2023 38.75% of all K-3 students achieved typical growth from fall 2022 to spring 2023	In the spring of 2025, **37%** of all K-3 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge early Reading/aReading universal screener. * In the spring of 2025, **60%** of all K-3 students will have achieved typical growth from fall to spring as evidenced by performance on the FASTBridge early Reading/aReading universal screener. * **National Norm for aggressive growth is 25%.* **National Norm for typical growth is 60%.*
K-1 FASTBridge earlyReading students demonstrating below grade level reading	25.34% of K-1 students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the	In the spring of 2025, **40%** of K-1 students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring as evidenced by performance on

performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.	spring of 2023	the FASTBridge earlyReading universal screener.* **National Norm for aggressive growth is 25%*
2nd-5th FASTBridge aReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.	25.34% of K-1 students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023	In the spring of 2025, **50%** of 2nd-5th grade students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge R-CBM aReading universal screener.* **National Norm for aggressive growth is 25%*

Grades 6-8		
Focus Area: Literacy Foundations	**2022-23 Results**	**Goal**
6th grade students are reading at grade level.	77.41% of all 6th grade students achieved proficiency in the spring 2023	In the spring of 2025, **83%** of 6th students will have met literacy proficiency as evidenced by performance on the FASTBridge aReading universal screener.
	20.63% of all 6-8 students achieved aggressive growth fall 2022 to spring 2023	In the spring of 2025, at least **32%** of 6-8 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener.*
	39.08%of all 6-8 students achieved typical growth fall 2022 to spring 2023	In the spring of 2025, at least **55%** of 6-8 students will have typical aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener.* **National Norm for aggressive growth is 25%* **National Norm for typical growth is 60%*

Grades 9-12		
Focus Area: Literacy, Mathematics and Science	**2022-23 Results**	**Goal**

Standards		
Students meet learning targets based on MN state standards.	End of the year ELA course grade: 68.90% of 9-12 students demonstrated proficiency MCA Reading Proficiency: 85.40% of 10th grade students demonstrated proficiency 76.23% of 9th grade students demonstrated proficiency on the spring 2023 FASTTrack reading	In the spring of 2025, **78%** of 9-12 students will demonstrate proficiency in literacy with a B or higher on the common summative assessment end of year ELA grade. In the spring of 2025, **88%** of 10th grade students will demonstrate proficiency on the Reading MCA. In the spring of 2025, **82%** of 9th grade students will demonstrate proficiency on the FASTrack reading screener.
	End of the year Science course grade: 71.91% of 9-12 students demonstrated proficiency	In the spring of 2025, **76%** of 9-12 students will demonstrate proficiency in science with a B or higher on the common summative assessment end of year science grade.
9th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring	37.58% of 9th grade students who were below grade level in the fall 2022 and achieved aggressive growth from fall 2022 to spring 2023	In the spring of 2025, **50%** of 9th grade students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring on the FASTBridge FASTtrack universal screener.* **National Norm for aggressive growth is 25%*

Project Goals:

Edina's Priority Goal Areas (Theory of Action): There are six key components that organize and guide the goals and subsequent action steps for accomplishing the mission and vision of the Edina PreK-12 Comprehensive Literacy Plan.
The key components, outlined as **six goal areas** are:



Goal 1: Academic Excellence: Standards, Curriculum, and Instructional Outlines All students deserve equitable access to rigorous core content through the use of the Minnesota State Standards, comprehensive and viable curriculum, and evidence based literacy instruction. Literacy is a priority for all educators at every level, shown by committed to:	
Pre-K	● Staff completed initial PD sessions for fall 23-24 SY in: phonological awareness, sound wall training, articulation training, preLAS training (new MDE sanctioned language screener for early childhood) and additional training in emergent literacy from birth-5. ● Instructional fidelity checklists have been shared with staff, ongoing goal setting and reflection meetings scheduled with every classroom teacher at the ELC and the literacy coach. ○ Fidelity focus for 23-24 SY: GOLD Assessment (fall), teacher/child relationships (winter), and structure (spring)
Elementary	● The Literacy Leadership Team spent over 20 hours researching the Science of Reading, current best practices and elements of effective implementation. The team used this research to align to our current resources and identified Tier 1 Evidence-based instructional strategies. Teaching and learning will support the team to monitor the elements in classrooms this year. ● Edina's Tier 1 Commitments are linked here. ● Per the MN READ Act, MDE and CAREI will release a list of approved, evidence-based curricula. To adhere to this important timeline, the K-5 team will resume a more rigorous curriculum review after this release in January. This process will follow Implementation Science and will be grounded deeply in data. ● Sound Wall, by Mary Dahlgren, is being utilized in all K-2, ML, special education, speech, and learning specialist classrooms once teachers complete Unit 2 of LETRS and engage in a Sound Wall course in Performance Matters. Once a teacher meets all the requirements of the course and uploads their certificate a sound wall is provided for them. The Sound Wall kit includes all visuals for the sound wall, posters, flip cards, and an instructional guide that provides explicit language on articulatory gestures making sounds tangible for students. The sound wall is a "tool" to support students in categorizing and learning all 44 phonemes allowing students to make connections between sounds and letters (phonemes and graphemes) with the goal of automaticity. In addition, sound walls are used to support the writing process, and the mapping of high-frequency words. It is displayed on the wall of our classrooms making it easy to reference at different points throughout the day.
Secondary	● The 6-8 Literacy Lead team underwent a deep review of evidence-based curricula for ELA. The team identified one program that meets the needs of staff and students in EHS middle school ELA classes. The team will continue their review to solidify their recommendation this year. A recommendation will be made in the winter/spring of 2024. ● The 9-12 Literacy Lead team also underwent a deep review of evidence-based curricula for 9th-10th grade ELA courses. The team will pilot the program this October and make a recommendation for implementation in 2024-2025. ● Course proposals are in draft form for the EHS ELA department. The team is exploring additional offerings and an onramp that is mindful of resource allocation and implementation science alignment. The goal is to have additional innovative offerings for students at EHS following a 3 year phase-in model. By 2026-2027, the goal is to have a variety of new ELA courses to provide options and opportunities for EHS students.

Goal 2: Multi-Tiered Systems of Support (MTSS) Ensuring Equity and Inclusion for ALL Learners:
The heart of the MTSS framework is effective universal core classroom instruction, as illustrated in the visual. The aim of core instruction is to meet the needs of, at minimum, eighty percent of all students on a regular basis. This aim allows for an implementation of structures that organize targeted support for students who need more practice in addition to Tier 1. Within this structure the goal is for each and every student to achieve proficiency of standards. Observation, assessment, and review

of student work provides the data to inform teachers of a need for support within the core classroom and/or additional targeted support to address difficulties and deficits. In addition, some students will need enrichment, acceleration and extension opportunities in the core classroom and/or beyond what is available during core instruction.	
Pre-K	● The Early Learning Center is focused on the continued implementation of the new Tier 1 literacy curricula, Creative Curriculum. Staff are in the second year of implementation. ● TS Gold is the Universal Assessment used as a measure for both proficiency and progress along the way. Student progress is captured in checkpoint assessments each fall, winter and spring. ● The staff will also engage in continued teaming with Pyramid implementation. (The Teaching Pyramid is the name used to describe the framework developed by the Center on the Social Emotional Foundations for Early Learning (CSEFEL).
Elementary	● Tier 1 instructional elements that are aligned to LETRs and ASPIRE have been defined. The literacy coaches are working alongside teachers on a collaboration model that is consistent at all 6 elementary sites. ● Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites. ● Progress monitoring will occur starting in October for all students who are receiving intervention. This will allow teachers to ensure instruction is impacting students as intended.
Secondary	● Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites. ● The middle schools have coaching structures in place to ensure teachers have the resources and understanding to implement the interventions. ● EHS has 2 additional College Reading Readiness sections for 9th grade. The enrollment is informed by the FASTBridge Universal Screener. ● EHS 9th Grade ELA teachers are using the data from the universal screener to focus on 2 specific standards: New 2020 Standards: 9.1.8.1 Analyze the impact of specific word choices, rhythm, meter or other style choices on meaning and tone in literary text (e.g., word choices that allude to culture, time period or geography). 9.1.8.2 Examine the impact of domain-specific vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools. The focus will be on building academic vocabulary for all 9th grade, Pre AP students.

Goal 3: Purposeful Assessment and Data Systems	
Pre-K	● **Teaching Strategies GOLD** is used in the Early Learning Center as part of the purposeful assessment system. This is an authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do. ● **preLAS Early Learning Language Assessment** will be used in the Early Learning

	Center as part of the purposeful assessment system. This is an ongoing system for assessing English language acquisition for children ages 3-5 and will be given each fall and spring. Families will be notified about assessment and results will be shared. The preLAS will help staff identify and prioritize language needs, document growth in language acquisition and bring additional data to any upcoming evaluation process. ● **PELI (Preschool Early Literacy Indicators)** is used in the Early Learning Center as part of the purposeful assessment system. This is administered each fall, winter and spring to two of our full-day preK classrooms as part of our work with the Early Learning Corps. It is a universal screener used to identify students that are eligible to receive Tier 2 (small group) or Tier 3 (1:1) support through intervention/tutoring.
Elementary And Secondary	● **FASTBRidge** is the district-wide tool used for Universal Screening. ○ Just under 7,000 students have been screened with the FASTBridge Universal Screener this fall. ○ As part of a systematic Multi-Tiered System of Support, Edina Public Schools is committed to ensuring all students are screened 3x per year. This screening process allows educators to identify student and classwide needs. ○ The data is being used at ALL sites to adjust instruction in response to the data. ● Diagnostics are being administered on students who score below benchmark in certain areas of the FASTBridge screener. There are diagnostics that align with FASTBridge interventions and also diagnostics that come from the LETRs learning platform. The diagnostics focus on identifying gaps in phonemic awareness and phonics. ● Progress monitoring data is also being collected and will be used to drive instructional decisions for students. This data will be discussed by teams with the intention of ensuring all students are making progress towards benchmark goals.

Goal 4: Professional Excellence:
High quality professional development is critical in providing effective instruction, intervention, and acceleration for all children. Student learning is positively affected by the quality of adult professional learning, which must be intentionally designed and integrated into daily instructional practice (Eaker & Keating, 2009). Professional development involves systematic, sustainable, and positive changes in the practices of teachers and leaders.

Pre-K	● ***Creative Curriculum Implementation*** (year two): The professional development in the Early Learning Center is focused on the implementation of the new curriculum adoption: Creative Curriculum. This includes whole group professional development and 1:1 coaching with Liz Denn, the ELC Literacy Coach. ● ***Pyramind:*** The Early Learning Center is also maintaining and sustaining the use of the Pyramid model. There is an intentional overlap between Creative Curriculum and Pyramid in our fidelity work with both resources. ● ***LETRS cohort 23-24:*** This LETRS cohort consists of 8 staff. The cohort will be facilitated by the Early Learning Literacy Coach and all will complete 20 hours of coursework outside of the work day including online training modules and in-person cohort meetings. As of 2023, there are 22 ELC staff members enrolled in LETRs. ● ***Heggerty Early Learning:*** Ongoing training is offered to support implementation of Heggerty with the 3s and 4s classrooms for the 23-24 SY ● ***preLAS:*** Staff were trained during workshop week in the preLAS (English language proficiency assessment for early learners). This assessment will be given each fall and spring.
Elementary	● Our first cohort of 22 teachers ***completed*** all 8 Units of LETRs training!

	• There are currently over 300 staff members enrolled in LETRS. LETRS is a professional learning course that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading. *LETRS* teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. • ASPIRE is the intermediate extension of the LETRs learning platform. It consists of 23 courses that each contain approximately 1 hour of Professional Learning and a Bridge to Application. Edina currently has just over 50 teachers enrolled in the platform. • 1:1 coaching is also part of the professional excellence in Edina Public Schools. Each literacy coach has 2 buildings to support. The literacy coaches are in classrooms observing instruction, providing feedback, guiding data conversations, modeling instruction and much more. The goal of the literacy coach program is to ensure that the professional development experienced by our staff produces aggressive growth for our students. • K-2 staff participated in professional learning that aligned LETRS to our current resources.
Secondary	• Intentional coaching support and intervention planning with the secondary reading leads is occurring in 2023-2024. The leads are Sarah Burgess (EHS), Katie Higgins (VV) and Rosie Rink (SVMS). Bethany Van Osdel is meeting with the reading leads in 1:1s 2x per month to support data literacy and implementation in the secondary sites. 1x per month, the middle school coaches will join the elementary coaches in a vertical meeting. • FASTBridge implementation and use is a key topic for professional development for Edina secondary schools. Through large group and small group sessions, the teams learn more about the "what, why and how" of the FASTBridge assessment system. This includes setting up progress monitoring and designing structures for administering the interventions. • The district-wide professional development this year for all secondary is focused on Culturally Proficient Instruction through 2 different pathways: ○ Engagement - this includes CLRT strategies and AVID strategies ○ Differentiation - this includes FASTBRidge, ML and Special Education data dives to inform instructional strategies to scaffold for students. ○ Why: The purpose of this time together is to establish clarity and a shared understanding of our commitment to our students from the **lens of equity**, specifically our Multilingual Learners. The content of the session will connect strongly to the **Vision and Mission of EPS**.

Goal 5: Collaborative Leadership	
Pre-K	• The Early Learning Center has a Literacy Leadership Team representative of the staff. This team provides leadership and has adopted a sustainability plan to guide the work. LLT Site Goals for the 23-24 SY: ○ Implementation of sound walls in classrooms ○ Training and administering of the preLAS language assessment ○ Embedding Early Learning Corps and the PELI and EMI assessments into full day preK classrooms ○ Implementing Heggerty resources for preschool classrooms to enhance phonemic awareness skills and better bridge to the elementary sites.
Elementary	• The Edina Literacy Leadership Team consists of 2-3 teachers and/or

	administrators from each site. There is representation from the following areas: ○ All grade levels K-5 ○ Special Education ○ ML ○ Media ○ Immersion ● The purpose of the team is to: ○ build collective ownership as we advance the implementation of the PreK-5 Comprehensive Literacy Plan ○ strengthen and support Site Based Leadership with advancing and implementing the PreK-5 Comprehensive Literacy Plan ○ ensure alignment among developing district systems to build equity and sustainability including: Multi-Tiered Systems of Support (MTSS), Social Emotional Learning (SEL), Professional Learning Communities (PLCs), and Professional Development (PD) Systems, and the PreK-12 Comprehensive Literacy Plan (CLP). **Essential Duties and Responsibilities:** ● Actively develop knowledge and skill in reading and ELA instruction, and formal and informal literacy assessment; commits to ongoing professional growth ● Partner with school and district literacy leaders, teachers, and teams to support the developing culture of overall effective literacy instruction outside of contracted school hours ● Model a commitment to learn, integrates the literacy culture and current research based instruction practices into their daily practice. ● Align teaching and learning to the goals of the PreK-12 Comprehensive Literacy Plan to be a model and support for peers. ● Collaborate with the School Leadership and the Literacy Coaching team ● Collaborate with colleagues to build trust and collective ownership in the PreK-12 Comprehensive Literacy Plan ● Model effective literacy instruction in classrooms with colleagues ● View data often to make decisions about instruction and student needs
Secondary	● At the secondary level, there is a Curriculum Design Team that consists of 2-3 teachers from each site. A design team is a group of representatives who serve to guide and inform district decisions. ● The duties of the design team will be to: ○ use a proven 6 phase process using Implementation Science to build upon current best practices in Edina and to consider opportunities for improvement. ○ draft a plan that outlines recommendations for program updates and instructional/course enhancements as they align to the new standards and current and enduring research.

Goal 6: Community Partnerships

Pre-K	• The MLLT (multilingual leadership team) meets monthly to focus on finding ways to better serve our ML students and families at the ELC • In October after conferences, the team will implement a new language acquisition screener, preLAS, which is recommended by MDE. Results from the preLAS will determine how to best focus any ML support or resources. • The ECFE family literacy class will continue for the 23-24 SY. Families will meet with family educators and also have an opportunity to take part in an English acquisition class for adults. • The ELC Marketing and Outreach Supervisor has several outreach events planned throughout the 23-24 SY. Events include pop-up ECFE storytimes at libraries, tabling at community events, and having ECFE playdates at local apartment buildings 2-3 times each month.
Elementary	• Dyslexia Information Night was co-created by the community and was open to all Edina families. The night was held at Cornelia on March 16, 2022. Several district leaders and coaches presented information on Dyslexia and our response and support for students with markers of Dyslexia in Edina. • The literacy coaches work regularly and intentionally with families and teachers around the next steps for students that reveal markers of Dyslexia in the classroom. • This summer, Sandra Harley (Edina literacy coach) collaborated with the Community Ed Program to provide a Summer Tutoring Opportunity for all families in Edina that had children with decoding challenges. Families that did not have the funds to take advantage of this opportunity were supported by Edina Public Schools.
Secondary	• Since 2019, district media specialists have provided reading suggestions for students and families via the Edina Grows Readers website. It is updated monthly.

Student Outcome Data:
In just one year of full implementation, the data is *very* encouraging. Edina students are responding well to the work being done within the Comprehensive Literacy Plan. In fact, Edina students are outperforming the state on MCA Reading Proficiency, growing within the cohorts, and starting the year stronger now in K-1 than pre-pandemic. There are significant pockets of growth and specific areas of support revealed in the data.

Celebrations:
- ❖ 88% of grade levels have increased from fall 2022 to fall 2023 in aReading general reading assessment.
- ❖ All grade levels who take the R-CBM Fluency assessment have gone up from fall 2022 to fall 2023.
- ❖ District-wide ML aReading is up 7% from fall of 2022 to fall of 2023.
- ❖ District-wide Special Education aReading scores are up 9% from fall of 2022 to fall of 2023.
- ❖ District-wide Special Education earlyReading scores are up 8% from fall of 2022 to fall of 2023.

Target Areas of Support to Continue to Improve Student Outcome Data:
Grades Kindergarten-2nd:
- Strengthen Tier 1 instruction through instructional strategy work aligned to the science of reading and LETRS learning.
- Provide instructional matches as identified by the FASTBRidge screener.

Grades 3rd-9th:
- Strengthen Tier 1 instruction through instructional strategy work aligned to the science of reading and ASPIRE learning.
- Vocabulary and comprehension will be a focus in all grades.
- Fluency will also be a focus in grades 3-8.

FASTBRidge Proficiency (50th percentile or above)

	Fall 2022	**Fall 2023**	+/-

K - earlyReading Composite	78%	74%	-4%
1 - earlyReading composite	59%	68%	+9%
2 - aReading	64%	72%	+8%
3 - aReading	73%	75%	+2%
4 - aReading	77%	82%	+5%
5 - aReading	69%	78%	+9%
6 - aReading	76%	81%	+5%
7 - aReading	74%	73%	-1%
8 - aReading	62%	76%	+14%
9 - aReading	68%	78%	+10%

FASTBRidge Cohort Data:

*The FASTBridge assessments were only given consistently in grades K-6 in the spring of 2022. Cohort data (same student data) will be more robust now that the assessment is used universally in fall, winter and spring in grades K-9.

BOLD outline indicates an increase across the years.

	2021 Fall	**2022 Fall**	**2023 Fall**
K	**72%**	**78%**	**74%**
1	**63%**	**59%**	**68%**
2	**67%**	**63%**	**72%**
3	**76%**	**77%**	**75%**
4	**73%**	**69%**	**82%**
5	**73%**	**76%**	**78%**
6	**N/A**	**76%**	**81%**
7	**N/A**	**74%**	**73%**
8	**N/A**	**62%**	**76%**

9	**N/A**	**68%**	**78%**

Minnesota Comprehensive Assessments

MCA Cohort Data:		
	2022	**2023**
3rd	**70.6%**	**66.9%**
4th	**71.8%**	**74.1%**
5th	**82%**	**79.6%**
6th	**77.8%**	**76.5%**
7th	**69.4%**	**70.3%**
8th	**70.1%**	**68.2%**
9th	**MCAs are not administered in 9th Grade**	**MCAs are not administered in 9th Grade**
10th	**72.7%**	**85.5%** ***increase from 8th grade at 74.2%**

Next Steps for PreK-12 Comprehensive Literacy Plan Continued Implementation:

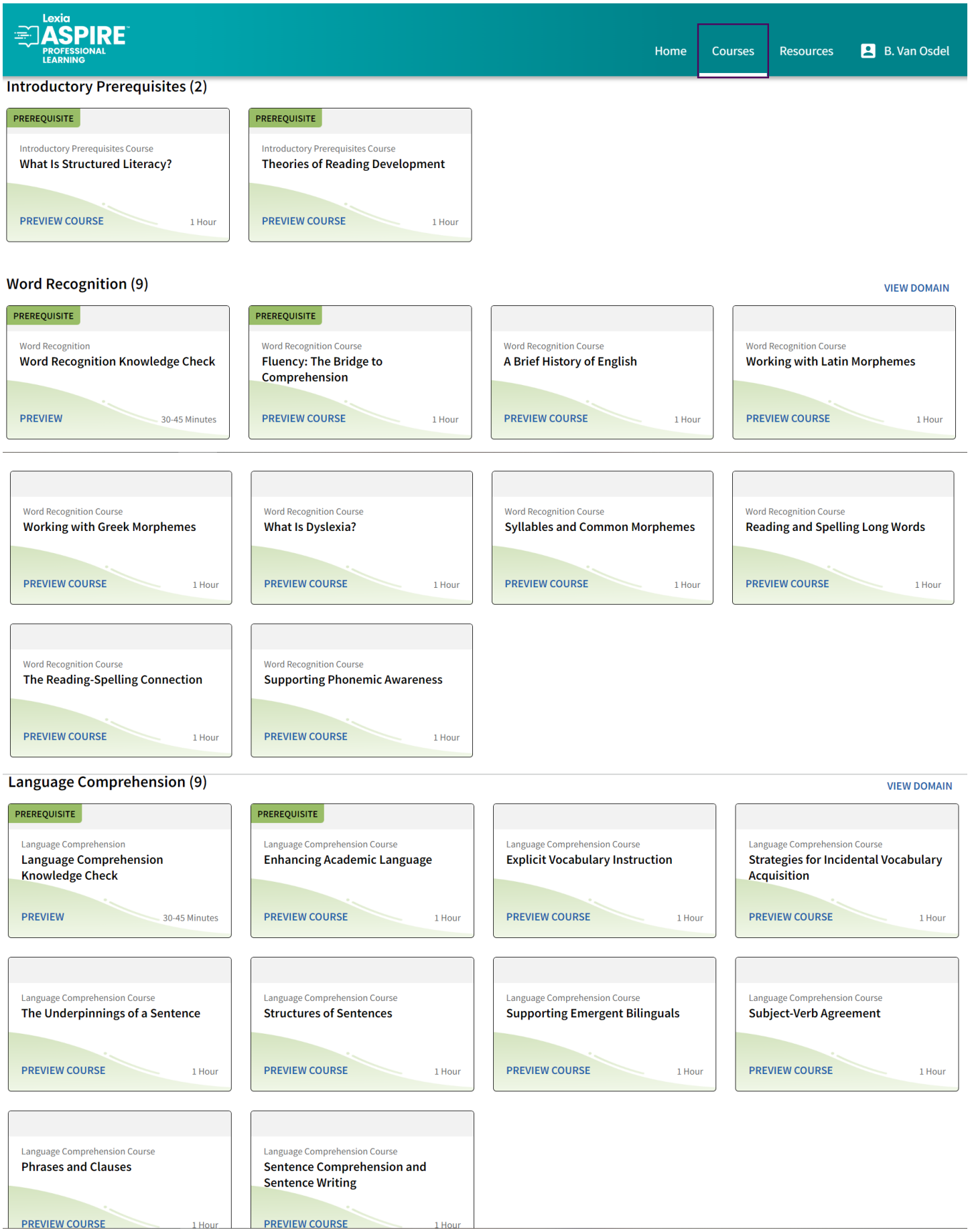
Monitor

- Collect Tier 1 evidence 2-3x per year of effective implementations at the K-5 level and ensure that the instruction is increasing growth and proficiency of Each and Every student in our schools.
- Monitor student progress using the FASTBridge tools in K-9.
- Use winter benchmark data to assess impact in K-9 (growth and proficiency).
- Collect and review progress monitoring data monthly to ensure that the instruction is increasing the growth and proficiency of Each and Every student in our schools.

Action

- Begin ASPIRE training for grades 4-9 teachers.
- Intentional coaching and intervention support for grades 6-8.
- Align resources for Tier 1 and Tier 2 and 3.
- Implement specific class and building wide vocabulary, comprehension *and* fluency strategies.
- Use collaborative PLC structures to respond to the data and to make instructional shifts as needed PreK-12.
- Continue to follow Implementation Science with lead teams to review and recommend updates to Tier 1 and Tier 2 practices in curriculum and instruction in PreK-12.
- Create a strong communication and alignment plan with sites, families and the community.
- Celebrate success along the way.

Appendix A:


Lexia ASPIRE PROFESSIONAL LEARNING
Home
Courses
Resources
B. Van Osdel
Introductory Prerequisites (2)
PREREQUISITE
Introductory Prerequisites Course
What Is Structured Literacy?
PREVIEW COURSE
1 Hour
PREREQUISITE
Introductory Prerequisites Course
Theories of Reading Development
PREVIEW COURSE
1 Hour
Word Recognition (9)
VIEW DOMAIN
PREREQUISITE
Word Recognition
Word Recognition Knowledge Check
PREVIEW
30-45 Minutes
PREREQUISITE
Word Recognition Course
Fluency: The Bridge to Comprehension
PREVIEW COURSE
1 Hour
Word Recognition Course
A Brief History of English
PREVIEW COURSE
1 Hour
Word Recognition Course
Working with Latin Morphemes
PREVIEW COURSE
1 Hour
Word Recognition Course
Working with Greek Morphemes
PREVIEW COURSE
1 Hour
Word Recognition Course
What Is Dyslexia?
PREVIEW COURSE
1 Hour
Word Recognition Course
Syllables and Common Morphemes
PREVIEW COURSE
1 Hour
Word Recognition Course
Reading and Spelling Long Words
PREVIEW COURSE
1 Hour
Word Recognition Course
The Reading-Spelling Connection
PREVIEW COURSE
1 Hour
Word Recognition Course
Supporting Phonemic Awareness
PREVIEW COURSE
1 Hour
Language Comprehension (9)
VIEW DOMAIN
PREREQUISITE
Language Comprehension
Language Comprehension Knowledge Check
PREVIEW
30-45 Minutes
PREREQUISITE
Language Comprehension Course
Enhancing Academic Language
PREVIEW COURSE
1 Hour
Language Comprehension Course
Explicit Vocabulary Instruction
PREVIEW COURSE
1 Hour
Language Comprehension Course
Strategies for Incidental Vocabulary Acquisition
PREVIEW COURSE
1 Hour
Language Comprehension Course
The Underpinnings of a Sentence
PREVIEW COURSE
1 Hour
Language Comprehension Course
Structures of Sentences
PREVIEW COURSE
1 Hour
Language Comprehension Course
Supporting Emergent Bilinguals
PREVIEW COURSE
1 Hour
Language Comprehension Course
Subject-Verb Agreement
PREVIEW COURSE
1 Hour
Language Comprehension Course
Phrases and Clauses
PREVIEW COURSE
1 Hour
Language Comprehension Course
Sentence Comprehension and Sentence Writing
PREVIEW COURSE
1 Hour

Reading Comprehension and Writing (8)

VIEW DOMAIN

PREREQUISITE

Reading Comprehension and Writing
Reading Comprehension and Writing Knowledge Check
PREVIEW 30-45 Minutes

PREREQUISITE

Reading Comprehension and Writing Course
Factors That Contribute to Deep Comprehension
PREVIEW COURSE 1 Hour

Reading Comprehension and Writing Course
Texts That Provide Information
PREVIEW COURSE 1 Hour

Reading Comprehension and Writing Course
Argumentative and Persuasive Text
PREVIEW COURSE 1 Hour

Reading Comprehension and Writing Course
Narrative Text
PREVIEW COURSE 1 Hour

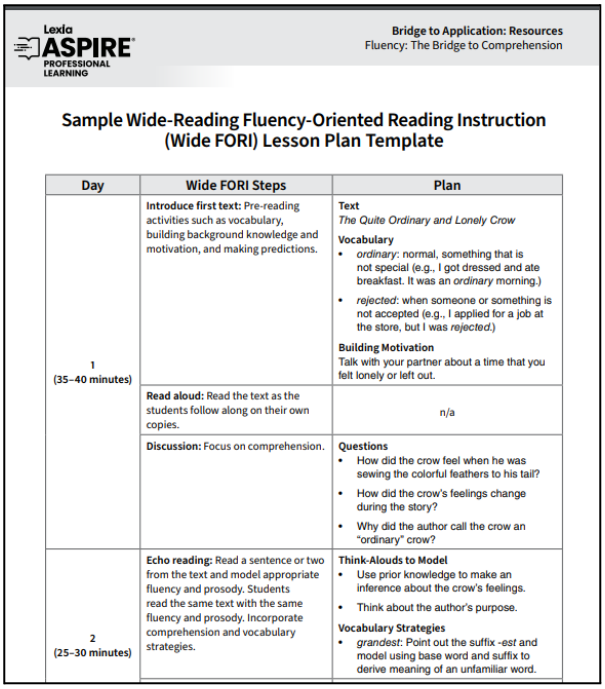
Reading Comprehension and Writing Course
Paragraph Writing: Descriptive, Narrative, Opinion, Persuasive
PREVIEW COURSE 1 Hour

Reading Comprehension and Writing Course
Developmental Language Disorder
PREVIEW COURSE 1 Hour

Reading Comprehension and Writing Course
Paragraph Writing: Expository and Argumentative
PREVIEW COURSE 1 Hour

Reading Comprehension and Writing Course
Essay Writing

Sample of an ASPIRE Bridge to Application Resource:

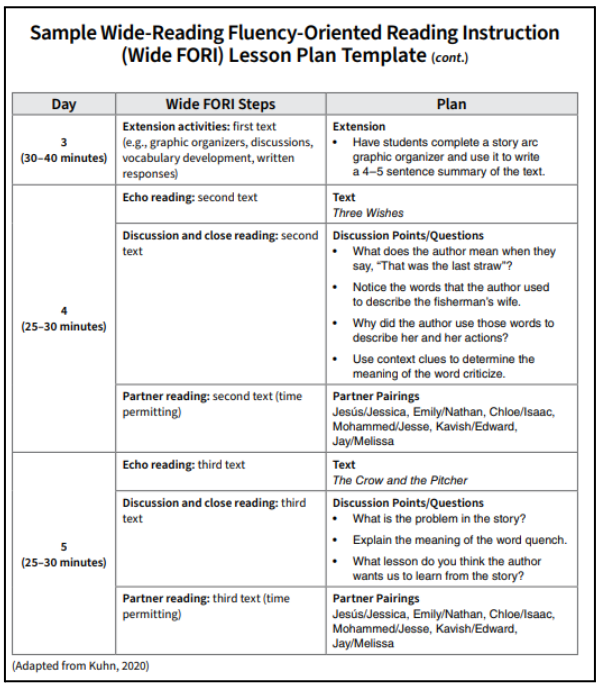


Lexia ASPIRE PROFESSIONAL LEARNING

Bridge to Application: Resources
Fluency: The Bridge to Comprehension

Sample Wide-Reading Fluency-Oriented Reading Instruction (Wide FORI) Lesson Plan Template

Day	Wide FORI Steps	Plan
1 (35–40 minutes)	**Introduce first text:** Pre-reading activities such as vocabulary, building background knowledge and motivation, and making predictions.	**Text** *The Quite Ordinary and Lonely Crow* **Vocabulary** • *ordinary*: normal, something that is not special (e.g., I got dressed and ate breakfast. It was an *ordinary* morning.) • *rejected*: when someone or something is not accepted (e.g., I applied for a job at the store, but I was *rejected*.) **Building Motivation** Talk with your partner about a time that you felt lonely or left out.
	Read aloud: Read the text as the students follow along on their own copies.	n/a
	Discussion: Focus on comprehension.	**Questions** • How did the crow feel when he was sewing the colorful feathers to his tail? • How did the crow's feelings change during the story? • Why did the author call the crow an "ordinary" crow?
2 (25–30 minutes)	**Echo reading:** Read a sentence or two from the text and model appropriate fluency and prosody. Students read the same text with the same fluency and prosody. Incorporate comprehension and vocabulary strategies.	**Think-Alouds to Model** • Use prior knowledge to make an inference about the crow's feelings. • Think about the author's purpose. **Vocabulary Strategies** • *grandest*: Point out the suffix *-est* and model using base word and suffix to derive meaning of an unfamiliar word.



Sample Wide-Reading Fluency-Oriented Reading Instruction (Wide FORI) Lesson Plan Template *(cont.)*

Day	Wide FORI Steps	Plan
3 (30–40 minutes)	**Extension activities:** first text (e.g., graphic organizers, discussions, vocabulary development, written responses)	**Extension** • Have students complete a story arc graphic organizer and use it to write a 4–5 sentence summary of the text.
4 (25–30 minutes)	**Echo reading:** second text	**Text** *Three Wishes*
	Discussion and close reading: second text	**Discussion Points/Questions** • What does the author mean when they say, "That was the last straw"? • Notice the words that the author used to describe the fisherman's wife. • Why did the author use those words to describe her and her actions? • Use context clues to determine the meaning of the word criticize.
	Partner reading: second text (time permitting)	**Partner Pairings** Jesús/Jessica, Emily/Nathan, Chloe/Isaac, Mohammed/Jesse, Kavish/Edward, Jay/Melissa
5 (25–30 minutes)	**Echo reading:** third text	**Text** *The Crow and the Pitcher*
	Discussion and close reading: third text	**Discussion Points/Questions** • What is the problem in the story? • Explain the meaning of the word quench. • What lesson do you think the author wants us to learn from the story?
	Partner reading: third text (time permitting)	**Partner Pairings** Jesús/Jessica, Emily/Nathan, Chloe/Isaac, Mohammed/Jesse, Kavish/Edward, Jay/Melissa

(Adapted from Kuhn, 2020)

Appendix B:

Edina Public Schools
DEFINING EXCELLENCE

2023-2024 Teaching and Learning PD Big Rocks

Goal: Establish & implement comprehensive systems, which ensure learning disparities between and amongst student learning groups are eliminated.

Big Rock:	Why:	What:	How:
Culturally Proficient School Systems (CPSS)	The implementation of CPSS is our commitment to live out our vision for each and every student to discover their possibilities and thrive in Edina Public Schools.	• Initial CPSS Training • Implementation Support	• CPSS Cohorts • CPSS Symposium • Job-Embedded PD
Multi-Tiered Systems of Support (MTSS) MTSS 2023-2024 Staff "I Can" Statements	The implementation of MTSS is our commitment to live out our mission. MTSS is a continuous improvement pro-active framework for ensuring positive social, emotional, behavioral, developmental and academic outcomes for every student. It integrates data and instruction to maximize all outcomes for students. MTSS enables us to work collectively, identify solutions and support each and every student.	Focus Area: **Structure for Support** • Develop a common understanding of MTSS • Data Discussion Protocols/Teams • Tier 2 and Tier 3 Systems	• Professional Development Days • Targeted Coaching • *Elementary Monthly Grade Level Meetings *Optional offering*
		Focus Area: **Data Driven Instruction** • FASTBridge (K-9) • Accessing and using multiple data points to meet the needs of each and every student (K-12)	• PLC Meetings • Targeted Coaching • Professional Development Days • *Elementary Monthly Grade Level Meetings *Optional offering*

		Focus Area: **Tier 1 Instructional Responses**
		• Differentiated Instructional Strategies for all students
		  ○ Multilingual Students
		• Literacy LETRS (K-3)
		• Literacy ASPIRE (4-5)
		• Curricular Implementations
		  ○ Mystery Science (K-5)
		  ○ Biology, Chemistry, Physics (9-12)
			• LETRS cohorts
			• ASPIRE Cohorts
			• Content Team Planning
			• Professional Development Days
			• Targeted Coaching
			• *Elementary Monthly Grade Level Meetings *Optional offering*

PreK-12 Comprehensive Literacy Plan Update

2023-2024

Edina Public Schools

DEFINING EXCELLENCE

Karrie Duncan: Elementary Literacy Coach (Concord, Creek Valley and Highlands)

Sandra Harley: Elementary Literacy Coach (Normandale, Countryside and Cornelia)

Sarah Burgess: 9th Grade ELA teacher and Reading Support Specialist

Elementary:
LETRS/Aspire & Data Living in Grade Level PLC's

The very essence of a *professional learning community* is a focus on and a commitment to the learning of each student.

-Dr. Richard DuFor

Elem September PLC

FAST/MTSS

Instruction

- ❏ Review Screening to Intervention Report
  - ❏ **What students are "At Risk"?**
  - ❏ **How might I address the needs of the students "At Risk"?**
  - ❏ **Which students have similar needs so I can efficiently respond in small groups?**
- ❏ Identify students for targeted instruction (Screening to Intervention Plan)
  - ❏ Give diagnostics as needed
  - ❏ Connect with ML/SPED/TD (ADSIS and Title are separate)
  - ❏ Who will be delivering the intervention and progress monitoring?
- ❏ Begin interventions by Tuesday, September 26th, 2023

Progress Monitoring

- ❏ Set up progress monitoring groups in Fastbridge
  - ❏ "Out of Grade Level" set up if needed.
  - ❏ Who will be progress monitoring? How often?



Elem September PLC (Grade 1)

LETRS

- **I CAN** PROVIDE MY STUDENTS WITH OPPORTUNITIES TO PRACTICE FOUNDATIONAL SKILLS USING **DECODABLE TEXT** ie: RAZ Kids Plus, Lexia (ADSIS), Books
- **I CAN** USE THE SOUND WALL AS AN ANCHOR CHART TO CONNECT THE PHONEMES TO THE GRAPHEMES in 5 different ways.
- **I CAN** ARTICULATE THE SOUNDS OF BOTH VOWEL AND CONSONANT PHONEMES using the Kid Lip Instructional Guide.
- **I CAN** USE THE KID LIP INSTRUCTIONAL GUIDE TO TEACH ARTICULATORY GESTURES.



September Responses (Grade 1)

LETRS

- **Share effective sound wall practices that you are implementing in your classroom.**

  Vowel Valleys are up and being used by each teacher in both whole group and small group settings. They are used specifically to support daily Sonday lessons. Throughout a school day there are many different opportunities for organic specific sound and vowel valley instruction.

- **What are some challenges/success teaching Heggerty in the classroom?**

  Time is always an issue, but we have used Heggerty for so many years that we have all figured out how to get it in every single day.



Elem September PLC (Grade 4 & 5)

ASPIRE

- **I CAN** TEACH PHONEMIC AWARENESS WITH INTENTION if needed.
  (Use FASTBridge Phonemic Awareness Intervention or in Aspire under the Word Recognition Course title, *Supporting Phonemic Awareness*)

- **I CAN** ADMINISTER AND USE THE RESULTS OF A PHONICS DIAGNOSTIC TO UNDERSTAND WHERE STUDENTS ARE IN THEIR PROGRESSION OF SKILLS if needed.

- **I CAN** PROVIDE GUIDED AND REPEATED ORAL READING PRACTICES WITH FEEDBACK BECAUSE THIS IS EFFECTIVE IN IMPROVING READING FLUENCY AS WELL AS OVERALL READING ACHIEVEMENT.



September Responses(Grade 4 & 5)

ASPIRE

- Based on the Screening to Intervention results, which students do you need to deliver a diagnostic to? When will you deliver these? Do any of your students need instruction in phonemic awareness and/or phonics? What are your next steps as a team?

  See attached Document

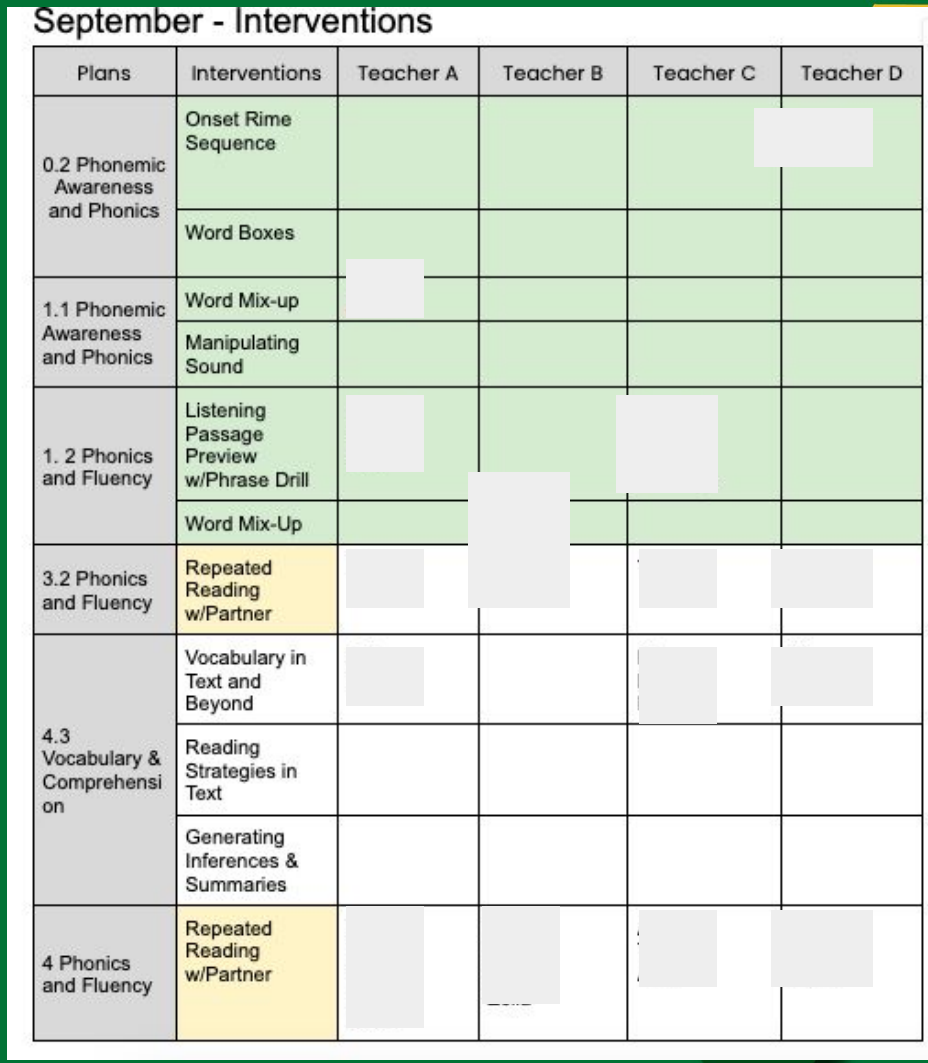
- How are you providing fluency practice during Tier 1 instruction? How might this look in the content area of Science and/or Social studies?

  Partner reading after lunch for 15 minutes
  Repeated reading experience with our Scholastic News
  Repeated reading with partner (all students have opportunities 4 days a week)



Fastbridge Interventions

Green = Diagnostic needed
Yellow = Targeted for initial interventions (beginning 9/26)



September - Interventions

Plans	Interventions	Teacher A	Teacher B	Teacher C	Teacher D
0.2 Phonemic Awareness and Phonics	Onset Rime Sequence				
	Word Boxes				
1.1 Phonemic Awareness and Phonics	Word Mix-up				
	Manipulating Sound				
1. 2 Phonics and Fluency	Listening Passage Preview w/Phrase Drill				
	Word Mix-Up				
3.2 Phonics and Fluency	Repeated Reading w/Partner				
4.3 Vocabulary & Comprehension	Vocabulary in Text and Beyond				
	Reading Strategies in Text				
	Generating Inferences & Summaries				
4 Phonics and Fluency	Repeated Reading w/Partner				

It's more important than ever that educators collaborate to continually improve and support the success of each learner.

-Dr. Richard DuFor

Sound Walls

~Sandra Harley

Articulatory gestures rather than acoustic features represent phonemes in the brain. The ease of processing favors gestures, whereas sounds are ephemeral and disappear as soon as they are heard, mouth positions are tangible and can be felt, viewed in a mirror an analyzed by learners.

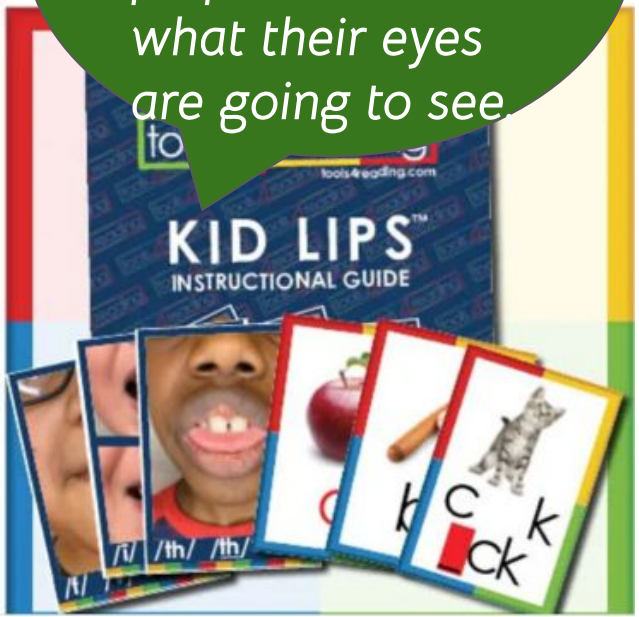
-Liberman


/th/ /th/
/zh/
/h/
z
_s
sh
/zh/
h_

WHAT is the Sound Wall?

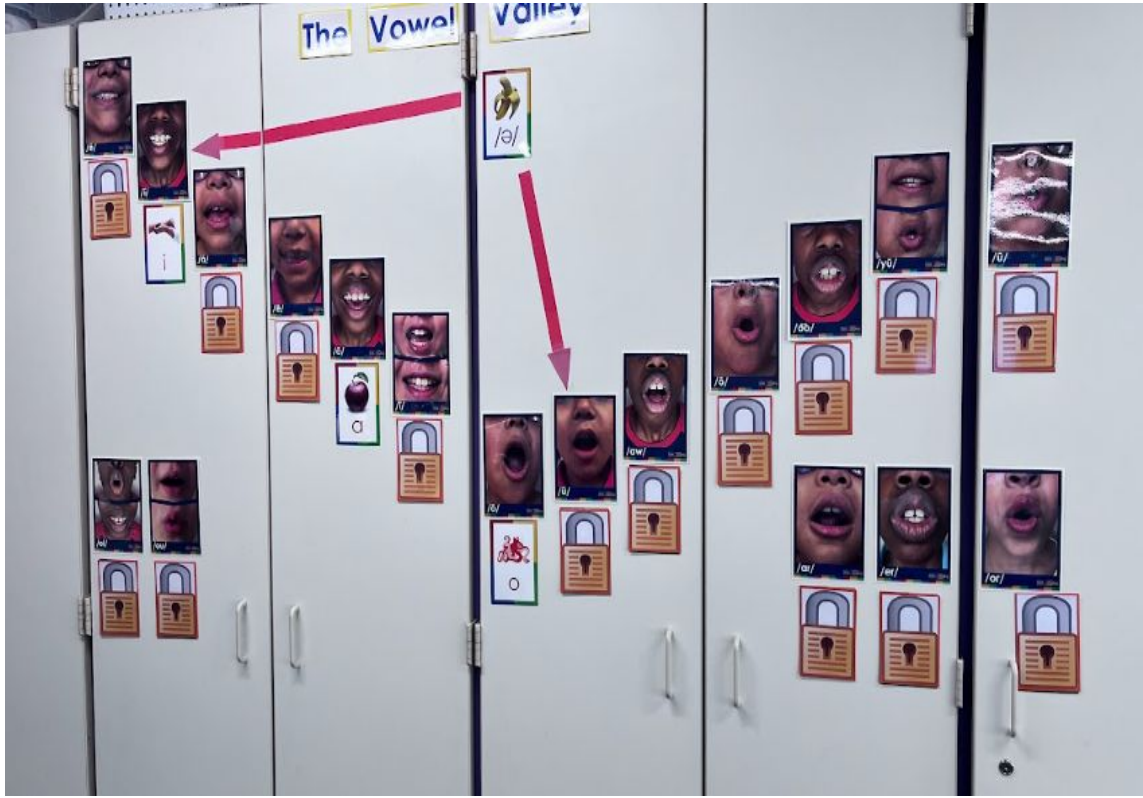
- “Speech to Print” Tool
- Used to categorize and teach all 44 phonemes
- Phoneme (sound) Grapheme (letter) RELATIONSHIPS

*Students' ears are being prepared for what their eyes are going to see.



WHERE are Sound Walls?

- ➔ K, 1st and 2nd Grade
- ➔ ML Classrooms
- ➔ Special Education
- ➔ Speech Pathologists
- ➔ Learning Specialists
  - ◆ Adsis
  - ◆ Title



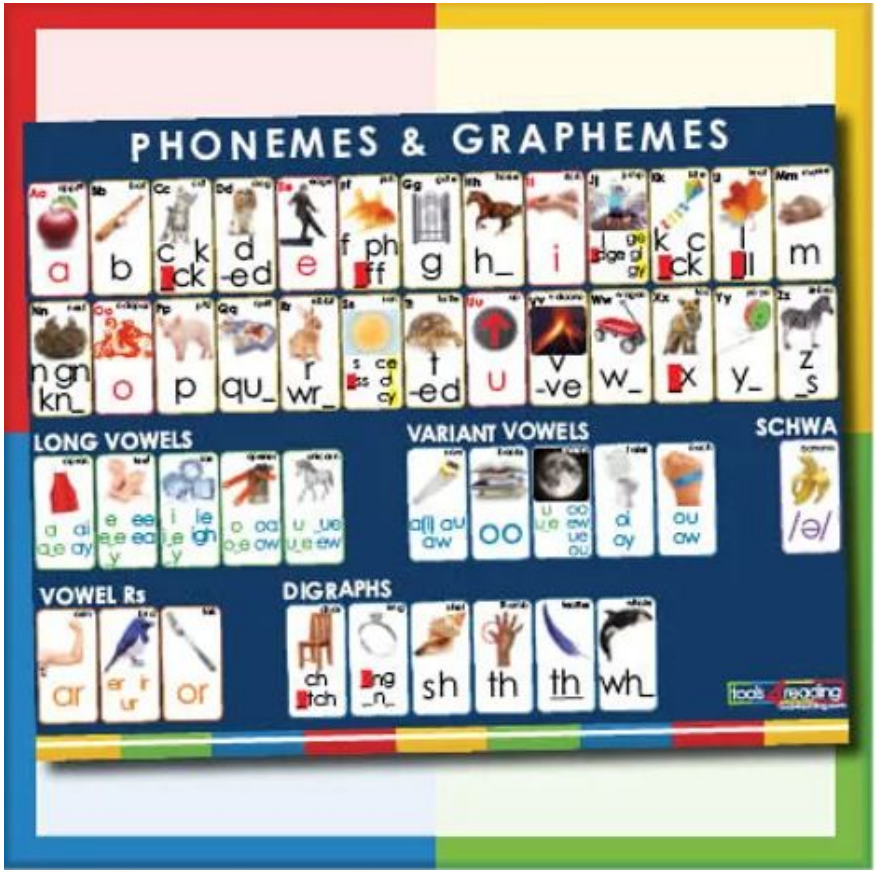
WHY the Sound Wall?

- **Research** indicates that we need to make sounds tangible for students in order to build a solid sound system.
- **Research** indicates that students need a solid sound system prior to being able to make connections from the phonemes to the graphemes
- Posting words on the Sound Wall allows students to become more automatic with their “Blending” and “Segmenting” skills.
- **ALL students**



HOW is the Sound Wall being used?

- ➔ High frequency word work (HF Words are placed on the Sound Wall)
- ➔ Small group **Being A Reader** (explicit instruction using mirrors)
- ➔ Whole group **Sonday Essentials**
- ➔ **Being a Writer**; copy of the phoneme grapheme posters are placed in writing notebooks to support the writing process.



Middle School: ASPIRE Professional Learning

ASPIRE | COURSES | PLAN | ACTION

ASPIRE is the secondary extension of the LETRs professional learning platform.

There are 28 Courses that are each 1 hour in length. The courses are engaging and rigorous.

Each course has a post test where proficiency is documented.

Each middle school ELA team will have completed the 5 pre-requisite courses by June. The courses are:

- What Is Structured Literacy?
- Theories of Reading Development
- Fluency: The Bridge to Comprehension
- Enhancing Academic Language
-
- Factors That Contribute to Deep Comprehension

Teachers will collaborate in cross-district, grade level teams on district-wide PD days. Teams will create plans for applying the new knowledge. FASTbridge data will be collected as evidence of impact.Teaching and Learning and literacy coaches will support the implementation.

Word Recognition (9)

VIEW DOMAIN

PREREQUISITE

Word Recognition

Word Recognition Knowledge Check

PREVIEW — 30-45 Minutes

PREREQUISITE

Word Recognition Course

Fluency: The Bridge to Comprehension

PREVIEW COURSE — 1 Hour

Word Recognition Course

A Brief History of English

PREVIEW COURSE — 1 Hour

Word Recognition Course

Working with Latin Morphemes

PREVIEW COURSE — 1 Hour

Word Recognition Course

Working with Greek Morphemes

PREVIEW COURSE — 1 Hour

Word Recognition Course

What Is Dyslexia?

PREVIEW COURSE — 1 Hour

Word Recognition Course

Syllables and Common Morphemes

PREVIEW COURSE — 1 Hour

Word Recognition Course

Reading and Spelling Long Words

PREVIEW COURSE — 1 Hour

Word Recognition Course

The Reading-Spelling Connection

PREVIEW COURSE — 1 Hour

Word Recognition Course

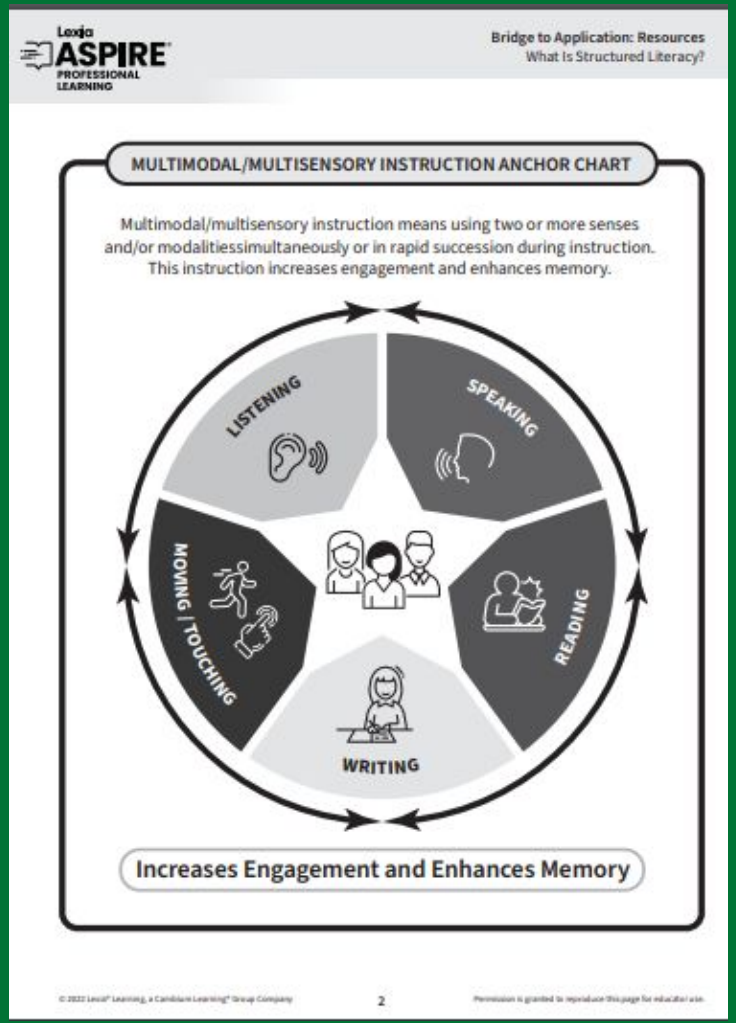
Supporting Phonemic Awareness

PREVIEW COURSE — 1 Hour

Bridge to Application

“I was able to learn things from the ASPIRE modules that I can apply with students in my classroom.”

100% of 21 teachers from the summer cohort responded favorably to this statement.



2 Recommendations for Tier 1

- ❑ Build in **fluency practice** through repeated reading every day. (2-3 minutes)
- ❑ Teach the **Making Meaning vocabulary lesson** every day. (This is built into your scope and sequence).





High School: FASTBridge

9th and 10th Grade ELA Teachers administered FastBridge Reading in their classes.

9th Grade

- This is the second year that the 9th grade team has administered the FastBridge Reading.
- In the fall window, 78% of 9th graders tested (514/663) met benchmark in aReading.
- For those students considered “some risk”, the most common intervention is 9.3 - Vocabulary & Comprehension
- The suggested interventions for students in the “high risk” category surround phonics and fluency.

10th Grade

- This marks the first time the 10th grade team has administered the FastBridge Reading.
- In the fall window, 76% of 10th graders tested (505/664) met benchmark in aReading.
- For those students considered “some risk”, the most common intervention is 10.3 - Vocabulary & Comprehension
- The suggested interventions for students in the “high risk” category surround phonics and fluency.

FastBridge Data

The data from FastBridge shows that although Tier 1 (“core” instruction) is strong, there should be emphasis placed on developing mature vocabulary for ALL students.

9th Grade CT Team

At the 9th CT team meeting, teachers reviewed the data. From there, two things happened:

1. Discussion of vocabulary
2. Closer look at all students identified as “some risk” and “high risk”

Vocabulary

Teachers discussed how to best implement vocabulary strategies in Tier 1 instruction to benefit ALL students.

There has been an increased focus on teaching mature vocabulary in addition to academic vocabulary.

College Reading Readiness

Teachers discussed all students in the “some risk” and “high risk” categories and further identified those who would be a “good fit” for the reading intervention course (College Reading Readiness).

9th Grade Intervention: College Reading Readiness

- There are currently 4 sections of the course with 56 students.
- The class has a dual focus: improving reading skills and bridging to Pre-AP English 9.
- After reviewing the FastBridge data, teachers and counselors identified students who would be a good fit AND could slide into the class without upending their schedules.
- Emails were sent home to 10 families; 5 students were added to the class!

9th Grade Intervention: College Reading Readiness

- Current Events articles used for practicing fluency and building background knowledge
- Read Aloud to model comprehension and vocabulary
- Phonics practice through word games

~50% Improving Reading Skills

- Review elements of story for class readings
- Study vocabulary related to the course.
- When appropriate, provide support for formative assignments and upcoming summatives.

~50% Bridging to Pre-AP English 9



10th Grade Intervention: Coming Soon!

- ❏ Literacy Intervention Lead to meet with 10th Grade Team on 10/18 for high level look at the their aReading data.
- ❏ Team will look at students in the “some risk” and “high risk” categories and consider how to best provide support them in preparation for the 10th Grade MCA Reading test.
- ❏ One potential idea - pull students at “high priority” level during Flex for 6 weeks at a time.
- ❏ Instruction would mirror that done in the reading skills portion of the College Reading Readiness class.

Questions?





VIII.D. Continuous School Improvement Plan Process

Board Meeting Date: 10/16/2023

Title: Continuous School Improvement Plan Process

Type: Discussion

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; and Paul Domer, Concord Elementary Principal

Description: Each year, Edina schools develop continuous improvement plans for their sites. The attached presentation will provide the school board and community with an overview of the process used for the 2023-24 school year.

Recommendation: No recommendation is being made at this time. This item has been prepared for board discussion.

Desired Outcome(s) from the Board: Please bring forth questions you have for the presenters.

Attachment(s):

- See Presentation Slide Deck.

Continuous School Improvement Planning

Presenters:
Dr. Randy Smasal, Assistant Superintendent
Paul Domer, Principal of Concord Elementary

Overview

Mission/Vision, Strategic Initiatives

CSIP Process

Sample Goal and Action Plan

Monitoring of Site plans

Edina Vision & Mission

For Each and Every Student to Discover their Possibilities and Thrive.

Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential.

Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills. We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.

Edina Strategic Initiatives

Strategy A: Advance Academic Excellence, Growth and Readiness

1. Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth.

2. Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.

3. Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases, PreK-12 and throughout the school year.

Edina Strategic Initiatives

Strategy B: Ensure an Equitable and Inclusive School Culture

2. Create a school culture that enhances learning and fosters a sense of belonging for all students through our values of Integrity, Compassion, Courage, Commitment, Appreciation and Responsibility.

3. Support equity by identifying and eliminating structural barriers to success.

Edina Strategic Initiatives

Strategy C: Foster Positive Learning Environment and Whole Student Support

4. Create environments that are conducive to learning and facilitate constructive student interaction.

Edina Strategic Initiatives

Strategy D: Develop Leadership Throughout the District

4. Develop and maintain a culture of continuous improvement based on evidence.

Edina Strategic Initiatives

Strategy E: Engage Parents, Schools and Community

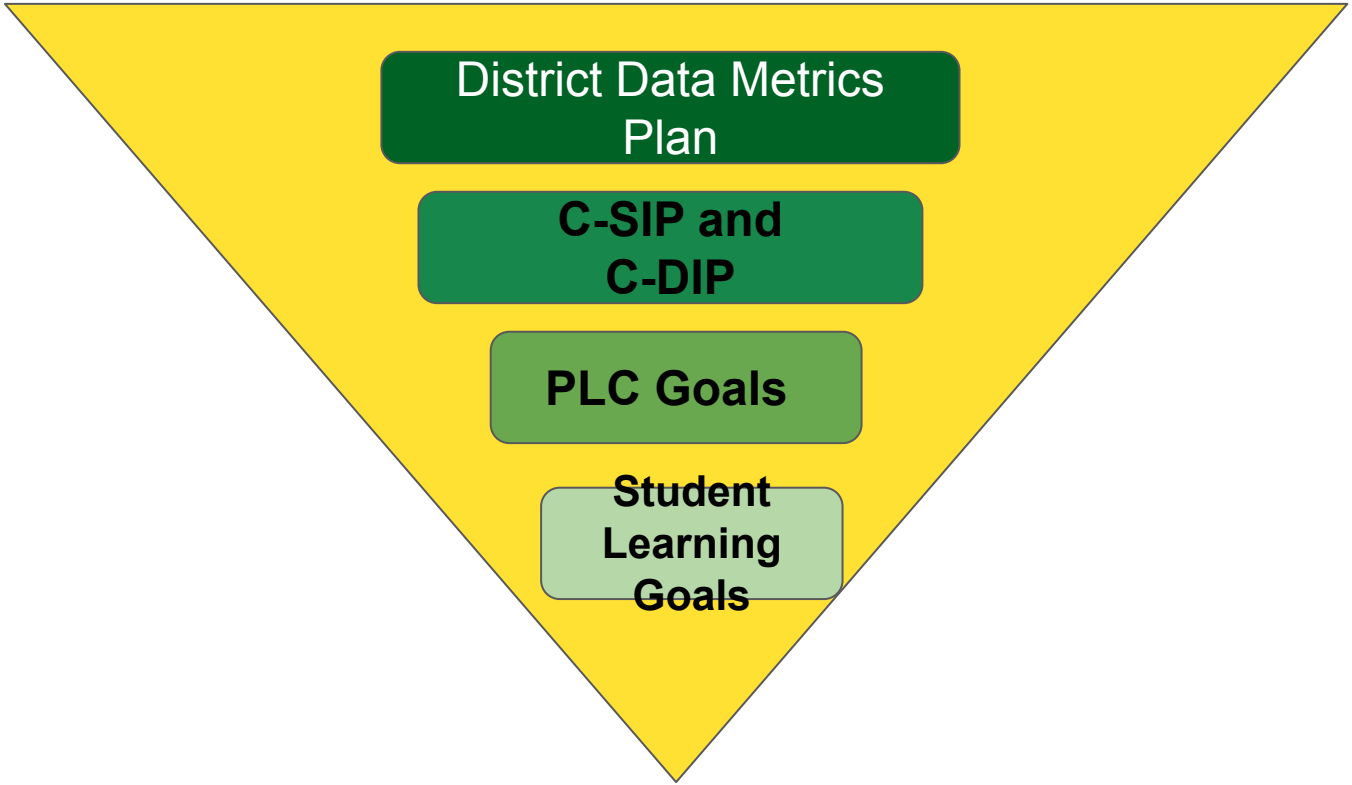
1. Provide engagement opportunities and information about Edina Public Schools to the community so that all community members feel connected and know how to contribute to our collective success.

4. Develop and maintain a culture of continuous improvement based on evidence.

Continuous School Improvement Planning Process

This is a detailed method for improving academic, social-emotional and culture/climate outcomes in a school setting. The word “Continuous” is especially important as it signifies the responsive and adaptive nature of these plans.

Continuous School Improvement Planning Process



Site Plans

- SMART Goals
  - Action Plans
    - Key Indicators of Progress
      - Metrics of Performance

To create the plan, the site level teams will:

Review
- Previous year site CSIP
- Data Metrics and Goals
- Site Data

Analysis of root cause for persistent barriers to outcomes
Draft CSIP
Solicit and receive feedback
Continue to adapt and refine plan

Which is more culturally competent approach?

A. Continuous school improvement plan is created primarily by building leader.

OR

B. Continuous school improvement plan is collaboratively created with staff, students and families, adopted by every staff member.

ThoughtExchange Engagements

Part I: Six to Ten Survey Questions

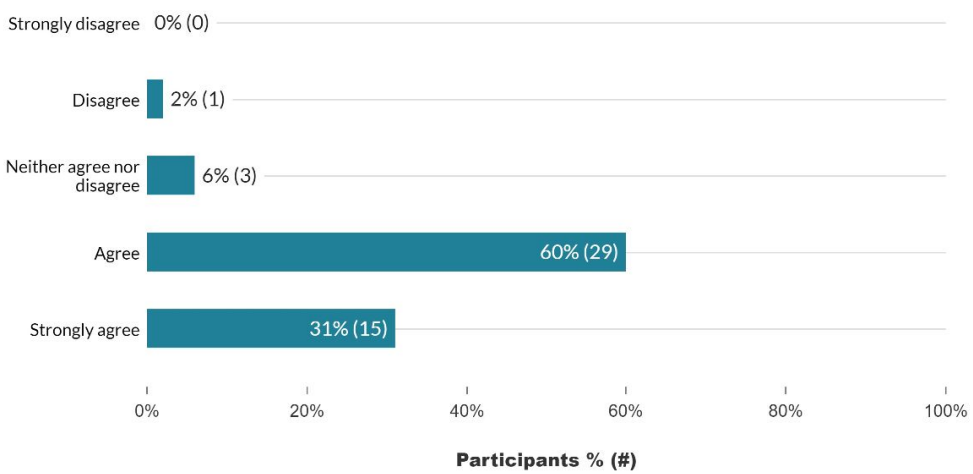
Staff Responses

Likert Scale

Q1 **I believe this improvement plan is connected to the district vision of "Each & Every Student to Discover their Possibilities and Thrive."**

Answered: 48
Not answered: 2

BAR | PIE



Favorability score

Out of 48 people, this is how many participants voted for **Agree** and **Strongly agree**.

60% (Agree) + 31% (Strongly agree) = 91% (Favorability score)



Agree, Strongly agree

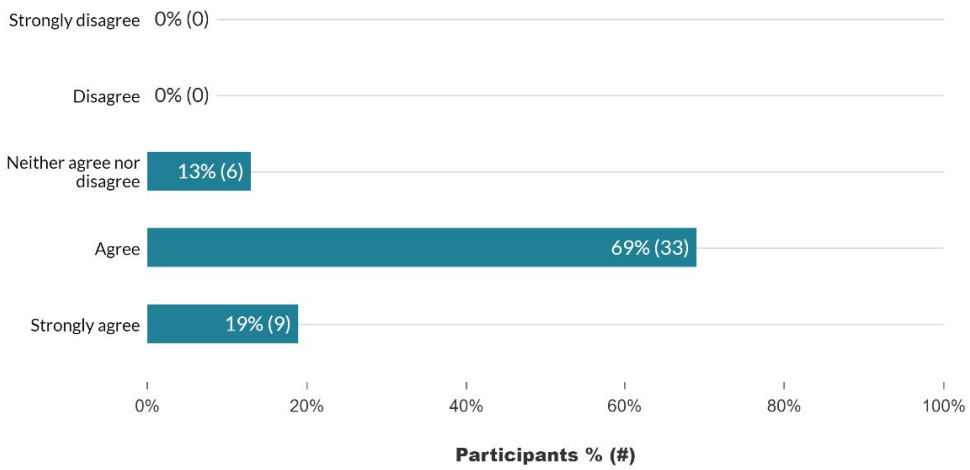
Staff Responses

Likert Scale

Q3 **I feel that the school's goals align with what I believe is important for student success.**

Answered: 48
Not answered: 2

BAR | PIE



Favorability score

Out of 48 people, this is how many participants voted for **Agree** and **Strongly agree**.

69% (Agree) + 19% (Strongly agree) = 88% (Favorability score)



Agree, Strongly agree

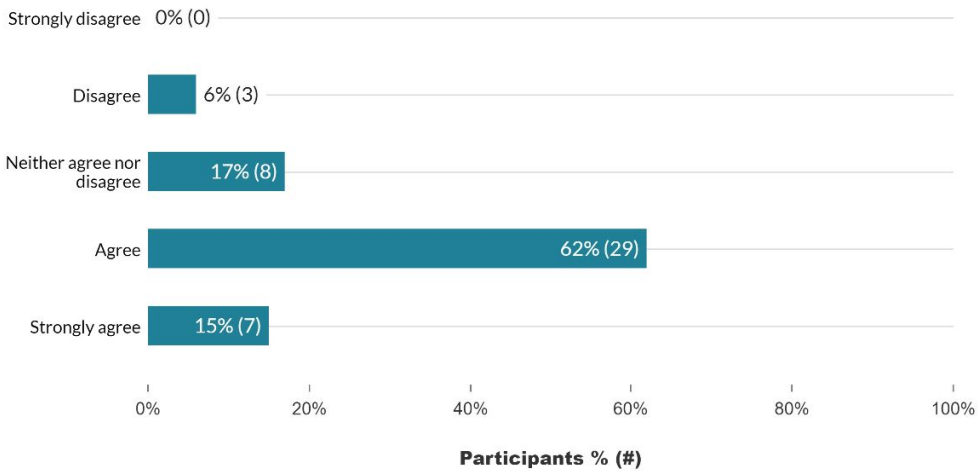
Staff Responses

Likert Scale

Q4 **The action plans of our CSIP seem doable if we roll them out one at a time.**

Answered: 47
Not answered: 3

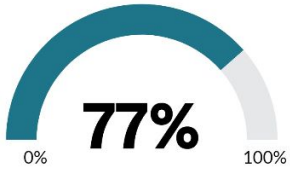
BAR | PIE



Favorability score

Out of 47 people, this is how many participants voted for **Agree** and **Strongly agree**.

62% (Agree) + 15% (Strongly agree) = 77% (Favorability score)



Agree, Strongly agree

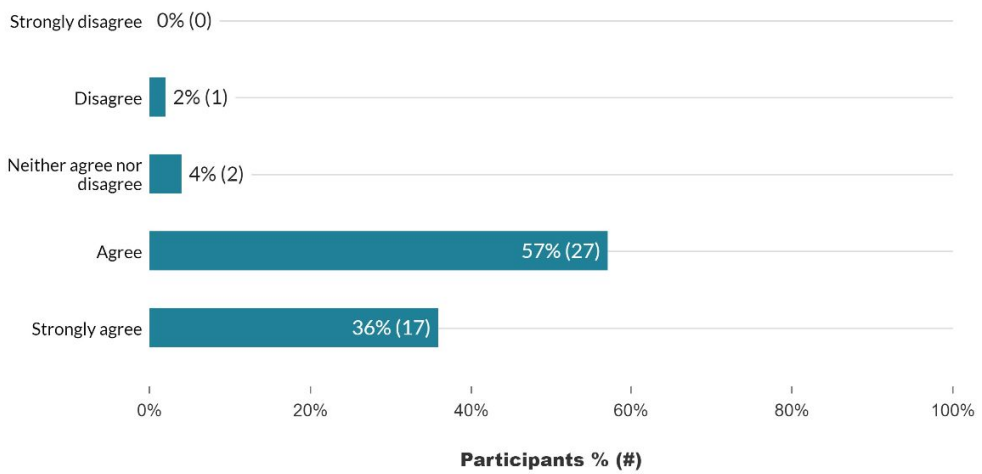
Staff Responses

Likert Scale

Q5 **I feel welcome in our school.**

Answered: 47
Not answered: 3

BAR | PIE



Favorability score

Out of 47 people, this is how many participants voted for **Agree** and **Strongly agree**.

57% (Agree) + 36% (Strongly agree) = 93% (Favorability score)



Agree, Strongly agree

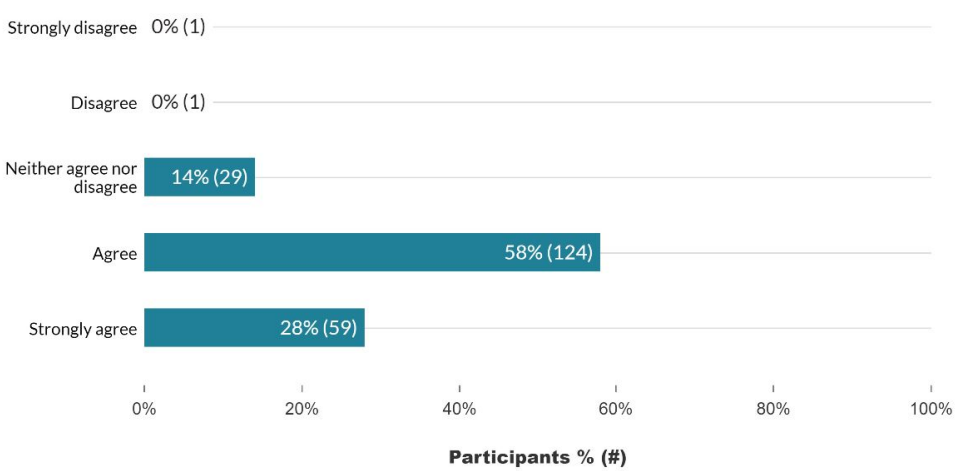
Student Responses

Likert Scale | 1 filter applied

Q7 **My overall learning experience at the school has been positive.**

Answered: 214
Not answered: 3

BAR | PIE



Favorability score

Out of 214 people, this is how many participants voted for **Agree** and **Strongly agree**.

58% (Agree) + 28% (Strongly agree) = 86% (Favorability score)



Agree, Strongly agree

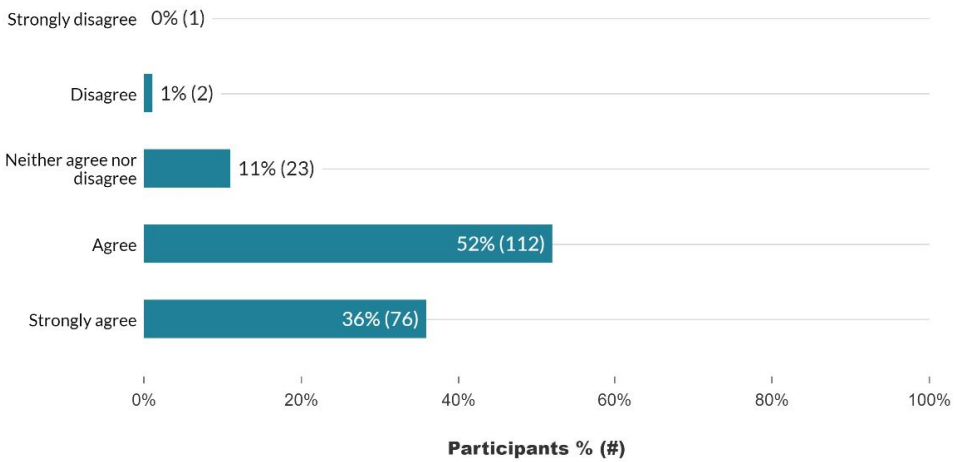
Student Responses

Likert Scale | 1 filter applied

Q10 **The school provides me with the support I need in reading.**

Answered: 214
Not answered: 3

BAR | PIE



Favorability score

Out of 214 people, this is how many participants voted for **Agree** and **Strongly agree**.

52% (Agree) + 36% (Strongly agree) = 88% (Favorability score)



Agree, Strongly agree

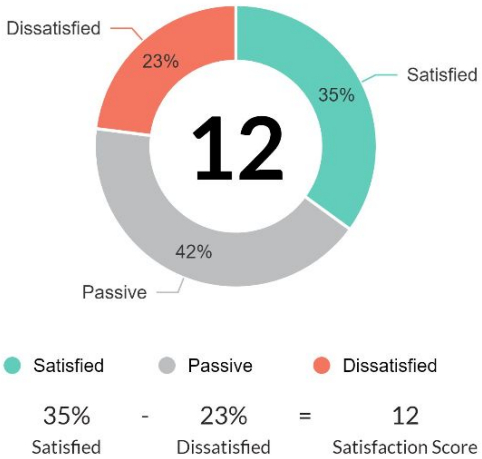
Student Responses

Satisfaction Score | 1 filter applied

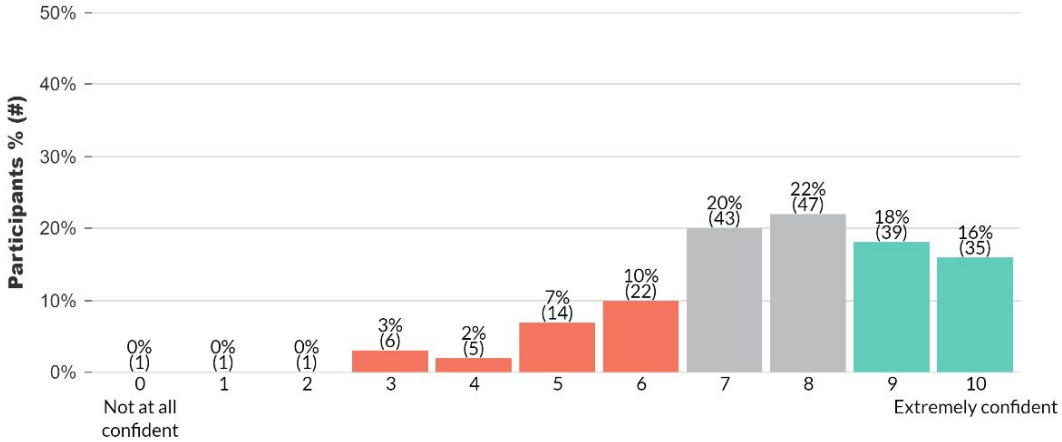
Q9 **On a scale from 0-10, how confident are you in your math skills?**

Answered: 214
Not answered: 3

Overall Score



Score Distribution



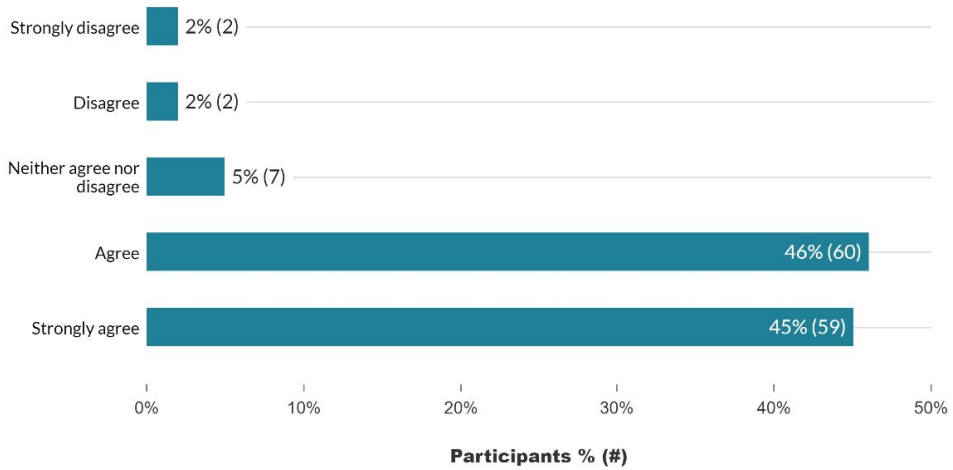
Parent/Guardian Responses

Likert Scale | 1 filter applied

Q12 **My child(ren)'s overall learning experience at the school has been positive. (If you have more than one student in the school, respond about their experience collectively.)**

Answered: 130
Not answered: 23

BAR | PIE



Favorability score

Out of 130 people, this is how many participants voted for **Agree** and **Strongly agree**.

46% (Agree) + 45% (Strongly agree) = 91% (Favorability score)



Agree, Strongly agree

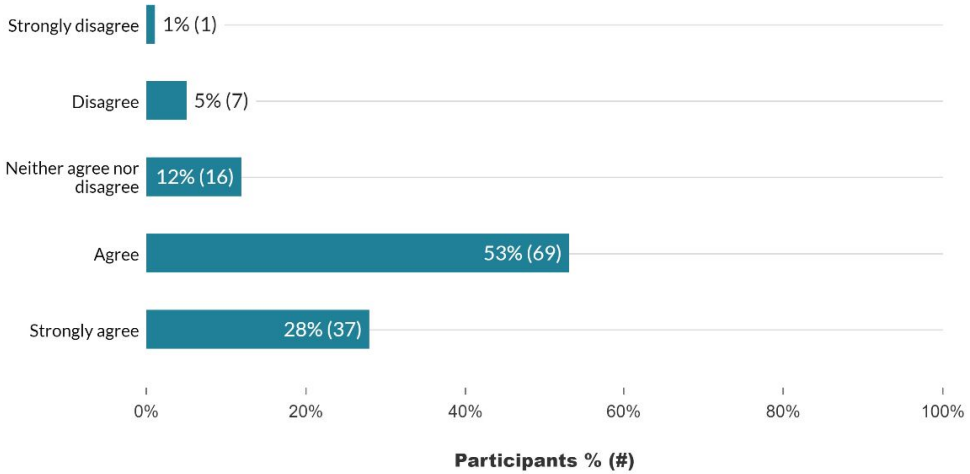
Parent/Guardian Responses

Likert Scale | 1 filter applied

Q13 **The school supports my child's social-emotional needs.**

Answered: 130
Not answered: 23

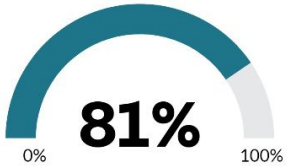
BAR | PIE



Favorability score

Out of 130 people, this is how many participants voted for **Agree** and **Strongly agree**.

53% (Agree) + 28% (Strongly agree) = 81% (Favorability score)



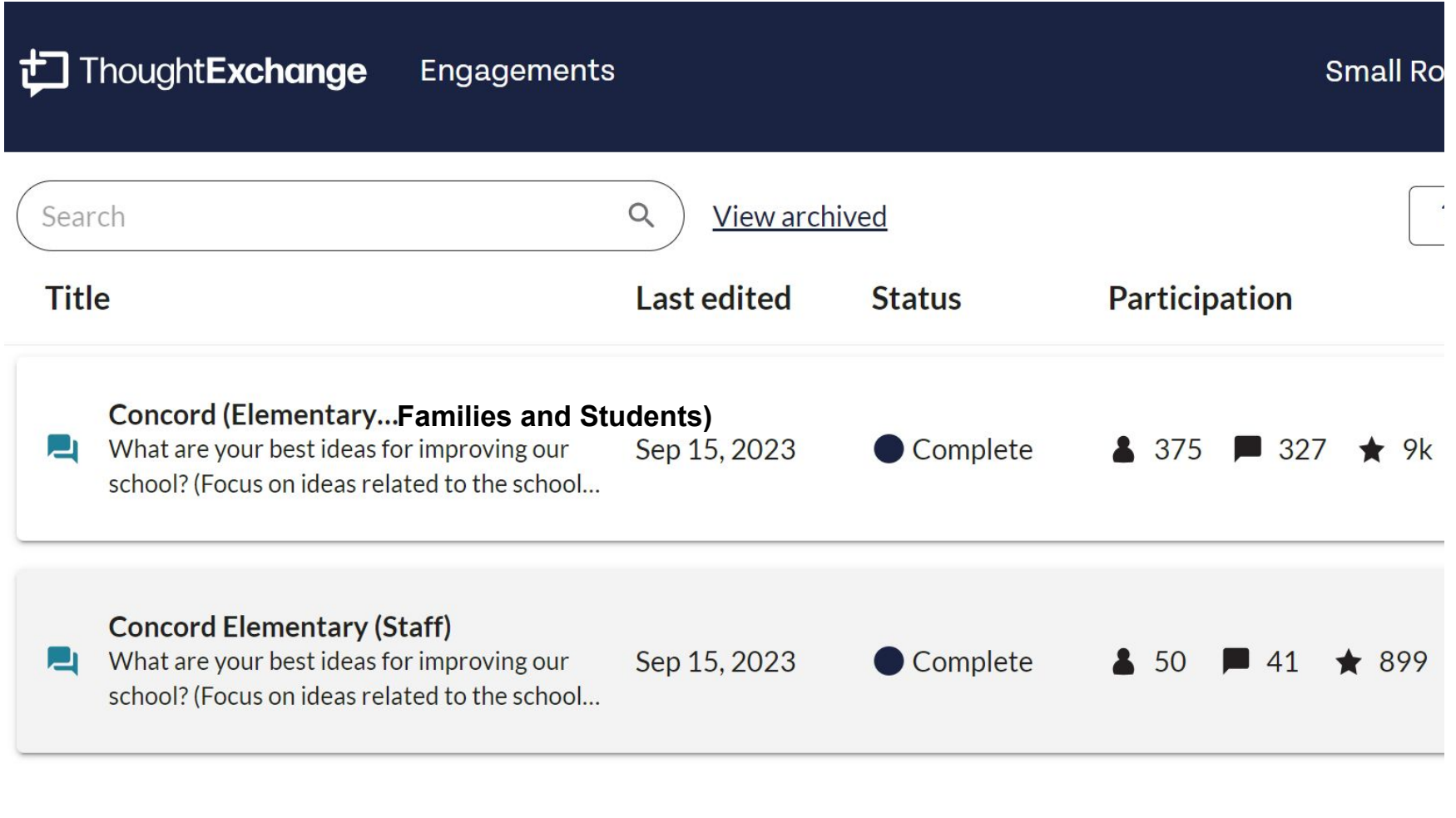
Agree, Strongly agree

ThoughtExchange Engagements

Part I: Six to Ten Survey Questions

Part II: One Thought Exchange Question:

What are your best ideas for improving our school? (Focus on ideas related to the school goals of Literacy, Math and School Climate.)


ThoughtExchange
Engagements
Small Ro
Search
View archived
Title
Last edited
Status
Participation
Concord (Elementary...Families and Students)
What are your best ideas for improving our school? (Focus on ideas related to the school...
Sep 15, 2023
Complete
375
327
9k
Concord Elementary (Staff)
What are your best ideas for improving our school? (Focus on ideas related to the school...
Sep 15, 2023
Complete
50
41
899

ThoughtExchange Engagements

Families

Highest rated thoughts

Participants suggested various ideas for improving the school, focusing on literacy, math, and school climate. These ideas include providing additional support for teachers in kindergarten classrooms, reducing the use of tablets and videos to encourage social interaction, and emphasizing character development. Other suggestions involve creating connections between different grade levels, exploring alternative methods of measuring student progress, and offering additional help through Reading Corps. Participants also recommended increasing support for paraprofessionals, involving parent volunteers in reading activities, and integrating more science into the curriculum to enhance literacy and math skills.

Students

Highest rated thoughts

Participants suggested various ideas for improving their school, focusing on literacy, math, and school climate. Some of the ideas included having more field trips, longer recess periods, and better school lunches to keep students engaged and healthy. Additionally, participants expressed a desire for more water fountains, a buddy system for younger students, and more staff to help with students with anger issues and disabilities. Other suggestions included brain breaks, longer lunch periods, and allowing students to vote on school lunches. Overall, the participants emphasized the importance of a positive school environment and providing opportunities for students to learn and grow.

ThoughtExchange Engagements

Participation to date across all schools with staff, students and families

1790 people

Generated 1519 Thoughts or Ideas

And each Thought was rated about 25 times

Which means that there were 39,027 ratings in total.

Sample Goals



Literacy: The % of students who are in the “low risk” and “exceeds” categories on FAST reading assessments will increase from:

- 74.0% in the fall of 2023 to 76.0% in the spring 2024 for K-1

83.0% in the fall of 2023 to 85.0% in the spring of 2024 for Grades 2-5

Sample Elem Goal

Sample Action Steps

Staff: Ensure alignment of Sonday, LETRS, FAST, BAR

Students: Increase IDR time, improve question-answering skills

Parents/Guardians: More integration with science

	Action Plans	Key Indicators of Progress:	Metrics
Complete?	**Literacy**		
☐	Purchase and implement Heggerty: K-1, ML, SPED	Classroom teachers will begin WIN Time interventions by October 1	FAST screeners 3x/year (K-1 Early Reading; 2-5 aReading)
☐	Continue with Sonday, FAST interventions based on Screening to Intervention report: K-2, ML, SPED	Biweekly FAST progress monitoring starting the week of October 16	Biweekly FAST progress monitoring according to our MTSS/PLC schedule
☐	Align the differences between Sonday, LETRS, FAST, BAR: K-2, ML, SPED; Time in staff meetings for teachers to collaborate around their LETRS/ASPIRE learning and make it actionable	K-2, SPED: Daily Sonday lessons	
☐	Implement Sound Walls: K-1, ML, SPED	K-1, ML, SPED: Daily Heggerty Lessons	
☐	Increase comprehension strategies and rigor: add rigor to existing strategies/materials and introduce a limited number of new strategies and materials (e.g., look at current Talent Development resources). Better align everything with the rigor of our state standards.	K-2: Weekly BAR lessons by October 9	
☐	SPED uses FAST interventions and progress monitoring	K-5: Weekly MM lessons	
☐	Support independent reading at home	K-3, ML, SPED: Implementation of LETRS Strategies (phoneme/grapheme instruction cards, mirrors, sound wall)	
☐	Explore cross-grade book buddies, a literacy night, and Lexia for independent practice of foundational skills	4-5: Initial acquisition of ASPIRE concepts	
☐	Student ideas: Increase IDR time, create classes for students between advanced and normal levels, more field trips, improve question-answering skills, reduced homework, quieter spaces, more parent interaction	Explore comprehension/vocabulary strategies and support independent reading at home beginning in October	
☐	Family idea: More integration with science		

Monitoring

- Key Indicators of Progress: Are we on the trajectory to hit our goals?
- Quarterly CSIP review with superintendent and assistant superintendent
- Monthly one on one with assistant superintendent
- Peer Coaches meet with teachers three times per year on Student Learning Goals
- Building staff meetings
- Monthly principal meetings
- Formative and summative assessments, surveys, Thought Exchange

Edina Leadership Frameworks

- Continuous School Improvement Template
- Culturally Proficient Schools Systems
- Culture/Dignity Model by Lencioni
- Seven Norms of Collaboration
- Decision Making Framework (IROD)
- Change Management Framework (Bridges Transition)
- Workflow: Working Genius by Lencioni

What questions do you have?

VIII.E. Policy Review (*624*, *708*, *713*)

Board Meeting Date: 10/16/2023

Title: Policy Review

Type: Discussion

Presenter(s): Board Policy Committee

Description: The following policies have been reviewed with an eye toward clarity, District practice, and alignment with State and Federal statutes.

- Policy 624 Online Learning Options
- Policy 708 Expense Reimbursement
- Policy 713 Student Transportation

Recommendation: Review the suggested modifications for Policies 624, 708, 713.

Desired Outcome(s) from the Board: Review suggested modifications and bring any questions you may have.

Attachments:

1. Policy 624 Online Learning Options
2. Policy 708 Expense Reimbursement
3. Policy 713 Student Transportation

Education Programs

Online Learning Options

I. Purpose

This policy recognizes and governs online learning options of students enrolled in the school district for purposes of compulsory attendance and academic credit. Online learning offers students an element of control over the time, place, path, or pace of their learning.

II. General Statement of Policy

A. The school district supports the opportunity provided through online learning and will not prohibit an enrolled student from applying to enroll in online learning.

B. The district will grant academic credit for completing the requirements of an online learning course or program.

C. The ~~school~~ district will allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. The district is not responsible for providing additional hardware, software, access, or connectivity as required by the student for a course taken outside Edina Public Schools.

D. The district will continue to provide non-academic services to online learning students enrolled in Edina Public Schools.

E. Online learning students may participate in the extra-curricular activities of the school district on the same basis as other enrolled students.

III. Definitions

A. "Online learning" (OLL) is learning facilitated by technology and is delivered by an appropriately licensed teacher through an online learning provider. ~~an interactive course or program that delivers instruction from a teacher to a student over the Internet may be combined with other traditional delivery methods, including frequent assessment, teacher contact, and meets or exceeds state academic standards.~~

B. “Online learning student” is a student enrolled in the school district for purposes of compulsory attendance and enrolled in an online learning course or program delivered by an online learning provider.

C. “Online learning provider” is a school district, intermediate school district, postsecondary institution, organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by the Minnesota Department of Education (MDE) to provide online learning courses. Online learning providers must be approved by the superintendent or designee.

IV. Procedures

A. Dissemination and Receipt of Information

1. The school district will receive, maintain, and disseminate information provided to it by online learning providers.

2. Online courses must meet ~~the~~ all policies and standards established by the ~~school~~ district~~, including student safety, acceptable use of computers, nondiscrimination, and class size~~.

B. Students

1. A student may apply to an online learning provider to enroll in online learning. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.

2. A student may enroll in online learning courses up to the midpoint of the assigned school’s term. The ~~school~~ district may waive this requirement for special circumstances and upon acceptance by the online provider. Exceptions for unique circumstances may be approved by the director of teaching and learning.

3. An online learning provider will notify the ~~school~~ district and the student within ten (10) days of acceptance of the student’s online learning course or program and hours of instruction.

4. The online provider must make available to ~~Edina Public Schools~~ the district the course syllabus, standard alignment, content outline, assessment requirements, and contact information for online courses taken by students from ~~Edina Public Schools~~ the district.

5. An online learning student may enroll in online learning courses during the school year to a maximum of 50% of the student’s full schedule of courses per term. A student may exceed the supplemental OLL enrollment registration limit if ~~Edina Public Schools~~ the district grants permission for supplemental OLL enrollment above the limit, or if an agreement is made between ~~Edina Public Schools~~ the district and the OLL provider for

instructional services. Exceptions for unique circumstances may be approved by the director of teaching and learning.

6. To enroll in more than 50% of their full schedule of courses per term in online learning the student must apply for enrollment to a full-time learning program, in accordance with state law.

7. An online learning student may complete course work at a grade level that is different from the student's current grade level.

7. When a student is enrolled in online classes up to but not exceeding a full term load, they can take the classes in place of in-person offerings at no cost to the student.

8. An online learning student can add an online course at no cost if they agree to reduce their registered school-based course schedule by an equal amount during the academic year.

9. To enroll in more than 100% of their full schedule of courses per term, an online learning student may enroll in additional courses with a~~n~~ secondary or postsecondary online learning provider under a separate agreement that includes terms for payment of any tuition or course fees that would be the responsibility of the student.

~~9. To enroll in more than 100% of their full schedule of courses per term an online learning student may also enroll in additional courses with a postsecondary online learning provider under a separate agreement that includes terms for payment of any tuition or course fees that would be the responsibility of the student.~~

10. To the extent the ~~school~~ district provides curriculum to resident students that has both physical and electronic components, the ~~school~~ district must make the electronic component accessible to a shared-time resident student in a homeschool at the request of the student or the student's parent or guardian, provided that the ~~school~~ district does not incur more than an incidental cost as a result of providing access electronically.

11. The district will provide support services to district students taking supplemental online courses as they would for any other enrolled student including support for multilingual students, case management of an individualized education program, and meal and nutrition services.

C. Classroom Membership and Teacher Contact Time

1. The ~~school~~ district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

2. The ~~school~~ district may reduce the teacher contact time of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the ~~school~~ district.

3. A teacher with a Minnesota license ~~must~~ will assemble and deliver instruction to enrolled students receiving online learning from ~~Edina Public Schools~~ the district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher with a Minnesota license as long as it is a part of a course that has been approved by MDE.

D. Academic Credit; Graduation Standards or Requirements

1. ~~Edina Public Schools~~ The district will apply the same graduation requirements to all students, including online learning students.

2. ~~Edina Public Schools~~ The district will use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.

3. ~~Edina Public Schools~~ The district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE. ~~the Minnesota Department of Education.~~

4. ~~Edina Public Schools~~ The district will count secondary credits granted to an online learning student toward its graduation and credit requirements.

5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement set by ~~Edina Public Schools~~ the district, that standard or requirement will be met.

6. ~~Edina~~ District students who successfully complete an online course provided by ~~Edina Public Schools~~ the district will receive a letter grade that will be used in the calculation of grade point average and placed on the student's transcript.

7. ~~Edina~~ District students who successfully complete an online course provided by another online provider will receive a ~~course~~ letter grade ~~of "P" (Passing)~~ that will not be used in the calculation of grade point average, but will be placed on the student's transcript.

8. Students, not otherwise enrolled in ~~Edina Public Schools~~ the district, who successfully complete an online course provided by the ~~school~~ district, will receive a letter grade that will be reported to the student's resident school district. The resident school district will determine whether the grade will be used in the calculation of grade point average or how it is placed on the student's transcript.

9. Students who enroll and successfully complete an online postsecondary course will receive a course grade of “P” (Passing) that will not be used in the calculation of grade point average, but will be placed on the student's transcript.

Legal References:
Minn. Stat. § 123B.42, Subd. 1a (Curriculum; Electronic Components)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option Act)

Cross References:
Policy 510 (~~Nonresident~~ Open Enrollment)
Policy 605 (Alternative Programs and Services)
Policy 608 (Instructional Services - Special Education)
Policy 613 (Graduation Requirements)
Policy 620 (Receiving Course Credit for Learning)

Policy adopted: 2/22/10
Revised: 12/16/19

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 624
Edina Schools
Online Course Registration Agreement

This agreement is entered into between Edina Public Schools District 273 (herein referred to as the "District") and _____ (print student name - hereinafter referred to as "Student") as follows:

1. The student shall fully comply with the District's Online Learning Policy and the Online Learning Option Act, Minnesota Statutes Section 124D.095.
2. By signing and returning this document, the student and parent/guardians agree to complete the required registration steps to successfully enroll within the online course. It is a student and parent/guardian responsibility to complete registration for an online course in an appropriate and timely manner.
3. Students and parents are responsible for reviewing the guidelines of the online provider.
4. Second-semester seniors participating in Senior May Term must complete the online course prior to the start of the SMT experience.
5. Online Course Payment:
    - Students can add an online course at no cost if they agree to reduce their registered course schedule by an equal amount during the academic year. Students taking less than a full load can take on-line courses at no cost up to the full load.
    - A student/family is responsible for the full cost of a course if taking a course above the full student's academic schedule threshold or during a summer session.
6. By returning this signed agreement, the student will be dropped from the requested school-based course. A placeholder called "Course Online" will be placed in the student schedule.

Please indicate the course(s) that should be dropped from the student schedule:_____

****Please Note: Dropping an Edina-based course after the school withdrawal deadline will result in a "W" mark on the official Edina transcript****

****Students that are unsuccessful in completing this online course waive their right to sign up for a future online course****

Student Name: _____ Grade: _____

Student Signature: _____ Date: _____

Parent Name: _____

Parent Signature: _____Date: _____

Edina Public Schools
DEFINING EXCELLENCE

Policy 708

Non-Iinstructional Operations and Business Services

Expense Reimbursement

I. Purpose

This policy identifies school district business expenses that involve initial payment by an employee and that qualify for reimbursement from the district.

II. General Statement of Policy

The school district will implement an expense reimbursement system that meets state statutes, the directives of the Minnesota Department of Education and the district auditor, and business best practices.

III. Use of the Employee Expense Reimbursement System

A. The employee expense reimbursement system is not to be used as an alternative to the normal district purchasing process. Employee expense claims may be denied if it is determined that the purchase should have been made ~~handled~~ through the normal procurement process.

Exceptions to the normal procurement process include:

1. Low-priced items for which the use of a purchase order is not practical.
2. Emergency purchases for which the normal purchasing process is not timely.
3. Items of limited availability or sale items.

B. The employee will not be reimbursed for sales tax incurred because of the district's tax-exempt status.

C. Employee expense claims will be denied if inadequate documentation is submitted with the claim or if the claim is not submitted within two months of the date of occurrence. If a claim is denied, the expenditure becomes the personal responsibility of the employee.

IV. Approval of Travel Convention or Conference Expenses (Pre-A~~a~~pproval Required)

A. All out-of-state travel or any in-state travel that involves lodging and/or meals must be approved in advance using the travel, convention, or conference application form (Appendix I~~I~~). The form must be signed and dated by the employee's supervisor prior to the travel dates to qualify for reimbursement.

B. The school board will approve meal reimbursement rates (Appendix III) for employees. When a meal is included in the registration of an event or is paid by another source, reimbursement for that meal is not permitted. The cost of alcoholic beverages is not reimbursed by the district.

C. The following expenses may be reimbursed:

1. Ground transportation and other incidental expenses incurred while traveling on behalf of the district.

2. Commercial lodging, not to exceed the single-room rate.

3. Commercial transportation, not to exceed coach air rate. If a personal vehicle is driven in lieu of commercial air transportation, employees will be reimbursed the actual costs incurred, not to exceed coach air rate.

V. Approved Mileage Reimbursement

A. Mileage to and from district-related functions and between buildings of the school district is paid to employees at the current Internal Revenue Service rate, in accordance with current master agreements with employee groups.

B. Current Internal Revenue Service rules determine the allowable mileage that is reimbursed. For example, mileage is allowed from the employee's work site to a staff development conference and back to the employee's work site, but not from the employee's home to the staff development conference and back home. Mileage is not paid if the total mileage driven is less than the employee's regular commute distance.

C. Mileage reimbursement claims must be submitted within two months of the date of travel.

D. Mileage from district distance chart or google map documentation of the most efficient route must be provided.

VI. Sales Tax

A. The school district is exempt from paying Minnesota sales tax on most items. To avoid paying sales tax, a purchase order or procurement card should be used.

B. Sales tax will only be reimbursed for items not exempt from state tax per the Minnesota Department of Revenue (e.g., meals, lodging, and sales tax paid to states other than Minnesota).

VII. Claiming Reimbursement

A. Reimbursement claims must be submitted ~~on an employee expense report form (Appendix I) which is~~ in the manner and form determined by the director of business services and must be signed by the employee, the employee's supervisor, and the administrator responsible for the expenditure code being charged.

B. Proof of purchase such as an original, itemized receipt must be included. The receipt/proof of purchase must be dated within two months of the date of submission. If the cash register/credit card receipt does not clearly indicate the vendor name, the purchase date, the method of payment, and the item purchased; a vendor receipt containing those items must be obtained by the employee. Electronic copies of receipts are acceptable.~~Copies of receipts are not acceptable~~.

C. The purchase must be clearly documented, including the public purpose fulfilled, its use, and location within the district.

D. Claims for meal reimbursement for persons other than the employee must include the name of the person or people for whom the meal is purchased and the subject of the meeting or event. When data privacy is a concern, the employee may state that on the claim form, provided documentation is available for audit purposes.

E. Expenses incurred by a spouse or personal guest are not reimbursable expenses.

F. The supervisor who signs the employee expense report form must ensure proper proof of purchase and documentation and that a public purpose was fulfilled by the purchase.

G. The business services department is responsible for ensuring that the reimbursement report is properly completed and that the proper supervisory signature is on the report.

H. If the business services department determines that a public purpose was not met by the employee expense, the claim will be denied and the expenditure becomes the responsibility of the employee.

Cross Reference:
Policy 707 (Purchasing)

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Policy
adopted: 10/25/10
~~A~~amended: 03/12/12

Rrevised: 09/22/14
Rreviewed: 02/27/17
Rrevised: 08/08/22

Appendix I to Policy 708

Independent School District 273

EMPLOYEE EXPENSE REPORT

-	Description of Activity	Travel		Meals			Lodging	Other Expense	
Date	Workshop, classroom supplies, professional meeting, etc.	Complete mileage log and attach		Itemized receipts needed			Itemized receipts needed	Airfare, auto rental, taxi, supplies Description	Amount
-	-	-	-	-	-	-	-		
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
Totals	Enter on this line and in Summary	-	-	$	$	$	$	-	$

Name_____ Employee #_____
(Please print)

I hereby certify that these expenses are true, correct, pursuant to school district policies and procedures and that no other payment or reimbursement will be or has been received for these expenses.

Employee Signature_____ Date_____

SUPERVISOR APPROVAL:

I hereby certify that the expenses covered by this claim have been incurred and are true, correct and pursuant to school district policies and procedures. Payment is recommended.

Signature_____ Title_____ Date_____

DISTRICT OFFICE OR OTHER APPROVAL

Other Expense ..... $_____

Lodging..... $_____

Meals ..... $_____

Mileage (From Log) _____ x _____ IRS Rate .....$_____

TOTAL .....$_____

Less District Advance Check #_____.....($_____)

Due Employee .....$_____

Due District (Attach remittance) .....($_____)

ACCOUNT CODING

Signature _____ Title _____ Date _____

BUSINESS SERVICES APPROVAL

Signature _____ Title _____ Date _____

FUND	ORG	PRG	FIN	CRS	OBJ	Amount

Independent School District 273

EMPLOYEE EXPENSE REPORT MILEAGE LOG

This page must be included for mileage reimbursement.

Date	Description: List in detail the places/schools/work stations visited each day including the number of miles for all other travel.	Miles

	~~**TOTAL MILES**~~	

~~Form 7027(06/02)~~

Appendix ~~H~~ I to Policy 708

EDINA PUBLIC SCHOOLS
5701 NORMANDALE ROAD
EDINA, MN 55424

Complete Part I of this application for workshops, institutes, conferences, conventions, or any out-of-state travel, etc. If there are expenses for which you are to be reimbursed by the school district, you must also complete Part II. Submit the application to your supervisor (principal, asst. supt., director of business, or the superintendent).

TRAVEL, CONVENTION OR CONFERENCE APPLICATION FORM

Part I. APPLICATION

Name of applicant_____ Building_____ Date_____

Name of convention or conference_____

Location_____ Dates_____ to _____

Sponsoring organization _____

Are you a member of this organization? Yes_____ No_____

Reasons for attending this convention or conference:

- _____ Curriculum cycle or year of implementation
- _____ Program participant
- _____ Professional growth
- _____ Other_____

What conventions or conferences have you attended in the past three years at school district expense?

_____

Please suggest ways in which you would be willing to share with your professional colleagues the information and ideas you will acquire at this convention or conference. _____

_____

PART II. EXPENSES

List any dates, if any, for which a substitute would be needed:_____

Estimated expenses:

Substitute teacher _____ (_____ days @ $_____ per day)
Travel*_____
Meals_____
Hotel_____ (_____ nights @ $_____ per night)
Other_____
Registration_____
Total $_____ *(excluding sub costs)*

Expenditure Code_____

PART III. ACTION

Approved_____ Date_____
Denied_____ Reason _____

_____

Signature of Supervisor _____

Signature of Program manager _____ *(required if program funds are involved)*

Travel expenses will not be reimbursed to an employee unless a pre-approved copy of this form is attached to the reimbursement request.

* Employees utilizing school district funds to pay for airline travel are required to ensure that any credits or other benefits issued by any airline accrue to the benefit of the school district rather than the employee.

Form 7040 (07/02) Established: 10/25/10; Reviewed: 3/12/12; Revised: 9/22/14; Revised: 2/27/17; Revised: 8/8/22

Appendix III to Policy 708

MEAL REIMBURSEMENT RATES FOR EMPLOYEES

Approved meal reimbursement rates for employees, including service tips, will not exceed:

- Daily meal reimbursement amount: $60/day
- Partial day reimbursement amount:

Breakfast	$15.00
Lunch	$15.00
Dinner	$25.00
Incidental	$ 5.00

Incidental expenses include communication, laundry, cleaning and pressing of clothing expenses incurred during the travel and for the purpose of the business meeting, conference, or event.

When a meal is included in the registration of an event or is paid by another source, reimbursement for that meal is not permitted. Reimbursement for alcoholic beverages is not allowed.

Established: 10/25/10
reviewed: 03/12/12
revised: 09/22/14
revised: 02/27/17
revised: 08/08/22

Edina Public Schools
DEFINING EXCELLENCE

Policy 713

Non-~~i~~Instructional Operations and Business Services

Student Transportation

I. Purpose

This policy addresses the school district's obligations to its students, nonpublic students, and the provision of extra-curricular transportation. It also provides guidance to students and their families regarding their obligations as safe riders of school transportation.

II. General Statement of Policy

A. The school district will provide for the transportation of students in a manner that protects their health, welfare, and safety.

B. The district recognizes that transportation is an essential part of the district services to eligible students and families while also recognizing that transportation is a privilege and not a right for these eligible students.

C. The district recognizes the rights of nonpublic school students regarding transportation services and provides equal transportation as required by law.

D. The district will determine whether to provide transportation to students, spectators, or participants for extra-curricular activities.

III. Student School Bus Safety Training and Active Transportation Safety Training

A. Student Training

1. The school district provides students with age-appropriate school bus safety training and active transportation training of the following concepts:

   a. Transportation by school bus is a privilege, not a right;
   b. District policies for student conduct and school bus safety;
   c. Appropriate conduct while on the bus;
   d. Danger zones surrounding a school bus;
   e. Procedures for safely boarding and leaving a school bus;
   f. Procedures for safe vehicle lane crossing; ~~and~~
   g. School bus evacuation and other emergency procedures~~.~~;
   h. Pedestrian training, including crossing roads safely; and
   i. Bicycle safety, including traffic laws and use protective equipment and safe biking techniques.

2. Students in kindergarten through grade 6 who are (1) transported by school bus and (2) enrolled during the first or second week of school ~~must~~ will receive the

school bus safety training by the end of the third week of school.

3. Students in grades 7 through 10 who have not previously received school bus training and are (1) transported by school bus and (2) enrolled during the first or second week of school will receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school.

4. Students in kindergarten through grade 10 who (1) enroll in the district after the second week of school; (2) are transported by school bus, and (3) have not received training in their previous school district will undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.

5. Students in kindergarten through grade 3 will receive school bus safety training two times during the school year.

6. The district will conduct a school bus evacuation drill for all student riders at least once during the school year.

B. Parent and Guardian Responsibilities

1. Review the district's student bus rider responsibilities (Appendix II) with your child(ren);
2. Support safe bus riding and walking practices;
3. Recognize students are responsible for their actions;
3. Communicate safety concerns to building administrators;
4. Monitor bus stops, when possible;
5. Have your child(ren) to the bus stop five minutes before the bus arrives;
6. Have your child(ren) properly dressed for the weather; and
7. Have a plan in case the bus is late.

C. Student Conduct on Buses and Consequences for Misbehavior

1. Riding the school bus is a privilege, not a right.
2. The district's student behavior policies, guidelines, and rules are in effect for all students on school buses, including nonpublic school students.
3. Consequences for school bus or bus stop misbehavior will be imposed by the district in accordance with the discipline guidelines developed by the district.
4. Consequences for misbehavior may include suspension of bus privileges.

D. Procedures for Reporting Student Misbehavior

1. Parents/guardians or student should report concerns regarding student

misbehavior to the building principal or the district transportation supervisor. The bus driver will report student misbehavior to the district's transportation office.

2. The district's transportation office will report the student misbehavior to the appropriate building administrator.

3. Misbehavior may be reported to local law enforcement in accordance with the district's discipline guidelines and as required by state and federal law.

4. Records of school bus or bus stop misbehavior will be forwarded to the individual school building and will be retained in the same manner as other student discipline records.

E. Bus drivers perform post-trip inspections to check for any children or items left behind.

IV. Emergency Procedures

A. When possible, a bus driver or their supervisor will call "911" or the local emergency phone number in the event of a serious emergency.

B. A bus driver's main responsibility is the safety and well-being of their students. See also Appendix IV.

C. A bus driver will adhere to the standards set forth in the *Minnesota School Bus Driver's Handbook: A Guide to Safe School Bus Transportation in Minnesot*a and transportation department policies regarding emergency situations.

D. All bus drivers will be trained in basic first-aid procedures.

E. Bus drivers assigned to routes serving students with disabilities are trained on the proper methods for assisting students with a disability including, but not limited to, assisting disabled students on and off the bus when necessary for their safe ingress and egress from the bus and ensuring that protective safety devices are in use and fastened properly.

F. Emergency health information is maintained on the school bus for students requiring special transportation services because of their disability. The information includes:

1. Student's name and address;
2. Nature of the student's disabilities;
3. Emergency health care information; and
4. Names and telephone numbers of the student's physician, parents, or guardians.

V. Provision of Transportation

A. The school district will provide transportation to students in accordance with state and federal laws. When transportation is provided, the scheduling of routes, location

of bus stops, the manner and method of transportation, control and discipline of the transported students, if fees are assessed, and all other transportation-related matters are in the sole discretion, control, and management of the district. (See Appendix I.)

B. Upon the request of a parent or guardian, the district will provide transportation to and from school for all resident students living in a transportation zone as noted in the district's Transportation Routes and Services (Appendix I), except for those students whose transportation privileges have been suspended.

C. The parent or guardian may designate a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.

D. Only students assigned to the school bus by the ~~school~~ district are transported by the district. The number of students or other authorized passengers transported in a school bus will not be more than the legal capacity for the bus.

E. Upon the request of a parent or guardian and depending on bus capacity, the district will provide transportation to a non-resident student within the district borders at the same level of services as the district provides to its resident students.

F. The district will reasonably accommodate the transportation needs of a student with a disability in accordance with applicable state and federal laws.

G. The district will provide homeless students with transportation services in accordance with applicable state and federal laws.

H. The district may charge fees for transportation of students to and from school when authorized by state law. If the district charges fees for transportation, the district ~~must~~ will develop guidelines to ensure no student is denied transportation due to inability to pay.

I. The district may charge reasonable fees for transportation to and from postsecondary institutions for students enrolled under the postsecondary enrollment options program.

VI. Nonpublic School Students

A. The school district will provide equal transportation within the school district for all students to any school when the district deems transportation is necessary because of distance or traffic conditions and as provided in state law.

B. The district will transport a district-resident, nonpublic-school student to the district boundary where the distance from the nonpublic school student's residence to the district boundary is the same or less than the distance the district transports its

students within the district.

C. When transportation is provided; the scheduling of routes, the manner and method of transportation, control and discipline of the transported students, and all other transportation-related matters are in the sole discretion, control, and management of the district.

VII. Extra-eCurricular Transportation

A. Arrangement of Transportation

School Ddistrict administration determines whether to provide transportation for only district-sponsored extra-curricular activities. This determination includes:

1. The decision to provide transportation;
2. The type, method, and manner of transportation;
3. The scheduling and coordination of transportation;
4. All other transportation arrangements and decisions; and
5. Informing employees involved with extra-curricular activities of the arrangements and decisions.

B. The district may charge fees for transportation of students to and from extra-curricular activities conducted at locations other than school, when attendance is optional.

C. An employee, who is not an administrator, will not arrange, schedule, or coordinate transportation for extra-curricular activities, unless specifically directed to and approved by an administrator.

D. If the district makes no arrangements for extra-curricular transportation, participating students must arrange for their own transportation.

VIII. Employee Use of Personal Vehicles

A. An employee must not use a personal vehicle to transport a student, however, an employee may make appropriate transportation arrangements when emergency situations arise. If an emergency situation arises, the relevant facts and circumstances must be reported to school district administration as soon as possible.

B. Any personal vehicle used to transport students must be properly registered and insured.

IX. Operating Rules and Procedures

A. School buses are operated in accordance with state and federal laws, procedures contained in the *Minnesota School Bus Driver's Handbook: A Guide to Safe School*

Bus Transportation in Minnesota, and transportation department policies.

B. Diesel Exhaust Fumes

1. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.

2. To the extent practical, the school district will designate school bus loading and unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

C. Use of Cell Phones or Other Mobile Devices

1. An employee may not operate a district vehicle while using a cellular phone or other mobile device when the vehicle is in motion or students are located on the vehicle, except in the event of a serious emergency.

2. In the event of a serious emergency, the employee must stop the vehicle to operate the cellular phone or other mobile device, unless the serious emergency prevents stopping the vehicle.

X. Qualified Driver of Type III Vehicle (see also Appendix V)

1. A qualified driver of a Type III vehicle must be an employee or agent of the school district who possesses a Class A, B, C, or D license. If the driver does not have a school bus endorsement, the driver must:

   a. Be an employee or contracted agent of the district;
   b. Complete annual training and certification; and
   c. Have a background check that satisfies state requirements.

2. If the qualified driver is not employed by the district solely for providing transportation services to students, the employee is exempt from the following requirements of other district vehicle drivers:

   a. Physical examination; and
   b. Pre-employment drug and alcohol testing.

XI. Vehicle Inspection and Maintenance

A. School ~~D~~district vehicles will be maintained in safe operating condition through a systematic, preventive maintenance and inspection program.

B. All district vehicles are inspected in accordance with state and federal laws.

C. A copy of the current daily pre-trip inspection report is carried on the bus by the bus driver. Daily pre-trip inspections are maintained in accordance with the district's record retention schedule. Prompt reports of defects to be immediately corrected will

be submitted.

D. Bus drivers perform daily post-trip inspections to check for vandalism.

XII. Bus Driver Duties and Responsibilities

A. All school district bus drivers receive departmental training and must demonstrate the skills and knowledge to transport students in a safe and legal manner. Bus drivers have the following duties and responsibilities:

1. Safely operate the school bus;

2. Understand student behavior, including issues related to students with disabilities;

3. Ensure orderly conduct of students of the bus and handle incidents of misconduct appropriately;

4. Know and understand relevant laws, rules of the road, and district policies;

5. Handle emergency situations;

6. Safely load and unload students; and

7. Perform required inspections.~~; and~~

~~8. Demonstrate proficiency in first-aid and cardiopulmonary resuscitation (CPR) procedures.~~

XIII. Transportation Supervisor Duties and Responsibilities

The transportation supervisor coordinates school district transportation and has the day-to-day responsibility for student safety. The transportation supervisor duties include, but are not limited to:

A. Implementing district transportation policies, appendices, and procedures;

B. Ensuring district policy and appendices conform with state and federal law;

C. Reviewing the bus safety training program of each school site to determine that the programs comply with district policy and state law;

D. Communicating student misbehavior to building administrators;

E. Reporting misbehavior occurring on the bus or near loading/unloading areas and causing an immediate and substantial danger to the student or surrounding persons or property to local law enforcement;

F. Certifying, as required by law, that each bus driver employed by the district has received the required training and that each bus driver has been evaluated and meets the required bus driver training competencies; and

G. Determine that district school buses meet the standards and equipment requirements of state law.

Any questions regarding student transportation or this policy may be addressed to the district's transportation supervisor.

XIV. Student Transportation Safety Committee

The school district may establish a student transportation safety committee. If established, the chairperson of the student transportation safety committee will be the school district's transportation supervisor. Membership in the committee may include parents/guardians, district administrators, school bus drivers, local law enforcement officials, other district employees, or representatives from other units of local government.

Legal References:
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat § 169.011, ~~s~~Subd. 71(d) (Definition of ~~a~~ School Bus)
Minn. Stat. § 169.454, ~~s~~Subd. 13 (Type III Vehicle Standards-Exemption)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Driver Training Programs)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Bus~~es~~)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
42 U.S.C. § 11432
49 C.F.R. § 571 (Federal Motor Vehicle Safety Standards)

Policy adopted: 01/10/11
~~R~~revised: 09/22/14
~~R~~revised: 06/12/17
~~R~~revised: 07/16/18
~~R~~revised: 06/08/20

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

~~**APPENDIX I TO POLICY 713**~~

Appendix I to Policy 713

TRANSPORTATION ROUTES AND SERVICES

The State of Minnesota currently requires transportation services for students who reside more than 2 miles from school. Edina Public Schools provides transportation to ~~E~~elementary students (K-5) who live more than 0.7 mile from school, and ~~M~~middle and ~~H~~high ~~S~~school students who live more than 1 mile from the school at no charge. The school district may provide transportation to students not eligible for regular to and from school transportation in accordance with Minnesota Statute 123B.36, which authorizes charging a fee for service.

A. Students attending their assigned school, living in a non-transportation zone (grades K-5) residing less than ~~from~~ .7 miles from school or students (grades 6-12) residing less than 1.0 miles from school may be eligible for a "Pay-To-Ride" service. Students that attend a school other than their assigned school because of an inter-district transfer, or are open enrolled, are not eligible for transportation regardless of the distance to the school.

B. Students living in the City of Edina between Hwy. 169 and Blake Road on the east and west, and Parkwood Road and Spruce Road on the north and south (Parkwood Knolls area) attending South View or Valley View Middle school, Edina High School, Countryside or Highlands Elementary school, are in a designated Pay-To-Ride zone.

C. "Pay-To-Ride" services are student transportation services to and from school being provided by the district for a fee. Determination on providing "Pay-To-Ride" service ~~shall~~ will be made by transportation administration based on time, space, and equipment considerations. Services will be contracted annually at a rate established by the ~~school~~ district. See Appendix VI, Pay-To-Ride Transportation Form. No student will be denied services because of an inability to pay.

D. The determination of available space ~~shall~~ will be those non-obligated seats aboard buses servicing the immediate area, not exceeding the following limits per bus:

Grades K-5: 65 to 70 students
Grades 6-8: 60 to 65 students
Grades 9-12: 45 to 55 students

E. Issuance of seating for Pay-To-Ride students will be determined on a first come, first serve basis. All applications will be stamped with the date and time received.

F. Applicants must submit the fee with the completed contract to be considered for the Pay-To-Ride service. Services are to be paid in advance on an annual basis. The Pay-To-Ride rate ~~shall~~ will be $350 per student with a family cap of $525 with services beginning the first day of school.

G. Cancellation of the service may be effected by the district upon five (5) days written notice if the student limit per bus is exceeded. The Pay-To-Ride service will be canceled (last assigned, first off) until such time that space is again determined to be available. Service will also be canceled due to NSF (non-sufficient funds).

H. If the ~~school~~ district cancels services due to lack of space, it will prorate reimbursement based on the number of days the contract has been in effect. The ~~school~~ district will not reimburse the parent/guardian for those days the student is absent, suspended from transportation services, or for emergency school closings, etc.

I. Pay-To-Ride notices will be sent out by the second week of June for the coming school year with ~~a deadline to apply of July 15th~~ the enrollment period beginning on July 1 and ending on July 31. The Pay-To-Ride form will also be posted on the Transportation web page. After the deadline, no new applications will be accepted until two weeks after school starts.

J. Transportation may be provided to students normally not eligible for transportation when the walk path within a school's attendance area exhibits an extraordinary "hazard area" as determined by the Transportation Supervisor.

K. District policy for distance to a stop from home can be up to 0.3 mile for elementary students (K-5) and up to 0.5 mile for secondary students (6-12).

L. A written request must be submitted to transportation services for approval each time a student is to take a bus other than their regularly assigned bus.

M. Activity bus routes are authorized at all secondary schools. The buses will run on days that schools are in session and will serve students (1) who participate in school-sponsored activities and (2) who live farther than one mile from the secondary school.

N. Bus Stop Review. A family in the transportation zone desiring to change or modify their student's assigned bus stop must contact the transportation supervisor. The supervisor will review the request and make a determination based on current district practices.

Revised: 07/16/18
~~R~~revised: 06/08/20

Appendix II to Policy 713

STUDENT BUS RIDER RESPONSIBILITIES

Edina Public Schools is committed to providing a safe and enjoyable riding experience for its bus riders. ~~Edina Public Schools'~~ The school district's transportation department is responsible for the safety of its riders while they are on the school bus.

Parents or guardians are responsible for the safety of their student(s) until they are on the school bus. The district's student bus rider responsibilities ~~section has~~ guidelines have been established by the district. Please review this information and discuss it with your child(ren). This information is being provided so that your child(ren) will clearly understand bus behavior expectations. Riding the school bus is a privilege that can be revoked if a student chooses not to comply with the rules for bus riders.

Bus Schedules: Bus schedules are provided ~~in early~~ by mid-August. In the event there is a question about the bus route, please contact the transportation department at 952-848-4979 between the hours of 7:00 am and 4:30 pm; calls before or after these times will be referred to voicemail for further instructions. In the event a route change is requested that may impact other riders, you will be asked to complete a bus route request form. The transportation department reviews all requests to make appropriate changes. These forms are available by calling your school office.

Student Safety Training: All students will receive school bus safety training and testing in the fall. This training and testing is in compliance with state law. The training and testing will be completed within the first three weeks of school for grades K-3, and within the first six weeks for students in grades 4-10. In addition, many schools complete a number of ongoing bus safety education sessions throughout the school year.

Reserved Seating – Grades K-8: During the first two weeks of school, students will have the opportunity to choose where and with whom they would like to sit. After the first two weeks, a seating chart will be recorded. Students are to sit in the same seat every day, both to and from school. Changes can be made by the driver due to discipline or safety issues. If at any time a student is no longer comfortable with their seat assignment, ~~he or she~~ they can talk to the driver. Any other concerns may be addressed by calling the transportation department.

Rider Transfers – Grades K-12: State law mandates that ridership on a bus cannot exceed its capacity. Due to the high ridership on most buses, the transportation department will continue the policy of not allowing rider transfers – students who are not regularly scheduled to ride that bus. The district endorses this policy for the safety of each student and to ensure that each student has a seat on the bus. Students will not be permitted to ride another bus unless it is necessary for purposes that have been pre-approved by the supervisor of transportation and building principal (e.g., childcare needs, regularly scheduled lessons). Our goal is to provide a safe and effective transportation service, not to complicate transportation situations for parents/guardians and students.

Student Bus Rider Responsibilities

The district's goal is to provide safe and enjoyable transportation for our students. This occurs when we work in cooperation with students, parents/guardians, teachers, and drivers. For the safety of all riders, please review the following rider responsibilities with your child(ren) before the school year begins.

A. Going to the Bus Stop

1. Use sidewalks where provided.
2. If there are no sidewalks, walk single file on the left shoulder of the street facing traffic.
3. Cross streets only at corners.
4. Use a direct route, but avoid crossing yards or empty lots.
5. Arrive at your bus stop no more than five minutes before the scheduled stop. The bus driver cannot wait for late students.
6. Be aware of suspicious individuals on foot or in motor vehicles. Report these persons to your bus driver or school principal. Even if you have missed the bus, do not accept rides from strangers.

B. Waiting at the Bus Stop

1. Wait away from the traffic. Stay at least five feet off the road or street.
2. Respect the property of others while waiting at the bus stop. Do not pick flowers, disturb shrubs, throw stones or snowballs, litter, etc.
3. Use appropriate language at all times.
4. Respect other students by not pushing, shoving, or fighting.
5. Stay back from the street until the bus is actually stopped. A push at the middle or end of the line can send the front person into the bus or under its wheels.
6. Students who must cross the road should cross at least ten feet in front of the bus, after being signaled by the driver that it is safe to do so. A long, steady blast of the horn will be used as a warning to students that it is not safe to cross.
7. Older students should be helpful to younger ones.
8. The district's student behavior policies, guidelines, and rules are enforceable while a student waits at the bus stop.

C. Boarding the Bus

1. Wait until the bus has stopped and the door is opened before starting to board.
2. Board the bus single file.
3. Continue to show respect for others by not pushing or shoving.
4. Use the handrail to keep from slipping, falling, or tripping.
5. Greet the bus driver.
6. Move directly to your seat and sit down.
7. Put large items (e.g., musical instruments, packages) in the seat area or under the seat, but not in the aisle.

D. Riding on the Bus

1. Follow all district policies and school rules.
2. Follow the bus driver's instructions.
3. Remain in your seat until the bus arrives at your stop.
4. Speak in a quiet voice. Your voice should not be heard above others.
5. Keep hands, feet, and objects inside the bus.
6. Do not throw objects inside the bus or out the window.
7. Do not use profanity, including words or gestures.
8. Do not tease or harass others.
9. Do not eat, drink, chew gum, or spit.
10. Do not vandalize the bus.
11. Use the proper door for entering and exiting. Non-emergency use of the emergency door is not tolerated.

E. Getting Off the Bus

1. Wait for the bus to be completely stopped and the door to be opened before standing up.
2. Stay respectful of others – no shoving or pushing.
3. Students should walk away from the bus and not go toward the rear of the bus.
4. Students who must cross the road should move out at least ten feet in front of the bus, make eye contact with the driver, and wait for the driver to signal that it is safe to cross. A long steady blast of the horn will be used as a warning to students that it is not safe to cross.
5. Do not go in back of or underneath the bus for any reason.

F. Student Consequences for Misbehavior

1. Riding on a school bus ~~in~~ is a privilege, not a right.
2. The district's student behavior policies, guidelines, and rules are in effect for all students on school buses and while at bus stops.
3. If misbehavior occurs, the bus driver will give the student an assertive warning.
4. If misbehavior continues, the bus driver will complete a bus incident report (Appendix III) for students and report the conduct to the transportation supervisor. The transportation supervisor will report the conduct to the building administrator. The building administrator will contact the parent/guardian. Consequences will be administered in accordance with the district's discipline policy.

Established: 02/22/11
~~R~~revised: 11/18/13
~~R~~reviewed: 07/16/18

Appendix III to Policy 713

BUS INCIDENT REPORT

Your child has been given the following consequences for their behavior. Consequences will be administered in accordance with the district's discipline policy.

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus or bus stop misconduct in accordance with the district's discipline policy.

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense, at the discretion of the district.

Kindergarten through Grade 5:

_____First Offense:	The driver has given your student a verbal warning, and a bus incident report sent to parents/guardians.

Your child has been assigned an alternate seat: *(select one)* Yes or No

_____Second Offense:	One-day bus suspension.
_____Third Offense:	Three-day bus suspension; conference with student, parent/guardian, school, driver and transportation.
_____Fourth Offense:	Five-day bus suspension.
_____Fifth Offense:	Loss of bus riding privileges for the remainder of the school year.

Grade 6 through Grade 12:

_____First Offense:	The driver has given your student a verbal warning, and a bus incident report sent to parents/guardians.

Your child has been assigned an alternate seat: *(select one)* Yes or No

_____Second Offense:	One to three-day bus suspension; conference with student, parent/guardian, school, driver and transportation.
_____Third Offense:	Five to ten-day bus suspension.
_____Fourth Offense:	Loss of bus riding privileges for the remainder of the school year.

Reviewed: 07/16/18

Appendix IV to Policy 713

BUS DRIVER QUALIFICATIONS, RESPONSIBILITIES, AND TRAINING

I. Qualifications

A. School bus drivers must have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a Type III vehicle set forth by this policy and its appendices.

B. The school district will conduct mandatory drug and alcohol testing of all bus drivers and bus driver applicants in accordance with state and federal law.

II. Bus Driver Responsibilities

A. General Operating Rules

1. School buses must be operated in accordance with state traffic and school bus safety laws; the procedures contained in the *Minnesota School Bus Driver's Handbook: A Guide to Safe School Bus Transportation in Minnesota*; and transportation department policies.

2. A bus driver's main responsibility is the safety and well-being of their students.

3. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.

4. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone or personal mobile device for personal reasons, whether hand-held or hands-free, when the vehicle is in motion.

   For purposes of this paragraph, "school bus" has the meaning defined by state statute. In addition, "school bus" also includes Type III vehicles when driven by employees or agents of the school district.

   "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Other Responsibilities

1. Daily pre-trip and post-trip inspections are performed by the bus driver. Bus drivers must perform post-trip inspections to check for any riders or items left behind after each route or trip.

2. The bus driver will ensure no bus rider is allowed to stand when the bus is in motion.

3. The bus driver will ensure no bus rider is in the aisle or on the loading door step while the bus is in motion.

4. The bus driver must wear a seat belt at all times whenever the bus is in motion, regardless of whether riders are on board.

5. The bus driver must follow all railroad crossing procedures in accordance with state and federal law.

6. The bus driver will adjust the speed of the bus as conditions warrant. These conditions may include traffic, road conditions, and/or weather.

7. The bus driver will never move a bus with the loading door open.

8. The bus driver must ensure that the emergency door and aisle are free from objects.

9. The bus driver will follow district loading and unloading procedures. When loading or unloading students at school, the driver will pull up to the bus in front as close as possible to ensure that students do not walk between buses. Bus drivers must give greater priority to the loading and unloading procedure than to distractions inside the bus.

    a. Loading Procedures

        i. Activate the amber eight-way lights 300 feet prior to stopping, if over 35 mph, and 100 feet, if under 35 mph, before stopping to warn other vehicles that the bus is going to stop in the lane of traffic. Slow gradually and stop in the roadway. If students start to move towards the bus, stop moving. Check the rearview mirror.
        ii. Put the gear shift in neutral. Open the service door a crack to turn on the alternately flashing red lights and activate the stop arm. Make sure traffic is stopped.
        iii. Open the loading door, greet students, and motion them to board the bus. Count the students as you pull up and make sure that the same number board the bus.
        iv. Students who must cross the road should cross at least ten feet in front of the bus, after being signaled by the driver that it is safe to do so. A long, steady blast of the horn will be used as a warning to students that it is not safe to cross.
        v. When all students are loaded, check the rearview mirror to make sure everyone is seated. Start the bus in motion only after all students are properly seated.

    b. Unloading Procedures

i. Activate the amber eight-way lights 300 feet prior to stopping, if over 35 mph, and 100 feet, if under 35 mph. Stop in the traffic lane away from the curb and 10 feet before an intersection. Check the rearview mirror.
ii. Put the gear shift in neutral. Check to make sure that all traffic is coming to a stop. Make sure all students remain seated until the bus has stopped completely.
iii. Open the service door a crack to turn on the alternately flashing red lights and activate the stop arm. Make sure traffic is stopped.
iv. Make another visual and mirror check to make sure that all traffic has come to a stop, then open the door and allow the students to exit the bus.
v. Count all students as they exit the bus. If you have a large number of students exiting at a stop, look to see what the last student going down the steps is wearing, and watch that student. When that student is safely away from the bus, the remaining students should be also. Students should walk away from the bus and not go toward the rear of the bus. Students who must cross the road should move out ten feet in front of the bus, make eye contact with the driver, and wait for the driver to signal that it is safe to cross. A long steady blast of the horn will be used as a warning to students that it is not safe to cross.
vi. Visually check the location of all students outside the bus again before setting the bus into motion. Before accelerating, check the crossover mirror one last time.
vii. Close the loading door and allow traffic to proceed. Slowly pull away from the stop. Keep checking the mirrors until out of the danger zone. Once out of the danger zone, a bus driver can accelerate to a normal speed and continue on to the next stop.

10. When coming to a stop behind other vehicles, the bus driver will stay back far enough to visually see the rear tires of the vehicle in front of the bus.

11. When a stoplight turns green, the bus driver will wait two seconds, look left and then right to ensure traffic is stopped before accelerating the bus through the intersections.

12. All bus drivers must submit prompt reports of defects that need to be corrected.

C. Emergency Situations

1. Handling Accidents

A bus driver must take the following actions after an accident:

a. Call emergency services and the transportation department office immediately.

b. Report the following information:

i. Bus number;

ii. Location (Specific streets and cross streets);
iii. Who is involved and what kind of assistance is needed (e.g., police, fire, ambulance). Police will be called to every accident; and
iv. Number of students on board, from which school, if there are any injuries.

c. Procedure to follow after reporting the accident:

i. Turn off the engine. Leave ignition on so two-way radio can be used.
ii. Activate four-way hazard lights. Turn off the eight-way master switch. Set the parking brake.
iii. Check each passenger again for injuries. Check for injuries outside of the bus. Update base as to any new information.
iv. Keep all passengers inside the bus unless there is an obvious danger of fire, such as a fuel spill or a traffic hazard, which might contribute to a second accident. If evacuation is necessary, take passengers at least 100 feet away from the bus to safety and keep them in a group.
v. Place triangles to warn other traffic. Place one triangle in front, 100 feet from the bus. Place two triangles in back, one 50 feet from the left tire and parallel to the side of the bus, and the other 50 feet behind the first one.
vi. Take names and telephone numbers of all riders who were inside the bus at the time of the accident.
vii. If an accident happens on a field trip after 4:15 p.m. when the transportation department is closed, follow all the same procedures and, as soon as possible, notify someone from the transportation department of the accident using the emergency numbers provided.
viii. Do not move the bus unless a law enforcement officer advises otherwise. If there is something mechanically wrong, do not move the bus until the mechanic arrives.
ix. Get the name, address, telephone number, and insurance information of the other driver involved.
x. Complete all accident reports required by the transportation department and state law, if necessary.

2. Severe Weather or Tornadoes

It will be the driver's responsibility in severe weather to see that the students on the bus get off at their regular stops, if safe. If the bus stop is far from home, the driver should be sure the child will be able to walk home safely.

If the civil defense siren is sounding and the bus is at or close to the school, the driver should return to school and the students should use the school as a place of shelter. If the bus is on the road and the civil defense siren is sounded, the driver should immediately pull the bus over in a safe spot. If a tornado is spotted, the bus driver must guide the students in exiting the bus and seeking cover immediately in a nearby building or low area.

3. Fire

In the event of a fire, the first priority is to evacuate the bus. Bus drivers will make certain that riders are safe before attempting to put out the fire.

4. Injuries/Medical Emergencies

   Bus drivers will be familiar with first aid ~~and CPR~~ procedures. Drivers should first contact the dispatcher to call 911 in the case of serious injuries. Drivers should administer proper first aid in accordance with their training and level of ability. In the event an injured passenger is taken to the hospital, the driver will record the student's name and the name of the hospital where the student is taken.

5. Cold Weather Stop

   If a bus driver is stuck in snow or stalled in cold weather, the driver should call for assistance and wait for help. The bus driver should avoid relying on the engine to provide heat for the driver and passengers as long as possible. If it is necessary to run the engine to provide heat, the driver will make sure the exhaust pipe is clear of snow, open windows for ventilation, and check riders frequently for headaches or drowsiness.

6. Dangerous Weapon

   If a bus driver observes or learns that a rider may have a dangerous weapon on the bus, ~~he or she~~ they should remain calm and call for assistance using the predetermined code. The driver should give the location of the bus to the dispatcher, continue the route, and wait for assistance. The driver should not inform the passenger suspected of having the weapon that ~~he/she~~ they know~~s~~ of the weapon.

D. Traffic Violations or Criminal Offenses

1. A school bus driver who has a commercial driver's license and who is convicted of (1) a criminal offense; (2) a serious traffic violation, or (3) violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, will notify the Minnesota Division of Driver and Vehicle Services of the conviction within 30 days of the conviction and notify the district within five days of the conviction.

   For purposes of the above paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

   a. Excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
   b. Reckless driving;
   c. Improper or erratic traffic lane changes;
   d. Following the vehicle ahead too closely;
   e. A violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident; or

f. Driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.

2. A school bus driver who ~~has~~ (1) has a Minnesota commercial driver's license suspended, revoked, or cancel~~l~~ed by the state of Minnesota or any other state or jurisdiction; and (2) ~~who~~ loses the right to operate or is disqualified from operating a commercial vehicle for any period will notify the district of the suspension, revocation, cancellation, lost privilege, or disqualification. The driver will notify the district before the end of the business day following the day the driver received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification to the district must be provided to the transportation supervisor in writing.

3. An employee who operates a Type III vehicle and who sustains a conviction as described in ~~paragraph C~~ Section II.D.1. must report the conviction to the person's employer within five days of the date of the conviction. The notification to the district must be provided to the transportation supervisor in writing. This provision does not apply to a ~~school~~ district employee whose normal duties do not include operating a Type III vehicle.

4. A bus driver or an employee who operates a ~~Type II~~ vehicle must report to the transportation supervisor all traffic violation~~s~~ tickets received from a police officer within five days of receipt.

III. School Bus Driver Training and Evaluation

A. Orientation

All new school bus drivers are provided with pre-service training, including in vehicle (actual driving) instruction, before transporting students and will meet the competency testing specified in state law and policy.

B. Annual In-Service Training

All school bus drivers will receive in-service training annually. The ~~school~~ district will retain on file a record of this training. All bus drivers operating a Type III vehicle will be provided with annual training and certification as set forth in state law and policy.

Annual training and certification include, but are not limited to:

1. Safe operation of district vehicles;
2. Understanding student behavior, including issues relating to serving students with disabilities;
3. Encouraging orderly conduct of students on the bus;
4. Handling incidents of student misconduct;
5. Knowing and understanding relevant laws, rules of the road, and district policies;
6. Handling emergency situations;

7. Proper use of seat belts and child safety restraints; and
8. Performance of pre-trip inspections.

Bus drivers will be trained in accordance with the transportation department's plan (see the district's bus driver manual). The bus driver manual defines the requirements, duties, and procedures to be followed by all bus drivers employed by the district. Each driver will receive a copy of the manual, and a copy will be available in each school, the district office, and the transportation office.

C. Other Required Training

All school bus drivers are required to successfully complete the following annual training:

Rules and procedures	8.0 hours
OSHA (Blood-born pathogens)	1.0 hours
~~Cardiopulmonary resuscitation (CPR)~~	~~4.0 hours~~
~~Red Cross (first aid)~~	~~2.5 hours~~

All drivers will also be required to successfully complete an annual driver's evaluation to determine that the driver meets the requirements of state law.

D. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation ~~must~~ will include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the *Model School Bus Driver Training Manual*.

Appendix V to Policy 713

TYPE III VEHICLES

I. Type III Vehicle Requirements

A. Type III vehicles are restricted to passenger cars, SUVs, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people, including the driver, and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, ~~must~~ will have been originally manufactured to comply with the passenger safety standards.

B. Type III vehicles ~~must~~ will be painted a color other than national school bus yellow.

C. Type III vehicles ~~must~~ will be state inspected in accordance with legal requirements.

D. ~~A Type III vehicle cannot be more than 12 years old unless excepted by state and federal law.~~ Vehicles model year 2007 or older will not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standards.

E. If a Type III vehicle is school-district owned, the district name will be clearly marked on the side of the vehicle. The Type III vehicle ~~must~~ will not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.

F. A Type III vehicle ~~must~~ will not be outwardly equipped and identified as a type A, B, C, or D bus.

G. Eight-lamp warning systems and stop arms ~~must~~ will not be installed or used on Type III vehicles.

H. Type III vehicles ~~must~~ will be equipped with mirrors as required by law.

I. Any Type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any Type III vehicle used to transport students ~~must~~ will not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant ~~must~~ will escort a student across the road. If the driver escorts the student across the road, then the motor ~~must~~ will be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

J. Any Type III vehicle used to transport students ~~must~~ will carry emergency equipment including:

1. Fire extinguisher. A minimum of one 10BC rated dry chemical-type fire extinguisher is required. The extinguisher ~~must~~ will be mounted in a bracket, and

~~must~~ will be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and ~~must~~ will be easily read without removing the extinguisher from its mounted position.

2. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They ~~must~~ will be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and ~~must~~ will be marked to indicate their identity and location.

3. A Type III vehicle ~~must~~ will contain at least three red reflectorized triangle road warning devices. Liquid burning "pot-type" flares are not allowed.

4. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

5. The Type III vehicle ~~must~~ will bear a current certificate of inspection issued under state law.

II. Type III Vehicle Driven by Employees with a Class D Driver's License

A. All drivers of Type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a Type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

B. The holder of a Class D driver's license, without a school bus endorsement, may operate a Type III vehicle, described above, under the following conditions:

1. The operator is an employee of the district.

2. The district has adopted and implemented a policy that provides for annual training and certification of the operator in:

a. safe operation of a Type III vehicle;
b. understanding student behavior, including issues relating to students with disabilities;
c. encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
d. knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
e. handling emergency situations;
f. proper use of seat belts and child safety restraints;
g. performance of pre-trip vehicle inspections; and
h. safe loading and unloading of students, including, but not limited to:
    i. utilizing a safe location for loading and unloading students at the curb, on the non-traffic side of the roadway, or at off-street loading areas,

driveways, yards, and other areas to enable the student to avoid hazardous conditions;

ii. refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;

iii. avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location; and

iv. placing the Type III vehicle in "park" during loading and unloading.

i. A background check has been conducted in accordance with district policy.

j. The Type III driver will submit to a physical examination as required by state law.

k. The district has adopted and implemented a policy that provides for mandatory drug and alcohol testing of applicants for Type III driver positions and current drivers, in accordance with state and federal law.

l. The Type III driver's license is verified annually by the district.

3. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of or has their driver's license revoked under a similar statute or ordinance of another state, is precluded from operating a Type III vehicle for five years from the date of conviction.

4. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, ~~S~~subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a Type III vehicle.

5. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within three years of the first of three other moving offenses is precluded from operating a Type III vehicle for one year from the date of the last conviction.

6. Students riding the Type III vehicle ~~must~~ will have training required under state law.

7. Documentation of meeting the requirements listed in this section ~~must~~ will be maintained under a separate file for each Type III vehicle operator. The district is responsible for maintaining these files for inspection.

B. A Type III driver employed by the district, whose normal duties do not include operating a Type III vehicle, who holds a Class D driver's license without a school bus endorsement, may operate a Type III vehicle and is exempt from the (1) physical

examination requirement; (2) drug and alcohol testing requirement; and (3) the annual license verification requirement. All other requirements are in full force and effect.

Revised: 07/16/18

Established: 4/11/11

Appendix VI to Policy 713

Pay-To-Ride Transportation Form

Parent or Guardian Name_____

Address_____

Phone Number_____

Student
Name_____
(if you have more than one student, please fill out a separate form for each)

Name of School_____

Grade_____

Transportation being requested AM PM Both
(*Fee of $350 per student is the same whether just AM or PM is selected.)

Transportation to School

List address if different from above

_____

Transportation from School

List address if different from above

_____

Parent/~~ or~~ Guardian
Signature_____Date_____

Amount Paid _____
(see "Pay-To Ride Fee Schedule" below)

Approval_____Date_____
(Supervisor of Transportation)

Pay-to-Ride Fee Schedule:

A family with 1 student rider	$350.00
A family with multiple student riders	$525.00

IX. **Action**

IX.A. Administrative Recommendation for Strategic Plan Revisions

Board Meeting Date: 10/16/2023

Title: Administrative Recommendation for Strategic Plan Revisions

Type: Action

Presenter(s): Dr. Stacie Stanley, Superintendent

Description: The Edina Public Schools strategic plan was approved by the school board in June 2020.

- The strategic plan is reviewed yearly by a group of 40+ community stakeholders including students, parents, business partners, teachers, school, program and district administrators, and school board members. The review is facilitated by an outside agency. During the 2022-2023 school year, the strategic plan was reviewed in March 2023. The review team met for a day and a half to receive reports that highlighted elements of work directly related to each Strategic Plan Priority. The review team also received an executive summary of additional training, activities and programming related to each Strategic Priority. The team provided their feedback using the (Strengths – Opportunities-Aspirations-Results (SOAR) analysis model.
- A comprehensive analysis report of the stakeholder feedback and recommendations was presented to the school board in June 2023.
- In addition, during its July 2023 school board retreat, board members collectively analyzed the strategic plan and provided its feedback to administration for review.
- Based on community stakeholder feedback and the school board review, the administration is making a recommendation for revisions.

Recommendation: Review and approve recommendations for strategic plan revisions.

Desired Outcomes from the Board: Review and approve recommendations for strategic plan revisions.

Attachments:

1. Revision Recommendations
2. Revised Strategic Plan Gantt Chart
3. 6.12.23 Strategic Plan Monitoring Report
4. 2023 Core Planning Slides
5. 2023 Executive Summary

IX.B. 2023-2024 Superintendent Goals

Board Meeting Date: 10/16/2023

Title: 2023-2024 Superintendent Goals

Type: Action

Presenter(s): Dr. Stacie Stanley, Superintendent

Description: Superintendent goals are aligned with key Edina Public Schools strategic plan priorities and MSBA performance standards.

Recommendation: Approve 2023-2024 Superintendent goals.

Desired Outcome(s) from the Board: Review and approve superintendent goals.

Attachments:

1. 2023-2024 Superintendent Goals
2. Minnesota School Board Association Standards
3. Edina Public Schools Strategic Plan

Superintendent Stacie Stanley
2023-2024 Goals

FORM ONE (1) : ESTABLISH GOALS AND STANDARDS

<u>Goal 1:</u> Provide leadership to improve and enhance student learning in Edina Public Schools.	**<u>Evidence of Performance 1:</u> Superintendent will work with EPS administration to enhance continuous school improvement plan** - August 2023, continue with leadership efforts to ensure strong inculcation of change management models throughout the EPS organization. - By mid-September, establish a plan for executive coaching on I-R-O-D for Cabinet and the new secondary principal team to support successful transition at the 6-12 level. - Frequent check-ins with Assistant Superintendent to monitor implementation of Continuous School Improvement Plans, & meet with lead principals on a quarterly basis. - October 2023 & February 2024, updates to the board on Continuous School Improvement processes. - January 2024, provide the school board with an update on ML program delivery and student learning.
	<u>Evidence of Performance 2:</u> Superintendent will ensure benchmarks of the CLP are implemented in alignment with the strategic plan Gantt chart. - August 2023 recommendation provided to the school board for strategic plan updates. - In September 2023, the school board will receive a recommendation for Data Metrics Plan Two Year Goals, which were developed from baseline performance data collected during the 222-2023 school year. - In October 2023, the data metrics performance report will be presented to the school board. - Monitor science of reading implementation efforts during monthly DILT meetings. - Secondary ELA Course recommendations finalized - During the spring of 2024, the superintendent will continue to engage a variety of stakeholders to garner feedback about strategic plan implementation efforts
	<u>Evidence of Performance 3:</u> Superintendent will monitor the launch of SDL pathway & STEAM program development Monitor implementation during monthly 1:1's and cabinet meetings. - Frequent 1:1's with the Director of Achievement Equity & MLL programming to monitor development of SDL program model. - October 2023 Business Partnership Update - November 2023 - school board will receive SDLI program report. - November 2023 - Implementation progress report on STEAM programming

Standard 6.a-e and Strategic Priorities A.1-5; D.1, D.2, D.4, E.4			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures school	Ensures school	School improvement	School improvement

improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress; demonstrates knowledge and comfort with current instructional programs and seeks to communicate how the school district is implementing best practices and new initiatives; prioritizes and focuses on increasing student achievement, including reporting on student achievement metrics.	improvement plans are in place at all buildings and align with school district-wide goals; demonstrates knowledge with current instructional programs and is able to discuss them; student achievement metrics are reported.	plans are in place at building level, but lack district-wide coordination; is somewhat knowledgeable of current instructional practices; relies on others for information/data.	efforts are limited; no comprehensive plan in place; is uninvolved in current instructional programs; is unaware of current instructional issues.

FORM ONE (1) : ESTABLISH GOALS AND STANDARDS

<u>Goal 2:</u> Provides oversight of leadership for student and staff support to improve and enhance district culture and climate	**<u>Evidence of Performance 1:</u> Superintendent will work with cabinet and community partners to review, update and enhance school safety and security efforts.** - Provide direction for the development of a comprehensive project plan that includes a timeline for the review, update and enhancement of school safety and security efforts. - Provide direction for training using a common well vetted program that will include all executive, senior, middle management and those who report directly to each of them. - Provide direction for a plan to conduct a reunification exercise in 2024. - Provide direction in the review, update and enhancement of board policy. - Continue to build strong partnerships with EPD and EFD through partnership meetings and exercises. - August 2023 report to School board of comprehensive overview of safety and security efforts of both public and confidential elements of plan.
	<u>Evidence of Performance 2:</u> Superintendent will provide direction, coaching and consult to administrator project managers in the execution and monitoring of social emotional

	support for students and staff. - Staff culture & climate goals are established and monitored throughout the school year. - Select Kick-off keynote speaker to provide motivational address to staff. - Monitor Employee Wellness Committee efforts - Monitor Secondary advisory efforts - Recommendation to school board to add focus on staff to strategy C.		
Standard 6.e, 7.f, 7.g and Strategic Plan Priorities C.1, C.5 & E.4			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures system-wide plan has been developed and implemented to assure healthy school and/or work environment; collaborates with local health and social service agencies, to provide supports for students and/or staff; monitors implementation of policies prohibiting bullying and harassment to ensure they are used as intended.	Ensures system-wide plan has been developed and implemented to assure healthy school and/or work environment; collaborates with local health and social service agencies, to provide supports for students and/or staff; ensures policies prohibiting bullying and harassment are developed.	Ensures system-wide plan has been developed and implemented to assure healthy school and/or work environment; collaborates with local health and social service agencies, to provide supports for students and/or staff; but plan is not followe completely; ensures policies prohibiting bullying and harassment are developed.	No plan has been developed and implemented to assure healthy school and/or work environment; no plan has been developed for social emotional supports or options for students; policies prohibiting bullying and harassment do not exist.
Ensures systems wide school safety & security plan is developed & implemented to assure all school district buildings and grounds are safe and secure; collaborates with local enforcement and fire prevention agencies; ensures effective crisis management and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities.	Ensures systems wide school safety & security plan is developed & implemented to assure all school district buildings and grounds are safe and secure; collaborates with local enforcement and practices safety drills.	Ensures plan has been developed to assure school district building and grounds are safe and secure, including some of the required safety drills.	No plan has been developed to ensure school district building and grounds are safe and secure.

Consults with and guides the EPS leadership team to develop and support open, productive, caring & trusting relationships among and between staff.	Encourages open, productive, caring & trusting environment among staff.	Haphazardly supports open, productive, caring & trusting environment among staff.	Culture of trust does not exist

FORM ONE (1) : ESTABLISH GOALS AND STANDARDS

<u>Goal 3:</u> Provide oversight of long-term district fiscal health position through monitoring of resident enrollment management, advocacy with local and state officials on behalf of students and, collective bargaining	**<u>Evidence of Performance 1:</u> Superintendent will provide direction, coaching and consultation to administrator project managers to conduct a longitudinal review of enrollment data and patterns.** - In conjunction with city of Edina partners, coordinate August 2023 report on enrollment trends from local demographer - August 2023 capacity study from architects
	<u>Evidence of Performance 2:</u> Superintendent will provide direction, coaching and consultation to administrator project managers who will implement & monitor marketing efforts to support retention of resident students. - November marketing plan monitor report from the director of marketing and communication.
	<u>Evidence of Performance 3:</u> Superintendent will provide direction, coaching and consultation to administrator project managers who oversee contract negotiations. - Ensures governance committee and school board receive timely updates on negotiations - Ongoing guidance and direction for administrator project managers.
	<u>Evidence of Performance 4</u>: Superintendent will engage in advocacy efforts at the local and state levels. - Partner with Edina LAC, MASA & AMSD to advocate for the needs of Edina Students

Standard 2.e, 3.d, 5.f and Strategic Plan Priorities D.5 & E.4, E.5			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Protects school district's fiscal health by continually monitoring student enrollment, seeking efficiencies and	Provides some oversight of school district resource allocations and decisions, including fiscal investments,	Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities,	Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities,

identifying new sources of funding such as grants; consistently follows policies, bases recommendations and decisions on school district approved priorities and needs.	grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals	and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities	and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful
Works with school board & community to build relationships with government officials to promote students interests and influence appropriate responses to government actions	Assumes leadership role through numerous contacts with government officials to protect and promote student's interests.	Engages with government officials to protect student's interests.	Does not engage with government officials to protect student's interests.
Provides consultation and guidance to district leaders and school board in preparing for and executing negotiations.	Is proactive in preparing for collective bargaining by sharing appropriate information.	Accepts that collective bargaining is necessary and may be challenging.	Does not seek to understand and/or improve collective bargaining.

IX.C. Board Goals

Board Meeting Date: 10/16/23

Title: 2023-2024 Board Goals

Type: Action

Presenter(s): Governance Committee

Description: Attached are the 2023-2024 board goals.

Recommendation: Approve board goals for 2023-2024.

Desired Outcome(s) from the Board: Approve board goals for 2023-2024.

Attachment(s): 2023-2024 Board Goals

Edina School Board 2023-24 Board Goals

BACKGROUND:

The Edina School Board sets board goals annually that align with both the district's strategic plan and our Superintendent's goals and are consistent with the priorities of Edina School District stakeholders.

These goals and priorities consider many factors including, but not limited to:

- Prior year board goals and evaluation
- Superintendent status reporting of the current implementation of the district's current strategic plan
- Annual feedback gathered from students, educators and staff via the yearly Panorama survey
- Feedback gathered from the Core Planning Meeting including the strategic plan monitoring report
- Analysis of items/priorities suggested from individual Board members, students and community members for consideration as initiatives
- Current workload of the district.

In addition, the board collectively considers the following guidelines while developing each year's board goals:

- Be specific, measurable, attainable and realistic to time
- Be reflective of any Board transition of members
- Be front-facing to the community
- Tie to responsibilities of the school board
- Be manageable for a reasonable workload of the school board, administration and our educators
- Build on previous year's goals
- Build trust, respect and accountability among Board members, superintendent and our educators
- Be supportive of current strategic plan and align with superintendent's annual goals
- Financial stewardship

Goal Area One | Strategy A Alignment: Advance Academic Excellence, Growth and Readiness

Board Goal	Lead	Action Items	Measurable Impact	Status
1.Provide oversight and resource allocation to make progress towards our key performance indicators and support student academic needs.	T&L Committee	Driven by superintendent goals, TBD Support administration in limiting new initiatives to provide stability, sustainability and success of existing initiatives.	>Board hears and utilizes the district scorecard starting in Fall 2023 and throughout the 2023-24 school year for oversight and decision making (implementation of curriculum, pathways, budgetary impacts, etc.)	Not started

Goal Area Two | Strategy B Alignment: Ensure an Equitable and Inclusive School Culture

Board Goal	Lead	Action Items	Measurable Impact	Status
1. Continue leadership towards providing a school culture that enhances learning, identifies and eliminates structural barriers to success and fosters a sense of belonging for all students.	Board	Board continues seeking further understanding, development and continued training on cultural competency equity framework, its impact on policy and embedding this approach	>Board effectively embeds cultural competency framework throughout decision-making on the Board.	Not started

		into Board oversight and decisions.		
	Policy Committee	Board strives to understand the impact of recent legislative changes that impact district policy and work to incorporate the changes into policy in a timely fashion.	>District policies are aligned with current law to support district operations allowing for better outcomes for students.	Not started

---

Goal Area Three | Strategy C Alignment: Foster Positive Learning Environment and Whole Student Support

Board Goal	Lead	Action Items	Measurable Impact	Status
1. Ensure students, staff, families and other members of the community experience a positive school climate with a deliberate focus on student, teacher and staff mental health and wellness.	T&L Committee	Driven by superintendent goals, TBD	Reduction in educator stress and increase in favorability of work environment.	Not started
	Governance Committee	Board implements changes to agreed-upon educator feedback process and guidelines for better oversight and decision	Board, admin and educators aligned in process for educator feedback channels; increased board engagement at school sites increasing knowledge of individual school culture.	Not started

		making at governance level.		
	Board Liaison Roles	Board member engagement in stakeholder community groups to gain a deeper understanding of varying perspectives and experiences; evaluate effective ways to bring more voices to the whole of the Board without barriers. Increase engagement in diverse community groups to elevate varying perspectives and experiences to Board level; evaluate effective ways to bring more diverse voices to the whole of the Board without barriers.	>Board effectively increases reach to multiple perspectives of stakeholders. >Board gains deeper understanding of perspectives from varying stakeholders. > Engagement with the Board is elevated with wider reach of stakeholders.	Not started
	Policy Committee	Board considers school climate concerns and uses it as a lens for all policy review and to identify needed adjustments.	>Board makes policy changes that support a positive school climate. >Focus on student engagement and belonging.	Not started

Goal Area Four | Strategy D Alignment: Engage Parents, Schools and Community

Board Goal	Lead	Action Items	Measurable Impact	Status
1. Continue to focus on the value and benefit of an Edina public school education, ways in which EPS is defining excellence across the spectrum and communication with the whole Edina community.	District Communications/Board	Board supports district communication work by engaging/creating more opportunities for community members to learn about the benefits of an Edina public school education.	> Each board member participates in at least one community-driven opportunity/engagement experience with a focus on the value of EPS.	Not started
	Vice Chair/ District Communications	Vice Chair works with district communication to support new Board liaison roles with predictable and informative communication to all liaison groups.	> Liaison school district groups are supported by Board, informed of Board activity; Board members stay at governance level in liaison work; Board member workload is more manageable.	Not started
	City Liaisons	Continue proactive engagement with the city to establish deeper partnership, i.e. address potential long term impacts of City of Edina's growth projections and plans on the school district.	> Board gains a better understanding of resident enrollment drivers for governance of district approach/plan. (add: housing policy feedback to city….)	Not started

	City Liaisons	Continue implementation and monitoring of potential new school board election process and its impact on district resources.	> Potential ew election process is supported by the district, community members and the School Board.	Not started

Goal Area Five | Strategy D Alignment: Develop Leadership Throughout the District

Board Goal	Lead	Action Items	Measurable Impact	Status
1. Continue to maintain Edina's excellence as financial stewards by optimizing budget and ensuring alignment with strategic initiatives.	Finance Committee	Board gains keen awareness around budgeting and programming, how funding gaps are created to maintain a structurally sound budget that aligns with strategic plan. Board makes efforts to show the community the Board's commitment to financial stewardship and its important impact on the district.	> Board participates in a budget training session on alignment that includes board finance committee providing additional info and evaluation of budget and strategic plan alignment. >Community gains better understanding of public education and school funding and impact on the district. > Board hears and considers the administration's recommendation to pass a balanced budget in June 2024 and supports efforts to retain Triple A bond rating.	Not started
2. Board ensures budget allocations align with the	Finance Committee	Driven by superintendent goals, TBD	>Board hears and strongly considers any necessary budgetary decisions and adjustments recommended by	Not started

strategic priorities of the district.		Board considers the impact of contract negotiations with employee groups.	administration to support district strategic plan.	
3. Elevate the Edina School Board within the District, State and Nation in order to advocate for the needs of the school community and best meet the needs of our district stakeholders.	Legislative Action Committee	Board continues state and federal legislative advocacy efforts for public school education funding and policy.	> Board LAC committee implements year 3 of LAC plan, ie, community/student participation, legislative priorities, events, engagement >Full board actively participates in LAC efforts, as identified.	In progress ✓2023-24 LAC Committee in place
4. Continued development of the Board in order to effectively govern for maximum student achievement.	Governance	Use established superintendent evaluation process throughout 2023-24 school year.	> The Superintendent evaluation experience is an effective tool for the Superintendent and Board.	Not started
	Chair/ Admin	Streamline calendar to plan for board appearances at events.	Board is informed and able to participate as Board representation at district-wide events.	Not started
	Governance	Onboard any new Board members after election (Nov, 2023).	> New board members have the information they need to be successful. > New board members understand their role, established Board process and responsibilities as a Board member. > New board members receive MSBA training.	Not started
	Board	Board seeks growth opportunities including 1)	>Individual Board members and the whole Board successfully fulfills duties	Not started

		professional development training with partner groups 2) relationship/collaboration building and 3) living by agreed upon Board norms.	and expectations of a school board member i.e., trust, accountability and respect.	

IX.D. Policy Review (*211*, *408*, *418*, *419*, *424*, *506*, *509*, *510*, *524*, *628*, *634*)

Board Meeting Date: 10/16/2023

Title: Policy Review

Type: Action

Presenter(s): Board Policy Committee

Description: The following policies have been reviewed with an eye toward clarity, District practice, and alignment with State and Federal statutes.

- Policy 211 Criminal or Civil Action Involving the School District
- Policy 408 Subpoena of a School District Employee
- Policy 418 Alcohol and Drug-Free Workplace and School Environment
- Policy 419 Tobacco-Free Environment
- Policy 424 License Status
- Policy 506 Student Conduct and Discipline
- Policy 509 Resident Enrollment and Assignment
- Policy 510 Open Enrollment
- Policy 524 Electronic Technologies Acceptable Use
- Policy 628 Student Activities Program
- Policy 634 Electronic Technologies Acceptable Use (rescind)

Recommendation: Approve the suggested modifications for Policies 211, 408, 418, 419, 424, 506, 509, 510, 524, 628, 634.

Desired Outcome(s) from the Board: Approve suggested modifications.

Attachments:

1. Policy 211 Criminal or Civil Action Involving the School District
2. Policy 408 Subpoena of a School District Employee
3. Policy 418 Alcohol and Drug-Free Workplace and School Environment
4. Policy 419 Tobacco-Free Environment
5. Policy 424 License Status
6. Policy 506 Student Conduct and Discipline
7. Policy 509 Resident Enrollment and Assignment
8. Policy 510 Open Enrollment
9. Policy 524 Electronic Technologies Acceptable Use
10. Policy 628 Student Activities Program
11. Policy 634 Electronic Technologies Acceptable Use (rescind)

School Board

Criminal or Civil Action ~~Involving~~ Against the School District, a School Board Member, Employee, or Student

I. Purpose

This policy provides guidance about ~~as to~~ the school district's position, rights, and responsibilities when a civil or criminal action is pending i~~nvolving~~ against the district, a school board member, an employee, or student.

II. General Statement of Policy

A. The school district recognizes that when civil or criminal actions are pending against the district, a school board member, an employee, or student, the district may be requested or required to take action.

B. In responding to legal requests and/or requirements, the district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for employees and students and is conducive to learning.

C. The district acknowledges its statutory obligations with respect to providing assistance to its board members and teachers who are sued in connection with performance of district duties. Collective bargaining agreements and district policies may also apply.

III. Civil Actions

A. Pursuant to Minnesota Statutes section 466.07, subdivision 1, ~~state law~~, the school district will defend and indemnify any school board member or district employee for damages in district-related litigation, including punitive damages, claimed or levied against the board member or employee, provided ~~that he or she~~ that the board member or employee was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.

B. Pursuant to Minnesota Statutes section 123B.25(b), with respect to teachers employed by the district, upon written request of the teacher involved, the district ~~must~~ will provide legal counsel for any school teacher against whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful death arising out of or in connection with the employment of the teacher with the district. The district will choose legal counsel after consultation with the teacher.

B. ~~Release of Information~~ Data Practices

Educational data and personnel data maintained by the district may be sought as evidence in a civil proceeding. The district will release the data only pursuant to the Minnesota Government Data Practices Act, the Family Educational Rights and Privacy Act, and related regulations. ~~in accordance with state and federal law.~~

When an employee is subpoenaed and is expected to testify regarding educational data or personnel data, the employee will inform the building administrator or designated supervisor, who will immediately inform the superintendent or designee. No board member or employee may release data without consultation in advance with the district official designated as the responsible authority for the collection, use, and dissemination of data ~~superintendent or designee~~.

C. Service of Subpoenas

~~The district expects that its b~~Board members and employees will normally not be involved in providing service of process for third parties in the school setting.

D. Leave to Testify

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with district personnel policies and applicable collective bargaining agreements.

IV. Criminal Charges, Conduct, and/or Investigations

A. ~~Criminal Conduct by Individuals~~ Employees

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.

2. If the district receives information relating to activities of a criminal nature by an employee, the district will investigate and take appropriate disciplinary action, which may include discharge, subject to district policies, statutes, and provisions of applicable collective bargaining agreements.

3. Pursuant to Minnesota Statutes section 123B.02, subdivision 20, if reimbursement for a criminal defense is requested by a district employee, the school board may, after consulting with its legal counsel, reimburse the employee for any costs and reasonable attorney fees incurred by the employee to defend criminal charges brought against the employee arising out of the performance of duties for the district. The decision whether to reimburse will be

made at the board's discretion. A board member who is a witness or an alleged victim in the case may not vote on the reimbursement. If a quorum of the board is disqualified from voting on the reimbursement, the reimbursement must be approved by a judge of the district court.

B. The district has an interest in maintaining a safe and healthful environment and in preventing disruption of the educational process. To promote that interest, the district will take appropriate action regarding students convicted of crimes that relate to the school environment.

C. Criminal Investigations

1. The district will cooperate with law enforcement officials. The district will however, encourage law enforcement officials to question students and employees outside of school hours and off district property unless extenuating circumstances exist or the matter being investigated is district-related, or as otherwise provided by law.

2. If questioning at school is unavoidable, the district will attempt to maintain confidentiality, to avoid embarrassment to students and employees, and to avoid disruption of educational programming. District administration will attempt to notify parents/guardians of a student under age 18 that police will be questioning their child. Normally, the superintendent, principal, or other appropriate school official will be present during the interview, except as otherwise required by law ~~(e.g., Minnesota. Statutes. § 260E.22 626.556, Subd. 10~~), or as otherwise determined in consultation with the parent or guardian.

C. Release of Information

The district will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with state and federal law.

V. Statements ~~While~~ When Litigation is Pending

The school district recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons involved or named in the lawsuit, as well as insurance carrier(s). Therefore, when litigation is pending, school board members or district employees will only make or release statements ~~only~~ in consultation with district legal counsel.

Legal References:
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 123B.02, ~~S~~subd. 20 (Legal Counsel, Reimbursement)

Minn. Stat. § 123B.25(b) (Legal Actions Against Districts and Teachers)
Minn. Stat. § 260E.22 (Interviews)
Minn. Stat. § 466.07, ~~S~~subd. 1 (Indemnification Required)
Minn. Op. Atty. Gen. 169 (Mar. 7, 1963)
Minn. Op. Atty. Gen. 169 (Nov. 3, 1943)
Dypress v. School Committee of Boston, 446 N.E.2d 1099 (Mass. App. Ct. 1983)
Wood v. Strickland, 420 U.S. 308 (1975)

Cross References:
Policy 403 (Discipline~~, Suspension and Dismissal~~ of School District Employees)
Policy 406 (Public and Private Personnel Data)
Policy 408 (Litigation Involving or Subpoena of a School District Employee)
Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Policy 506 (Student Conduct and Discipline)
Policy 515 (Protection and Privacy of Student Records)
Policy 519 (Interviews of Students by Outside Agencies)

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Policy
adopted: 04/16/07
revised: 03/11/13
revised: 12/17/18

Edina Public Schools
DEFINING EXCELLENCE

Policy 408

Personnel

~~Litigation Involving or~~ Subpoena of a School District Employee

I. Purpose

This policy ~~sets forth the~~ protects the privacy rights of school district employees and students under both state and federal law when requested to testify or provide educational records for a judicial or administrative proceeding. ~~This policy also provides guidance regarding the district and employees' rights and responsibilities when a civil or criminal action is pending involving the district and/or its employees.~~

II. General Statement of Policy

A. This policy provides guidance and direction for a school district employee who is subpoenaed to testify and/or provide educational records for a judicial or administrative proceeding ~~or is sued in his or her capacity as an employee~~.

B. ~~The district recognizes that when civil or criminal actions are pending involving an employee or student, the district may be requested or required to act.~~

C. ~~In responding to legal requests and/or requirements, the district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for employees and students and is conducive to learning~~.

D. ~~The district acknowledges its statutory obligations with respect to assisting teachers who are sued in connection with performance of district duties. Collective bargaining agreements and district policies may also apply.~~

III. Data Classification

A. Educational Data

1. State Law

The Minnesota Government Data Practices Act (MGDPA) classifies all educational data, except for directory information as designated by the school district, as private data on individuals. The state statute provides that private data on individuals may not be released, except pursuant to a valid court order or informed consent by the subject of the data or a parent/guardian if the subject of the data is a minor.

2. Federal Law

The Family Educational Rights and Privacy Act (FERPA) provides that educational data may not be released, except pursuant to informed consent by the individual subject of the data or any lawfully issued subpoena. Regulations promulgated under the federal law require that the district must first make a reasonable effort to notify the parent/guardian of the student, or the student if the student is 18 years of age or older, of the subpoena in advance of releasing the information pursuant to the subpoena.

B. Personnel Data

The MGDPA also classifies all personnel data, except for certain data specifically classified as public, as private data on individuals. The state statute provides that private data on individuals may not be released, except pursuant to a valid court order or informed consent by the subject of the data.

IV. Applications and Procedures ~~Received Subpoenas or Court Orders~~

A. Any employee who receives a subpoena for any purpose related to employment is to inform the building administrator or immediate supervisor when the employee receives the subpoena ~~or court order ("subpoena")~~. The building administrator or supervisor will inform the superintendent or designee that the employee has received a subpoena. The building administrator or immediate supervisor will guide the employee in this process.

B. No employee may release educational data, personnel data, or any other data of any kind without consultation in advance with the school district official who is designated as the authority responsible for the collection, use, and dissemination of data.~~In cases where the district or its employees have received a subpoena, no employee may release educational data, personnel data, or any other data of any kind without consultation in advance with the superintendent or designee.~~

C. Payment for attendance at judicial or administrative proceedings and the retention of witness and mileage fees is to be determined in accordance with the applicable school board policies and collective bargaining agreements.

D. The administration will not release any information except in strict compliance with state and federal law and this policy. Recognizing that an unauthorized release may expose the district or its employees to civil or criminal penalties or loss of employment, the administration will confer with district legal counsel prior to release of such data.

~~D. If the subpoena involves private educational data, the district will make a reasonable effort to notify the parent of the student, or the student if the student is 18 years of age or older, of the subpoena in advance of releasing the information pursuant to the subpoena.~~

IV. Service of Subpoenas

The school district expects that its employees are not involved in providing service of process for third parties on district property or during the course of employment.

V. Civil Actions against Employees

A. Pursuant to state law, the school district will defend and indemnify an employee for damages in district-related litigation, including punitive damages, claimed or levied against the employee, provided that the employee was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.

B. Pursuant to state law, with respect to teachers employed by the district, upon written request of the teacher involved, the district will provide legal counsel for a school teacher against whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to a person or property or for wrongful death arising out of or in connection with the employment of the teacher with the district. The district will choose legal counsel after consultation with the teacher.

VI. Criminal Charges, Conduct, and/or Investigations

A. Employees

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.

2. The district has an interest in maintaining a safe and healthy environment and in preventing disruption of the educational process. To further that interest, if the district receives information related to an employee's conviction of a crime or an employee being charged with a crime, the district will investigate and take appropriate disciplinary action, which may include discharge, subject to district policies, state and federal laws, and provisions of applicable collective bargaining agreements. The district expects its employees to notify the district of any pending criminal charges against the employee. Disciplinary action is dependent on the extent to which the conviction and/or criminal act relate(s) to the school environment and/or district employment.

3. Pursuant to state law, if reimbursement for a criminal defense is requested by a district employee, the school board may, after consulting with its legal counsel, reimburse the employee for any costs and reasonable attorney fees incurred by the employee to defend criminal charges brought against the employee arising out of the performance of duties for the district. The decision as to whether to reimburse is made at the discretion of the school

board. A school board member who is a witness or an alleged victim in the case may not vote on the reimbursement. If a quorum of the school board is disqualified from voting on the reimbursement, the reimbursement must be approved by a judge of the district court.

B. Criminal Investigations

1. The district cooperates with law enforcement officials. The district, however, encourages law enforcement officials to question employees outside of work hours and off district property unless extenuating circumstances exist or the matter being investigated is district-related, or as otherwise provided by law.

2. If questioning on district property is unavoidable, the district will attempt to maintain confidentiality, to avoid embarrassment to employees, and to avoid disruption of educational programming.

VII. Leave to Testify

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with school district policies and applicable collective bargaining agreements.

VIII. Statements While Litigation is Pending Against the School District

The school district recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons involved or named in the lawsuit, as well as insurance carrier(s). Therefore, when litigation is pending, individual district employees will not make or release statements regarding the pending litigation.

Legal References:
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 123B.02, Ssubd. 20 (Legal Counsel, Reimbursement)
Minn. Stat. § 123B.25(b) (Legal Actions Against Districts and Teachers)
Minn. Stat. § 466.07, Ssubd. 1 (Indemnification Required)
Minn. Rules 1205.0100, Ssubp. 5 (Minnesota Rules Regarding Data Practices - Legal Proceedings)

Cross References:
Policy 211 (Criminal or Civil Action Involving the School District)
Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
Policy 406 (Public and Private Personnel Data)
Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Policy 506 (Student Conduct and Discipline)
Policy 515 (Protection and Privacy of Student Records)

Policy
adopted: 09/22/08
~~R~~revised: 03/11/13
~~R~~revised: 07/18/16
~~R~~revised: 10/12/20

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Edina Public Schools
DEFINING EXCELLENCE

Personnel

Alcohol- and Drug-Free Workplace and School Environment

I. Purpose

Recognizing that the health and well-being of employees and students are important, the school district prohibits ~~strives to provide an environment free from~~ the use of alcohol, toxic substances, medical cannabis, non-intoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

II. General Statement of Policy

A. Except as otherwise provided in this policy, use or possession of controlled substances, toxic substances, medical cannabis, and alcohol before, during, or after school hours, on school district property or any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances are prohibited.

B. Except as provided in Section IV., ~~A~~ a violation of this policy occurs when a student, employee, or member of the public uses or possesses alcohol, toxic substances, controlled substances, non-intoxicating cannabinoids, edible cannabinoid products, or medical cannabis on district property.

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 by state law, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.

D. The district takes appropriate action against any student, employee, or member of the public who violates this policy.

III. Definitions

A. ~~"Alcohol" includes any alcoholic beverage, malt beverage, fortified wine, or other intoxicating liquor.~~ "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 under federal and state law ~~in Schedules I through V of the Controlled Substances Act, 21 U.S.C. § 812,~~ including

analogues and look-alike drugs.

~~I~~C. "District property" includes any school district building or on any district premises; in any district-owned vehicle or in any other district-approved vehicle used to transport students to and from school or district activities; off-district property at any district-sponsored or district-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 an employee is supervising students on behalf of the ~~school~~ district or otherwise engaged in district business.

D. "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.

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; or ~~(4) any other method, excluding smoking, approved by the state commissioner of health~~ (4) combustion with use of dried raw cannabis; or (5) any other method approved by the Commissioner of the Minnesota Department of Health.

F. "Non-intoxicating 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.

~~H~~G."Possess" means to have on one's person, in one's effects, or in an area subject to one's control.

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.

~~F~~I. "Toxic substances" includes: (1) glue, cement, aerosol paint~~, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system~~ 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 of the Minnesota Department of Health.

~~G~~J."Use" ~~includes~~ means to sell, buy, manufacture, distribute, dispense, ~~possess, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.~~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 onto a school district property, for that person's own use, a controlled substance, except medical cannabis, non-intoxicating 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 ~~health care provider's~~ prescription for the substance. The person ~~shall~~ will comply with the relevant procedures of this policy.

B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a district property when the possession is within the exceptions of Minnesota law ~~Minn. Stat. § 624.701, Subd. 1a (i.e., 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)~~.

C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

V. ~~Employees~~ Procedures

A. Students who have a prescription from a physician ~~health care provider~~ for medical treatment with a controlled substance, except medical cannabis, non-intoxicating 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, non-intoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform ~~his or her~~ their supervisor. The employee may be required to provide a copy of the prescription.

C. Each employee ~~shall~~ will be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and ~~shall~~ will be required to acknowledge that ~~he or she~~ they ~~has~~ have received the policy.

D. Employees are subject to the school district's drug and alcohol testing policies and procedures.

E. Members of the public are not permitted to possess controlled substances, intoxicating cannabinoids, or edible cannabinoid products in a school location except with the express permission of the superintendent.

F. No person is permitted to possess or use medical cannabis, non-intoxicating 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, non-intoxicating cannabinoids, or edible cannabinoid products.

G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota law ~~Statutes section 624.701, subdivision 1a,~~ will be by permission of the superintendent only.

VI. 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 non-intoxicating 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 counseling 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~~ will 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. 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 district.

2. 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 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 district.

3. Sanctions against employees, including nonrenewal, suspension, termination, or discharge will be pursuant to and in accordance with applicable statutory authority, any applicable collective bargaining agreement, and ~~school~~ district policies.

4. Employees who have a prescription from a health care provider for medical treatment with a controlled substance, except medical cannabis, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform ~~his or her~~ their supervisor. The employee may be required to provide a copy of the prescription.

5. As a condition of employment pursuant to any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant ~~shall~~ will abide by the terms of this policy and ~~shall~~ will notify ~~his or her~~ their supervisor in writing of ~~his or her~~ their 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.

6. Employees are subject to the district's drug and alcohol testing policies and procedures.

7. Each employee will be provided notice of this policy~~ l policy~~ .

C. The Public

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

VII. Transportation Employees

A. The school district adheres to the mandated provisions of the federal Omnibus Transportation Employee Testing Act of 1991 ("OTETA"). All persons subject to commercial driver's license requirements will be tested for controlled substances and alcohol pursuant to federal law. In general, a commercial driver may be tested:

1. Upon reasonable suspicion by the ~~school~~ district;
2. In accordance with random testing procedures;
3. Post-accident; and
4. Upon a request to return to duty after a violation of this policy;

In addition, all persons who apply for a position where job duties include operating a commercial motor vehicle will be required to submit to a drug and alcohol test if a job offer is made by the ~~school~~ district.

B. Refusal to Submit to Testing

A commercial driver or driver applicant may refuse to submit to controlled substances and alcohol testing. Refusal to submit to such test subjects the commercial driver or applicant to the consequences specified in OTETA and other applicable federal law. In addition, a refusal to submit to testing establishes a presumption that the commercial driver or applicant would test positive if a test were conducted. This positive assumption makes the commercial driver or applicant subject to discipline or disqualification under this policy.

C. Consequences

A commercial driver who tests positive with a verified confirmation test or otherwise found in violation of this policy or OTETA will be subject to discipline, including possible discharge, in accordance with any applicable collective bargaining agreement. Nothing in this policy limits or restricts the right of the ~~school~~ district to discipline or discharge a commercial driver for conduct that not only constitutes prohibited conduct under this policy but also violates the ~~school~~ district's other rules or policies.

A commercial driver or applicant with a confirmed positive test result may request a confirming retest. This retest is at the expense of the commercial driver or applicant.

D. The supervisor of transportation/designee will provide training and materials to commercial drivers in accordance with OTETA.

~~VIII. Community Responsibilities~~

~~A. Members of the public are not permitted to possess controlled substances in a school location except with the express permission of the superintendent.~~

~~B. Members of the public who violates this policy will be informed of the policy and asked to leave district property. If necessary, law enforcement officials will be notified and asked to provide an escort.~~

~~C. No person is permitted to possess or use medical cannabis on district property.~~

~~D. Possession of alcohol on district property pursuant to the exceptions of Minn. Stat. § 624.701, Subd. 1a, will be by written permission of the superintendent only.~~

Legal References:
20 U.S.C. § 7101-7165 (Safe and Drug-Free Schools and Communities Act)
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 (Schedules of Controlled Substances)
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace (Financial Assistance))
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)
Minn. Stat. § 120A.05 (Definitions; Elementary school; Middle school; Secondary school)
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 - Sell)
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)
Minn. Stat. § 152.22, subd. 6 (Definitions - Medical Cannabis~~; Definitions~~)
Minn. Stat. § 152.23 (Limitations - Medical Cannabis~~; Limitations~~)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. § 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031, subd. 10 (~~Motor Carrier Rules~~ Intrastate Carrier; Operating Requirements, Exemptions - Controlled Substance and Alcohol Use and Testing Exemption)
Minn. Stat. § 340A.101, subd. 2. (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 (~~Sale of Toxic Substances to Children;~~ Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
Belde v. Ferguson Enterprises, Inc., 460 F.3d 976 (8th Cir. 2006)

Cross Reference:
Policy 403 (Discipline~~, Suspension and Dismissal~~ of School District Employees)
Policy 419 (Tobacco-Free Environment)
Policy 506 (Student Conduct and Discipline)
Policy 516 (Student Medication)
Policy 516.5 (Overdose Medication)

Policy 632 (Chemical Use and Abuse)

Policy
adopted: 10/20/08
amended: 02/23/09
~~R~~revised: 07/15/13
~~R~~revised: 10/24/16
~~R~~revised: 11/16/20

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Personnel

Tobacco-Free Environment

I. Purpose

Recognizing that the health and well-being of employees and students are vitally important, the school district strives to provide a tobacco-free environment.

II. General Statement of Policy

A. The school district will be free from tobacco use.

B. A violation of this policy occurs when any student, district employee, or person smokes or uses tobacco, tobacco-related devices, or electronic cigarettes on district property.

C. A violation of this policy occurs when any district student possesses any type of tobacco, tobacco-related device, or electronic cigarette on district property.

D. The district will enforce this policy by taking appropriate action against any student, employee, or person who is found to have violated this policy.

E. The 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, devices, or electronic cigarettes. The district will not promote or allow promotion of tobacco products or e-cigarettes on ~~school~~ district property or at ~~school~~district-sponsored events.

III. Definitions

A. "District property" includes any school district building or on any district premises; in any district-owned vehicle or in any other district-approved vehicle; at district-activities; off-district property at any district-sponsored or district-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 an employee is supervising students on behalf of the ~~school~~ district or otherwise engaged in district business.

B. "Electronic ~~cigarette~~ delivery device" means any product containing or delivering ~~oral device that provides a vapor of liquid~~ nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to ~~and/or other similar substance, and the use or~~

~~inhalation of which~~ simulate~~s~~ smoking. The term will include any such devices, whether they are manufactured, distributed, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipes, vape pens or under another product name or descriptor.

C. "Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.

~~E~~D. "Smoking" means inhaling, ~~or~~ exhaling, ~~smoke~~ burning, or carrying ~~from~~ any lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, ~~cigar, cigarette, pipe, or any other lighted tobacco~~ or other plant, ~~product.~~ whether natural or synthetic, that is intended for inhalation. Smoking ~~also~~ includes carrying ~~a lighted cigar, cigarette, pipe, or any other lighted tobacco or plant product intended for inhalation and the use of~~ or using an activated electronic ~~cigarettes, including the inhaling and exhaling of vapor from any electronic~~ delivery device.

~~C~~E."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; 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.

~~D~~F."Tobacco-related devices" includes but is not limited to items like 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 aerosol vapors or the vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

G. "Vaping" means using an activated electronic delivery device or heated tobacco product.

IV. Exception

A. This policy does not prohibit the lighting of tobacco by an adult who is a member of an Indian tribe as part of a traditional Indian spiritual or cultural ceremony. A student who is a member of an Indian tribe will notify the district of their intent to carry a medicine pouch containing loose tobacco intended as observance of a traditional spiritual or cultural practice. For purposes of this section, a member of an Indian tribe is defined ~~in~~ by Minnesota law~~, Minn. Stat. § 260.755~~.

B. A violation of this policy does not occur when an adult non-student possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for use 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.

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 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 district's locally developed health standards.

VI. Enforcement

A. All persons on school district property will adhere to this policy.

B. Students who violate this tobacco-free policy will be subject to ~~school~~ district discipline procedures.

C. Employees who violate this tobacco-free policy will be subject to district discipline procedures.

D. Persons who violate this tobacco-free policy may be referred to the building administration.

E. District 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~~ state law and is a petty misdemeanor.

F. No persons will 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 state law.

VII. Dissemination of Policy

A. This policy will be summarized in the student handbook and posted on the district website.

Legal Reference:

Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)
Minn. Stat. §§ 144.411-144.412 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 260.755 (Definitions)
Minn. Stat. § 609.685 (Sale of Tobacco to ~~Children~~Persons Under Age 21)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

Cross Reference:
Policy 403 (Discipline of School District Employees)
Policy 506 (Student Conduct and Discipline)

Policy
adopted: 10/20/08
amended: 08/23/10
~~R~~revised: 07/15/13
~~R~~revised: 11/18/13
~~R~~revised: 10/24/16
~~R~~revised: 01/30/17
~~R~~revised: 11/16/20

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Personnel

License Status

I. Purpose

This policy ensures that the school district employs qualified teachers and fulfills its duty to ascertain the licensure status of its teachers. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

II. General Statement of Policy

A. Teachers will hold a valid teaching license from the Professional Educator Licensing and Standards Board ("PELSB") to perform the particular teaching service for which the teacher is employed by the school district.

B. The district verifies, through the Minnesota education licensing system available on the PELSB website, that the person is a qualified teacher consistent with state law.

C. The district has the duty to ascertain the teacher's licensure status and ensure that the district's teacher license files are current. The district annually reviews its teacher license files to verify that each teacher's license is current and appropriate to the particular service for which the teacher is employed by the district.

III. Procedure

A. The school district uses an ~~school district~~ established ~~a~~ schedule for the annual review of teacher licenses.

B. If the district discovers that a teacher's license has expired or that the teacher is not appropriately licensed, the district will investigate the circumstances surrounding the lack of license and will take appropriate action, as determined by the superintendent/designee based on recommendations from PELSB.

C. A teacher's failure to have an appropriate license reinstated constitutes gross insubordination, inefficiency, and willful neglect of duty, which are grounds for immediate discharge from employment.

D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy remains with

the teacher.

E. The district will annually report to PELSB: (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 will 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, ~~S~~subd. 13 (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)

Policy
adopted: 01/26/09
revised: 08/19/13
reviewed: 09/26/16
revised: 12/14/20

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Students

Student Conduct and Discipline

I. Purpose

This policy provides expectations for student conduct. Abiding by these expectations will enhance the school district's ability to maintain discipline and ensure a positive learning environment will lead to academic success and whole child growth. The district will take appropriate disciplinary action when students fail to adhere to acceptable behavior standards established by this policy and its guidelines and/or appendices.

II. General Statement of Policy

A. The school district believes that a fair and equitable district-wide school discipline policy will contribute to the quality of a student's educational learning experience. Therefore, this district-wide discipline policy has been adopted.

B. It is the responsibility of the school board, administrators, teachers, and employees to safeguard the health and safety of each student. The ~~school~~ board and district administrators will support district employees who, in dealing with students on disciplinary matters, act in accordance with state law and this policy.

C. Parents and guardians have the legal responsibility for the behavior of their children as determined by law and community practice. Parents/guardians are expected to exercise the required controls so that the student's behavior will be conducive to the development of self-discipline and will not be disruptive to the school's educational program.

D. No policy will cover all situations. Therefore, the building administrator(s) or designee will make a determination of consequence/disciplinary action when student actions are not specifically addressed. All actions by an administrator/designee will be made on a case-by-case basis.

E. Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. This discipline policy is adopted in accordance with and subject to the Minnesota ~~student~~ Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

III. Definitions

A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include

removal from class.

B. “Exclusion” means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that will not extend beyond the school year. The authority to exclude rests with the ~~school~~ board.

C. “Expulsion” means a school board action to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled. The authority to expel rests with the ~~school~~ board.

D. "Non-exclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a student from school.

E. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

F. “Restorative practices” means school discipline practices focused on fostering a sense of community within school environments to prevent conflict, encourage students to accept responsibility for their actions, and rebuild relationships.

G. "Student withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a student’s parent/guardian to withdraw a student from the district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

H. “Suspension” means an action by the school administration, under policies promulgated by the school board, prohibiting a student from attending school for a period of no more than 10 school days; provided, however, if a suspension is longer than five school days, the suspending administrator will provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one school day or less, except as may be provided in federal law for a student with a disability.

~~II~~V. Areas of Responsibility

A. School Board. The school board holds all school district employees responsible for the maintenance of order within the ~~school~~ district and supports all employees acting within the framework of this discipline policy.

B. Superintendent. The superintendent will establish guidelines and directives to carry out this policy, hold all ~~school~~ district employees, students, and parents/guardians responsible for conforming to this policy, and support all ~~school~~ district employees performing their duties within the framework of this policy. The superintendent will also establish guidelines and directives for using the services of appropriate agencies for assisting students and

parents/guardians. Any guidelines or directives established to implement this policy will be submitted to the ~~school~~ board for information and attached as an appendix to this policy.

C. Principal. The school principal is given the responsibility, authority, and sole discretion to formulate building rules necessary to enforce this policy, subject to superintendent review. The principal will give direction and support to all school employees performing their duties within the framework of this policy. The principal or designee will consult with parents/guardians of students conducting themselves in a manner contrary to the policy. The principal will also involve other professional employees in the disposition of behavior referrals and make use of those agencies appropriate for assisting students and parents/guardians. A principal may use reasonable force when it is necessary under the circumstances to ~~correct or~~ restrain a student ~~or~~ to prevent imminent bodily harm or death to the student or another.

D. Teachers. All teachers have responsibility for providing a well-planned teaching/learning environment and have a primary responsibility for student conduct, with appropriate assistance from the administration. All teachers will ensure acceptable student behavior. A teacher may use reasonable force when it is necessary under the circumstances to ~~correct or~~ restrain a student ~~or~~ to prevent imminent bodily harm or death to the student or another.

E. Other ~~School~~ District Employees. All ~~school~~ district employees are responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior are as authorized and directed by the superintendent. A ~~school~~ district employee or other agent of ~~a school~~ the district may use reasonable force when it is necessary under the circumstances to restrain a student ~~or~~ to prevent imminent bodily harm or death to the student or another.

F. Parents or Legal Guardians. Parents and guardians are responsible for the behavior of their children as determined by law and community practice. They are expected to partner with ~~school~~ district authorities and to participate regarding the behavior of their children.

G. Students. All students are held individually responsible for their behavior and for knowing and adhering to the ~~Code of Student Conduct~~ Student Rights and Responsibilities Handbook.

~~I~~V. Student Responsibilities

All students have the responsibility:

- For their behavior and for knowing and obeying all ~~school~~ district rules, regulations, policies, and procedures;
- To attend school daily, except when excused, and to be on time to all classes and other school functions;

- To pursue and attempt to complete the courses of study prescribed by the state and district;
- To make necessary arrangements for making up work when absent from school;
- To assist ~~school~~ district employees in maintaining ~~a~~ safe schools for all students;
- To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- To be aware of and comply with federal, state, and local laws;
- To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with ~~school~~ district employees, as appropriate;
- To respect and maintain the ~~school's~~ district's property and the property of others;
- To dress and groom in a manner that meets standards of safety and health, and is consistent with applicable ~~school~~ district policy;
- To avoid inaccuracies in ~~school~~district-sponsored publications, whether print or electronic, and refrain from indecent or obscene language;
- To conduct themselves in an appropriate physical ~~or~~ and verbal manner; and
- To recognize and respect the authority of ~~school~~ district employees and the rights of others.

VI. Unacceptable Behavior, Investigations of Student Misconduct

The appendix of this policy provides examples of unacceptable behavior. Unacceptable behavior may also include violation of any local, state, or federal law. The examples in the appendix are not intended to be an exclusive list. A student who engages in any unacceptable behaviors will be disciplined in accordance with this policy and its appendix.

This policy applies to all school district buildings, ~~school~~ grounds~~,~~ and ~~district~~ property; district-sponsored activities or trips; school bus stops; school buses, district vehicles, district-contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from district premises or events; and all district-related functions. This policy also applies to student behavior that has a nexus to ~~school~~ district property or the student's status as a district student, including students' use of social media and other electronic communication. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the ~~school~~ district or the safety or welfare of the student, other students, or employees.

Students are required to cooperate in all disciplinary investigations.

VII. Recess and Other Breaks

A. The school district will provide student access to structured breaks from the demands of school.

1. Recess detention will only be used when:

    a. A student causes or is likely to cause serious physical harm to other students or staff;

    b. The student's parent or guardian specifically consents to the use of recess detention; or

    c. For students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

2. The district will not withhold recess from a student based on incomplete schoolwork.

3. District staff will make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

4. The district will not withhold or excessively delay a student's participation in scheduled mealtimes.

VIII. Disciplinary Action Options

The school district's general policy is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the ~~school~~ district. At a minimum, violation of ~~school~~ district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The ~~school~~ district will, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the ~~school~~ district. Disciplinary action may include, but is not limited to, one or more of the following:

- restorative practices
- student conference with teacher, principal, counselor, or other ~~school~~ district personnel, and verbal warning;
- parent/guardian contact and/or conference;
- confiscation by the district of any item prohibited by, or used in violation of, any ~~school~~ district policy and/or state or federal law;
- limited time away from the classroom;
- removal from class (pursuant to the ~~student~~ Minnesota Pupil Fair Dismissal Act);
- in-school suspension;
- suspension from extra-curricular activities;
- detention or restriction of privileges;
- loss of school privileges;
- in-school monitoring or revised class schedule;

- referral to in-school support services, law enforcement, community resources, or an outside agency;
- financial restitution;
- request for a petition to be filed in district court for juvenile delinquency adjudication;
- out-of-school suspension under the ~~student~~ Minnesota Pupil Fair Dismissal Act;
- preparation of an admission or readmission plan;
- expulsion or exclusion under the ~~student~~Minnesota Pupil Fair Dismissal Act; and/or
- other disciplinary action as deemed appropriate by the ~~school~~ district.

~~VII~~IX. Removal of Students from Class

A. The teacher of record ~~shall~~ will have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, limited time away from the classroom, assigning detention or other consequences, or contacting the student's parents/guardians. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher has the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five days, pursuant to this discipline policy.

   Grounds for removal from class include any of the following:

   1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn.

   2. Willful conduct that endangers surrounding persons, including district employees, the student or other students, or the property of the ~~school~~ district.

   3. Willful violation of any ~~school~~ district rules~~,~~ in this policy and Appendix I.

   4. Other personal conduct that, in the discretion of the teacher or administration, requires removal of the student from class. A student removal will be for at least one activity period or class period of instruction for a given course of study and not exceed five periods.

      A student ~~must~~ will be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class ~~shall~~ will be for a period of time deemed appropriate by the principal, in consultation

with the teacher.

B. Procedure for the Classroom Teacher to Remove a Student from a Class Pursuant to the ~~student~~Minnesota Pupil Fair Dismissal Act

1. A written disciplinary report is submitted by the teacher or district employee within 24 hours of the removal of any student from ~~his/her~~ their class.

2. If a student is removed from class more than five (5) times in a school year, the ~~school~~ district ~~shall~~ will notify the parent or guardian of the student's sixth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

C. Responsibility ~~F~~for and Custody of a Student Removed From Class

1. A student removed from class is the responsibility of the principal or lawful designee.

2. A student removed from class must report directly to the principal's office and inform the office employees of ~~his/her~~ their arrival. Prior to the student's removal, the teacher or district employee will inform the office of the student's removal, the reason for the removal, and the time of the removal.

3. The teacher will determine if the student requires a ~~school~~ district employee to accompany ~~him/her~~ them to the office, and, if so, make the necessary arrangements.

D. Return of a Student Procedure

1. The principal or designee will complete the appropriate follow-up disciplinary consequences and ~~school~~ district documentation with the student.

2. The principal or designee readmits the student pursuant to the readmission plan.

E. Notification Procedure

1. The principal or designee determines the necessity of parent/guardian notification resulting from the student being removed from class.

2. The principal or designee will work with the teacher to notify the student of the violation of the discipline rules and resulting disciplinary action.

~~VIII~~X. Prior to Dismissal Notification

A. The principal or designee will provide the Tennessen Warning to the student prior to investigating the disciplinary incident when a dismissal from school may

be the result of disciplinary action. The student's parent/guardian will be notified, when possible, prior to the reading of the warning.

B. The principal or designee will record the notification of the student receiving the Tennessen Warning, including the disciplinary action documentation.

C. The purpose of the Tennessen Warning, per Minnesota Statute 13.04: "An individual asked to supply private or confidential data concerning the individual ~~shall~~ will be informed of: (a) the purpose and intended use of the requested data within the collecting government entity; (b) whether the individual may refuse or is legally required to supply the requested data; (c) any known consequence arising from supplying or refusing to supply private or confidential data; and (d) the identity of other persons or entities authorized by state or federal law to receive the data. This requirement ~~shall~~ will not apply when an individual is asked to supply investigative data, pursuant to section 13.82, subdivision 7, to a law enforcement officer."

~~I~~XI. Dismissal

A. The school district ~~shall~~ will not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion, or expulsion, as those terms are defined in Section III.

The ~~school~~ district will not dismiss any student without attempting to ~~provide alternative educational services~~ use non-exclusionary disciplinary policies and procedures before dismissal proceedings or student withdrawal agreements, as those terms are defined in Section III, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

B. Violations leading to suspension, based upon severity, may also be grounds for expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any school board policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of ~~school~~ district employees to perform their duties, or district-sponsored activities; or

3. Willful conduct that endangers the student or other students, or surrounding persons, including ~~school~~ district employees, or property of the ~~school~~ district.

C. Disciplinary Dismissals Prohibited for PreK-Grade 3

1. A student enrolled in preK-grade 3 is not subject to dismissals under the Minnesota Pupil Fair Dismissal Act.

2. This section does not apply to a dismissal from school for less than one

school day, except for a student receiving special education services.

3. Expulsions and exclusions may be used only after resources outlined under non-exclusionary disciplinary policies and practices have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

~~C~~D. Suspension Procedures

1. The school principal or designee will work with the student's teachers to allow the suspended student to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback. A suspended student will receive full credit for all satisfactorily completed school work assigned during the period of the student's suspension.

2. If a student's total days of removal from school exceed 10 cumulative days in a school year, the ~~school~~ district will make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school. The purpose of this meeting is to problem-solve and attempt to determine the ~~pupil's~~ student's need for assessment or other services or whether the parent or guardian should have the student assessed.

3. Each suspension action will include a readmission plan. The plan may include, where appropriate, a provision for implementing alternative educational services upon readmission which ~~must~~ will not be used to extend the current suspension. A readmission plan ~~must~~ will not obligate a parent or guardian to provide sympathomimetic drugs to their student as a condition of readmission. School administration ~~must~~ will not use the refusal of a parent or guardian to consent to the administration of sympathomimetic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a district-sponsored activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect.

4. The ~~school~~ district administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the ~~school~~ district is in the process of initiating an expulsion, in which case the ~~school~~ district administration may extend the suspension to a total of 15 days.

5. In the case of a student with a disability, the student's individual education plan team will meet in accordance with state and federal law.

6. ~~The school administration will implement alternative educational services when the suspension exceeds five days.~~ Alternative education services will be provided to a student who is suspended for more than five (5) consecutive

school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center selected to allow the student to progress toward meeting graduation standards .

7. The ~~school~~ district administration will not suspend a student from school without an informal administrative conference with the student. The informal administrative conference occurs before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference occurs as soon as practicable following the suspension. At the informal administrative conference, a ~~school~~ district administrator notifies the student of the grounds for the suspension, provides an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. After ~~school~~ district administration notifies a student of the grounds for suspension, ~~school~~ district administration may, instead of imposing the suspension, pursue other consequences, including encouraging a parent or guardian of the student to attend school with the student for one day.

9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota ~~student~~ Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, will be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within 48 hours of the conference.

10. Effort will be made by the principal or designee at the time of suspension to notify the student's parent or guardian by telephone of a suspension. In the event that the student's parent or guardian is not available for notification of the suspension at the time of the suspension, the student will remain in the school building for the remainder of the school day at a location or at locations designated by the principal or ~~his/her~~ designee.

11. A conference will be scheduled between the student's parent or guardian and the principal or designee to discuss the suspension, the reasons therefore, and the readmission plan.

12. If the parent or guardian is dissatisfied with the disposition of the case after a conference with the principal or designee, the parent or guardian may request and will be granted an interview with the superintendent or designee. Neither this interview, nor the conference in item 5 will delay the suspension.

13. During the period of suspension, the student will be furnished with

assignments or alternative opportunities for continued learning. The student is expected to make up all work missed during the time of suspension. The teacher determines appropriate credit for such work based on the district's assessment policy and procedures. The student is readmitted to school following the expiration of the suspension.

14. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice will be served upon the student and the student's parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.

15. Notwithstanding the foregoing provisions, the student may be suspended pending the ~~school~~ board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

~~D~~E. Expulsion and Exclusion Procedures

~~3~~1. A written recommendation for exclusion or expulsion from the principal with supporting data is submitted to the superintendent.

~~4~~2. The superintendent will review the case and determine whether or not to recommend exclusion or expulsion to the ~~school~~ board.

~~5~~3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota ~~studen~~Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.

~~6~~4. No expulsion or exclusion is imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

~~7~~5. The student and parent or guardian are provided written notice of the ~~school~~ district's intent to initiate expulsion or exclusion proceedings. This notice is served upon the student and his or her parent or guardian personally or by certified mail, and contains a complete statement of the facts; a list of the witnesses and a description of their testimony; the date, time, and place of hearing; accompanied by a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; a description of ~~alternative educational services~~ the non-exclusionary disciplinary policies and practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The ~~school~~ district will advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.

~~8~~6. The hearing will be scheduled within 10 days of the service of the written notice unless an extension, not to exceed 5 days, is requested for good cause by the ~~school~~ district, student, parent or guardian.

~~9~~7. All hearings are held at a time and place reasonably convenient to the student, parent or guardian and will be closed to the public, unless the student, parent or guardian requests an open hearing.

~~10~~8. The ~~school~~ district will record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

~~11~~9. The student has a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The ~~school~~ board, or superintendent, may appoint an attorney to represent the ~~school~~ district in any proceeding.

10~~2~~. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

11~~3~~. All expulsion or exclusion hearings take place before, and are conducted by, an independent hearing officer designated by the ~~school~~ district, a ~~school~~ board member, a committee of the ~~school~~ board, or the full ~~school~~ board. The hearing will be conducted in a fair and impartial manner. Testimony is given under oath. The hearing officer or ~~school~~ board member has the power to administer oaths and issue subpoenas.

12~~4~~. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative is given access to all ~~school~~ district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

13~~5~~. The student, parent or guardian, or authorized representative, has the right to compel the presence of any ~~school~~ district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the ~~school~~ district.

14~~6~~. The student, parent or guardian, or authorized representative, has the right to present evidence and testimony, including expert psychological or educational testimony.

15~~7~~. The student cannot be compelled to testify in the dismissal proceedings.

16~~8~~. The hearing officer, ~~school~~ board member, or ~~school~~ board committee will prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which ~~must~~ will be made to the ~~school~~ board and served upon the parties within two days after the close of the

hearing.

179. The ~~school~~ board will base its decision upon the findings and recommendation of the hearing officer or ~~school~~ board member, and render its decision at a meeting held within five days after receiving the findings and recommendation. The ~~school~~ board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the ~~school~~ board ~~must~~ will be based on the record, ~~must~~ will be in writing, and ~~must~~ will state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Minnesota Commissioner of Education of the basis and reason for the decision.

~~20~~18. A party to an expulsion or exclusion decision made by the ~~school~~ board may appeal the decision to the Minnesota Commissioner of Education within 21 calendar days of ~~school~~ board action. The decision of the ~~school~~ board is implemented during any appeal to the commissioner.

~~2~~19. The ~~school~~ district will report any suspension, expulsion, or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

202. The ~~school~~ district ~~must~~ will report, through the MDE electronic reporting system, each expulsion or exclusion within 30 days of the effective date of the action to the commissioner. This report ~~must~~ will include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report ~~must~~ will also include the student's age, grade, gender, race, and special education status. The dismissal report ~~must~~ will include state student identification numbers of affected students.

213. Whenever a student fails to return to school within 10 school days of the termination of dismissal, a ~~school~~ district administrator will inform the student and their parent or guardian by certified mail of the student's right to attend and to be reinstated in the ~~school~~ district.

22. For a student who is awaiting enrollment in a new district:

    a. The district will continue to review the student's schoolwork and grades on a quarterly basis to ensure the student is on track for readmission with the student's peers and is continuing to make progress toward the Minnesota graduation standards. The district will communicate on a regular basis with the student's parent or guardian to ensure that the student is completing the work assigned through the alternative educational services.These services will be provided until the student enrolls in another school or returns to the same school;

    b. A student receiving school-based or school-linked mental health services

in the district will be eligible for those services until the student is enrolled in a new district; and

c. The district will provide to the student's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The district will maintain this information on the district website.

XII. Admission or Readmission Plan

A school district administrator will prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan ~~may~~ will include measures to improve the student's behavior, ~~including~~ which may include completing a character education program consistent with state law, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan will include reasonable attempts to obtain ~~and require~~ parental/guardian involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan ~~must~~ will not obligate parents/guardians to provide a sympathomimetic medication for their child as a condition of readmission.

XIII. Notification of Policy Violations

Notification of any violation of this policy and resulting disciplinary action is as provided for in state and federal law and district policy. The teacher, principal, or other school district employee may provide additional notification as deemed appropriate.

In addition, the ~~school~~ district ~~must~~ will report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a ~~school~~ district employee by a student, and each student withdrawal agreement within thirty (30) days of the ~~assault~~ effective date of the dismissal action, student withdrawal, or assault, to the MDE Commissioner. This report ~~must~~ will include a statement of the ~~alternative educational services~~ non-exclusionary disciplinary policies and practices, or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report ~~must~~ will also include the student's age, grade, gender, race, and special education status.

XIV~~I~~. Student Discipline Records and Reports

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records are to be consistent with state and federal law, and district policy, including the Minnesota Government Data Practices Act~~, Minnesota Statutes chapter 13~~.

The district will annually report data on its use of reasonable force used on any

student to correct or restrain the student to prevent imminent bodily harm or death to the student or another.

Any reasonable force used which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint, or confines a child alone in a room from which egress is barred, will be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

XV~~III~~.Students with a Disability

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 Plan specifies a necessary modification.

Prior to the initiation of an expulsion or exclusion of a student with a disability, the school district will follow state and federal laws regarding such a proposal.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the ~~school~~ district ~~shall~~ will continue to provide special education and related services during the period of expulsion or exclusion.

X~~I~~VI. Detecting and Addressing Chemical Abuse Problems of Students While on School Premises Procedure

A. The school district has established a chemical abuse pre-assessment team pursuant to Minn. Stat. § 121A.26; and

B. The district has established teacher reporting procedures to ~~school~~ district administration or designee including the chair of the chemical abuse pre-assessment team.

XVII. Open Enrolled Students

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes chapter 260A), and the student's case has been referred to juvenile court. The ~~school~~ district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. Discipline Complaint Procedure

A. Students, parents/guardians, and school district staff may file a complaint and

seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. See Appendix II for complaint procedure.

X~~V~~IX. Distribution of Policy

The school district will notify students and parents/guardians of the existence and contents of this policy in such manner as it deems appropriate. Copies of discipline policies in the *Students' Rights and Responsibilities Handbook* are made available to all students and parents/guardians at the commencement of each school year and to all new students and parents/guardians upon enrollment. This policy is also available on the district website, and upon request in each principal's office.

X~~VI~~X. Review of Policy

The principal and representatives of parents/guardians, students, and employees in each school building will confer at least annually to review this discipline policy, determine if the policy is working as intended, and ~~to~~ assess whether the discipline policy has been enforced. Any recommended changes will be submitted to the superintendent for consideration by the school board~~, which will conduct an annual review of this policy~~.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (~~student~~ Minnesota Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to ~~student~~Pupil Suspension)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Discipline and Removal of Students From Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program ~~Area Learning Center~~ Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll~~ment~~ in Nonresident District; Exceptions)
Minn. Stat. Ch.125A (~~Students With Disabilities~~ Special Education and Special Programs)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile ~~Court Act~~ Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals ~~w/~~ with Disabilities Education ~~Improvement~~ Act ~~of 2004~~)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

Policy 413 (Harassment and Violence Prohibition, Student and Employees)
Policy 501 (School Weapons Policy)
Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
Policy 503 (Student Attendance)
Policy 504 (Student Dress and Appearance)
~~Policy 505 (Distribution of Non-school-Sponsored Materials on School Premises by Students and Employees)~~
Policy 514 (Bullying Prohibition)
Policy 524 (Internet Acceptable Use and Safety)
Policy 526 (Student Hazing Prohibition)
Policy 527 (Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches)
Policy 532 Use of Crisis Teams and Peace Officers to Remove Students with IEPs from School Grounds
Policy 538 (~~Field Trips and~~ Student Travel)
Policy 634 (Electronic Technologies Acceptable Use)
Policy 713 (Student Transportation)
Policy 904 (Distribution or Display of Materials on School District Property by Nondistrict Persons or Organizations)

Policy adopted: 07/21/08
amended: 10/22/12
Revised: 07/20/15
Revised: 07/17/17
Revised: 08/08/22

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

APPENDIX I TO POLICY 506

DISCIPLINE GUIDELINES

Every student and employee of Edina Public Schools is entitled to learn and work in a safe school environment. To ensure this safe environment, the school district ~~and each school have~~ has established clear student discipline policies, consequences appropriate to behaviors, and a practice to implement these guidelines fairly. These guidelines were developed to help ensure that each and every student is able to learn, discover their possibilities, and thrive.

All ~~Students~~ PreK-12th grade students are expected to behave in accordance with federal, state, and local laws; district policies and guidelines; and in a way that respects the rights and safety of others. Known violations of federal, state, and local laws will be reported to local law authorities.

The following are district-wide discipline guidelines. These guidelines and the potential consequences apply any time a student is present on district property, participating in a ~~school~~district-sponsored activity, or traveling in a district vehicle. These guidelines and the potential consequences also apply to student behavior that has a nexus to ~~school~~ district property or the student's status as a district student. Student conduct that occurs off-campus, but has a nexus to the school environment, may form the basis for school discipline. This specifically includes activities that occur off-campus over the internet, on social media, or through other communications. Listed are the violations and the recommended consequences; although all determinations will be made on a case-by-case basis. Minnesota State High School League consequences may also apply in accordance with its rules and district policy.

A student who accumulates excess violations of these disciplinary guidelines or several infractions for serious behavior may be disciplined in light of the student's overall record. The student and parent/guardian will have a conference with the principal and/or other appropriate employee(s) to make them aware that the student is accumulating excessive infractions. Any student who has been suspended for violations of the guidelines may be recommended for expulsion upon the student's return if the student commits additional offenses of the same nature.

Restitution or restorative justice principles may be utilized when appropriate for the disciplinary infraction. Restorative school discipline practices focus on fostering a sense of community within school environments to prevent conflict, encourage students to accept responsibility for their actions, and rebuild relationships.

The infractions and consequences may be modified or disregarded if circumstances require mitigation or exception (e.g., student whose misbehavior is related to their disability). These discipline guidelines are based on ~~school~~ district policies, located on the district's website.

ATTENDANCE

1. ATTENDANCE, TARDINESS, TRUANCY

In addition to the compulsory attendance mandate of state law, the school board recognizes and emphasizes the intrinsic value of attendance each school day by each student. It enables every student to profit to the maximum degree from the enhanced learning environment that full attendance promotes.

Compulsory attendance policies for students under the age of 17 years will be applied in cases of chronic absence or tardiness. Parental/guardian notification will occur when a student is determined to be truant by the school. A student under the age of 17 years with seven or more unexcused absences may be referred to appropriate services.

Attendance disciplinary action is outlined in the district's attendance policy (Policy 503).

CHEMICAL INFRACTIONS

2. ALCOHOL OR CHEMICALS, POSSESSION OR USE
The possession or use of any alcohol, narcotic, illegal substance, controlled substance, or drug paraphernalia is prohibited while on district property, participating in a district-sponsored activity, or traveling in a district vehicle.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	★
Grades ~~4~~3-5	★	Social worker intervention Police referral	3-day suspension Police referral
Grades 6-12	1-3 day suspension Police referral	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.*

3. ALCOHOL OR CHEMICALS, POSSESSION WITH INTENT TO DISTRIBUTE OR SELL
Selling, distributing, delivery, exchanging, or intending to sell, deliver, exchange, or distribute any alcoholic, narcotic, illegal substance, or controlled substance on district property, while participating in a district-sponsored event or traveling in a district vehicle is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	★
Grades ~~4~~3-5	★	Student Services referral Police referral	3-day suspension Police referral
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.*

4. MEDICATION MISUSE (OVER THE COUNTER)
Any student in possession of or using an "over the counter" medication must do so in a manner consistent with district policy (see Policy 516 – Student Medication). Selling, distributing, delivering, exchanging, or intending to sell, deliver, exchange, or distribute any "over-the-counter" medication is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	★
Grades ~~4~~3-5	~~Student Services referral~~	1-day suspension	1-3 day suspension

	★	Student Services referral	Student Services referral ~~Police referral~~
Grades 6-12	1-3 day suspension Student Services referral ~~Police referral~~	5-day suspension Student Services referral Police referral	10-day suspension Expulsion recommendation Police referral

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.*

5. MEDICATION MISUSE (PRESCRIPTION)

Any student in possession of or using prescription medication must do so in a manner consistent with district policy (Policy 516 – Student Medication). Selling, distributing, delivering, exchanging, or intending to sell, deliver, exchange, or distribute any prescription medication is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★ Student Services referral	★ Student Services referral
Grades 4-5	★ Student Services referral	1-~~3~~2 day suspension Student Services referral	3-5 day suspension Police referral
Grades 6-12	10-day suspension Expulsion recommendation Police referral	~~10-day suspension~~ ~~Expulsion recommendation~~ ~~Police referral~~	

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.*

6. TOBACCO/NICOTINE USE OR POSSESSION

Possession or use of tobacco/nicotine is prohibited, including e-cigarettes and other items used for the use of tobacco or other illegal substances. Students who congregate in an area where tobacco use has recently occurred (e.g., bathroom stall) will each be considered to have been using tobacco.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	Same~~/next~~ day dismissal Student Services referral
Grades ~~4~~3-5	★	Same~~/next~~ day dismissal	1~~2~~-day suspension Police referral
Grades 6-12	1-day suspension Police referral	2-3 day suspension Police referral	3-5 day suspension Police referral

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

DANGEROUS AND/OR NUISANCE ITEMS

7. FIREARMS

Minnesota state law requires that school boards *must expel for a period of at least one year a* student who is determined to have brought a firearm to school. The definition of a firearm is found at 18 U.S.C. § 921. The ~~school~~ board may modify this expulsion requirement on a case-by-case basis.

Grades	First Offense
Grades Pre K-12	10-day suspension; Expulsion recommendation; Police referral

8. FIREWORKS

Possession, distribution, or use of any type of fireworks (sparklers, firecrackers, smoke bombs) or ammunition is prohibited. If it is determined that a student brought such an item to school without intent to harm, the student may not be considered in possession of fireworks. Use of any fireworks that creates a serious disturbance or safety hazard may be considered a violation of "Weapons, Explosives, Incendiary Devices, Ammunition, and Other Dangerous Items."

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	~~Same/next day dismissal~~ ★	~~3-day suspension~~ ★
Grades ~~4~~3-5	~~Same/next day dismissal~~ ★	~~2-day suspension~~ ★	~~5-day suspension~~ ★
Grades 6-12	3-5 day suspension	5-10 day suspension	10-day suspension Expulsion recommendation

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Building administration will consider intent when assigning disciplinary consequences.*

9. NUISANCE OBJECTS

Misuse or distribution of any object that causes distractions or a nuisance is prohibited. These objects may include, but are not limited to, laser pointers, lighters, radios, squirt guns, video games, snaps, and stink bombs~~, bolt cutters and crowbars~~.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	★
Grades ~~4~~3-5	★	★	★
Grades 6-12	★	1-day suspension	3-day suspension

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

10. POTENTIALLY DANGEROUS ITEMS

Possessing potentially dangerous items that if misused may be considered dangerous, illegal or could possibly cause harm are prohibited. If it is determined that a student brought such an item to school without intent to harm, the student may not be considered in possession of a weapon.

~~Nonetheless, because students are responsible for what they bring to school and possession of these items are prohibited, the consequences outlined below apply.~~ If a student directly or indirectly threatens another person or persons with such an object, the student will be determined to be in possession of a weapon and appropriate action will be taken in accordance with district policy.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	1-day suspension
Grades ~~4~~3-5	★	1-day suspension	3-day suspension
Grades 6-12	1-day suspension	3-day suspension	5-day suspension

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

11. WEAPONS, EXPLOSIVES, INCENDIARY DEVICES, AMMUNITION, AND OTHER DANGEROUS ITEMS

The possession, real or implied, of weapons, explosives, incendiary devices, ammunition, or other items considered dangerous, illegal or which could cause harm, destruction, or disruption is prohibited. The possession of imitation, non-working, or self-created weapons (i.e. 3D printing) is prohibited. The use or detonation of explosives, weapons, incendiary devices, ammunition, or other items considered dangerous, illegal, or which could cause harm, destruction, or disruption is prohibited. If it is determined that a student brought such an item to school without intent to harm, the student may not be considered in possession

Grades	First Offense	Second Offense
Grades PreK-~~2~~3	★	★
Grades ~~4~~3-5	3-5 day suspension Police referral	10-day suspension; Expulsion recommendation; Police referral
Grades 6-12	10-day suspension; Expulsion recommendation; Police referral	

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

DRIVING INFRACTIONS AND TRANSPORTATION

12. DRIVING, CARELESS OR RECKLESS

Driving any motorized or non-motorized vehicle on district property in such a manner as to endanger people or property is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	~~Parking permit revoked for identified time period~~ Warning or 1 week to 1 month suspension of Parking Permit depending upon circumstances Police referral	~~3-day suspension~~ One week, One month or permanent suspension of Parking Permit depending upon circumstances ~~Parking permit permanently revoked~~ Police referral	~~5-day suspension~~ Suspension of Parking Permit for the remainder of the year Police referral

13. TRANSPORTATION

All rules that apply to building and classroom behavior apply while riding a school bus. Therefore, students may be administered consequences consistent with other school discipline procedures and in accordance with district policy. Students endangering persons or property may lose bus riding privileges immediately and for an indefinite period. Students, grades 6-12, who commit a fourth offense, will be suspended from riding the bus for the remainder of the school year.

Grades	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Grades PreK-5	Verbal Warning	1-day bus suspension *	3-day bus suspension *	5-day bus suspension *	Loss of bus riding privilege for school year
Grades 6-12	Verbal Warning	1-3 day bus suspension *	5-10 day bus suspension	Loss of bus riding privilege for school year	

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

14. VEHICLE, UNAUTHORIZED PARKING, DISPLAY OF PARKING PERMIT

Not having or not displaying a valid parking permit is prohibited. Parking a vehicle in an unauthorized area is prohibited. Failure to adhere to parking regulations may result in towing without warning. In addition, students and their entire carpool are subject to temporary or permanent loss of parking permits.

Grades	First Offense	Second Offense	Third Offense
Grades 9 -12	Immobilization of vehicle and $30 fine	Immobilization of vehicle and $60 fine	Immobilization of vehicle and $90 fine

15. VEHICLE, STEALING PERMIT, FORGING PERMIT, FALSE PERMIT

Stealing, forging, or using a false permit will result in a school suspension and the loss of parking privileges.

PHYSICAL INFRACTIONS

16. ASSAULT

Committing an act with intent to cause fear in another person of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another person is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	Same/next day dismissal 1-2 day suspension Student Services ~~R~~referral	Same/next day dismissal 3-day suspension Student Services ~~R~~referral
Grades ~~4~~3-5	1-2 day suspension Student Services ~~R~~referral	3-day suspension Student Service /Police referral	10-day suspension Expulsion recommendation Police referral
Grades 6-12	3-5 day suspension Student Services referral	~~5-day suspension Student Services/Police referral~~ 10-day suspension	~~10-day suspension Expulsion recommendation Police referral~~

		Expulsion recommendation Police referral	

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services. Administrative discretion to jump a level based on severity of situation.*

.

17. ASSAULT, AGGRAVATED

Committing an assault upon another person with a weapon or an assault that inflicts great bodily harm upon another person is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades Pre K-~~2~~3	~~Same/next day dismissal~~ ★	2-5 day suspension Student Services referral	5-10-day suspension Police referral
Grades ~~4~~3-5	5-day suspension Student Services referral	10-day suspension Expulsion recommendation Police referral	
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.*

18. FIGHTING

Engaging in any form of fighting where blows are exchanged is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	★ Student Services referral
Grades ~~4~~3-5	★	★ Student Services ~~R~~referral	Same/next day dismissal Student Services referral
Grades 6-12	1-3 day suspension Student Services referral	3-5 day suspension Student Services referral	10-day suspension Expulsion recommendation

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.*

19. PUSHING, SHOVING, SCUFFLING

Physical contact that could harm others, but is not defined as an assault or fighting, is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-2	★	★	★
Grades 3-5	★	★	★
Grades 6-12	★	1-3 day suspension	3-5 day suspension

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

20. SEXUAL MISCONDUCT

Engaging in nonconsensual sexual intercourse or sexual contact with another person including intentional touching of clothing covering a person's intimate parts, intentional removal or attempted removal of clothing covering a person's intimate parts, or clothing covering a person's undergarments, if the action is performed with sexual or aggressive intent, is prohibited. Indecent exposure is also prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★ Student Services referral	★ Student Services referral
Grades ~~4~~3-5	★	Same/next day dismissal Student Services referral	2-day suspension Student Services referral
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.*

PROPERTY INFRACTIONS

21. ARSON

The intentional setting of a fire that results in, or could have potentially resulted in, the destruction or damage to district property or other property or that endangers or potentially endangers others by means of fire is prohibited.

Grades	First Offense
Grades pre~~K~~-12	10-day suspension; Expulsion recommendation; Police referral

22. BREAKING AND ENTERING

Entering a secured district location, after school hours, using an unauthorized mechanism of entering is prohibited.

Grades	First Offense	Second Offense
PreK-3	★	★
Grades ~~K~~4-12	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

23. FIRE EXTINGUISHER, UNAUTHORIZED USE

Fire extinguishers are important tools that are needed in potentially life-threatening fires. All other uses are prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	~~Same/next day dismissal~~ ★	~~2-day suspension~~ ★
Grades ~~4~~3-5	★	Same/next day dismissal	2-day suspension
Grades 6-12	★	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

24. ROBBERY OR EXTORTION

Taking property from another person by use of force, threat of force compelling acquiescence, or under false pretenses is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	Same/next day dismissal ★
Grades ~~4~~3-5	★	Same/next day dismissal	2-day suspension
Grades 6-12	3-5 day suspension Police referral	~~5-10 day suspension~~ ~~Police referral~~ 10 day suspension pending further investigation** Expulsion recommendation Police referral	~~10-day suspension~~ ~~Expulsion recommendation~~ ~~Police referral~~

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

(**) Indicates further investigation may result in a reduction of suspension or a recommendation for expulsion.

25. SECURITY SYSTEM TAMPERING

Any action that is intended to deactivate, damage, or destroy any security system of the district is

prohibited. This action includes, but is not limited to, the disabling of or tampering with a district security camera or an automatic locking door apparatus.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	~~Same/next day dismissal~~ ★	~~2-day suspension~~ ~~Police referral~~ ★
Grades ~~4~~3-5	Same/next day dismissal Police referral ★	1-day suspension Police referral	1-3 day suspension Police referral
Grades 6-12	1-3 day suspension Police referral	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

26. THEFT, RECEIVING OR POSSESSING STOLEN PROPERTY

The unauthorized taking, using, transferring, hiding, or possessing of the property of another person without the consent of the owner or the receiving of such property is prohibited. Restitution, when appropriate, will be required.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	~~Same/next day dismissal~~ ★
Grades ~~4~~3-5	★	Same/next day dismissal	2-day suspension
Grades 6-12	1-3 day suspension ~~Police referral~~	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

27. TRESPASSING

Remaining on school property without authorization is prohibited. Students are not to go into other district buildings unless they have permission from the building administrator or are attending a district-sponsored event. Any student on suspension who goes to a district location without permission is subject to being charged with trespassing and an increase in suspension time. Admitting others through a locked or secured entrance without the permission of district employees is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	★
Grades ~~4~~3-5	★	★	Same/next day dismissal
Grades 6-12	1-day suspension	1-3 day suspension	5-10 day suspension

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by*

building administration.

28. VANDALISM, MINOR ACTS (LESS THAN $500)
Littering, defacing (including placement of graffiti), cutting, damaging, or destroying property that belongs to the district or other individuals/entities is prohibited. Vandalism is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	★
Grades ~~4~~3-5	★	Same/next day dismissal	2-day suspension
Grades 6-12	1-3 day suspension Police referral	5-day suspension Police referral	10-day suspension; Expulsion recommendation; Police referral

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

29. VANDALISM, MAJOR ACTS (MORE THAN $500)
Littering, defacing (including placement of graffiti), cutting, damaging, or destroying property that belongs to the district or other individuals/entities is prohibited. Vandalism is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	~~Same/next day dismissal~~ ★
Grades ~~4~~3-5	★	Same/next day dismissal	4-5 day suspension
Grades 6-12	10-day suspension; Expulsion recommendation Police referral		

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

SCHOLASTIC DISHONESTY

30. DISHONESTY, SCHOLASTIC
Scholastic dishonesty that includes, but is not limited to, cheating on school assignments or tests, plagiarism, or collusion is prohibited. Academic consequences may also be assigned.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	~~Same/next day dismissal~~ ★
Grades ~~4~~3-5	★	★	1-3 day suspension
Grades 6-8	★	1-day suspension	1-3 day suspension
Grades 9-12	★ Student Services ~~R~~referral	1-day suspension	3-10 day suspension

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker,*

psychologist, case manager, or other support services.

TECHNOLOGY INFRACTIONS

31. ELECTRONIC DEVICES, MISUSE OF

Rules relating to the possession and/or use of cell phones and/or personal electronic mobile devices in school are dependent upon the grade level of the individual student. Students are not allowed to use cell phones or personal electronic mobile devices at the elementary level during the hours of the school day, unless specifically directed otherwise by a district employee. High school ~~8~~ and middle school students may use cell phones or personal electronic mobile devices at the discretion of a teacher and in accordance with school policy, and only in a way that is not disruptive to the educational process including use in class or in any way that sacrifices, or potentially sacrifices, academic integrity (see also Dishonesty, Scholastic, and Photographic Device Misuse).

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	★
Grades ~~4~~3-5	★	★	★
Grades 6-8	★	★	1-day suspension
Grades 9-12	★	1-day suspension	3-day suspension

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

32. PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

Use of any photographic or recording device, film camera, digital camera, cell phone camera, ~~and~~or video camera to capture, record, transmit, and/or post the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member, or other person without their permission, and/or which impinges upon the rights of others, ~~and~~ is prohibited. This prohibition includes the distribution or receipt of a picture(s)/recording that impinges upon the personal privacy of another. Misuse of any device in a school locker room, school bathroom, or elsewhere in a way that violates the personal privacy of ~~the~~an individual may result in the immediate initiation of the expulsion process.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-5	★	★	★
Grades 6-12	1-2 day suspension	3-5 day suspension	5-day suspension

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

33. TECHNOLOGY AND TELECOMMUNICATIONS, MISUSE

Misuse of technologies, equipment, or network; deletion or violation of password-protected information, computer programs, data, passwords, or system files; inappropriate accessing of files, directories, and Internet sites; deliberate contamination of the system; unethical use of information; or violation of copyright laws are prohibited. In addition, network access may be monitored and/or limited as a result of technology and/or telecommunication misuse. ~~Students will follow the following *Online Code of Ethics* when using district technology, network resources, and the Internet, including Web 2.0 products.~~

Grades	First Offense	Second Offense	Third Offense
Grades PreK-5	★	★	~~2-3-day suspension.~~ ★ Network access limited or monitored for the rest of the year.
Grades 6-12	★	★	10-day suspension *and* access limited or monitored indefinitely. Expulsion recommendation.

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

34. TECHNOLOGY & TELECOMMUNICATIONS, BREACH OF

The deliberate breach of the ~~school~~ district network and technology resources is prohibited, and may result in disciplinary actions, including but not limited to suspension, police referral, and recommendation for expulsion.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades ~~K~~4-12	1-3 day suspension. Student Services referral.	3-5 day suspension. Police referral.	10-day suspension. Police referral. Recommendation for expulsion.

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services*

THREATENING AND/OR DISRUPTIVE BEHAVIOR

35. RACISM, RELIGIOUS-BASED DISCRIMINATION, XENOPHOBIA, SEXUAL ORIENTATION AND GENDER IDENTITY DISCRIMINATION

Student misconduct based on race, religion, country of origin, sexual orientation, or gender identity that includes, but is not limited to, inappropriate and harmful comments, slurs, jokes, pictures, objects, threats, and/or intimidation.

Grade Band	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★ Student Services ~~R~~referral	★ ~~Same/next day dismissal~~ Student Services ~~R~~referral
Grades ~~4~~3-5	★	Same/next day	1-2 day suspension

		dismissal Student Services ~~R~~referral	Student Services ~~R~~referral
Grades 6-8	1-3 day suspension Student Services ~~R~~referral	3-5 day suspension Student Services ~~R~~referral	10-day suspension pending further investigation** Student Services Rreferral
Grades 9-12	3-5 day suspension Student Services ~~R~~referral**	10 day suspension pending further investigation** Student Services ~~R~~referral	10 day suspension pending further investigation** Student Services ~~R~~referral

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Restorative actions in these cases need to include an educational component. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.*
(**) Indicates further investigation may result in a reduction of suspension or a recommendation for expulsion.

36. ABUSE, VERBAL
The use of language that is obscene, threatening, intimidating, or inflammatory, or that degrades other people is prohibited. Verbal abuse may also be addressed under the guidelines for harassment and/or bullying, when appropriate.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★ Student Services Referral	★ ~~Same/next day dismissal~~ Student Services Referral
Grades ~~4~~3-5	★	Same/next day dismissal Student Services ~~R~~referral	1-2 day suspension Student Services ~~R~~referral
Grades 6-8	1-2 day suspension	2-3 day suspension	3-5 day suspension
Grades 9-12	1-3 day suspension	3-5 day suspension	10-day suspension Expulsion recommendation

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services*

37. BOMB THREAT OR TERRORISTIC THREAT
Making, publishing, or conveying in any manner a bomb threat or any other type of terroristic threat pertaining to a school location or event is prohibited.

Grades	First Offense	Second Offense	Third Offense

Grades PreK-~~2~~3	★ ~~Police referral~~ Student Services referral	~~5-day suspension~~ ~~Police referral~~ ★ Student Services referral	~~10-day suspension~~ ~~Expulsion recommendation~~ ~~Police referral~~ ★ Student Services referral
Grades ~~4~~3-5	5 day suspension Police referral	10 day suspension Police referral	10 day suspension Expulsion recommendation Police referral
Grades 6-12	10 day suspension Expulsion recommendation Police referral		

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

38. BULLYING OR INTIMIDATING BEHAVIOR

Bullying or intimidating behavior of any type, including through the use of technology and the Internet, is prohibited. Bullying or intimidating behavior may also be addressed under the guidelines for harassment and/or verbal abuse, when appropriate.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★ Student Services ~~R~~referral	★ ~~Same/Next day dismissal~~ Student Services ~~R~~referral
Grades ~~4~~3-5	★	Same/Next day dismissal Student Services ~~R~~referral	1- 2 day suspension Student Services ~~R~~referral
Grades 6-12	★	1-3 day suspension Student Services ~~R~~referral	2-10 day suspension Student Services referral

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services*

39. DISORDERLY CONDUCT

Disorderly conduct is prohibited. Disorderly conduct is an act that the student knows or has reasonable grounds to know will alarm, anger, disturb others, or provoke an assault or breach of the peace. Disorderly conduct may also be engaging in offensive, obscene, abusive, boisterous, or noisy conduct or gestures, or offensive, obscene, or abusive language tending reasonably to arouse alarm, anger, or resentment in others.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	★ Student Services referral

Grades ~~4~~3-5	★ Student Services referral	Same/next day dismissal	1-day suspension
Grades 6-12	1-day suspension Student Services referral	2-5 day suspension	10-day suspension Expulsion recommendation

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services*

40. DISRUPTIVE OR DISRESPECTFUL BEHAVIOR

Disruptive or disrespectful behavior is prohibited. Disruptive or disrespectful behavior is language or behavior that disrupts or threatens to disrupt the school environment.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	~~Same/next day dismissal~~ ★
Grades ~~4~~3-5	★	★	Same/next day suspension
Grades 6-8	★	★	1-3 day suspension
Grades 9-12	★	1-day suspension	3-day suspension

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

41. FIRE ALARM, FALSE

Intentionally giving a false alarm of a fire or tampering or interfering with any fire alarm, fire alarm system, or sprinkler system is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	~~Same/next day dismissal~~ ~~Police referral~~ ★ Student Services referral	~~2-day suspension~~ ~~Police referral~~ ★ Student Services referral
Grades ~~4~~3-5	Same/next day dismissal Police referral	2-day suspension Police referral	3-day suspension Police referral
Grades 6-12	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral	

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

42. GAMBLING

Gambling, including but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games, and other items used to promote a game of chance) is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	~~Same/next day dismissal~~ ★
Grades ~~4~~3-5	★	Same/next day dismissal	2-day suspension
Grades 6-12	★	1-3 day suspension	3-5 day suspension

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

43. HARASSMENT OR RETALIATION

Harassment and violence because of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age, as defined in the district policy, are prohibited. Reprisal or retaliation for a complaint of harassment is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★ Student Services ~~R~~referral	★ ~~Same/next day dismissal~~ Student Services ~~R~~referral
Grades ~~4~~3-5	★	Same/next day dismissal Student Services ~~R~~referral	1-2 day suspension Student Services ~~R~~referral
Grades 6-8	★	1-3 day suspension	3-5 day suspension
Grades 9-12	~~1-3 day suspension~~ 3-5 day suspension Student Services referral	~~3-5 day suspension~~ 10-day suspension pending further investigation** Student Services referral	~~10 day suspension~~ ~~Expulsion recommendation~~ 10-day suspension pending further investigation** Student Services referral

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.*
(**) Indicates further investigation may result in a reduction of suspension or a recommendation for expulsion.

44. HAZING

Hazing activities of any type are prohibited at all times. Hazing means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Specific examples of hazing are found in Policy 526 – Student Hazing Prohibition. Hazing, by its very nature, often occurs off school grounds, after school hours, on non-school days, and during summer months. Students are advised that hazing is prohibited whenever and wherever it occurs.

Grades	First Offense	Second Offense	Third Offense

Grades PreK-5	★	★	★
Grades 6-12	1-3 day suspension	3-5 day suspension	10-day suspension Expulsion recommendation

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

45. INSUBORDINATION

A deliberate refusal to follow an appropriate direction or to identify one's self when requested is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades ~~K~~-4-5	★	★	Same/next day dismissal
Grades 6-12	★	1-3 day suspension	3-5 day suspension

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

46. THREATENING GROUP ACTIVITY

Threatening group-related activity, the use of graffiti emblems, symbolism, hand signs, slang, tattoos, jewelry, discussion, clothing, etc. are prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	★ Student Services referral
Grades ~~4~~3-5	★	★ Student Services referral	Same/next day dismissal Student Services referral
Grades 6-12	3-day suspension Student Services referral	5-day suspension	10-day suspension Expulsion recommendation

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.*

47. THREATS OF PHYSICAL HARM TOWARD STUDENTS, EMPLOYEES, OR OTHER PERSONS

The use of language that is blatantly threatening or intimidating that could be interpreted as a death threat or insinuating the infliction of serious bodily harm upon students, employees, or other persons is prohibited. Making comments that could be interpreted as death threats or insinuating the infliction of serious bodily harm upon students, employees, or other persons is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades ~~4~~3-5	5-day suspension	10-day suspension Expulsion	

		recommendation Police referral	
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

OTHER BEHAVIOR INFRACTIONS

48. DRESS AND APPEARANCE

This ~~school~~ district encourages students to be dressed and groomed appropriately for school activities. This is a joint responsibility of the student and the student's parent(s) or guardian(s). Further detail on Student Dress and Appearance is described in Policy 504.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-12	★ Student Services ~~R~~referral	★ Student Services ~~R~~referral	★ Student Services ~~R~~referral

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.*

49. FALSE REPORTING

Intentionally reporting false information about the behavior of a student or employee is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	★
Grades ~~4~~3-5	★	★	1-3 day suspension
Grades 6-12	1-3 day suspension	3-day suspension	3-5 day suspension

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

50. RECORDS OR IDENTIFICATION FALSIFICATION

Falsifying signatures or data, misrepresenting identity, or forging notes is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	★
Grades ~~4~~3-5	★	★	Same/next day dismissal
Grades 6-8	★	1-3 day suspension	3-5 day suspension
Grades 9-12	1-day suspension	3-day suspension	3-5 day suspension

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

51. SECRET SOCIETIES (FRATERNITIES/SORORITIES)
Membership in secret fraternities, sororities, and clubs is prohibited throughout the district.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-~~2~~3	★	★	★
Grades ~~4~~3-5	★	★	★
Grades 6-12	★	1-3 day suspension	3-5 day suspension

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

52. UNIQUE SITUATIONS
Discipline situations not covered by these guidelines will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations at a particular school may call for an adjustment in the discipline policies to meet the school or district's needs.

~~Policy~~ Appendix
established: 07/18/11
Revised: 10/22/12
Revised: 08/19/13
Revised: 07/30/14
Revised: 07/20/15
Revised: 07/17/18
Revised: 08/08/22

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix II to Policy 506

DISCIPLINE COMPLAINT PROCEDURE

Students, parents/guardians or staff may file a complaint and seek corrective action when they believe the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. Edina Public Schools prohibits reprisal or retaliation against any person who asserts, alleges, or reports a complaint.

The administrator receiving the complaint will, within three days of receiving the complaint, determine the nature and scope of the investigation and follow-up procedures. The administrator or a designated investigator will ascertain details concerning the complaint, provide an opportunity for involved parties to submit additional information, and respond promptly concerning the status of the matter including any appropriate action or corrective measure that was taken, to the extent permitted by law. A written determination to the complainant that addresses each allegation and contains findings and conclusions will be provided upon completion of the investigation. If the investigation finds the requirements of district policy were not implemented appropriately, a corrective action plan to correct the student's record and provide training for staff involved will be provided.

Families who are a party to an exclusion or expulsion decision may appeal the decision to the commissioner of education within 21 calendar days of school board action. An expulsion appeal form can be found on the MDE website at education.mn.gov/MDE/fam/disc/exp/.

Date of Complaint: _____

Student Name: _____

Student Signature: _____

Parent/Guardian or Staff Name: _____

Parent/Guardian or Staff Signature: _____

Description of Complaint:

Policy 509

Students

Resident Enrollment and Assignment

I. Purpose

This policy provides procedures for students who are residents of the ~~Edina Public S~~school ~~D~~district and are to be enrolled and admitted into the ~~D~~district's schools.

II. General Statement of Policy

A. The school district is committed to providing students with appropriate learning options that enable them to establish and maintain a successful educational plan.

B. A student's registration for enrollment into ~~Edina Public Schools~~ the district will be coordinated through the district's Student Enrollment Center, located at 5701 Normandale Road, Edina, Minnesota. The center will provide the student's parent/guardian with the enrollment options available to them. The student will be placed into an assigned grade level, based on ~~his/her~~ the student's age and schooling experience.

C. Each elementary and middle school, with the exception of district choice programs: Normandale Elementary School, Countryside Spanish Dual Language, and Continuous Progress programs, ~~and Edina Virtual Pathway,~~ has a defined school attendance area that has been approved by the school board. The high school attendance area aligns with the district boundaries. Upon completion of the registration and admittance forms, each student will be assigned to a district school, based on ~~his/her~~ the student's home residency. This will also be the school to which a student will be provided busing, except in the case of Edina Virtual Pathway, if it is available to ~~him/her~~the student.

D. The district may allow a student to attend a school not in ~~his/her~~ the student's attendance boundary area based on the following options:

1. Intradistrict transfer
2. District choice programs

E. A school-initiated transfer may be recommended by the district. This transfer would be initiated by the building principal.

F. The district will work cooperatively with a parent/guardian pursuing educational options beyond those provided by ~~Edina Public Schools~~ the district, including

homeschooling, non-public schools, and other public schools.

III. Registration Process

A parent/guardian with a school-age child who is a resident of the ~~Edina Public Schools~~ school district may enroll ~~his/her~~ their child for admittance into the ~~school~~ district at the district's Student Enrollment Center. The center will provide all the necessary information required for enrollment and the school options available to a parent/guardian. A parent/guardian must complete or provide:

1. Registration forms

2. Certified birth certificate, ~~P~~passport/~~V~~visa, or official US ~~C~~court/~~G~~government document indicating child's full legal name and birth date.

3. Current immunization records

4. Upon registration, a parent/guardian moving into the ~~Edina Public Schools~~ district attendance area must present an original, signed lease of a property located within the ~~Edina Public Schools~~ district for the duration of the school year or a signed copy of the closing paperwork for the purchase of a home within the ~~Edina Public Schools~~ district. A parent/guardian already residing in the ~~Edina Public Schools~~ district attendance area must present sufficient evidence proving residency.

IV. Assigning a Student to a School

A. Each student will be assigned to a grade level and school based on ~~his/her~~ the student's age and schooling experience and ~~his/her~~ their home residency as it relates to the school's attendance areas.

B. The school district may place a student who registers after the beginning of a school year at a school other than ~~his/her~~ the student's resident-assigned school and provide required busing. The student will be allowed to attend ~~his/her~~ their resident-assigned school at the start of the next school year.

C. A student's access to bus transportation to a school will be based on ~~his/her~~ the student's home residency.

V. Parent/Guardian Moves Out of the District

A student whose parent/guardian moves to another district will be subject to the following enrollment options:

A. Prior to the Start of the School Year: The student will need to apply to ~~Edina Public Schools~~ the school district for open enrollment and will not be guaranteed continual placement.

B. During the School Year: The ~~S~~student will need to apply to ~~Edina Public Schools~~ the district for open enrollment, and can remain at the current school for the remainder of the school year.The student will not be guaranteed continual placement.

C. Students in Grades 11 and 12: Students in grades 11 and 12 will have the option to continue under Minn. Stat. § 124D.08, Subd.3.

D. Temporarily Living Beyond District Boundaries: A currently-enrolled student who is temporarily living beyond the ~~school~~ district's boundaries will be permitted to attend the student's current school in the ~~Edina Public Schools~~ district. Temporarily means less than the remainder of the current school year. Individual exceptions to the current school year parameter will be made on a case-by-case basis, if the parent/guardian can produce specific evidence of building, purchasing, or leasing a home in the district.

E. For Edina Virtual Pathway students who move out of the district but remain in the state of Minnesota, the student will need to apply to ~~Edina Public Schools~~ the district for open enrollment and may remain a student in ~~the~~ Edina Virtual Pathway subject to review and superintendent approval.

F. For Edina Virtual Pathway ~~S~~students who move out of the district and leave the state of Minnesota for more than 15 days, the student's enrollment will be subject to review and superintendent approval. The tuition rate for non-resident students not admitted under Minn. Stat. § 124D.08 ~~(School Boards' Approval to Enroll in Nonresident District: Exceptions)~~ or Minn. Stat. § 124D.03 ~~(Enrollment Options Program)~~ is the rate calculated by the superintendent or designee.

VI. Intradistrict Transfer

A. A student residing within the school district boundaries will, unless approved for transfer to another school, attend the school designated for the area in which ~~he/she~~ the student resides.

B. A student wishing to apply for an intradistrict transfer must make a written request using Appendix III.

C. After conferring with the administration at both schools, the superintendent or designee will make the determination on the request based on a variety of factors including, but not limited to, class size guidelines and building capacities. This determination is final.

D. If the request is approved, a letter will be sent to the parent/guardian of the student. A copy of the letter will be sent to the principal of the school that the student is exiting. A copy will also be sent to the principal of the school that the student is entering. If the request is denied, a letter will be sent to the parent/guardian of the student.

E. Student transportation is the responsibility of the parent/guardian of the student except for transfers from a choice program to the student's neighborhood school.

VII. Elementary Choice Programs

A. The school district offers four elementary choice programs:

1. French Immersion at Normandale Elementary School

2. Spanish ~~Two-way~~ Dual Language at Countryside Elementary School

3. Continuous Progress at ~~Countryside Elementary School and~~ Highlands Elementary School

4. ~~Edina Virtual Pathway~~ Continuous Progress at Countryside Elementary School, which will phase out beginning with the fall kindergarten class of 2023

B. Each ~~school~~ choice program has a defined process for accepting applications and determining a child's placement in the ~~school~~ choice program. A child who has not been placed will be allowed to remain on a waiting list for possible placement during the school year. This process will be reviewed and approved by the superintendent or designee.

C. A parent/guardian may inquire about a choice program by contacting the school office.

VIII. Secondary Program Options

A. A student will be assigned to secondary schools based on the student's residence in an elementary attendance area, not on the student's enrollment in an elementary school. This assignment includes students from the elementary Continuous Progress program schools. ~~and Edina Virtual Pathway.~~ A student in the Concord, Cornelia or Highlands Elementary School attendance area is in the South View Middle School attendance area. A student in the Countryside or Creek Valley Elementary School attendance area is in the Valley View Middle School attendance area.

B. A student completing grade 5 at Normandale Elementary School can participate in the Extended French program at Valley View Middle School or be assigned to the middle school based on the student's non-immersion elementary attendance area.

~~C. Students enrolled in the virtual setting during elementary will be automatically enrolled in virtual for middle school unless families complete an intradistrict transfer form. If a family completes the intradistrict transfer form they will be~~

~~assigned to their attendance area middle school based on residency.~~

~~D.~~ C. Enrollment of an international student in ~~Edina Public Schools~~ the school district will require the establishment of a legal or educational guardianship and participation in a district-sanctioned student exchange program. The district may permit other international students to enroll, depending upon their degree of English proficiency and their length of tenure as a student in the district.

IX. School-Initiated Transfers

A. The principal may recommend the transfer of a student to a different school by submitting a letter to the superintendent identifying the reason for the recommendation and providing supportive background information.

B. After conferring with the parent/guardian and/or student and the appropriate staff at both schools, the superintendent will rule on the request. A decision to approve an intradistrict transfer will be made in the best interests of the individual student and only if both the receiving and sending schools/program are supportive of the transfer. This decision is final.

C. If the recommendation is approved, the parent/guardian, student, and principals will be notified by the superintendent.

D. The transfer will be for the duration of the current semester. At the end of the semester, the current building administrator will review the reason for transfer and its outcomes with the student and/or parent/guardian. The principal will make a recommendation to the superintendent or designee as to whether the current building assignment should continue for the student. The superintendent makes the final determination.

E. Student transportation is the responsibility of the parent/guardian of the student. If the district has a bus stop established and capacity on the bus, the parent/guardian may make a request to district transportation for the student to be picked up at that previously established stop. The district will not provide additional transportation routes or stops.

X. Procedure for Verifying Assigned Guardian

If the student does not reside with ~~his/her~~ their parent/guardian, but lives with another adult or adults whose residence is within the ~~Edina Public Schools~~ school district attendance boundaries, the parent/guardian must present a signed, notarized, educational guardianship form noting that they have transferred parental authority to the ~~Edina Public Schools~~ district resident(s), and the ~~Edina Public Schools~~ district resident(s) must present a signed statement accepting the delegation of parental authority. The Power of Attorney/Delegation of Parental Authority form is appended to this policy as Appendix II.

Legal Reference:
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.03 (Enrollment Options Program)

Cross Reference:
Policy 503 (Student Attendance)
Policy 510 (Nonresident Enrollment)

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Policy adopted:	05/19/08
amended:	01/24/11
amended:	10/22/12
revised:	01/27/14
revised:	12/15/15
revised:	04/17/17
revised:	06/13/17
revised:	10/15/18
revised:	05/09/22

Appendix I to Policy 509

Elementary Choice Program Enrollment Admission Priorities for Continuous Progress Program, Normandale French Immersion, and Spanish ~~Two Way~~ Dual Language at Countryside ~~and/or Edina Virtual Pathway~~

A. The school district will determine class size ranges and program capacity for the choice programs.

B. The enrollment admission priorities will be as follows for kindergarten entrance in the choice programs:

1. Resident students of the school district

a. Siblings who follow district registration process

i. Normandale French Immersion program siblings are those who at the time of application, have a sibling enrolled in grades K-5 in the Normandale French Immersion program or in grades 6-8 in the Extended French program. Countryside Spanish ~~Two Way~~ Dual Language program siblings are those who at the time of application, have a sibling enrolled in grades K-5 in the Countryside Spanish ~~Two Way~~ Dual Language program. Continuous Progress program siblings are those who currently have a sibling enrolled in grades K-5 in the district's Continuous Progress programs. ~~Edina Virtual Pathway siblings are those who currently have a sibling enrolled in the Edina Virtual Pathway (K-12)~~

ii. A current district resident student ("Student 1") who is entering grade one through grade five, who has a resident sibling ("Student 2") who was accepted at Normandale French Immersion or Countryside Spanish ~~Two Way~~ Dual Language program after Student 1's initial opportunity to enter the kindergarten lottery, will be given priority preference above the district class size range high number at the discretion of the superintendent or designee.

A student admitted under this provision will not displace other students admitted through the lottery process or students from the waitlist. A student will only be admitted under this provision if the student has successfully passed the school-administered ~~the~~ relevant French or Spanish proficiency assessment given at the respective grade level.

iii. After a current district resident student has been accepted into and attended for one year a district Continuous Progress (CP) program, that student's siblings may be accepted into the CP program for the following year at the discretion of the superintendent or their designee.

b. Students who qualify for educational benefits ~~the federal lunch subsidy~~ and meet the district registration choice program preference deadline

i. Annually, the district administration will identify the number of admission slots that will be available to students who qualify for educational benefits. ~~the federal lunch subsidy.~~ One-half of these openings are reserved for qualified applicants who reside in the attendance area of Cornelia and who qualify for educational benefits. ~~the federal lunch subsidy.~~ Should more students complete preference

forms and qualify for the federal lunch subsidy than there are allotted spaces, a lottery will be held to determine the students for enrollment. Those students that remain will be put in the general lottery, should one be needed, for the remaining enrollment slots.

c. Random draw from all applicants ~~in~~ for the Continuous Progress program, Spanish Dual Language ~~Two Way~~ or ~~for~~ Normandale French Immersion.

i. Children who are seeking acceptance as an early entrance student (i.e., anyone whose fifth birthday falls between September 2 and October 15) will not be eligible for initial admittance at the time of registration in January or placement on the waitlist.

d. The goal for the configuration of the Spanish Dual Language program is to have 50% of students whose home language is Spanish. Students will enter one of two lotteries and will be assigned to the corresponding waiting lists determined by their home language designation and current Spanish skills. Students will be admitted from the waiting lists in a way that maintains a balance of incoming language proficiency. After August 1st, any openings will be filled from merged waitlists.

2. Minneapolis transportation students – these students qualify for educational benefits ~~the federal lunch subsidy program~~

3. Children of ~~S~~staff, if a sibling is currently enrolled ~~sibling~~~~s requests~~ – Nonresident students who have been accepted into open enrollment (Policy 510)

4. Sibling – Nonresident students who have been accepted into open enrollment (Policy 510)

5. Open enrollment – Nonresident students (Policy 510)

C. The enrollment admission priorities will be as follows for entrance after the start of kindergarten for choice programs:

1. Waitlists will be established and maintained at the specific program level following the priority order listed in section B above.
   a. Random drawing to determine placement at the time of kindergarten entrance
   b. Names added in order of application-received date

2. As K-5 openings occur, identified grade level will be factored in acceptance from the waitlist in the Continuous Progress program.

3. As openings occur through the kindergarten year, students will be accepted from the waitlist; and, from that point in time forward, an assessment will be given to determine whether placement is appropriate in the Normandale French Immersion program or the Countryside ~~Two Way~~ Spanish Dual Language program.

~~After a current district resident student has been accepted into and attended for one year a district Continuous Progress (CP) program, that student's siblings may be accepted into the CP program for the following year at the discretion of the superintendent or his/her designee.~~

Appendix
revised: 11/08/10

revised:	02/22/13
revised:	08/14/14
revised:	04/13/15
revised:	12/15/15
reformatted:	06/12/17
revised:	05/09/22

~~Appendix II to Policy 509~~

~~Appendix II to Policy 509~~

Appendix II to Policy 509

EDINA PUBLIC SCHOOLS
POWER OF ATTORNEY / DELEGATION OF PARENTAL AUTHORITY

KNOW ALL PERSONS BY THESE PRESENTS THAT:

_____ _____ _____
(Parent First Name) (Middle) (Last)

of the County of _____, State of_____, does by these presents hereby make, constitute and appoint:

_____ _____ _____
(Guardian/Foster First Name) (Middle) (Last)

of the County of _____, State of_____, to be my true and lawful Attorney in Fact to act in my place with respect to the exercise of parental authority regarding the care, custody and property of my child:

_____ _____ _____
(Child First Name) (Middle) (Last)

for the school year term following the date of my signature, pursuant to Minnesota law.

This Power of Attorney in Fact hereby constitutes my delegation to:_____
(Guardian/Foster Name)

of my parental authority regarding the care, custody, and property of: _____,
(Child)

my minor child, born _____, including, but not limited to the authority to:
(Birthdate of Child)

1. authorize medical treatment for my child;
2. enroll and service my child in school; and
3. provide a home, care, and supervision of my child at the home of _____.
(Guardian/Foster Name)

This Power of Attorney in Fact does not authorize _____to consent to the
(Guardian/Foster Name)
~~M~~marriage, adoption, or enrollment in the armed forces of my child, placement in a foster or group home, residential treatment center, or special education.

I, _____, understand that I am legally obligated, pursuant to MN Stat 524.5-211 to provide a copy of this document to any other parent within 30 days of its execution unless:

a. the other parent does not have visitation rights or has supervised visitation rights; or

b. there is an existing order for protection under chapter 518B or similar law of another state in effect against the other parent to protect me.

IN TESTIMONY WHEREOF, I have hereunto set my hand this ___ day of _____, 20_____.

_____
(Parent Signature)

Subscribed and sworn before me this
_____ day of _____, 20_____

Notary Seal

_____
(Notary Public Signature)

I hereby accept the foregoing Delegation of Parental Authority over _____
(Child)

_____ _____
(Date) (Guardian/Foster Signature)

Reviewed: 10/22/12; Revised: 07/28/2014

Appendix III to Policy 509

EDINA PUBLIC SCHOOLS
5701 Normandale Road, Edina, MN 55424
952-848-4948

INTRADISTRICT TRANSFER

_____ School Year

Student's Full Name _____
First Middle Last

Requested Grade _____ for _____ School Year

School Currently Attended _____ School Requested _____

Parent/Guardian Name(s) _____

Home Phone _____Cell Phone_____

Address _____
(City, State, Zip Code)

Email Address_____

Reason for Request:

Date_____ Parent/Guardian Signature_____

Transportation is the responsibility of the parent/guardian.

Please send completed form to: Edina Public Schools, Attn: Enrollment Office
5701 Normandale Road, Edina, MN 55424

Office Information

Student # _____ Date_____ School Assigned _____

☐ Approved Date_____
☐ Wait List Date_____
☐ Denied Date_____

Copy: Principals
Parent/Guardian
Student Information Specialist
Assistant Superintendent
Transportation Office

Established: 10/22/12
Revised: 8/18/14
Updated: 11/19/18, 5/18/20

Appendix IV to Policy 503 and 509

Family Proposal for a Modified Learning Experience

Student's Name: _____ Grade: _____ School: _____

Date of Submission: _____

Experience Begin Date: _____ Experience End Date: _____

Experience School Day Adjustment: _____

Family Need/Rationale for Modified Learning Experience (describe reasons for proposal):
_____
_____

_____
_____

_____
_____

_____
_____

_____
_____

Customized Learning Experience:

Subject(s)	Modified Instructional Approach	Assessment Process

Requirements of Modified Learning Experience:

- Meets state and district attendance requirements
- Meets state and district academic advancement requirements, including grade level standards and high school course credits
- Does not require specialized services or instructional support of district staff

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

District Administrative Approval:

___ Approved ___ Denied

___ Approved with the following modifications:

_____
_____

_____
_____

_____
_____

District Administrative Decision-Makers:

_____ _____
Director of Teaching & Learning Building Principal

_____ _____
Date Date

Appeal Request Date: _____

Decision of District Task Force:

___ Approved ___ Denied

Created: May 15, 2017
Updated: July 17, 2017

Edina Public Schools
DEFINING EXCELLENCE

Policy 510

Students

Open Enrollment

I. Purpose

The school district desires to maintain a ~~diverse student population~~ consistent enrollment to support continuity in programming and will participate in the enrollment options program established by state law, and the provisions and requirements of the Minneapolis Transportation Students program. The district may also accept nonresident students through tuition payment. This policy sets forth the application and exclusion procedures used by the district in determining whether to accept nonresident students.

II. General Statement of Policy

A. Eligibility

Applications for enrollment under this policy will be approved, provided that acceptance of the application will not exceed the capacity of a program~~,~~ ~~excluding special education services~~; class; grade level; or school site as established by school board resolution and provided that:

1. Space is available for the applicant under class size guidelines established by ~~school~~ board action or other directive; and

2. In considering the enrollment capacity of a grade level and/or school building, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the district; or (b) the number of district resident students at that grade level enrolled in a nonresident district in accordance with state law.

3. The applicant is not otherwise excluded by action of the district because of previous conduct in another district.

Open enrollment acceptance of students with disabilities is not limited to site-based special education program capacity.

B. Standards That May Be Used for Rejection of Application

In addition to the provisions of section II.A, the district may refuse to allow a student who is expelled under state law to enroll during the term of the

expulsion if the student was expelled for:

1. Possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less that two and one-half inches in length, at school or a school function;

2. Possessing or using an illegal drug at school or a school function;

3. Selling or soliciting the sale of a controlled substance while at school or a school function; or

4. Committing an act classified as third-degree assault or greater involving assaulting another and inflicting substantial bodily harm.

C. Standards That May Not Be Used for Rejection of Application

The district may not use the following standards in determining whether to accept or reject an application for nonresident enrollment:

1. Previous academic achievement of a student;

2. Athletic or extra-curricular ability of a student;

3. Disabling conditions of a student;

4. A student's proficiency in the English language;

5. The student's district of residence, except where the district of residence is directly included in an enrollment option strategy included in an approved achievement and integration program; or

6. Previous disciplinary proceedings involving the student. This will not preclude the district from proceeding with exclusion as set out in Section II.F of this policy.

D. Application for Enrollment Options Program

1. The student and parent/guardian must complete and submit the School District Enrollment Options Program application developed by the Minnesota Department of Education.

2. The application deadline is January 15, preceding the school year for which attendance is desired.

3. The district will notify the nonresident parent/guardian and the resident

district if an application has been accepted or rejected, in most cases, by February 15. The nonresident applicant must notify the district's Student Enrollment Center of the student's commitment to attend by March 1.

4. If the number of nonresident student applicants exceeds the number allotted, as determined by ~~school~~ board action (see Section II.A), a lottery will be used to determine applicant placements. The lottery will be completed by the district administration and families will be notified of their lottery status.

5. The lottery status for a family will remain through the duration of the school year for which they sought admittance. The lottery status will not carry forward to the upcoming school year as a new lottery will be completed as outlined in section II (i.e., the lottery position for the family seeking admittance for school year A will remain through the duration of school year A; a new application is required for school year B).

E. Transportation

The parent/guardian accepts responsibility for transporting the student to the border of the ~~school~~ district unless transportation is provided for under a state or federal subsidy program, or the family lives in a district-approved transportation area. The district will then transport the student to school from the border.

F. Exclusion

1. Administrator's Initial Determination

If a district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.

2. Review

The superintendent or designee may make further inquiries. If the superintendent determines that the applicant should be admitted, ~~he or she~~ they will notify the applicant and the ~~school~~ board chair. If the superintendent or designee determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

1. The district may terminate the enrollment of an open enrolled student enrolled under an enrollment options program pursuant to ~~Minn. Stat. § 124D.03 or 124D.08~~ state law at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under ~~Minn. Ch. 260A~~ state law, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under state law.

2. The district may also terminate the enrollment of an open enrolled student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under state law.

3. A student who has not open enrolled in the district in accordance with this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from ~~school~~ the district.

   Prior to removal from the district, the district will send a written notice of the district's belief that the student is not a resident of the district to the student's parents/guardians. The notice will include (1) the facts upon which the belief is based and (2) notice to the parents/guardians of their opportunity to provide documentary evidence showing residency in person or in writing to the superintendent or designee. The superintendent or designee will make the final determination as to the residency status of the student.

III. Open Enrollment Placement

A. The school district will use a lottery in placing students, following the priorities noted below:

1. Priority One: Currently Enrolled Students
   Nonresident students already enrolled before January 15 of each year will be given a Priority One for continuance at the Edina school at which they are currently enrolled.

2. Priority Two: Intra-~~d~~District Transfer Requests
   Nonresident students, who are already enrolled, may request a transfer to

another site. The request must be written and submitted to the superintendent/designee for consideration.

3. Priority Three: Staff Siblings – Nonresident Students
   Students of district employees, with current open enrolled siblings, will be given priority if the parent/guardian has submitted a request for admission to the district by January 15.

4. Priority Four: Siblings - Integration and Achievement Plan Students
   Siblings of current enrolled students and applications related to an approved integration and achievement plan will be given priority if their request for admission has been submitted to the district by January 15.

5. Priority Five: Siblings – Nonresident Students
   Siblings of current open enrolled students will be given priority if their request for admission has been submitted to the district by January 15.

6. Priority Six: Staff Requests – Nonresident Students
   Students of district employees, who are residents of other districts, will be given priority if the parent/guardian has submitted a request for admission to the district by January 15.

7. Priority Seven: Integration and Achievement Plan Students
   Nonresident students and applications related to an approved integration and achievement plan will be given priority if their request for admission has been submitted to the district by January 15.

8. Priority Eight: Student is a resident of the City of Edina, but the resident school district for the student's Edina home is not Edina Public Schools, and student seeks enrollment in Edina Public Schools.

9. Priority Nine: Open Enrollment – Nonresident Students
   Nonresident students who have submitted their requests for admission to the district by January 15.

10. Priority Ten: Enrollment Options – Nonresident Students
    In the event space continues to be available after January 15, families may apply under the Open Enrollment Agreement for Admission to Edina Public Schools.

IV. Student Tuition Fees

The tuition charges for nonresident pupils will be as follows:

A. The school district may admit students residing outside the district who do not qualify for transfer under the Enrollment Options Program, if space is available. Attendance at schools of the district will be contingent upon the payment of

tuition unless the school board, by specific action, alters or disregards the tuition charges.

B. The tuition rate for nonresident students not admitted under Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District) or Minn. Stat. § 124D.03 (Enrollment Options Program) is the rate calculated by the superintendent or designee.

C. Tuition payments must be made monthly in advance, the first payment being due on the date the student is registered in the district, and subsequent payments are due on the corresponding date of each month thereafter. If tuition is not paid within 15 days after it is due, the nonresident child will no longer be enrolled in the district. Reinstatement will be at the discretion of the ~~school~~ board.

D. Nonresident tuition will be waived and the payment for the current month refunded if residence is established in the district on or before the final date of the month for which tuition has been paid.

Legal References:
Minn. Stat. § 120A.22, ~~S~~subd. 3(e) (Residency Determined)
Minn. Stat. § 120A.22, ~~S~~subd. 8 (Withdrawal from School)
Minn. Stat. § 121A.40-121A.56 (~~The~~ Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.68 (~~High School~~ Graduation Incentives Program)
Minn. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, ~~S~~subd. 19 (Definition of Habitual Truant ~~Defined~~)
Op. Minn. Atty. Gen. No. 169-f (August 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of a weapon)

Cross References:
Policy 506 (Student Conduct and Discipline)
Policy 517 (Student Recruiting)

Policy
adopted: 05/19/08
amended: 03/15/10
amended: 02/21/12
amended: 07/23/12

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

revised: 02/23/15
revised: 12/12/15
revised: 10/24/16
revised: 12/11/17
revised: 06/08/20

Edina Public Schools
DEFINING EXCELLENCE

Students

~~Internet~~ Electronic Technologies Acceptable Use ~~and Safety Policy~~

I. Purpose

~~The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.~~ This policy sets forth parameters and guidelines for access to the school district's electronic technologies, use of the Internet, use of personal electronic devices on the district's network or connected to district softwares, electronic communications, use of the district's network, Internet, and social networking tools.

II. General Statement of Policy

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the ~~school~~ district considers its own stated educational mission, goals, and strategic directions ~~objectives~~. Technology skills are ~~now~~ fundamental to the preparation of citizens and future employees. Access to the district computer system and to the Internet enables students and employees to explore ~~thousands of~~ countless libraries, web pages, databases, ~~bulletin boards,~~ and other resources while exchanging messages with people around the world. The district expects that ~~faculty~~ employees will blend thoughtful use of the district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. Definitions

A. "Harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or

scientific value as to minors.

B. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student or employee for that student's or employee's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.

C. "Social Media" refers to any website and application that enables users to create and share content or to participate in social networking. For reference in this policy, social media does not refer to any learning management system (Schoology or Seesaw) or content management systems (Google Workspace).

D. "Technology provider" means a person who:

1. contracts with the ~~school~~ district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and

2. creates, receives, or maintains educational data pursuant or incidental to a contract with the ~~school~~ district.

III. Limited Educational Purpose

The school district is providing students and employees with access to the district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The Internet is accessible in the district for use as an educational resource. ~~The district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities~~. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. Use of System is a Privilege

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

Electronic technologies are assets of the district and are protected from unauthorized access, modification, destruction, or disclosure. Use of personal devices, while on district property, is subject to all policies and guidelines, as applicable, plus any state and federal laws related to Internet use, including copyright laws.

V. Unacceptable Uses

A. While not an exhaustive list, ~~T~~the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the district system to create, record, access, review, upload, download, store, print, post, receive, transmit, or distribute:

a. Pornographic, obscene, or sexually explicit material or other visual depictions;

b. Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language or images;

c. Materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;

d. Materials that use language or images that advocate violence or discrimination toward other people, or that may constitute harassment~~,~~ or discrimination, or that threatens the safety of others;

e. Orders for shopping online during time designated as work or academic time by the district; ~~and~~

f. Storage of personal photos, videos, music, or files not related to educational ~~and~~ or extra-curricular purposes for any length of time~~.~~; and

2. Use of social media for non-academic purposes

a. Students age 13 and above may engage in social media as it is connected to extra-curricular or co-curricular activities, and for academic purposes.

b. Per federal law, students under the age of 13 will not be encouraged or required to create accounts or participate in social media, including for academic or extra-curricular purposes.

~~2~~ 3. Users will not use the district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

~~3~~ 4. Users will not use the district system to engage in any illegal act or violate any local, state, or federal statute or law.

~~4~~ 5. Users will not use the district system to vandalize, damage, or disable the property of another person or organization; will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses, engaging in "spamming," or by any other means; will not tamper with, modify, or change the district system software, hardware, or wiring; will not ~~or~~ take any action to violate the district's security system; and will not use the district system in such a way as to disrupt the use of the system by other users.

~~5~~ 6. Users will not use the district system to gain unauthorized access to information resources, or to access another person's materials, information, or files without the direct permission of that person. Users will not attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. This clause is not applicable to district technology staff who need to access a system due to a threat, troubleshooting, diagnosing issues, or other IT-related needs that uphold this and other district policies.

7. Individual passwords for computers are confidential and must not be shared.

~~6~~ 8. Users will not use the district system to post or share private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

a. This paragraph does not prohibit the posting of employee contact information on district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents/guardians or other staff members related to students). Refer to Policy 515 (Protection and Privacy of Student Records) for direction on directory information for students and how this can be used.

b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

(1) such information is classified by the district as directory information and verification is made that the district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with ~~Policy 515~~ district policy; or

(2) such information is not classified by the district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with ~~Policy 515~~ district policy.

~~In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.~~

c. These prohibitions specifically prohibit a user from utilizing the district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "X" (formerly called "Twitter~~,~~"), "Instagram," "Snapchat," "TikTok," ~~and~~ "Reddit," and similar websites or applications.

9. Users, outside of IT staff, must not deliberately or knowingly delete a student or employee file, email, or stored information.

7. ~~Users must keep all account information and passwords on file with the designated district official. Users will not attempt to gain unauthorized access to the district system or any other system through the district system, attempt to log in through another~~

~~person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the district system may not be encrypted without the permission of appropriate school authorities.~~

~~8~~ 10. Users will not use the district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.

~~9~~ 11. Users will not use the district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the district. Users will not use the district system to offer or provide goods or services or for product advertisement. Users will not use the district system to purchase goods or services for personal use without authorization from the appropriate district official.

10. ~~Users will not use the district system to engage in harassment, bullying, or cyberbullying in violation of district policy. the district's Policy 514 (Bullying Prohibition) Policy (Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.~~

B. A student or employee who engages in the foregoing unacceptable uses of the Internet or district equipment when they are off district premises may be in violation of this policy, in addition to other district policies. Regardless of whether district equipment was used for the unacceptable use, the district has the right and may be obligated to regulate the off-campus speech or conduct of its students or employees when that speech or conduct materially disrupts the school environment, involves substantial disorder, or constitutes an invasion of the rights of others. Examples of such violations include, but are not limited to, where the ~~school~~ district system is compromised or if a ~~school~~ district employee or student is negatively impacted. If the district receives a report of an unacceptable use originating from a non-school computer or resource, the district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the district computer system and the Internet and discipline under other appropriate district policies, including suspension, expulsion, exclusion, or termination of employment.

C. If a user inadvertently accesses unacceptable materials or an

unacceptable Internet site, the user ~~shall~~ will immediately disclose the inadvertent access to an appropriate ~~school~~ district official. In the case of a district employee, the immediate disclosure ~~shall~~ will be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy.

VI. Filter

~~Alternative No. 1~~

A. With respect to any of its computers with Internet access, the school district will ~~monitor~~ filter the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;

2. Child pornography; or

3. Harmful to minors.

~~B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:~~

~~1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or~~

~~2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and~~

~~3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.~~

~~C~~B. Software filtering technology ~~shall~~ will be narrowly tailored and ~~shall~~ will not discriminate based on viewpoint.

~~D~~C. An administrator, supervisor, or other person authorized by the ~~S~~superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

~~E~~D. The ~~school~~ district will educate students about appropriate online behavior, including interacting with other individuals on social networking

websites and in chat ~~rooms~~ -enabled environments and cyberbullying awareness and response.

VII. Consistency with Other School District Policies

Use of the school district computer system and use of the Internet ~~shall~~ will be consistent with district policies and the mission of the district.

VIII. Limited Expectation of Privacy

A. By authorizing use of the school district system, the district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the district system.

B. Routine maintenance and monitoring of the ~~school~~ district system may lead to a discovery that a user has violated this policy, another district policy, or the law.

C. An individual investigation or search will be conducted if ~~school~~ district authorities have a reasonable suspicion that the search will uncover a violation of law or district policy.

D. Parents/guardians have the right at any time to investigate or review the contents of their child's files and ~~e-mail~~ email files in accordance with ~~the school~~ district~~'s Protection and Privacy of Pupil Records P~~policy. ~~515~~ Parents/guardians have the right to request the termination of their child's individual account at any time.

E. ~~School d~~District employees should be aware that the district retains the right at any time to investigate or review the contents of their files and ~~e-mail~~ email files. In addition, district employees should be aware that data and other materials in files maintained on the district system may be subject to review, disclosure, or discovery under ~~Minn. Stat. Ch. 13 (~~the Minnesota Government Data Practices Act~~)~~.

F. The ~~school~~ district will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with district policies conducted through the district system.

IX. Internet Use Agreement

A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents/guardians, and employees of the school district.

B. This policy requires the permission of and supervision by the ~~school's~~ district's designated professional staff before a student may use a ~~school~~ district account or resource to access the Internet.

C. The Internet Acceptable Use Agreement form for students must be read and signed by the user~~,~~ and the parent/ ~~or~~ guardian~~, and the supervising teacher~~. This form is signed annually via the Parent Portal. The Internet Acceptable Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office or with a department supervisor. ~~As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.~~

X. Guest Access and Internet Use

A. Guest access to the school district's open wireless network is provided as a service to the community, and is subject to all district policies and guidelines, plus any state and federal laws related to Internet use, including copyright laws. See Appendix VII, Personal Device Access.

B. Guest access provides limited bandwidth, filtered for the following services:

1. Web access (http and https)
2. Email services (pop, imap)
3. Virtual private network services (VPN)

C. Limited technical support is provided for guest access and is identified in the service level agreement found on the district technology website.

XI. Limitation on School District Liability

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on ~~school~~ district ~~diskettes,~~ cloud services, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the district system. The district will not be responsible for financial obligations arising through unauthorized use of the district system or the Internet.

XII. User Notification

A. All users ~~shall~~ will be notified of the school district policies relating to Internet use.

B. This notification ~~shall~~ will include the following:

1. Notification that Internet use is subject to compliance with ~~school~~ district policies.

2. Disclaimers limiting the district's liability relative to:

   a. Information stored on district ~~diskettes~~ cloud services, tapes, hard drives, or servers.

   b. Information retrieved through district computers, networks, or online resources.

   c. Personal property used to access district computers, networks, or online resources.

   d. Unauthorized financial obligations resulting from use of district resources/accounts to access the Internet.

3. A description of the privacy rights and limitations of ~~school~~ district sponsored/managed Internet accounts.

4. Notification that, even though the district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations, and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents/guardians.

6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by district policy. ~~Policy 406, (Public and Private Personnel Data), and Policy 515, (Protection and Privacy of Pupil Records).~~

7. Notification that, should the user violate the district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XIII. Parents'/Guardians' Responsibility; Notification of Student Internet Use

A. Outside of school, parents/guardians bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents/guardians are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the district system from home or a remote location.

B. Parents/guardians will be notified that their students will be using ~~school~~ district resources/accounts to access the Internet and that the district will provide parents/guardians the option to request alternative activities not requiring Internet access. This notification should include:

1. A copy of the user notification form provided to the student user.

2. A description of parent/guardian responsibilities.

3. A statement that the Internet Acceptable Use Agreement must be signed by the user~~,~~ and the parent/~~ or~~ guardian~~, and the supervising teacher~~ prior to use by the student.

4. A statement that the district's acceptable use policy is available for parental/guardian review.

XIV. Notification Regarding Technology Providers

A. Within 30 days of the start of each school year, the school district will give parents/guardians and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice will:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;

2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and

3. include information about the contract inspection and provide contact information for a school department to which a parent/guardian or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

B. A contract between a technology provider and the district will include requirements to ensure appropriate security safeguards for

educational data. The contract will require that:

1. the technology provider's employees or contractors have access to educational data only if authorized; and

2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.

C. Upon request, the district will provide parents/guardians and students an opportunity to inspect a complete copy of any contract with a technology provider.

D. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with the district are not the technology provider's property.

XV. School-Issued Devices

A. Except as provided in paragraph B, the school district or a technology provider will not electronically access or monitor:

1. any location-tracking feature of a school-issued device;

2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or

3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

B. The district or a technology provider may only engage in activities prohibited by paragraph A if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by district employees, student teachers, staff contracted by the district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;

2. the activity is permitted under a judicial warrant;

3. the district is notified or becomes aware that the device is missing or stolen;

4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;

5. the activity is necessary to comply with federal or state law; or

6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

C. If the district or a technology provider interacts with a school-issued device as provided in paragraph ~~C~~ B, clause 4, it will, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent/guardian. Such notice will include a written description of the interaction, including which features of the device were accessed and a description of the threat. In the instance in which notification would pose a threat to life or safety, notification will instead be given within 72 hours following the resolution of the imminent threat.

XVI. Use of Email

The school district provides access to electronic mail for district communication between district employees and students, families, and community.

1. The email system will not be used for outside business ventures or other activities that conflict with school board policy.

2. All emails received by, sent through, or generated by computers using the district network are subject to review by the district.

3. Appropriate language must be used when communicating using the district email system or network.

4. All emails are assumed to be documents that can be disclosed to the public unless the content of the email is protected as private or confidential information under data privacy laws. All information contained in an email must be treated in accordance with district policy, regarding student and employee data privacy.

5. Employees will report inappropriate emails to the media specialist, the employee's supervisor, or the director of media and technology services.

6. Emails having content governed by the district's record retention schedule must be kept in accordance with the retention schedule adopted pursuant to Policy 719 (Records Retention).

XVII. Cell Phone Use

A. Students are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.

B. If the district has a reasonable suspicion that a student has violated a district policy, rule, or law by use of a cell phone or other electronic communication device, the district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.

C. Students who use an electronic communication device during the school day and/or in violation of district policies may be subject to disciplinary action pursuant to the district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the district will be returned in accordance with school building procedures.

XVIII. Limit on Screen Time for Children in Preschool and Kindergarten

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the district ~~school~~ has an individualized family service plan, an individualized education program, or a 504 plan in effect.

~~XIII~~ XIV. Implementation; Policy Review

A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. ~~Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.~~

B. The administration ~~shall~~ will revise the user notifications, including student and parent/guardian notifications, if necessary, to reflect the adoption of these guidelines and procedures.

C. The district Internet policies and procedures are available for review by all parents~~,~~ /guardians, staff, and members of the community.

D. ~~Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.~~

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. § 6751 *et seq.* (Enhancing Education Through Technology Act of 2001)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA)
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity ~~Act~~ Aid)*v B.L.,* 594 U.S., 141 S. Ct. 2038 *(2021)*
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. American Library Association, 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:
~~MSBA/MASA Model~~ Policy 403 (Discipline~~, Suspension, and Dismissal~~ of School District Employees)
~~MSBA/MASA Model~~ Policy 406 (Public and Private Personnel Data)
Policy 413 (Harassment and Violence Prohibition, Students and Employees)
~~MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)~~
~~MSBA/MASA Model~~ Policy 506 (Student Discipline)
~~MSBA/MASA Model~~ Policy 514 (Bullying Prohibition ~~Policy~~)
~~MSBA/MASA Model~~ Policy 515 (Protection and Privacy of ~~Pupil~~ Student Records)
~~MSBA/MASA Model~~ Policy 519 (~~Interviews of~~ Student~~s~~ Interviews by Outside Agencies)
~~MSBA/MASA Model~~ Policy 521 (Student Disability Nondiscrimination)
~~MSBA/MASA Model~~ Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure~~s~~ and Process)
Policy 601 (Educational Competencies, Academic Standards and Instructional Curriculum)
~~MSBA/MASA Model~~ Policy 603 (Curriculum and Program Review and Development)
~~MSBA/MASA Model Policy 604 (Instructional Curriculum)~~
~~MSBA/MASA Model~~ Policy 606 (Selection and Review of Text~~books~~, ~~and Instructional~~ Materials, Content or Issues)
Policy 622 (Copyright Policy)
~~Policy 634 (Electronic Technologies Acceptable Use)~~
~~MSBA/MASA Model~~ Policy 806 (~~Crisis~~ Emergency Management ~~Policy~~)
~~MSBA/MASA Model~~ Policy 904 (Distribution or Display of Materials on School District Property by ~~Nonschool~~ Nondistrict Persons or Organizations)

Appendix I to ~~Policy 634~~ Policy 524

STUDENT ONLINE ACCEPTABLE USE CONSENT FORM

Student

By signing below, I agree to follow Edina Public Schools' Electronic Technologies Acceptable Use policy. I understand that my use of the network is a privilege and requires proper online ~~etiquette~~ responsibility. I further understand that misuse of the network will result in disciplinary action.

Student Name (PRINT) _____

Student I.D. Number _____
(MIDDLE SCHOOLS AND HIGH SCHOOL ONLY)

Student Signature _____
(MIDDLE SCHOOLS AND HIGH SCHOOL ONLY)

Address _____ Zip _____

~~Telephone Number _____~~

School Building _____

Parent or Guardian

I give permission for my child to have access to the Internet using the district's computer network. I also understand that some material accessible through the interconnected systems may be inappropriate for school-age students. I agree to defend, indemnify, and hold harmless Edina Public Schools from any and all claims arising out of or related to the use of this interconnected computer system. I further understand that I have the right to withdraw my approval in writing at any time.

☐ Approved

☐ Disapproved

Parent/Guardian Name (PRINT) _____

Signature of Parent/Guardian _____

Date _____

This form ~~can~~ should be completed electronically through the online portal~~, or return this form to your school.~~

Revised: 9/24/12
Modified: 10/13/17
Reviewed: 4/20/20
Reviewed: 8/8/22

Appendix II to ~~Policy 634~~ Policy 524

STUDENT ONLINE CODE OF ETHICS

In the Edina Public Schools, it is important to use information and technology in safe, legal, and responsible ways. At the same time, the school district has a desire for our students to leave our system with a "positive digital footprint," ~~so that employers and post-secondary institutions can see the great work that they have done~~. We embrace these conditions as facets of being a digital citizen and strive to help students develop a positive digital footprint.

1. Students accessing or using electronic products, including but not limited to blogs, wikis, podcasts, Google ~~applications~~ workspace, and district learning management systems for student assignments are required to keep personal information out of their postings.

   At the high school level, parents/guardians may opt to allow their students to utilize their full name in order to increase their positive digital footprint when publishing to an authentic audience.

2. Students will select online names that are appropriate and will consider the information and images that are posted online at an age-appropriate level.

3. Students will not log in to the network, devices, or other educational technologies as another classmate.

4. Students using electronic tools will treat these tools as a classroom space. Speech that is inappropriate for class is not appropriate on electronic tools. Students are expected to treat others and their ideas online with respect.

5. Assignments on electronic tools are like any other assignment in school. Students, in the course of completing the assignment, are expected to abide by policies and procedures in the student handbook, including those policies regarding plagiarism, academic ~~dishonesty~~ integrity, and acceptable use of technology.

6. Student blogs, webpages, and other content creation tools are to be a forum for student expression; however, they are first and foremost a tool for learning. The district may restrict speech for valid educational reasons as outlined in school board policy.

7. Students will not use the Internet, in connection with the teacher assignments, to harass, discriminate, bully, or threaten the safety of others. If students receive a comment on an electronic tool used in school that makes them feel uncomfortable or is not respectful, they must report this to a teacher or another trusted staff member, and must not respond to the comment. Student conduct that occurs off-campus, but has a connection to the school environment, may form the basis for school discipline. This specifically includes activities that occur off-campus over the internet, on social media, or through other communications.

8. Students accessing electronic tools from home or school, using school equipment, will not download or install any software without permission, and will not click on ads or unknown links. ~~competitions.~~

9. Students should be honest, fair, and ~~courageous~~ show integrity in gathering, interpreting, and expressing information for the benefit of others. Always identify sources and test the accuracy of information from all sources.

10. Students will treat information, sources, subjects, colleagues, and information consumers as people deserving of respect. Gathering and expressing information should never cause harm or threaten to be harmful to any person or group of people. Students will gain permission from students or staff who are the focus of their research, recording, or content creation.

11. Students are accountable to their readers, listeners, and viewers, and to each other. Admit mistakes and correct them promptly. Expose unethical information and practices of others.

12. Users will not repost or resend content that was sent to the user privately without the permission of the person who created the content.

13. ~~School b~~ Board policies concerning acceptable use of electronic technology include the use of these electronic tools for school activities (Policy 524 - Electronic Technologies Acceptable Use, Policy 622 - Copyright Policy~~, and Policy 634 - Electronic Technologies Acceptable Use).~~

14. Failure to follow this code of ethics will result in academic sanctions and/or disciplinary action.

Revised: 9/24/12
Modified: 11/13/17
Reviewed: 4/20/20
Revised: 8/8/22

Appendix III to ~~Policy 634~~ Policy 524

GUIDELINES FOR EMPLOYEE'S PERSONAL USE OF SOCIAL NETWORKING

The decision to use online social networking for personal use is at the employee's discretion. The school district does not affirmatively monitor employee use of non-district, online social networking tools if the employee is not using district electronic technologies; however, the district may take appropriate action when it becomes aware of, or suspects, conduct or communication on an online social media site that adversely affects the workplace or violates applicable professional codes of ethics. These guidelines are for employees engaging in social networking for personal use.

1. When using your personal social networking sites, refrain from fraternization with students.

2. Ensure that social networking postings are appropriate for the public.

3. Weigh whether a posting will put your effectiveness as an employee at risk.

4. Use caution with regard to exaggeration, profanity, guesswork, copyrighted materials, legal conclusions, and derogatory comments.

5. Ensure compliance with data privacy laws and district policies. Employees will be held responsible for inappropriate disclosure, whether purposeful or inadvertent.

2. Respect your coworkers and students. Do not discuss students, their families, or coworkers.

3. Student images obtained from your employment with the district should not be included on personal social networking sites.

4. Set privacy settings carefully to ensure that you know who has access to the content on your social networking sites.

5. If the public may consider your statements to be made in your capacity as a district employee, you may want to include "This posting is my own and does not represent the view of Edina Public Schools." An employee in a leadership role in the district, by virtue of their position, must consider whether personal thoughts ~~he or she~~ they publish~~es~~ will be attributed to the district. The use of the aforementioned phrase does not preclude the employee from disciplinary action.

6. Social media identifications, login identifications, and user names must not contain the district's name or logo without prior written permission from (1) the ~~D~~director of ~~M~~media and ~~T~~technology ~~S~~services ~~and (2)~~ or to the ~~D~~director of ~~M~~marketing and ~~C~~communications.

Appendix IV to ~~Policy 634~~ Policy 524

GUIDELINES FOR CLASSROOM USE OF SOCIAL MEDIA TOOLS

~~The district provides teachers with password-protected, online social media tools that can be used for instruction. teacher~~ Staff members may ~~also~~ elect to use ~~other~~ social media tools for the purpose of instruction in accordance with Policy 524 ~~634 (Electronic Technologies Acceptable Use) and its appendices. .~~

A. District Online Social Media Tools

1. Content and use must adhere to district policies and guidelines.

2. The platform for instruction must indicate that views expressed on the social media site are that of the employee or student, and do not necessarily reflect the views of Edina Public Schools.

3. The ~~teacher~~ staff member must not disclose information on any online social media site that is district property, protected by data privacy laws, or in violation of copyright.

B. Non-district Social Media Tools

1. If a ~~teacher~~ staff member elects to use a non-district social media tool, the ~~teacher~~ staff member must build a separate page in that social media tool from their personal online presence.

2. Content and use must adhere to district policies and guidelines.

3. Content and use must not violate the “terms of service” for the social media tool.

4. The platform for instruction must indicate that views expressed on the social media site are that of the employee or student, and do not necessarily reflect the views of Edina Public Schools.

5. The ~~teacher~~ staff member must not disclose information on any online social media site that is district property, protected by data privacy laws, or in violation of copyright.

6. The platform must not use official district or school logos without the permission of (1) the ~~D~~director of ~~M~~media and ~~T~~technology ~~S~~services ~~and (2)~~ or the ~~D~~director of ~~M~~marketing and ~~C~~communications.

Appendix V to ~~Policy 634~~ Policy 524

GUIDELINES FOR SCHOOL OR DISTRICT USE OF SOCIAL MEDIA TOOLS

Individual schools and departments may choose to establish an official presence on public online social media sites with prior administrative approval. A request must contain the following information:

1. Sponsoring school or department;
2. Proposed social media site or other location;
3. Purpose of site, which cannot be served by the current district website;
4. Plan on how to comply with district policies and record retention requirements;
5. Description and primary use of site;
6. Plan for monitoring site, addressing policy violations, and ensuring current content; and
7. Designee for maintaining the site.

The request should be submitted to the ~~Ddirector of Mmedia and Ttechnology Sservices~~ Director of Marketing and Communications. Written approval or denial will be provided to the school or department. If the request is denied, the school or department may request reasons for the denial in writing.

If the request is approved, the school or department must submit to the ~~D~~director of ~~M~~media and ~~T~~technology ~~S~~services, within two weeks of developing the site, the name of the person(s) who will manage the site and the login information for the site. When a presence is established, the sponsoring school or department is responsible for keeping the site current and monitoring the content of the site.

Sites may be linked from the official district website. All sites must comply with web ~~publishing guidelines~~ found in ~~Policy 634 (Electronic Technologies Acceptable Use) and~~ record retention requirements under Policy 719 (Records Retention.).

Revised: 9/24/12
Reviewed: 4/20/20
Revised: 8/8/22

Appendix VI to ~~Policy 634~~ Policy 524

GUIDELINES FOR DISTRICT SOCIAL MEDIA PAGES

The school district's social media presence creates an accessible communications outlet, providing district news, facilitating district-related discussion by the community, and guiding viewers to departmental websites at www.edinaschools.org. These guidelines are used in conjunction with Policy ~~634~~ 524 (Electronic Technologies Acceptable Use) and all other district policies.

Establishment of Page

1. The district will include on its social media page, in a prominent location, a link to the Edina Public Schools' website, as well as contact information for the district.

2. The district will include language regarding limitation on comments and posts by its users:

   Any comments/posts viewed as inappropriate or offensive are subject to removal without notice. These comments/posts include, but are not limited to, commercial solicitations; factually erroneous/libelous information; vulgarity or obscenity; personal attacks of any kind; political support or opposition to any candidate or political measure; offensive comments that target or disparage any group/person; violations of district policy; or discussions not related to the district.

3. The district will include language regarding compliance with data practices and records retentions under Minnesota law:

   Social ~~M~~media pages are intended to serve as a mechanism for communication between the public and ~~Edina Public Schools~~ the district. Any comments submitted to pages, and its list of ~~fans~~ followers or subscribers, are public records subject to disclosure and retention pursuant to Minnesota law. Public disclosure requests must be directed to ~~Edina Public Schools~~ the district.

4. The communications department will be responsible for monitoring the district social media pages, including content and comments, to ensure compliance with guidelines for use as posted on the social media pages.

Postings

The district will provide balance in topics shared on its social media pages. District posts will highlight information relevant to and of interest to the community as a whole. Postings may also include prompts or questions relevant to the work and mission of the district that are intended to engage the community in the work of the district. Suggestions for posts should be submitted to the ~~D~~director of ~~M~~marketing and ~~C~~communications.

Revised: 12/10/12
Modified: 11/13/17
Reviewed: 4/20/20
Revised: 8/8/22

Appendix VII to ~~Policy 634~~ Policy 524

Personal Device Access

Users of personal devices connecting to Edina-Open must abide by Edina Public Schools' Policy 524 (Electronic Technologies Acceptable Use)~~Policy (Board Policy 634)~~. Though guests may use their personal device and expect some aspects of privacy, use of ~~our~~ the school district's network and systems have the following expectations:

1. Use at your own risk. Use of the ~~Edina Public Schools~~ district network is at the device owner's discretion and therefore ~~Edina Public Schools~~ the district is not responsible for any loss, damage or adverse effects that may occur to a device while on ~~our~~ the district network.

2. Devices need to be registered. All non-district devices connected to the ~~Edina Public Schools~~ district network need to be registered. In the event of a security incident, personal devices may be disconnected without notice. No support for remediation of security incidents (e.g., malware) will be available, and devices will remain disabled from ~~our~~ the district network until fixed.

3. The ~~Edina Public Schools~~ district network is monitored. For security purposes and ~~following~~ pursuant to federal law, the district has implemented monitoring of ~~our~~ the district network. Personal devices connected to ~~our~~ the district network will also be monitored for access, times, network content, and known security vulnerabilities. This information may be recorded~~,~~ and is subject to audit.

4. The ~~Edina Public Schools~~ district network~~s are~~ is filtered. Known inappropriate and/or malicious sites, and many non-instructional sites, are blocked. Use of the district network and systems requires that owners of personal devices adhere to legal and ethical conduct, and refrain from attempting to access blocked content.

5. No ~~E~~expectation of privacy. Access to the contents of personal devices is governed by local and federal laws. However, while accessing the ~~Edina Public Schools~~ district network, systems, and buildings, there is not a right to privacy of any content, and as such, may be ~~monitored~~ accessed for inappropriate or illegal activities.

6. ~~Edina Public Schools~~ The district reserves the right to maintain records of usage. ~~Edina Public Schools~~ The district may immediately terminate the privilege to use the ~~Edina Public Schools~~ district network should it become aware that the network is being used for inappropriate or illegal activities. The district reserves the right to take appropriate action in the event inappropriate or illegal activities are discovered on ~~our~~ the district systems or network.

Edina Public Schools
DEFINING EXCELLENCE

Policy 628

Education Programs

Student Activities Program

I. Purpose

This policy identifies the position and philosophy of the school district related to the student activities program.

II. General Statement of Policy

The school district recognizes the student activities program ~~is an integral part of the district's total educational program~~ is an integral part of the student's whole school experience. Student activities are intended to provide educational experiences not otherwise provided in the instructional curriculum. They complement the curriculum in providing students with additional opportunities for growth and development.

III. Definitions

~~B~~A.Co-curricular Activities

"Co-curricular activities" means those portions of the school-sponsored and school-directed activities designed to provide opportunities for students to participate in such experiences on an individual basis or in groups, at school and at public events, for improvement of skills (i.e. interscholastic sports, jazz band). Co-curricular activities are not offered for school credit, cannot be counted toward graduation, and have one or more of the following characteristics:

1. They are conducted at regular and uniform times during school hours, or at times established by school authorities;
2. They are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit; and
3. They are partially, primarily or totally funded by public ~~moneys~~ monies for general instructional purposes under direction and control of the school board.

~~A~~B.Curricular Activities

"Curricular activities" means those portions of the school program for which credit is granted, whether the activity is part of a required or elective program.

C. Extra-curricular (Non-curricular/Supplementary) Activities

"Extra-curricular (non-curricular/supplementary) activities" means all direct and personal services for students for their enjoyment and development that are managed and operated under the guidance of an adult or staff member. Extra-curricular activities have all of the following characteristics:

1. They are not offered for school credit nor required for graduation;
2. They generally are conducted outside school hours or, if partly during school hours, at times agreed upon by the participants and approved by school authorities;
3. The content of the activities is determined primarily by the student participants under the guidance of a staff member or other adult.

IV. Responsibilities

A. School Board

The school board will be responsible for the following:

1. Finances: Adopt capital and operating budget, establish participation fees, and annually audit student activities.
2. District Policies: Develop, adopt, and review all policies related to student activities.

B. Administration

The responsibilities of the administration will include:

1. Operations/Implementation: Ensure compliance with the practices and standards stated in district policy.

~~1~~2. Supervision/Evaluation: Supervision and evaluation of activity director and staff.

~~2~~3. Communications: Ensure timely internal and external communications occur related to the student activities program.

~~3~~4. Discipline: Assist in facilitating necessary disciplinary action related to student activities, including all school district policies and the policies of the Minnesota State High School League (MSHSL).

~~4~~5. Event Supervision: As appropriate, assist in the supervision of events.

C. Activities Director

The responsibilities of the activities director may be assigned to more than one administrator and will include:

1. Administration: Administer and oversee all the student activities programs, including coordination and scheduling of all practices, contests, and events.
2. Supervision/Evaluation: Supervise/evaluate all student activities' advisors, coaches, directors, and support staff. The head coach/advisor of an activity will have an administrative evaluation a minimum of every other year.
3. Financial: Develop and maintain the student activities' budget, including the processing of payment of invoices and bills to vendors.
4. Event Coordination: Coordinate all student activities' events, including scheduling, facility permits, officials, transportation, event workers, and supervision.
5. Communications: Complete and monitor all necessary internal and external communications through email, websites, telephone, and other applicable means for all student activities.
6. Eligibility: Verify the participation eligibility for all members of interscholastic teams referencing MSHSL and district policies.

~~D. Middle School Activities Coordinator~~

~~The responsibilities of the middle school coordinator, which may be assigned to more than one administrator, will include:~~

1. ~~Work closely with the activities director, building administration and staff to oversee the middle school athletic programs and activity offerings as assigned.~~
2. ~~Facilitate the athletic/activity registration process for the middle school students at the beginning of each season.~~
3. ~~Work closely with the middle school coaches and facilitate facility permits, transportation, event workers and schedules.~~
4. ~~Attend four annual meetings per year with the Lake Conference middle/junior high school coordinators.~~
5. ~~Verify eligibility of middle school students for participating in athletics and activities assigned.~~

~~E~~D. Coaches/Advisors

Provide leadership and complete the duties of their respective student activities' area as assigned and defined. Coaches/advisors are considered employees of the district. All coaches/advisors must go through the district application and background check process at their own expense. Volunteer coaches/advisors will follow the guidelines established in Policy 911 (Use of Volunteers).

~~F~~E. Parents/Guardians

Provide support for students and the various student activities of the district.

~~G~~F. Student Activities Advisory Council (SAAC)

Serve as an advisory group to those who administer the activities programs in the district. The group is made up of parents, students, coaches, teachers, and administrators. The activities director selects members, schedules and facilitates the meetings that are held a minimum of four times per year.

~~H~~G. Minnesota State High School League (MSHSL)

Serve as the state governing organization for the interscholastic and fine arts programs of the district.

V. Sponsored Student Activities

A. Student activities are considered school-sponsored provided they meet the following criteria:

1. Organized by a school site's leadership team
2. Sponsored by school personnel
3. Composed of current student body members
4. Conduct a majority of meetings, practices and events at the school site
5. Provide a process for the selection of members
6. Establish aims which are educational in value
7. Meet the interests of the school or community

The student activity must be formally reviewed by the SAAC and approved by the school board to become a sponsored activity.

B. Each approved, school-sponsored student activity and athletic sport ~~is located in Appendix I~~ will be included on an official School-Sponsored Student Activities and Athletics List and Fee Schedule (the "Activities List") ~~list that will be~~ posted on the district website. The activities director will update ~~the appendix~~ this list in June, prior to the start of a new school year.

C. Middle school and high school activity programs are available to all students meeting the eligibility requirements of the school district and/or MSHSL. In addition, all participants must meet the registration requirements before participating in an activity.

D. All participants in the activities program(s) must follow the ~~Edina School D~~district's policies and policies of the MSHSL.

E. All interscholastic athletic programs ~~must~~ will comply with federal Title IX regulations related to gender equity. An annual report ~~must~~ will be submitted to the Minnesota Department of Education on gender compliance.

F. The secondary administration, activities director, and appropriate staff will develop procedures and rules to address the student activity programs. The secondary schools will publish a reference for student enrichment activities to be available on the district website and in the main office. These activities may vary from year to year based on the interest of students.

VI. Non-sponsored Student Activities

A. Non-sponsored student activities are organizations, clubs, societies and/or fraternities that are not recognized by the school district, and do not meet the established criteria of a sponsored school activity (see Section V.A).

B. The non-sponsored student activities have membership composed primarily of students from a district school, are sponsored by other than school personnel, meet outside school hours at places other than the school, and establish aims that are other than educational. These activities are beyond the jurisdiction of school authorities. The members may access the district facilities according to Policy 801 – Equal Access to School Facilities.

C. Membership in secret fraternities, sororities and/or clubs is prohibited in the district. Further, activities contrary to the best interest of a school or that negatively reflect on the reputation of a school or that interfere with the school's basic educational mission are prohibited. The ~~school~~ district respects its students' right to engage in free speech and association within the aforementioned parameters. Students violating this policy will be disciplined in accordance with Policy 506 – Student Conduct and Discipline.

VII. Procedures and Requirements

A. Participation Levels

The grades for eligibility for interscholastic athletic activities will be included on the Activities List posted on the website ~~pursuant to Section V.B. of this policy~~. ~~listed in Appendix II of this policy.~~ Grade eligibility for other activities is determined by the individual school or activity.

B. Participation Fees

Participation fees may be assessed for student participation in activity programs. A partial or full participation fee waiver may be an option for eligible students. The activity director's office has the form for such requests. The current participation fee structure ~~is listed in Appendix III of this policy~~ will be included in the Activities List posted on the website. These fees are reviewed and approved by the school board annually. The ~~school~~ board will ensure that

any funds raised for extra-curricular activities will be spent only on extra-curricular activities.

C. Additional Services and Support

Participants may receive additional activities, services or staff support when the services and/or support are included in their approved Individual Education Plan. Families seeking more information about possible services and support should contact the Activities Director.

D. Exceptional Middle School Student Athlete Policy

A 7th or 8th grade student who may have exceptional academic or athletic skills may go through the request process to be a part of a high school varsity program. The details and process are listed in Appendix ~~IV~~ of this policy.

E. Activity Conflicts for the Multiple Activity Participant

Participation in multiple co-curricular and/or extra-curricular activities can contribute to a broader and well-rounded education. Students who choose to participate in multiple activities can expect to incur additional challenges with time management, organization, and participation commitments. The information, statement of philosophy, and process for students with participation conflicts is listed in Appendix ~~V~~ II of this policy.

F. Official Hornet Logo

The official school colors of the district are green and white. The mascot for the athletic teams is the “Hornet”. The official district logo of the “Hornet” is patented and protected by copyright, and is for official ~~school~~ district use only, e.g., uniforms, publications, websites. Any non-district use request~~s~~ for the official “Hornet” must be approved by the administration.

G. High School Pepfests/Student Recognition Assemblies

In order to recognize individual and/or team activity achievements during the course of the school year, there will be a minimum of three seasonal pepfests/ assemblies. ~~The assemblies/pepfests will occur at the conclusion of the fall, winter, and spring activity seasons, or at a time designated by the building administrator.~~

The school administration will communicate such achievements to news media, school announcements, building marquees, and ~~school~~ board commendations. The activity director will make arrangements for the appropriate display of trophies, plaques, certificates, and other awards.

H. Squad/Team Size

For any activity that has selection criteria and limitations in the number of members/participants, coaches/advisors ~~must~~ will have direct contact with any students that are not selected or "cut" from a team/activity.

I. Sportsmanship

The ~~school board~~ district expects all students who participate in school-sponsored activities to represent the school and community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school activities.

Participants, coaches/advisors, parents, spectators, and staff are required to exhibit positive sportsmanship at all events. The ~~school board~~ district expects all spectators at school sponsored activities, including parents, employees, and other members of the public, to behave in an appropriate manner at those activities. Students and employees may be subject to discipline and parents and other spectators may be subject to sanctions for engaging in misbehavior or inappropriate, illegal, or unsportsmanlike behavior at these activities or events.

J. Surveys~~/Evaluations~~

Student participants will have the opportunity to complete a survey at the end of a season activity at a minimum of every other year. ~~The head coach/advisor of an activity will have an administrative evaluation a minimum of every other year.~~

K. Scheduling

Whenever possible, the district will avoid scheduling school activities and events on major faith-based observances~~ and after 6:00 pm on Wednesday evenings~~.

L. Edina Youth Athletic Association Admission to Varsity Contests

The district will offer opportunities for Edina youth athletic association participants to attend some Hornet home games for free in accordance with the guidelines attached as Appendix III.

Cross References:

Policy 503 (Student Attendance)
Policy 506 (Student Conduct and Discipline)
Policy 517 (Student Recruiting)
Policy 538 (Field Trips and Travel)
Policy 625 (Addition/Deletion of Interscholastic Athletic Programs)
Policy 626 (Independent Provider Activity Programs)

Policy 627 (Athletics, Fine Arts and Activities – Participation and Academic Eligibility)
Policy 711 (Student Activities Accounting)
Policy 801 (Equal Access by Students to School Facilities)
Policy 902 (Use of School District Facilities and Equipment)

Policy
adopted: 10/26/09
amended: 07/18/11
revised: 10/19/15
revised: 04/09/18
updated: 03/23/20

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

DELETE APPENDIX I

~~Appendix I to Policy 628~~
~~(and Appendix II to Policy 711)~~

~~STUDENT ACTIVITIES~~

~~Non-Fine Arts Activities with Curricular Component Under School Board Fiscal Control~~

~~DECA~~
~~Newspaper – Zephyrus~~
~~Student Council~~
~~Yearbook – Windigo~~

~~Activities with Curricular Component Under School Board Fiscal Control~~

~~FINE ARTS~~	~~CLUBS~~
~~High School Bands:~~	~~Academic Triathlon – Middle School~~
~~Jazz Band/Jazz Band II~~	~~Breakfast Book Club~~
~~Concert Band~~	~~Competition Cheerleading – HS/MS~~
~~Varsity Band~~	~~French Club~~
~~Symphonic Band~~	~~German Club~~
~~High School Choirs:~~	~~Latin Club~~
~~Bel Canto Ensemble~~	~~Hip Hop Dance Club~~
~~Mixed Ensemble~~	~~History Day Club – Middle School~~
~~Varsity Ensemble~~	~~Images – Literary Magazine~~
~~Chamber Singers~~	~~Intramurals~~
~~High School Orchestra~~	~~Knowledge Masters – Middle School~~
~~Varsity Orchestra~~	~~Chinese Club~~
~~Symphonic Orchestra~~	~~Ping Pong Club~~
~~Philharmonic Orchestra~~	~~World Quest~~
~~High School Theater:~~	~~Math Olympiad – Elementary~~
~~Fall Musical~~	~~Math Team/League – HS/MS~~
~~One-Act Play~~	~~Mock Trial~~
~~Winter Play~~	~~Model UN~~
~~Spring Play~~	~~Performance Dance (Hornettes)~~
~~Comedy Sportz~~	~~Knowledge Bowl~~
~~Guthrie on Stage~~	~~Quiz Bowl~~
~~Middle School Bands:~~	~~Safety Patrol – Elementary~~
~~Jazz Band/Lab Band/Stage Band~~	~~Science Club~~
~~Middle School Choir:~~	~~Thespians/Drama Clubs – HS/MS~~
~~Chamber Choir/Ensemble~~	~~Variety/Talent Show – Middle School~~
~~Middle School Theater:~~	~~Yearbook – Middle School~~
~~Fall, Winter, Spring Plays~~	~~212/Student Leadership Team – HS/MS~~

MINNESOTA STATE HIGH SCHOOL LEAGUE	MINNESOTA STATE HIGH SCHOOL LEAGUE
Adapted Athletics (Boys/Girls)	Debate
Alpine Skiing (Boys/Girls)	One-Act Plays
Badminton (Girls)	Speech
Baseball	Robotics
Basketball (Boys/Girls)	
Competition Dance (Girls)	
Cross Country (Boys/Girls)	
Football	
Golf (Boys/Girls)	
Gymnastics (Girls)	
Hockey (Boys/Girls)	
Lacrosse (Boys/Girls)	
Nordic Skiing (Boys/Girls)	
Soccer (Boys/Girls)	
Softball (Girls)	
Swimming and Diving (Boys/Girls)	
Synchronized Swimming (Girls)	
Tennis (Boys/Girls)	
Track and Field (Boys/Girls)	
Volleyball (Girls)	
Wrestling	

Established: 7/18/11
Revised: 2/27/17
Updated: 12/16/19

DELETE APPENDIX II

Appendix II to Policy 628

PARTICIPATION LEVELS FOR VARSITY LEVEL INTERSCHOLASTIC ATHLETICS

The following interscholastic athletic activities are offered in the district. The grade levels shown are the inclusive grades for students eligible to try out for the varsity, junior varsity, sophomore and 9th grade level. See Exceptional Athlete Policy (Appendix IV) for further information.

BOYS		GIRLS	
Fall		**Fall**	
Adapted Soccer	7-12	Adapted Soccer	7-12
Cross Country	7-12	Cross Country	7-12
Soccer	9-12	Soccer	9-12
Football	9-12	Swimming & Diving	7-12
		Tennis	9-12
		Volleyball	9-12
Winter		**Winter**	
Adapted Floor Hockey	7-12	Adapted Floor Hockey	7-12
Alpine Skiing	9-12	Alpine Skiing	9-12
Basketball	9-12	Basketball	9-12
Hockey	9-12	Competitive Dance Team	7-12
Nordic Skiing	7-12	Gymnastics	7-12
Swimming & Diving	8-12	Hockey	9-12
Wrestling	7-12	Nordic Skiing	7-12
Spring		**Spring**	
Adapted Softball	7-12	Adapted Softball	7-12
Baseball	9-12	Badminton	9-12
Golf	9-12	Golf	9-12
Lacrosse	9-12	Lacrosse	9-12
Tennis	9-12	Softball	7-12
Track & Field	9-12	Synchronized Swimming	7-12
		Track & Field	9-12

The adapted interscholastic athletic cooperative team with Eden Prairie, Richfield, Bloomington, and Edina offers two divisions, PI (physical impairments) and CI (cognitive impairments). All teams are coed and open for participation for grades 7-12. Soccer, floor hockey, and softball are the three seasonal sports offered for fall, winter, and spring respectively.

Grade 6 Students
Grade 6 students are not eligible for interscholastic athletics per Minnesota State High School League Bylaw 105.00.

Established: 7/18/11
Revised: 2/22/13
Revised: 11/16/15

DELETE APPENDIX III

Appendix III to Policy 628
Activities & Athletics Participation and Advanced Placement Test Fees for 2020-21

The appropriate participation fee, listed below, will be collected at the beginning of each sport or activity season. This collection will be the responsibility of the activities director and middle school activity coordinators, or the administrative designee. These participation fees will be reviewed and approved by the board annually. Total fees per family per school year are capped at $800 per family. A permission slip to practice will be given to a student upon receipt of fee, confirmation of current physical exam, and eligibility forms. No student will be permitted to practice or be issued equipment until the fee has been paid and confirmation of eligibility has been completed. Scholarships are available to eligible families – see www.edinaschools.org/page/316

Fine Arts

- High School Bands *(Jazz I; Jazz II; Jazz 9A & 9B; Jazz 10)* 80
- High School Choirs *(Bel Canto Ensemble; Chamber Singers; Varsity Ensemble; Grade 9 Treble Ensemble)* 80
- High School Orchestras *(Chamber, Chamber Ensemble)* 80
- High School Theater *(Fall Musical; One-Act; Winter Play; Spring Musical; Comedy Sportz)* 80
- High School Theater *(Support Crews)* 40
- Middle School Bands *(Jazz; Lab; Stage)* 40
- Middle School Theater *(Fall, Winter, Spring Plays)* 50
- Middle School Theater *(Support Crews)* 25

Activities and Clubs

- ASL 10
- Breakfast Book Club 30
- Debate 165
- DECA 95
- First Tech Challenge (FTC) 95
- French Club 5
- German Club 10
- Hip Hop Dance Club 95
- Hornettes – Performance Dance 165
- Images – Literary Magazine 40
- Intramurals 20
- Knowledge Bowl – Knowledge Masters 95
- Latin Club 10
- Math Team 95
- Middle School Math Team – Math League 25
- Mock Trial 95
- Model UN 95
- Quiz Bowl 95
- Robotics Team (FRC) 95
- Science Club 10
- Spanish Club 5
- Speech 165
- Whigrean – Yearbook 40
- WorldQuest 25
- Zephyrus – Newspaper 40

Minnesota State High School League Athletics

- Adapted Athletics 75/sport
- Alpine Ski 215
- Badminton 215
- Baseball 245
- Basketball 245
- Competition Cheerleading 215
- Competition Dance 215
- Cross Country 230
- Football 295
- Golf 215
- Gymnastics 230
- Hockey 295
- Lacrosse 245
- Nordic Ski 215
- Soccer 245
- Softball 245
- Swim and Dive 230
- Synchronized Swimming 230
- Tennis 215
- Track and Field 245
- Volleyball 245
- Wrestling 230

Advanced Placement Tests

- Individual Tests 66.50
- Late fee for Individual Tests 50.00

Refund of Fees

Fee reimbursement request forms will be available in the office of the activities director. The student will complete this form, and get the signature of the coach/advisor. Upon approval by the activities director, the student will receive a refund.

The refund criteria will be:

1. If a student drops out of an activity of his/her own accord within two weeks of participation, they may request fee reimbursement.

2. If a student is cut from the team or squad, they will receive a fee reimbursement.

3. If a student discontinues participation due to illness, injury, or for disciplinary reasons within the first four weeks of that sport or activity season, they may request fee reimbursement.

Students who try out for the hockey and golf MSHSL athletic programs and either (1) do not make the team or (2) drop out of the program within two weeks of participation, will receive a partial refund of participation fees charged. The partial refund will be a try out fee of $50 subtracted from the initial participation fee charged.

Request for Fee Waiver

Request for fee waiver forms must be completed and signed by parents, and will be reviewed by athletic coordinators. Hardship cases, where families qualify for the free/reduced lunch program, will have the participation fee fully or partially waived. Any other possible exceptions will be reviewed and resolved at the discretion of the activities director and/or middle school athletic coordinators, or administrative designee.

Established: 7/18/11
Revised: 5/19/14
Revised: 3/20/17
Revised: 6/12/17

Appendix I~~V~~ to Policy 628

EXCEPTIONAL MIDDLE SCHOOL STUDENT ATHLETE POLICY

PARTICIPATION OF 7TH AND 8TH GRADE MIDDLE SCHOOL STUDENTS IN INTERSCHOLASTIC ATHLETICS

One of the goals of the Edina Public Schools is to provide an appropriate learning opportunity and challenge for students in all endeavors, academic and co-curricular. The needs of the student and concern for ~~his/her~~ their physical, mental, social, emotional, and educational well-being are of prime importance.

Students in 7th or 8th grade are able to try-out for an EHS 9-12 program if in the judgment of the varsity coach there is an advanced 7th or 8th grade student-athlete who could compete at the high school level. This individual may be eligible under the following conditions:

The student must possess skills to successfully participate and play competitively at the high school levels. Athletes needed for specific levels of play in each program will be determined by the head coach and activities director.

1. Parents/guardians, counselors, coaches, and administrators of the 7th or 8th grade athlete are urged to carefully consider the student's physical, mental, emotional, social, and educational well-being before permitting ~~him/her~~ them to try out and participate on a varsity team with older students.

2. The athlete moved to the high school level is being included in an accelerated track for athletic skills learning, fully anticipating being a significant varsity contributor ~~his/her~~ their first year or the year after.

3. The procedures of this policy must be followed.

<u>Procedures</u>

1. Requests for high school level participation may be initiated by a student-athlete and parent/guardian, a coach, activities director, or a principal. Requests are to be made on a form provided by the district and submitted to the activities director who will consult with the parent/guardian, middle school coach, middle school athletic coordinator, principal, and the varsity coach to determine the appropriate disposition of each request. No 7th or 8th grade athlete will be permitted to register for high school participation without first presenting to the activities office staff a completed request form bearing the signature of approval of the activities director and middle school principal.

2. All 7th or 8th grade athletes who receive approval from the activities director for high school participation will undergo a tryout period in which the varsity coach evaluates the athlete's physical, mental, social, emotional, and educational readiness for competition at high school level. The tryout period will not exceed two weeks. At the conclusion of the tryout, the varsity coach will meet with the

student-athlete and discuss the anticipated role of the young student-athlete for the season.

3. The activities director will talk with the head high school varsity coach to share all pertinent information. A meeting with the parent(s) and/or student-athlete is recommended.

4. The activities director will be responsible for the final decision. The completed and signed form will be retained in the high school activities office.

Considerations

During the analysis portion of the request for a 7th or 8th grade student-athlete to try out and compete at the high school level, the following considerations will be carefully reviewed:

1. The athlete being moved to the high school level ~~MUST~~ must fit the criteria of an accelerated track for skill development due to the lack of opportunity for the student to improve at the 7th or 8th grade level, fully anticipating being a significant varsity contributor their first year or the year after that.

2. Each program head coach, in consultation with the activities director, will determine if having 7th and 8th graders involved in their high school program is appropriate.

3. An analysis of all team members with consideration being given to senior high student~~/~~-athletes who may be displaced as team members or may lose playing time with the addition of the 7th or 8th grade athlete.

Grade 6 Students

Grade 6 students are not eligible for interscholastic athletics per Minnesota State High School League Bylaw 105.00.

Established: 07/18/11
~~R~~revised: 10/19/15
~~U~~updated: 03/23/20

Appendix ~~V~~ II to Policy 628

ACTIVITY CONFLICTS FOR THE MULTIPLE-ACTIVITY PARTICIPANTS

With a number of students participating in multiple activities, situations arise when students may have competing demands of their time during the same season. It is with this in mind, and with mutual respect, that coaches/advisors/directors of music, fine arts, athletics, and clubs should coordinate their schedules. The purpose is to avoid putting pressure on a multiple-activity student as a result of conflicting schedules. The following guidelines are an attempt to provide an equitable basis concerning the scheduling of events for students and a process to follow if conflicts arise.

A. Scheduling of Events

1. The activities director and advisors/directors from the music and drama departments will schedule events in the preceding spring of the year for the following school year.

2. Events scheduled after the annual activity calendar is completed in the spring will have to be cleared on the master calendar before being added.

3. The city, county, state, and federal election days should be listed on the calendar. There are no activities permitted after 6:00 pm on those dates.

4. The Minnesota State High School League official tournament dates should also be posted on the master calendar to include state tournament and section tournament dates.

5. Other district-designated dates will take priority over all the later scheduled events.

6. When it becomes necessary to reschedule an event which has been postponed/cancell~~l~~ed, the applicable advisors/directors/coaches ~~must~~ will check the existing master schedule. If there is a possible conflict with the rescheduled date, the change must be approved by the activities director and the affected staff.

B. Procedure for Multiple-Activities' Participants

1. The student is responsible for informing coaches/advisors/directors of any known or potential conflicts or issues which may arise by virtue of participating in multiple activities.

2. The coaches/advisors/directors should communicate with each other once a conflict is determined. They ~~must~~ will agree on a plan to proactively reduce conflicts, issues, and stress for the multiple-activity participant.

3. One of the coaches, directors, or advisors should inform the student of the agreed upon plan to reduce conflicts, issues and stress. The student should

inform ~~his/her~~ their parents/guardians of the agreed upon plan and continue to inform their parents/guardians of any conflicts or issues which may arise in the implementation of the plan.

C. Conflict Resolution Process

1. The following will be used to determine priority for conflicts:

ACTIVITY 1	ACTIVITY 2	OUTCOME
Practice	Practice	Student Choice
Game/Performance/Event	Practice	Activity 1
Practice	Game/Performance/Event	Activity 2
Game/Performance/Event	Game/Performance/Event	Student Choice

2. There will be no penalties/consequences for student participation due to the outcome of a decision resulting from these policies/guidelines.

3. A postseason game or tournament will take priority over a musical concert or drama event.

4. Reasonable exceptions may be made through communication between coaches, directors, and advisors, depending on the role and importance to other students involved in an activity.

5. If other circumstances arise, the principal will make a decision and the student may not be penalized in any way.

Established: 07/18/11

Appendix ~~VI~~ III to Policy 628

COMMUNITY YOUTH SPORT ASSOCIATION ADMISSION TO VARSITY GAMES

In an effort to gain some consistency and equality in youth association participants attending Hornet home games, the school district recommends that the following guidelines be followed for Edina youth athletic associations to have free admission to home high school varsity contests (i.e., Youth Nights, Jersey Night):

1. The youth organization must provide adequate adult supervision (one adult for every 10 youth) for the duration of the game.

2. The youth association parents must set up and staff a check-in table or gate for youth participants at the game entrance door or gate.

3. Athletes/participants must wear their youth association jersey/shirt to gain free admission to the game.

4. The youth association participants may gain free admission to two games, or more at the activities director's discretion, per sport per season. The youth association leadership should communicate with the high school coaches and activities department to set up the best dates for the two games. The sports that are subject to this policy are:

Football	Boys' Basketball
Volleyball	Girls' Basketball
Boys' Soccer	Boys' Hockey
Girls' Soccer	Girls' Hockey

5. The varsity games' designated youth nights will be for the youth association matching gender only. The exception to this will be to allow free admission to the two designated home football games to the Edina Girls Athletic Association Flag Football participants. The designated football games cannot include Homecoming.

6. When possible, the coaches and youth participants should be recognized during the course of the game (before, half-time, end of game). A youth association member should provide the public address announcer with an appropriate script to be read for proper recognition.

Established: 07/18/11

Recommendation: It is my recommendation (Natasha) that we sunset policy 634. The vast majority of the language of this policy is covered in policy 524 (as well as a few other district policies). There is no MSBA policy that matches what we have here. It appears this policy was originally designed to meet the needs of employees; however, employees are also covered in 524. I would propose one of the following options:

1. Sunset policy 634 and move appendices to 524. This would ensure these policies entirely align.
2. Keep policy 634 but remove any and all duplicate information. This would leave essentially two sections - VIII. Guest Access and Internet Use and IV.A. Use of Email.
3. Postpone bringing 524 to the board for action and spend more time creating two separate policies with distinct focuses.

For the purposes of the policy committee I will add comments on my findings after comparing policy 524 and 634. I am also linking our original policy comparison document. Please note, this was complete prior to the most recent revisions to Policy 524, but it may provide some context.

Education Programs

Electronic Technologies Acceptable Use

I. Purpose

This policy sets forth parameters and guidelines for access to the school district's electronic technologies, use of personal electronic devices within the district, electronic communications, use of the district's network, Internet, and social networking tools.

II. General Statement of Policy

Technology is one of many learning tools. The use of technology needs to be safe, appropriate, and aligned with the mission of the district. Access to the district's computer network and Internet enables students and employees to explore libraries, databases, web pages, other online resources, and connect with people around the world. The district expects its instructional staff to blend safe and thoughtful use of the district's computer network, educational technologies and the Internet throughout the curriculum, providing guidance to students.

III. Educational Uses

Use of the school district's electronic technologies is for educational purposes. Students and employees are expected to use electronic technologies to further the

district's educational mission, goals, and strategic direction. Students and employees are expected to use the district's electronic technologies to support classroom activities, educational research, or professional enrichment.

Use of the district's electronic technologies is a privilege, not a right. The district's network, an educational technology, is a limited forum; the district may restrict speech for educational reasons.

IV. Guidelines in Use of Electronic Technologies

A. Electronic technologies are assets of the school district and are protected from unauthorized access, modification, destruction, or disclosure. Use of personal devices, while on district property, is subject to all policies and guidelines, as applicable, plus any state and federal laws related to Internet use, including copyright laws.

B. The district reserves the right to monitor, read, or copy any item on or using the district's electronic technologies, including its network.

C. ~~Students and employees will not vandalize, damage, or disable any electronic technology or system used by the district.~~ Users will not use the district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the district system software, hardware, or wiring, or take any action to violate the district's security system, and will not use the district system in such a way as to disrupt the use of the system by other users.

D. By authorizing use of the district system, the district does not relinquish control over materials on the system or contained in files on the system. Users should not expect privacy in the contents of personal files on the district system.

E. Routine maintenance and monitoring of electronic technologies, including the district network, may lead to a discovery that a user has violated this policy, another ~~school~~ district policy, or the law.

V. Unacceptable Uses of Electronic Technologies and District Network

Misuse of the school district's electronic technologies may lead to discipline of the offending employee or student. The following uses of ~~school~~ district electronic technologies while either on/off district property and/or personal electronic technologies while on district property and district network ("electronic technologies") are considered unacceptable:

A. Users will not use electronic technologies to create, record, access, review, upload, download, complete, store, print, post, receive, link, transmit, or distribute:

1. Pornographic, obscene, or sexually explicit material or other visual depictions;

2. Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language or images;

3. Materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;

4. Materials that use language or images that advocate violence or discrimination toward other people or that may constitute harassment, discrimination, or threatens the safety of others;

5. Orders for shopping online during time designated as work or academic time by the district; and

6. Storage of personal photos, videos, music, or files not related to educational purposes for any length of time.

B. Users will not use electronic technologies to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

C. Users will not use electronic technologies to engage in any illegal act or violate any local, state, or federal laws.

D. Users will not use electronic technologies for political campaigning.

E. Users will not use electronic technologies to vandalize, damage, or disable the property of another person or organization. Users will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses, engaging in "spamming," or by any other means users will not tamper with, modify, or change the district system software, hardware, or wiring, or take any action to violate the district's security system. Users will not use the district's electronic technologies in such a way as to disrupt the use of the system by other users.

F. Users will not use electronic technologies to gain unauthorized access to information resources or to access another person's materials, information, or files without the direct permission of that person.

G. Users must not deliberately or knowingly delete a student or employee file.

H. Users will not use electronic technologies to post information in public access areas regarding private or confidential information about another person. Private or confidential information is defined by school board policy, state law, and federal law.

1. This paragraph does not prohibit the posting of employee contact information on district web pages. Refer to Policy 515 (Protection and Privacy of Student Records) for direction on directory information for students and how this can be used.

2. This paragraph does not prohibit communications between employees and other individuals when such communications are made for legitimate education reasons or personnel-related purposes (i.e., communications with parents or other staff members related to students).

3. This paragraph specifically prohibits the use of electronic technologies to post private or confidential information about another individual, employee, or student, on social networks.

I. Users will not repost or resend a message that was sent to the user privately without the permission of the person who sent the message.

J. Users will not attempt to gain unauthorized access to the district's electronic technologies or any other system through electronic technologies, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Users must keep all account information and passwords private.

K. Messages and records on the district's electronic technologies may not be encrypted without the permission of the ~~D~~director of ~~M~~media and ~~T~~technology ~~S~~services.

L. Users will not use electronic technologies to violate copyright laws or usage licensing agreements:

1. Users will not use another person's property without the person's prior approval or proper citation;

2. Users will not download, copy, or exchange pirated software including freeware and shareware; and

3. Users will not plagiarize works found on the Internet or other information resources.

M. Users will not use electronic technologies for unauthorized commercial purposes or financial gain unrelated to the district's mission. Users will not use electronic technologies to offer or provide goods or services or for product placement.

N. Use of Unmanned Airborne Vehicles (UAV's) or drones is prohibited on ~~school~~ district property without prior approval of the ~~D~~director of ~~M~~media and ~~T~~technology ~~S~~services or ~~S~~superintendent.

VI. User Notification

Users will be notified of school district policies relating to Internet use. This notification must include the following:

A. Notification that Internet use is subject to compliance with district policies.

B. Disclaimers limiting the district's liability relative to:

1. Information stored on district ~~disks~~ cloud services, drives, or servers.

2. Information retrieved through district computers, networks, or online resources.

3. Personal property used to access district computers, networks, or online resources.

4. Unauthorized financial obligations resulting from use of district resources or accounts to access the Internet.

C. A description of the privacy rights and limitations of district sponsored or managed Internet accounts.

D. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Policy 406~~,~~ (Public and Private Personnel Data), and Policy 515~~,~~ (Protection and Privacy of Student Records).

E. Notification that should the user violate the district's acceptable use policy, the user's access privileges may be revoked, academic sanctions may result, school disciplinary action may be taken, and/or appropriate legal action may be taken.

F. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

G. Family Notification

1. Notification that the district uses technical means to limit student Internet access; however, the limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

2. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations, and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student or the student's parents/guardians.

VII. Students

A. Internet Use Agreement

1. The proper use of the Internet and educational technologies and the educational value to be gained from proper usage is the joint responsibility of students, parents/guardians, and employees of the school district.

2. This policy requires the permission of and supervision by the ~~school's~~district's designated professional staff before a student may use a district account or educational technologies to access the Internet.

3. The Internet use agreement form (see Appendix I) for students must be read and signed by the student and/or the parent~~/ or~~ guardian. The agreement must be signed in order to be granted access to the Internet via the district network. This policy requires that the signed, up-to-date form be retained electronically or physically.

4. A physical or electronic signature is required annually.

5. Students have access to Internet resources while on district property.

6. Students using social networking tools and curriculum content management software for a teacher's assignment are required to keep personal information as stated above out of their postings (see Section V.H).

7. Students using educational technologies for social networking are limited to educational purposes and must follow the Online Code of Ethics (Appendix II) and Policy 514~~,~~ (Bullying Prohibition).

B. Parent/Guardian Responsibility; Notification of Student Internet Use

Outside of school, parents/guardians bear responsibility for the same guidance of Internet use as they exercise with other technology information sources. Parents/guardians are responsible for monitoring their student's use of the district system and district educational technologies, even if the student is accessing the district system from home or a remote location.

VIII. Guest Access and Internet Use

A. Guest access to the school district's open wireless network is provided as a service to the community, and is subject to all district policies and guidelines, plus any state and federal laws related to Internet use, including copyright laws. See Appendix VII, Personal Device Access.

B. Guest access provides limited bandwidth, filtered for the following services:

1. Web access (http and https)
2. Email services (pop, imap)
3. Virtual private network services (VPN)

C. Limited technical support is provided for guest access and is identified in the service level agreement found on the district technology website.

IX. Employees

A. Use of Email

The school district provides access to electronic mail for district communication between district employees and students, families, and community.

1. The email system will not be used for outside business ventures or other activities that conflict with school board policy.

2. All emails received by, sent through, or generated by computers using the district network are subject to review by the district.

3. Appropriate language must be used when communicating using the district email system or network.

4. All emails are assumed to be documents that can be disclosed to the public unless the content of the email is protected as private or confidential information under data privacy laws. All information contained in an email must be treated in accordance with Policy 406~~,~~ (Public and Private Personnel Data), and Policy 515~~,~~ (Protection and Privacy of Student Records), regarding student and employee data privacy.

5. All emails to a student's parents/guardians about a student must adhere to the following precautions:

   a. Do not use email to communicate about confidential student information unless the parent/~~ or~~ guardian has requested the communication.

   b. Do not put information in an email that you would not put on district letterhead.

   c. Emails containing student information should be sent to the parent/~~ or~~ guardian's personal email address unless requested otherwise.

   d. A phone call is the means for sharing confidential student information. Do not leave voicemail messages containing confidential information.

6. Employees will not provide access to their email accounts to other users, with the exception of district technology staff.

7. All emails should include the employee's name and telephone number at the bottom of the email.

8. It is recommended that electronic mail contain a confidentiality notice, similar to the following:

If the information in this email relates to an individual or student, it may be private data under state or federal privacy laws. This individual private data should not be reviewed, distributed or copied by any person other than the intended recipient(s), unless otherwise permitted under law. If you are not the intended recipient, any further review, dissemination, distribution, or copying of this electronic communication or any attachment is strictly prohibited. If you have received an electronic communication in error, you should immediately return it to the sender and delete it from your system.

9. Employees will report inappropriate emails to the media specialist, the employee's supervisor, or the ~~D~~director of ~~M~~media and ~~T~~technology ~~S~~services.

10. Emails having content governed by the district's record retention schedule must be kept in accordance with the retention schedule adopted pursuant to Policy 719 (Records Retention).

B. Use of Electronic Technologies

1. Electronic technologies are provided primarily for work-related, educational purposes.

2. Inappropriate use of electronic technologies includes, but is not limited to:

   a. Posting, viewing, downloading, recording, or otherwise receiving or transmitting offensive, defamatory, pornographic, or sexually explicit materials;

   b. Posting, viewing, downloading, recording, or otherwise receiving or transmitting materials that use language or images that advocate violence or discrimination toward other persons;

   c. Posting, viewing, downloading, recording, or otherwise receiving or transmitting material that may constitute harassment or discrimination contrary to district policy ~~and~~ or state ~~and~~ or federal law;

   d. Engaging in computer hacking or other related activities;

   e. Attempting to, actually disabling, or compromising the security of information contained on the district network or any computer; and

   f. Engaging in any illegal act in violation of any local, state, or federal laws.

3. Employees may participate in public Internet ~~discussion~~ groups using the electronic technologies, but only to the extent that the participation:

   a. Is work-related;

b. Does not reflect adversely on the district;

c. Is consistent with district policy; and

d. Does not express any position that is, or may be interpreted as, inconsistent with the district's mission, goal, or strategic plan.

4. Employees may not use the district network or electronic technologies to post unauthorized or inappropriate personal information about another individual on social networks.

5. Employees will observe all copyright laws. Information posted, viewed, or downloaded from the Internet may be protected by copyright. Employees may reproduce copyrighted materials only in accordance with Policy 622~~,~~ (Copyright Policy).

6. All files downloaded from the Internet must be checked for possible computer viruses. The district-authorized virus checking software installed on each district computer will ordinarily perform this check automatically; however, employees should contact a district media specialist, the technology department, or the district's ~~D~~director of ~~M~~media and ~~T~~technology ~~S~~services before downloading any materials for which the employee has questions.

C. Employee Responsibilities

1. Employees who are transferring positions or leaving positions must leave all work-related files and electronic technologies, including form letters, handbooks, databases, procedures, and manuals, regardless of authorship, for their replacements.

2. Individual passwords for computers are confidential and must not be shared.

   a. If an employee's password is learned by another employee, the password should be changed immediately.

   b. An employee is responsible for all activity performed using the employee's password.

   c. No employee should attempt to gain access to another employee's documents without prior express authorization.

   d. An active ~~terminal~~ device with access to private data must not be left unattended and must be protected by password protected screen savers.

3. Employees are expected to use and access technology necessary to perform the duties of their position.

4. Employees who fail to adhere to district policy are subject to disciplinary action in accordance with their collective bargaining agreement or contract. Disciplinary action may include suspension or withdrawal of Internet or email access, payment for damages or repair, termination, and/or referral to civil or criminal authorities for prosecution.

X. District Web Presence

The school district website provides information and a venue for communications with students, employees, parents/guardians, and the community.

A. District Website

1. The district will establish and maintain a website. The website will include information regarding the district, its schools, district curriculum, extra-curricular activities and community education.

2. The district webmaster will be responsible for maintaining the district website and monitoring district web activity.

3. All website content will support and promote the district's mission, goals, and strategic direction.

4. The district's website will provide parents/guardians with a web portal to classroom-related calendars, grades, attendance, assignments and resources.

5. The district designee will make adequate efforts to ensure the student population is accurately represented in images, media, and content curation on the district website.

B. School Website

1. Each school will establish and maintain a website. The website will include information regarding the school, its employees, and activities.

2. The principal will appoint staff, who will be responsible for maintaining the school's website.

3. All website content will support and promote the district's mission, goals, and strategic direction.

4. Each school's website will provide parents/guardians with a web portal to classroom-related calendars, grades, attendance, assignments, and resources.

5. The school designee will make adequate efforts to ensure the student population is accurately represented in images, media, and content curation on the school website.

C. Classroom and Teacher Web Content

1. If a teacher establishes a ~~web page~~webpage, ~~he or she is~~ they are responsible for maintaining the ~~web page~~webpage.

~~2. All classroom and teacher web pages webpages must be linked to a school website.~~

D. Student Web Content

1. Students may create ~~web pages~~ webpages as part of classroom activities with teacher supervision.

2. Student ~~web pages~~ webpages must follow the Online Code of Ethics~~,~~ (Appendix II) and include the following notice: "This is a student-produced ~~web page~~ webpage. Opinions expressed on this page are not attributable to the district."

3. The classroom teacher will monitor all student-produced web content and remove inappropriate material.

4. A classroom teacher or advisor will review student-produced ~~web pages~~ webpages to determine if the contents should be removed at the conclusion of the course grading period~~,~~ or activity.

E. Department and Non-~~i~~Instructional Web Content

1. Departments and non-instructional programs may also create web content, including ~~web pages~~ webpages to support their departments or programs.

2. The establishment of ~~web pages~~ webpages must be approved by the program administrator.

3. Once established, the individual departments or programs must appoint an employee(s) who will maintain the ~~web page~~ webpage.

F. District Activity Web Content

1. With the approval of the building principal, a school board-approved district activity may establish a ~~web page~~ webpage.

2. All ~~web page~~ webpage content will support the activity and the district's mission, goals, and strategic direction.

3. ~~The building principal and their designee will oversee the content of these web pages~~ webpages.

4. ~~School b~~Board-approved district activities' ~~web pages~~ webpages must include the following notice: "This is an organization-produced ~~web page~~ webpage. Opinions expressed on this page are not attributable to the district."

XI. Records Management and Archiving

All technological data is data under the Minnesota Government Data Practices Act, the Family Educational Rights and Privacy Act, Records Retention Schedule, and school board policy.

XII. Filter

A. With respect to any of its computers with Internet access, and personal devices accessing the school district network, the district will follow the guidelines provided by the Children's Internet Protection Act, and will monitor the online activities of users and employ technology protection measures during any use of such computers by users. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;

2. Child pornography; or

3. Harmful to minors.

B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

XIII. Liability

Use of the school district's educational technologies is at the user's own risk. The system is provided on an "as is, as available" basis. The district will not be responsible for any damage users may suffer. The district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the

~~school~~ district system, nor is it responsible for damages or injuries from improper communications or damage to property used to access ~~school~~ district computers and online resources. The district will not be responsible for financial obligations arising through unauthorized use of the district's educational technologies or the Internet.

By this language, as a public governmental entity, the indemnity clause of ~~Facebook's (and other social networking sites)~~ any social networking site's Statement of Rights and Responsibilities is nullified.

XIV. Implementation; Policy Review

A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for information. These guidelines, forms and procedures will be an addendum to this policy.

B. The administration will revise the user notifications, including student and parents/guardians notifications, if necessary, to reflect the adoption of these guidelines and procedures.

C. The district educational technologies policy is available for review by parents/guardians, employees, and members of the community.

~~D. Due to the rapid evolution in educational technologies, the school board will conduct an annual review of this policy.~~

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. § 6751 *et seq.* (Enhancing Education Through Technology Act of 2001)
47 U.S.C. § 254 (Children's Internet Protection Act)
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity ~~Act~~ Aid)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. American Library Association, 539 U.S. 194 (2003)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3rd Cir. 2011)
J.S. v. Bethlehem Area Sch. Dist., 807 A.2d 847 (Pa. 2002)

Cross References:

Policy 403 (Discipline~~, Suspension and Dismissal~~ of School District Employees)
Policy 406 (Public and Private Personnel Data)
Policy 413 (Harassment and Violence Prohibition, Students and Employees)
~~Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)~~
Policy 506 (Student Conduct and Discipline)
Policy 514 (Bullying Prohibition)
Policy 515 (Protection and Privacy of Student Records)
Policy 524 (Internet Acceptable Use and Safety ~~Policy~~)
Policy 622 (Copyright Policy)
Policy 719 (Records Retention)
Policy 904 (Distribution or Display of Materials on School District Property by ~~Nonschool~~ Nondistrict Persons or Organizations)

Policy adopted: 4/12/10
amended: 9/24/12
revised: 12/15/15
revised: 11/13/17
revised: 9/24/18
updated: 4/20/20
updated: 8/8/22

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 634 [Policy 524]

STUDENT ONLINE ACCEPTABLE USE CONSENT FORM

Student

By signing below, I agree to follow Edina Public Schools' Electronic Technologies Acceptable Use policy. I understand that my use of the network is a privilege and requires proper online ~~etiquette~~ responsibility. I further understand that misuse of the network will result in disciplinary action.

Student Name (PRINT) _____

Student I.D. Number _____

(MIDDLE SCHOOLS AND HIGH SCHOOL ONLY)

Student Signature _____

(MIDDLE SCHOOLS AND HIGH SCHOOL ONLY)

Address _____ Zip _____

~~Telephone Number _____~~

School Building _____

Parent or Guardian

I give permission for my child to have access to the Internet using the district's computer network. I also understand that some material accessible through the interconnected systems may be inappropriate for school-age students. I agree to defend, indemnify, and hold harmless Edina Public Schools from any and all claims arising out of or related to the use of this interconnected computer system. I further understand that I have the right to withdraw my approval in writing at any time.

☐ Approved

☐ Disapproved

Parent/Guardian Name (PRINT) _____

Signature of Parent/Guardian _____

Date _____

This form ~~can~~ should be completed electronically through the online portal, or return this form to your school.

Revised: 9/24/12
Modified: 10/13/17
Reviewed: 4/20/20
Reviewed: 8/8/22

Appendix II to Policy 634 [Policy 524]

ONLINE CODE OF ETHICS

In the Edina Public Schools, it is important to use information and technology in safe, legal, and responsible ways. At the same time, the school district has a desire for our students to leave our system with a "positive digital footprint," so that employers and post-secondary institutions can see the great work that they have done. We embrace these conditions as facets of being a digital citizen and strive to help students develop a positive digital footprint.

1. Students accessing or using electronic products, including but not limited to blogs, wikis, podcasts, Google ~~applications~~ workspace, and district learning management systems for student assignments are required to keep personal information out of their postings.

   At the high school level, parents/guardians may opt to allow their students to utilize their full name in order to increase their positive digital footprint when publishing to an authentic audience.

2. Students will select online names that are appropriate and will consider the information and images that are posted online at an age-appropriate level.

3. Students will not log in to the network, devices, or other educational technologies as another classmate.

4. Students using electronic tools will treat these tools as a classroom space. Speech that is inappropriate for class is not appropriate on electronic tools. Students are expected to treat others and their ideas online with respect.

5. Assignments on electronic tools are like any other assignment in school. Students, in the course of completing the assignment, are expected to abide by policies and procedures in the student handbook, including those policies regarding plagiarism, academic ~~dishonesty~~ integrity, and acceptable use of technology.

6. Student blogs, webpages, and other content creation tools are to be a forum for student expression; however, they are first and foremost a tool for learning. The district may restrict speech for valid educational reasons as outlined in school board policy.

7. Students will not use the Internet, in connection with the teacher assignments, to harass, discriminate, bully, or threaten the safety of others. If students receive a comment on an electronic tool used in school that makes them feel uncomfortable or is not respectful, they must report this to a teacher, and must not respond to the comment. Student conduct that occurs off-campus, but has a connection to the school environment, may form the basis for school discipline. This specifically includes activities that occur off-campus over the internet, on social media, or through other communications.

8. Students accessing electronic tools from home or school, using school equipment, will not download or install any software without permission, and will not click on ads or unknown links. ~~competitions.~~

9. Students should be honest, fair, and ~~courageous~~ show integrity in gathering, interpreting, and expressing information for the benefit of others. Always identify sources and test the accuracy of information from all sources.

10. Students will treat information, sources, subjects, colleagues, and information consumers as people deserving of respect. Gathering and expressing information should never cause harm or threaten to be harmful to any person or group of people. Students will gain permission from students or staff who are the focus of their research, recording, or content creation.

11. Students are accountable to their readers, listeners, and viewers, and to each other. Admit mistakes and correct them promptly. Expose unethical information and practices of others.

12. Users will not repost or resend content that was sent to the user privately without the permission of the person who created the content.

13. ~~School b~~ Board policies concerning acceptable use of electronic technology include the use of these electronic tools for school activities (Policy 524 - Internet Acceptable Use and Safety, Policy 622 - Copyright Policy, and Policy 634 - Electronic Technologies Acceptable Use).

14. Failure to follow this code of ethics will result in academic sanctions and/or disciplinary action.

Revised: 9/24/12
Modified: 11/13/17
Reviewed: 4/20/20
Revised: 8/8/22

Appendix III to Policy 634 [Policy 524]

GUIDELINES FOR EMPLOYEE'S PERSONAL USE OF SOCIAL NETWORKING

The decision to use online social networking for personal use is at the employee's discretion. The school district does not affirmatively monitor employee use of non-district, online social networking tools if the employee is not using district electronic technologies; however, the district may take appropriate action when it becomes aware of, or suspects, conduct or communication on an online social media site that adversely affects the workplace or violates applicable professional codes of ethics. These guidelines are for employees engaging in social networking for personal use.

1. When using your personal social networking sites, refrain from fraternization with students.

2. Ensure that social networking postings are appropriate for the public.

3. Weigh whether a posting will put your effectiveness as an employee at risk.

4. Use caution with regard to exaggeration, profanity, guesswork, copyrighted materials, legal conclusions, and derogatory comments.

5. Ensure compliance with data privacy laws and district policies. Employees will be held responsible for inappropriate disclosure, whether purposeful or inadvertent.

6. Respect your coworkers and students. Do not discuss students, their families, or coworkers.

7. Student images obtained from your employment with the district should not be included on personal social networking sites.

8. Set privacy settings carefully to ensure that you know who has access to the content on your social networking sites.

9. If the public may consider your statements to be made in your capacity as a district employee, you may want to include "This posting is my own and does not represent the view of Edina Public Schools." An employee in a leadership role in the district, by virtue of their position, must consider whether personal thoughts ~~he or she~~ they publish~~es~~ will be attributed to the district. The use of the aforementioned phrase does not preclude the employee from disciplinary action.

10. Social media identifications, login identifications, and user names must not contain the district's name or logo without prior written permission from (1) the ~~D~~director of ~~M~~media and ~~T~~technology ~~S~~services and (2) the ~~D~~director of ~~M~~marketing and ~~C~~communications.

Revised: 9/24/12
Reviewed: 4/20/20
Revised: 8/8/22

Appendix IV to Policy 634 [Policy 524]

GUIDELINES FOR CLASSROOM USE OF SOCIAL MEDIA TOOLS

~~The district provides teachers with password-protected, online social media tools that can be used for instruction. teacher~~ Staff members may ~~also~~ elect to use ~~other~~ social media tools for the purpose of instruction in accordance with Policy 634 (Electronic Technologies Acceptable Use) and its appendices.

A. District Online Social Media Tools

1. Content and use must adhere to district policies and guidelines.

2. The platform for instruction must indicate that views expressed on the social media site are that of the employee or student, and do not necessarily reflect the views of Edina Public Schools.

3. The ~~teacher~~ staff member must not disclose information on any online social media site that is district property, protected by data privacy laws, or in violation of copyright.

B. Non-district Social Media Tools

1. If a ~~teacher~~ staff member elects to use a non-district social media tool, the ~~teacher~~ staff member must build a separate page in that social media tool from their personal online presence.

2. Content and use must adhere to district policies and guidelines.

3. Content and use must not violate the “terms of service” for the social media tool.

4. The platform for instruction must indicate that views expressed on the social media site are that of the employee or student, and do not necessarily reflect the views of Edina Public Schools.

5. The ~~teacher~~ staff member must not disclose information on any online social media site that is district property, protected by data privacy laws, or in violation of copyright.

6. The platform must not use official district or school logos without the permission of (1) the ~~D~~director of ~~M~~media and ~~T~~technology ~~S~~services and (2) the ~~D~~director of ~~M~~marketing and ~~C~~communications.

Revised: 9/24/12
Reviewed: 4/20/20
Revised: 8/8/22

Appendix V to Policy 634 [Policy 524]

GUIDELINES FOR SCHOOL OR DISTRICT USE OF SOCIAL MEDIA TOOLS

Individual schools and departments may choose to establish an official presence on public online social media sites with prior administrative approval. A request must contain the following information:

1. Sponsoring school or department;
2. Proposed social media site or other location;
3. Purpose of site, which cannot be served by the current district website;
4. Plan on how to comply with district policies and record retention requirements;
5. Description and primary use of site;
6. Plan for monitoring site, addressing policy violations, and ensuring current content; and
7. Designee for maintaining the site.

The request should be submitted to the ~~D~~director of ~~M~~media and ~~T~~technology ~~S~~services. Written approval or denial will be provided to the school or department. If the request is denied, the school or department may request reasons for the denial in writing.

If the request is approved, the school or department must submit to the ~~D~~director of ~~M~~media and ~~T~~technology ~~S~~services, within two weeks of developing the site, the name of the person(s) who will manage the site and the login information for the site. When a presence is established, the sponsoring school or department is responsible for keeping the site current and monitoring the content of the site.

Sites may be linked from the official district website. All sites must comply with web publishing guidelines found in Policy 634 (Electronic Technologies Acceptable Use) and record retention requirements under Policy 719 (Records Retention.).

Revised: 9/24/12
Reviewed: 4/20/20
Revised: 8/8/22

Appendix VI to Policy 634 [Policy 524]

GUIDELINES FOR DISTRICT SOCIAL MEDIA PAGES

The school district's social media presence creates an accessible communications outlet, providing district news, facilitating district-related discussion by the community, and guiding viewers to departmental websites at www.edinaschools.org. These guidelines are used in conjunction with Policy 634 (Electronic Technologies Acceptable Use) and all other district policies.

Establishment of Page

1. The district will include on its social media page, in a prominent location, a link to the Edina Public Schools' website, as well as contact information for the district.

2. The district will include language regarding limitation on comments and posts by its users:

   Any comments/posts viewed as inappropriate or offensive are subject to removal without notice. These comments/posts include, but are not limited to, commercial solicitations; factually erroneous/libelous information; vulgarity or obscenity; personal attacks of any kind; political support or opposition to any candidate or political measure; offensive comments that target or disparage any group/person; violations of district policy; or discussions not related to the district.

3. The district will include language regarding compliance with data practices and records retentions under Minnesota law:

   Social ~~M~~media pages are intended to serve as a mechanism for communication between the public and Edina Public Schools. Any comments submitted to pages, and its list of ~~fans~~ followers or subscribers, are public records subject to disclosure and retention pursuant to Minnesota law. Public disclosure requests must be directed to Edina Public Schools.

4. The communications department will be responsible for monitoring the district social media pages, including content and comments, to ensure compliance with guidelines for use as posted on the social media pages.

Postings

The district will provide balance in topics shared on its social media pages. District posts will highlight information relevant to and of interest to the community as a whole. Postings may also include prompts or questions relevant to the work and mission of the district that are intended to engage the community in the work of the district. Suggestions for posts should be submitted to the ~~D~~director of ~~M~~marketing and ~~C~~communications.

Appendix VII to Policy 634 [Policy 524]

Personal Device Access

Users of personal devices connecting to Edina-Open must abide by Edina Public Schools' Policy 634 (Electronic Technologies Acceptable Use)~~Policy (Board Policy 634)~~. Though guests may use their personal device and expect some aspects of privacy, use of ~~our~~ the school district's network and systems have the following expectations:

1. Use at your own risk. Use of the Edina Public Schools network is at the device owner's discretion and therefore ~~Edina Public Schools~~ the district is not responsible for any loss, damage or adverse effects that may occur to a device while on ~~our~~ the district network.

2. Devices need to be registered. All non-district devices connected to the Edina Public Schools network need to be registered. In the event of a security incident, personal devices may be disconnected without notice. No support for remediation of security incidents (e.g., malware) will be available, and devices will remain disabled from ~~our~~ the district network until fixed.

3. The Edina Public Schools network is monitored. For security purposes and ~~following~~ pursuant to federal law, the district has implemented monitoring of ~~our~~ the district network. Personal devices connected to ~~our~~ the district's network will also be monitored for access, times, network content, and known security vulnerabilities. This information may be recorded~~,~~ and is subject to audit.

4. The Edina Public Schools networks are filtered. Known inappropriate and/or malicious sites, and many non-instructional sites, are blocked. Use of the district network and systems requires that owners of personal devices adhere to legal and ethical conduct, and refrain from attempting to access blocked content.

5. Expectation of privacy. Access to the contents of personal devices is governed by local and federal laws. However, while accessing the Edina Public Schools network, systems, and buildings, there is not a right to privacy of any content, and as such, may be monitored for inappropriate or illegal activities.

6. Edina Public Schools reserves the right to maintain records of usage. ~~Edina Public Schools~~ The district may immediately terminate the privilege to use the Edina Public Schools network should it become aware that the network is being used for inappropriate or illegal activities. The district reserves the right to take appropriate action in the event inappropriate or illegal activities are discovered on ~~our~~ the district systems or network.

Adopted: 9/24/18
Reviewed: 4/20/20
Revised: 8/8/22

X. **Leadership and Committee Updates**

XI. **Superintendent Updates**

XII. **Adjournment**

XIII. **Information**

XIII.A. Investment Summary - September 2023

Board Meeting Date: 10/16/2023

Title: Investment Summary – September 2023

Type: Information

Presenter(s): Mert Woodard, Director, Finance & Operations

Description: The attached report provides detailed information regarding cash and investments belonging to the District as of September 30, 2023.

Recommendation: N/A

Desired Outcomes from the Board: This information is provided for the benefit of the Board of Education and its stakeholders.

Attachments:

1. Investment Summary – September 2023

2023-24 SCHOOL YEAR

Investment Summary

Edina Public Schools
DEFINING EXCELLENCE

FOR THE MONTH ENDED SEPTEMBER 30, 2023

General Operating Funds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
MSDLAF+ Liquid	Money Market	N/A	NOW	5,978,600	5.26%
MSDLAF+ Max	Money Market	N/A	NOW	4,539,388	5.36%
PMA/MN Trust	Money Market	N/A	NOW	21,007,008	5.29%
Term Series Flex	MNTRUST – Term Series-Flex (Pref HCC)	9/30/2023	9/30/2023	5,107,586	5.35%
SDA Account	NexBank, TX	9/30/2023	9/30/2023	2,000,000	5.40%
Certificate of Deposit	SERVISFIRST BANK, FL	11/18/2022	11/20/2023	238,000	4.76%
Certificate of Deposit	FLAGLER BANK, FL	3/17/2023	3/14/2024	238,350	4.85%
Certificate of Deposit	Royal Business Bank, CA	3/17/2023	3/14/2024	237,600	5.14%
Certificate of Deposit	Pacific National Bank, FL	3/17/2023	3/14/2024	238,150	4.95%
Certificate of Deposit	Pioneer Federal Credit Union, ID	3/17/2023	3/14/2024	238,150	4.94%
Certificate of Deposit	ANECA FCU, LA	3/17/2023	3/14/2024	237,650	5.14%
Certificate of Deposit	Pinnacle Bank, GA	3/17/2023	3/14/2024	238,050	4.97%
Certificate of Deposit	Capital Community Bank, UT	3/17/2023	3/14/2024	238,400	4.84%
Certificate of Deposit	TECHNICOLOR CREDIT UNION, CA	3/17/2023	3/14/2024	237,900	5.02%
Certificate of Deposit	Financial Federal Bank, TN	3/17/2023	3/14/2024	238,600	4.75%
Certificate of Deposit	Preferred Bank, NY	3/17/2023	3/14/2024	237,550	5.22%
Certificate of Deposit	PACIFIC WESTERN BANK, CA	11/18/2022	5/16/2024	232,700	4.61%
Certificate of Deposit	MORGAN STANLEY PVT BANK, 61768ENB5	11/25/2022	5/28/2024	241,803	4.65%
Certificate of Deposit	MORGAN STANLEY BANK NA, 61690UV56	11/25/2022	5/28/2024	241,803	4.65%
Certificate of Deposit	WELLS FARGO BANK NA, 9497633V6	11/28/2022	5/28/2024	246,787	4.65%
Certificate of Deposit	Western Alliance Bank, CA	8/22/2023	8/21/2024	237,150	5.37%
Certificate of Deposit	VIBRANT CREDIT UNION, IL	8/22/2023	8/21/2024	236,550	5.58%
Certificate of Deposit	Fieldpoint Private Bank & Trust, CT	3/17/2023	9/12/2024	232,650	4.88%
Certificate of Deposit	Milledgeville State Bank, IL	3/17/2023	9/12/2024	233,350	4.69%
Certificate of Deposit	FIRST NATIONAL BANK, ME	11/18/2022	11/18/2024	226,800	4.56%
Certificate of Deposit	KS STATEBANK / KANSAS STATE BANK OF MANHATTAN, KS	11/18/2022	11/18/2024	226,600	4.58%
Certificate of Deposit	PENTAGON FEDERAL CREDITUNION (183 day and out), VA	11/18/2022	11/19/2024	1,750,000	4.40%
Certificate of Deposit	UBS BANK USA, 90348J7G9	11/23/2022	11/25/2024	245,561	4.66%
Certificate of Deposit	CITY NATL BK - BEV HILLS, 178180GR0	11/23/2022	11/25/2024	240,748	4.71%
Certificate of Deposit	BMW BANK NORTH AMERICA, 05580AT20	11/25/2022	11/25/2024	240,613	4.66%
Certificate of Deposit	DISCOVER BANK, 2546732A3	11/30/2022	12/2/2024	240,581	4.66%
Certificate of Deposit	GREENSTATE CREDIT UNION, IA	11/18/2022	1/27/2025	225,100	4.53%
Certificate of Deposit	FIRST PRYORITY BANK, OK	11/18/2022	1/27/2025	224,400	4.56%
Certificate of Deposit	ELGA CREDIT UNION, MI	8/22/2023	1/27/2025	232,350	5.21%
Certificate of Deposit	CONNEXUS CREDIT UNION, 20825WCN8	8/25/2023	8/25/2025	246,919	5.26%
Certificate of Deposit	CALIFORNIA CREDIT UNION, 130162AY6	8/28/2023	8/28/2025	242,174	5.31%
			Total General Operating Funds:	**$ 47,495,620**	

2021A Facilities Maintenance Bonds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
PMA/MN Trust	Money Market	N/A	NOW	629,481	5.29%
PMA/MN Trust	MNTRUST – Term Series-Flex (PenFed LOC)	9/30/2023	9/30/2023	3,159,503	5.35%
			Total 2021A Facilities Maintenance Bonds:	**$ 3,788,984**	

2021B General Obligation School Building Bonds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
PMA/MN Trust	Money Market	N/A	NOW	1,055,797	5.29%
PMA/MN Trust	MNTRUST – Term Series-Flex (PenFed LOC)	9/30/2023	9/30/2023	0	5.35%
			Total 2021B General Obligation School Building Bonds:	**$ 1,055,797**	

2022A Certificates of Participation:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
Money Market	FIRST AM GOVT OB FD CL D	N/A	NOW	3,626,163	4.81%
US Treasury Bonds & Notes	U S TREASURY NT 0.125% 10/15/23	10/15/2020	10/15/2023	998,130	0.13%
			Total 2022A Certificates of Participation:	**$ 4,624,293**	

2023A General Obligation Capital Notes & Facilities Maintenance Bonds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
PMA/MN Trust	Money Market	9/30/2023	9/30/2023	632,255	5.29%
PMA/MN Trust	Certificate of Deposit	8/8/2023	6/14/2024	238,850	5.36%
PMA/MN Trust	Certificate of Deposit	8/8/2023	6/14/2024	239,000	5.29%
PMA/MN Trust	Certificate of Deposit	8/8/2023	6/14/2024	238,950	5.31%
PMA/MN Trust	Certificate of Deposit	8/10/2023	6/14/2024	2,500,000	5.17%
			Total 2023A GO Capital Notes & FM Bonds:	**$ 3,849,055**	
			Total Portfolio Value:	**$ 60,813,749**	

XIII.B. Governmental Funds Expenditure Summary - September 2023

Board Meeting Date: 10/16/2023

Title: Governmental Funds Expenditure Summary – September 2023

Type: Information

Presenter(s): Mert Woodard, Director, Finance & Operations

Description: The attached report describes fiscal year-to-date budget and expenditure activity within the District's governmental funds through September 30, 2023.

Recommendation: N/A

Desired Outcomes from the Board: This information is provided for the benefit of the Board of Education and its stakeholders.

Attachments:

1. Governmental Funds Expenditure Summary – September 2023

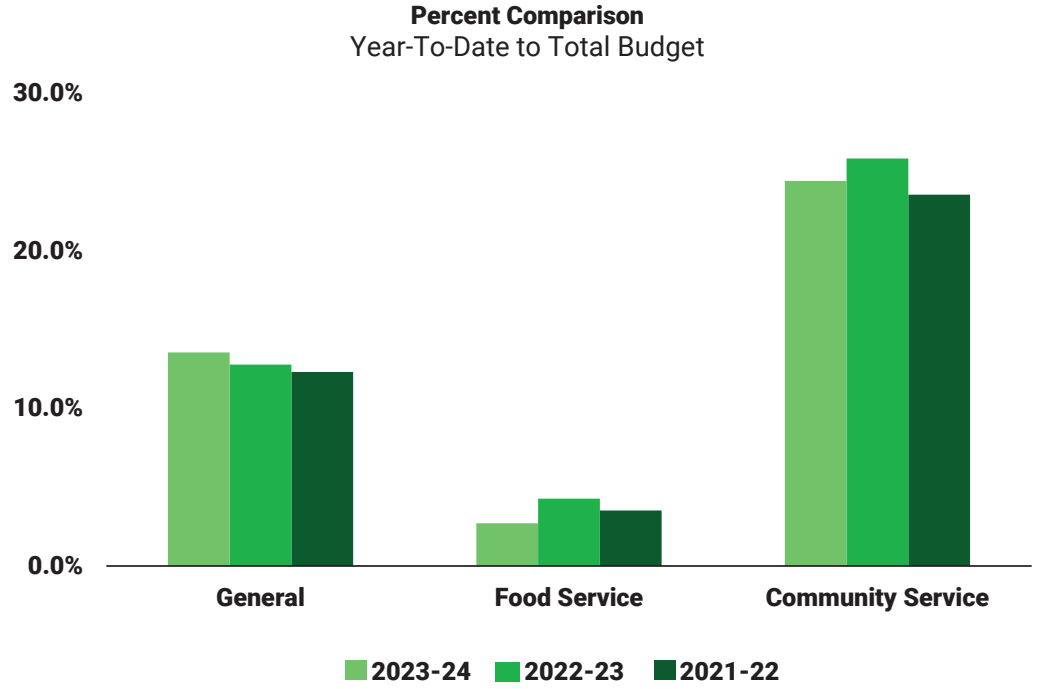
2023-24 SCHOOL YEAR

Expenditure Summary

Edina Public Schools
DEFINING EXCELLENCE

FOR THE MONTH ENDED SEPTEMBER 30, 2023

Fund	Fiscal Year-to-Date 2023-24 Budget	Fiscal Year-to-Date 2023-24 Actuals	Fiscal Year-to-Date % of Budget 2023-24	2022-23	2021-22
General Fund					
Salaries	$ 87,982,793	$ 11,668,385	13.3%	12.5%	11.6%
Benefits	29,450,663	3,207,555	10.9%	10.7%	11.5%
Purchased Services	8,863,473	2,146,668	24.2%	22.2%	18.6%
Supplies & Materials	3,527,529	626,203	17.8%	15.0%	16.7%
Other Expenditures	507,439	28,785		8.5%	18.5%
Other Financing Uses	-	-	-	-	-
Total General Fund Expenditures	**$ 130,331,897**	**$ 17,677,597**	**13.6%**	**12.8%**	**12.3%**
Food Service	3,749,153	101,305	2.7%	4.3%	3.5%
Community Service	11,892,848	2,908,045	24.5%	25.9%	23.6%
Debt Service	14,587,840	3,386,381	23.2%	23.8%	24.3%
Capital	36,172,310	8,735,747	24.2%	25.2%	15.1%
Internal Service	870,900	238,358	27.4%	26.7%	19.7%
Total Expenditures All Funds	**$ 197,604,948**	**$ 33,047,433**	**16.7%**	**16.6%**	**14.1%**



Notes:

1- Capital Expenditures, including those made under the building construction fund, operating capital, capital projects levy, and long-term facilities maintenance are presented in combination within the "Capital" category as they are non-linear in nature and can vary greatly from period to period and year to year. Significant variances are normal.

2 - Expenditure figures may be understated or overstated due disbursement timing fluctuations; the District operates under the cash basis of accounting during the year for non-salary expenditures

XIII.C. Wold and Reinhardt reports

Wold

Edina Public Schools

DEFINING EXCELLENCE

BOARD WORK SESSION

August 22, 2023

ISD 273

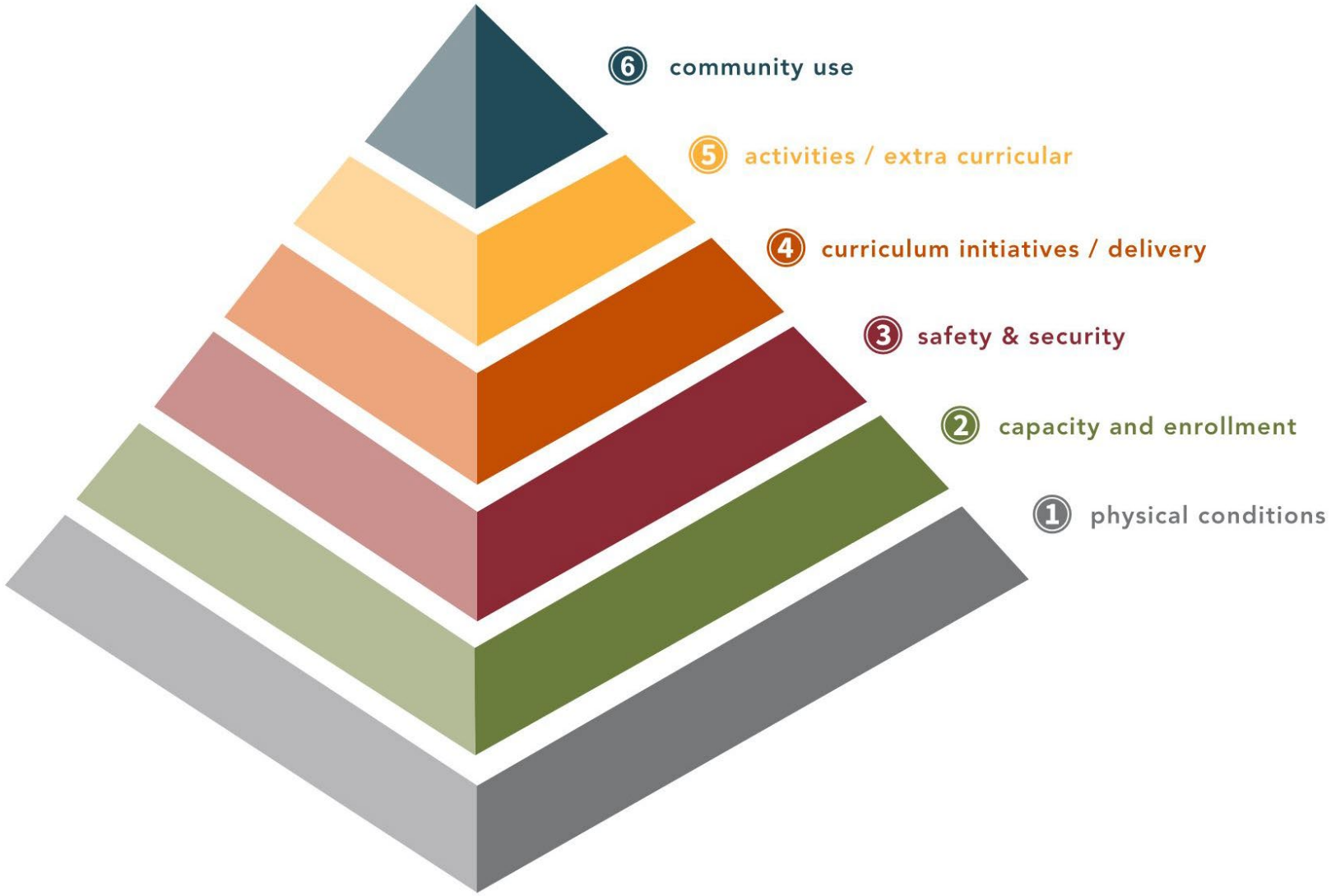
Capacity Study

2023-2024

Wold

Edina Public Schools
DEFINING EXCELLENCE

CAPACITY ANALYSIS
WHY STUDY CAPACITY?



Capacity is the ability of a school facility to house K-12 student programs.

- *Capacity Analysis attempts to quantify the amount of building capacity.*
- *Useful when compared to "Head Count" or number of students.*
- *Sets a standard for a fully functioning school that accommodates anticipated programs.*

Capacity Overview

- *A change in space use can change capacity.*
- *Assigning additional rooms to Computer Labs, Special Education, and Small Group spaces reduces the building capacity.*
- *Room assignments vary from year to year, and therefore capacity changes every year.*
- *Average number of seats per room is a fundamental component and has a large impact on building capacity.*

District Class Sizes

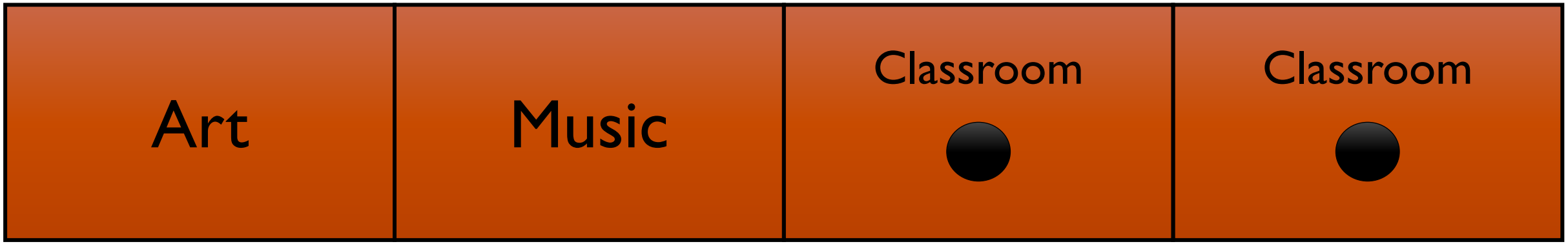
- *Kindergarten: 20 students (20-24)*
- *1st Grade: 21 students (21-24)*
- *2nd Grade: 21 students (21-25)*
- *3rd Grade: 23 students (23-26)*
- *4th Grade: 24 students (24-27)*
- *5th Grade: 24 students (24-27)*
- *6th to 8th Grades: 28.15 students (28.15 per fte, 336 per grade level)*
- *9th to 12th Grades: 30.9 students (30.9 per fte, 680 per grade level)*

Wold

Edina Public Schools
DEFINING EXCELLENCE

CAPACITY ANALYSIS
SAMPLE EXERCISE

Four Room Schoolhouse: **Elementary School**



Elementary Capacity

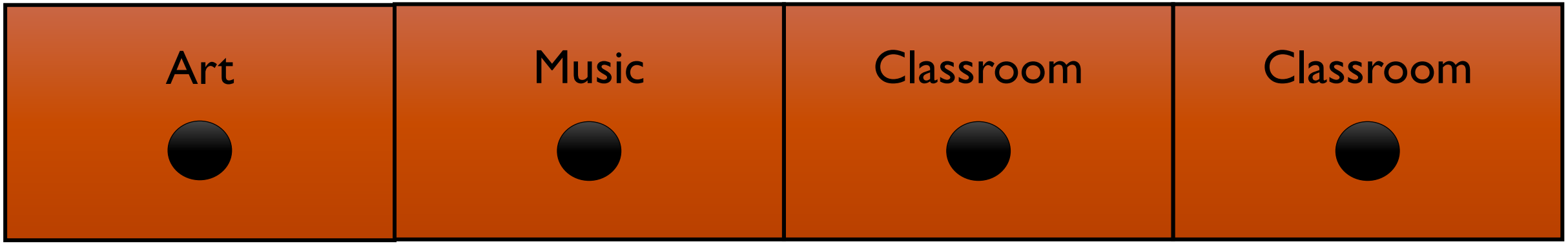
2 Classrooms x 24 Students/Classroom = **48** Student Capacity

Wold

Edina Public Schools
DEFINING EXCELLENCE

CAPACITY ANALYSIS
SAMPLE EXERCISE

Four Room Schoolhouse: **Middle School**



Secondary School Capacity
4 Classrooms x 28.15 Students/Classroom = 112.6 Gross Capacity
x 75% Efficiency Factor = **84** Students Net Capacity

CAPACITY ANALYSIS

2019 CAPACITY VS. 2024 CAPACITY

2019 Capacity Class Sizes

Grade	Class Size
Kindergarten	24
1st Grade	24
2nd Grade	25
3rd Grade	26
4th Grade	27
5th Grade	27
CP	28
6th – 12th	27.2
9th – 12th	30.9

2024 Capacity Class Sizes

Grade	Class Size
Kindergarten	20
1st Grade	21
2nd Grade	21
3rd Grade	23
4th Grade	24
5th Grade	24
CP	28
6th – 12th	28.15
9th – 12th	30.9

CAPACITY ANALYSIS

DISTRICT-WIDE CAPACITY ANALYSIS

ELEMENTARY CAPACITY (Grades K-5)	Target Capacity - without potential	Target Capacity - with potential	Previous Study Capacity	Difference between 23-24 and 18-19
Concord Elementary	665	665	765	-100
Cornelia Elementary	532	582	612	-80
Countryside Elementary	692	692	594	98
Creek Valley Elementary	532	607	612	-80
Highlands Elementary	520	520	606	-86
Normandale Elementary	596	644	660	-64
Total	**3,537**	**3,710**	**3,849**	**-312**

MIDDLE SCHOOL CAPACITY (Grades 6-8)	Target Capacity - 75%	Target Capacity - 80%	Previous Study Capacity	Difference between 23-24 and 18-19
South View Middle School	1,119	1,268	1,225	-106
Valley View Middle School	1,161	1,316	1,248	-87
Total	**2,280**	**2,584**	**2,473**	**-193**

HIGH SCHOOL CAPACITY (Grades 9-12)	Target Capacity - 85%	Target Capacity - 90%	Previous Study Capacity	Difference between 23-24 and 18-19
Edina High School	3,047	3,226	2,994	53
Total	**3,047**	**3,226**	**2,994**	**53**
District Wide Total	**8,864**	**9,520**	**9,316**	**-452**

Wold

Edina Public Schools

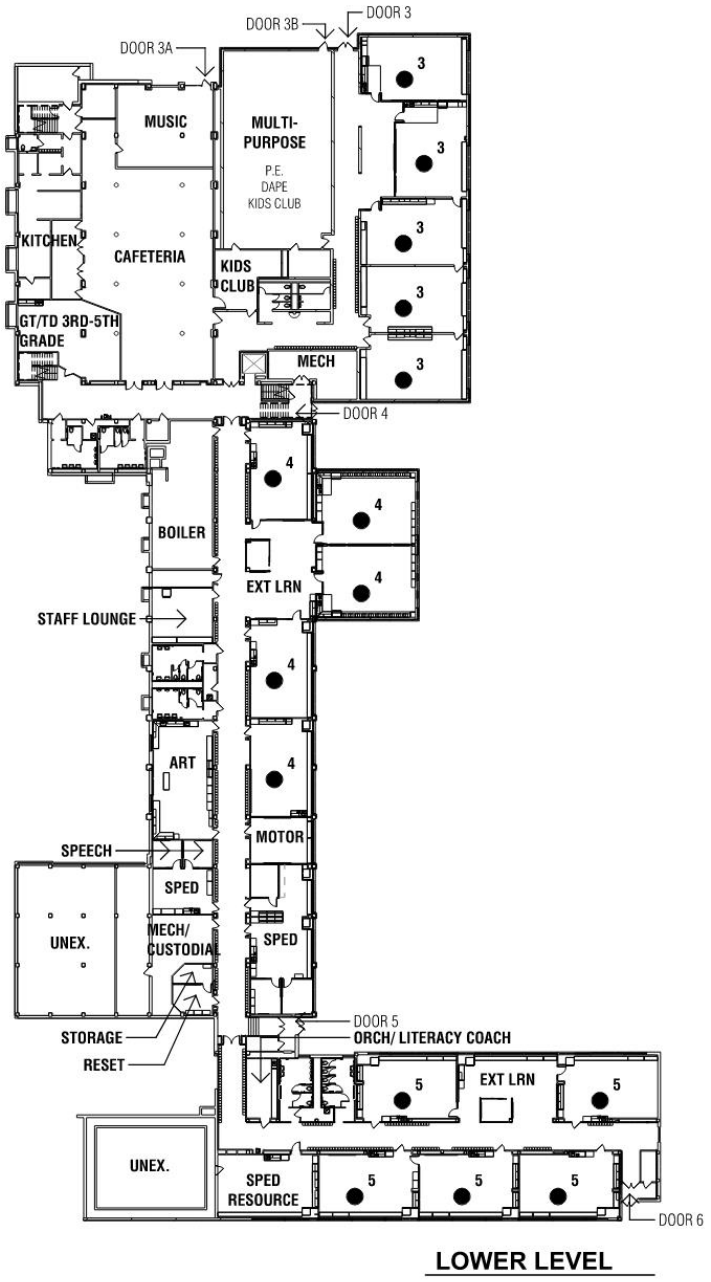
DEFINING EXCELLENCE

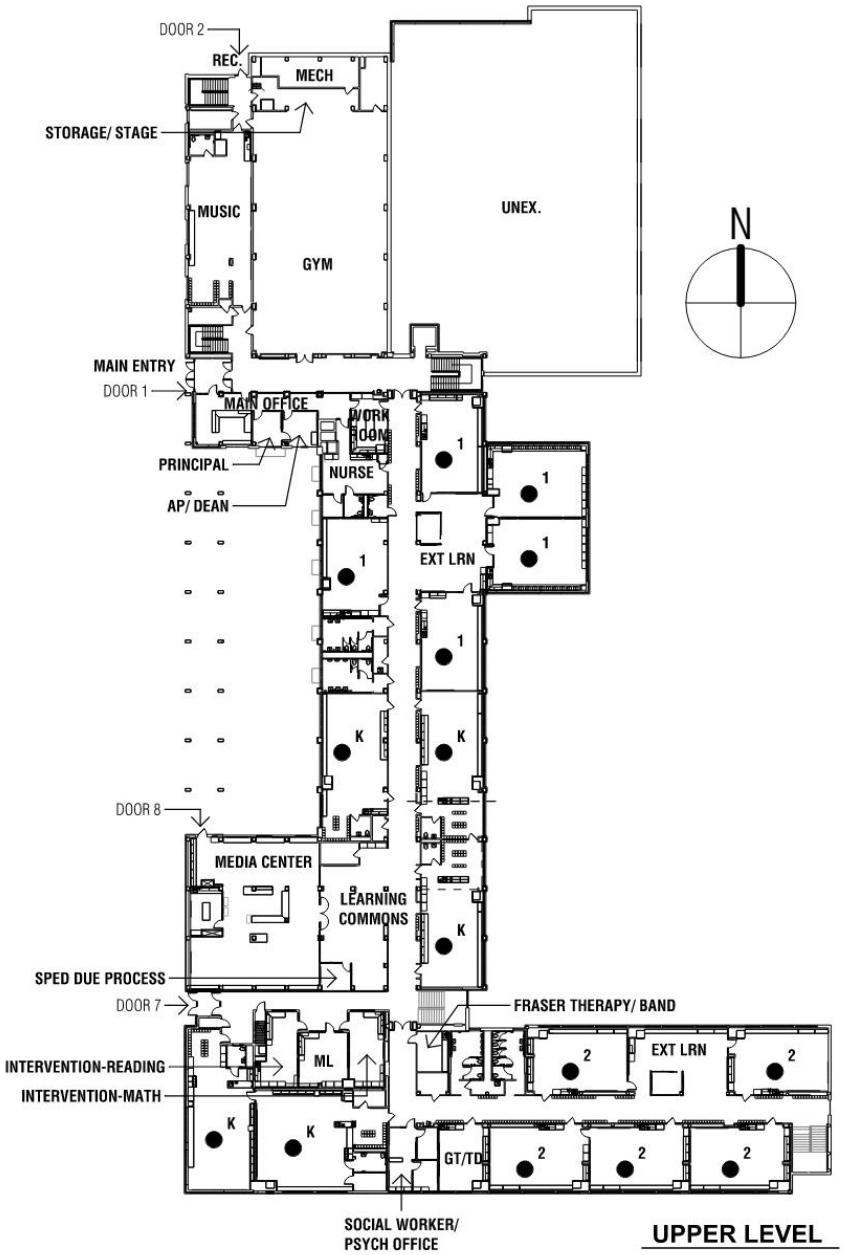
CONCORD ELEMENTARY SCHOOL CAPACITY

Kindergarten	(5) x 20 =	100
1st Grade	(5) x 21 =	105
2nd Grade	(5) x 21 =	105
3rd Grade	(5) x 23 =	115
4th Grade	(5) x 24 =	120
5th Grade	(5) x 24 =	120
Building Capacity		**665**
Potential Capacity		**665*

2019 Capacity 765

* Calculated at a higher student per classroom number

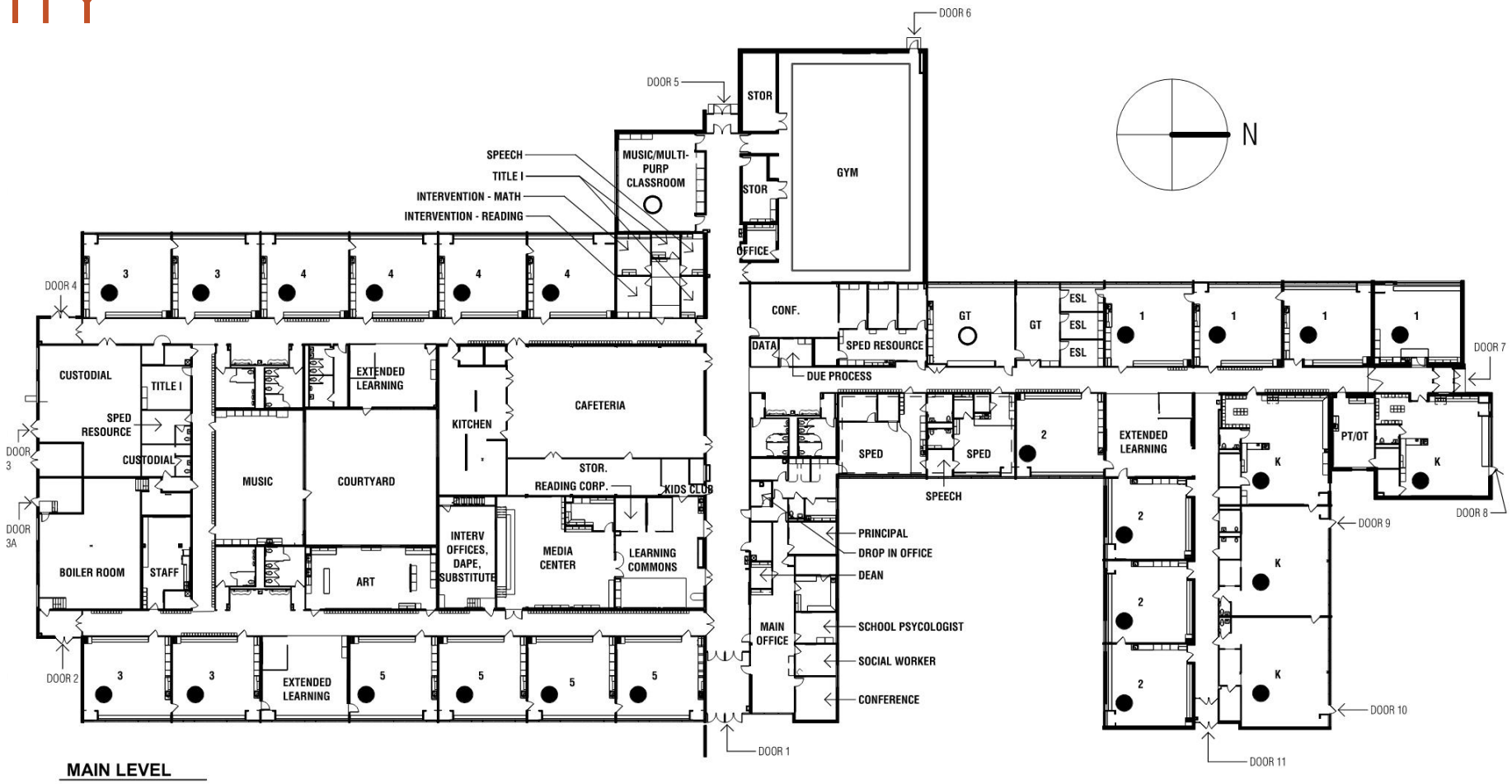




Edina Public Schools
DEFINING EXCELLENCE

CORNELIA ELEMENTARY SCHOOL CAPACITY

Kindergarten	(4) x 20 =	80
1st Grade	(4) x 21 =	84
2nd Grade	(4) x 21 =	84
3rd Grade	(4) x 23 =	92
4th Grade	(4) x 24 =	96
5th Grade	(4) x 24 =	96
Building Capacity		**532***
Potential Capacity		**582*



2019 Capacity 612

* Calculated at a higher student per classroom number

Wold

Edina Public Schools

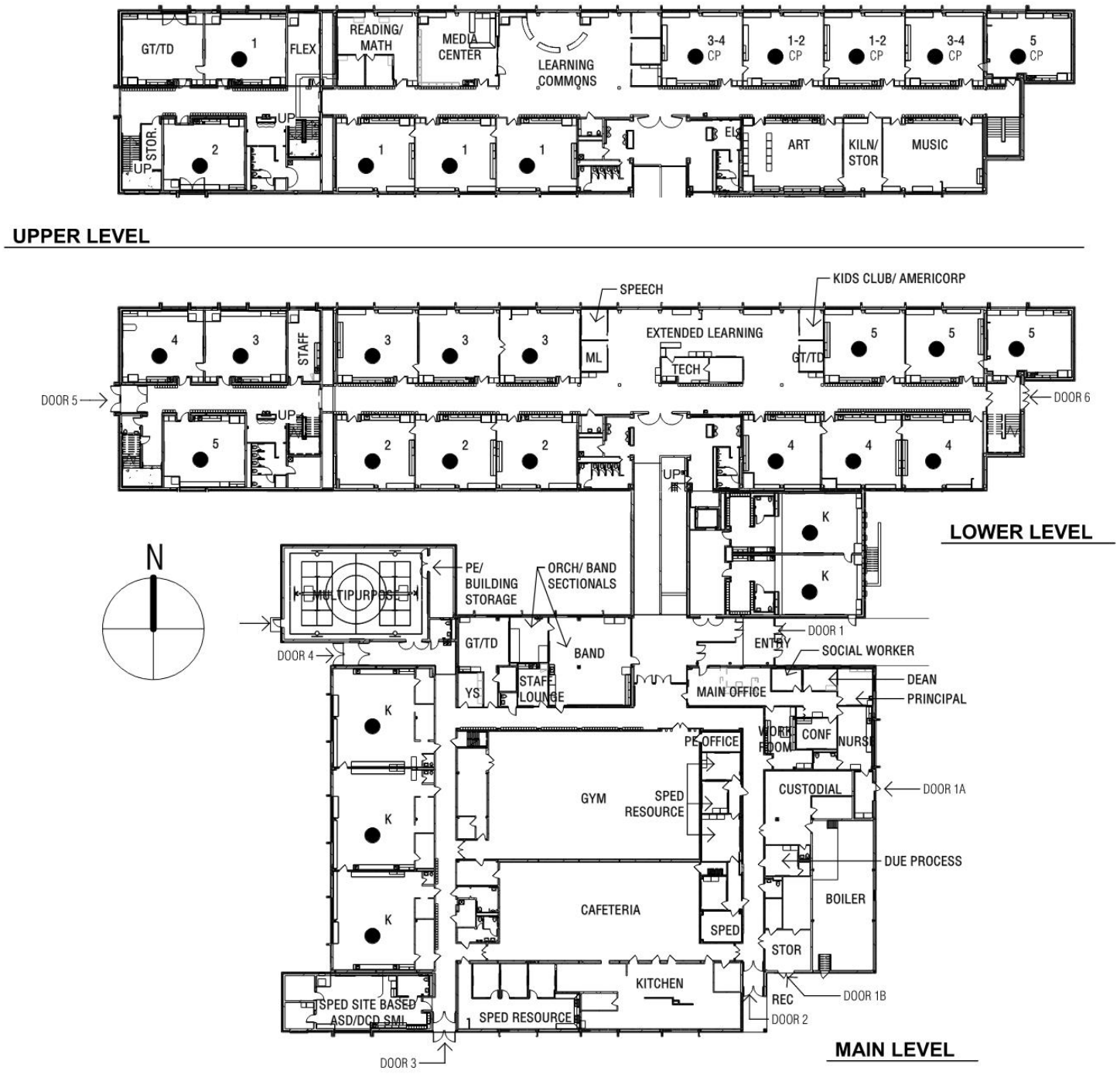
DEFINING EXCELLENCE

COUNTRYSIDE ELEMENTARY SCHOOL CAPACITY

Kindergarten	(5) x 20 =	100
1st Grade	(4) x 21 =	84
2nd Grade	(4) x 21 =	84
3rd Grade	(4) x 23 =	92
4th Grade	(4) x 24 =	96
5th Grade	(4) x 24 =	96
CP	(5) x 28 =	140
Building Capacity		**692**
Potential Capacity		*692

2019 Capacity 594

* Calculated at a higher student per classroom number



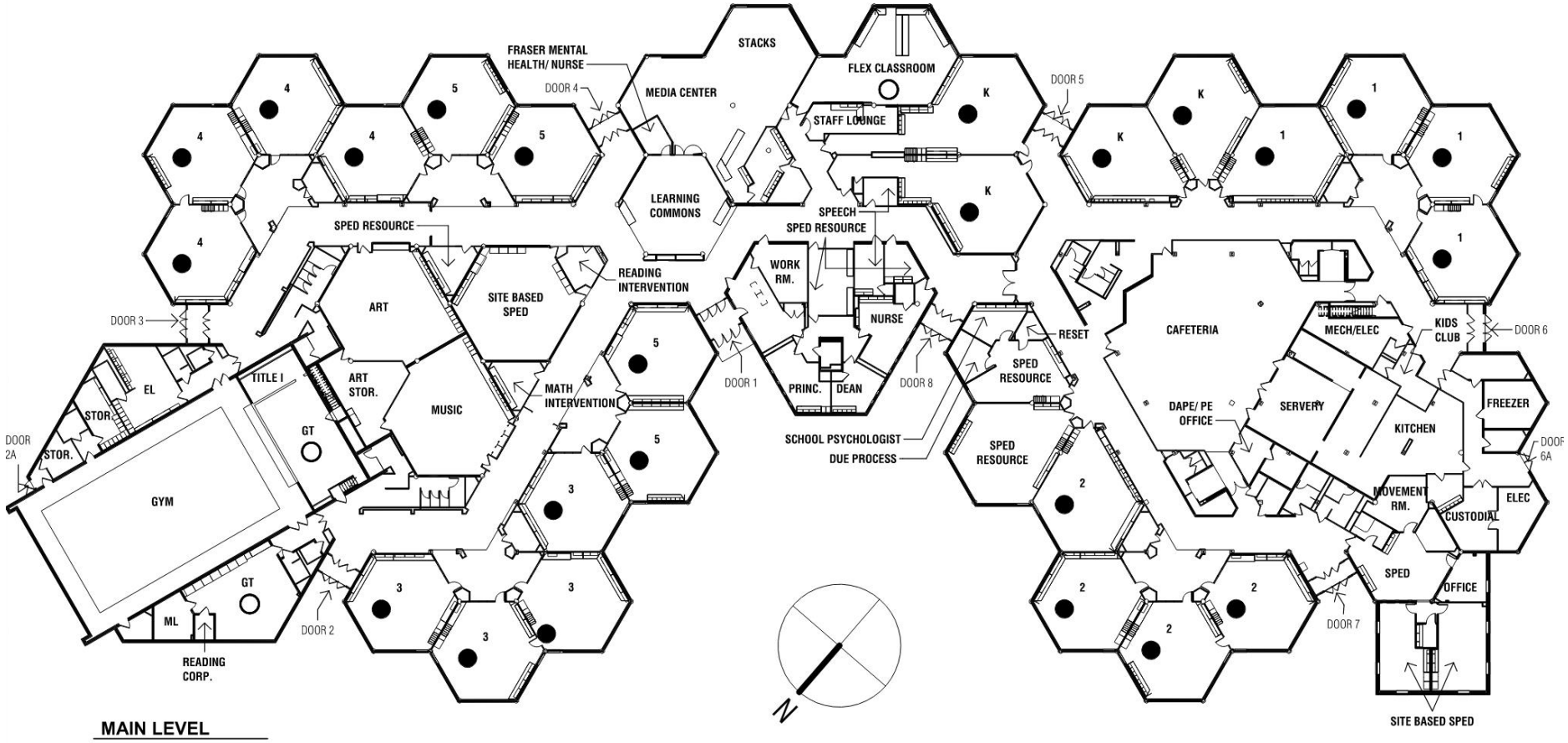
Wold

Edina Public Schools

DEFINING EXCELLENCE

CREEK VALLEY ELEMENTARY SCHOOL CAPACITY

Kindergarten	(4) x 20 =	80
1st Grade	(4) x 21 =	84
2nd Grade	(4) x 21 =	84
3rd Grade	(4) x 23 =	92
4th Grade	(4) x 24 =	96
5th Grade	(4) x 24 =	96
Building Capacity		**532***
Potential Capacity		**607*



2019 Capacity 612

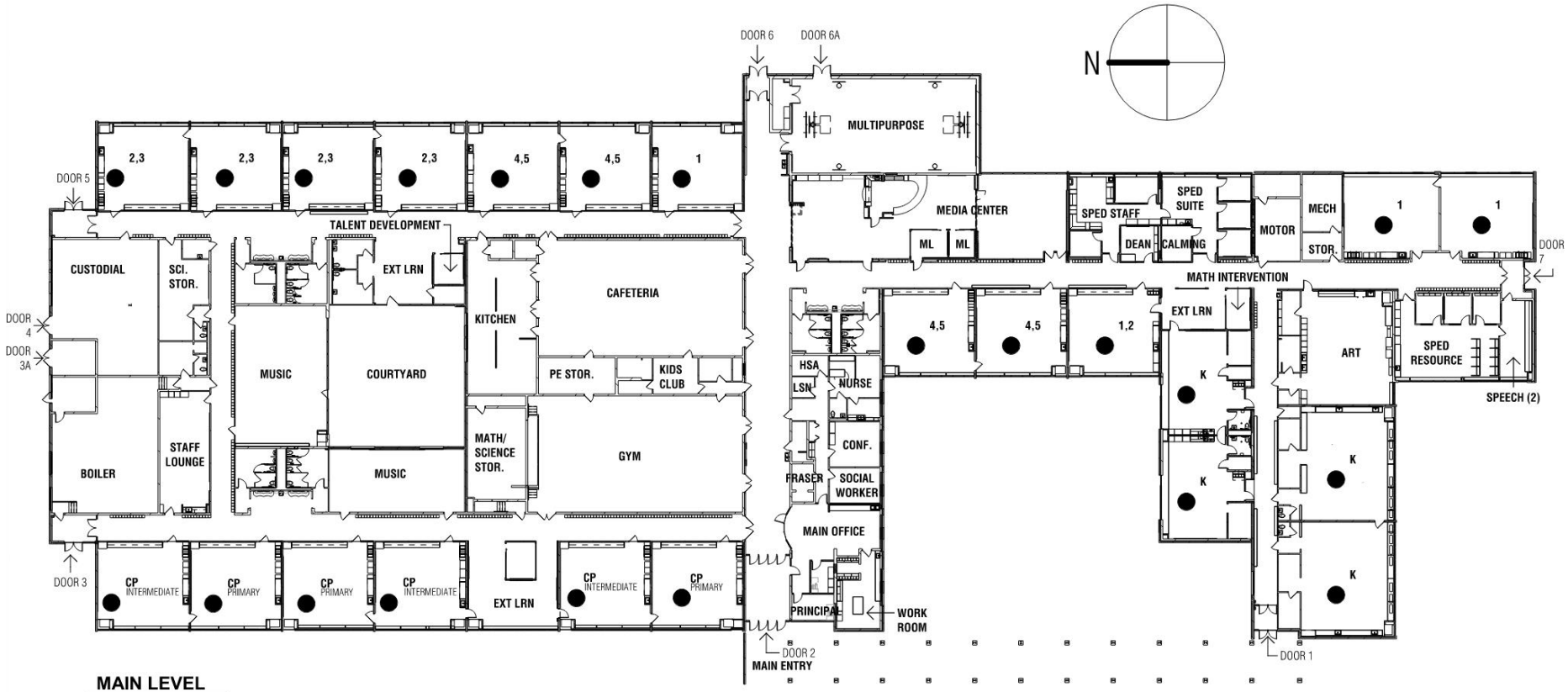
* Calculated at a higher student per classroom number

Wold

Edina Public Schools
DEFINING EXCELLENCE

HIGHLANDS ELEMENTARY SCHOOL CAPACITY

Kindergarten	(4) x 20 =	80
1st Grade	(3) x 21 =	63
1st - 2nd Grade	(1) x 21 =	21
2nd - 3rd Grade	(4) x 23 =	92
4th - 5th Grade	(4) x 24 =	96
CP	(6) X 28 =	168
Building Capacity		**520**
Potential Capacity		**520*



2019 Capacity 606

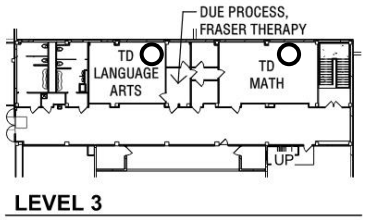
* Calculated at a higher student per classroom number

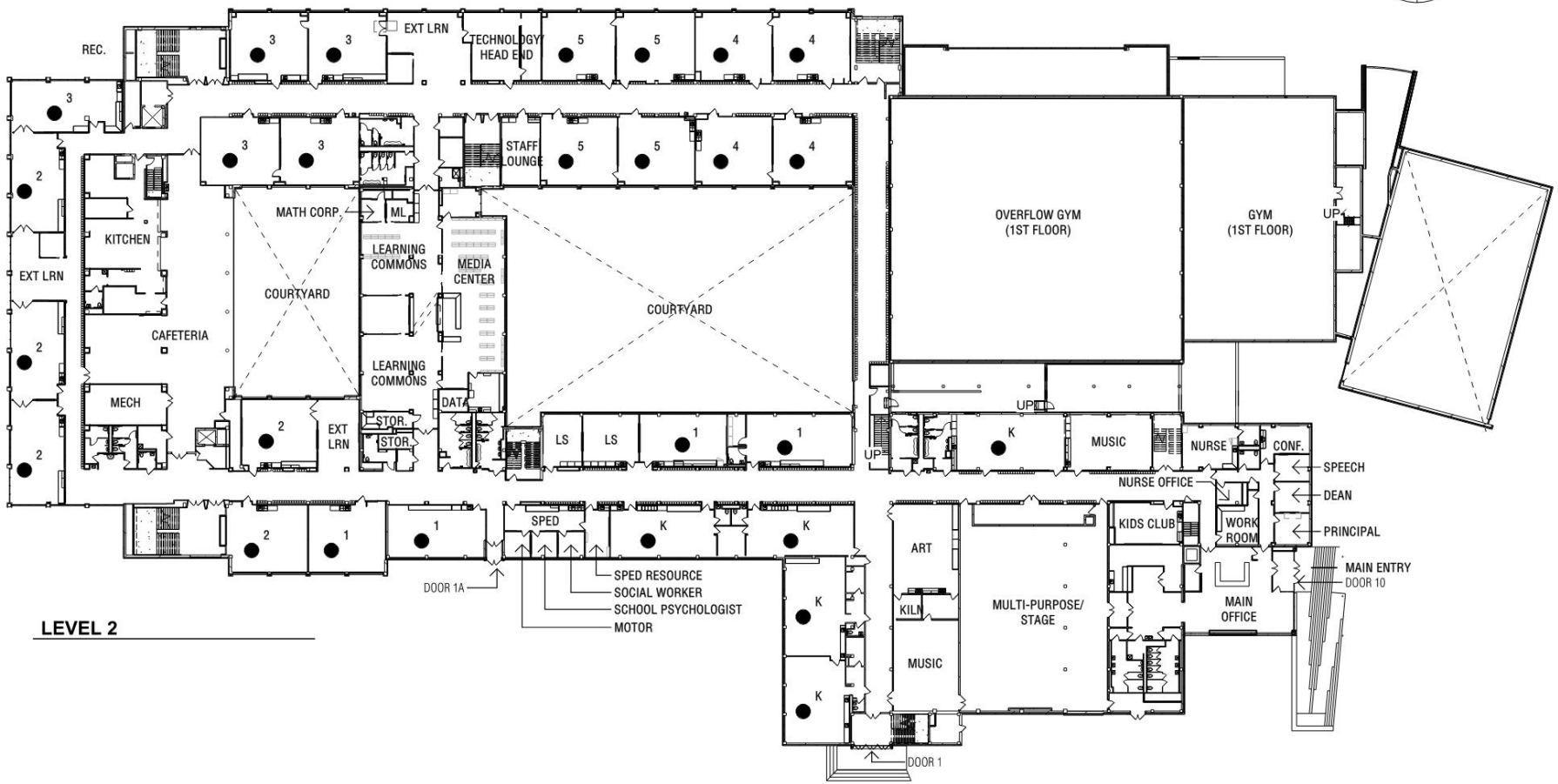
Wold

Edina Public Schools
DEFINING EXCELLENCE

NORMANDALE ELEMENTARY SCHOOL CAPACITY

Kindergarten	(5) x 20 =	100
1st Grade	(4) x 21 =	84
2nd Grade	(5) x 21 =	105
3rd Grade	(5) x 23 =	115
4th Grade	(4) x 24 =	96
5th Grade	(4) x 24 =	96
Building Capacity		**596**
Potential Capacity		**644*





2019 Capacity 660

* Calculated at a higher student per classroom number

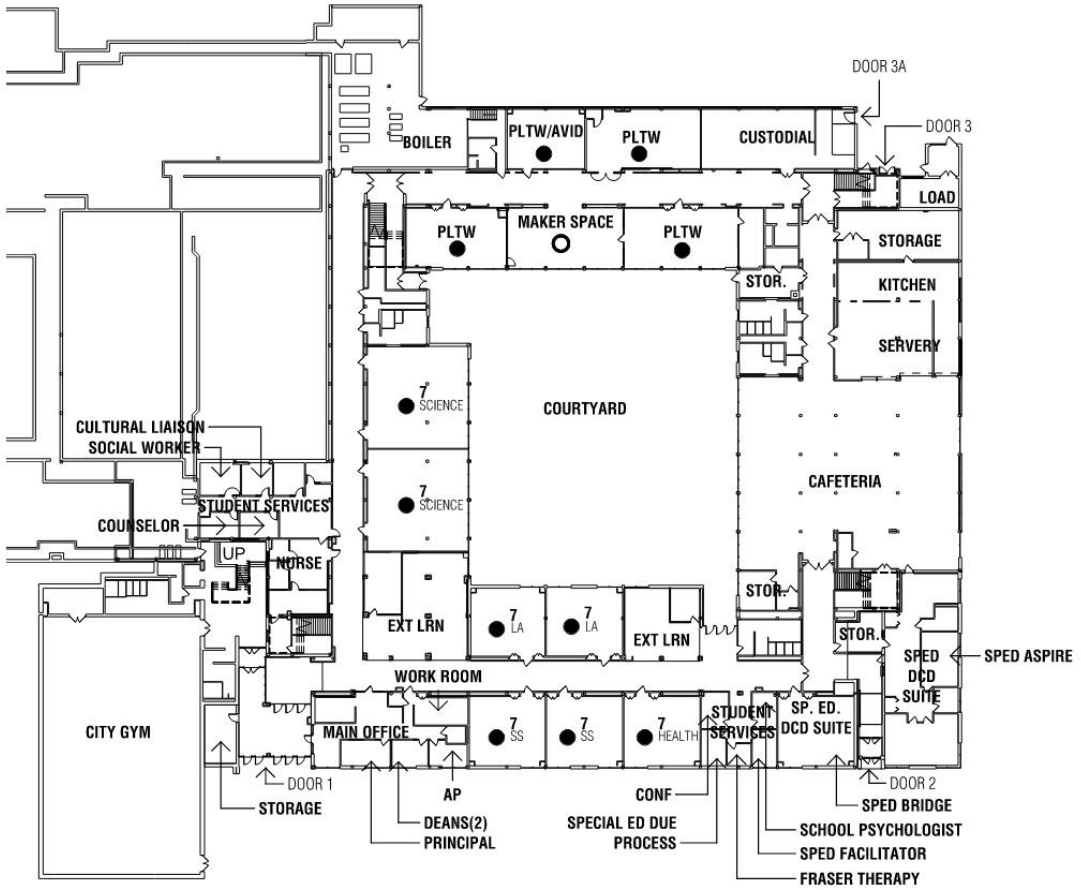
SOUTH VIEW MIDDLE SCHOOL CAPACITY

Current Schedule / Utilization

Teaching Stations	49
Potential Teaching Stations	4
Total Teaching Stations	53
x Students / Station	28.15
x % Utilization	75%
Building Capacity =	**1,119**

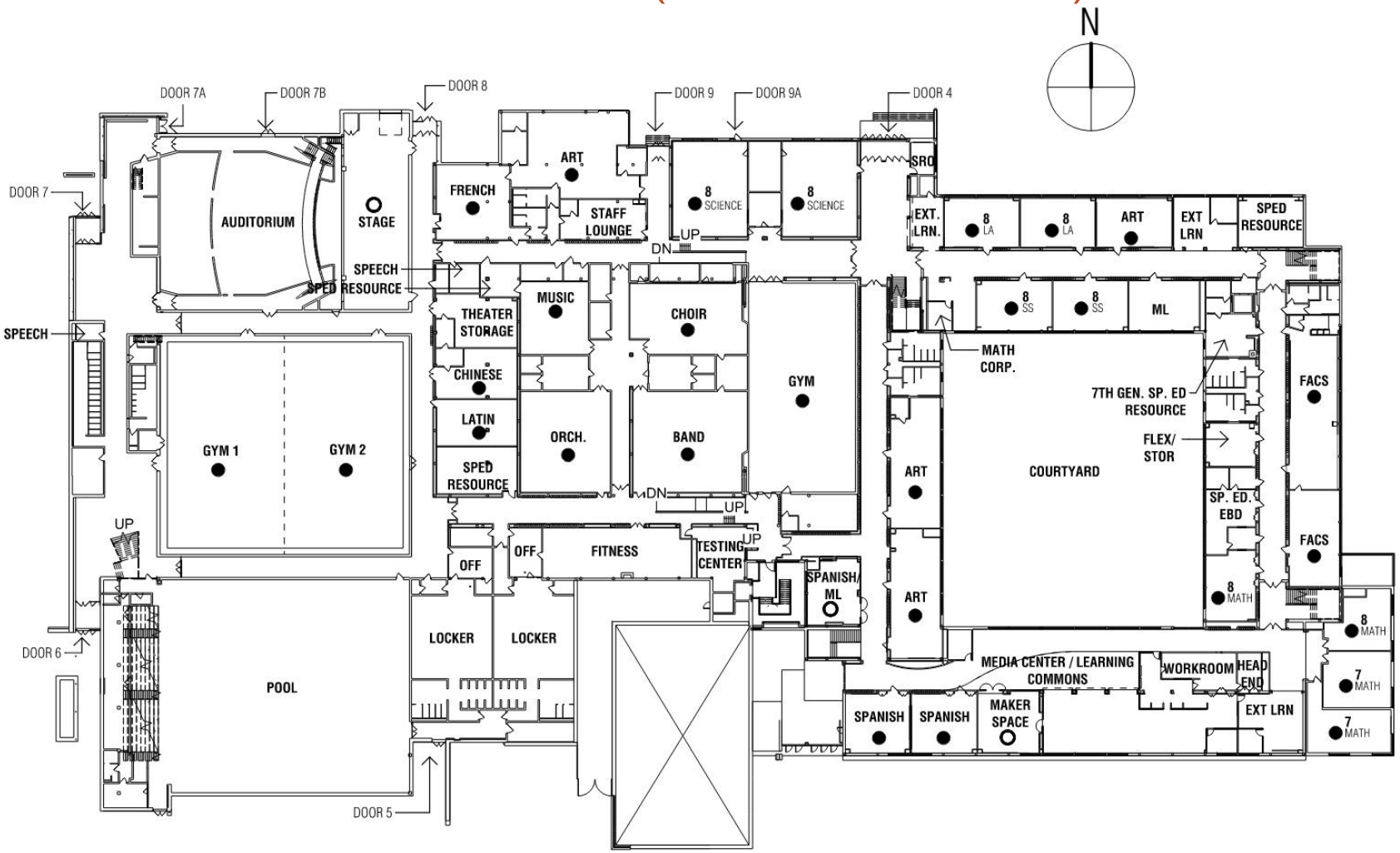
Alternate Utilization

Teaching Stations	49
Potential Teaching Stations	4
Total Teaching Stations	53
x Students / Station	28.15
x % Utilization	85%
Building Capacity =	**1,268**

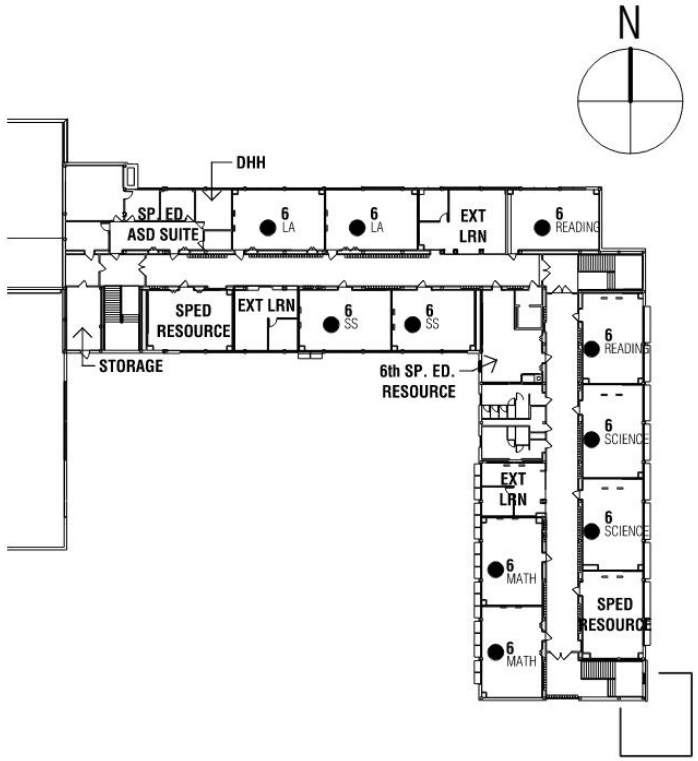


LOWER LEVEL

SOUTH VIEW MIDDLE SCHOOL CAPACITY (CONTINUED)



MAIN LEVEL



UPPER LEVEL

Wold

Edina Public Schools

DEFINING EXCELLENCE

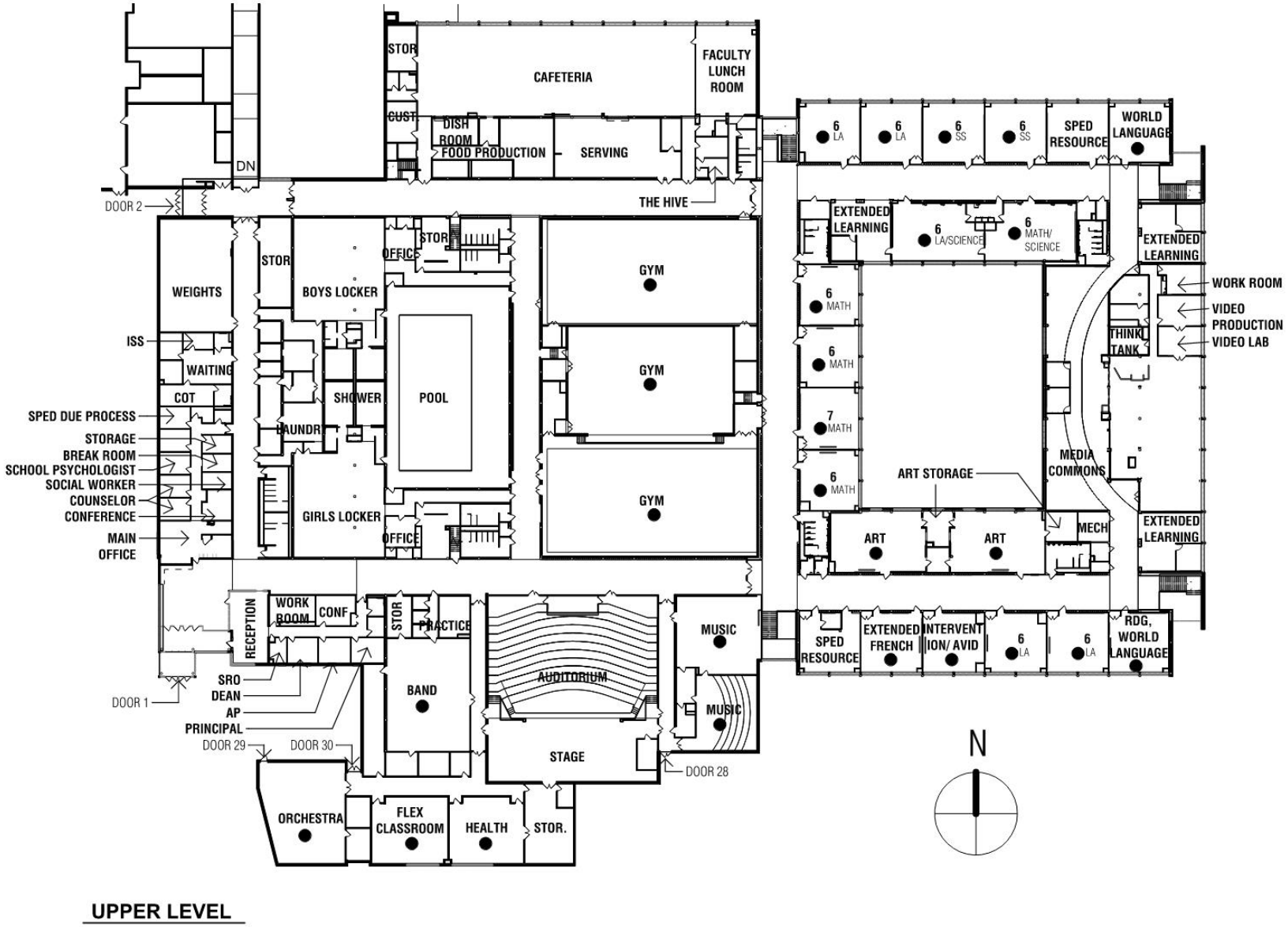
VALLEY VIEW MIDDLE SCHOOL CAPACITY

Current Schedule / Utilization

Teaching Stations	53
Potential Teaching Stations	2
Total Teaching Stations	55
x Students / Station	28.15
x % Utilization	75%
Building Capacity =	**1,161**

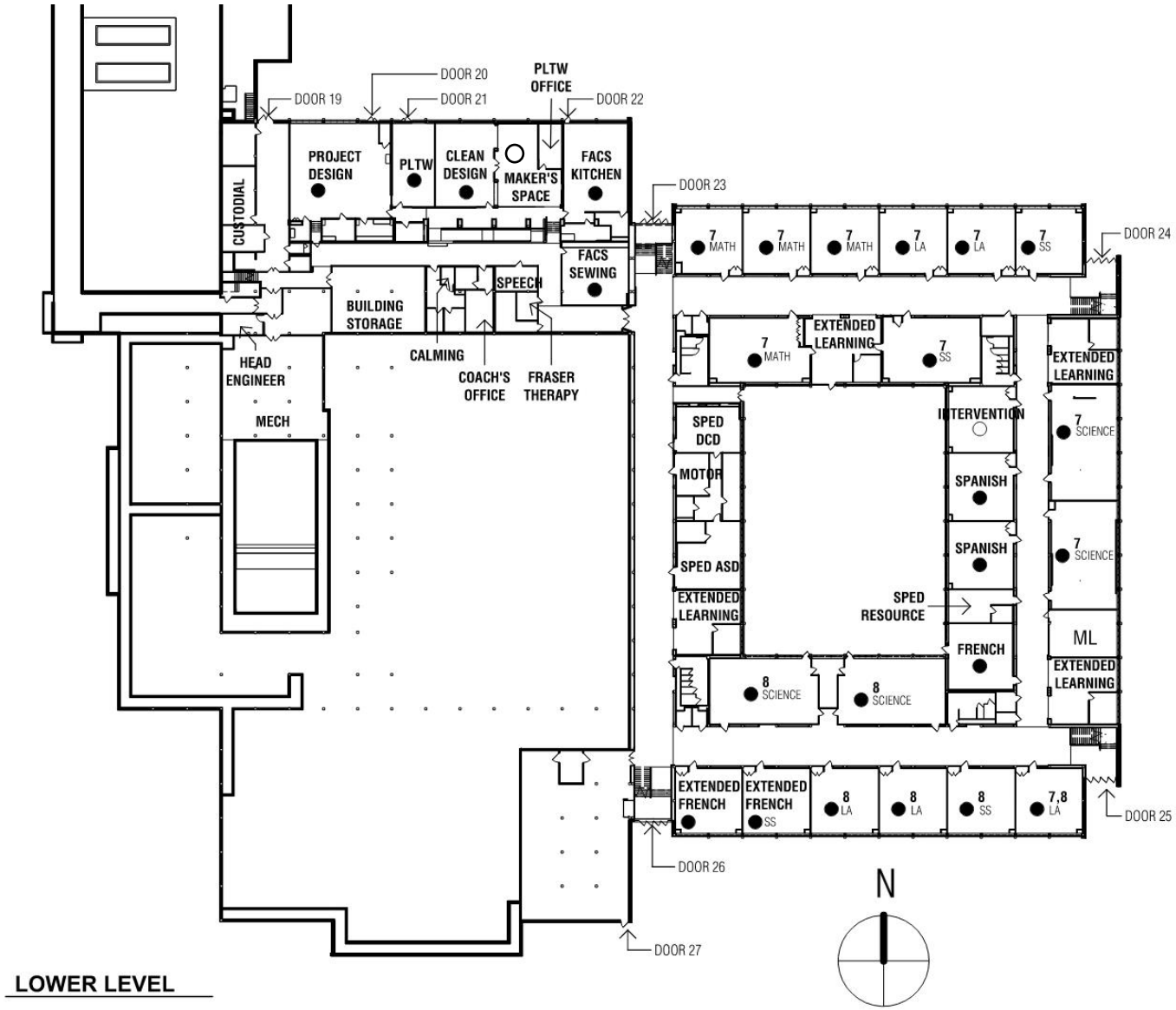
Alternate Utilization

Teaching Stations	53
Potential Teaching Stations	2
Total Teaching Stations	55
x Students / Station	28.15
x % Utilization	85%
Building Capacity =	**1,316**



UPPER LEVEL

VALLEY VIEW MIDDLE SCHOOL CAPACITY (CONTINUED)



Wold

Edina Public Schools

DEFINING EXCELLENCE

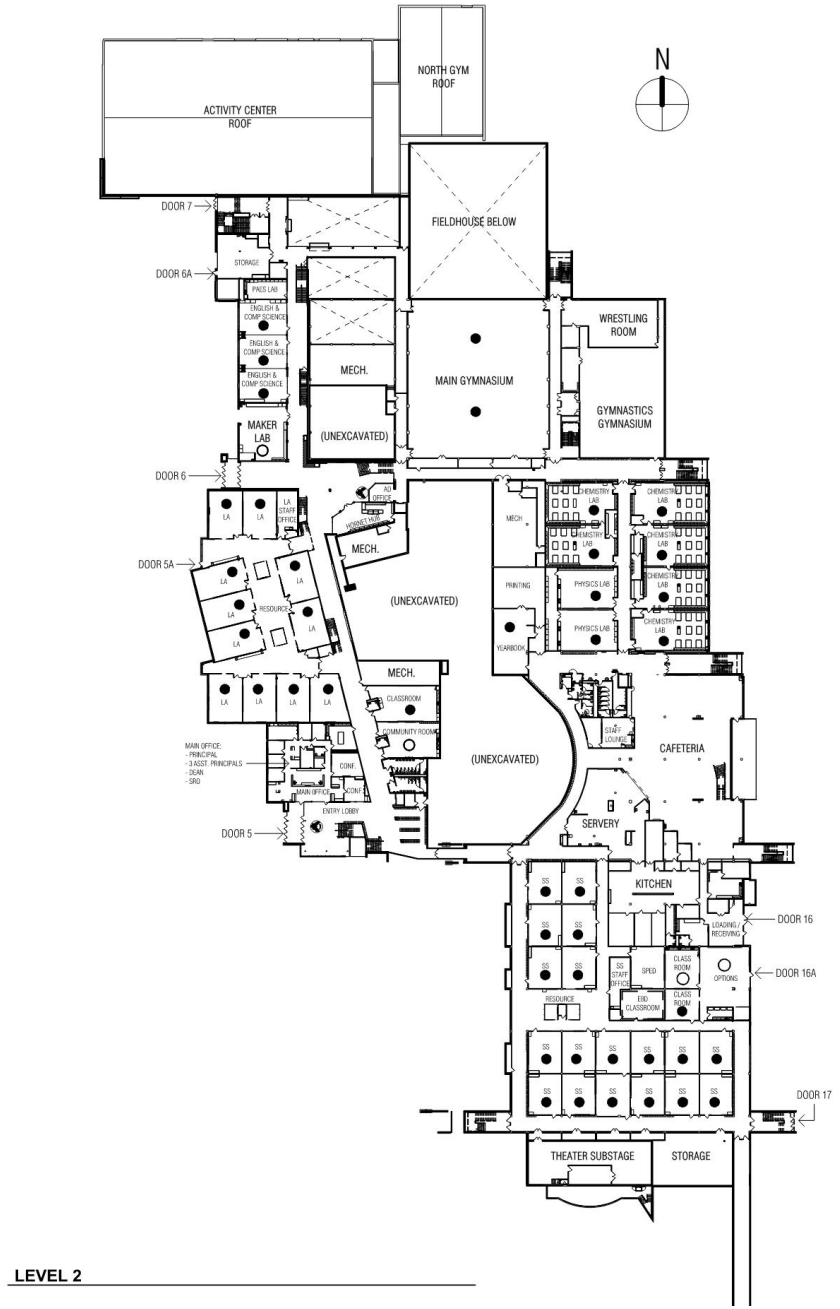
EDINA HIGH SCHOOL CAPACITY

Current Schedule / Utilization

Teaching Stations	108
Potential Teaching Stations	8
Total Teaching Stations	116
x Students / Station	30.9
x % Utilization	85%
Building Capacity =	**3,047**

Alternate Utilization

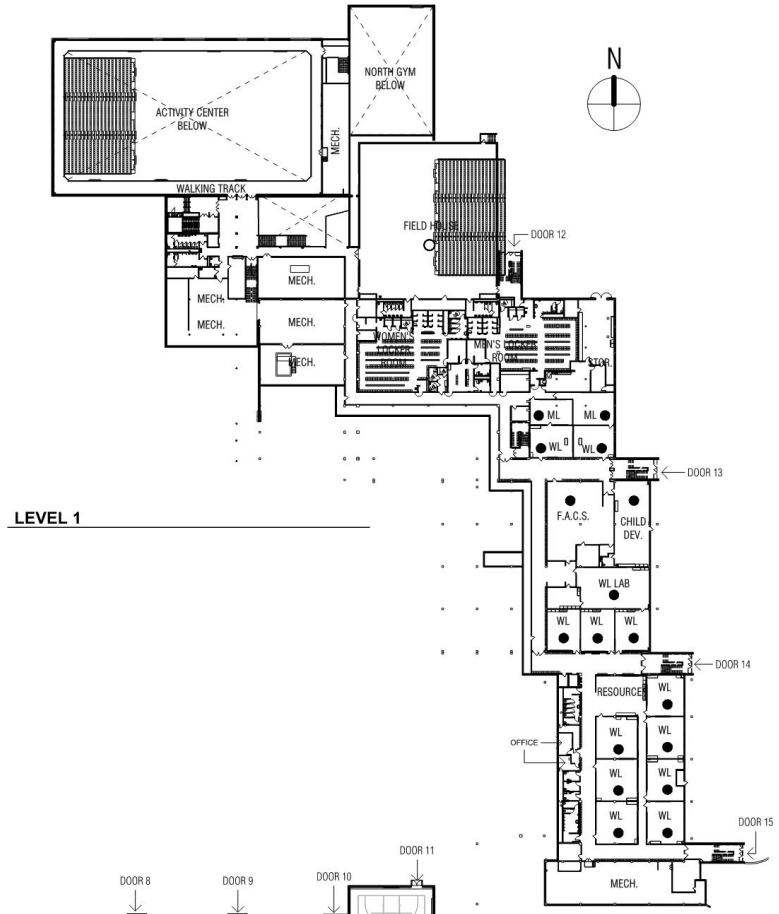
Teaching Stations	108
Potential Teaching Stations	8
Total Teaching Stations	116
x Students / Station	30.9
x % Utilization	90%
Building Capacity =	**3,226**



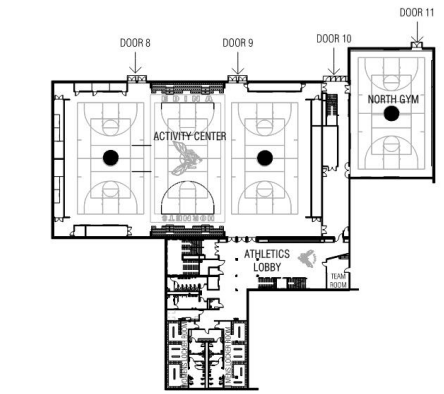
LEVEL 2

Edina Public Schools
DEFINING EXCELLENCE

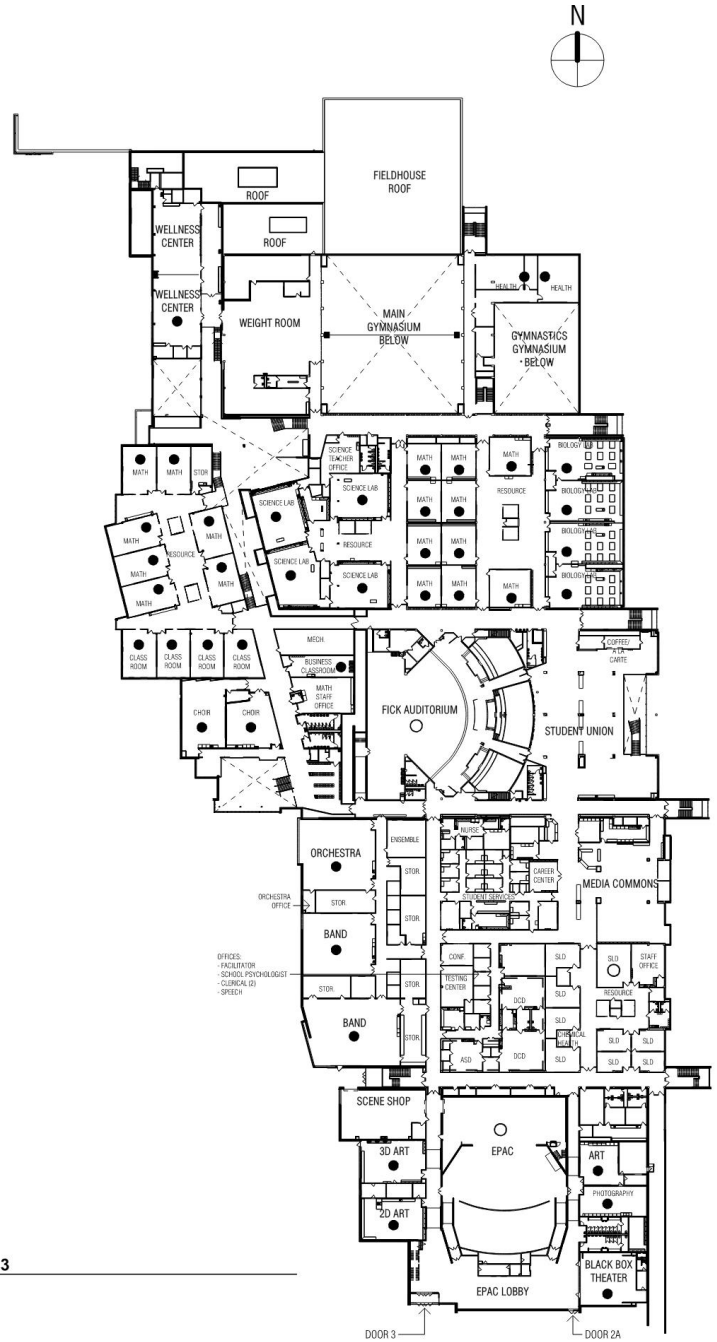
EDINA HIGH SCHOOL CAPACITY (CONTINUED)



LEVEL 1



ATHLETICS LEVEL



LEVEL 3

CAPACITY ANALYSIS
TOP SPACE NEEDS – ELEMENTARY LEVEL

- **Concord:**
  - No conference space
  - Music is a pinch point – not enough space for practice or instruments
  - No ramp on east side of building near SpEd spaces
  - No loading dock / downstairs kitchen creates challenges
- **Cornelia:**
  - Space pressures mean GT and/or ESL might need to operate out of flex space
  - Added SpEd resource space is far from others
  - Music uses conference for lessons
  - DCD space too small for group size
  - Main office – poorly laid out work room, using vault as office
- **Countryside:**
  - Breakout / conference rooms around learning commons used as offices due to need
  - Building organization / labels still being determined as addition is underway (note: addition is shown on these graphics and assumed in the above math)
- **Creek Valley:**
  - Staff lounge used for student programming at times
  - No building conference room or 2nd music space/flex due to SpEd space growth
  - Storage is a challenge
  - Acoustics challenge in one of the SpEd spaces

CAPACITY ANALYSIS
TOP SPACE NEEDS – ELEMENTARY LEVEL

- **Highlands**
  - Multipurpose too small for older grades
  - SpEd space pressures – 8 case managers, not all spaces appropriate
  - Parking is a big challenge
- **Normandale**
  - Staff count makes lounge space tough (use 3rd floor too)
  - SpEd space size difficult for group sizes needing to be served
  - Bathrooms difficult for gym (outside lockdown line)
  - Expansion into 3rd floor relieved some space pressure (and Countryside work)

CAPACITY ANALYSIS

TOP SPACE NEEDS – MIDDLE SCHOOL LEVEL

- **South View Middle School**
  - Ticket office used as office
  - 5 music teachers sharing 4 spaces – utilize theater stage
  - 18 students per advisory – have to use spaces not designed to accommodate
  - New art programming (visual media arts) doesn't have dedicated art room to be scheduled into

- **Valley View Middle School**
  - 18 students per advisory – have to use spaces not designed to accommodate
  - New art programming (visual media arts) doesn't have dedicated art room to be scheduled into
  - Fabric design room layout difficult to fit 28 students
  - Underutilized Hive space next to cafeteria
  - Narrow hallway between SpEd rooms – want to change
  - Raised center gym / operable walls can be challenging

CAPACITY ANALYSIS
TOP SPACE NEEDS – HIGH SCHOOL LEVEL

- **Edina High School**
  - Need additional science space – potentially underutilized yearbook room to be converted
  - FACS space does not meet current demand – may expand into WL Lab in future
  - Options to increase teaching use of Fick still interesting
  - Office space is at a premium (+5 counselors / social workers)

CAPACITY ANALYSIS
TOP SPACE NEEDS - SUMMARY

Elementary School Summary

- Limited Conference Room Space
- Inconsistent staff spaces throughout all elementary schools
- No Orchestra and Band rehearsal space
- Not enough, or inadequately sized SPED spaces

Middle Schools and High School Summary

- Limited office and conference space
- New art programming does not have a dedicated space

NEXT STEPS

EDINA PUBLIC SCHOOLS ISD#273

RESIDENT ENROLLMENT PROJECTIONS

Hazel H. Reinhardt

August 22, 2023

COVID-19 AFFECTS

- Minnesota public school enrollment in 2020-21
  - Kindergarten classes smaller as students were homeschooled, attended nonpublic schools or were “redshirted”
  - Other elementary grades also lost students to home schools or nonpublic schools
  - Middle school and high school enrollment less affected
- 2022-23 marks the third year that Minnesota (and U.S.) public school enrollment is below pre-Pandemic numbers

COVID-19 AFFECTS

- Edina Public Schools
  - 2020-21 resident kindergarten slightly smaller than its "expected" size. However, since the Pandemic, kindergarten is at its "expected" size
  - Students shifted to other education options
    - Pandemic stimulated a substantial increase in residents attending nonpublic schools
      - Resident nonpublic enrollment has been increasing for some time
      - Since Pandemic, resident nonpublic enrollment has continued to increase
    - There is a substantial increase in nonresidents; however, may not be Pandemic related

PROJECTION ENVIRONMENT

- Low fertility
  - Number of births decreasing in U.S. and Minnesota
    - Consensus among demographers that Pandemic will result in fewer births
      - 2020 U.S. births lowest since 1979 but births up 1% in 2021; flat in 2022
  - Fertility varies by race/ethnicity
- Population aging
  - Housing mix different; more apartments, condos, and townhomes
  - Smaller percentage of households have children
- Population growing very slowly

PROJECTION ENVIRONMENT

- Less mobility
  - U.S. fewer than 10 percent (8.4 percent) moved last year
    - Was 20 per cent per year since WWII
- Immigration from abroad slowed
- Minnesota population back to pattern of net out migration
- Competition for students increasing

RESIDENT ENROLLMENT HISTORY

- From 2012-13 to 2022-23—Resident enrollment decline; more competition
  - Resident enrollment (excluding Early Childhood) decreased by 476 students or -6.8%
  - **Estimated school-age population in district increased by 295 students or 3.5% (overstated)**
  - Total enrollment (excluding Early Childhood) increased by 188 students or 2.3%
  - Nonresidents make up 22.5% of enrollment in 2022-23
    - Excluding tuition agreement students, the Edina Public Schools had a net gain of 1,395 students from other public options in 2022-23
  - Market share is 75.3%
    - Competition for students increased since the Pandemic

EDUCATION CHOICES

2021-22

	Minnesota	Edina Public Schools
Nonpublic settings	10.1%	19.1%
Traditional schools	7.2%	18.7%
Home schools	2.9%	0.4%
Public Options		
Open enrollment	9.0%	
In		22.0%
Out		2.2%
Charter schools	6.9%	1.6%
Capture Rate	74.0%	75.3%

CHANGES SINCE 2012-13

ESTIMATED ENROLLED SCHOOL AGE POPULATION IN DISTRICT #191	
Year	Number
2012-13*	8,433
2022-23	8,728
2012-13 overstated	

ENROLLMENT

Year	Total	Resident	Nonresident
2012-13	8,290	7,047	1,243
2013-14	8,342	7,081	1,261
2014-15	8,404	7,082	1,322
2015-16	8,249	6,983	1,266
2016-17	8,474	7,195	1,279
2017-18	8,477	7,218	1,259
2018-19	8,390	7,085	1,305
2019-20	8,329	6,938	1,391
2020-21	8,244	6,639	1,605
2021-22	8,376	6,537	1,839
2022-23	8,478	6,571	1,907

Excludes Early Childhood

COMPONENTS OF RESIDENT ENROLLMENT CHANGE

Fall to Fall	Total		Natural Increase/Decrease	Net Migration
	#	%		
2012 to 2013	34	0.5	-2	36
2013 to 2014	1	0.0	-31	32
2014 to 2015	-99	-1.4	-123	24
2015 to 2016	212	3.0	30	182
2016 to 2017	23	0.3	-14	37
2017 to 2018	-133	-1.8	-46	-87
2018 to 2019	-147	-2.1	-78	-69
2019 to 2020	-299	-4.3	-76	-223
2020 to 2021	-102	-1.5	-71	-31
2021 to 2022	34	0.5	-9	43
Total	-476	---	-420	-56
Excludes Early Childhood				

RESIDENT ENROLLMENT

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	476	516	490	415	524	523	505	500	469	478	504
1	482	501	549	499	481	553	525	523	495	488	504
2	557	505	511	573	527	497	551	527	494	509	508
3	548	574	517	526	588	528	507	545	503	500	510
4	579	550	587	523	529	598	537	499	520	502	502
5	557	592	559	591	534	529	589	550	477	534	508
6	570	559	589	576	593	536	542	570	523	468	533
7	584	571	567	609	575	579	515	523	541	502	458
8	550	577	572	568	599	581	565	516	504	529	512
9	548	540	550	577	576	585	542	551	500	495	524
10	558	538	529	523	577	580	582	535	534	496	494
11	520	537	524	509	555	578	547	554	530	523	495
12	518	521	538	494	537	551	578	545	549	513	519
Total	7,047	7,081	7,082	6,983	7,195	7,218	7,085	6,938	6,639	6,537	6,571
Excludes Early Childhood											

ENROLLMENT PROJECTIONS

- Both simple and complex
- Cohort Survival Method
  - Students added
    - Incoming kindergarten
    - Students moving into the district or district residents transferring from other education options to the district's schools
  - Students subtracted
    - Graduating seniors
    - Students leaving the district's schools either by moving out of the district or opting for a different education option

COHORT SURVIVAL METHOD PROJECTIONS

- Ages each grade by moving it to the next higher grade in the following year
- Must make kindergarten projections
  - Resident births are a proxy
- Must make assumptions about net migration
  - Survival rates

PROJECTIONS

- Assumptions underlying these projections
  - The decline in resident births in Minnesota and Suburban Hennepin County will result in smaller kindergartens in the next several years
  - Suburban Hennepin County's share of Minnesota resident births likely to remain at current level or increase
  - Edina Public Schools' resident share of Suburban Hennepin County resident births will remain near its current level or decrease in the next five years
  - Competition likely to increase

RESIDENT LIVE BIRTHS

Year	Minnesota	Hennepin County	Suburban Hennepin County
2006	73,515	16,780	10,223
2007	**73,675**	**16,848**	10,532
2008	72,382	16,566	10,212
2009	70,617	16,334	10,017
2010	68,407	15,955	9,854
2011	68,416	15,943	9,894
2012	68,783	16,345	10,294
2013	69,183	16,584	10,468
2014	69,916	16,770	10,536
2015	69,835	16,829	**10,626**
2016	69,746	16,485	10,400
2017	68,603	16,333	10,451
2018	67,348	15,844	10,152
2019	66,033	15,430	9,908
2020	63,451	14,835	9,541
2021	64,398	n.a.	n.a.

DECLINE IN RESIDENT LIVE BIRTHS

- 2006-2020
  - -13.7% Minnesota
  - -11.6% Hennepin County
  - -6.7% Suburban Hennepin County
- 2021 U.S. up 1%. Minnesota up to 64,398 resident live births, no county data to date
- 2022 U.S. births flat; Minnesota likely to follow this pattern
- WHY?
  - Decline in fertility rates
  - Aging of the population

PROJECTED MINNESOTA 0-YEAR OLDS

Year	Projected Number	Adjusted Number
2017	70,312	
2017 Actual	**68,603**	
2018	70,395	
2018 Actual	**67,348**	
2019	70,373	
2019 Actual	**66,033**	
2020	70,325	65,965
2020 Actual	**63,451**	
2021	70,274	65,917
2021 Actual	**64,398**	
2022	70,227	65,873
2023	70,191	65,814
2024	70,164	65,811
2025	70,161	65,811

Adjusted number is 93.8 percent of projected number

KINDERGARTEN AS A PERCENTAGE OF THE SUBURBAN HENNIPEN COUNTY KINDERGARTEN POOL

Birth Years	Pool	Percentage	Kindergarten Year
2006; 2007	10,430	4.56%	2012-13
2007; 2008	10,318	5.00%	2013-14
2008; 2009	10,081	4.86%	2014-15
2009; 2010	9,908	4.19%	2015-16
2010; 2011	9,881	5.30%	2016-17
2011; 2012	10,162	5.15%	2017-18
2012; 2013	10,411	4.85%	2018-19
2013; 2014	10,513	4.76%	2019-20
2014; 2015	10,596	4.43%	2020-21
2015; 2016	10,475	4.56%	2021-22
2016; 2017	10,534	4.78%	2022-23
2017; 2018	10,251		2023-24
2018; 2019	10,037		2024-25
2019; 2020	9,662		2025-26

RESIDENT KINDERGARTEN/BIRTH RATIOS

- Resident kindergarten assumptions
  - Resident kindergarten/birth ratios
    - Low is 4.77% (average of the past eleven years)
    - High is 4.80% (average of the past eleven years omitting the Pandemic year)
  - Longer-term—2026-27 through 2032-33
    - In past 15 years, Suburban Hennepin County resident births fluctuated but increased from 13.91% to 15.04% of Minnesota resident births. Assumed Suburban Hennepin County's share would be 15.04 percent (average of past three years) in the next five years

RESIDENT KINDERGARTEN PROJECTIONS

Year	@4.77%	@4.80%
2022-23	**504**	**504**
2023-24	489	492
2024-25	479	482
2025-26	461	464
2026-27	467	470
2027-28	473	476
2028-29	472	475
2029-30	472	475
2030-31	472	475
2031-32	472	475
2032-33	472	475
Total	4,729	4,759
Past ten years 4,989 resident kindergarten students		

RESIDENT NET MIGRATION

- Resident net migration
  - Positive pre-2017-18 and again this past year
  - Most years a large inflow between K and Grade 1 and Grade 1 and Grade 2
  - No consistent net inflow at the beginning of middle school or high school. Atypical in Minnesota
  - Beginning in 2016-17, net out migration between Grade 6 and Grade 7 and Grade 7 and Grade 8

RESIDENT NET MIGRATION YEAR TO YEAR

Grade	12 to 13	13 to 12	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	20 to 21	21 to 22
K to 1	25	33	9	66	29	2	18	-5	19	26
1 to 2	23	10	24	28	16	-2	2	-29	14	20
2 to 3	17	12	15	15	1	10	-6	-24	6	1
3 to 4	2	13	6	3	10	9	-8	-25	-1	2
4 to 5	13	9	4	11	0	-9	13	-22	14	6
5 to 6	2	-3	17	2	2	13	-19	-27	-9	-1
6 to 7	1	8	20	-1	-14	-21	-19	-29	-21	-10
7 to 8	-7	1	1	-10	6	-14	1	-19	-12	10
8 to 9	-10	-27	5	8	-14	-39	-14	-16	-9	-5
9 to 10	-10	-11	-27	0	4	-3	-7	-17	-4	-1
10 to 11	-21	-14	-20	32	1	-33	-28	-5	-11	-1
11 to 12	1	1	-30	28	-4	0	-2	-5	-17	-4
Total	36	32	24	182	37	-87	-69	-223	-31	43

PROJECTED RESIDENT SURVIVAL RATES

Grade	Low (Past 5 Years Omitting Pandemic Year)	High (Past 4 Years Omitting Pandemic Year)
K to 1	1.034	1.044
1 to 2	1.017	1.024
2 to 3	1.006	1.001
3 to 4	1.001	0.995
4 to 5	1.012	1.021
5 to 6	0.993	0.982
6 to 7	0.966	0.968
7 to 8	0.994	1.000
8 to 9	0.970	0.983
9 to 10	0.993	0.992
10 to 11	0.968	0.976
11 to 12	0.989	0.985

EFFECT OF SURVIVAL RATES IN TEN YEARS WITH LOW K ASSUMPTION

Survival Rates	Total	K-5	6-8	9-12
Past 5 Years Omitting Pandemic Year	6,325	2,962	1,460	1,900
Past 4 Years Omitting Pandemic Year	6,401	2,991	1,470	1,940

RESIDENT ENROLLMENT PROJECTIONS

- In ten years (2032-33)
  - Resident enrollment projected to decrease
    - 2022-23 6,571
    - 2032-33
      - 6,323 to 6,432 or -3.8% to -2.1%
  - Resident kindergarten projected to be larger than the previous year's Grade 12 (natural increase). Projected natural increase a change from the recent past
  - Resident net out migration projected to continue. Less than in the recent past

RESIDENT ENROLLMENT PROJECTIONS

Year	Low K Low Mig	High K Low Mig	Low K High Mig	High K High Mig
2022-23	**6,571**	**6,571**	**6,571**	**6,571**
2023-24	6,512	6,515	6,525	6,528
2024-25	6,473	6,479	6,503	6,509
2025-26	6,433	6,442	6,473	6,483
2026-27	6,374	6,387	6,426	6,438
2027-28	6,347	6,362	6,404	6,419
2028-29	6,370	6,389	6,431	6,450
2029-30	6,341	6,363	6,403	6,425
2030-31	6,337	6,362	6,406	6,432
2031-32	6,333	6,362	6,406	6,434
2032-33	6,323	6,354	6,401	6,432

RESIDENT ENROLLMENT PROJECTIONS

	K-5	6-8	9-12	Total
2022-23	**3,036**	**1,503**	**2,032**	**6,571**
2027-28				
Low K/Low Mig	3,005	1,508	1,833	6,347
High K/Low Mig	3,021	1,508	1,833	6,362
Low K/ High Mig	3,035	1,499	1,870	6,404
High K/High Mig	3,050	1,499	1,870	6,419
2032-33				
Low K/Low Mig	2,962	1,460	1,900	6,323
High K/Low Mig	2,981	1,470	1,903	6,354
Low K/ High Mig	2,991	1,470	1,940	6,401
High K/High Mig	3,010	1,479	1,943	6,432
Excludes Early Childhood				

ENROLLMENT PROJECTIONS

What could make these projections

- Too high
  - Projected kindergarten is too high
  - More students opt for nonpublic schools
- Too low
  - Projected kindergarten is too low

RESIDENT K-5 PROJECTIONS BY SCHOOL

- Background
  - From 2017-18 to 2022-23, resident K-5 decreased by 192 students or -5.9 percent
  - Dual Spanish Immersion at Countryside
    - Two sections of resident kindergarten added in 2022-23. Will ramp up to Grade 5
      - Increases enrollment at Countryside
  - Normandale resident kindergarten not held at a constant number

COHORT SURVIVAL METHOD

PROJECTIONS RESIDENT K-5

High Kindergarten/High Migration

School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Concord	**558**	546	531	518	513	509
Cornelia	**453**	444	439	430	419	411
Countryside	**431**	470	512	543	582	621
Creek Valley	**505**	525	535	540	527	534
Highlands	**437**	431	428	416	420	413
Normandale	**636**	631	623	612	593	566
Edina Virtual Pathways	**16**					
Sum	**3,036**	3,047	3,068	3,059	3,054	3,054
District-wide	**3,036**	3,063	3,075	3,063	3,058	3,050
Difference	**0**	-16	-7	-4	-4	4

NEW HOUSING

- Relationship between housing and K-12 enrollment is complex
  - **Unit type** affects school age child per unit yield
  - Newer single-family detached units yield more students per unit than older single-family detached units
  - As single-family detached units sell, student yield usually increases in the new units. In older units, yield is likely to decrease
  - Market value of single-family detached units affect yield. Moderately to higher priced units have higher per unit yield
  - Senior units—no students

YIELD PER UNIT TYPE

- Results of studies in four states—Minnesota, Wisconsin, Illinois, and Colorado
  - **Single family detached K-12 yield varies by school district and by attendance area within school districts**
  - Townhome yield is very consistent across all school districts across states—0.22
  - Apartments yield is very consistent across all school districts across states—0.11 to 0.15
  - Condominiums yield almost no school age children—0.02 to 0.05

XIII.D. Kids Club Update

Board Meeting Date: 10/16/2023

Title: Kids Club Update

Type: Information

Presenter(s): Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships

Description: The following information is an update as of October 10, 2023, on the number of Kids Club contract requests and waitlist information for the 2023-2024 school year.

- Total 2023-2024 school year contract requests = 1,602
- Total number of accepted contracts = 987
- Total number of pending contracts = 404
- Total number of self-removed contracts = 186

Some staffing turnover, along with an increase in students with identified needs, has slowed our ability to add more contracts at this time. We are continuing to interview and hire staff as quickly as we are able.

Recommendation: Information only

Desired Outcomes from the Board: N/A

Attachments: N/A