

## **Regular Meeting**

Monday, February 12, 2024 7:00 PM

ECC Room 349, 5701 Normandale Road, Edina, MN 55424

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

II. **Approval of Agenda**



DEFINING EXCELLENCE

**School Board Regular Meeting  
Monday, February 12, 2024; 7:00 PM  
ECC Room 349**

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Excellence in Action**
- IV. **Hearing from Members of the Public**
- V. **Consent Agenda**
  - A. Minutes: *January 8 Organizational, work session and regular meetings; January 16 work session and special meetings, January 23-24 retreat; and January 29 special meeting*
  - B. Personnel Recommendations
  - C. Check Register - January 2024
  - D. Electronic Fund Transfers - January 2024
  - E. Gifts and Bequests - January 2024
  - F. Update 2023/2024 Board Goals
  - G. Board Liaison Updates
  - H. Student Support Services Agreements
    1. Sunbelt Staffing LLC\_Teleservices Assignment\_PracMSutton
    2. Sunbelt Staffing LLC\_Teleservices Assignment\_PracSWalters
- VI. **Discussion**
  - A. 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; and Bethany Van Osdel, Assistant Director of Teaching and Learning
  - B. Teacher Evaluation and Alternative Compensation Program Memorandum of Understanding: Reauthorization

**Description:** Every two years the Teacher Evaluation/Alternative Compensation Memorandum Of Understanding must be reauthorized by both Edina Public Schools and the Education Minnesota Edina.

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; Libby Sandvick, Teacher Evaluation Program Facilitator; and Debi Kregel, Special Education Teacher, Concord Elementary School
  - C. 2024 Polling Places

**Description:** Polling places are selected by the local City government. Five school sites have been selected for the 2024 primary and regular election season.

**Presenter(s)**: Dr. Anne Marie Leland, Community Education & Strategic Partnerships Director; and Mert Woodard, Director of Finance & Operations

D. Preliminary Cost Containment Recommendations - Fiscal Year 2025

**Description**: The District administration's revenue and expenditure assumptions for the 2024-2025 school year are estimated to result in the District's unassigned fund balance being below the minimum level required by Board policy. In order to adhere to policy and maintain the District's long-term financial stability, the District administration recommends containing costs in the amount of \$3,620,000.

**Presenter(s)**: Mert Woodard, Director of Finance and Operations

E. Policy Review (421, 515, 601, 602, 613)

**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

**VII. Action**

A. Social Studies Guiding Change

**Description**: The guiding change information, related to K-12 academic standards in Social Studies, was co-created by elementary and secondary design teams. The purpose of the information is to define the current reality and the intended results, and it also articulates the unacceptable means that the teams will aim to avoid in order to achieve the intended results.

**Presenter(s)**: Bethany Van Osdel, Assistant Director of Teaching and Learning; and Jamie Hawkinson, Administrative Dean, Creek Valley Elementary

**Recommendation**: Review and approve the Social Studies Guiding Change document.

B. 2024-2025 International Travel Recommendations

**Description**: Extended travel is a long standing component of the excellence in the Edina educational experience. The following international travel recommendations are for 2024-2025. Each educator bringing an international travel recommendation forward for 2024-2025, has followed a thorough application process that aligns with Appendix I of Policy 538.

**Presenter(s)**: Jody De St. Hubert, Director of Teaching and Learning and Jenn Carter, EHS Assistant Principal

**Recommendation**: Review and approve the international travel recommendations.

C. Contract Renewal, Superintendent Dr. Stacie Stanley

**Description**: The Board needs to approve a new contract for Dr. Stacie Stanley. Her current contract ends June 30, 2024. Attached is a new three-year contract that will end June 30, 2027. The contract being voted on tonight has been approved by Dr. Stanley; and has been reviewed by district legal counsel and the board's governance team.

**Presenter(s)**: Board Governance Committee

**Recommendation**: The board reviews and approves the attached contract.

D. Pupil Transportation Vehicle Purchase

**Description**: The School Board approved the District administration's recommended cycle of replacement strategy for various pupil transportation vehicles, including school buses, as well as additional financing strategies. The Finance and Facilities Committee of the Board was also engaged for guidance and feedback.

**Presenter(s)**: Mert Woodard, Director of Finance and Operations

**Recommendation**: Authorize the Director of Finance and Operations to execute the purchase of five (5) school buses.

E. Policy Review (406, 506, 514, 526, 606.5, 715, 807, 810, 902)

**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.

**VIII. Leadership and Committee Updates**

**IX. Superintendent Updates**

**X. Adjournment**

**XI. Information**

A. Enrollment Mobility

B. Investment Summary - January 2024

C. Expenditure Summary - January 2024

D. Extended Travel Purpose Alignment with Strategic Plan

E. Camp St. Croix, Hudson, WI - Extended Regional Travel - Countryside Elementary  
Continuous Progress Grades 1-5



**III. Excellence in Action**

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

**V. Consent**

V.A. Minutes: *January 8 Organizational, work session and regular meetings; January 16 work session and special meetings, January 23-24 retreat; and January 29 special meeting*

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE ORGANIZATIONAL MEETING OF  
JANUARY 8, 2024

SPECIAL MEETING  
4:30 PM

Edina Community Center  
ECC 349

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg  
Mr. Dan Arom  
Ms. Cheryl Barry  
Mr. Michael Birdman  
Ms. Karen Gabler  
Mr. Elliot Mann

Ms. Jennifer Huwe

PRESIDING OFFICER: Chair Erica Allenburg

4:33 - 4:39 PM

ADMINISTRATIVE STAFF PRESENT:

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

CERTIFIED CORRECT:

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Mr. Dan Arom, Clerk

(Official Publication)  
MINUTES OF THE ORGANIZATIONAL MEETING  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
JANUARY 8, 2024

4:33 PM Chair Allenburg called to order the organizational meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Mann. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Remsing, Sailer, Woodard.

APPROVAL OF AGENDA

ACTION

- A. Annual Election of Board Chair
- B. Annual Election of Board Officers

CONSENT

- A. Reaffirmation of Policies
- B. School Board Compensation
- C. School Board Committees, Appointments, Liaisons and Representatives
- D. Appointments
  - District Architect
  - District Auditors
  - District Legal Counsel
  - Municipal Advisor
- E. Authorization of Credit Cards
- F. Delegations of Authority
  - Electronic Fund Transfers
  - Pay Claims Prior to Board Approval
- G. Designations
  - Depositories
  - Official Newspaper
  - Responsible Authority and Data Practices Compliance Officials
  - Signatories to General Checking Accounts for 2023

LEADERSHIP UPDATES

ADJOURNMENT

The meeting was adjourned at 4:39 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

Mr. Dan Arom, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S  
JANUARY 8, 2024 ORGANIZATIONAL MEETING

4:33 PM Chair Allenburg called to order the organizational meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Mann. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Remsing, Sailer, Woodard.

APPROVAL OF AGENDA

Member Gabler motioned and Member Birdman seconded to approve the agenda. The motion passed unanimously.

ACTION

Annual Election of Board Chair: Member Birdman nominated Erica Allenburg for Chair. All members voted Aye and the motion passed unanimously.

Annual Election of Board Officers: Member Allenburg nominated Karen Gabler for Vice Chair, the motion passed unanimously; Member Gabler nominated Dan Arom for Clerk, the motion passed unanimously; Member Arom nominated Michael Birdman for Treasurer, the motion passed unanimously; Member Allenburg nominated Jennifer Huwe for Assistant Treasurer, and Cheryl Barry and Elliot Mann for Assistant Clerk, the motion passed unanimously.

CONSENT

Member Birdman moved and Member Arom seconded to approve the consent agenda. The motion passed unanimously.

The resolutions were:

- A. Reaffirmation of Policies
- B. School Board Compensation
- C. School Board Committees, Appointments, Liaisons and Representatives
- D. Appointments
  - District Architect
  - District Auditors
  - District Legal Counsel
  - Municipal Advisor
- E. Authorization of Credit Cards
- F. Delegations of Authority
  - Electronic Fund Transfers
  - Pay Claims Prior to Board Approval
- G. Designations
  - Depositories
  - Official Newspaper
  - Responsible Authority and Data Practices Compliance Officials
  - Signatories to General Checking Accounts for 2023

## ADJOURNMENT

At 4:39 PM, Member Gabler moved, and Member Birdman seconded to adjourn the meeting. The motion passed unanimously.

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INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE WORK SESSION OF JANUARY 8, 2024

WORK SESSION  
5:00 PM

Edina Community Center  
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg  
Mr. Dan Arom  
Ms. Cheryl Barry  
Mr. Michael Birdman  
Ms. Karen Gabler  
Mr. Elliot Mann

Ms. Jennifer Huwe

PRESIDING OFFICER: Chair Erica Allenburg

5:00 PM - 5:58 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent  
Dr. Randy Smasal, Assistant Superintendent  
Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming  
Daphne Edwards, Director of Marketing and Communications  
Jody De St. Hubert, Director of Teaching and Learning  
Jody Remsing, Director of Student Support Services  
Sonya Sailer, Director of Human Resources  
Mert Woodard, Director of Finance and Operations  
  
Jenn Carter, Edina High School Assistant Principal

CERTIFIED CORRECT:

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Mr. Dan Arom, Clerk

(Official Publication)  
MINUTES OF THE WORK SESSION  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
JANUARY 8, 2024

5:00 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Mann. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Remsing, Sailer, Woodard.

APPROVAL OF AGENDA

DISCUSSION

- A. Fiscal Year 2025 Cost Containment
- B. Extended Travel Purpose Alignment with Strategic Plan
- C. Review Morris Leatherman Election Update

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 5:58 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

Mr. Dan Arom, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S  
JANUARY 8, 2024 WORK SESSION

5:00 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Mann. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Remsing, Sailer, Woodard.

DISCUSSION

Fiscal Year 2025 Cost Containment: Director Woodard shared updated information about the general fund forecast.

Extended Travel Purpose Alignment with Strategic Plan: Staff and board members discussed access to student travel experience for all students.

Review Morris Leatherman Election Update: Ongoing discussion about elections and timing.

ADJOURNMENT

At 5:58 PM, Member Birdman moved, and Member Arom seconded to adjourn the meeting. The motion passed unanimously.



INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE REGULAR MEETING OF JANUARY 8, 2024

REGULAR MEETING  
7:00 PM

Edina Community Center Room 349  
5701 Normandale Road, Edina

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg  
Mr. Dan Arom  
Ms. Cheryl Barry  
Mr. Michael Birdman  
Ms. Karen Gabler  
Mr. Elliot Mann

ABSENT:

Ms. Jennifer Huwe

PRESIDING OFFICER: Chair Erica Allenburg

7:01 PM - 9:25 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  
Natasha Monsaas-Daly, Director of District Media and Technology Services  
Sonya Sailer, Director of Human Resources  
Mert Woodard, Director of Finance and Operations

Bethany Van Osdel, Assistant Director of Teaching and Learning

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Mr. Dan Arom, Clerk

(Official Publication)  
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD  
DISTRICT 273 EDINA, MINNESOTA JANUARY 8, 2024

7:01 PM Chair Allenburg called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Mann. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Sailer, Woodard; Van Osdel.

APPROVAL OF AGENDA *with change*

HEARING FROM MEMBERS OF THE PUBLIC

PRESENTATION – *removed from the agenda*

- A. District 287 Presentation

CONSENT

- A. Minutes: *December 11 special, work session and regular meetings, December 14 special meeting, and December 22 special meeting*
- B. Personnel Recommendations
- C. Check Register - December 2023
- D. Electronic Fund Transfers - December 2023
- E. Gifts and Bequests – December 2023
- F. Machine-Signed Signatures for Calendar Year 2024
- G. School Year 2024-2025 Kids Club Fees
- H. Student Support Services Agreements
  - 1. Settlement Agreement
  - 2. Accurate Home Care

DISCUSSION

- A. Legislative Action Committee (LAC) Platform and Action Plan
- B. Social Studies Guiding Change
- C. 2024-2025 International Travel Recommendations
- D. Fiscal Year 2025 Cost Containment
- E. Policy Review (406, 506, 514, 515, 526, 606.5, 715, 807, 810, 902)

ACTION

- A. Legislative Action Committee (LAC) Platform Approval
- B. 2024-2025 Secondary Course General Change Recommendations
- C. Policy Review (425, 429, 507, 532, 621)

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION

- A. Enrollment Mobility
- B. Investment Summary - December 2023
- C. Expenditure Summary - December 2023

ADJOURNMENT

The meeting adjourned at 9:25 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

Mr. Dan Arom, Clerk

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OFFICIAL MINUTES OF SCHOOL BOARD'S  
JANUARY 8, 2024 REGULAR MEETING

7:01 PM Chair Allenburg called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Mann. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Sailer, Woodard; Van Osdel.

Chair Allenburg welcomed new board members Cheryl Barry and Elliot Mann, and noted that Jennifer Huwe would be at the next meeting.

APPROVAL OF AGENDA *with change*

Member Gabler moved and Member Birdman seconded to approve the agenda with one change (removal of the presentation by Intermediate District 287). The motion passed unanimously.

Commendations for former board members Julie Greene, Regina Neville, and Janie Shaw were read and they were presented with plaques to honor their time served on the school board.

HEARING FROM MEMBERS OF THE PUBLIC

Sarah Quayle recognized the work of the school board; Erin Gable spoke about freedom of speech and social studies education; Terri Cribb recognized the board's work and expressed gratitude for board members' work; Isaac Stets spoke about censorship of students; Maria Loucks spoke about security at board meetings and expressed gratitude for board members' service; Sabry Wazwaz spoke about student repression; Bridget Charon spoke about safety; Z Kaplan spoke about student repression; Emily Bierman recognized the work of the school board and her family's experience; Sana Wazwaz spoke about student repression and 1st Amendment rights; Alissa Movern recognized the work of the school board and expressed concern about distractions to learning; Osman Ahmed spoke about protecting free speech for all; Owen Michaelson spoke about the December meeting that was disrupted and expressed support for the board. Maysoon Wazwaz spoke about freedom of speech.

CONSENT

Member Gabler moved and Member Arom seconded to approve the consent agenda. The motion passed unanimously.

The resolutions were:

- A. Minutes: *December 11 special, work session and regular meetings, December 14 special meeting, and December 22 special meeting*
- B. Personnel Recommendations
- C. Check Register - December 2023
- D. Electronic Fund Transfers - December 2023
- E. Gifts and Bequests – December 2023
- F. Machine-Signed Signatures for Calendar Year 2024
- G. School Year 2024-2025 Kids Club Fees
- H. Student Support Services Agreements
  1. Settlement Agreement
  2. Accurate Home Care

## DISCUSSION

Legislative Action Committee (LAC) Platform and Action Plan: Committee Chair Arom spoke about advocacy and legislative priorities.

Social Studies Guiding Change: Ongoing discussion about social studies standards and the timeline for implementation.

2024-2025 International Travel Recommendations: Ongoing discussion about international student travel experiences that have been recommended by staff.

Fiscal Year 2025 Cost Containment: Director Woodard shared updated information about the general fund forecast.

Policy Review (406, 506, 514, 526, 606.5, 715, 807, 810, 902): Policy Committee members and staff presented the following policies for discussion. These policies will move forward for approval at the next regular meeting.

- Policy 406 Public and Private Personnel Data
- Policy 506 Student Conduct and Discipline
- Policy 514 Bullying Prohibition
- Policy 526 Student Hazing Prohibition
- Policy 606.5 Library Materials
- Policy 715 Food and Nutrition Services Program
- Policy 807 Closing of Facilities Due to Hazardous Weather or Other Emergency Conditions
- Policy 810 Security of Students, Employees, Visitors, Buildings and Grounds
- Policy 902 Use of School District Facilities and Equipment

## ACTION

Legislative Action Committee (LAC) Platform Approval: Member Birdman moved and Member Arom seconded to approve the motion. The motion passed unanimously.

2024-2025 Secondary Course General Change Recommendations: Member Gabler moved and Member Birdman seconded to approve the motion. The motion passed unanimously.

Policy Review (425, 429, 507, 532, 621): Member Birdman moved and Member Gabler seconded to approve the motion. The motion passed unanimously.

- Policy 425 Staff Development and Mentoring
- Policy 429 Shared Teaching Contracts
- Policy 507 Corporal Punishment
- Policy 532 Use of Crisis Teams and Peace Officers to Remove Students with IEPs from School Grounds
- Policy 621 Literacy and the READ Act (new)

## SUPERINTENDENT UPDATES

Superintendent Stanley shared that there will be upcoming BRRRG (Budget Reduction, Reallocation, and Revenue Generation) that the community will be invited to.

## ADJOURNMENT

At 9:25 PM, Member Birdman moved, and Member Mann seconded to adjourn the meeting. The motion passed unanimously.

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INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE WORK SESSION OF JANUARY 16, 2024

WORK SESSION  
5:00 PM

Edina Community Center  
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg  
Mr. Dan Arom  
Ms. Cheryl Barry  
Mr. Michael Birdman  
Ms. Karen Gabler  
Ms. Jennifer Huwe  
Mr. Elliot Mann

PRESIDING OFFICER: Chair Erica Allenburg

5:00 PM - 7:57 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

Steven Cullison, Coordinator of Edina Virtual Pathway  
Kerrie Eisenbarth, ESL Teacher, Creek Valley Elementary School  
Debi Krengel, Special Education Teacher, Concord Elementary School  
Libby Sandvick, Teacher Evaluation Program Facilitator

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Mr. Dan Arom, Clerk

(Official Publication)  
MINUTES OF THE WORK SESSION  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
JANUARY 16, 2024

5:00 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Sailer, Woodard; Cullison, Eisenbarth, Krengel, Sandvick.

APPROVAL OF AGENDA

DISCUSSION

- A. English Language Learner Program Review
- B. Minnesota Public Education Finance Basics
- C. Edina Virtual Pathway (EVP) Update
- D. Teacher Evaluation & Alternative Compensation Program Memorandum of Understanding: Reauthorization

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 7:57 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

Mr. Dan Arom, Clerk



OFFICIAL MINUTES OF SCHOOL BOARD'S  
JANUARY 16, 2024 WORK SESSION

5:00 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Sailer, Woodard; Cullison, Eisenbarth, Krengel, Sandvick.

APPROVAL OF AGENDA

Member Gabler moved and Member Arom seconded to approve the agenda. The motion passed unanimously.

DISCUSSION

English Language Learner Program Review: Staff shared an update on English Language (EL) learner programming in the district.

Minnesota Public Education Finance Basics: Director Woodard shared basic school finance information about funding sources, aid categories, and fund types.

Edina Virtual Pathway (EVP) Update: Staff provided an update on the development and management of the Edina Virtual Pathway program.

Teacher Evaluation & Alternative Compensation Program Memorandum of Understanding: Reauthorization: Staff shared information about teacher evaluation and the reauthorization of the alternative compensation plan for teachers.

ADJOURNMENT

At 7:57 PM, Member Birdman moved, and Member Gabler seconded to adjourn the meeting. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE SPECIAL MEETING OF JANUARY 16, 2024

SPECIAL MEETING  
7:00 PM

Edina Community Center  
ECC 338

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg  
Mr. Dan Arom  
Ms. Cheryl Barry  
Mr. Michael Birdman  
Ms. Karen Gabler  
Ms. Jennifer Huwe  
Mr. Elliot Mann

PRESIDING OFFICER: Chair Erica Allenburg

8:04 PM - 8:32 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent  
Sonya Sailer, Director of Human Resources  
Mert Woodard, Director of Business Services

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Mr. Dan Arom, Clerk

(Official Publication)  
MINUTES OF THE SPECIAL MEETING  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
JANUARY 16, 2024

8:04 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Sailer, Woodard.

APPROVAL OF AGENDA

CLOSED SESSION

- A. Employee Negotiations

LEADERSHIP UPDATES

ADJOURNMENT

The meeting was adjourned at 8:32 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

Mr. Dan Arom, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S  
JANUARY 16, 2024 SPECIAL MEETING

8:04 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Sailer, Woodard.

APPROVAL OF AGENDA

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

At 8:05 PM, Member Barry moved and Member Mann seconded to close the meeting. All members voted Aye.

CLOSED SESSION

Employee Negotiations. Pursuant to Minnesota Statutes section 13D.03, the Board is authorized to vote to move into closed session to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to sections 179A.01 to 179A.25. The Board will vote to move into closed session to discuss labor negotiations and strategy for the District's negotiations with the following bargaining unit: health services associates.

At 8:30 PM, Member Mann moved and Member Gabler seconded to open the meeting. All members voted Aye.

ADJOURNMENT

At 8:32 PM, Member Birdman moved and Member Mann seconded to adjourn the meeting. All members voted Aye.

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE SCHOOL BOARD RETREAT OF JANUARY 23-24, 2024

RETREAT  
4:00 PM

Edina Community Center  
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg  
Mr. Dan Arom  
Ms. Cheryl Barry  
Mr. Michael Birdman  
Ms. Karen Gabler  
Ms. Jennifer Huwe  
Mr. Elliot Mann

PRESIDING OFFICER: Chair Erica Allenburg

Day 1 4:00 PM - 8:09 PM  
Day 2 4:07 PM - 8:24 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent

Trevor Helmers, Attorney, Squires, Waldspurger, and Mace, P.A.  
Stacy Rutten, Facilitator, Working Genius  
Amy Wass, Facilitator, Working Genius

CERTIFIED CORRECT:

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Mr. Dan Arom, Clerk

(Official Publication)  
MINUTES OF THE RETREAT  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
JANUARY 23-24, 2024

Day 1 4:00 PM Chair Allenburg called to order the retreat of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley; Helmers.

Day 2 4:07 PM Chair Allenburg called to order the retreat of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann (virtual). Staff present: Stanley; Rutten.

APPROVAL OF AGENDA

DISCUSSION - Day 1

- A. School Board Basics - Legal Review
- B. Board Goals and Issues Review
- C. Board Member Role Review and Best Practice Discussion

DISCUSSION - Day 2

- A. Team Building
- B. Liaison Roles
- C. Board Chair Role
- D. Educator Feedback Document

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was recessed at 8:09 PM on Day 1. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

The meeting was adjourned at 8:24 PM on Day 2. 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

Mr. Dan Arom, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S  
JANUARY 23-24, 2024 RETREAT

Day 1 4:00 PM Chair Allenburg called to order the retreat of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley; Helmers.

Day 2 4:07 PM Chair Allenburg called to order the retreat of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley; Rutten, Wass.

APPROVAL OF AGENDA - Day 1

Member Mann moved and Member Barry seconded to approve the agenda. The motion passed unanimously.

Day 2

At 4:07 PM, board members returned from recess.

DISCUSSION - Day 1

School Board Basics - Legal Review: Attorney Trevor Helmers discussed best practices related to school district and human resources issues, and community comments

Board Goals and Issues Review: Board members reviewed the board goals and issues before the board.

Board Member Role Review and Best Practice Discussion: Board members reviewed and discussed board roles and expectations.

DISCUSSION - Day 2

Team Building: Board members have taken the Working Genius assessment and will learn more about preferred working styles and how to work together more efficiently and effectively.

Liaison Roles: Discussion of new liaison plan and consideration of requests for new liaison roles.

Board Chair Role: Discussion of board chair role and plan for leadership succession.

Educator Feedback Document: Discussion of educator feedback protocol.

ADJOURNMENT

At 8:09 PM on Day 1, the board recessed.

At 8:24 PM on Day 2, Member Birdman moved, and Member Gabler seconded to adjourn the meeting. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE SPECIAL MEETING OF JANUARY 29, 2024

SPECIAL MEETING  
5:00 PM

Edina Community Center  
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg  
Mr. Dan Arom  
Ms. Cheryl Barry  
Mr. Michael Birdman  
Ms. Jennifer Huwe  
Mr. Elliot Mann

ABSENT:

Ms. Karen Gabler

PRESIDING OFFICER: Chair Erica Allenburg

5:03 PM - 5:28 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent  
Sonya Sailer, Director of Human Resources

CERTIFIED CORRECT:

\_\_\_\_\_  
Ms. Erica Allenburg, Chair

CERTIFIED CORRECT:

\_\_\_\_\_  
Mr. Dan Arom, Clerk



(Official Publication)  
MINUTES OF THE SPECIAL MEETING  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
JANUARY 29, 2024

5:03 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Huwe, Mann. Staff present: Stanley, Sailer.

APPROVAL OF AGENDA

ACTION

- A. Local Government Pay Equity Approval

DISCUSSION

- A. Community Comment Protocols

LEADERSHIP UPDATES

ADJOURNMENT

The meeting was adjourned at 5:28 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

Mr. Dan Arom, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S  
JANUARY 29, 2024 SPECIAL MEETING

5:03 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Huwe, Mann. Staff present: Stanley, Sailer.

APPROVAL OF AGENDA

Member Arom moved and Member Mann seconded to approve the agenda. The motion passed unanimously.

ACTION

Local Government Pay Equity Approval: Member Barry moved and Member Birdman seconded to approve the motion. The motion passed unanimously.

DISCUSSION

Community Comment Protocols: Board members discussed suggested updates to protocols related to public comment at regular board meetings.

LEADERSHIP UPDATES

Superintendent Stanley spoke about the BRRRG meetings (Budget Reduction, Reallocation, Revenue Generation) scheduled through the next two weeks and encouraged community participation.

ADJOURNMENT

At 5:28 PM, Member Birdman moved and Member Mann seconded to adjourn the meeting. The motion passed unanimously.

V.B. Personnel Recommendations



**Board Meeting Date:** February 12, 2024

**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.

**Desired Outcome(s) from the Board:**

**Attachment(s):**

1. Report (next page)

## LICENSED STAFF

### A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Salary</u>	<u>Date</u>
DOEGE-MALLEA, MARY	EHS	SPANISH TEACHER, 0.9 FTE (LONG-TERM SUBSTITUTE)	\$29.32/HOUR	02/05/2024- 03/05/2024
ERICKSON, EMELIA	CN	SPED TEACHER, 1.0 FTE	\$24,496.20	01/16/2024
KELLEN, JACLYN	DW	DAPE TEACHER, 0.4 FTE	\$16,473.37	01/29/2024
RUBY, JOHANNA	CV	SPED TEACHER, 1.0 FTE	\$26,310.33	01/08/2024

### B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
BENDER, KIMBERLY	VV	PHY ED/HEALTH TEACHER, 1.0 FTE	06/04/2024
BERGMAN, KAREN	CS	PRINCIPAL	06/30/2024
CARMICHAEL, CATARINA	HL	SPEECH-LANGUAGE PATHOLOGIST, 1.0 FTE	06/04/2024
CLARKE, LYNNE	CN, ECSE	DAPE TEACHER, 1.0 FTE	06/04/2024
FRANKOVICH, JESSICA	EHS	ASL TEACHER, 1.0 FTE	06/04/2024
FRIER, PATRICIA	HL	GRADE 4 & 5 CP TEACHER, 1.0 FTE	06/04/2024
HAFF, KAREN	CV	LEARNING SPECIALIST, 1.0 FTE	06/04/2024
HURT, JENNIFER	VV	MATHEMATICS TEACHER, 1.0 FTE	06/04/2024
JOHNSON, EMILY	EHS	FACS TEACHER, 0.8 FTE	01/31/2024
JOHNSON, JACKLYN	CC	SCHOOL PSYCHOLOGIST, 1.0 FTE	02/02/2024
KOEPP, KATHLYN	CS	MEDIA SPECIALIST, 1.0 FTE	06/04/2024
LINDHOLM, MAUREEN	EHS	SPECIAL EDUCATION TEACHER, 1.0 FTE	06/04/2024
MCCLURE, NICOLE	CS	GIFTED & TALENTED TEACHER, 0.9 FTE	06/04/2024
POWELL, KRISTEN	CV	GRADE 4 TEACHER, 1.0 FTE	06/04/2024
RAPKE-HOFFMAN, LISA	ND	SOCIAL WORKER, 1.0 FTE	06/04/2024

ROBERTS, DEBORAH	ECFE	PARENT EDUCATOR, 0.52 FTE	06/04/2024
SMASAL, RANDAL	DW	ASSISTANT SUPERINTENDENT	06/30/2024
SZPORN, JASON	EHS	PEER COACH, 1.0 FTE	06/04/2024
VILIPSKI, CATHERINE	CN	GRADE 3 TEACHER, 1.0 FTE	06/04/2024
WOLF, KELSEY	ND	GRADE 1 TEACHER, 1.0 FTE	02/05/2024
YANDA, JANE	EHS	SPECIAL EDUCATION, 1.0 FTE	06/04/2024

### C. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
BARNES, ALYSSA	CS	KINDERGARTEN TEACHER	04/22/2024 - 06/03/2024
CAHILL, STEPHANIE	EHS	WORLD LANGUAGE TEACHER	08/19/2024 - 01/17/2025
MEIER, GRETCHEN	EHS	LICENSED SCHOOL NURSE	05/16/2024 - 06/03/2025

### D. REQUEST FOR 1-YEAR UNPAID SUPERINTENDENT'S DISCRETIONARY LEAVE

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Anticipated Dates of Leave</u>
WEINBERGER, SARA	GRADE 3, 1.0 FTE	CS	08/19/2024 - 6/02/2025

### E. REQUEST FOR 1-YEAR JOB SHARE

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Anticipated Dates of Leave</u>
TEGELS, MARISSA	GRADE 2, 0.5 FTE	CS	08/19/2024 - 06/03/2025
YOUNG, JAMIE	GRADE 2, 0.5 FTE	CS	08/19/2024 - 06/03/2025

## NON-LICENSED STAFF

### A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
ANDERSON, MAXWELL	EHS	EVENT WORKER	\$15.00/HOUR	01/22/2024
AUSTINSON, JOHN	EHS	EVENT WORKER	\$15.00/HOUR	01/08/2024
BECERRA, STHAYSE	CV	EA SPED PARA	\$19.00/HOUR	02/01/2024
DUCA, OLIVIA	VV	HEALTH SERVICES	\$31.28/HOUR	01/31/2024

ASSOCIATE

NICHOLAS, CAMBIO	VV	EA SPED PARA	\$19.00/HOUR	01/29/2024
CAMPBELL, KATHERINE	CN	EA SPED PARA	\$19.00/HOUR	01/26/2024
DEWARS, TARA	ELC	INSTRUCTIONAL ASSISTANT CHILDCARE ASSISTANT	\$20.45 / HOUR \$20.65/HOUR	01/08/2024
DUNBAR, MICHELLE	ECC	DEPARTMENT SPECIALIST CLASSIFICATION A	\$28.52/HOUR	01/24/2024
HANN, ALAN	DW	CUSTODIAN	\$22.06/HOUR	01/12/2024
HANNAN, MARK	CV	EA SPED PARA	\$22.10/HOUR	01/22/2024
HUSSEIN, KADRA	HL	EA SPED PARA	\$19.00/HOUR	01/08/2024
JAHNZ, TONI	HL	EA SPED PARA	\$19.75/HOUR	01/22/2024
JARRETT, BROOKLYN	EHS	EA PARA - OPTIONS	\$19.75/HOUR	01/29/2024
KOHOUT, NICHOLAS	CN	CUSTODIAN	\$22.06/HOUR	01/15/2024
LINDGREN, SOPHIE	EHS	EA SPED PARA	\$19.00/HOUR	1/29/2024
PARODI, KRISTIN	ECSE	EA SPED PARA	\$21.15/HOUR	1/29/2024
PRESTHUS, JOHN P	EHS	EVENT WORKER	\$15.00/HOUR	12/18/2023
SALMERON BENITEZ, DIOMEDES	EHS	CUSTODIAN	\$22.06/HOUR	01/08/2024
TAHA, SUMMER	ELC	INSTRUCTIONAL ASSISTANT CHILDCARE ASSISTANT	\$19.80/HOUR \$19.16/HOUR	02/05/2024
WATKINS, MARY	DW	BOARD CERTIFIED BEHAVIOR ANALYST	\$65,814.98	01/22/2024
VUE, XIONG	EHS	CUSTODIAN	\$22.06/HOUR	01/08/2024

**B. RESIGNATIONS, RETIREMENTS, TERMINATIONS**

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
COEN-PESCH, ISAAC	CS	EA SPED PARA	01/26/2024
DAHL, MEGAN	SV	EA SPED PARA	01/12/2024
FAKLIS, TIM	DW	INCLUSION & YOUTH PROGRAM SUPPORT COORDINATOR	02/02/2024
HELLENDRUNG, DONALD	TC	BUS DRIVER	01/25/2024
HICKS, RACHEL	ECC	YOUTH PROGRAMS COORDINATOR	02/15/2024
HOLLIDAY, TAMIRAH	VV	HEALTH SERVICES ASSOCIATE	01/12/2024

KORDICK, GENEVIEVE	ELC	INSTRUCTIONAL ASSISTANT CHILDCARE ASSISTANT	01/12/2024
OMAR, UMAL-KHAYR	CV	EA SPED PARA	11/21/2023
SALISBURY, KIMBERLEY	VV	EA SPED PARA	05/31/2024
SCHOLL, ALYSSA	EHS	EA SPED PARA	01/31/2024
STEGEMAN, JASON	DW	ASSISTANT DIRECTOR OF FINANCE	02/09/2024

### C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Wage</u>	<u>Date</u>
KELLEY, SUSAN	HL	FROM: SUB PARA TO: EA SPED PARA	\$19.00/HOUR	01/26/2024

### D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
ANTONY, NAN	CN	INSTRUCTIONAL ASSISTANT	01/08/2024 - 01/19/2024
LEMIEUX, MICHAEL	TC	BUS DRIVER	01/02/2024 - 03/01/2024
MAGNUSON, SUZANNE	CS	INSTRUCTIONAL ASSISTANT	01/07/2024 - 03/28/2024
PAGAC, STEPHANIE	VV	MEDIA ASSISTANT	03/05/2024 - 03/26/2024
SPICER, NATALIE	EHS	ACTIVITIES COORDINATOR	04/03/2024 - 05/15/2024

## COMMUNITY EDUCATION SERVICES STAFF

### A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
ABDULKAFUR, ELIAS	CN	KIDS' CLUB LEAD	\$17.33/HOUR	01/17/2024
ANDERSON, KALEIGHA	CC	KIDS' CLUB LEAD	\$18.77/HOUR	01/30/2024
BANNIE, YUKU	CN	KIDS' CLUB LEAD	\$20.32/HOUR	02/05/2024
BARDHAN, AHELI	ELC	CHILDCARE ASSISTANT	\$15.94/HOUR	01/22/2024
BLAKLEY, RYLEE	CV	KIDS' CLUB LEAD	\$20.32/HOUR	02/05/2024
BOCK, ZACHARY	CV	KIDS' CLUB LEAD	\$17.33/HOUR	01/30/2024
BODE, LILY	CV	KIDS' CLUB LEAD	\$17.33/HOUR	02/05/2024
BRANDT, CHRISTIE	CV	KIDS' CLUB LEAD	\$20.32/HOUR	02/07/2024
CHASE, ASIA	CV	KIDS' CLUB LEAD	\$20.32/HOUR	01/22/2024



FRONK, ETHAN	CN	KIDS' CLUB LEAD	\$16.00/HOUR	02/07/2024
HEISLER, MARGARET	CN	KIDS' CLUB LEAD	\$18.77/HOUR	01/31/2024
SANCHEZ VIDAL, ALAN	CN	KIDS' CLUB LEAD	\$17.33/HOUR	01/16/2024
SCODIUS, ALEXANDRIA	ND	KIDS' CLUB LEAD	\$17.33/HOUR	02/05/2024
SONDAY, ANNA	ELC	EC SCREENER	\$31.91/HOUR	01/06/2024
STEPHENS, SAVON	CS	KIDS' CLUB LEAD	\$17.33/HOUR	01/24/2024
SQUALLS, TANJIA	CN	KIDS' CLUB LEAD	\$20.32/HOUR	02/05/2024
TRAILER, KAILEY	CC	KIDS' CLUB LEAD	\$16.00/HOUR	12/11/2023
VALTIERREZ, ESTRELLA	CN	KIDS' CLUB LEAD	\$17.33/HOUR	02/05/2024
YATES, SHERMELIA	CN	KIDS' CLUB LEAD	\$17.33/HOUR	01/08/2024

### B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
BLAKELY, RYLEE	CV	KIDS' CLUB LEAD	02/05/2024
EL-HUNI, MUSTAFA	HL	KIDS' CLUB LEAD	11/10/2023
FARAH, NASRO	CC	KIDS' CLUB LEAD	02/06/2024
HAYNES, AARON	CC	KIDS' CLUB LEAD	02/05/2024
HOMDROM, NANCY	HL	KIDS' CLUB LEAD	05/31/2024

### C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Wage</u>	<u>Date</u>
BALVOA, DEANNA	ND	FROM: KIDS' CLUB SITE LEAD TO: KIDS' CLUB LEAD	\$20.32/HOUR	01/01/2024
CARTER, TRISTAN	CC	KIDS' CLUB LEAD ADDING HORNET CENTRAL	\$22.00/HOUR	01/08/2024
DEWANE, ANDRE	DW	KIDS' CLUB SITE LEAD ADDING BUILDING AIDE	\$17.63/HOUR	01/26/2024
EVANS, LYNELL	CN	EA SPED PARA ADDING ENRICHMENT LEAD	\$22.00/HOUR	01/23/2024
JAHNZ, TONI	HL	EA SPED PARA ADDING 12 MO KIDS' CLUB LEAD	\$18.77/HOUR	01/24/2024
MANTHE, BRIAN	DW	PROGRAM SPECIALIST ADDING BUILDING AIDE	\$17.63/HOUR	01/15/2024
MONTGOMERY, BRITTANY	DW	HR SPECIALIST	\$17.63/HOUR	12/4/2023

ADDING BUILDING AIDE

PROCTOR, ALAYNA	ND	FROM: CASUAL EMPLOYEE TO: KIDS CLUB LEAD FT	\$17.33/HOUR	01/08/2024
WILFAHRT, ABIGAIL	CC	FROM: 10 MO PROG SPECIALIST TO: 12 MO PROG SPECIALIST	\$28.96/HOUR	01/16/2024

D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
NONE.			

V.C. Check Register - January 2024



**Board Meeting Date:** 2/12/2024

**Title:** Check Register – January 2024

**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 January 2024:

<u>Fund</u>	<u>Amount</u>
General	\$3,118,605
Food Service	301,002
Community Service	198,350
Building Construction	580,043
Debt Service	4,250
Internal Service	1,109
<b>Total</b>	<b>\$4,203,359</b>

**Recommendation:** Approve the disbursements as presented for the month of January 2024.

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

**Attachments:**

1. Check Report – January 2024

# Check Register

FOR THE MONTH ENDED JANUARY 31, 2024

Check No.	Vendor	Description	Date	Amount
396630	MN PEIP	CURRENT TEACHERS	01/31/24	738,000.60
396484	HEALTHPARTNERS INSU	CURRENT EMPLOYEES	01/24/24	431,156.00
396344	CHARTWELLS DINING S	DEC23 FOOD SERVICES	01/17/24	297,437.71
396411	A.J. MOORE ELECTRIC	EHS MECHANICAL 26-A	01/24/24	220,457.64
396453	CORVAL CONSTRUCTORS	EHS MECHANICAL 23-B	01/24/24	133,879.47
396299	METRO TRANSPORTATIO	DEC23 SPED TRANSPOR	01/10/24	131,358.16
396197	CITY OF EDINA	ELECTION - 2023 GEN	01/04/24	97,410.10
396630	MN PEIP	RETIREEES.COBRA	01/31/24	69,944.10
396560	SUPERSET TILE & STO	EHS MECHANICAL 09-B	01/24/24	56,235.25
396370	JUSTIN AND/OR REBEC	SERVICES SETTLEMENT	01/17/24	42,000.00
396456	DAKOTA TRUCK UNDERW	INSTALLMENT #8	01/24/24	38,532.00
396330	XCEL ENERGY	EHS 11/21-12/25 USE	01/10/24	36,787.54
396315	RAK CONSTRUCTION IN	CC 2023 RENOVATIONS	01/10/24	33,913.67
396325	U.S. SITEWORK, INC	2022 CV SITE IMPROV	01/10/24	32,792.02
396299	METRO TRANSPORTATIO	DEC23 HHM TRANSPORT	01/10/24	32,067.28
396599	EDINA DANCE TEAM	1/6 DANCE INVITE TI	01/31/24	30,478.00
396567	TWIN CITY HARDWARE	EHS MECHANICAL 08-A	01/24/24	30,202.81
396363	INTERMEDIATE DISTRI	LEASE LEVY	01/17/24	29,394.82
396376	MALLOY MONTAGUE KAR	FINAL BILLING FY23	01/17/24	27,406.00
396425	B&D ASSOCIATES, INC	EHS MECHANICAL 04-A	01/24/24	27,089.25
396255	CHESS & STRATEGY GA	SEP23 CHESS/BUSI/GA	01/10/24	26,349.40
396484	HEALTHPARTNERS INSU	COBRA/RETIREEES	01/24/24	26,071.84
396280	IWS - INNOVATIONAL	EHS MECHANICAL	01/10/24	24,359.14
396362	INSPEC INC	EPS 2024 REROOFING	01/17/24	23,045.00
396315	RAK CONSTRUCTION IN	ECC 2023 RENOVATION	01/10/24	22,609.12
396582	APPLE INC	APPLE LEASE PAYMENT	01/31/24	22,257.31
396446	CITY OF EDINA - BRA	DEC23 BOYS ICE TIME	01/24/24	22,222.44
396414	ADMIRAL COATINGS, I	EHS MECHANICAL 09-K	01/24/24	21,850.00
396287	KATH FUEL OIL SERVI	DIESEL	01/10/24	21,345.06
396363	INTERMEDIATE DISTRI	CONTRACTED NSO	01/17/24	20,882.52
396363	INTERMEDIATE DISTRI	ITINERANT	01/17/24	20,501.40
396619	KATH FUEL OIL SERVI	DIESEL	01/31/24	19,212.34
396633	NATIONAL INSURANCE	LTD DISTRICT W/H	01/31/24	19,202.95
396330	XCEL ENERGY	SV 11/21 - 12/25 US	01/10/24	18,858.94
396320	SAFeway DRIVING SCH	NOV-DEC23 DRIVER'S	01/10/24	18,720.00
396197	CITY OF EDINA	EHS 8/30-11/28 USE	01/04/24	17,115.34
396215	KINect ENERGY, INC	EHS - NOV23 USE	01/04/24	16,463.05
396633	NATIONAL INSURANCE	CURRENT EMP LIFE/AD	01/31/24	16,455.96
396654	STRATEGIC BEHAVIORA	NOV-DEC23 CONTRACT	01/31/24	16,431.25
396466	EBERT CONSTRUCTION	EHS MECHANICAL 02-A	01/24/24	15,926.14
396236	TEACHERS ON CALL, A	EHS - SUBSTITUTES	01/04/24	15,910.40
396241	TWIN CITY TRANSPORT	DEC23 SPED TRANSPOR	01/04/24	15,636.47
396215	KINect ENERGY, INC	SV - NOV23 USE	01/04/24	15,176.95
396306	MORRIS LEATHERMAN C	TELEPHONE SURVEY 1S	01/10/24	14,500.00
396306	MORRIS LEATHERMAN C	TELEPHONE SURVEY 2N	01/10/24	14,500.00
396446	CITY OF EDINA - BRA	NOV23 GRSL ICE TIME	01/24/24	14,143.66
396330	XCEL ENERGY	ECC 11/21-12/25 USE	01/10/24	13,240.35
396330	XCEL ENERGY	VV 11/21-12/25 USE	01/10/24	13,229.90
396446	CITY OF EDINA - BRA	NOV23 BOYS ICE TIME	01/24/24	13,213.59
396299	METRO TRANSPORTATIO	DEC23 SPED BUS AIDE	01/10/24	13,083.03
396387	POWERSCHOOL GROUP L	SCHOOL MESSENGER SU	01/17/24	12,891.00
396654	STRATEGIC BEHAVIORA	SEP-OCT23 CONTRACT	01/31/24	12,409.38
396296	MAYER ARTS INC	ALADDIN THEATER FAL	01/10/24	12,231.10
396446	CITY OF EDINA - BRA	DEC23 GRSL ICE TIME	01/24/24	12,153.19
396446	CITY OF EDINA - BRA	OCT-DEC23 BHOCKEY G	01/24/24	12,008.00
396462	DIGITAL INSURANCE	3RD QUARTER SERVICE	01/24/24	11,875.00

Check No.	Vendor	Description	Date	Amount
396505	LANGUAGE LINE SERVI	DEC23 TRANSLATIONS	01/24/24	11,737.85
396550	RUGGED SOLUTIONS AM	CAMERAS FOR CC	01/24/24	11,625.00
396562	TEACHERS ON CALL, A	VV - SUBSTITUTES	01/24/24	11,180.80
396363	INTERMEDIATE DISTRI	CORE FEE	01/17/24	11,151.32
396363	INTERMEDIATE DISTRI	SAFE SCHOOL	01/17/24	11,114.29
396386	PHOENIX SCHOOL COUN	SVC GR7/8 OLG QTR 3	01/17/24	10,649.61
396539	POWERSCHOOL GROUP L	FINANCE UPGRADE	01/24/24	10,585.00
396330	XCEL ENERGY	CS 11/21 - 12/25 US	01/10/24	10,529.67
396197	CITY OF EDINA	VV 8/30-11/28 USE	01/04/24	10,113.53
396211	INSTITUTE FOR ENVIR	DW - PROF SERVICES	01/04/24	10,050.00
396343	BSN SPORTS, LLC	SCHOOL STORE ITEMS	01/17/24	9,985.00
396224	PLANSOURCE	SERVICES FOR DEC23	01/04/24	9,668.26
396635	NICHE.COM INC	23-24 DASHBOARD SER	01/31/24	9,495.00
396644	PRIME SOLUTIONS, LL	CS CLEANING	01/31/24	9,452.95
396299	METRO TRANSPORTATIO	DEC23 SPED TRANS TY	01/10/24	9,446.72
396562	TEACHERS ON CALL, A	EHS - SUBSTITUTES	01/24/24	9,260.80
396467	EDINA COMPETITION C	1/13 CHEER INVITE T	01/24/24	8,990.00
396215	KINECT ENERGY, INC	ECC - NOV23 USE	01/04/24	8,854.51
396215	KINECT ENERGY, INC	VV - NOV23 USE	01/04/24	8,685.07
396429	BLAKE SCHOOL	ADDTL 22-23 REIMB M	01/24/24	8,593.38
396236	TEACHERS ON CALL, A	VV - SUBSTITUTES	01/04/24	8,115.20
396307	THE MUSIC MART	YBS-62 PRO BARI SAX	01/10/24	7,875.00
396236	TEACHERS ON CALL, A	HL - SUBSTITUTES	01/04/24	7,763.20
396450	COMMERCIAL DRYWALL	EHS MECHANICAL 09-A	01/24/24	7,685.50
396561	SXSW LLC	SXSW EDU CONVENTION	01/24/24	7,645.00
396236	TEACHERS ON CALL, A	CC - SUBSTITUTES	01/04/24	7,571.20
396604	FRASER CHILD AND FA	NOV23 CONSULTATIONS	01/31/24	7,546.00
396236	TEACHERS ON CALL, A	CN - SUBSTITUTES	01/04/24	7,520.00
396331	AFFINITECH INC	ELC INSTALLS	01/17/24	7,444.30
396239	TONEWORKS MUSIC THE	DEC23 MUSIC THERAPY	01/04/24	7,379.00
396236	TEACHERS ON CALL, A	CV - SUBSTITUTES	01/04/24	7,200.00
396562	TEACHERS ON CALL, A	CC - SUBSTITUTES	01/24/24	7,123.20
396545	RIGHT ANGLE STUDIO	SUMMER24 CAT DESIGN	01/24/24	7,000.00
396236	TEACHERS ON CALL, A	CS - SUBSTITUTES	01/04/24	6,899.20
396223	PARALLEL TECHNOLOGI	S2 RENEWAL FEB24-JA	01/04/24	6,880.00
396562	TEACHERS ON CALL, A	HL - SUBSTITUTES	01/24/24	6,822.40
396309	NATIONAL TREASURE K	KUNGFU 1007-B227+	01/10/24	6,804.00
396611	INGCO INTERNATIONAL	TRANSLATE: SAFEGUAR	01/31/24	6,794.16
396241	TWIN CITY TRANSPORT	DEC23 HHM TRANSPORT	01/04/24	6,581.10
396562	TEACHERS ON CALL, A	CS - SUBSTITUTES	01/24/24	6,528.00
396508	LEXIA LEARNING SYST	Q-608309-2	01/24/24	6,400.00
396343	BSN SPORTS, LLC	SOFTBALL UNIFORMS	01/17/24	6,355.80
396562	TEACHERS ON CALL, A	CV - SUBSTITUTES	01/24/24	6,252.80
396242	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	01/04/24	6,208.97
396562	TEACHERS ON CALL, A	SV - SUBSTITUTES	01/24/24	6,182.40
396236	TEACHERS ON CALL, A	SV - SUBSTITUTES	01/04/24	6,137.60
396607	GENERAL SPORTS	GHOKEY EQUIPMENT	01/31/24	6,137.00
396329	WILL DEBERG BASKETB	WINTER BBALL 1227-B	01/10/24	5,985.00
396445	CITY OF EDINA	SV 9/28-12/28/23	01/24/24	5,927.19
396438	BUSINESS ESSENTIALS	8.5X11 WHITE QTY 16	01/24/24	5,840.00
396328	WENDY ANDERSON	YOGA 905-B2012S,907	01/10/24	5,810.00
396604	FRASER CHILD AND FA	OCT23 CONSULTATIONS	01/31/24	5,698.00
396408	XCEL ENERGY	BUS 11/21-12/25/202	01/17/24	5,452.03
396261	DASH SPORTS LLC	DASH NOV23 1111-B22	01/10/24	5,289.20
396303	MIKKONEN MUSIC LLC	DEC23 MUSIC LESSONS	01/10/24	5,242.50
396253	CATHERINE EARLEY	SEP23 STRENGTH/BSHA	01/10/24	5,241.00
396330	XCEL ENERGY	CV 11/21 - 12/25 US	01/10/24	5,196.28
396330	XCEL ENERGY	CC 11/21-12/25 USE	01/10/24	5,085.46
396197	CITY OF EDINA	CV 8/30-11/28 USE	01/04/24	5,073.65
396552	SANDCREEK EAP	EAP Q1 2024 SERVICE	01/24/24	5,063.40
396445	CITY OF EDINA	SV 10/10-1/10/24	01/24/24	5,032.47
396220	MJ ELECTRIC LLC	ECC - REPLACE CUTOU	01/04/24	5,000.00
396403	THREE RIVERS PARK D	1/12 6TH GRD SKI TR	01/17/24	4,879.00
396363	INTERMEDIATE DISTRI	HTP-GEN ED	01/17/24	4,801.51
396363	INTERMEDIATE DISTRI	LONG TERM FACILITIE	01/17/24	4,620.79
396633	NATIONAL INSURANCE	COBRA/RETIREE	01/31/24	4,605.67
396394	SAVVAS LEARNING COM	OLG AUT 18 DIGITAL	01/17/24	4,564.00

Check No.	Vendor	Description	Date	Amount
396600	EHS SENIOR PARTY	SENIOR PARTY SALES	01/31/24	4,523.75
396314	RADAR CONSULTING LL	RECRUITING SERVICES	01/10/24	4,500.00
396389	RADAR CONSULTING LL	MONTHLY RECRUITING	01/17/24	4,500.00
396562	TEACHERS ON CALL, A	CN - SUBSTITUTES	01/24/24	4,486.40
396597	EDINA COMPETITION C	CHEER PREK/K2/3-5/M	01/31/24	4,420.96
396236	TEACHERS ON CALL, A	ND - SUBSTITUTES	01/04/24	4,389.12
396534	NOW MICRO INC	DEC23 BLOCK HOURS	01/24/24	4,387.50
396363	INTERMEDIATE DISTRI	TRANS DISABLED	01/17/24	4,349.74
396446	CITY OF EDINA - BRA	OCT-DEC23 GHOCKEY G	01/24/24	4,310.00
396473	FIDELITY SECURITY L	EMPLOYEE WITHHOLDIN	01/24/24	4,294.60
396647	RAK CONSTRUCTION IN	CC 2023 RENOVATIONS	01/31/24	4,283.85
396647	RAK CONSTRUCTION IN	ECC 2023 RENOVATION	01/31/24	4,283.85
396471	EHLERS	2024 DISCLOSURE REP	01/24/24	4,250.00
396336	ASTLEFORD INTERNATI	INJECTORS	01/17/24	4,244.94
396539	POWERSCHOOL GROUP L	EFINANCE UPGRADE	01/24/24	4,242.85
396580	ADVANCED IMAGING SO	LEASE 02.08 0631790	01/31/24	4,151.77
396235	SUNBELT STAFFING LL	12/16 PSYCHOLOGIST-	01/04/24	4,096.88
396398	SUNBELT STAFFING LL	12/9 PSYCHOLOGIST -	01/17/24	4,096.88
396330	XCEL ENERGY	HL 11/21- 12/25 USE	01/10/24	4,092.86
396655	SUNBELT STAFFING LL	1/13 PSYCHOLOGIST-B	01/31/24	4,042.25
396235	SUNBELT STAFFING LL	12/23 PSYCHOLOGIST-	01/04/24	3,987.63
396636	NORTHERN LIGHTS	SWEETHEARTS DNC - D	01/31/24	3,950.00
396215	KINECT ENERGY, INC	CS - NOV23 USE	01/04/24	3,944.44
396359	HOGLUND BUS COMPANY	DOC	01/17/24	3,825.04
396557	SQUIRES, WALDSPURGE	LEGAL SERV: MISC	01/24/24	3,795.73
396330	XCEL ENERGY	ND 11/21-12/25 USE	01/10/24	3,734.46
396234	SCHOOL SERVICE EMPL	UNION DUES W/HOLDIN	01/04/24	3,717.54
396197	CITY OF EDINA	CC 8/30-11/29 USE	01/04/24	3,709.54
396363	INTERMEDIATE DISTRI	ALC-STABILIZATION F	01/17/24	3,704.76
396215	KINECT ENERGY, INC	CV - NOV23 USE	01/04/24	3,677.89
396211	INSTITUTE FOR ENVIR	DW - H&S MGMT	01/04/24	3,658.16
396633	NATIONAL INSURANCE	VOL AD&D EMPLOYEE W	01/31/24	3,588.18
396338	BAUER BUILT INC	TIRES	01/17/24	3,586.96
396338	BAUER BUILT INC	PXDEMS RTRD TIRES	01/17/24	3,586.96
396657	TOBII DYNVOX	BOARDMAKER 7 ORG	01/31/24	3,582.00
396619	KATH FUEL OIL SERVI	DIESEL	01/31/24	3,501.74
396317	RIGHT ANGLE STUDIO	ELC CAT DESIGN WIN/	01/10/24	3,500.00
396619	KATH FUEL OIL SERVI	UNLEADED	01/31/24	3,495.04
396395	SCHOOL SERVICE EMPL	UNION DUES W/HOLDIN	01/17/24	3,376.81
396620	LEXIA LEARNING SYST	LETRS ELC FACILITAT	01/31/24	3,366.00
396269	FLICEK WELDING	BUILDING NEW PLATFO	01/10/24	3,300.00
396394	SAVVAS LEARNING COM	OLG AUT 18 STUDENT	01/17/24	3,300.00
396655	SUNBELT STAFFING LL	1/20 PSYCHOLOGIST-B	01/31/24	3,277.50
396318	RN SPORT INVEST LLC	AS SOCCER 905-B2252	01/10/24	3,206.00
396375	LEXIA LEARNING SYST	LETRS FACILITATOR P	01/17/24	3,200.00
396595	DUNHAM ASSOCIATES I	CS 2023 ADDITION	01/31/24	3,180.00
396215	KINECT ENERGY, INC	HL - NOV23 USE	01/04/24	3,171.45
396451	COMMERCIAL FURNITUR	FLEXM - FLEX MOBILE	01/24/24	3,132.00
396215	KINECT ENERGY, INC	CC - NOV23 USE	01/04/24	3,131.01
396217	MACKIN EDUCATIONAL	BOOKS FOR VV	01/04/24	3,024.71
396327	WASTE MANAGEMENT OF	EHS - JAN24 SERVICE	01/10/24	3,013.43
396305	MN TECHNOLOGY ASSOC	EPS MEMBERSHIP	01/10/24	3,000.00
396393	SAFEHANDSYSTEMS LLC	ELECTRICAL TRAINING	01/17/24	3,000.00
396195	BRAUN INTERTEC CORP	CS - CONST TEST/INS	01/04/24	2,993.00
396319	RUSSELL SECURITY RE	NEW DOOR - CAPITAL	01/10/24	2,988.00
396623	MACKIN EDUCATIONAL	BOOKS FOR VV: FINAL	01/31/24	2,975.29
396215	KINECT ENERGY, INC	CN - NOV23 USE	01/04/24	2,954.54
396428	BENEFIT EXTRAS, INC	JAN24 HRA ADMIN	01/24/24	2,949.10
396544	RELATE COUNSELING C	CHEM HEALTH #4 OF 1	01/24/24	2,880.00
396271	GALLAGHER BASSETT S	MIST LOSS FUND DEDU	01/10/24	2,808.50
396314	RADAR CONSULTING LL	RECRUITING SERVICES	01/10/24	2,800.00
396287	KATH FUEL OIL SERVI	UNLEADED	01/10/24	2,619.99
396570	VICTORIA MCNAMARA	6TH DANCE 1101-B225	01/24/24	2,618.00
396546	RJ MECHANICAL INC	INSTALL FILLING STA	01/24/24	2,600.00
396326	VERTICAL SCHOOL PAR	TRAINING MODULES	01/10/24	2,575.00
396451	COMMERCIAL FURNITUR	H4830CH - WEDGED BE	01/24/24	2,571.30
396451	COMMERCIAL FURNITUR	H4830CH - WEDGED BE	01/24/24	2,571.30



Check No.	Vendor	Description	Date	Amount
396619	KATH FUEL OIL SERVI	UNLEADED	01/31/24	2,538.08
396227	PROCARE THERAPY	12/8 COTA - K.R.	01/04/24	2,520.92
396555	SCHWICKERT'S TECTA	RPZ SERVICING	01/24/24	2,503.55
396219	MINNESOTA SCHOOL EM	UNION DUES W/HOLDIN	01/04/24	2,498.24
396215	KINECT ENERGY, INC	ND - NOV23 USE	01/04/24	2,497.43
396227	PROCARE THERAPY	12/15 COTA - K.R.	01/04/24	2,489.00
396227	PROCARE THERAPY	12/22 COTA - K.R.	01/04/24	2,470.00
396562	TEACHERS ON CALL, A	ND - SUBSTITUTES	01/24/24	2,438.40
396500	KATH FUEL OIL SERVI	UNLEADED	01/24/24	2,414.08
396363	INTERMEDIATE DISTRI	ALC	01/17/24	2,403.88
396619	KATH FUEL OIL SERVI	UNLEADED	01/31/24	2,403.84
396276	INESE KRIEVANS	ALL SUNBEAMS 918-A	01/10/24	2,387.00
396403	THREE RIVERS PARK D	12/19 GRD 5 SKI TRI	01/17/24	2,375.00
396426	BAYADA HOME HEALTH	SCHOOL NURSE - D.S.	01/24/24	2,359.00
396480	GOLD MEDAL PRODUCTS	CHOPPERS W/HORNET	01/24/24	2,332.50
396465	DZIEDZIC CAULKING I	EHS MECHANICAL 07-L	01/24/24	2,280.00
396196	CHRISTINE JOHNSON	JAN24 INDIAN ED CON	01/04/24	2,250.00
396451	COMMERCIAL FURNITUR	H4830CH - WEDGED BE	01/24/24	2,185.20
396511	LUMEN TECHNOLOGIES	DW 12/12/23-01/11/2	01/24/24	2,137.34
396292	LUMEN TECHNOLOGIES	DW 11/12-12/11/23	01/10/24	2,136.29
396554	SCHOOL HEALTH CORPO	#1008123 - ELEC TAB	01/24/24	2,129.66
396364	ITSAVVY LLC	SCREEN DEDUCTIBLES	01/17/24	2,050.00
396579	ADVANCED IMAGING SO	HIGH SCHOOL 12/23	01/31/24	2,033.57
396662	WENGER CORPORATION	CHAIR CHART	01/31/24	2,020.16
396648	RIVER BOTTOM PRODUC	ONE ACT PLAY LABOR	01/31/24	2,000.00
396517	MCEA	LVL 5 MEMBERSHIP 20	01/24/24	1,989.00
396466	EBERT CONSTRUCTION	EHS MECHANICAL 06-A	01/24/24	1,960.99
396595	DUNHAM ASSOCIATES I	EHS 23-26 RENOVATIO	01/31/24	1,950.00
396261	DASH SPORTS LLC	TYKES 1111-L5108,9	01/10/24	1,940.40
396379	MINNESOTA SCHOOL EM	UNION DUES W/HOLDIN	01/17/24	1,939.90
396206	GENERAL PARTS LLC	CS - NEW DISPOSAL	01/04/24	1,934.59
396338	BAUER BUILT INC	TIRES	01/17/24	1,918.27
396335	ARVIG	JAN24 INTERNET FEES	01/17/24	1,911.16
396426	BAYADA HOME HEALTH	SCHOOL NURSE - E.B.	01/24/24	1,908.00
396620	LEXIA LEARNING SYST	LETRS ECL FACILITAT	01/31/24	1,881.00
396529	MULTILINGUAL WORD I	DEC23 INTERPRETING	01/24/24	1,826.85
396359	HOGLUND BUS COMPANY	DPF KIT	01/17/24	1,824.46
396285	KAETHE BIRKNER	SEP23 BALLEP/PILATE	01/10/24	1,801.10
396339	BAYADA HOME HEALTH	SCHOOL NURSE - E.B.	01/17/24	1,782.00
396590	CLIMBZONE MINNEAPOL	1/19 KC CC FIELD TR	01/31/24	1,778.00
396245	XCEL ENERGY	SV 11/13-12/14/23	01/04/24	1,729.16
396446	CITY OF EDINA - BRA	OCT23 GRLS ICE TIME	01/24/24	1,686.00
396343	BSN SPORTS, LLC	GWRESTLING UNIFORMS	01/17/24	1,679.79
396327	WASTE MANAGEMENT OF	SV - JAN24 SERVICES	01/10/24	1,622.75
396581	ALLEGRA EDEN PRAIRI	NICE WORK PROGRAMS	01/31/24	1,613.84
396208	HOGLUND BUS COMPANY	NON-WTY DIAGNOSTIC	01/04/24	1,591.52
396339	BAYADA HOME HEALTH	SCHOOL NURSE - D.S.	01/17/24	1,589.00
396663	XCEL ENERGY	SV 12/14-1/17/2024	01/31/24	1,584.18
396451	COMMERCIAL FURNITUR	I033H CAFE HGT STOO	01/24/24	1,545.75
396445	CITY OF EDINA	ECC 9/27-12/28/23	01/24/24	1,522.93
396557	SQUIRES, WALDSPURGE	LEGAL SERV: BOARD	01/24/24	1,520.50
396216	LEXIA LEARNING SYST	LEXIA SUBSCRIPTION	01/04/24	1,507.50
396594	DIESEL COMPONENTS I	TURBO	01/31/24	1,500.00
396648	RIVER BOTTOM PRODUC	JUNGLE BOOK KIDS LA	01/31/24	1,500.00
396559	SUMMIT FIRE PROTECT	EHS - HOOD INSPECTI	01/24/24	1,495.25
396280	IWS - INNOVATIONAL	EHS MECHANICAL	01/10/24	1,492.98
396252	BUSINESS ESSENTIALS	8.5X11 WHITE QTY 40	01/10/24	1,460.00
396225	PLASTIC BAG MART	VV - COMPOST BAGS	01/04/24	1,424.25
396225	PLASTIC BAG MART	SV - COMPOST BAGS	01/04/24	1,424.25
396225	PLASTIC BAG MART	ECC - COMPOST BAGS	01/04/24	1,424.25
396327	WASTE MANAGEMENT OF	VV - JAN24 SERVICES	01/10/24	1,421.04
396585	CDW GOVERNMENT	AZURE OVERAGES	01/31/24	1,419.63
V19567	MICHAEL T PRETASKY	IPHONE 15 PURCHASE	01/24/24	1,414.95
396440	CATALYST SOURCING S	ONDEMAND/DMTS	01/24/24	1,413.75
396602	ESTRELLITA INC	LUNITA 1ST GRADE	01/31/24	1,398.00
396298	METRO ELEVATOR	ECC - JAN24 SERVICE	01/10/24	1,392.83
396418	AMAZON CAPITAL SERV	ART WACOM TABLETS	01/24/24	1,391.68



Check No.	Vendor	Description	Date	Amount
396584	CAMP FOLEY	CAMP TRIP DEPOSIT	01/31/24	1,380.00
396237	THE ADVISORS MARKET	500 LANYARDS	01/04/24	1,379.56
396461	DASH SPORTS LLC	NSD MULTI 119-B2115	01/24/24	1,373.40
396428	BENEFIT EXTRAS, INC	JAN24 HSA ADMIN	01/24/24	1,355.20
396243	WESTMARK PRODUCTION	LOCATION RECORDING	01/04/24	1,350.00
396330	XCEL ENERGY	CN 11/21 - 12/25 US	01/10/24	1,346.43
396193	BAYADA HOME HEALTH	SCHOOL NURSE - D.S.	01/04/24	1,333.00
396327	WASTE MANAGEMENT OF	ECC - JAN24 SERVICE	01/10/24	1,315.20
396247	ABBE BLACKER	MAH JONG 1011/1111/	01/10/24	1,281.00
396211	INSTITUTE FOR ENVIR	EHS - 2023 ASBESTOS	01/04/24	1,272.88
396577	1ST AYD CORPORATION	SHOP SUPPLIES	01/31/24	1,262.65
396291	LITHOGRAPHIC COMMUN	ELC24 CATALOG POSTA	01/10/24	1,261.80
396562	TEACHERS ON CALL, A	ELC/ECSE-SUBSTITUTE	01/24/24	1,258.24
396557	SQUIRES, WALDSPURGE	LEGAL SERV: S.S.S.	01/24/24	1,245.00
396612	ISAIAH AND/OR HANNA	JAN24 MILEAGE REIMB	01/31/24	1,201.20
396324	STEM SMART LLC	ROBOTICS 1101-K4211	01/10/24	1,200.00
396242	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	01/04/24	1,194.63
396626	MIDWEST BUS PARTS I	TANK	01/31/24	1,186.55
396555	SCHWICKERT'S TECTA	RPZ REBUILD	01/24/24	1,169.77
396488	IWS - INNOVATIONAL	JAN24 SYSTEM MGMT	01/24/24	1,161.92
396579	ADVANCED IMAGING SO	ECC/DO 12/23	01/31/24	1,159.99
396438	BUSINESS ESSENTIALS	8.5X11 CANARY QTY 2	01/24/24	1,141.56
396332	ALLEGRA EDEN PRAIRI	CHECK PLEASE MERCH	01/17/24	1,126.36
396547	ROBERT DIXON	911-B2010/906-B2011	01/24/24	1,118.60
396470	EFILE360	1095 FEE FOR HCSP	01/24/24	1,109.20
396197	CITY OF EDINA	CV 8/30-11/28 USE	01/04/24	1,104.75
396287	KATH FUEL OIL SERVI	DEFBULK	01/10/24	1,097.03
396452	CONTINENTAL CLAY	BUFF STONWARE CLAY	01/24/24	1,078.16
396574	WESTMARK PRODUCTION	WINTER JUBILEE RECO	01/24/24	1,050.00
396327	WASTE MANAGEMENT OF	CC - JAN24 SERVICES	01/10/24	1,049.17
396626	MIDWEST BUS PARTS I	FOAM	01/31/24	1,048.96
396363	INTERMEDIATE DISTRI	CAREER & TECH	01/17/24	1,045.28
396551	RUSSELL SECURITY RE	ASSORTED REPAIRS	01/24/24	1,039.00
396451	COMMERCIAL FURNITUR	H4830-K WEDGED BENC	01/24/24	1,035.90
396451	COMMERCIAL FURNITUR	H4830-K WEDGED BENC	01/24/24	1,035.90
396359	HOGLUND BUS COMPANY	FUEL FILTER	01/17/24	1,035.18
396555	SCHWICKERT'S TECTA	RPZ REPLACEMENT	01/24/24	1,024.63
396581	ALLEGRA EDEN PRAIRI	LARAMIE POSTERS/SIG	01/31/24	1,024.37
396540	PRAIRIE ELECTRIC CO	UPPER GYM RECEPTACL	01/24/24	1,022.44
396627	MINNESOTA HISTORICA	1/12 GRD 2 FIELD TR	01/31/24	1,020.00
396451	COMMERCIAL FURNITUR	LABOR STRAIGHT	01/24/24	1,013.00
396327	WASTE MANAGEMENT OF	CS - JAN24 SERVICES	01/10/24	1,012.99
396210	INSPEC INC	HL - EXTERIOR WALL	01/04/24	1,010.00
396279	ITSAVVY LLC	SCREEN DEDUCTIBLES	01/10/24	1,000.00
396508	LEXIA LEARNING SYST	LETRS FACILITATOR P	01/24/24	998.00
396261	DASH SPORTS LLC	NSD MULTI 1127-B224	01/10/24	991.90
396193	BAYADA HOME HEALTH	SCHOOL NURSE - E.B.	01/04/24	972.00
396643	PRAIRIE ELECTRIC CO	LIGHT POLE REPAIR	01/31/24	955.70
396242	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	01/04/24	951.10
396225	PLASTIC BAG MART	CC - COMPOST BAGS	01/04/24	949.50
396588	CHILDREN'S THEATRE	2/14 GRD K FIELD TR	01/31/24	920.00
396276	INESE KRIEVANS	SEP23 PIANO 918-A	01/10/24	906.50
396215	KINECT ENERGY, INC	BUS - NOV23 USE	01/04/24	901.23
396650	RUSSELL SECURITY RE	DOOR CLOSER INSTALL	01/31/24	885.00
396579	ADVANCED IMAGING SO	NORMANDEALE 12/23	01/31/24	880.74
396311	ORKIN COMMERCIAL SE	DW - NOV23 SERVICES	01/10/24	880.00
396311	ORKIN COMMERCIAL SE	DW - OCT23 SERVICE	01/10/24	880.00
396536	ORKIN COMMERCIAL SE	DW - DEC23 SERVICES	01/24/24	880.00
396451	COMMERCIAL FURNITUR	HRT36-E - ROUND TAB	01/24/24	875.70
396438	BUSINESS ESSENTIALS	8.5X11 GOLDEN QTY 1	01/24/24	868.80
396592	CUSTOM EDUCATION SO	BUILDING UP SET 1-1	01/31/24	866.65
396592	CUSTOM EDUCATION SO	READY SET GO SET 1	01/31/24	866.65
396592	CUSTOM EDUCATION SO	ON OUR WAY SET 1	01/31/24	866.65
396592	CUSTOM EDUCATION SO	ON OUR WAY SET 2	01/31/24	866.65
396382	NAC MECHANICAL & EL	MAIN DATA RM COMPRE	01/17/24	864.00
396226	PRAIRIE ELECTRIC CO	PARKING LOT LIGHTS	01/04/24	855.26
396236	TEACHERS ON CALL, A	ELC/ECSE-SUBSTITUTE	01/04/24	848.64

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396301	MIDWEST BUS PARTS I	SEAT COVER	01/10/24	839.48
396530	NAC MECHANICAL & EL	CS - REPAIR FAN UNI	01/24/24	838.72
396579	ADVANCED IMAGING SO	CONCORD 12/23	01/31/24	820.56
396407	WAYZATA HIGH SCHOOL	GRLS HOCKEY JAMBORE	01/17/24	800.00
396192	BAUER BUILT INC	TIRES	01/04/24	793.68
396242	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	01/04/24	790.75
396242	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	01/04/24	790.51
396340	BAYCOM INC	MOTOROLA XPR RADIO	01/17/24	773.50
396410	93 SKIP LLC	CN - DEC23 SOLAR PR	01/24/24	755.24
396242	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	01/04/24	754.07
396610	HOGLUND BUS COMPANY	GASKET	01/31/24	750.16
396242	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	01/04/24	728.52
396301	MIDWEST BUS PARTS I	MOTOR	01/10/24	720.15
396611	INGCO INTERNATIONAL	DOCUMENT TRANSLATIO	01/31/24	719.36
396438	BUSINESS ESSENTIALS	8.5X11 BLUE QTY 13	01/24/24	706.68
396348	EAST RIDGE HIGH SCH	12/28 BBSKTBALL TOU	01/17/24	700.00
396278	INSPEC INC	2023 ROOF REPLACEME	01/10/24	700.00
396451	COMMERCIAL FURNITUR	201-67C-SS-ONA MID-	01/24/24	695.19
396469	EDUCATORS BENEFIT C	403(B) ADMIN & COMP	01/24/24	691.98
396345	CITY OF EDINA - POL	DEC23 MTG SECURITY	01/17/24	690.00
396447	CITY OF EDINA - POL	JAN24 MEETING SECUR	01/24/24	690.00
396589	CITY OF EDINA - POL	SADIE'S DNC SECURIT	01/31/24	690.00
396463	DRAIN PRO PLUMBING	BASEMENT DRAIN BLOC	01/24/24	687.50
396579	ADVANCED IMAGING SO	VALLEYVIEW 12/23	01/31/24	677.16
396327	WASTE MANAGEMENT OF	CN - JAN24 SERVICES	01/10/24	676.66
396343	BSN SPORTS, LLC	SOFTBALL EQUIPMENT	01/17/24	671.00
396592	CUSTOM EDUCATION SO	MOVING ON SET 1-1 C	01/31/24	660.00
396289	KJ BRANDING	ACRYLIC EDINA LOGO	01/10/24	650.00
396293	MACTA - MN ASSOC FO	23-24 FELLOWSHIP-S.	01/10/24	650.00
396606	GEMINI ATHLETIC WEA	JERSEY REPLACEMENTS	01/31/24	648.00
396579	ADVANCED IMAGING SO	CORNELIA 12/23	01/31/24	643.96
396579	ADVANCED IMAGING SO	CREEK VALLEY 12/23	01/31/24	638.89
396531	NAN FAUST	PROPERTY DAMAGE REI	01/24/24	635.99
396540	PRAIRIE ELECTRIC CO	NEW OUTLET/GFI REPA	01/24/24	629.13
396542	PROPIO LANGUAGE SER	DEC23 INTERPRETING	01/24/24	620.00
396472	ESCREEN, INC.	DRUG TESTING - MULT	01/24/24	612.50
396580	ADVANCED IMAGING SO	LEASE 02.08 0631790	01/31/24	612.00
396277	INGCO INTERNATIONAL	COMMUNITY INTERPRET	01/10/24	603.52
396230	RJ MECHANICAL INC	SEWER DRAIN REPAIR	01/04/24	600.00
396454	CRAIG CROASTON	COMP DIVE 110-B2271	01/24/24	591.50
396327	WASTE MANAGEMENT OF	CV - JAN24 SERVICES	01/10/24	583.66
396242	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	01/04/24	574.07
V19613	JASON W STEGEMAN	MACBOOK PURCHASE	01/31/24	568.15
396286	KAREN GOLDFARB	BEG MAH JONG 1111-A	01/10/24	567.00
396416	AIM ELECTRONICS INC	SCOREBOARD CLICKERS	01/24/24	565.00
396559	SUMMIT FIRE PROTECT	VV - HOOD INSPECTIO	01/24/24	563.00
396477	GENERAL PARTS LLC	CC - DISHWASHER PAR	01/24/24	560.26
396503	KROENING NATURE CEN	1/11 GRD 2 FIELD TR	01/24/24	560.00
396193	BAYADA HOME HEALTH	SCHOOL NURSE - E.B.	01/04/24	558.00
396211	INSTITUTE FOR ENVIR	CS - 2023 ASBESTOS	01/04/24	555.44
396405	TSI INCORPORATED	MACHINE CALIBRATION	01/17/24	555.00
396540	PRAIRIE ELECTRIC CO	GYM LIGHTING REPAIR	01/24/24	554.01
396332	ALLEGRA EDEN PRAIRI	CHECK PLEASE PROGRA	01/17/24	550.00
396579	ADVANCED IMAGING SO	SOUTHVIEW 12/23	01/31/24	547.22
396438	BUSINESS ESSENTIALS	8.5X11 GREEN QTY 10	01/24/24	543.60
396621	LIGHTNING PRINTING	WINTER JUBILEE PRGM	01/31/24	541.10
396591	CORVAL CONSTRUCTORS	BOILER #3 SERVICE C	01/31/24	540.00
396579	ADVANCED IMAGING SO	COUNTRYSIDE 12/23	01/31/24	539.02
396559	SUMMIT FIRE PROTECT	SV - HOOD INSPECTIO	01/24/24	538.00
396451	COMMERCIAL FURNITUR	FREIGHT CHARGE	01/24/24	537.50
396610	HOGLUND BUS COMPANY	RESERVOIR	01/31/24	532.42
396616	JERRY'S FOODS EDINA	VV - BKFT TACO BAR	01/31/24	531.99
396632	NACAC	COUNCELOR MEMBERSHI	01/31/24	530.00
396246	SPORTS PRO LLC	WELNESS CENTER	01/10/24	530.00
396200	DECKER INC	DOOR HOLDERS	01/04/24	527.39
396579	ADVANCED IMAGING SO	HIGHLANDS 12/23	01/31/24	525.62
396265	ELLA WASSERMAN	PIANO 909-A1259-65	01/10/24	525.00

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396218	MINNESOTA DEPARTMEN	VENDOR CK 383359	01/04/24	525.00
396409	93 HOP LLC	BUS - DEC23 SOLAR P	01/24/24	518.47
396652	SCHOOL SPECIALTY, L	TABLE FOR BENSON	01/31/24	515.96
396218	MINNESOTA DEPARTMEN	VENDOR CK 383257	01/04/24	514.80
396248	ASTLEFORD INTERNATI	FILTERS	01/10/24	508.35
396582	APPLE INC	VPP CREDITS - SPED	01/31/24	500.00
396229	RIVER BOTTOM PRODUC	WINTER JUBILIEE LAB	01/04/24	500.00
V19552	SONYA LEIGH SAILER	APPLE WATCH PURCHAS	01/17/24	499.13
396375	LEXIA LEARNING SYST	Q-608316-2	01/17/24	499.00
396193	BAYADA HOME HEALTH	SCHOOL NURSE - D.S.	01/04/24	496.00
396400	LAKEVILLE DEBATE BO	10/7 DEBATE ENTRY	01/17/24	488.00
396327	WASTE MANAGEMENT OF	HL - JAN24 SERVICES	01/10/24	479.92
396626	MIDWEST BUS PARTS I	TUBE	01/31/24	477.98
396521	MICHAEL YASIS	COMP DIVE 111-B2273	01/24/24	477.23
396558	STAGES THEATRE COMP	1/31 CP FIELD TRIP	01/24/24	474.00
396624	MAUREEN SMITH	WRITERS GROUP FALL2	01/31/24	472.50
396628	MINNESOTA LANDSCAPE	3/12 GRD 1 FIELD TR	01/31/24	470.00
396628	MINNESOTA LANDSCAPE	3/13 1ST GRD TRIP	01/31/24	470.00
396354	GILBERT MECHANICAL	VFD TROUBLESHOOT	01/17/24	462.25
396264	ELIZABETH POCH	INDIV PIANO 921-LA1	01/10/24	462.00
396231	ROBERT B HILL CO	SALT FOR SOFTENER	01/04/24	459.10
396242	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	01/04/24	458.88
396428	BENEFIT EXTRAS, INC	HRA RENEWAL FEE	01/24/24	450.00
396497	JOHN W MCKONE -- BE	CHOIR PIANO TUNING	01/24/24	450.00
396640	PACER CENTER	1/11 PUPPET SHOW	01/31/24	450.00
396351	FOLLETT CONTENT SOL	BOOKS FOR SV	01/17/24	447.72
396352	FOLLETT SCHOOL SOLU	BOOKS FOR SV	01/17/24	447.72
396391	RM COTTON CO	SEAL KIT FOR KV PUM	01/17/24	446.76
396463	DRAIN PRO PLUMBING	SEWAGE LINE CAMERA	01/24/24	445.00
396626	MIDWEST BUS PARTS I	PAINT/COOLANT TUBE	01/31/24	433.51
396308	MYSTERY SCIENCE	23-24 3RD GRD PACK	01/10/24	430.00
396445	CITY OF EDINA	ND 9/27-12/28/23	01/24/24	429.55
396221	NCS PEARSON INC	WISC-V RESPONSE BOO	01/04/24	429.30
396645	PRIMEX WIRELESS INC	FCC LICENSE: CC CLO	01/31/24	424.00
396441	CENTURYLINK	SV 01/01-01/31/24	01/24/24	411.46
396661	VERIFIED CREDENTIAL	BACKGROUND SCREENIN	01/31/24	410.30
V19576	DOUGLAS M EISCHENS	MACMH CONF REGISTRA	01/31/24	410.00
396593	D. BRIAN'S KITCHEN	CESP MONETHLY BKFT	01/31/24	402.67
396471	EHLERS	TNT 4 YR TAX TRENDS	01/24/24	400.00
396569	UNIVERSITY LANGUAGE	INTERPRETING-GEN ED	01/24/24	398.88
396273	GEORGIA SOUTHERN UN	GSU CONFERENCE - R.	01/10/24	395.00
396428	BENEFIT EXTRAS, INC	JAN24 FLEX ADMIN	01/24/24	387.00
396265	ELLA WASSERMAN	PIANO 911-A & 909-A	01/10/24	375.00
396258	CONTINENTAL CLAY	CCBS CLAY 100 LBS	01/10/24	374.78
396327	WASTE MANAGEMENT OF	ND - JAN24 SERVICES	01/10/24	370.95
396617	JERRY'S PRINTING	ECSE FORMS	01/31/24	360.00
396438	BUSINESS ESSENTIALS	11X17 WHITE QTY 8	01/24/24	353.20
396199	DARK KNIGHT SOLUTIO	NOV23 CONSORTIUM FE	01/04/24	350.00
396459	DARK KNIGHT SOLUTIO	DEC23 CONSORTIUM FE	01/24/24	350.00
396288	KIM PONCIUS	SEWING 1127-1022	01/10/24	350.00
396406	UNITED REFRIGERATIO	UNIVENT MOTOR	01/17/24	349.31
396419	AMERICAN MAILING MA	POSTAGE MACHINE SUP	01/24/24	349.25
396203	EDUCATORS BENEFIT C	ACT PARTICIPANT FEE	01/04/24	348.96
396262	DRAMATIC PUBLISHING	US AND THEM SCRIPTS	01/10/24	346.81
396194	BAYCOM INC	WALKIE BATTERIES (3	01/04/24	340.00
396251	BAYCOM INC	WALKIE BATTERIES	01/10/24	340.00
396660	TUTTLE'S EAT BOWL P	KINDERGARTEN FIELD	01/31/24	340.00
396266	ELSMORE SWIM SHOP	SWIM CAPS	01/10/24	338.75
396509	LIFE SAFETY SYSTEMS	FIRE ALARM REPAIR	01/24/24	335.00
396439	CARLSON PRINTING CO	ECC - POSTCARDS	01/24/24	326.00
396463	DRAIN PRO PLUMBING	DRAIN CLEANING	01/24/24	325.00
396614	ISD 885 - STMA PUBL	1/20 DANCE MEET ENT	01/31/24	325.00
396460	DARRELL GEDNEY	GHOCKEY: WALSER DAY	01/24/24	320.00
396499	JUSTIN SWENSON	GHOCKEY: WALSER DAY	01/24/24	320.00
396642	POSTMASTER	PI 91349 RENEWAL	01/31/24	320.00
396194	BAYCOM INC	ADDTL BATTERIES (3)	01/04/24	315.00
396208	HOGLUND BUS COMPANY	PUMP	01/04/24	314.37

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V19572	ALEXANDRE BELVIRE	ND FRENCH INTERN PA	01/31/24	310.00
V19614	ANAI SUTTER	ND FRENCH INTERN PA	01/31/24	310.00
V19617	ANNABELLE VALLEE	ND FRENCH INTERN PA	01/31/24	310.00
V19604	AUDREY RIGOBERT	ND FRENCH INTERN PA	01/31/24	310.00
V19610	CAMILLE SCHMITT	ND FRENCH INTERN PA	01/31/24	310.00
V19574	CAROLINE CELSE	ND FRENCH INTERN PA	01/31/24	310.00
V19599	CLARISSE PELLERAY	ND FRENCH INTERN PA	01/31/24	310.00
V19582	CLEO HERVE	ND FRENCH INTERN PA	01/31/24	310.00
V19606	ELSA ROHAUT	ND FRENCH INTERN PA	01/31/24	310.00
V19594	EMILIE NASSEF	ND FRENCH INTERN PA	01/31/24	310.00
V19587	ESTELLE LELAN	VV FRENCH INTERN PA	01/31/24	310.00
V19607	EVA ROMARY	ND FRENCH INTERN PA	01/31/24	310.00
V19598	FATOU PAYE	EHS FRENCH INTERN P	01/31/24	310.00
V19609	FLORIAN SAGLIBENE	EHS FRENCH INTERN P	01/31/24	310.00
V19590	INES MAURY	ND FRENCH INTERN PA	01/31/24	310.00
V19585	JHEMLY LAINE	EHS FRENCH INTERN P	01/31/24	310.00
V19577	JULIEN FABRY	VV FRENCH INTERN PA	01/31/24	310.00
V19601	LAURINE QUINIOU	ND FRENCH INTERN PA	01/31/24	310.00
V19575	MAELISS DUBOIS	ND FRENCH INTERN PA	01/31/24	310.00
V19615	MARINE TRETOUT	VV FRENCH INTERN PA	01/31/24	310.00
V19611	NINON SERIN	ND FRENCH INTERN PA	01/31/24	310.00
V19570	OLIVIA ALLEMAND	ND FRENCH INTERN PA	01/31/24	310.00
V19602	PAULINE RAPHEL	ND FRENCH INTERN PA	01/31/24	310.00
V19618	ROSETTA WICART	ND FRENCH INTERN PA	01/31/24	310.00
V19586	SAHRA LAVIGNE-JOST	ND FRENCH INTERN PA	01/31/24	310.00
V19616	VALENTIN TRUCHAT	ND FRENCH INTERN PA	01/31/24	310.00
V19588	VICTOR LORAIN	ND FRENCH INTERN PA	01/31/24	310.00
396361	INNOVATIVE OFFICE S	OFFICE DESK PARTS	01/17/24	309.76
396610	HOGLUND BUS COMPANY	BLOWER	01/31/24	307.28
396618	JW PEPPER & SON INC	BAND MUSIC	01/31/24	305.00
396242	UNIVERSITY LANGUAGE	INTERPRETER-SPED	01/04/24	302.27
396342	BRECK HIGH SCHOOL	02/03 GYMANSTICS ME	01/17/24	300.00
396437	BUFFALO HIGH SCHOOL	1/20 GYMNASTICS MEE	01/24/24	300.00
396598	EDINA MORNINGSIDE R	"Q3 DUES, MISC"	01/31/24	300.00
396323	SNO SITES	ZEPHRYUS SUBSCRIPTI	01/10/24	300.00
396527	MOUNDS VIEW HIGH SC	1/13 WRESTLING MEET	01/24/24	295.00
396441	CENTURYLINK	VV 12/28/23-01/27/2	01/24/24	293.70
396205	FRESHPOINT BIX PROD	KC CV SNACKS	01/04/24	292.20
396415	ADVANCED POWER SERV	GENERATOR LEAK FIX	01/24/24	290.00
396346	CROSTOWN MECHANICA	SV - BAD SOLENOID	01/17/24	288.00
396559	SUMMIT FIRE PROTECT	CS - HOOD INSPECTIO	01/24/24	288.00
396404	TORK WINCH	KEY SWITCH	01/17/24	286.68
396225	PLASTIC BAG MART	HL - COMPOST BAGS	01/04/24	284.85
396343	BSN SPORTS, LLC	9TH BBSKTBALL SHORT	01/17/24	280.88
396489	JACKIE MART	119-K6029/6033	01/24/24	280.00
396334	AMAZON CAPITAL SERV	SCANNER FOR HEALTH	01/17/24	279.99
396445	CITY OF EDINA	ND FIELD 9/28-12/28	01/24/24	278.99
V19522	MEGAN B SCHNEIDER	NOV-DEC23 MILEAGE	01/04/24	278.24
396486	IDENTISYS INC	BADGE PRINTER REPAI	01/24/24	277.50
396543	RECYCLE TECHNOLOGIE	EHS - BULB/BATTERY	01/24/24	275.91
396316	RIFTON EQUIPMENT	#X300 - X378 HEADRE	01/10/24	275.00
396353	GENERAL PARTS LLC	SV - SOLENOID	01/17/24	270.90
396417	ALLEGRA EDINA	PARKING VIOLATIONS	01/24/24	269.28
396394	SAVVAS LEARNING COM	SHIPPING/HANDLING	01/17/24	264.00
396353	GENERAL PARTS LLC	CC - DISHWASHER PAR	01/17/24	260.98
396441	CENTURYLINK	DO 12/01-12/31/23	01/24/24	260.00
396441	CENTURYLINK	DO 01/01-01/31/24	01/24/24	260.00
396275	HOUSE OF NOTE	BOW/BRIDGE REPAIRS	01/10/24	260.00
396507	LAURSEN PIANO SERVI	SEP23 PIANO TUNING	01/24/24	250.00
396523	MIMI LAM	LUNCH ACCT REFUND	01/24/24	250.00
396580	ADVANCED IMAGING SO	LEASE 02.08 0631790	01/31/24	246.00
396460	DARRELL GEDNEY	GHOCKEY: WALSER DAY	01/24/24	240.00
396441	CENTURYLINK	CC 01/01-01/31/24	01/24/24	235.12
396441	CENTURYLINK	ECC 01/01-01/31/24	01/24/24	235.12
396441	CENTURYLINK	EHS 12/28/23-01/27/	01/24/24	234.96
396478	GIA PUBLICATIONS	TEACH MUSIC IN NEW	01/24/24	234.09
396249	BARTLEY	RESTROOMS LOCKS	01/10/24	230.00



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396440	CATALYST SOURCING S	SUPP TRACK MON SUBS	01/24/24	229.99
396611	INGCO INTERNATIONAL	TRANSLATE: ATTENDAN	01/31/24	228.20
396615	JERRY'S FOODS EDINA	UNIFIED FOOD	01/31/24	227.08
396201	DEMME LEARNING	MATH CURRICULUM	01/04/24	227.00
396592	CUSTOM EDUCATION SO	DANDELION LAUNCHERS	01/31/24	225.00
396592	CUSTOM EDUCATION SO	DANDELION WORLD ST	01/31/24	225.00
396218	MINNESOTA DEPARTMEN	VENDOR CK 383920	01/04/24	223.00
396641	PARK TAVERN LOUNGE	1/16 FIELD TRIP	01/31/24	220.80
396201	DEMME LEARNING	TEACHER DIGITAL LIC	01/04/24	220.00
396401	THE ROTARY CLUB OF	Q3 DUES/FEES - R.S.	01/17/24	218.00
V19592	BROOKE MOEHRLE	NOV23 CONF MILEAGE	01/31/24	217.59
396208	HOGLUND BUS COMPANY	BATTERY CABLE	01/04/24	217.42
396557	SQUIRES, WALDSPURGE	LEGAL SERV: H.R.	01/24/24	215.12
396540	PRAIRIE ELECTRIC CO	POWER FEED SERVICE	01/24/24	213.01
396277	INGCO INTERNATIONAL	TRANSLATE: IMM RECO	01/10/24	212.50
396610	HOGLUND BUS COMPANY	FILTER	01/31/24	205.28
396610	HOGLUND BUS COMPANY	CABLE	01/31/24	203.24
396242	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	01/04/24	200.31
396341	BENJAMIN BUSSEY	1/13 SOLO FEST JUDG	01/17/24	200.00
396358	HERBERT DICK	1/13 SOLO FEST JUDG	01/17/24	200.00
396211	INSTITUTE FOR ENVIR	EHS - CHEM HYGIENE	01/04/24	200.00
396367	JILL WESTERMEYER	1/13 SOLO FEST JUDG	01/17/24	200.00
396368	JOHN POHLAND	1/13 SOLO FEST JUDG	01/17/24	200.00
396369	JON DOSTAL	1/13 SOLO FEST JUDG	01/17/24	200.00
396372	KEITH KOEHLMOOS	1/13 SOLO FEST JUDG	01/17/24	200.00
396373	KURT CLAUSSEN	1/13 SOLO FEST JUDG	01/17/24	200.00
396385	PHIL SNYDER	1/13 SOLO FEST JUDG	01/17/24	200.00
396390	RICHARD NICKLAY	1/13 SOLO FEST JUDG	01/17/24	200.00
396392	ROSS WOLF	1/13 SOLO FEST JUDG	01/17/24	200.00
396321	SAMUEL PETERSON	SWEETHEARTS AUDIO M	01/10/24	200.00
396198	CPI-CRISIS PREVENTI	MEMBERSHIP - B.M.	01/04/24	199.45
396215	KINECT ENERGY, INC	ECC - NOV23 USE	01/04/24	197.96
396571	VIVACITY TECH PBC	CB REPAIR KITS-4	01/24/24	196.00
396522	MIDWEST BUS PARTS I	LIGHTS	01/24/24	192.90
396242	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	01/04/24	192.45
396242	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	01/04/24	192.45
396300	MIDWAY FORD COMPANY	BODY REPAIR PARTS	01/10/24	192.05
396651	FLAGSHIP RECREATION	SHACKLE PEDULUM	01/31/24	191.00
396242	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	01/04/24	187.86
396569	UNIVERSITY LANGUAGE	INTERPRETING-SPED	01/24/24	187.86
396256	CITY OF BLOOMINGTON	2023 GENERAL ELECTI	01/10/24	187.44
396605	FRESHPOINT BIX PROD	KC CS SNACKS	01/31/24	187.08
396451	COMMERCIAL FURNITUR	LABOR DESIGN	01/24/24	187.00
V19537	ERIN ST. ORES	NOV-DEC23 MILEAGE	01/10/24	184.97
396274	GREATAMERICA FINANC	DO DEC23 POSTAGE MT	01/10/24	184.95
396458	DANIEL ZYCH	GHOCKEY: WALSER DAY	01/24/24	184.00
396532	NICHOLAS FOSSUM	GHOCKEY: WALSER DAY	01/24/24	184.00
396533	NICK LILLEMOEN	GHOCKEY: WALSER DAY	01/24/24	184.00
396533	NICK LILLEMOEN	GHOCKEY: WALSER DAY	01/24/24	184.00
396535	OLIVER MCVAY	GHOCKEY: WALSER DAY	01/24/24	184.00
396572	WAYNE VITKOSKY	GHOCKEY: WALSER DAY	01/24/24	184.00
396412	ACME TOOLS PLYMOUTH	VARIOUS TOOLS/SUPPL	01/24/24	183.84
396359	HOGLUND BUS COMPANY	CLAMPS	01/17/24	183.18
V19578	KERRY M EISENBARTH	LUNAR NEW YEAR SUPP	01/31/24	182.96
V19561	JESSICA L HEIDELBER	NOV-DEC23 MILEAGE	01/24/24	182.81
396413	ADAM SMIGLEWSKI	GHOCKEY: WALSER DAY	01/24/24	182.00
396432	BRANDON FOSTER	GHOCKEY: WALSER DAY	01/24/24	182.00
396490	JACOB FLANAGIN	GHOCKEY: WALSER DAY	01/24/24	182.00
396491	JAMES BLACK	GHOCKEY: WALSER DAY	01/24/24	182.00
396498	JON LILLEMOEN	GHOCKEY: WALSER DAY	01/24/24	182.00
396502	KEVIN SANTAVY	GHOCKEY: WALSER DAY	01/24/24	182.00
396510	LISA KNUTSON	GHOCKEY: WALSER DAY	01/24/24	182.00
396233	SCHMITT MUSIC COMPA	BASS REPAIR	01/04/24	182.00
396556	SCOTT BARTA	GHOCKEY: WALSER DAY	01/24/24	182.00
396242	UNIVERSITY LANGUAGE	INTERPRETER-SPED	01/04/24	181.97
396396	SCHOOL SPECIALTY, L	DRAWING PAPER	01/17/24	180.16
396451	COMMERCIAL FURNITUR	VEHICLEX CHARGE	01/24/24	180.00

Check No.	Vendor	Description	Date	Amount
396520	MICHAEL HUGHES	BHOCKEY: HOLY FAMIL	01/24/24	177.00
396441	CENTURYLINK	HL 01/01-01/31/24	01/24/24	176.34
396441	CENTURYLINK	CN 01/01-01/31/24	01/24/24	176.34
396441	CENTURYLINK	CS 01/01-01/31/24	01/24/24	176.34
396441	CENTURYLINK	CV 01/10-02/09/24	01/24/24	176.34
396254	CENTURYLINK	CV 12/10-01/09/24	01/10/24	176.22
396327	WASTE MANAGEMENT OF	BUS - JAN24 SERVICE	01/10/24	175.64
396270	FRESHPOINT BIX PROD	KC CS SNACKS	01/10/24	175.32
396455	CRAIG SADOWSKI	GHOCKEY: WAYZATA	01/24/24	171.00
396498	JON LILLEMOEN	GHOCKEY: MINNETONKA	01/24/24	171.00
396510	LISA KNUTSON	GHOCKEY: WAYZATA	01/24/24	171.00
396533	NICK LILLEMOEN	GHOCKEY: MINNETONKA	01/24/24	171.00
396598	EDINA MORNINGSIDE R	Q3 MEALS	01/31/24	170.00
396526	MN SWIM COACHES ASS	2024 TRUE TEAM AWAR	01/24/24	170.00
396337	BATTERIES R US	EXIT LIGHT BATTERIE	01/17/24	169.90
V19528	MATTHEW E GABRIELSO	EDUPROTOCOLS SUBSC	01/10/24	167.40
396214	JW PEPPER & SON INC	CHORAL MUSIC	01/04/24	165.49
396618	JW PEPPER & SON INC	BAND MUSIC	01/31/24	165.00
396438	BUSINESS ESSENTIALS	8.5X11 PINK QTY 3	01/24/24	163.08
396492	JASON LADOUCEUR	GHOCKEY: WALSER DAY	01/24/24	160.00
396213	JESSE ANDERSON	BHOCKEY: HOLIDAY TO	01/04/24	160.00
396501	KELLY GREENE	GHOCKEY: WALSER DAY	01/24/24	160.00
396512	MARK GLAD	GHOCKEY: WALSER DAY	01/24/24	160.00
396646	PUMP IT UP OF EDEN	VV - FIELD TRIP (X2	01/31/24	160.00
396609	GREATAMERICA FINANC	SV JAN24 POSTAGE MT	01/31/24	159.95
396609	GREATAMERICA FINANC	ECC JAN24 POSTAGE M	01/31/24	159.00
396288	KIM PONCIUS	SEWING 1127-1003	01/10/24	157.50
396374	LAMINATOR.COM INC	LAMINATING REFILLS	01/17/24	154.46
396543	RECYCLE TECHNOLOGIE	HL - BATTERY	01/24/24	153.90
396596	ECM PUBLISHERS INC	NOV 13 REG MINUTES	01/31/24	153.60
396592	CUSTOM EDUCATION SO	SHIPPING/HANDLING	01/31/24	152.50
396310	OPENTEXT INC	DEC23 SERVICES	01/10/24	151.54
396587	CHARTWELLS DINING S	VV MATH TEAM CATERI	01/31/24	150.75
396360	INGCO INTERNATIONAL	TRANSLATE: K CHOICE	01/17/24	150.49
396420	ANDREW COOK	GBSKTBALL: PROV ACA	01/24/24	150.00
396471	EHLERS	TNT COMPARE CHARTS	01/24/24	150.00
396479	GINA ZECH	GBSKTBALL: PROV ACA	01/24/24	150.00
396613	ISD 720 - SHAKOPEE	1/18 DANCE INVITE	01/31/24	150.00
396525	MINNETONKA HIGH SCH	2/2 JV GYMNASTICS M	01/24/24	150.00
396526	MN SWIM COACHES ASS	2024 TRUE TEAM STAT	01/24/24	150.00
396274	GREATAMERICA FINANC	EHS JAN24 POSTAGE M	01/10/24	149.95
396402	THE SPEECH DUDE	SEL ASSESSMENT	01/17/24	149.00
396316	RIFTON EQUIPMENT	#R800 - R669 LRG TR	01/10/24	148.00
396280	IWS - INNOVATIONAL	HYDRONIC SYSTEM TRE	01/10/24	147.00
396431	BRADLEY CASE	GHOCKEY: CRETIN-DER	01/24/24	145.00
396619	KATH FUEL OIL SERVI	WINDSHIELD WASH	01/31/24	145.00
396502	KEVIN SANTAVY	GHOCKEY: CRETIN-DER	01/24/24	145.00
396384	OPENTEXT INC	OCT23 FAX SERVICES	01/17/24	144.04
396586	CHANHASSEN HS SPEEC	1/20 SPEECH ENTRY	01/31/24	144.00
396504	KYLE HOFFMANN	GHOCKEY: CRETIN-DER	01/24/24	144.00
396270	FRESHPOINT BIX PROD	KC CC SNACKS	01/10/24	143.45
396543	RECYCLE TECHNOLOGIE	ECC - BATTERY/SCRAP	01/24/24	140.00
396575	YASH MANGALICK	DEBATE: CONGR NSDA	01/24/24	140.00
396322	SCHMITT MUSIC COMPA	BARITONE REPAIR	01/10/24	138.00
396641	PARK TAVERN LOUNGE	1/11 FIELD TRIP	01/31/24	136.00
396427	BAYCOM INC	CC - ANTENNA SERVIC	01/24/24	135.00
396357	GROTH MUSIC COMPANY	BAND SUPPLIES	01/17/24	134.98
396602	ESTRELLITA INC	SHIPPING/HANDLING	01/31/24	132.70
396294	MARK DOBLE	DEC23 MS WRESTLING	01/10/24	132.00
396251	BAYCOM INC	CN - WALKIE BATTERY	01/10/24	130.00
396312	PITNEY BOWES EASYPE	SCREENING PC POSTAG	01/10/24	127.70
396201	DEMME LEARNING	1030-200 GAMMA LEVE	01/04/24	126.67
396201	DEMME LEARNING	1020-200 BETA LEVEL	01/04/24	126.67
396201	DEMME LEARNING	1050-200 EPSILON LE	01/04/24	126.66
396295	MASBO	2024 WINTER CONFERE	01/10/24	125.00
396295	MASBO	2024 WINTER CONFERE	01/10/24	125.00
396514	MASBO	2024 WINTER CONFERE	01/24/24	125.00

Check No.	Vendor	Description	Date	Amount
396381	MSBA -- MINNESOTA S	PH1: ZOOM - J.H.	01/17/24	125.00
396543	RECYCLE TECHNOLOGIE	VV - BULB/BATTERY	01/24/24	123.64
396518	MEGAN HOCH	BHOCKEY: ELK RIVER	01/24/24	123.25
396610	HOGLUND BUS COMPANY	SENSOR	01/31/24	122.92
V19573	LORI J CARTER	SITE VISIT COFFEE	01/31/24	120.00
396349	FACTORY MOTOR PARTS	BATTERY	01/17/24	119.45
396322	SCHMITT MUSIC COMPA	VARIOUS REEDS	01/10/24	119.27
396608	GRAINGER	BOTTLE FILLER PART	01/31/24	118.30
396618	JW PEPPER & SON INC	BAND MUSIC	01/31/24	115.99
V19544	JANET M DAHL	NOV-DEC23 MILEAGE	01/17/24	115.80
396272	GENERAL SECURITY SE	EHS-DEC23 PATROL RE	01/10/24	115.00
396656	THE FORMIDABLE GENE	JAN24 INTRO GENEALO	01/31/24	112.00
396397	SPS COMPANIES INC	REPAIR KIT FOR VALV	01/17/24	111.58
396659	TRI-STATE BOBCAT IN	DRIVE SHAFT/TUBE	01/31/24	110.97
396451	COMMERCIAL FURNITUR	FUEL SURCHARGE	01/24/24	110.96
396203	EDUCATORS BENEFIT C	ACT BASE FEE	01/04/24	110.36
396485	HIGH NORTH INC	BSWIM: TRUE TEAM SE	01/24/24	110.00
396653	SIGNUM SIGNS AND GR	AUDITORIUM RM PLATE	01/31/24	110.00
396563	TERRY BUMGARNER	BSWIM: TRUE TEAM SE	01/24/24	110.00
396468	EDINA GIVE & GO	DIVING 328-B2278	01/24/24	109.80
396399	TEACHERS ON CALL, A	CC - SUBSTITUTE	01/17/24	108.80
396440	CATALYST SOURCING S	ONDEMAND/ATHLETICS	01/24/24	108.75
396252	BUSINESS ESSENTIALS	8.5X11 BLUE QTY 2	01/10/24	108.72
396290	KULLY SUPPLY INC	UPPER SHROUD W/BARS	01/10/24	108.40
V19569	KORY M SMITH	DEC23-MIDJAN MILEAG	01/24/24	107.09
396553	SCHMITT MUSIC COMPA	BARITONE SAX REPAIR	01/24/24	107.00
396244	WINSOR LEARNING INC	AMBER PHONICBOOKS	01/04/24	105.60
396204	EHS RANDOM ACTS OF	UNCL PROP-042616 CE	01/04/24	105.00
396625	MENARDS - EDEN PRAI	BLUE PAINTERS TAPE	01/31/24	104.47
396422	ANIS TAHAR	BBSKTBALL: CHASKA	01/24/24	103.00
396430	BRAD FLICEK	GBSKTBALL: ROCHESTE	01/24/24	103.00
396433	BRANDON TAYLOR	BBSKTBALL: BLOOM-JE	01/24/24	103.00
396434	BRIAN BARBELN	BBSKTBALL: CHASKA	01/24/24	103.00
396444	CHRISTOPHER HOWERTO	GBSKTBALL: ROCHESTE	01/24/24	103.00
396449	COLE EFFERTZ	BBSKTBALL: BLOOM-JE	01/24/24	103.00
396494	JEREMY STEINHART	GBSKTBALL: EAST RID	01/24/24	103.00
396513	MARLEY KENDALL	BBSKTBALL: BLOOM-JE	01/24/24	103.00
396515	MATTHEW CAPELLE	BBSKTBALL: HOPKINS	01/24/24	103.00
396516	MATTHEW WYFFELS	GBSKTBALL: E PRAIRI	01/24/24	103.00
396538	PHILLIP HOWARD	BBSKTBALL: CHASKA	01/24/24	103.00
396573	WEBWORX -- ROBERT W	BBSKTBALL: HOPKINS	01/24/24	103.00
V19562	CHRISTOPHER I HOLDE	BOSA DUES	01/24/24	102.15
396322	SCHMITT MUSIC COMPA	BASS CLARINET REPAI	01/10/24	102.00
396652	SCHOOL SPECIALTY, L	HANGING RAIL	01/31/24	101.44
396578	ABBEY DENN	NOV-DEC23 PRE-K CHE	01/31/24	100.00
396601	ELIZABETH KIDDOO	PREK CHEER 1104-B22	01/31/24	100.00
396482	GROTH MUSIC COMPANY	BAND MUSIC	01/24/24	100.00
396629	MN DEPARTMENT OF PU	VV - HAZ CHEM FEE	01/31/24	100.00
396381	MSBA -- MINNESOTA S	PH2: ZOOM - K.G.	01/17/24	100.00
396302	MIDWEST MUSICAL IMP	OBOE REPAIR	01/10/24	99.25
396263	EDINA GIVE & GO	NSD DASH - D.R.	01/10/24	98.10
396435	BRIDGET ELLANSON	GYMNASTICS: HOPKINS	01/24/24	98.00
396443	CHRISTINA MUELLER	GYMNASTICS: HOPKINS	01/24/24	98.00
396506	LAURA HEGLAND	GYMNASTICS: HOPKINS	01/24/24	98.00
396448	CLAYTON SMITH	BHOCKEY: HOLY FAMIL	01/24/24	97.00
396365	JAKE EIDER	BHOCKEY: ELK RIVER	01/17/24	97.00
396201	DEMME LEARNING	MATH CURRICULUM	01/04/24	96.00
396493	JASON MOECKEL	BBSKTBALL: CHANHASS	01/24/24	95.00
396451	COMMERCIAL FURNITUR	GANGK - GANGING CLI	01/24/24	94.50
396421	ANDREW RANNOV	GHOOCKEY: MINNETONKA	01/24/24	92.00
396491	JAMES BLACK	GHOOCKEY: WAYZATA	01/24/24	92.00
396360	INGCO INTERNATIONAL	COMMUNITY INTERPRET	01/17/24	90.00
396487	INGCO INTERNATIONAL	11/21 COMM INTERPRE	01/24/24	90.00
396283	JERRY'S PRINTING	TEDX BROCHURES (150	01/10/24	90.00
396638	OCCUPATIONAL MEDICI	DOT EXAM - D.H.	01/31/24	90.00
396638	OCCUPATIONAL MEDICI	DOT EXAM - F.D.	01/31/24	90.00
396638	OCCUPATIONAL MEDICI	DOT EXAM - V.O.	01/31/24	90.00

Check No.	Vendor	Description	Date	Amount
396638	OCCUPATIONAL MEDICI	DOT EXAM - J.S.	01/31/24	90.00
396250	BATTERIES R US	EHS - BATTERY	01/10/24	89.89
396205	FRESHPOINT BIX PROD	CS KC SNACKS	01/04/24	89.85
396439	CARLSON PRINTING CO	VISION/MISSION POST	01/24/24	89.00
396622	LITERACY RESOURCES,	GRD K CURRICULUM 20	01/31/24	89.00
396553	SCHMITT MUSIC COMPA	CLARINET REPAIR	01/24/24	89.00
396605	FRESHPOINT BIX PROD	KC HL SNACKS	01/31/24	85.54
V19544	JANET M DAHL	NOV-DEC23 MILEAGE	01/17/24	84.89
396259	CUSHMAN MOTOR COMPA	CS - SPINDLE/SWIVEL	01/10/24	84.14
396259	CUSHMAN MOTOR COMPA	DW - SPINDLE/SWIVEL	01/10/24	84.14
396424	AUSTIN LAGESSE	GBSKTBALL: ROCHESTE	01/24/24	84.00
396442	CHERYL BOLITHO	GBSKTBALL: ROCHESTE	01/24/24	84.00
396442	CHERYL BOLITHO	GBSKTBALL: E PRAIRI	01/24/24	84.00
396457	DANIEL KVITRUD	GBSKTBALL: ROCHESTE	01/24/24	84.00
396464	DREW DEVORE	GBSKTBALL: E PRAIRI	01/24/24	84.00
396476	GARY SONNENBURG	BBSKTBALL: HOPKINS	01/24/24	84.00
396537	PAUL THOMAS	GBSKTBALL: PROV ACA	01/24/24	84.00
396548	ROGER DAY	BBSKTBALL: BLOOM-JE	01/24/24	84.00
396238	THOMAS MIDDAGH	GBSKTBALL: EAST RID	01/04/24	84.00
396564	TIM LITFIN	GBSKTBALL: E PRAIRI	01/24/24	84.00
396519	MENARDS - EDEN PRAI	PLUMBING SUPPLIES	01/24/24	82.85
396652	SCHOOL SPECIALTY, L	RULED FLIP CHART PA	01/31/24	80.59
396441	CENTURYLINK	DO 12/01-12/31/23	01/24/24	80.52
396441	CENTURYLINK	DO 01/01-01/31/24	01/24/24	80.52
396194	BAYCOM INC	ANTENNA	01/04/24	80.00
396649	ROSAMARIA CAMPBELL	12/15 INTERPRETING	01/31/24	80.00
396475	GARY BORK	BSWIM: STMA	01/24/24	79.00
396475	GARY BORK	BSWIM: BLAKE/BRECK	01/24/24	79.00
396485	HIGH NORTH INC	BSWIM: BUFFALO	01/24/24	79.00
396485	HIGH NORTH INC	BSWIM: BLAKE/BRECK	01/24/24	79.00
396563	TERRY BUMGARNER	BSWIM: BUFFALO	01/24/24	79.00
396481	GREGORY GOOD	GBSKTBALL: EAST RID	01/24/24	78.75
396652	SCHOOL SPECIALTY, L	UNRULLY RULERS 4PK	01/31/24	77.94
396592	CUSTOM EDUCATION SO	SHIPPING/HANDLING	01/31/24	76.33
396214	JW PEPPER & SON INC	CHORAL MUSIC	01/04/24	75.49
396451	COMMERCIAL FURNITUR	DISPOSAL CHARGE	01/24/24	75.00
396482	GROTH MUSIC COMPANY	BAND MUSIC	01/24/24	75.00
396284	JW PEPPER & SON INC	BAND MUSIC	01/10/24	75.00
396371	JW PEPPER & SON INC	BAND MUSIC	01/17/24	75.00
396631	MN STATE HIGH SCHOO	MEMBERSHIP-BVOLLEYB	01/31/24	75.00
396618	JW PEPPER & SON INC	BAND MUSIC	01/31/24	74.00
396541	PREMIUM WATERS INC	DMTS/WC DRINKING WA	01/24/24	73.49
396222	ODP BUSINESS SOLUTI	OFFICE SUPPLIES	01/04/24	71.42
396596	ECM PUBLISHERS INC	DEC 4 WS MINUTES	01/31/24	70.40
396596	ECM PUBLISHERS INC	NOV28 WS MINUTES	01/31/24	70.40
396596	ECM PUBLISHERS INC	NOV 13 WS MINUTES	01/31/24	70.40
396575	YASH MANGALICK	DEBATE: FARMINGTON	01/24/24	70.00
396350	SHRED-IT USA	VV - SHREDDING	01/17/24	69.80
396652	SCHOOL SPECIALTY, L	PLASTIC PAPER CRIMP	01/31/24	69.40
396580	ADVANCED IMAGING SO	LEASE 02.08 0631790	01/31/24	68.96
396410	93 SKIP LLC	BUS - DEC23 SOLAR P	01/24/24	68.57
396650	RUSSELL SECURITY RE	KEYS FOR ATHLETICS	01/31/24	68.00
396427	BAYCOM INC	TEST/MAINT OF WALKI	01/24/24	67.50
396518	MEGAN HOCH	BHOCKEY: ELK RIVER	01/24/24	67.50
396258	CONTINENTAL CLAY	SHIPPING/HANDLING	01/10/24	67.10
396322	SCHMITT MUSIC COMPA	CLARINET REPAIR	01/10/24	67.00
396420	ANDREW COOK	GBSKTBALL: E PRAIRI	01/24/24	66.00
396423	AUSTEN MARUDAS	GBSKTBALL: E PRAIRI	01/24/24	66.00
396436	BROOKS MERTENS	BBSKTBALL: HOPKINS	01/24/24	66.00
396260	DANIEL GAGNON	MS WRESTLING	01/10/24	66.00
396483	GUY TREBESCH	GBSKTBALL: E PRAIRI	01/24/24	66.00
396549	RONALD POESCHEL	GBSKTBALL: E PRAIRI	01/24/24	66.00
396549	RONALD POESCHEL	GBSKTBALL: PROV ACA	01/24/24	66.00
396566	TROY FONVILLE	GBSKTBALL: EAST RID	01/24/24	66.00
396576	ZACHARY GUSTAFSON	BBSKTBALL: HOPKINS	01/24/24	66.00
396313	PREMIUM WATERS INC	WATER FOR DMTS/ENRO	01/10/24	65.99
396441	CENTURYLINK	BUS 12/4/23-01/03/2	01/24/24	65.71



Check No.	Vendor	Description	Date	Amount
396297	MENARDS - EDEN PRAI	HARDWARE	01/10/24	65.65
396568	UNITED REFRIGERATIO	CONTACTOR PARTS	01/24/24	65.47
V19526	ABIGAIL L WILFAHRT	DEC23 CELL PHONE	01/04/24	65.00
V19516	CURT E JOHANSON	DEC23 CELL PHONE	01/04/24	65.00
V19537	ERIN ST. ORES	DEC23 CELL PHONE	01/10/24	65.00
V19600	LAURA T PHONGSAVATH	NOV23 CELL PHONE	01/31/24	65.00
V19600	LAURA T PHONGSAVATH	DEC23 CELL PHONE	01/31/24	65.00
V19549	MATTHEW K MOSBY	DEC23 CELL PHONE	01/17/24	65.00
V19522	MEGAN B SCHNEIDER	JAN24 CELL PHONE	01/04/24	65.00
V19619	MERT T WOODARD	JAN24 CELL PHONE	01/31/24	65.00
V19519	NATASHA L MONSAAS-D	DEC23 CELL PHONE	01/04/24	65.00
V19518	NATHANIEL M LINDLEY	OCT23 CELL PHONE	01/04/24	65.00
V19518	NATHANIEL M LINDLEY	NOV23 CELL PHONE	01/04/24	65.00
V19533	NATHANIEL M LINDLEY	DEC23 CELL PHONE	01/10/24	65.00
V19524	NICOLE R SWOBODA	NOV23 CELL PHONE	01/04/24	65.00
V19524	NICOLE R SWOBODA	DEC23 CELL PHONE	01/04/24	65.00
V19565	THOMAS LYMAN	JAN24 CELL PHONE	01/24/24	65.00
V19551	TRENT J OSTMAN	DEC23 CELL PHONE	01/17/24	65.00
396441	CENTURYLINK	VV 12/28/23-01/27/2	01/24/24	64.74
396214	JW PEPPER & SON INC	CHORAL MUSIC	01/04/24	64.24
V19579	JENNIFER L FROEHLIC	DEC23 CELL PHONE	01/31/24	64.13
396232	RUSSELL SECURITY RE	KEYS FOR ATHLETICS	01/04/24	64.00
396637	NORTHERN SPEECH SER	NLA200 ACQUISITION	01/31/24	63.07
396652	SCHOOL SPECIALTY, L	KRAFT PAPER ROLL	01/31/24	62.39
V19569	KORY M SMITH	JAN24 CELL PHONE	01/24/24	62.06
V19568	SONYA LEIGH SAILER	JAN24 CELL PHONE	01/24/24	61.23
V19579	JENNIFER L FROEHLIC	JAN24 CELL PHONE	01/31/24	61.19
V19558	JODY DESTHUBERT	NOV23 CELL PHONE	01/24/24	61.00
V19558	JODY DESTHUBERT	DEC 23 CELL PHONE	01/24/24	61.00
V19536	CAMILLA D SHERMAN	NOV23 CELL PHONE	01/10/24	60.63
V19536	CAMILLA D SHERMAN	DEC23 CELL PHONE	01/10/24	60.63
396634	NCESSE / TIDES CENT	ENTRANCE TO AMF & K	01/31/24	60.00
396297	MENARDS - EDEN PRAI	BRASS COUPLING/PIPE	01/10/24	59.88
396605	FRESHPOINT BIX PROD	KC CC SNACKS	01/31/24	58.29
V19613	JASON W STEGEMAN	DEC23 CELL PHONE	01/31/24	57.99
396322	SCHMITT MUSIC COMPA	CELLO STRINGS	01/10/24	57.60
396658	TRANSPORTATION PLUS	RIDE FOR HHM STUDEN	01/31/24	57.00
V19596	PAUL C PAETZEL	NOV23 MILEAGE	01/31/24	56.99
V19521	DEBRA K RICHARDS	NOV23 MILEAGE	01/04/24	56.46
396481	GREGORY GOOD	GBSKTBALL: EAST RID	01/24/24	56.25
396214	JW PEPPER & SON INC	CHORAL MUSIC	01/04/24	56.25
396332	ALLEGRA EDEN PRAIRI	CS STRONG PADS	01/17/24	56.00
396215	KINECT ENERGY, INC	ND - NOV23 USE	01/04/24	55.84
V19513	BRETT COPE	DEC23 CELL PHONE	01/04/24	55.00
396618	JW PEPPER & SON INC	BAND MUSIC	01/31/24	54.95
396361	INNOVATIVE OFFICE S	WHITE LABELS 250PK	01/17/24	54.84
V19515	ADAM P DUFFY	DEC23 CELL PHONE	01/04/24	54.63
396553	SCHMITT MUSIC COMPA	BAND MUSIC	01/24/24	54.00
396378	MENARDS - EDEN PRAI	RUBBER PIPES	01/17/24	53.88
396496	JESSEN PRESS INC	BUSINESS CARDS: C.J	01/24/24	53.66
396451	COMMERCIAL FURNITUR	BOX TRAY - GRAY	01/24/24	53.44
V19525	NORMAN F VANDERLIND	DEC23 CELL PHONE	01/04/24	53.22
V19525	NORMAN F VANDERLIND	NOV23 CELL PHONE	01/04/24	53.22
V19535	CAROLYN PROCTOR	JAN24 CELL PHONE	01/10/24	52.50
396481	GREGORY GOOD	GBSKTBALL: EAST RID	01/24/24	52.50
396284	JW PEPPER & SON INC	ORCHESTRA MUSIC	01/10/24	52.50
V19547	NAKIMA D MILLER	JAN24 CELL PHONE	01/17/24	52.37
396383	ODP BUSINESS SOLUTI	GRD 5 NOTEBOOKS	01/17/24	52.20
V19559	TAMARA K FORBY	JAN24 CELL PHONE	01/24/24	51.91
396240	TRANE U.S. INC	RELAY	01/04/24	50.96
V19592	BROOKE MOEHRLE	NOV23 CELL PHONE	01/31/24	50.70
V19592	BROOKE MOEHRLE	DEC23 CELL PHONE	01/31/24	50.70
V19591	CHRISTINE E MJOEN	CLASSROOM SUPPLIES	01/31/24	50.68
396565	TRI-STATE BOBCAT IN	ECC - TURN LIGHT	01/24/24	50.47
V19523	CARLA J SCHWAPPACH	APA MEMBERSHIP	01/04/24	50.00
396284	JW PEPPER & SON INC	ORCHESTRA MUSIC	01/10/24	50.00
396618	JW PEPPER & SON INC	BAND MUSIC	01/31/24	50.00

Check No.	Vendor	Description	Date	Amount
V19521	DEBRA K RICHARDS	DEC23 MILEAGE	01/04/24	49.39
V19583	ELIZABETH J JAMES	NOV-DEC23 MILEAGE	01/31/24	49.39
396301	MIDWEST BUS PARTS I	MAGNETS	01/10/24	49.08
396322	SCHMITT MUSIC COMPA	ALTO SAX REEDS	01/10/24	48.58
396543	RECYCLE TECHNOLOGIE	CN - SCRAP	01/24/24	48.55
396652	SCHOOL SPECIALTY, L	TOOL PRO NEEDLE	01/31/24	48.24
396202	EDINA GIVE & GO	G&G PAYROLL DEDUCTI	01/04/24	48.00
396625	MENARDS - EDEN PRAI	SPRAY ADHESIVE	01/31/24	47.60
396322	SCHMITT MUSIC COMPA	TRUMPET REPAIR	01/10/24	47.00
V19548	PAUL MILLER	NOV23 CELL PHONE	01/17/24	46.50
V19548	PAUL MILLER	DEC23 CELL PHONE	01/17/24	46.50
V19517	SHAWNEE L KRUEGER	DEC23 CELL PHONE	01/04/24	45.82
V19545	SCOTT H HIPPIE	DEC23 CELL PHONE	01/17/24	45.46
V19546	MARISA K LEE	NOV-DEC23 MILEAGE	01/17/24	45.20
V19581	ERIC D HAMILTON	JAN24 CELL PHONE	01/31/24	45.00
396284	JW PEPPER & SON INC	ORCHESTRA MUSIC	01/10/24	45.00
396357	GROTH MUSIC COMPANY	BAND SUPPLIES	01/17/24	44.99
396297	MENARDS - EDEN PRAI	RUBBER PIPES	01/10/24	44.90
V19530	THOMAS J JOHNSTON	DEC23 CELL PHONE	01/10/24	44.62
396625	MENARDS - EDEN PRAI	PIPE INSULATION	01/31/24	44.51
V19524	NICOLE R SWOBODA	DEC23 MILEAGE	01/04/24	43.62
396267	FACTORY MOTOR PARTS	HITCH PARTS	01/10/24	43.46
V19531	BRENT C KALEY	JAN24 CELL PHONE	01/10/24	43.25
V19531	BRENT C KALEY	DEC23 CELL PHONE	01/10/24	43.25
V19531	BRENT C KALEY	NOV23 CELL PHONE	01/10/24	43.25
396603	FLINN SCIENTIFIC IN	M0001 MAGNESIUM RIB	01/31/24	43.20
396474	FINKEN WATER INC	VV - DRINKING WATER	01/24/24	42.70
V19532	ANNE MARIE LELAND	NOV23 CELL PHONE	01/10/24	42.02
V19532	ANNE MARIE LELAND	DEC23 CELL PHONE	01/10/24	42.02
V19571	AMY L LATHROP	STUDENT COUNCIL SNA	01/31/24	41.97
V19533	NATHANIEL M LINDLEY	NOV23 MILEAGE	01/10/24	41.92
396366	JERRY'S FOODS EDINA	SLT DONUTS	01/17/24	41.90
396522	MIDWEST BUS PARTS I	HEADLIGHT BULB	01/24/24	41.82
V19597	GREGORY J PAFKO	JAN24 CELL PHONE	01/31/24	41.06
V19592	BROOKE MOEHRLE	NOV23 MILEAGE	01/31/24	40.74
396272	GENERAL SECURITY SE	CC-JAN24 INTR MONIT	01/10/24	40.08
396272	GENERAL SECURITY SE	CN-JAN24 INTR MONIT	01/10/24	40.08
396272	GENERAL SECURITY SE	HL-JAN24 INTR MONIT	01/10/24	40.08
396272	GENERAL SECURITY SE	CV-JAN24 INTR MONIT	01/10/24	40.08
396272	GENERAL SECURITY SE	ECC-JAN24 INTR MONI	01/10/24	40.08
396272	GENERAL SECURITY SE	EHS-JAN24 INTR MONI	01/10/24	40.08
396272	GENERAL SECURITY SE	SV-JAN24 INTR MONIT	01/10/24	40.08
396272	GENERAL SECURITY SE	VV-JAN24 INTR MONIT	01/10/24	40.08
396322	SCHMITT MUSIC COMPA	TUBA REPAIR	01/10/24	40.00
396322	SCHMITT MUSIC COMPA	BARITONE REPAIR	01/10/24	40.00
396297	MENARDS - EDEN PRAI	CAUTION TAPE	01/10/24	39.94
396625	MENARDS - EDEN PRAI	TIDE FOR BHOCKEY	01/31/24	39.88
V19592	BROOKE MOEHRLE	OCT23 MILEAGE	01/31/24	39.56
V19538	ROLLAND T TALAN	DEC23 MILEAGE	01/10/24	38.78
396267	FACTORY MOTOR PARTS	HITCH PARTS	01/10/24	38.41
396333	ALLEGRA EDINA	WINTER JUBLIEE POST	01/17/24	38.03
396615	JERRY'S FOODS EDINA	BINGO TREATS	01/31/24	37.93
V19563	JULIE M GABRIELSON	JAN24 CELL PHONE	01/24/24	37.67
V19542	BEDSTON A BURRELL	DEC23 MILEAGE	01/17/24	37.20
396495	JERRY'S HARDWARE	ADHESIVE SPRAY/ACET	01/24/24	36.88
396284	JW PEPPER & SON INC	CHORAL MUSIC	01/10/24	36.50
396615	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	01/31/24	36.33
396263	EDINA GIVE & GO	GRINCH GOODIES - A.	01/10/24	36.00
396322	SCHMITT MUSIC COMPA	TRUMPET REPAIR	01/10/24	36.00
396268	FLEET PRIDE	MUDFLAP	01/10/24	35.98
V19533	NATHANIEL M LINDLEY	DEC23 MILEAGE	01/10/24	35.96
396388	PREMIUM WATERS INC	JAN24 HOT/COLD WATE	01/17/24	35.95
396418	AMAZON CAPITAL SERV	"STORAGE BAGS, CUPS	01/24/24	35.18
396639	OUR TABLE 4 2	1/18 COOKING FOR TW	01/31/24	35.00
V19533	NATHANIEL M LINDLEY	OCT23 MILEAGE	01/10/24	34.72
396371	JW PEPPER & SON INC	CHORAL MUSIC	01/17/24	34.60
396580	ADVANCED IMAGING SO	LEASE 02.08 0631790	01/31/24	34.15

Check No.	Vendor	Description	Date	Amount
396284	JW PEPPER & SON INC	CHORAL MUSIC	01/10/24	33.00
396356	GRAINGER	"TRANSFORMER, 100VA	01/17/24	32.65
V19539	PETER VASKE	JAN24 CELL PHONE	01/10/24	32.27
396583	A-Z RENTAL CENTER	BURNISHER PROPANE	01/31/24	32.20
396222	ODP BUSINESS SOLUTI	RED FOLDER SUPPLIES	01/04/24	31.39
V19571	AMY L LATHROP	STUDENT COUNCIL SNA	01/31/24	30.87
V19612	LINNEA SHAW	CLASSROOM SUPPLIES	01/31/24	30.49
V19524	NICOLE R SWOBODA	NOV23 MILEAGE	01/04/24	30.39
V19550	BETONY L OSBORNE	WORLD LANGUAGE WKSH	01/17/24	30.00
V19520	KRISTA S PHILLIPS	OCT23 CELL PHONE	01/04/24	30.00
V19520	KRISTA S PHILLIPS	NOV23 CELL PHONE	01/04/24	30.00
V19520	KRISTA S PHILLIPS	DEC23 CELL PHONE	01/04/24	30.00
396322	SCHMITT MUSIC COMPA	BARITONE REPAIR	01/10/24	30.00
396322	SCHMITT MUSIC COMPA	BARITONE REPAIR	01/10/24	30.00
V19553	SERENITY SEBESTA	DEC23 CELL PHONE	01/17/24	30.00
V19553	SERENITY SEBESTA	JAN24 CELL PHONE	01/17/24	30.00
V19556	SARAH J BURGESS	BKF BOOK CLUB DONUT	01/24/24	29.98
V19608	ALLISON M RONGLIEN	LAB SUPPLIES	01/31/24	29.66
396553	SCHMITT MUSIC COMPA	BAND MUSIC	01/24/24	27.65
396322	SCHMITT MUSIC COMPA	BAND PRACTICE BOOKS	01/10/24	27.20
V19539	PETER VASKE	DEC23 MILEAGE	01/10/24	27.12
396322	SCHMITT MUSIC COMPA	CORNET REPAIR	01/10/24	27.00
396652	SCHOOL SPECIALTY, L	RUBBING PLATES LEAF	01/31/24	26.76
396347	CULLIGAN BOTTLED WA	JAN24 WATER RENTAL	01/17/24	26.70
396228	RATWIK ROSZAK & MAL	DISH CONTRACT DISCU	01/04/24	26.50
396361	INNOVATIVE OFFICE S	"TAPE 1"" CORE 12PK	01/17/24	25.86
396451	COMMERCIAL FURNITUR	MARKERS - EXPO + MA	01/24/24	25.31
V19535	CAROLYN PROCTOR	DEC23 MILEAGE	01/10/24	25.15
V19600	LAURA T PHONGSAVATH	NOV23 MILEAGE	01/31/24	25.02
396304	MINNESOTA EQUIPMENT	SWITCH	01/10/24	25.02
396201	DEMME LEARNING	SHIPPING/HANDLING	01/04/24	25.00
V19580	EBONY GUMS	CERTS/ADHS CONFEREN	01/31/24	25.00
396629	MN DEPARTMENT OF PU	ECC - HAZ CHEM FEE	01/31/24	25.00
396629	MN DEPARTMENT OF PU	EHS - HAZ CHEM FEE	01/31/24	25.00
396629	MN DEPARTMENT OF PU	SV - HAZ CHEM FEE	01/31/24	25.00
396629	MN DEPARTMENT OF PU	BUS - HAZ CHEM FEE	01/31/24	25.00
V19584	NANCY L KNUTSON	ADDTL WG ASSESSMENT	01/31/24	25.00
V19540	GRACE L BESTLER	OCT-DEC23 MILEAGE	01/17/24	24.30
396313	PREMIUM WATERS INC	JAN24 COOLER RENTAL	01/10/24	24.00
396316	RIFTON EQUIPMENT	#R140 - HV79 LEFT P	01/10/24	24.00
396316	RIFTON EQUIPMENT	#R140 - MQ40 RIGHT	01/10/24	24.00
V19591	CHRISTINE E MJOEN	CLASSROOM SUPPL: IN	01/31/24	23.99
V19595	MARIT OBERLE	MASSP CONFERENCE CU	01/31/24	23.97
396359	HOGLUND BUS COMPANY	GASKET	01/17/24	23.90
396218	MINNESOTA DEPARTMEN	VENDOR CK 383737	01/04/24	23.15
396267	FACTORY MOTOR PARTS	BATTERY TERMINAL	01/10/24	22.94
396297	MENARDS - EDEN PRAI	REFRIG/FREEZER THER	01/10/24	22.76
396583	A-Z RENTAL CENTER	PROPANE TANK FILL	01/31/24	22.20
V19520	KRISTA S PHILLIPS	OCT23 MILEAGE	01/04/24	22.14
V19596	PAUL C PAETZEL	DEC23 MILEAGE	01/31/24	20.96
396355	GOPHER STATE ONE-CA	DEC23 BILLABLE TICK	01/17/24	20.25
396380	MN DEPARTMENT OF PU	REGISTRATION 973439	01/17/24	20.25
396380	MN DEPARTMENT OF PU	REGISTRATION 973437	01/17/24	20.25
396380	MN DEPARTMENT OF PU	REGISTRATION 973436	01/17/24	20.25
396380	MN DEPARTMENT OF PU	REGISTRATION 973438	01/17/24	20.25
V19541	GRACE E BUCHHOLZ	C DAY TREATS/SUPPLI	01/17/24	20.08
V19564	NATHAN A KOLLER	DEC23-MIDJAN MILEAG	01/24/24	20.04
V19584	NANCY L KNUTSON	NOTARY REGISTRATIO	01/31/24	20.00
396207	GROTH MUSIC COMPANY	BAND SUPPLIES	01/04/24	19.99
V19596	PAUL C PAETZEL	DEC23 MILEAGE	01/31/24	19.65
396297	MENARDS - EDEN PRAI	BOLTS	01/10/24	19.56
V19534	BLAKE A PLOMBON	NOV-DEC23 MILEAGE	01/10/24	19.39
396212	JERRY'S HARDWARE	REPAIR SUPPLIES	01/04/24	19.39
396262	DRAMATIC PUBLISHING	US AND THEM MATERIA	01/10/24	18.95
V19527	ANNIKA L CULVER	DEC23 MILEAGE	01/10/24	18.54
396377	MEDCO SUPPLY	TRAIINGER SUPPLIES	01/17/24	18.36
396272	GENERAL SECURITY SE	CS-JAN24 INTR MONIT	01/10/24	17.95

Check No.	Vendor	Description	Date	Amount
V19529	VICKIE GEIER	DEC23 MILEAGE	01/10/24	17.29
V19593	ANNE B NAAS	USPS: MAIL FOR DA	01/31/24	17.10
396209	INNOVATIVE OFFICE S	NAMEPLATE - A.H.	01/04/24	16.79
396361	INNOVATIVE OFFICE S	NAMEPLATE - M.A.	01/17/24	16.79
396218	MINNESOTA DEPARTMEN	VENDOR CK 383299	01/04/24	15.96
396524	MINNESOTA EQUIPMENT	EHS - LEVER/BRAKE	01/24/24	15.82
396248	ASTLEFORD INTERNATI	HOSE	01/10/24	15.79
V19527	ANNIKA L CULVER	DEC23 MILEAGE	01/10/24	15.72
V19596	PAUL C PAETZEL	NOV23 MILEAGE	01/31/24	15.72
396361	INNOVATIVE OFFICE S	"MASKING TAPE 3"" 3	01/17/24	15.57
V19603	LEE A REDMAN	STATE FOOTBALL PARK	01/31/24	15.00
V19596	PAUL C PAETZEL	STATE FOOTBALL PARK	01/31/24	15.00
V19589	STEPHANIE LUNDBORG	STATE FOOTBALL PARK	01/31/24	15.00
V19612	LINNEA SHAW	CLASSROOM BOOKS	01/31/24	14.98
V19520	KRISTA S PHILLIPS	NOV23 MILEAGE	01/04/24	14.80
V19566	MATTHEW R PETERSON	DEC23 MILEAGE	01/24/24	14.48
396361	INNOVATIVE OFFICE S	PAPER CLIPS JUMBO 1	01/17/24	14.38
V19520	KRISTA S PHILLIPS	10/4 MILEAGE	01/04/24	14.34
V19543	JENNA I WELO	DEC23 MILEAGE	01/17/24	13.62
V19551	TRENT J OSTMAN	DEC23 MILEAGE	01/17/24	13.56
V19520	KRISTA S PHILLIPS	DEC23 MILEAGE	01/04/24	13.10
V19560	TIFFANY P GANT	11/21-11/22 MILEAGE	01/24/24	13.10
V19603	LEE A REDMAN	STATE FOOTBALL PARK	01/31/24	12.00
V19541	GRACE E BUCHHOLZ	C DAY TREATS/SUPPLI	01/17/24	11.87
V19541	GRACE E BUCHHOLZ	C DAY TREATS/SUPPLI	01/17/24	11.56
V19560	TIFFANY P GANT	12/18 & 12/27 MILEA	01/24/24	11.53
396281	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	01/10/24	10.71
V19530	THOMAS J JOHNSTON	DEC23 MILEAGE	01/10/24	10.61
396542	PROPIO LANGUAGE SER	DEC23 INTERPRETING	01/24/24	10.50
V19526	ABIGAIL L WILFAHRT	12/8 MILEAGE	01/04/24	10.41
396361	INNOVATIVE OFFICE S	PAPER CLIPS #1 10PK	01/17/24	10.28
V19596	PAUL C PAETZEL	MID-JAN24 MILEAGE	01/31/24	10.05
396622	LITERACY RESOURCES,	SHIPPING/HANDLING	01/31/24	10.00
396361	INNOVATIVE OFFICE S	STICKY NOTES 3X3 12	01/17/24	9.86
396297	MENARDS - EDEN PRAI	U-POST (2)	01/10/24	9.78
V19563	JULIE M GABRIELSON	JAN24 CELL PHONE	01/24/24	9.48
396361	INNOVATIVE OFFICE S	BLACK SHARPIE FINE	01/17/24	9.18
V19555	ELLEN G BRUESCH	DEC23 MILEAGE	01/24/24	9.04
396610	HOGLUND BUS COMPANY	WASHER	01/31/24	9.00
V19555	ELLEN G BRUESCH	NOV23 MILEAGE	01/24/24	8.58
396579	ADVANCED IMAGING SO	BUS GARAGE 12/23	01/31/24	8.50
V19559	TAMARA K FORBY	JAN24 MILEAGE	01/24/24	7.99
V19605	CAYLA R ROBERTS	DEC23 MILEAGE	01/31/24	7.86
V19526	ABIGAIL L WILFAHRT	12/21 MILEAGE	01/04/24	7.47
V19514	DANIEL W DEGENAAR	Q4 2023 941 FILING	01/04/24	7.45
V19560	TIFFANY P GANT	01/11 & 01/16 MILEA	01/24/24	7.34
396418	AMAZON CAPITAL SERV	DRY ERASE MARKERS	01/24/24	6.99
V19573	LORI J CARTER	SITE VISIT SUPPLIES	01/31/24	6.99
V19566	MATTHEW R PETERSON	01/08-01/18 MILEAGE	01/24/24	6.68
V19533	NATHANIEL M LINDLEY	11/13 MILEAGE	01/10/24	6.68
396214	JW PEPPER & SON INC	CHORAL MUSIC	01/04/24	6.24
396361	INNOVATIVE OFFICE S	MAGNETIC TAPE 0.5X1	01/17/24	5.94
V19566	MATTHEW R PETERSON	11/20-11/30 MILEAGE	01/24/24	5.57
396361	INNOVATIVE OFFICE S	INDEX CARDS 3X5 500	01/17/24	5.51
396267	FACTORY MOTOR PARTS	HITCH PARTS	01/10/24	5.05
V19557	JENNA I WELO	1/17-1/18 MILEAGE	01/24/24	4.45
396361	INNOVATIVE OFFICE S	WASHABLE MARKERS DZ	01/17/24	4.42
396528	MRI SOFTWARE LLC	EMPLOYEE BKGD CHECK	01/24/24	4.00
396282	JERRY'S HARDWARE	PLUMBERS PUTTY	01/10/24	3.59
V19526	ABIGAIL L WILFAHRT	11/21 MILEAGE	01/04/24	3.28
V19560	TIFFANY P GANT	NOV23 MILEAGE	01/24/24	3.01
V19560	TIFFANY P GANT	DEC23 MILEAGE	01/24/24	3.01
396361	INNOVATIVE OFFICE S	STICKY NOTES 1.2X2	01/17/24	2.49
V19600	LAURA T PHONGSAVATH	11/15 MILEAGE	01/31/24	2.42
V19520	KRISTA S PHILLIPS	11/01 MILEAGE	01/04/24	2.23
396361	INNOVATIVE OFFICE S	BINDER CLIPS MED 12	01/17/24	0.87
396482	GROTH MUSIC COMPANY	CREDIT ON ACCT	01/24/24	(19.48)

<u>Check No.</u>	<u>Vendor</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
396205	FRESHPOINT BIX PROD	SNACK REFUND	01/04/24	(32.46)
396224	PLANSOURCE	CREDIT MEMO NOV23	01/04/24	(4,051.23)
395966	HOGLUND BUS COMPANY	BATTERY CABLE	12/20/23	(21,742.00)
<b>Total Value of Checks Issued</b>				<b>\$ 4,203,358.73</b>

V.D. Electronic Fund Transfers - January 2024



**Board Meeting Date:** 2/12/2024

**Title:** Electronic Fund Transfers – January 2024

**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 January 2024, in the amount of \$11,505,032.

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

**Attachment(s):**

1. Electronic Fund Transfers – January 2024



# Electronic Transfers

**FOR THE MONTH ENDED JANUARY 31, 2024**

<u>From</u>	<u>To</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
US Bank - Checking	US Bank - Payroll	District Payroll	Multiple	\$ 5,600,005.61
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	1/2/2024	854,552.38
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	1/31/2024	1,384,346.85
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	1/16/2024	790,793.43
US Bank - Checking	Minnesota Department of Revenue	State Payroll Taxes	1/3/2024	151,888.42
US Bank - Checking	Minnesota Department of Revenue	State Payroll Taxes	1/17/2024	136,489.17
US Bank - Checking	Delta Dental	Dental Claims	Multiple	102,583.70
US Bank - Checking	US Bank	Purchase Card Program	1/29/2024	212,094.98
US Bank - Checking	Benefit Extras	Flex & HSA Benefits	Multiple	121,547.52
US Bank - Checking	Payroll Vendors (TRA, EBC, MSRS, etc.)	Electronic Payments	Multiple	2,028,551.96
US Bank - Checking	Minnesota Department of Revenue	Sales & Use Tax Payment	1/19/2024	6,011.00
US Bank - Checking	Minnesota Department of Revenue	State Unemployment	1/17/2024	19,471.69
US Bank - Checking	Capital One Public Funding	Lease Payment	1/12/2024	96,076.16
US Bank - Checking	MSDLAF, VANCO, Other Electronic Fee Vendors	Service Fees	Multiple	619.14
<b>Total of Electronic Fund Transfers</b>				<b>\$ 11,505,032.01</b>



V.E. Gifts and Bequests - January 2024



**Board Meeting Date:** 2/12/2024

**Title:** Gifts & Bequests – January 2024

**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 January 2024. 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 January, 2024, in the amount of \$52,833.

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

**Attachments:**

1. Gifts & Bequests – January 2024

# Gifts & Bequests



FOR THE MONTH ENDED JANUARY 31, 2024

Donated By	To	Purpose	Amount
Edina Give and Go	Community Education	Scholarships for Enrollment	\$ 8,946.90
EHS Families	Edina High School	Social Studies Field Trip	500.00
EHS Families	Edina High School	AMC Math Test	240.00
BlackBaud	Edina High School	General Matching Donation	265.99
Concord PTO	Concord Elementary	Cameras	26,192.50
CN Families	Cornelia Elementary	2nd Grade Supplies	30.00
Walser Foundation	EHS - Student Athletics	Grant for Van	15,000.00
BlackBaud	Normandale Elementary	General Matching Donation	40.00
Box Tops	Normandale Elementary	General Matching Donation	556.10
BlackBaud	Normandale Elementary	General Matching Donation	40.00
Edina Give and Go	Community Education	Scholarships for Enrollment	783.00
Box Tops	Southview Middle School	General Matching Donation	63.30
American Online Giving I	Southview Middle School	General Matching Donation	69.09
Barnes and Noble	Edina High School	Latin College in Schools	106.01
<b>Total Cash Donations</b>			<b>\$ 52,832.89</b>
<b>Total In-Kind Donations</b>			<b>\$ -</b>
<b>Total 2023-2024 School Year Gifts and Donations</b>			<b>\$ 784,853.17</b>

V.F. Update 2023/2024 Board Goals



**Board Meeting Date:** 2/12/24

**Title:** Update 2023/2024 Board Goals

**Type:** Consent

**Presenter(s):** Governance Committee

**Description:** The board and superintendent review the 2023/2024 board goals and the board retreat on January 23, 2024. The attached goals are updated per the retreat discussion. Any additions to the goals have been highlighted in yellow.

**Recommendation:** Board members review the updated goals and approve them.

**Desired Outcome(s) from the Board:** Approval of updated goals.

**Attachment(s):** 2023-24 Board Goals\_JanUpdate

## 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
<p><i>1. Provide oversight and resource allocation to make progress towards our key performance indicators and support student academic needs.</i></p>	<p>T&amp;L Committee</p>	<p>Driven by superintendent goals, TBD</p> <p>Support administration in limiting new initiatives to provide stability, sustainability and success of existing initiatives.</p>	<p>&gt;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.)</p>	<p><b>In progress</b></p>

**Goal Area Two | Strategy B Alignment: Ensure an Equitable and Inclusive School Culture**

Board Goal	Lead	Action Items	Measurable Impact	Status
<p><i>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.</i></p>	<p>Board</p>	<p>Board continues seeking further understanding, development and continued training on cultural competency equity framework, its impact on policy and embedding this approach</p>	<p>&gt;Board effectively embeds cultural competency framework throughout decision-making on the Board.</p> <p>&gt;New board members receive cultural competency training.</p>	<p><b>In progress</b></p>

		into Board oversight and decisions.		
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**Goal Area Three | Strategy C Alignment: Foster Positive Learning Environment and Whole Student Support**

<b>Board Goal</b>	<b>Lead</b>	<b>Action Items</b>	<b>Measurable Impact</b>	<b>Status</b>
<i>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.</i>	T&L Committee	Driven by superintendent goals.	Reduction in educator stress and increase in favorability of work environment.	In progress
	Governance Committee	Board implements changes to agreed-upon educator feedback process and guidelines for better oversight and decision making at governance level.	Board, admin and educators aligned in process for educator feedback channels; increased board engagement at school sites increasing knowledge of individual school culture.	In progress
	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	>Board effectively increases reach to multiple perspectives of stakeholders.  >Board gains deeper understanding of perspectives from varying stakeholders.	In progress



		<p>more voices to the whole of the Board without barriers.</p> <p>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.</p>	<p>&gt; Engagement with the Board is elevated with wider reach of stakeholders.</p>	
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**Goal Area Four | Strategy D Alignment: Engage Parents, Schools and Community**

<b>Board Goal</b>	<b>Lead</b>	<b>Action Items</b>	<b>Measurable Impact</b>	<b>Status</b>
<p><i>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.</i></p>	<p>City Liaisons</p>	<p>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.</p>	<p>&gt; Board gains a better understanding of resident enrollment drivers for governance of district approach/plan.</p> <p>(add: housing policy feedback to city....)</p>	<p><b>In progress</b></p>

	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.	In progress
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**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	<p>Board gains keen awareness around budgeting and programming, how funding gaps are created to maintain a structurally sound budget that aligns with strategic plan.</p> <p>Board makes efforts to show the community the Board's commitment to financial stewardship and its important impact on the district.</p>	<p>&gt; 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.</p> <p>&gt;Community gains better understanding of public education and school funding and impact on the district.</p> <p>&gt; 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.</p>	In progress
2. Board ensures budget allocations align with the	Finance Committee	Driven by superintendent goals.	>Board hears and strongly considers any necessary budgetary decisions and adjustments recommended by	In progress

strategic priorities of the district.		Board considers the impact of contract negotiations with employee groups.	administration to support district strategic plan.	
<i>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.</i>	Legislative Action Committee	Board continues state and federal legislative advocacy efforts for public school education funding and policy.	<p>&gt; Board LAC committee implements year 3 of LAC plan, ie, community/student participation, legislative priorities, events, engagement</p> <p>&gt;Full board actively participates in LAC efforts, as identified.</p>	In progress
<i>4. Continued development of the Board in order to effectively govern for maximum student achievement.</i>	Governance	Use established superintendent evaluation process throughout 2023-24 school year.	> The Superintendent evaluation experience is an effective tool for the Superintendent and Board.	In progress
	Governance	Onboard any new Board members after election (Nov, 2023).	<p>&gt; New board members have the information they need to be successful.</p> <p>&gt; New board members understand their role, established Board process and responsibilities as a Board member.</p> <p>&gt; New board members receive MSBA training.</p>	In progress
	Board	Board seeks growth opportunities including 1) professional development training with partner groups 2) relationship/collaboration	>Individual Board members and the whole Board successfully fulfills duties and expectations of a school board member i.e., trust, accountability and respect.	In progress

		building and 3) living by agreed upon Board norms.	>Look into board evaluation tool for 2024 or 2025	
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V.G. Board Liaisons Update



**Board Meeting Date:** 2/12/24

**Title:** Board Liaison Updates

**Type:** Consent

**Presenter(s):** Board Chair Erica Allenburg

**Background Information:** The board has had discussions at multiple board meetings about reconfiguring our liaison roles. At the April 25th, 2023 work session we identified four priorities to guide the improvements around the board liaison work and meeting the board's goals. They are the following: (1) capacity, (2) equity and access, (3) standardize communication, and (4) explore pushing board meetings (work sessions) out to school sites. Given these priorities, the board reconfigured our liaison roles during the summer of 2023.

Since this reconfiguration, two organizations requested having board liaisons to represent their organizations: Edina Give and Go and the Go Green Committee. At the January board retreat, the board discussed these requests and have recommend the following:

1. The Edina Education Fund board representative is also the Edina Give and Go board representative and each organization will be visited once a semester.
2. The Go Green Committee becomes a component of the Finance and Facilities Committee and a board representative of the Finance and Facilities Committee will attend one Go Green Committee meeting per year.
3. It is cost prohibitive to push work sessions to school sites.

The board will meet during the summer to discuss our liaison roles and determine if any changes or updates need to be made.

**Recommendation:** Review the attached document and approve the updated liaison positions. All updates are highlighted in yellow.

**Desired Outcome(s) from the Board:** Approve the updated liaison appointments.

**Attachment(s):** 2023-2024 Board Roles Cmtes Liaisons Reps.xlsx

	2023-2024 School Year	2024 Board Assignment
<b>ASSOCIATIONS</b>		
AMSD	One board member attends AMSD meetings monthly and ongoing representation	Dan Arom
MSBA	One board member attends MSBA meetings monthly and ongoing representation	Michael Birdman
<b>GROUPS</b>		
Ed Fund/Edina Give and Go	One board member attends Ed Fund meeting (twice yearly), ongoing representation as needed	Karen Gabler
Talent Development Advisory Cmte	One board member attends the Talent Development Advisory Committee meetings, as scheduled and ongoing representation	Cheryl Barry
Student Voice Liaison	One board member assigned	Elliot Mann
Cultural Liaison Representative	One board member assigned	Erica Allenburg
SEAC - Special Services Advisory Cmte and Mental Health & Wellness	One board member attends SEAC meetings, monthly, and ongoing representation	Erica Allenburg Dan Arom
World's Best Workforce	Two board members attend meetings	Karen Gabler Cheryl Barry
Meet and Confer	Board chair and Vice Chair	Erica Allenburg Karen Gabler
Community Ed Services Advisory	One board member assigned	Jen Huwe
City Council	2-3 board members assigned	Erica Allenburg Michael Birdman
Finance and Facilities: Go Green Committee	One board member, who is a member of the finance and facilities committee, will attend one meet per year.	Michael Birdman
<b>SCHOOL SITES</b>		
ELC/ECSE	Board member attends every other month; site to receive montly written board summary, and ongoing representation as needed	Karen Gabler
Elementary Site Liaison 1: Concord, Countryside, Creek Valley	One board member rotates attendance at Concord, Countryside, Creek Valley monthly PTO meetings, and ongoing representation as needed	Dan Arom
Elementary Site Liaison 2: Cornelia, Highlands, Normandale	One board member rotates attendance at Cornelia, Highlands, Normandale monthly PTO meetings, and ongoing representation as needed	Jen Huwe
Middle School Liaison	Board members attend bi-monthly; site to receive monthly written board summary, and ongoing representation as needed.	Elliot Mann
EHS	Board members attend bi-monthly; site to receive monthly written board summary, and ongoing representation as needed.	Michael Birdman

\*\*\*ISD 287 has been removed from this chart because it is more than a liaison role, it is a paid full board position that needs to be renewed annually in January.

\* 2023 BrightWorks rep is Karen Gabler, 3 year term

V.H. Student Support Services Agreements

V.H.1. Sunbelt Staffing LLC\_Teleservices  
Assignment\_PracMSutton





**Board Meeting Date:** February 12, 2024

**Title:** Contract for Independent School District 273 Purchase of Teleservices Assignment with Sunbelt Staffing, LLC.

**Type:** Consent

**Presenter(s):** Jody Remsing

**Description:** The purpose of this Agreement is to create an agreement between ISD 273 and Sunbelt Staffing, LLC for the purchase of Teleservices Assignment.

**Recommendation:** Approve the attached Teleservices Assignment for the purchase of services at Sunbelt Staffing, LLC.

**Desired Outcomes from the Board:** Approve the attached contract with Intermediate District 273 for services with Sunbelt Staffing, LLC.

**Attachments:** Contract with Intermediate District 273 for Teleservices Assignment.



**ADDENDUM A  
Terms of Teleservices Assignment**

PID: \_\_

This Terms of Teleservices Assignment is subject to the terms and conditions of that certain Client Services Agreement between the parties outlined below.

**Assignment Details**

Sunbelt Staffing, LLC will contract with VocoVision for the provisions of telepractice services to Client. Client will pay Sunbelt Staffing, LLC for the hours worked by Telepractitioner under the following terms:

<b>Telepractitioner:</b>	Maddie Sutton		
<b>Client:</b>	Edina Public Schools		
<b>Assignment Start Date:</b>	02/05/2024	<b>Assignment End Date:</b>	03/29/2024
<b>Position:</b>	Tele - Psych		
<b>Hours per Week:</b>	10.0		
<b>Bill Rate per Hour</b>	\$109.25	<i>Bill Rate is all-inclusive<sup>(a)</sup></i>	
<b>Technology Fee:</b>	\$0.00		

One VocoVision station per full time position at no cost. Additional stations can be provided with a \$1,000 per unit refundable deposit and \$200 per unit nonrefundable configuration and shipping charge. Deposit will be refunded to the school district upon return of the station(s) in working condition within fifteen (15) days of the assignment being completed.

**Miscellaneous:** N/A

- a) Sales tax will be added to professional fees if required by state law and client is not a tax-exempt entity.
- b) 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 Sunbelt or VocoVision for a period of (24) months after the last date Client received Services from such Consultant. 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 first year's total compensation including but not limited to a signing and/or relocation bonus, as agreed upon at the time of hiring. Payment is due and payable to Sunbelt upon start date.
- c) Client agrees to approve Telepractitioner's weekly log of service. Logs will be submitted on a weekly basis by Telepractitioner for Client's review and approval. Should Telepractitioner fail to submit paperwork or weekly log to show proof of completed work, Client agrees to notify Sunbelt in writing within three (3) business days of alleged failure. Client's failure to notify Sunbelt in writing within three (3) days period shall negate any Client invoicing dispute.

*Jody Remington*

By: 43250 - Edina Public Schools

Print Name: *Jody Remington*  
 Title: *Director of Student Support Services*  
 Date: *2/2/24*



**ADDENDUM B  
Teleservices Provisions**

**Client Responsibilities.** Client agrees to the following items to facilitate VocoVision's provision of Services:

- (a) Client shall be responsible for providing a secure environment for VocoVision hardware and software ("Equipment") installed and operated at Client's designated location(s).
- (b) Client will provide sufficient infrastructure to support the proper operation of the Equipment, including network connectivity equal or superior to DSL access.
- (c) Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards.
- (d) Client warrants that it will not use the Equipment for any purpose other than as contemplated hereunder and acknowledges that VocoVision is not responsible for any damages associated with such impermissible use.
- (e) Client agrees to provide appropriate local support to facilitate remote Telepractitioner's ability to fulfill the responsibilities outlined in Addendum C: Duties and Responsibilities.

**Scheduling.** Client agrees to the minimum hours of Services per week as stipulated in Addendum A: Terms of Teleservices Assignment and will schedule the appropriate number of student speech sessions and other related services each week to meet or exceed the minimum hours requirement. Client and telepractitioner will agree upon a weekly schedule for Services which will be loaded into the VocoVision system. Any revisions to the schedule must be submitted to the VocoVision Operations Department no later than 12:00 PM EST Friday for Services the following week. VocoVision requires a 24-hour notice to cancel scheduled Services. One cancellation without notice is permitted per school year. Additional cancellations with less than 24 hours' notice will be billed at the regular rate. Note that VocoVision telepractitioners are encouraged to complete non-therapy work (e.g., paperwork, planning, file reviews, etc.) during any such cancellation time.

**Administrative Responsibilities.** Client shall be responsible for orienting telepractitioners to Client's policies and procedures regarding the submission of any requisite paperwork which must be tendered for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to, individual education plans or Client-specific program plans. During the contracted assignment, should telepractitioners fail to submit paperwork as required per Client's policies and procedures, Client must notify VocoVision in writing within three (3) business days of alleged failure. Failure to notify VocoVision within the three (3) day period shall negate any Client claim to withhold payment due to paperwork non-compliance by telepractitioners. Within three (3) business days following the conclusion of a contracted assignment, Client shall conduct a final review to determine whether the completion of additional paperwork is needed from the telepractitioners. Failure to notify VocoVision prior to the fourth (4th) day after conclusion of the assignment will negate any Client claim to withhold payment due to paperwork non-compliance by telepractitioner.

*Jody Remsing*

By: 43250 - Edina Public Schools

Print Name: Jody Remsing

Title: Director of student support services

Date: 2/2/24

**Duties and Responsibilities**

The duties and responsibilities of a Telepractitioner include, but are not limited to the following:

- Collaborates with the school district to identify students' communication characteristics, support resources, as well as any physical, sensory, cognitive, behavioral and motivational needs to determine the benefit a student may receive through telepractice.
- Collaborates with the school district to determine assessment resources - including their potential benefits and limitations - in the telepractice setting, and to develop a plan to assess students appropriately.
- Monitors effectiveness of services and modifies evaluation and treatment plans as needed.
- Maintains appropriate documentation of delivered services in a format consistent with professional standards and client requirements.
- Complies with state and federal regulations to maintain student privacy and security.
- Facilitates behavior management strategies in students as appropriate.
- Provides information and counseling to families and school personnel as needed

*— T. J. Remsing*

By: 43250 - Edina Public Schools

Print Name: Jody Remsing

Title: Director of Student Support Services

Date: 2/2/09



**VocoVision Damaged Equipment Policy**

If, during the course of contracted services, VocoVision computer equipment sustains damage or is missing components (keyboard, audio accessories, etc.), it should be reported immediately to the VocoVision Operations Department at 1-866-779-7005. Replacement equipment will be shipped to Client as needed. The costs of repairing or replacing the equipment (including shipping) will be charged to Client, but in no case shall exceed \$1,000 per unit.

At the end of the VocoVision contract period, all equipment must be returned in original packaging within 15 days of completion of services. All returned equipment will be inspected for both physical and internal damage. If equipment is found to be damaged, VocoVision reserves the right to withhold from Client deposit the cost of repairing or replacing the damaged equipment. If no Client deposit exists, VocoVision will bill Client for such charges and will provide supporting documentation of all costs.

**Packaging**

All packaging, boxes and containers used to ship VocoVision equipment are considered property of VocoVision and must not be discarded. Packaging should be stored and kept in good condition during the course of the contract and must be used for return shipping at the conclusion of services. If VocoVision packaging is lost or damaged, Client is solely responsible for obtaining replacement packaging to ensure undamaged return of equipment to VocoVision. In such cases, we strongly recommend the use of a professional packaging and shipping service, such as the UPS Store or a FedEx retail location.

*[Handwritten signature]*

By: 43250 - Edina Public Schools

Print Name: Jody Remsing  
Title: Director of Student Support Services  
Date: 2/2/24

V.H.2. Sunbelt Staffing LLC\_Teleservices  
Assignment\_PracSWalters



**Board Meeting Date:** February 12, 2024

**Title:** Contract for Independent School District 273 Purchase of Teleservices Assignment with Sunbelt Staffing, LLC.

**Type:** Consent

**Presenter(s):** Jody Remsing

**Description:** The purpose of this Agreement is to create an agreement between ISD 273 and Sunbelt Staffing, LLC for the purchase of Teleservices Assignment.

**Recommendation:** Approve the attached Teleservices Assignment for the purchase of services at Sunbelt Staffing, LLC.

**Desired Outcomes from the Board:** Approve the attached contract with Intermediate District 273 for services with Sunbelt Staffing, LLC.

**Attachments:** Contract with Intermediate District 273 for Teleservices Assignment.



**ADDENDUM A  
Terms of Teleservices Assignment**

PID: \_\_

This Terms of Teleservices Assignment is subject to the terms and conditions of that certain Client Services Agreement between the parties outlined below.

**Assignment Details**

Sunbelt Staffing, LLC will contract with VocoVision for the provisions of telepractice services to Client. Client will pay Sunbelt Staffing, LLC for the hours worked by Telepractitioner under the following terms:

<b>Telepractitioner:</b>	Stephen Walters		
<b>Client:</b>	Edina Public Schools		
<b>Assignment Start Date:</b>	02/26/2024	<b>Assignment End Date:</b>	05/31/2024
<b>Position:</b>	Psych		
<b>Hours per Week:</b>	37.5		
<b>Bill Rate per Hour</b>	\$125.00	<i>Bill Rate is all-inclusive<sup>(a)</sup></i>	
<b>Technology Fee:</b>	\$0.00		

One VocoVision station per full time position at no cost. Additional stations can be provided with a \$1,000 per unit refundable deposit and \$200 per unit nonrefundable configuration and shipping charge. Deposit will be refunded to the school district upon return of the station(s) in working condition within fifteen (15) days of the assignment being completed.

**Miscellaneous:** \_\_\_\_\_

- a) Sales tax will be added to professional fees if required by state law and client is not a tax-exempt entity.
- b) 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 Sunbelt or VocoVision for a period of (24) months after the last date Client received Services from such Consultant. 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 first year's total compensation including but not limited to a signing and/or relocation bonus, as agreed upon at the time of hiring. Payment is due and payable to Sunbelt upon start date.
- c) Client agrees to approve Telepractitioner's weekly log of service. Logs will be submitted on a weekly basis by Telepractitioner for Client's review and approval. Should Telepractitioner fail to submit paperwork or weekly log to show proof of completed work, Client agrees to notify Sunbelt in writing within three (3) business days of alleged failure. Client's failure to notify Sunbelt in writing within three (3) days period shall negate any Client invoicing dispute.

**43250 - Edina Public Schools**

*Jody Remsing*  
 Jody Remsing  
 Director of Student Support Services  
 February 06, 2024 17:02 UTC  
 IP: 170.76.198.136



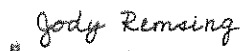
**Client Responsibilities.** Client agrees to the following items to facilitate VocoVision's provision of Services:

- (a) Client shall be responsible for providing a secure environment for VocoVision hardware and software ("Equipment") installed and operated at Client's designated location(s).
- (b) Client will provide sufficient infrastructure to support the proper operation of the Equipment, including network connectivity equal or superior to DSL access.
- (c) Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards.
- (d) Client warrants that it will not use the Equipment for any purpose other than as contemplated hereunder and acknowledges that VocoVision is not responsible for any damages associated with such impermissible use.
- (e) Client agrees to provide appropriate local support to facilitate remote Telepractitioner's ability to fulfill the responsibilities outlined in Addendum C: Duties and Responsibilities.

**Scheduling.** Client agrees to the minimum hours of Services per week as stipulated in Addendum A: Terms of Teleservices Assignment and will schedule the appropriate number of student speech sessions and other related services each week to meet or exceed the minimum hours requirement. Client and telepractitioner will agree upon a weekly schedule for Services which will be loaded into the VocoVision system. Any revisions to the schedule must be submitted to the VocoVision Operations Department no later than 12:00 PM EST Friday for Services the following week. VocoVision requires a 24-hour notice to cancel scheduled Services. One cancellation without notice is permitted per school year. Additional cancellations with less than 24 hours' notice will be billed at the regular rate. Note that VocoVision telepractitioners are encouraged to complete non-therapy work (e.g., paperwork, planning, file reviews, etc.) during any such cancellation time.

**Administrative Responsibilities.** Client shall be responsible for orienting telepractitioners to Client's policies and procedures regarding the submission of any requisite paperwork which must be tendered for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to, individual education plans or Client-specific program plans. During the contracted assignment, should telepractitioners fail to submit paperwork as required per Client's policies and procedures, Client must notify VocoVision in writing within three (3) business days of alleged failure. Failure to notify VocoVision within the three (3) day period shall negate any Client claim to withhold payment due to paperwork non-compliance by telepractitioners. Within three (3) business days following the conclusion of a contracted assignment, Client shall conduct a final review to determine whether the completion of additional paperwork is needed from the telepractitioners. Failure to notify VocoVision prior to the fourth (4th) day after conclusion of the assignment will negate any Client claim to withhold payment due to paperwork non-compliance by telepractitioner.

**43250 - Edina Public Schools**



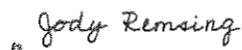
**Jody Remsing**  
Director of Student Support Services  
February 06, 2024 17:02 UTC  
IP: 170.76.198.136

### Duties and Responsibilities

The duties and responsibilities of a Telepractitioner include, but are not limited to the following:

- Collaborates with the school district to identify students' communication characteristics, **support resources, as well as any physical, sensory, cognitive, behavioral and motivational needs** to determine the benefit a student may receive through telepractice.
- Collaborates with the school district to determine assessment resources - including their potential benefits and limitations - in the telepractice setting, and to develop a plan to assess students appropriately.
- Monitors effectiveness of services and modifies evaluation and treatment plans as needed.
- Maintains appropriate documentation of delivered services in a format consistent with professional standards and client requirements.
- **Complies with state and federal regulations to maintain student privacy and security.**
- Facilitates behavior management strategies in students as appropriate.
- **Provides information and counseling to families and school personnel as needed**

**43250 - Edina Public Schools**



**Jody Remsing**  
Director of Student Support Services  
February 06, 2024 17:02 UTC  
IP: 170.76.198.136

### VocoVision Damaged Equipment Policy

If, during the course of contracted services, VocoVision computer equipment sustains damage or is missing components (keyboard, audio accessories, etc.), it should be reported immediately to the VocoVision Operations Department at 1-866-779-7005. Replacement equipment will be shipped to Client as needed. The costs of repairing or replacing the equipment (including shipping) will be charged to Client, but in no case shall exceed \$1,000 per unit.

At the end of the VocoVision contract period, all equipment must be returned in original packaging within 15 days of completion of services. All returned equipment will be inspected for both physical and internal damage. If equipment is found to be damaged, VocoVision reserves the right to withhold from Client deposit the cost of repairing or replacing the damaged equipment. If no Client deposit exists, VocoVision will bill Client for such charges and will provide supporting documentation of all costs.

### Packaging

All packaging, boxes and containers used to ship VocoVision equipment are considered property of VocoVision and must not be discarded. Packaging should be stored and kept in good condition during the course of the contract and must be used for return shipping at the conclusion of services. If VocoVision packaging is lost or damaged, Client is solely responsible for obtaining replacement packaging to ensure undamaged return of equipment to VocoVision. In such cases, we strongly recommend the use of a professional packaging and shipping service, such as the UPS Store or a FedEx retail location.

**43250 - Edina Public Schools**

*Jody Remsing*

**Jody Remsing**  
Director of Student Support Services  
February 06, 2024 17:02 UTC  
IP: 170.76.198.136

**VI. Discussion**

VI.A. PreK- 12 Comprehensive Literacy Plan  
Update



**Board Meeting: 2.12.24**

**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

**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. **In order to support our new board members, this report is a copy of the October update. The winter updates have been added in RED to the previous fall update.**

**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](#)

[Tier 1 Literacy Commitments K-5](#)

[2023-2024 Teaching and Learning Big Rocks](#)

[New ELA Courses for Edina High School: Board Report Board Presentation](#)

**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-Winter of 2024.
4. Next steps for continued action 2023-2024 and 2024-2025.

**Overview of Winter Progress:** We have a lot to celebrate. In just 2 years, students are benefiting greatly from the work outlined in the Comprehensive Literacy Plan. The commitment and dedication of the teachers in Edina is paying off for students!

LETRs Professional Development combined with FASTBridge and the professional excellence of superb coaching is having a positive impact on students. The first cohort of teachers who went through LETRs began their coursework in 2021 and have now completed all 8 LETRs units. The kindergarten, first, and second grade teachers, along with reading specialists (intervention teachers), English Language (ML) teachers, and special education teachers (in K-5) began LETRs last year in 2022. They have completed Units 1-2 at this time and are projected to finish Units 2-4 by the end of this school year. Third grade teachers began LETRs at the start of the 2023 school year and will be completing Units 1-4 by the start of the 2024 school. All Edina teachers are on track to complete LETRs professional development in alignment with MN READ Act legislation.

Since LETRs began, the increase in proficiency for our K-3 students is astounding (winter trend data from 2021):

- ❖ The percentage of students meeting grade level benchmark in winter for Kindergarten in earlyReading foundational skills has risen by **22%**.
- ❖ The percentage of students meeting grade level benchmark in winter for 1st Grade in earlyReading foundational skills has risen by **18%**.
- ❖ The percentage of students meeting grade level benchmark in winter for 2 R-CBM (fluency) has risen by **7+%**.
- ❖ The percentage of students meeting grade level benchmark in winter for 3 R-CBM (fluency) has risen by **8+%**

This is a testament to the hard work and dedication of our leaders, staff and coaches at the elementary level. Edina is defining excellence in early literacy!

While the evidence of impact in grades K-3 is clear, the winter FASTBridge data is also helping to continuously direct our sails of support. *The need for support points towards the older students in EPS.* Students who are currently in 4th-12th grades have endured a global pandemic that severely interrupted learning in critical primary years. This current reality for school districts is unprecedented and the response must be innovative.

The recipe for support will mirror that at the elementary level, and will be nuanced to preserve the self-esteem and dignity of our older striving readers. The combination of rigorous professional development that is aligned to the Science of Reading, evidence-based materials and superb coaching is now being instilled into our intermediate and secondary systems. There is a strong sense of urgency to ensure our older students have the innovative support to become successful readers and writers.

*The chart below shows when each grade experienced the pandemic and distance learning and the winter data results:*

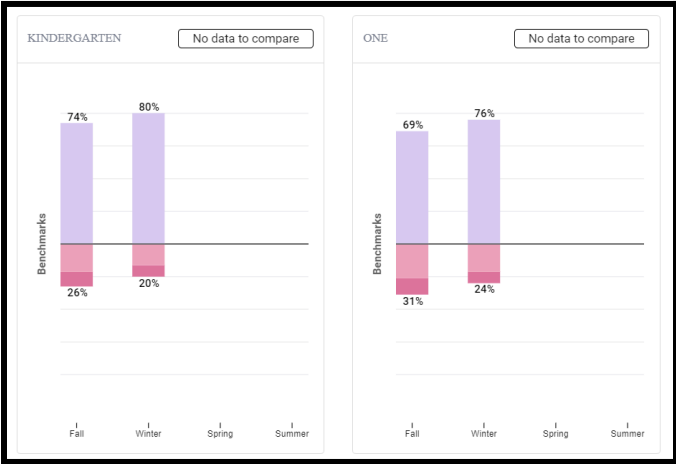
Current Grade	K	1	2	3	4	5	6	7	8	9
Pandemic Impact	Early Childhood				K	1st	2nd	3rd	4th	5th
Fall-Winter Data	increase	increase	increase	increase	decrease	increase	Slight decrease	Slight decrease	decrease	decrease

Winter Trend Data	increase	increase	increase	increase	Slight decrease	increase	same	Slight decrease	Slight decrease	increase
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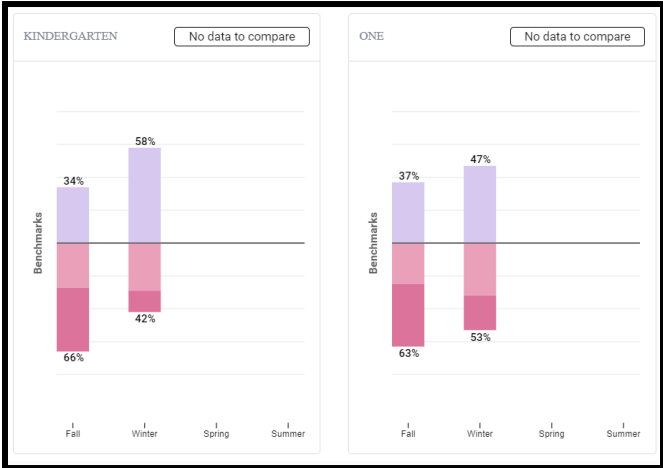
# Kindergarten-1st earlyReading FASTBridge Data

## K-1 earlyReading 2023-2024 Data (same students)

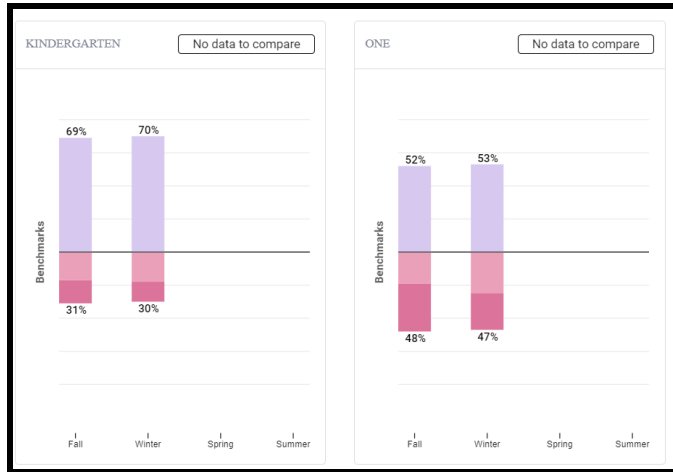
### All Students



### K-1 Students receiving EL services

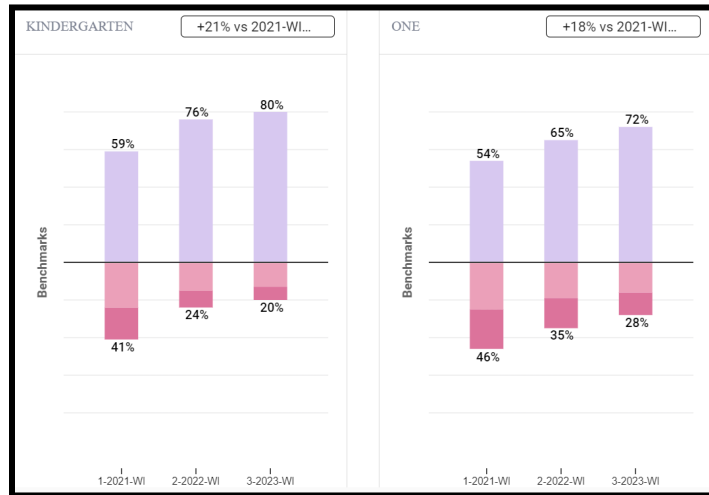


### K-1 Students receiving Special Education services

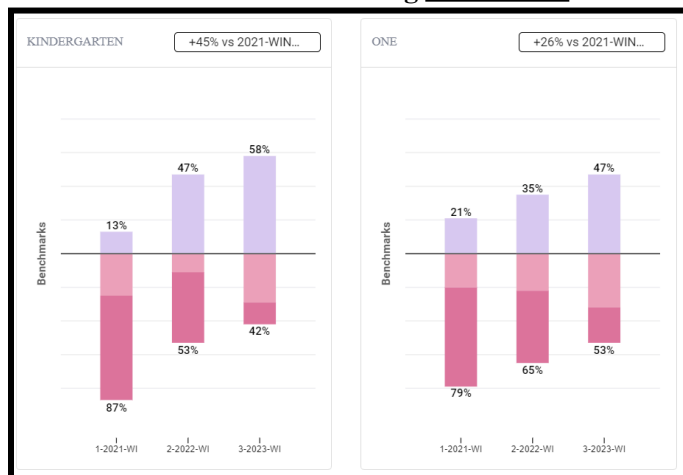


## K-1 earlyReading Winter Trend Data (*different students*)

### All students

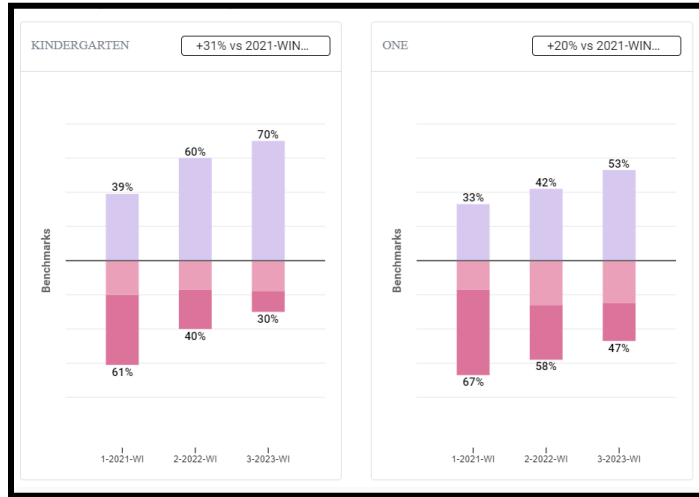


### K-1 Students receiving EL services



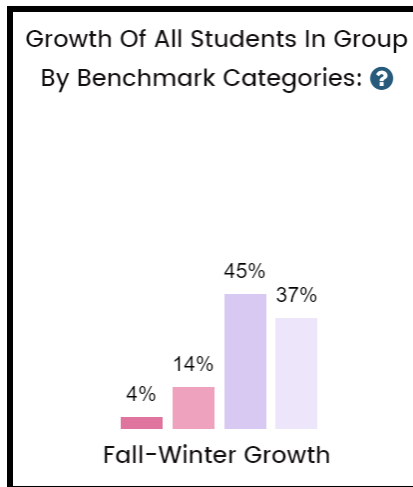
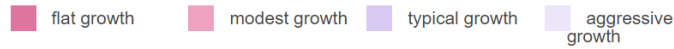


## K-1 Students receiving Special Education services

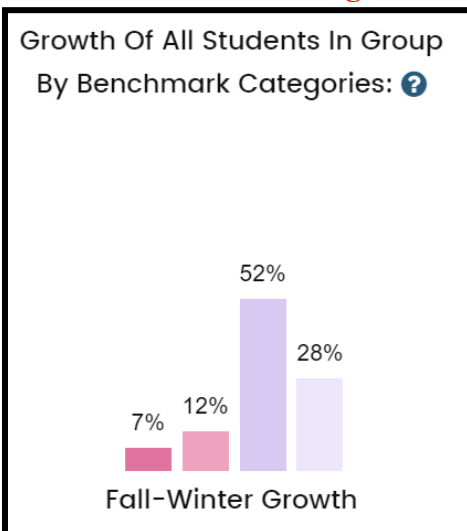


## Growth for ALL K-1

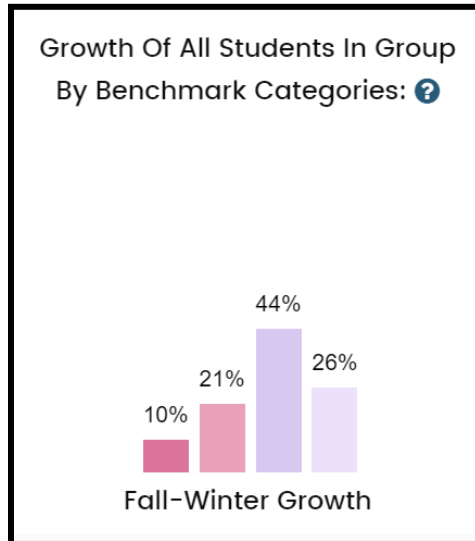
Student Median Growth %ile:



## Growth for students receiving EL services



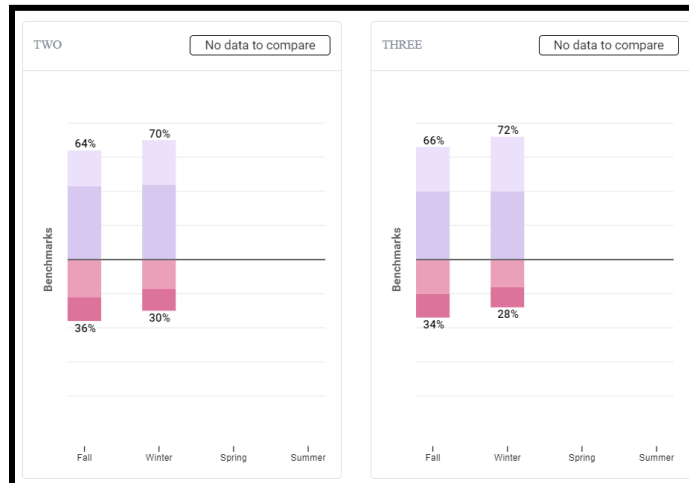
## Growth for students receiving Special Education services K-1



## 2nd-3rd R-CBM (fluency) FASTBridge Data

### 2-3 R-CBM 2023-2024 Data (same students)

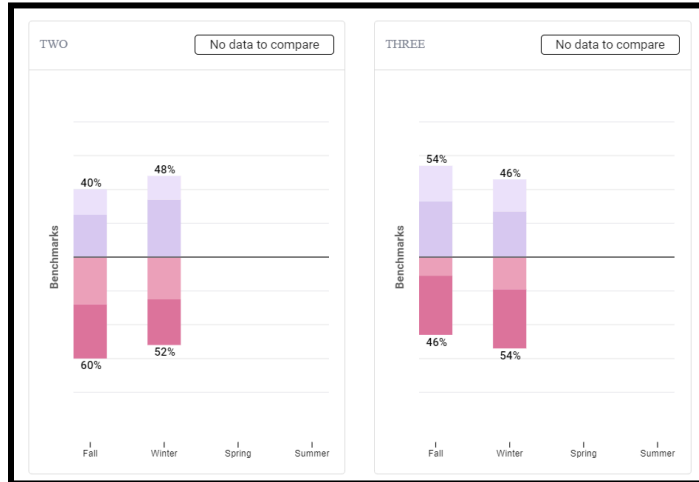
ALL students



### 2nd-3rd Grade Students receiving EL services

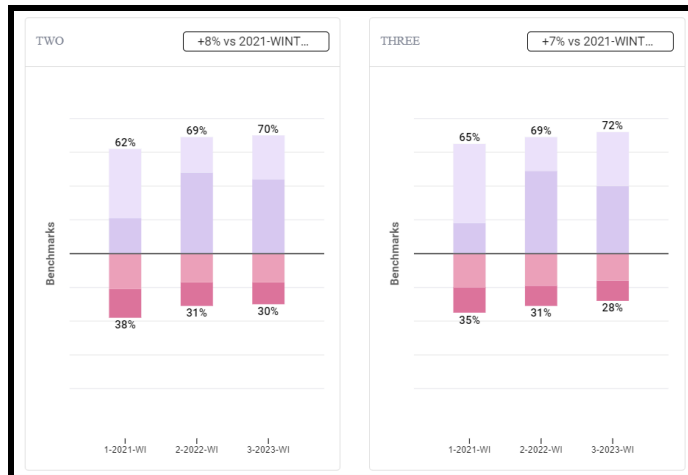


## 2nd-3rd Grade Students receiving Special Education services

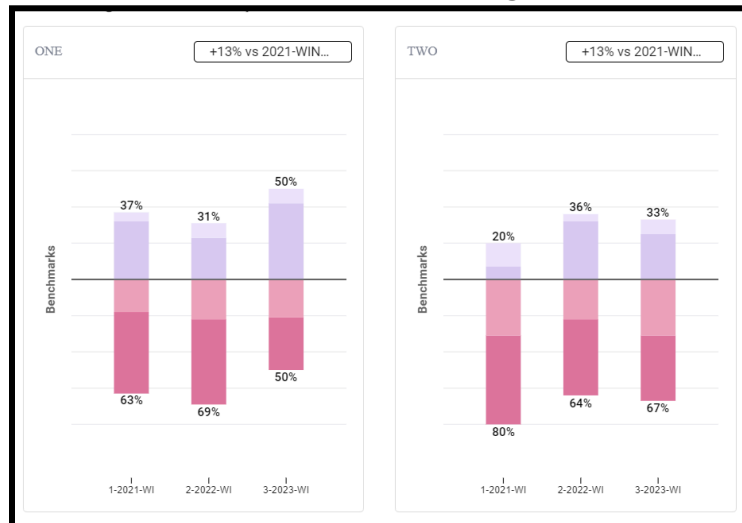


## 2-3 R-CBM Winter Trend Data (*different students*)

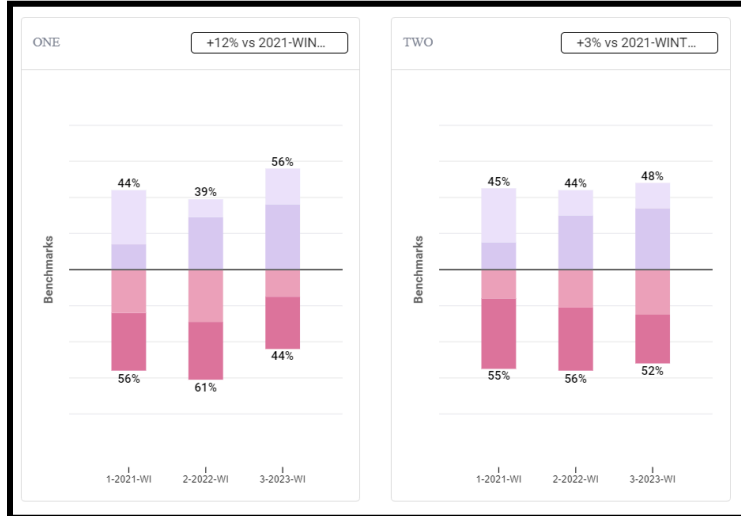
All students



## 2nd-3rd Grade Students receiving EL services

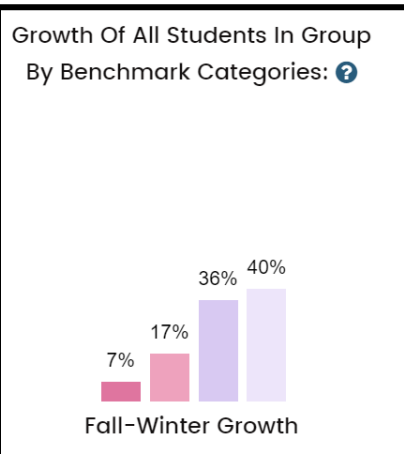
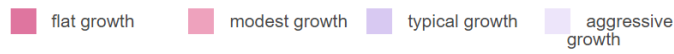


## 2nd-3rd Grade Students receiving Special Education services

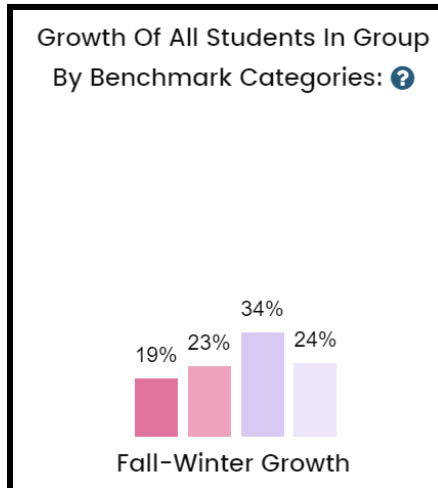


### Growth for ALL 2-3

Student Median Growth %ile:

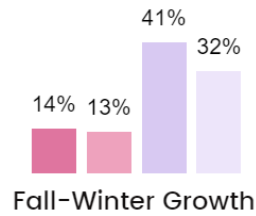


### Growth for students receiving EL services 2-3



## Growth for students receiving Special Education services 2-3

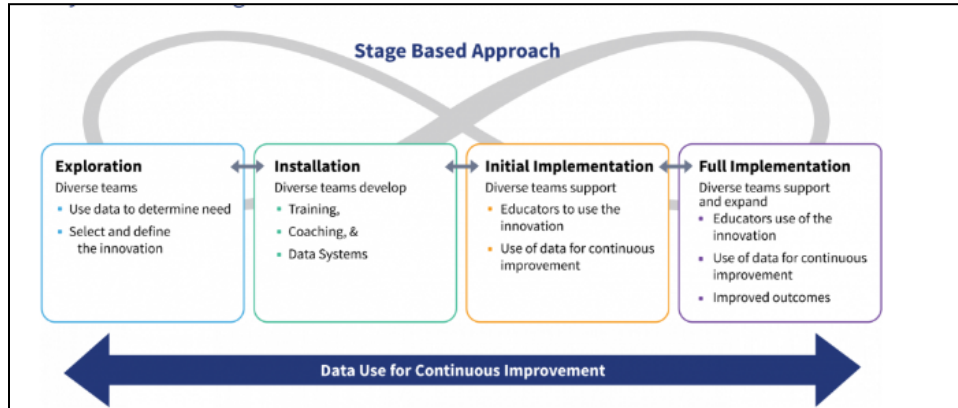
Growth Of All Students In Group  
By Benchmark Categories: ?



### aReading Grades 4-9 Trend Data (Fall-Winter, last year and current year)



## Overview of the Implementation of the Comprehensive Literacy Plan:



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 <ul style="list-style-type: none"> <li>Define current reality</li> <li>Unpack standards</li> <li>Research best practices</li> <li>Select and define the practice/program</li> </ul>	Installation <ul style="list-style-type: none"> <li>The program/practice has been identified and defined</li> <li>Professional Development and coaching are used to prepare for the implementation</li> <li>Resources are purchased</li> <li>Data systems are prepared</li> </ul>	Initial Implementation <ul style="list-style-type: none"> <li>Educators begin using the program/practice</li> <li>Data is collected around both implementation and student outcomes</li> <li>Adjustments and alignments</li> </ul>	Full Implementation: <ul style="list-style-type: none"> <li>More than 50% of educators are using the program/practice as intended</li> <li>Student outcome data is showing improved outcomes</li> </ul>
Pre-K			<p style="text-align: center;"><b>X</b>  <b>2022-2023</b>  <b>2023-2024</b>  <i>Creative Curriculum</i>  <i>LETRS Learning</i>  <i>TS Gold</i></p>	
K-5	<p style="text-align: center;"><b>X</b>  <b>2023-2024</b>  <i>Update to Reading Curriculum</i></p>		<p style="text-align: center;"><b>X</b>  <b>2023-2024</b>  <i>Sound Walls</i>  <i>LETRs Learning</i></p>	<p style="text-align: center;"><b>X</b>  <b>2023-2024</b>  <i>Tier 1 Commitments</i>  <i>FASTBridge Screening</i>  <i>FASTBridge Interventions</i>  <i>FASTBridge Progress Monitoring</i></p>
6-12	<p style="text-align: center;"><b>X</b>  <b>2023-2024</b>  <i>ELA General Education Curriculum</i>  <i>Reading Intervention Curriculum</i></p>		<p style="text-align: center;"><b>X</b>  <b>2023-2024</b>  <i>FASTBridge Screening</i>  <i>FASTBridge Interventions</i>  <i>FASTBridge Progress Monitoring</i></p>	

**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:



<p><b>Goal 1: Academic Excellence:</b> 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:</p>	
Pre-K	<ul style="list-style-type: none"> <li>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.</li> <li>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.             <ul style="list-style-type: none"> <li>Fidelity focus for 23-24 SY: GOLD Assessment (fall), teacher/child relationships (winter), and structure (spring)</li> </ul> </li> </ul>
Elementary	<ul style="list-style-type: none"> <li>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.</li> <li>Edina’s Tier 1 Commitments are linked <a href="#">here</a>.</li> <li>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.</li> <li>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.</li> </ul>
Winter	<ul style="list-style-type: none"> <li>Per the MN READ Act, MDE and CAREI released a short list of approved, evidence-based</li> </ul>

Update	<p>curricula. Many companies are submitting their programs for reconsideration. This process will take until mid May. The K-5 team will resume a more rigorous curriculum review this winter. This process will follow Implementation Science and will be grounded deeply in data and research.</p> <ul style="list-style-type: none"> <li>● The Tier 1 Commitments continue to be implemented through job-embedded professional learning, classroom visits, Professional Learning Collaboration (PLCs) and district-led professional development. All sites are implementing the Tier 1 Commitments.</li> </ul>
Secondary	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>
Winter Update	<ul style="list-style-type: none"> <li>● On January 8th, 2024, the new 9-12 ELA courses proposed in phase 1 were approved by the Edina School Board. The planning and preparation is now underway. This includes curriculum writing, text selection and creating the scope and sequences for each course.</li> <li>● The 6-8 Literacy Lead team is piloting an evidence-based curriculum for English Language Arts. The team will use the experience to determine if a recommendation will be made to implement the program. If the recommendation is made and approved, the ELA departments in both middle schools will implement the program starting in 2024-2025. The process is intentionally aligning middle school programming to the Science of Reading, to our Pre-K-5 implementations, and 9-12 course development.</li> </ul>

<p><b>Goal 2: Multi-Tiered Systems of Support (MTSS) Ensuring Equity and Inclusion for ALL Learners:</b></p> <p>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.</p>	
Pre-K	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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).</li> </ul>
Elementary	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites.</li> <li>● Progress monitoring will occur starting in October for all students who are receiving an intervention. This will allow teachers to ensure instruction is impacting students as intended.</li> </ul>



<p>Winter Update</p>	<ul style="list-style-type: none"> <li>All students were screened in the winter with the FASTBridge assessments. The data is being used to update programming for students. This might mean a student is exited from an intervention because the student has met or exceeded the benchmark, the student might receive a new intervention or a current intervention might be adjusted if adequate growth is not shown in winter data.</li> </ul>
<p>Secondary</p>	<ul style="list-style-type: none"> <li>The Middle Schools are using the FASTBridge winter screener to adjust and intensify interventions. A data protocol is being used to exit students from interventions if they have met benchmarks. Teachers are then using the Screening to Intervention Report to identify students who need support.</li> <li>The Middle Schools are using the FASTBridge winter screener to identify skill areas that need additional support. Vocabulary and comprehension are surfacing as areas of need. Teachers are working with their PLCs and Literacy Coaches to build in instructional strategies to enhance the development of these areas.</li> <li>Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites.</li> <li>The middle schools have coaching structures in place to ensure teachers have the resources and understanding to implement the interventions.</li> <li>EHS has 2 additional College Reading Readiness sections for 9th grade. The enrollment is informed by the FASTBridge Universal Screener.</li> <li>EHS 9th Grade ELA teachers are using the data from the universal screener to focus on 2 specific standards: New 2020 Standards:</li> </ul> <p>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).</p> <p>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.</p> <p>The focus will be on building academic vocabulary for all 9th grade, Pre AP students.</p>
<p>Winter Update</p>	<ul style="list-style-type: none"> <li>Tier 1 instruction adjustments were made based on winter data: During 9th grade Collaborative Team meetings, teachers discussed the importance of vocabulary. After reviewing the data, the team decided to layer the instructional focus of mature vocabulary onto the academic vocabulary that has historically been taught.</li> <li>English teachers will provide tests and retakes to the College Reading Readiness teacher so that there is an alignment and support for students on summatives that are taking place in English 9.</li> <li>10<sup>th</sup> grade interventions are being considered. Staffing and resource allocation are being reviewed to determine if there is the capacity to layer on additional College Reading Readiness.</li> <li>9th-10th grade students are being screened 3x per year. This data is being used to inform instruction and supports for students through the general ELA classroom.</li> <li>Tier 1 ELA teachers in 6-12 are being supported through intentional coaching to infuse intervention support into general ELA courses.</li> </ul>

**Goal 3: Purposeful Assessment and Data Systems**

Pre-K	<ul style="list-style-type: none"> <li>● <b>Teaching Strategies GOLD</b> 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.</li> <li>● <b>preLAS Early Learning Language Assessment</b> 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.</li> <li>● <b>PELI (Preschool Early Literacy Indicators)</b> 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.</li> </ul>
Elementary And Secondary	<ul style="list-style-type: none"> <li>● <b>FASTBRidge</b> is the district-wide tool used for Universal Screening. <ul style="list-style-type: none"> <li>○ Just under 7,000 students have been screened with the FASTBridge Universal Screener this fall.</li> <li>○ 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.</li> <li>○ The data is being used at ALL sites to adjust instruction in response to the data.</li> </ul> </li> <li>● 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.</li> <li>● 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.</li> </ul>
Winter Update	<ul style="list-style-type: none"> <li>● <b>The winter window was open mid-December until February 2nd. The data is being used to make adjustments for students moving into the second semester.</b></li> </ul>

<p><b>Goal 4: Professional Excellence:</b> 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 &amp; Keating, 2009). Professional development involves systematic, sustainable, and positive changes in the practices of teachers and leaders.</p>	
Pre-K	<ul style="list-style-type: none"> <li>● <b>Creative Curriculum Implementation</b> (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.</li> <li>● <b>Pyramid:</b> 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.</li> <li>● <b>LETRS cohort 23-24:</b> 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</li> </ul>

	<p>cohort meetings. As of 2023, there are 22 ELC staff members enrolled in LETRs.</p> <ul style="list-style-type: none"> <li>● <b>Heggerty Early Learning:</b> Ongoing training is offered to support implementation of Heggerty with the 3s and 4s classrooms for the 23-24 SY</li> <li>● <b>preLAS:</b> 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.</li> </ul>
Elementary	<ul style="list-style-type: none"> <li>● Our first cohort of 22 teachers <i>completed</i> all 8 Units of LETRs training!</li> <li>● 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. <i>LETRS</i> teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.</li> <li>● 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.</li> <li>● 1:1 coaching is also part of the professional excellence in Edina Public Schools. Each literacy coach has 3 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.</li> <li>● K-2 staff participated in professional learning that aligned LETRS to our current resources.</li> </ul>
Winter Update	<ul style="list-style-type: none"> <li>● There are currently over 350 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 evidence based instruction. <i>LETRS</i> teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.</li> <li>● 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. This includes 4th and 5th grade classroom teachers, ELA teachers in grades 6-8 and the 9th grade College Reading Readiness teacher at Edina High School.</li> <li>● February 20th is a day dedicated to the professional learning of our staff. The focus will largely be on literacy. Breakout sessions for grades K-3, ASPIRE training and collaboration in grades 4-8 and implementation training for the ELA teachers at Edina High School, will all focus on evidence-based best practices in literacy.</li> </ul>
Secondary	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● The district-wide professional development this year for all secondary is focused on Culturally Proficient Instruction through 2 different pathways:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Engagement - this includes CLRT strategies and AVID strategies</li> <li>○ Differentiation - this includes FASTBRidge, ML and Special Education data dives to inform instructional strategies to scaffold for students.</li> <li>○ Why: The purpose of this time together is to establish clarity and a shared understanding of our commitment to our students from the <b>lens of equity</b>, specifically our Multilingual Learners. The content of the session will connect strongly to the <b>Vision and Mission of EPS</b>.</li> </ul>
Winter Update	<ul style="list-style-type: none"> <li>● Intentional coaching by Sarah Burgess, Rosie Rink and Katie Higgins supports teachers in using the data, learning the interventions and progress monitoring.</li> <li>● The FASTBRidge winter window is a critical time for teams to reflect on student growth. Teams are collaborating with coaches and support staff to ensure students are on track to meet targets by spring.</li> <li>● The middle school ELA team is reviewing a comprehensive ELA program. The goal is to make a recommendation by this spring.</li> <li>● February 20th is a day dedicated to the professional learning of our staff. The focus will largely be on literacy for the ELA teams. <ul style="list-style-type: none"> <li>○ ASPIRE training and collaboration will occur for teachers in grades 4-8.</li> <li>○ Implementation training for the ELA teachers at Edina High School, will focus on evidence-based best practices in literacy.</li> </ul> </li> </ul>

<b>Goal 5: Collaborative Leadership</b>	
Pre-K	<ul style="list-style-type: none"> <li>● The Early Learning Center has a Literacy Leadership Team representative of the staff. This team provides leadership and has adopted a <a href="#">sustainability plan</a> to guide the work. LLT Site Goals for the 23-24 SY: <ul style="list-style-type: none"> <li>○ Implementation of sound walls in classrooms</li> <li>○ Training and administering of the preLAS language assessment</li> <li>○ Embedding Early Learning Corps and the PELI and EMI assessments into full day preK classrooms</li> <li>○ Implementing Heggerty resources for preschool classrooms to enhance phonemic awareness skills and better bridge to the elementary sites.</li> </ul> </li> </ul>
Elementary	<ul style="list-style-type: none"> <li>● The Edina Literacy Leadership Team consists of 2-3 teachers and/or administrators from each site. There is representation from the following areas: <ul style="list-style-type: none"> <li>○ All grade levels K-5</li> <li>○ Special Education</li> <li>○ ML</li> <li>○ Media</li> <li>○ Immersion</li> </ul> </li> <li>● The purpose of the team is to: <ul style="list-style-type: none"> <li>○ build collective ownership as we advance the implementation of the PreK-5 Comprehensive Literacy Plan</li> <li>○ strengthen and support Site Based Leadership with advancing and implementing the PreK-5 Comprehensive Literacy Plan</li> <li>○ 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).</li> </ul> </li> </ul>

	<p><b>Essential Duties and Responsibilities:</b></p> <ul style="list-style-type: none"> <li>● Actively develop knowledge and skill in reading and ELA instruction, and formal and informal literacy assessment; commits to ongoing professional growth</li> <li>● 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</li> <li>● Model a commitment to learn, integrates the literacy culture and current research based instruction practices into their daily practice.</li> <li>● Align teaching and learning to the goals of the PreK-12 Comprehensive Literacy Plan to be a model and support for peers.</li> <li>● Collaborate with the School Leadership and the Literacy Coaching team</li> <li>● Collaborate with colleagues to build trust and collective ownership in the PreK-12 Comprehensive Literacy Plan</li> <li>● Model effective literacy instruction in classrooms with colleagues</li> <li>● View data often to make decisions about instruction and student needs</li> </ul>
<p>Winter Update</p>	<ul style="list-style-type: none"> <li>● The Literacy Lead Team continues to meet. The focus of the team is on reviewing our current resources and recommending updates to ensure alignment to the Science of Reading evidence based instruction in alignment with MN READ Act legislation</li> <li>● Sandra Harley and Karrie Duncan continue to transform literacy instruction through the use of job-embedded Professional Development. The following list is an example of the many ways they are helping grow literacy leaders in Edina: <ul style="list-style-type: none"> <li>○ PLC facilitation</li> <li>○ Data meeting facilitation</li> <li>○ Classroom visits with pre and post visits for reflection</li> <li>○ 1:1 mentoring</li> </ul> </li> </ul>
<p>Secondary</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● The duties of the design team will be to: <ul style="list-style-type: none"> <li>○ use a proven 6 phase process using Implementation Science to build upon current best practices in Edina and to consider opportunities for improvement.</li> <li>○ 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.</li> </ul> </li> </ul>
<p>Winter Update</p>	<ul style="list-style-type: none"> <li>● Rosie Rink and Katie Higgins are providing invaluable support for teachers in the area of literacy. The leadership they provide around using FASTBridge to inform instruction is a continuous part of the work being done at both middle schools.</li> <li>● Leigh Ann Feily has provided invaluable help to the teachers at Edina High School. Working together, they were able to create a system around reading intervention at Edina High School. This system has allowed for data-based decision making.</li> <li>● Leigh Ann also modeled phonics diagnostic screening in the reading classroom to appropriately match students into the right interventions.</li> <li>● Leigh Ann Feily has provided data-based decision making support to the College Reading Readiness team. Using a variety of data sources such as FASTBridge</li> </ul>

screening, course grades, historical MCA data, teacher input, and student input the team created a comprehensive way to determine which students should move into the College Reading Readiness course at semester two as well as which students had made enough growth in the course to return solely to tier one instruction.

## Goal 6: Community Partnerships

Pre-K	<ul style="list-style-type: none"> <li>● The MLLT (multilingual leadership team) meets monthly to focus on finding ways to better serve our ML students and families at the ELC</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>
Elementary	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>
Winter Update	<ul style="list-style-type: none"> <li>● 5 out of the 6 elementary sites will be hosting a Science of Reading night for their families. This is sometimes done in partnership with their PTOs. The evening is focused on showcasing the many ways the Science of Reading is living in classrooms at the elementary level. The MN READ Act and the Edina Comprehensive Literacy Plan, and an overview of the Science of Reading are among the topics covered in the family nights.</li> <li>● The EdFund continues to be a strong partner in our literacy programming. Edina would NOT be seeing the same progress in teacher efficacy or student growth without their support.</li> </ul>
Secondary	<ul style="list-style-type: none"> <li>● Since 2019, district media specialists have provided reading suggestions for students and families via the <a href="#">Edina Grows Readers website</a>. It is updated monthly.</li> </ul>
Winter Update	<ul style="list-style-type: none"> <li>● In the first semester, students enrolled in the College Reading Readiness Course received an email home the week of 12/18/23 providing them with an update about their FastBridge scores and performance in Pre-AP English 9 and College Reading Readiness.</li> <li>●</li> </ul>



- On 12/22/23, students in College Reading Readiness were asked to reflect upon and respond to that email. They were instructed to “reply all” and let the teacher, counselor, and family know whether they agreed/disagreed with the recommendation.
- Students recommended for the second semester of the CRR course also started receiving emails home the week of 12/18/23 (this work has continued through present).
- CRR received a PTO grant of \$500 to purchase graphic novels. Grant request and explanation is linked [here](#).
- The EdFund continues to be a strong partner in our literacy programming. Edina would NOT be seeing the same progress in teacher efficacy or student growth without their support.

### **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.

### **Fall 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.

### **Winter Celebrations:**

- ❖ 81% of K-1 students are achieving Typical or Aggressive growth from fall to winter on the earlyReading assessment.
- ❖ Grades K-3 have shown an increase in proficiency 5%-7%
- ❖ 76% of 2nd-3rd graders are achieving Typical or Aggressive growth from fall to winter on the R-CBM assessment.
- ❖ 10 students moved up and out of the high risk category in 4th grade.
- ❖ 32% of students enrolled in 9th grade College Reading Readiness exited the course after 1st semester based on performance.

### **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.

### **Winter Target Areas of Support to Continue to Improve Student Outcome Data:**

- Grades K-10: Data will be used to update intervention plans for students in grades K-10.
- Grades 6-10: Data will be used to determine enrollment into intervention flex and College Reading Readiness Courses at the secondary level.

- Grades PreK-10: Progress monitoring will continue for all students receiving an intervention in grades PreK-10.
- Grades 4-10: Professional Learning and coaching will focus on Tier 1 in grades 4-10. This will include an emphasis on differentiation and vocabulary and comprehension strategies.

### **Next Steps for PreK-12 Comprehensive Literacy Plan Continued Implementation:**

#### **Continue to 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 and spring 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.

#### **Continue to Take Action**

- ❖ Special Education and reading specialists will now be enrolled in LETRs to align with the 2027 READ Act Timeline.
- ❖ Continue ASPIRE training for grades 4-5 and begin for 6-8th grade 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.



## 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**

PREVIEW COURSE

Sample of an ASPIRE Bridge to Application Resource:

Lexia ASPIRE PROFESSIONAL LEARNING		Bridge to Application: Resources Fluency: The Bridge to Comprehension	
<b>Sample Wide-Reading Fluency-Oriented Reading Instruction (Wide FORI) Lesson Plan Template</b>			
Day	Wide FORI Steps	Plan	
1 (35-40 minutes)	<p><b>Introduce first text:</b> Pre-reading activities such as vocabulary, building background knowledge and motivation, and making predictions.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>ordinary: normal, something that is not special (e.g., I got dressed and ate breakfast. It was an ordinary morning.)</li> <li>rejected: when someone or something is not accepted (e.g., I applied for a job at the store, but I was rejected.)</li> </ul> <p><b>Building Motivation</b></p> <p>Talk with your partner about a time that you felt lonely or left out.</p>	<p><b>Text</b> <i>The Quite Ordinary and Lonely Crow</i></p>	
	<p><b>Read aloud:</b> Read the text as the students follow along on their own copies.</p> <p><b>Discussion:</b> Focus on comprehension.</p>	<p>n/a</p> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>How did the crow feel when he was sewing the colorful feathers to his tail?</li> <li>How did the crow's feelings change during the story?</li> <li>Why did the author call the crow an "ordinary" crow?</li> </ul>	
2 (25-30 minutes)	<p><b>Echo reading:</b> 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.</p>	<p><b>Think-Alouds to Model</b></p> <ul style="list-style-type: none"> <li>Use prior knowledge to make an inference about the crow's feelings.</li> <li>Think about the author's purpose.</li> </ul> <p><b>Vocabulary Strategies</b></p> <ul style="list-style-type: none"> <li>grandest: Point out the suffix -est and model using base word and suffix to derive meaning of an unfamiliar word.</li> </ul>	

<b>Sample Wide-Reading Fluency-Oriented Reading Instruction (Wide FORI) Lesson Plan Template (cont.)</b>		
Day	Wide FORI Steps	Plan
3 (30-40 minutes)	<p><b>Extension activities:</b> first text (e.g., graphic organizers, discussions, vocabulary development, written responses)</p>	<p><b>Extension</b></p> <ul style="list-style-type: none"> <li>Have students complete a story arc graphic organizer and use it to write a 4-5 sentence summary of the text.</li> </ul>
4 (25-30 minutes)	<p><b>Echo reading:</b> second text</p> <p><b>Discussion and close reading:</b> second text</p>	<p><b>Text</b> <i>Three Wishes</i></p> <p><b>Discussion Points/Questions</b></p> <ul style="list-style-type: none"> <li>What does the author mean when they say, "That was the last straw"?</li> <li>Notice the words that the author used to describe the fisherman's wife.</li> <li>Why did the author use those words to describe her and her actions?</li> <li>Use context clues to determine the meaning of the word criticize.</li> </ul>
	<p><b>Partner reading:</b> second text (time permitting)</p>	<p><b>Partner Pairings</b> Jesus/Jessica, Emily/Nathan, Chloe/Isaac, Mohammed/Jesse, Kavish/Edward, Jay/Melissa</p>
5 (25-30 minutes)	<p><b>Echo reading:</b> third text</p> <p><b>Discussion and close reading:</b> third text</p>	<p><b>Text</b> <i>The Crow and the Pitcher</i></p> <p><b>Discussion Points/Questions</b></p> <ul style="list-style-type: none"> <li>What is the problem in the story?</li> <li>Explain the meaning of the word quench.</li> <li>What lesson do you think the author wants us to learn from the story?</li> </ul>
	<p><b>Partner reading:</b> third text (time permitting)</p>	<p><b>Partner Pairings</b> Jesus/Jessica, Emily/Nathan, Chloe/Isaac, Mohammed/Jesse, Kavish/Edward, Jay/Melissa</p>

(Adapted from Kuhn, 2020)

Appendix B:



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.	<ul style="list-style-type: none"> <li>● Initial CPSS Training</li> <li>● Implementation Support</li> </ul>	<ul style="list-style-type: none"> <li>● CPSS Cohorts</li> <li>● CPSS Symposium</li> <li>● Job-Embedded PD</li> </ul>
Multi-Tiered Systems of Support (MTSS)  MTSS 2023-2024 <a href="#">Staff "I Can" Statements</a>	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,	Focus Area: <b>Structure for Support</b> <ul style="list-style-type: none"> <li>● Develop a common understanding of MTSS</li> <li>● Data Discussion Protocols/Teams</li> <li>● Tier 2 and Tier 3 Systems</li> </ul> Focus Area: <b>Data Driven Instruction</b> <ul style="list-style-type: none"> <li>● FASTBridge (K-9)</li> <li>● Accessing and using multiple data points to meet the needs of each and every student (K-12)</li> </ul>	<ul style="list-style-type: none"> <li>● Professional Development Days</li> <li>● Targeted Coaching</li> <li>● <i>Elementary Monthly Grade Level Meetings *Optional offering</i></li> </ul> <ul style="list-style-type: none"> <li>● PLC Meetings</li> <li>● Targeted Coaching</li> <li>● Professional Development Days</li> <li>● <i>Elementary Monthly Grade Level Meetings *Optional</i></li> </ul>

	<p>identify solutions and support each and every student.</p>	<p><b>Focus Area: Tier 1 Instructional Responses</b></p> <ul style="list-style-type: none"> <li>● Differentiated Instructional Strategies for all students <ul style="list-style-type: none"> <li>○ Multilingual Students</li> </ul> </li> <li>● Literacy LETRS (K-3)</li> <li>● Literacy ASPIRE (4-5)</li> <li>● Curricular Implementations <ul style="list-style-type: none"> <li>○ Mystery Science (K-5)</li> <li>○ Biology, Chemistry, Physics (9-12)</li> </ul> </li> </ul>	<p><i>offering</i></p> <ul style="list-style-type: none"> <li>● LETRS cohorts</li> <li>● ASPIRE Cohorts</li> <li>● Content Team Planning</li> <li>● Professional Development Days</li> <li>● Targeted Coaching</li> <li>● <i>Elementary Monthly Grade Level Meetings *Optional offering</i></li> </ul>
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VI.B. Teacher Evaluation and Alternative  
Compensation Program Memorandum of  
Understanding: Reauthorization



**Board Meeting Date:** 2/12/2024

**Title:** Teacher Evaluation & Alternative Compensation Program Memorandum of Understanding: Reauthorization

**Type:** Discussion

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; Libby Sandvick, Teacher Evaluation Program Facilitator; Debi Kregel, Special Education Teacher at Concord Elementary

**Description:** Every two years the Teacher Evaluation/Alternative Compensation Memorandum Of Understanding must be reauthorized by both Edina Public Schools and the Education Minnesota Edina. According to the MOU (22.B), *“The intent of both the District and EM/E is to review and re-approve the MOU and teacher evaluation program in two-year increments. Such renewal shall occur no later than May 1 in the spring preceding the expiration of the agreement.”*

Our Teacher Evaluation program is aligned with the requirements outlined in statute for both Teacher Evaluation (122A.40) and Quality Compensation (Statute 122A.414). It is the Quality Compensation revenue that funds Teacher Evaluation.

The MOU Reauthorization Committee (three district- and three EM/E-appointed members) reviewed stakeholder data, budget projections and current practice. At this time, the committee is recommending the changes outlined in the MOU Summary of Changes document. The large impact changes are minimal, but include prorating the Professional Growth Plan incentive for probationary teachers and reinvesting that savings in our mentor program through increased expectations and compensation for mentors; and a shift in the non probationary teacher observation process which will allow for more flexibility in scheduling observations with Peer Coaches for teachers. Additional changes/adjustments to the MOU are identified in the Summary of Changes Document.

**Recommendation:** Review the proposed changes to the Teacher Evaluation MOU for discussion. Action will occur at the April 8, 2024 Board Meeting.

**Desired Outcomes from the Board:** Review the information and provide feedback.

**Attachments:**

[Board Presentation](#)

### **Teacher Evaluation MOU Reauthorization Committee:**

Jody De St. Hubert, Director of Teaching and Learning  
Libby Sandvick, Teacher Evaluation Program Facilitator  
Michael Pretasky, Assistant Principal - Edina High School  
Chris Holden, Principal - Normandale Elementary  
Jason Dockter, President Education Minnesota Edina  
Debi Kregel, Special Education Teacher - Concord Elementary

### **2023-2024 Timeline:**

- September - December: MOU Committee Meetings
- October 10: T&L Board Committee
- January 11: EM/E Governance Board Meeting - Discussion
- January 16: School Board Work Session
- February 12: School Board Meeting - Discussion
- March 14: EM/E Governance Board Meeting - Action
- April 8: School Board Meeting - Action

### **PROGRAM OVERVIEW**

Quality Compensation law (Q Comp) was created by Tim Pawlenty and enacted through a bipartisan agreement in the Minnesota Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design a plan that meets the four components of the law. The four components under Q Comp include Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, and Performance Pay and Alternative Salary Schedule.”  
(<https://education.mn.gov/MDE/dse/edev/qc/>)

Edina became a Q Comp district in 2008. In Edina, we call our Q Comp program Alternative Compensation (Alt Comp). All salaried, Title 1, and ECFE teachers (defined as a teacher in Minn. Stat. §179A.03, Subd. 18, of PELRA and the Agreement between the District and EM/E) are required to participate in the Alt Comp program, unless specifically noted otherwise. We currently have six Peer Coaches who work with the district’s non-probationary teachers to fulfill program requirements. Administrators (both district- and site-level) work with probationary teachers.

As a Q Comp district, we receive \$260/student (\$169 per student in state aid and \$91 per student in board-approved levy) for the program. (Over the past three years, the state’s funding has averaged 99.89%.) The program’s budget is responsible for coach and facilitator salaries and benefits, performance incentives, and other minor costs associated with program implementation. Teachers are eligible for an \$1,721 incentive based upon successful completion of observations, student learning goal creation and implementation, and site goals based on standardized assessments.

In 2014, Minnesota Statute 122A.40 required all Minnesota school districts “to develop, support

and improve teachers and teaching practices, improve student learning and success, and provide all enrolled students with equitable access to more effective and diverse teachers.” Districts, through joint agreement with the local teacher union, must design and implement a local teacher development and evaluation model or use the state model.

Our Teacher Evaluation program is aligned with the requirements outlined in statute for both Teacher Evaluation (122A.40) and Quality Compensation (Statute 122A.414). It is the Q Comp revenue that funds Teacher Evaluation.

Every two years the Teacher Evaluation/Alt Comp MOU must be reauthorized by both Edina Public Schools and the Education Minnesota Edina. According to the MOU (22.B), *“The intent of both the District and EM/E is to review and re-approve the MOU and teacher evaluation program in two-year increments. Such renewal shall occur no later than May 1 in the spring preceding the expiration of the agreement.”*

**Program Survey Results:**

Every spring the program collects survey data from all staff. In addition to the annual review questions, the Spring 2023 survey included questions of non-probationary staff related to program reauthorization.

**Notable Survey Results**

- My participation in the Teacher Evaluation program supported my professional growth as a teacher this year.  
**93.6 percent of teachers responded agree or strongly agree**
- My participation in the Teacher Evaluation program supported my efforts to positively impact students’ engagement, participation and achievement this year.  
**95.5 percent of teachers responded agree or strongly agree**

What elements of the program do you value? Please rank the following elements in order of value to you making only one selection per column. 1 is HIGH value and 5 is LOW value. (n=317)

Element	Rank
Pre-Observation Conference	5
Post-Observation Conference	2
Reflective Conference	3
Full-year student learning goal	4
Choice in focus of Student Learning Goal	1

According to statute, our program must include the elements listed below. If we



made changes to the program structure, what elements of the program should be reviewed and refreshed? (check all that apply) (n=277)

Observation structure (pre/post conference length, format. etc.)	36.1%
Observation frequency (number of observations or timing during the year)	39.0%
Summative evaluation every three years	23.1%
Student learning goals	21.7%
Site goals based on standardized assessments	54.9%

If the incentive payout to teachers were to further decrease, what changes to program expectations seem reasonable? (check all that apply) (n=305)

Decreasing the number of observations	78.7%
Changing the structure of observations	32.1%
Awarding the SLG incentive based on achieving the goal	8.5%
Prorating incentives based on a teacher's FTE (0.5 FTE earns 50% of the incentive)	49.8%
Tiered incentives for probationary teachers (a teacher would earn a percentage of the full incentive each year of probation)	18.7%

How important is it to you to have the following elements of the program (Likert Scale): (n=311)

Element	Importance			
	Extremely	Very	Important	Not
Choice in Year 3 Administrator Event (observation or reflective conference)	33.7%	25.2%	23.9%	17.2%
Reflective Conversation as an observation option with your Peer Coach	43.2%	34.2%	16.1%	6.5%
Selecting your descriptors each year (as opposed to being assigned each year)	35.4%	28.6%	19.3%	16.7%
Having a Peer Coach assigned to you each year (instead of a new coach each year)	54.7%	26.7%	12.5%	6.1%

Alignment between your Site Goals and SLG	16.1%	25.7%	25.1%	33.1%
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**Budget Concerns:**

During the 2022-2023 school year, the Teacher Evaluation Committee was charged with reducing \$200,000 from the Q Comp Budget. The decision was made to reduce the number of Peer Coaches by one (1) and reduce the Site Goal Incentive from \$90 to \$1. These changes were approved by the EPS School Board on April 17, 2023 through an amended MOU.

The Committee was mindful of the budget and continued to explore ways we may strengthen the longevity of the program’s budget.

**Recommended areas with changes for reauthorization**

- Addition of language specific to Tier 1 and Tier 2 licensed teachers
- Non probationary teacher observation structure and frequency
- Reimagine Mentoring and Induction for Probationary Teachers
  - Reduction of incentive pay for probationary teachers
  - Use reduction to add mentor professional development and additional mentor supports for probationary teachers
- Cleaning up language to better reflect best practice and address concerns raised over the period of the 2022-2024 MOU.(e.g.deadlines, final performance ratings with multiple observers, performance assistance levels, etc.)

Specifics on each proposed change can be found in detail below:

**Teacher Evaluation Memorandum of Understanding (MOU) 2024-2026  
Summary of Recommended Changes - DRAFT**

Changes	Rationale/Explanation
<p><b>Program Principals:</b> A commitment to incorporating <u>the Tools of Cultural Proficiency</u> <del>a lens of racial equity</del> in the implementation of the teacher evaluation program. (1.A.f)</p> <p>Using a variety of <del>tools and</del> methods to evaluate teachers. (1.C.b)</p>	Aligns with current practice in Edina
<p><b>Participation:</b> All <del>salaried, Title 1, and ECFE</del> teachers (defined as a teacher in Minn. Stat. §179A.03, Subd. 18, of PELRA <del>and</del> <u>or</u> the <del>Master</del> Agreement between the District and EM/E) are required to participate in the teacher evaluation and Alt Comp programs, unless specifically noted otherwise. (4)</p>	Align language with Agreement between the District and EM/E.

Teachers who hold Tier 1 or 2 teaching license shall be eligible for incentive payments, or portions thereof, for which they are entitled according to this MOU pending successful accomplishment of the stated goals. (4.C)

Part-time teachers shall be eligible for all incentive payments, or portions thereof, for which they are entitled according to this MOU ~~at the full amounts~~ pending successful accomplishment of the stated goals. (4.D)

The District will not award incentive payments to probationary teachers who are non-renewed for performance issues. To deny an incentive payment, (1) the District must comply with the timelines outlined in this Memorandum providing notice to the teacher about performance concerns, and (2) the teacher must receive notice, from their administrative evaluator, that their non-renewal is for performance concerns. This notice must also be communicated to the Program Facilitator. (4.G)

**Observation (PGP) Incentive for Probationary and Tier 1- or Tier 2-Licensed Teachers** (5.B.a)Probationary teachers are eligible to earn a prorated incentive based on their probationary year. (The incentive available for non-probationary teachers is \$1448):

Probationary Year	Prorated Value	Value
Year 1 of 3	25%	\$362
Year 2 of 3	50%	\$724
Year 3 of 3	75%	\$1086
Year 1 of 1	75%	\$1086
Tier 1 or Tier 2	25%	\$362

Probationary and Tier 1 or 2 licensed teachers' incentive to do well in Edina is founded in their hope to continue employment. They will still be eligible for the full incentive associated with the Student Learning Goal (\$272). The money saved from the reduction in incentive payments will be reinvested into our Mentoring and Induction Program. Probationary teachers will be the beneficiaries of the reinvestments of the incentive funds.

Impact on Program Budget (assuming probationary teacher numbers remain constant across probationary years):

Year	Probationary Teacher Total* Incentive Costs	Difference from 2023-2024
2023-2024	\$270,197	n/a

<p>Note: <u>All teachers who were probationary during the 2023-2024 school year will be eligible for a full PGP incentive for the duration of this MOU (2024-2026).</u> (5.B.a.ii.5)</p> <p><u>All Tier 1 and 2 Licensed teachers who participated in Teacher Evaluation during the 2023-2024 school year will be eligible for a full PGP incentive for the duration of this MOU (2024-2026).</u> (5.B.a.iii.2)</p> <p>Probationary teachers are eligible for all Edina Alt Comp incentives, <u>or portions thereof, for which they are entitled according to this MOU pending successful accomplishment of the stated goals:</u> (9.N)</p> <p>a. PGP: A teacher must complete at least three observations and be “proficient” in at least five performance descriptors, <u>as identified by the Summative Report ratings over the course of the school year</u> (9.N.a)</p>	<table border="1" data-bbox="901 205 1544 394"> <tr> <td>2024-2025</td> <td>\$198,159</td> <td>\$72,038</td> </tr> <tr> <td>2025-2026</td> <td>\$177,887</td> <td>\$92,310</td> </tr> <tr> <td>2026-2027</td> <td>\$165,579</td> <td>\$104,618</td> </tr> </table> <p>*Includes PGP, SLG and Site Goal</p> <p>Savings in incentives over the 2024-2026 MOU = \$164,348</p> <p>A portion of this savings will be reinvested in the mentoring program for first year Edina teachers.</p>	2024-2025	\$198,159	\$72,038	2025-2026	\$177,887	\$92,310	2026-2027	\$165,579	\$104,618
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2026-2027	\$165,579	\$104,618								
<p><b>Addressing Performance Concerns:</b> It is the responsibility of the peer coach or supervisor(s) to address concerns about the teacher’s achievement of the PGP or SLG no later than <u>the end of semester one February 45.</u> (5.B.d)</p>	<p>Changing the date allows teachers more time to show improvement in their performance.</p>									
<p><b>Administrator Responsibility:</b> <u>For probationary teachers, it is the responsibility of the administrative evaluator to ensure program requirements are scheduled and completed in accordance with timelines outlined in this memorandum.</u> (5.B.f)</p>	<p>Administrators need to initiate the process with their probationary teachers, ensuring they have an opportunity to complete program requirements.</p>									
<p><b>Multiple Evaluators:</b> <u>For teachers who are assigned multiple evaluators within a single academic year, PGP ratings will be determined by consensus between the evaluators.</u> (7.B.e, 9.M. )</p>	<p>Provides expectations of Administrators when multiple evaluators are assigned to a teacher.</p>									

<p><b>Professional Growth Plans - Non Probationary</b></p> <p>A teacher will have at least two observations during the school year, <del>and a third experience,</del> as articulated in the Observation Framework. (7.A.g.i)</p> <p>A teacher must be “proficient” in at least five performance descriptors, <u>as identified by the end-of-year PGP performance rating,</u> <del>over the course of the school year</del> to qualify for the Alt Comp PGP incentive. (7.A.g.ii)</p>	<p>The change in these options from past practice is the elimination of observation Round 3. For the past four years, Round 3 was a reflective conference on the implementation of new learning. Rather than eliminating this option completely, teachers will complete one reflective conference, specific to descriptor 4 (Implements current research in curriculum, content-area knowledge, and instructional practices in instructional preparation), every three years with their Peer Coach.</p> <p>Teachers continue to have choice in Round 2 (Formal observation or multiple mini-observations) and choice in the Administrator event.</p>
<p><b>Non-Probationary Teacher Observation Timeline:</b> The first round of observations will be completed by the end of semester 1 and the second round will be completed by April 30. (8.E.b)</p>	<p>Allowing for additional time for the two observation cycles will provide teachers greater opportunity to schedule conferences and observations with their Peer Coaches.</p>
<p><b>Elimination of language specific to Peer Observations</b> (8.F.d)</p> <p><del>If an observation was conducted by a peer, a peer coach shall be part of the post-observation conference to facilitate the conversation and to record information as necessary. The peer coach shall be the sole individual responsible for recording and submitting required documentation; peers who participate in observations shall not be required to submit the content of their observations to the District.</del></p>	<p>Peer observation (one classroom teacher observing another classroom teacher) will no longer be an option available to non-probationary teachers as part of our program.</p>
<p><b>Language update related to non-continuing contract positions:</b> After three years, probationary teachers, hourly, <del>and Tier 1 licensed teachers</del> <u>and other teachers (such as Occupational Therapists and Physical Therapists)</u> who do not meet the statutory requirements of continuing contract, will be assigned a peer coach. If a teacher and the District agree to have the probationary period extended, the teacher must be assigned an administrator to complete the teacher evaluation process. (9.E)</p>	<p>Aligns with current practice.</p>

<p><b>Tier 1- and 2- licensed teachers</b> <u>will cycle through the probationary ‘focus’ descriptors for years 1-3. If they maintain their Tier 1 or 2 license in years four through eight, they will continue to cycle through the 1/3, 2/3, and 3/3 ‘focus’ descriptors until achieving probationary status. Upon receiving probationary status, they will be assigned the ‘focus’ descriptors associated with their probationary placement.</u> (9.H)</p>	<p>The program needs guiding language addressing Tier 1 and Tier 2 teachers. The number of Tier 1 and Tier 2 teachers has increased and we want to ensure the program meets their unique needs since they are neither probationary nor non-probationary, continuing contract.</p>
<p><b>Student Learning Goal Deadline:</b> The goal must be developed and submitted to the teacher’s assigned evaluator no later than <u>October 15</u> <del>September 30</del>. (12.C)</p> <ul style="list-style-type: none"> <li>a. <u>Teachers who do not submit their goals by October 15 may have their SLG incentive prorated as determined by the Teacher Evaluation Committee.</u></li> <li>b. <u>Teachers hired after the start of the school year will be expected to submit their goal within 5 weeks of hire.</u></li> </ul>	<p>Change of date aligns with current practice and allows for accountability for teachers who do not submit goals in a timely manner.</p>
<p><b>Student Learning Goal Submissions:</b> Adding language which allows for the Teacher Evaluation Committee to award a pro rated incentive to staff who do not submit their SLG in a timely manner. (12.C)</p>	<p>There is language in the MOU indicating when a teacher can earn a prorated incentive due to leave, but not due to missed deadlines.</p>
<p><b>Review of SLG rubric definitions</b> <del>Annually, no later than September 15, the Teacher Evaluation Committee (TEC) will review the definitions of what for each component entails. The TEC may revise the definitions, as necessary, and approve such revisions by a minimum of six of the eight TEC members. Annually, these definitions will be shared with all teachers and evaluators participating in the program. (See Appendix G)</del></p>	<p>Review of these definitions is part of the MOU review process.</p>
<p><b>Student Learning Goals and Professional Growth Plan</b> shall take the place of other</p>	<p>Aligns with current practice.</p>

<p>individual goals required of teachers, <u>unless otherwise allowed for in the MOU.</u>(12.P)</p>	
<p><b>Hiring of Peer Coaches:</b> Peer coaches shall serve three-year terms.; <del>with the exception that one of the coaches hired for 2022-2023 shall serve a two-year term and two will serve a three-year term, as determined by a random draw conducted by the Director of Teaching and Learning.</del> Whenever possible, terms will be staggered to ensure a balance between experienced and new coaches. (13.C.e)</p>	<p>This language was specific to hiring in 2022-2023 and is no longer relevant to the program.</p>
<p><b>Performance Assistance Levels:</b> (14) All qualifying teachers would begin at Level 1. At the end of that year, if they do not successfully complete the Level 1 plan, they would either repeat Level 1 or move to Level 2. Similar decisions would be made at the end of the Level 2 year.</p> <p>New language includes: <u>Teachers placed on an assistance plan shall be eligible for incentive payments, or portions thereof, for which they are entitled according to this MOU pending successful accomplishment of the stated goals.</u> (14.B)</p> <p><u>Teachers on a Level 2 assistance plan may request specific training and support. The TEC shall determine, in consultation with the evaluator, if this training and/or support will be approved and funded through Q Comp.</u> (14.K.e)</p> <p><u>Teachers on a Level 3 assistance plan may request specific training and support. The TEC shall determine, in consultation with the evaluator, if this training and/or support will be approved and funded through Q Comp.</u> (14.L.e)</p>	<p>Past practice: Teachers ‘qualified’ for the Level 1, 2 or 3 Assistance plans based on the number of descriptors at ‘Developing’ or ‘No Evidence’.</p>

<p><b>Teacher Induction and Mentorship:</b>  Teachers new to Edina Public Schools will have <del>up to three</del> <del>two</del> days of new teacher training prior to the start of the school year. The focus of this training will include: (16.A)</p> <p>Consistent with section 5.01.1 of the <del>Master Agreement</del> <u>between the District and EM/E</u>, <u>teachers in their first year of teaching in the District who have less than three full years of full-time, credible teaching experience as determined by the District will be required to participate in the New To Edina Teacher training (NETT) program.</u> <del>during their first year in the District, teachers new to Edina Public Schools with three or fewer years of teaching experience will participate in a program dedicated to topics of interest to newer teachers in Edina. These sessions will be collaboratively planned by the District and EM/E. Teachers with more than three years of experience will be required to participate in specific sessions and may apply for an exemption for remaining sessions.</del> (16.C)</p>	<p>Language now aligns with the Agreement between the District and EM/E</p>
<p><b>Building Dean Mentors</b>  <del>Teachers in their first year in Edina will be assigned a Building Dean Mentor and a Building Peer Mentor (preferably job-alike) from their site.</del> (16.D.a.)</p>	<p>Given the new evaluative role of the Dean, confidential mentor relationships are no longer appropriate. Deans will continue to have a role in new teacher induction.</p>
<p><b>Building Peer Mentors:</b>  Change the name from Building Peer Mentor to Mentor. (16.D)</p> <p>Teachers in their first year in Edina will be assigned a <del>building peer</del> mentor. When possible, the pairing will be based on content and level. Teachers and <del>building</del> mentors will meet monthly for <u>60</u> <del>30</del> minutes. (16.D.b)</p> <p><del>Building Peer</del> Mentors shall be compensated for their time either with a <del>\$5200</del> stipend, <u>one</u> comp day, or through a <del>reduction of supervisory duties.</del> (16.D.f)</p>	<p>Compensation increase will be funded through the savings from reducing the probationary teacher PGP incentives.</p>



<p><b>Compensation for EM/E Representatives on the Appeals Committee:</b> <u>EM/E representatives shall be compensated at their pro rata rate for time outside of the duty day or contract year.</u> (18.E)</p>	<p>Typically, Appeals Hearings are held outside of the day or contract year. This language aligns with past practice.</p>
<p><b>Due Process (20):</b> Change the phrase “Professional Growth Plan” to Teacher Evaluation Program</p>	<p>Aligns with practice.</p>
<p><b>Definition Descriptor 2 - Classroom Teacher (CT)</b> Learning targets are stated as goals reflecting learning and MN <u>or National</u> academic standards. They are accessible for all students in the class and revisited during instruction (Appendix A)</p>	<p>Clarifies definition while maintaining the original intent of the definition and accompanying descriptor.</p>
<p><b>Definition Descriptor 6 (CT and Non-classroom Teacher - NCT)</b>  <b>CT:</b> Communicates high, yet attainable expectations <u>using with clear, and precise, and developmentally appropriate language for all students;</u> structures are in place to guide all students in meeting expectations (Appendix A)   <b>NCT:</b> Communicates high, yet attainable expectations <u>using with clear, and precise, and developmentally appropriate language for all students, families and/or staff;</u> structures are in place to guide all students, families and/or staff in meeting expectations (Appendix A)</p>	
<p><b>Definition Descriptor 14 (CT)</b>  <b>CT:</b> Encourages and motivates students to successfully complete projects, activities or goals <u>to develop a growth mindset</u> (Appendix A)   <b>NCT:</b> Encourages and motivates students/family/staff to successfully complete projects, activities or goals and reflect on progress <u>to develop a growth mindset</u> (Appendix A)</p>	

<p><b>Definition Descriptor 15 (CT and NCT)</b> Provides relevant information to families/partners in a culturally <u>and linguistically</u> responsive manner and is responsive to concerns (Appendix A)</p>	
<p><b>Definition Descriptor 16 (CT and NCT)</b> Collaborates regularly and in a culturally <u>and linguistically</u> responsive manner with district colleagues (Appendix A)</p>	
<p><b>Appendix B: Observation Framework</b> <b>Round 1: Formal Observation</b> <b>Observer:</b> Peer Coach <b>Timeline:</b> October 15 - end of Semester 1</p> <p><b>Round 2: Observation Pathway Options</b></p> <ul style="list-style-type: none"> <li>● Formal Observation(1)</li> <li>● Scheduled Mini Observations (2)</li> <li>● Flexibly Scheduled Mini Observations (3)</li> </ul> <p><b>Observer:</b> Peer Coach <b>Timeline:</b> Start of Semester 2 - April 30</p> <p><b>Other Required Events</b></p> <ul style="list-style-type: none"> <li>● <u>Administrator Event in Year 3: either formal observation or a reflective conference focused on the implementation of new learning</u></li> <li>● <u>Descriptor 4 Conversation: once every three years</u></li> <li>● <u>Student Engagement Survey: once every three years</u></li> </ul> <p><b>Round 3 Pathway Options</b></p> <ul style="list-style-type: none"> <li>● <del>Peer</del></li> <li>● <del>Reflection on the implementation of professional learning experience</del> <ul style="list-style-type: none"> <li>○ <del>PD Session</del></li> <li>○ <del>Book Study</del></li> <li>○ <del>Lesson Study</del></li> <li>○ <del>Data Review Day</del></li> <li>○ <del>National Board Certification</del></li> </ul> </li> <li>● <del>Round 2 Pathway Options</del></li> </ul>	
<p><b>Appendix F: Descriptor 4 Conversation, Portrait of a Well-Rounded Edina Graduate, Prep Time, and Tools of Cultural Proficiency</b> will be added to the Glossary of</p>	<p>Clarity around terminology used in the MOU.</p>

Terms. Edina Learning Framework (ELF),  
**Future Ready Competencies, Peer  
Observation, Racial Equity Lens** and **Round  
3 Pathway Options** have been removed.  
(Appendix F)





**Board Meeting Date:** 02/12/24

**Title:** 2024 Polling Places

**Type:** Discussion

**Presenter(s):** Dr. Anne Marie Leland, Community Education & Strategic Partnerships Director and Mert Woodard, Director of Finance & Operations

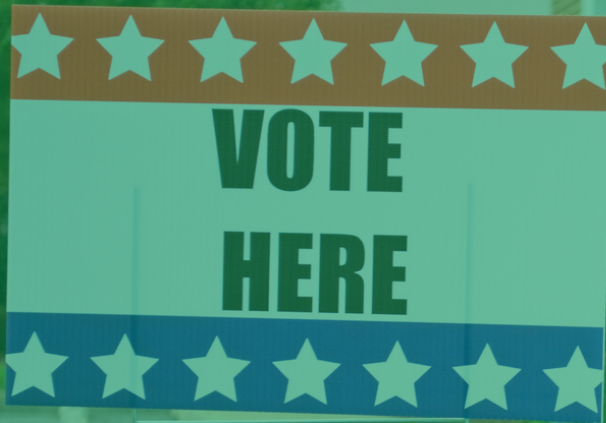
**Description:** Polling places are selected by the local City government. Five school sites have been selected for the 2024 primary and regular election season.

**Recommendation:** Board members will review communication that was distributed on Thursday, February 7, 2024.

**Desired Outcomes from the Board:** Please review the information and come prepared with your questions.

**Attachments:** 2024 Polling Place Communication

# Elections in our Schools



The City of Edina has selected your building as a polling place for upcoming elections. Please read through this carefully for need-to-know information.

## Election Dates / Locations

Tuesday, March 5, 2024 | Presidential Nomination Primary

- Concord, Cornelia, Countryside, Highlands, South View

Tuesday, April 30, 2024 | Primary District 6 Special Election

- Cornelia, Countryside, Highlands, ECC (City Gym)

Tuesday, May 14, 2024 | Commissioner District 6 Special Election

- Cornelia, Countryside, Highlands, ECC (City Gym)

Tuesday, August 13, 2024 | Primary Statewide Election

- Cornelia, Countryside, Highlands, ECC (City Gym)

Tuesday, November 5, 2024 | General Presidential Election

- Cornelia, Countryside, Highlands, ECC (City Gym)

## A school may not prohibit the use of a building as a polling place.

Election law in Minnesota requires that school and other public facilities make their buildings available to serve as polling places for elections. ([Minnesota statute 204B, 16 subd. 6](#)). Regardless of how many times a school has been used in the past or other extenuating circumstances, a school may not opt out.

## School-sponsored meetings or events are not allowed in the evening.

School-sponsored activities may not be scheduled in ANY school building on the day of the election between the hours of 6:00 p.m. - 8:00 p.m. ([Minnesota statute 204C.03](#)).

## Contacts:

Tyler Morris-Rees

Performing Arts Facilities

Coordinator, City Election Liaison

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# Elections in our Schools

City clerks are responsible for securing public facilities to serve as a polling place for elections. They work with the facility use office to reserve space and coordinate operational logistics at each school building.

## School district election liaison role

Throughout the process, the designated school district elections liaison is in communication with city clerk and election staff to keep schools informed of new election information and security logistics as it is relevant to each school community. Contact EPS City Elections Liaison: Tyler Morris-Rees if you have questions or concerns at [tyler.morris-rees@edinaschools.org](mailto:tyler.morris-rees@edinaschools.org).

## Election judge roles

Election judges are temporary, paid employees of local election officials trained to handle all aspects of voting at the polling place. As the lead election official in the polling place, the head election judge oversees setup of the polling place including traffic flow; ensures voter privacy; picks up precinct supplies before the election; posts required signs, tests voting equipment, opens and closes the polls; and resolves any questions and problems on Election Day. Election judges are instructed by the city to work directly with custodial supervisors to coordinate voting equipment drop off and setup.

## Here's what schools need to do:



Work with the EPS City Elections Liaison and elections judges to manage operations at your site. Buildings and grounds custodial supervisors are the on site point of contact, working directly with election judges. Equipment will be dropped off and initial setup will occur the evening before elections from 6:00 p.m. - 10:00 p.m. School principals also play an important role in making sure the facility is ready for voters.



Confirm that school-sponsored meetings or activities are not scheduled in your building the evening of the election. Except for regularly scheduled classes, a public elementary or secondary school may not schedule a school sponsored event between 6:00 p.m. and 8:00 p.m. on election day.



Communicate with teachers and staff at your site. School principals are responsible for communicating with staff.



Plan and prepare for any normal school day interruptions. School is in session March 5, April 30, and May 14. For safety and security purposes, some normal school day operations may need to be adjusted.



# Elections in our Schools

## Polling place requirements:

The following details should be considered by sites preparing to serve as a polling place.

- The space must be separated from other activities within the building.
- Two connecting rooms can be used for registration and balloting activities.
- The public facility may not move the election from the space approved by the local election official without prior approval, unless an emergency makes the approved space unusable.
- The public facility must make parking spaces, not in use for regularly scheduled activities, available for voters.

## All polling places must be:

- Fully-accessible
- Large enough to accommodate the election activities
- Free of other, non-election activities
- Smoke-free
- Liquor-free and not next to a liquor service area
- Within the precinct or within one mile of the precinct boundary
- Usable by elderly voters or voters with disabilities

## Minimum accessibility requirements include:

- Paved parking with extra wide spaces reserved for disabled persons
- Curb cuts or temporary ramps
- Paved main routes free of stairs or with ramp or elevator bypasses
- Entrances/doorways a minimum of 32 inches wide
- Walkways and hallways at least 36 inches wide
- Hallways free of protrusions overhanging the floor
- Handrails on all stairs
- Signs directing voters around obstructed entrances or stairs to accessible routes
- Signs outlining the assistance available to voters
- One or more wheelchair accessible voting booth(s) or stations(s) with stable, flatwriting surfaces 34 inches high





# Elections in our Schools

## Safety measure at schools serving as polling places:



School is in session on March 5, April 30, and May 14. Although safety measures are in place at Edina Public Schools, the doors located closest to the polling area or the main entrance to the school will need to be unlocked to allow voters to enter the school building to vote. Polling places are open from 7:00 a.m. - 8:00 p.m., but election judges may be at schools between 6:00 a.m. - 9:00 p.m. to setup and take down polling equipment. Our district's building and grounds team will program the doors at your school to be unlocked for elections.

School will not be in session on August 13 or November 5, 2024.

## Election day recommendations



Staff and families should use alternate entrances and parking lots on Election Day to alleviate parking congestion and minimize any disruption.



Schools may consider using stanchions or cones to help direct voters to the area of the school designated for polling activities.



School district emergency management recommends that staff wear their school district badges to help identify who can access areas of the building not used for polling activities.

VI.D. Preliminary Cost Containment  
Recommendations - Fiscal Year 2025



**Board Meeting Date:** 2/12/2024

**Title:** Preliminary Cost Containment Recommendations – Fiscal Year 2025

**Type:** Discussion

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

**Description:** The District administration's revenue and expenditure assumptions for the 2024-2025 school year are estimated to result in the District's unassigned fund balance being below the minimum level required by Board policy. In order to adhere to policy and maintain the District's long-term financial stability, the District administration recommends containing costs in the amount of \$3,620,000.

The District has engaged in the Budget Reduction, Reallocation, and Revenue Generation process (BRRRG) and has sought feedback from stakeholders through a variety of platforms, including, but not limited to: Finance & Facilities Committee meetings, "town hall" meetings at school sites, a live-streamed virtual town hall meeting, district-wide leadership meetings, cabinet level meetings, and community surveys.

The District's recommended cost containment measures are enclosed for the Board's consideration. The administration is confident that the recommendations will allow the District to maintain its tradition of excellence while also ensuring long-term financial sustainability.

**Recommendation:** There is no recommended action. The administration will formally seek action and approval of its recommendations at the March 4, 2024 Regular Meeting.

**Desired Outcomes from the Board:** Review the administration's preliminary cost containment recommendations and provide feedback and guidance.

**Attachments:**

1. Cost Containment – 2024-25 School Year

# Cost Containment

## PRELIMINARY RECOMMENDATIONS

### General Fund Financial Forecast

At the December 22, 2023 special meeting of the school board, the District administration presented its updated five-year forecast of general fund revenues, expenditures, and changes in fund balances for fiscal years 2025 through 2029. The forecast also restated the base year of the forecast, fiscal year 2024, due to a significant variance to salaries and benefits from the original budget approved by the school board in June of 2023.

The administration utilized the combination of level-services and revenue-based budgeting methodologies to refresh its forecast, meaning that the District assumes it will offer the same educational programming, support services, and administrative services that it currently offers in future years, adjusted for changes in enrollment and revenues generated locally and from state and federal agencies. The District administration applies a certain level of conservatism to all of its assumptions and projections, particularly in the areas of enrollment, additional revenue appropriations from the state, and staff compensation.

The detailed memorandum presented to the school board and public can be found on the District's [fiscal year 2025 budget planning website](#). The summary and findings of the forecast are that if the District continues to operate in fiscal year 2025 the same way that it is in the current fiscal year, the unassigned fund balance of the District is anticipated to be 3.92 percent, well short of the 6.00 percent required by school board [policy 702](#).

The District's fund balance policy states that if at any time the administration believes that the general fund unassigned fund balance will fall below the minimum of 6.00 percent, the administration must present a plan to the school board to reestablish the fund balance to an acceptable level. At the January 8, 2024 regular meeting of the school board the District administration presented three different cost containment options that would satisfy the board's unassigned fund balance policy. To achieve a 6.00 percent unassigned fund balance at the end of fiscal year 2025 the District would need to adjust its operations in the amount of approximately \$2,560,000. To achieve a 6.90 percent unassigned fund balance, the same percentage as the end of fiscal year 2023, the adjustment would need to be approximately \$3,620,000. The District ended the 2022 fiscal year with an unassigned fund balance of 7.45 percent. To get back to that level of unassigned fund balance at the end of fiscal year 2025, the District would need to adjust its operations to the tune of \$4,270,000.

After a review and discussion of these various options by senior administrators as well as the Finance Committee of the Board, the District administration recommended that the school board approve an overall cost containment for fiscal year 2024 of \$3,620,000, or an estimated fund balance of 6.90 percent. This will achieve a comfortable level of unassigned fund balance at the end of fiscal year 2025 and would result, *conservatively*, with two full fiscal years of financial stability and minimal additional cost containments.

## Budget Reduction, Reallocation, and Revenue Generation

After notifying the school board of the budget shortfall and resulting impact on the fund balance, the District administration immediately began its cost containment process for fiscal year 2025, formally known as *Budget Reduction, Reallocation, and Revenue Generation* (BRRRG). The BRRRG is an intensive process that involves engaging with stakeholders throughout our District's large, vibrant community.

The process included meetings among senior-leadership, school principals, in-person information and feedback sessions specific to each of the District's school communities, video recordings, live virtual feedback sessions, meetings with staff, surveys and engagement with the District's Finance and Facilities Committee. The goals of the various sessions were to educate stakeholders as to why the District is faced with cost containment, to understand what priorities stakeholders have or areas of the District's budget they do not wish to see reduced or eliminated, and to generate ideas that would address the \$3,620,000 cost containment target. The community engagement schedule is outlined below:

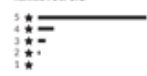
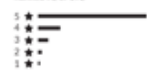
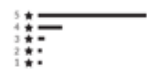
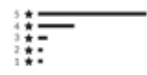
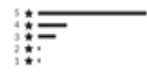


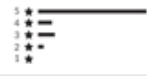

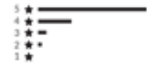
- Highlands and Countryside communities - Thursday, January 25, 2024 from 6:00-7:00 pm at Countryside Elementary
- Concord, Early Learning Center, Normandale, and South View communities - Monday, January 29, 2024, 6:00-7:00 pm at South View Middle Schools
- Transportation staff - Tuesday, January 30, 2024 from 9:45-10:45 am at the Transportation Center
- Edina High School and Valley View communities - Wednesday, January 31, 2024 from 6:00-7:00 pm at the Edina Performing Arts Center
- Cornelia and Creek Valley communities - Thursday, February 1, 2024 from 6:00-7:00 pm at Cornelia Elementary
- District administrative staff - Thursday, February 1, 2024 from 8:30-9:30 am at the District Offices
- Virtual session - Tuesday, February 6, 2024 from 6:30-7:30 pm

As previously mentioned, the District used surveys as a tool to reach stakeholders and gather feedback, understand priorities, and generate cost containment ideas. Similar to last year's BRRRG, the *ThoughtExchange* platform was used to engage staff throughout the district. Staff input ideas (thoughts), which are rated by ThoughtExchange participants on a scale of 1 to 5 (with 5 being the highest rating) based on how much they like or agree with an idea or how important they think it is for the administration to consider. In total **302** individuals participated in the ThoughtExchange, generating **192** unique thoughts and **9,767** ratings. The resulting "ratings ratio" of **51** is a great indicator of the reliability of the survey, as ThoughtExchange consultants advise that a "reliable and robust" dataset is established when participants rate at least 30 thoughts each. After the ThoughtExchange survey was concluded, district administration reviewed and categorized responses. Certain themes quickly became apparent and have been organized in a broad format, so that related items are classified together and noted for frequency. The following are ThoughtExchange developed summaries and visuals of data:

The responses suggest a variety of strategies for reducing district spending and increasing revenues. These include eliminating certain programs and positions, such as the student prep option at the high school, historically low enrollment courses, and certain board/director level positions. Some respondents suggested increasing revenue through third-party reimbursement and offering more community education classes. There were also suggestions to reduce funding for extracurriculars and lower the retirement age. However, many respondents emphasized the importance of preserving teacher salaries and not increasing class sizes beyond the School Board's guidelines. Other ideas included adopting solar power, allowing students to bring their own devices to reduce maintenance costs, and seeking corporate sponsorships.



## Top 10 Rated ThoughtExchange Thoughts – Highest to Lowest

<p><b>Teachers and support staff are crucial to directly impacting students and their growth. Cuts should not impact these positions.</b></p> <p>It is already difficult enough with the number of teachers and staff currently, Making the number smaller does not help our students.</p>	<p>☹ Negative 69</p>	<p>★★★★☆ 4.6 Ranked #1 of 192</p> 
<p><b>Do we need all of the new cabinet positions that have been created in the last few years? How expensive is that?</b></p> <p>If staffing is such a large part of our budget, where can we trim? We can't trim staff that are directly working with students - we are drowning.</p>	<p>😊 Neutral 72</p>	<p>★★★★☆ 4.5 Ranked #2 of 192</p> 
<p><b>Look at DO positions to see which ones are necessary and which could be cut.</b></p> <p>Kids must be thought of first. Teachers need as much support IN CLASSROOM as possible- we can't afford to cut teaching positions.</p>	<p>😊 Neutral 72</p>	<p>★★★★☆ 4.5 Ranked #3 of 192</p> 
<p><b>Decrease administrative positions who are furthest from direct student impact</b></p> <p>Many roles in the DO do not seem to directly impact teachers' or students' day to day experience, and that daily student experience matters most</p>	<p>😊 Neutral 72</p>	<p>★★★★☆ 4.4 Ranked #4 of 192</p> 
<p><b>Trim fat at the DO. We're paying TWO HS principals. We've added many admins with vague titles &amp; duties, and no connection to kids &amp; classrooms.</b></p> <p>These expenditures are having zero positive impacts on students. In addition, they contribute little to teachers, other than additional workload.</p>	<p>☹ Negative 72</p>	<p>★★★★☆ 4.4 Ranked #5 of 192</p> 
<p><b>Start from the top. Large cabinet group</b></p> <p>More people at the DO equals less people in front of kids.</p>	<p>😊 Neutral 63</p>	<p>★★★★☆ 4.4 Ranked #6 of 192</p> 
<p><b>Do we need assistant directors in the District Office for every member of the cabinet?</b></p> <p>Why are they not on the same salary scale as teachers?</p>	<p>😊 Neutral 57</p>	<p>★★★★☆ 4.4 Ranked #7 of 192</p> 
<p><b>Too many positions at the DO - can we combine roles/ duties? Stop creating non-student contact positions</b></p>	<p>😊 Neutral 51</p>	<p>★★★★☆ 4.4 Ranked #8 of 192</p> 
<p><b>We have too many high-dollar staff at the district leadership level. I am confused why more positions were created this year.</b></p> <p>District leadership has a critical role, but bloat at this level is a poor use of resources and breeds resentment at the building level.</p>	<p>😊 Neutral 51</p>	<p>★★★★☆ 4.4 Ranked #9 of 192</p> 
<p><b>What district office and administrative positions can be consolidated? What is our director of strategic operations doing now that SDL is at CS?</b></p> <p>We continue to cut from student-impacting positions! We can't continue to increase class sizes and lower para hours and consider ourselves "excellent"</p>	<p>😊 Neutral 37</p>	<p>★★★★☆ 4.4 Ranked #10 of 192</p> 



## Administrative Recommendation

More than 80% of the District's total operating expenditures are spent in the classroom or in services that directly support learning. That means the District is doing an extremely efficient job minimizing its administrative expenses, which are among the leanest in the metro area at 3.9 percent. As the District becomes more efficient and leaner, it becomes more and more difficult to contain costs in non-instructional areas. Approximately 80% of the District's \$4,000,000 cost containment for fiscal year 2024 was focused outside of the classroom and away from services that directly impact students. While the administration's recommendations do include district level cost containments for fiscal year 2025, several recommendations reflect closer proximity to student learning. District administration worked to honor the requests to maintain paraprofessionals and preserve teacher salaries.

Although there will be a greater impact on schools for fiscal year 2025, the District will continue to provide the services and programs that make Edina Public Schools an exemplar in Minnesota and across the country. The District administration submits a primary (A) and secondary (B) set of BRRRG recommendations for school board consideration:

Option	Category	Amount	
		A	B
Administrative Staff Adjustment	Budget Reducton	\$ 243,450	\$ 243,450
Business Servies Staff Adjustment	Budget Reducton	90,600	90,600
Multilingual and Achievement & Integration Reorganization	Reallocation	7,300	7,300
School Board & Superintendent Office Non-Salary Pause	Budget Reducton	150,000	150,000
Curriculum Capital Deferral	Budget Reducton	100,000	100,000
Buildings & Grounds, Transportation Capital Deferral	Budget Reducton	275,000	245,000
School Site Capital Deferral	Budget Reducton	260,000	260,000
Professional Development Adjustment	Budget Reducton	50,000	50,000
Medical Bill Reconciliation	Revenue Generation	48,615	48,615
Student Support Personnel Aid	Revenue Generation	161,019	161,019
Athletic Event Ticket Fee Adjustment	Revenue Generation	23,000	23,000
Athletics and Activities Participation Fee Adjustment	Revenue Generation	27,000	27,000
High School Parking Fees (+\$150)	Revenue Generation	49,500	49,500
Elementary Specialist Rotation Adjustment	Budget Reducton	-	483,800
Licensed Media Specialists	Budget Reducton	532,637	-
Licensed School Nurse Adjustment	Budget Reducton	451,200	532,637
Counseling Extra Duty Day Adjustment	Budget Reducton	73,975	73,975
Transportation Staff Adjustment	Budget Reducton	77,750	77,750
Student Support and Related Service Adjustment	Budget Reducton	300,000	300,000
Class-Size Midpoint Open Enrollment	Revenue Generation	215,000	215,000
Talent Development Licensed Staff Adjustment	Budget Reducton	177,546	177,546
Elementary School Licensed FTE Efficiency	Budget Reducton	118,364	118,364
Middle School Licensed FTE Efficiency	Budget Reducton	189,382	189,382
<b>Total</b>		<b>\$ 3,621,338</b>	<b>\$ 3,623,938</b>



### Preliminary Recommendations - Descriptions

- **Administrative Staff** - 1.00 FTE - \$243,450 - The District administration recommends the elimination of non-instructional administrative staff whose duties can be absorbed by the remaining administrative staff.
- **Business Services Staff** – 1.00 FTE - \$90,600 – The Business Services staff was allocated 8.00 FTE of staff for fiscal year 2023. During the BRRRG process for fiscal year 2024, the Business Services department eliminated 1.00 FTE with the intention of restaffing in fiscal year 2025. The administration recommends continuing to staff the Business Services department less than 1.00 FTE for a total staffing of 8.00 FTE.
- **Multilingual Learner and Achievement & Integration Department Reorganization** \$7,300 - For the current school year the District administration reorganized multilingual learner program administration and achievement & integration program administration resulting in the creation of a 1.00 FTE position and the elimination of 2.00 FTE. Continuing this reorganization into the subsequent fiscal year will reduce District costs by the indicated amount.
- **School Board and Office of the Superintendent Discretionary Budget Reduction** \$150,000 - The School Board and Office of the Superintendent are allocated discretionary budgets that are utilized to advance the District's vision, mission, and strategic direction. The District administration believes that it can continue to make advancements while reducing the overall budget for at least one fiscal year.
- **Deferral of Capital Expenditures** - \$605,000-635,000 – The District administration believes that it can defer the purchase of certain capital items to the subsequent fiscal year. \$100,000 of curriculum purchases would be deferred from the Teaching & Learning department, \$275,000 from the Buildings & Grounds and Transportation departments, and \$260,000 from the 9 school sites. None of the affected departments will be able to defer past fiscal year 2025 and will need a return of their respective allocations in fiscal year 2026.
- **Professional Development Reduction** - \$50,000 – As the District continues to build capacity to provide direct professional development opportunities to licensed staff without incurring additional hours outside of the workday or the need to hire substitute teachers to allow staff to attend professional development, the District can continue to be more efficient with its overall professional development budget.
- **Medical Bill Reconciliation** - \$48,615 – The District currently pays a third-party to reconcile medical insurance expenditures paid for by the District for covered employees. The District now has the expertise on its staff to perform those duties in-house, eliminating the need for the third-party.
- **Student Support Personnel Aid** - \$161,019 - Education laws 2023 were updated to add a new funding source for school districts that must be used to hire additional licensed school nurses, licensed counselors, licensed social workers, or licensed school psychologists. The funding can also be used to maintain staff that would otherwise be eliminated.

- **Athletic Event Ticket Fees** - \$23,000 - The District currently charges \$5 and \$7 to students and adults respectively to attend athletic events. Based on historical ticket sale volume, the administration believes that a \$1 per ticket increase to \$6 and \$8 would increase overall revenue by the indicated amount.
- **Athletics and Activities Participation Fees** - \$27,000 - Approximately 1,835 students pay to participate in school-sponsored athletics and activities. A yearly increase of \$15 on average per student would yield an additional \$27,000 of revenues. Students in need would still have access to aid.
- **High School Parking Fees** - \$49,500 - There are currently 330 parking spots at Edina High School available to students for a yearly cost of \$300 per spot. An increase of \$150 per year will result in an additional \$49,500 of revenue. The District has not increased fees in 16 years. Had the District raised the fee by 2.50 percent per year on average over the last 16 years, the current yearly cost would be \$445.
- **Licensed Physical Education and Choral Music Staff** - 4.10 FTE - \$483,800 - Adjust the specialist “rotation” at the elementary level to include media specialists, which would require an adjustment to the total number of physical education and choral music staff at the elementary level (this containment is an alternative to the “Licensed Media Specialists” containment option).
- **Licensed Media Specialists** – 4.50 FTE - \$532,637 - Adjust the media specialist model to 4.50 full-time equivalents (FTE) across the district. The change of 4.50 FTE of media specialists district-wide would result in each site having 0.50 FTE during the 2024-25 school year. State law requires one licensed media specialist in each district. Each school will continue to staff a part-time media assistant (this containment is an alternative to the “Licensed Physical Education and Choral Music Staff” containment option).
- **Licensed School Nurses** – 4.50 to 5.00 FTE - Adjust the school nurse model to 4.50 to 5.00 FTE resulting in a cost containment of \$451,200-532,637. Medical needs of students have been taken into consideration and the current health service assistant model will be maintained.
- **Extra Duty Days for Counselors** - \$73,975 - Adjust the number of additional days afforded to school counselors, resulting in a cost containment. Each licensed school counselor has historically worked an additional 18.50 days in the summer, paid at their prorata hourly rate. The administration recommends adjusting this amount by 8.50 days for each counselor.
- **Regular Transportation Staff** – 2.00 FTE - \$77,750 – After analyzing route patterns the Transportation department has identified more efficient routing that would maintain current service levels with two fewer drivers. The District administration believes that the reduction can be achieved through natural attrition and turnover.

- **Student Support and Related Service Adjustment** –\$300,000 - 2.80 FTE - The District administration believes that it can leave vacant or adjust the following unfilled roles with no disruption to services: the 504 coordinator at the High School, occupational therapy, psychology, deaf and hard of hearing, and developmental adapted physical education.
- **Class-Size Midpoint Open Enrollment** - \$215,000 – The school board has established class-size ranges at each grade level that are used to determine the number of licensed general education staffing allocated to each school. Enrollment in various sections kindergarten through 5<sup>th</sup> grade are currently below the midpoint of the board's desired ranges. The District administration believes that additional enrollment to the midpoint would efficiently generate additional revenues to the school district, net of additional support services that may be required.
- **Talent Development Licensed Staff** - 1.20 FTE - \$177,546 - Adjust the allocation of talent development staff at the elementary level from 1.50 FTE per site to 1.30 FTE. The District will continue to identify talent within its elementary student body and will adopt tools such as the CogAT which have proven to be effective.
- **Elementary School Licensed Staff Realignment** - 1.00 FTE - \$118,364 - During the current school year an additional full-time teacher was added due to one section being outside of the board's desired class-size range. As the cohort advances to the next grade, the class-size range becomes larger, allowing the District to reduce staff and still maintain section sizes within the desired range.
- **Middle School Licensed Staff Realignment** - 1.60 FTE - \$189,382 - During the 2022-23 school year the District administration identified that the middle schools, in aggregate, were staffed at a level that was greater than what the board's desired class-sizes indicated. Significant "right-sizing" was achieved during the prior BRRRG however a slight inefficiency remains.

### **Moving Forward - Next Steps**

The BRRRG ideas above can be combined to yield the District administration's cost containment target of approximately \$3,620,000, which will result in an anticipated unassigned fund balance in the general fund at the end of fiscal year 2025 that adheres to school board policy, provides adequate short term financial stability, will allow the District to maintain its excellent programs and services, and will allow the District to continue to provide competitive wage increases to its staff. The administration will seek formal approval of its recommended cost containment strategy at the March 4, 2024 regular meeting. Upon approval of cost containment strategies, the administration will begin formal budgeting activities with school sites and departments. This process will involve the allocation and reconciliation of staff, distribution of non-salary and supply budgets, and posting of authorized positions that are vacant. The District administration will continue to update its assumptions and estimates as more reliable information becomes available, and will present the complete budget at the June 10, 2024 regular meeting.

# **Preliminary Cost Containment Recommendations for Fiscal Year 2025**

**REGULAR MEETING**

February 12, 2024



DEFINING EXCELLENCE

# AGENDA

- How Did We Get Here?
  - Financial Forecast
  - Containment Target Recommendation
  - BRRRG - Stakeholder Engagement
- Preliminary Cost Containment Recommendations
- Next Steps

# FINANCIAL FORECAST SUMMARY

- Prior-Year BRRRG - \$4,000,000 of cost containments addressed locally without using additional state aid
- Additional compensation investments to retain and recruit high-quality staff must be sustainable long-term - \$3,620,000 cost containment
- Not anticipating “historic” funding to be repeated - conservatism
- Unfunded mandates - full impact will not be known for years

# BUDGET REDUCTION, REALLOCATION, AND REVENUE GENERATION (BRRRG)

- 7 in-person or live stakeholder engagement sessions designed to provide information and gather feedback
- 4 Finance & Facilities Committee meetings
- Countless meetings among senior-leadership
- Surveys sent to a wide-range of stakeholders, including staff

# THOUGHT EXCHANGE

## Top 10 common responses from participants

Feb 10, 2024 3:08 PM

1. "Get rid of student prep option at the high school, this is the biggest waste of both money and time spent learning."
2. "Increase revenue through third party reimbursement. Brings in additional funding to help support staffing."
3. "What depth of funding can we lean into from community partners knowing we may need to get creative and ensure long term stability revenue generating."
4. "Will teacher raises be to blame for making budget cuts now? Teachers are finally on a competitive salary schedule with surrounding districts, hopefully we will stop losing great teachers to higher paying district."
5. "Lower retirement age - go back to 62. Nobody over 62 should be teaching in the classroom. I am 53 and exhausted - every. single. night. I work 10 - 11 hour days as a rule, and am so tired."
6. "Reduce funding for extracurriculars for new equipment, jerseys, etc This is a change that doesn't impact performance/success."
7. "Preserve teacher salaries. The gap between funding and inflation has greatly impacted teacher salaries over my career."
8. "Cut historically low enrollment courses (ie Chinese, other electives). it's great we have a wide array of options for students but at what expense?"
9. "Re-examine necessity of board/director level positions cost."
10. "Offer more community ed adult classes and kid classes too increase funds."



# THOUGHT EXCHANGE CONT.

Top 10 common responses from those who have a strong understanding of school finance.

Feb 7, 2024 8:55 PM

1. "Increase revenue through third party reimbursement. This brings in additional funding to help support staffing."
2. "We should lean into funding from community partners, knowing we may need to get creative and ensure long term stability revenue generating."
3. "Preserve teacher salaries. The gap between funding and inflation has greatly impacted teacher salaries over my career."
4. "Reduce funding for extracurriculars for new equipment, jerseys, etc. This is a change that doesn't impact performance/success."
5. "Cut historically low enrollment courses. It's great we have a wide array of options for students but at what expense?"
6. "Re-examine necessity of board/director level positions cost."
7. "Offer more community ed adult classes and kid classes too increase funds."
8. "Prioritize a significant up-front investment in READ Act approved, SoR aligned reading curriculum. Supporting students and maintaining our competitiveness will pay off in the long run."
9. "Create efficiencies in the delivery of services can save money and create a cleaner schedule, e.g., common prep time for teams."
10. "Decrease administrative positions who are furthest from direct student impact. Many roles in the DO do not seem to directly impact teachers' or students' day to day experience, and that daily student experience matters most."



DEFINING EXCELLENCE

<p>Teachers and support staff are crucial to directly impacting students and their growth. Cuts should not impact these positions.</p> <p>It is already difficult enough with the number of teachers and staff currently. Making the number smaller does not help our students.</p>	<p>Negative</p> <p>49</p>	<p>4.4</p> <p>Feedback of 276</p> <p>5 ★★★★★</p> <p>4 ★★★★★</p> <p>3 ★★★★★</p> <p>2 ★★★★★</p> <p>1 ★★★★★</p>
<p>Do we need all of the new cabinet positions that have been created in the last few years? How expensive is that?</p> <p>If staffing is such a large part of our budget, where can we trim? We can't trim staff that are directly working w/ th students - we are drowning.</p>	<p>Neutral</p> <p>72</p>	<p>4.5</p> <p>Feedback of 276</p> <p>5 ★★★★★</p> <p>4 ★★★★★</p> <p>3 ★★★★★</p> <p>2 ★★★★★</p> <p>1 ★★★★★</p>
<p>Look at DO positions to see which ones are necessary and which could be cut.</p> <p>Kids must be thought of first. Teachers need as much support IN CLASSROOM as possible - we can't afford to cut teaching positions.</p>	<p>Neutral</p> <p>72</p>	<p>4.5</p> <p>Feedback of 276</p> <p>5 ★★★★★</p> <p>4 ★★★★★</p> <p>3 ★★★★★</p> <p>2 ★★★★★</p> <p>1 ★★★★★</p>
<p>Decrease administrative positions who are furthest from direct student impact.</p> <p>Many roles in the DO do not seem to directly impact teachers' or students' day to day experience, and that daily student experience matters most.</p>	<p>Neutral</p> <p>72</p>	<p>4.4</p> <p>Feedback of 276</p> <p>5 ★★★★★</p> <p>4 ★★★★★</p> <p>3 ★★★★★</p> <p>2 ★★★★★</p> <p>1 ★★★★★</p>
<p>Trim fat at the DO. We're paying TWO HS principals. We've added many admins with vague titles &amp; duties, and no connection to kids &amp; classrooms.</p> <p>Those expenditures are having zero positive impacts on students. In addition, they contribute \$\$\$\$ to teachers, other than additional work load.</p>	<p>Negative</p> <p>72</p>	<p>4.4</p> <p>Feedback of 276</p> <p>5 ★★★★★</p> <p>4 ★★★★★</p> <p>3 ★★★★★</p> <p>2 ★★★★★</p> <p>1 ★★★★★</p>
<p>Start from the top. Large cabinet group.</p> <p>More people at the DO equals less people in front of kids.</p>	<p>Neutral</p> <p>40</p>	<p>4.4</p> <p>Feedback of 276</p> <p>5 ★★★★★</p> <p>4 ★★★★★</p> <p>3 ★★★★★</p> <p>2 ★★★★★</p> <p>1 ★★★★★</p>
<p>Do we need assistant directors in the District Office for every member of the cabinet?</p> <p>Why are they not on the same salary scale as teachers?</p>	<p>Neutral</p> <p>57</p>	<p>4.4</p> <p>Feedback of 276</p> <p>5 ★★★★★</p> <p>4 ★★★★★</p> <p>3 ★★★★★</p> <p>2 ★★★★★</p> <p>1 ★★★★★</p>
<p>Too many positions at the DO - can we combine roles/ duties? Stop creating non-student contact positions.</p>	<p>Neutral</p> <p>51</p>	<p>4.4</p> <p>Feedback of 276</p> <p>5 ★★★★★</p> <p>4 ★★★★★</p> <p>3 ★★★★★</p> <p>2 ★★★★★</p> <p>1 ★★★★★</p>
<p>We have too many high-dollar staff at the district leadership level. I am confused why more positions were created THIS YEAR.</p> <p>District leadership has a critical role, but it is at this level is a poor use of resources and breeds resentment at the building level.</p>	<p>Neutral</p> <p>51</p>	<p>4.4</p> <p>Feedback of 276</p> <p>5 ★★★★★</p> <p>4 ★★★★★</p> <p>3 ★★★★★</p> <p>2 ★★★★★</p> <p>1 ★★★★★</p>
<p>What district office and administrative positions can be consolidated? What is our director of strategic operations doing new that SDL is at CS?</p> <p>We continue to cut from student-impacting positions! We can't continue to increase class sizes and lower para hours and consider ourselves "once level!"</p>	<p>Neutral</p> <p>37</p>	<p>4.4</p> <p>Feedback of 276</p> <p>5 ★★★★★</p> <p>4 ★★★★★</p> <p>3 ★★★★★</p> <p>2 ★★★★★</p> <p>1 ★★★★★</p>

# DISTRICT ADMINISTRATION

- \$243,450 - adjustment of 1.00 FTE
- Duties of the role will be spread to remaining District administrative positions

# BUSINESS SERVICES - ACCOUNT SPECIALIST

- \$90,600 - adjustment of 1.00 FTE
- Eliminated during prior BRRRG process for current year operations with the intention of bringing the position back
- Duties will be spread among remaining Business Services staff

# MULTILINGUAL AND ACHIEVEMENT & INTEGRATION DEPARTMENT REORGANIZATION

- \$7,300 - net adjustment of 1.00 FTE
- Elimination of two positions and creation of one new position will continue to save the District money and provide a greater level of service and strategic direction advancement

# BOARD AND OFFICE OF THE SUPERINTENDENT

- \$150,000
- Reduction of discretionary, non-salary budgets
- Historically underspent however some level of budget is required to advance the District's mission, vision, and strategic direction

# CAPITAL EXPENDITURE FREEZE

- \$605,000-635,000
- Continuation of prior BRRRG reduction of \$260,000 allocation to school sites and \$100,000 to Teaching & Learning
- Buildings & Grounds and Transportation will defer \$245,000-275,000 and plan to replace aging fixed assets in subsequent years

# PROFESSIONAL DEVELOPMENT

- \$50,000
- Further reductions to non-critical professional development hours allocated to licensed staff through the Teaching & Learning department



# MEDICAL BILL RECONCILIATION

- \$48,615
- The District's third-party administrator of its medical insurance programs charges additional fees to perform medical bill reconciliations. The Human Resources department will assign this to existing staff

# STUDENT SUPPORT PERSONNEL AID

- \$161,019
- New as a result of 2023 legislative session - \$17.08 per APU
- Must be used to hire additional counselors, nurses, psychologists, or social workers **OR** to maintain staff that would otherwise be eliminated

# ATHLETIC EVENT TICKET FEES

- \$23,000
- Increase of \$1 for students and \$1 for adults to \$6 and \$8 respectively - in-line with Lake Conference
- Based on historical ticket sale volume, the administration believes that a \$1 per ticket increase to \$6 and \$8 would increase overall revenue by the indicated amount

# ATHLETICS & ACTIVITIES PARTICIPATION FEES

- \$27,000
- Approximately 1,835 students pay to participate in school-sponsored athletics and activities
- A yearly increase of \$15 on average per student would yield an additional \$27,000
- Students in need would still have access to aid

# HIGH SCHOOL PARKING FEES

- \$49,500
- 330 spots available at \$300 per year
- A yearly increase of \$150 would yield an additional \$49,500
- The District has not increased fees in 16 years. Had the District raised the fee by 2.50 percent per year on average over the last 16 years, the current yearly cost would be \$445.

# TRANSPORTATION - ROUTE ATTRITION

- \$77,500
- An analysis of existing routes indicates that two routes can be eliminated or combined with other routes resulting in the elimination of two drivers with no disruption to service.

# CLASS-SIZE MIDPOINT ENROLLMENT

- \$215,000
- Enrollment at certain elementary grades at lowest end of Board approved class-size ranges.
- District has the ability to increase nearer to the midpoint of the range, yielding additional revenue with no additional classroom teachers.

# LICENSED STAFF EFFICIENCY

- \$307,746 - adjustment of 2.60 FTE
- Reduction of additional staff allocated to a site that had a classroom outside of the District's established class-size range. As that cohort moves to the next grade and a larger class-size range, the additional staff is no longer needed.
- "Right sized" last BRRRG to align with the District's established class-size ratios for the middle school - slight inefficiency of 1.60 FTE still exists



# STUDENT SUPPORT SERVICES

- \$300,000 - adjustment of 2.80 FTE
- Reduction of various positions that have been deemed to be inefficient or unneeded, including the 504 coordinator at the High School, 0.2 FTE OT reduction, 0.5 FTE psychologist reduction, 1.0 DHH reduction, 0.1 DAPE, etc.
- No classroom disruption expected

# TALENT DEVELOPMENT

- \$177,546 - adjustment of 1.20 FTE
- Current model - each elementary school is allocated 1.50 FTE of licensed talent development staff for a total of 9.00 FTE.
- The Teaching & Learning department believe 0.20 FTE can be reduced from each site without materially disrupting the program.

# LICENSED MEDIA SPECIALISTS

- \$532,637 - adjustment of 4.50 FTE
- Current model - each school site (9) will staff 0.50 FTE in licensed media specialist
- Each school site will continue to maintain part-time media assistants - media centers will continue to remain open
- State law requires 1.0 FTE district-wide
- This option cannot be selected if media specialists become part of the elementary rotation

# ADJUSTED SPECIALIST ROTATION

- \$483,800 - adjustment of 4.10 FTE
- Media specialists at the elementary level become part of the specialist rotation
- Results in reduced physical education and choral music time for students - no reduction to art
- No impact at secondary level
- This option cannot be selected if media specialist staff is adjusted

# LICENSED SCHOOL NURSES

- \$451,200-532,637 - adjustment of 4.00-4.50 FTE
- The LSN staff will be distributed across sites according to acuity of student need
- Full-time health service assistants, including registered nurses, will be maintained at all sites

# EXTRA DUTY DAYS - COUNSELORS

- \$73,975
- Adjustment from 18.50 additional days to 10.00 per counselor (no adjustment to the \$2,491 extra-duty stipend received by each counselor)
- Other administrative staff will assist in certain duties to minimize the loss of extra duty days
- Current staffing of 14.50 FTE will be maintained

# SUMMARY OF RECOMMENDATIONS

Option	Category	Amount	
		A	B
Administrative Staff Adjustment	Budget Reducton	\$ 243,450	\$ 243,450
Business Servies Staff Adjustment	Budget Reducton	90,600	90,600
Multilingual and Achievement & Integration Reorganization	Reallocation	7,300	7,300
School Board & Superintendent Office Non-Salary Pause	Budget Reducton	150,000	150,000
Curriculum Capital Deferral	Budget Reducton	100,000	100,000
Buildings & Grounds, Transportation Capital Deferral	Budget Reducton	275,000	245,000
School Site Capital Deferral	Budget Reducton	260,000	260,000
Professional Development Adjustment	Budget Reducton	50,000	50,000
Medical Bill Reconciliation	Revenue Generation	48,615	48,615
Student Support Personnel Aid	Revenue Generation	161,019	161,019
Athletic Event Ticket Fee Adjustment	Revenue Generation	23,000	23,000
Athletics and Activities Participation Fee Adjustment	Revenue Generation	27,000	27,000
High School Parking Fees (+\$150)	Revenue Generation	49,500	49,500
Elementary Specialist Rotation Adjustment	Budget Reducton	-	483,800
Licensed Media Specialists	Budget Reducton	532,637	-
Licensed School Nurse Adjustment	Budget Reducton	451,200	532,637
Counseling Extra Duty Day Adjustment	Budget Reducton	73,975	73,975
Transportation Staff Adjustment	Budget Reducton	77,750	77,750
Student Support and Related Service Adjustment	Budget Reducton	300,000	300,000
Class-Size Midpoint Open Enrollment	Revenue Generation	215,000	215,000
Talent Development Licensed Staff Adjustment	Budget Reducton	177,546	177,546
Elementary School Licensed FTE Efficiency	Budget Reducton	118,364	118,364
Middle School Licensed FTE Efficiency	Budget Reducton	189,382	189,382
<b>Total</b>		<b>\$ 3,621,338</b>	<b>\$ 3,623,938</b>

**59.65% of the recommendations are non-programmatic**



DEFINING EXCELLENCE

# NEXT STEPS

- Continued engagement with stakeholders
- Administration will seek formal approval at the March 4, 2024 Regular Meeting
- Upon approval, administration will begin formal budgeting activities



VI.E. Policy Review (421, 515, 601, 602, 613)



**Board Meeting Date:** 2/12/2024

**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 421 Gifts to Employees and School Board Members
- Policy 515 Protection and Privacy of Student Records
- Policy 601 Educational Competencies, Academic Standards, and Instructional Curriculum
- Policy 602 Organization of School Calendar and School Day
- Policy 613 Graduation Requirements

**Recommendation:** Review the suggested modifications for Policies 421, 515, 601, 602, 613.

**Desired Outcome(s) from the Board:** Review suggested modifications and bring any questions you may have.

**Attachments:**

1. Policy 421 Gifts to Employees and School Board Members
2. Policy 515 Protection and Privacy of Student Records
3. Policy 601 Educational Competencies, Academic Standards, and Instructional Curriculum
4. Policy 602 Organization of School Calendar and School Day
5. Policy 613 Graduation Requirements

## Personnel

### Gifts to Employees and School Board Members

#### I. Purpose

This policy provides guidance with respect to gifts given to school district employees to avoid the appearance of impropriety or conflict of interest.

#### II. General Statement of Policy

- A. The school district recognizes that students, parents/[guardians](#), and others may wish to show appreciation to ~~school~~-district employees. The district, however, discourages gift giving to employees, and encourages appreciation letters and notes or small tokens of gratitude.
- B. An employee may not solicit, accept, or receive, either by direct or indirect means, a gift from a student, parent/[guardian](#), or other individual or organization of greater than limited value. [The superintendent has discretion to determine what value is "limited."](#)
- C. An employee may not solicit, accept, or receive a gift from a person or entity doing business with or seeking to do business with the ~~school~~-district. An employee may accept an item of limited value of a promotional or public relations nature. ~~The superintendent has discretion to determine what value is "limited."~~
- D. Teachers may accept free samples of textbooks and related teaching materials from publishers.
- E. This policy applies only to gifts given to employees where the donor's relationship with the employee arises out of the employee's employment with the ~~school~~-district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee's employment with the district.
- F. An interested person may not give a gift, or request another to give a gift, to a local official, and a local official may not accept a gift from an interested person, unless permitted by ~~Minnesota Statutes §10A.071 or §471.895 subd.3~~ [state law](#).

### III. Definitions

For purposes of this policy, the definitions included in this section apply.

- A. "Gift" means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment, that is given without something of equal or greater value being received in return.
- B. "Interested person" means a person or representative of a person or association who has a direct financial interest in a decision that a local official is authorized to make.
- C. "Local official" means an elected or appointed member of a school board, a school superintendent, a school principal, or a district school officer of any independent school district.
- D. "Financial interest" means any ownership in or control of an asset that has the potential to produce a monetary return.

### IV. Violations

A local official or district employee who violates the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination.

#### Legal References:

Minn. Stat. § 10A.07 (Conflicts of Interest)

Minn. Stat. § 10A.071 (~~Prohibition of Gifts~~ [Certain Gifts by Lobbyists and Principals Prohibited](#))

~~Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee; Penalty)~~

Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

#### Cross References:

Policy 209 (Code of Ethics)

Policy 210 (Conflict of Interest – School Board Members)

Policy 306 (Administrator Code of Ethics)

#### Policy

adopted: 10/20/08

amended: 07/19/10

revised: 08/19/13

revised: 12/15/14

reviewed: 09/26/16

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

revised: 11/16/20

## Students

### Protection and Privacy of Student Records

#### I. Purpose

The school district recognizes its responsibility in regard to the collection, maintenance and dissemination of student records and the protection of the privacy rights of students as provided in federal and state law.

#### II. General Statement of Policy

The school district will ensure all student data is protected and private pursuant to federal law and state statute. Data which is deemed by law as public will be accessible pursuant to the procedures established by the district.

~~The school district will ensure all student data collected, created, received, maintained, or disseminated by the district, which is classified by statute or federal law as public, is accessible to the public pursuant to the procedures established by the district. All other data on students is private or confidential.~~

#### III. Definitions

For purposes of this policy, the definitions included in this section apply.

##### A. Authorized Representative

“Authorized representative” means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

##### B. Biometric Record

“Biometric record,” as referred to in “Personally Identifiable,” means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

##### C. Dates of Attendance

“Date of attendance,” as referred to in ~~D~~directory ~~i~~nformation, means the

period of time during which a student attends or attended a school or schools in the school district. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

#### D. Dependent Student

A "dependent student" is an individual who, during each of **five (5)** calendar months during the calendar year in which the taxable year of the parent begins, is a full-time student at an educational institution.

#### E. Directory Information

"Directory information," **under state and federal law**, means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student's name, ~~address, telephone listing, district-provided electronic mail address,~~ photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (i.e., full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational agency or institution attended. It also includes the name, ~~address,~~ and telephone number of the student's parent/guardian(s). **Minnesota law imposes additional restrictions, beyond federal law, upon the types of information that may be designated as directory information.**

Directory information does not include: ~~personally identifiable data which references religion, race, color, social position, or nationality. Data collected from nonpublic school students, other than those who receive shared time educational services, will not be designated as directory information unless written consent is given by the student's parent or guardian.~~

- a. **a student's social security number;**
- b. **a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;**
- c. **a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;**
- d. **personally identifiable data which references religion, race, color, social position, or nationality; or**

- e. data collected from non-public school students, other than those who receive shared time educational services, unless written consent is given by the student's parent ~~or guardian~~.

## F. Education Records

1. "Education records" means those records which: (1) are directly related to a student; and (2) are maintained by the ~~school~~-district or by a party acting for the ~~school~~-district.
2. The term "education records" does not include:
  - a. Records of instructional personnel which:
    - (1) are in the sole possession of the maker of the record; and
    - (2) are not accessible or revealed to any other individual except a substitute teacher; and
    - (3) are **applicable to be** destroyed at the end of the school year.
  - b. Records of a law enforcement unit of the ~~school~~-district, provided educational records maintained by the ~~school~~-district are not disclosed to the unit, and the law enforcement records are:
    - (1) maintained separately from education records;
    - (2) maintained solely for law enforcement purposes; and
    - (3) disclosed only to law enforcement officials of the same jurisdiction.
  - c. Records relating to an individual, including a student, who is employed by the ~~school~~-district which:
    - (1) are made and maintained in the normal course of business;
    - (2) relate exclusively to the individual in that individual's capacity as an employee; and
    - (3) are not available for use for any other purpose.

However, these provisions will not apply to records relating to an individual in attendance at the ~~school~~-district who is employed as a result of ~~his or her~~ **their** status as a student.
  - d. Records relating to an eligible student, or a student attending an institution of ~~post-secondary~~ **postsecondary** education, which are:
    - (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in ~~his or her~~ **their** professional or paraprofessional capacity or assisting in that capacity;
    - (2) made, maintained, or used only in connection with the provision of treatment to the student; and



(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the ~~school~~-district.

e. Records that only contain information about an individual after ~~he or she~~ **is they are** no longer a student at the ~~school~~-district.

#### G. Eligible Student

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

#### H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

#### I. Legitimate Educational Interest

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

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

#### J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The ~~school~~-district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation, or child custody, or a legally binding instrument which provides to the contrary.

#### K. Personally Identifiable

“Personally identifiable” means that the data or information includes, but is not limited to: (a) a student’s name; (b) the name of the student’s parent or other family member; (c) the address of the student or student’s family; (d) a personal identifier such as the student’s social security number or student number or **biometric record**; (e) a list of personal characteristics that would make the student’s identity easily traceable; or (f) other information that would make the student’s identity easily traceable.

**L. Record**

“Record” means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

**M. Responsible Authority**

“Responsible authority” means superintendent or designee.

**N. Student**

“Student” includes any individual who is or has been in attendance, enrolled, or registered at the ~~school~~-district and regarding whom the ~~school~~-district maintains education records. Student also includes applicants for enrollment or registration at the ~~school~~-district, and individuals who receive shared time educational services from the ~~school~~-district.

**O. School Official**

“School official” includes: (a) a person duly elected to the ~~school~~-board; (b) a person employed by the ~~school~~-board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the ~~school~~-board as a temporary substitute in a professional position for the period of ~~his or her~~ **their** performance as a substitute; and (d) a person employed by, or under contract to, the ~~school~~-board to perform a special task such as a secretary, a clerk, as public information officer or data practices compliance official, an attorney, or an auditor for the period of ~~his or her~~ **their** performance as an employee or contractor.

**P. Summary Data**

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

**Q. Other Terms and Phrases**

All other terms and phrases will be defined in accordance with applicable state

and federal law or ordinary customary usage.

#### IV. General Classification

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of ~~20 U.S.C. §1232g~~ [the Family Educational Rights and Privacy Act \(FERPA\)](#) and the regulations promulgated thereunder.

#### V. Statement of Rights

##### A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state, or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of secondary students' names, addresses, and home telephone numbers to military recruiting officers;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the location set forth in the "Copies of Policy" section of this policy.

##### B. Eligible Students

All rights and protections given parents under this policy transfer to the student when ~~he or she~~ [they](#) reaches [eighteen \(18\)](#) years of age or enrolls in an institution of postsecondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent

student” are entitled to gain access to the educational records of such student without first obtaining the consent of the student.

### C. Students with a Disability

The school district ~~shall~~ will follow 34 Code of Federal Regulations sections 300.610-300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

## VI. Disclosure of Educational Records

### A. Consent Required for Disclosure

1. The school district will obtain a signed and dated written consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein. Written consent will include:
  - a. a specification of the records to be disclosed;
  - b. the purpose or purposes of the disclosure;
  - c. the party or class of parties to whom the disclosure may be made; and
  - d. if appropriate, a termination date for the consent.
- ~~2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and will include:~~
  - ~~a. a specification of the records to be disclosed;~~
  - ~~b. the purpose or purposes of the disclosure;~~
  - ~~c. the party or class of parties to whom the disclosure may be made; and~~
  - ~~d. if appropriate, a termination date for the consent.~~
3. When a disclosure is made under this subdivision:
  - a. if the parent or eligible student so requests, the ~~school~~ district will provide ~~him or her~~ them with a copy of the records disclosed; and
  - b. if the parent of a student who is not an eligible student so requests, the ~~school~~ district will provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in electronic form that:
  - a. identifies and authenticates a particular person as the source of the electronic consent; and
  - b. indicates such person’s approval of the information contained in the electronic consent.
5. If the responsible authority seeks an individual’s informed consent to the release of private data to an insurer or the authorized representative of an

insurer, informed consent will not be deemed to have been given unless the statement is:

- a. in plain language;
- b. dated;
- c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
- d. specific as to the nature of the information the subject is authorizing to be disclosed;
- e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
- f. specific as to the purpose or purposes for which the information may be used by any of the parties named in clause e. above, both at the time of the disclosure and at any time in the future; and
- g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for (i) life insurance or non-cancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under ~~Minn. Stat. Ch. 256B~~ or Minnesota Care under ~~Minn. Stat. Ch. 256L~~ [state law](#), which will be ongoing during all terms of eligibility, for individualized education program health-related services provided by a ~~school~~-district that are subject to third party reimbursement.

## 6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of ~~post-secondary~~ [postsecondary](#) education, the rights accorded to and the consent required of the parent of the student will thereafter only be accorded to and required of the eligible student, except as provided in the "Statement of Rights" section of this policy.

### B. Prior Consent for Disclosure Not Required

The ~~school~~-district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the ~~school~~-district whom the ~~school~~-district determines have a legitimate educational interest in such records;
2. [To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:](#)
  - a. [performs an institutional service or function for which the school district would otherwise use employees;](#)

- b. is under the direct control of the school district with respect to the use and maintenance of education records; and
  - c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;
- 3. To officials of other schools or school districts in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for the purposes related to the student's enrollment or transfer. The records will include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (See section XIX.), suspension and expulsion information pursuant to ~~section 4155 of the federal No Child Left Behind Act~~ [section 7917 of the federal Every Student Succeeds Act](#), ~~20 United States Code section 7917~~ and, if applicable, data regarding a student's history of violent behavior; ~~except the r~~Records regarding disciplinary action, suspension or expulsion, or a student's history of violent behavior will not be disclosed to institutions of postsecondary education where the student seeks to or intends to enroll, unless required by law. The records also will include a copy of any probable cause notice or any disposition or [state court order under Minn. Stat. § 260B.171](#), unless the data are required to be destroyed under ~~Minn. Stat. § 120A.22, Subd. 7(e) or § 121A.75~~ [state law](#). On request, the ~~school~~ district will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with the "Request to Amend Records; Procedures to Challenge Data" section of this policy;
- 4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or ~~his or her~~ [their](#) representative, subject to the conditions relative to such disclosure provided under federal law;
- 5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
  - a. determine eligibility for the aid;
  - b. determine the amount of the aid;
  - c. determine conditions for the aid; or
  - d. enforce the terms and conditions of the aid.

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

- 6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute

adopted:

- a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or
  - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the ~~school~~-district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the ~~school~~-district will disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;
7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization and the information is destroyed when no longer needed for the purposes for which the study was conducted. For purposes of this provision, the term "organizations" includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the ~~school~~-district to whom information is disclosed violates this provision, the ~~school~~ district may not allow that third party access to personally identifiable information from education records for at least five (5) years.
  8. To accrediting organizations in order to carry out their accrediting functions;
  9. To parents of a dependent student;
  10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the ~~school~~-district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters and the order is issued in the context of the proceeding. In addition, if the ~~school~~-district initiates legal action against



a parent or student it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the ~~school~~-district to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the ~~school~~-district, the ~~school~~-district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the ~~school~~-district to defend itself.

11. To appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health, **including mental health**, or safety of the student or other individuals. **The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals.** In addition, an educational agency or institution may include in the educational records of a student, appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the ~~school~~-district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student. **A record of this disclosure ~~must~~ will be maintained;**
12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the ~~school~~-district has designated as "directory information" pursuant to the "Release of Directory Information" section of this policy;
14. To military recruiting officers pursuant to the "Military Recruitment" section of this policy;
15. To the parent of a student who is not an eligible student or to the student ~~himself or herself~~ **themselves**;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by ~~the educational agency or institution~~ **district** for students or former students; or
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized



by law without the written consent of the parent of the student:

- a. the following information about a student ~~must~~ will be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;
- b. the existence of the following information about a student, not the actual data or other information contained in the student's educational record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or ~~chief administrative officer~~ administrator of a school who receives such a request ~~must~~ will, to the extent permitted by federal law, notify the student's parent or ~~guardian~~ by certified mail of the request to disclose information. If the student's parent or ~~guardian~~ notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official ~~must~~ will not disclose the information and instead ~~must~~ will inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or ~~guardian~~ is received within fourteen (14) days, the school official ~~must~~ will respond to the request for information.

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

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

educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent. ~~or guardian.~~

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minn. Stat. § 260B.171, Subd. 5. The principal ~~must~~ will place the information in the student's educational record. The principal will also ~~must~~ notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal ~~must~~ will identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent ~~or guardian~~ as necessary to serve the student, to protect students and staff, or as otherwise required by law.

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

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally

identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or

22. To an agency caseworker or other representative of a ~~S~~state or local child welfare agency, or tribal organization (as defined in ~~section 450b of Title 25~~ [25 United States Code section 5304](#)), who has the right to access a student's case plan, as defined and determined by the ~~S~~state or tribal organization, when such agency or organization is legally responsible, in accordance with ~~S~~state or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the ~~S~~state or tribal laws applicable to protecting the confidentiality of a student's education records.

#### C. Non-~~P~~ublic School Students

The ~~school~~-district may disclose personally identifiable information from the education records of a non-public school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

### VII. Release of Directory Information

#### A. ~~Classification~~ [Educational Data](#)

~~Directory information is public except as provided herein.~~

1. [Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information ~~must~~ will be designated pursuant to the provisions of:](#)
  - a. [Minnesota Statutes, section 13.32, subdivision 5; and](#)
  - b. [United States Code, title 20, section 1232g, and Code of Federal Regulations, title 34, section 99.37, which were in effect on January 3, 2012.](#)

2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this section.
3. When requested, the ~~school~~-district ~~must~~ will share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purpose

#### B. Former Students

Unless a former student affirmatively opted out of the release of directory information in ~~his or her~~ **their** last year of attendance, the ~~school~~-district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of paragraph C of this section. In addition, under an explicit exclusion from the definition of an "education record," the ~~school~~-district may release records that only contain information about an individual obtained after ~~he or she is~~ **they are** no longer a student at the ~~school~~-district.

#### C. ~~Present~~ **Current** Students and Parents

The ~~school~~-district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. ~~Prior to such disclosure the school district will:~~

1. **When conducting the directory information designation and notice process required by federal law, the ~~school~~-district will give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.**
2. **The ~~school~~ district ~~shall~~ will give public annual** ~~Annually give public~~ notice by any means that are reasonably likely to inform the parents and eligible students of:
  - a. the types of personally identifiable information regarding students and/or parents that the ~~school~~ district has designated as directory information;
  - b. the parent's or eligible student's right to refuse to let the ~~school~~ district designate any or all of those types of information about the student and/or the parent as directory information; and
  - c. the period of time in which a parent or eligible student has to notify the ~~school~~ district in writing that ~~he or she does~~ **they do** not want any or all of those types of information about the student and/or the parent designated as directory information.
3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the ~~school~~-district, in writing, that any or

all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in the "Disclosure of Education Records" section of this policy.

#### D. Procedure for Obtaining Non-Disclosure of Directory Information

The parent's or eligible student's written notice will be directed to the responsible authority and will include the following:

1. Name of the student and/or parent, as appropriate;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which will only be applicable for that school year.

#### E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

### VIII. Disclosure of Private Records

#### A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in the "Disclosure of Education Records" section of this policy, without the prior written consent of the parent or the eligible student.

#### B. Private Records Not Accessible to Parent

In certain cases state law intends, and clearly provides, that certain information contained in the education records of the ~~school~~ district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in

writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such a request the responsible authority will determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority will consider the following factors:

1. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
2. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
3. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
4. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
5. whether the data concerns medical, dental, or other health services provided pursuant to Minn. Stat. §§ 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

#### C. Private Records Not Accessible to Student

Students will not be entitled to access ~~to~~ private data concerning financial records and statements of the student's parent or any information contained therein.

#### D. Military-Connected Youth Identifier

When a ~~school~~ district updates its enrollment forms in the ordinary course of business, the ~~school~~ district ~~must~~ will include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

### IX. Disclosure of Confidential Records

#### A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

#### B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to ~~Minn. Stat. § 626.556~~ [state law](#), written copies of reports pertaining

to a neglected and/or physically and/or sexually abused child will be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data will be confidential and will not be made available to the parent or the subject individual by the ~~school~~-district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of ~~Minn. Stat. § 626.556, Subd. 11~~ [state law](#).

Regardless of whether a written report is made ~~under Minn. Stat. § 626.556, Subd. 7~~, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school will inform the parent, ~~legal guardian, or custodian~~ of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

### C. Investigative Data

Data collected by the ~~school~~-district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected non-public data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The ~~school~~-district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the ~~school~~ district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement ~~he or she~~ [they](#) provided to the ~~school~~-district.
3. [Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other ~~school~~-district students, ~~school~~-district employees, and/or attorney data as defined in ~~Minnesota Statutes, section 43.393~~ under state law.](#)
34. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record will be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
  - a. a decision by the ~~school~~-district, or by the chief attorney for the ~~school~~ district, not to pursue the civil legal action. However, such investigation



- may subsequently become active if the ~~school~~ district or its attorney decides to renew the civil legal action;
- b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
- c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

45. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

#### D. Chemical Abuse Records

To the extent the ~~school~~ district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

#### X. Disclosure of School Records Prior to Exclusion or Expulsion Hearing

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student’s parent or ~~guardian~~ or representative will be given access to all ~~school~~ district records pertaining to the student, including any tests or reports upon which the action proposed by the ~~school~~ district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, ~~Minn. Stat. § 121A.40, et seq.~~

#### XI. Disclosure of Data to Military Recruitment Officers

- A. The school district will release the names, addresses, and home telephone numbers of secondary students to military recruiting officers within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data to military recruiters pursuant to paragraph C below.
- B. Data released to military recruiting officers under this provision:
  - 1. may be used only for the purpose of providing information to students about military service, state and federal veterans’ education benefits, and other career and educational opportunities provided by the military; and
  - 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.
- C. A parent or eligible student has the right to refuse the release of the name, address, or home telephone number to military recruiting officers. To refuse the release of the above information to military recruiting officers, a parent or eligible student must notify the responsible authority, the building principal, in



writing, by September 15 of each year. The written request must include the following information:

1. Name of student and parent, as appropriate;
  2. Home address;
  3. Student's grade level;
  4. School presently attended by student;
  5. Parent's legal relationship to student, if applicable;
  6. Specific category or categories of information which are not to be released to military recruiters; and
  7. Specific category or categories of information which are not to be released to the public, including military recruiters.
- D. Annually, the ~~school~~-district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of secondary students without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers does not affect the ~~school~~-district's release of directory information to the rest of the public, which includes military recruiting officers. In order to make any directory information about a student private, the procedures contained in the "Release of Directory Information" section of this policy also must be followed. Accordingly, to the extent the ~~school~~-district has designated the name, address, phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers.

## XII. Limits on Disclosure

### A. Redisclosure

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

### B. Redisclosure Not Prohibited

1. Subdivision A of this section does not preclude the ~~school~~-district from disclosing personally identifiable information under the “Disclosure of Education Records” section of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the ~~school~~-district provided:
  - a. The disclosures meet the requirements of the “Disclosure of Education Records” section of this policy; and
  - b. The ~~school~~-district has complied with the record-keeping requirements of the “Responsible Authority, Record Security, and Record-Keeping” section of this policy.
2. Subdivision A of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student, ~~or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code section 14071.~~ However, the ~~school~~ district ~~must~~ will provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

#### C. Classification of Disclosed Data

The information disclosed will retain the same classification in the hands of the party receiving it as it had in the hands of the ~~school~~-district.

#### D. Notification

Except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under the “Release of Directory Information” section of this policy, or disclosures to a parent or student, the ~~school~~-district will inform the party to whom a disclosure is made of the requirements set forth in this section. In the event that the Family Policy Compliance Office determines that a third party improperly re-discloses personally identifiable information from education records, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

### XIII. Responsible Authority, Record Security, and Record-Keeping

#### A. Responsible Authority

The responsible authority ~~will be responsible for~~ is charged with the maintenance and security of student records.

#### B. Record Security

The principal of each school subject to the supervision and control of the

responsible authority will be the records manager of the school, and will have the duty of maintaining and securing the privacy and/or confidentiality of student records.

#### C. Plan for Securing Student Records

The building principal will submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan will contain the following information:

1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

#### D. Review of Written Plan for Securing Student Records

The responsible authority will review the plans submitted pursuant to paragraph C of this section for compliance with the law, this policy, and the various administrative policies of the ~~school~~-district. The responsible authority will then promulgate a chart incorporating the provisions of paragraph C which will be attached to and become a part of this policy.

#### E. Record-Keeping

1. The principal will, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:
  - a. the parties who have requested or received personally identifiable information from the education records of the student; and
  - b. the legitimate interests these parties had in requesting or obtaining the information;
2. In the event the ~~school~~-district discloses personally identifiable information from an education record of a student pursuant to paragraph B of the "Limits on Disclosure" section of this policy, the record of disclosure required under this section will also include:
  - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the ~~school~~-district; and
  - b. the legitimate interests under the "Disclosure of the Education Records" section of this policy which each of the additional parties has in

requesting or obtaining the information.

3. Paragraph (1) of Record-Keeping does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under paragraph B.1. of the "Disclosure of the Education Records" section of this policy, to requests for disclosures of directory information under the "Release of Directory Information" section of this policy, or to a party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed.
4. The record of requests of disclosures may be inspected by:
  - a. the parent of the student or the eligible student;
  - b. the school official or his or her assistants who are responsible for the custody of the records; and
  - c. the parties authorized by law to audit the record-keeping procedures of the school-district.
5. The school district shall will record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
  - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
  - b. the parties to whom the school district disclosed the information.
6. The record of requests and disclosures will be maintained with the education records of the student as long as the school district maintains the student's education records.

#### XIV. Right to Inspect and Review Education Records

##### A. Parent of a Student, an Eligible Student, or the Parent of an Eligible Student Who Is Also a Dependent Student

The school district will permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in the "Disclosure of Private Records" section of this policy.

##### B. Response to Request for Access

The school-district will respond to any request pursuant to subdivision A of this

section immediately, if possible, or within ten (10) **working** days of the date of the request, ~~excluding Saturdays, Sundays, and legal holidays.~~

#### C. Right to Inspect and Review

The right to inspect and review education records under subdivision A of this section includes:

1. The right to a response from the ~~school~~-district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the ~~school~~ district will provide the parent or eligible student with a copy of the records requested, or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy will be construed as limiting the frequency of inspection of the educational records of a student with a disability by the student's parent or ~~guardian~~ or by the student upon the student reaching the age of majority.

#### D. Form of Request

Parents or eligible students will submit to the ~~school~~-district a written request to inspect education records which identify as precisely as possible the record or records ~~he or she~~ **they** wishes to inspect.

#### E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the ~~school~~-district will attempt to accommodate those wishes. The parent or eligible student will be notified of the time and place where the records may be inspected.

#### F. Records Containing Information on More Than One Student

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

#### G. Authority to Inspect or Review

The ~~school~~-district may presume that either parent of the student has authority to inspect or review the education records of a student unless the ~~school~~-district has been provided with evidence that there is a legally binding instrument or a

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

#### H. Fees for Copies of Records

1. The ~~school~~-district ~~will~~ **may** charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the ~~school~~-district will consider the following:
  - a. the cost of materials, including paper, used to provide the copies;
  - b. the cost of the labor required to prepare the copies;
  - c. any schedule of standard copying charges established by the ~~school~~ district in its normal course of operations;
  - d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and
  - e. mailing costs.
2. The cost of providing copies will be borne by the parent or eligible student.
3. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, would impair the parent or eligible student from exercising their right to inspect or review the student's education records.

#### XV. Request to Amend Records; Procedures to Challenge Data

##### A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy or other rights of the student may request that the school district amend those records.

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

student of the right to a hearing under subdivision B of this section.

## B. Right to a Hearing

If the district refuses to amend the education records of a student, the district, on request, will provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing will be conducted in accordance with subdivision C of this section.

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

## C. Conduct of Hearing

1. The hearing will be held within a reasonable period of time after the ~~school~~ district has received the request, and the parent of the student or the eligible student will be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the ~~school~~ district who does not have a direct interest in the outcome of the hearing. The school board attorney will be in attendance to present the ~~school~~ board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student will be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under subdivisions A and B of this section and may be assisted or

represented by individuals of ~~his or her~~ **their** choice at ~~his or her~~ **their** own expense, including an attorney.

4. The ~~school~~ district will make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision will be based solely on evidence presented at the hearing and will include a summary of evidence and reasons for the decision.

#### D. Appeal

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

### XVI. Problems Accessing Data

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means superintendent or designee.
- C. **Any request by an individual with a disability for reasonable modifications of the ~~school~~ district's policies or procedures for purposes of accessing records shall will be made to the data practices compliance official.**

### XVII. Complaints for Noncompliance

#### A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by **FERPA** ~~20 U.S.C. §1232g~~, and the rules promulgated thereunder, will be submitted in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. ~~20202-4605~~ **8520**.

#### B. Content of Complaint

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

### XVIII. Waiver

A parent or eligible student may waive any of ~~his or her~~ **their** rights provided herein pursuant to ~~20 U.S.C. §1232g~~ **FERPA**. A waiver will not be valid unless in writing and signed by the parent or eligible student. The ~~school~~ district may not require such a waiver.



## XIX. Annual Notification of Rights

### A. Contents of Notice

The school district will give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the ~~school~~ district to comply with the requirements of ~~20 U.S.C. §1232g~~ FERPA, and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the ~~school~~ district has determined to have legitimate educational interests; and
6. That the ~~school~~ district forwards education records on request to a school in which a student seeks or intends to enroll including suspension and expulsion records pursuant to the federal ~~No Child Left Behind Act~~ Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

### B. Notification to Parents of Students Having a Primary Home Language Other Than English

The ~~school~~ district will provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

### C. Notification to Parents or Eligible Students Who Are Disabled

The ~~school~~ district will provide for the need to effectively notify parents or eligible students identified as disabled.

## XX. Destruction and Retention of Records

Destruction and retention of records by the school district will be controlled by state and federal law.

## XXI. Copies of Policy

Copies of this policy may be obtained by parents and eligible students at the office of the superintendent.

### Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
[Minn. Stat. § 13.32, subd. 5 \(Directory Information\)](#)  
[Minn. Stat. § 13.393 \(Attorneys\)](#)  
[Minn. Stat. Ch. 14 \(Administrative Procedures Act\)](#)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 121A.75 (~~Sharing Disposition Order and Peace Officer Records~~[Receipt of Records; Sharing](#))  
[Minn. Stat. § 127A.852 \(Military-Connected Youth Identifier\)](#)  
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)  
Minn. Stat. § 144.341-144.347 (~~Consent of Minors for~~[The Minors Consent to Health Services Act](#))  
[Minn. Stat. § 256B \(Medical Assistance for Needy Persons\)](#)  
[Minn. Stat. § 256L \(MinnesotaCare\)](#)  
Minn. Stat. § 260B.171, ~~Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children~~[\(Records Required to be Kept\)](#)  
Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)  
[Minn. Stat. § 363A.42 \(Public Records; Accessibility\)](#)  
Minn. Rules Parts 1205.0100-1205.2000 ([Data Practices](#))  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
20 U.S.C. § 6301 *et seq.* (~~No Child Left Behind~~[Every Student Succeeds Act](#))  
[20 U.S.C. § 7908 \(Armed Forces Recruiting Information\)](#)  
[20 U.S.C. § 7917 \(Transfer of School Disciplinary Records\)](#)  
[25 U.S.C. § 5304 \(Definitions – Tribal Organization\)](#)  
26 U.S.C. §§ 151 and 152 (Internal Revenue Code - [Dependent Defined](#))  
34 C.F.R. §§ 99.1-99.67 ([Family Educational Rights and Privacy](#))  
[42 U.S.C. § 1711 et seq. \(Child Nutrition Act\)](#)  
[42 U.S.C. § 1751 et seq. \(Richard B. Russell National School Lunch Act\)](#)  
*Gonzaga University v. Doe*, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)  
[Dept. of Admin. Advisory Op. No. 21-008 \(December 8, 2021\)](#)

### Cross References:

Policy 506 (Student [Conduct and Discipline](#))  
Policy 519 (Interviews of Students by Outside Agencies)  
Policy 520 (Student Surveys)  
[Policy 719 \(Records Retention\)](#)

Policy  
adopted: 01/22/08  
Revised: 09/22/14  
Revised: 07/17/17

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

## Appendix I to Policy 515

### PUBLIC NOTICE

Edina Public Schools gives notice to parents of students currently in attendance in the ~~school~~ district, and eligible students currently in attendance in the district, of their rights regarding pupil records.

1. Parents and eligible students are hereby informed that they have the following rights:
  - a. That a parent or eligible student has a right to inspect and review the student's education records within 45 days after the day the request for access is received by the ~~school~~ district. A parent or eligible student should submit to the ~~school~~-district a written request to inspect education records which identify as precisely as possible the record or records ~~he or she~~ **they** wishes to inspect. The parent or eligible student will be notified of the time and place where the records may be inspected;
  - b. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent or eligible student may ask the ~~school~~ district to amend a record that they believe is inaccurate or misleading. The request ~~will~~ **must** be in writing, identify the item the parent or eligible student believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, ~~will~~ **must** state the reason for this belief, and ~~will~~ **must** specify the correction the parent or eligible student wishes the ~~school~~ district to make. The request ~~will~~ **must** be signed by the parent or eligible student. If the ~~school~~-district decides not to amend the record as requested by the parent or eligible student, the ~~school~~ district will notify the parent or eligible student of the decision and advise ~~him or her~~ **them** of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing;
  - c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent;
  - d. That the ~~school~~-district may disclose education records to other school officials within the ~~school~~-district if the ~~school~~ district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the ~~school~~-district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the school board; a person or company with whom the ~~school~~ district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer, or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of ~~his or her~~ **their** tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill ~~his or her~~ **their** professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, ~~and~~ student health and welfare, and the ability to respond to a request for educational data;

- e. That the ~~school~~ district forwards education records on request to a school in which a student seeks or intends to enroll, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to section ~~4155 of the federal No Child Left Behind Act~~ [7917 of the federal Every Student Succeeds Act](#), and data regarding a student's history of violent behavior and any disposition order which adjudicates the student as delinquent for committing an illegal act on ~~school~~ district property and certain other illegal acts;
- f. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the ~~school~~ district to comply with the requirements of [the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g](#), and the rules promulgated thereunder, ~~†~~. The name and address of the office that administers the Family Education Rights and Privacy Act is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4605-8520

2. Copies of the ~~school~~ board policy and accompanying procedures and regulations are available to parents and students upon written request to the superintendent.
3. Pursuant to applicable law, ~~Edina Public Schools~~ [the district](#) gives notice to parents of students currently in attendance in the ~~school~~ district, and eligible students currently in attendance in the ~~school~~ district, of their rights regarding "directory information."

~~"Directory information" includes the following information relating to a student: the student's name; address; telephone number; district provided electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" also includes the name, address, and telephone number of the student's parent(s). "Directory information" does not include identifying information on a student's religion, race, color, social position, or nationality.~~

~~"Directory information,"~~ [under state and federal law](#), means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student's name, ~~address, telephone listing, district provided electronic mail address,~~ photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (i.e., full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational agency or institution attended. It also includes the name, ~~address,~~ and telephone number of the student's parent/~~guardian~~(s). [Minnesota law imposes additional restrictions, beyond federal law, upon the types of information that may be designated as directory information.](#)

- a. The information listed above will be public information which the ~~school~~ district may disclose from the education records of a student or information regarding a parent.

- b. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.
- c. ~~In order to make any or all of the directory information listed above "private" (i.e., subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:~~

~~(1) Name of student and parent, as appropriate~~

~~(2) Home address~~

~~(3) School presently attended by student~~

~~(4) Parent's legal relationship to student, if applicable~~

~~(5) Specific category or categories of directory information which is not to be made public without the parent's or eligible student's prior written consent~~

- 4. Pursuant to applicable law, ~~Edina Public Schools~~ **the district** hereby gives notice to parents of secondary students and eligible secondary students of their rights regarding release of information to military recruiting officers. The ~~school~~ district ~~must~~ **will** release the names, addresses, and home telephone numbers of secondary students to military recruiting officers within sixty (60) days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

- a. Should the parent of a student or the eligible student so desire, any or all of the listed information will not be disclosed to military recruiting officers without prior consent.
- b. In order to refuse the release of this information without prior consent, the parent or eligible student must make a written request to the building principal by September 15 of each year. This written request must include the following information:

(1) Name of student and parent, as appropriate

(2) Home address

(3) Student's grade level

(4) School presently attended by student

(5) Parent's legal relationship to student, if applicable

(6) Specific category or categories of information which are not to be released to military recruiters without prior consent

(7) Specific category or categories of directory information which are not to be released to the public, including military recruiters

INDEPENDENT SCHOOL DISTRICT NO. 273  
EDINA, MINNESOTA

Dated: \_\_\_\_\_  
\_\_\_\_\_ Chair

Appendix II to Policy 515

JUVENILE JUSTICE SYSTEM REQUEST FOR INFORMATION

Family Educational Rights and Privacy Act  
Minnesota Government Data Practices Act, Minn. Stat. § 13.32, ~~S~~subds. 3(i) and 8(b)

DATE/TIME OF REQUEST: \_\_\_\_\_

TO: \_\_\_\_\_  
(Superintendent of school district or chief administrative officer of school)

FROM: \_\_\_\_\_  
(Requester's name/agency)

STUDENT: \_\_\_\_\_

BASIS FOR REQUEST:

\_\_\_\_\_ Juvenile delinquency investigation/prosecution

\_\_\_\_\_ Child protection assessment/investigation

\_\_\_\_\_ Investigation/filing of CHIPS or delinquency petition

REASON FOR REQUEST (Requester must describe why information regarding existence of the data marked below is necessary to effectively serve the student):

\_\_\_\_\_  
\_\_\_\_\_

RESPONSE TO REQUEST (The school ~~must~~ will indicate whether it has data on the student that document any activity or behavior marked by the requester):

Information requested (Mark all that apply):

Response provided (Yes/No):

_____	Use of a controlled substance, alcohol, or tobacco	_____
_____	Assaultive or threatening conduct as defined in Minn. Stat. § 13.32, <del>S</del> subd. 8	_____
_____	Possession or use of weapons or look-alike weapons	_____
_____	Theft	_____
_____	Vandalism and damage to property	_____

CERTIFICATION: The undersigned certifies that ~~he or she is~~ they are a member of the juvenile justice system. The requested data are needed by the juvenile justice system so it may effectively serve, prior to adjudication, the student whose records are released. The undersigned will not disclose the information received to any other party, except as provided under state law, without prior written consent as required by Code of Federal Regulations, title 34, section 99.38(b). The undersigned further certifies that ~~he or she~~ they understands that, by signing this request, ~~he or she is~~ they are subject to the penalties in Minn. Stat. § 13.09.

Established: ~~1/22/08~~

Revised: ~~9/22/14~~

Form ( / )

\_\_\_\_\_  
Signature/Title



Appendix III to Policy 515

AUTHORIZATION FOR RELEASE OF INFORMATION ON STUDENT

To: Edina Public Schools  
5701 Normandale Road  
Edina, MN 55424

Re: Educational records of \_\_\_\_\_  
(Student's Name)

\_\_\_\_\_  
(Date of Birth and/or Social Security Number)

This release permits the school district, pursuant to Minn. Stat. § 13.05, Subd. 4 and Minn. Rules 1205.1400, Subp. 4, to release the enumerated educational records and information to the specified party or individual(s).

Specification of records/information to be disclosed and extent of disclosure:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Exceptions to the above specification:

\_\_\_\_\_  
\_\_\_\_\_

Purpose(s) of disclosure:

\_\_\_\_\_  
\_\_\_\_\_

To whom the records and information should be disclosed:

\_\_\_\_\_  
\_\_\_\_\_

This authorization specifically includes records prepared prior to the date of this authorization and records prepared after the date of this authorization, such records to be used only for the purpose specified. I do not authorize re-release of this information by the third party.

I understand that I may revoke this consent in writing at any time. Upon the fulfillment of the above-stated purpose, this consent will automatically expire without my express revocation. Minnesota law requires automatic expiration of this authorization one year from the date of authorization (Minn. Stat. § 13.05, 2010). A photocopy of this authorization will be treated in the same manner as an original.

Dated: \_\_\_\_\_  
(Signature of Authorized Signer)

Established: 6/20/11 Form ( \_\_/\_\_ )

## Education Programs

### Educational Competencies, Academic Standards, and Instructional Curriculum

#### I. Purpose

This policy defines the school district's educational competencies, instructional curriculum, academic standards, and K-12 talent development framework, including state and federal educational requirements.

#### II. General Statement of Policy

The school district is committed to providing a comprehensive educational experience for students that is defined by educational competencies and academic standards and implemented through an aligned instructional curriculum for early childhood through grade 12. The district will deliver the standards and curriculum at identified grade levels through classes and/or courses.

#### III. Definitions

For purposes of this policy, the definitions included in this section apply.

- A. "Academic standards" mean a state-prescribed or locally-adapted set of content standards that the [school](#) district must offer and certify for a student to be eligible to receive a high school diploma.
- B. "Curriculum" means an instructional area of study for early childhood through grade 12 that is required to meet the academic standards of the State of Minnesota or the ~~school~~ district.
- C. "Educational competencies" mean the articulated skills and literacies that learners need to have social, emotional, academic, and professional success in a rapidly changing, global world.
- D. "K-12 Talent Development Framework" means (1) servicing students demonstrating high performance and cultivating potential in [each and every](#) ~~students whose strengths are not yet tapped or readily observable in typical classroom environments~~; (2) providing early intervention and development opportunities ensuring all students have opportunities to grow; and (3) providing ~~experience-learning~~ [experiences](#) ~~environments~~ that are independent of students' background or economic status.

#### IV. Educational Competencies/~~Profile of a Graduate~~ [Portrait of a Well-Rounded Edina Graduate](#)

- A. The school district places a high value on the holistic view of the learner. The view is responsive to the district’s mission, which seeks to “deliver educational excellence and prepare all students to realize their full potential.”

These competencies/~~profile of a graduate~~ [Portrait of a Well-Rounded Edina Graduate](#) are intended to help guide a learner along his/her their educational journey, striving to become:

- [Academically Prepared](#)
- A Globally Competent Individual;
- A Responsible, [and](#) Engaged Citizen;
- An Effective Communicator and Collaborator;
- An Innovative Thinker and [Problem Solver](#) ~~Creator~~;
- A Motivated Lifelong Learner; and
- ~~A Healthy, Well-Rounded Person.~~

- B. The educational competency descriptors/~~profile of a~~ [Portrait of a Well-Rounded Edina Graduate](#) are located in Appendix I.

- C. The district administration is responsible for embedding the educational competencies/~~profile of a~~ [Portrait of a Well-Rounded Edina Graduate](#) into the learning experience and curriculum. This responsibility includes using the competencies as a framework for:

- Professional learning
- Curriculum development with courses and at grade levels
- Student assessment
- Staff evaluation

V. Academic Standards, Instructional Curriculum, Resources, ~~&~~ [and](#) Experience

- A. The ~~D~~irector of ~~T~~eaching and ~~L~~earning will be responsible for the implementation of the school district’s academic standards and instructional curriculum.

- B. The district has defined academic standards, a comprehensive instructional curriculum, and common summative assessments for the following content areas:

- ~~science~~
- ~~reading and~~ [English](#) language arts
- social studies
- [ethnic studies](#)
- math
- physical education
- health
- business education
- [financial literacy \(applicable starting with 2028 graduates\)](#)
- science/technology/engineering
- media literacy
- world languages

- family and consumer sciences
  - visual, [media](#), and performing arts
- C. Each curricular content area will have a guide that includes:
- mission
  - grade-appropriate standards
  - curriculum materials
  - resource materials
  - common assessments
  - differentiation and personalization suggestions
  - media [and technology materials](#)
- D. Each curricular content area will be reviewed and revised on a cyclical basis as per Policy 603 (Curriculum and Program [Review and Development and Review](#)).
- E. The academic standards and instructional curriculum will align with those established by the Minnesota Department of Education or by local adoption as provided in statute.
- F. The elementary schools will offer the following:
- visual, [media](#), and performing arts
  - integrated [English](#) language arts
  - math
  - [music](#)
  - physical education
  - ~~science/health~~
  - [health](#)
  - social studies
- G. The middle schools will offer the following:
- visual, [media](#), and performing arts
  - integrated [English](#) language arts
  - math
  - music
  - physical education
  - ~~science/health~~
  - [health](#)
  - social studies
  - technology education
  - world languages
  - family and consumer sciences
- H. The high school will require 43 credits for graduation [pursuant to district policy](#).  
(~~Refer to Policy 613, — Graduation Requirements.—~~)

- I. The K-12 Talent Development Framework (see [Appendix II](#)) consists of enrichment, extended learning, acceleration (e.g., ~~Honors, Advanced Placement, Compacted coursework~~), and authentic learning opportunities.
- J. The school board will approve all academic standards and instructional curriculum revisions at least as frequently as prescribed by Minnesota Department of Education’s K-12 Academic Standards Review Schedule as approved by state law.
- K. The district will provide professional learning opportunities to advance employees’ knowledge, skills, and abilities in effectively delivering the standards, competencies, and curriculum through instruction.

Legal References:

- Minn. Stat. § 120B.02 (Educational Expectations [and Graduation Requirements](#) for Minnesota’s Students)
- Minn. Stat. § 120B.024 (~~Graduation Requirements: Course Credits~~)
- Minn. Stat. § 120B.11 (School District Process [for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce](#))
- Minn. Stat. § 120B.30N (Dept of Education Academic Standards Review)
- 20 U.S.C. § 5801, *et seq.* (~~National Education Goals 2000: Educate America Act~~)
- 20 U.S.C. § 6301, *et seq.* (~~No Child Left Behind Act~~ [Every Student Succeeds Act](#))

Cross References:


- Policy 105 (School District Mission, [Vision, Values, Beliefs and Strategic Direction and Plan](#))
- Policy 603 (Curriculum and Program Review and Development)
- Policy 613 (Graduation Requirements)
- Policy 614 (~~School District Testing Plan and Procedure~~ [Assessment Plan](#))
- Policy 616 (School District System Accountability)
- Minnesota K-12 Academic Standards in Arts Education
- EPS [2020-2030 Strategic Plan](#) ~~2020-2025~~

Policy  
 adopted: [07/20/09](#)  
 Revised: [08/17/15](#)  
 Modified: [11/11/19](#)  
 Revised: [02/10/20](#)  
 Revised: [09/14/20](#)

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)  
 Edina, Minnesota


## Appendix I

[This old Appendix I with the Profile of a Next Generation EPS Learner chart will be deleted. It will be replaced with the new Appendix I featuring the Portrait of a Well-Rounded Edina Graduate graphic.]


	<p><i>Through high expectations and access to diverse opportunities in academics, arts, extracurricular activities and community involvement, Edina Public Schools learners are academically prepared for college, career and life.</i></p>
<b>Profile of a Next Generation EPS Learner</b>	
<b>Globally Competent Individual</b> who	<ul style="list-style-type: none"> <li>• Possesses a diverse and informed world perspective, including understandings of world geography, history, economics, social issues, cultures, political structures, and environmental conditions</li> <li>• Communicates effectively in at least two world languages, one of which is English</li> <li>• Embraces individual and cultural diversity and actively seeks multicultural interactions</li> </ul>
<b>Responsible, Engaged Citizen</b> who	<ul style="list-style-type: none"> <li>• Demonstrates a high level of integrity and ethical action</li> <li>• Applies knowledge and education for the good of the community</li> <li>• Demonstrates empathy, compassion and open-mindedness</li> <li>• Accepts responsibility for personal choices and actions, and learns from mistakes</li> </ul>
<b>Effective Communicator and Collaborator</b> who	<ul style="list-style-type: none"> <li>• Communicates effectively as a listener, speaker and writer</li> <li>• Possesses strong social and interpersonal skills, including verbal, non-verbal and conflict resolution skills</li> <li>• Works effectively with others in academic and social settings, both as a leader and a contributor</li> </ul>
<b>Innovative Thinker and Creator</b> who	<ul style="list-style-type: none"> <li>• Demonstrates proficiency in multiple literacies, including a variety of academic and technological disciplines</li> <li>• Thinks and produces creatively, both collaboratively and independently</li> <li>• Demonstrates intellectual curiosity by applying original solutions to problems or challenges</li> <li>• Critically analyzes and evaluates information sources</li> </ul>
<b>Motivated Lifelong Learner</b> who	<ul style="list-style-type: none"> <li>• Understands own needs as a learner and advocates appropriately</li> <li>• Persists when faced with challenge or adversity</li> <li>• Actively sets personal learning goals and self-monitors progress</li> <li>• Values continuous learning and seeks opportunities for growth</li> </ul>
<b>Well-Rounded Person</b> who	<ul style="list-style-type: none"> <li>• Actively maintains a healthy, balanced lifestyle through informed choices</li> <li>• Adapts to new and challenging situations and environments</li> <li>• Commits to their own physical, social and emotional well-being</li> <li>• Demonstrates knowledge of essential life skills and resources</li> </ul>

Adopted: 8/17/15





## Portrait of a Well-Rounded Edina Graduate



**ACADEMICALLY PREPARED**

- Demonstrates foundational academic knowledge in Reading, English Language Arts, Mathematics, Social Studies, Science, Technology, Engineering, and the Arts.
- Masters and applies standards aligned to challenging and rich curricula.
- Identifies, understands, and solves complex issues.

**GLOBALLY COMPETENT INDIVIDUAL**

- Possesses a diverse and informed world perspective, including understandings of world geography, history, economics, social issues, cultures, political structures and environmental conditions.
- Engages in multiple opportunities to broaden language knowledge and application.
- Embraces the individual and cultural dignity of all people and actively seeks multicultural interactions.

**RESPONSIBLE AND ENGAGED CITIZEN**

- Demonstrates a high level of integrity and ethical action.
- Applies knowledge and education for the good of the community.
- Demonstrates empathy, compassion and open-mindedness.
- Accepts responsibility for personal choices and actions, including impact on others and learns from mistakes.
- Applies the social-emotional skills of self-awareness and self-management to lead a healthy and well-balanced life.

**EFFECTIVE COMMUNICATOR AND COLLABORATOR**

- Communicates effectively as a listener, speaker, writer, and responder through appropriate and timely communication platforms (digital, print, video, and social media).
- Possesses strong social and interpersonal skills, including verbal, nonverbal, and conflict resolution.
- Works effectively with others in academic and social settings, both as a leader and a contributor.

**INNOVATIVE THINKER AND PROBLEM SOLVER**

- Thinks and produces creatively, both collaboratively and independently.
- Demonstrates intellectual curiosity.
- Critically analyzes and evaluates information sources.
- Adapts to changing demands.

**MOTIVATED LIFE-LONG LEARNER**

- Understands personal interests and passions, while valuing continuous learning and seeking opportunities for growth.
- Understands own needs as a learner and advocates appropriately.
- Persists when faced with challenge or adversity.
- Actively researches opportunities, sets personal learning goals, makes choices that support long-term aspirations and successful transitions.



Appendix II to Policy 601

**K-12 Talent Development Framework**

In addition to serving students already demonstrating high performance, talent development services cultivate potential in students whose strengths are not yet tapped or readily observable in typical classroom environments. By fostering talent development, and providing early intervention and development opportunities, the [school](#) district ensures that all students have opportunities to grow and experience learning environments that are not dependent on students' background or economic status.

<b>Pathway</b>	<b>Vision</b>	<b>Description</b>	<b>Examples</b>
Enrichment	Provide rigorous and enriching opportunities for all learners to discover their unique interests and strengths	<p>Sets a foundation for talent development</p> <p>Provides new experiences and information that expands background knowledge</p> <p>Offers rigorous, inquiry-based experiences</p> <p>Fosters critical, reflective, and creative thinking</p> <p>Allows student strengths and talents to emerge</p>	<p>Lessons focused on critical, reflective, and creative thinking within the standards.</p> <p>Exploratory activities such as Makerspace</p> <p>Inquiry-based learning</p> <p>Problem-solving activities</p> <p>Genius Hour</p> <p>Habits of Mind</p>
Extended Learning	Provide challenging and engaging opportunities for learners to extend their strengths and interests in specific talent areas	<p>Builds learner confidence in a talent area</p> <p>Honors students' knowledge and skills</p> <p>Promotes development of higher-order thinking skills</p> <p>Offers content depth and complexity</p>	<p>Extending the standards beyond what is required for all.</p> <p>Depth of Knowledge Levels 3 and 4 (when standards only go to 1 or 2)</p>
Acceleration	Provide challenging, engaging, and faster-paced opportunities for learners to advance their strengths and interests in specific talent areas	<p>Reinforces learner commitment in a talent area</p> <p>Honors students' knowledge and skills</p> <p>Offers content at a faster pace</p> <p>Provides above-level content</p>	<p>Accelerated pacing beyond the typical learning sequence.</p> <p>Compacted standards/courses</p> <p>Above-grade level standards</p> <p>College-level courses</p>

Authentic Learning	Provide real-world opportunities for students to apply their strengths and interests in specific talent areas	<p>Recognizes and responds to students' talent area expertise</p> <p>Provides opportunities for learners to apply their strengths and interests in real-world inquiry or production</p> <p>Promotes high intellectual performance and production</p>	<p>Provide real-world opportunities for students to apply their strengths and interests in specific talent areas:</p> <p>Service Learning</p> <p>Internship</p> <p>Product Creation</p> <p>Community Problem Solving</p>
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### K-12 Talent Development Framework

In addition to serving students already demonstrating high performance, talent development services cultivate potential in students whose strengths are not yet tapped or readily observable in typical classroom environments. By fostering talent development Edina ensures that each and every student has the opportunity to grow at accelerated rates in enriching learning environments.

Pathway	Vision	Description	Examples
Enrichment	Rigorous and enriching opportunities for <b>all</b> learners to discover their unique interests and strengths integrated into the core curriculum and culture of the school	<p>Sets a foundation for talent development</p> <p>Provides new experiences and information that expands background knowledge</p> <p>Offers rigorous, inquiry-based experiences</p> <p>Fosters critical, reflective, and creative thinking</p> <p>Allows student strengths and talents to emerge</p>	<p>Lessons focused on critical, reflective, and creative thinking within the standards:</p> <p>Inquiry-based learning</p> <p>Problem-solving activities</p>
Extended Learning	Opportunities provided to <b>some</b> students to engage with grade-level content at a deeper level during flexible times throughout school day or year.	<p>Builds learner confidence in a talent area</p> <p>Recognizes students' knowledge and skills</p> <p>Promotes development of higher order thinking skills</p> <p>Offers content depth and complexity</p>	Extending the standards beyond what is required for all

Acceleration	Opportunities for <b>some</b> students to compact grade-level standards and be exposed to higher grade-level standards at a faster pace	Reinforces learner commitment in a talent area Recognizes students' knowledge and skills Offers content at a faster pace Provides above-level content	Accelerated pacing beyond the typical learning sequence: Compacted courses College-level courses
Authentic Learning	Opportunities provided to <b>all</b> students to engage in real-world application of strengths and talents	Recognizes and responds to students' talent area expertise Provides opportunities for learners to apply their strengths and interests in real-world inquiry or production Promotes high intellectual performance and production	Provide real-world opportunities for students to apply their strengths and interests in specific talent areas:

Appendix

Adopted: 9/14/20

## Education Programs

### Organization of School Calendar and School Day

#### I. Purpose

This policy provides for a timely determination of the school calendar and school day.

#### II. General Statement of Policy

The primary goal of the [school](#) calendar and [schedule of the](#) school day is to advance learning for students and professional learning for teachers, in compliance with required guidelines set by the Minnesota Department of Education.

#### III. School Calendar Development

- A. The school calendar will be adopted by the school board at least twelve months prior to the start of a school year. It will meet all provisions of state attendance law. The school calendar will establish student days, workshop days for employees, and other information related to students, staff, and [parents/guardians](#).
- B. The ~~school~~ board will approve a calendar development process which includes:
  - Consideration of state statutes, [school](#) district work agreements, and district learning needs
  - Input opportunities from staff and families
  - A decision-making process which defines both the process for gathering input and the team developing the recommendations

#### IV. Student School Day Schedule

- A. The superintendent will be responsible for developing a school day schedule for each building, subject to review by the school board. All requirements and provisions of state law will be met.
- B. The superintendent will work in collaboration with building principals in developing the school day schedule for schools. The decision making process will include:
  - Input opportunities from staff and families
  - Decision-making process which defines both the process for gathering input

and the team developing the recommendations

C. In developing the student day schedule, consideration will be given to the following:

- learning priorities;
- district work agreements;
- school bus schedules;
- cooperative programs;
- differences in time requirements at various grade levels;
- effective utilization of facilities;
- cost effectiveness; and
- other concerns deserving of attention.

#### V. E-Learning Days

See the Edina Inclement Weather ~~eE-Learning Plan, attached as Appendix I, and also~~ available on the [school](#) district website under Academics, Learning and Technology, [eE-Learning Days](#).

#### Legal References:

Minn. Stat. § 120A.40 (School Calendar)

Minn. Stat. § 120A.41 (Length of School Year; [Days-Hours](#) of Instruction)

Minn. Stat. § 120A.415 (Extended School Calendar)

Minn. Stat. § 120A.42 ([Conduct of School on Certain](#) Holidays)

Minn. Stat. § 122A.40, Subds. 7 and 7a (~~Employment; Contracts; Termination of Contract After Probationary Period; Additional Staff Development and Salary~~)

Minn. Stat. § 122A.41, Subds. 4 and 4a (~~Teacher Tenure Act; Cities of the First Class; Definitions Period of Service After Probationary Period; Discharge or Demotion; Additional Staff Development and Salary~~)

Minn. Stat. § 127A.41, Subd. 7 (~~Distribution of School Aids; Appropriation Schedule Adjustments~~)

#### Cross Reference:

Policy 425 (Staff Development [and Mentoring](#))

#### Policy

adopted: 6/22/09

amended: 07/23/12

revised: 07/20/15

updated: 01/13/20

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

# ~~Edina Inclement Weather e~~**E-Learning Plan**

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## Purpose:

To optimize a learning opportunity afforded by new legislation: The 2017 Legislature has amended the Length of School Year; Hours of Instruction (Minn. Stat. § 120A.41) to include the option of a school utilizing e-Learning days:

- Due to inclement weather.
- Up to five days in one school year.
- Counted as an instructional day and included as hours of instruction.
- Ability to provide continuity of instruction during non student days.

The following is the ~~school~~ district's plan for utilizing this opportunity for continued learning in case of inclement weather.

## About this plan

This plan was created over a two-year period with input from many stakeholders, including: Teaching and Learning, Communications Department, Student Services, Assistive Technology, Teaching and Learning Board committee, EME, Technology Advisory Team, parents and the Department of Media and Technology Services, ~~and parents/guardians~~. Upon completion, the Edina School Board approved the following plan:

In the development of the e-Learning Plan, we centered our discussion on the following key aspects:

1. Keep student at the center of all of our discussions
2. Ensure that instruction and learning will be maximized
3. Satisfy the state required elements for an e-learning plan

Like all plans, it is essential that it works in practice and contains strategies for continuous improvement. To that end, this plan will be reviewed annually and modified if needed.

This plan is divided into the following components:

1. Communications
2. Instruction
3. Training
4. Other considerations

## Communications

### Parent/Guardian eCommunication

The following forms of communication will provide parents/guardians and students with information about e-Learning days, when they will be used, how they will be notified, what to expect for an e-Learning day, and to answers to additional questions:

1. Communication to families about e-learning days

- a. Beginning of the year communication

Upon approval from school district leadership, the communications department will include information about e-Learning days in their back to school communications annually. Content in this communication will provide background and how families will be notified of an e-learning day and what to expect when an e-learning day is called. It will also reference a web page on the district website where they can find additional information. By including this information in our the district's back to school communications, we are the district is providing families with sufficient advance information about e-learning days so that families can be prepared in the event we these provisions are invoked them.

- b. Notification to parents/guardians of an e-learning day

As much advance notice will be given as possible. The following practice already exists for notifying parents/guardians of school closings due to inclement weather: Parents/Guardians receive an automated phone call, email, and optionally a text via the district's mass notification service. In addition to district mass communication, announcements are made on radio station WCCO and television stations WCCO, KSTP, KARE, and FOX, and the school district web page, www.edinaschools.org, prior to 6:30 a.m. that school will be closed. This practice will be amended to include notification that the district is invoking an e-learning day and provide instructions for accessing e-learning activities assigned via our learning management system.

For e-learning days held on non-student days, plenty of advance warning and will be provided to families. In addition, updates will be given to parents/guardians and students.

- c. ~~Website with e-learning day resources.~~ The district has developed a website that provides families additional information about e-learning days.

## 2. ~~Communications between teachers and students and families~~

- a. ~~A legislative requirement for e-learning is that there is a synchronous component, or the ability for a student teacher interaction. The following items will help facilitate this.~~

- i. ~~A standard format for posting e-learning day content on our learning management systems~~
- ii. ~~Clear understanding of what is expected for e-learning~~
- iii. ~~Clear expectations and instructions on how to contact the instructor in case of questions or additional information~~

- b. ~~Posting of activities and virtual office hours~~

- i. ~~When an e-learning day is declared, teachers would **will** be responsible for updating their course pages in the LMS in the following manner.~~
  - 1. ~~In K-2: posting instructions for the day in Seesaw.~~
  - 2. ~~In 3-12: create an Assignment in Schoology with instructions. The title should be the name of the assignment, e-Learning Day, and the date. All files needed for students should be attached to the assignment.~~
- ii. ~~Included in this content would be the following information.~~
  - 1. ~~Anticipate time requirements for course work recognizing students learn at different paces, especially in an independent context.~~
  - 2. ~~Be present on Schoology or Seesaw and email during the e-Learning Day. Provide a school telephone number where parents can call to leave a message if they have questions.~~
  - 3. ~~Plan for self directed, independent learning with specific consideration to age and individual learning needs.~~
  - 4. ~~Customize learning opportunities especially in troubleshooting student challenges~~
  - 5. ~~Communicate with colleagues to ensure common expectations, communications, and protocols.~~

## Instruction

eLearning Days are a way for us **the school district** to have continuity of learning in the event of inclement weather. The following components will be in place to ensure the program meets the requirements of the legislation and more importantly, aids in the learning process for students:

- ~~Delivered primarily online~~
- ~~In sync with current lesson plans, learning continues~~



- Presence of a teacher licensed in the content area/grade level:
  - Delivering content
  - Assessment of and for learning
  - Providing feedback
  - Diagnosing misconceptions
  - Coaching
  - Explaining concepts
- Attendance is taken
- Teachers are available online and by phone

## Instructional Content

The following is a suggested framework for content during an e-learning day. Again, teachers will be provided professional development time to work on developing content. However, it is important that there is consistency across the system in the delivery of this content.

- K-2 Classroom Staff: Share a Tic-Tac-Toe Board of ideas for students to create—connect with specialists for art, PE, and music; Use Seesaw to share journals for parents to view.
- Gr. 3-5 Classroom Staff: Share a Google slide presentation with subjects listed on each slide for work completion; Use Schoology where parents can view as an Assignment (so it shows up in the “Upcoming” column on the right).
- Gr. 6-12 Classroom Staff: Create an assignment in Schoology with the instructions. The title should be the name of the assignment, e-Learning Day, and the date. All files needed for students should be attached to the assignment.
- Content in Schoology should include:
  - a. Assignment or Folder with Completion rules posted with the e-Learning day date as the due date at 11:59 pm.
  - b. All communication for requirements to communicate expectations for that day should be posted in that assignment.
  - c. Learning targets for that day listed.
  - d. Optional: If using a folder with completion rules, pages with embedded content and/or links to resources be noted.
  - e. Attendance is confirmed via one of the following:
    - i. Student Completion on the assignment or folder to confirm that students viewed the materials if using the folder.
    - ii. Some type of submitted student creation or reflection to document learning.
    - iii. Formative assessments to check for understanding.
  - f. Through synchronous and/or asynchronous learning, be present on Schoology or Seesaw and email during the e-learning day. These could include the following:
    - i. Posting your school telephone number and responding via an online chat or Google Voice.
    - ii. Creating an online meeting using one of the districts provided online meeting tools such as Google Meet, Skype, or My Blue Button.
  - g. Optional
    - i. Screencast of Lessons for direct instruction
    - ii. Review of digital citizenship expectations for the activities

The following is implemented in order to assist students with special needs:

Special Education will have access to their students' courses. Additionally, teachers will be able to create their own courses with their students. Below is additional information:

- **Special Education Resource Staff:** Contact students directly through SeeSaw (K-2), Schoology (Gr. 3-12), or email with reminders for how their accommodations and modifications can support their engagement with e-Learning Day activities or support general education teachers in lesson plan development to ensure accommodations are available.
  - Be available to access the student LMS system to assist and/or consider using virtual meeting tools such as Google Meet or Skype to assist the student.
- **Special Education Site Based Staff:** Share a list of 2-4 activities students can engage in at home to further progress toward IEP goals or learning in classroom activities through SeeSaw, Schoology, or emailed directly to families. Include learning targets with your activity ideas. To verify attendance, families should respond with a picture of what they did on the e-learning day so students are able to share with their classmates when they return to school. Alternatively, you may ask families to create a video of a functional routine at home.
  - Be available to access the student LMS system to assist and/or consider using virtual meeting tools such as Google Meet or Skype to assist the student.

## Training

Training for all users will be critical to ensure the success of e-learning days. Indeed, currently our secondary schools leverage technology on a daily basis and an e-learning day will not be as difficult to implement. However, it is important that we [the school district](#) provide opportunities for our staff, especially our ~~KK~~ K-5 grades, Special Education staff, and community to train for e-learning days so that if one is declared, learning can continue for all of our students. The following training will be provided:

Development of [i](#)nstructional delivery frameworks. To assist our teachers in creating the necessary content as well as provide consistency across our learning environment, framework for instructions have been developed and will be accessible via our Learning Management Systems. They are:

- **K-2 Classroom Staff:** Share out a Tic-Tac-Toe Board of ideas for students to create - connect with specialists for art, PE and music; [U](#)se Seesaw to share out to [J](#)ournals for parents to view.
- **3-5 Classroom Staff:** Share out a Google Slide with subjects listed on each slide for work completion; [U](#)se Schoology to share out for parents to view as an [A](#)ssignment, so it shows up in the Upcoming column on the right.
- **6-12** Create an assignment in Schoology with the instructions. The title should be the name of the assignment, e-Learning Day and the date. All files needed for students should be attached to the assignment and instructions on how to communicate with the teacher provided.

Training will focus on the following areas so that when e-learning days are initiated, the following is consistent across the district:

- How to leverage technology to provide direction to students for learning in place to ~~of~~ a face-to-face interaction.
- In order to be present on Schoology or Seesaw, training will be provided on how to use district provided meeting tools such as Google Voice, Skype, Google Meet, and My Blue Button.
- Strategies for incorporating learning that is self directed, independent learning with specific consideration to age and individual learning needs.
- How to customize learning opportunities, especially in troubleshooting student challenges.

## Additional Items

The following additional items are critical components of the plan and have been incorporated.

- **Addressing students with special needs**

The following is implemented in order to assist students with special needs:

Special Education will have access to their students' courses. Additionally, teachers will be able to create their own courses with their students. Below is additional information.

- **Special Education Resource Staff:** Contact students directly through SeeSaw (K-2), Schoology (Gr. 3-12), or email with reminders for how their accommodations and modifications can support their engagement with e-Learning Day activities or support general education teachers in lesson plan development to ensure accommodations are available.
  - Be available to access the student LMS system to assist and/or consider using virtual meeting tools such as Google Meet or Skype to assist the student.
- **Special Education Site Based Staff:** Share a list of 2-4 activities students can engage in at home to further progress toward IEP goals or learning in classroom activities through SeeSaw, Schoology, or emailed directly to families. Include learning targets with your activity ideas. To verify attendance, families should respond with a picture of what they did on the e-learning day so students are able to share with their classmates when they return to school. Alternatively, you may ask families to create a video of a functional routine at home.
  - Be available to access the student LMS system to assist and/or consider using virtual meeting tools such as Google Meet or Skype to assist the student.

- **Access to technology**

Access to technology is critical for learning at Edina Public Schools ~~in the district~~. Therefore access to technology and Internet access is critical for the day-to-day learning in Edina Public Schools ~~the district~~ regardless of e-learning or normal instruction.

- The following process ensures all families have internet access for all learning:
  - Provide anyone who needs one, a district device to access learning
  - Provide anyone who is identified, a mobile hotspot
- In addition, during our e-learning days the expectation is that a telephone can be used to provide assistance to our students. The plan is to utilize the voicemail system to leave messages, which then go directly to email. We would ~~The district~~

~~will assist teachers to leverage Google Voice in order to keep their telephone numbers private.~~

## Review

~~Though Edina Public Schools [the school district](#) has a rich tradition of leveraging technology in our learning, e-learning is different and there will be opportunities to learn from our experiences once put into place. To that end this program should be reviewed annually.~~

### Appendix

Added to Policy 601: 1/13/20

adopted: ~~\_\_\_\_\_~~ 01/13/20

revised: ~~\_\_\_\_\_~~ \_\_/\_\_/24

## Appendices

### Appendix A: DRAFT announcement to Families

~~Learning continues with e-Learning Days during school closures due to inclement weather~~

~~Edina Public Schools will be implementing School Board approved e-Learning Days beginning in the 2019-2020 school year. Specifically, Edina Public Schools will begin to take advantage of legislation, **the 2017 Legislature has amended the Length of School Year; Hours of Instruction (Minn. Stat. § 120A.41) to include the option of a school utilizing e-Learning days due to inclement weather.**~~

~~When there is severe weather, EPS like others has to cancel school and in doing so, pausing our students' learning. By leveraging our technology systems and our staffs' long tradition of leveraging technology for instruction, we ~~the district~~ will be able to keep learning going even when the schools are closed.~~

~~Working with curriculum staff and Digital Learning specialists, teachers will develop learning opportunities that offer a combination of online and offline activities. These activities will be guided by students' classroom teachers. In addition, during these e-Learning days staff will utilize communication technology, including the telephone to support students in their learning.~~

~~Starting the 2019-2020 school year, Edina Public schools may wish to implement a e-Learning day in the event of a school closing due to inclement weather. Please note, during this pilot year, we ~~the district~~ may concentrate these e-Learning days at grades 6-12.~~

## Appendix B: Website FAQ

### What are e-Learning Days?

e-Learning days are stay-at-home learning days that are invoked when the weather conditions force the district to close. Using our ~~the district's~~ normal severe weather communications, families will be instructed to access technology to learn about what is expected on these days.

### Why do we ~~does the district~~ need e-Learning Days?

Continuity of learning is important for our students to succeed. In order to do this, we ~~the district~~ feels that learning needs to continue even when we have ~~there is~~ an unplanned cancellation of a school day. Students will be expected to participate in their courses in EdinaApps or through activities that they can do around their home.

All schools in Minnesota have a required amount of time for which students must attend. In the event that we have the district has a school cancellation due to inclement weather, e-Learning Days help us the district meet our its attendance requirements.

### How do e-Learning Days work?

- Families will receive an automated message notifying them of a school cancellation. Messages will also be distributed on the district website, social media, and appear on local television stations.
- In most cases, K-Gr. 5 students will complete portions of a pre-assigned selection of learning activities created by their teacher. Gr. 6-12 students will log on to their courses in Schoology to connect with their teachers and work on their assignments.
- Teachers will check email and voicemail periodically during the school day to answer questions and provide guidance.
- The due dates for e-Learning Day assignments will be determined by each teacher but attendance is taken for that day.
- Students with special needs may face unique challenges while performing academic tasks independently. Provisions will be made for the particular needs of these students by their teachers.

### How will the district ensure access to e-Learning materials for all students?

Access to technology is critical for learning at Edina Public Schools ~~in the district~~. Therefore access to technology and Internet access is critical for the day-to-day learning in Edina Public Schools ~~in the district~~ regardless of e-learning or normal instruction.

The following process ensures all families have internet access for all learning.

- Provide anyone who needs one, a district device to access learning
- Provide anyone who is identified, a mobile hotspot

In addition, during our e-learning days the expectation is that a telephone can be used to provide assistance to our students. The plan is to utilize the voicemail system to leave messages, which then go directly to email. We would ~~The district will~~ assist teachers to leverage Google Voice in order to keep their telephone numbers private.

### Are other districts doing this?

A number of other districts in Minnesota are using similar activities for e-Learning Days. We ~~The district~~ looked at what other districts are doing and have ~~has~~ incorporated some of those ideas in creating a plan to best meet the needs of our ~~the district's~~ students, while complying with state laws that set expectations for e-Learning Days.

## Education Programs

### Graduation Requirements

#### I. Purpose

This policy sets forth requirements for graduation from the school district.

#### II. General Statement of Policy

The school district's policy is that all students will fulfill applicable state required assessments as well as satisfactorily complete all course requirements, as determined by the district and as established by the school board, in order to receive a diploma. All students who meet the above requirements will be considered a graduate of Edina High School for purposes of ceremony, diploma, and transcript.

#### III. Definitions

[For purposes of this policy, the definitions included in this section apply.](#)

- A. "Course credit" is equivalent to a student's successful completion of a semester of study or a student's mastery of the applicable subject matter, as determined by the school district and as identified annually in district course registration catalogs.
- B. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- C. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, world language, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, or career and technical education.

#### IV. Test Administrator

The ~~D~~irector of ~~T~~eaching and ~~L~~earning is the school district test administrator and in charge of all test procedures.

#### V. Graduation Requirements

Students must fulfill state graduation requirements and successfully complete high school level courses, as determined by the school district, to graduate from Edina Public Schools. District requirements are articulated in Appendix I.

## VI. Requirements to Participate in Graduation Ceremony

- A. The high school graduation ceremony is the commencement event provided to students, families, and community by the school district. A high school ~~senior~~ [student](#) who has attained the required course credits will be allowed to participate in the ceremony. The high school principal or designee will present a list of ~~seniors~~ [students](#) to receive a diploma from Edina Public Schools to the school board for its approval prior to the ceremony.
- B. The district reserves the right to not allow a student to participate in or attend the graduation ceremony for inappropriate behavior. Inappropriate behavior includes but is not limited to destroying or damaging property, disrupting the school day or activities, or engaging in disrespectful behavior toward fellow students or district employees.
- C. The district will not charge fees for rental or purchase of caps, gowns, or diplomas.

## VII. Early Graduation

As provided for by ~~Minn. Stat. § 120B.07~~ [state law](#), students may be considered for early graduation, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. All test requirements or higher guidelines have been satisfied;
- C. The principal or designee has conducted an interview with the student and parent or guardian, familiarized the parties with opportunities available in post-secondary education, and supports the early graduation request.
- D. The principal's decision will be in writing and is subject to approval by the superintendent and school board.

### *Legal References:*

Minn. Stat. § 120B.02 (Educational Expectations [and Graduation Requirements](#) for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.024 (Credits)  
Minn. Stat. § 120B.07 (Early Graduation)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Rules Chapter 3501  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)



*Cross References:*

Policy 601 ([Educational Competencies](#), Academic Standards, and Instructional Curriculum)

Policy 614 (~~School District Testing~~ [Assessment Plan](#))

Policy 616 (School District System Accountability)

Policy 624 (Online Learning [Options](#))

Policy  
adopted: 10/26/09  
revised: 08/17/15  
revised: 02/27/17  
revised: 03/11/19  
revised: 02/03/21  
revised: 03/13/23

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

## Appendix I to Policy 613

### **EDINA PUBLIC SCHOOLS GRADUATION REQUIREMENTS**

#### I. Graduation Requirements

A. All students are subject to the following assessment requirements, unless the parents/guardians opt out in writing:

1. Must participate in the Minnesota Comprehensive Assessments (“MCAs”) in reading, math, and science; and
2. Must have had an opportunity to complete the ACT in Grade 11.

B. All students must complete the Minnesota Academic Standards as developed by the Minnesota Department of Education:

1. Minnesota Academic Standards, Language Arts K-12;
2. Minnesota Academic Standards, Mathematics K-12;
3. Minnesota Academic Standards, Science K-12;
4. Minnesota Academic Standards, Social Studies K-12; and
5. Minnesota Academic Standards, Arts K-12.

C. Additionally, all students must demonstrate their understanding of the following local academic standards:

1. School District Standards, Health K-12;
2. School District Standards, Physical Education K-12;
3. School District Standards, Career and Technical Education 6-8; and
4. School District Standards, World Languages 6-8.

D. All students must successfully complete one of the following:

1. Earn forty-three (43) semester credits, as recorded on the high school transcript;
2. Have met the requirements of the student’s IEP; or
3. Have met the requirements of an accredited alternative learning program within the district.

#### II. Edina Public Schools Graduation Requirements

A. Students must successfully complete, as determined by the school district, the following high school level course semester credits for graduation:

1. Eight (8) semester credits of English Language Arts;
2. Six (6) semester credits of mathematics, including an Algebra II credit or its equivalent;

3. Six (6) semester credits of science, including a minimum of (a) two credits in physical earth science; (b) two credits in biology; (c) two additional credits in physics or chemistry beyond physical earth science;
4. ~~Seven (7)~~ **Eight (8)** semester credits of social studies, encompassing at least United States history, government and citizenship, world history, **geography**, and economics;
5. Two semester credits in the arts (music, dance, theater, media and visual arts and selected courses);
6. One (1) semester credit in health and two (2) semester credits in physical education; and
7. Minimum of ~~eleven~~ **ten** semester credits of elective options.

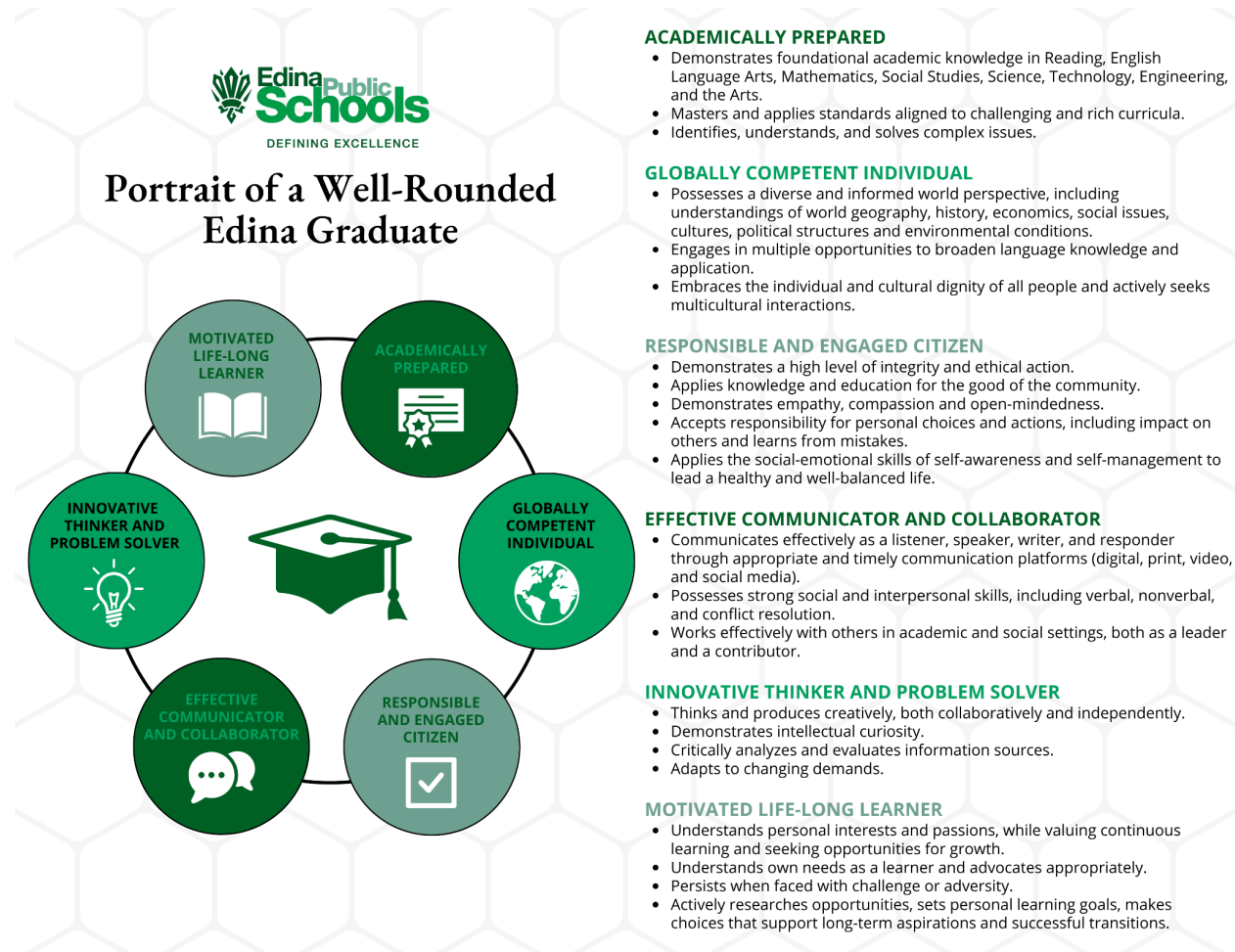
#### Appendix

revised: 12/10/12  
revised: 08/17/15  
revised: 02/27/17  
revised: 07/16/18  
revised: 03/11/19  
revised: 03/13/23

## Appendix II to Policy 613

### EDINA PUBLIC SCHOOLS PORTRAIT OF A WELL-ROUNDED EDINA GRADUATE

The Edina Public Schools Early Learning - 12 course work is designed to develop the following competencies in each and every student.



Appendix  
adopted: 03/13/23

VII. **Action**

VII.A. Social Studies Guiding Change



**Board Meeting Date:** 2/12/2024

**Title:** Social Studies Guiding Change

**Type:** Action

**Presenter(s):** Bethany Van Osdel, Assistant Director of Teaching & Learning; and Jamie Hawkinson, Administrative Dean at Creek Valley Elementary

**Description:** Social Studies is the interdisciplinary study of citizenship and government, economics, geography, history and other disciplines in the social sciences and humanities. Social Studies empowers learners to become inquisitive, informed, and engaged members of society who use critical thinking, inquiry, and literacy to prepare for college, careers and civic life.

In accordance with Minnesota Statutes, Minnesota's academic standards are reviewed and revised on a 10-year cycle. During the 2020-21 school year, the Minnesota Department of Education began the process of reviewing and revising the Minnesota K-12 Academic Standards in Social Studies. The [2021 Minnesota K-12 Social Studies Standards \(Commissioner Approved Draft\)](#) is now available. The 2021 Academic Standards in Social Studies are going through the rulemaking process at this time.

The next step of the statutory rulemaking process is that MDE will draft the Statement of Need and Reasonableness (SONAR), which has traditionally taken 14-17 months. The full statutory rulemaking process can take up to 24 months.

The statutory rulemaking process for the Minnesota K-12 Academic Standards in Social Studies is not complete until the Notice of Adoption is published in the State Register. Each content area includes an implementation date in the adopted rule language. **If adopted, the proposed K-12 Academic Standards in Social Studies will be implemented in the 2026-27 school year.**

*Minnesota Department of Education*

The guiding change documents were co-created by the elementary and secondary design teams (listed below). The purpose of the Guiding Change Document is to define our current reality and our intended results. The document also articulates the unacceptable means that the team will aim to avoid in order to achieve the intended results.

**Recommendation:** Review and approve the Social Studies Guiding Change document.

**Desired outcomes from the board:** Review the Social Studies Guiding Change Document for approval.

**Background Materials:** None

**Attachments:**

[Social Studies Design Team Role Description](#)

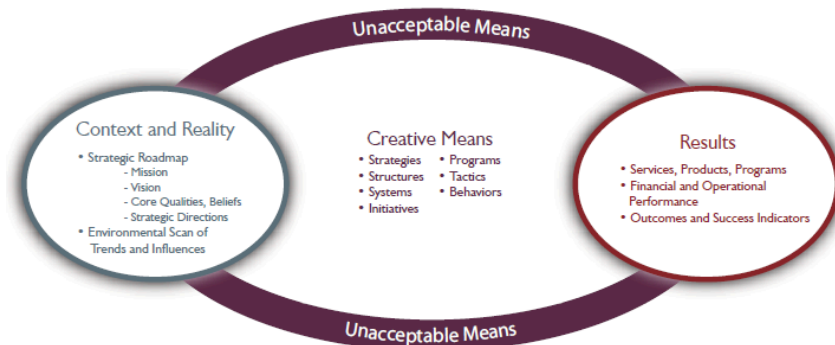
Secondary (6-12) Social Studies Review Team		
Valley View	South View	Edina High School
Trista Virtue (6) Lara Wark (7) Karen Uhler (8)	Jonathan Heeringa (6) Jason Pusey (7) Troy Beckman (8)	Erik Anderson (AP Government and AP US History) Chris Griggs (Government) Kjersti Humphry (US History and World History) Amy Kampf (Economics)

Elementary Review Team

- Patrick Burley- CN
- Jamie Young -CS
- Elisabeth Graser -ND
- Mike McCarthy - CC
- Julie Baker -HL
- Ally Dardis - CV

Admin representation includes:


- Jamie Hawkinson
- Kany Seck and/or Chris Holden (to represent French)
- Frannie Becquer (to represent Spanish Dual Language and CPSS)



**Secondary Social Studies Curriculum Review Guiding Change  
To include input on the following for 6-12:**

Context and Reality	Unacceptable Means	Results
<ul style="list-style-type: none"> <li>● EPS has a strong education tradition with a culture of innovation, academic excellence, and high achievement.</li> <li>● Staff are professional, committed life-long learners who are the reason for the Edina tradition of excellence.</li> <li>● The implementation timeline for Minnesota Social Studies Standards is for full adoption to occur in 2026-27.</li> <li>● The interdisciplinary study of citizenship and government, economics, geography, history and other disciplines in the social sciences and humanities. Social Studies empowers learners to become inquisitive, informed, and engaged members of society who use critical thinking, inquiry, and literacy to prepare for college, careers and civic life. This academic development of all learners is prioritized in Strategic Plan A.4.</li> <li>● <i>Reading and vocabulary development occurs in all content areas. Therefore, FASTBRidge reading data is relevant to all content areas. For this reason, FASTBridge literacy data will be used, as it pertains, to our content areas.</i></li> </ul> <p style="text-align: center;">74% of 6 - 9 students are meeting FASTBridge proficiency targets on 2023 spring data.</p> <p style="text-align: center;">An average of 73% of secondary students are growing at a typical or aggressive rate from fall 2022 to spring 2023.</p> <ul style="list-style-type: none"> <li>● There are predictable, yet unacceptable achievement gaps impacting students of certain demographics and learning styles.</li> <li>● Gaps in necessary content area Social Studies foundational skills are present across all populations for some students at all levels in the Edina secondary system.</li> <li>● Leadership has varying levels of experience, knowledge surrounding social studies skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop course offerings that are not coherent or consistent with the Edina Public Schools strategic plan, mission, vision, core values and beliefs.</li> <li>● Create differences, thus inequities, in course offerings across secondary sites that result in opportunity gaps for the unique needs of each and every Edina learner across the entire spectrum of learning differences from learners who are demonstrating a need for additional support to learners who are demonstrating a need for acceleration.</li> <li>● Create misalignment across the Edina MTSS system by making decisions about core classes, intervention classes, and accelerated classes in isolation in Social Studies.</li> <li>● Develop a plan that does not align with district policy, MN State Standards or state statute.</li> <li>● Exceed available funding limits.</li> <li>● Course recommendations are developed without periodic school board updates.</li> <li>● Course recommendations do not reflect best practices.</li> <li>● Created courses negatively impact learning for any student.</li> <li>● Courses are not inclusive of all cultures as determined by the MN State Social Studies Standards, nor are they grounded in the Culturally Proficient School Systems Framework.</li> <li>● <i>Recommend course offerings negatively impact staffing in our existing buildings.</i></li> <li>● Recommended course offerings are designed so that meeting the needs of each and every student is difficult to attain in application.</li> </ul>	<ul style="list-style-type: none"> <li>● All Edina students are College, Career and Civic Ready.</li> <li>● All Edina students experience a dynamic learning community that prepares them to realize their full potential.</li> <li>● <i>Reading and vocabulary development and informational reading occur in all content areas. Therefore, FASTBRidge reading data is relevant to all content areas. For this reason, FASTBridge literacy data will be used, as it pertains, to content areas.</i></li> </ul> <p style="text-align: center;">Every student meets proficiency and growth targets, at a minimum.</p> <ul style="list-style-type: none"> <li>● All students have access to civic engagement skills if and as needed through course planning.</li> <li>● All courses provided students an opportunity to develop rich vocabulary, as well as communication and comprehension skills and strategies necessary to engage in high levels of critical thinking in Social Studies.</li> <li>● Edina Social Studies courses offer a breadth of opportunity and choice for all students to access rigorous content as they read, write, &amp; communicate.</li> <li>● Every course option is challenging and incorporates creativity, curiosity and higher order thinking skills for each and every student.</li> <li>● Course offerings will be comprehensive of a clear, aligned Multi-Tiered System of Service.</li> <li>● Opportunities for support are in place systematically and within individual classrooms and are regularly evaluated for effectiveness.</li> </ul>



<ul style="list-style-type: none"> <li>● Social Studies staff have varying levels of experience &amp; instructional styles.</li> <li>● Technology is expanding as a resource for the delivery and support of Social Studies.</li> <li>● There are resource challenges including funding and time.</li> <li>● There is a lack of alignment across the district in terms of systems, resources, and instruction.</li> <li>● The comprehensive assessment, data analysis, and feedback systems are not consistently operational across the system.</li> <li>● K-12 vertical and horizontal alignment is improving and can continue to improve.</li> <li>● Digital citizenship is loosely taught using the Common Sense Digital Citizenship resource.</li> </ul>	<ul style="list-style-type: none"> <li>● Professional development and support resources are not provided during implementation.</li> <li>● Diverse stake-holders are not included in the decision making process.</li> <li>● Course recommendations do not align with strategic plan strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.</li> <li>● Course recommendations do not align with Policy 603, Curriculum and Program Review and Development.</li> <li>● Inadequately or inconsistently addressing the component of the influence of the internet on Social Studies skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Courses ensure students are increasingly aware of their learning, opportunities for growth and their developing agency.</li> <li>● As part of the implementation process, courses are regularly examined using data and stakeholder feedback to improve outcomes for students.</li> <li>● Change will align with the right side of the Continuum:   CPSS curriculum Rubric</li> <li>● Students have the ability to recognize, analyze and draw accurate conclusions from varied internet sources so that they are more informed citizens.</li> </ul>
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**Elementary Social Studies Curriculum Review Guiding Change  
To include input on the following for K-5:**

Context and Reality	Unacceptable Means	Results
<p style="text-align: center;"><b>Context and Reality</b> <i>Why is the plan being created?</i></p>	<p style="text-align: center;"><b>Unacceptable Means</b> <i>The process taken for the plan to be created.</i></p>	<p style="text-align: center;"><b>Expected Results</b> <i>The end result after the plan is created and implemented.</i></p>
<ul style="list-style-type: none"> <li>● The academic achievement and student engagement of all learners is prioritized in Strategic Plan A.1.</li> <li>● Every student has the right to participate in civic engagement.</li> <li>● Assessments or metrics to show current data demonstrating demographic discrepancies are not present in current practice.</li> <li>● Gaps in necessary Social Studies content area foundational skills are present across all populations for some students.</li> </ul>	<ul style="list-style-type: none"> <li>● Not seeking input from the school board, district and building administration, teachers, students, families, and community.</li> <li>● Not including diverse stake-holders as valued team members.</li> <li>● Not identifying resources, including but not limited to budget, materials, time.</li> <li>● Not engaging in comprehensive data analysis of social studies content competency data.</li> </ul>	<ul style="list-style-type: none"> <li>● All students are Civic, and Future Ready.</li> <li>● Every student meets proficiency and developmental growth targets, at a minimum.</li> <li>● All students build upon the foundational progression of content knowledge for all social studies strands; ethnic studies, citizenship and government, economics, geography, and history.</li> <li>● All students develop rich vocabulary, communication and comprehension skills and strategies, necessary to engage in high levels of critical thinking</li> </ul>

<ul style="list-style-type: none"> <li>● Leadership has varying levels of experience, knowledge surrounding Social Studies.</li> <li>● Staff have varying levels of experience in Social Studies and instructional styles.</li> <li>● Staff are professional, committed life-long learners.</li> <li>● Learning is a collaborative, community responsibility.</li> <li>● Technology is expanding as a resource for the delivery and support of Social Studies.</li> <li>● Resource challenges need to be considered including: funds, staff, immersion programming, and time.</li> <li>● There is a lack of alignment across the district in terms of systems, resources, and instruction.</li> <li>● The comprehensive assessment, data analysis, and feedback systems are not operational across the system.</li> <li>● K-12 vertical alignment and communication at all levels needs improvement.</li> <li>● Digital citizenship is taught by the Media Specialists using the Common Sense Digital Citizenship resource.</li> </ul>	<ul style="list-style-type: none"> <li>● Not gathering current data through classroom surveys and discussion.</li> <li>● Not collectively engaging in learning about evidence based literacy and language practices in social studies content.</li> <li>● Not collectively engaging in learning about current research on the social studies content and delivery.</li> <li>● Not developing a timeline for implementation.</li> <li>● Not communicating with stakeholders nor engaging various stakeholders in continual review and improvement of PreK-12 Social Studies Review</li> <li>● Not reviewing multiple sources, resources, and digital resources</li> <li>● Not providing relevant, timely PD</li> <li>● Not considering the negative effects of piecemealed resources and inconsistent implementation</li> <li>● Providing no time for planning and preparation for a new content area.</li> <li>● Schedules do not align with time dedicated for social studies content instruction and application.</li> <li>● Inadequately or inconsistently addressing the component of the influence of the internet on Social Studies skills.</li> </ul>	<p>across all social studies strands and content areas.</p> <ul style="list-style-type: none"> <li>● School leadership is supported in implementing all components of Social Studies plans as well as PLCs and MTSS in alignment.</li> <li>● School and district leadership collaborate to honor the systems and processes developed to successfully implement the Social Studies plan.</li> <li>● Staff's impact on content instruction is maximized through data driven and job embedded professional development on evidence-based instruction.</li> <li>● Curriculum review is an ongoing process that ensures instruction aligned to current standards and evidence based practices.</li> <li>● Curriculum materials and instruction are culturally empowering to all students.</li> <li>● Technology is leveraged and embedded as a tool to accelerate and enhance social studies instruction and engagement.</li> <li>● PreK-12 systems and resources are aligned across instruction, assessment, intervention, and enrichment</li> <li>● Social Studies standards proficiency data at all levels is accessible and reviewed annually for continuous improvement planning.</li> <li>● Caregivers and community members are engaged partners in the continued Literacy and Language development of Edina students.</li> <li>● Edina's Social Studies climate is engaging, empowering, relevant, and inclusive.</li> <li>● Change will align with the right side of the Continuum: <ul style="list-style-type: none"> <li>☰ CPSS curriculum Rubric</li> <li>● Students have the ability to recognize, analyze and draw accurate conclusions from varied internet sources so that</li> </ul> </li> </ul>
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		they are better informed citizens.
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**Social Studies Course and Resource Recommendations Timeline**

Timeline for Tier 1 Resources for <u>ALL</u> Students			
2023-2024	2024-2025	2025-2026	2026-2027
EXPLORATION STAGE	INSTALLATION STAGE	EARLY IMPLEMENTATION STAGE	*MN State Social Studies Standards must be implemented. FULL IMPLEMENTATION STAGE
<ul style="list-style-type: none"> <li>● Design team in Exploration Phase</li> <li>● Guiding Change completed</li> <li>● Resource Review begins</li> <li>● Course review continues</li> <li>● EHS Course sequencing for Government legislative change is approved.</li> </ul> <p><b>No new curriculum maps and/or resources or courses implemented.</b></p>	<ul style="list-style-type: none"> <li>● Resource Recommendation and Course Recommendations made and finalized</li> <li>● EHS new course sequence is in place.</li> </ul> <p><b>Decision made on curriculum maps and/or resources AND courses.</b></p> <p><b>No new resources or courses implemented.</b></p>	<ul style="list-style-type: none"> <li>● Early implementation of the district-adopted/defined curriculum</li> </ul> <p><b>New curriculum maps and/or resources AND new courses implemented.</b></p>	<ul style="list-style-type: none"> <li>● Full implementation of the district-adopted/defined curriculum</li> </ul> <p><b>New curriculum maps and/or resources or courses implementation deepens and MN State Standards are intentionally implemented.</b></p>

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VII.B. 2024-2025 International Travel  
Recommendations



**Board Meeting:** 2/12/2024

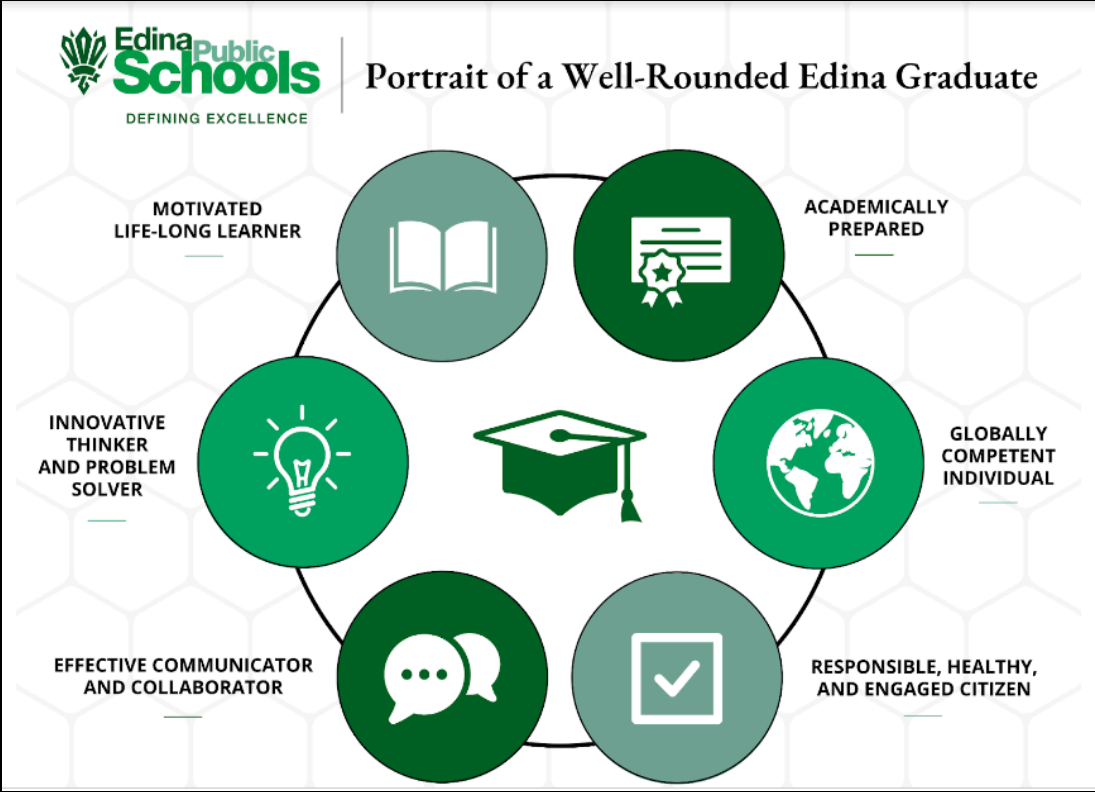
**Title:** 2024-25 International Travel Recommendations

**Type:** Action

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; and Jenn Carter, EHS Assistant Principal

**Description:** Extended travel is a long standing component of the excellence in the Edina educational experience. Unfortunately, many of these experiences had to either be canceled or adjusted during and after 2020 due to COVID. The recent accessibility to travel again, has prompted a review of travel policy and practices. While the extended travel policies and practices have been reviewed, additional questions have surfaced focused on travel purpose and equity. In order to stay tight to policy timelines for international travel the decision was made to move forward with international travel proposals, while at the same time finding space for further conversation on travel purpose and equity. This conversation was further discussed at the 1.8.24 Board Workshop.

The following international travel recommendations are for 2024-2025. Each educator bringing an international travel recommendation forward for 2024-2025, has followed a thorough application process that aligns with Appendix I of [Policy 538](#). The applications are included as attachments with each recommendation. In addition, all partner travel companies have been vetted using a comprehensive [vetting process](#) to not only ensure safety but a rich educational experience. Each and every proposal is tightly aligned to MN State Standards that cross multiple content areas and to the Portrait of a Well-Rounded Edina Graduate.



**Recommendation:** Review and approve the international travel recommendations.

**Desired Outcomes for the Board:** Review the background information provided for the following international travel recommendations for approval.



**Board Meeting Date:** 2/12/2024

**Title: Argentina 6/5/2025 - International Travel Request - High School Social Studies- Chris Griggs**

**Type:** Action

**Presenters:** Jody De St. Hubert, Director of Teaching and Learning, Jenn Carter, Edina High School Assistant Principal; and Christopher Griggs, EHS Social Studies Teacher

**Background:** In accordance with Policy 538, the following international student travel experience for 30 to 45 Edina High School Students students for ten days in June 2025 has received support from the school’s administration. Participating students will not miss any school days for this travel experience.

This experience is coordinated by EF Tours, an organization that designs tours that open the world to students through immersive education. EF has operated for over 55 years and is one of the largest companies providing travel-based learning. EF and Edina Public Schools have established a program designed to empower sustainable and impactful travel-based learning programs for the school community that increases equity and access to the global classroom and opportunities like this one. EPS and EF have created a scholarship program aligned with EPS’ commitment to equity.

**Summary of the Travel Experience:** A Social Studies travel-based learning experience to Argentina in the summer of 2025. A link to the itinerary can be found [here](#).

2022 Minnesota K-12 Academic Standards in Social Studies (Commissioner Approved Draft)

<b>Geography</b>	<b>History</b>	<b>Ethnic Studies</b>
<ul style="list-style-type: none"> <li>- Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</li> <li>- Human Systems: Analyze patterns of movement and interconnectedness within</li> </ul>	<p>Change, Continuity and Context: Ask historical questions about change, continuity and context in order to identify and analyze dominant and nondominant narratives about the past.</p>	<p>Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and</p>



<p>and between cultural, economic and political systems from a local to global scale.</p> <ul style="list-style-type: none"> <li>- Culture: Investigate how sense of place is impacted by different cultural perspectives.</li> </ul>	<p>Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources and c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue</p>	<p>histories have been marginalized, erased or ignored.</p>
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**Cost:** The anticipated inclusive cost of this experience is \$5,449 per student. This price is inclusive of all transportation, accommodations, meals, transfers, and insurance. Students will be responsible for any other out of pocket costs or incidentals. Need-based scholarships and fundraising opportunities are available. EF and Edina Public Schools have established a program designed to empower sustainable and impactful travel-based learning programs for the school community that increases equity and access to the global classroom and opportunities like this one. EPS and EF have created a scholarship program aligned with EPS' commitment to equity.

**Transportation:** All students and chaperones will travel as a group from Minneapolis to Argentina, and return via a major US international airline or partner.

**Accommodations:** Students and chaperones will be housed in 3 to 4 star rated hotels.

**Supervision:** Staff members traveling with the group are lead teacher Christopher Griggs, EHS Social Studies teacher, and up to 5 additional licensed staff, one of which is a licensed school administrator.

**Recommendation:** Review and approve the international travel experience.

**Desired Outcomes for the Board:** Review the International Travel Request to Argentina 6/5/2025 for approval.

**Attachments:**

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [Educational Tours \(EF\) Itinerary](#)



**Board Meeting Date:** 2/12/2024

**Title:** Bordeaux, France - International Travel Request - Normandale Elementary - Lynnea West

**Type:** Action

**Presenters:** Jody De St. Hubert, Director of Teaching and Learning; Chris Holden, Principal Normandale Elementary; and Lynnea West, Normandale Media Specialist

**Background:** In accordance with Policy 538, the following international student travel experience for 25 Normandale Elementary French Immersion School students for 12 days in June of 2025 has received support from the school's administration. Participating students will not miss any school days for this summer travel experience.

This expedition is coordinated by Language & Friendship, an international student travel exchange program that partners with communities in cultural exchange programs. Students spend time in French schools, living with host families and participating in several local excursions.

In addition to providing growth opportunities in their target language acquisition, this cultural exchange student travel experience supports learning in authentic context.

**Cost:** The anticipated inclusive cost of this experience is approximately \$4,500 per student. This price is inclusive of all transportation, accommodations, meals, transfers, medical and repatriation insurance. Students will be responsible for all costs. There will be need-based scholarships and other scholarships offered. There will also be some fundraising opportunities.

**Transportation:** All students and chaperones will travel as a group from Minneapolis to Bordeaux and return via a major U.S. international airline or partner.

**Accommodations:** Students and chaperones will be housed with host families organized and vetted by the French partner of Language & Friendship, Terre des Langues.

**Supervision:** Staff members traveling with the group are administrator Chris Holden, and licensed staff members Lynnea West and Elizabeth Werness.

**Recommendation:** Review and approve the international travel experience.

**Desired Outcomes for the Board:** Review the International Travel Request to Bordeaux, France 6/6/2025 for approval.

**ATTACHMENT:**

1. [Extended Field Trip and Travel Application - France](#)
2. [Family Presentation](#)
3. [Insurance](#)



**Board Meeting Date:** 2/12/2024

**Title:** Costa Rica 7/8/2025 - International Travel Request - High School Science - Liz Houtz

**Type:** Action

**Presenters:** Jody De St. Hubert, Director of Teaching and Learning; Jenn Carter, Edina High School Assistant Principal; and Liz Houtz EHS Science Teacher

**Background:** In accordance with Policy 538, the following international student travel experience for up to 16 Edina High School students for ten days in June-August 2025 has received support from the school's administration. Participating students will not miss any school days for this summer travel experience.

This science research travel experience is coordinated by Seeds of Change-Costa Rica. (<https://www.socresearch.org/>) Seeds of Change is a Secondary Science Immersion program committed to inspiring high school students to pursue a career in science research. This group has strong partnerships with academic and industry scientists in Costa Rica and the US that act as the instructors for this ten day immersion program. Seeds of Change focuses on the scientific method and emphasizes student-designed and student-driven research, under the guidance of EHS teacher(s) and the program scientists. This student-driven approach is very unique, especially at the high school level.

**Summary of Travel Experience:** During the school year prior to departure (2024-25), students will start to learn about the biological diversity in Costa Rica and begin to think about their own research question. Once in Costa Rica, the lodging and research takes place at Finca la Anita, an eco-tourism lodge and farm in the rainforest. Food and lodging is provided by the owners/hosts. From their base at Finca la Anita, the students will spend 8 days applying the scientific method and collaborating with members of their team on their research question. Students work together to carry out their experiments. They learn how to work as a team to overcome challenges and rebound from failures within resource and time constraints, just as in any real-world project. They will use statistics to validate the results of their experiments. At the end of the eight days, each student team presents and defends their research project to the larger group of students and scientists, just like any research scientist would.

While the first eight days are very research focused, the students will also take outings to the local villages to learn about the culture of Costa Rica and experience many local activities with local residents.

During the last two days of the trip, the students visit the dry forest, have lessons on dry forest ecology from local ecologists, and visit the Pacific coast where they visit a sea turtle hatchery and conduct patrols of sea turtle nesting patrols.

Students have the option of earning three university credits at participating universities. Many former participants have also entered their projects into local, state, regional, national and international science competitions with excellent results. There is also the opportunity for students that have completed this first year experience to participate in a second year research program which focuses on microbial bioinformatics.

In addition to providing growth opportunities that align with the Portrait of a Well-Rounded Edina Graduate, this field-based, research-oriented, student travel experience supports learning across numerous Minnesota science, social studies, and language arts standards.

**Cost:** The anticipated inclusive cost of this experience is approximately \$4,350 per student. This price is inclusive of all transportation, accommodations, meals, transfers, and medical and repatriation insurance. Students will be responsible for all costs. There will also be extensive fundraising opportunities.

**Fundraising Plan:** Fundraising options for students include the following:

1. Coffee sales - Costa Rican coffee
2. Ann Bancroft Scholarship for Girls  
<https://www.annbancroftfoundation.org/programs/grants>
3. Rotary Scholarships
4. GoFundMe

**Transportation:** All students and chaperones will travel as a group from Minneapolis to Finca la Anita and return via a major U.S. international airline or partner.

**Accommodations:** Students and chaperones will be housed in modern cabins of 2-8 students while in the rainforest. At the dry forest and marine site, accommodations are provided by the local state park system.

**Supervision:** Staff members traveling with the group are Liz Houtz, EHS science teacher, and up to one or two additional licensed staff, one of which will be a licensed school administrator.

**Recommendation:** Review and approve the international travel experience.

**Desired Outcomes for the Board:** Review the International Travel Request to Costa Rica 7/8/2025 for approval.

**Attachments:**

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [Seeds of Change Tour Itinerary](#)



**Board Meeting Date:** 2/12/2024

**Title:** France 2/14/2025 - International Travel Request - High School World Language - Kim Caster and Cliff Schwartz

**Type:** Action

**Presenters:** Jody De St. Hubert, Director of Teaching and Learning, Jenn Carter, Edina High School Assistant Principal; Kim Caster EHS World Language Teacher, and Cliff Schwartz EHS World Language Teacher

**Background of Current French Exchange:** In accordance with Policy 538, the following international student travel experience for up to 25 Edina High School Students students for one week in February, 2025 has received support from the school's administration. Participating students will miss 5 school days for this travel experience.

In early 2023, Georges Duby High School contacted Cliff Schwartz and Kim Caster to create a school exchange among 10<sup>th</sup> and 11<sup>th</sup> grade students. This high school, in Aix en Provence France is a specialty high school focused on the study of English and English-speaking opportunities (ACT, SAT, American colleges, etc) so that their students can have in-country experience before graduation. These students fill out applications and go through interviews to be accepted to this highly competitive school. The 2023-2024 school exchange was developed and was approved by the school board on May 15, 2023.

After multiple meetings with the organizers for Georges Duby High School and Jenn Carter for Edina High School, we followed the protocol of the South Korean exchange to create an application process for both the Edina side and the French side of this exchange. Once the school board approved the travel on May 15, 2023, the students on both sides applied to exchange and host each other during this experience.

As part of the application process, students and families confirmed that the "traveling student" would have a private bedroom, access to privacy in the bathroom, and access to their dietary and medical needs (allergies) during the homestay. Students were then paired based on the needs and interests of the students participating in the exchange. Families are vetted through background checks. After this pairing and vetting was complete, student and parent emails/information was shared and in August students started communicating with the family from the opposite country.

The French arrived on October 19, 2023 and departed on November 6, 2023 (after a 5 day delay due to weather issues all over Europe. During this time, an itinerary ([attached here](#)) was developed so that the French chaperones had daily connection either by phone or in person with their French travelers. American students brought their French students to school when asked and on other days, the French students went on excursions around the Twin Cities. During their stay all French students had access in two languages to their chaperones and could text or call at any time of day if anything went wrong.

For the board approved 2023-24 exchange the Edina group will be arriving in France on Saturday, February 17, 2024 and departing February 27 2024. The same protocols to ensure a dynamic, safe, and rich experience for the French students while in Edina will be in place for Edina students while in France.

Given that this year is the first year organizing this exchange, the organizers are paying close attention to what works and what doesn't to ensure that future experiences are even more successful. After the American families hosted the French students, we polled both parents and students. They loved their experiences and the American students can't wait to reconnect with their French counterparts.

**Summary of French Exchange for Proposed 2024-2025 Exchange:** While other travel opportunities allow our Edina students to see other cultures, this is a rare opportunity for our immersion and traditional students to learn day-to-day vocabulary, live a French life, and to do it in an affordable way that allows for more access. The proposal to continue the exchange and approve travel to France for Edina students in February of 2025 is coming forward with an established school partnership, strong protocols for safety, and rich learning experiences directly connected to MN World Language Standards and competencies of the Portrait of a Well-Rounded Edina Graduate.

The itinerary below is a current draft of the itinerary for 2024. The itinerary for the proposed exchange in 2025 will mirror this itinerary with adjustments made based on experiences and feedback after 2024 travel to France.

**Saturday, February 17th:** Your arrival - kids go home with families.

**Sunday, February 18th:** Host family day

**Monday, February 19th:** Students at school all day

**Tuesday, February 20th:** Travel day

Leave school at 8 am: Kim, Cliff, Polly and Chantal plus 3 or 4 parent chauffeurs

IDEA ONE: Drive one hour to Arles: The Arena, walking around, Cloitre, lunch



IDEA TWO: Drive 40 minutes to la Camargue and do a 1h30 minute horse (poney) ride in the Camargue : flamingos, etc

<https://www.arnellescamargue.com/>

**Wednesday, February 21st:** Travel Day

Leave school at 8 am: Parent chaperones plus Kim, Cliff, Polly, Chantal

IDEA ONE: [Cassis](#) - market day is Wednesday, walk around, beach, visit les calanques en bateau (if weather ok)

IDEA TWO: [Carrieres de Lumiere et les Baux de Provence](#) - OR [Saint Remy de Provence](#)

**Thursday, February 22nd:** Travel Day

Meet at school at 8 Take bus to **Marseille**

Le petit train (or Big Bus) tour

Vieux port

Notre Dame de la Garde

Lunch in les Halles

Mucem view, le Panier walking around

Bus back to Luynes

**Friday, February 23rd:** Students in class in the morning and travel in the afternoon

Kim; Cliff, Polly, Chantal (?) take bus with them to eat lunch in Aix and visit Atelier Cezanne, Musee de Granet ? , petit train tour?

Bus back to school

**Saturday, February 24th:** Family Day

**Sunday, February 25th:** Family Day

**Monday February 26th:** With French students, on vacation

**Tuesday, February 27th:** Départure

**Additional Information:** This travel exchange will be available to all ninth and tenth grade students during this current year of 2023-2024. Students applying to participate will be enrolled

in French classes, either French III, Diverse Francophone World, French IV or AP French Language and Culture. Students participating on this exchange will:

- a) use their French-speaking skills both in the fall (when hosting a French student) and in February (when traveling to France). Students will get extended time speaking to native speakers, reinforcing what they've learned over the past 5-10 years of French education
- b) make cultural connections about their experiences with their host families and while they're in France in general. They will get to see real life examples of what they've studied or new examples that they can bring back to the classroom about French and Francophone cultures.

This experience is coordinated by the organizing teachers, Kim Caster and Cliff Schwartz in conjunction with their counterparts in France. These teachers will use Delta Group Travel for the purchase of the flights to and from France. Students will be paired with a French student/family and will stay with these families during their time in France.

**Cost:** The estimated cost will be \$2000-2500. A secondary cost for all families is hosting the French student in the fall, paying for meals and experiences while the French student is here.

**Transportation:** Airlines, family vehicles, trains and buses in France

**Accommodations:** Homestays

**Supervision:** Staff members traveling with the group are Kim Caster and Cliff Schwartz, EHS World Language Teachers, and a licensed school administrator.

**Recommendation:** Review and approve the international travel experience.

**Desired Outcomes for the Board:** Review the International Travel Request to France 2/14/2025 for approval.

**Attachments:**

1. Appendix III Board Policy 538, [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [May 15, 2023 Approved French Exchange](#)



DEFINING EXCELLENCE

Board Meeting Date: 2/12/2024

**Title: Italy 3/28/2025 - International Travel Request - High School Band - Italy - Paul Kile**

**Type:** Action

**Presenters:** Jody De St. Hubert, Director of Teaching and Learning; Jenn Carter, Edina High School Assistant Principal; and Paul Kile, EHS Band Teacher

**Background:** In accordance with Policy 538, the following international student travel experience for up to 90 Edina High School Students students for 8 days in 3/28/2025 - 4/5/2025 has received support from the school's administration. Participating students will miss 1 school day for this travel experience.

This experience is coordinated by GrandTours tour company, an organization that designs tours to Italy (Sorrento, Isle of Capri, Amalfi Coast, Pompeii, Rome) and all of Central Europe. Jeff Goldsmith is the owner and President of GrandTours. He is a former Music Educator of 15-years and remains active in the Twin Cities music community as a clinician and adjudicator. He holds a Masters Degree in Music Education from the University of Minnesota and has established a successful career in group travel planning since 2000. Jeff served as the Director of Education and Performing Arts Travel at Dayton's, Marshall Field's, and Macy's Travel. He understands the unique touring needs of both instrumental and vocal music ensembles and will help design a custom concert tour that exceeds expectations. GrandTours values:

- Design custom group travel programs in a spirit of adventure and discovery
- Inspire travelers to see an amazing world through new eyes
- Let passion, creativity, flexibility and attention to detail define our work
- Value satisfied travelers as the most important asset to GrandTours
- Create simplicity in the tour planning process and travel experience
- Operate with complete financial integrity and provide tours of exceptional value
- Bring every traveler home safely with memories to last a lifetime!

**Summary of the Travel Experience:** (itinerary attached below)

On their Grand Tour to Italy members of the Edina Concert Band will enjoy three exciting concert opportunities:

- a student performance exchange with students from a music conservatory
- world-class scenery
- spectacular sightseeing

- Italian culture

The students will fly into Rome and travel along the Bay of Naples to visit Sorrento, The Isle of Capri and spectacular Amalfi Coast. They will visit excavations at ancient Pompeii, buried by the eruption of Mount Vesuvius in AD 79, make a day trip to the classic Umbrian Hill Town of Orvieto and conclude the tour in Rome to see the Colosseum, Roman Forum, Piazza Navona, Pantheon, Trevi Fountain, Vatican museums and remarkable St. Peter's Basilica.

The performance schedule will be the following:

- 1st Concert- Sunday, March 30 in Sorrento (in Sorrento Cathedral or Piazza Veniero)
- 2nd Concert- Wednesday, April 2 in Rome (this will be a student exchange concert with the students of the Rome Youth Conservatory. They will perform for us, we will perform for them and then we will combine on a piece or two for a collaborative musical exchange)
- The 3rd Concert will be Thursday, April 3 at the St Ignazio di Loyala

**Overview of Standards that will be taught on the Travel Experience:** The Edina Concert Band has received a unique invitation from the St. Ignazio performance series to perform in Italy. The performances align with the vision-mission of the Edina Band program and the MN State Music Standards of 'performing for others' at the highest level possible. The band students will also engage in a student exchange to align with the band's vision-mission of community and connection and serving as ambassadors for the band program, school district, city and state.

**Cost:** The price of this experience is \$3995 per student and is all inclusive including all meals, travel, accommodations, and admissions for various events.

**Transportation:** Delta/KLM airlines and motor coaches

**Accommodations:** 4 star hotel accommodations in Sorrento and Rome

**Supervision:** Superintendent Dr. Stacie Stanley has agreed to accompany the band on tour. In addition, we will have a 1:10 student to adult ratio with 4 band staff and 5 band parents serving as chaperones.

**Recommendation:** Review and approve the international travel experience.

**Desired Outcomes for the Board:** Review the International Travel Request to Italy 3/28/2025 for approval.

**Attachments:**

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [Grand Tours Itinerary](#)
3. [COI Liability Insurance](#), [Italy Tour Ins. - Example](#)
4. [Fundraising Plan](#)



**Board Meeting Date:** 2/12/2024

**Title:** Portugal 10/12/2025 - International Travel Request - High School Science - Lindsey Smaka

**Type:** Action

**Presenters:** Jody De St. Hubert, Director of Teaching and Learning; Jenn Carter, Edina High School Assistant Principal; and Lindsey Smaka, EHS Science Teacher

**Background:** In accordance with Policy 538, the following international student travel experience for up to 32 Edina High School students for nine days in October 2024 has received support from the school's administration. Participating students will miss 3-4 school days for this fall travel experience.

This experience is coordinated by CIEE, Council on International Educational Exchange, a nonprofit study abroad and intercultural exchange organization that designs study abroad experiences. CIEE was founded in 1947 following World War II. They were dedicated to promoting peaceful coexistence and respect among nations through student and teacher travel exchange programs. CIEE works with the Department of State for many of its programs.

**Summary of Travel Experience:** For this experience, students will explore aquatic and land-based ecosystems and biodiversity in and around Lisbon, Portugal, alongside biologists and sustainability researchers. Fieldwork and fun trips take you birdwatching at a coastal lagoon, snorkeling in a marine park, kayaking in the longest river of the Iberian Peninsula, observing dolphins in the Atlantic Ocean, and intertidal monitoring at Avencas beach. Students will participate in sustainability projects, such as assessing water quality and threats to ecosystems, census-taking of plant and animal species, and conducting interviews with locals on human and economic impacts of ecosystems. Students will also be immersed in Portuguese culture by learning about food, art, and language. See the attachment for a more detailed itinerary.

In addition to providing growth opportunities in alignment with the Portrait of a Well-Rounded Edina Graduate, this field-based, research-oriented student travel experience supports learning across numerous Minnesota science, social studies, and language arts standards. For this experience, we will focus on the following competencies:

- Intercultural Engagement - Immersion in Portugal with survival Portuguese, working directly with the local community, and community service work.
- Environmental Science -
  - Investigate species and attributes of rivers, estuaries, coastal and offshore marine ecosystems, human impacts, and habitat threats.
  - Research and assess the interdependence of local economies, human activities, and conservation of marine ecosystems.
- Global Conservation
  - Identify how communities in Portugal practice conservation in both land and marine environments
  - Describe the interconnected nature of culture and conservation in Portuguese communities.
  - Discuss conservation challenges and solutions in the world today.

**Cost:** The anticipated inclusive cost of this experience is approximately \$4,500 per student. This price includes all transportation, accommodations, travel & medical insurance, meals, and transfers. Students will be responsible for all costs. There will be need-based scholarships and other scholarships offered. There will also be extensive fundraising opportunities as detailed in the attached [fundraising plan](#).

**Transportation:** All students and chaperones will travel as a group from Minneapolis to Humberto Delgado Airport in Lisbon, Portugal, and return via a major U.S. international airline or partner.

**Accommodations:** Students and chaperones will be housed in dormitories at the CIEE Lisbon Center.

**Supervision:** Staff members traveling with the group are Lindsey Smaka, EHS science teacher, and two additional licensed staff, one of which will be a licensed school administrator.

**Recommendation:** Review and approve the international travel experience.

**Desired Outcomes for the Board:** Review the International Travel Request to Portugal 10/12/2025 for approval.

**Attachments:**

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [CIEE Global Navigator Tour Itinerary](#)



**Board Meeting Date:** 2/12/2024

**Title: Zimbabwe 3/25/2025 - International Travel Request - High School Global Scholars - Lindsey Smaka**

**Type:** Action

**Presenters:** Jody De St. Hubert, Director of Teaching and Learning, Jenn Carter, Edina High School Assistant Principal; and Lindsey Smaka, EHS Global Scholar Coordinator

**Background:** In accordance with Policy 538, the following international student travel experience for up to 20 Edina High School Students students for two weeks in March, 2025 has received support from the school's administration. Participating students will miss five school days for this travel experience.

This experience is coordinated by Love For Africa, an organization that designs tours with a focus on social responsibility. This company was founded by Zimbabwean Blessing Munyenyiwa, who has worked closely with the Rotary Club of Edina over the past several years to implement an international grant project at a local hospital.

**Summary of Travel Experience:** For this experience, students will travel for a service-learning trip and immerse themselves in Zimbabwean culture. Students will work with have the opportunity to take part in a variety of different service projects, including helping at a local hospital where the Edina Rotary Club recently re-equipped their entire Maternity ward. This maternity ward will re-open after being closed for 20 years. They will also have the opportunity to volunteer at an orphanage and visit a women-owned Chaya farm. The major service project for this experience will be to help build a secondary school. Students will spend a few days learning about the school and the Zimbabwean education system and working on building projects. In addition to service, students will explore Zimbabwe with a few safaris in two different National Parks. Students will participate in Rhino tracking, game drives and explore caves with paintings. Here, students will learn about environmental concerns surrounding their National Parks and the human-wildlife conflict that impacts local communities. To complete the trip, students will have the opportunity to visit Victoria Falls, one of the world's largest waterfalls and one of the Seven Natural Wonders of the World.

In addition to providing growth opportunities across the EPS Educational Competencies, this field-based, service-oriented student travel experience supports learning across numerous Minnesota science, social studies, and language arts standards. For this experience, we will focus on the following objectives:



Objective 1: Expand Global Competency by engaging with Rotarians and Zimbabwean people while performing service work to help local villages.

Objective 2: Explore Global Issues using the Sustainable Development Goals. Scholars will also complete their Capstone project while on site.

- "Life on Land" Environmental Conservation- learn about Rhino and Wild Dog conservation research at one of Zimbabwe's National Parks. Learn about human/wildlife conflict.
- "Good Health & Well Being" - Contribute to a food garden at a maternal unit in one of Zimbabwe's hospitals. Students learn about the Chaya plant and how it is essential to nutrition, culture & business in Zimbabwe.
- "Quality Education" - explore inequities in rural Zimbabwean education. Help build classrooms in the rural school to help battle inequities.
- "Partnership for the Goals" - Learn about Love for Africa's travel mission and social responsibility project. Explore the impact of Western travel to Zimbabwe and improving reciprocity.

**Cost:** The anticipated inclusive cost of this experience is approximately \$5,500 per student. This price includes all transportation, accommodations, meals, and transfers. Students will be responsible for all costs. There will be need-based scholarships and other scholarships offered. There will also be extensive fundraising opportunities, as detailed in the fundraising plan attached below.

**Transportation:** All students and chaperones will travel as a group from Minneapolis to O.R. Tambo International in Johannesburg, South Africa. Internal travel includes flights to and from South Africa and buses within Zimbabwe. The group will return via a major U.S. international airline or partner.

**Accommodations:** Students and chaperones will be housed in hotel rooms throughout the stay.

**Supervision:** Staff members traveling with the group are Lindsey Smaka, EHS Global Scholar Coordinator, and Assistant Superintendent Randy Smasal.

**Recommendation:** Review and approve the international travel experience.

**Desired Outcomes for the Board:** Review the International Travel Request to Portugal 3/25/2025 for approval.

**Attachments:**

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [Love for Africa Tour Itinerary](#)
3. [Fundraising Plan](#)

VII.C. Contract Renewal, Superintendent Dr.  
Stacie Stanley



**Board Meeting Date:** 2/12/24

**Title:** Contract Renewal, Superintendent Dr. Stacie Stanley

**Type:** Action

**Presenter:** Board Governance Committee

**Description:** The Board needs to approve a new contract for Dr. Stacie Stanley. Her current contract ends June 30, 2024. Attached is a new three-year contract that will end June 30, 2027. The contract being voted on tonight has been approved by Dr. Stanley; and has been reviewed by district legal counsel and the board's governance team.

**Current Situation:** Dr. Stacie Stanley's current three-year contract (a standard length for a Superintendent contract) was approved by the Edina School Board on May 18, 2021. This contract expires at the end of June, 2024. The terms of Dr. Stanley's contract required the board to inform her by the end of December, 2023 if we intended to pursue a contract extension. At Dr. Stanley's mid-term evaluation, the board informed Dr. Stanley that we would be pursuing another three-year contract with her to maintain her employment as Superintendent of Edina Public Schools. Since December, the Board's governance team has been working with the District's legal team and negotiating with Dr. Stanley to finalize this contract.

**Background Information:**

Dr. Stanley's base salary for the 2023-2024 school year is \$227,300. This salary is comparable to the prior Edina superintendent's salary. Given Dr. Stanley's exemplary work as Superintendent of the Edina Public School District, the board did a review of Superintendent salaries in the Lake Conference and around the state and found that Dr. Stanley's salary is comparably low and not competitive. Some relevant data points include:

- The 2023-2024 base salary of Wayzata Superintendent is \$248,050; the 2023-2024 base salary of the Eden Prairie Superintendent is \$265,401; the 2023-2024 base salary of the Minnetonka Superintendent is \$275,000.
  - Her current salary is 15.63% below other comparable districts.
- There is a recommended 8% market rate adjustment and a 2.75% merit increase for the 2024-2025 school year.

- This will put her 2024-2025 salary at \$252,234.81 (8% market rate adjustment increase: \$245,484 + 2.75% merit increase: ).
- Her salary schedule will be:
  - 2024-2025: \$252,234.81
  - 2025-2026: \$259,171.27 (2.75% increase)
  - 2026-2027: \$266,298.48 (2.75% increase)

This increase will ensure Dr. Stanley's salary is relatively comparable to other Lake Conference superintendents and much more competitive, while also realizing the current finances of the school district do not enable us to increase her salary more. The governance committee recognizes and is sensitive to the fact the district is going through a multi-million dollar budget cut right now; however, despite the financial constraints of the district, we believe this investment is imperative to the health, stability and future success of Edina Public Schools. Not only do we believe in the importance of continued stability in the leadership at the superintendent position, we also believe that Dr. Stanley has proven to be an outstanding, dynamic and visionary leader for our district.

**Recommendation:** The board reviews and approves the attached contract.

**Attachment(s):** 2024-2027 Superintendent Contract for Dr. Stacie Stanley

## EMPLOYMENT AGREEMENT FOR SUPERINTENDENT OF SCHOOLS

The School Board of Independent School District No. 273, Edina Public School (“District”) enters into this Employment Agreement (“Agreement”) with Dr. Stacie Stanley (“Superintendent”), a legally qualified and licensed superintendent, who agrees to perform the duties of superintendent for the District.

The District and Superintendent intend that all terms and conditions of the Superintendent's employment in the position of Superintendent are governed solely by this Agreement. This Agreement is entered into between the District and Superintendent in conformance with Minn. Stat. § 123B.143, subd.1. The District and Superintendent agree as follows:

### I. LICENSURE AND DUTIES

- A. The Superintendent must hold throughout the life of this Agreement a valid and appropriate license to perform duties as a superintendent in the State of Minnesota.
- B. The Superintendent has charge of the administration of the schools and district under the direction of the School Board. The Superintendent is the chief executive officer of the District. As its chief executive officer, the Superintendent's duties include, but are not limited to: (1) directing and assigning all district employees under the Superintendent's supervision; (2) selecting, and structuring the administrative and supervisory employees, including instructional and operational, as best serves the District, subject to the approval of the School Board; (3) suggesting district policies to the School Board; (4) serving as an ex-officio member of the School Board and a member on all School Board committees; (5) providing administrative recommendations on items before the School Board and its committees; (6) performing all duties incident to the office of the Superintendent; and (7) other duties as prescribed by the School Board. The Superintendent shall have the right to attend all School Board meetings and all School Board and citizen committee meetings.
- C. The Superintendent must comply with all state laws, federal laws, and district policies, as established by the entity and as may be established or amended by the entity.
- D. Attendance is an essential job function of the position of the superintendent.
- E. The position of the superintendent has exempt status under the Fair Labor Standards Act.

### II. DURATION, EXPIRATION, TERMINATION, AND CONTINGENCY

- A. **Term.** This Agreement is for a term of three years, commencing July 1, 2024 and ending June 30, 2027. This Agreement remains in full force and effect unless modified in writing by mutual consent of the School Board and the Superintendent,

or unless terminated as provided herein.

- B. **Subsequent Contract.** The School Board will take action to determine whether to offer the Superintendent a subsequent contract no later than 6 months prior to the expiration of this Agreement and provide the Superintendent notice of its action.
  
- C. **Expiration.** This Agreement expires at the end of the term specified in Paragraph A hereof. At the conclusion of its term, neither party has any further claim against the other, and the District's employment of the Superintendent ceases, unless a subsequent Agreement is entered into by the parties, in accordance with Minnesota law.
  
- D. **Termination during the Term of the Agreement.**
  - 1. **Termination for Cause.** The Superintendent's employment may be terminated during the term of this Agreement only for cause, as defined in Minn. Stat. § 122A.40, subds. 9 or 13. Except for purposes of describing grounds for discharge, the provisions of Minn. Stat. § 122A.40 are not applicable to the Superintendent's contract, except as required therein. If the School Board proposes to terminate the Superintendent during the Agreement term for cause as described in Minn. Stat. § 122A.40, subds. 9 or 13, it shall notify the Superintendent in writing of the proposed grounds for termination. The Superintendent shall be entitled to a hearing before an arbitrator, providing the Superintendent makes such a request in writing within 15 calendar days after receipt of the written notice of the proposed termination. In such event, the parties will jointly petition the Bureau of Mediation Services ("BMS") for a list of 5 arbitrators. The parties select the arbitrator through the normal striking process as provided by BMS rules. The arbitrator conducts the hearing under normal arbitration procedure rules and issues a written decision. The arbitrator's decision is final and binding upon the parties, subject to normal judicial review of arbitration decisions as provided by law. The Superintendent may be suspended with or without pay pending final determination by the arbitrator. If the Superintendent fails to request a hearing as provided herein within the 15-calendar day period, it shall be deemed by acquiescence by the Superintendent to the School Board's proposed action and the proposed action shall become final on such date as determined by the School Board, and the Superintendent has no further claim or recourse.
  
  - 2. **Termination by the Superintendent.** If the Superintendent wishes to resign prior to the end of the term of this Agreement, the Superintendent must notify the School Board Governance Committee of the intent to resign at least 9 months prior to the proposed last day of employment. The Superintendent must formally submit to the School Board the resignation 6 months prior to the proposed last day of employment. These notification timelines may be waived by the School Board in its sole discretion. After providing such notice, the Superintendent must continue to provide full efforts to execute the duties of the position.

3. **Termination by Mutual Consent.** This Agreement may be terminated at any Termination by Mutual Consent. This Agreement may be terminated at any time by mutual consent of both the School Board and the Superintendent.
- E. **Contingency.** Since this Agreement is a subsequent Agreement entered into prior to the completion of an existing Agreement, this Agreement is contingent upon the Superintendent completing the terms of the existing Agreement.

### III. LEAVES, VACATIONS, AND DUTY YEAR

- A. **Duty Year.** The Superintendent's duty year is for the twelve-month duty year. The Superintendent performs services on those legal holidays on which the District is authorized to conduct school/business if the School Board so determines. The Superintendent remains on duty during any emergency, natural or unnatural, unless otherwise excused by the Chairperson of the School Board.
- B. **Holidays.** The Superintendent is entitled to those paid holidays each contract year as designated by the School Board, except as modified by Paragraph A hereof.
- C. **Vacation.** The Superintendent is entitled to use 25 days as paid vacation during each year of the Agreement. The Superintendent will request approval of vacation days by the Chairperson of the School Board and record vacation in accordance with District practices. The Superintendent may carry a maximum of 10 days of unused vacation forward into the first 6 months of the next contract year. At no time will the Superintendent's vacation balance exceed 35 days. At the conclusion of the Superintendent's employment with the District, the District will pay the Superintendent for earned, unused vacation days, not to exceed 30 vacation days, at the Superintendent's daily rate of pay.
- D. **Basic Leave Allowance.** The Superintendent receives an annual paid basic leave allowance of 15 days per contract year. Basic leave days may be used for the Superintendent's illness or injury, or other reasons enumerated below. Unused basic leave days are allowed to accumulate to a maximum of 60 days. Upon the conclusion of the Superintendent's employment for any reason, accrued and unused basic leave days are forfeited by the Superintendent and are not paid out by the District. The Superintendent will request approval of basic leave days by the Chairperson of the School Board and record basic leave in accordance with District practices.
  1. **Family Illness and Bereavement Leave.** The Superintendent may use basic leave allowance provided for absences due to an illness or injury to the Superintendent's dependent child ("child") for reasonable periods as the Superintendent's attendance with the child may be necessary, on the same terms the Superintendent is able to use accumulated basic leave allowance

for the Superintendent's own illness or injury. For absence because of illness in the family, the Superintendent may deduct a reasonable number of days per incident from accumulated basic leave at no salary deduction. For absence because of death in the family, the Superintendent may deduct a reasonable number of days per incident from accumulated leave at no salary deduction. For absence because of the death of friends or relatives outside the family, the Superintendent may deduct a reasonable number of days from accumulated basic leave at no salary deduction. Reasonability is determined by the School Board in consultation with the Superintendent.

2. **Personal Business Leave.** For absence required for the transaction of personal business that cannot be completed outside normal work hours, up to four days during a duty year may be deducted from accumulated basic leave. Requests for personal business leave must be submitted to the Chairperson of the School Board in writing at least three duty days in advance, except in cases of extreme emergency.
- E. **Medical/Disability Leave.** The Superintendent may be eligible for an unpaid leave of absence pursuant to federal and state law, including the Family and Medical Leave Act (“FMLA”), the Minnesota Parenting Leave Act (“MPLA”), and the Americans with Disabilities Act (“ADA”).
- F. **Jury Duty.** If the Superintendent is called for jury duty, the Superintendent will be compensated for the difference between regular pay and pay received for the performance of such obligation.
- G. **Workers Compensation.** In accordance with Minnesota Statutes, Chapter 176, if the Superintendent is injured while performing duties for the District and qualifies for workers' compensation benefits, the Superintendent may draw from accumulated basic leave in order to make up the difference between the Superintendent's regular salary and the workers' compensation insurance payments the Superintendent receives. The District will continue to provide benefits during the period of the Superintendent's receipt of worker's compensation benefits as were provided prior to the worker's compensation benefit.
- H. **Military Leave.** Military leave shall be granted pursuant to applicable law.
- I. **Emergency Leave.** Emergency leave may be granted at the discretion of the School Board.

#### IV. INSURANCE BENEFITS

The District provides its employees, including its Superintendent, with health and welfare benefits as described below. It is understood that the provisions described are general statements of the coverages provided and that the eligibility of the Superintendent for benefits is governed by the terms of the master insurance contracts between the District and the insurers providing coverage.



- A. **Health Insurance.** The District will provide the Superintendent with full reimbursement for single coverage health insurance. In the event that the Superintendent signs up for Single + One coverage or family coverage, the District will contribute the amount that it would pay towards single coverage with full reimbursement toward the monthly premium of the selected health insurance coverage. The Superintendent will contribute, through payroll deduction, any excess monthly premium remaining after the District's contribution toward the type of coverage for which the Superintendent is enrolled.
- B. **Dental Insurance.** The District contributes the amount designated below toward the monthly premium of dental insurance. Any future yearly increases to the District contribution will be equal to the increase in contribution for the District's leadership team.

Type of Coverage	Effective 07/01/24
Single	\$40
Single + One	\$75
Family	\$121

The Superintendent will contribute, through payroll deduction, any excess monthly premium remaining after the District's contribution toward the type of coverage for which the Superintendent is enrolled.

- C. **Life Insurance Benefit.** The Superintendent is eligible for basic group term life insurance coverage in whole thousands to an amount equal to three times the whole number of thousands of the Superintendent's basic annual salary. The District pays the entire premium for this coverage.
- D. **Income Protection Insurance.** The District will provide the Superintendent coverage under the District's income protection plan, at the expense of the District. If the Superintendent is receiving income protection insurance benefits, the Superintendent remains eligible for the District contribution for hospitalization-medical insurance and dental insurance.
- E. **Claims Against the District.** The District's only obligation is to purchase the insurance policies described in this article, and no claim shall be made against the District as a result of denial of insurance benefits by an insurer if the District has purchased the policies and paid the premiums described in this article.

**V. OTHER BENEFITS**

- A. **Tax-Deferred Matching Contribution Plan, 403(b) Contribution.** The District will make contributions to the Superintendent's 403(b) deferred compensation plan in the form of a dollar-for-dollar match to the Superintendent's elective contribution, up to a maximum of \$6500 per each duty year. Participation in any 403(b) plan is pursuant to District practices and subject to plan restrictions, the

Internal Revenue Code, and other applicable state and federal laws, and the Superintendent has the sole responsibility for compliance.

**B. Post-Retirement Health Care; Contribution to Health Reimbursement Account (“HRA”).**

1. The District makes an annual contribution into an HRA in accordance with Schedule A for the first 10 years of District's employment, with a maximum total District contribution of up to \$90,000 throughout the Superintendent's career with the District.
2. The District's contribution to the HRA became fully vested with the Superintendent on June 30, 2024. Upon the Superintendent’s departure from the District, contributions not vested revert back to the District.
3. The District retains control of any HRA contributions on behalf of the Superintendent until those funds have vested. The District remains responsible to invest any funds and pay associated fees until the funds vest with the Superintendence, at which point those responsibilities are transferred to the Superintendent.
4. The District deposits the below noted contribution into the Superintendent’s HRA by June 30 of the completed year of service.

<b>Schedule A</b>	
Year 1	\$2,500
Year 2	\$2,500
Year 3	\$2,500
Year 4	\$2,500
Year 5	\$5,000
Year 6	\$5,000
Year 7	\$10,000
Year 8	\$15,000
Year 9	\$20,000
Year 10	\$25,000

5. The District makes no contributions to the HRA after the Superintendent ceases to be employed by the District.

**C. Professional and Civic Organizations.** The District recognizes the importance of the Superintendent’s attendance and participation in professional growth and outreach. The Superintendent is encouraged to regularly attend appropriate professional meetings at the local, state, and national level as required, and consistent with the adopted budget.

When the District requests the Superintendent belong to a professional or civic

organization, the District will pay said fee for membership.

The District will reimburse the Superintendent for necessary expenses incurred while attending authorized meetings representing the interests of the district.

- D. **Auto Allowance.** The District pays the Superintendent a monthly allowance of \$800 for the use of the Superintendent's personal automobile in the performance of the Superintendent's duties in the position of Superintendent, pursuant to the Minn. Stat. § 471.665, subd. 3.
- E. **Retention Incentive Pay.** The Superintendent may receive retention incentive pay as outlined in this Agreement upon the conclusion of the Superintendent's employment, unless the Superintendent is terminated for cause, based upon the table shown below:

Years of Service Completed	Total Days of Pay
7 years	20 days
10 years	An additional 25 days

The maximum days paid out under this retention incentive pay provision will not exceed 45 days. If eligible, the Superintendent will receive any retention incentive pay in two equal installments over a two-year period. The first payment will be made one year after the last day of employment. The second payment will be made two years after the last day of employment. These payments will be made as mutually agreed to by the parties prior to the termination date consistent with state and federal law. To the extent permitted by the District's 403(b) plan and Internal Revenue Service Code, payments will be distributed to the District's 403(b) plan.

- F. **Outside Activities.** While the Superintendent will devote full time and due diligence to the affairs and the activities of the District, the Superintendent may also serve as a consultant to other school districts or educational agencies, lecture, engage in writing and speaking activities, and engage in other activities if, as solely determined by the School Board, such activities do not impede the Superintendent's ability to perform the duties of the superintendent.
- G. **Indemnification and Provision of Counsel.** In the event that an action is brought or a claim is made against the Superintendent arising out of or in connection with the Superintendent's employment, and the Superintendent is acting within the scope of employment, the District will defend and indemnify the Superintendent to the extent provided by law. Indemnification, as provided in this section, does not apply in the case of malfeasance in office, willful neglect of duty, or bad faith. The District's obligation to defend and indemnify the Superintendent is subject to the limitations stated in Minnesota Statutes, Chapter 466 and its interpretations.

- H. **Dues.** The Superintendent is encouraged to belong to and participate in appropriate professional educational and civic organizations where such membership will serve the best interests of the District. Accordingly, the District will pay such membership dues for organizations as are required, directed, or permitted, by the School Board. The Superintendent shall present appropriate statements for approval.
  
- I. **Market Rate Adjustment Pay.** On the first day of this Agreement, the District will provide the Superintendent with a one-time lump sum payment of fifteen thousand, nine hundred and eleven dollars (\$15,911.00). This one-time payment reflects the value of a market rate adjustment to the Superintendent's salary for the 2023-2024 school year.

## **VI. SALARY**

The Superintendent is paid an annual salary of \$252,234.81 for the 2024-25 school year; \$259,171.27 for the 2025-26 school year; and \$266,298.48 for the 2026-27 school year. This annual salary may be modified by action of the School Board, but not reduced, during the term of the Agreement. The salary is paid in accordance with the District's payroll practices in equal installments throughout the year.

Whenever it is necessary to calculate the Superintendent's daily rate of pay for purposes of this Agreement, such rates are determined by dividing the Superintendent's base yearly salary by the divisor of 260. This calculation does not include any other payments or benefits pursuant to this Agreement.

## **VII. EVALUATION**

The Superintendent's work objectives and evaluation instrument used for the contract year will be developed and agreed upon by the School Board no later than July 1 for each year. In December and June of each contract year, the School Board will review the Superintendent's performance based upon the work objectives, evaluation instrument, and general job duties.

The December evaluation is informal and advisory only. The June evaluation is formal and becomes part of the Superintendent's personnel record. After completion of the June evaluation, the School Board will provide a written report to the Superintendent. The written report will include areas of success and recommendations for improvement in areas in which the School Board deems the Superintendent's performance to be unsatisfactory. The School Board and Superintendent may alter the procedures and frequency for evaluation mutually by subsequent written agreement.

## **VII. ENTIRE AGREEMENT, WAIVER, AND SEVERABILITY**

This Agreement constitutes the entire agreement between the School Board and Superintendent relating to the District's employment of the Superintendent. Neither party has relied upon any statement or promises that are not set forth in this document. This Agreement supersedes any and

all prior agreements between the parties. The Superintendent understands and agrees that any handbooks, manuals, policies, or procedures created by the District do not create an express or implied contract between the District and the Superintendent. No waiver of modification of any provision of this Agreement will be valid unless they are made in writing and executed by both parties.

The District and Superintendent intend that the benefits described within the Agreement comply with existing federal and state law. If the District or Superintendent believes that any such benefit does not so comply, it will promptly advise the other party and will negotiate in good faith to amend the terms of such benefit to ensure legal compliance. If any provision of the Agreement is held to be legally invalid, the remainder of the Agreement will not be affected thereby and will remain in full force and effect.

**In Witness Whereof, Edina Public School District, Independent School District 273, and Stacie Stanley, have executed this contract on the respective dates set forth below.**

For Superintendent

For Independent School District 273

\_\_\_\_\_  
Dr. Stacie Stanley

\_\_\_\_\_  
School Board Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

VII.D. Pupil Transportation Vehicle Purchase



**Board Meeting Date:** 2/12/2024

**Title:** Pupil Transportation Vehicle Purchase

**Type:** Action

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

**Description:** At the February 2022 Regular Meeting of the Board, the Board approved the District administration's recommended cycle of replacement strategy for various pupil transportation vehicles, including school buses. At the February 2023 Regular Meeting, the Board approved the use of additional financing strategies to acquire school buses, specifically the issuance of general obligation capital notes against operating capital authority. The financing strategy was reviewed by the District's municipal advisors and debt counsel in order to establish that the financing is legal, valid, and authorized under state and federal law. The Finance and Facilities Committee of the Board were also engaged for guidance and feedback.

In order to maintain its school bus fleet in the desired average useful life range, the District administration believes it prudent to purchase five (5) used, model year 2023 school buses. The Board appropriated sufficient funds to make this purchase in the current year, however, due to long lead times actual ownership may not occur until the subsequent fiscal year. In the event that seems likely to occur, the District administration will seek the appropriate budgetary authority in the new fiscal year.

The District retains the right to utilize approved financing strategies if it believes them to be advantageous.

**Recommendation:** Authorize the Director of Finance and Operations to execute the purchase of five (5) school buses in the amount of \$439,265.

**Desired Outcomes from the Board:** Compliance with District Policy 707 – Purchasing.

**Attachments:**

1. Quote – Hoglund Bus Company



Main: 763.295.5119
Toll Free: 800.866.3105
Fax: 763.295.4992

116 E. Oakwood Drive
PO Box 249
Monticello, MN 55362
www.hoglundbus.com

Stock #: See Below Date: 1/24/2024 Salesperson: Doug Erdmann
Buyer Name: (Last) (First) (Middle)
Company Name: Edina Public Schools ISD #273
Address: 5701 Normandale Road City: Edina State: MN County: Zip: 55424
Phone: 952-848-4977 Fax: Buyer DOB: Co-Buyer DOB:
Cell Phone: E-Mail Address: Rutz, Caroline <Caroline.Rutz@edinaschools.org>
Lienholder: None Address:

Please enter my order for: [x] NEW [ ] USED [ ] DEMO Buyers Insurance Co.: Underwriters at Lloyds London
Buyers policy number: PK1019116 EXP Date: 7/1/24

Table with columns: Year, Make, Model, Body, Transmission, Color, Interior, Vin#, Lic.#/Plate Type, GVW, Capacity, Mileage, Delivered on/about, DOT#, Cash Price of Vehicle, Freight, Address, FEIN, (5 Units) IC CE PB105 - Diesel Engine, etc.

The front and back of this CONTRACT comprise the entire CONTRACT affecting this purchase. The DEALER will not recognize any verbal agreement, or any other agreement or understanding of any nature.

The terms of this CONTRACT were agreed upon and the contract signed in the dealership on the dated noted at top of this form.

IMPORTANT: THIS MAY BE A BINDING CONTRACT AND YOU MAY LOSE ANY DEPOSITS IF YOU DO NOT PERFORM ACCORDING TO ITS TERMS.

Notice of salesperson's limited authority. This contract is not valid unless signed and accepted by Sales Manager or Officer of Dealership.

Accepted: [Signature]

X [Redacted]
Buyer's Signature Accepting Terms of Contract



Please acknowledge, by initialing, you have read & agree to the "Additional Terms and Conditions"

#### ADDITIONAL TERMS AND CONDITIONS OF THIS VEHICLE PURCHASE CONTRACT

1. **Definitions:** As used in this CONTRACT, "YOU" or "YOUR" means the buyer and co-buyer. "I", "ME", or "MY" means the seller or dealer. "VEHICLE" means the car, truck, or other vehicle described on the front of this CONTRACT including all the options listed. "Manufacturer" means the company which makes the VEHICLE. "Trade-In" means the vehicle that YOU trade to ME in partial payment for the VEHICLE.
2. **Purpose:** By signing the CONTRACT, YOU agree to buy the VEHICLE from ME. By accepting this CONTRACT, I agree to deliver the VEHICLE to YOU if the VEHICLE is in my inventory. If the VEHICLE is not in my inventory, I agree to order it from the Manufacturer. After receiving the VEHICLE from the Manufacturer, I agree to deliver the VEHICLE to YOU.
3. **Price Changes by the Manufacturer:** The VEHICLE price stated on the front of this CONTRACT is based on the current price the Manufacturer charges ME. At any time before I receive the VEHICLE, the Manufacturer has the right to raise the price it charges to ME. If the Manufacturer does raise the price, I may raise the price to YOU by the same amount. If I do raise MY price, YOU may cancel the CONTRACT and get back any down payment YOU have made. If I have not already sold the Trade-In (See Paragraph 4), YOU may have the Trade-In back by paying ME the reasonable cost of storage and any repair work or reconditioning I may have done.
4. **Trade-In:** If YOU are using a Trade-In to partially pay for the VEHICLE, YOU may deliver the Trade-In to ME either when YOU sign this CONTRACT or when the VEHICLE is delivered to YOU. If YOU do not deliver the Trade-In to ME when YOU sign this CONTRACT, YOU agree that at the time YOU deliver the Trade-In, I may reinspect the Trade-In and lower the allowance stated on the front of this CONTRACT. If I do lower the allowance, YOU may cancel this CONTRACT and get back your cash down payment. If YOU deliver the Trade-In when YOU sign this CONTRACT, I may sell the Trade-In at any time and at any price I think proper. If this CONTRACT is cancelled and I have already sold the Trade-In, I will pay YOU the price I received for the Trade-In minus 15% commission, minus any money I spent repairing, storing, insuring, or advertising the Trade-In, unless otherwise required by law.  
When YOU deliver the Trade-In to ME, YOU guarantee that YOU own the Trade-In free and clear and agree to furnish proper proof of ownership, including the Certificate of Title. If any outstanding security interests are attached to the Trade-In vehicle, YOU are obligated to satisfy the debt secured and to obtain a release of all liens. If I arrange payment of the debt, and the total amount is greater than the amount shown on this CONTRACT as the balance owing to lienholder, YOU agree to pay the difference to ME in cash immediately upon notice of the deficiency. If the debt is less than the amount shown, I will refund the surplus to YOU.
5. **YOUR Refusal to Take Delivery:** Unless YOU cancelled this CONTRACT under paragraphs 3 or 4, I will retain the cash down payment YOU gave ME as an offset to MY damages if YOU refuse to complete the purchase. YOU are also responsible for any other damages which I may incur as a result of YOUR failure to perform YOUR obligations under the terms of this CONTRACT. If YOU have delivered the Trade-In to ME when YOU signed this CONTRACT, I may retain the Trade-In and sell it to reimburse MYSELF for the expenses of repairing, storing, or reconditioning the Trade-In and for other expenses or losses I may incur as a result of YOU failed to perform YOUR obligations under this CONTRACT.
6. **Design Changes by the Manufacturer:** The Manufacturer has the right to change the design of the VEHICLE, its chassis, its parts or accessories at any time without notice to YOU or to ME. In the event of a change in design, I have no duty to YOU except to deliver the VEHICLE as made by the manufacturer.
7. **Delays in Delivery:** I am not responsible for delays in delivery caused by the Manufacturer, or by accidents, fires, or other causes beyond MY control. I do not control the Manufacturer and am not part of the Manufacturer and do not work for the Manufacturer.
8. **Taxes:** The price of the VEHICLE does not include federal or state taxes or any other tax or governmental fee. YOU must pay ME the proper amount of any tax or governmental fee which applies to this sale.
9. **Pollution Control Certification:** I certify to the best of MY knowledge that the pollution control system on the VEHICLE including the restricted gasoline pipe has not been revised, altered or rendered inoperative.
10. **New VEHICLE Disclaimer of Warranties:** If YOU are buying a new VEHICLE, the VEHICLE will come with a Manufacturer's warranty which is a promise from the Manufacturer directly to YOU. Unless otherwise agreed in a separate document (see Paragraph 12 below), I expressly disclaim all warranties, express or implied, including any implied warranty of merchantability or fitness for a particular purpose. I sell the VEHICLE "AS IS" and make no guarantees of any kind about the VEHICLES's quality or performance. YOU have complete responsibility and all the risk for any problems with the VEHICLE.
11. **Use VEHICLE Disclaimer of Warranties:** Except as may be provided in the Buyer's Guide Window Form and a separate warranty document (see Paragraph 12 below), if YOU are purchasing a used VEHICLE, I expressly disclaim all warranties, express or implied, including any implied warranty of merchantability or fitness for a particular purpose. I sell the VEHICLE "AS IS" and make no guarantees of any kind about the VEHICLE's quality of performance. YOU have complete responsibility and all the risk for any problems with the VEHICLE. I do not guarantee that the VEHICLE will pass an exhaust emissions inspection.
12. **Dealer Warranty Service Contract:** If I give a warranty on a used VEHICLE or YOU purchase an extended service contract on a new or used VEHICLE, I may not disclaim implied warranties of merchantability or fitness for a particular purpose.
13. **Used VEHICLE Window Sticker Form:** If YOU are purchasing a used VEHICLE or a demonstrator, the information YOU see on the window form for this VEHICLE is part of this CONTRACT. Information on the window form overrides any contrary provisions in the CONTRACT of sale. (La información que aparece en la ventanilla de este vehículo forma es parte de este contrato. La información contenida en el formulario de la ventanilla anula cualquier prevision que establezca lo contrario y que aparezca en el contrato de venta.)

VII.E. Policy Review (406, 506, 514, 526, 606.5,  
715, 807, 810, 902)



**Board Meeting Date:** 2/12/2024

**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 406 Public and Private Personnel Data
- Policy 506 Student Conduct and Discipline
- Policy 514 Bullying Prohibition
- Policy 526 Student Hazing Prohibition
- Policy 606.5 Library Materials
- Policy 715 Food and Nutrition Services Program
- Policy 807 Closing of Facilities Due to Hazardous Weather or Other Emergency Conditions
- Policy 810 Security of Students, Employees, Visitors, Buildings and Grounds
- Policy 902 Use of School District Facilities and Equipment

**Recommendation:** Approve the suggested modifications for Policies 406, 506, 514, 526, 606.5, 715, 807, 810, 902.

**Desired Outcome(s) from the Board:** Approve suggested modifications.

**Attachments:**

1. Policy 406 Public and Private Personnel Data
2. Policy 506 Student Conduct and Discipline
3. Policy 514 Bullying Prohibition
4. Policy 526 Student Hazing Prohibition
5. Policy 606.5 Library Materials
6. Policy 715 Food and Nutrition Services Program
7. Policy 807 Closing of Facilities Due to Hazardous Weather or Other Emergency Conditions
8. Policy 810 Security of Students, Employees, Visitors, Buildings and Grounds
9. Policy 902 Use of School District Facilities and Equipment

## Personnel

### Public and Private Personnel Data

#### I. Purpose

This policy provides guidance to school district employees as to the ~~treatment of~~ data the district collects and maintains regarding its employees, [volunteers, independent contractors, and applicants \(“personnel”\)](#).

#### II. General Statement of Policy

- A. All data on individuals collected, created, received, maintained, or disseminated by the school district, which is classified by statute or federal law as public, is accessible to the public pursuant to the procedures established by the district.
- B. All other data on individuals is private or confidential.
- C. [An individual](#) ~~Employees~~ may release private data about themselves through the use of the ~~Employee Authorization to Release Private Personnel Data~~ [Consent to Release Data – Request from an Individual form, which is attached to this policy.](#)

#### III. Definitions

[For purposes of this policy, the definitions included in this section apply.](#)

- A. “Confidential” data means the data is [not public and is](#) not available to the subject of the data.
- B. “Finalist” means [an individual who is selected to be interviewed by the school board for a position.](#)
- C. “Personnel data” means government data on individuals maintained because they are or were district employees, applicants for employment, ~~or district advisory board/committees,~~ district volunteers, or independent contractors. [Personnel data include data submitted by an employee to the district as part of an organized self-evaluation effort by the district to request suggestions from all employees on ways to cut costs, make the district more efficient, or to improve district operations.](#)
- D. “Private” data means the data [is not public and is available to the subject of the data and to district employees who need it to conduct district business only to the following: the subject of the data, as limited by any applicable state or federal](#)

law; individuals within the school district whose work assignments reasonably require access; entities and agencies as determined by the responsible authority who are authorized by law to gain access to that specific data; and entities or individuals given access by the express written direction of the data subject.

- E. "Protected health information" means individually identifiable health information that is transmitted by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium by a health care provider. "Protected health information" excludes individually identifiable health information in education records covered by the Family Educational Rights and Privacy Act, employment records held by ~~a school~~ the district in its role as employer; and records regarding a person who has been deceased for more than fifty (50) years.
- F. "Public" data means the data is available to anyone who requests it.
- G. "Public officials" means business managers; human resource directors; athletic directors whose duties include at least fifty (50) percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as superintendents and principals.

#### IV. Public Personnel Data

- A. ~~In general, t~~The following information on **current and former** employees, including volunteers and independent contractors, is public: ~~(1) personal information (i.e. name, education and training background, previous work experience); (2) compensation information (e.g. actual gross salary, salary range, terms and condition of employment, payroll time sheets); and (3) work and performance information (e.g. job title, job description, work location, work phone number, existence and status of any complaints against the employees):~~
  - 1. name;
  - 2. employee identification number;
  - 3. actual gross salary;
  - 4. salary range;
  - 5. terms and conditions of employment relationship;
  - 6. contract fees;
  - 7. actual gross pension;
  - 8. the value and nature of employer-paid fringe benefits;
  - 9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
  - 10. job title;
  - 11. bargaining unit;
  - 12. job description;
  - 13. education and training background;
  - 14. previous work experience;
  - 15. date of first and last employment;

16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
17. the final disposition of any disciplinary action together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;
19. work location;
20. work telephone number;
21. badge number;
22. work-related continuing education;
23. honors and awards received; and
24. payroll time sheets or other comparable data that are used only to account for an employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

B. ~~Applicants for employment~~ ~~With respect to employment applicants,~~ ~~the~~ following information ~~on current and former applicants for employment by the school district~~ is public: information: ~~(1) finalist's names;~~ ~~(2) veteran status;~~ ~~(23) relevant test scores;~~ ~~(34) rank on eligible list;~~ ~~(45) job history;~~ ~~(56) education and training;~~ and ~~(6) work availability.~~

1. veteran status;
2. relevant test scores;
3. rank on eligible list;
4. job history;
5. education and training; and
6. work availability.

C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the school board to be finalists for public employment.

D. Data about applicants for appointment to a school board collected by the district as a result of the applicant's application for employment are private data on individuals except that the following are public:

1. name;
2. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;
3. education and training;

4. employment history;
  5. volunteer work;
  6. awards and honors;
  7. prior government service;
  8. any data required to be provided or that are voluntarily provided in an application for appointment to a multi-member agency; and
  9. veteran status.
- E. Once an individual is appointed to a school board, the following additional items of data are public:
1. residential address;
  2. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;
  3. first and last dates of service on the school board;
  4. the existence and status of any complaints or charges against an appointee; and
  5. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation

Notwithstanding paragraph 2., any electronic mail address or telephone number provided by a school board for use by an appointee will be public. An appointee may use an electronic mail address or telephone number provided by the school board as the designated electronic mail address or telephone number at which the appointee can be reached.

- F. Regardless of whether there has been a final disposition, upon completion of an investigation of a complaint or charge against a public official, or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources. Data relating to a complaint or charge against a public official is public only if:
1. the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or
  2. potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement

Data that is classified as private under another law is not made public by this provision.

## V. Private Personnel Data

- A. ~~Except as provided in state law,~~ All other personnel data **not listed in Section IV** are private data and ~~will only be shared with district employees who has a legitimate business interest in the information~~ will not be otherwise released unless authorized by law ~~or by the employee's informed written consent.~~

- B. Data pertaining to an employee's dependents are private data on individuals.
- C. Data created, collected, or maintained by the school district to administer employee assistance programs are private.
- D. An individual's checking account number is private when submitted to a government entity.
- E. Personnel data ~~may~~ **must** be ~~provided~~ **disseminated** to labor organizations to the extent ~~the district determines it is necessary for the labor organization to conduct its business or when authorized by the commissioner of the bureau of mediation services the responsible authority determines is the dissemination i~~ **for the labor organization elections, investigate and process grievances, notify employees of fair share fee assessments and implement the provisions of the Minnesota Public Labor Relations Act (PELRA).** Personnel data will be disseminated to labor organizations and the Bureau of Mediation Services ("BMS") to the extent the dissemination is ordered or authorized by the commissioner of the BMS. Employee Social Security numbers are not necessary to implement the provisions of PELRA.

The home addresses, non-employer issued phone numbers and email addresses, dates of birth, and emails or other communications between exclusive representatives and their members, prospective members, and nonmembers are private data on individuals.

Dissemination of personnel data to a labor organization pursuant to Minnesota law will not subject the district to liability.

- F. The district may display a photograph of a current or former employee to prospective witnesses as part of the district's investigation of any complaint or charge against the employee.
- G. The district may, if its responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
  1. the person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
  2. a pre-petition screening team conducting an investigation of the employee under Minnesota law; or
  3. a court, law enforcement agency, or prosecuting authority.
- H. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of a crime or alleged crime committed by an employee.



- I. A complainant has access to a statement provided by the complainant to the district in connection with a complaint or charge against an employee.
- J. When allegations of sexual or other types of harassment are made against an employee, the employee does not have access to data that would identify the complainant or other witnesses if the responsible authority determines that the employee's access to that data would:
  - 1. threaten the personal safety of the complainant or a witness; or
  - 2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness will be available to the employee as may be necessary for the employee to prepare for the proceeding.

- K. The district must report to the Minnesota Professional Educator Licensing and Standards Board ("PELSB") or the Board of School Administrators ("BOSA"), whichever has jurisdiction over the teacher's or administrator's license, as required by Minnesota law, and will, upon written request from the licensing board having jurisdiction over the license, provide the licensing board with information about the teacher or administrator from the district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minnesota law.
- L. Private personnel data will be disclosed to the Department of Employment and Economic Development for the purpose of administration of the unemployment insurance program.
- M. When a report of alleged maltreatment of a student in an elementary, middle school, or high school is made to the commissioner of the Minnesota Department of Education ("MDE") under Minnesota law, data that are relevant and collected by the school facility about the person alleged to have committed maltreatment must be provided to the commissioner on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of providing information to a parent, legal guardian, or custodian of a child in accordance with MDE Screening Guidelines.
- N. The district will release to a requesting school district private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if
  - 1. an investigation conducted by or on behalf of the district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or
  - 2. the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before

the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minnesota law.

Data that are released under this paragraph must not include data on the student.

- O. Data submitted by an employee to the district as part of an organized self-evaluation effort by the district to request suggestions from all employees on ways to cut costs, make the district more efficient, or improve the district operations is private data. An employee who is identified in a suggestion, however, will have access to all data in the suggestion except the identity of the employee making the suggestion.
- P. Protected health information on employees is private and will not be disclosed except as permitted or required by law.
- Q. Personal home contact information for employees may be used by the district to ensure that an employee can be reached in the event of an emergency or other disruption affecting continuity of district operations and may be shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the district or government entity.
- R. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.
- S. When a continuing contract teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual offenses involving a child as set forth in Minnesota law, or when the commissioner of the MDE makes a final determination of child maltreatment involving a teacher under Minnesota law, the school principal or other person having administrative control of the school will include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minnesota law, and will provide PELSB and the licensing division at MDE with the necessary and relevant information to enable PELSB and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license.

In addition to the background check required under Minnesota law, the school board or other school hiring authority will contact PELSB and MDE to determine

whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for the district will disseminate to another school district private personnel data on a current or former employee or contractor of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.

#### VI. Multiple Classifications

If data on individuals are classified as both private and confidential by Minnesota law, or any other state or federal law, the data are private.

#### VII. Change in Classifications

The school district will change the classification of data in its possession if it is required to do so to comply with either judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

#### VIII. Responsible Authority

The school district has designated the director of human resources as the authority responsible for personnel data.

#### IX. Employee Authorization/Release Form

An employee authorization form is included as an appendix to this policy.

#### Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 13.02 (Definitions)

Minn. Stat. § 13.03 (Access to Government Data)

Minn. Stat. § 13.05 (Duties of Responsible Authority)

Minn. Stat. § 13.37 (General Nonpublic Data)

Minn. Stat. § 13.39 (Civil Investigation-Data)

Minn. Stat. § 13.41 (Licensing Data)

Minn. Stat. § 13.43 (Personnel Data)

Minn. Stat. § 13.601, Ssubd. 3 (~~Elected and Appointed Officials~~ Applicants for Appointment)

Minn. Stat. § 15.0597 (Appointment to Multi-member Agencies)

Minn. Stat. § 122A.20, Ssubd. 2 (Mandatory Reporting)

Minn. Stat. § 122A.40, Ssubds 13 and 16 (~~Employment; Contracts; Termination~~ Immediate Discharge; Decision)

Minn. Stat. § 123B.03 (Background Check)

Minn. Stat. § 123B.143, subd. 2 (Disclose Past Buyouts)

Minn. Stat. Ch. 179 (Minnesota Labor Relations Act)

Minn. Stat. Ch. 179A (Minnesota Public Labor Relations Act)

[Minn. Stat. § 253B.07 \(Judicial Commitment: Preliminary Procedures\)](#)

[Minn. Stat. Ch. 260E ~~§ 626.556, Subd. 7~~ \(Reporting of Maltreatment of Minors\)](#)

[Minn. Stat. Ch. 268 \(Unemployment Insurance\) Minn. R. Pt. 1205 \(Data Practices\)](#)

[P.L. 104-191 \(HIPAA\)](#)

[45 C.F.R. Parts 160, 162, and 164 \(HIPAA Regulations\)](#)

Cross References:

Policy 206 (Public Hearings and Public Participation in School Board Meetings, Data Privacy Considerations)

[Policy 414 \(Mandated Reporting of Child Neglect or Physical or Sexual Abuse\)](#)

Policy 515 (Protection and Privacy of Student Records)

Policy

adopted: [09/22/08](#)

revised: [05/28/13](#)

revised: [06/13/16](#)

revised: [12/14/20](#)

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

Appendix I to Policy 406

**Consent to Release Data – Request from an Individual**

*An individual asks the school district to release private data to an outside entity or person. Because the district does not have statutory authority to release the data, it must get the individual's written informed consent.*

**Explanation of Your Rights**

If you have a question about anything on this form, or would like more explanation, please talk to the director of human resources before you sign it.

---

I, \_\_\_\_\_, give my permission for Edina Public Schools  
(name of individual)

to release data about me to \_\_\_\_\_ as described in this  
consent form. (name of other entity/person)

1. The specific data I want Edina Public Schools to release include:

\_\_\_\_\_  
(explanation of data requested)

2. I understand that I have asked **Edina Public Schools** to release the data.

3. I understand that although the data are classified as private at **Edina Public Schools**,  
classification/treatment of the data at \_\_\_\_\_ depends on  
(name of other entity/person)

laws or policies that apply to \_\_\_\_\_.  
(name of other entity/person)

This authorization to release expires \_\_\_\_\_.  
(date/time of expiration)

Individual data subject's signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/guardian's signature [if needed] \_\_\_\_\_ Date \_\_\_\_\_

Policy Form 406 ( \_\_ / \_\_ )

**CONSENT TO RELEASE DATA, INFORMED CONSENT**

Request from an Individual Employee to release private employment data

*By completing this form, the employee requests that the school district releases the employee's private personnel data to an outside entity or person. In general, the school district does not have statutory authority to release the data, unless it must get the employee/s's written informed consent.*

If you have any questions about the information on or purpose of this form, or would like more explanation, please contact the Human Resources Department before you sign it.

I, \_\_\_\_\_, give my permission for Edina Public  
*[employee's name]*

Schools to release data about me to \_\_\_\_\_ as  
*— [name of other entity or person]*  
described on this form.

Private Data Requested to be Released: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Private Data Not to be Released: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Specific purpose for which the entity or person can use the provided data:  
\_\_\_\_\_  
\_\_\_\_\_

Date of expiration of this consent: \_\_\_\_\_

By my signature below, I recognize that although the data are classified as private for Edina Public Schools, the classification/treatment of the data may not be considered private to the entity or person to which the information is being released. I understand that this consent will expire one year from the date of the signature below, although I can revoke this consent at any time. This release is full and sufficient authorization pursuant to Minn. Stat. § 13.05 and Minn. R. 1205.1400.

Employee's signature \_\_\_\_\_ Date \_\_\_\_\_

Established 9/33/08; Revised: 5/28/13; Revised 9/9/20

## 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 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 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 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 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 **from school** for **less than** one ~~school-day-or-less~~, except as may be provided in federal law for a student with a disability.

#### IV. Areas of Responsibility

- A. School Board. The school board holds all school district employees responsible for the maintenance of order within the 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 district employees, students, and parents/guardians responsible for conforming to this policy, and support all 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 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 restrain a student 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 restrain a student to prevent imminent bodily harm or death to the student or another.
- E. Other District Employees. All 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 district employee or other agent of the district may use reasonable force when it is necessary under the circumstances to restrain a student 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 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 Student Rights and Responsibilities Handbook.

#### IV. Student Responsibilities

All students have the responsibility:

- For their behavior and for knowing and obeying all 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 district employees in maintaining 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 district employees, as appropriate;
- To respect and maintain the 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 district policy;
- To avoid inaccuracies in district-sponsored publications, whether print or electronic, and refrain from indecent or obscene language;
- To conduct themselves in an appropriate physical and verbal manner; and
- To recognize and respect the authority of 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, grounds, and property; district-sponsored activities or trips; school bus stops; school buses, district vehicles, district-contracted vehicles, or any other vehicles approved for 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 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 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 district. At a minimum, violation of district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The 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 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 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 district policy and/or state or federal law;
- limited time away from the classroom;
- removal from class (pursuant to the 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 Minnesota Pupil Fair Dismissal Act;
- preparation of an admission or readmission plan;
- expulsion or exclusion under the Minnesota Pupil Fair Dismissal Act; and/or

- other disciplinary action as deemed appropriate by the district.

## IX. Removal of Students from Class

- A. The teacher of record 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 district.
3. Willful violation of any 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 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 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 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 their class.
2. If a student is removed from class more than five (5) times in a school year, the ~~school~~-district 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 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 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 district employee to accompany 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 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.

#### 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 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 will not apply when an individual is asked to supply investigative data, pursuant to section 13.82, subdivision 7, to a law enforcement officer.”

## XI. Dismissal

- A. The school district 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 district will not dismiss any student without attempting to 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 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 district employees, or property of the 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.

### 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 schoolwork 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 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 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 will not be used to extend the current suspension. A readmission plan will not obligate a parent or guardian to provide sympathomimetic drugs to their student as a condition of readmission. School administration 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 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 district is in the process of initiating an expulsion, in which case the 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. 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 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 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 district administration notifies a student of the grounds for suspension, 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 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 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 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.

#### E. Expulsion and Exclusion Procedures

1. A written recommendation for exclusion or expulsion from the principal with supporting data is submitted to the superintendent.
2. The superintendent will review the case and determine whether or not to recommend exclusion or expulsion to the board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
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.
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 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 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.
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 district, student, parent or guardian.
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.
8. The district will record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
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 board, or superintendent, may appoint an attorney to represent the district in any proceeding.

10. 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. All expulsion or exclusion hearings take place before, and are conducted by, an independent hearing officer designated by the district, a board member, a committee of the board, or the full board. The hearing will be conducted in a fair and impartial manner. Testimony is given under oath. The hearing officer or board member has the power to administer oaths and issue subpoenas.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative is given access to all district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, has the right to compel the presence of any 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 district.
14. The student, parent or guardian, or authorized representative, has the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer, board member, or board committee will prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which will be made to the board and served upon the parties within two days after the close of the hearing.
17. The board will base its decision upon the findings and recommendation of the hearing officer or board member and render its decision at a meeting held within five days after receiving the findings and recommendation. The 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 board will be based on the record, will be in writing, and 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.
18. A party to an expulsion or exclusion decision made by the board may appeal the decision to the Minnesota Commissioner of Education within 21 calendar days of board action. The decision of the board is implemented during any appeal to the commissioner.

19. The 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.
20. The district 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 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 will also include the student's age, grade, gender, race, and special education status. The dismissal report will include state student identification numbers of affected students.
21. Whenever a student fails to return to school within 10 school days of the termination of dismissal, a 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 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 will include measures to improve the student's behavior, 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 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 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 district will report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a district employee by a student, and each student withdrawal agreement within thirty (30) days of the effective date of the dismissal action, student withdrawal, or assault, to the MDE Commissioner. This report will include a statement of the 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 will also include the student's age, grade, gender, race, and special education status.

### XIV. 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.

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. 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 district will continue to provide special

education and related services during the period of expulsion or exclusion.

XVI. 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 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 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.

XIX. 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.

XX. 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 assess whether the discipline policy has been enforced. Any recommended changes will be submitted to the superintendent for consideration by the school board.

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 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.575 (Alternatives to 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 Organization)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)  
Minn. Stat. Ch. 125A (Special Education and Special Programs)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education)  
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 514 (Bullying Prohibition)  
Policy 524 (Electronic Technologies Acceptable Use)  
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 (Student Travel)  
Policy 713 (Student Transportation)  
Policy 904 (Distribution or Display of Materials on School District Property)

Policy

adopted: 07/21/08  
amended: 10/22/12  
revised: 07/20/15  
revised: 07/17/17

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

revised: 08/08/22  
revised: 10/16/23

## 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 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 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 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 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 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-3	★	★	★
Grades 4-5	★	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-3	★	★	★
Grades 4-5	★	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-3	★	★	★
Grades 4-5	★	1-day suspension Student Services referral	1-3 day suspension Student Services referral
Grades 6-12	1-3 day suspension Student Services 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	1-2 day suspension Student Services referral	3-5 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.

#### 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
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Grades PreK-3	★	★	Same day dismissal Student Services referral
Grades 4-5	★	Same day dismissal	1-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 board may modify this expulsion requirement on a case-by-case basis.

Grades	First Offense
Grades PreK-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-3	★	★	★
Grades 4-5	★	★	★
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.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	★	★
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. 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-3	★	★	1-day suspension
Grades 4-5	★	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-3	★	★
Grades 4-5	3-5 day suspension Police referral	10-day suspension; Expulsion recommendation; Police referral

Grades 6-12	10-day suspension; Expulsion recommendation; Police referral	
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(★) 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. ~~These actions apply to the permit, not just the driver. If the permit is suspended, it applies to the permit, which impacts the entire carpool. Carpool members need to be able to trust all drivers in the carpool to drive responsibly.~~

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	Warning or 1-week to 1-month suspension of Parking Permit depending upon circumstances Police referral	<del>Suspension of Parking Permit for 1-week, 1-month, or permanent suspension of Parking Permit for remainder of the year</del> depending upon circumstances Police referral	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-3	★	Same/next day dismissal 1-2 day suspension Student Services referral	Same/next day dismissal 3-day suspension Student Services referral
Grades 4-5	1-2 day suspension Student Services 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	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. 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 PreK-3	★	2-5 day suspension Student Services referral	5-10-day suspension Police referral
Grades 4-5	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-3	★	★	★ Student Services referral
Grades 4-5	★	★ Student Services 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, SHOIVING, SCUFLING

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-3	★	★ Student Services referral	★ Student Services referral
Grades 4-5	★	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 PreK-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 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-3	★	★	★
Grades 4-5	★	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-3	★	★	★ Same/next day dismissal
Grades 4-5	★	Same/next day dismissal	2-day suspension
Grades 6-12	3-5 day suspension Police referral	10-day suspension pending further investigation** 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
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Grades PreK-3	★	★	★
Grades 4-5	★ 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-3	★	★	★
Grades 4-5	★	Same/next day dismissal	2-day suspension
Grades 6-12	1-3 day suspension	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-3	★	★	★
Grades 4-5	★	★	Same/next day dismissal

Grades 6-12	1-day suspension	1-3 day suspension	5-10 day suspension
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(★) 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-3	★	★	★
Grades 4-5	★	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-3	★	★	★
Grades 4-5	★	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
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Grades PreK-3	★	★	★
Grades 4-5	★	★	1-3 day suspension
Grades 6-8	★	1-day suspension	1-3 day suspension
Grades 9-12	★ Student Services 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 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-3	★	★	★
Grades 4-5	★	★	★
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, 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, 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 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.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-5	★	★	★ Network access limited or monitored for the rest of the year.
Grades 6-12	★	★	10-day suspension <i>and</i> 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 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 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.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★ Student Services referral	★ Student Services referral
Grades 4-5	★	Same/next day dismissal Student Services referral	1-2 day suspension Student Services referral
Grades 6-8	1-3 day suspension Student Services referral	3-5 day suspension Student Services referral	10-day suspension pending further investigation** Student Services referral
Grades 9-12	3-5 day suspension Student Services referral**	10-day suspension pending further investigation** Student Services referral	10-day suspension pending further investigation** Student Services 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-3	★	★ Student Services referral	★ Student Services referral
Grades 4-5	★	Same/next day dismissal Student Services referral	1-2 day suspension Student Services 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
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(★) 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-3	★ Student Services referral	★ Student Services referral	★ Student Services referral
Grades 4-5	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-3	★	★ Student Services referral	★ Student Services referral
Grades 4-5	★	Same/Next day dismissal Student Services referral	1- 2 day suspension Student Services referral
Grades 6-12	★	1-3 day suspension Student Services 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-3	★	★	★ Student Services referral
Grades 4-5	★ 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-3	★	★	★
Grades 4-5	★	★	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
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Grades PreK-3	★	★ Student Services referral	★ Student Services referral
Grades 4-5	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-3	★	★	★
Grades 4-5	★	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-3	★	★ Student Services referral	★ Student Services referral
Grades 4-5	★	Same/next day dismissal Student Services referral	1-2 day suspension Student Services referral
Grades 6-8	★	1-3 day suspension	3-5 day suspension

Grades 9-12	3-5 day suspension Student Services referral	10-day suspension pending further investigation** Student Services referral	10-day suspension pending further investigation** Student Services referral
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(★) 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 oneself when requested is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 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-3	★	★	★ Student Services referral
Grades 4-5	★	★ 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 4-5	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 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
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Grades PreK-12	★ Student Services referral	★ Student Services referral	★ Student Services referral
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(★) 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-3	★	★	★
Grades 4-5	★	★	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-3	★	★	★
Grades 4-5	★	★	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-3	★	★	★

Grades 4-5	★	★	★
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.

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

revised: 10/16/23

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/](http://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:

Form  
adopted: 10/16/23

## Students

### Bullying Prohibition

#### I. Purpose

~~A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel.~~

~~However, to the extent student conduct affects the educational environment of the district and the rights and welfare of its students and is within the control of the district in its normal operations, the district intends to prevent bullying and to take action to investigate, respond to, and remediate and discipline for those acts of bullying which have not been successfully prevented. This policy provides the framework to assist the district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive behavior. This applies to students, independent contractors, teachers, administrators, and other school district personnel.~~

#### III. General Statement of Policy

~~A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school district personnel.~~

~~However, to the extent student conduct affects the educational environment of the district and the rights and welfare of its students and is within the control of the district in its normal operations, the district intends to prevent bullying and to take action to investigate, respond to, and remediate and discipline for those acts of bullying which have not been successfully prevented.~~

- ~~A. An act of bullying, by either an individual student or a group of students, is expressly prohibited: on school premises, during school functions or activities, on school transportation, or through electronic technology and communications. This includes use of electronic technology and communications when off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.~~

~~1. on school premises, on district property, at school functions or activities, or on school transportation;~~

- B. A school-aged child who voluntarily participates in a public school activity, such as a co-curricular or extra-curricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the district, or the safety or welfare of the student, or other students, or materially and substantially interferes with a student's educational opportunities or performance, or ability to participate in school functions or activities, or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying or sexual exploitation, regardless of whether such act is committed on or off school district property and/or with or without the use of ~~school~~ district resources.
- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in statute is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other ~~school~~ district personnel.
- ~~E.~~ B. No teacher, administrator, volunteer, contractor, or other employee of the district will permit, condone, or tolerate bullying.
- ~~F.~~ G. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- ~~G.~~ D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- ~~H.~~ E. False accusations or reports of bullying against another student are prohibited.
- ~~I.~~ F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying, or permits, condones, or tolerates bullying, will be subject to discipline or other remedial responses for that act in accordance with the district's policies and procedures. The district may take into account the following factors:
  - 1. The developmental ages and maturity levels of the parties involved;
  - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
  - 3. Past incidences or past or continuing patterns of behavior;



4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

~~Consequences for students who commit prohibited acts of bullying may range from restorative practices remedial responses or positive behavioral interventions up to and including suspension or expulsion. The district will employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, which will apply throughout the district and foster student, parent/guardian, and community participation.~~

~~Consequences for employees who permit, condone, or tolerate bullying, or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.~~

~~Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from district property and events or termination of services or contracts.~~

~~J.G.~~ The district will act to investigate all complaints of bullying reported to the district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the district who is found to have violated this district policy.

1. Consequences for students who commit prohibited acts of bullying may range from restorative practices remedial responses or positive behavioral interventions up to and including suspension or expulsion. The district will employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, which will apply throughout the district and foster student, parent/guardian, and community participation.
2. Consequences for employees who permit, condone, or tolerate bullying, or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.
3. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from district property and events or termination of services or contracts.

### III. Definitions

For purposes of this policy, the definitions included in this section apply.

- A. "Building Report Taker" is a district employee from the site who creates a record of an oral report or is the receiver of a written report.

A B. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's ability to learn, educational opportunities or performance, or ability to participate in school functions or activities, or receive school benefits, services, or privileges, or with a teachers' ability to educate students in a safe environment.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation. ~~as defined in this policy.~~

B C. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network, Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on personal devices, school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

⊖ D. "Immediately" means as soon as possible but in no event longer than 24 hours.

⊖ E. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

F. "Malicious and sadistic conduct" means creating a hostile learning environment

by acting with intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

E.G. "On school premises, on school district property, at school functions or activities, or on school transportation" means all ~~school~~-district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for ~~school~~-district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the ~~school~~-district does not represent that it will provide supervision or assume liability at these locations and events.

F.H. "Prohibited conduct" means bullying, ~~or cyberbullying, as defined in this policy~~ malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct, or knowingly making a false report about prohibited conduct. ~~bullying.~~

G.I. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

#### IV. Reporting Procedure

- A. Any person who believes ~~he or she has~~ they have been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or other conduct prohibited by this policy will report the alleged acts immediately to an appropriate ~~school~~ district official designated by this policy (see Appendix I). A student or other person may report bullying anonymously. However, the district may not rely solely on an anonymous report to determine discipline or other remedial responses. ~~Reporting forms are available on each school's website.~~
- B. The district encourages the reporting party or complainant to use the report form available on each school's website, from the principal of each building or building supervisor of each building, or ~~available~~ in the district office, but oral reports will be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a ~~school~~-district human rights officer or the superintendent.

If the complaint involves the building report taker, the complaint will be made or

filed directly with the superintendent or the ~~school~~-district human rights officer by the reporting party or complainant.

- D. The building report taker will ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and will serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the district will be responsible for the investigation. The building report taker will provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.
- E. A teacher, school administrator, volunteer, contractor, or other ~~school~~ district employee must be particularly alert to possible situations, circumstances, or events that might include bullying. A person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct will make reasonable efforts to address and resolve the bullying or prohibited conduct and will inform the building report taker immediately. A district employee who fails to report bullying or other prohibited conduct in a timely manner may be subject to discipline.
- F. Reports of bullying or other prohibited conduct are classified as private educational, personnel data, and/or confidential investigative data and will be disclosed only as permitted by law.

The building report taker, in connection with the responsible authority will be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

- G. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- H. The district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

#### V. School District Action

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district will undertake or authorize an investigation by the building report taker or a third party designated by the district. [The investigation will be completed within 10 school days, however, a potential five day extension may be issued by the principal/designee for extenuating circumstances.](#)
- B. The building report taker or other appropriate district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or

others pending completion of an investigation of the bullying or other prohibited conduct consistent with applicable law.

- C. The purpose of the investigation is to make a determination as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident, such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationship between the parties involved, the context in which the alleged incident occurred, and the degree to which a negative impact was created. The alleged perpetrator of the bullying or other prohibited conduct will be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

If the principal/designee determines the reported incident may involve criminal activity or the basis for criminal charges, information about the incident will be conveyed to the appropriate law enforcement authorities. As part of making this determination, the principal/designee may wish to consult with either a law enforcement officer or legal counsel. Law enforcement will only be contacted if all other available remedies have been exhausted.

- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the district will take appropriate action as described in Appendix II of this policy. Such action may include, but is not limited to, warning, restorative practices, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct will be tailored to the particular incident and the nature of the conduct and will take into account the factors specified in Section III.FI. of this policy. District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student conduct and discipline policy; ~~school~~ and other district policies; and applicable regulations.
- E. The ~~school~~-district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the ~~school~~-district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parents(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the ~~school~~-district will, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be

drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## VI. Retaliation or Reprisal

- A. The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the ~~school~~ district who commits an act of reprisal or retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, harassment, reprisal, or intentional disparate treatment.
- B. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct will be tailored to the particular incident and nature of the conduct and will take into account the factors specified in Section III.FI. of this policy.

## VII. Training and Education

- A. The school district will discuss this policy with ~~school~~ district personnel and volunteers and provide appropriate training to district personnel regarding this policy. The district will establish a training cycle for ~~school~~ district personnel to occur during a period not to exceed every three school years. Newly employed ~~school~~ district personnel ~~must~~ will receive the training within the first year of their employment with the district. The district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance.
- B. This policy will be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct. These materials will also be used to publicize this policy.
- C. The district will require ongoing professional development, consistent with ~~Minn. Stat. § 122A.60~~ state law, to build the skills of all ~~school~~ district personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  4. The incidence and nature of cyberbullying; and
  5. Internet safety and cyberbullying.
- D. The district will annually provide education and information to students regarding bullying, including information regarding this district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
  - E. The district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
  - F. The district is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The district ~~must~~ **will** establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct ([see Appendix III](#)).

The district is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents/[guardians](#) and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;
6. Prevent inappropriate referrals to special education of students who may



engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- G. The district may implement violence prevention and character development education programs to prevent or reduce policy violations. These programs may offer instruction on character education including character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- H. The district will inform affected students and their parents/[guardians](#) of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of ~~pupil~~ [student](#) records policy in the student handbook.

#### VIII. Notice

- A. The school district will provide annual notice of this policy to students, parents or [guardians](#), and employees.
- B. This policy ~~or a summary thereof must~~ [will](#) be conspicuously posted [throughout each school building](#), in the administrative offices of the district, and [in](#) the office of each school.
- C. This policy ~~must~~ [will](#) be [distributed](#) ~~given~~ to each ~~school~~ [district](#) employee and independent contractor [at the time of hiring or contracting](#). ~~who regularly interacts with students at the time of initial employment with the district.~~
- D. Notice of the rights and responsibilities of students and their parents/[guardians](#) under this policy ~~must~~ [will](#) be included in the student [conduct and](#) discipline policy distributed to parents/[guardians](#) at the beginning of each school year.
- E. This policy will be available to all parents/[guardians](#) and other school community members in an electronic format in the language appearing on the district's or a school's website.
- F. The district will provide an electronic copy of its most recently amended policy to the Commissioner of Education.

#### Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 120A.05, ~~§~~ [Subds. 9, 11, 13 and 17](#) (Definition of a Public School)

Minn. Stat. § 120B.232 (Character Development Education)

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

Minn. Stat. § 121A.031 (Student Bullying Policy)



[Minn. Stat. § 121A.0312 \( Malicious and Sadistic Conduct\)](#)

Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Student and Parents under the Safe and Supportive Minnesota Schools Act)

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

Minn. Stat. § 121A.69 (Hazing Policy)

[Minn. Stat. 122A.60 \(Staff Development Program\)](#)

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

20 U.S.C. §1232g *et seq.*(Family Educational rights and Privacy Act)

34 C.F.R. §§ 91.1-99.67 (Family Educational Rights and Privacy)

Cross References:

Policy 403 (~~Discipline, Suspension, and Dismissal~~ of School District Employees)

Policy 413 (Harassment and Violence [Prohibition, Students and Employees](#))

Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Policy 423 (Employee–Student Relationships)

Policy 501 (School Weapons Policy)

Policy 506 (Student [Conduct and](#) Discipline)

Policy 507 (Corporal Punishment)

Policy 515 (Protection and Privacy of ~~Pupil~~ [Student](#) Records)

Policy 521 (Student Disability Nondiscrimination)

Policy 522 (~~Student Sex Nondiscrimination~~ [Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process](#))

[Policy 524 \(Electronic Technologies Acceptable Use\)](#)

Policy 526 (Student Hazing Prohibition)

Policy 528 (Student Parental, Family & Marital Status [Nondiscrimination](#))

Policy 529 (Staff Notification of Violent Behavior of Students)

~~Policy 634 (Electronic Technologies Acceptable Use)~~

Policy 713 (Student Transportation)

Policy 717 (Video/Electronic Surveillance)

Policy

adopted: 01/22/08

~~A~~amended: 04/12/10;

[amended](#)” 03/12/12;

[amended](#): 08/18/14

~~R~~reviewed: 04/20/20;

[reviewed](#): 08/08/22

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota



DEFINING EXCELLENCE

Appendix I to Policy 514 and 526

### BULLYING AND HAZING REPORT FORM

Edina Public Schools maintains a firm policy prohibiting all forms of bullying and hazing. All persons are to be treated with respect and dignity. Bullying or hazing by any student, teacher, administrator, or other school district personnel will not be tolerated under any circumstances.

Person completing report:

---

Home address:

---

Work address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

Date of alleged incident(s): \_\_\_\_\_

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

Name of person(s) you believe bullied or hazed toward you or another person.

---

If the alleged bullying or hazing was toward another person(s), identify that person(s).

---

Where and when did the incident(s) occur? \_\_\_\_\_

---

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

---

List any witnesses to the incident(s). \_\_\_\_\_  
\_\_\_\_\_

My signature below shows that the information I have provided in this document is true, correct, and complete to the best of my knowledge and belief.

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Received by: \_\_\_\_\_ Date \_\_\_\_\_

*Please submit to the building principal or designee, or director of human resources, as indicated by the policy(ies).*

Form ( \_\_/ \_\_ )

~~Revised: 08/10/20~~

~~Revised: 08/08/22~~

## **SCHOOL DISTRICT ACTION ON REPORT**

The principal/designee shall perform the investigation.

1. Investigation of a bullying incident shall be initiated within three school days of receipt of a report and be completed within 10 school days, unless the principal/designee grants in writing an additional five-day extension due to extenuating circumstances. The principal/designee shall document the extension in the investigation report and shall notify the parties involved. The principal/designee will make every effort to protect the confidentiality of those who report bullying incidents and is responsible for keeping and protecting access to any written records of the investigation.

2. Prior to the investigation of an incident, the principal/designee will take immediate steps, at its discretion, to protect the alleged actor(s), target(s), bystander(s), or reporter pending completion of an investigation. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the complainant from additional incidents of bullying or retaliation.

3. The purpose of the investigation is to make a determination as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident, such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationship between the parties involved, and the context in which the alleged incident occurred.

- Identifying the alleged actor(s), target(s), and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
- Conducting an individual interview in a private setting with the alleged actor and target. The alleged actor and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders. The investigation may also consist of any other methods and documents deemed pertinent by the principal/designee.
- Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education, including but not limited to, a negative impact on academic performance, educational opportunities, and participation in school activities was affected.
- Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan to prevent the recurrence of an incident that will restore a sense of safety for the target and other students who have been impacted.
- If the principal/designee determines the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination, the principal/designee may wish to consult with either a law enforcement officer or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted.
- When appropriate, preparing a report identifying their recommendation for individual consequences.
- Comprehensively documenting the details of the investigation.
- When the investigation is complete, the principal/designee shall ensure the investigation report is attached to the incident report.

Reviewed: 4/20/20;

~~08/08/22~~

## Appendix III to Policy 514

### DISCIPLINARY INFORMATION AND CONSEQUENCES

**For the student harmed:** protect, support, and intervene on behalf of the student who is the target of the prohibited conduct.

Support may include: referral to student support staff for one-to-one support or social skills training; daily check-in and check-out with a trusted adult in the school; choice to participate in a restorative process, facilitated by a trained facilitator.

**For the student who violated the prohibited conduct policy:** schools may use multi-tiered levels of response that are individualized, consistent, reasonable, fair, age-appropriate, and should match the severity of the student's behavior and their developmental age. The consequences ~~must~~ will be a natural and logical match to the prohibited behavior; consequences ~~must~~ will be paired with meaningful instruction and guidance; and ~~must~~ will be carefully planned with well-defined outcomes.

Consequences may include: A referral to appropriate staff for teaching and ~~re-enforcing~~ reinforcing appropriate school behavior; mini-courses or skill modules to guide restitution; a referral to participate in a restorative process facilitated by a trained facilitator if the student admits to having caused harm; a meeting between the administrator and the family of the student who did the harm; a coordinated behavior plan that may include behavior contracts with a plan to prevent the prohibited conduct from recurring; individual counseling and one-to-one support to change behavior.

Consequences may also include warning, suspension, exclusion, expulsion, or transfer. Schools should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity. The school may review school-wide behavior data as well as the data related to the person who did the harm and the person harmed. If the investigator determines that a violation of this policy may be the result of school climate needs, the district may conduct classroom, school, or district-wide training.

When an investigation determines that bullying occurred, the principal/designee ~~shall~~ will explain the consequences in a non-hostile manner, and ~~shall~~ will impose any consequence immediately and consistently. The principal/designee ~~shall~~ will keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

- The actor is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the actor.
- School staff observe an increase in positive behavior and social-emotional competency in the actor and/or the target.
- School staff observe a more positive climate in the physical location where bullying incidents were high.

#### Remedial Response and Referrals

The principal/designee ~~shall~~ will design and implement remedial measures to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the target of the bullying, and take corrective action for documented systemic problems related to bullying. The principal/designee ~~shall~~ will refer students who bully to positive-behavior small-group interventions (for anger management, trauma, or social skills) within the school, if possible, to reinforce the behavioral expectation they violated and increase their social-emotional competency. The principal/designee ~~shall~~ will ask a school mental health professional to refer targets of bullying to individual or group therapy where they can openly express their feelings about their bullying experience, or social-skills training and/or groups where they can practice assertiveness and coping mechanisms.

#### Appendix

Reviewed: 4/20/20;

reviewed: 08/08/22

## Appendix ~~IV~~ III to Policy 514

### STUDENT INSTRUCTION

Administration is encouraged to take such actions as deemed appropriate to accomplish the following goals:

- Engage students in creating a safe and supportive school environment.
- Partner with parents/[guardians](#) and other community members to develop and implement prevention and intervention programs.
- Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment.
- Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct.
- Teach students to advocate for themselves and others.
- Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct.
- Foster student collaborations to create a more conducive environment for a supportive school climate.

Possible units of instruction could include:

1. Social emotional learning.
2. Appropriate behavior online ~~and~~ [and](#) on social media, and cyberbullying awareness and response.
3. Valuing diversity in school and society.
4. Advocacy skills for themselves and others.
5. Skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying.

The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught. Schools ~~shall~~ [will](#) satisfy the documentation requirements established by the superintendent or designee to ensure compliance with this curricular requirement.

#### [Appendix](#)

~~E~~established: 08/18/14

~~R~~reviewed: 04/20/20;

[reviewed](#): 08/08/22

## Students

### Student Hazing Prohibition

#### I. Purpose

This policy establishes the parameters for a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district. ~~The district maintains a learning environment that nourishes respect for the individual. Hazing activities of any type are prohibited at all times. Hazing, by its very nature, often occurs on or off school property, during and after school, on non-school days, and during summer months.~~ Students are advised that hazing **of any type** is prohibited whenever and wherever it occurs.

#### II. General Statement of Policy

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district will plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the district will permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employees are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing, or who permits, condones, or tolerates hazing, will be subject to discipline or other remedial responses for that act in accordance with the district's policies and procedures.
  - Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from **restorative practices** ~~remedial responses or positive behavioral interventions~~ to disciplinary actions.
  - Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.



- Consequences for other individuals engaging in prohibited acts of hazing may include, but are not limited to, exclusion from district property and events, and/or termination of services and/or contracts.
- G. This policy applies to hazing that occurs during and beyond school hours, on or off school premises or property, at school functions or activities, or on school transportation-, or in electronic forms.
- H. A person or persons who engage(s) in an act that violates school policy or law in order to be initiated into or affiliated with a student organization will be subject to discipline for that act.
- I. The district will act to investigate all complaints of hazing, and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the district who is found to have violated this policy.

### III. Definitions

- A. "Building Report Taker" is a district employee from the site who creates a record of an oral report or is the receiver of a written report.
- B. "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 school-related purpose. The term hazing includes but is not limited to:
1. Any type of physical brutality such as, but not limited to whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
  2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student, or discourages the student from remaining in school.
  5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “On school premises or ~~school~~-district property, or at school functions or activities, or on school transportation” means all ~~school~~-district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for ~~school~~-district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips: **or by electronic means.** ~~School~~-District property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the ~~school~~-district does not represent that it will provide supervision or assume liability at these locations and events.
- E. “Remedial response” means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- F. “Student” means a student enrolled in **the district.** ~~a public school or a charter school.~~
- G. “Student organization” means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

#### IV. Reporting Procedures

- A. Any person who believes ~~he or she has~~ **they have** been the target or victim of hazing, or any person with knowledge or belief of conduct which may constitute hazing, will report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the district may not rely solely on an anonymous report to determine discipline or other remedial responses. **A bullying and hazing report form is provided in Appendix I of this policy. The form is also available on the district website.**
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any adult district personnel who receives a report of hazing prohibited by this policy will immediately inform the building principal or report taker. Any person may report hazing directly to a ~~district human rights officer~~ **director of human resources** or the superintendent.
- C. Teachers, administrators, volunteers, contractors, and other employees of the district will be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may

constitute hazing, will make reasonable efforts to address and resolve hazing and will immediately inform the building principal. District personnel who fail to inform the building principal or report taker of conduct that may constitute hazing, or who fail to make reasonable efforts to address and resolve hazing in a timely manner, may be subject to disciplinary action.

- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

#### V. School District Action

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district will undertake or authorize an investigation by district officials or a third party designated by the district.
- B. The building report taker or other appropriate district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others, pending completion of an investigation of alleged hazing prohibited by this policy.
- C. Upon completion of an investigation that determines hazing has occurred, the district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, discharge, or loss of privileges and/or leadership positions. Disciplinary consequences will be sufficiently severe to try to deter violations and appropriately discipline for the prohibited behavior. District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority - including the Minnesota Pupil Fair Dismissal Act - and applicable district policies and regulations.

The superintendent, in consultation with the building principal, may modify the participation in or conclude a specific school activity, organization, club, or team when the investigation determines such action is warranted.

- D. The ~~school~~ district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the ~~school~~ district. School officials will notify the parent(s) or guardian(s) of students involved in a hazing incident and who are targets or victims of hazing, and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident, of the remedial or disciplinary action taken, to the extent permitted by law, based on a confirmed report.
- E. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the ~~school~~-district will, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and

proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

#### VI. Retaliation or Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, or who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct will be tailored to the particular incident and nature of the conduct.

#### VII. Dissemination of Policy

This policy will be included in the district handbooks.

#### Legal References:

Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)  
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)

#### Cross References:

Policy 403 (Discipline, ~~Suspension and Dismissal~~ of School District Employees)  
Policy 413 (Harassment and Violence [Prohibition, Students and Employees](#))  
Policy 506 (Student [Conduct and](#) Discipline)  
Policy 514 (Bullying Prohibition)

Policy  
adopted: 02/25/08  
amended: 02/21/12  
revised: 12/15/14  
revised: 09/25/17  
reviewed: 08/10/20

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)  
Edina, Minnesota

**DISCRIMINATION, HARASSMENT, BULLYING, HAZING AND VIOLENCE REPORT FORM**

Edina Public Schools maintains policies prohibiting discrimination, harassment, bullying, hazing and violence. These policies can be found on the district's website or obtained from a district administrator. All persons are to be treated with respect and dignity. Please use this form to report incidents of discrimination, harassment, bullying, hazing or violence.

Person completing report: \_\_\_\_\_

Home address: \_\_\_\_\_

Work address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

Date of alleged incident(s): \_\_\_\_\_

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

Name of person(s) you believe harassed, bullied or was violent toward you or another person. \_\_\_\_\_

If the alleged harassment or violence was toward another person(s), identify that person(s). \_\_\_\_\_

Where and when did the incident(s) occur? \_\_\_\_\_

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

List any witnesses to the incident(s). \_\_\_\_\_

My signature below shows that the information I have provided in this document is true, correct, and complete to the best of my knowledge and belief.

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Received by: \_\_\_\_\_ Date \_\_\_\_\_

*Please submit to the building principal or designee, or director of human resources, as indicated by the policy(ies).*



DEFINING EXCELLENCE

Appendix I to Policy 514 and 526

### BULLYING AND HAZING REPORT FORM

Edina Public Schools maintains a firm policy prohibiting all forms of bullying and hazing. All persons are to be treated with respect and dignity. Bullying or hazing by any student, teacher, administrator, or other school district personnel will not be tolerated under any circumstances.

Person completing report:

---

Home address:

---

Work address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

Date of alleged incident(s): \_\_\_\_\_

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

Name of person(s) you believe bullied or hazed toward you or another person.

---

If the alleged bullying or hazing was toward another person(s), identify that person(s).

---

Where and when did the incident(s) occur? \_\_\_\_\_

---

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

---

List any witnesses to the incident(s). \_\_\_\_\_  
\_\_\_\_\_

My signature below shows that the information I have provided in this document is true, correct, and complete to the best of my knowledge and belief.

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Received by: \_\_\_\_\_ Date \_\_\_\_\_

*Please submit to the building principal or designee, or director of human resources, as indicated by the policy(ies).*

Form ( / )

~~Revised: 08/10/20~~

~~Revised: 08/08/22~~

## Education Programs

### Library Materials

#### I. Purpose

This policy provides direction and delegates responsibility for selection and reconsideration of library materials.

#### II. General Statement of Purpose

Edina Public Schools school library media programs provide a wide range of library materials and resources with a diversity of appeal and the presentation of differing viewpoints for all learners. Library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The primary purpose of library materials and resources is to implement, enrich, and support the educational programs and strategic direction of the school district. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the superintendent or the superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection will rest with professionally trained district staff, with recognition that the board has the final authority on selection of library materials. Parents and guardians have the right and the responsibility to determine their children's access to library materials.

#### III. Definitions

- A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

The term "library" also refers to the resource within any specific school building in the district.

A school district or charter school library or school library media center provides equitable and free access to students, teachers, and



administrators and that a school library or school library media center must have the following characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;
2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;
3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
4. has technology and Internet access; and
5. is served by a licensed school library media specialist or licensed school librarian.

- B. “Library collection” consists of the library materials made available to students and staff.
- C. “Library materials” are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials. This term does not include materials made available to students as part of the curriculum.
- D. “Library media specialist” is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library.

#### IV. Responsibility for Selection of Library Materials

- A. The school board recognizes the expertise of the school district’s professional staff and the vital need of such staff to be responsible for selection of library materials.
- B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials will rest with the library media specialist, in consultation with the superintendent or designee.

#### V. Selection of Library Materials

- A. School library media specialists will use their subject knowledge and

expertise, combined with accepted standards to evaluate and select collection items. To build a collection, materials and resources are evaluated according to one or more of the following criteria. An item need not meet all of the criteria in order to be added to the collection.

- B. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:
1. Library materials will support and be consistent with the general educational goals of the state and the school district and the aims and objectives of individual schools and specific courses;
  2. Library materials will be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;
  3. Library materials will not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer;
  4. Library materials will be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;
  5. Library materials will meet high standards of quality in one or more of these categories (presented alphabetically):
    - a. Artistic quality and/or literary style;
    - b. Authenticity;
    - c. Critical thinking;
    - d. Educational significance;
    - e. Factual content;
    - f. High interest for intended audience; and
    - g. Readability.
  6. The selection of library materials will conform to the constraints of the district budget.
- C. The library media specialist will consult sources and specialists experienced in library materials collections appropriate for the building's

students and that are reputable, experienced, unbiased, and professionally trained in school library materials.

- D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the principal.
- E. Gifts and Donations of Library Materials

Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and are approved by the library media specialist, with oversight by the building administrator or the director of media and technology services. The district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit the district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

#### VI. Maintaining the Collection

It should be understood that maintaining the collection is an ongoing process that includes the removal of materials that no longer meet the selection criteria and the replacement of lost/worn materials still of educational value. Evaluation of materials included, but is not limited to:

- A. Accuracy of information
- B. Circulation statistics
- C. Condition of the material
- D. Connection to current curriculum
- E. Publication date
- F. Reconsideration of previously selected materials

#### VII. Individual Student Access to Specific Library Material

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school will take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

#### VIII. Reconsideration of Specific Library Material

- A. The school board seeks to uphold students' access to library materials

that meet the educational goals and selection criteria set forth in this policy.

- B. The director of district media and technology services will be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of library materials and resources.
- C. A school district employee, student, or a parent or guardian, or resident of a district student may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question will not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.
- D. Informal Request for Reconsideration of Specific Library Material
  - 1. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials will rest with the library media specialist, in consultation with the superintendent or designee.
  - 2. The building principal and/or the library media specialist will provide an explanation to the individual who submitted the request. The explanation will include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.
  - 3. If the request is not resolved informally, the principal will submit a report on the matter to the superintendent or the superintendent's designee. The requester will have an option to initiate a Formal Request for Reconsideration.
- E. Formal Request for Reconsideration of Specific Library Collection Material
  - 1. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed *Library Materials and Resources Reconsideration (see Appendix)* form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The principal will notify the superintendent or the superintendent's designee and the library media specialist of receipt of a completed Formal Request form.

If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material will not be subject to additional requests for reconsideration for three years following

the date of final resolution of the initial Formal Request for Reconsideration.

Formal requests will be handled consecutively, not concurrently.

2. **Annually, building principals will establish a Review Committee that consists of the following individuals:**
  - a. 1 licensed library media specialist (preference to the media specialist at the location where the book is being challenged)
  - b. Director of Media & Technology Services
  - c. 1 Building Principal (preference to the principal at the location where the book is being challenged)
  - d. 2 teachers
  - e. 2 student representatives (as appropriate to the specific request)
  - f. 2 members of the district community with no direct connection to the request for consideration.

**If any of the above parties are directly involved in the request for consideration, building principals will appoint alternate individuals to participate in the review process in question.**

3. The Review Committee will establish a date upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy.
4. The Review Committee
  - a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;
  - b. will examine the specific library material as a whole;
  - c. will examine the specific library material as to its conformance with the criteria for selection of library materials; and
  - d. will submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to

take other action regarding the specific library material.

5. The superintendent or the superintendent's designee will inform the requester and the school board of the Review Committee's decision. The requester may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requester. The superintendent or the superintendent's designee will provide a written decision on a requester's appeal within a reasonable time period.
6. The requester will have the right to appeal the decision of the superintendent or the superintendent's designee to the board.

Legal References:

Minn. Stat. § 120A.22, subd. 9 (Knowledge and Skills)

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 123B.09 (Boards of Independent School Districts)

Minn. Stat. § 124D.901 (Public School Libraries and Media Centers)

Minn. Rules Part 8710.4550 (Library Media Specialists)

*Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico*, 457 U.S. 853 (1982)

*Virginia State Bd. of Educ. v. Barnette*, 319 U.S. 624, 642 (1943)

Cross References:

Policy 111 (Equity in Educational Achievement)

Policy 524 (Electronic Technologies Acceptable Use)

Policy 606 (Textbooks and Instructional Materials)

Policy  
adopted:

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

## Appendix to Policy 606.5

### Request for Library Materials and Resources Reconsideration Form Instructions

School Board Policy 606.5 outlines the Reconsideration Process.

The first step in this process is meeting with the building principal and library media specialist to discuss concerns and explore options. If that meeting does not resolve concerns, submission of this completed form to the building principal services is the second step in the Reconsideration Process.

#### Instructions:

1. Forms can only be completed by a ~~current~~ parent or guardian of a currently enrolled student in the school district, a student in the district, or a resident of the ~~Edina School District~~ district.
2. Prior to submission of the form, an applicant should have an informal meeting with the building principal and library media specialist to gather clarity on the selection of the text for the school's library, discuss concerns, and explore options. If concerns still exist after the meeting, this form ~~Forms will only~~ may be ~~accepted~~ submitted. ~~after the applicant has had an informal meeting with the building principal and library media specialist to explain selection, discuss concerns and explore options.~~ It is only after the informal meeting has occurred and failed to resolve the differences that this form may be accepted.
3. Before completing this form, the ~~requestor~~-requester must read or view the disputed item in its entirety. Forms submitted without a complete examination of the disputed item will not be considered.
4. All form fields must be completed in a full and meaningful manner in the ~~requestor's~~-requester's own words. Incomplete, cursory, or duplicated responses will not be accepted.
5. A separate form must be completed for each disputed item/title. Forms containing multiple titles will not be considered.
6. Requests for library materials or resource reconsideration will be processed one at a time. Additional challenge requests cannot be submitted until the Reconsideration Committee acts on the initial request.

7. The ~~requester~~ requester may include additional pages to the completed form if needed.
8. The form asks ~~requester~~ the requester to frame their responses in the context of the following policies, statutes, and documents. Please review them:
  - ~~District 273 Selection~~-School Board Policy 606.5 (Library Materials)
  - District Mission
  - District Goals
  - District Strategic Plan
  - First Amendment of the United States Constitution
  - American Library Association Library Bill of Rights
  - National Council of Teachers of English Students' Right to Read Statement
9. Submit this completed form to the building principal.
10. Within (20) school days of receipt, the ~~district~~ superintendent designee will schedule a meeting with the challenger to review the Reconsideration Process and discuss next steps.
11. Please note, the challenged material will remain in use and ~~shall~~ will not be removed until the entire reconsideration process has been completed.



**Request for Library Materials and Resources Reconsideration Form**

Received by \_\_\_\_\_

Date Received \_\_\_\_\_

Initiated by \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Email: \_\_\_\_\_

Please indicate your role:

\_\_\_\_ Parent/Guardian of a Current Edina Public School District Student

\_\_\_\_ Edina Public Schools Student

\_\_\_\_ Resident of Edina

Do you represent: \_\_\_\_ Yourself \_\_\_\_ Group/Organization

Name of organization or group

\_\_\_\_\_

Library Material or Resource Questioned:

Author/Creator \_\_\_\_\_

Title \_\_\_\_\_

Publisher/Producer \_\_\_\_\_

Copyright Date \_\_\_\_\_

Type of Library Material or Resource \_\_\_\_\_

(book, magazine, newspaper, electronic information/network, video, audio, pamphlet,

etc.)

Location of Library Material or Resource (School) \_\_\_\_\_

Date of the informal discussion with the Principal and Library Media Specialist:

\_\_\_\_\_

Please respond to the following questions. If sufficient space is not provided, please use additional pages.

1. Who/What brought this resource to your attention?
  
2. Have you seen, read, or listened to this resource in its entirety?  
Yes \_\_\_\_\_ No \_\_\_\_\_  
  
If No, please explain:
  
3. Explain the purpose and theme of this material as you understand it.
  
  
  
  
  
  
  
  
  
  
4. In your opinion what worthy qualities does this material contain?
  
  
  
  
  
  
  
  
  
  
5. Please describe your objection to this resource. Citing specific passages, pages, etc., would be helpful to the committee.
  
  
  
  
  
  
  
  
  
  
6. Which professional reviews have you read or considered?  
  
Please indicate or summarize, including the text of the review and a citation for the review source (e.g., School Library Journal, Kirkus, Booklist, Library Journal, Horn Book).
  
  
  
  
  
  
  
  
  
  
7. In what ways does the material or resource fail to comply with the selection objectives and criteria specified in School Board Policy 606.5?

8. In what ways does the material or resource fail to support the district's mission, goals, and strategic plan?
9. In what ways does the material or resource fail to support the district's commitment to intellectual freedom as expressed in the American Library Association's Bill of Rights, the National Council of Teachers of English Students' Right to Read Statement, and the First Amendment of the United States Constitution?
10. How do you believe students would be affected by this material or resource? Please provide evidence for that belief and its citation.
11. What action do you recommend that the school take on this material or resource?
- Do not permit my student to access the material or resource
  - Request implementation of the review process (Appendix #)
  - Other, describe:
12. Do you have alternate materials or resources to recommend in place of this one that would address the topic? Please provide a title, author, publisher, and copyright date.
13. If you are requesting the Library Materials and Resources Review Process, why do you believe this resource should be restricted for all students, not only your own?

The purpose of the school library is to provide a wide range of library materials and resources, on all levels of difficulty, with a diversity of appeal, and the presentation of different points of view for all learners. Parents/caregivers/guardians have the right to educate their own children about the materials and resources that may be best for their family.

(Signature) \_\_\_\_\_

(Date) \_\_\_\_\_

Please return this form to the building principal.

Note: Only after the informal conversation with the principal and library media specialist, can this form be requested for completion.

Form ( \_\_/ \_\_ )

## Non-Instructional Operations and Business Services

### Food and Nutrition Services Program

#### I. Purpose

This policy defines the responsibilities of the school district's food and nutrition services program.

#### II. General Statement of Policy

The school district recognizes the role proper nutrition has in student learning. The district is committed to providing appropriate school breakfast programs, school lunch programs and other related food service programming. The food and nutrition services program will follow state and federal guidelines when providing school breakfast and school lunch programs.

#### III. Responsibility

- A. The food and nutrition services manager will be responsible for administering the food and nutrition services program. This includes planning and assessing requirements, training and inservice, budgeting and financial management, and supervision.
- B. The food and nutrition services manager reports to the director of **finance and operations** ~~business services~~ who will serve as the district administrator for the food and nutrition services program.
- ~~C. The student wellness committee is responsible for monitoring this policy. (see Policy 533 – Student Wellness).~~

#### IV. Guidelines

- A. The food and nutrition services program will be a self-supporting program and utilize maximum reimbursements provided through various state and federal programs in which it participates. **Every student will receive one (1) free breakfast and one (1) free lunch each school day.**
- B. The program will follow nutrient standard menu planning guidelines. Current nutrition knowledge will also play a critical function in this process. Substitutions and accommodations to the regular meal plan will be made for students who are unable to eat school meals **due to** ~~because of their disabilities relating to~~ special dietary needs when the need is certified and based on a prescription written by a licensed physician and there is a 504 Plan in place for the student. ~~(Rehabilitation Act of 1973, Section 504 and Americans with Disabilities Act~~

~~(ADA) of 1990).~~

- C. The food and nutrition services manager will coordinate food service operations in each district building. Use of the kitchen facilities outside of the food and nutrition services program must meet the established [policy](#) guidelines, ~~of Policy 902—Use of School District Facilities and Equipment,~~ and the user must obtain a license for a special use permit from the City of Edina.
- D. No sales ~~or serving~~ of food and beverages other than by the food and nutrition services program will take place between the hours of ~~7:00 AM and 2:00 PM~~ [midnight and 30 minutes before the end of the school day](#) without prior approval of the food and nutrition services manager and district administration. No other organizations, without approval of the food and nutrition services program manager and district administration, will be allowed to sell or serve the following items: entrees, soups, salads, sandwiches, desserts, breakfast items, and other items considered meals. Such approved sale must adhere to the following conditions:
  - 1. The sale meets legal requirements.
  - 2. The sale is offered by a school-sponsored organization and the profits will be used to enhance specific district programming.
  - 3. The sale must meet local and state health and safety regulations, and the necessary permit work is completed.
- E. The food and nutrition services program will strive to promote positive nutrition messages through the food that it serves for school meals and through educational materials in the district. All food items sold through the reimbursable meal lines will adhere to the [USDA](#) guidelines. ~~defined by USDA No. 210.11.~~
- ~~F. Free, reduced and paid meals will be offered to students, and the food and nutrition services program will follow all regulations related to this offering.~~
- G. F. The food and nutrition services program will offer a catering service for various district functions. District organizations and schools are encouraged to access this catering service.

## V. School Meal Accounts

[The director of finance and operations and the food and nutrition services manager will be responsible for monitoring the financial standing of school meal accounts and applying the following regulations.](#)

- A. [Every student will receive one \(1\) free breakfast and one \(1\) free lunch each school day. All additional meal purchases, including breakfast, lunch, second lunches, and a la carte items are to be prepaid before meal service begins.](#)

Payments can be made through the district's electronic payment system or at the school building. A student who does not have sufficient funds will not be allowed to charge a la carte items or a second meal or entree until additional money is deposited in the student's account. Second lunches and/or entrees will not be removed if the student has an outstanding meal balance.

- B. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero. Reminders for payments of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping reimbursable meals, withdrawing a reimbursable meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing non-reimbursable meals; or affixing stickers, stamps, or pins.
- C. ~~Authorized~~ Parents/guardians of students who have negative meal account balances will be asked to make payments eliminating the negative balance of their account. Families who request payment plans will be accommodated at the discretion of the director of finance and operations and the food and nutrition services manager.
- D. Student meal account balances that have been negative for 120 days or more as of June 30 of a given year will be considered uncollectible and written-off as bad debt. The review and classification of negative student meal accounts as bad debt will be conducted by the director of finance and operations. Bad debts will be recorded as an operating loss in the general fund as well as a transfer of cash from the general fund to the Food Service Fund. Any amounts written-off as operating losses in the general fund that are subsequently recovered will be recorded as revenue in the general fund. The district will not utilize collections agencies to recover unpaid school meal debts.
- E. Records of negative student account balances that are deemed uncollectible and classified as bad debt will be maintained in accordance with federal regulations. The following records will be maintained to document the appropriate treatment of bad debts:
  - 1. evidence of efforts to collect unpaid meal charges in accordance with the district's adopted unpaid meal charge policy;
  - 2. evidence that collection efforts fell within the timeframe and methods established by the district's adopted meal charge policy;
  - 3. evidence that debts considered uncollectible were written off as operating losses in the general fund of the district and;
  - 4. evidence that debts written off as operating losses were returned to the food service fund using non-federal sources.

- F. Donations made to the district for the purpose of relieving negative student meal accounts will be accepted with appreciation by the school board at a regular meeting and deposited into the general fund of the district. Donations will not be applied to the accounts of specific students or schools unless specified by the donor. Donations will generally be applied to negative student meal accounts on a first in, first out basis and in the following order: negative accounts belonging to students who qualify for educational benefits, negative accounts of students who are not eligible for free or reduced-price meals but demonstrate economic need, negative accounts deemed uncollectible.

Legal References:

Section 504 of the Rehabilitation Act of 1973

Americans with Disabilities Act (ADA) of 1990

National School Lunch Program, School Breakfast Program, Child and Adult Care, and Food Program Regulations, 1988

USDA § 210.11 (Food and Nutrition Service)

7 C.F.R. § 210.9(b)(17) (National School Lunch Program Requirements for School Food Authority Participation)

7 C.F.R. § 210.15(b) (National School Lunch Program Reporting and Recordkeeping)

Minn. Stat. § 124D.111, subd. 1 (School Meals Policies; Lunch Aid, Food Service Accounting)

Cross References:

~~Policy 533 (Student Wellness)~~

Policy 902 (Use of School District Facilities and Equipment)

Policy adopted: 11/08/10

Revised: 09/22/14

Revised: 04/11/16

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota



## Buildings and Sites

### Closing of District Facilities Due to Hazardous Weather or Other Emergency Conditions

#### I. Purpose

This policy defines the procedures and public notification for the closing of school district facilities due to hazardous weather or other emergency conditions.

#### II. General Statement of Policy

The superintendent or designee is empowered to close any or all school district facilities or to alter the start or ending time of a school or program in the event of hazardous weather or conditions that threaten the health and safety of students or district employees.

#### III. General Factors

Factors to be considered in the decision to close a facility or to alter the starting or ending time of a school or program, include:

- A. Existing and predicted weather conditions.
- B. Advice of the transportation supervisor concerning driving, drivers, traffic, and parking conditions affecting all transportation, public and private.
- C. Actual occurrence or imminent possibility of any emergency condition that would make programs or facilities operation difficult or dangerous.
- D. Inability of employees to report to duty, which might result in inadequate operation of district facilities, or deficient supervision or instruction of students.
- E. Discussion with neighboring school districts experiencing similar weather or emergency conditions.

#### IV. Notification

- A. Emergency closing, late start, and early release (“emergency closing”) procedures will be publicized each school year, and actual emergency closings will be announced through school district communication mediums and local media outlets.

- B. When emergency closings occur, employees will observe the terms of their respective ~~contracts~~ [work agreements](#) concerning reporting for work.
- C. ~~Each school or district facility will develop a facility plan detailing procedures for facility-specific emergency closing. The facility plan will be in accord with overall district procedures and guidelines.~~

Cross Reference:  
Policy 806 (Emergency Management)

Policy  
adopted: 06/21/10  
Revised: 11/18/13  
Reviewed: 04/17/1

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)  
Edina, Minnesota



## Appendix I to Policy 807

### GUIDELINES FOR CANCELLING AFTER-SCHOOL ACTIVITIES

1. When the school district is closed ~~prior to the start of the school day~~ due to hazardous weather, all buildings are closed to activities and building use, unless otherwise designated under paragraph 7 below. District offices and the district's **building and grounds** and transportation departments **may remain** ~~may need to be~~ open to facilitate **building cleaning, maintenance, and** the removal of snow and ice. ~~so that school can reopen the following day.~~
2. When an individual school **or program** is closed due to building-related problems, a determination about after-school activities **including community education programs** will be made **in consultation with the superintendent or designee,** ~~with the principal, superintendent or designee,~~ **the director of community education and strategic partnerships, and** director of buildings and grounds. ~~and the facility scheduler, as may be necessary.~~
3. On occasions when ~~school is in session but~~ weather concerns arise after school has begun, a decision ~~must~~ **will** be made about activities and/or building usage scheduled after school. ~~A~~ **The** decision will be made on a district-wide basis by the superintendent or designee. This decision will be made and communicated as early as possible but may not always be made by the close of the school day. Upon closure, notification will be initiated by the director of ~~business services~~ **finance and operations** or designee, **and distributed by the director of marketing and communication or designee.**
4. All school/building closure announcements will be posted as soon as practical on the district website and distributed via appropriate communication channels, and sent to local media outlets.
5. For county, state, or other multijurisdictional events, a separate determination will be made by the superintendent or designee.
6. Saturday and Sunday events may also need to be cancelled due to hazardous weather or building-related problems. The superintendent or designee will make a decision on a district-wide basis. Upon closure, notification will be initiated by the director of ~~business services~~ **finance and operations** or designee, **and distributed by the director of marketing and communication or designee.**
7. Offsite events and Minnesota High School League sponsored special events (e.g., hockey, skiing, tournaments) need special consideration because the venues have been reserved. The superintendent or designee and **assistant principal of activities** ~~director~~ will make a determination regarding these events. ~~An announcement~~ **Notification** will be initiated by the director of ~~business services~~ **finance and operations** or designee, **and distributed by the director of marketing and**

communication, and assistant principal of activities or their designees when activities are cancelled.

Appendix  
Reviewed 04/17/17

## Buildings and Sites

### Safety and Security of Students, Employees, Visitors, Buildings, and Grounds

#### I. Purpose

This policy defines the security requirements for school district buildings and grounds in order to ensure the safety of students, employees, and visitors.

#### II. General Statement of Policy

The school district strives to provide a safe and secure learning and working environment for all district learners, employees, and visitors and to protect the physical assets of the district from damage or harm.

To ensure general security, access to buildings ~~must~~ will be restricted to those who have legitimate business within the buildings or on the grounds of the school district. A district-wide security plan and individual building plans will be established and maintained. The ~~director of buildings and grounds~~ director of media and technology services is responsible for implementation of this policy, including all necessary reporting.

#### III. Program Oversight

A. The ~~director of buildings and grounds~~ director of media and technology services will coordinate the district's security program. The director will: ~~facilitate a safety and security committee which is responsible for the following:~~

- ~~Ensuring~~ Ensure compliance with federal, state, and local laws related to safety and security
- ~~Ensuring~~ Ensure compliance with this policy and pPolicy 806 (Emergency Management)
- ~~Developing~~ and ~~implementing~~ procedures and practices to enhance the charge of this policy at the district and site levels
- ~~Completing~~ Complete timely debriefs and/or after action reports reflections of safety and security events which have occurred in the district
- Collaborate with stakeholders on all safety and security measures

B. In compliance with Policy 806 (Emergency Management), all buildings will have a Building Emergency Response Team (BERT). This team should be

composed of several members who do not have direct responsibility for supervision of students. Licensed teaching staff can make up some subset of the BERT, but should not be the only members. The building administrator or a designee will serve as lead of this team. Annually, buildings will review and train their members. A copy of this BERT team list will be shared with the superintendent's office and the director of media and technology services.

~~A District Emergency Response Team (DERT)~~ The District Emergency Response Team (DERT) will be established at the district level. This team will consist of all cabinet members. Additional members will include the director of buildings and grounds, the building and grounds manager, and the supervisor of transportation services. In the event of a crisis, the DERT may enlist additional staff members for support.

~~B. The safety and security committee will meet at least quarterly, and will include a representative from:~~

- ~~● Community Education~~
- ~~● District Media and Technology~~
- ~~● Building Principals (2, with the intent to choose one elementary and one secondary)~~
- ~~● Police liaison~~

#### IV. District-wide Responsibilities

A. Doors to all buildings are locked during the school day except:

1. The secured main entrance access door to each school building;
2. Any door under the direct observation of an employee or volunteer assigned the responsibility to monitor the door; and
3. Doors leading to non-K-12 sections of the Edina Community Center.

B. The main entrance to each building will be posted as the main entrance and a notice will be posted directing visitors to check in.

C. All adults in the buildings during the school day must wear identification badges.

1. All employees are required to wear an official Edina Public Schools identification badge at all times. An employee who forgets his or her their identification badge must obtain a temporary badge from the school office.
2. All visitors are required to obtain a visitor badge that must be returned at the end of the visit or be dated in such a way as to make it obsolete at the end of the day.

3. Each employee is responsible for approaching a visitor not wearing a visitor badge and offering to escort or direct that person to the building office.

D. After-hours safety of students and employees:

1. Any non-district group or organization using school district facilities must provide adequate supervision to all group members in accordance with Policy 902 – Use of School District Facilities and Equipment. Adequate supervision includes an adult of appropriate gender ~~is present in~~ **supervising** the locker room any time persons under the age of 18 are using the locker room.
2. All district groups or organizations ~~must~~ **will** ensure an adult of appropriate gender ~~is present in~~ **supervises** the locker room any time persons from district group or organization who are under the age of 18 are using the locker room.
3. An employee who is in the building before or after normal building hours is encouraged to lock the door of ~~his or her~~ **their** room and take other appropriate steps to ensure ~~his or her~~ **their** personal safety.

V. Building Specific Responsibilities

- A. Each building ~~must~~ **will** develop a plan addressing security issues unique to that site. The building plan may not contradict this policy.
- B. The building plan ~~must~~ **will** be reviewed annually and any changes submitted to the ~~director of buildings and grounds~~ **director of media and technology services** prior to ~~August 1~~ **the start** of each **school** year.
- C. Each building plan ~~must~~ **will** address after-hours safety of students and employees who may be using the building.
- D. Any building may request a variance to the above responsibilities, in writing, to the ~~director of buildings and grounds~~ **director of media and technology services** providing the rationale for the variance, how security will be maintained with the variance in place, and the process used by the building in determining the building variance need. The final decision to approve or disapprove the variance request will be made by the superintendent and reported to the school board.
- E. The building administrator is responsible for ~~administration~~ **implementation** of this policy and the building plan.
- F. The building administrator ~~must~~ **will** report all critical security incidents to the ~~director of buildings and grounds~~ **director of media and technology services**.



VI. Responsibilities of the ~~director of buildings and grounds~~ [director of media and technology services](#).

- A. ~~Must~~ [Will](#) maintain a current set of building security plans.
- B. ~~Must~~ [Will](#) maintain a log of all reported security incidents.
- C. ~~Must~~ [Will](#) arrange for necessary training of employees to ensure proper implementation of this policy.

Cross Reference:

[Policy 806 \(Emergency Management\)](#)

Policy 902 (Use of School District Facilities and Equipment)

Policy  
adopted: [07/19/10](#)  
~~R~~revised: 11/18/13  
[revised](#) [05/15/17](#)

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)  
Edina, Minnesota

## Community Relations

### Use of School District Facilities and Equipment

#### I. Purpose

This policy provides guidelines for community use of school district facilities and equipment. The district is committed to making its facilities and equipment available to the community.

#### II. General Statement of Policy

The school district encourages maximum use of district facilities and equipment for community purposes if, in its judgment, that use will not interfere with use for school or district purposes. The use of district facilities as community centers to promote educational, recreational, cultural and civic activities in the community are an important resource in the development of the whole person through learner success, achievement, health, and physical wellbeing across age groups.

Facilities are available to the community on an equitable basis and are to be used in a manner consistent with district policies and ~~its~~ [their](#) appendices.

#### Legal Reference:

Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and ~~Non-school~~ [Nonschool](#) Purposes; Closings)

#### Cross References:

Policy 628 (Student Activity Programs)

Policy 901 (Community Education Services)

#### Policy

adopted: [07/19/10](#)

amended: [03/12/12](#)

revised: [03/14/16](#)

revised: [06/21/21](#)

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

Appendix I to Policy 902

**Procedures for Using School District Facilities and Equipment**

**Facilities Available**

Most ~~school~~ district facilities are available for a variety of activities, as guided by school board policies.

- Gymnasiums
- Athletic Fields/Stadiums
- Auditoriums
- Meeting Rooms
- Swimming Pools
- Classrooms
- Cafeterias
- Kitchens

Facilities are available during ~~non-school~~ nonschool hours. General hours of operation for ~~non-school~~ nonschool district activities and events during the school year are Monday – Friday 6:00 p.m. – 10:00 p.m. and Saturdays 7:30 a.m. – 3:00 p.m. Third floor rooms are available at the Edina Community Center Monday through ~~the~~ Friday 7:30 a.m. – 10:00 p.m. and Saturdays 7:30 a.m. – 3:00 p.m.

Additional days and times may be available upon request and are dependent on staffing availability.

**Services Available**

Community education is a part of Edina Public Schools, serving the community of Edina. The ~~C~~community education facility use office serves as the operations and facilities service center for all community use of district facilities in the areas of scheduling, billing, and supervision. Community Eeducation employees coordinate requests for district equipment related to the activity (on-site-use only) and schedule building supervisors.

**Classification of Organizations and Priorities for Use of Facilities**

Organizations using district facilities are grouped into one of five classification, four non-school district sponsored groups and a fifth user group for ~~school~~ district sponsored activities. A rental fee schedule has been established for facility usage for non-district organizations based on the nature and purpose of each group, agency, or organization. All other requirements for use, such as application procedure, standards of conduct during use, ~~and~~ supervision, are constant for all user groups regardless of organizational differences.

Classifications and priority of access to district facilities are as follows:

Class E Priority one	Edina Public Schools sponsored <del>groups, activities;</del> including all-community education, athletics and extracurricular <del>extra-curricular</del> activities. Edina Public Schools support organizations <del>meetings</del> including PTA/PTO <del>meetings, site councils, and meetings &amp; booster organizations. meetings.</del>
Class A Priority two	<del>Events sponsored by the City of Edina</del> <del>groups</del> and <del>A</del> athletic <del>A</del> associations under the umbrella of the City of Edina. Edina-based <del>service organization, charitable and</del> non-profit organizations that are not charging fees.
Class B Priority three	Edina-based non-profits organizations charging fees.
Class C Priority four	Private groups and individuals not charging admission. Non-Edina-based non-profit organizations. <del>youth, civic, service, political, charitable, and educational organizations.</del> <del>This classification includes colleges, universities, and groups that benefit mostly Edina Public Schools residents.</del>

Class D Priority five	Private individuals, groups, private agencies, companies, and vendors using district facilities for commercial purposes or profit.
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The facility use office operates a centralized scheduling system coordinating all requests for the use of district spaces. Occasionally, a non-district-scheduled activity may conflict with a planned or rescheduled district activity or program. If a conflict occurs, the district activity or program has priority. Every effort will be made to find an alternate facility for the non-district organization or individual.

The class and rental schedule are determined by the district administration and approved by the ~~school~~-board on an annual basis. Additional modifications may be made with ~~school~~-board approval.

### **Process and Procedures for Scheduling Facilities**

A facility use permit ("permit") process is used to secure the use of district facilities creating a centralized schedule for use and operations. The initial step in the process is the completion of the online facility request. An online facility use request must be completed to provide reservation information for requested facilities, equipment, and special use.

1. Prior to using ~~school~~-district facilities, a district applicant must apply for a facility use permit ("permit") at least three **business** days prior to expected use. A non-district applicant must apply for a permit at least ~~seven~~ **five business** days prior to expected use.
2. The application for permit must be submitted by an authorized adult representative of the organization or individual applying for the use and must list the person responsible during the use.
3. A submitted application for a permit for district facilities use constitutes acceptance by the applicant of the responsibilities stated and the willingness to comply with all district policies, rules, and regulations regarding the use of school facilities.
4. Each application for a permit for use of district facilities will state the general nature and purpose of the use. A permit will be issued only for the dates, hours, area, and equipment specified.
5. If the application is approved, the district will issue a permit to the applicant. Facilities are not reserved until the user group receives a facility use permit distributed by the facility use office via e-mail or the group can verify through their online account that the request has been processed and approved.
6. Once a permit is granted to an organization or individual, facilities will be used strictly for purposes for which the space was requested. Permit holders must not transfer or sublet the permit to another organization or individual, doing so nullifies an approved permit.
7. The permit should be in the possession of the group leader upon entry for use of ~~school~~-district facilities to ensure that all details of the event are appropriate for the space being used.
8. District staff are allowed to request a copy of the permit from the organization or individual. If an approved permit cannot be verified, district staff may request the organization or individual to leave the facilities or grounds. Law enforcement will be contacted when a non-verified organization or individual fails to leave the facilities or grounds when requested to by the district representative.
9. Facility rental fees associated with use of district facilities, deposits/down payments for use of facilities, support staff, and special equipment are required for using specific facilities. Please see Appendix II for a Facility Rental Fee Schedule.

10. A permit will not be granted for any use that in the judgment of the district administration (1) may conflict with the mission of the district, or (2) for which satisfactory sponsorship or adequate adult supervision is not provided.

**Scheduling**

Scheduling is based on four seasons: The following chart highlights the timeline used for priority scheduling. Facility use permits may be submitted after the given dates with approval based on availability. Permits must be submitted at least three business days prior to expected use for district applicants and at least five business days priority to expected use for non-district applicants.

Scheduling Request Groups	FALL	WINTER	SPRING	SUMMER
	August 15 – October 31	November 1 – March 14	March 15 – May 31	June 1 – August 14
District groups submit requests by	July 1	September 15	February 1	January 1
City of Edina submit requests by	July 15	October 1	February 15	February 1
All other users submit requests by	August 1	October 15	March 1	March 1

~~There will be a two-week period for the city to make alterations, after which all other users may then submit request by the date listed for the appropriate season.~~

Tournaments, concerts, and other large-scale events may be scheduled prior to the schedule set out above with the approval of the Director of Community Education and strategic partnerships or designee.

Scheduling of auditoriums will follow the timeline guidelines set forth in Appendix III.

The building administration or designee will identify the classrooms and facilities that are available for use beyond the school day, recognizing some classroom limitations may need to occur.

The custodians must apply for a permit for dates and times required for preparation and special maintenance of facilities, grounds, and fields. The building administration will be notified when custodial permits impact regular education (e.g., physical education) or after-school activities.

~~School~~ District employees or employee groups may not block out facilities for use by other district or non-district users. Non-district users may not block out facilities for use by other users. The district facilities staff or district administration must approve any blocking out of facilities.

**Completing the Application Process**

1. Online Registration: If you do not have an account, please call 952-848-3963. If you already have an account, you may request a facility at <https://edina.ce.eleyo.com/>
2. In Person: Visit our office ~~7:30~~8:00 AM – 4:00 PM, Edina Community Center, 5701 Normandale Rd, Edina, MN.

For questions, contact the facility use office at 952-848-3963 or visit our website at <https://www.edinaschools.org/domain/1095> <https://communityed.edinaschools.org/facilities>. Office hours are Monday through Friday, ~~7:30~~8:00 AM – 4:00 PM.

**Administrative Responsibility**

1. The district administration is authorized to approve and arrange for scheduling the use of district facilities by applicants satisfying the terms of this policy. The district reserves the right to revoke any permit, without liability, should the revocation be deemed necessary or desirable.
2. The district scheduler will receive pre-approval from the building administration for use of facilities, including grounds and equipment, on school days during regular school hours.
3. The district scheduler will ensure that all required permit information is complete prior to the use of the facilities.
4. The district scheduler will maintain a master calendar of activities occurring in the district on a yearly, quarterly, weekly, and daily basis.
5. The building administration or designee is responsible for monitoring all activities held in the building. The administration will work with the district administration when a conflict or concern occurs.
6. The business office will ensure necessary custodial coverage is available during evening hours and on non-school days, including the summer. The district will assess a fee for such custodial time.

### **Indemnification and Public Liability Insurance**

The permit holder agrees to protect, indemnify, and hold harmless the district and its employees from any and all claims, liabilities, damages, or rights of action, directly or indirectly, growing out of the use of the premises covered by the permit.

The permit holder will indemnify the district for all damage to its facility or equipment occurring during the scheduled activity by persons participating or in attendance.

The administration is authorized to require users of district facilities to furnish public liability insurance issued by a responsible insurer indemnifying the district against any public liability claims for personal injury or property damage alleged to have resulted during the use or occupancy, or both, of property owned by the district. The public liability insurance must be in the amount and for the duration that may be deemed to be necessary and suitable in the circumstances. The insurer must agree to waive the defense of governmental immunity in the event a claim is made against the district.

The user must provide proof of insurance to the facilities scheduler before a permit can be approved. The insurance must provide coverage of at least \$50,000 per person, \$500,000 per accident, and \$50,000 property damage. The insurance policies and the companies writing them are subject to approval by the ~~school~~ district. Exceptions may be granted, but must be approved by [the](#) director of community education [and strategic partnerships](#) or designee.

In the event that a user has liability coverage that can be extended by endorsement to provide satisfactory coverage, this endorsement may be acceptable. Either a certificate of insurance or an endorsement on a present policy must be submitted with the enclosed facility use permit before approval can be made for use of district facilities.

~~School~~ District activities (e.g., pre-K–12, extra-curricular, community education services) and parental support groups (e.g., ~~PTAs~~, PTOs, site councils, booster organizations) do not need to provide separate liability coverage.

### **Changes and Cancellation of Facility Use Permits**

1. Changes in use needs of existing permits must be communicated to the facility use office as far in advance as possible or a minimum of ~~three~~ [five business](#) days prior to the event to ensure requests can be fulfilled.

Requests must be submitted in writing. [Failure to meet this timeline will result in full charges for the permit or permit part, including space, equipment, and personnel fees.](#)

2. Cancellation by the permit holder must be received by the facility use office in writing. [Cancellation of a permit in full or in part by the permit holder must be received at least five business days prior to the rental date in order to receive a refund. Failure to meet this timeline will result in full charges for the permit or permit part, including space, equipment, and personnel fees.](#)
  - ~~a. Cancellation of a permit by the permit holder must be received at least 14 days prior to the rental date to receive a full refund (minus the application fee).~~
  - ~~b. If cancellation notification is received 13-7 days before the rental date, the permit holder will receive a 75% refund (minus the application fee).~~
  - ~~c. If cancellation notification is received 6-1 days before the rental date, the permit holder will receive a 50% refund (minus the application fee).~~
  - ~~d. Failure to cancel facility rental permit within 24 hours prior to the rental will result in the permit hold being billed for the full permit fee.~~
3. An approved permit will not be considered by the applicant as a lease, and the building administrator or designee reserves the right to cancel or revoke any permit at any time. Reasons that the ~~school~~ district may cancel a facility permit include, but are not limited to:
  - a. Inadequate group supervision as determined by the building administrator or designee.
  - b. Misuse of equipment or facilities.
  - c. Group conduct of an inappropriate or unacceptable nature as determined by the building administrator or designee.
  - d. Emergency situations, including weather conditions or school building site limitations (e.g., water, heat, electrical). The decision to close the school will be made by the superintendent or designee. On days when school is closed, the decision on cancellation or postponement of school district co-curricular events and all other events scheduled in ~~school~~ district facilities will be made by the building administrator or designee.
  - e. Violation of any district policies and failure to comply with district policy.
4. District administration may cancel a permit effective immediately, if in its judgment continuation would be potentially harmful, dangerous, or the program or participants' actions are not [in alignment with the district's mission, core values, and policies](#). ~~of a moral standard equivalent to that generally accepted by the community.~~
5. The district reserves the right to cancel or withhold use privileges if rules and regulations are violated.
6. In the event of the cancellation or revocation of a permit, there will be no claim or right to damages or compensation on account of any loss, damage, or expenses whatsoever.

### **Facility, Personnel, and Equipment Use Fees**

Annually, the superintendent will recommend and receive ~~school~~ board approval for the ~~school~~ district facility and equipment use fees and personnel fees. Refer to Appendix II for specific fees. The following is additional information regarding the fee schedule.

1. Rental fees are calculated on a per hour basis and begin at the determined entry time and end at the projected completion of the event.
2. A service fee may be charged if an employee is not on regular duty, or if the intended use does not permit the employee to complete regularly assigned duties. Direct payment by the user to an employee for services is prohibited.



3. Organizations and individuals will assume the cost of custodial service for the use of the school beyond regular custodial duty hours.
4. Any facility user may be assessed a custodial service fee if the use of a facility requires significant clean up. Organizations and individuals are expected to return the facility to its original state before leaving.
5. Facility users must supply and assume the cost of any special supervision required, such as security or parking supervision, as determined by the building administrator or designee.
6. Specific events (e.g., section athletic tournaments) may require a ~~school~~ district administrator or designee to assist with site supervision. The additional supervisor fee will be the responsibility of the facility user.
7. The district reserves the right to require a payment deposit or rental and user fees in advance before the application for permit is processed for non-district users. Deposits must be received by the facility use office a minimum of 10 business days before the start of the event.
8. A billing statement will be sent at the conclusion of each month. Fees are due within 30 days of billing. A late charge ~~will~~ ~~maybe~~ assessed if a bill is overdue.

### **Site Supervision and Required Personnel**

The user organization is fully responsible for the safety and supervision of the specific space that they are using and will assume full liability for any damages keeping in mind the following additional regulations:

1. All activities must be under competent and responsible adult supervision (~~as~~ defined as a high school graduate, 18 years old or older) with an overall site supervisor identified prior to the start of the event use.
2. Admittance to the designated area is not permitted until the adult supervisor is present. District personnel on duty will supervise the operation of facilities, but are not required to supervise the group or its activities.
3. The organization's site supervisor should be the first to arrive and the last to leave the premises at the conclusion of each event.
4. ~~An Edina Public Schools~~ **A district** employee must be on duty whenever facilities are in use. Custodians, cooks, auditorium technicians, and media/technical support assistants will supervise the facility, but not the facility user or its activities. Additional personnel are required in the following areas:
  - a. Kitchen – A food service employee must be on duty whenever cafeteria kitchen facilities are used.
  - b. Performing Arts – A trained district media technology employee must be on duty when the operation of sound and/or lighting systems is required.
  - c. ~~Computer Lab~~ **Media and Technology Spaces** – Computer labs may be used when a trained district media technology employee is on duty, and the use of the lab is approved by the ~~technology~~ director **of media and technology services or their designee**.
  - d. ~~Professional Development Center~~ – A trained district media technology employee will be on duty if ~~technology-related equipment requires district support, as determined by the technology director.~~
  - e. Swimming Pool – A certified lifeguard is required for groups/organizations and individuals using a ~~school~~ district pool. Proof of certification is required.
5. If deemed necessary by the ~~school~~ district, police supervision may be required and charged to the user.
6. When adult supervision is not adequate, district employees must report this information to the community education administration and take immediate action as appropriate.
7. Responsibility for loss, breakage, or repair of any district property rests solely with the organization using the facility or leader in charge of the group.



### **Prohibited Activities at Facilities**

The following types of activities are prohibited by permit holders:

1. Promulgating any theory or doctrine subversive to the laws of the United States or any political subdivision thereof advocating governmental change by violence.
2. Any activity that may violate the canons of good morals, manners, or taste or be injurious to the buildings, grounds, or equipment.
3. Any purpose in conflict with school activities.
4. Fundraising campaigns, except as already permitted by ~~school~~-board policy.
5. Activities violating ~~school~~-district policies.
6. During the school day, the district prohibits the selling or displaying for sale of any items or services by commercial organizations or individuals for profit-making purposes, except those specifically related to the school in which they are displayed.

### **Rules for ~~School~~-District Facilities and Equipment Use**

The following rules must be observed in the use of ~~school~~-district facilities, and the groups, organizations, and individuals will be held responsible for compliance.

1. The use of district-owned equipment for private purposes either on or off district property is prohibited. No exceptions are to be made except by express approval granted by the superintendent.
2. The ~~school~~-district is not responsible for lost or stolen items.
3. Possession and use of tobacco and alcoholic beverages are not permitted on district property at any time, except as permitted by policy.
4. No firearms will be brought onto district property for any reason other than an authorized firearms safety program.
5. Fire and safety regulations of the state, district, county, and city must be observed at all times. All legal ordinances pertaining to public assemblies must be adhered to and will be enforced.
6. ~~School~~-District facilities must be vacated by the time indicated on the usage permit or additional charges will be assessed.
7. The building administrator or designee is authorized to act in any case not covered by the rules and regulations or to make exceptions to the rules and regulations as deemed necessary.
8. Equipment of a specialized nature will be made available only with authorized personnel, approved by a district administrator, to supervise its operations.
9. The district will not assume liability or responsibility for any equipment owned or leased by any permit holder, which is used or stored on ~~school~~-district property.
10. Organizations and individuals having special needs, such as extra electrical, generators, dry ice, or reconfiguration of standard ~~school~~-district equipment and facilities, may be required to seek prior plan

approval from the local fire inspector, building inspector, or health inspector. Any and all expenses incurred through these approvals and licenses are to be paid by the organization or individual.

11. All accidents occurring while using ~~school~~-district facilities must be reported to the building supervisor or custodian on duty.
12. Any loss, breakage, or need of repair of facilities or equipment must be reported to the building administrator or designee immediately by the supervisor in charge of the scheduled activity. In the event of damage to district property, the applicant will pay all appropriate repair costs as determined by the district. If damage is not reported, it could result in revocation of future facility usage.
13. Vehicle parking must use the dedicated parking lots of the district and all posted parking regulations must be followed.

### **Special Use Areas**

#### **Athletic Fields**

1. Vehicles are not allowed on athletic fields. Unauthorized use of bikes, motor vehicles, or horses is prohibited.
2. Only use the space that has been permitted and respect the rights of other users of the space in field areas where multiple uses may be taking place. Any use of space not listed within the permit is strictly prohibited.
3. Users ~~shall~~ will be responsible for proper policing of the grounds. ~~and~~ If security is required because of the size of the event, user groups will be assessed all fees involved.
4. Beverages may not be served in glass containers.

#### **Gyms**

1. No one will be allowed on a gymnasium floor without gym shoes. Rubber-soled street shoes cannot be used.
2. All gymnasium users are required to have a first aid kit on site at all times. The ~~school~~-district does not provide first aid supplies.
3. Use of district-owed physical education supplies and/or equipment is not permitted.

#### **Swimming Pools**

1. Swimming pool regulations are posted in each pool area. It is the responsibility of the person in charge of the group to enforce the regulations.
2. All swimming pool users are required to have an adequate number of certified lifeguards on deck at all times of use and must show lifeguard certification prior to gaining access to pool space. Lifeguards are available to be hired through community education.

#### **Cafeterias/Kitchen Areas**

All groups wanting to reserve cafeterias and kitchen areas must be aware of all food policies, including catering and concessions. Contact the facility use office for details.

1. For the use of kitchen areas, a nutrition staff member must be present. The user is responsible for covering all personnel expenses.

2. All uses of food & [and](#) beverage in cafeterias and commons areas must be included in the application request as it will likely involve cleanup fees. In addition, the user group is responsible for [ensuring](#)~~insuring~~ that all trash is disposed of properly in the containers provided.
3. All health and food permits, as required by the City of Edina, must be obtained by the user prior to sales or distribution.

### **Concessions Stands**

Edina Athletic Boosters (“Boosters”) hold the rights for use of concession areas in district facilities. The Boosters may approve outside groups to operate concessions on a case by case basis. Such approval will be coordinated by the facility use office.

1. Requests for use and specific operational arrangement must be made a minimum of 21 calendar days in advance of the scheduled event.
2. All health and food permits for concessions or refreshments, as required by the City of Edina, must be obtained by the user prior to sales or distribution.

### **Auditoriums**

Auditoriums are available to be rented for special events and activities through the facility use application process. Specific guidelines regarding the scheduling and use of auditoriums are set forth in Appendix III.

### **Leases**

The ~~school~~-district may lease facilities to organizations and individuals.

1. Leases should generally involve physical facilities that are not otherwise used or needed by other school district programs or services.
2. All leases are coordinated through the director of community education ~~services~~ [and strategic partnerships](#) and reviewed and approved annually by the ~~school~~-board.
3. The lease is defined as a written agreement between the ~~school~~-district and another party for the purpose of exclusive use of ~~school~~ district property for a specified period of time.

### [Appendix](#)

~~Updated~~ [revised](#): 6/21/21

Appendix II to Policy 902

**Facility Rental Fee  
Schedule**

Class E No Charge	Edina Public Schools sponsored <del>groups, activities</del> ; including all-community education, athletics, and extra-curricular <del>extra-curricular</del> activities. Edina Public Schools support organizations <del>meetings</del> including PTA/PTO <del>meetings</del> , site councils, and <del>meetings &amp; booster organizations. meetings.</del>
Class A	Events sponsored by the City of Edina <del>groups</del> and Athletic <del>A</del> ssociations under the umbrella of the City of Edina. Edina-based <del>service organization, charitable and</del> non-profit organizations that are not charging fees.
Class B	Edina-based non-profits organizations charging fees.
Class C	Private groups and individuals not charging admission. Non-Edina-based non-profit organizations. <del>youth, civic, service, political, charitable, and educational organizations.</del> This classification includes colleges, universities, and groups that benefit mostly Edina Public Schools residents.
Class D	<del>Private</del> individuals, <del>groups</del> , private agencies, companies, and vendors using district facilities for commercial purposes or profit.

	Hourly Rate							
	July 1, 2022 – June 30, 2023				July 1 – 2023 – June 30, 2024			
	Class				Class			
	A	B	C	D	A	B	C	D
<b>Auditoriums</b>								
EHS EPAC/Fick, SVMS								
No spectators	\$47	\$104	\$152	<del>\$246</del>	\$48	\$106	\$155	\$250
Events	\$88	\$145	\$215	\$275	\$89	\$148	\$220	\$280
VVMS, ECC								
No Spectators	\$32	\$47	\$100	\$148	\$32.50	\$48	\$102	\$151
Events	\$41	\$88	\$143	\$233	\$41.75	\$90	\$146	\$238
<b>Gymnasiums</b>								
ECC/EHS/SVMS Large	\$18	\$40	\$63	\$110	\$18.25	\$41	\$64	\$112
ECC/SVMS/VVMS Small	\$14.25	<del>\$33.50</del>	\$56	\$94	\$14.50	\$34	\$57	\$96
Elementary	\$14.25	\$28	\$43	\$76.50	\$14.50	<del>\$28.50</del>	\$44	\$78
EHS Activity Center — per court	\$14.25	\$33	\$54	\$87.75	\$14.50	<del>\$33.50</del>	\$55	\$90
<b>Cafeterias/Kitchens</b>								
Secondary	\$27	\$52	\$76	\$110	\$27.50	\$53	\$77.50	\$112
Elementary	\$20	\$38.75	\$58	\$76.50	\$20.25	\$40	\$59	\$78
<b>Glassrooms</b>								
Secondary <del>and</del> Elementary	\$7.25	\$15.50	\$21.50	\$36.75	\$7.50	\$15.75	\$21.75	\$37.50
<b>Professional Development Rooms</b>								
EHS Community Rms, ECC Rms 166/170/317/348/349/350/351 (ea)	\$11.5	\$19	\$27	\$45	\$11.75	\$19.50	\$27.50	\$46
<b>Swimming Pools</b>								
SVMS (includes diving well)	\$71	\$105	\$135	\$245	\$72	\$107	\$138	\$250
VVMS	\$39	\$53	\$76.50	\$148	\$39.50	\$54	\$78	\$150
Timing/Sound Equipment	\$14.5	\$14.50	\$14.50	\$14.50	\$14.75	\$14.75	\$14.75	\$14.75
	0							
<b>Fields</b>								

Kuhlman Stadium	\$16.50	\$55	\$100	\$143	\$16.75	\$56	\$102	\$146
ECC Multipurpose Fields (ea)	\$16.50	\$55	\$100	\$143	\$16.75	\$56	\$102	\$146
EHS Upper Turf	\$16.50	\$55	\$100	\$143	\$16.75	\$56	\$102	\$146
EHS Multipurpose Fields (ea)	\$16.50	\$55	\$100	\$143	\$16.75	\$56	\$102	\$146
Grass Field	\$8.25	\$16	\$35	\$49	\$8.50	\$16.25	\$35.75	\$50
Tennis Courts	\$8.25	\$16	\$21.50	\$39	\$8.50	\$16.25	\$22	\$40
Stadium Lights	\$87	\$87	\$87	\$87	\$88.75	\$88.75	\$88.75	\$88.75
Locker Rooms (daily rate)	\$7.25	\$7.25	\$7.25	\$7.25	\$7.50	\$7.50	\$7.50	\$7.50

	Hourly Rate							
	July 1, 2023 – June 30, 2024				July 1, 2024 – June 30, 2025			
	Class				Class			
	A	B	C	D	A	B	C	D
<b>Auditoriums</b>								
EHS EPAC/Fick, SVMS								
No spectators	\$48	\$106	\$155	\$250	\$50	\$108	\$160	\$258
Events	\$89	\$148	\$220	\$280	\$92	\$150	\$228	\$288
VVMS, ECC								
No spectators	\$32.50	\$48	\$102	\$151	\$35	\$50	\$105	\$152
Events	\$41.75	\$90	\$146	\$238	\$45	\$95	\$150	\$240
<b>Gymnasiums</b>								
ECC/EHS/SVMS Large	\$18.25	\$41	\$64	\$112	\$19	\$42.50	\$66.25	\$116
ECC/SVMS/VVMS Small	\$14.50	\$34	\$57	\$96	\$15	\$35	\$59	\$99
Elementary	\$14.50	\$28.50	\$44	\$78	\$15	\$29.50	\$45.50	\$80.75
EHS Activity Center – per court	\$14.50	\$33.50	\$55	\$90	\$15	\$34.50	\$57	\$93
<b>Cafeterias/Kitchens</b>								
Secondary	\$27.50	\$53	\$77.50	\$112	\$28.50	\$54.75	\$80	\$116
Elementary	\$20.25	\$40	\$59	\$78	\$21	\$41.50	\$61	\$80.75
<b>Classrooms</b>								
Secondary and Elementary	\$7.50	\$15.75	\$21.75	\$37.50	\$7.75	\$16.25	\$22.50	\$39
<b>Professional Development Rooms</b>								
EHS Community Rms, ECC Rms 166/170/317/348/349/350/351 (ea)	\$11.75	\$19.50	\$27.50	\$46	\$12	\$20	\$28.50	\$47.50
<b>Swimming Pools</b>								
SVMS (includes diving well)	\$72	\$107	\$138	\$250	\$74	\$110.75	\$142	\$252
VVMS	\$39.50	\$54	\$78	\$150	\$41	\$56	\$80	\$152
Timing/Sound Equipment	\$14.75	\$14.75	\$14.75	\$14.75	\$15.25	\$15.25	\$15.25	\$15.25
<b>Fields</b>								
Kuhlman Stadium	\$16.75	\$56	\$102	\$146	\$17.50	\$58	\$105.50	\$151
ECC Multipurpose Fields (ea)	\$16.75	\$56	\$102	\$146	\$17.50	\$58	\$105.50	\$151
EHS Upper Turf	\$16.75	\$56	\$102	\$146	\$17.50	\$58	\$105.50	\$151
EHS Multipurpose Fields (ea)	\$16.75	\$56	\$102	\$146	\$17.50	\$58	\$105.50	\$151
Grass Field	\$8.50	\$16.25	\$35.75	\$50	\$9	\$16.75	\$37	\$51.75
Tennis Courts	\$8.50	\$16.25	\$22	\$40	\$9	\$16.75	\$37	\$51.75
Stadium Lights	\$88.75	\$88.75	\$88.75	\$88.75	\$92	\$92	\$92	\$92
Locker Rooms (daily rate)	\$7.50	\$7.50	\$7.50	\$7.50	\$7.75	\$7.75	\$7.75	\$7.75

Fees do not include equipment use charges such as technical equipment, or any applicable sales tax.

Kitchen equipment use must be arranged through the manager of food services. Fees to use the kitchen are per day, and fees to use the cafeteria are per hour.

**Additional Fees/Charges**

Application fee per permit	\$45 16
Large group process fee (75+ people)	\$75 80

Building supervision	\$ <del>20</del> 23.60/hour (2 hour minimum)
Custodial time (setup, cleanup, and assistance)	\$ <del>45</del> 52/hour (\$ <del>55</del> 70/hour on Sundays and holidays)
Kuhlman Stadium Press Box	\$ <del>35</del> 36.25/hour
District technician*	\$ <del>35</del> 36.25/hour ( <del>student technician, \$20/hour</del> )
Additional dressing room	\$25 per day
Orchestra Shell Setup/Teardown:	\$300

\*Required for auditorium use and pool timing/sound equipment use.

## Appendix

~~E~~established: 07/19/10

~~R~~revised: 03/12/12;

revised: 05/29/13;

revised: 11/22/13;

revised: 06/16/14;

revised: 01/25/16;

revised: 05/15/17;

revised: 06/17/19;

revised: 12/06/19;

revised: 07/19/21;

revised: 11/08/21;

revised: 12/12/22

## Appendix III to Policy 902

### **Procedures for Using Auditoriums and Equipment**

#### **Facility use**

Auditoriums will only be open when the facility is scheduled for use within the current school district permitting system and all scheduled use will be entered into the centralized scheduling system. All school day uses must be approved by the facility use office prior to any further planning and will be placed on the centralized scheduling system to ensure appropriate safety, security, setup, and maintenance of the site.

Practices, rehearsals, and special setups will be scheduled at the time of initial permitting and will be reasonably accommodated with regard to the best uses of the overall facility.

Use of auditoriums will follow the guidelines set forth in the Appendix I except where specifically contradicted in this Appendix III.

#### **Scheduling**

Scheduling for auditoriums is based on an annual calendar corresponding to the academic school year.

Edina Public Schools fine arts and special district event functions will be the first priority scheduled and will be coordinated by the facility use office and respective user groups. These requests will be submitted to the facility use office annually by February 15.

Once district-requested permits have been approved, the facility use office will have the authority to market, promote, sell, and schedule groups from outside of the district for special events, concerts, and performances. The additional events to be scheduled will be done keeping in mind the facility needs of the district users and the operational challenges that specific activities create for a facility of this nature.

Additional use dates may be requested by district users, but they are now available on a first come, first served basis. It is to the advantage of the district users that advanced scheduling be done as much as possible within the first priority time frame.

The facility use office in consultation with the involved district groups will make any and all decisions pertaining to extended use, large-scale events, or other special requests by specific user groups that could impact the use of auditoriums. These requests may be scheduled prior to the schedule set out above with the approval of the ~~D~~irector of ~~C~~ommunity ~~E~~ducation and strategic partnerships or designee.

#### **Rules for Auditoriums**

The following rules must be observed in the use of auditoriums, and the groups, organizations, and individuals will be held responsible for compliance.

1. No food or beverage, except water, is permitted in the auditoriums.
2. Possession and use of alcohol and tobacco are not permitted on district property, except as permitted by policy.
3. Health and food permits, as required by the City of Edina, must be obtained by the user prior to sales or distribution.
4. Only authorized personnel can operate the counterweight fly systems.
5. Only authorized personnel can work in the catwalk.
6. Marley flooring is required for dance performances and is not supplied by ~~Edina Public Schools~~ the district.
7. Only water-based hazers and foggers are permitted for use. **No open flame or pyrotechnics are permitted.**
8. **No confetti, glitter, or loose sequins are permitted on stage or in dressing rooms. Streamers are allowable.**

## **Concert and Production Sound Volume Policy**

~~Edina Public Schools~~ The district requires compliance with the following guidelines for the safety of patrons and performers. These guidelines will apply to all presentations or productions that occur in ~~Edina Public School~~ district Auditoriums, including concerts, dance performances, theatrical productions, and any event using sound reinforcement, amplification, or sound playback.

Volume levels exceeding 85 decibels will not be prolonged but short-lived (less than 15 seconds). Volumes above 100 decibels will not occur, even briefly.

Measurement of the decibel level will be performed by ~~EPS~~ district staff using the NIOSH SLM (National Institute of Occupational Health and Safety - Sound Level Meter) application on a smartphone, positioned at the center of the venue's seating during the rehearsal or sound check time. The user, their sound engineer, or ~~an EPS~~ a district technician will adjust volume levels independently, until the sound level is determined to be compliant with these guidelines. Volume levels are to remain compliant thereafter and throughout the production or performance.

## **Site Supervision**

There will be on-site supervision in auditoriums during all hours of operation. A building supervisor is scheduled by the facility use office and has site responsibilities in the areas of information and assistance, opening and securing space, monitoring use, and other related duties. The supervisor is the on-site contact person for situations that pertain to the facility and the operation of the facility.

In addition to the site supervisor, a district technician must be on site when an auditorium is in use by an external user.

The user will be responsible for covering the expenses related to site supervision and technical personnel.

## **Rental Rates and Fees**

Please refer to Appendix II for the rental fee schedule. Dress rehearsals will be charged the no spectators rate and performances with spectators will be charged the events rate.

Included in an auditorium rental are the following:

- Stage lights
- Sound system
- Two microphones
- One dressing room/changing area
- Use of the respective lobby area

~~Additional dressing room: \$25 per day~~

~~Computer: \$5 per day~~

~~Additional microphone: \$5 each per day~~

~~Projector/Screen: \$5 per day~~

~~Orchestra Shell Setup/Tear Down: \$300~~

## **Space Specifications**

### **Fick Auditorium**

- Ideal venue for **music performances**, dance performances, musical theater, and lectures
- Seating capacity: 690
- Wireless microphones available: 8 handhelds or 8 bodypacks
- Changing areas: 2 dressing rooms and green room
- Intercom system: 8 wired intercoms available
- A/V Capabilities: **P**rojector and screen with inputs on **S**tage **R**ight and **F**ront of **H**ouse



### **Edina Performing Arts Center**

- Ideal venue for [music performances](#), dance performances, musical theater, and lectures
- Seating capacity: 640
- Wireless microphones available: 4 handhelds or [22](#) bodypacks
- Changing areas: 2 dressing rooms and green room
- Intercom system: 8 wired intercoms and 4 wireless intercoms
- A/V Capabilities: [P](#)rojector and screen with inputs on [S](#)tage [R](#)ight, [F](#)ront of [H](#)ouse, and [T](#)ech [B](#)ooth

### **South View Auditorium**

- Ideal venue for music performances, dance performances, musical theater, and lectures
- Seating capacity: 604
- Full stage orchestra shell
- Wireless microphones available: 4 handhelds or 4 bodypacks
- Changing areas: [4-2](#) classrooms
- Intercom system: 8 wired intercoms and 4 wireless intercoms
- A/V Capabilities: Projector and screen with inputs on [S](#)tage [L](#)eft, [T](#)ech [B](#)ooth, and [F](#)ront of [H](#)ouse

### **Valley View Auditorium**

- Ideal venue for small performances and lectures
- Seating capacity: 552
- Wireless microphones available: 2 handhelds
- Changing areas: [4-2](#) classrooms
- A/V Capabilities: [P](#)rojector and screen with inputs on [S](#)tage [R](#)ight and [T](#)ech [B](#)ooth

### **Edina Community Center Auditorium**

- Ideal venue for lectures
- Seating capacity: 500 in bleachers, 125 in chairs
- Wireless microphones available: 4 handhelds or 4 bodypacks
- Changing areas: [4-2](#) classroom
- A/V Capabilities: [P](#)rojector and screen with inputs on [S](#)tage [R](#)ight and [T](#)ech [B](#)ooth

### [Appendix](#)

[E](#)stablished: [06/17/19](#)

[R](#)eviewed: [06/21/21](#)

VIII. Leadership and Committee Updates

IX. Superintendent Updates

X. Adjournment

XI. Information

XI.A. Enrollment Mobility

**Title:** Enrollment Mobility – January 2024

**Type:** Information

**Presenter(s):** Shauna Talley, MARSS – Student Information Coordinator

**Attachment:**

1. Mobility Report (next page)

**Report Section Descriptions and Assumptions:**

- **School Level Enrollment Information**
  - This section is broken up by School / Grade
  - This section counts a student as 1 even if they spent only one day enrolled during the reporting period. When this section is built, the first and last days of the month are used as the reporting period.
- **Enrollment Comparisons**
  - This section compares the enrollment totals of the current reporting period to the month prior and the same period a year prior.
- **Mobility**
  - This section of the report lists the total number of students by grade who have withdrawn and enrolled during the reporting period.
  - This section of the report uses the same reporting period as the other sections of the report.
  - This section of the report is only accurate the day the section is built as notifications of students withdrawing is ongoing throughout the next month.
- **Leaving Student Breakdown**
  - This section of the report displays the reason students withdrew during the reporting period.
  - This section of the report is broken out by the Minnesota Department of Education's approved End Status Codes. These codes are:
    - 03: Transferred to an approved nonpublic school
    - 04: Student moved outside of the district, transferred to another MN District
    - 05: Student moved to another state and enrolled in school; student moved out of the country
    - 20: Student transferred to another district/state but did not move

This section of the report is only accurate the day the section is built as notifications of students withdrawing is ongoing throughout the next month.

# Edina Public Schools Enrollment Summary

## Enrollment as of the end of January, 2024

Elementary Schools	KG	1	2	3	4	5	TOTAL
Concord Elementary School	105	110	126	127	131	131	730
Cornelia Elementary School	89	95	101	104	100	100	589
Countryside Elementary School	115	124	92	95	108	101	635
Creek Valley Elementary School	87	94	101	108	101	104	595
Highlands Elementary School	81	95	97	94	91	89	547
Normandale Elementary School	106	101	125	117	102	97	648
<b>Totals</b>	<b>583</b>	<b>619</b>	<b>642</b>	<b>645</b>	<b>633</b>	<b>622</b>	<b>3744</b>

Secondary Schools	6	7	8	9	10	11	12	TOTAL
South View Middle School	332	338	323	0	0	0	0	993
Valley View Middle School	330	340	325	0	0	0	0	995
Edina High School	0	0	0	677	679	655	653	2664
Edina Virtual Pathway Secondary	0	0	0	14	15	13	33	75
Options at Edina High School	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>662</b>	<b>678</b>	<b>648</b>	<b>691</b>	<b>694</b>	<b>668</b>	<b>686</b>	<b>4727</b>

## Enrollment Comparisons

	February 2023	January 2024	February 2024
K-5	3790	3728	3744
6-8	1973	1976	1988
9-12	2746	2734	2739
<b>Totals K-12</b>	<b>8509</b>	<b>8438</b>	<b>8471</b>

	February 2023	January 2024	February 2024
PS	260	233	238
ECSE	217	223	249

## January Mobility

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Withdrawn Students	3	1	3	0	2	0	3	4	3	3	4	6	1	33
Enrolled Students	6	3	6	1	4	3	8	6	5	5	6	6	2	61
	3	2	3	1	2	1	5	2	2	2	2	0	1	

## Leaver Breakdown

Reason for Withdrawal	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
03: Transferred to a Non-Public School	1	0	0	0	1	0	0	0	1	0	0	0	0	3
04: Moved Outside of the District	0	0	2	0	0	0	1	2	0	0	0	0	0	5
05: Moved Outside of the State	2	1	1	0	0	0	2	0	0	0	0	1	1	8
20: Transferred to Another MN District, did not move	0	0	0	0	1	0	0	2	2	3	4	5	0	17
<b>Total</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>1</b>	

XI.B. Investment Summary - January 2024



**Board Meeting Date:** 2/12/2024

**Title:** Investment Summary – January 2024

**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 January 31, 2024.

**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 – January 2024

**General Operating Funds:**

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
MSDLAF+ Liquid	Money Market	N/A	NOW	2,170,495	5.30%
MSDLAF+ Max	Money Market	N/A	NOW	14,615,639	5.40%
PMA/MN Trust	Money Market	N/A	NOW	7,186,215	5.27%
Term Series Flex	MNTrust Term Series-Flex (VNB), IL	1/31/2024	1/31/2024	5,200,230	5.35%
SDA Account	NexBank, TX	1/31/2024	1/31/2024	2,037,221	5.40%
Certificate of Deposit	ANECA FCU, LA	3/17/2023	3/14/2024	237,650	5.14%
Certificate of Deposit	Pioneer Federal Credit Union, ID	3/17/2023	3/14/2024	238,150	4.94%
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	FLAGLER BANK, FL	3/17/2023	3/14/2024	238,350	4.85%
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	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	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	242,744	4.65%
Certificate of Deposit	MORGAN STANLEY BANK NA, 61690UV56	11/25/2022	5/28/2024	242,744	4.65%
Certificate of Deposit	WELLS FARGO BANK NA, 9497633V6	11/28/2022	5/28/2024	247,723	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	Milledgeville State Bank, IL	3/17/2023	9/12/2024	233,350	4.69%
Certificate of Deposit	Fieldpoint Private Bank & Trust, CT	3/17/2023	9/12/2024	232,650	4.88%
Certificate of Deposit	BOM Bank, LA	11/1/2023	10/31/2024	236,500	5.65%
Certificate of Deposit	EagleBank, VA	11/1/2023	10/31/2024	236,900	5.48%
Certificate of Deposit	State Bank of Texas, TX	11/1/2023	10/31/2024	237,100	5.39%
Certificate of Deposit	R Bank, TX	11/1/2023	10/31/2024	237,000	5.44%
Certificate of Deposit	ALLIANT CREDIT UNION/IL, 01882MAF9	11/8/2023	11/7/2024	249,536	5.65%
Certificate of Deposit	KS STATEBANK / KANSAS STATE BANK OF MANHATTAN, KS	11/18/2022	11/18/2024	226,600	4.58%
Certificate of Deposit	FIRST NATIONAL BANK, ME	11/18/2022	11/18/2024	226,800	4.56%
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	247,814	4.66%
Certificate of Deposit	CITY NATL BK - BEV HILLS, 178180GR0	11/23/2022	11/25/2024	242,961	4.71%
Certificate of Deposit	BMW BANK NORTH AMERICA, 05580AT20	11/25/2022	11/25/2024	242,740	4.66%
Certificate of Deposit	DISCOVER BANK, 2546732A3	11/30/2022	12/2/2024	242,873	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	250,630	5.26%
Certificate of Deposit	CALIFORNIA CREDIT UNION, 130162AY6	8/28/2023	8/28/2025	245,823	5.31%
Certificate of Deposit	Bank of Crockett, TN	11/1/2023	11/3/2025	226,100	5.24%
Certificate of Deposit	Schertz Bank & Trust, TX	11/7/2023	11/10/2025	226,450	5.14%
Certificate of Deposit	BANK OF AMERICA NA, 06051V4R4	11/8/2023	11/10/2025	246,464	5.26%
Certificate of Deposit	FIRST PREMIER BANK, 33610RUW1	11/10/2023	11/10/2025	245,921	5.16%
Certificate of Deposit	First National Bank, AR	11/1/2023	11/2/2026	217,600	4.94%
Certificate of Deposit	NUMERICA CREDIT UNION, 67054NBN2	11/10/2023	11/10/2026	256,555	5.41%
Certificate of Deposit	OPTUM BANK INC, 68405VBK4	11/15/2023	11/16/2026	248,619	4.96%
<b>Total General Operating Funds:</b>				<b>\$ 42,718,647</b>	

**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	3,440	5.27%
PMA/MN Trust	MNTRUST – Term Series-Flex (PenFed LOC)	1/31/2024	1/31/2024	3,216,812	5.35%



**Total 2021A Facilities Maintenance Bonds: \$ 3,220,252**

**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	1,074,724	5.27%
PMA/MN Trust	MNTRUST – Term Series-Flex (PenFed LOC)	1/31/2024	1/31/2024	-	5.35%

**Total 2021B General Obligation School Building Bonds: \$ 1,074,724**

**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	1/31/2024	NOW	467,334	5.27%
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: \$ 3,684,134**

**Total Portfolio Value: \$ 50,697,757**

**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	3,440	5.27%
PMA/MN Trust	MNTRUST – Term Series-Flex (PenFed LOC)	1/31/2024	1/31/2024	3,216,812	5.35%

XI.C. Expenditure Report - January 2024



**Board Meeting Date:** 2/12/2024

**Title:** Expenditure Summary – January 2024

**Type:** Information

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

**Description:** The attached report describes fiscal year-to-date expenditure activity within the District's various funds through January 31, 2024, with budget utilization comparisons to prior years.

**Recommendation:** There is no recommended action.

**Desired Outcomes from the Board:** This information is provided for the benefit of the School Board and its stakeholders.

**Attachments:**

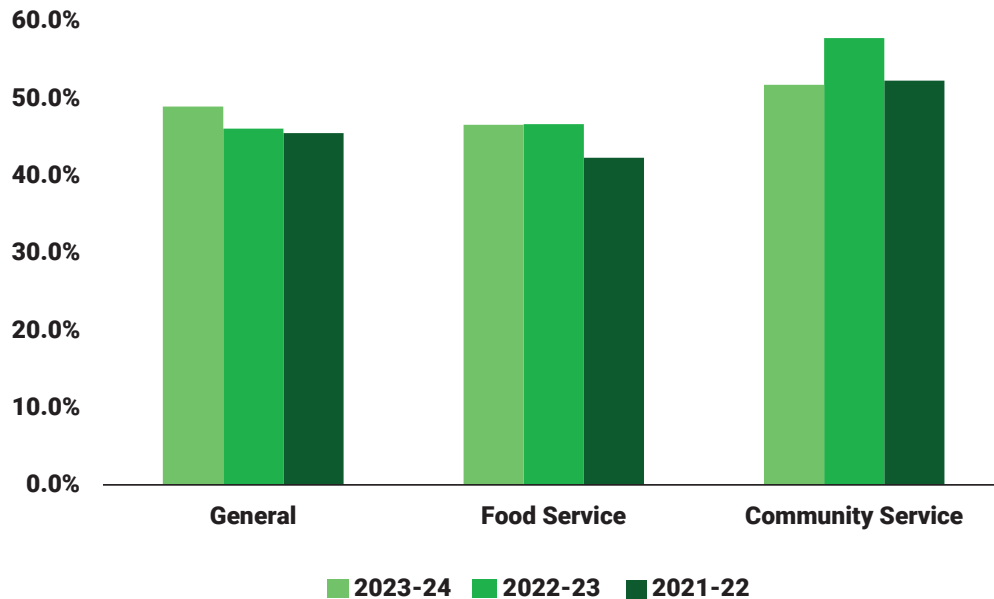
1. Expenditure Summary – January 2024

# Expenditure Summary

FOR THE MONTH ENDED JANUARY 31, 2024

Fund	Fiscal Year-to-Date 2023-24		Fiscal Year-to-Date % of Budget		
	Budget	Actuals	2023-24	2022-23	2021-22
<b>General Fund</b>					
Salaries	\$ 87,982,793	\$ 42,319,468	48.1%	45.5%	44.3%
Benefits	29,450,663	12,935,420	43.9%	43.9%	46.5%
Purchased Services	8,863,473	6,135,217	69.2%	63.1%	53.7%
Supplies & Materials	3,527,529	2,291,509	65.0%	43.2%	48.6%
Other Expenditures	507,439	106,880	21.1%	12.0%	21.2%
Other Financing Uses	-	-	-	-	-
<b>Total General Fund Expenditures</b>	<b>\$ 130,331,897</b>	<b>\$ 63,788,495</b>	<b>48.9%</b>	<b>46.1%</b>	<b>45.5%</b>
Food Service	3,749,153	1,746,913	46.6%	46.7%	42.3%
Community Service	11,892,848	6,154,910	51.8%	57.8%	52.3%
Debt Service	14,587,840	14,614,410	100.2%	100.0%	99.5%
Capital	36,172,310	19,428,395	53.7%	46.2%	29.7%
Internal Service	870,900	543,758	62.4%	58.2%	54.5%
<b>Total Expenditures All Funds</b>	<b>\$ 197,604,948</b>	<b>\$ 106,276,881</b>	<b>53.8%</b>	<b>51.1%</b>	<b>47.8%</b>

**Percent Comparison**  
Year-To-Date to Total Budget



**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

3 - The variance between actual year-to-date salaries and the budget is due to newly ratified collective bargaining agreements. The variance will be addressed by a forthcoming budget revision.

XI.D. Extended Travel Purpose Alignment with  
Strategic Plan



**Board Meeting Date:** 2/12/2024

**Title:** Extended Travel Purpose Alignment with Strategic Plan

**Type:** Information

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; and Jenn Carter, Edina High School Assistant Principal

**Description:** In order to ensure tight alignment to the current Edina Public Schools Mission, Vision, and Strategic Plan the School Board has asked to review Extended Travel Experiences being offered to Edina students, specifically in regards to equitable access for each and every. Per [Travel Policy 538](#) Extended Travel is defined as “travel that involves one or more overnight stops.”

Following the Board Workshop Discussion on 1/8/2024 and a Teaching and Learning Board Committee discussion on 1/9/2024, the Teaching and Learning Department recommends maintaining the current extended travel experiences in Edina Public Schools. This recommendation means approving the current international travel proposals and supporting the current national and regional travel proposals for 2024 through 2026. In addition, the Teaching and Learning Department recommends conducting an in depth study of the extended travel experiences, specifically engaging in a root-cause analysis to understand the access and opportunity gaps in experience for some Edina students. Following the root-cause analysis a thorough plan to respond to the information will be completed and implemented. This will be a collaborative effort with representation from all Edina stakeholder groups. Finally, the Teaching and Learning Department recommends continuing to ensure tight alignment with the Edina Vision and Mission, 2020-2030 Strategic Plan, the Portrait of a Well-Rounded Edina Graduate, and travel Policy 538.

**Recommendation:** N/A

**Desired Outcomes from the Board:** This information is provided for the benefit of the Board of Education and its stakeholders.

**Attachments:**

[Extended Travel Purpose Alignment with Strategic Plan Board Report](#)

[Travel Policy 538](#)

**Appendixes:**

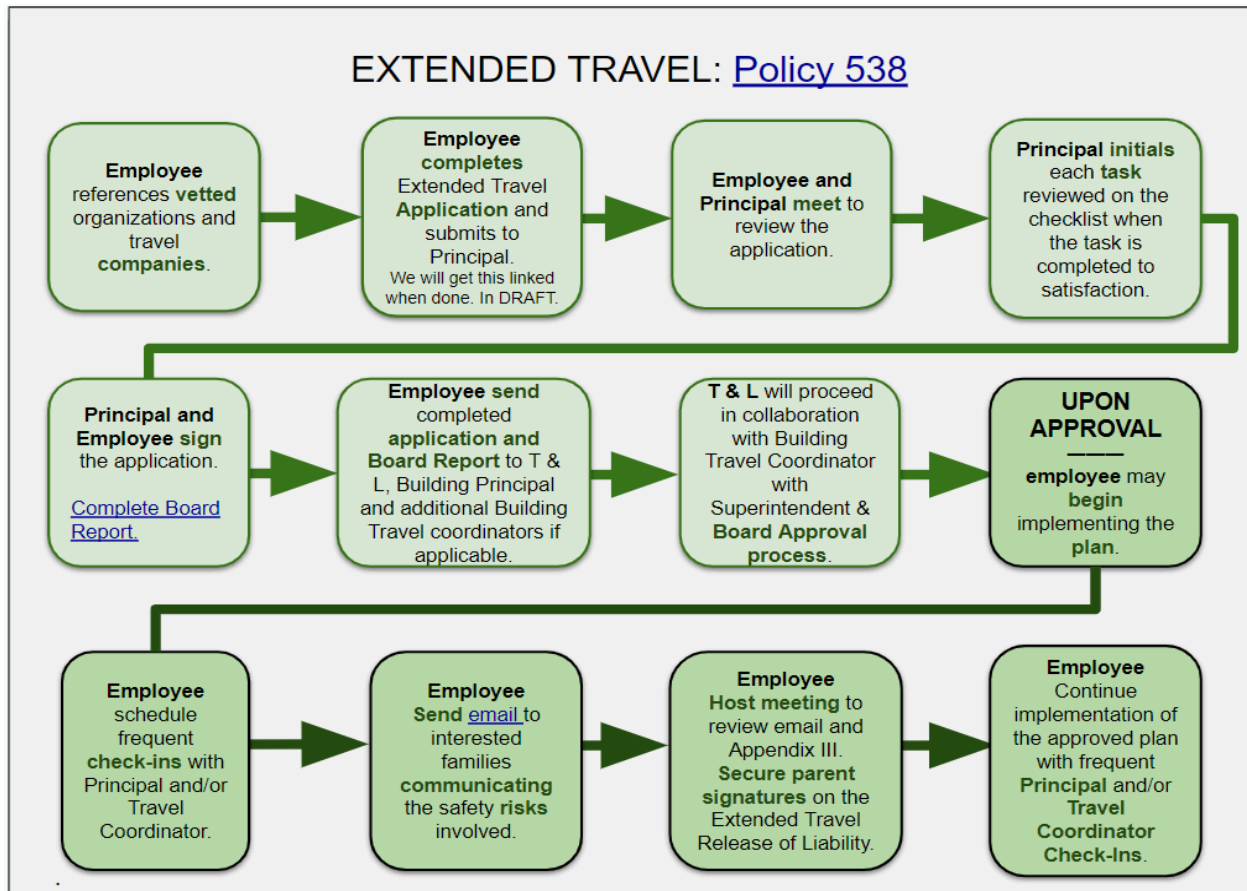
Appendix A: All Extended Travel Flow Map

Appendix B: Extended Field Trip and Travel Application

Appendix C: Portrait of a Well-Rounded Edina Graduate

Appendix D: The Cultural Proficiency Framework

Appendix A: [All Extended Travel Flow Map](#)



## Appendix B: [Extended Field Trip and Travel Application](#)

<b>Extended Field Trip and Travel Application</b>			
Preliminary Approval			
Request time before a trip: 4 months-Extended Regional / 6 months-Extended National / 18 months-International Student Travel <a href="#">Policy 538</a>			
Group Extended Field Trip Coordinator: _____			
GROUP	School	Group/Class	Estimated # of Students
	Estimated # of Students Grade		# of School Personnel
	Elem	MS	9    10    11    12
DESTINATION	Destination		Miles Round Trip
	Address		
Mode of Transportation			
GOAL	Educational Goal or Objective: alignment with competencies / standards		
LODGING/ MEALS	Lodging and Meal Arrangements		
TIME	Dates of Trip	Days Absent: when school is in session	Days Absent: Non-school days/ vacation time
	____ / ____ / ____ thru ____ / ____ / ____	_____ _____	_____ _____
COST	Estimated Cost Per Student		Source of Funding:
	\$ _____		<input type="checkbox"/> Student <input type="checkbox"/> District <input type="checkbox"/> Fundraise

<b>Extended Field Trip and Travel Application</b>	
Preliminary Approval	
<input checked="" type="checkbox"/>	<b>CHECKLIST FOR PLANNING AN EXTENDED FIELD TRIP</b> Meet with your Principal and go through each task on the check list. Principal should initial each task, when approved.
<input type="checkbox"/>	Consult <a href="#">Policy 538</a> for detailed guidelines for field trips/travel. ____ Initial
<input type="checkbox"/>	Ensure the <b>safety level</b> for all locations included in the travel are at a <b>1 or 2</b> . This includes travel through a location. There will be no travel approved that involves any location on the itinerary at a level 3 or above. ____ Initial
<input type="checkbox"/>	Include detailed <b>plan for safety</b> . What are you considering? How will you be proactive? ____ Initial
<input type="checkbox"/>	Review school policies pertaining to student conduct. ____ Initial
<input type="checkbox"/>	Plan to give a list of names and phone numbers of traveling student and their families/volunteer adults to the principal as a component of the <b>safety plan</b> . ____ Initial
<input type="checkbox"/>	Have chaperones confirmed and fully committed. ____ Initial
<input type="checkbox"/>	International Travel: secure administrator participants. ____ Initial
<input type="checkbox"/>	Confirm with travel company if it is possible that other groups are scheduled or may join your group. Include this knowledge in <b>safety plan</b> . ____ Initial
<input type="checkbox"/>	Ensure parent communication before/during/after trip. Include <b>pre communication email</b> aligned to <a href="#">Policy 538</a> . ____ Initial
<input type="checkbox"/>	Ensure an insurance option will be available to families. ____ Initial
<input type="checkbox"/>	Include provision for fundraising plan and attach. ____ Initial
<input type="checkbox"/>	Ensure that reasonable accommodations are made for students with disabilities. ____ Initial
<input type="checkbox"/>	Submit a request for transportation form, if needed, three weeks prior to the trip. ____ Initial
<input type="checkbox"/>	Submit preliminary application at least <b>four</b> months before local/regional trip, <b>six</b> months before national trip, and <b>eighteen</b> months before international trip. ____ Initial
SIGNATURES	Signatures required
	<b>Staff Submitting Form</b> _____ <i>I acknowledge the above has been reviewed by the Principal and I am responsible to implement</i>
	<b>Principal</b> _____ <i>I acknowledge the above has been reviewed with the staff organizing the trip and approve</i>
	<b>Superintendent</b> _____ <i>Required Superintendent signature: International only</i>
Copies sent to: <b>Jody De St. Hubert</b> , Director of T & L, at the District Office. <b>Jenn Carter</b> , HS Asst. Principal, Extended Travel Facilitator <b>Principal</b> in your building	
Established 7/18/2010 Revised: 11/8/2021	Form: 538-12      Student Travel Policy 538



## Appendix C: Portrait of a Well Rounded Edina Graduate



### Portrait of a Well-Rounded Edina Graduate



#### ACADEMICALLY PREPARED

- Demonstrates foundational academic knowledge in Reading, English Language Arts, Mathematics, Social Studies, Science, Technology, Engineering, and the Arts.
- Masters and applies standards aligned to challenging and rich curricula.
- Identifies, understands, and solves complex issues.

#### GLOBALLY COMPETENT INDIVIDUAL

- Possesses a diverse and informed world perspective, including understandings of world geography, history, economics, social issues, cultures, political structures and environmental conditions.
- Engages in multiple opportunities to broaden language knowledge and application.
- Embraces the individual and cultural dignity of all people and actively seeks multicultural interactions.

#### RESPONSIBLE AND ENGAGED CITIZEN

- Demonstrates a high level of integrity and ethical action.
- Applies knowledge and education for the good of the community.
- Demonstrates empathy, compassion and open-mindedness.
- Accepts responsibility for personal choices and actions, including impact on others and learns from mistakes.
- Applies the social-emotional skills of self-awareness and self-management to lead a healthy and well-balanced life.

#### EFFECTIVE COMMUNICATOR AND COLLABORATOR

- Communicates effectively as a listener, speaker, writer, and responder through appropriate and timely communication platforms (digital, print, video, and social media).
- Possesses strong social and interpersonal skills, including verbal, nonverbal, and conflict resolution.
- Works effectively with others in academic and social settings, both as a leader and a contributor.

#### INNOVATIVE THINKER AND PROBLEM SOLVER

- Thinks and produces creatively, both collaboratively and independently.
- Demonstrates intellectual curiosity.
- Critically analyzes and evaluates information sources.
- Adapts to changing demands.

#### MOTIVATED LIFE-LONG LEARNER

- Understands personal interests and passions, while valuing continuous learning and seeking opportunities for growth.
- Understands own needs as a learner and advocates appropriately.
- Persists when faced with challenge or adversity.
- Actively researches opportunities, sets personal learning goals, makes choices that support long-term aspirations and successful transitions.

**Appendix D: The Culturally Proficiency Framework**

**THE CULTURAL PROFICIENCY FRAMEWORK**

Cultural proficiency is the policies and practices in an organization or the values and behavior of an individual, that enable the person or institution to engage effectively with people and groups who are different from them. Cultural Proficiency is an inside-out approach that influences how people relate to their colleagues, clients and community. Cultural Proficiency is a lens for examining one’s work and one’s relationships. The four tools of cultural proficiency are the **Elements**, the **Continuum**, the **Barriers** and the **Principles**.

THE ESSENTIAL ELEMENTS - Standards for Planning, Analyzing, Assessing, Diagnosing & Evaluating
<p><b>Assess Cultural Knowledge:</b> Develop an understanding of the culture (beliefs, practices, traditions, values, assumptions) of a system or program/department within a system.</p> <p><b>Value Diversity:</b> Develop an appreciation for the differences among and between groups</p> <p><b>Manage the dynamics of Difference:</b> Learn to respond appropriately and effectively to the issues that arise in a diverse environment</p> <p><b>Adapt to Diversity:</b> Expand, modify and/or adopt new policies and practices that support diversity, inclusion and belonging.</p> <p><b>Institutionalize Cultural Knowledge:</b> Monitor system updates to ensure the modifications are deeply embedded into the working systems of the organization, department, and/or program.</p>

CULTURAL PROFICIENCY CONTINUUM
--------------------------------

Unhealthy Organizational Practices that Foster Intolerance & Exclusion			Healthy Organizational Practices that foster Transformation & Belonging		
DESTRUCTION	INCAPACITY	IGNORANCE	PRE COMPETENCE	COMPETENCE	PROFICIENCY
<i>Eliminate difference</i>	<i>Demean differences</i>	<i>Dismiss differences</i>	<i>Respond inadequately to the dynamics of difference</i>	<i>Engage with differences using the essential elements as stands</i>	<i>Esteem and learn from differences as a lifelong practice</i>

<p><b>BARRIERS</b> to overcome to ensure each and every student has an opportunity to participate in extended travel experiences</p>	<p>Proactive Behaviors, Shaped by the <b>PRINCIPLES</b></p>
<ul style="list-style-type: none"> <li>● Unawareness of the need to adapt</li> <li>● Resistance to change</li> <li>● Systems of the oppression and privilege</li> <li>● A sense of entitlement</li> </ul>	<ul style="list-style-type: none"> <li>● Culture is a predominant force</li> <li>● People are served in varying degrees by the dominant culture</li> <li>● There is diversity within and between cultures</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>● Every group has unique culturally-defined needs</li><li>● People have personal identities and group identities</li><li>● Marginalized populations have to be at least bicultural</li><li>● Families, as defined by culture, are the primary systems of support</li><li>● The diverse thought patterns of cultural groups influence how problems are defined and solved</li><li>● The absence of cultural competence anywhere is a threat to competent services everywhere</li></ul> |
|--|---|

From: Nuri-Robins, Lindsey, Lindsey, and Terrell. **Culturally Proficient Instruction** Corwin 2012

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

XI.E. Camp St. Croix, Hudson, WI - Extended  
Regional Travel - Countryside Elementary  
Continuous Progress Grades 1-5



**Board Meeting Date:** 02/12/24

**Title:** Camp St. Croix, Hudson, WI - Extended Regional Travel - Countryside Elementary's Continuous Progress Grades 1-5

**Type:** Information

**Presenters:** Jody Desthubert, Director of Teaching and Learning

**Background:** In accordance with Policy 538, the following student travel experience for Countryside students for three days in May of 2024 has received support from the school's administration. Participating students will miss three school days for this travel experience.

This travel experience is coordinated by YMCA Camp St. Croix, an organization that designs outdoor learning experiences. We believe that when students are given this type of opportunity 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.

**Summary of the Travel Experience:** [Itinerary for Camp St. Croix - May 1-3, 2024](#)

**Overview of Standards that will be taught on the Travel Experience:** As a conclusion and celebration of lessons and activities throughout the school year, Social Emotional skills will be integrated and celebrated throughout the camp experience. Content standards in connection with Science (ie. Ecology) and Social Studies (ie. Native American use of knowledge of land and resources) will be reinforced through outdoor interactive learning.

**Cost:** The cost per child will be approximately \$140 for room, board and program with \$10 allotted for transportation. A fund is available for people needing assistance. [Sample Permission Slip with Fees and Scholarship Options](#)

**Transportation:** Bus service will be arranged in coordination with Edina Public Schools transportation department. Chaperones will drive their cars transporting student luggage.

**Accommodations:** Lodging and meal arrangements - includes accommodations made for students with dietary restrictions and food allergies: Students and chaperones will stay in the YMCA Camp St. Croix cabins. Teachers will stay in a cabin central to the location of all student cabins. Meals with dietary accommodations will be prepared and served by YMCA Camp St. Croix staff.

**Supervision:** Mr. Nathan Monseth is the Lead Camp St. Croix Teacher. Additional supervision includes licensed Countryside staff and parent chaperones.

**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. [Extended Field Trip and Travel Application Form - Camp St. Croix](#)
2. [Extended Travel for School Board Approval](#)
3. [Board Approval Documentation](#)
4. [Plan for Trip and Camp Safety](#)