

## **Work Session**

Tuesday, August 20, 2024 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

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

**II. Approval of Agenda**



**School Board Work Session**  
**Tuesday, August 20, 2024; 5:00 PM**  
**ECC Room 350**

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

**II. Approval of Agenda**

**III. Discussion**

A. 2024-2025 School Board Priorities (Draft)

**Description:** Draft of the 2024-25 school board priorities developed based on Board discussion. The priorities work to encapsulate areas of focus identified in a recent Board retreat.

**Presenter(s):** Governance

B. To-and-From School Transportation Fees

**Description:** As part of the fiscal year 2025 budget development process, the District administration was advised to consider the impact of increasing its fee for school transportation program. State law mandates that school districts offer free transportation to students living over 2 miles from school. Currently, the District exceeds this requirement by providing free transport to elementary students living 0.7 miles or more away and secondary students living over 1 mile away.

**Presenter(s):** Dr. Stacie Stanley, Superintendent; and Mert Woodard, Director of Finance and Operations

C. Graduation Requirements

**Description:** Over the last two years a change in and an addition to legislation for students who begin grade 9 in the 2024-2025 school year have impacted course offerings and graduation requirements in the state of Minnesota. The change is in the area of Social Studies and the addition is in Personal Finance. The combination of the change and the addition, impacts what is required for graduation credits under Minnesota Statutes 2022, section 120B.024. This prompted the need for a review and possible change to the current Edina Graduation Requirements and Policy 613. In the Spring of 2024, Policy 613 was updated to reflect the changes in the area of Social Studies that were approved by the school board on January 8, 2024. Legislative law now requires EPS to update Policy 613 to ensure the requirement for Personal Finance is included.

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; Paul Paetzel, Edina High School Principal; and Jenny Johnson, Edina High School Assistant Principal

**IV. Leadership and Committee Updates**

**V. Superintendent Updates**

**VI. Adjournment**

### III. Discussion

III.A. 2024-2025 School Board Priorities (Draft)



**Work Session Meeting Date:** August 20, 2024

**Title:** 2024-2025 School Board Priorities (Draft)

**Type:** Discussion

**Presenter(s):** Governance

**Description:** The following is a draft of the 2024-25 school board priorities developed based on Board discussion. The priorities work to encapsulate areas of focus identified in a recent Board retreat.

**Recommendation:** Discussion only.

**Desired Outcome(s) from the Board:** Please review the Board priorities draft and prepare any questions or feedback. Does the document capture the Board priorities that are important for the 2024-25 school year and provide clear and meaningful next steps for action?

**Attachment(s):**

2024-25 School Board Priorities Draft 2

# 2024-2025 Board Priorities:Draft

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## Mission

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

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

## Vision

For each and every student to discover their possibilities and thrive.

## Core Values

We are guided by our Core Values: Integrity, Compassion, Courage, Commitment, Appreciation and Responsibility

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## **Board Priority 1: Governance**

As the entity legally charged with governing our school district, the school board is responsible to our community for governing efficiently and leading effectively to provide for equitable education, resulting in high student achievement.

This includes setting clear, strategic goals aligned with the district's mission, overseeing the implementation of policies, ensuring that resources are allocated effectively to support teaching and learning, and advocating for students at the legislative level. The board must prioritize equity and inclusivity, creating an environment where every student has access to the opportunities and support they need to thrive. Additionally, the board is responsible for fostering transparency and accountability, engaging with the community, and maintaining a collaborative relationship with the district's leadership and staff. By focusing on these priorities, the school board plays a critical role in advancing academic excellence and promoting the overall well-being and readiness of students for their next life phase. In order to accomplish these things, the Board will hold themselves, the superintendent, and staff accountable for improved outcomes, prioritize their efforts and energy on the 2020-2030 Strategic Plan focus areas and regularly monitor performance trends as identified in the district's data metrics plan.

## **Board Priority 2: Internal Board Operations and Development**

The school board will undertake several key action items to strengthen its governance practices and enhance its effectiveness. By focusing on these internal development initiatives, the board will be better equipped to make informed decisions, set strategic priorities, and effectively advocate for the needs of the students and the community we serve.

The below chart outlines the goals and action items for the 2024-2025 school year.

<b>Board Goal</b>	<b>Lead</b>	<b>Measurable Impact</b>	<b>Action Items</b>
Establish and seek out development opportunities to provide board members with the skills and experience needed to take on key responsibilities, such as chairing committees and serving in board leadership roles.	Suggestion: Governance committee or an ad hoc committee	By focusing on leadership skill-building, the board will cultivate a team of well-prepared leaders who can effectively guide the district and ensure continuity of leadership within the board.	To be determined by lead/team.
Engage Minnesota School Board Association in facilitating a board self-evaluation exercise during the 2024-2025 school year.	Vice Chair and retreat planners	The board self-evaluation and strategic guidance from MSBA resources helps the board further explore strengths and areas of growth.	<ul style="list-style-type: none"> <li>• Determine best time to have self-evaluation</li> <li>• Contact MSBA to learn more about process</li> </ul>
Continue to use and refine the established superintendent	Governance committee	By maintaining a rigorous and transparent evaluation process, the board will	<ul style="list-style-type: none"> <li>• Follow-up meeting(s) to determine</li> </ul>

<p>evaluation process throughout the 2024-25 school year to ensure it remains aligned with the district's strategic goals and reflects best practices in performance assessment.</p>		<p>support the superintendent's professional growth and ensure accountability in achieving the district's vision and goals.</p>	<p>improvements over current process</p> <ul style="list-style-type: none"> <li>• Bring any recommendations or change in process to entire board</li> </ul>
<p>Review board liaison structure at December work session and in the summer of 2025 to ensure it effectively meets the needs of both stakeholders and the board.</p>	<p>Elliot Mann/Jen Huwe/Erica Allenburg</p>	<p>Stakeholder voice is an important tenet of the Edina School Board's governance work. In order to ensure all stakeholders have the opportunity to participate, the Board seeks out and promotes multiple pathways for active listening, learning and understanding stakeholder input for better governance decision-making.</p>	<ul style="list-style-type: none"> <li>• Jen to work with Frannie to identify events board members can attend</li> <li>• Elliot to bring recommendations on student voice to board at December work session</li> </ul>
<p>Continue to participate in regular cultural proficiency training to ensure that board practices and decisions align with current best practices in equity and inclusion. Identify action items the board can engage in to put culturally responsive best practices into action.</p>	<p>Jen Huwe/Board</p>	<p>CPSS is vital work to ensure all of our students are able to have academic success and a sense of belonging. This work starts at the governance level.</p>	<ul style="list-style-type: none"> <li>• Jen to work with Frannie to identify events board members can attend</li> <li>• Board to seek guidance from Frannie and have discussion about American Indian Parent Advisory Council recommendations.</li> </ul>

III.B. To-and-From School Transportation Fees



**Board Meeting Date:** 8/20/2024

**Title:** To-and-From School Transportation Fees

**Type:** Discussion

**Presenter(s):** Dr. Stacie Stanley, Superintendent; and Mert Woodard, Director, Finance & Operations

**Description:** As part of the fiscal year 2025 budget development process, the District administration was advised to consider the impact of assessing fees for to-and-from school transportation that is currently free of charge.

State law mandates that school districts offer free transportation to students living over 2 miles from school. Currently, the District exceeds this requirement by providing free transport to elementary students living 0.7 miles or more away and secondary students living over 1 mile away.

The following is the expected number of students receiving free transportation under District policy who would not qualify if the District adhered strictly to state statute *and* do not qualify for educational benefits:

<u>School</u>	<u>No. of Students Routed Within 0.7-2.0 or 1.0-2.0 Miles</u>	<u>Prior-Year Ridership</u>	<u>Adjusted Ridership</u>
Edina High School	392	0.38	149
South View Middle School	253	0.73	185
Valley View Middle School	264	0.72	190
Concord Elementary School	327	0.67	219
Cornelia Elementary	205	0.78	160
Countryside Elementary School	284	0.96	273
Highlands Elementary School	136	0.75	102
Creek Valley Elementary School	246	0.78	192
Normandale Elementary School	335	0.64	214
<b>Total</b>	<b>2,442</b>		<b>1,684</b>

Current Pay-For-Ride Fees per Policy 713 (Appendix I):

<u>Grade Level</u>	<u>Distance From School</u>	<u>Yearly Fee Per Student</u>
Elementary (K-5)	<0.7 miles	\$350.00
Secondary (6-12)	<1.0 miles	\$350.00

\*cap of \$525 per year per family

A survey has been sent to the families of students that would not qualify for no charge transportation were the District to adjust its policy to align with state statute. It is important to note that per state statute, if a district elects to charge for to-and-from school transportation, it must also ensure that no student is denied access to transportation due to an inability to pay. Those families have also been removed from the survey list. The heat map below represents the data from 856 respondents. The survey closes on August 23<sup>rd</sup>. A report on the full results of the survey will be shared with the School Board in September.

I would continue to use EPS transportation and pay \$350.00 per student with a maximum of \$525.00 per family.

	Yes	No	Total
I have students at the following grade levels (select all that apply): Elementary	47.1% (311)	52.9% (349)	
Middle School	49.2% (181)	50.8% (187)	
High School	38.7% (79)	61.3% (125)	
Total	46.3% (571)	53.7% (661)	

**Recommendation:** There is no recommended action.

**Desired Outcomes from the Board:** Discuss the District’s current policy and fees regarding to-and-from school transportation and the possibility of adjusting the “no charge” zone.

**Attachments:**

Policy 713 (specifically see Appendix I)

## Non-Instructional Operations and Business Services

### Student Transportation

#### I. Purpose

This policy addresses the school district's obligations to its students, nonpublic students, and the provision of extra-curricular transportation. It also provides guidance to students and their families regarding their obligations as safe riders of school transportation.

#### II. General Statement of Policy

- A. The school district will provide for the transportation of students in a manner that protects their health, welfare, and safety.
- B. The district recognizes that transportation is an essential part of the district services to eligible students and families while also recognizing that transportation is a privilege and not a right for these eligible students.
- C. The district recognizes the rights of nonpublic school students regarding transportation services and provides equal transportation as required by law.
- D. The district will determine whether to provide transportation to students, spectators, or participants for extra-curricular activities.

#### III. Student School Bus Safety Training and Active Transportation Safety Training

##### A. Student Training

- 1. The school district provides students with age-appropriate school bus safety training and active transportation training of the following concepts:
  - a. Transportation by school bus is a privilege, not a right;
  - b. District policies for student conduct and school bus safety;
  - c. Appropriate conduct while on the bus;
  - d. Danger zones surrounding a school bus;
  - e. Procedures for safely boarding and leaving a school bus;
  - f. Procedures for safe vehicle lane crossing;
  - g. School bus evacuation and other emergency procedures;
  - h. Pedestrian training, including crossing roads safely; and
  - i. Bicycle safety, including traffic laws and use protective equipment and safe biking techniques.

2. Students in kindergarten through grade 6 who are (1) transported by school bus and (2) enrolled during the first or second week of school will receive the school bus safety training by the end of the third week of school.
3. Students in grades 7 through 10 who have not previously received school bus training and are (1) transported by school bus and (2) enrolled during the first or second week of school will receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school.
4. Students in kindergarten through grade 10 who (1) enroll in the district after the second week of school; (2) are transported by school bus, and (3) have not received training in their previous school district will undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.
5. Students in kindergarten through grade 3 will receive school bus safety training two times during the school year.
6. The district will conduct a school bus evacuation drill for all student riders at least once during the school year.

#### B. Parent and Guardian Responsibilities

1. Review the district's student bus rider responsibilities (Appendix II) with your child(ren);
2. Support safe bus riding and walking practices;
3. Recognize students are responsible for their actions;
3. Communicate safety concerns to building administrators;
4. Monitor bus stops, when possible;
5. Have your child(ren) to the bus stop five minutes before the bus arrives;
6. Have your child(ren) properly dressed for the weather; and
7. Have a plan in case the bus is late.

#### C. Student Conduct on Buses and Consequences for Misbehavior

1. Riding the school bus is a privilege, not a right.
2. The district's student behavior policies, guidelines, and rules are in effect for all students on school buses, including nonpublic school students.
3. Consequences for school bus or bus stop misbehavior will be imposed by the district in accordance with the discipline guidelines developed by the district.

4. Consequences for misbehavior may include suspension of bus privileges.

#### D. Procedures for Reporting Student Misbehavior

1. Parents/guardians or student should report concerns regarding student misbehavior to the building principal or the district transportation supervisor. The bus driver will report student misbehavior to the district's transportation office.
2. The district's transportation office will report the student misbehavior to the appropriate building administrator.
3. Misbehavior may be reported to local law enforcement in accordance with the district's discipline guidelines and as required by state and federal law.
4. Records of school bus or bus stop misbehavior will be forwarded to the individual school building and will be retained in the same manner as other student discipline records.

- E. Bus drivers perform post-trip inspections to check for any children or items left behind.

#### IV. Emergency Procedures

- A. When possible, a bus driver or their supervisor will call "911" or the local emergency phone number in the event of a serious emergency.
- B. A bus driver's main responsibility is the safety and well-being of their students. See also Appendix IV.
- C. A bus driver will adhere to the standards set forth in the *Minnesota School Bus Driver's Handbook: A Guide to Safe School Bus Transportation in Minnesota* and transportation department policies regarding emergency situations.
- D. All bus drivers will be trained in basic first-aid procedures.
- E. Bus drivers assigned to routes serving students with disabilities are trained on the proper methods for assisting students with a disability including, but not limited to, assisting disabled students on and off the bus when necessary for their safe ingress and egress from the bus and ensuring that protective safety devices are in use and fastened properly.
- F. Emergency health information is maintained on the school bus for students requiring special transportation services because of their disability. The information includes:
1. Student's name and address;

2. Nature of the student's disabilities;
3. Emergency health care information; and
4. Names and telephone numbers of the student's physician, parents, or guardians.

#### V. Provision of Transportation

- A. The school district will provide transportation to students in accordance with state and federal laws. When transportation is provided, the scheduling of routes, location of bus stops, the manner and method of transportation, control, and discipline of the transported students, if fees are assessed, and all other transportation-related matters are in the sole discretion, control, and management of the district. (See Appendix I.)
- B. Upon the request of a parent or guardian, the district will provide transportation to and from school for all resident students living in a transportation zone as noted in the district's Transportation Routes and Services (Appendix I), except for those students whose transportation privileges have been suspended.
- C. The parent or guardian may designate a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
- D. Only students assigned to the school bus by the district are transported by the district. The number of students or other authorized passengers transported in a school bus will not be more than the legal capacity for the bus.
- E. Upon the request of a parent or guardian and depending on bus capacity, the district will provide transportation to a non-resident student within the district borders at the same level of services as the district provides to its resident students.
- F. The district will reasonably accommodate the transportation needs of a student with a disability in accordance with applicable state and federal laws.
- G. The district will provide homeless students with transportation services in accordance with applicable state and federal laws.
- H. The district may charge fees for transportation of students to and from school when authorized by state law. If the district charges fees for transportation, the district will develop guidelines to ensure no student is denied transportation due to inability to pay.
- I. The district may charge reasonable fees for transportation to and from

postsecondary institutions for students enrolled under the postsecondary enrollment options program.

## VI. Nonpublic School Students

- A. The school district will provide equal transportation within the school district for all students to any school when the district deems transportation is necessary because of distance or traffic conditions and as provided in state law.
- B. The district will transport a district-resident, nonpublic-school student to the district boundary where the distance from the nonpublic school student's residence to the district boundary is the same or less than the distance the district transports its students within the district.
- C. When transportation is provided; the scheduling of routes, the manner and method of transportation, control and discipline of the transported students, and all other transportation-related matters are in the sole discretion, control, and management of the district.

## VII. Extra-Curricular Transportation

### A. Arrangement of Transportation

School district administration determines whether to provide transportation for only district-sponsored extra-curricular activities. This determination includes:

- 1. The decision to provide transportation;
  - 2. The type, method, and manner of transportation;
  - 3. The scheduling and coordination of transportation;
  - 4. All other transportation arrangements and decisions; and
  - 5. Informing employees involved with extra-curricular activities of the arrangements and decisions.
- B. The district may charge fees for transportation of students to and from extra-curricular activities conducted at locations other than school when attendance is optional.
  - C. An employee, who is not an administrator, will not arrange, schedule, or coordinate transportation for extra-curricular activities, unless specifically directed to and approved by an administrator.
  - D. If the district makes no arrangements for extra-curricular transportation, participating students must arrange for their own transportation.

## VIII. Employee Use of Personal Vehicles

- A. An employee must not use a personal vehicle to transport a student, however, an employee may make appropriate transportation arrangements when emergency situations arise. If an emergency situation arises, the relevant facts and circumstances must be reported to school district administration as soon as possible.
- B. Any personal vehicle used to transport students must be properly registered and insured.

## IX. Operating Rules and Procedures

- A. School buses are operated in accordance with state and federal laws, procedures contained in the *Minnesota School Bus Driver's Handbook: A Guide to Safe School Bus Transportation in Minnesota*, and transportation department policies.
- B. Diesel Exhaust Fumes
  - 1. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
  - 2. To the extent practical, the school district will designate school bus loading and unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
- C. Use of Cell Phones or Other Mobile Devices
  - 1. An employee may not operate a district vehicle while using a cellular phone or other mobile device when the vehicle is in motion or students are located on the vehicle, except in the event of a serious emergency.
  - 2. In the event of a serious emergency, the employee must stop the vehicle to operate the cellular phone or other mobile device, unless the serious emergency prevents stopping the vehicle.

## X. Qualified Driver of Type III Vehicle (see also Appendix V)

- 1. A qualified driver of a Type III vehicle must be an employee or agent of the school district who possesses a Class A, B, C, or D license. If the driver does not have a school bus endorsement, the driver must:
  - a. Be an employee or contracted agent of the district;
  - b. Complete annual training and certification; and
  - c. Have a background check that satisfies state requirements.

2. If the qualified driver is not employed by the district solely for providing transportation services to students, the employee is exempt from the following requirements of other district vehicle drivers:
  - a. Physical examination; and
  - b. Pre-employment drug and alcohol testing.

#### XI. Vehicle Inspection and Maintenance

- A. School district vehicles will be maintained in safe operating condition through a systematic, preventive maintenance and inspection program.
- B. All district vehicles are inspected in accordance with state and federal laws.
- C. A copy of the current daily pre-trip inspection report is carried on the bus by the bus driver. Daily pre-trip inspections are maintained in accordance with the district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Bus drivers perform daily post-trip inspections to check for vandalism.

#### XII. Bus Driver Duties and Responsibilities

- A. All school district bus drivers receive departmental training and must demonstrate the skills and knowledge to transport students in a safe and legal manner. Bus drivers have the following duties and responsibilities:
  1. Safely operate the school bus;
  2. Understand student behavior, including issues related to students with disabilities;
  3. Ensure orderly conduct of students of the bus and handle incidents of misconduct appropriately;
  4. Know and understand relevant laws, rules of the road, and district policies;
  5. Handle emergency situations;
  6. Safely load and unload students; and
  7. Perform required inspections.

#### XIII. Transportation Supervisor Duties and Responsibilities

The transportation supervisor coordinates school district transportation and has the day-to-day responsibility for student safety. The transportation supervisor duties

include, but are not limited to:

- A. Implementing district transportation policies, appendices, and procedures;
- B. Ensuring district policy and appendices conform with state and federal law;
- C. Reviewing the bus safety training program of each school site to determine that the programs comply with district policy and state law;
- D. Communicating student misbehavior to building administrators;
- E. Reporting misbehavior occurring on the bus or near loading/unloading areas and causing an immediate and substantial danger to the student or surrounding persons or property to local law enforcement;
- F. Certifying, as required by law, that each bus driver employed by the district has received the required training and that each bus driver has been evaluated and meets the required bus driver training competencies; and
- G. Determine that district school buses meet the standards and equipment requirements of state law.

Any questions regarding student transportation or this policy may be addressed to the district's transportation supervisor.

#### XIV. Student Transportation Safety Committee

The school district may establish a student transportation safety committee. If established, the chairperson of the student transportation safety committee will be the school district's transportation supervisor. Membership in the committee may include parents/guardians, district administrators, school bus drivers, local law enforcement officials, other district employees, or representatives from other units of local government.

#### Legal References:

- Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
- Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
- Minn. Stat. § 123B.90 (School Bus Safety Training)
- Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
- Minn. Stat. § 123B.935 (Active Transportation Safety Training)
- Minn. Stat. § 169.011, subd. 71(d) (Definition of School Bus)
- Minn. Stat. § 169.454, subd. 13 (Type III Vehicle Standards-Exemption)
- Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
- Minn. Stat. § 169.446, subd. 2 (Driver Training Programs)

Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)  
Minn. Stat. § 169.454 (Type III Vehicle Standards)  
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)  
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)  
42 U.S.C. § 11432  
49 C.F.R. § 571 (Federal Motor Vehicle Safety Standards)

Policy

adopted: 01/10/11  
revised: 09/22/14  
revised: 06/12/17  
revised: 07/16/18  
revised: 06/08/20  
revised: 11/13/23

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

## TRANSPORTATION ROUTES AND SERVICES

The State of Minnesota currently requires transportation services for students who reside more than 2 miles from school. Edina Public Schools provides transportation to elementary students (K-5) who live more than 0.7 mile from school, and middle and high school students who live more than 1 mile from the school at no charge. The school district may provide transportation to students not eligible for regular to and from school transportation in accordance with Minnesota Statute 123B.36, which authorizes charging a fee for service.

- A. Students attending their assigned school, living in a non-transportation zone (grades K-5) residing less than .7 miles from school or students (grades 6-12) residing less than 1.0 miles from school may be eligible for a "Pay-To-Ride" service. Students that attend a school other than their assigned school because of an inter-district transfer, or are open enrolled, are not eligible for transportation regardless of the distance to the school.
- B. Students living in the City of Edina between Hwy. 169 and Blake Road on the east and west, and Parkwood Road and Spruce Road on the north and south (Parkwood Knolls area) attending South View or Valley View Middle school, Edina High School, Countryside or Highlands Elementary school, are in a designated Pay-To-Ride zone.
- C. "Pay-To-Ride" services are student transportation services to and from school being provided by the district for a fee. Determination on providing "Pay-To-Ride" service will be made by transportation administration based on time, space, and equipment considerations. Services will be contracted annually at a rate established by the district. See Appendix VI, Pay-To-Ride Transportation Form. No student will be denied services because of an inability to pay.
- D. The determination of available space will be those non-obligated seats aboard buses servicing the immediate area, not exceeding the following limits per bus:  
  
Grades K-5: 65 to 70 students  
Grades 6-8: 60 to 65 students  
Grades 9-12: 45 to 55 students
- E. Issuance of seating for Pay-To-Ride students will be determined on a first come, first serve basis. All applications will be stamped with the date and time received.
- F. Applicants must submit the fee with the completed contract to be considered for the Pay-To-Ride service. Services are to be paid in advance on an annual basis. The

Pay-To-Ride rate will be \$350 per student with a family cap of \$525 with services beginning the first day of school.

- G. Cancellation of the service may be effected by the district upon five (5) days written notice if the student limit per bus is exceeded. The Pay-To-Ride service will be canceled (last assigned, first off) until such time that space is again determined to be available. Service will also be canceled due to NSF (non-sufficient funds).
- H. If the district cancels services due to lack of space, it will prorate reimbursement based on the number of days the contract has been in effect. The district will not reimburse the parent/guardian for those days the student is absent, suspended from transportation services, or for emergency school closings, etc.
- I. Pay-To-Ride notices will be sent out by the second week of June for the coming school year with the enrollment period beginning on July 1 and ending on July 31. The Pay-To-Ride form will also be posted on the Transportation web page. After the deadline, no new applications will be accepted until two weeks after school starts.
- J. Transportation may be provided to students normally not eligible for transportation when the walk path within a school's attendance area exhibits an extraordinary "hazard area" as determined by the Transportation Supervisor.
- K. District policy for distance to a stop from home can be up to 0.3 mile for elementary students (K-5) and up to 0.5 mile for secondary students (6-12).
- L. A written request must be submitted to transportation services for approval each time a student is to take a bus other than their regularly assigned bus.
- M. Activity bus routes are authorized at all secondary schools. The buses will run on days that schools are in session and will serve students (1) who participate in school-sponsored activities and (2) who live farther than one mile from the secondary school.
- N. Bus Stop Review. A family in the transportation zone desiring to change or modify their student's assigned bus stop must contact the transportation supervisor. The supervisor will review the request and make a determination based on current district practices.

#### Appendix

revised: 07/16/18  
revised: 06/08/20  
revised: 11/13/23

## **STUDENT BUS RIDER RESPONSIBILITIES**

Edina Public Schools is committed to providing a safe and enjoyable riding experience for its bus riders. The school district's transportation department is responsible for the safety of its riders while they are on the school bus.

Parents or guardians are responsible for the safety of their student(s) until they are on the school bus. The district's student bus rider responsibilities guidelines have been established by the district. Please review this information and discuss it with your child(ren). This information is being provided so that your child(ren) will clearly understand bus behavior expectations. Riding the school bus is a privilege that can be revoked if a student chooses not to comply with the rules for bus riders.

Bus Schedules: Bus schedules are provided by mid-August. In the event there is a question about the bus route, please contact the transportation department at 952-848-4979 between the hours of 7:00 am and 4:30 pm; calls before or after these times will be referred to voicemail for further instructions. In the event a route change is requested that may impact other riders, you will be asked to complete a bus route request form. The transportation department reviews all requests to make appropriate changes. These forms are available by calling your school office.

Student Safety Training: All students will receive school bus safety training and testing in the fall. This training and testing is in compliance with state law. The training and testing will be completed within the first three weeks of school for grades K-3, and within the first six weeks for students in grades 4-10. In addition, many schools complete a number of ongoing bus safety education sessions throughout the school year.

Reserved Seating – Grades K-8: During the first two weeks of school, students will have the opportunity to choose where and with whom they would like to sit. After the first two weeks, a seating chart will be recorded. Students are to sit in the same seat every day, both to and from school. Changes can be made by the driver due to discipline or safety issues. If at any time a student is no longer comfortable with their seat assignment, they can talk to the driver. Any other concerns may be addressed by calling the transportation department.

Rider Transfers – Grades K-12: State law mandates that ridership on a bus cannot exceed its capacity. Due to the high ridership on most buses, the transportation department will continue the policy of not allowing rider transfers – students who are not regularly scheduled to ride that bus. The district endorses this policy for the safety of each student and to ensure that each student has a seat on the bus. Students will not be permitted to ride another bus unless it is necessary for purposes that have been pre-approved by the supervisor of transportation and building principal (e.g., childcare needs, regularly scheduled lessons). Our goal is to provide a safe and effective transportation service, not to complicate transportation situations for parents/guardians and students.

## Student Bus Rider Responsibilities

The district's goal is to provide safe and enjoyable transportation for our students. This occurs when we work in cooperation with students, parents/guardians, teachers, and drivers. For the safety of all riders, please review the following rider responsibilities with your child(ren) before the school year begins.

### A. Going to the Bus Stop

1. Use sidewalks where provided.
2. If there are no sidewalks, walk single file on the left shoulder of the street facing traffic.
3. Cross streets only at corners.
4. Use a direct route, but avoid crossing yards or empty lots.
5. Arrive at your bus stop no more than five minutes before the scheduled stop. The bus driver cannot wait for late students.
6. Be aware of suspicious individuals on foot or in motor vehicles. Report these persons to your bus driver or school principal. Even if you have missed the bus, do not accept rides from strangers.

### B. Waiting at the Bus Stop

1. Wait away from the traffic. Stay at least five feet off the road or street.
2. Respect the property of others while waiting at the bus stop. Do not pick flowers, disturb shrubs, throw stones or snowballs, litter, etc.
3. Use appropriate language at all times.
4. Respect other students by not pushing, shoving, or fighting.
5. Stay back from the street until the bus is actually stopped. A push at the middle or end of the line can send the front person into the bus or under its wheels.
6. Students who must cross the road should cross at least ten feet in front of the bus, after being signaled by the driver that it is safe to do so. A long, steady blast of the horn will be used as a warning to students that it is not safe to cross.
7. Older students should be helpful to younger ones.
8. The district's student behavior policies, guidelines, and rules are enforceable while a student waits at the bus stop.

### C. Boarding the Bus

1. Wait until the bus has stopped and the door is opened before starting to board.
2. Board the bus single file.
3. Continue to show respect for others by not pushing or shoving.
4. Use the handrail to keep from slipping, falling, or tripping.
5. Greet the bus driver.
6. Move directly to your seat and sit down.
7. Put large items (e.g., musical instruments, packages) in the seat area or under the seat, but not in the aisle.

#### D. Riding on the Bus

1. Follow all district policies and school rules.
2. Follow the bus driver's instructions.
3. Remain in your seat until the bus arrives at your stop.
4. Speak in a quiet voice. Your voice should not be heard above others.
5. Keep hands, feet, and objects inside the bus.
6. Do not throw objects inside the bus or out the window.
7. Do not use profanity, including words or gestures.
8. Do not tease or harass others.
9. Do not eat, drink, chew gum, or spit.
10. Do not vandalize the bus.
11. Use the proper door for entering and exiting. Non-emergency use of the emergency door is not tolerated.

#### E. Getting Off the Bus

1. Wait for the bus to be completely stopped and the door to be opened before standing up.
2. Stay respectful of others – no shoving or pushing.
3. Students should walk away from the bus and not go toward the rear of the bus.
4. Students who must cross the road should move out at least ten feet in front of the bus, make eye contact with the driver, and wait for the driver to signal that it is safe to cross. A long steady blast of the horn will be used as a warning to students that it is not safe to cross.
5. Do not go in back of or underneath the bus for any reason.

#### F. Student Consequences for Misbehavior

1. Riding on a school bus is a privilege, not a right.
2. The district's student behavior policies, guidelines, and rules are in effect for all students on school buses and while at bus stops.
3. If misbehavior occurs, the bus driver will give the student an assertive warning.
4. If misbehavior continues, the bus driver will complete a bus incident report (Appendix III) for students and report the conduct to the transportation supervisor. The transportation supervisor will report the conduct to the building administrator. The building administrator will contact the parent/guardian. Consequences will be administered in accordance with the district's discipline policy.

#### Appendix

established: 02/22/11  
revised: 11/18/13  
reviewed: 07/16/18  
revised: 11/13/23

Appendix III to Policy 713

**BUS INCIDENT REPORT**

Your child has been given the following consequences for their behavior. Consequences will be administered in accordance with the district's discipline policy.

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus or bus stop misconduct in accordance with the district's discipline policy.

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense, at the discretion of the district.

Kindergarten through Grade 5:

\_\_\_\_\_ First Offense: The driver has given your student a verbal warning, and a bus incident report sent to parents/guardians.

Your child has been assigned an alternate seat: (*select one*) Yes or No

\_\_\_\_\_ Second Offense: One-day bus suspension.

\_\_\_\_\_ Third Offense: Three-day bus suspension; conference with student, parent/guardian, school, driver, and transportation.

\_\_\_\_\_ Fourth Offense: Five-day bus suspension.

\_\_\_\_\_ Fifth Offense: Loss of bus riding privileges for the remainder of the school year.

Grade 6 through Grade 12:

\_\_\_\_\_ First Offense: The driver has given your student a verbal warning, and a bus incident report sent to parents/guardians.

Your child has been assigned an alternate seat: (*select one*) Yes or No

\_\_\_\_\_ Second Offense: One to three-day bus suspension; conference with student, parent/guardian, school, driver and transportation.

\_\_\_\_\_ Third Offense: Five to ten-day bus suspension.

\_\_\_\_\_ Fourth Offense: Loss of bus riding privileges for the remainder of the school year.

## Appendix IV to Policy 713

### **BUS DRIVER QUALIFICATIONS, RESPONSIBILITIES, AND TRAINING**

#### I. Qualifications

- A. School bus drivers must have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a Type III vehicle set forth by this policy and its appendices.
- B. The school district will conduct mandatory drug and alcohol testing of all bus drivers and bus driver applicants in accordance with state and federal law.

#### II. Bus Driver Responsibilities

##### A. General Operating Rules

- 1. School buses must be operated in accordance with state traffic and school bus safety laws; the procedures contained in the *Minnesota School Bus Driver's Handbook: A Guide to Safe School Bus Transportation in Minnesota*; and transportation department policies.
- 2. A bus driver's main responsibility is the safety and well-being of their students.
- 3. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
- 4. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone or personal mobile device for personal reasons, whether hand-held or hands-free, when the vehicle is in motion.

For purposes of this paragraph, "school bus" has the meaning defined by state statute. In addition, "school bus" also includes Type III vehicles when driven by employees or agents of the school district.

"Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

##### B. Other Responsibilities

- 1. Daily pre-trip and post-trip inspections are performed by the bus driver. Bus drivers must perform post-trip inspections to check for any riders or items

left behind after each route or trip.

2. The bus driver will ensure no bus rider is allowed to stand when the bus is in motion.
3. The bus driver will ensure no bus rider is in the aisle or on the loading doorstep while the bus is in motion.
4. The bus driver must wear a seat belt at all times whenever the bus is in motion, regardless of whether riders are on board.
5. The bus driver must follow all railroad crossing procedures in accordance with state and federal law.
6. The bus driver will adjust the speed of the bus as conditions warrant. These conditions may include traffic, road conditions, and/or weather.
7. The bus driver will never move a bus with the loading door open.
8. The bus driver must ensure that the emergency door and aisle are free from objects.
9. The bus driver will follow district loading and unloading procedures. When loading or unloading students at school, the driver will pull up to the bus in front as close as possible to ensure that students do not walk between buses. Bus drivers must give greater priority to the loading and unloading procedure than to distractions inside the bus.

a. Loading Procedures

- i. Activate the amber eight-way lights 300 feet prior to stopping, if over 35 mph, and 100 feet, if under 35 mph, before stopping to warn other vehicles that the bus is going to stop in the lane of traffic. Slow gradually and stop in the roadway. If students start to move towards the bus, stop moving. Check the rearview mirror.
- ii. Put the gear shift in neutral. Open the service door a crack to turn on the alternately flashing red lights and activate the stop arm. Make sure traffic is stopped.
- iii. Open the loading door, greet students, and motion them to board the bus. Count the students as you pull up and make sure that the same number board the bus.
- iv. Students who must cross the road should cross at least ten feet in front of the bus, after being signaled by the driver that it is safe to do so. A long, steady blast of the horn will be used as a warning to students that it is not safe to cross.

- v. When all students are loaded, check the rearview mirror to make sure everyone is seated. Start the bus in motion only after all students are properly seated.

b. Unloading Procedures

- i. Activate the amber eight-way lights 300 feet prior to stopping, if over 35 mph, and 100 feet, if under 35 mph. Stop in the traffic lane away from the curb and 10 feet before an intersection. Check the rearview mirror.
  - ii. Put the gear shift in neutral. Check to make sure that all traffic is coming to a stop. Make sure all students remain seated until the bus has stopped completely.
  - iii. Open the service door a crack to turn on the alternately flashing red lights and activate the stop arm. Make sure traffic is stopped.
  - iv. Make another visual and mirror check to make sure that all traffic has come to a stop, then open the door and allow the students to exit the bus.
  - v. Count all students as they exit the bus. If you have a large number of students exiting at a stop, look to see what the last student going down the steps is wearing, and watch that student. When that student is safely away from the bus, the remaining students should be also. Students should walk away from the bus and not go toward the rear of the bus. Students who must cross the road should move out ten feet in front of the bus, make eye contact with the driver, and wait for the driver to signal that it is safe to cross. A long steady blast of the horn will be used as a warning to students that it is not safe to cross.
  - vi. Visually check the location of all students outside the bus again before setting the bus into motion. Before accelerating, check the crossover mirror one last time.
  - vii. Close the loading door and allow traffic to proceed. Slowly pull away from the stop. Keep checking the mirrors until out of the danger zone. Once out of the danger zone, a bus driver can accelerate to a normal speed and continue on to the next stop.
10. When coming to a stop behind other vehicles, the bus driver will stay back far enough to visually see the rear tires of the vehicle in front of the bus.
11. When a stoplight turns green, the bus driver will wait two seconds, look left and then right to ensure traffic is stopped before accelerating the bus through the intersections.
12. All bus drivers must submit prompt reports of defects that need to be corrected.

## C. Emergency Situations

### 1. Handling Accidents

A bus driver must take the following actions after an accident:

- a. Call emergency services and the transportation department office immediately.
- b. Report the following information:
  - i. Bus number;
  - ii. Location (Specific streets and cross streets);
  - iii. Who is involved and what kind of assistance is needed (e.g., police, fire, ambulance). Police will be called to every accident; and
  - iv. Number of students on board, from which school, if there are any injuries.
- c. Procedure to following after reporting the accident:
  - i. Turn off the engine. Leave ignition on so two-way radio can be used.
  - ii. Activate four-way hazard lights. Turn off the eight-way master switch. Set the parking brake.
  - iii. Check each passenger again for injuries. Check for injuries outside of the bus. Update base as to any new information.
  - iv. Keep all passengers inside the bus unless there is an obvious danger of fire, such as a fuel spill or a traffic hazard, which might contribute to a second accident. If evacuation is necessary, take passengers at least 100 feet away from the bus to safety and keep them in a group.
  - v. Place triangles to warn other traffic. Place one triangle in front, 100 feet from the bus. Place two triangles in back, one 50 feet from the left tire and parallel to the side of the bus, and the other 50 feet behind the first one.
  - vi. Take names and telephone numbers of all riders who were inside the bus at the time of the accident.
  - vii. If an accident happens on a field trip after 4:15 p.m. when the transportation department is closed, follow all the same procedures and, as soon as possible, notify someone from the transportation department of the accident using the emergency numbers provided.
  - viii. Do not move the bus unless a law enforcement officer advises otherwise. If there is something mechanically wrong, do not move the bus until the mechanic arrives.
  - ix. Get the name, address, telephone number, and insurance information of the other driver involved.
  - x. Complete all accident reports required by the transportation department and state law, if necessary.

## 2. Severe Weather or Tornadoes

It will be the driver's responsibility in severe weather to see that the students on the bus get off at their regular stops, if safe. If the bus stop is far from home, the driver should be sure the child will be able to walk home safely.

If the civil defense siren is sounding and the bus is at or close to the school, the driver should return to school and the students should use the school as a place of shelter. If the bus is on the road and the civil defense siren is sounded, the driver should immediately pull the bus over in a safe spot. If a tornado is spotted, the bus driver must guide the students in exiting the bus and seeking cover immediately in a nearby building or low area.

## 3. Fire

In the event of a fire, the first priority is to evacuate the bus. Bus drivers will make certain that riders are safe before attempting to put out the fire.

## 4. Injuries/Medical Emergencies

Bus drivers will be familiar with first aid procedures. Drivers should first contact the dispatcher to call 911 in the case of serious injuries. Drivers should administer proper first aid in accordance with their training and level of ability. In the event an injured passenger is taken to the hospital, the driver will record the student's name and the name of the hospital where the student is taken.

## 5. Cold Weather Stop

If a bus driver is stuck in snow or stalled in cold weather, the driver should call for assistance and wait for help. The bus driver should avoid relying on the engine to provide heat for the driver and passengers as long as possible. If it is necessary to run the engine to provide heat, the driver will make sure the exhaust pipe is clear of snow, open windows for ventilation, and check riders frequently for headaches or drowsiness.

## 6. Dangerous Weapon

If a bus driver observes or learns that a rider may have a dangerous weapon on the bus, they should remain calm and call for assistance using the predetermined code. The driver should give the location of the bus to the dispatcher, continue the route, and wait for assistance. The driver should not inform the passenger suspected of having the weapon that they know of the weapon.

#### D. Traffic Violations or Criminal Offenses

1. A school bus driver who has a commercial driver's license and who is convicted of (1) a criminal offense; (2) a serious traffic violation, or (3) violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, will notify the Minnesota Division of Driver and Vehicle Services of the conviction within 30 days of the conviction and notify the district within five days of the conviction.

For purposes of the above paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

- a. Excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
  - b. Reckless driving;
  - c. Improper or erratic traffic lane changes;
  - d. Following the vehicle ahead too closely;
  - e. A violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident; or
  - f. Driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
2. A school bus driver who (1) has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction; and (2) loses the right to operate or is disqualified from operating a commercial vehicle for any period will notify the district of the suspension, revocation, cancellation, lost privilege, or disqualification. The driver will notify the district before the end of the business day following the day the driver received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification to the district must be provided to the transportation supervisor in writing.
  3. An employee who operates a Type III vehicle and who sustains a conviction as described in Section II.D.1. must report the conviction to the person's employer within five days of the date of the conviction. The notification to the district must be provided to the transportation supervisor in writing. This provision does not apply to a district employee whose normal duties do not include operating a Type III vehicle.
  4. A bus driver or an employee who operates a vehicle must report to the transportation supervisor all traffic violations tickets received from a police officer within five days of receipt.

#### III. School Bus Driver Training and Evaluation

A. Orientation

All new school bus drivers are provided with pre-service training, including in vehicle (actual driving) instruction, before transporting students and will meet the competency testing specified in state law and policy.

B. Annual In-Service Training

All school bus drivers will receive in-service training annually. The district will retain on file a record of this training. All bus drivers operating a Type III vehicle will be provided with annual training and certification as set forth in state law and policy.

Annual training and certification include, but are not limited to:

1. Safe operation of district vehicles;
2. Understanding student behavior, including issues relating to serving students with disabilities;
3. Encouraging orderly conduct of students on the bus;
4. Handling incidents of student misconduct;
5. Knowing and understanding relevant laws, rules of the road, and district policies;
6. Handling emergency situations;
7. Proper use of seat belts and child safety restraints; and
8. Performance of pre-trip inspections.

Bus drivers will be trained in accordance with the transportation department's plan (see the district's bus driver manual). The bus driver manual defines the requirements, duties, and procedures to be followed by all bus drivers employed by the district. Each driver will receive a copy of the manual, and a copy will be available in each school, the district office, and the transportation office.

C. Other Required Training

All school bus drivers are required to successfully complete the following annual training:

Rules and procedures	8.0 hours
OSHA (Bloodborne pathogens)	1.0 hours

All drivers will also be required to successfully complete an annual driver's evaluation to determine that the driver meets the requirements of state law.

D. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation will include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the *Model School Bus Driver Training Manual*.

#### Appendix

established: 04/11/11  
revised: 11/18/13  
reviewed: 07/16/18  
revised: 11/13/23

## Appendix V to Policy 713

### **TYPE III VEHICLES**

#### I. Type III Vehicle Requirements

- A. Type III vehicles are restricted to passenger cars, SUVs, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people, including the driver, and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, will have been originally manufactured to comply with the passenger safety standards.
- B. Type III vehicles will be painted a color other than national school bus yellow.
- C. Type III vehicles will be state inspected in accordance with legal requirements.
- D. Vehicles model year 2007 or older will not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standards.
- E. If a Type III vehicle is school district owned, the district name will be clearly marked on the side of the vehicle. The Type III vehicle will not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
- F. A Type III vehicle will not be outwardly equipped and identified as a type A, B, C, or D bus.
- G. Eight-lamp warning systems and stop arms will not be installed or used on Type III vehicles.
- H. Type III vehicles will be equipped with mirrors as required by law.
- I. Any Type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any Type III vehicle used to transport students will not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant will escort a student across the road. If the driver escorts the student across the road, then the motor will be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
- J. Any Type III vehicle used to transport students will carry emergency equipment including:

1. Fire extinguisher. A minimum of one 10BC rated dry chemical-type fire extinguisher is required. The extinguisher will be mounted in a bracket located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and will be easily read without removing the extinguisher from its mounted position.
2. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They will be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and will be marked to indicate their identity and location.
3. A Type III vehicle will contain at least three red reflectorized triangle road warning devices. Liquid burning "pot-type" flares are not allowed.
4. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
5. The Type III vehicle will bear a current certificate of inspection issued under state law.

## II. Type III Vehicle Driven by Employees with a Class D Driver's License

- A. All drivers of Type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a Type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
- B. The holder of a Class D driver's license, without a school bus endorsement, may operate a Type III vehicle, described above, under the following conditions:
  1. The operator is an employee of the district.
  2. The district has adopted and implemented a policy that provides for annual training and certification of the operator in:
    - a. safe operation of a Type III vehicle;
    - b. understanding student behavior, including issues relating to students with disabilities;
    - c. encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
    - d. knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
    - e. handling emergency situations;
    - f. proper use of seat belts and child safety restraints;
    - g. performance of pre-trip vehicle inspections; and
    - h. safe loading and unloading of students, including, but not limited to:
      - i. utilizing a safe location for loading and unloading students at the curb, on

- the non-traffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
- ii. refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
  - iii. avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location; and
  - iv. placing the Type III vehicle in “park” during loading and unloading.
- i. A background check has been conducted in accordance with district policy.
  - j. The Type III driver will submit to a physical examination as required by state law.
  - k. The district has adopted and implemented a policy that provides for mandatory drug and alcohol testing of applicants for Type III driver positions and current drivers, in accordance with state and federal law.
  - l. The Type III driver’s license is verified annually by the district.
3. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver’s license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of or has their driver’s license revoked under a similar statute or ordinance of another state, is precluded from operating a Type III vehicle for five years from the date of conviction.
  4. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a Type III vehicle.
  5. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within three years of the first of three other moving offenses is precluded from operating a Type III vehicle for one year from the date of the last conviction.
  6. Students riding the Type III vehicle will have training required under state law.
  7. Documentation of meeting the requirements listed in this section will be maintained under a separate file for each Type III vehicle operator. The district is responsible for maintaining these files for inspection.
- B. A Type III driver employed by the district, whose normal duties do not include operating a Type III vehicle, who holds a Class D driver’s license without a school bus endorsement, may operate a Type III vehicle and is exempt from the (1) physical

examination requirement; (2) drug and alcohol testing requirement; and (3) the annual license verification requirement. All other requirements are in full force and effect.

Appendix  
established: 04/11/11  
revised: 07/16/18  
revised: 11/13/23

Appendix VI to Policy 713

**Pay-To-Ride Transportation Form**

Parent or Guardian Name \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_

Student Name \_\_\_\_\_  
(if you have more than one student, please fill out a separate form for each)

Name of School \_\_\_\_\_

Grade \_\_\_\_\_

Transportation being requested AM PM Both  
(\*Fee of \$350 per student is the same whether just AM or PM is selected.)

Transportation to School

List address if different from above

\_\_\_\_\_

Transportation from School

List address if different from above

\_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Amount Paid \_\_\_\_\_  
(see "Pay-To Ride Fee Schedule" below)

Approval \_\_\_\_\_ Date \_\_\_\_\_  
(Supervisor of Transportation)

Pay-to-Ride Fee Schedule:

A family with 1 student rider	\$350.00
A family with multiple student riders	\$525.00

III.C. Graduation Requirements



**Board Meeting Date:** 8/20/24

**Title:** Graduation Requirements

**Type:** Discussion

**Presenter (s):** Jody De St. Hubert, Director of Teaching and Learning; Paul Paetzel, Edina High School Principal; and Jenny Johnson, Edina High School Assistant Principal

**Description:** Over the last two years a change in and an addition to legislation for students who begin grade 9 in the 2024-2025 school year have impacted course offerings and graduation requirements in the state of Minnesota. The change is in the area of Social Studies and the addition is in Personal Finance. The combination of the change and the addition, impacts what is required for graduation credits under Minnesota Statutes 2022, section 120B.024. This prompted the need for a review and possible change to the current Edina Graduation Requirements and Policy 613.

In the Spring of 2024, Policy 613 was updated to reflect the changes in the area of Social Studies that were approved by the school board on January 8, 2024. Legislative law now requires EPS to update Policy 613 to ensure the requirement for Personal Finance is included.

**Recommendation:** Building Administration and Teaching and Learning in collaboration with the Edina High School Area Lead Team recommends that when the 1 semester credit for Personal Finance is added to policy that the total number of semester credits for graduation is increased from 43 to 44.

**Desired Outcomes from the Board:** Review the information in detail and come prepared with questions and comments. The questions and comments will inform updates to Policy 613 that will be brought to the Policy Committee this fall for review to ensure alignment with state legislation, and the full school board for final review, feedback and action.

**Attachments:**

[Policy 613](#)

[Edina High School Course Registration: Graduation Requirements](#)

[2028 Graduation Course Requirements](#)

[Portrait of a Well-Rounded Edina Graduate](#)

## Additional Background Information

### Legislation Impact:

The requirement to take a course for credit in citizenship and government in 11th or 12th grade impacted the Edina Social Studies course sequence and thus the number of credits required for graduation in Social Studies. In the fall of 2023 the teaching and learning department and social studies team presented a plan to the school board outlining the need to increase the Social Studies graduation semester credit requirements from 7.5 to 8. The addition will add a 1 semester credit required for the graduating class of 2028 and beyond. The school board approved this recommendation on January 8, 2024.

The requirement to complete a course for credit in personal finance in either grade 10, 11, and 12 is new to all Minnesota school districts. Although Personal Finance has been a long standing elective at Edina High School, it has not been required. Approximately 200 students in the graduating class of 2023 and 2024 took the current Edina Personal Finance class in grade 9,10, 11 or 12. The table below highlights the details of this data:

Graduation Year	Grade	Number of Students
2023	9	3
2023	10	13
2023	11	72
2023	12	127
2023	TOTAL Grades 9-12	215
2024	9	9
2024	10	30
2024	11	37
2024	12	11
2024	TOTAL Grades 9-12	193

This new legislative addition will require 1 semester credit for graduation.

### Spring 2024 Updates:

In the spring of 2024, Policy 613 was updated to add the semester Social Studies credit. In order to maintain 43 as the total number of semester credits required for graduation, the total number of electives required was reduced from 11 to 10. During this process, MDE had not released the direction needed on the personal finance expectations in order to make the changes needed to add the 1 semester Personal Finance credit requirement to policy 613.

The additional one Social Studies semester credit required for graduation was updated in Policy 613, Appendix I, section II: Edina Public Schools Graduation Requirements to state:

4. Seven (7) semester credits of social studies, encompassing at least United States history, government and citizenship, world history, geography, and economics; however, starting with the class of 2028, eight (8) semester credits of social studies, encompassing at least United States history, government and citizenship, world history, geography, and economics;

It was also updated in Edina High School Course Registration materials to reflect Policy 613 changes in visual format:

Required Subjects	Semester Credits	Minimal Required Courses
Mathematics	6	Intermediate Algebra, Geometry, Algebra 2
Science	6	Physical Earth Science, Chemistry, and Biology
Language Arts/English	8	Refer to the English Section in the Course Catalog
Wellness (PE)	2	Personal Wellness, and one additional semester credit in grades 9-12
Social Studies	8	Geography, World History, US History, Government and Economics
Arts	2	Coursework in visual arts, music, theater, dance, or media
Health	1	Health
Required Credits	23	
Elective Credits	10	
Total Credits Needed for Diploma	43	

### Next Steps:

#### Personal Finance course requirement alignment with MN State Legislation:

The next step on the topic of Graduation Requirements to ensure that Edina Public Schools is in alignment with state legislation is to add one Personal Finance semester credit.

In collaboration with Edina High School Administration, Leadership Team, and Counselors the options to add this semester credit while ensuring each and every student is able to discover their possibilities and thrive were discussed using the IROD decision making process.

## Team Members

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Paul Paetzel, Edina High School Principal

Jenny Johnson, Edina High School Assistant Principal

Troy Stein, Edina High School Assistant Principal

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Jodi Ramirez, Edina High School Computer Science Teacher

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Mellanie Pussieri, Edina High School Physical Education/Health Teacher

Sarah Swenson, Edina High School Media Specialist

Tess Bademan, Edina High School English Language Arts Teacher

## Reactions to Background Information:

- The schedule is a critical driving factor in decision making. The current Edina schedule is a 7 period hybrid schedule. Students can take up to 7 credits per semester. This totals 14 semester credits per year and allows for a maximum number of 56 semester credits over a student's four year career. All students take 6 or more credits per semester. This totals 12 semester credits per year and allows for a maximum number of 48 semester credits over a student's 4 year career. The current Edina total of semester credits required for graduation is 43 matching the state requirement. This means if a student takes the minimum of 6 credits per semester (12 per year) there is still room for 5 semester credits beyond the total 43 required.
- The seven period day offers a lot more opportunity to add classes. This needs to be explored recognizing there are many variables that would impact long term decision making (space and staffing being two specific examples).
- Over half of our students are currently graduating with 50 semester credits. This equates to 2 semesters of taking 7 classes a day.

- Edina requires 1 semester credit more than the state in Social Studies. This change was passed by the school board in 2024 and was proposed to ensure alignment with legislative changes.
- Edina requires more semester credits than the Minnesota Department of Education in Physical Education/Wellness. The Minnesota Department of Education articulates that the Physical Education credit should be determined at the local level. The credit must be sufficient to satisfy the state standards in physical education. Many surrounding districts require 1 credit of Physical Education.
- There are increasing opportunities to take PE in a more flexible and less traditional format. And the majority of our Edina students are still taking PE in person indicating it is a class students are finding value in for a variety of reasons:

How PE Credit Was Earned				
Credit Earned InPerson			Credit Earned Online	
Grad Year	Number of Students	Percent of Students	Number of Students	Percent of Students
2021	608	99.84%	1	0.16%
2022	604	98.21%	11	1.79%
2023	607	92.39%	50	7.61%
2024	492	77.85%	140	22.15%
<b>Grand Total</b>	<b>2311</b>	<b>91.96%</b>	<b>202</b>	<b>8.04%</b>

How Health Credit Was Earned				
Credit Earned InPerson			Credit Earned Online	
Grad Year	Number of Students	Percent of Students	Number of Students	Percent of Students
2021	578	94.91%	31	5.09%
2022	580	94.31%	35	5.69%
2023	600	91.32%	57	8.68%
2024	515	81.49%	117	18.51%
<b>Grand Total</b>	<b>2273</b>	<b>90.45%</b>	<b>240</b>	<b>9.55%</b>

- MDE requirement for Health Education, credit is determined at the local level. Must meet locally developed standard requirements.
- Research continues to show a critical need to support the whole student, emphasizing a need for Physical Education/Wellness and Health. This need directly aligns with our Portrait of a Well-Rounded Edina Graduate, as well as Strategy C of our 2020-2030 Edina Strategic Plan.
- The Portrait of a Well-Rounded Edina Graduate also aligns directly with ensuring students have the choice to explore new content areas as “motivated life long learners who understand their personal interests and passions.” It is important that students have room in their secondary experience to do this. Edina Middle Schools build a strong foundation of enrichment. This exploration should continue into Edina High School with developmentally appropriate shifts in the goals and objectives.
- Every education system is continually striving to improve student engagement while there are continually evolving variables that impact engagement such as COVID, technology, social factors, and more. Over the last 4 years there has been a shift in attention and focus in High School students with it being more difficult to sustain attention for longer periods of time independently with little structure. Thus the purpose of student prep for many students has shifted and is not being used for the intended purpose when the 7 class schedule was implemented.

- The 2020-2030 Edina Strategic Plan Strategy A.1 outlines the action step to explore and create additional PreK-12 programming (e.g., STEAM, STEM, Immersion, Biomedical) that promotes authentic and engaging learning experiences to meet the needs of future-ready learners and provide attractive educational options for families. The specific action step that all Edina graduates will have had internship or apprenticeship experience by graduation could impact Edina graduation requirements and a student's individual high school schedule.
- For those students who are at risk of graduation (approximately 2% of our population) we need to look more deeply at root causes and ensure proactive measures are put in place if graduation requirements increase (and even if they do not). This can be done and many systems are currently being improved upon. Staff is committed to continuing this conversation.
- We have several core subject areas where many students are currently taking more than is required. For example, in Math and Science, many students take 4 years and a full 8 credits.
- The MDE change in Science requirements means we have students not graduating with Physics. This may need to be explored further when we see the impact of the shift in our Science programming in a couple of years.
- A large majority of Edina students take music and world language in 9-12 grade. These classes fulfill both arts and elective credits.
  - % of Edina students take World Language and Band/Orchestra/Music for 4 years of high school.
  - % of Edina students take World Language for 4 years of high school.
  - % of Edina students take Band for 4 years of high school.

Percent of Students		Music / World Language Status		
School Year	World Language Only	Music Only	Both World Language and Music	Neither World Language or Music
2019	39.75%	5.92%	35.90%	18.43%
2020	36.62%	7.81%	34.04%	21.52%
2021	34.16%	8.37%	33.41%	24.06%
2022	36.28%	8.58%	28.43%	26.72%
2023	35.30%	7.49%	30.97%	26.25%
2024	36.41%	7.22%	32.14%	24.23%
<b>Total</b>	<b>36.42%</b>	<b>7.56%</b>	<b>32.49%</b>	<b>23.53%</b>

Number of Students		Music / World Language Status		
School Year	World Language Only	Music Only	Both World Language and Music	Neither World Language or Music
2019	1074	160	970	498
2020	980	209	911	576
2021	906	222	886	638
2022	956	226	749	704
2023	971	206	852	722
2024	999	198	882	665
<b>Total</b>	<b>5886</b>	<b>1221</b>	<b>5250</b>	<b>3803</b>

- We are in close alignment with our surrounding districts with current credit requirements.

Subject	MDE	Edina	Mntk	Wayzata	E.P.	Orono	Mounds View	Mahtomedi
ELA	4	4	4	4	4	4	4	4
Math	3	3	3	4	3	3	3	3
Science	3	3	3	4	3	3	3	3
SS	3.5	4	3.5	4	4	3.5	3.5	3.5
Arts	1	2	1	1	1	1	1	1
PE	Satisfy standards	1	1	1	1	.5	.5	.5
Health	Satisfy standards	.5	.5	.5	.5	.5	.5	.5

*\*Direct comparisons of districts is challenging due to schedule differences.*

### Options:

Option	Pros	Cons
<p>Further reduce the number of electives to 9 semester credits: stay at 43 total credits for graduation. All other requirements stay the same with a total of 43 semester credits required for graduation</p>	<p>Would maintain a high graduation rate.</p> <p>Allows a student room for credit recovery within a school year.</p> <p>Have to sign up for 48 credits and you need 43 to graduate. Still allows 5 opportunities within a 6 period day and 13 within a 7 period day.</p>	<p>Limits flexibility to take additional math, science, or electives.</p> <p>The limiting of electives narrows the opportunity to explore passions.</p> <p>May not align with MDE once they add the personal finance semester credit. This additional semester credit is currently not included in the MDE total credits required.</p> <p>If we reduce anything we are adding to student prep which for many is an opportunity to be less engaged in school.</p>

		<p>Students are not maximizing student prep currently in alignment for its intended purpose.</p>
<p>Continue with 43 semester credits required for graduation and align local requirements for PE with the state reducing PE requirements to 1 semester credit and add 1 semester credit of personal finance (1 semester credit of personal finance would take the place of the current additional PE credit)</p>	<p>Would maintain a high graduation rate.</p> <p>Remains consistent for the total number of semester credits required for graduation.</p> <p>Allows a student to credit recovery within a school year.</p> <p>Have to sign up for 48 credits and you need 43 to graduate. Still allows 5 opportunities within a 6 period day and 13 within a 7 period day.</p>	<p>There is a negative Impact on student mental health and wellness when decreasing opportunities for PE.</p> <p>Decrease in PE is not in alignment with Edina commitments:</p> <ul style="list-style-type: none"> <li>● Mission “whole student”</li> <li>● Strategy C: “... whole student support.” (curriculum was shifted to align with this).</li> <li>● Portrait of a Well-Rounded Edina Graduate</li> <li>● Core Belief: “Healthy Learning Environment.”</li> </ul> <p>Wellness is a place that you learn to get along with all people (Core Belief: Equity and Inclusion). A decrease in PE requirements would directly impact Unified programming.</p> <p>Critical to support physical and mental health in our changing world.</p> <p>There are many popular creative classes that students are actively and highly engaged in.</p> <p>With as many spaces in the schedule that we have open, we have room in the day for most students.</p> <p>Research shows activity</p>

		<p>during the day improves learning.</p> <p>Staffing would be directly impacted.</p> <p>There are so many unique and flexible ways to take PE (when schedules are tight there are flexible options such as online, NSO, summer) Our community supported and invested in the addition and improvement of many gym and field spaces.</p> <p>PE and Wellness classes are where some kids find their sense of belonging (Strategy B: Ensure Equitable and Inclusive School Culture)</p>
<p>Raise requirements to 44 semester credits required for graduation. Add the 1 semester addition of Personal Finance to the current total of 43 semester credits required for graduation.</p>	<p>Maintains positive support for student mental health and wellness.</p> <p>Adds more instructional hours to a student day which supports current student developmental and social needs for structure.</p> <p>This will correlate to increased engagement and rigor.</p>	<p>Limits flexibility to take additional math, science, or electives in a 6 period day. Noting that even minimally utilizing the 7 period day allows for more flexibility and opportunity for all electives.</p> <p>The limiting of electives may narrow the opportunity to explore passions.</p> <p>There could be an impact on graduation rates. (our system can adjust to this)</p>

Recommendation:

Building Administration and Teaching and Learning in collaboration with the Edina High School Area Lead Team recommends that when the 1 semester credit for Personal Finance is added to policy, the total number of semester credits for graduation is increased from 43 to 44. The overall consensus is that there is room in the current schedule for most Edina students to make this increase while continuing to positively support future success in alignment with individual strengths and passions. The entire team is committed to maintaining well established mental and physical health supports, as well as providing slight additions to the structure of a student's

day to ensure alignment with the Edina Excellence outlined in our Strategic Plan. The entire team is also collectively committed to ensuring that all students are supported on their path to graduation. Recognizing that the increase in credit requirements for graduation will impact some students, the team noted current changes that are being implemented (attendance policies and 9th and 10th grade ELA changes) and possible changes to explore in the future (adjusting credit recovery options, audit classes to determine patterns, and increase alignment with middle schools) that keep us all laser focused on ensuring that our graduation rates continue to increase and we meet the needs of each and every Edina student.

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**