

Regular Meeting

Monday, March 3, 2025 7:00 PM

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

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

II. **Approval of Agenda**



**School Board Regular Meeting
Monday, March 3, 2025; 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: *February 3 work session and regular meeting; and February 18 work session*
 - B. Personnel Recommendations
 - C. Termination and Non-Renewal of Probationary Teachers
 - D. Amended MOU for Alternative Quality Compensation & Teacher Evaluation Programming
 - E. Check Register - February 2025
 - F. Electronic Fund Transfers - February 2025
 - G. Gifts and Bequests – February 2025
 - H. 2025 Cornelia Exterior Wall Project Bids
 - I. 2025-2026 Board Meeting Calendar
 - J. Sale of Used Apple iPads
 - K. Approval of Settlement Agreement and Release of Claims
- VI. **Discussion**
 - A. K-12 Social Studies Curriculum Adoption

Description: This report is intended to inform the Edina School Board on the recommendation for implementation of the updated 2021 MN Social Studies Standards. In addition to defining the curriculum review process, this report also includes information about the new Social Studies Standards. The priorities in this report directly align to the goals outlined in the Edina Strategic Plan (Strategy A.1, A.2, and Strategy B).

Presenter(s): Bethany Van Osdel, Assistant Director of Teaching and Learning; and Jody De St. Hubert, Director of Teaching and Learning
 - B. Revised Budget FY2025 & FY2026 Budget Parameters

Description: The fiscal year 2025 budget was developed using the most reliable information available at the time of adoption in June 2024. As more reliable information and data becomes available, the District is able to make adjustments to reflect the actual operations of the District. Expected enrollment versus actual enrollment, projected staffing vs actual staffing, fluctuations to supply and material costs, and the timing of expenditures made against federal awards are just a few of the countless budgetary variables that can change during a school year.

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

C. Policy Review (517, 519, 534, 535)

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. Elementary Literacy Curriculum Adoption Recommendation: Benchmark Advance

Description: This report is intended to inform the Edina School Board on the recommendation for implementation of the Benchmark Advance program for the Edina elementary schools. In addition to defining the ELA curriculum review process, this report also includes information about the new Minnesota English Language Arts Standards in conjunction with the MN READ Act legislation approved by the Department of Education. The priorities in this report directly align to the goals established in the Comprehensive Literacy Plan approved by the school board in June of 2021.

Presenter(s): Bethany Van Osdel, Assistant Director of Teaching and Learning; and Jody De St. Hubert, Director of Teaching and Learning

Recommendation: Review and approve the Elementary Literacy Curriculum Adoption Recommendation.

B. Edina Public Schools (EPS) Proposed Academic Calendars for 2026-2027 and 2027-2028 and Adjustments to 2025-2026 Academic Calendar

Description: The Calendar Committee met three times last fall to develop academic calendar proposals for the 2026-2027 and 2027-2028 school years. Utilizing the school board's guiding change document, the committee incorporated input from various stakeholders, including teachers, administrators, support staff, and parents. Thoughtful discussions were held within the committee, academic calendar drafts were developed and shared, and members then gathered additional feedback from their colleagues, which was brought back to the committee for further discussion. Additionally, this action item includes a recommendation to adjust the 2025-2026 academic calendar to reflect Connect and Assess days on Friday, August 22, 2025, and Monday, August 25, 2025. And, the action item proposes correcting a clerical error in the 2025-2026 calendar, where a student day was mistakenly double-counted. This correction will shift the last student day to Friday, May 29, 2026, and the last teacher data day to Monday, June 1, 2026, aligning with the schedule of the 2024-2025 academic calendar.

Presenter(s): Nate Swenson, Assistant Superintendent; and Sonya Sailer, Executive Director of Human Resources

Recommendation: Approve the proposed 2026-2027 and 2027-2028 Academic Calendars and adjustments to the 2025-2026 Academic Calendar.

C. Achievement and Integration FY2026 Budget

Description: The Achievement and Integration Program provides dedicated funding to support our district's efforts in increasing racial and economic integration while reducing achievement disparities. Each year the school district must submit an updated annual budget to the Minnesota Department of Education. Districts do not need to apply for this funding; they automatically qualify based on their enrollment data. The funding must be utilized within the fiscal year it is approved for, as carryover is not permitted.

Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming

Recommendation: Read and review FY26 Achievement and Integration budget for approval.

D. American Indian Education Program Vote of Concurrence

Description: Minnesota Statutes, section 124D.78, requires that all Minnesota districts and tribal schools with 10 or more American Indian students have an American Indian Parent Advisory Committee (AIPAC.) These committees serve in an advisory role to their school/district and help ensure that American Indian students are receiving culturally relevant and equitable education opportunities. They are crucial to the achievement and success of American Indian students statewide.

Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming

Recommendation: Accept the American Indian Parent Advisory Committee Vote of Concurrence.

E. Policy Review (513, 521, 524, 604, 617, 619, 623, 632)

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. Expenditure Summary - February 2025
- C. Investment Summary - January 2025
- D. Investment Summary - February 2025
- E. Student Spaceflight Experiments Program Discontinuation
- F. Short-Term Continuous Radon Monitoring Results - 2025

III. Excellence in Action

IV. Hearing from Members of the Public

V. Consent

V.A. Minutes: *February 3 work session and regular meeting; February 18 work session*

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF FEBRUARY 3, 2025

WORK SESSION
5:00 PM

Edina Community Center
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

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

Mr. Dan Arom

PRESIDING OFFICER: Chair Karen Gabler

5:00 PM - 6:03 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Nate Swenson, Assistant Superintendent
Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
Jody Remsing, Director of Student Support Services
Sonya Sailer, Director of Human Resources
Mert Woodard, Director of Finance and Operations

Jamie Hawkinson, Creek Valley Elementary School Dean
Bethany Van Osdel, Assistant Director of Teaching and Learning

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Karen Gabler, Chair

Ms. Cheryl Barry, Clerk

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
FEBRUARY 3, 2025

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard; Hawkinson, Van Osdel.

APPROVAL OF AGENDA

DISCUSSION

- A. FY 2026 Preliminary Budget
- B. K-12 Social Studies Curriculum Adoption
- C. Electronic Communication Devices - Policy 524
- D. Proposed 2025-2026 Board Meeting Calendar

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 6:03 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. Karen Gabler, Chair

Ms. Cheryl Barry, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
FEBRUARY 3, 2025 WORK SESSION

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard; Hawkinson, Van Osdel.

APPROVAL OF AGENDA

Member Allenburg moved and Member Barry seconded to approve the agenda. All members voted Aye. The motion passed unanimously.

DISCUSSION

Revised Budget Fiscal Year 2025 & Fiscal Year 2026 Budget Parameters: Director Woodard shared updates to the fiscal year 2025 budget based on actual operations, information about budget parameters for FY26, and a revised five-year general fund forecast.

K-12 Social Studies Curriculum Adoption: Staff shared information about the curriculum review process and new social studies standards.

Electronic Communication Devices - Policy 524: Assistant Superintendent Swenson shared an update on the cell phone policy.

Proposed 2025-2026 Board Meeting Calendar: Board members reviewed the proposed 2025-2026 board meeting calendar.

LEADERSHIP AND COMMITTEE UPDATES

Member Huwe shared that Board Finance Committee members would be attending the community BRRRG task force meetings.

Chair Gabler shared dates for a possible board retreat in April or May.

SUPERINTENDENT UPDATES

Dr. Stanley shared that the district had received additional grant funding to add onto the electric bus grant funding already received.

ADJOURNMENT

At 6:03 PM, Member Birdman moved, and Member Huwe seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE REGULAR MEETING OF FEBRUARY 3, 2025

REGULAR MEETING
7:00 PM

Edina Community Center Room 349
5701 Normandale Road, Edina

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 Karen Gabler

7:00 PM - 8:31 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Nate Swenson, Assistant Superintendent
Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
Jody Remsing, Director of Student Support Services
Sonya Sailer, Director of Human Resources
Mert Woodard, Director of Finance and Operations

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Karen Gabler, Chair

Ms. Cheryl Barry, Clerk

(Official Publication)
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD
DISTRICT 273 EDINA, MINNESOTA FEBRUARY 3, 2025

7:00 PM Chair Gabler called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard.

APPROVAL OF AGENDA

EXCELLENCE IN ACTION

HEARING FROM MEMBERS OF THE PUBLIC

CONSENT

- A. Minutes: *January 6 Organizational, work session, and regular meetings; January 21 work session*
- B. Personnel Recommendations
- C. Check Register - January 2025
- D. Electronic Fund Transfers - January 2025
- E. Gifts and Bequests – January 2025
- F. Cornelia Restroom Project Bids
- G. Student Support Services Agreements
 - 1. Accurate Home Care, LLC

DISCUSSION

- A. Achievement and Integration FY 2026 Budget
- B. Elementary Literacy Curriculum Adoption Recommendation: Benchmark Advance
- C. EPS Academic Calendars for 2026-2027 and 2027-2028
- D. Policy Review (513, 521, 524, 604, 617, 619, 623, 632)

ACTION

- A. Proposed 2024-2026 Collective Bargaining Agreement Between Independent School District 273 and the Service Employees International Union, Local 284, Representing Buildings, Grounds, and Maintenance Employees
- B. Policy Review (514, 520, 526)
- C. Mutual Termination of Employment Agreement with Dr. Stacie Stanley

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION

- A. Enrollment Mobility
- B. Expenditure Summary - January 2025

ADJOURNMENT

The meeting adjourned at 8:31 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. Karen Gabler, Chair

Ms. Cheryl Barry, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
FEBRUARY 3, 2025 REGULAR MEETING

7:00 PM Chair Gabler called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard.

APPROVAL OF AGENDA

Member Allenburg moved and Member Arom seconded to approve the agenda. All members voted Aye. The motion passed unanimously.

Chair Gabler shared words of thanks from the board to Vice Chair Allenburg for her five years of service as chair.

EXCELLENCE IN ACTION

EHS teachers Amanda Schutz and Katie Bour shared a presentation about their sheltered creative writing class, which brought its self-authored books to Countryside to share with young readers. This class is the first of its kind at the high school and is co-taught by English teacher Bour and EL teacher Schutz. Staff were joined by one of their students who spoke about his experience.

CONSENT

Member Alleburg moved and Member Arom seconded to approve the consent agenda. All members voted Aye. The motion passed unanimously.

The resolutions were:

- A. Minutes: *January 6 Organizational, work session, and regular meetings; January 21 work session*
- B. Personnel Recommendations
- C. Check Register - January 2025
- D. Electronic Fund Transfers - January 2025
- E. Gifts and Bequests – January 2025
- F. Cornelia Restroom Project Bids
- G. Student Support Services Agreements
 - 1. Accurate Home Care, LLC

DISCUSSION

Achievement and Integration FY 2026 Budget: Review proposed annual Achievement & Integration budget.

Elementary Literacy Curriculum Adoption Recommendation: Benchmark Advance: Review background information and discuss initial reactions to the elementary literacy adoption recommendation of Benchmark Advance.

EPS Academic Calendars for 2026-2027 and 2027-2028: Staff presented proposed academic calendars for 2026-2027 and 2027-2028.

Policy Review (513, 521, 524, 604, 617, 619, 623, 632): Policy Committee members presented the following policies for discussion. These policies will move forward for approval at the next regular meeting.

- Policy 513 Student Promotion, Acceleration, Retention, and Early Kindergarten Admission
- Policy 521 Student Disability Nondiscrimination
- Policy 524 Electronic Technologies Acceptable Use
- Policy 604 Grade Level Configuration and Enrollment at School Sites
- Policy 617 Class Size and Staffing
- Policy 619 Student Assignment to Teachers and Classes
- Policy 623 Summer School Instruction
- Policy 632 Chemical Use and Abuse

ACTION

Proposed 2024-2026 Collective Bargaining Agreement Between Independent School District 273 and the Service Employees International Union, Local 284, Representing Buildings, Grounds, and Maintenance Employees: Member Mann moved and Member Arom seconded to approve the motion. All members voted Aye. The motion passed unanimously.

Policy Review (514, 520, 526): Member Allenburg moved and Member Arom seconded to approve the motion. All members voted Aye. The motion passed unanimously.

- Policy 514 Bullying Prohibition
- Policy 520 Student Surveys
- Policy 526 Student Hazing Prohibition

Mutual Termination of Employment Agreement with Dr. Stacie Stanley: Member Birdman moved and Member Mann seconded to approve the motion. All members voted Aye. The motion passed unanimously.

LEADERSHIP AND COMMITTEE UPDATES

Member Birdman shared that he would be participating in District 287's Get on the Bus Tour at the Richfield's South Education Center.

Member Arom shared about the recent LAC Breakfast which went well and was well attended. The next LAC event is the Day at the Capitol on March 24.

Chair Gabler shared that the posting for the interim superintendent would be online this week, and the posting will close Feb. 21. She also shared information about Willard Ikola, famed Edina hockey coach, who passed away recently.

SUPERINTENDENT UPDATES

Dr. Stanley shared information about the enhanced BRRRG (budget reduction, reallocation, revenue generation) process which kicks off with the first community task force meeting this week. She also shared that the district will receive additional grant money to add to the grant money already awarded for electric buses. Finally she shared information about the current art display in the boardroom from Countryside, Highlands, and Creek Valley elementary students.

ADJOURNMENT

At 8:31 PM, Member Mann moved, and Member Birdman seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF FEBRUARY 18, 2025

WORK SESSION
5:00 PM

Edina Community Center
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

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

ABSENT:

Ms. Erica Allenburg

PRESIDING OFFICER: Chair Karen Gabler

5:00 PM - 8:56 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Nate Swenson, Assistant Superintendent
Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
Jody Remsing, Director of Student Support Services
Sonya Sailer, Director of Human Resources
Mert Woodard, Director of Finance and Operations

Steven Cullison, EVP Coordinator
Kim Isley, Assistant Director of Early Learning
Joanne Karch, Assistant Director of Student Support Services
Lisa Masica, Cornelia Elementary Principal
Dr. Amy Reed, Creek Valley Elementary Principal

Sal Bagley, Wold Architects
Carrie Carroll, Special Education Advisory Council Chair

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Karen Gabler, Chair

Ms. Cheryl Barry, Clerk

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
FEBRUARY 18, 2025

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard; Cullison, Isley, Karch, Masica, Reed; Bagley, Carroll.

APPROVAL OF AGENDA

DISCUSSION

- A. Edina Virtual Pathway (EVP) Update
- B. Continuous School Improvement Plan (CSIP) Process Update
- C. Early Learning and Family Center Proposal
- D. Edina Transition Programming for Students 18-22 Years Old
- E. Interim Superintendent Search Update & Discussion

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 8:56 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. Karen Gabler, Chair

Ms. Cheryl Barry, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
FEBRUARY 18, 2025 WORK SESSION

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard; Cullison, Isley, Karch, Masica, Reed; Bagley, Carroll.

APPROVAL OF AGENDA

Member Birdman moved and Member Arom seconded to approve the agenda. All members voted Aye. The motion passed unanimously.

DISCUSSION

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

Continuous School Improvement Plan (CSIP) Process Update: Staff presented an update on continuous improvement plans for their sites, including information about how schools use their CSIPs to monitor progress toward goals and adapt if changes are needed.

Early Learning and Family Center Proposal: Staff presented an updated proposal for transforming the Edina Early Learning Center (ELC) to the Early Learning & Family Center. The proposal addresses current challenges while positioning the ELC to better serve growing community needs through enhanced facilities, expanded programming, and improved learning environments.

Edina Transition Programming for Students 18-22 Years Old: **Description:** Staff presented a detailed overview of special education transition programming, including information about operational and facility costs for a district transition program.

At 8:05 PM Member Barry left the meeting.

Interim Superintendent Search Update & Discussion: Governance Committee members shared an update on the interim superintendent selection process, including a review of the proposed timeline and information about screening candidates to bring forward to the full board for consideration.

ADJOURNMENT

At 8:56 PM, Member Birdman moved, and Member Huwe seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

V.B. Personnel Recommendations



Meeting Date: March 3, 2025

Title: Personnel Recommendations

Type: Consent

Presenter(s): Sonya Sailer, Executive 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>Wage</u>	<u>Date</u>
AWAD, MARYAM	EHS	MATHEMATICS TEACHER, 1.0 FTE (LTS)	\$33.23/HOUR	02/04/2025- 04/25/2025
CARLSON, AMANDA	ELC	ECSE TEACHER, 1.0 FTE	\$65,497	08/18/2025
HOLLY, JESSIE	ELC	ECFE TEACHER (LTS)	\$33.23/HOUR	02/25/2025 - 06/02/2025
MADSEN, ANGELA	CS	SPED TEACHER, 0.23 FTE	\$13,014.98	01/28/2025
NISKA, ELISE	CS	GRADE 3 SPANISH DUAL LANGUAGE TEACHER, 1.0 FTE	\$51,593	08/18/2025
ZEHRINGER, JESSICA	ELC	PRESCHOOL TEACHER (LTS)	\$33.68/HOUR	01/29/2025 - 04/04/2025

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
BENI, LINUS	ND	GRADE 4 TEACHER, 1.0 FTE	06/03/2025
DAHL, JANET	DW	PHYSICAL THERAPIST, 1.0 FTE	06/03/2025
FRANEK, DANA	CN	SPEECH-LANGUAGE PATHOLOGIST, 1.0 FTE	06/03/2025
GARRITY, MOLLY	ELC	PRESCHOOL TEACHER, HOURS VARIED	06/03/2025
LITTLE, ANN	CN	LICENSED SCHOOL NURSE, 0.2 FTE	06/03/2025
MALDONADO, CYNTHIA	CS	PRINCIPAL, 1.0 FTE	06/30/2025
SCHMIDT, JESSICA	ND	ELEMENTARY EDUCATION TEACHER (ON LOA)	02/01/2025
SMEDSTAD, KRISTA	ND	ELEMENTARY EDUCATION TEACHER (ON LOA)	02/01/2025
WELO, JENNA	CN	ART TEACHER, 0.4 FTE	06/03/2025
WUEST, PETER	CV	GRADE 5 TEACHER, 1.0 FTE	06/03/2025

C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Wage</u>	<u>Date</u>
BASS, CARLY	ND	INTERVENTION TEACHER, FROM 0.8 FTE TO 0.81 FTE	\$46,665.47	02/17/2025
JANASKO, STEPHANIE	CN	LICENSED SCHOOL NURSE, FROM 0.8 FTE TO 1.0 FTE	\$95,116	08/18/2025
KAMP, EILEEN	ELC	FROM EA SPED PARA	\$44,018.10	08/18/2025

TO ECSE TEACHER, 0.9 FTE

PLASCH, ERIN	CC	TALENT DEVELOPMENT TEACHER, FROM 0.8 FTE TO 1.0 FTE	\$107,100	08/18/2025
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D. OVERLOAD ASSIGNMENTS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
BATEMAN, JESSICA	SV	SPANISH TEACHER, 0.17 FTE	\$18,164.16	08/19/2024
BAUKOL, KOURTNEE	EHS	FACS TEACHER, 0.2 FTE	\$15,012.00	08/19/2024
DARBY, KYRSTEN	VV	ORCHESTRA TEACHER, 0.083 FTE	\$6,850.49	08/19/2024
FRANSSSEN, MICHAEL	EHS	SOCIAL STUDIES TEACHER, 0.1 FTE	\$10,302.60	08/19/2024
GALLAGHER, RYAN	EHS	BUSINESS TEACHER, 0.2 FTE	\$22,440.00	08/19/2024
GORDHAMER, KATHRYN	SV	MUSIC/CHOIR TEACHER, 0.083 FTE	\$6,642.74	08/19/2024
HALVORSON, JODI	SV	PHYSICAL EDUCATION TEACHER, 0.17 FTE	\$19,074	08/19/2024
JACOBSON, SAMANTHA	SV	ART TEACHER, 0.083 FTE	\$7,644.96	08/19/2024
JARRETT, SARAH	EHS	AVID/ALP TEACHER, 0.2 FTE	\$20,605.20	08/19/2024
KIEL, ANDREW	EHS	SOCIAL WORKER, 0.15 FTE	\$13,960.35	08/19/2024
LANDSEIDEL, DEREK	SV	SPANISH TEACHER, 0.083 FTE	\$6,820.77	08/19/2024
MCCARTAN, CARISSA	SV	FACS TEACHER, 0.17 FTE	\$15,658.36	08/19/2024
NIELSEN, SUSAN	SV	PROJECT LEAD THE WAY, 0.17 FTE	\$18,164.16	08/19/2024
PAYNE, ERIC	EHS	BUSINESS TEACHER, 0.2 FTE	\$19,023.20	08/19/2024
PEARSON, MATTHEW	SV	ORCHESTRA TEACHER, 0.13 FTE	\$9,335.43	08/19/2024
PUSATERI, MELLANIE	EHS	PHYSICAL EDUCATION TEACHER, 0.2 FTE	\$23,460.00	08/19/2024
STUCYNSKI, MARY	EHS	SOCIAL STUDIES TEACHER, 0.2 FTE	\$19,462.00	08/19/2024
ZIELUND, MARY	EHS	AMERICAN SIGN LANGUAGE, 0.1 FTE	\$4,501.71	01/21/2025

E. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
ABDELLA, ALICIA	EHS	MATHEMATICS TEACHER	01/27/2025 - 04/25/2025
EISCHENS, DOUGLAS	SV	SCHOOL SOCIAL WORKER	01/06/2025 - 01/31/2025
YURECKO, APRIL	ND	READING & MATHEMATICS INTERVENTION TEACHER	02/27/2025 - 03/14/2025

F. REQUEST FOR UNPAID SUPERINTENDENT'S DISCRETIONARY LEAVE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
THEIS, BRITT	CV	GRADE 1 TEACHER	04/04/2025 - 04/18/2025

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

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
GALLENBERGER, MEGAN	CS	TALENT DEVELOPMENT TEACHER 1.0 FTE TO 0.3 FTE	08/15/2025 - 06/01/2026

H. REQUEST FOR 1-YEAR JOB SHARE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
TEGELS, MARISSA	CS	GRADE 2 TEACHER, 0.5 FTE	08/15/2025 - 06/01/2026
YOUNG, JAMIE	CS	GRADE 2 TEACHER, 0.5 FTE	08/15/2025 - 06/01/2026

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
BROOKS, MARGARET	VV	EA SPED PARA	\$22.75/HOUR	02/04/2025
COOLEY, NICHOLAS	VV	EA SPED PARA	\$22.20/HOUR	02/03/2025
DJERF, PHILLIP	SV	EA SPED PARA	\$22.50/HOUR	02/05/2025
FLIPPO, JOHN	TC	BUS DRIVER	\$25.86/HOUR	02/10/2025
LUDEMAN, LAURI	EHS	EVENT WORKER	\$20.00/HOUR	03/10/2025
KETTERLING, JENNIFER	ELC	INSTRUCTIONAL ASSISTANT	\$20.20/HOUR	02/19/2025
JACOB, JESSICA	ELC	INSTRUCTIONAL ASSISTANT	\$23.00/HOUR	02/21/2025
MADRID, MARTIN	EHS	EA SPED PARA	\$22.20/HOUR	02/19/2025
STANDLEY, KIMBERLY	EHS	MEDIA ASSISTANT (LTS)	\$22.09/HOUR	01/29/2025 - 05/09/2025
STOCKERT, RACHEL	ELC	EA SPED PARA	\$22.20/HOUR	02/25/2025
TOMLJANOVIC, JESSICA	HL	INSTRUCTIONAL ASSISTANT	\$20.75/HOUR	01/31/2025

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
GOULAKOVA, TATIANA	HL	EA SPED PARA	02/07/2025
MEKONNEN, HANA	HL	EA SPED PARA	02/14/2025
OMAR, SAMIRA	ELC	INSTRUCTIONAL ASSISTANT	02/07/2025
ROTT, JACKSON	VV	EA SPED PARA	02/19/2025
WILLIAMS, ELIJAH	VV	CUSTODIAN	02/21/2025

C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Wage</u>	<u>Date</u>
NONE				

D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
BERDAHL, JAMES	SV	EA SPED PARA	01/06/2025 - 03/25/2025
DUNSMORE, KATHLEEN	EHS	EA SPED PARA	02/04/2025 - 03/28/2025
JENNEN, ANNE	HL	HEALTH SERVICES ASSOCIATE	01/07/2025 - 01/16/2025
LAUER, CAROL	EHS	EA SPED PARA	03/17/2025 - 03/27/2025
LUNDBORG, STEPHANIE	EHS	EA SPED PARA	01/06/2025 - 02/04/2025
OLIVARES RIVERA, JACQUELINE	CC	CUSTODIAN	02/03/2025 - 02/17/2025
RUBENSTEIN, ERROL	VV	EA SPED PARA	01/22/2025 - 02/12/2025

COMMUNITY EDUCATION SERVICES STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
HAMMONTREE, ELIZABETH	ELC	CHILDCARE LEAD	\$24.90/HOUR	02/24/2025
HEALEY, SOFIA	HL	KIDS' CLUB LEAD	\$17.85/HOUR	02/19/2025
JOHNSON, BRITTNEY	CV	KIDS' CLUB LEAD	\$47.85/HOUR	02/24/2025
KHALIF, ABDIRIZAK	CN	KIDS' CLUB LEAD	\$16.48/HOUR	02/24/2025
SEEHUSEN, SUZANNE	ND	KIDS' CLUB LEAD	\$20.93/HOUR	02/24/2025

SHANNON, ALLEN	CC	KIDS' CLUB LEAD	\$17.85/HOUR	02/19/2025
TALLMAN, WESLEY	ND	KIDS' CLUB LEAD	\$16.48/HOUR	02/24/2025
Yochum, Tanner	ND	KIDS' CLUB LEAD	\$20.93/HOUR	02/24/2025

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>		<u>Date</u>
HAMILTON, CADIE	CV	KIDS' CLUB LEAD		01/22/2025
HERNANDEZ, ERIKA	ELC	CHILDCARE LEAD		02/20/2025
LUCKTENBERG, CELESTINE	ND	KIDS' CLUB LEAD		01/31/2025
SMITH-HORNE, RAMIYAH	CC	KIDS' CLUB LEAD		02/13/2025
WALLACE, PAIGE	CV	KIDS' CLUB LEAD		02/14/2025

C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
NONE.				

D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
LIDSTONE, DERRICK	CN	PROGRAM SPECIALIST	01/28/2025 - 02/07/2025

V.C. Termination and Non-Renewal of Probationary
Teachers



Board Meeting Date: March 3, 2025

Title: Termination and Non-Renewal of Probationary Teachers

Type: Consent

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

Description: As a result of changing staffing needs each school year, the attached resolution provides for the termination and non-renewal of the teaching contracts for certain probationary teachers. These actions are necessary due to continuing contract teachers returning from leaves of absence, changes in enrollment, licensure requirements, and other reasons. These teachers may apply for any vacant positions available for the 2025-2026 school year if properly licensed and qualified.

Recommendation: Approve the attached resolution terminating and non-renewing the teaching contracts of certain probationary teachers.

Desired Outcome(s) from the Board: Termination and non-renewal of certain probationary teachers.

Attachment(s): Resolution

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE TEACHING CONTRACTS OF THE FOLLOWING PROBATIONARY TEACHERS:

Clark, Bruce	Olson, Pamela
Clonkey, Hannah	Pratt, Cynthia
Denis, Abigail	Reichert, Kellie
Frankovich, Jessica	Roddy, Michael
Goldbaum, Maya	Shoultz, Michelle
Krebs, Tyler	Truong, Alyson
Larson, Carmel	Yurecko, April
Lundberg, Rebekah	Zenor, Ann
Madsen, Angela	
Mans, Grace	

WHEREAS, the above named are probationary teachers in Independent School District 273.

BE IT RESOLVED, the School Board of Independent School District 273, that pursuant to Minnesota Statute Section 122A.40, subdivision 5, that the teaching contracts of the above named, who are probationary teachers in Independent School District 273, be hereby terminated at the close of the current 2024-2025 school year.

BE IT FURTHER RESOLVED that written notice be sent to said teachers regarding termination and non-renewal of their current contracts, as follows:

**NOTICE OF TERMINATION
AND NON-RENEWAL**

<<First>> <<Last>>

<<Location>>

<<Address>

Dear <<First>>:

You are hereby notified that at a regular meeting of the School Board of Independent School District 273 held on March 3, 2025, a resolution was adopted by majority vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2025-2026 school year. Said action of the Board is taken pursuant to Minnesota Statute Section 122A.40, subdivision 5.

You may officially request that the School Board give its reasons for the non-renewal of your teaching contract.

Yours very truly,

SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT 273

The motion for the adoption of the foregoing resolution was duly seconded by Board Member _____ and upon vote being taken thereon, the following voted in favor thereof: _____ and the following voted against the same: _____, whereupon said resolution was declared duly passed and adopted.

Clerk of the School Board, ISD 273

V.D. Amended MOU for Alternative Quality
Compensation & Teacher Evaluation Programming



Board Meeting: March 3, 2025

Title: Amended MOU for Alternative Quality Compensation & Teacher Evaluation Programming

Type: Consent

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning and Libby Sandvick, Teacher Evaluation Program Facilitator

Background: The 2024-2026 Edina Teacher Evaluation MOU was approved in the spring of 2024. This Memorandum of Understanding shall serve as an addendum to the current MOU. The terms of this amended MOU shall be in place for the 2025-2026 school year. The purpose for this recommended modification is to address the uncertainty around the future of Minnesota's Alternative Teacher Compensation program given Governor Walz's recent proposal to eliminate the program beginning in 2026-2027, and to maintain continuity of programming for our teachers in 2025-2026.

Recommendation: Approve the amended MOU that officially extends the term by one year for two Peer Coaches through the 2025-2026 school year.

Desired Outcomes For The Board: Review the report, approve and sign the amended MOU.

Attachments:

1. Amended MOU

MEMORANDUM OF UNDERSTANDING

BETWEEN

Edina Public Schools AND Education Minnesota Edina

This Memorandum of Understanding will serve as an addendum to the 2024-2026 Edina Teacher Evaluation and Alternative Compensation Program MOU (“Teacher Evaluation MOU”), which was approved by the School Board on April 8, 2024. The terms of this MOU will be in place for the 2025-2026 school year.

WHEREAS, Edina Public Schools (“District”) and Education Minnesota/Edina (“EM/E”) agreed to a Memorandum of Understanding outlining the Teacher Evaluation MOU for the 2024-2025 and 2025-2026 school years; and

WHEREAS, Section 22 of the Teacher Evaluation MOU allows minor modifications, as proposed by the Teacher Evaluation Committee, to be brought to the District and EM/E for adoption during its effective period; and

WHEREAS, in an effort to address the uncertainty around the future of the Teacher Evaluation MOU, and not delay staffing decisions for the 2025-2026 school year, it is recommended that a one-year extension to the three-year term be granted to those coaches with terms that are set to expire in Spring 2025.

WHEREAS the Teacher Evaluation Committee reviewed the program and agreed to minor modifications, and unanimously endorsed the following changes;

THEREFORE, be it resolved that the following sections of the Teacher Evaluation MOU be modified as follows:

13. Evaluators

C. Peer Coaches

e. Peer Coaches shall serve three-year terms. Whenever possible, terms will be staggered to ensure balance between experience and new coaches. For coaches with terms expiring in Spring 2025, a one-year extension will be added to the term. This extension applies only to the 2025-2026 school year, at which point the term will expire.

f. Coaches may serve a maximum of two terms, but they must re-apply and interview for their positions upon completion of the first term. All terms are subject to termination upon withdrawal from the plan by either party. Peer coaches shall be considered a teacher-on-special assignment under the terms of the Agreement between the District and EM/E. For coaches with terms expiring in Spring 2025, a one-year extension will be added to the term. This extension applies only to the 2025-2026 school year, at which point the term will expire.

The District and Education Minnesota Edina are in agreement with the above language as evidenced by their representatives' signatures below.

For the District:

For the Education Minnesota Edina

Board Chair

President

Dated: _____

Dated: _____

V.E. Check Register - February 2025



Board Meeting Date: 3/3/2025

Title: Check Register – February 2025

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 February 2025:

<u>Fund</u>	<u>Amount</u>
General	\$ 3,270,632.56
Food Service	365,459.17
Community Service	217,612.13
Building Construction	82,586.81
Debt Service	11,262.59
Total	\$ 3,947,553.26

Recommendation: Approve the disbursements as presented for the month of February 2025.

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

Attachments:

1. Check Register – February 2025

Check Register

FOR THE MONTH ENDED FEBRUARY 28, 2025

Check No.	Vendor	Description	Date	Amount
402212	MN PEIP	CURRENT TEACHERS	01/22/25	786,244.54
402171	BLUE CROSS BLUE SHI	CURRENT EMPLOYEES	01/22/25	484,236.52
402171	BLUE CROSS BLUE SHI	CURRENT EMPLOYEES	01/22/25	475,593.48
402176	CHARTWELLS DINING S	DEC24 FOOD SERVICE	01/22/25	358,651.95
402122	METRO TRANSPORTATIO	OCT24 - SPED TYPE I	01/15/25	159,104.40
402208	METRO TRANSPORTATIO	DEC24 SPED TYPE III	01/22/25	130,802.17
402212	MN PEIP	COBRA/RETIREEES	01/22/25	77,172.94
402153	TWIN CITY TRANSPORT	SPED TYPE III SERVI	01/15/25	70,920.23
402201	KRAUS-ANDERSON CONS	EHS LTFM PRE-CONST.	01/22/25	57,529.00
402088	CHESS & STRATEGY GA	CHESS CLUBS DISTRIC	01/15/25	45,661.00
402239	TWIN CITY TRANSPORT	SPED TYPE III	01/22/25	44,893.38
402181	DAKOTA TRUCK UNDERW	INSTALLMENT #8	01/22/25	40,051.00
402049	INTERMEDIATE DISTRI	LEASE LEVY	01/08/25	33,653.16
402193	INTERMEDIATE DISTRI	LEASE LEVY	01/22/25	33,653.16
402395	WOLD ARCHITECTS & E	CN TOILET RENO	01/29/25	31,079.77
402226	SAFEBAY DRIVING SCH	10/28-11/13 DRIVER'	01/22/25	27,360.00
402119	MALLOY MONTAGUE KAR	PROF SVCS THRU 12/3	01/15/25	25,620.00
402075	LANGUAGE SPROUT LLC	SPANISH INSTRUCTION	01/14/25	25,437.00
402208	METRO TRANSPORTATIO	DEC24 MCKINNEY VENT	01/22/25	25,242.53
402049	INTERMEDIATE DISTRI	ITINERANT	01/08/25	25,224.97
402193	INTERMEDIATE DISTRI	ITINERANT	01/22/25	25,224.97
402122	METRO TRANSPORTATIO	OCT24 - MCKINNEY VE	01/15/25	24,477.60
402159	XCEL ENERGY	EHS 11/19-12/22/202	01/15/25	23,813.08
402330	KINECT ENERGY, INC	EHS - DECEMBER USE	01/29/25	23,450.09
402099	FLYNN MIDWEST LP	ROOF CURB REMOVAL/	01/15/25	22,716.00
402171	BLUE CROSS BLUE SHI	COBRA/REITREES	01/22/25	21,818.97
402171	BLUE CROSS BLUE SHI	COBRA/RETIREEES	01/22/25	21,818.97
402049	INTERMEDIATE DISTRI	CONTRACTED NSO	01/08/25	21,360.47
402193	INTERMEDIATE DISTRI	CONTRACTED NSO	01/22/25	21,360.47
402177	CITY OF EDINA - BRA	DEC BOYS HOCKEY ICE	01/22/25	20,952.50
402330	KINECT ENERGY, INC	SV - DECEMBER USE	01/29/25	20,116.37
402200	KATH FUEL OIL SERVI	DIESEL	01/22/25	19,061.75
402069	TEACHERS ON CALL, A	EHS- SUBSTITUTES	01/08/25	17,996.79
402108	INSPEC INC	EHS 2025 REROOFING	01/15/25	17,263.20
402177	CITY OF EDINA - BRA	NOV BOYS HOCKEY ICE	01/22/25	15,960.75
402234	TEACHERS ON CALL, A	EHS- SUBSTITUTES	01/22/25	15,499.35
402352	MORRIS LEATHERMAN C	RESIDENTIAL SURVEY	01/29/25	15,000.00
402177	CITY OF EDINA - BRA	NOV GIRLS HOCKEY IC	01/22/25	14,787.15
402122	METRO TRANSPORTATIO	OCT24 - SPED TYPE A	01/15/25	14,173.20
402044	FILLMORE MINNEAPOLI	SWEETHEARTS RENTAL	01/08/25	13,987.73
402201	KRAUS-ANDERSON CONS	EHS LTFM CONS MGMT	01/22/25	13,475.00
402230	SOURCEWELL	Q2 OVERAGE HOURS	01/22/25	13,343.75
402159	XCEL ENERGY	SV 11/19-12/22/2024	01/15/25	12,619.19
402330	KINECT ENERGY, INC	ECC - DECEMBER USE	01/29/25	12,606.10
402135	RAK CONSTRUCTION IN	ECC - LTFM UPGRADES	01/15/25	11,933.52
402135	RAK CONSTRUCTION IN	CV - LTFM UPGRADES	01/15/25	11,933.52
402135	RAK CONSTRUCTION IN	CN - LTFM UPGRADES	01/15/25	11,933.52
402135	RAK CONSTRUCTION IN	CC - LTFM UPGRADES	01/15/25	11,933.51
402177	CITY OF EDINA - BRA	BOYS HOCKEY GATE NO	01/22/25	11,932.00
402094	DIGITAL INSURANCE	3RD QUARTER SERVICE	01/15/25	11,875.00
402330	KINECT ENERGY, INC	VV - DECEMBER USE	01/29/25	11,856.94
402076	ABRAKADOODLE	ART CLUB & GIFT MAK	01/15/25	11,403.00

Check No.	Vendor	Description	Date	Amount
402064	PHOENIX SCHOOL COUN	OLG - QTR 3 SERVICE	01/08/25	11,402.55
402384	STRATEGIC BEHAVIORA	NOV-DEC CONTRACT SE	01/29/25	11,306.25
402049	INTERMEDIATE DISTRI	CORE FEE	01/08/25	11,258.56
402193	INTERMEDIATE DISTRI	CORE FEE	01/22/25	11,258.56
402049	INTERMEDIATE DISTRI	SAFE SCHOOL	01/08/25	11,221.16
402193	INTERMEDIATE DISTRI	SAFE SCHOOL	01/22/25	11,221.16
402232	STRATEGIC BEHAVIORA	SEPT-OCT CONTRACT S	01/22/25	11,171.25
402177	CITY OF EDINA - BRA	DEC GIRLS HOCKEY IC	01/22/25	11,030.12
402208	METRO TRANSPORTATIO	DEC24 SPED TYPE A &	01/22/25	10,629.90
402159	XCEL ENERGY	ECC 11/19-12/22/202	01/15/25	10,243.86
402239	TWIN CITY TRANSPORT	MCKINNEY VENTO TYPE	01/22/25	9,998.62
402280	EDINA GIRLS HOCKEY	DEC24 G HOCKEY TOUR	01/29/25	9,956.00
402234	TEACHERS ON CALL, A	VV- SUBSTITUTES	01/22/25	9,404.10
402153	TWIN CITY TRANSPORT	MCKINNEY VENTO TYPE	01/15/25	9,331.20
402069	TEACHERS ON CALL, A	CV- SUBSTITUTES	01/08/25	9,081.60
402143	SERVPRO OF MINNETON	EHS WATER RESTORATI	01/15/25	8,947.24
402049	INTERMEDIATE DISTRI	TRANS DISABLED	01/08/25	8,626.38
402193	INTERMEDIATE DISTRI	TRANS DISABLED	01/22/25	8,626.38
402085	BSN SPORTS, LLC	9TH FOOTBALL UNIFOR	01/15/25	8,523.25
402201	KRAUS-ANDERSON CONS	EHS LTFM GENERAL CO	01/22/25	8,496.31
402069	TEACHERS ON CALL, A	SV- SUBSTITUTES	01/08/25	8,326.95
402100	GEMINI ATHLETIC WEA	B HOCKEY UNIFORMS	01/15/25	8,304.00
402100	GEMINI ATHLETIC WEA	G HOCKEY UNIFORMS	01/15/25	8,158.00
402290	FRASER CHILD AND FA	OCT-NOV24 CONSULTAT	01/29/25	8,008.00
402069	TEACHERS ON CALL, A	CC- SUBSTITUTES	01/08/25	7,965.75
402069	TEACHERS ON CALL, A	ND- SUBSTITUTES	01/08/25	7,862.55
402234	TEACHERS ON CALL, A	SV- SUBSTITUTES	01/22/25	7,849.65
402069	TEACHERS ON CALL, A	VV- SUBSTITUTES	01/08/25	7,656.15
402215	MSU - MANKATO	SPRING TUITION - A.	01/22/25	7,531.20
402092	D'AMICO CATERING	2/8 SWEETHEARTS DEP	01/15/25	7,500.00
402375	RIGHT ANGLE STUDIO	SUMMER '25 CATALOG	01/29/25	7,500.00
402234	TEACHERS ON CALL, A	ND- SUBSTITUTES	01/22/25	7,372.35
402237	TONeworks MUSIC THE	DEC24 MUSIC THERAPY	01/22/25	7,271.25
402237	TONeworks MUSIC THE	DEC24 MUSIC THERAPY	01/22/25	7,271.25
402234	TEACHERS ON CALL, A	HL- SUBSTITUTES	01/22/25	7,211.10
402234	TEACHERS ON CALL, A	CV- SUBSTITUTES	01/22/25	7,101.45
402069	TEACHERS ON CALL, A	HL- SUBSTITUTES	01/08/25	7,062.75
402141	SANDCREEK EAP	EAP Q1 2025 SERVICE	01/15/25	7,022.50
402262	BUSINESS ESSENTIALS	BOISE X9-WHITE-8.5X	01/29/25	6,900.00
402093	DASH SPORTS LLC	JR NBA CAMP	01/15/25	6,692.50
402115	KAY ZUCCARO	WATER WELLNESS CLAS	01/15/25	6,552.00
402179	CROSTOWN MECHANICA	WALK-IN FREEZER COM	01/22/25	6,485.95
402105	H&B SPECIALIZED PRO	MOTORS FOR BBALL HO	01/15/25	6,338.00
402395	WOLD ARCHITECTS & E	EHS 2025-26 RENOVAT	01/29/25	6,170.83
402066	RIVER BOTTOM PRODUC	VV THEATER PRODUCTI	01/08/25	5,960.00
402159	XCEL ENERGY	VV 11/19-12/22/2024	01/15/25	5,750.53
402081	ARVIG	JAN25 - DW PHONES	01/15/25	5,712.13
402234	TEACHERS ON CALL, A	CN- SUBSTITUTES	01/22/25	5,611.50
402123	MIKKONEN MUSIC LLC	DEC24 MUSIC LESSONS	01/15/25	5,557.50
402071	WENDY ANDERSON	HATHA YOGA FOR LIFE	01/08/25	5,488.00
402330	KINECT ENERGY, INC	CS - DECEMBER USE	01/29/25	5,421.53
402049	INTERMEDIATE DISTRI	HTP-GEN ED	01/08/25	5,388.12
402193	INTERMEDIATE DISTRI	HTP-GEN ED	01/22/25	5,388.12
402234	TEACHERS ON CALL, A	CC- SUBSTITUTES	01/22/25	5,353.50
402049	INTERMEDIATE DISTRI	LONG TERM FACILITIE	01/08/25	5,345.37
402193	INTERMEDIATE DISTRI	LONG TERM FACILITIE	01/22/25	5,345.37
402178	COMMERCIAL FURNITUR	FURNITURE FOR ELC	01/22/25	5,221.05
402330	KINECT ENERGY, INC	CV - DECEMBER USE	01/29/25	5,214.84
402078	ADVANCED IMAGING SO	LEASE 01.08 0728562	01/15/25	5,184.00
402069	TEACHERS ON CALL, A	CS- SUBSTITUTES	01/08/25	4,972.95
402263	BYTESPEED LLC	E-SPORT GAMING DEVI	01/29/25	4,945.00
402390	TOOLS FOR SCHOOLS I	BOOK CREATOR JAN-JU	01/29/25	4,875.00
402122	METRO TRANSPORTATIO	OCT24 - SPED BUS AI	01/15/25	4,858.88
402234	TEACHERS ON CALL, A	CS- SUBSTITUTES	01/22/25	4,856.85
402087	CATHERINE EARLEY	BODY SHAPE CLASS	01/15/25	4,835.00
402330	KINECT ENERGY, INC	CC - DECEMBER USE	01/29/25	4,825.18
402093	DASH SPORTS LLC	BASKETBALL & VB CAM	01/15/25	4,815.50

Check No.	Vendor	Description	Date	Amount
402127	MSU - MANKATO	TUITION - A.B.	01/15/25	4,785.58
402204	LARKIN HOFFMAN DALY	LEGAL SERVICES	01/22/25	4,720.00
402059	MSU - MANKATO	SPRING 2025 TUITION	01/08/25	4,643.76
402106	HENNEPIN COUNTY TRE	24-25 TRUTH IN TAXA	01/15/25	4,637.59
402345	MIDWEST SCHOOL OF B	BALLET CLASSES	01/29/25	4,607.40
402114	KAETHE BIRKNER	BALLET & PILLATES C	01/15/25	4,570.30
402069	TEACHERS ON CALL, A	CN- SUBSTITUTES	01/08/25	4,534.35
402370	RADAR CONSULTING LL	FEB25 INCENTIVE & A	01/29/25	4,500.00
402330	KINECT ENERGY, INC	HL - DECEMBER USE	01/29/25	4,386.38
402159	XCEL ENERGY	CV 11/19-12/22/2024	01/15/25	4,386.25
402186	FIDELITY SECURITY L	EMPLOYEE WITHHOLDIN	01/22/25	4,339.92
402182	EHLERS	2024 DISCLOSURE REP	01/22/25	4,250.00
402159	XCEL ENERGY	CS 11/19-12/22/2024	01/15/25	4,195.12
402330	KINECT ENERGY, INC	CN - DECEMBER USE	01/29/25	4,170.35
402062	NORTHERN LIGHTS	2/8/25 SWEETHEARTS	01/08/25	3,950.00
402039	DUNHAM ASSOCIATES I	EHS 2023-26 RENOVAT	01/08/25	3,900.00
402167	BAUER BUILT INC	TIRES	01/22/25	3,890.60
402174	BSN SPORTS, LLC	GYMNASTICS UNIFORMS	01/22/25	3,780.00
402159	XCEL ENERGY	CC 11/19-12/22/2024	01/15/25	3,772.91
402049	INTERMEDIATE DISTRI	ALC-STABILIZATION F	01/08/25	3,740.39
402193	INTERMEDIATE DISTRI	ALC-STABILIZATION F	01/22/25	3,740.39
402149	SUNBELT STAFFING LL	12/21 SCHOOL NURSE	01/15/25	3,735.00
402149	SUNBELT STAFFING LL	12/21 SCHOOL NURSE	01/15/25	3,735.00
402158	WASTE MANAGEMENT OF	EHS USE 1/1-1/31/20	01/15/25	3,689.85
402233	SUNBELT STAFFING LL	12/14 SCHOOL NURSE	01/22/25	3,689.10
402117	LEIF MEDIA & PR LLC	NOV24 COMM SUPPORT	01/15/25	3,680.00
402142	SCHOOL SERVICE EMPL	JAN15 SEIU DUES	01/15/25	3,678.83
402233	SUNBELT STAFFING LL	1/11 SCHOOL NURSE	01/22/25	3,678.30
402105	H&B SPECIALIZED PRO	VOLLEYBALL SET W/RE	01/15/25	3,647.00
402068	SCHOOL SERVICE EMPL	DEC30 SEIU DUES	01/08/25	3,582.82
402262	BUSINESS ESSENTIALS	LEXIA CORE5 READING	01/29/25	3,564.00
402140	RUSSELL SECURITY RE	HANDICAP DOOR MOTOR	01/15/25	3,560.00
402330	KINECT ENERGY, INC	ECC - DECEMBER USE	01/29/25	3,555.57
402194	I-STATE TRUCK CENTE	FILTERS	01/22/25	3,538.44
402068	SCHOOL SERVICE EMPL	DEC13 SEIU DUES	01/08/25	3,520.49
402074	RADAR CONSULTING LL	JAN FEE AND ADVERTI	01/09/25	3,500.00
402138	RIGHT ANGLE STUDIO	ELC CATALOG 2025	01/15/25	3,500.00
402082	BOLTON & MENK INC	EHS TENNIS COURTS	01/15/25	3,450.00
402395	WOLD ARCHITECTS & E	EHS RENO PHASE 3 AV	01/29/25	3,333.14
402230	SOURCEWELL	Q2 ONGOING ADVANTAG	01/22/25	3,330.00
V20715	VALERIE E BURKE	MEDICARE REIMBURSEM	01/15/25	3,310.46
402177	CITY OF EDINA - BRA	GIRLS HOCKEY GATE N	01/22/25	3,308.00
402209	MFI MEDICAL	EVACUATION CHAIR	01/22/25	3,205.30
402069	TEACHERS ON CALL, A	ELC/ECSE- SUBSTITUT	01/08/25	3,141.15
402255	BRAUN INTERTEC CORP	EHS MECHANICAL PHAS	01/29/25	3,086.50
402177	CITY OF EDINA - BRA	OCT GIRLS HOCKEY IC	01/22/25	3,082.71
402216	N2Y	UNIQUE LEARNING SYS	01/22/25	3,019.96
402050	JOHN A DAL SIN & SON	ROOF LEAK	01/08/25	3,007.41
402095	DIGNITY CONSULTING,	AUTHOR PRESENTATION	01/15/25	3,000.00
402198	JUNIOR ACHIEVEMENT	3/20 JA BIZTOWN FT	01/22/25	3,000.00
402368	PROCARE THERAPY	1/17 SPED TEACHER	01/29/25	2,962.50
402225	RIGHT ANGLE STUDIO	BUS SVCS ACFR	01/22/25	2,950.00
402081	ARVIG	JAN25 - DW INTERNET	01/15/25	2,941.78
402134	PRO-ED INC	CURRICULUM	01/15/25	2,916.00
402374	RIFTON EQUIPMENT	ADAPTIVE TECHNOLOGY	01/29/25	2,895.00
402159	XCEL ENERGY	ND 11/19/12/22/2024	01/15/25	2,889.29
402136	RELATE COUNSELING C	CHEM HEALTH #4 OF 1	01/15/25	2,880.00
402159	XCEL ENERGY	HL 11/20-12/23/2024	01/15/25	2,863.88
402208	METRO TRANSPORTATIO	DEC24 SPED BUS AIDE	01/22/25	2,856.11
402133	PROCARE THERAPY	12/13 SPED TEACHER	01/15/25	2,812.50
402223	PROCARE THERAPY	12/20 SPED TEACHER	01/22/25	2,812.50
402216	N2Y	NEWS2YOU	01/22/25	2,749.89
402381	SOLIANT HEALTH LLC	1/19 SCHOOL SLP	01/29/25	2,735.98
402167	BAUER BUILT INC	TIRES	01/22/25	2,682.20
402148	SUMMIT FIRE PROTECT	EHS - HOOD INSPECTI	01/15/25	2,679.25
402210	MIDWEST BUS PARTS I	FUEL TANK	01/22/25	2,649.37
402058	MSEA -- MN SCHOOL E	DEC30 MSEA DUES	01/08/25	2,432.81

Check No.	Vendor	Description	Date	Amount
402392	U.S. BANK	ADMINISTRATION FEES	01/29/25	2,375.00
402380	SCHOOL SERVICE EMPL	JAN30 SEIU DUES	01/29/25	2,372.62
402200	KATH FUEL OIL SERVI	UNLEADED	01/22/25	2,364.91
402144	SOLIANT HEALTH LLC	12/15 SCHOOL SLP	01/15/25	2,315.06
402026	ABBE BLACKER	MAH JONGG	01/08/25	2,294.60
402065	PRAIRIE ELECTRIC CO	LIGHT POLE REPAIR	01/08/25	2,172.56
402330	KINECT ENERGY, INC	TRAN - DECEMBER USE	01/29/25	2,166.96
402169	BAYCOM INC	BATTERY FOR RADIOS	01/22/25	2,125.00
402393	ULTIMATESLP.COM	SUBSCRIPTION(17 USE	01/29/25	2,113.44
402345	MIDWEST SCHOOL OF B	BALLET CLASSES - AD	01/29/25	2,100.00
402353	MSEA -- MN SCHOOL E	JAN30 MSEA DUES	01/29/25	2,038.32
402161	SPORTS PRO LLC	WELLNESS CENTER MAI	01/22/25	2,025.00
402234	TEACHERS ON CALL, A	ELC/ECSE- SUBSTITUT	01/22/25	1,967.25
402126	MSEA -- MN SCHOOL E	JAN15 MSEA DUES	01/15/25	1,940.79
402100	GEMINI ATHLETIC WEA	B HOCKEY SOCKS	01/15/25	1,906.00
402210	MIDWEST BUS PARTS I	RADIATOR	01/22/25	1,884.26
402355	NAC MECHANICAL & EL	CC - CHILLER CONTRA	01/29/25	1,837.54
402098	EKIN LLC	GIRLS SOCCER EQUIP	01/15/25	1,822.27
402392	U.S. BANK	COP 2022A - ADMIN F	01/29/25	1,800.00
402173	BREEZE ART BY CANDI	"MY CHOICE, MY ART,	01/22/25	1,800.00
402027	ABBY ARBEITER	DRAWING TECHNIQUES	01/08/25	1,764.00
402363	OVERDRIVE INC	SORA MAGAZINE RENEW	01/29/25	1,750.00
402057	METRO ELEVATOR	JANUARY SERVICE	01/08/25	1,734.61
402058	MSEA -- MN SCHOOL E	DEC13 MSEA DUES	01/08/25	1,713.53
402158	WASTE MANAGEMENT OF	SV USE 1/1-1/31/202	01/15/25	1,665.49
402305	IWS - INNOVATIONAL	DEC24 WATER MGMT FE	01/29/25	1,643.92
402100	GEMINI ATHLETIC WEA	G HOCKEY SOCKS	01/15/25	1,632.00
402337	MACKIN EDUCATIONAL	BOOKS FOR VV	01/29/25	1,627.12
402354	MULTILINGUAL WORD I	DEC24 GEN ED INTERP	01/29/25	1,599.66
402210	MIDWEST BUS PARTS I	CABLES	01/22/25	1,590.40
402158	WASTE MANAGEMENT OF	VV USE 1/1-1/31/202	01/15/25	1,570.45
402028	ADVANCED IMAGING SO	HIGH SCHOOL 11/24	01/08/25	1,557.72
402029	ARCON SOLUTIONS INC	WATER BOTTLES FOR A	01/08/25	1,547.78
402359	NORMANDALE COMMUNIT	PSEO FALL 2025: REM	01/29/25	1,537.98
402070	TRUE N FAIR TREE CA	TREE REMOVAL	01/08/25	1,500.00
402196	JACKI BRICKMAN INC	CATALYST LIVE DAY	01/22/25	1,500.00
402191	HOGLUND BUS COMPANY	SENDER	01/22/25	1,497.82
402158	WASTE MANAGEMENT OF	ECC USE 1/1-1/31/20	01/15/25	1,460.22
402170	BIRTE FRETWELL	GERMAN KINDER CLASS	01/22/25	1,450.40
402361	NOTEFLIGHT LLC	NOTEFLIGHT LEARN	01/29/25	1,449.00
402134	PRO-ED INC	ARTICULATION	01/15/25	1,444.00
402178	COMMERCIAL FURNITUR	CHAIRS FOR CN	01/22/25	1,437.74
402130	PARK TAVERN LOUNGE	12/10 BOWLING UNIFI	01/15/25	1,435.20
402031	BLAKE SCHOOL	DEBATE ENTRIES	01/08/25	1,410.00
402195	ITSAVVY LLC	SCREEN DEDUCTIBLES	01/22/25	1,400.00
402187	FRASER CHILD AND FA	APR-MAY24 CONSULTAT	01/22/25	1,386.00
402302	INFINITE HEALTH COL	B HOCKEY TOURN TRAI	01/29/25	1,362.50
402241	UNIVERSITY LANGUAGE	DEC24 GEN ED INTERP	01/22/25	1,344.42
402267	THE COLLEGE BOARD	AP REG FEE: JOY DUN	01/29/25	1,299.00
402267	THE COLLEGE BOARD	AP REG FEE: C. MAJO	01/29/25	1,299.00
402158	WASTE MANAGEMENT OF	CS USE 1/1-1/31/202	01/15/25	1,247.44
402049	INTERMEDIATE DISTRI	CAREER & TECH	01/08/25	1,242.05
402193	INTERMEDIATE DISTRI	CAREER & TECH	01/22/25	1,242.05
402189	GRAINGER	STEEL RACKING	01/22/25	1,164.58
402033	BROTHERS FIRE & SEC	INSTALL CELL DIALER	01/08/25	1,162.55
402158	WASTE MANAGEMENT OF	CC USE 1/1-1/31/202	01/15/25	1,160.11
402205	LEIF MEDIA & PR LLC	DEC24 COMM SUPPORT	01/22/25	1,150.00
402301	IMAGINE LEARNING, L	PD WEBINAR OPEN ENR	01/29/25	1,125.00
402148	SUMMIT FIRE PROTECT	VV - HOOD INSPECTIO	01/15/25	1,123.20
402260	BROTHERS FIRE & SEC	FIRE SPRINKLER LEAK	01/29/25	1,121.34
402148	SUMMIT FIRE PROTECT	SV - HOOD INSPECTIO	01/15/25	1,095.80
402168	BAYADA HOME HEALTH	SCHOOL NURSE - D.S.	01/22/25	1,080.00
402248	ALLEGRA EDEN PRAIRI	THEATRE FOR ALL T-S	01/29/25	1,077.00
402350	MINNESOTA ZOO	5/6 MN ZOO 1ST GR F	01/29/25	1,064.00
402378	RUSSELL SECURITY RE	ELECTRIC DOOR STRIK	01/29/25	1,060.00
402264	CATALYST SOURCING S	ON DEMAND/DMTS	01/29/25	1,045.45
402131	PITNEY BOWES EASYPE	ELC CATALOG POSTAGE	01/15/25	1,044.10

Check No.	Vendor	Description	Date	Amount
402049	INTERMEDIATE DISTRI	ALC	01/08/25	1,024.78
402193	INTERMEDIATE DISTRI	ALC	01/22/25	1,024.78
402147	STAGES THEATRE COMP	2/5 1ST GRADE FIELD	01/15/25	1,012.00
402089	CHILDREN'S THEATRE	FIELD TRIP - LEONAR	01/15/25	1,010.00
402070	TRUE N FAIR TREE CA	TREE REMOVAL	01/08/25	1,000.00
402304	ITSAVVY LLC	SCREEN DEDUCTIBLES	01/29/25	1,000.00
V20723	LISA MASICA	APPLE IPHONE 16	01/15/25	999.00
402200	KATH FUEL OIL SERVI	DIESEL EXHHAUST FLU	01/22/25	998.80
402146	STACY RUTTEN	WORKING GENIUS-PRES	01/15/25	997.00
402080	ARCON SOLUTIONS INC	COMMUNITY ED SHIRTS	01/15/25	976.92
402299	H&B SPECIALIZED PRO	BLEACHER REPAIR	01/29/25	950.00
402147	STAGES THEATRE COMP	2/14/25 1ST GR FT	01/15/25	940.00
402382	STAGES THEATRE COMP	3/25/25 2ND GR FT	01/29/25	940.00
402303	ISAIAH AND/OR HANNA	12/18/24-1/24/25 MI	01/29/25	936.90
402210	MIDWEST BUS PARTS I	RADIATOR	01/22/25	935.95
402086	CAMP FOLEY	CAMP FOLEY DEPOSIT	01/15/25	930.00
402107	INFINITE HEALTH COL	12/7 WRESTLING TOUR	01/15/25	925.00
402349	MINNESOTA LANDSCAPE	4/15 1ST GR FIELD T	01/29/25	920.00
402220	ORKIN COMMERCIAL SE	DW - DEC24 SERVICES	01/22/25	880.00
402191	HOGLUND BUS COMPANY	NON-WARRANTY REPAIR	01/22/25	874.74
402028	ADVANCED IMAGING SO	CONCORD 11/24	01/08/25	862.39
402264	CATALYST SOURCING S	ON DEMAND/ACTIVITIE	01/29/25	858.76
402028	ADVANCED IMAGING SO	ECC/DO 11/24	01/08/25	849.83
402288	FACTORY MOTOR PARTS	STRUTS	01/29/25	849.73
402112	JESSEN PRESS INC	SPED HANDBOOK	01/15/25	848.00
402063	NOVA FIRE PROTECTIO	REPAIR LEAKS IN N2	01/08/25	847.39
402260	BROTHERS FIRE & SEC	FIRE SPRINKLER HEAD	01/29/25	846.21
402154	ULINE	OFFICE CHAIRS	01/15/25	844.85
402228	FLAGSHIP RECREATION	SEESAW PARTS	01/22/25	829.33
402218	NORTHERN STAR COUNC	4/15 FIELD TRIP UNI	01/22/25	814.00
402157	WALDOCH FARM	CS FIELD TRIP	01/15/25	812.50
402052	KAREN GOLDFARB	NOV24 BEGINNING MAH	01/08/25	812.00
402211	MINNESOTA NATIVE LA	HL WEED CONTROL VIS	01/22/25	800.00
402145	SQUIRES, WALDSPURGE	LEGAL SERV: MISC	01/15/25	766.00
402165	AMY LAMPHERE	MOVE 2 MUSIC	01/22/25	756.00
402028	ADVANCED IMAGING SO	NORMANDELE 11/24	01/08/25	749.01
V20778	JENNIFER A JOHNSON	CELL PHONE PURCHASE	01/29/25	749.00
402061	NAC MECHANICAL & EL	BOILER SERVICE CALL	01/08/25	744.65
402209	MFI MEDICAL	CHAIR COVER	01/22/25	744.00
402339	MASA	SPRING CONF-SS & NS	01/29/25	738.00
402160	ZEEBO KAROUSO	9/9-12/16 ADULT BSK	01/15/25	734.20
402055	MACKIN EDUCATIONAL	BOOKS FOR EHS	01/08/25	724.82
402158	WASTE MANAGEMENT OF	CN USE 1/1-1/31/202	01/15/25	720.32
402028	ADVANCED IMAGING SO	COUNTRYSIDE 11/24	01/08/25	719.32
V20709	JAMIE HAWKINSON	MESPA REIMBURSEMENT	01/08/25	713.00
402097	EDUCATORS BENEFIT C	403(B) ADMIN & COMP	01/15/25	708.58
402151	THREE RIVERS PARK D	1/9 SKI TRIP	01/15/25	704.00
402147	STAGES THEATRE COMP	CV GRADE K FIELD TR	01/15/25	684.00
V20724	SARAH MIZIORKO	HOTEL	01/15/25	675.67
402037	CUSHMAN MOTOR COMPA	FRAME	01/08/25	670.78
402166	APPLE INC	IPADS - COMMUNITY E	01/22/25	658.00
402036	CONQUER NINJA WARRI	CC KC FIELD TRIP	01/08/25	650.25
402145	SQUIRES, WALDSPURGE	LEGAL SERV: S.S.S.	01/15/25	636.00
402265	CDW GOVERNMENT	AZURE OVERAGES	01/29/25	633.01
402158	WASTE MANAGEMENT OF	CV USE 1/1-1/31/202	01/15/25	626.03
402042	ELLA WASSERMAN	PIANO LESSONS	01/08/25	624.00
402217	NORCOSTCO INC	FICK AND EPAC LIGHT	01/22/25	621.72
402028	ADVANCED IMAGING SO	SOUTH VIEW 11/24	01/08/25	619.29
402184	ESCREEN, INC.	DEC24 DOT DRUG TEST	01/22/25	612.50
402028	ADVANCED IMAGING SO	CREEK VALLEY 11/24	01/08/25	612.28
402209	MFI MEDICAL	FOOT SUPPORT	01/22/25	612.00
402155	UNIVERSITY LANGUAGE	DEC24 GEN ED INTERP	01/15/25	606.33
402148	SUMMIT FIRE PROTECT	CS - HOOD INSPECTIO	01/15/25	597.85
402240	ULTIMATE EVENTS	PERFORM ARTS CHAIR	01/22/25	587.00
402139	RIVER BOTTOM PRODUC	EPAC LIGHT FIXTURES	01/15/25	576.00
402210	MIDWEST BUS PARTS I	CAP	01/22/25	570.40
402118	LIGHTNING PRINTING	WINTER JUBILEE PRGM	01/15/25	568.15

Check No.	Vendor	Description	Date	Amount
402148	SUMMIT FIRE PROTECT	CN - HOOD INSPECTIO	01/15/25	557.75
402148	SUMMIT FIRE PROTECT	HL - HOOD INSPECTIO	01/15/25	557.75
402148	SUMMIT FIRE PROTECT	CV - HOOD INSPECTIO	01/15/25	552.85
402347	MINNEGLASS LLC	WINDSHIELD REPAIR	01/29/25	550.00
402124	MINNEAPOLIS OXYGEN	ACETYLEN MAINT. CHA	01/15/25	543.00
402158	WASTE MANAGEMENT OF	HL USE 1/1-1/31/202	01/15/25	530.39
402042	ELLA WASSERMAN	PIANO LESSONS	01/08/25	520.00
402244	93 SKIP LLC	CN - DEC24 SOLAR PR	01/29/25	519.63
402078	ADVANCED IMAGING SO	LEASE 11.08 0728562	01/15/25	518.40
402360	NORTHERN STAR COUNC	CV GRADE 5 FIELD TR	01/29/25	515.00
402028	ADVANCED IMAGING SO	CORNELIA 11/24	01/08/25	513.75
402028	ADVANCED IMAGING SO	VALLEY VIEW 11/24	01/08/25	511.75
402148	SUMMIT FIRE PROTECT	ECC - HOOD INSPECTI	01/15/25	509.45
402032	BRIN GLASS SERVICE	DOOR 1A INSIDE	01/08/25	497.00
402188	FRESHPOINT BIX PROD	KC CV SNACKS	01/22/25	496.85
402348	MINNESOTA EQUIPMENT	SHOCK ABSORBER	01/29/25	495.00
402148	SUMMIT FIRE PROTECT	CC - HOOD INSPECTIO	01/15/25	488.75
402172	BOND TRUST SERVICES	PAYING AGENT FEE -	01/22/25	475.00
402172	BOND TRUST SERVICES	PAYING AGENT FEE -	01/22/25	475.00
402172	BOND TRUST SERVICES	PAYING AGENT FEE -	01/22/25	475.00
402172	BOND TRUST SERVICES	PAYING AGENT FEE -	01/22/25	475.00
402172	BOND TRUST SERVICES	PAYING AGENT FEE -	01/22/25	475.00
402067	ROBERT DIXON	TAI CHI	01/08/25	469.00
402028	ADVANCED IMAGING SO	HIGHLANDS 11/24	01/08/25	466.49
402077	ACOUSTICS ASSOCIATE	VV - NEW CEILING TI	01/15/25	462.16
402069	TEACHERS ON CALL, A	MAIN- SUBSTITUTES	01/08/25	451.50
402388	THE SCIENCE CREW	CS KC SCIENCE PROGR	01/29/25	450.00
402177	CITY OF EDINA - BRA	8/5-8/6 CHEER ICE P	01/22/25	449.18
402169	BAYCOM INC	WALKIE BATTERIES	01/22/25	445.00
402134	PRO-ED INC	SHIPPING & HANDLING	01/15/25	436.00
402262	BUSINESS ESSENTIALS	XEROX PAPER-CANARY-	01/29/25	434.88
402030	CHRISTINE MORGAN	TAI CHI	01/08/25	432.60
402168	BAYADA HOME HEALTH	SCHOOL NURSE - E.B.	01/22/25	432.00
402121	METRO SALES INC	ATHL COPIER COLOR	01/15/25	428.35
402266	CENTURYLINK	INTERNET SV - 1/1-1	01/29/25	428.12
402243	93 HOP LLC	BUS - DEC24 SOLAR P	01/29/25	420.78
402394	UNIVERSITY LANGUAGE	DEC24 SPED INTERPRE	01/29/25	414.27
402158	WASTE MANAGEMENT OF	ND USE 1/1-1/31/202	01/15/25	411.86
402185	FACTORY MOTOR PARTS	BRAKE PADS	01/22/25	409.84
402079	ALLEGRA EDEN PRAIRI	DRAMA PROGRAMS	01/15/25	403.97
402072	WHITE BEAR LAKE HIG	12/07 GYMNASTICS IN	01/08/25	400.00
402048	GROTH MUSIC COMPANY	BAND SUPPLIES	01/08/25	395.00
402191	HOGLUND BUS COMPANY	ECM REPROGRAMMING	01/22/25	388.50
402394	UNIVERSITY LANGUAGE	DEC24 GEN ED INTERP	01/29/25	387.47
402185	FACTORY MOTOR PARTS	TRUCK & TOW PADS	01/22/25	387.20
402128	NORTHLAND MECHANICA	CV COMPRESSOR SERVI	01/15/25	384.00
402116	KULLY SUPPLY INC	BOTTLE FILLER ELEC	01/15/25	380.20
402224	PROPIO LANGUAGE SER	DEC24 INTERPRETING	01/22/25	354.70
402048	GROTH MUSIC COMPANY	BAND REPAIR	01/08/25	353.30
V20768	MARK A THONE	NORDIC WAX FOR TEAM	01/22/25	340.28
402183	ELSMORE SWIM SHOP	SWIM CAPS	01/22/25	339.25
402188	FRESHPOINT BIX PROD	KC HL SNACKS	01/22/25	336.23
402046	FRESHPOINT BIX PROD	KC CV SNACKS	01/08/25	329.25
402293	GENERAL PARTS LLC	HS - DISHWASHER PAR	01/29/25	321.27
V20734	EMMA BOURNONVILLE	EHS FRENCH INTERN P	01/22/25	310.00
V20737	MELINE CHATAL-BARAT	ND FRENCH INTERN PA	01/22/25	310.00
V20739	LOLA DUCLOUX-LEBON	ND FRENCH INTERN PA	01/22/25	310.00
V20740	GREGOIRE DURAND	VV FRENCH INTERN PA	01/22/25	310.00
V20741	THEO DURAND	ND FRENCH INTERN PA	01/22/25	310.00
V20742	LAURINE EVEN	ND FRENCH INTERN PA	01/22/25	310.00
V20743	CHIARA FERRY	ND FRENCH INTERN PA	01/22/25	310.00
V20745	ELENA FONTEYNE	ND FRENCH INTERN PA	01/22/25	310.00
V20746	JUDITH FOUQUET	EHS FRENCH INTERN P	01/22/25	310.00
V20748	CAMILLE GEISLER	VV FRENCH INTERN PA	01/22/25	310.00
V20749	SOLENE GOURC	ND FRENCH INTERN PA	01/22/25	310.00
V20750	LOLA GOURCY	ND FRENCH INTERN PA	01/22/25	310.00
V20751	CHLOE HEISSLER	ND FRENCH INTERN PA	01/22/25	310.00

Check No.	Vendor	Description	Date	Amount
V20753	CHLOE KLEIN	ND FRENCH INTERN PA	01/22/25	310.00
V20754	LENA LEBOURSICAUD	ND FRENCH INTERN PA	01/22/25	310.00
V20755	LOLA MAFFEIS	EHS FRENCH INTERN P	01/22/25	310.00
V20756	AUDREY MAUBARET	VV FRENCH INTERN PA	01/22/25	310.00
V20757	JADE METZINGER	ND FRENCH INTERN PA	01/22/25	310.00
V20758	INGRID MICHEL	ND FRENCH INTERN PA	01/22/25	310.00
V20759	MATHILDE NOGUES	ND FRENCH INTERN PA	01/22/25	310.00
V20761	ALICE PARISOT	ND FRENCH INTERN PA	01/22/25	310.00
V20762	LEA ROUX	ND FRENCH INTERN PA	01/22/25	310.00
V20763	LENA SAUVAGEON	ND FRENCH INTERN PA	01/22/25	310.00
V20764	LOANE SENSACQ	ND FRENCH INTERN PA	01/22/25	310.00
V20766	LEANE STEPHANT	ND FRENCH INTERN PA	01/22/25	310.00
V20769	NOE VAGNE	ND FRENCH INTERN PA	01/22/25	310.00
V20770	LAURINE ZILLIOX	ND FRENCH INTERN PA	01/22/25	310.00
402396	XCEL ENERGY	SV - 12/15-1/15/202	01/29/25	305.89
402035	CENTURYLINK	VV 12/28-1/27/24	01/08/25	305.45
402125	MINNESOTA ZOO	2/6 ZOO FIELD TRIP	01/15/25	303.00
402279	ECM PUBLISHERS INC	DEC24 CN TOILET AD	01/29/25	301.60
402084	BRECK HIGH SCHOOL	02/01 GYMNASTICS ME	01/15/25	300.00
402109	ISD 2897 - REDWOOD	TOURNEY 12/20 & 12/	01/15/25	300.00
402227	SARA PAJUNEN	12/19 ORCHESTRA WOR	01/22/25	300.00
402214	MOUNDS VIEW HIGH SC	1/11 WRESTLING TOUR	01/22/25	295.00
402048	GROTH MUSIC COMPANY	BAND SUPPLIES	01/08/25	294.60
402129	OCCUPATIONAL MEDICI	DOT EXAMS - MULTI	01/15/25	285.00
402235	THE ROTARY CLUB OF	Q3 SHARED MEMBERSHI	01/22/25	281.25
402271	DANIEL GAGNON	WRESTLING: MULTIPLE	01/29/25	280.00
402291	GARY SMITH	WRESTLING: MULTIPLE	01/29/25	280.00
402334	LINEN EFFECTS LLC	LINENS: SWEETIES CO	01/29/25	266.90
402376	RM COTTON CO	VV - IGNITION TRANS	01/29/25	266.29
402266	CENTURYLINK	INTERNET DO - 1/1-1	01/29/25	260.00
402041	ELIZABETH POCH	DEC24 PIANO LESSONS	01/08/25	260.00
402041	ELIZABETH POCH	DEC24 PIANO LESSONS	01/08/25	260.00
402229	SCAN AIR FILTER INC	AIR FILTERS	01/22/25	258.03
402379	SCHMITT MUSIC COMPA	BAND REPAIR	01/29/25	258.00
402152	TWIN CITIES TRANPO	TOW BUS 43	01/15/25	250.00
402266	CENTURYLINK	INTERNET CC - 1/1-1	01/29/25	244.64
402266	CENTURYLINK	INTERNET ECC - 1/1-	01/29/25	244.64
402035	CENTURYLINK	EHS 12/28-1/27/24	01/08/25	244.36
402040	ECM PUBLISHERS INC	AD-FIREWALL BIDS	01/08/25	243.20
402163	ADVANCED IMAGING SO	EHS BLACK TONER/STA	01/22/25	240.00
402264	CATALYST SOURCING S	SUPP TRACK MON SUBS	01/29/25	239.99
V20712	MEGAN B SCHNEIDER	NOV-DEC24 MILEAGE	01/08/25	238.86
402379	SCHMITT MUSIC COMPA	BAND REPAIRS	01/29/25	237.00
402102	GIA PUBLICATIONS	BAND SUPPLIES	01/15/25	234.05
402362	ODP BUSINESS SOLUTI	CLASSROOM SUPPLIES	01/29/25	232.97
402250	ANTONY TUTTLE	WRESTLING: MULTIPLE	01/29/25	230.00
402389	TODD MILLER	BWRESTLING: MULTIPL	01/29/25	230.00
402316	JERRY'S FOODS EDINA	UNIFIED FOOD	01/29/25	225.37
402083	BREAKDOWN SPORTS US	GIRLS BASKETBALL GC	01/15/25	225.00
402110	ISD 720 - SHAKOPEE	11/16 DANCE INVITE	01/15/25	225.00
402330	KINECT ENERGY, INC	ND - DECEMBER USE	01/29/25	223.94
402155	UNIVERSITY LANGUAGE	DEC24 SPED INTERPRE	01/15/25	216.18
402046	FRESHPOINT BIX PROD	KC CS SNACKS	01/08/25	215.30
402319	JESSEN PRESS INC	EPS 9X12 ENVELOPES	01/29/25	215.00
V20780	ANDREW J RICHTER	MUSIC CONF REGISTR	01/29/25	210.00
402217	NORCOSTCO INC	EPAC HOUSE & STAGE	01/22/25	209.68
402156	VERIFIED CREDENTIAL	DEC24 BKGD SCREENIN	01/15/25	206.65
402048	GROTH MUSIC COMPANY	BAND SUPPLIES	01/08/25	203.20
402091	CPI-CRISIS PREVENTI	MEMBERSHIP FEE B.M.	01/15/25	200.00
402195	ITSAVVY LLC	SCREEN DEDUCTIBLES	01/22/25	200.00
402286	ERIC SONGER	SOLO FEST JUDGE	01/29/25	200.00
402300	HERBERT DICK	SOLO FEST JUDGE	01/29/25	200.00
402320	JILL WESTERMEYER	SOLO FEST JUDGE	01/29/25	200.00
402321	JOHN POHLAND	SOLO FEST JUDGE	01/29/25	200.00
402323	JULIE CALLAHAN	SOLO FEST JUDGE	01/29/25	200.00
402328	KEVIN KLEINDL	SOLO FEST JUDGE	01/29/25	200.00
402356	NANCY DOSTAL	SOLO FEST JUDGE	01/29/25	200.00

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402373	RICHARD NICKLAY	SOLO FEST JUDGE	01/29/25	200.00
402385	TARA MICHLITSCH	SOLO FEST JUDGE	01/29/25	200.00
402207	MENARDS - EDEN PRAI	OIL	01/22/25	199.96
402191	HOGLUND BUS COMPANY	VALVE	01/22/25	197.92
402188	FRESHPOINT BIX PROD	KC CS SNACKS	01/22/25	197.23
V20725	SHAUN P PAKENHAM	TARGET - BOOKS	01/15/25	197.15
402210	MIDWEST BUS PARTS I	STICKER	01/22/25	196.60
402241	UNIVERSITY LANGUAGE	DEC24 SPED INTERPRE	01/22/25	194.07
402113	JW PEPPER & SON INC	CHOIR SUPPLIES	01/15/25	192.99
402145	SQUIRES, WALDSPURGE	LEGAL SERV: H.R.	01/15/25	192.50
402090	CITY OF EDINA - BRA	12/4 CHEER ICE PRAC	01/15/25	190.79
402190	GREATAMERICA FINANC	SV DEC24 POSTAGE MT	01/22/25	185.95
402190	GREATAMERICA FINANC	DO JAN25 POSTAGE MT	01/22/25	184.95
402205	LEIF MEDIA & PR LLC	5% LATE FEE ON INV.	01/22/25	184.00
402266	CENTURYLINK	CV 1/10-2/09/25	01/29/25	183.48
402266	CENTURYLINK	INTERNET CS - 1/1-1	01/29/25	183.48
402266	CENTURYLINK	INTERNET CN - 1/1-1	01/29/25	183.48
402266	CENTURYLINK	INTERNET HL - 1/1-1	01/29/25	183.48
402318	JERRY'S HARDWARE	WINDOW CLEANING STU	01/29/25	181.64
402315	JEREMY WAUDBY	BHOCKEY: ST LOUIS P	01/29/25	181.00
402137	RICHFIELD MINNOCO /	FUEL	01/15/25	178.29
402085	BSN SPORTS, LLC	SWIM COACH APP	01/15/25	178.00
402053	KRISTA MADDOCK	DEC24 BRAIN HEALTH	01/08/25	175.00
402333	KULLY SUPPLY INC	DRINKING FOUNTAIN P	01/29/25	173.50
402276	DONAVAN DEPATTO	WRESTLING: MULTIPLE	01/29/25	170.00
402351	MN SWIM COACHES ASS	2025 TRUE TEAM AWAR	01/29/25	170.00
402273	DANIEL RODGERS	BHOCKEY: ELK RIVER	01/29/25	164.00
402282	EDWARD SCHAEFER	BHOCKEY: GRAND RAPI	01/29/25	164.00
402287	ETHAN PFIEFFER	BHOCKEY: EDEN PRAIR	01/29/25	164.00
402365	PARKER MOORE	BHOCKEY: ELK RIVER	01/29/25	164.00
402048	GROTH MUSIC COMPANY	BAND REPAIR	01/08/25	162.25
402056	MENARDS - EDEN PRAI	"VARIOUS BINS, ETC.	01/08/25	160.72
402190	GREATAMERICA FINANC	SV JAN25 POSTAGE MT	01/22/25	159.95
402190	GREATAMERICA FINANC	ECC JAN25 POSTAGE M	01/22/25	159.00
402219	OPENTEXT INC	DEC24 FAX-2-MAIL	01/22/25	158.70
402188	FRESHPOINT BIX PROD	KC CN SNACKS	01/22/25	157.63
V20760	HUGO PACINI	ND FRENCH INTERN PA	01/22/25	155.00
402192	INGCO INTERNATIONAL	TRANSLATION	01/22/25	154.69
402329	KIDCREATE STUDIO	PUPPY PALACE COURSE	01/29/25	154.00
402051	JOHN C JENSEN	BASKETBALLS	01/08/25	150.00
402197	JACOB ESTERBERG	SOLO FEST JUDGE	01/22/25	150.00
402213	MN SWIM COACHES ASS	BOYS SWIM MEET ENTR	01/22/25	150.00
402221	OSI ENVIRONMENTAL I	RECYCLE OIL FILTERS	01/22/25	150.00
402253	BJORKLUND COMPENSAT	JOB DESC RATING	01/29/25	150.00
402190	GREATAMERICA FINANC	EHS JAN25 POSTAGE M	01/22/25	149.95
402264	CATALYST SOURCING S	ON DEMAND/FACILITIE	01/29/25	149.35
402247	ALEJANDRO MENDOZA	GHOCKEY: FARMINGTON	01/29/25	148.00
402261	BRYCE LAAGER	GHOCKEY: FARMINGTON	01/29/25	148.00
402309	JARED SCHONNING	GHOCKEY: FARMINGTON	01/29/25	148.00
402289	FILLMORE MINNEAPOLI	SWEETHEART RENTAL	01/29/25	143.89
402101	GENERAL SECURITY SE	CV-INSTALL FIRE ALA	01/15/25	140.00
402306	JACKIE MART	ARENDELLE'S TREATS	01/29/25	140.00
402231	SPS COMPANIES INC	SINK FAUCET FOR BAT	01/22/25	139.11
402252	BENJAMIN LAMPRON	BBBALL: SHAKOPEE	01/29/25	134.00
402272	DANIEL OSTROM	GBBALL: HASTINGS	01/29/25	134.00
402277	DOUG WHITFIELD	BBBALL: PARK CENTER	01/29/25	134.00
402308	JAMES WAJDA	GBBALL: HASTINGS	01/29/25	134.00
402312	JEFFRY WYFFELS	GBBALL: APPLE VALLE	01/29/25	134.00
402312	JEFFRY WYFFELS	GBBALL: WASHBURN	01/29/25	134.00
402341	MATTHEW WYFFELS	GBBALL: WASHBURN	01/29/25	134.00
402344	MICHAEL MROSKO	BBBALL: SHAKOPEE	01/29/25	134.00
402357	NICHOLAS ARENZ	GBBALL: ARMSTRONG	01/29/25	134.00
402371	RAYMOND NAVARRO	BBBALL: PARK CENTER	01/29/25	134.00
402269	DAN ZRUST	BSWIM: MULTIPLE	01/29/25	132.00
402326	KELLY LINDQUIST	BSWIM: MULTIPLE	01/29/25	132.00
402199	JW PEPPER & SON INC	BAND MUSIC	01/22/25	130.00
V20729	LYNN L SOSNOWSKI	MN COACHES ASSOCIAT	01/15/25	129.50

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402188	FRESHPOINT BIX PROD	KC CN SNACKS	01/22/25	129.44
402056	MENARDS - EDEN PRAI	PAINTING SUPPLIES	01/08/25	129.38
402164	AMAZON CAPITAL SERV	SUPPLIES FOR OFFICE	01/22/25	126.46
402083	BREAKDOWN SPORTS US	BOYS BASKETBALL TIP	01/15/25	125.00
402137	RICHFIELD MINNOCO /	FUEL	01/15/25	123.79
402043	FACTORY MOTOR PARTS	BATTERY	01/08/25	122.22
402154	ULINE	HI-VIS PARKA LIME	01/15/25	120.00
V20710	CYNTHIA A MALDONADO	DONUTS FOR THE STAF	01/08/25	119.82
402217	NORCOSTCO INC	EPAC HOUSE LIGHTS	01/22/25	116.96
402113	JW PEPPER & SON INC	CHOIR SUPPLIES	01/15/25	115.00
402046	FRESHPOINT BIX PROD	CN KC SNACKS	01/08/25	114.09
V20765	CLAUDE E SIGMUND	SNACKS/TREATS MUN C	01/22/25	111.83
402246	ACME TOOLS PLYMOUTH	EHS - POWER FLOOR T	01/29/25	106.98
V20765	CLAUDE E SIGMUND	MINI LEGAL PADS FOR	01/22/25	106.86
402296	GRAINGER	BEAM	01/29/25	105.10
402236	THREE RIVERS PARK D	LOCKER BAY	01/22/25	100.00
402242	SARAH GAULT	GGYMNASTICS: MINN S	01/29/25	100.00
402242	SARAH GAULT	GGYMNASTICS: BUFFAL	01/29/25	100.00
402257	BRIDGET ELLANSON	GGYMNASTICS: EDEN P	01/29/25	100.00
402283	ELLEN RIECK	GGYMNASTICS: EDEN P	01/29/25	100.00
402325	KATHERINE WILLIAMS	GGYMNASTICS: MINN S	01/29/25	100.00
402332	KRYSTA DELONG	GGYMNASTICS: EDEN P	01/29/25	100.00
402338	MARY COOGAN-BURKE	GGYMNASTICS: MINN S	01/29/25	100.00
402364	OWEN PHOENIX-FLOOD	DEBATE: EDINA TOURN	01/29/25	100.00
402034	BRYN WILLIAMS	GYMNASTICS	01/08/25	100.00
402060	MYA LOZIER	GYMNASTICS	01/08/25	100.00
402274	DANIEL SIDLE	BHOCKEY: EDEN PRAIR	01/29/25	99.00
402294	GLENDON SEAL	BHOCKEY: GRAND RAPI	01/29/25	99.00
402294	GLENDON SEAL	BHOCKEY: EDEN PRAIR	01/29/25	99.00
402307	JAMES CARROLL	BHOCKEY: GRAND RAPI	01/29/25	99.00
402314	JEREMY HENDRICKSON	BHOCKEY: ELK RIVER	01/29/25	99.00
402315	JEREMY WAUDBY	BHOCKEY: GRAND RAPI	01/29/25	99.00
402322	JOHN PRIESTER	BHOCKEY: ELK RIVER	01/29/25	99.00
402322	JOHN PRIESTER	BHOCKEY: EDEN PRAIR	01/29/25	99.00
402121	METRO SALES INC	JAN25 ATHL COPIER	01/15/25	98.00
V20774	LORI J CARTER	SITE VISIT FOOD	01/29/25	95.86
402245	AARON WALTON	GBBALL: ARMSTRONG	01/29/25	95.00
402249	ANTHONY SCHREPFER	GBBALL: ST LOUIS PA	01/29/25	95.00
402251	ASHLEY DEISTING	GBBALL: ST LOUIS PA	01/29/25	95.00
402254	BLAINE TURNBULL	BBBALL: PARK CENTER	01/29/25	95.00
402268	CORY VOGEL	BBBALL: SHAKOPEE	01/29/25	95.00
402275	DAYNA RETHLAKE	GBBALL: ARMSTRONG	01/29/25	95.00
402278	EARLIHUE THOMPSON	GBBALL: APPLE VALLE	01/29/25	95.00
402285	ERIC BONNER	GBBALL: WASHBURN	01/29/25	95.00
402292	GARY SONNENBURG	BBBALL: PARK CENTER	01/29/25	95.00
402311	JASON WEBER	GBBALL: HASTINGS	01/29/25	95.00
402346	MIKE CANTONE	BBBALL: SHAKOPEE	01/29/25	95.00
402358	NICHOLAS LITFIN	GBBALL: HASTINGS	01/29/25	95.00
402366	PERSIMMON GROUP	GBBALL: ST LOUIS PA	01/29/25	95.00
402367	PHILIP AYENI	BBBALL: PARK CENTER	01/29/25	95.00
402369	QUINCY BETHEA-STARK	GBBALL: WASHBURN	01/29/25	95.00
402372	RICHARD KELLERMAN	GBBALL: WASHBURN	01/29/25	95.00
402377	ROBERT BISSONETTE	GBBALL: APPLE VALLE	01/29/25	95.00
402383	STEVE BRINSON	GBBALL: APPLE VALLE	01/29/25	95.00
402386	TAYLOR HAGEN	GBBALL: ARMSTRONG	01/29/25	95.00
402391	TYLER VRIEZE	BBBALL: SHAKOPEE	01/29/25	95.00
402335	LISA KNUTSON	GHOKEY: EDEN PRAIR	01/29/25	94.00
402103	GRAINGER	HOSE ADAPTER/HAMMER	01/15/25	93.89
402104	GSK AUTISM LLC	REPLACEMENT BANDS	01/15/25	92.00
402167	BAUER BUILT INC	TIRE DISPOSAL	01/22/25	91.00
402207	MENARDS - EDEN PRAI	DETERGENT	01/22/25	90.07
402362	ODP BUSINESS SOLUTI	VELCRO TAPE-LOCKERS	01/29/25	89.07
402336	LITERACY RESOURCES,	EARLY PRE K CURRICU	01/29/25	89.00
402336	LITERACY RESOURCES,	PRE K CURRICULUM	01/29/25	89.00
402207	MENARDS - EDEN PRAI	BOLTS	01/22/25	88.99
402203	LANGUAGE LINE SERVI	DEC24 INTERPRETING	01/22/25	85.95
402202	LAKESHORE LEARNING	FINE MOTOR GAMES	01/22/25	85.00

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402048	GROTH MUSIC COMPANY	BAND SUPPLIES	01/08/25	82.38
402258	BROCK GERIS	BHOCKEY: EDEN PRAIR	01/29/25	82.00
402259	BRODIE CLARK	BHOCKEY: GRAND RAPI	01/29/25	82.00
402259	BRODIE CLARK	BHOCKEY: EDEN PRAIR	01/29/25	82.00
402270	DANIEL BRICKMAN	BHOCKEY: ELK RIVER	01/29/25	82.00
402297	GREGG WILLIAMS	BHOCKEY: ELK RIVER	01/29/25	82.00
402310	JASON HERZOG	BHOCKEY: EDEN PRAIR	01/29/25	82.00
402326	KELLY LINDQUIST	BSWIM: HOPKINS	01/29/25	82.00
402340	MATTHEW SCHOEN	BSWIM: HOPKINS	01/29/25	82.00
402397	ZACH PAQUETTE	BHOCKEY: ST LOUIS P	01/29/25	82.00
402266	CENTURYLINK	INTERNET DO - 1/1-1	01/29/25	80.52
402206	MENARDS - GOLDEN VA	BUILDING SUPPLIES	01/22/25	80.05
402048	GROTH MUSIC COMPANY	BAND SUPPLIES	01/08/25	80.00
402096	EDINA GIVE & GO	DASH AFTERSCHOOL RE	01/15/25	78.30
402096	EDINA GIVE & GO	DASH AFTERSCHOOL RE	01/15/25	78.30
402096	EDINA GIVE & GO	DASH AFTERSCHOOL RE	01/15/25	78.30
V20728	KORY M SMITH	DEC24 MILEAGE	01/15/25	78.06
402331	KIRSTEN MADDAUS	MEAL PLANNING COURS	01/29/25	77.00
402265	CDW GOVERNMENT	AZURE OVERAGES	01/29/25	76.28
402045	SHRED-IT USA	VV - SHREDDING	01/08/25	75.00
402324	JW PEPPER & SON INC	BAND MUSIC	01/29/25	74.90
402324	JW PEPPER & SON INC	BAND MUSIC	01/29/25	74.80
402132	PREMIUM WATERS INC	WATER FOR DMTS	01/15/25	72.99
402101	GENERAL SECURITY SE	BUS-PATROL RESPONSE	01/15/25	70.00
402154	ULINE	HI-VIS PARKA BLACK	01/15/25	70.00
402298	GREGORY GOOD	GBBALL: ST LOUIS PA	01/29/25	70.00
402256	BRIANNA TIETJEN	DANCE: MULTIPLE	01/29/25	69.00
402284	EMILY YUNG	DANCE: MULTIPLE	01/29/25	69.00
402313	JENNA QUICK	DANCE: MULTIPLE	01/29/25	69.00
402387	TERRI MASON	DANCE: MULTIPLE	01/29/25	69.00
402343	MENARDS - EDEN PRAI	MISC HARDWARE	01/29/25	68.87
402132	PREMIUM WATERS INC	WATER FOR DMTS/ENRO	01/15/25	68.49
V20708	ELIZABETH K HOUTZ	LAB SUPPLIES-SCIENC	01/08/25	68.00
402308	JAMES WAJDA	GBBALL: ARMSTRONG	01/29/25	67.00
V20721	AMBER L KLAPHAKE	NOV24 MILEAGE	01/15/25	65.33
402150	TEACHERS ON CALL, A	ND- SUBSTITUTE	01/15/25	64.50
402330	KINECT ENERGY, INC	ND - DECEMBER USE	01/29/25	63.16
402206	MENARDS - GOLDEN VA	BUILDING SUPPLIES	01/22/25	62.76
402206	MENARDS - GOLDEN VA	BUILDING SUPPLIES	01/22/25	62.76
402191	HOGLUND BUS COMPANY	TUBE	01/22/25	62.14
402035	CENTURYLINK	VV 12/28-1/27/24	01/08/25	61.09
402035	CENTURYLINK	CC 12/19-1/18/25	01/08/25	60.68
V20710	CYNTHIA A MALDONADO	COFFEE FOR THE STAF	01/08/25	60.00
402319	JESSEN PRESS INC	BUSINESS CARDS: J.M	01/29/25	60.00
402319	JESSEN PRESS INC	BUSINESS CARDS: A.H	01/29/25	60.00
402343	MENARDS - EDEN PRAI	SEAFOAM	01/29/25	57.74
V20721	AMBER L KLAPHAKE	DEC24 MILEAGE	01/15/25	57.49
402295	GOPHER STATE ONE-CA	DEC24 BILLABLE TICK	01/29/25	56.70
402199	JW PEPPER & SON INC	BAND MUSIC	01/22/25	55.00
V20747	RYAN GALLAGHER	PIZZA FOR DECA DIST	01/22/25	54.36
402362	ODP BUSINESS SOLUTI	CONSTRUCTION PAPER	01/29/25	53.88
V20708	ELIZABETH K HOUTZ	LAB SUPPLIES-SCIENC	01/08/25	52.14
402041	ELIZABETH POCH	DEC24 PIANO LESSONS	01/08/25	52.00
V20708	ELIZABETH K HOUTZ	LAB SUPPLIES-SCIENC	01/08/25	51.89
402101	GENERAL SECURITY SE	CV-FIRE ALARM MONIT	01/15/25	51.69
V20726	DEBRA K RICHARDS	NOV24 MILEAGE	01/15/25	50.65
402073	ZOEY WILLIAMS	GYMNASTICS	01/08/25	50.00
402175	CATHERINE HUDSON	GYMNASTICS	01/22/25	50.00
V20732	ZHUO WANG	CHINESE CLUB DEC ME	01/15/25	49.67
402244	93 SKIP LLC	BUS - DEC24 SOLAR P	01/29/25	49.03
402048	GROTH MUSIC COMPANY	HARP REPAIR	01/08/25	49.00
402048	GROTH MUSIC COMPANY	BAND SUPPLIES	01/08/25	49.00
402096	EDINA GIVE & GO	PR DEDUCTIONS - DEC	01/15/25	48.00
402317	JERRY'S FOODS EDINA	PFD DONUTS	01/29/25	47.37
V20773	BEDSTON A BURRELL	JAN25 MILEAGE	01/29/25	46.06
402316	JERRY'S FOODS EDINA	ADVISORY TREATS	01/29/25	45.62
402316	JERRY'S FOODS EDINA	BINGO FOOD	01/29/25	45.00

Check No.	Vendor	Description	Date	Amount
V20733	SARAH J BURGESS	DONUTS FOR EHS BREA	01/15/25	44.97
V20779	JESSICA C MCLENNON	DEC24 MILEAGE	01/29/25	44.22
402137	RICHFIELD MINNOCO /	FUEL	01/15/25	40.95
V20714	STEPHANIE B BLACHOW	SNACKS FOR STUDENT	01/15/25	40.81
402101	GENERAL SECURITY SE	HL-JAN25 INTR MONIT	01/15/25	40.08
402101	GENERAL SECURITY SE	CV-JAN25 INTR MONIT	01/15/25	40.08
402101	GENERAL SECURITY SE	ECC-JAN25 INTR MONI	01/15/25	40.08
402101	GENERAL SECURITY SE	EHS-JAN25 INTR MONI	01/15/25	40.08
402101	GENERAL SECURITY SE	SV-JAN25 INTR MONIT	01/15/25	40.08
402101	GENERAL SECURITY SE	VV-JAN25 INTR MONIT	01/15/25	40.08
402101	GENERAL SECURITY SE	CC-JAN25 INTR MONIT	01/15/25	40.08
402101	GENERAL SECURITY SE	CN-JAN25 INTR MONIT	01/15/25	40.08
402207	MENARDS - EDEN PRAI	"CC - LUBE, SWEEPER	01/22/25	39.13
402222	PREMIUM WATERS INC	JAN25 HOT/COLD WATE	01/22/25	38.95
V20714	STEPHANIE B BLACHOW	SNACKS FOR STUDENT	01/15/25	38.91
V20719	ALAN K HENDRICKSON	DEC24 MILEAGE	01/15/25	38.86
402327	KELLY ZEIS	DANCE: MULTIPLE	01/29/25	38.50
V20718	TIFFANY P GANT	DEC24 MILEAGE	01/15/25	37.92
402079	ALLEGRA EDEN PRAIRI	DRAMA PHOTOS	01/15/25	37.90
402096	EDINA GIVE & GO	SLIME TIME! REFUND	01/15/25	36.00
V20765	CLAUDE E SIGMUND	TREATS FOR TEACHERS	01/22/25	35.85
V20718	TIFFANY P GANT	DEC24 MILEAGE	01/15/25	35.64
402180	CULLIGAN BOTTLED WA	JAN25 ATHL WATER	01/22/25	35.25
402103	GRAINGER	CABLE TIE	01/15/25	35.04
V20711	ALEXANDRA SACKETT	SCIENCE 8 BUDGET LA	01/08/25	32.31
V20730	NICOLE R SWOBODA	NOV24 MILEAGE	01/15/25	32.03
V20782	LESLIE STAGEBERG	SUPPLIES	01/29/25	31.86
402238	TRI-STATE BOBCAT IN	PARTS	01/22/25	29.99
402056	MENARDS - EDEN PRAI	RESCUE TAPE	01/08/25	29.97
402316	JERRY'S FOODS EDINA	ADVISORY TREATS	01/29/25	29.44
402343	MENARDS - EDEN PRAI	WELD WIRE	01/29/25	29.32
V20707	BLANCA E DIAZ DE LE	SNACKS FOR SV LUNCH	01/08/25	28.98
402028	ADVANCED IMAGING SO	BUS GARAGE 11/24	01/08/25	28.75
402038	DELEGARD TOOL COMPA	AXLE NUT SOCKET	01/08/25	28.69
V20771	MARGARET ARBEITER	1/14 & 1/23 MILEAGE	01/29/25	28.49
402056	MENARDS - EDEN PRAI	HOSE	01/08/25	28.46
402111	JERRY'S HARDWARE	BUILDING SUPPLIES	01/15/25	28.27
402056	MENARDS - EDEN PRAI	SINK PLUNGERS/SUPPL	01/08/25	27.41
V20735	POLLY P BOWLES	20 GREEN TABLE RUNN	01/22/25	27.18
V20776	ALEXANDER J HATTSTR	1/7-1/16 MILEAGE	01/29/25	26.32
V20714	STEPHANIE B BLACHOW	SNACKS FOR STUDENT	01/15/25	25.48
V20710	CYNTHIA A MALDONADO	DONUT WITH ADMINIST	01/08/25	25.33
402342	MENARDS - GOLDEN VA	PLUMBING PARTS	01/29/25	24.86
402096	EDINA GIVE & GO	JAN15 G&G PAYROLL	01/15/25	24.00
402281	EDINA GIVE & GO	JAN30 G&G PAYROLL	01/29/25	24.00
V20717	HANNAH CHRISTIANSON	12/5-12/20 MILEAGE	01/15/25	22.91
V20773	BEDSTON A BURRELL	DEC24 MILEAGE	01/29/25	22.11
V20713	KATE TROSKEY	PART B NOV-DEC24 MI	01/08/25	20.97
V20728	KORY M SMITH	12/2-1/10 MILEAGE	01/15/25	20.23
V20736	JENNIFER M CARTER	INTERNATIONAL TRAVE	01/22/25	20.00
V20767	NATHAN J SWENSON	CLAUDE PRO SUBSCRIP	01/22/25	20.00
V20781	LEAH SPELLMAN	CLASSROOM SUPPLIES	01/29/25	19.95
V20721	AMBER L KLAPHAKE	OCT24 MILEAGE	01/15/25	19.77
V20731	PETER VASKE	NOV24 MILEAGE	01/15/25	19.43
V20738	TAMI JO J COOK	LYFT RECEIPT - TRAN	01/22/25	19.16
V20779	JESSICA C MCLENNON	12/19-12/20 MILEAGE	01/29/25	19.16
402343	MENARDS - EDEN PRAI	WINDOW HARDWARE	01/29/25	18.27
V20716	JESUS ROGELIO CHAVE	DEC24 MILEAGE	01/15/25	18.09
402316	JERRY'S FOODS EDINA	BINGO FOOD	01/29/25	18.02
V20710	CYNTHIA A MALDONADO	MUFFINS WITH ADMINI	01/08/25	18.02
V20738	TAMI JO J COOK	LYFT RECEIPT - TRAN	01/22/25	17.99
V20730	NICOLE R SWOBODA	DEC24 MILEAGE	01/15/25	17.96
402101	GENERAL SECURITY SE	CS-JAN25 INTR MONIT	01/15/25	17.95
402111	JERRY'S HARDWARE	KEY COPIES	01/15/25	17.92
402154	ULINE	SHIPPING & HANDLING	01/15/25	17.65
402056	MENARDS - EDEN PRAI	GYMNASTICS SCORING	01/08/25	17.14
V20776	ALEXANDER J HATTSTR	1/16 MILEAGE	01/29/25	16.38

Check No.	Vendor	Description	Date	Amount
V20720	THOMAS J JOHNSTON	DEC24 MILEAGE	01/15/25	16.35
V20771	MARGARET ARBEITER	12/9 MILEAGE	01/29/25	15.81
402336	LITERACY RESOURCES,	SHIPPING AND HANDLI	01/29/25	14.24
402048	GROTH MUSIC COMPANY	BAND SUPPLIES	01/08/25	14.00
402185	FACTORY MOTOR PARTS	HEAD LAMP KNOB	01/22/25	13.10
V20714	STEPHANIE B BLACHOW	SNACKS FOR STUDENT	01/15/25	12.86
V20752	ANGELA K HRUBY	12/2-12/6/24 MILEAG	01/22/25	12.66
402318	JERRY'S HARDWARE	LITHIUM BATTERY	01/29/25	12.58
V20731	PETER VASKE	DEC24 MILEAGE	01/15/25	12.33
402132	PREMIUM WATERS INC	JAN25 COOLER RENTAL	01/15/25	12.00
V20777	HOPE MILLER HEFFELF	SCIENCE MATERIALS	01/29/25	11.98
V20781	LEAH SPELLMAN	CLASSROOM SUPPLIES	01/29/25	11.97
402207	MENARDS - EDEN PRAI	DISTILLED WATER	01/22/25	11.96
V20719	ALAN K HENDRICKSON	12/20 MILEAGE	01/15/25	11.39
V20717	HANNAH CHRISTIANSON	DEC24 MILEAGE	01/15/25	10.25
V20772	MARISSA H BODIKER	12/2-12/12 MILEAGE	01/29/25	10.05
402120	MEDCO SUPPLY	TSCHIDA SUPPLIES	01/15/25	10.00
402162	ACME TOOLS PLYMOUTH	CC - TOOLS	01/22/25	9.99
V20706	ELIZABETH A COUCHMA	SCIENCE MATERIALS	01/08/25	9.52
V20775	TAMARA K FORBY	DEC24 MILEAGE	01/29/25	9.38
402104	GSK AUTISM LLC	SHIPPING & HANDLING	01/15/25	8.99
402202	LAKESHORE LEARNING	SHIPPING/HANDLING	01/22/25	8.50
V20719	ALAN K HENDRICKSON	NOV24 MILEAGE	01/15/25	7.77
V20744	BENJAMIN J FLEMING	1/6-1/14/25 MILEAGE	01/22/25	7.70
V20718	TIFFANY P GANT	NOV24 MILEAGE	01/15/25	6.70
402047	GOODIN COMPANY	(12) BASIN ROSETTE	01/08/25	6.22
402111	JERRY'S HARDWARE	PLUMBING SUPPLIES	01/15/25	5.66
V20718	TIFFANY P GANT	NOV24 MILEAGE	01/15/25	5.03
V20727	JOSEPH E SIDDY	12/19 MILEAGE	01/15/25	4.56
V20771	MARGARET ARBEITER	1/15 & 1/23 MILEAGE	01/29/25	3.57
V20722	SARAH KRALL STEGEMA	MYSTERY SCIENCE SUP	01/15/25	2.64
V20727	JOSEPH E SIDDY	1/10 MILEAGE	01/15/25	2.28
402048	GROTH MUSIC COMPANY	BAND REPAIR	01/08/25	2.00
402048	GROTH MUSIC COMPANY	BAND SUPPLIES	01/08/25	(108.00)
402234	TEACHERS ON CALL, A	MAIN- SUBSTITUTES C	01/22/25	(245.10)
402234	TEACHERS ON CALL, A	MAIN- SUBSTITUTES C	01/22/25	(619.20)
402159	XCEL ENERGY	CREDIT ON ACCOUNT	01/15/25	(953.09)
402134	PRO-ED INC	CURRICULUM CREDIT M	01/15/25	(1,665.40)
402134	PRO-ED INC	CURRICULUM CREDIT M	01/15/25	(2,592.00)
401940	BLUE CROSS BLUE SHI	COBRA/RETIREES	12/31/24	(19,000.00)
401940	BLUE CROSS BLUE SHI	CURRENT EMPLOYEES	12/31/24	(487,055.49)

Total Value of Checks Issued **\$ 3,947,553.26**

V.F. Electronic Fund Transfers - February 2025



Board Meeting Date: 3/3/2025

Title: Electronic Fund Transfers – February 2025

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 February 2025, in the amount of \$9,859,908.

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

Attachment(s):

1. Electronic Fund Transfers – February 2025

Electronic Transfers

FOR THE MONTH ENDED FEBRUARY 28, 2025

From	To	Description	Date	Amount
US Bank - Checking	Delta Dental	Dental Claims	2/10/2025	43,293.05
US Bank - Checking	Various	Bank Card Service Fees	2/10/2025	23,952.71
US Bank - Checking	Aviben	Retirement Contributions	2/12/2025	218,985.11
US Bank - Checking	EME	Union Dues	2/14/2025	44,006.82
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	2/14/2025	957,343.06
US Bank - Checking	Minnesota Public Employers Retirement Association	Contributions	2/14/2025	658,624.23
US Bank - Checking	US Bank - Payroll	District Payroll	2/14/2025	2,713,798.98
US Bank - Checking	West Metro Credit Union	District Payroll, Dues, Etc.	2/14/2025	38,824.09
US Bank - Checking	Minnesota Department of Revenue	State Payroll Tax	2/18/2025	168,988.32
US Bank - Checking	Delta Dental	Dental Claims	2/24/2025	43,061.47
US Bank - Checking	Minnesota Department of Revenue	Sales & Use Tax	2/25/2025	4,381.00
US Bank - Checking	Aviben	Retirement Contributions	2/27/2025	221,043.10
US Bank - Checking	EME	Union Dues	2/27/2025	43,926.52
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	2/27/2025	919,883.19
US Bank - Checking	Minnesota Department of Revenue	State Payroll Tax	2/27/2025	160,325.77
US Bank - Checking	Minnesota Public Employers Retirement Association	Contributions	2/27/2025	639,464.36
US Bank - Checking	US Bank	ONE CARD	2/27/2025	148,757.24
US Bank - Checking	West Metro Credit Union	District Payroll, Dues, Etc.	2/27/2025	38,481.59
US Bank - Checking	US Bank - Payroll	District Payroll	2/28/2025	2,607,737.61
US Bank - Checking	Benefit Extras	Flex & HSA	Various	65,133.49
US Bank - Checking	Benefit Extras	Flex & HSA	Various	91,370.42
US Bank - Checking	Various	Payroll Vendors	Various	2,520.16
US Bank - Checking	Various	Service Fees	Various	6,005.74
Total of Electronic Fund Transfers				\$ 9,859,908.03

V.G. Gifts and Bequests - February 2025



Board Meeting Date: 3/3/2025

Title: Gifts and Bequests – February 2025

Type: Consent

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

Description: The enclosed report describes gifts and bequests made to the District during the month of February 2025.

Recommendation: Accept with appreciation gifts and bequests made to the District in the amount of \$49,551.

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

Attachments:

1. Gifts & Bequests – February 2025

Gifts & Bequests

FOR THE MONTH ENDED FEBRUARY 28, 2025

<u>Donated By</u>	<u>To</u>	<u>Purpose</u>	<u>Amount</u>
Concord Elementary PTO	Concord Elementary	General	\$29.88
Black Baud Giving Fund	Concord Elementary	General	150.00
Parents	Concord Elementary	General	15.00
Parents	South View Middle School	Unified Shirts	35.00
Parents	South View Middle School	Honor Choir	48.00
Edina Give & Go	Community Ed	Youth Enrichment Classes	1,806.40
Edina Give & Go	Community Ed	Youth Enrichment Classes	1,780.30
Edina Ed Fund	Cornelia Elementary	General	230.38
Edina Ed Fund	Countryside Elementary	Scholarship	5,607.14
Allar Family	Normandale Elementary	General Donation	1,000.00
Blackbaud	Normandale Elementary	General Donation	120.00
Edina High School PTO	Edina High School	Health Services	248.46
Toomey	South View Middle School	Choir Program	16.00
Total Cash Donations			\$11,086.56
Dietrich Nissen	Edina Public Schools	Videography Equipment	38,464.00
Total In-Kind Donations			\$ 38,464.00
Total 2024-2025 School Year Gifts and Donations			\$ 692,591.29

V.H. 2025 Cornelia Exterior Wall Project Bids



Board Meeting Date: 3/3/2025

Title: 2025 Cornelia Exterior Wall Project Bids

Type: Consent

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

Description: The District administration solicited bids for the 2025 Cornelia Exterior Wall Project (“the project”). The scope of the project includes tuckpointing, sealing, brick work, and painting, cleaning, and sidewalk. Bids for the project were opened on February 25, 2025, and were reviewed in detail by the administration and its construction partners Inspec. The project will be funded by long-term facilities maintenance (LTFM) revenue and is part of the District’s Board-approved ten-year LTFM plan. Project completion is anticipated in summer of 2025.

Recommendation: Award construction contracts for the project to Masonry Restoration Solutions, the lowest responsible bidder, in the aggregate amount of \$287,154.

Desired Outcomes from the Board: Compliance with Minn. Stat. § 471.345 Subd. 3 and District Policy 707.

Attachments:

1. Recommendation Letter – 2025 Cornelia Exterior Wall Project Bids
2. Bid Tabulation – 2025 Exterior Restroom Project



Smart engineering of
roofs, walls, windows,
pavements
and waterproofing

5801 Duluth Street
Minneapolis, MN 55422
Ph. 763-546-3434
Fax: 763-546-8669

Chicago
Milwaukee
Minneapolis

www.inspec.com

**An Affirmative Action
Equal Opportunity
Employer**

February 26, 2025

Mr. Rod Peterson
Edina Public Schools
5701 Normandale Road
Edina, MN 55424

RE: Letter of Recommendation for 2025 Exterior Wall Repairs at
Cornelia Elementary School
Edina Public Schools
Inspec Project No.: 215868

Dear Mr. Peterson:

On February 25, 2025, bids were received for the above-referenced project. Masonry Restoration Solutions (MRS) was the apparent low bidder with a Base Bid amount of \$287,154.

Masonry Restoration Solutions was given an opportunity to review their bid and confirmed that they understood the work scope and were comfortable with their bid.

Inspec does not have experience working with Masonry Restoration Solutions on previous projects. As a result, Inspec requested a list of references from previously completed projects of similar size and scope. That reference list is included as an enclosure to this letter of recommendation. Inspec contacted each of these references to verify the identified project information is accurate and the workmanship and communication provided by Masonry Restoration Solutions was high-quality. Each of these references indicated that Masonry Restoration Solutions performed high-quality work and were great with communication and coordination during the project and would recommend them for masonry restoration related projects.

Therefore, based on the information above, we recommend the Base Bid for 2025 Exterior Wall Repairs at Cornelia Elementary School be awarded to Masonry Restoration Solutions for the contract amount of \$287,154.

Please do not hesitate to call if you have any questions.

Sincerely,

INSPEC

A handwritten signature in black ink that reads "Gavin Grady".

Gavin Grady, EIT, BECxp, CxA+BE
Senior Building Enclosure Consultant, Project Manager

GG/dar

Enclosure: Reference Projects, Bid Tab Results

Masonry Restoration Solutions – Project References

1. Prince Street Building Renovation 2024

Mission Construction
Adam Jerstad
612-817-7160

Contract Value: \$340,000

Included work scope: tuckpointing, sealant replacement, brick replacement, cut in new openings and steel lintel restoration

2. Amery High School 2024

Kraus Anderson
Cody Darling
715-651-4334

Contract Value \$525,000

Included work scope: tuckpointing, brick replacement, sealant replacement, through wall flashing, precast stone replacement

3. Vandalia Office Building Portfolio

Capital Partners
Scott Moriarty
612-743-4875

Contract Value \$425,000

Included work scope: tuckpointing, brick and CMU replacement, sealant replacement, through wall flashing, EIFS replacement.

V.I. 2025-2026 Board Meeting Dates



Board Meeting Date: 3/3/2025

Title: 2025-2026 Board Meeting Dates

Type: Consent

Presenter(s): Board Chair Karen Gabler

Description: The School Board holds regular meetings once a month, beginning at 7:00 PM in Room 349 of the Edina Community Center. Scheduled work sessions begin at 5:00 PM. Any changes or additions are made in accordance with District policy and are posted on the district website and the Edina Community Center district bulletin board.

Recommendation: Adopt the attached meeting dates for the 2025-2026 school year at the March regular meeting.

Desired Outcome(s) from the Board: Adopt the attached meeting dates for 2025-2026 school year.

Attachment(s): 2025-2026 Board meeting dates



2025-2026 Board Meeting Dates

	1st work session and regular meeting (Monday)	2nd work session (Tuesday)
July	14	22
August	11	19
September	8	16
October	13	21
November	10	18
December	8	16
January	5*	-
January	12	20
February	9	17
March	9	24
April	13	21
May	11	19
June	8	16

*Required organizational meeting on the first Monday in January and will start at 5:00 pm.

V.J. Sale of Used Apple iPads



Board Meeting Date: March 3, 2025

Title: Sale of Used Apple iPads

Type: Consent

Presenter(s): Nathaniel Lindley, Director, District Media & Technology Services

Description: Edina Public Schools periodically removes older technology from use when replacing with newer devices. This refresh cycle allows DMTS to keep technology in current working order and able to support the operating and security needs of the district. When that equipment has residual value, we solicit bids from Asset recovery companies to buy back the devices.

The district is selling 350 used Apple iPads and advertised this equipment as for sale. First, the iPads were posted on PublicSurplus.com but no acceptable bids were submitted. Second, the district received two bids for the equipment as follows from asset recovery companies. The price range is given to show potential payment based on the grading of the devices by the company.

Second Life Mac	\$15,750 - \$24,500
Total Technology	\$14,200 - \$21,000

The district recommends the School Board accept the offer of the sale of 350 used Apple iPads to Second Life Mac for a range of \$15,750 - \$24,500.

Recommendation: Approve via Consent

Desired Outcomes from the Board: Compliance with Policy 802

Attachments: Bids from Companies.



SecondLifeMac

Buyback Quote

Number: 00010682

Date: 2/14/25

Signature due by: 2/28/25

Receive products by: 3/31/25

Nathaniel Lindley
Edina Public School District 273
Technology
5701 Normandale Rd
Edina, Minnesota 55424
United States
nathaniel.lindley@edinaschools.org
9528483900

Eric Lawell
Second Life Mac
7603 New Gross Point Road
Skokie, Illinois 60077
United States
ericl@secondlifemac.com
(614) 266-2505

Confidentiality

This Purchase and Sale Agreement (this "Agreement") and the information contained is strictly confidential and may not be shared or distributed to any third party, in whole or part, without Second Life Mac's express written permission. Upon mutual execution of this Agreement, Customer hereby agrees to sell and Second Life Mac hereby agrees to purchase the equipment listed below in accordance with the terms and conditions of this Agreement.

Product	Quantity	Quoted Price	Total Price
iPad 6th Gen 9.7" 32GB (2018)	350	\$70.00	\$24,500.00
	Maximum Value		\$24,500.00
	Total Value of Deductions Waived		\$1,750.00

Guarantee

All units quoted with Grade A prices. Grade B = %. Grade C = %. Grade D = %. Grade F = %.

This quote is guaranteed until 3/31/25 when signed on or before 2/28/25.

All products must be received on or before 3/31/25.

The Minimum Guarantee reflects the minimum payment that will be paid regardless of condition. Grade F devices greater than 5% of the total received quantity will not be included in the Minimum Guarantee.

If the audit results reflect a higher payment than the Minimum Guarantee, SecondLifeMac will pay the higher amount. Any additional deductions from missing accessories, cables, and chargers, will be calculated after the Minimum Guarantee.

The Minimum Guarantee is based on the quoted quantity of devices. If the actual number of working devices is different than the quoted quantity, the Minimum Guarantee will be recalculated.

Pick-Up and Shipping

Second Life Mac provides all shipping supplies and delivery expenses at no additional cost.

Second Life Mac also offers a full-service on-site solution that provides convenience and security. All logistics and material handling responsibilities are completed by a dedicated team of full-time employees of Second Life Mac and coordinated by a dedicated Project Manager. Our Project Manager will collect the requirements for each site location(s) and present a



SecondLifeMac

Buyback Quote

Number: 00010682

Date: 2/14/25

Signature due by: 2/28/25

Receive products by: 3/31/25

comprehensive plan. Full-service includes our custom packaging, zero-touch packing, and loading. Finally, all of the assets are transported directly from the point(s) of origin directly to our secure 42,000 sq. ft. facility in Skokie, IL. This solution is provided at no additional cost.

Deductions

Any products received after 3/31/25, a 10% deduction will apply and continue to apply every 30 days thereafter.

All products must be unlocked upon receipt or payment will be delayed.

Any devices still locked 30 days after notification will remain locked, incur a \$5 processing fee per device, and be valued at \$0.

WAIVED - Case and asset tag removal - \$5 / product

Factory engraving removal - \$10 / product

iPhone / iPad OEM charging cable replacement for missing, damaged, or failure - \$4 / product

iPhone / iPad OEM power adapter replacement for missing, damaged, or failure - \$5 / product

Mac desktop OEM keyboard or mouse replacement for missing, damaged, or failure - \$25 / product

Mac desktop OEM power cable replacement for missing, damaged, or failure - \$15 / product

Mac laptop OEM power adapter replacement for missing, damaged, or failure - \$30 / product

Terms

Except as otherwise herein provided, Second Life Mac makes no representations or warranties of any kind, and Customer hereby waives any right to any other express or implied representations or warranties of any kind relating to the transactions contemplated by this Agreement.

This Agreement shall be binding upon, and inure to the benefit of, the parties hereto and their respective successors and assigns. This Agreement sets forth the entire agreement and understanding between the parties relating to the subject matter hereof and shall modify and supersede any prior agreement or discussion relating to such subject matter. This Agreement and the parties' rights and obligations hereunder may not be assigned without the prior written consent of the other party hereto. This Agreement may not be amended or supplemented other than by means of a written instrument duly executed and delivered by each of the parties hereto. This Agreement may be executed in multiple counterparts. Facsimile or .pdf copies of the signature page hereof shall be deemed originals and shall be binding for all purposes.

This Agreement shall be governed by and construed in accordance with the internal laws of the State of Illinois. All claims or proceedings arising out of or related to this Agreement shall be litigated in courts located within Chicago, Illinois, and both parties hereby consent and submit to the jurisdiction of any local, state or federal court located in Chicago, Illinois. EACH OF THE PARTIES HERETO HEREBY IRREVOCABLY WAIVES, TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW, ANY AND ALL RIGHT TO TRIAL BY JURY IN ANY LEGAL PROCEEDING ARISING OUT OF OR RELATED TO THIS AGREEMENT OR THE TRANSACTIONS CONTEMPLATED HEREBY.

In the event of any suit or other proceeding between the parties related to this Agreement or any rights or obligations hereunder, the substantially non-prevailing party shall pay the substantially prevailing party's reasonable legal fees and expenses, in addition to such other damages as may be awarded.

By signing below, you have reviewed and accepted the above quote and the below additional terms and conditions submitted by Second Life Mac for the purchase of the listed equipment and acknowledge that they will form part of and be incorporated into this agreement through its completion. Ownership of devices transfers to Second Life Mac once devices shipped or are picked up by Second Life Mac personnel.

Edina Public School District 273

My Fav Electronics, Inc. d/b/a Second Life Mac



SecondLifeMac

Buyback Quote

Number: 00010682

Date: 2/14/25

Signature due by: 2/28/25

Receive products by: 3/31/25

Signature: _____

Signature: _____

Name: _____

Name: _____

Date: _____

Date: _____

Additional Terms & Conditions

Device Ownership and Condition

The client ("Client") named on the quote attached hereto (the "Quote") represents and warrants to My Fav Electronics, Inc. d/b/a Second Life Mac ("SLM") that it has legal title to the devices, free from any liens or encumbrances. Client also represents and warrants that the devices are in the condition described in the Quote and these Terms and Conditions (together, this "Agreement"), including any noted defects, and that Client has all necessary corporate authority to enter into this Agreement. Upon receipt by SLM at its designated facility, ownership of the devices transfers from Client to SLM. Once ownership has transferred, Client forfeits the right to selectively request the return of any of the devices.

SLM Quote

SLM is committed to providing a seamless and transparent buyback process. Our quotes are designed to offer maximum value while ensuring a quick and efficient transaction. This agreement is valid only if signed by both parties prior to the Signature Due Date. Products must be available for SLM pickup by the "Receive products by" date. If Client cannot meet this deadline, SLM may cancel this contract and provide a revised quote reflecting current market rates.

- SLM will purchase used Apple and other devices (the "Devices") from Client as outlined in the Quote. Quotes are valid for 30 days from the date listed.
- The Quote is based on information provided by Client, assuming Devices are in the discussed condition per our grading scale. After evaluation, we'll provide a Proof of Erasure Report (the "Report") with any necessary adjustments.
- Devices must reach SLM by the pickup/mail-in expiration date, or the Quote may be invalidated and pricing altered at SLM's discretion.
- Quoted prices assume Devices match specified models and contain all OEM components. SLM may adjust pricing if received devices differ or contain non-OEM parts.
- SLM may alter pricing due to market changes or if the devices don't meet quoted expectations.

Grading & Audit

Upon receipt of devices, SLM will conduct a thorough assessment and will grade each device according to its condition and functionality. The price quote provided in this agreement details the payment for each device based on its model and corresponding grade (A, B, C, D, or F). Grade A= 100% of quoted price. Grade B = 85%. Grade C = 70%. Grade D = 50%. Grade F = 5%. Any deductions due to missing accessories or devices not meeting the quoted condition will be calculated from the total device value. The final payment will reflect the agreed-upon pricing, adjusted for the actual grades of the devices received.

Pickup/Mail-in

- The transfer of ownership and risk occurs when the Devices are loaded onto SLM's carrier for pickup, or when our SLM team collects them. To maintain the integrity of our process and ensure data security, devices cannot be returned once ownership has transferred.
- In some cases, SLM offers comprehensive packaging and palletizing services at your facility, making the process as convenient as possible for you.

Pricing and Payment

The price for each device is listed in the Quote, based on its model, condition, and market value as determined by SLM. Payment will be made to Client within 90 days after SLM's receipt and verification of the devices, subject to the terms herein. SLM may adjust the final payment if devices do not match the described condition or are missing or damaged. If client sends device models to SLM that are not listed on the quote, SLM will assign a fair market value as determined by evaluated grade by SLM.

Locked Devices

SLM aims to maximize device value while protecting your data. For efficient processing and prompt payment, we strongly advise unlocking all devices before shipment. Client must remove devices from MDM, asset management systems, security systems, loss prevention software, and Apple School/Business Manager accounts. Devices still locked after 30 days of notification will remain locked, incur a \$5 processing fee per

QUOTE NO: D22017
DATE: 2/8/2025

Total Rep

Jason Lewandowski
 jlewandowski@totaltechnology.com

Organization Information

Edina Public Schools
 Edina Public Schools
 5701 Normandale Road
 Minneapolis, MN 55424
 United States
Nathaniel Lindley
 nathaniel.lindley@edinaschools.org
 (952) 848 - 4965

Quantity	Description	Unit Rate	Total
350	MR7F2LLA-A-32GB 2018 Apple iPad 6 9.7" Display 32GB Storage WiFi Only MR7F2LL/A - Space Gray	\$60.00	\$21,000.00

Est. Total \$21,000.00

Offer Description

Valid Through: 3/8/2025
 Type: Sort & Settle
 Expected Release Date: 2/28/2025
 A minimum guarantee of 68% is agreed to based on the Terms and Conditions on Page 2 of this agreement.
 Total Technology will provide an advance deposit of \$5,000 prior to pick-up
 - Complimentary packaging and return labels
 - No deductions for missing/broken chargers
 - R2v3 Certified facility

Deductions Schedule

Quote is for Grade A Material.
 - Deductions may be applied for defective items and/or cosmetic flaws.
 - Apple Deductions: A Grade-0%, B Grade-15%, C Grade-30%, D Grade-60%, F Grade-95%.
 - Non Apple Deductions: A Grade-0%, B Grade-20%, C Grade-40%, D Grade-80%, F Grade-95%.

This service agreement with Total Technology is effective upon Edina Public Schools's, hereafter referred to as the "Seller", acceptance of the terms and conditions specified below and acts as a legally binding agreement between Total Technology and the Seller. To accept the terms of this service agreement, sign and date this agreement and email a copy to your account executive.

Terms and Conditions

- Total Technology in partnership with the Seller shall provide a buyback for IT assets listed on page one of this agreement.
- D22017 is valid through 3/8/2025 with an expected device release date of 2/28/2025.
- The quoted value is based on the product being in grade-A condition, meaning fully functional and free of cosmetic flaws.
- The deduction schedule is as described on page one of the quote.
- The Total Technology Grading Scale will be provided to the Seller on request.
- Additional deductions will be assessed as described below for missing accessories, engravings, and locked devices unless otherwise agreed to on page one of the quote.
- If noted on page one of the quote, Total Technology will provide prepaid shipping labels and customized packaging equipment to ensure secure shipping at no cost to the seller.
- If noted on page one of the quote, Total Technology will provide white glove pick-up service where Total Technology arrives on-site to remove devices, provides all necessary materials to package and palletize on-site, and coordinates logistics back to Total Technology at no cost to the seller.
- Total Technology reserves the right to return revenue for buyback products based on the value determined exclusively by the audit report performed by Total Technology.
- Total Technology will provide a progress report at any time during the audit process at the seller's request.
- Total Technology will provide a detailed line-item audit report with serial numbers, grade per device, and descriptions of any cosmetic deductions that were made during final grading.
- A Total Technology Representative will review the audit report with the seller's contact prior to mailing the audit report and reconciliation. The seller will have 7 business days after the report has been electronically delivered to formally respond to the report. If after 7 days the seller has not responded, Total Technology will close the report and proceed with the payment.
- Misrepresentation of devices by the Seller can result in deductions from the original buyback quote and will be depicted in the audit report and reconciliation.
- The product must be received at the Total Technology facility within 30 days of the expected device release date unless otherwise agreed upon by Total Technology and the Seller. Delays outside of Total Technology's control will result in a 2% deduction in Grade-A pricing for every 30 days effective immediately after the 30-day mark.
- Any device received in addition to the quoted devices will be applied a fair-market-value grade determined by current market value.

Guaranteed Minimum Terms and Conditions

If Total Technology agreed to a minimum guarantee on page one of the quote:

- If the audit results in a higher value than the guaranteed minimum, Total Technology will pay the higher value.
- Guaranteed minimums for devices are based on devices being removed from locked status prior to the scheduled audit start date. If devices are still locked at the time audit start date, the guarantee will be subject to change.
- Guaranteed minimums are based solely on devices. Missing accessory deductions will be applied after the settlement percentage has been calculated.

Non-OEM/Defective Accessory Deduction

The following deductions will be applied for faulty accessories unless otherwise agreed upon by the seller and Total Technology and notated on quote. Faulty accessories consist of yellow and frayed cords unusable for resale and cosmetically damaged AC adapters beyond economic repair.

- iPad/iPhone AC Adapter - \$6
- Laptop Power Adapter - \$10-\$25 depending on model
- Apple Laptop Battery - \$30-\$50 depending on model
- iMac power cord - \$10
- iMac Keyboard - \$25 (wireless) / \$15 (wired)
- Apple MacBook Power Adapter - \$30
- Non-Apple Laptop Battery - \$40
- iMac Mouse - \$25 (wireless) / \$15 (wired)

Deduction for engraving removal

- Apple Engraving - \$5
- 3rd Party Etching - \$20

Locked Devices

Locked devices cause delays in the audit and payment timeline. Ensuring devices have been released before the start of the audit expedites the process.

- The seller will be granted a 1% increase to the final reconciliation percentage if there are no locked issues and applicable passwords are provided.
- If the seller needs a pre-audit serial number list to release devices from their MDM, a \$5 per device service fee will apply.
- Seller is given a 15-day grace period from the time the serial number list is provided to release devices. If devices remain locked during the audit, our team will be forced to set them aside and re-audit devices.
- Any device not released within the allotted grace period will be deemed an F grade or assessed with a new Grade-A value and reconciled separately.
- A \$10 audit fee per locked device will apply if devices remain locked after the grace period and audit start date.
- If the seller cannot release the device after 3 audit attempts, devices will be deemed F-Grades.
- All devices still locked 30 days after the grace period ends will be subject to a 10% decrease in the offer amount with an additional 10% deduction each subsequent month.

CUSTOMER RESPONSIBILITIES

To optimize the overall customer experience, we require a few deliverables from our customers.

- Completion of device checklist form before scheduling pickup.
- Completion and review of Pick up from questionnaire before pick-up. This can be completed over the phone with your account executive.
- Devices must be removed from Google Enterprise Enrollment, MDM, ASM, and Apple ID Activation Locks. Failure to do so will result in additional deductions. See Locked Devices above.

DATA SECURITY

Total Technology will remove all proprietary data from products purchased through this agreement before resale. Removal of proprietary data includes erasing hard drives, removing asset tags, and any engravings that represent the organization from which the product was purchased. The data security provided is compliant with NIST 800-88 standards. Data-bearing devices will be sanitized or physically destroyed in-house based on the type of device. If we do not have the in-house capability to sanitize or destroy, data-bearing devices will be securely shipped to an approved vendor vetted to R2v3 requirements.

PAYMENT

Payments are mailed no later than 30 days after the conclusion of the audit. Checks will be addressed and sent to the person, company, or institution listed as the legal owner of the product specified by the seller. Please confirm your acceptance of this quote by signing this document and emailing this form to your account executive at jlewandowski@totaltechnology.com.

I am authorized to sign and wish to enter into this agreement on behalf of Edina Public Schools.

Print Name

Title

Signature

Date

V.K. Approval of Settlement Agreement and Release of
Claims - *to be walked in*

VI. Discussion

VI.A. K-12 Social Studies Curriculum Adoption



Board Meeting: March 3, 2025

Title: K-12 Social Studies Curriculum Adoption

Type: Discussion

Presenter(s): Bethany VanOsdel, Assistant Director of Teaching and Learning; and Jody De St. Hubert, Director of Teaching and Learning

Description: This report is intended to inform the Edina School Board on the recommendation for implementation of the updated 2021 MN Social Studies Standards. In addition to defining the curriculum review process, this report also includes information about the new Social Studies Standards.

The priorities in this report directly align to the goals outlined in the Edina Strategic Plan (Strategy A 1 and 2, and Strategy B).

Recommendation: Review the new course proposals and changes for discussion. This will go to action at the Board Meeting on April 7.

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

Attachments:

1. [K-5 Social Studies Course Guiding Change Document](#)
2. [6-12 Social Studies Guiding Change Document](#)
3. [Design Team Role Description](#)
4. [Culturally Proficient School Systems Curriculum and Instruction Continuum](#)
5. [2021 K-12 MN Social Studies Standards](#)
6. [2024 Secondary Social Studies Course Recommendations Board Action 1.8.24](#)
7. [2025-26 Edina High School Course Catalog: Social Studies](#)

Background Information

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](#) have been approved and are to be implemented by 2026-2027.

The curriculum design process takes several years. The work around Social Studies redesign began in 2022. This report will give an overview of the process of designing a plan that will launch the implementation of the MN Social Studies Standards K-12 in EPS.

Minnesota Department of Education Overview

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.

Each content area includes an implementation date in the adopted rule language. The K-12 Academic Standards in Social Studies will be fully implemented in the 2026-27 school year.

Policy 603:

School Year:	Content Area:
2024-2025	Science
2025-2026	K-12 ELA
2026-2027	Social Studies
2027-2028	Math
District Determined	World Languages

2021 K-12 Academic Standards in Social Studies—Effective March 11, 2024

The [2021 K-12 Academic Standards in Social Studies](#) were adopted in 2024, and are scheduled for full implementation in the 2026-27 school year.

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. Social Studies are a priority for all educators at every level, shown by committing to:

- **Standards and Curriculum** - Rigorous core content begins with standards as common expectations to guide instruction, assessment, and outcomes. The MN K-12 Social Studies Standards outline clear goals for **Citizenship and Government, Economics, Geography, History, and Ethnic Studies**. Curriculum review is an ongoing process to ensure high quality, research and evidence based resources that
 - support effective instruction, alignment, and application of the standards;
 - provide strategies for differentiated instruction based on students’ needs;
 - are culturally and linguistically relevant and responsive; and
 - build background knowledge and understanding of key learning concepts.

Curriculum Review Process

In Edina, a core belief we share is “Professional Excellence.” This means that, “We believe our educators and staff are essential to student success. We value and support them in advancing strategic and innovative initiatives grounded in best practices.” One way we live out this value is by including teachers in the review, design and implementation of district programming. This is done through the use of “district design teams.” A design team is a group of representatives who opt in to serve, guide and inform district decisions.

The following staff members have been integral in the review and recommendation that resulted from the curriculum review process:

Elementary School	Middle School	High School
Julie Baker Patrick Burley Allyson Dardis Elizabeth Graser Mike McCarthy Jamie Young	Troy Beckman Jason Heeringa Anile Morales Jason Pusey Karen Uhler Trista Virtue Lara Wark	Erik Anderson Chris Griggs Kjersti Humphry

The exemplary commitment of our teacher leaders is instrumental in advancing our district's educational practices. Their willingness to extend their impact beyond their classrooms demonstrates an unwavering dedication to excellence. ***We extend our deepest appreciation to these educators whose collaborative efforts and expertise ensure we make informed, student-centered decisions that benefit all Edina learners.***

The Design Team has used a proven process following Implementation Science to build upon current best practices in Edina and to consider opportunities for improvement. The team is drafting a plan that will recommend program updates and instructional/course enhancements as they align to the new standards.

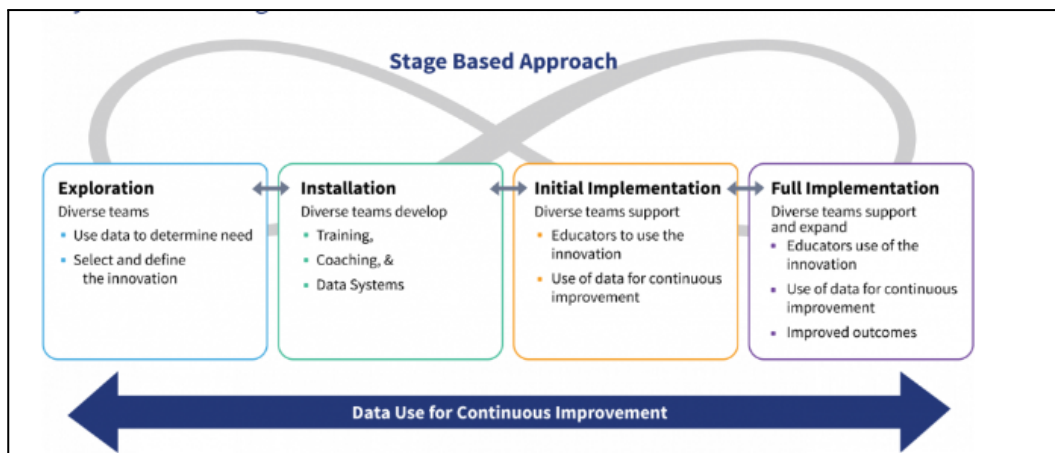
Timeline, Goals and Milestones

Project Map:		
What	When	Who
<ul style="list-style-type: none"> • Create Role Descriptions communicated • team created • dates set for meetings 	By MEA	Jamie - K-5 Bethany 6-8 vs 6-12
Meeting #1 Introduction to process Start looking at current reality Secondary - 9-12 - course catalog revision recommendations	November 2023	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
Meeting #2 Review current reality and look over new standards and benchmarks	February 2024	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
Meeting #3 Standards alignment and materials review	April 2024	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
Meeting #4 Standards alignment and materials review	Fall 2024	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)

Meeting #5 Standards alignment and materials review	Winter 2025	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
Meeting #6 Finalize alignments and recommendations	Spring 2025	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
Meeting #7 Installation planning: <ul style="list-style-type: none"> • Materials • Professional Development • Supports 	Spring/Summer 2025	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)

Process:

State standards are all 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 Social Studies Design Team is outlined below:



	Exploration <ul style="list-style-type: none"> • Define current reality • Unpack standards • Research best practices • Select and define the practice/program 	Installation <ul style="list-style-type: none"> • The program/practice has been identified and defined • Professional Development and coaching are used to prepare for the implementation • Resources are purchased • Data systems are prepared 	Initial Implementation <ul style="list-style-type: none"> • Educators begin using the program/practice • Data is collected around both implementation and student outcomes • Adjustments and alignments 	Full Implementation: <ul style="list-style-type: none"> • More than 50% of educators are using the program/practice as intended • Student outcome data is showing improved outcomes
6-12	X 2022-Spring of 2023 <i>Current Reality Guiding Change Review 2021 Standards</i>	X Fall of 2024-current	<i>Planned for 2025-2026</i> <i>Required by 2026-207</i>	2026-ongoing

Initial Implementation begins Fall of 2025

Recommendation:

Based on the comprehensive work of our K-12 Social Studies Design Team and in alignment with Minnesota's statutory requirements, we recommend the Board approve the implementation plan for the 2021 Minnesota K-12 Social Studies Standards. This staged implementation approach, guided by Implementation Science, includes thorough exploration of current practices, unpacking of new standards, and careful selection of culturally responsive instructional materials.

While specific curriculum resources are still under review, with an anticipated budget of \$400,000-\$600,000 for 5-7 year licenses, our dedicated team of elementary, middle, and high school educators is systematically working through a detailed timeline to ensure full implementation by the state-mandated 2026-27 school year.

The Design Team will continue to refine grade-level specifics and material selections through Spring 2025, with early implementation beginning Fall 2025, allowing for thoughtful professional development and appropriate resource allocation to support this implementation.

Budget:

The purchase of materials to support the implementation of the 2021 K-12 MN Social Studies Standards will be a critical component of the implementation. The review process is still underway. Here is a summary of the purchases at this time.

COLOR CODE	<ul style="list-style-type: none">● Black - no purchase needed● Green - purchase for 2025-2026 (\$279,000)● Orange - purchase for 2026-2027 (\$283,000)● Red - purchase for 2027-2028 (\$97,000)			
K-5	Studies Weekly (\$240,000 for 6 years)			
6th	MN History			
7th	American History (\$82,000 for 7 years) Savvas			
8th	World History and Geography (\$82,000 for 7 years) Savvas			
9th	Cultural Geography Pearson Contemporary Human Geography (\$25,000 for 6 years)	AP Human Geography (\$65,000 for 8 years) National Geographic		
10th	World History	AP World History	AP European History	
11th	US History	AP US History America's History for the AP Course (\$55,000 for 8 yrs)	AP African American History Freedom on my Mind: A History of African Americans (\$25,000 for 10 years)	
12th	Economics	AP Economics Krugman's Economics \$42,000 for 5 yr	US Government	US AP Government Bedford American Government Studies of a Nation \$43,000 for 6 yrs

Edina High School Electives

Criminal Law

Psychology

Sociology

Philosophy

AP Comparative Government

VI.B. Revised Budget FY2025 & FY2026 Budget
Parameters



Board Meeting Date: 3/3/2025

Title: Revised Budget Fiscal Year 2025 & Fiscal Year 2026 Budget Parameters

Type: Discussion

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

Description: The fiscal year 2025 budget was developed using the most reliable information available at the time of adoption in June 2024. As more reliable information and data becomes available, the District is able to make adjustments to reflect the actual operations of the District. Expected enrollment versus actual enrollment, projected staffing vs actual staffing, fluctuations to supply and material costs, and the timing of expenditures made against federal awards are just a few of the countless budgetary variables that can change during a school year.

The District administration has reviewed the current year actual activity in detail and recommends the following budget revisions:

	Preliminary Budget		Revised Budget	
	Revenues & Other Financing Sources	Expenditures & Other Financing Uses	Revenues & Other Financing Sources	Expenditures & Other Financing Uses
General Fund	\$ 160,833,844	\$ 158,362,067	\$ 164,502,730	\$ 160,998,231
Food Service Fund	4,621,067	4,531,973	5,450,214	5,221,973
Community Service Fund	12,901,634	12,841,752	12,901,634	12,841,752
Building Construction Fun	8,094,237	9,560,259	14,766,108	9,594,142
Debt Service Fund	14,857,137	14,597,514	115,011,011	114,601,423
Internal Service Fund	910,000	910,000	910,000	910,000
Total	\$ 202,217,919	\$ 200,803,565	\$ 313,541,697	\$ 304,167,521

The District's audited financial position from fiscal year 2024, revised budget for fiscal year 2025, and forecast of fiscal year 2026 indicate that fund balances will remain above the Board's minimum required level and therefore cost containment is not necessary for fiscal year 2026. At the March Regular Meeting the administration plans to recommended budget parameters for fiscal year 2026 that maintain operations as they exist in fiscal year 2025.

Recommendation: There is no recommended action at this time.

Desired Outcomes from the Board: Prepare questions and comments.

Attachments:

1. Revised Budget – Fiscal Year 2025
2. Budget Parameters – Fiscal Year 2026
3. Five-Year General Fund Forecast – 2026-2030

Independent School District No. 273 - Edina Public Schools
Revised Budget - Fiscal Year 2025
February 3, 2025

	FY2023 Ending Fund Balances	FY2024 Final Actual Revenues	FY2024 Final Actual Expenditures	FY2024 Final Actual Transfers In/(Out)	FY2024 Ending Fund Balances	FY2025 Proposed Budgeted Revenues	FY2025 Proposed Budgeted Expenditures	FY2025 Final Budgeted Transfers In/(Out)	FY2025 Ending Fund Balances
General Fund:									
Nonspendable - Inventory	\$ 23,064	\$ -	\$ -	\$ -	\$ 23,064	\$ -	\$ -	\$ -	\$ 23,064
Nonspendable - Prepaid Items	369,917	-	-	(363,358)	6,559	-	-	-	6,559
Total Nonspendable	392,981	-	-	(363,358)	29,623	-	-	-	29,623
Restricted - Achievement & Integration	-	1,351,089	1,351,089	-	-	1,401,456	1,401,456	-	-
Restricted - Alternative Program	-	225,295	525,080	299,785	-	-	455,764	455,764	-
Restricted - Alternative Teacher Compensation	-	-	-	-	-	2,217,301	2,223,853	6,552	-
Restricted - American Indian Education Aid	-	68,500	31,257	-	37,243	69,000	66,961	-	39,282
Restricted - Area Learning Center	-	-	526,368	526,368	-	-	-	-	-
Restricted - Basic Skills	-	1,355,732	1,473,948	118,216	-	1,545,049	1,545,049	-	-
Restricted - Capital Projects Levy	-	7,431,835	7,363,904	-	67,931	8,476,346	8,445,410	-	98,867
Restricted - English Learner	-	407,197	622,749	215,551	-	551,505	798,153	246,648	-
Restricted - Gifted & Talented	-	127,290	1,271,290	1,144,000	-	123,555	1,163,920	1,040,365	-
Restricted - Learning & Development	-	1,926,711	1,926,711	-	-	1,939,167	1,939,167	-	-
Restricted - Literacy Aid	-	-	-	-	-	343,843	343,843	-	-
Restricted - Literacy Incentive Aid	-	499,588	499,588	-	-	512,283	543,841	31,558	-
Restricted - Long-Term Facilities Maintenance	-	11,215,006	6,440,458	(4,774,549)	-	11,331,524	3,726,649	(7,604,875)	-
Restricted - Medical Assistance	-	362,303	43,841	-	318,462	-	51,500	-	266,962
Restricted - Operating Capital	4,306,608	5,087,842	4,185,922	-	5,207,729	5,854,011	4,132,283	-	6,929,457
Restricted - Safe Schools	-	468,518	889,594	421,076	-	480,576	982,568	501,992	-
Restricted - School Library Aid	-	151,144	151,144	-	-	152,240	152,240	-	-
Restricted - Staff Development	-	1,335,070	752,305	-	582,764	1,383,895	1,135,722	-	830,937
Restricted - Student Activities	35,787	2,021	3,224	-	34,583	-	-	-	34,583
Restricted - Student Support Personnel Aid	-	112,021	112,021	-	-	161,397	161,397	-	-
Restricted - Teacher Compensation READ Act Aid	-	-	-	-	-	310,441	310,441	-	-
Total Restricted	4,342,395	32,126,362	28,170,494	(2,049,551)	6,248,712	36,853,589	29,580,217	(5,321,996)	8,200,888
Committed Fund Balance	2,322,850	-	-	161,538	2,484,388	-	-	-	2,484,388
Assigned - Department/Site Carryover	822,667	-	-	1,050,000	1,872,667	493,475	500,075	-	1,866,067
Assigned - OPEB & Severance	4,183,033	-	-	800,000	4,983,033	-	-	250,000	5,233,033
Assigned - Literacy	513,824	-	-	350,000	863,824	-	-	-	863,824
Assigned - Paid Family Medical Leave	-	-	-	600,000	600,000	-	-	150,000	750,000
Assigned - Unemployment Insurance	-	-	-	325,000	325,000	-	-	75,000	400,000
Total Assigned	5,519,524	-	-	3,125,000	8,644,524	493,475	500,075	475,000	9,112,924
Unassigned Fund Balance	8,013,834	128,782,803	121,946,188	(5,648,177)	9,202,272	127,155,666	123,313,064	(2,757,879)	10,286,995
Total General Fund	\$ 20,591,584	\$ 160,909,165	\$ 150,116,682	\$ (4,774,549)	\$ 26,609,520	\$ 164,502,730	\$ 153,393,356	\$ (7,604,875)	\$ 30,114,019
Food Service Fund:									
Nonspendable - Inventory	67,961	-	-	46,005	113,966	-	-	-	113,966
Restricted - Food Service	1,098,058	4,935,861	4,049,458	(46,005)	1,938,457	5,450,214	5,221,973	-	2,166,698
Total Food Service Fund	1,166,019	4,935,861	4,049,458	-	2,052,422	5,450,214	5,221,973	-	2,280,663
Community Service Fund:									
Restricted - Community Education	1,240,073	11,046,311	10,549,903	-	1,736,481	11,733,597	11,619,520	-	1,850,558
Restricted - Early Childhood Family Education	299,896	723,660	722,927	-	300,629	666,158	756,518	-	210,269
Restricted - School Readiness	71,697	266,557	244,715	-	93,538	263,041	262,983	-	93,596
Restricted - Community Service	98,459	266,151	220,484	-	144,126	238,838	202,731	-	180,233
Total Community Service Fund	1,710,124	12,302,679	11,738,029	-	2,274,773	12,901,634	12,841,752	-	2,334,655
Building Construction Fund:									
Restricted - Building Construction	1,485,808	51,138	604,661	-	932,285	-	-	-	932,285
Restricted - Long-Term Facilities Maintenance	8,545,571	171,269	11,143,590	4,774,549	2,347,798	7,161,233	9,594,142	7,604,875	7,519,764
Restricted - Building Projects Funded by COPs	6,280,935	110,648	6,391,583	-	-	-	-	-	-
Total Building Construction Fund	16,312,314	333,055	18,139,834	4,774,549	3,280,083	7,161,233	9,594,142	7,604,875	8,452,049
Debt Service Fund:									
Restricted - Debt Service	3,453,904	14,442,888	14,619,572	-	3,277,220	115,011,011	114,601,423	-	3,686,808
Total Debt Service Fund	3,453,904	14,442,888	14,619,572	-	3,277,220	115,011,011	114,601,423	-	3,686,808
Internal Service Fund:									
Internal Service Fund	485,401	916,164	933,558	-	468,007	910,000	910,000	-	468,007
Total Internal Service Fund	485,401	916,164	933,558	-	468,007	910,000	910,000	-	468,007
Total Governmental Funds	\$ 43,719,345	\$ 193,839,812	\$ 199,597,133	\$ -	\$ 37,962,026	\$ 305,936,822	\$ 296,562,646	\$ -	\$ 47,336,202

Fiscal Year 2026 Budget Parameters

The budget parameters for fiscal year 2026, or next school year, have been developed using the preliminary General Fund forecast that was presented to the Board and to the public in December, the February revised budget, and current state funding information.

Due to the District's better than anticipated financial performance during fiscal year 2024 and cost containments enacted the last two school years, the District administration does not recommend additional containments for fiscal year 2026. The District's recommended budget parameters, are as follows:

- Projected enrollment of 8,670 derived from a 5-year weighted average with proration for conservatism. This figure was used to establish the property tax levy for taxes payable in 2025.
- Pupil Unit Weighting Factors – Pre-Kindergarten (1.0), Kindergarten (1.0), Grades K-6(1.0) and Grades 7-12 (1.2).
- Average Daily Membership (ADM) increase of 39 and Adjusted Pupil Units (APU)increase of 37 based on 5-year average enrollment projection method selected.

Revenue

- Basic Education Revenue of \$7,465 per APU for 2023-2024, an increase of \$184 per APU above the current year (+2.53%).
- Operating Levy allowance of \$2,261 per APU, an increase of \$57 per APU above the current year.
- Local Optional Revenue of \$724 per APU, the same as the current year.
- Equity Revenue of approximately \$70 per APU, about the same as the current year.
- Operating Capital of approximately \$230 per APU, about the same as the current year – a portion of the revenue will be used to make principal and interest payments for two outstanding capital notes.
- Basic Skills Revenue (Compensatory) of \$1,360,577 per the October 1, 2024 enrollment count and *current* law.
- Safe Schools revenue of \$36 per APU, the same as the current year.
- Gifted & Talented revenue of \$13 per APU, the same as the current year.
- Achievement and Integration revenue of \$350 per APU multiplied by protected class enrollment as a percentage of total enrollment, the same as the current year.
- Gifts and Donations to remain flat; the expenditure budget derived from gifts will equal that of the revenue.

- Alternative Teacher Compensation revenue of \$260 per ADM, the same as the current year.
- Interest revenue reduction from current year budget account for potential rate cuts and to apply additional conservatism to overall budget.
- All other revenue, including special education, federal programs, user fees, and local miscellaneous revenues to remain flat.

Expenditures

- Class-size ratios of 20.00 to 22.00 students per classroom in kindergarten and first grade, 22.00 to 25.00 in second grade, 24.00 to 26.00 in third grade, 25.00 to 27.00 in grades four and five, 28.15 for grades six through eight, and 30.85 at the high school. Same programmatic structure to be maintained at the secondary schools.
- Return of Operating Capital funds to departments that took a “pause” as a result of the BRRRG of 2024.
- No additional specialists, media specialists, counselors, social workers, nurses, teachers on special assignment, custodians, non-special education paraprofessionals, administrative staff, or other classifications staff that don't already exist within the system.

Independent School District No. 273 - Edina Public Schools
 Five-Year Revenue & Expenditure Forecast - General Fund
 Fiscal Year 2026 through 2030
 Prepared: October 2024
 Updated: February 2025

	Fiscal Year						
	2024	2025	2026	2027	2028	2029	2030
Revenue:							
Property Taxes	\$ 53,561,813	\$ 56,342,166	\$ 56,501,798	\$ 54,492,560	\$ 55,387,696	\$ 54,915,531	\$ 55,784,676
State Sources	97,586,833	100,748,313	104,008,975	106,618,687	108,979,149	111,091,890	112,107,895
Federal Sources	2,413,800	2,005,216	2,285,697	2,285,697	2,285,697	2,285,697	2,285,697
Miscellaneous Local	7,346,719	3,895,425	4,144,831	4,059,165	3,982,066	3,912,677	3,288,175
Other Financing Sources	-	1,511,610	-	-	-	-	-
Total Revenue	160,909,165	164,502,730	166,941,301	167,456,109	170,634,609	172,205,796	173,466,443
Expenditures:							
Salaries	91,327,676	93,012,115	98,669,386	103,624,326	108,240,482	111,820,916	116,539,442
Benefits	28,475,744	30,858,434	31,526,443	32,833,977	34,044,193	35,153,593	36,405,689
Purchased Services	12,943,625	11,973,292	12,413,824	13,144,787	13,854,109	14,519,478	15,221,597
Supplies & Materials	4,473,488	5,197,717	5,457,620	5,710,013	5,974,984	6,253,182	6,545,257
Capital Expenditures	12,323,746	11,729,475	11,992,763	12,291,269	12,451,279	12,763,728	12,826,301
Other Expenditures	572,405	570,384	587,497	605,122	623,277	641,977	661,239
Other Financing Uses	4,774,549	7,604,875	6,263,181	5,361,657	5,338,576	5,200,629	5,138,960
Total Expenditures	154,891,231	160,946,292	166,910,714	173,571,151	180,526,900	186,353,503	193,338,485
Change in Fund Balance	6,017,934	3,556,438	30,587	(6,115,042)	(9,892,291)	(14,147,707)	(19,872,041)
Fund Balances:							
Nonspendable	29,623	-	-	-	-	-	-
Restricted	6,248,712	6,542,488	7,605,521	6,536,282	7,575,158	8,495,215	9,526,800
Committed	2,484,388	2,637,245	2,768,438	2,892,309	2,993,453	3,120,054	3,007,039
Assigned	8,644,524	9,031,289	8,406,731	5,606,480	5,606,480	5,606,480	5,606,480
Unassigned	9,202,272	11,954,935	11,415,856	9,046,432	(1,985,878)	(17,180,242)	(37,970,853)
Total Fund Balances	\$ 26,609,519	\$ 30,165,957	\$ 30,196,545	\$ 24,081,504	\$ 14,189,213	\$ 41,507	\$ (19,830,534)
Unassigned Fund Balance:	7.41%	9.07%	8.25%	6.26%	(1.33%)	(11.01%)	(25.25%)

VI.C. Policy Review (517, 519, 534, 535)



Board Meeting Date: 3/3/2025

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 517 Student Recruiting
- Policy 519 Interviews of Students by Outside Agencies
- Policy 534 Emergency Health Situations and District Insurance Limitations
- Policy 535 Education of Homeless Children

Recommendation: Review the suggested modifications for Policies 517, 519, 534, 535.

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

Attachments:

1. Policy 517 Student Recruiting
2. Policy 519 Interviews of Students by Outside Agencies
3. Policy 534 Emergency Health Situations and District Insurance Limitations
4. Policy 535 Education of Homeless Children

Students

Student Recruiting

I. Purpose

This policy prevents school district employees from exerting undue influence for purposes of securing or retaining the attendance of a student in a school.

II. General Statement of Policy

A. The school district encourages employees to make available to all interested people information regarding the district, its schools, programs, policies, and procedures. The purpose of such activity is to assist in the process of fully informed decision-making regarding school enrollment and to enhance the visibility and image of the district.

B. At the same time, the district recognizes that the scope of such activity is limited by statutory authority and bylaws of the Minnesota State High School League. Accordingly, it will be a violation of this policy for employees to exert undue influence for purposes of securing or retaining the attendance of a student in a school.

C. Employees are further prohibited from encouraging others to engage in such conduct on behalf of the district.

III. Definition of Undue Influence

For purposes of this policy,

A. ~~“U~~ “undue influence” or “competing for enrollment” includes initiating any oral or written contact with a student from another school district who participates in a ~~school~~ district-sponsored sport or activity which solicits the student’s transfer to participate in a sport or activity. It also includes the awarding of tuition, allowance for board and/or room, allowance for transportation, priority in assignments of jobs, cash or gifts in any form, or any other privilege or consideration if not similarly available to all students.

IV. Procedures

A. The school board will adopt, by resolution, specific standards for acceptance and rejection of applications for open enrollment. Standards may include the ~~capacity of a program, class,~~ school building, or the statutory limits to

nonresident enrollment in a particular grade level, or whether the student is currently expelled for (1) possessing a dangerous weapon, as defined under federal law, at a school or school function; (2) possession or using an illegal drug at school or at a school function; (3) selling or soliciting the sale of a controlled substance while at school or a school function; or committing a first, second or third degree assault as described in state law. Standards for acceptance and rejection of open-enrollment applications are subject to the Graduation Incentives Program and may not include previous academic achievement, athletic or other extracurricular ability, disabling conditions, proficiency in the English language, previous disciplinary proceedings, or the student's district of residence.

- B. Employees who violate the provisions of the policy will be subject to disciplinary action as appropriate. Any such disciplinary action will be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, school district policies, and the bylaws of the Minnesota State High School League, as applicable.

Legal References:

Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 124D.68 (Graduation Incentives Program)

Minnesota State High School League Bylaw 308.00 ([Undue Solicitation of a Student](#))

Cross Reference:

Policy 510 (~~Nonresident~~ [Open](#) Enrollment)

Policy

adopted: 01/22/08

reviewed: 03/12/12

revised: 11/17/14

reviewed: 03/23/20

revised: __/__/25

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

Students

Interviews of Students by Outside Agencies

I. Purpose

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the district. This policy establishes the procedures for access to students by authorized individuals during the school day.

II. General Statement of Policy

- A. Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees, and/or agents, except as otherwise provided by law and/or this policy.
- B. Requests from law enforcement officers and those other than a student's parents, district officials, employees, and/or agents to interview students will be made through the principal's office. Upon receiving a request, it will be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request, the principal will attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law or in exigent circumstances involving an imminent and credible threat to the physical safety of students, staff, or others on school premises.

III. Interview Conducted Under the Maltreatment of Minors Act

- A. In the case of an investigation pursuant to the Maltreatment of Minors Act, ~~Minn. Stat. § 626.556, Subd. 10~~, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place ~~at school~~ on district property and during school hours. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. ~~When it is possible and the report alleges substantial child endangerment or sexual abuse,~~ The interview may take place outside the presence of the ~~alleged offender and may take place prior to any interviews of the alleged offender.~~ perpetrator or parent, legal custodian, guardian, or district official.

- B. If the interview took place or is to take place on district property, an order of the juvenile court pursuant to ~~Minn. Stat. § 626.556, Subd. 10 (e)~~ [the Maltreatment of Minors Act](#) may specify that district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on district property and/or any other related information regarding the interview that may be a part of the child's record. The district official must receive a copy of the order from the local welfare or law enforcement agency.
- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on district property, district officials must receive written notification of intent to interview the child on district property prior to the interview. The notification will include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. District officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a ~~school~~ [district](#) employee or agent is alleged to have maltreated the child. Until district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment, who will be solely responsible for any disclosure regarding the nature of the assessment or investigation.
- D. District officials will have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on district premises. However, where the alleged perpetrator is believed to be a district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the district officials and the local welfare or law enforcement agency. However, district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. District officials will make every effort to reduce the disruption to the educational program of the child, other students, or ~~school~~ [district](#) staff when an interview is conducted on district premises.
- E. Students will not be taken from district property without the consent of the principal and without proper warrant.

Legal References:

Minn. Stat. § 13.32 (Educational Data)

~~Minn. Stat. § 626.556, Subd. 10 (c) and (d) (Duties of Local Welfare Agency and Local Law Enforcement Agency Upon Receipt of a Report)~~

[Minn. Stat., Chapter 260E \(Maltreatment of Minors Act\)](#)

Cross References:

Policy 104 (Complaints – Students, Employees, Parents, Other Persons)

Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Policy 515 (Protection and Privacy of Student Records)

Policy

adopted: [01/22/08](#)

reviewed: [03/12/12](#)

revised: 11/17/14

reviewed: [03/23/20](#)

revised: [__/__/25](#)

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

Students

Emergency Health Situations and District Insurance Limitations

I. Purpose

This policy defines the school district's response to emergency health situations.

II. General Statement of Policy

The school district will provide necessary emergency care for illness, injury, and special medical conditions. The district does not provide medical, health, or accident insurance for students. Families will need to access their own insurance for a student with an accident, illness, or injury while at school or while participating in a district-sponsored activity.

III. Emergency Health Care

The school district has established administrative procedures and protocols to provide emergency health care for students and staff. These procedures and protocols are coordinated by the ~~D~~irector of ~~S~~tudent ~~S~~upport ~~S~~ervices and the ~~District Health Coordinator~~ [supervisor of health services](#), and cover the following:

- Medication administration (~~see Policy 516, Student Medication~~)
- Injuries
- Illness
- Special medical procedures

IV. Medical, Health, or Accident Insurance Limitations

The school district does not provide medical, health, or accident insurance for students. If a student has an accident, ~~is~~ [becomes](#) ill, or is injured while at school or while participating in a district-sponsored activity, families ~~must will need to~~ [must](#) access their [personal](#) ~~own~~ insurance plans to cover any associated costs (e.g., medical care, emergency transportation, etc.)

~~Direct all questions related to insurance to the D~~irector of Business Services [finance and operations](#).

Legal Reference:

Minn. Stat. § 121A.21(a) (School Health Services)

Cross References:

Policy 516 (Student Medication)

[Policy 516.5 \(Overdose Medication\)](#)

Policy 530 (Immunization Requirements)

Policy

adopted: 06/16/08

amended: 03/12/12

revised: 02/23/15

reviewed: 08/10/20

revised: __/__/25

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

Students

Education of Homeless Children

I. Purpose

This policy ensures that children and youth who are experiencing homelessness receive the same educational opportunities as other students who are not homeless. This policy is intended to ensure that the district is in full compliance with the McKinney–Vento Homeless Assistance Act.

II. General Statement of Policy

The school board intends that children and youth who are experiencing homelessness have the opportunity to meet the same challenging state and district standards expected of all students. Students in homeless situations should have access to the education and other services they need to meet the standards, including the school choice provisions of the district. Children and youth who are homeless are to be provided educational services comparable to those received by any student in the district.

III. Definitions of Homeless Children and Youth

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

- A. The term “the Act” means Subtitle B of Title VII of the McKinney–Vento Homeless Assistance Act 42 U.S.C. 11431 et seq.
- B. The term “homeless children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence as those terms are defined in law. They include:
 1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; ~~or are abandoned in hospitals; or are awaiting foster care placement.~~
 2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
 3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

4. Migratory children, as this term is defined in section 1309 of the Elementary and Secondary Education Act of 1965, who qualify as homeless for the purposes of this definition because the children are living in circumstances described in the McKinney–Vento Homeless Assistance Act.
- C. “School of origin” means the school the student attended when they last had permanent housing or the school last attended.
- D. “Homeless liaison” is a person designated by the [school](#) district as the district contact for students in homeless situations. A homeless liaison ~~must~~ [will](#) carry out the provisions of law.
- E. The above definitions will automatically be modified if the Act modifies these definitions.

IV. School Selection and Enrollment

- A. The [school](#) district will keep students who are in homeless situations in their school of origin, as that term is defined in [Section III.B](#) of this policy, to the extent feasible, unless it is against the parent’s or guardian’s wishes. If the school of origin is in another district, the student has the right to continue to attend that school at no cost. The cost of transportation will be borne by the two school districts. Students may stay in their school of origin the entire time they are homeless and until the end of any academic year in which they move into permanent housing.
- B. Students may choose to enroll in any public school that students living in the same attendance area are eligible to attend.
- C. If a student is sent to a school other than the school of origin or the school requested by a parent or guardian, the district ~~must~~ [will](#) provide a written explanation of its decision and inform the parent or guardian of their right to appeal, regardless of whether the parent or guardian disputes the placement. The superintendent will develop a dispute resolution process consistent with the provisions of Section VI of this policy.
- D. The district homeless liaison ~~must~~ [will](#) assist unaccompanied youth, who are not in the custody of a parent or guardian, in choosing and enrolling in a school consistent with the provisions of the Act.
- E. The district ~~must~~ [will](#) immediately enroll students in homeless situations even if they do not have required documents such as school records, medical records, proof of residency, or other documents required by the district. If a student does not have immunizations, or immunization or other medical records, the homeless liaison ~~must~~ [will](#) immediately assist in obtaining them. The student ~~must~~ [will](#) be enrolled in school in the interim. Educational and medical records

~~must~~ will be obtained as soon as possible, consistent with the provisions of Minnesota law, by the district health coordinator.

- F. Homelessness alone is not a reason to separate students from the mainstream school environment. These students will not be segregated in separate schools, separate programs within schools, or separate settings. This does not prohibit special programs for short periods of time for health and safety emergencies or to provide temporary, special, and supplemental services for the students.
- G. Services provided with revenue from the Act ~~must~~ will not replace the regular academic program and ~~must~~ will be designed to expand upon or improve services provided as part of the ~~school's~~ district's regular academic program.

V. Transportation

- A. At the request of the parent or guardian, homeless students ~~must~~ will be provided transportation to and from their school of origin consistent with the district regulations regarding miles from school and other transportation policies and regulations. For unaccompanied youth, such transportation will be provided when requested by the homeless liaison.
- B. If the homeless student's school of origin is outside of the district, the two districts will apportion the transportation cost consistent with the regulations of the superintendent.

VI. Dispute Resolution Process

- A. Any disputes regarding the educational placement of homeless children and youth will be expeditiously addressed through a dispute resolution process developed by the superintendent consistent with the provisions of the Act.
- B. Pending the results of the dispute resolution process, the student ~~must~~ will immediately be placed in the school of the parent's or guardian's choice.

VII. Responsibilities of the Superintendent

- A. The superintendent may develop regulations deemed necessary to carry out this policy.
- B. The superintendent will appoint a person(s) to function as the homeless liaison.

~~Legal Citation:-~~ [Legal Reference:](#)

~~Subtitle B Title VII-42 U.S.C. § 11431 et seq.~~ ([McKinney-Vento Homeless Assistance Act](#))

Policy
adopted: 04/14/08
reviewed: 03/12/12
revised: 12/15/14
reviewed: 02/10/20
revised: __/__/25

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

VII. Action

VII.A. Elementary Literacy Curriculum Adoption
Recommendation: Benchmark Advance



Board Meeting: March 3, 2025

Title: Elementary Literacy Curriculum Adoption Recommendation: Benchmark Advance

Type: Action

Presenter(s): Bethany VanOsdel, Assistant Director of Teaching and Learning; and Jody De St. Hubert, Director of Teaching and Learning

Description: This report is intended to inform the Edina School Board on the recommendation for implementation of the Benchmark Advance program for the Edina elementary schools. In addition to defining the ELA curriculum review process, this report also includes information about the new Minnesota English Language Arts Standards in conjunction with the MN READ Act legislation approved by the Department of Education. The priorities in this report directly align to the goals established in the Comprehensive Literacy Plan approved by the school board in June of 2021.

Recommendation: Review and approve the Elementary Literacy Curriculum Adoption Recommendation.

Desired Outcomes for the Board: Review and approve the elementary literacy adoption recommendation of Benchmark Advance.

Attachments:

1. [Culturally Proficient School Systems Curriculum and Instruction Continuum](#)
2. [2020 English Language Arts Standards](#)
3. [Quote for purchase](#)
4. [Sole Source Letter](#)

Background Information

In June of 2021 the PreK-5 Comprehensive Literacy Plan was approved by the Edina School Board. This plan outlined the priorities and commitments for ensuring that all learners have equitable access to evidence-based instruction, building language and literacy knowledge, as well as the skills and strategies to competently engage in relevant learning opportunities that foster success. A key part of this commitment is to ensure that the staff and students have the necessary tools to accomplish this critical goal.

The process for identifying the appropriate tools for teaching English Language Arts and Reading in the elementary schools began in 2021. Since then, there have been critical updates from the MN Department of Education to further inform the work. The information in the following paragraphs will further define these updates.

Minnesota Department of Education Overview

The Minnesota Department of Education has released two critical updates to English Language Arts programming in the past few years:

- **2020 MN State ELA Standards**

The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction. The 2020 Minnesota Academic Standards in English Language Arts were adopted in 2023 and are scheduled for full implementation in the 2025-26 school year.

- **MN READ ACT Background Information**

Minnesota Reading to Ensure Academic Development Act, known as the READ Act, was passed and signed into law by Governor Tim Walz on May 24, 2023. The goal of this legislation is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals.

A district or charter school must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, when a district or charter school purchases a new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes 2023, section 120B.1118.

In order to ensure that district purchases are evidence based MDE has reviewed resources and categorized them as highly aligned, partially aligned, minimally aligned, or not aligned to evidenced-based structured literacy practices.

- Highly aligned: 100% of domains were above the cut point with no significant red flags identified for the program
- Partially aligned: 60-99% of domains were above the cut point
- Minimally aligned: 34-59% of domains were above the cut point
- Not aligned: 33% or less of domains were above the cut point

All curricula were categorized based on descriptors and look-fors in the [rubric](#) according to the scale above.

Although District selection, adoption, and implementation of ELA curriculum is locally determined, district curriculum adoption teams are strongly encouraged to review the rubric and additional MDE resources, if they are considering use of any resource on the list, *regardless of its categorization*.

Benchmark Advance is currently in the MDE full re-review cycle. This means that they have submitted full curricular program revisions to MDE and the date that this review will be complete is March 3rd.

Currently in the early implementation stage, the Literacy Leadership Team is learning more about the strengths of evidence-aligned practices with Benchmark Advance and what areas will need supplementing in alignment with the MDE rubric and additional resources.

The areas that will require supplementation are:

- *phonemic awareness
- *handwriting

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 committing to:

- **Standards and Curriculum** - Rigorous core content begins with standards as common expectations to guide instruction, assessment, and outcomes. The Minnesota Reading and ELA Standards outline clear goals for reading, writing, listening, speaking, viewing and exchanging ideas. Curriculum review is an ongoing process to ensure high quality, research and evidence based resources that
 - support effective instruction, alignment, and application of the standards;
 - provide strategies for differentiated instruction based on students’ needs;
 - are culturally and linguistically relevant and responsive; and
 - build background knowledge and understanding of key learning concepts.

Multi-Tiered System of Support Alignment:

Benchmark Advance is a Tier 1 resource. This **will replace** the current Collaborative Classroom (Making Meaning, Being a Reader and Being a Writer). Tier 1 instruction occurs during the core literacy block. The English Language Arts Standards are directly taught and assessed.

Other resources aligned to the Science of Reading (Sunday, Heggerty) currently in the system will continue to exist in Tiers 2 and 3 when aligned to student needs. This will occur outside of the Tier 1 literacy block.

Curriculum Review Process

In Edina, a core belief we share is “Professional Excellence.” This means that, “We believe our educators and staff are essential to student success. We value and support them in advancing strategic and innovative initiatives grounded in best practices.” One way we live out this value is by including stakeholders in the review, design and implementation of district programming. This will be done through the use of “district design teams.” A design team is a group of representatives who serve to guide and inform district decisions.

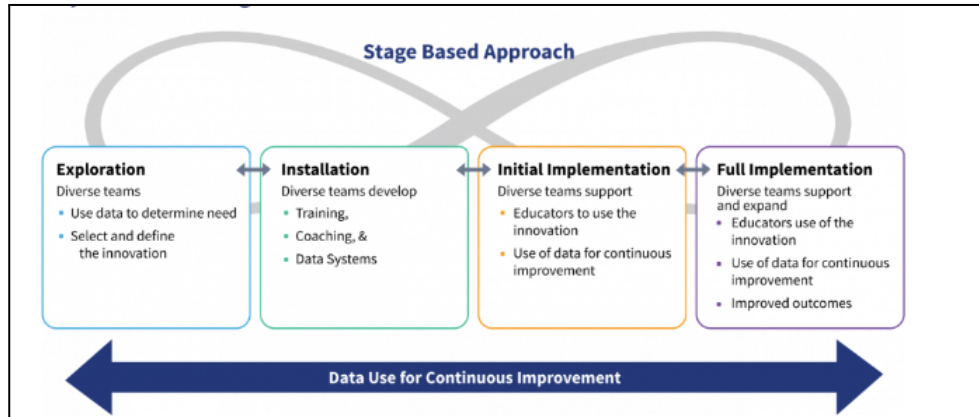
The following staff members have been integral in the review and recommendation that resulted from the curriculum review process:

LITERACY LEADERS							
	ELC	Creek Valley	Normandale	Countryside	Cornelia	Concord	Highlands
Pre-K	Liz Denn						
K				Alyssa Barnes		Steph Blachowiak	
1					Christine McCarthy		Megan Salmon
2		Jennifer Rauen			Kylee Muehlberg		
3			Katy Thomas	Jennifer Gross			
4		Emily Nuss Emily Torgeson					Zach Prowell Leah Spellman
5			Molly Swiderski		Molly O’Keefe	Nicole Bey	
EL				Kelly Paulson	Nicole Schweigert		
Special Ed						Anne Kile	
Immersion Rep							
Media Specialist		Krista Winkel					
Intervention			Jennifer Johnson Laura Hanson				
Sandra Harley, Shannon McGinnis Paul Domer, Principal Rep Leona Santillan, Administrative Dean Rep							

The Design Team, also called the Literacy Leadership Team (LLT), has used a proven process following Implementation Science to build upon current best practices in Edina and to consider opportunities for improvement. The team drafted a plan that recommends program updates and instructional/course enhancements as they align to the new standards, the MN READ Act and the Comprehensive Literacy Plan.

Timeline, Goals and Milestones

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"> Define current reality Unpack standards Research best practices Select and define the practice/program 	Installation <ul style="list-style-type: none"> The program/practice has been identified and defined Professional Development and coaching are used to prepare for the implementation Resources are purchased Data systems are prepared 	Initial Implementation <ul style="list-style-type: none"> Educators begin using the program/practice Data is collected around both implementation and student outcomes Adjustments and alignments 	Full Implementation: <ul style="list-style-type: none"> More than 50% of educators are using the program/practice as intended Student outcome data is showing improved outcomes
2021-July 2024	August 2024 (Current)	August 2025	August 2026 (on-going)

Literacy Leadership Team Goals:

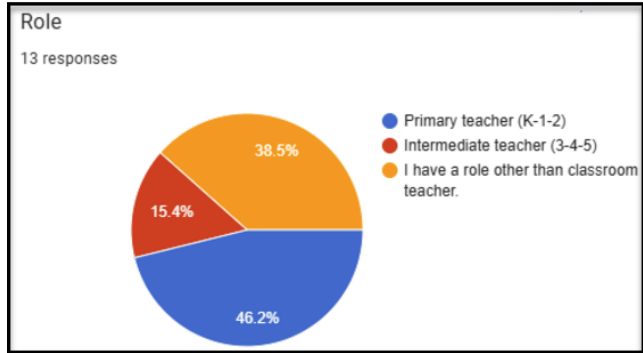
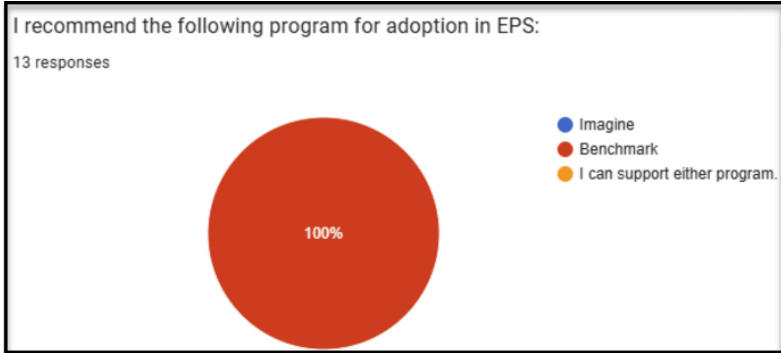
- 2021-2022:
 - Unpack class/course structure and content, review current and enduring research and analyze data to get a full picture of the current reality.
- June 2022:
 - Unpack new ELA standards
- 2022-2023: Review materials/instructional enhancements for recommendation.
- July 2024: Recommendation made to Teaching and Learning
- 2024-2025: Installation (LLT teachers only) of Benchmark Advance

Curriculum Review Process:

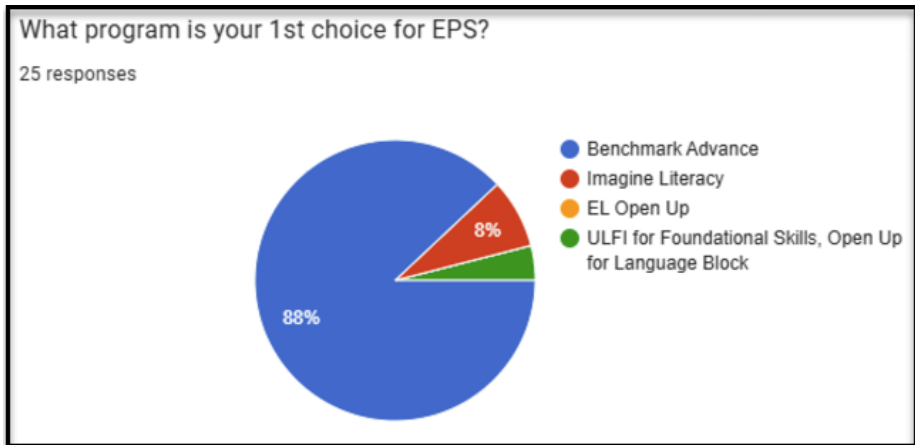
The Exploration Stage lasted 2 years. During this time, the Literacy Lead Team researched best practices and examined evidence-based programs using the [Reading League Curriculum Evaluation Tool](#). The Reading League Curriculum Evaluation Tool aligns with the MDE rubric referenced above and specifically adds detail in the the following components:

- ✔ Word Recognition
- ✔ Language Comprehension
- ✔ Reading Comprehension
- ✔ Writing
- ✔ Assessment

After reviewing several programs on the curriculum review list for MDE, the team unanimously recommended Benchmark Advance for implementation at the elementary level in Edina.



All staff were given a voice in the process. The materials were presented for review at all sites in May 2024. Benchmark Advance was the top choice:



Benchmark Advance EdReport Evaluation:

EdReports is a curriculum evaluation tool used by districts across the country to assess curricula. The platform provides robust reports that align to current and enduring research on best practices in the content area. The following charts are a summary of the Benchmark Advance Report ([read full report here](#)):

Kindergarten [View Full Report](#) →

GATEWAY 1
Text Quality

52/58

0 26 52 58

GATEWAY 2
Building Knowledge

28/32

0 15 28 32

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets Expectations

1st Grade [View Full Report](#) →

GATEWAY 1
Text Quality

52/58

0 26 52 58

GATEWAY 2
Building Knowledge

28/32

0 15 28 32

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets Expectations

2nd Grade [View Full Report](#) →

GATEWAY 1
Text Quality

52/58

0 26 52 58

GATEWAY 2
Building Knowledge

28/32

0 15 28 32

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets Expectations

GATEWAY 3
Usability

24/25

0 15 22 25

USABILITY (GATEWAY 3) ⓘ

Meets Expectations

GATEWAY 3
Usability

24/25

0 15 22 25

USABILITY (GATEWAY 3) ⓘ

Meets Expectations

GATEWAY 3
Usability

24/25

0 15 22 25

USABILITY (GATEWAY 3) ⓘ

Meets Expectations

3rd Grade [View Full Report](#) →

GATEWAY 1
Text Quality and Complexity

38/42

0 20 37 42

GATEWAY 2
Building Knowledge

28/32

0 15 28 32

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets Expectations

4th Grade [View Full Report](#) →

GATEWAY 1
Text Quality and Complexity

38/42

0 20 37 42

GATEWAY 2
Building Knowledge

28/32

0 15 28 32

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets Expectations

5th Grade [View Full Report](#) →

GATEWAY 1
Text Quality and Complexity

38/42

0 20 37 42

GATEWAY 2
Building Knowledge

28/32

0 15 28 32

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets Expectations

GATEWAY 3
Usability

24/25

0 15 22 25

USABILITY (GATEWAY 3) ⓘ

Meets Expectations

GATEWAY 3
Usability

24/25

0 15 22 25

USABILITY (GATEWAY 3) ⓘ

Meets Expectations

GATEWAY 3
Usability

24/25

0 15 22 25

USABILITY (GATEWAY 3) ⓘ

Meets Expectations

Content Alignment:

Benchmark Advance 2022 has knowledge strands that are consistently mapped across all grade levels, which supports knowledge-building, interdisciplinary instruction in all classrooms across all schools throughout the year.

Content Knowledge Alignment

Knowledge strands are consistently mapped across all grade levels, which supports combined classrooms.

Unit	Knowledge Strand	GRADES						
		K	1	2	3	4	5	6
1	Life Science							
2	Character Matters							
3	Government and Citizenship							
4	Perspectives in Literature							
5	Technology and Society							
6	Themes Across Cultures							
7	History, Culture, and Geography							
8	Earth Science							
9	Economics							
10	Physical Science							

Cross-Linguistic Transfer Relations within the Program Components for Spanish Dual Language:

Spanish Dual Language:

Benchmark Advance and Benchmark Adelante's cohesive program architecture across English and Spanish Language Arts instruction provides ample resources to support Dual Language programs without compromising program models:

- Congruency and cohesiveness of parallel content and grade level topics provide ample variety and variance for a broad range of texts in both English and Spanish.
- Small Group Texts in English and Spanish provide content knowledge support for Science and Social Science at student's level of reading in L1 and L2 across the reading continuum.
- English and Spanish Language Development differentiated support is embedded in each lesson and are aligned in tandem with English and Spanish Language Arts Literacy and Language Instruction.

French Immersion:

Benchmark Advance will be implemented in 2024-2025 by 3rd-5th grade staff. The first year will be used to intentionally plan to align English Language Arts and French Language Arts. The Benchmark Advance materials are not translated to French, nor is there a French-aligned program like Adalente for Spanish Dual Language. *This is often the case with curriculum resources in other content areas.*

Normandale typically takes an additional year to plan for implementations to ensure the alignment is purposeful and honors the commitment to the French Immersion experience. This will be the case with the implementation of Benchmark Advance.

Recommendation:

The team unanimously recommended the adoption and implementation of Benchmark Advance as the Tier 1 curriculum for elementary schools in Edina.

The implementation of Benchmark Advance will occur in 2025-2026 with a rigorous professional development and coaching plan to serve as the foundation of the implementation.

Budget:

The purchase of an 8 year license to Benchmark Advance will cost a total of \$547,287.32. The direct quote from Benchmark Education Company is included in the attachments listed on the cover page. The quote includes 7 full days of Professional Development for staff to support the integrity of the roll out.

This purchase is able to be supported with the \$343,843 that Edina is receiving for Read Act curriculum funding, as well as a portion of the regularly allocated Teaching and Learning capital dollars.

There are no annual costs associated with this purchase.

VII.B. Edina Public Schools (EPS) Proposed
Academic Calendars for 2026-2027 and 2027-2028
and Adjustments to 2025-2026 Academic Calendar



Board Meeting Date: 03/03/2025

Title: Edina Public Schools (EPS) Proposed Academic Calendars for 2026-2027 and 2027-2028 and Adjustments to 2025-2026 Academic Calendar

Type: Action

Presenters: Nate Swenson, Assistant Superintendent; and Sonya Sailer, Executive Director of Human Resources

Description: The Calendar Committee met three times this fall to develop academic calendar proposals for the 2026-2027 and 2027-2028 school years. Utilizing the school board's guiding change document, the committee incorporated input from various stakeholders, including teachers, administrators, support staff, and parents. Thoughtful discussions were held within the committee, academic calendar drafts were developed and shared, and members then gathered additional feedback from their colleagues, which was brought back to the committee for further discussion.

EPS previously adjusted the 2024-2025 academic calendar to schedule elementary Connect and Assess days on the Friday of workshop week and the Monday of the first week with students. This change was made to give elementary teachers sufficient time to review assessment data before students arrive. The modification was well-received by our district's elementary faculty, who have expressed interest in continuing this schedule in future years. Therefore, this action item includes a recommendation to adjust the 2025-2026 academic calendar to reflect Connect and Assess days on Friday, August 22, 2025, and Monday, August 25, 2025. Additionally, the action item proposes correcting a clerical error in the 2025-2026 calendar, where a student day was mistakenly double-counted. This correction will shift the last student day to Friday, May 29, 2026, and the last teacher data day to Monday, June 1, 2026, aligning with the schedule of the 2024-2025 academic calendar.

Recommendation: Approve the proposed 2026-2027 and 2027-2028 Academic Calendars and adjustments to the 2025-2026 Academic Calendar.

Attachments:

1. 2026-27 and 2027-28 Academic Calendars - Guiding Change Doc
2. 2026-27 and 2027-28 Proposed Academic Calendars
3. 2025-26 Academic Calendar with Proposed Adjustments

Summary of Calendar Committee Discussions:

The committee placed fourteen (secondary) and sixteen (early learning and elementary) non-student days in each academic year. Days include: eleven workshop/professional development/conference days, three teacher data days, and two connect and assess days (early learning and elementary only).

Non-student days were placed in accordance with the School Board's Guiding Change Document and the priority system previously developed by the Calendar Committee including:

- Maintaining educational continuity and consistency of learning for students throughout the week. This priority suggests that full weeks of school are most desirable in the calendar design. When full weeks of school are not possible, the non-student days would in most cases be placed at the beginning or end of the week allowing for the learning week to have the greatest consistency and continuity. This would be the primary priority in placement of non-student days during weeks of the calendar year.
- For weeks that are not full weeks of learning, align the non-student days to non-federal holidays or observances when they fall on a Monday or Friday. For example, if a non-federal cultural celebration or observance falls on a Monday in September, and a professional development day needs to be placed in that time period, then align the non-student day with this celebration whenever possible.
- Where possible, attempt to balance the number of non-student days during the weeks of each semester so that students receiving specialized services have the most equitable learning opportunities throughout the week. As an example, look at ways to place non-student days on days other than Mondays and Fridays in a given semester where possible such as on a Tuesday when aligned with a Monday holiday (such as Presidents' Day) or on election days in the interests of student safety.

Additional Noteworthy Calendar Committee Discussions Included:

- Whenever possible, priority was given to spreading the breaks across different months to avoid having them too close together.
- Attention was taken to balance the number of student contact days in Semester I and Semester II, which is most relevant at the secondary level. When 170 student contact days are divided evenly across semesters, each semester would be ideally 85 days long. The committee prioritized moving the end of the semester to the end of the week so that the non-student day would fall on a Friday resulting in a 84 day Semester I in 2026-27 and an 85 day Semester I in 2027-28. This provides for a smoother transition time for secondary staff who are teaching new courses and a weekend break for students before they begin Semester II.

- School breaks that have been incorporated into the calendar design include: a two day MEA break in October, a two-day week before Thanksgiving (Note: typically no more than 5% of students report an absence this week.), a two-week winter break, and a one week spring break falling between the third week of March and the first week of April (the historic parameter of community preference).

Many Thanks to our Calendar Committee Members:

- Shukri Ahmed, Sayali Amarapurkar, Patrick Bass, Angela Hruby, Jodie Mettee, Betony Osborne, Kate Strand, Anthony Wolfbauer, Jennifer Carter, Melissa Craig, Daphne Edwards, Julie Gabrielson, Kim Isley, Angela Madsen, Christine McCarthy, Cara Rieckenberg, Sonya Sailer, Nate Swenson.

August 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	26	27	28	29	30	31
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
		New Faculty Orientation	New Faculty Orientation	New Faculty Orientation	No Students E-12 Day 1 or 184 Floating Data Day	
23	24	25	26	27	28	29
	No Students E-12 Day 2 Workshop Week	No Students E-12 Day 3 Workshop Week	No Students E-12 Day 4 Workshop Week	No Students E-12 Day 5 Workshop Week	No Students E-12 Day 6 Connect/Assess K-5 Workshop Week	
30	31	Notes 184 Teacher Contract Days 170 Student Days Grades 6-12 168 Student Days Grades K-5, plus 2 Connect and Assess Days 11 Workshop, Professional Development, Conference Days 3 Data Days				
	No Students E-5 Day 7 Connect/Assess K-5 First Day 6-12	EPS facilities closed.				

Student Days 6-12 = 1; E-5 = 0
 Workshop/PD/Data/Conference Days = 6

12.05.24

September 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	30	31	1	2	3	4	
		No Students E-5 Day 8	First Day E-5 Day 9	Day 10	Day 11	5	
6	7	8	9	10	11	12	
	No Students E-12 Labor Day	Day 12	Day 13	Day 14	Day 15	Rosh Hashana	
13	14	15	16	17	18	19	
	Day 16	Day 17	Day 18	Day 19	Day 20		
20	21	22	23	24	25	26	
	No Students E-12 Day 21 Yom Kippur	Day 22	Day 23	Day 24	Day 25		
27	28	29	30	1	2	3	
	Day 26	Day 27	Day 28				
4	5	Notes					
		EPS facilities closed.					

Student Days 6-12 = 19; E-5 = 17
Workshop/PD/Conference Days = 1

October 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	27	28	29	30	1	2	3
				Day 29	Day 30		
4	5	6	7	8	9	10	
	Day 31	Day 32	Day 33	Day 34	Day 35		
11	12	13	14	15	16	17	
	Day 36	Day 37	Day 38	No Students E-12 Education MN Conference	No Students E-12		
18	19	20	21	22	23	24	
	Day 39	Day 40	Day 41	Day 42	Day 43		
25	26	27	28	29	30	31	
	Day 44	Day 45	Day 46	Day 47	Day 48		
1	2	Notes					

Student Days E-12 = 20
 Workshop/PD/Data/Conference Days = 0

November 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
1	2	3	4	5	6	7	
Daylight Savings Time Ends	Day 49	No Students E-12 Day 50 Election Day	Day 51	Day 52	Day 53		
	8	9	10	11	12	13	
Diwali	Day 54	Day 55	Day 56 Veterans' Day	Day 57	Day 58		
	15	16	17	18	19	20	
	Day 59	Day 60	Day 61	Day 62	Day 63		
22	23	24	25	26	27	28	
	Day 64	Day 65	No Students E-12 Day 66 Teacher Comp Day	No Students E-12 Thanksgiving	No Students E-12 Day After Thanksgiving		
29	30	1	2	3	4	5	
	Day 67						
6	7	<i>Notes</i>					
		EPS facilities closed.					

Student Days E-12 = 17
Workshop/PD/Data/Conference Days = 2

December 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
29	30	1	2	3	4	5	
		Day 68	Day 69	Day 70	Day 71		
6	7	8	9	10	11	12	
	Day 72	Day 73	Day 74	Day 75	Day 76		
13	14	15	16	17	18	19	
	Day 77	Day 78	Day 79	Day 80	Day 81		
20	21	22	23	24	25	26	
	No Students E-12 Winter Break	No Students E-12 Winter Break	No Students E-12 Winter Break	No Students E-12 Winter Break Christmas Eve	No Students E-12 Winter Break Christmas		
27	28	29	30	31	1	2	
	No Students E-12 Winter Break	No Students E-12 Winter Break	No Students E-12 Winter Break	No Students E-12 Winter Break			
3	4	Notes					
		EPS facilities closed.					

Student Days E-12 = 14
 Workshop/PD/Data/Conference Days = 0

January 2027

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	27	28	29	30	31	1	
					No Students E-12 Winter Break New Year's Day	2	
3	4	5	6	7	8	9	
	Day 82	Day 83	Day 84	Day 85	Day 86		
10	11	12	13	14	15	16	
	Day 87	Day 88	Day 89	Day 90	Day 91		
17	18	19	20	21	22	23	
	No Students E-12 Martin Luther King Jr. Day	Day 92	Day 93	Student Day 84 Semester 1 Ends Day 94	No Students E-12 Teacher Data Day Day 95		
24	25	26	27	28	29	30	
	Day 96	Day 97	Day 98	Day 99	Day 100		
31	1	Notes					
		EPS facilities closed.					

Student Days E-12 = 18
Workshop/PD/Data/Conference Days = 1

February 2027

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1	2	3	4	5	6
	Day 101	Day 102	Day 103	Day 104	Day 105	Lunar New Year
7	8	9	10	11	12	13
	Day 106	Day 107	Day 108	Day 109	Day 110	
14	15	16	17	18	19	20
	No Students E-12 Presidents' Day	No Students E-12 Day 111	Day 112	Day 113	Day 114	
21	22	23	24	25	26	27
	Day 115	Day 116	Day 117	Day 118	Day 119	Ramadan Begins
28	1	2	3	4	5	6
7	8	Notes				
		EPS facilities closed.				

Student Days E-12 = 18
Workshop/PD/Data/Conference Days = 1

March 2027

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
28	1	2	3	4	5	6	
	Day 120	Day 121	Day 122	Day 123	Day 124		
7	8	9	10	11	12	13	
	Day 125 Ramadan Ends	Day 126 Eid al-Fitr	Day 127 Eid al-Fitr	Day 128	No Students E-12 Day 129		
14	15	16	17	18	19	20	
Daylight Savings Time Starts	Day 130	Day 131	Day 132	Day 133	Day 134		
21	22	23	24	25	26	27	
	Day 135	Day 136	Day 137	Day 138	Day 139 Good Friday		
28	29	30	31	1	2	3	
Easter	No Students E-12 Spring Break	No Students E-12 Spring Break	No Students E-12 Spring Break				
4	5	Notes					

Student Days E-12 = 19
Workshop/PD/Data/ Conference Days = 1

April 2027

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	28	29	30	31	1	2	3
					No Students E-12 Spring Break	No Students E-12 Spring Break	
4	5	6	7	8	9	10	
	Day 140	Day 141	Day 142	Day 143	Day 144		
11	12	13	14	15	16	17	
	Day 145	Day 146	Day 147	Day 148	Day 149		
18	19	20	21	22	23	24	
	Day 150	Day 151	Day 152 Passover Begins	Day 153	Day 154		
25	26	27	28	29	30	1	
	Day 155	Day 156	Day 157	Day 158	No Students E-12 Day 159		
2	3	Notes					

Student Days E-12 = 19
Workshop/PD/Data/ Conference Days = 1

May 2027

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	25	26	27	28	29	30	1
2	3	4	5	6	7		8
	Day 160	Day 161	Day 162	Day 163	Day 164		
9	10	11	12	13	14		15
	Day 165	Day 166	Day 167	Day 168	Day 169		
16	17	18	19	20	21		22
	Day 170 Eid al-Adha	Day 171	Day 172	Day 173	Day 174		
23	24	25	26	27	28		29
	Day 175	Day 176	Day 177	Day 178	Day 179		
30	31	<i>Notes</i>					
	No Students E-12 Memorial Day	EPS facilities closed.					

Student Days E-12 = 20

Workshop/PD/Data/Conference Days = 0

June 2027

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	30	31	1	2	3	4	
		Day 180	Day 181	Day 182	Last Student Day E-12 Day 183		
6	7	8	9	10	11	12	
	No Students E-12 Teacher Data Day Day 184	No Students E-12 Day 184 (If did not work on 8.21.26 floating data day.)					
13	14	15	16	17	18	19	
					Juneteenth (Observed)		
20	21	22	23	24	25	26	
27	28	29	30	1	2	3	
4	5	Notes					
		EPS facilities closed.					

Student Days E-12 = 4

Workshop/PD/Data/Conference Days = 1

August 2027

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
		New Faculty Orientation	New Faculty Orientation	New Faculty Orientation	No Students E-12 Day 1 or 184 Floating Data Day	
22	23	24	25	26	27	28
	No Students E-12 Day 2 Workshop Week	No Students E-12 Day 3 Workshop Week	No Students E-12 Day 4 Workshop Week	No Students E-12 Day 5 Workshop Week	No Students E-12 Day 6 Connect/Assess K-5 Workshop Week	
29	30	31	1	2	3	4
	No Students E-5 Day 7 First Day 6-12 Connect/Assess K-5	No Students E-5 Day 8				
5	6	Notes	184 Teacher Contract Days 170 Student Days Grades 6-12 168 Student Days Grades K-5, plus 2 Connect and Assess Days 11 Workshop, Professional Development, Conference Days 3 Data Days			
		EPS facilities closed.				

Student Days 6-12 = 2; E-5 = 0

Workshop/PD/Data/Conference Days = 6

September 2027

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	29	30	31	1	2	3	
			Day 9 First Day for E-5	Day 10	Day 11	4	
5	6	7	8	9	10	11	
	No Students E-12 Labor Day	Day 12	Day 13	Day 14	Day 15		
12	13	14	15	16	17	18	
	Day 16	Day 17	Day 18	Day 19	Day 20		
19	20	21	22	23	24	25	
	Day 21	Day 22	Day 23	Day 24	Day 25		
26	27	28	29	30	1	2	
	Day 26	Day 27	Day 28	Day 29			
3	4	Notes					
		EPS facilities closed.					

Student Days E-12 = 21
 Workshop/PD/Data/Conference Days = 0

October 2027

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	26	27	28	29	30	1 No Students E-12 Day 30	
						2 Rosh Hashana	
3	4	5	6	7	8	9	
	Day 31	Day 32	Day 33	Day 34	Day 35		
10	11	12	13	14	15	16	
	Day 36 Yom Kippur	Day 37	Day 38	Day 39	Day 40		
17	18	19	20	21	22	23	
	Day 41	Day 42	Day 43	No Students E-12 Education MN Conference	No Students E-12		
24	25	26	27	28	29	30	
	Day 44	Day 45	Day 46	Day 47	Day 48 Diwali		
31	1	Notes					

Student Days E-12 = 18

Workshop/PD/Data/Conference Days = 1

November 2027

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 Day 49	2 No Students E-12 Day 50 Election Day	3 Day 51	4 Day 52	5 Day 53	6
7	8 Day 54	9 Day 55	10 Day 56	11 Day 57	12 Day 58	13
14	15 Day 59	16 Day 60	17 Day 61	18 Day 62	19 Day 63	20
21	22 Day 64	23 Day 65	24 No Students E-12 Day 66 Teacher Comp Day	25 No Students E-12 Thanksgiving	26 No Students E-12 Day After Thanksgiving	27
28	29 Day 67	30 Day 68	1	2	3	4
5	6	Notes EPS facilities closed.				

Student Days E-12 = 18

Workshop/PD/Data/Conference Days = 2

December 2027

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
28	29	30	1	2	3	4	
			Day 69	Day 70	Day 71		
5	6	7	8	9	10	11	
	Day 72	Day 73	Day 74	Day 75	Day 76		
12	13	14	15	16	17	18	
	Day 77	Day 78	Day 79	Day 80	Day 81		
19	20	21	22	23	24	25	
	No Students E-12 Winter Break	No Students E-12 Winter Break	No Students E-12 Winter Break	No Students E-12 Winter Break	No Students E-12 Winter Break Christmas Eve		
26	27	28	29	30	31	1	
	No Students E-12 Winter Break Christmas (Observed)	No Students E-12 Winter Break	No Students E-12 Winter Break	No Students E-12 Winter Break	No Students E-12 Winter Break New Year's Day (Observed)		
2	3	Notes					
		EPS facilities closed.					

Student Days E-12 = 13
 Workshop/PD/Data/Conference Days = 0

January 2028

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	26	27	28	29	30	31
	2	3	4	5	6	7
	Day 82	Day 83	Day 84	Day 85	Day 86	
	9	10	11	12	13	14
	Day 87	Day 88	Day 89	Day 90	Day 91	
	16	17	18	19	20	21
	No Students E-12 Martin Luther King Jr. Day	Day 92	Day 93	Student Day 85 Semester 1 Ends Day 94	No Students E-12 Teacher Data Day Day 95	
	23	24	25	26	27	28
	Day 96	Day 97	Day 98 Lunar New Year	Day 99 Ramadan Begins	Day 100	
	30	31	Notes			
	Day 101	EPS facilities closed.				

Student Days E-12 = 19
Workshop/PD/Data/Conference Days = 1

February 2028

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	30	31	1	2	3	4	
		Day 102	Day 103	Day 104	Day 105		
6	7	8	9	10	11	12	
	Day 106	Day 107	Day 108	Day 109	Day 110		
13	14	15	16	17	18	19	
	Day 111	Day 112	Day 113	Day 114	Day 115		
20	21	22	23	24	25	26	
	No Students E-12 Presidents' Day	No Students E-12 Day 116	Day 117	Day 118	Day 119 Ramadan Ends	Eid al-Fitr	
27	28	29	1	2	3	4	
Eid al-Fitr	Day 120	Day 121					
5	6	Notes					
		EPS facilities closed,					

Student Days E-12 = 19
Workshop/PD/Data/Conference Days = 1

March 2028

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	27	28	29	1	2	3	4
			Day 122	Day 123	Day 124		
5	6	7	8	9	10	11	
	Day 125	No Students E-12 Primary Election Day Day 126	Day 127	Day 128	Day 129		
12	13	14	15	16	17	18	
	Day 130	Day 131	Day 132	Day 133	Day 134		
19	20	21	22	23	24	25	
	Day 135	Day 136	Day 137	Day 138	Day 139		
26	27	28	29	30	31	1	
	No Students E-12 Spring Break	No Students E-12 Spring Break	No Students E-12 Spring Break	No Students E-12 Spring Break	No Students E-12 Spring Break		
2	3	<i>Notes</i>					

Student Days E-12 = 17
Workshop/PD/Data/Conference Days = 1

April 2028

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	26	27	28	29	30	31	
	2	3	4	5	6	7	
	Day 140	Day 141	Day 142	Day 143	Day 144		
	9	10	11	12	13	14	
	Day 145 Passover Begins	Day 146	Day 147	Day 148	Day 149 Good Friday		
	16	17	18	19	20	21	
Easter	Day 150	Day 151	Day 152	Day 153	Day 154		
	23	24	25	26	27	28	
	Day 155	Day 156	Day 157	Day 158	No Students E-12 Day 159		
	30	1	Notes				

Student Days E-12 = 19
 Workshop/PD/Data/Conference Days = 1

May 2028

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
30	1	2	3	4	5	6	
	Day 160	Day 161	Day 162	Day 163	Day 164 Eid al-Adha		
7	8	9	10	11	12	13	
	Day 165	Day 166	Day 167	Day 168	Day 169		
14	15	16	17	18	19	20	
	Day 170	Day 171	Day 172	Day 173	Day 174		
21	22	23	24	25	26	27	
	Day 175	Day 176	Day 177	Day 178	Day 179		
28	29	30	31	1	2	3	
	No Student's E-12 Memorial Day	Day 180	Day 181				
4	5	Notes					
		EPS facilities closed.					

Student Days E-12 = 22

Workshop/PD/Data/Conference Days = 0

June 2028

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	28	29	30	31	1	2	3
				Day 182	Last Student Day E-12 Day 183		
4	5	6	7	8	9	10	
	No Students E-12 Day 184	No Students E-12 Day 184 (If did not work on 8.20.27 floating data day.)					
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	1	
2	3	<i>Notes</i>					
		EPS facilities closed.					

Student Days E-12 = 2

Workshop/PD/Data/Conference Days = 1

2025-2026 ACADEMIC CALENDAR

2025-2026 ACADEMIC CALENDAR																																																																																																					
JULY '25	3-4 4th of July – District Holiday (Building Closed)	JANUARY '26	1-2 Winter Break Continued (No Students) 1 District Holiday (Buildings Closed) 13-15 Final Exams (Gr. 9-12) 15 End of Semester I 16 Teacher Data Day (No Students) 19 Martin Luther King, Jr. Day - District Holiday (Buildings Closed)																																																																																																		
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AUGUST '25	12-14 New Faculty Orientation 15 Teacher Data Day/Potential Floater* (or 6/2/26) 18-21 Professional Development Days 22 Professional Development Day (Gr. 6-12 Only) 22; 25 Connect & Assess (Gr. K-5) 25 1st Day of School (Gr. 6-12) 26 Professional Development Day (Gr. K-5 Only) 27 1st Day of School (Gr. K-5; ELC & ECSE)	FEBRUARY '26	16 Presidents' Day - District Holiday (Buildings Closed) 17 Professional Development Day (No Students)																																																																																																		
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OCTOBER '25	16-17 Education MN Convention (No Students)	APRIL '26	10 Professional Development Day (No Students)																																																																																																		
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NOVEMBER '25	4 Election Day; Professional Development Day/Conferences (No Students) 26 Teacher Comp for Evening Conferences (No Students) 27-28 Thanksgiving Break (No Students) - District Holiday (Buildings Closed)	MAY '26	25 Memorial Day - District Holiday (Buildings Closed) 27-29 Final Exams (Gr. 9-12) 29 Last Day of School (All Students)																																																																																																		
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DECEMBER '25	22-31 Winter Break (No Students) 24-25 District Holiday (Buildings Closed)	JUNE '26	1 Teacher Data Day (No Students) 1 Commencement (tentative) 2 Teacher Data Day/ Potential Floater* (or 8/15/25) 19 Juneteenth – District Holiday (Buildings Closed)																																																																																																		
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COLOR KEY

- No Students (main academic year)
- Holiday (No Students)
- Professional Development (No Students)
- Professional Development Day
- for either (Gr. K-5) or (Gr. 6-12) only
- Teacher Data Day (No Students)

- New Faculty Orientation (No Students)
- Potential Floater Day (No Students)
- Conference Comp Day/Alt Schedule (No Students)
- End of Semester

*Each site will determine specific dates and times for fall & spring conferences.

VII.C. Achievement and Integration FY2026 Budget



Board Meeting Date: 3.3.25

Title: Achievement and Integration FY 2026 Budget

Type: FY 26 Achievement and Integration budget approval

Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming

Description: The Achievement and Integration Program provides dedicated funding to support our district's efforts in increasing racial and economic integration while reducing achievement disparities. Each year the school district must submit an updated annual budget to the Minnesota Department of Education.

Districts do not need to apply for this funding; they automatically qualify based on their enrollment data. The funding must be utilized within the fiscal year it is approved for, as carryover is not permitted.

Recommendation: Read and review FY26 Achievement and Integration budget for approval.

Desired Outcome(s) from the Board: Approval of the FY26 Achievement and Integration budget

Attachments:

[FY26 Edina A&I Budget Workbook.xlsx](#)

See Report Below

How Funding is Determined:

1. Initial Revenue (FIN 313): Basic Formula: $\$350 \times \text{district's adjusted pupil units} \times \text{ratio of protected students}$
2. Incentive Revenue (FIN 318): Simple Formula: $\$10 \text{ per district's adjusted pupil unit}$
3. The total funding is divided as follows:
 - a. 70% comes from state aid
 - b. 30% comes from local levy

Key Budget Requirements:

1. Required Budget Ratios:

- a. Direct Student Services: Minimum 80%
- b. Professional Development: Maximum 20%
- c. Administrative Costs: Maximum 10%

2. Core Guidelines:

- a. All expenditures must be directly linked to Achievement and Integration plan activities.
- b. Funding must supplement, not replace, existing programs.
- c. Activities cannot segregate participants by race.

3. Staffing Considerations:

- a. Positions must directly support planned activities.
- b. FTE funding must align with the actual time dedicated to the program.

Summary of Edina's 25-26 Budget:

1. Direct Student Services: 83%
2. Professional Development: 10%
3. Administrative Costs: 7%

Updates to Budget:

No significant changes were made to the budget created last year. Fiscal Year 2026 changes were a result of an increase in allocated funds from the state and modification of FTE positions.

- a. Adjusted staff salaries in accordance with the 2024-2025 contract rates.
- b. Modified Liaison FTE assignments based on student needs: 0.2 FTE for Southeast Asian Liaison and 2.0 FTE for Spanish Liaison.

VII.D. American Indian Education Program Vote of
Concurrence



Board Meeting Date: March 3, 2025

Title: American Indian Education Program Vote of Concurrence

Type: Action

Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learning Programming

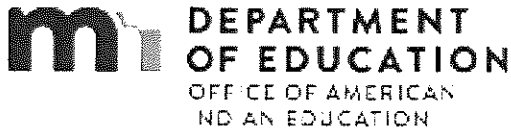
Description: Minnesota Statutes, section 124D.78, requires that all Minnesota districts and tribal schools with 10 or more American Indian students have an American Indian Parent Advisory Committee (AIPAC.) These committees serve in an advisory role to their school/district and help ensure that American Indian students are receiving culturally relevant and equitable education opportunities. They are crucial to the achievement and success of American Indian students statewide.

Recommendation: Accept the American Indian Parent Advisory Committee Vote of Concurrence.

Desired Outcomes from the Board: Review and approve the American Indian Parent Advisory Committee Vote of Concurrence.

Attachments:

[American Indian Parent Advisory Committee Annual Compliance Overview](#)



Annual Compliance Overview

Minnesota Statutes 2023, section 124D.78 requires Minnesota districts, charters, and tribal schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC). Specifically, the statute cites that school boards and American Indian schools must provide for the maximum involvement of parents and children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services.

To be compliant with this statutory requirement, districts, charters, and tribal schools are required to submit annual compliance documents to the Office of American Indian Education (OAIE) by March 1 of each year. Also known as the vote of concurrence or nonconcurrence, annual compliance is a valuable opportunity for American Indian Parent Advisory Committee members to meet and discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students.

The Vote and Resolution

If the AIPAC finds that the district and/or school board have been meeting the needs of American Indian students, they issue a vote and resolution of concurrence. If they find that the district and/or school board have not been meeting the needs of American Indian students, they issue a vote and resolution of nonconcurrence. This vote is formally reflected on the annual compliance documents. Members of the AIPAC must present the vote and resolution to the school board.

If the vote is one of nonconcurrence, the AIPAC must provide written recommendations for improvement to the school board at the time of the presentation. The school board then has 60 days in which to respond in writing to the AIPAC recommendations. A copy of this written response must be provided to the OAIE.

Completing and Submitting the Documents

The following items are required when submitting annual compliance:

- ✓ The annual compliance/vote of concurrence or nonconcurrence document.
- ✓ The AIPAC resolution document.
- ✓ The AIPAC roster and district employee sign-in sheet (available to download on the OAIE webpage).
- ✓ The American Indian Education Aid Program Plan Review.

All items are fillable PDF forms. When completing, remember to:

- Include the district or school name and identifying number.
- Place a check mark or X next to the applicable vote.
- Include all dates as indicated.
- Add all signatures as required. **Digital signatures are accepted.*
- Use the drop-down menu in the roster to select the appropriate committee member options.

The District or School Does Not Have an AIPAC:

Districts or schools that do not have an AIPAC are still required to complete this paperwork.

- Place a check mark or X next to "Does Not Have an AIPAC".
- Obtain the signature of the superintendent or charter/tribal school director and the school board chair. The resolution page is not required.

Submission Deadline:

Email all required items by March 1 to: MDE.AIEA@state.mn.us

Annual Compliance/Vote of Concurrence or Nonconcurrence

District, Charter, or Tribal School Name:

The American Indian Parent Advisory Committee Vote

The AIPAC Issued a Vote of Concurrence

~~Date of Concurrent Vote:~~ 2/28/25

~~Date the AIPAC presented to the school board:~~ 3/3/25

The AIPAC Issued a Vote of Nonconcurrence

A vote of nonconcurrence requires the AIPAC to provide specific written recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of Indian Education.

~~Date of Nonconcurrent vote:~~

~~Date the AIPAC presented to the school board:~~

~~Date the written response from the school board is due:~~

The District/School Does Not Have an AIPAC

The district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, section 124D.78. By signing below, the district/school leadership commits to working with the Office of American Indian Education on committee formation.

Required signatures

**Digital signatures are accepted*

School Board Chairperson Date

[Handwritten Signature] 2/28/25
Superintendent or Charter/Tribal School Director Date

AIPAC Chairperson Date *2/28/25* *[Handwritten Signature]*

The American Indian Parent Advisory Committee Resolution

WHEREAS, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community;

WHEREAS, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s); and,

WHEREAS, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning; and,

WHEREAS, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

THEREFORE BE IT RESOLVED, that the AIPAC concurs that the school board and district are compliant with Minnesota Statutes, section 124D.78, and that the school board and district are meeting the needs of American Indian students.

We, the American Indian Parent Advisory Committee, issue a **Vote of Concurrence**. We attest that the school board and/or district are compliant with Minnesota Statutes and that the school board and/or district are meeting the needs of American Indian students; **or**,

We, the American Indian Parent Advisory Committee, issue a **Vote of Nonconcurrence**. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

~~AIPAC Chairperson Printed Name and Signature~~ *[Handwritten Signature]*

Date *2/28/25*

American Indian Education Aid Program Plan Review

This document serves as the foundation for how your district is fulfilling the measurable goals of the program plan, reviewed and approved by the Office of American Indian Education at the Minnesota Department of Education. This document is necessary to submit with your compliance documentation and eligibility for American Indian Education Aid next year.

Minnesota Statutes 2022, section 124D.81, subdivision 3. Additional requirements.

Each district receiving aid under this section must each year conduct a count of American Indian children in the schools of the district; test for achievement; identify the extent of other educational needs of the children to be enrolled in the American Indian education program; and classify the American Indian children by grade, level of educational attainment, age and achievement. Participating schools must maintain records concerning the needs and achievements of American Indian children served.

Directions

This document should be shared with the American Indian Parent Advisory Committee (AIPAC) and district staff that work primarily with American Indian students. Both the AIPAC and district staff will meaningfully and authentically collaborate to complete this document which will be uploaded with your compliance documentation due to the Office of American Indian Education on March 1, 2024. Ultimately, this document is a portion of the Compliance documentation submitted to the Office of American Indian Education as required by Minnesota Statutes 2022, 124D.78, subdivision 2.

Using the approved American Indian Education Aid application that was submitted Fall 2023, communicate how the district has progressed towards all the goals outlined within each narrative that was provided for areas 1-6. Data should be shared with the AIPAC in order for the AIPAC to concur with the district plan. Additionally, the Self-Assessment Rubric for districts is another useful tool for AIPACs to understand programming and to vote on concurrence.

Measurable Goals

These program details must align to Minnesota Statutes 124D.81, subdivision 2.

Focus Area 1: Support postsecondary preparation for pupils

Focus Area 2: Support the academic achievement of American Indian students

Focus Area 3: Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils

Focus Area 4: Provide positive reinforcement of the self-image of American Indian pupils

Focus Area 5: Develop intercultural awareness among pupils, parents, and staff

Focus area 6: Supplement (not supplant) state and federal educational and co-curricular programs

Focus Area	Measurable Goal	Progress towards Goal	Is Progress sufficient for concurrence?
Support postsecondary preparation for pupils	By June 2025, 100% of American Indian students in grades 9-12 will complete one check-in meeting with the American Indian Cultural Specialist during the first semester and two check-in meetings during the second semester for	The HS changed their advisory system making it significantly more challenging to check-in with American Indian students. Partnering with Teaching and Learning, and HS admin	

	<p>post-secondary planning and graduation requirement tracking, with 50% of students participating in at least one college or career site visit, as documented through individual student tracking logs, meeting documentation, and site visit participation records.</p>	<p>team we are on track for 100% of students to have a Check and Connect to see if they are on track to graduate on time in 2nd semester. This is also an opportunity for the Cultural Liaison to connect informally with the Native students and form a relationship. Formally, this can serve as an intervention to help a student get back on track if necessary.</p> <p>In the fall 100% of Juniors and Seniors at the HS were invited to the American Indian College Fair at the MN History center. Students were invited and phone calls were made to families. 1 student and parent attended and they said the experience was extremely helpful and enlightening.</p> <p>100% of American Indian High School students will be invited to a college visit in the month of March.</p>	
<p>Support the academic achievement of American Indian students</p>	<p>By June 2025, 80% of K-8 American Indian students will demonstrate grade-level proficiency in reading and math as measured by tri-annual FAST Bridge universal screening assessments, AND 80% of American Indian students in grades 9-12 will demonstrate successful completion of core courses (Algebra 1, U.S. Literature and Composition, and Biology) with a grade of B or better, aligning with overall district performance goals. Progress will be monitored through K-8 universal screening data and quarterly high school grade checks, supported by a</p>	<p>Winter Fastbridge screening is currently in progress. American Indian Student Data will be pulled. Names of American Indian Students in K-8 who are not proficient will be shared with sites so administrative teams can call families and share what interventions the student will receive. Planning Meetings will be scheduled for families who request additional support. In the area of Check and Connect, students will be scheduled to meet with the Cultural Liaison twice in the second semester. These checks will consist of reviewing the students grades and attendance. All</p>	

	coordinated intervention system.	casual interactions will also be included in reporting. The check and connect form will allow for all interactions to be recorded. The student will be allowed to review his or her grades and attendance in a snapshot view. There is an opportunity for friendly and casual interaction to build a rapport while also intervening in the students trajectory toward graduation.	
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Focus Area	Measurable Goal	Progress towards Goal	Is Progress sufficient for concurrence?
Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils	<p>From November 2024 through May 2025, the American Indian Cultural Specialist will:</p> <ol style="list-style-type: none"> 1. Develop and deliver one grade-appropriate cultural lesson per month for K-8 American Indian student groups <ul style="list-style-type: none"> ● 80% monthly attendance rate of students ● Documentation of lesson plans 2. Incorporate Native-authored books and cultural teachings into each lesson <ul style="list-style-type: none"> ● Documentation of student books and cultural teachings 	<p>1. The Cultural specialist is meeting with students who have opted to participate in programming: Elementary - 1x a month for approx a 45 min lesson.</p> <p>MS is meeting 2x's month.</p> <p>The Cultural specialist keeps attendance of each meeting and keeps track of the families that have opted into k-8 programming 100% of students that have opted in have been in attendance.</p> <p>Elementary has completed 3 lessons. MS has completed 4 sessions.</p> <p>2. All books being used in k-8 programming are Native Authored.</p> <p>3. We have one Culture Box partially created. This Culture Box is about the cultural perspective and process of gathering Wild</p>	

	<ul style="list-style-type: none"> • Communication with parents <p>3. Create two cultural boxes containing Native artifacts for use during American Indian student cultural groups</p> <ul style="list-style-type: none"> • Authentic artifacts in a box with descriptions of artifacts 	<p>Rice. So far, it includes a Birch Bark winnowing basket, a Birch Bark container, and knocking sticks. In the future, different stages of rice will also be included so that participants can visually see the different stages of the Wild Rice from Green to Finished.</p> <p>We will be sending out a survey to American Indian families to see what else can be included and what they would like to see as a second box.</p>	
<p>Provide positive reinforcement of the self image of American Indian pupils</p>	<p>By June 2025, 80% of enrolled American Indian students will demonstrate enhanced cultural connection and positive self-image through participation in at least three culturally relevant activities, as measured in Student participation tracking</p>	<p>82 % of families have opted into programming at the elementary level.</p> <p>35% of families have opted into during the day programming at the MS level.</p> <p>At the beginning of his tenure, the Cultural Specialist sent out introductory messages to all American Indian families. Introductions were made in person to all Elementary principals and assistant staff. An Indian Education plan was developed and shared with all Elementary schools. Permission invitations were sent to all families. A compilation of permissions given was compiled and these students were included in programming. Several invitations and informational messages were sent out to Middle school families. These messages highlighted what Indian Education had in</p>	

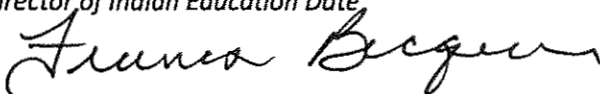
		<p>mind for our sessions with students. We are still reaching out to increase participation.</p> <p>At the HS because check and connect is aligned with College and Career counseling all students will participate and it is not an opt in option.</p> <p>100% of all Middle school and Highschool students were invited to participate in a school sponsored meet and greet and dance exhibition. 5% opted in.</p> <p>100% of families were invited to participate in an ALPAC sponsored storytelling event.</p>	
Develop intercultural awareness among pupils, parents, and staff	By May 30, 2025, at least 70% of district instructional staff will complete either the MDE Tribal Relations Training or attend a professional development session with the American Indian cultural specialist, as evidenced by training completion records and professional development attendance logs, to enhance cultural competency and support for American Indian students.	<p>Professional Development sessions have been provided to staff.</p> <p>Information has been shared with all staff about the MDE Key concepts and federal Indian Policy courses that meet licensure requirements.</p> <p>The Cultural specialist has been invited into several classrooms to share lessons about language, culture and history.</p>	
Supplement (not supplant) state and federal educational and co-curricular programs	The program adds layers of culturally responsive support to existing district services through supplemental check-ins, cultural programming, and targeted monitoring, while ensuring American Indian students maintain full access to all standard district resources and opportunities. The American Indian Cultural Specialist works collaboratively with existing staff - including counselors, teachers, and MTSS coordinators - to	The American Indian Education program enhances existing district programs without replacing them, aligning with district achievement goals while offering culturally specific support. It includes academic assistance, cultural programming, and monitoring via the American Indian Cultural Specialist, who collaborates with district staff. This	

	<p>provide additional support rather than replacing standard services. This supplemental approach extends to curriculum enhancement, where Indigenous perspectives and materials are thoughtfully integrated into existing content rather than replacing standard curriculum elements.</p>	<p>integration with the District's Strategic Roadmap ensures American Indian students have access to standard resources and culturally responsive services, with regular adjustments made through collaboration among the American Indian Liaison, AIPAC, and Director of Equity Services.</p>	
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Approval

AIPAC Chairperson 

Date 2/28/25

Director of Indian Education Date 

Contact us

For more information, please visit our website at <https://education.mn.gov/MDE/dse/indian/parent/>

Please submit this documentation to: MDE.AIEA@state.mn.us



**The American Indian Parent Advisory Committee (AIPAC)
Roster**

About Membership

Per Minnesota Statutes, section 124D.78, subdivision 3, *The American Indian Parent Advisory Committee must be composed of parents or guardians of American Indian children eligible to be enrolled in American Indian education programs; American Indian secondary students; American Indian family members of students eligible to be enrolled in American Indian education programs; American Indian language and culture education teachers and paraprofessionals; American Indian teachers; American Indian district employees; American Indian counselors; adult American Indian people enrolled in educational programs; and American Indian community members. The majority of each committee must be the parents or guardians of the American Indian children enrolled or eligible to be enrolled in the programs.*

About the Roster and Sign-in Sheet

The AIPAC roster is for committee members only. This form is electronic and fillable. You **must** include the committee member's name, email, and phone in the first column. Subsequent columns contain a drop-down menu option. Select the best option for each particular committee member.

The sign-in sheet for district, charter, or Tribal contract school employees is also fillable. School personnel often participate in committee meetings and serve as a bridge between the committee and the district, charter, or Tribal contract school, helping to navigate school processes while furthering the goals and initiatives of the committee members. Employee participation levels vary depending on the district, charter school, or Tribal contract school. If an employee identifies as American Indian, they are eligible to serve as a voting committee member and may be included on the roster, rather than the district, charter school, or Tribal contract school sign-in sheet.

Submission

Fall: For districts, charter schools, or Tribal contract schools participating in the American Indian Education Aid program: MDE.AIEA@state.mn.us March 1: As part of the AIPAC and district, charter school, or Tribal contract school Annual Compliance process: MDE.AIEA@state.mn.us

American Indian Parent Advisory Committee Member Roster

Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation

VII.E. Policy Review (513, 521, 524, 604, 617,
619, 623, 632)



Board Meeting Date: 3/3/2025

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 513 Student Promotion, Acceleration, Retention, and Early Kindergarten Admission
- Policy 521 Student Disability Nondiscrimination
- Policy 524 Electronic Technologies Acceptable Use
- Policy 604 Grade Level Configuration and Enrollment at School Sites
- Policy 617 Class Size and Staffing
- Policy 619 Student Assignment to Teachers and Classes
- Policy 623 Summer School Instruction
- Policy 632 Chemical Use and Abuse

Recommendation: Approve the suggested modifications for Policies 513, 521, 524, 604, 617, 619, 623, 632.

Desired Outcome(s) from the Board: Approve suggested modifications.

Attachments:

1. Policy 513 Student Promotion, Acceleration, Retention, and Early Kindergarten Admission
2. Policy 521 Student Disability Nondiscrimination
3. Policy 524 Electronic Technologies Acceptable Use
4. Policy 604 Grade Level Configuration and Enrollment at School Sites
5. Policy 617 Class Size and Staffing
6. Policy 619 Student Assignment to Teachers and Classes
7. Policy 623 Summer School Instruction
8. Policy 632 Chemical Use and Abuse

Students

Student Promotion, Acceleration, Retention, and Early Kindergarten Admission

I. Purpose

This policy provides guidance to employees, families, and students regarding student promotion, acceleration, retention, and early kindergarten admission.

II. General Statement of Policy

The school district is dedicated to the total and continuous development of each student. Students will be placed in the instructional level best suited to their academic, social, and emotional needs. Teachers or parents/guardians are ~~welcome~~ able to initiate the process for student promotion, acceleration, retention, or early kindergarten admission.

Students will usually progress from level to level on an annual basis. Exceptions may be made, however, when they are in the best educational interest of the student. Any exceptions will be made only after consultation with the student's family.

A student's readiness and motivation for promotion, acceleration, retention, and early kindergarten admission will be considered. In order to achieve the best academic outcomes for all students, it is important to match the level, complexity, and pace of the curriculum for students.

III. Student Promotion, Acceleration, and Retention

A. Elementary (Grades K-5)

1. Promotion

Students who achieve levels deemed acceptable by local and state standards will be promoted to the next grade level at the completion of each school year. Promotion will occur unless parents/guardians are made aware that promotion may not occur during the school year.

2. Acceleration

a. Course/Subject Acceleration

Course or subject acceleration will first be done through differentiated

classroom work. If full subject acceleration is implemented in a sequential content area, a plan will be created that accommodates the potential for continued sequential implementation beyond the year it is instituted. Requests must be submitted to the principal by March 15 of the preceding school year.

b. Full Grade Level Acceleration

In order to design the most appropriate educational program for students, the school district recognizes that some students demonstrate a need for grade level acceleration. Grade level acceleration may be considered for students who exhibit superior levels of aptitude and have demonstrated high levels of competency in multiple academic areas. In these cases, the degree to which the regular grade level material requires modification may become difficult for the educators to both facilitate and manage.

3. Retention

Retention is defined as students remaining in the same grade based on unsatisfactory performance or lack of readiness for the material/standards in the grade or level of rigor. This may be considered if it is in the best interest of the student.

B. Middle School (Grades 6-8)

1. Promotion

Students who achieve at levels deemed acceptable by local and state standards will be promoted to the next grade level at the completion of each school year. Promotion will occur unless parents/guardians are made aware during the school year.

2. Acceleration

a. Course or Subject Acceleration

Course or subject acceleration is the act of moving a student at least one grade level above their general grade level placement. Course or subject acceleration may be considered for students who exhibit superior levels of aptitude and have demonstrated high levels of competency in an academic area.

b. Full Grade Level Acceleration

Grade level acceleration may be considered for students who exhibit superior levels of aptitude and have demonstrated high levels of competency in multiple academic areas. In these cases, grade level acceleration may be considered.

3. Retention

Retention is defined as students remaining in the same grade based on unsatisfactory performance or lack of readiness for the material/standards in the grade or level of rigor. This may be considered if it is in the best interest of the student.

C. High School (Grades 9-12)

1. Promotion

Promotion is based on the student completing courses and standards. Students do not necessarily advance grade by grade. Rather, course credits and graduation standards are accumulated until graduation requirements have been met.

2. Course or Subject Acceleration

Please see Policy 620 for details and procedures for either Credit by Assessment or Credit for Prior Learning.

3. Retention

Students in high school are not retained by grade level; rather, students must accumulate course credits and demonstrate they have learned a prescribed set of standards.

IV. Early Kindergarten Admission Procedure

- A. Children who are five years of age on or before September 1 of the calendar school year may enroll in kindergarten. The school district will begin the registration process for kindergarten in November of the prior school year. The registration process will define school enrollment options and kindergarten programming options available to kindergarten families.
- B. Children who are five years of age on September 2 through October 15 of the calendar school year may enroll in kindergarten, however, they are not guaranteed enrollment at their attendance area school. The student must meet the district's early admission to kindergarten assessment requirements outlined below. The elementary choice programs are not available to early admission children.
 1. The district will, upon request, provide information to families considering early admission into kindergarten that explains the early admission requirements.
 2. Families seeking early admission into kindergarten must submit a letter of

request for admission to the school district by May 15 of the year prior to admission.

3. The expenses related to the required assessments for early entrance consideration are the responsibility of the parents/guardians. Families who qualify for educational benefits can apply for an in-house assessment process with the district.
4. The assessment requirements must include an assessment of:
 - a. cognitive functioning and readiness skills for academics
 - b. social and emotional characteristics
 - c. motor skills

The assessment will be completed by a licensed psychologist. A suggested list of psychologists will be provided by the district.

5. A written summary of the assessment will be submitted to the district by August 15 of the year prior to admission.
6. The district will have an early admission kindergarten team review the assessment. The team will include a kindergarten educator, a building principal, [and a school psychologist](#), ~~and the director of student support services.~~ [The director of student support services and director of teaching and learning will be utilized to support the decision process.](#)
7. The team will decide if the child is approved for early admission. The decision of the team is final and will be placed in writing for the family.
8. The family will register for kindergarten at the Student Enrollment Center, 5701 Normandale Road, Edina, Minnesota.

Legal References:

Minn. Stat. § 120B.15 (Gifted and Talented Students Programs and Services)

Minn. Stat. § 123B.143, subd. 1 (Contract; Duties)

Cross References:

Policy 613 (Graduation Requirements)

Policy 614 (Assessment Plan)

Policy 618 (Assessment, Grading and Reporting of Student Progress)

Policy 620 (Receiving Course Credit for Learning)

Policy

adopted: 04/14/08

amended: 10/22/12

revised: 05/16/16

revised: 04/08/24

rev ___: ___/___/25

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

Appendix I to Policy 513

Timeline and Procedure for Retention (K-8) or Acceleration (Grades K-5)

Staff and parents/guardians who recommend students for acceleration, promotion, or retention will generally proceed according to the following timeline procedures:

Timeline	Procedure
By 2/1	Teachers or parents/guardians considering recommending retention or acceleration (and parents/guardians if initiated by a teacher) should fill out Appendix III and give it to the building principal.
By 2/15	A building team (consisting of the principal, psychologist, teacher, and other members as appropriate) convenes to discuss the request, including information gathered using Appendix IV. The talent development gifted/talented coordinator should be consulted in an acceleration situation.
By 4/15	<p>The same building team expands to include the parents/guardians. The team reviews the data and develops a recommendation to the principal. Appropriate action will be determined. A decision will be made on:</p> <p>Retention</p> <ol style="list-style-type: none"> 1. Retain the student in the present grade/course, or 2. Develop an educational program plan for the student. <p>Acceleration</p> <ol style="list-style-type: none"> 1. Develop an education plan for the student that may include course/subject acceleration, or 2. Fully accelerate the student to the next grade level and create a transition plan.
By 4/30	<p>If consensus between parents/guardians and school team members is not reached, a report will be submitted to the principal for review and decision.</p> <p>If the parents/guardians do not agree with the principal's decision, the parents/guardians may appeal in writing to the director of teaching and learning.</p>
	Exceptions may be made to this timeline.

Appendix
 established: 05/16/16
 revised: 04/08/24
 rev ____: ___/___/25

Appendix II to Policy 513

Timeline and Procedure for Course or Subject Acceleration Request for Secondary Students

Timeline	Application/Request
By 3/15	New requests will be made in writing and submitted to the student's counselor by March 15 of the preceding school year for first semester courses.
By 11/1	Application for second semester courses must be made by November 1 of the school year.

Decision Making Team

A building team consisting of the principal, psychologist, teacher, and other members as appropriate, convenes to discuss the request, including information gathered. The [talent development](#) ~~gifted/talented~~ coordinator should be consulted in an acceleration situation. The acceleration process is a collaborative effort utilizing members of the decision-making team in tandem with parents/guardians.

Course/subject acceleration will be limited to two of four core-area subjects (math, language arts, science, and social studies). At the point where three of four core-area courses are recommended by the building team, the student will be full grade accelerated.

The building administrator/program administrator makes the final decision on all acceleration requests. If the parents/guardians do not agree with the principal's decision, the parents/guardians may appeal in writing to the director of teaching and learning.

Procedure

	Spring	Fall
Middle School	Course or subject acceleration for middle school students wishing to participate at the high school level is intended for students who are implementing an educational plan, inclusive of sequential courses that are unavailable at the middle schools, to ensure continuous placement occurs.	As necessary, fall placement for middle school students in a traditionally overloaded high school course will be considered as soon as possible, but no later than the second week of school.

High School	A spring placement request for a course at the high school campus or in the Edina Virtual Pathway program will be honored when the high school historical scheduling and staffing patterns ensure that such placement will not overload a high school section of a class or displace a fully enrolled high school student.	Fall placement and individual schedules for all students are the counselors' first priorities. A class is considered "full" according to school board class size guidelines.
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Considerations:

1. Course or subject acceleration requests by middle school students may be accommodated by high school or middle school counselors in the fall if the need has been demonstrated, fulfilling such a request does not overload a high school course (using enrollment guidelines followed by the high school), such a change meets the middle school student's schedule requirements, and the appropriate timelines have been followed. The dates of the original written requests will determine order of placement when the number of requests exceeds available space. The total number of courses a student may enroll in across the two campuses may not exceed seven.

2. A student may need to drop an elective in order to accomplish acceleration. Course or subject acceleration may be accomplished and accommodated by scheduling the student into next level courses as available. The school district will offer online learning or other alternative options for a student if school sites are unable to accommodate further sequential acceleration.

Exceptions may be made to this timeline or process.

Appendix
 established: 05/16/16
 revised: 04/08/24
 rev ____: ____/____/25

Appendix III to Policy 513

Parent/Guardian Request/Student Input Form

Parents/Guardians who are requesting or are involved with the possible retention or acceleration of a student should fill out the form below and give it to the student's building principal following the timelines laid out in Appendices I and II.

Parent/Guardian name(s)

Student name _____ Date _____

Who is filling out the form? (select one):

_____ Parent/Guardian _____ Teacher

Request for (select one):

_____ Retention _____ Course/credit acceleration _____ Full grade acceleration

1. For what reasons would retention or acceleration be a good fit for your student?

In addition, please fill out Appendix IV to the best of your ability. By signing this form, you are giving permission for a general intellectual abilities screener to be given to your child, if necessary.

Parent(s)/Guardian(s): Signature(s) _____

Date _____

Contact Information: Email _____ Phone _____

Appendix IV to Policy 513

Retention or Acceleration Student Information Form

The school district expects all students to achieve at an acceptable level of proficiency. All stakeholders will coordinate and collaborate to the greatest extent possible to help students succeed in school. Multiple factors will be considered as part of the procedure for retention or acceleration.

Student Name _____

Date _____

School _____

School Building Members _____

Social/Emotional Considerations

This document is meant to serve as a guide for discussion as part of the data collected about a student in order to ascertain the best placement/programming.

Factor	Definition	Low degr ee	to	High degr ee
Self-Awareness	Accurately assessing one's strengths and limitations			
	Possessing a well-grounded sense of confidence and optimism			
Self-Management	The ability to regulate one's emotions, thoughts, and behaviors in different situations			
	Managing stress			
	Motivating oneself			
	Controlling impulses			
	Setting and working toward achieving personal and academic goals			
Social Awareness	The ability to take the perspective of and empathize with others from diverse backgrounds and cultures			

	To understand social and ethical norms of behavior				
Relationship Skills	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups				
	Communicating clearly				
	Listening actively				
	Cooperating				
	Seeking and offering help when needed				
Responsible Decision-Making	The ability to make constructive and respectful choices about personal behavior and social interactions				
	Realistically evaluating consequences of various actions				
	Considering well-being of self and others				
Overall interpretation of students' strengths and weaknesses:					

Adapted from Conklin, Tom. Social and Emotional Learning: Essential Lessons for Student Success. Scholastic: New York, New York, 2014.

Scholastic Achievement

Knowledge and skill depth on grade level standards

Assessment information

Intelligence information* (if available and/or applicable)

*if a general intellectual abilities screener is used, students should be at least 2.5 standard deviations or greater above the mean to be considered for full grade level acceleration

Additional Factors

Attendance as it affects achievement

DECISION:

___ Promote ___ Retain ___ Accelerate

Recommendations/Plan (attach extra documentation as necessary):

Parent(s)/Guardian(s): Signature(s) _____
Date _____

Contact Information: Email _____ Phone _____

Principal Signature: _____ Date _____

(04/24) (/25)

Students

Student Disability Nondiscrimination **Under Section 504 of the Rehabilitation Act**

I. Purpose

The purpose of this policy is to protect students ~~who are disabled~~ **with disabilities** from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. General Statement of Policy

- A. Students are protected from discrimination on the basis of a disability.
- B. It is the responsibility of the school district to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 1. has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
 2. has a record of such impairment; or
 3. is regarded as having such impairment; **or**
 4. **has an impairment that is episodic or in remission and would materially limit a major life activity when active.**
- D. Learners are to be protected from disability discrimination and may be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. Coordinator

Persons who have questions, comments, or complaints should contact the director of student support services regarding grievances or hearing requests regarding disability issues. Individuals who wish to make a complaint regarding a disability discrimination matter may use the form found in Appendix I. The

form should be given to the director of student support services.

Legal References:

29 U.S.C. § 794 *et seq.* ([Section 504 of the Rehabilitation Act of 1973, § 504](#))

34 C.F.R. Part 104 (~~Implementing Regulations~~ [Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance](#))

Cross Reference:

Policy 402 (Disability Nondiscrimination)

Policy

adopted: [01/22/08](#)

reviewed: [02/21/12](#)

revised: [09/25/17](#)

revised: [02/10/20](#)

revised: [__/__/25](#)

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota



DEFINING EXCELLENCE

Appendix I to Policies 401, 402, 413, 521, 522, and 528

DISCRIMINATION, HARASSMENT, AND VIOLENCE REPORT FORM

Edina Public Schools maintains a firm policy prohibiting all forms of discrimination, harassment, or violence against students or employees, or groups of students or employees, on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability. All persons are to be treated with respect and dignity. Harassment or violence by any student, teacher, administrator, or other school personnel, which creates an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Use of this reporting form is encouraged but not required. Reports may be made orally or in writing, including via electronic mail.

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, including gender identity and expression \ disability

Name of person(s) you believe harassed 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.

(04/24)

Current review is limited to highlighted Section XVII re. cell phone policy provisions. The policy's full annual review will occur in June of 2025.



Policy 524

Students

Electronic Technologies Acceptable Use

I. Purpose

This policy sets forth parameters and guidelines for access to the school district's electronic technologies, use of the Internet, use of personal electronic devices on the district's network or connected to district software, electronic communications, use of the district's network, Internet, and social networking tools.

II. General Statement of Policy

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the district considers its own stated educational mission, goals, and strategic directions. Technology skills are fundamental to the preparation of citizens and future employees. Access to the district computer system and to the Internet enables students and employees to explore countless libraries, web pages, databases, and other resources while exchanging messages with people around the world. The district expects that employees will blend thoughtful use of the district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. Definitions

- A. "Harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- B. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student or employee for that student's or employee's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
 - C. "Social Media" refers to any website and application that enables users to create and share content or to participate in social networking. For reference in this policy, social media does not refer to any learning management system (Schoology or Seesaw) or content management systems (Google Workspace).
 - D. "Technology provider" means a person who:
 1. contracts with the district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the district.

III. Limited Educational Purpose

The school district is providing students and employees with access to the district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The Internet is accessible in the district for use as an educational resource. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. Use of System is a Privilege

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

Electronic technologies are assets of the district and are protected from unauthorized access, modification, destruction, or disclosure. Use of personal

devices, while on district property, is subject to all policies and guidelines, as applicable, plus any state and federal laws related to Internet use, including copyright laws.

V. Unacceptable Uses

A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the district system to create, record, access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. Pornographic, obscene, or sexually explicit material or other visual depictions;
 - b. Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language or images;
 - c. Materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. Materials that use language or images that advocate violence or discrimination toward other people, or that may constitute harassment or discrimination, or that threatens the safety of others;
 - e. Orders for shopping online during time designated as work or academic time by the district;
 - f. Storage of personal photos, videos, music, or files not related to educational or extra-curricular purposes for any length of time; and
2. Use of social media for non-academic purposes
 - a. Students aged 13 and above may engage in social media as it is connected to extra-curricular or co-curricular activities, and for academic purposes.
 - b. Per federal law, students under the age of 13 will not be encouraged or required to create accounts or participate in social media, including for academic or extra-curricular purposes.
3. Users will not use the district system to knowingly or recklessly

post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

4. Users will not use the district system to engage in any illegal act or violate any local, state, or federal statute or law.
5. Users will not use the district system to vandalize, damage, or disable the property of another person or organization; will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses, engaging in "spamming," or by any other means; will not tamper with, modify, or change the district system software, hardware, or wiring; will not take any action to violate the district's security system; and will not use the district system in such a way as to disrupt the use of the system by other users.
6. Users will not use the district system to gain unauthorized access to information resources, or to access another person's materials, information, or files without the direct permission of that person. Users will not attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. This clause is not applicable to district technology staff who need to access a system due to a threat, troubleshooting, diagnosing issues, or other IT-related needs that uphold this and other district policies.
7. Individual passwords for computers and information resources are confidential and must not be shared.
8. Users will not use the district system to post or share private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - a. This paragraph does not prohibit the posting of employee contact information on district webpages or communications between employees and other individuals when such

communications are made for education-related purposes (i.e., communications with parents/guardians or other staff members related to students). Refer to Policy 515 (Protection and Privacy of Student Records) for direction on directory information for students and how this can be used.

- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the district as directory information and verification is made that the district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with district policy; or
 - (2) such information is not classified by the district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with district policy.
 - c. These prohibitions specifically prohibit a user from utilizing the district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as “Facebook,” “X” (formerly called “Twitter”), “Instagram,” “Snapchat,” “TikTok,” “Reddit,” and similar websites or applications.
9. Users, outside of IT staff, must not deliberately or knowingly delete a student or employee file, email, or stored information.
 10. Users will not use the district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 11. Users will not use the district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the district. Users will not use the district system to offer or provide goods or services or for product advertisement. Users will not use the district system to purchase goods or services for personal use without authorization from the appropriate district

official.

- B. A student or employee who engages in the foregoing unacceptable uses of the Internet or district equipment when they are off district premises may be in violation of this policy, in addition to other district policies. Regardless of whether district equipment was used for the unacceptable use, the district has the right and may be obligated to regulate the off-campus speech or conduct of its students or employees when that speech or conduct materially disrupts the school environment, involves substantial disorder, or constitutes an invasion of the rights of others. Examples of such violations include, but are not limited to, where the district system is compromised or if a district employee or student is negatively impacted. If the district receives a report of an unacceptable use originating from a non-school computer or resource, the district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the district computer system and the Internet and discipline under other appropriate district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user will immediately disclose the inadvertent access to an appropriate district official. In the case of a district employee, the immediate disclosure will be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy.

VI. Filter

- A. With respect to any of its computers with Internet access, the school district will filter the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. Software filtering technology will be narrowly tailored and will not discriminate based on viewpoint.
- C. An administrator, supervisor, or other person authorized by the superintendent may disable the technology protection measure, during

use by an adult, to enable access for bona fide research or other lawful purposes.

- D. The district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat-enabled environments and cyberbullying awareness and response.

VII. Consistency with Other School District Policies

Use of the school district computer system and use of the Internet will be consistent with district policies and the mission of the district.

VIII. Limited Expectation of Privacy

- A. By authorizing use of the school district system, the district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the district system.
- B. Routine maintenance and monitoring of the district system may lead to a discovery that a user has violated this policy, another district policy, or the law.
- C. An individual investigation or search will be conducted if district authorities have a reasonable suspicion that the search will uncover a violation of law or district policy.
- D. Parents/guardians have the right at any time to investigate or review the contents of their child's files and email files in accordance with district policy. Parents/guardians have the right to request the termination of their child's individual account at any time.
- E. District employees should be aware that the district retains the right at any time to investigate or review the contents of their files and email files. In addition, district employees should be aware that data and other materials in files maintained on the district system may be subject to review, disclosure, or discovery under the Minnesota Government Data Practices Act.
- F. The district will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with district policies conducted through the district system.

IX. Internet Use Agreement

- A. The proper use of the Internet, and the educational value to be gained

from proper Internet use, is the joint responsibility of students, parents/guardians, and employees of the school district.

- B. This policy requires the permission of and supervision by the district's designated professional staff before a student may use a district account or resource to access the Internet.
- C. The Internet Acceptable Use Agreement form for students must be read and signed by the user and the parent/guardian. This form is signed annually via the Parent Portal. The Internet Acceptable Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office or with a department supervisor.

X. Guest Access and Internet Use

- A. Guest access to the school district's open wireless network is provided as a service to the community, and is subject to all district policies and guidelines, plus any state and federal laws related to Internet use, including copyright laws. See Appendix VII, Personal Device Access.
- B. Guest access provides limited bandwidth, filtered for the following services:
 - 1. Web access (http and https)
 - 2. Email services (pop, imap)
 - 3. Virtual private network services (VPN)
- C. Limited technical support is provided for guest access and is identified in the service level agreement found on the district technology website.

XI. Limitation on School District Liability

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on district cloud services, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or mis-deliveries or non-deliveries of information or materials, regardless of the cause. The district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the district system. The district will not be responsible for financial obligations arising through unauthorized use of the district system or the Internet.

XII. User Notification

- A. All users will be notified of the school district policies relating to Internet use.

- B. This notification will include the following:
1. Notification that Internet use is subject to compliance with district policies.
 2. Disclaimers limiting the district's liability relative to:
 - a. Information stored on district cloud services, tapes, hard drives, or servers.
 - b. Information retrieved through district computers, networks, or online resources.
 - c. Personal property used to access district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of district resources/accounts to access the Internet.
 3. A description of the privacy rights and limitations of district sponsored/managed Internet accounts.
 4. Notification that, even though the district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations, and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents/guardians.
 6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by district policy.
 7. Notification that, should the user violate the district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.
 8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XIII. Parents'/Guardians' Responsibility; Notification of Student Internet Use

- A. Outside of school, parents/guardians bear responsibility for the same

guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents/guardians are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the district system from home or a remote location.

- B. Parents/guardians will be notified that their students will be using district resources/accounts to access the Internet and that the district will provide parents/guardians the option to request alternative activities not requiring Internet access. This notification should include:
1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A statement that the Internet Acceptable Use Agreement must be signed by the user and the parent/guardian prior to use by the student.
 4. A statement that the district's acceptable use policy is available for parental/guardian review. Should this be a requirement as opposed to making it available?

XIV. Notification Regarding Technology Providers

- A. Within 30 days of the start of each school year, the school district will give parents/guardians and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice will:
1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent/guardian or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- B. A contract between a technology provider and the district will include requirements to ensure appropriate security safeguards for educational data. The contract will require that:

1. the technology provider's employees or contractors have access to educational data only if authorized; and
 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- C. Upon request, the district will provide parents/guardians and students an opportunity to inspect a complete copy of any contract with a technology provider.
- D. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with the district are not the technology provider's property.

XV. School-Issued Devices

- A. Except as provided in paragraph B, the school district or a technology provider will not electronically access or monitor:
1. any location-tracking feature of a school-issued device;
 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- B. The district or a technology provider may only engage in activities prohibited by paragraph A if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by district employees, student teachers, staff contracted by the district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 2. the activity is permitted under a judicial warrant;
 3. the district is notified or becomes aware that the device is missing or stolen;
 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law; or

6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- C. If the district or a technology provider interacts with a school-issued device as provided in paragraph B, clause 4, it will, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent/guardian. Such notice will include a written description of the interaction, including which features of the device were accessed and a description of the threat. In the instance in which notification would pose a threat to life or safety, notification will instead be given within 72 hours following the resolution of the imminent threat.

XVI. Use of Email

The school district provides access to electronic mail for district communication between district employees and students, families, and community.

- A. The email system will not be used for outside business ventures or other activities that conflict with school board policy.
- B. All emails received by, sent through, or generated by computers using the district network are subject to review by the district.
- C. Appropriate language must be used when communicating using the district email system or network.
- D. All emails are assumed to be documents that can be disclosed to the public unless the content of the email is protected as private or confidential information under data privacy laws. All information contained in an email must be treated in accordance with district policy, regarding student and employee data privacy.
- E. Employees will report inappropriate emails to the media specialist, the employee's supervisor, or the director of media and technology services.
- F. Emails having content governed by the district's record retention schedule must be kept in accordance with the retention schedule adopted pursuant to Policy 719 (Records Retention).

XVII. Cell Phone and Other Electronic **Communication** Device Use

- A. The school district ~~will~~**has** established rules and procedures regarding student possession and use of cell phones and other electronic communication devices in schools. These rules and procedures ~~will~~ seek to minimize the impact of cell phones **and other communication devices** on student behavior, mental health, and academic attainment. These rules and procedures ~~may be~~ **have been** designed for specific school buildings, grade levels, or similar criteria.

Under these guidelines, at K-8 levels, all electronic communication devices must be stored "Away for the Day" in backpacks or lockers. High school uses a three-tier system where devices are stored away by default (Tier 1), but teachers may permit use for specific learning tasks (Tier 2) or independent work (Tier 3), with device use allowed outside classrooms following digital citizenship guidelines.

- B. Students are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.
- C. If the district has a reasonable suspicion that a student has violated a district policy, rule, or law by use of a cell phone or other electronic communication device, the district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.
- D. Students who use ~~an~~ a cell phone or other electronic communication device during the school day and/or in violation of district policies may be subject to disciplinary action pursuant to the district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the district will be returned in accordance with school building procedures.
- E. Exceptions
 - 1. Nothing in this policy prohibits a student from using a cell phone or other electronic communications device for a purpose documented in the student's individualized education program, a plan developed under section 504 of the Rehabilitation Act of 1973, or a health care plan in force regarding the student.
 - 2. A student may use a cell phone or other electronic communication device to monitor or address a health concern or medical condition upon permission granted by district administration.
 - 3. Students may use a cell phone or other electronic communication device when the use is necessary to respond to or report an emergency. For purposes of this policy, "emergency" means an actual or imminent threat to the health or safety of students and/or district personnel, which may result in death, bodily injury, or substantial property damage.
 - 4. A student may use a cell phone or other electronic communication

device during a time at which use would otherwise be prohibited when the student has been granted permission from a staff member to use the device. If the district implements a curriculum that uses technology, students may be allowed to use their own cell phone or other electronic communication devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

5. Call phones or other electronic communication devices may be stored in student vehicles parked on district property provided that any such device is not removed from the vehicle while on district property.
6. Students who need to make a call may request permission to use a telephone in the building office.

XVIII. Limit on Screen Time for Children in Preschool and Kindergarten

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the district has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XIV. Implementation; Policy Review

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval.
- B. The administration will revise the user notifications, including student and parent/guardian notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The district Internet policies and procedures are available for review by all parents/guardians, staff, and members of the community.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)

17 U.S.C. § 101 *et seq.* (Copyrights)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

20 U.S.C. § 1400, *et seq.* (Individuals with Disabilities Education Act)

20 U.S.C. § 6751 *et seq.* (Enhancing Education Through Technology Act of 2001)

47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))
[29 U.S.C. § 794 et seq. \(Section 504 of the Rehabilitation Act of 1973\)](#)
47 C.F.R. § 54.520 (FCC Rules Implementing CIPA)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Aid)
Mahonoy Area School District v B.L., 594 U.S., 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. American Library Association, 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff’d on other grounds
816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee’s Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist.,
853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:

Policy 403 (Discipline of School District Employees)
Policy 406 (Public and Private Personnel Data)
Policy 413 (Harassment and Violence Prohibition, Students and Employees)
Policy 506 (Student Conduct and Discipline)
Policy 514 (Bullying Prohibition)
Policy 515 (Protection and Privacy of Student Records)
Policy 519 (Student Interviews by Outside Agencies)
Policy 521 (Student Disability Nondiscrimination)
Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedures and Process)
Policy 601 (Educational Competencies, Academic Standards, and Instructional Curriculum)
Policy 603 (Curriculum and Program Review and Development)
Policy 606 (Selection and Review of Text, Materials, Content, or Issues)
Policy 622 (Copyright Policy)
Policy 806 (Emergency Management)
Policy 904 (Distribution or Display of Materials on School District Property)

Policy		INDEPENDENT SCHOOL DISTRICT NO. 273
adopted:	08/08/22	Edina, Minnesota
revised:	10/16/23	
revised:	08/05/24	
revised:	__/__/25 (review limited to Section XVII only)	

Appendix I to Policy 524

STUDENT ONLINE ACCEPTABLE USE CONSENT FORM

Student:

By signing below, I agree to follow Edina Public Schools' Electronic Technologies Acceptable Use policy. I understand that my use of the network is a privilege and requires proper online responsibility. I further understand that misuse of the network will result in disciplinary action.

Student Name (PRINT) _____

Student I.D. Number _____
(MIDDLE SCHOOLS AND HIGH SCHOOL ONLY)

Student Signature _____
(MIDDLE SCHOOLS AND HIGH SCHOOL ONLY)

Address _____ City _____ Zip _____

School Building _____

Parent or Guardian:

I give permission for my child to have access to the Internet using the district's computer network. I also understand that some material accessible through the interconnected systems may be inappropriate for school-age students. I agree to defend, indemnify, and hold harmless Edina Public Schools from any and all claims arising out of or related to the use of this interconnected computer system. I further understand that I have the right to withdraw my approval in writing at any time.

Approved

Disapproved

Parent/Guardian Name (PRINT) _____

Signature of Parent/Guardian _____

Date _____

This form should be completed electronically through the online portal.

Appendix II to Policy 524

STUDENT ONLINE CODE OF ETHICS

In the Edina Public Schools, it is important to use information and technology in safe, legal, and responsible ways. At the same time, the school district has a desire for our students to leave our system with a positive digital footprint. We embrace these conditions as facets of being a digital citizen and strive to help students develop a positive digital footprint.

1. Students accessing or using electronic products, including but not limited to blogs, wikis, podcasts, Google workspace, and district learning management systems for student assignments are required to keep personal information out of their postings.

At the high school level, parents/guardians may opt to allow their students to utilize their full name in order to increase their positive digital footprint when publishing to an authentic audience.

2. Students will select online names that are appropriate and will consider the information and images that are posted online at an age-appropriate level.
3. Students will not log in to the network, devices, or other educational technologies as another classmate.
4. Students using electronic tools will treat these tools as a classroom space. Speech that is inappropriate for class is not appropriate on electronic tools. Students are expected to treat others and their ideas online with respect.
5. Assignments on electronic tools are like any other assignment in school. Students, in the course of completing the assignment, are expected to abide by policies and procedures in the student handbook, including those policies regarding plagiarism, academic integrity, and acceptable use of technology.
6. Student blogs, webpages, and other content creation tools are to be a forum for student expression; however, they are first and foremost a tool for learning. The district may restrict speech for valid educational reasons as outlined in school board policy.
7. Students will not use the Internet, in connection with the teacher assignments, to harass, discriminate, bully, or threaten the safety of others. If students receive a comment on an electronic tool used in school that makes them feel uncomfortable or is not respectful, they must report this to a teacher or another trusted staff member and must not respond to the comment. Student conduct that occurs off-campus, but has a connection to the school environment, may form the basis for school discipline. This specifically includes activities that occur off-campus over the internet, on social media, or through other communications.
8. Students accessing electronic tools from home or school, using school equipment, will not download or install any software without permission and will not click on ads or unknown links.
9. Students should be honest, fair, and show integrity in gathering, interpreting, and expressing information for the benefit of others. Always identify sources and test the accuracy of information from all sources.

10. Students will treat information, sources, subjects, colleagues, and information consumers as people deserving of respect. Gathering and expressing information should never cause harm or threaten to be harmful to any person or group of people. Students will gain permission from students or staff who are the focus of their research, recording, or content creation.
11. Students are accountable to their readers, listeners, and viewers, and to each other. Admit mistakes and correct them promptly. Expose unethical information and practices of others.
12. Users will not repost or resend content that was sent to the user privately without the permission of the person who created the content.
13. Board policies concerning acceptable use of electronic technology include the use of these electronic tools for school activities (Policy 524 - Electronic Technologies Acceptable Use, Policy 622 - Copyright Policy).
14. Failure to follow this code of ethics will result in academic sanctions and/or disciplinary action.

Appendix

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modified: 11/13/17
reviewed: 04/20/20
revised: 08/08/22
revised: 10/16/23
reviewed: 08/05/24

Appendix III to Policy 524

GUIDELINES FOR EMPLOYEE'S PERSONAL USE OF SOCIAL NETWORKING

The decision to use online social networking for personal use is at the employee's discretion. The school district does not affirmatively monitor employee use of non-district, online social networking tools if the employee is not using district electronic technologies; however, the district may take appropriate action when it becomes aware of, or suspects, conduct or communication on an online social media site that adversely affects the workplace or violates applicable professional codes of ethics. These guidelines are for employees engaging in social networking for personal use.

1. When using your personal social networking sites, refrain from fraternization with students.
2. Ensure that social networking postings are appropriate for the public.
3. Weigh whether a posting will put your effectiveness as an employee at risk.
4. Use caution with regard to exaggeration, profanity, guesswork, copyrighted materials, legal conclusions, and derogatory comments.
5. Ensure compliance with data privacy laws and district policies. Employees will be held responsible for inappropriate disclosure, whether purposeful or inadvertent.
2. Respect your coworkers and students. Do not discuss students, their families, or coworkers.
3. Student images obtained from your employment with the district should not be included on personal social networking sites.
4. Set privacy settings carefully to ensure that you know who has access to the content on your social networking sites.
5. If the public may consider your statements to be made in your capacity as a district employee, you may want to include "This posting is my own and does not represent the view of Edina Public Schools." An employee in a leadership role in the district, by virtue of their position, must consider whether personal thoughts they publish will be attributed to the district. The use of the aforementioned phrase does not preclude the employee from disciplinary action.
6. Social media identifications, login identifications, and usernames must not contain the district's name or logo without prior written permission from (1) the director of media and technology services or (2) to the director of marketing and communications.

Appendix

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reviewed: 04/20/20
revised: 08/08/22
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Appendix IV to Policy 524

GUIDELINES FOR CLASSROOM USE OF SOCIAL MEDIA TOOLS

Staff members may elect to use social media tools for the purpose of instruction in accordance with Policy 524.

A. District Online Social Media Tools

1. Content and use must adhere to district policies and guidelines.
2. The platform for instruction must indicate that views expressed on the social media site are that of the employee or student, and do not necessarily reflect the views of Edina Public Schools.
3. The staff member must not disclose information on any online social media site that is district property, protected by data privacy laws, or in violation of copyright.

B. Non-District Social Media Tools

1. If a staff member elects to use a non-district social media tool, the staff member must build a separate page in that social media tool from their personal online presence.
2. Content and use must adhere to district policies and guidelines.
3. Content and use must not violate the “terms of service” for the social media tool.
4. The platform for instruction must indicate that views expressed on the social media site are that of the employee or student, and do not necessarily reflect the views of Edina Public Schools.
5. The staff member must not disclose information on any online social media site that is district property, protected by data privacy laws, or in violation of copyright.
6. The platform must not use official district or school logos without the permission of (1) the director of media and technology services or (2) the director of marketing and communications.

Appendix

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Appendix V to Policy 524

GUIDELINES FOR SCHOOL OR DISTRICT USE OF SOCIAL MEDIA TOOLS

Individual schools and departments may choose to establish an official presence on public online social media sites with prior administrative approval. A request must contain the following information:

1. Sponsoring school or department;
2. Proposed social media site or other location;
3. Purpose of site, which cannot be served by the current district website;
4. Plan on how to comply with district policies and record retention requirements;
5. Description and primary use of site;
6. Plan for monitoring site, addressing policy violations, and ensuring current content; and
7. Designee for maintaining the site.

The request should be submitted to the director of marketing and communications. Written approval or denial will be provided to the school or department. If the request is denied, the school or department may request reasons for the denial in writing.

If the request is approved, the school or department must submit to the director of media and technology services, within two weeks of developing the site, the name of the person(s) who will manage the site and the login information for the site. When a presence is established, the sponsoring school or department is responsible for keeping the site current and monitoring the content of the site.

Sites may be linked from the official district website. All sites must comply with web record retention requirements under Policy 719 (Records Retention.).

Appendix

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reviewed: 04/20/20
revised: 08/08/22
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Appendix VI to Policy 524

GUIDELINES FOR DISTRICT SOCIAL MEDIA PAGES

The school district's social media presence creates an accessible communications outlet, providing district news, facilitating district-related discussion by the community, and guiding viewers to departmental websites at www.edinaschools.org. These guidelines are used in conjunction with Policy 524 (Electronic Technologies Acceptable Use) and all other district policies.

Establishment of Page

1. The district will include on its social media page, in a prominent location, a link to the Edina Public Schools' website, as well as contact information for the district.
2. The district will include language regarding limitation on comments and posts by its users:

Any comments/posts viewed as inappropriate or offensive are subject to removal without notice. These comments/posts include, but are not limited to, commercial solicitations; factually erroneous/libelous information; vulgarity or obscenity; personal attacks of any kind; political support or opposition to any candidate or political measure; offensive comments that target or disparage any group/person; violations of district policy; or discussions not related to the district.

3. The district will include language regarding compliance with data practices and records retentions under Minnesota law:

Social media pages are intended to serve as a mechanism for communication between the public and the district. Any comments submitted to pages, and its list of followers or subscribers, are public records subject to disclosure and retention pursuant to Minnesota law. Public disclosure requests must be directed to the district.

4. The communications department will be responsible for monitoring the district social media pages, including content and comments, to ensure compliance with guidelines for use as posted on the social media pages.

Postings

The district will provide balance in topics shared on its social media pages. District posts will highlight information relevant to and of interest to the community as a whole. Postings may also include prompts or questions relevant to the work and mission of the district that are intended to engage the community in the work of the district. Suggestions for posts should be submitted to the director of marketing and communications.

Appendix

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revised: 10/16/23
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Appendix VII to Policy 524

Personal Device Access

Users of personal devices connecting to Edina Schools guest network must abide by Edina Public Schools' Policy 524 (Electronic Technologies Acceptable Use). Though guests may use their personal device and expect some aspects of privacy, use of the school district's network and systems have the following expectations:

1. Use at your own risk. Use of the district network is at the device owner's discretion and therefore the district is not responsible for any loss, damage or adverse effects that may occur to a device while on the district network.
2. Devices need to be registered. All non-district devices connected to the district network need to be registered. In the event of a security incident, personal devices may be disconnected without notice. No support for remediation of security incidents (e.g., malware) will be available, and devices will remain disabled from the district network until fixed.
3. The district network is monitored. For security purposes and pursuant to federal law, the district has implemented monitoring of the district network. Personal devices connected to the district network will also be monitored for access, times, network content, and known security vulnerabilities. This information may be recorded and is subject to audit.
4. The district network is filtered. Known inappropriate and/or malicious sites, and many non-instructional sites, are blocked. Use of the district network and systems requires that owners of personal devices adhere to legal and ethical conduct, and refrain from attempting to access blocked content.
5. No expectation of privacy. Access to the contents of personal devices is governed by local and federal laws. However, while accessing the district network, systems, and buildings, there is not a right to privacy of any content, and as such, may be accessed for inappropriate or illegal activities.
6. The district reserves the right to maintain records of usage. The district may immediately terminate the privilege to use the district network should it become aware that the network is being used for inappropriate or illegal activities. The district reserves the right to take appropriate action in the event inappropriate or illegal activities are discovered on the district systems or network.

Appendix

revised: 10/16/23

reviewed: 08/05/24

Education Programs

Grade Level Configuration and Enrollment at School District Sites

I. Purpose

This policy defines the organization of grade levels at school district schools.

II. General Statement of Policy

The school district is committed to maintaining educational programs and services that are aligned from prekindergarten through grade 12. The district will establish a grade level organization that maximizes student learning and the district's facilities, while maintaining aligned educational programs and services.

III. Grade Level Organization

A. ~~Effective July 1, 2017, g~~ Grade level groupings will be as follows:

1. Early childhood options and programs available for prekindergarten.
Preschool is defined as a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following year.
2. Elementary schools – Kindergarten through Grade 5.
Kindergarten is defined as a program designed for students who are five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following year.
Children who are five years of age on or before September 1 of the school year may enroll in kindergarten.
3. Middle schools – Grades 6-8.
4. High school – Grades 9-12.

B. School principals will work collaboratively to create a smooth learning transition for students and their families as the students advance from one school to another school.

C. The school board encourages creative options that enhance an aligned educational delivery system. The school board will approve all grade configurations that vary from the traditional grade level organization. The

proposals may require additional start-up expenses, but will provide services at an expenditure level comparable to the approved grade level organization. The proposed configurations must align to the mission of the ~~schools~~ district, meet all state and local educational requirements, and provide rationale and research for the modification.

D. The ~~school~~ board has approved the following choice programs within the grade level configurations:

1. Normandale Elementary School – Grades K-5 French Immersion

2. Countryside Elementary School - Grades K-5 Dual Spanish Immersion

3. Countryside Elementary School – Grades 1-5 Continuous Progress, which started its phasing out with the fall kindergarten class of 2023.

~~3.~~ 4. Highlands Elementary School – Grades 2-5 Continuous Progress

4. The choice programs are required to adhere to the following guidelines:

- a. No additional district funding will be provided for school-specific programs and services.
- b. ~~School B~~ Board approval is required to use non-district funds for specialized programs and services at the choice schools.
- c. The academic standards and curriculum will be implemented through flexibility in the instructional content, materials, and delivery. Modifications are approved by the director of teaching and learning.
- d. Student enrollment guidelines may be modified in accordance with ~~Policy 509 (Resident Enrollment)~~ and will be an appendix to the district policy.
- e. Class size guidelines may be modified with the approval of the ~~School B~~ board to gain additional staffing full-time equivalents (FTE) as compared to other elementary schools.
- f. All district policies and work agreements will be followed. Pre-approval of any modifications to policies or work agreements must be received by the ~~School B~~ board and/or the appropriate employee group.

~~IV. Enrollment~~

A. ~~The administration will follow Policies 509 (Resident Enrollment) and 510~~

~~—(Nonresident Enrollment) [school district policy](#) when enrolling students into a school.~~

~~B. Kindergarten is defined as a program designed for students who are five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following year. Children who are five years of age on or before September 1 of the school year may enroll in kindergarten. The administration will follow Policy 513 (Student Promotion, Acceleration, Retention and Early Kindergarten Admission) [district policy](#) for early kindergarten admission.~~

~~C. Preschool is defined as a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following year.~~

~~D. [In accordance with district policy, the](#) The administration may arrange appropriate conferences involving a student for whom graduation appears distant at age 16 to determine if continuation in the school district is in his/her [their](#) best interest., established in Policy 513 (Student Promotion, Acceleration, Retention and Early Kindergarten Admission). This conference will include the student, his/her [their](#) parents/guardians, and school personnel. The district will work collaboratively with the student in the best interest of the student and his/her [their](#) future.~~

Cross References:

Policy 509 (Resident Enrollment [and Assignment](#))

Policy 510 (~~Nonresident~~ [Open](#) Enrollment)

Policy 513 (Student Promotion, Acceleration, Retention, and Early Kindergarten Admission)

Policy
adopted: 7/20/09
revised: 10/24/16
revised: 8/10/20
[revised: __/__/25](#)

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

Education Programs

Class Size Guidelines and Teacher Staffing

I. Purpose

This policy ~~shares~~ sets forth the process used by the school district to determine class size guidelines and teacher staffing.

II. General Statement of Policy

~~The elementary and secondary staffing process is guided by procedures established by the school board. The executive director of human resources supervises the implementation of teacher staffing based on the class size guidelines established by the school board for the schools.~~

Class size and teacher staffing may vary depending on the subject being taught, the objectives to be learned, the approach of the instruction, and the age or need of the students being taught.

~~III. Definition~~

~~“Nonresident upper limit” — The nonresident upper limit identifies the class size at which nonresident students will no longer be enrolled into that classroom section.~~

III.V. Class Size and Teacher Staffing Guidelines

A. Elementary Schools Staffing Guidelines

1. Elementary class size guidelines and teacher staffing for the district are calculated on the basis of educator teacher/student ratio within the individual homeroom classroom. Specialist teachers and support staff are not calculated into the formula for determining average homeroom class size. A desired class size range is established for each elementary grade level, including the elementary choice programs. Ideally, each homeroom classroom class size would fall within this range.
2. Adding an elementary homeroom classroom section is considered when the average class sizes significantly exceed the desired class size range. Limiting factors may include, but are not limited to, financial considerations, lack of an available classroom, and time at which knowledge of the overage

occurs. ~~, and lack of student/ or parent/guardian interest to make such a change after the school year has started.~~

3. In the event that an additional elementary **homeroom** classroom section is added, students will be reassigned into the new classroom making efforts to balance class sizes in all of the classrooms.

B. Secondary **Schools Staffing Guidelines**

Full-time equivalent (FTE) allocations are used to determine teacher staffing levels for secondary schools. The number of FTE allocated to each secondary school ~~staffing is determined by an allocation of staffing hours per building, is~~ based on an average class size for middle school and high school. Building administrators determine the size of individual classes based on enrollment data and needs of student learning. Class sizes can vary based on the type of class and the number of hours that the class is taught. If the principal perceives class size difficulties exist, the issue may be discussed with the superintendent **or designee** and, ultimately, the school board for additional **FTE hours** to be added to the **school's staffing** ~~allocation of staffing hours.~~

IV. Establishment of Class Size and **Teacher Staffing Guidelines**

- A. The school board will establish the class size and **teacher** staffing guidelines. The administration will use these guidelines to establish staffing plans and recommendations. **(Class size guideline information is contained in Appendix I.)**
- B. Modifications in the class size and **teacher** staffing guidelines may occur during the school year. The administration may use short-term staffing solutions if an immediate action is required.

Policy
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revised: 01/27/14
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reviewed: 08/10/20
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INDEPENDENT SCHOOL DISTRICT **NO. 273**
Edina, Minnesota

Appendix I to Policy 617

Class Size Guideline Information
(all elementary classes including SDL unless otherwise noted)

Elementary Class Size Guidelines	Desired Class Size Range
Kindergarten	20-22
Grade 1	22-24
Grade 2	22-25
Grade 3	24-26
Grades 4-5	25-27
Grades 1-5 (CP)	28
Grades 1-5 (FI)	27

Secondary Class Size Guidelines	Desired Average Class Size
Grades 6-8	28.15
Grades 9-12	30.85
Options Program	19-25

Appendix
adopted: ___/___/25

Education Programs

Student Assignment to Teachers and Classes

I. Purpose

This policy identifies the district's process for assigning students to teachers and classes.

II. General Statement of Policy

The school district is committed to creating class settings where optimum learning for all students will take place. The district values a strong family-school partnership; and values balanced classes across each grade level.

III. Procedures

A. District administration will assign students to teachers and classes within the established district guidelines, using the following factors that seek to stabilize classes and accommodate individual student needs:

- gender
- emotional/social combinations
- performance levels
- special learning needs
- teaching/learning styles
- behavior

B. Families may provide input to a student's placement for the upcoming school year. Each spring, schools will make input forms for student placement available to families. Families may complete the forms and forward them to the school administration. **Specific teacher requests will not be accommodated.** The school administration will use the gathered information to assist in making the best possible placement for the individual student and all students within a grade level and/or course.

Cross References:

Policy 604 (Grade Level Configuration and Enrollment at School Sites)

Policy 617 (Class Size and Staffing)

Policy
adopted: 09/29/09

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

amended: 11/09/09
revised: 02/22/16
reviewed: 08/10/20
rev ____: __/__/25

Education Programs

Summer School Instruction

I. Purpose

The purpose of this policy is to establish program parameters and student attendance guidelines and requirements for the school district relating to the provision of summer school educational services.

II. General Statement of Policy

Summer school educational services and instruction ~~shall~~ will be directed toward the fulfillment of the goals and objectives of the district's educational program and academic standards.

III. Procedures

A. The school district may offer summer school instruction providing opportunities for:

1. Intervention programs at the elementary and middle school levels;
2. Credit ~~redemption~~ recovery and review courses at the high school level;
3. Special education instruction and services related to mandatory summer school instruction consistent with applicable state and federal authority for all qualified ~~disabled~~ children with disabilities where appropriate to their educational needs;
4. Other summer school programs as determined by the ~~school~~ district; and
5. Courses for credit at the high school, as dictated by registration needs, funding, and facility resources.

B. All services of the summer school program will be free to students currently enrolled in the ~~school~~ district, whose need for a summer program ~~have~~ has been identified by teachers or the school principal, and who are required to attend pursuant to established ~~school~~ district criteria and the provisions of this policy.

C. The summer school curriculum will be ~~established~~ aligned with the needs of students and the district's educational programs and academic standards. Interventions and credit ~~redemption~~ recovery ~~shall~~ will provide opportunities for

students to qualify for promotion and/or credit in areas and subjects where previous work has not met promotion/credit standards. It ~~shall~~ **will** further be designed to assist students who have not made proficient progress on established state assessments and who are in need of remediation services relating to the ~~school~~ district's graduation standards or who have been identified as at risk of not learning to read before the end of second grade.

- D. Summer school provides the opportunity for students to improve basic skills, further their academic progress, and/or accelerate in designated academic areas. It is the intent of the ~~school~~ district to ensure that courses taught during the summer session are of the same level of instructional breadth and difficulty as provided during the regular school year.

IV. Summer School Instruction

The **school** district administration will identify and develop specific criteria and standards for determining which students may receive summer school instruction. The instruction information and availability will be shared with school families on an annual basis. The superintendent will identify the administrators responsible for coordinating the summer instruction, including:

- budgets
- staffing
- registration
- calendar
- procedures

V. Transportation Services

- A. The school district may make available transportation services for all students required to receive instruction in the ~~school~~ district's summer school program in accordance with ~~Minn. Stat. § 120A.22, Subd. 5(b)~~ **state law**. The ~~school~~ district recognizes that transportation is an essential part of the ~~school~~ district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.
- B. The ~~school~~ district ~~shall~~ **will** retain sole discretion, control, and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

VI. ~~Mandatory Summer School Instruction~~ **Programs**

All mandatory ~~mandated~~ summer school instruction, beyond special education, ~~shall~~ **will** be approved by the school board on an annual basis. The instructional program will have defined:

- educational program opportunities

- specific criteria for required student attendance
- transportation services
- budget and staffing
- calendar
- operating and administrative procedures

VII. School Board Review

The superintendent or ~~designated representative shall~~ [designee will](#) report annually to the school board regarding the status and utilization of programs under this policy.

Legal References:

Minn. Stat. § 120A.20 (Admission to Public School)

Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 120B.12 (Reading Intervention)

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 123B.09 (Boards of Independent School Districts)

Minn. Stat. § 123B.88 (Independent School Districts; Transportation)

[Minn. Stat. § 124D.68 \(Graduation Incentives Program\)](#)

Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

Minn. Rules Part 3501

Cross References:

[508 \(Extended School Year for Certain Students with Individualized Education Programs\)](#)

Policy 603 (Curriculum and Program Review and Development)

Policy 604 (Grade Level Configuration and Enrollment at School Sites)

Policy 605 (Alternative Programs [and Services](#))

Policy 713 (Student Transportation)

Policy

adopted: 10/26/09

reviewed: 01/13/20

revised: / /25

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

Education Programs

Chemical Use and Abuse

I. Purpose

The school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and significantly impedes the learning process. The board believes that public schools have a role in education, intervention, and prevention of chemical use and abuse. The district's policy is to provide an instructional program in chemical abuse and prevention of chemical dependency in every elementary and secondary school.

II. General Statement of Policy

- A. Use of controlled substances, toxic substances, and alcohol is prohibited in the school setting in accordance with school district policies regarding drug-free workplaces/schools (~~see Policy 418—Alcohol and Drug Free Workplace~~).
- B. It is the policy of the district to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.
- C. The district will establish and maintain a chemical abuse pre-assessment team in every school. The team is responsible for addressing reports of chemical abuse problems, and making recommendations for appropriate responses to individually-reported cases.
- D. The superintendent or designee will, with the advice of the school board, establish a ~~school~~-district and community advisory team to address ~~behavioral health~~-chemical health in the district.
- E. The district will establish and maintain a program to educate and assist employees, students, and others in understanding this policy and the goals of achieving drug-free schools and workplaces.

III. Definitions

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

- A. "Chemical abuse" means use of any psychoactive or mood-altering chemical substance without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student's normal function in

academic, school, or social activities is chronically impaired (~~see Policy 418 – Alcohol and Drug-Free School~~).

B. “Chemicals” includes but is not limited to alcohol, **drugs**, toxic substances, and controlled substances as defined in school district Policy 418 – Alcohol- and Drug-Free School.

CD. “~~School-District~~ location” includes any ~~school district~~ building or on any school premises; in any ~~school district~~-owned vehicle or in any other ~~school district~~-approved vehicle used to transport students to and from school or ~~school district~~ activities; off-~~district~~ ~~school~~ property at any ~~school district~~-sponsored or ~~school district~~-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the district; or any period of time during which an employee is supervising students on behalf of the district or otherwise engaged in district business.

DE. “Use” includes to sell, buy, manufacture, distribute, dispense, use, or be under the influence of ~~alcohol and/or controlled substances~~ **alcohol, drugs, toxic substances, and controlled substances**, whether or not for the purpose of receiving remuneration.

IV. Students

A. Instruction

1. Every school will provide an instructional program in chemical abuse and the prevention of chemical dependency **that is developmentally appropriate and aligns with MN State Standards**. The district may involve parents/**guardians**, students, health care professionals, state department staff, and members of the community in ~~developing the curriculum development~~.

~~2. Each school will have age-appropriate and developmentally based activities that:~~

~~a. address the consequences of violence and the illegal use of drugs, as appropriate;~~

~~b. promote a sense of individual responsibility;~~

~~c. teach students that most people do not illegally use drugs;~~

~~d. teach students to recognize social and peer pressure to use drugs illegally, and the skills for resisting illegal drug use;~~

~~e. teach students about the dangers of emerging drugs;~~

~~f. engage students in the learning process; and~~

- ~~g. incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.~~
- ~~3. Each school will have activities that involve families, community sectors, and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs, and appropriate consequences for violence and illegal use of drugs.~~
- ~~4. Each school will disseminate drug and violence prevention information within the school and to the community.~~
- ~~5. Each school will include professional development and training for school personnel, student services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.~~
- ~~6. Each school will have drug and violence prevention activities that may include the following:
 - ~~a. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.~~
 - ~~b. The hiring and mandatory training of school security personnel who interact with students in support of youth drug and violence prevention activities under this policy that are implemented in the school.~~
 - ~~c. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug council activities.~~
 - ~~d. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.~~
 - ~~e. Programs that encourage students to seek advice from, and confide in, a trusted adult regarding concerns about violence and illegal drug use.~~~~

B. Reports of Chemical Use and Abuse

- 1. In the event that a district employee knows or has reason to believe that a student is abusing, possessing, transferring, distributing, or selling chemicals in a school location:
 - a. The employee will immediately either take the student to an

administrator or notify an appropriate administrator of the observation and continue to observe the student until the administrator arrives.

- b. The administrator will notify the student's parents [or guardians](#). If there is a medical emergency, the administrator will notify the school nurse and/or outside medical personnel as appropriate.
 - c. The administrator will notify ~~law enforcement officials~~, the student's counselor, and the ~~chemical pre-assessment team~~ [chemical health counselor, and law enforcement officials as needed](#).
 - d. The administrator and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by district officials will be in accordance with ~~school board~~ [district](#) policies regarding search and seizure.
 - e. The district will take appropriate disciplinary action in compliance with the student discipline ~~code~~ [policy](#). Such discipline may include immediate suspension, initiation of expulsion proceedings, and/or referral to a detoxification center or medical center.
2. If a district employee has reason to believe that a student is abusing, possessing, transferring, distributing, or selling chemicals:
- a. The employee will notify the building administrator or ~~a member of the pre-assessment team~~ [chemical health counselor](#) and will describe the basis for the suspicion. The building administrator ~~and/or team~~ will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the student or parents/[guardians](#), or providing a meeting between ~~a single member of the team~~ [chemical health counselor](#) and the student to discuss the behaviors that have been reported and attempting to ascertain facts regarding chemical abuse.
 - b. The ~~pre-assessment team~~ [chemical health counselor](#) may determine there is no chemical abuse. If the ~~team~~ [chemical health counselor](#) determines there is chemical abuse, the ~~team~~ [chemical health counselor](#) will select an appropriate course of action, which may include referral to a school counselor; referral to a treatment program; referral for screening, assessment, and treatment planning; participation in support groups; or other appropriate measures.
3. Students involved in the abuse, possession, transfer, distribution, or sale of chemicals will be suspended in compliance with the student discipline policy and the [Minnesota](#) Pupil Fair Dismissal Act, ~~Minn. Stat. §121A.40–121A.56~~, and proposed for expulsion.

4. Searches by district officials in connection with the abuse, possession, transfer, distribution, or sale of chemicals will be conducted in accordance with ~~school board~~ [district](#) policies related to search and seizure.

C. ~~Pre-assessment Team~~ [Chemical Health Counselor](#)

1. ~~Every school will have a chemical abuse pre-assessment team designated by the superintendent or designee. The pre-assessment team will be composed of classroom teachers, administrators, school nurse, school counselor or psychologist, social worker, and other appropriate professional staff.~~
2. ~~The team~~ [The chemical health counselor](#) is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
3. Within forty-five ~~(45)~~ days after receiving an individual reported case, the ~~team~~ [chemical health counselor](#) will make a determination whether to provide the student and, in the case of a minor, the student's parents/[guardians](#) with information about ~~school~~ [district](#) and community services in connection with chemical abuse.

D. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to ~~Minn. Stat. § 13.32~~ [state law](#) and applicable federal law and regulations.
2. Destruction of Records
 - a. If the ~~pre-assessment team~~ decides not to provide a student and, in the case of a minor, the student's parents [or guardians](#) with information about ~~school~~ [district](#) or community services in connection with chemical abuse, records created or maintained by the team about the student will be destroyed not later than six (6) months after the determination is made.
 - b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents [or guardians](#) with such information, records created or maintained by the team about the student will be destroyed not later than six (6) months after the student is no longer enrolled in the district.
 - c. This section will govern destruction of records notwithstanding provisions of the [Minnesota](#) Records Management Act, ~~Minn. Stat. § 138.163~~.

E. Consent

Any minor may give effective consent for medical, mental, and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

V. Employees

- A. The superintendent or designee will undertake and maintain a drug-free awareness and prevention program to inform employees, students, and others about:
1. The dangers and health risks of chemical abuse in the workplace/school.
 2. The school district's drug-free workplace/drug-free school policy (~~Policy 418~~).
 3. Any available drug or alcohol counseling, treatment, rehabilitation, re-entry, and/or assistance programs available to employees and/or students.
 4. The penalties that may be imposed on employees for drug abuse violations.
- B. The superintendent or designee will notify any federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice of a conviction of an employee for a criminal drug statute violation occurring in the workplace. To facilitate the giving of such notice, any employee aware of such a conviction will report the same to the superintendent.

Legal References:

Minn. Stat. § 13.32 (Educational Data)

Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)

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

Minn. Stat. § 138.46317 (Records Management Act)

Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)

Minn. Stat. § 152.22 (Medical Cannabis; Definitions)

Minn. Stat. § 152.23 (Medical Cannabis; Limitations)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

20 U.S.C. §§ 7101-7165 (Safe and Drug-Free Schools and Communities Act)

41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)

34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace ([Financial Assistance](#)))

Cross References:

Policy 403 (~~Discipline, Suspension, and Dismissal~~ of School District Employees)

Policy 418 (Alcohol- and Drug-Free Workplace [and School Environment](#))

Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's

Person)

Policy 506 (Student [Conduct and Discipline](#))

Policy 515 (Protection and Privacy of Student Records)

Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

Policy

adopted: [09/29/09](#)

revised: [03/20/17](#)

reviewed: [08/10/20](#)

rev ____: [__/__/25](#)

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

VIII. Leadership and Committee Updates

IX. Superintendent Updates

X. Adjournment

XI. Information

XI.A. Enrollment Mobility Report



Board Meeting Date: 3/3/2025

Title: March 2025 Enrollment Mobility

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 February, 2025

Elementary Schools		KG	1	2	3	4	5	TOTAL
Concord Elementary School		111	115	118	131	132	139	746
Cornelia Elementary School		83	93	101	104	106	99	586
Countryside Elementary School		112	118	130	97	98	108	663
Creek Valley Elementary School		85	90	97	100	111	105	588
Highlands Elementary School		88	87	97	108	97	95	572
Normandale Elementary School		104	103	100	124	116	104	651
Totals		583	606	643	664	660	650	3806

Secondary Schools		6	7	8	9	10	11	12	TOTAL
South View Middle School		336	338	347	0	0	0	0	1021
Valley View Middle School		332	325	346	0	0	0	0	1003
Edina High School		0	0	0	680	679	688	649	2696
Edina Virtual Pathway Secondary		0	0	0	19	27	28	26	100
Options at Edina High School		0	0	0	0	0	0	0	0
Totals		668	663	693	699	706	716	675	4820

Enrollment Comparisons

	March 2024	February 2025	March 2025
K-5	3743	3803	3806
6-8	1987	2030	2024
9-12	2743	2794	2796
Totals K-12	8473	8627	8626
PS	242	203	207
ECSE	265	207	214

February Mobility

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Withdrawn Students	3	1	1	1	0	2	1	2	3	2	1	0	1	18
Enrolled Students	1	0	3	2	4	1	1	0	0	1	0	2	0	15
	-2	-1	2	1	4	1	0	-2	-3	-1	-1	2	-1	

Leaver Breakdown

Reason for Withdrawal	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
04: Moved Outside of the District	2	0	0	0	0	1	0	0	0	0	1	0	0	4
05: Moved Outside of the State	1	1	1	1	0	1	1	2	2	1	0	0	0	11
08: Student Graduated	0	0	0	0	0	0	0	0	0	0	0	0	1	1
20: Transferred to Another MN District, did not move	0	0	0	0	0	0	0	0	1	1	0	0	0	2
Total	3	1	1	1	0	2	1	2	3	2	1	0	1	18

XI.B. Expenditure Summary - February 2025



Board Meeting Date: 3/3/2025

Title: Expenditure Summary – February 2025

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 February 28, 2025.

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.

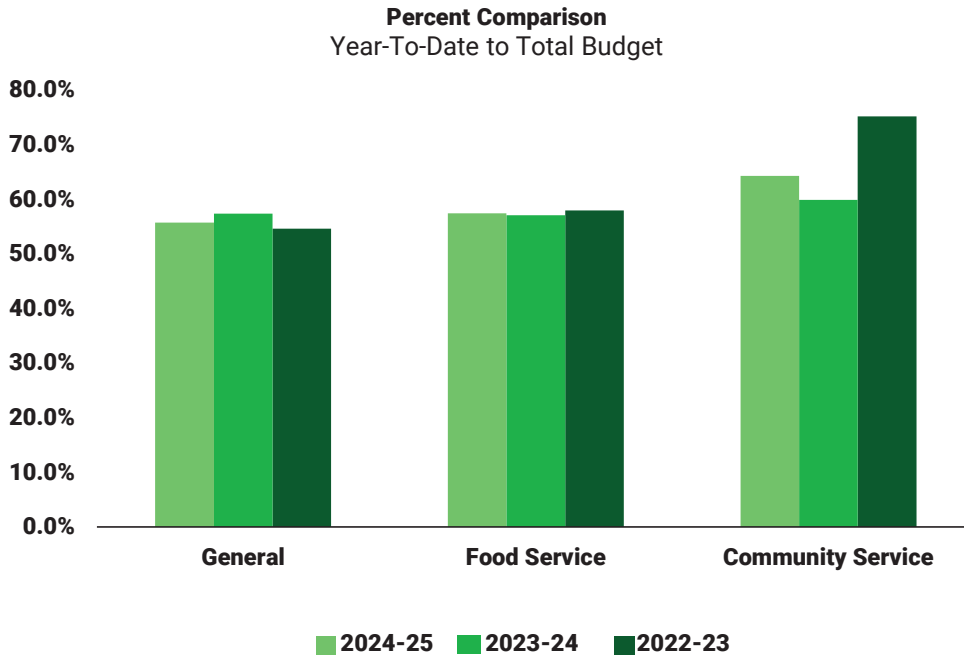
Attachments:

1. Expenditure Summary – February 2025

Expenditure Summary

FOR THE MONTH ENDED FEBRUARY 28, 2025

Fund	Fiscal Year-to-Date 2024-25		Fiscal Year-to-Date % of Budget		
	Budget	Actuals	2024-25	2023-24	2022-23
General Fund					
Salaries	\$ 91,863,490	\$ 52,316,695	57.0%	57.0%	54.5%
Benefits	30,785,396	15,825,176	51.4%	52.0%	51.3%
Purchased Services	10,736,705	6,841,337	63.7%	76.3%	67.3%
Supplies & Materials	4,761,381	2,197,667	46.2%	68.4%	57.7%
Other Expenditures	570,384	113,260	19.9%	22.0%	16.9%
Other Financing Uses	-	-	-	-	-
Total General Fund Expenditures	\$ 138,717,356	\$ 77,294,136	55.7%	57.4%	54.6%
Food Service	4,531,973	2,601,435	57.4%	57.1%	57.9%
Community Service	12,841,752	8,257,404	64.3%	59.9%	75.2%
Debt Service	14,597,514	114,697,405	785.7%	100.2%	100.0%
Capital	29,204,970	12,872,539	44.1%	56.8%	48.1%
Internal Service	910,000	535,550	58.9%	70.3%	67.6%
Total Expenditures All Funds	\$ 200,803,565	\$ 216,258,468	107.7%	60.6%	58.0%



- 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 in the Debt Service Fund is due to the refunding of the 2014A and 2015A bonds. The forthcoming budget revision will address the variance.



Board Meeting Date: 2/10/2025

Title: Investment Summary – January 2025

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, 2025.

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 2025

Investment Summary

FOR THE MONTH END JANUARY 31, 2025

General Operating Funds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
MSDLAF+ Liquid	Money Market	N/A	NOW	1,515,105	4.26%
MSDLAF+ Max	Money Market	N/A	NOW	577,843	4.36%
MSDLAF Term	TERM - MSDLAF+ TERM Jun 25	1/16/2024	10/11/2024	1,063,282	4.43%
MSDLAF CD Program	Fieldpoint Private Bank & Trust, CT	1/23/2024	1/22/2026	249,052	5.10%
PMA/MN Trust	Money Market	1/31/2025	NOW	9,717,282	4.36%
Term Series Flex	MNTrust Term Series-Flex (VNB), IL	1/31/2025	NOW	4,417,828	4.35%
SDA Account	NexBank, TX	1/31/2025	NOW	2,141,961	4.35%
US Treasury Bonds & Notes	MN TRUST TERM SERIES	5/17/2024	5/19/2025	1,000,000	5.05%
Certificate of Deposit	CONNEXUS CREDIT UNION, 20825WCN8	8/25/2023	8/25/2025	249,473	5.26%
Certificate of Deposit	CALIFORNIA CREDIT UNION, 130162AY6	8/28/2023	8/28/2025	244,619	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	245,229	5.26%
Certificate of Deposit	FIRST PREMIER BANK, 33610RUW1	11/10/2023	11/10/2025	244,906	5.16%
US Treasury Bonds & Notes	MN TRUST TERM SERIES	5/17/2024	11/18/2025	5,000,000	4.92%
Certificate of Deposit	Solera National Bank, CO	1/28/2025	1/26/2026	239,900	4.13%
Certificate of Deposit	Western Alliance Bank, CA	1/28/2025	1/26/2026	239,900	4.18%
Certificate of Deposit	Oakwood Bank, WI	1/28/2025	1/26/2026	240,100	4.12%
Certificate of Deposit	NexBank, TX	1/28/2025	1/26/2026	240,000	4.14%
US Treasury Bonds & Notes	MNTrust TERM SERIES	1/30/2025	1/26/2026	1,500,000	4.10%
US Treasury Bonds & Notes	US TREASURY N/B, 91282CGR6	3/19/2024	3/15/2026	1,251,822	4.57%
Certificate of Deposit	American Plus Bank, N.A., CA	8/22/2024	7/27/2026	232,400	3.90%
Certificate of Deposit	First Internet Bank of Indiana, IN	8/22/2024	7/27/2026	229,800	4.47%
Certificate of Deposit	Financial Federal Bank, TN	8/22/2024	7/27/2026	231,000	4.25%
Certificate of Deposit	ServisFirst Bank, FL	8/22/2024	7/27/2026	230,700	4.32%
Certificate of Deposit	First Capital Bank, SC	8/22/2024	7/27/2026	232,000	3.99%
Certificate of Deposit	Customers Bank, NY	8/22/2024	7/27/2026	231,800	3.99%
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	253,312	5.41%
US Treasury Bonds & Notes	STRIPS, 912833PB0	11/13/2024	11/15/2026	2,518,932	4.22%
Certificate of Deposit	OPTUM BANK INC, 68405VBK4	11/15/2023	11/16/2026	246,444	4.96%
US Treasury Bonds & Notes	US TREASURY N/B, 91282CJT9	1/29/2025	1/15/2027	2,985,176	4.07%
Certificate of Deposit	Freedom Northwest Credit Union, ID	1/28/2025	1/25/2027	230,900	4.10%
Certificate of Deposit	Bank Hapoalim B.M., NY	1/28/2025	1/25/2027	231,100	4.09%
US Treasury Bonds & Notes	STRIPS, 912833QB9	11/13/2024	11/15/2027	2,509,193	4.23%

Total General Operating Funds: \$ 35,208,396

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	2,655	4.36%
PMA/MN Trust	Money Market	N/A	NOW	946,549	1.95%

Total 2021B General Obligation School Building Bonds: \$ 949,204

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	552,492	4.36%

Total 2023A GO Capital Notes & FM Bonds: \$ 552,492

2024A General Obligation Capital Notes & Facilities Maintenance Bonds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
PMA/MN Trust	Prime Security Bank	11/30/2024	NOW	6,047,664	4.42%
PMA/MN Trust	Money Market	11/6/2024	NOW	659,676	4.66%

Total 2024A GO Capital Notes & FM Bonds: \$ 6,707,340

Total Portfolio Value: \$ 43,417,432

XI.D. Investment Summary - February 2025

XI.E. Student Spaceflight Experiments Program
Discontinuation



Board Meeting: March 3, 2025

Title: Student Spaceflight Experiments Program Discontinuation

Type: Information

Presenters: Jody De St. Hubert, Director of Teaching and Learning

Description: Over the last two years, Edina has participated in the Student Spaceflight Experiments Program (SSEP). SSEP was launched by the National Center for Earth and Space Science Education (NCESSSE) in strategic partnership with Nanoracks, LLC in 2010. It was designed as a model U.S. national Science, Technology, Engineering, and Mathematics (STEM) education initiative and since the fall of 2022 has given students across Edina in 5th grade - 12th the ability to design and propose real microgravity experiments to fly in low Earth orbit (experiments conducted in a “weightless” environment).

We are grateful for the learning opportunity that SSEP has provided. The opportunity has aligned with and enhanced the key components of Edina STEAM: inquiry, authenticity, integration, and partnerships. We are also grateful for the Edina Education Fund's sponsorship of this experience for our students.

In the spring of 2024, we learned that Nanoracks is no longer partnering with NCESSSE. Nanoracks provided the crucial service of launching the SpaceX rockets that ferried SSEP student experiments to the International Space Station. NCESSSE has not secured another partner to provide this essential service and has suspended next year's program until a new vendor can be confirmed. EPS will be discontinuing our participation in SSEP due to this uncertainty.

Because the 5th grade STEAM Cornerstone Unit was connected to SSEP, we are creating a new 5th-grade STEAM experience. The new experience will include inquiry, authenticity, integration, and most importantly a secure partnership. Our Middle School and High School students will continue to have access to different rigorous STEAM experiences through Project Lead the Way courses. This will allow us to actualize our mission statement for each and every Edina student by encouraging creativity, fostering curiosity, and developing critical thinking skills.

Recommendation: This report is provided for information for the School Board and our Edina stakeholders.

XI.F. Short-Term Continuous Radon Monitoring
Results - 2025



Board Meeting Date: 3/3/2025

Title: Radon Testing – 2025

Type: Information

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

Description: Minn. Stat. § 123B.571 requires school districts that have tested for radon at its buildings report the results of its tests to the Minnesota Department of Health (MDH) in the form and manner prescribed by the commissioner of health. School districts that have tested for radon must also report the results of the tests at a school board meeting.

Short Term Radon testing was performed at 59 locations in Concord Elementary School from December 16, 2024 to December 19, 2024. All tested locations at Concord except for one (1) resulted in radon levels below the action level of 4 pCi/L as established by the MDH and Environmental Protection Agency (EPA) and did not require further testing. Continuous Radon Monitoring (CRM) was performed at this one location from January 8, 2025 to January 10, 2025. The results of the CRM testing showed that the average radon level during occupied hours was below the action level at this location. No further testing or mitigation is required.

Radon testing is not required for Minnesota school districts. The District has been committed to testing its buildings every five years as recommended by the MDH.

The radon testing reports are enclosed.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: Affirm receipt of the District's radon testing reports.

Attachments:

1. Short-Term & Continuous Radon Monitoring Results - 2025

January 15, 2025

Rodney Peterson
Director of Buildings and Grounds
Edina Public Schools
5701 Normandale Road
Edina, MN 55424





**RE: Concord Elementary School
Short-Term Radon Testing Results
IEA Project #202411175**

Dear Mr. Peterson:

The Institute for Environmental Assessment, Inc. (IEA) placed 72 Air Chek Pro Chek short-term radon test kits in 59 locations in Concord Elementary School, for the purpose of evaluating radon levels.

The number of kits placed includes those used for quality control purposes. See Appendix A for Quality Control information.

The radon test kits were placed by the following Minnesota Department of Health (MDH) licensed Radon Measurement Professional(s):

Measurement Professional	License Number	Signature
Jack Skluzacek	RMEA-00475	
Allison Squires	RMEA-00562	

INTRODUCTION

Radon is a colorless, odorless, tasteless, radioactive gas that occurs naturally in soil, rocks, and underground water supplies and in the ambient air. According to the U.S. Environmental Protection Agency (EPA) and other scientific organizations, naturally occurring radon gas has been associated with an increased risk of developing lung cancer. The chances of developing lung cancer from radon exposure are dependent on several factors, including individual susceptibility and, perhaps more importantly, the dose and duration of exposure. Radon testing in schools is highly recommended by the Minnesota Department of Health (MDH) and EPA.

BROOKLYN PARK
9201 West Broadway, #600
Brooklyn Park, MN 55445
763-315-7900 / FAX 763-315-7920
800-233-9513

MANKATO
610 North Riverfront Drive
Mankato, MN 56001
507-345-8818 / FAX 507-345-5301
800-233-9513

ROCHESTER
210 Woodlake Drive SE
Rochester, MN 55904
507-281-6664 / FAX 507-281-6695
800-233-9513

BRAINERD
601 NW 5th Street, Ste. #4
Brainerd, MN 56401
218-454-0703 / FAX 218-454-0703
800-233-9513

MARSHALL
1420 East College Drive
Marshall, MN 56258
507-476-3599 / FAX 507-537-6985
800-233-9513

VIRGINIA
5525 Emerald Avenue
Mountain Iron, MN 55768
218-410-9521
800-233-9513

METHODOLOGY

IEA placed Air Chek Pro Chek short-term radon test kits in frequently occupied areas in Concord Elementary for the purpose of sampling for radon in accordance with the MDH’s *Guidance for Radon Testing in Minnesota Schools (2024)* and ANSI/AARST MA-MFLB ‘*Protocol for Conducting Measurements of Radon and Radon Decay Products in Multifamily, Schools and Commercial and Multi-Use Buildings*’ (ANSI/AARST MA-MFLB 2023).

A total of 72 radon test kits were placed from December 16, 2024 to December 19, 2024, for a total short-term sampling period of 3 days. The radon test kits were analyzed by AirChek, Inc., MDH license #RL-00003, located at 1936 Butler Bridge Road, Mills River, NC 28759. The Analysis Methodologies are provided in Appendix A.

Air intakes and ventilation systems were operating in normal condition at the time of placement and retrieval. IEA was informed that the HVAC was on a normal operating schedule during the testing period.

IEA followed ANSI/AARST MA-MFLB 2023 for quality assurance measurements by including duplicate kits, control kits (blanks), and spiked kits.

Client communications and commitments were delivered to the client and are located in Appendix C:

- Client Commitments, Advisories and Authorizations
- Facilitating Staff Commitments

Occupant notices were sent to the client for distribution on December 11, 2024.

EVALUATION CRITERIA

The MDH and the EPA have established a recommended action level in intended to be occupied areas of 4.0 picocuries per liter (pCi/L) for an annual average. Testing was conducted during school days when the building is significantly occupied. The HVAC system was set on a normal occupied operating schedule. Testing was conducted during the heating season when the average outdoor temperature is less than 65°F, as recommended by the MDH, when the ventilation system was operating normally, and windows and doors were closed. Consequently, sampling under these “closed” conditions is when the radon risk is most likely to occur.

MDH recommends follow-up testing for sampling results that are above the action level. Please refer to the following table for MDH guidelines:

RESULTS (pCi/L)	RECOMMENDED ACTION
LESS THAN 4	Re-test after changes to foundation or HVAC and every 5 years
GREATER THAN OR EQUAL TO 4	Conduct CRM short-term testing during winter months
LESS THAN 4 (<u>DURING OCCUPANCY</u>) AFTER CRM TESTING	Repeat CRM testing if not conducted during winter or if conducted during abnormal ventilation. Otherwise consider re-testing after changes to foundation or HVAC and every 5 years
GREATER THAN OR EQUAL TO 4 (<u>DURING OCCUPANCY</u>) AFTER CRM TESTING	Reduce radon in rooms to less than 4 through radon mitigation. Conduct CRM testing to verify radon reduction.

CRM: Continuous Radon Monitor

RESULTS & DISCUSSION

The laboratory report and map(s) of each building with sampling locations are provided in Appendix B. The following includes summary results for each building.

Concord Elementary School

5900 Concord Avenue
 Edina, MN 55424

A total of 72 test kits were placed in 59 locations at Concord Elementary School. No test kits were missing or damaged when the test kits were collected.

The results indicated that radon levels for the locations tested in Concord Elementary School had 1 test above the action level of 4 pCi/L. See Table 1 below for a summary of the results:

TABLE 1: CONCORD ELEMENTARY SCHOOL - RANGE OF RESULTS				
	0.0 – 1.9 pCi/L	2.0 – 2.9 pCi/L	3.0 – 3.9 pCi/L	≥ 4 pCi/L
Number of Locations	57	0	1	1 ¹

¹ Room 111D was above the action level
 pCi/L: picocuries per liter

CONCLUSIONS AND RECOMMENDATIONS

It is recommended by ANSI/AARST MA-MFLB 2023 to consider taking action and address results of radon concentrations greater than half the action level (2-3.9 pCi/L).

The radon levels in one (1) sample location was at or above the EPA action level of 4 pCi/L. The test data is not yet fully adequate to make decisions whether to mitigate. Follow-up testing should be conducted for the result above the action level within 30 days. Guidelines 1-4 should also be considered if test results indicate radon concentrations between 2-4 pCi/L during the first round of testing. If radon levels continue to indicate concentrations between 2-4, guideline 5 should be considered:

1. If the initial test results are greater than or equal to 4 pCi/L, conduct Continuous Radon Monitoring short-term testing during the winter months.
2. If the average radon levels from the CRM are below 4 pCi/L **during occupancy**, then consider re-testing after changes to the building foundation or HVAC system and every 5 years.
3. If the average radon levels from the CRM are at or above 4 pCi/L **during occupancy**, then the building HVAC system settings (e.g., start time, night set-back temperature) should be adjusted to allow for improved airflow (and thereby reduce radon infiltration into the building). Follow-up CRM testing should be conducted to verify radon reduction. The operation of HVAC system should continue under adjusted settings to keep radon levels within an acceptable range. Documentation should be kept with HVAC operation instructions for the head engineer and the Director of Buildings and Grounds to ensure that settings are maintained in the future.
4. If the follow-up average radon levels from the CRM are still at or above 4 pCi/L **during occupancy** (after the HVAC adjustments have been made), then the district should contact a professional radon mitigation contractor for assistance. IEA recommends using a contractor with experience specific to schools.

5. Mitigation is not complete until post mitigation clearance testing provides evidence of the initial status of system effectiveness. Post-mitigation clearance testing should be conducted no sooner than 24 hours after a mitigation system is operational and within 30 days after installation of the systems. The clearance testing must include all ground-contact rooms and not less than 10% of rooms on each upper floor. The test should be repeated as soon as possible, or within one year under conditions that reasonably represent:
- Average building operating conditions exist that are normally present during the greatest amount of significantly occupied time.
 - Building operating conditions exist that are most likely to characterize a radon hazard.

The EPA has established recommended guidelines for permissible radon concentrations in schools. The following are general recommendations for frequently occupied areas of schools:

- The building should be retested at least every 5 years and in conjunction with any sale of the building. The building should be retested at least every 2 years if a mitigation system is present.
- Ground contact rooms that were not tested because they were not occupied, should be tested if they become occupied in the future.

In addition, retesting should be conducted when any of the following circumstances occur:

- A new addition is constructed, or a significant renovation occurs
- Heating or cooling systems are significantly altered, resulting in changes to air pressures or distribution
- Ventilation is significantly altered by extensive weatherization, changes to mechanical systems, or comparable procedures
- Significant openings to soil occur due to:
 - Ground water or slab surface water control systems (e.g., sumps, perimeter drain tile, shower/tub retrofits, etc.)
 - Natural settlement causing major cracks to develop
 - Earthquakes, construction blasting, or formation of sink holes nearby
 - A mitigation system is altered, modified, or repaired
- Rooms should be retested during the winter heating season (i.e., under “closed” conditions) which is typically “worst case” conditions.

Per Minnesota Statutes, section 123B.571, school districts are required to report radon test results at a school board meeting and report results to the MDH. IEA is able to assist with presenting results to the school board, and the MDH reporting. The MDH ‘School Radon Testing Form’ is located in Appendix E.

For more information regarding radon, see the EPA’s A Citizen’s Guide to Radon at <http://www.epa.gov/radon>. MDH can be contacted at health.indoorair@state.mn.us or 651-201-4601.

GENERAL COMMENTS

The analysis and opinions expressed in this report are based upon data obtained from radon sampling district-wide and are representative of the locations and time period sampled. This report does not reflect variations in conditions that may occur across the site, property, or facility. Actual conditions may vary and may not become evident without further assessment.

The report is prepared for the exclusive use of our client for specific application to the project discussed and has been prepared in accordance with generally accepted environmental, health and safety practices. Other than as provided in the preceding sentence and in our Proposal #12371 dated August 26, 2024, regarding radon sampling services at the district locations, including the General Conditions attached thereto, no warranties are extended or made.

Should you require additional radon testing or have any questions regarding radon or any other environmental, health, or safety-related concerns, please do not hesitate to contact our office.


Sincerely,

IEA, Inc.

Reviewed by:



Jack Skluzacek
EHS Account Manager



Emma Squires-Sperling
Laboratory Director

JS/khb 01152025

Enc.

Appendix A

*Analysis Methodology and
Quality Control Measurements*

Analysis Methodology

IEA placed Air Chek, Inc. Pro Chek activated charcoal radon test kits designed specifically for the detection of gamma emissions caused by the decay of Radon-222 and its daughter products. The kit is made of a padded envelope which contains activated charcoal. Upon pick-up, the kit is sealed with vinyl tape after 72 to 96 hours of indoor exposure. Individual kits are uniquely identified with a number and corresponding bar code.

Upon receipt at the analytical laboratory, the kits are logged in using the unique numbers assigned to each kit. The kits are placed on a gamma detector to count the gamma emissions from the decay of radon adsorbed by the charcoal. A calibration factor determined in part by the exposure time and decay time is used to calculate the radon concentration. A correction factor is also applied for weight gain from any moisture absorbed by the charcoal during the sampling period.

Any unusual conditions are noted on the processing form and shown on the exposure report.

MDH and ANSI/AARST MA-MFLB 2023 Quality Control Measurements

IEA followed ANSI/AARST MA-MFLB 2023 and MDH recommendations for quality assurance measurements to ensure the accuracy of test results. Quality assurance measurements include side-by-side test kits (duplicates) and unexposed control test kits (blanks).

Duplicates are pairs of test kits placed 4-8 inches apart for the same test period. Duplicates are stored, placed, retrieved, and shipped to the laboratory for analysis in the same manner as the other test kits so that the laboratory cannot distinguish them. Since duplicates are placed side-by-side, the measured values for radon should be the same. The average of all duplicates' relative percent difference (RPD) should not exceed 25%. If they do, an investigation to identify the cause may be warranted and could include repeating the measurements. Duplicate averages are listed in Table 1 below.

Table 1: Duplicate Device Measurements and Averages			
Location	Test 1 (pCi/L)	Test 2 (pCi/L)	Average (pCi/L)
108A	<0.3	0.6	0.45
116	0.8	0.6	0.7
155	0.8	0.6	0.7
165	0.6	0.6	0.6
209	0.5	0.6	0.55
210	1.3	1.1	1.2
SMALL OFFICE NEAR HEALTH OFFICE	<0.3	<0.3	<0.3

Blanks can be used to determine whether the manufacturing, shipping, storage, or processing of the detector has “contaminated” your measurements. Blanks are opened and immediately re-sealed to keep room air from infiltrating the test kit. Blanks are labeled and shipped in the same manner as the exposed test kits so that the laboratory cannot distinguish them. Since blanks are not exposed to radon, their measurement value should be below the lower limit of detection. Field blanks are listed in the laboratory report as FB<Room/Location Name>. Office blanks are listed in the laboratory report as OStorage Room A, OStorage Room B, etc. Lab-Transit Blanks are listed in Table 2 below.

Table 2: Blanks							
Start Date	End Date	Start Time	End Time	Device ID	Type of Blank	Description	Radon Concentration (pCi/L)
12/16/2024	12/19/2024	11:00 AM	11:00 AM	11804902	Field	FBMain Office 1	<0.3
12/16/2024	12/19/2024	11:00 AM	11:00 AM	11804981	Field	FBMain Office 2	<0.3
12/16/2024	12/19/2024	11:00 AM	11:00 AM	11804947	Field	FBMain Office 3	<0.3
12/16/2024	12/19/2024	12:00 PM	12:00 PM	11804974	Office	OStorage Room A	<0.3
12/16/2024	12/19/2024	12:00 PM	12:00 PM	11804969	Office	OStorage Room B	<0.3
12/16/2024	12/19/2024	12:00 PM	12:00 PM	11804970	Office	OStorage Room C	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806501	Lab-Transit	LTBP-1	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806502	Lab-Transit	LTBP-2	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806503	Lab-Transit	LTBP-3	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806504	Lab-Transit	LTBP-4	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806505	Lab-Transit	LTBP-5	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806506	Lab-Transit	LTBP-6	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806507	Lab-Transit	LTBP-7	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806508	Lab-Transit	LTBP-8	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806509	Lab-Transit	LTBP-9	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806510	Lab-Transit	LTBP-10	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806511	Lab-Transit	LTBP-11	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806512	Lab-Transit	LTBP-12	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806513	Lab-Transit	LTBP-13	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806514	Lab-Transit	LTBP-14	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806515	Lab-Transit	LTBP-15	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806516	Lab-Transit	LTBP-16	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806517	Lab-Transit	LTBP-17	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806518	Lab-Transit	LTBP-18	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806519	Lab-Transit	LTBP-19	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806520	Lab-Transit	LTBP-20	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806521	Lab-Transit	LTBP-21	<0.3

Table 2: Blanks

Start Date	End Date	Start Time	End Time	Device ID	Type of Blank	Description	Radon Concentration (pCi/L)
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806522	Lab-Transit	LTBP-22	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806523	Lab-Transit	LTBP-23	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806524	Lab-Transit	LTBP-24	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806525	Lab-Transit	LTBP-25	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806526	Lab-Transit	LTBP-26	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806527	Lab-Transit	LTBP-27	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806528	Lab-Transit	LTBP-28	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806529	Lab-Transit	LTBP-29	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806530	Lab-Transit	LTBP-30	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806531	Lab-Transit	LTBP-31	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806532	Lab-Transit	LTBP-32	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806533	Lab-Transit	LTBP-33	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806534	Lab-Transit	LTBP-34	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806535	Lab-Transit	LTBP-35	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806536	Lab-Transit	LTBP-36	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806537	Lab-Transit	LTBP-37	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806538	Lab-Transit	LTBP-38	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806539	Lab-Transit	LTBP-39	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806540	Lab-Transit	LTBP-40	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806541	Lab-Transit	LTBP-41	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806542	Lab-Transit	LTBP-42	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806543	Lab-Transit	LTBP-43	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806544	Lab-Transit	LTBP-44	<0.3
9/2/2024	9/4/2024	12:41 PM	12:41 PM	11806545	Lab-Transit	LTBP-45	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801801	Lab-Transit	LTBP-84	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801802	Lab-Transit	LTBP-64	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801803	Lab-Transit	LTBP-87	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801804	Lab-Transit	LTBP-89	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801805	Lab-Transit	LTBP-67	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801806	Lab-Transit	LTBP-76	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801807	Lab-Transit	LTBP-73	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801808	Lab-Transit	LTBP-88	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801809	Lab-Transit	LTBP-72	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801810	Lab-Transit	LTBP-75	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801811	Lab-Transit	LTBP-82	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801812	Lab-Transit	LTBP-83	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801813	Lab-Transit	LTBP-80	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801814	Lab-Transit	LTBP-78	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801815	Lab-Transit	LTBP-69	<0.3

Table 2: Blanks

Start Date	End Date	Start Time	End Time	Device ID	Type of Blank	Description	Radon Concentration (pCi/L)
9/4/2024	9/6/2024	9:00 am	9:00 am	11801816	Lab-Transit	LTBP-77	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801817	Lab-Transit	LTBP-90	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801818	Lab-Transit	LTBP-86	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801819	Lab-Transit	LTBP-70	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801820	Lab-Transit	LTBP-68	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801821	Lab-Transit	LTBP-47	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801822	Lab-Transit	LTBP-63	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801823	Lab-Transit	LTBP-62	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801824	Lab-Transit	LTBP-58	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801825	Lab-Transit	LTBP-49	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801826	Lab-Transit	LTBP-50	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801827	Lab-Transit	LTBP-79	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801828	Lab-Transit	LTBP-51	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801829	Lab-Transit	LTBP-57	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801830	Lab-Transit	LTBP-56	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801831	Lab-Transit	LTBP-53	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801832	Lab-Transit	LTBP-54	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801833	Lab-Transit	LTBP-81	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801834	Lab-Transit	LTBP-71	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801835	Lab-Transit	LTBP-66	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801836	Lab-Transit	LTBP-85	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801837	Lab-Transit	LTBP-48	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801838	Lab-Transit	LTBP-74	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801839	Lab-Transit	LTBP-59	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801840	Lab-Transit	LTBP-46	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801841	Lab-Transit	LTBP-52	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801842	Lab-Transit	LTBP-61	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801843	Lab-Transit	LTBP-55	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801844	Lab-Transit	LTBP-60	<0.3
9/4/2024	9/6/2024	9:00 am	9:00 am	11801845	Lab-Transit	LTBP-65	<0.3
9/20/2024	9/23/2024	7:31:00 AM	7:31:00 AM	11625664	Lab-Transit	LTB, STORAGE ROOM A	<0.3
11/1/2024	11/4/2024	8:10 AM	8:10 AM	11461568	Lab-Transit	LTB, STORAGE ROOM A	<0.3
11/1/2024	11/4/2024	8:10 AM	8:10 AM	11461569	Storage Blank	SB, STORAGE ROOM A	<0.3
11/15/2024	11/18/2024	9:00:00 AM	9:00:00 AM	11461576	Lab-Transit	LTB, STORAGE ROOM A	<0.3
12/6/2024	12/9/2024	8:19:00 AM	8:19:00 AM	11379108	Lab-Transit	LTB, STORAGE ROOM A	<0.3

Spikes are test kits that have been exposed in a chamber to a known concentration of radon. Using spiked measurements can help evaluate the accuracy of a laboratory analysis and/or how accurately test kits supplied by a laboratory measure radon. Spiked test kits are labeled and shipped in the same manner as the exposed test kits so that the laboratory cannot distinguish them. Spiked results completed for our laboratory are included in the following pages. Spiked test kits are listed in Table 3 below.

Table 3: Spiked Detectors						
Start Date	End Date	Start Time	End Time	Device ID	Measured Value (pCi/L)	Reference Value (pCi/L)
12/6/2024	12/9/2024	8:19:00 AM	8:19:00 AM	11379101	27	26.7
12/6/2024	12/9/2024	8:19:00 AM	8:19:00 AM	11379102	23.8	26.7
12/6/2024	12/9/2024	8:19:00 AM	8:19:00 AM	11379103	26.4	26.7
12/6/2024	12/9/2024	8:19:00 AM	8:19:00 AM	11379104	27.6	26.7
12/6/2024	12/9/2024	8:19:00 AM	8:19:00 AM	11379105	27.5	26.7
12/6/2024	12/9/2024	8:19:00 AM	8:19:00 AM	11379106	27.8	26.7

Appendix B

Laboratory Reports and Maps

Radon test result report for:

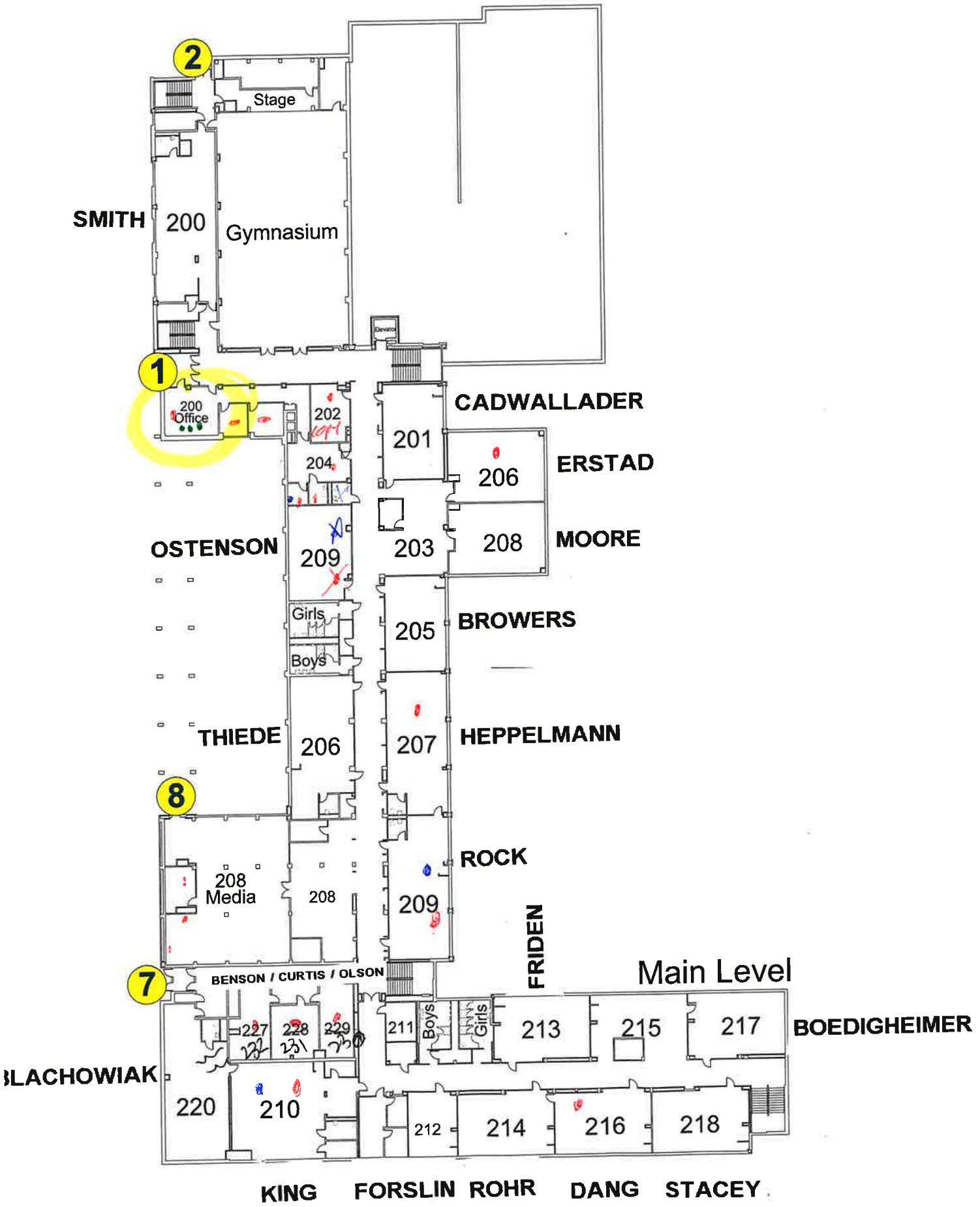
**EDINA PUBLIC SCHOOLS
CONCORD ELEMENTARY SCHOOL**

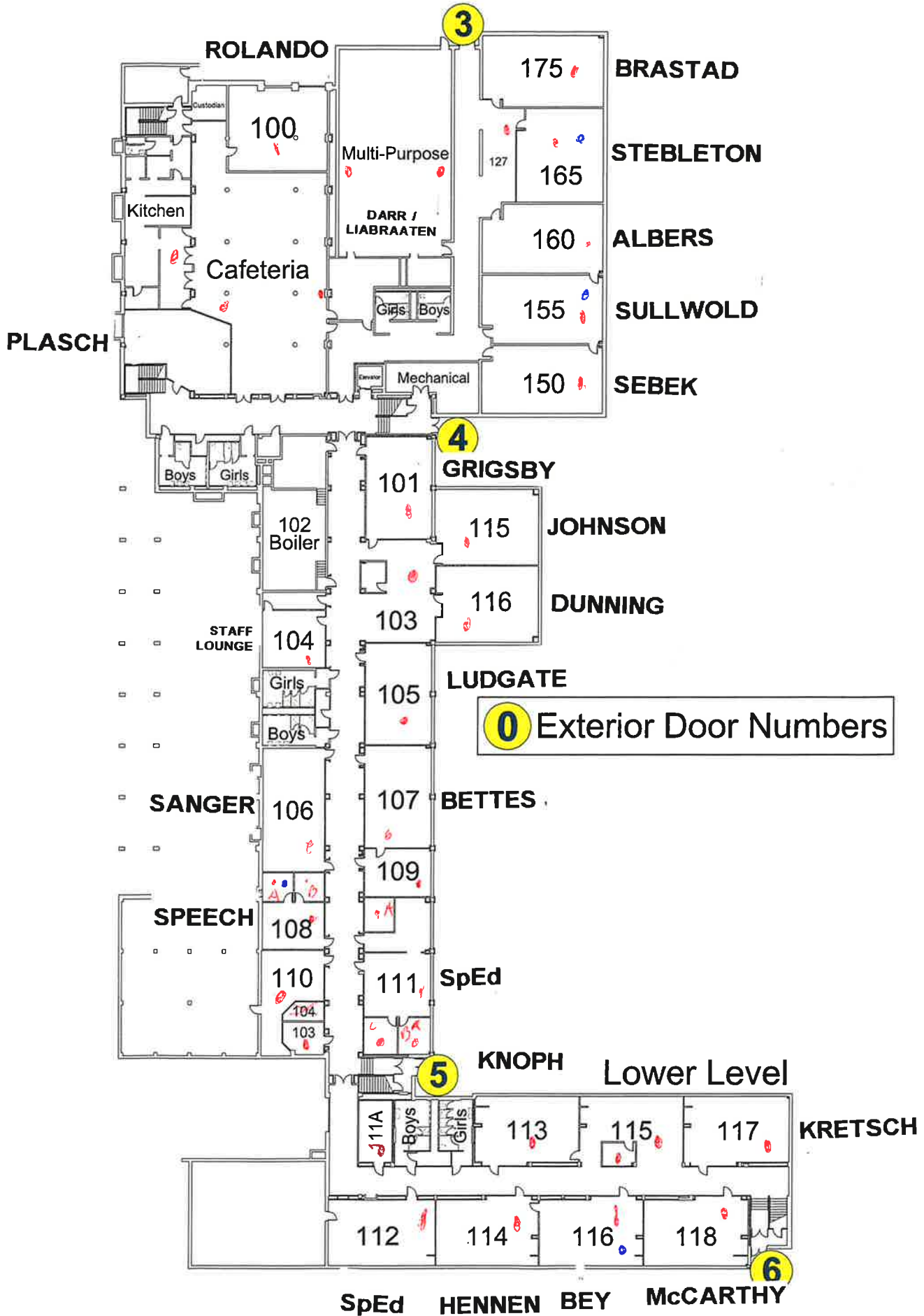
Kit #	Room Id	Started	Ended	pCi/L	Analyzed
11804956	100	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.9 ± 0.3	2024-12-21
11804924	100B	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.8 ± 0.3	2024-12-21
11804935	101	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	< 0.3	2024-12-21
11804919	103	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.7 ± 0.3	2024-12-21
11804927	103 STUDY ROOM	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.5 ± 0.3	2024-12-21
11804928	103B	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	1.1 ± 0.3	2024-12-21
11804920	103C	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.9 ± 0.3	2024-12-21
11804912	104	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	< 0.3	2024-12-21
11804911	105	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	< 0.3	2024-12-21
11804906	106	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	< 0.3	2024-12-21
11804957	107	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	< 0.3	2024-12-21
11804943	108	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	0.7 ± 0.3	2024-12-21
11804966	108B	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	< 0.3	2024-12-21
11804958	109	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.6 ± 0.3	2024-12-21
11804948	110A	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	0.8 ± 0.3	2024-12-21
11804938	111	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	0.7 ± 0.3	2024-12-21
11804950	111A	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	< 0.3	2024-12-21
11804968	111B	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	0.6 ± 0.3	2024-12-21
11804955	111C	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	< 0.3	2024-12-21
11804937	111D	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	4.4 ± 0.4	2024-12-21
11804949	112	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	3.1 ± 0.3	2024-12-21
11804952	113	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	< 0.3	2024-12-21
11804941	114	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	1.2 ± 0.3	2024-12-21
11804967	115	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	0.8 ± 0.3	2024-12-21
11804960	115 STUDY ROOM	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	1.1 ± 0.3	2024-12-21
11804945	117	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	1.0 ± 0.3	2024-12-21
11804959	118	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	1.3 ± 0.3	2024-12-21
11804915	127	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	1.0 ± 0.3	2024-12-21
11804972	150	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	1.2 ± 0.3	2024-12-21
11804904	160	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.5 ± 0.3	2024-12-21
11804914	175	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	1.4 ± 0.3	2024-12-21
11804907	180 EAST	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	1.0 ± 0.3	2024-12-21
11804908	180 WEST	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	1.2 ± 0.3	2024-12-21
11804931	203B	2024-12-16 @ 10:00 am	2024-12-19 @ 11:00 am	< 0.3	2024-12-21
11804933	207	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.5 ± 0.3	2024-12-21
11804926	216	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	< 0.3	2024-12-21
11804925	230	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.8 ± 0.3	2024-12-21

Radon test result report for:

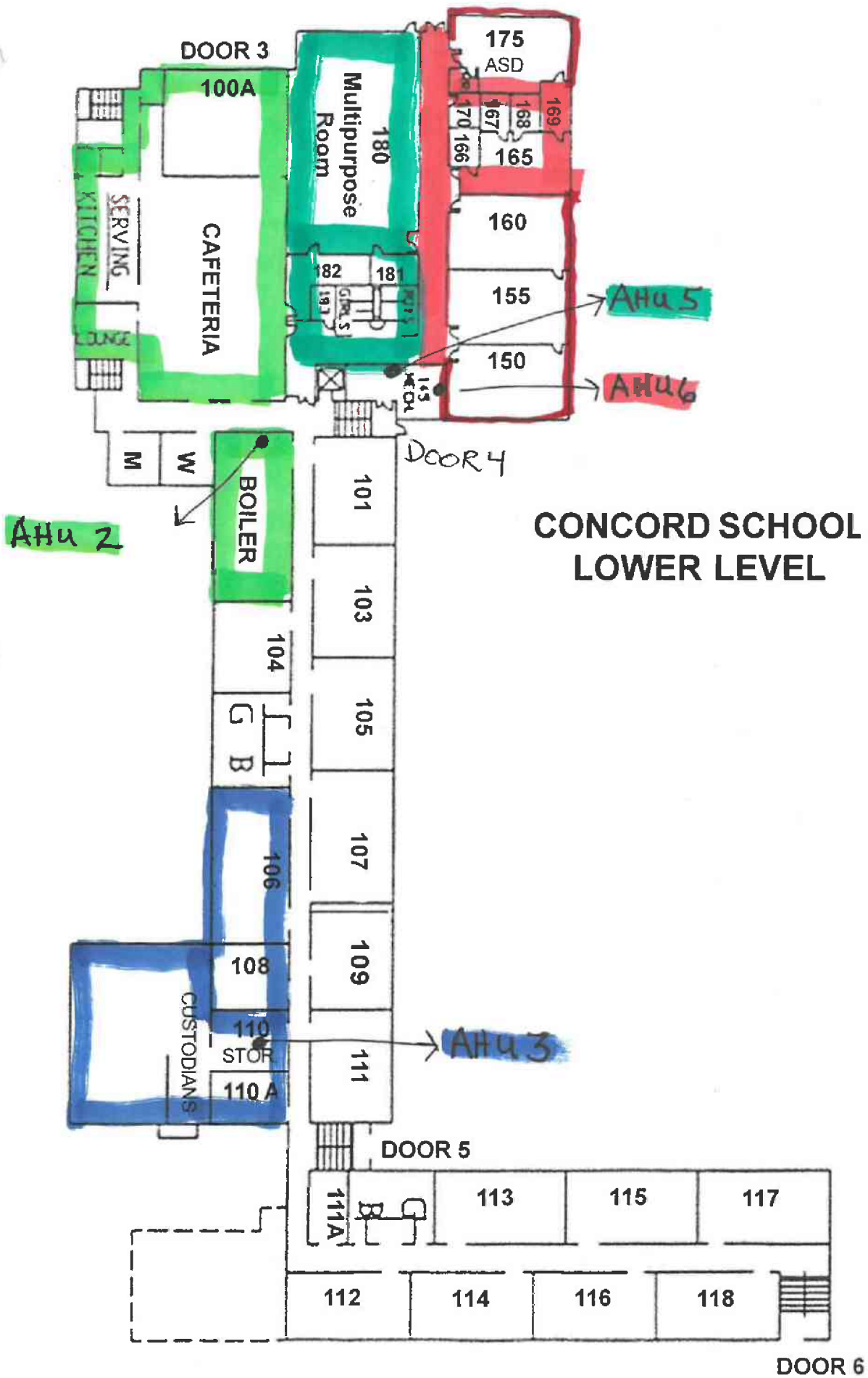
**EDINA PUBLIC SCHOOLS
CONCORD ELEMENTARY SCHOOL**

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
11804922	231	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.9 ± 0.3	2024-12-21
11804921	232	2024-12-16 @ 11:00 am	2024-12-19 @ 10:00 am	0.8 ± 0.3	2024-12-21
11804954	CAFETERIA EAST	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.7 ± 0.3	2024-12-21
11804940	CAFETERIA SOUTHWEST	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.7 ± 0.3	2024-12-21
11804910	COPY ROOM NEAR MAIN OFFICE	2024-12-16 @ 11:00 am	2024-12-19 @ 10:00 am	0.7 ± 0.3	2024-12-21
11804942	CUSTODIAL BREAK ROOM	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	1.1 ± 0.3	2024-12-21
11804963	CUSTODIAL OFFICE	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	0.7 ± 0.3	2024-12-21
11804944	DUP-108A-1	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	< 0.3	2024-12-21
11804965	DUP-108A-2	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	0.6 ± 0.3	2024-12-21
11804951	DUP-116-1	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	0.8 ± 0.3	2024-12-21
11804946	DUP-116-2	2024-12-16 @ 9:00 am	2024-12-19 @ 11:00 am	0.6 ± 0.3	2024-12-21
11804903	DUP-155-1	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.8 ± 0.3	2024-12-21
11804905	DUP-155-2	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.6 ± 0.3	2024-12-21
11804916	DUP-165-1	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.6 ± 0.3	2024-12-21
11804923	DUP-165-2	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.6 ± 0.3	2024-12-21
11804929	DUP-209-1	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.5 ± 0.3	2024-12-21
11804936	DUP-209-2	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.6 ± 0.3	2024-12-21
11804930	DUP-210-1	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	1.3 ± 0.3	2024-12-21
11804934	DUP-210-2	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	1.1 ± 0.3	2024-12-21
11804982	DUP-SMALL OFFICE NEAR HEALTH OFFICE	2024-12-16 @ 11:00 am	2024-12-19 @ 10:00 am	< 0.3	2024-12-21
11804973	DUP-SMALL OFFICE NEAR HEALTH OFFICE	2024-12-16 @ 11:00 am	2024-12-19 @ 10:00 am	< 0.3	2024-12-21
11804902	FBMAIN OFFICE 1	2024-12-16 @ 11:00 am	2024-12-19 @ 11:00 am	< 0.3	2024-12-21
11804981	FBMAIN OFFICE 2	2024-12-16 @ 11:00 am	2024-12-19 @ 11:00 am	< 0.3	2024-12-21
11804947	FBMAIN OFFICE 3	2024-12-16 @ 11:00 am	2024-12-19 @ 11:00 am	< 0.3	2024-12-21
11804953	HEALTH OFFICE	2024-12-16 @ 11:00 am	2024-12-19 @ 10:00 am	0.5 ± 0.3	2024-12-21
11804964	KITCHEN	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.8 ± 0.3	2024-12-21
11804932	MAIN OFFICE	2024-12-16 @ 10:00 am	2024-12-19 @ 10:00 am	0.9 ± 0.3	2024-12-21
11804939	MAIN OFFICE - SMALL OFFICE SOUTH	2024-12-16 @ 11:00 am	2024-12-19 @ 10:00 am	0.9 ± 0.3	2024-12-21
11804909	MAIN OFFICE - SMALL OFFICE SW	2024-12-16 @ 11:00 am	2024-12-19 @ 11:00 am	0.7 ± 0.3	2024-12-21
11804917	MEDIA CENTER OFFICE	2024-12-16 @ 11:00 am	2024-12-19 @ 10:00 am	0.7 ± 0.3	2024-12-21
11804913	MEDIA CENTER SOUTH	2024-12-16 @ 11:00 am	2024-12-19 @ 10:00 am	0.7 ± 0.3	2024-12-21
11804918	MEDIA CENTER WEST	2024-12-16 @ 11:00 am	2024-12-19 @ 10:00 am	0.7 ± 0.3	2024-12-21
11804974	OSTORAGE ROOM A	2024-12-16 @ 12:00 pm	2024-12-19 @ 12:00 pm	< 0.3	2024-12-21
11804969	OSTORAGE ROOM B	2024-12-16 @ 12:00 pm	2024-12-19 @ 12:00 pm	< 0.3	2024-12-21
11804970	OSTORAGE ROOM C	2024-12-16 @ 12:00 pm	2024-12-19 @ 12:00 pm	< 0.3	2024-12-21





AHU's



AHU's

AHU 4

STAGE
STOR
AHU 1
GYMNASIUM
AUDITORIUM

200

200A

DOOR 1

200A
200B
200C

OFFICE

201

203

205

207

204

G
B

206

209

DOOR 8

MEDIA CENTER
208

DOOR 7
230-
232

211

B
G

213

215

217

210

212

214

216

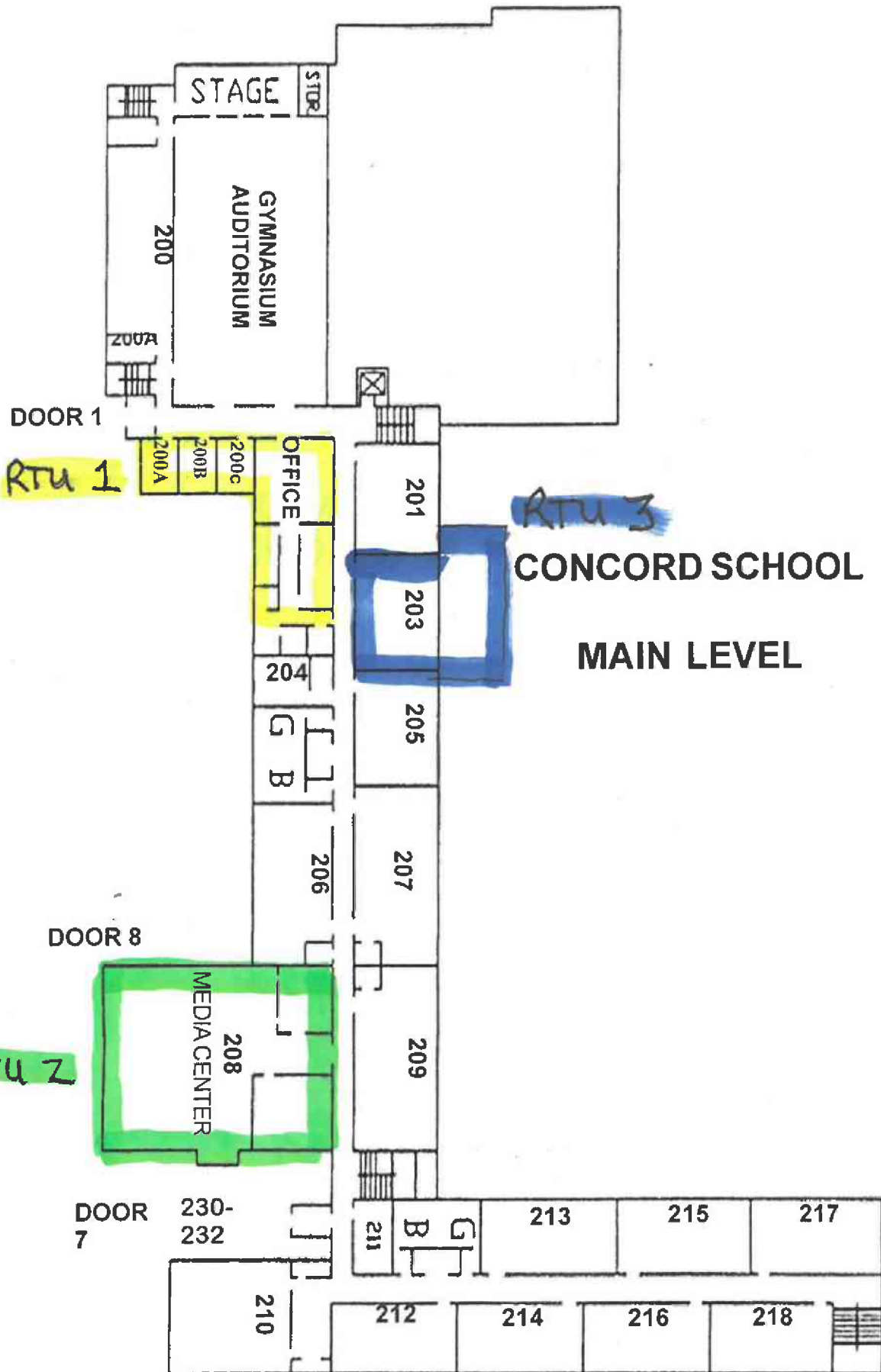
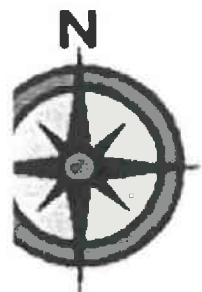
218

CONCORD SCHOOL

MAIN LEVEL



RTU's



DOOR 1

RTU 1

RTU 3

CONCORD SCHOOL

MAIN LEVEL

DOOR 8

RTU 2

DOOR 7

STAGE

GYMNASIUM
AUDITORIUM

OFFICE

MEDIACENTER

200

200A

200B

200C

201

203

205

207

209

204

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B

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213

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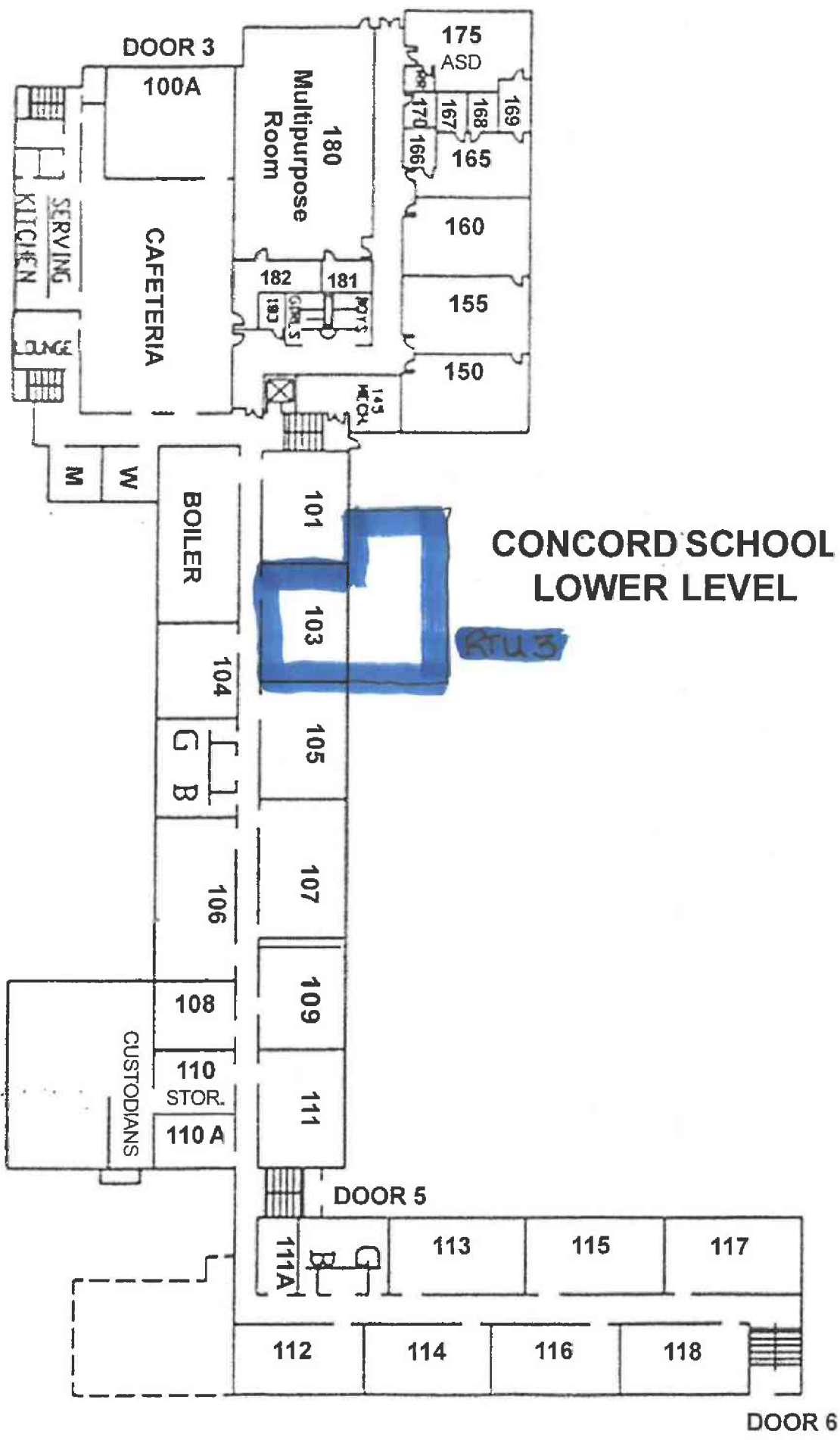
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218

G

B

RTU's



CONCORD SCHOOL
LOWER LEVEL

RTU 3

DOOR 6

Appendix C

Signed Non-Interference Agreement

and

Client Commitments, Advisories, and Authorizations

NOTICE OF INSPECTION FOR ALL FACILITATING STAFF

A radon test is scheduled for:

Building: Concord Elementary School
Test Start Date: 12-16-2024 Test End Date: 12-19-2024

Please help to maintain the required test conditions throughout the building

1. All windows and exterior doors must be kept closed (aside from momentary entry or exit) for 12 hours before and during the test.
2. Heating and cooling systems must be set to normal occupied operating temperatures.
3. Test devices are not to be disturbed.

Further guidance on required building conditions are located on the next page.

Test devices are not dangerous in any way. The type of devices used for this testing will include:
Short-term test kits. It is important that these devices are fully open and not covered. They will be analyzed by a laboratory.
Continuous radon monitors. These are electronic devices that record hourly radon readings.
Long-term test kits. It is important that these devices are not covered. They will be analyzed by a laboratory.

Declaration of Observed Compliance

Failure to reasonably maintain test conditions can lead to unnecessary expense, disruptions and unreliable data. Disturbing test devices can also cause unreliable or invalid test results.

- Please report in a timely manner if required test conditions are not maintained.
- Please sign and return this form once the test is complete.

To the best of my knowledge, the required conditions were maintained during the test. Yes

Name: Drew Peery

Signature:



Licensed Measurement Professional:

Jack Skluzacek RMEA-00475

COMMITMENTS, ADVISORIES, AND AUTHORIZATIONS

I have been informed of test plan options that comply with ANSI/AARST MALB 2014 with 1/2021 Revisions.

To the extent reasonably possible, I commit to helping ensure that building conditions required to achieve reliable radon tests are met, as portrayed herein, by accepting the following responsibilities:

1. **BUILDING PREPARATION:** I accept responsibility that, no later than 12 hours prior to testing, each building scheduled for testing will be reviewed for compliance with closed-building requirements.
2. **COMPLIANCE VERIFICATION:** I accept responsibility for taking actions that could include adjustments to HVAC units and repairs, such as for broken windows, where completion is required no later than 12 hours prior to testing. Verification will be provided as signed/initialed below or initialed on a log sheet, to be provided.
3. **PRIOR NOTIFICATIONS:** Notices will be distributed to all tested, non-tested dwellings and posted in publicly accessible areas such as in corridors, elevators and offices in a timely manner, no later than required by local law for gaining access to a dwelling or not later than the day before testing.
4. **ACCESS:** Access will be provided to each location being tested within a building, with intent to access all locations within a building on the same day for both the event of placing test devices, and a second event for retrieving test devices.

A valid measurement at all test locations in each building is required. There is a possibility of delays and additional expense when test locations are not readily accessible or where requirements for *closed-building conditions* are not observed.

Client: Edina Public Schools

Building: Concord School

Name: ROD PETERSON

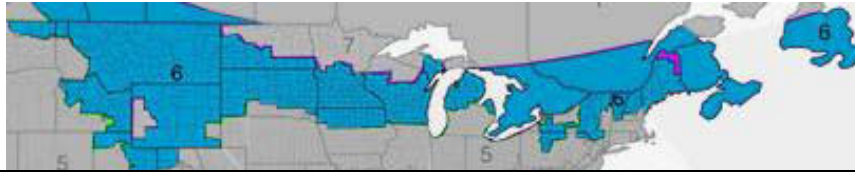
Signature: 

Date: 10/11/24

Appendix D

Average Building Operating Conditions Comparison

Climate Zone 6 (includes Southern MN)



		Annual Averages			During the Test
		24 Hour	Daytime	Daytime 9-Month	Prevailing During the Test
Operating Condition	Outdoor Temperature and Weather Conditions	45 °F	50 °F	N/A	Average: 26 °F Minimum: 19 °F Maximum: 39 °F
	Heating Conditions	75%	66%	88%	100%
	Cooling Conditions	-	16%	11%	0%
	Mixed Conditions	25%	16%	-	0%
Normal Operating Condition		<ul style="list-style-type: none"> • Heating conditions • No variance in outdoor air ventilation 			<ul style="list-style-type: none"> • Heating conditions • No variance in outdoor air ventilation • Snow or ice present outdoors
Condition less likely to inhibit characterization of a radon hazard		<ul style="list-style-type: none"> • Heating and air distribution systems active 			<ul style="list-style-type: none"> • Heating and air distribution systems active

Appendix E

MDH Reporting Form

School Radon Testing Reporting Form

According to Minnesota Statute 123B.571 subd. 3, a school district that has tested its school buildings for the presence of radon shall report the results of its tests to the Department of Health. Please use this form to submit information about the most recent round or cycle of testing conducted for each building.

Instructions

1. Complete one form for each building tested. In this case, a building is defined as an occupied facility with a unique address. This includes administrative buildings.
2. Include this form, raw data (e.g. laboratory report) and a building map.
3. Submit this form when all work is completed for a round of testing. This includes reporting to the school board, and follow-up testing and post-mitigation testing, if applicable.
4. Email information to health.indoorair@state.mn.us.

Contact Information

(Submitting this report)

Name _____

Mailing Address _____

Phone _____ Email _____

Person(s) Deploying or Retrieving Test Devices¹

Name _____ Organization/Company _____

Name _____ Organization/Company _____

Name _____ Organization/Company _____

School Board Reporting

Were all the results reported at a school board meeting? Yes No

¹ List all individuals that deployed (placed) or retrieved (picked up) test devices including initial, follow-up, and post-mitigation testing. Additional names can be added to notes at end of this form.

Initial Radon Testing

School Building Name _____

School District & District Number _____

Building Address _____

Test Kit Manufacturer _____ Device name _____

Date of Kit Retrieval (MM/DD/YY) _____ Length of Test (days) _____

How many rooms were tested? _____

Does the test period include weekends? Yes No

Does the test period include school breaks or holidays? Yes No

Was HVAC operating under occupied conditions? Yes No

Were test devices deployed in all occupied and intended to be occupied rooms in contact with the ground, and, if applicable, 10% of upper floor rooms? Yes No

Were valid measurements obtained in all occupied and intended to be occupied rooms in contact with the ground, and, if applicable, 10% of upper floor rooms?² Yes No

If no, were all results obtained under 2.0 pCi/L **and** were there sufficient valid measurements obtained that allowed for no further testing?³ Yes No

How many rooms had results ≥ 4 pCi/L? _____

² This includes rooms, offices, classrooms, and other general use areas. Ground contact means: 1) rooms that have floors or walls in contact with the ground; and 2) rooms that are closest to the ground over untested ground-contact locations, such as a crawl space, utility tunnel, parking garage and other non-habitable space that is in contact with ground. Intended to be occupied rooms are locations where there are plans to occupy rooms even though they are unoccupied at the time of the testing. In addition, if the building has upper floors, at least 10% of these rooms must be tested.

³ Section 6.2 of the ANSI/AARST standard allows for a specific small number of invalid measurements (e.g., test kits missing, damaged, etc) if all the valid test results were under 2.0 pCi/L. Review this section of the standard and evaluate how many rooms needed testing and how many had valid results. If there were too many invalid results, this means additional testing was required in these locations and answer this question as 'no'.

Follow-up Testing, Mitigation, & Post-Mitigation Testing

If one or more rooms tested ≥ 4 pCi/L, please answer the questions below.

How many rooms had follow-up testing? _____

Number of rooms with follow-up results:

≥ 4 pCi/L _____ < 4 pCi/L _____

Of the rooms that had test results ≥ 4 pCi/L, how many rooms were:

mitigated by diluting or pressurizing the soil or indoor air

(not active soil depressurization)? _____

mitigated by installing active soil depressurization system(s)? _____

reduced by adjusting the HVAC system? _____

Individual who installed mitigation

Name _____ Organization/Company _____

What was the cost of the installation and/or HVAC service work, to mitigate radon? _____

What is the known or anticipated annual operating cost of mitigation (estimate)? _____

After radon mitigation, how many rooms were re-tested?⁴ _____

Post-mitigation results (# of rooms):

≥ 4 pCi/L _____ < 4 pCi/L _____

Notes

Minnesota Department of Health | Environmental Health | Indoor Air Unit

health.indoorair@state.mn.us

www.health.state.mn.us

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To obtain this information in a different format, call: 651-201-4601.

⁴ The building must be tested, to verify reduction and ensure mitigation has not increased radon in rooms that used to be low.