

Regular Meeting

Monday, November 10, 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, November 10, 2025; 7:00 PM
ECC Room 349 and Virtual***

- 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: *October 13 work session and regular meeting; October 14 special meeting; October 21 work session*
 - B. Personnel Recommendations
 - C. Check Register - October 2025
 - D. Electronic Fund Transfers - October 2025
 - E. Gifts and Bequests – October 2025
 - F. Assurance of Compliance
 - G. Valley View Lighting Replacement Project Bids
 - H. Commendation of National Merit Scholarship Program Honorees
- VI. Discussion**
 - A. Curriculum Implementation Update
Description: A curriculum review is most often prompted by a change in the Minnesota State Standards in a specific content or subject area. It most often results in a change to resources used to teach that content area. Over the last four years there have been changes to resources in K-12 Science, English Language Arts, and Social Studies. This report provides an overview of the curriculum review process used in Edina Public Schools and a highlight of where Science, English Language Arts, and Social Studies are in this process.
Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; and Mark Carlson, K-12 Science and Mathematics Coordinator
 - B. 2023-2025 Data Metrics Plan Board Update
Description: The Edina Public Schools (EPS) 2023-25 Data Metrics Plan was approved by the School Board in the spring of 2023. By focusing on the

NOTE: School Board members may participate by interactive technology
as permitted by Minnesota Statute 13D.02

priorities outlined in the Data Metrics Plan, Edina Public Schools maintains a clear path for improvement and progress, closely aligned with the 2020–2030 Strategic Plan. This plan serves as the top level of the Edina comprehensive assessment monitoring system.

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

C. 2025-2027 Data Metrics Plan Board Update

Description: The Edina Public Schools 2025–2027 Data Metrics Plan represents the next phase of the district’s Comprehensive Assessment System. This system guides how data are collected, analyzed, and applied to align district initiatives with the 2020–2030 Strategic Plan and to drive continuous system-level improvement. Through the creation and implementation of the Data Metrics Plan, Edina Public Schools continues its commitment to each and every student.

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

D. Comprehensive Achievement and Civic Readiness (CACR)

Description: This report presents the information shared at the combined Comprehensive Achievement and Civic Readiness (CACR) and Achievement and Integration Public Hearing held on Thursday, October 23. The presentation provides an update on progress toward the 2023–2025 CACR goals and introduces the new 2025–2027 goals.

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

E. Middle School Placement of Spanish Dual Language (SDL) Program

Description: Superintendent Bittman will provide an update on the process and progress related to identifying a middle school site for the expansion of the Spanish Dual Language program. This update will include a summary of the criteria used to evaluate potential sites, stakeholder engagement efforts, and current recommendations based on feedback and analysis. The presentation will also outline next steps and a timeline for final decision-making.

Presenter(s): Dr. Daniel Bittman, Superintendent

F. Policy Review (977)

Description: This policy was reviewed with an eye toward clarity and alignment with District practice and state and federal statutes.

Presenter(s): Board Policy Committee

VII. Action

A. Authority to Issue General Obligation Refunding Bonds – Series 2025A

Description: The District's municipal advisors have recommended refinancing the callable portion of its Series 2017A General Obligation Bonds due to favorable interest rates. This action is projected to generate estimated net debt service savings of \$230,000 to \$250,000, which will reduce future tax obligations for District residents. The School Board is considering adopting an

NOTE: School Board members may participate by interactive technology as permitted by Minnesota Statute 13D.02

authorizing resolution to proceed with the refinancing, with a public sale targeted for late November or early December.

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

Recommendation: Approve a resolution authorizing the District administration to execute all actions necessary to refund the General Obligation School Building and Facilities Maintenance Bonds, Series 2017A, including minimum debt service savings after the sale of \$180,000.

B. Proposed 2025-2027 Health Service Associate Collective Bargaining Agreement

Description: The School District's Health Service Associates (HSAs) have ratified a tentative agreement for a two-year contract effective July 1, 2025 through June 30, 2027. The two-year total package for this proposed agreement is \$1,203,074, which represents an increase of \$96,181. Using the Minnesota School Board Association's costing formula, the two-year percentage increase is 8.75%. This amount is within the School Board's financial parameters for this collective bargaining agreement and Superintendent Bittman supports the recommendation.

Presenter(s): Sonya Sailer, Executive Director of Human Resources; and Mert Woodard, Director of Finance and Operations

C. Policy Quick Review (513, 519, 601, 620, 625, 627, 713, 905)

Description: These policies were reviewed with an eye toward clarity and alignment with District practice and state and federal statutes. There are minimal to no changes.

Presenter(s): Board Policy Committee

D. Policy Review (602, 606.5, 624, 903)

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 - October 2025

B. Investment Summary - October 2025

C. Expenditure Summary - October 2025

* One board member will participate virtually.

NOTE: School Board members may participate by interactive technology as permitted by Minnesota Statute 13D.02

III. Excellence in Action

IV. Hearing from Members of the Public

V. Consent

V.A. Minutes: *October 13 work session and regular meeting; October 14 special meeting; October 21 work session*

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF OCTOBER 13, 2025

WORK SESSION
5:00 PM

Edina Community Center
ECC 350
and Virtual

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

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

PRESIDING OFFICER: Chair Karen Gabler

5:00 PM - 6:46 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, 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
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
Sonya Sailer, Executive Director of Human Resources
Mert Woodard, Director of Finance and Operations

Patrick Bass, Valley View Middle School Principal
Steven Cullison, EVP Supervisor
Greg Guswiler, Teaching & Learning Data Programming Analyst and Coordinator
Chris Holden, Normandale Elementary Principal

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
OCTOBER 13, 2025

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg (arrived at 5:30pm), Arom, Barry, Birdman (arrived at 5:02pm), Gabler, Huwe (virtual), Mann (left at 6:30pm). Staff present: Bittman, Swenson, Becquer, De St. Hubert, Leland, Sailer, Woodard; Bass, Cullison, Guswiler, Holden.

APPROVAL OF AGENDA

DISCUSSION

- A. Edina Virtual Pathway (EVP) Update
- B. Continuous Improvement Plans Update
- C. 2023-2025 Data Metrics Plan Board Update
- D. 2025-2027 Data Metrics Plan Board Update

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 6:46 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
OCTOBER 13, 2025 WORK SESSION

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg (arrived at 5:30pm), Arom, Barry, Birdman (arrived at 5:02pm), Gabler, Huwe (virtual), Mann (left at 6:30pm). Staff present: Bittman, Swenson, Becquer, De St. Hubert, Leland, Sailer, Woodard; Bass, Cullison, Guswiler, Holden.

APPROVAL OF AGENDA

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

DISCUSSION

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

Continuous Improvement Plans Update: Staff provided an overview of the continuous improvement plans and process for the 2025-2026 school year.

2023-2025 Data Metrics Plan Board Update: Staff provided an overview of the 2023-2025 data metrics plan that was approved by the school board in the spring of 2023.

2025-2027 Data Metrics Plan Board Update: Staff shared the 2025-2027 data metrics plan which represents the next phase of the district's comprehensive assessment system.

ADJOURNMENT

At 6:46 PM, Member Birdman moved, and Member Arom seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE REGULAR MEETING OF OCTOBER 13, 2025

REGULAR MEETING
7:00 PM

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

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

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

PRESIDING OFFICER: Chair Karen Gabler

7:01 PM - 8:07 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, 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
Sonya Sailer, Executive Director of Human Resources
Mert Woodard, Director of Finance and Operations

Kathy Rendleman, Executive Director, Edina Education Fund

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 OCTOBER 13, 2025

7:01 PM Chair Gabler called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe (virtual), Mann. Staff present: Bittman, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard; Rendleman.

APPROVAL OF AGENDA

EXCELLENCE IN ACTION

HEARING FROM MEMBERS OF THE PUBLIC

PRESENTATION

- A. Edina Education Fund

CONSENT

- A. Minutes: *September 2 special meeting; September 8 work session and regular meeting; September 16 work session; September 23 special meeting*
- B. Personnel Recommendations
- C. Check Register - September 2025
- D. Electronic Fund Transfers - September 2025
- E. Gifts and Bequests – September 2025
- F. Minnesota School Boards Association Executive Search Agreement Contract
- G. International Student Travel Request_Bolivia 2026
- H. Edina Education Fund

DISCUSSION

- A. Policy Review (602, 606.5, 624, 903)

ACTION

- A. Language Access Plan
- B. Policy Review (208, 516.5, 524, 713)

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION

- A. Investment Summary - September 2025
- B. Expenditure Summary - September 2025

ADJOURNMENT

The meeting adjourned at 8:07 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

draft

OFFICIAL MINUTES OF SCHOOL BOARD'S
OCTOBER 13, 2025 REGULAR MEETING

7:01 PM Chair Gabler called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard; Bintner, Gunness.

APPROVAL OF AGENDA

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

EXCELLENCE IN ACTION

Excellence In Action featured cultural liaisons, Hussein Osman, Blanca Diaz De Leon, and Monserrat Sepulveda, sharing about a recent family resource night for multilingual families.

CONSENT

Member Allenburg abstained due to her relationship with MSBA. Arom moved and Member Mann seconded to approve the consent agenda. All members voted Aye. The motion passed unanimously.

The resolutions were:

- A. Minutes: *September 2 special meeting; September 8 work session and regular meeting; September 16 work session; September 23 special meeting*
- B. Personnel Recommendations
- C. Check Register - September 2025
- D. Electronic Fund Transfers - September 2025
- E. Gifts and Bequests – September 2025
- F. Minnesota School Boards Association Executive Search Agreement Contract
- G. International Student Travel Request_Bolivia 2026
- H. Edina Education Fund

DISCUSSION

Policy Review (602, 606.5, 624, 903): Policy Committee members presented the following policies for discussion.

- Policy 602 Organization of the School Calendar and School Day
- Policy 606.5 Library Materials
- Policy 624 Online Learning Options
- Policy 903 Visitors to School District Buildings and Property

ACTION

Language Access Plan: Member Birdman moved and Member Mann seconded to approve the motion. All members voted Aye. The motion passed unanimously.

Policy Review (208, 516, 516.5, 524, 713): Member Mann moved and Member Allenburg seconded to approve the motion. All members voted Aye. The motion passed unanimously.

- Policy 208 Development, Adoption, and Implementation of Policies
- Policy 516 Student Medication
- Policy 516.5 Overdose Medication
- Policy 524 Electronic Technologies Acceptable Use
- Policy 713 Student Transportation

LEADERSHIP AND COMMITTEE UPDATES

Chair Gabler reminded board members about the special meeting tomorrow night with MSBA about the superintendent search.

SUPERINTENDENT UPDATES

Dr. Bittman shared about the art on display in the board room.

ADJOURNMENT

At 8:07 PM, Member Arom moved, and Member Allenburg seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE SPECIAL MEETING OF OCTOBER 14, 2025

SPECIAL MEETING
6:30 PM

Edina Community Center
ECC 350
and Virtual

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

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

PRESIDING OFFICER: Chair Karen Gabler

6:31 PM - 9:47 PM

ADMINISTRATIVE STAFF PRESENT:

Nate Swenson, Assistant Superintendent
Sonya Sailer, Executive Director of Human Resources

Barb Dorn, Minnesota School Boards Association Executive Search Director

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Karen Gabler, Chair

Ms. Cheryl Barry, Clerk

(Official Publication)
MINUTES OF THE SPECIAL MEETING
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
OCTOBER 14, 2025

6:31 PM Chair Gabler called to order the special meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman (joined virtually at 6:37 PM), Gabler (left at 8:32 PM), Huwe (virtual), Mann (arrived at 6:50 PM). Staff present: Swenson, Sailer; Dorn

APPROVAL OF AGENDA

DISCUSSION

- A. Hiring the Right Superintendent Workshop
- B. Initial Planning Items

LEADERSHIP AND COMMITTEE UPDATES

ADJOURNMENT

The meeting was adjourned at 9:47 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
OCTOBER 14, 2025 SPECIAL MEETING

6:31 PM Chair Gabler called to order the special meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman (joined virtually at 6:37 PM), Gabler (left at 8:32 PM), Huwe (virtual), Mann (arrived at 6:50 PM). Staff present: Swenson, Sailer; Dorn

APPROVAL OF AGENDA

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

DISCUSSION

Hiring the Right Superintendent Workshop: Barb Dorn, MSBA Executive Search Director, led board members through an informational session about what to expect during the superintendent search process.

Initial Planning Items: Director Dorn and board members discussed the superintendent search timeline, stakeholder involvement and initial search procedures.

Chair Gabler left at 8:32 PM.

ADJOURNMENT

At 9:47 PM, with Vice Chair Allenburg presiding, Member Arom moved, and Member Mann seconded to adjourn the meeting. All members voted Aye by roll call. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF OCTOBER 21, 2025

WORK SESSION
5:00 PM

Edina Community Center
ECC 350
and Virtual

SCHOOL BOARD MEMBERS PRESENT:

Ms. Cheryl Barry
Mr. Michael Birdman
Ms. Karen Gabler (virtual)
Ms. Jennifer Huwe
Mr. Elliot Mann

ABSENT:

Ms. Erica Allenburg
Mr. Dan Arom

PRESIDING OFFICER: Board Member Michael Birdman

5:00 PM - 6:01 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Nate Swenson, Assistant Superintendent
Daphne Edwards, Director of Marketing and Communications
Sonya Sailer, Executive Director of Human Resources
Mert Woodard, Director of Finance and Operations (virtual)

Jen Christ, Student Enrollment Coordinator

CERTIFIED CORRECT:

Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

Ms. Cheryl Barry, Clerk

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
OCTOBER 21, 2025

5:00 PM Board Member Birdman called to order the work session of the School Board. Members present: Barry, Birdman, Gabler (virtual), Huwe, Mann. Staff present: Bittman, Swenson, Edwards, Sailer, Woodard (virtual); Christ.

APPROVAL OF AGENDA

DISCUSSION

- A. 2025-2026 Enrollment and Class Size Report
- B. Potential Bond Refunding - Series 2017A

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

CLOSED SESSION

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

ADJOURNMENT

The meeting was adjourned at 6:50 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
OCTOBER 21, 2025 WORK SESSION

5:00 PM Board Member Birdman called to order the work session of the School Board. Members present: Barry, Birdman, Gabler (virtual), Huwe, Mann. Staff present: Bittman, Swenson, Edwards, Sailer, Woodard (virtual); Christ.

APPROVAL OF AGENDA

Member Mann moved and Member Huwe seconded to approve the agenda. All members voted Aye by roll call. The motion passed unanimously.

DISCUSSION

2025-2026 Enrollment and Class Size Report: Staff presented information on enrollment and class size, including October 1, 2025, student counts.

Potential Bond Refunding - Series 2017A: Director Woodard shared information from the district's municipal advisers about refinancing bonds which could generate net debt service savings, as well as reduce future tax obligations for district residents.

LEADERSHIP AND COMMITTEE UPDATES

Chair Gabler shared information about community engagement plans for the superintendent search.

SUPERINTENDENT UPDATES

Dr. Bittman shared information about an upcoming Spanish Dual Language survey and cross-functional safety and security team meetings.

At 5:46 PM, Member Mann moved and Member Huwe seconded to close the meeting. All members voted Aye by roll call. The motion passed unanimously. Board members moved to the Superintendent's conference room for the closed session.

CLOSED SESSION

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

At 6:00 PM, Member Mann moved and Member Huwe seconded to open the meeting. All members voted Aye by roll call. The motion passed unanimously.

ADJOURNMENT

At 6:01 PM, Member Mann moved, and Member Huwe seconded to adjourn the meeting. All members voted Aye by roll call. The motion passed unanimously.

draft

V.B. Personnel Recommendations



Meeting Date: November 10, 2025

Title: Personnel Recommendations

Type: Consent

Presenter: 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.

Attachment:

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>
BOHLER, ERIN	CS	SPECIAL EDUCATION TEACHER, 0.71 FTE	\$61,088.74	11/03/2025
PERNULA, MARY	CN	SPECIAL EDUCATION TEACHER (LONG-TERM SUBSTITUTE)	\$33.23/HOUR	03/02/2026- 06/02/2026
RYAN, EMILY	EHS	ENGLISH LANGUAGE ARTS TEACHER (LONG-TERM SUBSTITUTE)	\$33.23/HOUR	11/03/2025- 01/23/2026
SCHMIEL, JANET	SV	SCHOOL COUNSELOR (RETIREE SUBSTITUTE)	\$69.99/HOUR	12/01/2025- 12/19/2025

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
DURAND, WILLIAM	CV	SPECIAL EDUCATION TEACHER	10/31/2025
ERICKSON, TAYLOR ANNE	CS	SPECIAL EDUCATION TEACHER	11/04/2025

C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Wage</u>	<u>Date</u>
BROWN, TRAVIS	HL	FROM EA SPED PARA SUB TO SPED TEACHER, 0.82 FTE	\$39,871.47	10/06/2025
CAMBIO, NICHOLAS	VV	FROM EA SPED PARA SUB TO SPED TEACHER, 0.8 FTE	\$39,339.85	10/08/2025
PAULISON, SAMUEL	EHS	FROM EA SPED PARA TO SPED TEACHER (LONG-TERM SUB)	\$265.81/DAY	12/01/2025- 03/16/2026
SUM-RUGUT, NAUM	CV	FROM EA SPED PARA TO SPED TEACHER, 0.71 FTE	\$37,012.37	11/03/2025

D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
KELLEN, JACLYN	DW	DAPE TEACHER	12/01/2025 - 03/01/2026
LIABRAATEN, AMEE	CC	PHYSICAL EDUCATION TEACHER	10/10/2025 - 01/16/2026

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
BARRIES, SIMONE	CN	EA SPED PARA	\$23.30/HOUR	10/13/2025
DYSON, OLIVIA	EHS	EA SPED PARA	\$24.90/HOUR	10/20/2025
FORD, EMILY	ELC	INSTRUCTIONAL ASSISTANT	\$21.30/HOUR	11/11/2025
MARKEY, ROSA	TC	BUS DRIVER	\$26.64/HOUR	11/04/2025
MATTHEWS, DUANE	TC	BUS DRIVER	\$26.64/HOUR	10/23/2025
NELSON, COLE	CC	EA SPED PARA	\$23.30/HOUR	10/20/2025
STEWART, DJWAN	SV	EA SPED PARA	\$23.30/HOUR	10/29/2025

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
GILBERTSON, MICHAEL	TC	BUS DRIVER	11/03/2025
JOHNSON, ASHLEY	SV	EA SPED PARA	10/15/2025
MALKINA, OLENA	ECC	CUSTODIAN	11/03/2025
TALLEY, SHAUNA	ECC	MARSS & STUDENT INFORMATION COORD.	11/13/2025
WEBER, STEFANI	SV	EA SPED PARA	10/15/2025

C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Wage</u>	<u>Date</u>
DEUTMEYER, BENJAMIN	ECC	FROM HR SPECIALIST TO HR COORDINATOR	\$91,560.00	11/17/2025
KAUR, MANPREET	ECC	FROM HR SPECIALIST TO HR COORDINATOR	\$91,560.00	11/17/2025

D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
KILANOWSKI, MICHAEL	EHS	CUSTODIAL SUPERVISOR	10/13/2025 - 01/02/2026
LEVOIR, CARMINE	SV	COUNSELOR	11/19/2025 - 01/15/2026
NELSON, KWENEN	EHS	ENGLISH/LANG ARTS TEACHER	11/03/2025 - 01/23/2026
STEENWYK, MADELYNNE	EHS	SOCIAL STUDIES TEACHER	02/23/2026 - 06/02/2026

COMMUNITY EDUCATION SERVICES STAFF**A. RECOMMENDATIONS FOR EMPLOYMENT**

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
BELLOW, FEMI	CC	KIDS' CLUB LEAD	\$19.91	10/13/2025
CHACHA, LISSETH	CN	KIDS' CLUB LEAD	\$21.25	10/13/2025
CHO, ANNIE LOUISE	CN	KIDS' CLUB LEAD	\$21.56	10/21/2025
DEE, KEIRSTYN	CS	KIDS' CLUB LEAD	\$18.39	10/27/2025
DIFFENDAL, BARBARA	CS	KIDS' CLUB LEAD	\$23.34	11/03/2025
FREDRICKSON, KENNETH	ND	KIDS' CLUB LEAD	\$23.34	10/27/2025
HASHI, SAMIYA	CC	KIDS' CLUB LEAD	\$16.97	10/15/2025
HOEFT, SUMMER	CN	KIDS' CLUB LEAD	\$19.91	10/15/2025
STEBLETON, LOIC	CN	KIDS' CLUB LEAD	\$16.97	10/08/2025
STEWART, KATHERINE	CC	KIDS' CLUB SITE LEAD	\$25.10	11/10/2025
YANG, ANNA	CN	KIDS' CLUB LEAD	\$18.39	10/20/2025

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
HINCK, AMANDA	CC	PROGRAM SPECIALIST	10/07/2025
OSBERG, ALLISON	CC	WOODSHOP LEAD	10/06/2025
POINTER, JACKIE	CS	KIDS' CLUB LEAD	10/10/2025

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>
NONE.			

V.C. Check Register - October 2025



Board Meeting Date: 11/10/2025

Title: Check Register – October 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 October 2025:

<u>Fund</u>	<u>Amount</u>
General	\$ 4,148,652.53
Food Service	493,340.11
Community Service	154,526.32
Building Construction	915,894.23
Total	\$ 5,712,413.19

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

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

Attachments:

1. Check Register – October 2025

Check Register

FOR THE MONTH ENDED OCTOBER 31, 2025



DEFINING EXCELLENCE

Check No.	Vendor	Description	Date	Amount
406119	MN PEIP	CURRENT TEACHERS	10/01/25	\$ 820,216.84
406318	BLUE CROSS BLUE SHI	ACTIVE EMPLOYEES	10/15/25	478,567.16
406423	CHARTWELLS DINING S	SEP25 FOOD SERVICE	10/22/25	463,239.92
406237	NORTHWEST ASPHALT,	ECC TENNIS COURTS	10/08/25	345,781.00
406111	MCDOWALL COMPANY	WS 23B EHS MECH. PH	10/01/25	176,862.47
406477	NORMANDALE COMMUNIT	PSEO-FALL 2025	10/22/25	153,017.97
406237	NORTHWEST ASPHALT,	ECC TENNIS COURTS	10/08/25	136,942.50
406498	SONUS INTERIORS INC	WS 09C EHS MECH. PH	10/22/25	131,444.85
406462	MCDOWALL COMPANY	WS 23B EHS MECH. PH	10/22/25	84,917.53
406119	MN PEIP	COBRA/RETIREEES	10/01/25	79,929.62
406115	METRO ELEVATOR	WS 14B EHS MECH. PH	10/01/25	70,452.95
406061	A.J. MOORE ELECTRIC	WS 26 A EHS MECH. P	10/01/25	53,727.25
406207	JOHN A DAL SIN & SON	CS 2023 ADDITION	10/08/25	51,070.10
406411	A&M CONSTRUCTION IN	CV LOADING DOCK	10/22/25	46,663.00
406407	XCEL ENERGY	EHS 8/21-9/22/2025	10/15/25	45,294.80
406061	A.J. MOORE ELECTRIC	WS 26A EHS MECH. PH	10/01/25	43,888.71
406085	EBERT CONSTRUCTION	WS 03A EHS MECH. PH	10/01/25	43,867.82
406140	SFM MUTUAL INSURANC	INSTLLMNT #04 - WOR	10/01/25	43,720.00
406412	A.J. MOORE ELECTRIC	WS 26A EHS MECH. PH	10/22/25	43,188.42
406514	A&M CONSTRUCTION IN	CS SNOW MELT SLAB	10/29/25	38,793.50
406347	INTERMEDIATE DISTRI	LEASE LEVY	10/15/25	34,662.25
406083	CUSTOM DRYWALL INC	WS 09A EHS MECH. PH	10/01/25	33,728.91
406240	PANORAMA EDUCATION	"SURVEYS, SUPPORT,	10/08/25	33,720.00
406125	PEARSON EDUCATION I	CONT. HUMAN GEO DIG	10/01/25	31,900.00
406458	LB CARLSON LLP	PROF SRVCS THRU 9/3	10/22/25	29,700.00
406094	FRANSEN DECORATING	WS 09K EHS MECH. PH	10/01/25	29,432.71
406142	SONUS INTERIORS INC	WS 09C EHS MECH. PH	10/01/25	28,500.00
406427	CUSTOM DRYWALL INC	WS 09A EHS MECH. PH	10/22/25	26,845.89
406406	WOLD ARCHITECTS & E	HL PARKING LOT	10/15/25	24,729.70
406477	NORMANDALE COMMUNIT	FALL '25 PSEO TUITI	10/22/25	23,703.30
406347	INTERMEDIATE DISTRI	INTINERANT	10/15/25	23,443.05
406619	NICHE.COM INC	ANNUAL SUBSCRIPTION	10/29/25	22,990.00
406347	INTERMEDIATE DISTRI	CONTRACTED NSO	10/15/25	21,617.82
406406	WOLD ARCHITECTS & E	VV LIGHTING REPLACE	10/15/25	20,926.84
406129	PRIME SOLUTIONS, LL	WS 013 EHS MECH. PH	10/01/25	20,805.42
406412	A.J. MOORE ELECTRIC	WS 26A EHS MECH. PH	10/22/25	20,613.46
406210	KATH FUEL OIL SERVI	DIESEL	10/08/25	20,247.90
406200	INNOVATIVE OFFICE S	LUNCH TABLES FOR CA	10/08/25	19,713.68
406225	MIDWEST GYM SUPPLY	GYMNASTICS FLOOR	10/08/25	19,500.00
406406	WOLD ARCHITECTS & E	CV SCHOOL RENOVATIO	10/15/25	19,414.20
406090	ENVIROBATE	WS 02A EHS MECH. PH	10/01/25	19,413.74
406125	PEARSON EDUCATION I	CONT. HUMAN GEO BOO	10/01/25	18,525.00
406407	XCEL ENERGY	VV 8/21-9/22/2025 U	10/15/25	17,296.68
406407	XCEL ENERGY	SV 8/21-9/22/2025 U	10/15/25	17,088.10

Check No.	Vendor	Description	Date	Amount
406102	HUDL	HUDL 25-26	10/01/25	16,400.00
406512	XCEL ENERGY	SV 8/14-9/15/2025	10/22/25	16,293.55
406085	EBERT CONSTRUCTION	WS 06A EHS MECH. PH	10/01/25	16,191.68
406587	KELLY SERVICES, INC	EHS SUBSTITUTES	10/29/25	16,166.93
406211	KELLY SERVICES, INC	EHS - SUBSTITUTES	10/08/25	15,941.21
406355	KELLY SERVICES, INC	EHS SUBSTITUTES	10/15/25	15,870.24
406407	XCEL ENERGY	VV 8/31-9/22/2025 U	10/15/25	15,793.57
406530	BSN SPORTS, LLC	STORE	10/29/25	15,485.60
406327	CONTINUA INTERIORS	STUDENT SERVICES OF	10/15/25	15,315.44
406318	BLUE CROSS BLUE SHI	RETIRED EMPLOYEES	10/15/25	15,024.48
406512	XCEL ENERGY	SV 9/15-10/14/2025	10/22/25	14,882.45
406235	NATIONAL INSURANCE	CURRENT EMP LIFE/AD	10/08/25	14,519.05
406520	AMKA GLOBAL LLC	WALL COVERING	10/29/25	14,507.44
406432	EBERT CONSTRUCTION	WS 06 A EHS MECH. P	10/22/25	14,340.81
406257	SITEIMPROVE, INC	SITEIMPROVE SOFTWARE	10/08/25	14,204.00
406235	NATIONAL INSURANCE	LTD DISTRICT W/H	10/08/25	13,302.22
406192	G&B ENVIRONMENTAL I	COTTONWOOD SCREEN	10/08/25	13,284.72
406538	DASH SPORTS LLC	NFL	10/29/25	12,870.00
406362	MASONRY RESTORATION	CN WALL REPAIRS -	10/15/25	12,357.70
406243	PHOENIX SCHOOL COUN	OLG Q1 COUNSELING	10/08/25	12,018.13
406410	DIGITAL INSURANCE	1ST QUARTER SERVICE	10/15/25	11,875.00
406410	DIGITAL INSURANCE	2ND QUARTER SERVICE	10/15/25	11,875.00
406347	INTERMEDIATE DISTRI	CORE FEE	10/15/25	11,303.82
406347	INTERMEDIATE DISTRI	SAFE SCHOOL	10/15/25	11,266.28
406407	XCEL ENERGY	ECC 8/21-9/22/2025	10/15/25	10,870.65
406582	JOHNSON CONTROLS IN	TRAN. COMPRESSOR RE	10/29/25	10,657.00
406621	NORTHLAND CONCRETE	REPLACE BLOWER MOTO	10/29/25	10,569.00
406444	GRANDVIEW BUILDINGS	UTILITY SHED	10/22/25	10,521.75
406564	INSPEC INC	EHS 2025 REROOFING	10/29/25	10,400.00
406587	KELLY SERVICES, INC	VVMS SUBSTITUTES	10/29/25	10,349.03
406481	PLANSOURCE	SERVICES FOR SEP25	10/22/25	10,229.72
406398	TONENWORKS MUSIC THE	MUSIC THERAPY	10/15/25	10,191.50
406407	XCEL ENERGY	CC 8/21-9/22/2025 U	10/15/25	10,117.64
406228	MINNESOTA ROADWAYS	TRANSPORTATION CONC	10/08/25	10,074.00
406407	XCEL ENERGY	ECC 8/21-9/22/2025	10/15/25	10,016.30
406225	MIDWEST GYM SUPPLY	CARPET SYSTEM	10/08/25	9,950.00
406351	JESSEN PRESS INC	EXPERIENCE NEWSLETT	10/15/25	9,863.70
406587	KELLY SERVICES, INC	EHS - SUBSTITUTES	10/29/25	9,829.81
406325	CITY OF EDINA	ECC 1/7-10/1/2025 U	10/15/25	9,640.72
406231	MPS, C/O BEDFORD, F	AFRICAN AM AP BOOKS	10/08/25	9,308.60
406063	ADVANCE TERRAZZO &	WS 09G EHS MECH. PH	10/01/25	9,072.50
406407	XCEL ENERGY	CS 8/31-9/22/2025	10/15/25	9,027.42
406355	KELLY SERVICES, INC	VVMS SUBSTITUTES	10/15/25	8,926.82
406211	KELLY SERVICES, INC	VVMS - SUBSTITUTES	10/08/25	8,833.29
406329	DAIKIN APPLIED	SV CHILLER REPAIR	10/15/25	8,699.00
406355	KELLY SERVICES, INC	EHS - SUBSTITUTES	10/15/25	8,643.01
406225	MIDWEST GYM SUPPLY	FOAM	10/08/25	8,540.00
406386	ROBERT B HILL CO	CS WATER SOFTENER	10/15/25	8,529.63
406231	MPS, C/O BEDFORD, F	AFRICAN AM AP BOOKS	10/08/25	8,468.60
406108	LIFESAVER FIRE PROT	WS 21A EHS MECH. PH	10/01/25	8,417.57
406178	DEBTBOOK	DEBT MGMT SUBSC FEE	10/08/25	8,400.00
406587	KELLY SERVICES, INC	SVMS SUBSTITUTES	10/29/25	8,346.31
406407	XCEL ENERGY	CV 8/21-9/22/2025 U	10/15/25	8,083.80
406499	SOURCEWELL	ONGOING ADVANTAGE	10/22/25	7,982.95
406407	XCEL ENERGY	HL 8/24-9/23/2025 U	10/15/25	7,953.53
406215	LAKESHORE LEARNING	FURNITURE	10/08/25	7,851.54
406316	BESTER BROTHERS TRA	MOVE CLRMS/STAGE TO	10/15/25	7,850.00
406320	BSN SPORTS, LLC	BOYS LAX UNIFORM	10/15/25	7,824.96

Check No.	Vendor	Description	Date	Amount
406211	KELLY SERVICES, INC	SVMS - SUBSTITUTES	10/08/25	7,491.68
406318	BLUE CROSS BLUE SHI	COBRA	10/15/25	7,479.14
406363	MCGRAW-HILL SCHOOL	READING WONDERS	10/15/25	7,449.06
406062	ACOUSTICS ASSOCIATE	WS 09D EHS MECH. PH	10/01/25	7,419.71
406347	INTERMEDIATE DISTRI	TRANS DISABLED	10/15/25	7,392.19
406587	KELLY SERVICES, INC	CS SUBSTITUTES	10/29/25	7,362.69
406355	KELLY SERVICES, INC	CV SUBSTITUTES	10/15/25	7,088.58
406355	KELLY SERVICES, INC	SVMS SUBSTITUTES	10/15/25	7,007.94
406587	KELLY SERVICES, INC	CC SUBSTITUTES	10/29/25	6,966.03
406355	KELLY SERVICES, INC	SVMS - SUBSTITUTES	10/15/25	6,953.11
406362	MASONRY RESTORATION	CN WALL REPAIRS	10/15/25	6,882.75
406214	KW SPECIALTY SERVIC	SCAFFOLDING RENTAL	10/08/25	6,669.76
406320	BSN SPORTS, LLC	STORE ITEMS	10/15/25	6,510.01
406648	TRUGREEN PROCESSING	DW FALL 2025 SERVIC	10/29/25	6,508.65
406355	KELLY SERVICES, INC	ND SUBSTITUTES	10/15/25	6,501.62
406385	RADAR CONSULTING LL	KC RECRUITING	10/15/25	6,500.00
406316	BESTER BROTHERS TRA	MOVE CLRMS BACK	10/15/25	6,500.00
406347	INTERMEDIATE DISTRI	LONG TERM FACILITIE	10/15/25	6,497.06
406307	ARVIG	PHONES-SEPT 2025	10/15/25	6,236.61
406406	WOLD ARCHITECTS & E	25-26 EHS RENOVATIO	10/15/25	6,227.38
406591	KINECT ENERGY, INC	EHS 8/31-9/30 USE	10/29/25	6,161.97
406355	KELLY SERVICES, INC	VVMS - SUBSTITUTES	10/15/25	6,069.48
406603	MCGRAW-HILL SCHOOL	ALEKS SEC STANDALON	10/29/25	6,027.50
406587	KELLY SERVICES, INC	HL SUBSTITUTES	10/29/25	6,017.89
406122	NATIONAL SEATING &	S3 FRAME	10/01/25	5,968.00
406389	SCN WORLDWIDE LLC	SCANTRONS	10/15/25	5,926.00
406121	MSU - MANKATO	KELLY L-H-PATHWAY T	10/01/25	5,804.70
406320	BSN SPORTS, LLC	STORE ITEMS	10/15/25	5,772.00
406202	JACKI BRICKMAN INC	CATALYST TRAINING	10/08/25	5,700.00
406211	KELLY SERVICES, INC	CV - SUBSTITUTES	10/08/25	5,692.13
406355	KELLY SERVICES, INC	CC SUBSTITUTES	10/15/25	5,643.75
406211	KELLY SERVICES, INC	CN - SUBSTITUTES	10/08/25	5,572.82
406347	INTERMEDIATE DISTRI	HTP-GEN ED	10/15/25	5,445.31
406325	CITY OF EDINA	SV 7/10-10/10/2025	10/15/25	5,435.20
406352	JSH CONSTRUCTION LL	CC DOOR REPLACEMENT	10/15/25	5,410.00
406211	KELLY SERVICES, INC	CS - SUBSTITUTES	10/08/25	5,321.27
406065	ADVANCED IMAGING SO	LEASE 10.08 0728562	10/01/25	5,184.00
406525	BENCHMARK EDUCATION	ADELANTE-COUNTRYSID	10/29/25	5,170.00
406587	KELLY SERVICES, INC	ND SUBSTITUTES	10/29/25	5,124.55
406530	BSN SPORTS, LLC	GBB 9TH UNIFORMS	10/29/25	5,116.80
406166	BENCHMARK EDUCATION	GRADE 2 MATERIALS	10/08/25	5,053.00
406325	CITY OF EDINA	SV 6/30-9/24/2025	10/15/25	5,044.94
406517	ALLEGRA EDEN PRAIRI	JOURNAL BOOKLETS	10/29/25	5,043.00
406106	KINECT ENERGY, INC	EHS 7/31-8/31 USE	10/01/25	5,009.70
406201	INSPEC INC	CN WALL	10/08/25	5,000.00
406244	POMP'S TIRE SERVICE	TIRES	10/08/25	4,993.95
406591	KINECT ENERGY, INC	SV 8/31-9/30 USE	10/29/25	4,935.00
406587	KELLY SERVICES, INC	SV - SUBSTITUTES	10/29/25	4,898.78
406366	MIKKONEN MUSIC LLC	AFTER SCHOOL MUSIC	10/15/25	4,850.00
406211	KELLY SERVICES, INC	CC - SUBSTITUTES	10/08/25	4,843.96
406302	ALL ONE HEALTH INC	EAP Q3	10/15/25	4,815.00
406355	KELLY SERVICES, INC	CN - SUBSTITUTES	10/15/25	4,753.67
406211	KELLY SERVICES, INC	HL - SUBSTITUTES	10/08/25	4,711.73
406405	WASTE MANAGEMENT OF	EHS 9/1-9/30 USE	10/15/25	4,704.98
406355	KELLY SERVICES, INC	HL SUBSTITUTES	10/15/25	4,673.04
406104	JOHNSON CONTROLS IN	CHILLER REPAIR	10/01/25	4,638.01
406329	DAIKIN APPLIED	SV CHILLER LEAK	10/15/25	4,633.87
406538	DASH SPORTS LLC	SOCCER CAMP	10/29/25	4,506.60

Check No.	Vendor	Description	Date	Amount
406335	FIDELITY SECURITY L	EMPLOYEE WITHHOLDIN	10/15/25	4,501.91
406609	MIDWEST BUS PARTS I	FUEL TANKS	10/29/25	4,421.59
406614	MN FREEZE VOLLEYBAL	VOLLEYBALL CLINICS	10/29/25	4,389.00
406355	KELLY SERVICES, INC	HL - SUBSTITUTES	10/15/25	4,373.10
406355	KELLY SERVICES, INC	ND - SUBSTITUTES	10/15/25	4,334.41
406553	FRASER CHILD AND FA	CONSULTS DEC 2024	10/29/25	4,312.00
406342	HENNEPIN COUNTY TRE	32-117-21 42 0054 P	10/15/25	4,294.51
406092	FIDELITY SECURITY L	EMPLOYEE WITHHOLDIN	10/01/25	4,211.15
406106	KINECT ENERGY, INC	SV 7/31-8/31 USE	10/01/25	4,140.99
406311	B&H PHOTO VIDEO	ART SUPPLIES	10/15/25	4,108.12
406355	KELLY SERVICES, INC	CS SUBSTITUTES	10/15/25	4,066.73
406644	ATMOSPHERE COMMERC	8 - 24X72 NEST TABL	10/29/25	4,063.36
406235	NATIONAL INSURANCE	RETIREE	10/08/25	4,061.23
406587	KELLY SERVICES, INC	ND - SUBSTITUTES	10/29/25	4,053.83
406175	CONSORTIUM FOR SCHO	CTO ACADEMY	10/08/25	3,999.00
406147	TEACHING STRATEGIES	ELC PD 9-22-25	10/01/25	3,985.00
406455	JOHNSON CONTROLS IN	REPAIR ON AHU #2 A/	10/22/25	3,964.94
406159	93 SKIP LLC	CN SEPTEMBER PRODUC	10/08/25	3,934.71
406211	KELLY SERVICES, INC	ND - SUBSTITUTES	10/08/25	3,921.61
406587	KELLY SERVICES, INC	CV - SUBSTITUTES	10/29/25	3,886.13
406406	WOLD ARCHITECTS & E	ELC INTERIOR RENOVA	10/15/25	3,874.50
406492	SCHOOL SERVICE EMPL	10/15/25 SEIU DUES	10/22/25	3,870.64
406235	NATIONAL INSURANCE	VOL AD&D EMPLOYEE W	10/08/25	3,855.67
406587	KELLY SERVICES, INC	HL - SUBSTITUTES	10/29/25	3,840.99
406587	KELLY SERVICES, INC	CN SUBSTITUTES	10/29/25	3,802.29
406486	RELATE COUNSELING C	CHEMICAL HEALTH CON	10/22/25	3,800.00
406582	JOHNSON CONTROLS IN	VV GLYCOL CHILLER 2	10/29/25	3,797.00
406582	JOHNSON CONTROLS IN	VV GLYCOL CHILLER 1	10/29/25	3,797.00
406538	DASH SPORTS LLC	"TBALL, BBALL, SOCC	10/29/25	3,796.50
406149	TWIN CITY HARDWARE	WS 08A EHS MECH. PH	10/01/25	3,774.46
406355	KELLY SERVICES, INC	CC - SUBSTITUTES	10/15/25	3,770.03
406347	INTERMEDIATE DISTRI	ALC-STABILATION FE	10/15/25	3,755.43
406604	MEGAN GUNDERSON	MORNING PICKLEBALL	10/29/25	3,750.00
406253	SCHOOL SERVICE EMPL	9/15/25 SEIU DUES	10/08/25	3,733.43
406138	SCHOOL SERVICE EMPL	DUES WITHHOLDING	10/01/25	3,714.33
406544	DUNHAM ASSOCIATES I	EHS 2025 RENO-PO240	10/29/25	3,700.00
406510	WASTE MANAGEMENT OF	EHS 10/1-10/31 USE	10/22/25	3,694.78
406587	KELLY SERVICES, INC	CV SUBSTITUTES	10/29/25	3,666.83
406415	BENCHMARK EDUCATION	BENCHMARK GR.5 NORM	10/22/25	3,645.00
V21456	VALERIE E BURKE	MEDICARE REIMBURSEM	10/01/25	3,626.58
406587	KELLY SERVICES, INC	CS - SUBSTITUTES	10/29/25	3,618.45
406369	MN STATE HS LEAGUE	10-7 SECTION SOCCER	10/15/25	3,590.00
406374	NCS PEARSON INC	Q-INTERACTIVE STAND	10/15/25	3,575.00
406503	TECHPROTECTUS INC	IPAD CASES AND ADAP	10/22/25	3,560.00
406482	PRAIRIE ELECTRIC CO	REPAIR DAMAGED COND	10/22/25	3,543.08
406183	EGAN COMPANY	EHS ELEVATOR CONTRO	10/08/25	3,454.16
406523	BA SERVICES LLC	GANTRY DRIVE MOTOR	10/29/25	3,424.40
406587	KELLY SERVICES, INC	VV - SUBSTITUTES	10/29/25	3,354.02
406075	BSN SPORTS, LLC	T-SHIRTS	10/01/25	3,328.00
406355	KELLY SERVICES, INC	CS - SUBSTITUTES	10/15/25	3,305.63
406587	KELLY SERVICES, INC	CC - SUBSTITUTES	10/29/25	3,283.05
406654	WESTMARK PRODUCTION	ORCHESTRA RECORDING	10/29/25	3,275.00
406437	FRANSEN DECORATING	WS 09K EHS MECH. PH	10/22/25	3,251.53
406407	XCEL ENERGY	CN 8/21-9/22/2025 U	10/15/25	3,237.15
406080	CITY OF EDINA - POL	HOMECOMING FB POLIC	10/01/25	3,220.00
406355	KELLY SERVICES, INC	CV - SUBSTITUTES	10/15/25	3,208.89
406122	NATIONAL SEATING &	K640 LARGE PACER	10/01/25	3,200.00
406374	NCS PEARSON INC	BASC-3 Q-GLOBAL ADM	10/15/25	3,193.75

Check No.	Vendor	Description	Date	Amount
406439	GENERAL PARTS LLC	NEW GARBAGE DISPOSA	10/22/25	3,118.54
406473	MN STATE HS LEAGUE	SECTION SOCCER 10/1	10/22/25	3,110.00
406640	SQUIRES, WALDSPURGE	LEGAL SERV - HR	10/29/25	3,106.80
406166	BENCHMARK EDUCATION	BENCHMARK PD P02506	10/08/25	3,100.00
406407	XCEL ENERGY	ND 8/31-9/22/2025 U	10/15/25	3,066.08
406591	KINECT ENERGY, INC	VV 8/31-9/30 USE	10/29/25	3,019.70
406380	PITNEY BOWES EASYPE	COMMUNICATIONS POST	10/15/25	3,015.79
406071	BA SERVICES LLC	CAR WASH GANTRY MOT	10/01/25	3,011.41
406224	MIDWEST BUS PARTS I	WARNING LIGHTS	10/08/25	3,000.00
406564	INSPEC INC	EHS 2026 REROOFING	10/29/25	3,000.00
406415	BENCHMARK EDUCATION	BEC GR. K VOICE-CON	10/22/25	2,995.00
406415	BENCHMARK EDUCATION	BEC GR K VOICE CS	10/22/25	2,995.00
406355	KELLY SERVICES, INC	CN SUBSTITUTES	10/15/25	2,979.91
406226	MINNESOTA EQUIPMENT	STEERING REPAIR	10/08/25	2,938.03
406164	ARCON SOLUTIONS INC	CESP STAFF SHIRTS	10/08/25	2,925.08
406541	DIESEL COMPONENTS I	TURBOCHARGER/KIT	10/29/25	2,923.44
406506	TRUE N FAIR TREE CA	TREE REMOVAL	10/22/25	2,900.00
406070	B&D ASSOCIATES, INC	WS 04A EHS MECH. PH	10/01/25	2,897.50
406371	MTI DISTRIBUTING IN	NEW EQUIPMENT	10/15/25	2,893.40
406106	KINECT ENERGY, INC	VV 7/31-8/31 USE	10/01/25	2,892.20
406407	XCEL ENERGY	ND 8/21-9/22/2025 U	10/15/25	2,825.11
406343	HORIZON COMMERCIAL	CHEMICALS	10/15/25	2,813.64
406231	MPS, C/O BEDFORD, F	AFRICAN AM AP BOOKS	10/08/25	2,730.00
406325	CITY OF EDINA	ND 1/7-10/1/2025 US	10/15/25	2,719.18
406211	KELLY SERVICES, INC	TITLE II PD PROJECT	10/08/25	2,709.00
406406	WOLD ARCHITECTS & E	VV SCHOOL REVOATION	10/15/25	2,677.28
406405	WASTE MANAGEMENT OF	VV 9/1-9/30 USE	10/15/25	2,619.59
406407	XCEL ENERGY	ECC 6/24-8/23/2025	10/15/25	2,513.54
406194	GEORGETOWN INTERNAT	MODEL UN FEES	10/08/25	2,500.00
406131	RADAR CONSULTING LL	RADAR INCENTIVE	10/01/25	2,500.00
406624	PARK NICOLLET FOUND	2 HALF DAY PD TRAIN	10/29/25	2,495.00
406587	KELLY SERVICES, INC	CN - SUBSTITUTES	10/29/25	2,486.48
406369	MN STATE HS LEAGUE	10-9 SECTION SOCCER	10/15/25	2,460.00
406101	HOGLUND BUS COMPANY	CABLES	10/01/25	2,446.20
406168	BRAUN INTERTEC CORP	ECC TENNIS COURTS R	10/08/25	2,417.50
406307	ARVIG	INTERNET-SEPT 2025	10/15/25	2,407.90
406549	ELLA WASSERMAN	INDIV PIANO LESSONS	10/29/25	2,371.20
406457	LANGUAGE LINE SERVI	PHONE INTERPRETATIO	10/22/25	2,364.95
406210	KATH FUEL OIL SERVI	UNLEADED	10/08/25	2,364.77
406406	WOLD ARCHITECTS & E	ECC STAIR REPLACEME	10/15/25	2,300.49
406309	AVANT ASSESSMENT LL	GR 3 STAMP TEST	10/15/25	2,299.50
406405	WASTE MANAGEMENT OF	SV 9/1-9/30 USE	10/15/25	2,272.26
406387	SAHR SPORTS LLC	"JUMP, DASH, ROLL"	10/15/25	2,261.00
406344	INESE KRIEVANS	MUSIC LESSONS	10/15/25	2,248.40
406395	TAPAN SHARMA	SAT TUTORING	10/15/25	2,247.00
406587	KELLY SERVICES, INC	ELC SUBSTITUTES	10/29/25	2,225.26
406433	EGAN COMPANY	KEY CARDS	10/22/25	2,200.00
406476	MSEA -- MN SCHOOL E	10/15/25 MSEA DUES	10/22/25	2,182.91
406158	93 HOP LLC	TRAN. SEPTEMBER PRO	10/08/25	2,179.06
406332	ELIZABETH POCH	PIANO LESSONS	10/15/25	2,131.20
406217	LVC COMPANIES INC	ANNUAL FE INSP. EHS	10/08/25	2,118.65
406649	ULTIMATESLP.COM	SUBSCRIPTION RENEWA	10/29/25	2,113.44
406106	KINECT ENERGY, INC	HL 7/31-8/31 USE	10/01/25	2,113.23
406120	MSEA -- MN SCHOOL E	DUES WITHHOLDING	10/01/25	2,090.19
406590	KIDQUEST LLC	LEGO ADVENTURES	10/29/25	2,079.00
406513	SPORTS PRO LLC	WELLNESS CENTER MAI	10/29/25	2,054.50
406430	DOCK & DOOR TEC, IN	CV LOADING DOCK BUM	10/22/25	2,038.74
406215	LAKESHORE LEARNING	CLASSROOM	10/08/25	2,027.88

Check No.	Vendor	Description	Date	Amount
406353	KELLE WALSTEAD	PRIVATE VOICE OR PI	10/15/25	2,016.00
406126	PINK GIRAFFE MX	TRAINING SEMINAR FE	10/01/25	2,000.00
406141	SHARON LUTH	DANCE UNIFORM DEPOS	10/01/25	2,000.00
406157	TOP 20 TRAINING LLC	TRAINING SEMINAR FE	10/01/25	2,000.00
406548	EKIN LLC	B SOCCER EQUIPMENT	10/29/25	1,988.00
406591	KINECT ENERGY, INC	HL 8/31-9/30 USE	10/29/25	1,948.63
406145	STATE SUPPLY COMPAN	GLYCOL MAKEUP UNIT	10/01/25	1,922.00
406210	KATH FUEL OIL SERVI	UNLEADED	10/08/25	1,920.19
406586	KAY ZUCCARO	WATER WELLNESS	10/29/25	1,886.50
406151	VERTICAL SCHOOL PAR	ONLINE TRAINING ACC	10/01/25	1,875.00
406322	BYTESPEED LLC	ESPORTS COMPUTER	10/15/25	1,875.00
406317	BIO CORPORATION	SCIENCE SUPPLIES	10/15/25	1,853.67
406391	SIGNUM SIGNS AND GR	SIGNAGE	10/15/25	1,840.00
406425	CITY OF EDINA - POL	POLICE FOOTBALL	10/22/25	1,840.00
406425	CITY OF EDINA - POL	POLICE-FOOTBALL GAM	10/22/25	1,840.00
406510	WASTE MANAGEMENT OF	VV 10/1-10/31 USE	10/22/25	1,822.45
406314	BAYCOM INC	2 MOTOROLA 2-WAY RA	10/15/25	1,821.00
406355	KELLY SERVICES, INC	TITLE II PD PROJ 1	10/15/25	1,806.00
406560	HOGLUND BUS COMPANY	FUEL HEADER	10/29/25	1,794.15
406534	CLAUDIA WIKMAN	LEARN TO DIVE	10/29/25	1,789.20
406643	SYDNEY BEBEAU	LEARN TO DIVE	10/29/25	1,789.20
406591	KINECT ENERGY, INC	ECC 8/31-9/30 USE	10/29/25	1,781.32
406355	KELLY SERVICES, INC	ELC SUBSTITUTES	10/15/25	1,773.76
406451	IWS - INNOVATIONAL	MONTHLY SERVICE SEP	10/22/25	1,766.92
406215	LAKESHORE LEARNING	ART SUPPLIES	10/08/25	1,764.18
406331	EDINBOROUGH PARK	WATER AEROBICS	10/15/25	1,764.00
406106	KINECT ENERGY, INC	ECC 7/31-8/31 USE	10/01/25	1,742.55
406073	BOLTON & MENK INC	ECC TENNIS COURTS	10/01/25	1,725.00
406374	NCS PEARSON INC	WAIS-5 COMPLETE KIT	10/15/25	1,699.00
406234	MYSTERY SCIENCE	MYSTERY SCIENCE SUB	10/08/25	1,695.00
406651	WASTE MANAGEMENT OF	EHS THEATRE ROLL OF	10/29/25	1,692.39
406405	WASTE MANAGEMENT OF	CC 9/1-9/30 USE	10/15/25	1,673.64
406466	METRO COMMUNITY ED	SC 10/1-10/31 USE	10/22/25	1,672.64
406651	WASTE MANAGEMENT OF	SV 10/1-10/31 USE	10/29/25	1,672.64
406106	KINECT ENERGY, INC	CC 7/31-8/31 USE	10/01/25	1,669.11
406405	WASTE MANAGEMENT OF	ECC 9/1-9/30 USE	10/15/25	1,664.31
406211	KELLY SERVICES, INC	ELC - SUBSTITUTES	10/08/25	1,660.88
406530	BSN SPORTS, LLC	GSOCCER	10/29/25	1,637.57
406217	LVC COMPANIES INC	ANNUAL FE INSP. TRA	10/08/25	1,621.80
406110	LVC COMPANIES INC	HL - AN. ALARM AND	10/01/25	1,604.00
406645	THE WORKS MUSEUM	4TH GR FIELD TRIP	10/29/25	1,602.50
406599	LOCAL LLC	AUG/SEP ADS	10/29/25	1,600.00
406330	EDINA ATHLETIC BOOS	B VOLLEYBALL TOURNA	10/15/25	1,598.00
406064	ADVANCED IMAGING SO	ECC/DO 08/25	10/01/25	1,592.49
406510	WASTE MANAGEMENT OF	ECC 10/1-10/31 USE	10/22/25	1,564.40
406591	KINECT ENERGY, INC	CC 8/31-9/30 USE	10/29/25	1,558.12
406169	BSN SPORTS, LLC	BOYS BASKETBALL	10/08/25	1,549.46
406440	GILBERT MECHANICAL	SERVICE CALL FOR AH	10/22/25	1,546.00
406330	EDINA ATHLETIC BOOS	VAR VOLLEYBALL TOUR	10/15/25	1,542.00
406637	SCHOOL SPECIALTY, L	ART SUPPLIES	10/29/25	1,540.61
406553	FRASER CHILD AND FA	CONSULTS 9/15-9/19/	10/29/25	1,540.00
406553	FRASER CHILD AND FA	CONSULTS 9/22-9/26/	10/29/25	1,540.00
406601	MATHEMATICAL OLYMPI	MATH OLYMPIAD ENROL	10/29/25	1,525.00
406390	SDI INNOVATIONS INC	AGENDAS	10/15/25	1,507.08
406198	IMAGINE LEARNING, L	PD WEBINAR 9/17/25	10/08/25	1,500.00
406225	MIDWEST GYM SUPPLY	INSTALL	10/08/25	1,500.00
406241	PAUL DAVID	OCT. '25 VIDEO PROD	10/08/25	1,500.00
406489	RIGHT ANGLE STUDIO	PROFESSIONAL SVCS	10/22/25	1,500.00

Check No.	Vendor	Description	Date	Amount
406385	RADAR CONSULTING LL	ELC SPECIALIST RECR	10/15/25	1,500.00
406170	CAPSTONE	PEBBLE GO CC	10/08/25	1,499.00
406082	CROSSTOWN MECHANICA	WALK-IN FREEZER REP	10/01/25	1,491.66
406177	CROSSTOWN MECHANICA	DCU-4 LEAK (TR 6)	10/08/25	1,483.98
406454	JESSEN PRESS INC	KINDERGARTEN BROCHU	10/22/25	1,483.00
406399	TRI-STATE BOBCAT IN	SNOW TIRES	10/15/25	1,480.00
406402	USLI	COLLABORATIVE INSUR	10/15/25	1,479.01
406459	LIFESAVER FIRE PROT	WS 21A EHS MECH. PH	10/22/25	1,477.58
406646	THOMAS O'KEEFE	BEG ORCHESTRA CAMP	10/29/25	1,470.00
406211	KELLY SERVICES, INC	TITLE II PD PROJECT	10/08/25	1,467.38
406166	BENCHMARK EDUCATION	GRADE 1 MATERIALS	10/08/25	1,467.00
406553	FRASER CHILD AND FA	CONSULTS 9/8/-9/12/	10/29/25	1,463.00
406617	MUSIC THEATRE INTER	THE JUNGLE BOOK LIC	10/29/25	1,462.00
406118	MIDWEST BUS PARTS I	GLASS	10/01/25	1,453.25
406347	INTERMEDIATE DISTRI	CAREER & TECH	10/15/25	1,443.87
406259	SNAPOLOGY OF MINNEA	ON SITE FIELD TRIP	10/08/25	1,440.00
V21504	YATESH N SINGH	GLENBROOKS TOURNAME	10/22/25	1,425.00
406591	KINECT ENERGY, INC	CS 8/31-9/30 USE	10/29/25	1,416.05
406225	MIDWEST GYM SUPPLY	S&H	10/08/25	1,400.00
406200	INNOVATIVE OFFICE S	DELIVERY AND INSTAL	10/08/25	1,367.25
406232	MSEA -- MN SCHOOL E	9/15/25 MSEA DUES	10/08/25	1,360.58
406227	MINNESOTA HISTORICA	FIELD TRIP FORT SNE	10/08/25	1,360.00
406227	MINNESOTA HISTORICA	FIELD TRIP FORT SNE	10/08/25	1,344.00
406159	93 SKIP LLC	TRAN. PV RIDER 7/23	10/08/25	1,333.37
406457	LANGUAGE LINE SERVI	BALANCE FORWARD	10/22/25	1,332.52
406374	NCS PEARSON INC	Q-INTERACTIVE SITE	10/15/25	1,330.00
406528	BRIANA REENSHULER	LUNCH ACCT REFUND	10/29/25	1,302.50
406321	BUSINESS ESSENTIALS	8.5X11 WHT QTY 40CT	10/15/25	1,300.00
406321	BUSINESS ESSENTIALS	8.5X11WHT QTY 40CT/	10/15/25	1,300.00
406530	BSN SPORTS, LLC	GBASKETBALL	10/29/25	1,300.00
406375	NOODLE TOOLS INC	NOODLETOOLS RENEWAL	10/15/25	1,296.00
406229	MINNESOTA ZOO	5TH GR FT	10/08/25	1,290.00
406074	BRAUN INTERTEC CORP	CN TOILET RENO TEST	10/01/25	1,286.00
406132	RICHARDSON NATURE C	KINDERGARTEN FIELD	10/01/25	1,284.00
406268	LEXIA VOYAGER SOPRI	LICENSES CORE5	10/08/25	1,276.50
406395	TAPAN SHARMA	ACT TUTORING	10/15/25	1,264.90
406110	LVC COMPANIES INC	TRANS - AN. ALARM A	10/01/25	1,264.00
406217	LVC COMPANIES INC	ANNUAL ALARM & SPRI	10/08/25	1,264.00
406342	HENNEPIN COUNTY TRE	31-028-24 12 0002 P	10/15/25	1,260.63
406405	WASTE MANAGEMENT OF	CS 9/1-9/30 USE	10/15/25	1,251.62
406510	WASTE MANAGEMENT OF	CS 10/1-10/3 USE	10/22/25	1,251.04
406553	FRASER CHILD AND FA	CONSULTS 9/1-9/5/25	10/29/25	1,232.00
406373	NAC MECHANICAL & EL	CHILLER START UP -	10/15/25	1,225.00
406123	NORCOSTCO INC	GAFF TAPE FOR AUDIT	10/01/25	1,217.69
406104	JOHNSON CONTROLS IN	AC REPAIR-CHILLER	10/01/25	1,212.00
406064	ADVANCED IMAGING SO	HIGH SCHOOL 08/25	10/01/25	1,210.34
406530	BSN SPORTS, LLC	GTRACK	10/29/25	1,207.44
406319	BREEZE ART BY CANDI	"MY CHOICE, MY ART,	10/15/25	1,200.00
406247	RAMSEY COUNTY HISTO	FIELD TRIP - GRADE	10/08/25	1,168.00
406510	WASTE MANAGEMENT OF	CC 10/1-10/31 USE	10/22/25	1,163.69
406482	PRAIRIE ELECTRIC CO	REPLACE POLE LIGHT	10/22/25	1,142.76
406656	WILDERNESS INQUIRY	WOLF & WILDLIFE PRO	10/29/25	1,140.00
406150	VERIFIED CREDENTIAL	BACKGROUND SCREENIN	10/01/25	1,138.25
406585	KAREN GOLDFARB	BEGINNING MAHJONG	10/29/25	1,120.00
406541	DIESEL COMPONENTS I	ACUATOR KIT	10/29/25	1,105.75
406166	BENCHMARK EDUCATION	GRADE 2 TEXTS	10/08/25	1,100.00
406167	BILL CARROLL PAINTI	PAINTING - SUPT'S S	10/08/25	1,095.00
406655	WHOBODIES LLC	TSHIRTS-UNIFIED	10/29/25	1,091.40

Check No.	Vendor	Description	Date	Amount
406654	WESTMARK PRODUCTION	CHOIR RECORDING	10/29/25	1,090.00
406077	CDW GOVERNMENT	STAFF LAPTOP-PLTW	10/01/25	1,085.00
406591	KINECT ENERGY, INC	CN 8/31-9/30 USE	10/29/25	1,080.18
406116	MEYER INK SCREEN PR	CHEER T-SHIRTS	10/01/25	1,071.85
406588	KELLY STRATEGIC ADV	KC CC ACTION PARK T	10/29/25	1,071.33
406588	KELLY STRATEGIC ADV	KC CS ACTION PARK T	10/29/25	1,071.33
406588	KELLY STRATEGIC ADV	KC CV ACTION PARK T	10/29/25	1,071.33
406247	RAMSEY COUNTY HISTO	GRADE 2 FIELD TRIP	10/08/25	1,064.00
406143	SPORTS UNLIMITED	ULTIMATE FRISBEE 80	10/01/25	1,055.60
406161	ALEXANDER SCHULTZ	SENSORY/BEHAVIOR CO	10/08/25	1,050.00
406144	STAGES THEATRE COMP	1ST GRADE FIELD TRI	10/01/25	1,047.00
406564	INSPEC INC	SV PAVEMENT REHAB	10/29/25	1,040.00
406306	AMAZON CAPITAL SERV	THEATER PRODUCTION	10/15/25	1,039.96
406577	JERRY'S PRINTING	CONCERT PROGRAMS	10/29/25	1,025.00
406355	KELLY SERVICES, INC	ELC - SUBSTITUTES	10/15/25	1,019.10
406191	FUN ENGINEERZ LLC	STEM NON SCHOOL DAY	10/08/25	1,008.00
406405	WASTE MANAGEMENT OF	CN 9/1-9/30 USE	10/15/25	1,005.39
406478	NORTHSTAR MEDIA INC	ZEPHYRUS	10/22/25	1,001.11
406622	NORTHSTAR MEDIA INC	ZEPHYRUS	10/29/25	1,001.11
406234	MYSTERY SCIENCE	MYSTERY WRITING SUB	10/08/25	999.00
406413	ALLEGRA EDEN PRAIRI	THEATRE SIGNS	10/22/25	997.10
V21465	LEONA MARLENE SANTI	MESPA MEMBERSHIP	10/01/25	997.00
406172	CDW GOVERNMENT	POWER SUPPLIES	10/08/25	991.82
406127	PINNACLE PATHWAYS L	THE BUILDER'S LAB	10/01/25	980.00
406064	ADVANCED IMAGING SO	CONCORD 08/25	10/01/25	972.18
406106	KINECT ENERGY, INC	CN 7/31-8/31 USE	10/01/25	969.18
406166	BENCHMARK EDUCATION	GRADE 4 MATERIALS	10/08/25	960.00
406554	FUN ENGINEERZ LLC	CV CODING CLUB	10/29/25	957.60
406078	CHILDREN'S THEATRE	WRKSHP-CHILDRENS' T	10/01/25	950.00
406128	PRESENT WELL BEING	PD SPEAKER 8-13-25	10/01/25	950.00
406224	MIDWEST BUS PARTS I	BRAKE PADS	10/08/25	948.69
406391	SIGNUM SIGNS AND GR	CLASSROOM NAME PLAT	10/15/25	944.00
406322	BYTESPEED LLC	MONITORS - ESPORTS	10/15/25	930.00
406530	BSN SPORTS, LLC	GBASKETBALL	10/29/25	927.36
406212	KINECT ENERGY, INC	OCTOBER MONTHLY USE	10/08/25	920.00
406068	ARROWHEAD FORENSICS	SCIENCE SUPPLIES	10/01/25	914.81
406303	ALLIANCE FRANCOISE	FRENCH FOR TRAVELER	10/15/25	910.00
406405	WASTE MANAGEMENT OF	HL 9/1-9/30 USE	10/15/25	901.79
406154	XEROX IT SOLUTIONS,	SCREEN DEDUCTIBLES	10/01/25	900.00
406165	BAYCOM INC	MOTOROLA WALKIES	10/08/25	898.00
V21501	CRISTIANA P HAWTHOR	COSTUMES FOR PLAY	10/22/25	896.28
406166	BENCHMARK EDUCATION	GRADE 5 ST. CONSUM.	10/08/25	880.00
406523	BA SERVICES LLC	HOSE RESPLACEMENT	10/29/25	879.43
406320	BSN SPORTS, LLC	XC	10/15/25	872.56
406179	DELUXE BRANDED MARK	DBL WINDOW ENVELOPE	10/08/25	870.00
406536	COMMERCIAL INFRASTR	WORK AT CN-DATA DRO	10/29/25	865.27
406429	DEHN'S PUMPKINS	FIELD TRIP-UNIFIED	10/22/25	854.00
406612	MINNESOTA LANDSCAPE	2ND GRADE-PLANTMOBI	10/29/25	850.00
406173	CENTURYLINK	333701579 SV	10/08/25	846.02
406106	KINECT ENERGY, INC	CS 7/31-8/31 USE	10/01/25	840.89
406199	INESE KRIEVANS	PIANO LESSONS	10/08/25	840.00
406517	ALLEGRA EDEN PRAIRI	"NOTPD, POST, PSTCDS"	10/29/25	832.00
406587	KELLY SERVICES, INC	ELC - SUBSTITUTES	10/29/25	828.83
406406	WOLD ARCHITECTS & E	EHS PHASE 3 RENO AV	10/15/25	824.13
406261	SUMMIT 360 INC	MODULES	10/08/25	823.90
406215	LAKESHORE LEARNING	TOYS	10/08/25	822.50
406439	GENERAL PARTS LLC	3-CHAMPION CURTAINS	10/22/25	820.62
406203	JANET UNGS - BUSINE	"COACHING-JUN, AUG,	10/08/25	810.00

Check No.	Vendor	Description	Date	Amount
406449	INGCO INTERNATIONAL	SOMALI TRANSLATIONS	10/22/25	808.66
406449	INGCO INTERNATIONAL	SPANISH TRANSLATION	10/22/25	805.50
406479	OCCUPATIONAL MEDICI	DRIVER DOT	10/22/25	800.00
V21499	KRISTENA S CRUZAN	PHONE REPLACEMENT	10/22/25	800.00
406216	LOCAL LLC	1/2 PG AD EDINA MAG	10/08/25	800.00
406599	LOCAL LLC	OCT ADS	10/29/25	800.00
406268	LEXIA VOYAGER SOPRI	LERTRS EMILY VOELKE	10/08/25	798.00
406436	FOLLETT CONTENT SOL	BOOKS FOR SV	10/22/25	794.41
406167	BILL CARROLL PAINTI	ELC PAINT COLOR CHA	10/08/25	790.00
V21527	BAILLIE MORGAN NASH	ASBO ANNUAL CONF 20	10/29/25	785.55
406210	KATH FUEL OIL SERVI	ULTRA PURE DIESEL	10/08/25	780.80
406099	H&B SPECIALIZED PRO	BASKET REPAIR	10/01/25	775.00
406620	NICKI BLACK	ETIQUETTE & MANNERS	10/29/25	773.50
406155	ZACHARY KLINE	FIDDLE CAMP	10/01/25	771.75
406095	FRASER CHILD AND FA	CONSULTATION 8/25-8	10/01/25	770.00
406166	BENCHMARK EDUCATION	GRADE 3 MATERIALS	10/08/25	768.00
406166	BENCHMARK EDUCATION	SHIPPING/HANDLING	10/08/25	765.66
406064	ADVANCED IMAGING SO	CORNELIA 08/25	10/01/25	763.50
406510	WASTE MANAGEMENT OF	CN 10/1-10/31 USE	10/22/25	762.13
406653	WAYZATA RESULTS	CC MEET TIMING	10/29/25	752.38
406653	WAYZATA RESULTS	CC MEET TIMING	10/29/25	752.37
406409	YOUTH FRONTIERS INC	GR 5 KINDNESS RETRE	10/15/25	750.00
406647	THREE RIVERS PARK D	FIELD TRIP	10/29/25	750.00
406329	DAIKIN APPLIED	SV ADD/LUBE FOR CHI	10/15/25	749.88
406064	ADVANCED IMAGING SO	COUNTRYSIDE 08/25	10/01/25	746.45
406067	ARCON SOLUTIONS INC	RALLY TOWELS	10/01/25	742.00
406418	BUSINESS ESSENTIALS	COPY CENTER PAPER	10/22/25	741.22
406591	KINECT ENERGY, INC	CV 8/31-9/30 USE	10/29/25	730.48
406560	HOGLUND BUS COMPANY	HORN PAD	10/29/25	726.92
406405	WASTE MANAGEMENT OF	CV 9/1-9/30 USE	10/15/25	725.57
406565	INVINCIBLE SPECIALT	CHEER MUSIC	10/29/25	725.00
406517	ALLEGRA EDEN PRAIRI	THEATER SIGNAGE	10/29/25	720.51
406407	XCEL ENERGY	ND 6/24- 8/23/2025	10/15/25	708.95
406088	EDUCATORS BENEFIT C	403(B) ADMIN & COMP	10/01/25	708.58
406182	EDUCATORS BENEFIT C	403(B) ADMIN & COMP	10/08/25	708.58
406252	SCAN AIR FILTER INC	FILTERS	10/08/25	708.01
406067	ARCON SOLUTIONS INC	FOLDERS	10/01/25	704.65
V21537	EMILY L WESTRUM	ASBO ANNUAL CONF 20	10/29/25	700.73
406109	LRS PORTABLES LLC	KUHLMAN PORTABLES	10/01/25	700.00
406368	MN STATE HIGH SCHOO	MATH TEAM FEE	10/15/25	700.00
406408	XEROX IT SOLUTIONS,	SCREEN DEDUCTIBLES	10/15/25	700.00
406640	SQUIRES, WALDSPURGE	LEAGL SERV - SSS	10/29/25	700.00
406146	TANG MATH LLC	STUDENT LIVE LESSON	10/01/25	695.00
406460	LOCAL LLC	DIGITAL ADS	10/22/25	695.00
406572	JARED LITTLE	ARCHERY 101	10/29/25	693.00
406561	HORIZON COMMERCIAL	CONTROLLER SENSORS	10/29/25	692.62
406080	CITY OF EDINA - POL	SECURITY AT HOCO DA	10/01/25	690.00
406560	HOGLUND BUS COMPANY	TRANSMISSION LEAK	10/29/25	688.31
406313	BARTLEY	INDICATOR LATCHES (10/15/25	678.00
406587	KELLY SERVICES, INC	DISTRICT - EHS	10/29/25	677.25
406419	CARLSON PRINTING CO	M.S. NIGHT POSTCARD	10/22/25	669.00
406424	CHILDREN'S THEATRE	THE ENORMOUS CROCOD	10/22/25	660.00
406159	93 SKIP LLC	CN PV RIDER 6/23-7/	10/08/25	659.60
406270	WEST MUSIC COMPANY	RECORDERS	10/08/25	656.98
406224	MIDWEST BUS PARTS I	FUEL TANK COATING	10/08/25	650.00
406382	QUALITY BUS AND TRU	FRONT COVER	10/15/25	650.00
406217	LVC COMPANIES INC	ANNUAL FE INSP. VVM	10/08/25	648.35
406188	SHRED-IT USA	SHREDDING	10/08/25	647.00

Check No.	Vendor	Description	Date	Amount
406064	ADVANCED IMAGING SO	NORMANDALE 08/25	10/01/25	631.47
406413	ALLEGRA EDEN PRAIRI	THEATRE SIGNS/POSTE	10/22/25	630.00
406104	JOHNSON CONTROLS IN	AC REPAIR-CHILLER	10/01/25	628.00
406101	HOGLUND BUS COMPANY	SEAL KIT	10/01/25	627.55
406510	WASTE MANAGEMENT OF	CV 10/1-10/31 USE	10/22/25	626.03
406540	DEHN'S PUMPKINS	KC ND PUMPKINS	10/29/25	625.00
406540	DEHN'S PUMPKINS	KC HL PUMPKINS	10/29/25	625.00
406540	DEHN'S PUMPKINS	KC CN PUMPKINS	10/29/25	625.00
406370	MRI SOFTWARE LLC	SEP BKGD CHK: VOLUN	10/15/25	620.00
406064	ADVANCED IMAGING SO	CREEK VALLEY 08/25	10/01/25	613.43
V21469	DANIEL T BITTMAN	HILTON HOTEL - CONS	10/08/25	612.08
V21498	NATHAN J SWENSON	HOTEL	10/15/25	612.08
406448	HOBART SERVICE	BAXTER OVEN SERVICE	10/22/25	612.00
406505	TRI-STATE BOBCAT IN	TOOLS	10/22/25	610.00
406608	MICHAEL TISCHENDORF	BOB ROSS PAINTING	10/29/25	604.80
406198	IMAGINE LEARNING, L	SONDAY CN L.OPSAHL	10/08/25	600.00
406422	CDW GOVERNMENT	CONSULTING FEES	10/22/25	590.63
406160	ACOUSTICS ASSOCIATE	CC STAGE WORK	10/08/25	589.00
406127	PINNACLE PATHWAYS L	ADULT BASKETBALL	10/01/25	588.00
406397	TIMOTHY FAKLIS	ADULT BASKETBALL	10/15/25	588.00
406396	LAKEVILLE DEBATE BO	DEBATE TOURNAMENT	10/15/25	584.00
406220	MENARDS - EDEN PRAI	ECC SHELVING	10/08/25	583.32
406519	AMAZON CAPITAL SERV	FLOOR SITTER	10/29/25	577.07
406113	MEDCO SUPPLY	TSCHIDA SUPPLIES	10/01/25	570.00
406213	KULLY SUPPLY INC	TOILET SENSOR	10/08/25	568.54
406452	JERRY'S FOODS EDINA	UNIFIED FOOD	10/22/25	562.84
406139	SCHOOL SPECIALTY, L	ART SUPPLIES	10/01/25	548.35
406255	SEAMS 2 EASY	FACS DUFFEL BAG KIT	10/08/25	545.39
406067	ARCON SOLUTIONS INC	RUN CLUB SHIRTS	10/01/25	541.83
406095	FRASER CHILD AND FA	CONSULTATION 8/18-8	10/01/25	539.00
406578	JESSEN PRESS INC	WEBSITE PORTAL EDIT	10/29/25	535.00
406347	INTERMEDIATE DISTRI	ALC	10/15/25	532.95
406510	WASTE MANAGEMENT OF	HL 10/1-10/31 USE	10/22/25	532.19
406260	STATE SUPPLY COMPAN	CHILL BEAM PUMP 8 -	10/08/25	530.46
406093	FLEET PRIDE	STARTER	10/01/25	525.73
406064	ADVANCED IMAGING SO	SOUTH VIEW 08/25	10/01/25	524.38
V21485	NATHAN J SWENSON	HOTEL	10/08/25	523.84
406173	CENTURYLINK	333850968 DO	10/08/25	520.00
406525	BENCHMARK EDUCATION	SHIPPING	10/29/25	517.00
406355	KELLY SERVICES, INC	CC - SUBSTITUTES	10/15/25	516.00
406363	MCGRAW-HILL SCHOOL	CALCULATORS	10/15/25	515.97
406173	CENTURYLINK	333694796 ECC	10/08/25	511.40
406306	AMAZON CAPITAL SERV	WHEELCHAIRS	10/15/25	509.96
406640	SQUIRES, WALDSPURGE	LEGAL SERV - MISC	10/29/25	504.00
406434	ESCREEN, INC.	DRIVER DOT EXAMS	10/22/25	503.75
406591	KINECT ENERGY, INC	ND 8/31-9/30 USE	10/29/25	502.42
406562	IMAGINE LEARNING, L	SONDAY SYSTEM 2	10/29/25	496.00
406493	SCHOOL SPECIALTY, L	ART ROOM SUPPLIES	10/22/25	495.90
406431	DRAIN PRO PLUMBING	AUGER FLOOR DRAIN	10/22/25	495.00
406566	IRISH SPEECH AND DE	DEBATE TOURNAMENT	10/29/25	494.00
406348	ISD #625 - ST PAUL	REG ED CARE & TREAT	10/15/25	493.48
406496	SITEONE LANDSCAPE S	SEED	10/22/25	493.16
406109	LRS PORTABLES LLC	ADDL HOMECOMING POR	10/01/25	490.00
406097	GENERAL PARTS LLC	KITCHEN PARTS	10/01/25	489.08
406429	DEHN'S PUMPKINS	KC CV PUMPKINS	10/22/25	486.34
406429	DEHN'S PUMPKINS	KC CC PUMPKINS	10/22/25	486.33
406429	DEHN'S PUMPKINS	KC CS PUMPKINS	10/22/25	486.33
406198	IMAGINE LEARNING, L	SONDAY SYSTEM 1 LP	10/08/25	484.00

Check No.	Vendor	Description	Date	Amount
406173	CENTURYLINK	334037045 CC	10/08/25	483.44
406215	LAKESHORE LEARNING	ALL AROUND DRESS UP	10/08/25	474.05
406446	HAWKINS INC	CHLORINE TANK	10/22/25	469.83
406405	WASTE MANAGEMENT OF	ND 9/1-9/30 USE	10/15/25	469.42
406064	ADVANCED IMAGING SO	HIGHLANDS 08/25	10/01/25	469.30
406515	ACOUSTICS ASSOCIATE	5 CASES TOUCHSTONE	10/29/25	465.60
406081	COMMUNITY PLAYTHING	KC CC SENSORY TABLE	10/01/25	465.00
406081	COMMUNITY PLAYTHING	KC CN SENSORY TABLE	10/01/25	465.00
406598	LEXIA LEARNING SYST	POWERUP LIT SUBS RE	10/29/25	460.00
406150	VERIFIED CREDENTIAL	BACKGROUND SCREENIN	10/01/25	452.90
406420	CARLSON'S LLOVABLE	LLAMA VISIT	10/22/25	450.00
406457	LANGUAGE LINE SERVI	OTHER	10/22/25	448.77
406249	RJ MECHANICAL INC	FIXED OUTSIDE HOSE	10/08/25	447.58
406594	KULLY SUPPLY INC	2 SLOAN SOLENOID TO	10/29/25	446.62
406250	ROBERT B HILL CO	SALT DELIVERY	10/08/25	445.10
406517	ALLEGRA EDEN PRAIRI	ENG/SPAN BE TICKEST	10/29/25	445.00
406510	WASTE MANAGEMENT OF	ND 10/1-10/31 USE	10/22/25	441.24
406562	IMAGINE LEARNING, L	SONDAY SYSTEM 1	10/29/25	440.00
406148	TRISTATE ORGAN SERV	4 KEYBOARD REPAIRS	10/01/25	438.72
406106	KINECT ENERGY, INC	CV 7/31-8/31 USE	10/01/25	433.53
406263	THE ROTARY CLUB OF	Q2 MEMB AND FEES	10/08/25	429.75
406560	HOGLUND BUS COMPANY	FILTERS	10/29/25	428.13
406193	GENERAL PARTS LLC	VULCAN OVEN PARTS	10/08/25	425.41
406230	MOR GOLF AND UTILIT	CART WRAPS	10/08/25	425.00
406374	NCS PEARSON INC	KBIT-2 REVISED COMP	10/15/25	424.70
406076	BUILDING CONTROLS &	BALL VALVE	10/01/25	424.18
406165	BAYCOM INC	WALKIE BATRERIES	10/08/25	420.00
406543	DUNCAN MCCAMPBELL	CHINA TODAY/GREAT D	10/29/25	416.50
406222	METRO SALES INC	PRINTER	10/08/25	415.92
406314	BAYCOM INC	WALKIE TALKIES	10/15/25	415.00
406320	BSN SPORTS, LLC	STORE ITEMS	10/15/25	411.00
406465	METALCRAFT	ASSET TAGS FOR WALK	10/22/25	405.97
406524	BAYCOM INC	WALKIE MAINTENANCE	10/29/25	403.75
V21458	JAMIE HAWKINSON	CHICAGO LEADER IN M	10/01/25	401.37
406248	RIVER BOTTOM PRODUC	CONCERT TECH	10/08/25	400.00
406508	UNIVERSITY OF ST TH	STUDENT TEACHING IA	10/22/25	400.00
406562	IMAGINE LEARNING, L	SONDAY FOR CV K.MIL	10/29/25	400.00
406611	MINNESOTA JUNIOR HI	VVMS MATH TEAM	10/29/25	400.00
406519	AMAZON CAPITAL SERV	"STICK, POST, PENS"	10/29/25	397.32
406196	GROTH MUSIC COMPANY	BAND SUPPLIES	10/08/25	394.94
406268	LEXIA VOYAGER SOPRI	STEP UP TO WRIT 3-5	10/08/25	392.00
406400	UNITED REFRIGERATIO	FAN MOTOR	10/15/25	390.00
406306	AMAZON CAPITAL SERV	FOLDING GYMNASTICS	10/15/25	385.16
406166	BENCHMARK EDUCATION	GRADE 5 MATERIALS	10/08/25	384.00
406490	RUSSELL SECURITY RE	HANDICAP OPENER REP	10/22/25	382.00
V21480	BAILLIE MORGAN NASH	ASBO HOTEL DEPOSIT	10/08/25	379.02
406524	BAYCOM INC	WALKIE MAINTENANCE	10/29/25	378.75
406524	BAYCOM INC	WALKIE MAINTENANCE	10/29/25	378.75
406363	MCGRAW-HILL SCHOOL	EVERYDAY MATH 4	10/15/25	378.18
406429	DEHN'S PUMPKINS	FIELD TRIP	10/22/25	378.00
406106	KINECT ENERGY, INC	TRAN. 7/31-8/31 USE	10/01/25	375.76
406198	IMAGINE LEARNING, L	PD WEBINAR 9/17/25	10/08/25	375.00
406537	CRISTINA GARRASI	ITALIAN COOKING FAS	10/29/25	365.00
406415	BENCHMARK EDUCATION	S&H	10/22/25	364.50
406173	CENTURYLINK	333689337 CS	10/08/25	362.58
406173	CENTURYLINK	333778976 CN	10/08/25	362.58
406173	CENTURYLINK	333953691 HL	10/08/25	362.58
V21462	SARAH MIZIORKO	LEADERSHIP EVENT	10/01/25	355.63

Check No.	Vendor	Description	Date	Amount
406402	USLI	UMBRELLA INSURANCE	10/15/25	355.00
406079	CINCINNATI CHILDREN	PROJECT SEARCH RENE	10/01/25	350.00
406475	MSBA -- MINNESOTA S	MOCK TRIAL REGISTRA	10/22/25	350.00
406525	BENCHMARK EDUCATION	STEPS TO ADVANCE LI	10/29/25	350.00
406596	LDT BOOSTER CLUB	DANCE INVITATIONAL	10/29/25	350.00
406613	MINNESOTA STATE BAR	MOCK TRIAL APPLICAT	10/29/25	350.00
406349	J KILLIAN CONSULTIN	IPHONE/IPAD LESSONS	10/15/25	350.00
406426	CONNELL THOMAS R	ALWAYS A HORNET	10/22/25	347.88
406579	JH LARSON COMPANY	(6) CAN LIGHTS - ND	10/29/25	347.23
406171	CARLSON PRINTING CO	SCHOOL INFO SHEETS	10/08/25	342.00
406165	BAYCOM INC	WALKIE TALKIE REPAI	10/08/25	341.25
406527	BRAUN INTERTEC CORP	EHS MECH. PHASE 2 T	10/29/25	341.00
406100	HEATHER BRACKEN	CANDY FOR PARADE	10/01/25	338.42
406487	RICHARDSON NATURE C	1ST GR FIELD TRIP	10/22/25	337.50
406359	MARIA LANDER CABRER	YOGA FOR CORE & PEL	10/15/25	336.00
406417	BUILDING CONTROLS &	BELIMO ACTUATOR	10/22/25	329.56
406591	KINECT ENERGY, INC	TRAN 8/31-9/30 USE	10/29/25	329.05
406242	PEARSON EDUCATION I	MYVIRTUALCHILD CODE	10/08/25	327.36
406166	BENCHMARK EDUCATION	QUOTE 86101	10/08/25	326.00
406254	SCHOOL SPECIALTY, L	ART SUPPLIES	10/08/25	325.02
406472	MN HIGH SCHOOL VOLL	VOLLEYBALL TOURNAME	10/22/25	325.00
406390	SDI INNOVATIONS INC	DATE BOOKS	10/15/25	322.92
406414	AMAZON CAPITAL SERV	ART DEPT INSTRUCT S	10/22/25	321.28
406165	BAYCOM INC	WALKIE TALKIE REPAI	10/08/25	316.25
406524	BAYCOM INC	WALKIE MAINTENANCE	10/29/25	316.25
406524	BAYCOM INC	WALKIE MAINTENANCE	10/29/25	316.25
406374	NCS PEARSON INC	VINELAND-3 COMPREHE	10/15/25	315.00
406136	SCHMITTY & SONS TRA	DEPOSIT 7TH GRAD EO	10/01/25	310.80
V21506	LOCHLANN BERTRAND-N	ND FRENCH INTERN PA	10/29/25	310.00
V21507	LILOU BONNET	ND FRENCH INTERN PA	10/29/25	310.00
V21509	YOHAN CARRE	ND FRENCH INTERN PA	10/29/25	310.00
V21510	IZALINE CHARTRON	ND FRENCH INTERN PA	10/29/25	310.00
V21511	TEA CHIMITS	VV FRENCH INTERN PA	10/29/25	310.00
V21512	VALENTINE DARNICHE	EHS FRENCH INTERN P	10/29/25	310.00
V21513	EMMA DESROCHES	ND FRENCH INTERN PA	10/29/25	310.00
V21514	LISA DUFOUR	ND FRENCH INTERN PA	10/29/25	310.00
V21515	NINA DUFOUR-FALCOZ	VV FRENCH INTERN PA	10/29/25	310.00
V21517	LEA FREI	ND FRENCH INTERN PA	10/29/25	310.00
V21518	AMBRE GENOUD	ND FRENCH INTERN PA	10/29/25	310.00
V21519	LOUKA GOMES	ND FRENCH INTERN PA	10/29/25	310.00
V21520	TESS GUYOT	ND FRENCH INTERN PA	10/29/25	310.00
V21521	THEOTIME LANGEVIN	ND FRENCH INTERN PA	10/29/25	310.00
V21522	MAEVA LE ROY DE BON	EHS FRENCH INTERN P	10/29/25	310.00
V21523	THOMAS LITZLER	ND FRENCH INTERN PA	10/29/25	310.00
V21524	THEO MARTY	VV FRENCH INTERN PA	10/29/25	310.00
V21525	CHARLOTTE MICHAUD	ND FRENCH INTERN PA	10/29/25	310.00
V21526	EURYDICE MOYAUX	ND FRENCH INTERN PA	10/29/25	310.00
V21528	JULIE PERRIER	ND FRENCH INTERN PA	10/29/25	310.00
V21529	CLARA PIRES	EHS FRENCH INTERN P	10/29/25	310.00
V21531	NOEMIE RIAUX	ND FRENCH INTERN PA	10/29/25	310.00
V21532	CLARA ROMANOS	ND FRENCH INTERN PA	10/29/25	310.00
V21533	GABIN SAMZUN	ND FRENCH INTERN PA	10/29/25	310.00
V21534	LEA SIMON	ND FRENCH INTERN PA	10/29/25	310.00
V21535	LOIS THIERRY	ND FRENCH INTERN PA	10/29/25	310.00
V21538	ALEYNA YILDIRGAN	ND FRENCH INTERN PA	10/29/25	310.00
406177	CROSTOWN MECHANICA	RECHARGE LIEBERT UN	10/08/25	309.00
406393	SNAPOLOGY OF MINNEA	NON PUB REIMBURSEME	10/15/25	307.36
406325	CITY OF EDINA	ATH. FLD. 7/1-10-1/	10/15/25	306.09

Check No.	Vendor	Description	Date	Amount
406173	CENTURYLINK	333527415 VV	10/08/25	302.15
406636	SCHMITT MUSIC COMPA	CELLO BOW REPAIR	10/29/25	301.50
406374	NCS PEARSON INC	GFTA-3 RECORD FORMS	10/15/25	301.00
406154	XEROX IT SOLUTIONS,	SCREEN DEDUCTIBLES	10/01/25	300.00
406239	PACER CENTER	K SPEAKER	10/08/25	300.00
406408	XEROX IT SOLUTIONS,	SCREEN DEDUCTIBLES	10/15/25	300.00
406500	STIX SPORTSWEAR & S	RUNNING CLUB SHIRTS	10/22/25	300.00
406658	XEROX IT SOLUTIONS,	SCREEN DEDUCTIBLES	10/29/25	300.00
406326	CLAIRE PAHL	GYMNASTICS	10/15/25	300.00
406415	BENCHMARK EDUCATION	S&H	10/22/25	299.50
406415	BENCHMARK EDUCATION	S&H	10/22/25	299.50
406652	WAYZATA HIGH SCHOOL	DEBATE FEES	10/29/25	296.50
406162	ALLEGRA EDINA	PD DAY PRINTOUTS	10/08/25	295.24
406268	LEXIA VOYAGER SOPRI	STEP UP TO WRIT K-2	10/08/25	294.00
406268	LEXIA VOYAGER SOPRI	STEP UP TO WRIT 6-8	10/08/25	294.00
406443	GRAINGER	PLUMBING SUPPLIES	10/22/25	291.94
406254	SCHOOL SPECIALTY, L	ART SUPPLIES	10/08/25	291.36
406097	GENERAL PARTS LLC	GASKETS	10/01/25	290.59
V21467	EMILY L WESTRUM	HOTEL DEPOSIT	10/01/25	289.51
406394	SUSAN HARDMAN-CONKL	KRIPALU YOGA	10/15/25	288.40
406405	WASTE MANAGEMENT OF	TRAN 9/1-9/30USE	10/15/25	282.79
406510	WASTE MANAGEMENT OF	TRAN 10/1-10/31 USE	10/22/25	282.69
406545	ECM PUBLISHERS INC	VV LIGHTING BIDS	10/29/25	282.50
406198	IMAGINE LEARNING, L	SONDAY SYSTEM 1 WD	10/08/25	280.00
406435	FACTORY MOTOR PARTS	R134	10/22/25	279.99
V21463	HUSSEIN A OSMAN	SNACKS FOR PARENT'S	10/01/25	278.20
406372	THE MUSIC MART	BAND REPAIR	10/15/25	274.95
406159	93 SKIP LLC	TRAN. SEPTEMBER PRO	10/08/25	271.41
406262	THE CHANCELLOR, MAS	WORLD LANGUAGE SUPP	10/08/25	271.25
406501	STRATEGIC BEHAVIORA	CONTRACT A.ARMANNO	10/22/25	270.00
V21504	YATESH N SINGH	GLENBROOKS TOURNAME	10/22/25	270.00
406530	BSN SPORTS, LLC	BASEBALLS	10/29/25	269.96
406098	GRAINGER	PLUMBING REPAIR PAR	10/01/25	266.10
406491	RYDIN	STAFF PARKING STICK	10/22/25	266.00
406185	ENTERTAINMENT PLUS	FALL FEST DJ	10/08/25	265.00
406635	SAVOR	FLAVORS OF INDIA-MA	10/29/25	264.60
406205	JERRY'S PRINTING	COMMUNICATION FORM	10/08/25	260.00
406205	JERRY'S PRINTING	ELC SCREENING SUMMA	10/08/25	260.00
V21472	HEATHER A EDAM	CLASSROOM STUDENT S	10/08/25	259.72
406456	KULLY SUPPLY INC	URINAL DIAPHRAGMS (10/22/25	258.00
406645	THE WORKS MUSEUM	ONSITE GROUP WORKSH	10/29/25	257.50
406200	INNOVATIVE OFFICE S	S&H	10/08/25	257.20
406556	GRAINGER	MAINT SUPPLIES	10/29/25	253.80
406336	FOLLETT HIGHER EDUC	BOOKS- A BAKER	10/15/25	252.72
406266	UNIVERSITY LANGUAGE	INTERPRETER - 98210	10/08/25	252.64
406152	WILD RUMPUS BOOK ST	BOOKS FOR CV	10/01/25	252.60
V21501	CRISTIANA P HAWTHOR	COSTUMES FOR MUSICA	10/22/25	252.18
406343	HORIZON COMMERCIAL	CHLORINE	10/15/25	252.02
406583	JULIE SHERMAN	MAKEUP BOOTCAMP	10/29/25	252.00
406236	NEW HAVOC DIGITAL P	BOARD PHOTOS	10/08/25	250.00
406264	TURNAROUND PERCUSSI	TIMPANI HEAD CHANGE	10/08/25	250.00
406265	TWIN CITIES FLAG SO	FLAG POLE REPAIR	10/08/25	250.00
406457	LANGUAGE LINE SERVI	ON SITE INTERPRETAT	10/22/25	250.00
406421	CATALYST SOURCING S	SUUPP TRACK MON SUB	10/22/25	249.99
406530	BSN SPORTS, LLC	GSOCCER PINNIES	10/29/25	249.22
406495	SEVER'S FESTIVALS	FALL FESTIVAL CV	10/22/25	247.00
406495	SEVER'S FESTIVALS	FALL FESTIVAL CC	10/22/25	247.00
406495	SEVER'S FESTIVALS	FALL FESTIVAL CS	10/22/25	247.00

Check No.	Vendor	Description	Date	Amount
406435	FACTORY MOTOR PARTS	A/C HOSE	10/22/25	246.00
406109	LRS PORTABLES LLC	EHS PORTABLES	10/01/25	245.00
406268	LEXIA VOYAGER SOPRI	STEP UP TO WRIT 9-1	10/08/25	245.00
406361	MASBO	2025 FALL CONFERENC	10/15/25	245.00
406361	MASBO	MASBO FALL CONFEREN	10/15/25	245.00
406361	MASBO	2025 FALL CONFERENC	10/15/25	245.00
406361	MASBO	FALL CONFERENCE 202	10/15/25	245.00
406461	MASBO	FALL CONFERENCE- DD	10/22/25	245.00
406217	LVC COMPANIES INC	ANNUAL FE INSP. CV	10/08/25	243.90
406379	PEDIATRIC HOME SERV	M. BORG 9/25/25	10/15/25	243.75
406379	PEDIATRIC HOME SERV	M. BORG 9/26/25	10/15/25	243.75
406379	PEDIATRIC HOME SERV	M. BORG 9/15/25	10/15/25	243.75
406379	PEDIATRIC HOME SERV	M.BORG 9/16/25	10/15/25	243.75
406379	PEDIATRIC HOME SERV	M. BORG 9/17/25	10/15/25	243.75
406379	PEDIATRIC HOME SERV	M. BORG 9/18/25	10/15/25	243.75
406379	PEDIATRIC HOME SERV	M. BORG 9/19/25	10/15/25	243.75
406379	PEDIATRIC HOME SERV	M. BORG 9/23/25	10/15/25	243.75
406173	CENTURYLINK	333527415 HS	10/08/25	241.72
406118	MIDWEST BUS PARTS I	ABS SENSOR	10/01/25	241.40
406160	ACOUSTICS ASSOCIATE	3 CASES CEILING TIL	10/08/25	240.24
V21497	KORY M SMITH	9/30-10/07 MILEAGE	10/15/25	239.19
406162	ALLEGRA EDINA	PARKING TICKETS	10/08/25	237.87
406089	ELIZABETH FOTLAND	EXTRA COSTUME/COMP	10/01/25	237.08
406150	VERIFIED CREDENTIAL	BACKGROUND SCREENIN	10/01/25	232.45
V21485	NATHAN J SWENSON	9/30 MILEAGE	10/08/25	231.00
406421	CATALYST SOURCING S	ON DEMAND/SERVICES	10/22/25	230.03
406209	JW PEPPER & SON INC	CHOIR SUPPLIES	10/08/25	230.00
406251	RUSSELL SECURITY RE	"REPAIRED DOOR 4, C	10/08/25	230.00
406403	VENTRIS LEARNING LL	UFLI TEACHERS MANUA	10/15/25	230.00
406336	FOLLETT HIGHER EDUC	BOOKS-T FLORES-COTO	10/15/25	228.23
406358	LAKESHORE LEARNING	BOOK BINS - CS SDL	10/15/25	227.96
406519	AMAZON CAPITAL SERV	ART SUPPLIES	10/29/25	227.21
406211	KELLY SERVICES, INC	DO - SUBSTITUTES	10/08/25	225.75
406379	PEDIATRIC HOME SERV	M. BORG 9/24/25	10/15/25	225.00
406507	UNIVERSITY LANGUAGE	INTERPRETER 9893467	10/22/25	225.00
406567	JACKIE MART	SPOOKY SNACKS CLASS	10/29/25	224.00
406338	GENERAL PARTS LLC	BOOSTER HEATER PART	10/15/25	223.20
406457	LANGUAGE LINE SERVI	VIDEO INTERPRETATIO	10/22/25	222.40
406150	VERIFIED CREDENTIAL	BACKGROUND SCREENIN	10/01/25	220.45
406404	VERIFIED CREDENTIAL	BACKGROUND SCREENIN	10/15/25	220.45
406198	IMAGINE LEARNING, L	SONDAY SYSTEM 2 WD	10/08/25	220.00
406153	WPS - WESTERN PSYCH	ABAS-3 (W-621AP25)	10/01/25	218.00
406626	R.M. COTTON, LLC	CONDENSATE NEUTRA F	10/29/25	218.00
406618	NCS PEARSON INC	KABC-II NORMATIVE U	10/29/25	217.00
406555	GENERAL PARTS LLC	PARTS FOR KIT EQUIP	10/29/25	216.50
406623	ORKIN COMMERCIAL SE	HL SEPTEMBER SERVIC	10/29/25	215.00
406315	BENCHMARK EDUCATION	EXPRESS EL CURRIC.	10/15/25	214.50
406507	UNIVERSITY LANGUAGE	INTERPRETER 9865193	10/22/25	212.44
406377	OPENTEXT INC	FAX 2 MAIL SEP 2025	10/15/25	211.72
406445	GREATAMERICA FINANC	DO SEP25 POSTAGE MT	10/22/25	210.95
406133	RJ MECHANICAL INC	REPAIR DRINKING FOU	10/01/25	210.00
406139	SCHOOL SPECIALTY, L	ART SUPPLIES	10/01/25	209.51
406213	KULLY SUPPLY INC	TOILET REPAIR PARTS	10/08/25	208.61
406306	AMAZON CAPITAL SERV	K SUPPLIES	10/15/25	207.98
406219	MASA	J.REMSING ACTIVE ME	10/08/25	207.00
406638	SCRIPPS NATIONAL SP	SPELLING BEE ENROLL	10/29/25	206.50
406552	FOLLETT HIGHER EDUC	A.OHEHIR BOOKS FALL	10/29/25	204.97
406594	KULLY SUPPLY INC	PLUMBING SUPPLIES	10/29/25	204.85

Check No.	Vendor	Description	Date	Amount
406591	KINECT ENERGY, INC	ECC 8/31-9/30 USE	10/29/25	204.05
406075	BSN SPORTS, LLC	FLANNEL SHIRTS	10/01/25	203.00
406530	BSN SPORTS, LLC	BASEBALLS	10/29/25	202.97
406179	DELUXE BRANDED MARK	SHIPPING AND HANDLI	10/08/25	201.72
406266	UNIVERSITY LANGUAGE	INTERPRETER - 98192	10/08/25	201.55
406106	KINECT ENERGY, INC	ECC 7/31-8/31 USE	10/01/25	200.16
406135	SAMUEL PETERSON	HIP HOP AUDIO	10/01/25	200.00
406251	RUSSELL SECURITY RE	PAINT ROOM DOOR -WO	10/08/25	200.00
406337	G&B ENVIRONMENTAL I	BEG WOODCARVING	10/15/25	200.00
406447	HENRY HEIN	BEG WOODCARVING	10/22/25	200.00
406584	JW PEPPER & SON INC	CHOIR SUPPLIES	10/29/25	199.98
406650	UNIVERSITY LANGUAGE	INTERPRETER-9719102	10/29/25	199.24
406650	UNIVERSITY LANGUAGE	INTERPRETER-9949279	10/29/25	198.20
406217	LVC COMPANIES INC	ANNUAL FE INSP. CN	10/08/25	197.20
406180	ECKROTH MUSIC	BAND REPAIR	10/08/25	197.12
406367	MN HOME TECH	AI IN ACTION	10/15/25	196.00
406401	UNIVERSITY LANGUAGE	INTERPRETER - 97822	10/15/25	195.39
406401	UNIVERSITY LANGUAGE	INTERPRETER - 97190	10/15/25	194.63
406464	MENARDS - RICHFIELD	20V DRN CLN 1GLOVE	10/22/25	191.93
406266	UNIVERSITY LANGUAGE	INTERPRETER - 97190	10/08/25	190.32
406650	UNIVERSITY LANGUAGE	INTERPRETER #971910	10/29/25	190.32
406507	UNIVERSITY LANGUAGE	INTERPRETER 9848685	10/22/25	190.08
406190	FRESHPOINT BIX PROD	CN KC SNACKS	10/08/25	189.42
406650	UNIVERSITY LANGUAGE	INTERPRETER #993802	10/29/25	189.13
406075	BSN SPORTS, LLC	SHIRTS FOR SWIM	10/01/25	185.26
406445	GREATAMERICA FINANC	DO JUL25 POSTAGE MT	10/22/25	184.95
406445	GREATAMERICA FINANC	DO AUG25 POSTAGE MT	10/22/25	184.95
406445	GREATAMERICA FINANC	DO OCT25 POSTAGE MT	10/22/25	184.95
406406	WOLD ARCHITECTS & E	EPAC ROOF REINFORCI	10/15/25	184.71
406650	UNIVERSITY LANGUAGE	INTERPRETER-9969153	10/29/25	184.35
406266	UNIVERSITY LANGUAGE	INTERPRETER - 97327	10/08/25	184.31
406507	UNIVERSITY LANGUAGE	INTERPRETER 9732767	10/22/25	184.31
406556	GRAINGER	TOILET	10/29/25	182.86
406169	BSN SPORTS, LLC	XC	10/08/25	180.96
406163	AMAZON CAPITAL SERV	CRASH PAD	10/08/25	180.49
406266	UNIVERSITY LANGUAGE	INTERPRETER - 97800	10/08/25	180.00
406266	UNIVERSITY LANGUAGE	INTERPRETER - 97800	10/08/25	180.00
406345	INGCO INTERNATIONAL	INTERPRETER FAM. NI	10/15/25	180.00
406401	UNIVERSITY LANGUAGE	INTERPRETER - 97327	10/15/25	180.00
406650	UNIVERSITY LANGUAGE	INTERPRETER-9949323	10/29/25	180.00
406101	HOGLUND BUS COMPANY	ECM CALIBRATION	10/01/25	179.95
406372	THE MUSIC MART	BAND REPAIR	10/15/25	179.95
406360	MARTHA ISELA MENDIO	ZUMBA WITH MARTHA	10/15/25	179.20
406181	EDINA COFFEE ROASTE	EMBER-5LBS DRIP BRE	10/08/25	176.25
406374	NCS PEARSON INC	CASL-2 RECORD FORM	10/15/25	176.00
406445	GREATAMERICA FINANC	EHS SEP25 POSTAGE M	10/22/25	175.95
406388	SCHOLASTIC INC	ACTION MAGAZINE - E	10/15/25	175.82
406109	LRS PORTABLES LLC	CREEK VALLEY PORTAB	10/01/25	175.00
406281	DOUGLAS ROSE	SOCCER	10/08/25	174.00
406282	FARRELL SCOTT FEIN	SOCCER	10/08/25	174.00
406296	YIFU CHEN	SOCCER	10/08/25	174.00
406297	JEREMY SWART	SOCCER	10/08/25	174.00
406233	THE MUSIC MART	BAND REPAIR	10/08/25	173.90
406557	GRAYBAR ELECTRIC CO	2 LED DRIVERS	10/29/25	173.70
406246	R.M. COTTON, LLC	JM 50 REFILL KITS	10/08/25	171.00
406358	LAKESHORE LEARNING	SHAKE-SOOTHE SENSOR	10/15/25	170.97
406066	AMAZON CAPITAL SERV	METAL SHELVING	10/01/25	170.70
406626	R.M. COTTON, LLC	"K-1000,1000 BTU-1"	10/29/25	170.00

Check No.	Vendor	Description	Date	Amount
406494	SEAMS 2 EASY	FACS DUFFEL KIT#10	10/22/25	169.00
406519	AMAZON CAPITAL SERV	APPLE AIRPODS 4	10/29/25	168.99
406139	SCHOOL SPECIALTY, L	ART SUPPLIES	10/01/25	167.82
406480	ODP BUSINESS SOLUTI	SUPPLIES CLASSROOM	10/22/25	167.70
406106	KINECT ENERGY, INC	ND 7/31-8/31 USE	10/01/25	167.26
406442	GOPHER STATE ONE-CA	BILLABLE TICKETS	10/22/25	166.05
406519	AMAZON CAPITAL SERV	ART CLASS SUPPLIES	10/29/25	164.99
406198	IMAGINE LEARNING, L	S&H	10/08/25	164.70
406336	FOLLETT HIGHER EDUC	BOOKS-E KAMP	10/15/25	164.24
406173	CENTURYLINK	333690767 D0	10/08/25	161.04
406581	JOHN W MCKONE -- BE	CHOIR REPAIR	10/29/25	160.00
406445	GREATAMERICA FINANC	SV OCT25 POSTAGE MT	10/22/25	159.95
406445	GREATAMERICA FINANC	SV OCT25 POSTAGE MT	10/22/25	159.95
406509	VERSATILE VEHICLES	REPLACEMENT PART	10/22/25	159.63
406528	BRIANA REENSHULER	LUNCH ACCT REFUND	10/29/25	159.50
406189	FRASER CHILD AND FA	B.GUNDERSON 8/22/25	10/08/25	154.00
406189	FRASER CHILD AND FA	E.BURNETT 8/19/25	10/08/25	154.00
406189	FRASER CHILD AND FA	M.FOLLESE 8/21/25	10/08/25	154.00
406553	FRASER CHILD AND FA	M.F. 9-4-25	10/29/25	154.00
406553	FRASER CHILD AND FA	M.F. 9-11-25	10/29/25	154.00
406553	FRASER CHILD AND FA	M.F. 9-18-25	10/29/25	154.00
406553	FRASER CHILD AND FA	M.F. 9-25-25	10/29/25	154.00
406553	FRASER CHILD AND FA	B.G. 9-12-25	10/29/25	154.00
406553	FRASER CHILD AND FA	B.G. 9-24-25	10/29/25	154.00
406553	FRASER CHILD AND FA	E.B. 9-8-25	10/29/25	154.00
406553	FRASER CHILD AND FA	E.B. 9-15-25	10/29/25	154.00
406553	FRASER CHILD AND FA	PSYCHOTHERAPY-M.N.	10/29/25	154.00
406383	QUEEN BEEZ LAWN AND	PUMPKINS CC/ND	10/15/25	154.00
406494	SEAMS 2 EASY	KIT #11	10/22/25	153.00
406584	JW PEPPER & SON INC	CHOIR SUPPLIES	10/29/25	153.00
406383	QUEEN BEEZ LAWN AND	PUMPKINS CV/CN	10/15/25	153.00
406383	QUEEN BEEZ LAWN AND	PUMPKINS HL/CS	10/15/25	153.00
406066	AMAZON CAPITAL SERV	MAIL SORTERS	10/01/25	151.60
406488	RICHFIELD MINNOCO /	FUEL	10/22/25	151.04
406086	ECM PUBLISHERS INC	AUG 11 REG MINUTES	10/01/25	150.00
406474	MN SWIM COACHES ASS	TRUE TEAM SWIM MEET	10/22/25	150.00
406502	TANG MATH LLC	TANGMATH SUBSCRIPT	10/22/25	150.00
406333	ELLA BASILE	GYMNASTICS	10/15/25	150.00
406445	GREATAMERICA FINANC	EHS OCT25 POSTAGE M	10/22/25	149.95
406445	GREATAMERICA FINANC	EHS JUL25 POSTAGE M	10/22/25	149.95
406445	GREATAMERICA FINANC	EHS AUG25 POSTAGE M	10/22/25	149.95
406306	AMAZON CAPITAL SERV	SENSORY TILES	10/15/25	149.92
406616	THE MUSIC MART	BAND SUPPLIES	10/29/25	149.38
406096	FRESHPOINT BIX PROD	ELFC CLASSROOM SNAC	10/01/25	147.75
406407	XCEL ENERGY	ECC 8/24-9/23/2025	10/15/25	146.13
406153	WPS - WESTERN PSYCH	DP-4 (W-703BP25)	10/01/25	146.00
406374	NCS PEARSON INC	KABC-II Q-GLOBAL	10/15/25	145.00
406374	NCS PEARSON INC	WISC-V RESPONSE BOO	10/15/25	145.00
406497	SNAPOLOGY OF MINNEA	FUEL	10/22/25	144.85
406629	RICHFIELD MINNOCO /	FUEL	10/29/25	144.85
406507	UNIVERSITY LANGUAGE	INTERPRETER 9827561	10/22/25	144.77
406350	JERRY'S HARDWARE	THEATER SET SUPPLIE	10/15/25	144.30
406315	BENCHMARK EDUCATION	EXPRESS EL CURRIC.	10/15/25	143.00
406315	BENCHMARK EDUCATION	EXPRESS EL CURRIC.	10/15/25	143.00
406315	BENCHMARK EDUCATION	EXPRESS EL CURRIC	10/15/25	143.00
406315	BENCHMARK EDUCATION	EXPRESS EL CURRIC.	10/15/25	143.00
406463	MENARDS - EDEN PRAI	"1HRV SPTCLN 2 3/4"	10/22/25	142.97
406555	GENERAL PARTS LLC	DOOR CATCH VULCAN	10/29/25	142.96

Check No.	Vendor	Description	Date	Amount
406064	ADVANCED IMAGING SO	BUS GARAGE 08/25	10/01/25	142.79
406069	ASTLEFORD INTERNATI	HOSE	10/01/25	142.72
406328	CULLIGAN BOTTLED WA	BOTTLED WATER	10/15/25	142.55
406378	PAR INC	BRIEF2 SELF-REPORT	10/15/25	142.50
406267	VIVACITY TECH PBC	BACKPACKS	10/08/25	140.00
406298	ROBERT BAKER	SOCCER	10/08/25	140.00
406339	GENERAL SECURITY SE	TRAN. PATROL RESPON	10/15/25	140.00
406403	VENTRIS LEARNING LL	UFLI TEACHER MANUAL	10/15/25	140.00
406490	RUSSELL SECURITY RE	POOL DOOR	10/22/25	140.00
406584	JW PEPPER & SON INC	CHOIR SUPPLIES	10/29/25	139.99
406511	WILD RUMPUS BOOK ST	BOOKS FOR CC	10/22/25	139.02
406278	DERRICK AGATE SR	FOOTBALL	10/08/25	138.00
406279	JOHN BOHMBACH	FOOTBALL	10/08/25	138.00
406280	DAVID RIVERA	FOOTBALL	10/08/25	138.00
406231	MPS, C/O BEDFORD, F	S&H	10/08/25	137.63
406118	MIDWEST BUS PARTS I	SEAT REPAIR	10/01/25	137.49
406196	GROTH MUSIC COMPANY	BAND SUPPLIES	10/08/25	137.00
406519	AMAZON CAPITAL SERV	KEVLAR ARM PROTECTI	10/29/25	135.80
406098	GRAINGER	TEST LEAD KIT	10/01/25	135.68
406306	AMAZON CAPITAL SERV	HYGIENE DISPENSERS	10/15/25	135.34
406306	AMAZON CAPITAL SERV	HYGIENE DISPENSERS	10/15/25	135.33
406117	MIDWEST BAND INSTRU	TUBA REPAIR	10/01/25	135.00
406501	STRATEGIC BEHAVIORA	CONTRACT A.ARMANNO	10/22/25	135.00
V21481	LAURA MAE SELBY NIE	8/22 - 9/4 MILEAGE	10/08/25	134.82
406562	IMAGINE LEARNING, L	S&H	10/29/25	133.60
406091	FACTORY MOTOR PARTS	BATTERY	10/01/25	131.22
406336	FOLLETT HIGHER EDUC	BOOKS-M JENSEN	10/15/25	130.16
406584	JW PEPPER & SON INC	CHOIR SUPPLIES	10/29/25	130.10
406288	ADAM BERG	FOOTBALL	10/08/25	130.00
406289	ZACHARY GUSTAFSON	FOOTBALL	10/08/25	130.00
406290	NICHOLAS EDWARDS	FOOTBALL	10/08/25	130.00
406291	BLAINE TURNBULL	FOOTBALL	10/08/25	130.00
406533	CHARLES STEWART	FOOTBALL	10/29/25	130.00
406535	CLINT HOBERG	FOOTBALL	10/29/25	130.00
406571	JAMES SCHRANK	FOOTBALL	10/29/25	130.00
406642	STEVEN HEIMER	FOOTBALL	10/29/25	130.00
406139	SCHOOL SPECIALTY, L	ART SUPPLIES	10/01/25	129.83
406416	BLICK ART MATERIALS	ART SUPPLIES	10/22/25	129.72
406306	AMAZON CAPITAL SERV	WEIGHTED VEST	10/15/25	129.18
406306	AMAZON CAPITAL SERV	WEIGHTED VEST	10/15/25	129.18
406370	MRI SOFTWARE LLC	SEP BKGD CHK: MISC	10/15/25	129.00
406556	GRAINGER	FUSES	10/29/25	128.46
406190	FRESHPOINT BIX PROD	ELCF SNACKS	10/08/25	128.40
406072	BJOREM SPEECH PUBLI	CYCLES BUNDLE	10/01/25	128.25
V21487	JANE C TIERNEY	7/7 - 9/30 MILEAGE	10/08/25	127.19
406176	CRISTINA GARRASI	ITALIAN COOKING: EG	10/08/25	126.00
406107	KULLY SUPPLY INC	PLUMBING PARTS	10/01/25	125.71
V21459	AMBER L KLAPHAKE	8/18-9/26 MILEAGE	10/01/25	125.58
406113	MEDCO SUPPLY	TSCHIDA SUPPLIES	10/01/25	125.52
406186	FACTORY MOTOR PARTS	BATTERY	10/08/25	125.00
406606	MHS -- MULTI-HEALTH	ASRS SPAN FORMS	10/29/25	125.00
406336	FOLLETT HIGHER EDUC	GYO AUG BOOKS	10/15/25	124.73
406336	FOLLETT HIGHER EDUC	BOOKS-N CONSIDINE	10/15/25	124.24
406438	FRESHPOINT BIX PROD	CN KC SNACKS	10/22/25	123.16
406378	PAR INC	BRIEF2 SELF REPORT	10/15/25	123.00
406616	THE MUSIC MART	BAND SUPPLIES	10/29/25	123.00
406336	FOLLETT HIGHER EDUC	BOOKS-K HELGREN	10/15/25	122.24
406134	SAFEGUARD BUSINESS	DEPOSIT TICKETS	10/01/25	122.06

Check No.	Vendor	Description	Date	Amount
406615	MULTILINGUAL WORD I	INTERPRETER #173677	10/29/25	120.30
406615	MULTILINGUAL WORD I	INTERPRETER #173676	10/29/25	120.30
406113	MEDCO SUPPLY	TSCHIDA SUPPLIES	10/01/25	120.21
406341	HAMMER SPORTS LLC	10/7 9TH VB OFF	10/15/25	120.00
406559	HAMMER SPORTS LLC	9TH GR GIRLS VB OFF	10/29/25	120.00
406623	ORKIN COMMERCIAL SE	TRAN. SEPTEMBER SER	10/29/25	120.00
406573	JERMISHA WATSON	FOOTBALL	10/29/25	118.75
406306	AMAZON CAPITAL SERV	K SUPPLIES	10/15/25	118.43
406558	GROTH MUSIC COMPANY	INSTRUMENT SUPPLIES	10/29/25	117.92
406184	ELENCO ELECTRONICS	BATTERY HOLDER FOR	10/08/25	117.07
406163	AMAZON CAPITAL SERV	OFFICE SUPPLIES	10/08/25	116.62
406605	MENARDS - EDEN PRAI	MAINT. SUPPLIES	10/29/25	116.54
406084	DELEGARD TOOL COMPA	ADJUSTABLE WRENCH	10/01/25	115.91
406532	CHANDA PARKINSON	TAROT FOR BEGINNERS	10/29/25	115.50
406558	GROTH MUSIC COMPANY	BAND MOUTHPIECES	10/29/25	115.40
406461	MASBO	MEMBERSHIP FEE - D.	10/22/25	115.00
406195	GRAINGER	MAINTENANCE SUPPLIE	10/08/25	114.84
406130	R.M. COTTON, LLC	SUPPLIES	10/01/25	114.00
406519	AMAZON CAPITAL SERV	WEIGHTED LAP PAD	10/29/25	113.97
406358	LAKESHORE LEARNING	GIANT WASHABLE INKP	10/15/25	113.96
406374	NCS PEARSON INC	SHIPPING	10/15/25	113.50
406615	MULTILINGUAL WORD I	INTERPRETER #173991	10/29/25	113.30
406064	ADVANCED IMAGING SO	VALLEY VIEW 08/25	10/01/25	113.01
406114	MENARDS - EDEN PRAI	SUPER GLUE SPOT CLE	10/01/25	112.78
406374	NCS PEARSON INC	VINELAND-3 DOMAIN L	10/15/25	112.50
406484	PROPIO LANGUAGE SER	ONSITE INTERPRETATI	10/22/25	112.50
406637	SCHOOL SPECIALTY, L	TURTLE AIRLITE	10/29/25	111.79
406066	AMAZON CAPITAL SERV	ANXIETY GREMLIN	10/01/25	111.45
406196	GROTH MUSIC COMPANY	ORCHESTRA SUPPLIES	10/08/25	109.99
406388	SCHOLASTIC INC	ACTION SUBSCRIPTION	10/15/25	109.89
406097	GENERAL PARTS LLC	KITCHEN REPAIR PART	10/01/25	108.75
406273	THOMAS BOSE	SWIMMING AND DIVING	10/08/25	108.00
406274	MARCUS STROMBERG	SWIMMING AND DIVING	10/08/25	108.00
406627	RANDI GRAVES	SWIMMING AND DIVING	10/29/25	108.00
406628	RES SPECIALTY PYROT	SWIMMING AND DIVING	10/29/25	108.00
406615	MULTILINGUAL WORD I	INTERPRETER #173812	10/29/25	107.00
406615	MULTILINGUAL WORD I	INTERPRETER #173078	10/29/25	106.30
406615	MULTILINGUAL WORD I	INTERPRETER #173077	10/29/25	105.60
406615	MULTILINGUAL WORD I	INTERPRETER #173080	10/29/25	105.60
406615	MULTILINGUAL WORD I	INTERPRETER #173079	10/29/25	104.90
V21469	DANIEL T BITTMAN	CAMPGROUND STAY (2	10/08/25	104.58
406220	MENARDS - EDEN PRAI	TOOLS	10/08/25	102.18
406272	JERMISHA WATSON	FOOTBALL	10/08/25	100.00
406292	JERMISHA WATSON	FOOTBALL	10/08/25	100.00
406408	XEROX IT SOLUTIONS,	SCREEN DEDUCTIBLES	10/15/25	100.00
406516	ADRIANA SOUNDARA	DEBATE	10/29/25	100.00
406569	JACOB MURAWSKI-HARG	DEBATE	10/29/25	100.00
406597	LEAH SCHMITT	DEBATE	10/29/25	100.00
406637	SCHOOL SPECIALTY, L	FLAGHOUSE AIRLITE B	10/29/25	100.00
V21496	YATESH N SINGH	MOSS TOURNAMENT SER	10/15/25	100.00
406221	METRO COMMUNITY ED	ANNUAL MEMBERSHIP D	10/08/25	100.00
406584	JW PEPPER & SON INC	CHOIR SUPPLIES	10/29/25	99.99
406258	SITEONE LANDSCAPE S	SUPPLIES FOR IRRIGA	10/08/25	99.78
406467	METRO SALES INC	OCT25 ATHL COPIER	10/22/25	98.00
406438	FRESHPOINT BIX PROD	ND KC SNACKS	10/22/25	96.20
406308	ASSURED SECURITY IN	KEYS FOR S KRUEGER	10/15/25	96.00
406370	MRI SOFTWARE LLC	SEP BKGD CHK: ELC	10/15/25	96.00
406190	FRESHPOINT BIX PROD	CV KC SNACKS	10/08/25	95.81

Check No.	Vendor	Description	Date	Amount
406365	METRO COMMUNITY ED	BAND BOOKS	10/15/25	95.60
406174	CONJUGUEMOS	SUBSCRIPTION	10/08/25	95.00
406623	ORKIN COMMERCIAL SE	EHS SEPTEMBER SERVI	10/29/25	95.00
406238	ODP BUSINESS SOLUTI	OFFICE SUPPLIES	10/08/25	94.38
406558	GROTH MUSIC COMPANY	BAND SUPPLIES	10/29/25	92.26
406105	KAYLEN COLPITTS	FOOTBALL	10/01/25	92.00
406275	AREND GEURINK	FOOTBALL	10/08/25	92.00
406276	RYAN FREEBERG	FOOTBALL	10/08/25	92.00
406277	ZACHARY GUSTAFSON	FOOTBALL	10/08/25	92.00
406283	CHRISTOPHER HOWERTO	FOOTBALL	10/08/25	92.00
406284	ROBERT RIES	FOOTBALL	10/08/25	92.00
406286	JAMES SCHRANK	FOOTBALL	10/08/25	92.00
406287	HEATHER CRAIG	FOOTBALL	10/08/25	92.00
406293	MICHAEL LOVAS	FOOTBALL	10/08/25	92.00
406294	HEATHER CRAIG	FOOTBALL	10/08/25	92.00
406295	JOHN BOHMBACH	FOOTBALL	10/08/25	92.00
406299	NICHOLAS RATHMANN	FOOTBALL	10/08/25	92.00
406300	THOMAS STREIF	FOOTBALL	10/08/25	92.00
406301	WILLIAM BEAN	FOOTBALL	10/08/25	92.00
406521	AREND GEURINK	FOOTBALL	10/29/25	92.00
406526	BLAINE TURNBULL	FOOTBALL	10/29/25	92.00
406533	CHARLES STEWART	FOOTBALL	10/29/25	92.00
406533	CHARLES STEWART	FOOTBALL	10/29/25	92.00
406539	DAVID RIVERA	FOOTBALL	10/29/25	92.00
406550	ELLIOT HIBBARD	FOOTBALL	10/29/25	92.00
406550	ELLIOT HIBBARD	FOOTBALL	10/29/25	92.00
406568	JACKSON RESSLER	FOOTBALL	10/29/25	92.00
406570	JAMES HOLT JR	FOOTBALL	10/29/25	92.00
406580	JOHN BOHMBACH	FOOTBALL	10/29/25	92.00
406607	MICHAEL LOVAS	FOOTBALL	10/29/25	92.00
406625	PATRICK SPIELMAN	FOOTBALL	10/29/25	92.00
406631	ROBERT RIES	FOOTBALL	10/29/25	92.00
406634	RYAN FREEBERG	FOOTBALL	10/29/25	92.00
406659	ZACHARY GUSTAFSON	FOOTBALL	10/29/25	92.00
406195	GRAINGER	FUSE - AHU 17	10/08/25	91.25
406345	INGCO INTERNATIONAL	INTERPRETER FAM. NI	10/15/25	90.00
406542	DIVISION FOR EARLY	CARAS KIT	10/29/25	90.00
406546	EDINA GIVE & GO	REFUND CHECK-KICKBA	10/29/25	90.00
406519	AMAZON CAPITAL SERV	BUTTON MAKER	10/29/25	89.99
406605	MENARDS - EDEN PRAI	MAINT. SUPPLIES	10/29/25	89.73
406485	R.M. COTTON, LLC	CBM REFILL KIT	10/22/25	88.00
406573	JERMISHA WATSON	FOOTBALL	10/29/25	87.50
406238	ODP BUSINESS SOLUTI	SUPPLIES CLASSROOM	10/08/25	87.11
406547	EDWIN VAN RIESSEN	SOCCER	10/29/25	87.00
406547	EDWIN VAN RIESSEN	SOCCER	10/29/25	87.00
406193	GENERAL PARTS LLC	KITCHEN PARTS	10/08/25	85.41
406578	JESSEN PRESS INC	BUSINESS CARDS-STRO	10/29/25	85.00
406605	MENARDS - EDEN PRAI	MAINTENANCE SUPPLIE	10/29/25	84.46
406602	MATTHEW SCHOEN	SWIMMING AND DIVING	10/29/25	84.00
406632	RONALD STRAUSS	SWIMMING AND DIVING	10/29/25	84.00
406323	CARLSON PRINTING CO	SVMS FLYERS PRINTED	10/15/25	83.00
406419	CARLSON PRINTING CO	ELC FLYERS PRINTED	10/22/25	83.00
406208	JOSTENS INC	YEARBOOK STICKERS	10/08/25	82.00
406522	B&H PHOTO VIDEO	ART SUPPLIES	10/29/25	80.98
406370	MRI SOFTWARE LLC	SEP BKGD CHK: IEA C	10/15/25	80.00
406623	ORKIN COMMERCIAL SE	SV SEPTEMBER SERVIC	10/29/25	80.00
406623	ORKIN COMMERCIAL SE	VV SEPTEMBER SERVIC	10/29/25	80.00
406636	SCHMITT MUSIC COMPA	BASS REPAIR	10/29/25	80.00

Check No.	Vendor	Description	Date	Amount
406312	CHRISTINE MORGAN	TAI CHI SAMPLER	10/15/25	80.00
406633	RUMBLINGS MEDIA LLC	EXPAND WORLD/MINDFU	10/29/25	80.00
406188	SHRED-IT USA	SHREDDING	10/08/25	79.91
406066	AMAZON CAPITAL SERV	5LB BULK CANDY	10/01/25	79.90
406066	AMAZON CAPITAL SERV	CHOC. BULK CANDY	10/01/25	79.90
406595	LAKESHORE LEARNING	PAW PRINTS	10/29/25	78.26
406224	MIDWEST BUS PARTS I	LATCH	10/08/25	77.83
406438	FRESHPOINT BIX PROD	CV KC SNACKS	10/22/25	77.11
406095	FRASER CHILD AND FA	CONSULTATION 8/11-8	10/01/25	77.00
406494	SEAMS 2 EASY	KIT #12	10/22/25	76.00
406558	GROTH MUSIC COMPANY	BAND SUPPLIES	10/29/25	76.00
406218	MARY LYONS	AIPAC - CULTURAL AC	10/08/25	75.00
406218	MARY LYONS	AIPAC - CULTURAL AC	10/08/25	75.00
406223	MICHAEL THUNDER	AIPAC - HAND DRUMME	10/08/25	75.00
406223	MICHAEL THUNDER	AIPAC - HAND DRUMME	10/08/25	75.00
406124	PATRICIA M. CASELLO	CLUTTER FREE CLASS	10/01/25	75.00
406356	KRIS INDERIEDEN	COOKIE CART COOKIES	10/15/25	74.95
406376	ODP BUSINESS SOLUTI	OFFICE SUPPLIES	10/15/25	74.95
V21469	DANIEL T BITTMAN	PARKING - MSP	10/08/25	74.88
406137	SCHOOL HEALTH CORPO	HOT/COLD PACKS	10/01/25	74.40
406220	MENARDS - EDEN PRAI	GLUE TAPE STICCKY V	10/08/25	73.54
406306	AMAZON CAPITAL SERV	IPAD CASE ROSE	10/15/25	71.90
406315	BENCHMARK EDUCATION	EXPRESS EL CURRIC.	10/15/25	71.50
406315	BENCHMARK EDUCATION	EXPRESS EL CURRIC.	10/15/25	71.50
406374	NCS PEARSON INC	CTONI-2 RECORD FORM	10/15/25	71.00
406324	CHUX SCREEN PRINTIN	ND CHOIR SHIRTS	10/15/25	71.00
406109	LRS PORTABLES LLC	HS PORTA POTTY RENT	10/01/25	70.00
406109	LRS PORTABLES LLC	ECC PORTA POTTY REN	10/01/25	70.00
406271	FRANKLINE NDINGWAN	SOCCER	10/08/25	70.00
406285	LEWIS WHEELER	SOCCER	10/08/25	70.00
406600	LRS PORTABLES LLC	EHS UPPER TURF PORT	10/29/25	70.00
406600	LRS PORTABLES LLC	ECC MULTIPURPOSE P0	10/29/25	70.00
406334	EVAN-MOOR EDUCATION	DAILY RDG COMP GR 6	10/15/25	69.98
406306	AMAZON CAPITAL SERV	GUMMY WORMS	10/15/25	69.90
406519	AMAZON CAPITAL SERV	BELT BAGS	10/29/25	69.90
406441	GOPHER STAGE LIGHTI	TWO ENX SPOTLIGHT B	10/22/25	69.80
406086	ECM PUBLISHERS INC	AUG 11 WS MINUTES	10/01/25	68.75
406196	GROTH MUSIC COMPANY	BAND MUSIC	10/08/25	68.56
V21483	DEBRA K RICHARDS	9/2 - 9/30 MILEAGE	10/08/25	67.62
406306	AMAZON CAPITAL SERV	IPAD CASE BLUE	10/15/25	67.40
V21473	NICHOLAS J ELLISON	JIMMY JOHN'S LUNCH	10/08/25	67.27
406096	FRESHPOINT BIX PROD	KC CV SNACKS	10/01/25	67.21
406238	ODP BUSINESS SOLUTI	HEALTH OFFICE	10/08/25	67.18
V21485	NATHAN J SWENSON	MEALS 9/30-10/2	10/08/25	66.90
406114	MENARDS - EDEN PRAI	HARDWARE/TOOLS	10/01/25	66.46
406346	INNOVATIVE OFFICE S	OFFICE SUPPLIES	10/15/25	66.21
406529	BRITTANY HANSEN	MUFFINS FOR BLOOD D	10/29/25	65.99
406392	SITEONE LANDSCAPE S	REPLACED TOOLS	10/15/25	65.97
406629	RICHFIELD MINNOCO /	FUEL	10/29/25	65.47
406623	ORKIN COMMERCIAL SE	ND SEPTEMBER SERVIC	10/29/25	65.00
406623	ORKIN COMMERCIAL SE	CC SEPTEMBER SERVIC	10/29/25	65.00
406623	ORKIN COMMERCIAL SE	CN SEPTEMBER SERVIC	10/29/25	65.00
406623	ORKIN COMMERCIAL SE	CS SEPTEMBER SERVIC	10/29/25	65.00
406623	ORKIN COMMERCIAL SE	CV SEPTEMBER SERVIC	10/29/25	65.00
406245	PREMIUM WATERS INC	WATER FOR DMTS	10/08/25	64.74
406066	AMAZON CAPITAL SERV	WEIGHTED VEST	10/01/25	64.59
406470	MINNESOTA ELITE ASS	B SOCCER ASSIGNOR F	10/22/25	64.00
406306	AMAZON CAPITAL SERV	DISINFECTING WIPES	10/15/25	63.90

Check No.	Vendor	Description	Date	Amount
406066	AMAZON CAPITAL SERV	3 RING BINDERS	10/01/25	63.28
406306	AMAZON CAPITAL SERV	WEIGHTED BLANKET	10/15/25	63.04
406198	IMAGINE LEARNING, L	SONDAY SYSTEM ASSES	10/08/25	63.00
406156	ZESTFUL DESIGN	ZESTFULLY DECLUTTER	10/01/25	63.00
406532	CHANDA PARKINSON	TAROT FOR BEGINNERS	10/29/25	63.00
406086	ECM PUBLISHERS INC	AUG 19 RETREAT MINU	10/01/25	62.50
406573	JERMISHA WATSON	SOCCER	10/29/25	62.50
406153	WPS - WESTERN PSYCH	DP-4 (W-703FP5)	10/01/25	62.00
406605	MENARDS - EDEN PRAI	KITCHEN STEAMER FIL	10/29/25	61.59
406381	PREMIUM WATERS INC	WATER FOR DMTS	10/15/25	60.49
406578	JESSEN PRESS INC	BUSINESS CARDS-THOL	10/29/25	60.00
406623	ORKIN COMMERCIAL SE	EHS BUNKER SEPT. SE	10/29/25	60.00
406163	AMAZON CAPITAL SERV	NEEDOH SQUISHIES	10/08/25	59.98
406519	AMAZON CAPITAL SERV	LAPTOP BED DESKS	10/29/25	59.98
406605	MENARDS - EDEN PRAI	ELFC APPLIANCE DISP	10/29/25	59.97
406471	MINNESOTA EQUIPMENT	CABLE	10/22/25	59.84
406190	FRESHPOINT BIX PROD	ND KC SNACKS	10/08/25	59.20
406306	AMAZON CAPITAL SERV	LARGE BANDAGES BULK	10/15/25	58.99
406336	FOLLETT HIGHER EDUC	BOOKS-A NAJHAWAN	10/15/25	58.99
V21478	BETHANY A MOHS	9/2 - 9/30 MILEAGE	10/08/25	58.73
406113	MEDCO SUPPLY	TSCHIDA SUPPLIES	10/01/25	58.71
406197	HOGLUND BUS COMPANY	BOLTS	10/08/25	58.16
406641	STATE SUPPLY COMPAN	GASKET FOR STRAINER	10/29/25	58.13
V21484	TIMOTHY J RONHOVDE	8/26 - 9/30 MILEAGE	10/08/25	57.75
406591	KINECT ENERGY, INC	ND 8/31-9/30 USE	10/29/25	57.55
V21461	KIM M MISMASH	SUPPLIES	10/01/25	57.36
406091	FACTORY MOTOR PARTS	A/C LINE	10/01/25	57.34
406304	ALMA RIDDELL	REFUND FOR CANCELLE	10/15/25	57.16
406130	R.M. COTTON, LLC	JM-50 REFILL KIT	10/01/25	57.00
406130	R.M. COTTON, LLC	JM-50R REFILL KIT	10/01/25	57.00
406384	R.M. COTTON, LLC	REFILL KIT	10/15/25	57.00
406306	AMAZON CAPITAL SERV	KIDZLANE BUBBLES	10/15/25	56.97
406306	AMAZON CAPITAL SERV	THERMOMETER	10/15/25	56.97
406256	SHRED RIGHT	SHREDDING SERVICES	10/08/25	56.94
406639	SHRED RIGHT	SHREDDING SERVICES	10/29/25	56.94
V21476	ANGELA K HRUBY	9/3 - 9/30 MILEAGE	10/08/25	56.49
406106	KINECT ENERGY, INC	ND 7/31-8/31 USE	10/01/25	56.46
406519	AMAZON CAPITAL SERV	SPINNING LIGHT UP T	10/29/25	55.96
406623	ORKIN COMMERCIAL SE	ECC SEPTEMBER SERVI	10/29/25	55.00
406173	CENTURYLINK	333869855 CC	10/08/25	54.02
406066	AMAZON CAPITAL SERV	COLLAPSIBLE ROLLING	10/01/25	53.99
V21455	WHITNEY BRAUCHLA	LEADERSHIP PLANNING	10/01/25	53.80
406630	ROBERT H SCARLETT	GD COFFEE HOUR	10/29/25	52.50
406196	GROTH MUSIC COMPANY	BAND SUPPLIES	10/08/25	52.00
V21455	WHITNEY BRAUCHLA	LEADERSHIP MATERIAL	10/01/25	51.80
406584	JW PEPPER & SON INC	ORCHESTRA SUPPLIES	10/29/25	51.40
406584	JW PEPPER & SON INC	ORCHESTRA SUPPLIES	10/29/25	51.40
V21490	ALEXANDER J HATTSTR	9/15 - 10/09 MILEAG	10/15/25	51.17
V21457	BENJAMIN J FLEMING	9/26 - MILEAGE	10/01/25	50.12
406066	AMAZON CAPITAL SERV	ELECTRIC PENCIL SHA	10/01/25	50.00
406584	JW PEPPER & SON INC	ORCHESTRA MUSIC	10/29/25	50.00
406112	MCEA	SPECIALIST JOB POST	10/01/25	50.00
406066	AMAZON CAPITAL SERV	MINI EASEL PAD	10/01/25	49.99
406196	GROTH MUSIC COMPANY	BAND MUSIC	10/08/25	49.98
406137	SCHOOL HEALTH CORPO	CARRY CASE SPOT VIS	10/01/25	49.97
V21479	JONATHAN C MOORE	9/2 - 9/30 MILEAGE	10/08/25	49.42
V21466	CHARLES K WEISE	8/18-9/25 MILEAGE	10/01/25	48.65
406306	AMAZON CAPITAL SERV	MEGAWORDS SET	10/15/25	48.60

Check No.	Vendor	Description	Date	Amount
406087	EDINA GIVE & GO	DONATIONS	10/01/25	48.00
406114	MENARDS - EDEN PRAI	ATOMIC WALL CLOCK	10/01/25	47.99
406463	MENARDS - EDEN PRAI	PARTS	10/22/25	46.96
406153	WPS - WESTERN PSYCH	ABAS-3 (W-621BP5)	10/01/25	46.00
406066	AMAZON CAPITAL SERV	BULK CANDY	10/01/25	45.99
406163	AMAZON CAPITAL SERV	LAMINATING SHEETS	10/08/25	45.99
406603	MCGRAW-HILL SCHOOL	ALEKS SEC STAND ALO	10/29/25	45.55
V21488	MEGAN A WILLIAMS	8/19 - 9/30 - MILEA	10/08/25	45.43
406066	AMAZON CAPITAL SERV	CHILD'S PLAY CANDY	10/01/25	45.12
406204	JERRY'S HARDWARE	THEATER SUPPLIES	10/08/25	44.96
406560	HOGLUND BUS COMPANY	HOSE	10/29/25	44.72
406428	DECKER INC	RESTROOM PARTITION	10/22/25	44.70
V21468	SARAH J BURGESS	DONUTS FOR BREAKFAS	10/01/25	44.70
406551	FINKEN WATER INC	WATER FOR NURSE	10/29/25	44.20
406519	AMAZON CAPITAL SERV	WASHABLE MARKERS	10/29/25	44.01
406558	GROTH MUSIC COMPANY	INSTRUMENT REPAIR	10/29/25	43.94
406519	AMAZON CAPITAL SERV	CONSTRUCTION PAPER	10/29/25	43.40
406306	AMAZON CAPITAL SERV	THERABAND BLUE	10/15/25	43.11
406269	WENGER CORPORATION	WHEELS/AXELS	10/08/25	43.01
406575	JERRY'S FOODS EDINA	STAFF IN-SERVICE SN	10/29/25	42.22
V21483	DEBRA K RICHARDS	8/15 - 8/29 MILEAGE	10/08/25	42.07
V21486	ROLLAND T TALAN	8/29 - 9/30 MILEAGE	10/08/25	41.93
V21485	NATHAN J SWENSON	FOOD	10/08/25	41.76
406306	AMAZON CAPITAL SERV	SPLINTS	10/15/25	41.70
406066	AMAZON CAPITAL SERV	FILE FOLDERS	10/01/25	41.39
406407	XCEL ENERGY	ND USE 8/24-9/23/20	10/15/25	41.22
406364	MENARDS - EDEN PRAI	SUPPLIES	10/15/25	40.52
406339	GENERAL SECURITY SE	HL INTRUSION MONITO	10/15/25	40.08
406339	GENERAL SECURITY SE	SV INTRUSION MONITO	10/15/25	40.08
406339	GENERAL SECURITY SE	VV INTRUSION MONITO	10/15/25	40.08
406339	GENERAL SECURITY SE	CV INTRUSION MONITO	10/15/25	40.08
406339	GENERAL SECURITY SE	ECC INTRUSION MONIT	10/15/25	40.08
406339	GENERAL SECURITY SE	EHS INTRUSION MONIT	10/15/25	40.08
406339	GENERAL SECURITY SE	CC INTRUSION MONITO	10/15/25	40.08
406339	GENERAL SECURITY SE	CN INTRUSION MONITO	10/15/25	40.08
406114	MENARDS - EDEN PRAI	APPLIANCE RECYCLING	10/01/25	39.98
406531	CAROLINA BIOLOGICAL	PHOSPHATE	10/29/25	39.90
406563	INNOVATIVE OFFICE S	AA & AAA BATTERIES	10/29/25	39.80
406306	AMAZON CAPITAL SERV	THERABAND GREEN	10/15/25	39.46
406066	AMAZON CAPITAL SERV	ROLLING CART	10/01/25	39.41
V21477	NATHANIEL M LINDLEY	9/2 - 9/29 MILEAGE	10/08/25	39.13
406306	AMAZON CAPITAL SERV	THERABAND GREEN	10/15/25	39.09
406113	MEDCO SUPPLY	TSCHIDA SUPPLIES	10/01/25	39.06
406163	AMAZON CAPITAL SERV	PAPERBACK-TWISTED	10/08/25	38.95
406483	PREMIUM WATERS INC	SEP25 HOT/COLD WATE	10/22/25	38.95
406483	PREMIUM WATERS INC	OCT25 HOT/COLD WATE	10/22/25	38.95
V21482	SUSAN K LANDER	SVTV - FOOD	10/08/25	38.93
406372	THE MUSIC MART	BAND SUPPLIES	10/15/25	38.28
406576	JERRY'S HARDWARE	TSCHIDA SUPPLIES	10/29/25	38.21
406066	AMAZON CAPITAL SERV	GREAT SURPRISE CAND	10/01/25	37.99
406306	AMAZON CAPITAL SERV	WIRELESS MOUSE	10/15/25	37.98
406519	AMAZON CAPITAL SERV	2PRS-CUT RESISTANT	10/29/25	37.98
V21493	JORDAN N JUDD	8/28 - 9/30 MILEAGE	10/15/25	37.94
406519	AMAZON CAPITAL SERV	BREAKING BARRIER BO	10/29/25	37.92
406096	FRESHPOINT BIX PROD	KC CC SNACKS	10/01/25	37.82
406438	FRESHPOINT BIX PROD	CC KC SNACKS	10/22/25	37.82
406452	JERRY'S FOODS EDINA	FACS	10/22/25	37.73
406306	AMAZON CAPITAL SERV	SLANT BOARDS	10/15/25	37.49

Check No.	Vendor	Description	Date	Amount
406438	FRESHPOINT BIX PROD	CS KC SNACKS	10/22/25	37.35
406519	AMAZON CAPITAL SERV	PROTECTIVE ARM SLEE	10/29/25	36.99
406519	AMAZON CAPITAL SERV	CHUBUDDY TUBE ZILLA	10/29/25	36.99
406220	MENARDS - EDEN PRAI	MISC BUILDING SUPPL	10/08/25	36.33
406066	AMAZON CAPITAL SERV	ANXIETY WORKBOOK	10/01/25	36.10
406504	TRANSPORTATION PLUS	TYPE III	10/22/25	36.00
V21460	ADRIANNE KUTZORIK	ANNUAL SUBSCRIPTION	10/01/25	36.00
406163	AMAZON CAPITAL SERV	WEIGHTED STUFFED AN	10/08/25	35.99
406452	JERRY'S FOODS EDINA	FACS	10/22/25	35.73
406066	AMAZON CAPITAL SERV	JOLLY RANCHER	10/01/25	35.64
406605	MENARDS - EDEN PRAI	PVC PIPING AND CEME	10/29/25	35.58
406066	AMAZON CAPITAL SERV	LAMINATING SHEETS	10/01/25	35.56
V21492	THOMAS J JOHNSTON	9/08 - 9/29 MILEAGE	10/15/25	35.42
406339	GENERAL SECURITY SE	EHS PATROL RESPONSE	10/15/25	35.00
406525	BENCHMARK EDUCATION	SHIPPING	10/29/25	35.00
406589	KEVIN BOHRER	OFFICIAL	10/29/25	35.00
406593	KRISTINA BOHRER	OFFICIAL	10/29/25	35.00
406066	AMAZON CAPITAL SERV	WEIGHTED STUFFED AN	10/01/25	34.99
406306	AMAZON CAPITAL SERV	PIZZA CRUST MIX	10/15/25	34.99
406066	AMAZON CAPITAL SERV	ADAPTIVE AID CUFF	10/01/25	34.75
406519	AMAZON CAPITAL SERV	WRITING SLANT BOARD	10/29/25	33.99
406066	AMAZON CAPITAL SERV	STAPLER	10/01/25	33.96
406163	AMAZON CAPITAL SERV	WALL FILE ORGANIZER	10/08/25	33.72
406519	AMAZON CAPITAL SERV	BOOK HOLDER STAND	10/29/25	33.24
406372	THE MUSIC MART	BAND REPAIR	10/15/25	32.75
406163	AMAZON CAPITAL SERV	PLASTIC STACKING DR	10/08/25	32.48
406363	MCGRAW-HILL SCHOOL	SHIPPING AND HANDLI	10/15/25	32.41
406350	JERRY'S HARDWARE	KEYS FOR SHAWNEE KR	10/15/25	32.28
406605	MENARDS - EDEN PRAI	SUPPLIES	10/29/25	32.24
V21491	ALAN K HENDRICKSON	8/21 - 10/08 - MILE	10/15/25	32.20
V21530	CAROLYN PROCTOR	10/08 - MILEAGE	10/29/25	32.20
V21530	CAROLYN PROCTOR	10/22 MILEAGE	10/29/25	32.20
406370	MRI SOFTWARE LLC	SEP BKGD CHK: AMERI	10/15/25	32.00
406370	MRI SOFTWARE LLC	SEP BKGD CHK: HOST	10/15/25	32.00
406470	MINNESOTA ELITE ASS	G SOCCER ASSIGNOR F	10/22/25	32.00
406114	MENARDS - EDEN PRAI	GLACIER SPROTCAP WA	10/01/25	31.92
406306	AMAZON CAPITAL SERV	BEAN BAG FROGS	10/15/25	31.22
406463	MENARDS - EDEN PRAI	PVC PIPES	10/22/25	31.02
V21491	ALAN K HENDRICKSON	8/26 - 9/17 MILEAGE	10/15/25	30.80
406163	AMAZON CAPITAL SERV	1ST SCIENCE	10/08/25	30.71
406519	AMAZON CAPITAL SERV	CHUBUDDY STRONG TUB	10/29/25	30.39
406438	FRESHPOINT BIX PROD	CC KC SNACKS	10/22/25	30.20
406066	AMAZON CAPITAL SERV	CHEEZ ITS	10/01/25	30.08
406103	JERRY'S HARDWARE	TSCHIDA SUPPLIES	10/01/25	30.03
406334	EVAN-MOOR EDUCATION	DAILY RDG COMP PRIN	10/15/25	29.99
406066	AMAZON CAPITAL SERV	BRAIN TEASER PZZL C	10/01/25	29.98
406519	AMAZON CAPITAL SERV	6PK TIMERS	10/29/25	29.98
406519	AMAZON CAPITAL SERV	STEP STOOL	10/29/25	29.98
406066	AMAZON CAPITAL SERV	TRANSFORMABLE FIDGE	10/01/25	29.94
406576	JERRY'S HARDWARE	TSCHIDA SUPPLIES	10/29/25	29.90
406519	AMAZON CAPITAL SERV	SIMPLE HOUSEWARE FI	10/29/25	29.87
406306	AMAZON CAPITAL SERV	SENSORY FIBER OPTIC	10/15/25	29.80
406519	AMAZON CAPITAL SERV	MINI FIESTA MARACAS	10/29/25	29.69
406519	AMAZON CAPITAL SERV	PENCIL SHARPENER	10/29/25	29.67
406066	AMAZON CAPITAL SERV	EXPO FINE TIP	10/01/25	29.18
406137	SCHOOL HEALTH CORPO	TOOTH SAVERS	10/01/25	29.10
406204	JERRY'S HARDWARE	SINK PARTS/ND HEALT	10/08/25	29.02
406066	AMAZON CAPITAL SERV	BULK FIDGET SPINNER	10/01/25	28.99

Check No.	Vendor	Description	Date	Amount
406306	AMAZON CAPITAL SERV	HOT CHOCOLATE	10/15/25	28.97
406306	AMAZON CAPITAL SERV	WEIGHTED BLANKET	10/15/25	28.37
406469	MINNESOTA DEPARTMEN	P TINSLEY-UNCLAIMED	10/22/25	28.34
406657	WILSON LANGUAGE TRA	ALPHABET WALL STRIP	10/29/25	28.00
406519	AMAZON CAPITAL SERV	WALKIE XPR 3500E EA	10/29/25	27.95
V21470	KRISTENA S CRUZAN	WATER FOR SPECIAL P	10/08/25	27.93
406096	FRESHPOINT BIX PROD	KC CS SNACKS	10/01/25	27.75
406519	AMAZON CAPITAL SERV	DRAIN SPONGES	10/29/25	27.68
406220	MENARDS - EDEN PRAI	WATER SOFTNER SALT/	10/08/25	27.62
406306	AMAZON CAPITAL SERV	TICONDEROGA MY FIRS	10/15/25	27.59
406306	AMAZON CAPITAL SERV	STORAGE BOXES	10/15/25	27.42
406238	ODP BUSINESS SOLUTI	SUPPLIES WORKROOM	10/08/25	27.38
406113	MEDCO SUPPLY	TSCHIDA SUPPLIES	10/01/25	27.32
406519	AMAZON CAPITAL SERV	PEDIATRIC AB BINDER	10/29/25	27.00
406519	AMAZON CAPITAL SERV	PEDIATRIC AB BINDER	10/29/25	27.00
406066	AMAZON CAPITAL SERV	CARDSTOCK	10/01/25	26.98
V21508	SARAH J BURGESS	DONUTS FOR NEW EHS	10/29/25	26.82
406306	AMAZON CAPITAL SERV	MATTY'S PUTTY MINI	10/15/25	26.77
406187	FINKEN WATER INC	WATER FOR NURSE	10/08/25	26.20
406066	AMAZON CAPITAL SERV	POP TARTS	10/01/25	26.19
406519	AMAZON CAPITAL SERV	EXERCISE BANDS	10/29/25	26.00
406066	AMAZON CAPITAL SERV	BULK SNACKS	10/01/25	25.99
406334	EVAN-MOOR EDUCATION	DAILY PARAGRAPH EDI	10/15/25	25.99
406605	MENARDS - EDEN PRAI	PVC ELBOWS	10/29/25	25.96
V21489	HANNAH CHRISTIANSON	9/09 -10/06 MILEAGE	10/15/25	25.20
406165	BAYCOM INC	S&H	10/08/25	25.00
406066	AMAZON CAPITAL SERV	STORAGE CUBES	10/01/25	24.99
406163	AMAZON CAPITAL SERV	PLAY DOH	10/08/25	24.79
406468	MINNEAPOLIS SOCIETY	ART ADVENTURE BOOKS	10/22/25	24.00
406306	AMAZON CAPITAL SERV	VIBEAAT PULSE OX	10/15/25	23.97
406480	ODP BUSINESS SOLUTI	SUPPLIES WORKROOM	10/22/25	23.90
406066	AMAZON CAPITAL SERV	FRITO LAY MIX	10/01/25	23.79
406306	AMAZON CAPITAL SERV	VEGAN MARSHMALLOWS	10/15/25	23.74
406519	AMAZON CAPITAL SERV	JOYCAT MAGNETIC LET	10/29/25	23.62
406310	A-Z RENTAL CENTER	PROPANE REFILL	10/15/25	23.31
V21469	DANIEL T BITTMAN	DINNER - CONSORTIUM	10/08/25	23.28
406066	AMAZON CAPITAL SERV	WOODEN BRAIN TEASER	10/01/25	22.99
406220	MENARDS - EDEN PRAI	DOOR SWEEP	10/08/25	22.98
406519	AMAZON CAPITAL SERV	MOTTS FRUIT SNACKS	10/29/25	22.88
406306	AMAZON CAPITAL SERV	BIGELOW TEA	10/15/25	22.80
406254	SCHOOL SPECIALTY, L	ART SUPPLIES	10/08/25	22.70
406519	AMAZON CAPITAL SERV	FIDGET TOYS SENSORY	10/29/25	22.70
V21536	DANA A WEILAND	LAB SUPPLY - BATTER	10/29/25	22.45
V21475	TAMARA K FORBY	9/15 - 9/30 MILEAGE	10/08/25	22.40
406414	AMAZON CAPITAL SERV	K SUPPLIES	10/22/25	21.98
406306	AMAZON CAPITAL SERV	NEEDOH GUMDROP	10/15/25	21.82
406519	AMAZON CAPITAL SERV	RAISED LINES PAPER-	10/29/25	21.67
406556	GRAINGER	FUSES (2)	10/29/25	21.60
406563	INNOVATIVE OFFICE S	AA/AAA BATT	10/29/25	21.22
406519	AMAZON CAPITAL SERV	100 SHEETSMULTI COL	10/29/25	20.99
406374	NCS PEARSON INC	KTEA-3 FORM A LEVEL	10/15/25	20.60
406519	AMAZON CAPITAL SERV	RAISED LINES PAPER-	10/29/25	20.33
406403	VENTRIS LEARNING LL	SHIPPING	10/15/25	20.00
V21505	FRANCISCA C STAND S	AIPAC NIGHT	10/22/25	20.00
406306	AMAZON CAPITAL SERV	MENS COMPRESSION SH	10/15/25	19.99
406334	EVAN-MOOR EDUCATION	WRITING SENTENCES	10/15/25	19.99
406364	MENARDS - EDEN PRAI	BROKEN MICROWAVE	10/15/25	19.99
406364	MENARDS - EDEN PRAI	DISPOSAL OF FREEZER	10/15/25	19.99

Check No.	Vendor	Description	Date	Amount
406605	MENARDS - EDEN PRAI	RECYCLED APPLIANCE	10/29/25	19.99
406220	MENARDS - EDEN PRAI	MICROWAVE DISPOSAL	10/08/25	19.99
406066	AMAZON CAPITAL SERV	SHIPPING	10/01/25	19.98
406066	AMAZON CAPITAL SERV	FIDGET PUZZLE CUBES	10/01/25	19.98
406066	AMAZON CAPITAL SERV	MUFFINS	10/01/25	19.98
406306	AMAZON CAPITAL SERV	PEDIATRIC PULSE OX	10/15/25	19.98
406163	AMAZON CAPITAL SERV	THERAPY PUTTY	10/08/25	19.95
406306	AMAZON CAPITAL SERV	THERAPUTTY	10/15/25	19.95
406340	GROTH MUSIC COMPANY	BAND MALLETS	10/15/25	19.95
V21471	BLANCA E DIAZ DE LE	SNACKS/CHIPS FOR LA	10/08/25	19.89
406519	AMAZON CAPITAL SERV	SCHYLLING NEEDOH	10/29/25	19.74
V21505	FRANCISCA C STAND S	AMERICAN INDIAN ED.	10/22/25	19.63
406519	AMAZON CAPITAL SERV	PLAY MONEY	10/29/25	19.50
406066	AMAZON CAPITAL SERV	ZIPLOC BAGS	10/01/25	19.40
406137	SCHOOL HEALTH CORPO	PAW PATROL STICKERS	10/01/25	19.12
406137	SCHOOL HEALTH CORPO	MINIONS STICKERS	10/01/25	19.12
406450	INNOVATIVE OFFICE S	NAME PLATE FOR K. P	10/22/25	19.09
406519	AMAZON CAPITAL SERV	SCHYLLING NEEDOH	10/29/25	19.00
406519	AMAZON CAPITAL SERV	WEIGHTED PENCIL GRI	10/29/25	18.99
406197	HOGLUND BUS COMPANY	SEAL	10/08/25	18.90
406519	AMAZON CAPITAL SERV	ANKLE WEIGHTS	10/29/25	18.88
V21500	AMY J GILBERTSON-DO	HEALTHY CONNECTIONS	10/22/25	18.75
406357	KULLY SUPPLY INC	WAX BOWL RINGS	10/15/25	18.68
V21500	AMY J GILBERTSON-DO	HEALTHY CONNECTIONS	10/22/25	18.63
406574	JERRY'S FOODS EDINA	SUPPLIES FOR EXCITE	10/29/25	18.50
406306	AMAZON CAPITAL SERV	WORD PROBLEMS	10/15/25	18.36
406163	AMAZON CAPITAL SERV	RAISED LINES PAPER	10/08/25	18.23
406592	KIRSTEN MADAUS	FALL WELLNESS BOWLS	10/29/25	18.20
V21494	EILEY K MISFELDT	09/15 - 9/29 MILEAG	10/15/25	18.13
406657	WILSON LANGUAGE TRA	VOWEL TEAMS POSTER	10/29/25	18.00
406163	AMAZON CAPITAL SERV	DRY ERASE POCKETS	10/08/25	17.99
406200	INNOVATIVE OFFICE S	OFFICE SUPPLIES	10/08/25	17.97
406339	GENERAL SECURITY SE	CS INTRUSION MONITO	10/15/25	17.95
406453	JERRY'S HARDWARE	THEATER SET SUPPLIE	10/22/25	17.44
406220	MENARDS - EDEN PRAI	SUPPLIES	10/08/25	17.34
406542	DIVISION FOR EARLY	SHIPPING	10/29/25	17.05
406114	MENARDS - EDEN PRAI	BRASS ELBOWS	10/01/25	16.99
406114	MENARDS - EDEN PRAI	BRASS FITTING	10/01/25	16.99
406306	AMAZON CAPITAL SERV	MOTESSORI WOODEN BE	10/15/25	16.99
406306	AMAZON CAPITAL SERV	HOW TO WRITE A 5 PA	10/15/25	16.95
406519	AMAZON CAPITAL SERV	KEYBOARD STICKERS	10/29/25	16.88
V21505	FRANCISCA C STAND S	AIPAC BOARD MEETING	10/22/25	16.67
406494	SEAMS 2 EASY	S&H	10/22/25	16.26
406463	MENARDS - EDEN PRAI	PVC PIPE - MAX GRIP	10/22/25	16.17
406306	AMAZON CAPITAL SERV	RETRACTABLE DRY ERA	10/15/25	16.14
406531	CAROLINA BIOLOGICAL	SHIPPING	10/29/25	16.14
406066	AMAZON CAPITAL SERV	GRANOLA BARS	10/01/25	16.04
406610	MINNESOTA ELITE ASS	BOYS 9 OFFICIAL ASS	10/29/25	16.00
406066	AMAZON CAPITAL SERV	GOLDFISH	10/01/25	15.99
406066	AMAZON CAPITAL SERV	FELT TIP PENS	10/01/25	15.99
406306	AMAZON CAPITAL SERV	20PCS DRAWSTRING BA	10/15/25	15.99
406066	AMAZON CAPITAL SERV	BRAIN TEASER PUZZLE	10/01/25	15.98
406163	AMAZON CAPITAL SERV	RAINBOW C CLIPS	10/08/25	15.98
406605	MENARDS - EDEN PRAI	MAINT SUPPLIES	10/29/25	15.98
406306	AMAZON CAPITAL SERV	TWININGS GREEN TEA	10/15/25	15.94
406519	AMAZON CAPITAL SERV	LEFTY SCISSORS	10/29/25	15.60
406163	AMAZON CAPITAL SERV	HEAVY DUTY HOOK AND	10/08/25	15.56
406066	AMAZON CAPITAL SERV	5GALLON STORAGE BAG	10/01/25	15.49

Check No.	Vendor	Description	Date	Amount
406206	JH LARSON COMPANY	SHUTOFF SHAFT/ SELE	10/08/25	15.41
406306	AMAZON CAPITAL SERV	WORK GLOVES	10/15/25	15.29
406163	AMAZON CAPITAL SERV	COUNTING BEARS	10/08/25	15.03
406066	AMAZON CAPITAL SERV	HANGING STORAGE BAG	10/01/25	14.99
406519	AMAZON CAPITAL SERV	50 SHEET MULTI COLO	10/29/25	14.99
406519	AMAZON CAPITAL SERV	50SHEETS MULTI COLO	10/29/25	14.99
406066	AMAZON CAPITAL SERV	MINI SCREWDRIVER SE	10/01/25	14.98
406163	AMAZON CAPITAL SERV	PLASTIC CUPS	10/08/25	14.69
V21527	BAILLIE MORGAN NASH	10/20 & 10/23 MILEA	10/29/25	14.56
V21537	EMILY L WESTRUM	10/20 & 10/23 MILEA	10/29/25	14.56
406163	AMAZON CAPITAL SERV	ELECTRIC PENCIL SHA	10/08/25	14.33
406519	AMAZON CAPITAL SERV	SPECIAL SUPPLIES LO	10/29/25	14.17
406066	AMAZON CAPITAL SERV	LARGE STORAGE BAGS	10/01/25	13.99
406306	AMAZON CAPITAL SERV	SPECTRUM 4TH GR MAT	10/15/25	13.94
406137	SCHOOL HEALTH CORPO	6IN APPLICATORS	10/01/25	13.74
406163	AMAZON CAPITAL SERV	DRY ERASE POCKET SL	10/08/25	13.70
406306	AMAZON CAPITAL SERV	IXL ULTIMATE MATH W	10/15/25	13.59
406519	AMAZON CAPITAL SERV	LETTER TRACING SENS	10/29/25	13.49
406163	AMAZON CAPITAL SERV	FIDGET TOY STRESS C	10/08/25	13.45
406066	AMAZON CAPITAL SERV	STAPLER	10/01/25	13.29
406066	AMAZON CAPITAL SERV	FILE FOLDER CHART	10/01/25	13.29
406163	AMAZON CAPITAL SERV	MAGNETIC HOOKS	10/08/25	13.29
406066	AMAZON CAPITAL SERV	DRY ERASE MARKERS	10/01/25	13.27
406480	ODP BUSINESS SOLUTI	SUPPLIES CLASSROOM	10/22/25	13.27
406163	AMAZON CAPITAL SERV	LIGHT COVERS	10/08/25	12.99
406519	AMAZON CAPITAL SERV	DRAW WITH ART FOR K	10/29/25	12.99
406066	AMAZON CAPITAL SERV	SHAVING CREAM	10/01/25	12.97
406306	AMAZON CAPITAL SERV	BIG BOOK OF BUGS	10/15/25	12.94
406519	AMAZON CAPITAL SERV	SQUISHY FIDGETS	10/29/25	12.79
406306	AMAZON CAPITAL SERV	DISINFECTING WIPES	10/15/25	12.78
406519	AMAZON CAPITAL SERV	POST ITS	10/29/25	12.54
406519	AMAZON CAPITAL SERV	WRITE RIGHT LEARNIN	10/29/25	12.50
406066	AMAZON CAPITAL SERV	NATURE VALLEY GRANO	10/01/25	12.48
406066	AMAZON CAPITAL SERV	TOOTHPASTE	10/01/25	12.40
406306	AMAZON CAPITAL SERV	12PCS MESH ZIPPER B	10/15/25	12.34
V21474	BENJAMIN J FLEMING	9/16 - 9/30 MILEAGE	10/08/25	12.32
V21516	BENJAMIN J FLEMING	10/02 -10/14 MILEAG	10/29/25	12.32
406163	AMAZON CAPITAL SERV	OXICLEAN LAUNDRY DE	10/08/25	12.24
406245	PREMIUM WATERS INC	COOLER RENTAL OCT	10/08/25	12.00
406163	AMAZON CAPITAL SERV	CALENDAR POCKET CHA	10/08/25	11.99
406519	AMAZON CAPITAL SERV	SENSORY FIDGET TOYS	10/29/25	11.99
406519	AMAZON CAPITAL SERV	PENCIL GRIPPERS	10/29/25	11.99
406574	JERRY'S FOODS EDINA	SUPPLIES FOR EXCITE	10/29/25	11.97
406306	AMAZON CAPITAL SERV	SENSORY CHEW TOYS	10/15/25	11.96
406306	AMAZON CAPITAL SERV	CHEW NECKLACE LEGO	10/15/25	11.95
406235	NATIONAL INSURANCE	COBRA	10/08/25	11.76
406066	AMAZON CAPITAL SERV	COMMAND HOOKS	10/01/25	11.69
406066	AMAZON CAPITAL SERV	STORAGE CONTAINERS	10/01/25	11.49
406306	AMAZON CAPITAL SERV	BIG STICKER BOOK OF	10/15/25	11.48
406306	AMAZON CAPITAL SERV	PIZZA SAUCE	10/15/25	11.48
406306	AMAZON CAPITAL SERV	COOKIE MIX	10/15/25	11.47
406066	AMAZON CAPITAL SERV	SLIM JIMS	10/01/25	11.16
406114	MENARDS - EDEN PRAI	TRI-TWIST TL .808 D	10/01/25	10.99
V21495	JOSEPH E SIDDY	10/01 MILEAGE	10/15/25	10.36
406163	AMAZON CAPITAL SERV	HIGHLIGHTERS	10/08/25	10.28
V21469	DANIEL T BITTMAN	PARKING - MASA CONF	10/08/25	10.00
V21490	ALEXANDER J HATTSTR	SAY SOMETHING PROGR	10/15/25	10.00
406306	AMAZON CAPITAL SERV	LEFT KIDS SCISSORS	10/15/25	9.99

Check No.	Vendor	Description	Date	Amount
406519	AMAZON CAPITAL SERV	PLAY MONEY SET	10/29/25	9.99
406519	AMAZON CAPITAL SERV	6PK KITCHEN TIMERS	10/29/25	9.99
406306	AMAZON CAPITAL SERV	ASSORTED POMPOMS	10/15/25	9.89
406519	AMAZON CAPITAL SERV	SENSORY FIDGET TOYS	10/29/25	9.89
406066	AMAZON CAPITAL SERV	MAGNETIC HOOKS	10/01/25	9.79
406163	AMAZON CAPITAL SERV	SENSORY STRETCHY ST	10/08/25	9.79
406519	AMAZON CAPITAL SERV	CRAYOLA CLICKS	10/29/25	9.49
406163	AMAZON CAPITAL SERV	WORRY STONES	10/08/25	9.47
406163	AMAZON CAPITAL SERV	CLEAR TAPE FOR PLTW	10/08/25	9.44
406163	AMAZON CAPITAL SERV	FIDGET SENSORY RING	10/08/25	9.35
V21503	STEPHEN P SANGER	ENZYME LAB-H202 & Y	10/22/25	9.31
V21501	CRISTIANA P HAWTHOR	COSTUMES FOR MUSICA	10/22/25	9.24
406072	BJOREM SPEECH PUBLI	SHIPPING	10/01/25	9.00
406657	WILSON LANGUAGE TRA	R CONTROLLED VOWELS	10/29/25	9.00
406657	WILSON LANGUAGE TRA	WELDED SOUNDS POSTE	10/29/25	9.00
406334	EVAN-MOOR EDUCATION	SHIPPING	10/15/25	8.99
406519	AMAZON CAPITAL SERV	KOABBIT PENCIL GRIP	10/29/25	8.98
406066	AMAZON CAPITAL SERV	EXPO MARKERS	10/01/25	8.97
V21481	LAURA MAE SELBY NIE	THREE SHED KEYS MAD	10/08/25	8.97
V21502	ALLISON M RONGLIEN	LAB DEMO SUPPLIES	10/22/25	8.97
V21505	FRANCISCA C STAND S	AIPAC CULTURAL CRAF	10/22/25	8.91
406519	AMAZON CAPITAL SERV	TICONDEROGA MY FIRS	10/29/25	8.90
406306	AMAZON CAPITAL SERV	96PCS HALF PENCILS	10/15/25	8.79
406163	AMAZON CAPITAL SERV	VELCRO FASTENERS	10/08/25	8.68
406618	NCS PEARSON INC	SHIPPING	10/29/25	8.68
V21503	STEPHEN P SANGER	ENZYME LAB SUPPLIES	10/22/25	8.67
406306	AMAZON CAPITAL SERV	CHEW NECKLACES CRY	10/15/25	8.53
406519	AMAZON CAPITAL SERV	SPECIAL SUP EGG PEN	10/29/25	8.50
406163	AMAZON CAPITAL SERV	CRAFT STICKS	10/08/25	8.49
406066	AMAZON CAPITAL SERV	BASKET LABEL CLIPS	10/01/25	8.39
406452	JERRY'S FOODS EDINA	FACS	10/22/25	8.38
406066	AMAZON CAPITAL SERV	TOOBUSHES	10/01/25	8.27
406306	AMAZON CAPITAL SERV	TICONDEROGA MY 1ST	10/15/25	8.22
406657	WILSON LANGUAGE TRA	SHIPPING	10/29/25	8.00
406306	AMAZON CAPITAL SERV	ERASABLE PENS	10/15/25	7.99
406574	JERRY'S FOODS EDINA	SUPPLIES FOR EXCITE	10/29/25	7.98
406575	JERRY'S FOODS EDINA	HEALTH OFFICE SNACK	10/29/25	7.98
406519	AMAZON CAPITAL SERV	MR POTATO HEAD SET	10/29/25	7.97
406306	AMAZON CAPITAL SERV	CHEW NECKLACES SHAR	10/15/25	7.95
406163	AMAZON CAPITAL SERV	CABINET LOCKS	10/08/25	7.91
406306	AMAZON CAPITAL SERV	SENSORY ACTIVITY BO	10/15/25	7.91
406066	AMAZON CAPITAL SERV	TOOTHBRUSH CASE HOL	10/01/25	7.59
406519	AMAZON CAPITAL SERV	TEXTURED SENS STICK	10/29/25	7.59
406306	AMAZON CAPITAL SERV	SENSORY CHEW 4PK	10/15/25	7.58
406306	AMAZON CAPITAL SERV	MARSHMALLOWS	10/15/25	7.56
406306	AMAZON CAPITAL SERV	SOFT FOAM EARPLUGS	10/15/25	7.55
406306	AMAZON CAPITAL SERV	FASCINATING BUG BOO	10/15/25	7.49
406306	AMAZON CAPITAL SERV	PRETZELS	10/15/25	7.19
406519	AMAZON CAPITAL SERV	TOUCH SCREEN PENS	10/29/25	7.00
406066	AMAZON CAPITAL SERV	CLASSROOM TIMERS	10/01/25	6.99
406163	AMAZON CAPITAL SERV	VELCRO DOTS	10/08/25	6.99
406306	AMAZON CAPITAL SERV	UNIVERSAL ENGL LETT	10/15/25	6.99
406519	AMAZON CAPITAL SERV	MOCHI SQUISHY TOYS	10/29/25	6.99
406519	AMAZON CAPITAL SERV	MOTTS FRUIT SNACKS	10/29/25	6.97
406519	AMAZON CAPITAL SERV	FIDGET TOYS SET	10/29/25	6.88
406519	AMAZON CAPITAL SERV	12PK BINDER FOLDERS	10/29/25	6.79
V21489	HANNAH CHRISTIANSON	9/09 - MILEAGE	10/15/25	6.65
V21464	ANDREW RUSSELL PEER	"1/4" X 3 1/2" BO	10/01/25	6.57

Check No.	Vendor	Description	Date	Amount
406496	SITEONE LANDSCAPE S	STEEL CLAMPS	10/22/25	6.30
406519	AMAZON CAPITAL SERV	STYLUS PEN BUNDLE	10/29/25	6.30
406163	AMAZON CAPITAL SERV	ARM&HAMMER DRYER SH	10/08/25	5.99
406519	AMAZON CAPITAL SERV	PENCIL GRIPS	10/29/25	5.99
406519	AMAZON CAPITAL SERV	FORVENCER 8CT DIVID	10/29/25	5.99
406519	AMAZON CAPITAL SERV	BINDER RINGS	10/29/25	5.76
406306	AMAZON CAPITAL SERV	HAND HELD MASSAGER	10/15/25	5.72
406519	AMAZON CAPITAL SERV	1000 PCS HOOK & LOO	10/29/25	5.59
406306	AMAZON CAPITAL SERV	2PCS ENGL KEY STICK	10/15/25	5.49
406563	INNOVATIVE OFFICE S	CORRECTION TAPE	10/29/25	5.42
406306	AMAZON CAPITAL SERV	3PCS ENGL KEY STICK	10/15/25	5.29
V21505	FRANCISCA C STAND S	CULTURAL NIGHT	10/22/25	5.00
406519	AMAZON CAPITAL SERV	PENCIL GRIPS/HOLDER	10/29/25	4.79
406519	AMAZON CAPITAL SERV	AMAZON BASICS HANGI	10/29/25	4.70
406220	MENARDS - EDEN PRAI	DUCT SEALING	10/08/25	4.68
406519	AMAZON CAPITAL SERV	SCOTCH TAPE DISPENS	10/29/25	4.38
406306	AMAZON CAPITAL SERV	SHIPPING	10/15/25	3.99
406306	AMAZON CAPITAL SERV	120PC SML PLASTIC B	10/15/25	3.98
406066	AMAZON CAPITAL SERV	PAINTERS TAPE	10/01/25	3.31
406066	AMAZON CAPITAL SERV	SHIPPING & HANDLING	10/01/25	2.99
V21495	JOSEPH E SIDDY	10/10 MILEAGE	10/15/25	2.38
V21503	STEPHEN P SANGER	ENZYME LAB SUPPLIES	10/22/25	2.19
406485	R.M. COTTON, LLC	BOLT	10/22/25	1.70
406306	AMAZON CAPITAL SERV	REMOVABLE LABELS	10/15/25	1.42
V21478	BETHANY A MOHS	9/05 - MILEAGE	10/08/25	0.77
406306	AMAZON CAPITAL SERV	PROMOS/DISCOUNTS	10/15/25	(3.80)
406066	AMAZON CAPITAL SERV	PROMOTIONS & DISCOU	10/01/25	(4.45)
406066	AMAZON CAPITAL SERV	PROMOS & DISCOUNTS	10/01/25	(8.39)
406435	FACTORY MOTOR PARTS	CORE CREDIT	10/22/25	(9.00)
406187	FINKEN WATER INC	WATER BOTTLE CREDIT	10/08/25	(18.00)
406331	EDINBOROUGH PARK	WATER AEROBICS (CRE	10/15/25	(84.00)
406306	AMAZON CAPITAL SERV	K SUPPLIES	10/15/25	(103.99)
406497	SNAPOLOGY OF MINNEA	FUEL	10/22/25	(144.85)
406337	G&B ENVIRONMENTAL I	BEG WOODCARVING	10/15/25	(200.00)
406188	SHRED-IT USA	CREDIT MEMO	10/08/25	(323.50)
406475	MSBA -- MINNESOTA S	MOCK TRIAL REGISTRA	10/22/25	(350.00)
406541	DIESEL COMPONENTS I	CORE CREDIT	10/29/25	(420.00)
406097	GENERAL PARTS LLC	RETURN OF KITCHEN P	10/01/25	(495.66)
406386	ROBERT B HILL CO	CS WATER SOFTENER C	10/15/25	(561.63)
406466	METRO COMMUNITY ED	SC 10/1-10/31 USE	10/22/25	(1,672.64)
406121	MSU - MANKATO	DIVYA REIMBURSEMENT	10/01/25	(1,741.41)
405931	PINK GIRAFFE MX	TRAINING SEMINAR FE	09/17/25	(2,000.00)
406126	PINK GIRAFFE MX	TRAINING SEMINAR FE	10/01/25	(2,000.00)

Total Value of Checks Issued \$ 5,712,413.19

V.D. Electronic Fund Transfers - October 2025



Board Meeting Date: 11/10/2025

Title: Electronic Fund Transfers – October 2025

Type: Consent

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

Description: State law 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 October 2025, in the amount of \$10,557,639.

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

Attachments:

1. Electronic Fund Transfers – October 2025

Electronic Transfers

FOR THE MONTH ENDED OCTOBER 31, 2025



DEFINING EXCELLENCE

From	To	Description	Date	Amount
US Bank - Checking	Minnesota State Tax	District Payroll	10/1/2025	\$ 166,664.06
US Bank - Checking	Various	Service Fees	10/8/2025	27,577.11
US Bank - Checking	Benefit Extras	Flex & HSA	10/15/2025	60,775.44
US Bank - Checking	US Bank - Payroll	District Payroll	10/15/2025	2,788,673.42
US Bank - Checking	Various	Payroll Vendors	10/15/2025	2,981.91
US Bank - Checking	Various	Service Fees	10/16/2025	2,654.72
US Bank - Checking	US Bank - Payroll	District Payroll	10/30/2025	2,902,797.80
US Bank - Checking	Various	Payroll Vendors	10/30/2025	2,892.47
US Bank - Checking	Benefit Extras	Flex & HSA	10/31/2025	67,254.11
US Bank - Checking	Delta Dental	Dental Claims	10/06/2025	12,743.53
US Bank - Checking	Delta Dental	Dental Claims	10/14/2025	4,017.25
US Bank - Checking	Delta Dental	Dental Claims	10/14/2025	8,222.76
US Bank - Checking	Aviben	Retirement Contributions	10/15/2025	224,234.95
US Bank - Checking	HRA Funding	Contributions	10/15/2025	5,235.97
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	10/15/2025	975,771.39
US Bank - Checking	West Metro Credit Union	District Payroll, Dues, Etc.	10/15/2025	38,289.00
US Bank - Checking	Public Employers Retirement Association	Contributions	10/16/2025	188,277.05
US Bank - Checking	Minnesota State Tax	District Payroll	10/16/2025	171,167.73
US Bank - Checking	Teachers Retirement Association	Contributions	10/16/2025	520,214.48
US Bank - Checking	Delta Dental	Dental Claims	10/20/2025	18,255.86
US Bank - Checking	Sales Tax	Sales Tax	10/20/2025	4,588.00
US Bank - Checking	Delta Dental	Dental Claims	10/21/2025	4,500.00
US Bank - Checking	Delta Dental	Dental Claims	10/27/2025	17,909.54
US Bank - Checking	US Bank	P-Card	10/29/2025	151,930.90
US Bank - Checking	Aviben	Retirement Contributions	10/30/2025	221,220.55
US Bank - Checking	EME	Payroll Vendors	10/30/2025	13,444.80
US Bank - Checking	Public Employers Retirement Association	Contributions	10/30/2025	205,792.51
US Bank - Checking	Teachers Retirement Association	Contributions	10/30/2025	515,921.33
US Bank - Checking	West Metro Credit Union	District Payroll, Dues, Etc.	10/30/2025	37,837.50
US Bank - Checking	HRA Funding	Contributions	10/31/2025	5,254.39
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	10/31/2025	1,011,288.56
US Bank - Checking	Minnesota State Tax	District Payroll	10/31/2025	179,250.35
Total of Electronic Fund Transfers				\$ 10,557,639.44

V.E. Gifts and Bequests - October 2025



Board Meeting Date: 11/10/2025

Title: Gifts and Bequests – October 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 October 2025.

Recommendation: Accept with appreciation gifts and bequests made to the District in the amount of \$49,929.67.

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

Attachments:

1. Gifts & Bequests – October 2025

Gifts & Bequests

FOR THE MONTH ENDED OCTOBER 31, 2025



DEFINING EXCELLENCE

<u>Donated By</u>	<u>To</u>	<u>Purpose</u>	<u>Amount</u>
Individuals	Cornelia Elementary	Classroom Supplies	\$ 40.00
Individuals	Edina High School	Arts Program, StudCo	45.10
Edina High School PTO	Edina High School	Arts Program, StudCo	999.00
Blackbaud	Normandale Elementary	General Donation	60.00
Individuals	Concord Elementary	Classroom Supplies	260.00
Individuals	Highlands Elementary	Classroom Supplies	80.00
Individuals	Concord Elementary	Classroom Supplies	389.00
Teasdale Charity	Normandale Elementary	General Donation	1,000.00
Individuals	Highlands Elementary	Classroom Supplies	40.00
Individuals	Edina High School	AMC Tests	480.00
Edina Ed Fund	South View Middle School	3D Printer	500.17
Edina Ed Fund	South View Middle School	Mental Health/Wellness	1,848.00
Edina Ed Fund	Edina High School	Mental Health/Wellness	1,848.00
Ed Fund	EHS Athletics	Premier Psychology	5,000.00
Individuals	Concord Elementary	Classroom Supplies	113.00
Parchment	Edina High School	Donation	178.40
Step it up	South View Middle School	General	36,939.00
Edina Give and Go	South View Middle School	Yearbook Donation	110.00
Total Cash Donations			\$ 49,929.67
Total In-Kind Donations			\$ -
Total 2025-2026 School Year Gifts and Donations			\$ 374,265.10

V.F. Assurance of Compliance



Board Meeting Date: 11/10/2025

Title: Assurance of Compliance

Type: Consent

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

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

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

Attachment(s): Assurance of Compliance Submission Form



Kellie Brady

E-mail:
mde.assurance.compliance.MDE@state.mn.us

Phone: 651-582-8793

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

Assurance of Compliance - INFORMATION NEEDED TO EVIDENCE COMPLIANCE- School Year: 25-26

0273-01 Edina Public School District

* - indicates required fields.

Coordinator Identification Information

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

Mandated Reporter Training

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

	Date of Verification *
<input checked="" type="checkbox"/> I verify that all mandated reporters employed by or otherwise associated with any school in this district have been informed of mandated reporting requirements and of the prohibition of retaliation against anyone reporting maltreatment.	10/31/2025

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

Total number of school district employees who have received mandated reporter training as of verification date?	1692
Number of licensed staff?	710
Number of unlicensed staff?	982

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

Document Submittal Verification

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

Document	Last Submitted Date	Upload Document*
Harassment and Violence policy	10/19/2023	Select Upload Document: <input type="button" value="Choose File"/> Harrassmen...No. 413.pdf

District Compliance Requirements Checklist

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

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

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

Federal Laws:

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

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

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

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

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

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

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

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

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

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

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

State Laws:

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

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

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

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

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

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

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

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

Submit

Cancel

V.G. Valley View Lighting Replacement Project Bid



Board Meeting Date: 11/10/2025

Title: Valley View Lighting Replacement Project Bids

Type: Consent

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

Description: The District administration solicited bids for the Valley View Middle School Lighting Replacement Project (“the project”). The scope of the project includes replacement of aging or obsolete lighting systems, lighting controls, and all related electrical work. Bids for the project were opened on October 21, 2025, and were reviewed in detail by the administration and its construction partners Wold Architects & Engineers. The project will be funded by long-term facilities maintenance revenue and is part of the District’s Board-approved ten-year LTFM plan.

Recommendation: Award construction contracts for the project to Fobbe Electric, the lowest responsible bidder, in the aggregate amount of \$447,150.

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

Attachments:

1. Recommendation Letter – Valley View Lighting Replacement Project
2. Bid Tabulation – Valley View Lighting Replacement Project



October 28, 2025

Mert Woodard

Independent School District #273 – Edina Public Schools
5701 Normandale Road
Edina, Minnesota 55424

Re: Independent School District #273 – Edina Public Schools
Valley View Middle School 2025 Lighting Replacement
Commission No. 252104

Dear Mert:

We recommend the following be presented to the Independent School District #273 – Edina Public Schools Board of Education.

On Tuesday, October 21, 2025, at 2:00 p.m., Bids were received from four Electrical Contractors for the Valley View Middle School 2025 Lighting Replacement project. A Bid Tabulation is attached for your review.

Fobbe Electric from Delano, Minnesota, submitted the Low Base Bid in the amount of \$447,150, which is within the overall project budget. We have confirmed Fobbe Electric is confident in their bid number and recommend awarding them this project.

Sincerely,

Wold Architects and Engineers

A handwritten signature in black ink, appearing to read "A. Ausing".

Aaron Ausing | AIA
Associate

cc: Rod Peterson, ISD #273
Sal Bagley, Wold
Makayla Lakeman, Wold

AM/EDU-MN-ISD273/VVMS/252104/_Admin/Letters/2025.10.28 Letter to Mert Woodard

Wold Architects and Engineers
50 South 6th Street, Suite 2250
Minneapolis, MN 55402
woldae.com | 612 772 9025

**PLANNERS
ARCHITECTS
ENGINEERS**



Project Name: VVMS 2025 Lighting Replacement

BID TABULATION

Commission No.: 252104
 Date: October 21, 2025
 Time: 2:00pm

Wold Architects and Engineers
 50 South 6th St. Suite 2250
 Minneapolis, MN 55402
 612-772-9025

Bidders Name	Addendum Numbers	Bid Security	MN Responsible Contractor	Base Bid	Remarks
A.J. Moore Electric, Inc. 12701 Chowen Ave. S. Unit 104B Burnsville, MN 55337	1	x	x	\$ 598,000	
Fobbe Electric 111 Meadowlark Dr Delano, MN 55328	1	x	x	\$ 447,150	Apparent Low
Laketown Electric 8470 State Hwy 5 Waconia, MN 55387	1	x	x	\$ 605,500	
Bloomington Electric Co. INC. 815 American BLVD East Bloomington, MN 55420	1	x	x	\$ 755,000	

V.H. Commendation of National Merit Scholarship
Program Honorees



Board Meeting Date: 11/10/2025

Title: Commendation of National Merit Scholarship Program Honorees

Type: Consent

Description: The National Merit program honors individual students who show exceptional academic ability and potential for success in rigorous college studies. These students took the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) as juniors in the 2024-25 school year. The 19 Edina Semifinalists are among approximately 16,000 Semifinalists, representing the top half of one percent of the nation's most academically talented young people. Edina High School has had National Merit Finalists and Semifinalists each year since the National Merit Foundation's inception.

In addition, there are 23 Edina Commended Students who, though they will not continue in the competition for the 2026 National Merit Scholarship awards, are among the highest scorers, and in the top five percent of students who enter the competition by completing the PSAT/NMSQT. These students are being recognized for their exceptional academic promise.

Semifinalists and Commended students are announced in the fall when test takers are seniors. Finalists are announced in the spring before their graduation. Semifinalists proceed to the Finalist stage if they have a consistently strong academic record, write an essay, are endorsed and recommended by a school official, and take the SAT[®] or ACT[®] and earn a score that confirms the PSAT/NMSQT performance.

These students will be honored at a reception that will take place Wednesday, November 19, at the Edina Performing Arts Center (EPAC).

Recommendation: Congratulate these Edina seniors as National Merit Scholarship Program honorees.

Attachments:

1. List of Honorees (next page)

National Merit Scholar Semifinalists

Aneesh Adusumilli
Mihi Amara
Rishika S. Anasuri
Maheeya Bhattacharya
Raya Hou
Riley C. Knez
Pranika Kumar
Ethan C. Liao
Isaac W. McCarty
Henry C. Milbert
Brody Morton
Marit Peterson
Vincent P. Ronhovde
Jake A. Solow
Elizabeth Teskey
Lynn-Clara M. Tun
Josie Wagner
Eric J. Zhao
Kevin Zhao

National Merit Scholar Commended Students

Lynn Carter
Karissa J. Cheng
Helen X. Chu
Davis W. Donner
Jacques A. Gregoire
Alex Q. Han
Juliet F. Heffelbower
Hannah Hein
Coleman T. Hinkie
John H. Jerney
Zaeem S. Kaka
Colette L. King
Adeline J. Lovaas
Natalie Lu
Vikram Narayan
Valerie E. Schmitt
Samuel W. Sheridan
Roudrabh Sinha Choudhury
Aidan T. Sneller
Audrey E. Tate
William R. Thurk
Samantha E. Tietz
Griffin C. Zosel

VI. Discussion

VI.A. Curriculum Implementation Report

Speaker (s) : Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; and Mark Carlson, K-12 Science and Mathematics Coordinator



Board Meeting: November 10, 2025

Title: Curriculum Implementation Update

Type: Discussion

Presenter(S): Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; Mark Carlson, K-12 Science and Mathematics Coordinator

Description: A curriculum review is most often prompted by a change in the Minnesota State Standards in a specific content or subject area. It most often results in a change to resources used to teach that content area. Over the last four years there have been changes to resources in K-12 Science, English Language Arts, and Social Studies. This report provides an overview of the curriculum review process used in Edina Public Schools and a highlight of where Science, English Language Arts, and Social Studies are in this process.

Recommendation: There is no recommendation at this time.

Desired Outcomes for the Board: Review the report, have questions prepared, and provide feedback on the key information presented.

Background Materials:

[Policy 603](#)

Appendices:

Appendix I: A Comprehensive List of Design Team Members

Appendix I of Policy 603 states:

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.” This is done through the use of “district design teams.”

District design teams are intentionally created to ensure representation of key educators that will be impacted by the change created while advancing strategic and innovative initiatives.

District design teams are formed when there is a strategic and/or innovative initiative to make a collective decision on changes and even more importantly to collectively engage in the implementation phase once the decision making is completed.

What is a District Design Team:

- Design teams are formed with representation of all educators impacted by potential change.
- Design teams are the decision makers for changes.
- Design teams shift to implementation teams to ensure the conditions are set for successful implementation of the change.
- Design teams support successful implementation for multiple years following the initial implementation to ensure the greatest impact on student outcomes.

What is a Curriculum Review:

- A curriculum review is an example of a strategic and innovative initiative.
- A curriculum review is most often prompted by a change in the Minnesota State Standards in a specific content area.
- A curriculum review follows Implementation Science in Edina.

What is Implementation Science:

- The study of how to implement evidence-based practices and resources so that they have the greatest impact.

Implement with Impact, Pizzuto & Carney, page 23

Why Implementation Science:

- It ensures that we go beyond the what and include the who, why, where, when and how.
- It utilizes “design teams” (a decision and implementing team) to lead through the transitions that occur with change.
- It uses various forms of data to drive decision making and continuous improvement.
- It develops capacity through systems that create ongoing opportunities to increase knowledge and skills associated with the innovation.
- It ensures the voices of the implementers are included and matter.

Implement with Impact, Pizzuto & Carney, page 25

The Stages of Implementation Science:

Design teams of educators participate in all of the following stages. Their input, experience, and professional excellence is critical to every stage of the process.

<p>Exploration:</p> <p><i>*Critical to Assess Need, Select Action/Resource, Assess Readiness</i></p>	<ul style="list-style-type: none"> ● Assemble your design team ● Define current reality & identify the issue that needs to be addressed and understand why it needs to be addressed ● Develop the goal to articulate what implementation will achieve ● Identify the evidence based solutions that may work ● Assess fit and feasibility of the possible solutions to address the changes needed ● Assess organizational readiness ● Collect stakeholder input/feedback ● Use CPSS ● Select and define the practice/program
<p>Installation: The Plan & Prepare Stage</p> <p><i>* Critical to set the conditions for success by creating infrastructures, systems and training for readiness.</i></p>	<ul style="list-style-type: none"> ● Create an Implementation Team (can be the same as the design team and it may be different) ● Create an implementation plan ● Define the core components responsible for program’s efficacy (active ingredients/commitments) ● Select the implementation strategies (define what will get in the way of implementation and create plans to overcome) ● Create an ongoing Professional Development plan ● Develop a plan to monitor the implementation
<p>Early Implementation:</p> <p><i>*Critical to test, problem-solve and refine.</i></p>	<ul style="list-style-type: none"> ● Some educators begin using the program/practice ● Build supportive foundations ● Cultivate a learning culture with improvement cycles ● Data is collected around both implementation and student outcomes ● Harness data for strategic action
<p>Full Implementation: The Spread and Sustain Stage</p> <p><i>*Critical to long-term integration through attention to consistency, quality, and outcomes.</i></p>	<ul style="list-style-type: none"> ● All educators being using the program/practice ● Spread and sustain through monitoring and improving support infrastructures ● Monitor student data to celebrate improved outcomes and implementation success

Edina Teaching and Learning utilizes the following Implementation Science Resources to follow the process outlined above:

[National Implementation Research Network: NIRN](#)

Implement with Impact: A Strategic Framework for Leading School and District Initiatives:

By: Jenic Pizzuto and Steven Carney

Current Edina Content Areas that are in installation to full implementation:

School Year:	Content Area:
2024-2025	Science
2025-2026	K-12 ELA
2026-2027	Social Studies

K-12 Science:

In an ongoing commitment to Implementation Science, K-12 Science curriculum reviews are all in Full Implementation. At the elementary level, more than 90% teachers are using Mystery Science as intended across all elementary schools and choice programs. Staff reflect that the fit and feasibility of the resource is strong and, even more importantly, student engagement when using Mystery Science is high. The areas of challenge are specifically time in the elementary schedule to complete all units and complete all assessments. Teaching and Learning continues to be a resource and support when addressing time constraints, material needs, and instructional support. During the 2024-2025 school year French translations of the curriculum were completed for Normandale.

At the middle school level, the majority of 6-8 Science teachers are using Amplify with adjustments. Adjustments have been done with intentionality to align standards and increase student engagement. These adjustments have been done in building level and grade specific teams with Teaching and Learning support as needed. An area of challenge that is being discussed is time to complete assessments and assessment formatting.

At the high school level, all Science teachers are using the purchased curricular resources with intentional adjustments and department created resources with fidelity. Regularly scheduled Teaching and Learning meetings with the Science Area Lead are currently indicating the new standards have been implemented. These regularly scheduled meetings allow for the collective ownership of science instruction and resources at Edina High School.

In response to performance on the new Science MCA IV assessments, Teaching and Learning will work with grade level and department leaders to make sure that instruction is aligned with the newly released Performance Level Descriptors (PLD's). This will also help ensure students experience assessment events that align with the expectations of this new assessment. Teachers will also respond to individual student needs through the use of WIN and FLEX times.

Science Curriculum Update Aligned with Implementation Science Stages:

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
K-5	Exploration Tier I Curriculum	COVID Break	Installation Tier I Curriculum (<u>Mystery Science</u>)	Early Implementation Tier I Curriculum (<u>Mystery Science</u>)	Full Implementation Tier I Curriculum (<u>Mystery Science</u>)	Full Implementation Tier I Curriculum (<u>Mystery Science</u>) New MCA Assessment 5th Grade	Full Implementation Tier I Curriculum (<u>Mystery Science</u>)
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
6-8	Exploration Physical Earth Science	Installation Physical Earth Science	Early Implementation Physical Earth Science	Full Implementation Physical Earth Science	Full Implementation Physical Earth Science	Full Implementation Physical Earth Science	Full Implementation Physical Earth Science
	Exploration Tier I Curriculum	Exploration Tier I Curriculum (<u>Amplify</u>)	Installation Tier I Curriculum (<u>Amplify</u>)	Early Implementation Tier I Curriculum (<u>Amplify</u>)	Full Implementation Tier I Curriculum (<u>Amplify</u>)	Full Implementation Tier I Curriculum (<u>Amplify</u>)	Full Implementation Tier I Curriculum (<u>Amplify</u>)
	Early Implementation Compacted Pathway	Full Implementation Compacted Pathway	Full Implementation Compacted Pathway	Full Implementation Compacted Pathway	Full Implementation Compacted Pathway	Full Implementation Compacted Pathway	Full Implementation Compacted Pathway *Adjusted to 7th and 8th grade instead of 6-8th. New MCA Assessment 8th Grade
9-12	Exploration Tier I Curriculum all disciplines	COVID Break	Exploration Chemistry Biology Physics Installation Physical Earth Science	Installation Chemistry Biology Physics Early Implementation Physical	Early Installation Chemistry Biology Physics Full Implementation Physical	Full Implementation Chemistry Biology Physics Physical Earth Science	Full Implementation Chemistry Biology Physics Physical Earth Science

				Earth Science	Earth Science	New MCA Assessment Biology	
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Early Learning - 12 English Language Arts:

In our ongoing commitment to excellence in literacy education, we've made significant strides at all levels. At the early learning level, the use of Creative Curriculum is in Full Implementation in alignment with Science of Reading principles. With strong infrastructures in place, our Early Learning Literacy Administrative team will ensure Full Implementation stays strong as new staff transition.

At the elementary level, our Elementary ELA Design Team (Literacy Lead Team) has developed grade-specific commitments aligning Science of Reading principles with district resources. They've unanimously recommended Benchmark Advance, a top-rated comprehensive curriculum, for adoption. We are currently in full implementation of Benchmark Advance, Benchmark Adelante and Benchmark Express (for English Language Learners) across all elementary grade levels and all sites in EPS. The focus is now on supporting teachers to implement the new program with fidelity. Initial survey data shows that 72.3% of teachers are feeling positive so far about the implementation.

The Middle School ELA is in year 2 of implementing StudySync. The implementation has been yielding positive results for students as shown on both FASTBridge aReading and MCA assessments. Teachers continue to receive professional development throughout this year from trained trainers. The training is sensitive to their needs and focused on supporting staff to use the program as intended. Themes of support this year are using scaffolds and tools for differentiation, fine-tuning our use of assessments and overall support navigating the robust resource.

The high school is in phase 2 of a multi-layered curriculum redesign. The team is in year 2 of Phase 1 which consisted of implementing ELA Survey and ELA Round Table courses for 9th and 10th grade and 2 new College In the Schools courses for 11th and 12th grade. Teachers continue to refine the course plans and engage in professional learning and collaboration to support the on-going implementations in Phase 1. Phase 2 is in Early Implementation this year (2025-2026). There have been 8 new courses added to the menu of choices for high school students.

Course Title: Literature of Science Fiction

Course Description: Students will analyze the genre of science fiction literature, specifically how authors use the genre to give commentary on societal issues of their time.

Course Title: Voices in US Literature

Course Description: Students will explore the modern American experience through late 20th and 21st century literature.

Course Title: Gothic and Horror Literature

Course Description: This course will explore the horror genre through classic and modern texts that look into the ways in which writers across different contexts explore the idea of fear of the unknown and how culture influences it.

Course Title: Global Literature

Course Description: Students will explore fiction, nonfiction, and oral traditions from around the world with an emphasis on non-Western perspectives.

Course Title: African American Literature

Course Description: Students will examine African American history and the cultural contributions of Black Americans through the study of fiction and nonfiction texts.

Course Title: Women Writers

Course Description: Students will consider women's voices in a variety of forms (stories, essays, novels, and poems), exploring the issues these works raise, the roles women accept or reject, and the ways they confront, accept or reimagine convention.

Course Title: Crime in Literature

Course Description: Students will examine and analyze a variety of fiction and true crime texts that reveal the dark side of the human experience.

Course Title: Literature in War

Course Description: Students will read a variety of texts that provide perspectives on the war experience. By studying the literature of war, students explore soldiers' dilemmas, personal responsibility versus taking orders, the aims and consequences of imperialism, and what happens to an individual in and after combat.

Each of these curriculum developments in ELA represent our dedication to providing our students with high-quality, evidence-based literacy instruction at all levels. Through both changes in resources and instructional practices, our teachers continue to show a strong commitment to our Edina vision. As they navigate change they recognize the increase in rigor and engagement.

English Language Arts Curriculum Update Aligned with Implementation Science Stages:

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Pre K	PreK-Grade 5 Comprehensive Literacy Plan approved by the Edina School Board in June of 2021	Exploration Tier 1 Curriculum	Installation Tier 1 Curriculum (<u>Creative Curriculum</u>)	Early Implementation Tier 1 Curriculum (<u>Creative Curriculum</u>)	Full Implementation Tier 1 Curriculum (<u>Creative Curriculum</u>)	Full Implementation Tier 1 Curriculum (<u>Creative Curriculum</u>)
K-5	PreK-Grade 5 Comprehensive Literacy Plan approved by the Edina School Board in June of 2021	Exploration Tier 1 Curriculum	Exploration Tier 1 Curriculum	Exploration Tier 1 Curriculum	Installation Tier 1 Curriculum (<u>Benchmark Advance</u>)	Early Implementation Benchmark Advance, Benchmark Adelante (SDL) and Benchmark Advance (EL) Grades 3-5 New MCA Assessment

6-12		Secondary Comprehensive Literacy Plan approved by the Edina School Board in June of 2022	Exploration Tier 1 Instruction	Exploration Tier 1 Curriculum	Installation Tier 1 Curriculum and ELA Courses 6-8 (<u>Study Sync</u>) 9-10 (<u>Into Literature & Rewards</u>) 9-10 Round Table CIS Courses	Full Implementation Tier 1 Curriculum and ELA Courses 6-8 (<u>Study Sync</u>) 9-10 (<u>Into Literature & Rewards</u>) 9-10 Round Table CIS Courses New MCA Assessment Early Implementation of Phase 2 courses
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K-12 Social Studies:

In preparation for the 2026-2027 implementation of the new Minnesota Social Studies Standards, an Elementary Social Studies Design Team comprising teachers and administrators was formed in 2023-24. The team is currently in Early Implementation with the approved program, Studies Weekly. The team is engaging in regular professional development and meeting monthly to develop support resources for all staff when we move to Full Implementation in 2026-2027.

In addition, Secondary Social Studies in middle school is in their first year implementing the board approved program from Savaas called MyWorld in grades 7 and 8. The team is engaging in on-going professional learning and collaboration to ensure students receive robust and aligned instruction across both sites.

The following Social Studies courses at the high school are in Early Implementation of new resources. The teams are engaging in on-going professional learning and collaboration to ensure students receive robust and aligned instruction.

- Cultural Geography
- AP Human Geography
- AP African American History

Social Studies Curriculum Update Aligned with Implementation Science Stages:

	2023-2024	2024-2025	2025-2026	2026-2027 Standards must be implemented
K-5	Exploration Tier 1 Curriculum	Installation Tier 1 Curriculum	Early Implementation Studies Weekly	Full Implementation Studies Weekly
6-8	Exploration Tier 1 Curriculum	Installation Tier 1 Curriculum	Early Implementation Savaas MyWorld	Full Implementation Savaas MyWorld

9-12	<p style="text-align: center;">Exploration Tier 1 Curriculum</p> <p style="text-align: center;">Installation Cultural Geography AP Human Geography-9 and AP Human Geography (<u>Human Geography a Spatial Perspective</u>)</p>	<p style="text-align: center;">Exploration Tier 1 Curriculum</p>	<p style="text-align: center;">Early Implementation</p> <ul style="list-style-type: none"> • Cultural Geography • AP Human Geography • AP African American History 	<p style="text-align: center;">Early Implementation</p> <ul style="list-style-type: none"> • AP Econ • AP Gov
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VI.B. 2023-2025 Data Metrics Plan Board Update

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



DEFINING EXCELLENCE

Board Meeting: November 10, 2025

Title: 2023-2025 Data Metrics Plan Board Update

Type: Discussion

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

Description: The Edina Public Schools (EPS) 2023-25 Data Metrics Plan was approved by the School Board in the spring of 2023. By focusing on the priorities outlined in the Data Metrics Plan, Edina Public Schools maintains a clear path for improvement and progress, closely aligned with the 2020-2030 Strategic Plan. This plan serves as the top level of the Edina comprehensive assessment monitoring system.

This **2023-2025 Update** provides a look back and a look ahead. It specifically highlights:

- **Where did we start?** – 2023 results (spring data)
- **Where have we been?** – 2024 results (spring data)
- **Where are we now?** – 2025 results (spring data)
- **Where are we going?** – responsive action steps that shape the 2025-2027 Data Metrics Plan

What this report covers

This report shows how EPS measures student learning and growth across all grade levels in six focus areas:

- English Language Arts
- Mathematics
- Science
- Social and Emotional Learning
- Unique Learners (including Extended and Accelerated Learning, Special Education, and English Learners)
- College and Career Readiness
- Attendance

How the report is organized

- A high-level executive summary which includes:
 - An overview of the Edina Data Metrics Plan
 - Key findings from each category
 - Top three systemwide celebrations
 - Top three systemwide challenges
- Detailed sections for each category, which include:
 - Successes
 - Growth areas
 - Recommendations for next steps
 - 2025-2027 Data Metrics Goals
 - Detailed 2023-2025 data

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

Desired Outcomes for the Board: Review the report, have questions prepared, and provide feedback on the key findings and action steps in relation to the data presented.

Executive Summary: Review of the 2023-25 Edina Data Metrics Plan



Overview

The Edina Data Metrics Plan serves as the top level of the district’s Comprehensive Assessment System, providing a cohesive framework for monitoring student progress, instructional effectiveness, and alignment with the 2020–2030 Edina Strategic Plan. This plan identifies key indicators across academic achievement, college and career readiness, and student engagement to guide data informed decision making and continuous improvement at every level of the organization.

Edina Public Schools uses a continuous improvement framework to establish growth targets that are both meaningful and attainable. This report includes data from the 2023–2025 plan as well as the newly established goals for the 2025–2027 Data Metrics Plan. The 2025–2027 Data Metrics Plan will be presented in its entirety in a different report. A majority of goals across both plans are set at 3–6% growth over two years, representing steady and sustainable improvement within a high-performing district where many indicators already meet or exceed state and national benchmarks. These targets reflect an intentional focus on continuous progress rather than arbitrary increases and provide a consistent baseline for building a reliable and transparent data culture. As this work continues, future goals will increasingly draw on historical trend data to strengthen reliability and refine long-term targets.

While this top-level plan provides a broad district view, greater specificity occurs within the District Continuous Improvement Plan and Site Improvement Plans, which guide school-level, grade-level, and individual teacher goals. This structure mirrors a funnel, where data flow from the system level to the classroom. The most impactful work at each level occurs when teams analyze detailed results for root causes, evaluate resources that can drive change, set focused goals, and determine implementable action steps that lead to measurable improvement.

Because data comparisons across districts can be challenging and often lack context due to variations in demographics, programs, and resources, Edina Public Schools remains focused on excellence, equitable access, and ambitious yet attainable growth goals that reflect the needs and strengths of Edina students.

By aligning this data-driven cycle of reflection and action with the Edina Strategic Plan, we ensure that our definition of excellence remains forward-thinking and student-centered upholding Edina’s long-standing tradition of high expectations, innovation, and collective commitment to the success of each and every learner.

In This Executive Summary

1. An overview of key findings by targeted areas of focus, including the action steps being taken in response to data patterns.
2. The top three celebrations from the 2023–2025 Data Metrics Plan.
3. The top three challenges from the 2023–2025 Data Metrics Plan.

Overview of Key Findings

English Language Arts (ELA): Recent results show proficiency gains and aggressive growth supported by new curriculum adoption and professional learning in the Science of Reading. Specific longitudinal gains in late elementary (3rd & 4th) reflect the instructional changes teachers were implementing while engaged in LETRS professional development (the majority of staff began this professional development in the summer or fall of 2023). At the same time, too few students, especially those starting below grade level, are making the accelerated growth needed to close gaps. Over the next two years, the focus will be on strengthening Tier 1 instruction, expanding targeted interventions in Tier 2 and Tier 3, and using data-driven practices to accelerate growth and ensure equitable outcomes for all learners.

Mathematics: Foundational numeracy is strong in the early grades, and high school students are showing significant gains in course completion and MCA performance. The district will continue focusing on closing subgroup gaps and strengthening growth for students below benchmark through fluency, inquiry-based instruction, and aligned support across all levels of the MN MTSS framework (Tier 1, Tier 2, and Tier 3).

Science: The transition to a new statewide assessment in 2024 led to a notable drop in science proficiency rates across Minnesota, including Edina. This is a common pattern during the first year of testing new standards. Over the next two years, Edina will strengthen Tier 1 instruction and align curriculum to the new standards while monitoring subgroup performance to ensure equitable outcomes. The overall goal is to increase total MCA proficiency by 10 percentage points by 2027.

Social and Emotional Learning (SEL): Panorama survey results show steady increases in students reporting trusted adults and excitement about learning, with equity strengths across many groups. Moving forward, the focus will be on strengthening belonging and engagement for all students. Priority actions include reinforcing SEL systems, building staff capacity to foster belonging, and embedding SEL strategies in Tier 1 instruction through professional learning. Because adult wellness enhances student SEL, this will remain a focus area moving forward.

Unique Learners:

- **Extended and Accelerated Learning Opportunities:** Participation and performance in advanced courses continue to grow systemwide, exceeding identified goals at multiple levels. Elementary and middle school participation is increasing although it remains below targets. During the 2025–2026 Elementary Acceleration Review, the district will reassess the appropriateness of participation targets. The 2025–2027 plan will emphasize equitable access to and success within advanced learning opportunities.

- **Special Education Learners:** 97.48% of students receiving special education services met their IEP progress targets, surpassing district goals across all grade levels. The next priority is to more closely monitor growth in reading, writing, and mathematics while expanding curriculum implementation to ensure success extends to classroom, state, and national assessments.
- **English Learners (EL):** Currently, 40% of EL students meet their annual growth targets, with the strongest performance in elementary grades (59.9%). Reading and writing remain the most challenging domains. To address this, Edina is implementing co-teaching models, sheltered ELA courses, and professional learning aligned to WIDA standards to increase growth targets to 43% by spring 2027.

College and Career Readiness: Strong outcomes in Bilingual Seals, PSEO participation, and U.S. Literature achievement highlight continued progress. Challenges remain in ACT performance, internship and apprenticeship access, and expanding National Merit recognition. Edina High School will be a focus area for 2025–2026, engaging stakeholders in an in-depth review to co-design a Bold Roadmap for the Future while continuing to expand access to rigorous coursework and career development at all levels while this review is being conducted.

Top Three Systemwide Celebrations

1. **Academic Growth and Achievement** – Steady increases in ELA and math MCA proficiency over the past four years reflect the excellence our Edina teachers bring to each and every classroom setting, strong instructional practices, and sustained focus on student growth. ELA gains highlight the impact of Science of Reading implementation, while math growth and high school course completion continue to improve. Over 97% of students receiving special education services met progress targets, demonstrating effective support and instructional alignment.
2. **Expansion of Advanced and Multilingual Opportunities** – Participation and performance in advanced coursework exceeded district goals, and Bilingual Seals outcomes highlight strong college and career readiness. Former English learners continue to achieve at high levels across academic areas, reflecting sustained language and content growth.
3. **Strengthening of Student Connectedness** – SEL data show increasing numbers of students reporting trusted adults and excitement for learning. Early indicators point to emerging equity strengths across demographic groups, signaling positive momentum in climate and culture work. A shift in the 2025-2027 plan will focus on a sense of belonging and engagement in alignment with overall connectedness.

Top Three Systemwide Challenges

1. **Accelerating Growth for Students Below Grade Level** - Students performing below grade level in ELA and Math need sustained and accelerated growth to reach proficiency. Continuing to strengthen Tier 2 and Tier 3 structures within the Multi-Tiered System of Supports (MTSS) is essential to ensure consistent interventions, progress monitoring, and acceleration of learning.
2. **Access, Achievement, and Belonging Gaps Persist** - District data shows persistent achievement and access gaps across academic areas, advanced coursework, extra and co-curricular activities, particularly among students of color and those eligible for Free and Reduced-Price Meals.

Continued focus is needed to expand opportunities, increase engagement, and strengthen belonging for all students, including those receiving special education, EL, and 504 supports.

3. Continued Focus on Tier 1 Core Instruction in ELA, Math, and Science - Although steady gains in ELA and math proficiency are a point of celebration, greater acceleration is needed to meet district goals and maintain the Edina tradition of excellence. Sustaining new instructional practices and ensuring full implementation of aligned resources remain priorities. Science proficiency dips, consistent with statewide trends, highlight the need to deepen implementation of new standards and strengthen Tier 1 coherence across content areas

As we build on areas of success and address our challenges, Edina Public Schools will strengthen instructional coherence and sustainability through the MTSS framework while providing educators with intentional and job-embedded professional learning.

Multi-Tiered System of Supports

Edina Public Schools uses a Multi-Tiered System of Supports (MTSS) to align academic and social-emotional learning for all students. Through Tier 1 core instruction and Tier 2–3 targeted supports that occur in addition to core classroom instruction, teachers use data to respond to individual needs, whether students need intervention, additional practice, or enrichment. This framework ensures a coordinated, responsive approach to teaching and learning that supports every learner’s growth.

Professional Learning

Building on the excellence and dedication of Edina teachers, the district is committed to providing the highest-quality professional learning supported by the right resources and structures. Professional learning in Edina Public Schools is integrated into every level of the MTSS framework and guided by systemwide data. When student data identify an area of need, whether in instruction, curriculum, or engagement, professional learning is designed to directly address those trends. This ensures that teachers, support staff, and leaders have the tools, knowledge, and ongoing support needed to respond effectively within each tier. Professional development also aligns with new state standards and emerging best practices, ensuring that staff continue to grow alongside students.

Note on Early Learning Family Center

The Early Learning Family Center is a valued component of Edina’s Comprehensive Assessment System. For this update, spring 2025 results have been intentionally excluded to ensure that all data presented meet the highest standards of reliability and relevance. This approach underscores the district’s commitment to using meaningful, validated data to guide planning and decision-making. Early learning outcomes will be a central focus in 2025–2026, with future results incorporated into upcoming Data Metrics Plans.

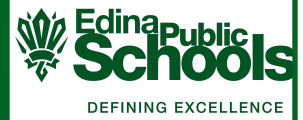
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Edina Public School 2023-2025 Data Metrics Report

K-12 Literacy Foundations



Rationale

Strong literacy skills are the foundation for all higher-level learning. Measuring overall proficiency and reducing achievement gaps ensures all learners gain the skills they need for future success. The Minnesota READ Act underscores the importance of early literacy, making universal screening data especially critical. Using multiple measures provides a fuller picture of student learning, while a focus on equity highlights and addresses gaps across student subgroups.

Where We Are Now: Spring 2025 Data

Elementary

- K-1 literacy proficiency is 73.67% on FASTBridge Universal Screener (-4.69% since 2023, goal 82%)
- 2nd literacy proficiency is 73.20 on FASTBridge Universal Screener (+3.8% since 2023, goal 77.4%)
- 3rd grade aReading proficiency is 77.5% (+5.6% since 2023, goal 84%)
- 2nd-5th grade aggressive growth for students below benchmark is 24.38% on FASTBridge Universal Screener (-18.48% since 2023, goal 50%)

Middle School

- 82.53% of students are meeting benchmark on the FASTBridge aReading assessment.
- 6th grade proficiency on the FASTBride aReading screener is 82.53% (+5.12% since 2023, goal 83%)
- 6-8 typical growth on the FASTBridge aReading screener is 44.10% (+5.02% since 2023, goal 55%)
- 6-8 students with below-grade-level reading achieving aggressive growth is 17.94% on the FASTBridge Universal Screener(-16.84% since 2023, goal 50%)

High School

- 9-12 student ELA end-of-year grade proficiency on U.S. Literature and Composition 79.51% (+2.32% since 2023, goal 82%)
- 10th grade Reading MCA proficiency: 86.39% (+0.99% since 2023, goal 88%)

Successes

- **Tier 1 curriculum adoption:** New curriculum has successfully been adopted, including Benchmark Advance (K-5), StudySync (6-8), and Into Literature (9-10), to strengthen Tier 1 whole-class instruction.
- **Professional learning:** Staff has been and is engaged in strong professional learning on the Science of Reading through LETRS and ASPIRE, coupled with intentional coaching to ensure these practices are applied in the classroom.
- **Early improvements:** There is early evidence of improved fluency and phonemic awareness in grades K-3 due to shifts in Tier 1 instruction aligned with the Science of Reading professional learning and through Tier 2 and Tier 3 routines.

Areas for Growth

- **Insufficient aggressive growth:** The current aggressive growth for students below proficiency is not sufficient to accelerate learning and change long-term proficiency, especially in elementary and secondary grades.
- **Persistent gaps:** We continue to see gaps in the various student groups in the areas of vocabulary, comprehension, and fluency, particularly at the secondary level.

- **Targeted instruction:** Our Tier 2 and Tier 3 MTSS (Multi-Tiered System of Supports) for targeted instruction and progress monitoring is not yet fully consistent.

Where We Are Going (2025-27)

What Instructional Changes will be focused on within the Edina MTSS Framework?

- **Tier 1:** Full, high-fidelity implementation of new curricula, including daily explicit phonics/fluency routines in K-5 and increased vocabulary focus in grades 6-12. This includes Benchmark Advance (K-5), StudySync (6-8), and Into Literature (9-10).
- **Tier 2/3:** Implementation of diagnostic FastBridge and Capti assessments for students in grades K-12th to ensure students receive the most targeted interventions, supported with progress monitoring. This includes dedicated interventions and or support courses at the middle school and high school levels.
- **Advanced Students:** Opportunities for accelerated groups, honors/advanced coursework, electives, and independent studies.

What Professional Learning will be prioritized?

- Continue training on the Science of Reading, with a specific focus on grades 4-12 and completing training for new staff in K-3 in alignment with READAct.
- Expand professional development on vocabulary, comprehension, and fluency strategies for grades K-12.
- Foster a data-driven culture by focusing coaching and PLCs on using data to adjust instruction and ensure fidelity in phonics.

What adjustments will be made to district-wide systems?

- Implement CAPTI, a new assessment system to identify and support students performing below benchmark in grades 4-12.
- Provide rigorous, research-based instruction to all students in Tiers 2 and 3 who are not demonstrating proficiency to accelerate growth.
- Strengthen Tier 1 instruction by continuing to use the new curricula.

2025-2027 Goals

By Spring 2027, the percentage of students in grades K-9 who demonstrate reading proficiency on the spring literacy universal screening assessment will increase from 77% to 80%. In addition, the gap in proficiency between the highest and lowest performing student subgroups will decrease by at least 2 percentage points.

By Spring 2027, the percentage of students in grades 3-8 who show proficiency in English Language Arts will increase from 78% to 81%. Students will be considered proficient if they meet at least two of the three measures:

- Reading FastBridge Universal Screener (spring)
- MCA Reading assessment
- Classroom proficiency (end-of-year ELA grades)

Progress will be monitored across all student subgroups.

By Spring 2027, the percentage of K-9 students achieving Aggressive or Typical Growth Fall to Spring on the universal reading screener will increase by 3 percentage points, from 59% to 62%. This goal focuses on ensuring students at all starting levels are making steady progress. Aggressive Growth is defined as 75-99th percentile, Typical Growth as 40-75th percentile. This growth will be monitored for equitable distribution across all student subgroups.

By Spring 2027 (starting Fall 2025), the percentage of K-9 students who begin the year below benchmark and achieve “Aggressive Growth” on the universal reading screener will increase by 4 percentage points, from 21% to 25%.

K- Literacy Foundations: FASTBridge Universal Screening

Mid Point Goal Status Legend	Final Goal Status Legend
Goal Met	Goal Met
Positive Growth or Statistically Neutral	Positive Growth or Statistically Neutral
Not On Track = Negative Growth	Goal Not Met

Focus Area: K-5 Literacy Foundations: FASTBridge Universal Screening	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet learning targets to ensure strong foundational Literacy: Edina students read well by the end of 3rd grade.	In the spring of 2025, 82% of K-1 students will have met literacy proficiency as evidenced by performance in the FASTBridge earlyReading universal screener.	82.00%	77.27%	78.36%	Positive Growth or Statistically Neutral	73.67%	Goal Not Met
	In the spring of 2025, 77.40% of 2nd grade students will have met literacy proficiency as evidenced by performance on the FASTBridge R-CBM aReading universal screener.	77.40%	69.40%	75.10%	Positive Growth or Statistically Neutral	73.20%	Positive Growth or Statistically Neutral
	In the spring of 2025, 84% of 3rd grade students will have met literacy proficiency as evidenced by performance on the FASTBridge R-CBM aReading universal screener.	84.00%	79.13%	71.88%	Not On Track	77.51%	Positive Growth or Statistically Neutral
	In the spring of 2025, 37% of all K-3 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge	37.00%	26.77%	34.65%	Positive Growth or Statistically Neutral	27.92%	Positive Growth or Statistically Neutral
	In the spring of 2025, 60% of all K-3 students will have achieved typical growth from fall to spring as evidenced by performance on the FASTBridge early	60.00%	38.75%	45.54%	Positive Growth or Statistically Neutral	39.29%	Positive Growth or Statistically Neutral
K-1 FASTBridge earlyReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.	In the spring of 2025, 40% of K-1 students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge earlyReading universal screener. <i>*National Norm for aggressive growth is 25%</i>	40.00%	25.34%	24.58%	Positive Growth or Statistically Neutral	35.96%	Positive Growth or Statistically Neutral
2nd-5th FASTBridge aReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.	In the spring of 2025, 50% of 2nd-5th grade students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge R-CBM aReading universal screener. <i>*National Norm for aggressive growth is 25%</i>	50.00%	49.01%	42.86%	Not On Track	24.38%	Goal Not Met

6-8 Literacy Foundations: FASTBridge Universal Screening

Focus Area: 6-8 Literacy Foundations: FASTBridge Universal Screening	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
6th-8th grade students are reading at grade level.	In the spring of 2025, 83% of 6th students will have met literacy proficiency as evidenced by performance on the FASTBridge aReading universal screener.	83.00%	77.41%	78.34%	Positive Growth or Statistically Neutral	82.53%	Positive Growth or Statistically Neutral
	In the spring of 2025, at least 32% of 6-8 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener. <i>*National Norm for aggressive growth is 25%</i>	32.00%	20.63%	12.39%	Not On Track	13.67%	Goal Not Met
	In the spring of 2025, at least 55% of 6-8 students will have typical growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener. <i>*National Norm for typical growth is 60%</i>	55.00%	39.08%	36.28%	Not On Track	44.10%	Positive Growth or Statistically Neutral
6th - 8th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring	In the spring of 2025, 50% of 6-8 students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener. <i>*National Norm for aggressive growth is 25%</i>	50.00%	34.78%	25.11%	Not On Track	17.94%	Goal Not Met

9th Grade Literacy Foundations: FASTBridge Universal Screening

Focus Area: 9th Grade Literacy Foundations FASTBridge Universal Screening	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
9th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring	In the spring of 2025, 50% of 9th grade students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring on the FASTBridge FASTtrack universal screener.* <i>*National Norm for aggressive growth is 25%</i>	50.00%	54.59%	26.09%	Not On Track	17.60%	Goal Not Met

K-5 Literacy Multiple Measures of Proficiency (Triangulated Data)

Focus Area: K-5 Literacy Multiple Measures of Proficiency (Triangulated Data)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet literacy learning targets based on MN state standards.	In the spring of 2025, 79.59% of 3-5 grade students will demonstrate meeting literacy learning targets based on proficiency in 2 of 3 determined assessments aligned with MN State Standards.	79.59%	75.93%	79.52%	Positive Growth or Statistically Neutral	74.87%	Goal Not Met

6-8 Literacy Multiple Measures of Proficiency (Triangulated Data)

Focus Area: 6-8 Literacy Multiple Measures of Proficiency (Triangulated Data)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet literacy learning targets based on MN state standard	In the spring of 2025, 78% of 6-8 grade students will demonstrate meeting literacy learning targets based on MN state standards by meeting proficiency in 2 of the 3 determined assessments.	78.00%	70.36%	74.10%	Positive Growth or Statistically Neutral	77.50%	Positive Growth or Statistically Neutral

High School English Language Arts

Focus Area: High School English Language Arts	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet ELA learning targets based on MN state standards	In the spring of 2025, 78% of 9-12 students will demonstrate proficiency in literacy with a B or higher on the common summative assessment end of year ELA grade.	78.00%	70.85%	73.34%	Positive Growth or Statistically Neutral	70.37%	Goal Not Met
	In the spring of 2025, 88% of 10th grade students will demonstrate proficiency on the Reading MCA.	88.00%	85.40%	88.61%	Goal Met	86.39%	Positive Growth or Statistically Neutral

Edina Public School Data Metrics Report

K - 12 Numeracy Foundations



Rationale

Mathematics achievement reflects both foundational skills and advanced readiness. Monitoring growth and proficiency across grade levels helps ensure students develop strong numeracy and problem-solving skills. A focus on equity is critical, as gaps in proficiency persist for students of color and students qualifying for free/reduced meals (FRPM).

Where We Are Now: Spring 2025 Data

Elementary

- 88.6% of K-1 students demonstrated proficiency on the FASTBridge universal screener (+0.54% since 2023; goal 90%).
- Significant improvements in proficiency on the FASTBridge universal screener in grades 2 to 88.45% (+9.56% since 2023; goal 83%) and grade 3 to 81.3% (+6.29% since 2023; goal 80%)
- Gaps remain for Black/African American, Hispanic/Latino, and FRPM students.
- Proficiency across 2 of 3 benchmarks for grade 3-5 is 79.67% (-0.6% since 2023; goal of 82%)

Middle School

- 83.98% of 6th grade students are proficient on FASTtrack screener (+4.16% since 2023; goal 85%).
- 78.65% of students are proficient on math standards across 2 of 3 benchmarks (+3.57% since 2023; goal 81%).
- 80.24% successfully completed Algebra 1 with a B or better by the end of 8th grade (+2.7% since 2023; goal 80%).
- Aggressive growth for struggling students is only slightly above national averages (25.12% with national average of 25%) and is insufficient to close gaps.
- Gaps for Black/African American, Hispanic/Latino, and FRPM students are larger than at elementary level.

High School

- 67.13% earned a B or better in math courses (+6.1% since 2023; goal 70%).
- 65.62% successfully completed Pre-Calculus with a B or better (+7.29% since 2023; goal 70%).
- 73.89% of 11th grade students demonstrated proficiency on the MCA (+11.25% since 2023; goal 72%).
- Persistent subgroup gaps across all measures.

Successes

- Strong foundational numeracy in early grades.
- Increased proficiency in Algebra 1 and Pre-Calculus successful completion rates.
- Significant MCA growth at high school level.
- Improved standards proficiency across middle and high school levels.

Growth Areas

- Persistent achievement gaps for Black/African American, Hispanic/Latino, and FRPM students at all levels.
- Aggressive growth for struggling students is not sufficient to change long-term proficiency.

- Need to strengthen fact fluency, inquiry-based practices and alignment to the new Minnesota Mathematics Standards with an emphasis on data and probability.

Where We Are Going (2025–27)

What instructional changes will be focused on within the Edina MTSS Framework?

- **Tier 1:** Emphasize fact fluency, use of manipulatives, and inquiry-based instruction aligned to new Minnesota standards. Incorporate mathematical practices daily.
- **Targeted Supports:** Strengthen Tier 2/3 interventions and progress monitoring, particularly for students not meeting benchmarks.
- **Opportunities for Advanced Learners:** Expand enrichment and advanced coursework, including earlier access to Algebra and higher-level math pathways.

What Professional Learning will be prioritized?

- K–5: Training on inquiry instruction in partnership with STEAM.
- Grades 3–12: PLC collaboration to analyze data and adjust instruction while incorporating mathematical practices daily.
- System-wide training on new Minnesota Mathematics Standards.

What adjustments will be made to district-wide systems?

- Math Design Team leading full programmatic review, aligning instruction and resources to new standards.
- Protect dedicated math instructional time across all levels.
- Review curriculum resources and intervention supports for alignment.
- Monitoring through FASTBridge, MCA, and course completion data.

2025–2027 Goals

By Spring 2027, the percentage of K–8 students demonstrating math proficiency will increase by 2 percentage points, from 83% to 85%. At the same time, no student subgroup’s proficiency will fall more than 10 points below the district average.

By Spring 2027, the percentage of students in grades 3–8 who show proficiency in Math will increase from 80% to 82%. Students will be considered proficient if they meet at least two of the three measures:

- Math FastBridge Universal Screener (spring)
- MCA Math assessment
- Classroom proficiency (end-of-year Math grades)

Progress will be monitored across all student subgroups.

By Spring 2027, the percentage of K–9 students meeting or exceeding their expected growth on the universal reading screener will increase by 3 percentage points, from 63% to 66%. This goal focuses on ensuring students at all starting levels are making steady progress. Aggressive Growth is defined as 75–99th percentile, Typical Growth as 40–75th percentile. This growth will be monitored for equitable distribution across all student subgroups.

By Spring 2027 (starting Fall 2025), the percentage of K–8 students who begin the year below benchmark and achieve “Aggressive Growth” on the universal math screener will increase by 3 percentage points, from 33% to 36%.

Mid Point Goal Status Legend	Final Goal Status Legend
Goal Met	Goal Met
Positive Growth or Statistically Neutral	Positive Growth or Statistically Neutral
Not On Track = Negative Growth from Prior Period	Goal Not Met

KEY

K-5 Numeracy Foundations: FASTBridge Universal Screening

Focus Area: K-5 Numeracy Foundations FASTBridge Universal Screening	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet learning targets to ensure strong foundational numeracy.	In the spring of 2025, 90% of K-1 students will have met math proficiency as evidenced by performance on the FASTBridge earlyMath universal screener.	90.00%	88.04%	88.61%	Positive Growth or Statistically Neutral	88.59%	Positive Growth or Statistically Neutral
	In the spring of 2025, 83% of 2nd grade students will have met math proficiency as evidenced by performance on the FASTBridge FASTtrack universal screener.	83.00%	78.89%	83.71%	Goal Met	88.45%	Goal Met
	In the spring of 2025, 80% of 3rd grade students will have met math proficiency as evidenced by performance on the FASTBridge FASTtrack universal screener.	80.00%	74.84%	77.02%	Positive Growth or Statistically Neutral	81.13%	Goal Met
	In the spring of 2025, 32% of all K-3 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge early Math/FASTtrack Math universal screener. <i>*National Norm for aggressive growth is 25%</i>	32.00%	21.93%	22.02%	Positive Growth or Statistically Neutral	30.00%	Positive Growth or Statistically Neutral
	In the spring of 2025, 55% of all K-3 students will have achieved typical growth from fall to spring as evidenced by performance on the FASTBridge early Math/FASTtrack Math universal screener. <i>*National Norm for typical growth is 60%</i>	55.00%	34.05%	34.44%	Positive Growth or Statistically Neutral	37.00%	Positive Growth or Statistically Neutral
K-1 earlyMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring	In the spring of 2025, 75% of K-1 students demonstrating below grade level math performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge Early Math universal screener. <i>*National Norm for aggressive growth is 25%</i>	75.00%	56.28%	62.35%	Positive Growth or Statistically Neutral	41.56%	Goal Not Met
2nd - 5th grade FASTTrack aMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring.	In the spring of 2025, 25% of 2nd - 5th grade students demonstrating below grade level math performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack Math universal screener. <i>*National Norm for aggressive growth is 25%</i>	25.00%	40.94%	35.81%	Goal Met	41.97%	Goal Met

6-8 Numeracy Foundations: FASTBridge Universal Screening

Focus Area: 6-8 Mathematics Foundations: FASTBridge Universal Screening	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
6th grade students apply mathematical knowledge at grade level.	In the spring of 2025, 85% of 6th students will have met math proficiency on the FASTBridge FASTtrack Math universal screener.	85.00%	79.82%	79.65%	Positive Growth or Statistically Neutral	83.98%	Positive Growth or Statistically Neutral
	In the spring of 2025, at least 50% of all 6-8 students will have achieved aggressive growth from fall to spring on the FASTBridge aMath universal screener. <i>*National Norm for aggressive growth is 25%.</i>	50.00%	39.58%	17.79%	Not On Track	25.68%	Goal Not Met
	In the spring of 2025, at least 50% of all 6-8 students will have achieved typical growth from fall to spring on the FASTBridge aMath universal screener. <i>*National Norm for typical growth is 60%.</i>	50.00%	34.53%	40.63%	Positive Growth or Statistically Neutral	38.89%	Positive Growth or Statistically Neutral
6th-8th grade FASTtrack students demonstrating below grade level math performance who achieve aggressive growth at 75th percentile from fall to spring	In the spring of 2025, 50% of 6-8 students demonstrating below grade level math performance will have achieved aggressive or typical growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener. <i>*National Norm for typical growth is 25%</i>	50.00%	45.77%	26.49%	Not On Track	25.12%	Goal Not Met

K-5 Math Multiple Measures of Proficiency (Triangulated Data)

Focus Area: K-5 Mathematics Multiple Measures of Proficiency (Triangulated Data)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet math learning targets based on MN state standards.	In the spring of 2025, 82% of 3-5 grade students will demonstrate meeting math learning targets based on proficiency in 2 of 3 determined assessments aligned with MN state standards.	82.00%	80.32%	80.62%	Positive Growth or Statistically Neutral	79.67%	Goal Not Met

6-8 Math Multiple Measures of Proficiency (Triangulated Data)

Focus Area: 6-8 Mathematics Multiple Measures of Proficiency (Triangulated Data)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet math learning targets based on MN state standards.	In the spring of 2025, 81% of 6-8 grade students will demonstrate meeting math learning targets based on MN state standards by meeting proficiency in 2 of the 3 determined assessments.	81.00%	75.08%	75.55%	Positive Growth or Statistically Neutral	78.65%	Positive Growth or Statistically Neutral

Middle School Algebra I

Focus Area: Middle School Algebra I	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students will pass Algebra I by the end of 8th grade.	In the spring of 2025, 80% of students will have successfully completed the Algebra I course with a B grade or higher.	80.00%	77.54%	74.96%	Not On Track	80.24%	Goal Met

High School Mathematics

Focus Area: High School Mathematics Standards	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet math learning targets based on MN state standards.	In the spring of 2025, 70% of 9 -12 students will demonstrate proficiency with a B or higher on end of year math grade.	70.00%	61.03%	66.52%	Positive Growth or Statistically Neutral	67.13%	Positive Growth or Statistically Neutral
	In the spring of 2025, 72% of 11th grade students will demonstrate proficiency on the Math MCA.	72.00%	62.64%	69.81%	Positive Growth or Statistically Neutral	73.89%	Goal Met

Edina Public School Data Metrics Report

K-12 Science Learning Standards



Rationale

Science is the process of exploring and explaining the structures, designs, and systems that make up our natural and human-made world. In Science, all students engage in practices that include making observations, developing and revising models, and analyzing and interpreting data to answer scientific questions and design solutions to problems. Scientifically literate school communities make observations of the world around them, design investigations to answer questions, make connections between ideas across the science disciplines, and solve problems using technologies for an ever-changing world. ([MDE](#))

Where We Are Now (Spring 2025)

The Minnesota Department of Education included the following note with the released MCA IV results.

“Academic standards and assessments are revised every 10 years. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way we teach and measure science learning. Results cannot be compared with previous years.”

This year's MCA IV results provide a baseline for our system as we ensure alignment between classroom expectations and those of this new assessment.

Elementary (5th grade)

40.3% of 5th grade students demonstrated proficiency on the MCA IV.

Middle School

36.9% of 8th grade students demonstrated proficiency on the MCA IV.

High School

66.8% of High School Biology students demonstrated proficiency on the MCA IV.

Where We Are Going (2025-27)

What instructional changes will be focused on within the Edina MTSS Framework?

- **Tier 1:** An emphasis will be placed on ensuring instruction is in alignment with new Minnesota Science Standards. In addition, an adjustment to current assessment to align with the MCA IV.
- **Targeted Supports:** Opportunities for additional support through the use of WIN and FLEX time for students to receive instructional support.
- **Opportunities for Advanced Learners:** The addition of STEAM Cornerstone Projects at the elementary level, and course acceleration and extensions at the Middle and High School levels provide opportunities for Advanced Learners to extend their learning.

What Professional Learning will be prioritized?

- PLC collaboration to analyze data and adjust instruction while incorporating the science standards into practices daily.
- Improve assessment techniques to ensure rigor that is aligned to the MCA IV.

What adjustments will be made to district-wide systems?

- All grades three and four students will participate in a STEAM Cornerstone project.
- Audit of current instruction and assessment to ensure appropriate rigor and alignment with expectations of new standards through meetings with department leaders at the secondary level.

2025-2027 Goals

By Spring 2027 school year, the percentage of students in grades 5, 8, and in Biology at EHS demonstrating proficiency on the Minnesota Comprehensive Assessments (MCA) Science assessment shall increase by 10 percentage points from 47% to 57%. This improvement will be monitored for equitable outcomes across all student subgroups.

Mid Point Goal Status Legend
Goal Met
Positive Growth or Statistically Neutral
Not On Track = Negative Growth from Prior Period

Final Goal Status Legend
Goal Met
Positive Growth or Statistically Neutral
Goal Not Met

KEY

Middle School Science

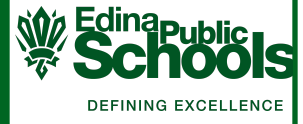
Focus Area: Middle School Science	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet science learning targets based on MN state standards.	In the spring of 2025, 49% of 8th grade Science students will demonstrate meeting science learning targets based on MN state standards by meeting proficiency on the 8th Grade Science MCA.	49.00%	38.82%	46.77%	Positive Growth or Statistically Neutral	36.90%	Goal Not Met

High School Science

Focus Area: HS Science Standards	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet science learning targets based on MN state standards	In the spring of 2025, 90% of EHS students will demonstrate meeting science learning targets based on MN state standards by meeting proficiency on the Biology Grade Science MCA.	90.00%	89.19%	88.32%	Positive Growth or Statistically Neutral	66.73%	Goal Not Met

Edina Public School Data Metrics Report

K - 12 Social Emotional Learning (SEL)



Rationale

Social and Emotional Learning is essential for student well-being, engagement, and academic success. Measuring SEL shows how students are building skills like self-awareness, self-management, and relationship-building, ensuring they are supported both academically and emotionally. Students with strong SEL skills are more resilient, adaptable, and able to form healthy relationships. Involvement in extracurricular and/or co-curricular activities further strengthens belonging and connection by providing opportunities to engage with peers and trusted adults in the Edina community.

Where We Are Now (Spring 2025)

Elementary (K-2):

- Over 90% of students demonstrated proficiency on the following ICCAR values (5 of 8 ICCAR values measured achieved the goal of 90%).
 - Accepts Responsibility (+1.3% since 2023; goal 90%).
 - Demonstrates a Positive Attitude (+0.84% since 2023; goal 90%)
 - Follows School/Classroom Rules (+5.35% since 2023; goal 90%)
 - Handles Conflict Appropriately (+2.42% since 2023; goal 90%)
 - Respects Rights, Diversity, Feelings, and Property of Others (+.28% since 2023; goal 90%)
- Growth or stable proficiency was seen in 3 of 8 ICCAR values measured:
 - Completes Work on Time (+0.39% since 2023; goal 90% achieved 87.86%)
 - Follows Directions (+0.07% since 2023; goal 90% achieved 85.18%)
 - Organizes and Uses Time Appropriately (+0.72% since 2023; goal 90% achieved 82.93%)

Elementary (3-5):

- 90% of students reported having a trusted adult on the Panorama survey (+2.0% since 2023; goal: 93%).
- 89% reported feeling excited about learning on the Panorama survey (+2.0% since 2023; goal: 92%).

Secondary (6-12):

- 84% of students reported having a trusted adult on the Panorama survey (+6.0% since 2023; goal 85%)
- 85% of students reported excitement about learning on the Panorama survey (+5.0% since 2023; goal 92%)
- Most racial groups reported $\geq 82\%$ favorable responses for feeling excited about school on the Panorama survey, though some smaller subgroups fell below this threshold.
- 34.06% of 6-8th grade students participate in Edina specific extracurricular and/or cocurricular opportunities (+1.84 since 2023, goal 42%)
- 66.62% of 9-12th grade students participate in Edina specific extracurricular and/or cocurricular opportunities (+5.98 since 2023, goal 70%)

Successes

- Strong, consistent growth in students reporting trusted adults across grade levels.
- Equity strengths: Special education and EL students reported trusted adults at rates comparable to or higher than their peers.
- Schools have embedded SEL/Character curriculum (Character Strong, Second Step, Leader in Me, Collaborative Classroom, Advisory SEL practices).
- 9-12 students are heavily involved in extra curricular and co-curricular activities directly in Edina, increasing a sense of belonging and connections with more trusted adults.

Growth Areas

- Variability in *excitement about learning* across subgroups:
 - Special education, EL, and 504 students report lower levels of excitement and belonging compared to general education peers.
- Excitement tends to decrease from grade 3 to grade 5, and belonging shows variation by subgroup in grades 6-12.

Where We Are Going (2025-27)

What instructional changes will be focused on within the Edina MTSS Framework?

- **Tier 1:** Continue SEL curriculum K-12 and embed into Tier 1 instruction K-12; elementary buildings utilize strong CASEL aligned SEL curriculum that is aligned with our Edina Public School SEL North Stars.
- **Targeted Supports:** Expand Tier 2 supports where needed and utilize SEL curriculum supports that are in place at each building.
- Provide leadership opportunities for students across all grade levels.

What Professional Learning will be prioritized?

- Embed SEL and CPSS strategies into professional development and PLC coaching for staff.
- Strengthen adult wellness initiatives to ensure adults feel equipped to support student SEL.

What adjustments will be made to district-wide systems?

- Align schedules to protect core instructional time while integrating SEL supports.
- Strengthen MTSS systems for SEL, with clearer monitoring structures.
- Ensure and support CSIP goals to include goals around student SEL and adult wellness.

2025- 2027 Goals

By the Spring of 2027, the percentage of 3-12 students reporting growth in the Panorama competencies engagement and belonging will increase by 3 percentage points from the spring 2025 baseline:

- Grades 3-5 engagement will increase from 60% to 63%
- Grades 3-5 belonging will increase from 76% to 79%
- Grades 6-12 engagement will increase from 29% to 32%
- Grades 6-12 belonging will increase from 59% to 62%

Concurrently, all student subgroups are expected to demonstrate an increase of at least 1.5 percentage points.

Mid Point Goal Status Legend	Final Goal Status Legend
Goal Met	Goal Met
Positive Growth or Statistically Neutral	Positive Growth or Statistically Neutral
Not On Track = Negative Growth from Prior Period	Goal Not Met

KEY

K-5 Social & Emotional Learning (SEL)

Focus Area: K-5 Social Emotional Learning (SEL)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status	
Students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.	In the spring of 2025, 93% of 3rd-5th grade students will report that they have a teacher or other adult from school who they can count on to help them no matter what.	93.00%	88.00%	89.00%	Positive Growth or Statistically Neutral	90.00%	Positive Growth or Statistically Neutral	
	In the spring of 2025, 92% of students in 3rd-5th will report that they feel excited about learning in the past week.	92.00%	87.00%	88.00%	Positive Growth or Statistically Neutral	89.00%	Positive Growth or Statistically Neutral	
Percentage of K-2 students reported as proficient, score of 3 or better, on ICCAR Values by ICCAR Element. Integrity, Compassion, Courage, Commitment, Appreciation, and Respect are the ICCAR Values of Edina Public Schools.	In the spring of 2025 the % of K-2 students reported as proficient with a score of 3 or better on each ICCAR Values element will be at or above 90% for each element.	Accepts Responsibility	90.00%	90.95%	91.80%	Goal Met	92.20%	Positive Growth or Statistically Neutral
		Completes Work On Time	90.00%	87.47%	87.08%	Positive Growth or Statistically Neutral	87.86%	Positive Growth or Statistically Neutral
		Demonstrates a Positive Attitude	90.00%	95.68%	95.11%	Goal Met	96.52%	Goal Met
		Follows Directions	90.00%	85.11%	83.93%	Not On Track	85.18%	Positive Growth or Statistically Neutral
		Follows School / Classroom Rules	90.00%	85.21%	89.74%	Positive Growth or Statistically Neutral	90.56%	Goal Met
		Handles Conflict Appropriately	90.00%	88.74%	88.55%	Positive Growth or Statistically Neutral	91.16%	Goal Met
		Organizes and Uses Time Appropriately	90.00%	82.21%	83.17%	Positive Growth or Statistically Neutral	82.93%	Positive Growth or Statistically Neutral
		Respects Rights, Diversity, Feelings and Property of Others	90.00%	95.21%	95.22%	Goal Met	95.49%	Goal Met
Percentage of K-2 students reported as proficient, score of 3 or better, on all ICCAR Values calculated as one data point by grade	In the spring of 2025 school year the % of K-2 students reported as proficient with a score of 3 or better on all ICCAR Values calculated as one data point will all be at or above 75%.	75.00%	70.21%	69.05%	Not On Track	70.97%	Positive Growth or Statistically Neutral	

6-8 Social & Emotional Learning (SEL)

Focus Area: 6-8 Social and Emotional Learning (SEL)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students acquire and apply the social emotional competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.	In the spring of 2025, 85% of all 6-8 grade students will report that they have a teacher or other adult from school who they can count on to help them no matter what.	85.00%	77.67%	78.66%	Positive Growth or Statistically Neutral	87.00%	Goal Met
	In the spring of 2025, 92% of all 6-8 grade students will report favorably about how often they feel excited in the past week.	92.00%	83.00%	85.66%	Positive Growth or Statistically Neutral	86.00%	Positive Growth or Statistically Neutral

6-8 Extracurricular and Co-Curricular Involvement

Focus Area: 6-8 Extracurricular and Co-curricular Involvement	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students have the opportunity to participate in robust extracurricular & co-curricular opportunities.	In the spring of 2025, 42% of 6-8 students will participate in robust Edina extracurricular and co-curricular opportunities.	42.00%	32.22%	23.57%	Not On Track	34.06%	Positive Growth or Statistically Neutral

9-12 Social & Emotional Learning (SEL)

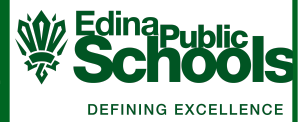
Focus Area: 9-12 Social and Emotional Learning (SEL)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students acquire and apply the social emotional competencies.	In the spring of 2025, 87% of 9-12 grade students will report that they have a teacher or other adult from school who they can count on to help them no matter what.	87.00%	77.67%	80.75%	Positive Growth or Statistically Neutral	82.00%	Positive Growth or Statistically Neutral
	In the spring of 2025, 87% of 9-12 grade students will report favorably about how often they feel excited in the past week.	87.00%	83.00%	84.00%	Positive Growth or Statistically Neutral	85.00%	Positive Growth or Statistically Neutral

9-12 Extracurricular and Co-Curricular Involvement

Focus Area: 9-12 Extracurricular and Co-curricular Involvement	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students have the opportunity to participate in robust extracurricular & co-curricular opportunities.	In the spring of 2025, 70% of 9-12 students will participate in robust Edina extracurricular and co-curricular opportunities.	70.00%	60.64%	63.06%	Positive Growth or Statistically Neutral	66.62%	Positive Growth or Statistically Neutral

Edina Public School Data Metrics Report

K - 12 Unique Learners: Extended and Accelerated Learning Opportunities



Rationale

Preparing students for college and career success requires ensuring that all learners have equitable access to advanced coursework (extended and accelerated) and the support needed to succeed. Monitoring both participation and performance shows whether students are being identified or selecting to take rigorous courses and whether they are successful once enrolled.

Where We Are Now (Spring 2025)

Elementary Grades 3-5

- 35.6% participation in advanced opportunities (+5.07% since 2023; goal 41%).
- 100% performance in advanced opportunities (+10.24% since 2023; goal 95%).

Middle School

- 57.11% participation in advanced courses (+5.64% since 2023; goal 62%).
- 88.88% performance in advanced courses (+15.19% since 2023; goal 80%).

High School:

- 93.92% of AP students scored 3+ on AP exams (+8.31% since 2023; goal 85.61).
- 80.29% of students earned a B or better in advanced courses (+25.8% since 2023; goal 65%).

Successes

- Elementary: Strong alignment of instruction to student readiness; performance goals exceeded.
- Middle School: High success rates among students in advanced courses, with performance goals exceeded.
- High School: Significant increases in both AP performance and advanced course grades; both goals met.

Growth Areas

- Participation in advanced opportunities still below goals at elementary and middle school levels.
- Inconsistencies across elementary sites in the accelerated and extended learning opportunities.
- Need to ensure more students are ready for and enroll in advanced coursework at middle and high school levels.
- Continued work needed to close gaps in readiness and participation across demographic groups.

Where We Are Going (2025-27)

What Instructional Changes will be focused on within the Edina MTSS Framework?

- **Elementary Grades 3-5:** Use Benchmark curriculum to strengthen Tier 1 accelerated instruction; provide consistent extended learning opportunities across all sites.
- **Middle School:** Support Tier 1 instruction to prepare more students for advanced coursework; improve registration supports so students select courses they are ready for.
- **High School:** Continue strong AP and advanced course instruction while expanding support for students in these courses.

What Professional Learning will be prioritized?

- Elementary Grades 3-5: Training and PLC coaching focused on differentiation and flexible grouping.
- Middle School: PD on inquiry-based instruction and scaffolding for advanced coursework.
- High School: Professional learning around supporting students in rigorous courses while maintaining high expectations.

What adjustments will be made to district-wide systems?

- Math and ELA design teams reviewing alignment to Minnesota standards and advanced coursework readiness.
- Site-level consistency checks for access to extended and accelerated learning opportunities.
- Ongoing monitoring of participation and performance by subgroups to ensure equity.
- Completing the Elementary Acceleration Review, aligned with the Talent Development framework.
- New Middle school Talent Development Leads focused on aligning the MTSS framework with the TD framework.

2025-2027 Goals

Participation Goal

By Spring 2027, Elementary participation in Accelerated classes will remain in the 22 to 25% range with Middle School participation in Accelerated and Advance classes increasing to 55% and High School participation in Accelerated and Advance classes increasing to 60% range.

**This goal will be monitored for equitable outcomes across all student subgroups.*

**This goal will also be reviewed during the 2025-26 review of Elementary Acceleration and adjusted at the 2026 mid year goal update if applicable.*

Performance Goal English Language Arts

By Spring 2027, the percentage of students in advanced ELA courses in grades 4-8 who demonstrate literacy performance success measured by end of the year advanced course grades will increase from 87% to 90%.

Performance Goal Math

By Spring 2027, the percentage of students in advanced math courses in grades 3-8 who demonstrate math performance success measured by end of the year advanced course grades will increase from 90% to 93%.

Mid Point Goal Status Legend	Final Goal Status Legend
Goal Met	Goal Met
Positive Growth or Statistically Neutral	Positive Growth or Statistically Neutral
Not On Track = Negative Growth from Prior Period	Goal Not Met

KEY

Elementary Advanced and Accelerated Learners

Focus Area: Elementary Extended and Accelerated Learners	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Talent Development	In the spring of 2025 the % of 3-5 students in extended and/or accelerated talent development pathways will increase to 41%.	41.00%	30.53%	33.28%	Positive Growth or Statistically Neutral	35.60%	Positive Growth or Statistically Neutral
	In the spring of 2025, 95% of students in grades 3-5 in extended and/or accelerated talent development pathways will be proficient with no score lower than a 3 on their report card.	95.00%	89.76%	94.07%	Positive Growth or Statistically Neutral	100.00%	Goal Met

Middle School Advanced and Accelerated Learners

Focus Area: Middle School Extended and Accelerated Learners	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Talent Development pathways are available for students to self select and students who do so, find academic success.	In the spring of 2025, the % of 6-8 students enrolled in extended and/or accelerated talent development pathways will be 62%.	62.00%	51.47%	52.86%	Positive Growth or Statistically Neutral	57.11%	Positive Growth or Statistically Neutral
	In the spring of 2025, 80% of students in grades 6-8 in extended and/or accelerated talent development pathways in ELA/Math/Science will be proficient with no score lower than a B on their S2 report card.	80.00%	73.69%	85.69%	Goal Met	88.88%	Goal Met

High School Advanced and Accelerated Learners

Focus Area: High School Extended and Accelerated Learners	Goal		Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Percent of students earning a 3 or higher.	In the spring of 2025, 88% of students taking an AP exam will earn a 3 or higher. *In 2022 988 students took at least one AP exam. *In 2023 1,092 students took at least one AP exam.		85.61%	85.61%	90.58%	Goal Met	93.92%	Goal Met
	In the spring of 2025, 65% of students in grades 9-12 in extended and/or accelerated talent development pathways in ELA, Math, & Science will be proficient with a grade no lower than a B on their report card.		65.00%	54.49%	78.32%	Goal Met	80.29%	Goal Met

Edina Public School Data Metrics Report

K-12 Unique Learners: Special Education



Rationale

Monitoring IEP goal progress ensures that students receiving special education services are making meaningful academic and functional gains. High levels of progress indicate that instruction, curriculum, and system supports are helping students access learning and achieve individualized goals.

Where We Are Now: Spring 2025 Data

Elementary (K-5)

- 99.39% of students made progress toward their IEP goals (goal was 81%).

Middle School (6-8)

- 99.09% of students made progress (goal was 79%).

High School (9-12):

- 93.42% of students made progress (goal was 74%).

**Two year longitudinal data cannot be compared, as the data element was slightly adjusted from spring 2023 to spring 2024. Yet, it is important to note there are improved outcomes at all levels from 2024 to 2025 when the data element for evaluating the goal was consistent.*

Successes

- Implementation of literacy, math, and writing curricula across both resource-level and site-based programs has contributed to strong growth on IEP goals.

Growth Areas

- Although the high school percentage of students with Individualized Education Programs (IEPs) who are meeting and/or making adequate progress toward their IEP goals is high at 93.42%, there is room for additional growth in comparison to elementary and middle school.
- Continue an intentional effort to ensure IEP meeting and/or making adequate progress extends to classroom, state, and national assessment performance.

Where We Are Going (2025-27)

What Instructional Changes will be focused on within the Edina MTSS Framework?

- Align the science of reading instructional practices with the new curricular resources.
- Initial implementation of STAR instructional practices in site-based classrooms.
- Secondary math curriculum will be added as an instructional resource for the 26-27 school year.

What Professional Learning will be prioritized?

- Move to full implementation of K-12 literacy and writing curricula; shift from exploration to initial implementation of secondary math curricula.
- Complete secondary LETRs training and engage in STAR literacy instructional practices.
- Begin and complete math professional development in alignment with the curriculum review.

What adjustments will be made to district-wide systems?

- Align schedules to reduce conflict between pull-out services and Tier 1 instruction
- Strengthen due process support to ensure compliant and supportive IEPs.

2025-2027 Goals

By the Spring of 2027, maintain the percentage of K-12 students with Individualized Education Programs (IEPs) who are meeting and/or making adequate progress toward their IEP goals at or above 97.48%.

Mid Point Goal Status Legend	Final Goal Status Legend
Goal Met	Goal Met
Positive Growth or Statistically Neutral	Positive Growth or Statistically Neutral
Not On Track = Negative Growth from Prior Period	Goal Not Met

KEY

Elementary Special Education

Focus Area: Elementary Special Education	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students with an individual education program (IEP) are making progress toward goals	In the spring of 2025, 81% of K-5 students with an individual education program will meet and/or make adequate progress towards their Individual Education Program goals.	81.00%	75.79%	98.39%	Goal Met	99.39%	Goal Met

Middle School Special Education

Focus Area: Middle School Special Education	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students with an Individual Education Program (IEP) are making progress toward goals	In the spring of 2025, 79% of 6-8 students with an individual education plan will be meeting and/or making adequate progress towards their Individual Education Program goals.	79.00%	73.84%	95.82%	Goal Met	98.09%	Goal Met

High School Special Education

Focus Area: High School Special Education	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students with an individual education program (IEP) are making progress toward goals	In the spring of 2025, 74% of 9-12 students with an individual education program will meet and/or make adequate progress towards their goals on Special Education progress reports.	74.00%	68.34%	93.36%	Goal Met	93.42%	Goal Met

Edina Public School Data Metrics Report

Unique Learners: English Language Learners



Rationale

English Learners (ELs) need to build both social and academic English to fully access grade-level content. Monitoring annual growth toward state-defined targets provides insight into whether instruction and supports are helping students make the progress required for long-term academic success.

Where We Are Now: Spring 2025 Data

Overall

- **Growth toward MDE targets:** 40% of EL students met their annual growth target. **not all EL students have a growth target. Once you become a long term English Language Learner, you no longer have a growth target. As an English Language Learner to meet the growth target the goal is an exit at 4.5 overall.*
- The greatest growth was at the elementary level with 59.91% of students meeting their growth target. Middle school had the second largest growth with 19.72% of students meeting their growth target. High school had the least amount of growth with 17.09% meeting their growth target.

Successes

- Elementary students continue to make strong growth. The EL teachers have been part of LETRS professional development and continue to grow in their understanding of how to support EL learners.
- We have continued our focus on aligning and co-planning with grade level teams at both the elementary and secondary levels.
- The EL team has grown in their understanding of the WIDA standards and how to co-plan using them.

Growth Areas

- If students are not meeting their growth targets in proficiency in literacy and numeracy, we have consistent data that shows the domains of reading and writing continue to be the most challenging for students. The reading assessment measures the ability to read and understand in English, while the writing assessment measures the ability to write in English. These two domains are combined with the listening and speaking domains to give an overall growth score. For this growth area, we will focus specifically on the reading and writing sub-domains of the WIDA ACCESS assessment as a monitoring tool. Through systematic tracking of student performance in these targeted areas, we will ensure that all students are demonstrating measurable growth in both reading comprehension and written expression.

Where We Are Going (2025–27)

What instructional changes will be focused on within the Edina MTSS Framework?

- Tier 1 Elementary School-- Adoption of English Language Learners Benchmark Express which supports the core ELA curriculum.
- Tier 1 Middle School - Co-teaching is being used as much as possible. Core ELA curriculum, Study Sync is being used as a resource within both integrated EL classes and co-taught classes.

- Tier 1 High School -- A sheltered ELA course has been developed for qualifying EL learners. This course provides the same access to the core content with language support. The EL teachers have increased the number of co-taught classes, providing more access and support to all EL learners.

What Professional Learning will be prioritized?

- Professional Learning is focused on using the WIDA standards in co-planning to uncover the academic language necessary for EL students to succeed.

What adjustments will be made to district-wide systems?

- Provide EL coaching to EL teachers, classroom and content area teachers to increase understanding and ability to support EL learners.
- Strengthen collaboration between EL teachers and general education staff through full day and half day collaboration time.

2025- 2027 Goals

By Spring 2027 the percentage of English Language Learners (ELL) demonstrating growth towards their individualized language proficiency goals shall increase by 3 percentage points from a Spring 2025 baseline of 40% to 43%. This growth will be measured by utilizing the growth metrics provided to Independent School Districts (ISD) by the Minnesota Department of Education, in alignment with the Federal Every Student Succeeds Act (ESSA).

By Spring 2027 the percentage of English Language Learners (ELL) demonstrating positive growth from the prior year on the Reading and Writing domains of the ACCESS for ELLs assessment will increase 2% points from 83% to 85%.

KEY

Mid Point Goal Status Legend	Final Goal Status Legend
Goal Met	Goal Met
Positive Growth or Statistically Neutral	Positive Growth or Statistically Neutral
Not On Track = Negative Growth from Prior Period	Goal Not Met

Elementary English Learners

Focus Area: Elementary English Learners	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Percent of ML students who met their MDE provided growth target for the year	In the spring of 2025, 70% of ML students in grades 1-5 will meet their growth target as defined by MDE.	70.00%	59.03%	56.48%	Not On Track	59.91%	Positive Growth or Statistically Neutral

Middle School English Learners

Focus Area: Middle School English Learners	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Percent of ML students who met their MDE provided growth target for the year	In the spring of 2025, 40% of ML students in grades 6-8 will meet their growth target as defined by MDE.	40.00%	19.23%	24.66%	Positive Growth or Statistically Neutral	19.72%	Positive Growth or Statistically Neutral

High School English Learners

Focus Area: High School English Learners	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Percent of ML students who met their MDE provided growth target for the year	In the spring of 2025, 40% of ML students in grades 9-12 will meet their growth target as defined by MDE.	40.00%	20.00%	15.38%	Not On Track	16.88%	Goal Not Met

Edina Public School Data Metrics Report

College and Career Readiness at Edina High School



Rationale

College and career readiness is a vital indicator of student success, reflecting both high school completion and preparation for post-secondary education, technical training, or the workforce. Monitoring graduation rates alongside readiness indicators such as rigorous coursework and ACT performance, language attainment, attendance, and participation in opportunities such as PSEO, Dual Enrollment, and internships provides a comprehensive picture of student achievement. These measures capture not only academic proficiency but also the essential skills reflected in the Portrait of a Well-Rounded Edina Graduate. By tracking outcomes across all student subgroups, the district ensures equitable access to opportunities, identifies and addresses systemic barriers, and supports each and every learner in developing targeted and individualized foundations needed to thrive in their chosen path after high school.

Where We Are Now: Spring 2025 Data

Overall

- Graduation: 95.6% of students graduated in 2025 (+2 points since 2023; goal 98%).
- World Languages: The goal for Bilingual Seal attainment has been surpassed for two consecutive years, with 268 seals earned in 2024 and 272 in 2025 (+58 seals since 2023, +42 over goal).
- Core Coursework: Positive growth in ELA and Math performance from 2023 to 2025:
 - US Literature: B-or-better grades increased from 77.2% to 79.5% (+2.3; goal 82%).
 - Pre-Calculus: B-or-better grades increased from 58.3% to 65.6% (+7.3; goal 70%).
- ACT: Readiness declined in 2025 from 2024, with 72.45% of students meeting the composite benchmark of 22 (+1.32% since 2023; goal 76%).
- College Persistence: SLEDS data shows Edina students persist in college at higher rates than peers in other metro districts.
- College Credit Participation:
 - PSEO participation increased to 116 (semester 1) and 110 (semester 2) in 2025 (+37 combined since 2023; goal 120).
 - Dual Enrollment participation dropped to 272 in 2025 (- 36 since 2023; goal 340).
- Internship opportunities remain limited (10 students captured in data in 2025). The data element used is inconsistent so longitudinal data analysis is not possible.
- National Merit recognition declined slightly (-5 since 2023; goal 63).

Successes

- Bilingual Seal attainment exceeded goals in 2024 and 2025, reflecting rigorous instruction and strong student proficiency in world languages.

- Students are maintaining high performance in rigorous core courses, with steady gains in US Literature and Pre-Calculus grades.
- Growth in PSEO participation shows more students accessing college-level coursework while in high school.
- College persistence remains a strength, with Edina students continuing postsecondary at higher rates than metro peers.

Growth Areas

- ACT performance declined in 2025 from 2024, falling short of readiness goals.
- Dual Enrollment dropped significantly despite expanded opportunities with new College in the Schools classes in ELA.
- Internship participation is minimal (10 students captured based on Youth Training Skills Grant data in 2025). Inconsistencies in how data were collected (CTE certifications were included with internships in 2024 and cannot be separated at this time) highlight the need for clearer definitions and tracking methods in this category of College and Career Readiness.
- National Merit recognition decreased from 43 to 38 students over two years, missing the district goal.

*Growth areas for College and Career Readiness at EHS will be further refined following the EHS review and development of the co-designed bold roadmap for the future.

Where We Are Going (2025–27)

Instructional Focus within the Edina MTSS Framework

- **Tier 1:** Strengthen core instruction in high school math, science, literacy, and social studies with a focus on readiness benchmarks (ACT, course grades). Social Studies will be included as a core College and Career Readiness content area in the 2025–27 Data Metrics Plan.
- **Targeted Supports:** Expand Tier 2 and Tier 3 supports for students below benchmark, particularly in ACT readiness and core course performance.
- **Advanced Learners:** Maintain access to Dual Enrollment, PSEO, AP, and enrichment opportunities while increasing supports to help students succeed in advanced pathways.

Professional Learning Priorities

- Build staff capacity in data-driven instructional practices within the MTSS framework.
- Ensure Culturally Proficient School Systems professional learning aligns with action planning on equitable access to and supports for success to rigorous coursework and college and career readiness opportunities.

District-Wide System Adjustments

- Define and expand Future Ready opportunities at Edina High School (e.g., internships, mentorships, career exploration).
- Develop a consistent data collection and reporting system to monitor participation and outcomes in these opportunities.
- Align high school pathways to balance college-focused rigor and career readiness options.
- Establish clear monitoring structures for ACT performance, course benchmarks, and SEL outcomes to ensure equity across student groups.

Next Steps

All next steps will be further detailed through the upcoming EHS review. Upon completion of the co-designed bold roadmap for the future, the 2026 Data Metrics Update will incorporate these recommendations where appropriately aligned.

2025-2027 Goals Core Indicators

Key Coursework Proficiency: End of year course grades

By Spring 2027, the percentage of students in Biology who demonstrate proficiency in science measured by the end of the year Biology course grade will increase from 78.79% to 80%.

By Spring 2027, the percentage of students in Pre-Calculus who demonstrate proficiency in advanced mathematics measured by the end of the year Pre-Calculus course grade will increase from 65.62% to 68%.

By Spring 2027, the percentage of students in U.S. Literature and Composition who demonstrate proficiency in literacy measured by the end of the year U.S. Literature and Composition course grade will increase from 79.51% to 82%.

By Spring 2027, the percentage of students in U.S. History who demonstrate proficiency in Social Studies measured by the end of the year U.S. History course grade will increase from 78.75% to 80%.

Key Coursework Application: ACT Performance

By Spring 2027, the percentage of students with an ACT composite score of 22 or greater will increase from 72.45% to 75%.

Multilingual Proficiency: Bilingual Seals

By the Spring of 2027, the number of 12th grade students achieving a Bilingual Seal will increase from 78.75% to 80%.

2025-2027 Goals Expanded Indicators

PSEO and Dual Enrollment

By spring 2027, participation in Postsecondary Enrollment Options (PSEO) and Dual Enrollment programs will be strengthened through intentional outreach, guidance, and support for students who would most benefit from access to these pathways. The focus will not be solely on increasing total participation, but on ensuring that all students are aware of, prepared for, and supported in pursuing these opportunities when they align with their post secondary aspirations. Targeted growth areas and action steps for PSEO and Dual Enrollment will be articulated during the Edina High School review and development of the co-designed Bold Roadmap for the Future. More specific participation goals will be established once 2026

data provides a verified baseline.

Internships/Work-Based Learning

By spring 2027, the district will implement a consistent system for tracking internship and work-based learning participation and increase the number of students engaged in these experiences. Initial growth will be measured against a verified baseline established in 2025–26.

National Merit Scholars

By the spring of 2027, the number of Edina High School students recognized by the National Merit Scholarship Program will increase across all levels of distinction. From the 2025 baseline, participation goals include increasing the number of Commended Students from 22 to 27, Semifinalists from 8 to 10, and Finalists from 8 to 10.

KEY

Mid Point Goal Status Legend	Final Goal Status Legend
Goal Met	Goal Met
Positive Growth or Statistically Neutral	Positive Growth or Statistically Neutral
Not On Track = Negative Growth from Prior Period	Goal Not Met

Edina High School Graduation Rates

Focus Area: EHS Graduation Rates	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Graduation Rates	In the Fall of 2025, graduation rates for all Edina students will be 98%.	98.00%	93.58%	92.81%	Positive Growth or Statistically Neutral	95.56%	Positive Growth or Statistically Neutral

Edina High School Core Indicators of College and Career Readiness

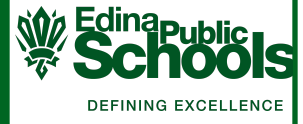
Focus Area: Edina High School Core Indicators of College and Career Readiness	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Each and every student is College and Career Ready.	In the spring of 2025, 82% of Biology students will earn a final grade of B or better in semester 2.	82.00%	78.93%	79.49%	Positive Growth or Statistically Neutral	78.79%	Goal Not Met
	In the spring of 2025, 82% of US Literature and Comp students will earn a final grade of B or better in semester 2.	82.00%	77.19%	80.21%	Positive Growth or Statistically Neutral	79.51%	Positive Growth or Statistically Neutral
	In the spring of 2025, 70% of students taking Pre-calculus will earn a final grade of B or better in semester 2.	70.00%	58.33%	68.27%	Positive Growth or Statistically Neutral	65.62%	Positive Growth or Statistically Neutral
	In the spring of 2025, 76% of students will earn a 22 on ACT composite College Readiness score. <i>*33% of all students who take the ACT have a composite score at or above a 22</i>	76.00%	71.13%	75.36%	Positive Growth or Statistically Neutral	65.00%	Goal Not Met
	In the spring of 2025, 230 Bilingual Seals will be earned.	230	214	268	Goal Met	272	Goal Met

Edina High School Expanded Indicators of College and Career Readiness

Focus Area: Edina High School Expanded Indicators of College and Career Readiness	Goal		Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Each and every student is College and Career Ready.	In the spring of 2025, the number of students taking PSEO classes will increase to 120 students in each semester.	Semester 1	120	96	100	Positive Growth or Statistically Neutral	116	Positive Growth or Statistically
		Semester 2	120	93	87	Not On Track	110	Positive Growth or Statistically
	In the spring of 2025, the number of students taking Dual Enrollment classes will increase to 340 total.		340	308	406	Goal Met	272	Goal Not Met
	Students enrolled in internships or apprenticeships				212 <i>*This data included certifications and it is not able to be separated at this time.</i>	Positive Growth or Statistically Neutral	10	Goal Not Met
	In the spring of 2025 the number of Edina National Merit Scholars will increase to: 30, 18, 15	Commended	30	20	16	Not On Track	22	Positive Growth or Statistically Neutral
		Semi Finalists	18	12	13	Positive Growth or Statistically Neutral	8	Goal Not Met
		Finalists	15	11	13	Positive Growth or Statistically Neutral	8	Goal Not Met

Edina Public School Data Metrics Report

K-12 Attendance



Attendance Rational

Consistent attendance is paramount to ensure that students are immersed in the instruction and additional support when necessary to demonstrate mastery of the MN State Standards. Students with consistent attendance succeed academically, are more likely to graduate and be better prepared for post secondary (college/career) experiences. The Minnesota Department of education deems consistent attendance as a key indicator of student engagement and overall school success. Chronic absenteeism, defined as missing 10% or more of instructional days, has been shown to negatively impact student achievement, social-emotional development, and long-term outcomes. When students are present, they build stronger connections with peers and teachers, receive rigorous and timely interventions, and develop the habits of responsibility and perseverance that will serve them well beyond their K-12 experience.

Where We Are Now (Spring 2025)

Overall

- In Spring 2023, the district set a goal of achieving a 96.22% attendance rate for all K-12 students. The actual result was 94.12%. While this represents a positive increase of 0.71% compared to the prior year (93.41%), it remains 2.10% below the goal.

Successes

- Although below the ultimate goal, the 0.54% increase indicates progress after a year of decline in 2024 (93.41%), showing that new engagement strategies are beginning to have an effect.

Growth Areas

- The district is still 2.27% below the target, signaling a continued need to address chronic absenteeism, strengthen family-school partnerships, and reduce barriers to daily attendance.

Where We Are Going (2025-27)

- **Attendance:** For the 2025-2027 Data Metrics Plan, the attendance goal will be specific to Edina High School. K-12 attendance data will remain in the appendix and continually be reviewed by buildings to align with building level engagement goals.
- **Overall Engagement:** Develop and expand SEL work to foster belonging, increase participation in academic and extracurricular programs, and ensure students are connected to trusting adults.

2025- 2027 Goals

By Spring 2027, Edina High School will increase the percentage of students who consistently attend school 90% of the time from 76.95% (spring 2025 data) to 82%.

KEY

Mid Point Goal Status Legend
Goal Met
Positive Growth or Statistically Neutral
Not On Track = Negative Growth from Prior Period

Final Goal Status Legend
Goal Met
Positive Growth or Statistically Neutral
Goal Not Met

K-12 Attendance

Focus Area: K-12 Attendance	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Attendance	In the spring of 2025, attendance for all Edina students K-12 will increase to 96.22%.	96.22%	94.22%	93.41%	Positive Growth or Statistically Neutral	94.12%	Goal Not Met

VI.C. 2025-2027 Data Metrics Plan Board Update

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



Board Meeting: November 10, 2025

Title: 2025-2027 Data Metrics Plan Board Update

Type: Discussion

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

Description: The Edina Public Schools 2025-2027 Data Metrics Plan represents the next phase of the district's Comprehensive Assessment System. This system guides how data are collected, analyzed, and applied to align district initiatives with the 2020-2030 Strategic Plan and to drive continuous system-level improvement. Through the creation and implementation of the Data Metrics Plan, Edina Public Schools continues its commitment to each and every student.

The 2025-2027 two-year plan builds upon the 2023-2025 framework. The 2025-2027 goals are the goals articulated in the 2023-2025 Data Metrics Plan. In order to attain each two year goal, teams will work together to create implementation plans from the responses outlined in the "Where Are We Going" section in the 2023-2025 plan for each focus area. An update on the progress towards spring 2027 goals will be provided in the fall of 2026.

Recommendation: To provide an overview of the 2025-2027 Data Metrics Plan for discussion and feedback.

Desired Outcomes for the Board: Review the spring 2025 baseline data and proposed 2027 goals, provide feedback on the alignment, clarity, and ambition of the Data Metric goals, and discuss implications for future planning, resource alignment, and instructional priorities.

Edina Public School District

2025-27 Data Metrics Plan Executive Summary



Overview

The Edina Public Schools 2025–2027 Data Metrics Plan serves as the district’s guiding framework for measuring, interpreting, and using data to drive continuous improvement. It defines systemwide performance expectations, aligns directly with the Strategic Plan, and supports a culture of data-informed decision making. By examining system-level data, the district identifies areas of strength, recognizes opportunities for improvement, and directs resources toward strategies that have the greatest impact on student success and well-being.

Focus Areas

The 2025–2027 Data Metrics Plan centers on six key focus areas:

- English Language Arts
- Mathematics
- Science
- Social and Emotional Learning
- Unique Learners (Extended and Accelerated Learning, Special Education, and English Learners)
- College and Career Readiness

For each focus area, the plan includes:

- A rationale explaining its importance and connection to district priorities.
- The data elements used to monitor progress.
- The goals to be achieved by spring 2027.

Alignment and Intent

The 2025–2027 plan builds on the foundation of the 2023–2025 Data Metrics Plan, ensuring continuity while deepening coherence across initiatives. Goals are ambitious yet attainable, generally targeting 3–6% growth over two years, representing steady, sustainable improvement in a high-performing district.

By linking longitudinal data from the 2023–2025 cycle with the new 2025–2027 goals, Edina Public Schools continues to strengthen a reliable and transparent data culture that informs strategic decisions and fosters collective accountability.

Findings from each focus area outlined in the 2023–2025 plan overview sections, together with the detailed spring 2025 data in this report, will inform the implementation plans that outline action steps being created in order to reach the outlined goals. An update on the progress towards spring 2027 goals will be provided in the fall of 2026 ensuring a strong connection between analysis and improvement.

Commitment to Excellence

Through intentional focus on these six key areas, Edina Public Schools continues its commitment to continuous improvement and educational excellence. The district’s goal is not only to sustain high levels of achievement but also to ensure that every learner experiences growth, feels a strong sense of belonging, and graduates prepared to thrive as a Well-Rounded Edina Graduate.

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English Language Arts (ELA): Overall Proficiency & Gap Reduction

Rationale

Strong literacy skills are the foundation for all higher-level learning. Measuring overall proficiency and reducing achievement gaps ensures all learners gain the skills they need for future success. The Minnesota READ Act underscores the importance of early literacy, making universal screening data especially critical. Monitoring subgroup performance highlights where targeted support is needed to help every student excel.

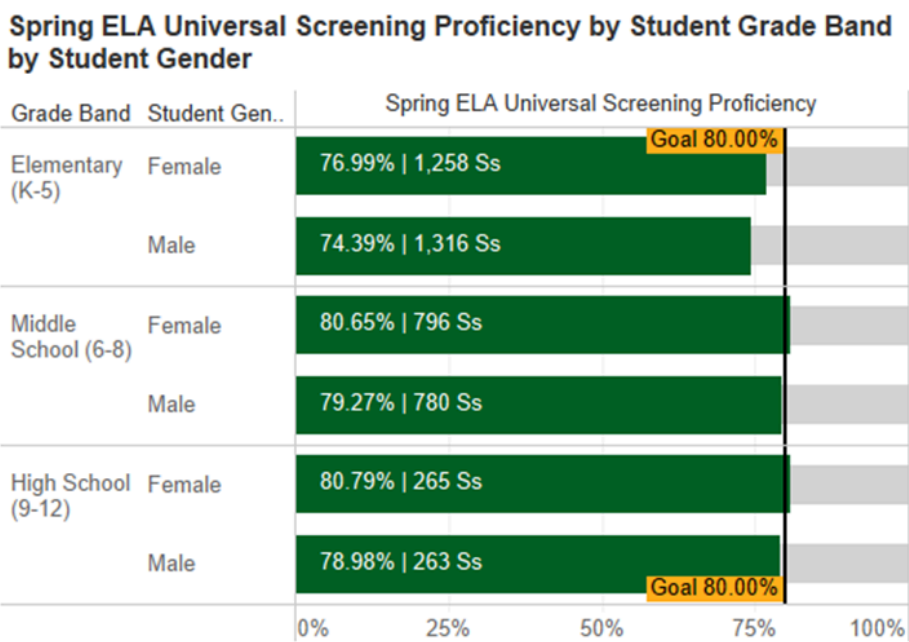
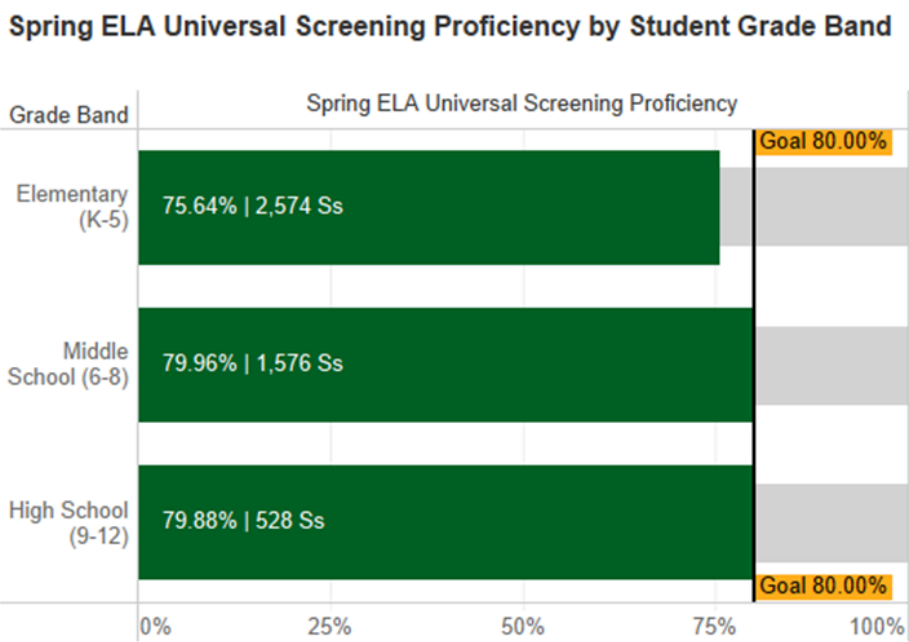
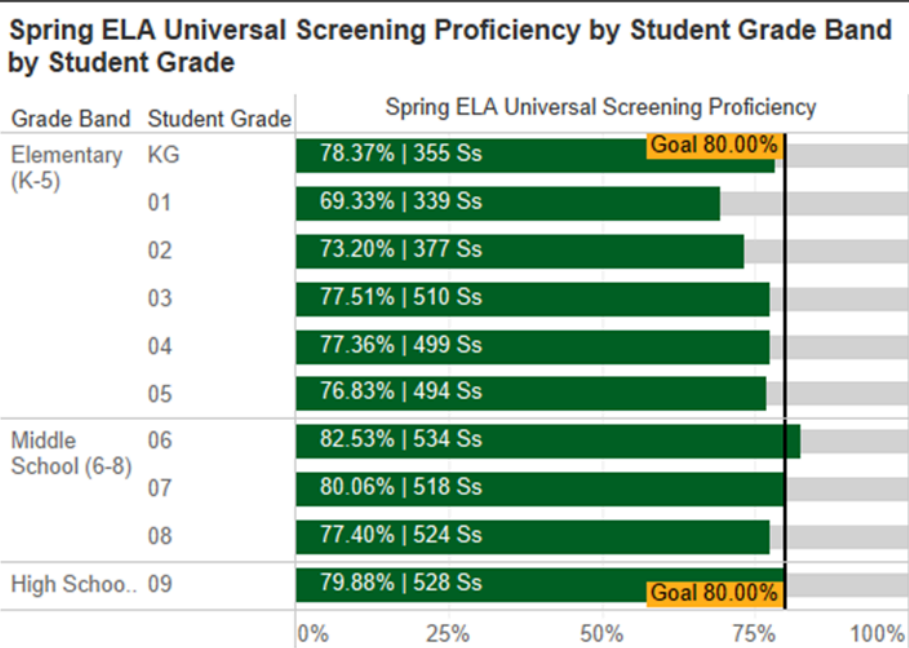
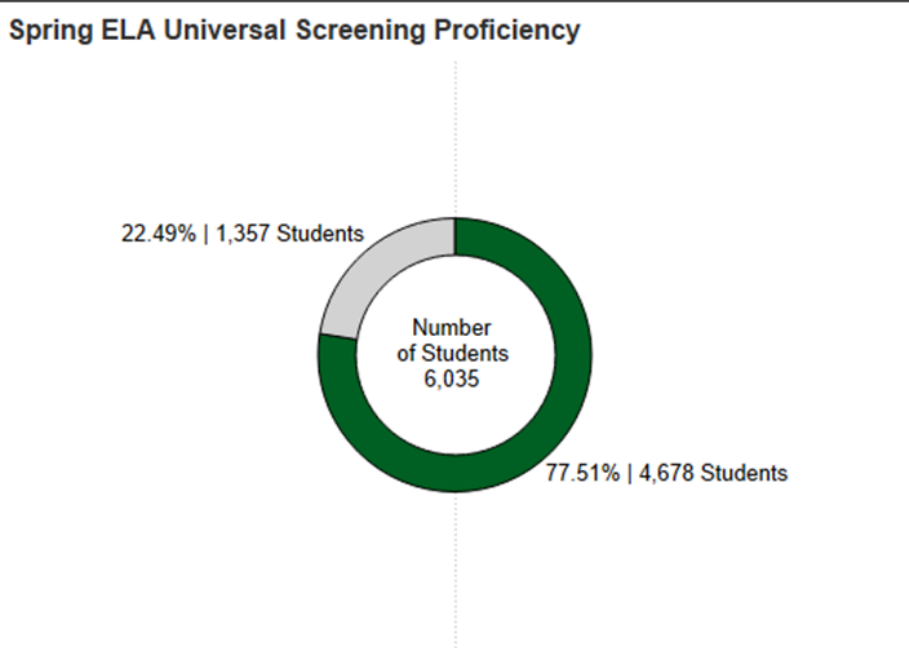
Data Elements

- Spring FastBridge earlyReading Risk Level (K-1)
- Spring FastBridge CBMr Risk Level (Grade 2)
- Spring FastBridge aReading Risk Level (Grades 3-9)
 - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
 - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
 - Students without a risk level are omitted.
- Student demographic data

2025-2027 Goals

By Spring 2027, the percentage of students in grades K-9 who demonstrate reading proficiency on the spring literacy universal screening assessment will increase from 77% to 80%. In addition, the gap in proficiency between the highest and lowest-performing student subgroups will decrease by at least 2 percentage points.

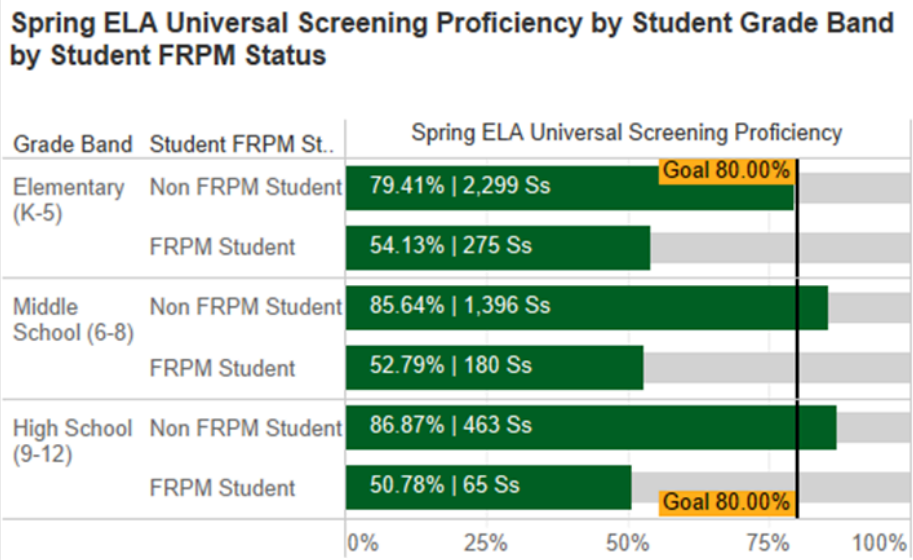
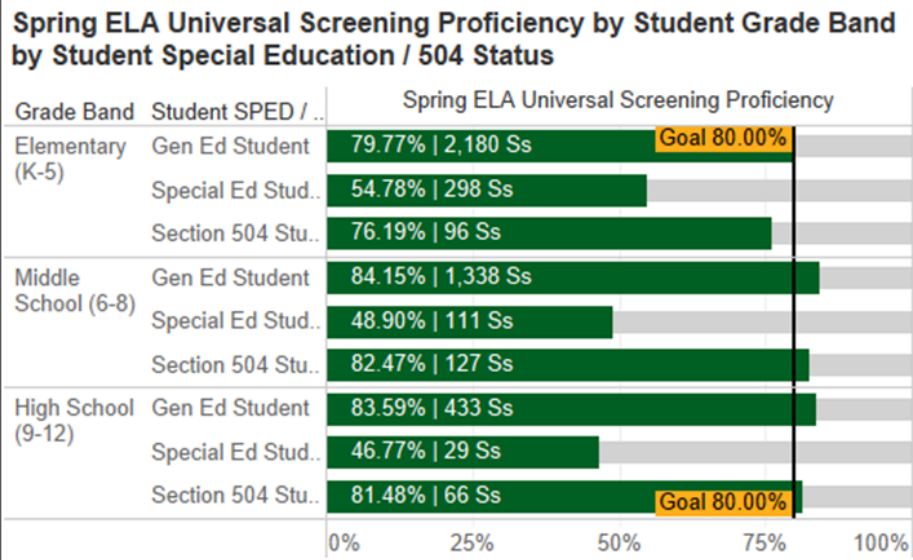
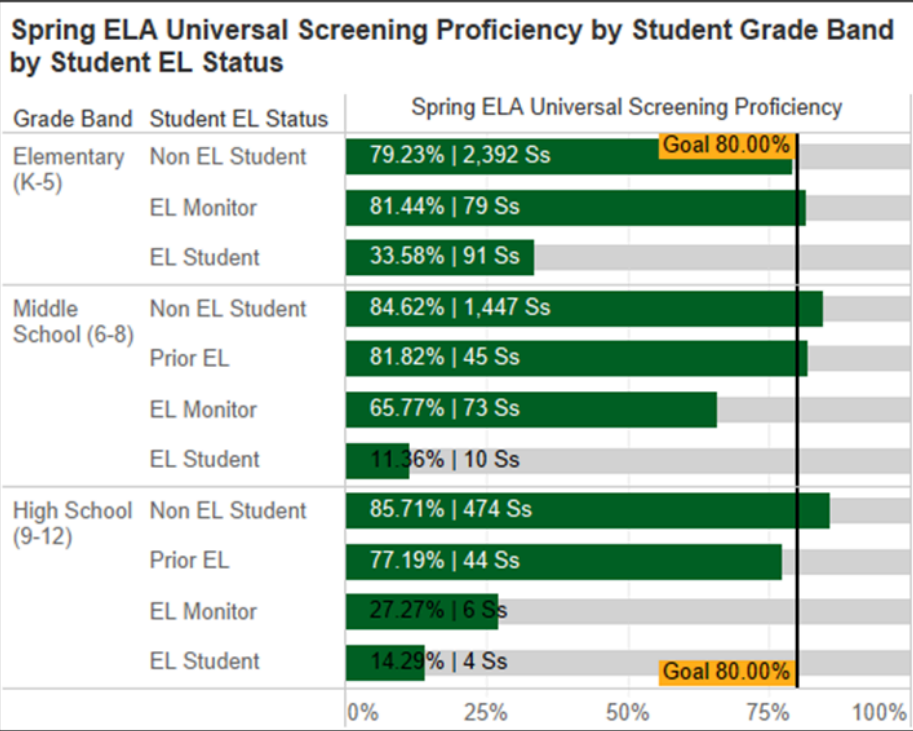
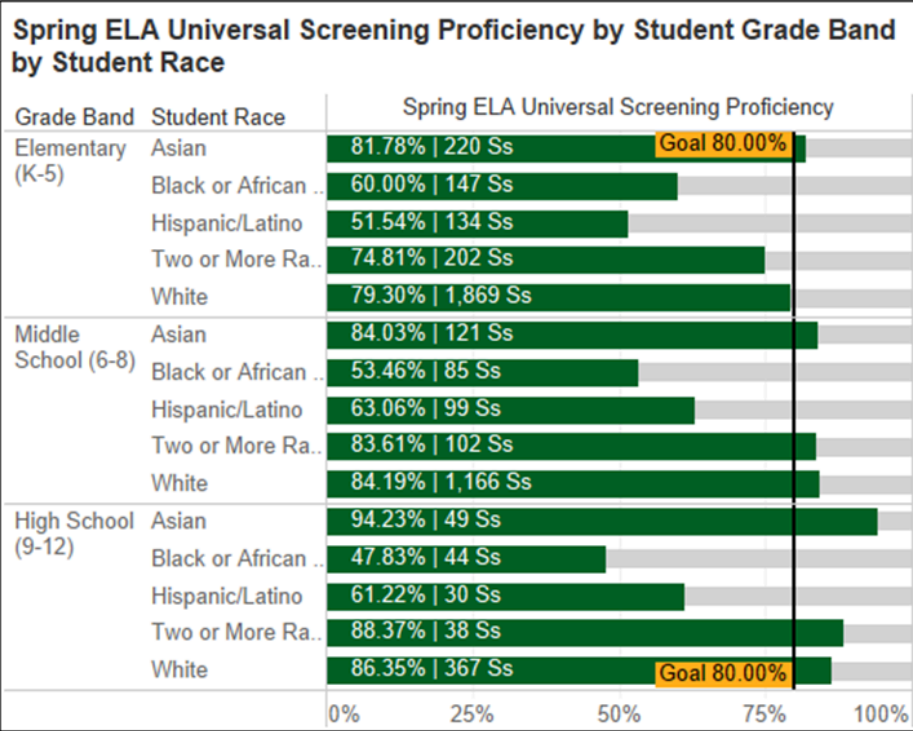
English Language Arts (ELA): Overall Universal Screener Fastbridge Proficiency Data Charts and Graphs



Spring ELA Literacy Proficiency
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): Overall Proficiency Data Charts and Graphs Cont.



Spring ELA Literacy Proficiency
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data)

Rationale

Looking at more than one source of data gives a fuller and more accurate picture of how students are doing in reading and writing. Using multiple data points helps confirm mastery, highlights where results may differ between assessments, and ensures instruction is adjusted to meet the needs of all students.

Data Elements

- Reading Universal Fastbridge Screener
 - Spring aReading Risk Level (Grades 3–8)
 - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
 - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
 - Students without a risk level are omitted.
 - 10th Grade Students are omitted as they do not have all 3 data elements.
- End-of-the year ELA course grade
 - Elementary students with a score of 3 or 4 on 80% of assessed ELA standards as reported on the students report card.
 - Secondary students with a score of B or better
- MCA Reading calculated together as one data point
 - Students are classified as Proficient when they have an achievement level or Exceeds or Meets on the MCA Reading Assessment from the prior year.
 - Students are classified as Proficient when they have an achievement level or Partially Meets or Does Not Meet on the MCA Reading Assessment from the prior year.
- Students in Grades K-2 and 9th Grade are omitted as they do not have all three data elements.
- Student demographic data

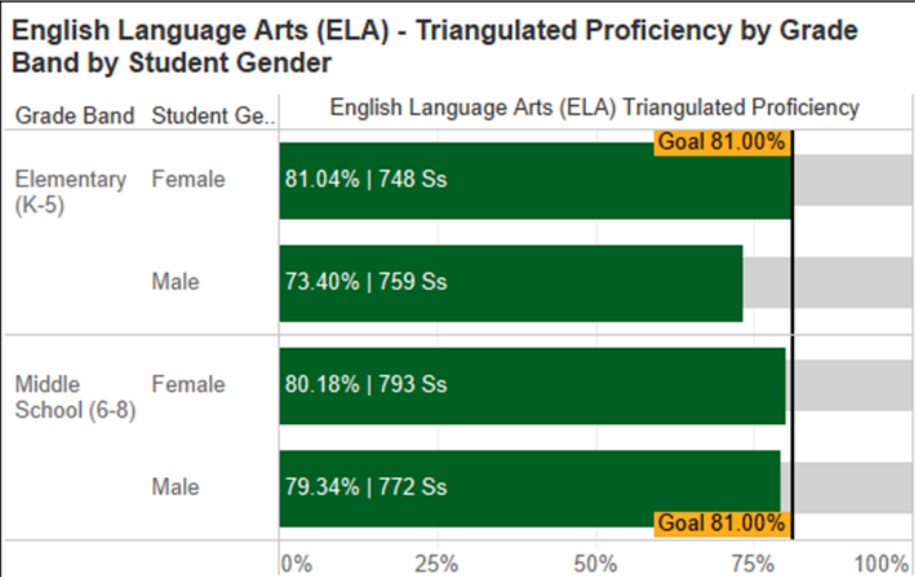
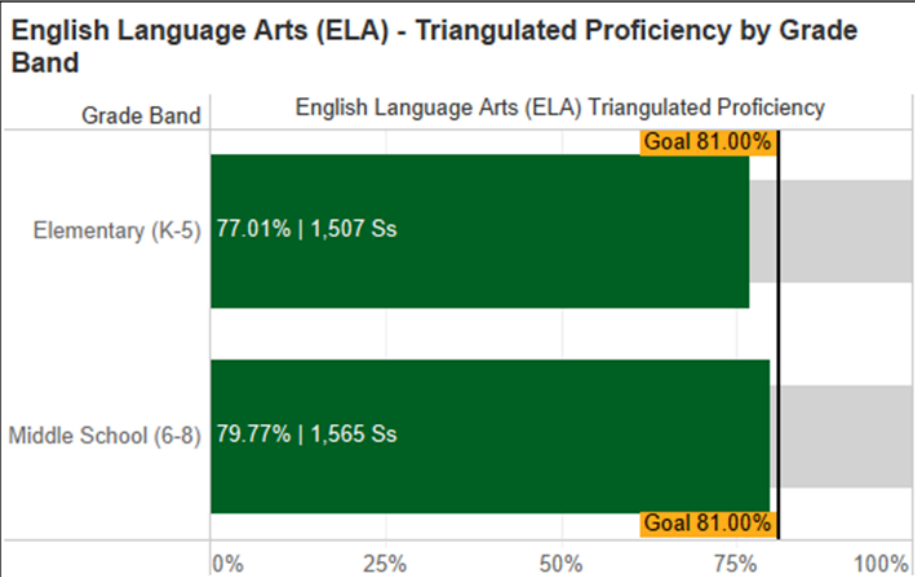
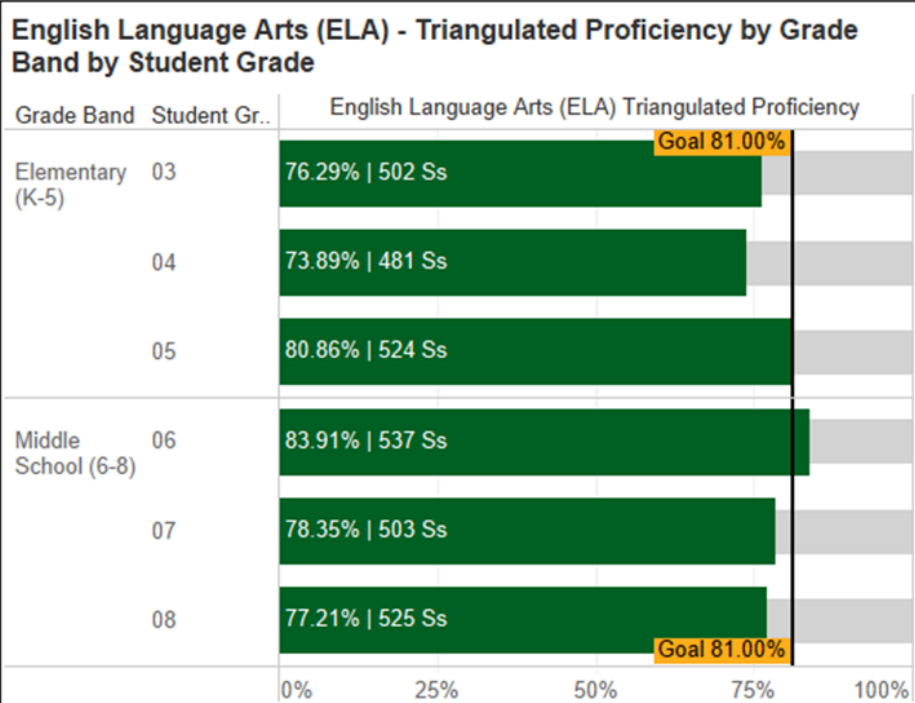
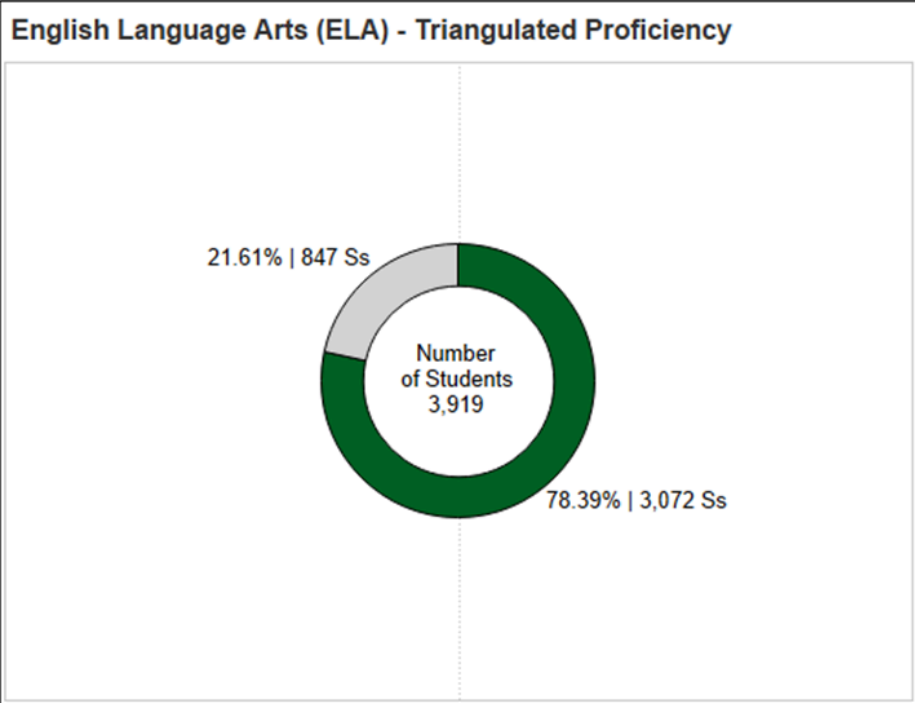
2025-2027 Goals

By Spring 2027, the percentage of students in grades 3–8 who show proficiency in English Language Arts will increase from 78% to 81%. Students will be considered proficient if they meet at least two of the three measures:

- Reading FastBridge Universal Screener (spring)
- MCA Reading assessment
- Classroom proficiency (end-of-year ELA grades)

Progress will be monitored across all student subgroups.

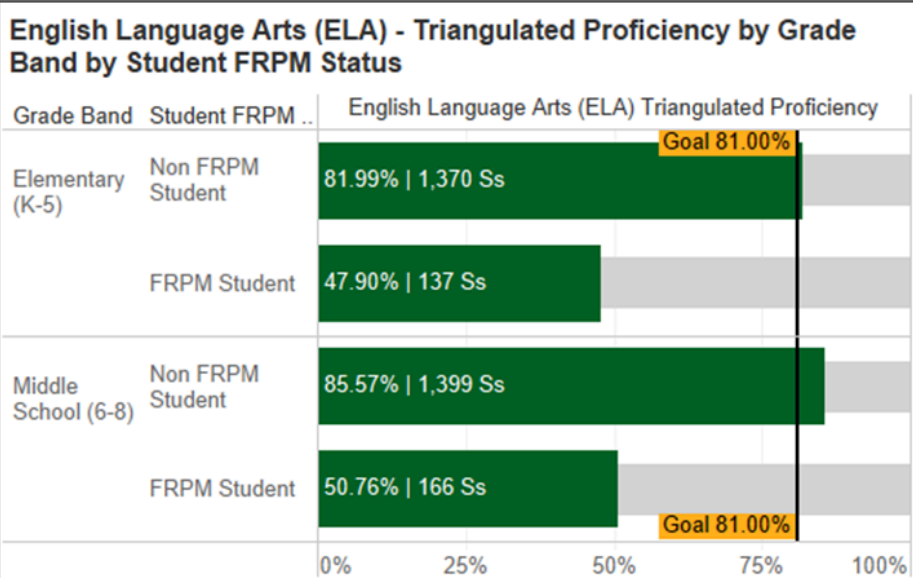
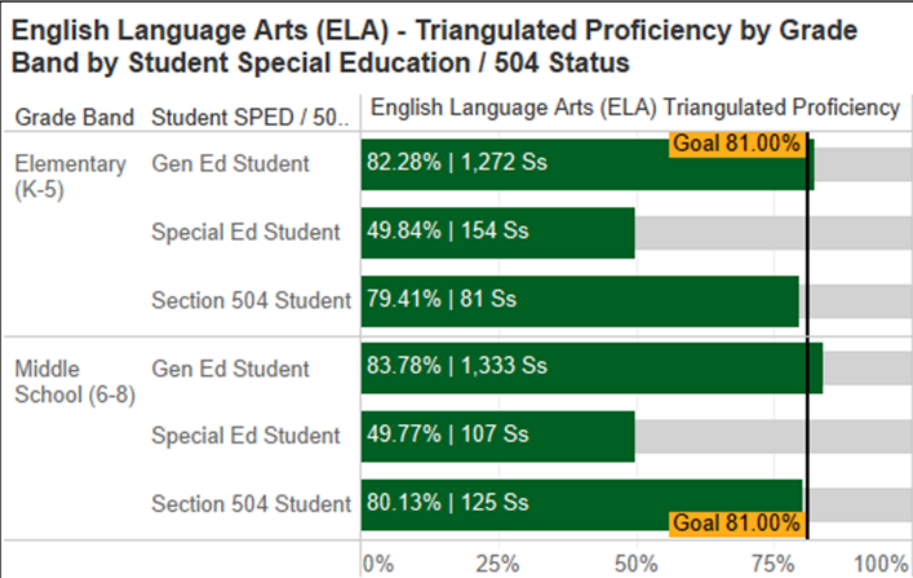
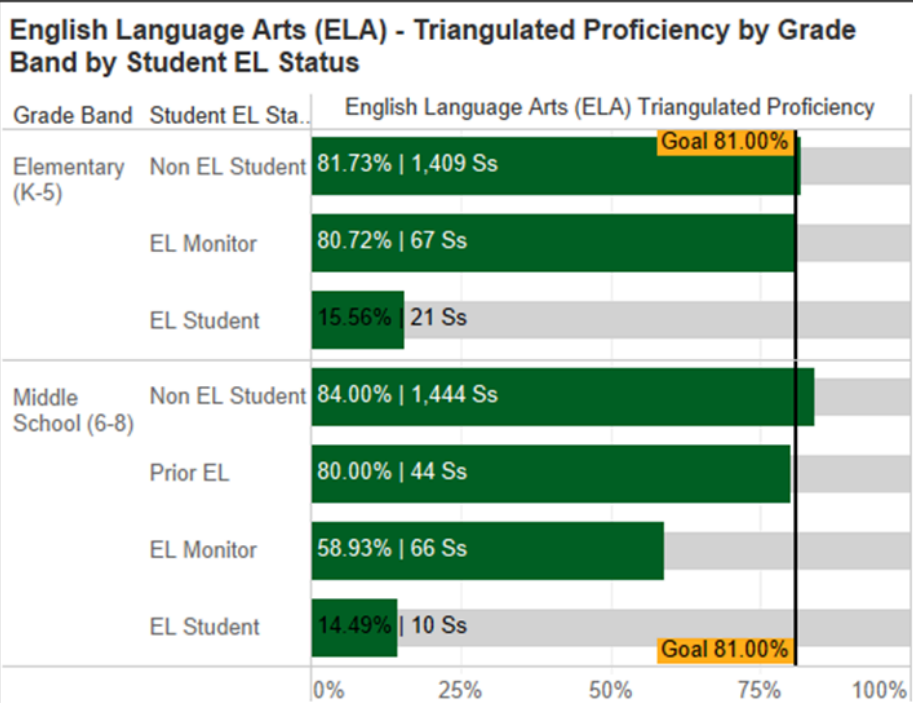
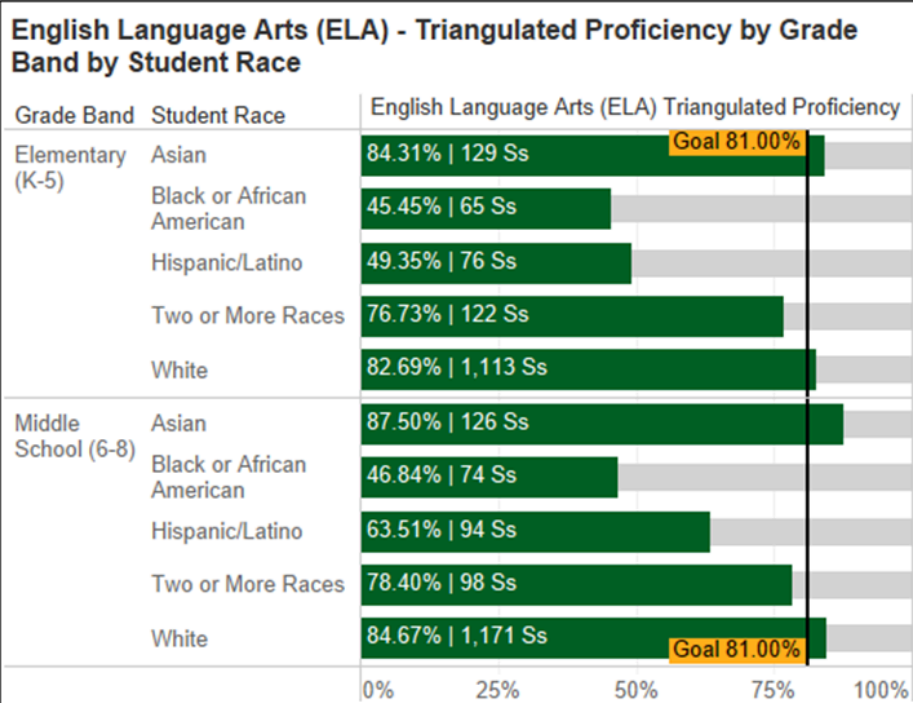
English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs



2 of 3 Data Elements Proficiency
■ Proficient in 2 of 3 Data Elements ■ Not Proficient in 2 of 3 Data Elements

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

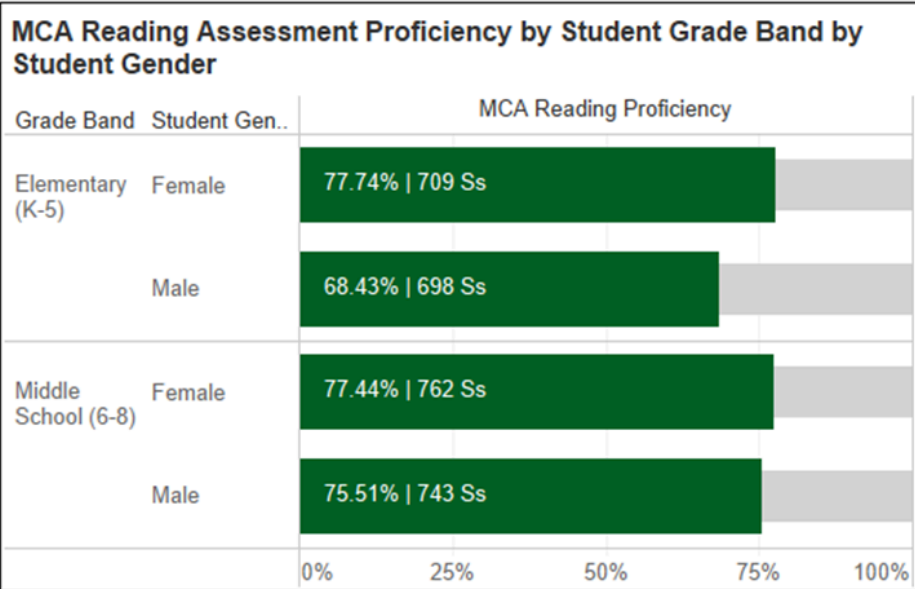
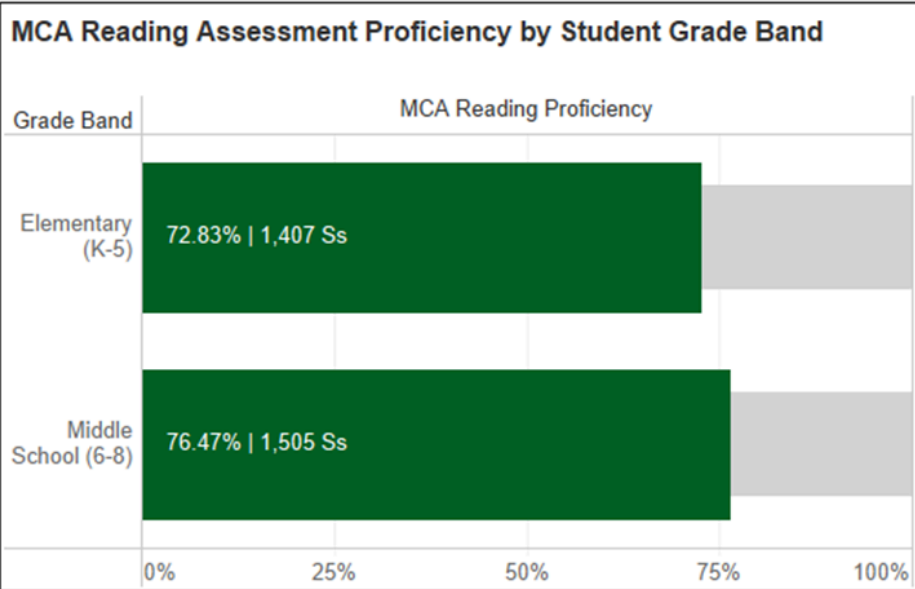
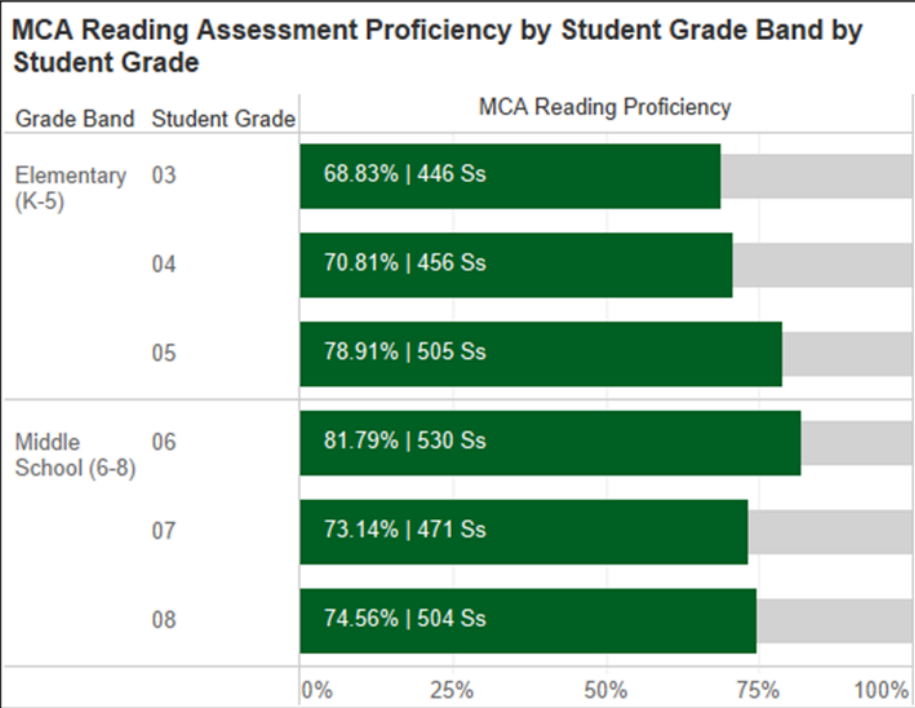
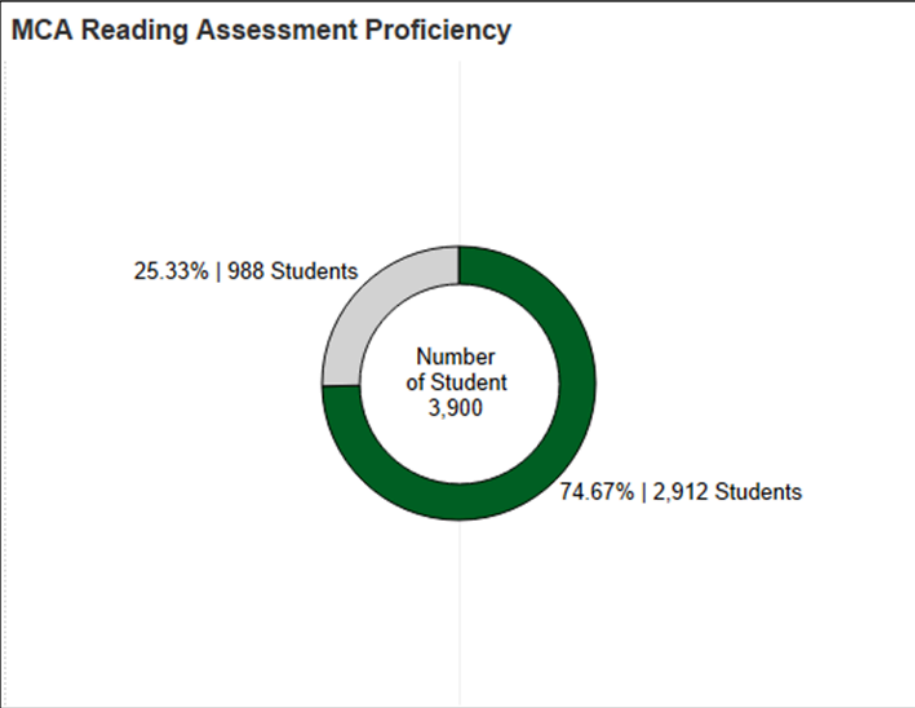
English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs Cont.



2 of 3 Data Elements Proficiency
■ Proficient in 2 of 3 Data Elements ■ Not Proficient in 2 of 3 Data Elements

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

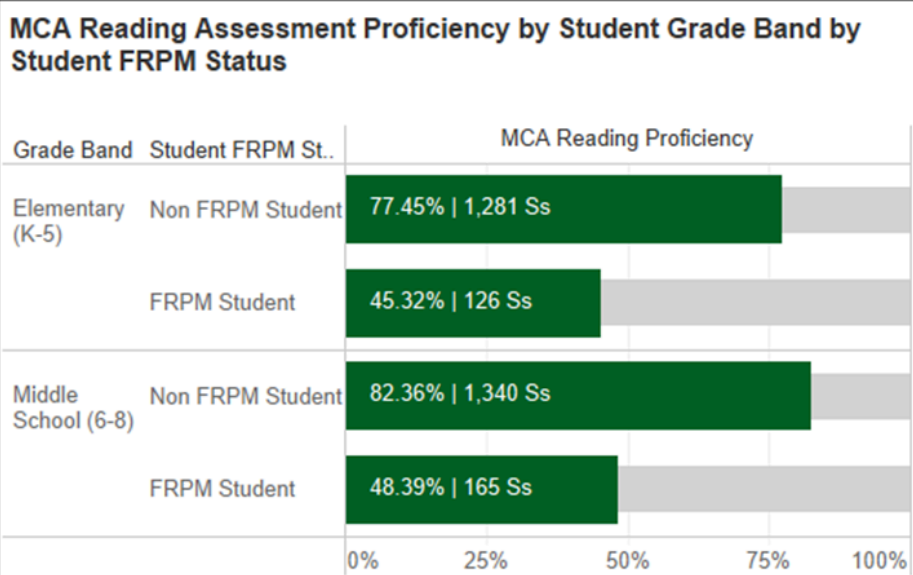
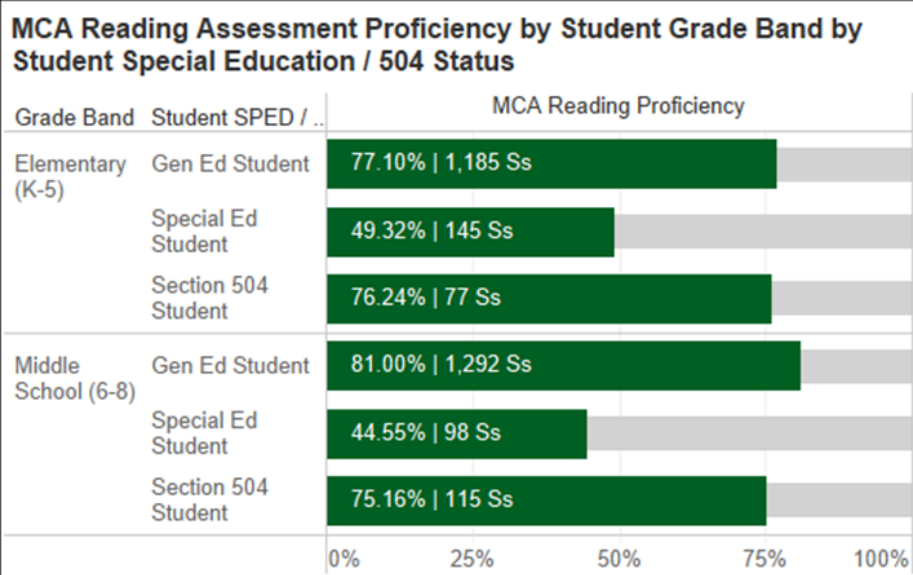
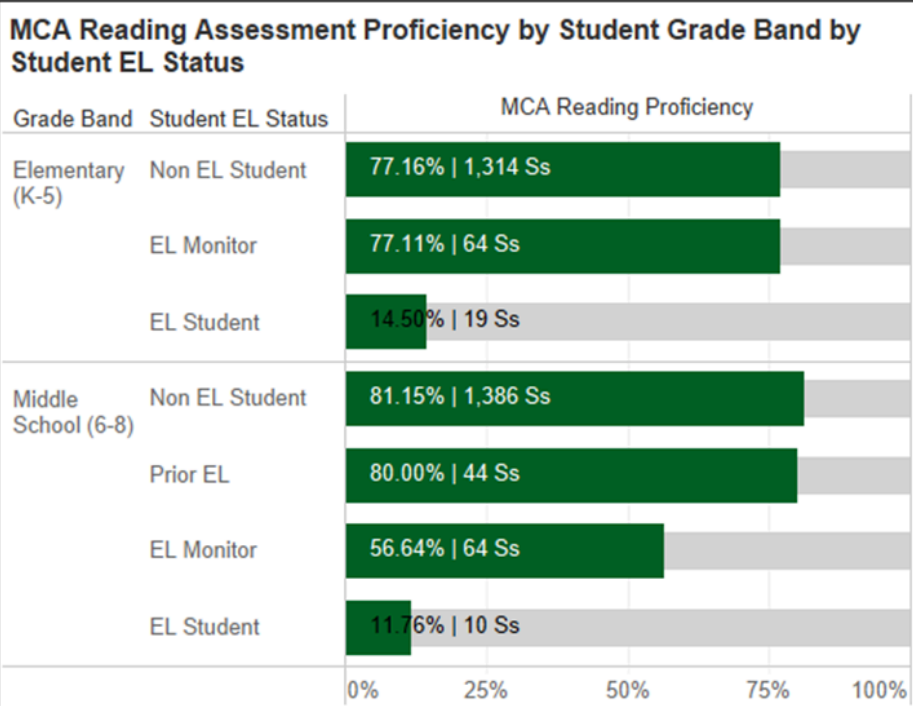
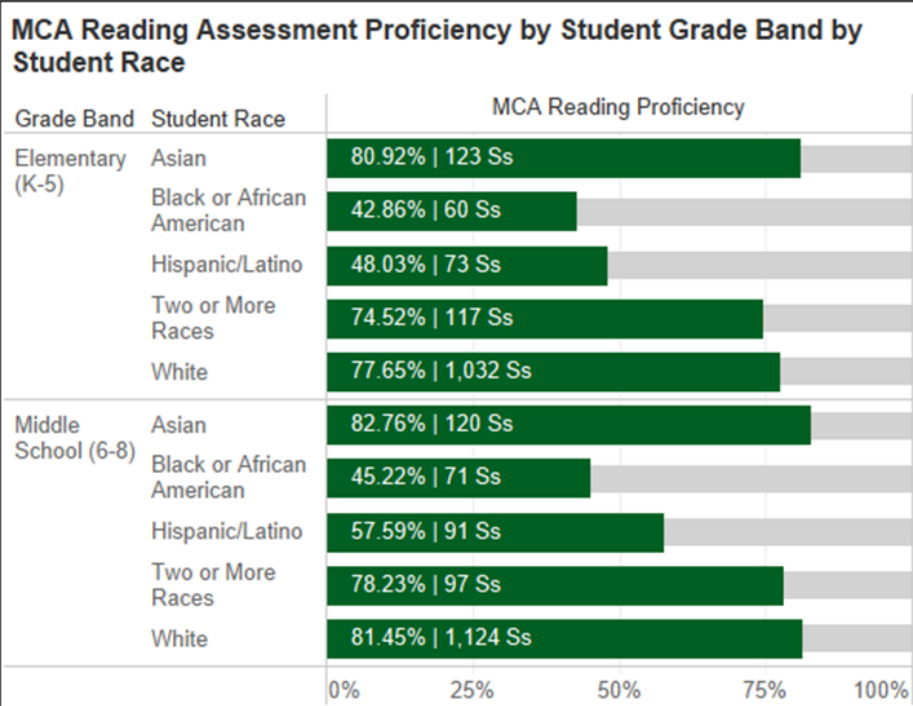
English Language Arts (ELA): MCA Reading Assessment Charts and Graphs - 1 of 3 Triangulated Components



MCA Reading Proficiency
■ Proficient ■ Not Proficient

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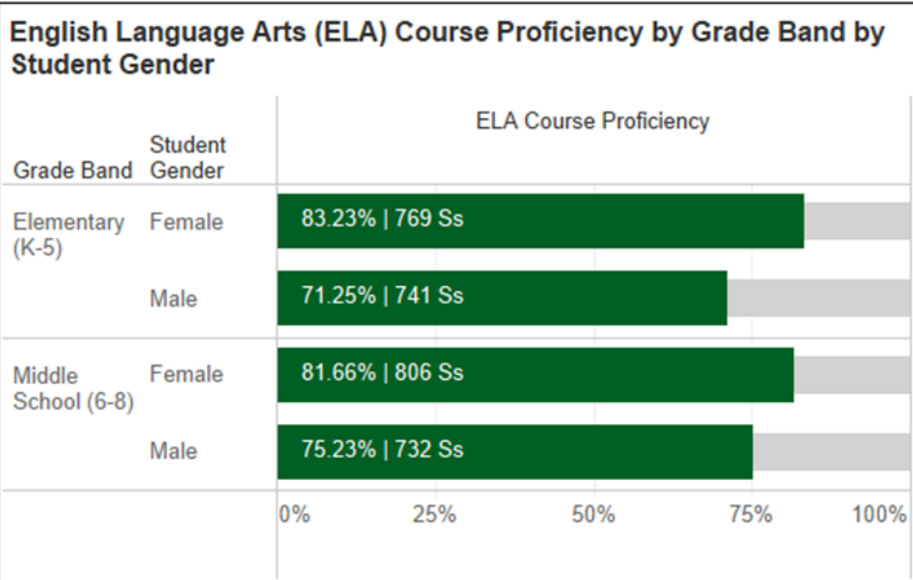
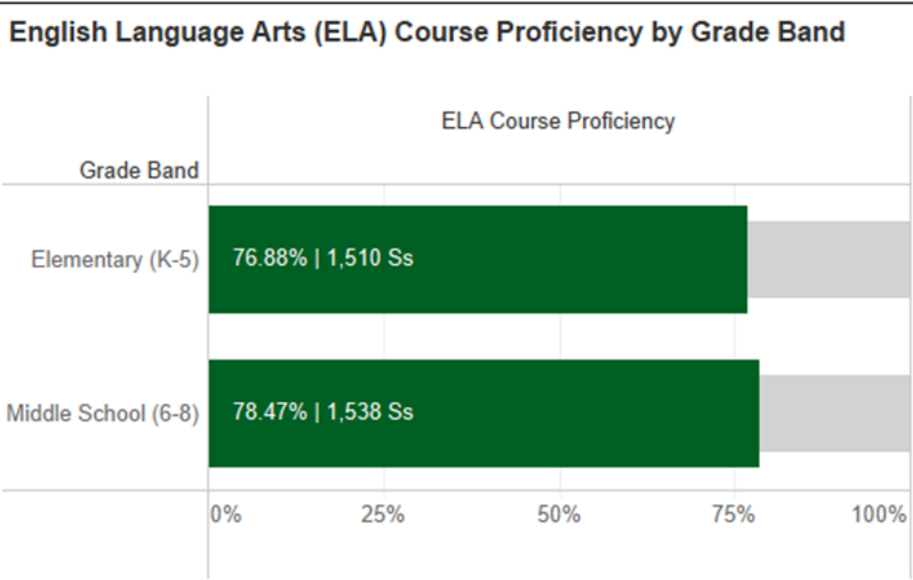
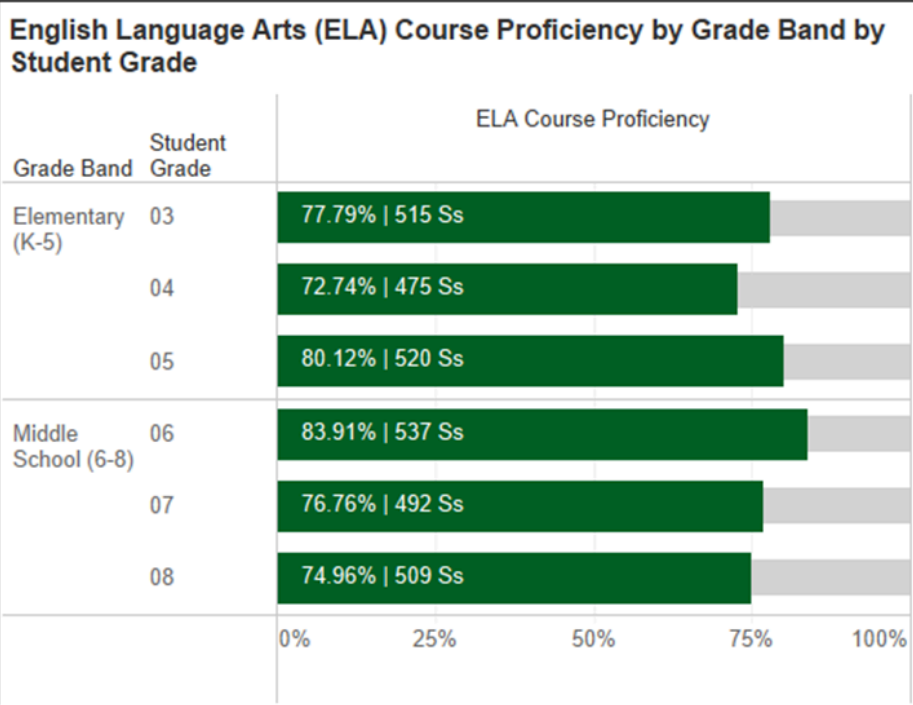
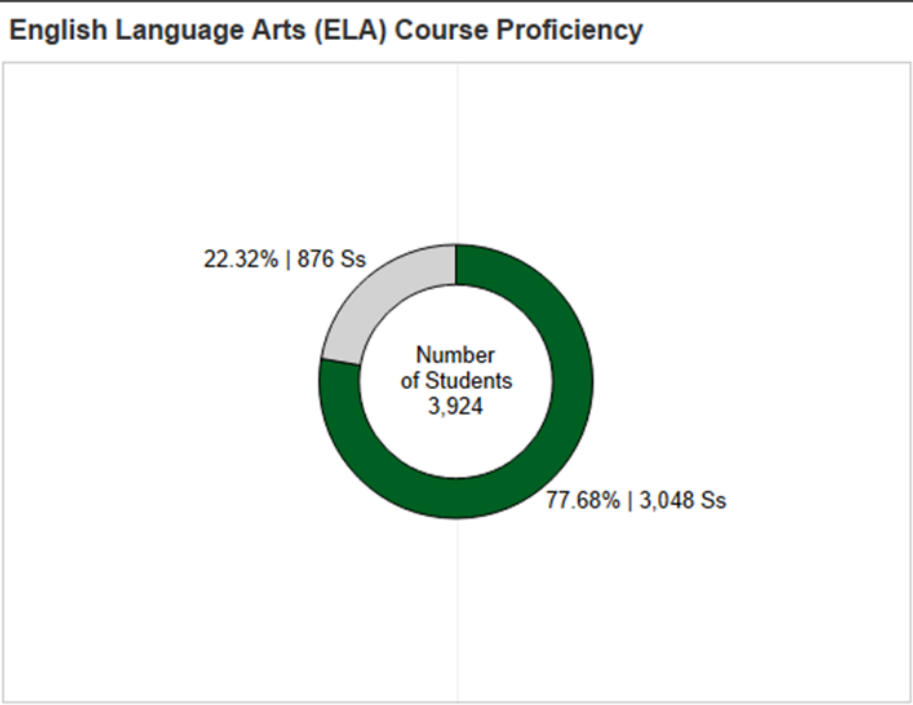
English Language Arts (ELA): MCA Reading Assessment Charts and Graphs Cont. - 1 of 3 Triangulated Components



MCA Reading Proficiency
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

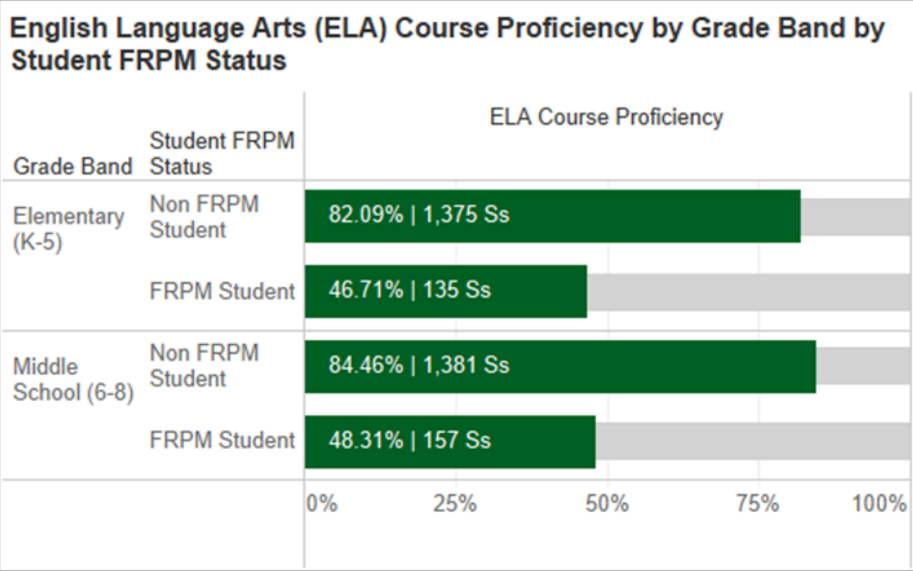
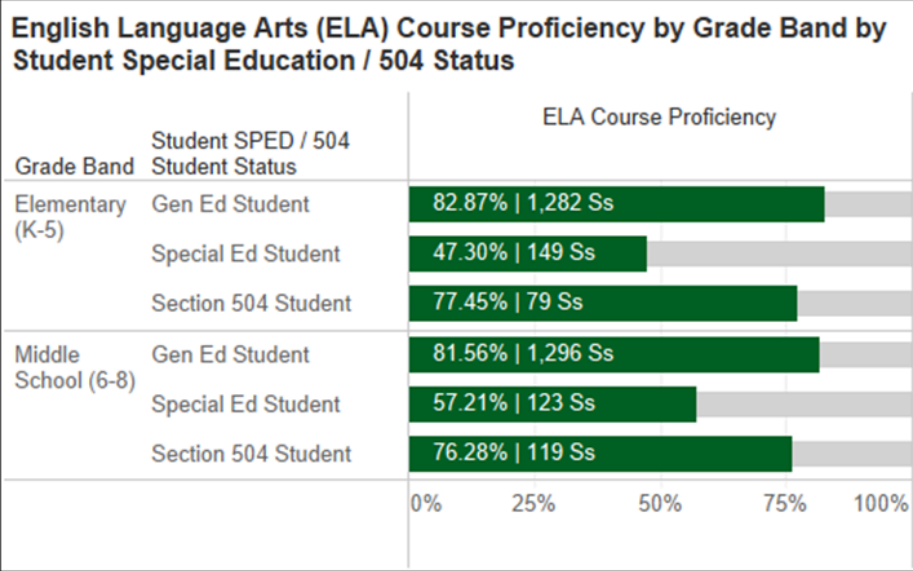
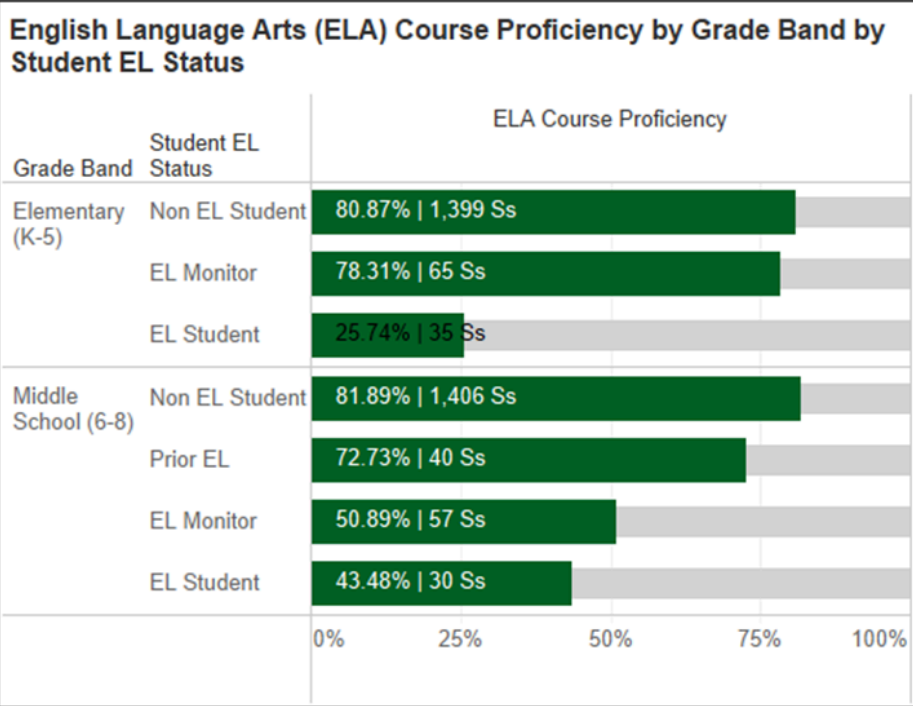
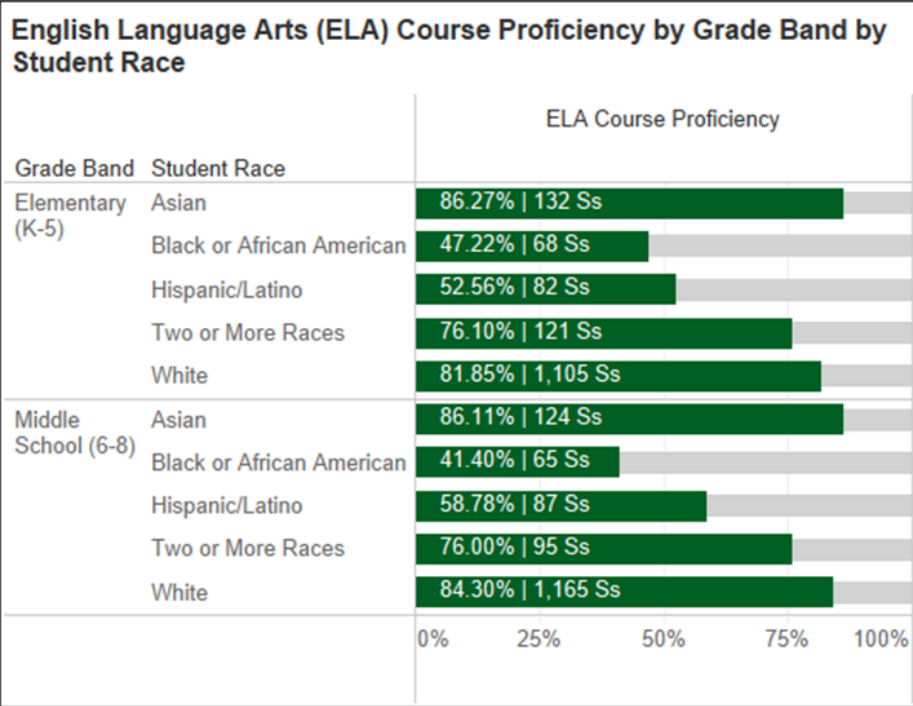
English Language Arts (ELA): End-of-the-Year ELA Grades Charts and Graphs - 1 of 3 Triangulated Components



LA Course Proficiency
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): End-of-the-Year ELA Grades Charts and Graphs Cont. - 1 of 3 Triangulated Components



LA Course Proficiency
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): Growth Metrics

Rationale

Looking at student growth, not just overall proficiency, shows whether students are making progress from where they started. This helps us understand the effectiveness of Tier 1 (core) instruction and ensures that all students, whether already proficient or still catching up, are supported in making meaningful gains.

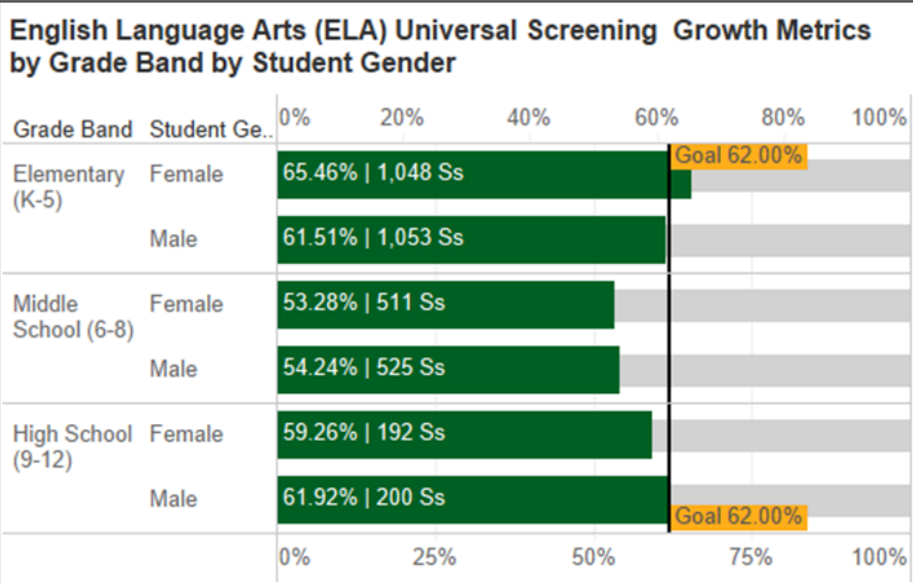
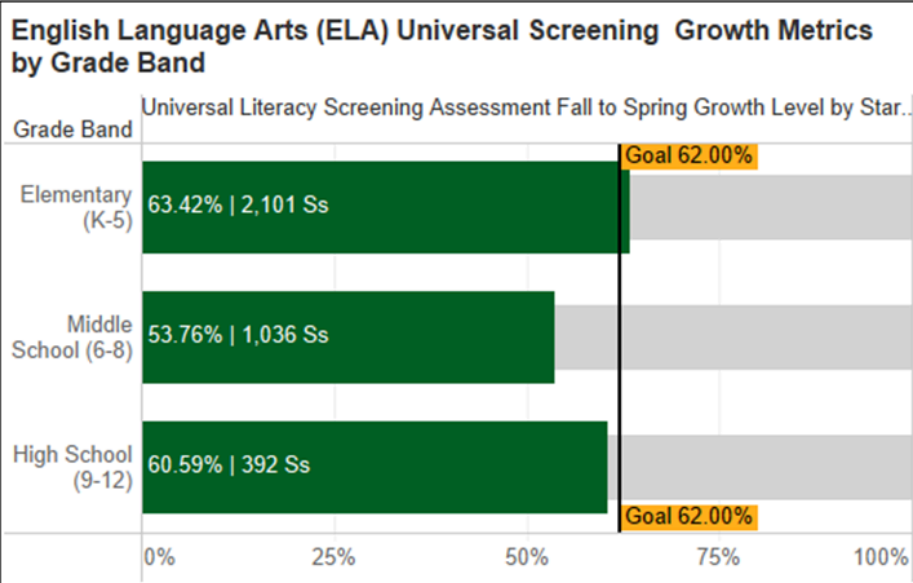
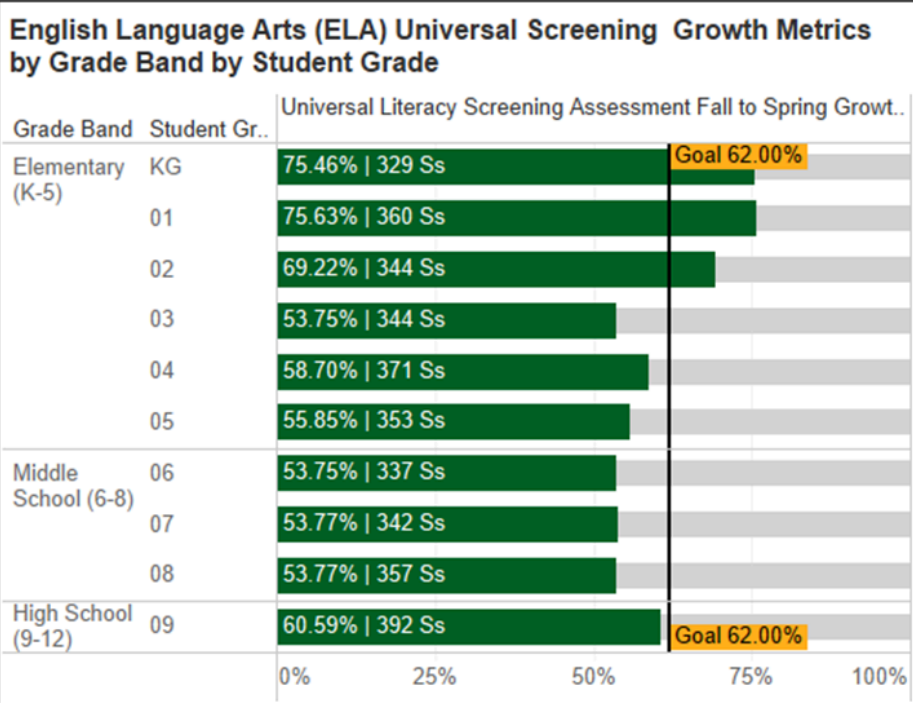
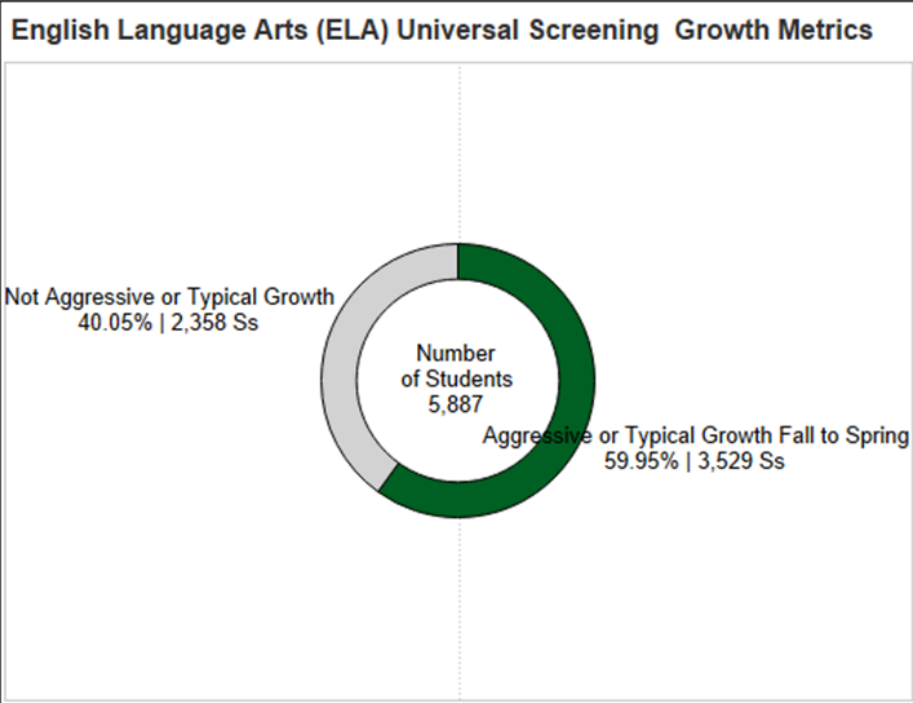
Data Elements

- FASTBridge earlyReading (K-1), Growth level Fall and Spring by Start Score
- FASTBridge CBMr (Grade 2) Growth Level Fall to Spring by Start Score
- FASTBridge aReading (Grades 3-9), Growth Level Fall to Spring by Start Score
- Growth Levels are defined by below:
 - Aggressive or Typical Growth students in this category have a National Percentile greater than or equal to the 40th Percentile Nationally.
 - Not Aggressive or Typical Growth students in this category have a National Percentile less than the 40th Percentile Nationally.
- Student demographic data

2025-2027 Goals

By Spring 2027, the percentage of K-9 students achieving Aggressive or Typical Growth Fall to Spring on the universal reading screener will increase by 3 percentage points, from 59% to 62%. This goal focuses on ensuring students at all starting levels are making steady progress. Aggressive Growth is defined as 75-99th percentile, Typical Growth as 40-75th percentile. This growth will be monitored for equitable distribution across all student subgroups.

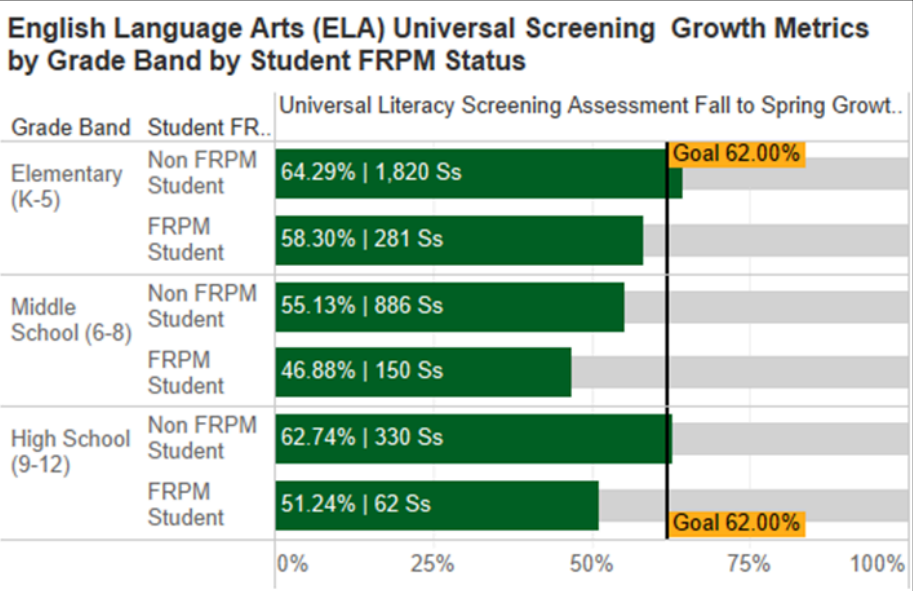
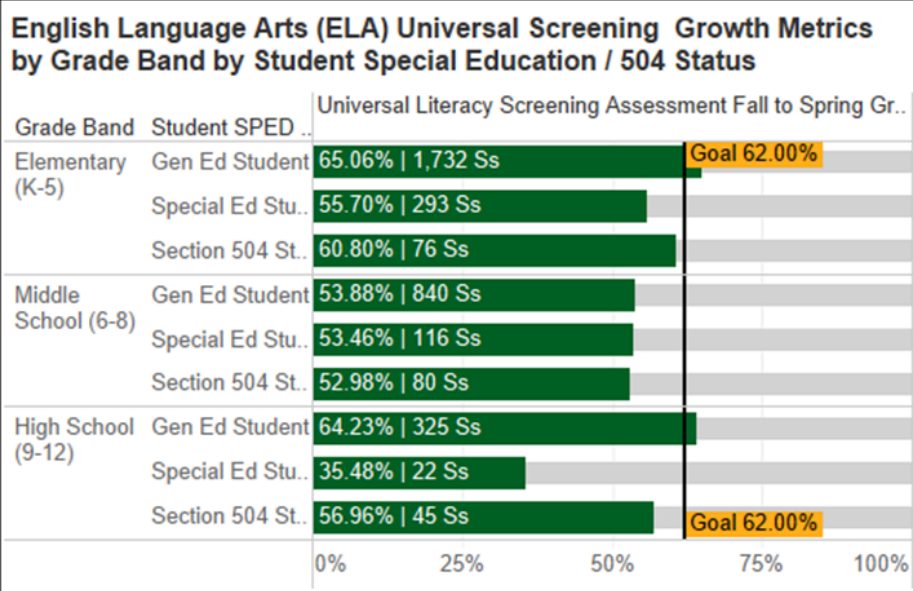
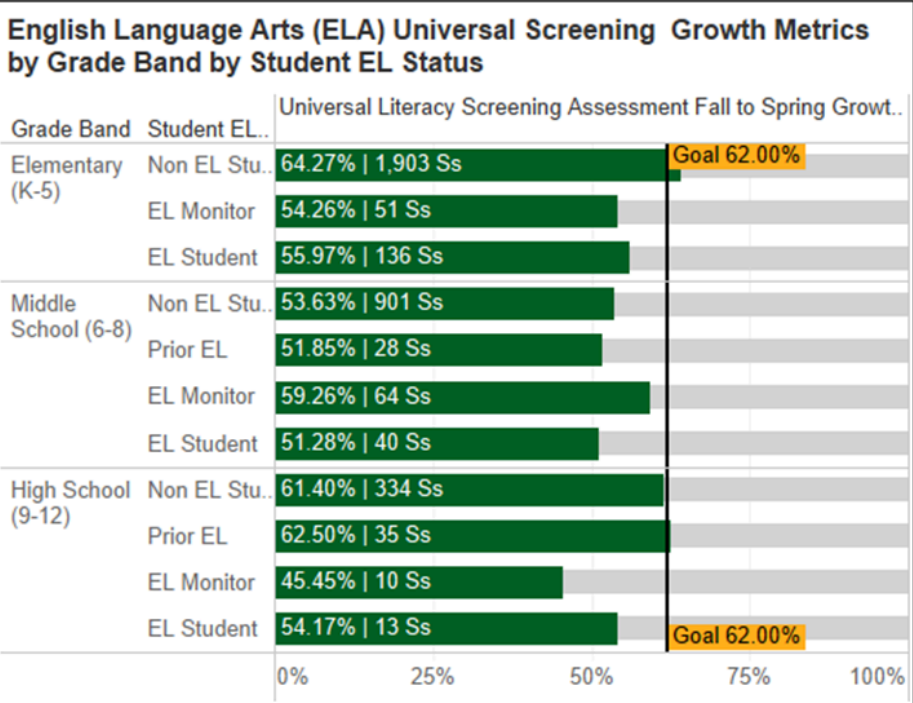
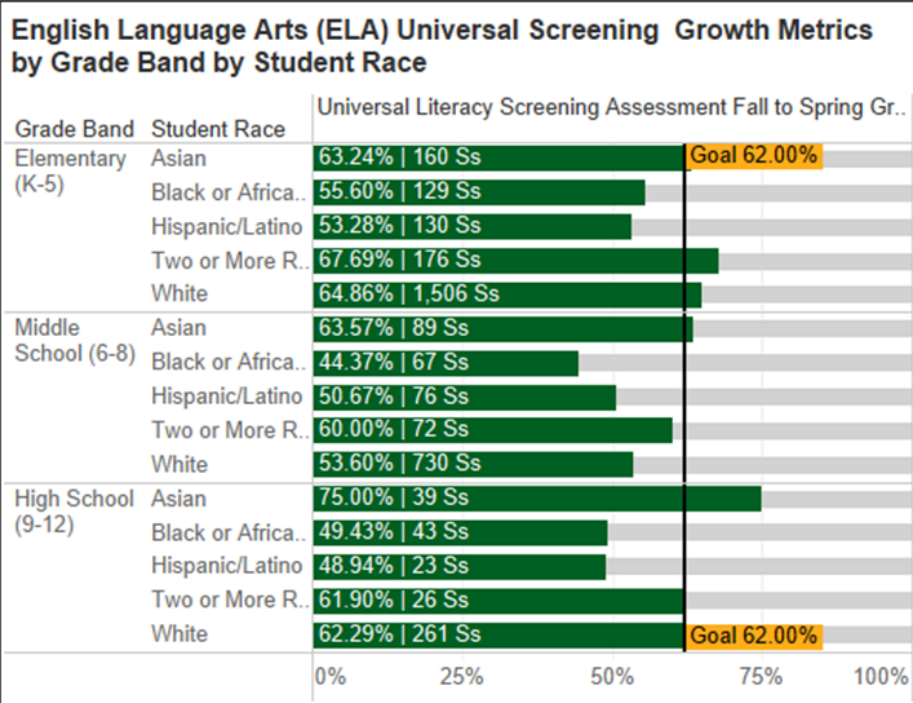
English Language Arts (ELA) FastBridge Universal Screening Growth Metrics Charts and Graphs



Fall to Spring ELA Growth Level by Start Score
■ Aggressive or Typical Growth Fall to Spring ■ Not Aggressive or Typical Growth

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): FastBridge Growth Metrics Charts and Graphs Cont.



Fall to Spring ELA Growth Level by Start Score
█ Aggressive or Typical Growth Fall to Spring █ Not Aggressive or Typical Growth

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): Universal Screening Aggressive Growth For Students Starting Below Benchmark in the Fall

Rationale

Measuring growth is especially important for students who begin the year below grade-level expectations. Tracking their progress shows whether instruction and support systems (such as MN MTSS) are helping them catch up and ensures equity by recognizing growth across all student subgroups.

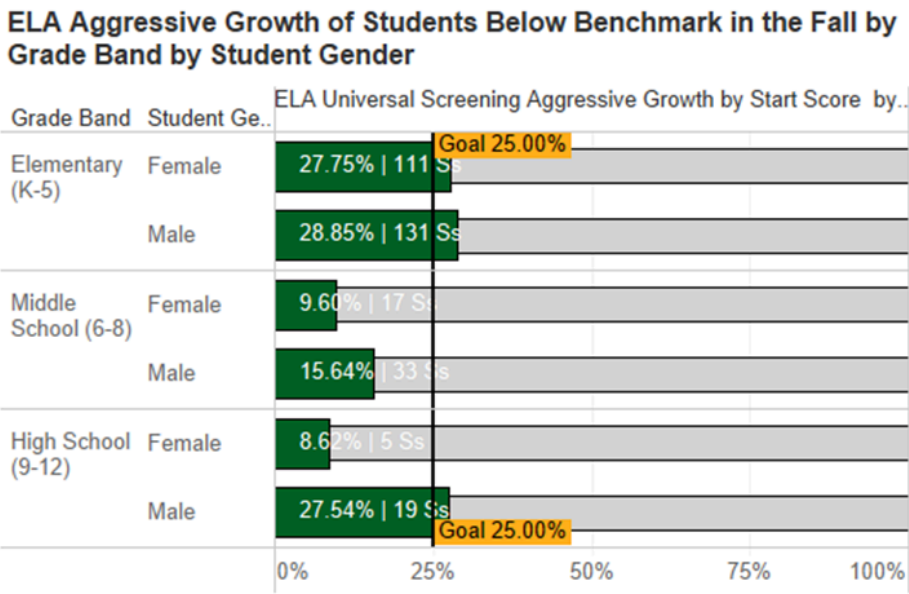
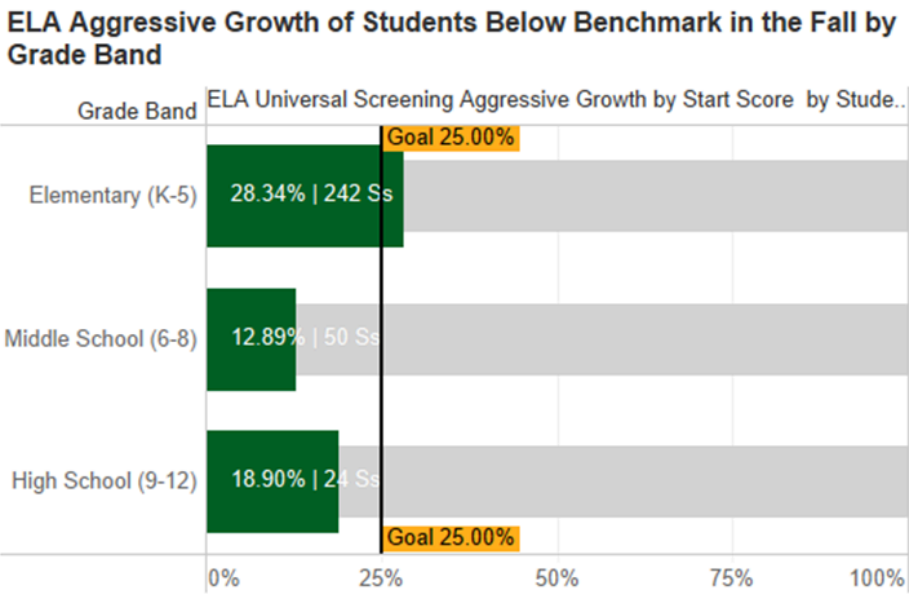
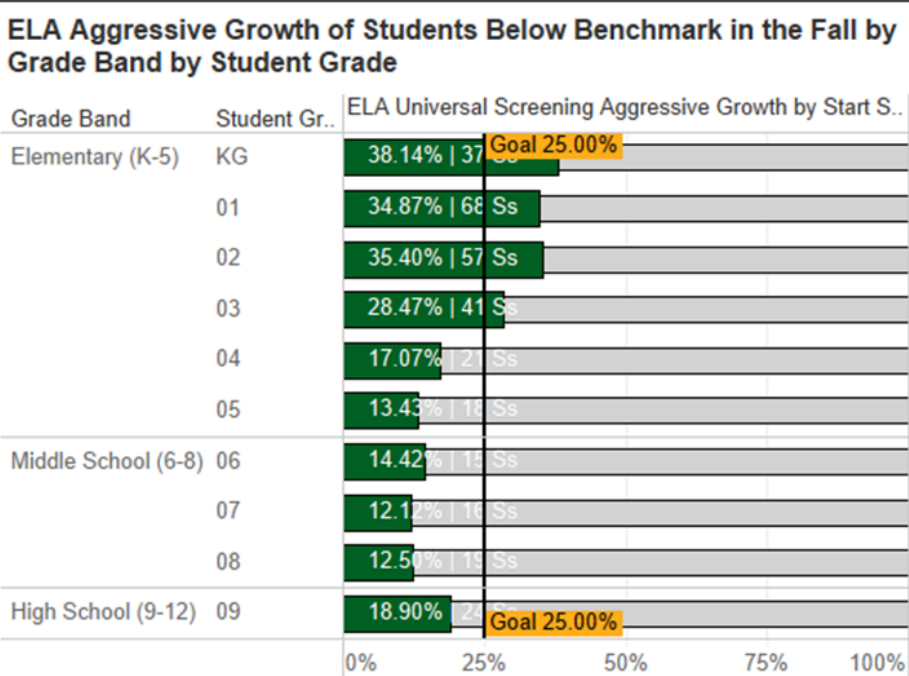
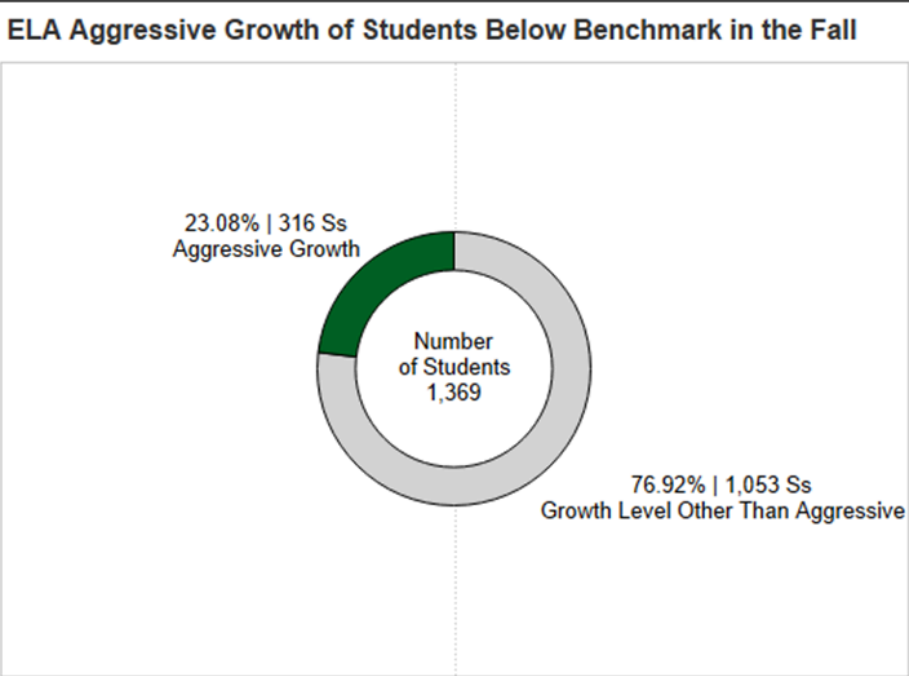
Data Elements

- FASTBridge earlyReading (K-1), Fall Risk Level of someRisk or highRisk.
- FASTBridge earlyReading (K-1), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- FASTBridge CBMr (Grade 2), Fall Risk Level of someRisk or highRisk
- FASTBridge CBMr (Grade 2), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- FASTBridge aReading (Grades 3-9), Fall Risk Level of someRisk or highRisk.
- FASTBridge aReading (Grades 3-9), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- Student demographic data for subgroup analysis.

2025-2027 Goals

By Spring 2027 (starting Fall 2025), the percentage of K-9 students who begin the year below benchmark and achieve “Aggressive Growth” on the universal reading screener will increase by 4 percentage points, from 21% to 25%.

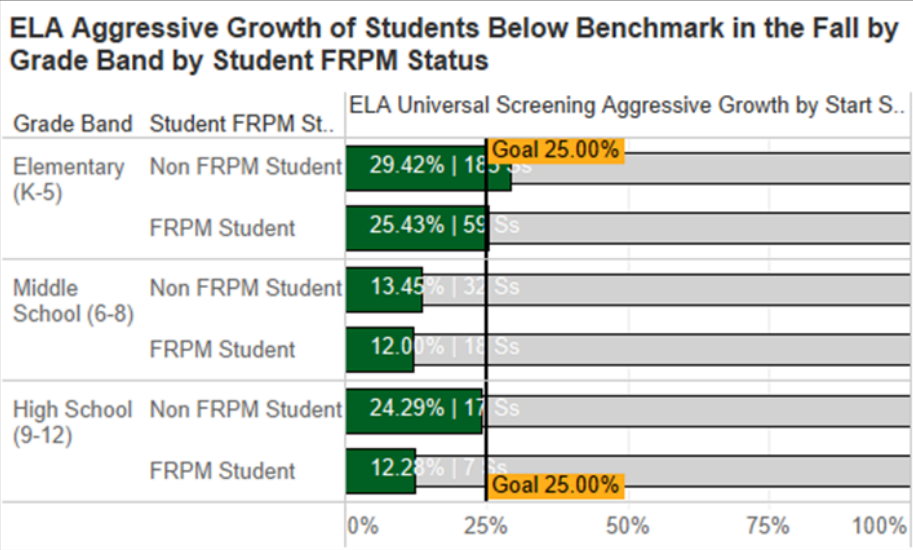
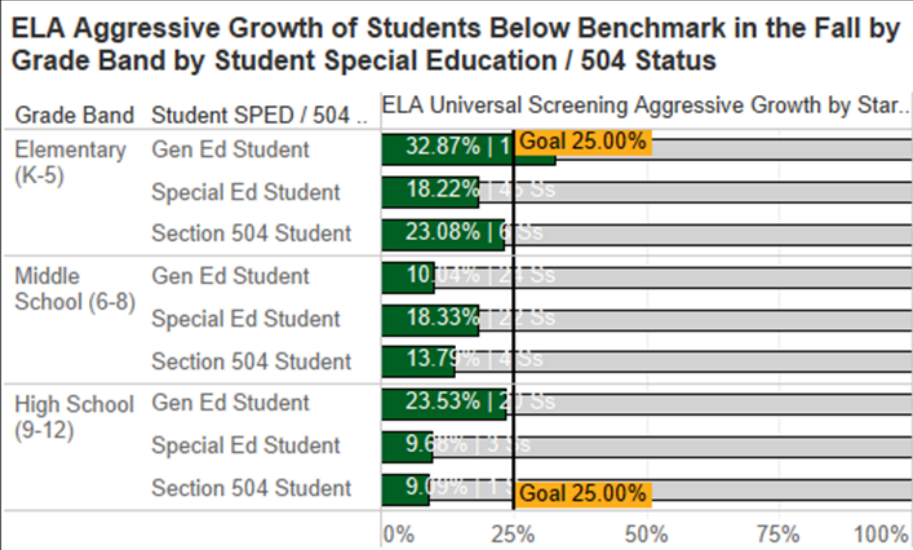
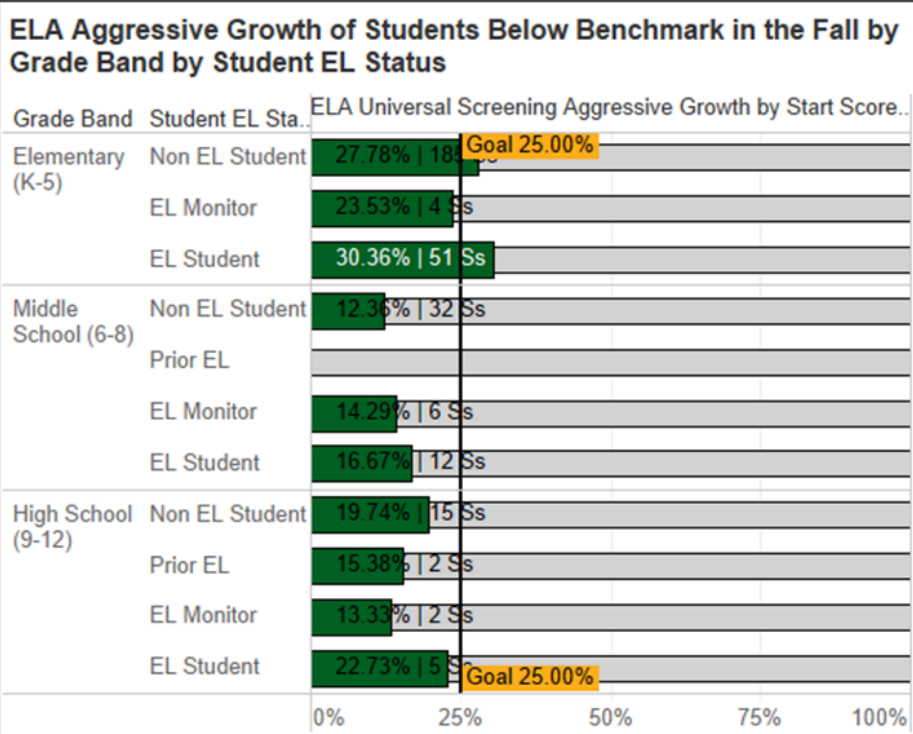
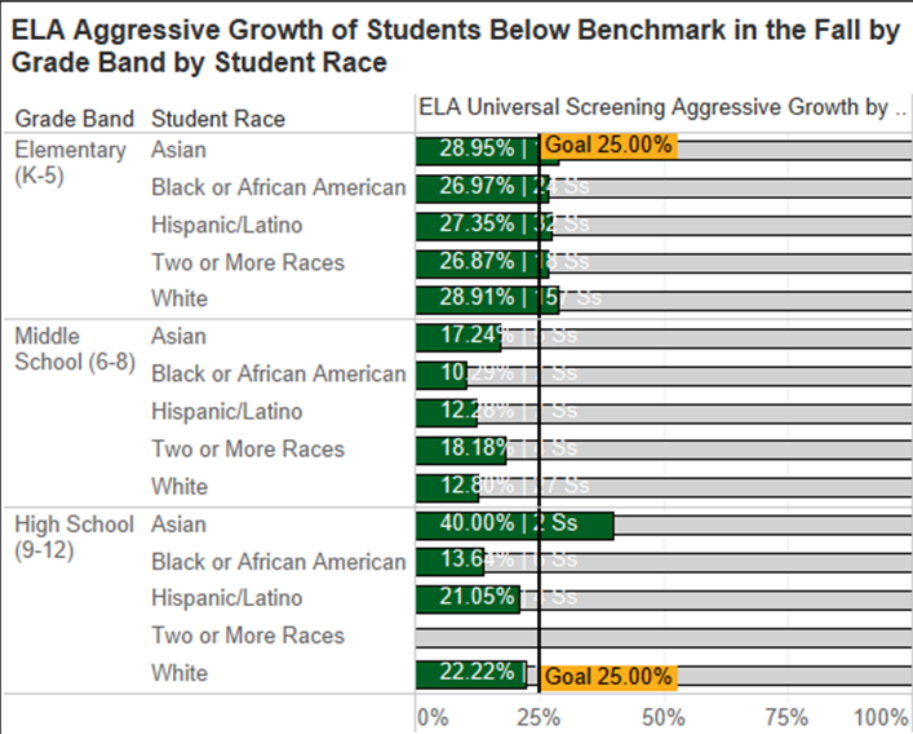
English Language Arts (ELA) Universal Screening Aggressive Growth by Students Below Benchmark in the Fall Charts



Fall to Spring ELA Aggressive Growth Level by Start Score
■ Aggressive Growth ■ Growth Level Other Than Aggressive

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA) Universal Screening Aggressive Growth by Students Below Benchmark in the Fall Charts Cont.



Fall to Spring ELA Aggressive Growth Level by Start Score
 ■ Aggressive Growth □ Growth Level Other Than Aggressive

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Mathematics: Overall Proficiency & Gap Reduction

Rationale

Strong math skills are essential for every student. Fluency with foundational numeracy opens the door to critical thinking and problem-solving. Measuring overall proficiency and reducing achievement gaps ensures all learners gain the math skills they need for future success. Monitoring subgroup performance highlights where targeted support is needed to help every Edina student excel.

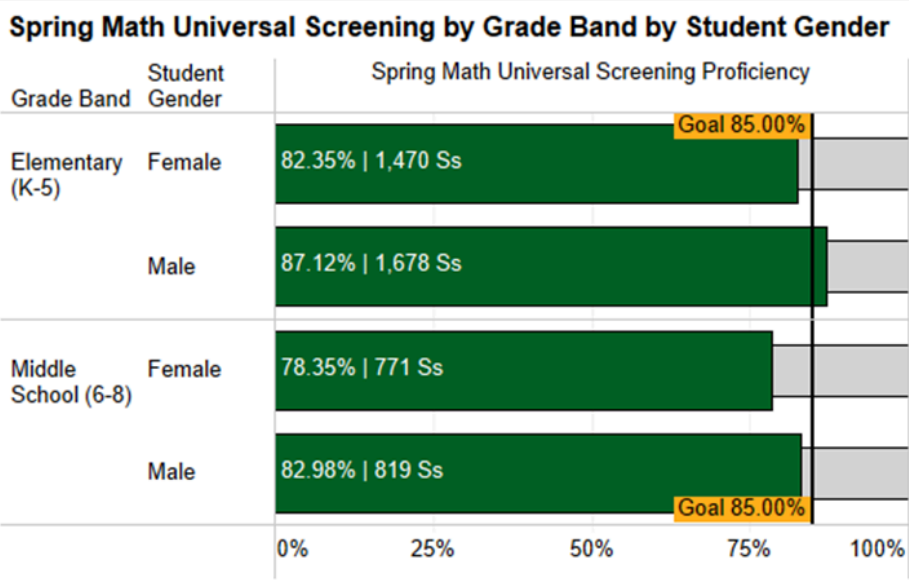
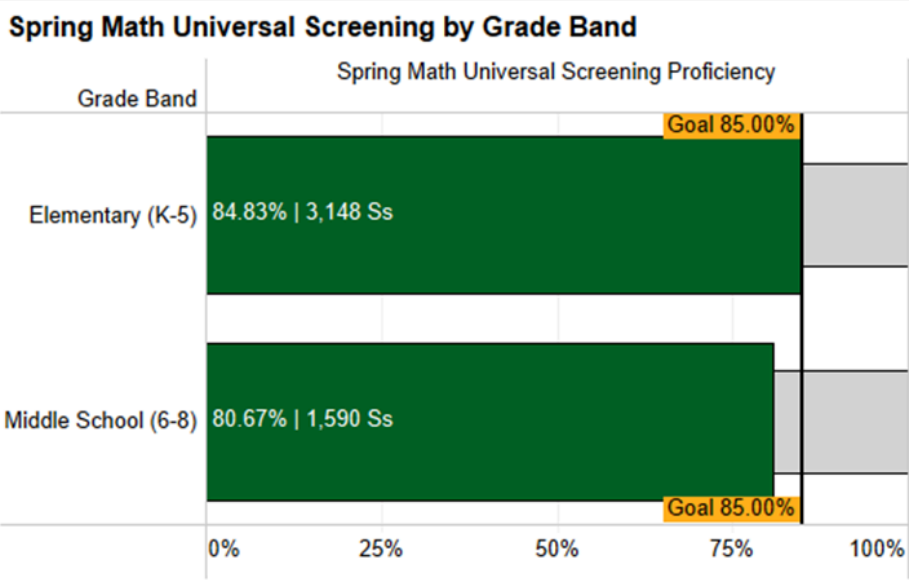
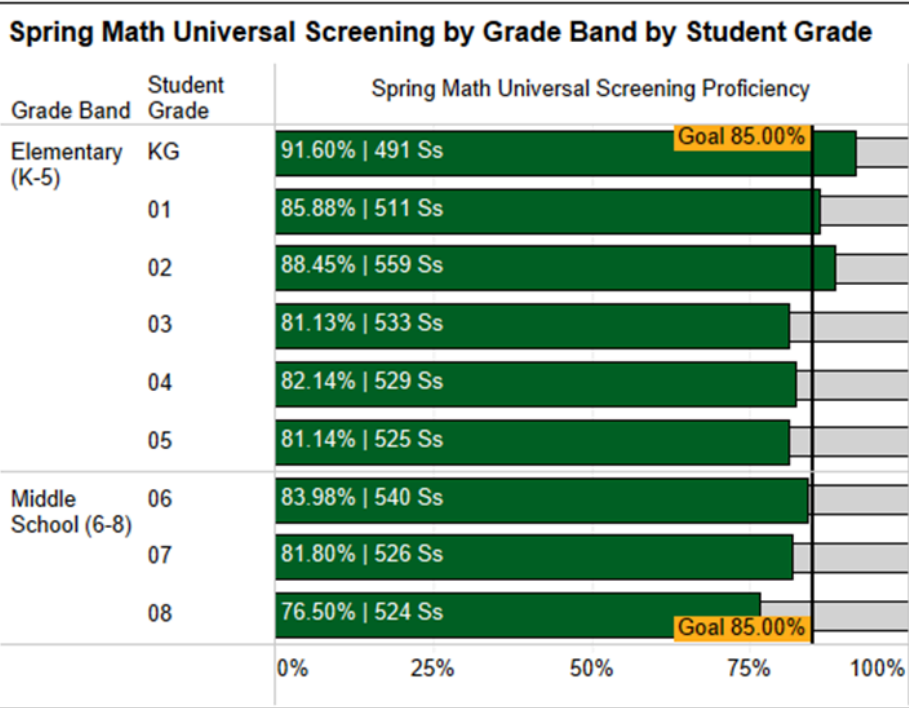
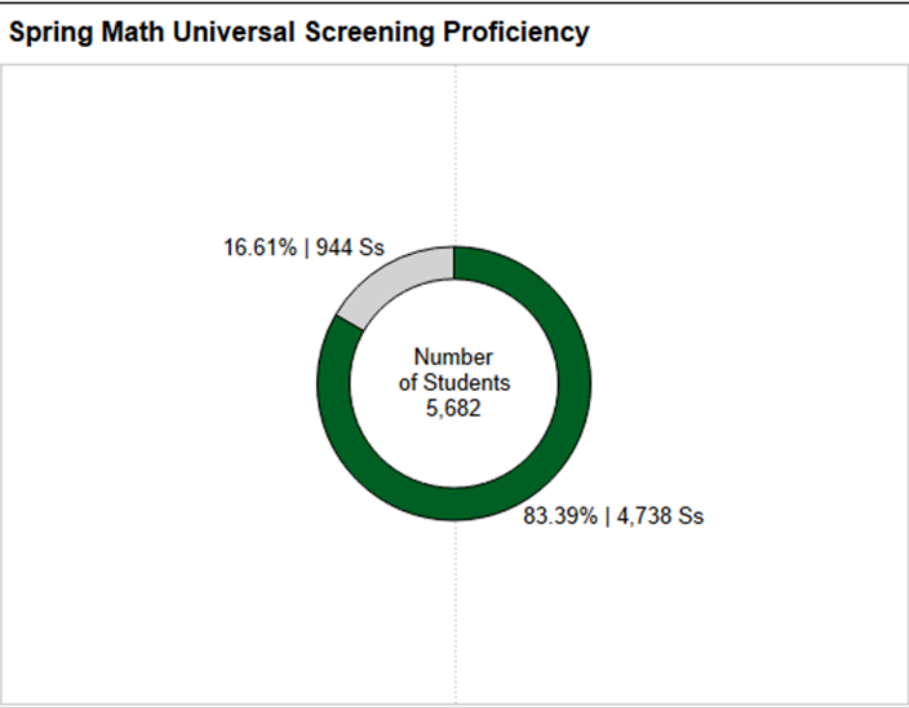
Data Elements

- Spring FastBridge earlyMath Risk Level (K-1)
- Spring aReading Risk Level (Grades 2-9)
 - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
 - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
 - Students without a risk level are omitted.
- Student demographic data

2025-2027 Goals

By Spring 2027, the percentage of K-8 students demonstrating math proficiency will increase by 2 percentage points, from 83% to 85%. At the same time, no student subgroup's proficiency will fall more than 10 points below the district average.

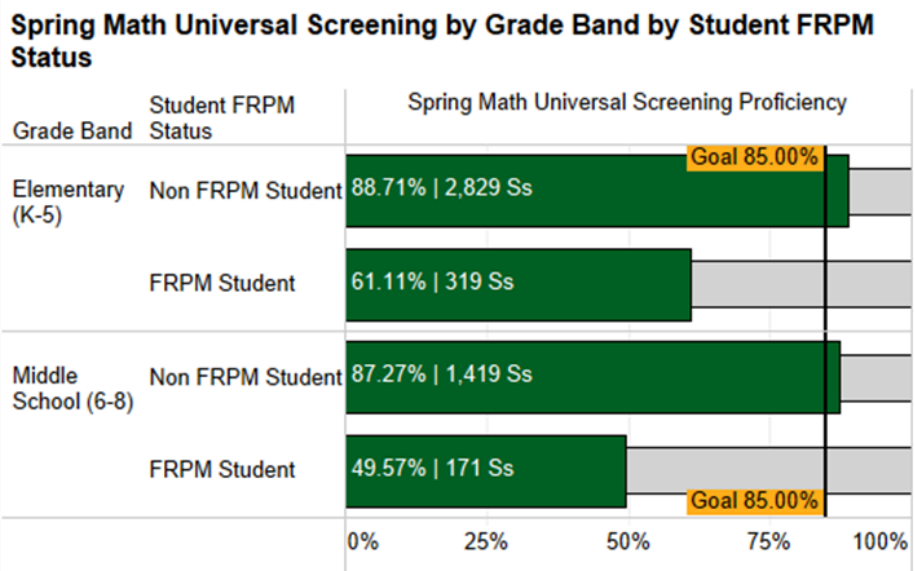
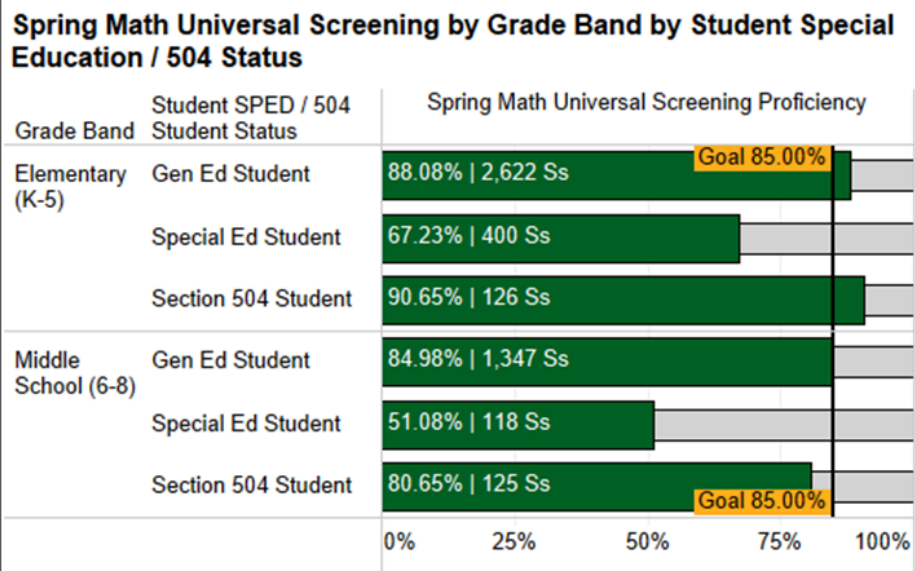
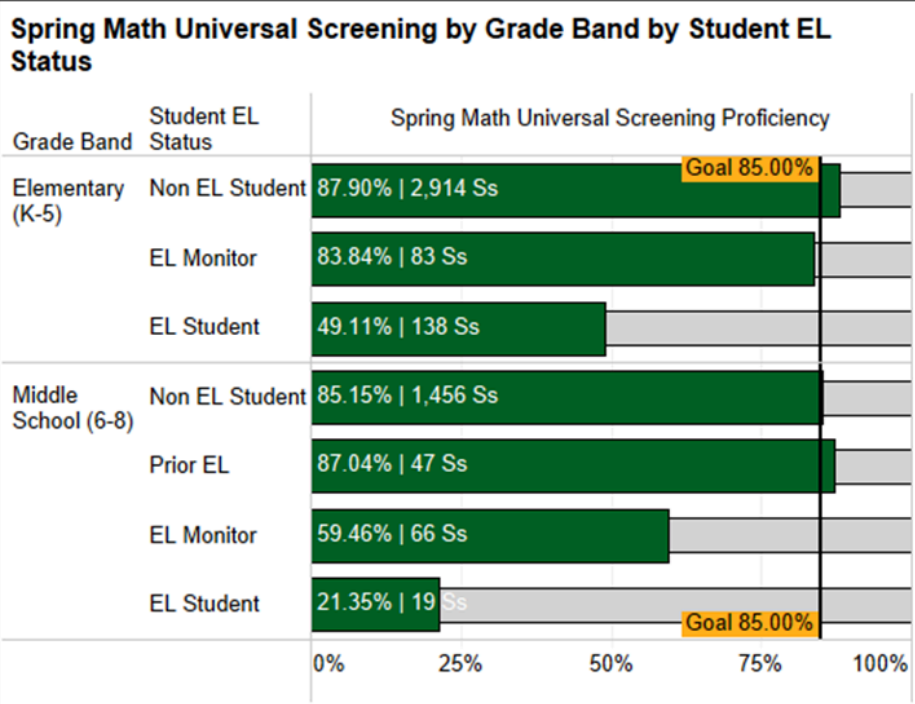
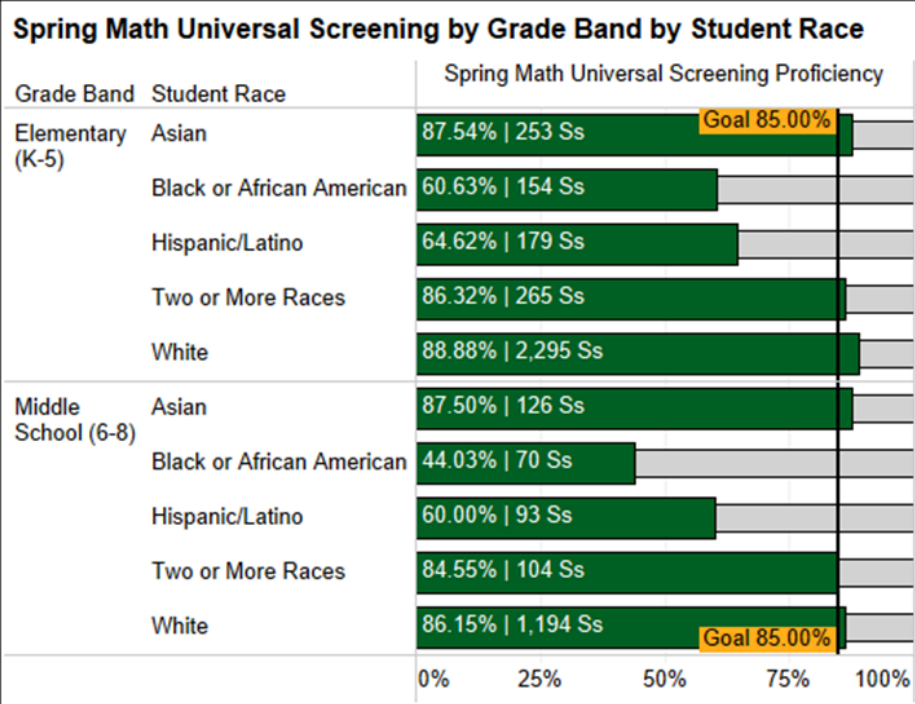
Math: Overall Proficiency Data Charts and Graphs



Spring Math Universal Screening Proficiency
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Math: Overall Proficiency Data Charts and Graphs Cont



Spring Math Universal Screening Proficiency
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Mathematics: Multiple Measures of Proficiency (Triangulated Data)

Rationale

Looking at more than one measure of student learning gives a fuller and more accurate picture of math proficiency. Using multiple data points helps confirm mastery, highlights where results may differ between assessments, and ensures instruction is adjusted to meet the needs of all students.

Data Elements

- Math Universal Fastbridge Screener Proficiency on Spring aMath Risk Level (Grades 3–8)
 - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
 - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
 - Students without a risk level are omitted.
- End-of-the year Math course grade
 - Elementary students with a score of 3 or 4 on 80% of assessed Math standards as reported on the students report card.
 - Secondary students with a score of B or better
- MCA Math Assessment Proficiency
 - Students are classified as Proficient when they have an achievement level or Exceeds or Meets on the MCA Reading Assessment from the prior year.
 - Students are classified as Proficient when they have an achievement level or Partially Meets or Does Not Meet on the MCA Reading Assessment from the prior year.
- Students in Grades K-2 and 11th Grade are omitted as they do not have all three data elements.
- Student demographic data

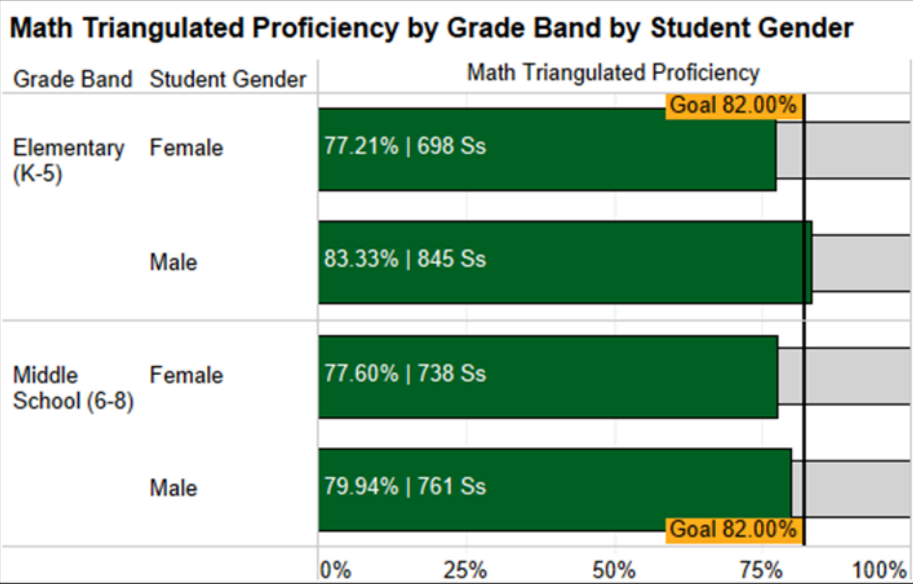
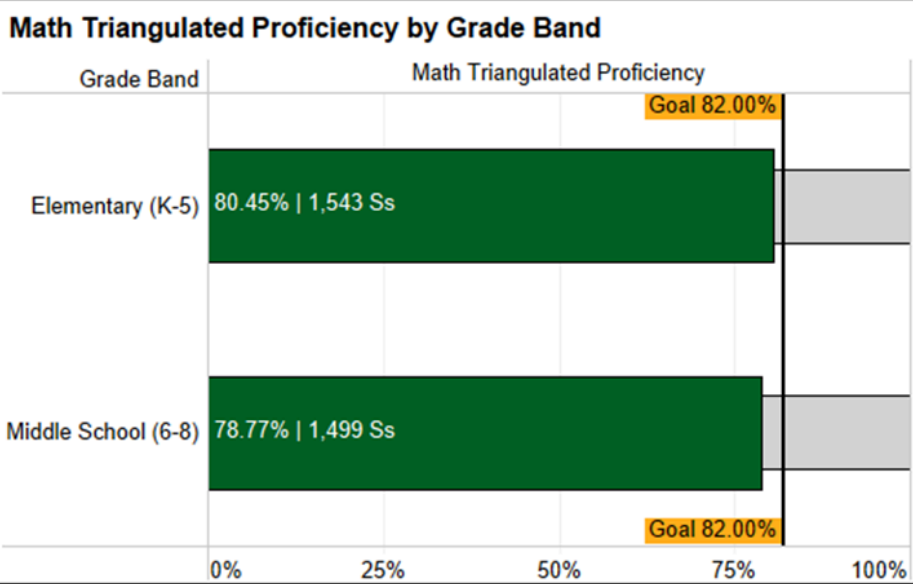
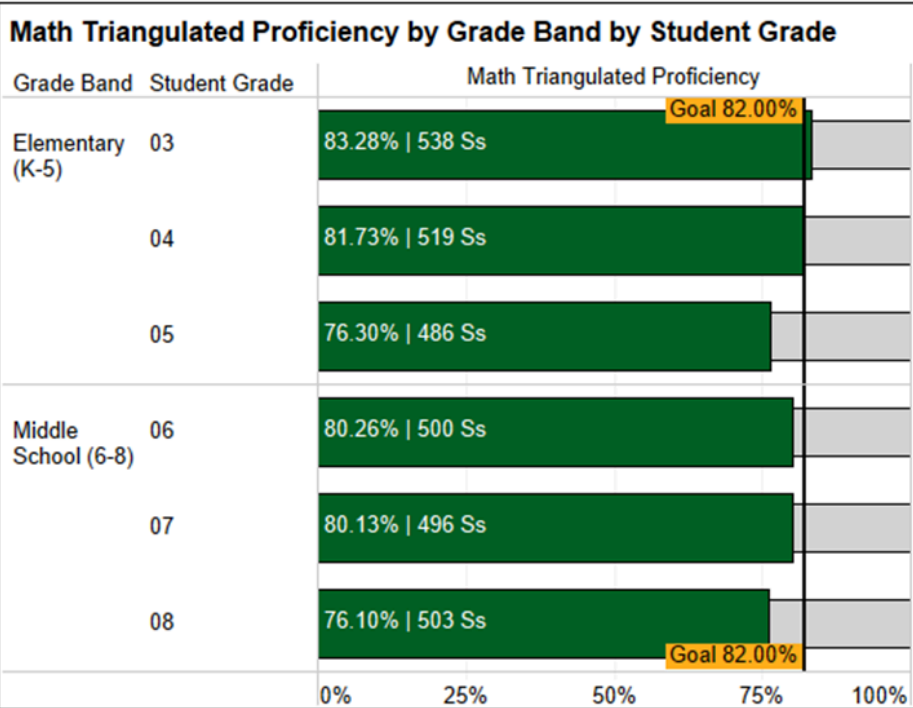
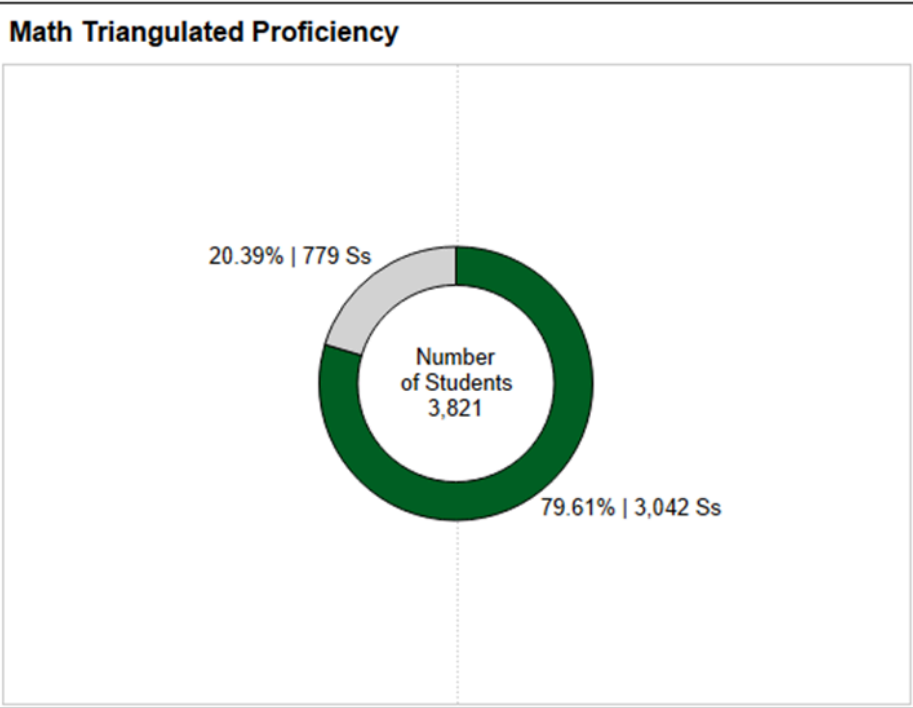
2025-2027 Goals

By Spring 2027, the percentage of students in grades 3–8 who show proficiency in Math will increase from 80% to 82%. Students will be considered proficient if they meet at least two of the three measures:

- Math FastBridge Universal Screener (spring)
- MCA Math assessment
- Classroom proficiency (end-of-year Math grades)

Progress will be monitored across all student subgroups.

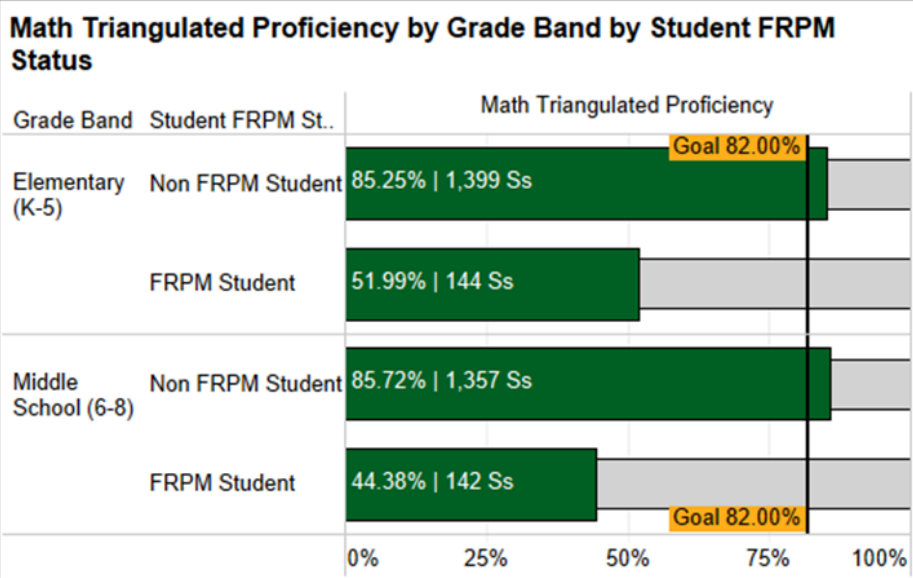
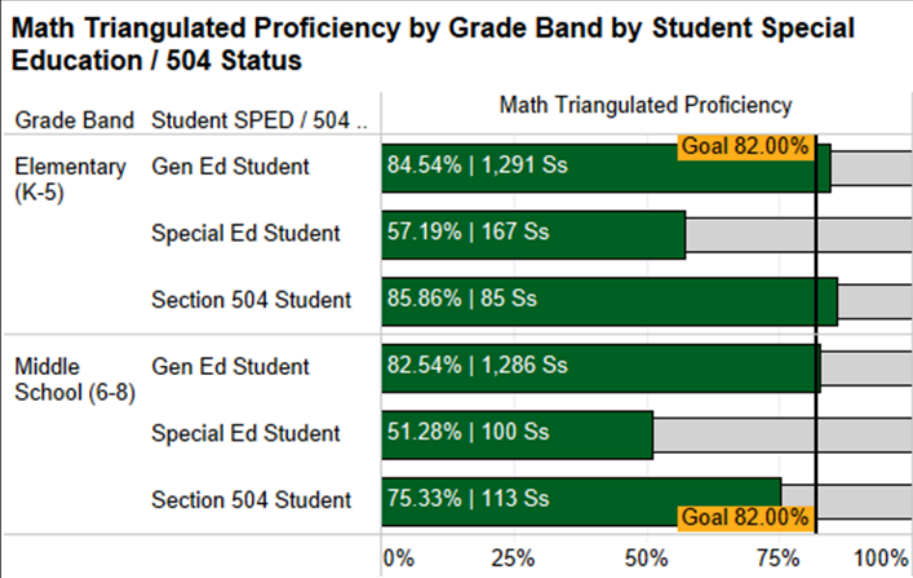
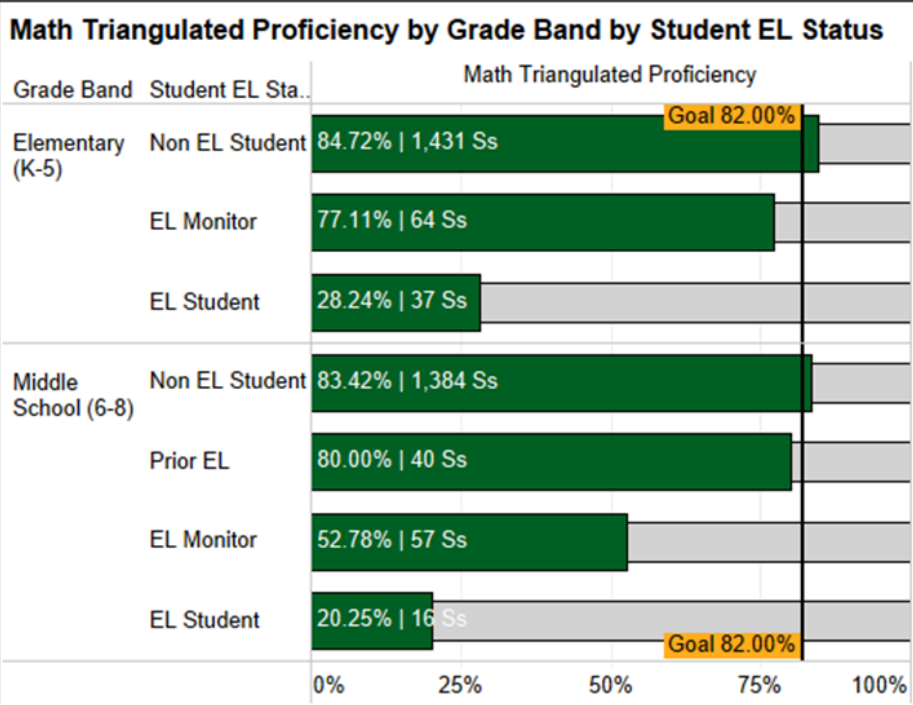
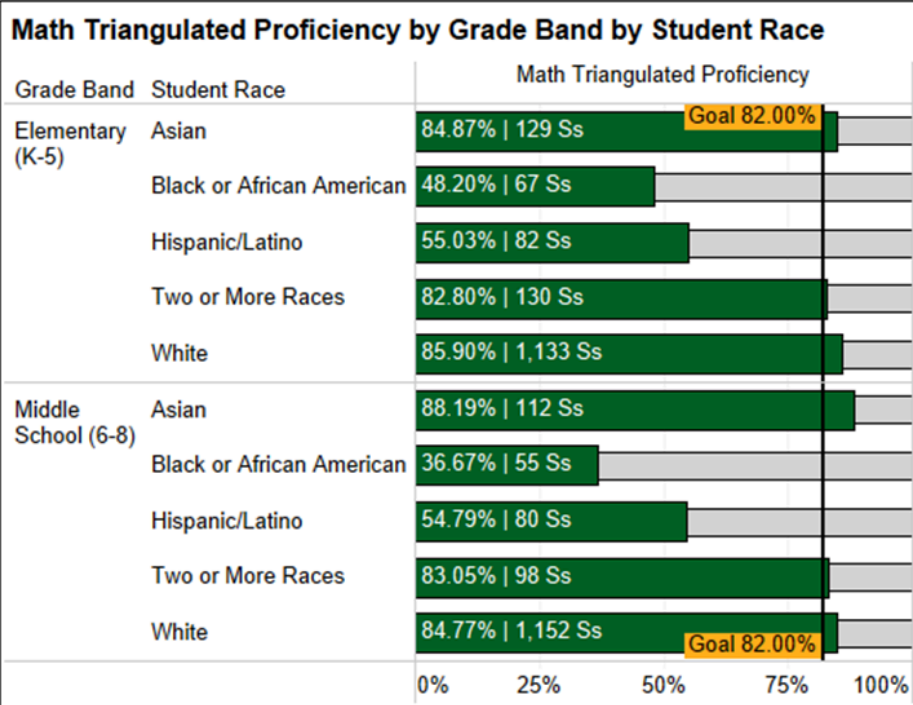
Math: Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs



Proficient in 2 of 3 Math Data Elements
■ Proficient in 2 of 3 Math Data Elements ■ Not Proficient in 2 of 3 Math Data Elements

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

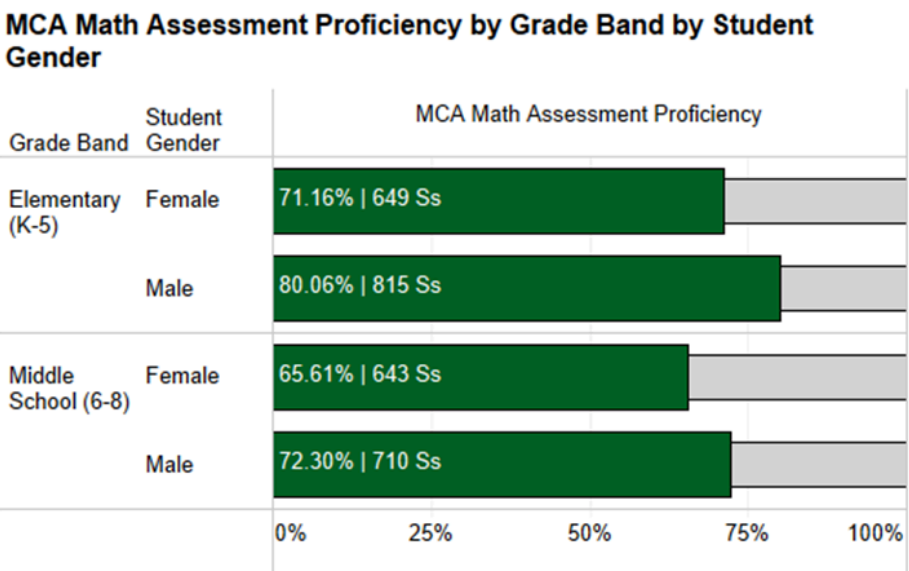
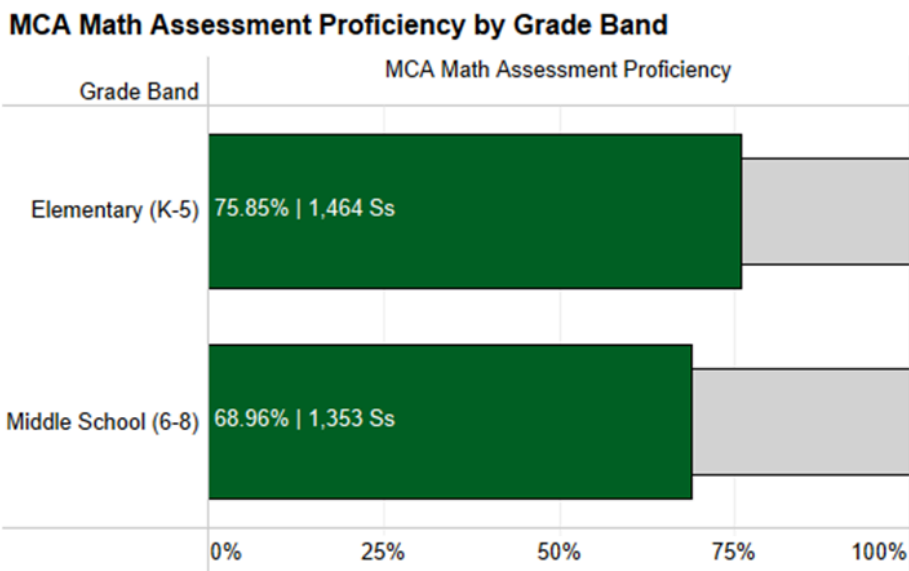
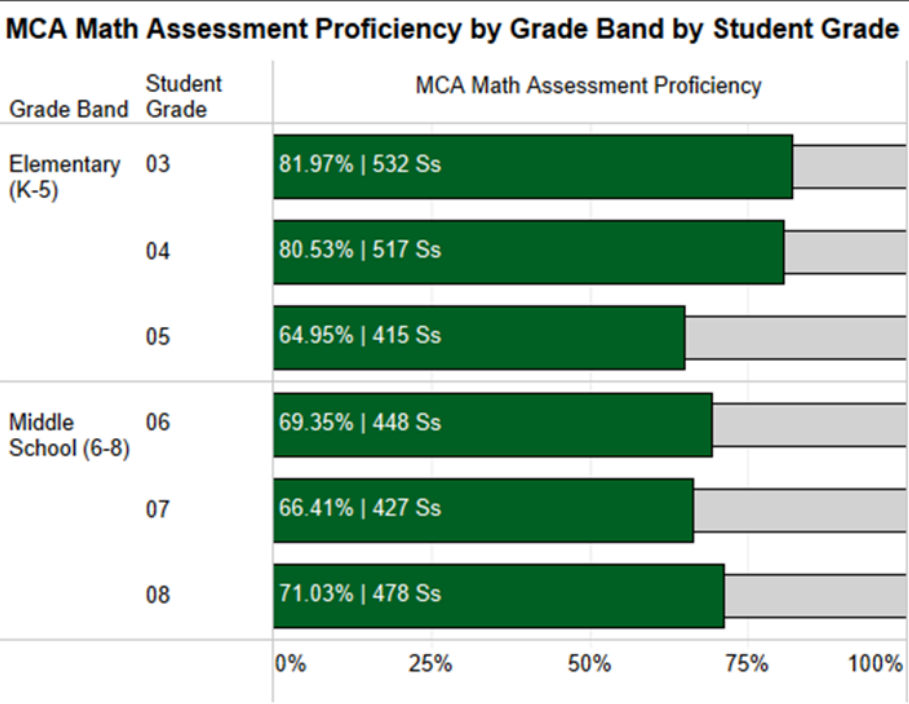
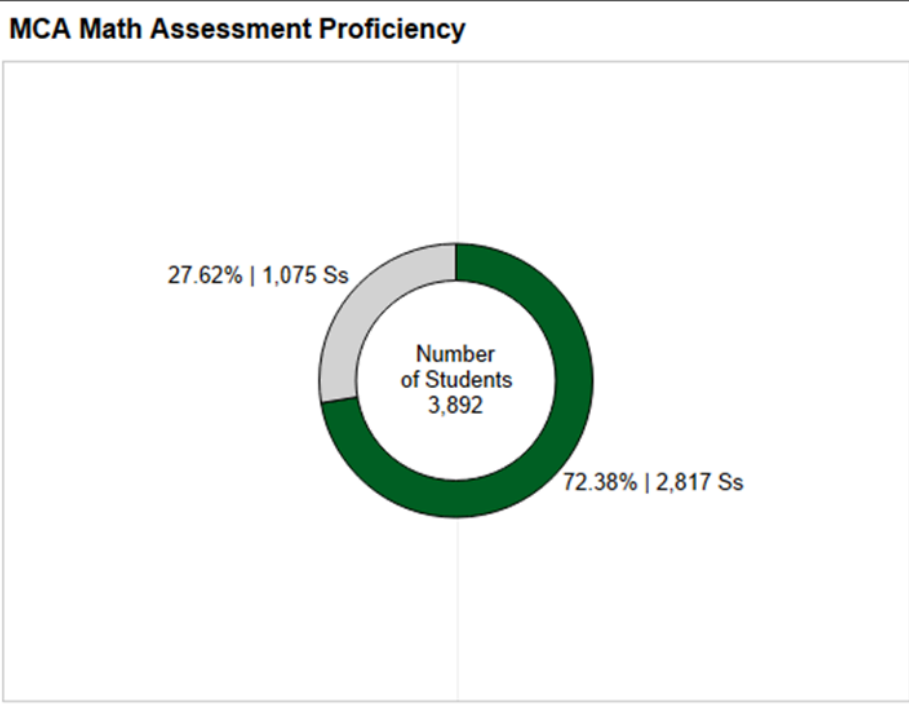
Math: Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs Cont.



Proficient in 2 of 3 Math Data Elements
■ Proficient in 2 of 3 Math Data Elements ■ Not Proficient in 2 of 3 Math Data Elements

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

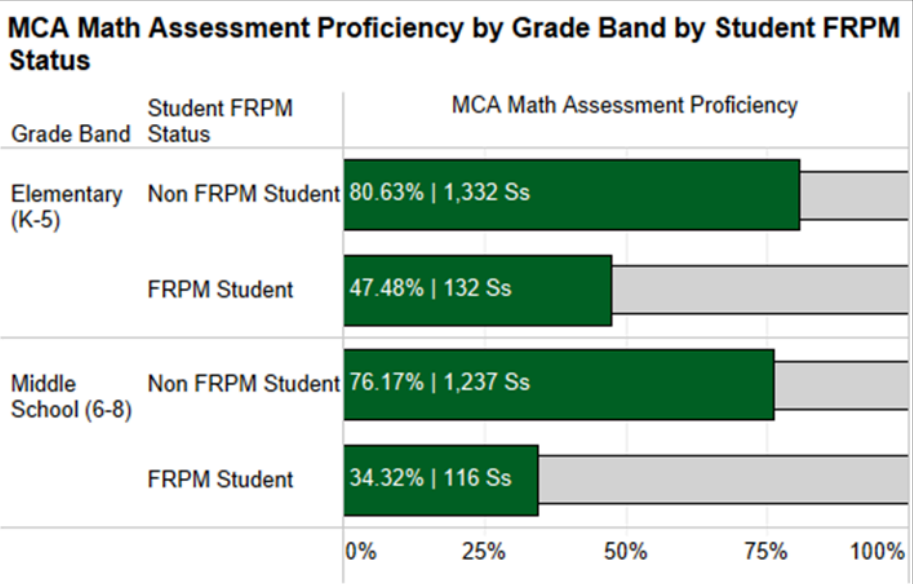
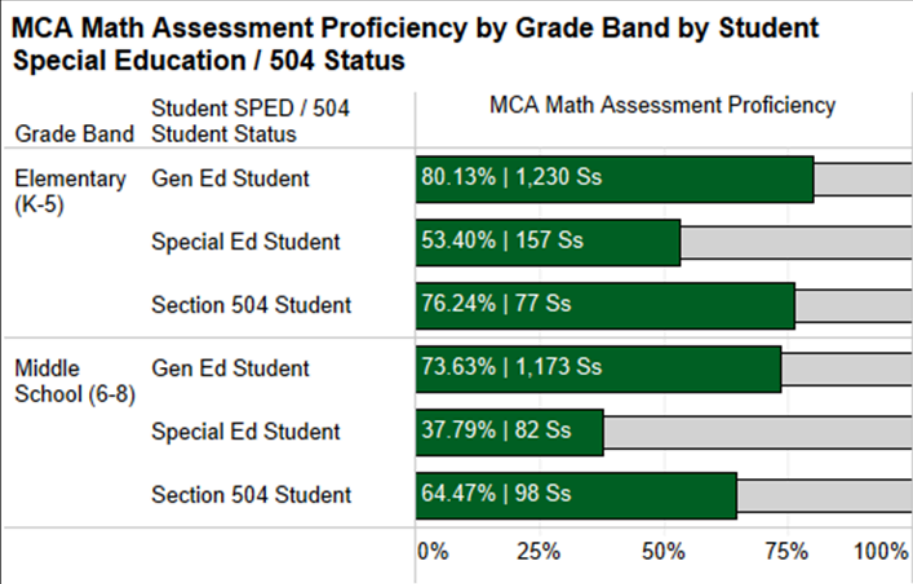
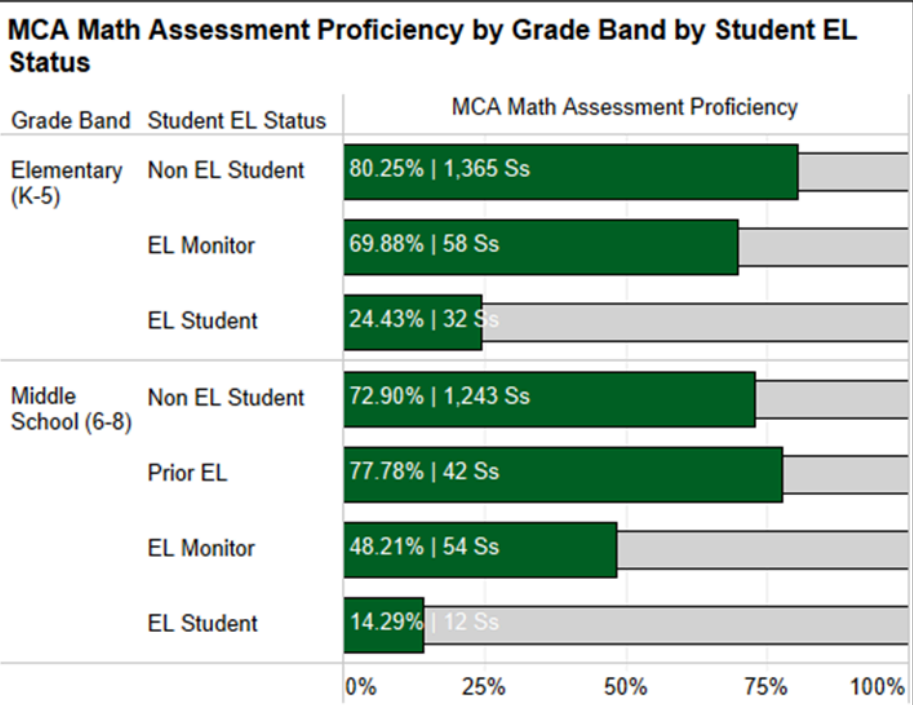
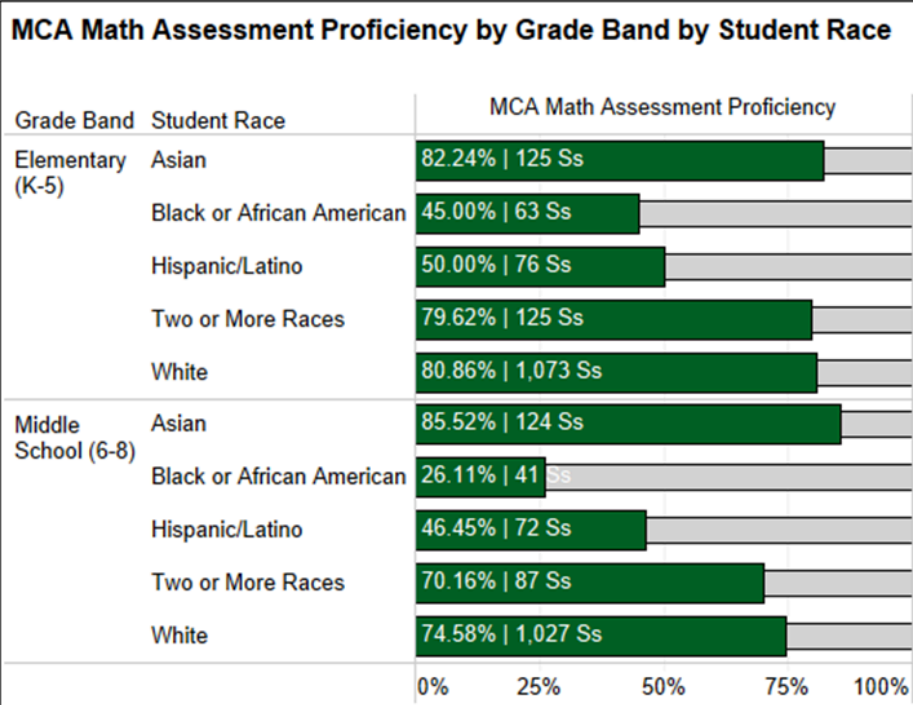
Math: MCA Math Assessment Charts and Graphs - 1 of 3 Triangulated Components



MCA Math Proficiency
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

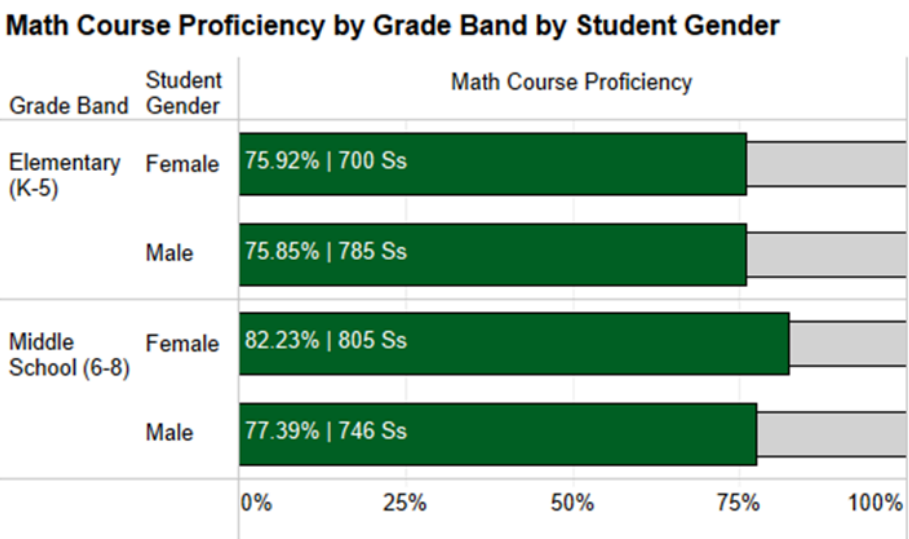
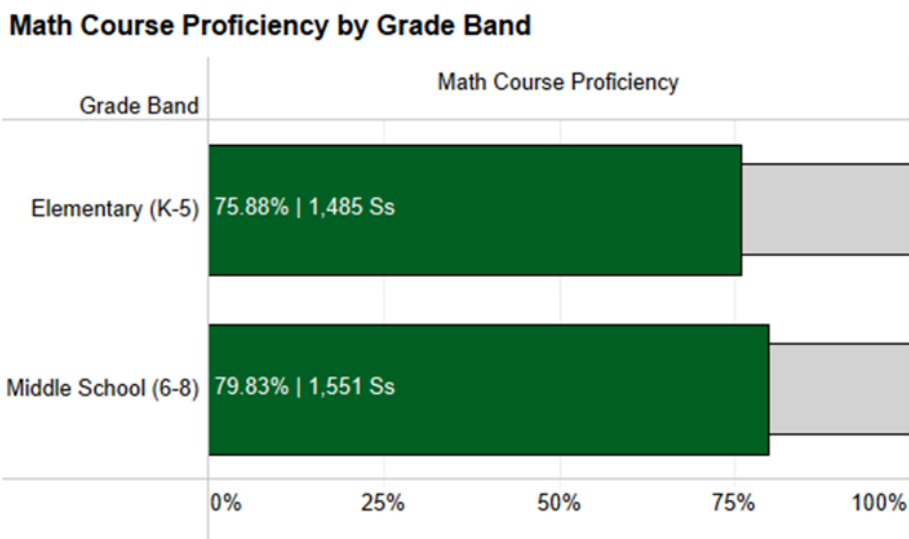
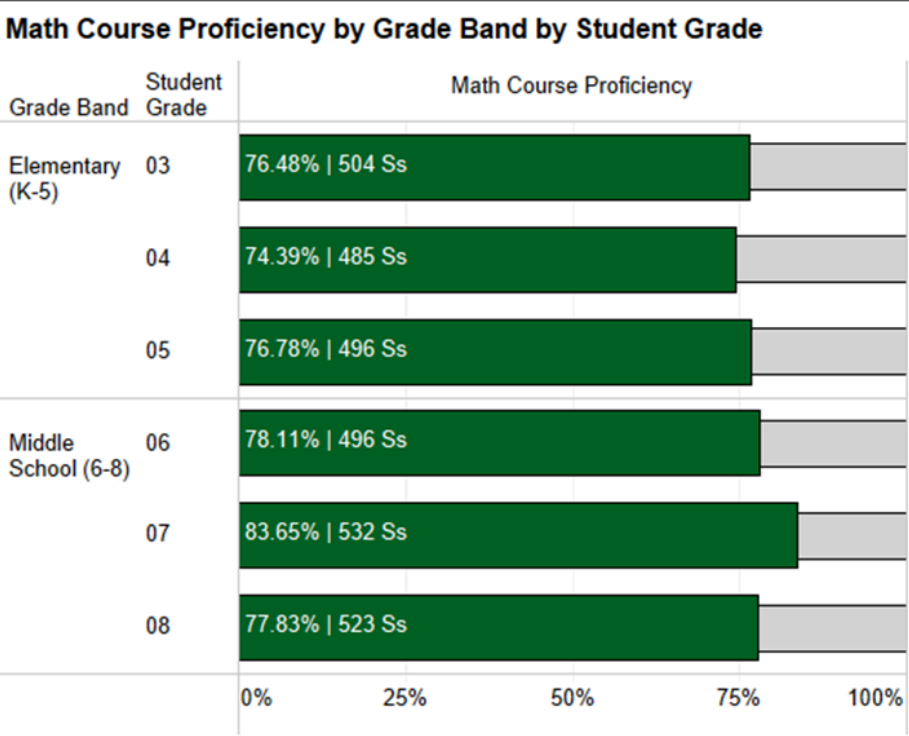
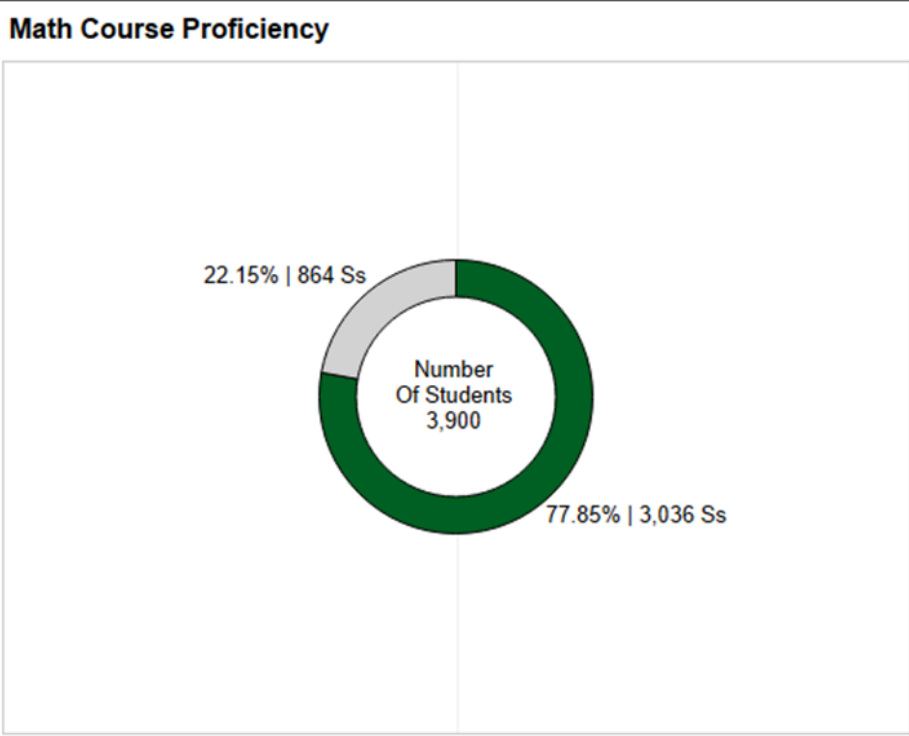
Math: MCA Math Assessments Charts and Graphs - 1 of 3 Triangulated Components



MCA Math Proficiency
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

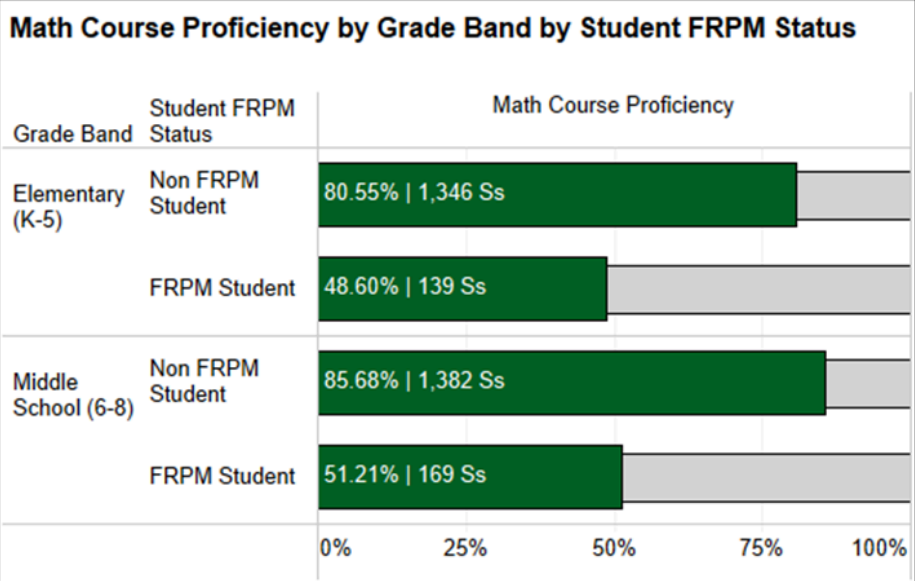
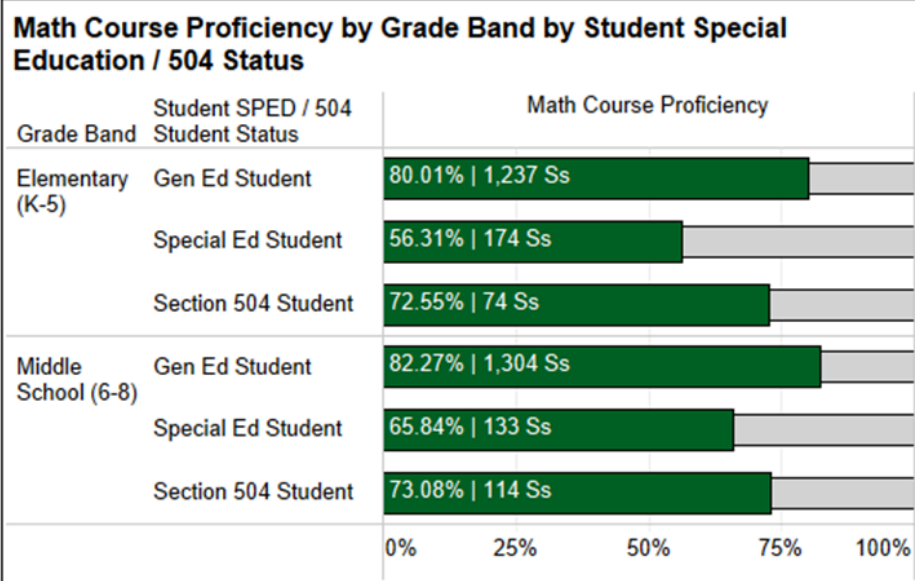
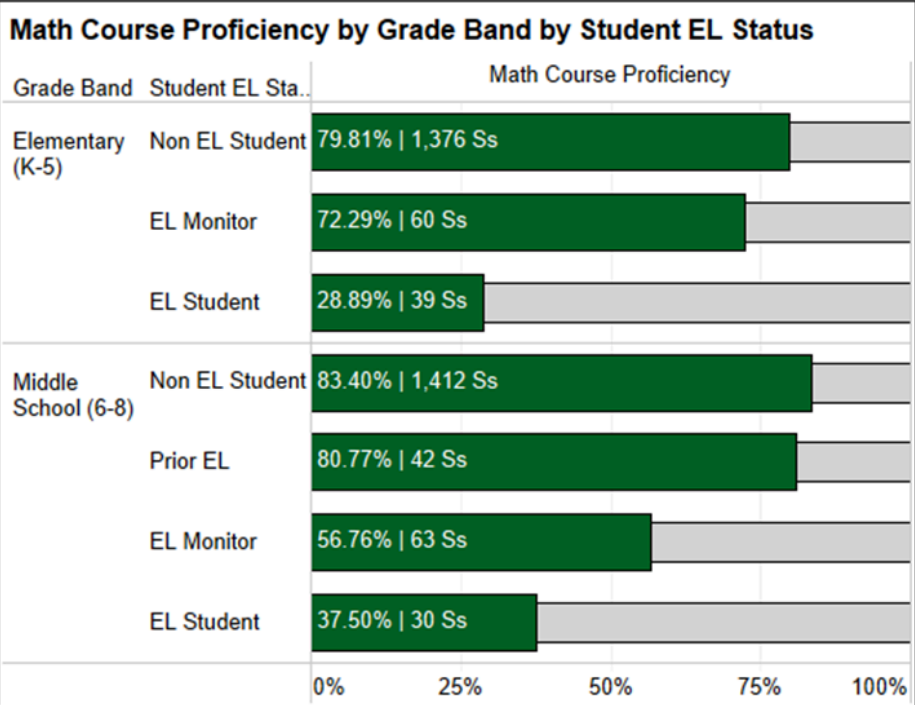
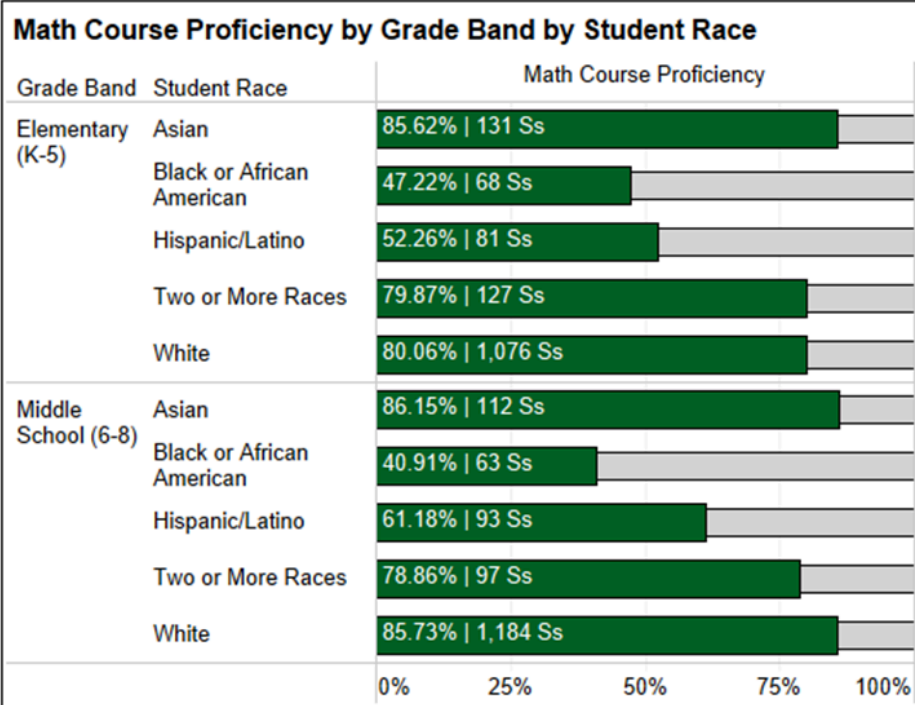
Math: End-of-the-Year Math Grades Proficiency Charts and Graphs - 1 of 3 Triangulated Components



Math Course Proficiency
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Math: End-of-the-Year Math Grades Proficiency Charts and Graphs Cont. - 1 of 3 Triangulated Components



Math Course Proficiency
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Mathematics - Universal Screening Growth Metrics

Rationale

Looking at student growth, not just overall proficiency, shows whether students are making progress from where they started. This helps us understand the effectiveness of Tier 1 (core) instruction and ensures that all students, whether already proficient or still catching up, are supported in making meaningful gains.

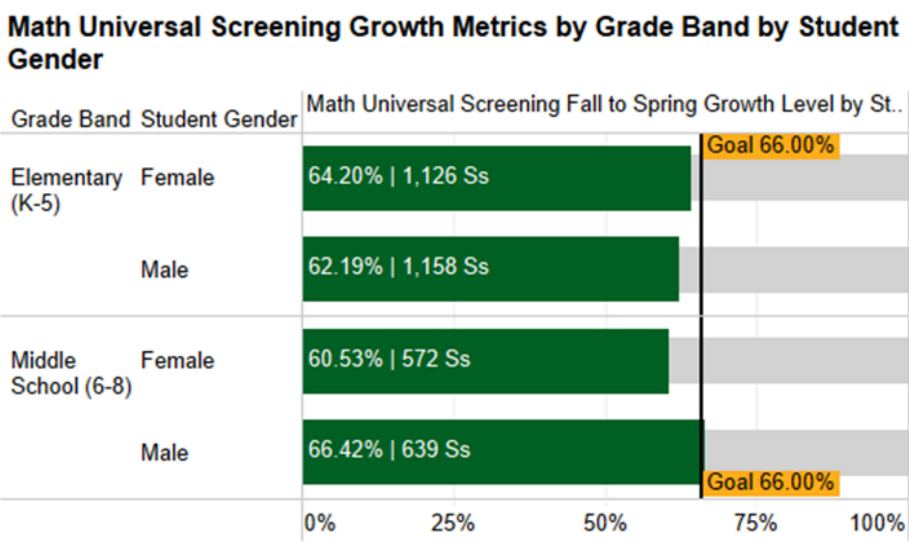
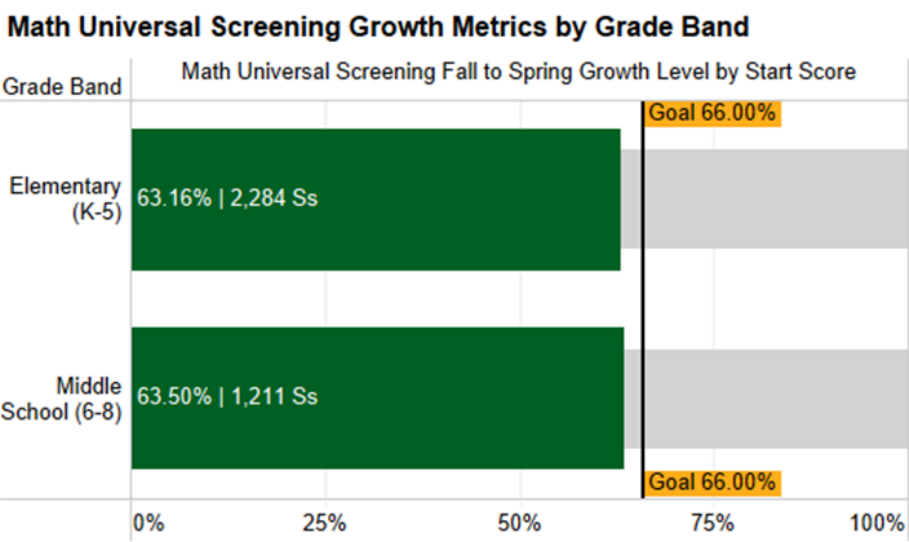
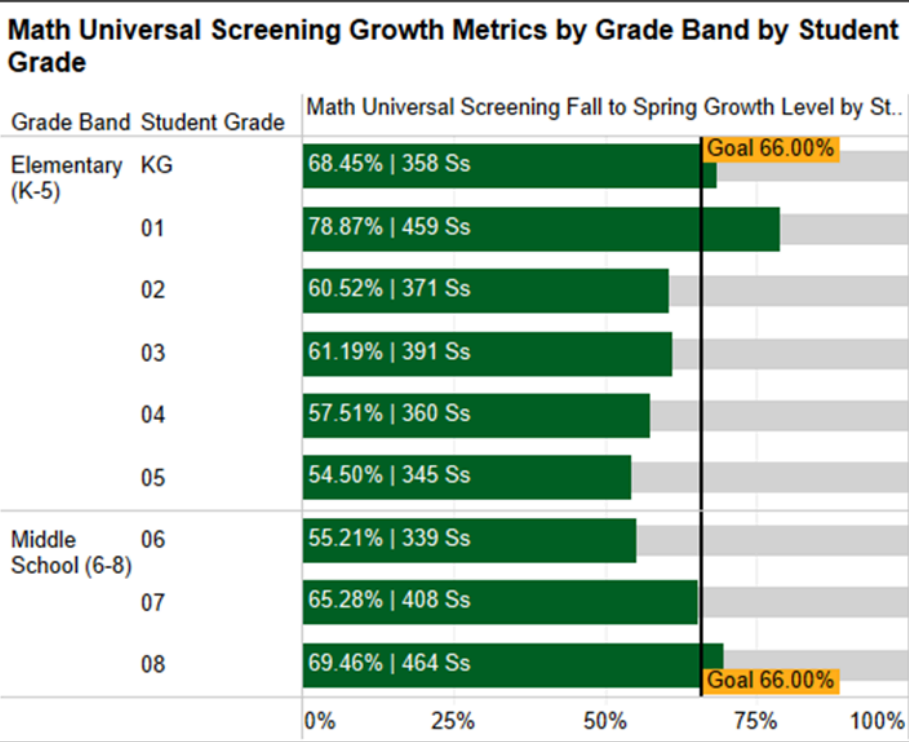
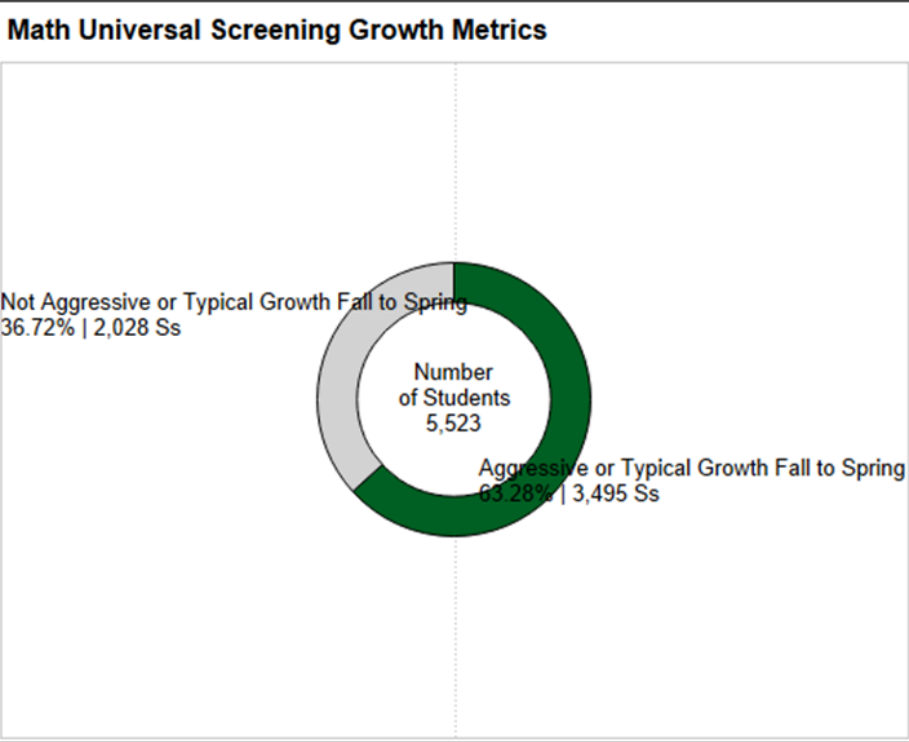
Data Elements

- FASTBridge earlyMath (K-1), Growth level Fall and Spring by Start Score
- FASTBridge aMath (Grades 2-9), Growth Level Fall to Spring by Start Score
- Growth Levels are defined by below:
 - Aggressive or Typical Growth students in this category have a National Percentile greater than or equal to the 40th Percentile Nationally.
 - Not Aggressive or Typical Growth students in this category have a National Percentile less than the 40th Percentile Nationally.
- Student demographic data

2025-2027 Goals

By Spring 2027, the percentage of K-9 students meeting or exceeding their expected growth on the universal reading screener will increase by 3 percentage points, from 63% to 66%. This goal focuses on ensuring students at all starting levels are making steady progress. Aggressive Growth is defined as 75-99th percentile, Typical Growth as 40-75th percentile. This growth will be monitored for equitable distribution across all student subgroups.

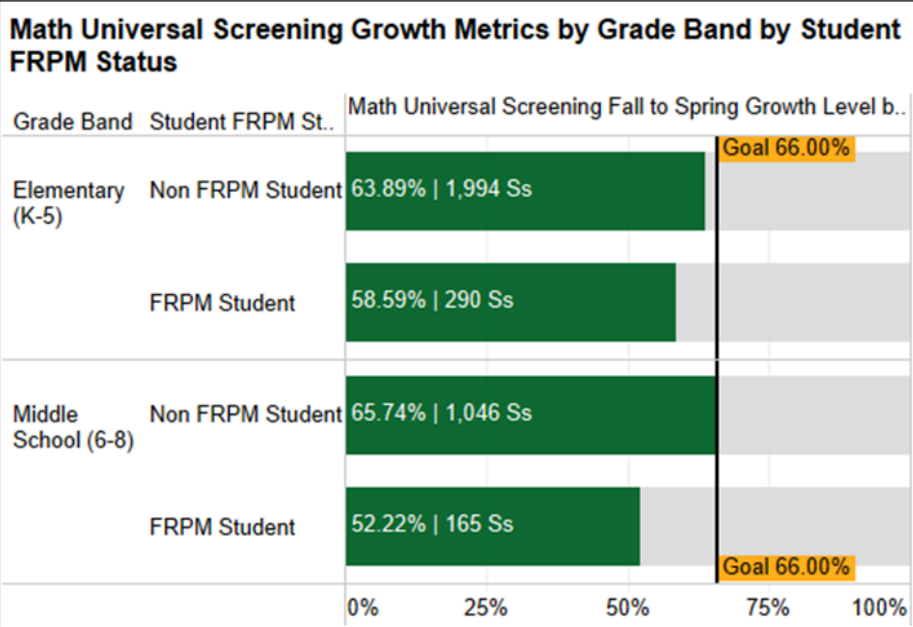
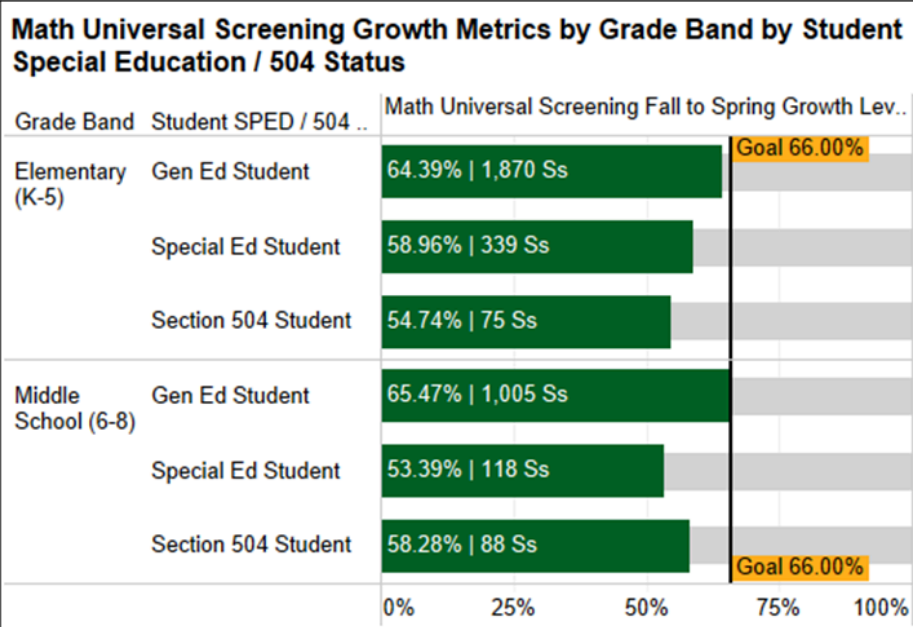
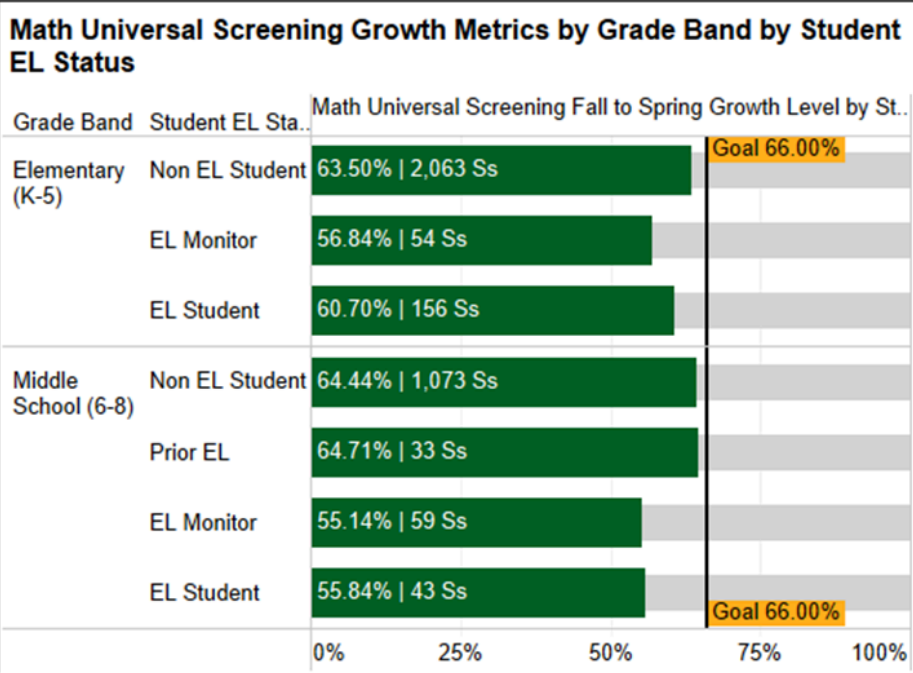
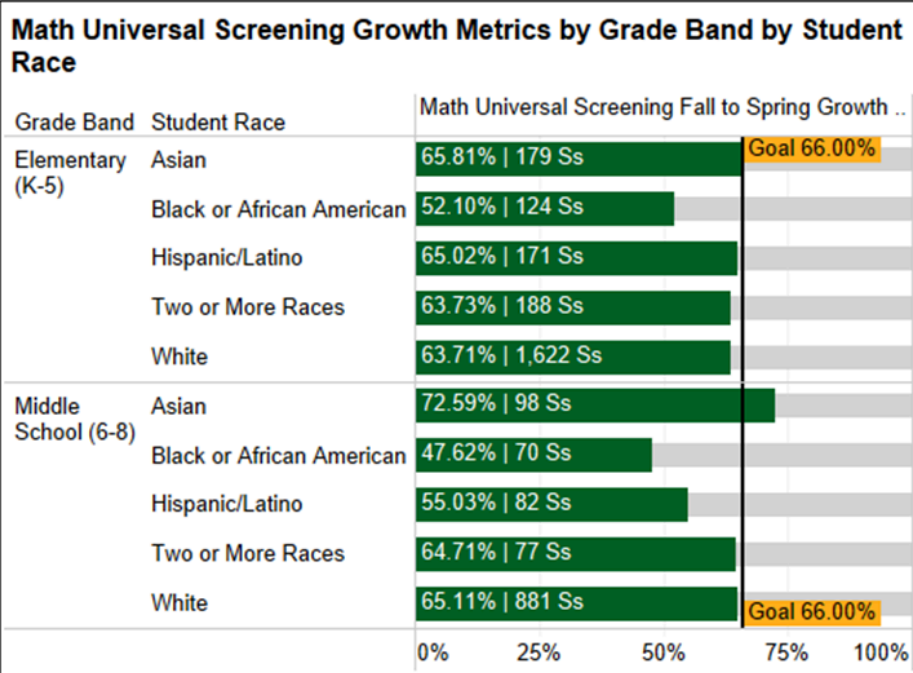
Mathematics: FastBridge Universal Screening Growth Metrics Charts and Graphs



Aggressive or Typical Growth Fall to Spring ■ Aggressive or Typical Growth Fall to Spring ■ Not Aggressive or Typical Growth Fall to Spring

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Mathematics: FastBridge Universal Screening Growth Metrics Charts and Graphs



Aggressive or Typical Growth Fall to Spring
■ Aggressive or Typical Growth Fall to Spring ■ Not Aggressive or Typical Growth Fall to Spring

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Mathematics: Universal Screening Aggressive Growth For Students Starting Below Benchmark in the Fall

Rationale

Measuring growth is especially important for students who begin the year below grade-level expectations. Tracking their progress shows whether instruction and support systems (such as MN MTSS) are helping them catch up and ensures equity by recognizing growth across all student subgroups.

Data Elements

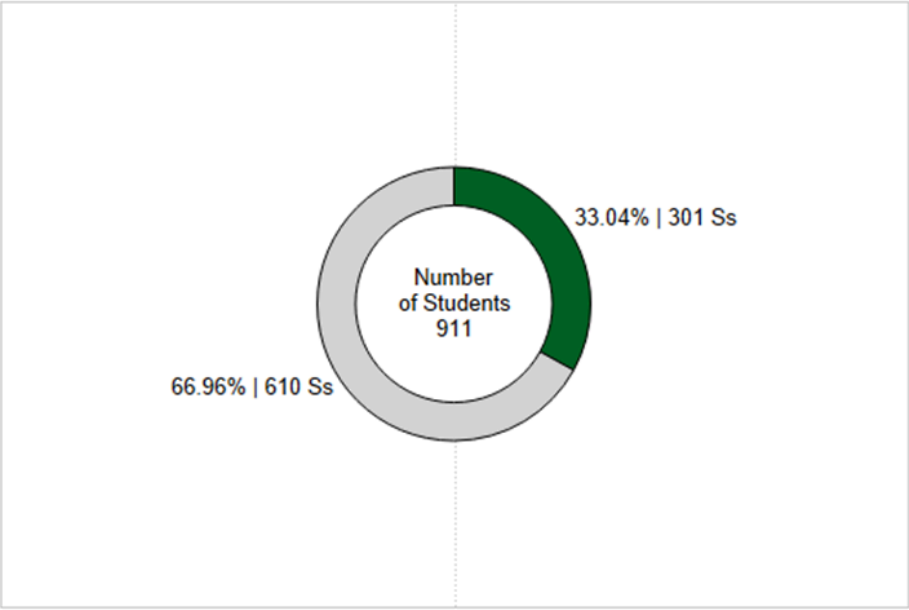
- FASTBridge earlyMath (K-1), Fall Risk Level of someRisk or highRisk.
- FASTBridge earlyMath (K-1), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- FASTBridge aMath (Grades 2-8), Fall Risk Level of someRisk or highRisk.
- FASTBridge aReading (Grades 2-8), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- Student demographic data for subgroup analysis.

2025-2027 Goals

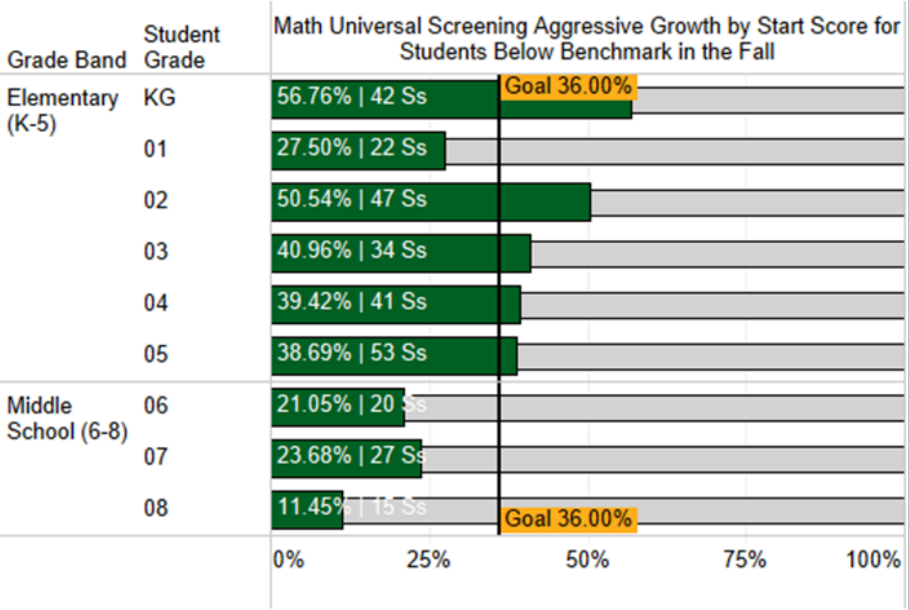
By Spring 2027 (starting Fall 2025), the percentage of K-8 students who begin the year below benchmark and achieve “Aggressive Growth” on the universal math screener will increase by 3 percentage points, from 33% to 36%.

Mathematics Aggressive Growth Metrics for Students Below Benchmark in the Fall Charts and Graphs

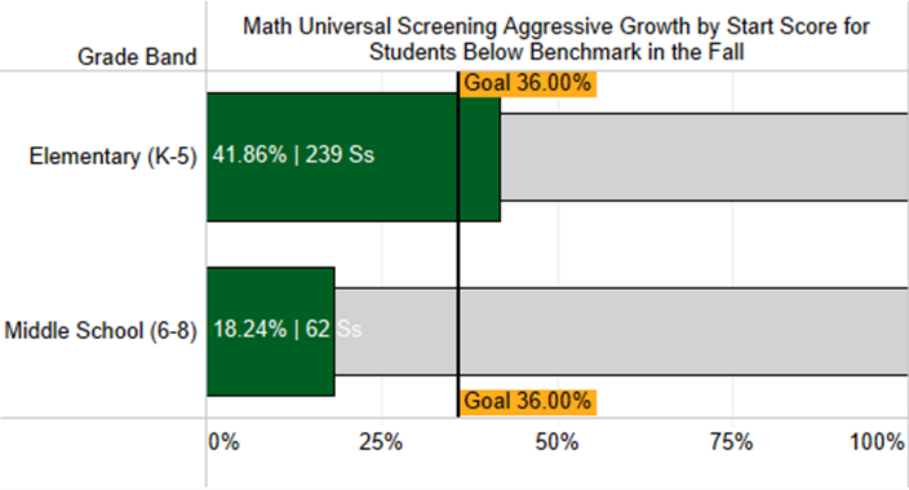
Math Aggressive Growth of Students Below Benchmark in the Fall



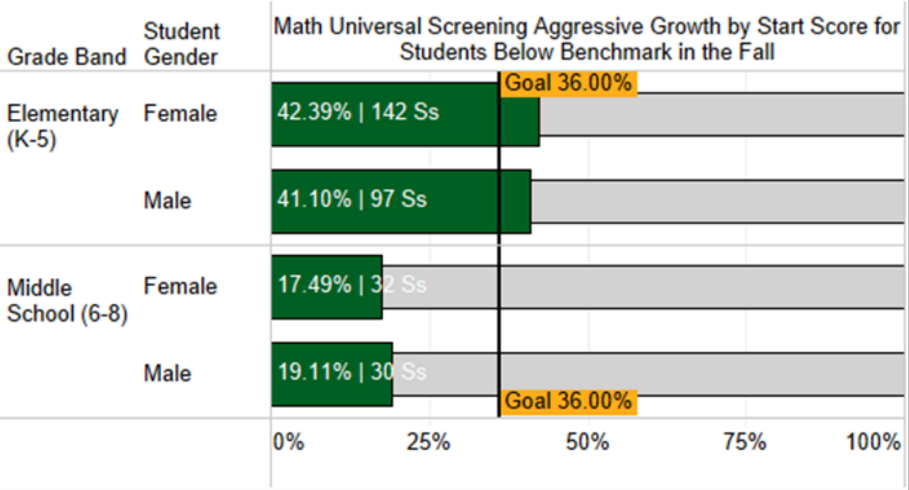
Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Grade



Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band



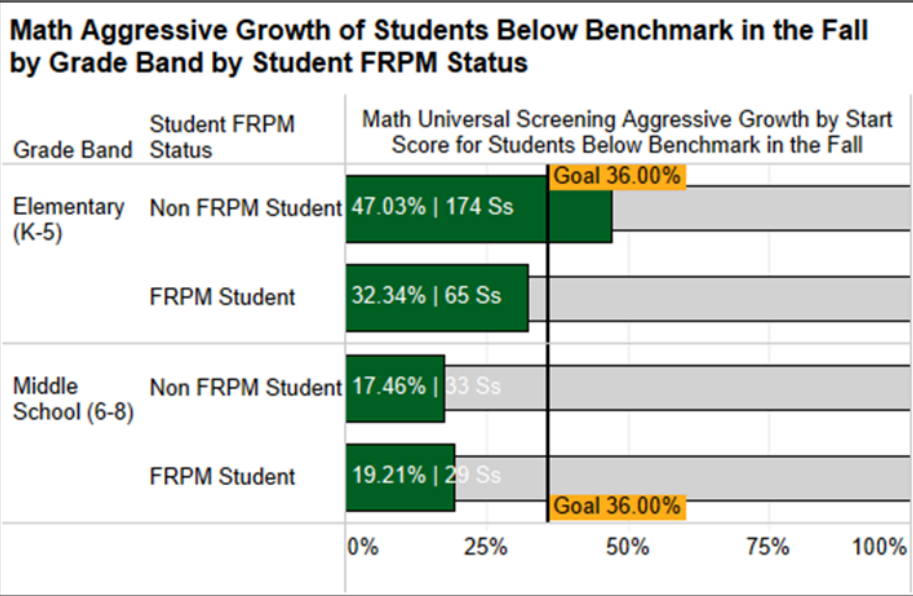
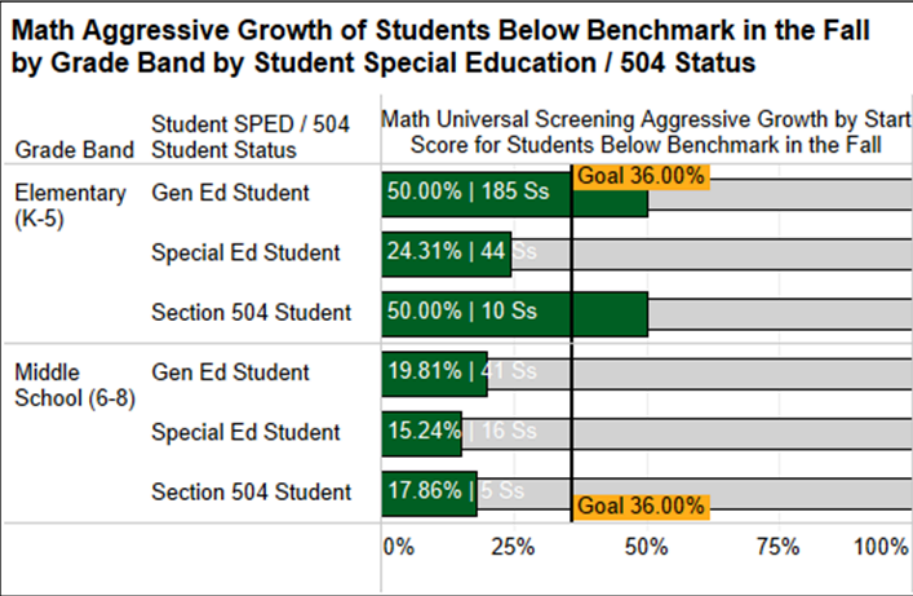
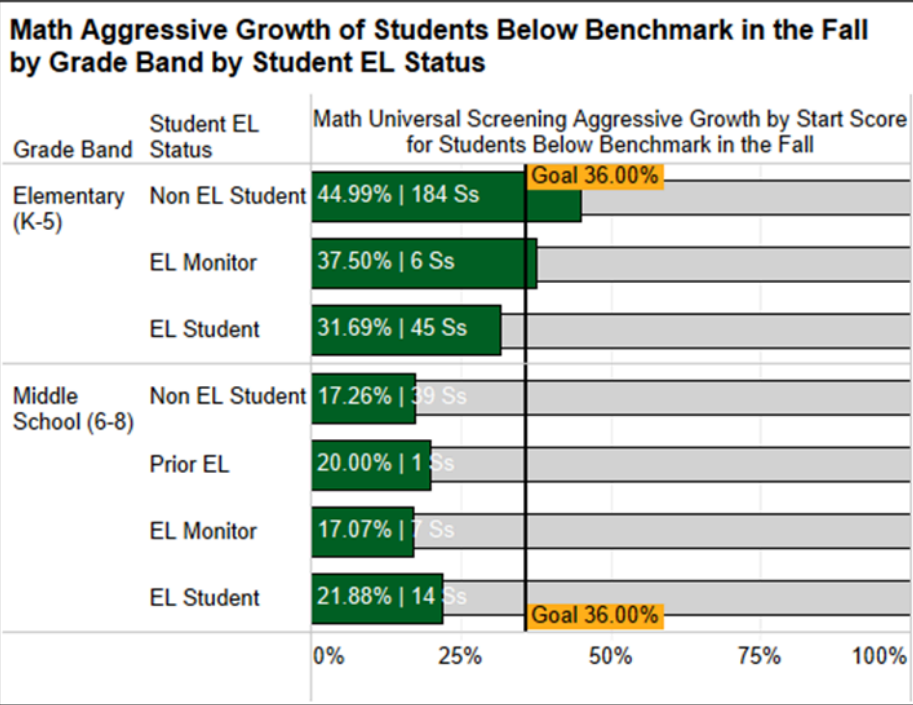
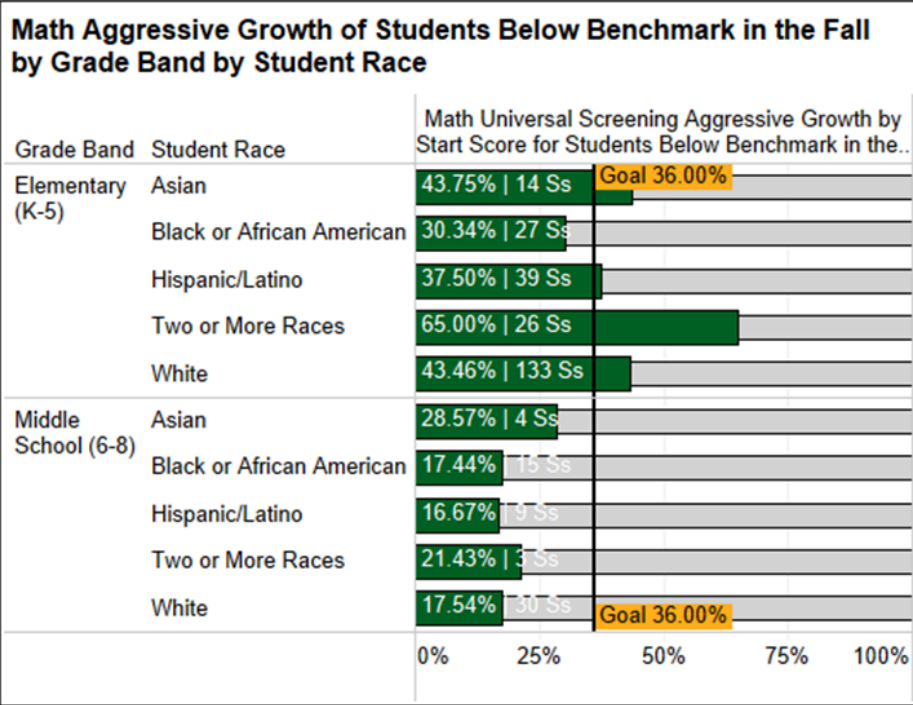
Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Gender



Fall to Spring Math Aggressive Growth Level by Start Score
 ■ Aggressive Growth □ Growth Level Other than Aggressive

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Mathematics Aggressive Growth Metrics for Students Below Benchmark in the Fall Charts and Graphs



Fall to Spring Math Aggressive Growth Level by Start Score
■ Aggressive Growth ■ Growth Level Other than Aggressive

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Mathematics - Algebra Completion & Proficiency

Rationale

Successful completion of Algebra by 8th grade is a strong predictor of future success in higher-level mathematics and STEM fields. This goal ensures that Tier 1 math instruction effectively prepares students for rigorous secondary mathematics, promoting equitable access to advanced coursework and fostering foundational algebraic understanding for all students.

Data Elements

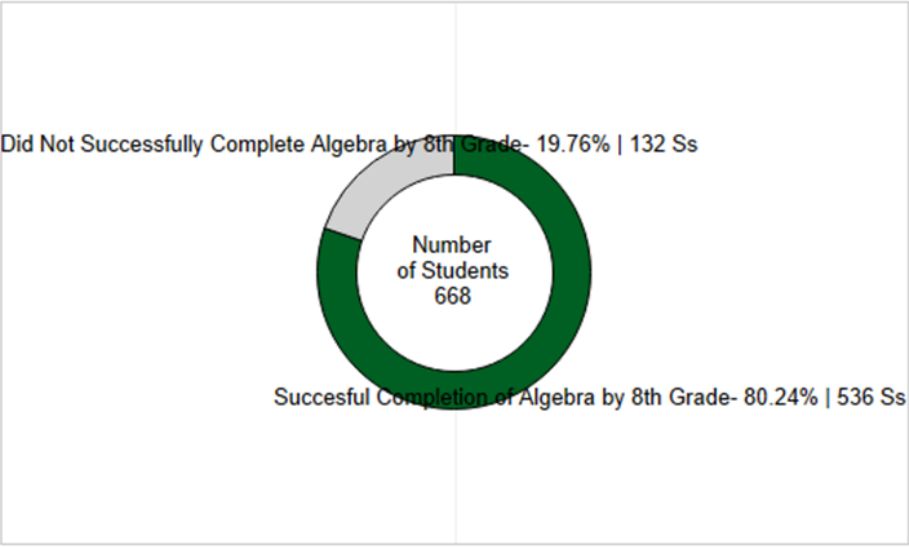
- Final course grades in Algebra (specifically 'B' or better) for 8th-grade students.
- Student enrollment data for Algebra courses in 8th grade
- Student demographic data for subgroup analysis

2025-2027 Goals

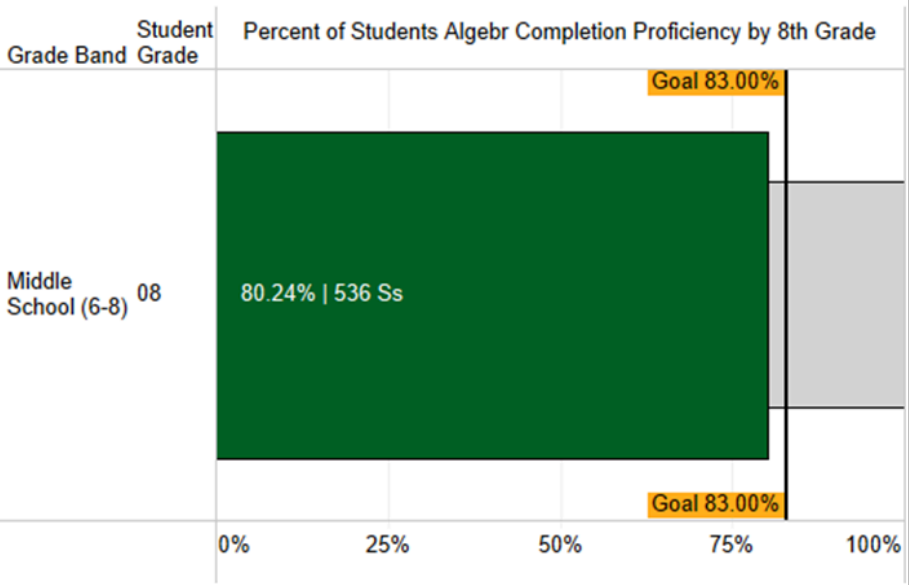
By Spring 2027 school year the percentage of 8th-grade students successfully completing Algebra with a letter grade of 'B' or better shall increase by **percentage points** from a Spring 2025 baseline of **80.24%** to **83%**. This improvement will be monitored for equitable outcomes across all student subgroups.

Math Data Metrics - Algebra Completion & Proficiency Charts and Graphs

Algebra Completion & Proficiency

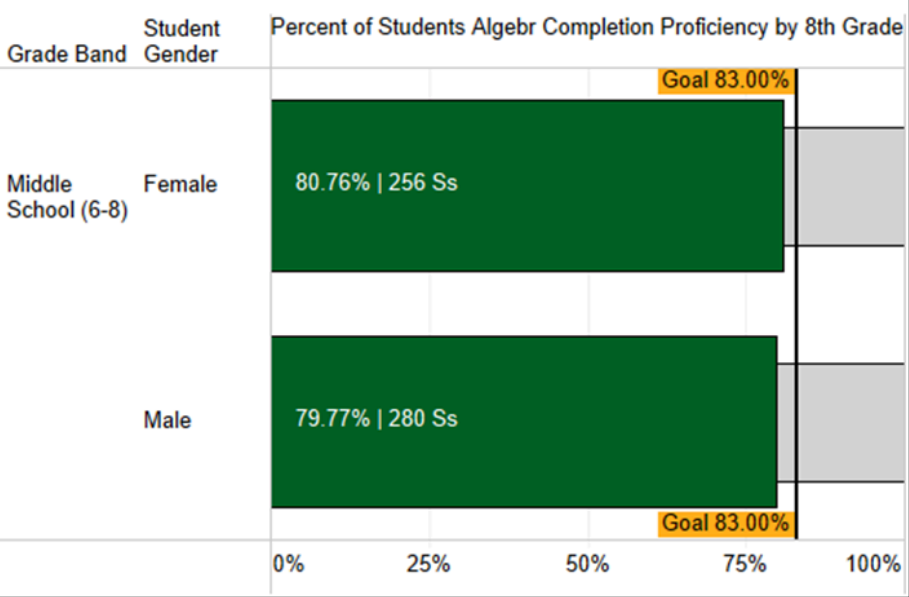


Algebra Completion & Proficiency by Grade Band by Student Grade



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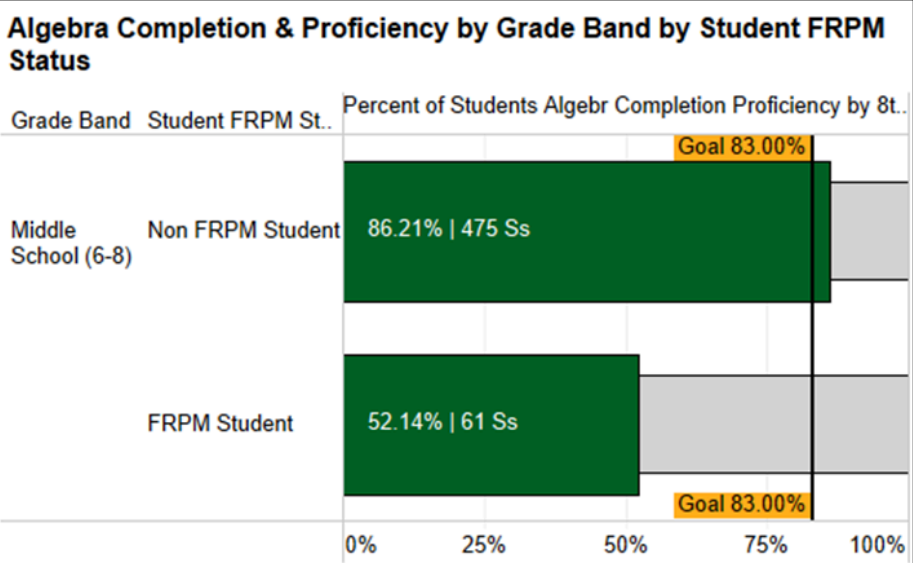
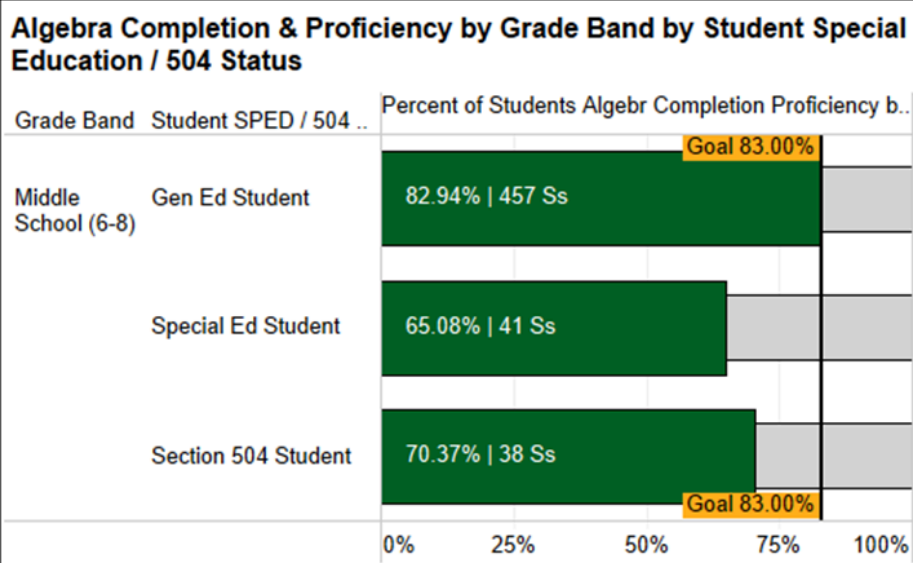
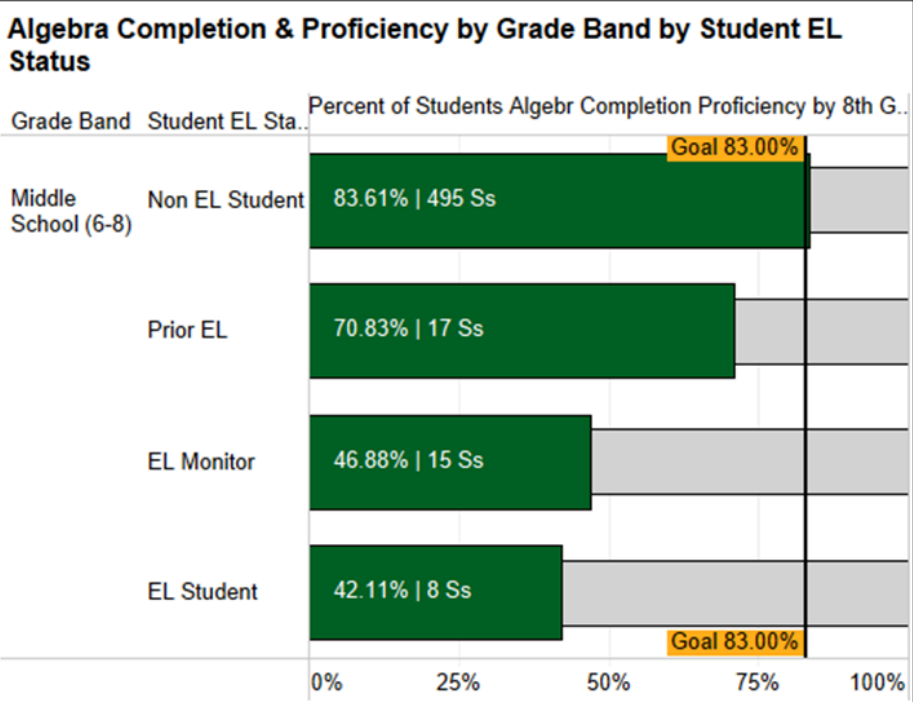
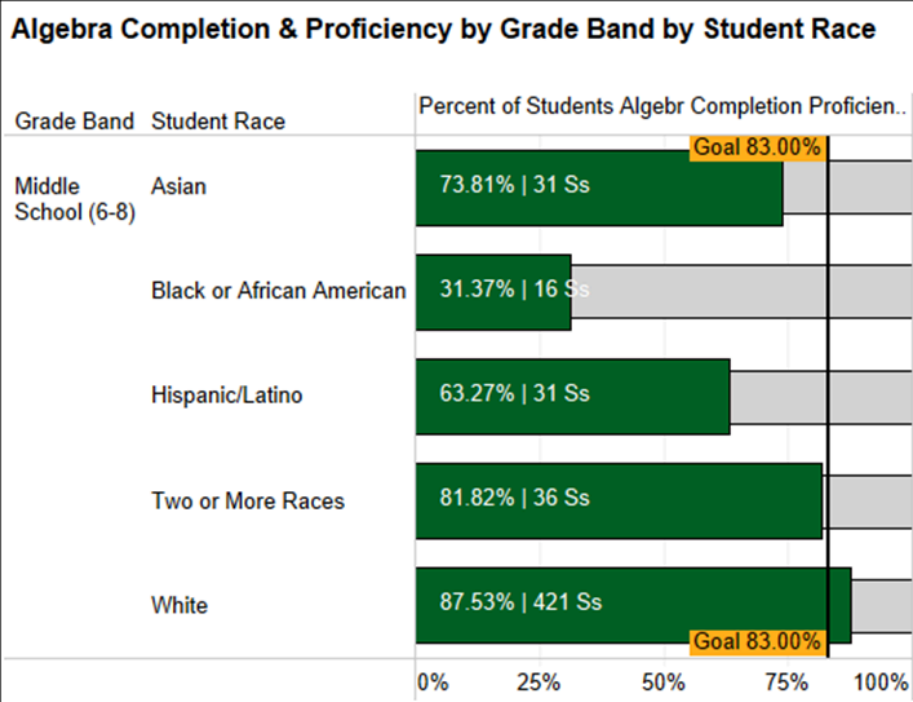
Algebra Completion & Proficiency by Grade Band by Student Gender



Algebra Completion Status
■ Successful Completion of Algebra by 8th Grade Did Not Successfully Complete Algebra by 8th Grade

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Math Data Metrics - Algebra Completion & Proficiency Charts and Graphs Cont.



Algebra Completion Status
■ Successful Completion of Algebra by 8th Grade ■ Did Not Successfully Complete Algebra by 8th Grade

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Science - Statewide Assessment Proficiency

Rationale

Performance on statewide science assessments provides an external validation of the effectiveness of Tier 1 science instruction and its alignment with state standards. These assessments are a critical measure for ensuring that all students are developing the knowledge and skills necessary for future science learning, while also helping the district identify and address systemic disparities in achievement across student groups. It is important to note that the statewide transition to a new science assessment this year resulted in a significant drop in scores, both locally and across Minnesota. Such decreases are a common occurrence when new standards are introduced and assessed for the first time, as instruction and curriculum adjust to the revised expectations. Over time, as teaching practices and student learning align more closely with the updated standards, performance is expected to stabilize and improve.

Data Elements

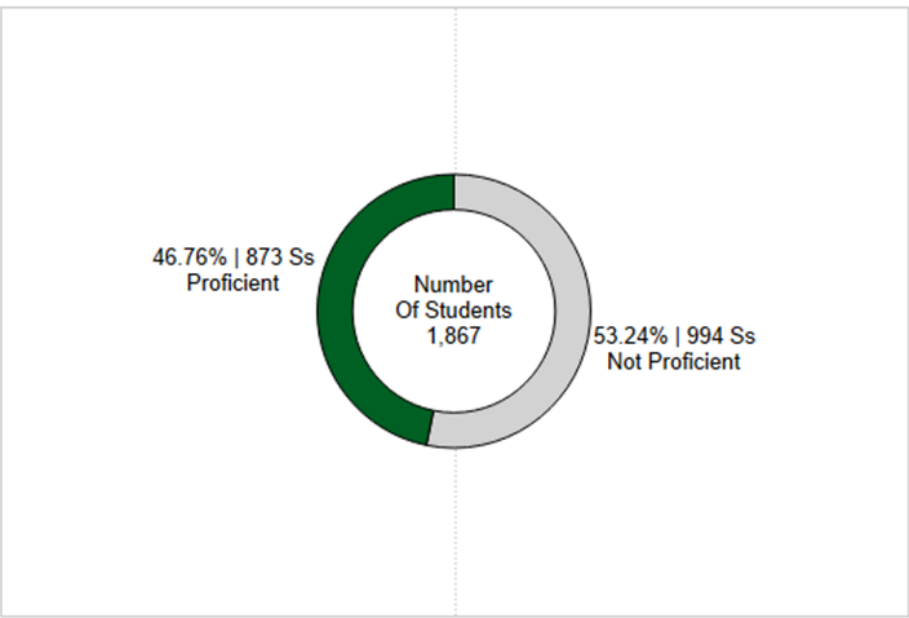
- MCA Science assessment scores (Grades 5, 8, HS Students taking Biology).
- Student demographic data for subgroup analysis.

2025-2027 Goals

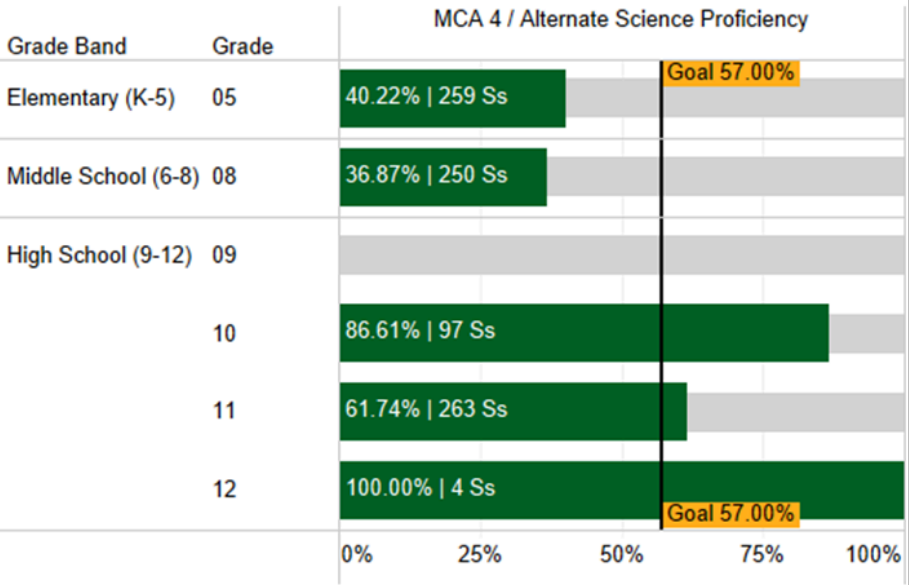
By Spring 2027 school year, the percentage of students in grades 5, 8, and EHS Biology demonstrating proficiency on the Minnesota Comprehensive Assessments (MCA) Science assessment shall increase by 10 percentage points from 47% to 57%. This improvement will be monitored for equitable outcomes across all student subgroups.

Science Data Metrics Charts and Graphs

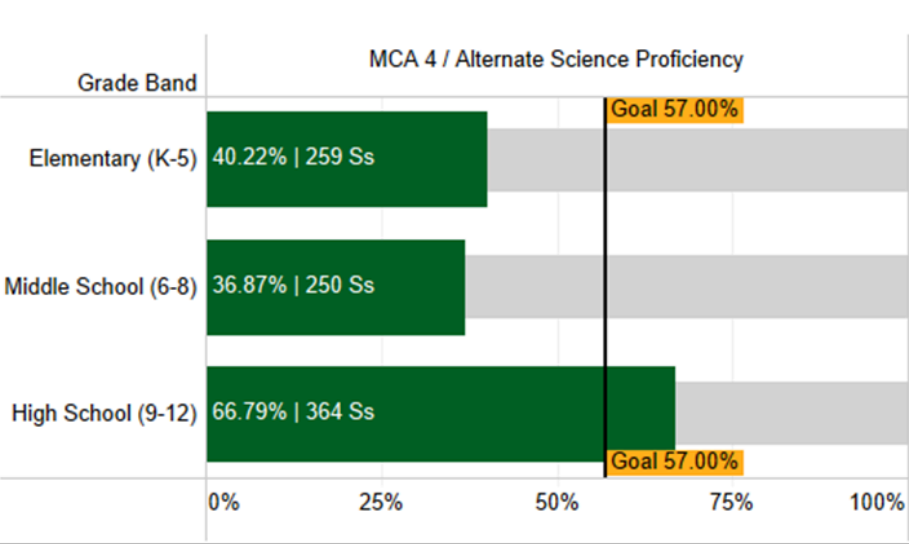
MCA IV / Alternate Science Proficiency



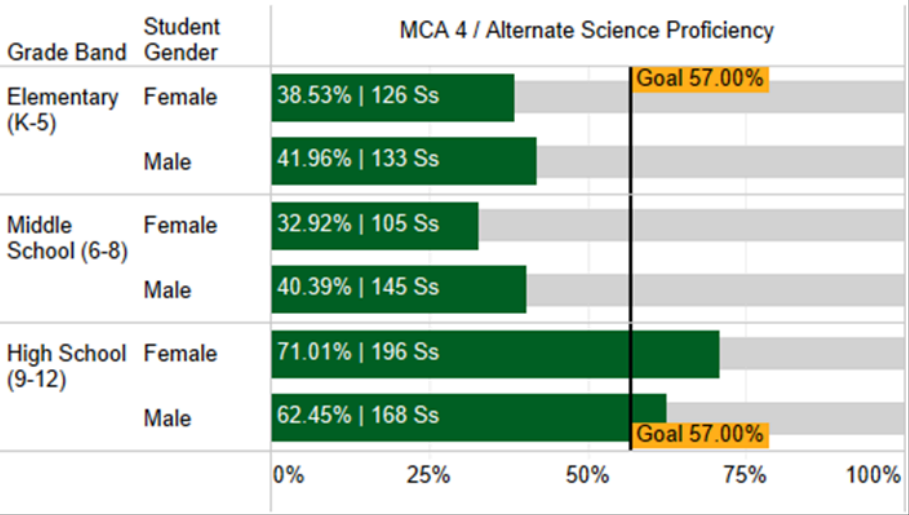
MCA IV / Alternate Science Proficiency by Grade Band by Student Grade



MCA IV / Alternate Science Proficiency by Grade Band



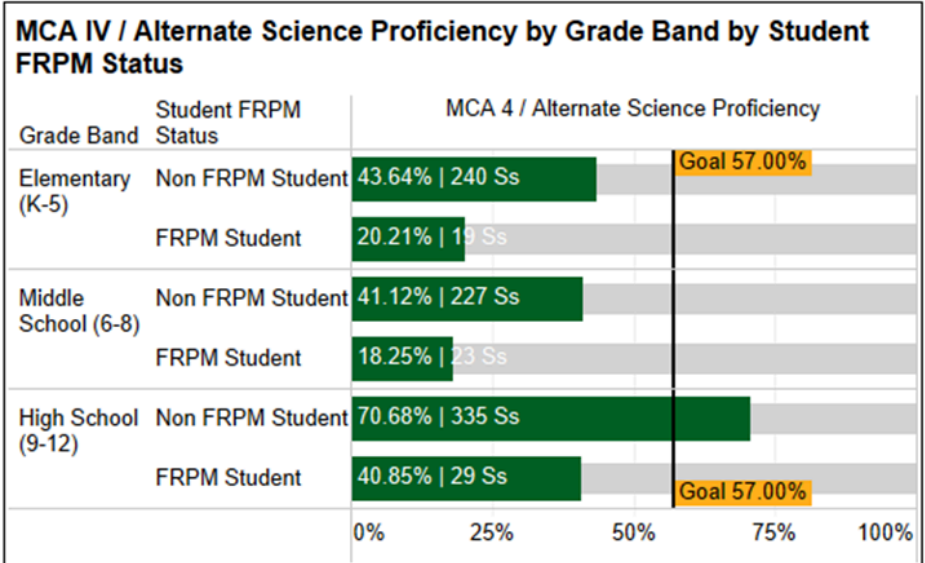
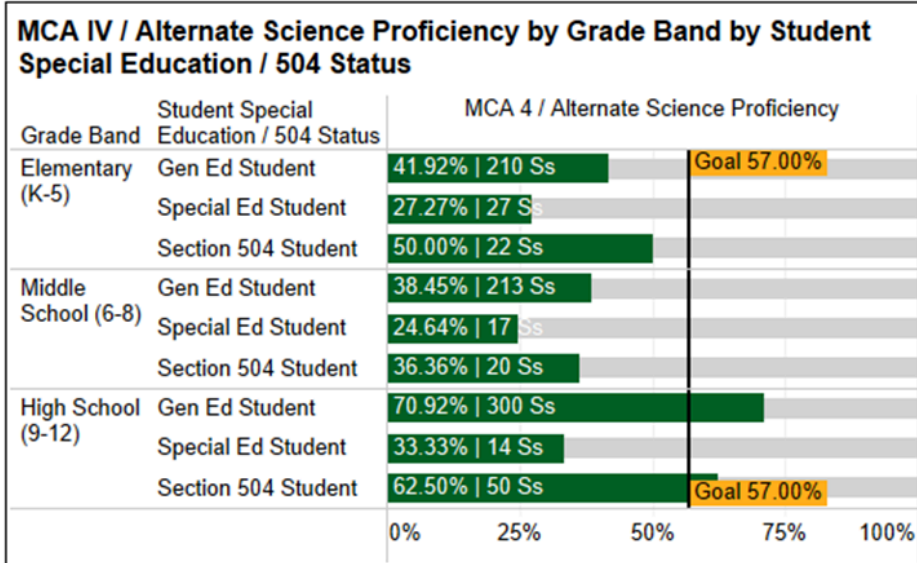
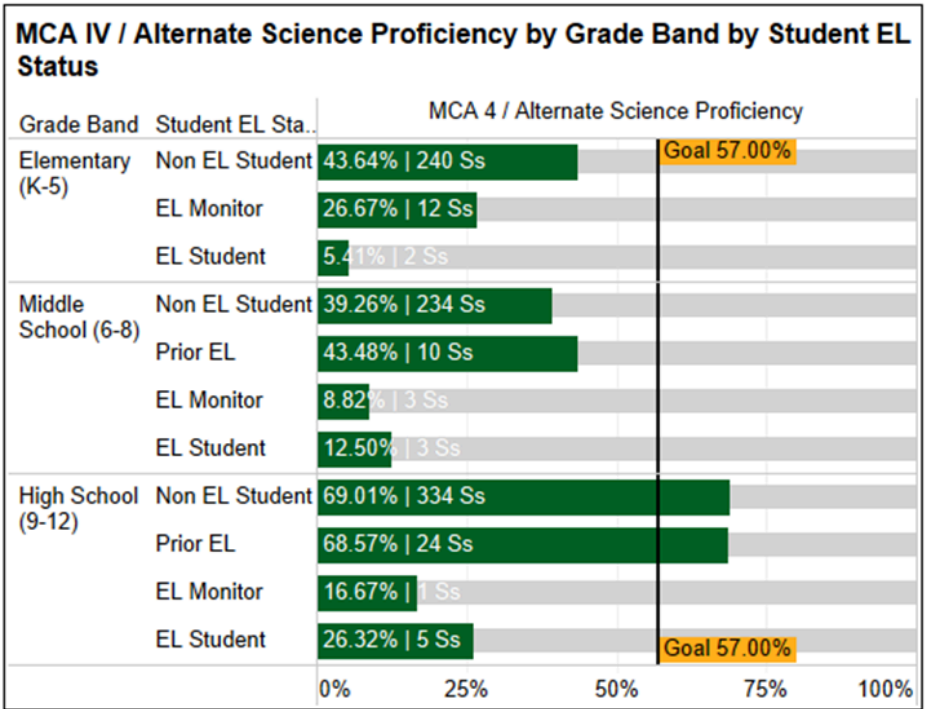
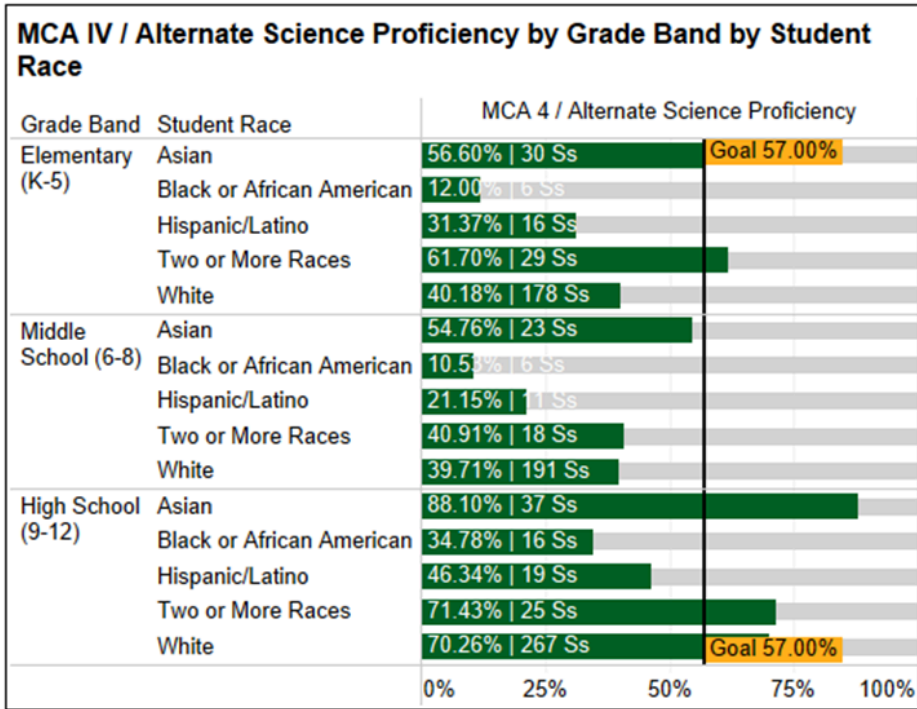
MCA IV / Alternate Science Proficiency by Grade Band by Student Gender



MCA IV / Alternate Science Proficiency
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Science Data Metrics Charts and Graphs Cont.



MCA IV / Alternate Science Proficiency
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Social Emotional Learning (SEL)



Social Emotional Learning (SEL): Supporting Whole-Child Development

Rationale

Social and Emotional Learning is essential for student well-being, engagement, and academic success. Measuring SEL shows how students are building skills like self-awareness, self-management, and relationship-building, ensuring they are supported both academically and emotionally. Students with strong SEL skills are more resilient, adaptable, and able to form healthy relationships.

Data Elements

- Panorama Survey

2025-2027 Goals

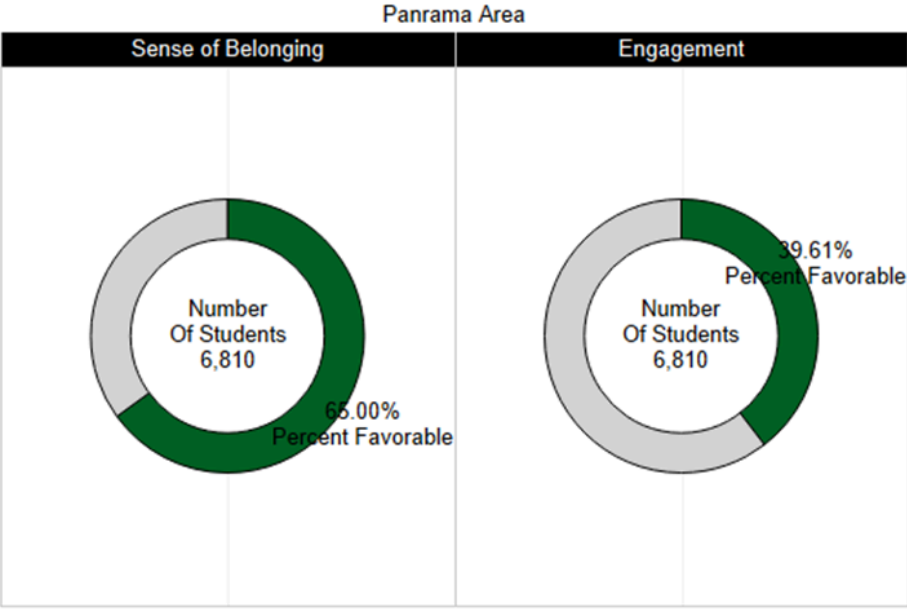
By the Spring of 2027, the percentage of 3-12 students reporting growth in the Panorama competencies engagement and belonging will increase by 3 percentage points from the spring 2025 baseline:

- Grades 3-5 engagement will increase from 60% to 63%
- Grades 3-5 belonging will increase from 76% to 79%
- Grades 6-12 engagement will increase from 29% to 32%
- Grades 6-12 belonging will increase from 59% to 62%

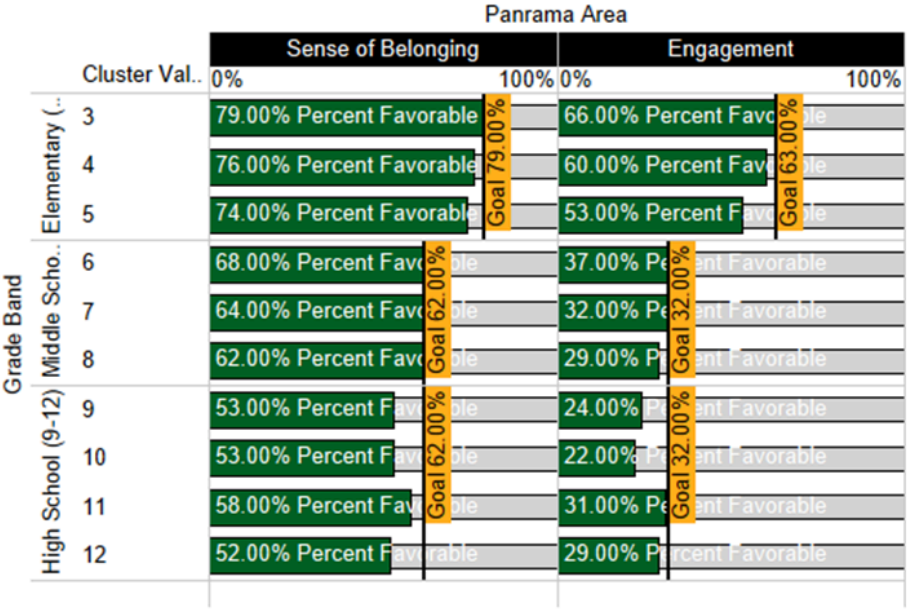
Concurrently, all student subgroups are expected to demonstrate an increase of at least 1.5 percentage points.

Social Emotional Learning (SEL): Supporting Whole-Child Development Charts and Graphs

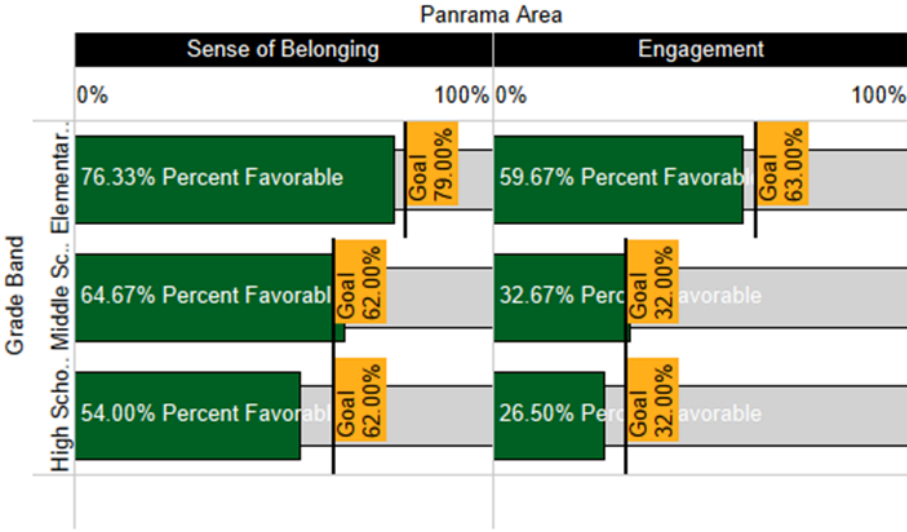
Social Emotional Learning (SEL): Supporting Whole-Child Development



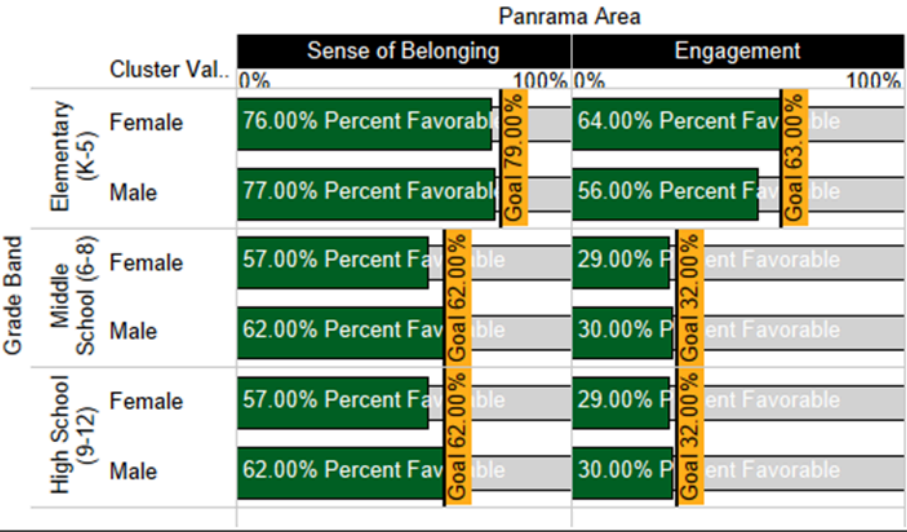
Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band by Student Grade



Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band



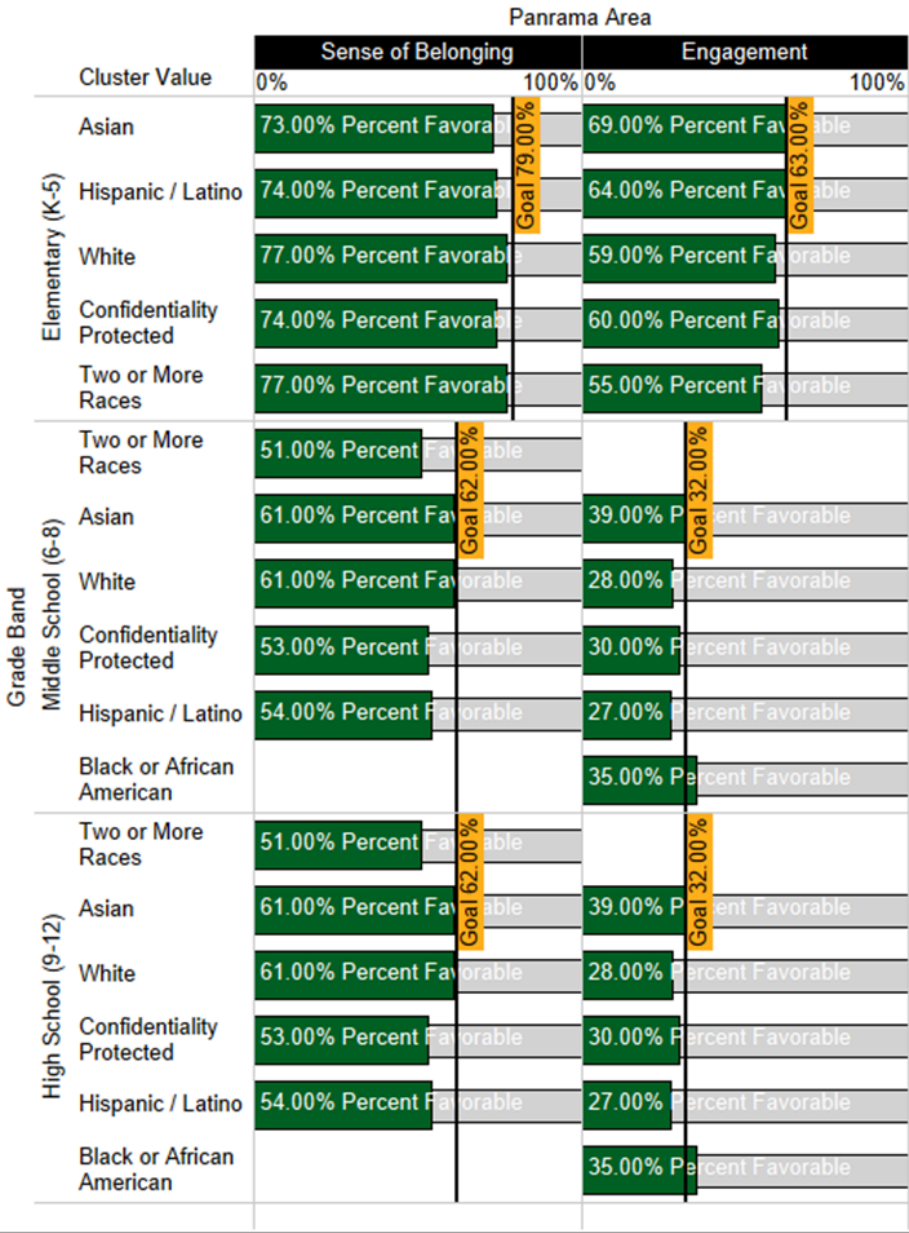
Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band by Student Gender



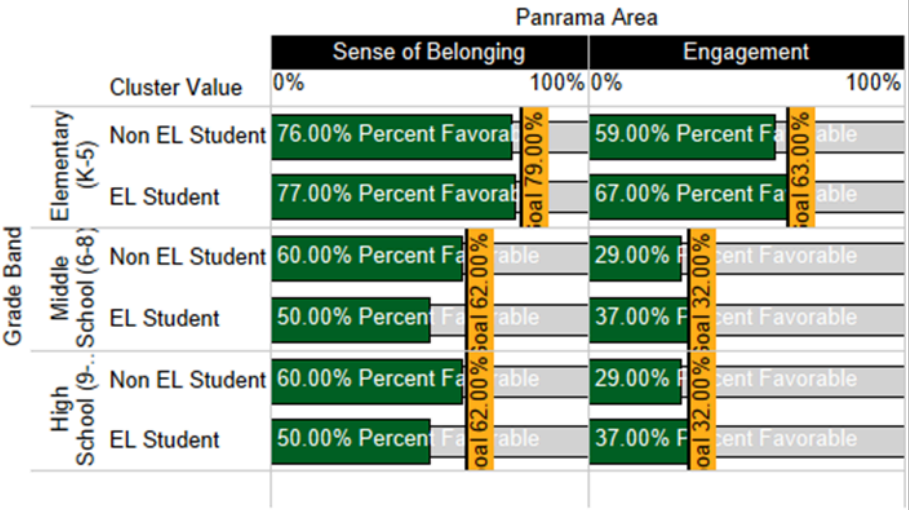
Measure Names
 ■ Percent Favorable □ Percent Not Favorable

Social Emotional Learning (SEL): Supporting Whole-Child Development 6-12 Engagement Charts and Graphs Cont.

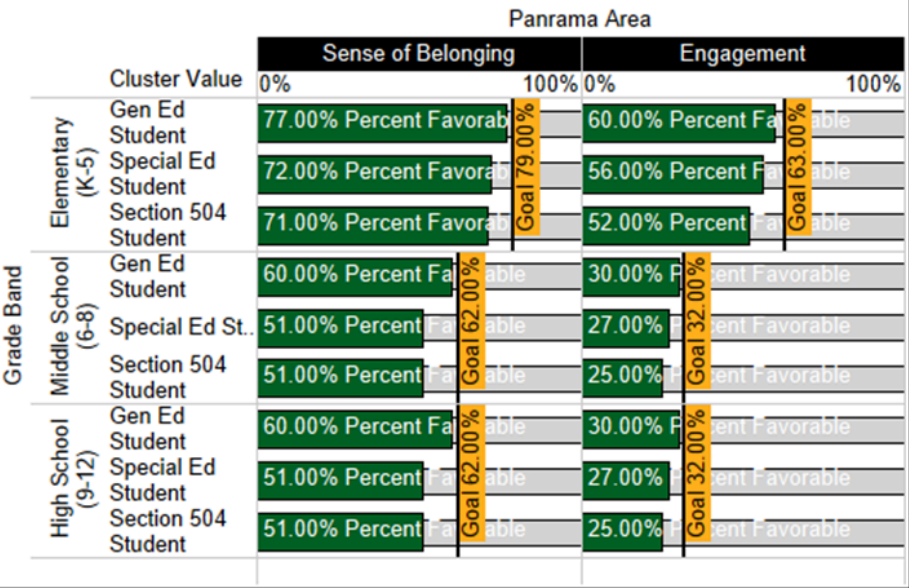
Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band by Student Race



Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band by Student EL Status



Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band by Student Special Education / 504 Status



Measure Names
 Percent Favorable
 Percent Unfavorable

SEL: Participation in Extra Curricular and/or Co-Curricular Activities

Rationale

Involvement in extracurricular and co-curricular activities further strengthens belonging and connection by providing opportunities to engage with peers and trusted adults in the Edina community. Extracurricular activities extend beyond the classroom based on student interests, while co-curricular activities are directly connected to and reinforce academic learning.

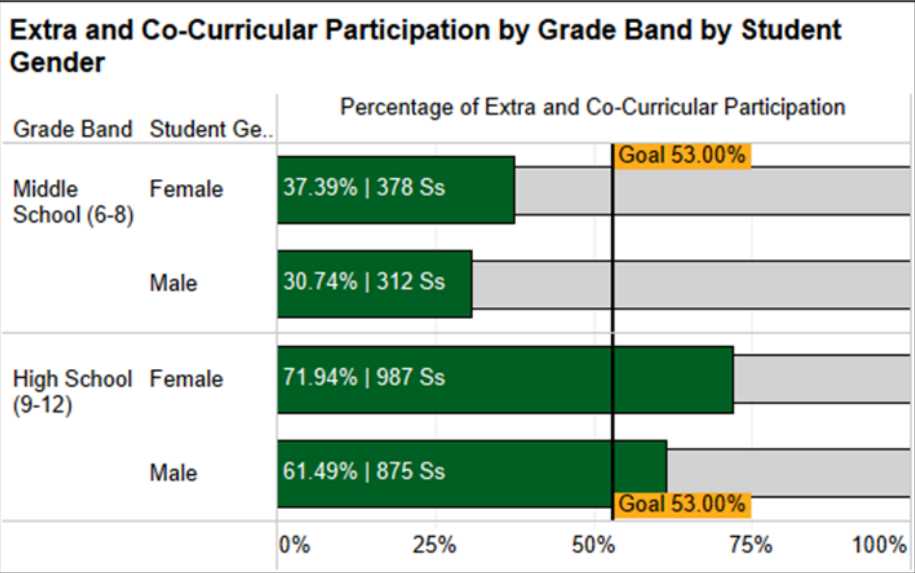
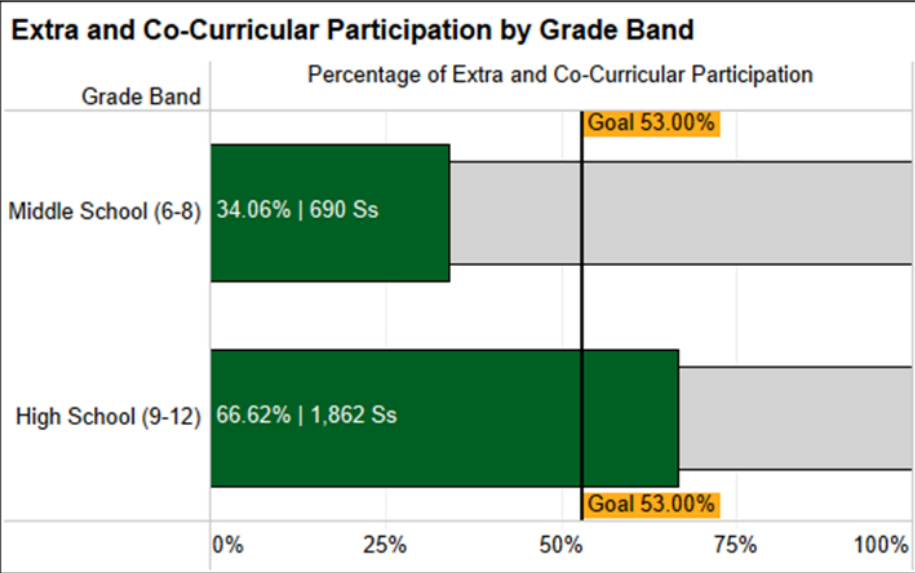
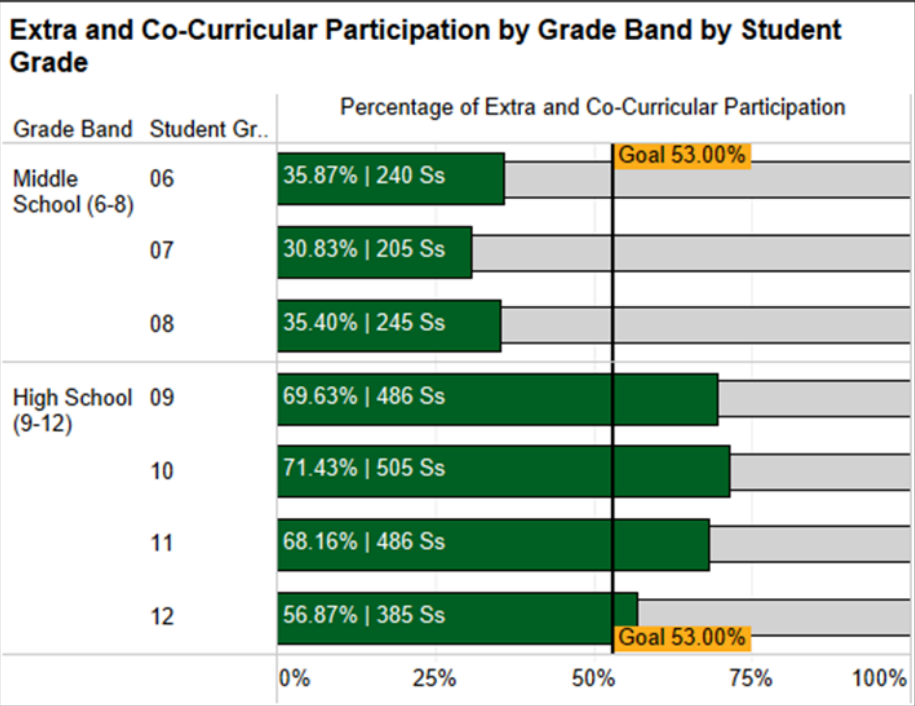
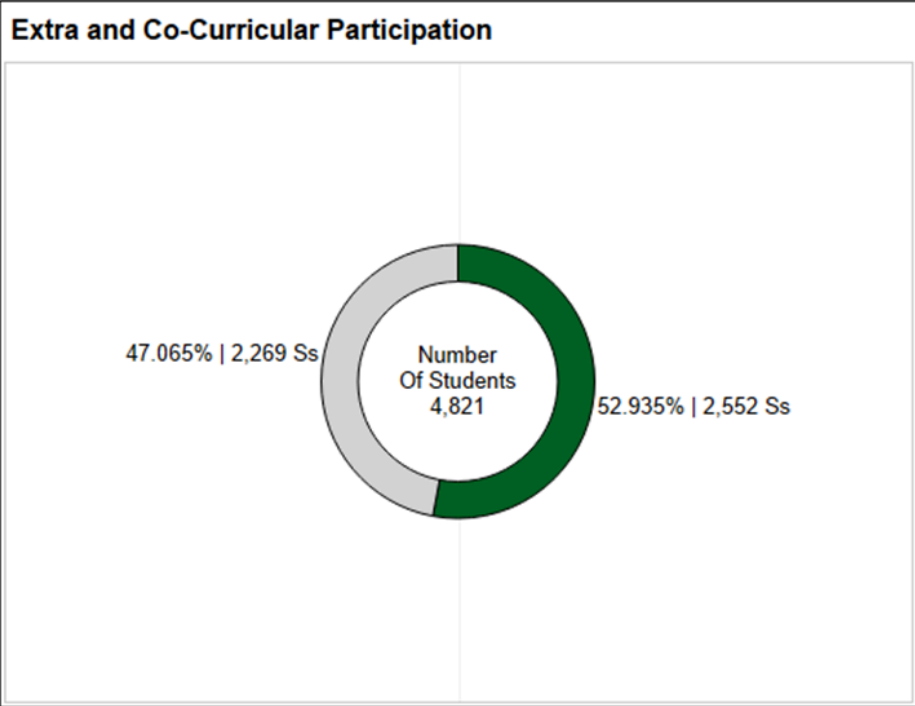
Data Elements

- Program participation data from Edina High School and Edina Community Education.
- Student demographic data for subgroup analysis.

2025-2027 Goals

By the Spring 2027 school year the percentage of students in grades 6-12 who participate in at least one cocurricular or extracurricular activity shall increase by 5 percentage points from 53% to 57%. This improvement will be monitored for equitable outcomes across all student subgroups.

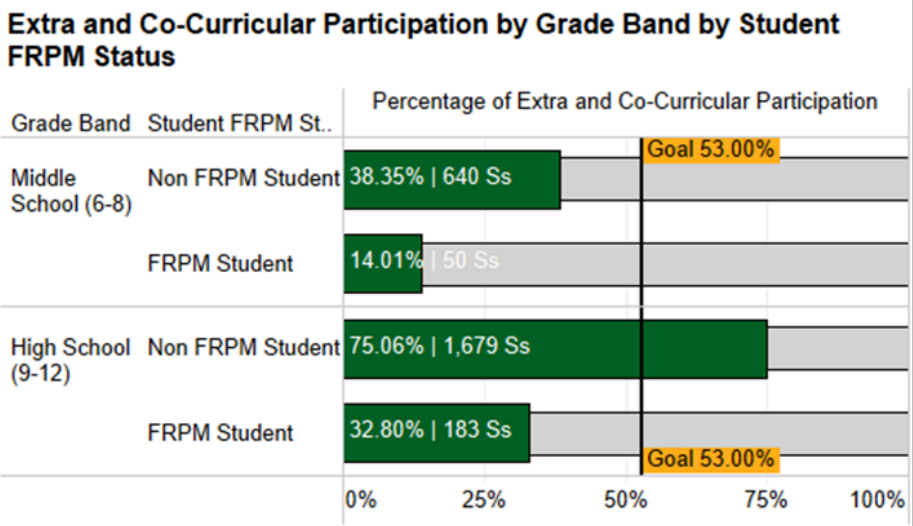
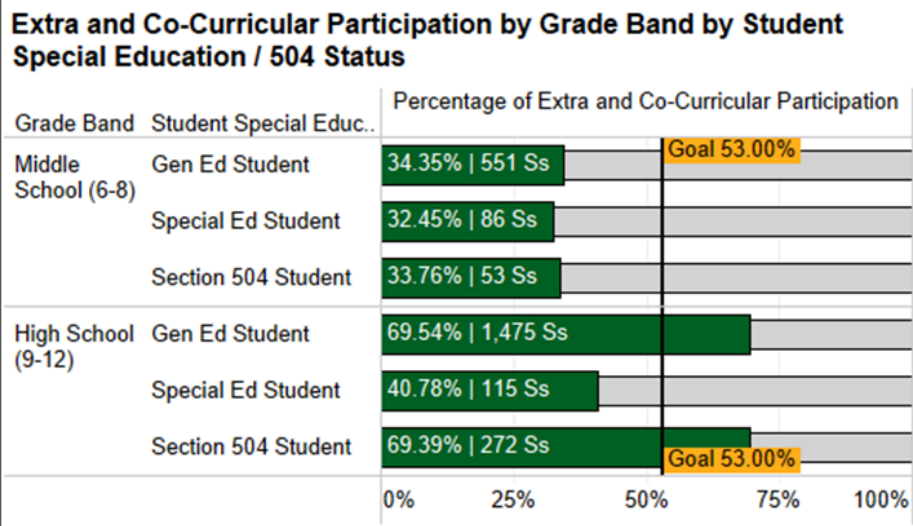
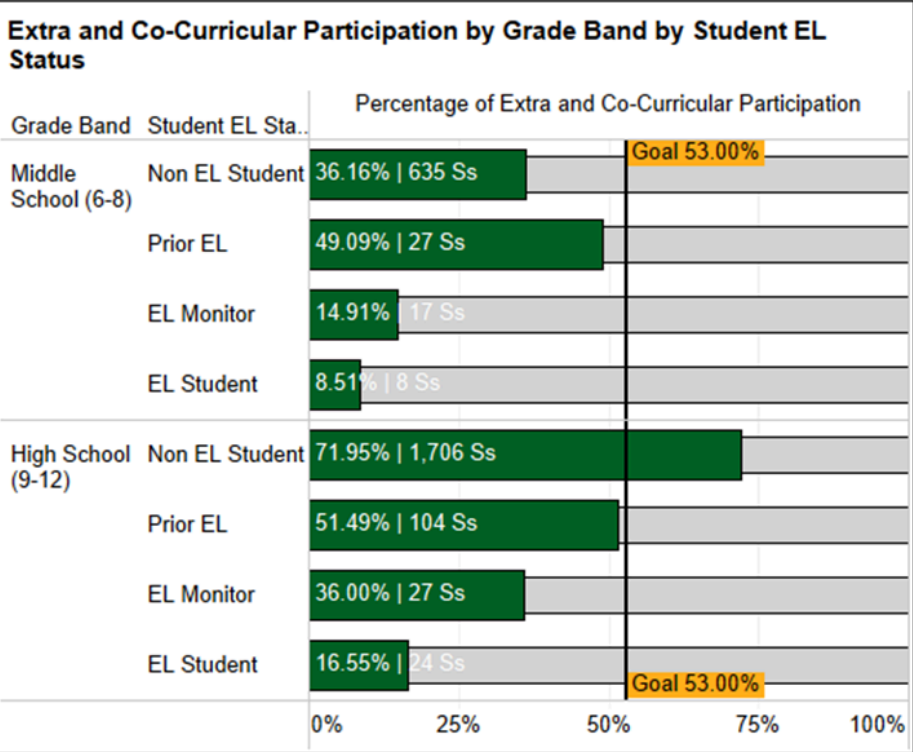
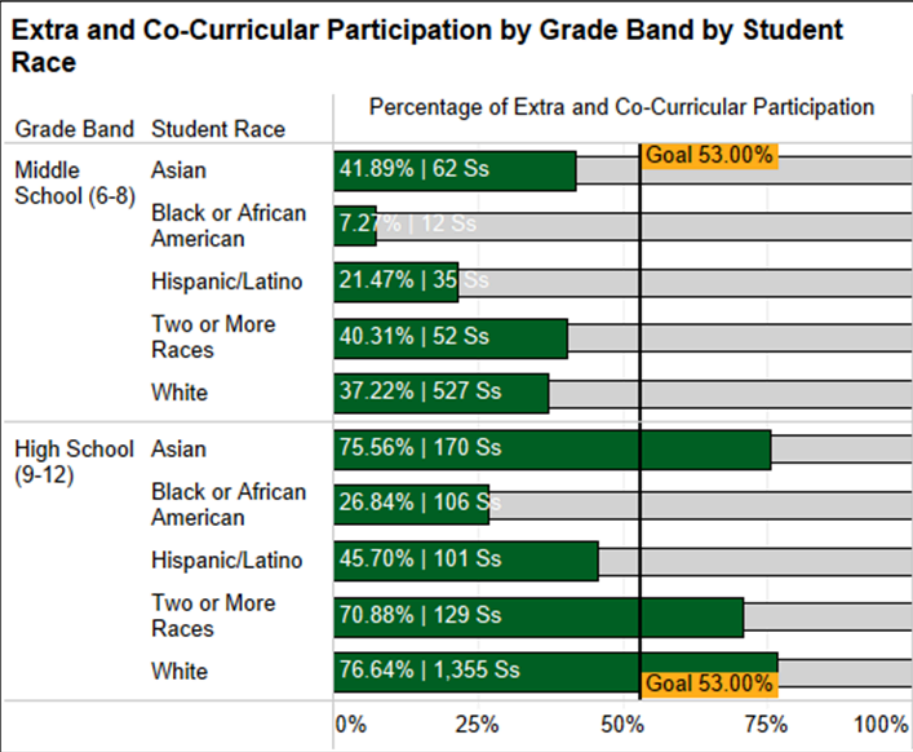
Students Participating in Co / Extra Curricular Activities Charts and Graphs



Extra / Co-Curricular Participation Status
■ Participating In Extra / Co-Curricular ■ Not Participating In Extra / Co-Curricular

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Students Participating in Co / Extra Curricular Activities Charts and Graphs Cont.



Extra / Co-Curricular Participation Status
 ■ Participating In Extra / Co-Curricular □ Not Participating In Extra / Co-Curricular

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Acceleration and Advanced Classes Within the Talent Development Framework

Rationale

Measuring the growth and mastery of students in Talent Development and advanced coursework ensures the district is effectively nurturing the abilities of high-potential learners. Accelerated and advanced courses provide rigorous, fast-paced, or in-depth learning experiences that prepare students for future academic success, including college-level expectations within the Edina Talent Development Framework. These opportunities are essential for challenging students who demonstrate advanced reasoning skills, while also ensuring equitable access and support so that each and every learner can discover their possibilities and thrive. Tracking participation and success in these courses helps the district evaluate both the effectiveness of programming and the extent to which students are being supported to reach their optimal growth.

In tracking participation it is important to recognize that participation rates will naturally differ across grade levels. At the elementary level, students are still undergoing significant developmental changes, and the entire Talent Development Framework is intentionally used to explore the best instructional matches for each learner. Because of this, participation numbers at this stage are and should be lower. When this foundation is implemented thoughtfully, students gain the confidence, skills, and awareness of their strengths that prepare them for more formalized acceleration. As students move into middle school and high school, where they begin to self-select into advanced and accelerated courses, participation rates increase. This progression demonstrates the effectiveness of elementary programming.

Data Elements

- End-of-the year ELA grade (4-12) for students in Accelerated and/or Advance ELA Classes.
- End-of-the year Math grades for 3-12 students in Accelerated and/or Advance Math Classes.
- Student participation rates in Talent Development programs.
- Student demographic data.

2025-2027 Goals

Participation Goal

By Spring 2027, Elementary participation in Accelerated classes will remain in the 22 to 25% range with Middle School participation in Accelerated and Advance classes increasing to 55% and High School participation in Accelerated and Advance classes increasing to 60% range.

**This goal will be monitored for equitable outcomes across all student subgroups.*

**This goal will also be reviewed during the 2025-26 review of Elementary Acceleration.*

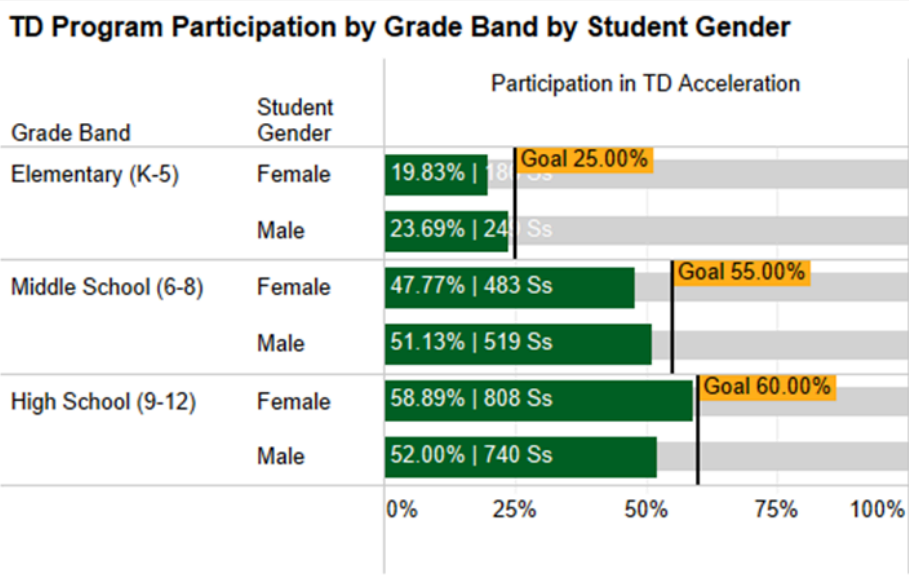
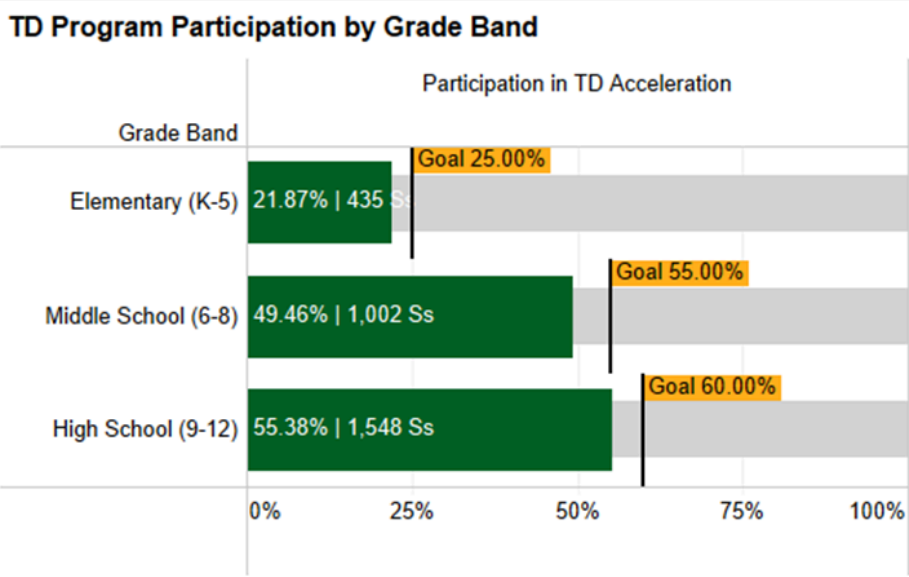
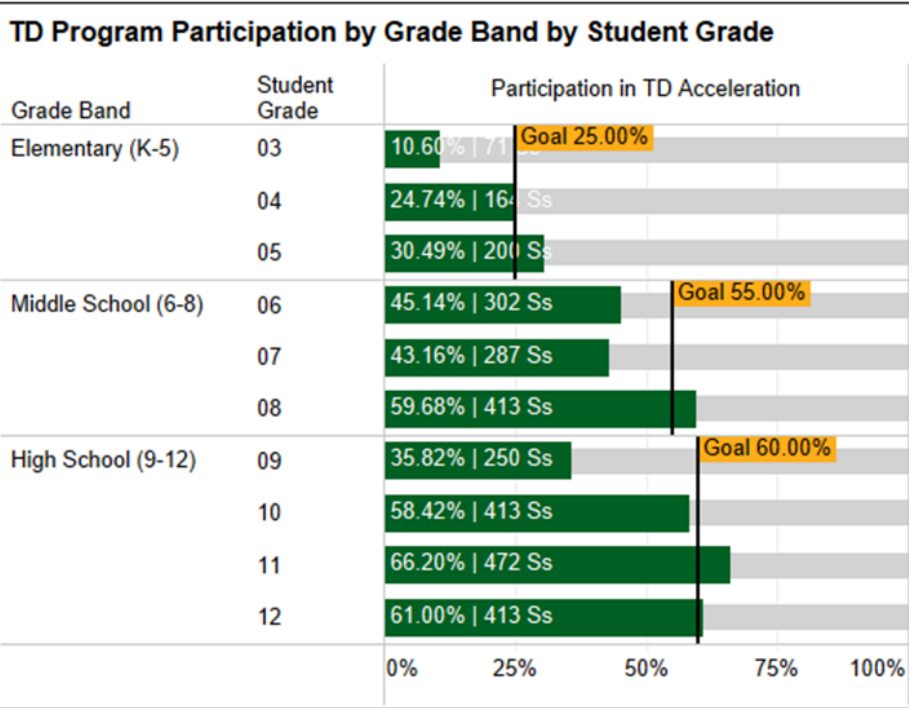
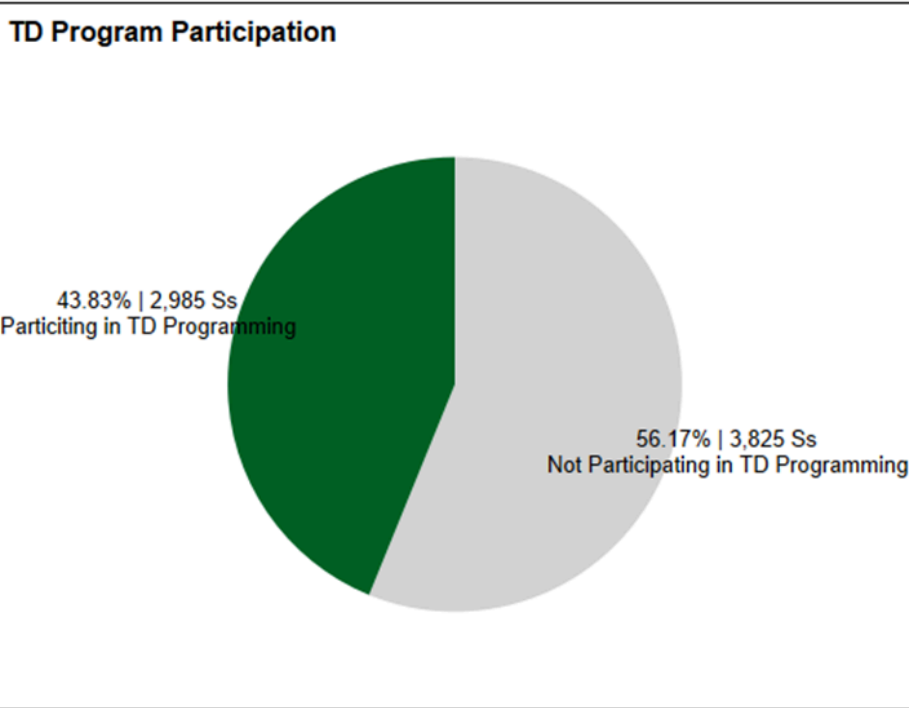
Performance Goal English Language Arts

By Spring 2027, the percentage of students in advanced ELA courses in grades 4-8 who demonstrate literacy performance success measured by end of the year advanced course grades will increase from 87% to 90%.

Performance Goal Math

By Spring 2027, the percentage of students in advanced math courses in grades 3-8 who demonstrate math performance success measured by end of the year advanced course grades will increase from 90% to 93%.

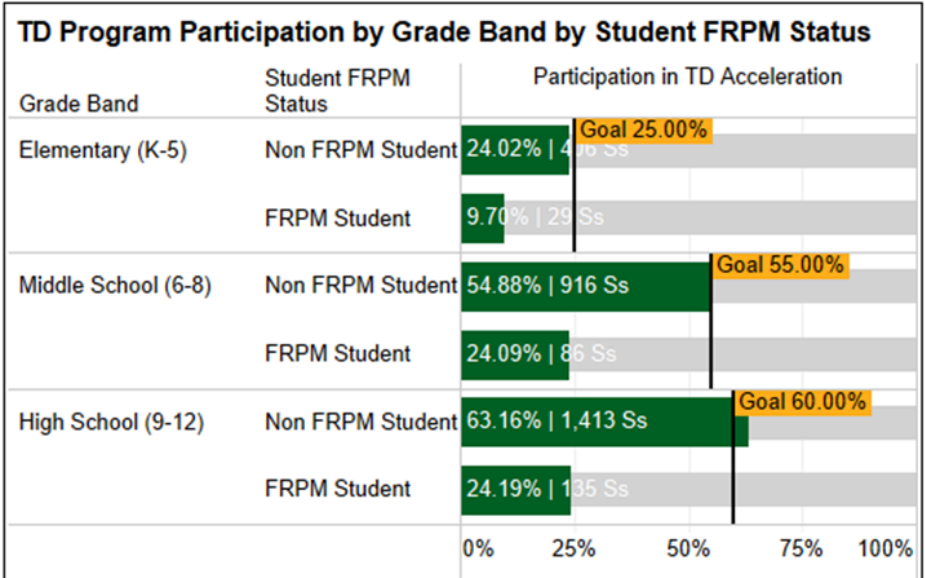
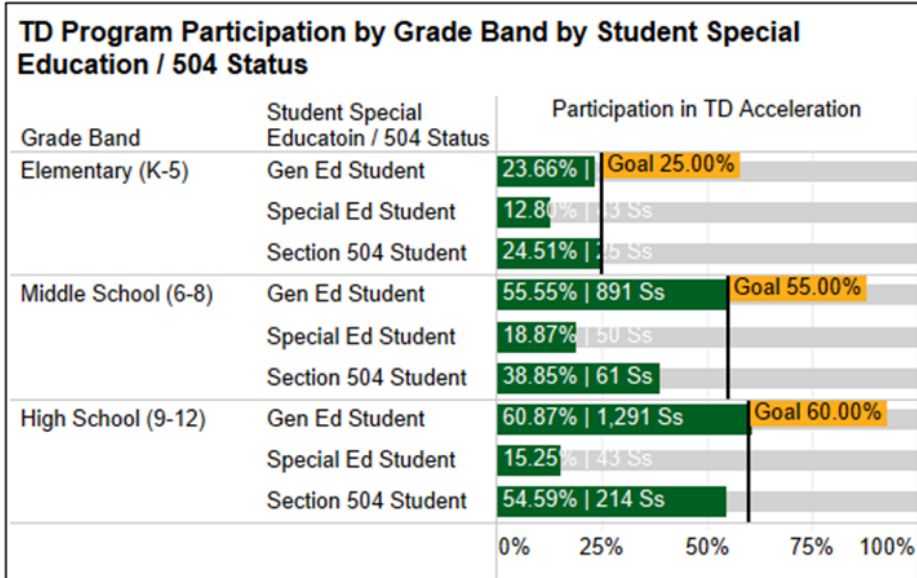
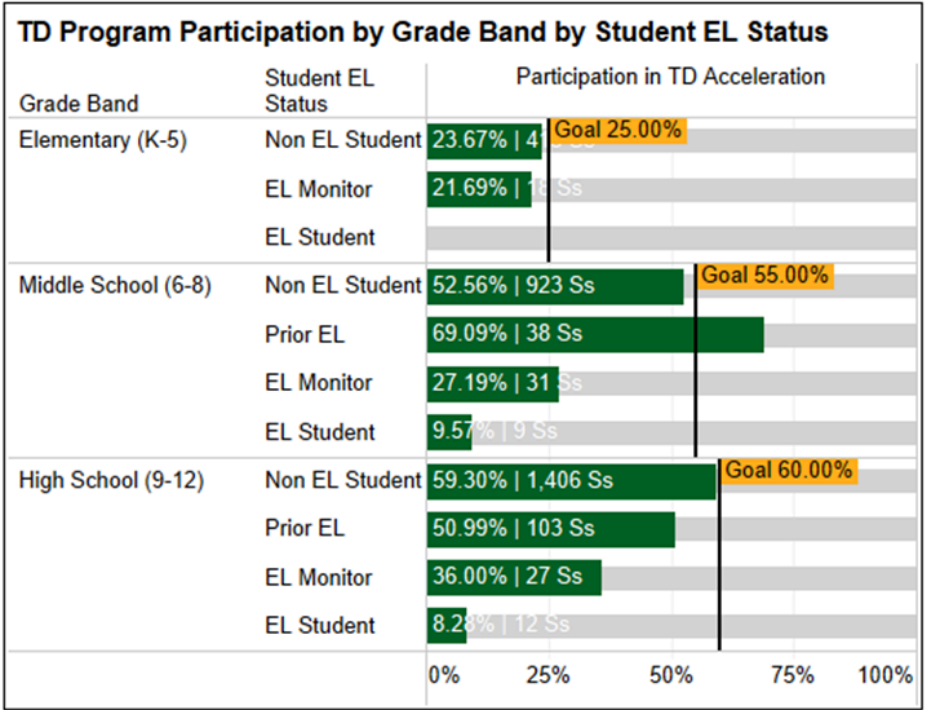
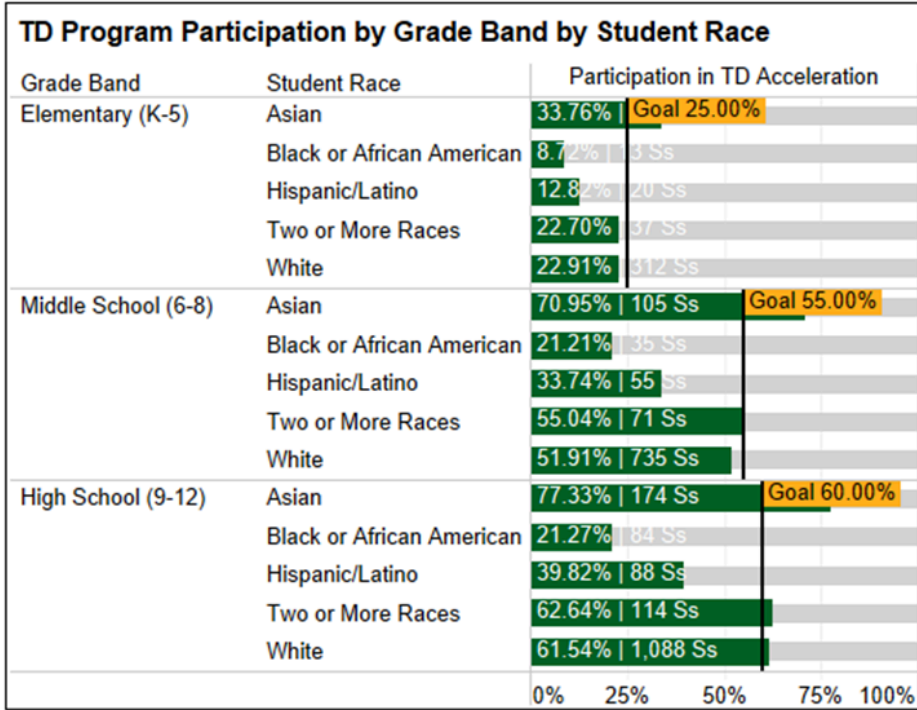
TD Participation



TD Course Participation
■ Participating in TD Programming ■ Not Participating in TD Programming

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

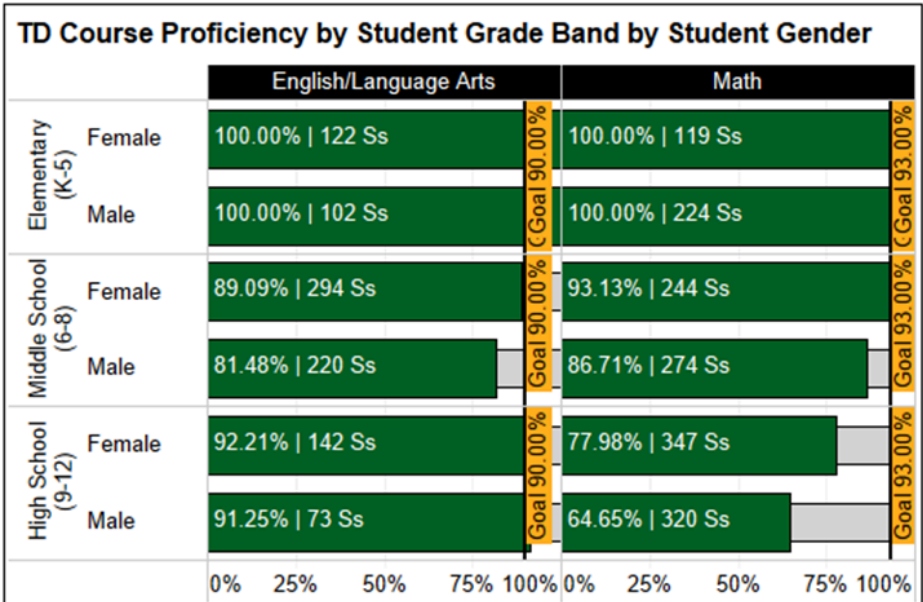
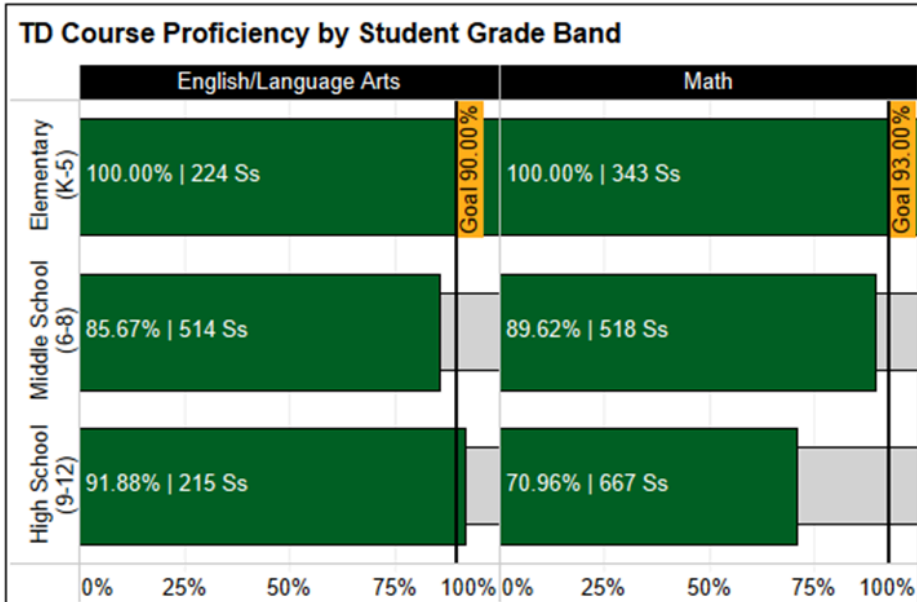
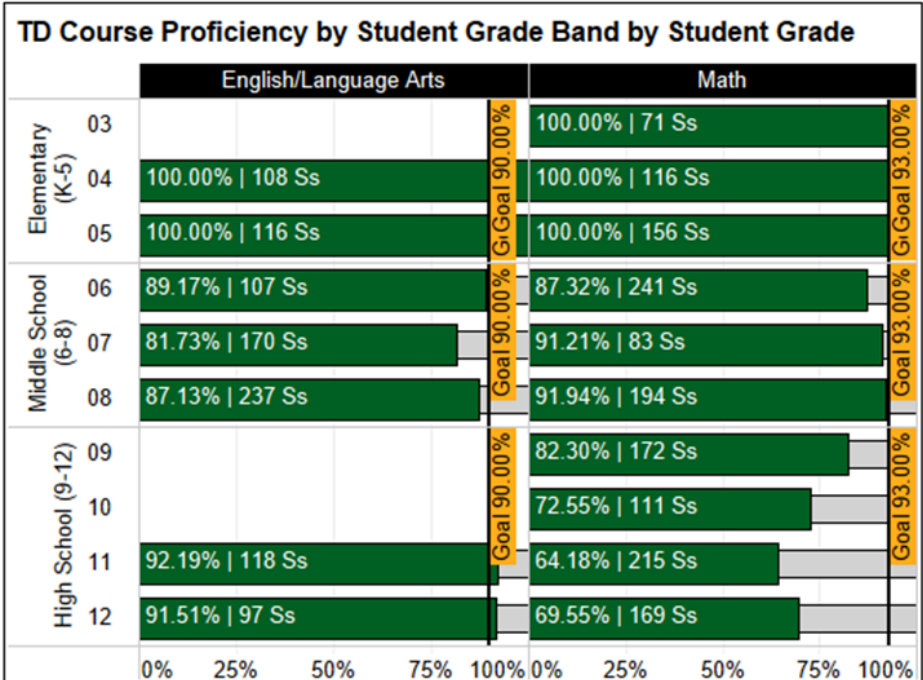
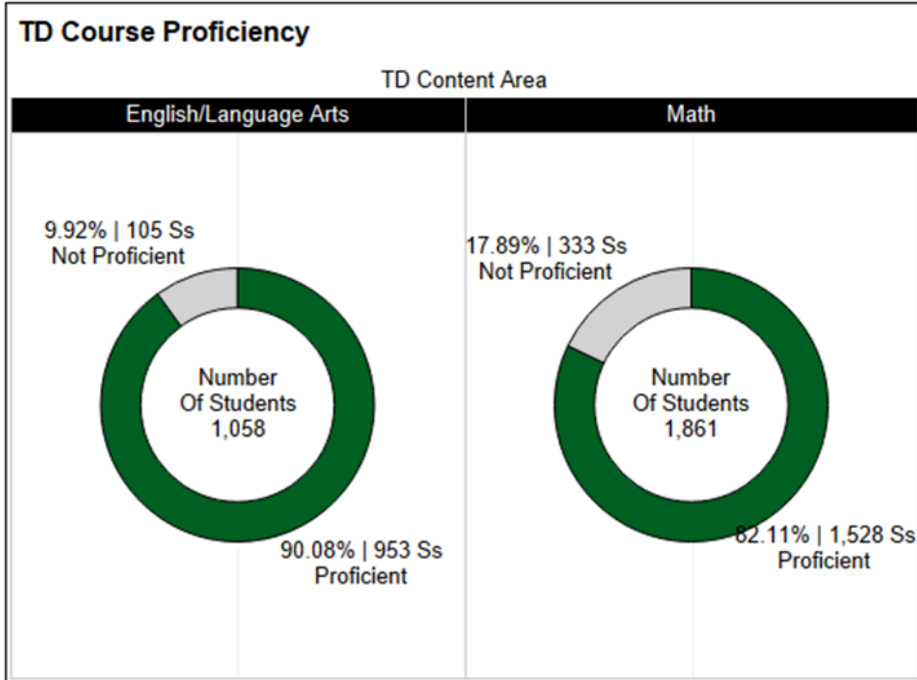
TD Participation Cont.



TD Course Participation
■ Participating in TD Programming ■ Not Participating in TD Programming

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

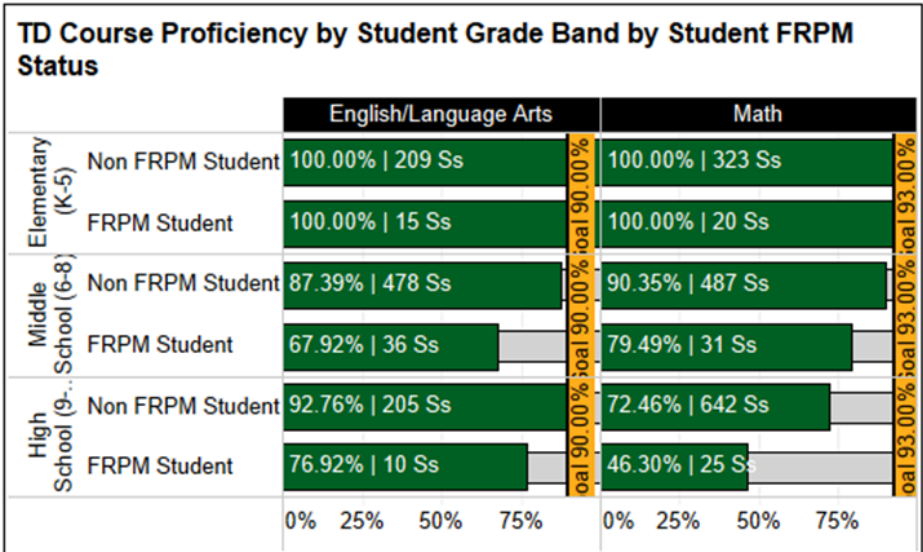
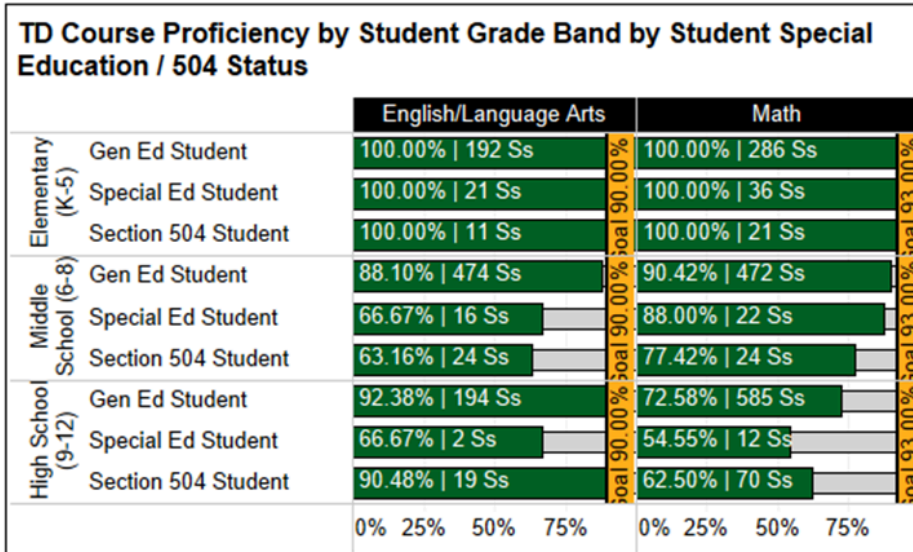
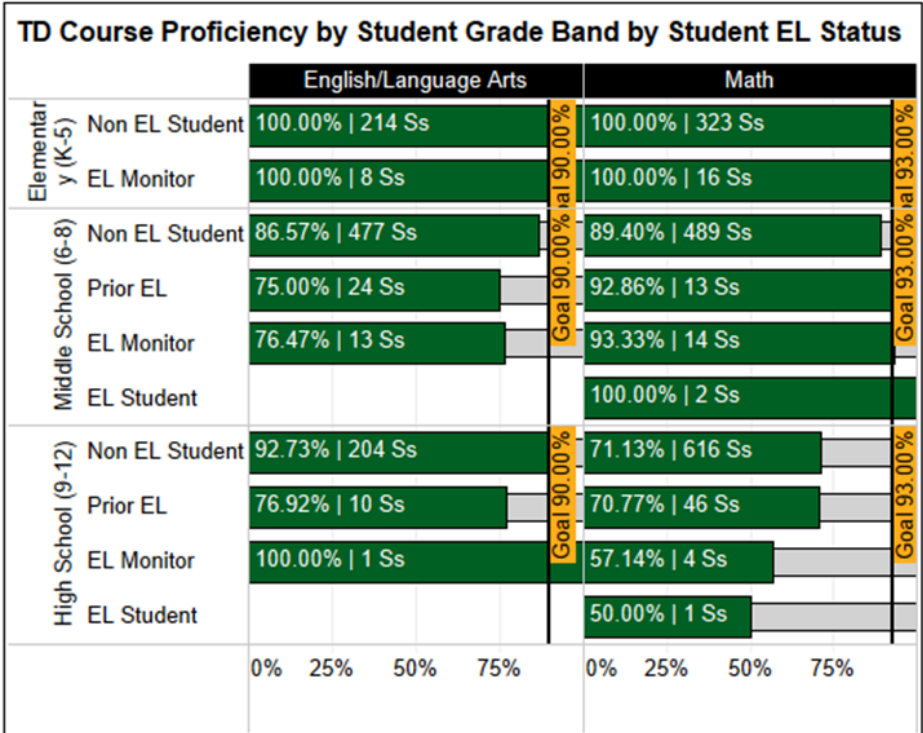
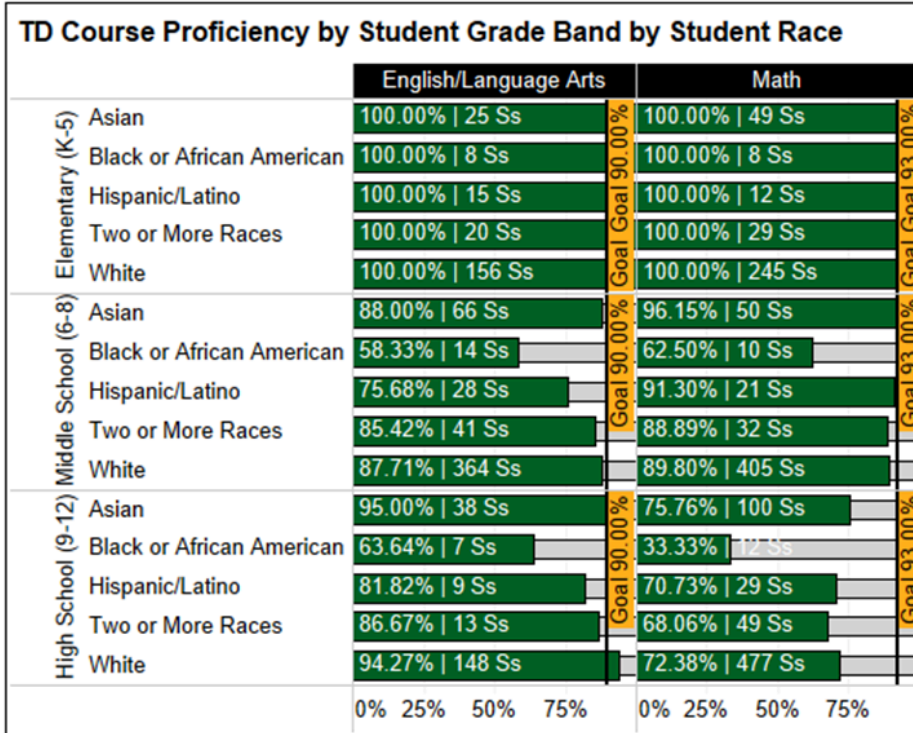
TD Program Participation in Accelerated Courses Charts and Graphs



TD Course Proficiency
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

TD Program Participation in Accelerated Courses Charts and Graphs Cont.



TD Course Proficiency
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Special Education Learners

Rationale

This goal is critical for ensuring that Tier 1 instruction, in conjunction with individualized supports, is effectively addressing the unique learning needs of students with disabilities. Measuring progress on IEP goals directly reflects the district's commitment to providing a Free Appropriate Public Education (FAPE). It ensures that these students are making meaningful academic and functional gains within the general education environment and that success extends to classroom, state, and national assessments.

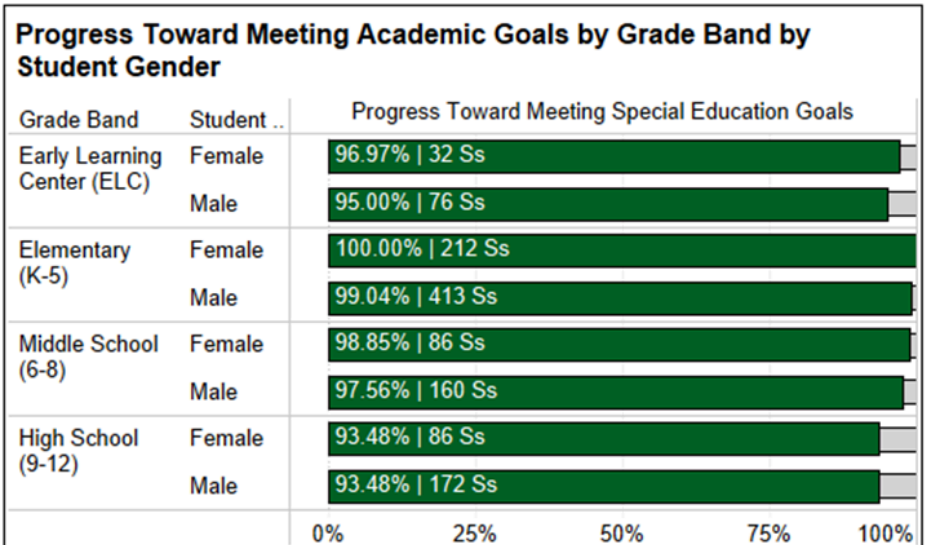
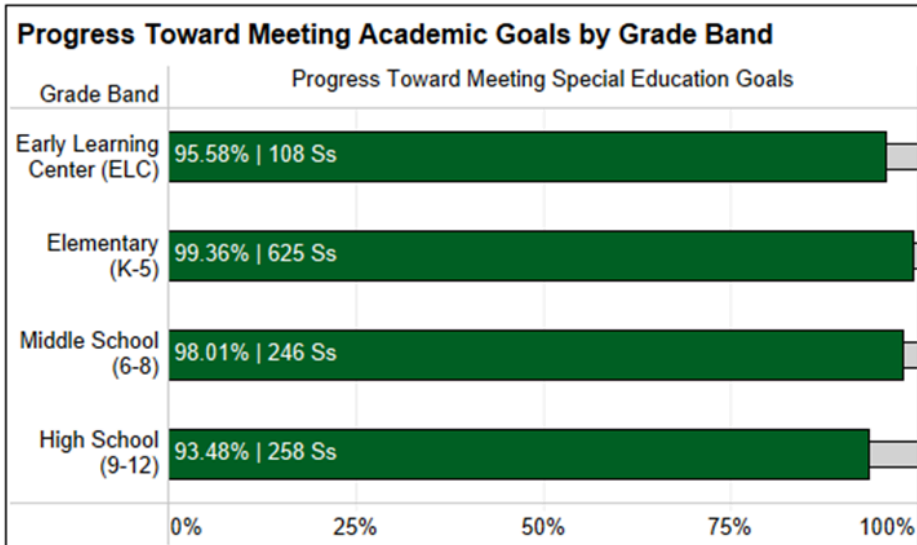
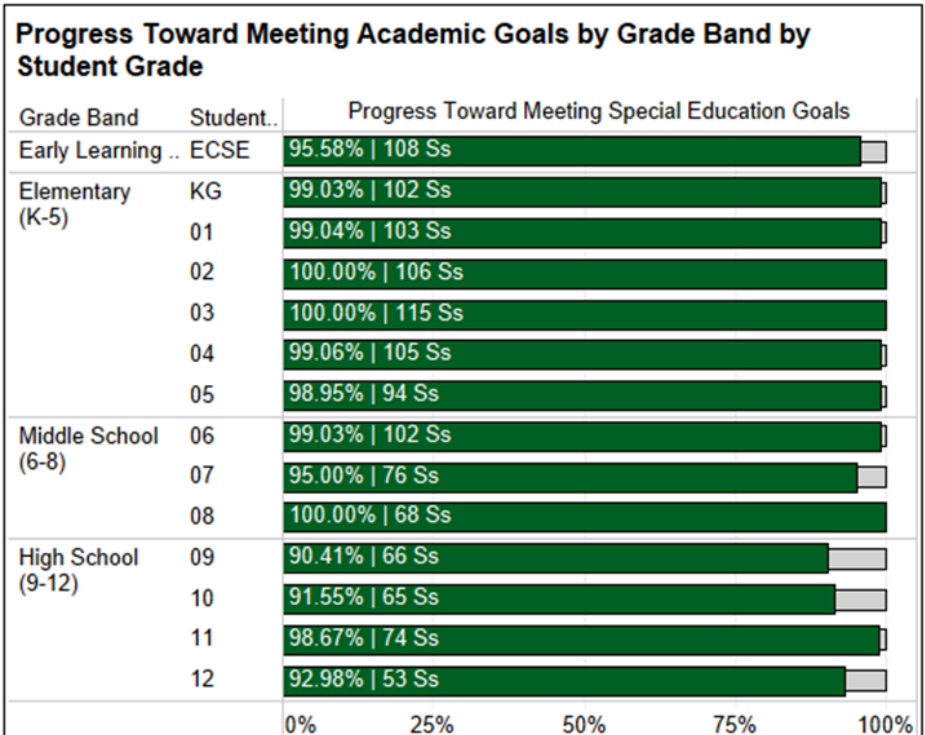
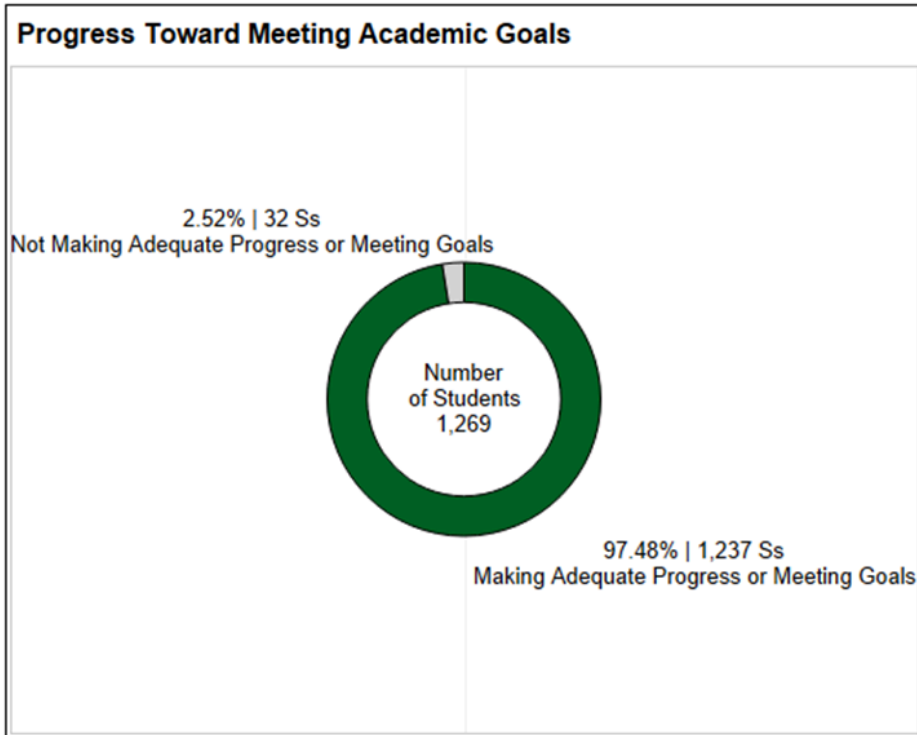
Data Elements

- IEP goal attainment records.
- Students are classified as Making Adequate Progress or Meeting Goals if they make Adequate Progress or Meet 80% of their Academic Goals.
- Student demographic data for subgroup analysis (to ensure comprehensive reporting on this subgroup).

2025-2027 Goals

By the Spring of 2027, maintain the percentage of K-12 students with Individualized Education Programs (IEPs) who are meeting and/or making adequate progress toward their IEP goals at or above 97.48%.

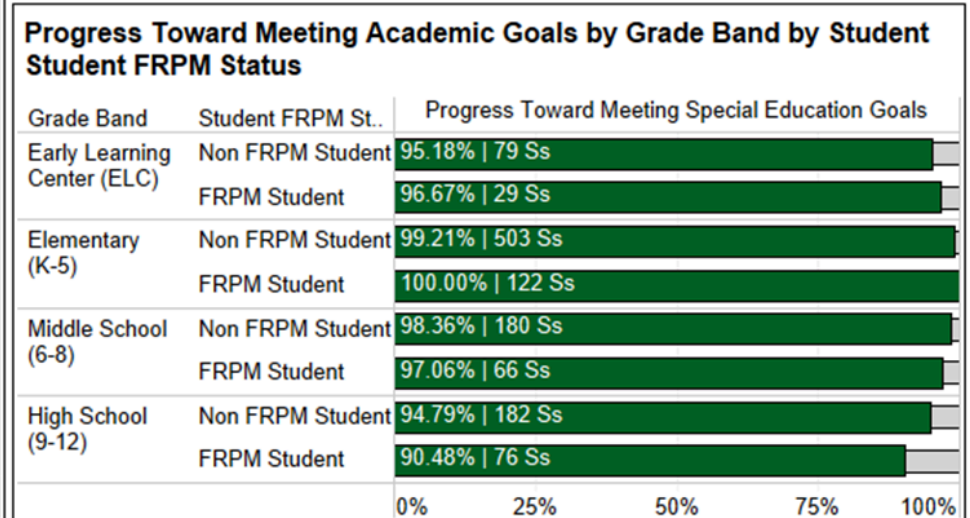
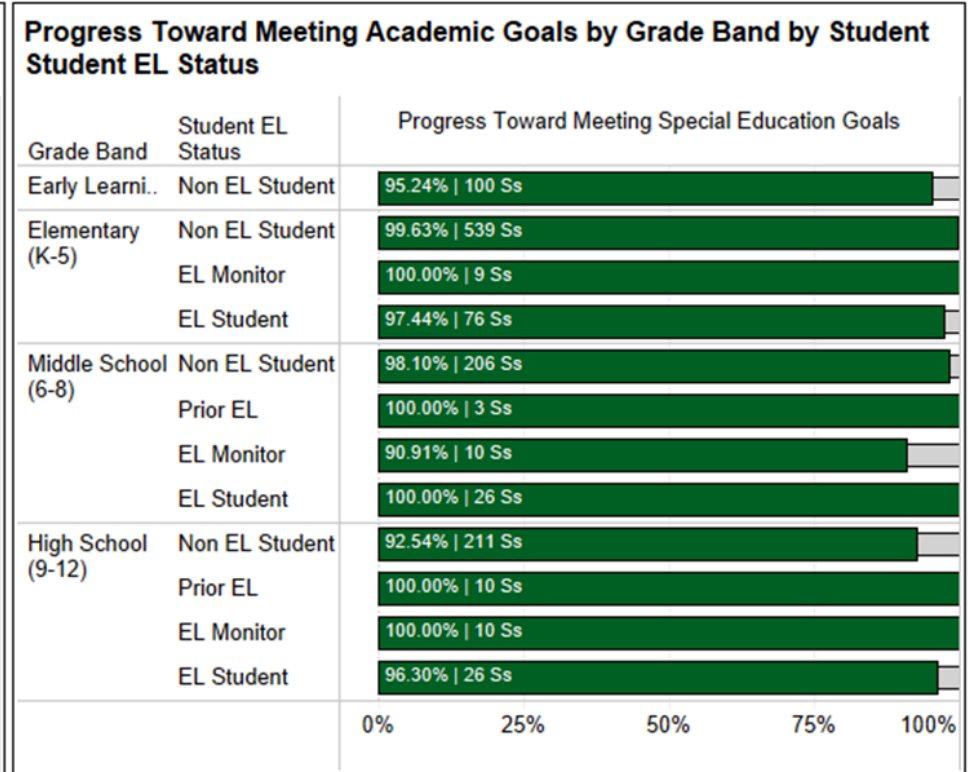
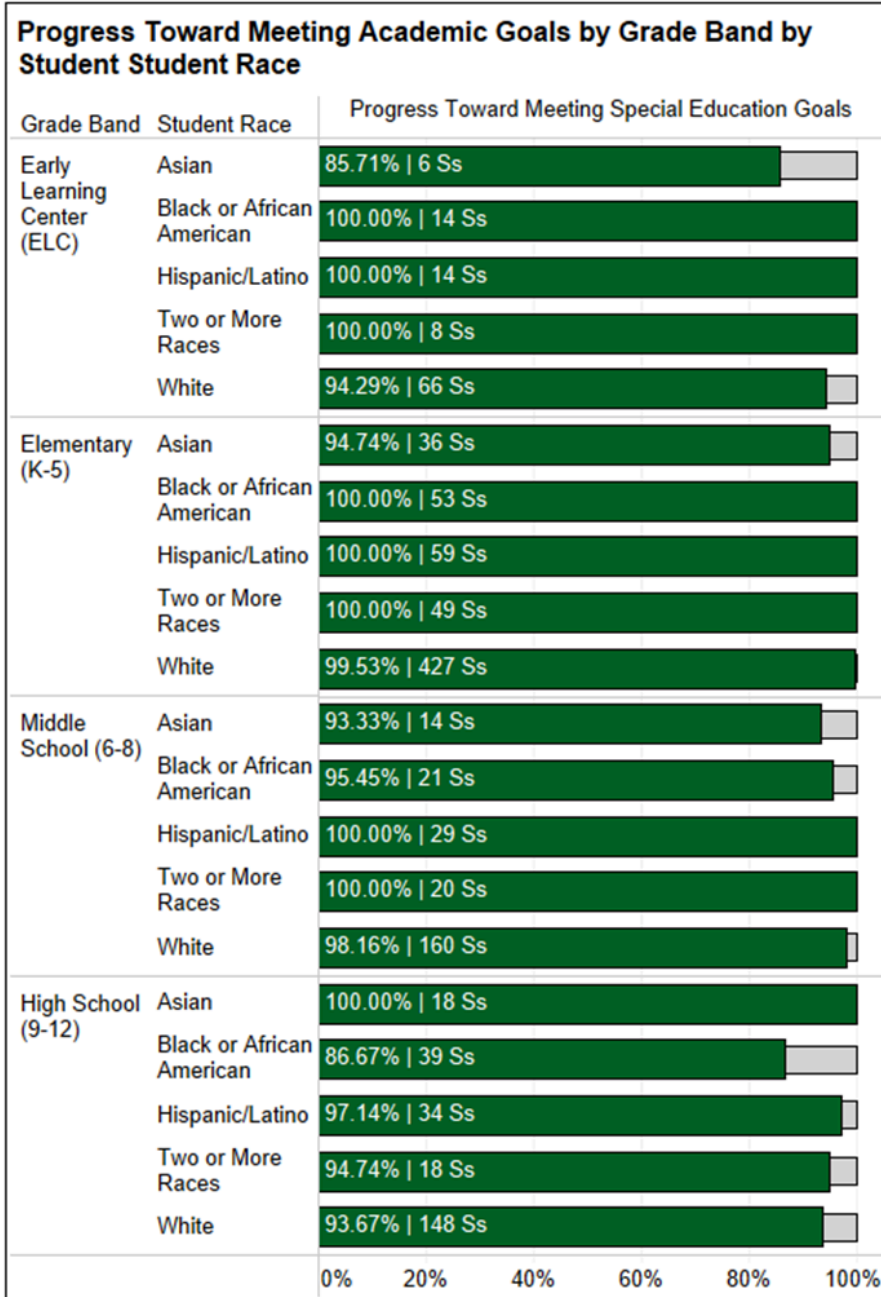
Special Education Learners Data Metrics Charts and Graphs



Meeting or Making Adequate Progress Toward IEP Goals
■ Making Adequate Progress or Meeting Goals ■ Not Making Adequate Progress or Meeting Goals

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Special Education Learners Data Metrics Charts and Graphs Cont.



Meeting or Making Adequate Progress Toward IEP Goals

■ Making Adequate Progress or Meeting Goals

□ Not Making Adequate Progress or Meeting Goals

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Learners

Rationale

Ensuring that English Language Learners are making consistent progress in acquiring English proficiency is paramount for their academic success and full participation in the general education curriculum. This goal aligns with federal (ESSA) and state requirements, emphasizing the district's responsibility to support ELLs in developing the language skills necessary to access content and achieve academic standards.

Data Elements

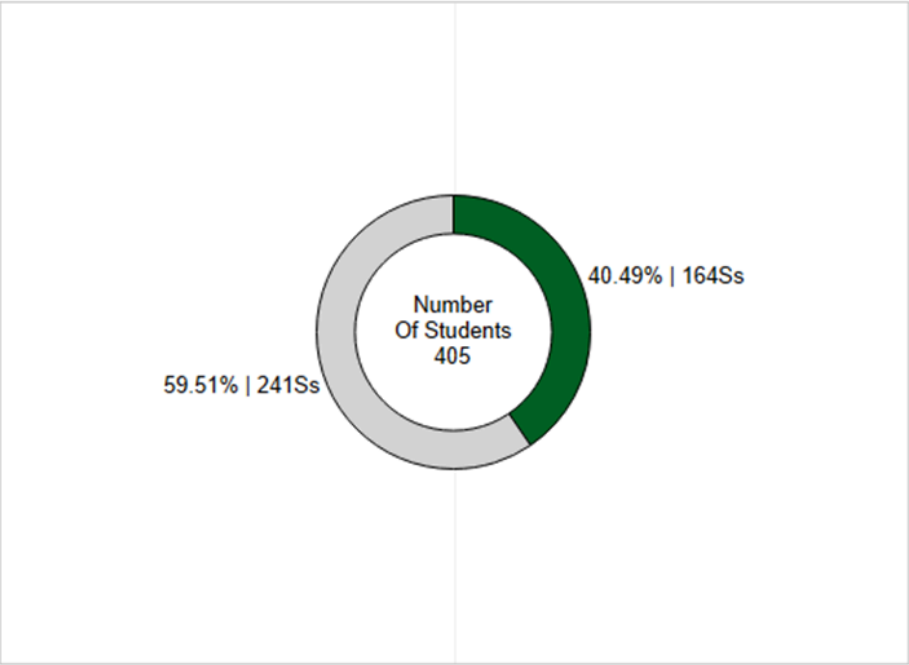
- Minnesota Department of Education (MDE) provided growth metrics for ELLs (as per ESSA requirements).
 - A path to proficiency will be plotted for each student based on their initial ACCESS composite score and the grade they were in when they received that score. In general, older students and students with lower composite scores will have more time to achieve English language proficiency, while younger students and students with higher composite scores will be expected to achieve English language proficiency more quickly."
<https://education.mn.gov/MDE/dse/ESSA/Imp/MDE073106>
- Student demographic data for subgroup analysis.

2025-2027 Goals

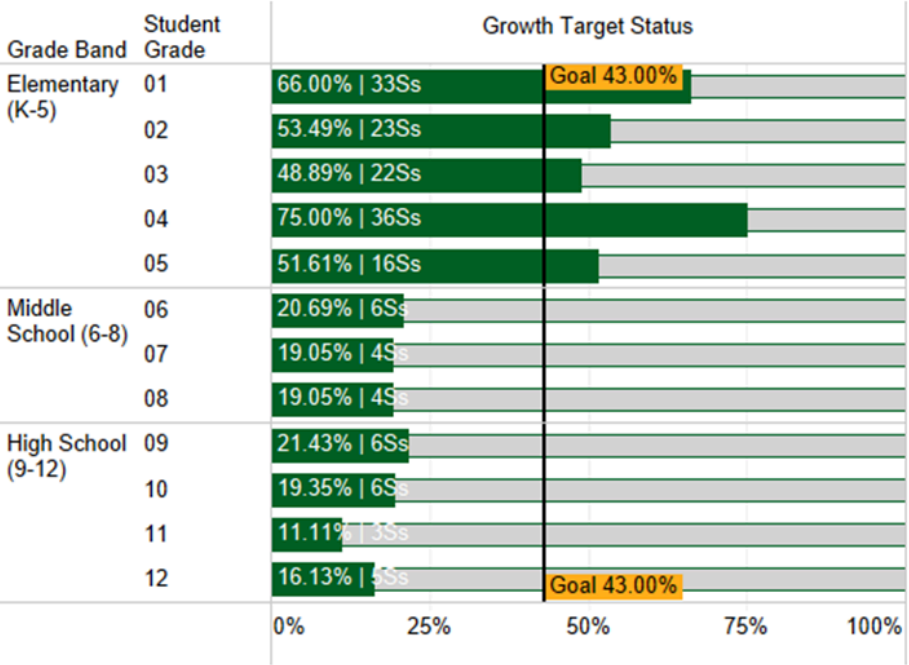
By Spring 2027 the percentage of English Language Learners demonstrating growth towards their individualized language proficiency goals shall increase by 3 percentage points from a Spring 2025 baseline of 40% to 43%. This growth will be measured by utilizing the growth metrics provided to Independent School Districts (ISD) by the Minnesota Department of Education, in alignment with the Federal Every Student Succeeds Act (ESSA).

English Language Learners (ELLs) Data Metrics Charts and Graphs

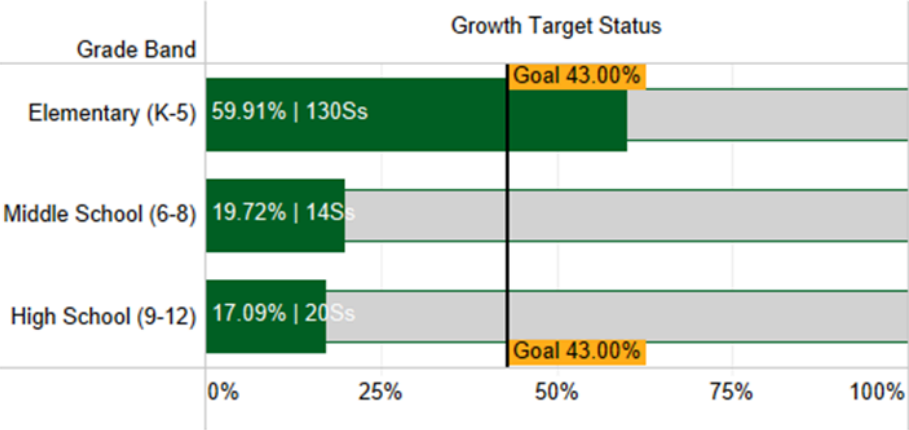
EL Student Growth as Defined by the Minnesota Department of Education (MDE)



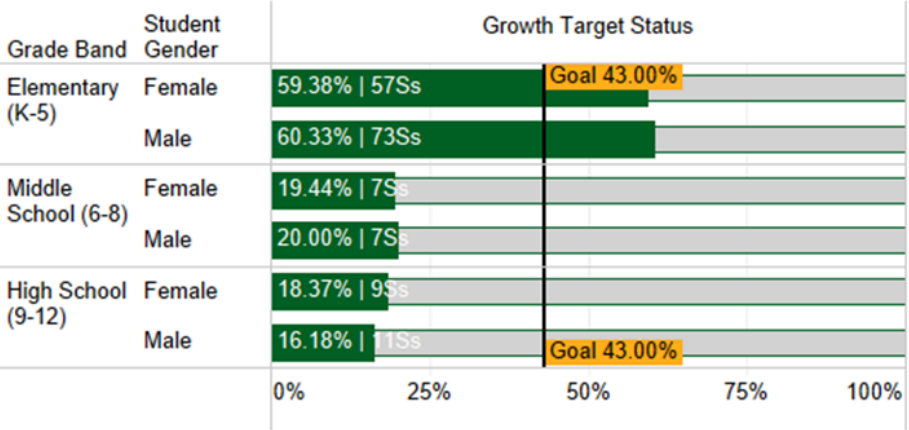
EL Student Growth as Defined by the Minnesota Department of Education (MDE) by Grade Band by Student Grade



EL Student Growth as Defined by the Minnesota Department of Education (MDE) by Grade Band



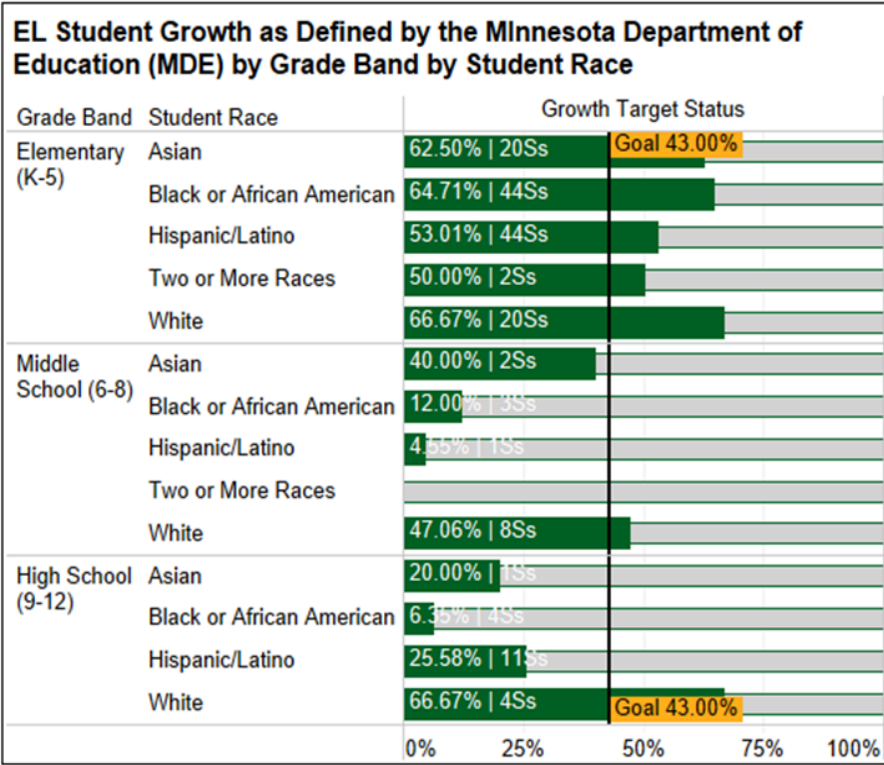
EL Student Growth as Defined by the Minnesota Department of Education (MDE) by Grade Band by Student Gender



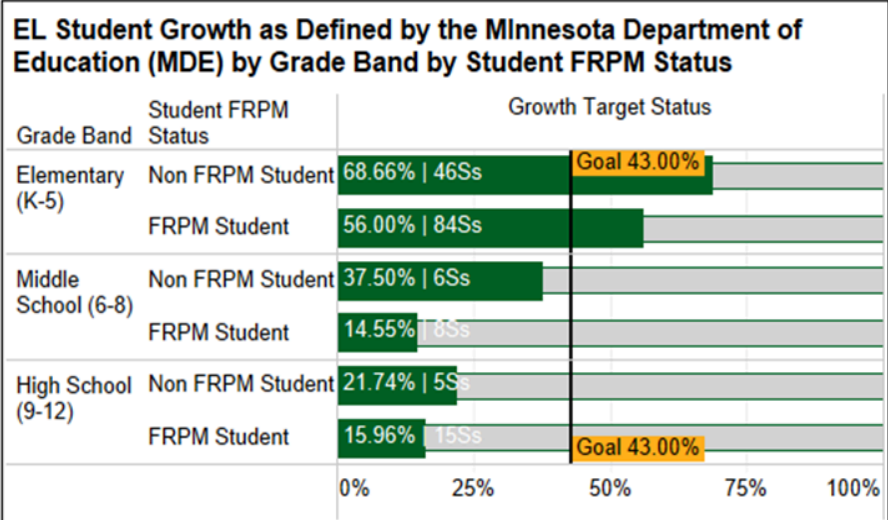
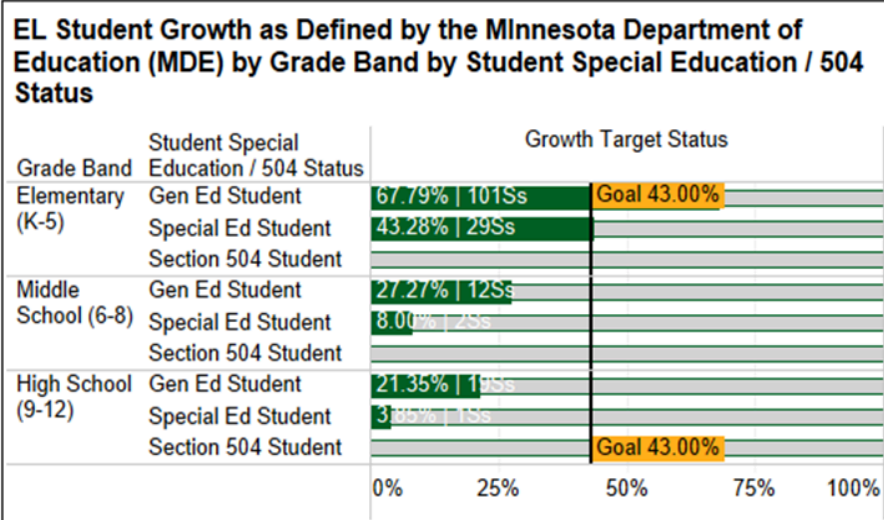
EL Growth Target Status
 ■ Growth Target Met □ Growth Target Not Met

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Learners (ELLs) Data Metrics Charts and Graphs Cont.



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EL Growth Target Status
■ Growth Target Met ■ Growth Target Not Met

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

ACCESS for ELLs Reading and Writing Domain Growth

Rationale

Research in language acquisition shows that listening and speaking skills typically develop first for English Language Learners, while reading and writing domains are the areas that hold many students back from exiting EL services and achieving English proficiency as defined by WIDA ACCESS. Data consistently shows reading and writing domains remain the most challenging areas for student growth across all grade levels.

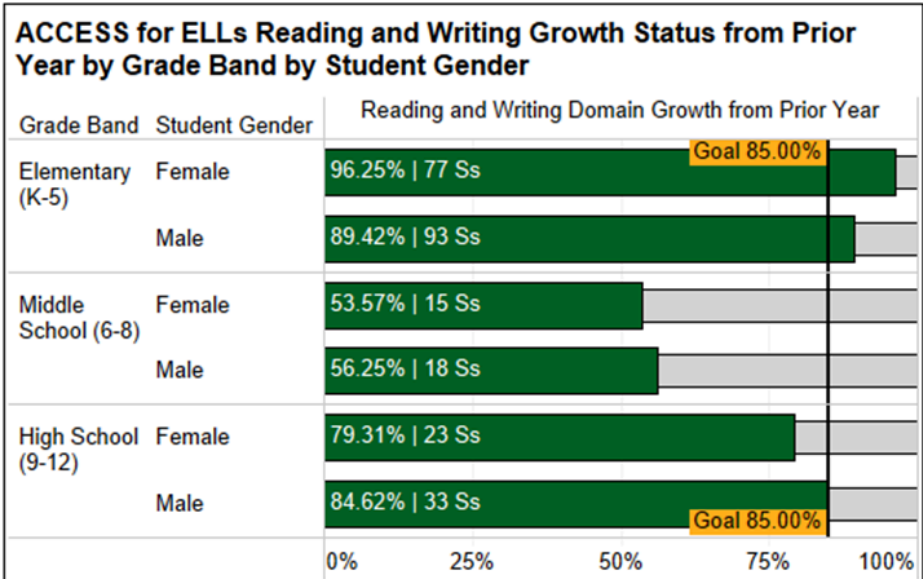
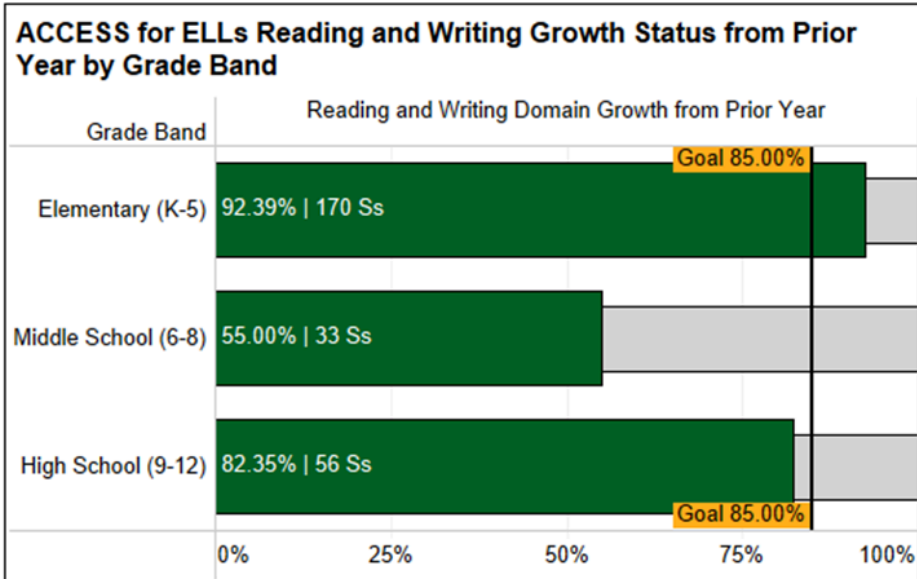
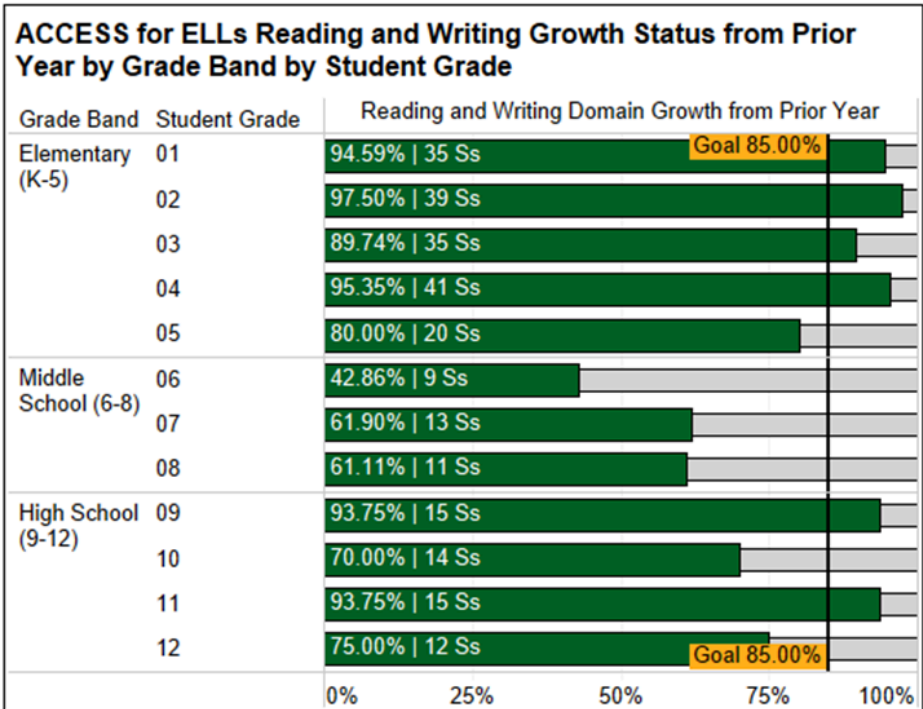
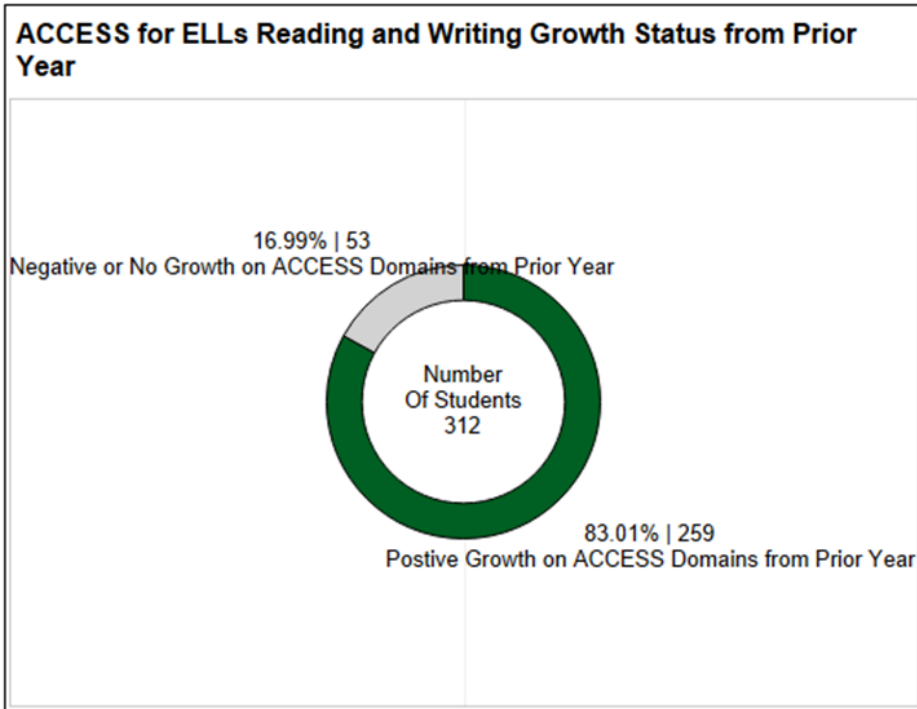
Data Elements

- WIDA ACCESS sub-domain scores of reading and writing
- Student demographic data for subgroup analysis.

2025-2027 Goals

By Spring 2027 the percentage of English Language Learners (ELL) demonstrating positive growth from the prior year on the Reading and Writing domains of the ACCESS for ELLs assessment will increase 2% points from 83% to 85%.

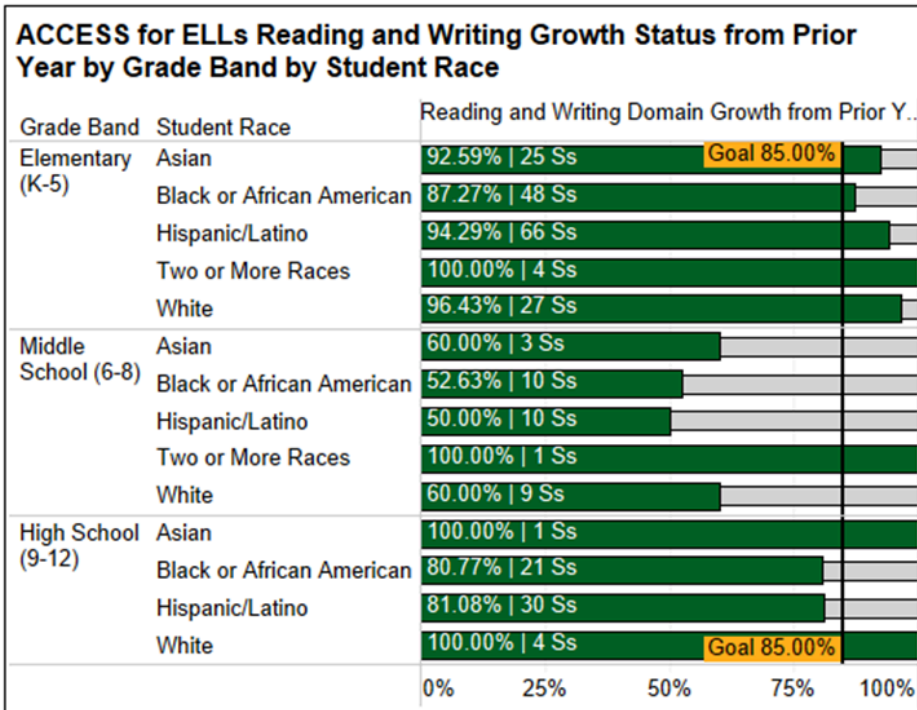
ACCESS for ELLs Reading and Writing Domain Growth from the Prior Year Charts and Graphs



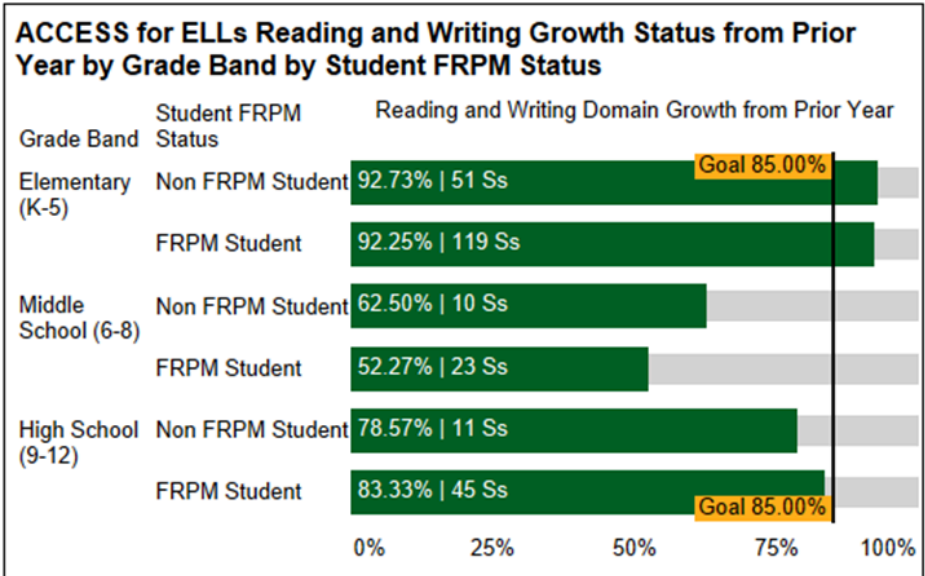
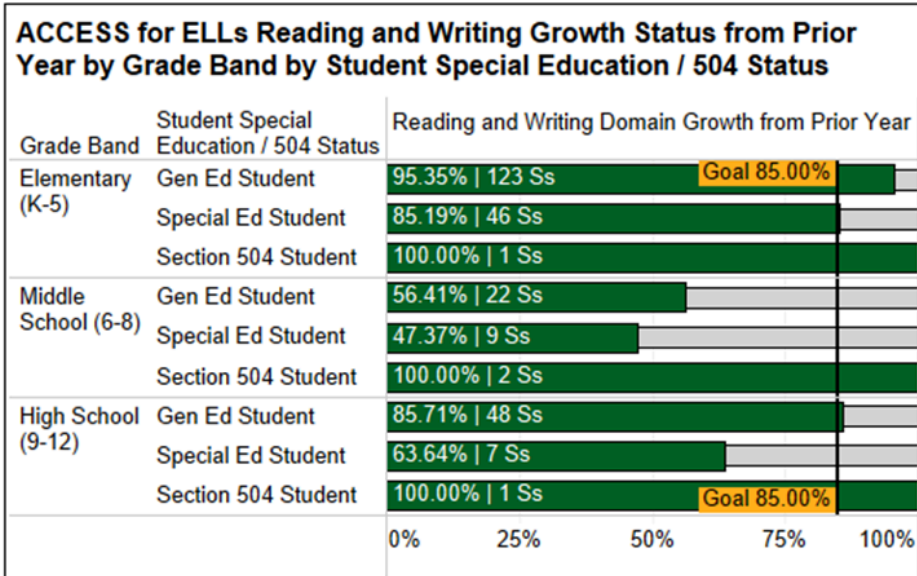
ACCESS Domain Growth from Prior Year Status
■ Positive Growth on ACCESS Domains from Prior Year Negative or No Growth on ACCESS Domains from Prior ..

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

ACCESS for ELLs Reading and Writing Domain Growth from the Prior Year Charts and Graphs Cont.



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ACCESS Domain Growth from Prior Year Status

■ Positive Growth on ACCESS Domains from Prior Year □ Negative or No Growth on ACCESS Domains from Prior ..

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Graduation Rates

Rationale

High school graduation is a critical indicator of student success and preparedness for post-secondary education or careers. Monitoring graduation rates, especially for all student subgroups, is essential for ensuring equitable outcomes and identifying systemic barriers that may prevent certain student populations from completing their high school education. This goal reflects the district's commitment to supporting every student through their academic journey to successful completion.

Data Elements

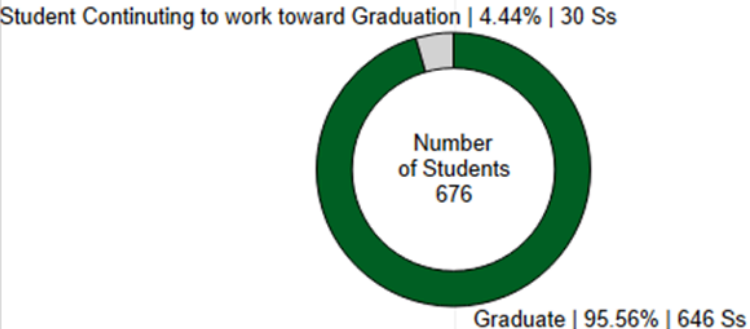
- Minnesota Department of Education (MDE) official four-year graduation rate data (overall and by subgroup).
- Student demographic data for subgroup analysis.
- Dropout rates (for contextual analysis).
- Credit attainment data.
- Attendance data (for contextual analysis).

2025-2027 Goals

By Spring 2027, the district's overall four-year graduation rate shall increase from 95.56% to 98%. This improvement will be driven by a focus on increasing graduation rates for all student subgroups, with a particular emphasis on reducing disparities such that the graduation rate for any student subgroup is no more than 10 percentage points below the overall district rate.

Each and Every Student is Career or College Ready Graduation Rates Data Metrics Charts and Graphs

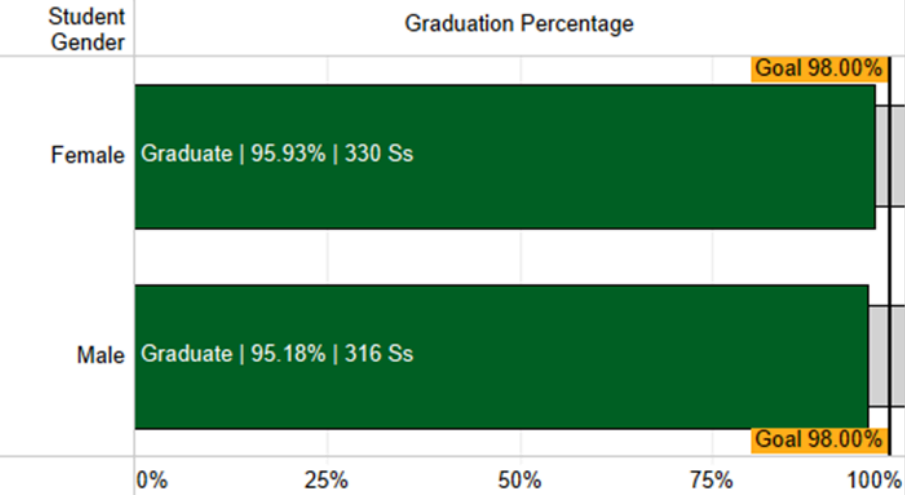
Student Graduation Percentage



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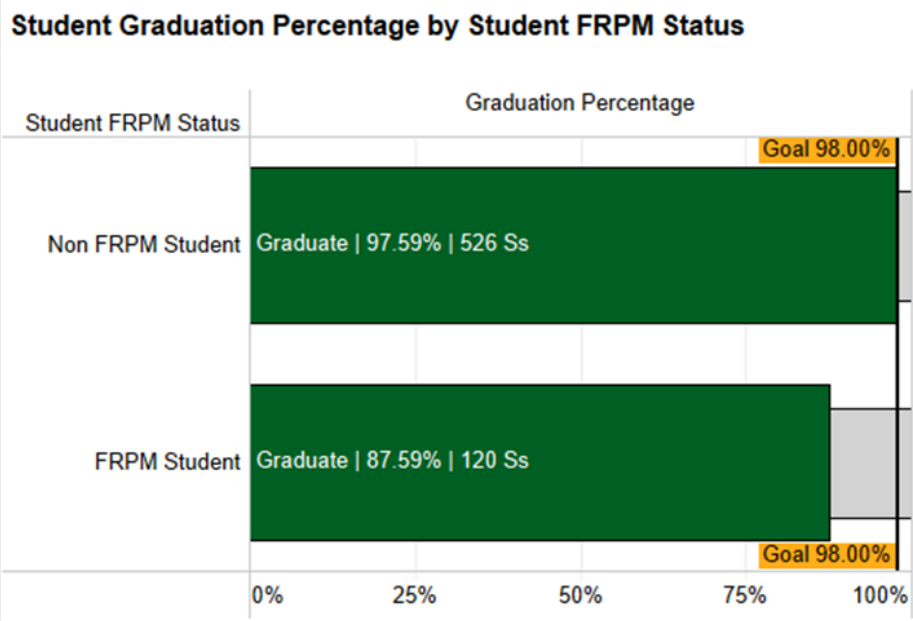
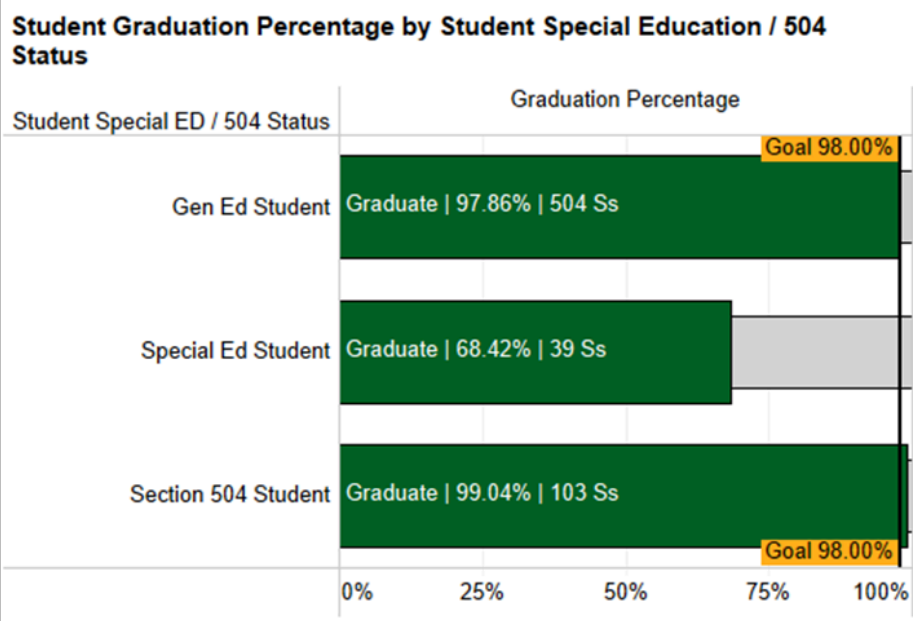
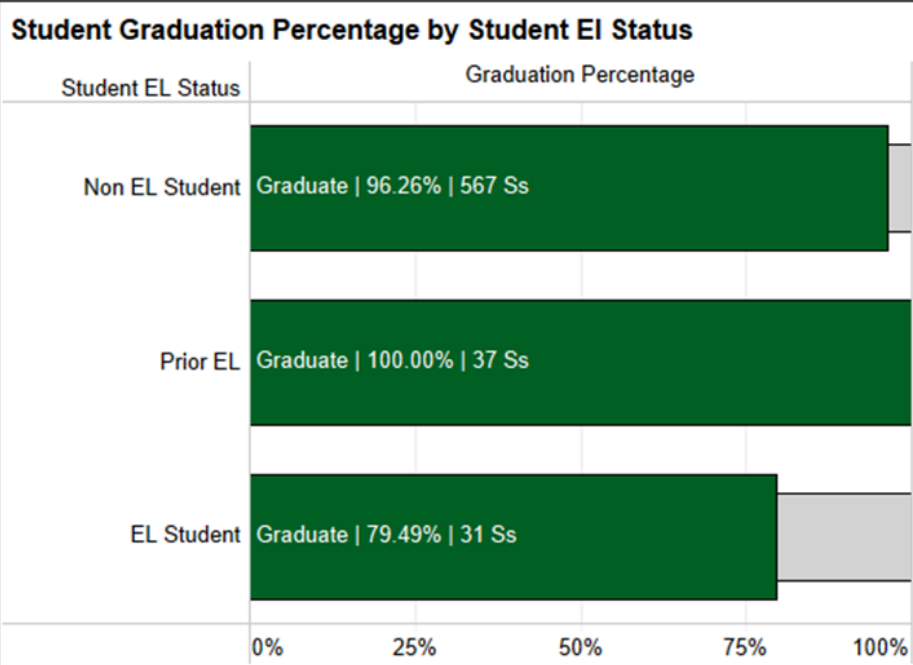
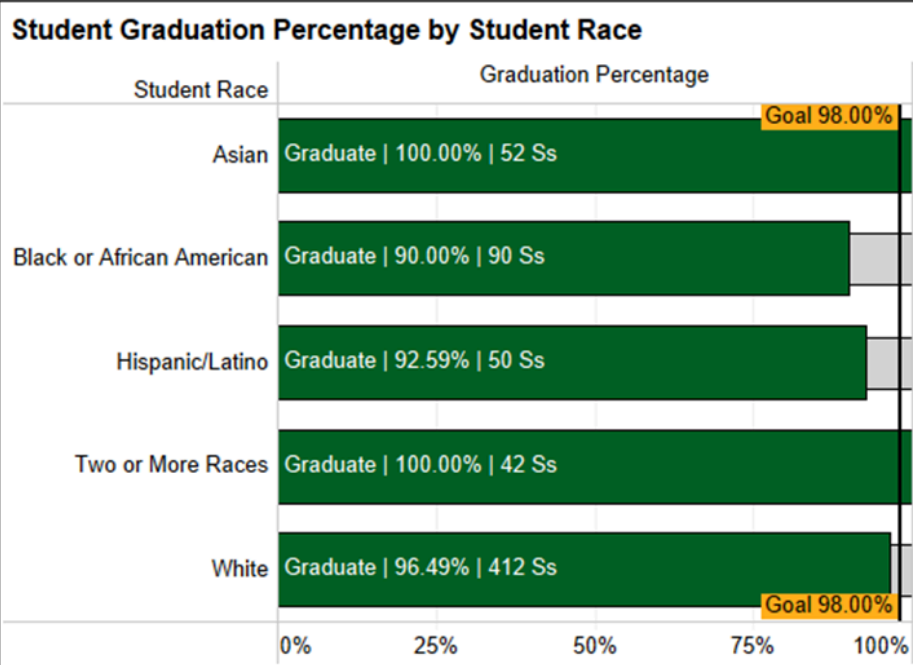
Student Graduation Percentage by Student Gender



Student Graduation Status
■ Graduate ■ Student Continuing to work toward Graduation

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Each and Every Student is Career or College Ready Graduation Rates Data Metrics Charts and Graphs Cont.



Student Graduation Status
■ Graduate Student Continuing to work toward Graduation

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Edina High School College and Career Readiness Core Indicators:

Rationale

College and career readiness is a vital measure of student preparedness for success beyond high school, whether in post-secondary education, technical training, or the workforce. Tracking key indicators such as completion of rigorous coursework, ACT scores, Bilingual Seal attainment and more provides a comprehensive picture of student achievement and readiness. These measures highlight both academic proficiency and essential skill readiness such as problem-solving, communication, and global competency all aligning with the Portrait of a Well-Rounded Edina Graduate. Monitoring readiness across all student subgroups ensures that every learner has equitable access to opportunities that build strong foundations for their future. This goal reflects the district's commitment to preparing each and every student to thrive in their chosen path after graduating from Edina High School.

Data Elements

- **Successful Completion of Key Coursework measured by end of year course grades in:**
 - **Biology**
Develops scientific literacy, inquiry skills, and evidence-based reasoning.
 - **U.S. Literature and Composition**
Strengthens reading comprehension, analytical writing, and communication required in all disciplines.
 - **Pre-Calculus**
Builds problem-solving, logic, and persistence; strongest predictor of college completion
 - **U.S. History**
Cultivates critical thinking, civic awareness, and the ability to evaluate sources and arguments.
- **Successful Application of Key Coursework measured by ACT Performance:** Benchmark indicators in English, Math, Reading, and Science
- **Multilingual Proficiency measured by Bilingual Seal Results:** Recognition of multilingual proficiency, global competency, and cognitive flexibility

2025-2027 Goals

Key Coursework Proficiency: End of year course grades

By Spring 2027, the percentage of students in Biology who demonstrate proficiency in science measured by the end of the year Biology course grade will increase from 78.79% to 80%.

By Spring 2027, the percentage of students in Pre-Calculus who demonstrate proficiency in advanced mathematics measured by the end of the year Pre-Calculus course grade will increase from 65.62% to 68.62%.

By Spring 2027, the percentage of students in U.S. Literature and Composition who demonstrate proficiency in literacy measured by the end of the year U.S. Literature and Composition course grade will increase from 79.51% to 81.51%.

By Spring 2027, the percentage of students in U.S. History who demonstrate proficiency in Social Studies measured by the end of the year U.S. History course grade will increase from 78.75% to 80%.

Key Coursework Application: ACT Performance

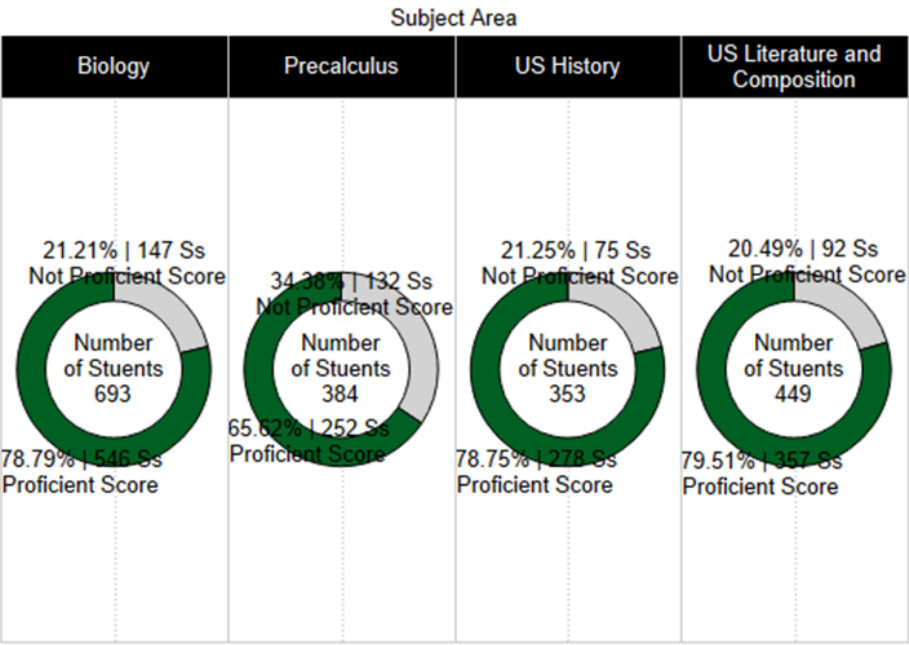
By Spring 2027, the percentage of students with an ACT composite score of 22 or greater will increase from 72.45% to 75%.

Multilingual Proficiency: Bilingual Seal Attainment

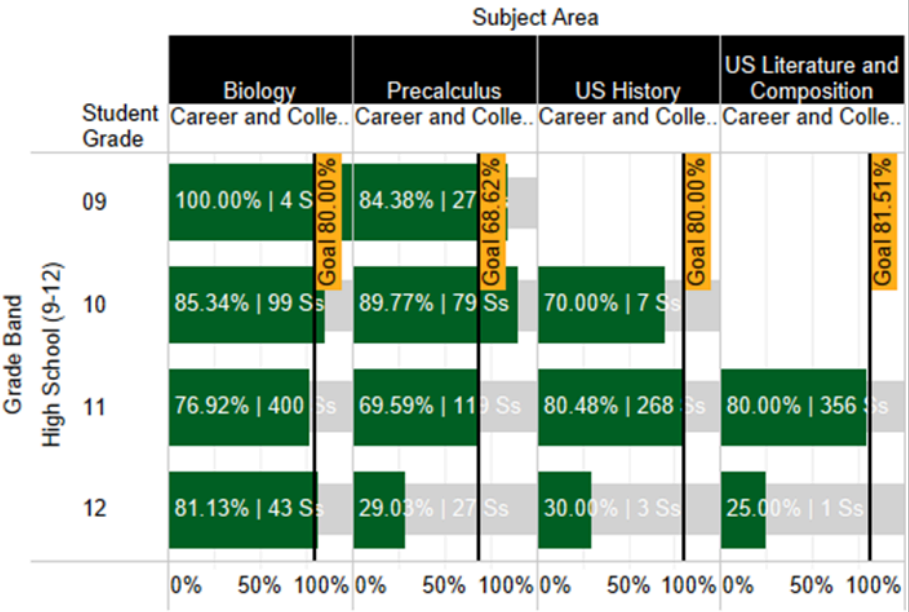
By the Spring of 2027, the number of 12th grade students achieving a Bilingual Seal will increase from 78.75% to 80%.

Career and College Ready Course Work Proficiency Charts and Graphs

Career and College Ready Course Work Proficiency

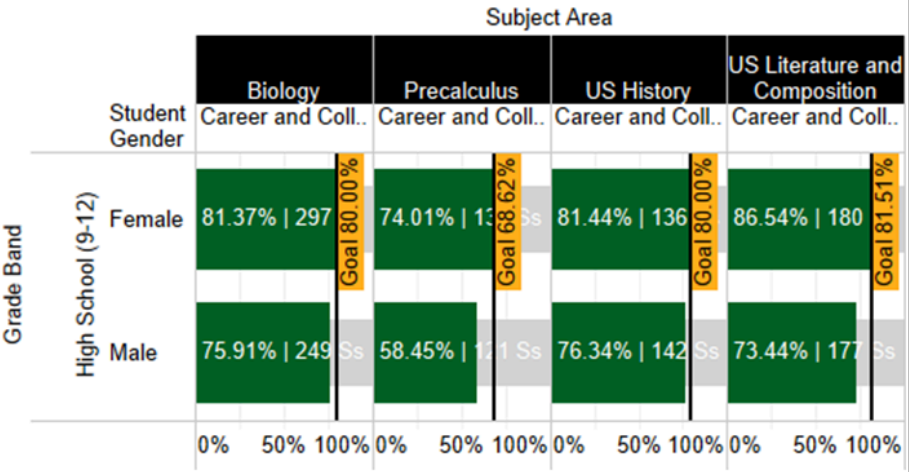


Career and College Ready Course Work Proficiency by Student Grade Band by Student Grade



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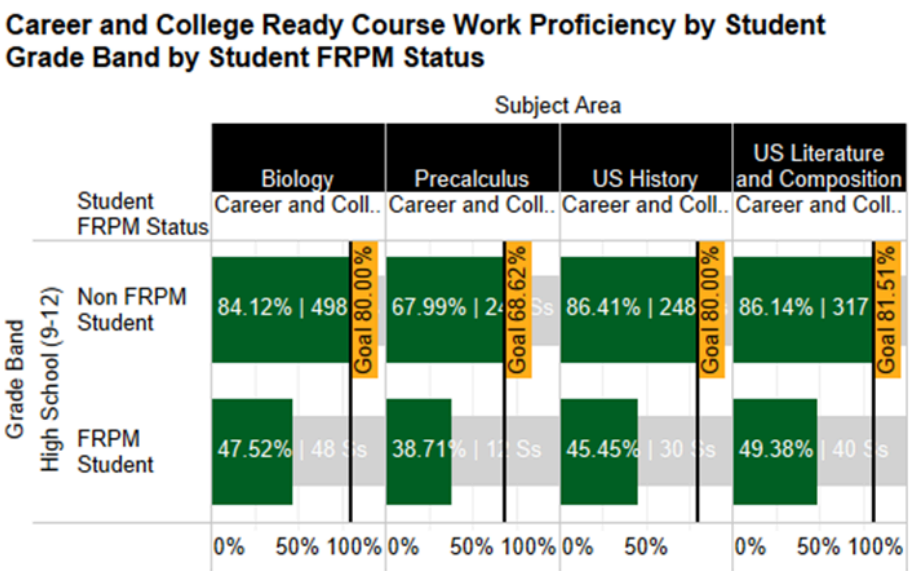
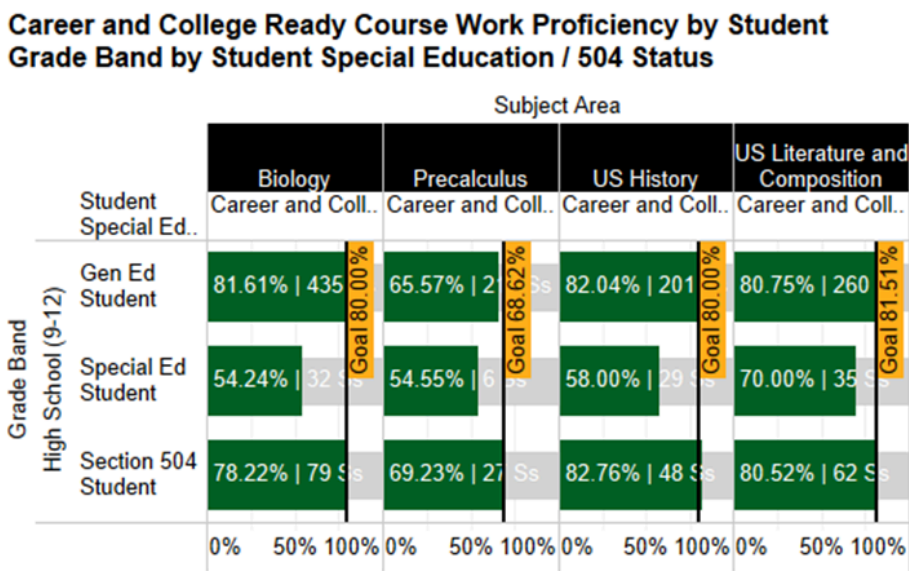
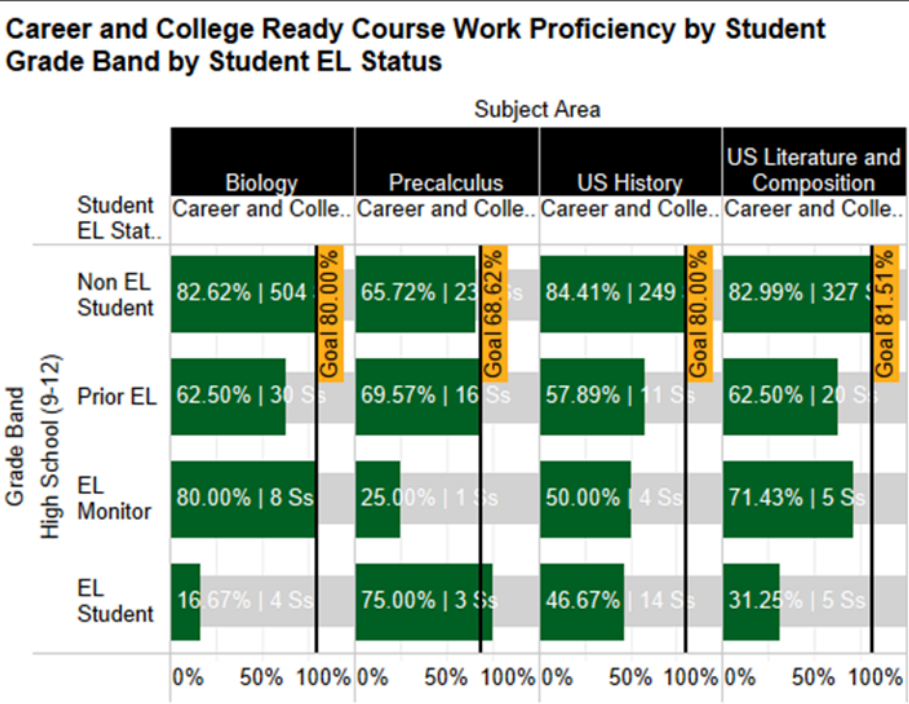
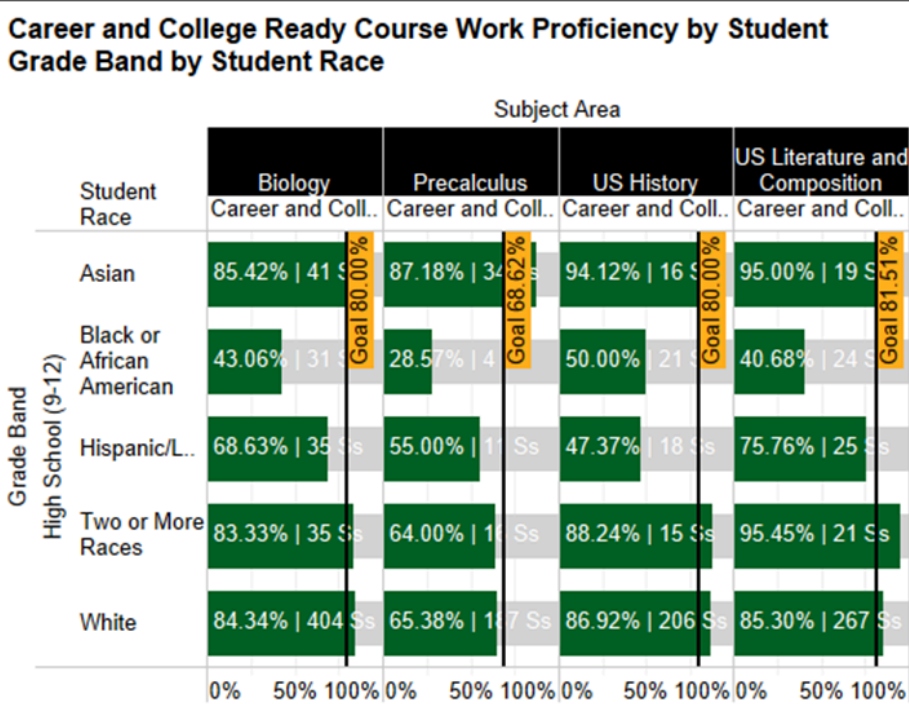
Career and College Ready Course Work Proficiency by Student Grade Band by Student Gender



Score Proficiency Status
■ Proficient Score ■ Not Proficient Score

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

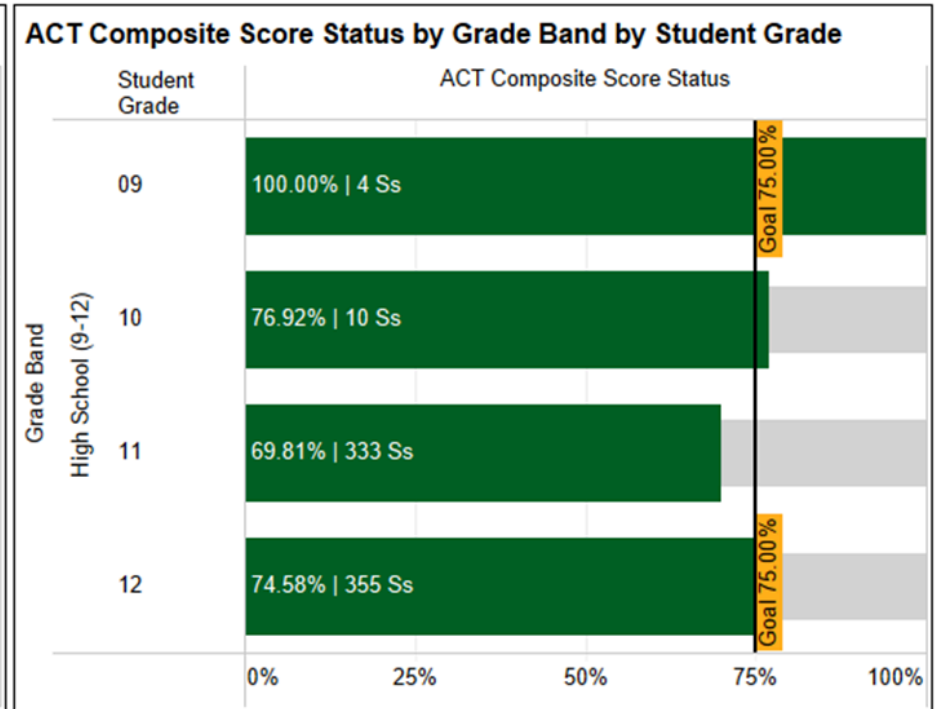
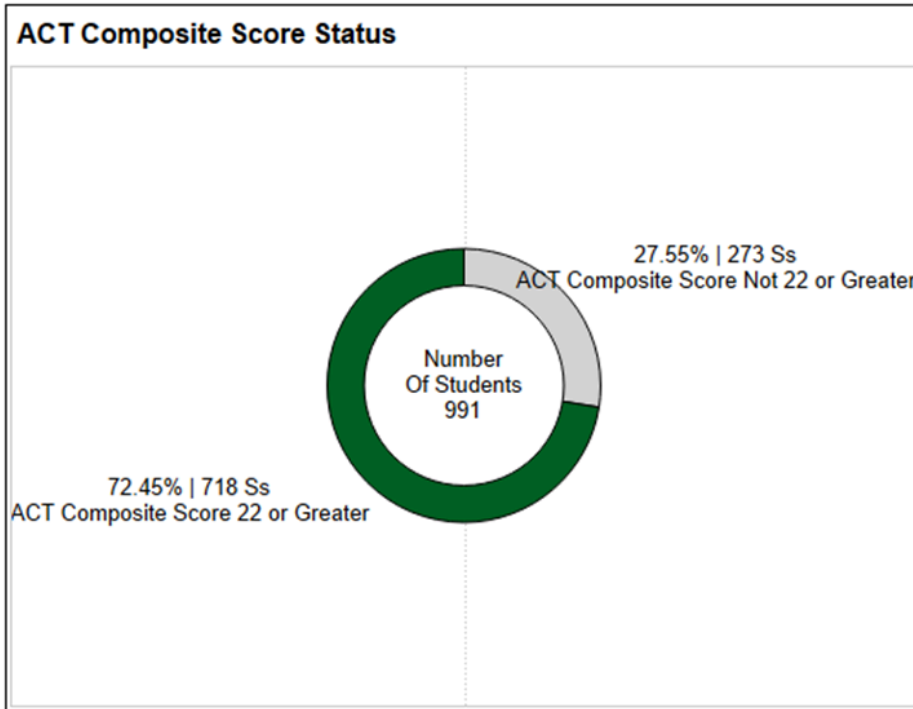
Career and College Ready Course Work Proficiency Charts and Graphs Cont.



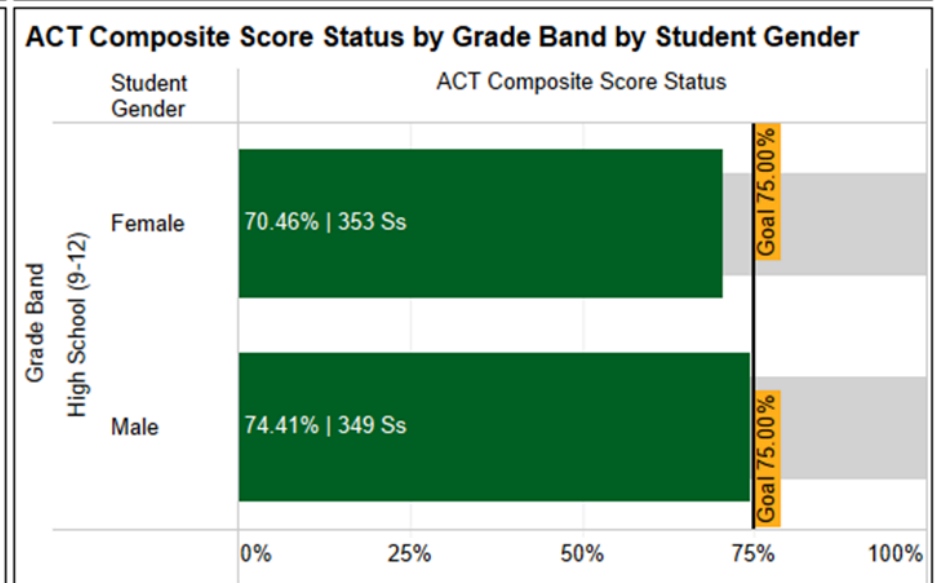
Score Proficiency Status
■ Proficient Score ■ Not Proficient Score

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

ACT Composite Score of 22 or Better Charts and Graphs



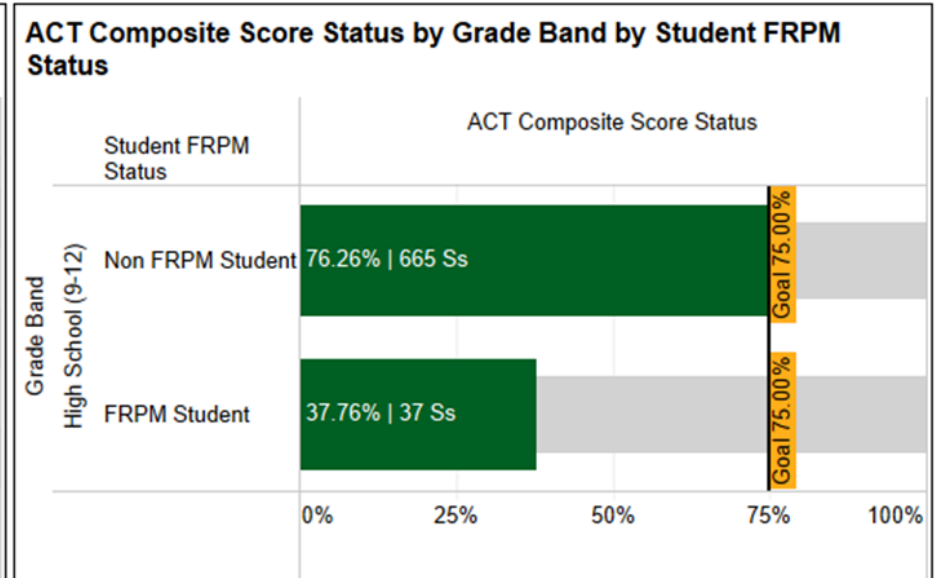
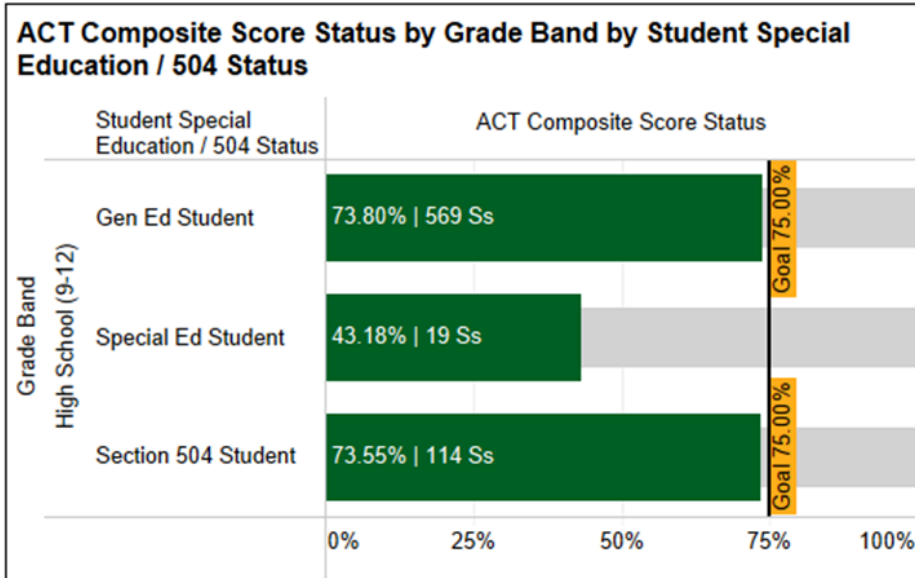
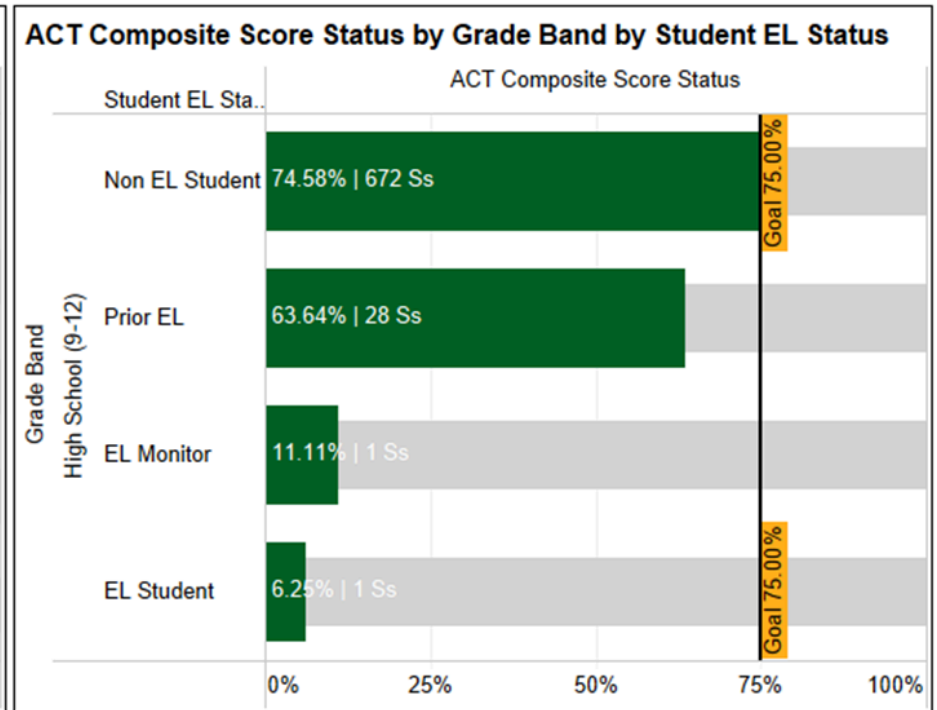
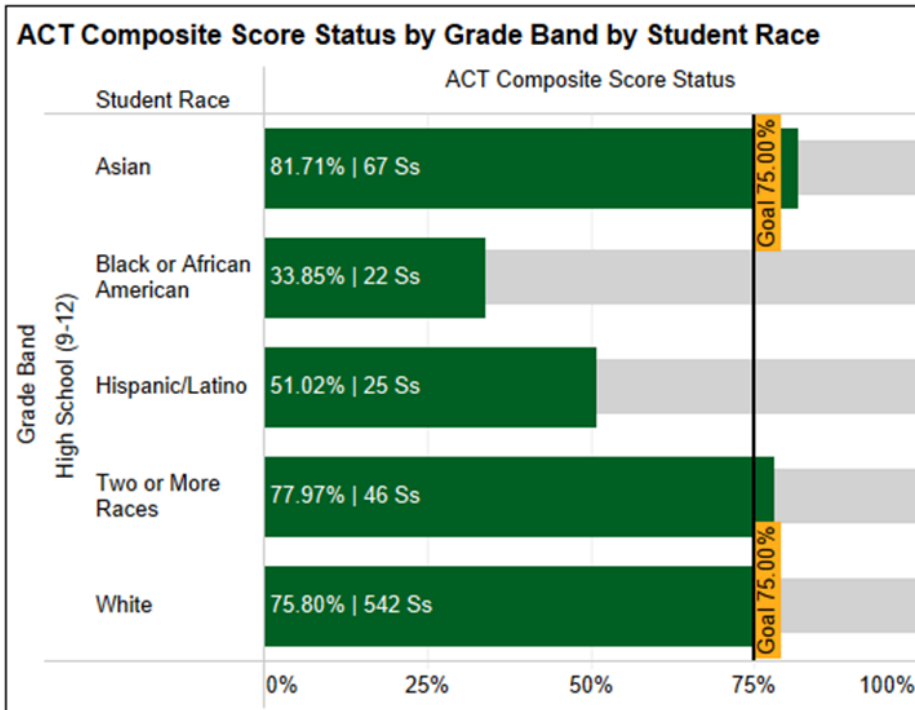
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ACT Composite Score Status
■ ACT Composite Score 22 or Greater ■ ACT Composite Score Not 22 or Greater

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

ACT Composite Score of 22 or Better Charts and Graphs

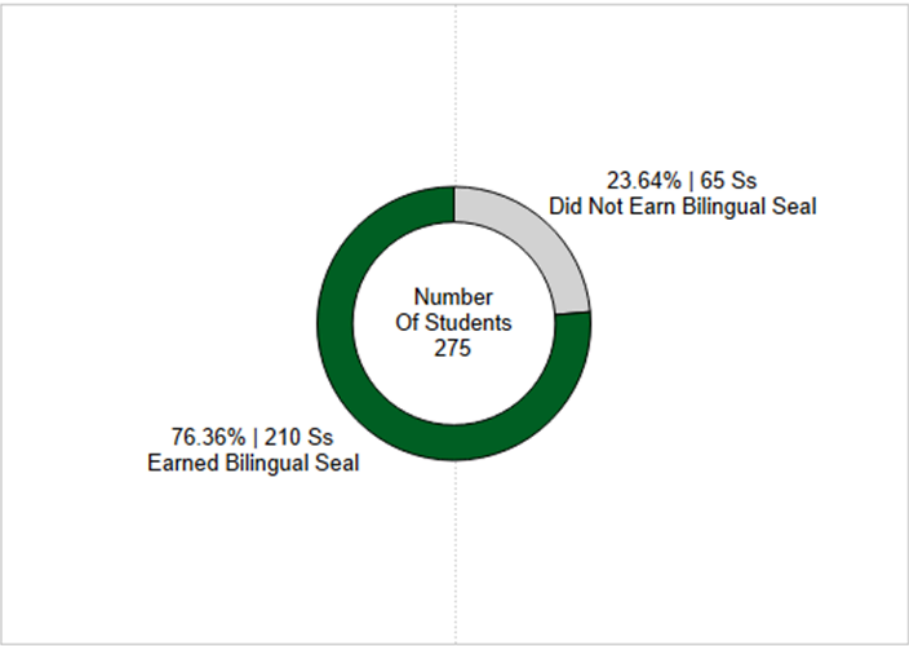


ACT Composite Score Status
■ ACT Composite Score 22 or Greater ■ ACT Composite Score Not 22 or Greater

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Bilingual Seals Charts and Graphs

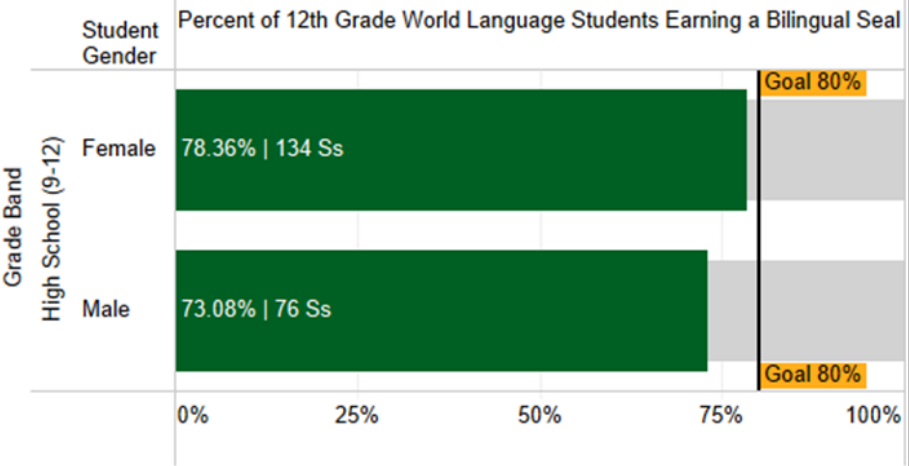
12th Grade World Language Students Earning Bilingual Seals



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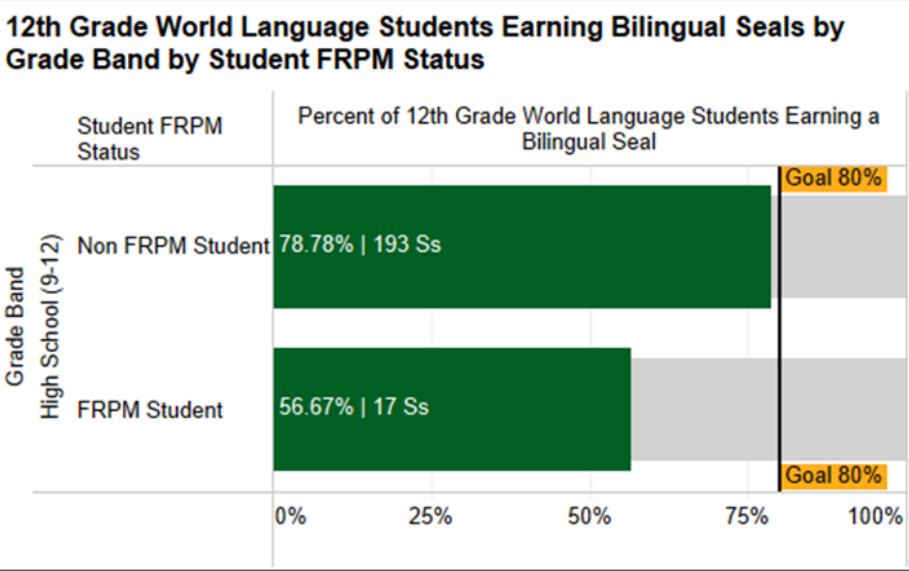
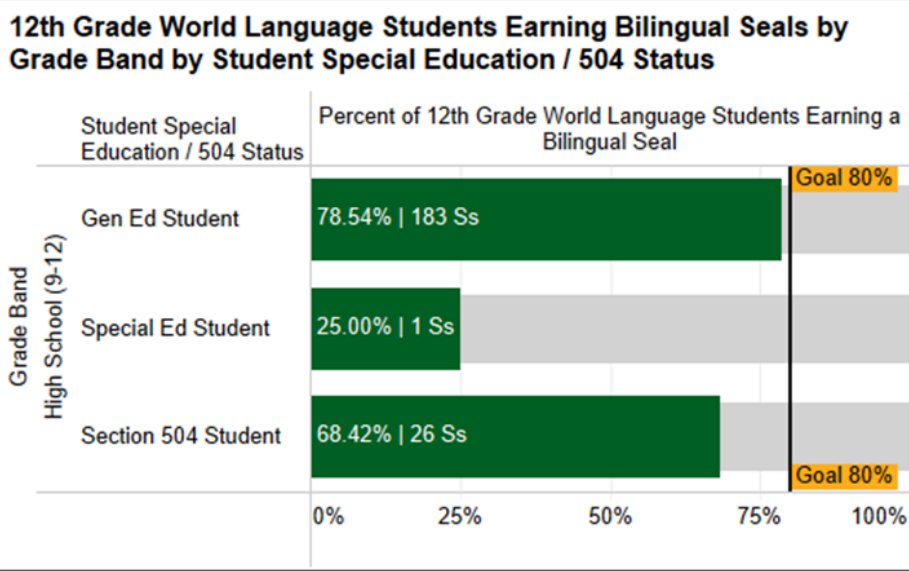
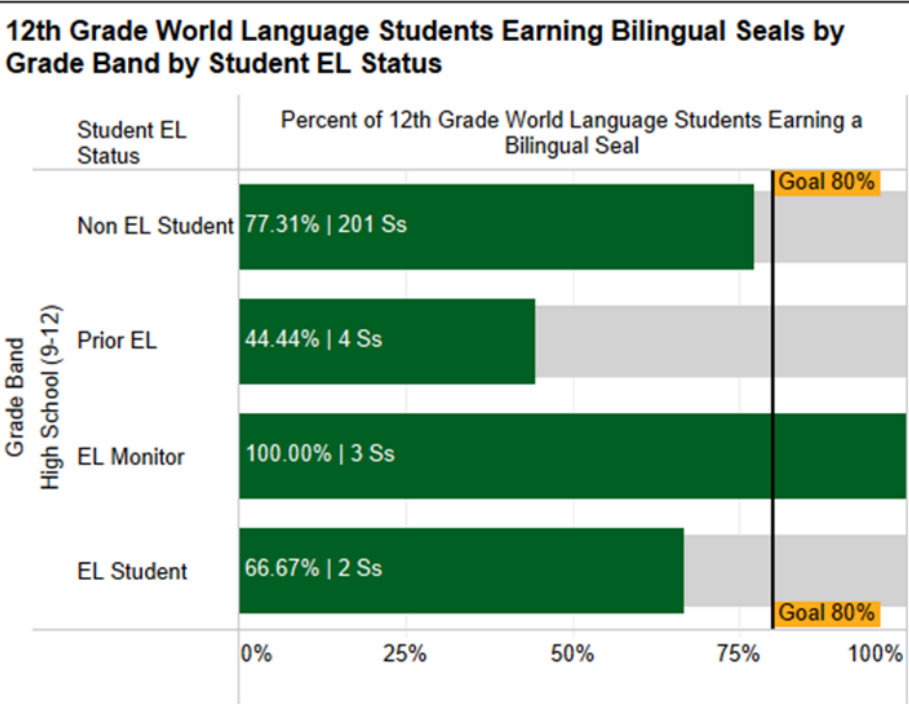
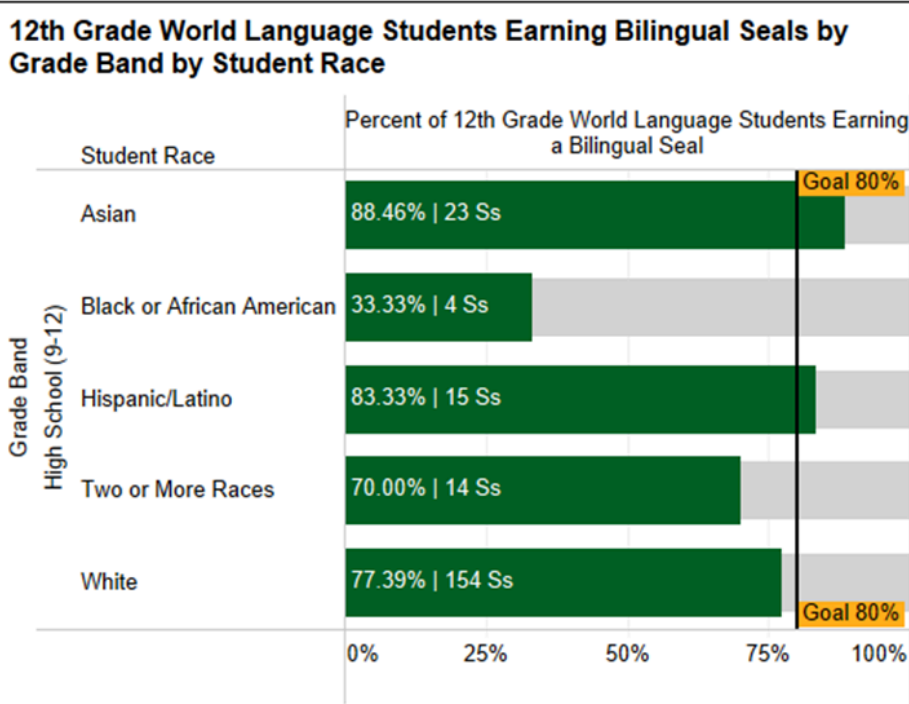
12th Grade World Language Students Earning Bilingual Seals by Grade Band by Student Gender



Student Bilingual Seal Status
■ Earned Bilingual Seal ■ Did Not Earn Bilingual Seal

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Bilingual Seals Charts and Graphs Cont.



Student Bilingual Seal Status
■ Earned Bilingual Seal ■ Did Not Earn Bilingual Seal

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Edina High School College and Career Expanded Opportunities:

Rationale

In addition to core measures of college and career readiness, students also benefit from pathways that provide different access to advanced learning opportunities and real-world experiences, as well as opportunities for academic distinction. Research shows that participation in PSEO, Dual Enrollment, internships, and recognition programs such as National Merit strengthens both college and career readiness. These pathways increase postsecondary persistence, build technical and professional skills, and open doors to diverse opportunities after high school. Together, they reflect the district's commitment to providing equitable access to rigorous, real-world, and high-impact learning experiences for all students.

Data Elements

- PSEO & Dual Enrollment – Early access to college-level coursework and credit.
 - Post Secondary Enrollment Options
 - Participating Colleges / Universities Normandale Community College, Minneapolis College, UofM Twin Cities & Crookston, North Hennepin Community College, St. Paul College, Hennepin Tech
 - University Writing: College in the Schools
 - University of Minnesota
 - Introduction to Literature: College in the Schools
 - College Algebra
 - Bemidji State
- Internships/Youth Skills Training Grant– Applied experiences that build career skills and engagement.
- National Merit Scholars – Recognition of academic excellence and pathways to selective opportunities.

2025-2027 Goals

PSEO and Dual Enrollment

By spring 2027, participation in Postsecondary Enrollment Options (PSEO) and Dual Enrollment programs will be strengthened through intentional outreach, guidance, and support for students who would most benefit from access to these pathways. The focus will not be solely on increasing total participation, but on ensuring that all students are aware of, prepared for, and supported in pursuing these opportunities when they align with their goals and readiness. Targeted growth areas and action steps for PSEO and Dual Enrollment will be refined during the Edina High School review and development of the co-designed Bold Roadmap for the Future. More specific participation goals will be established once 2026 data provide a verified baseline

Internships/Work-Based Learning

By spring 2027, the district will implement a consistent system for tracking internship and work-based learning participation and increase the number of students engaged in these experiences. Initial growth will be measured against a verified baseline established in 2025–26.

National Merit Scholars

By the spring of 2027, the number of Edina High School students recognized by the National Merit Scholarship Program will increase across all levels of distinction. From the 2025 baseline, participation goals include increasing the number of Commended Students from 22 to 27, Semifinalists from 8 to 10, and Finalists from 8 to 10. The focus will be on maintaining academic excellence, expanding opportunities for students to engage in rigorous coursework and test preparation, and ensuring that high-achieving learners from all backgrounds are encouraged and supported in pursuing recognition.

Edina High School College and Career Expanded Opportunities Data Table

Career and College Ready Other Areas of Excellence

PSEO Participation by Term

Grade Band	School Year	Semester	
		S1	S2
High School (9-12)	2024-2025	116	110

National Merit Scholars

Grade Band	School Year	National Merit Category	
High School (9-12)	2024-2025	Commended	22
		Semi Finalists	8
		Finalists	8

Number of Students Dual Enrolled

Grade Band	School Year	
High School (9-12)	2024-2025	272

Number of Students Participating in Internships / Apprenticeships

Grade Band	School Year	
High School (9-12)	2024-2025	10

College Persistence:

Rationale

The Statewide Longitudinal Education Data System (SLEDS) provides valuable insights into how well Minnesota students are prepared for, transition to, and persist in postsecondary education and the workforce. By linking data from high school, college, and employment records, SLEDS helps districts like Edina understand long-term trends in college enrollment, persistence, completion, and career outcomes. Monitoring SLEDS data allows the district to evaluate the effectiveness of college and career readiness initiatives, identify opportunity gaps among student groups, and align supports to ensure every graduate has the knowledge, skills, and experiences necessary to succeed after high school.

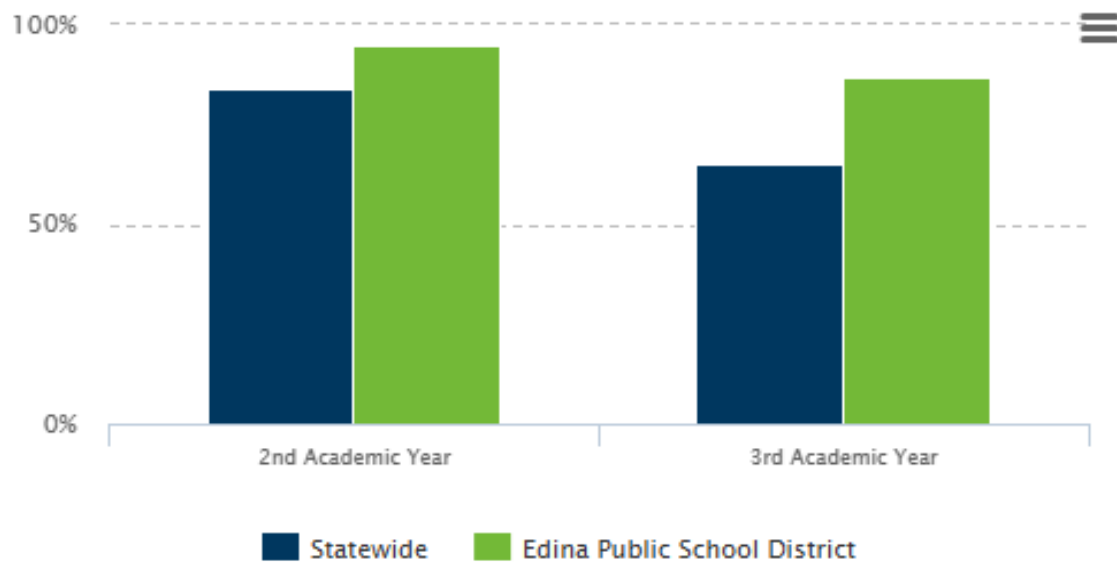
Data Element

- 2022 [MN SLEDS Data](#)

2025-2027 Goal

By spring 2027, Edina High School graduates will demonstrate growth in **college persistence** rates as measured by the **Statewide Longitudinal Education Data System (SLEDS)**. Using the 2022 cohort as a baseline, the district will focus on supporting students in successfully transitioning to postsecondary education and remaining enrolled beyond their first year. Specific growth targets will be established once verified 2024 SLEDS data are available.

Percent of HS Graduates Starting College and Persisting or Graduating as of:



Type	Statewide	Edina Public School District
2nd Academic Year	35,724 (84%)	539 (95%)
3rd Academic Year	27,653 (65%)	495 (87%)
Students Enrolled Year 1	42,729	566

Data Source MN SLEDS 2022:

https://sleds.mn.gov/#stayingInAndCompletingCollege/orgId--027301000_groupType--district_ECODEVREGION--FOC NONE_completingCollegeC OHORTID--2022_DISABILITY_TYPE--FOC NONE_p--1

Edina High School Consistent Attendance

Rationale

Consistent attendance is paramount to ensure that students are immersed in the instruction and additional support when necessary to demonstrate mastery of the MN State Standards. Students with consistent attendance succeed academically, are more likely to graduate and be better prepared for post secondary (college/career) experiences. The Minnesota Department of education deems consistent attendance as a key indicator of student engagement and overall school success. Chronic absenteeism, defined as missing 10% or more of instructional days, has been shown to negatively impact student achievement, social-emotional development, and long-term outcomes. When students are present, they build stronger connections with peers and teachers, receive rigorous and timely interventions, and develop the habits of responsibility and perseverance that will serve them well beyond their K-12 experience.

Data Elements

- **Definition:** When student percent in attendance is greater than or equal to 90% they are classified as being Consistently in Attendance. Students whose attendance is less than 90% are classified as being Not Consistently in Attendance.
- **Calculation Note:**
 - In **elementary**, attendance is recorded as a student present for the entire instructional day.
 - In **secondary**, attendance is measured by class period rather than by full day. A student's overall attendance rate reflects the percentage of class periods attended across all courses.
 - This data specifically reflects Edina High School attendance. K-12 attendance data can be viewed in the Appendix.

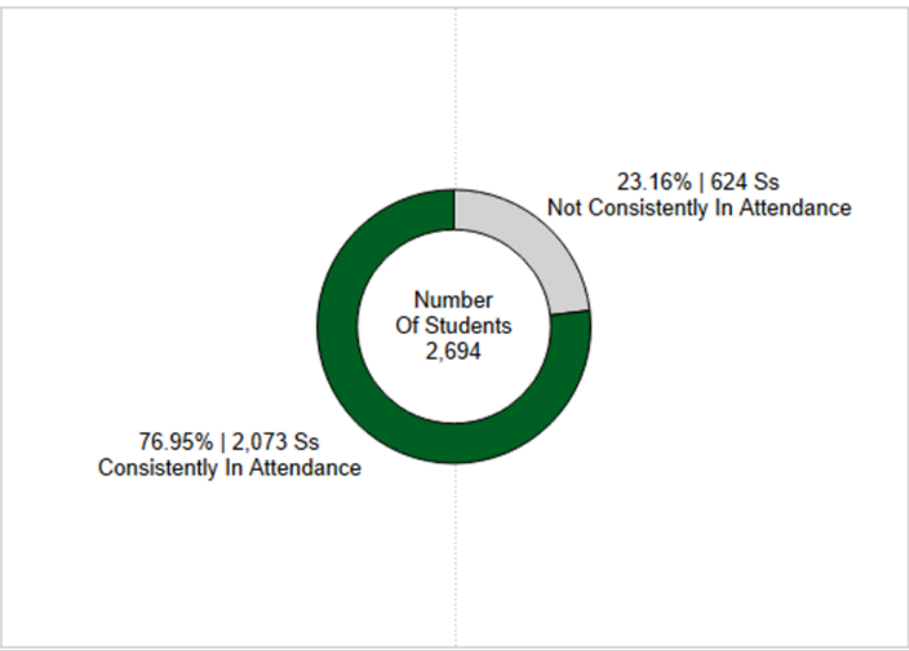
*This method provides a more precise measure of engagement in each instructional setting and accounts for the complexity of individualized secondary schedules.

2025-2027 Goals

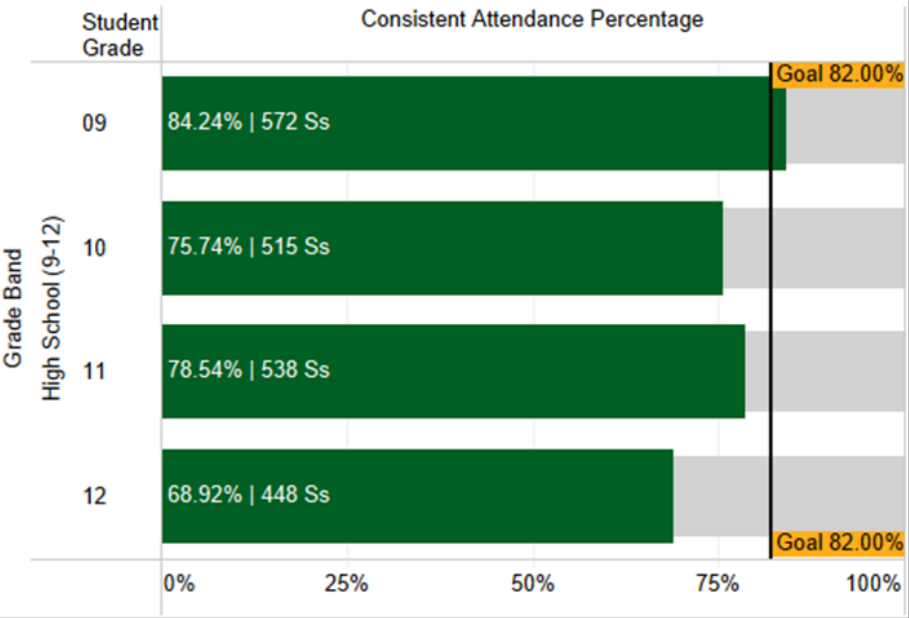
By Spring 2027, Edina High School will increase the percentage of students who consistently attend school 90% of the time from 76.95% in 2025 to 82%.

High School Consistent Attendance Charts and Graphs

High School Consistent Attendance Percentage

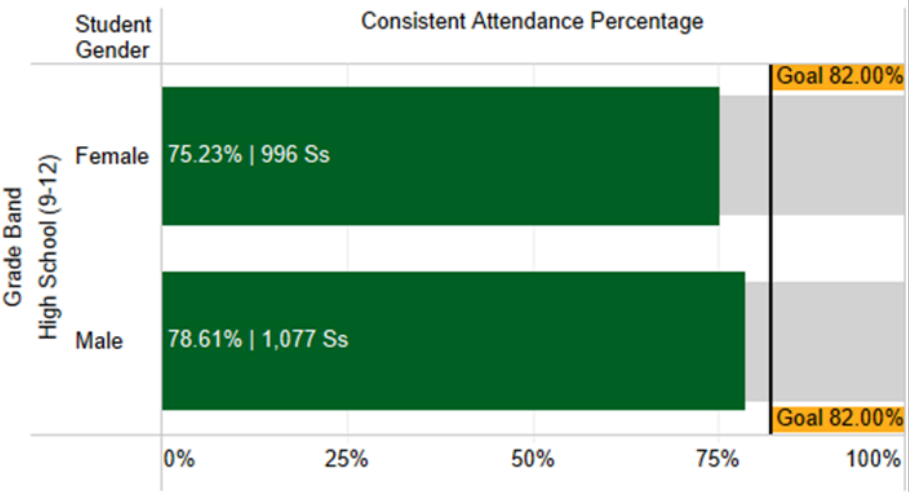


High School Consistent Attendance Percentage by Student Grade Band by Student Grade



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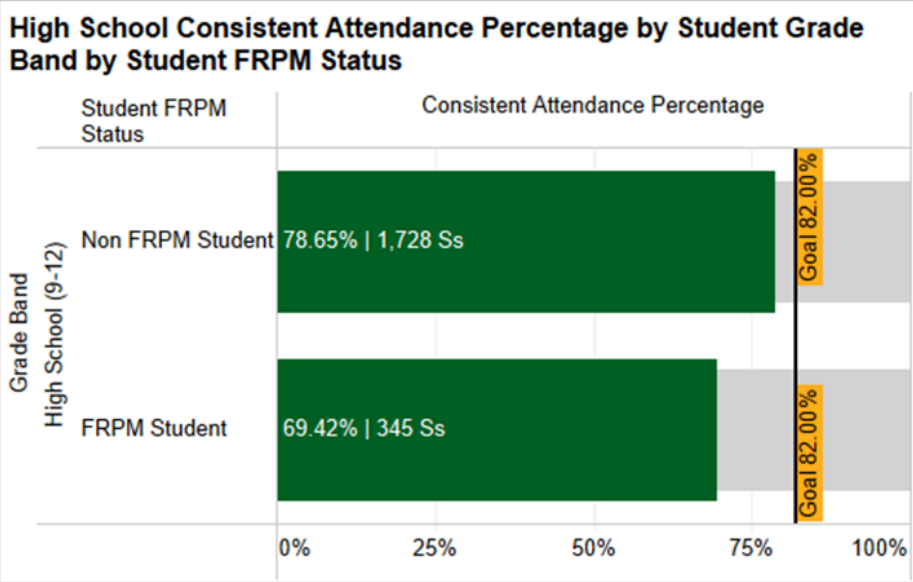
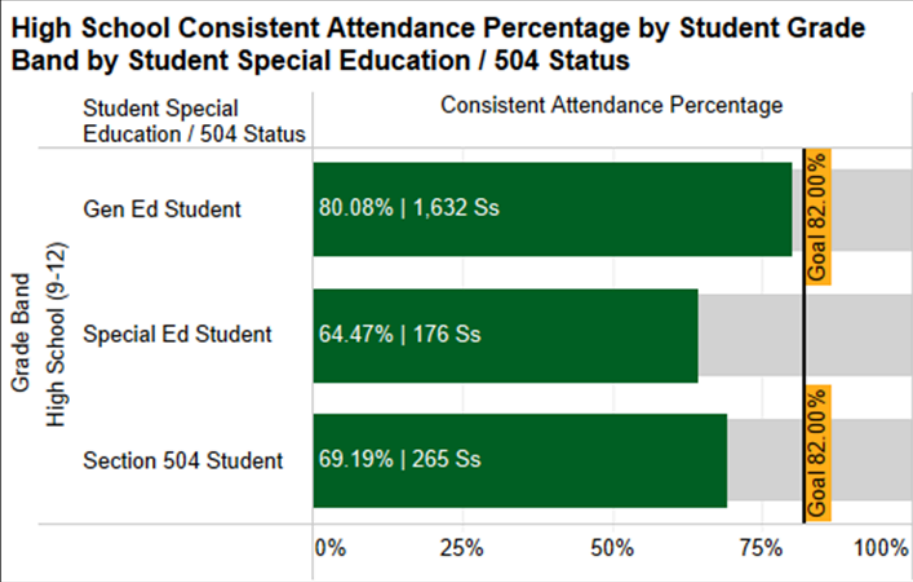
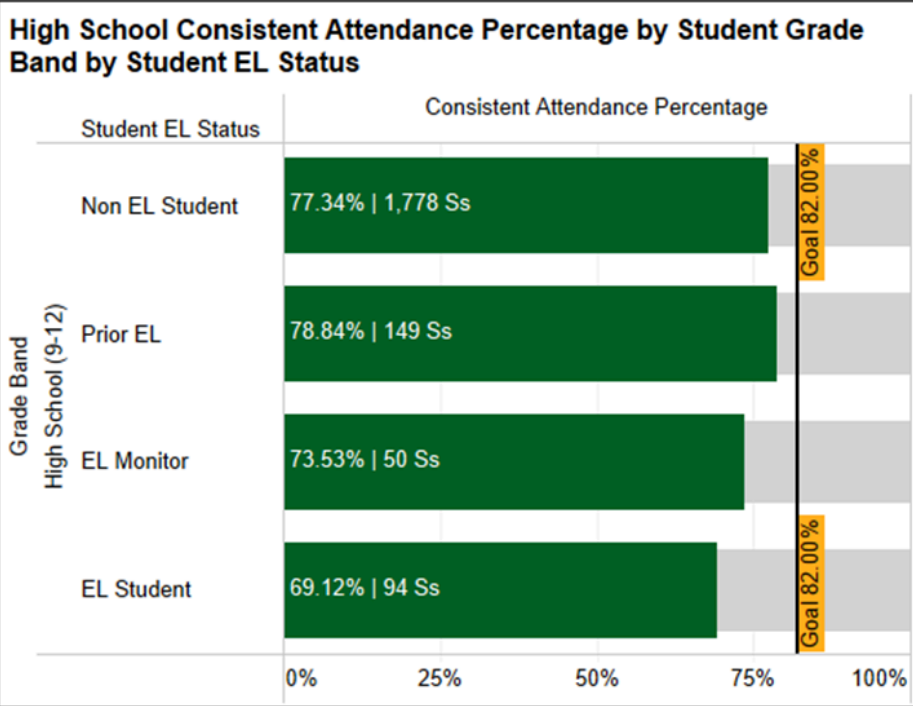
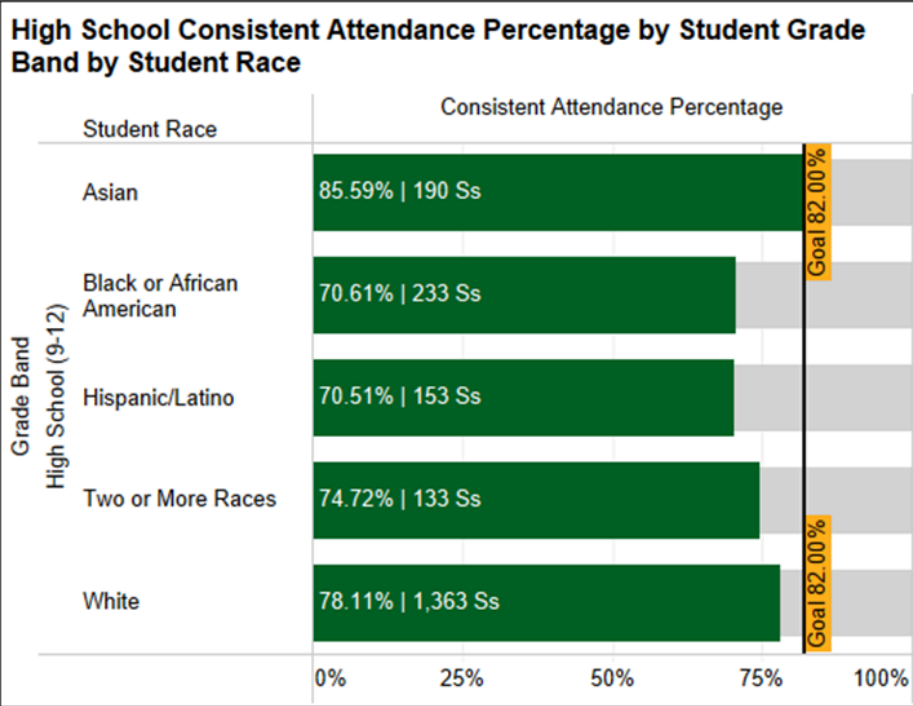
High School Consistent Attendance Percentage by Student Grade Band by Student Gender



Consistent Attendance Status
 ■ Consistently In Attendance □ Not Consistently In Attendance

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

High School Consistent Attendance Charts and Graphs Cont.



Consistent Attendance Status
■ Consistently In Attendance ■ Not Consistently In Attendance

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Appendix

Appendix A: Glossary

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

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

It is also important to note that the READ Act requires mandatory screening of every child in kindergarten, first, second, and third grade, including multilingual learners and students receiving special education services, using a screening tool approved by the Department of Education. Edina is using FASTBridge for this screening. It is completed three times per year to measure foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language. A specific subset of the FASTBridge assessment suite screens for characteristics of dyslexia.

Capti ReadBasix: The Minnesota READ Act requires students in grades 4 and above, who are not reading at grade level, to be assessed for reading difficulties, including characteristics of dyslexia, using a tool approved by the Department of Education. This requirement includes multilingual learners and students receiving special education services. Capti is the approved diagnostic tool based on the Science of Reading framework. It screens, diagnoses, and monitors foundational reading skills in adolescents. Edina winter of 2025 Edina will utilize this assessment and collaborate on the response plans to support student results.

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

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

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

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

Talent Development: Talent Development encompasses all of the classes, support structures, and instruction that are designed to identify a child's strengths early on in their education, so they can turn

their abilities and interests into high levels of achievement. In this report Accelerated and Advanced classes are the focus. These are classes that a select group of students take.

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

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

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

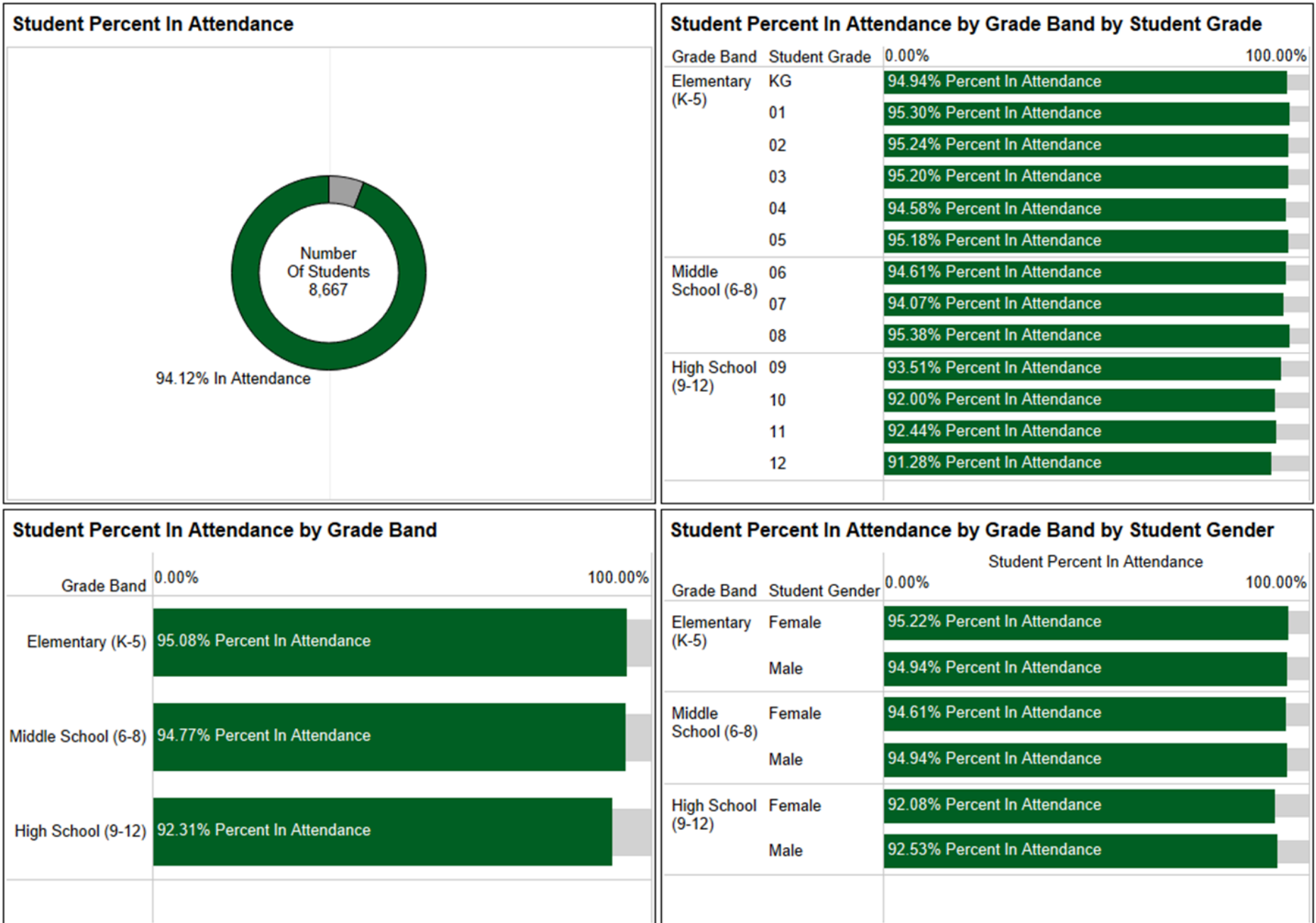
Professional Learning Community (PLC): “An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” (DuFour, DuFour, & Eaker, 2002)

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

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

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

Appendix B: K-12 Attendance Charts and Graphs

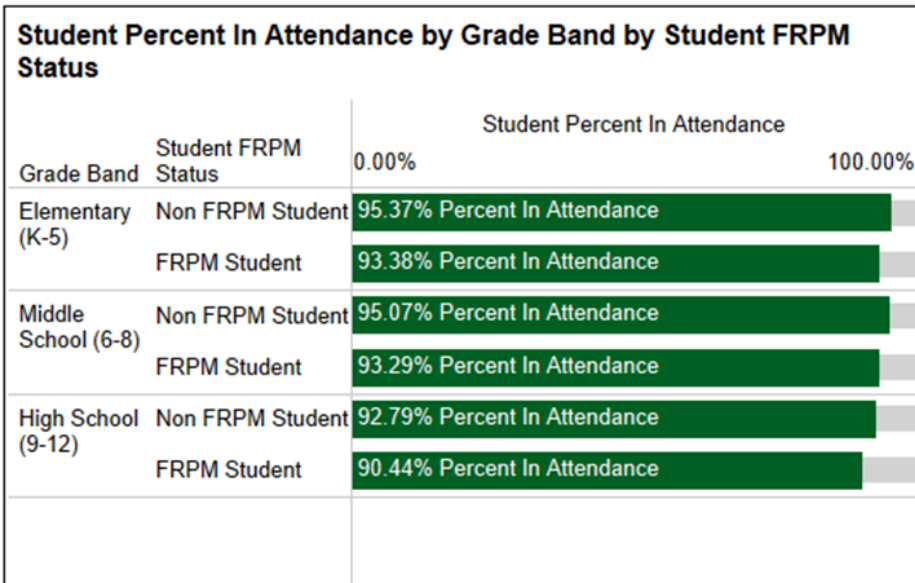
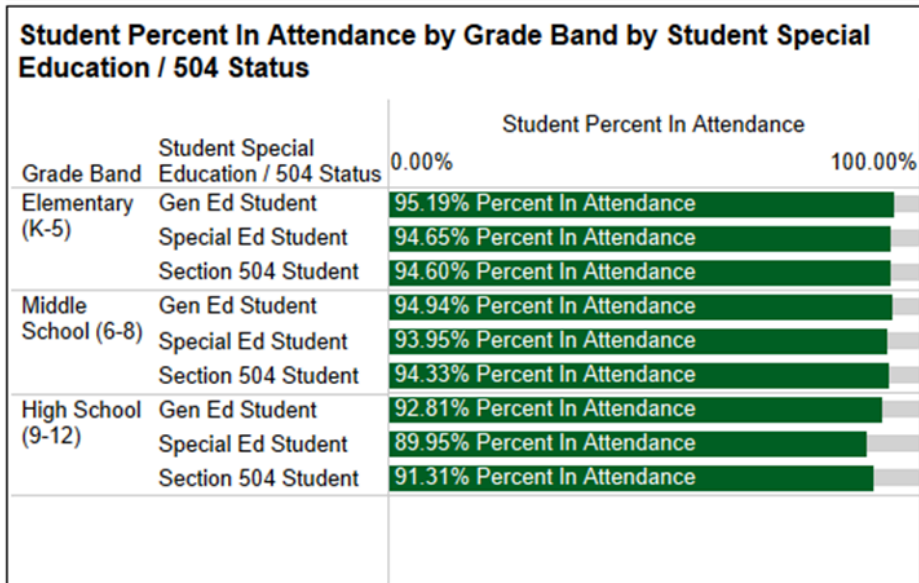
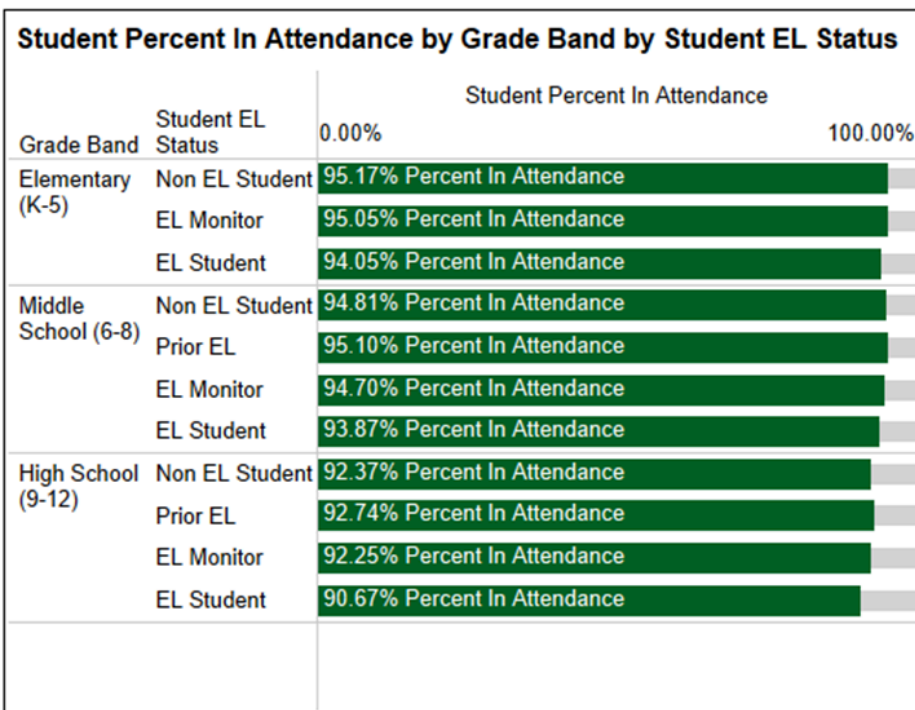
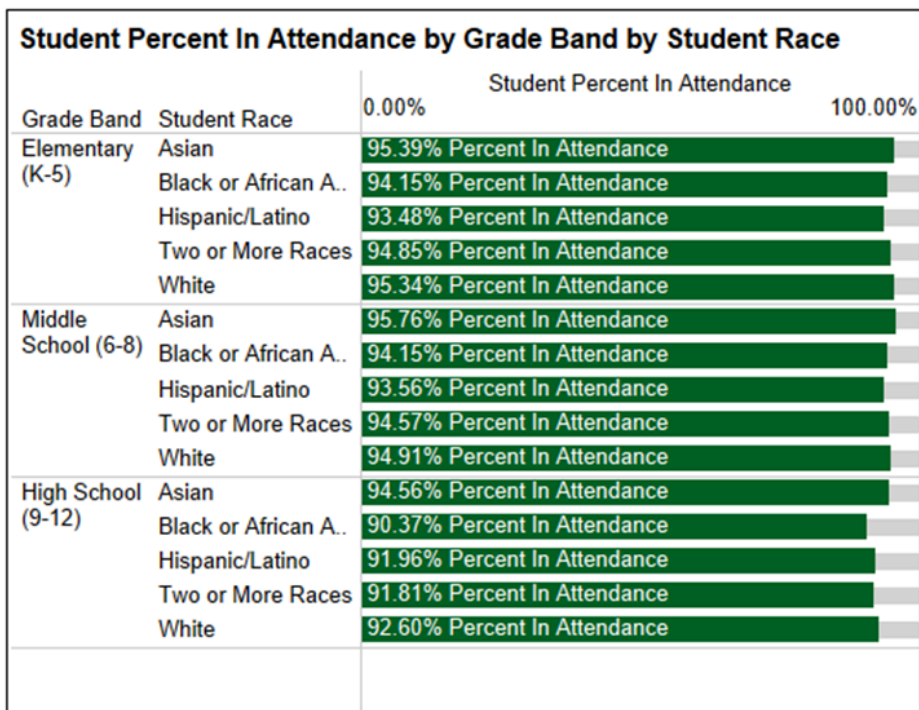


Measure Names

■ Percent In Attendance ■ Percent Absent

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Appendix B: K-12 Attendance Charts and Graphs Cont.



Measure Names

■ Percent In Attendance ■ Percent Absent

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Appendix C: Demographic Summary

Demographic Summary by Grade Band by Student Race

Grade Band		Student Race	
Grade Band	Elementary (K-5)	Asian	7.72%
		Black or African American	7.14%
		Hispanic/Latino	7.67%
		Two or More Races	8.29%
		White	69.18%
		Total	100.00%
	Middle School (6-8)	Asian	7.32%
		Black or African American	8.16%
		Hispanic/Latino	8.07%
		Two or More Races	6.38%
		White	70.06%
		Total	100.00%
	High School (9-12)	Asian	8.06%
		Black or African American	14.15%
		Hispanic/Latino	7.92%
Two or More Races		6.52%	
White		63.35%	
Total		100.00%	

Demographic Summary by Grade Band by Student Grade

Grade Band		Student Grade	
Grade Band	Elementary (K-5)	KG	15.19%
		01	15.90%
		02	16.89%
		03	17.52%
		04	17.34%
		05	17.15%
	Total	100.00%	
	Middle School (6-8)	06	33.02%
		07	32.82%
		08	34.16%
		Total	100.00%
	High School (9-12)	09	24.97%
		10	25.30%
		11	25.51%
		12	24.22%
Total		100.00%	

Demographic Summary by Grade Band by Student Special Education / 504 Status

Grade Band		Student SPED / 504 Student Status	
Grade Band	Elementary (K-5)	Gen Ed Student	79.08%
		Special Ed Student	17.23%
		Section 504 Student	3.69%
		Total	100.00%
	Middle School (6-8)	Gen Ed Student	79.17%
		Special Ed Student	13.08%
		Section 504 Student	7.75%
		Total	100.00%
	High School (9-12)	Gen Ed Student	75.89%
		Special Ed Student	10.09%
		Section 504 Student	14.03%
		Total	100.00%

Demographic Summary by Grade Band by Student Gender

Grade Band	Student Gender	
Elementary (K-5)	Female	47.88%
	Male	52.12%
	Total	100.00%
Middle School (6-8)	Female	49.90%
	Male	50.10%
	Total	100.00%
High School (9-12)	Female	49.09%
	Male	50.91%
	Total	100.00%

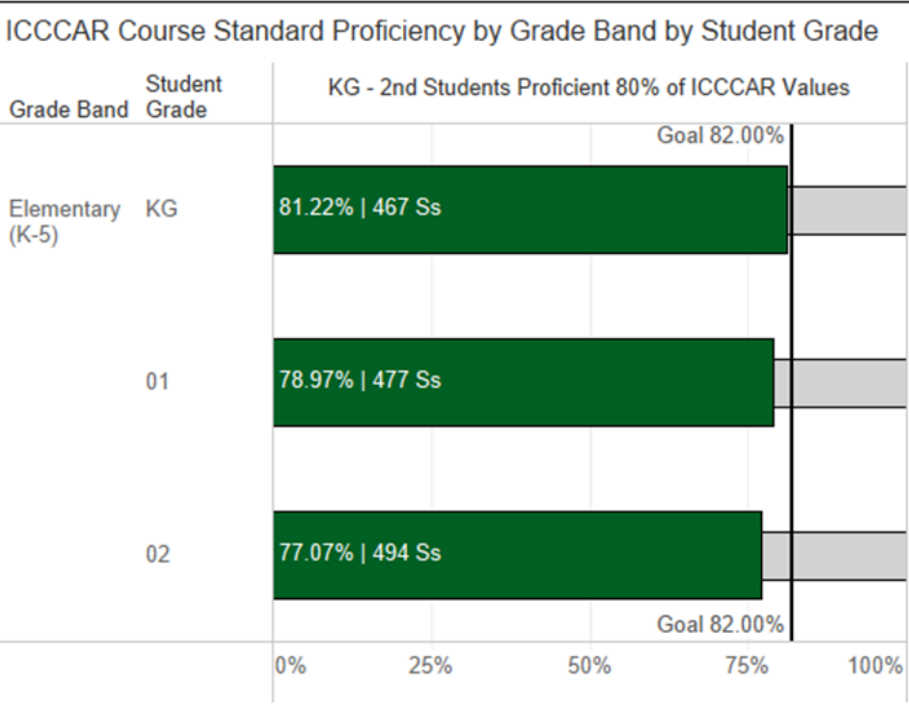
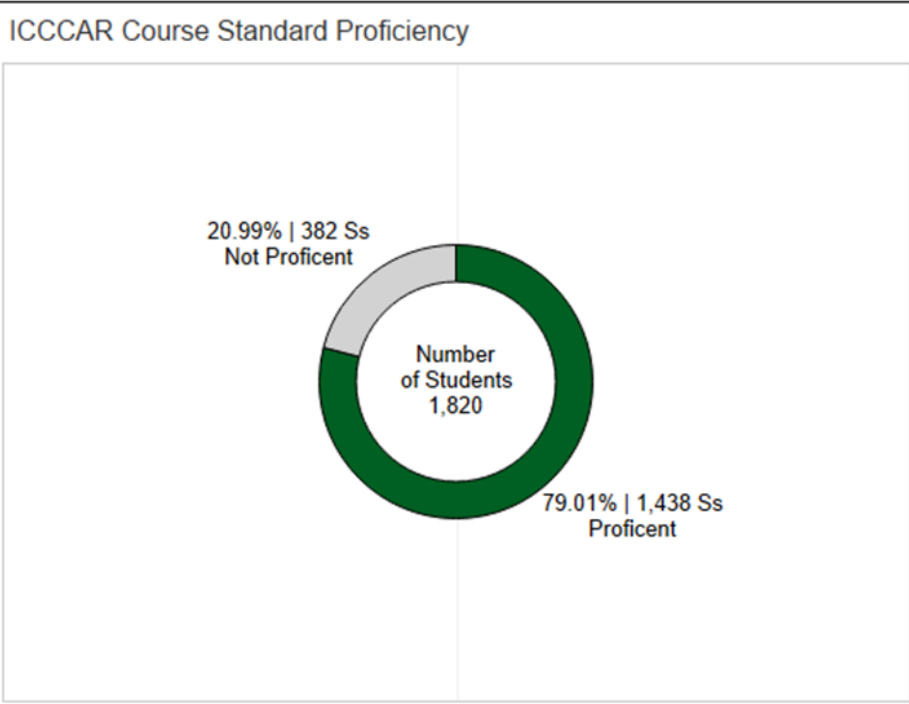
Demographic Summary by Grade Band by Student FRPM Status

Grade Band	Student FRPM Status	
Elementary (K-5)	Non FRPM Student	85.20%
	FRPM Student	14.80%
	Total	100.00%
Middle School (6-8)	Non FRPM Student	82.38%
	FRPM Student	17.62%
	Total	100.00%
High School (9-12)	Non FRPM Student	80.04%
	FRPM Student	19.96%
	Total	100.00%

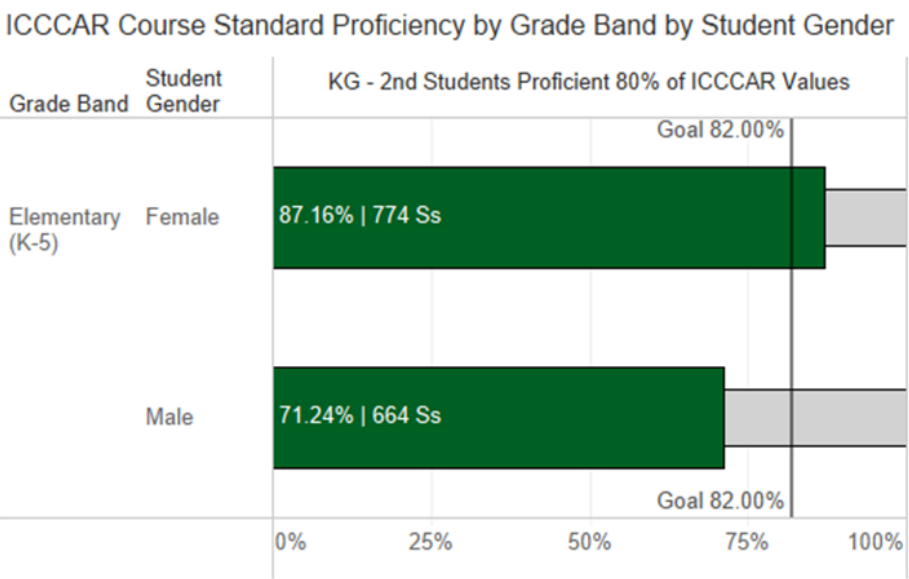
Demographic Summary by Grade Band by Student EL Status

Grade Band		Student EL Status	
Grade Band	Elementary (K-5)	Non EL Student	89.31%
		EL Monitor	2.60%
		EL Student	8.09%
		Total	100.00%
	Middle School (6-8)	Non EL Student	86.97%
		Prior EL	2.72%
		EL Monitor	5.65%
		EL Student	4.66%
		Total	100.00%
	High School (9-12)	Non EL Student	84.89%
		Prior EL	7.23%
		EL Monitor	2.69%
EL Student		5.19%	
Total	100.00%		

Appendix D: K-2 ICCCAR Standard Proficiency Charts and Graphs



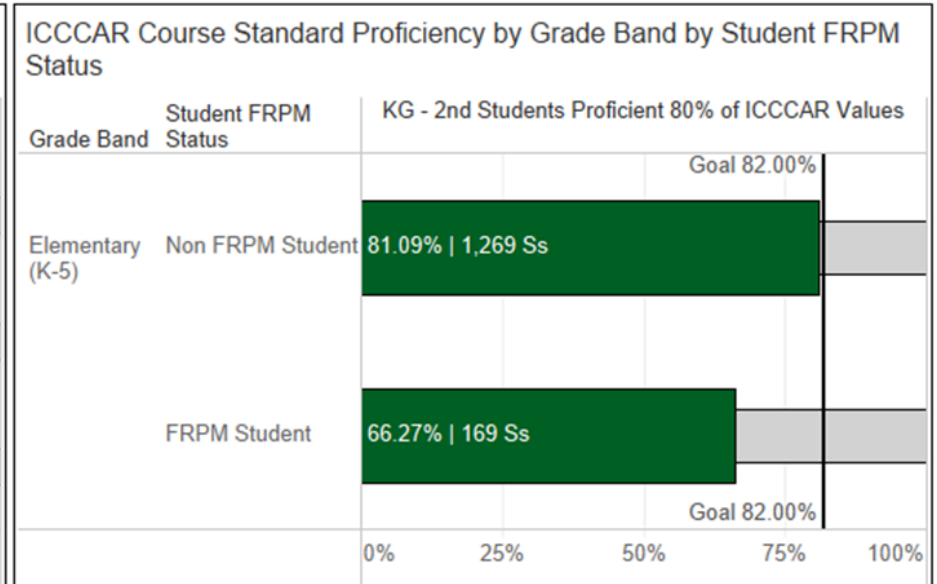
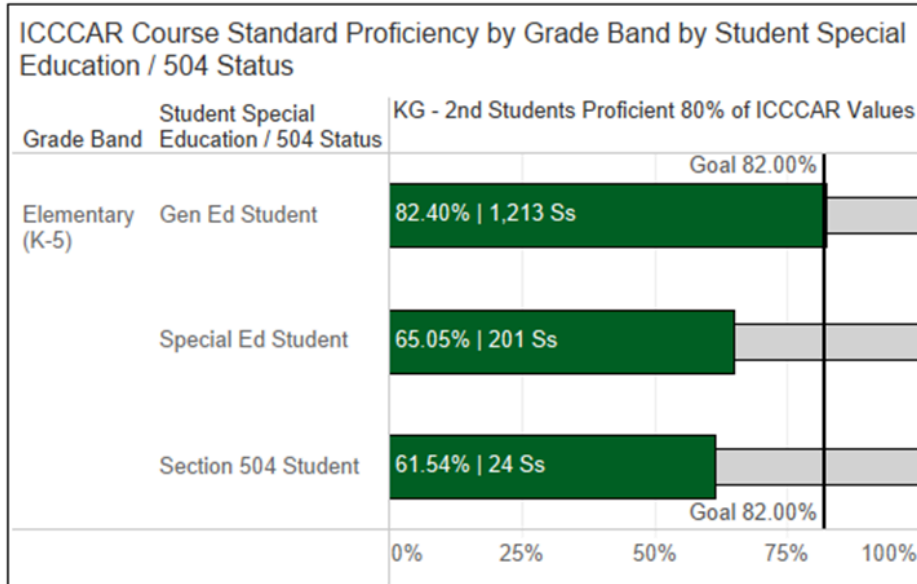
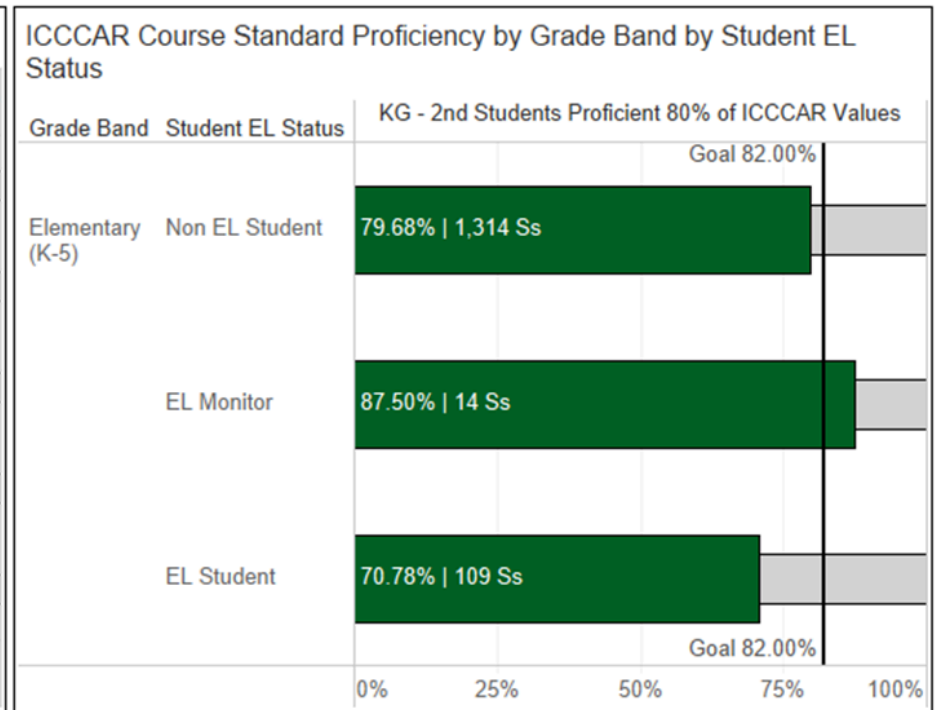
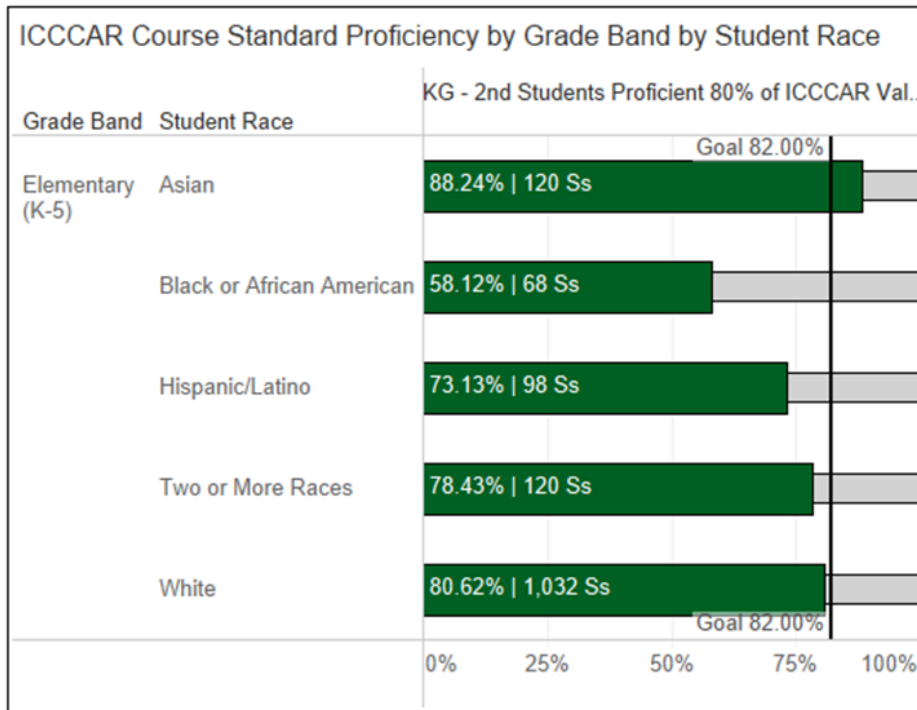
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ICCCAR Proficiency Status
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Appendix D: K-2 ICCCAR Standard Proficiency Charts and Graphs Cont.



ICCCAR Proficiency Status
■ Proficient ■ Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Appendix E: Career/College Ready Research

The following national studies and frameworks represent some of the most widely recognized research on college and career readiness. Together, they highlight the importance of rigorous coursework, benchmark assessments, and key skill areas as strong predictors of post-secondary success.

Sources

- Adelman, C. (2006). *The Toolbox Revisited: Paths to degree completion from high school through college*. U.S. Department of Education.
→ Completing advanced math courses (beyond Algebra II) is the strongest curriculum factor predicting college completion.
- ACT. (2023). *The Condition of College & Career Readiness 2023*. ACT, Inc.
→ College readiness benchmarks in English, math, reading, and science align with first-year college success.
- National Center for Education Statistics. (2017). *High school course-taking and college readiness: 2017 update*. U.S. Department of Education.
→ Rigorous course sequences in math, science, and English increase college enrollment and persistence.
- Partnership for 21st Century Learning. (2019). *Framework for 21st century learning*. Battelle for Kids.
→ Identifies critical thinking, communication, collaboration, and global awareness as essential readiness skills.

Together the following research highlights how these opportunities extend readiness, promote equity of access, and celebrate student distinction within our community.

Sources

- An, B. P. (2013). *The impact of dual enrollment on college degree attainment*. Educational Evaluation and Policy Analysis.
→ Dual enrollment significantly increases college enrollment and degree attainment, especially for underrepresented students.
- Advance CTE & Association for Career and Technical Education. (2018). *Work-based learning in high school: Findings from a national survey*. **
→ Work-based learning (e.g., internships) builds career readiness, applied skills, and student engagement.
- National Merit Scholarship Corporation. (2022). *Annual Report*. **
→ National Merit recognition highlights high academic achievement and expands opportunities for selective college admissions and scholarships.

Appendix F: Program Included in Edina High School and Edina Community Education Data

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> ● Advanced Archery: Gr. 5-12, ● Alpine Ski - Boys, ● Alpine Ski - Girls, ● Archery 101: Gr. 5-12, ● Architecture, Construction, Engineering (ACE) club, ● Art Club, ● Badminton Club (Valley View): Gr. 6-8, ● Badminton Club: South View Gr. 6-8, ● Badminton Club: Valley View Gr. 6-8, ● Badminton, ● Baseball, ● Basketball - Boys, ● Basketball - Girls, ● Basketball Club (Valley View): Gr. 6-8, ● Black Student Union, ● Business Club, ● Ceramics Club, ● Cheer Tryouts 2025-26, ● Cheerleading, ● Chess Club: South View Gr. 6-8, ● Chess Club: Valley View Gr. 6-8, ● Chinese Club, ● Civics Club, ● Club Archery: Gr. 5-12, ● Coed Afterschool Basketball Club: SVMS & VVMS Gr. 6-8, ● Competition Dance, ● Competitive Diving Mondays Apr-May, ● Competitive Diving Mondays Jan-Mar, ● Competitive Diving Mondays, ● Competitive Diving Thursdays Apr-May, ● Competitive Diving Wednesdays Apr-May, ● Competitive Diving Wednesdays Jan-Mar, ● Criminal Justice Club, ● Cross Country - Boys, ● Cross Country - Girls, ● Cross Country Running Club: South View & Valley View: | <ul style="list-style-type: none"> Gr. 6, ● Crumbl Club, ● Debate, ● DECA, ● Donation Club, ● Driver's Ed: Classroom & Behind-the-Wheel: Gr. 9-12, ● Dungeon Adventures: South View Gr. 6-8, ● Dungeon Adventures: Valley View Gr. 6-8, ● Dungeons & Dragons Club, ● Dungeons Adventures Gr. 6-8 (South View), ● Dungeons Adventures Gr. 6-8 (Valley View), ● E - Sports, ● Edina Gymnastics Session I: Ages 8-16, ● Edina Junior High Competition Cheer Team: Gr. 6-9, ● Edina Winter Open Chess Tournament Gr. 1-12, ● Edina Women in STEM, ● EHS Film Club, ● EHS Thespian Club, ● Etiquette, Manners, Social Skills, Oh My!: Gr 1-6, ● FAST- Functional Athletic Speed Training: Gr. 6-8, ● FAST-Functional Athletic Speed Training Session I: Valley View Gr. 6-8, ● Fishing, ● Football, ● Game Club, ● GiGi's Playhouse Down Syndrome Achievement Center Volunteer Club, ● Girls Book Club, ● Girls Workout Club, ● Golf - Boys, ● Golf - Girls, ● Gymnastics, ● Hip Hop Dance, ● Hockey - Boys, ● Hockey - Girls, ● Hockey Cheer Tryouts, ● Hornettes, ● HOSA, | <ul style="list-style-type: none"> ● In Person: Morning Math Team: South View: Gr. 6-8, ● In Person: Morning Math Team: Valley View: Gr. 6-8, ● Intermediate Diving Wednesdays Apr-May, ● Intermediate Diving Wednesdays, ● Investments Club, ● Jazz Band, ● Jewish Student Union (JSU), ● Knowledge Bowl, ● Kung Fu - Wu Shu for Self-Defense and Fitness: 3rd Purple - Black Belt: Ages 5 - Adult, ● Kung Fu - Wu Shu for Self-Defense and Fitness: Green - 2nd Purple Belt: Ages 5 - Adult, ● Kung Fu - Wu Shu for Self-Defense and Fitness: Instruments & Sparring: Ages 8 - Adult, ● Kung Fu- Wu Shu for Self-Defense and Fitness: 3rd Purple - Black Belt: Ages 5 - Adult, ● Kung Fu- Wu Shu for Self-Defense and Fitness: White - Orange Belt: Ages 5 - Adult, ● Lacrosse - Boys, ● Lacrosse - Girls, ● Learn to Dive Mondays, ● Letters for Aurora, ● Letters of Love, ● Level I/Pre-Teen Ballet, ● Level I/Pre-Teen Ballet: Ages 8-13yrs, ● Math Team, ● Middle School Dance Club: South View & Valley View Gr. 6, ● Mikkonen Music - Spring Piano, Guitar & Ukulele Lessons: Pick Your Number, ● Mock Trial, ● Model UN, ● Non-School Day Career Exploration: Arts and |
|--|--|--|

- | | | |
|--|---|---|
| <p>Tourism,</p> <ul style="list-style-type: none"> ● Non-School Day: Career Explorations Gr. 6-8: Government, ● Non-School Day: Career Explorations Gr. 7-8 Environmental Science, ● Nordic Ski - Boys, ● Nordic Ski - Girls, ● One Act, ● Online Stock Market, Personal Finance, & Business Club: Gr. 6-12, ● Origami Club, ● Our Minds Matter, ● Pokemon Kanto Journey 1: Normandale Gr. 1-8, ● Political Science Club, ● Private Voice or Piano Lessons: Ages 7+, ● Project Blush, ● Queer Student Union (Formerly: Gender & Sexuality Alliance), ● Quiz Bowl, ● ROBOTICS- FIRST | <ul style="list-style-type: none"> ● ROBOTICS COMP. (FRC), ● ROBOTICS- FIRST TECH CHALLENGE (FTC), ● Soccer - Boys, ● Soccer - Girls, ● Softball, ● South Asian Society, ● South View Chess Club Gr. 6-8, ● South View Middle School Boys Track & Field: Gr. 6-8, ● South View Middle School Girls Track & Field: Gr. 6-8, ● South View Middle School Wrestling Team: Gr. 6-8, ● Speech, ● Spike Ball Club, ● Spring Chess Tournament: Gr. K-12, ● Strategy Game Club Gr. 6-8 (SouthView), ● Strategy Game Club Gr. 6-8 (Valley View), ● Strategy Game Club: South View Gr 6-8, ● Strategy Game Club: Valley | <p>View Gr 6-8,</p> <ul style="list-style-type: none"> ● Swim & Dive - Boys, ● Swim & Dive - Girls, ● Synchro Swim, ● Team Manager - Spring, ● Team Manager, ● Technovation Girls, ● Teens For A Greener Tomorrow, ● Tennis - Boys, ● Tennis - Girls, ● Theater, ● Track & Field - Boys, ● Track & Field - Girls, ● Valley View Middle School Boys Track & Field: Gr. 6-8, ● Valley View Middle School Girls Track & Field: Gr. 6-8, ● Valley View Middle School Wrestling Team: Gr. 6-8, ● Volleyball Youth Fall League: Gr. 1-6, ● Volleyball, ● World Quest, ● Wrestling, |
|--|---|---|

Appendix G: District Wide MCA Assessment Performance District Comparison

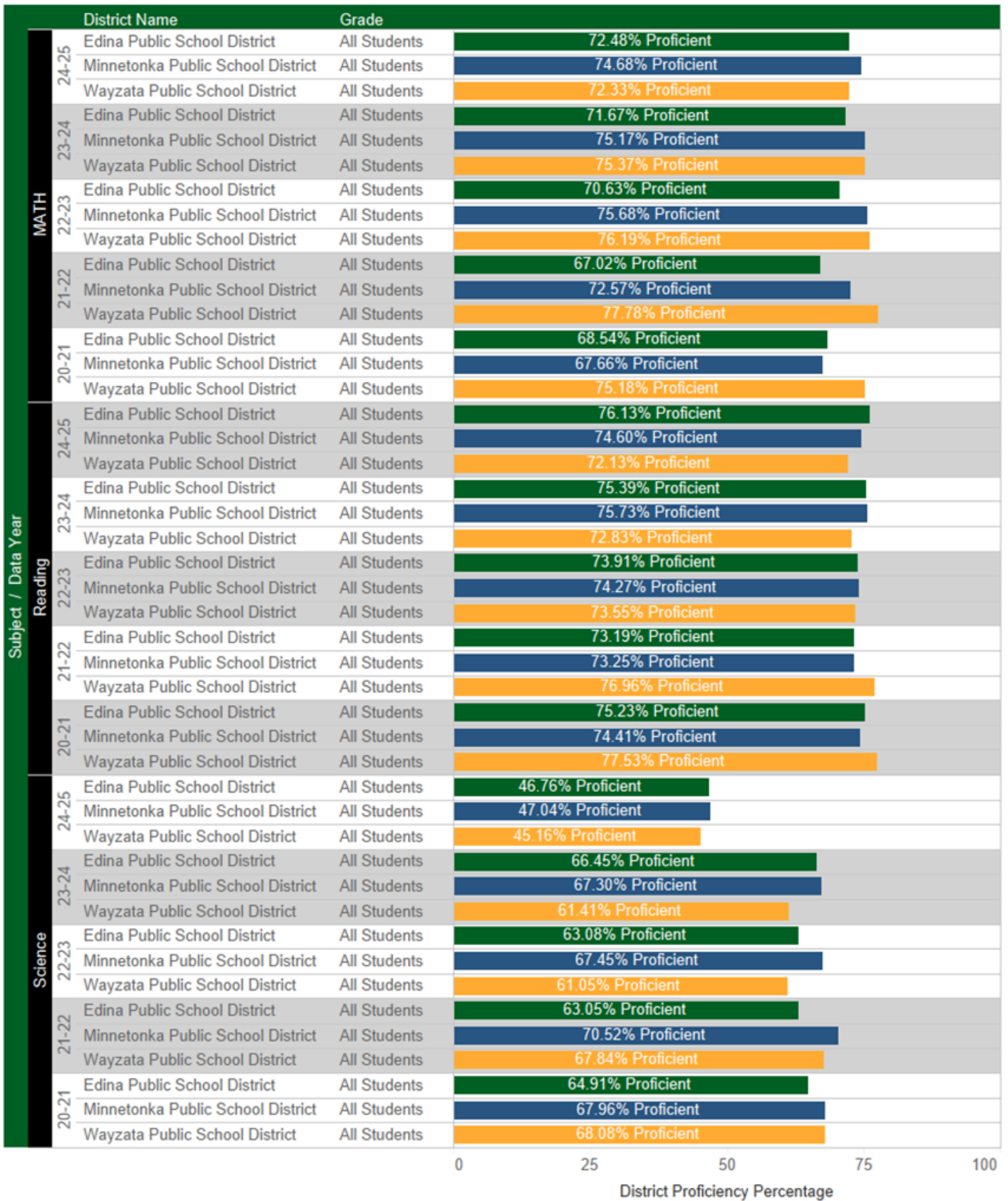
District Name

Edina Public School District

Minnetonka Public School District

Wayzata Public School District

All Students Math, Reading and Science by Subject



Appendix H: High School MCA Assessment Performance District Comparison

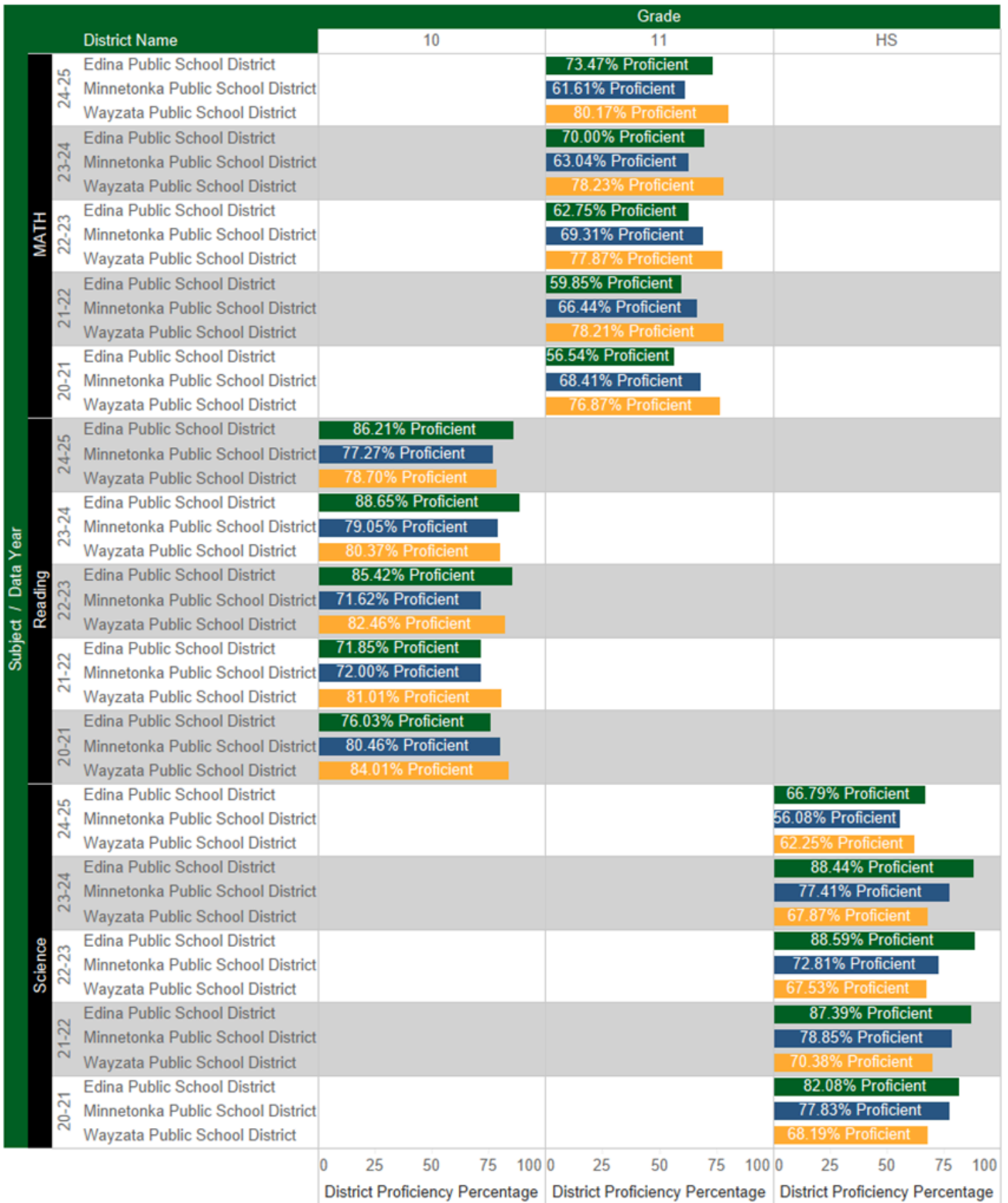
District Name

Edina Public School District

Minnetonka Public School District

Wayzata Public School District

HS Students Math, Reading and Science by Subject



VI.D. Comprehensive Achievement and Civic
Readiness (CACR)

Speaker (s): Jody De
St. Hubert, Director
of Teaching and
Learning



DEFINING EXCELLENCE

Board Meeting Date: November 10, 2025

Title: Comprehensive Achievement and Civic Readiness

Type: Discussion

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

Description: This report presents the information shared at the combined Comprehensive Achievement and Civic Readiness (CACR) and Achievement and Integration Public Hearing held on Thursday, October 23. The presentation provides an update on progress toward the 2023–2025 CACR goals and introduces the new 2025–2027 goals.

The CACR plan, formerly known as the World’s Best Workforce (WBWF), was established in Minnesota Statute 120B.11 to ensure that school districts enhance student achievement through comprehensive teaching and learning supports. During the 2024 legislative session, the Minnesota Legislature renamed WBWF to CACR, with the change taking effect beginning with the 2024–25 strategic plans and the Fall 2025 annual summary report.

In 2023, Edina Public Schools used the Edina Data Metrics Plan to align the CACR and Achievement and Integration goal areas with districtwide Data Metrics goals. Collaborative teams engaged in strategic planning to design strategies and programming that support the priorities outlined in the Edina 2020–2030 Strategic Plan. For the 2025–2027 goals, the district continued this process, aligning the new goals with the updated Data Metrics Plan recently discussed at the October School Board meeting. This report reflects both the progress made toward current goals and the direction for the next two-year planning cycle.

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

Desired Outcomes from the Board: Review the report, have questions prepared, and provide feedback on the key information presented.

Attachments:

[Comprehensive Achievement and Civic Readiness Public Hearing Presentation](#)

Edina Public Schools

Defining
Excellence



Annual Report

Comprehensive Achievement and Civic Readiness
Achievement and Integration

Our Vision

For Each and Every Student to Discover Their Possibilities and Thrive



Our Mission

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

Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills.

We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.





Comprehensive Achievement and Civic Readiness (CACR)



World's Best Workforce

The World's Best Workforce (WBWF) bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance. WBWF is a multi-year plan (two years) that has specific requirements outlined by the MN Department of Education.

Requirements

- Multi-year plan submission to MDE with goals and action steps articulated
- Yearly public hearing for community
- Annual update of plan progress through MDE reporting
- Engage stakeholders in planning with WBWF (now CACR) committee



Comprehensive Achievement and Civic Readiness

During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). Each district CACR multi-year plan must address five goal areas.

5 Goal Areas

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- All students are prepared to be lifelong learners.

Progress Update





23-25 Goals Progress Update



Ready for Kindergarten

In the fall of 2024, 80% of Edina Kindergarten students who were enrolled in the ELC for the 2023-24 school year will meet proficiency on the fall Kindergarten FASTBridge earlyReading universal screener .

GOAL MET (80%)



Read at Grade Level by 3rd

In the spring of 2025, 79.59% of 3-5 grade students will demonstrate meeting literacy learning targets based on proficiency in 2 of 3 determined assessments aligned with MN State Standards (FASTBridge, MCA, & End of year ELA grade).

GOAL NOT MET (74.87%)



Gaps Closed

In the spring of 2025 40% of 6th - 8th grade students will meet their EL growth target as defined by MDE.

GOAL NOT MET (19.72%)



23-25 Goals Progress Update Cont'd



College and Career Ready

In the Spring of 2025, 82% of students taking Biology who earned a B or better in semester 2.

GOAL NOT MET (78.79%)



Graduate

In the Fall of 2025, graduation rates for all Edina students will be 98%.

GOAL NOT MET (95.56%)

*2023-2025 Detailed Trend Data can be found in the 2023-2025 Edina Data Metrics Plan.

2025-2027 CACR Goals





Newly Established Goals

1

All children are ready for school.

2

All racial and economic achievement gaps between students are closed.

3

All students are ready for career and college.

4

All students graduate from high school.

5

All students are prepared to be lifelong learners.



All Children Ready For School

Goal 1

By the fall of 2028, the percentage of Kindergarten students who were enrolled in the ELFC for the 2025-2026 and the 2026-2027 school year that meet proficiency on the fall Kindergarten FASTBridge earlyReading universal screener will increase from 68% to 72%.



Close All Racial & Economic Gaps

Goal 1

In the Spring of 2027, the percentage of African American/Black students in grades 6-8 meeting literacy proficiency will increase from 53.46% in the spring of 2025 to 59% as measured by the FASTBridge Reading Universal Screener.

Goal 2

In the Spring of 2027, the percentage of Hispanic/Latina students in grades 6-8 meeting literacy targets will increase from 63.06% in the spring of 2025 to 69% as measured by the FASTBridge Reading Universal Screener.

Goal 3

In the Spring of 2027, the percentage of FRPM students in grades 6-8 meeting literacy targets will increase from 52.79% in the spring of 2025 to 58% (as measured by the FASTBridge Reading Universal Screener).



All College and Career Ready

Goal 1

By Spring 2027, the percentage of students in Pre-Calculus who demonstrate proficiency in advanced mathematics measured by the end of the year Pre-Calculus course grade will increase from 65.62% in the spring of 2025 to 68.62%.

Goal 2

By Spring 2027, the percentage of students with an ACT composite score of 22 or greater will increase from 72.45% in the spring of 2025 to 75%.

Goal 3

By Spring 2027, the number of 12th grade students achieving a Bilingual Seal will increase from 78.75% in the spring of 2025 to 80%.

** Refer to Appendix E in the 2025-2027 Data Metrics Plan for research references supporting focused goal areas.*



All Graduate from High School

Goal 1

By Spring 2027, the districts overall four-year graduation rate will increase from 95.56% to 98%.

Goal 2

By Spring 2027, the four year graduation rate for Black/African American students will increase from 90% to 94%.

Goal 3

By Spring 2027, the four year graduation rate for Hispanic/Latina students will increase from 92.5% to 96%.

Goal 4

By Spring 2027, the four year graduation rate for FRPM students will increase from 87.95% to 92%.



All Prepared To Be Lifelong Learners

This is a NEW goal area for CACR.

At our CACR committee meeting today we:

- Reviewed the Portrait of a Well-Rounded Edina Graduate
- Discussed what skills in the Portrait align with preparing all students to be lifelong learners.
- Further discussed what we have in our system that would help us teach the skills and measure growth over the 2 year CACR goal cycle.

Additional meetings and discussions scheduled:

- HS counselors
- HS review team

Goal will be created and outlined both in our submitted report to MDE and our Edina webpage under Teaching and Learning.



Strategies for Continued Excellence & Goal Attainment

Edina's 2020-2030 Strategic Plan: Priority Strategies



A

Advance Academic Excellence,
Growth, and Readiness

B

Ensure an Equitable and
Inclusive School Culture

C

Foster Positive Learning
Environments, and Whole
Student Support

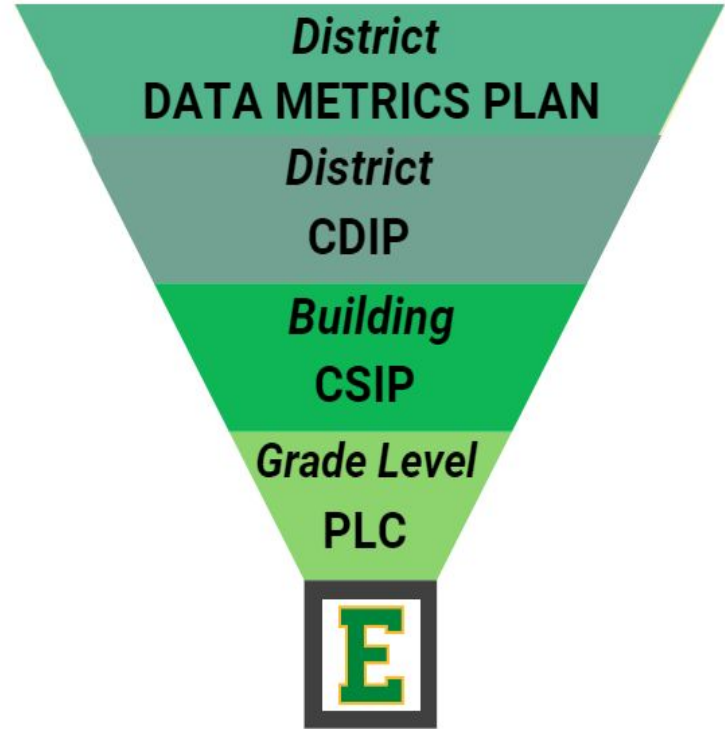
D

Develop Leadership
Throughout the District

E

Engage Parents, Schools, and
Community

Edina's Comprehensive Assessment Plan



District Data Metrics Plan

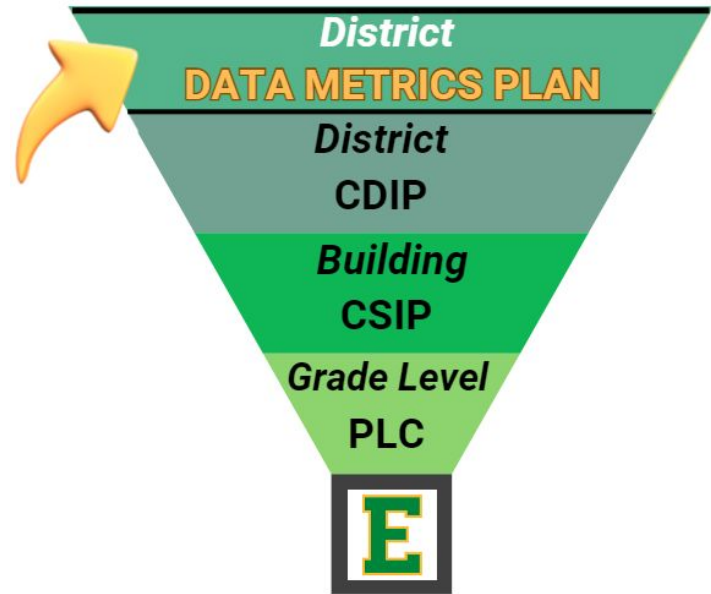
A comprehensive collection of data points that allow all stakeholders in a system to more deeply examine and understand where the system is currently at in relation to the vision and mission.

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

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



COMPREHENSIVE ASSESSMENT PLAN



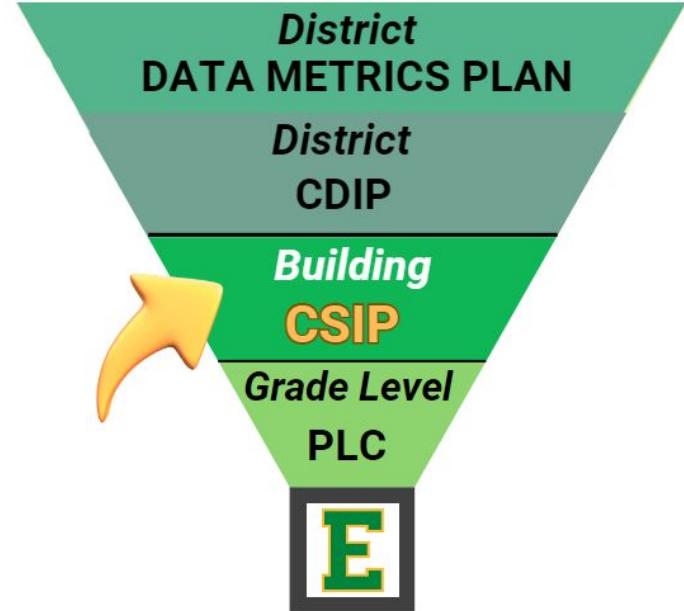
Continuous School Improvement Plan

A Continuous Improvement Plan is the ongoing cycle of ensuring growth. The structure of the Data Metrics Plan allows for a deeper analysis to create and/or deepen C-SIP.

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



COMPREHENSIVE ASSESSMENT PLAN





Strategies For Continued Excellence & Goal Attainment

Big Rock:	Why:	What:	How: <i>(District Supported Avenues)</i>
Culturally Proficient School Systems (CPSS)	The implementation of CPSS is our commitment to live out our vision for each and every student to discover their possibilities and thrive in Edina Public Schools. CPSS is the foundation for MTSS.	<ul style="list-style-type: none"> ● Initial CPSS Training for all staff ● Implementation Support at District and Site levels 	<ul style="list-style-type: none"> ● CPSS one-day training ● New Teacher training ● District-created Modules ● CPSS Teacher Toolkit ● Leadership training ● Job-Embedded PD
Multi-Tiered Systems of Support (MTSS) MTSS 2025-2026 Staff "I Can" Statements	The implementation of MTSS is our commitment to live out our mission. MTSS is a framework for ensuring positive social, emotional, behavioral, developmental and academic outcomes for every student. It integrates data and instruction to maximize all outcomes for students.	<p>Focus Area: Structure for Support</p> <ul style="list-style-type: none"> ● Aligning our understanding of MTSS structures and protocols 	<ul style="list-style-type: none"> ● Professional Development Days ● Targeted Coaching ● Collaboratively Linked Teams
		<p>Focus Area: Data Driven Instruction</p> <ul style="list-style-type: none"> ● FASTBridge* (K-9) ● Accessing and using multiple data points to meet the needs of each and every student (K-12) ● Data Discussion Protocols/Teams 	<ul style="list-style-type: none"> ● Targeted Coaching ● Professional Development Days ● Collaboratively Linked Teams
		<p>Focus Area: Tier 1 Instructional Responses</p> <ul style="list-style-type: none"> ● Evidence-based instructional practices <ul style="list-style-type: none"> ○ Social Emotional Learning Strategies ● Evidence-based instructional materials <ul style="list-style-type: none"> ○ STEAM (cornerstones) ○ English Language Arts (K-12) ○ Social Studies (6-12) ○ Math (K-12) 	<ul style="list-style-type: none"> ● Science of Reading Cohorts* ● Content Team Planning ● Professional Development Days ● Targeted Coaching ● Collaboratively Linked Teams

VI.E. Middle School Placement of Spanish Dual
Language (SDL) Program



Board Meeting Date: November 10, 2025

Title: Middle School Placement of Spanish Dual Language (SDL) Program

Type: Discussion

Presenter(s): Dr. Daniel Bittman, Superintendent

Description: Superintendent Bittman will provide an update on the process and progress related to identifying a middle school site for the expansion of the Spanish Dual Language program. This update will include a summary of the criteria used to evaluate potential sites, stakeholder engagement efforts, and current recommendations based on feedback and analysis. The presentation will also outline next steps and a timeline for final decision-making.

Recommendation: No recommendation is needed at this time.

Desired Outcome(s) from the Board: The School Board will receive the report regarding the placement of the Spanish Dual Language program at the middle school level. Board members are invited to ask questions and provide feedback as appropriate. No formal action is requested at this time.

Attachment(s):



Summary of Spanish Dual Language (SDL) Middle School Site Selection Feedback ¹

Response Overview: The SDL Middle School Site Selection Survey generated a total of **165 responses**.

- **Parent Responses:** 113 total (75 from Grades K-2 parents; 38 from Grades 3-5 parents).
- **Employee Responses:** 49 total. (Note: 47 employees who responded do not have children in the SDL/EPS system, emphasizing a systemic/operational perspective.)

Key Stakeholder Priorities and Themes: There is a noticeable difference in focus between parents and employees, which is critical for decision-making.

A. Parent Priorities (Focus on Continuity and Social-Emotional Impact)

- The single strongest and most passionate theme among parent responses is **continuity with feeder elementary schools. "One Countryside":** Parents overwhelmingly emphasize the need to keep SDL students together with their non-SDL Countryside peers at **Valley View Middle School (VVMS)**.
- **Social Isolation Concern:** Given that the SDL cohort is very small (only 2 classes per grade), parents fear that separating these students and sending them to South View (SVMS) would cause social isolation, undermine friendships built across programs (e.g., Kids Club, sports), and make the transition to middle school more difficult. Multiple families noted logistical issues, including the difficulty of having siblings attend different middle schools if SDL is assigned to South View.
- **Top Criteria:** When asked to select critical criteria, parent responses frequently highlighted **Continuity with feeder elementary schools, Staff expertise and readiness, and Academic programming alignment.**

Employee Priorities (Focus on Systemic Equity and Operational Impact)

¹ Document created with the help of Notebook LM; Documento creado con la ayuda de Notebook LM

- Employee feedback focuses on operational challenges and systemic equity concerns across the district.
- **Distribution of Programs:** Employees recommend **distributing the two immersion programs** across both middle schools for reasons of equity and space/capacity. Arguments include the concern that both specialty programs should not be concentrated in one building (Valley View). Many employees suggest moving French Immersion to South View (due to its proximity to Normandale) and placing Spanish at Valley View, or reversing the arrangement.
- **World Language Impact:** World language teachers are concerned that the existing French Immersion program has already "greatly impacted" FTE allocations and lowered Spanish enrollment at VVMS. Adding SDL to Valley View would further reduce world language options and enrollment.
- **Scheduling and Tracking:** Employees noted that immersion programs create scheduling complexity, require teaming adjustments, and can result in **unintended tracking** of students, limiting flexibility and elective options (like Middle School Skills).
- **Staffing and EL Support:** There is a concern that the district has "a long way to go" in training middle school content teachers for **English Learner (EL) best practices**. Employees requested mandatory professional development for all teachers on EL instruction.

Arguments for Site Selection (Valley View vs. South View): The survey feedback provides clear opposing arguments for both potential sites:

Arguments for Valley View (VVMS)	Arguments for South View (SVMS)
Maintains Countryside community continuity and prevents social isolation of the small SDL cohort.	Perceived additional, available space/capacity.
VVMS has established experience with the French Immersion program (scheduling, structure).	Distributes immersion programs across both middle schools, addressing equity concerns about program concentration.

Geographic proximity to Countryside families.	Some employees prefer not having both language programs in one building.
---	--

Planning and Logistical Concerns:

Both parents and employees raised several shared concerns related to program preparation and implementation:

- **Program Instability/Planning:** Inaugural SDL families expressed frustration with uncertainty and "just-in-time" planning at the elementary level, emphasizing that middle school planning must be more concrete.
- **Transportation:** Current long bus rides (sometimes 50+ minutes with transfers) are a serious concern, and efficient busing solutions are requested.
- **Staff Expertise:** A consistent need was identified for qualified, native Spanish speakers and culturally diverse teachers. Staff training and buy-in are essential prior to the program's arrival.
- **Communication:** There were repeated requests for clear, early, and transparent communication, including sharing concrete plans, curriculum expectations (K-12 vertical alignment), and the rationale behind final decisions. Parents requested "info info info" on logistics, academics, and staffing.

Suggestions for District Support Stakeholders provided specific recommendations to ensure a successful transition:

- **Staffing and Training:** Prioritize hiring native-speaker staff and implement professional development for all staff (not just SDL teachers) before the transition. Mandatory EL training for all content teachers was specifically requested.
- **Academic Clarity:** Share clear curriculum expectations for grades 6-8, detailing which classes will be taught in Spanish vs. English.
- **Community Engagement:** Offer meeting/greeting opportunities with the chosen middle school leadership before the transition.
- **Restructuring Consideration (Long-Term Vision):** Several detailed responses suggested using this decision as an opportunity to restructure middle school feeder patterns, such as potentially moving Normandale (French Immersion) to South View (SVMS) to create space and balance programs, while keeping all Countryside students (SDL and non-SDL) together at Valley View (VVMS).

Summary: Choosing a site for the SDL program involves balancing two deeply felt needs: the parents' emphasis on **social continuity** (keeping the Countryside community intact at Valley View) against the employees' focus on **operational equity** and systemic space issues (distributing the programs across both schools). Addressing the immediate, practical concerns, such as teacher readiness and ensuring robust EL support, will be essential for the success of the program regardless of the final location.



Resumen de Comentarios sobre la Selección del Sitio de la Escuela Intermedia para el Programa de Lenguaje Dual en Español (SDL)

Resumen de Respuestas: La Encuesta de Selección del Sitio de la Escuela Intermedia para SDL generó un total de **165 respuestas**.

- **Respuestas de Padres:** 113 en total (75 de padres de los grados K-2; 38 de padres de los grados 3-5).
- **Respuestas de Empleados:** 49 en total. (Nota: 47 empleados que respondieron no tienen hijos en el sistema SDL/EPS, lo que enfatiza una perspectiva sistémica/operacional).

Prioridades y Temas Clave de las Partes Interesadas: Hay una notable diferencia en el enfoque entre padres y empleados, lo cual es crítico para la toma de decisiones.

Prioridades de los Padres (Enfoque en la Continuidad y el Impacto Socioemocional)

- El tema más fuerte y apasionado entre las respuestas de los padres es la **continuidad con las escuelas primarias de procedencia. "One Countryside":** Los padres enfatizan abrumadoramente la necesidad de mantener a los estudiantes de SDL junto con sus compañeros de Countryside que no están en SDL en la **Escuela Intermedia Valley View (VVMS)**.
- **Preocupación por el Aislamiento Social:** Dado que la cohorte de SDL es muy pequeña (solo 2 clases por nivel), los padres temen que separar a estos estudiantes y enviarlos a South View (SVMS) causaría aislamiento social, socavaría las amistades construidas a través de programas (por ejemplo, Kids Club, deportes), y dificultaría la transición a la escuela intermedia. Múltiples familias señalaron problemas logísticos, incluida la dificultad de que los hermanos asistan a diferentes escuelas intermedias si se asigna SDL a South View.
- **Criterios Principales:** Al seleccionar criterios críticos, las respuestas de los padres destacaron frecuentemente la **Continuidad con las escuelas primarias de procedencia**, la **Experiencia y preparación del personal**, y la **Alineación de la programación académica**.

Prioridades de los Empleados (Enfoque en la Equidad Sistémica y el Impacto Operacional): Los comentarios de los empleados se centran en los desafíos operativos y las preocupaciones de equidad sistémica en todo el distrito.

- **Distribución de Programas:** Los empleados recomiendan **distribuir los dos programas de inmersión** en ambas escuelas intermedias por razones de equidad y espacio/capacidad. Los argumentos incluyen la preocupación de que ambos programas especializados no deben concentrarse en un solo edificio (Valley View). Muchos empleados sugieren trasladar el programa de Inmersión en Francés a South View (debido a su proximidad a Normandale) y ubicar el Español en Valley View, o revertir el arreglo.
- **Impacto en los Programas de Lenguas Mundiales:** A los profesores de lenguas mundiales les preocupa que el programa de Inmersión en Francés ya haya "impactado enormemente" las asignaciones de FTE y haya reducido la inscripción de español en VVMS. Agregar SDL a Valley View reduciría aún más las opciones y la inscripción de idiomas mundiales.
- **Programación de Horarios y Seguimiento (Tracking):** Los empleados señalaron que los programas de inmersión crean complejidad en la programación de horarios, requieren ajustes de equipo y pueden resultar en el **seguimiento (tracking) no deseado** de los estudiantes, lo que limita la flexibilidad y las opciones de asignaturas optativas (como *Middle School Skills*).
- **Dotación de Personal y Apoyo a EL:** Existe la preocupación de que el distrito tiene "un largo camino por recorrer" en la capacitación de los maestros de contenido de la escuela intermedia sobre las **mejores prácticas para Estudiantes de Inglés (EL)**. Los empleados solicitaron desarrollo profesional obligatorio para todos los maestros sobre la instrucción de EL.

Argumentos para la Selección del Sitio (Valley View vs. South View): La retroalimentación de la encuesta proporciona claros argumentos opuestos para ambos sitios potenciales:

Argumentos a favor de Valley View (VVMS)	Argumentos a favor de South View (SVMS)
--	---

Mantiene la continuidad de la comunidad Countryside y previene el aislamiento social de la pequeña cohorte SDL.	Espacio/capacidad adicional percibido y disponible.
VVMS tiene experiencia establecida con el programa de Inmersión en Francés (programación de horarios, estructura).	Distribuye los programas de inmersión en ambas escuelas intermedias, abordando las preocupaciones de equidad sobre la concentración del programa.
Proximidad geográfica a las familias de Countryside.	Algunos empleados prefieren no tener ambos programas de idiomas en un solo edificio.

Preocupaciones de Planificación y Logística: Tanto los padres como los empleados plantearon varias preocupaciones compartidas relacionadas con la preparación e implementación del programa:

- **Inestabilidad/Planificación del Programa:** Las familias inaugurales de SDL expresaron frustración con la incertidumbre y la planificación "justo a tiempo" a nivel de primaria, enfatizando que la planificación de la escuela intermedia debe ser **más concreta**.
- **Transporte:** Los viajes largos en autobús actuales (a veces más de 50 minutos con transbordos) son una seria preocupación, y se solicitan soluciones de transporte eficientes.
- **Experiencia del Personal:** Se identificó una necesidad constante de oradores nativos calificados y de maestros culturalmente diversos. La capacitación y la aceptación del personal son esenciales antes de la llegada del programa.
- **Comunicación:** Hubo repetidas solicitudes de comunicación clara, temprana y transparente, incluyendo el intercambio de planes concretos, expectativas curriculares (alineación vertical K-12) y la justificación de las decisiones finales. Los padres solicitaron "info info info" sobre logística, aspectos académicos y dotación de personal.

Sugerencias para el Apoyo del Distrito: Las partes interesadas proporcionaron recomendaciones específicas para asegurar una transición exitosa:

- **Dotación de Personal y Capacitación:** Priorizar la contratación de personal hablante nativo e implementar **desarrollo profesional para todo el personal** (no solo para los maestros de SDL) antes de la transición. Se solicitó específicamente la capacitación obligatoria de EL para todos los maestros de contenido.
- **Claridad Académica:** Compartir expectativas curriculares claras para los grados 6-8, detallando qué clases se enseñarán en español vs. inglés.
- **Participación Comunitaria:** Ofrecer oportunidades de reunión/saludo con el liderazgo de la escuela intermedia seleccionada antes de la transición.
- **Consideración de Reestructuración (Visión a Largo Plazo):** Varias respuestas detalladas sugirieron utilizar esta decisión como una oportunidad para reestructurar los patrones de escuelas primarias alimentadoras, como potencialmente **trasladar Normandale (Inmersión en Francés) a South View (SVMS)** para crear espacio y equilibrar los programas, mientras se mantiene a todos los estudiantes de Countryside (SDL y no-SDL) juntos en Valley View (VVMS).

Resumen: Elegir un sitio para el programa SDL implica equilibrar dos necesidades profundamente sentidas: el énfasis de los padres en la **continuidad social** (mantener intacta la comunidad Countryside en Valley View) frente al enfoque de los empleados en la **equidad operacional** y los problemas sistémicos de espacio (distribuir los programas en ambas escuelas). Abordar las preocupaciones prácticas e inmediatas, como la preparación de los maestros y garantizar un apoyo sólido para los EL, será esencial para el éxito del programa independientemente de la ubicación final.

VI.F. Policy Review (911)

Speaker (s): Policy
Committee



Board Meeting Date: 11/10/2025

Title: Policy Review

Type: Discussion

Presenter(s): Board Policy Committee

Description: The following policy has been reviewed with an eye toward clarity, District practice, and alignment with State and Federal statutes.

- Policy 911 District Volunteers

Recommendation: Review the suggested modifications for Policy 911.

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

Attachments:

1. Policy 911 District Volunteers

Community Relations

District Volunteers

I. Purpose

~~This policy recognizes the important role volunteers play in the education of learners and provides guidelines for the use of volunteers by the school district. The School Board encourages and promotes the involvement of volunteers to support programs and activities of the district. Volunteers are individuals who are not paid for their services and who do not assume primary responsibility for instruction but provide a supporting role in programs and activities.~~

This policy establishes guidelines for volunteers who support district programs and activities. The school board encourages volunteer involvement. Volunteers serve without pay and provide support rather than primary instruction.

II. General Statement of Policy

~~The school district is committed to using volunteers to help personalize instruction, strengthen community partnerships, support district activities and events, ; promote multigenerational and multicultural experiences, ; and enrich curriculum for all learners. The district promotes the use of volunteers to the extent possible. Volunteers will be placed with careful consideration given to how their presence supports the educational objectives of a class, the curriculum, activity, or event. Volunteers will not be the primary source of instruction for learners. Volunteers will be subject to all standards and training set forth by district policies and, if required, will complete a criminal background check.~~

~~Volunteers may be managed by a variety of district employees, departments, and programs, including, Edina Community Education, ; building principals, or teachers, and /or PTOs, ; Athletics and Activities; and more. Each program engaging volunteers is responsible for the effective management of its volunteers to ensure high-quality experiences and cultivate long-term, mutually beneficial relationships.~~

The district uses volunteers to personalize instruction, strengthen community partnerships, support events, promote multigenerational and multicultural experiences, and enrich curriculum.

Volunteers are placed based on how they support educational objectives. They will not provide primary instruction. All volunteers must meet district standards and training requirements and, when required, complete criminal background checks. Volunteers may be managed by various district employees, departments, and programs, including Edina Community Education, building principals, teachers, PTOs, and the athletics and activities department. Each program is responsible for

effectively managing its volunteers to ensure quality experiences and build lasting, mutually beneficial relationships.

III. Volunteer Recruitment, Placement, and Management Process

A. Recruitment and Screening

The goal of this process is to address the needs and desires of the school district and increase the effectiveness of using volunteers to further the district's educational and curriculum goals. Principals and program administrators will work to identify school district/program needs and opportunities for the use of volunteers.

B. Placement

Candidates for volunteering in the district will be selected and placed based on their experience, ability, and good character, without regard to any protected class of the candidate.

C. Volunteer Management

Volunteer management guidelines provide the necessary information and requirements for the use of district volunteers. Management guidelines include:

1. Description
2. Application
3. Orientation/interview
4. Parent/guardian release form for student volunteers
5. Screening/reference checks
6. Criminal background check handled by Human Resources (see matrix Appendix I)
7. Sign-in
8. Tracking data
9. Monitoring and evaluation
10. Recognition

D. Volunteer Training

All volunteers will follow district policies and may be given specific training on certain policies, including but not limited to:

- Policy 404 – Employment Background Checks
- Policy 406 – Public and Private Personnel Data
- Policy 413 – Harassment and Violence Prohibition, Students and Employees
- Policy 414 – Mandated Reporting and Child Neglect or Physical or Sexual Abuse

- Policy 415 – ~~Mandated Reporting of Suspected Maltreatment of a Minor or Vulnerable Adults~~
- Policy 418 – Alcohol- and Drug-Free Workplace ~~and School Environment~~
- Policy 419 – Tobacco-Free Environment
- Policy 506 – Student Conduct and Discipline
- Policy 515 – Protection and Privacy of Student Records
- Policy ~~634~~ 524 – Electronic Technologies Acceptable Use
- Policy 903 - Visitors to School District Buildings and Property

Cross Reference:

Policy 538 (~~Field Trips and~~ Student Travel)

Policy 913 - (~~Partnerships - Parent Organizations and Booster Clubs~~)

Policy
adopted: 6/22/09
Revised: 06/16/14
Revised: 06/13/16
Revised: 05/09/22
revised: __/__/25

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

APPENDIX Appendix I to Policy 911

Background Checks

	Examples	Application/ Orientation/ Ref Checks	Criminal Background Check
Tier 1: Casual Volunteers	One-time guest speakers, volunteers at single or one-time events check in per site protocol		
Tier 2: Volunteers Serving Students in a group or one-on-one settings	Volunteers serving students in group and/or one-on-one settings under supervision of school district staff (classroom or school program volunteers)	x	
Tier 3 Volunteers Serving Students in a Group, or One-On-One Setting, off school district site	Volunteers serving students in groups or one-on-one in settings with minimal supervision. This would include mentorships, internships, off-site field trips, overnight field trips, and other Edina School district -sponsored sports or activities.	x	x*
	*Not required for student volunteers under the age of 18		

VII. Action

VII.A. Authority to Issue General Obligation
Refunding Bonds - Series 2025A



Board Meeting Date: 11/10/2025

Title: Authority to Issue General Obligation Refunding Bonds – Series 2025A

Type: Action

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

Description: The District’s municipal advisors report that current interest rates are favorable for refinancing the District’s General Obligation School Building and Facilities Maintenance Bonds, Series 2017A. The Bonds were originally issued for \$16,350,000, with \$13,750,000 maturing from 2027–2031 and callable on February 1, 2026.

The District may refinance the callable portion by issuing an estimated \$12,800,000 in new debt. Initial projections showed net savings of \$230,000–250,000, but recent macroeconomic events, including the Federal Reserve signaling uncertainty around another rate cut, have reduced the current estimate to about \$178,000 after costs. Any savings would reduce future tax obligations for residents. The District can execute the refunding within 90 days of February 1, providing time to allow for more favorable market conditions to develop.

To move forward, the School Board must adopt an authorizing resolution setting refinancing parameters, including a minimum savings threshold. The administration recommends a minimum of \$150,000 in future value savings.

Recommendation: Approve a resolution authorizing the District administration to execute all actions necessary to refund the General Obligation School Building and Facilities Maintenance Bonds, Series 2017A, including minimum debt service savings after the sale of \$150,000.

Desired Outcomes from the Board: Prepare questions for the administration about the refunding process.

Attachments:

1. Resolution – Authority to Issue General Obligation Refunding Bonds, Series 2025A

EXTRACT OF MINUTES OF A MEETING
OF THE SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 273
(EDINA PUBLIC SCHOOLS)
HENNEPIN COUNTY, MINNESOTA

Pursuant to due call and notice thereof a regular meeting of the School Board of Independent School District No. 273 (Edina Public Schools), Hennepin County, Minnesota, was held in the School District on November 10, 2025 at 7:00 o'clock p.m.

The following members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION STATING THE INTENTION OF THE SCHOOL DISTRICT TO ISSUE GENERAL OBLIGATION FACILITIES MAINTENANCE REFUNDING BONDS, SERIES 2025A, IN THE AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED APPROXIMATELY \$13,935,000; AND TAKING OTHER ACTIONS WITH RESPECT THERETO

BE IT RESOLVED by the School Board (the “Board”) of Independent School District No. 273 (Edina Public Schools), Hennepin County, Minnesota (the “District”), as follows:

1. Background. It is hereby determined that:

(a) On April 13, 2017, the District issued its General Obligation Facilities Maintenance and School Building Bonds, Series 2017A (the “Series 2017A Bonds”), in the original aggregate principal amount of \$16,350,000 pursuant to Minnesota Statutes, Chapter 475, as amended (the “Act”), Minnesota Statutes, Section 123B.595, as amended, and a special election held May 5, 2015, to finance: (i) deferred maintenance projects at various District sites and facilities (the “Facilities Maintenance Portion”); and (ii) the acquisition and betterment of school sites and facilities, including District-wide facility and site improvements, including building security enhancements, infrastructure improvements and next generation learning spaces (the “School Building Portion”). On February 1, 2023, the District paid all outstanding principal and interest concerning the School Building Portion. The Series 2017A Bonds are currently outstanding in the principal amount of \$15,685,000 of which \$13,750,000 is subject to optional redemption and prepayment on or after February 1, 2026.

(b) The District is authorized by Section 475.67 of the Act (“Section 475.67”) to issue and sell its general obligation bonds to refund outstanding bonds when determined by the Board to be necessary and desirable for the reduction of debt service costs of the District.

(c) The Board hereby finds and determines that it is necessary and desirable for the reduction of debt service costs to the District that the District issue its General Obligation Facilities Maintenance Refunding Bonds, Series 2025A in the aggregate principal amount not to exceed approximately \$13,935,000 (the “Bonds”), pursuant to the Act, including Section 475.67, to optionally redeem and prepay all or a portion of the Facilities Maintenance Portion of the Series 2017A Bonds.

2. Covenant as to State Credit Enhancement.

(a) The District hereby covenants and obligates itself to notify the Commissioner of Education (the “Commissioner”) of a potential default in the payment of principal and interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 (the “Credit Enhancement Act”) to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the paying agent for the Bonds (the “Paying Agent”), or any successor paying agent, three (3) days prior to the date on which a payment is due an amount sufficient to make that payment or to notify the Commissioner that it will be unable to make all or a portion of that payment. The Paying Agent is authorized and directed to notify the Commissioner if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds on deposit with the Paying Agent to make that payment. The District understands

that as a result of its covenant to be bound by the provisions of the Credit Enhancement Act, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now and hereafter established by the Minnesota Departments of Management and Budget and Education pursuant to subdivision 2(c) of the Credit Enhancement Act and otherwise to take such actions as necessary to comply with that section. The Board Chair, Clerk, Treasurer, Superintendent, or CFO/Director of Finance and Operations of the District are authorized to execute any applicable Minnesota Department of Education forms.

3. Sale of Bonds. The Board has retained Ehlers and Associates, Inc. (the “Municipal Advisor”), to serve as the District’s independent municipal advisor with respect to the offer and sale of the Bonds and, therefore, is authorized by Section 475.60, subdivision 2(9), of the Act to sell the Bonds other than pursuant to a competitive sale.

4. Procedure for Review of Proposals and Selection of Purchaser. The Board hereby authorizes and directs the Interim Superintendent or CFO/Director of Finance and Operations and any Board member (the “Authorized Officials”), with the advice of the Municipal Advisor, to review proposals for the purchase of the Bonds and award the sale of the Bonds to the prospective purchaser (the “Purchaser”) based on the recommendation of the Municipal Advisor and the following parameter: a minimum estimated future value savings amount of \$150,000.

5. Acceptance of Proposal. The Board will meet at a regular or special meeting on the first practicable date after acceptance by the Authorized Officials of the proposal of the Purchaser, to ratify such acceptance and take any other appropriate actions with respect to the Bonds.

6. Authority of Municipal Advisor. The Municipal Advisor is authorized and directed to assist the District in the preparation and dissemination of a Preliminary Official Statement to be distributed to potential purchasers of the Bonds. The Municipal Advisor is further authorized and directed to assist the District in the award and sale of the Bonds on behalf of the District after receipt of written proposals and to assist the District in the preparation and dissemination of a final Official Statement with respect to the Bonds.

7. Authority of Bond Counsel. The law firm of Kennedy & Graven, Chartered, is authorized to act as bond counsel for the District (“Bond Counsel”), and to assist in the preparation and review of necessary documents, certificates, and instruments related to the Bonds. The officers, employees, and agents of the District are hereby authorized to assist Bond Counsel in the preparation of such documents, certificates, and instruments.

(The remainder of this page is intentionally left blank.)

The motion for the adoption of the foregoing resolution was duly seconded by _____, and upon vote being taken thereon, the following voted in favor of the motion:

and the following voted against:

whereupon the resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
)
COUNTY OF HENNEPIN) ss.
)
INDEPENDENT SCHOOL)
DISTRICT NO. 273)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 273 (Edina Public Schools), Hennepin County, Minnesota (the “District”), hereby certify that I have carefully compared the attached and foregoing extract of minutes of a regular meeting of the School Board of the District held on the date specified above, with the original minutes on file in my office and the extract is a full, true, and correct copy of the minutes, insofar as they relate to authorizing the issuance of the District’s General Obligation Facilities Maintenance Refunding Bonds, Series 2025A, in the aggregate principal amount not to exceed approximately \$13,935,000.

WITNESS My hand as such Clerk this 10th day of November, 2025.

Cheryl Barry
Clerk of the School Board
Independent School District No. 273 (Edina Public
Schools), Hennepin County, Minnesota

VII.B. Proposed 2025-2027 Health Service
Associate Collective Bargaining Agreement

Speaker (s) : Sonya
Sailer, Executive
Director of Human
Resources; and Mert
Woodard, Director of
Finance and
Operations



DEFINING EXCELLENCE

Board Meeting Date: 11/10/2025

Title: Proposed 2025-2027 Health Service Associate Collective Bargaining Agreement

Type: Action

Presenter(s): Sonya Sailer, Executive Director of Human Resources; Mert Woodard, Director of Finance and Operations

Background: The School District's Health Service Associates (HSAs) have ratified a tentative agreement for a two-year contract effective July 1, 2025 through June 30, 2027. The proposed terms and conditions of employment are reflected in the attached agreement with underlined font used to represent new language and strikethrough font used to show language that will be removed from the contract as a part of the tentative agreement. Changes are shaded in yellow. Financial highlights of the proposed agreement include:

1. Step advancement for eligible HSAs in both years of the agreement;
2. Increases to the wage schedule for Non-Registered Nurse HSAs by 3% in 2025-2026 and by 2.6% in 2026-2027;
3. Increases to the wage schedule for Registered Nurse HSAs by 2% in 2025-2026 and 2% in 2026-2027;
4. Retroactive application of the proposed wage increases for all hours worked in the HSA bargaining unit as of July 1, 2025; and
5. The addition of five paid holidays for all HSAs beginning in the second year of the agreement.

The two-year total package for this proposed agreement is \$1,203,074, which represents an increase of \$96,181. Using the Minnesota School Board Association's costing formula, the two-year percentage increase is 8.75%. This amount is within the School Board's financial parameters for this collective bargaining agreement and Superintendent Bittman supports the recommendation.

Recommendation: Approved the proposed 2025-2027 collective bargaining agreement.

Attachment(s):

1. DRAFT underlined/strikethrough version of the proposed 2025-2027 HSA agreement.
2. Final clean copy of the proposed 2025-2027 HSA agreement.



**Edina Public
Schools**

DEFINING EXCELLENCE

AGREEMENT

INDEPENDENT SCHOOL DISTRICT NO. 273

EDINA, MINNESOTA

AND THE

HEALTH SERVICE ASSOCIATE ORGANIZATION

JULY 1, **2025** THROUGH JUNE 30, **2027**

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AGREEMENT

This Agreement is made and entered into by and between INDEPENDENT SCHOOL DISTRICT NO. 273, Edina, Minnesota, hereinafter referred to as the "Employer," and the HEALTH SERVICE ASSOCIATE ORGANIZATION, hereinafter referred to as the "HSA."

ARTICLE I PURPOSE

The purpose of this Agreement is to encourage and increase orderly, constructive, and harmonious relationships between the Employer and its employees; to establish procedures for the resolution of differences over terms and conditions of employment; and establish an environment in which the children of this community may receive education of the highest quality. Accordingly, the parties have set forth herein all terms and conditions of employment which have been agreed upon by the Employer and the HSA, pursuant to an in compliance with the Public Employment Labor Relations Act of 1971, as amended, (hereinafter referred to as the "PELRA"). Terms not specifically defined herein shall have the meanings given them under PELRA.

ARTICLE II MANAGEMENT RIGHTS

Section 2.1 Authority of the Employer. The laws of the State of Minnesota have vested in the Employer the full authority to manage, control and direct the operation of the school district, and to adopt, modify or repeal policies, rules, and regulations for the district. All such authority of the Employer shall continue unimpaired, except as limited by a specific provision of this Agreement.

Section 2.2 Provisions Contrary to Law. Any portion of this Agreement which violates any provision of the laws of Minnesota or of the United States, or any rules or regulations promulgated thereunder, either now or hereafter, shall be null and void and without force and effect, with the provisions of such law prevailing. If any provision of this Agreement or the application of any such provision under the circumstances is held invalid, that provision shall be severable, and it shall not affect any other provisions of this Agreement or the application of such provision under other circumstances.

ARTICLE III RIGHTS OF EXCLUSIVE REPRESENTATIVE

Section 3.1 Recognition. The Employer hereby recognizes the HSA as the exclusive representative of all employees in the following appropriate unit certified by the Minnesota Bureau of Mediation Services in Case No. 86-PR-2647:

All Health Associates employed by Independent School District No. 273, Edina, Minnesota, who are public employees within the meaning of Minn. Stat. § 179A.03, subd. 14, excluding supervisory, confidential and all other employees.

As used in the Agreement, the term "Health Associate" shall mean any employee included in the appropriate unit.

Section 3.2 Maintenance of Membership. Any member of the bargaining unit may authorize the District to deduct from their pay the amount dues charged by the union. This authorization must be in writing and forwarded to the payroll office not less than two (2) weeks before the payday when it is to become effective. The District agrees to implement all the terms of dues-checkoff authorizations submitted to the District by the Union and agreed to by the Employee.

The Employer shall adhere to the specific provisions in each dues check-off authorization regarding the duration, renewal, procedure for revocation, amount of dues deducted, and all other provisions agreed to by the employee as stated in the authorization.

When a bargaining unit member has authorized a dues deduction, such authorization cannot be cancelled except during the month of September. Cancellation must be in writing, and forwarded to the payroll department from the union within two (2) weeks.

Section 3.3 Employer Indemnity. The HSA will indemnify, defend and hold the Employer harmless against any claims made against and any suits instituted against the Employer, its officers or employees, by reason of the payroll deductions under this Article.

Section 3.4 School Buildings and Facilities. The HSA shall have the right in accordance with established regulations to reasonable use of school buildings and facilities provided such use shall not interfere with normal school activities or functions. The Employer reserves the right to assess charges for additional custodial expense or for other additional operational expense beyond normal maintenance costs resulting from such use.

ARTICLE IV

DUTY DAYS, HOURS AND OVERTIME

Section 4.1 Duty Days. The Employer will set the number of duty days expected at each building level at the beginning of each school year. The specific duty days for each individual employee will be established by the employee's immediate supervisor, subject to approval by the Executive Director of Human Resources or other designated Employer representative. With thirty (30) days notice, the Employer may schedule additional duty days for professional development or for other purposes at the Employer's discretion.

Section 4.2 Emergency Closings. Duty days cancelled due to emergency shortages, severe weather or any other emergency may be rescheduled at the direction of the Employer, and employees shall perform their services on such rescheduled days, if any. The rescheduling of cancelled days may also include adjustments to the length of the work day. Employees will

receive their normal pay for any cancelled duty days they are normally scheduled to work that are not rescheduled.

Section 4.3 Hours of Work. The specific hours of work for an individual employee will be established by the employee's immediate supervisor, subject to approval by the **Executive** Director of Human Resources or other designated Employer representative. A "full-time employee" shall mean any employee scheduled by the Employer to work thirty (30) hours or more per week, exclusive of the duty-free lunch period.

Each employee working more than four (4) hours in a day will be scheduled for a one-half hour lunch period without pay, subject to emergencies. An employee scheduled for fewer than eight (8) consecutive hours per day may forego the duty-free, one-half hour lunch period without pay with the approval of the Supervisor of Health Services. An employee scheduled for seven (7) consecutive hours per day or more may request a duty-free, twenty (20) minute lunch period with pay, subject to emergencies, instead of a duty-free, one-half hour lunch period without pay with the approval of the Supervisor of Health Services. An employee, who is assigned to be on-call during their lunch time, will be paid at their regular hourly rate for one-half hour. An employee may leave the building during the scheduled lunch hour upon advance notice to and approval by the building principal or Supervisor of Health Services. If an emergency requires an employee to work during the scheduled unpaid lunch period, the Employer shall have the option either to grant the employee's request for compensatory time off or to pay for the extra time worked at the employee's regular hourly rate or overtime rate if the extra time worked exceeded forty (40) hours in any one work week.

Section 4.4 Overtime. Employees will be paid at one and one-half times the regular rate for all hours worked at the request of the Employer in excess of forty (40) hours in any one work week. The Employer may, at its option, grant an employee's request for compensatory time off in lieu of overtime pay, to the extent authorized by the Fair Labor Standards Act, as amended. The scheduling of any compensatory time off requested by an employee shall be subject to approval by the employee's supervisor.

ARTICLE V

COMPENSATION

Section 5.1 Wage Rates. The following wage rate schedules, effective as of July 1, **2023**, **2025**, and July 1, **2024** **2026**, respectively, shall be applicable to employees covered by this Agreement.

Section 5.2 Health Service Associate. This wage rate is applicable to an employee who does not have a Registered Nurse license issued by the Minnesota Board of Nursing.

Step	2024-2025	2025-2026	2026-2027
1	\$20.98	\$21.61	\$22.17
2	\$21.51	\$22.16	\$22.74
3	\$24.62	\$25.36	\$26.02
4	\$25.60	\$26.37	\$27.06
7L	\$26.84	\$27.65	\$28.37

11L	\$28.02	\$28.86	\$29.61
16L	\$28.37	\$29.22	\$29.98
21L	\$30.27	\$31.18	\$31.99

Section 5.2.1 Board of Nursing Licensure Differential. An employee who (1) is compensated at a rate under Section 5.2 and (2) furnishes to the Human Resources Department a copy of a valid and current Licensed Practical Nurse license will be eligible for a differential of \$0.55 per hour for all hours worked from the Employer's receipt of the license. The employee will receive the differential until the expiration of their his or her license.

Section 5.3 Health Service Associate, Registered Nurse. This wage rate is applicable to an employee who does have a Registered Nurse license issued by the Minnesota Board of Nursing.

Step	2024-2025	2025-2026	2026-2027
1	\$28.78	\$29.36	\$29.95
2	\$29.79	\$30.39	\$31.00
3	\$31.05	\$31.67	\$32.30
4	\$32.67	\$33.32	\$33.99
7L	\$32.92	\$33.58	\$34.25
11L	\$33.18	\$33.84	\$34.52
16L	\$33.44	\$34.11	\$34.79
21L	\$33.69	\$34.36	\$35.05

Section 5.4 Placement on the Salary Schedule. Credit may be granted for appropriate outside experience at the time of initial hiring up to Step 4 of the applicable wage scale. New employees who have worked as substitute Health Associates for the Employer for two hundred fifty (250) hours or more during the two (2) years prior to the date of hire shall be placed at Step 2 or above.

Section 5.5 Experience Credit. Salary step placement will be determined as of July 1 each year. For the purposes of step increases and leave allowance, employees will be credited with one year of service if they are employed prior to January 1 and remain employed throughout the balance of the school year.

Section 5.6 Substitutes. An employee who previously worked as a Health Associate in the District shall be paid at the current rate of pay on the salary step the employee received at the time the employee separated from District service for substitute health associate assignments.

Section 5.7 Election of Pay Periods. Employees have the option of nineteen (19) or twenty-four (24) pay periods. If no initial written election is made, the employee will be paid in nineteen (19) pay periods. An employee must notify the Employer in writing prior to July 1, to change pay periods for the following fiscal year.

Section 5.8 Tax-Deferred Matching Contribution Plan. An employer contribution shall be payable to an employee's tax-deferred matching contribution plan, subject to the following provisions.

Section 5.8.1. Such plan shall be approved and subject to applicable provisions of Minnesota statutes and IRS Code Section 403(b) and any amendments thereto.

Section 5.8.2. The Employer contribution is not payable unless the employee authorizes a matching salary reduction in the amount they are ~~he/she is~~ eligible to receive in Section 5.8 for the same period.

Section 5.8.3. An employee will qualify for this benefit beginning the third (3) year of service and whose assignment is equivalent to or greater than twenty-five (25) hours per week.

Section 5.8.4. The Employer contribution and matching employee contribution will be made to a district-approved company of the employee's choice, subject to Section 5.7 of this Article. It shall be the responsibility of the employee to make all arrangements required by the vendor to ensure that proper payment is made by the Employer.

Section 5.8.5 The amount of the Employer contribution in year three (3) and after shall be two (2) percent of annual base salary and not exceed \$2,000.00 per year.

ARTICLE VI

HOLIDAYS

Effective with the 2026-2027 school year, eligible employees will receive five (5) paid holidays, which will be observed on Thanksgiving, Christmas Day, New Year's Day, Martin Luther King Jr. Day, and Presidents' Day. Holiday pay is prorated based on an employee's regular daily work schedule.

ARTICLE VII

LEAVES AND ABSENCES

Section 67.1. Basic Leave Allowance. An employee receives nine (9) days of basic leave for each school year. An employee working less than full time (per Section 4.3) receives leave on a prorated basis. Basic leave includes absences for personal illness, family illness, and personal business under the terms and conditions set forth in the sections below. Basic leave does not include absences for disaster leave, jury duty, military leave, civil duties, FMLA and unpaid childcare leave. Leave not used may accumulate without limit.

Section 67.2. Personal Illness and Family Illness. An employee may use accumulated leave allowance provided by the Employer for absences due to an illness or injury to the employee's dependent child for such reasonable periods as the employee's attendance with the child may be necessary, on the same terms the employee is able to use the accumulated leave allowance for the employee's own illness or injury. A "dependent child" means an individual

under eighteen (18) years of age or an individual under age twenty-one (21) who is still attending secondary school.

An employee may use one (1) day of basic leave for each day of personal illness, or for an absence due to the illness or injury of the employee's adult child, spouse, sibling, parent, grandparent, or stepparent in accordance with Minnesota law. After five (5) consecutive days of illness, or within the time allowed by Minnesota law, the District may require an employee to furnish a medical certificate from the attending physician as evidence of illness, indicating such absence was due to illness or disability. If additional costs are accrued, the District will pay those costs. The District may require certification by the attending physician stating that the employee is in good health and able to resume **their his/her** duties upon return. The same procedure may be requested for the illness or disability of a family member as defined in this section.

Section **67.3. Personal Business Leave**. Up to four (4) days of basic leave allowance may be used by an employee for personal business leave. The specific reason for the requested leave does not need to be given. Personal business leave must be submitted to the employee's immediate supervisor at least three (3) days in advance, except in cases of extreme emergency. Personal business days may be taken in .50- or 1.00-day increments. No personal business days will be granted during the first or last five (5) student contact days of the school year. Requests to use personal business leave during the first or last five (5) student contact days of the school year will only be granted for extraordinary circumstances, as determined by the Supervisor of Health Services. Personal business days will be granted with limited availability in connection with Winter and Spring Break with confirmed coverage for the absence, if needed.

Section **67.4. Sick Leave Use as Personal Business Leave**. Employees shall be allowed to use sick leave as personal leave each year under the following terms. Employees must have a minimum balance of twelve (12) sick leave days to convert (3) sick leave days to one (1) personal leave day. This additional personal leave day will be deducted from the employee's sick leave accrual and can only be granted after the exhaustion of accrued personal days. Limit one (1) sick leave to personal leave conversion per school year.

Section **67.5. Disaster Leave**. The Employer will provide disaster leave coverage for employees who have exhausted accumulated sick leave days prior to the commencement of income protection insurance benefits. An employee will become eligible for disaster leave coverage after the employee has been continuously disabled and unable to work for fifteen (15) consecutive duty days, as certified by a medical doctor.

Disaster leave payments shall commence as of the duty day following the last day of sick leave payment and shall continue only for the period during which the employee remains continuously disabled and unable to work. Disaster leave payments shall cease in any event after the sixty-fifth (65th) duty day of absence.

Section **67.6 Bereavement Leave**. For death in the immediate family (immediate family includes, in addition to spouse, parents, children, brother, sister, and grandparents; also, in-laws of a similar degree of relationship), up to five (5) days of leave allowance may be used per incident. For death or illness in other than the immediate family, up to three (3) days of leave allowance may be used per incident upon approval of the **Executive** Director of Human Resources.

Section 67.7 Judicial Leave. An employee who is absent because of required jury duty or a subpoena for any court duty will be granted leave and paid the difference between the employee's regular salary and the fee received for such jury or court duty. Such absence is not deducted from leave allowance.

Section 67.8 Parental Leave. Any employee is eligible for a leave of absence without pay for a period of up to twelve (12) months for parental leave.

The employee shall submit an application for parental leave at least sixty (60) calendar days before such leave is to begin. The sixty (60) day requirement may be waived when an emergency makes such notice impossible. Parental Leave shall commence at a date agreed upon between the Employer and the employee. Failure to return to work upon expiration of a leave of absence shall result in termination of employment. The employee shall be reinstated with no reduction of monthly pay and shall retain all seniority and leave benefits accrued prior to taking the leave of absence.

Section 67.9 Leave of Absence Without Pay. An employee is eligible for a leave of absence without pay for a period of up to ninety (90) calendar days, without loss of seniority, for the purpose of caring for a spouse, child, or parent during an extended illness. The Employer may also approve, at its sole discretion, a request for a leave without pay for other purposes. Failure to return to work upon expiration of a leave of absence shall result in termination of employment.

Section 67.10 Union Business Leave. At the beginning of each school year, the HSA shall be granted up to fourteen (14) hours for the purpose of conducting union business. Notification of the leave shall be provided to the Executive Director of Human Resources in advance whenever possible. This leave will not be deducted from an employee's leave balance.

Section 67.11 Religious Observance Leave. Up to three (3) days leave will be granted to an employee for required religious observance. These days will be deducted from the employee's basic leave allowance. This time must be recognized religious holidays and will not be permitted for circumstances where personal alternative attendance options exist. Notification must be submitted in writing to the Human Resources Department at least two (2) weeks prior to the requested leave.

ARTICLE VIII

SENIORITY

Section 78.1 Seniority Date. Seniority shall be based upon an employee's continuous and uninterrupted service as a regular employee in the bargaining unit. An approved leave of absence does not constitute an interruption of service. Upon completion of the probationary period, each employee will be assigned a seniority date retroactive to the first day of the probationary period.

Section 78.2 Seniority List. Each year the Employer shall prepare from its records a seniority list and provide a copy to the HSA by December 1. Any employee may challenge the correctness of the information contained in the seniority list by filing a grievance. In the absence of a grievance filed within fifteen (15) calendar days from the date of posting, the posted seniority list will be conclusively deemed correct.

Section 78.3 Layoffs. Layoffs shall be on the basis of seniority. The last employee hired shall be the first laid off. An employee's right to recall shall expire after the earlier of the

expiration of a period equal to the employee's length of service prior to layoff, or two (2) years from the date of layoff, whichever occurs first.

ARTICLE VIII IX

INSURANCE

Section **89.1** Group Insurance Policies. During the term of this Agreement, the Employer will provide all full-time employees the program of group insurance coverage described in this Article. It is understood and agreed that the provisions of this Article are merely descriptive of the coverages provided, and that the eligibility of an employee for benefits shall be governed by the terms of the master insurance contracts in force between the Employer and the insurers providing such coverage.

Section **89.2** Life Insurance. Each full-time employee is eligible to participate in the Employer's group term life insurance program and will be provided \$15,000 of life insurance coverage. The Employer pays the entire premium for such coverage.

Section **89.3** Long Term Disability. Each full-time employee is eligible to participate in the Employer's income protection insurance program. The Employer pays the entire premium for such coverage.

Section **89.4** Hospitalization-Medical Insurance. Employees who can be expected to work a minimum of thirty (30) hours per week throughout the regular school year, as determined by the **Executive** Director of Human Resources or an employer designee, will be eligible to enroll for Single, Single + One, or Family coverage in the Employer's hospitalization-medical insurance program. The maximum monthly Employer contribution toward the premium for the type of coverage in which an eligible employee is enrolled shall be as follows:

Type of Coverage	Effective 01/01/23	Effective 01/01/25
Single	644.00	696.00
Single + One	1094.00	1,182.00
Family	1412.00	1,525.00

Each employee enrolled in the program shall contribute, through payroll deduction, any excess of the monthly premium over the maximum Employer contribution toward the type of coverage for which such employee is enrolled.

In the event that the employee selects a hospitalization- medical insurance plan for which the monthly premium is less than the Employer contribution, the Employer will deposit, into the employee's health savings plan, the difference between the Employer contribution and the amount of the monthly premium.

Section **89.5** Dental Insurance. Employees who work the minimum number of hours required by the district's dental insurance carrier, may participate in the district's dental program at their own expense.

Section 89.6 Flexible Benefits Plan. Employees covered by this contract shall be eligible to participate in the Flexible Benefits Plan established by the Employer pursuant to Section 125 of the Internal Revenue Code, provided, however, that such employees must meet all other requirements for eligibility set forth in the Plan.

Section 89.7 Retirement. Employees who retire after age fifty-five (55) may elect to maintain participation in the group hospital-major medical and dental programs until such employee's full retirement age as defined by the U.S. Department of Health and Human Services (or earlier death) by paying the full premium costs for such program. The district's benefits administrators will provide a payment schedule.

ARTICLE IX

DISCIPLINE AND DISCHARGE

Section 910.1 Probationary Period. New employees shall serve an eight-month probationary period, excluding June, July and August. For purposes of this section, all calendar months are considered equal in terms of days. During the probationary period, the Employer shall have the unqualified right to discharge such employee without assigning any cause therefore and without recourse to the grievance procedure.

Section 910.2 Discipline and Discharge. Discipline or discharge may only be imposed on non-probationary employee for just cause.

Section 910.3 Transfers. Any employee who makes a timely request to transfer will be considered by the Employer for a vacant position within the bargaining unit.

Section 910.4 Involuntary Transfers. The Employer may transfer an employee provided the employee is provided a two- week advance notice. The advance notice is not required in cases of a temporary transfer or of an emergency. The basis for the transfer shall be wholly within the discretion of the Employer and shall not be subject to the grievance procedure.

ARTICLE XI

GRIEVANCES AND ARBITRATION

Section 1011.1 Grievance. A "grievance" is any dispute or disagreement as to the interpretation or application of any term or terms of this Agreement.

Section 1011.2 First Step. Any employee or group of employees with a grievance shall take the matter up with the immediate supervisor within five (5) scheduled working days after becoming aware of the incident giving rise to the grievance. If the parties fail to agree within five (5) scheduled working days, or the immediate supervisor fails to adjust the alleged grievance within two (2) scheduled working days after the grievance is made, the employee may appeal the grievance to the second step.

Section 1011.3 Second Step. An employee who is not satisfied with the disposition of the grievance of the first step shall file a written statement of the grievance with the Executive Director of Human Resources within ten (10) scheduled working days after becoming aware of the incident giving rise to the grievance. The written statement must be dated and signed by the employee and/or the exclusive representative and shall set forth the facts and state the provisions of this Agreement alleged to have been violated. If the parties fail to agree or the matter has not

been satisfactorily adjusted within five (5) scheduled working days after the grievance has reached the second step, the employee may appeal the grievance to the third step.

Section ~~1011~~.4 Third Step. An employee who is not satisfied with the disposition of the grievance at the second step shall file a copy of the written statement of the grievance with the Superintendent within ten (10) scheduled working days after the grievance has reached the second step. If the parties fail to agree, or the grievance is not satisfactorily resolved under the procedures of the third step, it shall be submitted to arbitration in accordance with the terms of this Article.

Section ~~1011~~.5 Submission to Arbitration. The HSA may submit to arbitration any grievance which has been properly processed through the third step of the grievance procedure. The HSA must file with the Superintendent a written notice of intention to arbitrate not more than fifteen (15) scheduled working days after the grievance has reached the third step. If the parties cannot mutually agree on an arbitrator within three (3) scheduled working days after filing the notice of intention to arbitrate, arbitration shall be conducted according to Section 179A.21 of the PELRA.

Section ~~1011~~.6 Jurisdiction and Authority of Arbitrator. The arbitrator shall have jurisdiction only over those grievances which have been properly submitted to arbitration in accordance with the terms of this Agreement. The arbitrator shall have no power to add to or subtract from, or change, modify or amend in any way the terms and conditions of employment set forth in this Agreement. The decision of the arbitrator shall be subject to all the limitations of arbitration decisions set forth in PELRA. Within these constraints, the decision of the arbitrator shall be final and binding.

Section ~~1011~~.7 Selection of Remedies. A grievance may only be advanced to step 4 (final and binding arbitration) provided that the employee has not elected to pursue a veteran's discharge hearing and the timeline for such hearing has been exhausted, if applicable.

Section ~~1011~~.8 Representation. Any employee, supervisor, or the Employer may be represented at any stage of the formal grievance procedure by any person or agent designated by such party to act in the person's behalf.

Section ~~1011~~.9 Time Limitations. Since it is important that grievances be processed as rapidly as possible, the time limitations specified herein shall be considered as a maximum and every effort will be made to expedite the process. Such time limitations may be extended only by mutual consent.

Failure of an employee or the HSA to comply with the limitations specified shall constitute a waiver of the grievance. Failure of a supervisor or the Employer to act within the time limitations specified shall constitute a denial of the grievance and shall permit the employee or the HSA to proceed to the next stage.

ARTICLE XII

DURATION AND RENEGOTIATION OF AGREEMENT

Section ~~1112~~.1 Term of Agreement. This agreement is effective July 1, ~~2023~~ ~~2025~~, and continues in full force and effect to and including June 30, ~~2025~~ ~~2027~~, and annually thereafter, except as modified or terminated in accordance with the provisions of this Article.

Section ~~H12~~.2 Effect of Agreement. Any and all prior agreements, resolutions, practices, policies, rules, and regulations regarding terms and conditions of employment, to the extent inconsistent with the provisions of this Agreement, are hereby superseded.

Section ~~H12~~.3 Termination of Modification. Either party desiring to terminate or modify this Agreement must notify the other party in writing at least sixty (60) days but not more than ninety (90) days prior to June 30, ~~2025~~ 2027, or at least sixty (60) days but not more than ninety (90) days prior to June 30 of any year thereafter. A notice of desire to modify this Agreement shall set forth proposed modifications sought by the party, and all clauses of this Agreement for which no modification is sought shall be renewed automatically.

Section ~~H12~~.4 Negotiations During Term. The parties mutually acknowledge that during the negotiations which resulted in this Agreement, each had the unlimited opportunity to make demands and proposals regarding terms and conditions of employment. All understandings and agreements arrived at by the parties are set forth in this Agreement. For the duration of this Agreement, the Employer and the HSA each voluntarily and unqualifiedly waives the right to meet and negotiate regarding any and all terms and conditions of employment, whether or not specifically referred to or covered in this Agreement, even though such matters may not have been within the knowledge or contemplation of either or both parties at the time this Agreement was negotiated or executed.

ARTICLE XI~~V~~

DOCUMENT AUTHORIZATION

IN WITNESS WHEREOF, the parties have executed this Agreement as follows:

INDEPENDENT SCHOOL DISTRICT
NO. 273

HEALTH SERVICE ASSOCIATE
ORGANIZATION

Board Chairperson

HSA President

Board Clerk

Lead Negotiator

Dated this ___ day of November 2025.

Dated this ___ day of November 2025.



DEFINING EXCELLENCE

AGREEMENT

INDEPENDENT SCHOOL DISTRICT NO. 273

EDINA, MINNESOTA

AND THE

HEALTH SERVICE ASSOCIATE ORGANIZATION

JULY 1, 2025 THROUGH JUNE 30, 2027

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AGREEMENT

This Agreement is made and entered into by and between INDEPENDENT SCHOOL DISTRICT NO. 273, Edina, Minnesota, hereinafter referred to as the "Employer," and the HEALTH SERVICE ASSOCIATE ORGANIZATION, hereinafter referred to as the "HSA."

ARTICLE I PURPOSE

The purpose of this Agreement is to encourage and increase orderly, constructive, and harmonious relationships between the Employer and its employees; to establish procedures for the resolution of differences over terms and conditions of employment; and establish an environment in which the children of this community may receive education of the highest quality. Accordingly, the parties have set forth herein all terms and conditions of employment which have been agreed upon by the Employer and the HSA, pursuant to an in compliance with the Public Employment Labor Relations Act of 1971, as amended, (hereinafter referred to as the "PELRA"). Terms not specifically defined herein shall have the meanings given them under PELRA.

ARTICLE II MANAGEMENT RIGHTS

Section 2.1 Authority of the Employer. The laws of the State of Minnesota have vested in the Employer the full authority to manage, control and direct the operation of the school district, and to adopt, modify or repeal policies, rules, and regulations for the district. All such authority of the Employer shall continue unimpaired, except as limited by a specific provision of this Agreement.

Section 2.2 Provisions Contrary to Law. Any portion of this Agreement which violates any provision of the laws of Minnesota or of the United States, or any rules or regulations promulgated thereunder, either now or hereafter, shall be null and void and without force and effect, with the provisions of such law prevailing. If any provision of this Agreement or the application of any such provision under the circumstances is held invalid, that provision shall be severable, and it shall not affect any other provisions of this Agreement or the application of such provision under other circumstances.

ARTICLE III RIGHTS OF EXCLUSIVE REPRESENTATIVE

Section 3.1 Recognition. The Employer hereby recognizes the HSA as the exclusive representative of all employees in the following appropriate unit certified by the Minnesota Bureau of Mediation Services in Case No. 86-PR-2647:

All Health Associates employed by Independent School District No. 273, Edina, Minnesota, who are public employees within the meaning of Minn. Stat. § 179A.03, subd. 14, excluding supervisory, confidential and all other employees.

As used in the Agreement, the term "Health Associate" shall mean any employee included in the appropriate unit.

Section 3.2 Maintenance of Membership. Any member of the bargaining unit may authorize the District to deduct from their pay the amount dues charged by the union. This authorization must be in writing and forwarded to the payroll office not less than two (2) weeks before the payday when it is to become effective. The District agrees to implement all the terms of dues-checkoff authorizations submitted to the District by the Union and agreed to by the Employee.

The Employer shall adhere to the specific provisions in each dues check-off authorization regarding the duration, renewal, procedure for revocation, amount of dues deducted, and all other provisions agreed to by the employee as stated in the authorization.

When a bargaining unit member has authorized a dues deduction, such authorization cannot be cancelled except during the month of September. Cancellation must be in writing, and forwarded to the payroll department from the union within two (2) weeks.

Section 3.3 Employer Indemnity. The HSA will indemnify, defend and hold the Employer harmless against any claims made against and any suits instituted against the Employer, its officers or employees, by reason of the payroll deductions under this Article.

Section 3.4 School Buildings and Facilities. The HSA shall have the right in accordance with established regulations to reasonable use of school buildings and facilities provided such use shall not interfere with normal school activities or functions. The Employer reserves the right to assess charges for additional custodial expense or for other additional operational expense beyond normal maintenance costs resulting from such use.

ARTICLE IV

DUTY DAYS, HOURS AND OVERTIME

Section 4.1 Duty Days. The Employer will set the number of duty days expected at each building level at the beginning of each school year. The specific duty days for each individual employee will be established by the employee's immediate supervisor, subject to approval by the Executive Director of Human Resources or other designated Employer representative. With thirty (30) days notice, the Employer may schedule additional duty days for professional development or for other purposes at the Employer's discretion.

Section 4.2 Emergency Closings. Duty days cancelled due to emergency shortages, severe weather or any other emergency may be rescheduled at the direction of the Employer, and employees shall perform their services on such rescheduled days, if any. The rescheduling of cancelled days may also include adjustments to the length of the work day. Employees will

receive their normal pay for any cancelled duty days they are normally scheduled to work that are not rescheduled.

Section 4.3 Hours of Work. The specific hours of work for an individual employee will be established by the employee's immediate supervisor, subject to approval by the Executive Director of Human Resources or other designated Employer representative. A "full-time employee" shall mean any employee scheduled by the Employer to work thirty (30) hours or more per week, exclusive of the duty-free lunch period.

Each employee working more than four (4) hours in a day will be scheduled for a one-half hour lunch period without pay, subject to emergencies. An employee scheduled for fewer than eight (8) consecutive hours per day may forego the duty-free, one-half hour lunch period without pay with the approval of the Supervisor of Health Services. An employee scheduled for seven (7) consecutive hours per day or more may request a duty-free, twenty (20) minute lunch period with pay, subject to emergencies, instead of a duty-free, one-half hour lunch period without pay with the approval of the Supervisor of Health Services. An employee, who is assigned to be on-call during their lunch time, will be paid at their regular hourly rate for one-half hour. An employee may leave the building during the scheduled lunch hour upon advance notice to and approval by the building principal or Supervisor of Health Services. If an emergency requires an employee to work during the scheduled unpaid lunch period, the Employer shall have the option either to grant the employee's request for compensatory time off or to pay for the extra time worked at the employee's regular hourly rate or overtime rate if the extra time worked exceeded forty (40) hours in any one work week.

Section 4.4 Overtime. Employees will be paid at one and one-half times the regular rate for all hours worked at the request of the Employer in excess of forty (40) hours in any one work week. The Employer may, at its option, grant an employee's request for compensatory time off in lieu of overtime pay, to the extent authorized by the Fair Labor Standards Act, as amended. The scheduling of any compensatory time off requested by an employee shall be subject to approval by the employee's supervisor.

ARTICLE V

COMPENSATION

Section 5.1 Wage Rates. The following wage rate schedules, effective as of July 1, 2025, and July 1, 2026, respectively, shall be applicable to employees covered by this Agreement.

Section 5.2 Health Service Associate. This wage rate is applicable to an employee who does not have a Registered Nurse license issued by the Minnesota Board of Nursing.

Step	2025-2026	2026-2027
1	\$21.61	\$22.17
2	\$22.16	\$22.74
3	\$25.36	\$26.02
4	\$26.37	\$27.06
7L	\$27.65	\$28.37
11L	\$28.86	\$29.61

16L	\$29.22	\$29.98
21L	\$31.18	\$31.99

Section 5.2.1 Board of Nursing Licensure Differential. An employee who (1) is compensated at a rate under Section 5.2 and (2) furnishes to the Human Resources Department a copy of a valid and current Licensed Practical Nurse license will be eligible for a differential of \$0.55 per hour for all hours worked from the Employer's receipt of the license. The employee will receive the differential until the expiration of their license.

Section 5.3 Health Service Associate, Registered Nurse. This wage rate is applicable to an employee who does have a Registered Nurse license issued by the Minnesota Board of Nursing.

Step	2025-2026	2026-2027
1	\$29.36	\$29.95
2	\$30.39	\$31.00
3	\$31.67	\$32.30
4	\$33.32	\$33.99
7L	\$33.58	\$34.25
11L	\$33.84	\$34.52
16L	\$34.11	\$34.79
21L	\$34.36	\$35.05

Section 5.4 Placement on the Salary Schedule. Credit may be granted for appropriate outside experience at the time of initial hiring up to Step 4 of the applicable wage scale. New employees who have worked as substitute Health Associates for the Employer for two hundred fifty (250) hours or more during the two (2) years prior to the date of hire shall be placed at Step 2 or above.

Section 5.5 Experience Credit. Salary step placement will be determined as of July 1 each year. For the purposes of step increases and leave allowance, employees will be credited with one year of service if they are employed prior to January 1 and remain employed throughout the balance of the school year.

Section 5.6 Substitutes. An employee who previously worked as a Health Associate in the District shall be paid at the current rate of pay on the salary step the employee received at the time the employee separated from District service for substitute health associate assignments.

Section 5.7 Election of Pay Periods. Employees have the option of nineteen (19) or twenty-four (24) pay periods. If no initial written election is made, the employee will be paid in nineteen (19) pay periods. An employee must notify the Employer in writing prior to July 1, to change pay periods for the following fiscal year.

Section 5.8 Tax-Deferred Matching Contribution Plan. An employer contribution shall be payable to an employee's tax-deferred matching contribution plan, subject to the following provisions.

Section 5.8.1. Such plan shall be approved and subject to applicable provisions of Minnesota statutes and IRS Code Section 403(b) and any amendments thereto.

Section 5.8.2. The Employer contribution is not payable unless the employee authorizes a matching salary reduction in the amount they are eligible to receive in Section 5.8 for the same period.

Section 5.8.3. An employee will qualify for this benefit beginning the third (3) year of service and whose assignment is equivalent to or greater than twenty-five (25) hours per week.

Section 5.8.4. The Employer contribution and matching employee contribution will be made to a district-approved company of the employee's choice, subject to Section 5.7 of this Article. It shall be the responsibility of the employee to make all arrangements required by the vendor to ensure that proper payment is made by the Employer.

Section 5.8.5 The amount of the Employer contribution in year three (3) and after shall be two (2) percent of annual base salary and not exceed \$2,000.00 per year.

ARTICLE VI

HOLIDAYS

Effective with the 2026-2027 school year, eligible employees will receive five (5) paid holidays, which will be observed on Thanksgiving, Christmas Day, New Year's Day, Martin Luther King Jr. Day, and Presidents' Day. Holiday pay is prorated based on an employee's regular daily work schedule.

ARTICLE VII

LEAVES AND ABSENCES

Section 7.1. Basic Leave Allowance. An employee receives nine (9) days of basic leave for each school year. An employee working less than full time (per Section 4.3) receives leave on a prorated basis. Basic leave includes absences for personal illness, family illness, and personal business under the terms and conditions set forth in the sections below. Basic leave does not include absences for disaster leave, jury duty, military leave, civil duties, FMLA and unpaid childcare leave. Leave not used may accumulate without limit.

Section 7.2. Personal Illness and Family Illness. An employee may use accumulated leave allowance provided by the Employer for absences due to an illness or injury to the employee's dependent child for such reasonable periods as the employee's attendance with the child may be necessary, on the same terms the employee is able to use the accumulated leave allowance for the employee's own illness or injury. A "dependent child" means an individual under eighteen (18) years of age or an individual under age twenty-one (21) who is still attending secondary school.

An employee may use one (1) day of basic leave for each day of personal illness, or for an absence due to the illness or injury of the employee's adult child, spouse, sibling, parent,

grandparent, or stepparent in accordance with Minnesota law. After five (5) consecutive days of illness, or within the time allowed by Minnesota law, the District may require an employee to furnish a medical certificate from the attending physician as evidence of illness, indicating such absence was due to illness or disability. If additional costs are accrued, the District will pay those costs. The District may require certification by the attending physician stating that the employee is in good health and able to resume their duties upon return. The same procedure may be requested for the illness or disability of a family member as defined in this section.

Section 7.3. Personal Business Leave. Up to four (4) days of basic leave allowance may be used by an employee for personal business leave. The specific reason for the requested leave does not need to be given. Personal business leave must be submitted to the employee's immediate supervisor at least three (3) days in advance, except in cases of extreme emergency. Personal business days may be taken in .50- or 1.00-day increments. No personal business days will be granted during the first or last five (5) student contact days of the school year. Requests to use personal business leave during the first or last five (5) student contact days of the school year will only be granted for extraordinary circumstances, as determined by the Supervisor of Health Services. Personal business days will be granted with limited availability in connection with Winter and Spring Break with confirmed coverage for the absence, if needed.

Section 7.4. Sick Leave Use as Personal Business Leave. Employees shall be allowed to use sick leave as personal leave each year under the following terms. Employees must have a minimum balance of twelve (12) sick leave days to convert (3) sick leave days to one (1) personal leave day. This additional personal leave day will be deducted from the employee's sick leave accrual and can only be granted after the exhaustion of accrued personal days. Limit one (1) sick leave to personal leave conversion per school year.

Section 7.5. Disaster Leave. The Employer will provide disaster leave coverage for employees who have exhausted accumulated sick leave days prior to the commencement of income protection insurance benefits. An employee will become eligible for disaster leave coverage after the employee has been continuously disabled and unable to work for fifteen (15) consecutive duty days, as certified by a medical doctor.

Disaster leave payments shall commence as of the duty day following the last day of sick leave payment and shall continue only for the period during which the employee remains continuously disabled and unable to work. Disaster leave payments shall cease in any event after the sixty-fifth (65th) duty day of absence.

Section 7.6 Bereavement Leave. For death in the immediate family (immediate family includes, in addition to spouse, parents, children, brother, sister, and grandparents; also, in-laws of a similar degree of relationship), up to five (5) days of leave allowance may be used per incident. For death or illness in other than the immediate family, up to three (3) days of leave allowance may be used per incident upon approval of the Executive Director of Human Resources.

Section 7.7 Judicial Leave. An employee who is absent because of required jury duty or a subpoena for any court duty will be granted leave and paid the difference between the employee's regular salary and the fee received for such jury or court duty. Such absence is not deducted from leave allowance.

Section 7.8 Parental Leave. Any employee is eligible for a leave of absence without pay for a period of up to twelve (12) months for parental leave.

The employee shall submit an application for parental leave at least sixty (60) calendar days before such leave is to begin. The sixty (60) day requirement may be waived when an emergency makes such notice impossible. Parental Leave shall commence at a date agreed upon between the Employer and the employee. Failure to return to work upon expiration of a leave of absence shall result in termination of employment. The employee shall be reinstated with no reduction of monthly pay and shall retain all seniority and leave benefits accrued prior to taking the leave of absence.

Section 7.9 Leave of Absence Without Pay. An employee is eligible for a leave of absence without pay for a period of up to ninety (90) calendar days, without loss of seniority, for the purpose of caring for a spouse, child, or parent during an extended illness. The Employer may also approve, at its sole discretion, a request for a leave without pay for other purposes. Failure to return to work upon expiration of a leave of absence shall result in termination of employment.

Section 7.10 Union Business Leave. At the beginning of each school year, the HSA shall be granted up to fourteen (14) hours for the purpose of conducting union business. Notification of the leave shall be provided to the Executive Director of Human Resources in advance whenever possible. This leave will not be deducted from an employee's leave balance.

Section 7.11 Religious Observance Leave. Up to three (3) days leave will be granted to an employee for required religious observance. These days will be deducted from the employee's basic leave allowance. This time must be recognized religious holidays and will not be permitted for circumstances where personal alternative attendance options exist. Notification must be submitted in writing to the Human Resources Department at least two (2) weeks prior to the requested leave.

ARTICLE VIII

SENIORITY

Section 8.1 Seniority Date. Seniority shall be based upon an employee's continuous and uninterrupted service as a regular employee in the bargaining unit. An approved leave of absence does not constitute an interruption of service. Upon completion of the probationary period, each employee will be assigned a seniority date retroactive to the first day of the probationary period.

Section 8.2 Seniority List. Each year the Employer shall prepare from its records a seniority list and provide a copy to the HSA by December 1. Any employee may challenge the correctness of the information contained in the seniority list by filing a grievance. In the absence of a grievance filed within fifteen (15) calendar days from the date of posting, the posted seniority list will be conclusively deemed correct.

Section 8.3 Layoffs. Layoffs shall be on the basis of seniority. The last employee hired shall be the first laid off. An employee's right to recall shall expire after the earlier of the expiration of a period equal to the employee's length of service prior to layoff, or two (2) years from the date of layoff, whichever occurs first.

ARTICLE IX

INSURANCE

Section 9.1 Group Insurance Policies. During the term of this Agreement, the Employer will provide all full-time employees the program of group insurance coverage described in this Article. It is understood and agreed that the provisions of this Article are merely descriptive of the coverages provided, and that the eligibility of an employee for benefits shall be governed by the terms of the master insurance contracts in force between the Employer and the insurers providing such coverage.

Section 9.2 Life Insurance. Each full-time employee is eligible to participate in the Employer's group term life insurance program and will be provided \$15,000 of life insurance coverage. The Employer pays the entire premium for such coverage.

Section 9.3 Long Term Disability. Each full-time employee is eligible to participate in the Employer's income protection insurance program. The Employer pays the entire premium for such coverage.

Section 9.4 Hospitalization-Medical Insurance. Employees who can be expected to work a minimum of thirty (30) hours per week throughout the regular school year, as determined by the Executive Director of Human Resources or an employer designee, will be eligible to enroll for Single, Single + One, or Family coverage in the Employer's hospitalization-medical insurance program. The maximum monthly Employer contribution toward the premium for the type of coverage in which an eligible employee is enrolled shall be as follows:

Type of Coverage	Effective 01/01/25
Single	696.00
Single + One	1,182.00
Family	1,525.00

Each employee enrolled in the program shall contribute, through payroll deduction, any excess of the monthly premium over the maximum Employer contribution toward the type of coverage for which such employee is enrolled.

In the event that the employee selects a hospitalization- medical insurance plan for which the monthly premium is less than the Employer contribution, the Employer will deposit, into the employee's health savings plan, the difference between the Employer contribution and the amount of the monthly premium.

Section 9.5 Dental Insurance. Employees who work the minimum number of hours required by the district's dental insurance carrier, may participate in the district's dental program at their own expense.

Section 9.6 Flexible Benefits Plan. Employees covered by this contract shall be eligible to participate in the Flexible Benefits Plan established by the Employer pursuant to Section 125

of the Internal Revenue Code, provided, however, that such employees must meet all other requirements for eligibility set forth in the Plan.

Section 9.7 Retirement. Employees who retire after age fifty-five (55) may elect to maintain participation in the group hospital-major medical and dental programs until such employee's full retirement age as defined by the U.S. Department of Health and Human Services (or earlier death) by paying the full premium costs for such program. The district's benefits administrators will provide a payment schedule.

ARTICLE X

DISCIPLINE AND DISCHARGE

Section 10.1 Probationary Period. New employees shall serve an eight-month probationary period, excluding June, July and August. For purposes of this section, all calendar months are considered equal in terms of days. During the probationary period, the Employer shall have the unqualified right to discharge such employee without assigning any cause therefore and without recourse to the grievance procedure.

Section 10.2 Discipline and Discharge. Discipline or discharge may only be imposed on non-probationary employee for just cause.

Section 10.3 Transfers. Any employee who makes a timely request to transfer will be considered by the Employer for a vacant position within the bargaining unit.

Section 10.4 Involuntary Transfers. The Employer may transfer an employee provided the employee is provided a two- week advance notice. The advance notice is not required in cases of a temporary transfer or of an emergency. The basis for the transfer shall be wholly within the discretion of the Employer and shall not be subject to the grievance procedure.

ARTICLE XI

GRIEVANCES AND ARBITRATION

Section 11.1 Grievance. A "grievance" is any dispute or disagreement as to the interpretation or application of any term or terms of this Agreement.

Section 11.2 First Step. Any employee or group of employees with a grievance shall take the matter up with the immediate supervisor within five (5) scheduled working days after becoming aware of the incident giving rise to the grievance. If the parties fail to agree within five (5) scheduled working days, or the immediate supervisor fails to adjust the alleged grievance within two (2) scheduled working days after the grievance is made, the employee may appeal the grievance to the second step.

Section 11.3 Second Step. An employee who is not satisfied with the disposition of the grievance of the first step shall file a written statement of the grievance with the Executive Director of Human Resources within ten (10) scheduled working days after becoming aware of the incident giving rise to the grievance. The written statement must be dated and signed by the employee and/or the exclusive representative and shall set forth the facts and state the provisions of this Agreement alleged to have been violated. If the parties fail to agree or the matter has not been satisfactorily adjusted within five (5) scheduled working days after the grievance has reached the second step, the employee may appeal the grievance to the third step.

Section 11.4 Third Step. An employee who is not satisfied with the disposition of the grievance at the second step shall file a copy of the written statement of the grievance with the Superintendent within ten (10) scheduled working days after the grievance has reached the second step. If the parties fail to agree, or the grievance is not satisfactorily resolved under the procedures of the third step, it shall be submitted to arbitration in accordance with the terms of this Article.

Section 11.5 Submission to Arbitration. The HSA may submit to arbitration any grievance which has been properly processed through the third step of the grievance procedure. The HSA must file with the Superintendent a written notice of intention to arbitrate not more than fifteen (15) scheduled working days after the grievance has reached the third step. If the parties cannot mutually agree on an arbitrator within three (3) scheduled working days after filing the notice of intention to arbitrate, arbitration shall be conducted according to Section 179A.21 of the PELRA.

Section 11.6 Jurisdiction and Authority of Arbitrator. The arbitrator shall have jurisdiction only over those grievances which have been properly submitted to arbitration in accordance with the terms of this Agreement. The arbitrator shall have no power to add to or subtract from, or change, modify or amend in any way the terms and conditions of employment set forth in this Agreement. The decision of the arbitrator shall be subject to all the limitations of arbitration decisions set forth in PELRA. Within these constraints, the decision of the arbitrator shall be final and binding.

Section 11.7 Selection of Remedies. A grievance may only be advanced to step 4 (final and binding arbitration) provided that the employee has not elected to pursue a veteran's discharge hearing and the timeline for such hearing has been exhausted, if applicable.

Section 11.8 Representation. Any employee, supervisor, or the Employer may be represented at any stage of the formal grievance procedure by any person or agent designated by such party to act in the person's behalf.

Section 11.9 Time Limitations. Since it is important that grievances be processed as rapidly as possible, the time limitations specified herein shall be considered as a maximum and every effort will be made to expedite the process. Such time limitations may be extended only by mutual consent.

Failure of an employee or the HSA to comply with the limitations specified shall constitute a waiver of the grievance. Failure of a supervisor or the Employer to act within the time limitations specified shall constitute a denial of the grievance and shall permit the employee or the HSA to proceed to the next stage.

ARTICLE XII

DURATION AND RENEGOTIATION OF AGREEMENT

Section 12.1 Term of Agreement. This agreement is effective July 1, 2025, and continues in full force and effect to and including June 30, 2027, and annually thereafter, except as modified or terminated in accordance with the provisions of this Article.

Section 12.2 Effect of Agreement. Any and all prior agreements, resolutions, practices, policies, rules, and regulations regarding terms and conditions of employment, to the extent inconsistent with the provisions of this Agreement, are hereby superseded.

Section 12.3 Termination of Modification. Either party desiring to terminate or modify this Agreement must notify the other party in writing at least sixty (60) days but not more than ninety (90) days prior to June 30, 2027, or at least sixty (60) days but not more than ninety (90) days prior to June 30 of any year thereafter. A notice of desire to modify this Agreement shall set forth proposed modifications sought by the party, and all clauses of this Agreement for which no modification is sought shall be renewed automatically.

Section 12.4 Negotiations During Term. The parties mutually acknowledge that during the negotiations which resulted in this Agreement, each had the unlimited opportunity to make demands and proposals regarding terms and conditions of employment. All understandings and agreements arrived at by the parties are set forth in this Agreement. For the duration of this Agreement, the Employer and the HSA each voluntarily and unqualifiedly waives the right to meet and negotiate regarding any and all terms and conditions of employment, whether or not specifically referred to or covered in this Agreement, even though such matters may not have been within the knowledge or contemplation of either or both parties at the time this Agreement was negotiated or executed.

ARTICLE XIV

DOCUMENT AUTHORIZATION

IN WITNESS WHEREOF, the parties have executed this Agreement as follows:

INDEPENDENT SCHOOL DISTRICT
NO. 273

HEALTH SERVICE ASSOCIATE
ORGANIZATION

Board Chairperson

HSA President

Board Clerk

Lead Negotiator

Dated this ____ day of November 2025.

Dated this ____ day of November 2025.

VII.C. Policy Quick Review (513, 519, 601, 620,
625, 627, 713, 905)

Speaker (s): Policy
Committee



Board Meeting Date: 11/10/2025

Title: Policy Quick 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. There are minimal to no changes.

- Policy 513 Student Promotion, Acceleration, Retention, and Early Kindergarten Admission
- Policy 519 Interviews of Students by Outside Agencies
- Policy 601 Educational Competencies, Academic Standards, and Instructional Curriculum
- Policy 620 Receiving Course Credit for Learning
- Policy 625 Addition/Deletion of Interscholastic Athletic Programs
- Policy 627 Athletics, Fine Arts, and Activities – Participation and Academic Eligibility
- Policy 713 Student Transportation
- Policy 905 Advertising

Recommendation: Approve the suggested modifications for Policies 513, 519, 601, 620, 625, 627, 713, and 905.

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

Attachments:

1. Policy 513 Student Promotion, Acceleration, Retention, and Early Kindergarten Admission
2. Policy 519 Interviews of Students by Outside Agencies
3. Policy 601 Educational Competencies, Academic Standards, and Instructional Curriculum
4. Policy 620 Receiving Course Credit for Learning
5. Policy 713 Student Transportation
6. Policy 625 Addition/Deletion of Interscholastic Athletic Programs
7. Policy 627 Athletics, Fine Arts, and Activities – Participation and Academic Eligibility
8. Policy 905 Advertising

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 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. 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.11 \(School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness\)](#)

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

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

[Minn. Stat. § 124D.02 \(School Board Powers; Enrollment\)](#)

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

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

amended: 10/22/12
revised: 05/16/16
revised: 04/08/24
revised: 03/03/25
revised: __/__/25 (legal references added under quick review)

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 coordinator should be consulted in an acceleration situation.
By 4/15	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: Retention <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. Acceleration <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	If consensus between parents/guardians and school team members is not reached, a report will be submitted to the principal for review and decision. 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.
	Exceptions may be made to this timeline.

Appendix
 established: 05/16/16
 revised: 04/08/24
 revised: 03/03/25

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 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
 revised: 03/03/25

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 _____

(03/25)

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* _____

(03/25)

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, 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 on district property and during school hours [or at any facility or other place where the alleged victim or other children might be found or the child may be transported to, and the interview may be conducted at a place appropriate for the interview of a child designated by the local welfare agency or law enforcement agency.](#) 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.

- B. If the interview took place or is to take place on district property, an order of the juvenile court pursuant to 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 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 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., 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

INDEPENDENT SCHOOL DISTRICT NO. 273

adopted: 01/22/08

Edina, Minnesota

reviewed: 03/12/12

revised: 11/17/14

reviewed: 03/23/20

revised: 04/07/25

revised: __/__/25 (quick review addition of new statutory language)

Education Programs

Educational Competencies, Academic Standards, and Instructional Curriculum

I. Purpose

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

II. General Statement of Policy

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

III. Definitions

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

- A. "Academic standards" mean a state-prescribed or locally-adapted set of content standards that the school district must offer and certify for a student to be eligible to receive a high school diploma.
- B. "Curriculum" means an instructional area of study for early childhood through grade 12 that is required to meet the academic standards of the State of Minnesota or the district.
- C. "Educational competencies" mean the articulated skills and literacies that learners need to have social, emotional, academic, and professional success in a rapidly changing, global world.
- D. "K-12 Talent Development Framework" means (1) servicing students demonstrating high performance and cultivating potential in each and every student; (2) providing early intervention and development opportunities ensuring all students have opportunities to grow; and (3) providing learning experiences that are independent of students' background or economic status.

IV. Educational Competencies/Portrait of a Well-Rounded Edina Graduate

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

These competencies/Portrait of a Well-Rounded Edina Graduate are intended to help guide a learner along their educational journey, striving to become:

- Academically Prepared
- A Globally Competent Individual
- A Responsible and Engaged Citizen
- An Effective Communicator and Collaborator
- An Innovative Thinker and Problem Solver
- A Motivated Lifelong Learner

- B. The educational competency descriptors/Portrait of a Well-Rounded Edina Graduate are located in Appendix I.

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

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

V. Academic Standards, Instructional Curriculum, Resources, and Experience

- A. The director of teaching and learning will be responsible for the implementation of the school district's academic standards and instructional curriculum.

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

- English language arts
- social studies
- ethnic studies
- math
- physical education
- music
- health
- business education
- financial literacy (applicable starting with 2028 graduates)
- science
- media literacy
- technology/engineering
- world languages

- family and consumer sciences
 - visual, media, and performing arts
- C. Each curricular content area will have a guide that includes:
- mission
 - grade-appropriate standards
 - curriculum materials
 - resource materials
 - common assessments
 - differentiation and personalization suggestions
 - media and technology materials
- D. Each curricular content area will be reviewed and revised on a cyclical basis as per Policy 603 (Curriculum and Program Review and Development).
- E. The academic standards and instructional curriculum will align with those established by the Minnesota Department of Education or by local adoption as provided in statute.
- F. The elementary schools will offer the following:
- visual, media, and performing arts
 - integrated English language arts
 - math
 - music
 - physical education
 - science
 - health
 - social studies
- G. The middle schools will offer the following:
- visual, media, and performing arts
 - integrated English language arts
 - math
 - music
 - physical education
 - science
 - health
 - social studies
 - technology education
 - world languages
 - family and consumer sciences
- H. The high school will require 43 credits for graduation pursuant to district policy. Starting with the class of 2028, the high school will require 44 credits for graduation.

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

Legal References:


Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
 Minn. Stat. § 120B.024 (Credits)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce [Comprehensive Achievement and Civic Readiness](#))
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 20 U.S.C. § 5801, *et seq.* (Goals 2000: Educate America Act)
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:


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

Policy
 adopted: 07/20/09
 revised: 08/17/15
 modified: 11/11/19
 revised: 02/10/20
 revised: 09/14/20
 revised: 03/04/24
 revised: 01/06/25
 revised: [__/__/25 \(correction under quick review\)](#)

INDEPENDENT SCHOOL DISTRICT NO. 273
 Edina, Minnesota



Portrait of a Well-Rounded Edina Graduate



ACADEMICALLY PREPARED

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

GLOBALLY COMPETENT INDIVIDUAL

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

RESPONSIBLE AND ENGAGED CITIZEN

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

EFFECTIVE COMMUNICATOR AND COLLABORATOR

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

INNOVATIVE THINKER AND PROBLEM SOLVER

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

MOTIVATED LIFE-LONG LEARNER

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

Appendix
 adopted: 03/04/24
 reviewed: 01/06/25

Appendix II to Policy 601

K-12 Talent Development Framework

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

Opportunity	Vision	Description	Examples
Enrichment	Rigorous and enriching opportunities for all learners to discover their unique interests and strengths integrated into the core curriculum and culture of the school	Sets a foundation for talent development Provides new experiences and information that expands background knowledge Offers rigorous, inquiry-based experiences Fosters critical, reflective, and creative thinking Allows student strengths and talents to emerge	Lessons focused on critical, reflective, and creative thinking within the standards Inquiry-based learning Problem-solving activities
Extended Learning	Opportunities provided to some students to engage with grade-level content at a deeper level during flexible times throughout school day or year	Builds learner confidence in a talent area Recognizes students' knowledge and skills Promotes development of higher order thinking skills Offers content depth and complexity	Extending the standards beyond what is required for all
Acceleration	Opportunities for some students to compact grade-level standards and be exposed to higher grade-level standards at a faster pace	Reinforces learner commitment in a talent area Recognizes students' knowledge and skills Offers content at a faster pace Provides above-level content	Accelerated pacing beyond the typical learning sequence Compacted courses College-level courses
Authentic Learning	Opportunities provided to all	Recognizes and responds to students' talent area	Provide real-world opportunities for students to

	students to engage in real-world application of strengths and talents	expertise Provides opportunities for learners to apply their strengths and interests in real-world inquiry or production Promotes high intellectual performance and production	apply their strengths and interests in specific talent areas
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Appendix

adopted: 09/14/20

revised: 03/04/24

reviewed: 01/06/25

Education Programs

Receiving Course Credit for Learning

I. Purpose

This policy provides the process by which credit to fulfill graduation requirements may be granted for student learning that occurs in other schools, at alternative learning sites, through postsecondary enrollment options, through demonstrating mastery of applicable subject matter, and in out-of-school experiences such as community organizations, work-based learning, enrichment programs, and other educational activities and opportunities.

II. General Statement of Policy

The school district will develop and provide a process for credit to fulfill graduation requirements that is accomplished through learning opportunities outside of standard district courses.

A. Transfer of Credit for Courses Completed

The district will provide a process for transfer of credit for courses completed in another Minnesota district, recognition of work completed in other schools and postsecondary institutions, and credit for courses achieved in extra-curricular activities, activities outside the school, previous learning, and community and work experiences.

B. Credit by Assessment

The district will develop and provide processes and procedures by which students may meet a graduation requirement for knowledge acquired in another learning environment other than the standard course curriculum. There are two pathways by which a student can demonstrate learning that aligns with graduation requirements, and which may allow credit in lieu of the standard curriculum offered by the district. This can occur through demonstration of previous learning by submitting a portfolio of evidence, or by demonstrating knowledge through an exam process administered by district staff.

III. Transfer of Course Credits from Other Schools

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

1. The school district will transfer high school credits achieved in earlier grades or in other schools for aligned, credit-based courses to the student's record upon admission to the district.
2. Any credits completed in the sending district are recorded as completed with a notation indicating the identity of the district from which the records are transferred.
3. Students are advised of opportunities available to complete further requirements and electives.
4. The district will determine the transferring student's grade placement, awarded grade for completed courses, and diploma requirements in accordance with district policy.
5. Only grades earned while in 9th-12th grade and completed through Edina High School, Edina Virtual Pathway, or partner programs will be calculated in the Edina cumulative grade point average. High school classes taken while in middle school will not factor into the Edina cumulative grade point average.

B. Transfer of Course Credits from Other Schools

1. The district will equate credits completed by students at a public school outside of Minnesota, an accredited nonpublic school, or postsecondary schools into completed course credits.
2. Effort will be made to ascertain the content of courses, programs, and learning previously achieved to credit the student as fully as possible for learning completed elsewhere. This process may include asking the student or the sending school to verify content of completed courses and programs when that content is not clear from the transcript.
3. The district may formally evaluate other learning experiences to declare that a transfer student meets or exceeds a specific academic standard requirement or course credit.
4. Only grades earned while in 9th-12th grade and completed through Edina High School, Edina Virtual Pathway, or partner programs will be calculated in the Edina cumulative grade point average. High school classes taken while in middle school will not factor into the Edina cumulative grade point average.
5. Consistent with state law, students must receive prior approval from the district for any courses to be completed outside the district for credit towards graduation. College-based courses that do not provide college credit and summer school programs (approved by high schools or

colleges) will be considered as part of the 43 credit graduation requirements only when the prior approval process is followed.

Credits for such course work must not be more than two credits per year for a total of eight credits toward graduation. The district will determine the awarding of the course credit and the grade. The grade will be reflected on the transcript but not included in the overall GPA. The district does not cover expenses of related courses identified in this section.

IV. Credit by Assessment

- A. The school district will provide students in grades 9-12 with the opportunity to receive course credit by assessment for knowledge acquired in another learning environment other than the standard course curriculum, provided such experiences meet current Minnesota academic standards.
- B. When a student desires transcribed credit as recognition of standards met but for which no academic transcript exists, the student must complete the application in Appendix I and submit it to the counseling office.
- C. Students can choose two different pathways to earn credit by assessment. These pathways are credit by exam or credit by portfolio. The procedure for these pathways can be found in Appendix II or Appendix III.
- D. A student may attempt to earn credit by assessment only once for each course and may not earn credit for a course in which they previously received a grade and credit. Courses that are sequential must be addressed in the same sequence. If a course requires a prerequisite, the student must have received credit for the prerequisite before attempting the credit by submitting evidence of the prior learning process. The student must continue to maintain full-time status during the process.

V. Other Credit Requirement Options

- A. A student who satisfactorily completes a postsecondary enrollment options (PSEO) course or program under state law, that has been approved as meeting the necessary graduation requirements, is not required to complete other requirements corresponding to that specific course of study. The grade will be reflected on the transcript and calculated into the overall GPA. A list of the courses or programs meeting the necessary requirements may be obtained from the commissioner of the Minnesota Department of Education.
- B. A student who satisfactorily completes an advanced placement or international baccalaureate course, or a postsecondary enrollment options course under state law, satisfies the requirements corresponding to that specific course of study.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, subd. 9 (Credits Toward Graduation)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References:

Policy 601 (Educational Competencies, Academic Standards, and Instructional Curriculum)
Policy 613 (Graduation Requirements)
Policy 614 (Assessment Plan)
Policy 616 (School District System Accountability)
Policy 618 (Assessment, Grading and Reporting of Student Progress)

Policy	INDEPENDENT SCHOOL DISTRICT NO. 273
adopted: 08/17/09	Edina, Minnesota
revised: 07/16/13	
revised: 06/13/16	
revised: 11/13/17	
reviewed: 08/10/20	
revised: 07/18/22	
revised: 10/07/24	
revised: ___/___/25 (quick review technical correction on Appendix I)	

Appendix I to Policy 620

Application for Course Credit

Complete this application for course credit for prior learning. This application is due ~~45 days prior to the start of the course (full year and semester courses)~~ **on July 1st**, with results available no later than 10 days prior to the start of the course. Once completed, return this form to your counselor*. This is applicable for 9-12 students only.

To Be Completed By Student:

Student Name _____ Phone _____
Street Address _____ City _____ Zip _____
Student email _____
Grade ____ School _____ Date _____

I am requesting ____ Credit by Exam or ____ Credit by Portfolio Submission for the following course:

Please explain why you are requesting (select one):

____ Credit by Exam or ____ Credit by Portfolio Submission for this course (attach additional pages if desired):

Student Signature _____ Date _____

To Be Completed By Parent/Guardian:

I have reviewed the student guidelines and the above application, and I grant permission to proceed with the process for ____ Credit by Assessment or ____ Credit by Submitting Evidence of Prior Learning for the above-named course.

Parent/Guardian Signature Date _____

Parent/Guardian Phone _____

Parent/Guardian email _____

For Office Use Only:

Counselor Signature Date _____

*Counselors should forward this form to the director of teaching and learning at the District Office as soon as it is received.

(10/24 25)

Appendix II to Policy 620

Credit by Exam Process Procedure/Timeline

Student:

1. Student submits a completed application to their counselor indicating that they would like to pursue credit by exam process. This application is due ~~45 days prior to the start of a course (full year and semester courses)~~ on July 1st with results available no later than 10 working days prior to the start of the course.
1. The student must complete all portions of the exam(s). During the exam(s) a student may request an explanation or clarification of an item or project from the exam proctor. If the student fails to complete the entire exam during the designated time period, the credit will be denied.
2. Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 Plan specifies a necessary modification.

School:

1. For courses offered by the school district, the school will create credit by exam that includes the power standards included in the course. It can be developed in one or more formats, including the following: a formal written test covering all or a portion of the course content, performance-based assessment, demonstration of skills, interview, presentation, exhibition, and/or written composition. When designing the exam, input from at least one teacher of the course will be solicited. The teacher may or may not be from the school where the student is seeking credit. Teachers will be compensated for the time spent either creating, proctoring, and/or evaluating the exam. If no district teachers are available, an outside licensed consultant will be utilized.
 - a. Once an exam(s) has been established for a course, subsequent applicants will be evaluated using the same exam(s) and criteria. However, adjustments can be made to reflect any changes to the course or power standards.
 - b. The exam will be limited to a maximum of 4 hours, including instructions and breaks.
 - c. Students will be provided a study guide to help prepare for the exam.
2. An exam team, comprised of the principal or the principal's designee, area leader, and a teacher of the course, and a counselor, along with additional members as necessary, will confirm the exam or set of exams. A test proctor will be identified.
3. The proctor of the exam will work with the teaching and learning department to offer, the district course exam, score the exam, and report the scores to the teaching and learning department along with the exam team. The proctor will receive compensation for this work.
4. The exam team will evaluate the exam(s) and then consult with the student, informing them of the result. The decision of the exam team is final.
5. If the student acquires a score at or above a "B" (80%), they will be awarded credit(s) for the course.

If the student completes and passes the exam in the manner referenced in step 5, the student's transcript will show the credit earned and a course grade of "P" for "passing".

Appendix
revised: 10/07/24

Appendix III to Policy 620

Credit by Portfolio Submission Procedure/Timeline

Student:

1. Student submits a completed application (see Appendix I) to their counselor indicating that they would like to pursue credit by submitting a portfolio. This application is due ~~on July 1st 45 days prior to the start of a course (full year and semester courses).~~ **on July 1st**
2. The student must submit the portfolio no later than 10 working days prior to the start of the course to their counselor **or administrator who oversees Credit for Learning**. During the portfolio submission process a student may request an explanation or clarification. If the student fails to submit sufficient evidence by the deadline the credit will be denied.
3. Students will submit evidence that demonstrates mastery of power standards included in the course and must allow for observable, authentic assessment of learning that can be verified by an expert in the field of study and validated by a school official. The activities and assessment of prior learning experience must be at the same level of rigor and expectations as the power standards assessed in the regular school setting.
4. Evidence can include a variety of items, including the following:
 - a. letters of support and explanation from individuals or organizations who have actually witnessed the student's demonstration of the power standards;
 - b. oral or written interviews;
 - c. actual performances or demonstrations assessed by district staff or others knowledgeable in the specifications of the power standards; or
 - d. work samples, videos, exhibitions, and/or other evidence as appropriate for the individual situation

School:

1. The school will offer the opportunity to obtain credit by submitting a portfolio.
2. The district will not pay for any outside evaluation of the portfolio submission.
3. The school will provide a checklist of the power standards included in the course to facilitate the submission of a portfolio.
4. A subject area expert will be identified to evaluate the portfolio. A review team, comprised of the principal or the principal's designee, area leader, a teacher of the course, and a counselor, along with additional members as necessary, will also be identified. The names of the review team members will be disclosed to the parents/guardians and/or student upon request. All data policies will be followed.
5. First, a subject area expert must evaluate the portfolio using Appendix IV. With the recommendation of the subject area expert, the review team will review the rubric along

with the evidence. It will then consult with the student, informing them of the result. The decision of the review team is final.

6. If the student acquires a score at or above a “3” out of “4”, they will be awarded credit for the course and a course grade of “P” for “passing.”

Appendix
revised: 10/07/24

Appendix IV to Policy 620

Credit by Portfolio Submission

1. Each power standard included in a course will use the following rubric to evaluate evidence of mastery.

4.0	3.0	2.0	1.0
Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations

2. Descriptors may be added for each power standard as deemed appropriate by the subject area expert. These will be provided to the student.
3. An overall minimum score of 3.0 or above must be met in order to receive credit for prior learning.

Appendix
reviewed: 10/07/24

Education Programs

Addition/Deletion of Interscholastic Athletic Programs

I. Purpose

The school district recognizes that student interest in interscholastic athletic programs changes over time as new programs evolve. In order to meet these changes in student participation and interest in athletic programs, this policy defines the process and parameters for adding or deleting an interscholastic athletic program.

II. General Statement of Policy

In order to determine student interest in various activities, the secondary students will be evaluated every other year to determine interest in interscholastic activity programs. The information collected through the student surveys will be one means used to identify potential changes in interscholastic offerings. Students may also initiate changes through direct communication with the activities director or petitions that demonstrate interest in a particular activity.

A. Potential interscholastic athletic program additions/deletions will be based on the following criteria:

1. Interest and ability to sustain a viable team.
2. Addresses an imbalance in participation rates by males and females allowing compliance with Title IX legislation.
3. ~~It is a~~ Conference-sponsored activity or expectation that it will be soon.
4. ~~It is r~~ Recognized by the Minnesota State High School League (“MSHSL”) or expectation that it will be soon.
5. Availability of existing and appropriate facilities.
6. Availability of qualified coaches.
7. ~~Resources are available~~ Availability of resources to implement and sustain the cost.

- B. Potential interscholastic program changes will be reviewed initially by the activities director using the above-listed criteria. The activities director will be responsible for facilitating discussion with the Student Activities Advisory Committee (“SAAC”) along with the high school principal and superintendent and reaching a recommendation. The superintendent will bring the recommendation and supporting data to the school board for review and action.

III. Implementation

In general, initially-added interscholastic athletic programs will have a varsity level of competition. If the program and interest continue to increase, the activities director will bring a recommendation to the principal and superintendent to add a junior varsity and/or sophomore team for a second and third level of competition. The initial staffing model is a head coach and varsity assistant coach.

Policy
adopted: 10/26/09
Revised: 08/17/15
Revised: 06/21/21

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Education Programs

Athletics, Fine Arts, and Activities – Participation and Academic Eligibility

I. Purpose

Student athletic and activity (“activity”) participation is dependent upon the Minnesota State High School League (“MSHSL”) and the school district’s eligibility policies. All participants in activity programs will comply with the policies of participation and academic eligibility to maintain the privilege of involvement in these programs.

II. General Statement of Policy

District activities provide opportunities for students to pursue interests that contribute to their physical, mental, and emotional well-being. These activities complement the instructional program in providing students with opportunities for growth and development.

While participating in these activities, students who violate the ~~Minnesota State High School League (“MSHSL”)~~ and/or the school district eligibility policies receive consequences in accordance with those policies regarding loss of participation and involvement. The district follows the policies set by the MSHSL, as stated in the “Official Handbook” under Bylaws. The district also imposes penalties, in addition to those specified in the MSHSL eligibility bylaws, as defined in this policy and/or the district’s policy on student discipline (~~Policy 506 – Student Discipline~~).

Students participating in all activities are required to maintain satisfactory academic progress towards graduation.

Students who violate district policy or otherwise engage in conduct detrimental to the team, school, or community receive consequences in an appropriate manner, including possible suspension or dismissal from the team/activity. It is the students’ responsibility to review district policies.

III. Eligibility Violations and Penalties for MSHSL-Sponsored Activities

Please refer to the Student Eligibility Bylaws of the MSHSL (~~www.mshsl.org~~) for a complete description of eligibility violations. The following is a list of the school district penalties for violating the MSHSL bylaws and policies. The building administration will determine whether a violation has occurred.

A. First Violation—~~District Consequences~~

After a violation has been determined, in addition to MSHSL consequences, the student athlete will be required to perform six hours of school and/or community service prior to having eligibility restored.

B. Second Violation —~~District Consequences~~

After a violation has been determined, in addition to MSHSL consequences, the student athlete will be required to perform 12 hours of school and/or community service prior to having eligibility restored.

IV. Eligibility Violations and Penalties for District Activities, Non-MSHSL Activities

The school district adopts MSHSL league consequences for eligibility infractions in accordance with the MSHSL bylaws for all district-sponsored activities. Please refer to the Student Eligibility Bylaws of the MSHSL (www.mshsl.org) for a complete description of eligibility violations. The following is a list of the ~~school~~ district penalties for violating the MSHSL bylaws and policies. The building administration will determine whether a violation has occurred.

To the extent that an activity has a curricular component (i.e., choir, band, yearbook, newspaper, orchestra, musical ensembles), any violations in excess of any applicable MSHSL rules, will be imposed at the discretion of the building administration.

A. First Violation —~~District Consequences~~

After a violation has been determined, in addition to the MSHSL consequences as adopted by the district, the student activity participant will be required to perform six hours of school and/or community service prior to having eligibility restored.

B. Second Violation—~~District Consequences~~

After a violation has been determined, in addition to the MSHSL consequences as adopted by the district, the student activity participant will be required to perform 12 hours of school and/or community service prior to having eligibility restored.

V. Other Provisions Regarding Eligibility Infractions

A. Field Trip and District Travel.

In the event that a student is forced to withdraw from a scheduled trip, neither the organization nor the district is responsible for reimbursing any trip costs.

B. Dual Participation, MSHSL activity and Non-MSHSL activity.

For students participating in a MSHSL activity and a non-MSHSL activity, the penalty for the non-MSHSL activity may be one event/performance/contest or

30 calendar days, whichever is greater, provided the full consequence for the MSHSL activity is served during the season of participation. The 30-calendar days should not carry over to the next school year if the student's ineligibility for one performance/contest has been served.

VI. Leadership Forfeiture

A. MSHSL Student Code of Responsibility

Any Student Code of Responsibilities violation as defined in the Student Eligibility Bylaws of the MSHSL (www.mshsl.org) occurring after a student is named captain of a team or named to a position of official leadership within an activity, will result in the loss of the leadership position for the season ~~or for the first season~~ for which the student has been selected as a leader. A student with two such violations will not be eligible for any activity leadership position for the duration of the athletic or high school career. This exclusion includes class officer positions, homecoming court/royalty, and sweetheart court/royalty.

B. Criminal Conduct

A student named to a position of official leadership within an activity is suspended from a position of official leadership upon confirmation that the student has been formally charged with a criminal offense. Criminal offense includes misdemeanor and felony offenses as defined under state law. This suspension includes class officer positions, homecoming court/royalty, and sweetheart court/royalty. The suspension is in effect until confirmation of the resolution of the charge against the student. If the criminal conduct is confirmed, the student will lose any leadership position for the duration of ~~his/her~~ **their** activities or high school career. This exclusion includes class officer positions, homecoming court/royalty, and sweetheart court/royalty.

VII. Appeals

Any appeals of penalties imposed under this policy will follow the process set forth by the MSHSL.

VIII. Academic Eligibility – MSHSL Activities

MSHSL policy states that in order to maintain scholastic eligibility a student is to be making satisfactory progress toward graduation. In order to be making satisfactory progress toward graduation, a student must meet both the credit and grade point requirements outlined below. These requirements for academic eligibility for all athletics, fine arts, and activities supersede the definition provided by the MSHSL.

A. High School Students

1. A high school student is progressing satisfactorily toward graduation, and therefore eligible for **district** MSHSL-sponsored activities ~~at Edina~~, if the

student has a GPA of 1.67 (C- average) and has accumulated the following credits prior to the beginning of the designated semester:

9 th Grade, Semester 2	5 credits
10 th Grade, Semester 1	11 credits
10 th Grade, Semester 2	16 credits
11 th Grade, Semester 1	22 credits
11 th Grade, Semester 2	27 credits
12 th Grade, Semester 1	33 credits
12 th Grade, Semester 2	38 credits
Graduation	43 credits

a. Failure to Meet GPA Requirement - Improvement Plan

A high school student who participates in high school activities who fails to maintain a 1.67 GPA (C- average) at the end of each semester will be contacted by the appropriate counselor or activities director and a discussion will be held and may include the student, parent, counselor, activities director, and others as determined. The purpose of the discussion is **will be** to develop an improvement plan for assisting the student to work to the student's potential. The details of the improvement plan will be jointly determined by the discussion participants.

If the student fails to meet the terms of the plan, the counselor or activities director will seek to determine the factors contributing to the student's GPA. If the reason for the failure to maintain a 1.67 GPA (C- average) is determined to include unexcused absences due to skipping of class or suspension from school or class and/or failure to complete assigned classroom or homework tasks, the student could be placed on probation by their improvement plan team.

b. Failure to Meet Credit Requirement

High school students who do not meet the credit requirements will be placed on academic probation for one semester. During this one-semester probation, they will be eligible to participate in activities, but their progress will be monitored and a plan for correcting their deficiencies determined.

If at the end of the semester of probation, they have not made sufficient progress toward making up the deficiency, they will be declared ineligible to participate in activities until the deficiencies have been corrected.

Students will be allowed only one credit probation period during their high school career. Any subsequent credit deficiency will automatically place the student on ineligible status until the deficiency has been corrected.

2. For students receiving special education services, the Individual Education Plan will determine eligibility of the student.

B. Middle School Students

1. Middle school students who participate in MSHSL activities must have passed all courses the previous semester.
2. Middle school students are not eligible for credit probationary status. If a student does not pass all of the courses during the semester, the student will be ineligible to participate in MSHSL activities the following semester.

IX. Home Schooled Students

Students who are home schooled must comply with state requirements for home schooling, and may participate in [school](#) district MSHSL-sponsored and non-MSHSL sponsored activities offered by the ~~school~~ district provided:

- The student is responsible for any fees associated with the activity.
- The student completes an application for participation, which is submitted to the activities office. The application must be submitted ten days prior to the start of the activity.
- The student is a district resident and participates in the activity at the school in the attendance area, as determined by the school board.
- The student agrees to abide by policies and rules applicable to requirements of enrolled students.
- The home school institution provides documentation demonstrating the student is making progress towards graduation.

X. Private and Charter School Students

The MSHSL does not permit participation in MSHSL-sponsored activities without a cooperative sponsorship as per MSHSL Bylaw 403. To develop a cooperative sponsorship, the school district and the private/charter school boards/board of directors must agree to formally apply for cooperative sponsorship for specific athletics/activities for a private/charter school student to participate in these activities. In addition, all private and charter school students must meet the academic requirements of their own school in order to be eligible.

Cross Reference:

Policy 506 — ~~Students~~, (Student [Conduct and Discipline](#))

References:

[Student Eligibility Bylaws of the MSHSL - www.mshsl.org](http://www.mshsl.org)

Policy
adopted: 10/26/09
amended: 08/20/12
revised: 10/19/15
revised: 12/13/21
revised: / /25

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Non-Instructional Operations and Business Services

Student Transportation

I. Purpose

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

II. General Statement of Policy

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

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

A. Student Training

1. By the end of the sixth week of school, the school district will provide students in kindergarten through grade 10 with age-appropriate school bus safety training and active transportation training of the following concepts:
 - a. Transportation by school bus is a privilege, not a right;
 - b. District policies for student conduct and school bus safety;
 - c. Appropriate conduct while on the bus;
 - d. Danger zones surrounding a school bus;
 - e. Procedures for safely boarding and leaving a school bus;
 - f. Procedures for safe vehicle lane crossing;
 - g. School bus evacuation and other emergency procedures;
 - h. Pedestrian training, including crossing roads safely; and
 - i. Bicycle safety, including traffic laws and use protective equipment and

safe biking techniques.

2. The district may provide active transportation safety training through distance learning.
3. The district will make reasonable accommodations for the active transportation safety training of students known to speak English as a second language and students with disabilities.
4. Students in kindergarten through grade 3 will receive school bus safety training two times during the school year.
5. The district will conduct a school bus evacuation drill for all student riders at least once during the school year.

B. Parent and Guardian Responsibilities

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

C. Student Conduct on Buses and Consequences for Misbehavior

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

D. Procedures for Reporting Student Misbehavior

1. Parents/guardians or students should report concerns regarding student misbehavior to the building principal or the district transportation supervisor.

The bus driver will report student misbehavior to the district's transportation office.

2. The district's transportation office will report the student misbehavior to the appropriate building administrator.
 3. Misbehavior may be reported to local law enforcement in accordance with the district's discipline guidelines and as required by state and federal law.
 4. Records of school bus or bus stop misbehavior will be forwarded to the individual school building and will be retained in the same manner as other student discipline records.
- E. Bus drivers perform post-trip inspections to check for any children or items left behind.

IV. Emergency Procedures

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

guardians.

V. Provision of Transportation

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

VI. Nonpublic School Students

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

VII. Extracurricular Transportation

A. Arrangement of Transportation

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

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

VIII. Employee Use of Personal Vehicles

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

IX. Operating Rules and Procedures

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

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

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

transportation services to students, the employee is exempt from the following requirements of other district vehicle drivers:

- a. Physical examination; and
- b. Pre-employment drug and alcohol testing.

XI. Vehicle Inspection and Maintenance

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

XII. Bus Driver Duties and Responsibilities

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

XIII. Transportation Supervisor Duties and Responsibilities

The transportation supervisor coordinates school district transportation and has the day-to-day responsibility for student safety. The transportation supervisor's duties include, but are not limited to:

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

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

XIV. Student Transportation Safety Committee

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

Legal References:

- Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
- Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
- Minn. Stat. § 123B.90 (School Bus Safety Training)
- Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
- Minn. Stat. § 123B.935 (Active Transportation Safety Training)
- Minn. Stat. § 169.011, subd. 71(d) (Definition of School Bus)
- Minn. Stat. § 169.454, subd. 13 (Type III Vehicle Standards-Exemption)
- Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
- Minn. Stat. § 169.446, subd. 2 (Driver Training Programs)
- Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)

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

Resources:

Minnesota Department of Public Safety - www.dps.mn.gov (*Minnesota Model School Bus Driver Training Program*)

Policy
adopted: 01/10/11
revised: 09/22/14
revised: 06/12/17
revised: 07/16/18
revised: 06/08/20
revised: 11/13/23
revised 10/13/25
revised: ___/___/25 (correction under quick review)

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 713

TRANSPORTATION ROUTES AND SERVICES

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

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

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

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

Appendix

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Appendix II to Policy 713

STUDENT BUS RIDER RESPONSIBILITIES

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

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

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

Student Safety Training: All students in kindergarten through grade 10 will receive school bus safety training within the first six weeks of school. This training is in compliance with state law.

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

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

Student Bus Rider Responsibilities

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

A. Going to the Bus Stop

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

B. Waiting at the Bus Stop

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

C. Boarding the Bus

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

D. Riding on the Bus

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

E. Getting Off the Bus

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

F. Student Consequences for Misbehavior

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

Appendix

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Appendix III to Policy 713

BUS INCIDENT REPORT

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

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

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

Kindergarten through Grade 5:

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

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

_____ Second Offense: One-day bus suspension.

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

_____ Fourth Offense: Five-day bus suspension.

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

Grade 6 through Grade 12:

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

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

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

_____ Third Offense: Five to ten-day bus suspension.

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

Appendix IV to Policy 713

BUS DRIVER QUALIFICATIONS, RESPONSIBILITIES, AND TRAINING

I. Qualifications

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

II. Bus Driver Responsibilities

A. General Operating Rules

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

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

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

B. Other Responsibilities

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

left behind after each route or trip.

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

a. Loading Procedures

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

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

b. Unloading Procedures

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

C. Emergency Situations

1. Handling Accidents

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

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

2. Severe Weather or Tornadoes

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

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

3. Fire

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

4. Injuries/Medical Emergencies

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

5. Cold Weather Stop

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

6. Dangerous Weapon

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

D. Traffic Violations or Criminal Offenses

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

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

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

III. School Bus Driver Training and Evaluation

A. Orientation

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

B. Annual In-Service Training

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

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

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

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

C. Other Required Training

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

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

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

D. Evaluation

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

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

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

Appendix

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Appendix V to Policy 713

TYPE III VEHICLES

I. Type III Vehicle Requirements

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

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

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

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

- driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - ii. refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - iii. avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location; and
 - iv. placing the Type III vehicle in “park” during loading and unloading.
 - i. A background check has been conducted in accordance with district policy.
 - j. The Type III driver will submit to a physical examination as required by state law.
 - k. The district has adopted and implemented a policy that provides for mandatory drug and alcohol testing of applicants for Type III driver positions and current drivers, in accordance with state and federal law.
 - l. The Type III driver’s license is verified annually by the district.
3. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver’s license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of or has their driver’s license revoked under a similar statute or ordinance of another state, is precluded from operating a Type III vehicle for five years from the date of conviction.
4. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a Type III vehicle.
5. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within three years of the first of three other moving offenses is precluded from operating a Type III vehicle for one year from the date of the last conviction.
6. Students riding the Type III vehicle will have training required under state law.
7. Documentation of meeting the requirements listed in this section will be maintained under a separate file for each Type III vehicle operator. The district is responsible for maintaining these files for inspection.
- B. A Type III driver employed by the district, whose normal duties do not include operating a Type III vehicle, who holds a Class D driver’s license without a school bus endorsement, may operate a Type III vehicle and is exempt from the (1) physical examination requirement; (2) drug and alcohol testing requirement; and (3) the

annual license verification requirement. All other requirements are in full force and effect.

Appendix

established: 04/11/11
revised: 07/16/18
revised: 11/13/23
reviewed: 10/13/25

Appendix VI to Policy 713

Pay-To-Ride Transportation Form

Parent or Guardian Name _____

Address _____

Phone Number _____

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

Name of School _____

Grade _____

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

Transportation to School

List address if different from above

Transportation from School

List address if different from above

Parent/Guardian Signature _____ Date _____

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

Approval _____ Date _____
(Supervisor of Transportation)

Pay-to-Ride Fee Schedule:

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

Community Relations

Advertising

I. Purpose

This policy provides guidelines for the advertising or promotion of products or services to students and parents/[guardians](#) in the schools.

II. General Statement of Policy

The school district's ~~believes that its~~ name, facilities, employees, students, or any part of the district should not be used for advertising or promotion of the interests of a commercial or nonprofit organization except as stated in this policy.

III. Guidelines

- A. The school district may acknowledge a donation it has received from an organization by displaying a "donated by," "sponsored in part by," or a similar acknowledgment with the organization's name and/or symbol on the item.
- B. When prior written approval is obtained by the superintendent or designee, nonprofit organizations may be allowed to use the district's name, logo, students, or facilities for purposes of advertising or promotion if the purpose is determined to be aligned with the district's mission. Advertising will be limited to the specific event, purpose, timelines, the parameters of district brand guidelines, and placement approved by the district.
- C. The district will not enter into contracts for technology or services that require advertising to be disseminated to students unless done in accordance with state and federal law.
- D. The inclusion of advertisements in district publications, in district facilities, or on district property does not constitute approval or endorsement of any product, service, organization, or activity.

IV. Advertising – District Publications

- A. ~~School~~ District publications, including publications such as school newspapers, yearbooks, activities programs, and district calendars, may accept and publish paid advertising provided the publication receives advance approval from the superintendent or designee. District publications will not accept advertising or advertising images for:

1. alcohol, tobacco, drugs, or paraphernalia;
2. weapons;
3. obscene, pornographic, or illegal materials;
4. other educational institutions, schools, or faith-based organizations; or
5. images or advertising that the district believes
 - (a) are in conflict with district policy or its mission;
 - (b) inappropriate for inclusion in the specific district publication; or
 - (c) are false, misleading, or deceptive.

The coach, advisor, or sponsor of the district publication is responsible for screening all advertising for appropriateness, including compliance with ~~school~~ district policies, prior to submission to the superintendent or designee for approval.

V. Advertising – Other Types

- A. Requests to place advertising in school district facilities or on district property must be made to the school board through the superintendent. The ~~school~~ board has the discretion to approve the advertising request. If approved, any approval will state where the advertising may be placed, the advertising timeframe, and that the advertising must be lawful. The restrictions listed in Section IV.A., above, also apply.
- B. An advertising device will not be erected or maintained on district property or within 100 feet of a school that attracts occupants of motor vehicles or is visible to and primarily intended to advertise, inform, or attract occupants of motor vehicles.

IV. Accounting

Advertising revenue must be paid directly to the district. The revenues may be credited to the district department or other internal district organization that obtained the advertising but the department or internal district organization does not have direct receipt and control of the revenues. All advertising revenues must be accounted for and reported in compliance with UFARS legal requirements. A periodic report will be made to the school board by the superintendent regarding the scope and amount of any applicable revenues.

Legal References:

Minn. Stat. § 123B.93 (Advertising on School Buses)

Minn. Stat. § 125B.022 (Contracts for Computers or Related Equipment or Service)

Minn. Stat. § 173.08 (Excluded Road Advertising Devices)

Cross References:

Policy 413 (Harassment and Violence [Prohibition, Students and Employees](#))

Policy 421 (Gifts to Employees [and School Board Members](#))

Policy 629 (Student Fundraising)

~~Policy 630 (Community Organizations, Parent Organizations and Booster Clubs)~~
Policy 703 (Accounting)
[Policy 913 Partnerships - Parent Organizations and Booster Clubs](#)

Policy
adopted: [09/27/10](#)
revised: [02/22/16](#)
revised: [03/08/21](#)
revised: [__/__/25](#)

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

VII.D. Policy Review (602, 606.5, 624, 903)

Speaker (s): Policy
Committee



Board Meeting Date: 11/10/2025

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 602 Organization of the School Calendar and School Day
- Policy 606.5 Library Materials
- Policy 624 Online Learning Options
- Policy 903 Visitors to School District Buildings and Property

Recommendation: Approve the suggested modifications for Policies 602, 606.5, 624, and 903.

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

Attachments:

1. Policy 602 Organization of the School Calendar and School Day
2. Policy 606.5 Library Materials
3. Policy 624 Online Learning Options
4. Policy 903 Visitors to School District Buildings and Property

Education Programs

Organization of School Calendar and School Day

I. Purpose

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

II. General Statement of Policy

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

III. School Calendar Development

A. The school calendar will be adopted by the school board at least twelve months prior to the start of a school year. It will meet all provisions of state attendance law. The school calendar will establish student days, workshop days for employees, and other information related to students, staff, and parents/guardians.

B. The board will approve a calendar development process which includes:

- Consideration of state statutes, school district work agreements, and district learning needs
- Input opportunities from staff and families
- A decision-making process which defines both the process for gathering input and the team developing the recommendations

IV. Student School Day Schedule

A. The superintendent will be responsible for developing a school day schedule for each building, subject to review by the school board. All requirements and provisions of state law will be met.

B. The superintendent will work in collaboration with building principals in developing the school day schedule for schools. The decision-making process will include:

- Input opportunities from staff and families
- Decision-making process which defines both the process for gathering input and the team developing the recommendations

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

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

V. E-Learning Days

See the Edina Inclement Weather E-Learning Plan available on the school district website under Academics, Learning and Technology, E-Learning Days.

Legal References:

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

Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)

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

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

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

Minn. Stat. § 122A.41, subs. 4 and 4a (Period of Service After Probationary Period; Discharge or Demotion; Additional Staff Development and Salary)

Minn. Stat. § 127A.41, subd. 7 (Schedule Adjustments)

Cross Reference:

Policy 425 (Staff Development and Mentoring)

Policy

adopted: 06/22/09

amended: 07/23/12

revised: 07/20/15

updated: 01/13/20

revised: 03/04/24

reviewed: / /25

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

Education Programs

Library Materials

I. Purpose

~~This~~ ~~The purpose of this~~ policy ~~is to provide~~ provides direction and delegates responsibility for selection and reconsideration of library materials.

II. General Statement of Purpose

Edina Public Schools school library media programs provide a wide range of library materials and resources with a diversity of appeal and the presentation of differing viewpoints for all learners. Library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The primary purpose of library materials and resources is to implement, enrich, and support the educational programs and strategic direction of the school district. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the superintendent or the superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection will rest with professionally trained district staff, with recognition that the board has the final authority on selection of library materials. Parents and guardians have the right and the responsibility to determine their children's access to library materials.

III. Definitions

- A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

The term "library" also refers to the resource within any specific school building in the district.

~~A school district or charter~~ Each school library or school library media center provides equitable and free access to students, teachers, and

administrators and ~~that a school library or school library media center~~ must will have the following characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;
2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;
3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
4. has technology and Internet access; and
5. is served by a licensed school library media specialist or licensed school librarian.

B. “Library collection” consists of the library materials made available to students and staff.

C. “Library materials” are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials. This term does not include materials made available to students as part of the curriculum.

D. “Library media specialist” is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. [A library media specialist is authorized under state law to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to collaborate and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.](#)

IV. Responsibility for Selection of Library Materials

A. The school board recognizes the expertise of the school district’s professional staff and the vital need of such staff to be responsible for selection of library materials.

B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final

responsibility for selection of library materials will rest with the library media specialist, in consultation with the superintendent or designee.

V. Selection of Library Materials

~~A. School library media specialists will use their subject knowledge and expertise, combined with accepted standards to evaluate and select collection items. To build a collection, materials and resources are evaluated according to one or more of the following criteria. An item need not meet all of the criteria in order to be added to the collection.~~

A. ~~Selection Criteria:~~ The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:

1. Library materials will support and be consistent with the general educational goals of the state and the school district and the aims and objectives of individual schools and specific courses;
2. Library materials will be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;
3. Library materials will not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer;
4. Library materials will be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;
5. Library materials will meet high standards of quality in one or more of these categories (presented alphabetically):
 - a. Artistic quality and/or literary style;
 - b. Authenticity;
 - c. Critical thinking;
 - d. Educational significance;
 - e. Factual content;
 - f. High interest for intended audience; and
 - g. Readability.

6. The selection of library materials will conform to the constraints of the district budget.

€.B. The library media specialist will consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.

Đ. C. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the principal.

E. D. Gifts and Donations of Library Materials

Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and are approved by the library media specialist, with oversight by the building administrator or the director of media and technology services. The district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit the district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

~~VI. Maintaining the Collection~~

~~It should be understood that maintaining the collection is an ongoing process that includes the removal of materials that no longer meet the selection criteria and the replacement of lost/worn materials still of educational value. Evaluation of materials included, but is not limited to:~~

- ~~A. Accuracy of information~~
- ~~B. Circulation statistics~~
- ~~C. Condition of the material~~
- ~~D. Connection to current curriculum~~
- ~~E. Publication date~~
- ~~F. Reconsideration of previously selected materials~~

VI. Individual Student Access to Specific Library Material

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school will take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

VIII. Reconsideration of Specific Library Material

- A. The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy.
- ~~B.~~ The director of district media and technology services will be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of library materials and resources.
- ~~E~~ B. A school district employee, a student [enrolled in the district](#), or a parent or guardian, ~~or resident of a district student~~ [enrolled in the district, or a resident of the district](#) may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question will not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.

~~D~~ C Informal Request for Reconsideration of Specific Library Material

1. ~~While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials will rest with the library media specialist, in consultation with the superintendent or designee.~~ [Requests for reconsideration of specific library material will be directed to the library media specialist and the building principal. The building principal and the library media specialist will assume responsibility for processing the request on an informal basis.](#)
2. The building principal and/or the library media specialist will provide an explanation to the individual who submitted the request. The explanation will include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.
3. If the request is not resolved informally, the principal will submit a report on the matter to the superintendent or the superintendent's designee. The requester will have an option to initiate a ~~F~~ [formal R](#)request for ~~R~~ [reconsideration](#).

~~E~~ D Formal Request for Reconsideration of Specific Library Collection Material

1. A ~~F~~ [formal R](#)request for ~~R~~ [reconsideration](#) of specific library material is initiated upon submission of a completed [Request for Library Materials and Resources Reconsideration \(see Appendix F\)](#) ~~Form~~

(see Appendix II). The form must be completed in its entirety for each work that is subject to a ~~request for r~~Reconsideration Request. The principal will notify the superintendent or the superintendent's designee and the library media specialist of receipt of a completed ~~Formal~~ Reconsideration Request form.

If specific library material is the subject of a ~~Formal Request for~~ Reconsideration Request and a final decision is made to retain the specific library material, then the specific library material will not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial ~~Formal~~ Reconsideration Request ~~for Reconsideration~~.

~~Formal requests will be handled consecutively, not concurrently.~~

2. ~~If needed, the superintendent or the superintendent's designee will appoint a Library Materials Review Committee (Review Committee). This ad hoc committee will include:~~

~~Annually, building principals will establish a Review Committee that consists of the following individuals:~~

- a. ~~1~~one licensed library media specialist (preference to the media specialist at the location where the book is being challenged)
- b. ~~Director of Media & Technology Services~~one member of the district administration
- c. ~~1~~one Building Principal (preference to the principal at the location where the book is being challenged)
- d. ~~2~~two teachers
- e. ~~2~~ two student representatives (as appropriate to the specific request)
- f. ~~2~~ two members of the district community with no direct connection to the request for consideration.

~~If any of the above parties are directly involved in the request for consideration, building principals will appoint alternate individuals to participate in the review process in question.~~

3. The Review Committee will establish a date on which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy.
4. The Review Committee

- a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;
 - b. will examine the specific library material as a whole;
 - c. will examine the specific library material as to its conformance with the criteria for selection of library materials; and
 - d. will submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.
5. The superintendent or the superintendent's designee will inform the requester and the school board of the Review Committee's decision. The requester may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requester. The superintendent or the superintendent's designee will provide a written decision on a requester's appeal within a reasonable time period.
- ~~6. The requester will have the right to appeal the decision of the superintendent or the superintendent's designee to the board.~~

VIII. Challenge Report

Upon the completion of a Reconsideration Request process in accordance with this policy, the superintendent designee will submit a report of the challenge to the Commissioner of the Minnesota Department of Education that includes:

- A. the title, author, and other relevant identifying information about the material being challenged;
- B. the date, time, and location of any public hearing held on the challenge in question, including minutes or transcripts;
- C. the result of the Reconsideration Request; and
- D. accurate and timely information on who from the school district the Department of Education may contact with questions or follow-up.

IX. Prohibition on Retaliation

The school district may not discriminate against or discipline an employee for complying with state law.

Legal References:

Minn. Stat. § 120A.22, subd. 9 (~~Knowledge and Skills~~) ([Compulsory Instruction](#))

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

Minn. Stat. § 123B.09 (~~Boards of Independent School Districts~~) ([School Board Responsibilities](#))

Minn. Stat. § 124D.904 [991](#) (Public School Libraries and Media Centers)

[Minn. Stat. § 134.51](#) ([Access to Library Materials and Rights Protected](#))

Minn. Rules Part 8710.4550 (Library Media Specialists)

Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico, 457 U.S. 853 (1982)

Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624, 642 (1943)

Cross References:

~~Policy 111 (Equity in Educational Achievement)~~

Policy 524 (Electronic Technologies Acceptable Use)

Policy 606 (Textbooks and Instructional Materials)

Policy
adopted: 02/12/24
revised: / /25

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 606.5

Request for Library Materials and Resources Reconsideration Form Instructions

School Board Policy 606.5 outlines the Reconsideration Request ~~P~~process.

The first step in this process is meeting with the building principal and library media specialist to discuss concerns and explore options. If that meeting does not resolve concerns, submission of this completed form to the building principal ~~services is~~ serves as the second step in the Reconsideration ~~Request P~~process.

Instructions:

1. Forms can only be completed by a school district employee, a parent or guardian of a currently enrolled student in the school district, a student in the district, or a resident of the district.
2. Prior to submission of the form, an applicant ~~should~~ must have an informal meeting with the building principal and library media specialist to gather clarity on the selection of the text for the school's library, discuss concerns, and explore options. If concerns still exist after the meeting, this form may be submitted. It is only after the informal meeting has occurred and failed to resolve the differences that this form may be accepted.
3. Before completing this form, the requester must read or view the disputed item in its entirety. Forms submitted without a complete examination of the disputed item will not be considered.
4. All form fields must be completed in a full and meaningful manner in the requester's own words. Incomplete, cursory, or duplicated responses will not be accepted.
5. A separate form must be completed for each disputed item/title. Forms containing multiple titles will not be considered.
6. Requests for library materials or resource reconsideration will be processed one at a time. Additional challenge requests cannot be submitted until the ~~Reconsideration~~ Review Committee acts on the initial request. Once a decision is

made to retain material it cannot be subject to additional requests for reconsideration for another three years following the date of the final resolution.

7. The requester may include additional pages to the completed form if needed.
8. The form asks the requester to frame their responses in the context of the following policies, statutes, and documents. Please review them:
 - School Board Policy 606.5 (Library Materials)
 - District Mission
 - District Goals
 - District Strategic Plan
 - First Amendment of the United States Constitution
 - American Library Association Library Bill of Rights
 - National Council of Teachers of English Students' Right to Read Statement
9. Submit this completed form to the building principal.
10. Within (20) school days of receipt, the superintendent designee will schedule a meeting with the challenger to review the ~~Reconsideration Process~~ [Request for Library Materials and Resources Reconsideration Form](#) and discuss next steps.
11. Please note, the challenged material will remain in use and will not be removed until the entire reconsideration process has been completed.

Appendix II to Policy 606.5

Request for Library Materials and Resources Reconsideration Form

Received by _____

Date Received _____

Initiated by _____ Date _____

Address _____ Phone _____

Email: _____

Please indicate your role:

_____ Parent/Guardian of a Current Edina Public School District Student

_____ Edina Public Schools Student

_____ [Edina School District employee](#)

_____ Resident of Edina

Do you represent: _____ Yourself _____ Group/Organization

Name of organization or group

Library Material or Resource Questioned:

Author/Creator _____

Title _____

Publisher/Producer _____

Copyright Date _____

Type of Library Material or Resource _____

(book, magazine, newspaper, electronic information/network, video, audio, pamphlet,
etc.)

Location of Library Material or Resource (School) _____

Date of the informal discussion with the Principal and Library Media Specialist:

Please respond to the following questions. If sufficient space is not provided, please use additional pages.

1. Who/What brought this resource to your attention?

2. Have you seen, read, or listened to this resource in its entirety?

Yes _____ No _____

~~If No, please explain:~~

3. Explain the purpose and theme of this material as you understand it.

4. In your opinion what worthy qualities does this material contain?

5. Please describe your objection to this resource. Citing specific passages, pages, etc., would be helpful to the committee.

6. Which professional reviews have you read or considered?

Please indicate or summarize, including the text of the review and a citation for the review source (e.g., School Library Journal, Kirkus, Booklist, Library Journal, Horn Book).

7. In what ways does the material or resource fail to comply with the selection objectives and criteria specified in School Board Policy 606.5?

8. In what ways does the material or resource fail to support the district's mission, goals, and strategic plan?
9. In what ways does the material or resource fail to support the district's commitment to intellectual freedom as expressed in the American Library Association's Bill of Rights, the National Council of Teachers of English Students' Right to Read Statement, and the First Amendment of the United States Constitution? ([Links are in the instructions above](#))
10. How do you believe students would be affected by this material or resource? Please provide evidence for that belief and its citation.
11. What action do you ~~recommend~~ [request](#) that the ~~school~~ [district](#) take on this material or resource?
- Do not permit my student to access the material or resource
 - [Remove or restrict access to the material or resource](#)
 - ~~Request implementation of the review process (Appendix #)~~
 - Other, describe:
12. Do you have alternate materials or resources to recommend in place of this one that would address the topic? Please provide a title, author, publisher, and copyright date.
13. If you are requesting ~~Library Materials and Resources Review Process~~ [removal or restriction of the material or resource](#), why do you believe this resource should be restricted for all students, not only your own?

The purpose of the school library is to provide a wide range of library materials and resources, on all levels of difficulty, with a diversity of appeal, and the presentation of different points of view for all learners. Parents/guardians have the right to educate their own children about the materials and resources that may be best for their family.

(Signature)_____

(Date)_____

Please return this form to the building principal.

Note: Only after the informal conversation with the principal and library media specialist, can this form be requested for completion.

Form (02/24 [__/25](#))

[It is recommended that our Policy 624 be rescinded and restated in full to parallel MSBA's Model Policy 624. The MSBA Model Policy 624 as presented in this document is all new language. Changes made to the model policy are marked and are made to keep this policy consistent with our regular policy style conventions.]

Adopted: _____ MSBA/MASA Model Policy 624

Orig-

2023

Revised: _____ Rev. 2025



Policy 624

Education Programs

624—Online Instruction

[NOTE: In 2023, the Minnesota Legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624].

I. Purpose

~~The purpose of t~~This policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. General Statement of Policy

- A. The school district ~~shall~~ will not prohibit an enrolled student from applying to enroll in online instruction.
- B. The ~~school~~ district ~~shall~~ will grant academic credit for completing the requirements of an online instruction course or program.

III. Definitions

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of

learning, and includes blended and online instruction.

- C. "Enrolling district" means the school district in which a student is enrolled under ~~Minnesota Statutes, section 120A.05, subdivision 8, or chapter 124E~~ [state law](#).
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under [state law](#) ~~Minnesota Rules, chapter 8710~~, and is trained to provide online instruction under paragraph (E).
- H. "Student" means a Minnesota resident enrolled in a school defined under ~~Minnesota Statutes, section 120A.22, subdivision 4~~ [state law](#), in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, a state-operated school, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. Digital Instruction

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students.

Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.

- B. When online instruction is provided, an online teacher ~~shall~~ **will** perform all duties of teacher of record under ~~state law Minnesota Rules, part 8710.0310~~. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction ~~shall~~ **will** not instruct more than 40 students in any one online learning course or section.
 - C. Students receiving online instruction full time ~~shall~~ **will** be reported as enrolled in an online instructional site.
 - D. Curriculum used for digital instruction ~~shall~~ **will** be aligned with Minnesota's current academic standards and benchmarks.
 - E. Digital instruction ~~shall~~ **will** be accessible to students under sections 504 and 508 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
 - F. An enrolling district providing digital instruction and a supplemental online course provider ~~shall~~ **will** assist an enrolled student whose family qualifies for the education tax credit under ~~Minnesota Statutes, section 290.0674~~ **state law** to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
 - G. ~~An enrolling district providing~~ **When providing** digital instruction, **the district shall will** establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under ~~Minnesota Statutes, section 120A.21~~ **state law**.
- V. Supplemental Online Courses
- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
 - B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the

proposed supplemental online course or courses. A student may:

1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load;
3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit; and
4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

~~[NOTE: The 2024 Minnesota legislature added this provision.]~~

- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
 1. use an application form specified by MDE;
 2. notify the student, the student's [parent/guardian](#) if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 5. track student attendance and monitor academic progress and communicate with the student, the student's [parent/guardian](#) if they are age 17 or younger, and the enrolling district's designated online

learning liaison.

- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions ~~shall~~ **will** be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. **The District as an** Enrolling District

- A. **The** ~~An enrolling~~ district **will** ~~may~~ not restrict or prevent a student from applying to take supplemental online courses.
- B. **The** ~~An enrolling~~ district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the ~~enrolling~~ district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the ~~enrolling~~ district **will** ~~must~~ notify the supplemental online course provider whether the student, the student's **parent/guardian**, and the ~~enrolling~~ district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the ~~enrolling~~ district. If the ~~enrolling~~ district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace ~~at the enrolling district~~, then:
 - 1. the ~~enrolling~~ district **will** ~~must~~ provide a written explanation of the district's decision to the student, the student's **parent/guardian**, and the supplemental online course provider; and
 - 2. the **supplemental** online provider must provide a response to the ~~enrolling~~ district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. **The** ~~An enrolling~~ district **will** ~~may~~ reduce the course schedule of a student

taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.

- E. ~~The An-enrolling~~ district ~~will~~ ~~must~~ appoint an online learning liaison who:
1. provides information to students and families about supplemental online courses;
 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. ~~The An-enrolling~~ district ~~will~~ ~~must~~ continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the ~~enrolling~~ district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the ~~enrolling~~ district. The ~~enrolling~~ district ~~will~~ ~~must~~ apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. ~~The An-enrolling~~ district ~~will~~ ~~must~~ provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. Reporting

Courses that include blended instruction and online instruction ~~must~~ ~~will~~ be reported in the manner determined by the Commissioner of MDE.

Legal References:

- Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
- Minn. Stat. § 120A.22 (Compulsory Instruction)
- Minn. Stat. § 120A.24 (Reporting)
- Minn. Stat. § 124D.03 (Enrollment Options Act)

Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)

Minn. Stat. § 124D.094 (Online Instruction Act)

Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

Cross References:

~~MSBA/MASA Model~~ Policy 613 (Graduation Requirements)

~~MSBA/MASA Model~~ Policy 620 ([Receiving Course](#) Credit for Learning)

Policy

adopted: 02/22/10

revised: 12/16/19

revised: 11/13/23

restated: __/__/25

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

Community Relations

Visitors to School District Buildings and Property

I. Purpose

This policy provides guidance to parents, the community, and the general public regarding visitors to school district buildings and other district property.

II. General Statement of Policy

- A. The school district welcomes visits to district buildings and property by students' families and community members, provided the visits are consistent with the health, education, and safety of students and employees, and are conducted within the district's procedures and requirements.
- B. The district prioritizes maintaining a safe school environment for students and employees that is free of activity that may be disruptive to the student learning process or employee working environment.

III. Definitions

- A. A "visitor" is any person who enters a school district property who is not an employee, student, independent contractor providing services for the district, or district-approved volunteer.

IV. Visitor Procedures, During the School Day

- A. Visitors must register at the identified reporting location in a school district building during the student's students' school day.
- B. Upon reporting to the building's administrative office, all visitors must complete the district's registration process, including completing any check out process at the end of the visit.
- C. Parents/guardians who wish to observe their children in the classroom during the regular school day must schedule the visit in advance with the classroom teacher or the building administrator. If a parent/guardian requests a visit with the students and custody of their child is an issue, the building administrator will abide by existing legal documents.
- E. If permission for a visit is granted, the visitor will be given a visitor's identification badge. All visitors must wear the issued visitor identification badge

in a conspicuous location at all times while in a district building during school hours.

- F. If a district employee sees a visitor in a ~~school~~-district building without a visitor's identification badge, the employee must either escort the visitor to the administrative office or immediately notify the administrative office of the presence of the visitor.
- H. At the discretion of the district or as required by law, registration procedures may not apply to members of the public who are in a limited part of the facility in order to attend an event that is open to the public, such as polling place activity, parent-teacher conferences, a school board meeting, or district event.
- I. Visitors are authorized to park vehicles on district property at specified times and locations or as otherwise authorized by administration (Appendix I). If the visitor has parked a vehicle on district ~~building's~~ property, that vehicle must be registered in accordance ~~to~~ with building procedures. When vehicles of visitors are parked in violation of this policy or its appendix, administration may:
 - 1. Move the vehicle or require the driver or other person in charge of the vehicle to move it off district property; or
 - 2. If unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to a location off district property.

V. Post-Secondary Enrollment Options Students

- A. A student enrolled in a post-secondary enrollment options course may remain at the school site during regular school hours in accordance with established procedures.
- B. ~~Students enrolled in Post-Secondary Enrollment Options (PSEO) courses will be given reasonable access to school computers, internet, and other technology resources during the regular school day, so they can complete their college coursework. Access will follow the district's established procedures.~~ A student enrolled in a post-secondary enrollment options course may be provided with reasonable access, during regular school hours, to the same level of computer and other technology resources that the student needs to complete coursework for a post-secondary enrollment course in accordance with established procedures.

VI. Expectations of Visitors, During and Outside the School Day

- A. All visitors must demonstrate respect and civility when interacting with other individuals during a visit. In addition, all visitors must immediately comply with directives given by a ~~school~~ district employee, including a directive to leave district property.

Visitors ~~must not do any of~~ who do any of the following during a visit may be subject to discipline and/or removal:

1. Violate any law or district policy;
2. Make any threat or engage in any threatening, hostile, or intimidating behavior;
3. Swear or use vulgar language;
4. Engage in rude conduct;
5. Engage in disrespectful, demeaning, disparaging, or insulting comments or statements about or to another person;
6. Photograph, film, or otherwise record any students, employees, or volunteers of the district ~~outside of~~ except at an event that is open to the general public or at the direction of a ~~school~~ district employee;
7. Enter onto district property while impaired from the use of alcohol or any other chemical; or,
8. Create or participate in creating a disruption to the learning or working environment. Examples of a disruptive behavior include, but are not limited to, using a raised voice, shouting or yelling; talking with a teacher of a student while observing in a classroom; or engaging in other conduct that interrupts a lesson while observing in a classroom or an organized district activity.

V. Visitor Limitations

- A. A person may be denied permission to enter school district property or such permission may be revoked for any reason, including, but not limited to, noncompliance with district policies and school rules, or if the visit is not in the best interest of students, employees, or the district.
- B. A person who enters district property without complying with this policy and building procedures and requirements may be guilty of criminal trespass and subject to criminal penalty. This person may be detained by a building administrator or designee pending the arrival of a police officer.

Legal References:

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

Minn. Stat. § 124D.09 (~~Post-Secondary~~ Postsecondary Enrollment Options Program Act)

Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

Cross Reference:

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

Policy 810 ([Safety and Security of Students, Employees, Visitors, Buildings, and Grounds](#))

Policy

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

[Ad](#)opted: [07/19/10](#)

Edina, Minnesota

[R](#)evised: [04/24/14](#)

[R](#)evised: [05/21/18](#)

[R](#)evised: [03/08/21](#)

[r](#)evised: [__/__/25](#)

Appendix I to Policy 903

TRAFFIC AND PARKING REGULATIONS FOR MOTOR VEHICLES

1. Except as modified in this appendix, all relevant traffic and parking regulations of the City of Edina apply to motor vehicles on [school](#) district property.
2. The maximum speed of motor vehicles on district property will be no more than 10 miles per hour or the speed designated by district signage.
3. Two-way traffic is permitted on all district property except where restricted by signs.
4. No person will operate a snowmobile, go-cart, trail motorbike, [electric-assisted bicycle](#), or other recreational motor vehicle on district property without the prior written permission of administration.
5. Parking is prohibited on district property designated as a fire lane, loading zones, or as restricted by district signage. Unauthorized parking is also prohibited in handicapped parking areas. Parking is prohibited ~~during school hours~~ in areas adjacent to yellow curbs [at all times](#) and ~~as in areas~~ [designated for bus loading during school hours](#).
6. All visitors must park in designated visitor parking during school operational hours. More specifically, parking in designated parking lots at the high school campus during school hours is limited to those students who have been issued a [district parking permit for a lot on high school property](#). [Such permit must be clearly visible from outside the vehicle](#).
7. The district or school administration may order any motor vehicle parked on district property in violation of this policy to be towed and impounded. The cost of such towing and impoundment is the responsibility of the owner or operator of the motor vehicle.
8. All persons parking motor vehicles on district property do so at their own risk. The district is not liable in the event of loss of property or damage to vehicles incurred while parked on ~~school~~-district property or through the process of towing and impounding a motor vehicle.

[Appendix](#)

[Reviewed:](#) [05/21/18](#)

[Reviewed:](#) [03/08/21](#)

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

VIII. **Leadership and Committee Updates**

IX. **Superintendent Updates**

X. **Adjournment**

XI. **Information**

XI.A. Enrollment Mobility Report - October 2025



Board Meeting Date: 11/10/2025

Title: Enrollment Report – October 2025

Type: Information

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

Description: The attached report describes district-wide enrollment through October 31, 2025 and includes comparative data from the prior year.

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. Enrollment Report – October 2025

Edina Public Schools Enrollment Summary



Enrollment as of the end of October, 2025

Elementary Schools		KG	1	2	3	4	5	TOTAL
Concord Elementary School		107	119	125	129	133	138	751
Cornelia Elementary School		77	88	94	93	113	107	572
Countryside Elementary School		105	120	120	139	101	102	687
Creek Valley Elementary School		84	90	100	97	106	110	587
Highlands Elementary School		83	99	89	96	112	92	571
Normandale Elementary School		106	99	101	105	121	116	648
Totals		562	615	629	659	686	665	3816

Secondary Schools	6	7	8	9	10	11	12	TOTAL
South View Middle School	355	335	341	0	0	0	0	1031
Valley View Middle School	347	332	339	0	0	0	0	1018
Edina High School	0	0	0	703	679	684	687	2753
Edina Virtual Pathway Secondary	0	0	0	13	23	29	37	102
Options at Edina High School	0	0	0	0	0	0	0	0
Totals	702	667	680	716	702	713	724	4904

Enrollment Comparisons

	November 2024	October 2025	November 2025
K-5	3794	3815	3816
6-8	2072	2052	2049
9-12	2792	2863	2855
Totals K-12	8658	8730	8720
PS	199	166	160
ECSE	198	170	172

October Mobility

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Withdrawn Students	1	2	2	2	2	4	0	0	2	4	4	3	3	29
Enrolled Students	3	3	2	1	2	3	0	0	0	1	1	1	0	17
	2	1	0	-1	0	1	0	0	-2	-3	-3	-2	-3	

Leaver Breakdown

Reason for Withdrawal	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
03: Transferred to a Non-Public School	0	0	0	0	0	0	0	0	0	1	0	0	0	1
04: Moved Outside of the District	1	2	2	1	2	0	0	0	0	1	1	1	2	14
05: Moved Outside of the State	0	0	0	0	0	4	0	0	0	2	1	0	1	8
20: Transferred to Another MN District, did not move	0	0	0	1	0	0	0	0	0	1	2	2	0	6
Total	1	2	2	2	2	4	0	0	2	4	4	3	3	

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 Educations 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.

XI.B. Investment Summary - October 2025



Board Meeting Date: 11/10/2025

Title: Investment Summary – October 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 October 31, 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. Investment Summary – October 2025

Investment Summary

FOR THE MONTH ENDED OCTOBER 31, 2025



DEFINING EXCELLENCE

General Operating Funds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
MSDLAF+ Liquid	Money Market	N/A	NOW	\$ 15,086,927.85	4.00%
MSDLAF+ Max	Money Market	N/A	NOW	1,399.36	4.09%
MSDLAF CD Program	Fieldpoint Private Bank & Trust, CT	10/31/2025	1/22/2026	249,052.00	5.10%
PTMA/MN Trust	Money Market	10/31/2025	NOW	6,876,314.77	4.05%
Term Series Flex	MNTrust Term Series-Flex (VNB), IL	10/31/2025	NOW	4,561,025.66	3.83%
SDA Account	NexBank, TX	10/31/2025	NOW	2,211,229.58	3.83%
Certificate of Deposit	Bank of Crockett, TN	11/1/2023	11/3/2025	226,100.00	5.24%
Certificate of Deposit	Schertz Bank & Trust, TX	11/7/2023	11/10/2025	226,450.00	5.14%
Certificate of Deposit	BANK OF AMERICA NA, 06051V4R4	11/8/2023	11/10/2025	243,094.62	5.26%
Certificate of Deposit	FIRST PREMIER BANK, 33610RUW1	11/10/2023	11/10/2025	242,945.13	5.16%
US Treasury Bonds & Notes	MN TRUST TERM SERIES	5/17/2024	11/18/2025	5,000,000.00	4.92%
US Treasury Bonds & Notes	MNTrust TERM SERIES II	10/2/2025	1/23/2026	6,000,000.00	3.90%
US Treasury Bonds & Notes	MNTrust TERM SERIES II	10/29/2025	1/23/2026	5,500,000.00	3.85%
Certificate of Deposit	NexBank, TX	1/28/2025	1/26/2026	240,000.00	4.14%
Certificate of Deposit	Oakwood Bank, WI	1/28/2025	1/26/2026	240,100.00	4.12%
Certificate of Deposit	Solera National Bank, CO	1/28/2025	1/26/2026	239,900.00	4.13%
Certificate of Deposit	Western Alliance Bank, CA	1/28/2025	1/26/2026	239,900.00	4.18%
US Treasury Bonds & Notes	MNTrust TERM SERIES	1/30/2025	1/26/2026	1,500,000.00	4.10%
US Treasury Bonds & Notes	US TREASURY N/B, 91282CGR6	3/19/2024	3/15/2026	1,250,565.65	4.57%
Certificate of Deposit	Consumers Credit Union, IL	3/19/2025	3/18/2026	239,900.00	4.18%
Certificate of Deposit	T Bank, National Association, TX	3/19/2025	3/18/2026	240,000.00	4.11%
US Treasury Bonds & Notes	MNTrust TERM SERIES II	5/29/2025	6/24/2026	3,000,000.00	4.23%
Certificate of Deposit	ServisFirst Bank, FL	8/22/2024	7/27/2026	230,700.00	4.32%
Certificate of Deposit	First Capital Bank, SC	8/22/2024	7/27/2026	232,000.00	3.99%
Certificate of Deposit	Customers Bank, NY	8/22/2024	7/27/2026	231,800.00	3.99%
Certificate of Deposit	First Internet Bank of Indiana, IN	8/22/2024	7/27/2026	229,800.00	4.47%
Certificate of Deposit	Financial Federal Bank, TN	8/22/2024	7/27/2026	231,000.00	4.25%
Certificate of Deposit	American Plus Bank, N.A., CA	8/22/2024	7/27/2026	232,400.00	3.90%
Certificate of Deposit	GBank, NV	3/19/2025	9/14/2026	235,800.00	4.01%
Certificate of Deposit	Prime Alliance Bank, UT	3/19/2025	9/14/2026	235,900.00	3.97%
Certificate of Deposit	State Bank of Texas, TX	10/1/2025	10/1/2026	240,900.00	3.74%
US Treasury Bonds & Notes	MNTrust TERM SERIES II	10/2/2025	10/23/2026	1,500,000.00	3.73%
Certificate of Deposit	First National Bank, AR	11/1/2023	11/2/2026	217,600.00	4.94%
Certificate of Deposit	NUMERICA CREDIT UNION, 67054NBN2	11/10/2023	11/10/2026	252,705.75	5.41%
US Treasury Bonds & Notes	STRIPS, 912833PB0	11/13/2024	11/15/2026	2,617,375.75	4.22%
Certificate of Deposit	OPTUM BANK INC, 68405VBK4	11/15/2023	11/16/2026	246,566.58	4.96%
US Treasury Bonds & Notes	US TREASURY N/B, 91282CJT9	1/29/2025	1/15/2027	3,009,191.92	4.07%
Certificate of Deposit	Freedom Northwest Credit Union, ID	1/28/2025	1/25/2027	230,900.00	4.10%
Certificate of Deposit	Bank Hapoalim B.M., NY	1/28/2025	1/25/2027	231,100.00	4.09%
US Treasury Bonds & Notes	MNTrust TERM SERIES	3/21/2025	1/25/2027	1,500,000.00	3.93%
Certificate of Deposit	First Bank of Ohio, OH	4/30/2025	1/25/2027	234,400.00	3.74%
Certificate of Deposit	Truxton Trust Company, TN	4/30/2025	1/25/2027	234,500.00	3.71%
Certificate of Deposit	American Commercial Bank & Trust, National Ass	4/30/2025	1/25/2027	234,700.00	3.70%
US Treasury Bonds & Notes	MNTrust TERM SERIES	5/6/2025	1/25/2027	2,000,000.00	3.68%
Certificate of Deposit	COMMUNITY WEST BANK, 20415WBT2	5/7/2025	2/8/2027	249,748.29	3.75%
Certificate of Deposit	Luana Savings Bank, IA	5/29/2025	6/1/2027	231,700.00	3.90%
Certificate of Deposit	UBS BANK USA, 90355GWT9	6/4/2025	6/4/2027	250,647.36	3.95%
Certificate of Deposit	TOYOTA FINANCIAL SGS BK, 89235MSM4	6/5/2025	6/7/2027	245,787.67	4.01%
Certificate of Deposit	Cornerstone Bank, NE	10/1/2025	7/26/2027	234,400.00	3.65%
Certificate of Deposit	KS StateBank, KS	10/29/2025	10/29/2027	233,000.00	3.61%
Certificate of Deposit	GBC International Bank, CA	10/29/2025	11/1/2027	233,600.00	3.47%
US Treasury Bonds & Notes	STRIPS, 912833QB9	11/13/2024	11/15/2027	2,632,588.36	4.23%
Certificate of Deposit	Merrick Bank, UT	10/29/2025	1/7/2028	232,500.00	3.41%
Certificate of Deposit	Bank of China, NY	10/29/2025	1/7/2028	231,100.00	3.71%
Certificate of Deposit	DMB Community Bank, WI	10/29/2025	1/7/2028	232,600.00	3.40%

Total General Operating Funds: \$ 73,231,916

2021B General Obligation School Building Bonds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
PTMA/MN Trust	Money Market	N/A	NOW	\$ 2,739.34	4.05%
PTMA/MN Trust	Money Market	N/A	NOW	964,602.54	3.29%
Total 2021B General Obligation School Building Bonds:				\$ 967,342	

2024A General Obligation Capital Notes & Facilities Maintenance Bonds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
PTMA/MN Trust	Money Market	10/31/2025	NOW	\$ 376.06	4.05%
PTMA/MN Trust	Prime Security Bank	10/31/2025	NOW	1,724,250.29	3.67%
Total 2024A GO Capital Notes & FM Bonds:				\$ 1,724,626	
Total Portfolio Value:				\$ 75,923,885	

XI.C. Expenditure Summary - October 2025



Board Meeting Date: 11/10/2025

Title: Expenditure Summary – October 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 October 31, 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 – October 2025

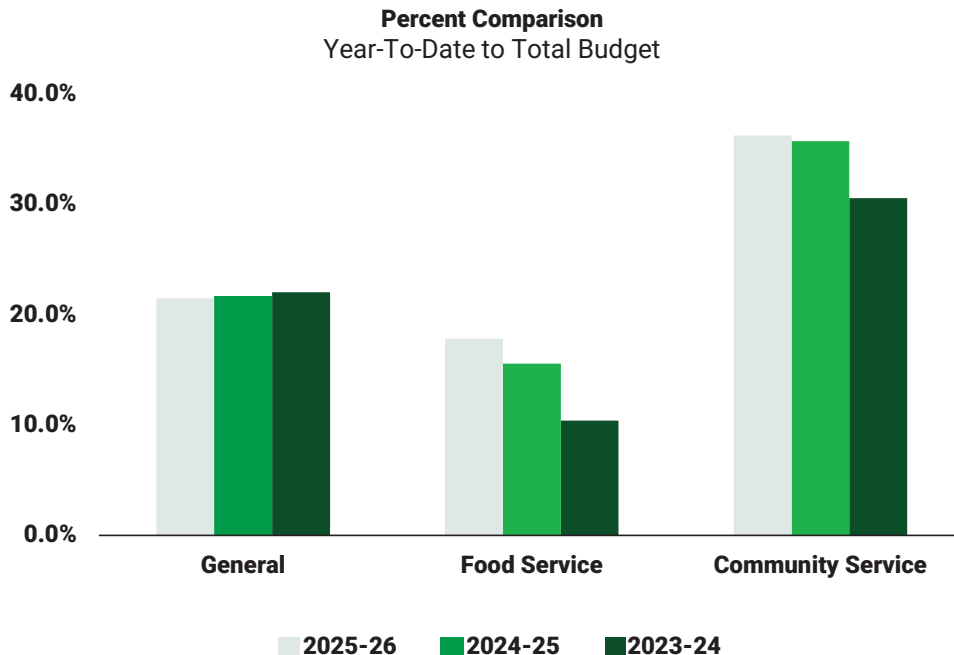
Expenditure Summary

FOR THE MONTH ENDED SEPTEMBER 30, 2025



DEFINING EXCELLENCE

Fund	Fiscal Year-to-Date 2025-26		Fiscal Year-to-Date % of Budget		
	Budget	Actuals	2025-26	2024-25	2023-24
General Fund					
Salaries	\$ 97,156,704	\$ 20,368,763	21.0%	21.4%	21.4%
Benefits	32,823,787	6,218,226	18.9%	18.8%	18.6%
Purchased Services	11,010,132	3,324,113	30.2%	30.9%	35.3%
Supplies & Materials	4,665,431	1,351,072	29.0%	23.8%	32.7%
Other Expenditures	569,630	96,457	16.9%	18.6%	9.9%
Other Financing Uses	-	-	-	-	-
Total General Fund Expenditures	146,225,684	31,358,631	21.4%	21.7%	22.0%
Food Service	5,058,082	901,114	17.8%	15.6%	10.4%
Community Service	13,299,050	4,815,580	36.2%	35.7%	30.5%
Debt Service	17,636,304	4,327,054	24.5%	2.9%	23.2%
Capital	27,014,156	8,237,870	30.5%	26.7%	39.1%
Internal Service	910,000	243,369	26.7%	36.1%	36.2%
Total Expenditures All Funds	\$ 210,143,276	\$ 49,883,619	23.7%	15.6%	25.6%



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.