

School Board

Development, Adoption, and Implementation of Policies

I. Purpose

This policy emphasizes the importance of the policymaking role of the school board and provides the framework for regular review.

II. General Statement of Policy

Formal guidelines are necessary to ensure that the school district responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policy statements is maintained and modified as needed and in accordance with this policy and applicable laws. Policies **should** define the desire and intent of the school board **and should be in a form that is sufficiently explicit to guide administrative action.**

III. Development of Policy

- A. The school board has jurisdiction to legislate policy for the school district with the force and effect of law. **Policy provides the school board's general direction for the school district while delegating policy implementation to the administration.**
- B. The school ~~district's board's written~~ policies provide the basis for **guidelines and forming regulations created** by the administration.
- C. Policies may be proposed by a school board member, employee, student, or **school district stakeholder.** ~~community member.~~ Proposed policies or ideas are submitted to the Board Policy Committee for review prior to possible placement on the school board agenda.

IV. Adoption **and Review** of Policy

- A. The school board gives notice of proposed policy changes or adoption of new policies by placing the item on the agenda of at least two school board meetings: (1) ~~discussion approval~~ **first meeting for discussion**, and (2) **second meeting for final action approval.** The proposals ~~is~~ **will be** available for the public to review and comment at both meetings prior to final school board action.

- B. The final action taken to adopt the proposed policy will be approved by a simple majority vote of the school board at a subsequent meeting after the meeting where the proposed policy was ~~approved for discussion~~ **was discussed**. The policy will be effective on ~~the later of the date of passage or the date stated in the motion.~~
- C. In ~~the case of~~ an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board **in a single meeting**. A statement regarding the emergency and the need for immediate adoption of the policy will be included in the minutes. The ~~emergency~~ policy **adopted in an emergency will** expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board has discretion to determine what constitutes an emergency situation.
- D. If a policy is modified **with minor changes that do not affect the substance of the policy or** because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. Implementation of **and Access to** Policy

- A. The superintendent has the responsibility to implement school **district** ~~board~~ policies, excluding those governing the school board. The superintendent will develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, **including employee and student handbooks**, are subject to annual review by the school board.
- B. ~~Each school board member has access to the school district's policies. The policies are accessible to the public on the district's website. Policies will be made available to the public upon request.~~ **School district policies will be made available in a manner that is publicly accessible.**
- C. It is the responsibility of the superintendent, employees designated by the superintendent, and individual school board members to keep ~~the~~ policies current **according to the policy review process**.
- D. When no school board policy exists that provides guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the **mission, vision, values** ~~educational philosophy~~ and financial condition of the school district. Under these circumstances, the superintendent will advise the school board of the need for a policy and present a recommended policy to the school board for approval.

VI. Policy Review Process

A. The school board will review policies at least once every ~~four~~ **three** years. The superintendent is responsible for developing a system of periodic review, addressing approximately one ~~third~~ **fourth** of the policies annually, **other than those requiring annual review** (see Appendix I). ~~In addition, the school board will review the following policies annually:~~

- ~~● 410 Family and Medical Leaves~~
- ~~● 413 Harassment and Violence Prohibition, Students and Employees~~
- ~~● 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse~~
- ~~● 415 Mandated Reporting of Maltreatment of Vulnerable Adults~~
- ~~● 506 Student Conduct and Discipline~~
- ~~● 522 Student Sex Nondiscrimination Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process~~
- ~~● 634 Electronic Technologies Acceptable Use~~
- ~~● 722 Public Data Requests~~

B. The review process will be the responsibility of the **board's Policy Committee**, ~~a subcommittee appointed by the chair and the superintendent.~~ **pursuant to Policy 213 - School Board Committees.**

C. The review process will include the following steps:

1. Complete an internal assessment – An assessment gaining input from the district **stakeholders, as appropriate.** ~~(e.g., Policy Committee, administration, employees, public)~~ **that also The internal assessment also includes consideration of the school district's equity framework guidelines set forth in Appendix II.**
2. Complete an external assessment – Gaining input from outside the district (e.g., MSBA, legal counsel, other school districts.)
3. Develop recommended revisions, additions, deletions, and/or further study proposals and present to the school board based on the completed assessments

D. All **school** district policies are subject to an individual review, and policies may be added or amended based on need or change in law.

Legal References:

Minn. Stat. §123B.02, Subd. 1 (School Boards Powers)

Minn. Stat. §123B.09, Subd. 1 (School District Powers)

Cross Reference:

Policy 213 (School Board Committees)

Policy 305 (Policy Implementation)

Policy
adopted: 4/16/07
amended: 1/10/11
amended: 9/26/11
amended: 11/13/12
revised: 8/13/18

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I

POLICY REVIEW CYCLE

The four-year review cycle for ~~2018 to 2022~~ **to 2026** is as follows:

<u>Year</u>	<u>Area (Series Number)</u>
2018 - 2019	School District (100), School Board (200), Administration (300)
2019 - 2020	Students (500), Educational Programs (600)
2020 - 2021	Educational Programs (600), Personnel (400), Community Relations (900)
2021 - 2022	Personnel (400), Noninstructional Operations (700), Buildings and Sites (800)
2022 - 2023	School District (100), School Board (200), Administration (300), Non Instructional Operations (700)
2023 - 2024	Personnel (400), Non Instructional Operations (700), Buildings and Sites (800)
2024 - 2025	Students (500), Educational Programs (600)
2025 - 2026	Educational Programs (600), Community Relations (900)

[The following section is moved from Section VI.A of this policy. Changes are marked from how the current policy language reads in that section.]

In addition, the school board will review the following policies annually:

- **113 Data Requests**
- ~~410 Family and Medical Leaves~~
- ~~413 Harassment and Violence Prohibition, Students and Employees~~
- 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse
- 415 Mandated Reporting of Maltreatment of Vulnerable Adults
- 506 Student **Conduct and Discipline**
- ~~522 Student Sex Nondiscrimination Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process~~
- **524 Internet Acceptable Use and Safety Policy**
- 634 Electronic Technologies Acceptable Use
- **806 Emergency Management**

Reviewed: 11/13/12
Revised: 02/24/14
Revised: 08/17/15
Revised: 08/13/18

Appendix II
Policy Development, Adoption, and Implementation Review Rubric

Edina Public Schools - Continuum of Cultural Proficiency for EPS Policy Development and Refinement					
Unhealthy Behaviors & Actions of the Policy			Healthy Behaviors & Actions of the Policy		
Cultural Destructiveness	Cultural Incapacity	Cultural Ignorance (formerly blindness)	Cultural Pre - Competence	Cultural Competence	Cultural Proficiency
Policy or parts of the policy eliminates all vestiges of other people's cultures.	Policy or parts of the policy disempowers people who differ from the dominant group.	Policy or parts of the policy reflects the values and behaviors of the dominant culture which are presumed to be universally applicable and beneficial.	Policy or parts of the policy recognizes diversity of cultural groups and the barriers present, but does not have provisions to support or make adaptations to the cultural differences.	Policy or parts of the policy relies upon the use of the essential elements as the standards for policy development, adoption and implementation. The policy has in place language that promotes acceptance and respect for difference.	Policy in its entirety holds culture in high esteem and acknowledges and honors all stakeholders and their representative groups. Policy is guided by the values of the cultural proficiency framework as noted in Table 1.

Table 1: Tools of Cultural Proficiency

THE CULTURAL PROFICIENCY FRAMEWORK					
<p><i>Cultural Proficiency is the policies and practices in an organization or the values and behavior of an individual, that enable the person or institution to engage effectively with people and groups who are different from them. Cultural Proficiency is an inside-out approach that influences how people relate to their colleagues, clients and community. Cultural Proficiency is a lens for examining one's work and one's relationships. The four tools of cultural proficiency are the Elements, the Continuum, the Barriers and the Principles.</i></p>					
THE ESSENTIAL ELEMENTS -- Standards for Planning and Evaluating					
<ul style="list-style-type: none"> • Assess Culture: Identify the cultural groups present in the system • Value Diversity: Develop an appreciation for the differences among and between groups • Manage the Dynamics of Difference: Learn to respond appropriately and effectively to the issues that arise in a diverse environment • Adapt to Diversity: Change and adopt new policies and practices that support diversity and inclusion • Institutionalize Cultural Knowledge: Drive the changes into the systems of the organization 					
CULTURAL PROFICIENCY CONTINUUM					
<i>Change Mandated for Tolerance</i>			<i>Change Chosen for Transformation</i>		
DESTRUCTION	INCAPACITY	BLINDNESS	PRECOMPETENCE	COMPETENCE	PROFICIENCY
<p><i>Eliminate differences</i> The elimination of other people's cultures</p>	<p><i>Demean differences</i> Belief in the superiority of one's culture and behavior that disempowers another's culture</p>	<p><i>Dismiss differences</i> Acting as if the cultural differences you see do not matter or not recognizing that there are differences among and between cultures</p>	<p><i>Respond inadequately to the dynamics of difference</i> Awareness of the limitations of one's skills or an organization's practices when interacting with other cultural groups</p>	<p><i>Engage with differences using the essential elements as standards</i> Using the five essential elements of cultural proficiency as the standard for individual behavior and organizational practices</p>	<p><i>Esteem and learn from differences as a lifelong practice</i> Knowing how to learn about and from individual and organizational culture; interacting effectively in a variety of cultural environments. Advocating for others.</p>
<p><i>Reactive Behaviors, Shaped by the</i> BARRIERS</p>			<p><i>Proactive Behaviors, Shaped by the</i> PRINCIPLES</p>		
<ul style="list-style-type: none"> • Unawareness of the need to adapt • Resistance to change • Systems of oppression and privilege • A sense of entitlement 			<ul style="list-style-type: none"> • Culture is a predominant force • People are served in varying degrees by the dominant culture • There is diversity within and between cultures • Every group has unique culturally-defined needs • People have personal identities and group identities. • Marginalized populations have to be at least bicultural • Families, as defined by culture, are the primary systems of support • The diverse thought patterns of cultural groups influence how problems are defined and solved. • The absence of cultural competence anywhere is a threat to competent services everywhere 		

From: Nuri-Robins, Lindsey, Lindsey, and Terrell. **Culturally Proficient Instruction** Corwin 2012
www.TheRobinsGroup.org

Administration

Policy Implementation

I. Purpose

This policy clarifies the responsibility of the school administration for implementation of school district policy.

II. General Statement of Policy

The superintendent is responsible to implement school district policy and to recommend additions or modifications.

III. General Responsibilities

- A. Policy implementation includes dissemination and education regarding policy and changes to policy.
- B. The administration is authorized to develop [procedures](#), guidelines, and directives to effectuate the implementation of school district policies. These [procedures](#), guidelines, and directives will be consistent with district policies.
- C. ~~Employee and student~~ [District](#) handbooks are subject to regular review by the school board.
- D. School principals and other administrators who have handbook responsibilities will present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks are reviewed by the superintendent to ensure compliance with district policy.

Legal Reference:

Minn. Stat. § 123B.143 (Superintendent)

Cross Reference:

Policy 208 (Development, Adoption and Implementation of Policies)

Policy
adopted: 6/18/07

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

amended: 8/20/12
revised: 1/28/19

Administration

Administrator Code of Ethics

I. Purpose

This policy establishes the requirement of the school board that school administrators adhere to the standards of ethics and professional conduct in this policy and Minnesota law.

II. General Statement of Policy

An administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all administrators. An administrator acknowledges that the schools belong to the public ~~he or she~~ **they** serve for the purpose of providing educational opportunities ~~to~~ for **each and every student** ~~all~~. An administrator assumes responsibility for providing professional leadership in the school and community.

III. General Responsibilities

An administrator is responsible to maintain standards of exemplary professional conduct. An administrator's actions will be viewed and appraised by the community, professional associates, and students. To this end, an administrator must adhere to the following standards:

1. Make the well-being of students the fundamental value of all decision making and actions.
2. Fulfill professional responsibilities with honesty and integrity.
3. Support the principle of due process and protects the civil and human rights of all individuals.
4. Obey laws and do not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
5. Implement the school district's policies.
6. Pursue appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.

7. Avoid using positions for personal gain through political, social, religious, economic, or other influence.
8. Accept academic degrees or professional certification only from duly accredited institutions.
9. Maintain the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honor all contracts until fulfillment, release, or dissolution is mutually agreed upon by all parties to the contract.
11. Adhere to the Code of Ethics for School Administrators in Minnesota [Administrative Rules Part 3512.5200](#).

Legal References:

Minn. Stat. § 122A.14, Subd. 4 (Code of Ethics)

Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)

Policy
adopted: 6/18/07
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INDEPENDENT SCHOOL DISTRICT [NO. 273](#)
Edina, Minnesota

Administration

School District Outsourcing, Consultants, and Internships

I. Purpose

This policy clarifies the use of outsourcing, consultants, and administrative internships in the school district.

II. General Statement of Policy

The school district may use private agencies, consultants, and administrative internships to provide services to the district for specific projects and/or functions. The district will enter into an agreement for these services. The agreement will detail the expectations and guidelines for the district and the agency, consultant, or intern.

III. Outsourcing and Consultants

Solicitation of and contracts with outsource agencies or consultants will be in accordance with district policy, including, but not limited to, Policy 707 – Purchasing.

IV. Administrative Internships

The school district will allow administrative internships to assist in performing specific duties within the district. All internships must be approved by the superintendent [or the superintendent's designee](#). The intern must be sponsored by a university or college that supports administrative licensure in the state of Minnesota. Expectations and job parameters will be determined prior to approval of the internship. If compensation is involved in the internship, school board approval is required.

Legal Reference:

[Minn. Stat. 471.345 Subd. 5 \(Contracts \\$25,000 Or Less\)](#)

Cross Reference:

Policy 707 – Non-Instructional Operations and Business Services, Purchasing

Policy
adopted: 4/14/08
amended: 8/20/12
revised: 1/28/19

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Students

Student Attendance

I. Purpose

This policy defines school attendance expectations. This policy recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators.

II. General Statement of Policy

It is the policy of the district to fully comply with Minn. Stat. §120A.22, which requires the students of the district to attend all assigned classes every day school is in session, unless: the student has been excused by the school board from attendance because the student has already completed state and district standards required to graduate from high school; has withdrawn; or has a valid excuse for absence.

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend, on time, all assigned classes every day that school is in session, and to be aware of and follow the correct procedures when absent from an assigned class. Students are responsible for securing missed work, scheduling make-up examinations, and are accountable to make up missed course content.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems. The parent or guardian is also responsible for supporting the student with their assigned responsibilities.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon

request.

4. Administrator's Responsibility

It is the administrator's responsibility to require students to attend all assigned classes. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

III. Attendance Procedures

- A. Attendance procedures will be presented by the principals to the superintendent for review and approval. When approved by the superintendent, the attendance procedures will be included in the appendices of this policy and the *Student Rights and Responsibilities Handbook*.

IV. Required Reporting

A. Continuing Truant

1. State law (Minn. Stat. §260A.02) provides that a continuing truant is a student who is subject to the Compulsory Instruction Law and is absent from instruction in a school without a valid excuse within a single school year for:
 - a. Three days if the child is in elementary school; or
 - b. Three or more class periods on three days if the child is in middle school or high school.
2. When a student is initially classified as a continuing truant, Minn. Stat. §260A.03 provides that the building administrator or designee will notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:
 - a. That the child is truant;
 - b. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
 - c. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. §120A.34;
 - d. That this notification serves as the notification required by Minn. Stat.

§120A.34;

- e. That alternative educational programs and services may be available in the district;
- f. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
- g. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. §Ch. 260; and
- h. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. §260C.201.

B. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for either (1) seven school days if the child is in elementary school or (2) one or more class periods on seven school days if the child is in middle school or high school. Also, a habitual truant is a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school.
2. The building administrator or designee will refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. §Ch. 260A.
3. The district reserves the right to report students truant if they accumulate more than 10 excused absences during the year.

V. Student Status

A pupil, regardless of age, who has been absent from school for 15 consecutive school days during the regular school year or for five consecutive school days during summer school or intersession classes of flexible school year programs, without receiving instruction in the home or hospital, will be dropped from the roll and classified as withdrawn.

VI. Request for Modified Learning Experience

District families may request a modification on their child's learning experience beyond the child's scheduled school day. The request could be a defined number of full days or a defined amount of time during the school day for a defined number of days.

The request shall be made to the building principal and consideration for approval will be limited to the following reasons:

- Students desire for a performance acceleration
- Extended family travel schedule
- Students unique learning challenges

Families seeking approval of a modified learning experience must do so six weeks prior to the experience's beginning date. The district review and decision of the proposal will be completed within four weeks of the received proposal. The modified proposal can be found in Appendix III.

VII. Support for Student Attendance

Each school site will develop procedures that promote regular student attendance and prevent absenteeism and truancy. When possible, the district will work with other organizations and agencies to support regular student attendance.

VIII. Dissemination of Policy

This policy will be made available to all students and parents at the commencement of each school year in the *Student Rights and Responsibilities Handbook*. This policy will also be available upon request in each principal's office.

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)
 Minn. Stat. § 120A.24 (Reporting)
 Minn. Stat. § 120A.26 (Enforcement and Prosecution)
 Minn. Stat. § 120A.34 (Violations; Penalties)
 Minn. Stat. § 126C.05 (Definition of Pupil Units)
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 260A.02 (Definitions)
 Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is Continuing Truant)
 Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Goss v. Lopez, 419 U.S. 565 (1975)
Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7 (1978)
Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Board of Education, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross Reference:

Policy 506 (Student Discipline)

Policy

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INDEPENDENT SCHOOL DISTRICT NO. 273
 Edina, Minnesota

revised: 12/17/18

Appendix I to Policy 503

ATTENDANCE PROCEDURES

The school district believes regular attendance to be an essential element in the student's educational process. Regular, punctual attendance fosters a climate conducive to learning, perpetuates effective teaching, protects the integrity of the school day, and ensures quality education. Regular, punctual attendance, a responsibility that should be shared by students, parents, and school, is one means by which a student learns responsibility and self-discipline. To encourage attendance, the school district herein adopts the following attendance requirements for Edina Public Schools:

I. Attendance Procedures

- A. If a student is absent or will be absent from class or arrive late to school, the student's parent or guardian must call the school office before noon the day of the absence. Phone calls are preferred to report absences. If a phone call cannot be made, a note with a phone number where a parent or guardian can be reached will be acceptable on the day the student returns; otherwise, the absence will be considered unexcused. The parent or guardian must contact the school within 48 hours to change an absence from unexcused to excused. If for some reason a parent is unable to follow the above procedure, the building administrator or designee must be contacted.
- B. Students must be in school for a minimum of three hours (unless absent due to a school-sponsored activity or documented medical/dental appointment) in order to be eligible to practice or participate in any activity after school.
- C. Physical education attendance and excuses. When a temporary condition or disability resulting from illness or injury makes it necessary for a student not to participate in physical education or swimming, the parent is asked to write a note making this request. If the student is to be excused for longer than a week, a statement from the attending physician requesting this is required. These requests should be brought to the school office before classes start in the morning.

II. Classification of Absences

A. ~~Excused~~ Exempt Absence

An ~~excused~~ exempt absence indicates an acceptable absence from school or class with parental/guardian and school permission. Full credit is given for all make-up work, and it is the teachers' and parents'/guardians' obligation to assist the student with all make-up work. Each teacher will notify the students of the classroom's make-up work policy. A student should complete all missing work within a period equating to two days per day of ~~excused~~ exempt absence from school. Students should proactively request work or assignments in cases of prearranged absences. ~~The following absences are considered excused.~~ Exempt absences will be treated the same as excused absences except they ~~and~~ will not be counted toward cumulative absences (see Section III.D.). The following absences are considered exempt:

1. Chronic illness
2. Death or terminal illness in the student's immediate family or of a close friend or relative
3. Court appearance occasioned by family or personal action
4. Regularly-scheduled religious instruction, not to exceed three hours in any week

5. Religious holiday or observance
6. Emergency conditions such as fire or flood
7. Official school field trip or other school-sponsored outing
8. Active duty in any military branch of the United States (High School only)
9. Participation in school-sponsored activities
10. Removal of a student pursuant to a suspension. Suspensions will be handled as excused absences and a student will be permitted to complete make-up work.
11. Spectator at a school-sponsored activity. This activity needs approval from district or school leadership, and is up to the discretion of building administration.
12. Surgery or inpatient hospitalization with medical documentation.
13. Ongoing illness lasting four or more consecutive days (Health Services Discretion).

B. Excused Absence

An excused absence indicates an acceptable absence from school or class with parental/guardian and school permission. Full credit is given for all make-up work, and it is the teachers' and parents'/guardians' obligation to assist the student with all make-up work. Each teacher will notify the students of the classroom's make-up work policy. A student should complete all missing work within a period equating to two days per day of excused absence from school. Students should proactively request work or assignments in cases of prearranged absences. Excused absences will be counted toward cumulative absences (see Section III.D.) The following are excused absences: ~~but will be counted toward the cumulative absences (see Section III.D.):~~

1. Illness (non-chronic) (a doctor's note may be required after a student has 3 cumulative absences during a school year)
2. Medical, dental, or orthodontic treatment or counseling appointment that cannot be completed outside of the school day. The appointment should last no more than one half day, and the school may require documentation in order for it to be considered an excused absence.
3. Driver's examination. The school requires documentation in order for this to be considered an excused absence.
4. Pre-arranged personal or family vacations. A student must have completed and turned in the prearrangement form not less than five school days in advance of the first day of absence for a vacation to be considered an excused absence.
5. College visit. The school requires documentation in order for this to be considered an excused absence.
6. Transportation miscue, including missed bus, traffic congestion, and vehicle malfunction

BC. Unexcused Absence

An unexcused absence indicates that the student is absent from school or class with or without the consent of the parent/guardian, for a reason which is not acceptable to the school as listed in Section II.A or II.B. Make-up work may be required and credit will be given at the discretion of the teacher, based upon the individual classroom's make-up work policy. Unexcused absences are counted toward cumulative absences (see Section III.D.). The following are examples of absences that will not be excused:

1. An absence by a student that was not approved by the parent/guardian and/or the school district
2. Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures within 48 hours of the

absence

3. Working on school assignments or preparing for exams at home
4. Work at a business, except under a school-sponsored work release program
5. Personal or family vacation that is not pre-arranged as described in Section II.A.15-B.4.
6. Oversleeping, missing alarms, studying, or volunteer work

III. Monitoring Absenteeism

- A. A staff attendance review team may meet on a regular basis to monitor ~~both~~ exempt, excused, and unexcused student absenteeism. The school will utilize the table below to provide communication to parents.
- B. The school notification system will provide communication electronically to parents with each absence from the school day or a class.
- C. School administration will monitor exempt and excused absences and work with families to improve attendance.
- D. School administration will follow the steps below based on the number of unexcused absences and cumulative absences (including excused and unexcused, but not exempt absences as described in Section II) a student has incurred.

Elementary and Middle School	
3 Unexcused Absences	School administration may communicate with parents about attendance concerns via letter, email, or phone call. Parents may be required to meet with the school social worker, counselor, or administrator.
6 Cumulative Absences	School administration will communicate with parents and may begin an intervention process to improve attendance. Parents may be required to attend a Parent Group Meeting through the "Be@School" program in Hennepin County if all 6 absences are unexcused.
9 Unexcused Absences	The student will be required to participate in a conference with the building administrator or designee. The school may file an Educational Neglect and Truancy Report. The administration will communicate to the parents that the continued absences will result in eventual referral to the state attorney.
9-18 Cumulative Absences	School administration will continue to work with the family to communicate absences. A student that reaches 18 cumulative (excused and unexcused absences) may be recommended for retention.

**These are total absences throughout the school year.*

High School	
3 Unexcused Absences	School will communicate with parents about attendance concerns via letter or phone call. Student will be placed on an attendance contract stating the next unexcused absence in the particular class hour will result in loss of credit and study hall placement for the remainder of the term.

4 Unexcused Absences	Student will be dropped from course or set up for an attendance appeal. Parents may be required to attend a Parent Group Meeting through the “Be@School” program in Hennepin County.
7 Cumulative Absences	Letter sent to parents to notify them their student could be dropped from course if they reach 9 cumulative absences within a semester.
9 Cumulative Absences	School administration implements an attendance contract to ensure both parents and students are aware that credit may be lost if absences continue to occur.
10 Cumulative Absences	Student will be dropped from course or set up for an attendance appeal.

**All absences are reset at the start of a new semester.*

E. Attendance Appeal Process for Edina High School

A student scheduled to be removed from a class due to excessive (excused or unexcused) absences may appeal this decision. The student and/or parent is provided an opportunity to share the circumstances related to the violation of the attendance contract that warrant not being dropped from the course. The final decision is made by the administrator.

IV. Suspension from School

Make-up work is required and will receive one hundred percent (100%) credit. Days during which a student is suspended from school will not be counted in the student’s total cumulative absences.

V. Tardiness

- A. At the Elementary level, tardiness is late arrival to school, not to exceed thirty minutes. Any student arriving later than thirty minutes will be marked as a half day absence.
- B. At the Middle School and High School levels, tardiness is late arrival to school or to a class, not to exceed 10 minutes.

Tardiness, other than the first period of the day, will be handled by the teacher. Each teacher will advise students of penalties and/or makeup for their class. Late arrivals to school in the morning will be dealt with through the office. The fourth unexcused tardy in any given quarter will result in an intervention (e.g., attendance plan, parent meeting, team meeting).

- C. Tardiness or half day absence is classified as **exempt**, excused or unexcused, depending on whether the reason is defined as **exempt**, excused or unexcused in Section II, ~~A. and B.~~

Reviewed: 4/17/17
 Revised: 6/12/17
 Revised: 12/17/18
 Updated: 11/18/19

Appendix II to Policy 503
**Form for Pre-Arranged Personal Absences, Family Vacations,
and Significant Educational Opportunities**

Entire form must be filled out 5 days prior to the absence for it to be considered excused!

Student Name: _____ Grade: _____ ID#: _____

Parent/Guardian Name: _____

Parent Phone Number(s): Cell (____)____-____; Home (____)____-____

Date(s) of Absence: * _____ through * _____

*Leaving midday at: _____ AM/PM

*Returning midday at: _____ AM/PM

Check one Box Below:

- Religious Observance**
- Personal Matter / Family Vacation** - *Please supplement this form with a short written explanation.*
- Significant Educational Opportunity** - *Please supplement this form with a short written explanation of the opportunity.*
- Athletic Event** - *Please supplement this form with a short written explanation.*

Parents/students are responsible for contacting the teacher(s) and arranging for makeup work before turning this form into the office. Please complete and turn this form in to the office **at least five school days** prior to departure. Forms not turned in 5 school days prior to being gone will result in the absence marked as unexcused. Parent(s) should sign this form before giving it to the classroom teacher.

I have read and understand the conditions listed above:

Parent Signature: _____ **Date:** _____

Office Use Only:

Date received by Office Staff: _____

Revised: 12/17/18

Family Proposal for a Modified Learning Experience

Student's Name: _____ Grade: _____ School: _____

Date of Submission: _____

Experience Begin Date: _____ Experience End Date: _____

Experience School Day Adjustment: _____

Family Need/Rationale for Modified Learning Experience (describe reasons for proposal):

Customized Learning Experience:

Subject(s)	Modified Instructional Approach	Assessment Process

Requirements of Modified Learning Experience:

- Meets state and district attendance requirements
- Meets state and district academic advancement requirements, including grade level standards and high school course credits
- Does not require specialized services or instructional support of district staff

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Family Proposal for a Modified Learning Experience, page 2

District Administrative Approval:

Approved Denied

Approved with the following modifications:

District Administrative Decision-Makers:

Director of Teaching & Learning

Building Principal

Date

Date

Appeal Request Date: _____

Decision of District Task Force:

Approved Denied

Created: May 15, 2017

Updated: July 17, 2017

Non-Instructional Operations and Business Services

Acceptance of Gifts, Donations and Bequests

I. Purpose

This policy regulates the acceptance of gifts, donations and bequests to the school district.

II. General Statement of Policy

The school district will only accept gifts, donations, and bequests that are consistent with the school district's mission and are in compliance with local, state, and federal laws. Neither the district, nor any district employee or other person acting on behalf of the district may accept any donation, gift, or bequest unless such acceptance is in compliance with this policy. Once accepted, all gifts, donations, and bequests become the property of the district.

III. Definitions

- A. Employee position: An employee of the district meeting all district requirements and being compensated by the district.
- B. Seasonal employee position: An employee working an established number of days for a district-approved activity or event, meeting all district requirements, and being compensated by the district.

IV. Acceptance of Gifts, Donations, and Bequests

- A. The school district may receive gifts, donations, and/or bequests ("gifts"). The term "gifts" includes in-kind gifts. [Site principals or program administrators receiving gifts of more than \\$5000 must complete the contribution proposal described in Appendix II.](#) The following factors will be considered by the district when deciding to accept or reject gifts:
 1. Does the gift have a purpose that furthers the mission of the district?
 2. Does the gift place restrictions on the district's use of the gift?
 3. Does the gift imply an endorsement of any business or product?
 4. Does the gift have unsustainable, ongoing expenses that require substantial funding?

5. Does the gift create inequities between programs or sites?

- B. The district will not accept a gift that contains restrictions or conditions that conflict with local, state, or federal laws, district policies, or contracts to which the district is a party. The district will not accept a gift which, in its sole discretion, it determines to pose a risk to the health and/or safety of the district's students, employees, or other individuals. **The district will reject all donations of gift cards.**
 - C. Individuals and groups desiring to make a contribution in support of a specific school or program, as opposed to a gift for the general benefit of the district, will communicate with the principal of the school, the program administrator, or the superintendent. The contributor will describe the nature and the extent of the gift.
 - D. A written contribution proposal is required for all contributions exceeding \$5000, to be submitted to the site principal or program director (see Appendix II, Contribution Proposal).
 - E. ~~The superintendent or superintendent's designee is authorized to accept gifts of less than \$1000 on behalf of the district. The gift must further the mission of the district or a specified program.~~ **The school board will formally accept and recognize all gifts at a regular meeting of the school board. The recognition will be shared in accordance with the Minnesota Government Data Practices Act and other applicable laws.**
 - F. ~~The school board is authorized to accept gifts of \$1000 or more on behalf of the district. The gifts must further the mission of the district or a specified program.~~
 - G-F. The school board may accept a gift of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift.
 - HG. The school board will have the sole authority to determine whether a gift, precondition, condition, or limitation on use; included in a proposed gift; furthers the interests of or benefits the district and whether it should be accepted or rejected.
 - H. The school board is authorized to accept ~~all~~**any** financial gifts offered by the Edina Education Fund. The gifts must further the mission of the district or a specified program.
- V. Proposal for Donation to Support a Specific Need
- A. The district will consider accepting donations for a specific school, program, or district need when a school or district organization or partnership cannot be

identified or accessed to support the specific need. The need can be brought forward by staff or community members.

B. The specific need and donation process – including potential fundraising – will be formally submitted in a proposal to the director of business services. The director will review the proposal and determine the best option for addressing the need. The options include directing the proposal for consideration to:

- An existing fundraising, booster or partnership organization;
- An organization or agency outside of the district's organizations and partnerships (i.e., county, city, or state entities); or
- The administrative leadership team, which will review and consider the proposal based on Section IV.A., above.

C. The administrative leadership team's consideration will result in:

- Approving the proposal and defining the district's funding account to be used to execute the proposal; or
- Modifying the proposal to meet parameters established by district policy, and then approving the proposal and defining the district's funding account to be used to execute the proposal; or
- Rejecting the proposal.

The decision of the administrative leadership team is final.

VI. Administration in Accordance with Terms

If the school board agrees to accept a gift that contains preconditions, conditions, or limitations on use, the district will administer the gift in accordance with those terms.

~~VII. Donation Recognition~~

~~A. The school district will provide recognition for gifts less than \$1000 at the school site or program level. The recognition will be shared in accordance with the Minnesota Government Data Practices Act and other applicable laws.~~

~~B. The district will provide recognition for all gifts equal to or more than \$1000 at a school board meeting through official school board action (consent agenda). The recognition will be shared in accordance with the Minnesota Government Data Practices Act and other applicable laws.~~

VIII. Memorial Gifts and Recognitions

Gifts and/or requests in memory of an individual, group, or event will be limited to contributions to the Edina Education Fund with memory recognition options to student scholarships, personalized pavers (at Edina High School), or targeted

educational programs. Memorials will not be accepted for furnishings or plantings. This provision does not prohibit class contributions to individual schools.

IX. Staffing Position Through a Gift; Conditions

- A. The school board may approve the funding of a district employee position through a gift when the following conditions are met:
 - 1. The position has been identified by the school board and supports an innovative initiative supported by the Edina Education Fund.
 - 2. The position does not create inequities among schools and/or comparable programs and services.
- B. The school board may approve the funding of a district seasonal employee position through a gift when the following conditions are met:
 - 1. The funding needed for the position has been preapproved by the administration.
 - 2. The gift source and plan have been approved by the administration.
- C. The acceptance of a gift does not obligate the district to hire any particular individual, permit any individual to provide volunteer services to the district, or in any way affect the district's control over its employees, property, or functions.
- D. Inquiries about staffing positions through gifts will be made to the director of business services.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 123B.02, Subd. 6 (Bequests, Donations, Gifts)
Minn. Stat. § 465.03 (Gifts)

Cross References:

Policy 629 (Student Fundraising)
Policy 912 (Partnerships – Community Organizations, Governmental Entities, Educational Institutions, and Other Organizations)

Policy
adopted: 6/20/11
Revised: 9/22/14
5/15/17

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 709

GUIDELINES FOR FINANCIAL SUPPORT OF SCHOOLS AND SCHOOL-SPONSORED GROUPS

A. District Support of Schools and School-Sponsored Groups

- Staffing, instructional supplies, equipment, and capital items required to meet the educational obligations and requirements of the school district.
- Funding is sustainable based on available revenues.
- Expenditures are prioritized and follow policies and guidelines established by the school board.
- All funds approved through school board action in the budgeting process.
- The source of funds is federal, state, and local tax dollars.

B. Edina Education Fund Support of Schools and School-Sponsored Groups

- ~~Supports educational innovations aligned to the strategic roadmap through major initiatives and competitive innovative grants.~~
- As an independent, mission-aligned partner of the Edina Public Schools, the Edina Education Fund secures incremental funding for district-wide programs and services that strengthen academic learning and support the whole person on their educational journey.
- Administrative direction required to assist in developing priorities and establishing expenses related to innovative efforts.
- Funding is not required to be sustainable, but must further the mission of the district or a specified program. Financial support for more than one year may be committed to major initiatives that have developed a tentative financial plan to continue to support a school or program.
- All funds must be approved in the manner prescribed by this policy as a contribution to the district that meets policy guidelines.
- The source of funds is private donations, corporate donations, and fundraising events.

C. Community Organizations, Parent Organizations, and Booster Groups Support of Schools and School-Sponsored Groups

- Instructional supplies and equipment, technology equipment, and major capital items pursued to enhance the success of a school and/or school group, based on priorities identified by the school's administration and/or site leadership team.
- All expenditures, including technology, must meet district guidelines and procedures, align with the strategic roadmap and educational directives, and account for ongoing maintenance expenses.
- Funding is not allowed for staffing positions without prior school board approval.
- All funds must be approved in the manner prescribed by this policy as a contribution to the district that meets policy guidelines.
- The source of funds is private donations, corporate donations, and fundraising

events.

Established: 6/20/11

Appendix II to Policy 709

CONTRIBUTION PROPOSAL

A written contribution proposal is required for all contributions exceeding \$5000. [Site principals or program administrators receiving gifts of more than \\$5000 must complete this contribution proposal.](#)

Amount/value of gift: _____

1. Describe how the gift furthers the mission of the district.

2. Are there any restrictions on the district's use of the gift?

3. Does the gift imply an endorsement of any business or product?

4. Describe in detail any ongoing expenses the district may incur if the gift is accepted.

5. Does the gift create inequities between programs or sites?

Non-Instructional Operations and Business Services

Student Activities Accounting

I. Purpose

This policy establishes procedures for the management of student activities accounting.

II. General Statement of Policy

The school district recognizes the need to provide opportunities to advance student learning, skills and talents through district activities. The district is obligated to ensure maximum accountability for public funds and student activities funds.

The district will account for all student activities funds related to curricular, co-curricular and extra-curricular activities. The district will not account for funds generated from non-student activities, groups or organizations (i.e. parent organizations, booster groups).

III. Definitions

A. Curricular Activities

“Curricular activities” means those portions of the school program for which credit is granted, whether the activity is part of a required or elective program.

B. Co-curricular Activities

“Co-curricular activities” means those portions of the school-sponsored and school-directed activities designed to provide opportunities for students to participate in such experiences on an individual basis or in groups, at school and at public events, for improvement of skills (i.e., interscholastic sports, pep band). Co-curricular activities are not offered for school credit, cannot be counted toward graduation, and have one or more of the following characteristics:

1. They are conducted at regular and uniform times during school hours, or at times established by school authorities;
2. They are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit; and

3. They are partially, primarily or totally funded by public funds moneys for general instructional purposes under direction and control of the school board.

C. Extra-curricular (Non-curricular/Supplementary) Activities

“Extra-curricular (non-curricular/supplementary) activities” means all direct and individual services for students for their enrichment that are managed and operated under the direction/guidance of an adult or staff member.

Extra-curricular activities have all of the following characteristics:

1. They are not offered for school credit nor required for graduation;
2. They generally are conducted outside school hours or, if partly during school hours, at times agreed upon by the participants and approved by school authorities;
3. The content of the activities is determined primarily by the student participants under the direction/guidance of a staff member or other adult.

The school board will take charge of and control over all student activity accounting that relates to extra-curricular activities.

D. Public Purpose Expenditure

“Public purpose expenditure” is one which benefits the community as a whole, is directly related to the functions of the school district, and does not have as its primary objective the benefit of private interest.

IV. Management and Control of Activity Funds

~~A. Curricular, Cocurricular and Extracurricular Activities Under School Board Control~~

- ~~1. A. All money received from activities under school board control will be deposited in the general fund to be disbursed for expenditures and compensation connected with the activity.~~
- ~~2. B. All revenues and expenditures related to activities under school board control will be accounted for in accordance with Uniform Financial Accounting and Reporting Standards (UFARS) and school district policies and procedures.~~
- ~~3. C. Any and all costs of activities under school board control may be provided from school revenues.~~

- 4- D. All student activities funds (see Appendix I) will be collected and expended:
 - a- 1. in compliance with district policies and procedures;
 - b- 2. under the general direction of the building principal and with the participation of students and faculty members who are responsible for generating the revenue;
 - c- 3. in a manner which does not produce a deficit or an unreasonably large accumulation of money to a particular student activity fund;
 - d- 4. for activities which directly benefit the majority of those students making the contributions in the year the contributions were made whenever possible; and
 - e- 5. in a manner which meets a public purpose.
- 5- E. Any residual money from inactive activities accounts will be transferred to other existing activity accounts prior to the end of the fiscal year. The principal and student treasurer of the activity will designate the recipient activity account(s).

V. Demonstration of Accountability

- A. The school board will direct its independent certified public accountants to audit, examine and report upon student activities accounts as part of its annual school district audit, in accordance with state law.
- B. [As part of formally accepting the fiscal year audit of the district's financial statements](#), the school board will review and account for all student activity accounting that relates to non-curricular/supplementary activities.
- C. The business department will develop and maintain the student activity accounting procedures handbook to define procedures for budget and accounting procedures for student activities. All procedures will comply with state and federal laws.

Legal References:

- Minn. Stat. § 123B.02, Subd. 6 (General Powers of Independent School Districts)
- Minn. Stat. § 123B.09 (Boards of Independent School Districts)
- Minn. Stat. § 123B.15, Subd. 7 (Officers of Independent School Districts)
- Minn. Stat. § 123B.35 (General Policy)
- Minn. Stat. § 123B.36 (Authorized Fees)
- Minn. Stat. § 123B.37 (Prohibited Fees)

Minn. Stat. § 123B.38 (Hearing)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)
Minn. Rules Part 3500.1050 (Definitions for Pupil Fees)
Visina v. Freeman, 252 Minn. 177, 89 N.W.2d 635 (1958)
Minn. Op. Atty. Gen. 159a-16 (May 10, 1966)

Cross References:

Uniform Financial Accounting and Reporting Standards (UFARS)
Manual for Activity Fund Accounting (MAFA)
[Policy 628 \(Student Activities Program\)](#)
Policy 701 (Establishment, Adoption and Modification of School District Budget)
Policy 702 (Managing Fund Balance Reserves)
Policy 703 (Accounting)
Policy 704 (Annual Audit)
Policy 705 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
Policy 709 (Acceptance of Gifts, Donations and Bequests)

Policy
adopted: 1/10/11
Revised: 9/22/14
Revised: 2/17/17
Revised: 12/16/19

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

Appendix I to Policy 711

STUDENT ACTIVITIES FUNDS – GUIDELINES AND PROCEDURES

- A. While still being under Board control, each student activity will maintain its own separate account, using operating procedures based on the [Uniform Financial Accounting and Reporting Standards \(UFARS\)](#), [Manual for Activity Fund Accounting \(MAFA\)](#), and recommendations from the district's auditor.
- B. Each activities fund will be self-sustaining under the guidance of a staff member or an appointed advisor.
- C. All activities funds will be controlled and monitored by the district's business services office. The business services office will also account for the receipts and expenses for each activity.
- D. Any new activity, change in activity, or termination of activity will be documented and submitted to the business services office.
- E. The business services office will maintain a current list of present activities accounts. This list will indicate the activity's name, a brief description of purpose, and the name of the activity's advisor and student treasurer.
- F. A student activities check request form will be approved by the following individuals before submission to the business services office for payment processing:
 - 1. Individual activity fund treasurer (where applicable)
 - 2. Individual activity fund advisor
 - 3. Administrator in charge of the activity
- G. A receipt control process will be maintained by the student organization for the collection of monies. Records to be kept must be simple, easy to handle, understandable and complete. All cash or checks received by the activity fund's treasurer or advisor are to be deposited intact and on a timely basis.
- H. Deposit records are to be completed, per instructions established by the business services office, and forwarded to the business services office.

Established: 7/18/11
Revised: 9/22/14
Updated: 12/16/19

Appendix II to be deleted entirely.

Appendix II to Policy 711
(and Appendix I to Policy 628)

STUDENT ACTIVITIES

Non-Fine Arts Activities with Curricular Component Under School Board Fiscal Control

DECA
Newspaper – <i>Zephyrus</i>
Student Council
Yearbook – <i>Windigo</i>

Activities with Curricular Component Under School Board Fiscal Control

FINE ARTS	CLUBS
High School Bands:	Academic Triathlon – Middle School
Jazz Band/Jazz Band II	Breakfast Book Club
Concert Band	Competition Cheerleading – HS/MS
Varsity Band	French Club
Symphonic Band	German Club
High School Choirs:	Latin Club
Bel Canto Ensemble	Hip Hop Dance Club
Mixed Ensemble	History Day Club – Middle School
Varsity Ensemble	<i>Images</i> – Literary Magazine
Chamber Singers	Intramurals
High School Orchestra	Knowledge Masters – Middle School
Varsity Orchestra	Chinese Club
Symphonic Orchestra	Ping Pong Club
Philharmonic Orchestra	World Quest
High School Theater:	Math Olympiad – Elementary
Fall Musical	Math Team/League – HS/MS
One-Act Play	Mock Trial
Winter Play	Model UN
Spring Play	Performance Dance (Hornettes)
Comedy Sportz	Knowledge Bowl
Guthrie on Stage	Quiz Bowl
Middle School Bands:	Safety Patrol – Elementary
Jazz Band/Lab Band/Stage Band	Science Club
Middle School Choir:	Thespians/Drama Clubs– HS/MS
Chamber Choir/Ensemble	Variety/Talent Show – Middle School
Middle School Theater:	Yearbook – Middle School
Fall, Winter, Spring Plays	212/Student Leadership Team – HS/MS

MINNESOTA STATE HIGH SCHOOL LEAGUE	MINNESOTA STATE HIGH SCHOOL LEAGUE
Adapted Athletics (Boys/Girls)	Debate
Alpine Skiing (Boys/Girls)	One-Act Plays
Badminton (Girls)	Speech
Baseball	Robotics
Basketball (Boys/Girls)	
Competition Dance (Girls)	
Cross Country (Boys/Girls)	
Football	
Golf (Boys/Girls)	
Gymnastics (Girls)	
Hockey (Boys/Girls)	
Lacrosse (Boys/Girls)	
Nordic Skiing (Boys/Girls)	
Soccer (Boys/Girls)	
Softball (Girls)	
Swimming and Diving (Boys/Girls)	
Synchronized Swimming (Girls)	
Tennis (Boys/Girls)	
Track and Field (Boys/Girls)	
Volleyball (Girls)	
Wrestling	

Established: 7/18/11
Revised: 2/27/17
Updated: 12/16/19