

## **Regular Meeting**

Monday, April 17, 2023 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, April 17, 2023; 7:00 PM  
ECC Room 349**

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Excellence in Action**
- IV. **Hearing from Members of the Public**
- V. **Consent Agenda**
  - A. Minutes: *March 13 work session and regular meetings, March 28 work session and special meeting, April 4 and 13 special meetings*
  - B. Personnel Recommendations
  - C. Termination and Non-Renewal of Probationary Teachers and Long-term Substitutes
  - D. Check Register - March 2023
  - E. Electronic Fund Transfer - March 2023
  - F. Gifts and Bequests - March 2023
  - G. 2023 South View Middle School Courtyard Project Bids
  - H. Emergency Responder Radio Coverage Purchase
  - I. Fiscal Year 2024 Preliminary Operating Capital Budget
  - J. Health Occupations Students of America (HOSA)
  - K. Student Travel – Croatia
  - L. Amended MOU for Alternative Quality Compensation & Teacher Evaluation Programming
  - M. Quality Compensation Annual Report 2022-2023
- VI. **Discussion**
  - A. Comprehensive Literacy Plan 6-12

**Description:** The Edina Comprehensive Literacy Plan K-12 has been developed in response to the Edina Public Schools 2020-2027 Strategic Plan's call to review, develop, and implement a continuous improvement plan for literacy, readiness, and rigor for all. The 6-12 Comprehensive Literacy Plan defines the unified commitments for secondary ELA programming in EPS. The success of the Secondary Implementation Plan will be measured by the District Data Metrics Plan each year.

**Presenter(s):** Bethany Van Osdel, Assistant Director of Teaching and Learning; and Jody De St. Hubert, Director of Teaching and Learning
  - B. Talent Development Universal Screener Recommendation

**Description:** The current recommendation of reinstatement of CogAT as a Talent Development universal screener comes in light of design team work that followed implementation science and EPS's shift away from Gifted Education to Talent Development. In a system of talent development, a portfolio with multiple assessment tools is necessary for identification in order to ensure that all students have an equitable opportunity for access to talent development opportunities. Diversity of assessment within the portfolio is necessary in order to uncover hidden talents. The CogAT

brings an opportunity to view all students through a strengths-based mindset..

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; Leigh Ann Feily, Student Support Services Continuous Improvement Specialist and MTSS Coordinator; and Debra Richards, Talent Development Coordinator

C. Student Travel – Japan and France

**Description:** EHS Career and Technology Japan Travel Experience 2024; and Edina High School France Student Exchange

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

D. Policy Review (206, 710, 712)

**Description:** These policies were reviewed with an eye toward clarity and alignment with District practice and state and federal statutes.

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

## VII. Action

A. Ratification of Sale – General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A

**Description:** At the February 13, 2022, Regular Meeting, the Board of Education passed a resolution authorizing the District administration, its municipal advisors, and a Board of Education officer, under specified conditions, to take proposals and execute the sale of general obligation capital notes and facilities maintenance bonds to finance certain fixed asset purchases and a portion of the District's long-term facilities maintenance plan. The resolution also provided that the accepted proposal would be ratified by the Board of Education at a regular or special meeting on the first practicable date after acceptance by the authorized officials. The sale of the bonds took place on April 12, 2023. There were seven bidders on the District's public offering of the bonds with the lowest bid bearing a true interest cost of 2.9040%, below the Board's maximum parameter of 4.0000%. On April 6, 2023, credit rating agency Moody's Investor Service released a statement affirming the District's underlying Aaa credit rating, the highest possible rating.

**Presenter(s):** Mert Woodard, Director of Business Services

**Recommendation:** Approve the resolution ratifying the award of the sale, determining the form and details, authorizing the execution, delivery, and registration of the General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A.

B. Approval of Intermediate School District No. 287's Fiscal Year 2025 Long-Term Facilities Maintenance Expenditure Budget

**Description:** The 2015 legislative session established the Long-term Facilities Maintenance Revenue Program for School Districts, replacing the Health and Safety Revenue, Deferred Maintenance Revenue, and Alternative Facilities Bonding and Levy programs beginning with fiscal year 2017. Annually, Intermediate School District No. 287 must have a ten-year capital plan adopted by its board and each member district's school board. Intermediate School District No. 287 approves the levy a year in advance to accommodate several of its member districts who levy a year in advance.

**Presenter(s):** Mert Woodard, Director of Business Services

**Recommendation:** Approve Intermediate School District No. 287's Long-Term Facilities Maintenance expenditure plan for fiscal years 2025 through 2034 and adopt the resolution affirming the District's portion of the fiscal year 2025 expenditures in the amount of \$67,520.

C. Food Service Management Contract Renewal - 2023-2024

**Description:** Prior to the start of the 2022-2023 school year the District conducted a request for proposals (RFP) process to select a vendor to provide the District with school nutrition management services. Various District stakeholders were involved in

the RFP process, including, but not limited to, Board members, District administration, the District's appointed sourcing agent, families of students, and students. A district-wide survey was also an element of the selection process. Compass Group USA, Inc. through its Chartwells division was selected to continue as the District's school nutrition manager. During the 2022-2023 school year the District has sought feedback from students, staff, and the Food Wellness Committee regarding Chartwells' performance. The feedback indicates that Chartwells has met expectations and has improved its quality of service over the prior year.

**Presenter(s)**: Mert Woodard, Director of Business Services

**Recommendation**: Authorize the District administration to execute all agreements necessary to exercise the District's option to extend the current school nutrition management services contract with Compass Group USA, Inc., by and through its Chartwells division, by one year, with the term ending June 30, 2024.

D. Policy Review (701, 702, 703, 704, 705, 706, 707)

**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. March Enrollment Mobility Report

B. Governmental Fund Expenditure Report - March 2023

C. Investment Report - March 2023

**III. Excellence in Action**

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

**V. Consent**

V.A. Minutes: *March 13 work session and regular meetings, March 28 special meeting and work session, April 4 and 13 special meetings*

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE WORK SESSION OF MARCH 13, 2023

WORK SESSION  
5:00 PM

Edina Community Center  
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg  
Mr. Dan Arom  
Mr. Michael Birdman  
Ms. Karen Gabler  
Ms. Julie Greene  
Ms. Regina Neville  
Ms. Janie Shaw

PRESIDING OFFICER: Chair Erica Allenburg

5:02 PM - 6:30 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent  
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  
Natasha Monsaas-Daly; Director of District Media and Technology  
Jody Remsing, Director of Student Support Services  
Sonya Sailer, Director of Human Resources  
Mert Woodard, Director of Business Services

Jenn Carter, Assistant Principal, Edina High School  
Leigh Ann Feily, Student Support Services Continuous Improvement Specialist and MTSS  
Coordinator  
Chris Holden, Principal, Normandale Elementary School  
Deb Richards, Talent Development Coordinator  
Jodie Zesbaugh, Municipal Advisor (Elhers, Inc.)

CERTIFIED CORRECT:

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Ms. Karen Gabler, Clerk

(Official Publication)  
MINUTES OF THE WORK SESSION  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
MARCH 13, 2023

5:02 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Neville, Shaw. Staff present: Stanley, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Carter, Feily, Richards; Zesbaugh.

REPORT

- A. Pre-sale Report - General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A

DISCUSSION

- A. Talent Development Universal Screener Recommendation
- B. Student Travel

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 6:30 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair

Ms. Karen Gabler, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S  
MARCH 13, 2023 WORK SESSION

5:02 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Neville, Shaw. Staff present: Stanley, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Carter, Feily, Richards; Zesbaugh.

REPORT

Pre-sale Report - General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A: Director Woodard and Municipal Advisor Jodie Zesbaugh presented information about general obligation debt and financing of long-term facilities maintenance, vehicles, and technology devices.

DISCUSSION

Talent Development Universal Screener Recommendation: Staff and board members discussed the CogAT assessment to assist with identification of students for access to talent development opportunities.

Student Travel: Staff and board members discussed three upcoming international student trips: France, Japan, Croatia.

LEADERSHIP AND COMMITTEE UPDATES

Member Shaw shared an update about the City/District partnership committee that met in early March to discuss election procedures after 2023. There will be another meeting in April.

Chair Allenburg shared about the upcoming National School Boards Association annual conference and suggested that a representative attend next year. Board members are encouraged to seek out training/opportunities for learning. She also noted that Hennepin County Commissioner Chris LaTondresse, the City of Hopkins, and Hopkins Public Schools is convening a leadership summit in April to address social disconnection of youth.

ADJOURNMENT

At 6:30 PM, Member Birdman motioned, and Member Greene seconded to adjourn the meeting. All members voted Aye.

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE REGULAR MEETING OF MARCH 13, 2023

REGULAR MEETING  
7:00 PM

Edina Community Center Room 349  
5701 Normandale Road, Edina

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg  
Mr. Dan Arom  
Mr. Michael Birdman  
Ms. Karen Gabler  
Ms. Julie Greene  
Ms. Regina Neville  
Ms. Janie Shaw

PRESIDING OFFICER: Chair Erica Allenburg

7:00 PM - 8:16 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent  
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  
Natasha Monsaas-Daly, Director of District Media and Technology Services  
Jody Remsing, Director of Student Support Services  
Sonya Sailer, Director of Human Resources  
Mert Woodard, Director of Business Services

Jenn Carter, Edina High School Assistant Principal  
Chris Griggs, Edina High School Social Studies Teacher  
Mark Carlson, Curriculum Coordinator

CERTIFIED CORRECT:

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Ms. Karen Gabler, Clerk

(Official Publication)  
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD  
DISTRICT 273 EDINA, MINNESOTA MARCH 13, 2023

7:00 PM Chair Allenburg called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Neville, Shaw. Staff present: Stanley, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Carlson, Carter, Griggs.

APPROVAL OF AGENDA

EXCELLENCE IN ACTION

HEARING FROM MEMBERS OF THE PUBLIC

CONSENT

- A. Minutes: *February 13 work session and regular meetings; February 28 work session*
- B. Personnel Recommendations
- C. Employee Holiday Schedule 2022-2025
- D. Check Register – February 2023
- E. Electronic Fund Transfers – February 2023
- F. 2023 Edina Community Center Reroofing Project
- G. 2023 Kuhlman Stadium Bleacher Repair Project
- H. 2023 Cornelia Elementary Lighting Project
- I. Cybersecurity Service Agreement with Arctic Wolf
- J. 2023-2024 School Board Meeting Dates

DISCUSSION

- A. Legislative Action Committee (LAC) Mid-Session Update
- B. Fiscal Year 2024 Preliminary Operating Capital Budget
- C. Policy Review (701, 702, 703, 704, 705, 706, 707)

ACTION

- A. K-5 Science Curriculum Adoption Recommendation
- B. Policy Review (301, 302, 613)

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

CLOSED SESSION

INFORMATION

- A. Enrollment Mobility Report
- B. Governmental Fund Expenditure Report
- C. Substitute Teacher Fill Rates
- D. Community Education Environmental Justice and Nature Immersion Camp Summer 2023
- E. Kids Club Update

ADJOURNMENT

The meeting adjourned at 8:16 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair

Ms. Karen Gabler, Clerk

DRAFT

OFFICIAL MINUTES OF SCHOOL BOARD'S  
MARCH 13, 2023 REGULAR MEETING

7:00 PM Chair Allenburg called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Neville, Shaw. Staff present: Stanley, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Carlson, Carter, Griggs.

APPROVAL OF AGENDA

Member Greene moved and Member Gabler seconded to approve the agenda. All members voted Aye.

EXCELLENCE IN ACTION

Edina High School Social Teacher Chris Griggs, Assistant Principal Jenn Carter, and students Claire Shane (Grade 12) and Will Seidelmann (Grade 9) presented about International Student Travel.

HEARING FROM MEMBERS OF THE PUBLIC

There were no members of the public requesting to address the Board.

CONSENT

Member Shaw moved and Member Greene seconded to approve the consent agenda. All members voted Aye.

The resolutions were:

- A. Minutes: *February 13 work session and regular meetings; February 28 work session*
- B. Personnel Recommendations
- C. Employee Holiday Schedule 2022-2025
- D. Check Register – February 2023
- E. Electronic Fund Transfers – February 2023
- F. 2023 Edina Community Center Reroofing Project
- G. 2023 Kuhlman Stadium Bleacher Repair Project
- H. 2023 Cornelia Elementary Lighting Project
- I. Cybersecurity Service Agreement with Arctic Wolf
- J. 2023-2024 School Board Meeting Dates

DISCUSSION

Legislative Action Committee (LAC) Mid-Session Update: Member Greene gave an update on recent LAC Committee activities.

Fiscal Year 2024 Preliminary Operating Capital Budget: Director Woodard shared an overview of the Operating Capital Budget and it is expected to come to the Board for approval in April.

Policy Review (701, 702, 703, 704, 705, 706, 707): Policy Committee members presented Policies 701, 702, 703, 704, 705, 706, 707 for discussion. These policies will move forward for approval in April.

- Policy 701 Establishment, Adoption and Modification of School District Budget
- Policy 702 Fund Balances
- 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 706 Investments
- Policy 707 Purchasing

### ACTION

K-5 Science Curriculum Adoption Recommendation: Member Birdman moved and Member Greene seconded to approve the motion. All members voted Aye.

Policy Review (301, 302, 613): Member Neville moved and Member Gabler seconded to approve the motion. All members voted Aye.

- Policy 301 School District Administration
- Policy 302 Superintendent
- Policy 613 Graduation Requirements

### LEADERSHIP AND COMMITTEE UPDATES

Chair Allenburg highlighted all the student athletes who have participated in state tournaments: Boys and Girls Hockey, Wrestling, Dance.

Member Birdman spoke about the VV Theatre Group's recent performance of Beauty and the Beast.

### SUPERINTENDENT UPDATES

Dr. Stanley also commented on all the student athletes and performers, offering her congratulations and thanking them for bringing the community together.

She highlighted a number of staff as well: Giovanna Margalli, 4th Grade Teacher at Cornelia and semifinalist for MN Teacher of the Year; David Higley, February National Virtual Teacher of the Month; Kim Griffiths, VV Math Teacher, who went above and beyond to help a student; VV nurses Jennifer Smith and Anne Lindquist who went above and beyond to assist a student and family navigate a Covid diagnosis. And she highlighted the Normandale Elementary French Immersion School's status as a finalist in the "Best of Edina" annual survey by Edina Magazine.

Regular meeting recessed at 7:36 PM. Board members moved to ECC 338 for a closed session to discuss employee negotiations.

### CLOSED SESSION

Member Shaw moved and Member Birdman seconded to close the meeting.

Employee Negotiations: Pursuant to Minnesota Statutes section 13D.03, the Board is authorized to vote to move into closed session to consider strategy for labor negotiations, including

negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to sections 179A.01 to 179A.25. The Board will vote to move into closed session to discuss labor negotiations and strategy for the District's negotiations with the following bargaining unit: custodians.

Member Shaw moved and Member Neville seconded to open the meeting.

#### ADJOURNMENT

At 8:16 PM, Member Gabler moved, and Member Shaw seconded to adjourn the meeting. All members voted Aye.

DRAFT

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE SPECIAL MEETING OF MARCH 28, 2023

SPECIAL MEETING  
4:00 PM

Edina Community Center  
ECC 338

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg  
Mr. Dan Arom  
Mr. Michael Birdman  
Ms. Karen Gabler  
Ms. Julie Greene  
Ms. Regina Neville

ABSENT:

Ms. Janie Shaw

PRESIDING OFFICER: Chair Erica Allenburg

4:00 - 4:56 PM

ADMINISTRATIVE STAFF PRESENT:

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

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

CERTIFIED CORRECT:

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Ms. Karen Gabler, Clerk

(Official Publication)  
MINUTES OF THE SPECIAL MEETING  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
MARCH 28, 2023

4:00 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Neville. Staff present: Stanley, Sailer, Woodard; Helmers.

APPROVAL OF AGENDA

CLOSED SESSION

A. Pursuant to Minnesota Statutes Section 13D.05, subdivision 3(b), the Board will go into closed session to engage in discussions with the School Board's legal counsel related to litigation that has been threatened against the District. The Board seeks legal advice on the status of the matter, alleged claims against the District, the District Attorney's analysis of the same, and the District's options for responding to and potentially resolving such claims.

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 4:56 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair

Ms. Karen Gabler, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S  
MARCH 28, 2023 SPECIAL MEETING

4:00 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Neville. Staff present: Stanley, Sailer, Woodard; Helmers.

Member Gabler moved and Member Greene seconded to close the meeting. All members voted Aye. Motion was approved by unanimous vote.

CLOSED SESSION

Pursuant to Minnesota Statutes Section 13D.05, subdivision 3(b), the Board will go into closed session to engage in discussions with the School Board's legal counsel related to litigation that has been threatened against the District. The Board seeks legal advice on the status of the matter, alleged claims against the District, the District Attorney's analysis of the same, and the District's options for responding to and potentially resolving such claims.

Member Birdman motioned and Member Neville seconded to open the meeting at 4:41 PM. All members voted Aye. Motion was approved by unanimous vote.

SUPERINTENDENT UPDATES

Dr. Stanley shared information about a realtor who had reached out about property for sale near Edina High School.

ADJOURNMENT

At 4:56 PM, Member Birdman moved, and Member Gabler seconded to adjourn the meeting. All members voted Aye. Motion was approved by unanimous vote.

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE WORK SESSION OF MARCH 28, 2023

WORK SESSION  
5:00 PM

Edina Community Center  
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg  
Mr. Dan Arom  
Mr. Michael Birdman  
Ms. Karen Gabler  
Ms. Julie Greene  
Ms. Regina Neville

ABSENT:

Ms. Janie Shaw

PRESIDING OFFICER: Chair Erica Allenburg

5:04 PM - 6:40 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent  
Dr. Randy Smasal, Assistant Superintendent  
Jody De St. Hubert, Director of Teaching and Learning  
Daphne Edwards, Director of Marketing and Communications

Bethany Van Osdel, Assistant Director of Teaching and Learning

CERTIFIED CORRECT:

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Ms. Karen Gabler, Clerk

(Official Publication)  
MINUTES OF THE WORK SESSION  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
MARCH 28, 2023

5:04 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Neville. Staff present: Stanley, Smasal, De St. Hubert, Edwards; Van Osdel.

DISCUSSION

- A. Comprehensive Literacy Plan 6-12
- B. Stakeholder Voice and Input Continuum For Governance Update/Discussion

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 6:40 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair

Ms. Karen Gabler, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S  
MARCH 28, 2023 WORK SESSION

5:04 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Neville. Staff present: Stanley, Smasal, De St. Hubert, Edwards; Van Osdel.

DISCUSSION

Comprehensive Literacy Plan 6-12: Staff presented information about the secondary comprehensive literacy plan. Staff and board members discussed commitments of the plan and measurement of the plan's success.

Stakeholder Voice and Input Continuum For Governance Update/Discussion: Board members discussed various stakeholders, feedback, input

LEADERSHIP AND COMMITTEE UPDATES

Member Gabler volunteered to take over the board-member supported Sunshine Fund to recognize or honor life events of board and cabinet members.

Member Greene shared an LAC update.

Chair Allenburg spoke about an upcoming Somali parent event at the University of Minnesota where she had been invited to speak. Member Arom will also attend.

SUPERINTENDENT UPDATES

Dr. Stanley thanked community members for writing to legislators saying that legislators have reported receiving hundreds of calls, emails, letters in support of schools funding bills.

ADJOURNMENT

At 6:40 PM, Member Birdman motioned, and Member Gabler seconded to adjourn the meeting. All members voted Aye.

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE SPECIAL MEETING OF APRIL 4, 2023

SPECIAL MEETING  
5:00 PM

Edina Community Center  
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg  
Mr. Michael Birdman  
Ms. Karen Gabler  
Ms. Julie Greene  
Ms. Regina Neville  
Ms. Janie Shaw

ABSENT:

Mr. Dan Arom

PRESIDING OFFICER: Chair Erica Allenburg

5:00 - 5:33 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent  
Mert Woodard, Director of Business Services

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

CERTIFIED CORRECT:

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Ms. Karen Gabler, Clerk

(Official Publication)  
MINUTES OF THE SPECIAL MEETING  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
APRIL 4, 2023

5:00 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Birdman, Gabler, Greene, Neville, Shaw. Staff present: Stanley, Woodard.

APPROVAL OF AGENDA

ACTION

- A. Non-binding Letter of Intent for Potential Property Purchase

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 5:33 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair

Ms. Karen Gabler, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S  
APRIL 4, 2023 SPECIAL MEETING

5:00 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Birdman, Gabler, Greene, Neville, Shaw. Staff present: Stanley, Woodard.

ACTION

Non-binding Letter of Intent for Potential Property Purchase: Member Shaw moved and Member Gabler seconded to approve the motion. All members voted Aye.

SUPERINTENDENT UPDATES

Dr. Stanley shared about the recent Core Planning meetings.

ADJOURNMENT

At 5:33 PM, Member Shaw moved, and Member Neville seconded to adjourn the meeting. All members voted Aye. Motion was approved by unanimous vote.

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE SPECIAL MEETING OF APRIL 13, 2023

SPECIAL MEETING  
7:30 AM

Edina Community Center  
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg  
Mr. Dan Arom (virtual)  
Mr. Michael Birdman  
Ms. Karen Gabler  
Ms. Regina Neville  
Ms. Janie Shaw (virtual)

ABSENT:

Ms. Julie Greene

PRESIDING OFFICER: Chair Erica Allenburg

7:34 - 7:55 AM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent  
Mert Woodard, Director of Business Services

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

CERTIFIED CORRECT:

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Ms. Karen Gabler, Clerk

(Official Publication)  
MINUTES OF THE SPECIAL MEETING  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
APRIL 13, 2023

7:34 AM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom (virtual), Birdman, Gabler, Neville, Shaw (virtual). Staff present: Stanley, Woodard.

APPROVAL OF AGENDA

CLOSED SESSION

Pursuant to Minnesota Statutes section 13D.05, subdivision 3(c)(3), regarding an offer to purchase real property described as follows: 6817 Antrim Road, Edina, MN.

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 7:55 AM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair

Ms. Karen Gabler, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S  
APRIL 13, 2023 SPECIAL MEETING

7:34 AM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom (virtual), Birdman, Gabler, Neville, Shaw (virtual). Staff present: Stanley, Woodard.

Member Birdman moved and Member Neville seconded to close the meeting. All members voted Aye by roll call vote. Motion was approved by unanimous vote.

CLOSED SESSION

Pursuant to Minnesota Statutes section 13D.05, subdivision 3(c)(3), regarding an offer to purchase real property described as follows: 6817 Antrim Road, Edina, MN.

Member Birdman motioned and Member Neville seconded to open the meeting at 7:55 AM. All members voted Aye by roll call vote. Motion was approved by unanimous vote.

ADJOURNMENT

At 7:55 AM, Member Birdman moved, and Member Neville seconded to adjourn the meeting. All members voted Aye by roll call vote. Motion was approved by unanimous vote.

V.B. Personnel Recommendations



**Board Meeting Date:** April 17, 2023

**Title:** Personnel Recommendations

**Type:** Consent

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

**Description:** Personnel recommendations are made monthly. These conditional offers of employment are subject to successful completion of a criminal background check, I-9 Employment Eligibility Verification and, where applicable, the issuance of the required license. Salary subject to change upon verification of correct step and lane placement.

**Recommendation:** Approve the attached personnel recommendations.

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

**Attachment(s):**

1. Report (next page)

## LICENSED STAFF

### A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Salary</u>	<u>Date</u>
BASS, PATRICK	VVMS	PRINCIPAL, 1.0 FTE	\$157,695	07/03/2023
FABER, ROSANNA	CN	SPEECH-LANG PATH, 1.0 FTE (LTS)	\$27.63/HOUR	03/27/2023 - 06/05/2023
FRANKOVICH, JESSICA	EHS	ASL, 1.0 FTE	\$57,480	08/21/2023
FUREY, KIMBERLY	CS/CN	ART, 0.4 (LTS) AT CS ART, 0.2 (LTS) AT CN	\$27.63/HOUR	08/21/2023 - 06/03/2024
GILDER, ELEN	CN	GRADE 5, 1.0 FTE (LTS)	\$27.63/HOUR	03/28/2023 - 06/05/2023
GUERRA ROMO, EDGAR	EHS	ELA, 1.0 FTE	\$48,151	08/21/2023
HOLMAN, ELIZABETH	CS	SPED, 1.0 FTE	\$62,145	08/21/2023
SCHEINER, MAREN	ND	GRADE 1 FRENCH IMMERSION, 1.0 FTE	\$78,470	08/21/2023
TRUONG, ALYSON	EHS	SCIENCE, 1.0 FTE	\$42,116	08/21/2023
WELSH, SHEILA	EHS	SPED, 1.0 FTE (LTS)	\$67.18/HOUR	03/27/2023 - 06/05/2023

### B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Assignment</u>	<u>Building</u>	<u>Date</u>
ANDERSON, TIMOTHY	MIDDLE SCHOOL PRINCIPAL, 1.0 FTE	SVMS	06/30/2023
BRANDT, BETH	MUSIC TEACHER, RESIGNATION FROM 0.5 FTE OF 1.0 FTE POSITION (RETAIN 0.5)	CN	06/05/2023
BRANDT, KELSEY	SPED TEACHER, 1.0	HL	06/05/2023
DOLD, CHRISTINE	CHOIR TEACHER, RESIGNATION FROM 0.05 FTE OF 1.0 POSITION (RETAIN 0.95)	VV	06/02/2023
LEVINSKAS, ANTANAS	SCHOOL PSYCHOLOGIST, 1.0 FTE	DW	06/05/2023
LINDQUIST, ZACHARY	CHOIR TEACHER, 1.0 FTE	VVMS	05/31/2023
MINERICH, RACHEL	ELA TEACHER, 1.0 FTE	EHS	06/05/2023
SONDAY, ANNA	HEALTH SERVICES SUPERVISOR, 1.0 FTE	DW	03/24/2023
VIZENOR-HAMMERLY, AARON	SOCIAL STUDIES TEACHER, 1.0 FTE	EHS	06/05/2023

### C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Salary</u>	<u>Date</u>
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ANDRE-KNUDSEN, IAN	EHS	FROM: EA - SPED PARA TO: SPED TEACHER, 1.0 FTE	\$18,346.61	01/31/2023
BERGSTEN, CESLEY	ND/CC	FROM: LSN, 0.8 FTE (ND/OLG) TO: LSN, 1.0 FTE (ND/CC)	\$51,423	08/21/2023
PATINO-JOHNSON, PAOLA	CS	FROM: EA - WORLD LANGUAGE PARA TO: GRADE 1 SPANISH DUAL LANG, 1.0 FTE	\$65,128	08/21/2023
ROE, CORINNE	CS	FROM: EA - WORLD LANGUAGE PARA TO: GRADE 1 SPANISH DUAL LANG, 1.0 FTE	\$40,672	08/21/2023
VENEMAN, JESSACA	CV	FROM: TD MATH, 0.6 FTE TO: TD READING, 1.0 FTE	\$60,638	08/21/2023
YUSSEN, CHRISTINE	CS	FROM: PREMIER SPED SUB TO: SPED TEACHER, 1.0 FTE (LTS)	\$27.63/HOUR	04/04/2023- 06/05/2023

#### D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Anticipated Dates of Leave</u>
BOTHAM, MEGAN	GRADE 5, 1.0 FTE	ND	08/21/2023 - 06/03/2024
SCHMIDT, JESSICA	KINDERGARTEN, 1.0 FTE	ND	08/21/2023 - 06/03/2024
STAMM, ALYSSA	SPED, 1.0 FTE	CS	04/03/2023 - 06/02/2023

#### E. REQUEST FOR 1-YEAR UNPAID PARTIAL LEAVE OF ABSENCE

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Anticipated Dates of Leave</u>
BENSON, KRISTIN	LANGUAGE ARTS TEACHER 1.0 FTE TO 0.8 FTE	EHS	08/21/2023 - 06/03/2024
OSBORNE, BETONY	FRENCH TEACHER 0.96 FTE TO 0.74 FTE	SVMS	08/21/2023 - 06/03/2024
PAULSEN, CAROLYN	ML TEACHER 1.0 FTE TO 0.8 FTE	CS	08/21/2023 - 06/03/2024
PEPLOE-COURTNEY, JENNA	ART TEACHER 1.0 FTE TO 0.6 FTE	CS	08/21/2023 - 06/03/2024
STEVEN, SHANNON	ART TEACHER 1.0 FTE TO 0.8 FTE	CN	08/21/2023 - 06/03/2024

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

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Anticipated Dates of Leave</u>
RINK, ROSEMARY	GRADE 3, 0.5 FTE	CV	08/21/2023 - 06/03/2024
WENNER, KIRSTI	GRADE 3, 0.5 FTE	CV	08/21/2023 - 06/03/2024

**RESCIND BELOW JOB SHARE REQUEST AND BOARD'S FEBRUARY 13, 2023 APPROVAL OF:**

## NON-LICENSED STAFF

### A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
EIBON, JOSEPH	SVMS	HOURLY CUSTODIAN	\$17.21/HOUR	04/03/2023
GILBERTSON, MICHAEL	TC	BUS DRIVER	\$23.58/HOUR	03/27/2023
JOHNSON, JENNIFER	CN	IA - CLASSROOM PARA	\$17.50/HOUR	03/27/2023
KELLY, ANN	ELC	EA - SPED PARA	\$22.02/HOUR	04/03/2023
LORINSER, BONNIE	CN	EA - SPED PARA	\$18.50/HOUR	04/05/2023
OLSON, BRETT	EHS	HOURLY CUSTODIAN	\$20.25/HOUR	04/10/2023
PALM, KRISTEN	CN	IA - CLASSROOM PARA	\$20.00/HOUR	05/10/2023
PEDERSEN, RACHEL	EHS	MEDIA ASSISTANT CLASSIFICATION G	\$20.57/HOUR	04/03/2023
PRINDLE, MATTHEW	HL	EA - SPED PARA	\$19.67/HOUR	03/27/2023
SACKS, JULIA	ECC	IA - CLASSROOM PARA	\$20.00/HOUR	03/37/2023
THIRUKONDA GOWRI SHANKAR, DIVYESH	ECC	MARKETING AND COMM INTERN	\$15.00/HOUR	03/20/2023

### B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Assignment</u>	<u>Building</u>	<u>Date</u>
ADAMS, JENNA	EA - SPED PARA	SVMS	04/11/2023
ANDERSON, CARLIE	EQTY & ENROLLMENT LIAISON	DW	03/31/2023
ANTONY, NAN	IA - PARA CLASSROOM	CN	06/01/2023
AUGDAHL, KARI	IA - PARA CLASSROOM	ECC	06/01/2023
BERGEN, MARY	IA - PARA CLASSROOM	CN	06/01/2023
BOUBEKIR, LYNDA	EA - WORLD LANGUAGE PARA	ND	06/01/2023
BROVOLD, KRISTEN	IA - PARA CLASSROOM	HL	06/01/2023
CANNY, KIMBERLY	IA - PARA CLASSROOM	CV	05/31/2022
CASE, SHANNON	TEACHER ADMIN ASST CLASSIFICATION G	ND	06/05/2023
COOK, MIKAYLA	HOURLY CUSTODIAN	EHS	03/24/2023
COWAN, BARBARA	OFFICE ASSISTANT CLASSIFICATION E	SVMS	04/21/2023
CRANE HERMES, TERESA	IA - PARA CLASSROOM	CN	04/25/2023

DENMAN, BARBARA	IA - PARA CLASSROOM	ECC	06/01/2023
DUNCAN, CRIAG	EA - SPED PARA	VVMS	03/31/2023
ERLIN, BELINDA	IA - PARA CLASSROOM	HL	06/01/2023
FENSKE, SIMONE	EA - SPED PARA	CN	04/17/2023
GRATZ, KAREN	IA - PARA CLASSROOM	HL	06/01/2023
HOPFNER, SUSAN	IA - PARA CLASSROOM	ELC	06/01/2023
JOHNSON, JENNIFER	IA - PARA CLASSROOM	CN	06/01/2023
KRZYZANOWSKI, CATHERINE	IA - PARA CLASSROOM	HL	06/01/2023
KUNTZ, CAITLIN	IA - PARA CLASSROOM	CN	03/09/2023
LAFERTY, HOLLY	IA - PARA CLASSROOM	CN	06/01/2023
LYNES, ANDREW	EA - SECURITY MONITOR	SVMS	03/16/2023
NORR, LINDA	DEPARTMENT SPECIALIST CLASSIFICATION A	ELC	08/02/2023
OLSON, PAMELA	IA - PARA CLASSROOM	CV	06/01/2023
OSMAN, FADUMO	IA - PARA CLASSROOM	ECC	06/01/2023
O'SULLIVAN, AURELIE	EA - WORLD LANGUAGE PARA	ND	06/01/2023
PARSELY-HONOUR, JAMIE	IA - PARA CLASSROOM	ECC	06/01/2023
PEKAREK, KORINA	IA - PARA CLASSROOM	HL	06/01/2023
PIPER, DOYLE	PAYROLL SPECIALIST	DW	04/28/2023
RESBERG, AMY	IA - PARA CLASSROOM	ECC	06/01/2023
RUSSELL, JOANN	EA - SPED PARA	VVMS	04/14/2023
SACKS, JULIA	IA - PARA CLASSROOM	ECC	06/01/2023
SANDE, RICHARD	BUS DRIVER	TC	03/31/2023
SILVESTRI, JILL	IA - PARA CLASSROOM	HL	06/01/2023
VUE, THAI	HOURLY CUSTODIAN	EHS	04/24/2023
YOUNG, AVON	IA - PARA CLASSROOM	ELC	10/24/2022
ZEHRINGER, JESSICA	IA - PARA CLASSROOM	ELC	03/28/2023

**C. CHANGE OF EMPLOYMENT STATUS**

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Wage</u>	<u>Date</u>
BLACKWELL, PETER	DW	FROM: TOA - INFO AND ID SYSTEMS TO: TOD - APPLICATIONS & WEB	\$6,150/MONTH	04/01/2023



V.C. Termination and Non-Renewal of Probationary  
Teachers and Long-term Substitutes



**Board Meeting Date:** April 17, 2023

**TITLE:** Termination and Non-Renewal of Probationary Teachers and Long-term Substitutes

**TYPE:** Consent

**PRESENTER(S):** Sonya Sailer, Director of Human Resources

**BACKGROUND:** As a result of changing staffing needs each school year, the attached resolution provides for the termination and non-renewal of the teaching contracts for certain probationary teachers. These actions are necessary due to continuing contract teachers returning from leaves of absence, changes in enrollment, licensure requirements, and other reasons. These teachers may apply for any vacant positions available for the 2023-2024 school year if properly licensed and qualified.

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

**PRIMARY ISSUE(S) TO CONSIDER:** Termination and non-renewal of probationary teachers.

**ATTACHMENTS:** Resolution

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

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

Bale, Sarah	Hulst, Adam
Berckenhoff, Brenda	Jalao, Phia
Bjerke-Armstrong, Cassie	Jung, Samantha
Cole, Emma	Kennedy, Amy
Edmundson, Alyssa	Khwice, Sam
Elkins, Amby	Kinney, Julianne
Fenyak, Chelsey	Rootes, Molly
Fischer, Sean	Sirof, Marie Anne
Furey, Kimberly	Stolpestad, Amy
Hiniker, Nicholas	Sutton, Maya
Hoffman, Jada	Thompson, Alan

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

BE IT RESOLVED, by the School Board of Independent School District 273, that pursuant to Minnesota Statute Section 122A.40, subdivision 5, that the teaching contracts of the above named, who are probationary teachers and/or long-term substitutes in Independent School District 273, be hereby terminated at the close of the current 2022-23 school year.

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

**NOTICE OF TERMINATION  
AND NON-RENEWAL**

<<First>> <<Last>>

<<Location>>

<<Address>>

Dear <<First>>:

You are hereby notified that at a regular meeting of the School Board of Independent School District 273 held on April 17, 2023, a resolution was adopted by majority vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2023-34 school year. Said action of the Board is taken pursuant to Minnesota Statute Section 122A.40, subdivision 5.

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

Yours very truly,

SCHOOL BOARD OF  
INDEPENDENT SCHOOL DISTRICT 273

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

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Karen Gabler, Clerk of the School Board, ISD 273

V.D. Check Register - March 2023



**Board Meeting Date:** 4/17/2023

**Title:** Check Register – March 2023

**Type:** Consent

**Presenter(s):** Mert Woodard, Director, Business Services

**Description:** Presented for approval by the Board of Education are monthly disbursement totals, by fund, for the month of March 2023:

<u>Fund</u>	<u>Amount</u>
General	\$4,921,419
Food Service	312,898
Community Service	147,528
Building Construction	2,007,234
Debt Service	-
Internal Service	302
<b>Total</b>	<b>\$7,389,381</b>

**Recommendation:** Approve the disbursements as presented for the month of March 2023.

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

**Attachments:**

1. Check Register – March 2023

2022-23 School Year

# Check Register

For the Month Ended March 31, 2023



DEFINING EXCELLENCE

Check No.	Vendor	Description	Date	Amount
391422	MN PEIP	CURRENT TEACHERS	03/02/23	762,138.07
391754	MN PEIP	CURRENT TEACHERS	03/22/23	751,312.74
391579	NOW MICRO INC	QUOTE QT100882	03/09/23	462,000.00
391728	HEALTHPARTNERS INSU	CURRENT EMPLOYEES	03/22/23	380,063.58
391394	HEALTHPARTNERS INSU	CURRENT EMPLOYEES	03/02/23	376,180.60
391855	NORTHLAND CONCRETE	CS 2023 ADDITION 03	03/29/23	350,403.70
391855	NORTHLAND CONCRETE	CS 2023 ADDITION 03	03/29/23	308,104.00
391804	CHARTWELLS DINING S	FEB23 FOOD SERVICES	03/29/23	292,820.17
391879	ST CLOUD REFRIGERAT	CS 2023 ADDITION 23	03/29/23	201,850.65
391808	DAKA CORPORATION	CS 2023 ADDITION 05	03/29/23	163,024.75
391855	NORTHLAND CONCRETE	CS 2023 ADDITION 03	03/29/23	143,117.50
391879	ST CLOUD REFRIGERAT	CS 2023 ADDITION 23	03/29/23	110,136.56
391852	NEW LOOK CONTRACTIN	CS 2023 ADDITION 31	03/29/23	108,913.03
391665	MET-CON CONSTRUCTIO	BUS GARAGE ADDITION	03/15/23	103,531.62
391751	METRO TRANSPORTATIO	FEB23 SPED TRANSPOR	03/22/23	84,888.96
391648	EDINA SEASONAL SERV	EDINA SEASONAL WORK	03/15/23	72,300.00
391754	MN PEIP	RETIREEES/COBRA	03/22/23	64,424.31
391874	SHEEHY CONSTRUCTION	2022 CC WINDOW REPL	03/29/23	63,426.55
391422	MN PEIP	RETIREEES/COBRA	03/02/23	60,175.54
391863	RED CEDAR STEEL ERE	CS 2023 ADDITION 05	03/29/23	53,909.65
391578	NAC MECHANICAL & EL	VV 2022 BOILER REPL	03/09/23	52,487.50
391739	KRAUS-ANDERSON CONS	CS ADDITION-SITE SE	03/22/23	51,408.00
391814	ERICKSON ELECTRIC C	CS 2023 ADDITION 26	03/29/23	50,445.00
391808	DAKA CORPORATION	CS 2023 ADDITION 05	03/29/23	47,500.00
391446	SHEEHY CONSTRUCTION	ECC SITE REPAIRS	03/02/23	46,852.94
391579	NOW MICRO INC	QUOTE QT100882	03/09/23	46,500.00
391879	ST CLOUD REFRIGERAT	CS 2023 ADDITION 23	03/29/23	44,940.52
391781	TRANSFINDER CORPORA	ROUTING LICENSE	03/22/23	39,507.00
391618	U.S. SITEWORK, INC	2022 CV SITE IMPROV	03/09/23	38,549.53
391786	XCEL ENERGY	EHS 01/24/23-02/26/	03/22/23	36,082.27
391408	KINECT ENERGY, INC	EHS - JAN23 SERVICE	03/02/23	33,721.67
391712	DAKOTA TRUCK UNDERW	INSTALLMENT #10	03/22/23	32,560.00
391616	TWIN CITY TRANSPORT	FEB23 SPED SERVICES	03/09/23	28,871.34
391394	HEALTHPARTNERS INSU	COBRA/RETIREE	03/02/23	27,994.75
391458	WOLD ARCHITECTS & E	EHS DEFERRED MAINT	03/02/23	27,058.95
391751	METRO TRANSPORTATIO	FEB23 HHM TRANSPORT	03/22/23	26,873.60
391732	INTERMEDIATE DISTRI	LEASE LEVY	03/22/23	25,519.09
391400	INTERMEDIATE DISTRI	LEASE LEVY	03/02/23	25,519.09
391408	KINECT ENERGY, INC	SV - JAN23 SERVICES	03/02/23	25,155.83
391743	LANGUAGE SPROUT LLC	LNG SPRT/50% WIN/SP	03/22/23	24,397.25
391578	NAC MECHANICAL & EL	ECC 2022 BOILER REP	03/09/23	23,750.00
391365	APADANA LLC	HL LIGHTING UPGRADE	03/02/23	23,470.91
391365	APADANA LLC	CV LIGHTING UPGRADE	03/02/23	23,470.91
391813	ENVISION GLASS,INC	CS 2023 ADDITION 08	03/29/23	23,275.00
391732	INTERMEDIATE DISTRI	ITINERANT	03/22/23	22,751.41
391400	INTERMEDIATE DISTRI	ITINERANT	03/02/23	22,751.41
391836	KATH FUEL OIL SERVI	DIESEL	03/29/23	22,333.90
391732	INTERMEDIATE DISTRI	CONTRACTED NSO	03/22/23	20,735.46
391400	INTERMEDIATE DISTRI	CONTRACTED NSO	03/02/23	20,735.46
391814	ERICKSON ELECTRIC C	CS 2023 ADDITION 26	03/29/23	19,475.00
391526	INGINA LLC	ROBOTIC/STEM WINTER	03/09/23	19,152.70
391423	NATIONAL INSURANCE	LTD DISTRICT W/H	03/02/23	18,795.10
391757	NATIONAL INSURANCE	LTD DISTRICT W/H	03/22/23	18,734.00
391786	XCEL ENERGY	SV 01/24/23-02/23/2	03/22/23	18,359.52
391623	WEST METRO LEARNING	FEB23-SERVICE REQ I	03/09/23	17,460.00
391423	NATIONAL INSURANCE	CURRENT EMP LIFE/AD	03/02/23	16,702.63

Check No.	Vendor	Description	Date	Amount
391757	NATIONAL INSURANCE	CURR EMP LIFE/AD&D	03/22/23	16,237.95
391739	KRAUS-ANDERSON CONS	CS ADDITION-CONS MG	03/22/23	16,061.00
391371	BRAUN INTERTEC CORP	CS ADDITION-TEST/IN	03/02/23	16,051.00
391704	BSN SPORTS, LLC	STORE INVENTORY	03/22/23	15,539.00
391481	BSN SPORTS, LLC	SWEETHEARTS T-SHIRT	03/09/23	15,369.75
391540	KATH FUEL OIL SERVI	UNLEADED	03/09/23	14,689.00
391408	KINECT ENERGY, INC	ECC - JAN23 SERVICE	03/02/23	14,638.42
391708	CITY OF EDINA	EHS 12/01/22-02/28/	03/22/23	14,627.53
391807	COMMERCIAL DRYWALL	CS 2023 ADDITION 09	03/29/23	14,495.10
391408	KINECT ENERGY, INC	VV - JAN23 SERVICES	03/02/23	14,456.93
391739	KRAUS-ANDERSON CONS	EHS-LTFM UPGRADES	03/22/23	13,893.56
391850	MOSYLE CORPORATION	MOSYLE MANAGER PREM	03/29/23	13,760.00
391786	XCEL ENERGY	ECC 01/24/23-02/26/	03/22/23	13,735.09
391728	HEALTHPARTNERS INSU	COBRA/RETIREE	03/22/23	13,496.48
391680	SAFEWAY DRIVING SCH	SAFEWAY 201/213	03/15/23	13,320.00
391487	CITY OF EDINA - BRA	JAN-MAR BHOCKEY GAT	03/09/23	12,528.00
391713	DASH SPORTS LLC	DASH JAN-MAR	03/22/23	12,425.70
391786	XCEL ENERGY	VV 01/24/23-02/23/2	03/22/23	12,415.51
391431	PLANSOURCE	SERVICES FOR FEB 23	03/02/23	12,250.29
391823	GRAZZINI BROTHERS &	CS 2023 ADDITION 09	03/29/23	12,160.00
391814	ERICKSON ELECTRIC C	CS 2023 ADDITION 26	03/29/23	11,685.00
391824	HENKEMEYER COATINGS	CS 2023 ADDITION 07	03/29/23	11,400.00
391732	INTERMEDIATE DISTRI	CORE FEE	03/22/23	11,018.12
391400	INTERMEDIATE DISTRI	CORE FEE	03/02/23	11,018.12
391732	INTERMEDIATE DISTRI	SAFE SCHOOL	03/22/23	10,981.53
391400	INTERMEDIATE DISTRI	SAFE SCHOOL	03/02/23	10,981.53
391684	TEACHERS ON CALL, A	EHS - SUBSTITUTES	03/15/23	10,809.60
391810	DEEP PORTAGE	2/27 OVERNIGHT CAMP	03/29/23	10,752.00
391739	KRAUS-ANDERSON CONS	CS-GENERAL CONDITIO	03/22/23	10,560.86
391375	CDW GOVERNMENT	QUOTE NDKG739	03/02/23	10,500.00
391462	ABRAKADOODLE	ART STUDIO FALL	03/09/23	10,024.00
391781	TRANSFINDER CORPORA	ROUTING LICENSE	03/22/23	9,877.00
391767	PHOENIX SCHOOL COUN	SVC GR7/8 OLG Q4	03/22/23	9,686.63
391885	VALLEYFAIR GROUP SA	6/1 8TH GRD TICKETS	03/29/23	9,360.00
391708	CITY OF EDINA	VV 12/02/22-02/28/2	03/22/23	8,974.80
391455	TRUDY ARRIAGA	2/9-10 COHORT 3 TRA	03/02/23	8,750.00
391742	LANGUAGE LINE SERVI	FEB23 INTERPRETERS	03/22/23	8,507.81
391392	H&B SPECIALIZED PRO	CC - GYM WALL PADDI	03/02/23	8,186.00
391609	TEACHERS ON CALL, A	EHS - SUBSTITUTES	03/09/23	8,115.20
391779	TEACHERS ON CALL, A	EHS - SUBSTITUTES	03/22/23	8,089.60
391521	HEARTLAND BUSINESS	QUOTE 289054V1	03/09/23	7,657.36
391458	WOLD ARCHITECTS & E	CN LIGHTING REPLACE	03/02/23	7,600.01
391861	POWERSCHOOL GROUP L	21-22 TALENT ED REN	03/29/23	7,571.20
391458	WOLD ARCHITECTS & E	CS 2023 ADDITION	03/02/23	7,543.58
391644	DASH SPORTS LLC	DASH FEB/MAR	03/15/23	7,434.70
391390	GILBERT MECHANICAL	EHS-ABB MODEL	03/02/23	7,150.00
391684	TEACHERS ON CALL, A	HL - SUBSTITUTES	03/15/23	7,148.80
391378	CITY OF EDINA	CS 10/27/22-01/27/2	03/02/23	6,802.12
391749	MAYER ARTS INC	STRNG WRLD WINT/SPR	03/22/23	6,713.70
391693	XCEL ENERGY	BUS 01/25/23-02/26/	03/15/23	6,352.78
391527	INSPEC INC	EHS 2023 REROOF	03/09/23	6,308.34
391527	INSPEC INC	ECC 2023 REROOF	03/09/23	6,308.33
391527	INSPEC INC	VV 2023 REROOF	03/09/23	6,308.33
391408	KINECT ENERGY, INC	CC - JAN23 SERVICES	03/02/23	6,094.50
391408	KINECT ENERGY, INC	CV - JAN23 SERVICES	03/02/23	5,994.51
391429	PARALLEL TECHNOLOGI	QUOTE 13380	03/02/23	5,970.63
391686	TONENWORKS MUSIC THE	JAN23 MUSIC THERAPY	03/15/23	5,957.50
391510	FLICEK WELDING	VV-STEEL STEPS BLR	03/09/23	5,850.00
391510	FLICEK WELDING	ECC-STEEL STEPS BLR	03/09/23	5,850.00
391408	KINECT ENERGY, INC	CS - JAN23 SERVICES	03/02/23	5,835.66
391429	PARALLEL TECHNOLOGI	ECC - CARD ACCESS	03/02/23	5,763.68
391390	GILBERT MECHANICAL	EHS-DANFOSS STICK	03/02/23	5,750.00
391786	XCEL ENERGY	CS 01/24/23-02/23/2	03/22/23	5,639.83
391458	WOLD ARCHITECTS & E	SV 2023 CRTYD RECON	03/02/23	5,582.97
391656	JOSTENS INC	'23 DIPLOMA COVERS	03/15/23	5,474.95
391865	RIVER BOTTOM PRODUC	DESIGN/LABOR/STRIKE	03/29/23	5,425.00
391408	KINECT ENERGY, INC	HL - JAN23 SERVICES	03/02/23	5,386.60

Check No.	Vendor	Description	Date	Amount
391408	KINECT ENERGY, INC	CN - JAN23 SERVICES	03/02/23	5,378.77
391779	TEACHERS ON CALL, A	HL - SUBSTITUTES	03/22/23	5,350.40
391731	INSTITUTE FOR ENVIR	20-23 EHS MGMT PRGM	03/22/23	5,259.33
391528	INTERCULTURAL STRAT	FAM PARTNER CONSULT	03/09/23	5,250.00
391786	XCEL ENERGY	CV 01/24/23-02/23/2	03/22/23	5,044.01
391587	PLANSOURCE	OE RENEWAL	03/09/23	5,000.00
391439	RIVER BOTTOM PRODUC	POPS 2023 TECH LABO	03/02/23	5,000.00
391782	TRUDY ARRIAGA	3/8 COHORT 3 TRAINI	03/22/23	5,000.00
391786	XCEL ENERGY	CC 01/24/23-02/23/2	03/22/23	4,928.80
391684	TEACHERS ON CALL, A	CC - SUBSTITUTES	03/15/23	4,928.00
391708	CITY OF EDINA	CV 11/30/22-02/28/2	03/22/23	4,899.68
391786	XCEL ENERGY	CN 01/25/23-02/26/2	03/22/23	4,860.39
391849	MN DECA	DECA SUPPLIES	03/29/23	4,795.00
391423	NATIONAL INSURANCE	COBRA/RETIREE	03/02/23	4,789.91
391732	INTERMEDIATE DISTRI	HTP-GEN ED	03/22/23	4,757.39
391400	INTERMEDIATE DISTRI	HTP-GEN ED	03/02/23	4,757.39
391863	RED CEDAR STEEL ERE	CS 2023 ADDITION 05	03/29/23	4,750.00
391453	TONENWORKS MUSIC THE	DEC22 MUSIC THERAPY	03/02/23	4,653.75
391465	AMERICAN READING CO	PROPOSAL NUMBER 224	03/09/23	4,600.00
391757	NATIONAL INSURANCE	COBRA/RETIREE	03/22/23	4,593.52
391676	PSAT/NMSQT	PSAT 11 ADMIN	03/15/23	4,554.00
391633	BOLTON & MENK INC	ECC BLEACHER REPAIR	03/15/23	4,500.00
391779	TEACHERS ON CALL, A	VV - SUBSTITUTES	03/22/23	4,480.00
391514	GILBERT MECHANICAL	PUMP SEAL REPLACEME	03/09/23	4,422.35
391609	TEACHERS ON CALL, A	CS - SUBSTITUTES	03/09/23	4,416.00
391732	INTERMEDIATE DISTRI	LONG TERM FACILITIE	03/22/23	4,339.86
391400	INTERMEDIATE DISTRI	LONG TERM FACILITIE	03/02/23	4,339.86
391609	TEACHERS ON CALL, A	ND - SUBSTITUTES	03/09/23	4,332.80
391507	FIDELITY SECURITY L	EMPLOYEE WITHHOLDIN	03/09/23	4,324.28
391803	CATHERINE EARLEY	BODYSHAPE WINTER	03/29/23	4,305.90
391380	DAKOTA TRUCK UNDERW	FIN P/R AUD 7/21-7/	03/02/23	4,278.00
391786	XCEL ENERGY	HL 01/25/23-02/26/2	03/22/23	4,274.10
391473	BAYCOM INC	NEW WALKIES	03/09/23	4,199.68
391697	ADVANCED IMAGING SO	LEASE 04.08 0631790	03/22/23	4,151.77
391874	SHEEHY CONSTRUCTION	CC - BLINDS INSTALL	03/29/23	4,145.30
391408	KINECT ENERGY, INC	ND - JAN23 SERVICES	03/02/23	4,128.79
391609	TEACHERS ON CALL, A	CC - SUBSTITUTES	03/09/23	4,032.00
391547	LEARNING A-Z	A-Z LEARNING SUBSCR	03/09/23	4,008.71
391684	TEACHERS ON CALL, A	CS - SUBSTITUTES	03/15/23	3,993.60
391786	XCEL ENERGY	ND 01/24/23-02/26/2	03/22/23	3,874.00
391378	CITY OF EDINA	CN 10/31/22-01/30/2	03/02/23	3,777.88
391577	THE MUSIC MART	FOX 330 OBOE	03/09/23	3,695.00
391511	GENERAL PARTS LLC	ROLLING RACK CASTER	03/09/23	3,683.74
391572	MIKKONEN MUSIC LLC	FEB23 MUSIC LESSONS	03/09/23	3,667.50
391732	INTERMEDIATE DISTRI	ALC-STABILIZATION F	03/22/23	3,660.51
391400	INTERMEDIATE DISTRI	ALC-STABILIZATION F	03/02/23	3,660.51
391684	TEACHERS ON CALL, A	ND - SUBSTITUTES	03/15/23	3,654.40
391423	NATIONAL INSURANCE	VOL AD&D EMPLOYEE W	03/02/23	3,645.20
391684	TEACHERS ON CALL, A	CN - SUBSTITUTES	03/15/23	3,628.80
391772	REGION 6AA	3/8 SECTION BBSKTBA	03/22/23	3,625.00
391609	TEACHERS ON CALL, A	EHS - SUBSTITUTES	03/09/23	3,616.00
391757	NATIONAL INSURANCE	VOL AD&D EMPLOYEE W	03/22/23	3,586.29
391609	TEACHERS ON CALL, A	HL - SUBSTITUTES	03/09/23	3,558.40
391409	LARKIN HOFFMAN DALY	EPS INSURANCE COVER	03/02/23	3,528.00
391779	TEACHERS ON CALL, A	CC - SUBSTITUTES	03/22/23	3,520.00
391691	WINSOR LEARNING INC	PROFESSIONAL TRAINI	03/15/23	3,500.00
391684	TEACHERS ON CALL, A	VV - SUBSTITUTES	03/15/23	3,456.00
391487	CITY OF EDINA - BRA	JAN-MAR GHOCKEY GAT	03/09/23	3,455.00
391527	INSPEC INC	VV-ROOF/WALL PROF S	03/09/23	3,453.40
391732	INTERMEDIATE DISTRI	TRANS DISABLED	03/22/23	3,447.97
391400	INTERMEDIATE DISTRI	TRANS DISABLED	03/02/23	3,447.97
391609	TEACHERS ON CALL, A	VV - SUBSTITUTES	03/09/23	3,430.40
391695	RYAN BLOOM	GRIEVANCE SETTLEMEN	03/22/23	3,385.00
391871	SCHOOL SERVICE EMPL	UNION DUES W/HOLDIN	03/29/23	3,330.48
391779	TEACHERS ON CALL, A	ND - SUBSTITUTES	03/22/23	3,315.20
391407	KAY ZUCCARO	WATER AERO JAN-MAR2	03/02/23	3,311.00
391444	SCHOOL SERVICE EMPL	UNION DUES W/HOLDIN	03/02/23	3,308.28

Check No.	Vendor	Description	Date	Amount
391386	FIDDLERSHOP	QUOTE# D9472	03/02/23	3,299.00
391871	SCHOOL SERVICE EMPL	UNION DUES W/HOLDIN	03/29/23	3,269.42
391408	KINECT ENERGY, INC	BUS - JAN23 SERVICE	03/02/23	3,258.99
391691	WINSOR LEARNING INC	#210-5100 SUNDAY SY	03/15/23	3,237.50
391691	WINSOR LEARNING INC	#210-5100 SUNDAY SY	03/15/23	3,237.50
391691	WINSOR LEARNING INC	#310-1500 SUNDAY SY	03/15/23	3,237.50
391691	WINSOR LEARNING INC	#310-1500 SUNDAY SY	03/15/23	3,237.50
391687	UNITED NATIONS ASSO	MODEL UN SCHOOL FEE	03/15/23	3,220.00
391762	NORTHLAND MECHANICA	DOM H/W HEATER REPA	03/22/23	3,037.55
391414	MEGAN KOOMAN	GYMNASTICS 104-208	03/02/23	3,032.40
391738	JUNIOR ACHIEVEMENT	4/7 BIZTOWN 6TH GRD	03/22/23	3,000.00
391849	MN DECA	DECA ICDC CONFERENC	03/29/23	3,000.00
391624	WESTMARK PRODUCTION	TEDX EDITING	03/09/23	2,985.00
391708	CITY OF EDINA	CC 12/01/22-03/02/2	03/22/23	2,911.21
391378	CITY OF EDINA	HL 10/31/22-01/26/2	03/02/23	2,905.31
391593	RELATE COUNSELING C	CHEM HEALTH #6 OF 1	03/09/23	2,880.00
391704	BSN SPORTS, LLC	HORNET BLACK TSHIRT	03/22/23	2,860.00
391554	MAKERBOT INDUSTRIES	QUOTE 00111762	03/09/23	2,858.06
V18337	BETH RUSSELL	MEDICARE SPOUSE	03/09/23	2,857.20
391702	BENEFIT EXTRAS, INC	HRA ADMIN-MAR	03/22/23	2,831.25
391731	INSTITUTE FOR ENVIR	CS RENO INSPECTION	03/22/23	2,827.44
391854	NORTHFIELD LINES IN	CHARTER BUS: CAMP	03/29/23	2,814.46
391421	MINNESOTA SCHOOL EM	UNION DUES W/HOLDIN	03/02/23	2,796.23
391454	TRI-STATE BOBCAT IN	DW - TORO/BATTERY	03/02/23	2,754.69
391779	TEACHERS ON CALL, A	SV - SUBSTITUTES	03/22/23	2,752.00
391734	JEAN ORBISON VAN HE	MUSIC DIRECTOR FEES	03/22/23	2,700.00
391774	SECURITY CONTROL SY	ECC-DOOR 3 REWIRING	03/22/23	2,699.45
V18315	BRADLEY G DAHLMAN	MODEL UN TRIP MEALS	03/09/23	2,687.63
391399	INSTITUTE FOR ENVIR	EHS ASBESTOS REMOVA	03/02/23	2,656.08
391847	MINNESOTA SCHOOL EM	UNION DUES W/HOLDIN	03/29/23	2,607.86
391592	REGION 6AA	2/21 SECTION BHOCKE	03/09/23	2,566.00
391679	RUPP ANDERSON SQUIR	LEGAL SERV: MISC	03/15/23	2,547.00
391730	HORIZON COMMERCIAL	POOL SUPPLIES	03/22/23	2,528.70
391452	TOBII DYNAVOX	TOBII DYNAVOX SUBSC	03/02/23	2,507.40
391880	STUDY.COM LLC	K12 CURRICULUM LICE	03/29/23	2,500.00
391864	REGION 6AA	2/25 SECTION BSWIM	03/29/23	2,495.00
391684	TEACHERS ON CALL, A	SV - SUBSTITUTES	03/15/23	2,464.00
V18337	BETH RUSSELL	MEDICARE	03/09/23	2,437.70
391774	SECURITY CONTROL SY	VV-REWIRE DOOR 23/2	03/22/23	2,420.64
391673	PARALLEL TECHNOLOGI	BUS - SECURITY & ID	03/15/23	2,402.00
391631	BAUER BUILT INC	TIRES	03/15/23	2,398.14
391609	TEACHERS ON CALL, A	CN - SUBSTITUTES	03/09/23	2,380.80
391458	WOLD ARCHITECTS & E	CS ES FURNITURE	03/02/23	2,377.79
391779	TEACHERS ON CALL, A	CS - SUBSTITUTES	03/22/23	2,368.00
391532	JOAN NIMERFROH	PILATES SEPT/DEC	03/09/23	2,361.10
391400	INTERMEDIATE DISTRI	FY23 JUL/AUG ITINER	03/02/23	2,348.53
391851	NATIONAL CONSULTING	PIANO ACCOMPANIMENT	03/29/23	2,256.25
391731	INSTITUTE FOR ENVIR	ELECTRICAL TRAINING	03/22/23	2,200.00
391609	TEACHERS ON CALL, A	HL - SUBSTITUTES	03/09/23	2,155.52
391412	LUMEN TECHNOLOGIES	DO 01/12/23-02/11/2	03/02/23	2,125.23
391399	INSTITUTE FOR ENVIR	20-23 EHS MGMT SERV	03/02/23	2,120.21
391716	DIVERSE CONSTRUCTIO	EHS-CAFETERIA WALL	03/22/23	2,100.00
391709	CITY OF EDINA-HEALT	APP183-SVMS LIC REN	03/22/23	2,095.00
391569	MIDWEST BUS PARTS I	FUEL TANK	03/09/23	2,081.34
391653	HORIZON COMMERCIAL	POOL SYSTEM REPAIR	03/15/23	2,078.36
391632	BAYADA HOME HEALTH	D.S. - SCHOOL NURSE	03/15/23	2,050.00
391632	BAYADA HOME HEALTH	D.S. - SCHOOL NURSE	03/15/23	2,045.00
391798	BAYADA HOME HEALTH	D.S. - SCHOOL NURSE	03/29/23	2,043.75
391405	KATH FUEL OIL SERVI	DEF	03/02/23	2,019.80
391865	RIVER BOTTOM PRODUC	LIGHTING RENTAL EYS	03/29/23	2,000.00
391628	3PI TECH SOLUTIONS	3D45-01 - DREMEL DI	03/15/23	1,999.00
391790	ACME TOOLS PLYMOUTH	1 EACH POWERMATIC M	03/29/23	1,950.00
391630	ARVIG	MAR23 INTERNET FEES	03/15/23	1,910.90
391381	DASH SPORTS LLC	MULTI SPORT 221-216	03/02/23	1,907.50
391669	NORTHWEST PASSAGE	JAN23 TUITION-SPED	03/15/23	1,904.00
391806	CHRISTINE JOHNSON	ADDENDUM CONSULT FE	03/29/23	1,900.00
391564	M-F ATHLETIC	TENT PACKAGE	03/09/23	1,895.00

Check No.	Vendor	Description	Date	Amount
391369	BAUER BUILT INC	TIRES	03/02/23	1,881.09
391400	INTERMEDIATE DISTRI	FY22 JUNE ITINERANT	03/02/23	1,878.28
391524	HORIZON COMMERCIAL	POOL SUPPLIES	03/09/23	1,876.22
391799	BAYCOM INC	RADIO DIAGNOSTIC/RE	03/29/23	1,856.25
391847	MINNESOTA SCHOOL EM	UNION DUES W/HOLDIN	03/29/23	1,797.70
391632	BAYADA HOME HEALTH	E.B. - SCHOOL NURSE	03/15/23	1,755.00
391632	BAYADA HOME HEALTH	E.B. - SCHOOL NURSE	03/15/23	1,738.75
391369	BAUER BUILT INC	ROUTE CONTROL (2)	03/02/23	1,724.72
391504	EHS SENIOR PARTY	AGREEMENT SALES	03/09/23	1,724.59
391478	BRAUN INTERTEC CORP	CC - WINDOW TESTING	03/09/23	1,712.75
391827	HORIZON COMMERCIAL	POOL CHEMICAL SUPPL	03/29/23	1,710.25
V18295	JAMIE HAWKINSON	LEADER IN ME FEES	03/02/23	1,691.94
391378	CITY OF EDINA	BUS 10/27/22-01/26/	03/02/23	1,662.17
391635	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	03/15/23	1,659.00
391425	OAK RIDGE COUNTRY C	OAK RIDGE BOXED LUN	03/02/23	1,637.13
391779	TEACHERS ON CALL, A	CN - SUBSTITUTES	03/22/23	1,632.00
391472	BAYADA HOME HEALTH	DS - SCHOOL NURSE	03/09/23	1,582.50
391812	EDUCATION LOGISTICS	JAN23 - GPS SERVICE	03/29/23	1,582.12
391812	EDUCATION LOGISTICS	FEB23 - GPS SERVICE	03/29/23	1,582.12
391812	EDUCATION LOGISTICS	MAR23 - GPS SERVICE	03/29/23	1,582.12
391800	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	03/29/23	1,580.00
391635	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	03/15/23	1,580.00
391635	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	03/15/23	1,580.00
391819	GENERAL PARTS LLC	SV - DISHWASHER PAR	03/29/23	1,577.44
391366	APPLE VALLEY MINNEA	11/4-5 DEBATE ENTRY	03/02/23	1,570.00
391779	TEACHERS ON CALL, A	CV - SUBSTITUTES	03/22/23	1,568.00
391503	EDUCATORS BENEFIT C	1095C MAILING LIST	03/09/23	1,558.00
391424	NCS PEARSON INC	QNTRSITELIC - SUBTE	03/02/23	1,550.00
391764	NORTHWEST PASSAGE	FEB23 TUITION-SPED	03/22/23	1,547.00
391460	XCEL ENERGY	SV 01/17/23-02/15/2	03/02/23	1,543.05
391673	PARALLEL TECHNOLOGI	ECC - DOOR #1 ACCES	03/15/23	1,511.12
391364	ANDERSON RACE MANAG	2023 TREK AROUND GL	03/02/23	1,500.00
391636	CAMP NICOLET INC	CAMP FEE - K.M.	03/15/23	1,500.00
391400	INTERMEDIATE DISTRI	FY21 JUNE ITINERANT	03/02/23	1,499.48
391709	CITY OF EDINA-HEALT	APP210-VVMS LIC REN	03/22/23	1,495.00
391482	CAPSTONE PRESS INC	QUOTE 012320231048	03/09/23	1,490.14
391471	BAUER BUILT INC	TIRES	03/09/23	1,487.00
391622	WASTE MANAGEMENT OF	SV - MAR23 SERVICES	03/09/23	1,474.88
391839	LANGUAGE SPROUT LLC	SPAN/FRENCH OCT	03/29/23	1,457.75
391802	CATALYST SOURCING S	ONDEMAND/DMTS/CHROM	03/29/23	1,450.00
391608	STRATEGIC BEHAVIORA	A.A. WKS 1/13-1/27	03/09/23	1,430.00
391791	ACOUSTICS ASSOCIATE	CS 2023 ADDITION 09	03/29/23	1,425.00
391684	TEACHERS ON CALL, A	CV - SUBSTITUTES	03/15/23	1,408.00
391733	ITSAVVY LLC	DEDUCTIBLES-14	03/22/23	1,400.00
391792	ADVANCED IMAGING SO	ECC/DO 02/23	03/29/23	1,378.63
391674	PARTNERED LLC	LEADERSHIP SURVEY	03/15/23	1,375.00
391622	WASTE MANAGEMENT OF	VV - MAR23 SERVICES	03/09/23	1,371.84
391800	BUSINESS ESSENTIALS	CANARY 8 1/2 X 11	03/29/23	1,350.00
391397	HUMERATECH	BUS-REPRGM GAS DETE	03/02/23	1,350.00
391609	TEACHERS ON CALL, A	SV - SUBSTITUTES	03/09/23	1,344.00
391490	CROSTOWN MECHANICA	VEGGIE COOLER REPAI	03/09/23	1,336.35
391641	CROSTOWN MECHANICA	SV DISHWASHER REPAI	03/15/23	1,321.25
391798	BAYADA HOME HEALTH	E.B. - SCHOOL NURSE	03/29/23	1,316.25
391472	BAYADA HOME HEALTH	EB - SCHOOL NURSE	03/09/23	1,316.25
391622	WASTE MANAGEMENT OF	ECC - MAR23 SERVICE	03/09/23	1,296.33
391373	CAMP FOLEY	5/25-27 TRIP DEPOSI	03/02/23	1,290.00
391622	WASTE MANAGEMENT OF	EHS - MAR23 SERVICE	03/09/23	1,282.02
391845	METRO ELEVATOR INC	ECC-APR23 ELEVATOR	03/29/23	1,275.00
391419	METRO ELEVATOR INC	ECC MAR23 ELEVATOR	03/02/23	1,275.00
391418	MESSERLI & KRAMER P	IW-JEFFREY A CARLSO	03/02/23	1,243.26
391400	INTERMEDIATE DISTRI	FY22 JUL/AUG ITINER	03/02/23	1,233.79
391609	TEACHERS ON CALL, A	CV - SUBSTITUTES	03/09/23	1,216.00
391865	RIVER BOTTOM PRODU	PLAY SET SUPPLIES	03/29/23	1,200.00
391870	SCHERER BROTHERS LU	MUSICAL SET MATERIA	03/29/23	1,194.71
391702	BENEFIT EXTRAS, INC	HSA ADMIN-MAR	03/22/23	1,192.50
V18337	BETH RUSSELL	MEDICARE SUPPL	03/09/23	1,188.00
391635	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	03/15/23	1,185.00

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391827	HORIZON COMMERCIAL	LIGHTS	03/29/23	1,178.99
391802	CATALYST SOURCING S	ONDEMAND/PHOTOGRAPH	03/29/23	1,160.00
391732	INTERMEDIATE DISTRI	ALC	03/22/23	1,155.20
391400	INTERMEDIATE DISTRI	ALC	03/02/23	1,155.20
391458	WOLD ARCHITECTS & E	CS 2023 LTFM	03/02/23	1,145.54
391799	BAYCOM INC	ANTENNA WORK	03/29/23	1,137.89
391731	INSTITUTE FOR ENVIR	CC ASBESTOS REMOVAL	03/22/23	1,127.87
391485	CHRISTINE JOHNSON	MAR23 INDIAN CONSUL	03/09/23	1,115.00
391635	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	03/15/23	1,106.00
391770	PROPIO LANGUAGE SER	FEB23 INTERPRETERS	03/22/23	1,102.50
391660	LAKE CONFERENCE	NORDIC SKI FAIR SHA	03/15/23	1,101.60
391660	LAKE CONFERENCE	NORDIC SKI FAIR SHA	03/15/23	1,101.60
391865	RIVER BOTTOM PRODUC	DESIGN/SET LABOR	03/29/23	1,100.00
391709	CITY OF EDINA-HEALT	EHS LIC00006869 APP	03/22/23	1,075.00
V18345	TROY STEIN	CELL PHONE PURCHASE	03/09/23	1,057.95
391817	FLICEK WELDING	LIGHT POLE REPAIR	03/29/23	1,050.00
391765	NSAV INC	QUOTE S01729	03/22/23	1,048.04
391675	PRAIRIE ELECTRIC CO	LIGHTING CNTRL REPA	03/15/23	1,040.59
391877	SONUS INTERIORS INC	CS 2023 ADDITION 09	03/29/23	1,039.30
391469	ASTLEFORD INTERNATI	MASTER CYLINDER	03/09/23	1,029.18
391829	HUMERATECH	BUS - RELAYS REPL	03/29/23	1,027.55
391609	TEACHERS ON CALL, A	CS - SUBSTITUTES	03/09/23	1,024.00
391609	TEACHERS ON CALL, A	CC - SUBSTITUTES	03/09/23	1,024.00
391609	TEACHERS ON CALL, A	ND - SUBSTITUTES	03/09/23	1,024.00
391832	JOHN A DAL SIN & SON	LEAK REPAIR	03/29/23	1,022.24
391456	UPPER LAKES FOODS I	KC FOOD WISE GUYS	03/02/23	1,017.56
391602	SCHOOL OUTFITTERS	HEAVY DUTY DEEP MET	03/09/23	1,015.76
391805	CHESS & STRATEGY GA	CHESS 111-444	03/29/23	1,015.00
391419	METRO ELEVATOR INC	EHS SERVICE CALL	03/02/23	1,014.50
391456	UPPER LAKES FOODS I	KC FOOD HL	03/02/23	1,005.25
391362	ACTION FENCE INC	CS ADDITION-CONS GA	03/02/23	1,005.00
391620	UPPER LAKES FOODS I	KC FOOD CN	03/09/23	1,002.09
391821	GOPHER/PLAY WITH A	EQUIPMENT FOR PHYED	03/29/23	999.66
V18398	ZHUO WANG	CHINESE BUFFET TRIP	03/15/23	999.34
391761	NORTHFIELD LINES IN	CHARTER BUS: CAMP	03/22/23	973.10
391622	WASTE MANAGEMENT OF	CC - MAR23 SERVICES	03/09/23	967.40
391732	INTERMEDIATE DISTRI	CAREER & TECH	03/22/23	954.44
391400	INTERMEDIATE DISTRI	CAREER & TECH	03/02/23	954.44
V18407	REBECCA R HUBERTY	CLASSROOM SUPPLIES	03/22/23	943.72
391374	CATALYST SOURCING S	ONDEMAND/CHROMEBOOK	03/02/23	942.50
391685	THE TESSMAN COMPANY	EHS - SALT	03/15/23	942.00
391792	ADVANCED IMAGING SO	HIGH SCHOOL 02/23	03/29/23	925.80
V18342	RANDAL J SMASAL	MACKBOOK AIR PURCHA	03/09/23	925.08
391797	BAUER BUILT INC	TIRES	03/29/23	924.92
V18337	BETH RUSSELL	MEDICARE SUPPL SPOU	03/09/23	915.00
391709	CITY OF EDINA-HEALT	ND LIC00006870 APP1	03/22/23	895.00
391709	CITY OF EDINA-HEALT	HL LIC00006873 APP1	03/22/23	895.00
391709	CITY OF EDINA-HEALT	CC LIC00006859 APP	03/22/23	895.00
391709	CITY OF EDINA-HEALT	CN LIC00006860 APP	03/22/23	895.00
391709	CITY OF EDINA-HEALT	CS LIC00006861 APP	03/22/23	895.00
391709	CITY OF EDINA-HEALT	CV LIC00006863 APP	03/22/23	895.00
391704	BSN SPORTS, LLC	WRESTLING SINGLET S	03/22/23	892.50
391551	LOCAL LLC	EDINA MAG ADVERT	03/09/23	880.00
391458	WOLD ARCHITECTS & E	CC 2023 LTFM	03/02/23	873.54
391420	MINNESOTA HISTORICA	MUSEUM PLUS PACKAGE	03/02/23	868.00
391408	KINECT ENERGY, INC	MAR23 ENERGY MGMT F	03/02/23	867.00
391559	MASSP-MN ASSOC OF S	MEMBERSHIP - T.P.	03/09/23	865.00
391559	MASSP-MN ASSOC OF S	MEMBERSHIP - E.L.	03/09/23	865.00
391442	RYDIN	23-24 PARKING PERMI	03/02/23	850.14
391846	MIDWEST BUS PARTS I	BUMPER	03/29/23	850.00
391763	NORTHSTAR MEDIA INC	ZEPHYRUS PRINTING	03/22/23	835.33
391689	UPPER LAKES FOODS I	KC FOOD CS	03/15/23	825.01
391766	OLYMPIC COMMUNICATI	CC INTERCOM WORK	03/22/23	825.00
391427	OLSEN CHAIN & CABLE	CHAIN	03/02/23	821.44
391785	WESTMARK PRODUCTION	WINTER CHORAL VIDEO	03/22/23	820.00
391388	FOLLETT SCHOOL SOLU	BOOKS FOR HIGHLANDS	03/02/23	816.57
391669	NORTHWEST PASSAGE	JAN23 TUITION-GEN E	03/15/23	816.00

Check No.	Vendor	Description	Date	Amount
391632	BAYADA HOME HEALTH	D.S. - SCHOOL NURSE	03/15/23	811.25
391853	NORCOSTCO INC	LIGHTRENTAL FICK	03/29/23	810.00
391609	TEACHERS ON CALL, A	CV - SUBSTITUTES	03/09/23	800.00
391621	VEOLIA NORTH AMERIC	ECC-HAZ WASTE REMOV	03/09/23	780.26
391609	TEACHERS ON CALL, A	VV - SUBSTITUTES	03/09/23	768.00
391747	MACKIN EDUCATIONAL	BOOKS FOR ND	03/22/23	758.71
391661	LITERACY RESOURCES,	HEGGERTY TRAINING	03/15/23	750.00
391873	SEON DESIGN (USA) C	VIDEO EQUIPMENT	03/29/23	743.00
391396	HOUSE OF NOTE	CELLO REPAIR	03/02/23	742.25
391856	NORTHLAND MECHANICA	HOT WATER HEATER	03/29/23	733.00
391451	THREE RIVERS PARK D	11/10/22 FIELD TRIP	03/02/23	732.00
391641	CROSTOWN MECHANICA	SV FREEZER REPAIR	03/15/23	726.72
391428	OLYMPUS LOCKERS & S	PADLOCKS FOR BAND	03/02/23	724.00
391792	ADVANCED IMAGING SO	CONCORD 02/23	03/29/23	709.84
391792	ADVANCED IMAGING SO	CREEK VALLEY 02/23	03/29/23	701.46
391600	SAMANTHA BOLL	2/21 PD TRAINING	03/09/23	700.00
391766	OLYMPIC COMMUNICATI	WOODSHOP INTERCOM	03/22/23	699.75
V18286	KAREN L BERGMAN	LUNCH ACCT REFUND	03/02/23	698.78
391699	ASTLEFORD INTERNATI	EGR	03/22/23	694.62
391488	CITY OF EDINA - POL	2/11 HOCKEY SECURIT	03/09/23	690.00
391860	PLASTIC BAG MART	SV - COMPOST BAGS	03/29/23	678.65
391731	INSTITUTE FOR ENVIR	ECC ASBESTOS REMOVA	03/22/23	676.09
391383	EDUCATORS BENEFIT C	403(B) ADMIN&COMP F	03/02/23	667.29
391764	NORTHWEST PASSAGE	FEB23 TUITION-GEN E	03/22/23	663.00
391679	RUPP ANDERSON SQUIR	LEGAL SERV: SPED	03/15/23	663.00
391792	ADVANCED IMAGING SO	SOUTH VIEW 02/23	03/29/23	660.33
391607	STATE SUPPLY COMPAN	ROOM #111 NEW FAUCE	03/09/23	660.30
391622	WASTE MANAGEMENT OF	CS - MAR23 SERVICES	03/09/23	660.17
391846	MIDWEST BUS PARTS I	QSTRAINT	03/29/23	658.48
391569	MIDWEST BUS PARTS I	SAFEGUARD RESTRAINT	03/09/23	649.50
391691	WINSOR LEARNING INC	ESTIMATED SHIPPING/	03/15/23	647.50
391691	WINSOR LEARNING INC	ESTIMATED SHIPPING/	03/15/23	647.50
391569	MIDWEST BUS PARTS I	SEAL	03/09/23	642.30
391549	LIFE SAFETY SYSTEMS	FIRE ALARM DIAGNOST	03/09/23	640.00
391569	MIDWEST BUS PARTS I	CAMERA CABLES	03/09/23	639.00
391569	MIDWEST BUS PARTS I	BRAKE PADS	03/09/23	637.14
391878	SPS COMPANIES INC	ZURN ACTUATOR FLUSH	03/29/23	634.67
391609	TEACHERS ON CALL, A	ELC/ECSE - SUBSTITU	03/09/23	633.60
391640	CRAIG CROASTON	DIVE 109/111	03/15/23	630.00
391679	RUPP ANDERSON SQUIR	LEGAL SERV: EXPULSI	03/15/23	627.00
391531	JESSEN PRESS INC	CHOIR WINTER PROGRA	03/09/23	619.50
391872	SECURITY CONTROL SY	DOOR 3 ALARM REPAIR	03/29/23	619.43
391569	MIDWEST BUS PARTS I	DECALS	03/09/23	617.29
391697	ADVANCED IMAGING SO	LEASE 04.08 0631790	03/22/23	612.00
391664	MCPHILLIPS BROS ROO	ROOF LEAK INVESTIGA	03/15/23	604.00
391738	JUNIOR ACHIEVEMENT	3/31 FINANCE PARK	03/22/23	600.00
391887	ZIEBART	FUEL TANK COATING	03/29/23	600.00
391727	H&B SPECIALIZED PRO	F/H BASKET REPAIR	03/22/23	594.00
391859	PIONEER MANUFACTURI	EHS - GAME DAY PAIN	03/29/23	588.00
391550	LIGHTNING PRINTING	MMEA PROGRAM	03/09/23	583.84
391860	PLASTIC BAG MART	CC - COMPOST BAGS	03/29/23	581.70
391860	PLASTIC BAG MART	ECC - COMPOST BAGS	03/29/23	581.70
391639	CHESTERTON ACADEMY	NON PUB TRANS 21-22	03/15/23	578.95
391456	UPPER LAKES FOODS I	KC FOOD CV	03/02/23	569.47
391792	ADVANCED IMAGING SO	CORNELIA 02/23	03/29/23	565.99
391622	WASTE MANAGEMENT OF	CV - MAR23 SERVICES	03/09/23	560.28
391858	ODP BUSINESS SOLUTI	FRONT OFFICE CHAIRS	03/29/23	559.98
391792	ADVANCED IMAGING SO	HIGHLANDS 02/23	03/29/23	555.19
391792	ADVANCED IMAGING SO	COUNTRYSIDE 02/23	03/29/23	547.94
391591	RECYCLE TECHNOLOGIE	ECC-LIGHT BULB/RECY	03/09/23	544.31
391792	ADVANCED IMAGING SO	BUS GARAGE 02/23	03/29/23	541.25
391668	NCS PEARSON INC	#30866 - BASC-3 Q-G	03/15/23	525.00
391609	TEACHERS ON CALL, A	SV - SUBSTITUTES	03/09/23	512.00
391609	TEACHERS ON CALL, A	CN - SUBSTITUTES	03/09/23	512.00
391456	UPPER LAKES FOODS I	KC FOOD CV	03/02/23	510.54
391696	JEANNE AARON	NATRLDRAW JAN-MAR	03/22/23	510.00
391825	HOGLUND BUS CO INC	SHOCK	03/29/23	504.80

Check No.	Vendor	Description	Date	Amount
391548	LEIF MEDIA & PR LLC	2023 SPR NEWSLETTER	03/09/23	500.00
391436	RADAR CONSULTING LL	RECRUITING FEE	03/02/23	500.00
391731	INSTITUTE FOR ENVIR	EHS ASBESTOS REMOVA	03/22/23	496.00
391438	RENAISSANCE LEARNIN	FASTBRIDGE CONSULT	03/02/23	495.00
391508	FIRESTONE COMPLETE	TIRES	03/09/23	489.56
391740	KRISTIN SMITH	SNACKS FOR CAMP REI	03/22/23	484.11
391673	PARALLEL TECHNOLOGI	ECC-MAG READER SETU	03/15/23	482.69
391413	MDE-MCIS: ACCT 6218	SV - MCIS JR SUBSC	03/02/23	475.00
391413	MDE-MCIS: ACCT 6218	VV - MCIS JR SUBSC	03/02/23	475.00
391755	MSOPA	CONF REGISTRATION-A	03/22/23	475.00
391541	KELLE WALSTEAD	PRIV MUSIC WINTER	03/09/23	473.20
391541	KELLE WALSTEAD	PRIVATE MUSIC FEB	03/09/23	473.20
391553	MACKIN EDUCATIONAL	BOOKS FOR CONCORD	03/09/23	471.53
391685	THE TESSMAN COMPANY	CS - SALT	03/15/23	471.00
391685	THE TESSMAN COMPANY	DW - SALT	03/15/23	471.00
391827	HORIZON COMMERCIAL	2 CHEM CHECK KITS	03/29/23	470.78
391729	HOGLUND BUS CO INC	DENIED WARRANTY CLA	03/22/23	464.35
391643	CUSTOM HOSE TECH	PLOW HOSE	03/15/23	462.51
391622	WASTE MANAGEMENT OF	CN - MAR23 SERVICES	03/09/23	461.73
391488	CITY OF EDINA - POL	2/3 BSKTBALL SECURI	03/09/23	460.00
391760	NICKI BLACK	ETIQUETTE 311-480	03/22/23	455.00
391729	HOGLUND BUS CO INC	HUB	03/22/23	453.21
391846	MIDWEST BUS PARTS I	CALIPER	03/29/23	452.85
391800	BUSINESS ESSENTIALS	PINK 8 1/2 X 11	03/29/23	450.00
391495	DAVID WEBB -- HOMER	EXECUTIVE COACHING	03/09/23	450.00
391495	DAVID WEBB -- HOMER	AML EXEC COACH	03/09/23	450.00
391748	MANOR ELECTRIC INC	DO OUTLET REPAIR	03/22/23	450.00
391741	LAKEVILLE NORTH SPE	3/4 SPEECH ENTRY FE	03/22/23	446.00
391411	LITERACY RESOURCES,	KINDERGARTEN CURRIC	03/02/23	445.00
391477	BOYER TRUCKS	AXLE	03/09/23	432.88
391440	ROBERT B HILL CO	49 BAGS OF SOLAR SA	03/02/23	424.70
391622	WASTE MANAGEMENT OF	HL - MAR23 SERVICES	03/09/23	422.01
391509	FLEET PRIDE	ALTERNATOR	03/09/23	414.94
391694	XIONG VANG	REFUNDS/RUN/MUS/PHY	03/15/23	413.00
391707	CENTURYLINK	SV 03/01/23-03/31/2	03/22/23	406.91
V18315	BRADLEY G DAHLMAN	MODEL UN TRIP EXPEN	03/09/23	405.03
391846	MIDWEST BUS PARTS I	LIGHT	03/29/23	404.30
391707	CENTURYLINK	VV 02/28/23-03/27/2	03/22/23	402.99
391395	HENNEPIN COUNTY ACC	ECC LIC FEE-HAZ WAS	03/02/23	401.00
391706	CARLSON'S LLOVABLE	LLAMAS FOR STAFF DA	03/22/23	400.00
391867	ROSAMARIA CAMPBELL	INTERPRETER-SPED	03/29/23	400.00
391387	FOLLETT CONTENT SOL	BOOKS FOR HIGHLANDS	03/02/23	398.33
391437	REALLY GOOD STUFF I	GRADE 2 SUPPLIES	03/02/23	395.91
391862	RATWIK ROSZAK & MAL	L&L CONFERENCE - W.	03/29/23	395.00
V18348	MARGARET E TRENDIA	MODEL UN TRIP EXPEN	03/09/23	393.46
391379	CUSTOM HOSE TECH	PLOW TRUCK HOSES	03/02/23	391.19
391583	OVERHEAD DOOR CO.OF	FIRE DOOR TESTING (	03/09/23	381.95
391569	MIDWEST BUS PARTS I	CALIPER	03/09/23	380.28
391846	MIDWEST BUS PARTS I	WARNING LIGHTS	03/29/23	379.80
V18395	EMMA T TEWES	MMEA REGISTRATION	03/15/23	375.00
391622	WASTE MANAGEMENT OF	ND - MAR23 SERVICES	03/09/23	365.63
391502	ECM PUBLISHERS INC	ECC - REROOFING AD	03/09/23	365.60
391747	MACKIN EDUCATIONAL	BOOKS FOR VALLEY VI	03/22/23	364.77
391846	MIDWEST BUS PARTS I	MIC	03/29/23	359.94
391605	SOUTH SUBURBAN CONF	ALPINE SKI EVENTS	03/09/23	359.36
391605	SOUTH SUBURBAN CONF	ALPINE SKI EVENTS	03/09/23	359.35
391430	PIONEER PROMO	CUSTODIAL UNIFORMS	03/02/23	359.33
391820	GILBERT MECHANICAL	RTU 2 REPAIR	03/29/23	357.50
391827	HORIZON COMMERCIAL	6 BAGS PERLITE FILT	03/29/23	357.30
391764	NORTHWEST PASSAGE	FEB23 TUTION-SPED	03/22/23	357.00
391661	LITERACY RESOURCES,	PRIMARY CURRICULUM	03/15/23	356.00
391846	MIDWEST BUS PARTS I	HEATER CORE	03/29/23	352.81
391846	MIDWEST BUS PARTS I	LIGHTS	03/29/23	351.71
391809	DARK KNIGHT SOLUTIO	FEES FOR FEB23	03/29/23	350.00
391492	DARK KNIGHT SOLUTIO	FEES FOR JAN23	03/09/23	350.00
391717	EDUCATORS BENEFIT C	ACT PARTICIPANT FEE	03/22/23	348.96
391383	EDUCATORS BENEFIT C	ACT PARTICIPANT FEE	03/02/23	348.96

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391702	BENEFIT EXTRAS, INC	FLEX ADMIN-MAR	03/22/23	348.00
391792	ADVANCED IMAGING SO	NORMANDALE 02/23	03/29/23	345.03
391865	RIVER BOTTOM PRODUC	PLAY TECH RENTAL	03/29/23	345.00
391699	ASTLEFORD INTERNATI	STARTER	03/22/23	337.28
391576	MSBA -- MINNESOTA S	PH1&2 TRAINING-R.N.	03/09/23	335.00
391783	UNITED REFRIGERATIO	REPAIR PARTS	03/22/23	330.54
391684	TEACHERS ON CALL, A	ELC/ECSE - SUBSTITU	03/15/23	326.40
391707	CENTURYLINK	EHS 02/28/23-03/27/	03/22/23	322.40
391709	CITY OF EDINA-HEALT	CAFE 00006814 APP30	03/22/23	320.00
391384	ERHS SPEECH BOOSTER	2/11 SPEECH ENTRY F	03/02/23	320.00
391523	HOGLUND BUS CO INC	HOSE	03/09/23	315.74
391718	EDINA DANCE TEAM	FARMINGTON ENTRY FE	03/22/23	315.00
391699	ASTLEFORD INTERNATI	SHOCK	03/22/23	312.04
V18353	ALEXANDRE BAFOIL	EHS FRENCH INTERN P	03/15/23	310.00
V18356	ALEXIA BOBLET	ND FRENCH INTERN PA	03/15/23	310.00
V18389	ALISEA RIFFET	ND FRENCH INTERN PA	03/15/23	310.00
V18387	ANAELLE PETIOT	ND FRENCH INTERN PA	03/15/23	310.00
V18367	ANDREA GALIAN-CARCE	ND FRENCH INTERN PA	03/15/23	310.00
V18380	CAMILLE LINAY	ND FRENCH INTERN PA	03/15/23	310.00
V18391	CAMILLE ROUARD	ND FRENCH INTERN PA	03/15/23	310.00
V18360	CHARLOTTE CABANNES	ND FRENCH INTERN PA	03/15/23	310.00
V18396	CINDY TEYSSIER	ND FRENCH INTERN PA	03/15/23	310.00
V18354	CLEMENTINE BEGIN	ND FRENCH INTERN PA	03/15/23	310.00
V18361	CYRIELLE CHESNAY	ND FRENCH INTERN PA	03/15/23	310.00
V18397	DONKAR TSERANG	ND FRENCH INTERN PA	03/15/23	310.00
V18379	ELISA LESAUVAGE	EHS FRENCH INTERN P	03/15/23	310.00
V18390	ELSA-FLEUR RODRIGUE	VV FRENCH INTERN PA	03/15/23	310.00
V18357	GAETANE BOUILLLOT	ND FRENCH INTERN PA	03/15/23	310.00
V18373	LISA JULES	ND FRENCH INTERN PA	03/15/23	310.00
V18378	MARINE LEMAN	ND FRENCH INTERN PA	03/15/23	310.00
V18385	MARTIN PERRIN	ND FRENCH INTERN PA	03/15/23	310.00
V18365	MELISSA DESTRAC	EHS FRENCH INTERN P	03/15/23	310.00
V18358	NOEMIE BROIS-COUZON	ND FRENCH INTERN PA	03/15/23	310.00
V18355	SALWA BENABOUD	ND FRENCH INTERN PA	03/15/23	310.00
V18363	SARAH DAHMANE	VV FRENCH INTERN PA	03/15/23	310.00
V18388	SARAH PILONI	ND FRENCH INTERN PA	03/15/23	310.00
V18371	SLIMANE IDIR	ND FRENCH INTERN PA	03/15/23	310.00
V18377	TERRY KUMPS	VV FRENCH INTERN PA	03/15/23	310.00
V18368	THEO GOUY-LINDE	ND FRENCH INTERN PA	03/15/23	310.00
12066	BSN SPORTS, LLC	WORLD QUEST SHIRTS	03/22/23	302.40
391826	HOPE PLANAGAN	2/17 STORYTELLING	03/29/23	300.00
391844	METRO ECSU-REGION 1	STAR WORKSHOP - M.L	03/29/23	300.00
391667	NATALIE SUEDBECK	CHEER 1031-075	03/15/23	300.00
391672	PACER CENTER	GRD K PUPPET SHOW	03/15/23	300.00
391624	WESTMARK PRODUCTION	CONCERT RECORDING	03/09/23	300.00
391692	WOOD LAKE NATURE CE	2ND GRD MAPLE SYRUP	03/15/23	300.00
391802	CATALYST SOURCING S	ONDEMAND/EMERG/COMM	03/29/23	290.00
391662	MASBO	MASBO ANNUAL CONFER	03/15/23	290.00
391662	MASBO	MASBO ANNUAL CONFER	03/15/23	290.00
391662	MASBO	MASBO ANNUAL CONFER	03/15/23	290.00
391662	MASBO	MASBO ANNUAL CONFER	03/15/23	290.00
391555	MANEUVERING THE MID	AA-MANEUVERING MATH	03/09/23	289.00
391811	ECM PUBLISHERS INC	SV COURTYARD UPG AD	03/29/23	288.80
391502	ECM PUBLISHERS INC	CN - LIGHTING AD	03/09/23	288.80
V18347	MARK A THONE	STATE SKI MILEAGE	03/09/23	285.58
391692	WOOD LAKE NATURE CE	2ND GRD MAPLE SYRUP	03/15/23	285.00
391406	KATHLEEN POVOLNY	PHOTO ORG 1024-212	03/02/23	280.00
391846	MIDWEST BUS PARTS I	MIRROR	03/29/23	279.62
V18287	LORI J CARTER	FASTBRIDGE FOOD	03/02/23	275.60
391704	BSN SPORTS, LLC	STATE HATS - 198 QT	03/22/23	270.00
391395	HENNEPIN COUNTY ACC	EHS/VV LIC FEE-HAZ	03/02/23	268.00
391792	ADVANCED IMAGING SO	VALLEY VIEW 02/23	03/29/23	267.33
391846	MIDWEST BUS PARTS I	LIFT PARTS	03/29/23	262.53
391385	FACTORY MOTOR PARTS	BRAKE PADS	03/02/23	261.21
V18428	BLANCA E DIAZ DE LE	SUMMER ACTIVITY FOO	03/29/23	260.19
391707	CENTURYLINK	DO 03/01/23-03/31/2	03/22/23	260.00
391796	BARNUM GATE SERVICE	SERVICE CALL FOR GA	03/29/23	258.79

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391787	93 HOP LLC	JAN/FEB23 - BUS SOL	03/29/23	257.55
391869	SAM'S CLUB/SYNCHRON	FACS FOOD SUPPLY	03/29/23	251.75
391591	RECYCLE TECHNOLOGIE	EHS-LIGHT BULB/RECY	03/09/23	251.06
391469	ASTLEFORD INTERNATI	BELT	03/09/23	250.21
391634	BRAUN INTERTEC CORP	CS STORM SHELTER	03/15/23	250.00
391377	CHARLES AND JAY LLC	EHS HONORARIUM EVEN	03/02/23	250.00
391833	JOHN GREENE	3/10 BAND FESTIVAL	03/29/23	250.00
391778	SUZANNE MAGNUSON	2/16 CONCERT PHOTOS	03/22/23	250.00
391784	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	03/22/23	247.50
391697	ADVANCED IMAGING SO	LEASE 04.08 0631790	03/22/23	246.00
391645	ECKROTH MUSIC	TUBA CASE REPAIR	03/15/23	242.00
391866	RM COTTON CO	SENSOR, IGNITER	03/29/23	238.00
391501	EASTVIEW HIGH SCHOO	2/25 SPEECH ENTRY F	03/09/23	235.00
391598	RUSSELL SECURITY RE	DOOR CYLINDER REKEY	03/09/23	235.00
391692	WOOD LAKE NATURE CE	1ST GRD FIELD TRIP	03/15/23	235.00
391629	ALA-AMERICAN LIBRAR	PROFORMA INVOICE FO	03/15/23	232.90
391707	CENTURYLINK	CC 03/01/23-03/31/2	03/22/23	232.52
V18408	CASEY A JERGENS	CLASSROOM SUPPLIES	03/22/23	231.29
391598	RUSSELL SECURITY RE	DOOR #11 LOCK REPAI	03/09/23	230.00
391802	CATALYST SOURCING S	SUPP TRACK MON SUBS	03/29/23	229.99
391374	CATALYST SOURCING S	SUPP TRACK MON SUBS	03/02/23	229.99
391635	BUSINESS ESSENTIALS	CANARY 8 1/2 X 11	03/15/23	225.00
391635	BUSINESS ESSENTIALS	BLUE 8 1/2 X 11	03/15/23	225.00
391635	BUSINESS ESSENTIALS	GREEN 8 1/2 X 11	03/15/23	225.00
391684	TEACHERS ON CALL, A	CORPORATE	03/15/23	224.00
391840	MACPHAIL CENTER FOR	PARTNERSHIP CONTRAC	03/29/23	223.00
391868	RUSSELL SECURITY RE	REKEYING FILE CABIN	03/29/23	223.00
V18426	JOSHUA W BURHANS	WRESTLING RM PHOTOS	03/29/23	220.00
391666	MONNIT CORPORATION	MNG2-9-EGW-CCE - AL	03/15/23	220.00
391666	MONNIT CORPORATION	MNG2-9-EGW-CCE - AL	03/15/23	220.00
391666	MONNIT CORPORATION	MNG2-9-EGW-CCE - AL	03/15/23	220.00
391666	MONNIT CORPORATION	MNG2-9-EGW-CCE - AL	03/15/23	220.00
391666	MONNIT CORPORATION	MNG2-9-EGW-CCE - AL	03/15/23	220.00
391666	MONNIT CORPORATION	MNG2-9-EGW-CCE - AL	03/15/23	220.00
391666	MONNIT CORPORATION	MNG2-9-EGW-CCE - AL	03/15/23	220.00
391756	MULTILINGUAL WORD I	INTERPRETER-SPED	03/22/23	220.00
391692	WOOD LAKE NATURE CE	1ST GRD FIELD TRIP	03/15/23	220.00
391581	ODP BUSINESS SOLUTI	KEURIG K1500 FOR BR	03/09/23	219.95
391374	CATALYST SOURCING S	ONDEMAND/FACILITIES	03/02/23	217.50
391426	ODP BUSINESS SOLUTI	GRADE 2 SUPPLIES	03/02/23	210.48
391659	KEYSTONE	SHEETING, TAPE, ETC	03/15/23	210.14
391557	MARK KIVIMAKI	SPEECH: BLOOMINGTON	03/09/23	210.00
391561	MATTHEW KUMAR-MONTE	DEBATE: BLAKE	03/09/23	210.00
391576	MSBA -- MINNESOTA S	PH2 TRAINING-K.G.	03/09/23	210.00
391604	SOPHIA POLLEY-FISAN	SPEECH: BLOOMINGTON	03/09/23	210.00
391476	BLOOMINGTON FRIENDS	2/18 SPEECH ENTRY F	03/09/23	209.00
391509	FLEET PRIDE	TRANSMISSION FILTER	03/09/23	207.09
391469	ASTLEFORD INTERNATI	SENSOR	03/09/23	206.96
391473	BAYCOM INC	WALKIE BATTERIES	03/09/23	206.00
391677	PUMP AND METER SERV	LABOR ON DIESEL PUM	03/15/23	204.00
391602	SCHOOL OUTFITTERS	ESTIMATED SHIPPING/	03/09/23	200.24
V18381	AMY E LINDAHL	MSPA CONF REGISTER	03/15/23	200.00
391489	CPI-CRISIS PREVENTI	MEMBERSHIP - A.K.	03/09/23	200.00
391886	WINSOR LEARNING INC	SKU: 320-7051 - SON	03/29/23	197.50
391886	WINSOR LEARNING INC	SKU: 320-7051 - SON	03/29/23	197.50
391449	STARFALL EDUCATION	CLASSROOM MEMBERSHI	03/02/23	195.00
V18374	ANGELA L KIEFFER	MEETING LUNCHES	03/15/23	193.90
391619	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	03/09/23	193.76
391688	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	03/15/23	193.10
391493	DAVANNI'S INC	CESP LUNCH MARCH	03/09/23	191.80
V18402	NICHOLAS J GAUDETTE	HARP STR/CONCERT PR	03/22/23	191.00
V18393	MEGAN B SCHNEIDER	JAN-FEB23 MILEAGE	03/15/23	190.87
391426	ODP BUSINESS SOLUTI	ON LINE ORDER ADM	03/02/23	189.85
V18340	NDEYE KANY SECK	SPARC EVENT FOOD	03/09/23	189.42
391361	ACME TOOLS PLYMOUTH	MILWAUKEE M18 KIT	03/02/23	189.00
391704	BSN SPORTS, LLC	LACROSSE NETS	03/22/23	188.32
391704	BSN SPORTS, LLC	LACROSSE NETS	03/22/23	188.32

Check No.	Vendor	Description	Date	Amount
V18384	CHERYL L PARISH	JAN-FEB23 MILEAGE	03/15/23	188.12
V18298	COURTNEY J MAJOR	MCSS WORKSHOP	03/02/23	185.00
391726	GREATAMERICA FINANC	POSTAGE MTR MAR23 D	03/22/23	184.95
V18430	PAUL MILLER	JAN-FEB23 MILEAGE	03/29/23	183.00
391657	JW PEPPER & SON INC	SHEET MUSIC	03/15/23	182.99
391723	GENERAL PARTS LLC	WALK-IN COOLER PART	03/22/23	182.47
391858	ODP BUSINESS SOLUTI	OFFICE SUPPLIES, L	03/29/23	182.25
391655	JERRY'S PRINTING	STUDENT SERVICE FOR	03/15/23	182.00
391707	CENTURYLINK	ECC 03/01/23-03/31/	03/22/23	181.01
391363	ALL STRINGS ATTACHE	CELLO REPAIR	03/02/23	180.00
391619	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	03/09/23	180.00
391443	SCHMITT MUSIC COMPA	TUNERS, STRINGS	03/02/23	179.91
V18383	BETONY L OSBORNE	8TH GRD CREPE SUPPL	03/15/23	179.00
391410	LEARNING A-Z	RAZ PLUS 1 CLASSROM	03/02/23	175.50
391707	CENTURYLINK	CV 03/10/23-04/09/2	03/22/23	174.39
391376	CENTURYLINK	CV 02/10/23-03/09/2	03/02/23	174.39
391816	FARHIYA ALIDHEEG	REFUND PREK	03/29/23	174.00
391463	ACME TOOLS PLYMOUTH	SV - BATTERY/TOOLS	03/09/23	173.01
391470	AUTOMOBILE SERVICE	ALIGNMENT	03/09/23	172.74
V18422	ERIN ST. ORES	JAN-FEB23 MILEAGE	03/22/23	171.94
391622	WASTE MANAGEMENT OF	BUS - MAR23 SERVICE	03/09/23	171.59
391523	HOGLUND BUS CO INC	SHOCK	03/09/23	171.26
V18341	CLAUDE E SIGMUND	MODEL UN TRIP EXPEN	03/09/23	170.14
391663	MATSON HOLDINGS, IN	TOOL REPAIR PARTS	03/15/23	170.00
391408	KINECT ENERGY, INC	ECC - JAN23 SERVICE	03/02/23	168.57
391825	HOGLUND BUS CO INC	U-JOINT	03/29/23	166.16
V18366	AMY E FAIRWEATHER	JAN-FEB23 MILEAGE	03/15/23	165.26
391846	MIDWEST BUS PARTS I	SHOCKS	03/29/23	163.92
391819	GENERAL PARTS LLC	PRE-RINSE VALVE	03/29/23	163.35
391846	MIDWEST BUS PARTS I	SEAL	03/29/23	162.77
391720	FACTORY MOTOR PARTS	WIPER BLADES	03/22/23	162.30
391846	MIDWEST BUS PARTS I	SEAL	03/29/23	162.23
391846	MIDWEST BUS PARTS I	SEAL	03/29/23	162.23
391445	SCHOOL SPECIALTY, L	GLAZES CLASS PACK 5	03/02/23	162.23
391382	DELEGARD TOOL COMPA	SAE STEP DRILL SET	03/02/23	162.04
391603	SCHOOL SPECIALTY, L	DRAWING PAPER 80LB	03/09/23	162.00
391393	HARVARD COLLEGE DEB	2/17 DEBATE ENTRY F	03/02/23	160.00
391726	GREATAMERICA FINANC	POSTAGE MTR APR23 S	03/22/23	159.95
391726	GREATAMERICA FINANC	POSTAGE MTR APR23 E	03/22/23	159.00
391837	LAKESHORE LEARNING	#FF195X - EARLY LAN	03/29/23	159.00
391846	MIDWEST BUS PARTS I	LIGHTS	03/29/23	157.32
391494	DAVID ANDERSON	BHOCKEY: MINNETONKA	03/09/23	156.00
391603	SCHOOL SPECIALTY, L	CRAYOLA MODEL MAGIC	03/09/23	155.96
391603	SCHOOL SPECIALTY, L	SHARPIE FINE TIP 12	03/09/23	155.88
391643	CUSTOM HOSE TECH	PLOW HOSE	03/15/23	155.64
V18405	ELIZABETH K HOUTZ	LAB SUPPLIES	03/22/23	155.30
391764	NORTHWEST PASSAGE	FEB23 TUTION-GEN ED	03/22/23	153.00
391701	BAYCOM INC	2 WAY RADIO REPAIR	03/22/23	152.46
391519	GREY GOOSE BOWS	ADV ARCHER 1031-150	03/09/23	150.00
391768	PRAIRIE ELECTRIC CO	SURGE SUPPRESSORS	03/22/23	150.00
391868	RUSSELL SECURITY RE	50 KEY BLANKS	03/29/23	150.00
391450	SUSAN HARDMAN-CONKL	YOGA FOR STAFF	03/02/23	150.00
391726	GREATAMERICA FINANC	POSTAGE MTR MAR23 E	03/22/23	149.95
391603	SCHOOL SPECIALTY, L	ART BUDGET READY MA	03/09/23	148.06
391822	GRAINGER	PARTS	03/29/23	145.95
391582	OPENTEXT INC	FEES FOR FEB23	03/09/23	144.46
391827	HORIZON COMMERCIAL	SERVICE CALL: FEED	03/29/23	143.95
391433	PLH & ASSOCIATES -	DUMBBELLS FOR W.C.	03/02/23	142.49
V18404	ERIC D HAMILTON	JAN-MAR23 MILEAGE	03/22/23	142.33
391367	ASTLEFORD INTERNATI	SWITCH	03/02/23	141.68
391646	ECM PUBLISHERS INC	JAN 9 REG	03/15/23	140.80
391801	CAMBIUM LEARNING IN	#287507 - REWARDS W	03/29/23	140.00
391710	CLAIRE ANDERSON MCE	SPEECH: NSDA QUALIF	03/22/23	140.00
391536	JOSEPH ANNAREDDY	SPEECH: APPLE VALLE	03/09/23	140.00
391591	RECYCLE TECHNOLOGIE	CC-LIGHT BULB/RECYC	03/09/23	140.00
391591	RECYCLE TECHNOLOGIE	CN-LIGHT BULB/RECYC	03/09/23	140.00
391591	RECYCLE TECHNOLOGIE	CS-LIGHT BULB/RECYC	03/09/23	140.00

Check No.	Vendor	Description	Date	Amount
391591	RECYCLE TECHNOLOGIE	CV-LIGHT BULB/RECYC	03/09/23	140.00
391591	RECYCLE TECHNOLOGIE	HL-LIGHT BULB/RECYC	03/09/23	140.00
391591	RECYCLE TECHNOLOGIE	VV-LIGHT BULB/RECYC	03/09/23	140.00
391705	CAPSTONE PRESS INC	BOOKS FOR CV	03/22/23	139.13
391603	SCHOOL SPECIALTY, L	EARTHENWARE CLAY 50	03/09/23	132.80
V18315	BRADLEY G DAHLMAN	MODEL UN TRIP EXPEN	03/09/23	132.14
391459	WPS - WESTERN PSYCH	SKU: W-703CP25 - DP	03/02/23	132.00
V18433	CAROLINE M RUTZ	JAN-FEB23 CELL PHON	03/29/23	130.00
V18370	JESSICA L HEIDELBER	JAN-FEB23 MILEAGE	03/15/23	129.95
391794	AMERICAN SCHOOL COU	MEMBERSHIP - N.G.	03/29/23	129.00
V18403	DYLAN T HACKBARTH	ASCA MEMBERSHIP	03/22/23	129.00
391553	MACKIN EDUCATIONAL	BOOKS FOR EHS	03/09/23	128.38
V18372	ELIZABETH J JAMES	JAN-FEB23 MILEAGE	03/15/23	127.46
V18308	ANN E THOLE	CLASSROOM FOOD/TREA	03/02/23	126.41
391801	CAMBIUM LEARNING IN	#152581 - REWARDS W	03/29/23	126.00
391401	JACKIE MART	LOVE AT 1ST 221-422	03/02/23	126.00
391603	SCHOOL SPECIALTY, L	TEMPERA POSTER MARK	03/09/23	125.94
391586	PIONEER MANUFACTURI	DW - CHOCKER PARTS	03/09/23	125.90
391647	EDINA GIVE & GO	REFUND PINOCCHIO	03/15/23	125.10
391838	LANGUAGE CIRCLE ENT	#90005 - PARAGRAPH	03/29/23	125.00
391659	KEYSTONE	SEALER	03/15/23	124.63
391707	CENTURYLINK	CN 03/01/23-03/31/2	03/22/23	122.88
391707	CENTURYLINK	CS 03/01/23-03/31/2	03/22/23	122.88
V18375	MICHAEL A KILANOWSK	FEB-MAR23 CELL PHON	03/15/23	122.52
V18392	SONYA LEIGH SAILER	JAN-FEB23 CELL PHON	03/15/23	121.20
391799	BAYCOM INC	PARTS	03/29/23	121.00
V18417	CAMILLA D SHERMAN	JAN-FEB23 CELL PHON	03/22/23	120.86
V18413	KIM M MISMASH	CLASSROOM SUPPLIES	03/22/23	120.30
391671	ORKIN COMMERCIAL SE	BUS - FEB23 SERVICE	03/15/23	120.00
391546	KREG ENTERPRISES IN	44" X 44" UNIVERSAL	03/09/23	117.99
V18364	JODY DESTHUBERT	JAN-FEB23 CELL PHON	03/15/23	117.51
391441	RUSSELL SECURITY RE	DOOR #11 REPAIR	03/02/23	117.50
391801	CAMBIUM LEARNING IN	#152565 - REWARDS W	03/29/23	117.00
391491	CURRICULUM ASSOCIAT	#WS11987 - BRIGANCE	03/09/23	117.00
391370	BOYER TRUCKS	FILTER	03/02/23	116.28
391801	CAMBIUM LEARNING IN	#320725 - REWARDS I	03/29/23	115.00
391666	MONNIT CORPORATION	MNS2-9-W2-TS-ST-L03	03/15/23	115.00
391666	MONNIT CORPORATION	MNS2-9-W2-TS-ST-L03	03/15/23	115.00
391666	MONNIT CORPORATION	MNS2-9-W2-TS-ST-L03	03/15/23	115.00
391666	MONNIT CORPORATION	MNS2-9-W2-TS-ST-L03	03/15/23	115.00
391666	MONNIT CORPORATION	MNS2-9-W2-TS-ST-L03	03/15/23	115.00
391666	MONNIT CORPORATION	MNS2-9-W2-TS-ST-L03	03/15/23	115.00
391666	MONNIT CORPORATION	MNS2-9-W2-TS-ST-L03	03/15/23	115.00
391666	MONNIT CORPORATION	MNS2-9-W2-TS-ST-L03	03/15/23	115.00
391666	MONNIT CORPORATION	MNS2-9-W2-TS-ST-L03	03/15/23	115.00
391666	MONNIT CORPORATION	MNS2-9-W2-TS-ST-L03	03/15/23	115.00
391666	MONNIT CORPORATION	MNS2-9-W2-TS-ST-L03	03/15/23	115.00
391692	WOOD LAKE NATURE CE	1ST GRD FIELD TRIP	03/15/23	115.00
391801	CAMBIUM LEARNING IN	#320661 - REWARDS S	03/29/23	113.00
391842	MENARDS - EDEN PRAI	WIRE	03/29/23	111.16
V18434	JASON W STEGEMAN	JAN-FEB23 CELL PHON	03/29/23	110.62
391717	EDUCATORS BENEFIT C	ACT BASE FEE	03/22/23	110.36
391383	EDUCATORS BENEFIT C	ACT BASE FEE	03/02/23	110.36
391523	HOGLUND BUS CO INC	SWITCH	03/09/23	110.22
391881	VERBATIM SOLUTIONS	504 EVAL TRANSLATIO	03/29/23	110.00
391701	BAYCOM INC	2 WAY RADIO REPAIR	03/22/23	109.91
V18419	KORY M SMITH	FEB-MAR23 MILEAGE	03/22/23	109.65
391777	SUPER DUPER PUBLICA	#WAC222 - WEBBER AR	03/22/23	109.55
391497	DELEGARD TOOL COMPA	DW - GLOVES	03/09/23	108.78
391569	MIDWEST BUS PARTS I	HARDWARE	03/09/23	107.99
391883	TOLL GAS & WELDING	ACETYLENE	03/29/23	106.74
V18313	JOSHUA W BURHANS	WRESTLING MEET	03/09/23	105.85
391457	WEST MUSIC COMPANY	BOOMWHACKERS BWDG	03/02/23	104.96
391385	FACTORY MOTOR PARTS	BRAKE PADS	03/02/23	104.88
V18432	LAURA T PHONGSAVATH	JAN-FEB23 MILEAGE	03/29/23	104.47
391704	BSN SPORTS, LLC	STATE HATS - 199 QT	03/22/23	104.00
391445	SCHOOL SPECIALTY, L	OFFICE SUPPLIES	03/02/23	103.18
391646	ECM PUBLISHERS INC	JAN 24 SPEC	03/15/23	102.40

Check No.	Vendor	Description	Date	Amount
391779	TEACHERS ON CALL, A	ELC/ECSE - SUBSTITU	03/22/23	102.40
391609	TEACHERS ON CALL, A	ELC/ECSE - SUBSTITU	03/09/23	102.40
391367	ASTLEFORD INTERNATI	SWITCH	03/02/23	102.18
391513	GEORGE KLUKOW	GSWIM: STMA	03/09/23	102.00
V18343	NATALIE M SPICER	WINTER SPORTS MILEA	03/09/23	101.64
391468	ASSANTE KELTON	GBSKTBALL: WAYZATA	03/09/23	101.00
391474	BENJAMIN LAMPRON	BBSKTBALL: STMA	03/09/23	101.00
391479	BRENT MARECK	BBSKTBALL: WAYZATA	03/09/23	101.00
391484	CHRISTIAN ROEMHILDT	GBSKTBALL: STMA	03/09/23	101.00
391499	DESTINY SCOTT	BBSKTBALL: WBEAR LA	03/09/23	101.00
391500	DWAYNE STARR	BBSKTBALL: WBEAR LA	03/09/23	101.00
391506	EVAN VANERP	BBSKTBALL: BUFFALO	03/09/23	101.00
391533	JOEL BURFEIND	BBSKTBALL: WBEAR LA	03/09/23	101.00
391744	LEE CHURCHILL	BBSKTBALL: DULUTH E	03/22/23	101.00
391558	MARLEY KENDALL	BBSKTBALL: FARMINGT	03/09/23	101.00
391565	MICHAEL BAKER	GBSKTBALL: WAYZATA	03/09/23	101.00
391566	MICHAEL RUDOLPH	BBSKTBALL: STMA	03/09/23	101.00
391590	RAYMOND NAVARRO	BBSKTBALL: WBEAR LA	03/09/23	101.00
391595	ROBERT KOHLMEYER JR	BBSKTBALL: BUFFALO	03/09/23	101.00
391599	RYAN FREEBERG	BBSKTBALL: BENILDE-	03/09/23	101.00
391776	STEVE MOZINA	GBSKTBALL: STMA	03/22/23	101.00
V18299	KAITLYN MIKSCH	JAN-FEB23 CELL PHON	03/02/23	100.44
391367	ASTLEFORD INTERNATI	SWITCH	03/02/23	100.40
V18312	JONATHAN M BRYANT	2/23 COURTS RENTAL	03/09/23	100.00
391574	MN DEPARTMENT OF PU	VV-HAZ CHEMICAL FEE	03/09/23	100.00
391753	MN DEPT OF LABOR AN	CC-ANNUAL ELEVATOR	03/22/23	100.00
391368	BATTERIES R US	VISION 12 VOLT20 BA	03/02/23	99.99
391837	LAKESHORE LEARNING	#PP873 - MAGNETIC F	03/29/23	99.98
391818	GANDER PUBLISHING	#1223305 - V/V COMP	03/29/23	99.90
391818	GANDER PUBLISHING	#1223405 - V/V COMP	03/29/23	99.90
V18334	TRENT J OSTMAN	FEB23 MILEAGE	03/09/23	99.43
391884	TRANSPORTATION PLUS	JAN23 - TAXI SERVIC	03/29/23	99.00
391837	LAKESHORE LEARNING	#LL628X - DOUBLE-SI	03/29/23	98.99
V18415	SANDRA L SCHMIDT	OFFICE SUPPLIES	03/22/23	98.91
391603	SCHOOL SPECIALTY, L	CONSTRUCTION PAPER	03/09/23	98.60
391750	METRO SALES INC	MAR23 ATHL COPIER	03/22/23	98.00
391645	ECKROTH MUSIC	TROMBONE REPAIR	03/15/23	96.00
391719	ELLEN RIECK	GYMNASTICS: E PRAIR	03/22/23	96.00
391752	MIDAMERICA ADMIN &R	HRA ADMIN FEE-4Q202	03/22/23	96.00
391464	ADAM KNUTSON	HOCKEY: MINNETONKA	03/09/23	95.00
391671	ORKIN COMMERCIAL SE	EHS - FEB23 SERVICE	03/15/23	95.00
391771	RAINBOW RESOURCE CE	#062493 - EXPLODE T	03/22/23	95.00
391771	RAINBOW RESOURCE CE	#062494 - EXPLODE T	03/22/23	95.00
391771	RAINBOW RESOURCE CE	#062497 - EXPLODE T	03/22/23	95.00
391563	MENARDS - EDEN PRAI	SV - SEALANT	03/09/23	94.15
V18336	MARYJO ROCHESTER	FEB23 MILEAGE	03/09/23	92.22
V18320	CHERYL B GUNNESS	JAN-FEB23 CELL PHON	03/09/23	91.54
V18329	BETHANY A MOHS	JAN-FEB23 MILEAGE	03/09/23	91.50
V18362	JANET M DAHL	JAN-FEB23 MILEAGE	03/15/23	91.50
V18320	CHERYL B GUNNESS	CE LEADERSHIP DAYS	03/09/23	91.31
391789	ABLENET INC	#12000022 - VISIONB	03/29/23	90.00
391372	BUSINESS ESSENTIALS	BLUE 8 1/2 X 11	03/02/23	90.00
391389	GENERAL SECURITY SE	CS - PATROL STANDBY	03/02/23	90.00
391389	GENERAL SECURITY SE	CV - PATROL STANDBY	03/02/23	90.00
391389	GENERAL SECURITY SE	HL - PATROL STANDBY	03/02/23	90.00
391389	GENERAL SECURITY SE	ECC - PATROL STANDB	03/02/23	90.00
391389	GENERAL SECURITY SE	SV - PATROL STANDBY	03/02/23	90.00
391389	GENERAL SECURITY SE	EHS - PATROL STANDB	03/02/23	90.00
391389	GENERAL SECURITY SE	VV - PATROL STANDBY	03/02/23	90.00
391389	GENERAL SECURITY SE	BUS - PATROL STANDB	03/02/23	90.00
391389	GENERAL SECURITY SE	CN - PATROL STANDBY	03/02/23	90.00
391389	GENERAL SECURITY SE	CC - PATROL STANDBY	03/02/23	90.00
391828	HOUSE OF NOTE	VIOLIN BOWS	03/29/23	90.00
391539	JOSEPH KOCH III	HOLIDAY CLASSIC DAY	03/09/23	90.00
391838	LANGUAGE CIRCLE ENT	#91190FL - MASTER T	03/29/23	90.00
391857	OCCUPATIONAL MEDICI	DOT EXAM - M.H.	03/29/23	90.00
391857	OCCUPATIONAL MEDICI	DOT EXAM - S.T.	03/29/23	90.00

Check No.	Vendor	Description	Date	Amount
391857	OCCUPATIONAL MEDICI	DOT EXAM - J.B.	03/29/23	90.00
391857	OCCUPATIONAL MEDICI	DOT EXAM - M.C.	03/29/23	90.00
391670	OCCUPATIONAL MEDICI	DOT EXAM - S.S.	03/15/23	90.00
391670	OCCUPATIONAL MEDICI	DOT EXAM - J.S.	03/15/23	90.00
391670	OCCUPATIONAL MEDICI	DOT EXAM - J.C.	03/15/23	90.00
391670	OCCUPATIONAL MEDICI	DOT EXAM - D.B.	03/15/23	90.00
391670	OCCUPATIONAL MEDICI	DOT EXAM - R.S.	03/15/23	90.00
391580	OCCUPATIONAL MEDICI	DOT EXAM - D.J.	03/09/23	90.00
391580	OCCUPATIONAL MEDICI	DOT EXAM - V.O.	03/09/23	90.00
391681	SCHMITT MUSIC COMPA	BASSOON ADJUSTMENT	03/15/23	90.00
391646	ECM PUBLISHERS INC	FEB 6 SPEC	03/15/23	89.60
391411	LITERACY RESOURCES,	PRIMARY CURRICULUM	03/02/23	89.00
391837	LAKESHORE LEARNING	ESTIMATED SHIPPING/	03/29/23	88.93
391756	MULTILINGUAL WORD I	INTERPRETER-GEN ED	03/22/23	88.50
391402	JAN HAGERMAN	EMBROIDERY 1024-30	03/02/23	87.50
V18285	ANDREW J BEATON	STUDENT SENATE FOOD	03/02/23	86.55
391539	JOSEPH KOCH III	HOLIDAY CLASSIC DAY	03/09/23	86.25
391539	JOSEPH KOCH III	BHOCKEY: MINNETONKA	03/09/23	86.25
391837	LAKESHORE LEARNING	#RR630 - DRAW & WRI	03/29/23	85.98
V18362	JANET M DAHL	JAN-FEB23 MILEAGE	03/15/23	85.15
391659	KEYSTONE	MEDS SOLIDS HARDENE	03/15/23	84.96
V18421	NATALIE M SPICER	STATE B HOCKEY FEES	03/22/23	84.28
V18401	JOSHUA W BETTES	ROSLAND PARK PICNIC	03/22/23	84.00
V18324	ANNE MARIE LELAND	FEB-MAR23 CELL PHON	03/09/23	83.78
391523	HOGLUND BUS CO INC	COVER	03/09/23	83.25
391646	ECM PUBLISHERS INC	JAN 11-12 SPEC	03/15/23	83.20
391538	JOSEPH DRONEN	HOLIDAY CLASSIC DAY	03/09/23	82.50
391466	ANNE NEHRING	GBSKTBALL: MINNETON	03/09/23	82.00
391475	BENSON CONLEY	BBSKTBALL: BUFFALO	03/09/23	82.00
391496	DAYNA RETHLAKE	GBSKTBALL: E PRAIRI	03/09/23	82.00
391505	ERIC BREKKE	BBSKTBALL: BUFFALO	03/09/23	82.00
391520	GUY TREBESCH	GBSKTBALL: STMA	03/09/23	82.00
391535	JOHN MUGFORD	GBSKTBALL: WAYZATA	03/09/23	82.00
391543	KESWIC JOINER	BBSKTBALL: DULUTH E	03/09/23	82.00
391544	KEVIN BRITT	GBSKTBALL: MINNETON	03/09/23	82.00
391658	KEVIN MANN	BBSKTBALL: STMA	03/15/23	82.00
391560	MATT DEBAKER	BBSKTBALL: STMA	03/09/23	82.00
391560	MATT DEBAKER	BBSKTBALL: WBEAR LA	03/09/23	82.00
391568	MICHAEL THOMAS	GBSKTBALL: E PRAIRI	03/09/23	82.00
391570	MIKE CANTONE	BBSKTBALL: WBEAR LA	03/09/23	82.00
391571	MIKE GEARMAN	BBSKTBALL: STMA	03/09/23	82.00
391584	PAUL THOMAS	GBSKTBALL: STMA	03/09/23	82.00
391596	ROBERT MASLOWSKI	GBSKTBALL: WAYZATA	03/09/23	82.00
391611	TIM LEIGHTON	GBSKTBALL: MINNETON	03/09/23	82.00
391612	TIM LITFIN	GBSKTBALL: E PRAIRI	03/09/23	82.00
391614	TOM GILLUND	BBSKTBALL: DULUTH E	03/09/23	82.00
391617	TYLER VRIEZE	BBSKTBALL: BUFFALO	03/09/23	82.00
391625	WILLIAM HICKS	GBSKTBALL: WAYZATA	03/09/23	82.00
391627	WITH GRATITUDE INC	GBSKTBALL: STMA	03/09/23	82.00
391432	PLAYAWAY PRODUCTS L	CV - LAST CUENTISTA	03/02/23	81.94
391758	NICE GUY TECHNOLOGY	USERNAME 926-207	03/22/23	81.90
391594	ROBBINSDALE DEBATE	11/19 DEBATE ENTRY	03/09/23	81.00
391707	CENTURYLINK	DO 03/01/23-03/31/2	03/22/23	80.52
391573	MINVALCO INC	VAV ACTUATOR	03/09/23	80.40
391573	MINVALCO INC	VAV ACTUATOR	03/09/23	80.40
391838	LANGUAGE CIRCLE ENT	#91205FL - PARAGRAPH	03/29/23	80.00
391838	LANGUAGE CIRCLE ENT	#90210FL - SENTENCE	03/29/23	80.00
391671	ORKIN COMMERCIAL SE	SV - FEB23 SERVICES	03/15/23	80.00
391678	ROSAMARIA CAMPBELL	INTERPRETER-SPED MT	03/15/23	80.00
391735	JESSEN PRESS INC	BIZ CARDS: L.B.	03/22/23	79.25
V18410	GRETCHEN L LUND	TEAM BUILDING LUNCH	03/22/23	79.00
391483	CHARLES AND JAY LLC	BHOCKEY: CHASKA	03/09/23	78.75
391498	DEMME LEARNING	#1000-100 - MATH U	03/09/23	78.00
391498	DEMME LEARNING	#1000-100 - MATH U	03/09/23	78.00
391537	JOSEPH DE JARNETT	BHOCKEY: MINNETONKA	03/09/23	78.00
391372	BUSINESS ESSENTIALS	WHITE 11 X 17	03/02/23	77.98
391522	HIGH NORTH INC	BSWIM: MINNETONKA	03/09/23	77.00

Check No.	Vendor	Description	Date	Amount
391780	TERRY BUMGARNER	BSWIM: WAYZATA	03/22/23	77.00
391780	TERRY BUMGARNER	BSWIM: HOPKINS	03/22/23	77.00
391780	TERRY BUMGARNER	BSWIM: MINNETONKA	03/22/23	77.00
391682	SHANNON MERRY	LUNCH ACCT REFUND	03/15/23	75.95
391483	CHARLES AND JAY LLC	GHOCKEY: WARROAD	03/09/23	75.00
391745	LINDSAY DILORENZO	SPIRIT WK GIFT CARD	03/22/23	75.00
V18331	COURTNEY DOWD MUEHL	CONF ROOM PAINT	03/09/23	74.97
V18376	DEBORAH KRENGEL	JAN-FEB23 MILEAGE	03/15/23	74.60
V18420	LEAH SPELLMAN	CLASSROOM SUPPLIES	03/22/23	73.95
391461	ZIP PRINTING & COPY	SSEP POSTERS	03/02/23	72.30
391513	GEORGE KLUKOW	BSWIM: TRUE TEAM	03/09/23	72.25
391707	CENTURYLINK	HL 03/01/23-03/31/2	03/22/23	71.37
391483	CHARLES AND JAY LLC	GHOCKEY: WAYZATA	03/09/23	71.25
391642	CUSHMAN MOTOR COMPA	EHS - HARNESS	03/15/23	71.00
391646	ECM PUBLISHERS INC	JAN 9 WS	03/15/23	70.40
391710	CLAIRE ANDERSON MCE	SPEECH: EASTVIEW	03/22/23	70.00
391714	DAVID COATES	SPEECH: NSDA QUALIF	03/22/23	70.00
391529	JACOB MURAWSKI-HARG	SPEECH: EAST RIDGE	03/09/23	70.00
391736	JOSEPH ANNAREDDY	SPEECH: LAKEVILLE N	03/22/23	70.00
391736	JOSEPH ANNAREDDY	SPEECH: NSDA QUALIF	03/22/23	70.00
V18430	PAUL MILLER	JAN-FEB23 CELL PHON	03/29/23	70.00
391818	GANDER PUBLISHING	#1226112 - IMAGINE	03/29/23	69.95
391697	ADVANCED IMAGING SO	LEASE 04.08 0631790	03/22/23	68.96
V18339	AMANDA N SCHUTZ	DEC22-FEB23 MILEAGE	03/09/23	68.52
391831	JH LARSON COMPANY	BASE CLEAR LAMP	03/29/23	68.05
391513	GEORGE KLUKOW	BSWIM: MISSED PMT	03/09/23	68.00
391698	ALLEGRA EDEN PRAIRI	JUDY M & STINK POST	03/22/23	67.50
391538	JOSEPH DRONEN	HOLIDAY CLASSIC DAY	03/09/23	67.50
391515	GOPHER/PLAY WITH A	PE SUPPLIES	03/09/23	67.03
V18412	ANTHONY L G MATTHES	MUSICAL VIDEO EXPEN	03/22/23	66.96
391434	PREMIUM WATERS INC	WATER FOR DMTS	03/02/23	66.74
391615	TRANSPORTATION PLUS	DEC22 TAXI SERVICES	03/09/23	66.00
V18351	ABIGAIL L WILFAHRT	FEB23 CELL PHONE	03/09/23	65.00
V18366	AMY E FAIRWEATHER	FEB23 CELL PHONE	03/15/23	65.00
V18296	CURT E JOHANSON	JAN23 CELL PHONE	03/02/23	65.00
V18422	ERIN ST. ORES	MAR23 CELL PHONE	03/22/23	65.00
V18432	LAURA T PHONGSAVATH	JAN23 CELL PHONE	03/29/23	65.00
V18330	MATTHEW K MOSBY	FEB23 CELL PHONE	03/09/23	65.00
V18416	MEGAN B SCHNEIDER	FEB23 CELL PHONE	03/22/23	65.00
V18352	MERT T WOODARD	FEB23 CELL PHONE	03/09/23	65.00
391671	ORKIN COMMERCIAL SE	CC - FEB23 SERVICES	03/15/23	65.00
391671	ORKIN COMMERCIAL SE	CN - FEB23 SERVICES	03/15/23	65.00
391671	ORKIN COMMERCIAL SE	CS - FEB23 SERVICES	03/15/23	65.00
391671	ORKIN COMMERCIAL SE	CV - FEB23 SERVICES	03/15/23	65.00
391671	ORKIN COMMERCIAL SE	HL - FEB23 SERVICES	03/15/23	65.00
391671	ORKIN COMMERCIAL SE	ND - FEB23 SERVICES	03/15/23	65.00
V18293	RACHEL M HICKS	FEB23 CELL PHONE	03/02/23	65.00
V18300	SIERRA JADE OVERTON	JAN23 CELL PHONE	03/02/23	65.00
V18411	THOMAS LYMAN	MAR23 CELL PHONE	03/22/23	65.00
V18328	THOMAS LYMAN	FEB23 CELL PHONE	03/09/23	65.00
V18414	TIMOTHY J RODEN	MAR23 CELL PHONE	03/22/23	65.00
V18303	TIMOTHY J RODEN	FEB23 CELL PHONE	03/02/23	65.00
V18334	TRENT J OSTMAN	FEB23 CELL PHONE	03/09/23	65.00
V18314	BEDSTON A BURRELL	DEC22-FEB23 MILEAGE	03/09/23	64.93
391801	CAMBIUM LEARNING IN	ESTIMATED SHIPPING/	03/29/23	64.40
391652	GRAINGER	DW - LOCKOUT SWITCH	03/15/23	64.14
391479	BRENT MARECK	GBSKTBALL: E PRAIRI	03/09/23	64.00
391480	BRIAN BARBELN	GBSKTBALL: MINNETON	03/09/23	64.00
391486	CHRISTOPHER TENGWAL	GBSKTBALL: WAYZATA	03/09/23	64.00
391530	JEFFREY BREITLOW	GBSKTBALL: MINNETON	03/09/23	64.00
391542	KENNETH PIERCE	GBSKTBALL: E PRAIRI	03/09/23	64.00
391562	MATTHEW RUFFIN	GBSKTBALL: MINNETON	03/09/23	64.00
391567	MICHAEL SMITH	GBSKTBALL: STMA	03/09/23	64.00
391759	NICHOLAS ARENZ	GBSKTBALL: E PRAIRI	03/22/23	64.00
391585	PETER BUDNER	GBSKTBALL: WAYZATA	03/09/23	64.00
391597	RONALD POESCHEL	GBSKTBALL: STMA	03/09/23	64.00
391626	WILLIAM ST. PETER	GBSKTBALL: MINNETON	03/09/23	64.00

Check No.	Vendor	Description	Date	Amount
391822	GRAINGER	PARTS	03/29/23	63.60
V18349	JANEL M WEILAND	CLASSROOM SUPPLIES	03/09/23	63.36
391884	TRANSPORTATION PLUS	JAN23 - TAXI HHM SE	03/29/23	63.00
391822	GRAINGER	BATTERIES, BULBS	03/29/23	62.94
V18399	DANA B ZETTERLUND	FISH ETC FOR SCIENC	03/15/23	62.38
391613	TOLEDO PHYSICAL EDU	#SP9727 - WHEELCHAI	03/09/23	61.99
391569	MIDWEST BUS PARTS I	HINGE	03/09/23	61.50
391569	MIDWEST BUS PARTS I	HINGE	03/09/23	61.50
391653	HORIZON COMMERCIAL	ROTARY SWITCH KIT	03/15/23	61.41
V18419	KORY M SMITH	MAR23 CELL PHONE	03/22/23	61.40
V18305	KORY M SMITH	FEB23 CELL PHONE	03/02/23	61.40
391603	SCHOOL SPECIALTY, L	DRAWING PAPER 80LB	03/09/23	61.32
391825	HOGLUND BUS CO INC	LIGHT	03/29/23	61.31
391447	SHRED RIGHT	CS - SHREDDING	03/02/23	60.05
391662	MASBO	CERTIFICATION: SPEC	03/15/23	60.00
391671	ORKIN COMMERCIAL SE	BUNKER-FEB23 SERVIC	03/15/23	60.00
391769	PREMIUM WATERS INC	WATER FOR DMTS	03/22/23	59.99
391376	CENTURYLINK	BUS 02/04/23-03/03/	03/02/23	59.97
391777	SUPER DUPER PUBLICA	#LS1652 - NO-GLAMOU	03/22/23	59.95
V18394	KATHERINE SUE STRAN	JAN-FEB23 MILEAGE	03/15/23	59.54
391513	GEORGE KLUKOW	GSWIM: SECTION FINA	03/09/23	59.50
391513	GEORGE KLUKOW	BSWIM: MISSED PMT	03/09/23	59.50
V18400	SARAH CATHERINE BAL	CLASSROOM BOOKS	03/22/23	59.14
391534	JOHN FLYNN	WALK TOUR 926-326	03/09/23	58.80
391637	CENTURYLINK	CC 02/19/23-03/18/2	03/15/23	58.13
391886	WINSOR LEARNING INC	SKU: 530-3900 - SCI	03/29/23	57.50
391886	WINSOR LEARNING INC	SKU: 530-3900 - SCI	03/29/23	57.50
391443	SCHMITT MUSIC COMPA	CELLO A STRINGS	03/02/23	56.95
391843	MENARDS - RICHFIELD	GROUNDS SUPPLIES	03/29/23	56.73
V18431	CHRISTINE E MJOEN	CLASSROOM SUPPLIES	03/29/23	56.67
391483	CHARLES AND JAY LLC	GHOCCY: BUFFALO	03/09/23	56.25
391603	SCHOOL SPECIALTY, L	CONSTRUCTION PAPER	03/09/23	55.80
391603	SCHOOL SPECIALTY, L	CONSTRUCTION PAPER	03/09/23	55.80
391650	FROST INC	DW - DE-ICING	03/15/23	55.40
391842	MENARDS - EDEN PRAI	GROUNDS SUPPLIES	03/29/23	55.34
391819	GENERAL PARTS LLC	SV - DISHWASHER PAR	03/29/23	55.09
391657	JW PEPPER & SON INC	SHEET MUSIC	03/15/23	55.00
391671	ORKIN COMMERCIAL SE	ECC - FEB23 SERVICE	03/15/23	55.00
391735	JESSEN PRESS INC	BIZ CARDS: M.K.	03/22/23	54.25
V18332	COLLEEN MAHIN	CLASSROOM SUPPLIES	03/09/23	53.85
V18310	JULIE K BAKER	CLASSROOM SUPPLIES	03/09/23	53.54
391588	PREMIUM WATERS INC	WATER FOR DMTS	03/09/23	53.24
V18309	NORMAN F VANDERLIND	JAN23 CELL PHONE	03/02/23	52.69
V18326	DERRICK J LIDSTONE	JAN23 MILEAGE	03/09/23	51.94
391842	MENARDS - EDEN PRAI	UTILITY KNIFE, ETC	03/29/23	51.86
391513	GEORGE KLUKOW	GSWIM: BUFFALO	03/09/23	51.00
391513	GEORGE KLUKOW	BSWIM: SV MEET	03/09/23	51.00
V18326	DERRICK J LIDSTONE	FEB23 CELL PHONE	03/09/23	50.67
V18370	JESSICA L HEIDELBER	FEB23 CELL PHONE	03/15/23	50.32
391628	3PI TECH SOLUTIONS	ESTIMATED SHIPPING/	03/15/23	50.00
V18316	ADAM P DUFFY	FEB23 CELL PHONE	03/09/23	50.00
391834	JULIA SACKS	TUTORING: S.R-M.	03/29/23	50.00
391575	MN STATE HIGH SCHOO	3/13 TOURNAMENT ALT	03/09/23	50.00
391837	LAKESHORE LEARNING	#HH166 - FILL IT UP	03/29/23	49.99
391837	LAKESHORE LEARNING	#LC926 - CLASSROOM	03/29/23	49.99
391652	GRAINGER	CC - ANT KILLER	03/15/23	49.64
391721	SHRED-IT USA	VV - SHREDDING	03/22/23	49.17
V18311	RACHEL T BOWRON	TRAINING COURSE	03/09/23	49.00
V18287	LORI J CARTER	STAFF MTG FOOD	03/02/23	48.92
391391	GRAINGER	TIRE VALVE	03/02/23	48.88
391445	SCHOOL SPECIALTY, L	ART ROOM SUPPLIES	03/02/23	48.30
V18292	JONATHAN M HENRICKS	MICRO-USB CALBES	03/02/23	47.94
391722	FOLLETT SCHOOL SOLU	BOOKS FOR SV	03/22/23	47.75
391408	KINECT ENERGY, INC	ND - JAN23 SERVICES	03/02/23	47.54
391771	RAINBOW RESOURCE CE	#062492 - EXPLODE T	03/22/23	47.50
391771	RAINBOW RESOURCE CE	#062496 - EXPLODE T	03/22/23	47.50
V18418	JOSEPH E SIDDY	KC SNACK SUPPLIES	03/22/23	47.42

Check No.	Vendor	Description	Date	Amount
391683	SHRED RIGHT	WO-277822: H.R.	03/15/23	47.28
391683	SHRED RIGHT	WO-277822: SPED	03/15/23	47.28
391683	SHRED RIGHT	WO-277822: B.S.	03/15/23	47.28
391683	SHRED RIGHT	WO-287086: H.R.	03/15/23	47.28
391683	SHRED RIGHT	WO-287086: SPED	03/15/23	47.28
391683	SHRED RIGHT	WO-287086: B.S.	03/15/23	47.28
391613	TOLEDO PHYSICAL EDU	#2803AD - JUMP BATO	03/09/23	46.75
391838	LANGUAGE CIRCLE ENT	ESTIMATED SHIPPING/	03/29/23	45.90
391771	RAINBOW RESOURCE CE	ESTIMATED SHIPPING/	03/22/23	45.60
391525	IKI INC	INSTANT PIANO 213-4	03/09/23	45.50
V18322	SCOTT H HIPPIE	FEB23 CELL PHONE	03/09/23	45.27
V18294	SCOTT H HIPPIE	JAN23 CELL PHONE	03/02/23	45.27
391795	ARCPPOINT LABS OF ED	DOT DRUG TEST - C.S	03/29/23	45.00
391372	BUSINESS ESSENTIALS	CANARY 8 1/2 X 11	03/02/23	45.00
391372	BUSINESS ESSENTIALS	GREEN 8 1/2 X 11	03/02/23	45.00
391372	BUSINESS ESSENTIALS	PINK 8 1/2 X 11	03/02/23	45.00
V18291	ERIC D HAMILTON	FEB23 CELL PHONE	03/02/23	45.00
391835	JW PEPPER & SON INC	SHEET MUSIC	03/29/23	45.00
391746	LITERACY RESOURCES,	SKU: 110422 ISBN: 9	03/22/23	44.50
391746	LITERACY RESOURCES,	SKU: 110422 ISBN: 9	03/22/23	44.50
391746	LITERACY RESOURCES,	SKU: 110322 ISBN: 9	03/22/23	44.50
391746	LITERACY RESOURCES,	SKU: 110322 ISBN: 9	03/22/23	44.50
V18338	ELIZABETH A SANDVIC	DEC22-FEB23 MILEAGE	03/09/23	44.34
391398	IKI INC	INSTANT PIANO 213-4	03/02/23	44.00
V18359	JONATHAN D BUCKLEY	STORAGE TOTES	03/15/23	43.92
V18424	ROLLAND T TALAN	FEB23 MILEAGE	03/22/23	43.49
391603	SCHOOL SPECIALTY, L	ART BUDGET READY MA	03/09/23	43.35
V18297	THOMAS J JOHNSTON	FEB23 CELL PHONE	03/02/23	42.84
391411	LITERACY RESOURCES,	ESTIMATED SHIPPING/	03/02/23	42.72
V18369	JENNIFER E HARRITS	WHISTLES ORDER	03/15/23	42.71
V18350	CHARLES K WEISE	JAN-FEB23 MILEAGE	03/09/23	41.66
391735	JESSEN PRESS INC	BIZ CARDS: A.S.	03/22/23	41.00
391512	GENERAL SECURITY SE	CC-MAR23 INTR MONIT	03/09/23	40.08
391512	GENERAL SECURITY SE	CN-MAR23 INTR MONIT	03/09/23	40.08
391512	GENERAL SECURITY SE	HL-MAR23 INTR MONIT	03/09/23	40.08
391512	GENERAL SECURITY SE	CV-MAR23 INTR MONIT	03/09/23	40.08
391512	GENERAL SECURITY SE	ECC-MAR23 INTR MONI	03/09/23	40.08
391512	GENERAL SECURITY SE	EHS-MAR23 INTR MONI	03/09/23	40.08
391512	GENERAL SECURITY SE	SV-MAR23 INTR MONIT	03/09/23	40.08
391512	GENERAL SECURITY SE	VV-MAR23 INTR MONIT	03/09/23	40.08
391841	MASBO	CERTIFICATION: FOOD	03/29/23	40.00
391662	MASBO	CERTIFICATION: BUDG	03/15/23	40.00
V18342	RANDAL J SMASAL	DEC22 CELL PHONE	03/09/23	40.00
391654	INNOVATIVE OFFICE S	VARIOUS OFFICE SUPP	03/15/23	39.99
391416	MENARDS - EDEN PRAI	OUTLETS	03/02/23	39.98
391435	RACHAEL MOLLDREM	BLOOD DRIVE MUFFINS	03/02/23	39.96
391777	SUPER DUPER PUBLICA	#BG035 - SAY AND DO	03/22/23	39.95
391601	SCHMITT MUSIC COMPA	REEDS	03/09/23	39.58
391683	SHRED RIGHT	WO-294417: B.S.	03/15/23	39.58
391683	SHRED RIGHT	WO-294417: H.R.	03/15/23	39.56
391683	SHRED RIGHT	WO-294417: SPED	03/15/23	39.56
391635	BUSINESS ESSENTIALS	WHITE 11 X 17	03/15/23	38.99
V18332	COLLEEN MAHIN	CLASSROOM SUPPLIES	03/09/23	38.96
391404	JERRY'S HARDWARE	PIPE CUTTER/PLUMBIN	03/02/23	38.23
V18409	JULIE M GABRIELSON	MAR23 CELL PHONE	03/22/23	37.95
V18327	CAROLINE MAUGHAN LI	FAMILY ENG SUPPLIES	03/09/23	37.50
391834	JULIA SACKS	TUTORING: S.R-M.	03/29/23	37.50
V18289	AMBY M ELKINS	FEB23 MILEAGE	03/02/23	37.46
391601	SCHMITT MUSIC COMPA	BONGO HEAD	03/09/23	37.15
391703	BRENT MARECK	ADDT'L PAY MISSED	03/22/23	37.00
391613	TOLEDO PHYSICAL EDU	ESTIMATED SHIPPING/	03/09/23	36.53
391517	GRAINGER	EQUIP PLUG	03/09/23	35.87
V18323	BRENT C KALEY	OIL FILTERS REIMB	03/09/23	35.61
391708	CITY OF EDINA	ECC 11/30/22-02/28/	03/22/23	35.41
391788	93 SKIP LLC	JAN/FEB23 - BUS SOL	03/29/23	35.19
391467	ARCPPOINT LABS OF ED	DOT DRUG TEST - M.C	03/09/23	35.00
391651	GENERAL SECURITY SE	CV-FEB23 PATROL RES	03/15/23	35.00

Check No.	Vendor	Description	Date	Amount
391651	GENERAL SECURITY SE	CC-FEB23 PATROL RES	03/15/23	35.00
391869	SAM'S CLUB/SYNCHRON	OFFICE SNACKS	03/29/23	34.44
391666	MONNIT CORPORATION	ESTIMATED SHIPPING/	03/15/23	34.38
391447	SHRED RIGHT	CN SHREDDING	03/02/23	34.38
391697	ADVANCED IMAGING SO	LEASE 04.08 0631790	03/22/23	34.15
391837	LAKESHORE LEARNING	#PP281 - MAGNETIC S	03/29/23	33.98
391613	TOLEDO PHYSICAL EDU	#SSVB - SOFT SPORT	03/09/23	33.98
391518	GREGORY GOOD	GBSKTBALL: BLOOMING	03/09/23	33.75
391517	GRAINGER	OUTLETS	03/09/23	33.66
391516	GRAINGER	SANDING BELT	03/09/23	33.60
391606	SPS COMPANIES INC	PLUMBING PARTS	03/09/23	33.17
391801	CAMBIUM LEARNING IN	#152573 - REWARDS W	03/29/23	33.00
391589	PREMIUM WATERS INC	MAR23 HOT/COLD CNTR	03/09/23	32.95
391385	FACTORY MOTOR PARTS	VAPOR CANISTOR	03/02/23	32.13
V18289	AMBY M ELKINS	DEC22-JAN23 MILEAGE	03/02/23	31.49
391603	SCHOOL SPECIALTY, L	DRAWING PAPER 60LB	03/09/23	31.18
V18321	MOLLY ROSE HEIMEL	JAN-FEB23 MILEAGE	03/09/23	30.52
V18299	KAITLYN MIKSCH	JAN-FEB23 MILEAGE	03/02/23	30.33
V18386	MATTHEW R PETERSON	JAN-FEB23 MILEAGE	03/15/23	30.06
391518	GREGORY GOOD	BBSKTBALL: BENILDE-	03/09/23	30.00
V18423	STACIE STANLEY	STATE B HOCKEY FEES	03/22/23	30.00
391610	THOMAS MAGNE	GBSKTBALL: BUFFALO	03/09/23	30.00
V18325	CARMINE LEVOIR	LEADERSHIP MUFFINS	03/09/23	29.97
391777	SUPER DUPER PUBLICA	#G809 - FOLLOWING A	03/22/23	29.95
V18304	ELIZABETH MARY SLET	CLASSROOM MATERIALS	03/02/23	29.90
391603	SCHOOL SPECIALTY, L	WATERCOLOR BRUSHES	03/09/23	29.43
391858	ODP BUSINESS SOLUTI	OFFICE SUPPLIES, L	03/29/23	29.19
391603	SCHOOL SPECIALTY, L	CRAYOLA CRAYONS 24/	03/09/23	29.04
391882	TEACHERS PAY TEACHE	#8023815 - 4 SOUND	03/29/23	29.00
391517	GRAINGER	EQUIP PLUG	03/09/23	28.96
391818	GANDER PUBLISHING	ESTIMATED SHIPPING/	03/29/23	28.77
391661	LITERACY RESOURCES,	ESTIMATED SHIPPING/	03/15/23	28.48
V18302	JODI A RAMIREZ	CLASSROOM SUPPLIES	03/02/23	28.25
391130	MACKIN EDUCATIONAL	CREDIT ON ACCT	02/08/23	28.08
V18288	ANDRE P DEWANE	DEC22 MILEAGE	03/02/23	27.44
391690	WEST MUSIC COMPANY	STUDIO 49 SERIES 20	03/15/23	27.00
V18315	BRADLEY G DAHLMAN	MEETING FOOD/TREATS	03/09/23	26.82
391603	SCHOOL SPECIALTY, L	CRAYOLA OIL PASTEL	03/09/23	26.10
391797	BAUER BUILT INC	DISPOSAL FEE	03/29/23	26.00
391700	BAUER BUILT INC	TIRE DISPOSAL FEE	03/22/23	26.00
391471	BAUER BUILT INC	TIRE DISPOSAL FEE	03/09/23	26.00
391653	HORIZON COMMERCIAL	FINANCE CHARGE	03/15/23	25.91
391603	SCHOOL SPECIALTY, L	TEMPERA PAINT, WHIT	03/09/23	25.68
391603	SCHOOL SPECIALTY, L	TEMPERA PAINT BLACK	03/09/23	25.68
391886	WINSOR LEARNING INC	ESTIMATED SHIPPING/	03/29/23	25.50
391886	WINSOR LEARNING INC	ESTIMATED SHIPPING/	03/29/23	25.50
391645	ECKROTH MUSIC	SAXOPHONE REEDS	03/15/23	25.38
391448	ST PAUL STAMP WORKS	ENGRVED PLASTIC PLA	03/02/23	25.25
391606	SPS COMPANIES INC	PLUMBING	03/09/23	25.11
391574	MN DEPARTMENT OF PU	EHS-HAZ CHEMICAL FE	03/09/23	25.00
391574	MN DEPARTMENT OF PU	SV-HAZ CHEMICAL FEE	03/09/23	25.00
391574	MN DEPARTMENT OF PU	BUS-HAZ CHEMICAL FE	03/09/23	25.00
391574	MN DEPARTMENT OF PU	ECC-HAZ CHEMICAL FE	03/09/23	25.00
391668	NCS PEARSON INC	#9780137560875 - QU	03/15/23	25.00
391775	SHRED RIGHT	WO-296369: H.R.	03/22/23	25.00
391775	SHRED RIGHT	WO-296369: SPED	03/22/23	25.00
391775	SHRED RIGHT	WO-296369: B.S.	03/22/23	25.00
V18344	STACIE STANLEY	GHOKEY STATE PARKI	03/09/23	25.00
391882	TEACHERS PAY TEACHE	#7481608 - VOCALIC	03/29/23	25.00
391668	NCS PEARSON INC	#9780137560875 - QU	03/15/23	24.99
391777	SUPER DUPER PUBLICA	#BK307 - SAY AND GL	03/22/23	24.95
391588	PREMIUM WATERS INC	MAR23 COOLER RENTAL	03/09/23	24.00
391815	EVAN-MOOR	#EMC 583 - DAILY LA	03/29/23	23.99
391815	EVAN-MOOR	#EMC 581 - DAILY LA	03/29/23	23.99
391815	EVAN-MOOR	#EMC 582 - DAILY LA	03/29/23	23.99
391603	SCHOOL SPECIALTY, L	WATERCOLOR BRUSHES	03/09/23	23.97
391613	TOLEDO PHYSICAL EDU	#11701 - SMOOSH BAL	03/09/23	23.96

Check No.	Vendor	Description	Date	Amount
391725	GRAINGER	BUS GARAGE-SWITCH	03/22/23	23.20
V18319	VICKIE GEIER	FEB23 MILEAGE	03/09/23	23.06
V18412	ANTHONY L G MATTHES	MAR23 MILEAGE	03/22/23	22.79
391581	ODP BUSINESS SOLUTI	OFFICE PENS	03/09/23	22.49
V18333	BAILLIE MORGAN NASH	MASBO LEADERSHIP	03/09/23	22.27
V18375	MICHAEL A KILANOWSK	JAN-FEB23 MILEAGE	03/15/23	22.01
391838	LANGUAGE CIRCLE ENT	#45513 - VOCABULARY	03/29/23	22.00
V18338	ELIZABETH A SANDVIC	LUNCHES FOR TRAINER	03/09/23	21.69
391426	ODP BUSINESS SOLUTI	GRADE 2 SUPPLIES	03/02/23	21.56
391835	JW PEPPER & SON INC	CHORAL MUSIC	03/29/23	21.50
391838	LANGUAGE CIRCLE ENT	#53081 - STUDENT SE	03/29/23	21.00
391838	LANGUAGE CIRCLE ENT	#25517 - AFFIX CARD	03/29/23	21.00
V18382	RYAN D LONGLEY	BIO LAB SUPPLIES	03/15/23	20.97
V18307	SARA SWENSON	FIRST FRIDAY TREATS	03/02/23	20.68
391830	JANICE NOVAK	JUST BREATHE	03/29/23	20.30
391545	KIRSTEN MADAUS	INSTANT POT CLASS 3	03/09/23	20.30
391638	CESO FINANCE LLC	JAN23-FINANCE COACH	03/15/23	20.00
391403	JANICE NOVAK	THYROID 216-607	03/02/23	20.00
391613	TOLEDO PHYSICAL EDU	#44171 - SENSORY SH	03/09/23	19.99
391603	SCHOOL SPECIALTY, L	ESTIMATED SHIPPING/	03/09/23	19.92
391711	COMCAST CABLE MANAG	MAR23 INTERNET FEES	03/22/23	19.90
V18318	MICHELLE R SANGER	MISSION PATCH MAILI	03/09/23	19.30
391788	93 SKIP LLC	JAN/FEB23 - CN SOLA	03/29/23	19.15
V18290	SHANNON GARWOOD	DEC22-JAN23 MILEAGE	03/02/23	19.13
V18425	ALEXANDRE BAFOIL	3/9 BHOCKEY PAY	03/29/23	18.75
V18429	ELISA LESAUVAGE	3/9 BHOCKEY PAY	03/29/23	18.75
V18427	MELISSA DESTRAC	3/9 BHOCKEY PAY	03/29/23	18.75
391656	JOSTENS INC	PRIOR STUDENT DIPLO	03/15/23	18.35
391715	DELEGARD TOOL COMPA	DW - GLOVES	03/22/23	18.09
391391	GRAINGER	3 V-BELTS	03/02/23	18.06
391818	GANDER PUBLISHING	#1264047 - V/V PROG	03/29/23	17.95
391512	GENERAL SECURITY SE	CS-MAR23 INTR MONIT	03/09/23	17.95
391426	ODP BUSINESS SOLUTI	GRADE 2 SUPPLIES	03/02/23	17.92
391603	SCHOOL SPECIALTY, L	GLUE STICK 0.28OZ W	03/09/23	17.82
V18420	LEAH SPELLMAN	CLASSROOM SUPPLIES	03/22/23	17.75
391875	SHRED RIGHT	DEC22 SHREDDING	03/29/23	17.73
391875	SHRED RIGHT	FEB23 SHREDDING	03/29/23	17.73
391563	MENARDS - EDEN PRAI	ECC - SAND	03/09/23	17.56
V18369	JENNIFER E HARRITS	READING ACADEMY CAN	03/15/23	17.24
391613	TOLEDO PHYSICAL EDU	#1602 - RIBBON STIC	03/09/23	16.99
391417	MENARDS - RICHFIELD	DRILL BITS, O-RINGS	03/02/23	16.64
391601	SCHMITT MUSIC COMPA	STRINGS	03/09/23	16.60
391793	ALLEGRA EDINA	17X12 PVC HALLWAY S	03/29/23	16.00
391876	SOCIAL THINKING PUB	MOVIE TIME SOCIAL T	03/29/23	16.00
391876	SOCIAL THINKING PUB	MOVIE TIME SOCIAL T	03/29/23	15.99
V18420	LEAH SPELLMAN	CLASSROOM BOOKS	03/22/23	15.98
391603	SCHOOL SPECIALTY, L	ELMERS NO RUN SCHOO	03/09/23	15.90
391603	SCHOOL SPECIALTY, L	DRAWING PAPER 60LB	03/09/23	15.80
391603	SCHOOL SPECIALTY, L	WATERCOLOR BRUSHES	03/09/23	15.18
V18343	NATALIE M SPICER	STATE GHOCKEY PARKI	03/09/23	15.00
391457	WEST MUSIC COMPANY	BASIC BEAT BBWB4	03/02/23	15.00
391777	SUPER DUPER PUBLICA	#AP35 - ARTIC PHOTO	03/22/23	14.99
391777	SUPER DUPER PUBLICA	#FD157 - COMPREHEND	03/22/23	14.95
391457	WEST MUSIC COMPANY	ESTIMATED SHIPPING/	03/02/23	14.95
391613	TOLEDO PHYSICAL EDU	#JB - JUMBO BATS	03/09/23	14.50
391720	FACTORY MOTOR PARTS	LIGHTS	03/22/23	14.20
391737	JOSTENS INC	PRIOR STUDENT DIPLO	03/22/23	14.15
391656	JOSTENS INC	PRIOR STUDENT DIPLO	03/15/23	14.15
391491	CURRICULUM ASSOCIAT	ESTIMATED SHIPPING/	03/09/23	14.04
391882	TEACHERS PAY TEACHE	#4617472 - I CAN SA	03/29/23	14.00
V18317	LAURA A ENGWALL	SCIENCE SUPPLIES	03/09/23	13.99
391613	TOLEDO PHYSICAL EDU	#SA080 - STRAIGHT A	03/09/23	13.50
391603	SCHOOL SPECIALTY, L	ORAGAMI PAPER WHITE	03/09/23	13.45
391613	TOLEDO PHYSICAL EDU	#FM073 - FEET MARKE	03/09/23	13.25
391416	MENARDS - EDEN PRAI	OUTLETS	03/02/23	12.98
391777	SUPER DUPER PUBLICA	#WFC62 - WEBBER PHO	03/22/23	12.95
391649	FACTORY MOTOR PARTS	WIPER BLADES	03/15/23	12.76

Check No.	Vendor	Description	Date	Amount
V18324	ANNE MARIE LELAND	FEB23 MILEAGE	03/09/23	12.71
V18346	MELODY SUITE	MEAL DURING TRAVEL	03/09/23	12.51
391498	DEMME LEARNING	ESTIMATED SHIPPING/	03/09/23	12.50
391498	DEMME LEARNING	ESTIMATED SHIPPING/	03/09/23	12.50
391838	LANGUAGE CIRCLE ENT	#41191 - POSTER - S	03/29/23	12.00
V18342	RANDAL J SMASAL	CONF PARKING	03/09/23	12.00
391882	TEACHERS PAY TEACHE	#4259870 - I CAN SA	03/29/23	12.00
391457	WEST MUSIC COMPANY	COUNTING CROWS	03/02/23	11.00
391404	JERRY'S HARDWARE	BUILDING SUPPLIES	03/02/23	10.88
391416	MENARDS - EDEN PRAI	WELDABLE SHEETS	03/02/23	10.88
391835	JW PEPPER & SON INC	CHORAL MUSIC	03/29/23	10.50
V18306	JACQUELINE STEFFENH	DEC22 MILEAGE	03/02/23	10.31
391793	ALLEGRA EDINA	CREATE NEW ART	03/29/23	10.00
391708	CITY OF EDINA	ND 11/30/22-02/28/2	03/22/23	9.99
391777	SUPER DUPER PUBLICA	ESTIMATED SHIPPING/	03/22/23	9.95
391415	MENARDS - GOLDEN VA	MAINTENANCE SUPPLIE	03/02/23	9.75
V18409	JULIE M GABRIELSON	MAR23 CELL PHONE	03/22/23	9.49
391690	WEST MUSIC COMPANY	ESTIMATED SHIPPING/	03/15/23	9.45
391848	MINVALCO INC	ACI 10K TYPE 2	03/29/23	9.14
391815	EVAN-MOOR	#EMD 6825 - DAILY L	03/29/23	8.99
391815	EVAN-MOOR	#EMC 6824 - DAILY L	03/29/23	8.99
391815	EVAN-MOOR	#EMC 6823 - DAILY L	03/29/23	8.99
391815	EVAN-MOOR	ESTIMATED SHIPPING/	03/29/23	8.99
391668	NCS PEARSON INC	ESTIMATED SHIPPING/	03/15/23	8.90
391668	NCS PEARSON INC	ESTIMATED SHIPPING/	03/15/23	8.89
391652	GRAINGER	DW - LOCKOUT SWITCH	03/15/23	8.72
391838	LANGUAGE CIRCLE ENT	#62500SM - FRAMING	03/29/23	8.00
391837	LAKESHORE LEARNING	#NF9765 - RAINBOW S	03/29/23	7.99
V18406	ANGELA K HRUBY	FEB23 MILEAGE	03/22/23	7.34
V18335	BLAKE A PLOMBON	FEB23 MILEAGE	03/09/23	7.27
391746	LITERACY RESOURCES,	ESTIMATED SHIPPING/	03/22/23	7.12
391746	LITERACY RESOURCES,	ESTIMATED SHIPPING/	03/22/23	7.12
391835	JW PEPPER & SON INC	BAND MUSIC	03/29/23	7.00
391773	SCHMITT MUSIC COMPA	SHEET MUSIC	03/22/23	7.00
391837	LAKESHORE LEARNING	#NF9763 - WHITE SEN	03/29/23	6.99
391556	MARK GERMAIN	1/21 GAME DIFFERENC	03/09/23	6.00
391724	GOPHER STATE ONE-CA	FEB23 BILLABLE TICK	03/22/23	5.40
391773	SCHMITT MUSIC COMPA	SHEET MUSIC	03/22/23	5.00
391457	WEST MUSIC COMPANY	ROSIES WALK	03/02/23	5.00
391876	SOCIAL THINKING PUB	ESTIMATED SHIPPING/	03/29/23	4.39
391876	SOCIAL THINKING PUB	ESTIMATED SHIPPING/	03/29/23	4.38
V18308	ANN E THOLE	FEB23 MILEAGE	03/02/23	3.86
391882	TEACHERS PAY TEACHE	PROCESSING FEE	03/29/23	2.99
V18301	BLAKE A PLOMBON	JAN23 MILEAGE	03/02/23	2.42
391552	LUCID SOFTWARE INC	MAR23 LUCIDSPARK EN	03/09/23	1.80
391471	BAUER BUILT INC	TIRE DISPOSAL FEE	03/09/23	(26.00)
391525	IKI INC	INSTANT PIANO 213-4	03/09/23	(45.50)
391707	CENTURYLINK	VV 02/28/23-03/27/2	03/22/23	(48.68)
391456	UPPER LAKES FOODS I	KC REFUND WISE HUMM	03/02/23	(58.26)
391456	UPPER LAKES FOODS I	REFUND CINNAMON CHI	03/02/23	(66.17)
391523	HOGLUND BUS CO INC	FILTER CREDIT	03/09/23	(148.88)
391130	MACKIN EDUCATIONAL	BOOKS FOR VALLEY VI	02/08/23	(364.77)
391130	MACKIN EDUCATIONAL	BOOKS FOR ND	02/08/23	(758.71)
391471	BAUER BUILT INC	TIRES	03/09/23	(1,487.00)
389535	INPRO CORPORATION	WALL COVERING	11/02/22	(1,641.74)
390092	HORIZON COMMERCIAL	POOL SUPPLIES	12/07/22	(1,876.22)

**Total Value of Checks Issued \$ 7,389,381.29**

V.E. Electronic Fund Transfers - March 2023



**Board Meeting Date:** 4/17/2023

**Title:** Electronic Fund Transfers – March 2023

**Type:** Consent

**Presenter(s):** Mert Woodard, Director, Business Services

**Background:** Minn. Stat. § 471.38 requires a list of all transactions made by electronic funds transfer be submitted to the Board of Education at the next Regular Meeting after the transaction.

**Recommendation:** Authorize the electronic fund transfers as presented for the month of March, 2023, in the amount of \$10,429,033.

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

**Attachment(s):**

1. Electronic Fund Transfers – March 2023

2022-23 School Year

# Electronic Transfers

For the Month Ended March 31, 2023



DEFINING EXCELLENCE

<u>From</u>	<u>To</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
US Bank - Checking	US Bank - Payroll	District Payroll	Multiple	\$ 4,633,941.65
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	3/1/2023	854,492.48
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	3/16/2023	791,760.03
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	3/31/2023	848,093.20
US Bank - Checking	Minnesota Department of Revenue	State Payroll Taxes	3/2/2023	152,236.38
US Bank - Checking	Minnesota Department of Revenue	State Payroll Taxes	3/17/2023	139,429.05
US Bank - Checking	Delta Dental	Dental Claims	Multiple	73,007.32
US Bank - Checking	US Bank	Purchase Card Program	3/1/2023	152,378.39
US Bank - Checking	US Bank	Purchase Card Program	3/29/2023	135,041.47
US Bank - Checking	Benefit Extras	Flex Benefits	Multiple	16,138.71
US Bank - Checking	Payroll Vendors (TRA, EBC, MSRS, etc.)	Electronic Payments	Multiple	2,440,124.44
US Bank - Checking	Minnesota Department of Revenue	Sales & Use Tax Payment	3/24/2023	4,217.00
US Bank - Checking	Debt Service	Series 2011C COPs	3/20/2023	126,034.51
US Bank - Checking	Eleyo, RevTrak, Merchant Services, Vanco	Electronic Payment Fees	Multiple	61,539.02
US Bank - Checking	Minnesota School District Liquid Asset Fund	Service Fee	Multiple	599.77
<b>Total of Electronic Fund Transfers</b>				<b><u>\$ 10,429,033.42</u></b>

V.F. Gifts and Bequests - March 2023



**Board Meeting Date:** 4/17/2023

**Title:** Gifts & Bequests – March 2023

**Type:** Consent

**Presenter(s):** Mert Woodard, Director, Business Services

**Description:** The attached report lists monetary and in-kind gifts and bequests made to the District during the month of March, 2023. The gifts and bequests are in compliance with District policy and applicable state and federal laws.

**Recommendation:** Accept with appreciation gifts and bequests received by the District in March, 2023.

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

**Attachments:**

1. Gifts & Bequests – March 2023

2022-23 School Year

# Gifts & Bequests

For the Month Ended March 31, 2023



DEFINING EXCELLENCE

Donated By	To	Purpose	Amount
Edina Ed Fund	Student Support Services	Edina United	1,281.33
South View PTO	South View Middle School	South View Courtyard Renovation	30,000.00
Various	South View Middle School	Band Program	1,316.49
Various	South View Middle School	Orchestra Program	1,186.00
Edina Ed Fund	Valley View Middle School	Scholarship For Yearbook	36.00
Vanessa Nelson	Valley View Middle School	Purchase of Classroom Games	50.00
Jostens	Edina High School	Identification Card Printer	2,868.89
Edina Ed Fund	Edina High School	Global Scholars Trip	850.00
Family of Student	Edina High School	Art Supplies	80.00
St. Cloud State University	Edina High School	PD, Supplies, Subscriptions	3,832.67
Twin Cities Orthopedics	Edina High School - Athletics	Wellness Center	5,000.00
Boys Track & Field Boosters	Edina High School - Athletics	Funding for Coaches	2,609.30
Synchronized Swimming Boosters	Edina High School - Athletics	Funding for Coaches	2,528.69
Girls' Basketball Boosters	Edina High School - Athletics	Funding for Coaches	2,878.75
Boys' Golf Boosters	Edina High School - Athletics	Funding for Coaches	3,433.75
Boys' Golf Community Foundation	Edina High School - Athletics	Funding for Coaches	1,748.00
Debate Boosters	Edina High School - Athletics	Funding for Coaches	2,878.75
Parents	Cornelia Elementary	2nd Grade Supplies	30.00
Gerry Global	Countryside Elementary	Student Scholarship	110.00
Highlands PTO	Highlands Elementary	Heggerty For Literacy For KG & 1st Grade	375.00
Parent Donations	Highlands Elementary	Outdoor Learning	184.72
United Way	Normandale Elementary	General Donation	100.00
Blackbaud Giving Fund	Normandale Elementary	General Donation	30.00
<b>Total Cash Donations</b>			<b>\$ 63,408.34</b>
<b>Total In-Kind Donations</b>			<b>\$ -</b>

V.G. 2023 South View Middle School Courtyard Project  
Bids



**Board Meeting Date:** 4/17/2023

**Title:** 2023 South View Middle School Courtyard Project Bids

**Type:** Consent

**Presenter(s):** Mert Woodard, Director, Business Services

**Description:** Pursuant to Minn. Stat. § 471.345 Subd. 3 and District Policy 707, the District administration solicited bids for the 2023 South View Middle School Courtyard project (“the project”). Bids for the project were opened on March 16, 2023 and reviewed in detail by the administration and its construction partners Wold Architects & Engineers. The project will be funded by a combination of long-term facilities maintenance revenue and the school’s site-based budget.

A recommendation letter and bid tabulation from Wold are enclosed.

**Recommendation:** Award construction contracts for the project to Peterson Companies, the lowest base bidder, including add alternates, in the amount of \$177,014

**Desired Outcomes from the Board:** Approval of the District administration’s recommended action.

**Attachments:**

1. Recommendation Letter – 2023 South View Middle School Courtyard Project Bids



March 21, 2023

**Mert Woodard**  
Independent School District #273  
5701 Normandale Road  
Edina, Minnesota 55424

Re: Independent School District #273  
South View Middle School 2023 Courtyard Upgrades  
Commission No. 222236

Dear Mert:

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

On Thursday, March 16, 2023 at 2:00 p.m., three (3) competitive bids were received from Site Contractors for courtyard upgrades at South View Middle School. A bid tabulation is attached for your review. Peterson Companies from Chisago City, Minnesota submitted the lowest base bid in the amount of \$155,904.00. Selection of alternates does not affect who will be the low bidder.

**Alternate No. 1: Concrete Outdoor Classroom Patio** **Add (\$21,110.00)**

This alternate includes the addition of a concrete patio off the walking path for classroom gatherings, tables, chairs, etc. in lieu of grass seed.

**[Recommendation: Accept this Alternate]**

Total construction cost with the acceptance of Alternate No. 1 is \$177,014.00, which is well within the overall project budget. We've confirmed Peterson Companies is confident in their bid number, and recommend awarding them this project.

Sincerely,

Wold Architects and Engineers

A handwritten signature in black ink that reads "Maria Kennedy".

Maria Kennedy | AIA  
Associate

Enclosure

cc: Dr. Stacie Stanley, ISD #273  
Eric Hamilton, ISD #273  
Vaughn Dierks, Wold  
Sal Bagley, Wold  
Makayla Lakeman, Wold

TD/ISD\_273/222236/crsp/mar23

**Wold Architects and Engineers**  
332 Minnesota Street, Suite W2000  
Saint Paul, MN 55101  
woldae.com | 651 227 7773

**PLANNERS  
ARCHITECTS  
ENGINEERS**



Project Name:

SVMS 2023 Courtyard  
Upgrades

**BID TABULATION**

Commission No.:

222236 Wold Architects and Engineers  
3/16/2023 332 Minnesota Street, Suite W2000

Date:

Saint Paul, Minnesota 55101

Time:

2:00pm

651.227.7773 Fax: 651.223.5646

Bidders Name	Addendum Numbers	Bid Security	MIN Responsible Contractor	Base Bid	Alternate #1	Remarks
Urban Companies	x	x	x	\$ 280,000.00	\$ 73,000.00	
<b>Peterson Companies</b>	x	x	x	\$ 155,904.00	\$ 21,110.00	<b>Apparent Low</b>
Albrecht Companies	x	x	x	\$ 214,900.00	\$ 30,770.00	

V.H. Emergency Responder Radio Coverage Purchase



**Board Meeting Date:** 4/17/2023

**Title:** Emergency Responder Radio Coverage Purchase

**Type:** Consent

**Presenter(s):** Mert Woodard, Director, Business Services

**Description:** In accordance with District Policy 707 the District sought quotes for emergency responder radio coverage equipment to replace the existing equipment at Edina High School, the Edina Community Center, South View Middle School, Valley View Middle School. The District's sourcing agent has recommended the use of a public sector cooperative purchasing agreement to acquire the items. The equipment and installation will be funded by long-term facilities maintenance revenue and is part of the ten-year long-term facilities maintenance plan approved by the Board of Education.

**Recommendation:** Approve the District administration's recommendation to purchase the equipment and installation in the amount of \$349,212 from Graybar via the Omnia Partners public sector cooperative agreement EV2370.

**Desired Outcomes from the Board:** Compliance with District Policy 707

**Attachments:**

1. Emergency Responder Radio Coverage Quote



650 S 108TH ST  
 WEST ALLIS WI 53214-1134  
 Phone: 414-607-7700  
 Fax: 414-778-1873

To: ISD 273 EDINA  
 5701 Normandale Rd # 200  
 EDINA MN 55424-2401  
 Attn: Eric Hamilton  
 Phone: 952-848-3900  
 Fax:  
 Email: william.kopecky@graybar.com

Date: 04/11/2023  
**Proj Name: EDINA HIGH SCHOOL**  
**GB Quote #: 0243020716**  
 Release Nbr:  
 Purchase Order Nbr: EDINA HIGH SCHOOL  
 Additional Ref#  
 Valid From: 03/24/2023  
 Valid To: 04/23/2023  
 Contact: WILLIAM KOPECKY  
 Email: william.kopecky@graybar.com

**Proposal**

We Appreciate Your Request and Take Pleasure in Responding As Follows

**Notes: Graybar- Omnia Patrnrs Public Sector Contract EV2370":**

**"Please reference the attachment from Baycom regarding details"**

Item	Item/Type	Quantity	Supplier	Catalog Nbr	Description	Price	Unit	Ext.Price
100		1 EA	USE 600032313		LOT TOTAL FOR MATERIAL AND SERVICE	\$97,193.80	1	\$97,193.80

**Total in USD (Tax not included): \$97,193.80**

This equipment and associated installation charges may be financed for a low monthly payment through Graybar Financial Services (subject to credit approval). For more information call 1-800-241-7408 to speak with a leasing specialist.

To learn more about Graybar, visit our website at [www.graybar.com](http://www.graybar.com)

24-Hour Emergency Phone#: 1-800-GRAYBAR

This Graybar quote is based on the terms of sale in the EV2370 Master Agreement which can be found by clicking the link found at [https://www.omniapartners.com/hubfs/PUBLIC%20SECTOR/Supplier%20Information/Graybar/EV2370\\_Graybar\\_MAD\\_2017\\_12\\_20.pdf](https://www.omniapartners.com/hubfs/PUBLIC%20SECTOR/Supplier%20Information/Graybar/EV2370_Graybar_MAD_2017_12_20.pdf)

To: ISD 273 EDINA  
5701 Normandale Rd # 200  
EDINA MN 55424-2401  
Attn: Eric Hamilton

Date: 04/11/2023  
**Proj Name: EDINA HIGH SCHOOL**  
**GB Quote #: 0243020716**

## Proposal

We Appreciate Your Request and Take Pleasure in Responding As Follows

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Signed: \_\_\_\_\_

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24-Hour Emergency Phone#: 1-800-GRAYBAR

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650 S 108TH ST  
 WEST ALLIS WI 53214-1134  
 Phone: 414-607-7700  
 Fax: 414-778-1873

To: ISD 273 EDINA  
 5701 Normandale Rd # 200  
 EDINA MN 55424-2401  
 Attn: Eric Hamilton  
 Phone: 952-848-3900  
 Fax:  
 Email: william.kopecky@graybar.com

Date: 04/11/2023  
**Proj Name: EDINA COMMUNITY CENTER**  
**GB Quote #: 0243020709**  
 Release Nbr:  
 Purchase Order Nbr: EDINA COMMUNITY CENTER  
 Additional Ref#  
 Valid From: 03/24/2023  
 Valid To: 04/23/2023  
 Contact: WILLIAM KOPECKY  
 Email: william.kopecky@graybar.com

**Proposal**

We Appreciate Your Request and Take Pleasure in Responding As Follows

**Notes: Graybar- Omnia Patrnrs Public Sector Contract EV2370":**

**"Please reference the attachment from Baycom regarding details"**

Item	Item/Type	Quantity	Supplier	Catalog Nbr	Description	Price	Unit	Ext.Price
100		1 EA	USE 600032313		LOT TOTAL FOR MATERIAL AND SERVICE	\$100,899.70	1	\$100,899.70

**Total in USD (Tax not included): \$100,899.70**

This equipment and associated installation charges may be financed for a low monthly payment through Graybar Financial Services (subject to credit approval). For more information call 1-800-241-7408 to speak with a leasing specialist.

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To: ISD 273 EDINA  
5701 Normandale Rd # 200  
EDINA MN 55424-2401  
Attn: Eric Hamilton

Date:  
**Proj Name:**  
**GB Quote #:**

04/11/2023  
**EDINA COMMUNITY CENTER**  
**0243020709**

## Proposal

We Appreciate Your Request and Take Pleasure in Responding As Follows

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650 S 108TH ST  
 WEST ALLIS WI 53214-1134  
 Phone: 414-607-7700  
 Fax: 414-778-1873

To: ISD 273 EDINA  
 5701 Normandale Rd # 200  
 EDINA MN 55424-2401  
 Attn: Eric Hamilton  
 Phone: 952-848-3900  
 Fax:  
 Email: william.kopeccky@graybar.com

Date: 04/11/2023  
**Proj Name: EDINA VALLEY MIDDLE SCHOOL**  
**GB Quote #: 0243020720**  
 Release Nbr:  
 Purchase Order Nbr: EDINA VALLEY MIDDLE SCHOOL  
 Additional Ref#  
 Valid From: 03/24/2023  
 Valid To: 04/23/2023  
 Contact: WILLIAM KOPECKY  
 Email: william.kopeccky@graybar.com

**Proposal**

We Appreciate Your Request and Take Pleasure in Responding As Follows

**Notes: Graybar- Omnia Patrnrs Public Sector Contract EV2370":**

**"Please reference the attachment from Baycom regarding details"**

Item	Item/Type	Quantity	Supplier	Catalog Nbr	Description	Price	Unit	Ext.Price
100		1 EA	USE 600032313		LOT TOTAL FOR MATERIAL AND SERVICE	\$60,391.10	1	\$60,391.10

**Total in USD (Tax not included): \$60,391.10**

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To: ISD 273 EDINA  
5701 Normandale Rd # 200  
EDINA MN 55424-2401  
Attn: Eric Hamilton

Date:  
**Proj Name:**  
**GB Quote #:**

04/11/2023  
**EDINA VALLEY MIDDLE SCHOOL**  
**0243020720**

## Proposal

We Appreciate Your Request and Take Pleasure in Responding As Follows

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Signed: \_\_\_\_\_

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650 S 108TH ST  
 WEST ALLIS WI 53214-1134  
 Phone: 414-607-7700  
 Fax: 414-778-1873

To: ISD 273 EDINA  
 5701 Normandale Rd # 200  
 EDINA MN 55424-2401  
 Attn: Eric Hamilton  
 Phone: 952-848-3900  
 Fax:  
 Email: william.kopeccky@graybar.com

Date: 04/11/2023  
**Proj Name: SOUTHVIEW MIDDLE SCHOOL**  
**GB Quote #: 0243020718**  
 Release Nbr:  
 Purchase Order Nbr: SOUTHVIEW MIDDLE SCHOOL  
 Additional Ref#  
 Valid From: 03/24/2023  
 Valid To: 04/23/2023  
 Contact: WILLIAM KOPECKY  
 Email: william.kopeccky@graybar.com

**Proposal**

We Appreciate Your Request and Take Pleasure in Responding As Follows

**Notes: Graybar- Omnia Patrnrs Public Sector Contract EV2370":**

**"Please reference the attachment from Baycom regarding details"**

Item	Item/Type	Quantity	Supplier	Catalog Nbr	Description	Price	Unit	Ext.Price
100		1 EA	USE 600032313		LOT TOTAL FOR MATERIAL AND SERVICE	\$90,726.90	1	\$90,726.90

**Total in USD (Tax not included): \$90,726.90**

This equipment and associated installation charges may be financed for a low monthly payment through Graybar Financial Services (subject to credit approval). For more information call 1-800-241-7408 to speak with a leasing specialist.

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24-Hour Emergency Phone#: 1-800-GRAYBAR

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To: ISD 273 EDINA  
5701 Normandale Rd # 200  
EDINA MN 55424-2401  
Attn: Eric Hamilton

Date:  
**Proj Name:**  
**GB Quote #:**

04/11/2023  
**SOUTHVIEW MIDDLE SCHOOL**  
**0243020718**

## Proposal

We Appreciate Your Request and Take Pleasure in Responding As Follows

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Signed: \_\_\_\_\_

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V.I. Fiscal Year 2024 Preliminary Operating Capital  
Budget



**Board Meeting Date:** 4/17/2023

**Title:** Fiscal Year 2024 Preliminary Operating Capital Budget

**Type:** Consent

**Presenter(s):** Mert Woodard, Director, Business Services

**Description:** Annually, the Board of Education may adopt the Operating Capital budget of the subsequent fiscal year before the full budget is approved. This is done to accommodate significant lead-times required to order and receive of many of the capital expenditures included in the Operating Capital budget.

Capital project requests from departments and school sites were reviewed by the Director of Buildings & Grounds and Director of Business Services for feasibility, alignment with the District's ten-year long-term facilities maintenance plan, existing school building bond projects, safety needs, age of equipment, and various other considerations. The proposed budget was reviewed by the Finance & Facilities Committee at its February meeting.

The District administration's proposed Operating Capital budget for fiscal year 2023-2024 is as follows:

Projected Operating Capital Revenue	\$ 2,156,313
Projected Operating Capital Expenditures	2,156,313

Note: Adjustments to proposed line-item budgets may occur prior to the adoption of the District's full budget for fiscal year 2023-2024, which is expected to occur at the June 2023 Regular Meeting. Any adjustments will be properly authorized and accounted for at that time.

**Recommendation:** Approve the District administration's recommended Operating Capital revenue and expenditure budget for fiscal year 2023-2024.

**Desired Outcomes from the Board:** Approval of the District administration's recommended action.

**Attachments:**

1. Preliminary Operating Capital Budget – FY2024

# Preliminary Capital Budget

**FY2024 ESTIMATED OPERATING CAPITAL REVENUE:**

Avgerage Building Age Factor		38.89
Facilities Age Index		1.3889
Allowance - Equipment	\$	79.00
Allowance - Facilities	\$	109.00
Allowance - Facilities (\$100*Index)	\$	151.39
Allowance - Year-Round	\$	31.00
Adjusted Pupil Units (APU)		9,359.40
Equipment Amount		739,393
Facilities Amount		1,416,921

**Total Estimated Operating Capital Revenue (Levy+Aid)**

**\$ 2,156,313**

**FY2024 ANTICIPATED EXPENDITURES:**

District-wide (assessments, fees, etc.)	\$	25,000
Curriculum & Textbooks		300,000
Health Services		1,000
Music		50,000
Instructional Furniture		35,000
Activities/Athletics		15,000
Fine Arts		15,000
District-wide Annual Vehicle Replacement		50,000
Transportation		715,313
Operations & Maintenance		400,000
Contingency & Cost Containment		550,000

**Total Estimated Operating Capital Expenditures**

**\$ 2,156,313**

**Notes:**

1 - The "Contingency & Cost Containment" budget includes the \$450,000 cost containment recommendation approved by the Board of Education at the February 28 Special Meeting as well as a recurring \$100,000 contingency budget.

V.J. Health Occupations Students of America (HOSA)



**Board Meeting Date:** April 17, 2023

**Title:** New Activity at EHS: Health Occupations Students of America (HOSA) - Future Health Professionals

**Type:** Consent

**Presenter(s):** Troy Stein / Gretchen Meier (nurse) / Students

**Description:** Health Occupations Students of America (HOSA), Future Health Professionals, is an international organization that prepares students to enter the healthcare field. Minnesota HOSA, the parent organization, hosts competitions and leadership conferences where HOSA members can develop their skills and learn from certified medical practitioners in the real world. If they succeed at the state level, students can compete at an international level. HOSA offers various opportunities to its participants. Such opportunities include internships, shadowing professionals, first-hand experience in the medical field, and more. HOSA would be offered to 9-12 students at EHS.

**Recommendation:** The Student Activities Advisory Committee (SAAC) has approved HOSA to be an EHS Activity for the 2023-24 School year. This would include a \$95 registration fee (Consistent with other similar activities at EHS).

**Desired Outcomes from the Board:** Consent for adding the Activity and Fee for 2023-24 school year.

**Attachments:** Draft Registration Fees 2023-2024

# 2023-24 Athletics

## FALL SPORTS

<u>SPORT</u>	<u>START DATE</u>	<u>GRADES</u>	<u>HEAD COACH</u>	<u>FEE*</u>
CHEERLEADING	August 15	7 - 12	Jackie Enestvedt	\$215.00
CROSS COUNTRY - BOYS	August 15	7 - 12	Jamie Kirkpatrick	\$230.00
CROSS COUNTRY - GIRLS	August 15	7 - 12	Matt Gabrielson	\$230.00
FOOTBALL	August 15	9 - 12	Jason Potts	\$295.00
SWIMMING & DIVING - GIRLS	August 15	7 - 12	Jeff Mace	\$230.00
SOCCER - BOYS	August 15	9 - 12	Dave Jenson	\$245.00
SOCCER - GIRLS	August 15	9 - 12	Katie Aafedt	\$245.00
TENNIS - GIRLS	August 15	9 - 12	Jaime Gaard-Chapman	\$215.00
VOLLEYBALL	August 15	9 - 12	Mark Nelson	\$245.00

## WINTER SPORTS

<u>SPORT</u>	<u>START DATE</u>	<u>GRADES</u>	<u>HEAD COACH</u>	<u>FEE*</u>
ALPINE SKI	November 14	9 - 12	Jared Scribner	\$215.00
BASKETBALL - BOYS	November 21	9 - 12	Jon Bryant	\$245.00
BASKETBALL - GIRLS	November 14	9 - 12	Dre Jefferson	\$245.00
COMPETITION DANCE TEAM	October 24	7 - 12	Kristin Biwan	\$215.00
GYMNASTICS - GIRLS	November 14	7 - 12	James Oleson	\$230.00
HOCKEY - BOYS	November 14	9 - 12	Curt Giles	\$295.00**
HOCKEY - GIRLS	October 31	9 - 12	Sami Cowan	\$295.00**
NORDIC SKI	November 14	7 - 12	Mark Thone	\$215.00
SWIMMING & DIVING - BOYS	November 28	9 - 12	Scott Johnson	\$230.00
WRESTLING	November 21	7 - 12	Josh Burhans	\$230.00

## SPRING SPORTS

<u>SPORT</u>	<u>START DATE</u>	<u>GRADES</u>	<u>HEAD COACH</u>	<u>FEE*</u>
BADMINTON - GIRLS	March 6	9 - 12	Steve Henke	\$215.00
BASEBALL	March 20	9 - 12	Tom Nevers	\$245.00
GOLF - BOYS	March 20	9 - 12	Mike McCollow	\$215.00**
GOLF - GIRLS	March 20	9 - 12	Michael Kraft	\$215.00**
LACROSSE - BOYS	April 3	9 - 12	Andy Lee	\$245.00
LACROSSE - GIRLS	April 3	9 - 12	Kelly Crampton	\$245.00
SOFTBALL	March 13	7 - 12	KJ Johnson	\$245.00
SYNCHRONIZED SWIMMING	March 6	7 - 12	Carla Steffen	\$230.00
TENNIS - BOYS	March 27	9 - 12	Gary Aasen	\$215.00
TRACK & FIELD - BOYS	March 13	9 - 12	Matt Gabrielson	\$245.00
TRACK & FIELD - GIRLS	March 13	9 - 12	Lynn Sosnowski	\$245.00

\*\$800 Annual Family Maximum

\*\*\$50 nonrefundable tryout fee

# 2023-24 Activities

<u>ACTIVITY</u>	<u>GRADES</u>	<u>ADVISOR</u>	<u>FEE*</u>	<u>REGISTRATION</u>
212 STUDENT LEADERSHIP	9 - 12	Jenny Johnson	See Advisor	See Advisor
ASL CLUB	9 - 12	TBA	\$10.00	See Advisor
BREAKFAST BOOK CLUB	9 - 12	Sara Swenson, Sarah Burgess	\$30.00	See Advisor
DEBATE	7 - 12	Joe Schmitt	\$165.00	Aug 2 - Sep 24
DECA	9 - 12	Ryan Gallagher	\$95.00	Oct 23 - Nov 3
FRENCH CLUB	9 - 12	Cliff Schwartz	\$5.00	See Advisor
GERMAN CLUB	9 - 12	Dan Baron	\$10.00	See Advisor
HIP-HOP DANCE CLUB	9 - 12	Jess Yineman	\$95.00	See Advisor
HORNETTES	9 - 12	Abby Platteter	\$165.00	Jul 24 - Aug 4
<b>HOSA</b>	<b>9-12</b>	<b>Gretchen Meier</b>	<b>\$95.00</b>	<b>Sept. - April</b>
IMAGES-LITERARY MAGAZINE	9 - 12	Kari Discher	\$40.00	Nov 4 –Dec 8
INTRAMURALS	9 - 12	Jason Griffin	\$20.00	Varies
KNOWLEDGE BOWL	9 - 12	Jenny Stone	\$95.00	Oct 16 - Nov 1
LATIN CLUB	9 - 12	Emese Drew	\$10.00	See Advisor
MATH TEAM	9 - 12	Matthew Minowitz	\$95.00	Oct 16 – Oct 29
MOCK TRIAL	9 - 12	John Justice	\$95.00	Aug 30 - Sep 24
MODEL UN	9 - 12	Brad Dahlman	\$95.00	Aug 30 - Sep 24
PING PONG CLUB	9 - 12	Matt Nilsen	See Advisor	See Advisor
QUIZ BOWL	9 - 12	Jenny Stone	\$95.00	Oct 16 - Nov 1
ROBOTICS TEAM (FRC)	9 - 12	Alyson Purdy	\$95.00	Oct 16 – Oct 29
FIRST TECH CHALLENGE (FTC)	7-12	Virginia Wiandt	\$95.00	Sept - Jan
SCIENCE CLUB	9 - 12	Page Kinner	\$10.00	See Advisor
SOCCER CLUB	9 - 12	TBA	See Advisor	See Advisor
SPANISH CLUB	9 - 12	TBA	\$5.00	See Advisor
SPEECH TEAM	7 - 12	Joe Schmitt	\$165.00	Nov 6 - 24
STUDENT COUNCIL	9 - 12	Kim Caster, Ryann Longley	See Advisor	See Advisor
THESPIAN CLUB	9 - 12	Jessica Froehlich	See Advisor	See Advisor
WHIGREAN (YEARBOOK)	9 - 12	Daniel Amborn	\$40.00	Aug 30 - Sep 24
WORLDQUEST	9 – 12	Theresa Kingsbury	\$25.00	Aug 30 - Sep 24
ZEPHYRUS (NEWSPAPER)	9 - 12	Daniel Amborn	\$40.00	See Advisor
BAND, JAZZ I	10 - 12	Paul Kile	\$80.00	Sep 20 – Oct 15
BAND, JAZZ II	10 - 12	Andy Richter	\$80.00	Sep 20 – Oct 15
BAND, JAZZ 10	10	Andy Richter	\$80.00	Sep 20 – Oct 15
BAND, JAZZ 9A and 9B	9	Geneva Fitzsimonds	\$80.00	Sep 20 – Oct 15
BAND MARCHING/CONCERT/SYMPHONIC VARSITY/10 <sup>th</sup> GRADE/9 <sup>th</sup> GRADE	9 - 12	Andy Richter, Paul Kile, Geneva Fitzsimonds	See Advisor	Aug 23 – Oct 1
CHOIR, CHAMBER SINGERS	11 - 12	Chris Piela	\$80.00	Sep 13 – Sep 24
CHOIR, VARSITY ENSEMBLE	9 - 12	Scott Lehrke	\$80.00	Sep 13 – Sep 24
CHOIR, BEL CANTO ENSEMBLE	11 - 12	Serina Jolivette	\$80.00	Sep 13 – Sep 24
CHOIR, CONCERT, VARSITY,BEL CANTO	10 - 12	Serina Jolivette	See Advisor	Aug 23 – Sep 24
CHAMBER ORCHESTRA	11 – 12	Nicholas Gaudette	\$80.00	Sep 20 – Oct 15
CHAMBER ENSEMBLE	9, 12	Jack Reynertson	\$80.00	Sep 20 – Oct 15
CHOIR, 9 <sup>th</sup> GRADE	9	Chris Piela	See Advisor	Sep 13 – Sep 24
CHOIR, 9 TREBLE ENSEMBLE	9	Scott Lehrke	\$80.00	Sep 13 – Sep 24
THEATER, FALL MUSICAL	9 - 12	Jessica Froelich	\$80.00	Sep 6 – Sep 17
THEATER, FALL CREW	9 - 12	Jessica Froelich	\$40.00	Sep 6 – Sep 24
THEATER, ONE-ACT PLAY	9 - 12	Jessica Froelich	\$80.00	Nov 15 - Dec 10
THEATER, WINTER PLAY	9 - 12	Jessica Froelich	\$80.00	Nov 15 - Dec 10
THEATER, WINTER CREW	9 - 12	Jessica Froelich	\$40.00	Nov 15 - Dec 10
THEATER, SPRING MUSICAL	9 - 12	Jessica Froelich	\$80.00	Feb 14 - Mar 4
THEATER, SPRING MUSICAL CREW	9 - 12	Jessica Froelich	\$40.00	Feb 14 - Mar 4

V.K. Student Travel - Croatia



**Board Meeting Date:** 4/17/2023

**Title:** EHS Biology: Update Location from Dominica Approved Experience to Croatia

**Type:** Consent

**Presenters:** Jody De St. Hubert, Director of Teaching and Learning; and Jenn Carter, Edina High School Assistant Principal

**Description:** In accordance with Policy 538, the following international student travel experience for up to 32 Edina High School students for two weeks in July - August 2024 has received support from the school's administration, has been discussed at the Teaching and Learning Board Committee Meeting on Tuesday, December 6, 2022, and was approved by the School Board on January 9, 2023. Since board approval the Dominica experience is no longer available. It is no longer available because the cost of the travel experience has gone up substantially since the original quote was obtained. Operation Wallacea has pulled the Dominica experience from their offerings due to this cost increase and the lack of attainability for families to pay for it. Operation Wallacea has offered Croatia as an alternative location. Participating students will not miss any school days for this summer travel experience taking place from July 18 - July 31, 2004.

This expedition to Croatia is coordinated by Operation Wallacea, a conservation organization that partners with scientists and local communities in conservation research. The structure of the expedition is the same as detailed in the Dominica expedition with two weeks, first week terrestrial and the next week marine. First week will be a terrestrial week in Krka National Park near Split, Croatia. Students will focus on surveys including bats, herpetofauna, birds, invertebrates, cave surveys, freshwater fish, terrapins and tortoises. The second week, students transfer from Krka National Park to Zadar, Croatia. From Zadar, students take a ferry to Silba island to spend their marine week. At the marine site, students will take an Adriatic ecology course and earn their open-water scuba certification.

**Cost:** The anticipated inclusive cost of this experience is approximately \$4,469 per student. The cost difference from the Dominica travel experience is \$750 more. This price is inclusive of all transportation, accommodations, meals, transfers, on-site medical staffing, and medical and repatriation insurance. Students will be responsible for all costs. There will be need-based

scholarships and other scholarships offered. There will also be extensive fundraising opportunities.

**ACCOMMODATIONS:** Students and chaperones will be housed in dormitories with en suite bathroom facilities.

**SUPERVISION:** Staff members traveling with the group are Lindsey Smaka, EHS science teacher, and up to three (3) additional licensed staff, one of which will be a licensed school administrator.

**RECOMMENDATION:** Approve the proposed change in location from the previously approved Dominica travel experience to Croatia.

**DESIRED OUTCOMES FOR THE BOARD:** Review the report with the background information and proposed change and approve the recommended travel experience.

**ATTACHMENT:**

1. [Dominica 2024 Board Meeting Approval Report](#)
1. [District Wide International Travel Schedule](#)
2. [EHS Comprehensive Travel Schedule](#)
3. [Appendix III Board Policy 538 , Extended Field Trip and Travel Application Preliminary Approval](#)
4. General Information to find [Insurance Information](#)
5. [Operation Wallace Croatia Expedition](#)
6. [Croatian Expedition School Book](#)

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



**Board Meeting Date:** April 17, 2023

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

**Type:** Consent

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

**Background:** The 2022-2024 Edina Teacher Evaluation MOU was approved in the spring of 2022. This Memorandum of Understanding shall serve as an addendum to the current MOU. The terms of this amended MOU shall be in place for the 2023-2024 school year. The purpose is to officially document cost containment action steps that were approved by the board in February 2023. The cost containment adjustments are a decrease in the site incentive from \$90 to \$1 and a reduction of one peer coach. The total savings for the program changes is approximately \$185,000.

**Recommendations:** Approve the amended MOU that officially documents previously approved cost containment action steps in the Edina Quality Compensation and Teacher Evaluation programming.

**Desired Outcomes For The Board:** Review the report, approve and sign the amended MOU that outlines the previously approved cost containment action steps.

**Attachments:**

1. Amended MOU

## MEMORANDUM OF UNDERSTANDING

### BETWEEN

#### **Edina Public Schools AND Education Minnesota Edina**

This Memorandum of Understand shall serve as an addendum to the 2022-2024 Edina Teacher Evaluation MOU. The terms of this MOU shall be in place for the 2023-2024 school year.

WHEREAS Edina Public School (“the District”) and Education Minnesota/Edina (“EM/E”) agreed to a Memorandum of Understanding outlining the Edina Teacher Evaluation and Alternative Compensation program for the 2022-2023 and 2023-2024 school years; and

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

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

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

#### **Alt Comp Incentive Components (5.D)**

To reduce program expenses, the incentive associated with the Site Improvement Plan Goal will be reduced from \$90 to \$1. Since the 2017-2018 school year, the site goal incentive has only been paid to five (5) times (zero sites between 2017-2020, one site in fall 2021, and four sites in fall 2022). Reducing this incentive should save the program approximately \$61,000.

##### **D. Site Improvement Plan (SIP)**

- a. The SIP goal attainment incentive is ~~\$90~~ **\$1.00**.
- h. For those sites that did not meet the SIP Student Achievement Goal for the previous year, ~~50 percent of the eligible funds will be returned to the site for professional learning activities related to the site goal. Sites may be asked to provide documentation of their professional learning activities and expenses. The remainder of the available funds will be used, at the discretion of the Teacher Evaluation Committee to complete work required by the program.~~

#### **Peer Coaches (13.C.b)**

In an effort to further reduce program expenses, the number of Peer Coaches will be reduced from seven (7) to six (6). This will increase the ratio of non-probationary teachers to peer coach. Reducing one coach should equate to a savings of approximately \$124,000.

##### **C. Peer Coaches**

- b. The ratio of non-probationary teachers to peer coach will be no more than ~~82-~~ **96-**to-1.

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

For the District:

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

For the Education Minnesota Edina

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

V.M. Quality Compensation Annual Report 2022-2023



**Board Meeting Date:** 4/17/2023

**Title:** Quality Compensation Annual Report 2022-2023

**Type:** Consent

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

**Background:** Per Minnesota Statutes, §122A.414, Subd. 3(a) the Q Comp Annual Report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. This report was presented to and reviewed by the Board Teaching & Learning Committee on April 4, 2023.

**Recommendations:** The Teaching and Learning department is presenting the report to the school board for information only. No decision is required on part of the school board.

**Desired Outcomes For The Board:** School board members should review the report and be prepared with feedback and questions.

**Attachments:**

1. Report (next page)

**Appendices:**

- A. Teacher Evaluation Committee Members

## Alternative Compensation Annual Report 2022-2023

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

Edina is completing its 15<sup>th</sup> year as a Q Comp district. In Edina, we call our Q Comp program Alternative Compensation (Alt Comp). All salaried, Title 1, and ECFE teachers (defined as a teacher in Minn. Stat. §179A.03, Subd. 18, of PELRA and the Master Agreement between the District and EM/E) are required to participate in the Alt Comp program, unless specifically noted otherwise. We currently have seven Peer Coaches who work with the district’s non-probationary teachers to fulfill program requirements. Administrators (both district- and site-level) work with probationary teachers. The total number of teachers participating in the program during the 2022-23 school year is 691 (157 probationary teachers and 534 non-probationary teachers).

As a Q Comp district, we receive \$260/student (\$169 per student in state aid and \$91 per student in board-approved levy) for the program. (This year, the state’s funding remained consistent at 99.7%.) The program’s budget is responsible for coach and facilitator salaries and benefits, performance incentives, and other costs associated with program implementation. Teachers are eligible for an \$1810 incentive based upon successful completion of observations, student learning goal creation and implementation, and site goals based on standardized assessments.

Per Minnesota Statutes, §122A.414, Subd. 3(a) the Q Comp Annual Report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program.

### General Program Impact and Recommendations

**1. What overall impact on instruction have the Edina Public Schools seen as a result of implementing the Q Comp program?** Q Comp continues to provide opportunities for professional development through teacher/coach interactions. Our Q Comp plan continues to drive alignment between district, site and individual teacher goals. As a result of Q Comp, teachers are less isolated in individual classrooms. Teachers welcome others into their classroom to see their instruction and share their successes and areas of growth building toward collective efficacy. Teachers are also aware of the ways in which their classroom instruction aligns with the District’s Mission and Vision. District focus areas such as Literacy, Multilingual Instruction and Culturally Proficient School Systems are also supported by the program and peer coach interactions with teachers. This year, coaches have been surveying their teachers mid-year, using the results as a formative assessment of their coaching. One question Rolland Talan asked teachers was, “My participation in the Teacher Evaluation Program supported my growth as a teacher this year.” Over 87% of respondents answered ‘yes’ (n=31).

The program also provides consistent and sustained time to reflect on and grow their practice. It is our belief that meaningful change and deep learning comes from purposeful reflection with a trained coach.

Angela Hurby's formative survey included the question "My peer coach, Angela, helps me reflect about my work and supports my growth as a professional." Of the 50 respondents, 49 either agreed or strongly agreed with the statement. All of our coaches are trained in Cognitive Coaching and use this model when conferencing with teachers. The coaches use the planning map during pre-observation conferences and the reflecting map during post-observation conferences. Reflection is the backbone of our program. In the post-observation conference, the teacher will offer a specific reflection and self-analysis of the lesson, as well as engage in a dialogue with the peer coach about the effectiveness of specific elements of the lesson. Teachers also have an opportunity to add comments to their student learning goal progress checks, demonstrating their reflective thinking focused on their goal. The summative conference allows for an in-depth conversation between the teacher and the coach/administrator to reflect on the work done during the previous year and to think ahead to the next year's goals.

**2. What overall impact on student achievement have the Edina Public Schools seen as a result of implementing the Q Comp program?** We continue to develop a culture of collaboration with increased dialogue focused on the impact of high quality instruction on student achievement. The program is responsive to teacher needs and promotes the reflection on and implementation of best practices that connect to student achievement. We will continue work on incorporating district staff development expectations into the teacher evaluation rubric descriptors.

The Peer Coach team has the fortune of observing teachers across the district. As such, they are in a unique position to see district initiatives in action and hear from teachers the impact. As a team, we are able to gather information and identify trends. When appropriate, this information is shared with site- and/or district-level administrators. Additionally, the team is able to disseminate information to teachers, especially when aligned with teachers' observation and student learning goals.

Our Q Comp program requires alignment between district, site and individual teacher goals. The alignment is further strengthened by the Professional Learning Community (PLC) work in the district. Many teachers chose to align their student learning goal with their PLC goal. The coaches monitor the progress of a teacher's student learning goal during the year. The student learning goals prioritize the collection and analysis of data and student data informs instruction. We are able to see the various ways students are growing and learning. For the 2022-2023 school year, on the student learning goal submission form, teachers self-reported that their is aligned with the following areas (could select more than one): Literacy (314), Equity (295), Social Emotional Learning (212), and Multilingual Learners (140). As one teacher noted in Angela's formative survey: "[She] is incredibly encouraging and helps me be a better teacher. She asks challenging questions that allows me to reflect on my teaching experience and helps me problem solve through challenges that I face in my classroom. She is thoughtful and sends encouraging notes which I appreciate because a lot of work goes into this occupation that often goes unnoticed... so it was nice to be noticed."

**3. How will we continually improve the overall effectiveness of the program?** We continue to refine our practice. This year, all of our coaches participated in the four-day Culturally Proficient School Systems (CPSS) training and are discovering ways to integrate the framework into their coaching conversations with teachers. As a team, we are also analyzing our practice through the use of the Framework and are working on a continuum for our coaching process.

During the 22-23 school year, we were challenged in reducing our budget by \$200,000. The Teacher Evaluation Committee met several times to discuss budget reducing options that would maintain the integrity of the program while having the least impact on the incentives awarded to teachers. In the end,

the decision was made to eliminate one Peer Coach position (reducing the total number of coaches from seven to six) and reduce the Site Goal Incentive from \$90 to \$1. Upon approval, these changes will be in effect for the 2023-2024 school year and result in an increased caseload for our Peer Coaches - increasing from 82 teachers/coach to 96 teachers/coach. Additionally, the incentive available for teachers will decrease by \$89 to \$1721.

The Teacher Evaluation Memorandum of Understanding needs to be reauthorized by May 1, 2024 for the 2024-2026 school years. A committee of district and EM/E representatives will work on the reauthorization of the Teacher Evaluation Memorandum of Understanding during the 23-24 school year. However, this spring, we brought together the reauthorization team, Peer Coaches, and Teacher Evaluation Committee to jump start the work. Through the budget reduction process, potential program changes were discussed. We want to ensure adequate time for discussion and planning around program changes. The reauthorization team will use Implementation Science methodology to review the plan and determine if and what changes may be required. As we work during the next twelve months, stakeholder feedback will be collected and reviewed. This will include the annual program survey.

Moving into fall, two new coaches will join the Peer Coach team. The new coaches will be replacing two whose term ends at the end of the 2022-23 school year. As a team, we will share program changes with teachers and continue to refine our coaching skills through training including book studies, collaborating with metro area coaches, and attending out-of-district training when available and appropriate.

The Teacher Evaluation Committee will continue to provide program oversight. Peer Coaches will continue to refine a resource bank of quality coaching questions associated with each descriptor and the student learning goal component as well as create a CPSS continuum aligned to our work. Next year, the Peer Coaches will join Principals and Administrators professional learning focused on inter-rater reliability training and utilize our CPSS training to inform evaluation work during the 2023-24 school year.

## **Appendix A**

### **Teacher Evaluation Committee Members**

Jody De St. Hubert (Director of Teaching and Learning)  
Libby Sandvick (Teacher Evaluation Program and Professional Development Facilitator)  
Michael Pretasky (EHS Assistant Principal)  
Lisa Hawthorne (Assistant Director of Student Support Services)  
Kari Dahlquist (Creek Valley Principal)  
Lindsey Smaka (EHS Science Teacher)  
Cari Boedigheimer (Concord Grade 2)  
Kate Erickson (Early Childhood Special Education)

### **Peer Coach Team**

Angela Hruby  
Debi Krengel (final year of term)  
Bethany Mohs  
Amanda Schutz (final year of term)  
Rolland Talan  
Alan Thompson  
Cathy Williams

New Coaches for 23-24 School year  
Rene Baca (Currently Grade 5 at Cornelia)  
Jon Moore (Currently Talent Development at Valley View)

## VI. Discussion

VI.A. Comprehensive Literacy Plan 6-12



**Board Workshop Date:** 4/17/23

**Title:** Comprehensive Literacy Plan 6-12

**Type:** Discussion

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

**Description:** The Edina Comprehensive Literacy Plan K-12 has been developed in response to the Edina Public Schools 2020-2027 Strategic Plan's call to review, develop, and implement a continuous improvement plan for literacy, readiness, and rigor for all. The 6-12 Comprehensive Literacy Plan defines the unified commitments for secondary ELA programming in EPS. The success of the Secondary Implementation Plan will be measured by the District Data Metrics Plan each year.

**Recommendation:** The purpose of this report is to update the board and have a discussion on the development of the Secondary Comprehensive Literacy Plan. The Secondary Comprehensive Literacy Plan will be brought back to the board at a meeting for further discussion in April and then again for action in May.

**Desired Outcomes from the Board:** Review in detail, have questions prepared, and provide feedback on the development of the Secondary Comprehensive Literacy Plan.

**Background Materials:**

[PreK-5 and Preliminary 6-12 Comprehensive Literacy Plan Approved Spring 2021](#)

**Attachments:**

Board Report

Appendices and References page 41



## Secondary Comprehensive Literacy Plan: Executive Summary

The Edina Secondary Literacy Plan has been developed in response to the Edina Public Schools 2020-2027 Strategic Plan’s call to review, develop, and implement a continuous improvement plan for literacy, readiness, and rigor for all. The success of the Secondary Implementation Plan will be measured by the District Data Metrics Plan each year.

### PreK-12 Comprehensive Literacy Plan Guiding Change Document

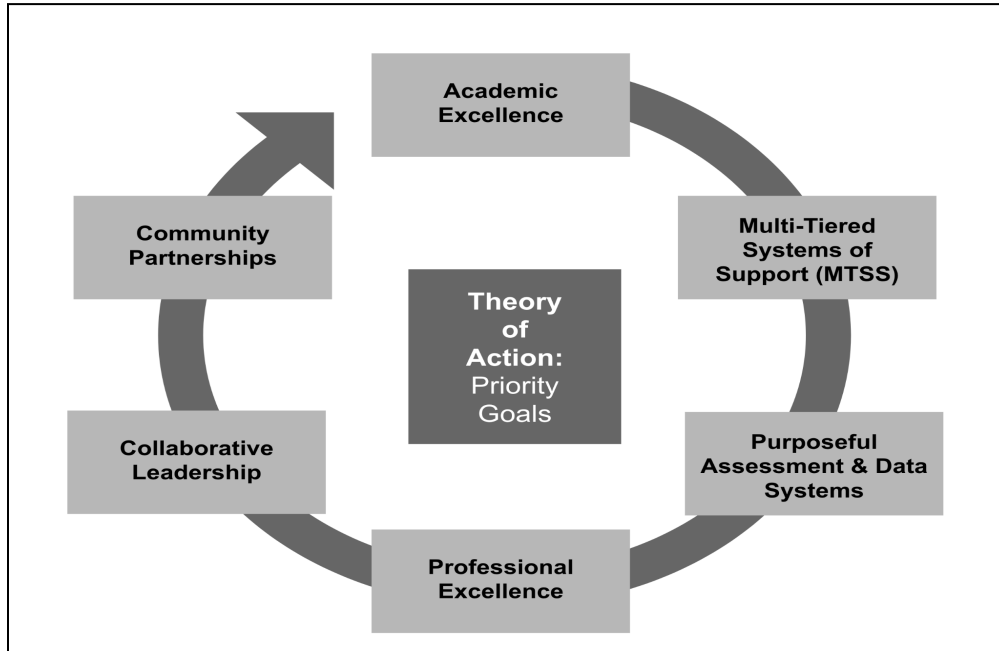
<b>Context and Reality</b> <i>Why the plan is being created.</i>	<b>Plan Development</b> <i>The process taken for the plan to be created.</i>	<b>Expected Results</b> <i>The end result after the plan is created and implemented.</i>
<ul style="list-style-type: none"> <li>● The literacy development of all learners is prioritized in Strategic Plan A.4.</li> <li>● Every student has the right to read, write, and communicate.</li> <li>● Not all students are meeting proficiency targets.</li> <li>● Not all students are meeting their growth targets.</li> <li>● There are predictable, yet unacceptable achievement gaps impacting students of certain demographics.</li> <li>● Gaps in necessary foundational skills are present across all populations for some students.</li> <li>● Leadership has varying levels of experience, knowledge surrounding literacy.</li> <li>● Staff have varying levels of experience and instructional styles.</li> <li>● Staff are professional, committed life-long learners.</li> <li>● Learning is a collaborative, community responsibility.</li> <li>● There are personalized learning expectations of Learner Profile, Customized Learning Paths, and Proficiency-Based Progress.</li> </ul>	<ul style="list-style-type: none"> <li>● Seek input from the school board, district and building administration, teachers, students, families, and community.</li> <li>● Include diverse stake-holders as valued team members.</li> <li>● Identify resources, including but not limited to budget, materials, time.</li> <li>● Engage in comprehensive data analysis of historical literacy data.</li> <li>● Gather current data through classroom walkthroughs.</li> <li>● Collectively engage in learning about evidence based literacy and language practices.</li> <li>● Collectively engage in learning about current research on the Science of Reading.</li> <li>● Determine and follow systems change processes to organize input, data, and research.</li> <li>● Develop timeline for implementation.</li> <li>● Communicate with stakeholders and engage stakeholders in continual review and improvement of PreK-12 CLP.</li> </ul>	<ul style="list-style-type: none"> <li>● All students are College, Career, Civic, and Future Ready.</li> <li>● Every student meets proficiency and developmental growth targets, at a minimum.</li> <li>● All students build foundational literacy and language skills as they read, write, and communicate.</li> <li>● All students develop rich vocabulary, communication and comprehension skills and strategies, necessary to engage in high levels of critical thinking across all literacy modalities and content areas.</li> <li>● School leadership is supported in implementing all components of PreK-12 CLP, as well as PLCs and MTSS in alignment with the PreK-12 CLP.</li> <li>● School and district leadership collaborate to honor the systems and processes developed to successfully implement the Comprehensive Literacy Plan.</li> <li>● Relevant staff become highly knowledgeable in how children learn to read and write, recognizing areas of strength and difficulty and responding to them.</li> <li>● Staff’s impact on literacy and language instruction is maximized through data driven, job embedded professional development on evidence-based literacy and language instruction.</li> <li>● Curriculum review is an ongoing process that ensures instruction aligned to current standards and evidence based practices.</li> <li>● Curriculum materials and instruction are culturally empowering to all students.</li> </ul>

<ul style="list-style-type: none"> <li>● Technology is expanding as a resource for the delivery and support of literacy.</li> <li>● Resource challenges need to be considered including: funds, staff, and time.</li> <li>● There is a lack of alignment across the district in terms of systems, resources, and instruction.</li> <li>● The comprehensive assessment, data analysis, and feedback systems are not consistently operational across the system.</li> <li>● Vertical alignment and communication at all levels needs improvement.</li> <li>● Implementation of new Minnesota ELA Standards.</li> </ul>		<ul style="list-style-type: none"> <li>● Literacy and language learning is personalized for all students and inclusive of a strengths based mindset.</li> <li>● Technology is leveraged and embedded as a tool to accelerate and enhance literacy and language.</li> <li>● Literacy and language instruction will follow a clear, district aligned MTSS structure.</li> <li>● PreK-12 systems and resources are aligned across instruction, assessment, intervention, and enrichment</li> <li>● Comprehensive literacy data at all levels is accessible and reviewed annually for continuous improvement planning. <ul style="list-style-type: none"> <li>● Caregivers and community members are engaged partners in the continued Literacy and Language development of Edina students.</li> <li>● Edina’s literacy climate is engaging, empowering, relevant, and inclusive.</li> </ul> </li> </ul>
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## Priorities

<p>1 Instruct</p>	<p>Best practices in reading instruction: A unified commitment to systematic, explicit and rigorous reading instruction that supports Each and Every student to reach their full potential and THRIVE.</p>
<p>2 Support</p>	<p>Systematic Tiered Support: A unified commitment to Multi-Tiered Systems of Support aligns and supports literacy growth and achievement across all learning levels. This includes intervention AND enrichment.</p>
<p>3 Empower</p>	<p>Empowered by Literacy: A unified commitment that prioritizes that students and staff are empowered by literacy. This includes collective efficacy, growth mindsets, and prioritizing inclusion and belonging for <i>all</i>.</p>
<p>4 Confirm</p>	<p>Data Literacy: A unified commitment to verify that the work defined in this plan meets its goals. Educators across the system who are skilled in data use will develop more effective leadership, classroom and instructional practices, which ultimately will lead to improved student performance.</p>

# K-12 Comprehensive Literacy Plan Goals



## Summary of 6 Goal Areas Outlined in the Edina 6-12 Comprehensive Literacy Plan

### Goal #1: Academic Excellence (Page 10)

**Standards and Curriculum** - Rigorous core content begins with standards as common expectations to guide instruction, assessment, and outcomes. The Minnesota Reading and ELA Standards outline clear goals for reading, writing, listening, speaking, viewing and exchanging ideas:

- support effective instruction, alignment, and application of the standards;
- provide strategies for differentiated instruction based on students’ needs;
- are culturally and linguistically relevant and responsive; and
- build background knowledge and understanding of key learning concepts.

Universal Design for Learning framework will be used as teachers engage in curriculum writing and implementation.

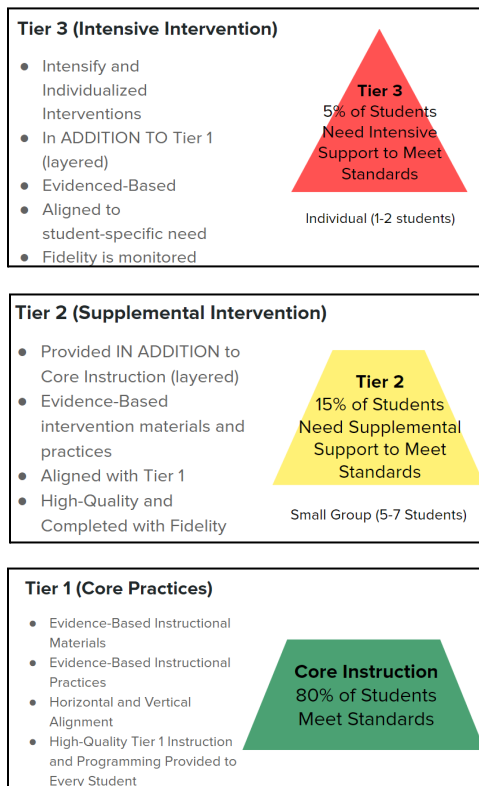
Data guides the framework for instructional delivery in ELA core instruction. Teachers and leaders must have an internalized knowledge of current research and effective practices in literacy curriculum, instruction and assessment in order to design, deliver, and assess literacy instruction. The critical elements for all ELA courses were identified by the Secondary ELA Design Team in the spring of 2022:

Alignment	Curriculum is aligned with standards--horizontally and vertically. Common summatives and teacher consistency are important.
Authenticity	Reading and writing tasks are meaningful and relevant to students because they grow abiding skills and address enduring human questions.
Relevant	Students are developing as readers and broadening their reading horizons. They should have

Reading	access to a wide variety of diverse texts. Students should also have access to both informational and fictional works.
Language Fundamentals	There is clear alignment in BOTH vocabulary and grammar instruction across grade levels.
Relevant Writing	Students are provided choices in authentic writing tasks that meet them where they are. They learn to use a writing process to hone their skills each time they engage in a writing task. There is common language used across grade levels to identify components of the writing process.
Equitable Responsiveness	Materials should include enrichment and support pathways that are built-in and accessible for each and every student. Materials offer formative feedback tools for timely intervention and enrichment. Materials reflect all groups of school demographics and the wider community--mirror and window.

## Goal #2: Multi-Tiered Systems of Support (Page 13)

Minnesota Multi-Tiered System of Support (MnMTSS) is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental and academic outcomes for every student. EPS' Comprehensive Literacy Plan embraces and integrates an equity mindset and a culturally sustaining approach that honors the diverse community of learners in our schools. A unified commitment to Multi-Tiered Systems of Support aligns and supports literacy growth and achievement across all learning levels. MTSS is a multi-tiered framework developed to ensure that all students have access to the instruction, intervention and support, and talent development opportunities needed to meet and exceed grade level literacy learning goals every year.



## Educators Engage in Evidence-Based Instructional Practices Criteria:

- Evidence exists that all teachers are implementing evidence-based academic and SEL practices across content areas on a daily basis for every student.
- Instructional practices are culturally and linguistically sustaining, empowering, aligned to standards, and provide opportunities for student engagement, collaboration and discourse.
- Multiple data sources are used to differentiate instruction based on the needs and interests of students.
- Students are given opportunities to make connections between new information, their prior knowledge, and their lived experiences.
- Social-emotional learning is explicitly integrated with academic learning.

### Enrichment for All

Edina Public Schools is proud to consistently demonstrate a commitment to high achievement, rigor, excellence and equity. EPS MTSS includes a Talent Development Program that:

- Provides a comprehensive K-12 framework for learning.
- Grows talent in all learners.
- Provides increased and equitable access to appropriately challenging learning
- Provides multiple pathways for various types of learners

Edina Public Schools offers multiple pathways for learners to challenge and engage students across our system. Students deserve and need learning opportunities that help them discover, extend, accelerate and apply their talents. The pathways are designed to meet the needs of all learners including those who have both demonstrated high performance and/or show the potential for high performance.

All Students Receive:

- **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
- **Real-World Application** - opportunities provided to **all** students to engage in real-world application of strengths and talents

Some Students Receive:

- **Acceleration through AP or CIS ELA courses in grade 11-12** - opportunities provided to **some** students to engage with grade level content at a deeper level during flexible times throughout a school day or year. Note: There is a proposal to add 10th Grade AP Seminar

### Goal #3: Purposeful Assessment & Data Systems (Page 26)

Assessment and data help teachers and students understand where they are, where they have been, and where they need to go in their learning. Reading, writing, and communicating are developmental and, therefore, complex areas to assess. No single assessment can include all aspects of these diverse processes. Every literacy assessment offers multiple purposes, yet no single assessment can serve all purposes. A literacy assessment system needs to reflect the multiple dimensions of reading and writing, the various purposes for assessment, and the diversity of the students being assessed.

**The Role of Literacy Assessment is to:**

- determine where students are in their learning progression;
- guide instructional planning and decision making regarding student needs (e.g., identifying strengths, learning gaps, and opportunities; allocating resources);
- partner with families about their child(ren)'s learning;
- monitor students' progress towards mastering academic and early learning standards, including social emotional learning;
- see timely data to provide actionable feedback FOR learning; and
- inform continuous improvement of the instructional system (e.g., to identify areas for professional development, to examine effectiveness of core instruction).

#### Goal #4: Professional Excellence (Page 26)

High quality, *transformational*, professional development is critical in providing effective instruction, intervention, and acceleration for all children. Student learning is positively affected by the quality of adult professional learning, which must be intentionally designed and integrated into daily instructional practice (Eaker & Keating, 2009). Professional development involves systematic, sustainable, and positive changes in the practices of teachers and leaders consistently across the school sites.

Critical topics for embedded and transformational professional development:

- Dyslexia and the secondary student
- The Science of Reading in grades 6-12
- Intentional, differentiated pathways for content area staff, ELA staff and reading interventionists
- Vocabulary and Comprehension across the school day

Adult learning theory principles will be prioritized in the planning and implementation of all professional learning.

#### Goal #5: Collaborative Leadership (Page 27)

Collaboration among teachers, staff, and school and district leaders:

- fosters a positive culture of high expectations, system support, unity, and collective ownership;
- ensures critical teacher input into the decision making and implementation process;
- creates agreed upon systems that support timely and effective decision making;
- maintains the mission, vision, and core values;
- strategically meets goals;
- addresses challenges as a single, cohesive team; and
- collectively incorporates changes into a sustaining culture.

Embracing collaboration at the highest level demonstrates to our entire Edina community the value and importance of the PreK-12 Comprehensive Literacy Plan and each district initiative that aligns and supports it. It is through this collaborative approach that the goals, actions, and expected results will be realized.

#### Goal #6: Community Partnerships (Page 28)

Literacy learning is a collaborative, community responsibility. It is achieved through partnerships among educators, caregivers, learners, and the community in prioritizing education and engaging developmentally appropriate literacy experiences that support learning through play, innovative classroom practices, deep thinking, and incrementally scaffolded high expectations. It is important for all members of the Edina Public Schools

community to have a shared commitment to the Comprehensive Literacy Plan in order to ensure all students meet literacy goals. When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individuals, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula (Harvard Family Research Project, 2010).

Future Action Steps				
	2022-2023	2023-2024	2024-2025	2025-2026 <i>*MN State ELA Standards must be implemented.</i>
<b>Tier 1</b>	Design team in Exploration Phase to determine the evidence-based best practices that will be implemented.  Professional Learning: Differentiation and engagement strategies for Multilingual Learners that benefit ALL students.	Professional Learning: Best practices in foundational reading instruction at the secondary level and explicit vocabulary and comprehension instruction across all schools and all content areas.	Early implementation of the district-adopted/ defined curriculum  Continued/ deepened professional learning from prior year.	Full implementation of the district-adopted/ defined curriculum  Continued/ deepened professional learning from prior years.
<b>Tier 2 and 3</b>	Tier 2 and 3 Design Team in Exploration	Specified training on the Science of Reading in secondary and in intervention programs and data use.	Early implementation of the district-adopted/ defined curriculum	Full implementation of the district-adopted/ defined curriculum
Data literacy and Collective Teacher Efficacy will be focus areas across all tiers and all years.				



# Secondary Comprehensive Literacy Plan

*“Literacy is NOT reading and writing. Literacy is POWER. Reading and writing are the TOOLS of literacy.”  
- Beers and Probst, Forged by Reading*

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The following staff members have been involved in the research, review, and re-design of the secondary reading plan. Thank you to this team for the dedication to the continuous improvement of the literacy programming in Edina Public Schools.

### Tier 1 Design Team

- Emily Olsen - Valley View, 6th Grade Teacher
- Eli Michelson - South View, 7th Grade Teacher
- Margaret Smith - Valley View, 8th Grade Teacher
- Ana Jankowski/Julia Mason - South View, 8th Grade Teachers
- Kari Discher - Edina High School, 10th Grade Teacher
- Sarah Burgess - Edina High School, 9th and 11th Grade Teacher (College Reading Readiness)
- Sarah Hinson - Edina High School, 10th Grade Teacher
- Tess Bademan - Edina High School, 10th Grade Teacher
- Sara Swensen - Edina High School, Media Specialist
- Robert Diehl - Valley View, Media Specialist
- Mike Walker/Matt Flugum - District Instructional Technology Coordinator
- Bethany Van Osdel - Assistant Director of Teaching and Learning, Team Facilitator

### Tier 2 and 3 Design Team

- Sarah Burgess - Edina High School, 9th and 11th Grade Teacher (College Reading Readiness)
- Kristin Wetzell - Edina High School
- Leah Jones - Edina High School, Multilingual Learner teacher
- Anna Wise - Edina High School, Special Education teacher
- Kathryn Gimse - Valley View, Multilingual Learner teacher
- Sam Jung - Valley View, Special Education teacher
- Katie Higgins - Valley View reading intervention and coach
- Jennifer Harrits - Southview, Reading intervention teacher
- Gretchen Lund - Southview, Multilingual Learner teacher
- Emily Larson - Southview, Special Education teacher
- Tricia Pettis - Southview, dean
- Facilitators
  - Bethany Van Osdel, Assistant Director of Teaching and Learning
  - Leigh Ann Feily, MTSS Coordinator

The Edina Secondary Literacy Plan has been developed in response to the Edina Public Schools 2020-2027 Strategic Plan's call to review, develop, and implement a continuous improvement plan for literacy, readiness, and rigor for all. The success of the Secondary Implementation Plan will be measured by the District Data Metrics Plan each year.

The  **Comprehensive Literacy Plan Metrics - Assessment, Data Collection, and Artifacts Plan** documents the data collection process used to monitor progress of the Comprehensive Literacy Plan. The data collected will assess both the active implementation and student outcomes.

## Introduction and Purpose

Literacy skills are the foundation for proficiency in reading, writing, and communication. New research shows the need to focus our improvement efforts, to ensure we consistently meet the needs of every learner.

The Edina PreK-12 Comprehensive Literacy Plan is in response to the Edina Public Schools 2020-2027 Strategic Plan's call to review, develop, and implement a continuous improvement plan for literacy, readiness, inclusiveness, and rigor for all. This plan ensures all secondary students are college, career, and civic ready.

The Secondary Comprehensive Literacy Plan is the first step in a five-year process to meet this auspicious goal. In order to **ensure** success, this plan is grounded in current and enduring research with systems that build collective ownership, for successful implementation of differentiated instruction across a multi-tiered system of support. Implementation begins with establishing a strong inclusive literacy culture supported by strong literacy instructional practices. Data will be consistently reviewed. This ensures all students develop foundational reading skills and the making meaning that supports them.

The Edina Secondary Comprehensive Literacy Plan is committed to ensuring doors are open for students and they are escorted through the doors. The Secondary Design Team defined this as follows:

- We will ensure ALL students know where and how to access the open door.
- We will ensure consistent opportunities with strong academic support for all kids.
- We will ensure resources are intentional to escort students through the door.
- We will ensure flexible grouping.
- We will ensure our courses are all open doors.

## Mission, Vision and Definition

### Literacy Vision

Our unified vision is that all students in Edina Public Schools become lifelong learners with the rich literacy, language, and comprehension skills necessary to be engaged critical thinkers and communicators.

In our literacy vision, every student develops as an independent, literate learner through engaging in meaningful learning experiences that incorporate an individual learner's profile. Literate learners will read, write, listen, communicate, comprehend, and make meaning. In addition, they will think critically and problem solve across content areas. Using a variety of texts, media sources, and learning experiences, literate learners will synthesize information, transfer learning into new applications, and use their learning to communicate in multiple ways to diverse audiences.

## **Literacy Mission**

The mission of the Secondary Comprehensive Literacy Plan aligns tightly to the district's overarching mission and vision. The focused mission within the context of literacy is to nurture and enhance the literacy development of every Edina learner to ensure they are meeting and/or exceeding development milestones in literacy achievement by:

- enhancing systems to ensure a Culturally Proficient School System is in place for each student to thrive;
- aligning instruction to the current Science of Reading, enduring research and proven best practices;
- increasing classrooms strategies to identify and support struggling readers to address literacy deficits early;
- promoting continuous learning and collective ownership through strong data literacy and transformational professional development.
- strengthening our culture of professional excellence as it aligns to the Edina Public Schools Core Values:
  - Integrity
  - Compassion
  - Courage
  - Commitment
  - Appreciation
  - Responsibility

Literacy development is not complete without focusing on both word decoding and language comprehension, as well as writing, speaking, listening, viewing, and technological skills. These strategies support students to access and communicate information effectively inside and outside of the classroom and across content areas.

## **Research Supported Instructional Pedagogy:**

Quality teachers leading effective instructional practices proven through research has the greatest impact on student growth, efficacy, and achievement. The Edina Comprehensive Literacy Plan identifies and provides support in the understanding and integration of the following:

- reading is a complex process with comprehension as the central goal;
- research in effective instructional practices proven to shift the ownership of learning to students;
- research in reading development including; the science of brain development; the Components of Reading; structured literacy; strategic comprehension, vocabulary and critical thinking skills; and the Developmental Stages of Reading, Writing, and Orthography;
- incremental support in the developmental stages of oral language, reading, writing, and orthographic skills;
- the critical need to provide all students with sufficient, direct instruction on the foundation skills of literacy;
- intense, explicit, and systematic lessons designed to support struggling readers and writers;
- the reciprocal relationship between reading and writing processes and skills that develop simultaneously;

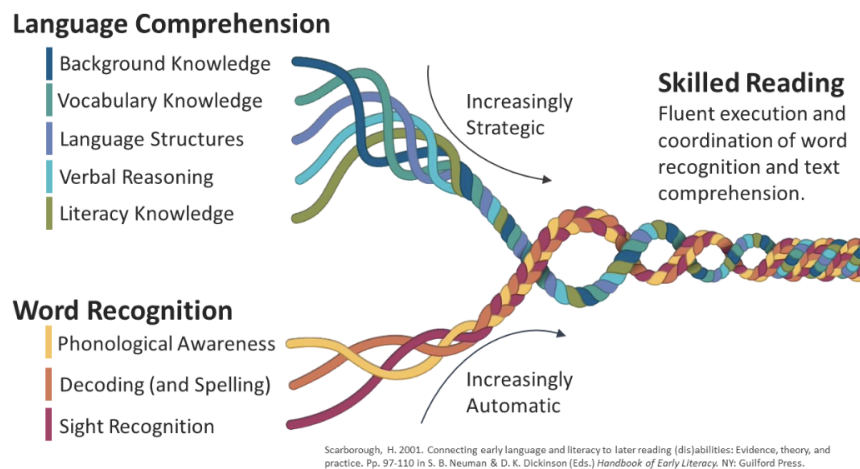
- an inclusive literacy culture to support an environment that is culturally and linguistically responsive and promotes student motivation, interest, and engagement for all;
- a system of data collection, review and analysis, to identify specific areas of students;
- specific observation and assessment techniques used to inform students' literacy strengths and needs across a Multi-Tiered System of Support.

### Definition of Comprehensive Literacy:

Comprehensive literacy develops, cultivates, and applies reading, writing, speaking, listening, viewing, and technological skills and strategies to access and communicate information effectively inside and outside of the classroom and across content areas. By developing the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context, learners are connected with others and are empowered to interact with the world. (ILA (International Literacy Association), 2020; NCTE (National Council of Teachers of English), 2020; Tompkins, 2010; National Institute for Literacy, 2007.)

## Secondary Literacy Priorities

### Scarborough's Reading Rope - A Simple View of Reading Development



Building off of the fundamental areas found in elementary reading development (phoneme awareness, decoding, fluency, vocabulary and comprehension), the major areas of reading emphasis in middle and high school include:

- expanded 'sight vocabulary' to unfamiliar words in increasingly challenging text
- expanded vocabulary development to thousands of unfamiliar terms in increasingly challenging text
- increasingly detailed knowledge of text structures and genres
- acquisition of expanded content knowledge in many domains
- increased thinking and reasoning skill development
- increased need to build positive and relevant connections regarding reading as a vital skill for current and future opportunities in learning and adult life (including that of leisure)

Additionally, the system must provide instructional support and a variety of interventions differentiated enough to ‘close the gap’ for strategic and intensive struggling readers. Intensity is manipulated by instructional grouping of identified needs, size of group, explicitness of instruction and material, length of instruction and frequency of assessment, and instructional adjustments based on such data.

### **Such engineering must include:**

- explicit and systematic instruction to build vocabulary
- instruction to enhance active use of efficient comprehension strategies
- instruction and orchestrated practice to build reading fluency
- intensive instruction in basic word reading strategies, including phonics

(The Secondary Literacy Instruction and Intervention Guide, Leslie McPeak, Lisa Trygg)

### **Definition of Secondary Comprehensive Literacy:**

There may be no greater purpose for an educational system than to ensure all learners have equitable access to evidence-based instruction, building language and literacy knowledge, as well as the skills and strategies to competently engage in relevant learning opportunities that foster success. Literacy is a continuous, developmental progression from birth through adulthood. Comprehensive Literacy is a culmination of enduring and current research, proven instructional design and delivery, and target interventions that result in developing learners with the ability to strategically apply reading, writing, speaking, listening, viewing and technological skills to access and communicate information effectively inside and outside of the classroom and across content areas. The foundation of a literacy classroom is seated in research and evidence supported practices in the development of reading and writing to equip learners in critical thinking, problem solving, and communication.

Comprehensive Literacy instruction and learning includes, but is not limited to:

- reading is a complex process with comprehension as the central goal;
- research in effective instructional practices proven to shift the ownership of learning to students;
- research in reading development including; the science of brain development; the Components of Reading; structured literacy; strategic comprehension, vocabulary and critical thinking skills; and the Developmental Stages of Reading, Writing, and Orthography;
- incremental support in the developmental stages of oral language, reading, writing, and orthographic skills;
- the critical need to provide all students with sufficient, direct instruction on the foundation skills of literacy;
- intense, systematic lessons designed to support struggling readers and writers;
- the reciprocal relationship between reading and writing processes and skills that develop simultaneously;
- an inclusive literacy culture to support an environment that is culturally and linguistically responsive and promotes student motivation, interest, and engagement for all;
- a system of data collection, review and analysis, to identify specific areas of students;

- specific observation and assessment techniques used to inform students' literacy strengths and needs.

The instructional delivery of comprehensive literacy begins with developing lessons with clear, standards-aligned learning targets, and success criteria. Expectations and goals are clearly articulated, explicitly taught, and modeled by the teacher, and scaffolded and supported through varied texts and learning opportunities across the Gradual Release of Responsibility. This method shifts the ownership of the learning from the teacher to the students. Throughout the process, the teacher observes, confers, assesses, and provides actionable feedback, providing re-teaching and intervention, or enrichment and challenge, as needed.

Comprehensive literacy develops, cultivates, and applies reading, writing, speaking, listening, viewing, and technological skills and strategies to access and communicate information effectively inside and outside of the classroom and across content areas. By developing the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context, learners are connected with others and are empowered to interact with the world.

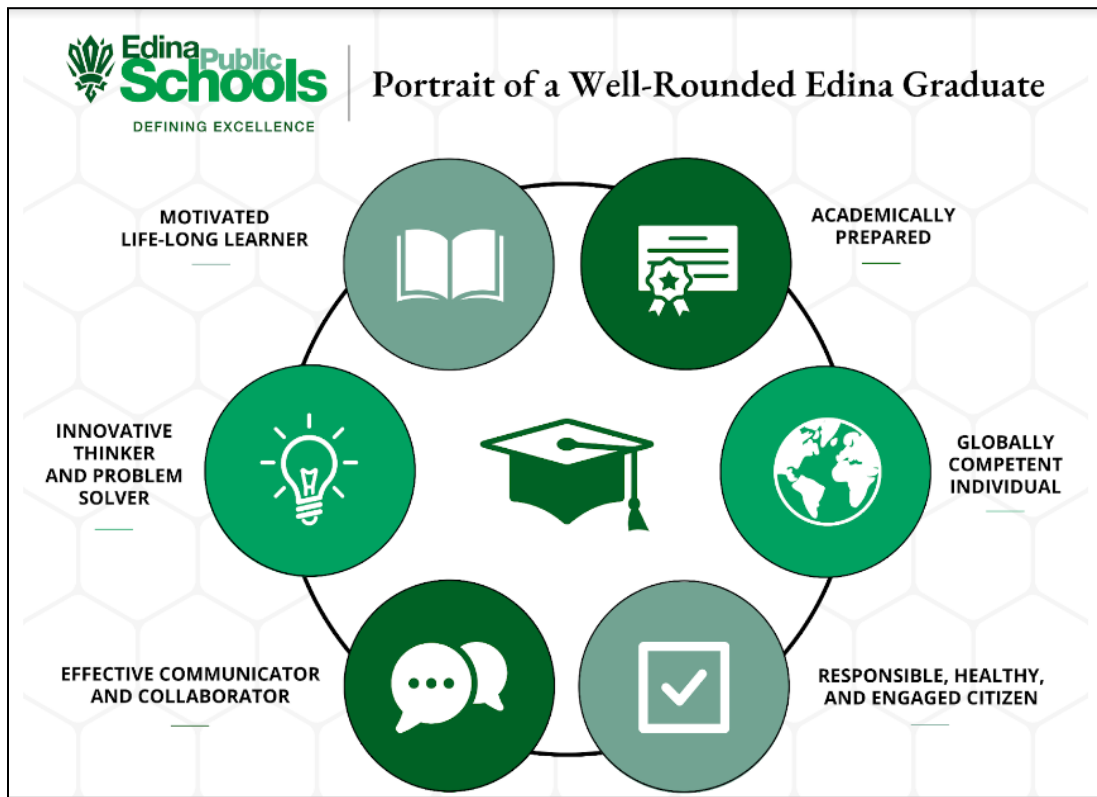
(ILA, 2020; NCTE, 2020; Tompkins, 2010; National Institute for Literacy, 2007.)

### **The Secondary Comprehensive Literacy Plan Alignment:**

Clear alignment to district planning and initiatives is critical to the success of our literacy planning. The Comprehensive Literacy Plan will align to existing and developing systems and processes ensuring that the priority goals, action steps, and purposeful outcomes interconnect and support the mission, vision, and Strategic Plan of Edina Public Schools.

This connected alignment includes:

- **Culturally Proficient School Systems:** Edina Public Schools is committed to the continuous pursuit of cultural competence. Being culturally proficient is exemplified by how one uses assessment data, delivers curriculum and instruction, interacts with parents and community members, and plans and uses professional development. This commitment is supported by the use of the Tools of Cultural Competency. The tools ensure we are supporting all students to reach their full potential and thrive.
- **Multi-Tiered System of Services (MTSS)** MTSS is a systematic, continuous improvement, decision-making framework that supports educators in providing academic and behavioral strategies for students with various needs. This framework utilizes data-based problem solving and decision-making across all levels of the educational system. The MTSS framework provides consistency of implementation across Social and Emotional Learning (SEL), Professional Learning Communities (PLCs), and the PreK-12 Comprehensive Literacy Plan (CLP).
- **Portrait of an Edina Graduate:** The Portrait of a Well-Rounded Edina Graduate is a set of goals that each Edina student will have demonstrated proficiency upon graduation. Literacy skills are critical to the success of each goal area.



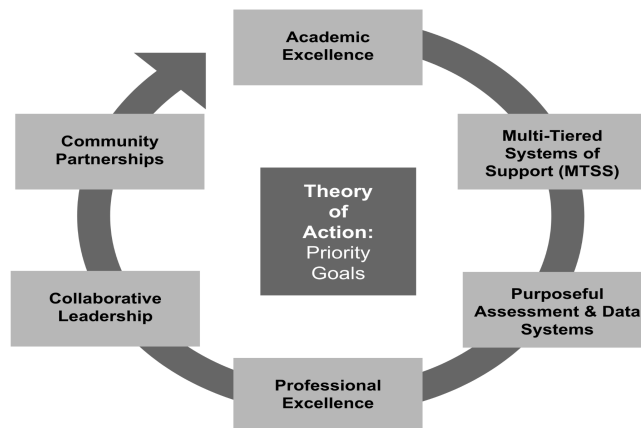
## Guiding Change Theory

[LINK](#)

The Guiding Change document outlines the purpose for the Comprehensive Literacy Plan, how it is being created, and the expected results of its implementation. This structure guides the work of the PreK-12 Comprehensive Literacy Plan through the inevitable challenges that will arise by providing a clear plan of action. The expected results guide the creation of the Priority Goals and Action Steps that will support the implementation of the plan over the next five years.

## Goal Areas

There are six key components that organize and guide the goals and subsequent action steps for accomplishing the mission and vision of the Edina PreK-12 Comprehensive Literacy Plan. The key components, outlined as goal areas are:



## Implementation of Action Steps Through Collective Ownership:

The action steps in the Secondary Comprehensive Literacy Plan are organized under each of the **six key components or goal areas**. The Comprehensive Leadership Teams outlined below create the layered leadership structure for implementation of the action steps defined under these key components or goal areas.

### Goal 1: Academic Excellence:

#### Standards, Curriculum, and Instructional Outlines

All students deserve equitable access to rigorous core content through the use of the Minnesota State Standards, comprehensive and viable curriculum, and evidence based literacy instruction. Literacy is a priority for all educators at every level, shown by committing to:

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

Universal Design for Learning framework will be used as teachers engage in curriculum writing and implementation.

Using timely and appropriate assessments, curriculum will be analyzed to ensure that all students are, at minimum, meeting proficiency and developmental growth expectations.

- **Effective Comprehensive Literacy Instruction** - Data guides the framework for instructional delivery in Reading and ELA core instruction. Teachers and leaders must have an internalized knowledge of current research and effective practices in literacy curriculum, instruction and assessment in order to design, deliver, and assess literacy instruction. The critical elements for all ELA courses were identified by the Secondary ELA Design Team in the spring of 2022:

Alignment	Curriculum is aligned with standards--horizontally and vertically. Common summatives and teacher consistency are important.
Authenticity	Reading and writing tasks are meaningful and relevant to students because they grow abiding skills and address enduring human questions.
Relevant Reading	Students are developing as readers and broadening their reading horizons. And have access to a wide variety of diverse texts. Students have access to

	both informational and fictional works.
Language Fundamentals	There is clear alignment in BOTH vocabulary and grammar instruction across grade levels.
Relevant Writing	Students are provided choices in authentic writing tasks that meet them where they are. They learn to use a writing process to hone their skills each time they engage in a writing task. There is common language used across grade levels to identify components of the writing process.
Equitable Responsiveness	Materials should include enrichment and support pathways that are built-in and accessible for each and every student. Materials offer formative feedback tools for timely intervention and enrichment. Materials reflect all groups of school demographics and the wider community--mirror and window.
Workload balance	All work is able to be completed during the school day/contracted time. This includes PD, planning, preparation, collaboration, delivery of lessons, assessment, reflection, and feedback to students.

*\*See Appendix A for full description of the critical elements.*

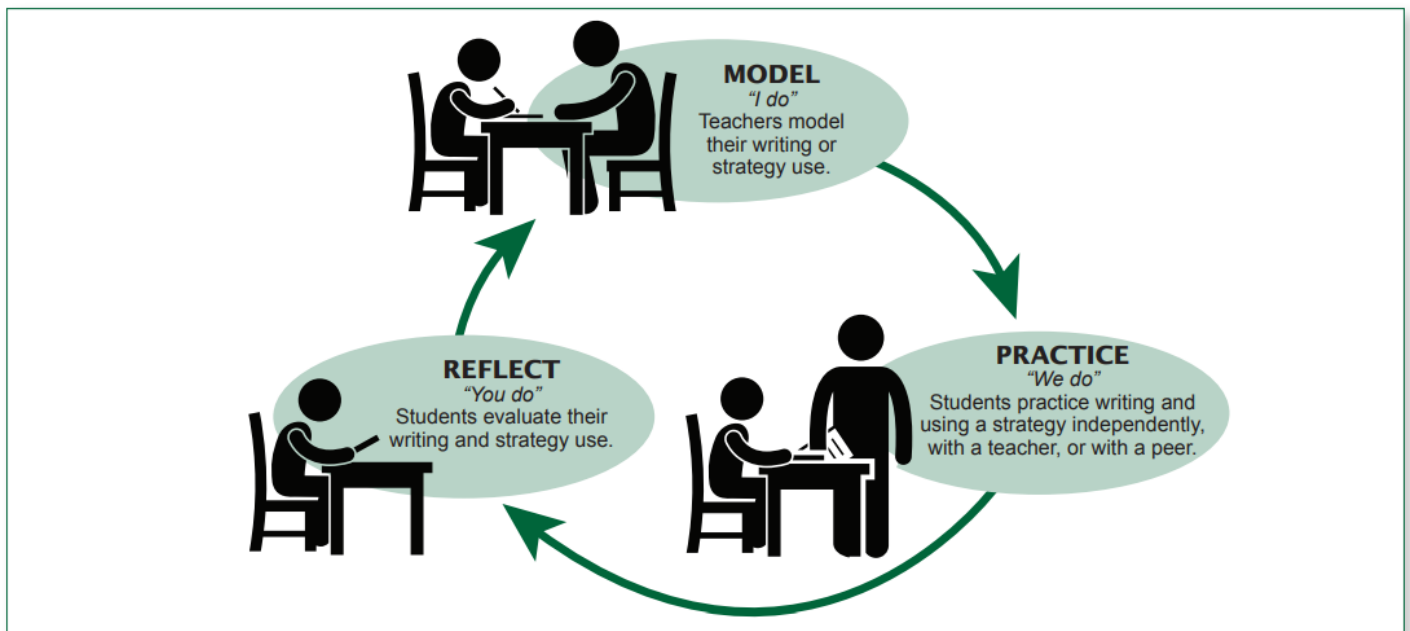
## **Writing:**

Improving students' writing skills helps them succeed inside and outside the classroom. Effective writing is a vital component of students' literacy achievement, and writing is a critical communication tool for students to convey thoughts and opinions, describe ideas and events, and analyze information. Indeed, writing is a life-long skill that plays a key role in postsecondary success across academic and vocational disciplines.

**What Works Clearinghouse recommends 3 key, research-based, instructional strategies to write effectively in grades 6-12:**

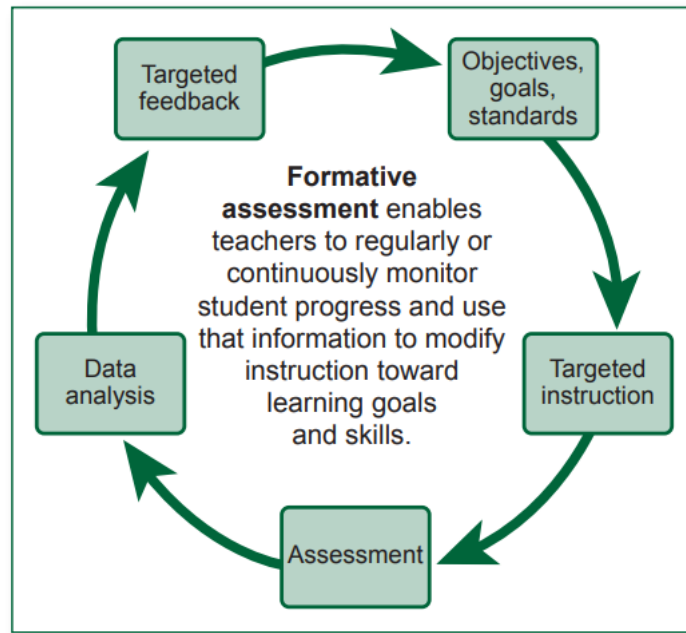
- **Explicitly teach appropriate writing strategies using a Model-PracticeReflect instructional cycle.** This recommendation includes two approaches to teaching writing strategies: (a) explicit or direct instruction and (b) using a Model-Practice-Reflect instructional cycle. Recommendation 1a is to explicitly teach students different strategies for components of the writing process, including how to select, execute, and tailor a strategy for different audiences and purposes. Recommendation 1b is to use a Model-Practice-Reflect instructional cycle to teach writing strategies, wherein students observe a strategy in use, practice the strategy on their own, and evaluate their writing and use of the strategy. Teachers should use both approaches when teaching students to use writing strategies.

## The Model-Practice-Reflect cycle



- **Integrate writing and reading to emphasize key writing features.** Combining reading and writing together in an activity or assignment helps students develop knowledge and learn about important text features (as illustrated on the next page). For example, asking students to summarize well-written text they just read signals that it has a set of main points, that students should understand main points while they read, and that when students write certain types of compositions they should focus on main points. Reading exemplar texts, or those that illustrate specific features of effective writing, can help students become familiar with important features of writing, which they can then emulate. Similarly, writing with a reader in mind and reading with the writer in mind strengthens both reading and writing skills.<sup>4</sup> This is important because writers are more effective when they tailor their writing to the reader and anticipate the impact on their audience as they write
- **Use assessments of student writing to inform instruction and feedback.** Monitoring student progress throughout the writing process provides useful information for planning instruction and providing timely feedback to students. By regularly assessing student performance—not just students' final written products—teachers learn about student progress on key learning objectives and can tailor their writing instruction accordingly. Struggling students and students with disabilities can benefit from additional and differentiated instruction on skills that have been taught, while students who have already mastered a skill can advance to a new one.

## The formative assessment cycle



## KEYS FOR SUCCESS



An efficient and effective Professional Learning Community is needed to ensure academic excellence is producing aggressive growth for all students. This process must focus on the 4 corollary questions:

- *What do students need to learn?*
- *How will we know if they've learned it?*
- *What will we do if they don't learn it?*
- *What will we do if they already know it?*



All doors are opened for students in reading and writing:

	Cultural Destructiveness	Cultural Incapacity	Ignorance (former "blindness")	Cultural Pre-Competence	Cultural Competence	Cultural Proficiency
<b>We will ensure ALL students know where and how to access the open door to reading and writing.</b>	<p>Students are deliberately not informed about honors/enriched courses.</p> <p>ELA standard courses do not provide grade level content.</p> <p>No interventions are provided.</p> <p>Data is used to diminish, track</p>	<p>Honors and enriched courses are not accessible or designed for marginalized students.</p> <p>ELA standard courses provide spotty grade level content to some.</p> <p>Interventions are offered inequitably.</p>	<p>No effort is being made to ensure that course enrollment is predictable. The lack of equitable representation is not seen as a problem.</p> <p>Standard ELA courses teach "down the middle" with</p>	<p>Efforts are being made to ensure that course enrollment is not predictable.</p> <p>Some differentiation occurs to some students in some classes.</p> <p>Data is disaggregated.</p>	<p>Enrollment in courses mirrors the district demographics.</p> <p>Data is used to differentiate to ensure most students are able to make aggressive growth.</p> <p>80% of students are reading and writing at grade</p>	<p>Course enrollment demographics are not predictable.</p> <p>Data is used to differentiate to ensure ALL students make aggressive growth.</p> <p>All students are reading and writing at grade</p>

	and dehumanize students.	Data is used to justify inequities.	no differentiation.  Data is not reviewed or disaggregated.		level.	level.
<b>We will ensure consistent opportunities with strong academic support for all kids in reading and writing.</b>	<p>Students disengage because they can not access the curriculum.</p> <p>No supports are offered for reading and writing and/or supports are detrimental to learning and growth in reading and writing.</p> <p>Intervention (if it exists) does not allow for growth or advancement.</p> <p>Systemic plans for support are nonexistent.</p>	<p>Opportunities and support differ across courses.</p> <p>Supports are attempted but are ineffective and inefficient.</p> <p>Students lack motivation because they can not access the curriculum.</p> <p>Student support is an afterthought, inconsistently offered, of poor quality, without adequate resources or time.</p>	<p>Student support is partially effective but inconsistent, without evaluation of data.</p> <p>Students' growth is inconsistent, and as a result they are only partially engaged, compliant but not invested in their learning.</p> <p>Some resources and time are available for systemic support and intervention.</p>	<p>Data is available and reviewed but not consistently acted upon.</p> <p>Students are somewhat aware of their learning needs.</p> <p>Commitment has been made to provide resources and time for systemic support and interventions, but implementation may vary.</p>	<p>With teacher guidance, students are increasingly aware of their learning and support needs and their developing agency.</p> <p>Teachers have time to plan and act on available student data in order to provide appropriate support.</p> <p>Opportunities for support are in place systematically and within individual classrooms.</p>	<p>Learners have agency and realistic awareness of their true support needs.</p> <p>All students who need intervention receive timely, effective support and understand the criteria for success in reading and writing.</p> <p>Learners do move from needing high support to participating in the most challenging courses over their academic career.</p> <p>Opportunities for support are in place systematically and within individual classrooms and are regularly evaluated for effectiveness.</p>
<b>We will ensure resources are intentional to escort students through the door in</b>	Resources - in terms of texts, technology, and academic supports - are purposefully distributed in a way that harms students.	Resources - in terms of texts, technology, and academic supports - are unequally distributed.  Additionally,	Resources-in terms of texts, technology, and academic supports-are available.  These resources are accessible to	Resources-in terms of texts, technology, and academic supports-are available for students/ families who know how to access them.  Resources that may	Resources-in terms of texts, technology, and academic supports-are distributed equally  Resources are accessible to all	Resources - in terms of texts, technology, and academic supports - are distributed equitably and designed to help students discover their possibilities

<p><b>reading and writing.</b></p>	<p>Additionally, these resources are deliberately withheld from certain students.</p> <p>Resources malign marginalized groups of students and/or consistently elevate those considered to be in the “dominant group.”</p>	<p>these resources are not accessible for certain students.</p> <p>Resources inaccurately represent marginalized groups or are outdated.</p>	<p>those who demand access or are offered access.</p> <p>Resources offer representation of marginalized groups that is historically accurate but is not empowering to students.</p>	<p>allow students to view themselves in a way that empowers them are offered as options rather than as core curriculum.</p> <p>Resources are evaluated during set review periods.</p>	<p>students.</p> <p>Resources allow students to view themselves in a way that empowers them.</p> <p>Resources are evaluated when stakeholders request evaluation or state standards are updated.</p>	<p>and thrive.</p> <p>Resources are accessible to all students, and students are supported in their access.</p> <p>Resources allow all students to view themselves in a way that empowers them AND allows them to see the power in others. Resources are continuously evaluated in terms of how they are being deployed by more than one group.</p>
<p><b>We will ensure flexible grouping in reading and writing.</b></p>	<p>Data is used to diminish, track and dehumanize students.</p> <p>Students don’t see themselves reflected in required course readings.</p>	<p>Teachers believe that assimilation is integral to success. Choice is not offered.</p>	<p>Flexible groupings are not provided.</p>	<p>Recognizing curriculum may provide limited cultural perspectives but not all resources appear equal.</p>	<p>Provide students choice in curriculum options that are challenging and incorporate inquiry and higher order thinking skills.</p>	<p>Provide students opportunities to <i>learn how to learn</i> develop academic ability, intellectual competence and advocacy for social justice.</p>

## Goal 2: Multi-Tiered Systems of Support (MTSS)

EPS’ Comprehensive Literacy Plan embraces and integrates an equity mindset and a culturally sustaining approach that honors the diverse community of learners in our schools. A unified commitment to Multi-Tiered Systems of Support aligns and supports literacy growth and achievement across all learning levels. MTSS is a multi-tiered framework developed to ensure that all students have access to the instruction, intervention and support, and talent development opportunities needed to meet and exceed grade level literacy learning goals every year.

## MTSS Criteria from MnMTSS Framework

Minnesota Multi-Tiered System of Support (MnMTSS) is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental and academic outcomes for every student.

MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. In addition, it engages in a culturally proficient approach to examining policies and practices and ensuring equitable distribution of resources and opportunity.

MTSS IS	MTSS IS NOT
In initiative that supports general education school improvement goals for all diverse learners	A stand-alone special education initiative
Intended to help as many students as possible meet proficiency standards without special education	A means for just getting more students into special education
A method to unify general, ML, and special education services in order to benefit all students through greater continuity of services	A method for solely increasing or decreasing the number of students in special education
Focused primarily on effective, comprehensive, differentiated instruction to enhance student growth	Focused primarily on learning disability determination for students
A way of identifying and facilitating specific skill development for students	A way of determining learning disabilities through a checklist

## Indicators and Criteria

### Districts and Schools Select Evidence-Based Instructional Materials Criteria:

The materials the district uses have undergone a sequential review process that ensures evaluation for:

- o Alignment to the standards.
- o Evidence-based for the target population of learners.
- o Culturally and linguistically sustaining with inclusion of multiple perspectives and identities.
- o Recognition of bias in upholding stereotypes.

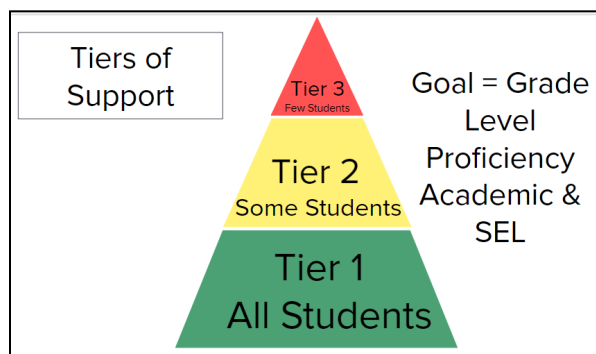
A process is in place for training staff on the instructional materials and assessing the progress of implementation within the district.

### Educators Engage in Evidence-Based Instructional Practices Criteria:

- Evidence exists that all teachers are implementing evidence-based academic and SEL practices across content areas on a daily basis for every student.
- Instructional practices are culturally and linguistically sustaining, empowering, aligned to standards, and provide opportunities for student engagement, collaboration and discourse.
- Multiple data sources are used to differentiate instruction based on the needs and interests of students.
- Students are given opportunities to make connections between new information, their prior knowledge, and their lived experiences.
- Social-emotional learning is explicitly integrated with academic learning.

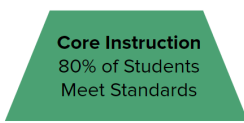


## Tiers of Support



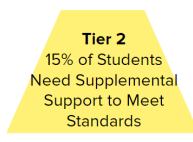
### Tier 1 (Core Practices)

- Evidence-Based Instructional Materials
- Evidence-Based Instructional Practices
- Horizontal and Vertical Alignment
- High-Quality Tier 1 Instruction and Programming Provided to Every Student



### Tier 2 (Supplemental Intervention)

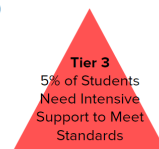
- Provided IN ADDITION to Core Instruction (layered)
- Evidence-Based intervention materials and practices
- Aligned with Tier 1
- High-Quality and Completed with Fidelity



Small Group (5-7 Students)

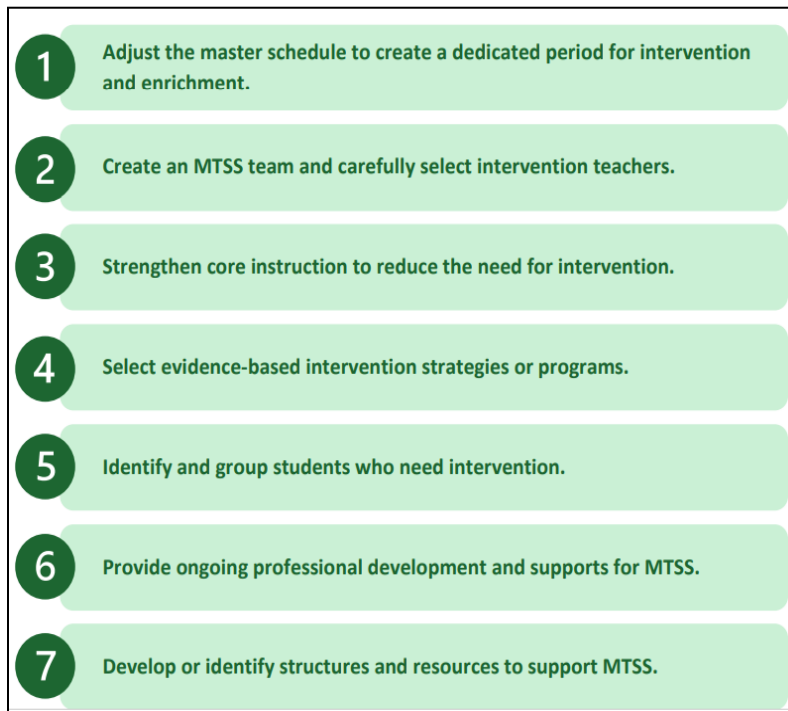
### Tier 3 (Intensive Intervention)

- Intensify and Individualized Interventions
- In ADDITION TO Tier 1 (layered)
- Evidenced-Based
- Aligned to student-specific need
- Fidelity is monitored

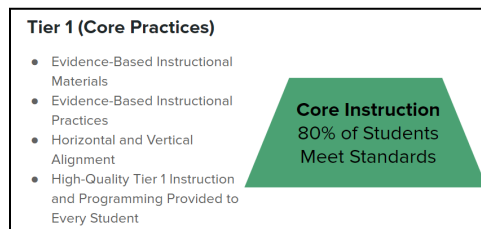


Individual (1-2 students)

## 7 Suggested Strategies for Secondary MTSS:



## Tier 1:



The heart of the MTSS framework is effective universal core classroom instruction. The goal of core instruction is to meet the needs of, at minimum, eighty percent of all students on a regular basis. **Secondary Tier 1 instruction must include:**



On-going review of implementation data and student work provides the guidance to address difficulties and deficits. In addition, some students will need enrichment, acceleration and extension opportunities in the core classroom and/or beyond what is available during core instruction.

#### EDINA Vision Statement for Tier 1 Instruction:

In Tier 1, educators will hold high expectations for each and every student by providing the following experiences:

- Engaging grade level standards based materials and instruction
- Culturally inclusive instructional practices and materials which opens doors and fosters a sense of belonging.
- Just in time scaffolds that differentiate to ensure aggressive growth

#### GOALS for Tier 1:

- At least 80% of secondary students meet standards from Tier 1 (core) programming alone in class grades, credit attainment, attendance, behavior, and SEL.
- At least 80% of elementary and early childhood students meet standards from Tier 1 (core) programming alone in literacy, numeracy, social and emotional.
- At least 95% of students proficient at the beginning of the year are proficient at the end of the year.

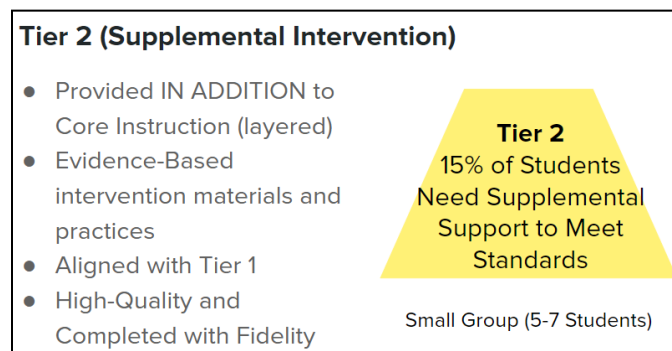
#### Tier 1 Horizontal & Vertical Alignment Clarifies Expectations and Builds Student Skills from One Grade Level to the next. Criteria:

- Teaching and learning objectives are based on standards and benchmarks for academic content areas and are well articulated from one grade to another.
- A well-articulated scope and sequence is used within grade levels and content areas to ensure equitable learning experiences are guaranteed and viable.

#### Fidelity: High Quality Tier 1 Instruction and Programming is provided to Every Student Criteria:

- Procedures are in place to systematically monitor the implementation fidelity of Tier 1 as described above.
- Procedures exist to use these data.
- Goals are set for improvement as needed.

## TIER 2:



Within MTSS, Tier 1 is defined as instructional for all, Tier 2 is instruction for some. In each tier a team of educators work together in collaborative teams to determine the best instructional match for each learner. Determining an instructional match for students is done intentionally for students needing additional support to meet the standard **and** for students that are performing above the standard who demonstrate a need for extensions in their learning progression. Students receiving Tier 2 instruction will make aggressive growth consistently as measured by the FASTBridge reading assessments.

## **MTSS Criteria from MnMTSS Framework**

Tier 2 (supplemental) includes culturally and linguistically sustaining interventions provided to some students in addition (layered) to Tier 1 (core).

### **Indicators and Criteria Evidence-Based Tier 2 Instructional Materials Are Provided to Students Who Need Supplemental Support Criteria:**

- An inventory of evidence-based academic and behavior interventions are available to match student needs to the most precise and likely interventions are based on data-based decision making.
- Selection of Tier 2 academic and behavior interventions reflect:
  - Cultural and linguistic factors.
  - Inclusion of multiple perspectives and identities.
  - Recognition of bias in upholding stereotypes.

### **Evidence-Based Tier 2 Instructional Practices Are Likely to Be Effective for Most Students Criteria:**

- Evidence exists that all supplemental instructional interventions are evidence-based for the content areas and grade levels in which they are used.
- Instructional goals are co-created by students and are progress monitored at least monthly.
- At least 60% of students served in Tier 2 are reaching learning goals.
- Instruction is differentiated based on student response; factors adjusted based on student response may include intensity (frequency and duration) and group size.
- Students are provided opportunities to make connections between new information, their prior knowledge, and their lived experiences.
- SEL is explicitly integrated with academic learning.
- Parent/family communication on student progress is shared in a timely manner.
- Implementation fidelity of the intervention (as designed by purveyor or researcher) is monitored on a regular basis.

### **Tier 2 Supports Are Aligned with Tier 1 and Designed to Help Students Meet Tier 1 Expectations Criteria:**

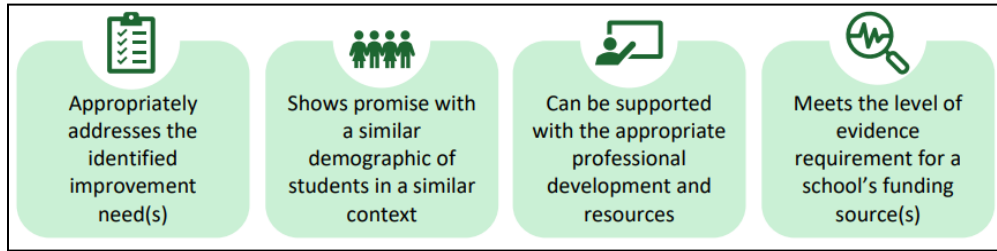
- Evidence exists that supplemental interventions are well aligned with academic standards and social emotional support core instruction.

### **Fidelity: High Quality Tier 2 Intervention for Those Receiving It Criteria:**

- Procedures are in place to systematically monitor the implementation fidelity of Tier 2 as described above.

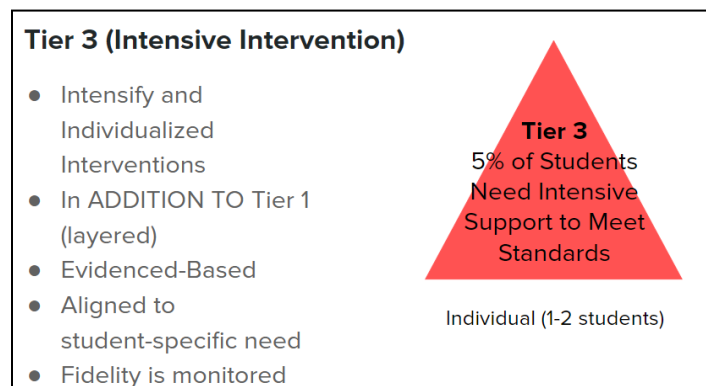
- Procedures are in place to use these data.
- Goals are set for improvement as needed.

**4 main criteria for selecting intervention programs:**



*Implementing MTSS in Secondary Schools: Challenges and Strategies Samantha Durrance May 2022*

**TIER 3:**



Within MTSS, Tier 1 is defined as instructional for all, Tier 2 is instruction for some, and Tier 3 is instruction for a few. In each tier a team of educators work together in collaborative teams to determine the best instructional match for each learner. Determining an instructional match for students is done intentionally for students needing additional support to meet the standard **and** for students that are performing above the standard who demonstrate a need for extensions in their learning progression. Students receiving Tier 3 instruction will make aggressive growth consistently as measured by the FASTBridge reading assessments.

**MTSS Criteria from MnMTSS Framework**

Tier 3 (intensive) includes culturally and linguistically sustaining individualized interventions provided to a few students and includes students with and without an Individualized Education Plan (IEP).

**Tier 3 interventions intensify and individualize across the following domains:**

- Increased number of opportunities to respond
- Increased frequency and explicitness of feedback
- Increased focus on discrete skill instruction within the targeted skill
- Increased attention transfer of skills taught to the contexts in which they are used
- Increased clarity and explicitness of language paired with examples and non-examples

- Increased pre-correction and prompting
- Enhanced and targeted specific positive reinforcement

**Evidence-Based Tier 3 Instructional Materials Are Provided to Students Who Need Intensive Support Criteria:**

- Evidence-based academic and behavior interventions are designed to match individual student needs to the most precise and interventions are based on data-based decision making.
- Creation or selection of Tier 3 academic interventions reflect cultural and linguistic factors.
- Inclusion of multiple perspectives and identities.
- Recognition of bias in upholding stereotypes.

**Evidence-Based Tier 3 Instructional Practices Intensify and Individualized Supports for Students Who Require Customized Programming Criteria:**

- Evidence exists that all targeted instructional interventions are evidence-based for the content areas and grade levels in which they are used and include mental health services provided in the school by either internal providers or external providers (co-located or school-linked services).
- Instructional goals are co-created with students and are progress monitored at least weekly and changes to instructional factors are made according to the data.
- Instructional factors considered for intervention selection or design and for adjustment based on individual student response and includes intensity and group size.
- Instruction is individualized based on goal setting and provided by highly qualified instructional staff.
- Students are provided opportunities to make connections between new information, their prior knowledge, and their lived experiences.
- SEL is explicitly integrated with academic learning.
- Caregivers and families are fully engaged in the decision-making and goal setting process and communication of progress monitoring provides a two-way feedback loop.

**Tier 3 Interventions are Aligned to Student Specific Needs and To Making Students Successful with Grade Level Standards Criteria:**

- Decisions regarding student engagement in both core instruction and intensive intervention are made on a case-by-case basis and according to student need.
- Intensive interventions are aligned to the specific skill needs of students to help them make progress toward core standards.

**Fidelity: Tier 3 Interventions are Monitored to Ensure Fidelity Criteria:**

- Procedures are in place to systematically monitor the implementation fidelity of Tier 3 as described above.
- Procedures exist to use these data.
- Goals are set for improvement as needed.

## Multilingual Learners

Currently, there are 565 Multilingual Learners receiving direct language services in Edina. 343 MLs are in elementary (60%) and 222 in secondary (40%). 44% of Edina students are in Level 3, 20% in Level 4, 19% in level 2, and 17% in Level 1. These levels indicate a ML student's progression of learning with Level 1 being at the beginning stages and Level 4 being at the more advanced stages. In alignment with the Edina Vision and Mission a dedicated team of staff have been engaging in program improvements during the 2022-23 school year.

At the secondary level, Teachers of science, history, mathematics, writing, or other content areas may find it challenging to build the English language and literacy skills of English learners in their classrooms while also teaching content-area material. However, students with varying levels of English proficiency, including students currently or formerly classified as English learners and students whose first language is English, can benefit when teachers provide explicit instruction and other learning opportunities to use and practice the English language.

Learning Priorities:

1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.
2. Integrate oral and written English language instruction into content-area teaching.
3. Provide regular, structured opportunities to develop written language skills.
4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

### Enrichment for All:

Edina Public Schools demonstrates its commitment to excellence and equity by offering a Talent Development Program that:

- Provides a comprehensive K-12 framework for learning.
- Grows talent in all learners.
- Provides increased and equitable access to appropriately challenging learning.
- Provides multiple pathways for various types of learners.

Edina Public Schools offers multiple pathways for learners to challenge and engage students across our system. Students deserve and need learning opportunities that help them discover, extend, accelerate and apply their talents. The pathways are designed to meet the needs of all learners including those who have both demonstrated high performance and/or show the potential for high performance.

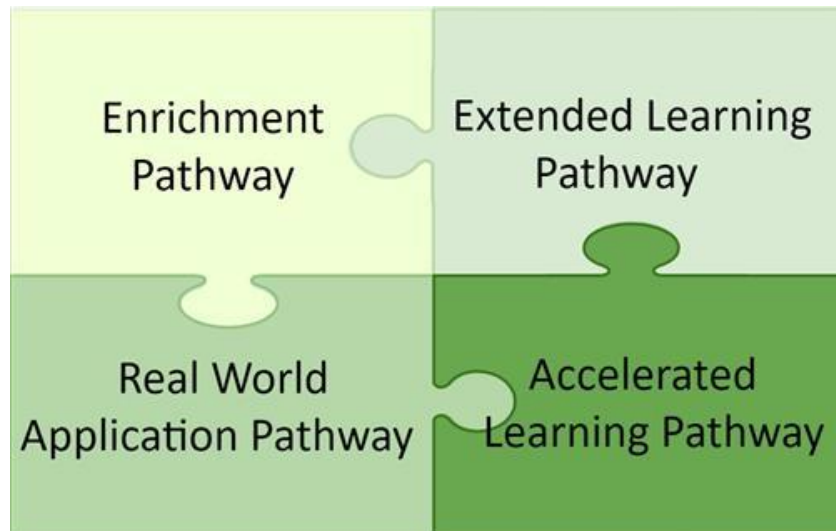
Through enrichment, extended learning, acceleration, and real-world pathways, students are engaged in appropriately challenging ways that stretch and grow their abilities, imagination, and academic achievement. The Edina vision is that every student will discover their possibilities and thrive.

The opportunities are designed to be:

- **Integrated** - a part of the core curriculum and culture of the school;

- **Flexible** - based on individual needs and may follow a specific program or sequence but does not need to;
- **Personalized** - responds to the learning needs of each and every student;
- **Collaborative** - involves teachers, families, and students in developing talent;

There are 4 main pathways for enrichment, 3 of which are embedded in the Comprehensive Literacy Plan for 6-12.



- **All Students Receive:**
  - **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
  - **Real-World Application** - opportunities provided to **all** students to engage in real-world application of strengths and talents
- **Some Students Receive:**
  - **Extension** - some students choose to engage in grade level content at a deeper level with differentiated choices within the the classroom
  - **Acceleration through AP or CIS ELA courses in grade 11-12** - opportunities provided to **some** students to engage with grade level content at a deeper level during flexible times throughout a school day or year.

#### Definition of each Pathway:

**Enrichment Pathway:** Provides enriching opportunities for all learners to **discover** their unique interests and strengths. Offers inquiry-based experiences, and critical and creative thinking. It allows student talents to emerge. Examples include exploratory opportunities, design thinking, genius hour, passion projects.

**Extended Pathway:** Provides extended opportunities for learners to **engage in the content and course objectives at a deeper and more comprehensive level than the standards require.** Offers in-depth processing

with detailed synthesis of more complex information. Examples include content based differentiated opportunities for research, additional text analysis, and written synthesis of multiple content sources.

***Real-World Application Pathway:*** Provides real-world opportunities for students to apply their strengths and interests in specific talent areas. **Offers increased complexity of tasks through high intellectual performance and production.** Examples in ELA include research, mentorship, and internship.

***Accelerated Learning Pathway:*** Provides challenging and engaging opportunities for learners to advance their strengths and interests in specific talent areas. **Offers accelerated pacing of standards and above-level content.** Examples include: CIS and Advanced Placement courses:

- United States Literature and Language
- World Literature and Language

#### ***Research Supported Strategies\* to Close the Excellence Gap:***

- ***Universal Screening/Structured Observation Protocols:*** Activities designed to elicit behaviors indicative of talent in groups that might not otherwise have the opportunity to manifest those talents to observers
- ***Enrichment:*** Learning experiences and opportunities for all students to develop their talents and think critically and creatively (Bloom’s Taxonomy higher-level thinking skills: analyze, synthesize, evaluate, create)
- ***Front-Load:*** Exposure to advanced curriculum and strategies to develop background knowledge in key content and to offset decreased educational opportunities
- ***Scaffold:*** Devote additional time and resources to secure learner success in advanced work
- ***Portfolio Approach to Identification:*** Multiple artifacts that provide an array of evidence and other relevant materials to determine students who might benefit from additional challenges, i.e. observation protocols, standardized test data, teacher feedback, anecdotal records, extended learning work samples.

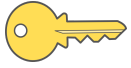
### **KEYS FOR SUCCESS**



“The biggest single barrier to secondary MTSS implementation is a confused or unclear purpose,” according to Jimerson, Burns, and VanDerHeyden (2016, p. 564). Processes for clear communication that is focused on the **shared understanding** of goals and commitments amongst all stakeholders is critical.



Consistent, focused collaboration between classroom teachers and support staff is needed to ensure students are receiving aligned instructional matches from all team members. Data must be used consistently as evidence of progress.



Intentional alignment for summer programming and/or intervention/enrichment opportunities is critical to the structure of the MTSS system.



Logistics are key:

- Make time for intervention
- Create an MTSS team structure
- Staff intervention groups
- Find space for intervention groups to meet

### Goal 3: Purposeful Assessment and Data Systems

Assessment and data help teachers and students understand where they are, where they have been, and where they need to go in their learning. Reading, writing, and communicating are developmental and, therefore, complex areas to assess. No single assessment can include all aspects of these diverse processes. Every literacy assessment offers multiple purposes, yet no single assessment can serve all purposes. A literacy assessment system needs to reflect the multiple dimensions of reading and writing, the various purposes for assessment, and the diversity of the students being assessed.

#### The Role of Literacy Assessment is to:

- determine where students are in their learning progression;
- guide instructional planning and decision making regarding student needs (e.g., identifying strengths, learning gaps, and opportunities; allocating resources);
- partner with families about their child(ren)’s learning;
- monitor students’ progress towards mastering academic and early learning standards, including social emotional learning;
- see timely data to provide actionable feedback FOR learning; and
- inform continuous improvement of the instructional system (e.g., to identify areas for professional development, to examine effectiveness of core instruction).

FASTBRidge Assessment System will be used for universal screening, progress monitoring, and screening to intervention plans.

Literacy educators will also co-create common formative and common summative assessments using the MN State ELA Standards as the benchmark for the common assessments.





Assessment type	What	Why	How
<b>Universal Screening</b>	A universal screening assessment is a brief, valid and reliable assessment that is	Just as a doctor takes a patient’s temperature and blood pressure at every appointment, educators use screening assessments to	A 30 minute computerized adaptive assessment will be used to screen all 6th-9th graders in ELA courses.

	delivered to all students. The assessment is standardized and nationally normed.	screen for risk.	*10th-12th graders may take the assessment as determined by the team.
<b>Diagnostic</b>	Diagnostic assessments are deeper and more precise intended to help teachers identify more specifically what students know and can do.	These kinds of assessments may help teachers determine what students understand in order to build on the students' strengths and address their <b>specific needs</b> .	The diagnostic assessments vary by student need. A few are embedded into the FASTBridge Screening to Intervention report. Teachers will administer as determined by the team.
<b>Progress Monitoring</b>	Progress monitoring is a short form of assessment to evaluate student learning as it relates to reading intervention. Only students receiving reading intervention will be progress monitored.	This assessment answers the question: "Is what we're doing working for the student?"  They provide useful feedback about performance to both students and teachers.	<b>Progress monitoring probes are</b> administered on a regular basis (e.g., weekly, every two weeks).
<b>District-wide common assessments</b> <b>1. Common Formative Assessment</b> <b>2. Common Summative Assessments</b>	Common formative assessments (CFAs) and Common Summative Assessments (CSAs) are co-created by the ELA design team. They are based on the MN State ELA Standards.	The CFAs and CSAs are used to evaluate student progress and performance around the MN State ELA Standards.	1-2x per ELA Unit, teachers will administer a CFA and use results to differentiate instruction.  At the end of an ELA Unit, teachers will administer the CSA to assess end-of-unit proficiency.
<b>Classroom assessments</b>	Classroom assessments are connected to daily/weekly content. These assessments might be teacher-created.	Classroom assessments are informal ways for teachers to assess readiness for learning and/or progress during learning.	The use varies by teacher and team.

## 2022-2023 MTSS Assessment: Monthly Milestones



Month	September	October	November	December	January	February	March	April	May
Assessment	Benchmark PLC Review and Plan	Instruct and Progress Monitor	PLC Progress Monitoring Review	Instruct and Progress Monitor	Benchmark	Instruct and Progress Monitor	PLC Progress Monitoring Review	Instruct and Progress Monitor	Benchmark
Who?	All students	Some students	Some students	Some students	All students	Some students	Some students	Some students	All students

 Month and MTSS Assessment	 PLC questions we can answer from the MTSS assessments:	 Recommended Reports:	 <b>Action Steps</b> Key action steps to take this month:
<b>September</b> BENCHMARK TESTING	<ul style="list-style-type: none"> <li>What students are at risk?</li> <li>How might I address the needs of the students at risk?</li> <li>What students have similar needs so I can efficiently respond in small groups?</li> </ul>	Screening to Intervention Report	<ul style="list-style-type: none"> <li>Establish clarity amongst stakeholders around CORE commitments (time, instruction and materials)</li> <li>Determine groups for intervention</li> <li>Determine who will teach the groups</li> <li>Gather materials for groups</li> <li>Set up progress monitoring to begin October 1st</li> </ul>
<b>October</b>	<i>Instruction and progress monitoring month</i>		<ul style="list-style-type: none"> <li>Classroom visits with principals</li> <li>Support FAST interventions and progress monitoring</li> </ul>

<b>November:</b> Progress Monitoring PLC Review	FAST data review (protocol): <ul style="list-style-type: none"> <li>Are students making progress?</li> <li>If no, WHY? (check fidelity of intervention, student attendance, etc.)</li> <li>Make changes as determined by team</li> </ul>	Student Progress Monitoring Graphs - Retrieve from the "smiley face report" and click on individual students to get graphs.	<ul style="list-style-type: none"> <li>FIRST Progress Monitoring PLC:               <ul style="list-style-type: none"> <li>Review data</li> <li>Capture celebrations and needs for next 6 weeks</li> <li>Make necessary changes based on data</li> </ul> </li> </ul>
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*\*See Appendix B for full year-at-a-glance*

## Data Literacy:

Collecting and using valid and reliable data to ensure that students are making progress towards said goals is a critical component of the Purposeful Data and Assessment System. Without data literacy, there would be no direct impact on student learning.

“Data literacy for teaching is the ability to transform information into actionable instructional knowledge and practices by collecting, analyzing, and interpreting all types of data (assessment, school climate, behavioral, snapshot, longitudinal, moment-to-moment, etc.) to help determine instructional steps. It combines an understanding of data with standards, disciplinary knowledge and practices, curricular knowledge, pedagogical content knowledge, and an understanding of how children learn (Gummer & Mandinach, 2015, p. 2).”

The Secondary Comprehensive Literacy Plan ensures that data literacy is baked into the system through consistent processes, protocols and teacher development around the use of all types of data. Additionally, the process and protocols work to ensure that the actions of the adults in Edina Public Schools are making positive impacts on Each and Every Edina student.

## KEYS FOR SUCCESS



Educators will have consistent and timely access to data, as well as time to reflect on these data and engage in collaborative data conversations, supported by common data decision-making processes and protocols to guide instructional decision making.



Targeted secondary support will be provided to support the complex process of using assessments to drive research-based, responsive literacy instruction that produces results for all students.

## Goal 4: Professional Excellence

*The research consensus is clear about the instruction that leads to proficient literacy for students of all ages. High-quality literacy instruction aligned with scientific evidence provides non-proficient readers (i.e., those not reading on grade level) the instruction they need to succeed. Explicit and effective reading instruction in the classroom, as well as small-group and one-on-one intervention, can help meet the needs of all students (Biancarosa & Snow, 2006; Cirino et al., 2013; NRP, 2000; Scammacca et al., 2007).*

*Non-proficiency in literacy should not be minimized or ignored. It won't go away on its own, and it won't improve without deliberate effort (Foorman & Torgesen, 2001). - ASPIRE, Structured Literacy Module #1*

High quality, *transformational*, professional development is critical in providing effective instruction, intervention, and acceleration for all children. Student learning is positively affected by the quality of adult professional learning, which must be intentionally designed and integrated into daily instructional practice (Eaker & Keating, 2009). Professional development involves systematic, sustainable, and positive changes in the practices of teachers and leaders consistently across the school sites.

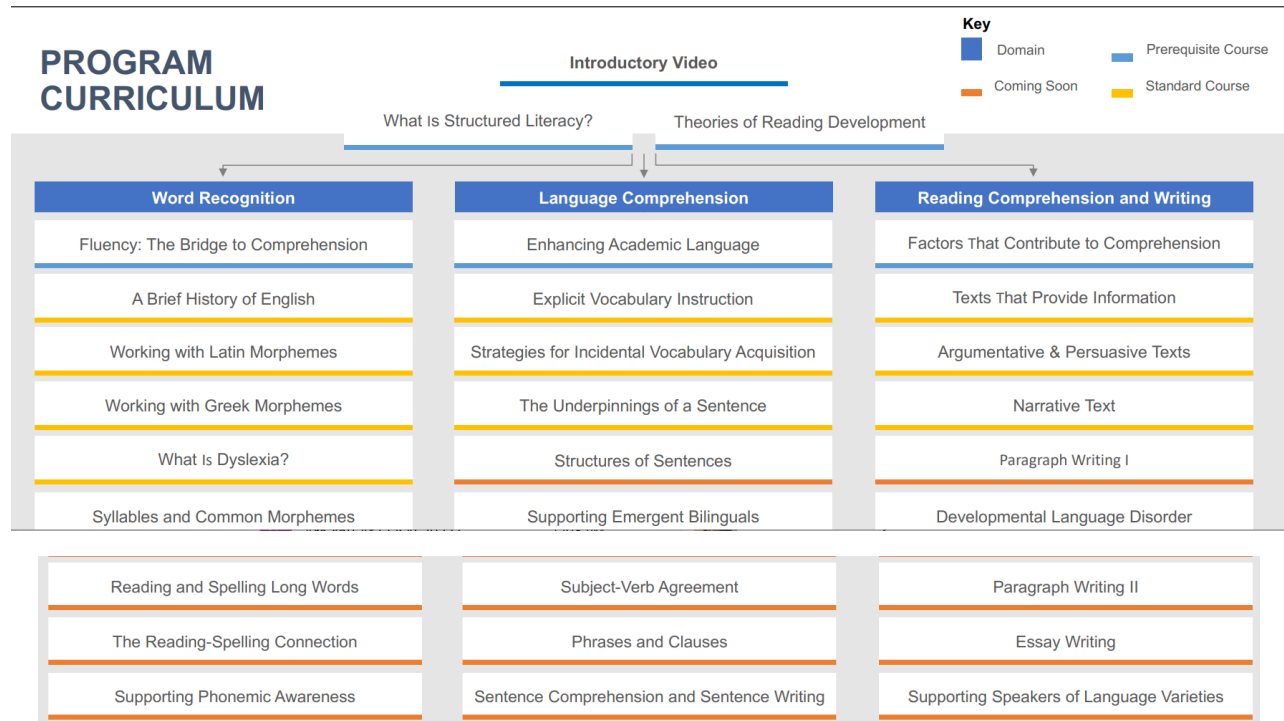
The Science of Reading will be embedded into the professional development for secondary staff. This thread of consistency from PreK-12th grade will be an intentional connection for alignment and cohesion in the Edina literacy programming.

Resources (*Examples*):

- ASPIRE (Extended LETRS for grades 4-8 is being piloted with 5 staff members:
  - Bethany Van Osdel, Assistant Director of Teaching and Learning
  - Sandra Harley, Literacy Coach and LETRS Coordinator (K-5)
  - Sarah Burgess, EHS ELA teacher
  - Patricia Pettis, Dean at Southview Middle School
  - Emily Olson, ELA teacher at Valley View Middle School
  - Jamie Hawkinson, Dean at Creek Valley Elementary and former 4th grade teacher.

A formal review will be conducted through this team and a decision to adopt this as our PD for grades 4-9 will be made by May of 2023.

Overview of the modules in ASPIRE:



Examples of addition Professional Development tailored to reading instruction at the secondary level:

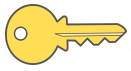
- [Session 1: Introduction to the Science of Reading](#)
  - **Integrating Evidence-Based Literacy Strategies Throughout the School Day**
    - recording
    - slides
  - **Advanced Phonics Instruction**
    - recording
    - Slides
  - **Reading Across All Content Areas: Implementing reading science practices from the classroom to the system-level**
    - recording
    - slides
  - [Literacy Live! PLC Workbook](#)
  - The Science of Reading is an equity issue:  
<https://www.unbounded.org/blog/the-science-of-reading-an-equity-issue-part-3>

**The principals from adult learning theory will be prioritized in all PD:**

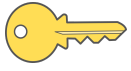
There are 10 simple principles of adult learning for future educators to keep in mind. All of these aspects are important when building curriculum and expectations for adult learners.

*\*See Appendix C for more information on the Adult Learning Principles.*

## KEYS FOR SUCCESS



Teachers, administrators, and leaders must be committed to developing the knowledge, skills, and dispositions necessary to consistently foster opportunities to collaborate with students in meeting and exceeding literacy proficiency and goals.



This learning must be embedded into the structure and routine processes of the district. These processes can include but are not limited to MTSS data review and the Professional Learning Community (PLC) process.

### Goal 5: Collaborative Leadership

Collaboration among teachers, staff, and school and district leaders:

- fosters a positive culture of high expectations, system support, unity, and collective ownership;
- ensures critical teacher input into the decision making and implementation process;
- creates agreed upon systems that support timely and effective decision making;
- maintains the mission, vision, and core values;
- strategically meets goals;
- addresses challenges as a single, cohesive team; and
- collectively incorporates changes into a sustaining culture.

Embracing collaboration at the highest level demonstrates to our entire Edina community the value and importance of the PreK-12 Comprehensive Literacy Plan and each district initiative that aligns and supports it. It is through this collaborative approach that the goals, actions, and expected results will be realized.

In building Collaborative Leadership a focus will be placed on Collective Teacher Efficacy. With an effect size of 1.57, CTE is ranked as the *number one* factor influencing student achievement (Hattie, 2016). Collective Teacher Efficacy (CTE) refers to a staff's shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged. Educators with high efficacy show greater effort and persistence, a willingness to try new teaching approaches, set more challenging goals, and attend more closely to the needs of students who require extra assistance. (Donohoo, 2017).

In the Edina Comprehensive Literacy Plan, an emphasis is placed on creating and sustaining Collective Teacher Efficacy (CTE). There are six enabling conditions and characteristics associated with CTE, documented in the research, which helped in identifying six enabling conditions for collective efficacy to flourish (Donohoo, 2017). While enabling conditions do not *cause* things to happen, they increase the likelihood that things will turn out as expected.

**Advanced Teacher Influence:** Advanced teacher influence is defined by the degree to which teachers are provided opportunities to participate in important school-wide decisions.

**Goal Consensus:** Reaching consensus on goals not only increases collective efficacy, it also has a direct and measurable impact on student achievement (Robinson, Hohepa, & Lloyd, 2009)

**Teachers' Knowledge About One Another's Work:** Teachers gain confidence in their peers' ability to impact student learning when they have more intimate knowledge about each other's practice.

**Cohesive Staff:** Cohesion is defined as the degree to which teachers agree with each other on fundamental educational issues.

**Responsiveness of Leadership:** Responsive leaders show concern and respect for their staff and protect teachers from issues that detract from their teaching time and focus.

**Effective Systems of Intervention:** Effective systems of intervention help in ensuring that all students are successful.

## KEYS FOR SUCCESS



Processes for clear communication that is focused on the shared understanding of goals and commitments amongst all stakeholders is critical.



Focus on the continuous improvement of the collective efficacy of the teachers, staff, school and district leaders is paramount for success.



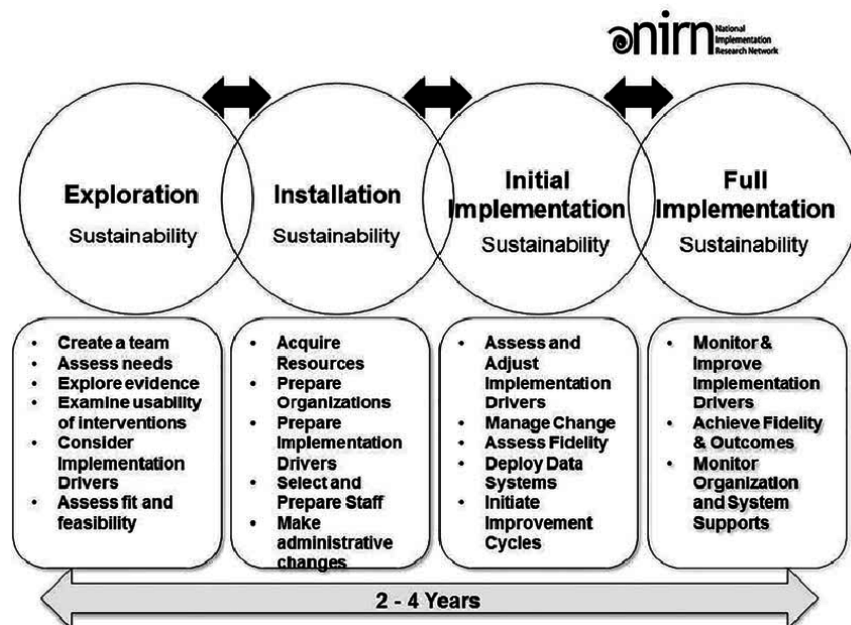
The element of Collaborative Leadership through the lens of CTE will be measured by the Panorama Data collected from staff and students each spring.

## Goal 6: Community Partnerships

Literacy learning is a collaborative, community responsibility. It is achieved through partnerships among educators, caregivers, learners, and the community in prioritizing education and engaging developmentally appropriate literacy experiences that support learning through play, innovative classroom practices, deep thinking, and incrementally scaffolded high expectations. It is important for all members of the Edina Public Schools community to have a shared commitment to the Comprehensive Literacy Plan in order to ensure all students meet literacy goals. When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individuals, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula (Harvard Family Research Project, 2010).

## Implementation Plan

The Implementation Plan for 2022 and beyond is articulated as aligned to the 6 goal areas drafted in this plan. The timeline, goals and action steps are subject to change based on factors beyond the control of EPS.



Our Framework for implementation is guided by Implementation Science and follows an interactive process of engaging in learning on current and enduring research and evidence based practices proven to develop and monitor classroom, school, and district literacy culture and effective instruction.

## Leadership Roles and Responsibilities

### Year One: Overarching Goal

Our goal for next year is to cultivate collective ownership and site based leadership, supported by district leadership. We realize that next year is an exploration year, and also a year for creating alignment among developing district systems to build equity and sustainability including: Multi-Tiered Systems of Support (MTSS), Social Emotional Learning (SEL), Professional Learning Communities (PLCs), and Professional Development (PD) Systems, and the PreK-12 Comprehensive Literacy Plan (CLP). We believe that an important goal to ensure that we have a strong foundation upon which to build and align these systems and processes relies on site based leadership in partnership with the district.

**The Comprehensive Leadership Teams** will be the nucleus of the ownership, development, implementation, and differentiation of the CLP. This team provides the infrastructure for collective ownership through support, coaching, guidance, data collection, feedback, and communication in the implementation of the goals and professional development of the PreK-12 Comprehensive Literacy Plan. As noted above, the representatives from the Literacy Leadership School Partners will meet with district

leaders as the District Comprehensive Literacy Leadership Team meets three or four times a year for planning, shared learning, and data review. Literacy Leadership School Partners will consist of the shared Literacy Coach, School Leader, and Teacher Leaders. They will meet to connect and discuss successes and challenges in the implementation of the CLP, review data, and plan for combined professional learning opportunities. The Literacy Leadership School Team includes more staff members, such as Learning Specialists, ML Teachers, and Special Education representatives, etc.

**District Leadership:**

- **Director of Teaching & Learning** - provides oversight and support of the Reading and ELA instructional programming, supports the implementation of the PreK-12 Comprehensive Literacy Plan, participates in data collection and analysis of the overall implementation, and partners with leaders to make programmatic changes based on data and feedback from educators and stakeholders.
- **Assistant Director of Teaching and Learning** - provides oversight and guidance of the development and implementation of the PreK-12 Comprehensive Literacy Plan, with the Comprehensive Literacy Leadership Team by designing and supporting professional development, data collection, analysis, feedback, and communication of the process. In addition, administers and supports the Literacy Coaching Model.

**School Leadership:**

- **School Literacy Leader** - is the designated principal and/or dean committed to site leadership of the PreK-12 Comprehensive Literacy Plan and the implementation of the professional development to meet the expected outcomes and goals of the plan. Ensures that professional development is embedded into daily practice, a focus of PLC and grade level team conversations, schedules time for shared knowledge development, collaboration, and reflection on data, lesson development, and student work. Partner with the Assistant Director of Teaching and Learning to collect ongoing data collection, review, and analysis to support the implementation of the PreK-12 Comprehensive Literacy Plan.
- **Teachers and Specialists** - include all school educators who teach and support reading and ELA, reading intervention, or special education related to reading will be required to participate and integrate learning as determined by the Elementary Comprehensive Leadership Team.

**2022-2026 Action Steps**

	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b> <i>*MN State ELA Standards must be implemented.</i>
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<b>Tier 1</b>	Design team in Exploration Phase	Differentiation and Vocabulary focus across all schools and all content areas.	Early implementation of the district-adopted/defined curriculum	Full implementation of the district-adopted/defined curriculum
<b>Tier 2 and 3</b>	Tier 2 and 3 Design Team in Exploration	Specified training on the Science of Reading in secondary and in intervention programs and data use.	Early implementation of the district-adopted/defined curriculum	Full implementation of the district-adopted/defined curriculum

**Goal 1: Academic Excellence: Standards, Curriculum, and Instructional Outline**

*Teachers and Leaders will engage in the following professional development to ensure core instruction supports current, valid, and reliable research:*

**Secondary Leadership Decisions:**

- Course structure and philosophy
- Unit/Lesson Design framework (Universal Design for Learning or Understanding by Design?)

**Secondary 6-12 Reading and ELA Teachers:**

- Complete and implement the Curriculum Review Process to support development of a consistent method of Reading and ELA core instruction.
- Fully implement the new MN English Language Arts standards (Summer work in Standards 2022) in conjunction with the curriculum review process.
- Fully ensure **all** staff know and recognize reading deficits as they appear and most importantly know how to respond in ways that ensure literacy success for all.

**Secondary 6-12 District & Building Leadership Teams, Coaches, Content Teachers, Leads and Support:**

- Focus on specific aspects of disciplinary literacy instruction and technology integration in each modality of the Gradual Release of Responsibility.
- Integrate and align ELA and College and Career readiness standards related to nonfiction and informational texts into content area instruction and assessment.

**Goal 2: Multi-Tiered Systems of Support (MTSS) Ensuring Equity and Inclusion for ALL Learners**

*Teachers and Leaders will collaborate in the following to begin aligning decision systems to meet the needs of learners needing additional support to meet grade level standards and growth targets:*

- Implementation of the aligned intervention structure for ensuring all students have supportive core instruction.
- Implementation of the intervention structure for students in need of Tier Two and Three supports “in addition to” core instruction.

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

*Teachers and Leaders will collaborate to create and support processes and protocols that ensure the alignment and consistency of district assessment and data systems:*

### **District Leaders, Site Leadership, and PreK-12 Teachers:**

- Implement the district assessment system calendar to ensure aligned data collection and review.
- Lead regular data discussions using collaboratively designed processes ensuring consistency across sites.
- Support the development of standards based common assessments.

### **Teachers and Teacher Teams PreK-12:**

- Collaboratively develop standards-aligned common assessments designed to analyze instructional effectiveness.
- Establish a process for timely review of common assessments, school and classroom based diagnostics assessments, progress monitoring data, student work, observation and conferring data to:
  - make programmatic decisions;
  - make instructional decisions and modifications; and
  - support student understanding and action of reading range and self-selection decisions.

### **Goal 4: Professional Excellence**

*Teachers and Leaders will engage in the following professional development to ensure ALL instruction supports current, valid, and reliable research:*

- Culturally and Linguistically Responsive Teaching that engages all students at the highest levels of literacy learning.
- Instructional practices for Multilingual learners.
- Literacy supportive interventions and strategies in core and content instruction.
- Expanded opportunities for the 2e, twice exceptional students, and alternative pathways for inclusion of ML and marginalized students in Talent Development opportunities.
- Literacy specific to explicit instruction of foundational skills and how these skills partner with language development to build reading comprehension, critical thinking, and problem solving.

### **Goal 5: Collaborative Leadership**

*Teachers and Leaders will collaborate to align the PreK-12 Comprehensive Literacy Plan, the Multi-Tiered Systems of Support (MTSS), and Professional Learning Communities (PLCs) processes and **ensure successful implementation of the PreK-12 Comprehensive Literacy Plan:***

- Maintain Building Literacy Teams to provide daily support and guidance in implementing the professional development that supports the plan. These site leaders will partner with coaches and district leaders to ensure continued building input and collaboration, differentiated delivery of professional learning and consistent data collection across the district.
- Provide direct leadership in the implementation of the PreK-12 Comprehensive Literacy Plan.
- Partner with leadership across buildings to discuss the strengths and needs of the ongoing implementation of the PreK-12 Comprehensive Literacy Plan and discuss modifications or enhancements.
- Use data and observation to review and modify time and scheduling to support research guidelines for instructional delivery for Reading and ELA.

- Determine intentional time and scheduling for WIN time for creating instructional matches and supports to meet the literacy needs of all students.
- Continue to honor and support district systems, processes, and protocols to ensure alignment among systems and to guide effective implementation of the PreK-12 Comprehensive Literacy Plan.

**Goal 6: Community Partnerships**

*Edina Leadership and School Board will create communication pathways for parents, caregivers, and community members to understand the goals and action steps of the PreK-12 Comprehensive Literacy Plan, provide periodic feedback and build collaboration in reaching its goals;*

- Communicate with stakeholders and community members to foster a shared understanding and support in our efforts to ensure all students meet literacy goals.
- Create opportunities for parents, caregivers, and community members to engage and respond to the PreK-12 Comprehensive Literacy Plan at critical points in the implementation process.
- Provide parents and caregiver opportunities to learn about literacy development and ways that reading and writing skills can be supported at home.
- Create connections within the community to strengthen and extend opportunities for real world literacy learning.
- Ensure clear and consistent communication methods for informing parents where their children are as literacy learners and how they can partner in supporting continued growth at all levels.

## Comprehensive Literacy Summary of Work Completed in 2021-2022

The work around the Secondary Comprehensive Literacy Plan began in 2021. While the plan was being drafted, teams began to meet, professional development was implemented and the curriculum review process launched. Progress has been made through the hands of many Edina staff and stakeholders in the Secondary Comprehensive Literacy initiative. The following is a summary of ELA design team efforts from 2021-2022 as aligned to the 6 goals drafted in this plan:

### Secondary CLP Accomplishments From 2021-2023:

The Comprehensive Literacy Plan work began in 2021-2023. With the exception of FASTBridge Universal Screening and site-based implementation of the interventions, the work being done is still in the Exploration Phase of Implementation Science.

Secondary ELA Design Team 2021-2023	
Timeline:	<ul style="list-style-type: none"> <li>● December - grounding and foundations</li> <li>● February - current reality</li> <li>● April - Research</li> <li>● May - Non-negotiables and proposal brainstorm</li> </ul>
Key artifacts:	<ul style="list-style-type: none"> <li>● <a href="#">Research Matrix</a></li> <li>● <a href="#">Stakeholder feedback</a></li> <li>● Stakeholder <a href="#">committee lists</a></li> <li>● <a href="#">Non-negotiables for courses</a></li> </ul>

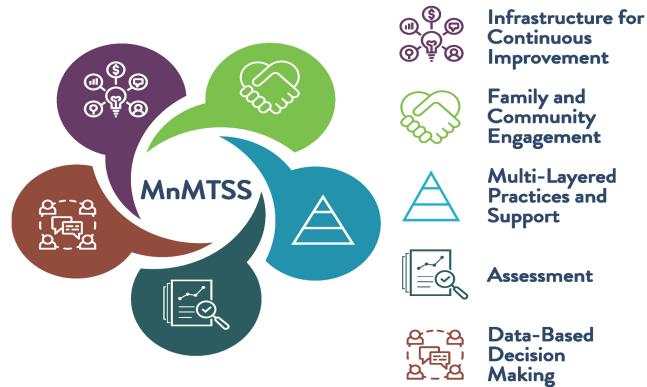
#### **Goal 1: Academic Excellence: Standards, Curriculum, and Instructional Outline**

*Teachers and Leaders have participated in the following to ensure core instruction supports current, valid, and reliable research:*

- Unpacking the new MN English Language Arts standards (Summer work in Standards 2022)
  - Grades 6-8 2020 MN ELA Standards Unpacked [8th grade example](#)
  - Grades 9-12 2020 MN ELA Standards Unpacked [9th grade example](#)

#### **Goal 2: Multi-Tiered Systems of Support (MTSS) Ensuring Equity and Inclusion for ALL Learners**

*District and Site Leadership have collaborated in the following to begin aligning decision systems to meet the needs of learners needing additional support to meet grade level standards and growth targets through the MnMTSS Framework:*



- implementation of a district-wide universal screener;
- tier 2 and 3 District-Wide Committee to define Edina’s Secondary MTSS commitments (Role Description Here);
- understanding of MTSS as a Decision Making model;
- improved implementation of Data and Problem Solving teams;
- establishing a clear structure for identification of Tier 2 and Tier 3 learning opportunities for students needing additional support and students needing extended learning, talent development pathways, targeted programs, and progress monitoring processes; and
- discussions on course pathways to support all levels of learners at the secondary level.

### Goal 3: Purposeful Assessment and Data Systems

*District and Site Leadership have collaborated to create and support processes and protocols that ensure the alignment and consistency of district assessment and data systems by:*

- implementing the FASTBridge Universal Tier 1 Screening assessments in grades 6 - 9 and as determined by site for grades 10-12;
- developing collaborative processes for discussing and building common understanding of each assessment: the purpose; administration; frequency; and use;
- engaging in the use of data frequently and flexibly to make informed decisions about instruction and student learning; and
- enhancing and aligning the processes of MTSS problem solving teams to review, analyze, and use data to make instructional and programmatic decisions.

### Goal 4: Professional Excellence

*Teachers and Leaders have engaged in the professional development opportunities to ensure core instruction supports current, valid, and reliable research. These opportunities have included:*

- research supported, effective instruction in general, and specific to literacy, that aligns with the Comprehensive Literacy Instructional Outline;
- cultivating an inclusive literacy culture in every classroom through the use of the Tools of Cultural Proficiency (CPSS); and

- current research on assessment and literacy specific to explicit instruction of foundational skills and how these skills partner with language development to build reading comprehension, critical thinking, and problem solving.

### **Goal 5: Collaborative Leadership**

*District and Site Leadership have collaborated to align the PreK-12 Comprehensive Literacy Plan, the Multi-Tiered Systems of Support (MTSS), and Professional Learning Communities (PLCs) processes and ensure successful implementation of the PreK-12 Comprehensive Literacy Plan. Action have steps included:*

- commitment to collaboration around the action steps, professional development goals, and outcomes of the PreK-12 Comprehensive Literacy Plan;
- leadership in the implementation of the PreK-12 Comprehensive Literacy Plan;
- collecting, analyzing, and responding to ongoing data through observation, survey, grade level and cross grade level conversations, focus groups, and parent communication to monitor the implementation and integration of professional learning in classroom practice; and
- providing time through scheduling to support research guidelines for instructional delivery for ELA.

### **Goal 6: Community Partnerships**

*Edina Leadership and School Board have created communication pathways for parents, caregivers, and community members to understand the goals and action steps of the PreK-12 Comprehensive Literacy Plan and provide periodic feedback through:*

- communication with stakeholders and community members to foster a shared understanding and support to enhance our literacy knowledge and expertise to ensure all students meet literacy goals; and
- creation of opportunities for parents, caregivers, and community members to engage and respond to the PreK-12 Comprehensive Literacy Plan at critical points in the implementation process.

## APPENDIX

Appendix A:	<a href="#">Critical Elements for Secondary ELA Courses</a>
Appendix B:	<a href="#">FASTBRidge Timeline and PLC Guide</a>
Appendix C:	<a href="#">Adult Learning Principles</a>
Appendix D:	<a href="#">MTSS Literacy Guide</a>
Appendix E:	<a href="#">Comprehensive Literacy Plan Metrics - Assessment, Data Collection, and Artifacts Plan</a>

## REFERENCES

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- ❖ <https://ies.ed.gov/ncee/wwc/practiceguide/19>
- ❖ The Opportunity Myth: <https://opportunitymyth.tntp.org/>
- ❖ Samantha Durrance May 2022: Implementing MTSS in Secondary Schools: Challenges and Strategies
- ❖ Minnesota Multi-Tiered System of Supports Framework; March 2022
- ❖ Western Governors University  
<https://www.wgu.edu/blog/adult-learning-theories-principles2004.html#close>
- ❖ Improving Literacy in Secondary Schools, Guidance Report (Education Endowment Foundation)  
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- ❖ [Every teacher should succeed with data literacy](#), Ellen B. Mandinach and Edith S. Gumme,r KAPPAN May 1, 2016
- ❖ Teaching Secondary Students to Write Effectively - What Works Clearinghouse:
  - <https://ies.ed.gov/ncee/wwc/practiceguide/22>

VI.B. 2023-2024 Talent Development Universal  
Screener Recommendation



**Board Meeting Date:** 4/17/2023

**Title:** Talent Development Universal Screener Recommendation

**Type:** Discussion

**Presenters:** Jody De St. Hubert, Director of Teaching and Learning; Leigh Ann Feily, Student Support Services Continuous Improvement Specialist and MTSS Coordinator; and Debra Richards, Talent Development Coordinator.

**Description:** In alignment with Policy 614 the Edina Public Schools Assessment Calendar was collectively created throughout the 2021-22 school year. When the calendar was approved, Teaching and Learning was asked to form a Talent Development Assessment Design team to recommend a Talent Development universal screener.

The CogAT assessment was historically used as a Talent Development universal screener in EPS for Gifted Education (the term utilized at the time) identification. Following a cost-benefit analysis it was determined that Edina Public Schools was not receiving the cost benefit from the tool. There was redundancy in identification between assessments that were part of the EPS system at that time.

The current recommendation of reinstatement of CogAT as a Talent Development universal screener comes in light of design team work that followed implementation science and EPS's shift away from Gifted Education to Talent Development. In a system of talent development, a portfolio with multiple assessment tools is necessary for identification in order to ensure that all students have an equitable opportunity for access to talent development opportunities. Diversity of assessment within the portfolio is necessary in order to uncover hidden talents. The CogAT brings an opportunity to view all students through a strengths-based mindset which was previously missing.

**Recommendation:** This report is for discussion to add the CogAT in 2nd grade as a Talent Development Universal Screener to the 2023-24 Assessment Calendar. The recommendation will be brought to the board for approval on May 15th.

**Desired Outcomes from the Board:** Review in detail and provide questions and feedback.

**Aattachment(s):**

1. Report (next page)

**Link(s):**

1. [Talent Development Universal Screener Presentation](#) (March 2023)

In alignment with Policy 614 the Edina Public Schools Assessment Calendar was collectively created throughout the 2021-22 school year. When the calendar was approved, Teaching and Learning was asked to form a Talent Development Assessment Design team to recommend a Talent Development universal screener.

**Talent Development Identification for a Select Few Classes:**

Talent Development identification is designed to be comprehensive. The grade level bands that students are identified for a different class than their typical grade level class are:

- 3-6 grade accelerated math
- 4-6 grade extended reading
- 6 grade accelerated science
- 6 grade math

A change in Edina since the Edina Gifted Education Study in 2017 is that for these select classes, instead of relying on only one piece of data, there are MULTIPLE data points (portfolio) that are gathered to determine placement. These data points can include observation protocols, summative assessments, formative assessments, teachers feedback, classroom engagement and performance, parent and student feedback, and extenuating circumstances.

**Universal Screener Addition to the Identification Portfolio:**

Using a Talent Development approach has eliminated the need for having two consecutive scores in the 97% or higher on the MAP test to participate in Extended Reading and/or Accelerated Math. Instead, a portfolio that collects data for a body of evidence is currently in place to determine appropriate programming options. This shift began in the fall of 2021.

**2022-23 Talent Development Portfolio**

Data Piece	Area Measured
FASTBridge (aReading and aMath)	Academic
MCA State Assessment	Academic
Classroom Benchmark Assessment	Academic
Classroom Flexible Grouping Unit Assignments	Academic
Grades	Academic

Observations	Behavior
Teacher Input Checklist	Behavior/Readiness
Teacher Anecdotal Information	Motivation/Student Situational Factors

As evidenced, the current Talent Development portfolio includes a variety of measures. One facet of the portfolio that is missing is a cognitive test. Cognitive tests are designed to measure a student's reasoning ability. Such tests do not measure specific academic performance in content areas such as math and reading. It allows students to demonstrate their talent other than through academic measures. Using a cognitive measure in Talent Development identification can remove barriers and open opportunities for students, especially students from groups that have been historically underserved from gifted education. It is a way to provide students with equitable and systemic programming options.

A recommended change to the District Assessment Calendar for the 2023-2024 school year is to add the CogAT in 2nd grade. This recommendation is aligned with best-practice as stated by the National Association for Gifted Children and the Minnesota Department of Education. It fulfills the task of identifying a Talent Development Universal Screener proposed in the June 2022 Assessment Plan presentation.

A universal screener is a way to systematically identify exceptional potential and hidden talent among all populations, including English Language Learners, students with special needs and those who may not be achieving on other traditional academic measures. Using a universal screener is considered a best practice in the field of gifted education. The National Association for Gifted Children (NAGC) recognizes the importance of this in their Gifted Programming Standards. The recently passed House Bill 1102 (2014) had the implementation of a universal screener "no later than second grade" as one of its primary attributes. The use of a universal screener is of critical importance to a Talent Development program.

The Talent Development Assessment Committee utilized implementation science to arrive at the recommendation of the CogAT as the Talent Development universal screener. The results of the review were shared with the Talent Development District Advisory Council and they offered insights about the recommendation and the next steps of implementation. Members include:

**Concord**

- Joe Dvorkin
- Chad Forslin
- Thuy Anh Fox
- Erin Plasch

**Cornelia**

- Gina Felton
- Nikita Iyengar

- Christine McCarthy
- Neeta Rajan

### **Countryside**

- Melissa Cohen
- Nicole McClure
- Paul Tessmer-Tuck
- Dawn Yocum

### **Creek Valley**

- Anindita Dasgupta
- Jolynn Gamble
- Claire Parmenter
- Aynash Toleu
- Jessaca Veneman

### **Highlands**

- Nadjua Baker
- Mahesh Johari
- Dan Stocker
- Erica Wattson

### **Normandale**

- Erin Eldridge
- Kirsten Horstman
- Colleen Mahin
- Kruti Shukla

### **Teaching and Learning**

- Jody De St, Hubert
- Jennifer Jouppi
- Debra Richards

### **School Board**

- Janie Shaw

Further information about the review process can be viewed in the attached Talent Development Universal Screener Presentation.

Based on outcomes of the review process, the Talent Development Assessment Design Team recommends the next steps of implementation to be:

- Universal screening of all 2nd grade students utilizing the Cognitive Abilities Test (CogAT) full battery in Fall of 2023.
- If the CogAT is successful based on identified success measures, consider adding the CogAT in grade 4
- Curiosity Lab teachers administer the CogAT to increase the rate of reliability and diminish responsibility for grade 2 teachers
- Scores reviewed by a team (administrator, dean, TD teacher, school psychologist, literacy coach, ADSIS teachers) to understand strength-based perspectives about the student
- Scores utilized by TD teachers as part of a comprehensive TD screening portfolio that includes multiple assessments to determine correct instructional matches
- Scores utilized to determine strength areas for each and every student for classroom instructional purposes

### **The Cognitive Abilities Test (CogAT)**

CogAT tests are group administered assessments that measure students' learned reasoning abilities developed through in-school and out-of-school experiences. The CogAT tests measure three cognitive domains, Verbal, Non-verbal, and Quantitative reasoning. The CogAT is a measure of a student's potential to succeed in school-related tasks. It is not a measure of general intelligence or IQ.

Approving the recommendation to add the CogAT to the Edina Public School Assessment Plan will provide information to view students from a strengths'-based perspective, highlight exceptional potential and hidden talent among all populations, and enhance the Talent Development identification portfolio.

- CogAT [Presentation](#) from Riverside
- Surrounding Districts Information [Document](#)

VI.C. Student Travel - Japan and France



**Board Meeting Date:** 4/17/23

**Title:** EHS Career and Technology Japan Travel Experience 2024

**Type:** Discussion

**Presenters:** Jody De St. Hubert, Director of Teaching and Learning; and Jenn Carter, Edina High School Assistant Principal

**Description:** In accordance with Policy 538, the following international student travel experience for up to 25 Edina High School students for 9 days in June 2024 has received support from the school’s administration. Participating students will not miss any school days for this summer travel experience.

This expedition is coordinated by Education First (EF), an experiential education company. EF believes “that the world is better when people try to understand one another. Since 1965, EF has helped millions of people see new places, experience new cultures, and learn new things about the world and about themselves.”

The current itinerary is broken down into the following days:

Day 1:	Travel overnight to Tokyo
Day 2 - 3:	Take a guided tour of Tokyo with a Science, Technology, Engineering & Math (STEM) expert, Explore the Shibuya District, Ascend Tokyo Skytree, Visit the Miraikan Science Museum
Day 4:	Take a guided tour of the Rinkai Disaster Prevention Park Visit the Toshiba Science Museum in Kawasaki Prepare your dinner at a cooking class led by a local Japanese chef
Day 5:	Travel on a day-trip to Tsukuba Take a guided tour of the AIST's Science Square Take a guided tour of the KEK, a High Energy Accelerator Research Organization Participate in a hands-on workshop at a premier research organization



**DEFINING EXCELLENCE**

Day 6	Take a tour of Akihabara Electric Town Visit the Hamarikyu Japanese Gardens Enjoy a traditional Japanese Tea Ceremony
Day 7	Travel on another day-trip to Tsukuba Take a guided tour of JAXA, the Japanese Aerospace Exploration Agency Learn about Hybrid assistive limb technology at cyberdyne studios
Day 8	Travel on a day-trip to the Yamanashi Prefecture Explore the interactive exhibits at the Maglev Exhibition Center See Mount Fuji
Day 9	Travel back to USA

In addition to providing growth opportunities for students across the Edina Public Schools Portrait of a Well-Rounded Graduate, such as Globally Competent Individual, Effective Communicator and Collaborator, and Responsible and Engaged Citizen, this STEM student travel experience supports learning across numerous Minnesota Science, Math, Social Studies, and Language Arts standards to further create this holistic view of the learner. Some examples of standards that will be met include Science 9.2.2.2.1 An object's mass and the forces on it affect the motion of an object; Math 9.3.4.2 Solve real-world and mathematical geometric problems using algebraic methods; Social Studies 9.2.3.4.2 Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society's broad economic goals; and Language Arts 11.13.9.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**COST:** The anticipated inclusive cost of this experience is approximately \$5,351 per student. This price is inclusive of all transportation, accommodations, meals, transfers, on-site medical staffing, and medical and repatriation insurance. Students will be responsible for all costs. There will be need-based scholarships and other scholarships offered. There will also be extensive fundraising opportunities and EF partners on scholarships. Some of these fundraising opportunities may include having the students learn how to use the dye sublimation equipment to make personalized tote bags, bucket hats, key chains, t-shirts, towels, etc, and then sell those items. Another opportunity is for the students to learn how to make soaps to sell. Part of the plan for these fundraising opportunities is to have the students not only sell items but learn how to make the items, further enriching their STEM skills.



**TRANSPORTATION:** All students and chaperones will travel as a group from Minneapolis to Tokyo, Japan and return via a major U.S. international airline or partner.

**ACCOMODATIONS:** Students and chaperones will be housed in groups of 3-4 hotel accommodations

**SUPERVISION:** Staff members traveling with the group are Shannon Seaver and Jodi Ramirez, EHS Career and Technical Education teachers and up to three (2) additional licensed staff, one of which will be a licensed school administrator.

**Recommendation:** Discuss the student travel experience. The experience will be brought back to the board for approval on 5.15.23.

**Desired Outcomes from the Board:** Review the background information provided and provide feedback on the student travel experience.

**Attachments:**

1. [District Wide International Travel Schedule](#)
2. [EHS Comprehensive Travel Schedule](#)
3. [Appendix III 538, Extended Field Trip and Travel Application Preliminary Approval](#)
4. Insurance through [EF Tours](#) (educational travel experience company partnering with)



**Board Meeting Date:** 3/17/23

**Title:** Edina High School France Student Exchange

**Type:** Discussion

**Presenters:** Jody De St. Hubert, Director of Teaching and Learning; and Jenn Carter, Edina High School Assistant Principal

**Description:** In accordance with Policy 538, the EHS French department would like to partner with the Georges Duby High school in a student exchange opportunity in the winter of 2024. Students will develop a personal understanding of French culture while being ambassadors of Minnesota culture. Students will also have an authentic opportunity to use their French language skills.

The original Exchange opportunity created in the 2019-2020 school year stated the following:

*In accordance with Policy 538, the following international student travel experience for up to 20 Edina High School students from **October 10-21, 2020** has received support from the school's administration. Participating students will miss 5 school days for this fall travel experience.*

*This school exchange between Edina High School and Notre Dame La Riche in Tours, France provides students with a homestay, an opportunity to experience a French high school, a chance to visit French historical and artistic sites and to use their French in a realistic and authentic way.*

*In addition to providing growth opportunities across the EPS Educational Competencies, this field-based, language oriented, student travel experience supports learning across numerous Minnesota social studies, art and world language standards.*

Destination: Aix-en-Provence France, Lycée Georges Duby

# of students - approximately 20 10th grade students

Lodging and meal arrangements When in the host family situation, on the school exchange, students and chaperones will be housed in host families, 1 student per family. They will have their own bed and private accessibility to the bathroom. Meals will also be provided by the families. When in other locations, students will stay in 3-4 person hotel rooms.

Transportation: All students and chaperones will travel as a group from Minneapolis to France (either into Paris or Marseille among other choices) and return via a major U.S. international airline or partner. While in France, students will travel via high-speed train (TGV) and possible bus travel as well.

Dates of the trip: The French School has proposed February 17-March 2. This would mean a departure from MSP to Marseille (arriving the morning of February 17, 2024. Edina travelers would return on March 2, 2024 ready for school on Monday, March 5, 2024.

Days absent/When school is in session as well as Nonschool days/vacation time: Students would be absent from school on February 21-23, and February 26-March 1, a total of 8 school days. The first weekend will include the President's day holiday and a staff development day. The middle weekend students would be with their host families and the March 1 weekend, students would return to Edina. The team is currently working on an option to decrease the total numbers of days missing school as per the signed preliminary approval.

Estimated cost per student: Now that we have proposed dates, we are sending a bid to Language and Friendship, Minneapolis student travel company. The 2020 bid was \$3300 but that included time in Paris. Again, as families work with each other and commit to hosting students, we feel confident that we can make something happen for \$3500 or less.

Supervision: Staff members traveling with the group are Kim Caster and Cliff Schwartz.

**Recommendation:** Discuss the student travel experience. The experience will be brought back to the board for approval on 5.15.23.

**Desired Outcomes from the Board:** Review the background information provided and provide feedback on the student travel experience.

**Attachments:**

1. [District Wide International Travel Schedule](#)
2. [EHS Comprehensive Travel Schedule](#)
3. [Appendix III 538. Extended Field Trip and Travel Application Preliminary Approval](#)
4. Insurance will be provided. Upon approval of this exchange the Edina High School team will continue to determine the detailed organization of the travel experience and include insurance as part of that process.

VI.D. Policy Review (206, 710, 712)



**Board Meeting Date:** 4/17/2023

**Title:** Policy Review

**Type:** Discussion

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

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

- Policy 206 Public Hearings and Public Participation in School Board Meetings, Data Privacy Considerations
- Policy 710 Acceptance and Use of Grant Funding
- Policy 712 Signing of Checks on Behalf of the District

**Recommendation:** Review the suggested modifications for Policies 206, 710, 712.

**Desired Outcomes from the Board:** Review suggested modifications and bring any questions you may have.

**Attachments:**

1. Policy 206 Public Hearings and Public Participation in School Board Meetings, Data Privacy Considerations
2. Policy 710 Acceptance and Use of Grant Funding
3. Policy 712 Signing of Checks on Behalf of the District

## School Board

### Public Hearings and Public Participation in School Board Meetings, Data Privacy Considerations

#### I. Purpose

- A. The school district recognizes the value of participation by the public in deliberations and decisions on district matters. [Although providing an opportunity for input in a limited public forum to a school board is not required under Minnesota Statutes, the school board recognizes the value of receiving input from members of the public relating to school district matters. The school board expects that all public comment be conducted with orderly and efficient proceedings with opportunity for expression of all participant's respective views.](#)
- B. This policy provides procedures to ensure [an opportunity for](#) open and orderly public input as well as to protect the due process and privacy rights of individuals under the law.

#### II. General Statement of Policy

- A. The school district encourages community input on subjects related to the district at its meetings. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate communication by all interested parties.
- B. The board must protect the legal rights to privacy and due process of employees and students, [as provided by Federal and Minnesota State law.](#)
- C. [Public comment will be heard at Regular School Board meetings when the "Hearing from Members of the Public" agenda item is included on the agenda.](#)

#### III. The Public's Opportunity to Be Heard

The school board will strive to give all community members, [including students](#), an opportunity to be heard and to have complaints considered and evaluated within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions.

#### IV. Public Hearings

Public hearings are required by law to be held concerning certain issues, including but not limited to, school closings (Minn. Stat. § 123B.51), education district

establishment (Minn. Stat. § 123A.15), and agreements for secondary education (Minn. Stat. § 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the discretion of the board.

## V. Rights to Privacy

A. School district employees, volunteers, and independent contractors have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:

1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Teachers Discharge Hearing);
2. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);
3. right to consideration by the board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data); **and**
4. right to a private hearing for head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3.

B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:

1. right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);
2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act); **and**
3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

## VI. Procedures

### A. Agenda Items

1. Community members who wish to **address the board** ~~have a subject discussed~~ at a public school board meeting **where “Hearing from Members of the Public” is included on the agenda**, may indicate their interest in doing so in one of the following ways:
  1. ~~are encouraged to~~ notify the **Administrative Assistant in the Superintendent’s office** in advance of the **school board meeting**; **or**

2. upon arrival at the school board meeting, request and submit a completed form to the Administrative Assistant;

The community member will be asked to complete a form and should provide ~~his or her~~ their name, address, the name of group represented (if any), and the subject to be covered or the issue to be addressed.

2. Community members who wish to address the board on a particular subject should identify the subject and identify the agenda item(s) to which their comments pertain.
3. The board chair will recognize one speaker at a time, and will rule out of order other speakers who are not specifically recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by other persons are out of order. Persons who interfere with or interrupt speakers, the board, or the proceedings may be directed to leave.
4. The board retains the discretion to limit public comment discussion of any agenda item to a reasonable period of time as determined by the school board.
5. If a group or organization wishes to address the board on a topic, the board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
6. Matters proposed for placement on the agenda that may include (1) data privacy concerns, (2) preliminary allegations, or (3) which may be potentially libelous or slanderous in nature materials will not be considered in public, but will be processed as determined by the board in accordance with governing law.
7. The board chair will promptly rule out of order any discussion by any person, including a board member, which would violate the provisions of this policy, or state or federal law, or the statutory rights of privacy of an individual.
8. Personal attacks by anyone addressing the board are unacceptable. Persistence in such remarks by an individual terminates that person's privilege to address the board.
9. Members of the public may not engage in conduct that disrupts any part of a School Board meeting, or that otherwise impedes the board's ability to conduct its business in an orderly and efficient manner.
10. Depending upon the number of persons in attendance seeking to be heard, the board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient and fair opportunity for those present to be heard.

11. It is the practice of the School Board not to engage in discussion or debate with a speaker during Hearing from Members of the Public. The School Board Chair, Superintendent or designee may follow up with the speaker at a later date/time.
12. The remarks of public speakers may be livestreamed, assuming appropriate demeanor and decorum are maintained and where expectations outlined in this policy are followed. The Board Chair will rule out of order any speaker determined to be out of compliance with these expectations. Rebroadcasts of public comments are subject to redaction of words or statements considered to be in violation of the established expectations or that may violate any state or federal laws. The School Board reserves the right to not livestream or replay public comments made at School Board meetings if such comments are considered to be in violation of established protocols, if delivered without appropriate demeanor and decorum, and/or if the comments violate the privacy rights of individuals.

## B. Complaints

1. School Board meetings are not an appropriate venue during which to file a specific complaint against a staff member or the school district. Filing a complaint should be done according to the steps outlined below:
  - a. Complaints about an employee should first be directed to the employee or to the employee's immediate supervisor. (See Policy 104, Complaints – Students, Employees, Parents, Other Persons)
  - b. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or ~~other official as designated in the district policy~~ **the Director of Human Resources**. ~~governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.~~
  - c. Unresolved complaints from ~~paragraph a~~ of this section should be directed to the superintendent's office.
  - d. Complaints that are unresolved at the superintendent's level may be brought before the board by notifying the board in writing.

## C. Open Forum

The board ~~may~~ **will normally** provide a specified period of time where persons may address the board on any topic, subject to the limitations of this policy. The board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.

The board may decide to hold certain types of public meetings where the public will not be invited to address the board (e.g., work sessions, board retreats, Special School Board meetings). The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the board. Periodically, Closed Meetings may be held where attendance and speaking opportunities are not allowed.

Procedures listed above at VI.A. for Agenda Items are equally applicable to Open Forums.

- D. In addition to directly addressing the school board during Hearing from Members of the Public agenda item, there are a number of alternative ways that members of the public may share feedback about the governance and operations of the school district. They include but are not limited to:
1. connecting directly with the school principal or program supervisor;
  2. emailing the school superintendent who will determine the most appropriate person who can best address the question/concerns;
  3. emailing the school board to share inputs or express concerns;
  4. calling or emailing the Superintendent's Administrative Assistant to inquire about providing input or;
  5. requesting a communication from the Superintendent or appropriate district representative through the superintendent's administrative assistant; and
  6. others as determined.

## VII. Penalties for Violation of Data Privacy Violations

- A. A person who willfully violates data privacy laws or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)
- B. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, ~~data-privacy laws~~ constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)
- C. If a speaker violates any of the established procedures or engages in any prohibited conduct, the board chair will rule the speaker out of order.
- D. If repeated violations or disruptions occur, any of the following steps may be taken:
1. The School Board Chair may require the speaker to immediately end their presentation.

2. If the speaker persists in violating any procedure or rule, the speaker will be directed to leave the premises and not return, a no trespass order may be issued, and a referral may be made to law enforcement.
  3. The School Board Chair may call a recess and order that the room be cleared.
  4. Any School Board member may make a motion to immediately end the public comment period.
  5. The School Board may vote to suspend public comment at meetings and to require that all public comments be in writing.
- E. The district will refer potential incidents of disorderly conduct to law enforcement. (Minn. Stat. § 609.72)

Legal References:

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

[Minn. Stat. § 13.43 \(Personnel Data\)](#)

[Minn. Stat. § 13.601, Subd. 3 \(Applicants for Appointment\)](#)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

[Minn. Stat. § 13D.05 \(Open Meeting Law Meetings Having Data Classified As Not Public\)](#)

[Minn. Stat. § 121A.47, Subd. 5 \(Student Dismissal Hearing Exclusion and Expulsion Procedures; Closed or Open Hearing\)](#)

[Minn. Stat. § 122A.33, Subd. 3 \(Coaches; Opportunity to Respond License and Degree Exemption for Head Coach; Notice of Nonrenewal; Opportunity to Respond\)](#)

[Minn. Stat. § 122A.40, Subd. 14 \(Teacher Discharge Hearing Employment; Contracts; Termination; Hearing Procedures\)](#)

[Minn. Stat. § 122A.44 \(Contracting with Teachers; Substitute Teachers\)](#)

[Minn. Stat. § 123A.15 \(Education District Establishment Establishing Education Districts\)](#)

[Minn. Stat. § 123A.30 \(Agreements for Secondary Education\)](#)

[Minn. Stat. § 123B.02, Subd. 14 \(Employees; Contracts for Services General Powers of Independent School Districts; Employees; Contracts for Services\)](#)

[Minn. Stat. § 123B.51, Subd. 5 \(School Closings Schoolhouses and Sites; Uses for School and Nonschool Purposes; Schoolhouse Closing\)](#)

[Minn. Stat. Ch. 363A. Human Rights](#)

[Minn. Stat. Ch. 260E \(Reporting of Maltreatment of Minors\)](#)

[Minn. Stat. § 609.72 \(Disorderly Conduct\)](#)

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

[Minn. Op. Atty. Gen. No. 852 \(July 14, 2006\)](#)

Cross References:

Policy 104 (Complaints – Students, Employees, Parents, Other Persons)  
Policy 205 (Open Meetings and Closed Meetings)  
Policy 406 (Public and Private Personnel Data)  
Policy 515 (Protection and Privacy of Student Records)

Policy  
adopted: 05/21/07  
amended: 11/13/12  
revised: 11/19/18

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

## Non-Instructional Operations and Business Services

### Acceptance and Use of Grant Funding

#### I. Purpose

This policy defines the parameters for grant submittals and, if approved, implementation of the grants.

#### II. General Statement of Policy

The school district supports individuals or groups who seek additional funding through grant applications. The approval of the grant and the monitoring of the funding will be controlled and maintained by the school district to ensure that the interests of all students are met. Grant applications must align with the mission and goals of the district, school or individual program.

#### III. Definitions

- A. "Grant" is the funding from a source pursuant to an application submittal that is outside the district's routine revenue sources. This includes local, state and national organizations, businesses, foundations, government agencies, and individuals.
- B. "Matching funds" are funds required to be provided by the district in order to meet the shared funds from the grant. These funds must be identified prior to the grant being submitted and approved by the superintendent.
- C. "Administrative contact" is the administrator designated by the superintendent who will serve as the contact for all grant applications and reviews.

#### IV. Approval of Grant ~~Writing Funding~~ Applications

- A. Any staff or school-sponsored organization or club may seek grant funding support to address a specific need or enhance identified educational experiences and opportunities. Any individual or group seeking a grant application must initiate a contact with the director of ~~teaching and learning~~ community education and strategic partnerships and the director of business services to ensure district guidelines and timelines are met. Grant applications must take the manner and form prescribed by the director of community education and strategic partnerships (see Appendix I).

- B. An approved grant application must meet the following considerations to receive approval by the superintendent:
1. An identified need must be established.
  2. A grant application must be completed in full, including all supporting documents.
  3. All matching funds must receive the superintendent's approval prior to the grant being forwarded to the school board.
  4. Funding for the grant must be in accordance with district accounting procedures.
  5. The value of services to the district will be balanced against the commercial gain of the grantor on applications that involve commercial businesses, companies, or organizations.
  6. The district retains the right to restrict the recognition given to a private business or company related to grants.
- C. ~~As necessary~~ **If required by the granting agency**, the superintendent will forward grant applications to the school board for approval.

#### V. Accounting of Grant Funding

- A. All funds raised from grants ~~will~~ **must** use district accounting procedures. The funds must be used as designated in the grant.
- B. All reports and evaluations of the grant must be completed by the individual or group completing the application.

#### VI. Documentation of Grant Applications and Materials

Records of all grant applications and approved grants will be maintained at the district office. These materials will be shared with the public upon request.

#### Cross References:

[Policy 912 \(Community Relations: Partnerships - Community Organizations, Governmental Entities, Educational Institutions, and Other Organizations\)](#)  
[Policy 913 \(Community Relations: Partnerships - Parent Organizations and Booster Clubs\)](#)

Policy  
adopted: 10/25/10  
Revised: 9/22/14  
Reviewed: 2/27/17

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



**[NEW APPENDIX ADDED]**

## **Appendix I to Policy 710**

### **Acceptance and Use of Grant Funding Process**

In accordance with Edina Public Schools Policy 710, this document *defines the parameters for grant submittals and, if approved, implementation of the grants.*

Edina Public Schools (EPS) uses a grant application process for employees to support Policy 710. Grants or Requests for Proposals (RFPs) are often leveraged to test an idea, for innovative practices, or to enhance current work. The word *grant* and phrase *Request for Proposal*, referred to as *RFP*, can be used interchangeably. Typically, both require some form of narrative and budget, and if awarded, a contract or agreement needs to be signed and carefully executed. There are only **two personnel** in the district that have been **assigned signatory authority** by the EPS School Board: The Superintendent and the Director of Business Services.

There are many types of grants which can offer a range of funding from \$1 - \$1M+ and a variety of funders: local entities; state and national organizations; businesses; foundations; government agencies; and individuals.

If you are considering applying for a grant, please use the visual titled: **EPS Grant Proposal Required Steps to Navigate Grant Application Process on the last page of this document** and the following instructions.

#### **Instructions**

Funders oftentimes expect consistency in writing styles, branding, and organizing information. Centralizing information required from grant awards is critical to meeting deadlines and keeping funders satisfied with our progress. The Director of Business Services and Director of Community Education and Strategic Partnerships are the designated district leaders and must be involved in the grant writing process.

#### **Step 1**

Identify why you, on behalf of Edina Public Schools, need this grant funding:

- Does the funding align with our district's vision and mission?

- Are you certain this funding doesn't represent duplicate efforts in the district?
- Brainstorm reasons why you want to apply for this grant funding.
- Develop reasonable and achievable goals, objectives, and outcomes that align with the intent of the grant.
- Create roles and responsibilities that are reasonable for everyone to integrate into their current workload including grant management and reporting.
- Ask yourself, *do I have all the information needed to proceed to step two?*

## Step 2

Notify your building administrator(s) or direct supervisor and team members (e.g., peer teachers, peer team members) and relevant stakeholders that this grant funding would affect. This is a time to *gather more information, consider their reactions, gather and weigh options, and decide as a team*:

- Ensure that your project is viable.
  - *Does the grant meet the vision, mission, and strategic priorities of Edina Public Schools?*
  - Are you certain this funding doesn't represent duplicate efforts in the district?
  - *What will this funding do to enhance our work or fill a need?*
- Thoroughly review the application requirements and backwards map the time needed to complete the application to meet the deadline.
  - Schedule a meeting with the Director of Business Services and Director of Community Education and Strategic Partnerships. **Two weeks in advance of grant submission deadline is required.**
  - If you do not have that amount of time, email the Director of Community Education and Strategic Partnerships Director and we will review the request on a case-by-case basis.

## Step 3

Organize and prepare the grant application narrative response and budget by:

- Creating a shareable document that embeds application requirements, questions, and your responses.
- Creating a shareable document that reflects the required budget format.

## Step 4

Gather feedback on your application draft and the requirements needed to submit the proposal:

- Enter information into the EPS Grant Dashboard.
- Share the narrative and budget draft with the Director of Business Services and Director of Community Education and Strategic Partnerships for their review.
- Meet with the Director of Business Services and Director of Community Education and Strategic Partnerships to discuss your plan.
- Submit the application with the proper signatures and copy the Director of Business Services and Director of Community Education and Strategic Partnerships.

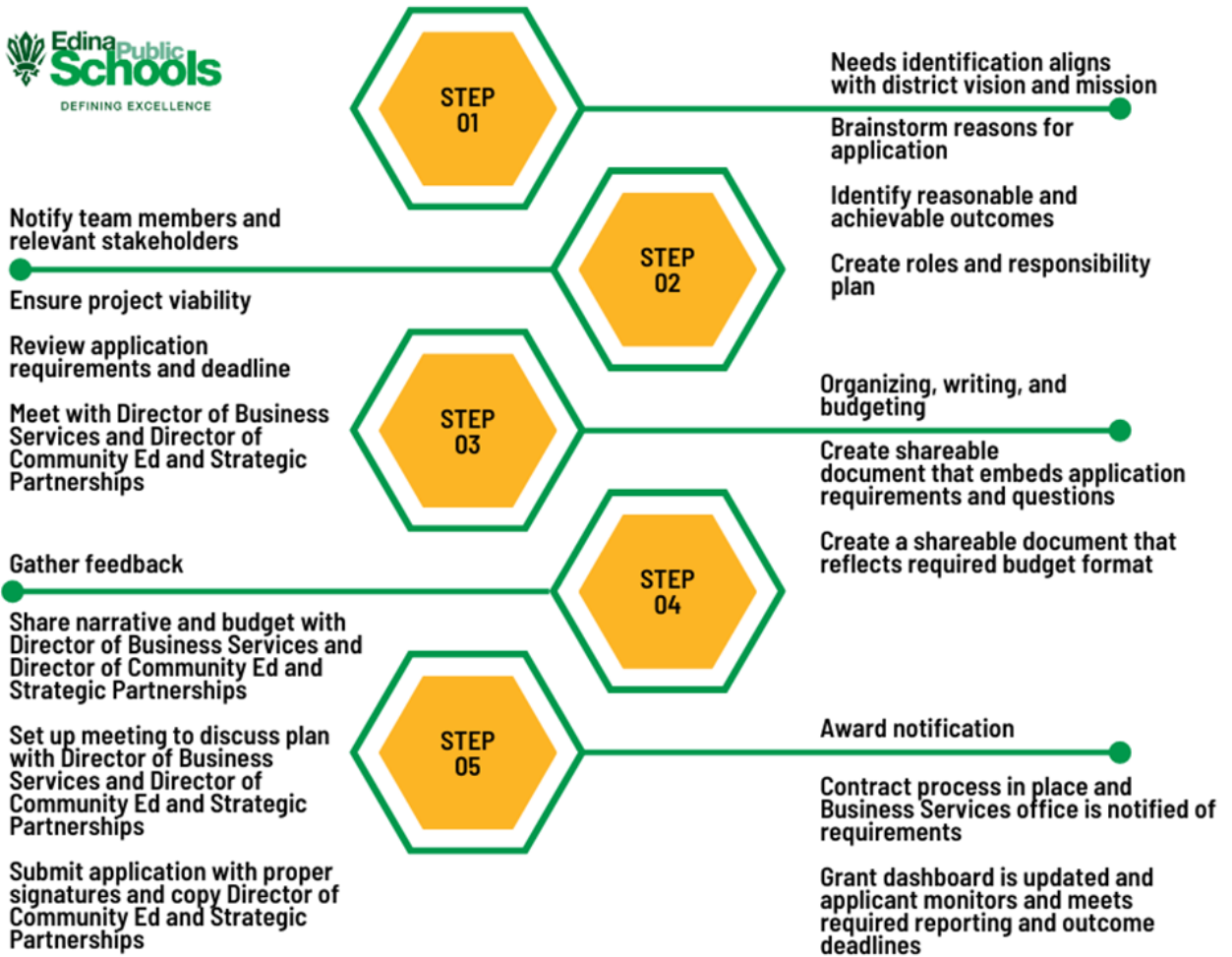
## Step 5

If you are awarded the grant, please follow these steps:

- Notify the Director of Business Services regarding any contracts that need to be signed – contracts must be signed by Superintendent or the Director of Business Services.
- Update the EPS Grant Dashboard. Monitor and meet required reporting and outcome deadlines.
- Provide the Director of Community Education and Strategic Partnerships with information about changes and updates that occur during the grant period.

Please note that grant applications often require standard cover page boilerplate information, e.g., district tax identifying information, grant request amount, cost per participant, Superintendent contact information, main contact information, and signatures. Contact the Director of Community Education and Strategic the Director of Business Services and Director of Community Education and Strategic Partnerships for this information.

## EPS GRANT PROPOSAL PROCESS REQUIRED STEPS TO NAVIGATE GRANT APPLICATION PROCESS



## Non-Instructional Operations and Business Services

### Signing of Checks on Behalf of the District

#### I. Purpose

This policy defines the process for signing of checks on behalf of the school district.

#### II. General Statement of Policy

The school district will implement a process for the signing of checks to withdraw funds by check, draft, or warrant.

#### III. Procedures

Any and all funds standing to the credit of the school district, in any bank or similar financial institution, may be withdrawn by check, draft, or warrant when the same has been signed in the name of the school board in the following manner:

- A. The regular and usual signature will be by a check-signing machine or stamp which will imprint at least two of the following facsimile signatures on each such check, draft, or warrant: the chairperson, the clerk and/or the treasurer of the school board, and/or other administrators designated by school board resolution.
- B. In any emergency, including mechanical failure of the check-signing machine, or, in any event upon a determination by the majority of school board members present and voting at any regular or special meeting, checks may be hand signed by any three members of the school board.
- C. Signatories on revolving fund checking accounts will be designated by school board resolution.

Policy  
adopted: 10/25/10  
Revised: 9/22/14  
Reviewed: 2/27/17

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

**VII. Action**

VII.A. Ratification of Sale - General Obligation  
Capital Notes and Facilities Maintenance  
Bonds, Series 2023A



**Board Meeting Date:** 4/17/2023

**Title:** Ratification of Sale – General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A

**Type:** Action

**Presenter(s):** Mert Woodard, Director, Business Services; Jodie Zesbaugh, Senior Municipal Advisor (Ehlers, Inc.)

**Background:** At the February 13, 2022, Regular Meeting, the Board of Education passed a resolution authorizing the District administration, its municipal advisors, and a Board of Education officer, under specified conditions, to take proposals and execute the sale of general obligation capital notes and facilities maintenance bonds to finance certain fixed asset purchases and a portion of the District's long-term facilities maintenance plan. The resolution also provided that the accepted proposal would be ratified by the Board of Education at a regular or special meeting on the first practicable date after acceptance by the authorized officials.

The sale of the bonds took place on April 12, 2023. There were seven bidders on the District's public offering of the bonds with the lowest bid bearing a true interest cost of 2.9040%, below the Board's maximum parameter of 4.0000%.

On April 6, 2023, credit rating agency Moody's Investor Service released a statement affirming the District's underlying Aaa credit rating, the highest possible rating.

**Recommendation:** Approve the resolution ratifying the award of the sale, determining the form and details, authorizing the execution, delivery, and registration of the General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A.

**Attachment(s):**

1. Sale Day Report – General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A
2. Ratifying Resolution – General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A

April 12, 2023

SALE DAY REPORT FOR:

# Independent School District No. 273 (Edina Public Schools), Minnesota

**\$7,035,000 General Obligation Capital Notes and  
Facilities Maintenance Bonds, Series 2023A**



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Prepared by:

Ehlers  
3060 Centre Pointe Drive  
Roseville, MN 55113

Jodie Zesbaugh,  
Senior Municipal Advisor

Matthew Hammer,  
Senior Municipal Advisor

Greg Crowe,  
President

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**BUILDING COMMUNITIES. IT'S WHAT WE DO.**

# Competitive Sale Results

**PURPOSE:** To finance deferred maintenance projects included in the District's ten year facility plan as approved by the Commissioner of Education and the purchase of school buses and technology devices.

**RATING:** Underlying Rating: Moody's Investor's Service "Aaa"  
MN Credit Enhancement Rating: Moody's Investor's Service "Aa1"

**NUMBER OF BIDS:** 7

**LOW BIDDER:** HilltopSecurities, Dallas, Texas

## COMPARISON FROM LOWEST TO HIGHEST BID: (TIC as bid)

**LOW BID:** 2.9040%

**HIGH BID:** 3.0698%

Summary of Sale Results:	
Principal Amount:	\$7,035,000
Underwriter's Discount:	\$8,398
Reoffering Premium:	\$750,156
True Interest Cost:	2.9040%
Capitalized Interest:	\$210,022
Costs of Issuance:	\$67,466
Yield:	2.04%-2.93%
Total Net P&I:	\$9,890,150

**NOTES:** The True Interest Cost of 2.90% is below the estimate of 3.70% in the Pre-Sale Report dated March 13, 2023. The additional premium and favorable interest rates will provide the District with approximately \$420,000 more for project costs, compared with the Pre-Sale estimates.

**CLOSING DATE:** May 11, 2023

**DESIGNATED OFFICIAL ACTION:** Because the True Interest Cost was well below the maximum rate of 4.00% in the resolution approved by the Board on April 12, the Director of Business Services and the Vice Chairperson accepted the proposal from the low bidder on April 12.

**SCHOOL BOARD  
ACTION:**

At the April 17 meeting, adopt the Resolution Ratifying the Award of Sale of the General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A.

**SUPPLEMENTARY ATTACHMENTS**

- Bid Tabulation
- Updated Combined Sources and Uses of Funds
- Updated Combined Net Debt Service Schedule
- Updated Debt Service Schedule for Capital Notes Portion
- Updated Net Debt Service Schedule for Facilities Maintenance Portion
- Updated Long-Term Financing Plan for Debt and Capital Payments and Levies
- Rating Reports
- Resolution Ratifying the Award of Sale (Distributed Separately)

# BID TABULATION

**\$7,035,000 General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A**

**Independent School District No. 273 (Edina Public Schools), Minnesota**

**SALE:** April 12, 2023

**AWARD:** HILLTOPSECURITIES

**MN Credit Enhancement Rating:** Moody's Investor's Service "Aa1"

**Underlying Rating:** Moody's Investor's Service "Aaa"

Tax Exempt - Non-Bank Qualified

NAME OF BIDDER	MATURITY (February 1)	RATE	REOFFERING YIELD	PRICE	NET INTEREST COST	TRUE INTEREST RATE			
HILLTOPSECURITIES Dallas, Texas	2025	5.000%	2.230%	\$7,776,757.35	\$2,323,414.87	2.9040%			
	2026	5.000%	2.140%						
	2027	5.000%	2.090%						
	2028	5.000%	2.060%						
	2029	5.000%	2.040%						
	2030	5.000%	2.040%						
	2031	5.000%	2.040%						
	2033	4.000%	2.250%						
	2034	4.000%	2.350%						
	2035	4.000%	2.510%						
	2036	4.000%	2.730%						
	2037	4.000%	2.930%						
BOK FINANCIAL SECURITIES, INC. Milwaukee, Wisconsin							\$7,880,124.00	\$2,352,270.44	2.9202%
RAYMOND JAMES & ASSOCIATES, INC. St. Petersburg, Florida							\$7,879,850.30	\$2,352,544.14	2.9206%
PIPER SANDLER & CO. Minneapolis, Minnesota				\$7,830,475.20	\$2,350,333.13	2.9235%			

NORTHLAND SECURITIES, INC. Minneapolis, Minnesota	\$7,747,735.45	\$2,327,539.55	2.9257%
KEYBANC CAPITAL MARKETS INCORPORATED Cleveland, Ohio	\$8,261,414.20	\$2,547,127.47	3.0617%
BAIRD Milwaukee, Wisconsin	\$7,899,435.85	\$2,475,564.15	3.0698%

## SALE RESULTS

**Edina Public Schools, ISD 273**  
Estimated Sources and Uses of Funds

**April 12, 2023**

	Facilities Maintenance Bonds	Capital Notes	Total
<b>Authorized Amount</b>	<b>\$6,095,000</b>	<b>\$940,000</b>	<b>\$7,035,000</b>
<b>Actual Amount</b>	<b>\$6,095,000</b>	<b>\$940,000</b>	<b>\$7,035,000</b>
<b>Closing/Dated Date</b>			<b>May 11, 2023</b>
<b>Sources of Funds</b>			
Par Amount	\$6,095,000	\$940,000	\$7,035,000
Reoffering Premium <sup>1</sup>	622,415	127,740	750,156
Funds on Hand	0	33,944	33,944
Investment Earnings <sup>2</sup>	16,189	0	16,189
<b>Total Sources</b>	<b>\$6,733,604</b>	<b>\$1,101,685</b>	<b>\$7,835,289</b>
<b>Uses of Funds</b>			
Underwriter's Discount <sup>3</sup>	\$7,276	\$1,122	\$8,398
Capitalized Interest <sup>4</sup>	176,078	33,944	210,022
Legal and Fiscal Costs <sup>5</sup>	58,451	9,015	67,466
<b>Net Available for Project Costs</b>	<b>6,491,799</b>	<b>1,057,604</b>	<b>7,549,403</b>
<b>Total Uses</b>	<b>\$6,733,604</b>	<b>\$1,101,685</b>	<b>\$7,835,289</b>
<b>Initial Deposit to Construction Fund</b>	<b>\$6,475,610</b>	<b>\$1,057,604</b>	<b>\$7,533,214</b>

- |  |
|--|
| <p>1 The underwriter of the bonds received a reoffering premium in the sale of the bonds. They will retain a portion of the premium as their compensation, or underwriter's discount. The remainder of the premium will be deposited in the construction fund and used to fund project costs.</p> <p>2 Estimated investment earnings are based on an average interest rate of 0.25% and an average life for investments of 12 months for the Facilities Maintenance bonds. Investment earnings for the Capital Notes are expected to be minimal.</p> <p>3 The underwriter's discount is an estimate of the compensation taken by the underwriter who provides the lowest true interest cost as part of the competitive bidding process and purchases the bonds. Ehlers provides independent municipal advisory services as part of the bond sale process and is not an underwriting firm.</p> <p>4 Due to the timing of the levy process, the District would not be able to make a levy for the interest payment due related to the Facilities Maintenance bonds in fiscal year 2023-24, so that payment will be made from bond proceeds. For the Capital Notes, the interest payment due in fiscal year 2023-24 will be paid from debt service funds on hand.</p> <p>5 Includes fees for municipal advisor, bond counsel, rating agency, paying agent and county certificate.</p> |
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# I.S.D. No. 273 (Edina), MN

## \$7,035,000 G.O. Capital Notes and Facilities Maintenance Bonds, Series 2023A

### Issue Summary

Dated: May 11, 2023

### Net Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	CIF	Net New D/S	Fiscal Total
05/11/2023	-	-	-	-	-	-	-
02/01/2024	-	-	210,022.22	210,022.22	(210,022.22)	-	-
08/01/2024	-	-	145,400.00	145,400.00	-	145,400.00	-
02/01/2025	115,000.00	5.000%	145,400.00	260,400.00	-	260,400.00	405,800.00
08/01/2025	-	-	142,525.00	142,525.00	-	142,525.00	-
02/01/2026	120,000.00	5.000%	142,525.00	262,525.00	-	262,525.00	405,050.00
08/01/2026	-	-	139,525.00	139,525.00	-	139,525.00	-
02/01/2027	125,000.00	5.000%	139,525.00	264,525.00	-	264,525.00	404,050.00
08/01/2027	-	-	136,400.00	136,400.00	-	136,400.00	-
02/01/2028	135,000.00	5.000%	136,400.00	271,400.00	-	271,400.00	407,800.00
08/01/2028	-	-	133,025.00	133,025.00	-	133,025.00	-
02/01/2029	140,000.00	5.000%	133,025.00	273,025.00	-	273,025.00	406,050.00
08/01/2029	-	-	129,525.00	129,525.00	-	129,525.00	-
02/01/2030	150,000.00	5.000%	129,525.00	279,525.00	-	279,525.00	409,050.00
08/01/2030	-	-	125,775.00	125,775.00	-	125,775.00	-
02/01/2031	155,000.00	5.000%	125,775.00	280,775.00	-	280,775.00	406,550.00
08/01/2031	-	-	121,900.00	121,900.00	-	121,900.00	-
02/01/2032	-	-	121,900.00	121,900.00	-	121,900.00	243,800.00
08/01/2032	-	-	121,900.00	121,900.00	-	121,900.00	-
02/01/2033	1,360,000.00	4.000%	121,900.00	1,481,900.00	-	1,481,900.00	1,603,800.00
08/01/2033	-	-	94,700.00	94,700.00	-	94,700.00	-
02/01/2034	1,330,000.00	4.000%	94,700.00	1,424,700.00	-	1,424,700.00	1,519,400.00
08/01/2034	-	-	68,100.00	68,100.00	-	68,100.00	-
02/01/2035	1,110,000.00	4.000%	68,100.00	1,178,100.00	-	1,178,100.00	1,246,200.00
08/01/2035	-	-	45,900.00	45,900.00	-	45,900.00	-
02/01/2036	1,150,000.00	4.000%	45,900.00	1,195,900.00	-	1,195,900.00	1,241,800.00
08/01/2036	-	-	22,900.00	22,900.00	-	22,900.00	-
02/01/2037	1,145,000.00	4.000%	22,900.00	1,167,900.00	-	1,167,900.00	1,190,800.00
<b>Total</b>	<b>\$7,035,000.00</b>	<b>-</b>	<b>\$3,065,172.22</b>	<b>\$10,100,172.22</b>	<b>(210,022.22)</b>	<b>\$9,890,150.00</b>	<b>-</b>

### Yield Statistics

Bond Year Dollars	\$75,470.83
Average Life	10.728 Years
Average Coupon	4.0613997%
Net Interest Cost (NIC)	3.0785600%
True Interest Cost (TIC)	2.9040665%
All Inclusive Cost (AIC)	3.0039776%
Bond Yield for Arbitrage Purposes	2.4900166%

### IRS Form 8038

Net Interest Cost	2.7798584%
Weighted Average Maturity	10.697 Years

## SALE RESULTS

### **Edina School District No. 273**

April 12, 2023

#### **Estimated General Obligation Capital Notes, Series 2023A**

Authorized Principal Amount:	\$940,000
Actual Principal Amount:	\$940,000
Dated Date:	5/11/2023
Number of Years:	8
True Interest Cost:	2.09%

Est. Operating Capital Revenue:
\$2,156,312 Annually *
Revenue Used (2023A):
7.9%

Year Taxes		Initial Debt Service Levies			
Payable	Fiscal Year	Principal	Interest	Total Payments	(P & I at 105%)
2022	2023	0	0	0	0
2023	2024	0	\$33,944	\$33,944	0
2024	2025	\$115,000	47,000	162,000	\$170,100
2025	2026	120,000	41,250	161,250	169,313
2026	2027	125,000	35,250	160,250	168,263
2027	2028	135,000	29,000	164,000	172,200
2028	2029	140,000	22,250	162,250	170,363
2029	2030	150,000	15,250	165,250	173,513
2030	2031	155,000	7,750	162,750	170,888
2031	2032	0	0	0	0
2032	2033	0	0	0	0
2033	2034	0	0	0	0
2034	2035	0	0	0	0
2035	2036	0	0	0	0
2036	2037	0	0	0	0
		\$940,000	\$231,694	\$1,171,694	\$1,194,638

\* Fiscal Year 2023-24 Estimated Revenue from Pay 2023 Levy Limitation and Certification Report.

First year's interest payments on Capital Notes will be paid from funds on hand in the debt service fund.

# I.S.D. No. 273 (Edina), MN

\$6,095,000 G.O. Capital Notes and Facilities Maintenance Bonds, Series 2023A

Facilities Maintenance Portion

Dated: May 11, 2023 - Purpose 1 of 2

## Net Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	CIF	Net New D/S	Fiscal Total
05/11/2023	-	-	-	-	-	-	-
02/01/2024	-	-	176,077.78	176,077.78	(176,077.78)	-	-
08/01/2024	-	-	121,900.00	121,900.00	-	121,900.00	-
02/01/2025	-	-	121,900.00	121,900.00	-	121,900.00	243,800.00
08/01/2025	-	-	121,900.00	121,900.00	-	121,900.00	-
02/01/2026	-	-	121,900.00	121,900.00	-	121,900.00	243,800.00
08/01/2026	-	-	121,900.00	121,900.00	-	121,900.00	-
02/01/2027	-	-	121,900.00	121,900.00	-	121,900.00	243,800.00
08/01/2027	-	-	121,900.00	121,900.00	-	121,900.00	-
02/01/2028	-	-	121,900.00	121,900.00	-	121,900.00	243,800.00
08/01/2028	-	-	121,900.00	121,900.00	-	121,900.00	-
02/01/2029	-	-	121,900.00	121,900.00	-	121,900.00	243,800.00
08/01/2029	-	-	121,900.00	121,900.00	-	121,900.00	-
02/01/2030	-	-	121,900.00	121,900.00	-	121,900.00	243,800.00
08/01/2030	-	-	121,900.00	121,900.00	-	121,900.00	-
02/01/2031	-	-	121,900.00	121,900.00	-	121,900.00	243,800.00
08/01/2031	-	-	121,900.00	121,900.00	-	121,900.00	-
02/01/2032	-	-	121,900.00	121,900.00	-	121,900.00	243,800.00
08/01/2032	-	-	121,900.00	121,900.00	-	121,900.00	-
02/01/2033	1,360,000.00	4.000%	121,900.00	1,481,900.00	-	1,481,900.00	1,603,800.00
08/01/2033	-	-	94,700.00	94,700.00	-	94,700.00	-
02/01/2034	1,330,000.00	4.000%	94,700.00	1,424,700.00	-	1,424,700.00	1,519,400.00
08/01/2034	-	-	68,100.00	68,100.00	-	68,100.00	-
02/01/2035	1,110,000.00	4.000%	68,100.00	1,178,100.00	-	1,178,100.00	1,246,200.00
08/01/2035	-	-	45,900.00	45,900.00	-	45,900.00	-
02/01/2036	1,150,000.00	4.000%	45,900.00	1,195,900.00	-	1,195,900.00	1,241,800.00
08/01/2036	-	-	22,900.00	22,900.00	-	22,900.00	-
02/01/2037	1,145,000.00	4.000%	22,900.00	1,167,900.00	-	1,167,900.00	1,190,800.00
<b>Total</b>	<b>\$6,095,000.00</b>	<b>-</b>	<b>\$2,833,477.78</b>	<b>\$8,928,477.78</b>	<b>(176,077.78)</b>	<b>\$8,752,400.00</b>	<b>-</b>

## Yield Statistics

Bond Year Dollars	\$70,836.94
Average Life	11.622 Years
Average Coupon	4.000000%
Net Interest Cost (NIC)	3.1316125%
True Interest Cost (TIC)	2.9639261%
All Inclusive Cost (AIC)	3.0572536%
Bond Yield for Arbitrage Purposes	2.4900166%

## IRS Form 8038

Net Interest Cost	2.8378782%
Weighted Average Maturity	11.599 Years

SALE RESULTS

Edina Public Schools, ISD 273  
Preliminary Financing Plan for Future Projects

**4 Facilities Maintenance Bond Issues (\$2M to \$6M)  
Wrapped Around Existing Debt  
LTFM Project Costs:  
\$8 million to \$14 million Annual Projects thru FY 2032**

Future Bond Issues

April 12, 2023

Type of Bond	Amount	Dated	Interest Rate
Facilities Maintenance	\$6,095,000	05/11/23	2.96%
Facilities Maintenance	\$3,405,000	05/01/25	4.00%
Facilities Maintenance	\$2,595,000	05/01/27	4.00%
Facilities Maintenance	\$2,055,000	05/01/29	4.00%

Levy Year	Est. Tax Fiscal Year	Est. Tax Capacity Value <sup>1</sup>		Debt Service Levies - Existing Bonds <sup>2</sup>					Other Levies		Facilities Maintenance Funding					Combined Totals	
				Building Bonds	Alt. Fac. / FM Bonds <sup>5</sup>	Est. Debt Excess <sup>3</sup>	Net Levy	Tax Rate	Lease Levy <sup>4</sup>	Capital Project Levy <sup>5</sup>	General Fund Revenue	Principal	Interest	Addl. Debt Excess <sup>3</sup>	Debt Levy	Total Levy	Tax Rate
2022	2023	121,472	4.9%	13,494,671	2,483,789	(995,220)	14,983,240	12.33	329,240	6,977,669	9,580,545	-	-	-	-	31,870,694	26.24
2023	2024	139,099	14.5%	12,768,998	2,348,654	(929,733)	14,187,919	10.20	1,688,280	7,431,835	10,946,893	-	176,078	6	-	34,254,927	24.63
2024	2025	141,881	2.0%	7,001,610	7,882,048	(680,294)	14,203,364	10.01	1,661,302	8,510,290	10,725,275	-	243,800	-	255,990	35,356,221	24.92
2025	2026	144,719	2.0%	7,115,273	10,296,943	(669,765)	16,742,451	11.57	1,661,927	8,680,496	8,723,883	-	345,950	6	-	36,064,746	24.92
2026	2027	147,613	2.0%	11,658,623	7,419,024	(783,550)	18,294,097	12.39	1,662,215	8,854,106	7,587,748	-	380,000	-	(11,520)	36,785,646	24.92
2027	2028	149,089	1.0%	11,862,585	7,730,979	(858,494)	18,735,070	12.57	1,522,152	9,031,188	7,486,879	-	457,850	6	(17,437)	37,156,853	24.92
2028	2029	149,089	0.0%	11,864,685	8,371,742	(881,710)	19,354,716	12.98	1,522,152	9,121,500	6,671,285	-	483,800	-	(17,170)	37,160,473	24.92
2029	2030	149,089	0.0%	12,109,335	8,325,017	(910,639)	19,523,713	13.10	1,330,000	9,121,500	6,700,972	-	545,450	6	(22,087)	37,162,088	24.93
2030	2031	149,089	0.0%	10,824,240	8,195,027	(919,546)	18,099,721	12.14	1,330,000	9,121,500	8,035,950	-	566,000	-	(21,866)	37,159,606	24.92
2031	2032	149,089	0.0%	13,585,950	4,753,704	(855,867)	17,483,787	11.73	1,330,000	9,121,500	8,411,228	-	566,000	-	(25,760)	36,915,056	24.76
2032	2033	149,089	0.0%	12,096,210	4,634,844	(825,284)	15,905,770	10.67	1,330,000	9,121,500	7,807,194	1,360,000	566,000	-	(25,584)	36,161,179	24.25
2033	2034	149,089	0.0%	11,950,050	4,628,151	(752,897)	15,825,303	10.61	1,330,000	9,121,500	8,039,659	1,330,000	511,600	-	(89,852)	36,160,289	24.25
2034	2035	149,089	0.0%	11,976,090	4,633,466	(746,019)	15,863,537	10.64	1,330,000	9,121,500	8,279,097	1,110,000	458,400	-	(82,972)	36,157,982	24.25
2035	2036	149,089	0.0%	10,343,340	3,266,130	(747,430)	12,862,040	8.63	1,330,000	9,121,500	8,525,719	1,150,000	414,000	-	(70,373)	33,411,086	22.41
2036	2037	149,089	0.0%	10,275,720	-	(612,426)	9,663,294	6.48	1,330,000	9,121,500	8,779,740	3,995,000	368,000	-	(70,732)	33,404,951	22.41
2037	2038	149,089	0.0%	-	-	-	-	-	1,330,000	9,121,500	9,041,381	5,205,000	208,200	-	(202,969)	24,973,772	16.75
2038	2039	149,089	0.0%	-	-	-	-	-	-	9,121,500	9,310,871	-	-	-	-	18,432,371	12.36
2039	2040	149,089	0.0%	-	-	-	-	-	-	9,121,500	9,310,871	-	-	-	-	18,432,371	12.36
2040	2041	149,089	0.0%	-	-	-	-	-	-	9,121,500	9,310,871	-	-	-	-	18,432,371	12.36
2041	2042	149,089	0.0%	-	-	-	-	-	-	9,121,500	9,310,871	-	-	-	-	18,432,371	12.36
2042	2043	149,089	0.0%	-	-	-	-	-	-	9,121,500	9,310,871	-	-	-	-	18,432,371	12.36
2043	2044	149,089	0.0%	-	-	-	-	-	-	9,121,500	9,310,871	-	-	-	-	18,432,371	12.36
2044	2045	149,089	0.0%	-	-	-	-	-	-	9,121,500	9,310,871	-	-	-	-	18,432,371	12.36
2045	2046	149,089	0.0%	-	-	-	-	-	-	9,121,500	9,310,871	-	-	-	-	18,432,371	12.36
2046	2047	149,089	0.0%	-	-	-	-	-	-	9,121,500	9,310,871	-	-	-	-	18,432,371	12.36
2047	2048	149,089	0.0%	-	-	-	-	-	-	9,121,500	9,310,871	-	-	-	-	18,432,371	12.36
<b>Totals</b>				<b>168,927,378</b>	<b>84,969,519</b>	<b>(12,168,875)</b>	<b>241,728,023</b>		<b>22,017,268</b>	<b>231,915,581</b>	<b>228,452,161</b>	<b>14,150,000</b>	<b>6,291,128</b>	<b>(658,322)</b>	<b>20,366,248</b>	<b>744,479,281</b>	

- 1 Tax capacity values are actual through taxes payable in 2023. Estimated percentage changes for later years are shown above.
- 2 Initial debt service levies are set at 105 percent of the principal and interest payments during the next fiscal year.
- 3 Debt excess adjustments for taxes payable through 2023 are actual amounts. Estimates for future years are based on 4.5% of the prior year's total debt service levy.
- 4 Lease levy amounts are for the District's capital leases only.
- 5 Assumes that the existing capital project levy would be renewed at the same tax rate prior to expiring.
- 6 For each of the Facilities Maintenance bond issues, interest payments due during the first year would be paid from bond proceeds.



SALE RESULTS

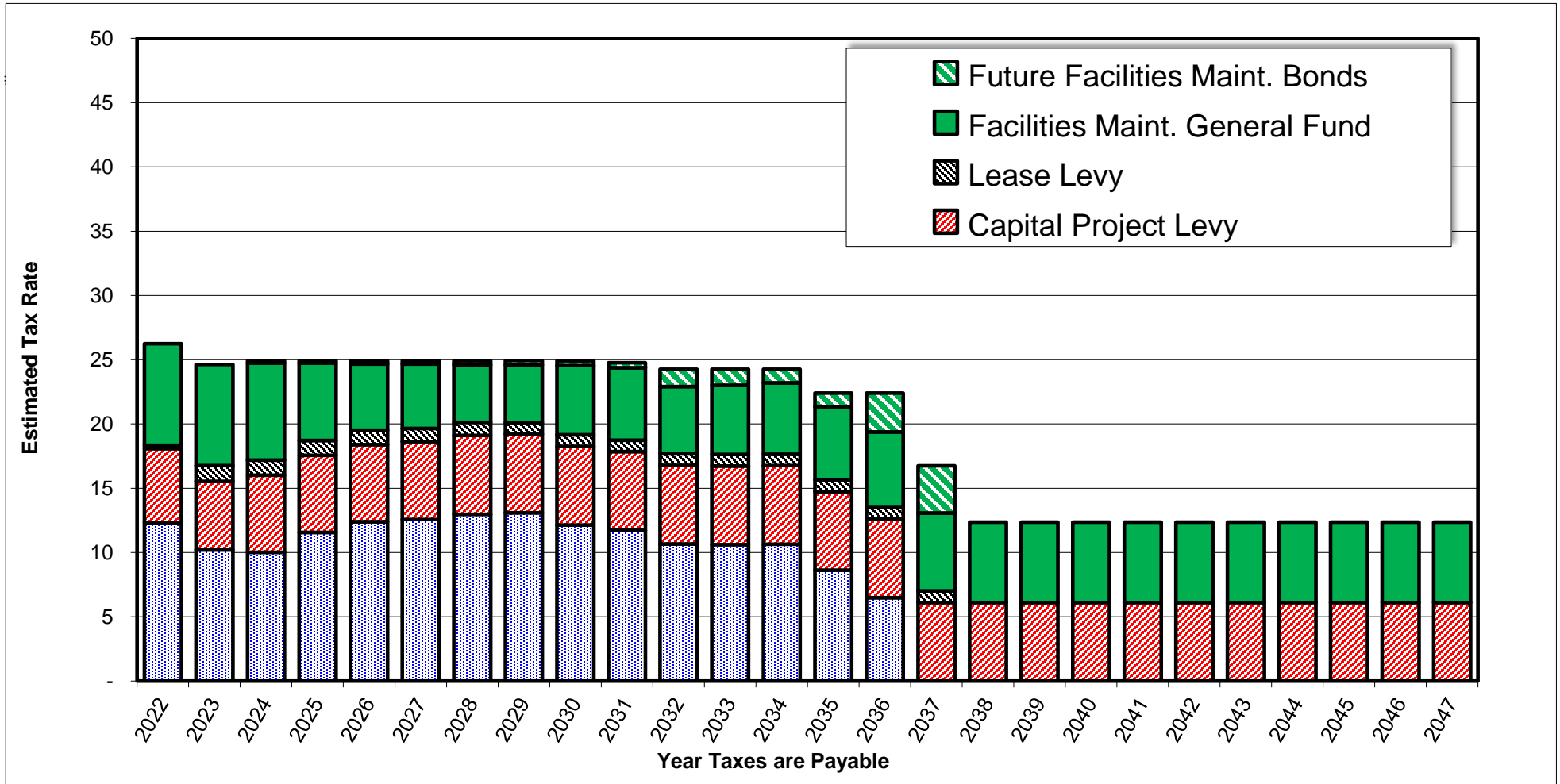
**Edina Public Schools, ISD 273**

Estimated Tax Rates for Capital and Debt Service Levies

4 Facilities Maintenance Bond Issues (\$2M to \$6M)  
 Wrapped Around Existing Debt  
 LTFM Project Costs:  
 \$8 million to \$14 million Annual Projects thru FY 2032

Date Prepared:

April 12, 2023





## Rating Action: Moody's assigns Aaa UND & Aa1 ENH to Edina ISD 273, MN's GO bonds

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06Apr2023

New York, April 06, 2023 – Moody's Investors Service has assigned a Aaa underlying rating and an Aa1 enhanced rating to Edina Independent School District 273, MN's estimated \$7 million General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A. Moody's maintains the district's Aaa issuer rating, the Aaa rating on the outstanding general obligation unlimited tax (GOULT) bonds and the Aa1 rating on the outstanding Certificates of Participation (COPs). Following the sale, the district will have about \$183 million in GOULT bonds and \$14.7 million in COPs. The outlook is stable.

### RATINGS RATIONALE

The Aaa issuer rating reflects the district's growing local economy and full value per capita in the Twin Cities metro area, very strong adjusted resident income, strong competitive position supporting relatively stable enrollment and above average leverage from debt and pensions paired with moderate fixed costs. While cash is strong, fund balance is a little low compared to peers in the rating category.

The Aaa rating assigned to the district's GOULT bonds is equivalent to the issuer rating given a pledge of the district's full faith and credit and the authority to levy a dedicated property tax unlimited as to rate and amount.

The Aa1 rating on the district's COPs is one notch below the issuer rating reflecting the contingent nature of the pledge, which is subject to annual appropriation and the more essential leased asset of a school building addition.

The enhanced rating on the current bonds reflects the additional security provided by the State of Minnesota's School District Credit Enhancement Program. The Aa1 enhanced programmatic rating is notched once from the State of Minnesota's Aaa Issuer Rating. The enhanced rating reflects sound program mechanics and the state's pledge of an unlimited appropriation from its General Fund should the district be unable to meet debt service requirements. The program mechanics include a provision for third-party notification of pending deficiency. If the school district does not transfer funds necessary to pay debt to the paying agent at least three days prior to the payment due date, the state will appropriate the payment to the paying agent directly.

### RATING OUTLOOK

The outlook is stable because the tax base and economy will continue be a strength given the location in the metro area and solid resident income and population trends. Reserves will likely remain level because of the district's track record of good budget management overall.

### FACTORS THAT COULD LEAD TO AN UPGRADE OF THE RATINGS

- N/A

#### FACTORS THAT COULD LEAD TO A DOWNGRADE OF THE RATINGS

- Sustained declines in cash and fund balance
- Material increase in leverage
- Downgrade of the State of Minnesota's Issuer Rating (enhanced)
- Weakening of the credit enhancement program mechanics (enhanced)

#### LEGAL SECURITY

The general obligation unlimited tax (GOULT) bonds are supported by the district's full faith and credit pledge and the authority to levy a dedicated property tax unlimited as to rate and amount. The bonds are additionally secured by statute. The GOULT bonds are also supported by the State of Minnesota's School District Credit Enhancement Program which provides for an unlimited advance from the state's general fund should the district be unable to meet debt service requirements.

#### USE OF PROCEEDS

The Series 2023A proceeds will be used to finance facility maintenance projects included in the district's ten-year facility plan and to purchase capital equipment including school buses and technology devices.

#### PROFILE

The district is located 12 miles southwest of downtown Minneapolis (Aa1 stable) and encompasses about 8,000 acres in Hennepin County (Aaa stable). The district's population is estimated at 43,000 and its student enrollment is an estimated 8,500.

#### METHODOLOGY

The principal methodology used in the underlying rating was US K-12 Public School Districts Methodology published in January 2021 and available at <https://ratings.moodys.com/api/rmc-documents/70054>. The principal methodology used in the enhanced rating was State Aid Intercept Programs and Financings Methodology published in March 2022 and available at <https://ratings.moodys.com/api/rmc-documents/356903>. Alternatively, please see the Rating Methodologies page on <https://ratings.moodys.com> for a copy of these methodologies.

#### REGULATORY DISCLOSURES

For further specification of Moody's key rating assumptions and sensitivity analysis, see the sections Methodology Assumptions and Sensitivity to Assumptions in the disclosure form. Moody's Rating Symbols and Definitions can be found on <https://ratings.moodys.com/rating-definitions>.

For ratings issued on a program, series, category/class of debt or security this announcement provides certain regulatory disclosures in relation to each rating of a subsequently issued bond

EXTRACT OF MINUTES OF 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 duly held in the School District on April 17, 2023, commencing 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 RATIFYING THE ISSUANCE AND SALE OF GENERAL OBLIGATION CAPITAL NOTES AND FACILITIES MAINTENANCE BONDS, SERIES 2023A, IN THE ORIGINAL AGGREGATE PRINCIPAL AMOUNT OF \$7,035,000; FIXING THEIR FORM AND SPECIFICATIONS; DIRECTING THEIR EXECUTION AND DELIVERY; AND PROVIDING FOR THEIR PAYMENT**

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:

Section 1. Findings, Determinations; Sale of Bonds.

1.01 Background. The Board is proposing to issue general obligation capital notes and facilities maintenance bonds. In connection therewith, it is hereby determined that:

(a) Facilities Maintenance Bonds.

(i) The District is authorized under the provisions of Minnesota Statutes, Chapter 475, as amended (the “Act”), and Minnesota Statutes, Section 123B.595, as amended (“Section 123B.595”), to issue general obligation facilities maintenance bonds for the purpose of financing certain facilities and site maintenance projects approved by the Commissioner of Education.

(ii) On February 13, 2023, the Board adopted a resolution (the “Parameters Resolution”) stating the intention of the District, in part, to issue its general obligation facilities maintenance bonds (the “Facilities Maintenance Portion”), in the aggregate principal amount not to exceed \$6,095,000, pursuant to the Act and Section 123B.595 to finance the costs of certain facilities and site maintenance projects of the District which are included in the District’s ten-year facilities plan for Fiscal Year 2024 (the “Plan”), and related financing costs (the “Facilities Maintenance Project”).

(b) Capital Notes.

(i) The District is authorized under the provisions of the Act and Minnesota Statutes, Section 123B.61, as amended (“Section 123B.61”), to issue general obligation capital notes for the purpose of financing capital equipment purchases.

(ii) Within the Parameters Resolution, the Board also stated its intention to issue its general obligation capital notes (the “Capital Notes Portion”), in the aggregate principal amount of \$940,000, pursuant to the Act and Section 123B.61, to finance the acquisition of school buses and technological equipment for instruction (the “Capital Notes Project”).

(c) Pursuant to the Parameters Resolution, the Board found and determined that the Facilities Maintenance Portion and the Capital Notes Portion shall be combined and issued as a single bond issue and designated as the “General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A” (the “Bonds”) in the original aggregate principal amount not to exceed \$7,035,000. The Facilities Maintenance Project and the Capital Notes Project are hereinafter collectively referred to as “the Project.”

(d) Pursuant to the Parameters Resolution, the Superintendent or Director of Business Services and any School Board member were authorized and directed, 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 based on the recommendation of Ehlers and Associates, Inc., (the “Municipal Advisor”), and the following parameter: the true interest cost of the Bonds shall not exceed 4.0 percent (4.00%).

(e) Pursuant to the Parameters Resolution, the District has covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55, as amended, which provides for payment by the State of Minnesota of the debt service on the Bonds in the event the District notifies the State of Minnesota of a potential default by the District in the timely payment of the debt service on the Bonds. The District understands that as a result of its covenant to be bound by said provisions, these provisions shall be binding as long as the Bonds remain outstanding.

(f) The District is authorized by Section 475.60, subdivision 2(9), of the Act to sell the Bonds other than pursuant to a competitive sale because the District has retained the Municipal Advisor to serve as its independent municipal advisor in connection with the sale of the Bonds. The actions of the District staff and the Municipal Advisor in negotiating the sale of the Bonds are ratified and confirmed in all aspects.

1.02. Ratification of Sale to the Purchaser and Interest Rates. The proposal of HilltopSecurities (the “Purchaser”), to purchase the Bonds of the District is hereby found and determined to be a reasonable offer and the sale of the Bonds to the Purchaser is hereby ratified and confirmed, the proposal being to purchase the Bonds at a price of \$7,776,757.35 (par amount of the Bonds of \$7,035,000, plus original issue premium of \$750,155.80, less an underwriter’s discount of \$8,398.45), plus accrued interest, if any, to date of delivery for Bonds bearing interest as follows:

<u>Year</u>	<u>Interest Rate</u>	<u>Year</u>	<u>Interest Rate</u>
2025	5.000%	2031	5.000%
2026	5.000%	2033	4.000%
2027	5.000%	2034	4.000%
2028	5.000%	2035	4.000%
2029	5.000%	2036	4.000%
2030	5.000%	2037	4.000%

True interest cost: 2.9040665%

1.03. Purchase Contract. The execution and delivery of a Proposal Form, dated as of April 12, 2023 (the “Purchase Agreement”), between the District and the Purchaser, is hereby ratified and confirmed in the form set forth in EXHIBIT A to this resolution (the “Resolution”). The Bonds shall be issued and delivered in accordance with the terms and conditions of the Purchase Agreement and this Resolution. The amount proposed by the Purchaser in excess of the minimum bid shall be credited to the Debt Service Fund hereinafter created or deposited in the Construction Fund hereinafter created, as determined by the Treasurer in consultation with the Municipal Advisor. The Municipal Advisor is directed to receive and retain the good faith payment of the Purchaser in accordance with the terms of the Purchase Agreement, pending completion of the sale of the Bonds.

1.04. Terms and Principal Amounts of the Bonds. The District shall forthwith issue and sell the Bonds pursuant to the Act, Section 123B.61, and Section 123B.595, in the total principal amount of \$7,035,000, originally dated May 11, 2023, in the denomination of \$5,000 each or any integral multiple thereof, numbered No. R-1 upward, bearing interest as above set forth, and maturing serially on February 1 in the years and amounts as follows:

<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>
2025	\$115,000	2031	\$ 155,000
2026	\$120,000	2033	\$1,360,000
2027	\$125,000	2034	\$1,330,000
2028	\$135,000	2035	\$1,110,000
2029	\$140,000	2036	\$1,150,000
2030	\$150,000	2037	\$1,145,000

(a) \$6,095,000 of the principal amount of the Bonds, constituting the Facilities Maintenance Portion, maturing on February 1 in the years and in the amounts set forth below, are being used to finance the Facilities Maintenance Project:

<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>
2025	---	2031	---
2026	---	2033	\$1,360,000
2027	---	2034	\$1,330,000
2028	---	2035	\$1,110,000
2029	---	2036	\$1,150,000
2030	---	2037	\$1,145,000

(b) \$940,000 of the principal amount of the Bonds, constituting the Capital Notes Portion, maturing on February 1 in the years and in the amounts set forth below, are being used to finance the Capital Notes Project:

<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>
2025	\$115,000	2031	\$155,000
2026	\$120,000	2033	---
2027	\$125,000	2034	---
2028	\$135,000	2035	---
2029	\$140,000	2036	---
2030	\$150,000	2037	---

1.05. Schedule of Maturities. In order to satisfy the requirements of Section 475.54, subdivisions 1 and 2, of the Act, the Director of Business Services has combined the maturities of the Bonds with the outstanding maturities of one or more designated general obligation bond issues of the District.

1.06. Optional Redemption. The District may elect on February 1, 2031, and on any day thereafter to prepay Bonds due on or after February 1, 2033. Redemption may be in whole or in part and if in part, at the option of the District and in such manner as the District shall determine. If less than all Bonds of a maturity

are called for optional redemption, the District shall notify DTC (as defined in Section 7 hereof) of the particular amount of such maturity to be prepaid. DTC shall determine by lot the amount of each participant's interest in such maturity to be redeemed and each participant will then select by lot the beneficial ownership interests in such maturity to be redeemed. Prepayments shall be at a price of par plus accrued interest to the date of optional redemption.

Section 2.       Registration and Payment.

2.01.   Registered Form. The Bonds shall be issued only in fully registered form. The interest thereon and, upon surrender of each Bond, the principal amount thereof, is payable by check or draft issued by the Registrar described herein.

2.02.   Dates; Interest Payment Dates. Each Bond shall be dated as of the last interest payment date preceding the date of authentication to which interest on the Bond has been paid or made available for payment, unless (i) the date of authentication is an interest payment date to which interest has been paid or made available for payment, in which case the Bond shall be dated as of the date of authentication, or (ii) the date of authentication is prior to the first interest payment date, in which case the Bond shall be dated as of the date of original issue. The interest on the Bonds is payable on February 1 and August 1 of each year, commencing February 1, 2024, to the registered owners of record thereof as of the close of business on the fifteenth day immediately preceding each interest payment date, whether or not such day is a business day.

2.03.   Registration. The District shall appoint a bond registrar (the "Registrar"), authenticating agent (the "Authenticating Agent"), and paying agent (the "Paying Agent"). Except as specifically provided otherwise in Section 7 hereof, the effect of registration and the rights and duties of the District and the Registrar with respect thereto are as follows:

(a)       Register. The Registrar must keep at its principal corporate trust office a bond register (the "Bond Register") in which the Registrar provides for the registration of ownership of Bonds and the registration of transfers and exchanges of Bonds entitled to be registered, transferred, or exchanged.

(b)       Transfer of Bonds. Upon surrender for transfer of a Bond duly endorsed by the registered owner thereof or accompanied by a written instrument of transfer, in form satisfactory to the Registrar, duly executed by the registered owner thereof or by an attorney duly authorized by the registered owner in writing, the Registrar shall authenticate and deliver, in the name of the designated transferee or transferees, one or more new Bonds of a like aggregate principal amount and maturity, as requested by the transferor. The Registrar may, however, close the books for registration of any transfer after the fifteenth day of the month preceding each interest payment date and until that interest payment date.

(c)       Exchange of Bonds. When Bonds are surrendered by the registered owner for exchange the Registrar shall authenticate and deliver one or more new Bonds of a like aggregate principal amount and maturity as requested by the registered owner or the owner's attorney in writing.

(d)       Cancellation. Bonds surrendered upon transfer or exchange shall be promptly cancelled by the Registrar and thereafter disposed of as directed by the District.

(e)       Improper or Unauthorized Transfer. When a Bond is presented to the Registrar for transfer, the Registrar may refuse to transfer the Bond until the Registrar is satisfied that the endorsement on the Bond or separate instrument of transfer is valid and genuine and that the requested transfer is legally authorized. The Registrar shall incur no liability for the refusal, in good faith, to make transfers which it, in its judgment, deems improper or unauthorized.

(f) Persons Deemed Owners. The District and the Registrar may treat the person in whose name a Bond is registered in the Bond Register as the absolute owner of the Bond, whether the Bond is overdue or not, for the purpose of receiving payment of, or on account of, the principal of and interest on the Bond and for all other purposes, and payments so made to a registered owner or upon the owner's order shall be valid and effectual to satisfy and discharge the liability upon the Bond to the extent of the sum or sums so paid.

(g) Taxes, Fees, and Charges. The Registrar may impose a charge upon the owner thereof for a transfer or exchange of Bonds sufficient to reimburse the Registrar for any tax, fee, or other governmental charge required to be paid with respect to the transfer or exchange.

(h) Mutilated, Lost, Stolen, or Destroyed Bonds. If a Bond becomes mutilated or is destroyed, stolen, or lost the Registrar shall deliver a new Bond of like amount, number, maturity date, and tenor in exchange and substitution for and upon cancellation of the mutilated Bond or in lieu of and in substitution for any Bond destroyed, stolen, or lost upon the payment of the reasonable expenses and charges of the Registrar in connection therewith; and, in the case of a Bond destroyed, stolen, or lost, upon filing with the Registrar evidence satisfactory to it that the Bond was destroyed, stolen, or lost, and of the ownership thereof, and upon furnishing to the Registrar an appropriate bond or indemnity in form, substance, and amount satisfactory to it and as provided by law, in which both the District and the Registrar must be named as obligees. Bonds so surrendered to the Registrar shall be cancelled by the Registrar and evidence of such cancellation must be given to the District. If the mutilated, destroyed, stolen, or lost Bond has already matured or been called for redemption in whole in accordance with its terms it is not necessary to issue a new Bond prior to payment.

(i) Redemption. In the event any of the Bonds are called for redemption, notice thereof identifying the Bonds to be redeemed shall be given by the Registrar by mailing a copy of the redemption notice by first class mail (postage prepaid) to the registered owner of each Bond to be redeemed at the address shown on the Bond Register and, if publication of the notice of redemption is required by law, by publishing the notice of redemption as required by law. Failure to give notice by publication or by mail to any registered owner, or any defect therein, shall not affect the validity of the proceedings for the redemption of Bonds. Bonds so called for redemption shall cease to bear interest after the specified redemption date, provided that the funds for the redemption are on deposit with the place of payment at that time.

2.04. Appointment of Initial Registrar, Paying Agent, and Authenticating Agent. The District appoints Bond Trust Services Corporation, Roseville, Minnesota, as the initial Registrar, Paying Agent, and Authenticating Agent with respect to the Bonds. The Board Chair and the Clerk are authorized to execute and deliver, on behalf of the District, a contract with Bond Trust Services Corporation, as the initial Registrar, Paying Agent, and Authenticating Agent with respect to the Bonds. Upon merger or consolidation of the Registrar, Paying Agent, and Authenticating Agent with another corporation, if the resulting corporation is a bank or trust company authorized by law to conduct such business, the resulting corporation is authorized to act as successor Registrar, Paying Agent, and Authenticating Agent. The District agrees to pay the reasonable and customary charges of the Registrar, Paying Agent, and Authenticating Agent for the services performed. The District reserves the right to remove the Registrar, Paying Agent, or Authenticating Agent upon thirty (30) days' notice and upon the appointment of a successor Registrar, Paying Agent, or Authenticating Agent, in which event the predecessor Registrar, Paying Agent, or Authenticating Agent must deliver all cash and Bonds in its possession to the successor Registrar, Paying Agent, or Authenticating Agent and the Registrar must deliver the Bond Register to the successor Registrar. On or before each principal or interest due date, without further order of the Board, the Treasurer must transmit to the Paying Agent money sufficient for the payment of all principal and interest then due.

2.05. Execution, Authentication, and Delivery. The Bonds shall be prepared under the direction of the Clerk and executed on behalf of the District by the signatures of the Board Chair and the Clerk, provided that those signatures may be printed, engraved, or lithographed facsimiles of the originals. If an officer whose signature or a facsimile of whose signature appears on the Bonds ceases to be such officer before the delivery of a Bond, that signature or facsimile shall nevertheless be valid and sufficient for all purposes, the same as if the officer had remained in office until delivery. Notwithstanding such execution, a Bond shall not be valid or obligatory for any purpose or entitled to any security or benefit under this Resolution unless and until a certificate of authentication on the Bond has been duly executed by the manual signature of an authorized representative of the Authenticating Agent. Certificates of authentication on different Bonds need not be signed by the same representative of the Authenticating Agent. The executed certificate of authentication on a Bond is conclusive evidence that it has been authenticated and delivered under this Resolution. When the Bonds have been so prepared, executed, and authenticated the Clerk shall deliver the same to the Purchaser upon payment of the purchase price in accordance with the contract of sale heretofore made and executed, and the Purchaser is not obligated to see to the application of the purchase price.

Section 3. Form of Bond.

3.01. Execution of the Bonds. The Bonds shall be printed or typewritten in substantially the form attached hereto as EXHIBIT B.

3.02. Approving Legal Opinion. The Clerk is authorized and directed to obtain a copy of the proposed approving legal opinion of Kennedy & Graven, Chartered, Minneapolis, Minnesota, and cause the opinion to accompany each Bond.

Section 4. Payment; Security; Funds; Pledges and Covenants.

4.01. Debt Service Fund. The Bonds shall be payable from the General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A Debt Service Fund (the “Debt Service Fund”) hereby created. The District will maintain the following accounts in the Debt Service Fund: The “Facilities Maintenance Project Account” and the “Capital Notes Project Account” (collectively, the “Project Accounts”). Amounts in the Facilities Maintenance Project Account are irrevocably pledged to the Facilities Maintenance Portion of the Bonds and amounts in the Capital Notes Project Account are irrevocably pledged to the Capital Notes Portion of the Bonds.

(a) Facilities Maintenance Project Account. Proceeds of ad valorem taxes hereinafter levied for the payment of the debt service on the Facilities Maintenance Portion of the Bonds are hereby pledged to the Facilities Maintenance Project Account of the Debt Service Fund. The amounts to be applied to pay the principal of and interest on the Facilities Maintenance Portion of the Bonds shall be deposited in the Facilities Maintenance Project Account of the Debt Service Fund at least three (3) business days prior to each respective interest payment date and principal payment date. There is appropriated to the Facilities Maintenance Project Account of the Debt Service Fund amounts over the minimum purchase price of the Bonds paid by the Purchaser to the extent designated for deposit in the Debt Service Fund in accordance with Section 1.03 hereof. There is also appropriated to the Facilities Maintenance Project Account of the Debt Service Fund: (a) amounts, if any, transferred from the general fund account for long-term facilities maintenance to the Facilities Maintenance Project Account of the Debt Service Fund, pursuant to Section 123B.595, subdivision 10(a)(4); (b) any long-term facilities maintenance equalized aid receivable under Section 123B.595, subdivision 9; and (c) all other moneys as shall be appropriated by the Board to the Facilities Maintenance Project Account of the Debt Service Fund from time to time.

(b) Capital Notes Project Account. Proceeds of ad valorem taxes hereinafter levied for the payment of the debt service on the Capital Notes Portion of the Bonds are hereby pledged to the Capital Notes Project Account of the Debt Service Fund. The amounts to be applied to pay the principal of and interest on the Capital Notes Portion of the Bonds shall be deposited in the Capital Notes Project Account of the Debt Service Fund at least three (3) business days prior to each respective interest payment date and principal payment date. There is appropriated to the Capital Notes Project Account of the Debt Service Fund amounts over the minimum purchase price of the Bonds paid by the Purchaser to the extent designated for deposit in the Capital Notes Project Account of the Debt Service Fund in accordance with Section 1.03 hereof.

4.02. Construction Fund. The District hereby creates the General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A Construction Fund (the "Construction Fund"). The District will maintain the following accounts in the Construction Fund: The "Facilities Maintenance Project Account" and the "Capital Notes Project Account."

(a) Facilities Maintenance Project Account. Proceeds of the Facilities Maintenance Portion of the Bonds (reduced by the appropriation made in accordance with Section 5.04 to pay costs of issuance and the appropriation, if any, of any portion of the Facilities Maintenance Portion of the Bonds made in accordance with Section 4.01 hereof) shall be deposited in the Facilities Maintenance Project Account of the Construction Fund and used solely to pay costs of the Facilities Maintenance Project. Any balance remaining in the Facilities Maintenance Project Account of the Construction Fund after completion of the Facilities Maintenance Project may be used for any other public use authorized by law and approved by resolution adopted or vote taken in the manner required to authorize the application of the proceeds of the Facilities Maintenance Portion of Bonds for such new use and purpose, or credited to the Facilities Maintenance Project Account of the Debt Service Fund or other District debt service fund, all in accordance with Section 475.65 of the Act.

(b) Capital Notes Project Account. Proceeds of the Capital Notes Portion of the Bonds (reduced by the appropriation made in accordance with Section 5.04 to pay costs of issuance and the appropriation, if any, of any portion of the Capital Notes Portion of the Bonds made in accordance with Section 4.01 hereof) shall be deposited in the Capital Notes Project Account of the Construction Fund and used solely to pay costs of the Capital Notes Project. Any balance remaining in the Capital Notes Project Account of the Construction Fund after completion of the Capital Notes Project may be used for any other public use authorized by law and approved by resolution adopted or vote taken in the manner required to authorize the application of the proceeds of the Capital Notes Portion of the Bonds for such new use and purpose, or credited to the Capital Notes Project Account of the Debt Service Fund or other District debt service fund, all in accordance with Section 475.65 of the Act.

4.03. General Obligation Pledge. For the prompt and full payment of the principal of and interest on the Bonds, as the same respectively become due, the full faith and credit and taxing powers of the District are hereby irrevocably pledged. If a payment of principal of or interest on the Bonds becomes due when there is not sufficient money in the Debt Service Fund to pay the same, the Treasurer must pay such principal or interest from the general fund of the District, and the general fund shall be reimbursed for those advances out of the proceeds of the Taxes (as hereinafter defined) levied herein, when collected.

4.04. Pledge of Taxes. For the purpose of paying the principal of and interest on the Bonds, there are levied direct, annual, irrevocable, ad valorem taxes upon all of the taxable property in the District (the "Taxes"), to be spread upon the tax rolls and collected with and as part of other general taxes of the District. The Taxes shall be credited to the applicable project accounts of the Debt Service Fund above provided and shall be levied in the years and amounts set forth in EXHIBIT C attached to this Resolution and, in the

event the Taxes so levied are ever insufficient to pay the principal of and interest on the Bonds, additional Taxes are hereby authorized to be levied without limitation as to rate or amount. Said tax levies shall be irrevocable as long as any of the Bonds are outstanding and unpaid, provided that the District reserves the right and power to reduce the levies in the manner and to the extent permitted by the Act (specifically, Section 475.61 of the Act).

4.05. Debt Service Coverage. It is determined that the estimated collection of Taxes levied in accordance with Section 4.04 hereof shall produce at least five percent (5%) in excess of the amount needed to meet when due the principal and interest payments on the Bonds. The tax levies herein provided shall be irrevocable until all of the Bonds are paid, provided that at the time the District makes its annual tax levies the Treasurer may certify to the County Auditor/Treasurer of Hennepin County, Minnesota (the "County Auditor") that the District made an irrevocable appropriation of a specified amount to the Debt Service Fund of money actually on hand or if there is on hand any excess amount in the Debt Service Fund and the County Auditor shall reduce by the amount so certified the amount otherwise to be included in the rolls next thereafter prepared.

4.06. Registration of Resolution. The Clerk is authorized and directed to file a certified copy of this Resolution with the County Auditor and to obtain the certificate required by Section 475.63 of the Act.

Section 5. Authentication of Transcript.

5.01. District Proceedings and Records. The officers of the District are authorized and directed to prepare and furnish to the Purchaser and to the attorneys approving the Bonds certified copies of proceedings and records of the District relating to the Bonds and to the financial condition and affairs of the District, and such other certificates, affidavits, and transcripts as may be required to show the facts within their knowledge or as shown by the books and records in their custody and under their control, relating to the validity and marketability of the Bonds, and such instruments, including any heretofore furnished, shall be deemed representations of the District as to the facts stated therein.

5.02. Certification as to Official Statement. The Board Chair, the Clerk, and the Treasurer, or any of their authorized designees, are authorized and directed to certify that they have examined the final Official Statement prepared and circulated in connection with the issuance and sale of the Bonds and that to the best of their knowledge and belief the final Official Statement is a complete and accurate representation of the facts and representations made therein as of the date of the final Official Statement and further that said final Official Statement did not (as of the date of the final Official Statement) and does not contain any untrue statement of a material fact or omit to state a material fact which should be included therein for the purpose for which the final Official Statement is to be used, or which is necessary in order to make the statements made therein, in light of the circumstances under which they are made, not misleading.

5.03. Other Certificates. The Board Chair, the Clerk, and the Treasurer, or any of their authorized designees, are hereby authorized and directed to furnish to the Purchaser at the closing such certificates as are required as a condition of sale. Unless litigation shall have been commenced and be pending questioning the Bonds or the organization of the District or incumbency of its officers, at the closing the Board Chair, the Clerk, and the Treasurer shall also execute and deliver to the Purchaser a suitable certificate as to absence of material litigation, and the Treasurer shall also execute and deliver a certificate as to payment for and delivery of the Bonds.

5.04. Payment of Costs of Issuance. The District authorizes the Purchaser to forward the amount of Bond proceeds allocable to the payment of issuance expenses to Wells Fargo Bank, National Association on the closing date for further distribution as directed by the Municipal Advisor.

5.05. Electronic Signatures. The electronic signatures of the Board Chair, the Clerk, and the Treasurer, or any of their authorized designees, to this Resolution and any document or certificate authorized to be executed hereunder shall be as valid as an original signature of such party and shall be effective to bind the District thereto. For purposes hereof, (i) “electronic signature” means a manually signed original signature that is then transmitted by electronic means; and (ii) “transmitted by electronic means” means sent in the form of a facsimile or sent via the internet as a portable document format (“pdf”) or other replicating image attached to an electronic mail or internet message.

Section 6. Tax Covenants.

6.01. Tax-Exempt Bonds. The District shall comply with all the necessary requirements and take all necessary actions (or decline to take prohibited actions) to ensure that interest on the Bonds shall not be includable in gross income for federal income tax purposes under Section 103 and Sections 141 through 150 of the Internal Revenue Code of 1986, as amended (the “Code”), and applicable Treasury Regulations promulgated thereunder (the “Regulations”). The District covenants and agrees with the holders from time to time of the Bonds that it shall not take or permit to be taken by any of its officers, employees, or agents any action which would cause the interest on the Bonds to become subject to federal income taxation under the Code and the Regulations, in effect at the time of such actions, and that it shall take or cause its officers, employees, or agents to take all affirmative action within their powers that may be necessary to ensure that such interest shall not become includable in gross income for federal income tax purposes under the Code and applicable Regulations, as presently existing or as hereafter amended and made applicable to the Bonds.

6.02. Continuing Requirements. The District shall comply with requirements necessary under the Code to establish and maintain the exclusion from gross income of the interest on the Bonds under Section 103 of the Code including, without limitation, requirements relating to temporary periods for investments, limitations on amounts invested at a yield greater than the yield on the Bonds, and the rebate of excess investment earnings to the United States. The Board Chair, the Clerk, and the Treasurer, being officers of the District charged with the responsibility for issuing the Bonds pursuant to this Resolution, are authorized and directed to execute and deliver to the Purchaser a certificate in accordance with the provisions of Section 148 of the Code and applicable Regulations stating the facts, estimates, and circumstances in existence on the date of issue and delivery of the Bonds which make it reasonable to expect that the “gross proceeds” of the Bonds will not be used in a manner that would cause the Bonds to be “arbitrage bonds” within the meaning of the Code and the Regulations. The District covenants and agrees to retain such records, make such determinations, file such reports and documents, and pay such amounts at such times as are required under Section 148(f) and applicable Regulations to preserve the exclusion of interest on the Bonds from gross income for federal income tax purposes, unless the Bonds qualify for an exception from the rebate requirement in accordance with one of the spending exceptions set forth in Section 1.148-7 of the Regulations. The District shall use its best efforts to comply with any federal procedural requirements which may apply in order to effectuate the designations made by this section.

6.03. Not Private Activity Bonds. The District further covenants not to use the proceeds of the Bonds or to cause or permit them or any of them to be used, in such a manner as to cause the Bonds to be determined to constitute “private activity bonds,” within the meaning of Sections 103 and 141 through 150 of the Code and the applicable Regulations promulgated thereunder.

6.04. Not Qualified Tax-Exempt Obligations. The District shall not designate the Bonds as “qualified tax-exempt obligations” within the meaning of Section 265(b)(3) of the Code

Section 7. Book-Entry System; Limited Obligation of District.

7.01. DTC. The Bonds shall be initially issued in the form of a separate single typewritten or printed fully registered Bond for each of the maturities set forth in Section 1.04 hereof. Upon initial issuance, the ownership of each Bond shall be registered in the registration books kept by the Registrar in the name of Cede & Co., as nominee for The Depository Trust Company, New York, New York, and its successors and assigns (“DTC”). Except as provided in this section, all of the outstanding Bonds shall be registered in the Bond Register in the name of Cede & Co., as nominee of DTC.

7.02. Participants. With respect to Bonds registered in the Bond Register in the name of Cede & Co., as nominee of DTC, the District, the Registrar, and the Paying Agent shall have no responsibility or obligation to any broker-dealers, banks, and other financial institutions from time to time for which DTC holds Bonds as securities depository (the “Participants”) or to any other person on behalf of which a Participant holds an interest in the Bonds, including but not limited to any responsibility or obligation with respect to (i) the accuracy of the records of DTC, Cede & Co. or any Participant with respect to any ownership interest in the Bonds; (ii) the delivery to any Participant or any other person (other than a registered owner of Bonds, as shown by the registration books kept by the Registrar), of any notice with respect to the Bonds, including any notice of redemption; or (iii) the payment to any Participant or any other person, other than a registered owner of Bonds, of any amount with respect to principal of, premium, if any, or interest on the Bonds. The District, the Registrar, and the Paying Agent may treat and consider the person in whose name each Bond is registered in the Bond Register as the holder and absolute owner of such Bond for the purpose of payment of principal, premium and interest with respect to such Bond, for the purpose of registering transfers with respect to such Bonds, and for all other purposes. The Paying Agent shall pay all principal of, premium, if any, and interest on the Bonds only to or on the order of the respective registered owners, as shown in the registration books kept by the Registrar, and all such payments shall be valid and effectual to fully satisfy and discharge the District’s obligations with respect to payment of principal of, premium, if any, or interest on the Bonds to the extent of the sum or sums so paid. No person other than a registered owner of Bonds, as shown in the Bond Register, shall receive a certificated Bond evidencing the obligation of this Resolution. Upon delivery by DTC to the Clerk of a written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., the words “Cede & Co.” shall refer to such new nominee of DTC; and upon receipt of such a notice, the Clerk shall promptly deliver a copy of the same to the Registrar and Paying Agent.

7.03. Representation Letter. The District has heretofore executed and delivered to DTC a Blanket Issuer Letter of Representations (the “Representation Letter”) which shall govern payment of principal of, premium, if any, and interest on the Bonds and notices with respect to the Bonds. Any Paying Agent or Registrar subsequently appointed by the District with respect to the Bonds shall agree to take all action necessary for all representations of the District in the Representation Letter with respect to the Registrar and Paying Agent, respectively, to be complied with at all times.

7.04. Transfers Outside Book-Entry System. In the event the District, by resolution of the Board, determines that it is in the best interests of the persons having beneficial interests in the Bonds that they be able to obtain Bond certificates, the District shall notify DTC, whereupon DTC shall notify the Participants, of the availability through DTC of Bond certificates. In such event the District shall issue, transfer, and exchange Bond certificates as requested by DTC and any other registered owners in accordance with the provisions of this Resolution. DTC may determine to discontinue providing its services with respect to the Bonds at any time by giving notice to the District and discharging its responsibilities with respect thereto under applicable law. In such event, if no successor securities depository is appointed, the District shall issue and the Registrar shall authenticate Bond certificates in accordance with this resolution and the provisions hereof shall apply to the transfer, exchange, and method of payment thereof.

7.05. Payments to Cede & Co. Notwithstanding any other provision of this Resolution to the contrary, so long as a Bond is registered in the name of Cede & Co., as nominee of DTC, payments with respect to principal of, premium, if any, and interest on the Bond and all notices with respect to the Bond shall be made and given, respectively in the manner provided in DTC's Operational Arrangements, as set forth in the Representation Letter.

Section 8. Continuing Disclosure.

8.01. Execution of Continuing Disclosure Certificate. For purposes of this Section, "Continuing Disclosure Certificate" means that certain Continuing Disclosure Certificate executed by the Board Chair and Clerk and dated the date of issuance and delivery of the Bonds, as originally executed and as it may be amended from time to time in accordance with the terms thereof.

8.02. District Compliance with Provisions of Continuing Disclosure Certificate. The District hereby covenants and agrees to comply with and carry out all of the provisions of the Continuing Disclosure Certificate. Notwithstanding any other provision of this resolution, failure of the District to comply with the Continuing Disclosure Certificate is not to be considered an event of default with respect to the Bonds; however, any Bondholder may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this section.

Section 9. Defeasance. When all of the Bonds and all interest thereon have been discharged as provided in this section, all pledges, covenants, and other rights granted by this resolution to the holders of the Bonds shall cease, except that the pledge of the full faith and credit of the District for the prompt and full payment of the principal of and interest on the Bonds shall remain in full force and effect. The District may discharge all Bonds which are due on any date by depositing with the Registrar on or before that date a sum sufficient for the payment thereof in full. If any Bond should not be paid when due, it may nevertheless be discharged by depositing with the Registrar a sum sufficient for the payment thereof in full with interest accrued to the date of such deposit.

(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 thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

**EXHIBIT A**  
**PURCHASE AGREEMENT**  
**PROPOSAL FORM**

The School Board  
Independent School District No. 273 (Edina Public Schools), Minnesota (the "District")

April 12, 2023

RE: \$7,035,000\* General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A (the "Obligations")  
DATED: May 11, 2023

For all or none of the above Obligations, in accordance with the Terms of Proposal and terms of the Global Book-Entry System (unless otherwise specified by the Purchaser) as stated in this Official Statement, we will pay you \$ 7,776,757.35 (not less than \$7,035,000) plus accrued interest to date of delivery for fully registered Obligations bearing interest rates and maturing in the stated years as follows:

<u>5.00</u>	% due	2025	<u>5.00</u>	% due	2029	<u>4.00</u>	% due	2034
<u>5.00</u>	% due	2026	<u>5.00</u>	% due	2030	<u>4.00</u>	% due	2035
<u>5.00</u>	% due	2027	<u>5.00</u>	% due	2031	<u>4.00</u>	% due	2036
<u>5.00</u>	% due	2028	<u>4.00</u>	% due	2033	<u>4.00</u>	% due	2037

\* The District reserves the right to increase or decrease the principal amount of the Obligations on the day of sale, in increments of \$5,000 each. Increases or decreases may be made in any maturity. If any principal amounts are adjusted, the purchase price proposed will be adjusted to maintain the same gross spread per \$1,000.

The rate for any maturity may not be more than 2.00% less than the rate for any preceding maturity. (For example, if a rate of 4.50% is proposed for the 2025 maturity, then the lowest rate that may be proposed for any later maturity is 3.50%.) All Obligations of the same maturity must bear interest from date of issue until paid at a single, uniform rate. Each rate must be expressed in an integral multiple of 5/100 or 1/8 of 1%.

A good faith deposit ("Deposit") in the amount of \$140,700 shall be made by the winning bidder by wire transfer of funds. Such Deposit shall be received by Ehlers no later than two hours after the proposal opening time. Wire transfer instructions will be provided to the winning bidder by Ehlers after the tabulation of proposals. The District reserves the right to award the Obligations to a winning bidder whose wire transfer is initiated but not received by such time provided that such winning bidder's federal wire reference number has been received by such time. In the event the Deposit is not received as provided above, the District may award the Obligations to the bidder submitting the next best proposal provided such bidder agrees to such award. The Deposit will be retained by the District as liquidated damages if the proposal is accepted and the Purchaser fails to comply therewith. We agree to the conditions and duties of Ehlers and Associates, Inc., as escrow holder of the Deposit, pursuant to the Terms of Proposal. This proposal is for prompt acceptance and is conditional upon delivery of said Obligations to The Depository Trust Company, New York, New York, in accordance with the Terms of Proposal. Delivery is anticipated to be on or about May 11, 2023.

This proposal is subject to the District's agreement to enter into a written undertaking to provide continuing disclosure under Rule 15c2-12 promulgated by the Securities and Exchange Commission under the Securities Exchange Act of 1934 as described in the Preliminary Official Statement for the Obligations.

We have received and reviewed the Official Statement, and any addenda thereto, and have submitted our requests for additional information or corrections to the Final Official Statement. As Underwriter (Syndicate Manager), we agree to provide the District with the reoffering price of the Obligations within 24 hours of the proposal acceptance.

This proposal is a firm offer for the purchase of the Obligations identified in the Terms of Proposal, on the terms set forth in this proposal form and the Terms of Proposal, and is not subject to any conditions, except as permitted by the Terms of Proposal.

By submitting this proposal, we confirm that we are an underwriter and have an established industry reputation for underwriting new issuances of municipal bonds. YES:  NO:

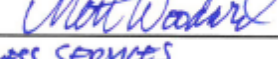
If the competitive sale requirements are not met, we elect to use either the:  10% test, or the  hold-the-offering-price rule to determine the issue price of the Obligations.

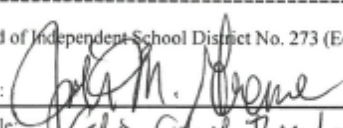
Account Manager: HilltopSecurities  
Account Members: Alone

By: 

Award will be on a true interest cost basis. According to our computations (the correct computation being controlling in the award), the total dollar interest cost (including any discount or less any premium) computed from May 11, 2023 of the above proposal is \$ 2,323,414.87 and the true interest cost (TIC) is 2.904066 %.

The foregoing offer is hereby accepted by and on behalf of the School Board of Independent School District No. 273 (Edina Public Schools), Minnesota, on April 12, 2023.

By: MERT WOODARD   
Title: DIRECTOR, BUSINESS SERVICES

By:   
Title: Edina School Board - Vice Chairperson

**EXHIBIT B**  
**FORM OF BOND**

UNITED STATES OF AMERICA  
STATE OF MINNESOTA  
COUNTY OF HENNEPIN  
INDEPENDENT SCHOOL DISTRICT NO. 273  
(EDINA PUBLIC SCHOOLS)

GENERAL OBLIGATION CAPITAL NOTES AND FACILITIES MAINTENANCE BONDS  
SERIES 2023A

No. R-\_\_\_\_\_ \$ \_\_\_\_\_

Interest Rate	Maturity Date	Date of Original Issue	CUSIP
0.000%	February 1, 20__	May ___, 2023	

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT:

Independent School District No. 273 (Edina Public Schools), a duly organized and existing school district in Hennepin County, Minnesota (the “District”), acknowledges itself to be indebted and for value received hereby promises to pay to the Registered Owner specified above or registered assigns, the Principal Amount specified above, on the Maturity Date specified above, with interest thereon from the date hereof at the annual rate specified above (calculated on the basis of a 360-day year of twelve 30-day months), payable February 1 and August 1 in each year, commencing February 1, 2024, to the person in whose name this Bond is registered at the close of business on the fifteenth day (whether or not a business day) of the immediately preceding month. The interest hereon and, upon presentation and surrender hereof, the principal hereof are payable in lawful money of the United States of America by check or draft by Bond Trust Services Corporation, Roseville, Minnesota, as Registrar, Paying Agent, and Authenticating Agent, or its designated successor under the Resolution described herein. For the prompt and full payment of such principal and interest as the same respectively become due, the full faith and credit and taxing powers of the District have been and are hereby irrevocably pledged.

The District may elect on February 1, 2031, and on any date thereafter to prepay Bonds due on or after February 1, 2033. Redemption may be in whole or in part and if in part, at the option of the District and in such order as the District shall determine. If less than all Bonds of a maturity are called for redemption, the District shall notify The Depository Trust Company (“DTC”) of the particular amount of such maturity to be prepaid. DTC shall determine by lot the amount of each participant’s interest in such maturity to be redeemed and each participant shall then select by lot the beneficial ownership interests in such maturity to be redeemed. Prepayments shall be at a price of par plus accrued interest to the optional redemption date.

This Bond is one of an issue in the aggregate principal amount of \$7,035,000 all of like original issue date and tenor, except as to number, maturity date, redemption privilege, and interest rate, all issued pursuant to a resolution adopted by the School Board of the District (the “Board”) on April 17, 2023 (the “Resolution”), for the purpose of providing money to aid in financing: (1) facility maintenance projects included in the ten-year facility plan of the District; and (2) the acquisition of school buses and technological equipment for instruction; pursuant to and in full conformity with the Constitution and laws of the State of Minnesota, including Minnesota Statutes, Chapter 475, as amended, Minnesota Statutes, Section 123B.595, as amended, and Minnesota Statutes, Section 123B.61, as amended. The principal hereof and interest hereon are payable from ad valorem taxes, as set forth in the Resolution to which reference is made for a full statement of rights and powers thereby conferred. The full faith and credit of the District are irrevocably pledged for payment of this Bond and the Board has obligated itself to levy additional ad valorem taxes on all taxable property in the District in the event of any deficiency of ad valorem taxes pledged, which additional taxes may be levied without limitation as to rate or amount. The Bonds of this series are issued only as fully registered Bonds in denominations of \$5,000 or any integral multiple thereof of single maturities.

The Board has not designated the issue of Bonds of which this Bond forms a part as “qualified tax-exempt obligations” within the meaning of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended (the “Code”), relating to the disallowance of interest expense for financial institutions and within the \$10 million limit allowed by the Code for the calendar year of issue.

The District has covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55, as amended, and to guarantee the payments of the principal of and interest on this Bond when due, pursuant to said statute.

As provided in the Resolution and subject to certain limitations set forth therein, this Bond is transferable upon the books of the District at the principal office of the Registrar, by the registered owner hereof in person or by the owner’s attorney duly authorized in writing, upon surrender hereof together with a written instrument of transfer satisfactory to the Registrar, duly executed by the registered owner or the owner’s attorney; and may also be surrendered in exchange for Bonds of other authorized denominations. Upon such transfer or exchange the District shall cause a new Bond or Bonds to be issued in the name of the transferee or registered owner, of the same aggregate principal amount, bearing interest at the same rate and maturing on the same date, subject to reimbursement for any tax, fee, or governmental charge required to be paid with respect to such transfer or exchange.

The District and the Registrar may deem and treat the person in whose name this Bond is registered as the absolute owner hereof, whether this Bond is overdue or not, for the purpose of receiving payment and for all other purposes, and neither the District nor the Registrar shall be affected by any notice to the contrary.

IT IS HEREBY CERTIFIED, RECITED, COVENANTED, AND AGREED that all acts, conditions, and things required by the Constitution and laws of the State of Minnesota to be done, to exist, to happen, and to be performed preliminary to and in the issuance of this Bond in order to make this Bond a valid and binding general obligation of the District in accordance with its terms, have been done, do exist, have happened, and have been performed as so required, and that the issuance of this Bond does not cause the indebtedness of the District to exceed any constitutional or statutory limitation of indebtedness.

This Bond is not valid or obligatory for any purpose or entitled to any security or benefit under the Resolution until the Certificate of Authentication hereon has been executed by the Registrar by manual signature of one of its authorized representatives.

IN WITNESS WHEREOF, Independent School District No. 273 (Edina Public Schools), Hennepin County, Minnesota, by its School Board, has caused this Bond to be executed on its behalf by the facsimile or manual signatures of the Board Chair and Clerk and has caused this Bond to be dated as of the date set forth below.

Dated: May \_\_, 2023

**INDEPENDENT SCHOOL DISTRICT NO. 273  
(EDINA PUBLIC SCHOOLS), HENNEPIN  
COUNTY, MINNESOTA**

\_\_\_\_\_  
(Facsimile)  
Board Chair

\_\_\_\_\_  
(Facsimile)  
Clerk

\_\_\_\_\_  
**CERTIFICATE OF AUTHENTICATION**

This is one of the Bonds delivered pursuant to the Resolution mentioned within.

**BOND TRUST SERVICES CORPORATION**

By \_\_\_\_\_  
Its Authorized Representative

**ASSIGNMENT**

For value received, the undersigned hereby sells, assigns and transfers unto \_\_\_\_\_ the within Bond and all rights thereunder, and does hereby irrevocably constitute and appoint \_\_\_\_\_ attorney to transfer the said Bond on the books kept for registration of the within Bond, with full power of substitution in the premises.

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

Notice: The assignor's signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or any change whatever.

Signature Guaranteed:

\_\_\_\_\_

NOTICE: Signature(s) must be guaranteed by a financial institution that is a member of the Securities Transfer Agent Medallion Program ("STAMP"), the Stock Exchange Medallion Program ("SEMP"), the New York Stock Exchange, Inc. Medallion Signatures Program ("MSP") or other such "signature guarantee program" as may be determined by the Registrar in addition to, or in substitution for, STEMP, SEMP or MSP, all in accordance with the Securities Exchange Act of 1934, as amended.

The Registrar will not transfer this Bond unless the information concerning the assignee requested below is provided.

Name and Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
(Include information for all joint owners if this Bond is held by joint account.)

Please insert federal identification or other identifying number of assignee

\_\_\_\_\_

**PROVISIONS AS TO REGISTRATION**

The ownership of the principal of and interest on the within Bond has been registered on the books of the Registrar in the name of the person last noted below.

<u>Date of Registration</u>	<u>Registered Owner</u>	<u>Signature of Officer of Registrar</u>
May __, 2023	Cede & Co. Federal ID #13-2555119	<hr/>

**EXHIBIT C**

**TAX LEVY SCHEDULE**

**I.S.D. No. 273 (Edina), MN**

\$6,095,000 G.O. Capital Notes and Facilities Maintenance Bonds, Series 2023A

Facilities Maintenance Portion

Dated: May 11, 2023 - Purpose 1 of 2

**Tax Levy Calculation**

Tax Levy Year	Tax Collect Year	Bond Pay Year	Total P+I	CIF	Net New D/S	P & I @105%	Net Levy
2022	2023	2024	176,077.78	(176,077.78)	-	-	-
2023	2024	2025	243,800.00	-	243,800.00	255,990.00	255,990.00
2024	2025	2026	243,800.00	-	243,800.00	255,990.00	255,990.00
2025	2026	2027	243,800.00	-	243,800.00	255,990.00	255,990.00
2026	2027	2028	243,800.00	-	243,800.00	255,990.00	255,990.00
2027	2028	2029	243,800.00	-	243,800.00	255,990.00	255,990.00
2028	2029	2030	243,800.00	-	243,800.00	255,990.00	255,990.00
2029	2030	2031	243,800.00	-	243,800.00	255,990.00	255,990.00
2030	2031	2032	243,800.00	-	243,800.00	255,990.00	255,990.00
2031	2032	2033	1,603,800.00	-	1,603,800.00	1,683,990.00	1,683,990.00
2032	2033	2034	1,519,400.00	-	1,519,400.00	1,595,370.00	1,595,370.00
2033	2034	2035	1,246,200.00	-	1,246,200.00	1,308,510.00	1,308,510.00
2034	2035	2036	1,241,800.00	-	1,241,800.00	1,303,890.00	1,303,890.00
2035	2036	2037	1,190,800.00	-	1,190,800.00	1,250,340.00	1,250,340.00
<b>Total</b>	-	-	<b>\$8,928,477.78</b>	<b>(176,077.78)</b>	<b>\$8,752,400.00</b>	<b>\$9,190,020.00</b>	<b>\$9,190,020.00</b>

**Bond Data**

Dated Date 5/11/2023

## I.S.D. No. 273 (Edina), MN

\$940,000 G.O. Capital Notes and Facilities Maintenance Bonds, Series 2023A

Capital Notes Portion

Dated: May 11, 2023 - Purpose 2 of 2

### Tax Levy Calculation

Tax Levy Year	Tax Collect Year	Bond Pay Year	Total P+I	CIF	Net New D/S	P & I @105%	Net Levy
2022	2023	2024	33,944.44	(33,944.44)	-	-	-
2023	2024	2025	162,000.00	-	162,000.00	170,100.00	170,100.00
2024	2025	2026	161,250.00	-	161,250.00	169,312.50	169,312.50
2025	2026	2027	160,250.00	-	160,250.00	168,262.50	168,262.50
2026	2027	2028	164,000.00	-	164,000.00	172,200.00	172,200.00
2027	2028	2029	162,250.00	-	162,250.00	170,362.50	170,362.50
2028	2029	2030	165,250.00	-	165,250.00	173,512.50	173,512.50
2029	2030	2031	162,750.00	-	162,750.00	170,887.50	170,887.50
2030	2031	2032	-	-	-	-	-
2031	2032	2033	-	-	-	-	-
2032	2033	2034	-	-	-	-	-
2033	2034	2035	-	-	-	-	-
2034	2035	2036	-	-	-	-	-
2035	2036	2037	-	-	-	-	-
<b>Total</b>	-	-	<b>\$1,171,694.44</b>	<b>(33,944.44)</b>	<b>\$1,137,750.00</b>	<b>\$1,194,637.50</b>	<b>\$1,194,637.50</b>

### Bond Data

Dated Date 5/11/2023

First year's interest payments on Capital Notes will be paid from funds on hand in the debt service fund.

STATE OF MINNESOTA            )  
  )  
COUNTY OF HENNEPIN        ) ss.  
  )  
INDEPENDENT SCHOOL         )  
DISTRICT NO. 273             )

I, the undersigned, being the duly qualified Clerk of Independent School District No. 273 (Edina Public Schools), Hennepin County, Minnesota (the “District”), do hereby certify that I have carefully compared the attached and foregoing extract of minutes of a special meeting of the School Board of the District held on April 17, 2023, 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 the issuance and sale of the District’s General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A, in the original aggregate principal amount of \$7,035,000.

WITNESS My hand officially as such Clerk this \_\_\_\_\_ day of April, 2023.

---

Clerk of the School Board  
Independent School District No. 273  
(Edina Public Schools), Hennepin County, Minnesota

VII.B. Approval of Intermediate School District  
No. 287's Fiscal Year 2025 Long-Term Facilities  
Maintenance Expenditure Budget



**Board Meeting Date:** 4/17/2023

**Title:** Approval of Intermediate School District No. 287's Fiscal Year 2025 Long-Term Facilities Maintenance Expenditure Budget

**Type:** Action

**Presenter(s):** Mert Woodard, Director, Business Services

**Description:** The 2015 legislative session established the Long-term Facilities Maintenance Revenue Program for School Districts, replacing the Health and Safety Revenue, Deferred Maintenance Revenue, and Alternative Facilities Bonding and Levy programs beginning with fiscal year 2017.

Annually, Intermediate School District No. 287 must have a ten-year capital plan adopted by its board and each member district's school board. Intermediate School District No. 287 approves the levy a year in advance to accommodate several of its member districts who levy a year in advance.

**Recommendation:** Approve Intermediate School District No. 287's Long-Term Facilities Maintenance expenditure plan for fiscal years 2025 through 2034 and adopt the resolution affirming the District's portion of the fiscal year 2025 expenditures in the amount of \$67,520.

**Desired Outcomes from the Board:** Approve the District administration's recommended action and execute the attached resolution.

**Attachments:**

1. Resolution – Approval of Intermediate School District No. 287's Fiscal Year 2025 Long-Term Facilities Maintenance Expenditure Budget

**EXTRACT OF MINUTES OF MEETING  
OF SCHOOL BOARD OF  
INDEPENDENT SCHOOL DISTRICT NO. 273  
(EDINA PUBLIC SCHOOLS)  
HENNEPIN COUNTY, MINNESOTA**

Pursuant to due call and notice thereof, a School Board meeting of Independent School District No. 273, Edina, Hennepin County, Minnesota, was held on April 17, 2023 at 7:00 p.m., for the purpose, in part, of approving the Intermediate School District No. 287's Long-Term Facility Maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's long-term facility maintenance projects and related debt service payments in the district's application for long-term facility maintenance.

\_\_\_\_\_ introduced the following resolution and moved its adoption:

**RESOLUTION APPROVING INTERMEDIATE SCHOOL DISTRICT  
NO. 287'S LONG-TERM FACILITY MAINTENANCE PROGRAM  
BUDGET AND AUTHORIZING THE INCLUSION OF A  
PROPORTIONATE SHARE OF THOSE PROJECTS IN THE DISTRICT'S  
APPLICATION FOR LONG-TERM FACILITY MAINTENANCE  
REVENUE**

BE IT RESOLVED by the School Board of Independent School District No. 273, Hennepin County, Minnesota, as follows:

1. The School Board of Intermediate School District 287 has approved a long-term facility maintenance program budget for its facilities for the 2024-25 (fiscal year 2025) school year in the amount of \$ 925,000.00 of which Independent School District No. 273's proportionate share is \$67,520.43, consisting of \$10,801.81 for pay as you go projects and \$56,718.62 for debt service payments on the 2017B Facilities Maintenance Bonds and the 2022A Facilities Maintenance Bonds. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved. (Exhibit A)
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long term facility maintenance program for each member school district to

be included in its application shall be determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times a three year weighted average adjusted pupil units formula. For 2024-25, (FY 2025) the long-term facility maintenance costs shall be funded through annual levy. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for FY2025 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

4. Pursuant to Minnesota Statutes Section 123B.595, Subdivision 3, the intermediate district issued \$5,065,000 Facilities Maintenance Bonds, Series 2017B. Such bonds are payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.
5. Pursuant to Minnesota Statutes Section 123B.595, Subdivision 3, the intermediate district issued \$4,750,000 Facilities Maintenance Bonds, Series 2022A. Such bonds will be payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.

The motion for the adoption of the foregoing resolution was duly seconded by \_\_\_\_\_ and, upon vote being taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was approved and adopted by the school board of Independent School District No. 273.

STATE OF MINNESOTA

COUNTY OF HENNEPIN

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 273, Hennepin County, Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of Independent School District No. 273, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Intermediate School District No. 287's long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of the Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk this 17<sup>th</sup> day of April, 2023.

\_\_\_\_\_  
Clerk

Independent School District No. 273

VII.C. Food Service Management Contract Renewal  
- 2023-2024



**Board Meeting Date:** 4/17/2023

**Title:** Food Service Management Contract – 2023-2024 School Year

**Type:** Action

**Presenter(s):** Mert Woodard, Director, Business Services

**Description:** Prior to the start of the 2022-2023 school year the District conducted a request for proposals (RFP) process to select a vendor to provide the District with school nutrition management services. Various District stakeholders were involved in the RFP process, including, but not limited to, Board members, District administration, the District's appointed sourcing agent, families of students, and students. A district-wide survey was also an element of the selection process. Compass Group USA, Inc. through its Chartwells division was selected to continue as the District's school nutrition manager.

During the 2022-2023 school year the District has sought feedback from students, staff, and the Food Wellness Committee regarding Chartwells' performance. The feedback indicates that Chartwells has met expectations and has improved its quality of service over the prior year.

**Recommendation:** Authorize the District administration to execute all agreements necessary to exercise the District's option to extend the current school nutrition management services contract with Compass Group USA, Inc., by and through its Chartwells division, by one year, with the term ending June 30, 2024.

**Desired Outcomes from the Board:** Review the enclosed attachments.

**Attachments:**

1. Food Service Management Sourcing Summary - 2022
2. Food Service Management Contract Renewal School Year 2023-24



## Sourcing Summary (2022)

### General Information

<b>Organization:</b>	ISD #273 – Edina Public Schools	<b>Date:</b>	6/20/2022
<b>Department:</b>	Administration	<b>Category:</b>	Vended Meal (Food Service Management)

### Process Notes

<b>Process used</b>	RFP/B process as defined by the Minnesota Department of Education (MDE)
<b>Notes</b>	<ol style="list-style-type: none"> <li>1. Chartwells has been the incumbent provider under a 'Fixed Price' contract</li> <li>2. District &amp; Chartwells (incumbent) completed survey of food services in district</li> <li>3. PTO Committee was invited to take an active role in assessing options for this mandatory process</li> <li>4. While the district requested proposals for both contract structures ('Fixed Price' and 'Cost-Reimbursable'), the District ultimately chose to that pursue Cost-Reimbursable contract structure as its flexibility is a better fit for the collaborative relationship with the community (families, students) in designing future menus.</li> <li>5. All lunches have been subsidized in current school year therefore sales data and free/reduced meal count estimates were based on 2019 results with adjustments made based on enrollment numbers for 2021-22 school year.</li> </ol>
<b>Vendors contacted:</b>	<ul style="list-style-type: none"> <li>• Aramark (no submission)</li> <li>• Chartwells (submitted)</li> <li>• Genuine Foods (no submission)</li> <li>• SFE (submitted)</li> <li>• Sodexo (no submission)</li> <li>• Taher (submitted)</li> </ul>

### Evaluation Process

Proposals were reviewed by:

1. PTO Committee\*
2. School Board Representative
3. District-level Operations Director
4. Principal from an Edina school

\*PTO Committee scoring is a composite of three evaluations and approved by the committee leadership

### Proposed Pricing

Meal Type	Proj. Annual Meals	Chartwells - Per Unit	SFE - Per Unit	Taher - Per Unit	Chartwells	SFE	Taher
Breakfast	106,166	\$1.55	\$3.68	\$3.38	\$164,557.30	\$390,935.06	\$358,841.08
Lunch	485,886	\$3.23	\$3.68	\$3.38	\$1,570,869.44	\$1,789,178.02	\$1,642,294.68
Ala Carte Equivalent	260,393	\$3.23	\$3.68	\$3.38	\$841,850.57	\$958,845.14	\$880,128.34
Milk	15,776	\$0.30	\$0.25	\$0.35	\$4,732.80	\$3,944.00	\$5,521.60
Admin Fee <small>(excludes Milk)</small>	852,445	\$0.18	\$0.13	\$0.06	\$153,440.10	\$109,283.45	\$51,146.70
<b>Totals</b>					<b>\$2,735,450.21</b>	<b>\$3,252,185.67</b>	<b>\$2,994,699.81</b>

### Cost-Reimbursable Contract Proposal Scoring\*

FSMC	Chartwells				SFE			Taher				
	PTO	Admin/School Board			PTO	Admin/School Board		PTO	Admin/School Board			
<b>Score</b>	83.4	92	100	96	87.3	86	91	92	94.4	77	87	94
<b>Composite Score</b>	<b>92.8</b>				<b>Composite Score</b>	<b>89.1</b>			<b>Composite Score</b>	<b>88.1</b>		

\*See next page for complete scoring review

### Recommendation

Based on the compilation of the proposal evaluations, the recommendation of the District is to move implement the Cost-Reimbursable (structure) agreement with Chartwells. This agreement is structured year-to-year allowing the district future flexibility if there is future lack of satisfaction in the vendor's performance at the same time allowing up to four (4) years of partnership should all parties be satisfied.



# School Nutrition Programs

## Renewal of Food Service Management Contract

### School Year 2023-24

Food service management contracts that started in 2019-20 or later may be renewed for the 2023-24 contract year if both parties have mutually agreed to renew.

Federal regulations for the National School Lunch Program (NSLP), at 7 Code of Federal Regulations section 210.16 and Minnesota Statutes section 123B.52, allow a food service management contract to be renewed for a term not to exceed one year for up to four renewals (a total of five years including the original contract).

This renewal document must be used to meet NSLP requirements and for contract payments to be allowable costs to the nonprofit school food service. No changes may be made to this renewal document without preapproval by the Minnesota Department of Education (MDE), except for the information required to be inserted by the school food authority.

#### 1. Definitions

“SFA” is the school food authority (school district, nonpublic school or residential child care organization) contracting for food service management.

SFA: ISD #273 Edina Public Schools

Cyber-Linked Interactive Child Nutrition Systems (CLiCS) Identification Number: 1000003881

“Company” is the company providing food service management to School.

Company: Compass Group USA, Inc.by and through its Chartwells Division

“Original contract” is the first year of the food service management contract, which was competitively procured and specified the terms for contract renewals.

The original contract was for school year 2022-23.

#### 2. Renewal of Contract

SFA and Company mutually agree to renew the original contract for the term indicated below, not to exceed one year.

This is the 2nd year of the contract, counting the original year of the contract and renewals.

Start Date for Renewed Contract: 07/01/2023 End Date for Renewed Contract: 06/30/2024

**3. Adjusted Meal Prices**

SFA and Company have mutually agreed to 2023-24 prices or fees as shown below. The maximum amount that 2023-24 prices or fees may be increased is 8.8 percent (Consumer Price Index (CPI-U), Food Away from Home, Midwest Region, for the twelve months ending December 2022).

Check one:

Fixed Meal Price Contract – Prices are adjusted as shown below.

Cost-Reimbursable Contract – Fees are adjusted as shown below.

The fixed price(s) or fixed administrative fee(s), and the calculation of the revised price(s) or fee(s), are shown below:

Meal Service	2022-23 Price or Fee	Percent Increase (maximum 8.8%)	2023-24 Price or Fee
Fixed Admin Fee per meal- breakfast	\$ .18	<u>5</u> %	\$ .189
Fixed Admin Fee per meal - lunch	\$ .18	<u>5</u> %	\$ .189
Fixed Admin Fee per meal- after school snack	\$ 0.0	<u>0</u> %	\$ 0.0
Fixed Admin Fee per meal- milk	\$ 0.0	<u>0</u> %	\$ 0.0

**4. Meal Equivalency Factor**

The meal equivalency factor for school year 2023-2024, used to determine the number of lunches that the a la carte food service revenue is equivalent to for billing purposes, is \$4.95.

**5. Value of USDA Foods**

Contract prices do not take into account the value of USDA Foods that Company will receive during the contract year. Company will continue to credit SFA for USDA Foods received for the renewed contract year.

At the time that this contract renewal is sent to MDE, the SFA must include a completed Reconciliation of Credits for USDA Foods form to show that USDA Foods have been fully credited during the 2022-23 contract year.

**6. Non-Financial Adjustments**

No material changes have been made since the original contract.

Minor non-financial adjustments for renewal, if any, are described here:

**7. Revised Program Requirements**

Company agrees to meet all SNP requirements including requirements that become effective during the renewed contract year.

**8. Termination**

Either party may terminate the contract for cause as allowed in the original contract. The contract may be terminated for (no cause) if the partners mutually agree to terminate for convenience.

**SIGNATURES**

School Food Authority: ISD #273 Edina Public Schools

Address: 5701 Normandale Road

Authorized Representative: Mert Woodard

Title: Director of Business Services

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Food Authority Contact: Mert Woodard

Title: Director of Business Services

Phone: \_\_\_\_\_

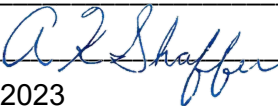
Email: \_\_\_\_\_

Company: Compass Groups USA, Inc. by and through its Chartwells Division

Address: 2400 Yorkmont Road

Authorized Representative: Amy Shaffer

Title: CEO

Signature: 

Date: 3/31/2023

Company Contact: Kirsten Kruiuzenga

Title: Director of Dining Services

Phone: \_\_\_\_\_

Email: Kirsten.Kruiuzenga@compass-usa.com

## Independent Price Determination Certificate

Both the SFA and the FSMC shall execute this Independent Price Determination Certificate.

Compass Groups USA, Inc. by and through its Chartwells Division

ISD #273 Edina Public Schools

Name of FSMC

Name of SFA

By submission of this offer, the FSMC certifies, and in the case of a joint offer, each party thereto certifies as to its own organization, that in connection with this procurement:

1. The prices in this offer have been arrived at independently, without consultation, communication, or agreement for the purpose of restricting competition, as to any matter relating to such prices with any other FSMC or with any competitor.
2. Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed to the FSMC and will not knowingly be disclosed by the FSMC prior to opening in the case of an advertised procurement or prior to award in the case of a negotiated procurement, directly or indirectly to any other FSMC for the purpose of restricting competition.
3. No attempt has been made or will be made by the FSMC to induce any person or firm to submit or not submit an offer for the purpose of restricting competition.

Each person signing this offer on behalf of the FSMC certifies that:

1. He or she is the person in FSMC's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to 1 through 3 above; or
2. He or she is not the person in FSMC's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate in any action contrary to 1 through 3 above, and as their agent does hereby certify; and he or she has not participated, and will not participate, in any action contrary to 1 through 3 above.

**To the best of my knowledge, this FSMC, its affiliates, subsidiaries, officers, directors, and employees are not currently under investigation by any government agency and have not in the last three years been convicted of or found liable for any act prohibited by state or federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows:**

A. J. Shaffer  
Signature of FSMC's Authorized Representative

CEO  
Title

3/31/2023  
Date

In accepting this offer, the SFA certifies that no representative of the school food authority has taken any action that may have jeopardized the independence of the offer referred above.

\_\_\_\_\_  
Signature of SFA  
Authorized Representative

Director of Business Services  
Title

\_\_\_\_\_  
Date

## INSTRUCTIONS FOR DEBARMENT CERTIFICATION FORM

1. By signing and submitting this form, the prospective lower-tier participant is providing the certification set out on the reverse side in accordance with these instructions.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower-tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower-tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower-tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower-tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted to obtain a copy of those regulations.
5. The prospective lower-tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower-tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower-tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion — Lower Tier Covered Transactions," without modification, in all lower-tier covered transactions and in all solicitations for lower-tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower-tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, search the records on the System for Award Management (SAM). [View the SAM website.](#)
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower-tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies as appropriate, including suspension and/or debarment.

# CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION

## LOWER-TIER COVERED TRANSACTIONS

This certification is required by the regulations implementing Executive Order 12549, Executive Order 12689, and 31 U.S.C. 6101; Debarment and Suspension, 2 CFR Part 417, Subpart C, Responsibilities of Participants Regarding Transactions Doing Business with Other Persons.

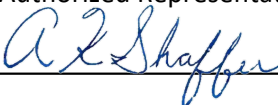
(Please read instructions on next page before completing Certification.)

1. The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Company Name: Compass Groups USA, Inc. by and through its Chartwells Division

Project Name: National School Lunch Program

Name/Title of Authorized Representative: Amy Shaffer/CEO

Signature: 

Date: 3/31/2023

## CERTIFICATION REGARDING LOBBYING


The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No federally appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a federal contract, the making of any federal grant, the making of a federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment or modification of a federal contract, grant, loan or cooperative agreement;
2. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.
4. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Company Name: Compass Groups USA, Inc. by and through its Chartwells Division

Project Name: National School Lunch Program

Name/Title of Authorized Representative: Amy Shaffer/ CEO

Signature: 

Date: 3/31/2023

VII.D. Policy Review (701, 702, 703, 704, 705,  
706, 707)



**Board Meeting Date:** 4/17/2023

**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 701 Establishment, Adoption and Modification of School District Budget
- Policy 702 Fund Balances
- 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 706 Investments
- Policy 707 Purchasing

**Recommendation:** Approve the suggested modifications for Policies 701, 702, 703, 704, 705, 706, 707.

**Desired Outcomes from the Board:** Approve suggested modifications.

**Attachments:**

1. Policy 701 Establishment, Adoption and Modification of School District Budget
2. Policy 702 Fund Balances
3. Policy 703 Accounting
4. Policy 704 Annual Audit
5. Policy 705 Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System
6. Policy 706 Investments
7. Policy 707 Purchasing

## Non-Instructional Operations and Business Services

### Establishment, Adoption and Modification of School District Budget

#### I. Purpose

This policy establishes lines of authority and procedures for the establishment, adoption and modification of the school district's revenue and expenditure budgets.

#### II. General Statement of Policy

The school district will establish, adopt and modify its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the district.

#### III. Requirements

- A. The superintendent or other administrators, as designated by the superintendent or the school board, will each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee. The preliminary budgets are accompanied by written commentary as necessary for the budgets to be clearly understood by the members of the school board and the public.

The school board will review the projected revenues and expenditures for the school district for the next fiscal year and make adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.

- B. The district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures are reported in compliance with Minn. Stat. § 123B.76.
- C. [In accordance with Minn. Stat. § 123B.77](#), prior to July 1 of each year, the school board must approve and adopt its initial revenue and expenditure budgets for the next fiscal year. The adopted expenditure budget document is the school board's expenditure authorization for that fiscal year. No funds may be expended for any purpose in the fiscal year prior to the adoption of the expenditure budget document that authorizes the expenditure for the fiscal year or prior to the adoption of an amendment to the expenditure budget document by the school board to authorize the expenditure for the fiscal year.

- D. [To comply with Minn. Stat. § 275.065B](#), each year the district will provide the

county auditor with supplemental information to be included in the notice of proposed property taxes for the subsequent calendar year. The manner and form of the information will be prescribed to the district by the county auditor.

- E. Each year, the district will publish its adopted revenue and expenditure budgets for the current fiscal year; the actual revenues, expenditures and fund balances for the prior fiscal year; and the projected fund balances for the current fiscal year in the form prescribed by the Minnesota Commissioner of Education (“Commissioner”) within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier.

A statement will be included in the publication that the complete budget in detail may be inspected by any resident of the district upon request to the superintendent. A summary of this information and the address of the district’s website where the information can be found must be published in a newspaper of general circulation in the district. At the same time as this publication, the district will publish the other information required by Minn. Stat. § 123B.10.

- F. At the public hearing on the adoption of the district’s proposed property tax levy, the school board will review its current budget and the proposed property taxes payable in the following calendar year.

#### IV. Implementation

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate budgetary duties to other administrators, but maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for by the [Government Accounting Standards Board \(GASB\)](#) and in state law through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (“UFARS”).
- C. The superintendent or designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent fiscal year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- E. The district will make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

## V. Modification of the Budget

- A. If revisions or modifications in ~~to~~ the adopted [revenue and](#) expenditure budgets are determined to be advisable by the administration, the superintendent will recommend the proposed changes to the school board. The proposed changes will be accompanied by sufficient and appropriate background information on the revenue and [expenditure](#) policy issues involved to allow the school board to make an informed decision.

The ~~Board Finance Committee~~ [board Finance and Facilities Committee](#) will review the proposed modifications. ~~Upon approval from the committee, t~~[The](#) modifications will be sent to the board for approval.

- B. If sufficient funds are not included in a particular fund within the expenditure budget to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that fiscal year. An amended expenditure will not exceed the projected revenues available for that purpose in that fund.
- ~~C. The school district's revenue budget may be periodically amended during a fiscal year to reflect updated or revised revenue estimates. The superintendent will make recommendations to the school board for appropriate revisions. If necessary, the school board will also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.~~

### Legal References:

Minn. Stat. § 123B.10 (Publication of Financial Information)

Minn. Stat. § 123B.76 (Expenditures; Reporting)

Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirements)

~~Minn. Stat. § 126C.23 (Allocation of General Education Revenue)~~

[Minn. Stat. § 275.065 \(Proposed Property Taxes; Notice\)](#)

### Cross Reference:

Policy 703 (Accounting)

### Policy

adopted: 9/27/10

Revised: 9/23/14

Revised: 12/12/16

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

## Non-Instructional Operations and Business Services

### Fund Balances

#### I. Purpose

This policy ~~creates new~~ defines fund balance classifications that allow for proper ~~more useful~~ fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB) and the Minnesota Uniform Financial Accounting and Reporting Standards (UFARS).

#### II. General Statement of Policy

The school district recognizes that maintaining adequate fund balances reserves is critical to being fiscally responsible and ensures the district's long-term ability to meet its financial obligations in order to and provide appropriate educational services and programs to all. ~~The district adheres to GASB Statement No. 54.~~ To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54 or the UFARS, the GASB Statement and the UFARS prevails.

#### III. Definitions

- A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

- C. "Enabling legislation" means legislation that authorizes a district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.
- D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a district fund.
- E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.
- G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any lawful purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

#### IV. Classification of Fund Balances

The school district classifies its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. Minimum Fund Balance

The school district will strive to maintain a minimum unassigned general fund balance of ~~between six and ten~~ percent of the ~~unassigned expenditures of the subsequent fiscal year annual budget~~. The fund balance is used for the purposes of cash flow, legislative shortfalls, innovation, tax abatement, and catastrophic needs. Fund balance reserves are not intended to be used for ongoing personnel or operational expenditures. ~~If the operations of the district result in a general fund balance of less than six percent, the administration must present a plan to the school board to reestablish the fund balance to the acceptable level in the immediate subsequent fiscal year.~~

VI. Order of Resource Use

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

VII. Committing Fund Balance

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board. The board will commit an additional ~~one~~ **two** percent to be used for cash flow **purposes**.

VIII. Assigning Fund Balance

~~The school board, by majority vote, may assign fund balances (e.g. site decentralized carry over, severance pay) to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the superintendent and the director of business services. Assignments so made must be disclosed to the school board at the time of budget adoption or revision and when presenting the audited financials of the school district. are reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the Board Finance Committee, if other than the school board.~~

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. Review

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

Legal Reference:

Statement No. 54 of the Governmental Accounting Standards Board

[Minn. Stat. § 123B.77 \(Accounting, Budgeting, and Reporting Requirement\)](#)

Policy

adopted: 9/27/10

amended: 6/20/11

revised: 9/22/14

revised: 12/12/16

revised: 4/9/18

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

## Non-Instructional Operations and Business Services

### Accounting

#### I. Purpose

This policy adopts the Uniform Financial Accounting and Reporting Standards for Minnesota school districts provided for in guidelines adopted by the Minnesota Department of Education.

#### II. General Statement of Policy

The school district will comply with the Uniform Financial Accounting and Reporting Standards (the UFARS) for Minnesota public school districts.

#### III. Maintenance of ~~Books and~~ Accounts

The school district will maintain its ~~financial records~~ ~~books and records~~ and ~~record all financial transactions~~ ~~do its accounting~~ in compliance with the ~~UFARS Uniform Accounting and Reporting Standards for Minnesota school districts (UFARS)~~ provided for in the guidelines adopted by the Minnesota Department of Education and in compliance with applicable state laws relating to reporting of revenues and expenditures.

#### IV. Expenditures

The director of business services will provide expenditure guidelines for appropriate and inappropriate expenditures to the district administration (see Appendix I). An administrator is required to approve all expenditures of school district funds, including UFARS accounting codes.

#### V. School Site and Program Carryover Allocations

The school district enables school sites and programs to carry over any unspent funds from its total general fund allocation. If the school site or program over-spends its allocation, the deficit will also be carried over and taken from the next year's allocation. The administration is responsible for monitoring the budget allocations. The director of business services will develop guidelines for applying the procedures (Appendix II).

#### VI. Instructional Materials and Class Activity Fees

The school district may request instructional materials and class activities fees, as permitted by state law, (Appendix III) from district families when preapproved by the director of teaching and learning. The accounting of these fees will be in accordance with district guidelines.

## VII. Permanent Fund Transfers

Unless otherwise authorized pursuant to Minn. Stat. § 123B.80, as amended, or any other law, fund transfers will be made in compliance with UFARS and permanent fund transfers will only be made in compliance with Minn. Stat. §123B.79, as amended, or other state law.

## VIII. Reporting

The school board will provide for an annual audit of the ~~financial books and records~~ **and transactions** of the district to ensure compliance of its records with UFARS. Each fiscal year, the district will also provide for the publication of the financial information as specified in state law.

### Legal References:

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

Minn. Stat. § 123B.09 (~~School Board Powers~~ **Boards of Independent School Districts**)

Minn. Stat. § 123B.10 (Publication of Financial Information)

Minn. Stat. § 123B.14, Subd. 7 (~~Duties of School Board Clerk~~ **Clerk Records**)

Minn. Stat. § 123B.75 (Revenue; **Reporting**)

Minn. Stat. § 123B.76 (Expenditures; **Reporting**)

Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirements)

Minn. Stat. § 123B.78 (Cash Flow, ~~Revenues, Borrowing, Deficits~~; **School District Revenues; Borrowing for Current Operating Costs; Capital Expenditure Deficits**)

Minn. Stat. § 123B.79 (Permanent Fund Transfers)

Minn. Stat. § 123B.80 (Exceptions for Permanent Fund Transfers)

**Minn. Stat § 475. (Municipal Debt)**

### Cross Reference:

Policy 704 (Annual Audit)

**Policy 705 (Development & Maintenance of an Inventory of Fixed Assets & a Fixed Asset Accounting System)**

Policy  
adopted: 9/27/10  
amended: 6/20/11

INDEPENDENT SCHOOL DISTRICT **NO. 273**  
Edina, Minnesota

revised: 9/22/14  
reviewed: 1/30/17

## Appendix I to Policy 703

### EXPENDITURES

#### A. Appropriate Expenditures

District funds may only be expended in ways that serve a public purpose related to district functions. Examples of appropriate expenditures include, but are not limited to:

1. Classroom or office supplies, furniture, reference materials and equipment;
2. Costs of employees participating in approved workshops, conferences and seminars, including registration fees, transportation, lodging, meals and materials;
3. Costs of remodeling [betterment](#), repairing or maintaining district buildings, grounds and equipment;
4. Costs of professional services such as auditors, attorneys, engineers, interpreters and consultants;
5. Costs of contracted services such as election judges, trash removal and electricians;
6. Reimbursement of employee's expenses incurred while performing duties such as mileage, parking fees and work-related telephone calls;
7. Purchases of services, supplies and equipment to provide student food and transportation services;
8. Costs incurred to hold meetings related to district issues including facility rental, speakers, and materials; and
9. Costs of meals for employees and other invited participants at district-sponsored or school-sponsored workshops or meetings that occur over a meal hour when staff is required to stay during the meal time.

## B. Inappropriate Expenditures

District funds may not be expended in ways that do not serve a public purpose related to district functions. Examples of inappropriate expenditures include, but are not limited to:

1. Gifts, flowers, meals or similar items for personal employee events such as birthdays, anniversaries, ~~Administrative Professionals' Secretary's Day~~, Boss' Day, including contributions to "sunshine" funds, social activities and retirement parties;
2. Alcoholic beverages;
3. Donations or contributions;
4. Entertainment or recreation costs incurred by an employee while attending a conference, seminar, workshop or other staff development activity;
5. Meals and mileage costs incurred related to non-district functions such as visiting convalescent coworkers, funerals and retirement parties;
6. Decorations, such as plants and pictures, for an employee's individual work space as opposed to decorations that enhance the work area as a whole;
7. Costs of individuals, who are not district employees, accompanying a district employee to a seminar, workshop, conference or other event related to district business;
8. Personal telephone calls, faxes, mail or email; and
9. Food for meetings unless participants are required to stay at meetings over a meal period.

## Appendix II to Policy 703

### SCHOOL SITE AND PROGRAM CARRYOVER ALLOCATION PROCEDURES

- A. In the general fund, [at the discretion of the superintendent or director of business services](#), school sites and programs are able to carry over any unspent funds from their total allocation. If the school site or program over-spends its allocation, the deficit will be carried over and taken from next year's allocation.
- B. The guidelines and parameters for the carryover of excess/deficit allocations are:
1. The carryover applies only to codes for which administrators receive allocations. It includes only the general fund. It does not include salaries and benefits, special education, and operations and maintenance.
  2. Administrators will be informed of the excess/deficit carryover after the audit for the prior year has been completed. Similar to the original allocation, the carryover/deficit can only be used for services, supplies and miscellaneous expenditures.
  3. Calculation of the carryover will be done on a building or program level in comparison with the total allocation given at budget time. The carryover will not be calculated on a line item or code basis, but rather within an allocation area.
  4. If an organization or program accumulates a 15% or more savings in one year or has an accumulated savings that totals more than 25% of its annual allocation, an explanation as to the intended purpose of the accumulated funds will be required. The explanation should be submitted to the district's business office to be presented to the Board Finance Committee, no later than November 1 of the following fiscal year.
  5. Capital budgets will not carry over. Application may be made to the district's business office to be presented to the Board Finance Committee for approval to carry over capital funds for special projects.

## Appendix III to Policy 703

### INSTRUCTIONAL MATERIALS AND CLASS ACTIVITY FEES

- A. The purchase of instructional materials and technology may be requested of a student, as permitted by state law and preapproved by the director of teaching and learning.
- B. The district will provide copies for use, to be returned, when instructional materials are required for course completion and student purchase is not desired. A student may be permitted by the district to purchase district materials, if the student desires.
- C. An employee who recognizes a possible financial need for instructional materials and/or class activity fees for a student served by the district will contact ~~their~~ ~~his or her~~ building administrator or school social worker to determine possible next steps in providing assistance.
- D. A student is responsible for the cost of replacing any district materials or property lost or damaged by the student.
- E. If a student elects a classroom project which exceeds the minimum requirements of the class, the district may charge the student who makes that election the amount of the excess expense. A project will always be available that meets the classroom requirements with no charge to a student.
- F. Fees for classroom activities (e.g. field trips) are acceptable student expenditures provided that the class activity is (a) supplementary to the basic course requirement and (b) no student is penalized for choosing not to participate in such activity.
- G. Personal or consumable items (e.g. physical education attire, ~~instrumental~~ rental fees, notebooks, pencils) are considered routine expenses paid by the student. For financial assistance students and families should work with the administrator at the site.
- H. The district will not require or recommend private tutoring, lessons, or the provision of supplies for a grade or portion thereof, class prerequisite, or any other classroom benefit.
- I. Building administrators will review at the conclusion of each school year the student supply list for the following year. This review will ensure the student supply requests are ecologically and financially responsible containing only items that are consumable by the students.
- J. Employees who collect fees on behalf of the district must have the fees pre-approved by the district. Personal checks need to be made out to Edina Public Schools. Collected fees ~~school~~ must be submitted to the building office on a daily basis for security purposes.

## Non-Instructional Operations and Business Services

### Annual Audit

#### I. Purpose

This policy provides for an annual audit of the [financial statements and internal controls](#) ~~books and records~~ of the school district in order to comply with [state and federal laws](#), to provide a permanent record of the financial position of the district, and to provide guidance to the district to correct any errors and discrepancies in its practices.

#### II. General Statement of Policy

The school district will comply with all [state and federal laws](#) relating to the annual audit of the [financial statements and internal controls](#) ~~books and records~~ of the district.

#### III. Requirement

- A. The school board will appoint [an independent certified public accounting firm](#) ~~accountants~~ to audit, examine and report upon the [financial statements and internal controls](#) ~~books and records~~ of the school district. ~~The school board may enter into a contract with a person or firm to provide the agreed-upon services.~~
- B. After the close of each fiscal year; the [financial statements, transactions, account, and internal controls](#) ~~books, records and accounts~~ of the district will be audited by the appointed independent certified public accounting firm ~~accountants~~, in accordance with applicable standards and state and federal laws. The superintendent and district administration will cooperate with the auditors.
- C. The district will submit, prior to September 15 of each year, unaudited financial data for the preceding year to the Minnesota Commissioner of Education (“Commissioner”) on forms prescribed by the Commissioner. The report will also include those items required by state law.
- D. The district will, prior to November 30 of each year, provide audited financial data for the preceding fiscal year to the Commissioner. The district will provide to the Commissioner and the state auditor, prior to December 31 of each year,

an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the district by its auditor.

- E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act and the Minnesota Legal Compliance Guide issued by the ~~office of the state auditor~~ [Office of the State Auditor](#).
- F. The school board must approve the audit report by resolution or require a further or amended report. [Approval of the audit includes approving the district administration's recommended assigned general fund balances.](#)
- G. The administration will report to the school board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.
- H. The accounts and records of the district will also be subject to audit and inspection by the state auditor to the extent provided in state law.

Legal References:

Minn. Stat. Ch. 6 (State Auditor)

Minn. Stat. § 123B.02 (~~School District Powers~~ [General Powers of Independent School Districts](#))

Minn. Stat. § 123B.09 (~~School Board Powers~~ [Boards of Independent School Districts](#))

Minn. Stat. § 123B.14, Subd. 7 (~~Duties of School Board Clerk~~ [Clerk Records](#))

Minn. Stat. § 123B.77, Subds. 2 and 3 (Audited Financial Statements; Statement for Comparison and Correction)

Cross Reference:

[Policy 702 \(Fund Balances\)](#)

[Policy 703 \(Accounting\)](#)

[Policy 705 \(Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System\)](#)

Policy  
adopted: 9/27/10  
Revised: 9/22/14

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

Reviewed: 12/12/16

## Non-Instructional Operations and Business Services

### Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System

#### I. Purpose

This policy provides for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system.

#### II. General Statement of Policy

The school district will have a fixed asset accounting system and an established inventory of fixed assets to be developed and maintained.

#### III. Definitions

A. "Fixed assets" or "capital assets" are defined as land, improvements to land, buildings, building improvements, vehicles, machinery, equipment, technology hardware, works of art and historical treasures, infrastructure, and all other tangible or intangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period and meet the capitalization criteria defined by the director of business services. The capitalization criteria will be shared with the school board annually.

#### IV. Development of Inventory and Accounting System

The superintendent or other administrative designee will be responsible for the development and maintenance of an inventory of the fixed assets of the school district, and for the establishment and maintenance of a formal fixed asset accounting system.

The accounting system will be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota public school districts (UFARS). In addition, the inventory will specify the location of all continued abstracts showing the conveyance of the property to the district; certificates of title showing title to the property in the district; title insurance policies; surveys; and other property records relating to the real property of the district.

## V. Report

The administration will annually update the property records of the school district and provide an inventory of the fixed assets of the district to the school board [through the district's annual financial audit.](#)

### Legal References:

Minn. Stat. § 123B.02 (~~School District Powers~~ [General Powers of Independent School Districts](#))

Minn. Stat. § 123B.09 (~~School Board Powers~~ [Boards of Independent School Districts](#))

Minn. Stat. § 123B.51 ([Schoolhouses and Sites](#); ~~Access for Noncurricular Purposes~~ [Uses for School and Nonschool Purposes](#); [Closings](#))

### Cross Reference:

Policy 703 (Accounting)

[Policy 704 \(Annual Audit\)](#)

### Policy

adopted: 9/27/10

Revised: 9/22/14

Reviewed: 12/12/16

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

## Non-Instructional Operations and Business Services

### Investments

#### I. Purpose

This policy establishes guidelines for the investment of school district funds.

#### II. General Statement of Policy

The school district will comply with all state and federal laws relating to investments and to guarantee that investments meet certain primary criteria.

#### III. Scope

This policy applies to all investments of the funds of the school district, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the school board through formal action.

#### IV. Authority; Objectives

- A. The funds of the school district will be deposited or invested in accordance with this policy, ~~Minn. Stat. Ch. 118A~~ [Minn. Stat. § 118A](#) and any other applicable law or written administrative procedures.
- B. The primary criteria for the investment of the funds of the district, in priority order, are as follows
  1. Safety and Security. Safety of principal is the first priority. The investments of the district will be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.
  2. Liquidity. The funds will be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable and debt service.
  3. Return and Yield. The investments will be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

## V. Delegation of Authority

- A. The director of business services of the school district is designated as the investment officer of the district and is responsible for investment decisions and activities under the direction of the school board. The investment officer will operate the district's investment program ~~consistent in a manner that is consistent with this policy~~ ~~with this policy~~. The investment officer may delegate certain duties to a designee or designees, but will remain responsible for the operation of the program.
- B. The investment officer must follow the established limits on allowable investments as authorized by the school board (see Appendix I). The school board will periodically review the limits and consider possible modifications.
- C. All officials and employees that are a part of the investment process will act professionally and responsibly as custodians of the public trust, and will refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer will avoid any transaction that could impair public confidence in the district.

## VI. Investment Guidelines

### A. Standard of Conduct

The standard of conduct regarding school district investments to be applied by the investment officer will be the "prudent person standard." Under this standard, the investment officer will exercise that degree of judgment and care, under the current circumstances, that persons of prudence, discretion and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard will be applied in the context of managing the overall investment portfolio of the district. The investment officer, acting in accordance with this policy and exercising due diligence, judgment and care commensurate with the risk, will not be held personally responsible for a specific security's performance or for market price changes. Deviations from expectations will be reported in a timely manner and appropriate actions will be taken to control adverse developments.

### B. Monitoring and Adjusting Investments

The investment officer will routinely monitor existing investments and the contents of the district's investment portfolio, the available markets and the relative value of competing investment instruments.

### C. Internal Controls

The investment officer will establish a system of internal controls which will be

documented in writing. The internal controls will be reviewed by the school board and will be annually reviewed for compliance by the district's independent auditors. The internal controls will be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes or imprudent actions by officers, employees or others. The internal controls may include, but will not be limited to, provisions relating to controlling collusion, separating functions, separating transaction authority from accounting and record keeping, custodial safekeeping, avoiding bearer form securities, clearly delegating authority to applicable staff members, limiting securities losses and remedial action, confirming telephone transactions in writing, supervising and controlling employee actions, minimizing the number of authorized investment officials, and documenting transactions and strategies.

#### D. Reporting Requirements

1. The investment officer will generate daily and monthly transaction reports for management purposes. In addition, the school board will be provided a monthly report that will include data on investment instruments being held as well as any narrative necessary for clarification.
2. The investment officer will prepare and submit to the school board a semi-annual investment report that summarizes recent market conditions, economic developments, and anticipated investment conditions. The report will summarize the investment strategies employed in the most recent semester and describe the investment portfolio in terms of investment securities, maturities, risk characteristics, and other features. ~~The report will summarize changes in investment instruments and asset allocation strategy approved by the investment officer for an OPEB trust in the most recent semester.~~ The report will explain the semester's total investment return and compare the return with budgetary expectations. The report will include an appendix that discloses all transactions during the past semester. Each semi-annual report will indicate any areas of policy concern and suggested or planned revisions of investment strategies. Copies of the report will be provided to the district's auditor.
3. Within ninety (90) days after the end of each fiscal year of the district, the investment officer will prepare and submit to the school board a comprehensive annual report on the investment program and investment activity of the district for that fiscal year. The annual report will include 12-month and separate quarterly comparisons of return and will suggest revisions and improvements that might be made in the investment program.
4. If necessary, the investment officer will establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system will be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

## VII. Permissible Investment Instruments

The school district may invest its available funds in those instruments specified in Minn. Stat. §§ 118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of district funds. The assets of other post-employment benefits (OPEB) trust or trust account established pursuant to Minn. Stat. § 471.6175 to pay post-employment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under Minn. Stat. ~~Ch.~~ § 118A or § 356A.06, Subd. 7. Investment of funds in an OPEB trust account under Minn. Stat. § 356A.06, Subd.7, as well as the overall asset allocation strategy for OPEB investments, will be governed by an OPEB Investment Policy Statement (IPS) developed between the investment officer, as designed herein and the trust administrator.

## VIII. Portfolio Diversification; Maturities

- A. Limitations on instruments, diversification and maturity scheduling will depend on whether the funds being invested are considered short-term or long-term funds. All funds will normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.
- B. The school district will diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities (see Appendix I).
  1. The investment officer will prepare and present to the school board for its review and approval a recommendation as to the district's investment portfolio that may be invested in a single type of investment instrument, such as U.S. Treasury Obligations, certificates of deposit, repurchase agreements, banker's acceptances, commercial paper, etc. The approved recommendation will be attached as an exhibit or part of an exhibit to this policy and will be incorporated herein by reference.
  2. Investment maturities will be scheduled to coincide with projected district cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments will be timed according to anticipated need. Within these parameters, portfolio maturities will be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected will provide for stability of income and reasonable liquidity.

## IX. Competitive Selection of Investment Instruments

Before the school district invests any surplus funds in a specific investment instrument, a competitive bid or quotation process will be utilized. If a specific maturity date is required, either for cash flow purposes or for conformance to maturity guidelines, quotations or bids will be requested for instruments which meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids will be requested for various options with regard to term and instrument. The district will accept the quotation or bid which provides the highest rate of return within the maturity required and within the limits of this policy. Generally all quotations or bids will be computed on a consistent basis, i.e. a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted, and a brief explanation of the decision that was made regarding the investment. If the district contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

## X. Qualified Institutions and Broker-Dealers

- A. The school district will maintain a list of the financial institutions that are approved for investment purposes.
- B. Prior to completing an initial transaction with a broker, the district will provide to the broker a written statement of investment restrictions which will include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the district's account in accordance with these restrictions. The district may not enter into a transaction with a broker until the broker has provided this annual written agreement to the district. The notification form to be used will be that prepared by the state auditor. A copy of this investment policy, including any amendments thereto, will be provided to each such broker.

## XI. Safekeeping and Collateralization

- A. All investment securities purchased by the school district will be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any federal reserve bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in Minn. Stat. § 118A.06. The institution or dealer will issue a safekeeping receipt to the district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.

- B. Deposit-type securities will be collateralized as required by Minn. Stat. § 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.
- C. Repurchase agreements will be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.

## XII. Depositories

The school board will annually designate one or more official depositories for school district funds. The treasurer or the chief financial officer or the ~~Director of Business Services~~ [director of business services](#) of the district may also exercise the power of the school board to designate a depository. The school board will be provided notice of any such designation by its next regular meeting. The district and the depository will each comply with the provisions of Minn. Stat. § 118A.03 and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition, and withdrawal of collateral.

## XIII. Electronic Funds Transfer of Funds for Investment

The school district may make electronic fund transfers for investments of excess funds upon compliance with Minn. Stat. § 471.38.

### *Legal References:*

- Minn. Stat. § 118A.01 (~~Public Funds; Depositories and Investments~~ [Definitions](#))
- Minn. Stat. § 118A.02 (~~Authorization for Deposit and Investment~~ [Depositories; Investing; Sales, Proceeds, Immunity](#))
- Minn. Stat. § 118A.03 (~~Depositories and Collateral~~ [When and What Collateral Required](#))
- Minn. Stat. § 118A.04 (Investments)
- Minn. Stat. § 118A.05 (Contracts and Agreements)
- Minn. Stat. § 118A.06 (~~Delivery and Safekeeping~~; [Acknowledgments](#))
- Minn. Stat. § 356A.06, Subd. 7 ([Expanded List of Authorized Investment Securities](#))
- Minn. Stat. § 471.38 (Claims)
- Minn. Stat. § 471.6175 (Trust for Postemployment Benefits)

### *Cross References:*

- Policy 704 (Annual Audit)
- Minnesota Legal Compliance Audit Guide Prepared by the Office of the State Auditor

Revised: 9/22/14  
Revised: 2/27/17

## Appendix I to Policy 706

### LIMITS ON ALLOWANCE INVESTMENTS

The school board authorizes the investment officer to invest temporary cash surpluses, as determined, in securities authorized by law. The district has chosen to limit its allowable investments to the following instruments:

- A. Bonds, notes, certificates of indebtedness, treasury bills or other securities now or hereafter issued by the United States of America, its agencies and allowable instrumentalities – up to 100% of district's investments.
- B. Savings accounts, certificates of deposit or time deposits, or any other investments constituting direct obligations of any federally insured bank not to exceed \$250,000 per bank at any one time – up to 100% of district's investments.
- C. Certificates of deposit and savings accounts with federally insured institutions that are collateralized or insured in excess of the \$250,000 provided by the Federal Deposit Insurance Corporation coverage limit – up to 100% of district's investments.
- D. Commercial paper meeting the following requirements:
  - 1. The corporation must be organized in the United States.
  - 2. The corporation must have at least (\$1,000,000,000) one billion dollars outstanding in commercial paper obligations.
  - 3. The obligations at the time of purchase must be rated at the highest classifications by Standard and Poor's, Moody's Investors Service (A1-P1) and *not* on Credit Watch for potential downgrades.
  - 4. Not more than 50% of the district's investments can be invested in commercial paper on any given day.
  - 5. The total investment on any given day, in any one corporation cannot be more than (\$1,000,000) one million dollars.
- E. Investment products that are considered as derivatives are specifically excluded from approved investments.
- F. All time deposits in excess of FDIC insurable limits must be secured by collateral or private insurance.
- G. Money market accounts or fixed-rate investments offered by the Minnesota School District Liquid Asset Fund Plus (MSDLAF+) or MNTrust.

## Non-Instructional Operations and Business Services

### Purchasing

#### I. Purpose

This policy defines the process for purchasing supplies, equipment, materials and services that will be used to meet the educational needs of the school district.

#### II. General Statement of Policy

The school district's purchasing process will ~~meet~~ **comply with federal law**, state statutes, the directives of the Minnesota Department of Education and the district auditor, and business best practices.

#### III. Requisition and Purchase Order Process

All orders of material value will follow the district's requisition and purchase order process established by the director of business services. In the case of an emergency or urgency of time, the process may be modified with the pre-approval of the director of business services. Payments to vendors will not be approved until the receivable process has been completed for the purchase.

#### IV. Orders, Quotations, Bids and Request for Proposal (RFP) Requirements

A. All purchases of products, services and equipment must adhere to district guidelines and directives established by the director of business services (see Appendices I and II), including the following:

1. Purchases of less than \$25,000 may be completed through quotations in an open market. The requesting department may issue quotes to at least two vendors, preferably ~~3~~ **three** or more where applicable, for purchases funded through Federal Grant funds that exceed \$3,000.
2. Purchases of \$25,000 to \$175,000 require a minimum of two quotes. The quote will be awarded to the lowest, responsible, qualified vendor, taking into consideration the quality of the product and the ability to perform, given the needs of the district.
3. Purchases exceeding \$175,000 will be put to bid with the exception of professional services, book requests under the copyright law, or joint powers agreements.

- B. All purchase orders must be signed and dated indicating receipt of merchandise and forwarded to the district office for payment.
- C. All requests for proposals of services will include an explanation of services being sought, criteria for selection, and the application and selection process.
- D. Every three to five years, the district will complete RFPs for management and administrative services (e.g., insurance carriers, waste management, legal counsel).

V. Reimbursement without a Purchase Order

- A. Items purchased locally without a purchase order will require a request for payment or an employee expense report form submitted (see Policy 708 – Expense Reimbursement). Either form must have the original receipt attached and provide the necessary supervisor approval and budget code. The check for a request for payment will be paid directly to the vendor.
- B. An employee that wishes to be reimbursed for a purchase will complete an employee expense report form, meeting the requirements stated above. The employee will not be reimbursed for sales tax incurred because of the district's tax exempt status.

VI. Procurement Card

- A. Procurement cards will be issued to ~~departments~~ **employees** upon completion of an application, **approval by the requesting employee's supervisor**, and approval by the **director of business services** ~~on a case by case basis~~. ~~Departments that are issued a~~ **All holders of a district procurement card must comply with** ~~will abide by~~ all articles of the current policy 707 including its appendices.
- B. ~~Departments~~ **Employees** with procurement cards are required to submit their monthly **expenditure** ~~expense~~ reports accompanied with all receipts and ~~expense~~ **expenditure** allocations among pre-approved account codes without exception. Purchases with missing receipts will be reimbursed **to the district** by the employee who made the purchase.

*Legal References:*

[Minn. Stat. § 123B.02, Subd. 23 \(Credit Cards\)](#)

Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)

Minn. Stat. § 471.345, Subd. 3 (Contracts Over \$175,000)

Minn. Stat. § 471.345, Subd. 4 (Contracts Exceeding \$25,000 But Not \$175,000)

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

Minn. Stat. § 471.345, Subd. 15 (Cooperative Purchasing)

*Cross Reference:*

Policy 708 (Expense Reimbursement)

Policy

adopted: 10/25/10

amended: 3/12/12

Revised: 9/22/14

Revised: 2/27/17

Revised: 1/28/19

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

Appendix I to Policy 707

**SOLICITING PRICES THROUGH BIDS AND QUOTATIONS**

I. Expenditures for the purchases of goods and/or services, not exempt from Minn. Stat. § 471.345, will be subject to written quotations or formal bids within these restrictions:

A. Contracts Over \$175,000

If the amount of the contract is estimated to exceed \$175,000, sealed bids will be solicited by public notice in the manner and subject to the requirements of Minn. Stat. § 471.345, Subd. 3.

The director of business services [or their designee](#) will:

1. Prepare specifications for prospective bidders.
2. Advertise for bids setting forth the goods and/or services to be included, the date and place of the bid opening.
3. Deliver sets of the specifications and form of proposal to all vendors requesting them and, in addition, others who might normally be interested in bidding.
4. Receive and open bids on the date specified.
5. Tabulate all bids. Tabulation will be presented to the school board. It will be provided to bidders upon request.
6. Make a recommendation to the school board on which bid appears to be in the best interest of the school district.
7. Following approving action by the school board, prepare a contract with the successful bidder.
8. Monitor the fulfillment of the contract to ensure compliance with the specifications.
9. Ensure performance guarantees are provided.
  - a. On any order which has been bid, a performance bond is required as follows:
    - (1) 100% on furniture and equipment
    - (2) 100% on construction
  - b. Bid bonds in the amount of 5% are required on all formal bids.

B. Contracts from \$25,000 to \$175,000

If the amount of the contract is estimated to exceed \$25,000 but not to exceed \$175,000 the contract may be made either upon sealed bids or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding. All quotations obtained will be kept on file for a period of at least one year after receipt thereof, in accordance with Minn. Stat. 471.345 Subd. 4 and Subd. 15.

C. Contracts Less Than \$25,000

If the amount of the contract is estimated to be less than \$25,000, the contract may be made either upon quotation or in the open market, at the discretion of the school board; but, so far as is practicable, the contract will be based on at least two quotations which will be kept on file for a period of at least one year after receipt thereof, in accordance with Minn. Stat. 471.345 Subd. 5.

D. Formal Bidding Procedures

Sealed bids are to be opened in the ~~office of the school board~~ district office, at the specific time stated in the bid form. Bids on construction contracts and items of unusual nature are to be opened at the ~~school board office~~ district office at a regular time as stated in the bid form. All bidders will be notified of the opening and invited to be present. Bids or quotations received after the date and time specified will be returned to the bidder unopened.

E. Purchases that are funded through a Federal Grant Funds must comply with [the most current version of the](#) "Edina Public Schools Federal Procurement Manual" ~~effective July 1, 2015.~~

- II. The school board will have discretion in determining the responsibility of the bidders based on conformity with specifications, terms of delivery, and other conditions imposed in the call for bids or the specification and will award the contract to the lowest responsible bidder, providing the bidder fully meets the specifications.
- III. Changes in the amount or the condition of the bid will not be allowed once the bid has been received by the school board or its agents. Awards will be made only on the specifications advertised or amended prior to the official opening of the bids.

Established: 10/25/10

Revised: 03/12/12

Revised: 09/22/14

Revised: 02/27/17

Appendix II to Policy 707

**CONTRACTING AUTHORITY TO PURCHASE**

- A. A contract is defined as an agreement entered into for the sale, purchase or license of supplies, materials, services, software, equipment or the rental thereof, or the construction, alteration, repair or maintenance of real or personal property and services. All contracts will comply with applicable bid laws and school board policies. The terms of such contracts, except for capital leases, will not exceed five years with an annual option to renew.
- B. Contracting authority resides solely with the school board.
- C. For contracts in an amount not exceeding a total payment of \$175,000, the school board will delegate to the superintendent the authority to lease, purchase, license and contract for goods and services within the budget as approved by the school board. Splitting of contracts voids the contract and is not permissible. If more than one contract is entered into with a particular vendor on a project, and at some time during the course of the project it appears that the cumulative cost of the contracts will exceed \$175,000, school board action is required for the remaining contracts in connection with said project.
- D. No individual purchase, license, or lease ("contract") for \$175,000 or greater will be made or authorized, except at a regular meeting of the school board or at a special meeting which all members have had notice.
- E. All material modifications to school board-approved contracts require school board action. The administration may request a school board exemption from this policy for any purchase which is exempt from Minn. Stat. § 471.345 (Uniform Municipal Contracting Law).

Established: 10/25/10  
Revised: 03/12/12  
Revised: 09/22/14  
Revised: 02/27/17  
Revised: 07/15/19

VIII. Leadership and Committee Updates

IX. Superintendent Updates

X. Adjournment

XI. Information

XI.A. Enrollment Mobility Report



**Board Meeting Date:** 4/17/2023

**Title:** March Enrollment Mobility

**Type:** Information

**Presenter(s):** Shauna Talley, MARSS Coordinator

**Attachment:**

1. Mobility Report (next page)

**Report Section Descriptions and Assumptions:**

- **School Level Enrollment Information**
  - This section is broken up by School / Grade
  - This section counts a student as 1 even if they spent only one day enrolled during the reporting period. When this section is built, the first and last days of the month are used as the reporting period.
- **Enrollment Comparisons**
  - This section compares the enrollment totals of the current reporting period to the month prior and the same period a year prior.
- **Mobility**
  - This section of the report lists the total number of students by grade who have withdrawn and enrolled during the reporting period.
  - This section of the report uses the same reporting period as the other sections of the report.
  - This section of the report is only accurate the day the section is built as notifications of students withdrawing is ongoing throughout the next month.
- **Leaving Student Breakdown**
  - This section of the report displays the reason students withdrew during the reporting period.
  - This section of the report is broken out by the Minnesota Department of 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

# Edina Public Schools Enrollment Summary

## Enrollment as of the end of March, 2023

Elementary Schools	KG	1	2	3	4	5	TOTAL
Concord Elementary School	107	121	114	129	122	132	725
Cornelia Elementary School	93	105	99	100	97	103	597
Countryside Elementary School	119	93	92	105	93	102	604
Creek Valley Elementary School	99	98	112	98	103	104	614
Highlands Elementary School	95	98	99	96	91	85	564
Normandale Elementary School	104	125	119	103	101	102	654
Edina Virtual Pathway Elementary	0	3	3	8	13	3	30
<b>Totals</b>	<b>617</b>	<b>643</b>	<b>638</b>	<b>639</b>	<b>620</b>	<b>631</b>	<b>3788</b>

Secondary Schools	6	7	8	9	10	11	12	TOTAL
South View Middle School	336	315	346	0	0	0	0	997
Valley View Middle School	329	313	331	0	0	0	0	973
Edina High School	0	0	0	711	661	655	677	2704
Edina Virtual Pathway Secondary	1	1	0	6	7	10	9	34
Options at Edina High School	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>666</b>	<b>629</b>	<b>677</b>	<b>717</b>	<b>668</b>	<b>665</b>	<b>686</b>	<b>4708</b>

## Enrollment Comparisons

	April 2022	March 2023	April 2023
K-5	3737		
6-8	1971	3788	3788
9-12	2659	1974	1972
<b>Totals K-12</b>	<b>8367</b>	<b>2743</b>	<b>2736</b>
		<b>8505</b>	<b>8496</b>

	April 2022	March 2023	April 2023
PS	232	265	264
ECSE	193	221	229

## March Mobility

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Withdrawn Students	3	2	4	3	5	3	1	4	0	0	2	2	1	30

Enrolled Students	8	1	1	2	3	2	1	5	2	2	0	0	0	27
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	5	-1	-3	-1	-2	-3	0	1	2	2	-2	-2	-1	
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### 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	1	0	0	0	0	0	0	1	0	0	2
04: Moved Outside of the District	2	1	1	0	2	1	0	0	0	0	0	0	0	7
05: Moved Outside of the State	1	1	2	2	3	2	1	2	0	0	1	0	0	15
20: Transferred to Another MN District, did not move	0	0	1	0	0	0	0	2	0	0	0	2	1	6
<b>Total</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>1</b>	

XI.B. Governmental Funds Expenditure Summary -  
March 2023



**Board Meeting Date:** 4/17/2023

**Title:** Governmental Funds Expenditure Summary – March 2023

**Type:** Information

**Presenter(s):** Mert Woodard, Director, Business Services

**Description:** The attached report describes fiscal year-to-date budget and expenditure activity within the District's governmental funds through March 31, 2023.

**Recommendation:** N/A

**Desired Outcomes from the Board:** This information is provided for the benefit of the Board of Education and its stakeholders.

**Attachments:**

1. Governmental Funds Expenditure Summary – March 2023

# Expenditure Summary

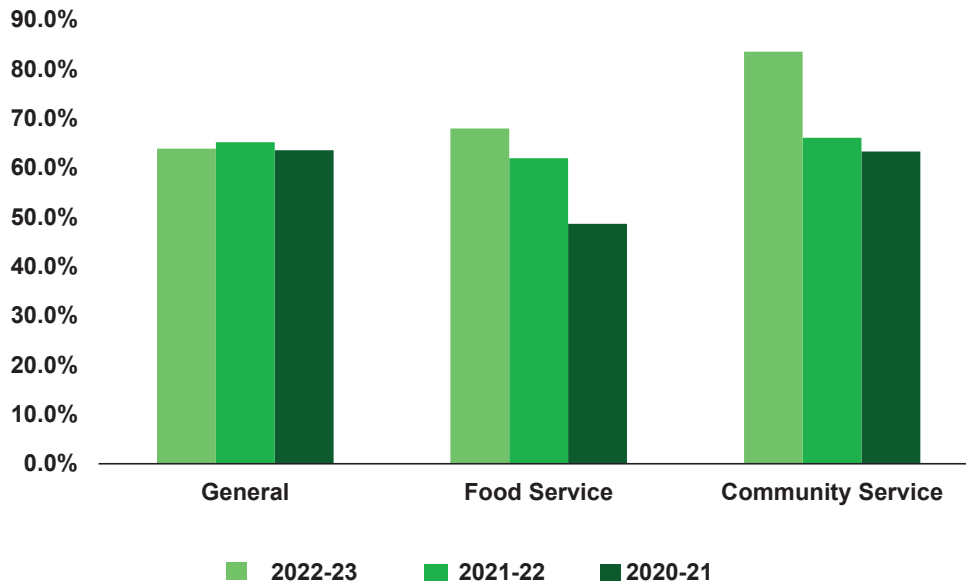
For the Month Ended March 31, 2023



DEFINING EXCELLENCE

Fund	Fiscal Year-to-Date 2022-23		Fiscal Year-to-Date % of Budget		
	Budget	Actuals	2022-23	2021-22	2020-21
<b>General Fund</b>					
Salaries	\$ 82,697,708	\$ 51,772,882	62.6%	63.1%	63.6%
Benefits	26,954,864	16,662,337	61.8%	67.3%	63.8%
Purchased Services	8,584,197	6,579,591	76.6%	78.5%	55.9%
Supplies & Materials	3,809,373	3,057,523	80.3%	69.0%	49.8%
Capital Expenditures	44,000	189,743	431.2%	95.1%	1643.2%
Other Expenditures	568,279	102,976	-	22.1%	21.8%
Other Financing Uses	-	-	-	-	-
<b>Total General Fund Expenditures</b>	<b>\$ 122,658,421</b>	<b>\$ 78,365,052</b>	<b>63.9%</b>	<b>65.2%</b>	<b>63.5%</b>
Food Service	3,564,985	2,423,405	68.0%	61.9%	48.6%
Community Service	9,100,780	7,604,007	83.6%	66.1%	63.3%
Debt Service	15,227,578	15,232,463	100.0%	99.5%	100.0%
Capital	36,342,846	21,475,287	59.1%	36.4%	65.4%
<b>Total Expenditures All Funds</b>	<b>\$ 186,894,609</b>	<b>\$ 125,100,214</b>	<b>66.9%</b>	<b>62.8%</b>	<b>68.8%</b>

Percent Comparison  
Year-To-Date to Total Budget



**Notes:**

1 - Expenditures 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 - Community Service Fund expenditures are elevated due to the increased demand for school age care programming and associated costs to meet demand; revenues are also elevated in proportion.

3 - 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





**Board Meeting Date:** 4/17/2023

**Title:** Investment Summary – March 2023

**Type:** Information

**Presenter(s):** Mert Woodard, Director, Business Services

**Description:** The attached report provides detailed information regarding cash and investments belonging to the District as of March 31, 2023.

**Recommendation:** N/A

**Desired Outcomes from the Board:** This information is provided for the benefit of the Board of Education and its stakeholders.

**Attachments:**

1. Investment Summary – March 2023

2022-23 School Year

# Investment Summary

For the Month Ended March 31, 2023



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	4,186,349	4.66%
MSDLAF+ Max	Money Market	N/A	NOW	351,739	4.79%
PMA/MN Trust	Money Market	N/A	NOW	17,310,457	4.64%
Term Series Flex	MNTRUST – Term Series-Flex (Pref HCC)	3/1/2023	4/3/2023	14,845	4.60%
US Treasuries	US TREASURY N/B, 91282CCD1	5/24/2022	5/31/2023	2,019,998	1.97%
Certificate of Deposit	STATE BANK OF INDIA, 856285XR7	9/29/2021	9/29/2023	243,378	0.25%
Certificate of Deposit	SERVISFIRST BANK, FL	11/18/2022	11/20/2023	238,000	4.76%
Certificate of Deposit	FLAGLER BANK, FL	3/17/2023	3/14/2024	238,350	4.85%
Certificate of Deposit	Royal Business Bank, CA	3/17/2023	3/14/2024	237,600	5.14%
Certificate of Deposit	Pacific National Bank, FL	3/17/2023	3/14/2024	238,150	4.95%
Certificate of Deposit	Pioneer Federal Credit Union, ID	3/17/2023	3/14/2024	238,150	4.94%
Certificate of Deposit	ANECA FCU, LA	3/17/2023	3/14/2024	237,650	5.14%
Certificate of Deposit	Pinnacle Bank, GA	3/17/2023	3/14/2024	238,050	4.97%
Certificate of Deposit	Capital Community Bank, UT	3/17/2023	3/14/2024	238,400	4.84%
Certificate of Deposit	TECHNICOLOR CREDIT UNION, CA	3/17/2023	3/14/2024	237,900	5.02%
Certificate of Deposit	Financial Federal Bank, TN	3/17/2023	3/14/2024	238,600	4.75%
Certificate of Deposit	Preferred Bank, NY	3/17/2023	3/14/2024	237,550	5.22%
Certificate of Deposit	PACIFIC WESTERN BANK, CA	11/18/2022	5/16/2024	232,700	4.61%
Certificate of Deposit	MORGAN STANLEY PVT BANK, 61768ENB5	11/25/2022	5/28/2024	242,217	4.65%
Certificate of Deposit	MORGAN STANLEY BANK NA, 61690UV56	11/25/2022	5/28/2024	242,217	4.65%
Certificate of Deposit	WELLS FARGO BANK NA, 9497633V6	11/28/2022	5/28/2024	247,208	4.65%
Certificate of Deposit	Milledgeville State Bank, IL	3/17/2023	9/12/2024	233,350	4.69%
Certificate of Deposit	Fieldpoint Private Bank & Trust, CT	3/17/2023	9/12/2024	232,650	4.88%
Certificate of Deposit	FIRST NATIONAL BANK, ME	11/18/2022	11/18/2024	226,800	4.56%
Certificate of Deposit	KS STATEBANK / KANSAS STATE BANK OF MANHATTAN, KS	11/18/2022	11/18/2024	226,600	4.58%
Certificate of Deposit	PENTAGON FEDERAL CREDITUNION (183 day and out), VA	11/18/2022	11/19/2024	1,750,000	4.40%
Certificate of Deposit	UBS BANK USA, 90348J7G9	11/23/2022	11/25/2024	247,194	4.66%
Certificate of Deposit	CITY NATL BK - BEV HILLS, 178180GR0	11/23/2022	11/25/2024	242,394	4.71%
Certificate of Deposit	BMW BANK NORTH AMERICA, 05580AT20	11/25/2022	11/25/2024	242,203	4.66%
Certificate of Deposit	DISCOVER BANK, 2546732A3	11/30/2022	12/2/2024	242,206	4.66%
Certificate of Deposit	GREENSTATE CREDIT UNION, IA	11/18/2022	1/27/2025	225,100	4.53%
Certificate of Deposit	FIRST PRYORITY BANK, OK	11/18/2022	1/27/2025	224,400	4.56%

**Total General Operating Funds: \$ 31,802,405**

**2021A Facilities Maintenance Bonds:**

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
PMA/MN Trust	Money Market	N/A	NOW	2,167,816	4.64%
PMA/MN Trust	MNTRUST – Term Series-Flex (PenFed LOC)	3/1/2023	4/3/2023	3,079,864	4.85%

**Total 2021A Facilities Maintenance Bonds: \$ 5,247,680**

**2021B General Obligation School Building Bonds:**

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
PMA/MN Trust	Money Market	N/A	NOW	1,029,384	4.64%
PMA/MN Trust	MNTRUST – Term Series-Flex (PenFed LOC)	3/1/2023	4/3/2023	794,290	4.85%

**Total 2021B General Obligation School Building Bonds: \$ 1,823,674**

**2022A Certificates of Participation:**

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
Money Market	FIRST AM GOVT OB FD CL D	N/A	NOW	2,537,448	4.19%
US Treasury Bills	U S TREASURY BILL 4/20/23	4/21/2022	4/20/2023	997,810	4.58%
US Treasury Bills	U S TREASURY BILL 5/18/23	5/19/2022	5/18/2023	994,150	4.65%
US Treasury Bonds & Notes	U S TREASURY NT 0.250% 6/15/23	6/15/2020	6/15/2023	1,734,565	0.25%
US Treasury Bonds & Notes	U S TREASURY NT 0.125% 7/15/23	7/15/2020	7/15/2023	1,726,970	0.13%
US Treasury Bonds & Notes	U S TREASURY NT 0.125% 8/15/23	8/15/2020	8/15/2023	1,720,058	0.13%
US Treasury Bonds & Notes	U S TREASURY NT 0.125% 9/15/23	9/15/2020	9/15/2023	1,469,535	0.13%
US Treasury Bonds & Notes	U S TREASURY NT 0.125% 10/15/23	10/15/2020	10/15/2023	975,660	0.13%

**Total 2022A Certificates of Participation: \$ 12,156,195**

**Total Portfolio Value: \$ 51,029,955**