

Regular Meeting

Monday, May 15, 2023 7:00 PM

ECC 349 and Virtual, 5701 Normandale Road, Edina, MN 55424

I. Determination of Quorum and Call to Order

II. Approval of Agenda



**School Board Regular Meeting
Monday, May 15, 2023; 7:00 PM
ECC Room 349 and Virtual***

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Excellence in Action**
- IV. **Hearing from Members of the Public**
- V. **Consent Agenda**
 - A. Minutes: *April 17 work session and regular meetings; April 25 work session; May 4 special meeting*
 - B. Personnel Recommendations
 - C. Termination and Non-Renewal of Probationary Teachers and Long-term Substitutes
 - D. Memorandum of Agreement – Administrative Dean between Independent School District No. 273 and Education Minnesota/Edina
 - E. Check Register - April 2023
 - F. Electronic Fund Transfers - April 2023
 - G. Gifts & Bequests - April 2023
 - H. Que Tal Transportation Facilitation Agreement - 2023-2024 School Year
 - I. 2023-2024 Technology Purchases
- VI. **Discussion**
 - A. Programming Update for EVP/SDL/STEAM

Description: Three program updates provided in this report speak to progress on Strategic Initiative A. Advancement of Excellence, Growth and Readiness. The first subpart of this initiative includes the design and delivery of curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth. The second subpart is to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically. The report provides data and background to show how the Edina Virtual Pathway Program, the Dual Spanish Language Program and the elementary STEAM programming are enhancing this strategic initiative across the district.

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Steven Cullison, EVP Coordinator; Karen Bergman, Countryside Principal; and Jody De St Hubert, Director of Teaching and Learning
 - B. 2023-2025 Assessment Plan

Description: In the 7/18/2022 board report, the Assessment Design Team recommended, and the School Board approved, the use of FastBridge as an assessment to support a Multi-Tiered System of Supports (MTSS) in Edina Public Schools (EPS). This tool was implemented as a universal academic screener (in reading and math) for students in Kindergarten to 9th grade. Upon approval (July, 2022) of the 2022-2023 Assessment Plan the Teaching and Learning Department (T&L) was

asked to form a design team to recommend a Talent Development universal screener; statistically compare FastBridge and MAP data collected during the 2022-23 school year, and further explore the 2022 MTSS Assessment Design team's recommendation regarding the use of SAEBRS/MySAEBRS as a universal social-emotional learning (SEL) screening tool.

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Greg Guswiler, Teaching and Learning Data Analyst and Program Coordinator; Mark Carlson, Curriculum Coordinator; and Leigh Ann Feily, Continuous Improvement Specialist/MTSS Coordinator

C. Policy Review (208, 304, 305, 307, 503, 709, 711)

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. 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

Recommendation: The purpose of this report is to recommend the approval of the Secondary Comprehensive Literacy Plan.

B. Talent Development Universal Screener Recommendation: 2023-2025

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 which was previously missing.

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

Recommendation: This report is recommending the approval of adding the CogAT to the Assessment Calendar in 2nd grade as a Talent Development Universal Screener for 2 to 3 elementary buildings in 2023-24 and all elementary buildings in 2024-25.

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

Recommendation: Approve student travel experiences.

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

Recommendation: Accept the revised policies as presented.

VIII. Leadership and Committee Updates

IX. Superintendent Updates

X. Adjournment

XI. Information

A. April Enrollment Mobility Report

B. Governmental Funds Expenditure Report - April 2023

C. Investment Summary - April 2023

* One board member will participate virtually from 5310 North Lake Burkett Lane, Winter Park, Florida 32792

III. Excellence in Action

IV. Hearing from Members of the Public

V. Consent

V.A. Minutes: *April 17 work session and regular meetings; April 25 work session; May 4 special meeting*

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF APRIL 17, 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. Regina Neville
Ms. Janie Shaw

Ms. Julie Greene

PRESIDING OFFICER: Chair Erica Allenburg

5:01 PM - 6:45 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
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

Mark Carlson, Curriculum Coordinator
Greg Guswiler, Teaching and Learning Data Analyst and Program Coordinator

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Erica Allenburg, Chair

Ms. Karen Gabler, Clerk

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
APRIL 17, 2023

5:01 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Neville, Shaw. Staff present: Stanley, Smasal, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Carlson, Guswiler.

DISCUSSION

- A. Marketing Update
- B. 2023-2025 Assessment Plan

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 6:45 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 17, 2023 WORK SESSION

5:01 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Neville, Shaw. Staff present: Stanley, Smasal, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Carlson, Guswiler.

DISCUSSION

Marketing Update: Director Edwards presented information about marketing accomplishments for 2022-2023 and plans for the upcoming school year.

2023-2025 Assessment Plan: Director De St. Hubert and teaching and learning staff presented information about the continuation of FastBridge as an academic screening tool, and the possible addition of CogAT and Panorama.

LEADERSHIP AND COMMITTEE UPDATES

Chair Allenburg gave a brief update on the City/District partnership agreement regarding elections. She also shared that she would attend the May meetings virtually due to travel plans.

SUPERINTENDENT UPDATES

Dr. Stanley shared that there is an upcoming job fair at the high school and interested parties are encouraged to contact the high school if they are hiring for the summer.

ADJOURNMENT

At 6:45 PM, Member Shaw motioned, and Member Birdman seconded to adjourn the meeting. All members voted Aye.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE REGULAR MEETING OF APRIL 17, 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. Regina Neville
Ms. Janie Shaw

Ms. Julie Greene

PRESIDING OFFICER: Chair Erica Allenburg

7:04 PM - 8:44 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
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

Leigh Ann Feily, Student Support Services Continuous Improvement Specialist and MTSS
Coordinator

Debra Richards, Talent Development Coordinator

Bethany Van Osdel, Assistant Director of Teaching and Learning

Jodie Zesbaugh, Municipal Advisor, Elhers, Inc.

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Erica Allenburg, Chair

Ms. Karen Gabler, Clerk

(Official Publication)
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD
DISTRICT 273 EDINA, MINNESOTA APRIL 17, 2023

7:04 PM Chair Allenburg called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Neville, Shaw. Staff present: Stanley, Smasal, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Feily, Richards, Van Osdel; Zesbaugh.

APPROVAL OF AGENDA

EXCELLENCE IN ACTION

HEARING FROM MEMBERS OF THE PUBLIC

CONSENT

- 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

DISCUSSION

- A. Comprehensive Literacy Plan 6-12
- B. Talent Development Universal Screener Recommendation
- C. Student Travel – Japan and France
- D. Policy Review (206, 710, 712)

ACTION

- A. Ratification of Sale – 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
- C. Food Service Management Contract Renewal - 2023-2024
- D. Policy Review (701, 702, 703, 704, 705, 706, 707)

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION

- A. March Enrollment Mobility Report

- B. Governmental Fund Expenditure Report – March 2023
- C. Investment Report - March 2023

ADJOURNMENT

The meeting adjourned at 8:44 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

7:04 PM Chair Allenburg called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Neville, Shaw. Staff present: Stanley, Smasal, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Feily, Richards, Van Osdel; Zesbaugh.

APPROVAL OF AGENDA

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

EXCELLENCE IN ACTION

Staff shared an update on LETRS (Language Essentials for Teachers of Reading and Spelling) training.

HEARING FROM MEMBERS OF THE PUBLIC

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

CONSENT

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

The resolutions were:

- 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
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- 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

DISCUSSION

Comprehensive Literacy Plan 6-12: Director De St. Hubert and Assistant Director Van Osdel presented information about the secondary literacy plan, developed in response to the district's strategic plan to review, develop, and implement a continuous improvement plan for literacy, readiness, and rigor for all.

Talent Development Universal Screener Recommendation: Staff presented about the history of using the CogAT (Cognitive Abilities Test) assessment in the district and the interest in going back to it.

Student Travel – Japan and France: Staff presented information about international student travel opportunities to France and Japan.

Policy Review (206, 710, 712): Policy Committee members presented the following policies for discussion. These policies will move forward for approval at the next regular meeting.

- 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

ACTION

Ratification of Sale – General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2023A: Member Shaw moved and Member Birdman seconded to approve the motion. All members voted Aye.

Approval of Intermediate School District No. 287's Fiscal Year 2025 Long-Term Facilities Maintenance Expenditure Budget: Member Birdman moved and Member Shaw seconded to approve the motion. All members voted Aye.

Food Service Management Contract Renewal - 2023-2024: Member Gabler moved and Member Shaw seconded to approve the motion. All members voted Aye.

Policy Review (701, 702, 703, 704, 705, 706, 707): Member Neville moved and Member Arom seconded to approve the motion. All members voted Aye.

- 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

LEADERSHIP AND COMMITTEE UPDATES

Member Shaw shared that the Legislative Action Committee (LAC) is accepting applications for committee membership. More information is available on the website.

Member Birdman shared about the upcoming June graduation for District 287 students.

SUPERINTENDENT UPDATES

Dr. Stanley spoke about a free eyeglass clinic that was organized by Edina High School students Abid and Zoya Hasan. She read several letters of commendation for staff who demonstrate the district core values and beliefs, specifically compassion, commitment, and inclusion. She also read

letters from people who were on the Spring Break cruise that the band students were on. People from Colorado to Florida have written to share about the fantastic experience they had with the band students.

ADJOURNMENT

At 8:44 PM, Member Shaw moved, and Member Gabler seconded to adjourn the meeting. All members voted Aye.

Draft

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF APRIL 25, 2023

WORK SESSION
5:00 PM

Edina Community Center
ECC 348

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 - 7:49 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent

Dr. Dave Webb, facilitator

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Erica Allenburg, Chair

Ms. Karen Gabler, Clerk

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
APRIL 25, 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; Stanley, Webb.

DISCUSSION

A. Board Liaison Role Discussion

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 7:49 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 25, 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; Stanley, Webb.

DISCUSSION

Board Liaison Role Discussion: Board members discussed expectations for board liaison roles, including prioritizing access and equity for all liaison groups and evaluating effectiveness of liaison work.

ADJOURNMENT

At 7:49 PM, Member Birdman motioned, and Member Arom seconded to adjourn the meeting. All members voted Aye.

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

SPECIAL MEETING
7:30 AM

Edina Community Center
ECC 338

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

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

PRESIDING OFFICER: Chair Erica Allenburg

7:30 - 9:24 AM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Dr. Randy Smasal, Assistant Superintendent
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

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Erica Allenburg, Chair

Ms. Karen Gabler, Clerk

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

7:30 AM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene (virtual), Neville, Shaw. Staff present: Stanley, Smasal, Edwards, Leland, Monsaas-Daly.

APPROVAL OF AGENDA

CLOSED SESSION

- A. Closed session pursuant to Minnesota Statutes section 13D.05, subdivision 3(d), for the board to receive security briefings and reports; to discuss issues related to security systems; and to discuss emergency response procedures. The disclosure of this private security data would pose a danger to public safety and/or compromise security procedures and responses. During this closed session, the Board will be reviewing the safety and security protocols and recommended procedures for working collaboratively with the Edina Police Department related to future safety and security events.

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 9:24 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
MAY 4, 2023 SPECIAL MEETING

7:30 AM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene (virtual), Neville, Shaw. Staff present: Stanley, Smasal, Edwards, Leland, Monsaas-Daly.

Member Neville moved and Member Shaw seconded to close the meeting. All members present voted Aye; Member Greene did not vote. Motion was approved by unanimous vote.

CLOSED SESSION

Closed session pursuant to Minnesota Statutes section 13D.05, subdivision 3(d), for the board to receive security briefings and reports; to discuss issues related to security systems; and to discuss emergency response procedures. The disclosure of this private security data would pose a danger to public safety and/or compromise security procedures and responses. During this closed session, the Board will be reviewing the safety and security protocols and recommended procedures for working collaboratively with the Edina Police Department related to future safety and security events.

Member Shaw motioned and Member Gabler seconded to open the meeting at 9:23 AM. All members present voted Aye, Member Greene did not vote. Motion was approved by unanimous vote.

ADJOURNMENT

At 9:24 AM, Member Neville moved, and Member Shaw seconded to adjourn the meeting. All members present voted Aye, Member Greene did not vote. Motion was approved by unanimous vote.

V.B. Personnel Recommendations



Board Meeting Date: May 15, 2023

TITLE: Personnel Recommendations

TYPE: Consent

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

BACKGROUND: 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.

PRIMARY ISSUE(S) TO CONSIDER:

ATTACHMENTS:

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>
ANDERSON, ELIZABETH	EHS	SPED TEACHER, 1.0 FTE	\$78,842	08/21/2023
BALDWIN, ANDREA	EVP	LICENSED COUNSELOR, 0.5 FTE	\$31,072.50	08/07/2023
BANJOKO, ADEFUNKE	EHS	SOCIAL STUDIES TEACHER, 1.0 FTE	\$48,151	08/21/2023
BECQUER, FRANCES	ECC	DIRECTOR OF ACHIEVEMENT EQUITY AND MULTILINGUAL LEARNER PROGRAMMING	\$141,789	07/03/2023
BOELTER, EDISON	VV	SPED TEACHER, 1.0 FTE	\$57,480	08/21/2023
KILE, JACQUELINE	CN	SPED TEACHER, 1.0 FTE	\$40,672	08/21/2023
KUBASTA, ZACHARY	VV	CHOIR TEACHER, 1.0 FTE	\$46,814	08/21/2023
KWAN, MARIA	EHS	ELA TEACHER, 1.0 FTE	\$48,351	08/21/2023
LUU, TOM	HL	ADMINISTRATIVE DEAN	\$108,03	08/01/2023
MAHAN-DEITTE, JENNIFER	CN	ADMINISTRATIVE DEAN	\$113,263	08/01/2023
NICHOLS, ASHLEE	VV	FACS TEACHER, 0.8 FTE	\$32,537.60	08/21/2023
SELWAN, BERNARD	EHS	MATH TEACHER, 1.0 FTE	\$78,470	08/21/2023
SOUR, LYDIA	EHS	FACS TEACHER, 0.8 FTE	\$45,984	08/21/2023
VAN, LONAL	SV	ADMINISTRATIVE DEAN	\$111,106	08/14/2023
WARD, EVAN	EHS	SOCIAL STUDIES TEACHER, 1.0 FTE	\$48,151	08/21/2023
WELCH, DYLAN	SV	VISUAL ARTS TEACHER, 1.0 FTE	\$52,961	08/21/2023

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
GERBER, CARRIE	SV	MATHEMATICS TEACHER, 1.0 FTE	06/02/2023
HANSON, LISA	EHS	SPECIAL EDUCATION TEACHER, 1.0 FTE	06/02/2023
HARTZELL, ANNA	DW	SPECIAL EDUCATION TEACHER, 1.0 FTE	06/05/2023
HINIKER, NICHOLAS	VV	PROJECT LEAD THE WAY, 1.0 FTE	06/05/2023
HOCHSTETLER, AUSTIN	EHS	SPECIAL EDUCATION FACILITATOR, 1.0 FTE	06/05/2023
KALUZA, ERIC	VV	PHYSICAL EDUCATION TEACHER, 1.0 FTE	06/05/2023
NOSWORTHY, MEGAN	EHS	MATHEMATICS TEACHER, 1.0 FTE	06/05/2023
SANDS, ANNE	CS	SPECIAL EDUCATION TEACHER, 1.0 FTE	06/05/2023

SPOONER, JUSTIN	EHS	FACS TEACHER, 1.0 FTE	06/05/2023
STERLING, ERIKA STOLPESTAD, AMY	CN EHS	SPECIAL EDUCATION TEACHER, 1.0 FTE MULTILINGUAL TEACHER, 0.2 FTE	06/02/2023 05/19/2023
VAUGHAN, CHRISTOPHER	HL	MULTILINGUAL TEACHER, 1.0 FTE	06/05/2023

C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Salary</u>	<u>Date</u>
DUNN, CHRISTOPHER	VV	FROM: IC/DEAN OF STUDENTS TO: ADMINISTRATIVE DEAN	\$109,342	08/01/2023
HAWKINSON, JAMIE	CV	FROM: DEAN OF STUDENTS TO: ADMINISTRATIVE DEAN	\$109,342	08/01/2023
LINDEN, CAROLINE	CS	FROM: DEAN OF STUDENTS TO: ADMINISTRATIVE DEAN	\$111,106	08/01/2023
PETTIS, PATRICIA	SV SV	FROM: IC/DEAN OF STUDENTS TO: PRINCIPAL	\$144,414	07/03/2023
POPE, ROBERT	VV EHS	FROM: AVID TEACHER TO: ADMINISTRATIVE DEAN	\$109,342	08/01/2023
REYNERTSON, JOHN	EHS EHS, HL	FROM: ORCHESTRA, 0.4 FTE TO: ORCHESTRA, 0.6 FTE	\$26,245.80	08/21/2023
SECK, NDEYE	ND	FROM: DEAN OF STUDENTS TO: ADMINISTRATIVE DEAN	\$111,106	08/01/2023
VODA, MAXWELL	CS ALL ELEM	FROM: ORCHESTRA TEACHER, 0.2 FTE TO: ORCHESTRA TEACHER, 1.0 FTE	\$40,672	08/21/2023

D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
BERGSTEN, CESLEY	ND	LICENSED SCHOOL NURSE, 1.0 FTE	05/17/2023 - 06/02/2023
GREENE, KRISTIN	CN	DEAN OF STUDENTS	08/21/2023 - 06/03/2024 CAREER CHANGE LEAVE
PETTIS, PATRICIA	SV	TEACHER, 1.0 FTE	08/21/2023 - 06/03/2024 CAREER CHANGE LEAVE

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

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
BAKER, NADJUA	HL	ELEM EDUC TEACHER 1.0 FTE TO 0.5 FTE	08/21/2023 - 06/03/2024
CARL, CHANDRA	ECSE	SPEECH-LANGUAGE PATH 1.0 FTE TO 0.8 FTE	08/21/2023 - 06/03/2024

MCCLURE, NICOLE	CS	TD TEACHER 1.0 FTE TO 0.9 FTE	08/21/2023 - 06/03/2024
PLASCH, ERIN	CC	TD TEACHER 1.0 FTE TO 0.6 FTE	08/21/2023 - 06/03/2024

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
CORBESIA, JOHN	EHS	HOURLY CUSTODIAN	\$20.25/HOUR	05/01/2023
GRACIA-MOULIER, DAMARIS	DW	PAYROLL SPECIALIST	\$5,349/MONTH	05/22/2023
LYTLE, RACHEL	HL	EA - SPED PARA	\$22.02/HOUR	04/17/2023
PETERSON, MARK	TC	BUS DRIVER	\$23.58/HOUR	05/01/2023

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
ABDI, FARHIYA	HL	EA - SPED PARA	06/01/2023
AUERBACH, ALISON	CS	TEACHER ADMIN ASSISTANT CLASSIFICATION G	06/01/2023
BARON, LUCAS	EHS	EA - SPED PARA	04/28/2023
CRIAG, ARMESHA	CV	EA - SPED PARA	05/09/2023
DUBBE, CATHERINE	EHS	DUE PROCESS SPECIALIST CLASSIFICATION E	06/15/2023
FISCHER, FRANCIS	CV	EA - SPED PARA	06/01/2023
GREV, AVA	CC	EA - SPED PARA	06/01/2023
HOPKINS-HILE, ZOE	CS	EA - SPED PARA	06/01/2023
IMSDAHL, MELISA	CS	EA - SPED PARA	04/25/2023
KOELSCH, CYNTHIA	CV	IA - KINDERGARTEN PARA	06/01/2023
LEE, EUNJU	HL	EA - SPED PARA	06/01/2023
MCGEE, ALBERT	ECC	EQUITY & INCLUSION SPECIALIST	06/02/2023
MOHAMMED, FATHIYA	CV	EA - SPED PARA	06/01/2023
RUNING, GARRETT	SV	IA - CLASSROOM PARA / LIFEGUARD	06/02/2023
THEIS, ROBERT	HL	NIGHT LEAD CUSTODIAN	04/28/2023
VELASCO-GUZMAN, DAVID	CS	EA - SPED PARA	06/01/2023
WALKER, DORIAN	EHS	HOURLY CUSTODIAN	06/02/2023

C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Wage</u>	<u>Date</u>
CHESTLER, NOAH	HL	ADDTL: SUB IA PARA	\$15.04/HOUR	05/09/2023
DOON, SAMSAM	VV	FROM: IA PARA CLASS TO: EA - SPED PARA	\$18.50/HOUR	04/12/2023
KRZYZANOWSKI, CATHERINE HL		FROM: IA - CLASSROOM PARA TO: PRINCIPAL'S ADMIN ASST CLASSIFICATION A	\$24.90/HOUR	04/27/2023
KELLEY, SUSAN	HL	FROM : EA SPED PARA TO : SUB EA SPED PARA	\$18.50/HOUR	03/09/2023

D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
NONE			

COMMUNITY EDUCATION SERVICES STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
MOHAMED, RUKIA	CV	RECREATION LEADER	\$18.77/HOUR	04/10/2023
RUBENSTEIN, ERROL CC		SUMMER REC LEADER	\$22.00/HOUR	06/05/2023

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
BLOCK, SIRI	HL	PROGRAM SUPERVISOR	06/15/2023
GIBSON, JAYLA	CV	LEAD RECREATION LEADER	04/18/2023
MOHAMED, RUKIA	CV	RECREATION LEADER	05/03/2023

C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Wage</u>	<u>Date</u>
GANT, TIFFANY	HL	ADDING SUMMER LEAD REC	\$22.97/HOUR	06/05/2023
JOHNSON, JENNIFER CC		ADDING SUMMER REC LEADER	\$20.32/HOUR	06/05/2023
MEKONNEN, HANA	CC	ADDING SUMMER REC LEADER	\$22.00/HOUR	06/05/2023

SACK, COURTNEY	CC	ADDING SUMMER REC LEADER	\$18.77/HOUR	06/05/2023
SOLSVIG, SARAH	CC	ADDING SUMMER REC LEADER	\$18.77/HOUR	06/05/2023

D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
MILLER, PAUL	CV	COMMUNITY ED PROGRAM SUPERVISOR	7/12/23 - 8/27/23

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



Board Meeting Date: May 15, 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:

Lundell, Marina

WHEREAS, the above named is a probationary teacher 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 contract of the above named, who is a probationary teacher 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 teacher regarding termination and non-renewal of their current contract, 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 May 15, 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 2023-24 school year. Said action of the Board is taken pursuant to Minnesota Statute Section 122A.40, subdivision 5.

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

Yours very truly,

SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT 273

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

Karen Gabler, Clerk of the School Board, ISD 273

V.D. Memorandum of Agreement - Administrative Dean
between Independent School District No. 273 and
Education Minnesota/Edina



Board Meeting Date: 5/15/2023

Title: Memorandum of Agreement – Administrative Dean between Independent School District No. 273 and Education Minnesota/Edina

Type: Consent

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

Background: The School District will transition from a Dean of Students model to an Administrative Dean model beginning with the 2023-2024 school year. Administrative Deans are required by our School District to hold a principal license allowing them to conduct teacher evaluations and supervise teachers. As a result, this new position cannot be a part of the teachers' bargaining unit.

Five of the eight candidates selected for the new Administrative Dean positions are current Edina teachers. As this is a new position, and to ensure that no misunderstandings arise, the School District and Education Minnesota/Edina have proposed the attached Memorandum of Agreement (MOA) to provide these five current Edina teachers with the right to return to a teaching position under most circumstances for the term of three years. This arrangement allows the School District to employ these teachers in this new position while maintaining each teacher's seniority and salary schedule placement within the EM/E should there be a need for them to return to a teaching position.

Recommendation: Approve the attached Memorandum of Agreement – Administrative Dean

Attachment(s): Memorandum of Agreement – Administrative Dean

**MEMORANDUM OF AGREEMENT
ADMINISTRATIVE DEAN**

This Memorandum of Agreement – Administrative Dean (“Agreement”) is entered into by and between Independent School District No. 273, Edina (“District”), the District’s current teachers covered by this Agreement (“Teachers”), and the Education Minnesota/Edina Union (“Union”).

WHEREAS, the Union is the exclusive representative of the teachers employed by the District;

WHEREAS, the District has open 1.0 FTE Administrative Dean positions;

WHEREAS, no license from the State of Minnesota is required for the Administrative Dean position and, as a result, this is an at-will position that is not covered by the continuing contract laws, the teacher collective bargaining agreement, or any other collective bargaining agreement; and

WHEREAS, the District employs several candidates for the Administrative Dean position who are currently working as 1.0 FTE teachers covered under the teacher collective bargaining agreement that would like to be employed by the District in Administrative Dean positions and the District would like to employ Teachers in this capacity; and

WHEREAS, the parties are entering into this MOA to ensure that no misunderstandings arise.

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises contained in this Agreement and other consideration, the sufficiency of which is acknowledged, the parties agree as follows:

1. **Term.** Subject to Section 3 below, this Agreement will be in effect from July 1, 2023 until June 30, 2026. It will automatically expire and terminate on June 30, 2026, unless the parties enter into a new Agreement or mutually agree, in writing, to extend this Agreement.
2. **Leave of Absence from Teaching Position.** For the duration of time that Teachers are assigned to an Administrative Dean position within the term of this Agreement, they will be treated as being on a leave of absence from their 1.0 FTE teaching position with the District.
3. **Description of Assignment.** The District will employ Teachers in an at-will 1.0 FTE Administrative Dean position performing duties as assigned by the District. The

parties understand and agree that the Administrative Dean position is a position for which no license is required by the state. The parties further understand and agree that the Administrative Dean position is not covered by the teacher collective bargaining agreement or any other collective bargaining agreement within the District. The District may terminate Teachers' assignments to an Administrative Dean position at any time, with or without cause. The Administrative Dean position has exempt status under the Fair Labor Standards Act.

4. **Right to Return to a Teaching Position.** During the term of this Agreement, and with notice by February 1, Teachers may return to a teaching position for which they are licensed at the beginning of the subsequent school year. If the District terminates Teachers' assignments to the Administrative Dean position for any reason except misconduct, Teachers will be assigned to a 1.0 FTE teaching position for which they are licensed in the District without any adverse impact on their seniority or placement on the salary schedule in the teacher collective bargaining agreement. If Teachers return to a 1.0 FTE teaching position, the teacher collective bargaining agreement will govern the negotiated terms and conditions of their employment as a teacher. If the District terminates Teachers for the reason of misconduct, then Teachers will not have a right to return to a teaching position in the District.

5. **No Continuing Contract Right to Administrative Dean Position.** The parties agree that the Continuing Contract Law, Minnesota Statutes section 122A.40, does not apply to the Administrative Dean position. By signing this Agreement, Teachers knowingly and voluntarily waives any right they may have to claim or assert that the provisions of the Continuing Contract Law apply in any way to the Administrative Dean position.

6. **Waiver.** Teachers and the Union hereby waive any right they may have, either individually or collectively, to file a grievance, request a hearing, or pursue any other action against the District regarding the terms of this Agreement.

7. **No Precedent or Past Practice.** Nothing in this Agreement shall be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of relating to the collective bargaining agreement between the District and the Union. No party may submit this Agreement in any proceeding as evidence of a precedent or practice.

9. **Choice of Law and Severability.** This Agreement is governed by the laws of the State of Minnesota.

10. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties relating to their employment with the District. No party has relied upon any

statements or promises that are not set forth in this Agreement. No changes to this Agreement are valid unless they are in writing and signed by all parties.

IN WITNESS WHEREOF, the parties have entered into this Agreement on the dates shown below.

TEACHERS

Date: 5/3/2023



Christopher Dunn

Date: 5/3/2023



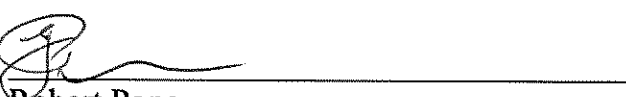
Jamie Hawkinson

Date: 5-4-2023



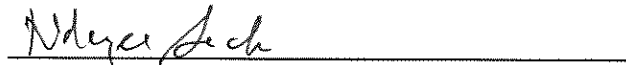
Caroline Linden

Date: 5/1/2023



Robert Pope

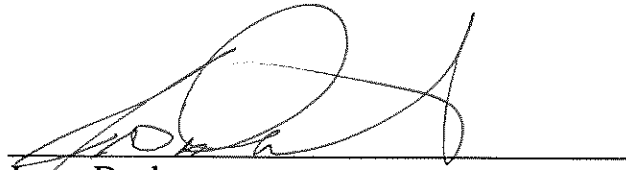
Date: 5/4/2023



Ndeye Seck

UNION

Date: 4/28/2023



Jason Dockter
President

INDEPENDENT SCHOOL DISTRICT NO. 273, EDINA

Date: _____

Erica Allenburg
School Board Chair

Date: _____

Karen Gabler
School Board Clerk

V.E. Check Register - April 2023



Board Meeting Date: 5/15/2023

Title: Check Register – April 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 April 2023:

<u>Fund</u>	<u>Amount</u>
General	\$3,164,244
Food Service	342,447
Community Service	69,168
Building Construction	1,419,509
Debt Service	-
Internal Service	
Total	\$4,995,368

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

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

Attachments:

1. Check Report – April 2023

2022-23 School Year

Check Register

For the Month Ended April 30, 2023



DEFINING EXCELLENCE

Check No.	Vendor	Description	Date	Amount
392182	MN PEIP	CURRENT TEACHERS	04/19/23	751,575.90
392068	NORTHLAND CONCRETE	CS 2023 ADDITION 03	04/12/23	436,753.00
392151	HOGLUND BUS CO INC	2024 IC CE BUSES (3	04/19/23	356,992.70
392120	CHARTWELLS DINING S	MAR23 FOOD SERVICES	04/19/23	339,532.82
392032	JOHN A DALSIN & SON	CS 2023 ADDITION 07	04/12/23	233,950.80
392185	NORMANDALE COMMUNIT	PSEO ND SPRING 22-2	04/19/23	158,985.96
392061	MOLIN CONCRETE PROD	CS 2023 ADDITION 03	04/12/23	120,767.35
392010	ERICKSON ELECTRIC C	CS 2023 ADDITION 26	04/12/23	114,950.00
392066	NEW LOOK CONTRACTIN	CS 2023 ADDITION 31	04/12/23	98,079.48
392196	SAVVAS LEARNING COM	QUOTE # 213426-5	04/19/23	96,345.00
392004	DAKA CORPORATION	CS 2023 ADDITION 05	04/12/23	88,844.95
392291	METRO TRANSPORTATIO	MAR23-SPED TRANSPOR	04/26/23	85,454.72
392126	CORVAL CONSTRUCTORS	EHS MECHANICAL 23-B	04/19/23	85,326.15
392182	MN PEIP	RETIREEES/COBRA	04/19/23	74,222.18
392078	SCHINDLER ELEVATOR	CS 2023 ADDITION 14	04/12/23	71,000.00
391997	CENTURY CONSTRUCTIO	CS 2023 ADDITION 06	04/12/23	60,865.07
392038	KRAUS-ANDERSON CONS	CS ADDITION-SITE SE	04/12/23	51,408.00
391911	CORVAL CONSTRUCTORS	EHS MECHANICAL 23-B	04/05/23	45,476.50
392102	XCEL ENERGY	EHS 02/23/23-03/27/	04/12/23	38,134.49
392037	KINECT ENERGY, INC	EHS - FEB23 SERVICE	04/12/23	37,138.84
392085	ST CLOUD REFRIGERAT	CS 2023 ADDITION 23	04/12/23	34,285.75
392123	CITY OF EDINA - BRA	GHOKEY DEC-FEB23 I	04/19/23	31,479.25
392291	METRO TRANSPORTATIO	MAR23-HHM TRANSPORT	04/26/23	26,873.60
392094	TWIN CITY TRANSPORT	MAR23 SPED TRANSPOR	04/12/23	26,463.34
392262	INTERMEDIATE DISTRI	LEASE LEVY	04/26/23	25,519.09
392037	KINECT ENERGY, INC	SV - FEB23 SERVICES	04/12/23	25,325.16
392262	INTERMEDIATE DISTRI	ITINERANT	04/26/23	22,751.41
391889	A.J. MOORE ELECTRIC	EHS MECHANICAL 26-A	04/05/23	22,396.25
391951	NWEA -- NORTHWEST E	MAP GROWTH K-12	04/05/23	21,528.00
392262	INTERMEDIATE DISTRI	CONTRACTED NSO	04/26/23	20,735.46
391918	DENNIS COMPANIES IN	VV-ASBESTOS ABATEME	04/05/23	20,140.60
391918	DENNIS COMPANIES IN	ECC-ASBESTOS ABATEM	04/05/23	20,140.59
392102	XCEL ENERGY	SV 02/23/23-03/26/2	04/12/23	19,565.50
391900	AVID CENTER	AVID MEMBERSHIPS	04/05/23	19,527.00
392300	NATIONAL INSURANCE	LTD DISTRICT W/H	04/26/23	18,745.12
392123	CITY OF EDINA - BRA	BHOKEY JAN23 ICE	04/19/23	18,222.81
392207	THE COATING CREW	BOILER ROOM FLOOR C	04/19/23	17,348.00
392300	NATIONAL INSURANCE	CURRENT EMP LIFE/AD	04/26/23	16,234.42
392038	KRAUS-ANDERSON CONS	CS ADDITION-CONS MG	04/12/23	16,061.00
392038	KRAUS-ANDERSON CONS	CS-GENERAL CONDITIO	04/12/23	15,737.25
392002	COMMERCIAL DRYWALL	CS 2023 ADDITION 09	04/12/23	15,675.00
392221	WEST METRO LEARNING	MAR23 SERVICE REQ I	04/19/23	15,480.00
392006	DROPLET SOLUTIONS I	ELECTRONIC TIMESHEE	04/12/23	15,000.00
392206	TEACHERS ON CALL, A	EHS - SUBSTITUTES	04/19/23	14,828.80
392102	XCEL ENERGY	ECC 02/23/23-03/27/	04/12/23	13,524.03
391954	PLANSOURCE	SERVICES FOR MAR 23	04/05/23	13,401.12
392037	KINECT ENERGY, INC	ECC - FEB23 SERVICE	04/12/23	13,171.67
392102	XCEL ENERGY	VV 02/23/23-03/26/2	04/12/23	13,104.21
392037	KINECT ENERGY, INC	VV - FEB23 SERVICES	04/12/23	12,908.92
392123	CITY OF EDINA - BRA	BHOKEY FEB23 ICE	04/19/23	12,864.59
392163	KATH FUEL OIL SERVI	UNLEADED	04/19/23	12,260.11
392104	A.J. MOORE ELECTRIC	EHS MECHANICAL 26-A	04/19/23	12,255.00
392123	CITY OF EDINA - BRA	GHOKEY NOV22 ICE	04/19/23	12,216.32
392005	DIGITAL INSURANCE	4TH GTR SERVICES	04/12/23	11,875.00
392139	EDUCATION ASSOCIATE	VOCATIONAL CURRICUL	04/19/23	11,825.00
392261	INTEREUM INC	INTERVENTION SPACE	04/26/23	11,707.79

Check No.	Vendor	Description	Date	Amount
391955	POP UP PARTY RENTAL	AP TESTING FURNITUR	04/05/23	11,597.47
392287	MALLOY MONTAGUE KAR	FINAL BILL-FY22 AUD	04/26/23	11,250.00
392262	INTERMEDIATE DISTRI	CORE FEE	04/26/23	11,018.12
392262	INTERMEDIATE DISTRI	SAFE SCHOOL	04/26/23	10,981.53
392279	KATH FUEL OIL SERVI	UNLEADED	04/26/23	10,869.10
391999	CITY OF EDINA - BRA	3/13-3/31 DOME RENT	04/12/23	10,803.25
392076	SAFEWAY DRIVING SCH	DRIVERS ED FEB	04/12/23	10,800.00
392122	CITY OF EDINA	SV 12/28/22-03/28/2	04/19/23	10,143.59
392320	TEACHERS ON CALL, A	EHS - SUBSTITUTES	04/26/23	10,009.60
392123	CITY OF EDINA - BRA	BHOCKEY NOV22 ICE	04/19/23	9,891.62
391940	KJELLBERG'S CARPET	ECC-VCT INSTALLATIO	04/05/23	9,682.10
392206	TEACHERS ON CALL, A	EHS - SUBSTITUTES	04/19/23	9,529.60
392314	SCHOOL HEALTH CORPO	PER ATTACHED QUOTE	04/26/23	9,351.99
392163	KATH FUEL OIL SERVI	DIESEL	04/19/23	9,336.75
391956	POWERSCHOOL GROUP L	22-23 TALENTED SUBS	04/05/23	8,025.47
392206	TEACHERS ON CALL, A	CV - SUBSTITUTES	04/19/23	8,019.20
391916	DEEP PORTAGE	3/1-3/3 5TH GRD CAM	04/05/23	7,428.00
392206	TEACHERS ON CALL, A	VV - SUBSTITUTES	04/19/23	7,296.00
392206	TEACHERS ON CALL, A	CS - SUBSTITUTES	04/19/23	7,283.20
392320	TEACHERS ON CALL, A	CC - SUBSTITUTES	04/26/23	7,232.00
391892	ADMIRAL COATINGS, I	EHS MECHANICAL 09-K	04/05/23	7,125.00
391927	HENNEPIN COUNTY TRE	190282423001 PROP T	04/05/23	6,978.60
392281	LANGUAGE LINE SERVI	MAR23 INTERPRETING	04/26/23	6,977.20
392206	TEACHERS ON CALL, A	SV - SUBSTITUTES	04/19/23	6,860.80
391968	TEACHERS ON CALL, A	EHS - SUBSTITUTES	04/05/23	6,835.20
391902	BRAUN INTERTEC CORP	CS ADDITION-TEST/IN	04/05/23	6,797.00
392133	EBERT CONSTRUCTION	EHS MECHANICAL 06-A	04/19/23	6,771.98
391991	BOLTON & MENK INC	ECC BLEACHER REPAIR	04/12/23	6,750.00
392206	TEACHERS ON CALL, A	CS - SUBSTITUTES	04/19/23	6,668.80
392037	KINECT ENERGY, INC	CV - FEB23 SERVICES	04/12/23	6,548.74
391968	TEACHERS ON CALL, A	CC - SUBSTITUTES	04/05/23	6,476.80
391901	BEMIDJI STATE UNIVE	SPR23 MATH 1180 CON	04/05/23	6,400.00
392320	TEACHERS ON CALL, A	CV - SUBSTITUTES	04/26/23	6,393.60
392206	TEACHERS ON CALL, A	CC - SUBSTITUTES	04/19/23	6,336.00
392206	TEACHERS ON CALL, A	HL - SUBSTITUTES	04/19/23	6,137.60
392037	KINECT ENERGY, INC	CC - FEB23 SERVICES	04/12/23	5,890.78
392014	FRASER CHILD AND FA	FEB23 CONSULTATION	04/12/23	5,698.00
392206	TEACHERS ON CALL, A	HL - SUBSTITUTES	04/19/23	5,696.00
392037	KINECT ENERGY, INC	CS - FEB23 SERVICES	04/12/23	5,694.49
392037	KINECT ENERGY, INC	HL - FEB23 SERVICES	04/12/23	5,543.63
392102	XCEL ENERGY	CS 02/23/23-03/26/2	04/12/23	5,531.91
392129	DASH SPORTS LLC	NFL FLAG JERSEYS 42	04/19/23	5,515.00
392304	PARTNERED LLC	LEADERSHIP SURVEYS	04/26/23	5,500.00
392102	XCEL ENERGY	CV 02/23/23-03/26/2	04/12/23	5,436.70
392065	NATIONAL TREASURE K	KUNG 128	04/12/23	5,418.00
392204	SUPERSET TILE & STO	EHS MECHANICAL 09-B	04/19/23	5,415.00
392064	NAC MECHANICAL & EL	ECC BOILER REPAIR	04/12/23	5,411.77
392205	TALENT ASSESSMENT I	VOCATIONAL ASSESSME	04/19/23	5,398.92
392102	XCEL ENERGY	CN 02/26/23-03/28/2	04/12/23	5,331.80
392206	TEACHERS ON CALL, A	ND - SUBSTITUTES	04/19/23	5,260.80
392162	K M JESSICA BROWN	11/15 STEAM SESSION	04/19/23	5,250.00
391968	TEACHERS ON CALL, A	CS - SUBSTITUTES	04/05/23	5,222.40
392320	TEACHERS ON CALL, A	CS - SUBSTITUTES	04/26/23	5,203.20
392320	TEACHERS ON CALL, A	ND - SUBSTITUTES	04/26/23	5,120.00
392102	XCEL ENERGY	CC 02/23/23-03/26/2	04/12/23	5,118.79
391968	TEACHERS ON CALL, A	HL - SUBSTITUTES	04/05/23	5,100.80
392037	KINECT ENERGY, INC	CN - FEB23 SERVICES	04/12/23	5,089.86
391942	LEXIA LEARNING SYST	QUOTE: Q-549806-2	04/05/23	5,049.00
392205	TALENT ASSESSMENT I	PAES SCAN APP	04/19/23	5,000.00
392212	TRUDY ARRIAGA	4/4 COHORT 3 TRAINI	04/19/23	5,000.00
392320	TEACHERS ON CALL, A	HL - SUBSTITUTES	04/26/23	4,992.00
392133	EBERT CONSTRUCTION	EHS MECHANICAL 02-A	04/19/23	4,967.17
392320	TEACHERS ON CALL, A	SV - SUBSTITUTES	04/26/23	4,851.20
392320	TEACHERS ON CALL, A	VV - SUBSTITUTES	04/26/23	4,819.20
392262	INTERMEDIATE DISTRI	HTP-GEN ED	04/26/23	4,757.39
392102	XCEL ENERGY	BUS 02/26/23-03/27/	04/12/23	4,681.23
392300	NATIONAL INSURANCE	COBRA/RETIREE	04/26/23	4,627.18

Check No.	Vendor	Description	Date	Amount
392206	TEACHERS ON CALL, A	CV - SUBSTITUTES	04/19/23	4,588.80
392206	TEACHERS ON CALL, A	VV - SUBSTITUTES	04/19/23	4,576.00
392206	TEACHERS ON CALL, A	SV - SUBSTITUTES	04/19/23	4,422.40
392262	INTERMEDIATE DISTRI	LONG TERM FACILITIE	04/26/23	4,339.86
392230	ASTLEFORD INTERNATI	WORKS KIT	04/26/23	4,284.61
391949	NOVA FIRE PROTECTIO	EHS MECHANICAL 21-A	04/05/23	4,275.00
391925	FIDELITY SECURITY L	EMPLOYEE WITHHOLDIN	04/05/23	4,267.60
392102	XCEL ENERGY	HL 02/26/23-03/27/2	04/12/23	4,247.31
392096	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	04/12/23	4,203.00
392206	TEACHERS ON CALL, A	CC - SUBSTITUTES	04/19/23	4,192.00
391980	ADVANCED IMAGING SO	LEASE 05.08 0631790	04/12/23	4,151.77
392206	TEACHERS ON CALL, A	ND - SUBSTITUTES	04/19/23	4,102.40
392058	MN SPORT FACILITIES	5/6 PROM FINAL RENT	04/12/23	3,960.00
391968	TEACHERS ON CALL, A	SV - SUBSTITUTES	04/05/23	3,936.00
392206	TEACHERS ON CALL, A	CN - SUBSTITUTES	04/19/23	3,878.40
391908	CIRCUITWORKS POWER	QUOTE 1955	04/05/23	3,850.00
392203	SUNBELT STAFFING LL	SLP STAFFING-L.H/A.	04/19/23	3,846.50
391909	COMMERCIAL DRYWALL	EHS MECHANICAL 09-A	04/05/23	3,828.50
392102	XCEL ENERGY	ND 02/23/23-03/27/2	04/12/23	3,814.47
392203	SUNBELT STAFFING LL	SLP STAFFING-L.H/A.	04/19/23	3,748.50
392037	KINECT ENERGY, INC	ND - FEB23 SERVICES	04/12/23	3,715.09
392056	MINNESOTA MEMORY IN	100 QTY MEMORY STIC	04/12/23	3,699.00
392052	MIKKONEN MUSIC LLC	MUSIC LESSONS MARCH	04/12/23	3,667.50
V18500	RYAN GALLAGHER	DECA NATIONALS PLAN	04/19/23	3,661.20
392262	INTERMEDIATE DISTRI	ALC-STABILIZATION F	04/26/23	3,660.51
392021	HOUSE OF PRINT	COVERS	04/12/23	3,601.00
392167	LEXIA LEARNING SYST	QUOTE: Q-558247-2	04/19/23	3,600.00
392300	NATIONAL INSURANCE	VOL AD&D EMP W/H	04/26/23	3,589.09
392203	SUNBELT STAFFING LL	SLP STAFFING-L.H/A.	04/19/23	3,528.00
392262	INTERMEDIATE DISTRI	TRANS DISABLED	04/26/23	3,447.97
391968	TEACHERS ON CALL, A	ND - SUBSTITUTES	04/05/23	3,404.80
391995	CARLSON PRINTING CO	ECFE SPRING MAILERS	04/12/23	3,396.00
391890	ACOUSTICS ASSOCIATE	EHS MECHANICAL 09-D	04/05/23	3,325.00
392037	KINECT ENERGY, INC	BUS - FEB23 SERVICE	04/12/23	3,267.96
391968	TEACHERS ON CALL, A	VV - SUBSTITUTES	04/05/23	3,264.00
392198	SCHOOL SERVICE EMPL	UNION DUES W/HOLDIN	04/19/23	3,184.01
392196	SAVVAS LEARNING COM	ESTIMATED SHIPPING/	04/19/23	3,168.00
392122	CITY OF EDINA	ECC 12/28/22-03/28/	04/19/23	3,146.92
392103	4IMPRINT INC	SWARM TOTE BAGS	04/19/23	3,146.83
392203	SUNBELT STAFFING LL	SLP STAFFING-L.H/A.	04/19/23	3,136.00
392203	SUNBELT STAFFING LL	SLP STAFFING-L.H/A.	04/19/23	3,136.00
392203	SUNBELT STAFFING LL	SLP STAFFING-L.H/A.	04/19/23	3,136.00
392116	BENEFIT EXTRAS, INC	HRA ADMIN-APR	04/19/23	3,108.75
392123	CITY OF EDINA - BRA	BHOCKEY NOV22 ICE	04/19/23	3,090.72
V18443	ERICA S GARDNER	MUSICAL SUPPLIES	04/10/23	3,058.11
392170	MATH ADVANTAGE TUT	ACT 305/213	04/19/23	3,050.00
392000	CITY OF EDINA - POL	3/9-3/11 STATE HOCK	04/12/23	3,047.50
392168	LITTLE FALLS MACHIN	PLOW TRIP EDGE	04/19/23	3,037.61
392208	THE READING CENTER	SUMMER INSTITUTE-A.	04/19/23	2,995.00
392208	THE READING CENTER	SUMMER INSTITUTE-M.	04/19/23	2,995.00
392123	CITY OF EDINA - BRA	GHOCKEY NOV22 TOURN	04/19/23	2,985.72
392276	JOSTENS INC	CLASS OF 23 DIPLOMA	04/26/23	2,950.15
391985	AUDIOQUIP INC	MUSICAL AUDIO RENTA	04/12/23	2,880.00
391919	DUNHAM ASSOCIATES I	BUS - PROF SERVICES	04/05/23	2,850.00
391919	DUNHAM ASSOCIATES I	VV - PROF SERVICES	04/05/23	2,850.00
391919	DUNHAM ASSOCIATES I	ECC - PROF SERVICES	04/05/23	2,850.00
392064	NAC MECHANICAL & EL	HEATING SIDE LEAK	04/12/23	2,838.00
392320	TEACHERS ON CALL, A	CN - SUBSTITUTES	04/26/23	2,828.80
392044	LIGHTNING PRINTING	70TH ANNUAL POPS PG	04/12/23	2,818.00
392107	AGL CONSULTING	JAN-DEC22 CONSULTIN	04/19/23	2,800.00
392141	EMPIREHOUSE, INC	HL BREAKOUT DR REPA	04/19/23	2,781.00
392138	EDINBOROUGH PARK	EDINB PK POOL #4334	04/19/23	2,730.00
392186	NORTHERN LIGHTS	PROM DJ SERVICES	04/19/23	2,725.00
392220	WEST 44TH STREET GR	NEWSLETTER/REPORT	04/19/23	2,720.00
391934	JOHN A DAL SIN & SON	ROOF LEAKS DOOR 4&5	04/05/23	2,710.06
392263	ITSAVVY LLC	DEDUCTIBLES-27	04/26/23	2,700.00
391968	TEACHERS ON CALL, A	CV - SUBSTITUTES	04/05/23	2,604.80

Check No.	Vendor	Description	Date	Amount
392219	WENDY ANDERSON	HATHAYOGA 103/105	04/19/23	2,587.20
391965	SHEEHY CONSTRUCTION	EHS CHAIN LINK FENC	04/05/23	2,585.00
391968	TEACHERS ON CALL, A	CN - SUBSTITUTES	04/05/23	2,566.40
392193	RED CEDAR STEEL ERE	EHS MECHANICAL 05-B	04/19/23	2,565.00
392306	PROPIO LANGUAGE SER	MAR23 INTERPRETING	04/26/23	2,562.50
392215	VALLEY WEST SEWING	SEWING MACHINE REPA	04/19/23	2,549.29
392222	WOLD ARCHITECTS & E	SV 2023 CRTYRD RECO	04/19/23	2,545.18
392222	WOLD ARCHITECTS & E	CS ES FURNITURE	04/19/23	2,539.75
392211	TOOLS 4 READING LLC	THE T4R VALUE PACK	04/19/23	2,475.00
392189	POSTMASTER	NEWSLETTER POSTAGE	04/19/23	2,466.87
392074	RIVER BOTTOM PRODUC	REMAINING BALANCE	04/12/23	2,440.00
391905	CESO HR LLC	LEAD CUSTODIAN TRAI	04/05/23	2,437.50
392035	KATHERINE MCGRAW	DANCE102/110-1/126-	04/12/23	2,377.20
392206	TEACHERS ON CALL, A	CN - SUBSTITUTES	04/19/23	2,368.00
392123	CITY OF EDINA - BRA	BHOCKEY MAR23 ICE	04/19/23	2,324.75
392260	INSPEC INC	VV WALL-PROF SERVIC	04/26/23	2,312.50
392009	EDINA WOODCRAFTERS	WOODSHOP JAN	04/12/23	2,174.50
392157	JOAN NIMERFROH	PILATESWIN 103/105	04/19/23	2,152.50
392285	LUMEN TECHNOLOGIES	DO 03/12/23-04/11/2	04/26/23	2,083.47
392099	WHOBODIES LLC	STUDENT COUNCIL MER	04/12/23	2,081.00
392318	SPHERO INC	QUOTE QT011811	04/26/23	2,059.85
392187	NORTHWEST PASSAGE	MAR23 SPED-OOS M.C.	04/19/23	2,023.00
391930	INSPEC INC	ECC 2023 REROOF	04/05/23	2,000.00
391930	INSPEC INC	VV 2023 REROOF	04/05/23	2,000.00
392034	KAETHE BIRKNER	INT BALLETT 105	04/12/23	1,969.50
392272	JOHN A DALSIN & SON	EHS - ROOF REPAIR	04/26/23	1,943.21
392047	MEGAN KOOMAN	GYMNAST 306	04/12/23	1,929.20
391983	ARVIG	APR23 INTERNET FEES	04/12/23	1,911.13
392121	CHRISTINE JOHNSON	APR23 INDIAN CONSUL	04/19/23	1,900.00
392179	MINNESOTA SCHOOL EM	UNION DUES W/HOLDIN	04/19/23	1,893.48
391963	SCHOOL HEALTH CORPO	PER ATTACHED SCHOOL	04/05/23	1,873.86
391994	BSN SPORTS, LLC	BASEBALL EQUIPMENT	04/12/23	1,815.00
391922	EDINA HIGH SCHOOL B	1/2 PMT TOUR ADMIN	04/05/23	1,800.00
392167	LEXIA LEARNING SYST	QUOTE:Q-558244-2	04/19/23	1,800.00
392188	PLANSOURCE	DATA FEEDS FOR MAR	04/19/23	1,750.00
392097	WASTE MANAGEMENT OF	SV - APR23 SERVICES	04/12/23	1,715.77
391987	BAYADA HOME HEALTH	D.S. - SCHOOL NURSE	04/12/23	1,665.00
391979	XCEL ENERGY	SV 02/15/23-03/19/2	04/05/23	1,637.39
391945	MAERTENS-BRENNY CON	EHS MECHANICAL 03-A	04/05/23	1,619.75
391932	ITPROTV	QUOTE 53624	04/05/23	1,614.00
392115	BAYADA HOME HEALTH	D.S. - SCHOOL NURSE	04/19/23	1,608.75
391970	THE BAKKEN MUSEUM	4/25-4/26 FIELD TRI	04/05/23	1,600.00
392280	KATOM RESTAURANT SU	CAMBRO MDC24F192	04/26/23	1,589.40
392206	TEACHERS ON CALL, A	ELC/ECSE - SUBSTITU	04/19/23	1,580.80
392118	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	04/19/23	1,580.00
391990	BLICK ART MATERIALS	ART SUPPLIES	04/12/23	1,542.00
392072	PITNEY BOWES EASYPE	PERMIT POSTAGE	04/12/23	1,511.99
391944	LUMEN TECHNOLOGIES	DO 02/12/23-03/11/2	04/05/23	1,507.84
392097	WASTE MANAGEMENT OF	VV - APR23 SERVICES	04/12/23	1,506.86
392235	CHRISTINE JOHNSON	MARSS FINAL BALANCE	04/26/23	1,500.00
392192	READING & MATH, INC	MATH CORP SITE: J.R	04/19/23	1,500.00
392308	READING & MATH, INC	READING CORP	04/26/23	1,500.00
392176	METRO SALES INC	B/W AND COLOR PRINT	04/19/23	1,492.84
392298	MULTILINGUAL WORD I	INTERPRETER-GEN ED	04/26/23	1,490.25
392175	METRO ELEVATOR INC	ELEVATOR FLOOR REPA	04/19/23	1,488.00
392224	93 HOP LLC	MAR23-BUS SOLAR PRO	04/26/23	1,466.25
392071	OVERDRIVE INC	BOOKS FOR EHS	04/12/23	1,462.40
391934	JOHN A DALSIN & SON	ROOF REPAIR CAFETER	04/05/23	1,454.86
392274	JOHNSON PLASTICS	PINS/WELLNESS	04/26/23	1,453.16
391977	UPPER LAKES FOODS I	KC FOOD HL	04/05/23	1,451.42
392244	DENNIS COMPANIES IN	CC-ASBESTOS ABATEME	04/26/23	1,449.20
392097	WASTE MANAGEMENT OF	ECC - APR23 SERVICE	04/12/23	1,414.41
391891	ADA SPORTS AND RACK	PE EQUIPMENT	04/05/23	1,405.30
392097	WASTE MANAGEMENT OF	EHS - APR23 SERVICE	04/12/23	1,381.17
391893	ADVANCED IMAGING SO	ECC/DO 03/23	04/05/23	1,345.00
392201	SOUTHPAW ENTERPRISE	#550090 - ROCKING B	04/19/23	1,345.00
392322	THE BAKKEN MUSEUM	5/12 FIELD TRIP	04/26/23	1,278.00

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391987	BAYADA HOME HEALTH	E.B. - SCHOOL NURSE	04/12/23	1,251.25
391902	BRAUN INTERTEC CORP	CS STORM SHELTER-PE	04/05/23	1,250.00
391992	BRAUN INTERTEC CORP	CS STORM SHELTER-PE	04/12/23	1,250.00
392116	BENEFIT EXTRAS, INC	HSA ADMIN-APR	04/19/23	1,215.00
391893	ADVANCED IMAGING SO	HIGH SCHOOL 03/23	04/05/23	1,202.69
392155	JENNIFER TESSMER-TU	COSTUME DESIGNS	04/19/23	1,200.00
392167	LEXIA LEARNING SYST	QUOTE: Q-558731-1	04/19/23	1,200.00
392283	LEXIA LEARNING SYST	QUOTE#Q-559428-4	04/26/23	1,200.00
392060	MN UNITED SOCCER CL	CE STUDENT TOURS	04/12/23	1,200.00
392088	VERBATIM SOLUTIONS	TRANSLATION SERVICE	04/12/23	1,200.00
392225	93 SKIP LLC	MAR23-CN SOLAR PROD	04/26/23	1,169.82
392096	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	04/12/23	1,162.55
392262	INTERMEDIATE DISTRI	ALC	04/26/23	1,155.20
392222	WOLD ARCHITECTS & E	CS 2023 LTFM	04/19/23	1,145.55
392097	WASTE MANAGEMENT OF	CC - APR23 SERVICES	04/12/23	1,139.66
391977	UPPER LAKES FOODS I	KIDS CLUB FOOD CS	04/05/23	1,137.88
391963	SCHOOL HEALTH CORPO	PER ATTACHED SCHOOL	04/05/23	1,117.16
391906	CHRISTINE JOHNSON	APR23 INDIAN CONSUL	04/05/23	1,115.00
392177	M-F ATHLETIC	TRACK EQUIPMENT	04/19/23	1,104.00
391996	CATALYST SOURCING S	ONDEMAND/PHOTOGRAPH	04/12/23	1,087.50
392152	HORIZON COMMERCIAL	160GAL LIQUID CHLOR	04/19/23	1,050.80
391998	CESO FINANCE LLC	FEB/MAR23 COACHING	04/12/23	1,050.00
391977	UPPER LAKES FOODS I	KC FOOD HL	04/05/23	1,019.14
391976	UNIVERSITY OF MINNE	CIS - SPRING 2023	04/05/23	1,015.00
392320	TEACHERS ON CALL, A	ELC/ECSE - SUBSTITU	04/26/23	1,011.20
392071	OVERDRIVE INC	BOOKS FOR VV	04/12/23	1,009.98
V18555	JENNIFER J STONE	STATE REGISTRATIONS	04/26/23	1,004.00
392058	MN SPORT FACILITIES	5/6 PROM DAMAGE FEE	04/12/23	1,000.00
392101	WINSOR LEARNING INC	#220-7051 - SONDAY	04/12/23	995.00
392050	METRO ELEVATOR INC	SV-ELEVATOR REPAIR	04/12/23	989.00
392214	UPPER LAKES FOODS I	KC FOOD CN	04/19/23	963.62
392262	INTERMEDIATE DISTRI	CAREER & TECH	04/26/23	954.44
391899	ASTLEFORD INTERNATI	NOX SENSOR	04/05/23	950.60
V18479	MARIT OBERLE	MCTM CONFERENCE FEE	04/12/23	905.77
392214	UPPER LAKES FOODS I	KC FOOD CC	04/19/23	896.07
392122	CITY OF EDINA	ND 12/28/22-03/28/2	04/19/23	887.59
392117	BSN SPORTS, LLC	WELLNESS APPAREL	04/19/23	879.00
391996	CATALYST SOURCING S	ONDEMAND/FACILITY/G	04/12/23	870.00
391996	CATALYST SOURCING S	ONDEMAND/IT SECURIT	04/12/23	870.00
391939	KINECT ENERGY, INC	APR23 ENERGY MGMT F	04/05/23	867.00
392187	NORTHWEST PASSAGE	MAR23 GEN ED-OOS M.	04/19/23	867.00
392251	FLEET PRIDE	ALTERNATOR	04/26/23	848.23
V18528	JASON J CARR	CLASSROOM SUPPLIES	04/26/23	844.96
391964	SCIENCE MUSEUM OF M	2/14 5TH GRD TRIP	04/05/23	840.00
V18437	VALERIE E BURKE	MEDICARE SUPPLEMENT	04/10/23	837.90
392024	ISD 288 -- SOUTHWES	TUITION BILLING - V	04/12/23	836.44
392064	NAC MECHANICAL & EL	COMPUTER RACK TESTI	04/12/23	835.25
392084	ST CATHERINE UNIVER	IW - R.R.G.	04/12/23	832.39
391977	UPPER LAKES FOODS I	KIDS CLUB FOOD CS	04/05/23	830.67
392190	PRAIRIE ELECTRIC CO	LED LIGHT DRIVERS	04/19/23	811.83
392214	UPPER LAKES FOODS I	KC FOOD HL	04/19/23	807.11
391893	ADVANCED IMAGING SO	CREEK VALLEY 03/23	04/05/23	805.92
391931	INTEREUM INC	ECC FURNITURE	04/05/23	805.38
392127	CROSTOWN MECHANICA	EHS VEGGIE COOLER	04/19/23	800.48
V18446	JENNIFER A JOHNSON	CELL PHONE PURCHASE	04/10/23	790.40
392118	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	04/19/23	790.00
391936	JOHNSON CONTROLS FI	FIRE PANEL REPAIR	04/05/23	780.80
391989	BJORN CYCLING LLC	BIKE REPAIR 304	04/12/23	770.00
392083	SPRINGSHARE LLC	EHS 23-24 LIBGUIDES	04/12/23	760.00
392184	MULTILINGUAL WORD I	INTERPRETER-GEN ED	04/19/23	754.50
392214	UPPER LAKES FOODS I	KC FOOD CC	04/19/23	752.41
392013	FLICEK WELDING	PLAYGROUND RAILING	04/12/23	750.00
392057	MN DEBATE TEACHERS	22-23 DEBATE ENTRIE	04/12/23	750.00
391888	1ST AYD CORPORATION	SHOP SUPPLIES	04/05/23	744.99
391913	CUSHMAN MOTOR COMPA	CS - KABOTA PARTS	04/05/23	742.72
392097	WASTE MANAGEMENT OF	CS - APR23 SERVICES	04/12/23	729.15
V18437	VALERIE E BURKE	MEDICARE	04/10/23	729.00

Check No.	Vendor	Description	Date	Amount
392195	SARAH NYGREN	GRD4 INSTRU INTERVI	04/19/23	720.00
392199	SHERYL MOELLER	GRD4 INSTRU INTERVI	04/19/23	720.00
391993	BSI MECHANICAL INC	BOILER BURNER SERVI	04/12/23	707.00
391948	MIDWEST BUS PARTS I	GLASS	04/05/23	706.44
392226	AMAZON CAPITAL SERV	GRADE 5 STUDENT SUP	04/26/23	705.80
391893	ADVANCED IMAGING SO	VALLEY VIEW 03/23	04/05/23	692.51
392324	THREE RIVERS PARK D	5/5 GRD 1 FIELD TRI	04/26/23	690.00
392055	MINNESOTA HISTORICA	2ND GRD FIELD TRIP	04/12/23	688.00
392123	CITY OF EDINA - BRA	GHOKEY JAN23 ICE	04/19/23	683.75
391923	EDUCATORS BENEFIT C	403(B) ADMIN&COMP F	04/05/23	667.29
392140	EKIN LLC	TRACK JACKETS/SINGL	04/19/23	652.00
392019	GREY HOUSE PUBLISHI	BOOKS FOR EHS	04/12/23	645.84
392327	UNIVERSITY LANGUAGE	INTERPRETER-SPED	04/26/23	642.27
392296	MN HIGH SCHOOL QUIZ	QUIZ BOWL REGISTER	04/26/23	640.00
392142	FACTORY MOTOR PARTS	BATTERIES	04/19/23	626.90
391893	ADVANCED IMAGING SO	NORMANDELE 03/23	04/05/23	624.82
392243	DELIGHTEX INC	QUOTE OF2023/03/20/	04/26/23	615.00
391980	ADVANCED IMAGING SO	LEASE 05.08 0631790	04/12/23	612.00
392180	MINNESOTA ZOO	5/5 3RD GRD TRIP	04/19/23	600.00
392196	SAVVAS LEARNING COM	QUOTE # 213426-5	04/19/23	600.00
392211	TOOLS 4 READING LLC	PHONEME/GRAPHEME CA	04/19/23	600.00
392036	KELLE WALSTEAD	PRIVATE MUSIC MAR	04/12/23	591.50
392327	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	04/26/23	590.44
392046	MACKIN EDUCATIONAL	BOOKS FOR EHS	04/12/23	588.33
392214	UPPER LAKES FOODS I	KC FOOD CS	04/19/23	586.93
392059	MN SYNCHRONIZED SWI	STATE SWIM ENTRY FE	04/12/23	582.00
V18487	TROY STEIN	WINTER SPORTS MILEA	04/12/23	576.14
392171	MED COMPASS INC	DW ANNUAL HEAR TEST	04/19/23	575.00
391893	ADVANCED IMAGING SO	CORNELIA 03/23	04/05/23	565.96
391928	HOGLUND BUS CO INC	NOX SENSOR	04/05/23	563.17
392001	CITY OF ST.LOUIS PA	GRD K TRIP #5988	04/12/23	562.50
392097	WASTE MANAGEMENT OF	CV - APR23 SERVICES	04/12/23	560.28
392056	MINNESOTA MEMORY IN	QUOTE 20230308-1019	04/12/23	559.70
392206	TEACHERS ON CALL, A	CORPORATE	04/19/23	550.40
V18482	MATTHEW J PEARSON	MUSICAL SUPPLIES	04/12/23	548.87
391977	UPPER LAKES FOODS I	KIDS CLUB FOOD WISE	04/05/23	531.28
391915	DAVID WEBB -- HOMER	3/13 CABINET TRAINI	04/05/23	525.00
391948	MIDWEST BUS PARTS I	QSTRAINT	04/05/23	516.56
392080	SCHOOL SPECIALTY, L	ART SUPPLIES	04/12/23	514.66
392097	WASTE MANAGEMENT OF	CN - APR23 SERVICES	04/12/23	513.40
391893	ADVANCED IMAGING SO	COUNTRYSIDE 03/23	04/05/23	512.93
392214	UPPER LAKES FOODS I	KC FOOD CV	04/19/23	512.66
392280	KATOM RESTAURANT SU	ESTIMATED SHIPPING/	04/26/23	511.94
391893	ADVANCED IMAGING SO	CONCORD 03/23	04/05/23	510.70
391996	CATALYST SOURCING S	ONDEMAND/TRANS/GPS	04/12/23	507.50
392108	ALLEGRA EDEN PRAIRI	BEAUTY & BEAST POST	04/19/23	505.05
391960	RADAR CONSULTING LL	RECRUTING FEE	04/05/23	500.00
392091	TIMBERNOOK	SUMMER TIMBERNOOK	04/12/23	500.00
392145	FUTURA LANGUAGE PRO	ADULTSPAN SPRING	04/19/23	495.00
392233	CDW GOVERNMENT	QUOTE NHFP223	04/26/23	493.57
392095	ULINE	STORAGE BOXES	04/12/23	491.72
392226	AMAZON CAPITAL SERV	MUSIC SUPPLIES	04/26/23	482.51
392286	MACKIN EDUCATIONAL	BOOKS FOR CONCORD	04/26/23	482.18
V18500	RYAN GALLAGHER	DECA FLIGHT UPGRADE	04/19/23	468.00
392097	WASTE MANAGEMENT OF	HL - APR23 SERVICES	04/12/23	464.70
392100	WILLIAM V MACGILL &	PER ATTACHED WILLIA	04/12/23	461.69
392044	LIGHTNING PRINTING	10TH CONCERT PROGRA	04/12/23	459.65
391942	LEXIA LEARNING SYST	QUOTE: Q-554781-1	04/05/23	458.00
392200	SLEA-SUBURBAN LAW E	5/10 MOA PATROL VIS	04/19/23	455.00
392247	EDINA HISTORICAL SO	4/17 CAHILL SCHOOL	04/26/23	450.00
392054	MINNEGLASS LLC	WINDSHIELD REPAIR	04/12/23	450.00
392218	WAYZATA RESULTS INC	4/11/23 TRACK TIMIN	04/19/23	450.00
392218	WAYZATA RESULTS INC	4/11/23 TRACK TIMIN	04/19/23	450.00
392146	GENERAL PARTS LLC	EHS BAXTER OVEN FAN	04/19/23	445.42
392321	TERMINAL SUPPLY CO	PARTS	04/26/23	435.51
392069	ODP BUSINESS SOLUTI	EOY SUPPLIES/PLACEM	04/12/23	434.64
392201	SOUTHPAW ENTERPRISE	ESTIMATED SHIPPING/	04/19/23	431.85

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391912	CROSTOWN MECHANICA	CS-RANGE SENSOR/COI	04/05/23	429.38
391893	ADVANCED IMAGING SO	SOUTH VIEW 03/23	04/05/23	427.92
392213	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	04/19/23	408.47
391928	HOGLUND BUS CO INC	DECLINED WARRANTY	04/05/23	407.00
392119	CENTURYLINK	SV 04/01/23-04/30/2	04/19/23	404.04
392211	TOOLS 4 READING LLC	CONSONANT CHART & V	04/19/23	400.00
392097	WASTE MANAGEMENT OF	ND - APR23 SERVICES	04/12/23	398.94
392210	THREE RIVERS PARK D	5/26 RICHARDSON TRI	04/19/23	396.00
392249	ESCREEN, INC.	DOT DRUG TESTING	04/26/23	395.00
392101	WINSOR LEARNING INC	#320-7051 - SUNDAY	04/12/23	395.00
392297	MTI DISTRIBUTING IN	DW - TORO 400D	04/26/23	391.17
392089	ATMOSPHERE COMMERC	REPL FURNITURE	04/12/23	390.80
391984	ASTLEFORD INTERNATI	SHOCKS	04/12/23	390.05
392237	CORNWELL- MATTHEW T	DRILL BITS	04/26/23	389.95
391994	BSN SPORTS, LLC	BGOLF COACH DECO	04/12/23	388.22
392135	EDINA BOYS SWIM & D	SECTION WORKERS REI	04/19/23	375.00
392301	OCCUPATIONAL MEDICI	DOT EXAM - D.H.	04/26/23	375.00
392095	ULINE	SCHOOL STORE STORAG	04/12/23	374.04
392015	FUN AND FUNCTION	#MW7404 - CRASH MAT	04/12/23	369.99
392106	ADVANCED IMAGING SO	CV CUSTODIAL - TONE	04/19/23	364.17
V18546	NATHANIEL M LINDLEY	JAN-MAR23 MILEAGE	04/26/23	362.54
392067	NORCOSTCO INC	LAMPS EPAC/SV	04/12/23	361.00
392113	ANDREW JENSEN	GRD4 INSTRU INTERVI	04/19/23	360.00
392158	JONI SUTTON	GRD4 INSTRU INTERVI	04/19/23	360.00
392146	GENERAL PARTS LLC	EHS EQUIP REPAIR PA	04/19/23	355.80
392033	JW PEPPER & SON INC	CHORAL MUSIC	04/12/23	355.47
392223	SPORTS PRO LLC	WELLNESS CTR MAINT	04/26/23	353.25
392116	BENEFIT EXTRAS, INC	FLEX ADMIN-APR	04/19/23	350.00
392240	DARK KNIGHT SOLUTIO	FEES FOR MAR23	04/26/23	350.00
391903	BROOKES PUBLISHING	AQZ FAM ACCESS SUBS	04/05/23	349.95
392248	EDUCATORS BENEFIT C	ACT PARTICIPANT FEE	04/26/23	348.96
V18515	DEBRA K RICHARDS	JAN-MAR23 MILEAGE	04/19/23	348.39
392280	KATOM RESTAURANT SU	CAMBRO 250LCD110 2.	04/26/23	347.76
392033	JW PEPPER & SON INC	CHORAL MUSIC	04/12/23	344.99
391899	ASTLEFORD INTERNATI	ROD ASSEMBLY	04/05/23	342.96
392123	CITY OF EDINA - BRA	GHOKEY FEB23 ICE	04/19/23	341.88
392075	ROBERT B HILL CO	SALT	04/12/23	340.31
392270	JESSEN PRESS INC	CHOIR CONCERT POSTE	04/26/23	340.00
391947	MHS -- MULTI-HEALTH	#ASR027 - ASRS TEAC	04/05/23	337.50
392092	TRANSPORTATION PLUS	FEB23 HHM TRANSPORT	04/12/23	336.00
392148	GRAINGER	DRILL BITS	04/19/23	334.65
391893	ADVANCED IMAGING SO	HIGHLANDS 03/23	04/05/23	330.44
V18498	MARYA DUMKE	FOOD SNACKS/TREATS	04/19/23	329.49
392202	STATE SUPPLY COMPAN	PUMP SEAL REBUILD K	04/19/23	328.13
392143	SHRED-IT USA	NEW BIN	04/19/23	322.00
392255	GRAINGER	PLUMBING FIXTURES	04/26/23	314.31
392298	MULTILINGUAL WORD I	INTERPRETER-GEN ED	04/26/23	313.65
391924	FACTORY MOTOR PARTS	BRAKE PADS	04/05/23	312.66
V18520	ALEXANDRE BAFOIL	EHS FRENCH INTERN P	04/26/23	310.00
V18523	ALEXIA BOBLET	ND FRENCH INTERN PA	04/26/23	310.00
V18551	ALISEA RIFFET	ND FRENCH INTERN PA	04/26/23	310.00
V18548	ANAELLE PETIOT	ND FRENCH INTERN PA	04/26/23	310.00
V18532	ANDREA GALIAN-CARCE	ND FRENCH INTERN PA	04/26/23	310.00
V18545	CAMILLE LINAY	ND FRENCH INTERN PA	04/26/23	310.00
V18553	CAMILLE ROUARD	ND FRENCH INTERN PA	04/26/23	310.00
V18527	CHARLOTTE CABANNES	ND FRENCH INTERN PA	04/26/23	310.00
V18556	CINDY TEYSSIER	ND FRENCH INTERN PA	04/26/23	310.00
V18521	CLEMENTINE BEGIN	ND FRENCH INTERN PA	04/26/23	310.00
V18529	CYRIELLE CHESNAY	ND FRENCH INTERN PA	04/26/23	310.00
V18557	DONKAR TSERANG	ND FRENCH INTERN PA	04/26/23	310.00
V18544	ELISA LESAUVAGE	EHS FRENCH INTERN P	04/26/23	310.00
V18552	ELSA-FLEUR RODRIGUE	VV FRENCH INTERN PA	04/26/23	310.00
V18524	GAETANE BOUILLLOT	ND FRENCH INTERN PA	04/26/23	310.00
V18541	LISA JULES	ND FRENCH INTERN PA	04/26/23	310.00
V18543	MARINE LEMAN	ND FRENCH INTERN PA	04/26/23	310.00
V18531	MELISSA DESTAC	EHS FRENCH INTERN P	04/26/23	310.00
V18525	NOEMIE BROIS-COUZON	ND FRENCH INTERN PA	04/26/23	310.00

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V18522	SALWA BENABOUD	ND FRENCH INTERN PA	04/26/23	310.00
V18549	SARAH PILONI	ND FRENCH INTERN PA	04/26/23	310.00
V18537	SLIMANE IDIR	ND FRENCH INTERN PA	04/26/23	310.00
V18534	THEO GOUY-LINDE	ND FRENCH INTERN PA	04/26/23	310.00
392297	MTI DISTRIBUTING IN	DW - BEARING	04/26/23	303.60
392067	NORCOSTCO INC	LAMPS EPAC	04/12/23	302.40
391894	ADVANCED POWER SERV	GENERATOR SERVICE	04/05/23	300.00
392158	JONI SUTTON	4/14 BAND FESTIVAL	04/19/23	300.00
392172	MELANIE BROOKS DINH	4/14 BAND FESTIVAL	04/19/23	300.00
392098	WESTMARK PRODUCTION	MINDWINTER MMEA	04/12/23	300.00
392042	LANGUAGE DYNAMICS G	STORY CHAMPS 2.0 EN	04/12/23	298.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	297.50
392217	VERTO	INTERPRETING - J.K.	04/19/23	297.50
392230	ASTLEFORD INTERNATI	BOLT	04/26/23	296.52
391950	NSPRA	MEMBERSHIP - D.E.	04/05/23	295.00
392119	CENTURYLINK	VV 03/28/23-04/27/2	04/19/23	290.65
392217	VERTO	INTERPRETING - J.K.	04/19/23	288.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	288.00
392108	ALLEGRA EDEN PRAIRI	GRD 4 WORKBOOKS	04/19/23	283.00
392222	WOLD ARCHITECTS & E	CC 2023 LTFM	04/19/23	281.70
392230	ASTLEFORD INTERNATI	PUMP	04/26/23	278.10
391907	CINTAS	FIRST AID SUPPLIES	04/05/23	275.80
391928	HOGLUND BUS CO INC	SEAT BELT	04/05/23	273.57
392151	HOGLUND BUS CO INC	SHOCK	04/19/23	270.96
392151	HOGLUND BUS CO INC	SHOCK	04/19/23	270.96
392069	ODP BUSINESS SOLUTI	ON LINE ORDER ADMIN	04/12/23	270.54
391896	ALL STRINGS ATTACHE	CELL REPAIR	04/05/23	270.00
392130	DAVID SWENSON	GRD4 INSTRU INTERVI	04/19/23	270.00
392131	DEANN KLUN	GRD4 INSTRU INTERVI	04/19/23	270.00
392088	VERBATIM SOLUTIONS	TRANSLATION SERVICE	04/12/23	270.00
392255	GRAINGER	WHEEL WEIGHT TRUCK	04/26/23	269.80
392086	STATE SUPPLY COMPAN	FAUCET - GOOSENECK	04/12/23	269.09
392119	CENTURYLINK	DO 04/01/23-04/30/2	04/19/23	260.00
392026	JANET UNGS - BUSINE	MAR23 T&L COACHING	04/12/23	260.00
392295	MIRIAM REA	LUNCH ACCT REFUND	04/26/23	256.15
392018	GRAINGER	CONDENSER MOTOR	04/12/23	255.70
391978	WOOD LAKE NATURE CE	3/7 FIELD TRIP	04/05/23	255.00
392252	FOLLETT SCHOOL SOLU	BOOKS FOR SVMS	04/26/23	252.20
392137	EDINA WRESTLING BOO	3/1 & 3/4 STATE SET	04/19/23	250.00
392154	ISD #272 - EDEN PRA	12/28 BSKTBALL TOUR	04/19/23	250.00
392063	MSU-MANKATO	4/1 BOYS TRACK MEET	04/12/23	250.00
392230	ASTLEFORD INTERNATI	WATER PUMP	04/26/23	247.92
391980	ADVANCED IMAGING SO	LEASE 05.08 0631790	04/12/23	246.00
392331	WOOD LAKE NATURE CE	4/18 GRD 1 FIELD TR	04/26/23	245.00
392148	GRAINGER	CORD	04/19/23	240.46
392043	LEXI GRANBERG	PARA APPRECIATE MEA	04/12/23	239.35
V18512	DEBORAH M PEKAREK	CLASSROOM BOOKS	04/19/23	238.64
392119	CENTURYLINK	EHS 03/28/23-04/27/	04/19/23	232.52
392008	ECKROTH MUSIC	VANDOREN/RICO REEDS	04/12/23	232.34
392294	MINNEAPOLIS OXYGEN	ACETYLENE, OXYGEN	04/26/23	231.52
392119	CENTURYLINK	ECC 04/01/23-04/30/	04/19/23	230.88
392119	CENTURYLINK	CC 04/01/23-04/30/2	04/19/23	230.88
391961	RUSSELL SECURITY RE	DOOR AND LOCK REPAI	04/05/23	230.00
392090	THE ROTARY CLUB OF	1ST QTR DUES - L.S.	04/12/23	230.00
391996	CATALYST SOURCING S	SUPP TRACK MON SUBS	04/12/23	229.99
392280	KATOM RESTAURANT SU	CAMBRO MDC24R WIRE	04/26/23	227.90
392211	TOOLS 4 READING LLC	KID LIPS™ PICTURE C	04/19/23	225.00
392331	WOOD LAKE NATURE CE	4/20 GRD 1 FIELD TR	04/26/23	225.00
391968	TEACHERS ON CALL, A	ELC/ECSE - SUBSTITU	04/05/23	224.00
391967	SPS COMPANIES INC	HAND WASHING SENSOR	04/05/23	223.90
391899	ASTLEFORD INTERNATI	SEAT BELT	04/05/23	221.53
392105	ACME TOOLS PLYMOUTH	BATTERY GREASE GUN	04/19/23	220.96
392194	SAM'S CLUB/SYNCHRON	FACS FOOD SUPPLY	04/19/23	219.80
392020	GROTH MUSIC COMPANY	MELLOPHONE MAINT	04/12/23	218.00
392090	THE ROTARY CLUB OF	4TH QTR DUES - R.S.	04/12/23	218.00
392090	THE ROTARY CLUB OF	4TH QTR DUES - L.S.	04/12/23	218.00
392090	THE ROTARY CLUB OF	3RD QTR DUES - L.S.	04/12/23	218.00

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392090	THE ROTARY CLUB OF	2ND QTR DUES - L.S.	04/12/23	218.00
392023	INSTRUMENTALIST AWA	BAND AWARDS	04/12/23	216.00
391910	CONTINENTAL CLAY	LO FIRE WHITE CLAY	04/05/23	215.05
V18442	MATTHEW E GABRIELSO	CLASSROOM BOOKS	04/10/23	214.46
392109	ALLIANCE PARTS & TR	PIPE	04/19/23	213.73
392209	THEA MUNSON	DEBATE: NSDA QUALIF	04/19/23	210.00
392169	MAC TOOLS DISTRIBUT	INSTALLER	04/19/23	209.96
V18455	LYNNEA K WEST	CLASSROOM SUPPLIES	04/10/23	209.87
392150	GROTH MUSIC COMPANY	RHYTHMIX SHACKER EG	04/19/23	207.63
392031	JH LARSON COMPANY	BALLAST	04/12/23	206.41
V18506	CARMINE LEVOIR	5TH GRD COOKIES ETC	04/19/23	205.80
392037	KINECT ENERGY, INC	ECC - FEB23 SERVICE	04/12/23	202.22
392153	HOUSE OF NOTE	CELLO REPAIR	04/19/23	200.00
392211	TOOLS 4 READING LLC	PHONEME/GRAPHEME WA	04/19/23	200.00
391936	JOHNSON CONTROLS FI	PANEL SURGE PROTECT	04/05/23	199.70
392118	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	04/19/23	197.50
V18506	CARMINE LEVOIR	GENERAL SUPPLIES	04/19/23	196.93
391963	SCHOOL HEALTH CORPO	PER ATTACHED SCHOOL	04/05/23	196.80
392073	PRAIRIE ELECTRIC CO	ELECTRICAL REPAIR	04/12/23	196.30
V18546	NATHANIEL M LINDLEY	JAN-MAR23 CELL PHON	04/26/23	195.00
392097	WASTE MANAGEMENT OF	BUS - APR23 SERVICE	04/12/23	193.96
392027	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	04/12/23	193.90
391975	TRI-STATE BOBCAT IN	DW - OIL/FILTER	04/05/23	193.17
V18471	ELIZABETH K HOUTZ	LAB SUPPLIES	04/12/23	192.17
392246	ECKROTH MUSIC	SAXOPHONE REEDS	04/26/23	191.53
391899	ASTLEFORD INTERNATI	STEERING DRAG LINK	04/05/23	189.06
392292	M-F ATHLETIC	SHOT PUTS/CARRIER	04/26/23	186.95
392149	GREATAMERICA FINANC	POSTAGE MTR-APR23 D	04/19/23	184.95
392144	FORKLIFTS OF MINNES	CUSHMAN MAINTENANCE	04/19/23	184.84
392148	GRAINER	CORD	04/19/23	184.41
392150	GROTH MUSIC COMPANY	BARI/BASS SAX REPAI	04/19/23	183.00
391910	CONTINENTAL CLAY	LO FIRE RED CLAY 35	04/05/23	181.62
391941	KRISTY TAYLOR	CAMP SNACKS REIMB	04/05/23	181.37
392016	GENERAL PARTS LLC	CN PRESSURE VALVE	04/12/23	181.33
391994	BSN SPORTS, LLC	CHAMPIONSHIP HATS	04/12/23	180.00
392118	BUSINESS ESSENTIALS	GREEN 8 1/2 X 11	04/19/23	180.00
392096	UNIVERSITY LANGUAGE	INTERPRETER-SPED	04/12/23	180.00
392096	UNIVERSITY LANGUAGE	INTERPRETER-SPED	04/12/23	180.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	180.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	180.00
392119	CENTURYLINK	CN 04/01/23-04/30/2	04/19/23	173.16
392119	CENTURYLINK	CS 04/01/23-04/30/2	04/19/23	173.16
392119	CENTURYLINK	HL 04/01/23-04/30/2	04/19/23	173.16
392234	CENTURYLINK	CV 04/10/23-05/09/2	04/26/23	173.16
392302	ODP BUSINESS SOLUTI	OFFICE SUPPLIES	04/26/23	172.80
392267	JERRY'S FOODS EDINA	OFFICE SNACKS, ETC	04/26/23	171.35
392217	VERTO	INTERPRETING - J.K.	04/19/23	170.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	170.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	170.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	170.00
392217	VERTO	INTERPRETING - PARE	04/19/23	170.00
392134	ECM PUBLISHERS INC	FEB 13 REG	04/19/23	166.40
392307	PYRAMID EDUCATIONAL	SKU: LCB-BL - BLUE	04/26/23	164.00
392062	MONICA MOHN	2LEFT FEET 313	04/12/23	163.80
392217	VERTO	INTERPRETING - J.K.	04/19/23	163.50
392225	93 SKIP LLC	MAR23-BUS SOLAR PRO	04/26/23	162.40
391897	ALLEGRA EDEN PRAIRI	PHOTO BOARDS	04/05/23	162.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	160.25
392217	VERTO	INTERPRETING - J.K.	04/19/23	160.25
392149	GREATAMERICA FINANC	POSTAGE MTR-MAY23 S	04/19/23	159.95
392149	GREATAMERICA FINANC	POSTAGE MTR-MAY23 E	04/19/23	159.00
391967	SPS COMPANIES INC	RM 111 PLUMBING FIX	04/05/23	158.11
V18533	ERICA S GARDNER	MUSICAL SUPPLIES	04/26/23	156.79
392288	MARK GERMAIN	BHOCKEY: WAYZATA	04/26/23	156.00
391981	ALLEGRA EDINA	POPS 2023 POSTERS	04/12/23	155.96
V18499	TAMARA K FORBY	JAN-MAR23 CELL PHON	04/19/23	155.23
V18501	ERICA S GARDNER	MUSICAL SUPPLIES	04/19/23	155.17

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392328	VERIFIED CREDENTIAL	FEB23 BKGD SCREENIN	04/26/23	155.12
V18492	MARTIN PERRIN	ND FRENCH INTERN PA	04/13/23	155.00
392161	JW PEPPER & SON INC	BAND MUSIC	04/19/23	152.99
392314	SCHOOL HEALTH CORPO	PER ATTACHED QUOTE	04/26/23	152.19
392284	LITTLE FALLS MACHIN	RETURN SPRING	04/26/23	151.29
V18481	ALYSSA C MEANS	CLASSROOM SUPPLIES	04/12/23	150.95
392217	VERTO	INTERPRETING - J.K.	04/19/23	150.50
391915	DAVID WEBB -- HOMER	AML COACHING	04/05/23	150.00
391935	JOHN W MCKONE -- BE	PIANO TUNING	04/05/23	150.00
392161	JW PEPPER & SON INC	BAND MUSIC	04/19/23	150.00
392223	SPORTS PRO LLC	WELLNESS CTR MAINT	04/26/23	150.00
392319	STEVE GERBER	CANCELLED GAME	04/26/23	150.00
392324	THREE RIVERS PARK D	5/18 PARK FIELD TRI	04/26/23	150.00
392211	TOOLS 4 READING LLC	PHONEME/GRAPHEME MI	04/19/23	150.00
391903	BROOKES PUBLISHING	ASQ PRO ANNUAL SUBS	04/05/23	149.95
392149	GREATAMERICA FINANC	POSTAGE MTR-APR23 E	04/19/23	149.95
V18512	DEBORAH M PEKAREK	CLASSROOM SUPPLIES	04/19/23	147.62
392230	ASTLEFORD INTERNATI	BUSHING	04/26/23	146.49
392020	GROTH MUSIC COMPANY	BARITONE MAINT	04/12/23	146.00
392253	GENERAL PARTS LLC	REPL CASTERS FOR OV	04/26/23	145.92
392070	OPENTEXT INC	FEES FOR MAR23	04/12/23	145.50
392255	GRAINGER	CORDLESS DRILL	04/26/23	144.61
392217	VERTO	INTERPRETING - J.K.	04/19/23	144.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	144.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	144.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	144.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	144.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	144.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	144.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	144.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	144.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	144.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	144.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	144.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	144.00
392217	VERTO	INTERPRETING - J.K.	04/19/23	144.00
392311	SAGE PUBLICATIONS I	ISBN: 9781071827925	04/26/23	143.80
392265	JEFFREY BOUMAN	GLAX: LAKEVILLE N	04/26/23	143.00
392277	JULIE CARLSON	GLAX: LAKEVILLE N	04/26/23	143.00
392289	MATTHEW ANDERSON	GLAX: BLOOM-JEFF	04/26/23	143.00
392323	THOMAS GOTHMANN	GLAX: BLOOM-JEFF	04/26/23	143.00
392161	JW PEPPER & SON INC	BAND MUSIC	04/19/23	142.99
391971	TITAN MACHINERY - S	SNOW PLOW PARTS	04/05/23	142.80
392280	KATOM RESTAURANT SU	CAMBRO 500LCD110 5	04/26/23	142.59
392077	SARAH MOE	GHOCCY: BUFFALO	04/12/23	141.00
391928	HOGLUND BUS CO INC	LINKAGE	04/05/23	140.73
391924	FACTORY MOTOR PARTS	HYDRAULIC FLUID	04/05/23	140.40
392041	LANGUAGE CIRCLE ENT	SKU: 18FYTSSVIDSUB	04/12/23	140.00
392041	LANGUAGE CIRCLE ENT	SKU: 18FYTPW - 2018	04/12/23	140.00
392305	POPP BINDING & LAMI	25 X 500 1.5 MIL GE	04/26/23	139.84
392101	WINSOR LEARNING INC	ESTIMATED SHIPPING/	04/12/23	139.00
392280	KATOM RESTAURANT SU	CAMBRO 3253CL 110	04/26/23	137.03
391969	TERMINAL SUPPLY CO	AIR FILTER	04/05/23	135.91
392118	BUSINESS ESSENTIALS	PINK 8 1/2 X 11	04/19/23	135.00
V18473	CHERI JOHNSON	BOYS HOCKEY MILEAGE	04/12/23	134.80
V18536	RACHEL M HICKS	MAR-APR23 CELL PHON	04/26/23	130.00
V18547	SIERRA JADE OVERTON	FEB-MAR23 CELL PHON	04/26/23	130.00
V18441	TIMOTHY J FAKLIS	JAN-FEB23 CELL PHON	04/10/23	130.00
391978	WOOD LAKE NATURE CE	3/6 FIELD TRIP	04/05/23	130.00
392299	NAQT	OMNIBUS LIST COLLEC	04/26/23	129.00
391921	ECM PUBLISHERS INC	FACILITIES MAINT BO	04/05/23	128.80
392329	WASTE MANAGEMENT OF	SV - APR23 SERVICES	04/26/23	128.04
392150	GROTH MUSIC COMPANY	ROMA	04/19/23	128.00
V18489	MARK WALLACE	STRATEGY GRP TABLE	04/12/23	126.50
392018	GRAINGER	WOODSHOP - DRUM	04/12/23	125.98
392230	ASTLEFORD INTERNATI	BOLTS	04/26/23	122.88
V18503	JENNIFER HEYER	CLASSROOM SUPPLIES	04/19/23	121.86
391910	CONTINENTAL CLAY	ESTIMATED SHIPPING/	04/05/23	121.50

Check No.	Vendor	Description	Date	Amount
391988	BJOREM SPEECH PUBLI	BJOREM SPEECH SOUND	04/12/23	120.00
392007	EAGAN HIGH SCHOOL F	3/8 SPEECH TOURNEY	04/12/23	120.00
392082	SPEECH CORNER LLC	#SC-222 - BIG DECK	04/12/23	116.99
392250	FACTORY MOTOR PARTS	FILTERS	04/26/23	116.82
392230	ASTLEFORD INTERNATI	LINKAGE	04/26/23	116.08
392124	COLE PAPERS INC	ITEM # HSP073 HOSPE	04/19/23	113.25
392022	INNOVATIVE OFFICE S	OFFICE SUPPLIES	04/12/23	112.00
392248	EDUCATORS BENEFIT C	ACT BASE FEE	04/26/23	110.36
391974	T-MOBILE	ECC MAINT - FEB23	04/05/23	110.12
V18480	JAMES SCOTT PARSONS	DOT PHYSICAL EXAM	04/12/23	110.00
V18453	SERENITY SEBESTA	FEB-MAR23 CELL PHON	04/10/23	110.00
392290	MENARDS - GOLDEN VA	CARPET SPOTTER	04/26/23	109.85
392040	LAKESHORE LEARNING	#LA374 - BLENDS & D	04/12/23	109.00
391962	SCHMITT MUSIC COMPA	BARITONE SAX REPAIR	04/05/23	109.00
V18458	DANA B ZETTERLUND	K SCIENCE SUPPLIES	04/10/23	108.93
392011	FACTORY MOTOR PARTS	WIPER BLADES	04/12/23	108.20
392161	JW PEPPER & SON INC	BAND MUSIC	04/19/23	107.99
391975	TRI-STATE BOBCAT IN	ECC - CUT EDGE	04/05/23	106.53
391975	TRI-STATE BOBCAT IN	SV - CUT EDGE	04/05/23	106.53
392144	FORKLIFTS OF MINNES	FORK LIFT MAINTENAN	04/19/23	106.47
392148	GRAINGER	BOLTS	04/19/23	105.91
V18558	NORMAN F VANDERLIND	FEB-MAR23 CELL PHON	04/26/23	105.38
392150	GROTH MUSIC COMPANY	FRENCH HORN REPAIR	04/19/23	103.00
392148	GRAINGER	CABLE TIE	04/19/23	102.51
392206	TEACHERS ON CALL, A	ELC/ECSE - SUBSTITU	04/19/23	102.40
V18493	SARAH CATHERINE BAL	MATH/LITERACY ITEMS	04/19/23	102.31
V18478	BROOKE MOEHRLE	JAN-FEB23 CELL PHON	04/12/23	101.42
392148	GRAINGER	CUT OFF WHEEL	04/19/23	101.10
391926	GENERAL PARTS LLC	CC- - COOLER GASKET	04/05/23	100.76
392148	GRAINGER	FILTER	04/19/23	100.40
392150	GROTH MUSIC COMPANY	BAND MUSIC	04/19/23	100.00
392313	SCHMITT MUSIC COMPA	TUBA REPAIR	04/26/23	100.00
V18511	KYLEE L MUEHLBERG	CLASSROOM SUPPLIES	04/19/23	99.96
392087	SUPER DUPER PUBLICA	#PE9735 - MOVING AC	04/12/23	99.95
392087	SUPER DUPER PUBLICA	#GB349 - GRAMMAR GU	04/12/23	99.90
V18477	JULIE K MICKSCHL	CART MATERIALS	04/12/23	99.73
392008	ECKROTH MUSIC	VANDOREN REEDS	04/12/23	99.52
392040	LAKESHORE LEARNING	#DD190X - NUTS ABOU	04/12/23	99.50
391914	DAVANNI'S	CORE WELLNESS LUNCH	04/05/23	99.25
V18538	CASEY A JERGENS	CLASSROOM SUPPLIES	04/26/23	98.02
392176	METRO SALES INC	APR23 ATHL COPIER	04/19/23	98.00
391982	AMAZON CAPITAL SERV	CUSTOM SELF-INKING	04/12/23	97.86
V18486	JUSTIN PHILIP SPOON	CLASSROOM SUPPLIES	04/12/23	95.62
392144	FORKLIFTS OF MINNES	P JACK MAINTENANCE	04/19/23	94.47
392197	SCHMITT MUSIC COMPA	BASSOON REPAIR	04/19/23	92.00
V18501	ERICA S GARDNER	MUSICAL SUPPLIES	04/19/23	90.95
392027	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	04/12/23	90.53
392118	BUSINESS ESSENTIALS	BLUE 8 1/2 X 11	04/19/23	90.00
V18469	DYLAN T HACKBARTH	YOUTH SUMMIT ENTRIE	04/12/23	90.00
V18513	KRISTA S PHILLIPS	FEB-APR23 CELL PHON	04/19/23	90.00
392178	MICHAEL ANDERSON	GRD4 INSTRU INTERVI	04/19/23	90.00
391952	OCCUPATIONAL MEDICI	DOT - EXAM - P.J.	04/05/23	90.00
392301	OCCUPATIONAL MEDICI	DOT EXAM - T.H.	04/26/23	90.00
392301	OCCUPATIONAL MEDICI	DOT EXAM - W.P.	04/26/23	90.00
392301	OCCUPATIONAL MEDICI	DOT EXAM - D.T.	04/26/23	90.00
392301	OCCUPATIONAL MEDICI	DOT EXAM - D.O.	04/26/23	90.00
392301	OCCUPATIONAL MEDICI	DOT EXAM - M.L.	04/26/23	90.00
392197	SCHMITT MUSIC COMPA	TROMBONE MOUTHPIECE	04/19/23	90.00
392197	SCHMITT MUSIC COMPA	FRENCH HORN REPAIR	04/19/23	90.00
V18504	STACI N HOUSE	JAN-MAR23 CELL PHON	04/19/23	90.00
V18438	STEVEN CURTIS CULLI	JAN-MAR23 CELL PHON	04/10/23	90.00
392040	LAKESHORE LEARNING	#GG365X - TOUCH & R	04/12/23	89.50
392069	ODP BUSINESS SOLUTI	POST ITS AND TAPE	04/12/23	89.22
391948	MIDWEST BUS PARTS I	GLASS	04/05/23	87.70
392027	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	04/12/23	87.03
392173	MENARDS - EDEN PRAI	VULKEM	04/19/23	86.73
391975	TRI-STATE BOBCAT IN	EHS - OIL/FILTER	04/05/23	86.64

Check No.	Vendor	Description	Date	Amount
392161	JW PEPPER & SON INC	CHORAL MUSIC	04/19/23	86.00
392161	JW PEPPER & SON INC	BAND MUSIC	04/19/23	85.99
V18478	BROOKE MOEHRLE	JAN-MAR23 MILEAGE	04/12/23	85.44
V18457	MERT T WOODARD	CGFM RENEWAL	04/10/23	85.00
392228	ANNA KONIETZKO	GLAX: LAKEVILLE N	04/26/23	84.00
392312	SAMUEL THAYER	GLAX: BLOOM-JEFF	04/26/23	84.00
392134	ECM PUBLISHERS INC	FEB 28 WS	04/19/23	83.20
392229	ANTHONY SCHREPFER	BASEBALL: E PRAIRIE	04/26/23	83.00
392238	DANIEL KVITRUD	BASEBALL: E PRAIRIE	04/26/23	83.00
392238	DANIEL KVITRUD	BASEBALL: DULUTH EA	04/26/23	83.00
392264	JAMES DAHLMAN	BASEBALL: DULUTH EA	04/26/23	83.00
392273	JOHN WESTRUM	BASEBALL: BLOOM-JEF	04/26/23	83.00
392275	JOSEPH IHRKE	BASEBALL: BLOOM-JEF	04/26/23	83.00
392325	TIM LITFIN	BASEBALL: DULUTH EA	04/26/23	83.00
V18451	GREGORY J PAFKO	JAN-FEB23 CELL PHON	04/10/23	82.01
392307	PYRAMID EDUCATIONAL	SKU: LCB-R - RED LA	04/26/23	82.00
392307	PYRAMID EDUCATIONAL	SKU: LCB-G - GREEN	04/26/23	82.00
392307	PYRAMID EDUCATIONAL	SKU: LCB-P - PURPLE	04/26/23	82.00
392307	PYRAMID EDUCATIONAL	SKU: LCB-BK - BLACK	04/26/23	82.00
392049	MENARDS - RICHFIELD	VARIOUS SUPPLIES	04/12/23	81.15
392326	T-MOBILE	ECC MAINT - APR23	04/26/23	80.76
392119	CENTURYLINK	DO 04/01/23-04/30/2	04/19/23	80.52
V18491	KENDA J ZELLNER-SMI	JAN-FEB23 MILEAGE	04/12/23	80.43
391974	T-MOBILE	ECC MAINT - MAR23	04/05/23	80.02
392161	JW PEPPER & SON INC	BAND MUSIC	04/19/23	80.00
392161	JW PEPPER & SON INC	CHORAL MUSIC	04/19/23	79.73
392114	ASTLEFORD INTERNATI	CLEVIS	04/19/23	79.64
392128	CULLIGAN BOTTLED WA	ATHL OFFICE WATER	04/19/23	77.39
392124	COLE PAPERS INC	ITEM # CRZ060 GEORG	04/19/23	77.11
392148	GRAINGER	MIG	04/19/23	77.07
392030	JERRY'S PRINTING	PHOTO BOARDS	04/12/23	77.00
392134	ECM PUBLISHERS INC	FEB 13 WS	04/19/23	76.80
391937	JW PEPPER & SON INC	CHORAL MUSIC	04/05/23	76.50
392227	ANN RUSHFELDT	SYNCHR: E PRAIRIE	04/26/23	75.00
391990	BLICK ART MATERIALS	ART SUPPLIES	04/12/23	75.00
392231	BROOKE EWERT	SYNCHR: HOPKINS	04/26/23	75.00
392236	CLIFF CHARPENTIER	SOFTBALL: E PRAIRIE	04/26/23	75.00
392239	DANIELLE SHUPE	SYNCHR: E PRAIRIE	04/26/23	75.00
392239	DANIELLE SHUPE	SYNCHR: HOPKINS	04/26/23	75.00
392271	JESSICA GUST	SYNCHR: HOPKINS	04/26/23	75.00
392278	KAREN ELSER	SYNCHR: E PRAIRIE	04/26/23	75.00
392282	LAURA JOHNSON	SYNCHR: HOPKINS	04/26/23	75.00
392293	MICHAEL YAGER	SOFTBALL: MAHTOMEDI	04/26/23	75.00
392309	REYNE KURPIERS	SYNCHR: E PRAIRIE	04/26/23	75.00
392310	ROGER CHEYNE	SOFTBALL: MAHTOMEDI	04/26/23	75.00
392316	SCOTT LUHMAN	SOFTBALL: E PRAIRIE	04/26/23	75.00
392317	SCOTT SCHIMETZ	SOFTBALL: MAHTOMEDI	04/26/23	75.00
V18485	LINNEA SHAW	CLASSROOM BOOKS	04/12/23	74.96
392033	JW PEPPER & SON INC	CHORAL MUSIC	04/12/23	74.24
391962	SCHMITT MUSIC COMPA	CLARINET REPAIR	04/05/23	74.00
392257	HOGLUND BUS CO INC	SLEEVE	04/26/23	72.36
392029	JERRY'S HARDWARE	MUSICAL SET SUPPLIE	04/12/23	72.20
391975	TRI-STATE BOBCAT IN	EHS - CORNER EDGE	04/05/23	71.99
391975	TRI-STATE BOBCAT IN	DW - CORNER EDGE	04/05/23	71.99
391975	TRI-STATE BOBCAT IN	ECC - CORNER EDGE	04/05/23	71.99
391975	TRI-STATE BOBCAT IN	VV - CORNER EDGE	04/05/23	71.99
391975	TRI-STATE BOBCAT IN	SV - CORNER EDGE	04/05/23	71.98
392326	T-MOBILE	ECSE - APR23	04/26/23	71.80
V18507	DERRICK J LIDSTONE	FEB-MAR23 MILEAGE	04/19/23	71.53
V18494	PETER M BLACKWELL	MAR-APR23 CELL PHON	04/19/23	71.09
392161	JW PEPPER & SON INC	BAND MUSIC	04/19/23	70.00
392012	FADUMA JAMA	LUNCH ACCT REFUND	04/12/23	69.40
392033	JW PEPPER & SON INC	CHORAL MUSIC	04/12/23	69.24
392033	JW PEPPER & SON INC	CHORAL MUSIC	04/12/23	69.00
391980	ADVANCED IMAGING SO	LEASE 05.08 0631790	04/12/23	68.96
V18481	ALYSSA C MEANS	CLASSROOM BOOKS	04/12/23	68.86
391974	T-MOBILE	DMTS - FEB23	04/05/23	68.84

Check No.	Vendor	Description	Date	Amount
392003	CULLIGAN BOTTLED WA	WATER FOR ATHLETICS	04/12/23	68.50
V18499	TAMARA K FORBY	FEB-MAR23 MILEAGE	04/19/23	68.19
392257	HOGLUND BUS CO INC	LINKAGE	04/26/23	68.09
392156	JERRY'S HARDWARE	PAINTING SUPPLIES	04/19/23	67.55
392136	EDINA GIVE & GO	REFUND/JEINSFRANK	04/19/23	67.50
392280	KATOM RESTAURANT SU	CAL MIL 22034-1019-	04/26/23	67.41
392270	JESSEN PRESS INC	JOB FAIR CARDS	04/26/23	67.00
392191	PREMIUM WATERS INC	WATER FOR DMTS	04/19/23	66.74
391977	UPPER LAKES FOODS I	ADJUSTMENT HL	04/05/23	66.17
392022	INNOVATIVE OFFICE S	OFFICE SUPPLIES	04/12/23	65.98
V18456	ABIGAIL L WILFAHRT	MAR23 CELL PHONE	04/10/23	65.00
V18445	CURT E JOHANSON	FEB23 CELL PHONE	04/10/23	65.00
V18539	CURT E JOHANSON	MAR23 CELL PHONE	04/26/23	65.00
V18449	MATTHEW K MOSBY	MAR23 CELL PHONE	04/10/23	65.00
V18490	MERT T WOODARD	MAR23 CELL PHONE	04/12/23	65.00
392054	MINNEGLASS LLC	WINDSHIELD REPAIR	04/12/23	65.00
392054	MINNEGLASS LLC	WINDSHIELD REPAIR	04/12/23	65.00
V18439	SHAWN G DRAVES	FEB23 CELL PHONE	04/10/23	65.00
V18508	THOMAS LYMAN	APR23 CELL PHONE	04/19/23	65.00
V18450	TRENT J OSTMAN	MAR23 CELL PHONE	04/10/23	65.00
392161	JW PEPPER & SON INC	ORCHESTRA MUSIC	04/19/23	64.99
391974	T-MOBILE	ECSE - MAR23	04/05/23	64.76
392027	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	04/12/23	64.55
391904	CENTURYLINK	BUS 03/04/23-04/03/	04/05/23	64.16
391904	CENTURYLINK	CC 03/19/23-04/18/2	04/05/23	64.13
392119	CENTURYLINK	BUS 04/04/23-05/03/	04/19/23	63.98
391974	T-MOBILE	CN MAINT - FEB23	04/05/23	63.74
391974	T-MOBILE	ECSE - FEB23	04/05/23	62.46
392161	JW PEPPER & SON INC	BAND MUSIC	04/19/23	62.00
392124	COLE PAPERS INC	ITEM # HSP071 HOSPE	04/19/23	61.83
V18554	KORY M SMITH	APR23 CELL PHONE	04/26/23	61.33
V18519	MELODY SUITE	JAN-MAR23 MILEAGE	04/19/23	60.13
392211	TOOLS 4 READING LLC	PHONEME/GRAPHEME AL	04/19/23	60.00
392092	TRANSPORTATION PLUS	FEB23 SPED TRANSPOR	04/12/23	60.00
391957	PREMIUM WATERS INC	WATER FOR DMTS	04/05/23	59.99
V18436	JESSICA D BATEMAN	GIMKIT SUBSCRIPATIO	04/10/23	59.88
391953	ODP BUSINESS SOLUTI	SHEET PROTECTORS, E	04/05/23	59.67
392232	CAROLINA BIOLOGICAL	OWL PELLETS, ASSOR	04/26/23	59.56
392148	GRAINGER	VALVE STEM	04/19/23	59.26
392245	DREW DEVORE	GLAX: LAKEVILLE S	04/26/23	59.00
392245	DREW DEVORE	GLAX: SHAKOPEE	04/26/23	59.00
391898	AMERICAN FLAGPOLE &	04310 - CLASSROOM F	04/05/23	58.73
V18530	ANNIKA L CULVER	FEB-MAR23 MILEAGE	04/26/23	58.03
392037	KINECT ENERGY, INC	ND - FEB23 SERVICES	04/12/23	57.04
391994	BSN SPORTS, LLC	WHISTLES	04/12/23	56.00
392148	GRAINGER	MIG	04/19/23	55.96
V18463	BRUCE W COLES	MAR-APR23 CELL PHON	04/12/23	55.46
392161	JW PEPPER & SON INC	BAND MUSIC	04/19/23	55.00
391929	INNOVATIVE OFFICE S	WHITE LABELS 1X2.63	04/05/23	54.84
392093	TRI-STATE BOBCAT IN	DW - ANTIFREEZE	04/12/23	52.74
392307	PYRAMID EDUCATIONAL	ESTIMATED SHIPPING/	04/26/23	52.65
V18550	CAROLYN PROCTOR	MAR23 CELL PHONE	04/26/23	52.50
392028	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	04/12/23	52.46
392302	ODP BUSINESS SOLUTI	CONSTRUCTION PAPER	04/26/23	52.18
391929	INNOVATIVE OFFICE S	WHITE LABELS 2X4, 2	04/05/23	52.15
392161	JW PEPPER & SON INC	ORCHESTRA MUSIC	04/19/23	51.99
392259	INNOVATIVE OFFICE S	OFFICE SUPPLIES	04/26/23	51.78
392051	MICHELLE BOVY	FOOD SUPPLIES	04/12/23	51.21
392161	JW PEPPER & SON INC	ORCHESTRA MUSIC	04/19/23	50.99
V18507	DERRICK J LIDSTONE	MAR23 CELL PHONE	04/19/23	50.67
392326	T-MOBILE	CN MAINT - APR23	04/26/23	50.58
392110	AMANDA MEIXELSPERGE	YEARBOOK OVERPAYMEN	04/19/23	50.54
392111	AMY WYATT	YEARBOOK OVERPAYMEN	04/19/23	50.54
392112	ANDREA BANKS	YEARBOOK OVERPAYMEN	04/19/23	50.54
V18452	POLLY PAMPUSCH	JAN-MAR23 MILEAGE	04/10/23	50.54
V18452	POLLY PAMPUSCH	JAN-MAR23 MILEAGE	04/10/23	50.53
V18491	KENDA J ZELLNER-SMI	MAR23 CELL PHONE	04/12/23	50.28

Check No.	Vendor	Description	Date	Amount
V18465	ADAM P DUFFY	MAR23 CELL PHONE	04/12/23	50.00
391917	DEMME LEARNING	ACCELERATED INDIVID	04/05/23	50.00
392153	HOUSE OF NOTE	VIOLIN REPAIR	04/19/23	50.00
392160	JULIA SACKS	TUTORING: S.R-M.	04/19/23	50.00
392161	JW PEPPER & SON INC	ORCHESTRA MUSIC	04/19/23	50.00
392181	MINNSPRA	SPR23 CONFERENCE-M.	04/19/23	50.00
392183	MN STATE HIGH SCHOO	ANNUAL DUES - M.M.	04/19/23	50.00
392040	LAKESHORE LEARNING	#TA3385 - UNRULED C	04/12/23	49.98
392053	MINDWING CONCEPTS I	#01 500G - BRAIDY T	04/12/23	49.95
391974	T-MOBILE	CN MAINT - MAR23	04/05/23	49.84
392143	SHRED-IT USA	VV - SHREDDING	04/19/23	49.17
V18485	LINNEA SHAW	CLASSROOM SUPPLIES	04/12/23	48.92
392148	GRAINGER	VALVE STEM	04/19/23	48.88
392255	GRAINGER	TIRE VALVE	04/26/23	48.88
392033	JW PEPPER & SON INC	CHORAL MUSIC	04/12/23	48.48
392015	FUN AND FUNCTION	ESTIMATED SHIPPING/	04/12/23	48.10
V18472	ABDIKADIR M IBRAHIM	JAN-MAR23 MILEAGE	04/12/23	45.59
V18463	BRUCE W COLES	FEB-MAR23 MILEAGE	04/12/23	45.52
391937	JW PEPPER & SON INC	CHORAL MUSIC	04/05/23	45.50
391924	FACTORY MOTOR PARTS	OIL FILTER	04/05/23	45.20
391896	ALL STRINGS ATTACHE	BASS REPAIR	04/05/23	45.00
392082	SPEECH CORNER LLC	SKU: PM-978 - CARRY	04/12/23	44.99
391893	ADVANCED IMAGING SO	BUS GARAGE 03/23	04/05/23	44.89
V18459	MADISON S AKINS	STATE HOCKEY PARK E	04/12/23	44.76
391986	A-Z RENTAL CENTER	PROPANE TANK REFILL	04/12/23	44.40
V18476	MASON DANIEL LINDLE	FEB23 MILEAGE	04/12/23	44.15
392069	ODP BUSINESS SOLUTI	ON LINE ORDER ADMIN	04/12/23	43.98
V18497	BLANCA E DIAZ DE LE	SNACKS FOR STUDENTS	04/19/23	43.92
392027	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	04/12/23	43.38
V18440	AMBY M ELKINS	FEB-MAR23 MILEAGE	04/10/23	43.23
391917	DEMME LEARNING	ACCELERATED MASTERY	04/05/23	43.00
392033	JW PEPPER & SON INC	CHORAL MUSIC	04/12/23	43.00
392027	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	04/12/23	42.91
V18540	THOMAS J JOHNSTON	MAR23 CELL PHONE	04/26/23	42.84
392254	GEORGE KLUKOW	SYNCHRO LIFEGUARD	04/26/23	42.50
392027	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	04/12/23	42.35
392326	T-MOBILE	ATHLETICS - APR23	04/26/23	42.18
391920	ECKROTH MUSIC	TROMBONE REPAIR	04/05/23	42.00
392008	ECKROTH MUSIC	PISTON/CASING REPAI	04/12/23	42.00
392241	DAVE WILES	GAME DATE CHANGE	04/26/23	41.50
392242	DAVID SHOEMAKER	GAME DATE CHANGE	04/26/23	41.50
391974	T-MOBILE	ATHLETICS - MAR23	04/05/23	41.44
391982	AMAZON CAPITAL SERV	UNIVERSAL 15262 5 1	04/12/23	41.32
392302	ODP BUSINESS SOLUTI	ENVELOPES/PAPER CLI	04/26/23	40.95
391946	MENARDS - EDEN PRAI	BUILDING SUPPLIES	04/05/23	40.37
392256	GRAINGER	BUILDING SUPPLIES	04/26/23	40.26
392017	GENERAL SECURITY SE	CV-APR23 INTR MONIT	04/12/23	40.08
392017	GENERAL SECURITY SE	HL-APR23 INTR MONIT	04/12/23	40.08
392017	GENERAL SECURITY SE	ECC-APR23 INTR MONI	04/12/23	40.08
392017	GENERAL SECURITY SE	EHS-APR23 INTR MONI	04/12/23	40.08
392017	GENERAL SECURITY SE	SV-APR23 INTR MONIT	04/12/23	40.08
392017	GENERAL SECURITY SE	VV-APR23 INTR MONIT	04/12/23	40.08
392017	GENERAL SECURITY SE	CC-APR23 INTR MONIT	04/12/23	40.08
392017	GENERAL SECURITY SE	CN-APR23 INTR MONIT	04/12/23	40.08
392161	JW PEPPER & SON INC	ORCHESTRA MUSIC	04/19/23	40.00
391974	T-MOBILE	FAM CNTR 2 - FEB23	04/05/23	39.96
392132	DHARMA TRADING COMP	D FIBER REACTIVE PR	04/19/23	39.50
392027	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	04/12/23	39.31
V18519	MELODY SUITE	FEB-MAR23 CELL PHON	04/19/23	39.02
392132	DHARMA TRADING COMP	D FIBER REACTIVE PR	04/19/23	39.00
392082	SPEECH CORNER LLC	#WB-1045 - ARTICULA	04/12/23	38.99
392082	SPEECH CORNER LLC	#WB-2100 - DOUBLE D	04/12/23	38.99
392082	SPEECH CORNER LLC	SKU: SC-1000 - BALA	04/12/23	38.99
V18510	BETHANY A MOHS	MAR23 MILEAGE	04/19/23	38.58
392166	LAKESHORE LEARNING	KINDERGARTEN SUPPLI	04/19/23	37.95
V18542	JULIE M GABRIELSON	APR23 CELL PHONE	04/26/23	37.94
391974	T-MOBILE	SPED - FEB23	04/05/23	37.93

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392040	LAKESHORE LEARNING	ESTIMATED SHIPPING/	04/12/23	37.78
V18435	SARAH CATHERINE BAL	CLASSROOM SUPPLIES	04/10/23	37.58
392326	T-MOBILE	CS MAINT - APR23	04/26/23	37.44
392326	T-MOBILE	CV MAINT - APR23	04/26/23	37.44
392326	T-MOBILE	CC MAINT - APR23	04/26/23	37.44
391929	INNOVATIVE OFFICE S	CRAYOLA CRAYONS 16/	04/05/23	36.96
392326	T-MOBILE	DMTS - APR23	04/26/23	36.75
391974	T-MOBILE	CC MAINT - MAR23	04/05/23	36.70
391974	T-MOBILE	CS MAINT - MAR23	04/05/23	36.70
391974	T-MOBILE	CV MAINT - MAR23	04/05/23	36.70
V18476	MASON DANIEL LINDLE	MAR23 MILEAGE	04/12/23	36.42
391974	T-MOBILE	DMTS - MAR23	04/05/23	36.14
392197	SCHMITT MUSIC COMPA	CLARINET REEDS	04/19/23	35.98
V18436	JESSICA D BATEMAN	WEB SUPPLIES	04/10/23	35.96
V18488	SARA SWENSON	MEDIA CENTER FLOWER	04/12/23	35.91
391933	JERRY'S HARDWARE	BUILDING SUPPLIES	04/05/23	35.41
392045	LISA BROWN	LUNCH ACCT REFUND	04/12/23	35.40
391974	T-MOBILE	B&G - FEB23	04/05/23	35.24
392017	GENERAL SECURITY SE	BUS-MAR23 PATROL RE	04/12/23	35.00
392307	PYRAMID EDUCATIONAL	SKU: LSEN-BK - BLAC	04/26/23	34.50
391974	T-MOBILE	CV MAINT - FEB23	04/05/23	34.40
391974	T-MOBILE	CS MAINT - FEB23	04/05/23	34.40
391974	T-MOBILE	CC MAINT - FEB23	04/05/23	34.40
V18442	MATTHEW E GABRIELSO	CLASSROOM SUPPLIES	04/10/23	34.33
391980	ADVANCED IMAGING SO	LEASE 05.08 0631790	04/12/23	34.15
392156	JERRY'S HARDWARE	BUILDING SUPPLIES	04/19/23	33.79
392028	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	04/12/23	33.30
391958	PREMIUM WATERS INC	APR23 HOT/COLD CNTR	04/05/23	32.95
392027	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	04/12/23	32.89
V18466	TIFFANY P GANT	MAR23 MILEAGE	04/12/23	32.36
V18448	ELIJAH J MICKELSON	CANDY PRIZES	04/10/23	32.23
392003	CULLIGAN BOTTLED WA	WATER FOR ATHLETICS	04/12/23	32.03
391974	T-MOBILE	ATHLETICS - FEB23	04/05/23	31.54
V18518	LINDA W STOTTS	BIRD BATH/MUGS	04/19/23	31.22
392147	GOPHER STATE ONE-CA	MAR23 BILLABLE TICK	04/19/23	31.05
392082	SPEECH CORNER LLC	ESTIMATED SHIPPING/	04/12/23	30.19
392025	JACQUELINE OBST BEL	LUNCH ACCT REFUND	04/12/23	30.10
V18468	CHRISTOPHER D GRIGG	STATE HOCKEY PARKIN	04/12/23	30.00
V18475	JEFFREY S KRAUSE	STATE HOCKEY PARKIN	04/12/23	30.00
392197	SCHMITT MUSIC COMPA	FRENCH HORN REPAIR	04/19/23	30.00
V18526	GRACE E BUCHHOLZ	SOLAR OVEN/SUPPLIES	04/26/23	29.94
392148	GRAINGER	BUSHING	04/19/23	29.00
V18517	TROY STEIN	LAKE CONF MTG FOOD	04/19/23	28.96
V18461	SARAH CATHERINE BAL	CLASSROOM BOOKS	04/12/23	28.48
392146	GENERAL PARTS LLC	CV PUSH BUTTON STOP	04/19/23	28.47
392048	MENARDS - EDEN PRAI	WATER LINE, DRY LUB	04/12/23	28.10
392165	KIRSTEN MADAUS	AIR FRYER 413-411	04/19/23	28.00
392041	LANGUAGE CIRCLE ENT	ESTIMATED SHIPPING/	04/12/23	28.00
392028	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	04/12/23	27.84
391959	PRO-ED	#20103 - BASIC PARA	04/05/23	27.50
391959	PRO-ED	#20103 - BASIC PARA	04/05/23	27.50
392132	DHARMA TRADING COMP	ESTIMATED SHIPPING/	04/19/23	27.31
392148	GRAINGER	MIRROR	04/19/23	27.22
V18509	CHRISTINE E MJOEN	EAT YOUR MATH/TREAT	04/19/23	27.04
391959	PRO-ED	#31667 - NO-GLAMOUR	04/05/23	27.00
391959	PRO-ED	#31667 - NO-GLAMOUR	04/05/23	27.00
392033	JW PEPPER & SON INC	CHORAL MUSIC	04/12/23	26.99
392033	JW PEPPER & SON INC	CHORAL MUSIC	04/12/23	26.99
391946	MENARDS - EDEN PRAI	MORTON CLEAN&PROTEC	04/05/23	26.92
392297	MTI DISTRIBUTING IN	DW - BEARING	04/26/23	26.76
391953	ODP BUSINESS SOLUTI	STAPLER	04/05/23	26.16
392082	SPEECH CORNER LLC	#SC-205 - ARTICULAT	04/12/23	25.99
391929	INNOVATIVE OFFICE S	SCISSORS 8"GRAY/RED	04/05/23	25.70
391895	ALA-AMERICAN LIBRAR	PROFORMA INVOICE FO	04/05/23	25.59
392258	HOLLY SHAW	LUNCH ACCT REFUND	04/26/23	25.40
V18442	MATTHEW E GABRIELSO	CLASSROOM SUPPLIES	04/10/23	25.25
392326	T-MOBILE	KC CC - APR23	04/26/23	25.14

Check No.	Vendor	Description	Date	Amount
392326	T-MOBILE	KC CN - APR23	04/26/23	25.14
392326	T-MOBILE	KC CS - APR23	04/26/23	25.14
392326	T-MOBILE	KC HL - APR23	04/26/23	25.14
392326	T-MOBILE	KC ND - APR23	04/26/23	25.14
392326	T-MOBILE	KC CV - APR23	04/26/23	25.14
391917	DEMME LEARNING	ESTIMATED SHIPPING/	04/05/23	25.00
392197	SCHMITT MUSIC COMPA	TROMBONE REPAIR	04/19/23	25.00
392161	JW PEPPER & SON INC	CHORAL MUSIC	04/19/23	24.99
392161	JW PEPPER & SON INC	CHORAL MUSIC	04/19/23	24.99
392087	SUPER DUPER PUBLICA	#FD168 - UNDERSTAND	04/12/23	24.95
V18496	ANDRE P DEWANE	FEB23 MILEAGE	04/19/23	24.63
392028	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	04/12/23	24.56
391974	T-MOBILE	KC CC - MAR23	04/05/23	24.40
391974	T-MOBILE	KC CN - MAR23	04/05/23	24.40
391974	T-MOBILE	KC CS - MAR23	04/05/23	24.40
391974	T-MOBILE	KC HL - MAR23	04/05/23	24.40
391974	T-MOBILE	KC ND - MAR23	04/05/23	24.40
391974	T-MOBILE	KC CV - MAR23	04/05/23	24.40
392028	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	04/12/23	24.34
391957	PREMIUM WATERS INC	APR23 COOLER RENTAL	04/05/23	24.00
392082	SPEECH CORNER LLC	#SC-1050 - BALANCIN	04/12/23	23.99
392082	SPEECH CORNER LLC	#SC-1055 - BALANCIN	04/12/23	23.99
392082	SPEECH CORNER LLC	SKU: MK-007 - 5 MIN	04/12/23	23.99
392132	DHARMA TRADING COMP	D FIBER REACTIVE PR	04/19/23	23.85
V18550	CAROLYN PROCTOR	MAR23 MILEAGE	04/26/23	23.84
392161	JW PEPPER & SON INC	CHORAL MUSIC	04/19/23	23.50
V18442	MATTHEW E GABRIELSO	CLASSROOM TREATS	04/10/23	23.19
V18535	ELIZABETH GRASER	PLANTING SUPPLIES	04/26/23	23.16
V18444	VICKIE GEIER	MAR23 MILEAGE	04/10/23	23.06
392033	JW PEPPER & SON INC	CHORAL MUSIC	04/12/23	23.00
V18514	CHERYL A PILCHER	CLASSROOM SUPPLIES	04/19/23	22.99
392028	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	04/12/23	22.96
392053	MINDWING CONCEPTS I	#03 025 - ICON STAM	04/12/23	22.95
391974	T-MOBILE	CV - FEB23	04/05/23	22.93
392330	WEX BANK	FUEL	04/26/23	22.73
391937	JW PEPPER & SON INC	CHORAL MUSIC	04/05/23	22.50
391937	JW PEPPER & SON INC	CHORAL MUSIC	04/05/23	22.50
V18514	CHERYL A PILCHER	CLASSROOM SUPPLIES	04/19/23	22.44
V18470	DAVID T HICKS	JOB FAIR PARKING ET	04/12/23	22.24
391974	T-MOBILE	KC CC - FEB23	04/05/23	22.10
391974	T-MOBILE	KC CN - FEB23	04/05/23	22.10
391974	T-MOBILE	KC CS - FEB23	04/05/23	22.10
391974	T-MOBILE	KC HL - FEB23	04/05/23	22.10
391974	T-MOBILE	KC ND - FEB23	04/05/23	22.10
391974	T-MOBILE	KC CV - FEB23	04/05/23	22.10
391974	T-MOBILE	VV - FEB23	04/05/23	22.09
391974	T-MOBILE	SV - FEB23	04/05/23	22.09
391974	T-MOBILE	EHS - FEB23	04/05/23	22.09
391974	T-MOBILE	HL - FEB23	04/05/23	22.09
391974	T-MOBILE	CS - FEB23	04/05/23	22.09
391974	T-MOBILE	CC - FEB23	04/05/23	22.09
391974	T-MOBILE	CN - FEB23	04/05/23	22.09
392326	T-MOBILE	B&G - APR23	04/26/23	22.08
392132	DHARMA TRADING COMP	D FIBER REACTIVE PR	04/19/23	21.95
V18460	TIMOTHY J ANDERSON	CAREER FAIR PARK, E	04/12/23	21.72
392148	GRAINGER	SCREW	04/19/23	21.67
392148	GRAINGER	SCREW	04/19/23	21.67
V18513	KRISTA S PHILLIPS	FEB-MAR23 MILEAGE	04/19/23	21.61
391937	JW PEPPER & SON INC	CHORAL MUSIC	04/05/23	21.50
391974	T-MOBILE	B&G - MAR23	04/05/23	21.34
392132	DHARMA TRADING COMP	D FIBER REACTIVE PRO	04/19/23	21.25
392326	T-MOBILE	SV MAINT - APR23	04/26/23	21.24
392326	T-MOBILE	BUS - APR23	04/26/23	21.24
392326	T-MOBILE	VV MAINT - APR23	04/26/23	21.24
V18450	TRENT J OSTMAN	MAR23 MILEAGE	04/10/23	21.16
V18456	ABIGAIL L WILFAHRT	FEB-MAR23 MILEAGE	04/10/23	21.15
V18467	NICHOLAS J GAUDETTE	ORCHESTRA MUSIC	04/12/23	20.98

Check No.	Vendor	Description	Date	Amount
392148	GRAINGER	SCREW	04/19/23	20.87
391974	T-MOBILE	SV MAINT - MAR23	04/05/23	20.50
391974	T-MOBILE	BUS - MAR23	04/05/23	20.50
391974	T-MOBILE	VV MAINT - MAR23	04/05/23	20.50
V18484	ALICE CATHRYN SCHAE	GRLS HOCKEY PARKING	04/12/23	20.00
V18474	AMY H KAMPF	STATE HOCKEY PARKIN	04/12/23	20.00
V18462	JENNIFER M CARTER	STATE HOCKEY PARKIN	04/12/23	20.00
392033	JW PEPPER & SON INC	CHORAL MUSIC	04/12/23	20.00
392039	KRISTEN BAKER	LUNCH ACCT REFUND	04/12/23	20.00
392042	LANGUAGE DYNAMICS G	ESTIMATED SHIPPING/	04/12/23	19.95
392053	MINDWING CONCEPTS I	#04 090 - UNIVERSAL	04/12/23	19.95
392125	COMCAST CABLE MANAG	MAR-APR23 INTERNET	04/19/23	19.90
392132	DHARMA TRADING COMP	D FIBER REACTIVE PR	04/19/23	19.85
392033	JW PEPPER & SON INC	CHORAL MUSIC	04/12/23	19.74
391937	JW PEPPER & SON INC	CHORAL MUSIC	04/05/23	19.50
392132	DHARMA TRADING COMP	D FIBER REACTIVE PR	04/19/23	19.35
391994	BSN SPORTS, LLC	BLAX SCOREBOOK	04/12/23	19.00
391937	JW PEPPER & SON INC	CHORAL MUSIC	04/05/23	19.00
392082	SPEECH CORNER LLC	#DDD-047 - CARRYOVE	04/12/23	18.99
V18442	MATTHEW E GABRIELSO	CLASSROOM BATTERIES	04/10/23	18.89
392132	DHARMA TRADING COMP	D FIBER REACTIVE PR	04/19/23	18.72
392255	GRAINGER	CHEMTRONICS	04/26/23	18.66
391929	INNOVATIVE OFFICE S	SPIRAL NOTEBOOK ASS	04/05/23	18.54
V18516	JACQUELINE STEFFENH	JAN-MAR23 MILEAGE	04/19/23	18.41
392280	KATOM RESTAURANT SU	CAMBRO 541CBP480 CO	04/26/23	18.39
391974	T-MOBILE	SV MAINT - FEB23	04/05/23	18.20
391974	T-MOBILE	BUS - FEB23	04/05/23	18.20
391974	T-MOBILE	VV MAINT - FEB23	04/05/23	18.20
391988	BJOREM SPEECH PUBLI	ESTIMATED SHIPPING/	04/12/23	18.00
392028	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	04/12/23	17.98
392017	GENERAL SECURITY SE	CS-APR23 INTR MONIT	04/12/23	17.95
V18514	CHERYL A PILCHER	CLASSROOM SNACKS	04/19/23	17.83
391929	INNOVATIVE OFFICE S	TAB FILE FOLDERS MA	04/05/23	17.78
391966	SHRED RIGHT	HL - SHREDDING	04/05/23	17.73
V18454	LINNEA SHAW	CLASSROOM BOOKS	04/10/23	17.01
392082	SPEECH CORNER LLC	SKU: TC-085 - 101 L	04/12/23	16.99
392082	SPEECH CORNER LLC	SKU: #TC-080 - 101	04/12/23	16.99
392081	SOUTHPAW ENTERPRISE	#240030 - UNSCENTED	04/12/23	16.98
392081	SOUTHPAW ENTERPRISE	#240015 - UNSCENTED	04/12/23	16.98
392081	SOUTHPAW ENTERPRISE	#240030 - UNSCENTED	04/12/23	16.97
392081	SOUTHPAW ENTERPRISE	#240015 - UNSCENTED	04/12/23	16.97
392029	JERRY'S HARDWARE	MUSICAL SET SUPPLIE	04/12/23	16.72
V18519	MELODY SUITE	VARIOUS SUPPLIES	04/19/23	15.98
391938	KAREN JACKISH	LUNCH ACCT REFUND	04/05/23	15.55
V18441	TIMOTHY J FAKLIS	MAR23 MILEAGE	04/10/23	15.07
392303	OVERDRIVE INC	EBOOK	04/26/23	15.00
392040	LAKESHORE LEARNING	#JJ466 - WORD BUILD	04/12/23	14.99
392040	LAKESHORE LEARNING	#JJ465 - WORD BUILD	04/12/23	14.99
392069	ODP BUSINESS SOLUTI	EOY SUPPLIES/PLACEM	04/12/23	14.70
391929	INNOVATIVE OFFICE S	CORRECTION FLUID 22	04/05/23	14.58
392297	MTI DISTRIBUTING IN	DW - SEAL	04/26/23	14.10
391929	INNOVATIVE OFFICE S	SELF STICK NOTE PAD	04/05/23	14.01
V18511	KYLEE L MUEHLBERG	SCIENCE OF READING	04/19/23	14.00
392082	SPEECH CORNER LLC	#DD-100 - DOUBLE DI	04/12/23	13.99
392087	SUPER DUPER PUBLICA	#FD178 - PHOTO SENT	04/12/23	13.98
392266	JERRY'S FOODS CORP-	HEALTH OFFICE: CUPS	04/26/23	13.96
391929	INNOVATIVE OFFICE S	MASKING TAPE 48MM 2	04/05/23	13.62
391929	INNOVATIVE OFFICE S	WASHABLE MARKERS 40	04/05/23	13.52
V18498	MARYA DUMKE	CLASSROOM SUPPLIES	04/19/23	13.49
392159	JOSTENS INC	DIPLOMA SIGNATURE U	04/19/23	12.40
V18447	CARISSA A MCCARTAN	SPIRIT TEAM SUPPLIE	04/10/23	12.00
391933	JERRY'S HARDWARE	PAINT SUPPLIES	04/05/23	11.96
V18502	SHANNON GARWOOD	FEB-MAR23 MILEAGE	04/19/23	11.79
391929	INNOVATIVE OFFICE S	GLUE STICKS 0.24OZ,	04/05/23	11.58
392268	JERRY'S FOODS EDINA	PARA APPRECIATE: FO	04/26/23	11.57
392315	SCHOOL SPECIALTY, L	DELTA EDUCATON ALFA	04/26/23	11.30
V18540	THOMAS J JOHNSTON	MAR23 MILEAGE	04/26/23	11.14

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392079	SCHMITT MUSIC COMPA	VIOLIN ROSIN	04/12/23	10.50
392069	ODP BUSINESS SOLUTI	EOY SUPPLIES/PLACEM	04/12/23	10.30
392164	KHUSHBOO ARORA	LUNCH ACCT REFUND	04/19/23	10.00
392053	MINDWING CONCEPTS I	ESTIMATED SHIPPING/	04/12/23	10.00
V18518	LINDA W STOTTS	STARBUCKS COFFEE	04/19/23	9.99
392315	SCHOOL SPECIALTY, L	ESTIMATED SHIPPING/	04/26/23	9.95
V18495	HANNAH CHRISTIANSON	FEB-MAR23 MILEAGE	04/19/23	9.82
V18542	JULIE M GABRIELSON	APR23 CELL PHONE	04/26/23	9.48
392119	CENTURYLINK	VV 03/28/23-04/27/2	04/19/23	9.45
392081	SOUTHPAW ENTERPRISE	#259095 - 2 OZ. CON	04/12/23	9.45
392081	SOUTHPAW ENTERPRISE	#259095 - 2 OZ. CON	04/12/23	9.45
392082	SPEECH CORNER LLC	ESTIMATED SHIPPING/	04/12/23	8.99
392232	CAROLINA BIOLOGICAL	ESTIMATED SHIPPING/	04/26/23	8.95
392311	SAGE PUBLICATIONS I	ESTIMATED SHIPPING/	04/26/23	8.95
392326	T-MOBILE	EHS MAINT - APR23	04/26/23	8.94
392326	T-MOBILE	HL MAINT - APR23	04/26/23	8.94
391974	T-MOBILE	EHS MAINT - MAR23	04/05/23	8.20
391974	T-MOBILE	HL MAINT - MAR23	04/05/23	8.20
391929	INNOVATIVE OFFICE S	TAPE DISPENSER BLAC	04/05/23	8.04
392174	MENARDS - RICHFIELD	PLUMBING PARTS	04/19/23	7.96
392156	JERRY'S HARDWARE	GENERAL SUPPLIES	04/19/23	7.64
V18464	DANIEL W DEGENAAR	Q1 FY23 941 MAILING	04/12/23	7.45
392315	SCHOOL SPECIALTY, L	DELTA EDUCATON WHEA	04/26/23	7.40
392161	JW PEPPER & SON INC	CHORAL MUSIC	04/19/23	7.39
391974	T-MOBILE	ND - MAR23	04/05/23	7.36
391974	T-MOBILE	SV - MAR23	04/05/23	7.36
392124	COLE PAPERS INC	ESTIMATED SHIPPING/	04/19/23	7.00
V18505	ANGELA K HRUBY	MAR23 MILEAGE	04/19/23	6.94
V18483	ALLISON M RONGLIEN	LAB SUPPLIES	04/12/23	6.88
392315	SCHOOL SPECIALTY, L	DELTA EDUCATION OAT	04/26/23	6.88
392081	SOUTHPAW ENTERPRISE	ESTIMATED SHIPPING/	04/12/23	6.08
392081	SOUTHPAW ENTERPRISE	ESTIMATED SHIPPING/	04/12/23	6.07
391974	T-MOBILE	EHS MAINT - FEB23	04/05/23	5.90
391974	T-MOBILE	HL MAINT - FEB23	04/05/23	5.90
391974	T-MOBILE	COMM ED - FEB23	04/05/23	5.90
391929	INNOVATIVE OFFICE S	MASKING TAPE 24MM	04/05/23	5.55
391959	PRO-ED	ESTIMATED SHIPPING/	04/05/23	5.45
391959	PRO-ED	ESTIMATED SHIPPING/	04/05/23	5.45
391974	T-MOBILE	ND - FEB23	04/05/23	5.06
392269	JERRY'S HARDWARE	MUSICAL SUPPLIES	04/26/23	4.94
392297	MTI DISTRIBUTING IN	DW - SEAL	04/26/23	4.70
392132	DHARMA TRADING COMP	1 D FIBER REACTIVE	04/19/23	3.95
391929	INNOVATIVE OFFICE S	PENCIL BOX	04/05/23	3.94
391929	INNOVATIVE OFFICE S	PAPER CLIPS #1 100/	04/05/23	2.75
391948	MIDWEST BUS PARTS I	STICKER	04/05/23	2.67
392116	BENEFIT EXTRAS, INC	BILLABLE TERMED-APR	04/19/23	2.00
391943	LUCID SOFTWARE INC	MAR-MAY23 LUCIDSPAR	04/05/23	1.50
392313	SCHMITT MUSIC COMPA	CREDIT ON ACCT	04/26/23	(2.30)
392255	GRAINGER	DUPLICATE PMT CREDI	04/26/23	(31.44)
392256	GRAINGER	EQUIP PLUG RETURN	04/26/23	(35.87)
392255	GRAINGER	DUPLICATE PMT CREDI	04/26/23	(36.54)
391937	JW PEPPER & SON INC	REFUND CREDIT	04/05/23	(59.95)
392230	ASTLEFORD INTERNATI	CORE CREDIT	04/26/23	(78.13)
392230	ASTLEFORD INTERNATI	CORE CREDIT	04/26/23	(78.13)
392230	ASTLEFORD INTERNATI	CORE CREDIT	04/26/23	(84.38)
392255	GRAINGER	DUPLICATE PMT CREDI	04/26/23	(113.57)
391990	BLICK ART MATERIALS	ART SUPPLIES	04/12/23	(1,542.00)

Total Value of Checks Issued **\$ 4,995,367.77**

V.F. Electronic Fund Transfers - April 2023



Board Meeting Date: 5/15/2023

Title: Electronic Fund Transfers – April 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 April, 2023, in the amount of \$7,098,180.

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

Attachment(s):

1. Electronic Fund Transfers – April 2023

2022-23 School Year

Electronic Transfers

For the Month Ended April 30, 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	\$ 4,616,567.74
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	4/17/2023	798,080.88
US Bank - Checking	Minnesota Department of Revenue	State Payroll Taxes	4/3/2023	150,532.00
US Bank - Checking	Minnesota Department of Revenue	State Payroll Taxes	4/18/2023	140,565.74
US Bank - Checking	Delta Dental	Dental Claims	Multiple	73,545.96
US Bank - Checking	US Bank	Purchase Card Program	4/27/2023	204,687.91
US Bank - Checking	Benefit Extras	Flex Benefits	Multiple	12,539.89
US Bank - Checking	Payroll Vendors (TRA, EBC, MSRS, etc.)	Electronic Payments	Multiple	1,049,213.05
US Bank - Checking	Minnesota Department of Revenue	Sales & Use Tax Payment	4/20/2023	3,752.00
US Bank - Checking	Minnesota Department of Revenue	Unemployment Tax	4/20/2023	17,828.02
US Bank - Checking	Eleyo, RevTrak, Merchant Services, Vanco	Electronic Payment Fees	Multiple	30,165.04
US Bank - Checking	Minnesota School District Liquid Asset Fund	Service Fee	Multiple	701.29
Total of Electronic Fund Transfers				<u>\$ 7,098,179.52</u>

V.G. Gifts and Bequests - April 2023



Board Meeting Date: 5/15/2023

Title: Gifts & Bequests – April 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 April, 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 April, 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 – April 2023

2022-23 School Year

Gifts & Bequests

For the Month Ended April 30, 2023



DEFINING EXCELLENCE

Donated By	To	Purpose	Amount
Ed Fund	Student Support Services	Orton-Gillingham Training	6,150.00
South View PTO	South View Middle School	Bike to School Grant	104.45
Parents	South View Middle School	Band Festival	600.00
Blackbaud Giving Fund	South View Middle School	General Matching Donation	100.00
Thingelstad/Blackbaud	South View Middle School	Choir/General Matching Donation	180.00
Edina Give and Go	Valley View Middle School	Student Scholarship - Field Trips	21.00
Valley View PTO	Valley View Middle School	Student Scholarship - Field Trips	480.00
Valley View PTO	Valley View Middle School	Sewing Kits for FACS	57.00
Variety Show	Valley View Middle School	For Drama Programs	577.75
Explore Edina	Edina High School	Subsidize the Global Scholars Trip	2,500.00
Parents	Edina High School	Subsidize the Global Scholars Trip	1,600.00
Baseball Boosters	Edina High School - Athletics	Coaches	24,794.10
Girls Lacrosse Boosters	Edina High School - Athletics	Coaches	4,260.55
Boys Lacrosse Boosters	Edina High School - Athletics	Coaches	8,389.83
Blackbaud Giving Fund	Concord Elementary	General Matching Donation	50.00
Parents	Cornelia Elementary	Classroom Supplies	20.00
Ed Fund	Countryside Elementary	Student Support Services	700.00
Countryside PTO	Countryside Elementary	Day of Service	3,327.92
Countryside PTO	Countryside Elementary	Playground	104,088.00
CAF America	Creek Valley Elementary	General Matching Donation	38.42
Artsonia	Creek Valley Elementary	Art Supplies	876.36
Blackbaud Giving Fund	Normandale Elementary	General Matching Donation	40.00
Blackbaud Giving Fund	Normandale Elementary	General Matching Donation	120.00
Family Donation	Early Learning Center	Toys	35.00
Total Cash Donations			\$ 159,110.38
Total In-Kind Donations			\$ -

V.H. Que Tal Transportation Facilitation Agreement -
2023-2024 School Year



Board Meeting Date: 5/15/2023

Title: Que Tal Transportation Facilitation Agreement

Type: Consent

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

Description: Some students of the District participate in programming offered by Que Tal. The District has historically agreed to help facilitate the transportation of students to after school Que Tal programming, ensuring that services do not interfere with the District's transportation operations. Facilitation includes the staging of vehicles utilized by Que Tal and the timing of their arrival and departure from District facilities.

Recommendation: The District administration recommends renewing the agreement with Que Tal for the 2023-2023 school year.

Desired Outcomes from the Board: N/A

Attachments:

1. Transportation Facilitation Agreement

TRANSPORTATION FACILITATION AGREEMENT

This Agreement is made and entered into by and between Independent School District No. 273, Edina Public Schools (the “District”), and Que Tal Spanish Language Program (“Que Tal”). The District and Que Tal are hereinafter referred to collectively as the “parties” and individually as a “party.”

WHEREAS, Que Tal is a private organization that is not affiliated with the District, but which provides services for some District students pursuant to contracts or agreements with the parents of those individual students; and

WHEREAS, the District is not responsible to provide transportation for its students to or from a private organization; and

WHEREAS, the District understands that Que Tal is entering into a transportation services agreement with Metropolitan Transportation Network (“MTN”), to provide such transportation services to Que Tal’s students; and

WHEREAS, the District is not a party to that agreement between Que Tal and MTN, but the Parties would like to collaborate to ensure that the transportation being provided by Que Tal runs smoothly and efficiently for students, and does not interfere with the District’s transportation of its students.

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises contained in the Agreement and other valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. **Term.** The term of this Agreement shall begin on July 1, 2023, and automatically end on June 30, 2024. Either party may terminate this Agreement, with or without cause and without penalty, by providing written notice of termination to the other party at least thirty (30) calendar days before the effective date of termination. This Agreement shall not automatically renew. The district will begin discussions in December with Que Tal on possible renewal for the upcoming school year with the intent of a recommendation to the School Board approval in January.
2. **Transportation.** Que Tal is solely responsible for transporting all of the students in its programs from their designated elementary schools within the District to Que Tal after school, to the extent these students choose to engage in Que Tal’s services. The District is only responsible for picking up and dropping off individual students at their homes consistent with District Policy, and is not responsible for providing transportation to or from independently owned or operated before or after-school programs, such as Que Tal. The District shall have no liability or responsibility related to the transportation of these students to Que Tal or the transportation agreement between Que Tal and MTN beyond those specifically outlined in this Agreement. Que Tal shall be solely liable and responsible for ensuring the safe and legal transportation of its students, and for ensuring that the transportation is provided in accordance with all state and federal regulations for

such transportation of students. Que Tal shall be solely responsible for handling student discipline or incidents that occur on its transportation, and the District shall have no obligation or responsibility for responding to any disciplinary incidents or allegations of wrongdoing against students on said transportation.

3. **Facilitation of Services.** The District agrees to help facilitate the transportation of Que Tal students with MTN to ensure that the services do not interfere with the general transportation provided by the District to its students. This facilitation shall include positioning and the timing of the arrival and departure of the Que Tal buses at individual sites. The District will not be a party to the agreement between Que Tal and MTN, nor is it undertaking any role or responsibilities related to the services outlined therein beyond merely facilitating the provision of said services. The District will provide Que Tal with a school calendar that outlines the days on which students will need to be picked up, as well as any early release days. The District will also provide Que Tal with the normal release times for each District school. The District will make effort to communicate early dismissals to the Que Tal representative. However, the District is under no obligation to provide additional notice to Que Tal parents of such an early dismissal or changes in schedule.
4. **Pick Up and Supervision.** Que Tal students receiving transportation pursuant to the agreement between Que Tal and MTN shall have up to a thirteen (13) minute window of time in which they shall enter the bus to transport them to Que Tal. The thirteen-minute window of time will begin at 2:32 p.m. when the buses leave Highlands elementary school and will end no later than 2:45 p.m. During this thirteen-minute window, the District agrees to provide supervision for the students to the same extent it provides supervision to any of its students who are exiting the school and entering buses. The District is not responsible to provide supervision or any other services to these students after this thirteen minute window or 2:45 p.m., and Que Tal will be solely responsible for the students and their safety, supervision, and well-being after 2:45 p.m. The District agrees to provide supervision beyond the thirteen minute window only in special circumstances, such as in the rare occurrence of inclement weather or a bus breakdown that causes the Que Tal bus to miss the thirteen minute window. If said circumstances cause the District to provide supervision for the students beyond the thirteen minute window more than three (3) times during the term of this Agreement, the Parties will meet and negotiate in good faith to determine a solution for this issue, which may include Que Tal hiring staff to provide the supervision beyond the thirteen minute window.
5. **Administrative Fee.** The District will charge an Administrative Fee to Que Tal of \$500.00. This Administrative Fee shall be due to the district on October 1, 2023. An invoice will be considered “past due” thirty-one (31) days after October 1, 2023. If payment is received after the past due date, a late fee of \$25 will be charged each 30 days that the payment is not received. Que Tal will pay all necessary costs, including reasonable attorney fees, for collecting amounts over which no good faith dispute exists and which are more than sixty (60) days past due. The District reserves the right, at its option, to immediately terminate this Agreement if it does not receive payment within thirty (30) calendar days of the due date. Such termination does not change the

obligation of Que Tal to pay any outstanding invoices or costs for services that have been rendered to that point.

6. **List of Students.** Que Tal must provide the District with a List of Students who will utilize Que Tal transportation pursuant to this Agreement no later than August 1, 2023. This list must include each student's name, address, and designated elementary school. Any additional students who enroll in Que Tal or changes to the List of Students after August 1, 2023, must be delivered to the District as soon as practicable. No students will be allowed to utilize Que Tal transportation unless or until the District receives such official notice from Que Tal.
7. **Notice to and Permission from Parents.** Que Tal must provide notice to the parents of its students that Que Tal, and not the District, is responsible for the transportation of the students pursuant to this Agreement. A copy of said notice must be provided to the District prior to the provision of services under this Agreement. Similarly, Que Tal must provide the District with signed permission forms from the parents of each student to be transported by Que Tal to ensure that the District is aware of and has received parental permission to release the students to Que Tal staff at the end of the school day.
8. **Relationship of the Parties.** The District shall not be considered a partner of Que Tal, nor shall it be considered a fiscal agent or otherwise be responsible for payments or responsibilities of Que Tal. Nothing in this Agreement may be construed to create an employment relationship, a partnership, a joint venture, or a joint enterprise between the Parties and/or the employees of the Parties. The Parties are not authorized and shall have no power under this Agreement to take any action that could legally bind the other Party. It is the intent of the Parties that the relationship created between the Parties is that of independent contractors and is governed by this Agreement.
9. **Equal Employment Opportunity.** Que Tal agrees to provide equal opportunities to all employees and applicants for employment in accordance with applicable laws, directives and regulations of federal, State, and/or local governing bodies. No person shall, on the grounds of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, disability, sexual orientation, or age be excluded from full employment rights in, participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program, service, or activity under the provisions of any or all applicable Federal and state law including, but not limited to, the Civil Rights Act of 1964 and Minnesota Statutes Chapter 363A.
10. **Compliance with Federal and State Laws and District Policies.** When providing services outlined in this Agreement, Que Tal must comply with all federal laws and all Minnesota laws. Such laws specifically include, but are not limited to, the U.S. Constitution, the Minnesota Constitution, the Family Educational Rights and Privacy Act, the Minnesota Government Data Practices Act, the Individuals with Disabilities Education Act, Minnesota special education laws, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Minnesota Human Rights Act. Assigned employees and/or contractor of Que Tal must also comply with all District policies, a

copy of which is available on the district website at www.edinaschools.org.

11. **Data Privacy.** All data collected, created, received, maintained, or disseminated in any form, or for any purposes, by Que Tal because of this Agreement are governed by the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 (as amended) (“MGDPA”), the Minnesota Rules promulgated pursuant to the MGDPA, the Family Educational Rights and Privacy Act (as amended) (“FERPA”), its implementing regulations, and/or other applicable State and federal laws. No educational data, as defined by the MGDPA, other nonpublic, private, or confidential data, as defined by the MGDPA, or education record, as defined by the FERPA, that was collected, created, received, maintained, or disseminated in any form, or for any purposes, by Que Tal because of this Agreement may be released by Que Tal, or any of the Que Tal’s employees, owners, agents, or representatives to any third party without the express written consent of the District’s Superintendent. This provision specifically includes, but is not limited to, any media relations. Que Tal acknowledges that the District is bound by FERPA and the MGDPA, and thus, may not provide private educational data on a student to Que Tal absent a FERPA and MGDPA-compliant permission form from a Parent.
12. **Criminal Background Check.** At its own expense, and consistent with Minnesota Statutes section 123B.03, subdivision 1(c), Que Tal must conduct a criminal background check, or require that such a check be conducted, on all employees of Que Tal or contractors providing transportation services on behalf of Que Tal before assigning the employee and/or contractor to provide any transportation services under this Agreement, or the agreement between Que Tal and MTN. If, at any time, Que Tal discovers that employees and/or contractors of Que Tal that are assigned to work with District students have been convicted of a crime, Que Tal must notify the District. The District will make a determination of whether the conviction renders the assigned employee and/or contractor unfit to continue to provide services pursuant to this Agreement, subject to any limitations under state or federal law.
13. **Indemnification.** Que Tal agrees to defend, indemnify, and hold harmless the District, its employees, officers, directors, insurers, attorneys, and agents against any and all claims, demands, suits, costs, judgments, or other forms of liability, actual or claimed, including attorneys’ fees and punitive damages, for injury to property or persons, arising out of any actions or omissions by Que Tal or Que Tal’s employees, officers, directors, agents, or independent contractors. The District shall have the right to choose its own legal counsel and seek reimbursement from Que Tal or its insurer for the cost of defending itself in any legal action or administrative proceeding identified in this paragraph. Que Tal’s duty to defend, indemnify, and hold the District harmless survives the expiration and termination of this Agreement. The District will be legally or financially responsible for any and all liability arising out of any actions or omissions by the District’s employees.
14. **Notices.** Any notice given under this Agreement is sufficient if it is in writing, legible, and delivered to the other party by hand, courier, registered mail, certified mail, regular mail, or electronic mail at the applicable address listed below for the party. Notice is

effective upon receipt. If notice is provided by registered, certified, or regular mail, it is effective upon receipt or three days after the date it was postmarked, whichever is earlier. Notices, including bills and payments, must be sent to the following:

Que Tal Representative

Franciso Peschard, Executive Director
P.O. Box 186
Hamel, MN 55340

District Representative

Dr. Stacie Stanley, Superintendent
Edina Public Schools #273
5701 Normandale Rd
Edina, MN 55424

francisco.peschard@quetalwayzata.org
Ph: 763-208-3231

superintendent@edinaschools.org
Ph: 952-848-4000

15. **Third Parties.** This Agreement does not create any rights, claims or benefits to any person that is not a party hereto, nor does it create or establish any third-party beneficiary.
16. **Insurance.** Que Tal, at its expense and for the duration of this Agreement, shall procure and maintain in full force and effect Commercial General Liability Insurance with minimum limits of \$1,000,000 per occurrence and \$2,000,000 annual aggregate. This policy shall, at a minimum, cover liability arising out of or related to its services and transportation provided under this Agreement. At the District's request, Que Tal will provide the District with proof of the insurance policies required by this Paragraph. An umbrella or excess liability policy may be used in conjunction with primary coverage limits to meet the minimum Commercial General Liability Insurance limit requirements.
17. **Assignment.** Neither party may assign any rights or duties under this Agreement without the written consent of the other party.
18. **Waiver and Enforcement.** The failure to insist on compliance with any term, covenant, or condition contained in this Agreement shall not be deemed a waiver of that term, covenant, or condition, nor shall any waiver or relinquishment of any right or power contained in this Agreement at any time be deemed a waiver or relinquishment of any right or power at any other time. Each Party shall be responsible for its own costs and expenses associated with this Agreement and any related matters, including enforcement of this Agreement.
19. **Choice of Law and Forum.** This Agreement shall be governed by the laws of the State of Minnesota. Venue for all legal proceedings arising out of this Agreement, or breach of this Agreement, must be in Minnesota state or federal court.
20. **Equal Drafting and Severability.** In the event that either Party asserts that a provision of this Agreement is ambiguous, this Agreement must be construed to have been drafted equally by the parties. If any provision of this Agreement is held unenforceable by a court of law, the remaining portions of the Agreement will remain in full force and effect

unless the remaining portions would not serve the original purpose of the Agreement.

21. **Entire Agreement.** The terms of this Agreement constitute the entire agreement of the parties. Except as stated in this Agreement, no party has relied on any statement, promise, inducement, or representation. This Agreement supersedes any and all prior statements and agreements between the Parties relating to the subject matter of this Agreement. No variation, modification, or waiver of any provision of this Agreement will be valid unless both parties agree to the change in writing, as evidenced by a duly signed addendum to this Agreement. A copy of this Agreement will have the same legal effect as the original.

IN WITNESS WHEREOF, the parties have entered into this Agreement on the dates shown below. By signing below each party specifically acknowledges that it has read this Agreement, that it has been advised to review the terms of this Agreement with legal counsel, that it has received all necessary approvals from governing bodies to enter into such Agreement, and that it agrees to be legally bound by all terms of the Agreement.

Que Tal

Independent School District No. 273, Edina

By: _____
Its: President

By: _____
School Board Chair

Date: _____

Date: _____

By: _____
School Board Clerk

Date: _____

RASW: 134032

V.I. 2023-2024 Technology Purchases



Board Meeting Date: May 15, 2023

Title: 23-24 Technology Purchases

Type: Consent

Presenter(s): Natasha Monsaas-Daly

Description:

The purpose of this consent agenda item is to inform the board of upcoming technology purchases for the 23-24 school year. These purchases are part of either our annual technology refresh of staff/student devices, or a part of our 3-year classroom technology standard updates.

As a part of our annual device refresh cycle,

- DMTS will be refreshing 200 staff laptops,
- 65 staff desktops, and
- 19 staff all-in-one computers.
- This aforementioned is a standard yearly refresh. This procurement of this purchase will be via an RFP orchestrated by Catalyst Sourcing Solutions. Approximate cost: \$250,000

As part of the second year of our three year classroom instructional technology standards update (which was presented to the board last spring),

- 155 Audiobeam Pro systems
- 110 Epson 982W projectors
- 22 Viewboards
- The procurement of these purchases was orchestrated by Catalyst Sourcing Solutions. Approximate cost: \$375,000

Recommendation: Approve via Consent

Desired Outcomes from the Board: Approve recommendation.

Attachments:

- Sourcing Memo re: Audio Enhancement Beam Pro
- Sourcing Summary re: Staff Devices
- Note: Sourcing Summary for Projectors and Viewboards to come

General Information

Organization:	ISD #273 – Edina Public Schools	Date:	5/10/2023
Department:	Media and Technology	Category:	Classroom A/V Equipment
Supplier:	Tierney Brothers (Bluum)	Est Qty:	\$196,520.00
Sourcing Process:	Cooperative Purchasing Connection Cooperative Agreement #21.10-TBS		

Purchase Notes

- This purchase is the next phase of A/V classroom upgrades that began in 2022.
 - One of the key objectives to this process was to standardize the devices used in the classroom technology to add additional efficiency to the maintenance and repair processes.
 - This reduces the time required from the district's Media and Technology staff.
- In 2022, a purchase of one-hundred-ninety (190) Audio Enhancement Beam Pro audio projection systems that were awarded via RFP to Tierney Brothers (Bluum)
 - This process required the quote to be based on a valid Joint-Powers-eligible agreement (agreement used for the award was Cooperative Purchasing Connection Cooperative Agreement #21.10-TBS)
 - The original award included installation of the units (\$120.00 per unit)
- For 2023, an additional 138 rooms will be upgraded via the following process:
 1. A quote was requested for Tierney Brothers (Bluum) with the proposed price utilizing the same agreement (CPC #21.10-TBS).
 2. For 2023, the contract price per unit is \$1,445.00 per unit
 - Up from \$1,249.00 per unit in 2022 due to manufacturer rate increase
- The recommendation to move forward with the cooperative quote based on the following rationale:
 - The continued use of the same device allows the Media and Technology team:
 - Ability to self-install devices (in lieu of an estimated install cost of \$16,560.00)
 - Maintain device/infrastructure consistency across all classrooms (per original strategy)
 - Ability to compliantly (sourcing) order immediately, allowing for maximum flexibility for installation with respect to device supply chain/delivery timeline.

Question/Additional Data

In the event that there are additional questions or clarifications required, feel free to reach out at any time.

Ryan Kleinjan

Catalyst Sourcing Solutions

RKleinjan@Catalystsourcing.com

952-467-6079

Sourcing Summary

admin General Information

.Organization:	ISD #273 – Edina Public Schools	Date:	4/10/2023
.Department:	Media and Technology	.Category:	Windows-based Devices

Process Notes

Process used	Request for Quote (RFQ) requiring use of valid preexisting Joint Powers Contract
Vendors participating	<ul style="list-style-type: none"> • Best Buy (No Submission) • CDW-G (Submitted) • NOW Micro (Submitted) • Nor-Tech (No Submission) • Xerox Business Solutions (Submitted)

Submitting Vendor Information

Company Name	Company Contact	Joint Powers Agreement utilized
CDW-G	Mayank Srivasta	MN Services Cooperative: 022-G
Now Micro	Sydney Ellison	MN State Contract # 160321
Xerox	Michaëlle Meland	Omnia Contract Number: R171406

References

Company Name	Reference #1	Reference #2
CDW-G	Brainard Public School	Mankato Public Schools
Now Micro	Minneapolis Public Schools	Anoka Hennepin Public Schools
Xerox	Dolton Schools	Slinger School District

Questions/Responses

Question	CDW	Now Micro	Xerox
Have you reviewed and agree with the District Terms, conditions, specifications, and requirements as described? [Y/N]	*	Y	Y
Have you provided all documentation required? [Y/N]	Y	Y	Y
Did you provided ALL Service Level Agreements (or docs) to be included in the evaluations process? [Y/N]	Y	Y	Y
What is the approximate number of weeks between order submission date and delivery to district? [Y/N]	4	1-2	4-6
What is the latest date for receipt of Purchase Order to ensure delivery by 7/1/2023? [Y/N]	**	6/10/2023	ASAP

* CDW-G's Terms of Offer on Page 18 of their proposal

** Due to current market conditions and supply chain disruptions caused by the COVID-19 Pandemic, CDW-G will notify Edina Public Schools ISD No 273 of the realistic delivery timeline.

Sourcing Summary

Pricing Comparison

Desc	Qty	CDW Desc	Per Unit	Net	Now Micro Desc	Per Unit	Net	Xerox Desc	Per Unit	Net
Laptop	200	Lenovo ThinkPad L14 G3	\$985.00	\$197,000.00	Dell Latitude 3440	\$785.00	\$157,000.00	Acer TravelMate P6	\$812.74	\$162,548.00
Desktop	65	Lenovo ThinkCentre M70q	\$710.00	\$71,000	Dell OptiPlex 3000	\$595.00	\$38,675.00	Acer Veriton X4860G	\$754.54	\$49,045.10
All-in-One	19	Lenovo ThinkCentre M90a G3	\$1,000.00	\$19,000	Dell OptiPlex 7410	\$918.00	\$17,442.00	Acer Veriton Z4880G	\$1,013.07	\$19,248.33
Parts Depot Warranty - Laptop	200	3-Year Depot	Included	Included	3-Year Depot	Included	Included	4-Year Depot*	\$85.00	\$17,000.00
Parts Depot Warranty - Laptop	65	3-Year Depot	Included	Included	3-Year Depot	Included	Included	3-Year Depot	Included	Included
Parts Depot Warranty - Desktop	19	3-Year Depot	Included	Included	3-Year Depot	Included	Included	3-Year Depot	Included	Included
				\$287,000.00	Total:		\$213,117.00	Total:		\$247,841.43

Optional Services Proposed

Desc	CDW	Now Micro	Xerox
Complimentary Waste-Free Delivery	No Quote	\$0	No Quote

*Acer's TravelMate p6 includes a free 2-year warranty, A 4-year warranty is available for \$85.00

VI. Discussion

VI.A. Programming Update for EVP/SDL/STEAM



Board Meeting Date: 5/15/2023

Title: Programming Update for EVP/SDL/STEAM

Type: Report/Discussion

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Steven Cullison, EVP Coordinator; Karen Bergman, Countryside Principal; and Jody De St Hubert, Director of Teaching and Learning

Description: Three program updates provided in this report speak to progress on Strategic Initiative A. Advancement of Excellence, Growth and Readiness. The first subpart of this initiative includes the design and delivery of curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth. The second subpart is to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically. The report provides data and background to show how the Edina Virtual Pathway Program, the Dual Spanish Language Program and the elementary STEAM programming are enhancing this strategic initiative across the district.

Recommendation: No recommendation is being made at this time. This presentation is an informational update for the board.

Desired Outcome(s) from the Board: Please bring forth questions you have for the presenters.

Attachment(s):

- See attached report

The following board update report is organized into three sections: Edina Virtual Pathway (EVP), Spanish Dual Language (SDL) and elementary STEAM (Science, Technology, Engineering, Art and Mathematics) programming.

The EVP update includes the following sections:

- Background Information
- Success Metrics Discussion
- Financial Expenditures Summary
- Recent Changes to Programming
- Next Steps

Background Information

EVP, like all schools in the district, exists to support the district's Mission and Vision and to further its Strategic Plan. The program uniquely contributes by providing instruction in a different setting and different modality than in-person schools, resulting in:

- Opportunities to advance critical thinking and student engagement in order to appropriately challenge every student (Strategy A, Part 1).
- A differentiated educational experience (Strategy A, Part 2).
- A learning environment that supports equity by eliminating structural barriers to success (Strategy B, Part 3).
- Development of skills for students for healthy lifestyles including living effectively with technology and assured access to wellness programs (Strategy C, Part 3).
- An environment that is conducive to learning (Strategy C, Part 4).
- Responsiveness to enrollment trends while retaining current students (Strategy D, Part 5).
- Strong financial stewardship through careful spending and student retention (Strategy E, Part 5).

EVP at the elementary level is being phased out for the 2023-2024 school year due to insufficient enrollment. EVP does not operate a middle school program due to insufficient interest to operate in a fiscally responsible manner.

EVP serves high school students who can be divided into two groups: comprehensive (full-time online students) and supplemental (EHS students taking one or more online classes alongside their in-person classes). Families of comprehensive students generally opt for online learning out of concern for specific wellness needs for their child, for scheduling flexibility, because in-person learning was not going well, or in order to gain access to an Edina education. Supplemental students predominantly select online classes for scheduling flexibility.

Success Metrics

A number of metrics have been identified in order to evaluate the degree to which the Edina Virtual Pathway is providing a rigorous and engaging learning experience.

1. Retention of learners as monitored through Enrollment patterns.
2. Academic achievement measured using FastBridge assessments, MCAs, grades, and graduation rates.
3. Satisfaction of stakeholders including students, families, and staff.
4. Fiscal responsibility.

These indicators may be viewed as minimum requirements for success and continued viability of EVP; however, the goal is to exceed these expectations and to operate one of the most innovative and rigorous online programs in Minnesota.

Enrollment

The elementary level has averaged about 28 full-time students this year. This represents a drop from the previous year, and is well below expectations. As a result, it was decided at the January 3rd board meeting to phase out the elementary EVP program, with a plan of offering only grades four and five in 2023-2024, assuming at least eight students were enrolled. As of April 6th, enrollment for the upcoming year rested at five students, and thus the decision was made not to offer an online program for elementary students during the 23-24 school year.

The secondary level has averaged 35 full-time (comprehensive students) this year. These students have been split about evenly between residents and open-enrolled students. In addition, 502 EHS students have been enrolled in an EVP course as a supplement to their in-person education. These numbers demonstrate a demand for online learning at Edina among high school-aged students.

Academic Measures

Elementary EVP, in past years, has typically matched in-person sites in academic proficiency as measured by the MCA.

MCA (Elementary):

- 100% of those tested in math were rated as proficient in 2023 [n=9] (District: 76.37%)
- 73.55% of those who tested in reading were rated as proficient in 2023 [n=9] (District: 77.78%).
- 100% of those tested in science were rated as proficient in 2023 [n=1] (District: 66.22%)

FastBridge is an excellent tool for measuring proficiency and progress in EVP because it has higher rates of participation and is administered three times throughout the year. EVP elementary students showed tremendous growth in math.

FastBridge (Elementary):

- aMath: 61% at or exceeding pace in fall (District: 69%); 74% in winter (district 63%); spring testing in progress
- aReading: 83% at or exceeding pace in fall (District: 70%); 80% in winter (District: 83%); spring testing in progress

An important area of growth for EVP at the secondary level is to increase participation rates in standardized testing (a challenge faced by many online programs throughout the state). Rates of participation in the MCA test were too low to provide a meaningful evaluation of student proficiency.

FastBridge was only used at the secondary level for students enrolled in Online Pre-AP English 9 [n=4 in fall and 5 in winter] and students demonstrated tremendous growth:

FastBridge (Secondary Comprehensive):

- aReading: 33% met or exceeded in fall (District: 70%); 50% in winter (District: 83%)

Because of the insufficient data to draw conclusions from the first eight months of standardized testing for secondary EVP, a more instructive data point is grades. Students achieving passing grades in courses will have demonstrated proficiency in the associated graduation standards.

Grades (Secondary):

- Passing grades S1: 85% ; Passing grades S2: 89% (in progress)

Satisfaction of Stakeholders

It is vital that programs incorporate stakeholder voices, and no measurement of Edina Virtual Pathway's progress or success could be complete without asking the students, families, and teachers for their perspectives.

Student satisfaction has been measured in a variety of ways. Panorama was administered to EVP in grades 3-5 (n=22). Student reports exceeded national norms in all areas:

- Supportive relationships: 86%

- Positive feelings: 74%
- Challenging feelings: 67%
- Emotional regulation: 49%

These numbers were slightly lower than the district as a whole, with the exception of challenging feelings, which scored slightly better than the district overall.

Due to a rostering issue with the vendor, EVP's comprehensive secondary students missed the window for Panorama. In April of 2023, however, input was sought from students for planning purposes and a question about satisfaction with online courses was included:

- Supplemental Students Satisfied/Very Satisfied with experience: 83% [n=29]
- Comprehensive Students Satisfied/Very Satisfied: 100% [n=3]

While these positive results reflect the satisfaction of only a small portion of students, surveys provided by individual teachers at the conclusion of the first semester showed high rates of satisfaction as well. 73%-100% of EVP students showed satisfaction with individual courses.

In March of 2023, elementary families were surveyed to determine their level of satisfaction [n=8].

- 75% reported that they agreed or strongly agreed that their child's online education was rigorous.
- 100% reported that they agreed or strongly agreed that their child felt valued in their online class(es).
- 87.5% reported that they agreed or strongly agreed that their teacher communicated clearly with families and was responsive to their needs.
- 87.5% reported that they agreed or strongly agreed that the EVP program communicated clearly with families and was responsive to their needs.
- 100% reported that they were satisfied with their child's online education.

The families of secondary students were asked the same questions in February of 2023 [n=15].

- 78.6% reported that they agreed or strongly agreed that their child's online education was rigorous.
- 78.6% reported that they agreed or strongly agreed that their child felt valued in their online class(es).

- 85.8% reported that they agreed or strongly agreed that their teacher communicated clearly with families and was responsive to their needs.
- 78.6% reported that they agreed or strongly agreed that the EVP program communicated clearly with families and was responsive to their needs.
- 78.6% reported that they were satisfied with their child's online education.

As a means of evaluating the performance of the Edina Virtual Pathway Coordinator, and to help guide allocation of resources, EVP teachers were surveyed once per semester.

First Semester Survey Results [n=13]:

- 84.6% reported that they agreed or mostly agreed that they were provided with the resources to do their work successfully.
- 100% reported that they agreed or mostly agreed that they trust the EVP Coordinator to do what is right for students.
- 100% reported that they agreed or mostly agreed that they trust the EVP Coordinator to do what is right for teachers.

Second Semester Survey Results [n=12]:

- 100% reported that they agreed or mostly agreed that they were provided with the resources to do their work successfully.
- 100% reported that they agreed or mostly agreed that they trust the EVP Coordinator to do what is right for students.
- 100% reported that they agreed or mostly agreed that they trust the EVP Coordinator to do what is right for teachers.

Financial Impact

The adopted budget for 2022-2023 allocated \$826,243 for Edina Virtual Pathway. This was assigned entirely to the elementary program in anticipation of growth in enrollment, rather than the regression that occurred. Even factoring in the costs of the new secondary program, expenditures for EVP will be well-below budget.

- Elementary Revenue Generation: \$281,652
- Elementary Cost: \$319,231
- Elementary Budget Impact: -\$37,579

The elementary program's costs exceeded the revenue generated by its students, though by a smaller amount than originally expected.

- Secondary Revenue Generation: \$424,998

- Secondary Cost: \$253,471
- Secondary Budget Impact: +\$171,527

For purposes of calculating revenue generation for the secondary program, only comprehensive students were used. Though EHS students, when taking online classes through EVP, are enrolled with Edina Virtual Pathway, at this time the revenue for students who primarily attend Edina High School is associated with that site. The secondary program erred heavily on the side of care with its funds, in part because of uncertainty around enrollment potential and also in recognition of the deficit at the elementary level.

- Overall Revenue Generation: \$706,650
- Overall Cost: \$572,701
- Overall EVP Budget Impact: +\$133,949

As a result of a smaller than expected elementary deficit, and careful use of funds at the secondary level, the overall impact of Edina Virtual Pathway on the financial picture of Edina Public Schools was overwhelmingly positive.

Recent Changes

As noted above, the elementary EVP program will be discontinued at the conclusion of this year. Families were notified and supported in the process of determining appropriate placement for the fall of 2023-2024. Edina residents are predominantly returning to in-person learning at their neighborhood schools, with one student taking advantage of a tuition agreement we have with Bloomington to participate in their online program.

The building of a new program at the secondary level provided a wealth of opportunities for adjustments in response to feedback over the course of this year. Significant changes have included:

- Increasing student support staffing to 0.15 social work/504 administration and 0.5 counseling for next year.
- Simplifying the attendance process and making it more uniform.
- Improved absence follow-through.
- Securing permission from EHS to allow supplemental students to work with their teachers during posted office hours and FLEX time and to utilize the tutor center for their online Edina classes.
- Improvements to the enrollment process, including outreach to students to ensure their understanding of the expectations around online coursework and permission from families to take EVP courses.

- Establishment of an Instructional Leadership team composed of licensed staff to inform decision-making.

Next Steps for EVP

In April, a team of stakeholders met to collaborate on a vision for the future of secondary Edina Virtual Pathway. This team included: a parent of comprehensive students (Hodan Hassan); two students (Khalid Omar and Anna Schrag); three teachers (Johnathan Buckley, Mellanie Pusateri, and Mary Stucynski); an EHS counselor (Sandy Schmidt); members of Edina Cabinet (Jody De St. Hubert, Daphne Edwards, and Natasha Monsaas-Daly); school administrators (Andy Beaton and Steven Cullison); and DMTS staff (Matthew Flugum and Isabella Kilabarda.) In order to utilize the wisdom of as many stakeholders as possible, in preparation for this gathering, online students and families were surveyed as well.

The discussion of the above group, coupled with survey data, revealed the following perceived strengths of Edina Virtual Pathway's secondary program:

1. Edina's reliance upon home-grown materials
2. The high level of rigor for online classes
3. Opportunities to learn college-readiness skills
4. Opportunity for students facing unique health needs to participate in Edina courses from home
5. Opportunity for non-Edina residents to gain access to a high quality, Edina education

The following areas of need/opportunities for growth were identified:

1. The current method of attendance collection (daily electronic check-ins) is more burdensome for students and staff than methods used in some other online programs. Additionally, it does not provide as much flexibility for students.
2. The use of EHS teachers helps ensure that online courses align well with their in-person counterparts, but most classes are taught as an overload, on top of a full-schedule of in-person classes. In the long-run, this could result in educators feeling "burned out." Finding ways to build instruction into teacher work days would help address this.
3. There is a demand for online summer programming.
4. Comprehensive EVP students sometimes utilize other providers in order to gain access to a wider range of offerings. Increasing the number of course offerings, gradually, would yield benefits.
5. Students who are new to the country, or the district, often could use more robust support.

6. Communication to families could be richer, more frequent, and provide greater notice in regards to important information.

The following actions are in process or will be undertaken beginning in the summer:

- Consideration of alternative attendance models.
- Increasing EVP staff presence at EHS to aid in attendance intervention, academic support, supervision of online students, support for Student Services, support of online teachers, and improved collaboration with other EHS staff affected by the introduction of EVP.
- Revision and improvement of orientation/intake process for new students.
- Updated marketing materials.
- Development of summer programming for 2024.
- Negotiation of a new MOU which allows for greater flexibility in staff scheduling.
- Additional course offerings for 2023-2024.
- Development of an assessment plan that includes provisions to increase participation rates.
- Development of a style-guide to help increase uniformity between the presentation of course websites.

By the end of the 2023-2024 school year, the following accomplishments will signal a second successful year of EVP at the high school level:

1. Increased passing rates for classes.
 2. Increased rates of satisfaction by stakeholders as reflected by surveys with higher participation rates.
 3. Further improved procedures around course changes and enrollment, indicated in part by feedback from counselors.
 4. Stable comprehensive enrollment numbers despite improved efforts to identify and redirect students who may be less likely to be successful in an online learning environment.
 5. Continued fiscal responsibility while more fully utilizing funds allocated to support student learning.
 6. An increase in the number of courses which are taught as a part of a teacher's regular work day, rather than as an overload, for 2024-2025.
 7. Successful implementation of online summer offerings in 2024.
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Spanish Dual Language Update

This update includes the following sections:

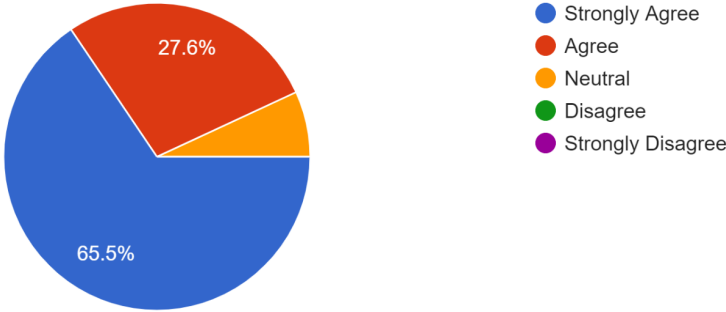
- Success Metrics: Parent/Guardian Survey Results
- Academic Program Planning
- Academic Program Planning Team Members
- Curriculum
- Balanced Language Instruction
 - Dual Language Model
- Next Steps for Spanish Dual Language

Success Metrics: Parent/Guardian Survey Results

One of the important metrics used to assess the effectiveness of the Spanish Dual Language program included parent/guardian feedback. Parents/Guardians were provided an anonymous survey and asked to provide their feedback. An expectation of 80% favorable responses (Strongly Agree/Agree) was set as a minimum threshold for success. The questions from the survey and responses are provided below. The data was collected in April of 2023, with a response rate of 29/48 families or 60.4%.

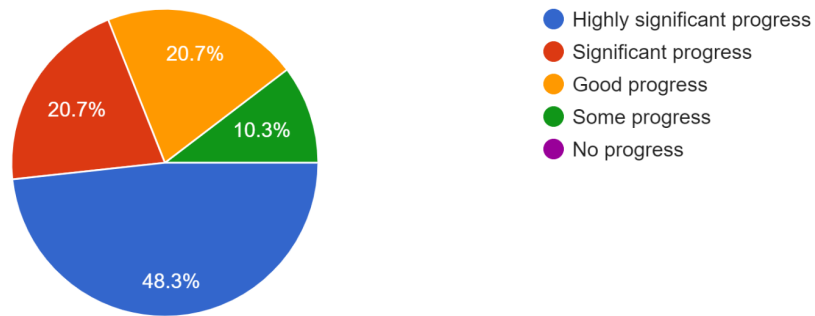
The Spanish Dual Language Program has met my expectations.

29 responses



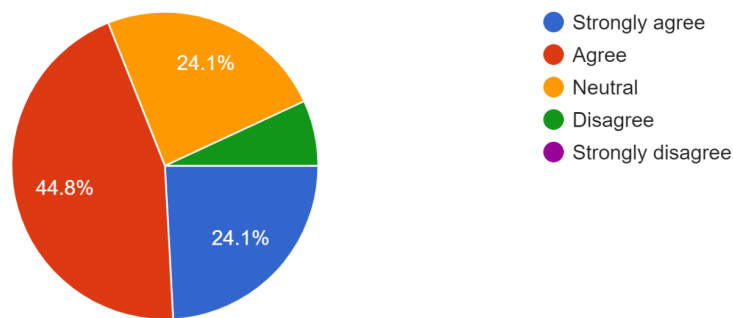
To what degree has your child made progress toward learning a second language?

29 responses



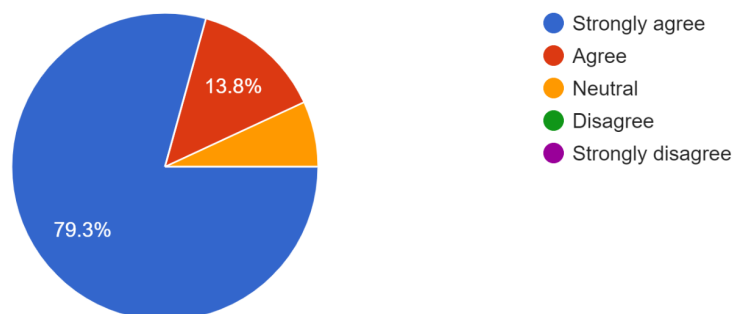
Transportation for the Spanish Dual Language program has met our family's needs.

29 responses



My child's teacher has built a strong relationship with our child.

29 responses



What is the best part of the Spanish Dual Language Program?

- The teachers (17); Teachers are native Spanish speakers (2)
- Learning a new language (6)
- Para support is great (3)

- The culture (3)
- Our child is thriving (3): I had high hopes for our child and those high hopes have been drastically exceeded.
- We trust the curriculum.
- We also trust the feedback we are getting on our child's progress.
- Seeing my child learn a new language and enjoy it!
- The small group work
- Building social relationships, building confidence in abilities, learning to read in both English and Spanish
- Community! Confidence in my child!
- Communication from Principal

What ideas do you have for improving the Spanish Dual Language Program next year?

- Eliminate busing shuttles (4)
- Communicate expectations for homework and expected learning goals/milestones to parents (4)
- Nothing (4)
- More immersion and opportunities to deepen language and cultural skills; including at home (3)
- Kids club enrichment options in Spanish (2)
- Have grade level mixing of kids once back at Countryside (2)
- Program is off to a fantastic start (2)
- Offer more sections of Spanish Dual Language
- Maintain native Spanish speakers as teachers
- More flexible learning environment for kids
- Continue collecting data from all parents, look at big picture
- Update outdoor playground at ELC with age-appropriate equipment.
- How can parents help?
- Add Spanish speaking interns like at Normandale French Immersion
- Use K teachers to help build 1st grade placements
- Can't wait to get into Countryside's building so we can all feel like one school.

Satisfaction of the Kindergarten programming experience was rated high. Feedback and suggestions for continuous improvement will be utilized this summer to plan for enhancements for the 2023-2024 school year. A few changes are already in the planning phases for next year and are described in the next section.

Program Planning

Update on Program Implementation and the Addition of Grade 1:

- **Enrollment:** There are 45 incoming kindergarteners, all resident students, who are enrolled for the fall. As per the preference/waitlist process, we are continuing to hold 3 spots for Spanish home language students who may move into the district between now and August 1. Any remaining open spots will be released to those at the top of the waitlist at that time. There are currently 39 students on the waitlist, with all “screened” students - those with some Spanish language experience - already enrolled. Ten of the 45 enrolled students (22%) indicated Spanish as their home language, with an additional 7 students (15%) who demonstrated a moderate level of proficiency with the Spanish language through a screening process.
- **Policy Revision:** A revision of the addendum to Policy 509 has been submitted for administrative consideration. It outlines the guidelines we will follow for choice programs and specifically the waitlist process for Spanish Dual Language, as it includes the additional component of Spanish home language priority.
- **Staffing:**
 - **Classroom Teachers** - In addition to the two returning kindergarten teachers, the two first grade teachers have been hired and training/planning meetings have begun with the team. The first grade teachers have been supporting the program this year in paraprofessional roles. Their experience with the program and their connection to both staff and students are valuable assets to the overall success of the program. This continuity in staff will create a successful transition as we move the current kindergarteners to grade 1.
 - **Countryside Specialist Teachers** - music, physical education, art and multi-lingual support will continue to serve all four sections of kindergarten and grade 1. Countryside’s master schedule is being revised to incorporate the Spanish Dual Language (SDL) sections when we welcome them to the Countryside building following construction.
 - **Paraprofessional Support** - There continues to be a need to have additional paraprofessional staff assigned to the SDL classrooms to facilitate the navigation of the facility, while also ensuring a high level of safety for students as they are transitioning between spaces, some of which are open to the public.
- **ELC Spaces for Fall:** Two classroom spaces have been identified for grade 1 at the Early Learning Center (ELC). These spaces are connected classrooms, similar to kindergarten, and are within the secured area of the ELC. In preparation for the fall, plans are underway to make adjustments to some of the logistics to better meet the needs of students and staff while at the temporary location. Some adjustments include the pick-up/drop-off locations and how the Countryside and ELC offices partner on attendance procedures.

- **Transportation Plans (including KIDS' Club):** In 22-23 SDL students have utilized a “shuttle” to and from the Early Learning Center, with most students riding buses to Countryside and then transferring to a shuttle that goes to the ELC. The complicated logistics of this process, both for student safety and staff's ability to manage the process, has necessitated a revised plan. The plan for the fall will be to have all Spanish Dual Language students on a separate “route” for pick-up and drop-off, bringing them directly to the ELC - eliminating the need for the shuttle. Routing and schedules will be finalized by the Transportation Department in early August. In addition, we are partnering with KIDS' Club on providing access to programming either on-site at the ELC/ND location or through a separate shuttle specific to KIDS' Club. These adjustments will make a tremendous difference for the day-to-day operations, enhance student safety and create a smoother transition to and from school for our SDL students.
- **Family Engagement:** Throughout the school year there have been intentional efforts to include and engage the SDL students and families in all things Countryside. Some of these include bringing students to Countryside for events such as the Walk-a-thon and Day of Service. All kindergartners have attended field trips together and will participate in our upcoming Field Day. Parents are included in all building level communications and included in our Countryside PTO. In addition, specialized communications related specifically to SDL have been provided all year. A small focus group was invited to offer feedback and plan for a parent meeting for the current kindergarten families that occurred on April 3. This session was a wonderful opportunity for current SDL parents to ask questions, get information and learn about future planning for the program. It was fun to give a tour of the first grade spaces for the fall, which provided a level of familiarity and comfort as their students transition to another temporary space.

Academic Program Planning: Planning team engagement on clarity of purpose

A program planning team has been meeting since February 2023 in order to outline a comprehensive needs assessment for Countryside Spanish Dual Language programming. The team has outlined a draft purpose statement with a focused goal that Countryside Spanish Dual Language achieves high levels of bilingualism and academic achievement while fostering the social consciousness and belonging for the dual language community. Countryside Spanish Dual Language students will be bilingual, biliterate, and bicultural. A critical program focus will be to amplify the academic opportunity for the Edina Latinx community. This will be done by creating opportunities that celebrate the assets and cognitive acceleration for each and every student in the Countryside Spanish Dual Language program.

This draft purpose statement aligns with research cited in previous board reports, as well as new research that the team is studying:

“A two-way dual language program is based on the premise that two groups of students (each with different home languages, in the United States one being English) learn together in a systematic way so that both groups become bilingual and biliterate in the two languages. Two major objectives guide the implementation of two-way dual language immersion programs, namely, (1) having a successful forum for addressing the language and academic needs of English learners, and (2) having an opportunity for other students to gain a world class education that instills the promise of a more interdependent world.”

Kristin Grayson, M.ED., [IDRA Newsletter](#), April 2012

Planning Team

The planning team includes:

Amy Kennedy: Teaching and Learning

Alex Giraldo: Countryside Spanish Dual Language Teacher

Veronica Castellanos-Vasquez: Countryside Spanish Dual Language Teacher

Caroline Linden: Countryside Spanish Dual Language Dean

Karen Bergman: Countryside Spanish Dual Language Principal

*The newly hired 1st Grade Teacher also joined the last planning session.

**The planning team will expand to include the new Director of Equity, Achievement and Multilingual programming.

Aligning with dual immersion research the planning team determined that the five following components must be in place in order to accomplish the Edina Vision and Mission as well as the Countryside Spanish Dual Immersion purpose statement.

1. Curriculum that features bilingualism, biliteracy, and multiculturalism.
2. Clear and positive instruction
3. Balanced language instruction
4. Language usage
5. Professional development

These five components are currently in different places of development. Curriculum has been purchased and a balanced language instruction model has been proposed. The remaining components are outlined in a [5 year draft plan](#) that the planning team will continue to develop and implement.

Curriculum that features bilingualism, biliteracy, and multiculturalism

In the spring of 2022 the Countryside team was fortunate to hire Alex Giraldo as one of

the two Kindergarten teachers. In addition, Profe Giraldo was hired as a consultant with the purpose of leading curriculum development In partnership with Bethany VanOsdel, Assistant Director of Teaching and Learning, and Caroline Linden, Dean of Countryside Elementary, Profe Giraldo engaged in the exploration stage of implementation science to determine material purchases. As Profe Giraldo was engaging in the specific curriculum review process, the Countryside team was able to hire the second Kindergarten teacher, Veronica Castellanos-Vasquez. Profe Catellanos-Vasquez was immediately able to partner on the final materials recommendations and planning stages for implementation.

The curriculum materials purchased for Countryside Spanish Dual Immersion for K-2nd grade are:

- Math In Focus *aligned with English curriculum
- American Reading Company (ARC) Core Literacy
- Estrellita Phonemic Awareness
- Mystery Science *aligned with English pilot/initial implementation
- Character Strong SEL *aligned with English pilot/initial implementation
- Social Studies and Health Standards are embedded with literacy, science, and classroom library purchases

Balanced Language Instruction

The planning team has created the following outline which is grounded in research to determine time spent in English and time spent in Spanish:

Dual Language Model (Draft)

K-1-2	90:10 Model	<ul style="list-style-type: none"> ● Focus on immersion into the non-dominant language and culture of Spanish. ● Focus on language proficiency in speaking, reading, and writing in Spanish. ● Teaching through the silabas methodology.
3-4-5	40:60 & 50:50 Model	<ul style="list-style-type: none"> ● Building in translanguaging opportunities to foster the bilingual brain. ● Explicit instruction in language transfer and foundational skills in English. ● Increasing cross-lingusitic opportunities to foster content and academic language.
6-8	Model TBD	

Next Steps for SDL

1. Engage in continued research with consideration of vertical alignment throughout the entire K-12 system.

- a. ACTFL
 2. Discuss assessments: WIDA, ACTFL, FAST, NWEA
 3. Backwards mapping to 5th grade
 - a. Focus on details for K-2 based on the grade 5 target
 4. Refine assessments and progress monitoring practices (to include academic supports/interventions)
 - b. Biliteracy Network
 - c. STAMP
 - d. Normandale alignment
 5. Continue research of successful Spanish Dual Immersion Programs
 - e. Eastern Carver
 - f. Nuevas Fronteras
 - g. Richfield
 7. Parent Training Opportunities
 - h. Progress- MODEL performance stages
-

STEAM Update

The STEAM update includes the following sections:

- Elementary STEAM Design Team Membership
- Vision and Outcomes of STEAM design
- *Integrated STEAM Lesson Checklist*
- *The 5 E Lesson Model*
- *STEAM Development Timeline*

Elementary STEAM Design Team Membership

An elementary STEAM design team (Table 1 below) convened in the spring of 2022 and has been meeting monthly to discuss the design of STEAM programming at the elementary level. The team has developed design elements and expected outcomes for elementary STEAM programming. The team is currently working to construct pilot projects which will be tested in the fall of 2023 as part a piloting process.

Table 1: Elementary STEAM design team members

Role	Member
Classroom Teachers	Allison Knoph, Zach Prowell, Rosemary Rink, Kristy Ardinger, Jeremy Kigin, Heather Kalthoff, Ethan Schultz, Kristi Wenner, Cait Bickel
Media Specialists	Krista Winkel, Ashley Krohn, Venishar Bahr, Laurie Holland, Elizabeth Ortiz Perez, Lynnea West
Specialist Teachers	Shandra Prowell, Jenna Courtney, Sarah Fincham, Leanne French-Amara, Elizabeth Werness
Teaching and Learning Staff	Mark Carlson, Kristen Greene, Jamie Hawkinson, Matt Flugum, Deb Richards
Administration	Dr. Randy Smasal, Dr. Cara Rieckenberg, Jody De St Hubert, Leah Byrd, Dr. Anne Marie Leland
Consultant	Dr. AnnMarie Thomas, University of St. Thomas

Work of the design team in 22-23 included setting goals for a STEAM framework, reviewing of other district programs, auditing what is currently being done, visioning how pathways may originate in elementary programming, and practicing the creation of integrated units of study. The team discussed potential STEAM themes that could emerge at individual elementary schools (example: Highlands Environmental Studies). In addition, the following outcomes were developed as parameters to guide the vision for program development.

Definition: *S.T.E.A.M. is not one program or a particular learning opportunity, rather it is a lens through which we approach holistic, interdisciplinary instruction and learning.*

VISION:

- Edina S.T.E.A.M. incorporates thematic, interdisciplinary and authentic learning experiences supported by powerful collaboration across students, teachers and community partners so that every student can discover their possibilities and thrive.

Outcomes of the STEAM Design

1. Student directed inquiry (driven by creativity, curiosity, and engagement) leads to authentic learning.
2. Each and every student engages in real and relevant interdisciplinary instruction and learning allowing for multiple entry points.
3. Learning environments promote critical thinking while creating numerous opportunities for demonstrating knowledge, skills, and competencies.
4. Widespread collaborations and connections across schools, classrooms, subject areas, and the Edina community, through integrated projects, programs, and pathways.

The team members declared that it will be important to provide a multidisciplinary opportunity for staff to work collaboratively on content creation. Mini-design teams were created that include one classroom teacher, one media specialist, and one specialist teacher across multiple sites. This combination of staff will provide rich thinking for the development of integrated lessons explicitly addressing standards from multiple subject areas. Lastly, the design team reflected on processes and resources needed to allow multidisciplinary teams and content to become the norm in Edina.

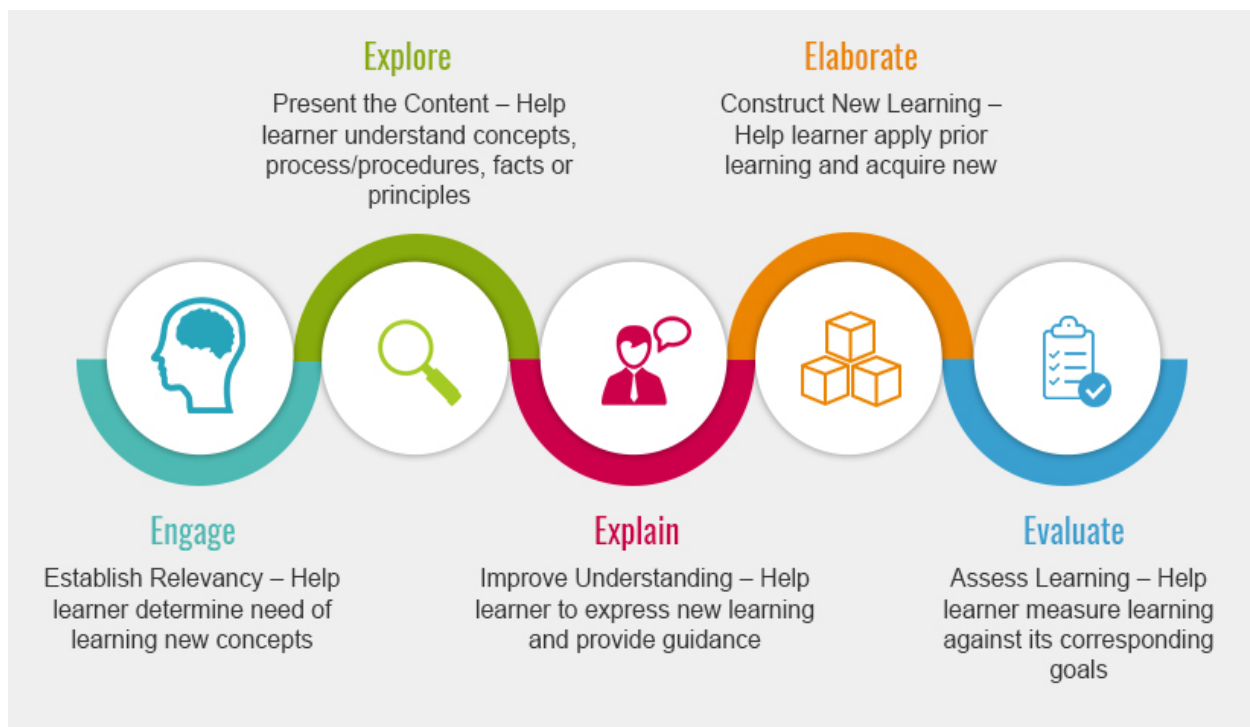
The following STEAM design resources and training were provided to the mini-design teams prior to beginning the development of their pilot projects.

Integrated STEAM Lesson Checklist for Pilot Projects

- Focused on cross-curricular standards (a science standard and at least 2 additional academic standards from other subject areas from same grade level)

- Includes
 - objectives/learning outcome related to the standards
 - plans for diverse learner needs
 - plans for cultural relevance/awareness
 - questions that develop critical thinking (Reference Webb's DOK)
 - engineering design process
 - integrated technology with production (not just consumption)
 - carefully selected and related children's literature
 - each of the 5E's
 - elements of inquiry instruction
- Students are 'doing' STEAM
- Student collaborations and opportunities for student voices
- Engages students in active learning with curiosity throughout the lesson

The 5 E lesson model ([A model preferred by NASA](#))



The 5E lesson planning model offers a powerful framework that promotes engaging, student-centered learning experiences. By utilizing this model, teachers can effectively structure their lessons to foster inquiry, critical thinking, collaboration, and creativity among students. The 5Es encourage a gradual progression of learning, enabling students to develop a deep understanding of STEAM concepts. This model not only supports the integration of multiple disciplines but also allows for hands-on experimentation, problem-solving, and real-world applications. By incorporating the 5E model with STEAM lessons, educators can cultivate a holistic learning environment that

nurtures students' curiosity, cultivates their 21st-century skills, and prepares them to become innovative thinkers and problem solvers in an ever-evolving world.

In the 2022-23 school year, all Edina 3-5 classroom teachers have received professional development on the 5E lesson planning model and all K-2 teachers will receive professional development on it by the end of the 2024 school year. The 5E model is closely connected to the new MN State Science Standards.

Using the 5E Lesson planning model as a framework combined with the Integrated STEAM Lesson Checklist for Pilot Projects, listed below are the beginning stages of Pilot Projects for the Fall of 2023:

- **Pilot Example 1: Waves of Sound (Pathways connections: Engineering, Programming)**
 - In 4th grade, one of the new Mystery Science units is called “Waves of Sound”. This unit lends itself to multiple opportunities to integrate the design process, critical thinking and technology integration. After learning about the core content, learners will engage in exploration and application of sound in their environment.

- **Pilot Example 2: Topic: Electricity and Society (Pathways connections: Engineering, Environmental Studies/Sustainability)**
 - This 4th grade unit incorporates outdoor learning, science, ELA, social studies and media/technology standards for students to gain understanding of the phenomenon of electricity, understanding conduction and energy transfer, and viewing perspectives, both historical and looking towards the future, of electricity and the societal impacts.

- **Pilot Example 3: Patterns (Pathways connections: Engineering, Aviation/Aerospace, Medical)**
 - This 5th grade unit intertwines history, math, language arts, P.E., art and science standards to unwrap the history and methods of how civilizations have used patterns to make sense of the world around us. Patterns bring us comfort and also help guide us to new discoveries. We will look back at how these discoveries got us to where we are, and look ahead to where continued research and pattern analysis might lead us in the future.

STEAM Development Timeline:
2022-23

- Complete draft of pilot STEAM projects/units

2023-24

- Define metrics for pilot projects/units
 - Student Engagement
 - Academic Learning
- Pilot 6 STEAM projects/units in the fall of 2023
- Develop 6 STEAM projects/units for implementation in spring of 2024

2024-25

- Provide Training for all Grade 3-5 Teachers on STEAM philosophy and thinking providing contexts within current curricular resources and examples for interdisciplinary work
- Begin the K-2 Elementary STEAM design Team
- Develop 6 STEAM projects/units for implementation in fall of 2024 and an additional 6 for Spring of 2025

2025-26

- Provide Training for all Grade K-2 Teachers on STEAM lesson design

VI.B. 2023-2025 Assessment Plan



Board Meeting Date: May 15, 2023

Title: Edina Public Schools 2023-2025 Assessment Plan

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Greg Guswiler, Teaching and Learning Data Analyst and Program Coordinator; Mark Carlson, Curriculum Coordinator; and Leigh Ann Feily, Continuous Improvement Specialist/MTSS Coordinator

Description:

In the 7/18/2022 board report, the Assessment Design Team recommended, and the School Board approved, the use of FastBridge as an assessment to support a Multi-Tiered System of Supports (MTSS) in Edina Public Schools (EPS). This tool was implemented as a universal academic screener (in reading and math) for students in Kindergarten to 9th grade. Upon approval (July, 2022) of the 2022-2023 Assessment Plan the Teaching and Learning Department (T&L) was asked to:

- Form a design team to recommend a Talent Development universal screener.
- Statistically compare FastBridge and MAP data collected during the 2022-23 school year, and
- Further explore the 2022 MTSS Assessment Design team's recommendation regarding the use of SAEBRS/MySAEBRS as a universal social-emotional learning (SEL) screening tool.

Recommendation:

This report is for discussion of the proposed Assessment Plan with updates made for the 2023-25 school years. It will be brought for approval on June 12th.

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

Appendix:

- [Student Assessment Portal 2.0 View of FastBridge aMath Assessment Data](#)
- [Student Assessment Portal 2.0 View of MCA Math Assessment Data](#)
- [Student Assessment Portal 2.0 View of FastBridge aReading Assessment Data](#)
- [Student Assessment Portal 2.0 View of MCA Reading Assessment Data](#)

Attachments:

Board Report (below)

LINKS:

[2023-25 Assessment Plan Calendar](#)
[2022-23 MAP/FAST Comparison Communication](#)
[7.18.22 Assessment Plan Board Report](#)
[2023-25 Assessment Plan Board Presentation](#)

General Purpose Statement:

Edina [Policy 614](#) states that:

“The school district recognizes the value of common assessments for evaluation across the district. The assessment plan ensures evaluation is occurring for curriculum, educational initiatives, schools, teachers and students. Assessment results will identify performance in the area being evaluated and will guide the teaching and learning required to deliver the best possible educational experience to all students.”

The Edina Public Schools assessment plan, created in alignment with Policy 614, provides an outline of the purpose, timeframe, mode, student population and overview of the assessments given to EPS students. Upon approval (July, 2022) of the 2022-2023 Assessment Plan the Teaching and Learning Department (T&L) was asked to:

- Form a design team to recommend a Talent Development universal screener.
 - *The recommendation to add CogAT as a Talent Development Universal Screener to the 2023-2025 Assessment Plan is currently being discussed with the board in a separate report.*
- Statistically compare FastBridge and MAP data collected during the 2022-23 school year, and
- Further explore the 2022 MTSS Assessment Design team’s recommendation regarding the use of SAEBRS/MySAEBRS as a universal social-emotional learning (SEL) screening tool.

The information outlined in the report informs the recommendation for the 2023-2025 Edina Assessment Plan.

Recommended Changes to the 2023-25 Assessment Plan:

The 2023-2025 assessment plan will remain in the similar format as the 2022-23 plan. However, there are some recommended changes to the content outlined in this report.

Continuations

- Continued use of FastBridge as the universal academic screener for math and reading for students in grades K-9

Additions to the Assessment Plan:

- Upon board approval, the CogAT assessment will be added as part of the Talent Development portfolio. This assessment will be administered as a Talent Development universal screener to all 2nd graders in the Fall of the 2023-24 school year. The board will make the final decision on this recommendation on May 15, 2023 and the proposed Assessment Plan will be adjusted accordingly before final approval.
- The Panorama SEL Student Survey will also be added. As in the past, when student surveys impact an entire grade level or multiple grade levels, they are added to the assessment plan in an effort to be transparent. The Panorama SEL Student survey has been in our system since 2021 and has not been listed on the Assessment Plan. Its addition to the 2023-2025 Assessment Plan aligns with district practice.

Other Assessment Plan Adjustments:

- The NWEA MAP Math & Reading Growth assessments (MAP) will no longer be administered to all students. Therefore, the MAP will no longer appear on the assessment plan. The assessment plan is designed to display any assessments/surveys which are administered to an entire grade level or grade band. The MAP will remain in the system but will be used in a more individualized way. If and when students are identified as needing another data point to determine correct instructional matches, the MAP Math or Reading Assessments will be available for use.

- The K-5 Diagnostic Reading Benchmark Assessment System (Fountas & Pinnell) Replacing DRA/QR is no longer administered to all students. Therefore, this will also be removed from the assessment plan. The K-5 Diagnostic Reading Benchmark Assessment System will also be available for use on an as-needed basis with building principal approval.

Background:

In the 2022-2023 school year the Assessment Design Team recommended, and the School Board approved, the use of FastBridge as an assessment to support a Multi-Tiered System of Supports (MTSS) in Edina Public Schools (EPS). This tool was implemented as a universal academic screener (in reading and math) for students throughout the EPS system. A universal academic screener is designed to ensure all levels of a school system are being proactive in meeting the needs of students. In addition to adding FastBridge as a universal screener, the Assessment Design Team recommended removing the MAP from the 2022-23 Assessment Calendar. After further consideration of the recommendation, it was determined that the MAP would be administered to all students who demonstrated they may be exceeding grade level standards in grades 2-5 and in Success Programming, and to all students in grades 6-8. In grades 2-5 the 2022-23 Assessment Calendar specifically indicated that, “students who score above the 85th percentile on FAST assessments and students who access school year Success Programming will be given the MAP Reading and/or the Map Math assessment.”

Initial Implementation of Fastbridge Universal Screener:

During initial implementation, which is one of the four critical phases of implementation science, an implementation team meets to review process and outcome data in order to critically examine and improve implementation. Throughout the 2022-2023 year a variety of implementation teams have been meeting to examine the implementation of FastBridge as an universal screener. A recent analysis and teacher survey measured implementation in alignment with 7 “Can Do” statements. These “Can Do” statements reflect the goals for initial implementation for the 2022-2023 school year. Results of the teacher survey are shared in the following table:

Key:

All questions were rated on a scale of 1 (I am not able to do this) to 4 (This is easy for me)

Green boxes represent aggregate scores of 3 or above

Yellow boxes represent aggregate scores of 2 to 3

Red boxes represent aggregate scores below 2

Teacher Survey (n=134)	Avg. Score
I understand why we are utilizing FastBridge	2.9
I can administer the FastBridge assessments required for my grade level	3.4
I can navigate the FastBridge site to view my students' scores	3.1
I can locate the Screening to Intervention Report and use it to identify the recommended interventions for my students	2.8
I can find the lesson plans and resources for implementing the FAST interventions.	2.3
I can administer the recommended interventions to my students.	2.5
I can locate and interpret the Group Growth Report and find the growth percentiles for each student in my class(es).	2.8

With all district average scores above 2.0, these results show that we are making expected progress towards implementation goals. FastBridge is quickly becoming deeply embedded in Edina as an assessment that gives staff accessible information in order to support students academic excellence, readiness, and growth. Scores of above 3.0 in the areas of administration of the assessment and navigation of the website represent areas of

strength and are key, critical pieces in initial implementation. The results also showed that continued areas of growth are:

- Continuing to build understanding around the “why” of utilizing FastBridge as our universal screener
- Finding lesson plans and resources for implementing the FAST interventions
- Administering interventions to students

These areas of growth will continue to be supported through professional development opportunities provided in partnership between the Teaching and Learning department and building leadership as we move into the 2023-2024 school year.

An additional area of focus for Teaching and Learning has been to review the initial recommendation to remove the MAP from the assessment calendar and complete a thorough comparison of Fastbridge and MAP. The process has included engaging in data analysis, reviewing the 2022-23 Assessment Design Team recommendations, gathering stakeholder feedback, and reviewing the use of data in 2022-23 and its direct impact on students' learning.

FastBridge and MAP Comparison:

Similarities:

- Both MAP and FastBridge are computer-adaptive assessments designed to measure student growth. The assessments will get progressively more difficult as students get questions correct.
- Both MAP and FastBridge are nationally normed assessments that provide a scaled score, national percentile and growth values for each assessment.
- Both assessments provide information around skills students have learned and are ready to learn.
- Both assessments provide data about students' likelihood of demonstrating proficiency on grade level standards.

Differences:

- The time needed for testing is different for MAP and FastBridge. The FastBridge assessment can be completed in approximately 30 minutes whereas the MAP assessment usually takes at least 60-90 minutes and significantly more time for some students.
- FastBridge data is collected three times per year (Fall, Winter, Spring) whereas MAP has been administered one time per year (Winter).
- The response plan provided for students from the MAP and FastBridge assessments are different. FastBridge provides an action plan for responding to the data with specific interventions created through a triangulation of data points. The MAP provides a comprehensive list of learning areas where students are demonstrating gaps relative to the standards but does not give a starting point for interventions.

Feedback:

Representatives from the Teaching and Learning Department met with both secondary and elementary testing coordinators to gain feedback around the proposed changes to the assessment plan for the 2023-24 and 2024-25 school year. Discussions focused on additional actionable data pieces from the MAP assessment that were being used that were distinct from other assessment tools. The only value-add discussed was having the MAP assessment available for unique situations where teams may want to look at an additional assessment for a student. Testing coordinators did feel for some students, MAP was better at measuring growth, especially for students above the 95th percentile. However, they did not feel the time investment needed was worth the value add of an additional assessment. They felt the FastBridge assessment provided data that could be more easily accessed and activated for each and every student than the MAP data provided.

Statistical Analysis:

Statistical analysis provided to the district by FastBridge indicated there was a significant overlap in information provided by MAP and FastBridge. To ensure this was the case, Edina Public Schools (EPS) did a statistical analysis using these two assessment tools for both reading and math using only EPS data. EPS determined the Pearson correlation coefficient (r) by looking at FastBridge Fall and Winter scores as compared to Fall MAP scores in both reading and math. We separated the data into grades 2-5 and 6-8 since in grades 2-5, only students above the 85th percentile on Fall FastBridge took the MAP whereas all 6-8 students took the MAP. In general a r value that is greater than .75 is considered a strong correlation. This was true for all cases as demonstrated in the table below:

Grades	Ind. Variable(FAST)	Dep. Variable (MAP)	MAP Predictive Model	r
2-5	aMath (F)	MAP RIT(M)	$1.74 * \text{FAST} - 166.16 = \text{MAP}$.87
6-8	aMath (F)	MAP RIT (M)	$1.36 * \text{FAST} - 74.79 = \text{MAP}$.84
2-5	aMath (W)	MAP RIT (M)	$1.56 * \text{FAST} - 133.2 = \text{MAP}$.90
6-8	aMath (W)	MAP RIT (M)	$1.33 * \text{FAST} - 72.39 = \text{MAP}$.85
2-5	aReading Theta (F)	MAP RIT (R)	$0.64 * \text{FAST} - 124.79 = \text{MAP}$.80
6-8	aReading Theta (F)	MAP RIT (R)	$0.49 * \text{FAST} - 44.38 = \text{MAP}$.82
2-5	aReading Theta (W)	MAP RIT (R)	$0.66 * \text{FAST} - 139.79 = \text{MAP}$.81
6-8	aReading Theta (W)	MAP RIT (R)	$0.53 * \text{FAST} - 66.80 = \text{MAP}$.82

Academic Universal Screener Recommendation:

In weighing all the factors during the exploration phase of implementation science, the 2021-22 Assessment Design Team provided a recommendation that the Edina Assessment Plan does not include the administration of two universal screeners. A primary reason for this recommendation is for the mental health and well-being of students and staff, recognizing that overtesting can lead to anxiety and an unhealthy shift away from the purpose of learning. The team further recommended that FastBridge was better suited to serve as the academic universal screener in the Edina Assessment plan. The two main reasons for this recommendation were ease of administration (including less time taken away from direct instruction) and efficiency in use of the data, thus more direct impact on students' learning.

After reviewing the data analysis, the 2021-22 Assessment Design Team recommendations, stakeholder feedback, and the use of assessment data the Teaching & Learning review team agrees with the 2021-22 Assessment Design Team that it is not sustainable or healthy to assess all students in both FastBridge and MAP. The Teaching and Learning review team further recommends to continue with the use of FASTBride as a universal screener and maintain MAP in the system for individual situations. The 2022-23 FastBridge implementation as an academic universal screener has been highly successful. In addition to the implementation data summarized above, the fall to winter data is evidence of this positive and direct impact on student growth. EPS realized aggressive growth (meaning students grew at or above the 75th percentile) from 37% of all students in math (grades 2-8) and 26% in reading (grades 2-9) in both cases this is above the expectation of 25%.

As part of the recommendation, Teaching & Learning in collaboration with the Edina MultiTiered Systems of Support (MTSS) Design Team, is committed to supporting the next steps of implementation which includes

continued growth in the use of the data to provide instructional matches. As Edina Public Schools strengthen MTSS systems ALL student data will be reviewed in administrator lead grade level data meetings three times a year and teacher lead Professional Learning Community (PLC) meetings two to four times per month. The data will be reviewed with the lens of the 4 PLC Questions:

- *What do we want all students to know and be able to do?*
- *How will we know if they learn it?*
- *How will we respond when some students do not learn?*
- *How will we extend the learning for students who are already proficient?*

Using the Data Metrics plan, also equips all Edina educators to rely upon multiple measures in data review and response conversations as they ensure each and every Edina student discovers their possibilities and thrives. Educators are using FastBridge data along with formative and summative classroom assessments, MCA scores, IXL diagnostic scores and if approved, the CogAt to help assess growth for all students and determine instructional needs.

Panorama and MySAEBRS Update:

The July 18, 2022 board report entitled *Edina Public Schools Assessment Plan 2022-2023* outlined several recommendations from the MTSS Assessment Committee. One recommendation was to explore how Panorama and SAEBRS/MySAEBRS (a social/emotional learning screener available through the FastBridge system) fit together for comprehensive SEL data gathering. For the 2022-2023 school year, the recommendation was to continue with the Panorama survey and pilot SAEBRS/my SAEBRS in select areas.

One of the reasons that this recommendation was made by the MTSS Assessment Committee was because team members did not feel they fully understood the Panorama survey data and what information it could offer school teams regarding individual student outcomes in addition to whole school climate outcomes. With this in mind, Leigh Ann Feily (MTSS Coordinator) created a plan that leveraged the professional development portion of the EPS Panorama contract to build capacity towards this understanding. As part of the Instructional Principal's Meeting in November, all principals, selected building representatives, and selected district leaders were provided an in-person training with the EPS Panorama professional development consultant about how to access, interpret, and utilize student Panorama data to set building goals and monitor individual student outcomes. Throughout the months of December and January, each EPS school engaged in a virtual consultation with the Panorama professional development consultant and district MTSS coordinator to further personalize data interpretation and goal setting. Following the Panorama Student Survey window in March, all principals, selected building representatives, and selected district leaders were again provided training (this time virtual) with the EPS Panorama professional development consultant to review student data, determine growth on goals, and determine areas for continuous improvement.

Through building capacity with teams for accessing, utilizing, and interpreting the Panorama student data, teams were better able to utilize the Panorama survey information as a universal SEL screening tool both at the student and building level. With this increased capacity and knowledge around the Panorama survey, it was determined that piloting SAEBRS/MySAEBRS as a universal SEL screener would not be necessary.

However, SAEBRS/MySAEBRS is being piloted in one school as a Tier 3 intervention data collection tool for students with intensive behavior needs. This more specialized use of MySAEBRS is a better fit for the system and will continue to be piloted as it fits with different intervention needs.

Critical Next Steps:

Talent Development Identification:

We have heard and understand stakeholder concerns in regards to identification for Talent Development services with the removal of the MAP from the overall assessment plan. EPS has systems in place to help determine if a student is in need of additional services through Talent Development. Using a Talent Development portfolio 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 change to a portfolio of data began in the fall of 2021.

Family/Caregiver Communication on Student Academic Readiness and Growth:

We also recognize the importance of family partnerships in the education of our Edina students and that understanding where our students are at in their learning journey is as important to individual families as it is to Edina Public Schools.

The Teaching and Learning team has been in the development phase of creating a family dashboard. Over the past few months the Teaching and Learning team has redeveloped the Edina Student Assessment Portal. The new version better displays the essential data elements and makes monitoring growth on the assessments easy. Examples of the new version can be found in the appendix of this report.

A parent communication team will be discussing more detailed plans for parent communication this spring.

Family/Caregiver Communication on 2023-2025 Assessment Plan:

Upon board approval we will leverage The Buzz to communicate that the updated assessment plan/calendar is posted to the district's website. This will include a brief narrative around the assessments in the system and timing for when results will be available to caregivers in the Edina Student Assessment Portal 2.0. We will also include the assessment plan/calendar announcement in communications sent to families informing the launch of the Edina Student Assessment Portal 2.0. We will also work with the communications team to include the announcement in the back to school packet.

Relaunch of the Edina Public Schools Assessment Committee:

Pursuant to Edina Public Schools Board [Policy 614](#) a District Assessment Committee must be in place. With a relaunch, this committee will assist in monitoring the implementation and evaluation of the district assessment plan in alignment with the Edina Data Metrics Plan. As stated in Policy 614, "The assessment plan ensures evaluation is occurring for curriculum, educational initiatives, schools, teachers and students. Assessment results will identify performance in the area being evaluated and will guide the teaching and learning required to deliver the best possible educational experience to all students."

The Edina Public Schools Assessment Committee will consist of 2 different groups, Building membership and District Office Membership. Policy outlines that, "The committee will include an equal number of licensed teachers and administrators from the following key areas:

1. Administrators from each stratum of school configurations (i.e. elementary, middle school, and high school);
2. Administrators from the district leadership team;
3. Teaching staff from each strata of school configurations; and
4. Content leaders or specialists."

The groups are made up of the staff below:

- Assessment Committee Building Membership
 - Teacher Representation
 - 2 Early Learning Center
 - 2 Elementary School
 - Administration Representation
 - 2 Early Learning Center
 - 2 Elementary School
 - 2 Middle School
 - 2 High School

- Assessment Committee District Office Membership
 - Committee Facilitator- T&L Data Analyst and Program Coordinator
 - Literacy Specialist
 - Mathematics Specialist
 - Multilingual Learner Specialist
 - Talent Development Specialist
 - Student Support Services Specialist
 - Director of Achievement Equity & ML
 - Executive Sponsor- Director of Teaching and Learning

Role	Responsibilities
Teacher Representative	The role of the Teacher Representative is to provide input on the implementation of the Edina Public Schools Assessment Plan. These members will have a sound understanding of assessment policies and practices and will focus on classroom level implementation of these assessments along with instructional skills to utilize the tools and data they provide.
Administration Representative	The role of the Administration Representative is to provide input on the implementation of the Edina Public Schools Assessment Plan. These members will have a sound understanding of assessment policies and practices and will focus on the building level governance and implementation of these assessments across grade levels and individual buildings. The ideal person to serve in this capacity would be either the building Site Assessment Coordinator or administrator with a sound understanding of assessments and the data they provide.
District Office Representative	The role of the District Office Representative is to provide input on the implementation of the Edina Public Schools Assessment Plan. These members will have a sound understanding of assessment research, data literacy, and assessment policies and practices and will focus on the district level governance and implementation of these assessments. The District Office Representative will serve as a resource to the committee for how the assessments are to be used and how the data could more effectively be used in the classroom and at the building level. The District Office Representative will also scaffold committee information to the District Instructional Leadership Team and the remainder of the Teaching and Learning Department as needed. The goal of scaffolding will be to ensure effective data use to ensure direct impact on student performance, readiness, and growth for each and every Edina student to discover their possibilities and thrive in alignment with the Edina Data Metrics Plan.
Director of Achievement Equity and Multilingual Learner Programming	The role of the Director of Achievement Equity and Multilingual Learner Programming will be to ensure the assessment committee's work is focused on the work the district is doing with Culturally Proficient School Systems. They also are charged with ensuring the committee is meeting the needs of our Multilingual Learners.

Appendix:

Student Assessment Portal 2.0 View of FastBridge aMath Assessment Data

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Fast Bridge aMath Assessment Data

Student Name	aMath School Year	aMath Grade	Fall aMath Test Theta	Fall aMath National Percentile	Fall aMath Proficiency Level	Winter aMath Test Theta	Winter aMath National Percentile	Winter aMath Proficiency Level	Spring aMath Test Theta	Spring aMath National Percentile
	2023	08	229.728	59	Meets	239.151	86	Exceeds		

aMath Proficiency Level by School Year by Testing Window

2023

FastBridge aMath Proficiency Level
■ Does Not Meet ■ Partially Meets ■ Meets ■ Exceeds

Fast Bridge aMath Growth From Fall to Winter

Student Name	aMath School Year	aMath Grade	Fall to Winter Growth Level	Fall to Winter Growth Score	Fall to Winter National Growth Percentile
	2023	08	Aggressive	2.094	93

Fast Bridge aMath Growth From Fall to Spring

Student Name	aMath School Year	aMath Grade	Fall to Spring Growth Level	Fall to Spring Growth Score	Fall to Spring National Growth Percentile
	2023	08			

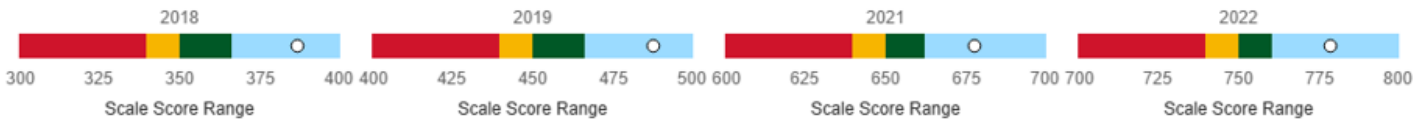
Student Assessment Portal 2.0 View of MCA Math Assessment Information

[Back](#)

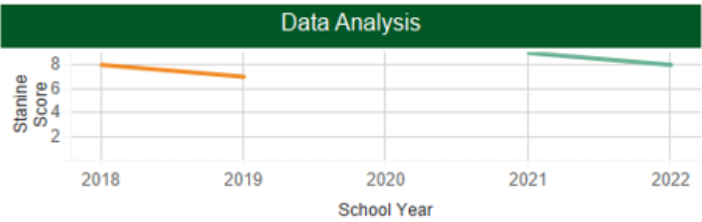
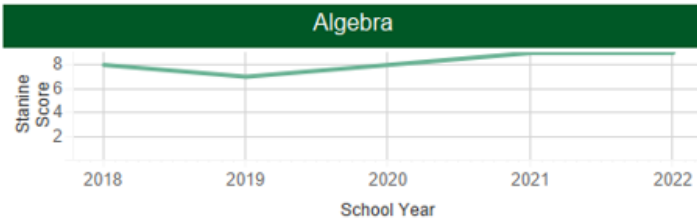
MCA Math Assessment Data

Student Name	Math Test Name	MCA Math School Year	Grade	Scale Score	MCA Math Achievement Level	
	Minnesota Common Assessment(MCA) Math	2022	07	778	Exceeds	Number and Operations Strand Score- 9 Algebra Strand Score- 9 Geometry & Measurement Strand Score- 8 Data Analysis & Probability Strand Score- 8
		2021	06	677	Exceeds	Number and Operations Strand Score- 8

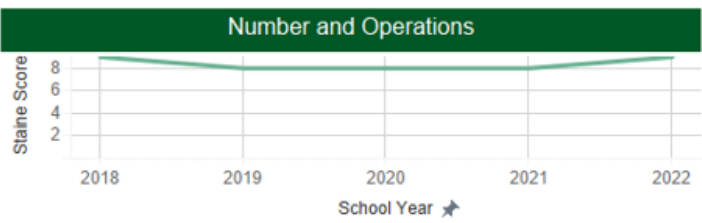
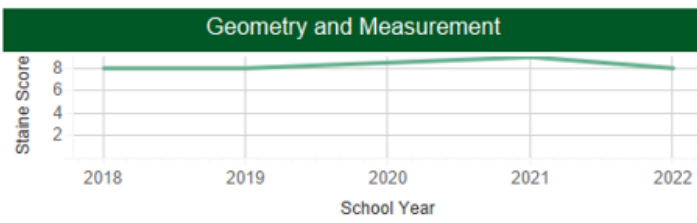
MCA Math Scale Score



MCA Achievement Levels
■ Does Not Meet ■ Partially Meets ■ Meets ■ Exceeds



■ Data Analysis & Probability Strand
■ Data Analysis Strand



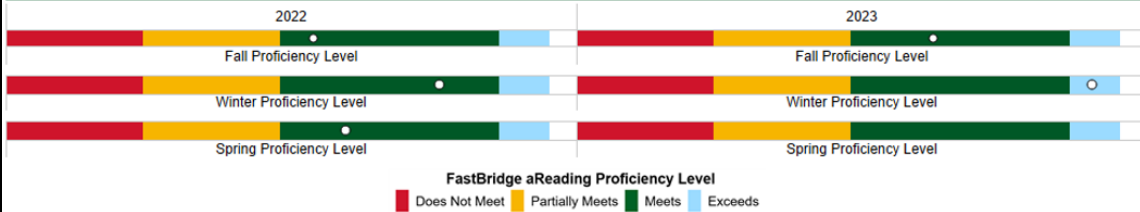
Student Assessment Portal 2.0 View of FastBridge aReading Assessment Information

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Fast Bridge aReading Assessment Data

Student Name	aReading School Year	aReading Grade	Fall aReading Test Theta	Fall aReading National Percentile	Fall aReading Proficiency Level	Winter aReading Test Theta	Winter aReading National Percentile	Winter aReading Proficiency Level	Spring aReading Test Theta
	2023	09	551.518	65	Meets	572.365	94	Exceeds	
	2022	08	543.345	56	Meets	557.836	79	Exceeds	551.098

aReading Proficiency Level by School Year by Testing Window



Fast Bridge aReading Growth From Fall to Winter

Student Name	aReading School Year	aReading Grade	aReading Fall to Winter Growth Score	aReading Fall to Winter Growth Level	aReading Fall to Winter National Growth Percentile
	2023	09	5.255	Aggressive	99
	2022	08	4.140	Aggressive	92

Fast Bridge aReading Growth From Fall to Spring

Student Name	aReading School Year	aReading Grade	aReading Fall to Spring Growth Score	aReading Fall to Spring Growth Level	aReading Fall to Spring National Growth Percentile
	2023	09			
	2022	08	1.053	Typical	64

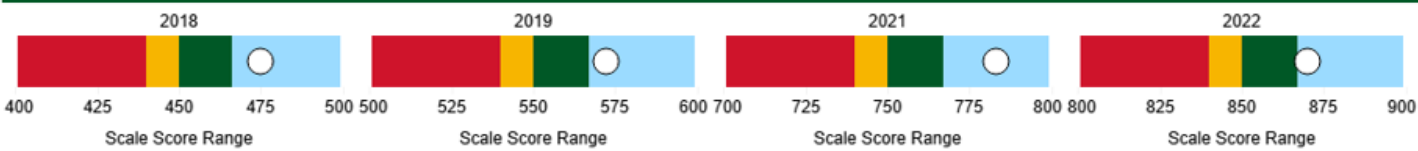
Student Assessment Portal 2.0 View of MCA Reading Assessment Information

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MCA Reading Assessment Data

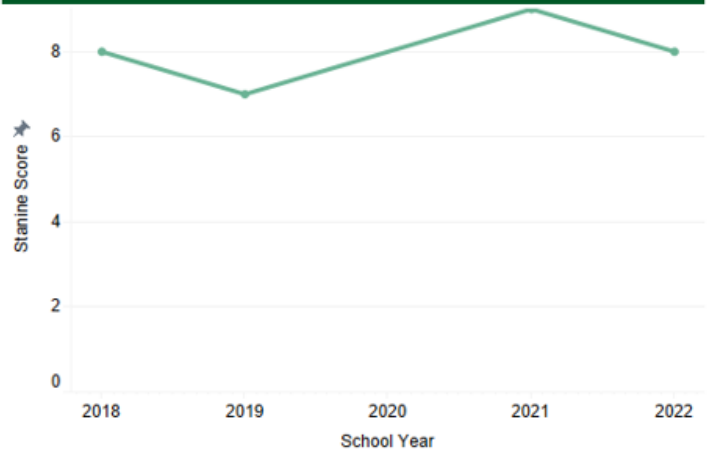
Student Name	Reading Test Name	MCA Reading School Year	Grade	Reading Scale Score	Reading Achievement Level	Reading Lexile Score	
	Minnesota Common Assessment(MCA) Reading	2022	08	870	Exceeds	1370L	Literature Strand Score- 6 Informational Text Strand Score- 8
		2021	07	783	Exceeds	1480L	Literature Strand Score- 8 Informational Text Strand Score- 9
		2019	05	572	Exceeds	1215L	Literature Strand Score- 8 Informational Text Strand Score- 7

MCA Reading Scale Score

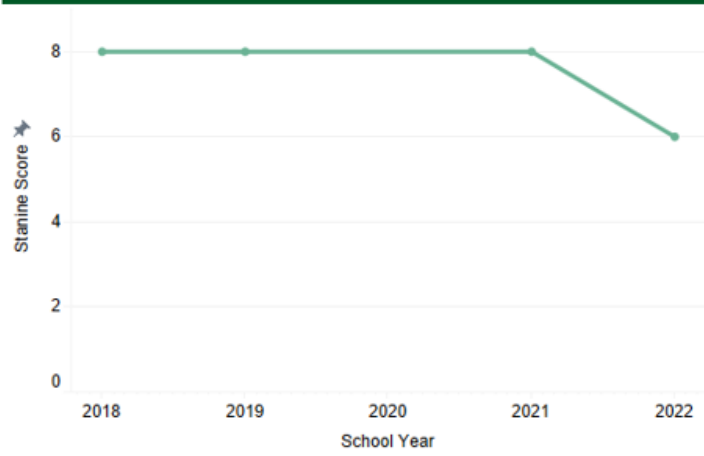


MCA Achievement Levels
■ Does Not Meet ■ Partially Meets ■ Meets ■ Exceeds

Informational Text Strand Stanine Score



Literature Strand Stanine Score



VI.C. Policy Review



Board Meeting Date: 5/15/2023

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 208 Development, Adoption, and Implementation of Policies
- Policy 304 Policy Implementation
- Policy 305 Administrator Code of Ethics
- Policy 307 School District Outsourcing, Consultants, and Internships
- Policy 503 Student Attendance (see note below.)
- Policy 709 Acceptance of Gifts, Donations, and Bequests
- Policy 711 Student Activities Accounting

Recommendation: Review the suggested modifications for Policies 208, 304, 305, 307, 503, 709, 711.

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

Attachments:

1. Policy 208 Development, Adoption, and Implementation of Policies
2. Policy 304 Policy Implementation
3. Policy 305 Administrator Code of Ethics
4. Policy 307 School District Outsourcing, Consultants, and Internships
5. Policy 503 Student Attendance
6. Policy 709 Acceptance of Gifts, Donations, and Bequests
7. Policy 711 Student Activities Accounting

School Board

Development, Adoption, and Implementation of Policies

I. Purpose

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

II. General Statement of Policy

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

III. Development of Policy

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

IV. Adoption **and Review** of Policy

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

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

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

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

VI. Policy Review Process

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

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

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

C. The review process will include the following steps:

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

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

Legal References:

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

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

Cross Reference:

[Policy 213 \(School Board Committees\)](#)

Policy 305 (Policy Implementation)

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

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I

POLICY REVIEW CYCLE

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

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

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

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

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

Reviewed: 11/13/12

Revised: 02/24/14

Revised: 08/17/15

Revised: 08/13/18

Appendix II
Policy Development, Adoption, and Implementation Review Rubric

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

Table 1: Tools of Cultural Proficiency

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

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

Administration

Policy Implementation

I. Purpose

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

II. General Statement of Policy

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

III. General Responsibilities

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

Legal Reference:

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

Cross Reference:

Policy 208 (Development, Adoption and Implementation of Policies)

Policy
adopted: 6/18/07

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

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

Administration

Administrator Code of Ethics

I. Purpose

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

II. General Statement of Policy

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

III. General Responsibilities

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

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

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

Legal References:

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

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

Policy
adopted: 6/18/07
amended: 8/20/12
revised: 1/28/19

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

Administration

School District Outsourcing, Consultants, and Internships

I. Purpose

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

II. General Statement of Policy

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

III. Outsourcing and Consultants

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

IV. Administrative Internships

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

Legal Reference:

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

Cross Reference:

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

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

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Students

Student Attendance

I. Purpose

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

II. General Statement of Policy

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

A. Responsibilities

1. Student's Responsibility

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

2. Parent or Guardian's Responsibility

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

3. Teacher's Responsibility

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

request.

4. Administrator's Responsibility

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

III. Attendance Procedures

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

IV. Required Reporting

A. Continuing Truant

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

§120A.34;

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

B. Habitual Truant

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

V. Student Status

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

VI. Request for Modified Learning Experience

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

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

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

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

VII. Support for Student Attendance

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

VIII. Dissemination of Policy

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

Legal References:

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

Cross Reference:

Policy 506 (Student Discipline)

Policy

adopted: 6/16/08
 amended: 5/21/12
 revised: 3/14/16
 revised: 4/17/17
 revised: 6/12/17

INDEPENDENT SCHOOL DISTRICT NO. 273
 Edina, Minnesota

revised: 12/17/18

ATTENDANCE PROCEDURES

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

I. Attendance Procedures

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

II. Classification of Absences

A. ~~Excused~~ Exempt Absence

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

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

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

B. Excused Absence

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

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

BC. Unexcused Absence

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

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

absence

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

III. Monitoring Absenteeism

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

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

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

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

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

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

E. Attendance Appeal Process for Edina High School

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

IV. Suspension from School

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

V. Tardiness

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

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

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

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

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

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

Student Name: _____ Grade: _____ ID#: _____

Parent/Guardian Name: _____

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

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

*Leaving midday at: _____ AM/PM

*Returning midday at: _____ AM/PM

Check one Box Below:

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

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

I have read and understand the conditions listed above:

Parent Signature: _____ **Date:** _____

Office Use Only:

Date received by Office Staff: _____

Revised: 12/17/18

Family Proposal for a Modified Learning Experience

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

Date of Submission: _____

Experience Begin Date: _____ Experience End Date: _____

Experience School Day Adjustment: _____

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

Customized Learning Experience:

Subject(s)	Modified Instructional Approach	Assessment Process

Requirements of Modified Learning Experience:

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

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Family Proposal for a Modified Learning Experience, page 2

District Administrative Approval:

Approved Denied

Approved with the following modifications:

District Administrative Decision-Makers:

Director of Teaching & Learning

Building Principal

Date

Date

Appeal Request Date: _____

Decision of District Task Force:

Approved Denied

Created: May 15, 2017

Updated: July 17, 2017

Non-Instructional Operations and Business Services

Acceptance of Gifts, Donations and Bequests

I. Purpose

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

II. General Statement of Policy

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

III. Definitions

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

IV. Acceptance of Gifts, Donations, and Bequests

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

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

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

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

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

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

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

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

The decision of the administrative leadership team is final.

VI. Administration in Accordance with Terms

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

~~VII. Donation Recognition~~

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

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

VIII. Memorial Gifts and Recognitions

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

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

IX. Staffing Position Through a Gift; Conditions

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

Legal References:

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

Cross References:

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

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

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 709

GUIDELINES FOR FINANCIAL SUPPORT OF SCHOOLS AND SCHOOL-SPONSORED GROUPS

A. District Support of Schools and School-Sponsored Groups

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

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

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

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

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

events.

Established: 6/20/11

Appendix II to Policy 709

CONTRIBUTION PROPOSAL

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

Amount/value of gift: _____

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

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

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

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

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

Non-Instructional Operations and Business Services

Student Activities Accounting

I. Purpose

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

II. General Statement of Policy

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

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

III. Definitions

A. Curricular Activities

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

B. Co-curricular Activities

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

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

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

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

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

Extra-curricular activities have all of the following characteristics:

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

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

D. Public Purpose Expenditure

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

IV. Management and Control of Activity Funds

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

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

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

V. Demonstration of Accountability

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

Legal References:

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

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

Cross References:

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

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

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

Appendix I to Policy 711

STUDENT ACTIVITIES FUNDS – GUIDELINES AND PROCEDURES

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

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

Appendix II to be deleted entirely.

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

STUDENT ACTIVITIES

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

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

Activities with Curricular Component Under School Board Fiscal Control

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

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

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

VII. Action

VII.A. Comprehensive Literacy Plan 6-12



Board Meeting Date: 5.15.2023

Title: Comprehensive Literacy Plan 6-12

Type: Action

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 recommend the approval of the Secondary Comprehensive Literacy Plan.

Desired outcomes from the board: Review the Secondary Comprehensive Literacy Plan and approve the recommendation.

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

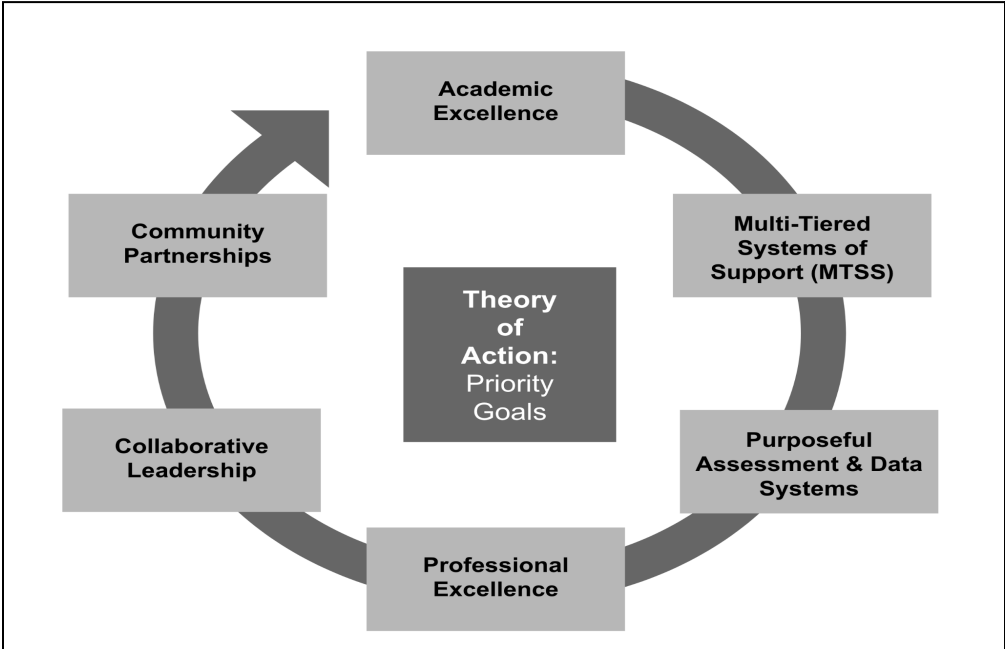
Context and Reality <i>Why the plan is being created.</i>	Plan Development <i>The process taken for the plan to be created.</i>	Expected Results <i>The end result after the plan is created and implemented.</i>
<ul style="list-style-type: none"> ● The literacy development of all learners is prioritized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

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

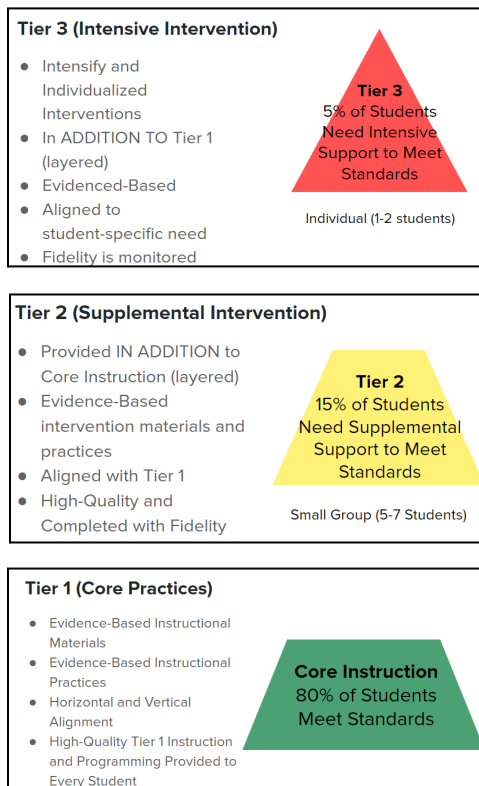
Data guides the framework for instructional delivery in ELA core instruction. Teachers and leaders must have an internalized knowledge of current research and effective practices in literacy curriculum, instruction and assessment in order to design, deliver, and assess literacy instruction. The critical 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>
Tier 1	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.
Tier 2 and 3	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, AVID Site Coordinator & 11/12 Elective Teacher and Reading & Intervention 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 Wetzel - 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;

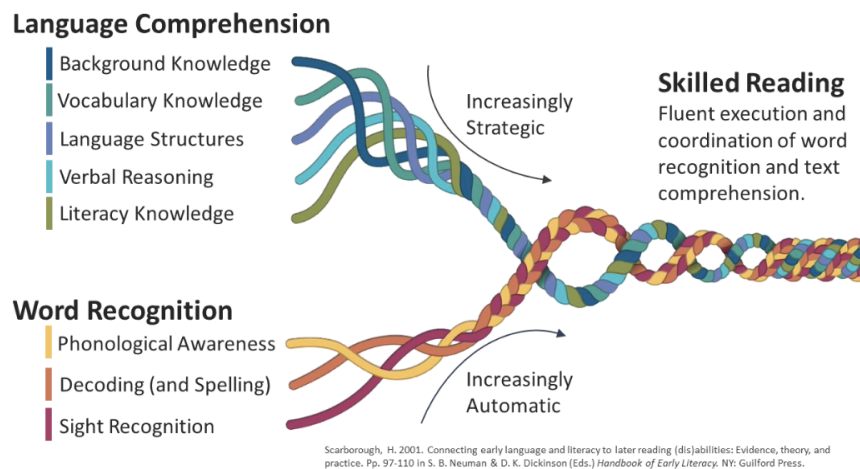
- an inclusive literacy culture to support an environment that is culturally and linguistically responsive and promotes student motivation, interest, and engagement for all;
- a system of data collection, review and analysis, to identify specific areas of students;
- specific observation and assessment 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.

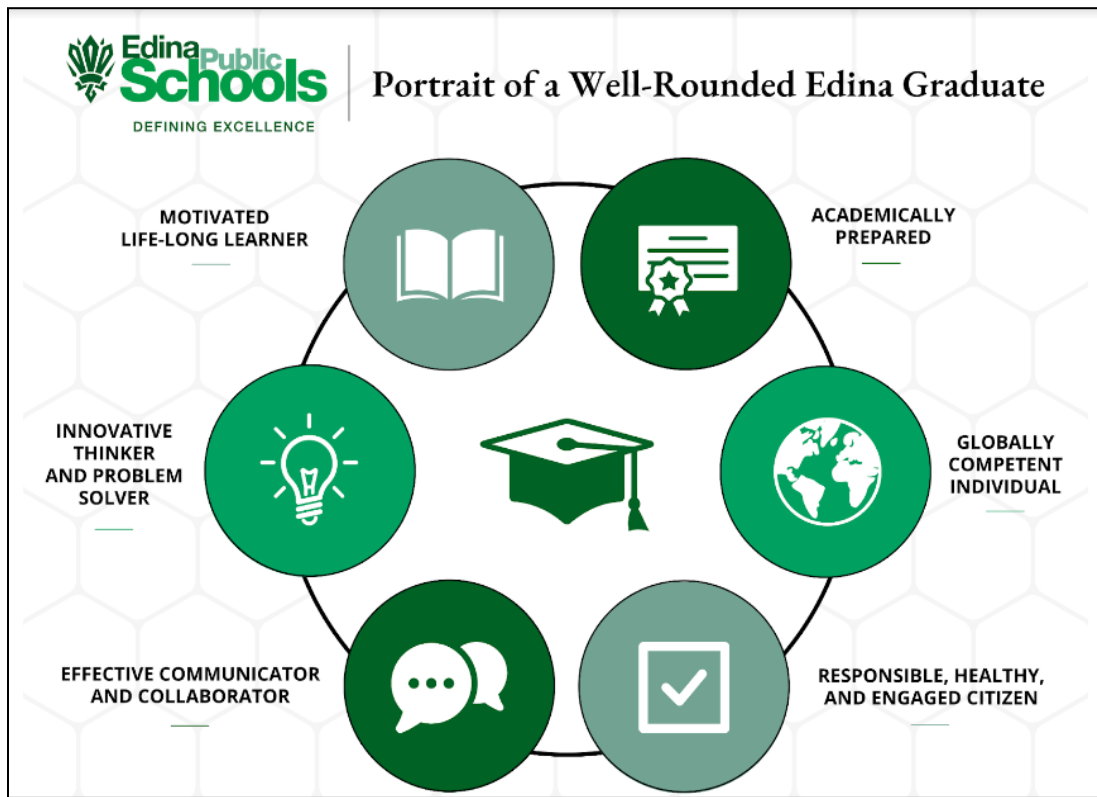
(ILA, 2020; NCTE, 2020; Tompkins, 2010; National Institute for Literacy, 2007.)

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.



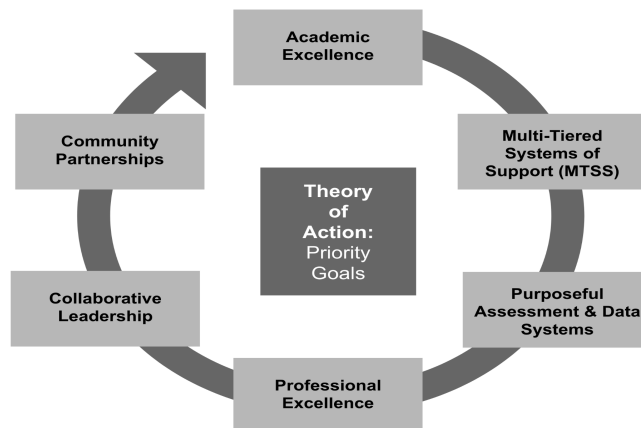
Guiding Change Theory

[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.*

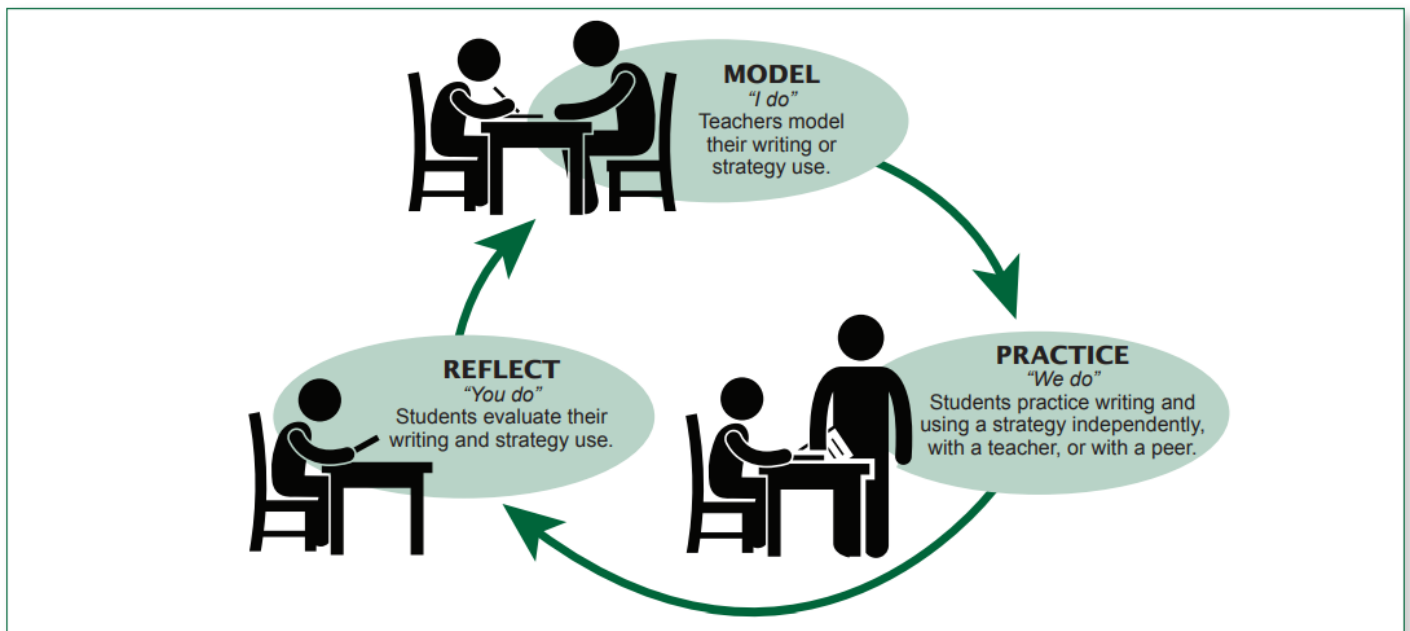
Writing:

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:

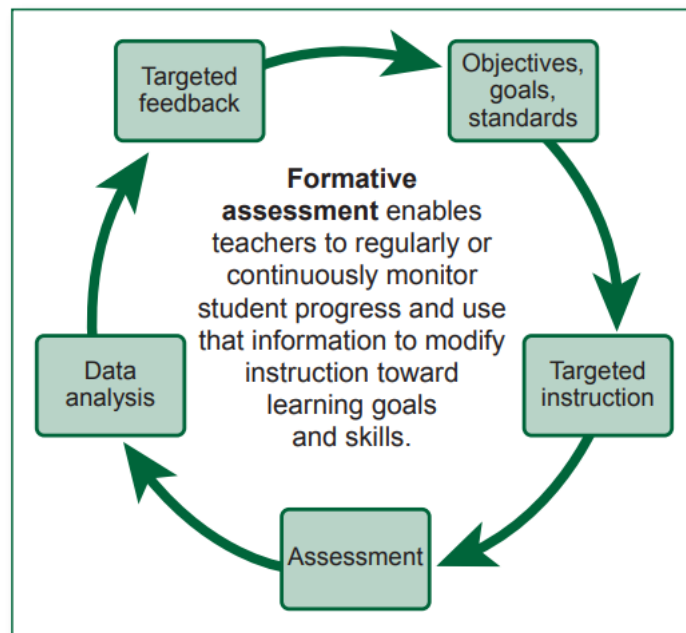
- **Explicitly teach appropriate writing strategies using a Model-PracticeReflect instructional cycle.** This recommendation includes two approaches to teaching writing strategies: (a) explicit or direct instruction and (b) using a Model-Practice-Reflect instructional cycle. Recommendation 1a is to explicitly 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.⁴ 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
We will ensure ALL students know where and how to access the open door to reading and writing.	<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.
We will ensure consistent opportunities with strong academic support for all kids in reading and writing.	<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>
We will ensure resources are intentional to escort students through the door in	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>reading and writing.</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>We will ensure flexible grouping in reading and writing.</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.

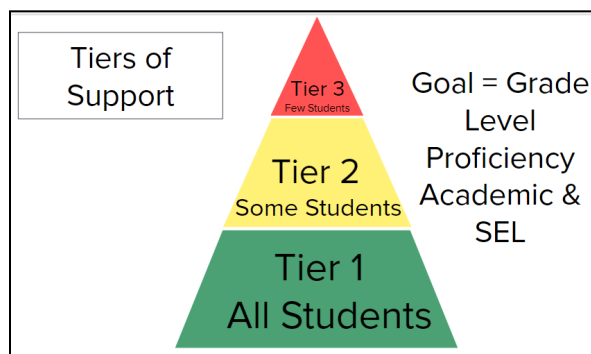
A process is in place for training staff on the instructional materials and assessing the progress of implementation within the district.

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

Core Instruction
80% of Students Meet Standards

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

Tier 2
15% of Students Need Supplemental Support to Meet Standards

Small Group (5-7 Students)

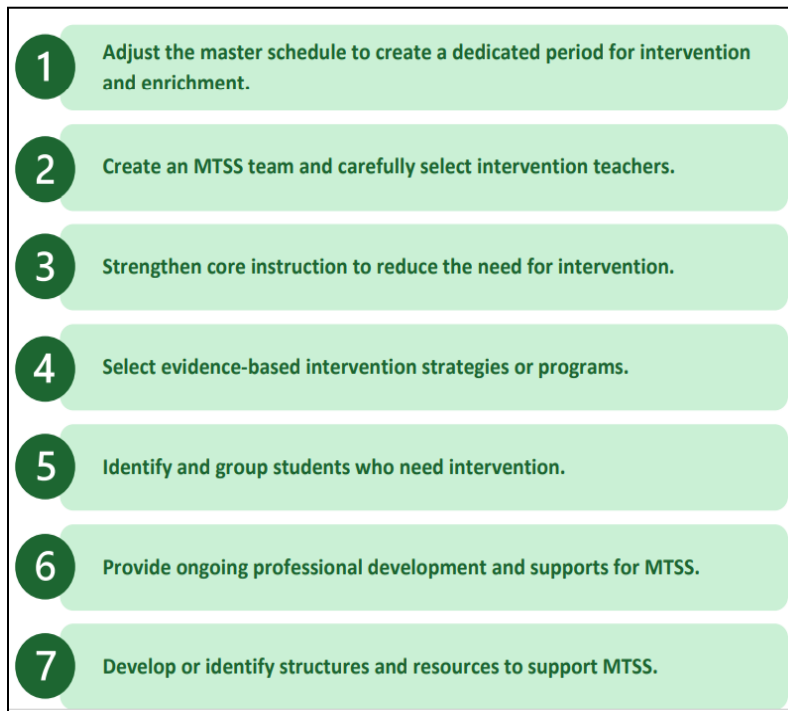
Tier 3 (Intensive Intervention)

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

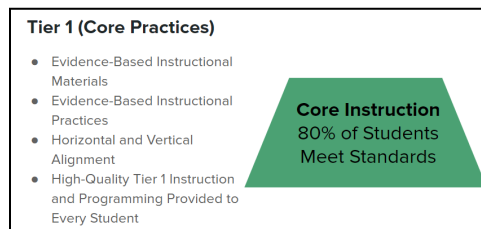
Tier 3
5% of Students Need Intensive Support to Meet Standards

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.

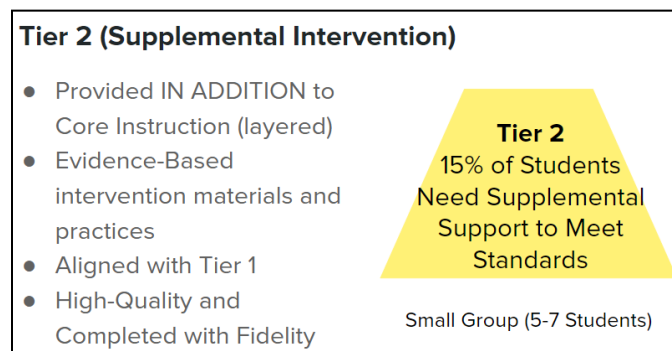
Tier 1 Horizontal & Vertical Alignment Clarifies Expectations and Builds Student Skills from One Grade Level to the next. Criteria:

- 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:

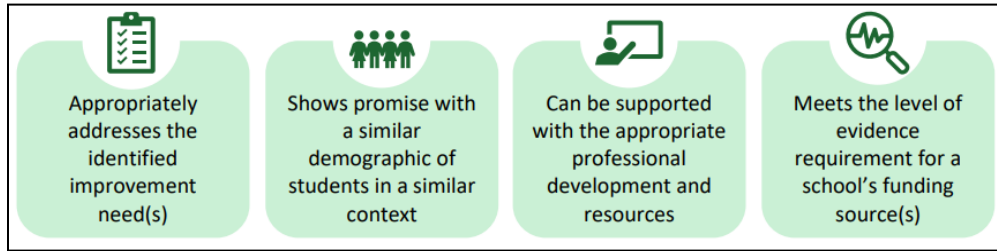
- Evidence exists that supplemental interventions are well aligned with academic standards and social emotional support core instruction.

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.

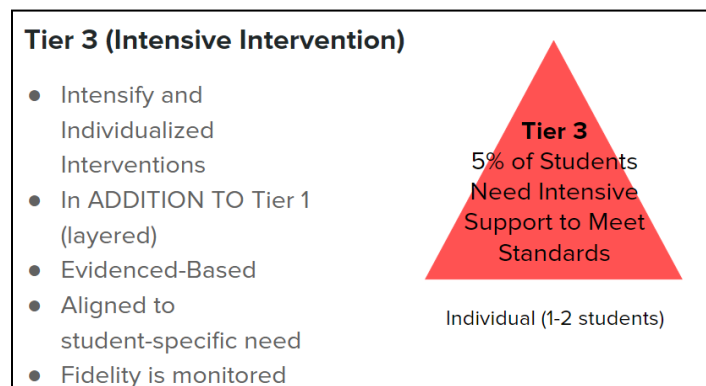
- Procedures are in place to use these data.
- Goals are set for improvement as needed.

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.

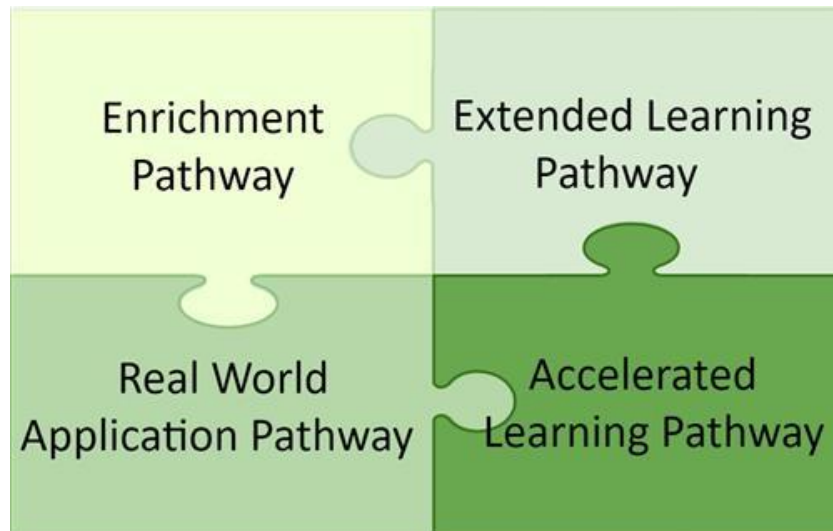
Through enrichment, extended learning, acceleration, and real-world pathways, students are engaged in appropriately challenging ways that stretch and grow their abilities, imagination, and academic achievement. The Edina vision is that every student will discover their possibilities and thrive.

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.

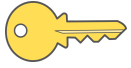
KEYS FOR SUCCESS



“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
Universal Screening	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.
Diagnostic	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 specific needs .	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.
Progress Monitoring	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.	Progress monitoring probes are administered on a regular basis (e.g., weekly, every two weeks).
District-wide common assessments 1. Common Formative Assessment 2. Common Summative Assessments	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.
Classroom assessments	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:	 Action Steps Key action steps to take this month:
September BENCHMARK TESTING	<ul style="list-style-type: none"> What students are at risk? How might I address the needs of the students at risk? What students have similar needs so I can efficiently respond in small groups? 	Screening to Intervention Report	<ul style="list-style-type: none"> Establish clarity amongst stakeholders around CORE commitments (time, instruction and materials) Determine groups for intervention Determine who will teach the groups Gather materials for groups Set up progress monitoring to begin October 1st
October	<i>Instruction and progress monitoring month</i>		<ul style="list-style-type: none"> Classroom visits with principals Support FAST interventions and progress monitoring

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

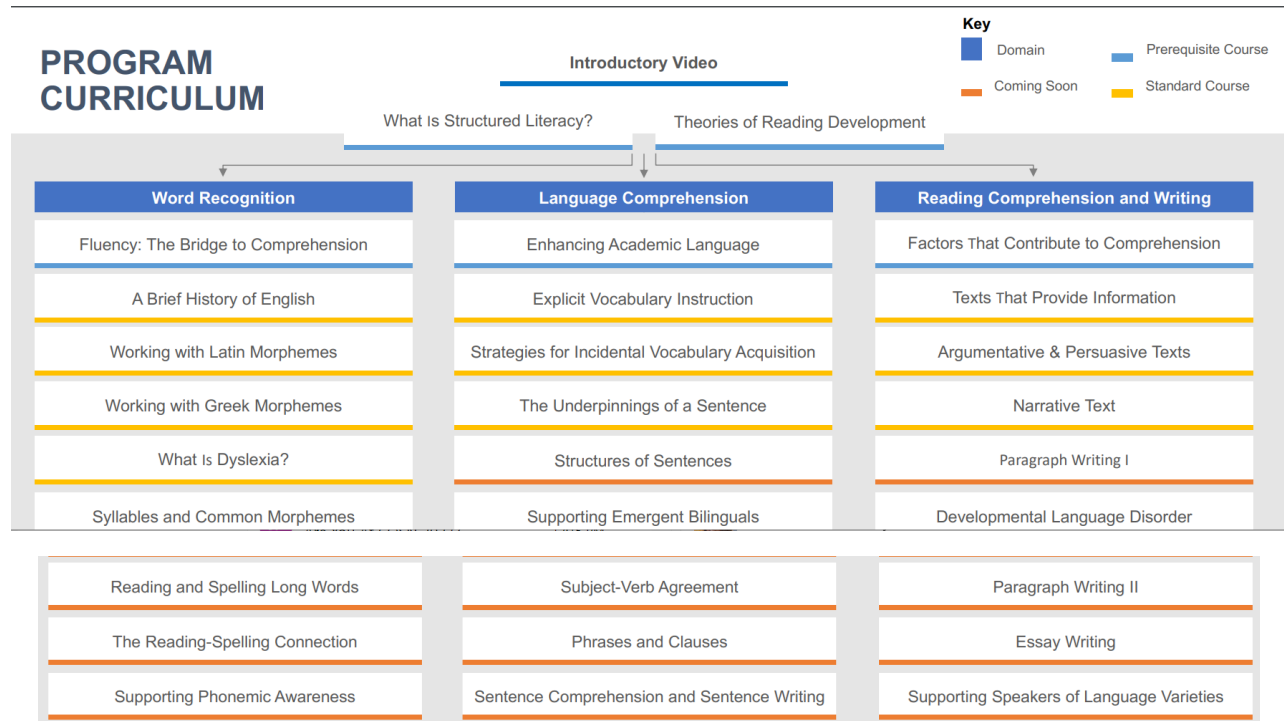
The Science of Reading will be embedded into the professional development for secondary staff. This thread of consistency from PreK-12th grade will be an intentional connection for alignment and cohesion in the Edina literacy programming.

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:

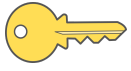
There are 10 simple principles of adult learning for future educators to keep in mind. All of these aspects are important when building curriculum and expectations for adult learners.

**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.



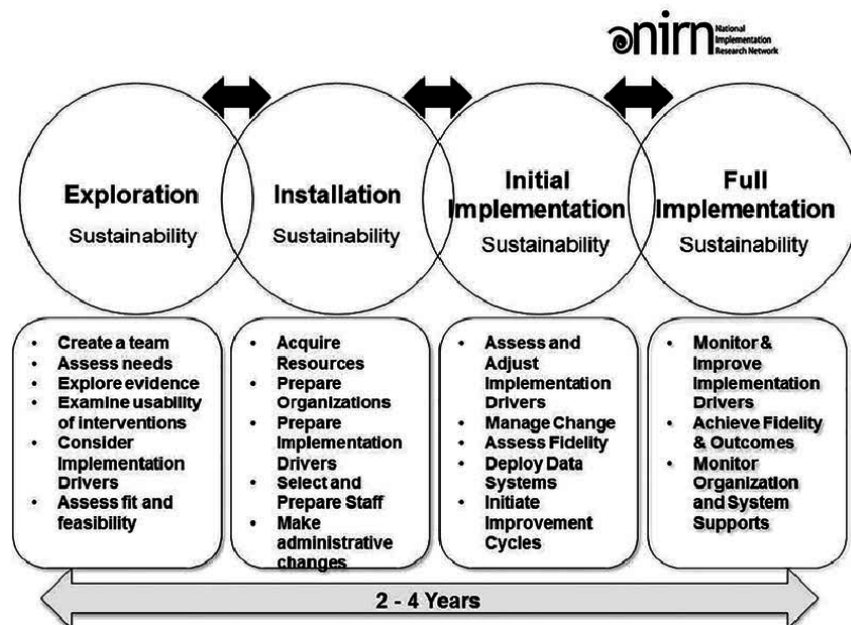
The element of Collaborative Leadership through the lens of CTE will be measured by the Panorama Data collected from staff and students each spring.

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

	2022-2023	2023-2024	2024-2025	2025-2026 <i>*MN State ELA Standards must be implemented.</i>
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Tier 1	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
Tier 2 and 3	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"> ● December - grounding and foundations ● February - current reality ● April - Research ● May - Non-negotiables and proposal brainstorm
Key artifacts:	<ul style="list-style-type: none"> ● Research Matrix ● Stakeholder feedback ● Stakeholder committee lists ● Non-negotiables for courses

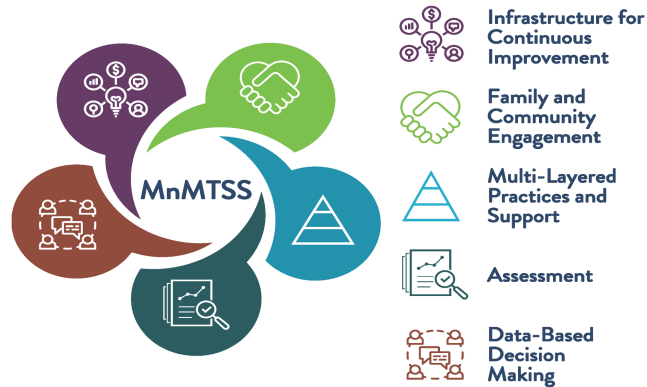
Goal 1: Academic Excellence: Standards, Curriculum, and Instructional Outline

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:	Critical Elements for Secondary ELA Courses
Appendix B:	FASTBRidge Timeline and PLC Guide
Appendix C:	Adult Learning Principles
Appendix D:	MTSS Literacy Guide
Appendix E:	Comprehensive Literacy Plan Metrics - Assessment, Data Collection, and Artifacts Plan

REFERENCES

- ❖ The Secondary Literacy Instruction and Intervention Guide, Stupski Foundation
https://www.wilsonlanguage.com/wp-content/uploads/2015/04/secondary_literacy_instruction_intervention_guide.pdf
- ❖ <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)
https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?fbclid=IwAR1gwML6LAMTAFK92NMnBU0F0mkhH4SmUS_bTTnIyKlC9fptG9ZZOck5N8g&mibextid=ykz3hl
- ❖ [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>

VII.B. Talent Development Universal Screener
Recommendation: 2023-2025



Board Meeting Date: 5.15.2023

Title: Talent Development Universal Screener Recommendation: 2023-2025

Type: Action

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

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.

To ensure strong implementation including the ability to build strong collaboration with all stakeholders and ensure critical support to staff, an adjusted recommendation timeline is for two or three buildings to administer the CogAT in 2023-24. This would align with the installation phase of implementation science. During installation the knowledge, skills, and abilities of practitioners are developed on a smaller scale. This allows teams to learn and develop the

necessary systems, resources, professional development, and communication plans for full initial implementation which would occur in 2024-25.

Recommendation: This report is recommending the approval of adding the CogAT to the Assessment Calendar in 2nd grade as a Talent Development Universal Screener for 2 to 3 elementary buildings in 2023-24 and all elementary buildings in 2024-25.

Desired Outcomes for the Board: Review the provided CogAT information and approve the recommendation.

Attachments:

1. Report (next page)

Links:

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](#)

VII.C. Student Travel -- Japan, France



Board Meeting Date: 5.15.23

Title: Edina High School France Student Exchange

Type: Action

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

Background: 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: The purpose of this report is to recommend the approval of the EHS France Student Exchange.

Desired Outcomes from the Board: Review the EHS France Student Exchange and approve the recommendation.

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.



Board Meeting Date: 5.15.23

Title: EHS Career and Technology Japan Travel Experience 2024

Type: Action

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.

ACCOMMODATIONS: 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: This report is recommending the approval of the EHS Career and Technology Japan Travel Experience 2024.

Desired Outcomes from the Board: Review the EHS Career and Technology Japan Travel Experience and approve the recommendation.

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)

VII.D. Policy Review



Board Meeting Date: 5/15/2023

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 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: Approve the suggested modifications for Policies 206, 710, 712.

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

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,~~ [stakeholders](#) 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. Formal 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)

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

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

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.

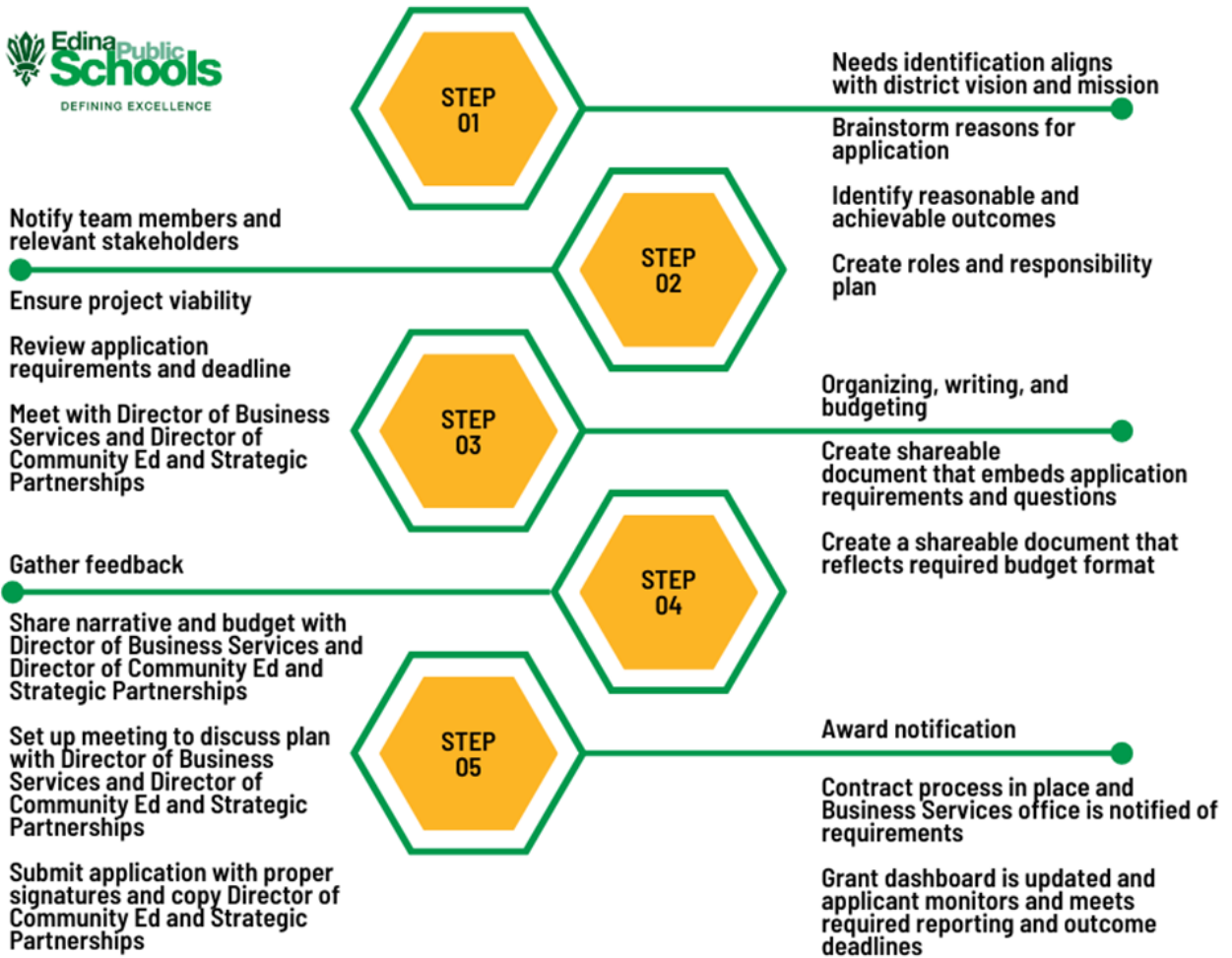
Step 5

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

VIII. **Leadership and Committee Updates**

IX. **Superintendent Updates**

X. **Adjournment**

XI. **Information**

XI.A. April Enrollment Mobility Report

Title: April 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 Education's approved End Status Codes. These codes are:
 - 03: Transferred to an approved nonpublic school
 - 04: Student moved outside of the district, transferred to another MN District
 - 05: Student moved to another state and enrolled in school; student moved out of the country
 - 20: Student transferred to another district/state but did not move

This section of the report is only accurate the day the section is built as notifications of students withdrawing is ongoing throughout the next month.

Edina Public Schools Enrollment Summary



Enrollment as of the end of April, 2023

Elementary Schools		KG	1	2	3	4	5	TOTAL
Concord Elementary School		106	121	114	130	123	132	726
Cornelia Elementary School		92	105	101	103	95	105	601
Countryside Elementary School		119	93	93	105	93	102	605
Creek Valley Elementary School		99	98	112	98	102	103	612
Highlands Elementary School		95	98	100	96	91	86	566
Normandale Elementary School		104	125	119	103	101	102	654
Edina Virtual Pathway Elementary		0	3	3	8	12	3	29
Totals		615	643	642	643	617	633	3793

Secondary Schools		6	7	8	9	10	11	12	TOTAL
South View Middle School	336	316	348	0	0	0	0	0	1000
Valley View Middle School	328	313	332	0	0	0	0	0	973
Edina High School	0	0	0	708	665	654	678		2705
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
Totals	665	630	680	714	672	664	687		4712

Enrollment Comparisons

	May 2022	April 2023	May 2023
K-5	3749	3788	3793
6-8	1973	1972	1975
9-12	2663	2736	2737
Totals K-12	8385	8496	8505
PS	243	264	264
ECSE	206	229	246

April Mobility

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Withdrawn Students	2	2	2	0	2	1	1	2	0	0	0	1	0	13
Enrolled Students	1	1	2	2	1	2	0	1	1	0	0	0	0	11
	-1	-1	0	2	-1	0	-1	-1	1	0	0	-1	0	

Leaver Breakdown

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

XI.B. Governmental Funds Expenditure Report -
April 2023



Board Meeting Date: 5/15/2023

Title: Governmental Funds Expenditure Summary – April 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 April 30, 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 – April 2023

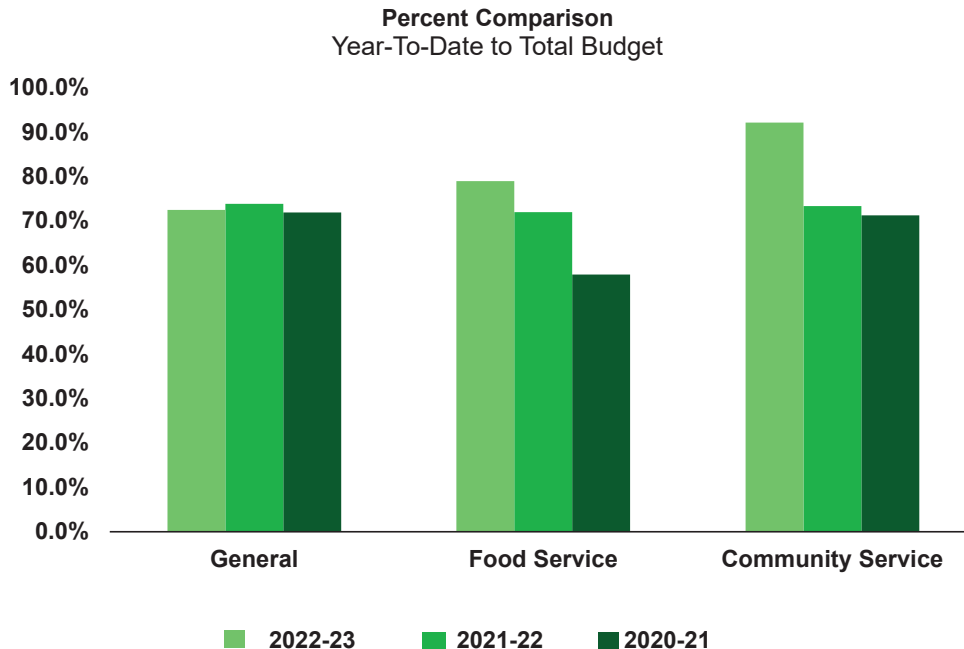
Expenditure Summary

For the Month Ended April 30, 2023



DEFINING EXCELLENCE

Fund	Fiscal Year-to-Date 2022-23		Fiscal Year-to-Date % of Budget		
	Budget	Actuals	2022-23	2021-22	2020-21
General Fund					
Salaries	\$ 82,697,708	\$ 58,646,868	70.9%	71.6%	72.2%
Benefits	26,954,864	18,966,926	70.4%	76.4%	72.2%
Purchased Services	8,584,197	7,496,161	87.3%	87.8%	63.7%
Supplies & Materials	3,809,373	3,437,453	90.2%	79.1%	55.8%
Capital Expenditures	44,000	213,732	485.8%	95.1%	1665.6%
Other Expenditures	568,279	125,394	-	23.1%	22.6%
Other Financing Uses	-	-	-	-	-
Total General Fund Expenditures	\$ 122,658,421	\$ 88,886,533	72.5%	73.8%	71.9%
Food Service	3,564,985	2,814,568	79.0%	72.0%	58.0%
Community Service	9,100,780	8,387,991	92.2%	73.3%	71.3%
Debt Service	15,227,578	15,232,463	100.0%	99.5%	100.0%
Capital	36,342,846	24,193,578	66.6%	38.5%	68.8%
Total Expenditures All Funds	\$ 186,894,609	\$ 139,515,133	74.6%	69.5%	75.0%



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

XI.C. Investment Summary - April 2023



Board Meeting Date: 5/15/2023

Title: Investment Summary – April 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 April 30, 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 – April 2023

2022-23 School Year

Investment Summary

For the Month Ended April 30, 2023



DEFINING EXCELLENCE

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
MSDLAF+ Liquid	Money Market	N/A	NOW	1,871,246	4.66%
MSDLAF+ Max	Money Market	N/A	NOW	353,135	4.79%
PMA/MN Trust	Money Market	N/A	NOW	21,651,388	4.84%
Term Series Flex	MNTRUST – Term Series-Flex (Pref HCC)	4/30/2023	4/30/2023	4	4.85%
US Treasuries	US TREASURY N/B, 91282CCD1	5/24/2022	5/31/2023	2,027,557	1.97%
Certificate of Deposit	STATE BANK OF INDIA, 856285XR7	9/29/2021	9/29/2023	244,333	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	242,785	4.65%
Certificate of Deposit	MORGAN STANLEY BANK NA, 61690UV56	11/25/2022	5/28/2024	242,785	4.65%
Certificate of Deposit	WELLS FARGO BANK NA, 9497633V6	11/28/2022	5/28/2024	247,787	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	247,455	4.66%
Certificate of Deposit	CITY NATL BK - BEV HILLS, 178180GR0	11/23/2022	11/25/2024	242,645	4.71%
Certificate of Deposit	BMW BANK NORTH AMERICA, 05580AT20	11/25/2022	11/25/2024	242,462	4.66%
Certificate of Deposit	DISCOVER BANK, 2546732A3	11/30/2022	12/2/2024	242,446	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: **\$ 33,826,028**

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	2,176,446	4.84%
PMA/MN Trust	MNTRUST – Term Series-Flex (PenFed LOC)	3/1/2023	4/3/2023	3,092,141	4.85%

Total 2021A Facilities Maintenance Bonds: **\$ 5,268,587**

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	1,033,482	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: **\$ 1,827,772**

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	3,549,812	4.19%
US Treasury Bills	U S TREASURY BILL 5/18/23	5/19/2022	5/18/2023	978,466	4.65%
US Treasury Bonds & Notes	U S TREASURY NT 0.250% 6/15/23	6/15/2020	6/15/2023	1,709,395	0.25%
US Treasury Bonds & Notes	U S TREASURY NT 0.125% 7/15/23	7/15/2020	7/15/2023	1,701,047	0.13%
US Treasury Bonds & Notes	U S TREASURY NT 0.125% 8/15/23	8/15/2020	8/15/2023	1,694,819	0.13%
US Treasury Bonds & Notes	U S TREASURY NT 0.125% 9/15/23	9/15/2020	9/15/2023	1,448,064	0.13%
US Treasury Bonds & Notes	U S TREASURY NT 0.125% 10/15/23	10/15/2020	10/15/2023	961,680	0.13%

Total 2022A Certificates of Participation: **\$ 12,043,282**

Total Portfolio Value: **\$ 52,965,670**