

Regular Meeting

Monday, November 13, 2023 7:00 PM

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

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

II. **Approval of Agenda**



**School Board Regular Meeting
Monday, November 13, 2023; 7:00 PM
ECC Room 349**

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Excellence in Action**
- IV. **Hearing from Members of the Public**
- V. **Report**
 - A. Edina Give and Go
Presenter(s): Caroline Pappajohn, Executive Director
- VI. **Consent Agenda**
 - A. Minutes: *October 16 work session and regular meetings; October 24 work session; October 27 special meeting*
 - B. Personnel Recommendations
 - C. Proposed 2023-2025 Guidebook for Community Education Program Specialists, Leads, and Assistants; Updated Appendix A for 2023-2025 Confidential, Supervisory and Technical Employees (CST) Guidebook; Miscellaneous Wage Rates as of November 14, 2023
 - D. Check Register - October 2023
 - E. Electronic Fund Transfers - October 2023
 - F. Gifts and Bequests – October 2023
 - G. Commendation of National Merit Scholarship Program Honorees
- VII. **Discussion**
 - A. Countryside Spanish Dual Language Update
Description: As part of Strategic Initiative A, Advancement of Excellence, Growth, and Readiness, an update on Countryside's Spanish Dual Language program will be provided. This initiative aims to explore and develop additional pre-K-12 education programs that offer authentic and engaging learning experiences to meet the needs of future-ready learners and offer families attractive educational options.
Presenter(s): Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming; Karen Bergman, Countryside Elementary School Principal; Caroline Linden, Countryside Elementary School Administrative Dean; Andy Beaton, Director of Strategic Projects
 - B. S.T.E.A.M. Update
Description: This board report is intended to provide a status update on the work of the elementary S.T.E.A.M. design team. The report provides background on the work of this team prior to and since the last board update provided in the spring of 2023.

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Dr. Randy Smasal, Assistant Superintendent; Mark Carlson, Curriculum Coordinator; Dr. Cara Rieckenberg, Highlands Elementary Principal; Allison Knoph and Laurie Holland, Concord Elementary Teachers

C. Data Metrics Plan Update: ELC, K-5, 6-8, and 9-12

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2023 Edina Public Schools Data Metrics Plan update reflects spring 2023 data. The plan as a whole is broken down into four grade level bands.

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

D. K-12 Science Update

Description: The 2019 Minnesota Academic Standards in Science were adopted in 2021, and are scheduled for full implementation in the 2024-25 school year. This report is provided to this board as an update on current progress towards meeting the state requirements for full implementation.

Presenter(s): Mark Carlson, Curriculum Coordinator; and Gavin Mclean, Edina High School Science Department Chair

E. Policy Review (425, 429, 507, 532, 621)

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

VIII. Action

A. Canvassing Returns of Votes for the School District General Election

Description: Due to the upcoming expiration of the terms of three School Board members, a General Election was held November 7, 2023, to elect three members to the School Board. The three candidates receiving the highest number of votes are elected to the School Board for four-year terms expiring in January 2028 and effective after the contest period has ended, oaths of office are taken, required campaign financial reports are filed, and certificates of election are issued.

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

Recommendation: Approve the resolution canvassing returns of votes of the District's General Election to elect three School Board members to terms of four-years each.

B. Issuance of Certificates of Election and District Election Related Duties

Description: The District's General Election for School Board was held on November 7, 2023, to elect three members to the School Board. The three candidates receiving the highest number of votes are elected to the School Board for four-year terms expiring in January 2028 and effective after the contest period has ended, oaths of office are taken, required campaign financial reports are filed and certificates of election are issued.

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

Recommendation: Approve the resolution authorizing the Clerk to issue certificates of election once the period of time to contest the election has passed and the candidates have filed all required campaign financial reports. Also approve the Clerk to perform all other election related duties.

C. Policy Review (624, 708, 713)

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.

IX. Leadership and Committee Updates

X. Superintendent Updates

XI. Adjournment

XII. Information

A. October Enrollment Mobility

B. Investment Summary - October 2023

C. Expenditure Summary - October 2023

D. Kids Club Update

III. Excellence in Action

IV. Hearing from Members of the Public

V. Report

V.A. Edina Give and Go



Edina
Give and **Go**

Helping to build a stronger community

Equity and Inclusion

Equal access for all students

to the academics, arts, and athletics activities in our community

so that **all students** can

develop **new skills**

discover their passion

connect with their peers

gain a sense of **belonging**

and **succeed** in and out of the school day.

What We Do

Edina Give and Go provides access to athletics, arts, and academic enrichment opportunities (e.g., Edina Community Education classes & camps, soccer, band/orchestra, math & reading tutoring, driver's ed) for the **20% of EPS students (that's 1 in 5)** who face financial disadvantage.

We pay up to **\$1,000 per student** per school year, and **\$500 per student** per summer, to cover registration and other fees.

Community Impact

- 528** Students given grants to participate in activities last fiscal year
- 1,313** Activities students engaged in last fiscal year with our funding
- \$253K** “Activity grants” we gave to pay for registration & other fees last FY
- \$97K** Amount given to Edina Community Ed last FY
- \$34K** Amount given to EPS last FY
- \$1.3M** “Activity grants” given by Edina Give and Go in past 8 years

*Students who are engaged in enrichment activities are more likely to **read by 3rd grade, graduate from high school, and have a positive identity.***

Family Testimonials

*“Thank you. That is the best news I’ve had in probably the past 2 weeks. We’re going through a pretty rough time as a family, and you have no idea how much things like this mean to us and are a **desperately needed ray of hope.**”* - Mom of two middle school students at EPS

*“The help our family has received through **Edina Give and Go** has been **transformational!** The **tutoring** and **physical activity (wrestling)** they have had access to has been **life changing!** Thank you thank you thank you!!!”* – Mom of EPS kids in elementary and middle school

*“I want to express my heartfelt thanks for your work. **Programs like Edina Give and Go** provide invaluable support to families like ours, and your assistance means the world to us. It allows my children to pursue their passions, right in our neighborhood, alongside their friends, while also acquiring valuable skills and friendships along the way.”* - Mom of EPS kids in elementary, middle and high school

How You Can Help our Students

You can help by donating, talking about us, spreading the word.

Largest source of funding is individuals at our annual event

Celebrating our 10th anniversary this **April 12, 2024, 6-9pm @ Pinstripes Bowling and Bocce in Edina** - Please plan to come and support us and help us get the word out!

Please donate to us during Give to the Max Day, on or before 11/16

VI. Consent

VI.A. Minutes: *October 16 work session and regular meeting; October 24 work session; October 27 special meeting*

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF OCTOBER 16, 2023

WORK SESSION
5:00 PM

Edina Community Center
ECC 350 and Virtual

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

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

PRESIDING OFFICER: Chair Erica Allenburg

5:01 PM - 6:12 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Dr. Randy Smasal, Assistant Superintendent
Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
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 Finance and Operations

Patrick Bass, Valley View Middle School Principal
Jessica Bateman, South View Middle School Spanish Teacher
Jennifer Christ, Student Enrollment Coordinator
Tricia Pettis, South View Middle School Principal
Alex Sackett, South View Middle School Science Teacher

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
OCTOBER 16, 2023

5:01 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman (virtual), Gabler, Greene, Neville, Shaw. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Leland, Monsaas-Daly, Sailer, Woodard; Bass, Bateman, Christ Pettis, Sackett.

APPROVAL OF AGENDA *with change*

DISCUSSION

- A. Middle School Proposal for First Day of School, Fall of 2024
- B. Enrollment Report (*added to agenda*)
- C. 2023-2024 Proposed Board Agenda Topics

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 6:12 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 OCTOBER 16, 2023 WORK SESSION

5:01 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman (virtual), Gabler, Greene, Neville, Shaw. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Leland, Monsaas-Daly, Sailer, Woodard; Bass, Bateman, Christ, Pettis, Sackett.

APPROVAL OF AGENDA *with change*

Member Shaw motioned and Member Greene seconded to approve the agenda with the addition of the Enrollment Report, previously planned for the regular meeting. Members Allenburg, Arom, Birdman, Greene, Neville, and Shaw voted Aye by roll call; Member Gabler voted Nay.

DISCUSSION

Middle School Proposal for First Day of School, Fall of 2024: Middle school principals Bass and Pettis proposed a staggered start to the 2024-25 school year where incoming 6th graders, some 7th and 8th graders, and high-priority students with IEPs would start one day before returning students. The purpose of this would be to provide an enhanced onboarding process for students new to the buildings, similar to what is done for 9th graders at the high school.

2023-2024 Enrollment and Class Size Information Report (*added to agenda*): Staff provided district enrollment and class size information for the past school year, including October 1, 2023, student counts.

2023-2024 Proposed Board Agenda Topics: Chair Allenburg and Dr. Stanley presented an overview of major topics to come before the board this year. The document is not meant to be an exhaustive list and is subject to change.

LEADERSHIP AND COMMITTEE UPDATES

Chair Allenburg reminded board members of the Global Leadership event on Oct. 25; District 287 and SEAC meeting dates conflict so Chair Allenburg and Member Arom will take turns attending meetings; and reminder of the WBWF Public Hearing process.

Member Birdman shared information about the District 287 'Get on the Bus' tour coming up and encouraged board members to take the tour.

Member Arom shared about the Legislative Action Committee's (LAC) platform planning; the committee will be meeting with local representatives and bringing information to the board in Nov.

ADJOURNMENT

At 6:12 PM, Member Shaw moved, and Member Gabler seconded to adjourn the meeting. All members voted Aye by roll call.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE REGULAR MEETING OF OCTOBER 16, 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
Ms. Karen Gabler
Ms. Julie Greene
Ms. Regina Neville
Ms. Janie Shaw

Mr. Michael Birdman

PRESIDING OFFICER: Chair Erica Allenburg

7:00 PM - 9:54 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Dr. Randy Smasal, Assistant Superintendent
Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
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 Finance and Operations

Kristin Biwan, Dance Team Coach
Karrie Duncan, Literacy Coach
Sandra Harley, Literacy Coach
Ben Sanderson, Edina High School senior and member of the 200th title winning golf team
Troy Stein, Edina High School Assistant Principal and Athletic Director
Bethany Van Osdel, Assistant Director of Teaching and Learning

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 OCTOBER 16, 2023

7:00 PM Chair Allenburg called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Gabler, Greene, Neville, Shaw. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Biwan, Duncan, Harley, Sanderson, Stein, Van Osdel

APPROVAL OF AGENDA *with changes*

EXCELLENCE IN ACTION

PUBLIC HEARING

HEARING FROM MEMBERS OF THE PUBLIC

REPORT

- A. Edina Education Fund

CONSENT

- A. Minutes: *September 11 work session and regular meeting; September 19 work session; September 29 special meeting*
- B. Personnel Recommendations
- C. Assurance of Compliance
- D. Check Register - September 2023
- E. Electronic Fund Transfers - September 2023
- F. Gifts and Bequests – September 2023
- G. Audit Services - FY 2023
- H. Edina Education Fund Gifts
- I. Highlands Deep Portage, February 2024
- J. ECSU (BrightWorks) Membership
- K. Student Support Services Agreements
 - 1. Bayada_DS
 - 2. Bayada_EB
 - 3. Fraser
 - 4. ProCare_KRadermacher

DISCUSSION

- A. 2023-2024 Enrollment and Class Size Information Report (*moved to earlier work session*)
- B. Edina Public Schools Data Metrics Plan Update (*removed from agenda*)
- C. PreK- 12 Comprehensive Literacy Plan Update
- D. Continuous School Improvement Plan Process
- E. Policy Review (624,708, 713)

ACTION

- A. Administrative Recommendation for Strategic Plan Revisions
- B. 2023-2024 Superintendent Goals
- C. Board Goals
- D. Policy Review (211, 408, 418, 419, 424, 506, 509, 510, 524, 628, 634)

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION

- A. Investment Summary - September 2023
- B. Governmental Expenditures Report - September 2023
- C. Wold and Reinhardt reports
- D. Kids Club Update

ADJOURNMENT

The meeting adjourned at 9:54 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

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OFFICIAL MINUTES OF SCHOOL BOARD'S
OCTOBER 16, 2023 REGULAR MEETING

7:00 PM Chair Allenburg called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Gabler, Greene, Neville, Shaw. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Biwan, Duncan, Harley, Sanderson, Stein, Van Osdel

APPROVAL OF AGENDA with changes

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

EXCELLENCE IN ACTION

MEETING RECESSED at 7:19pm

World's Best Workforce Public Hearing: Director Becquer and Director De St. Hubert presented information about the World's Best Workforce and the Achievement and Integration Plan.

MEETING RESUMED at 7:48pm

HEARING FROM MEMBERS OF THE PUBLIC

Owen Michaelson spoke about the election cycle; Megan Roth and Jack Lee spoke about due process; Maura Caldwell spoke about SpEd contract negotiations and due process; Katie Fabrizio, Ellen Mundt, and Walter Carlson spoke about due process; Jason Dockter spoke about the teacher contract negotiations; Jessica Cherne, Rachel Knaeble, and Donna Griswold spoke about due process; Dana Zetterlund spoke about Early Childhood teacher salaries; Katie Russell spoke about teacher contract negotiations; and Elizabeth James spoke about due process.

REPORT

Edina Education Fund: Executive Director Kathy Rendleman and Edina Education Fund Board Chair Nicki Williams shared information about the Ed Fund's vision, mission, funding, programs, and services.

CONSENT

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

The resolutions were:

- A. Minutes: *September 11 work session and regular meeting; September 19 work session; September 29 special meeting*
- B. Personnel Recommendations
- C. Assurance of Compliance
- D. Check Register - September 2023
- E. Electronic Fund Transfers - September 2023
- F. Gifts and Bequests – September 2023

- G. Audit Services - FY 2023
- H. Edina Education Fund Gifts
- I. Highlands Deep Portage, February 2024
- J. ECSU (BrightWorks) Membership
- K. Student Support Services Agreements
 - 1. Bayada_DS
 - 2. Bayada_EB
 - 3. Fraser
 - 4. ProCare_KRadermacher

DISCUSSION

PreK- 12 Comprehensive Literacy Plan Update: Staff provided an update on the implementation of the PreK-12 Comprehensive Literacy Plan.

Continuous School Improvement Plan Process: Staff provided an overview of the process used to develop continuous improvement plans.

Policy Review (624, 708, 713): Policy Committee members presented the following policies for discussion. These policies will move forward for approval at the next regular meeting.

- Policy 624 Online Learning Options
- Policy 708 Expense Reimbursement
- Policy 713 Student Transportation

Member Shaw moved to extend the meeting to 10:30pm. Member Gabler seconded the motion. All members voted Aye.

ACTION

Administrative Recommendation for Strategic Plan Revisions: Member Gabler moved and Member Neville seconded to approve the motion. All members voted Aye.

2023-2024 Superintendent Goals: Member Greene moved and Member Gabler seconded to approve the motion. All members voted Aye.

Board Goals: Member Shaw moved and Member Greene seconded to approve the motion. All members voted Aye.

Policy Review (211, 408, 418, 419, 424, 506, 509, 510, 524, 628, 634): Member Shaw moved and Member Neville seconded to approve the motion. All members voted Aye.

- Policy 211 Criminal or Civil Action Involving the School District
- Policy 408 Subpoena of a School District Employee
- Policy 418 Alcohol and Drug-Free Workplace and School Environment
- Policy 419 Tobacco-Free Environment
- Policy 424 License Status
- Policy 506 Student Conduct and Discipline
- Policy 509 Resident Enrollment and Assignment
- Policy 510 Open Enrollment
- Policy 524 Electronic Technologies Acceptable Use
- Policy 628 Student Activities Program
- Policy 634 Electronic Technologies Acceptable Use (rescind)

SUPERINTENDENT UPDATES

Dr. Stanley acknowledged Shannon Seaver who was named the 2023 Educator of the Year by Tekne (Minnesota Technology Association), and Eric Hamilton who was named Educational Facilities Management Professional of the Year by MASMS (Minnesota Educational Facilities Management Professionals).

LEADERSHIP AND COMMITTEE UPDATES

Member Gabler thanked the administration for the community conversation about safety and security.

ADJOURNMENT

At 9:54 PM, Member Shaw moved, and Member Greene seconded to adjourn the meeting. All members voted Aye.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF OCTOBER 24, 2023

WORK SESSION
5:00 PM

Edina Community Center
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

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

Ms. Regina Neville
Ms. Janie Shaw

PRESIDING OFFICER: Chair Erica Allenburg

5:00 PM - 7:05 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Dr. Randy Smasal, Assistant Superintendent
Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
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 Finance and Operations

Joel Crandall, MnTech
Dan Dorson, Flight Services Manager
Cheryl Gunness, Community Involvement Programs Coordinator
Faisal Kaleem, Professor, Metro State University, Computer Science and Cybersecurity
Dietrich Nissen, Inherited Stories, CEO and Founder
Paula O'Loughlin, Consultant, PartnerED
Laura Phongsavath, Program Manager, Community Education and Strategic Partnerships
Jodi Ramirez, Edina High School Faculty and CTE Co-Lead
Shannon Seaver, Edina High School Faculty and CTE Co-Lead
Dave Webb, Consultant, Homerun Leadership

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
OCTOBER 24, 2023

5:00 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Crandall, Dorson, Gunness, Kaleem, Nissen, O'Loughlin, Phongsavath, Ramirez, Seaver, Webb.

APPROVAL OF AGENDA

DISCUSSION

- A. CTE Advisory Updates
- B. School Board and Administration Training

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 7:05 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
OCTOBER 24, 2023 WORK SESSION

5:00 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Crandall, Dorson, Gunness, Kaleem, Nissen, O'Loughlin, Phongsavath, Ramirez, Seaver, Webb.

APPROVAL OF AGENDA

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

DISCUSSION

CTE Advisory Updates: Staff and advisory committee members spoke about their work and partnerships that support the district's CTE programming.

School Board and Administration Training: Facilitators guided board and cabinet members through training on the governance and management model.

ADJOURNMENT

At 7:05 PM, Member Greene moved, and Member Gabler seconded to adjourn the meeting. All members voted Aye.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE SPECIAL MEETING OF OCTOBER 27, 2023

SPECIAL MEETING
4:00 PM

Edina Community Center
ECC 338 and Virtual

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

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

Ms. Regina Neville

PRESIDING OFFICER: Vice Chair Julie Greene

4:03PM - 4:57 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Sonya Sailer, Director of Human Resources
Mert Woodard, Director of Business 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
OCTOBER 27, 2023

4:03 PM Vice Chair Greene called to order the special meeting of the School Board. Members present: Allenburg (virtual), Arom, Birdman, Gabler, Greene, Shaw. Staff present: Stanley, Sailer, Woodard.

APPROVAL OF AGENDA

CLOSED SESSION

- A. Employee Negotiations

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 4:57 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
OCTOBER 27, 2023 SPECIAL MEETING

4:03 PM Vice Chair Greene called to order the special meeting of the School Board. Members present: Allenburg (virtual), Arom, Birdman, Gabler, Greene, Shaw. Staff present: Stanley, Sailer, Woodard.

APPROVAL OF AGENDA

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

At 4:03 PM, Member Gabler moved and Member Shaw seconded to close the meeting. All members voted Aye.

CLOSED SESSION

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

At 4:43 PM, Member Shaw moved and Member Arom seconded to open the meeting. All members voted Aye.

SUPERINTENDENT UPDATES

Dr. Stanley provided an overview of the community response to the student walkout.

ADJOURNMENT

At 4:57 PM, Member Birdman moved and Member Arom seconded to adjourn the meeting. All members voted Aye.

VI.B. Personnel Recommendations



Board Meeting Date: November 13, 2023

Title: Personnel Recommendations

Type: Consent

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

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

Recommendation: Approve the attached personnel recommendations.

Desired Outcome(s) from the Board:

Attachment(s):

1. Report (next page)

LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Salary</u>	<u>Date</u>
LARGO, LILIANA	CS	INTERVENTION TEACHER, 0.2 FTE	\$6,988.87	10/23/2023
SANTILLAN, LEONA	CN	ADMINISTRATIVE DEAN	\$85,456.80	11/08/2023
ZANISH, BAILY	CN	TITLE 1 TEACHER	\$34.00/HOUR	10/30/2023

B. ADDITIONAL DUTY ASSIGNMENTS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Salary</u>	<u>Number of Days</u>
NONE.				

C. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
VISEL, JOHN	HL, CV	VOCAL MUSIC TEACHER, 1.0 FTE	06/04/2024

B. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Salary</u>	<u>Date</u>
PAMPUSCH, POLLY	EVP	FROM: ML TEACHER, 0.8 FTE TO: ML TEACHER, 1.0 FTE (TEMPORARY INCREASE)	\$14,114.65	10/16/2023 -06/04/2024

C. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
BIDERMAN, SARAH	CC	MUSIC TEACHER	03/25/2024 - 06/05/2024
DEGENER, HEIDI	EHS	LANGUAGE ARTS TEACHER	12/13/2023 - 12/22/2023
ERICKSON, TAYLOR ANNE	CS	SPECIAL ED TEACHER	03/18/2024 - 05/30/2024
MCCLURE, NICOLE	CS	GIFTED/TALENTED TEACHER	11/06/2023 - 11/30/2023
MESTLER, LAURA	VV	LANGUAGE ARTS TEACHER	10/30/2023 - 01/05/2024
MILLER HEFFELFINGER, HOPE	ND	GRADE 2 TEACHER	10/23/2023 - 12/08/2023

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
ADKISSON, TRAVON	EHS	SECURITY MONITOR	\$22.10/HOUR	10/18/2023
BALBUENA, TYLER	CC	CUSTODIAN	\$22.06/HOUR	11/08/2023
BARTOS, PATRICIA	CV	EA SPED PARA	\$22.10/HOUR	11/02/2023
BERGE, SARAH	CV	EA SPED PARA	\$22.10/HOUR	10/23/2023
BISHOPP, NICHOLAS	CN	EA SPED PARA	\$21.15/HOUR	11/06/2023
DAVISON, ERIN	HL	EA SPED PARA	\$22.10/HOUR	11/09/2023
DOON, SAMSAM	EHS	SECURITY MONITOR	\$19.75/HOUR	10/23/2023
HERNANDEZ, LILIANA	CS	CUSTODIAN	\$22.06/HOUR	10/25/2023
KNUDSEN, DAVID	TC	BUS DRIVER	\$24.43/HOUR	10/13/2023
KNUDSON, CARTER	EHS	EA SPED PARA	\$21.15/HOUR	10/18/2023
NORLANDER, SHARON	ND	FRENCH INTERN RECRUITER	\$20,000 STIPEND	10/25/2023
PATHAK, PRAVINA	CN	EA SPED PARA	\$21.15/HOUR	10/25/2023
RAYMOND, STEPHANIE	SV	OFFICE ASSISTANT CLASSIFICATION E	\$23.51/HOUR	11/08/2023
ROTHGEB, LISA	SV	EA SPED PARA	\$22.10/HOUR	10/30/2023
SACKS, JULIA	SV	EA SPED PARA	\$22.10/HOUR	10/23/2023
TAUBEL, CHARLOTTE	ND	FRENCH INTERN DIRECTOR	\$20,000 STIPEND	10/23/2023
THOMPSON, LEE	ECC	HR SPECIALIST	\$35.25/HOUR	10/19/2023
WAARVIK, DANIELS	CV	EA SPED PARA (LTS)	\$19.00/HOUR	11/01/2023

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
AHMED, RIDWAANAH	EHS	EA PARA	11/14/2023
BIELKE, DAVID	DW	HOURLY CUSTODIAN	10/13/2023
CHESS, AALIYAH	EVP	IA CLASSROOM ASSISTANT	10/31/2023
HANNAN, MARK	CV	EA SPED PARA	11/10/2023
PEREZ, ELENA	CS	EA PARA	10/27/2023

PETERSON, MARK	TC	BUS DRIVER	10/13/2023
SANDVIG, LORI	ECC	DEPARTMENT SPECIALIST CLASSIFICATION A	12/31/2023
SELVAMURUGAN, KALPANA	CV	EA SPED PARA	10/26/2023
VOGTLIN, TAYLOR	DW	HSA	10/16/2023

C. CHANGE OF EMPLOYMENT STATUS

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

C. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
DOYLE, KRISTA	HL	CLASSROOM PARA	09/18/2023 - 12/22/2023
KILANOWSKI, MICHAEL	VV	CUSTODIAL SUPERVISOR	10/20/2023 - 11/14/2023
SCHOLL, ALYSSA	EHS	EA SPED PARA	11/13/2023 - 02/16/2024
THERENS, CHRISTINE	CV	EA SPED PARA	11/03/2023 - 01/12/2024

COMMUNITY EDUCATION SERVICES STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
AROM, LUKE	CS	RECREATION LEADER	\$17.33/HOUR	10/30/2023
DE CAIGNY, OLIVIA	CV	RECREATION LEADER	\$17.33/HOUR	10/17/2023
ERICKSON, KYLIE	CC	RECREATION LEADER	\$18.77/HOUR	10/16/2023
HOFMASTER, GINGER	CN	RECREATION LEADER	\$17.33/HOUR	10/23/2023
HUSSEIN, KADRA	CN	RECREATION LEADER	\$18.77/HOUR	10/24/2023
JACKSON, JAMILLE	CN	RECREATION LEADER	\$17.33/HOUR	10/17/2023
JONES, SAMIR	CC	RECREATION LEADER	\$17.33/HOUR	10/30/2023
JOHNSON, CARMEN	CN	RECREATION LEADER	\$20.32/HOUR	11/13/2023
KAMPA, STEPHANIE	CN	RECREATION LEADER	\$17.33/HOUR	10/30/2023
MENDEZ, SOPHIA	CS	RECREATION LEADER	\$16.00/HOUR	10/25/2023
NARINE, JACQUELINE	CC	RECREATION LEADER	\$20.32/HOUR	10/30/2023

NUNEZ, ALANA	HL	RECREATION LEADER	\$16.00/HOUR	11/09/2023
NYBERG, JAMES	CC	RECREATION LEADER	\$17.33/HOUR	10/13//2023
OKUMU, BARA	CC	RECREATION LEADER	\$20.32/HOUR	10/24/2023
SCHLETZ, MAKENA	CV	RECREATION LEADER	\$16.00/HOUR	10/30/2023
THOMPSON, MADISON	CC	RECREATION LEADER	\$17.33/HOUR	10/16/2023

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
CRUMB, LEAH	ND	RECREATION LEADER	10/17/2023
DONNELLY, PHILLIP	CV	RECREATION LEADER	11/03/2023
ISMAIL, ZAMEAHIA	CV	RECREATION LEADER	09/14/2023
JACKSON, JAMILLE	CN	RECREATION LEADER	10/18/2023
SCHILLING, ANNEMARIE	ECC	PROGRAM SUPERVISOR	10/20/2023

C. CHANGE OF EMPLOYMENT STATUS

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

D. REQUEST FOR LEAVE OF ABSENCE

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



Board Meeting Date: November 13, 2023

Title: Employment Agreement

Type: Consent

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

Description: The administration seeks to enter into a separate employment agreement with a teacher who has continuing contract rights with the School District. The agreement provides the teacher with additional full-time equivalency (FTE) during portions of this school year, which exceed the teacher's continuing contract. Because the additional FTE may not be available next school year, the administration is unable to offer it if the teacher will gain continuing contract rights to the additional FTE pursuant to Minn. Stat. § 122A.40. The teacher would like to provide the additional FTE of service this school year and is willing to waive continuing contract rights to the additional FTE. The agreement allows the School District to assign the additional FTE to the teacher without making the additional, temporary FTE part of the teacher's continuing contract. The teacher and Education Minnesota/Edina have agreed to the terms of the agreement.

Recommendation: Approve the attached Employment Agreement.

Desired Outcome(s) from the Board:

Attachment(s):

1. Employment Agreement (next page)

EMPLOYMENT AGREEMENT

WHEREAS, Polly Pampusch (hereinafter referred to as "Pampusch") is employed by Independent School District No. 273, Edina, Minnesota, (hereinafter referred to as "School District") as a licensed Multi-Lingual Learner ("ML") teacher; and

WHEREAS, Pampusch has earned continuing contract rights as a 0.80 FTE ML teacher in the School District; and

WHEREAS, the School District may have additional FTE to be filled by a licensed ML teacher, but the additional FTE fluctuates and may only be available during the 2023-24 school year; and

WHEREAS, the School District would like to offer Pampusch additional FTE on a temporary basis during the 2023-24 school year beginning October 16, 2023 continuing through June 4, 2024, but does not want to offer the additional FTE if Pampusch will gain continuing contract rights to the additional FTE in the School District pursuant to Minn. Stat. § 122A.40; and

WHEREAS, Pampusch would like to provide the additional FTE of ML teaching service during the 2023-24 school year and is willing to waive any claim to continuing contract rights for the additional FTE; and

WHEREAS, Pampusch is a member of Education Minnesota Edina (EME), the local teachers union for teachers in the School District; and

WHEREAS, the parties have been given the opportunity to consult with legal counsel and union representatives and understand their rights and obligations under Minnesota Statute § 122A.40 and the teachers' collective bargaining agreement; and

WHEREAS, Pampusch understands that the intention of this Agreement is to waive any claim of continuing contract rights with respect to the additional FTE of teaching employment above and beyond her current 0.80 FTE continuing contract position.

NOW THEREFORE, the School District, Pampusch, and EME hereby agree as follows:

1. The parties to this Agreement have determined that it is in the best interests of Pampusch and the School District for Pampusch to provide additional FTE of ML teaching service for Edina Virtual Pathways during the 2023-24 school year. The additional FTE will be in excess of her current 0.80 FTE continuing contract.
2. The School District agrees to employ Pampusch to provide the additional FTE of ML teaching service during the 2023-24 school year. The additional FTE of employment will

automatically expire at the end of the 2023-24 school year without further action of the School Board.

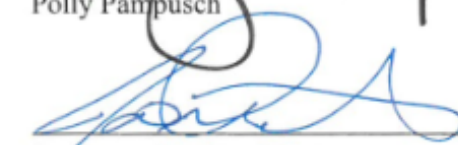
3. Pampusch voluntarily agrees that she has no continuing contract rights pursuant to Minnesota Statute § 122A.40 or any other law with respect to the additional FTE of employment with the School District and hereby waives any claim of continuing contract rights with respect to this employment.
4. Pampusch acknowledges that her waiver and relinquishment of rights under Minnesota Statute § 122A.40 and other relevant law is in consideration of the School District's agreement to employ her for the additional FTE for a limited period of time and Pampusch acknowledges that there has been no coercion by the School District, School Board, superintendent, principals or any other person, and that this choice is made voluntarily.
5. Pampusch acknowledges that by executing this Agreement that there are no mutual covenants, promises, undertakings or understandings outside of this Agreement with regard to the additional FTE of ML teaching service, other than those specifically set forth herein.
6. The parties agree that nothing contained in this Agreement shall be deemed to establish a precedent or past practice and the parties waive any right to file a grievance related to or arising out of the terms of this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as set forth above.

Dated: 10/12/2023, 2023


Polly Pampusch

Dated: 10/23, 2023


Jason Dockter, President
Education Minnesota Edina

Dated: _____, 2023

Erica Allenburg, Chair of the School Board
Independent School District No. 273, Edina, MN

Dated: _____, 2023

Karen Gabler, Clerk of the School Board
Independent School District No. 273, Edina, MN

VI.C. Proposed 2023-2025 Guidebook for
Community Education Program Specialists, Leads,
and Assistants; Updated Appendix A for 2023-2025
Confidential, Supervisory and Technical
Employees (CST) Guidebook; Miscellaneous Wage
Rates as of November 14, 2023



Board Meeting Date: 11/13/2023

Title: Proposed 2023-2025 Guidebook for Community Education Program Specialists, Leads, and Assistants; Updated Appendix A for 2023-2025 Confidential, Supervisory and Technical Employees (CST) Guidebook; Miscellaneous Wage Rates as of November 14, 2023

Type: Consent

Presenter(s): Sonya Sailer, Director of Human Resources; Mert Woodard, Director of Business Services

Description: The School District has two Guidebooks that contain compensation and benefit information for non-union community education employees serving in at-will positions. These Guidebooks apply to one-hundred ninety-eight employees working in various positions classified as either exempt or non-exempt. For consistency, this proposal recommends the movement of seven exempt community education positions to the CST Guidebook. This change will allow the School District to consolidate the remaining non-exempt positions into one Community Education Guidebook, specifically for program specialists, leads, and assistants. This proposal also recommends consolidation of temporary/casual community education positions with other similar district positions in a Miscellaneous Wage Rates document for clarity and uniformity.

Input was sought from impacted employees regarding compensation and benefit improvements with salary/wage and district contribution towards health insurance reported as the largest priorities.

The proposed 2023-2025 Community Education Guidebook for Program Specialists, Leads, and Assistants, updated Appendix A showing seven exempt positions proposed for addition to CST, and updated Miscellaneous Wage Rates are attached with bold font used to represent new language and strikethrough font used to show language proposed for removal. Language has been added and deleted to provide consistency with current practices and between Guidebooks and to aid the reader to better understand the available benefits. Title changes and reclassifications were made where appropriate.

The School Board's Governance Committee met with District management on November 8, 2023 to review the overall plans for modifications and the costs for these improvements to ensure consistency with other employee groups. Highlights of the proposed changes include:

1. Step advancement for eligible employees in 2023-2024 and 2024-2025.
2. Salary/wage increases for most positions of approximately 3% in both years.
3. Positions that realized a mid-year increase in 2022 will recognize a 3% increase in 2024-2025.
4. District contributions to health insurance were increased for all eligible employees with adjustments to hours required for eligibility to ensure competitiveness and fairness between positions.
5. Accrual of basic leave, vacation, and paid holidays modified to better align with similar positions.

The two-year total package for the proposed 2023-2025 Community Education Guidebook, movement of exempt employees to the 2023-2025 CST Guidebook, and Miscellaneous Wage Rate modifications combined is \$11,443,522, which represents an increase of \$511,291. Using the Minnesota School Board Association's costing formula, the two-year percentage increase is 7.5%. This amount is within the School Board's financial parameters and Dr. Stanley supports the recommendation.

Recommendation: Approve the proposed 2023-2025 Community Education Guidebook, movement of exempt positions to the 2023-2025 CST Guidebook, and updated Miscellaneous Wage Rates.

Desired Outcomes from the Board: Approval of the proposed 2023-2025 Community Education Guidebook, movement of exempt positions to the 2023-2025 CST Guidebook, and updated Miscellaneous Wage Rates.

Attachments:

1. DRAFT bold/strikethrough version of proposed 2023-2025 Community Education Guidebook with changes highlighted in yellow
2. Final clean copy of proposed 2023-2025 Community Education Guidebook
3. Updated Appendix A of 2023-2025 CST Guidebook
4. Updated Miscellaneous Wage Rates



DEFINING EXCELLENCE

Community Education
Program Specialists, Leads, and Assistants
Compensation and Benefits Guidebook

July 1, 2023 through June 30, 2025

Approved by ISD 273 School Board _____.

**COMMUNITY EDUCATION PROGRAM SPECIALISTS, LEADS, AND ASSISTANTS' GUIDEBOOK
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ARTICLE I
Purpose

Section 1. Purpose: Edina Public Schools (“Employer”) The School District believes that its employees are one of its most important assets. The purpose of this Guidebook is to provide compensation and benefits information for certain employees serving the School District in at-will positions within Community Education. This Guidebook applies to non-exempt positions, which are eligible for overtime. The following guidebook for Community Education Services Hourly Employees (“employee”) has been designed to facilitate and enhance the role of employees in providing programs and services to all members of the community. The School Board has approved this guidebook.

No provision of this Guidebook is intended to create a contract between the School District Employer and an employee, or to limit the rights of the School District Employer and its employees to terminate the employment relationship at any time, with or without cause. This Guidebook is a general statement of policy, to be modified and applied by the School District Employer at its discretion.

1.1 – Employment Information

An employee will be provided with employment information including the position title, the employee’s regular work assignment, the employee’s start date, salary, salary information, and if the employee’s eligibility for benefits. This guidebook is available on the district’s website.
SECTION MOVED TO COMPENSATION

1.2 – Preliminary Evaluation Period

The first year of an employee’s initial employment with the Employer or the first year of a new assignment will be a preliminary evaluation period during which the Employer will evaluate whether the employee’s skills and abilities are a good match with the position’s requirements and responsibilities. The Employer retains the discretion to terminate an employment relationship with the employee for any reason during this first year evaluation period. This evaluation period does not affect the fundamental at-will nature of the employment relationship with the Employer.

ARTICLE II
Definitions

Section 1. School District: School District means Edina Public Schools-Independent School District No. 273.

Section 2. Employee: Employee means a person holding a position specified in Appendix A of this Guidebook.

Section 3. Full-time Employee: An employee regularly employed and scheduled to work a minimum of five (5) hours per day for a minimum of one-hundred ninety (190) days per year (inclusive of paid holidays).

Section 4. Part-time Employee: An employee regularly employed and scheduled to work less than five (5) hours per day or for fewer than one-hundred ninety (190) days per year (inclusive of paid holidays).

Section 5. Anniversary Date: The anniversary date for each employee will be July 1. Employees who begin employment between July 1 and December 31 will be considered employed one year after the first July 1 following their employment date. Employees hired after January 1 will not be considered employed one year until after the second July 1 following their employment date. ~~2.2 – Step Movement~~ At the beginning of the fiscal year (July 1), an employee may be eligible for step movement on the schedule when the employee was hired prior to January 1 of the fiscal year. Step movement is contingent on the employee's satisfactory performance. An employee may only advance one step per fiscal year. Student recreation leaders will be eligible for step movement in consultation with supervisor.

ARTICLE III Compensation

Section 1. Employment Information: New employees will be provided with a statement that includes position title, start date, Fair Labor Standards Act status, hours per week, days per year, any contingencies or variables, the hourly wage, and benefits eligibility including any employee costs. A copy of the job description and a copy of this Guidebook will accompany this employment information. ~~1.3 – Employment Information~~ An employee will be provided with employment information including the position title, the employee's regular work assignment, the employee's start date, salary, salary information, and if the employee's eligibility for benefits. This guidebook is available on the district's website.

Section 2. Credit for ~~Outside~~ Previous Experience:

The Human Resources Department may grant experience credit towards the applicable hourly wage schedule as appropriate.

~~2.5 – Summer Employment~~ In addition to any school term assignment, an employee is eligible to apply for summer assignments. If selected for the summer assignment, the rate of pay remains the same as the rate for the school term assignment. If eligible for holiday pay in the school term assignment, the employee will be eligible for any applicable holiday pay, in accordance with Section 2.3.

ARTICLE IV Holidays and Vacation

Section 1. Holidays: Employees are entitled to paid holidays as designated by the School District. Holiday pay is prorated based on an employee's regular daily hours. The number of paid holidays that an employee receives is based on their duty year as shown on the following schedule:

Duty Days Per Year	190-219 Days	220-234 Days	235-259 Days	260 Days
Number of Paid Holidays	9	10	11	12

2.3 — Holiday Pay for Full Year Employees An employee with a full-time assignment (i.e. 25 hours a week or more) for the school year is eligible to receive holiday pay in accordance to the school board approved calendar (usually 11-12 holidays). Any holiday pay is for the employee's assigned daily hours as a CES hourly employee. Placement of any holidays is determined by the Employer. To be eligible for holiday pay, the employee needs to be an active employee before and after the district holiday.

Section 2. Vacation: An full-time employee regularly assigned to work 12 months per fiscal year at least two-hundred thirty-five (235) days per year (inclusive of paid holidays) will receive vacation days as set forth in the following schedule:

Years of Service	235-259 Days Number of Vacation Days	260-Days (12-months) Number of Vacation Days
1-4 (17) 1-2	5	15*
5-14 (20) 3-13	7	20
15+ (21) 14-19	10	22
20 and above	12	25

**Twelve-month Program Specialists in the 1-2 years of service category at the time of School Board approval of this Guidebook will continue to receive seventeen (17) days per year until they move to the 3-13 years of service category.*

Employees who work at least two-hundred and thirty-five (235) days, but fewer than eight (8) hours per day, earn vacation time in a prorated amount. Employees whose duty year is for fewer than two-hundred and thirty-five (235) days do not earn vacation.

Vacation is credited to employees as of July 1, but is accrued over the course of the fiscal year. Eligible employees that begin their position after July 1 will receive a prorated amount of vacation for their first year of employment. An employee who terminates employment during the fiscal year and who has used more vacation than earned will have the amount of time overused deducted from their final direct deposit.

An eligible employee may schedule vacation subject to their supervisor's approval.

The maximum number of earned and accrued vacation days that may be carried over into the next fiscal year is ten (10) days. An eligible employee may carry up to ten vacation days from one employment year to another. Provided that an employee notifies the School District Employer in writing a minimum of ten (10) days in advance of intent to resign, the employee may be paid for earned and accrued vacation. The maximum number of vacation days accumulated at the time employment is severed will be ten (10) carryover days plus prorated vacation days earned in the current fiscal year.

If an employee's assignment(s) with the School District changes such that the employee is no longer eligible for vacation days, then earned and accumulated vacation hours will be paid out in a lump sum.

2.4 – Vacation Days – An employee with a full time assignment (25 hours a week or more) for the school year is eligible to receive vacation days as allocated in this paragraph. A full time employee will accrue one vacation day per month for each month actively working, based on the assigned number of daily hours. Daily vacation pay is based on the employee's assigned daily hours as CES hourly employee. This allocation may be distributed as a lump sum yearly distribution. If the employee terminates employment prior to the end of the school year or assignment, the Employer may recover through payroll deduction any unearned but taken vacation days. An eligible employee may schedule vacation subject to supervisor approval. Requests for vacation must be approved by the supervisor in advance and will be granted at the supervisor's discretion. A vacation-eligible employee may carry up to 10 vacation days from one fiscal year to next fiscal year. Provided that an employee notifies the Employer in writing a minimum of ten days in advance of intent to resign, the employee may be paid for earned, accrued vacation. The maximum number of vacation days accumulated at the time employment is severed will be up to ten carry over days plus prorated vacation days earned but not taken in the current fiscal year. If an employee's assignment(s) changes such that the employee is no longer eligible for vacation days, accumulated vacation hours will be paid out in a lump sum.

ARTICLE V Insurance Benefits

2.6 – Group Insurance Policies For purposes of this section, an eligible employee is an employee who is assigned to work for 25 hours or more per week during either the school year or fiscal year. The Employer will provide an eligible employee the group insurance coverage described in Section 2.6.

It is understood and agreed that the insurance provisions of this Section are merely descriptive of the coverage provided, and that the eligibility of an employee for benefits is governed by the terms of the master insurance contracts in force between the Employer and the insurers providing coverage.

Section 1. Selection of Carriers: The selection of insurance carriers and policies will be made by the School District.

Section 2. Insurance Coverage: The provisions described in this Guidebook are general statements of the insurance coverage provided to employees. An employee's eligibility for coverage is governed by the terms of the master insurance contracts between the School District and individual insurance carriers.

Section 3. Medical and Hospitalization Insurance: The School District will contribute a monthly amount, not to exceed the amounts listed below, towards the monthly premium cost for the School District's current medical and hospitalization plans for each full-time employee

who qualifies for and is enrolled in the plan. Participation in this program is voluntary. The maximum monthly School District contributions toward the premium are as follows:

Type of Coverage	Monthly District Contribution as of January 1, 2022 2023	Monthly District Contribution as of January 1, 2024
Single	\$550.00	\$625.92
Single + One	\$825.00* \$900.00**	\$950.00
Family	\$1,125.00* \$1,200.00**	\$1,250.00

*Leads and Assistants in 2023

**Program Specialists in 2023

Employees enrolled in the program will contribute, through payroll deduction, any excess of the monthly premium over the maximum School District contribution toward the type of coverage for which the employee is enrolled. An employee receiving wage replacement benefits from the School District's workers' compensation or long-term disability insurance carriers is eligible for the employer contribution for health and hospitalization-medical insurance.

Where two full-time employees are married and at least one of them is in a position covered by this Guidebook, and both employees are enrolled in a single plus one or family medical insurance plan through the School District with one employee waiving coverage and covered as a dependent on the other employee's elected plan, then the employee who has elected the medical insurance plan will receive a monthly contribution in an amount equal to the School District contribution under their Guidebook for a single plus one plan (if enrolled in a single plus one plan), or a family plan (if enrolled in a family plan), plus the amount of the School District's contribution towards a single medical insurance plan under their spouse's Guidebook or collective bargaining agreement. Any balance remaining after married full-time employees have applied their pooled School District insurance contributions towards their selected medical insurance plan remains with the School District.

An eligible employee may enroll for Single, Single Plus One, or Family coverage in the Employer's hospitalization-medical insurance program. Participation in this program is voluntary. The Employer will contribute the amount designated in the appendix toward the monthly premium for each eligible enrolled employee. An employee enrolled in the program will contribute, through payroll deduction, any excess of the monthly premium over the maximum Employer contribution toward the type of coverage for which the employee is enrolled. An employee receiving wage replacement benefits from the Employer's workers'

compensation insurance carrier or the long-term disability insurance carrier is eligible for the Employer contribution for health and hospitalization medical insurance.

Section 4. Dental Insurance: The School District will offer a dental insurance plan to full-time employees and contribute monthly amounts, not to exceed the amounts listed below, towards the monthly premium costs for such dental plan.

Type of Coverage	District Monthly Contribution
Single	\$35.20
Single + One	\$41.63
Family	\$62.24

Each eligible employee may enroll in the Employer's dental insurance program. Participation in this program is voluntary. The Employer will contribute the amount designated in the appendix toward the monthly premium for each eligible enrolled employee. An eligible employee enrolled in the program will contribute, through payroll deduction, any excess of the monthly premium over the maximum Employer contribution toward the type of coverage for which the employee is enrolled.

Section 5. Term Life Insurance: Full-time employees are eligible. An eligible employee is able to participate in the School District's Employer's group term life insurance program and will be insured for an amount equal to the whole number of thousands in annual base salary. Life insurance benefits are reduced by fifty (50 percent when an employee reaches age seventy (70). The School District pays the entire premium for such coverage.

An eligible employee Full-time employees may apply for supplemental group term life insurance coverage in \$1,000 \$10,000 increments, up to the amount of the employee's base salary. Supplemental coverage is subject to the insurance carrier's enrollment requirements. Premiums for all supplementary coverage will be paid by the employee through payroll deduction.

Section 6. Accidental Death and Dismemberment Insurance: An employee is eligible for accidental death and dismemberment insurance coverage in an amount equal to one time the employee's basic annual salary rounded up to the next whole thousand. The School District Employer pays the entire premium for this coverage.

Section 7. Long-Term Disability Insurance: Full-time employees are eligible to participate in the School District's long term disability insurance program. The School District pays the entire premium for this coverage. An eligible employee is provided coverage in the Employer's long-term disability insurance program. The Employer pays the entire premium for this coverage.

Section 8. Flexible Benefit Plans: An eligible employee may participate in the Flexible Spending Plans established by the School District pursuant to Section 125 of the Internal Revenue Code.

An employee is eligible to participate in the Flexible Benefits Plan established by the Employer pursuant to Section 125 of the Internal Revenue Code, provided, however, that an employee meets all other requirements for eligibility set forth in the Plan.

ARTICLE VI
Leaves of Absence

Section 1. Basic Leave Allowance: Employees will earn basic leave in accordance with their duty year (inclusive of paid holidays). Basic leave is prorated based on an employee's regular daily hours. Basic leave is credited to employees as of July 1, but is earned over the course of the fiscal year. An employee who is hired after July 1 will have their basic leave allowance prorated for a partial year of service. Unused basic leave may accumulate without limit.

Duty Days Per Year	190-219 Days	220-234 Days	235-259 Days	260 Days
Number of Basic Leave Days	9	10	11	12

Employees that work fewer than one-hundred ninety (190) duty days per year will receive leave as provided for by law.

An employee is granted a basic leave allowance of one day per month for absence without deduction from pay. This allowance is calculated based on the employee's assignment. The basic leave allowance may be used for sick leave, family illness leave, bereavement leave and personal business leave under the terms and conditions enumerated below. Unused basic leave may accumulate without limit. An employee is not paid for accumulated basic leave allowance upon termination of employment, except as specifically provided otherwise in this guidebook. A substitute employee or seasonal employee (e.g. summer) does not earn basic leave.

Section 2. Sick and Family Illness Leave: One (1) day of basic leave may be used by an employee for each day of absence due to personal illness or injury of themselves and for family members in accordance with state and federal law. An employee may use accumulated basic leave as reasonably necessary to care for their child, spouse, parent, and others in accordance with state law.

An employee who has been absent may be required to present a statement from a physician verifying an illness that prevented them from performing their work duties and certifying that the employee has recovered sufficiently to return to normal duties. An employee who is absent more than five (5) consecutive working days must present this certification.

An employee who has been absent may be required to present a statement from a physician verifying an illness and certifying that the employee has recovered sufficiently to return to normal duties. An employee absent more than five consecutive working days must present this

certification. If certification is required for an absence less than six days, the Employer will designate the physician and assume the cost of the examination. Charges for certification of absences greater than five consecutive working days will be the employee's responsibility unless the Employer requires examination by a specified physician, in which instance the Employer will assume the cost of the examination.

Section 3. Personal Business Leave: An employee may use up to four (4) days of available earned and accumulated basic leave allowance during any one school year each fiscal year may be used by employees for absence required for the transaction of personal business that cannot be completed outside of regularly assigned their normal work hours. This allowance will be calculated based on assigned average number of hours. Requests for personal business leave must be submitted to the employee's immediate supervisor via the electronic leave system in writing at least three (3) duty days in advance of the requested date, except in cases of extreme emergency.

Section 4. Critical Illness and Bereavement Leave: An employee may use up to five (5) days of accrued basic leave due to a death or critical illness in the immediate family. Immediate family includes an employee's spouse, children, parents, brothers, sisters, grandparents, and in-laws of a similar degree of relationship. For death or critical illness in other than the immediate family, up to three (3) days of leave allowance may be used per occurrence upon approval of the Human Resources Department.

An employee may use basic leave allowance provided for absences due to an illness or injury to the employee's dependent child ("child") for reasonable periods as the employee's attendance with the child may be necessary, on the same terms the employee is able to use accumulated basic leave allowance for the employee's own illness or injury.

For absence because of illness in the family, the employee may deduct a reasonable number of days per incident from accumulated basic leave at no salary deduction. The family includes husband, wife, father, mother, brother, sister, son, daughter, father in law, mother in law, or others required per state law.

For absence because of death in the family, the employee may deduct a reasonable number of days per incident from accumulated leave at no salary deduction.

For absence because of the death of friends or relatives outside the family, the employee may deduct a reasonable number of days from accumulated basic leave at no salary deduction.

Section 5. Basic Leave Coordination with Workers' Compensation and Long-term Disability Benefits: An employee receiving compensation pursuant to the Workers' Compensation law or long-term disability insurance may elect to use accrued basic leave in order to make up the difference between the workers' compensation or long-term disability payments and the employee's regular rate of pay. In no event shall the additional amount paid to the employee

through the use of basic leave result in the payment of total daily, weekly, or monthly compensation in excess of such employee's regular rate of pay.

Sick leave benefits will be coordinated with any other benefits received by an employee from any Employer insurer, including but not limited to long-term disability and workers compensation. This coordination will ensure that total pay received from all sources does not exceed the employee's regular daily rate of pay. Deductions from the employee's basic leave balance will be made according to the pro rata portion of basic sick leave used.

Section 6. Sick Leave Pool: A sick leave pool exists for eligible employees who have exhausted all basic leave. The purpose of the sick leave pool is to provide additional basic leave days to those employees suffering from a catastrophic injury or illness. The sick leave pool coordinates with an employee's long-term disability ("LTD") benefit that may begin after an employee has been absent from work for sixty-five (65) consecutive workdays. After sixty-five (65) consecutive days of absence, the employee is no longer eligible to draw from the sick leave pool. The employee may, however, be eligible for LTD benefits as determined by the School District's LTD carrier. To access the sick leave pool, contact human resources. The purpose of the sick leave pool is to provide additional basic leave days to those employees suffering from a catastrophic accident, illness, or a recurring illness. The sick leave pool coordinates with an employee's long term disability ("LTD") benefit that may begin after an employee has been absent from work 65 consecutive work days. After 65 consecutive days of absence, the employee is no longer eligible to draw from the sick leave pool, but may be eligible for LTD, as determined by the Employer's carrier.

Section 7. Family, Medical, and Parental Leave: The School District complies with all applicable state laws, federal laws, and district policies requiring that employees receive leaves of absence, including the Family and Medical Leave Act. The application of these laws to individual situations will be determined by the School District on a case-by-case basis.

An employee is eligible for a parental leave of absence without pay for a period of up to twelve (12) months for the birth of a child or the placement of a child with the employee for adoption, including any period of related family medical or parental leave. The employee must request parental leave at least sixty (60) calendar days before such leave is to begin. The sixty (60) day notice requirement may be waived when an emergency makes this notice impossible. Any period of parental leave approved under this Article runs concurrently with any applicable period of leave for which the employee is eligible under state and/or federal law.

Parental leave begins at a date agreed upon between the School District and the employee. Unless approved by the School District, failure to return to work upon expiration of a parental leave results in termination of employment. On return from leave, an employee will be reinstated to their original job or to the most similar position available and retain all years of service and leave benefits accrued prior to taking the leave of absence.

The Employer complies with all applicable laws, and district policies requiring that employees receive leaves of absence, including the Family and Medical Leave Act. The application of these laws to an employee's eligibility and situations are determined in accordance with these laws and policies.

An employee is eligible for a parenting leave of absence without pay for a period of up to 12 months, including any period of related family medical or parental leave, for child care. The employee must apply for parenting leave at least 60 calendar days before this leave is to begin. The 60-day requirement may be waived when an emergency makes this notice impossible. Parenting leave begins at a date agreed upon between the Employer and the employee. Failure to return to work upon expiration of a leave results in termination of employment.

Section 8. Judicial Leave: An employee who is absent because of required jury duty or a subpoena for any court duty will be granted leave and paid the difference between the employee's regular hourly wage and the payments received for such jury or court duty, unless the employee is a party in the case. An employee who is absent because of required jury duty or a subpoena for any court duty will be granted leave.

Section 9. Religious Observance Leave: An employee may use up to three (3) days of accumulated basic leave each fiscal year for required religious observance. To qualify, dates must be recognized as religious holidays. Basic leave may not be used where alternative observance options exist. Requests for religious observance leave must be submitted to the Human Resources Department at least three (3) duty days in advance of the requested date. Up to three days leave are available to an employee for required religious observance. These days must be recognized as religious holidays and are not permitted for circumstances where personal alternative attendance options exist. These days will be deducted from an employee's accumulated basic leave. Notification must be submitted to the Superintendent, in writing, at least three days prior to such absence.

Section 10. Emergency Closings: In cases of emergency School District closings, an employee reports as directed by their supervisor.

Section 11. Superintendent's Discretionary Leave: Other leave of absence requests not stated in this Article are subject to the discretion of the Superintendent.

ARTICLE VII Tax-Deferred Savings Plan

Section 1. Tax-Deferred Matching Contribution: Employees may participate in the School District's tax-deferred 403(b) plan by contributing a portion of their base wages or salary to the plan. The School District matches individual contributions to the annuity fund up to two (2) percent of the employee's base wages or salary and no greater than \$2,000.00 per year.

The annual year for the School District matching contributions is January 1 through December 31. All contributions must be made to a School District approved 403(b) vendor of the

employee's choice. The employee is responsible for making all arrangements required with the 403(b) vendor to ensure that proper payment can be made. The School District's contribution is not payable unless the employee authorizes a wage or salary contribution up to the matching amount the employee is eligible to receive. The School District's match cannot be accumulated on a year-to-year basis if an employee elects to begin participation after initial eligibility.

Retirement 4.1 – Hospitalization Medical Insurance An employee who retires as defined by Minn. Stat. § 471.61, subd. 2b while health insurance eligible may elect to continue participation, at the employee's own expense, in the Employer's group medical hospitalization insurance plan if permitted by the terms of the policy with the insurance carrier. The employee must pay the entire first month's premium for insurance commencing on the date of retirement. The employee must arrange with the Employer's insurance administrator to pay subsequent monthly premium amounts in advance in a timely manner. The failure to make a timely payment will result in the Employer not making a premium payment for the retiree. The retiree risks forfeiture of insurance coverage without redress against the Employer.

The Employer may offer a Medicare supplement health insurance plan for retirees who are eligible for Medicare benefits. If a Medicare supplement plan is offered by the Employer, Medicare eligible retirees will receive health insurance coverage only under the Medicare supplement plan. Retirees who become eligible for an equivalent employer-paid group medical plan elsewhere due to other employment or due to eligibility in a spouse's employer-paid group medical plan are ineligible to continue in the Employer plan.

**ARTICLE VIII
Compensation**

(Positions Listed in Appendix A)

Section 1. Compensation: Hourly wage increases for employees are contingent on a satisfactory performance evaluation.

Section 2. Hourly Wage Schedules:

2023-2024

Step	Level 1	Level 2*	Level 3	Level 4	Level 5	Level 6
1	\$27.82	\$23.49	\$19.00	\$16.00	\$15.94	\$13.28
2	\$28.38	\$24.90	\$19.50	\$17.33	\$16.58	\$14.67
3	\$28.96	\$26.37	\$20.74	\$18.77	\$17.81	\$15.54
4	\$29.55	\$27.88	\$22.01	\$20.32	\$19.16	\$16.50
5	\$30.16	\$29.25	\$23.66	\$22.00	\$20.65	\$18.51

Eligible employees will move one (1) step on the above wage schedule on July 1, 2023.

*An incumbent employee that currently earns an hourly wage higher than the current wage scale will continue to receive that wage until the wage scale exceeds such amount.

2024-2025

Step	Level 1	Level 2*	Level 3	Level 4	Level 5	Level 6
1	\$28.65	\$23.49	\$19.57	\$16.48	\$16.42	\$13.68
2	\$29.24	\$24.90	\$20.09	\$17.85	\$17.08	\$15.11
3	\$29.83	\$26.37	\$21.37	\$19.33	\$18.34	\$16.01
4	\$30.44	\$27.88	\$22.67	\$20.93	\$19.73	\$16.99
5	\$31.06	\$29.25	\$24.37	\$22.66	\$21.27	\$19.07

Eligible employees will move one (1) step on the above wage schedule on July 1, 2024.

*An incumbent employee that currently earns an hourly wage higher than the current wage scale will continue to receive that wage until the wage scale exceeds such amount.

Appendix A

Position	Position Level
Program Specialist	1
Childcare Lead	2
Kids' Club Site Lead	3
Woodshop Lead	3
Enrichment Lead	4
Kids' Club Lead	4
Childcare Assistant	5
Lead Building Aide	6

The above appendix provides supplementary information to aid the reader's understanding. Changes that are not substantive in nature (e.g., title changes) may be made to the above appendix as needed. Substantive changes (e.g., new positions, position reclassifications) will be reflected following School Board approval.



DEFINING EXCELLENCE

**Community Education
Program Specialists, Leads, and Assistants
Compensation and Benefits Guidebook**

July 1, 2023 through June 30, 2025

Approved by ISD 273 School Board _____.

**COMMUNITY EDUCATION PROGRAM SPECIALISTS, LEADS, AND ASSISTANTS' GUIDEBOOK
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ARTICLE I

Purpose

Section 1. Purpose: The School District believes that its employees are one of its most important assets. The purpose of this Guidebook is to provide compensation and benefits information for certain employees serving the School District in at-will positions within Community Education. This Guidebook applies to non-exempt positions, which are eligible for overtime.

No provision of this Guidebook is intended to create a contract between the School District and an employee, or to limit the rights of the School District and its employees to terminate the employment relationship at any time, with or without cause. This Guidebook is a general statement of policy, to be modified and applied by the School District at its discretion.

ARTICLE II

Definitions

Section 1. School District: School District means Edina Public Schools-Independent School District No. 273.

Section 2. Employee: Employee means a person holding a position specified in Appendix A of this Guidebook.

Section 3. Full-time Employee: An employee regularly employed and scheduled to work a minimum of five (5) hours per day for a minimum of one-hundred ninety (190) days per year (inclusive of paid holidays).

Section 4. Part-time Employee: An employee regularly employed and scheduled to work less than five (5) hours per day or for fewer than one-hundred ninety (190) days per year (inclusive of paid holidays).

Section 5. Anniversary Date: The anniversary date for each employee will be July 1. Employees who begin employment between July 1 and December 31 will be considered employed one year after the first July 1 following their employment date. Employees hired after January 1 will not be considered employed one year until after the second July 1 following their employment date.

ARTICLE III

Compensation

Section 1. Employment Information: New employees will be provided with a statement that includes-position title, start date, Fair Labor Standards Act status, hours per week, days per year, any contingencies or variables, the hourly wage, and benefits eligibility including any employee costs. A copy of the job description and a copy of this Guidebook will accompany this employment information.

Section 2. Credit for Previous Experience:

The Human Resources Department may grant experience credit towards the applicable hourly wage schedule as appropriate.

**ARTICLE IV
Holidays and Vacation**

Section 1. Holidays: Employees are entitled to paid holidays as designated by the School District. Holiday pay is prorated based on an employee’s regular daily hours. The number of paid holidays that an employee receives is based on their duty year as shown on the following schedule:

Duty Days Per Year	190-219 Days	220-234 Days	235-259 Days	260 Days
Number of Paid Holidays	9	10	11	12

Section 2. Vacation: An employee regularly assigned to work at least two-hundred thirty-five (235) days per year (inclusive of paid holidays) will receive vacation days as set forth in the following schedule:

Years of Service	235-259 Days Number of Vacation Days	260-Days (12-months) Number of Vacation Days
1-2	5	15*
3-13	7	20
14-19	10	22
20 and above	12	25

**Twelve-month Program Specialists in the 1-2 years of service category at the time of School Board approval of this Guidebook will continue to receive seventeen (17) days per year until they move to the 3-13 years of service category.*

Employees who work at least two-hundred and thirty-five (235) days, but fewer than eight (8) hours per day, earn vacation time in a prorated amount. Employees whose duty year is for fewer than two-hundred and thirty-five (235) days do not earn vacation.

Vacation is credited to employees as of July 1, but is accrued over the course of the fiscal year. Eligible employees that begin their position after July 1 will receive a prorated amount of vacation for their first year of employment. An employee who terminates employment during the fiscal year and who has used more vacation than earned will have the amount of time overused deducted from their final direct deposit.

An eligible employee may schedule vacation subject to their supervisor’s approval.

The maximum number of earned and accrued vacation days that may be carried over into the next fiscal year is ten (10) days. Provided that an employee notifies the School District in writing a minimum of ten (10) days in advance of intent to resign, the employee may be paid for earned and accrued vacation. The maximum number of vacation days accumulated at the

time employment is severed will be ten (10) carryover days plus prorated vacation days earned in the current fiscal year.

If an employee’s assignment(s) with the School District changes such that the employee is no longer eligible for vacation, then earned and accumulated vacation hours will be paid out in a lump sum.

**ARTICLE V
Insurance Benefits**

Section 1. Selection of Carriers: The selection of insurance carriers and policies will be made by the School District.

Section 2. Insurance Coverage: The provisions described in this Guidebook are general statements of the insurance coverage provided to employees. An employee’s eligibility for coverage is governed by the terms of the master insurance contracts between the School District and individual insurance carriers.

Section 3. Medical and Hospitalization Insurance: The School District will contribute a monthly amount, not to exceed the amounts listed below, towards the monthly premium cost for the School District’s current medical and hospitalization plans for each full-time employee who qualifies for and is enrolled in the plan. Participation in this program is voluntary. The maximum monthly School District contributions toward the premium are as follows:

Type of Coverage	Monthly District Contribution as of January 1, 2023	Monthly District Contribution as of January 1, 2024
Single	\$550.00	\$625.92
Single + One	\$825.00* \$900.00**	\$950.00
Family	\$1,125.00* \$1,200.00**	\$1,250.00

*Leads and Assistants in 2023

**Program Specialists in 2023

Employees enrolled in the program will contribute, through payroll deduction, any excess of the monthly premium over the maximum School District contribution toward the type of coverage for which the employee is enrolled. An employee receiving wage replacement benefits from the School District’s workers’ compensation or long-term disability insurance carriers is eligible for the employer contribution for health and hospitalization-medical insurance.

Where two full-time employees are married and at least one of them is in a position covered by this Guidebook, and both employees are enrolled in a single plus one or family medical

insurance plan through the School District with one employee waiving coverage and covered as a dependent on the other employee's elected plan, then the employee who has elected the medical insurance plan will receive a monthly contribution in an amount equal to the School District contribution under their Guidebook for a single plus one plan (if enrolled in a single plus one plan), or a family plan (if enrolled in a family plan), plus the amount of the School District's contribution towards a single medical insurance plan under their spouse's Guidebook or collective bargaining agreement. Any balance remaining after married full-time employees have applied their pooled School District insurance contributions towards their selected medical insurance plan remains with the School District.

Section 4. Dental Insurance: The School District will offer a dental insurance plan to full-time employees and contribute monthly amounts, not to exceed the amounts listed below, towards the monthly premium costs for such dental plan.

Type of Coverage	District Monthly Contribution
Single	\$35.20
Single + One	\$41.63
Family	\$62.24

Section 5. Term Life Insurance: Full-time employees are eligible to participate in the School District's group term life insurance program and will be insured for an amount equal to the whole number of thousands in annual base salary. Life insurance benefits are reduced by fifty (50 percent when an employee reaches age seventy (70)). The School District pays the entire premium for such coverage.

Full-time employees may apply for supplemental group term life insurance coverage in \$10,000 increments, up to the amount of the employee's base salary. Supplemental coverage is subject to the insurance carrier's enrollment requirements. Premiums for supplementary coverage will be paid by the employee through payroll deduction.

Section 6. Accidental Death and Dismemberment Insurance: An employee is eligible for accidental death and dismemberment insurance coverage in an amount equal to one time the employee's basic annual salary rounded up to the next whole thousand. The School District pays the entire premium for this coverage.

Section 7. Long-Term Disability Insurance: Full-time employees are eligible to participate in the School District's long term disability insurance program. The School District pays the entire premium for this coverage.

Section 8. Flexible Benefit Plans: An eligible employee may participate in the Flexible Spending Plans established by the School District pursuant to Section 125 of the Internal Revenue Code.

ARTICLE VI
Leaves of Absence

Section 1. Basic Leave Allowance: Employees will earn basic leave in accordance with their duty year (inclusive of paid holidays). Basic leave is prorated based on an employee's regular daily hours. Basic leave is credited to employees as of July 1, but is earned over the course of the fiscal year. An employee who is hired after July 1 will have their basic leave allowance prorated for a partial year of service. Unused basic leave may accumulate without limit.

Duty Days Per Year	190-219 Days	220-234 Days	235-259 Days	260 Days
Number of Basic Leave Days	9	10	11	12

Employees that work fewer than one-hundred ninety (190) duty days per year will receive leave as provided for by law.

Section 2. Sick and Family Illness Leave: One (1) day of basic leave may be used by an employee for each day of absence due to personal illness or injury. An employee may use accumulated basic leave as reasonably necessary to care for their child, spouse, parent, and others in accordance with state law.

An employee who has been absent may be required to present a statement from a physician verifying an illness that prevented them from performing their work duties and certifying that the employee has recovered sufficiently to return to normal duties. An employee who is absent more than five (5) consecutive working days must present this certification.

Section 3. Personal Business Leave: An employee may use up to four (4) days of earned and accumulated basic leave each fiscal year for the transaction of personal business that cannot be completed outside of their normal work hours. Requests for personal business leave must be submitted to the employee's immediate supervisor via the electronic leave system at least three (3) duty days in advance of the requested date, except in cases of extreme emergency.

Section 4. Critical Illness and Bereavement Leave: An employee may use up to five (5) days of accrued basic leave due to a death or critical illness in the immediate family. Immediate family includes an employee's spouse, children, parents, brothers, sisters, grandparents, and in-laws of a similar degree of relationship. For death or critical illness in other than the immediate family, up to three (3) days of leave allowance may be used per occurrence upon approval of the Human Resources Department.

Section 5. Basic Leave Coordination with Workers' Compensation and Long-term Disability Benefits: An employee receiving compensation pursuant to the Workers' Compensation law or long-term disability insurance may elect to use accrued basic leave in order to make up the difference between the workers' compensation or long-term disability payments and the employee's regular rate of pay. In no event shall the additional amount paid to the employee

through the use of basic leave result in the payment of total daily, weekly, or monthly compensation in excess of such employee's regular rate of pay.

Section 6. Sick Leave Pool: A sick leave pool exists for eligible employees who have exhausted all basic leave. The purpose of the sick leave pool is to provide additional basic leave days to those employees suffering from a catastrophic injury or illness. The sick leave pool coordinates with an employee's long-term disability ("LTD") benefit that may begin after an employee has been absent from work for sixty-five (65) consecutive workdays. After sixty-five (65) consecutive days of absence, the employee is no longer eligible to draw from the sick leave pool. The employee may, however, be eligible for LTD benefits as determined by the School District's LTD carrier. To access the sick leave pool, contact human resources.

Section 7. Family, Medical, and Parental Leave: The School District complies with all applicable state laws, federal laws, and district policies requiring that employees receive leaves of absence, including the Family and Medical Leave Act. The application of these laws to individual situations will be determined by the School District on a case-by-case basis.

An employee is eligible for a parental leave of absence without pay for a period of up to twelve (12) months for the birth of a child or the placement of a child with the employee for adoption, including any period of related family medical or parental leave. The employee must request parental leave at least sixty (60) calendar days before such leave is to begin. The sixty (60) day notice requirement may be waived when an emergency makes this notice impossible. Any period of parental leave approved under this Article runs concurrently with any applicable period of leave for which the employee is eligible under state and/or federal law.

Parental leave begins at a date agreed upon between the School District and the employee. Unless approved by the School District, failure to return to work upon expiration of a parental leave results in termination of employment. On return from leave, an employee will be reinstated to their original job or to the most similar position available and retain all years of service and leave benefits accrued prior to taking the leave of absence.

Section 8. Judicial Leave: An employee who is absent because of required jury duty or a subpoena for any court duty will be granted leave and paid the difference between the employee's regular hourly wage and the payments received for such jury or court duty, unless the employee is a party in the case.

Section 9. Religious Observance Leave: An employee may use up to three (3) days of accumulated basic leave each fiscal year for required religious observance. To qualify, dates must be recognized as religious holidays. Basic leave may not be used where alternative observance options exist. Requests for religious observance leave must be submitted to the Human Resources Department at least three (3) duty days in advance of the requested date.

Section 10. Emergency Closings: In cases of emergency School District closings, an employee reports as directed by their supervisor.

Section 11. Superintendent’s Discretionary Leave: Other leave of absence requests not stated in this Article are subject to the discretion of the Superintendent.

**ARTICLE VII
Tax-Deferred Savings Plan**

Section 1. Tax-Deferred Matching Contribution: Employees may participate in the School District’s tax-deferred 403(b) plan by contributing a portion of their base wages or salary to the plan. The School District matches individual contributions to the annuity fund up to two (2) percent of the employee’s base wages or salary and no greater than \$2,000.00 per year.

The annual year for the School District matching contributions is January 1 through December 31. All contributions must be made to a School District approved 403(b) vendor of the employee’s choice. The employee is responsible for making all arrangements required with the 403(b) vendor to ensure that proper payment can be made. The School District’s contribution is not payable unless the employee authorizes a wage or salary contribution up to the matching amount the employee is eligible to receive. The School District’s match cannot be accumulated on a year-to-year basis if an employee elects to begin participation after initial eligibility.

**ARTICLE VIII
Compensation
(Positions Listed in Appendix A)**

Section 1. Compensation: Hourly wage increases for employees are contingent on a satisfactory performance evaluation.

Section 2. Hourly Wage Schedules:

2023-2024

Step	Level 1	Level 2*	Level 3	Level 4	Level 5	Level 6
1	\$27.82	\$23.49	\$19.00	\$16.00	\$15.94	\$13.28
2	\$28.38	\$24.90	\$19.50	\$17.33	\$16.58	\$14.67
3	\$28.96	\$26.37	\$20.74	\$18.77	\$17.81	\$15.54
4	\$29.55	\$27.88	\$22.01	\$20.32	\$19.16	\$16.50
5	\$30.16	\$29.25	\$23.66	\$22.00	\$20.65	\$18.51

Eligible employees will move one (1) step on the above wage schedule on July 1, 2023.

**An incumbent employee that currently earns an hourly wage higher than the current wage scale will continue to receive that wage until the wage scale exceeds such amount.*

2024-2025

Step	Level 1	Level 2*	Level 3	Level 4	Level 5	Level 6
1	\$28.65	\$23.49	\$19.57	\$16.48	\$16.42	\$13.68
2	\$29.24	\$24.90	\$20.09	\$17.85	\$17.08	\$15.11
3	\$29.83	\$26.37	\$21.37	\$19.33	\$18.34	\$16.01
4	\$30.44	\$27.88	\$22.67	\$20.93	\$19.73	\$16.99
5	\$31.06	\$29.25	\$24.37	\$22.66	\$21.27	\$19.07

Eligible employees will move one (1) step on the above wage schedule on July 1, 2024.

**An incumbent employee that currently earns an hourly wage higher than the current wage scale will continue to receive that wage until the wage scale exceeds such amount.*

Appendix A

Position	Position Level
Program Specialist	1
Childcare Lead	2
Kids' Club Site Lead	3
Woodshop Lead	3
Enrichment Lead	4
Kids' Club Lead	4
Childcare Assistant	5
Lead Building Aide	6

The above appendix provides supplementary information to aid the reader's understanding. Changes that are not substantive in nature (e.g., title changes) may be made to the above appendix as needed. Substantive changes (e.g., new positions, position reclassifications) will be reflected following School Board approval.

**Appendix A
CST Exempt Positions**

Position	Position Level
Technical Operations Administrator	I
Buildings and Grounds Manager	II
Payroll Manager	III
Communications Coordinator	IV
Technical Operations Developer	IV
Benefits Coordinator	V
Kids' Club Program Manager	V
Youth Development and Community Engagement Program Manager	V
Cultural Liaison	V
District Accountant	V
Student Enrollment Coordinator	V
Student Information Coordinator	V
Technical Operations Analyst - Communications	V
Assistant Supervisor of Transportation	VI
Custodial Supervisor (ECC; EHS)	VI
Family Services Collaborative Coordinator	VI
Performing Arts Facilities Coordinator	VI
Custodial Supervisor (MS)	VII
Youth Career Exploration & Pathways Program Coordinator	VII
Activities Coordinator	VIII
Custodial Supervisor (ELEM)	VIII
Inclusion and Youth Programs Support Coordinator	VIII
District-Wide Grounds Supervisor	IX

The above appendix provides supplementary information to aid the reader's understanding. Changes that are not substantive in nature (e.g., title changes) may be made to the above appendix as needed. Substantive changes (e.g., new positions, position reclassifications) will be reflected following School Board approval.



DEFINING EXCELLENCE

**Miscellaneous Wage Rates
Activities, Community Education, Interns, Substitutes**

As of **November 14, 2023**

Approved by ISD 273 School Board _____.

**EDINA PUBLIC SCHOOLS
MISCELLANOUS WAGE RATES
ACTIVITIES, COMMUNITY EDUCATION, INTERNS, SUBSTITUTES**

As of **November 14, 2023**

Activities Department	
Event Worker	\$15.00/hour
Lifeguard	\$20.05/hour
Public Address Announcer	\$17.00/hour
Site Supervisor	\$25.00/hour
Student Supervisor/EHS Security	\$21.00/hour
Community Education Department	
Auditorium Technician	\$20.00/hour
Aquatics Instructor	Year 1: \$17.53/hour Year 2: \$18.82/hour Year 3: \$20.14/hour Year 4: \$21.37/hour Year 5: \$22.97/hour
Building Aide	Year 1: \$12.65/hour Year 2: \$13.97/hour Year 3: \$14.80/hour Year 4: \$15.71/hour Year 5: \$17.63/hour
Early Childhood Screener	\$31.91/hour
Event Worker	\$15.00/hour
Hornet Central Assistant	Year 1: \$16.00/hour Year 2: \$17.33/hour Year 3: \$18.77/hour Year 4: \$20.32/hour Year 5: \$22.00/hour
Lifeguard	Year 1: \$15.48/hour Year 2: \$16.10/hour Year 3: \$17.29/hour Year 4: \$18.60/hour Year 5: \$20.05/hour

Middle School Coach Middle School Coaching Assistant	\$3,170.00/stipend \$2,780.00/stipend
Van Driver	Year 1: \$12.65/hour Year 2: \$13.97/hour Year 3: \$14.80/hour Year 4: \$15.71/hour Year 5: \$17.63/hour
Department Interns/Tutors	
AVID Tutor	\$20.45/hour
Intern (High School Student)	\$15.00/hour
Intern (Post Secondary Student)	\$18.00/hour
Substitute Positions	
Clerical	85% of First Step 1 of Hourly Wage Schedule
Custodian	85% of First Step 1 of Hourly Wage Schedule
Educational Associate	First Step 1 of Hourly Wage Schedule
Health Services Associate	85% of First Step 1 of Hourly Wage Schedule
Instructional Assistant	85% of First Step 1 of Hourly Wage Schedule
Kids' Club Lead Rec Leader	85% of First Step 1 of Hourly Wage Schedule
Licensed School Nurse	BA/Step 1 Daily Rate/8 hours = Hourly Wage

**The anniversary date for an employee is July 1. Employees hired between July 1 and December 31 are considered employed one year after the first July 1 following their employment date. Employees hired after January 1 are not considered employed one year until after the second July 1 following their employment date. Hourly wage increases are subject to budget parameters and are contingent upon a satisfactory review from an employee's supervisor. Miscellaneous wage positions are not eligible for fringe benefits beyond those required by law.*

VI.D. Check Register - October 2023



Board Meeting Date: 11/13/2023

Title: Check Register – October 2023

Type: Consent

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

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

<u>Fund</u>	<u>Amount</u>
General	\$ 3,622,588
Food Service	251,067
Community Service	57,944
Building Construction	4,458,747
Debt Service	-
Internal Service	-
Total	\$ 8,390,346

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

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

Attachments:

1. Check Report – October 2023

Check Register

FOR THE MONTH ENDED OCTOBER 31, 2023

Check No.	Vendor	Description	Date	Amount
395009	MN PEIP	CURRENT TEACHERS	10/18/23	746,398.07
394648	CORVAL CONSTRUCTORS	EHS MECHANICAL 23-B	10/04/23	689,716.12
394874	ST CLOUD REFRIGERAT	CS 2023 ADDITION 23	10/11/23	484,047.28
395108	HEALTHPARTNERS INSU	CURRENT EMPLOYEES	10/25/23	400,949.15
394784	CORVAL CONSTRUCTORS	EHS MECHANICAL 23-B	10/11/23	391,143.50
394845	NEW LOOK CONTRACTIN	CS 2023 ADDITION 31	10/11/23	246,546.55
394783	COMMERCIAL DRYWALL	CS 2023 ADDITION 09	10/11/23	222,501.05
394782	CHARTWELLS DINING S	AUG23 FOOD SERVICES	10/11/23	211,541.49
394795	ENVISION GLASS INC	CS 2023 ADDITION 08	10/11/23	182,526.69
394635	B&D ASSOCIATES, INC	EHS MECHANICAL 04-A	10/04/23	178,220.00
394874	ST CLOUD REFRIGERAT	CS 2023 ADDITION 23	10/11/23	175,422.87
394845	NEW LOOK CONTRACTIN	CS 2023 ADDITION 31	10/11/23	149,095.25
394796	ERICKSON ELECTRIC C	CS 2023 ADDITION 26	10/11/23	136,230.00
394795	ENVISION GLASS INC	CS 2023 ADDITION 08	10/11/23	129,432.78
394847	NORTHLAND CONCRETE	CS 2023 ADDITION 03	10/11/23	115,942.75
394917	APADANA LLC	CN LIGHTING UPGRADE	10/18/23	106,694.89
394776	BITUMINOUS ROADWAYS	CS 2023 ADDITION 32	10/11/23	106,400.00
394796	ERICKSON ELECTRIC C	CS 2023 ADDITION 26	10/11/23	96,917.98
394625	A.J. MOORE ELECTRIC	EHS MECHANICAL 26-A	10/04/23	81,910.17
394832	MAERTENS-BRENNY CON	CS 2023 ADDITION 06	10/11/23	79,800.00
395009	MN PEIP	RETIREEES/COBRA	10/18/23	75,125.00
394894	XCEL ENERGY	EHS 8/23 -9/21 USE	10/11/23	71,785.88
394721	PRAIRIE ELECTRIC CO	EHS - REPAIR BUSS D	10/04/23	68,603.55
395174	WOLD ARCHITECTS & E	25-26 EHS RENO	10/25/23	68,464.31
394787	DAKA CORPORATION	CS 2023 ADDITION 05	10/11/23	67,540.80
394832	MAERTENS-BRENNY CON	CS 2023 ADDITION 03	10/11/23	65,491.10
394882	TIM'S CONSTRUCTION	CS 2023 ADDITION 09	10/11/23	63,995.80
394712	NOVA FIRE PROTECTIO	EHS MECHANICAL 21-A	10/04/23	62,450.15
394761	A.J. MOORE ELECTRIC	EHS MECHANICAL 26-A	10/11/23	59,568.80
394783	COMMERCIAL DRYWALL	CS 2023 ADDITION 09	10/11/23	59,404.05
394823	KRAUS-ANDERSON CONS	PRE-CONSTR SITE SER	10/11/23	58,909.00
394819	JOHN A DALSIN & SON	CS 2023 ADDITION 07	10/11/23	58,427.38
394912	AFFINITECH INC	PROJECT 6804-ECC BR	10/18/23	57,474.15
395165	THE CAULKERS COMPAN	ECC EXTERIOR ENVELO	10/25/23	56,726.40
395165	THE CAULKERS COMPAN	ECC EXTERIOR ENVELO	10/25/23	56,439.50
394902	KRAUS-ANDERSON CONS	CS ADDITION SITE SE	10/11/23	51,408.00
394682	JL THEIS INC	KUHLMAN BLEACHER RE	10/04/23	51,092.71
394854	PETERSON COMPANIES	CS 2023 ADDITION 32	10/11/23	47,317.65
394706	MINNESOTA HISTORICA	NORTHERN LIGHTS STU	10/04/23	44,380.00
395018	PANORAMA EDUCATION	PANORAMA SURVEYS	10/18/23	39,525.00
394655	EBERT CONSTRUCTION	EHS MECHANICAL 06-A	10/04/23	39,022.05
395087	DAKOTA TRUCK UNDERW	INSTALLMENT #5	10/25/23	38,532.00
395069	AMERICAN READING CO	1ST GRD READING	10/25/23	36,500.00
394843	NASSEFF MECHANICAL	CS 2023 ADDITION 21	10/11/23	35,596.50
395148	PLANSOURCE	SERVICES FOR SEP23	10/25/23	33,950.53
394782	CHARTWELLS DINING S	JUL23 FOOD SERVICES	10/11/23	32,126.15
394750	TMI SYSTEMS CORPORA	EHS MECHANICAL RENO	10/04/23	30,050.40
394747	TEACHERS' CURRICULU	MS-SS-SL-02 LICENSE	10/04/23	29,400.00
394675	INTERMEDIATE DISTRI	LEASE LEVY	10/04/23	29,394.82
395112	INTERMEDIATE DISTRI	LEASE LEVY	10/25/23	29,394.82
395119	KATH FUEL OIL SERVI	DIESEL	10/25/23	28,425.00

Check No.	Vendor	Description	Date	Amount
395051	TWIN CITY HARDWARE	EHS MECHANICAL 08-A	10/18/23	27,092.90
394742	SONUS INTERIORS INC	EHS MECHANICAL 09-C	10/04/23	25,232.00
395042	SPECIALLY DESIGNED	ANNUAL SUBSCRIPTION	10/18/23	24,800.00
394983	KATH FUEL OIL SERVI	DIESEL	10/18/23	24,748.98
394886	TWIN CITY TRANSPORT	SEP23 SPED TRANSPOR	10/11/23	24,232.10
395108	HEALTHPARTNERS INSU	RETIREEES/COBRA	10/25/23	24,012.16
394894	XCEL ENERGY	ECC 7/24-8/25 USE	10/11/23	22,823.42
394894	XCEL ENERGY	VV 8/22 - 9/21 USE	10/11/23	22,409.68
394858	RED CEDAR STEEL ERE	CS 2023 ADDITION 05	10/11/23	22,062.32
395042	SPECIALLY DESIGNED	SECONDARY LVL DELUX	10/18/23	21,700.00
394695	MAERTENS-BRENNY CON	EHS MECHANICAL 03-A	10/04/23	21,278.57
394675	INTERMEDIATE DISTRI	CONTRACTED NSO	10/04/23	20,882.52
395112	INTERMEDIATE DISTRI	CONTRACTED NSO	10/25/23	20,882.52
394675	INTERMEDIATE DISTRI	ITINERANT	10/04/23	20,501.40
395112	INTERMEDIATE DISTRI	ITINERANT	10/25/23	20,501.40
394894	XCEL ENERGY	SV 8/22-9/21 USE	10/11/23	20,376.72
395025	PRIME SOLUTIONS, LL	CS CLEANING	10/18/23	19,805.53
395145	PARALLEL TECHNOLOGI	CS - SECURITY	10/25/23	19,426.45
394660	ENVIROBATE	EHS ASBESTOS REMOVA	10/04/23	17,875.44
394743	ST THOMAS ACADEMY A	NON PUB TRANS 22-23	10/04/23	17,785.09
394823	KRAUS-ANDERSON CONS	CS ADDITION GENERAL	10/11/23	17,277.37
394933	BSN SPORTS, LLC	STUDENT COUNCIL SHI	10/18/23	16,187.50
394808	GRAZZINI BROTHERS &	CS 2023 ADDITION 09	10/11/23	16,150.00
394823	KRAUS-ANDERSON CONS	CS ADDITION CONST M	10/11/23	16,061.00
395104	GRAPHIC SOURCE	KUHLMAN BANNER	10/25/23	15,345.00
394647	COMMERCIAL DRYWALL	EHS MECHANICAL WS 0	10/04/23	15,200.00
395176	XCEL ENERGY	SV 9/14-10/15 USE	10/25/23	15,108.25
394685	KATH FUEL OIL SERVI	UNLEADED	10/04/23	14,026.62
395174	WOLD ARCHITECTS & E	SV LIGHTING REPLACE	10/25/23	13,766.59
394710	NESSE / TIDES CENT	SSEP MISSION 18 -IS	10/04/23	13,500.00
394876	STEINBRECHER PAINTI	CS 2023 ADDITION 09	10/11/23	13,490.00
394823	KRAUS-ANDERSON CONS	EHS CONSTR MGMT SER	10/11/23	13,475.00
394823	KRAUS-ANDERSON CONS	GENERAL CONDITIONS	10/11/23	13,473.67
394801	FOLLETT SCHOOL SOLU	DESTINY CLOUD MIGRA	10/11/23	13,148.46
395162	TEACHERS ON CALL, A	EHS - SUBSTITUTE	10/25/23	13,075.20
395104	GRAPHIC SOURCE	KUHLMAN SIGNS	10/25/23	12,965.00
395174	WOLD ARCHITECTS & E	EHS DEFERRED MAINT	10/25/23	12,812.52
395046	TEACHERS ON CALL, A	EHS - SUBSTITUTES	10/18/23	12,595.20
395089	DIGITAL INSURANCE	2ND QUARTER SERVICE	10/25/23	11,875.00
394748	TEACHERS ON CALL, A	EHS - SUBSTITUTES	10/04/23	11,827.20
394876	STEINBRECHER PAINTI	CS 2023 ADDITION 09	10/11/23	11,814.20
394791	EBERT CONSTRUCTION	EHS MECHANICAL 06-A	10/11/23	11,649.18
394999	METRO ECSU-REGION 1	23-24 MEMBERSHIP FE	10/18/23	11,530.80
395059	WINSOR LEARNING INC	SONDAY SYSTEM DUAL	10/18/23	11,370.00
394804	GALLAGHER BASSETT S	MIST LOSS FUND DEDU	10/11/23	11,351.00
394675	INTERMEDIATE DISTRI	CORE FEE	10/04/23	11,151.32
395112	INTERMEDIATE DISTRI	CORE FEE	10/25/23	11,151.32
394675	INTERMEDIATE DISTRI	SAFE SCHOOL	10/04/23	11,114.29
395112	INTERMEDIATE DISTRI	SAFE SCHOOL	10/25/23	11,114.29
395174	WOLD ARCHITECTS & E	CS 2023 ADDITION	10/25/23	10,920.70
394843	NASSEFF MECHANICAL	CS 2023 ADDITION 21	10/11/23	10,811.00
394777	BSN SPORTS, LLC	GRLS TRACK UNIFORMS	10/11/23	10,749.90
394953	EZ FLEX SPORT MATS	CHEER MATS	10/18/23	10,622.00
394894	XCEL ENERGY	CC 8/22 - 9/21 USE	10/11/23	10,236.05
394988	LEXIA LEARNING SYST	#386943 ASPIRE 1-YR	10/18/23	9,600.00
395046	TEACHERS ON CALL, A	EHS - SUBSTITUTES	10/18/23	9,228.80
394629	ALLEGRA EDEN PRAIRI	VARIOUS BOOKLETS	10/04/23	9,170.00
395050	TRUGREEN PROCESSING	DW FALL SERVICES	10/18/23	8,965.39
394894	XCEL ENERGY	HL 8/23-9/24 USE	10/11/23	8,891.95
395046	TEACHERS ON CALL, A	VV - SUBSTITUTES	10/18/23	8,851.20
395147	PETERSON COMPANIES	SVMS CRTYRD-CLOSEOU	10/25/23	8,850.70
395162	TEACHERS ON CALL, A	VV - SUBSTITUTE	10/25/23	8,659.20
394983	KATH FUEL OIL SERVI	UNLEADED	10/18/23	8,335.00
394894	XCEL ENERGY	CS 8/22 - 9/21 USE	10/11/23	8,268.30
394854	PETERSON COMPANIES	CS 2023 ADDITION 32	10/11/23	8,253.58
395025	PRIME SOLUTIONS, LL	EHS CLEANING	10/18/23	8,251.35

Check No.	Vendor	Description	Date	Amount
394848	NOVA FIRE PROTECTIO	EHS MECHANICAL 21-A	10/11/23	7,950.55
394944	DASH SPORTS LLC	NFL FLAG 909-B2238/	10/18/23	7,787.50
394894	XCEL ENERGY	CV 8/22-9/21 USE	10/11/23	7,714.65
394709	NAC MECHANICAL & EL	VV BOILER REPLACEME	10/04/23	7,600.00
394748	TEACHERS ON CALL, A	CN - SUBSTITUTES	10/04/23	7,571.20
395162	TEACHERS ON CALL, A	CN - SUBSTITUTE	10/25/23	7,539.20
394883	TONEWORKS MUSIC THE	SEP23 MUSIC THERAPY	10/11/23	7,431.00
394858	RED CEDAR STEEL ERE	CS 2023 ADDITION 05	10/11/23	7,429.95
395162	TEACHERS ON CALL, A	SV - SUBSTITUTE	10/25/23	7,366.40
395127	LUPIENT CHEVROLET O	TRANSMISSION REPL	10/25/23	7,285.22
394933	BSN SPORTS, LLC	GXC JACKETS	10/18/23	7,258.41
394938	CITY OF EDINA	SV WATER USE - QTR	10/18/23	7,057.30
395046	TEACHERS ON CALL, A	CN - SUBSTITUTES	10/18/23	6,803.20
394912	AFFINITECH INC	PROJECT 6878-ND VIE	10/18/23	6,790.19
394748	TEACHERS ON CALL, A	SV - SUBSTITUTES	10/04/23	6,502.40
394894	XCEL ENERGY	ND 7/24-8/25 USE	10/11/23	6,437.38
394748	TEACHERS ON CALL, A	VV - SUBSTITUTES	10/04/23	6,304.00
395052	TWIN CITY TRANSPORT	JUN23 SPED TRANSPOR	10/18/23	6,199.94
395046	TEACHERS ON CALL, A	HL - SUBSTITUTES	10/18/23	6,048.00
395145	PARALLEL TECHNOLOGI	EHS - DAS GRID TEST	10/25/23	5,750.00
395046	TEACHERS ON CALL, A	SV - SUBSTITUTES	10/18/23	5,625.60
395046	TEACHERS ON CALL, A	SV - SUBSTITUTES	10/18/23	5,574.40
394705	MINNEHAHA ACADEMY	NON PUB TRANS 22-23	10/04/23	5,568.81
394637	BAYCOM INC	2-WAY RADIO REPAIR	10/04/23	5,528.02
394763	ACOUSTICS ASSOCIATE	CS 2023 ADDITION 09	10/11/23	5,501.45
394633	APPLE INC	VPP CREDIT SPED	10/04/23	5,500.00
394748	TEACHERS ON CALL, A	CC - SUBSTITUTES	10/04/23	5,497.60
394923	BAYCOM INC	EHS PROJECT - REPEA	10/18/23	5,418.02
394727	RENAISSANCE LEARNIN	FASTBRIDGE SUBSCRIP	10/04/23	5,417.30
394797	EVERYDAY SPEECH, LL	23-24 LICENSE RENEW	10/11/23	5,411.85
394860	RESEARCH INSTITUTE	SMARTS LICENSE	10/11/23	5,400.00
395046	TEACHERS ON CALL, A	HL - SUBSTITUTES	10/18/23	5,395.20
395046	TEACHERS ON CALL, A	CN - SUBSTITUTES	10/18/23	5,265.92
395046	TEACHERS ON CALL, A	CS - SUBSTITUTES	10/18/23	5,260.80
395162	TEACHERS ON CALL, A	HL - SUBSTITUTE	10/25/23	5,235.20
394971	INSPEC INC	HL EXTERIOR WALL	10/18/23	5,220.00
394704	MIKKONEN MUSIC LLC	SEP23 AFTER SCHOOL	10/04/23	5,085.00
395146	PERFECTION LEARNING	T4719B AP US GOVT B	10/25/23	5,066.25
395046	TEACHERS ON CALL, A	CC - SUBSTITUTES	10/18/23	5,036.80
394938	CITY OF EDINA	SV SEWER JUL-OCT23	10/18/23	5,032.47
395162	TEACHERS ON CALL, A	CV - SUBSTITUTE	10/25/23	5,024.00
395152	RADAR CONSULTING LL	SPECIALIST RECRUITI	10/25/23	5,000.00
395046	TEACHERS ON CALL, A	VV - SUBSTITUTES	10/18/23	4,928.00
395162	TEACHERS ON CALL, A	CC - SUBSTITUTE	10/25/23	4,915.20
394675	INTERMEDIATE DISTRI	HTP-GEN ED	10/04/23	4,801.51
395112	INTERMEDIATE DISTRI	HTP-GEN ED	10/25/23	4,801.51
394640	BSN SPORTS, LLC	GXC UNIFORMS	10/04/23	4,735.50
394894	XCEL ENERGY	CN 8/23-9/24 USE	10/11/23	4,717.17
394711	NCS PEARSON INC	QNTRISTELIC - SITE	10/04/23	4,650.00
394675	INTERMEDIATE DISTRI	LONG TERM FACILITIE	10/04/23	4,620.79
395112	INTERMEDIATE DISTRI	LONG TERM FACILITIE	10/25/23	4,620.79
394911	ADVANCED POWER SERV	DW-GENERATOR INSPEC	10/18/23	4,620.00
394748	TEACHERS ON CALL, A	HL - SUBSTITUTES	10/04/23	4,576.00
394886	TWIN CITY TRANSPORT	HHM MCKINNEY VENTO	10/11/23	4,529.87
394674	INSTITUTE FOR ENVIR	EHS 2023 ASBESTOS R	10/04/23	4,502.86
395082	CHRISTINE JOHNSON	SEP-OCT23 CONSULTIN	10/25/23	4,500.00
394799	FIDELITY SECURITY L	EMPLOYEE WITHHOLDIN	10/11/23	4,441.12
394840	MULTILINGUAL WORD I	AUG23 INTERPRETING	10/11/23	4,411.65
394720	PETER HODNE	MEDICARE REIMB	10/04/23	4,376.00
395046	TEACHERS ON CALL, A	CV - SUBSTITUTES	10/18/23	4,358.40
394675	INTERMEDIATE DISTRI	TRANS DISABLED	10/04/23	4,349.74
395112	INTERMEDIATE DISTRI	TRANS DISABLED	10/25/23	4,349.74
394839	MN SPORT FACILITIES	EHS PROM 2024 - DEP	10/11/23	4,250.00
395126	LUMEN TECHNOLOGIES	DW 10/12-11/11/23	10/25/23	4,246.90
395174	WOLD ARCHITECTS & E	DW 2024 LTFM	10/25/23	4,232.69
395174	WOLD ARCHITECTS & E	DW 2024 LTFM	10/25/23	4,232.69

Check No.	Vendor	Description	Date	Amount
394748	TEACHERS ON CALL, A	CS - SUBSTITUTES	10/04/23	4,230.40
395124	LEXIA LEARNING SYST	ASPIRE PROFESSIONAL	10/25/23	4,200.00
395119	KATH FUEL OIL SERVI	UNLEADED	10/25/23	4,084.49
394834	MCGRAW-HILL SCHOOL	BENTLEY, TRAD & ENC	10/11/23	4,065.60
395124	LEXIA LEARNING SYST	LEXIA CORE (ADSIS)	10/25/23	3,960.00
394741	SLP TOOLKIT LLC	SLP TOOLKIT LICENSE	10/04/23	3,870.00
394640	BSN SPORTS, LLC	STORE ITEMS	10/04/23	3,805.98
394763	ACOUSTICS ASSOCIATE	CS 2023 ADDITION 09	10/11/23	3,800.00
394873	SQUIRES, WALDSPURGE	LEGAL SERV: MISC	10/11/23	3,779.86
395046	TEACHERS ON CALL, A	CV - SUBSTITUTES	10/18/23	3,744.00
395161	STERLING SYSTEMS IN	CS - ASBESTOS REMOV	10/25/23	3,718.81
395045	SUNBELT STAFFING LL	SLP STAFFING - B.I.	10/18/23	3,714.50
394675	INTERMEDIATE DISTRI	ALC-STABILIZATION F	10/04/23	3,704.76
395112	INTERMEDIATE DISTRI	ALC-STABILIZTION FE	10/25/23	3,704.76
394735	SCHOOL SERVICE EMPL	UNION DUES W/HOLDIN	10/04/23	3,667.03
394778	BUSINESS ESSENTIALS	CV WHITE 8.5X11 QTY	10/11/23	3,650.00
394759	YOUTH FRONTIERS INC	6TH GRD RESPECT RET	10/04/23	3,650.00
394759	YOUTH FRONTIERS INC	6TH GRD RESPECT RET	10/04/23	3,650.00
394759	YOUTH FRONTIERS INC	7TH GRD RESPECT RET	10/04/23	3,650.00
394759	YOUTH FRONTIERS INC	7TH GRD RESPECT RET	10/04/23	3,650.00
394759	YOUTH FRONTIERS INC	8TH GRD RESPECT RET	10/04/23	3,650.00
394759	YOUTH FRONTIERS INC	8TH GRD RESPECT RET	10/04/23	3,650.00
394984	KATHY ZWONITZER LLC	SPED COHORT - J.R.	10/18/23	3,600.00
395035	SCHOOL SERVICE EMPL	UNION DUES W/HOLDIN	10/18/23	3,569.20
394748	TEACHERS ON CALL, A	CV - SUBSTITUTES	10/04/23	3,552.00
395046	TEACHERS ON CALL, A	CC - SUBSTITUTES	10/18/23	3,526.40
394758	WORLD LEADERSHIP SC	KEYNOTE ADDRESS	10/04/23	3,500.00
395072	ASTLEFORD INTERNATI	COOLER KIT	10/25/23	3,396.37
395054	VALLEY WEST SEWING	SEW MACHINE REPAIRS	10/18/23	3,386.23
395141	NCS PEARSON INC	#A03000260031 Q-INT	10/25/23	3,380.00
394662	FOLLETT CONTENT SOL	BOOKS FOR CN	10/04/23	3,356.57
394788	DASH SPORTS LLC	SEP23 SOCCER	10/11/23	3,332.70
394711	NCS PEARSON INC	#30866 - BASC-3 Q-G	10/04/23	3,325.00
395164	THE ART OF EDUCATIO	23-24 CURRICULUM RE	10/25/23	3,245.00
395059	WINSOR LEARNING INC	#940-0600 SSI COURS	10/18/23	3,237.00
394890	WASTE MANAGEMENT OF	EHS - OCT23 SERVICE	10/11/23	3,232.17
395013	NAC MECHANICAL & EL	FIX STRAINER	10/18/23	3,207.75
394983	KATH FUEL OIL SERVI	UNLEADED	10/18/23	3,157.12
394675	INTERMEDIATE DISTRI	FY23ESY INTIN FINAL	10/04/23	3,155.24
394862	RIGHT-WAY CAULKING	CS 2023 ADDITION 07	10/11/23	3,150.20
395042	SPECIALLY DESIGNED	ADDTL ELEM STUDENT	10/18/23	3,125.00
395046	TEACHERS ON CALL, A	ND - SUBSTITUTES	10/18/23	3,065.60
395104	GRAPHIC SOURCE	MULTIPLE SIGNAGE	10/25/23	3,052.00
395037	SCOTT WOITASZEWSKI	PREPARE WORKS SPEAK	10/18/23	3,000.00
395048	TODD SAVAGE	PREPARE WORKSHOP	10/18/23	3,000.00
395113	IWS - INNOVATIONAL	SEP23 SYSTEM MGMT	10/25/23	2,969.92
395046	TEACHERS ON CALL, A	CS - SUBSTITUTES	10/18/23	2,944.00
394641	BUSINESS ESSENTIALS	VV WHITE 8.5X11 QTY	10/04/23	2,920.00
395162	TEACHERS ON CALL, A	CS - SUBSTITUTE	10/25/23	2,886.40
395153	RELATE COUNSELING C	CHEM HEALTH #1 OF 1	10/25/23	2,880.00
395155	SAFEWAY DRIVING SCH	911-B2207/11 DRIVER	10/25/23	2,880.00
394911	ADVANCED POWER SERV	DW-GENERATOR INSPEC	10/18/23	2,864.25
395046	TEACHERS ON CALL, A	ND - SUBSTITUTES	10/18/23	2,864.00
394626	ACOUSTICS ASSOCIATE	EHS MECHANICAL 09-D	10/04/23	2,850.00
395162	TEACHERS ON CALL, A	ND - SUBSTITUTE	10/25/23	2,848.00
394708	N2Y	23-24 SYSTEM RENEWA	10/04/23	2,799.96
394969	HORIZON COMMERCIAL	POOL CHEMICALS	10/18/23	2,790.40
394717	PARALLEL TECHNOLOGI	EHS FICK - DATA LIN	10/04/23	2,672.75
394770	AUDIOQUIP INC	SV - FALL PLAY RENT	10/11/23	2,660.00
394654	DZIEDZIC CAULKING I	EHS MECHANICAL 07-L	10/04/23	2,660.00
394792	EDINBOROUGH PARK	JUN-AUG23 POOL RENT	10/11/23	2,574.00
394760	95 PERCENT GROUP LL	CB1500: T&C PACKAGE	10/11/23	2,550.00
394757	WENDY ANDERSON	HATHA YOGA 606-B200	10/04/23	2,548.00
394965	HENRICKSEN PSG	CS FURNITURE	10/18/23	2,533.42
395150	PROCARE THERAPY	OCT23 COTA - K.R.	10/25/23	2,520.92
395064	95 PERCENT GROUP LL	T4R VALUE PACK	10/25/23	2,508.00

Check No.	Vendor	Description	Date	Amount
395071	ARVIG	DDOS MITIGATION	10/25/23	2,500.00
395042	SPECIALLY DESIGNED	ADDTL SEC STUDENT P	10/18/23	2,500.00
395027	PROCARE THERAPY	SLP CONSULT - K.R.	10/18/23	2,432.00
394675	INTERMEDIATE DISTRI	ALC	10/04/23	2,403.88
395112	INTERMEDIATE DISTRI	ALC	10/25/23	2,403.88
395067	ADVANCED IMAGING SO	HIGH SCHOOL 09/23	10/25/23	2,400.40
394928	BOLTON & MENK INC	HL PLAYGROUND	10/18/23	2,400.00
394699	METRO VOLLEYBALL OF	FALL23 VBALL OFFICI	10/04/23	2,400.00
394724	RADAR CONSULTING LL	KC HIRING	10/04/23	2,400.00
394973	JARED LITTLE	ARCHERY 905-B2205/6	10/18/23	2,390.50
395042	SPECIALLY DESIGNED	SHIPPING/HANDLING	10/18/23	2,345.63
394679	JASON AND/OR SARA K	LEGAL SETTLEMENT-A.	10/04/23	2,340.00
394971	INSPEC INC	VV ROOF LEVEL WALLS	10/18/23	2,308.70
394685	KATH FUEL OIL SERVI	UNLEADED	10/04/23	2,300.80
395099	GENERAL PARTS LLC	KITCHEN BUFFET WARM	10/25/23	2,295.03
395109	HORIZON COMMERCIAL	UV LAMPS REPL	10/25/23	2,270.89
394773	BAYCOM INC	XPR3500E UHF PORT 4	10/11/23	2,270.50
394630	ALLIED PRODUCTIONS	AUDIO/LIGHT RENTAL	10/04/23	2,221.70
394857	PROCARE THERAPY	SEP23 COTA - K.R.	10/11/23	2,185.76
394933	BSN SPORTS, LLC	GTENNIS EQUIPMENT	10/18/23	2,121.90
394814	INSTITUTE FOR ENVIR	EHS 2023 ASBESTOS R	10/11/23	2,112.70
394707	MINNESOTA SCHOOL EM	UNION DUES W/HOLDIN	10/04/23	2,097.43
394642	CESO COMMUNICATIONS	SUPPORT: 16 EXTRA H	10/04/23	2,080.00
394871	SONUS INTERIORS INC	EHS MECHANICAL 09-C	10/11/23	2,033.00
394855	PRAIRIE ELECTRIC CO	WORK DONE AT EHS	10/11/23	2,031.60
395118	JOSTENS INC	BOOKS REPRINT (30)	10/25/23	2,030.78
395007	MINNESOTA SCHOOL EM	UNION DUES W/HOLDIN	10/18/23	2,024.49
394885	TRUE FRIENDS	THERAPEUTIC RIDING	10/11/23	2,023.00
395021	PARK NICOLLET FOUND	23-24 GTG SUPPORT	10/18/23	2,000.00
395157	SHARON LUTH	DANCE TEAM COSTUMES	10/25/23	2,000.00
394820	JOHNSON CONTROLS IN	CHILLER WORK	10/11/23	1,999.10
394949	EKIN LLC	BSOCCER EQUIPMENT	10/18/23	1,978.00
395081	CESO COMMUNICATIONS	OCT23 COMM SUPPORT	10/25/23	1,950.00
394918	ARVIG	OCT23 INTERNET FEES	10/18/23	1,948.60
395110	INESE KRIEVANS	PIANO 918-A1234/133	10/25/23	1,946.86
395060	XCEL ENERGY	BUS 8/23-9/21 USE	10/18/23	1,945.30
394995	MCGRAW-HILL SCHOOL	ACHIEVE 3000 LITERA	10/18/23	1,920.00
394708	N2Y	23-24 SUBSC RENEWAL	10/04/23	1,919.92
394936	CESO COMMUNICATIONS	EVA CAMPAIGN	10/18/23	1,881.60
394785	CPI-CRISIS PREVENTI	CPI RENEWAL CRS - K	10/11/23	1,849.00
394785	CPI-CRISIS PREVENTI	CPI TRAINING - M.D.	10/11/23	1,849.00
394942	CPI-CRISIS PREVENTI	TRAINING RENEWAL	10/18/23	1,849.00
395066	ADVANCE TERRAZZO &	GRIND FLOOR @ DR 10	10/25/23	1,840.00
394890	WASTE MANAGEMENT OF	SV - OCT23 SERVICE	10/11/23	1,832.79
394685	KATH FUEL OIL SERVI	OIL	10/04/23	1,811.80
395075	BAUER BUILT INC	TIRES	10/25/23	1,792.60
395109	HORIZON COMMERCIAL	POOL CHEMICALS	10/25/23	1,769.20
394655	EBERT CONSTRUCTION	EHS MECHANICAL 02-A	10/04/23	1,750.75
394779	CAPTIVATE MEDIA & C	1ST DAY PHOTOGRAPHY	10/11/23	1,750.00
394825	LAKESHORE LEARNING	SPED EASELS (3)	10/11/23	1,721.55
394928	BOLTON & MENK INC	ECC BLEACHER REPAIR	10/18/23	1,687.50
394931	BROTHERS FIRE & SEC	CV - FIRE PANEL UPG	10/18/23	1,680.58
394685	KATH FUEL OIL SERVI	DIESEL EXHAUST FLUI	10/04/23	1,664.43
395019	PAR INC	#10993-II BRIEF-2 F	10/18/23	1,657.50
394887	ULTIMATESLP.COM	23-24 SUBSCRIPTION	10/11/23	1,617.98
394774	BILL CARROLL PAINTI	OFFICE PAINTING	10/11/23	1,587.00
394841	THE MUSIC MART	BAND INSTRUMENTS	10/11/23	1,564.60
394642	CESO COMMUNICATIONS	SUPPORT: 12 EXTRA H	10/04/23	1,560.00
395121	KAY ZUCCARO	WATERWELL 911/912/9	10/25/23	1,548.40
394786	CROSSTOWN MECHANICA	AHU2 AC REPAIR	10/11/23	1,540.27
394790	DEHN'S PUMPKINS	CS FIELD TRIP	10/11/23	1,534.00
394668	GRAINGER	CASTERS FOR SERVE E	10/04/23	1,524.80
394806	GRAINGER	SERV EQUIP CASTERS	10/11/23	1,524.80
394818	JINAL VAKIL	LUNCH ACCT REFUND	10/11/23	1,500.00
394995	MCGRAW-HILL SCHOOL	#WORLDS PRO DEVL H-	10/18/23	1,500.00
395015	ONSHAPE	PLTW CRS SOFTWARE	10/18/23	1,500.00

Check No.	Vendor	Description	Date	Amount
394859	REGENTS OF THE UNIV	YOUTH DEVELOPMENT P	10/11/23	1,500.00
394929	BOWLERO-EDEN PRAIRI	5/31/24 - PARTY DEP	10/18/23	1,493.57
394962	H&B SPECIALIZED PRO	BLEACHER REPAIR	10/18/23	1,465.00
395019	PAR INC	#10992-IC BRIEF-2 F	10/18/23	1,462.50
394778	BUSINESS ESSENTIALS	HL-WHITE 8.5X11 QTY	10/11/23	1,460.00
394636	BAYADA HOME HEALTH	SCHOOL NURSE - E.B.	10/04/23	1,458.00
395067	ADVANCED IMAGING SO	ECC/DO 09/23	10/25/23	1,441.33
394788	DASH SPORTS LLC	909/912 SOCCER TYKE	10/11/23	1,428.00
394772	BAYADA HOME HEALTH	SCHOOL NURSE - D.S.	10/11/23	1,426.00
395141	NCS PEARSON INC	QNTRUSERAAONLY - AS	10/25/23	1,425.00
394890	WASTE MANAGEMENT OF	ECC - OCT23 SERVICE	10/11/23	1,423.47
394802	FRASER CHILD AND FA	CONSULTATIONS	10/11/23	1,386.00
395134	MIDWEST BUS PARTS I	HARD DRIVE	10/25/23	1,380.44
394890	WASTE MANAGEMENT OF	VV - OCT23 SERVICE	10/11/23	1,373.26
394922	BAYADA HOME HEALTH	SCHOOL NURSE - D.S.	10/18/23	1,364.00
395078	BEST BUY BUSINESS A	ONLINE STR COUPON C	10/25/23	1,350.00
395134	MIDWEST BUS PARTS I	RESTRAINT	10/25/23	1,339.50
394890	WASTE MANAGEMENT OF	CS - OCT23 SERVICE	10/11/23	1,320.68
394836	METRO ELEVATOR	ECC - OCT23 SERVICE	10/11/23	1,313.00
395014	ODP BUSINESS SOLUTI	OFFICE SUPPLIES	10/18/23	1,302.75
395131	MCPHILLIPS BROS ROO	CC - ROOF MAINTENAN	10/25/23	1,300.00
395131	MCPHILLIPS BROS ROO	CV - ROOF MAINTENAN	10/25/23	1,300.00
395131	MCPHILLIPS BROS ROO	EHS - ROOF MAINTENA	10/25/23	1,300.00
394652	DASH SPORTS LLC	NSD MULTI-SPORT 925	10/04/23	1,297.10
394825	LAKESHORE LEARNING	SDL LUNCH CARTS (4)	10/11/23	1,283.40
394765	ADVANCED IMAGING SO	ECC/DO 08/23	10/11/23	1,274.55
394944	DASH SPORTS LLC	NFL FLAG TYKES 909-	10/18/23	1,225.00
394891	WEX BANK	FUEL PURCHASES	10/11/23	1,210.38
395099	GENERAL PARTS LLC	VV - SHELF WARMER	10/25/23	1,206.96
394779	CAPTIVATE MEDIA & C	BACK TO SCHOOL VIDE	10/11/23	1,200.00
394890	WASTE MANAGEMENT OF	CN - OCT23 SERVICE	10/11/23	1,190.31
394888	UPPER LAKES FOODS I	KC HL SNACKS	10/11/23	1,180.48
395010	MN STATE HS LEAGUE	10/10 SECTION BSOC	10/18/23	1,179.00
394853	PBC GURU LLC	23-24 BOOKBREAK	10/11/23	1,175.00
395010	MN STATE HS LEAGUE	10/10 SECTION GSOC	10/18/23	1,165.00
394630	ALLIED PRODUCTIONS	TECH LABOR FOR HC	10/04/23	1,155.00
394938	CITY OF EDINA	ECC WATER - QTR 3	10/18/23	1,151.94
395149	PRAIRIE ELECTRIC CO	EXIT LIGHTS	10/25/23	1,151.86
395174	WOLD ARCHITECTS & E	CS 2023 LTFM	10/25/23	1,145.55
394989	LRS PORTABLES LLC	6 KUHLMAN UNITS	10/18/23	1,140.00
394815	INSULATION MIDWEST	SV - INSULATION	10/11/23	1,126.49
394748	TEACHERS ON CALL, A	ND - SUBSTITUTES	10/04/23	1,126.40
394765	ADVANCED IMAGING SO	CONCORD 08/23	10/11/23	1,126.30
395174	WOLD ARCHITECTS & E	CS PARK/SITE IMPROV	10/25/23	1,114.70
395136	MINNESOTA MEMORY IN	50 CHARGERS	10/25/23	1,099.50
394814	INSTITUTE FOR ENVIR	23-26 H&S MGMT SER	10/11/23	1,090.03
394814	INSTITUTE FOR ENVIR	23-26 H&S MGMT SER	10/11/23	1,090.03
394938	CITY OF EDINA	SV IRRIGATION - QTR	10/18/23	1,088.01
395036	SCHOOL SPECIALTY, L	GRD 4 WHITE BOARD	10/18/23	1,080.12
394694	MACKIN EDUCATIONAL	BOOKS FOR CV	10/04/23	1,058.60
V19190	BAILLIE MORGAN NASH	ASBO: HOTEL FEE	10/25/23	1,058.46
394676	ISIAH AND/OR HANNA	AUG-SEP23 MILEAGE	10/04/23	1,056.38
394675	INTERMEDIATE DISTRI	CAREER & TECH	10/04/23	1,045.28
395112	INTERMEDIATE DISTRI	CAREER & TECH	10/25/23	1,045.28
395028	RAMSEY COUNTY HISTO	9/27 DAKOTA TOUR	10/18/23	1,032.00
394913	ALEXANDER SCHULTZ	CHOIR CHOREOGRAPHY	10/18/23	1,016.00
394671	HAPPY NUMBERS INC	CC/CV LICENSES	10/04/23	1,015.00
394890	WASTE MANAGEMENT OF	CC - OCT23 SERVICE	10/11/23	1,013.39
395070	ART OF PROBLEM SOLV	BEAST ACADEMY	10/25/23	1,008.00
395070	ART OF PROBLEM SOLV	BEAST ACADEMY 2D	10/25/23	1,008.00
394772	BAYADA HOME HEALTH	SCHOOL NURSE - E.B.	10/11/23	1,008.00
394934	CDW GOVERNMENT	FORTITOKEN	10/18/23	994.64
395130	MCGRAW-HILL SCHOOL	NW WORKBOOK LVL H	10/25/23	984.00
395130	MCGRAW-HILL SCHOOL	NW WORKBOOK LVL I	10/25/23	984.00
395130	MCGRAW-HILL SCHOOL	NW WORKBOOK LVL J	10/25/23	984.00
395046	TEACHERS ON CALL, A	EL/ECSE - SUBSTITUT	10/18/23	979.20

Check No.	Vendor	Description	Date	Amount
394922	BAYADA HOME HEALTH	SCHOOL NURSE - E.B.	10/18/23	972.00
394875	STAGES THEATRE COMP	2/24 FIELD TRIP	10/11/23	970.00
394995	MCGRAW-HILL SCHOOL	ONLINE PROF LEARNIN	10/18/23	966.60
394830	LITERACY RESOURCES,	TEACHING MANUALS	10/11/23	961.20
394783	COMMERCIAL DRYWALL	EHS MECHANICAL 09-A	10/11/23	950.00
394897	COMMERCIAL DRYWALL	EHS MECHANICAL 09-A	10/11/23	950.00
394737	SET - THE MULCH STO	SV - MULCH	10/04/23	945.00
394881	THE JUICE LLC	23-24 SUBSCRIPTION	10/11/23	945.00
394991	MACKIN EDUCATIONAL	BOOKS FOR CV	10/18/23	941.40
V19121	ZACHARIAH R PROWELL	CLASSROOM SUPPLIES	10/04/23	935.70
395100	GILBERT MECHANICAL	DRAIN DRIP REPAIR	10/25/23	908.25
395067	ADVANCED IMAGING SO	CONCORD 09/23	10/25/23	902.67
394852	PAUL GULSVIG	CHOIR RETREAT	10/11/23	900.00
395059	WINSOR LEARNING INC	SHIPPING/HANDLING	10/18/23	897.00
394949	EKIN LLC	GSOCCER EQUIPMENT	10/18/23	886.00
394863	RIVERSIDE INSIGHTS	2000284 DBI-3 DEVL	10/11/23	885.15
394688	KINECT ENERGY, INC	OCT23 ENERGY MGMT F	10/04/23	884.00
395067	ADVANCED IMAGING SO	NORMANDEALE 09/23	10/25/23	881.67
395144	ORKIN COMMERCIAL SE	DW - SEP23 SERVICES	10/25/23	880.00
395122	LANGUAGE LINE SERVI	SEP23 INTERPRETING	10/25/23	858.55
395000	METRO SALES INC	ATHL PRINTER CONTRA	10/18/23	856.75
394848	NOVA FIRE PROTECTIO	RESET VALVES/DRAIN	10/11/23	850.00
395067	ADVANCED IMAGING SO	COUNTRYSIDE 09/23	10/25/23	840.08
394673	HOLY FAMILY CATHOLI	NON PUB 22-23 TRANS	10/04/23	827.97
394700	MHS -- MULTI-HEALTH	ASR027 ASRS TEACH/C	10/04/23	810.00
395145	PARALLEL TECHNOLOGI	UPGRADE S2 SYSTEM	10/25/23	805.50
394768	ASTLEFORD INTERNATI	VALVES	10/11/23	804.82
394765	ADVANCED IMAGING SO	CONSULTING FEES	10/11/23	800.00
394640	BSN SPORTS, LLC	GBSKTBALL EQUIP	10/04/23	800.00
394779	CAPTIVATE MEDIA & C	1ST DAY VIDEO	10/11/23	800.00
394864	RJ MECHANICAL INC	FIXED STRAINER ON R	10/11/23	795.00
394737	SET - THE MULCH STO	SV - MULCH	10/04/23	795.00
395036	SCHOOL SPECIALTY, L	ART SUPPLIES	10/18/23	794.66
395124	LEXIA LEARNING SYST	LETRS ADMIN COURSE	10/25/23	792.00
394736	SCHOOL SPECIALTY, L	ART SUPPLIES	10/04/23	791.99
395166	THE WORKS MUSEUM	11/21 FIELD TRIP	10/25/23	784.00
394636	BAYADA HOME HEALTH	SCHOOL NURSE - D.S.	10/04/23	783.75
394781	CHAPMAN REPAIR	SAX/EUPH REPAIRS	10/11/23	782.88
394863	RIVERSIDE INSIGHTS	1622313 WJ IV ACHIE	10/11/23	775.50
394773	BAYCOM INC	RADIO PROGRAMMING	10/11/23	773.50
395111	INNOVATIVE OFFICE S	CASCADE DESK W/HIGH	10/25/23	770.25
395146	PERFECTION LEARNING	T320201 AP US GOVT	10/25/23	768.25
394949	EKIN LLC	GSOCCER EQUIPMENT	10/18/23	762.35
395067	ADVANCED IMAGING SO	VALLEYVIEW 09/23	10/25/23	760.90
394998	MESSERLI & KRAMER P	GARNISHMENT - F.C.	10/18/23	759.61
395113	IWS - INNOVATIONAL	DRUM OF GLYCOL	10/25/23	747.44
395113	IWS - INNOVATIONAL	GLYCOL DRUM	10/25/23	747.44
394865	RUSSELL SECURITY RE	LOCK INSTALL	10/11/23	745.00
394755	FRIENDS OF VALLEY D	9/22-9/25 TOURNAMEN	10/04/23	725.00
394827	LAMA SEWING KITS IN	SEWING KITS	10/11/23	722.59
V19154	RACHEL M HICKS	IPHONE 15 PURCHASE	10/18/23	708.23
395067	ADVANCED IMAGING SO	CORNELIA 09/23	10/25/23	706.11
395067	ADVANCED IMAGING SO	SOUTHVIEW 09/23	10/25/23	704.48
394888	UPPER LAKES FOODS I	KC HL SNACKS	10/11/23	703.38
394844	NCS PEARSON INC	0158012836 - GFTA F	10/11/23	702.00
394643	CHAPMAN REPAIR	TUBA REPAIR	10/04/23	700.00
394869	SHRED RIGHT	EHS - SHREDDING	10/11/23	693.51
395120	KATHERINE MCGRAW	SEP23 906/908/911 F	10/25/23	691.25
395134	MIDWEST BUS PARTS I	LIGHTS	10/25/23	682.11
394765	ADVANCED IMAGING SO	HIGH SCHOOL 08/23	10/11/23	670.01
395093	EDUCATORS BENEFIT C	403(B) ADMIN & COMP	10/25/23	667.29
394951	ELIZABETH POCH	921-A13XX PIANO IND	10/18/23	660.00
395023	PRAIRIE ELECTRIC CO	30 AMP CIRCUIT	10/18/23	657.46
395104	GRAPHIC SOURCE	CHAMPIONSHIP BANNER	10/25/23	655.00
394972	IRISH SPEECH AND DE	9/30 SPEECH ENTRY	10/18/23	654.00
394794	ELLA WASSERMAN	909 -A1237-42 PIANO	10/11/23	650.00

Check No.	Vendor	Description	Date	Amount
394861	RICHFIELD BUS COMPA	ATHL COACH RENTAL	10/11/23	650.00
394861	RICHFIELD BUS COMPA	ATHL COACH RENTAL	10/11/23	650.00
394835	MENARDS - EDEN PRAI	36" 6 DR TOOL CAB	10/11/23	649.99
394775	BIO-RAD LABORATORIE	#1660003EDU PGLO IT	10/11/23	648.90
394890	WASTE MANAGEMENT OF	CV - OCT23 SERVICE	10/11/23	637.40
395134	MIDWEST BUS PARTS I	LIGHTS	10/25/23	633.00
395067	ADVANCED IMAGING SO	CREEK VALLEY 09/23	10/25/23	631.93
395003	MIKKONEN MUSIC LLC	KEYBOARD PURCHASE	10/18/23	626.77
395013	NAC MECHANICAL & EL	RTU 2	10/18/23	624.00
395167	THREE RIVERS PARK D	11/8 CLASS FIELD TR	10/25/23	618.00
395130	MCGRAW-HILL SCHOOL	NW TEACHER ED LVL H	10/25/23	614.82
395130	MCGRAW-HILL SCHOOL	NW TEACHER ED LVL I	10/25/23	614.82
395130	MCGRAW-HILL SCHOOL	NW TEACHER ED LVL J	10/25/23	614.82
394758	WORLD LEADERSHIP SC	TRAVEL EXPENSE	10/04/23	611.79
394837	MIDWEST BUS PARTS I	SEAT BELTS	10/11/23	600.53
394789	DAVID WEBB -- HOMER	EXECUTIVE COACHING	10/11/23	600.00
394838	MITCHELL FRAZIER	PLAY LIGHTING/DESIG	10/11/23	600.00
394700	MHS -- MULTI-HEALTH	CEF004 CEFI TEACHER	10/04/23	593.75
395026	PRINTASTIK	FAST FACTS BROCHURE	10/18/23	593.75
394878	SUMMIT INFORMATION	AP'S FOR CS	10/11/23	589.87
394828	LEARNING A-Z	RAZ KIDS 1 YR LICEN	10/11/23	585.00
395110	INESE KRIEVANS	PIANO 918-A+	10/25/23	583.60
394765	ADVANCED IMAGING SO	COUNTRYSIDE 08/23	10/11/23	583.19
395046	TEACHERS ON CALL, A	EL/ECSE-SUBSTITUTES	10/18/23	582.40
394811	G-SPORTS WRESTLING	WRESTLING SUPPLIES	10/11/23	572.00
394877	STEVE WEISS MUSIC I	REMO DRUMHEADS	10/11/23	571.95
394767	ARROWHEAD FORENSICS	#A-5061 DENTAL STON	10/11/23	567.00
394765	ADVANCED IMAGING SO	NORMANDALE 08/23	10/11/23	554.41
394711	NCS PEARSON INC	#158978501 - WISC-V	10/04/23	540.00
395091	EDEN PRAIRIE SPEECH	10/14 TOURNAMENT	10/25/23	516.00
394670	GROTH MUSIC COMPANY	BAND MUSIC	10/04/23	503.00
394824	KULLY SUPPLY INC	SLOAN EL1500LLTAK S	10/11/23	502.14
394657	ECM PUBLISHERS INC	CURRENT MNSUN: 200	10/04/23	500.00
395175	WOOD LAKE NATURE CE	10/23 FIELD TRIP	10/25/23	500.00
395067	ADVANCED IMAGING SO	HIGHLANDS 09/23	10/25/23	495.81
395174	WOLD ARCHITECTS & E	SV CTYRD RECONSTRUC	10/25/23	492.63
394674	INSTITUTE FOR ENVIR	CS ASBESTOS REMOVAL	10/04/23	491.51
394765	ADVANCED IMAGING SO	HIGHLANDS 08/23	10/11/23	488.61
395076	BAYADA HOME HEALTH	SCHOOL NURSE - E.B.	10/25/23	486.00
394800	FLEET PRIDE	STARTER	10/11/23	485.54
395029	RED BALLOON BOOKSHO	BOOKS FOR CS	10/18/23	481.37
394991	MACKIN EDUCATIONAL	BOOKS FOR EHS	10/18/23	475.66
395135	MIKE'S SEPTIC SERVI	KUHLMAN CONC PUMP	10/25/23	475.00
394798	FACTORY MOTOR PARTS	BATTERIES	10/11/23	471.29
395098	FRESHPOINT BIX PROD	KC HL SNACKS	10/25/23	469.35
394890	WASTE MANAGEMENT OF	HL - OCT23 SERVICE	10/11/23	465.83
395083	CINTAS CORPORATION	FIRST AID SUPPLIES	10/25/23	459.08
394964	HAWKINS INC	POOL CHEMICAL SUPPL	10/18/23	458.50
V19109	ERIC D HAMILTON	APPLE WATCH	10/04/23	457.89
394765	ADVANCED IMAGING SO	CREEK VALLEY 08/23	10/11/23	455.35
395170	TRANE U.S. INC	MOTOR/CAPACITOR	10/25/23	454.47
394765	ADVANCED IMAGING SO	SOUTHVIEW 08/23	10/11/23	449.75
394748	TEACHERS ON CALL, A	CORPORATE	10/04/23	448.00
394773	BAYCOM INC	IMPRESS SLIM LI-ION	10/11/23	445.00
395154	ROBERT B HILL CO	WATER SOFTNER SALT	10/25/23	442.36
394828	LEARNING A-Z	SDL LICENSES (2)	10/11/23	441.82
394728	ROBERT B HILL CO	SOFTENER SALT	10/04/23	440.38
395115	JERRY'S FOODS EDINA	FALL FEST DONUTS	10/25/23	440.00
394736	SCHOOL SPECIALTY, L	ART SUPPLIES	10/04/23	439.51
395020	PARALLEL TECHNOLOGI	REPAIR DOOR 26 S2 I	10/18/23	437.00
394765	ADVANCED IMAGING SO	CORNELIA 08/23	10/11/23	430.11
394663	FRESHPOINT BIX PROD	HL KC SNACKS	10/04/23	425.19
394663	FRESHPOINT BIX PROD	KC HL SNACKS	10/04/23	425.19
395163	TERMINAL SUPPLY CO	FUSES, CABLES, ETC	10/25/23	423.18
395156	SCHERER BROTHERS LU	SET MATERIALS	10/25/23	411.44
394756	WAYZATA HIGH SCHOOL	9/23 DEBATE ENTRY	10/04/23	410.00

Check No.	Vendor	Description	Date	Amount
394863	RIVERSIDE INSIGHTS	1625573 WJ IV ORAL	10/11/23	405.90
394700	MHS -- MULTI-HEALTH	ASR026 ASRS PARENT	10/04/23	405.00
394867	SCHOLASTIC INC	GRD 3 CLASSROOM BOO	10/11/23	402.83
394890	WASTE MANAGEMENT OF	ND - OCT23 SERVICE	10/11/23	401.49
394760	95 PERCENT GROUP LL	CB1501.24: 23-24 SU	10/11/23	400.00
394706	MINNESOTA HISTORICA	NORTHERN LIGHTS TEA	10/04/23	400.00
395171	UNIVERSAL ATHLETIC,	TENNIS BALLS	10/25/23	399.97
394968	HOGLUND BUS COMPANY	GAUGE/FUEL SENDER	10/18/23	399.28
394982	KAMI	12-MONTH TEACHER PL	10/18/23	396.00
394935	CENTURYLINK	SV 10/01-10/31/23	10/18/23	389.97
394639	BOYER TRUCKS	FILTERS	10/04/23	388.84
V19112	CHRISTOPHER I HOLDE	DC CONFERENCE FLIGH	10/04/23	381.80
394959	GILBERT MECHANICAL	AHU PROGRAMMING REP	10/18/23	381.00
394863	RIVERSIDE INSIGHTS	2000246 DBI-3 DEVL	10/11/23	375.90
394952	ELLA WASSERMAN	911-A1220 SEP23 PIA	10/18/23	375.00
394995	MCGRAW-HILL SCHOOL	#WORLDS LEVELS H-J	10/18/23	374.64
394634	ASTLEFORD INTERNATI	BELT FAN/TENSIONER	10/04/23	374.40
394765	ADVANCED IMAGING SO	VALLEYVIEW 08/23	10/11/23	373.16
394849	ODP BUSINESS SOLUTI	OFFICE SUPPLIES	10/11/23	371.34
395151	PROPIO LANGUAGE SER	SEP23 INTERPRETERIN	10/25/23	370.00
395162	TEACHERS ON CALL, A	ELC/ECSE-SUBSTITUTE	10/25/23	358.40
394968	HOGLUND BUS COMPANY	COOLANT LEAK NON-WR	10/18/23	357.38
395020	PARALLEL TECHNOLOGI	CHECK S2 NODE AT VV	10/18/23	357.00
394762	ABBE BLACKER	913-A1126 BEG MAHJO	10/11/23	354.37
394822	KAREN GOLDFARB	913-A1126 MAH JONG	10/11/23	354.37
395146	PERFECTION LEARNING	SHIPPING/HANDLING	10/25/23	350.07
394651	DARK KNIGHT SOLUTIO	AUG23 CONSORTIUM FE	10/04/23	350.00
394793	EDUCATORS BENEFIT C	ACT PARTICIPANT FEE	10/11/23	348.96
394736	SCHOOL SPECIALTY, L	GRD 4 BULLETIN BOAR	10/04/23	340.52
394879	TEXTHelp INC.	SNAP & READ SUBSCRI	10/11/23	340.20
394851	PARALLEL TECHNOLOGI	HL TROUBLESHOOT DOO	10/11/23	335.25
395020	PARALLEL TECHNOLOGI	LOCKDOWN BUTTON AT	10/18/23	335.25
395134	MIDWEST BUS PARTS I	CALIPER	10/25/23	333.13
394926	BJORN CYCLING LLC	925-A1007 ADULT CLA	10/18/23	330.00
394826	LAKEVILLE SOUTH COU	SOUTH FOR THE WINTE	10/11/23	325.00
395097	SHRED-IT USA	CC - SHREDDING	10/25/23	325.00
394938	CITY OF EDINA	ND WATER - QTR 3	10/18/23	324.91
394700	MHS -- MULTI-HEALTH	ASR023 ASRS PARENT	10/04/23	315.00
V19174	ALEXANDRE BELVIRE	ND FRENCH INTERN PA	10/25/23	310.00
V19206	ANAI SUTTER	ND FRENCH INTERN PA	10/25/23	310.00
V19210	ANNABELLE VALLEE	ND FRENCH INTERN PA	10/25/23	310.00
V19197	AUDREY RIGOBERT	ND FRENCH INTERN PA	10/25/23	310.00
V19201	CAMILLE SCHMITT	ND FRENCH INTERN PA	10/25/23	310.00
V19176	CAROLINE CELSE	ND FRENCH INTERN PA	10/25/23	310.00
V19193	CLARISSE PELLERAY	ND FRENCH INTERN PA	10/25/23	310.00
V19182	CLEO HERVE	ND FRENCH INTERN PA	10/25/23	310.00
V19198	ELSA ROHAUT	ND FRENCH INTERN PA	10/25/23	310.00
V19191	EMILIE NASSEF	ND FRENCH INTERN PA	10/25/23	310.00
V19186	ESTELLE LELAN	VV FRENCH INTERN PA	10/25/23	310.00
V19199	EVA ROMARY	ND FRENCH INTERN PA	10/25/23	310.00
V19192	FATOU PAYE	EHS FRENCH INTERN P	10/25/23	310.00
V19200	FLORIAN SAGLIBENE	EHS FRENCH INTERN P	10/25/23	310.00
V19189	INES MAURY	ND FRENCH INTERN PA	10/25/23	310.00
V19184	JHEMLY LAINE	EHS FRENCH INTERN P	10/25/23	310.00
V19180	JULIEN FABRY	VV FRENCH INTERN PA	10/25/23	310.00
V19194	LAURINE QUINIOU	ND FRENCH INTERN PA	10/25/23	310.00
V19179	MAELISS DUBOIS	ND FRENCH INTERN PA	10/25/23	310.00
V19208	MARINE TRETOUT	VV FRENCH INTERN PA	10/25/23	310.00
V19202	NINON SERIN	ND FRENCH INTERN PA	10/25/23	310.00
V19171	OLIVIA ALLEMAND	ND FRENCH INTERN PA	10/25/23	310.00
V19195	PAULINE RAPHEL	ND FRENCH INTERN PA	10/25/23	310.00
V19211	ROSETTA WICART	ND FRENCH INTERN PA	10/25/23	310.00
V19185	SAHRA LAVIGNE-JOST	ND FRENCH INTERN PA	10/25/23	310.00
V19209	VALENTIN TRUCHAT	ND FRENCH INTERN PA	10/25/23	310.00
V19188	VICTOR LORAIN	ND FRENCH INTERN PA	10/25/23	310.00
394802	FRASER CHILD AND FA	PSYCHOTHERAPY - E.G	10/11/23	308.00

Check No.	Vendor	Description	Date	Amount
395038	SEON DESIGN (USA) C	CAMERA HD DOCKING S	10/18/23	308.00
394865	RUSSELL SECURITY RE	PADLOCKS TO VA KEY	10/11/23	307.50
394892	WILD RUMPUS BOOK ST	BOOKS FOR CV	10/11/23	300.59
394925	BEYOND THE NOTES MU	ENSEMBLE REGISTRATI	10/18/23	300.00
395017	PACER CENTER	COUNT ME IN SPEAKER	10/18/23	300.00
395055	VERIFIED CREDENTIAL	AUG23 BKGRD CHECKS	10/18/23	297.77
394954	FACTORY MOTOR PARTS	HYDRAULIC OIL	10/18/23	297.75
394919	ASTLEFORD INTERNATI	SWITCH/HANDLE	10/18/23	296.99
394664	FROST INC	DEMAND PUMP	10/04/23	296.00
394711	NCS PEARSON INC	#A103000321128 - DA	10/04/23	295.00
394681	JH LARSON COMPANY	LIGHT BULBS	10/04/23	292.64
394831	LRS PORTABLES LLC	3 EHS UNITS AUG23	10/11/23	290.00
394995	MCGRAW-HILL SCHOOL	ACHIEVE 3000 SITE S	10/18/23	290.00
395096	ESCREEN, INC.	DOT TESTING:MULTIPL	10/25/23	286.25
394834	MCGRAW-HILL SCHOOL	SHIPPING/HANDLING	10/11/23	282.83
395004	MINNESOTA EQUIPMENT	DW - BRACKETS	10/18/23	280.48
394870	SIGNUM SIGNS AND GR	FROSTED WINDOW FILM	10/11/23	280.00
V19124	EMMA K SHOPE	CLASSROOM SUPPLIES	10/04/23	279.37
395134	MIDWEST BUS PARTS I	HEADLIGHTS	10/25/23	276.76
394995	MCGRAW-HILL SCHOOL	SHIPPING/HANDLING	10/18/23	276.62
394935	CENTURYLINK	VV 09/28-10/27/23	10/18/23	276.00
394813	HOLY FAMILY ACADEMY	ADJ NONPUB 22-23 TR	10/11/23	273.84
394995	MCGRAW-HILL SCHOOL	#WORLDS LVL H-J STU	10/18/23	270.00
394700	MHS -- MULTI-HEALTH	ASR024 ASRS TEACH/C	10/04/23	270.00
394842	MY SPIRIT EXPERIENC	920-A1104 PARANORMA	10/11/23	269.50
394954	FACTORY MOTOR PARTS	BATTERIES	10/18/23	266.36
394803	FRESHPOINT BIX PROD	KC CS SNACKS	10/11/23	265.79
394976	JESSEN PRESS INC	ENVELOPES	10/18/23	265.00
394997	MENARDS - EDEN PRAI	HITCH/SAFETY CHAINS	10/18/23	264.45
395076	BAYADA HOME HEALTH	SCHOOL NURSE - D.S.	10/25/23	263.50
394803	FRESHPOINT BIX PROD	KC CV SNACKS	10/11/23	262.35
394935	CENTURYLINK	DO 10/01-10/31/23	10/18/23	260.00
394816	JANET UNGS - BUSINE	COACHING SERV - J.D	10/11/23	260.00
394996	MEDCO SUPPLY	TRAINING/THERAPY SU	10/18/23	254.77
395174	WOLD ARCHITECTS & E	CS ES FURNITURE	10/25/23	253.98
395111	INNOVATIVE OFFICE S	SHIPPING/HANDLING	10/25/23	252.90
394948	EDINA GIVE & GO	DRIVER'S ED 1009B22	10/18/23	252.00
394723	RACHAEL MOLLDREM	HC PARADE CANDY	10/04/23	251.67
395064	95 PERCENT GROUP LL	SHIPPING/HANDLING	10/25/23	250.80
395116	JERRY'S PRINTING	CLASSROOM PACKETS	10/25/23	250.00
394934	CDW GOVERNMENT	VIEWSONIC PARTS	10/18/23	247.98
394817	JERRY'S PRINTING	CLASSROOM PACKETS	10/11/23	247.50
394656	ECKROTH MUSIC	BAND SUPPLIES	10/04/23	245.91
394989	LRS PORTABLES LLC	2 EHS UNITS	10/18/23	245.00
394863	RIVERSIDE INSIGHTS	SHIPPING/HANDLING	10/11/23	244.25
394764	ADVANCED FIRST AID	CN - AED CABINET/IN	10/11/23	239.00
394867	SCHOLASTIC INC	SUPERSTEM - D.P.	10/11/23	238.93
394715	ODP BUSINESS SOLUTI	LAMINATING FILM	10/04/23	236.97
394803	FRESHPOINT BIX PROD	KC CV SNACKS	10/11/23	236.75
395077	BAYCOM INC	REPLACEMENT BATTERI	10/25/23	235.00
395174	WOLD ARCHITECTS & E	CN LIGHTING REPLACE	10/25/23	233.40
394828	LEARNING A-Z	RAS KIDS PLUS 1 YR	10/11/23	231.00
394713	NSPA-NATIONAL SCHOL	NEWSPAPER MEMBERSHI	10/04/23	228.00
394674	INSTITUTE FOR ENVIR	23-26 H & S MGMT SE	10/04/23	227.25
394767	ARROWHEAD FORENSICS	SHIPPING/HANDLING	10/11/23	225.64
394698	MASBO	2023 FALL CONFERENC	10/04/23	225.00
394698	MASBO	2023 FALL CONFERENC	10/04/23	225.00
394935	CENTURYLINK	CC 10/01-10/31/23	10/18/23	222.84
394935	CENTURYLINK	ECC 10/01-10/31/23	10/18/23	222.84
394968	HOGLUND BUS COMPANY	MOBILE REPAIR	10/18/23	222.00
394935	CENTURYLINK	EHS 09/28-10/27/23	10/18/23	220.80
395065	ACME TOOLS PLYMOUTH	TRANSFER PUMP	10/25/23	219.00
394807	GRAYBAR ELECTRIC CO	ELEC LIGHTING RELAY	10/11/23	218.34
395047	THE ROTARY CLUB OF	QTR 2 DUES - R.S.	10/18/23	218.00
V19149	PAUL DOMER	10/9 CONF MILEAGE	10/18/23	217.46
395173	WESTWOOD HILLS NATU	11/3 FIELD TRIP	10/25/23	216.00

Check No.	Vendor	Description	Date	Amount
394702	MIDWEST BUS PARTS I	SEALS	10/04/23	215.25
394867	SCHOLASTIC INC	SUPERSTEM - Z.P.	10/11/23	214.21
395079	CARLSON PRINTING CO	CONGRATS CARDS	10/25/23	213.00
394809	GREATAMERICA FINANC	DO SEP23 POSTAGE MT	10/11/23	210.95
395006	MINNESOTA LANDSCAPE	11/13 UNIFIED FIELD	10/18/23	210.00
395030	RICHELLE LIES	DEBATE: DES MOINES	10/18/23	210.00
394670	GROTH MUSIC COMPANY	BAND MUSIC	10/04/23	209.00
V19160	KIM M MISMASH	CLASSROOM SUPPLIES	10/18/23	207.87
394754	UNITED REFRIGERATIO	MOTOR	10/04/23	206.00
394751	TOBII DYNAVOX	BOARDMAKER 7	10/04/23	204.62
394970	INGCO INTERNATIONAL	TRANSLATION SERVICE	10/18/23	202.60
V19190	BAILLIE MORGAN NASH	ASBO: FOOD EXPENSES	10/25/23	202.52
394785	CPI-CRISIS PREVENTI	MEMBERSHIP - K.S.	10/11/23	200.00
394942	CPI-CRISIS PREVENTI	MEMBERSHIP - M.D.	10/18/23	200.00
394785	CPI-CRISIS PREVENTI	MEMBERSHIP - W.B.	10/11/23	200.00
394830	LITERACY RESOURCES,	ABC LETTER CARDS	10/11/23	200.00
395005	MINNESOTA JUNIOR HI	SV - TEAM REGISTRAT	10/18/23	200.00
395056	VITAMINK12 LLC	ESST WKGRP REGISTRA	10/18/23	200.00
395074	BATTERIES R US	ECC-FIRE PANEL BATT	10/25/23	199.98
394766	APPLE INC	VPP CREDIT SPED	10/11/23	199.96
V19187	CARMINE LEVOIR	DESK PURCHASE	10/25/23	199.00
395103	GRAINGER	DOOR CLOSER	10/25/23	198.50
394988	LEXIA LEARNING SYST	#354239 LETRS	10/18/23	198.00
394893	WPS - WESTERN PSYCH	W-622AP25 ABAS-3 PA	10/11/23	196.00
394893	WPS - WESTERN PSYCH	W-622CP25 ABAS-3 TE	10/11/23	196.00
395102	GRAINGER	TIRE VALVES	10/25/23	195.52
394961	GROTH MUSIC COMPANY	BAND MUSIC	10/18/23	194.00
394867	SCHOLASTIC INC	SCHOLASTIC NEWS - D	10/11/23	191.08
394947	DIAMOND VOGEL PAINT	PAINT	10/18/23	190.00
394700	MHS -- MULTI-HEALTH	CEF002 CEFI SELF-RE	10/04/23	190.00
395070	ART OF PROBLEM SOLV	SHIPPING/HANDLING	10/25/23	187.50
394873	SQUIRES, WALDSPURGE	LEGAL SERV: S.S.S.	10/11/23	185.50
395110	INESE KRIEVANS	SUNBEAMS MATERIALS	10/25/23	185.00
394955	FRESHPOINT BIX PROD	KC CN SNACKS	10/18/23	184.92
395080	CENTURYLINK	CV 10/10-11/09/23	10/25/23	176.22
394665	GARY BORK	GSWIM: INVITATIONAL	10/04/23	176.00
394809	GREATAMERICA FINANC	EHS OCT23 POSTAGE M	10/11/23	175.95
394890	WASTE MANAGEMENT OF	BUS - OCT23 SERVICE	10/11/23	175.64
395095	EMILY GULLING	GUEST SPEAKER	10/25/23	175.00
394989	LRS PORTABLES LLC	1 CV UNIT	10/18/23	175.00
394831	LRS PORTABLES LLC	1 CV UNIT JUN23	10/11/23	175.00
395140	NATALIE GARCIA	SPANISH IMMER SPEAK	10/25/23	175.00
394954	FACTORY MOTOR PARTS	WINTER WIPERS	10/18/23	167.70
394935	CENTURYLINK	CN 10/01-10/31/23	10/18/23	167.13
394935	CENTURYLINK	CS 10/01-10/31/23	10/18/23	167.13
394935	CENTURYLINK	HL 10/01-10/31/23	10/18/23	167.13
394700	MHS -- MULTI-HEALTH	CEF003 CEFI PARENT	10/04/23	166.25
394893	WPS - WESTERN PSYCH	W-605D ADOS-2 BOOKL	10/11/23	166.00
394778	BUSINESS ESSENTIALS	CV PINK 8.5X11 QTY3	10/11/23	163.08
395114	JERRY'S FOODS CORP-	OFFICE FOOD	10/25/23	163.05
394924	BENNETT THUROW	FOOTBALL: STILLWATE	10/18/23	162.00
394930	BRANDON TAYLOR	FOOTBALL: PRIOR LAK	10/18/23	162.00
394958	GERALD WITHERS	FOOTBALL: STILLWATE	10/18/23	162.00
395057	WILLIAM BEAN	FOOTBALL: PRIOR LAK	10/18/23	162.00
395062	ZACHARY GUSTAFSON	FOOTBALL: PRIOR LAK	10/18/23	162.00
395105	GREATAMERICA FINANC	SV OCT23 POSTAGE MT	10/25/23	159.95
395105	GREATAMERICA FINANC	ECC OCT23 POSTAGE M	10/25/23	159.00
V19130	ANNIKA L CULVER	DAPE SUPPLIES	10/11/23	157.52
394810	GROTH MUSIC COMPANY	BAND MUSIC	10/11/23	155.00
394914	ALLEGRA EDEN PRAIRI	SPED WORKBOOKS	10/18/23	154.00
394725	RANDI GRAVES	GSWIM: INVITATIONAL	10/04/23	154.00
394744	STATE SUPPLY COMPAN	WATER VENT	10/04/23	153.39
395094	EHS WHIGREAN	2024 YEARBOOKS (2)	10/25/23	150.00
394691	LAKEVILLE NORTH HIG	9/15 BOYS XC ENTRY	10/04/23	150.00
394691	LAKEVILLE NORTH HIG	9/15 GRLS XC ENTRY	10/04/23	150.00
395138	MN SWIM COACHES ASS	10/21 GSWIM ENTRY	10/25/23	150.00

Check No.	Vendor	Description	Date	Amount
394831	LRS PORTABLES LLC	1 CV UNIT MAY23	10/11/23	149.99
395088	DEHN'S PUMPKINS	UNIFIED FIELD TRIP	10/25/23	149.76
V19141	DEBORAH M PEKAREK	STUDENT SUPPLIES	10/11/23	148.80
394987	KULLY SUPPLY INC	TRANSFORMER FOR SIN	10/18/23	147.22
394850	OPENTEXT INC	SEP23 FAX SERVICES	10/11/23	145.64
V19155	JENNIFER J JOUPPI	ML HISPANIC NIGHT F	10/18/23	144.40
395130	MCGRAW-HILL SCHOOL	NW LVL H-J MANIPULA	10/25/23	144.30
394967	JAH SCHEDULING LLC	BSOCCER ASSIGNOR	10/18/23	144.00
394967	JAH SCHEDULING LLC	GSOCCER ASSIGNOR	10/18/23	144.00
V19151	MATTHEW E GABRIELSO	CLASS SUBSCRIPTION	10/18/23	144.00
V19115	CASEY A JERGENS	STUDENT SUPPLIES	10/04/23	143.66
394656	ECKROTH MUSIC	BAND REEDS, MALLETS	10/04/23	142.27
395090	ECM PUBLISHERS INC	JULY 17 REG MINUTES	10/25/23	140.80
394736	SCHOOL SPECIALTY, L	ART SUPPLIES	10/04/23	140.73
394939	CLAIRE ANDERSON MCE	DEBATE: DES MOINES	10/18/23	140.00
394981	KACEE WELLS	DEBATE: UK TOURNEY	10/18/23	140.00
394696	MARK KIVIMAKI	DEBATE: UK TOURNEY	10/04/23	140.00
394696	MARK KIVIMAKI	DEBATE: W DES MOINE	10/04/23	140.00
394846	NICE GUY TECHNOLOGY	919-K4212 CUTTING	10/11/23	140.00
V19163	DEBORAH M PEKAREK	CLASSROOM SUPPLIES	10/18/23	139.75
V19129	BRUCE W COLES	SEP-OCT23 CELL PHON	10/11/23	137.95
394968	HOGLUND BUS COMPANY	CLOCK SPRING	10/18/23	137.84
394831	LRS PORTABLES LLC	7 KUHLMAN UNITS AUG	10/11/23	137.47
V19141	DEBORAH M PEKAREK	STUDENT SUPPLIES	10/11/23	136.51
394937	CHRISTOPHER JESSEN	SOCCER: SHAKOPEE	10/18/23	136.00
394978	JORGE OCONITRILLO	SOCCER: SHAKOPEE	10/18/23	136.00
395061	YIFU CHEN	SOCCER: SHAKOPEE	10/18/23	136.00
395174	WOLD ARCHITECTS & E	CC 2023 LTFM	10/25/23	133.48
395086	CUSTOM HOSE TECH	HOSE, FITTINGS	10/25/23	132.74
394893	WPS - WESTERN PSYCH	W-703BP25 DP-4 PARE	10/11/23	132.00
394893	WPS - WESTERN PSYCH	W-703CP25 DP-4 TEAC	10/11/23	132.00
395101	GOPHER STATE ONE-CA	SEP23 BILLABLE TICK	10/25/23	130.95
394909	SPORTS PRO LLC	HANDLE STRAPS	10/18/23	130.25
V19190	BAILLIE MORGAN NASH	ASBO: AIRPORT PARKI	10/25/23	130.00
394711	NCS PEARSON INC	#A103000321271 - DA	10/04/23	130.00
V19103	JULIE K BAKER	CLASSROOM SUPPLIES	10/04/23	129.74
394715	ODP BUSINESS SOLUTI	ADMIN SUPPLIES	10/04/23	129.38
394915	ALYSON VAN DYK	LUNCH ACCT REFUND	10/18/23	128.00
394767	ARROWHEAD FORENSICS	#A-5007 CASTING FRA	10/11/23	128.00
395128	MARK PERRY	GSOCCER ASSIGN FEES	10/25/23	126.00
394997	MENARDS - EDEN PRAI	JACK/BUNGEE/STRAP/E	10/18/23	125.98
394821	JULIE SHERMAN	1005-L3011 MAKEUP B	10/11/23	125.00
394700	MHS -- MULTI-HEALTH	C4USE CONNERS 4 USE	10/04/23	125.00
394740	SIGNUM SIGNS AND GR	NAME PLATES-MULTIPL	10/04/23	124.00
394670	GROTH MUSIC COMPANY	BAND MUSIC	10/04/23	123.20
395002	MIDWEST BUS PARTS I	SOLENOID	10/18/23	122.75
V19152	BRIANNA K GULCZINSK	CRAYONS/NOTEBOOKS	10/18/23	120.94
394730	ROSAMARIA CAMPBELL	9/19 INTERPRETATION	10/04/23	120.00
394884	TOUCHMATH LLC	GRD K ADDITION WRKB	10/11/23	120.00
394884	TOUCHMATH LLC	GRD K SUBTRACTION W	10/11/23	120.00
394954	FACTORY MOTOR PARTS	OIL	10/18/23	118.80
V19128	ANN E THOLE	ALP CLASSROOM TREAT	10/04/23	117.91
394893	WPS - WESTERN PSYCH	SPEECH PROTOCOLS	10/11/23	116.00
V19190	BAILLIE MORGAN NASH	ASBO: LYFTS	10/25/23	115.92
394670	GROTH MUSIC COMPANY	BAND MUSIC	10/04/23	115.00
394778	BUSINESS ESSENTIALS	CV CARDSTOCK QTY12	10/11/23	114.00
V19126	KORY M SMITH	SEP23 MILEAGE	10/04/23	112.79
394846	NICE GUY TECHNOLOGY	1003-K4216 IPHONE	10/11/23	112.00
394846	NICE GUY TECHNOLOGY	926-K4215 IPHONE TI	10/11/23	112.00
394880	THE FORMIDABLE GENE	1004-L3019 LEVEL UP	10/11/23	112.00
V19145	STUCYNSKI MARY	PD WORKSHOP SUPPLIE	10/11/23	111.12
394793	EDUCATORS BENEFIT C	ACT BASE FEE	10/11/23	110.36
394957	GENERAL SECURITY SE	ECC - SEP23 PATR RE	10/18/23	110.00
394778	BUSINESS ESSENTIALS	CV CANARY 8.5X11 QT	10/11/23	108.72
394778	BUSINESS ESSENTIALS	CV GREEN 8.5X11 QTY	10/11/23	108.72
395012	THE MUSIC MART	DRUM MALLETS	10/18/23	108.39

Check No.	Vendor	Description	Date	Amount
394812	HOGLUND BUS COMPANY	DOOR SWITCH	10/11/23	106.98
395134	MIDWEST BUS PARTS I	LIQUID VINYL	10/25/23	106.56
394726	RATWIK ROSZAK & MAL	EASEMENT AGREEMENT	10/04/23	106.00
394873	SQUIRES, WALDSPURGE	LEGAL SERV: H.R.	10/11/23	106.00
395008	MINNETONKA HIGH SCH	10/13-10/14 MEET EN	10/18/23	105.00
394736	SCHOOL SPECIALTY, L	SDL ART SUPPLIES	10/04/23	104.60
394869	SHRED RIGHT	CN - SHREDDING	10/11/23	103.78
395134	MIDWEST BUS PARTS I	BULB	10/25/23	102.50
V19147	JAMIE W YOUNG	LUNCH ACCT REFUND	10/11/23	100.20
395137	MN DEPT OF LABOR AN	EHS - ELEVATOR OPER	10/25/23	100.00
395125	LITERACY RESOURCES,	PHONEMICS BOOK	10/25/23	99.00
V19207	SARA SWENSON	GOOSECHASE SUBSC	10/25/23	99.00
395092	EDINA GIVE & GO	ENROLLMENT - L.T.	10/25/23	98.10
395133	METRO SALES INC	OCT23 ATHL COPIER	10/25/23	98.00
394670	GROTH MUSIC COMPANY	BAND FOLDERS	10/04/23	96.00
394865	RUSSELL SECURITY RE	KEYS	10/11/23	96.00
395160	STAR TRIBUNE MEDIA	EHS NEWSPAPER	10/25/23	95.25
395107	HAMMER SPORTS LLC	10/3 VBALL OFFICIAL	10/25/23	95.00
394963	HAMMER SPORTS LLC	9/19 VBALL OFFICIAL	10/18/23	95.00
395107	HAMMER SPORTS LLC	9/26 VBALL OFFICIAL	10/25/23	95.00
394986	KRISTEL GLORVIGEN P	LUNCH ACCT REFUND	10/18/23	94.70
395159	SPS COMPANIES INC	TOILET	10/25/23	94.66
394932	BRYAN MORBEN	FOOTBALL: SHAKOPEE	10/18/23	94.00
394645	CLIFTON KROTZ	FOOTBALL: WAYZATA	10/04/23	94.00
394646	CLINT HOBERG	FOOTBALL: MINNETONK	10/04/23	94.00
394941	CORY STROUP	FOOTBALL: SHAKOPEE	10/18/23	94.00
394661	ERIC JENSEN	FOOTBALL: WAYZATA	10/04/23	94.00
394677	JAMES SCHRANK	FOOTBALL: MINNETONK	10/04/23	94.00
394687	KEVIN BRITT	FOOTBALL: MINNETONK	10/04/23	94.00
394703	MIKE KARNAS	FOOTBALL: WAYZATA	10/04/23	94.00
394718	PAT BAUSCHELT	FOOTBALL: WAYZATA	10/04/23	94.00
395022	PIYUSH RANADE	FOOTBALL: SHAKOPEE	10/18/23	94.00
394734	RYAN TOWNZEN	FOOTBALL: MINNETONK	10/04/23	94.00
395039	SETH BECCARD	FOOTBALL: SHAKOPEE	10/18/23	94.00
394752	TYLER HASSE	FOOTBALL: MINNETONK	10/04/23	94.00
395053	TYLER HASSE	FOOTBALL: SHAKOPEE	10/18/23	94.00
394927	BLICK ART MATERIALS	ART SUPPLIES	10/18/23	93.66
V19120	CHERYL L PARISH	SEP23 PART B MILEAG	10/04/23	93.01
394957	GENERAL SECURITY SE	VV - SEP23 PATR RES	10/18/23	90.00
395142	OCCUPATIONAL MEDICI	DOT EXAM - B.K.	10/25/23	90.00
395142	OCCUPATIONAL MEDICI	DOT EXAM - C.J.	10/25/23	90.00
394714	OCCUPATIONAL MEDICI	DOT EXAM - F.G.	10/04/23	90.00
395142	OCCUPATIONAL MEDICI	DOT EXAM - F.M.	10/25/23	90.00
395142	OCCUPATIONAL MEDICI	DOT EXAM - G.B.	10/25/23	90.00
395142	OCCUPATIONAL MEDICI	DOT EXAM - J.F.	10/25/23	90.00
395142	OCCUPATIONAL MEDICI	DOT EXAM - J.L.	10/25/23	90.00
395142	OCCUPATIONAL MEDICI	DOT EXAM - J.W.	10/25/23	90.00
395142	OCCUPATIONAL MEDICI	DOT EXAM - J.W.	10/25/23	90.00
395142	OCCUPATIONAL MEDICI	DOT EXAM - M.J.B.	10/25/23	90.00
395142	OCCUPATIONAL MEDICI	DOT EXAM - N.A.	10/25/23	90.00
395142	OCCUPATIONAL MEDICI	DOT EXAM - R.D.	10/25/23	90.00
394714	OCCUPATIONAL MEDICI	DOT EXAM - R.E.	10/04/23	90.00
395142	OCCUPATIONAL MEDICI	DOT EXAM - T.G.	10/25/23	90.00
395142	OCCUPATIONAL MEDICI	DOT EXAM - T.J.	10/25/23	90.00
395142	OCCUPATIONAL MEDICI	DOT EXAM - W.B.	10/25/23	90.00
394714	OCCUPATIONAL MEDICI	DOT EXAM - W.P.	10/04/23	90.00
V19178	BLANCA E DIAZ DE LE	HISPANIC CELEBRATIO	10/25/23	89.16
395134	MIDWEST BUS PARTS I	SWITCH	10/25/23	88.15
394667	GM SUPPLIES LTD	THERMAL MASTER	10/04/23	88.00
394868	SCHOOL SPECIALTY, L	GRD 1 SKETCH PADS	10/11/23	87.60
394692	LAMINATOR.COM INC	LAMINATING FILM	10/04/23	85.67
395073	ATSUSHI OKADA	LUNCH ACCT REFUND	10/25/23	85.10
394833	MASC - MN ASSOC OF	23-24 MEMBERSHIP -	10/11/23	85.00
394767	ARROWHEAD FORENSICS	#A-6335 CRIME SCENE	10/11/23	84.00
395128	MARK PERRY	BSOCCER ASSIGN FEES	10/25/23	84.00
395139	MRI SOFTWARE LLC	BKGD CHK: EMPLOYEES	10/25/23	84.00

Check No.	Vendor	Description	Date	Amount
394986	KRISTEL GLORVIGEN P	LUNCH ACCT REFUND	10/18/23	83.40
395004	MINNESOTA EQUIPMENT	BRACKET	10/18/23	83.36
394649	CYLE HARTWIG	BASEBALL: MISSED PM	10/04/23	83.00
394693	LINDSAY DILORENZO	HC COURT DONUTS	10/04/23	81.95
394627	ADAM JOHNSTON	FOOTBALL: E PRAIRIE	10/04/23	81.00
394930	BRANDON TAYLOR	FOOTBALL: PRIOR LAK	10/18/23	81.00
394941	CORY STROUP	FOOTBALL: PRIOR LAK	10/18/23	81.00
394977	JOHN BOHMBACH	FOOTBALL: PRIOR LAK	10/18/23	81.00
394690	KYLE MAKEY	FOOTBALL: E PRAIRIE	10/04/23	81.00
394701	MICHAEL BAUER	FOOTBALL: E PRAIRIE	10/04/23	81.00
394731	RYAN FREEBERG	FOOTBALL: E PRAIRIE	10/04/23	81.00
394738	SETH BECCARD	FOOTBALL: E PRAIRIE	10/04/23	81.00
394753	TYLER WILSON	FOOTBALL: E PRAIRIE	10/04/23	81.00
395058	WILLIAM MURTHA	FOOTBALL: PRIOR LAK	10/18/23	81.00
395058	WILLIAM MURTHA	FOOTBALL: PRIOR LAK	10/18/23	81.00
394935	CENTURYLINK	DO 10/01-10/31/23	10/18/23	80.52
394954	FACTORY MOTOR PARTS	BRAKE ROTOR	10/18/23	79.74
394966	HIGH NORTH INC	GSWIM: EDEN PRAIRIE	10/18/23	79.00
394985	KENNETH STARCZNSKI	GSWIM: EDEN PRAIRIE	10/18/23	79.00
394669	GRAINGER	ANGLE PLUG	10/04/23	77.24
394806	GRAINGER	ANGLE PLUG	10/11/23	77.24
395090	ECM PUBLISHERS INC	JULY 25 WS MINUTES	10/25/23	76.80
394715	ODP BUSINESS SOLUTI	GRD 4 NOTEBOOKS	10/04/23	76.50
395031	ROBBINSDALE AREA SC	22-23 STUDENTS IN C	10/18/23	75.43
395032	RYAN MARSH	WRESTLING OFFICIAL	10/18/23	75.00
395032	RYAN MARSH	WRESTLING OFFICIAL	10/18/23	75.00
395049	TRI-STATE BOBCAT IN	V-BELT/PULLEY	10/18/23	73.33
394631	AMY PETERSON	GSOCCER: HASTINGS	10/04/23	73.00
394653	DAVID OLEYAR	GSOCCER: HASTINGS	10/04/23	73.00
394680	JASON TARPINIAN	GSOCCER: HASTINGS	10/04/23	73.00
395143	ODP BUSINESS SOLUTI	CORKBOARD FOR SPED	10/25/23	72.99
395090	ECM PUBLISHERS INC	AUG 14 WS MINUTES	10/25/23	70.40
395090	ECM PUBLISHERS INC	AUG 22 WS MINUTES	10/25/23	70.40
395090	ECM PUBLISHERS INC	JULY 17 WS MINUTES	10/25/23	70.40
394767	ARROWHEAD FORENSICS	#A-12201 BLOOD SPAT	10/11/23	70.30
394939	CLAIRE ANDERSON MCE	DEBATE: POLICY TOUR	10/18/23	70.00
394945	DAVID COATES	DEBATE: POLICY TOUR	10/18/23	70.00
394945	DAVID COATES	DEBATE: ROSEMOUNT	10/18/23	70.00
394957	GENERAL SECURITY SE	BUS - SEP23 PATR RE	10/18/23	70.00
394979	JOSEPH ANNAREDDY	DEBATE: POLICY TOUR	10/18/23	70.00
394683	JOSEPH ANNAREDDY	DEBATE: W DES MOINE	10/04/23	70.00
394993	MARK KIVIMAKI	DEBATE: LAKEVILLE	10/18/23	70.00
394719	PAYTON CLARK	DEBATE: W DES MOINE	10/04/23	70.00
395030	RICHELLE LIES	DEBATE: LAKEVILLE	10/18/23	70.00
394771	BATTERIES R US	BATTERIES FOR CLOCK	10/11/23	68.04
394711	NCS PEARSON INC	#158174593 - CTONI-	10/04/23	67.00
395114	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	10/25/23	66.44
394650	DANIEL KLUNDT	BSOCCER: BUFFALO	10/04/23	65.50
394650	DANIEL KLUNDT	GSOCCER: BUFFALO	10/04/23	65.50
394689	KIP JACKSON	BSOCCER: MINNETONKA	10/04/23	65.50
394689	KIP JACKSON	GSOCCER: MINNETONKA	10/04/23	65.50
394990	LUKE BUNGE	BSOCCER: WAYZATA	10/18/23	65.50
394990	LUKE BUNGE	GSOCCER: WAYZATA	10/18/23	65.50
395001	MICHAEL JOHNSON	BSOCCER: MINNETONKA	10/18/23	65.50
395001	MICHAEL JOHNSON	BSOCCER: PRIOR LAKE	10/18/23	65.50
395001	MICHAEL JOHNSON	GSOCCER: MINNETONKA	10/18/23	65.50
395001	MICHAEL JOHNSON	GSOCCER: PRIOR LAKE	10/18/23	65.50
394716	OSCAR OLANDA	BSOCCER: STMA	10/04/23	65.50
394716	OSCAR OLANDA	GSOCCER: STMA	10/04/23	65.50
394732	RYAN GRIGGS	BSOCCER: BUFFALO	10/04/23	65.50
394732	RYAN GRIGGS	GSOCCER: BUFFALO	10/04/23	65.50
394733	RYAN MEULEMANS	BSOCCER: BUFFALO	10/04/23	65.50
394733	RYAN MEULEMANS	GSOCCER: BUFFALO	10/04/23	65.50
395040	SHAWN NELSON	BSOCCER: WAYZATA	10/18/23	65.50
395040	SHAWN NELSON	GSOCCER: WAYZATA	10/18/23	65.50
395044	STEVEN KORTE	BSOCCER: PRIOR LAKE	10/18/23	65.50

Check No.	Vendor	Description	Date	Amount
395044	STEVEN KORTE	GSOCER: PRIOR LAKE	10/18/23	65.50
394746	SUBEL SUNBEEB	BSOCER: MINNETONKA	10/04/23	65.50
394746	SUBEL SUNBEEB	GSOCER: MINNETONKA	10/04/23	65.50
394908	VICTOR DE MEIRELES	BSOCER: WAYZATA	10/18/23	65.50
395063	VICTOR DE MEIRELES	BSOCER: WAYZATA	10/18/23	65.50
394908	VICTOR DE MEIRELES	GSOCER: WAYZATA	10/18/23	65.50
395063	VICTOR DE MEIRELES	GSOCER: WAYZATA	10/18/23	65.50
V19150	JENNIFER L FROEHLIC	SEP23 CELL PHONE	10/18/23	65.00
394974	JENNIFER SCOTT	PARTIAL LUNCH ACCT	10/18/23	65.00
V19203	KORY M SMITH	OCT23 CELL PHONE	10/25/23	65.00
395129	MARSHALL'S FARM MAR	10/31 FIELD TRIP	10/25/23	65.00
V19138	MATTHEW K MOSBY	SEP23 CELL PHONE	10/11/23	65.00
V19157	NATHANIEL M LINDLEY	AUG23 CELL PHONE	10/18/23	65.00
V19157	NATHANIEL M LINDLEY	SEP23 CELL PHONE	10/18/23	65.00
V19148	PETER M BLACKWELL	OCT23 CELL PHONE	10/18/23	65.00
V19111	RACHEL M HICKS	SEP23 CELL PHONE	10/04/23	65.00
V19167	SERENITY SEBESTA	AUG23 CELL PHONE	10/18/23	65.00
V19167	SERENITY SEBESTA	SEP23 CELL PHONE	10/18/23	65.00
V19159	THOMAS LYMAN	SEP23 CELL PHONE	10/18/23	65.00
V19119	TRENT J OSTMAN	SEP23 CELL PHONE	10/04/23	65.00
394872	SPS COMPANIES INC	BRS PLUG	10/11/23	64.18
395090	ECM PUBLISHERS INC	AUG 30 SPEC MINUTES	10/25/23	64.00
395139	MRI SOFTWARE LLC	BKGD CHK: ND HOST F	10/25/23	64.00
V19107	NICHOLAS J GAUDETTE	CORKPOP EFFECT TOOL	10/04/23	63.90
395103	GRAINGER	PHOTOCNTRL#K4221C (10/25/23	63.42
395123	LEARNING WITHOUT TE	LN-22: LETTERS & NU	10/25/23	62.25
395123	LEARNING WITHOUT TE	MPB-22: MY PRINT BO	10/25/23	62.25
395123	LEARNING WITHOUT TE	PP-22: PRINTING POW	10/25/23	62.25
394935	CENTURYLINK	BUS 10/04-11/03/23	10/18/23	61.95
394915	ALYSON VAN DYK	LUNCH ACCT REFUND	10/18/23	61.90
V19150	JENNIFER L FROEHLIC	AUG23 CELL PHONE	10/18/23	60.83
V19161	SHAUN P PAKENHAM	BOOKS/GAMES, ETC	10/18/23	60.75
V19137	NATASHA L MONSAAS-D	SEP23 CELL PHONE	10/11/23	60.66
394869	SHRED RIGHT	CS - SHREDDING	10/11/23	60.17
V19190	BAILLIE MORGAN NASH	ASBO: BAGGAGE FEE	10/25/23	60.00
V19140	SAMUEL T PAULISON	STATE HOCKEY PARKIN	10/11/23	60.00
394866	SCHMITT MUSIC COMPA	FRENCH HORN REPAIR	10/11/23	60.00
394745	STUTTERING THERAPY	OASES ENGL - OASES	10/04/23	60.00
394722	PREMIUM WATERS INC	WATER FOR DMTS	10/04/23	59.99
V19178	BLANCA E DIAZ DE LE	OCT23 CELL PHONE	10/25/23	59.06
394628	ADAM STYER	BLAX: MISSED PMT	10/04/23	59.00
394810	GROTH MUSIC COMPANY	BAND SUPPLIES	10/11/23	58.98
394768	ASTLEFORD INTERNATI	CLAMP	10/11/23	58.44
394628	ADAM STYER	BSOCER: WASHBURN	10/04/23	58.00
394910	ADAM STYER	BSOCER: WAYZATA	10/18/23	58.00
394644	CHRISTIAN PEREZ	BSOCER: WASHBURN	10/04/23	58.00
394644	CHRISTIAN PEREZ	GSOCER: E PRAIRIE	10/04/23	58.00
394659	EDOUARD BEDROS	GSOCER: HASTINGS	10/04/23	58.00
394659	EDOUARD BEDROS	GSOCER: STMA	10/04/23	58.00
394956	GAUTAM DATTA	BSOCER: MINNETONKA	10/18/23	58.00
394666	GAUTAM DATTA	GSOCER: E PRAIRIE	10/04/23	58.00
394956	GAUTAM DATTA	GSOCER: MINNETONKA	10/18/23	58.00
394666	GAUTAM DATTA	GSOCER: MPLS SW	10/04/23	58.00
394666	GAUTAM DATTA	GSOCER: STMA	10/04/23	58.00
394666	GAUTAM DATTA	GSOCER: WACONIA	10/04/23	58.00
394666	GAUTAM DATTA	GSOCER: WASHBURN	10/04/23	58.00
394956	GAUTAM DATTA	GSOCER: WAYZATA	10/18/23	58.00
394667	GM SUPPLIES LTD	BLACK INK BOX 1000M	10/04/23	58.00
394992	MARCOS MONTES	BSOCER: MINNETONKA	10/18/23	58.00
394992	MARCOS MONTES	BSOCER: WASHBURN	10/18/23	58.00
394992	MARCOS MONTES	BSOCER: WAYZATA	10/18/23	58.00
394992	MARCOS MONTES	GSOCER: CHANHASSEN	10/18/23	58.00
394697	MARK PERRY	GSOCER: BUFFALO	10/04/23	58.00
394729	ROBERT BAKER	BSOCER: BUFFALO	10/04/23	58.00
394729	ROBERT BAKER	BSOCER: BUFFALO	10/04/23	58.00
394729	ROBERT BAKER	BSOCER: STMA	10/04/23	58.00

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394749	THEODORE BRIGHTBILL	BSOCCER: BUFFALO	10/04/23	58.00
V19173	JOSEPH S BARNES	EARTH SCIENCE LICEN	10/25/23	57.00
394866	SCHMITT MUSIC COMPA	BASS CLARINET REPAI	10/11/23	57.00
395102	GRAINGER	WASHERS	10/25/23	56.90
V19153	ALAN K HENDRICKSON	9/26 - 10/9 MILEAGE	10/18/23	56.85
394849	ODP BUSINESS SOLUTI	OFFICE/TEACHER SUPP	10/11/23	56.13
394810	GROTH MUSIC COMPANY	BAND MUSIC	10/11/23	56.00
394866	SCHMITT MUSIC COMPA	BARITONE REPAIR	10/11/23	56.00
394780	CENTURYLINK	CC 09/19-10/18/23	10/11/23	55.20
394935	CENTURYLINK	VV 09/28-10/27/23	10/18/23	55.20
394980	JW PEPPER & SON INC	BAND MUSIC	10/18/23	54.99
V19161	SHAUN P PAKENHAM	PLAY SAND/STORAGE	10/18/23	53.83
395117	JESSEN PRESS INC	BUSINESS CARDS: P.P	10/25/23	53.75
V19166	CAROLYN PROCTOR	SEP23 CELL PHONE	10/18/23	52.50
395134	MIDWEST BUS PARTS I	TURN LIGHT	10/25/23	52.28
394711	NCS PEARSON INC	#64000 - KABC-II Q-	10/04/23	52.00
394686	KATIE DOWNEY	PEPFEST PROPS	10/04/23	51.98
394775	BIO-RAD LABORATORIE	SHIPPING/HANDLING	10/11/23	51.23
V19204	NATALIE M SPICER	8/17-10/12 MILEAGE	10/25/23	51.09
V19130	ANNIKA L CULVER	MNSHAPE CONFERENCE	10/11/23	50.00
395016	OSI ENVIRONMENTAL I	FILTERS	10/18/23	50.00
395034	SAMUEL SEXTON	LUNCH ACCT REFUND	10/18/23	50.00
395034	SAMUEL SEXTON	LUNCH ACCT REFUND	10/18/23	50.00
394745	STUTTERING THERAPY	OASES ENGL - OASES-	10/04/23	50.00
394745	STUTTERING THERAPY	OASES ENGL - OASES-	10/04/23	50.00
395132	MENARDS - EDEN PRAI	PLIERS	10/25/23	49.96
V19163	DEBORAH M PEKAREK	CLASSROOM BOOKS	10/18/23	49.95
394866	SCHMITT MUSIC COMPA	BARITONE REPAIR	10/11/23	49.00
V19152	BRIANNA K GULCZINSK	MATH/SCIENCE SUPPLI	10/18/23	48.99
V19133	ELIZABETH K HOUTZ	LAB SUPPLIES	10/11/23	48.71
395033	SAM'S CLUB/SYNCHRON	LATE FEES FOR SEP23	10/18/23	48.51
395068	ALLEGRA EDEN PRAIRI	KC CS INCENTIVE STU	10/25/23	48.00
394889	VERNIER SOFTWARE &	CUVETTES	10/11/23	48.00
395132	MENARDS - EDEN PRAI	WELD RING	10/25/23	47.96
394769	ATSUSHI OKADA	LUNCH ACCT REFUND	10/11/23	47.00
394950	ELENCO ELECTRONICS	6SCRP PHOTOSENSITIV	10/18/23	46.50
V19133	ELIZABETH K HOUTZ	LAB SUPPLIES	10/11/23	45.93
V19127	ROLLAND T TALAN	SEP23 MILEAGE	10/04/23	45.72
V19183	SHAWNEE L KRUEGER	SEP23 CELL PHONE	10/25/23	45.51
V19172	AMY L LATHROP	STUDENT COUNCIL TRE	10/25/23	45.28
394711	NCS PEARSON INC	SHIPPING/HANDLING	10/04/23	45.11
V19114	ANGELA K HRUBY	SEP23 MILEAGE	10/04/23	45.06
V19109	ERIC D HAMILTON	SEP23 CELL PHONE	10/04/23	45.00
394980	JW PEPPER & SON INC	BAND MUSIC	10/18/23	45.00
V19168	NDEYE KANY SECK	SEP23 CELL PHONE	10/18/23	45.00
V19116	THOMAS J JOHNSTON	SEP23 CELL PHONE	10/04/23	44.59
V19204	NATALIE M SPICER	8/23-10/4 MILEAGE	10/25/23	44.41
394920	A-Z RENTAL CENTER	FIELD HOUSE - PROPA	10/18/23	44.40
395143	ODP BUSINESS SOLUTI	DOOR STOPS	10/25/23	43.95
394919	ASTLEFORD INTERNATI	CLAMPS	10/18/23	43.31
394916	ANDREW STOTTS	GSOCCER: HASTINGS	10/18/23	42.50
V19152	BRIANNA K GULCZINSK	CLASSROOM SUPPLIES	10/18/23	42.25
394715	ODP BUSINESS SOLUTI	OFFICE SUPPLIES	10/04/23	41.99
395043	SPS COMPANIES INC	SPUD NUT, FLANG ETC	10/18/23	41.40
394678	JANICE NOVAK	FACE YOGA 928-L3001	10/04/23	40.60
V19110	SANDRA M HARLEY	SEP23 MILEAGE	10/04/23	40.22
394957	GENERAL SECURITY SE	CC - OCT23 INTR MON	10/18/23	40.08
394957	GENERAL SECURITY SE	CN -OCT23 INTR MONI	10/18/23	40.08
394957	GENERAL SECURITY SE	CV - OCT23 INTR MON	10/18/23	40.08
394957	GENERAL SECURITY SE	ECC - OCT23 INTR MO	10/18/23	40.08
394957	GENERAL SECURITY SE	EHS - OCT23 INTR MO	10/18/23	40.08
394957	GENERAL SECURITY SE	HL - OCT23 INTR MON	10/18/23	40.08
394957	GENERAL SECURITY SE	SV - OCT23 INTR MON	10/18/23	40.08
394957	GENERAL SECURITY SE	VV - OCT23 INTR MON	10/18/23	40.08
394638	BONNIE KEE-BOWLING	GSWIM: XTRA HEATS	10/04/23	40.00
394994	MASP- MN ASSOC OF S	MEMBERSHIP - S.C.	10/18/23	40.00

Check No.	Vendor	Description	Date	Amount
394711	NCS PEARSON INC	#31354 - VINELAND-3	10/04/23	40.00
394866	SCHMITT MUSIC COMPA	EUPHONIUM REPAIR	10/11/23	40.00
394889	VERNIER SOFTWARE &	PH STORAGE SOLUTION	10/11/23	40.00
394835	MENARDS - EDEN PRAI	USED APPLIANCE	10/11/23	39.98
394835	MENARDS - EDEN PRAI	USED APPLIANCE	10/11/23	39.98
V19161	SHAUN P PAKENHAM	STORAGE CLIP BOXES	10/18/23	39.91
394916	ANDREW STOTTS	BSOCCER: MINNETONKA	10/18/23	38.25
394916	ANDREW STOTTS	GSOCCER: MINNETONKA	10/18/23	38.25
394632	ANDREW STOTTS	GSOCCER: STMA	10/04/23	38.25
394632	ANDREW STOTTS	GSOCCER: STMA	10/04/23	38.25
394769	ATSUSHI OKADA	LUNCH ACCT REFUND	10/11/23	38.10
394950	ELENCO ELECTRONICS	6SCB1 BATTERY HOLDE	10/18/23	38.00
V19156	JULIE M GABRIELSON	OCT23 CELL PHONE	10/18/23	37.86
V19152	BRIANNA K GULCZINSK	BATTERIES/TAPE, ETC	10/18/23	37.47
V19152	BRIANNA K GULCZINSK	FOLDERS/STORAGE	10/18/23	37.25
V19133	ELIZABETH K HOUTZ	LAB SUPPLIES	10/11/23	37.19
V19152	BRIANNA K GULCZINSK	EASEL PAD	10/18/23	37.06
394711	NCS PEARSON INC	#31353 - VINELAND-3	10/04/23	37.00
394711	NCS PEARSON INC	#34353 - VINELAND-3	10/04/23	37.00
V19136	BETHANY A MOHS	SEP23 MILEAGE	10/11/23	36.94
V19148	PETER M BLACKWELL	SEP23 CELL PHONE	10/18/23	36.70
395168	TITAN MACHINERY - S	SPRING	10/25/23	36.50
394767	ARROWHEAD FORENSICS	#A-ULLNT5P MAGNEFIC	10/11/23	36.00
395024	PREMIUM WATERS INC	OCT23 HOT/COLD WATE	10/18/23	35.95
395114	JERRY'S FOODS CORP-	OFFICE ADVISORY FOO	10/25/23	35.94
395132	MENARDS - EDEN PRAI	MISC HARDWARE	10/25/23	35.63
394844	NCS PEARSON INC	SHIPPING/HANDLING	10/11/23	35.10
V19143	RANDAL J SMASAL	AUG23 CELL PHONE	10/11/23	35.00
V19143	RANDAL J SMASAL	JUL23 CELL PHONE	10/11/23	35.00
V19143	RANDAL J SMASAL	SEP23 CELL PHONE	10/11/23	35.00
V19152	BRIANNA K GULCZINSK	COMPOSITION NOTEBOO	10/18/23	34.99
394805	GENERAL PARTS LLC	DRAIN/MOTOR	10/11/23	34.91
V19177	ANNIKA L CULVER	SEP23 MILEAGE	10/25/23	34.85
394943	CULLIGAN BOTTLED WA	OCT23 WATER RENTAL	10/18/23	34.60
394810	GROTH MUSIC COMPANY	BAND MUSIC	10/11/23	33.60
V19165	KRISTA S PHILLIPS	SEP23 MILEAGE	10/18/23	33.41
394950	ELENCO ELECTRONICS	6SC07 CONDUCTOR W/7	10/18/23	33.00
V19152	BRIANNA K GULCZINSK	HANDHELD MIRROR	10/18/23	32.99
V19152	BRIANNA K GULCZINSK	PRIVACY BOARDS	10/18/23	32.99
395159	SPS COMPANIES INC	STOP REPAIR KIT	10/25/23	32.98
V19196	DEBRA K RICHARDS	SEP23 MILEAGE	10/25/23	32.62
394736	SCHOOL SPECIALTY, L	GRD K ART SUPPLIES	10/04/23	32.15
V19139	SHAUN P PAKENHAM	VOLCANO SUPPLIES	10/11/23	32.02
394829	LEARNING WITHOUT TE	KSK-22 SPED WORKBOO	10/11/23	31.40
V19119	TRENT J OSTMAN	SEP23 MILEAGE	10/04/23	31.37
V19161	SHAUN P PAKENHAM	CARDS/TOYS, ETC	10/18/23	31.25
V19164	MATTHEW R PETERSON	8/21-10/17 MILEAGE	10/18/23	31.18
395079	CARLSON PRINTING CO	BLANK A7 ENVELOPES	10/25/23	31.00
V19157	NATHANIEL M LINDLEY	AUG23 MILEAGE	10/18/23	30.65
V19161	SHAUN P PAKENHAM	BOOKS/STORAGE	10/18/23	30.37
395132	MENARDS - EDEN PRAI	BLOCK GLUE/WATER	10/25/23	30.34
395102	GRAINGER	SCREWS	10/25/23	30.00
V19165	KRISTA S PHILLIPS	SEP23 CELL PHONE	10/18/23	30.00
V19113	STACI N HOUSE	AUG23 CELL PHONE	10/04/23	30.00
V19172	AMY L LATHROP	STUDENT COUNCIL SNA	10/25/23	29.76
V19157	NATHANIEL M LINDLEY	SEP23 MILEAGE	10/18/23	29.74
394950	ELENCO ELECTRONICS	SHIPPING/HANDLING	10/18/23	29.66
394950	ELENCO ELECTRONICS	6SC06 CONDUCTOR W/6	10/18/23	29.25
V19141	DEBORAH M PEKAREK	STUDENT SUPPLIES	10/11/23	29.06
V19146	CHARLES K WEISE	SEP23 MILEAGE	10/11/23	29.02
394884	TOUCHMATH LLC	SHIPPING/HANDLING	10/11/23	28.80
V19132	VICKIE GEIER	SEP23 MILEAGE	10/11/23	27.38
V19116	THOMAS J JOHNSTON	SEP23 MILEAGE	10/04/23	26.99
394946	DELEGARD TOOL COMPA	AUTO PAINT	10/18/23	26.74
395085	CULLIGAN BOTTLED WA	JUL23 WATER RENTAL	10/25/23	26.70
394726	RATWIK ROSZAK & MAL	CS PERFORMANCE BOND	10/04/23	26.50

Check No.	Vendor	Description	Date	Amount
394950	ELENCO ELECTRONICS	6SCR1 100 OHM RESIS	10/18/23	26.25
395114	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	10/25/23	26.14
394736	SCHOOL SPECIALTY, L	ART SUPPLIES	10/04/23	25.54
395011	MOLLY SNUGGERUD	WG ASSESSMENT/CEAC	10/18/23	25.00
394950	ELENCO ELECTRONICS	6SC05 CONDUCTOR W/5	10/18/23	24.75
394736	SCHOOL SPECIALTY, L	ART SUPPLIES	10/04/23	24.65
394856	PREMIUM WATERS INC	OCT23 COOLER RENTAL	10/11/23	24.00
V19165	KRISTA S PHILLIPS	SEP23 MILEAGE	10/18/23	23.84
V19144	LEAH SPELLMAN	CLASSROOM SUPPLIES	10/11/23	23.68
V19181	CHRISTOPHER D GRIGG	LYFT (KOREA EXCHANG	10/25/23	22.47
V19118	JONATHAN C MOORE	SEP23 MILEAGE	10/04/23	22.01
394672	HIGH NORTH INC	GSWIM: XTRA HEATS	10/04/23	22.00
V19181	CHRISTOPHER D GRIGG	WIFI (KOREA EXCHANG	10/25/23	21.95
V19129	BRUCE W COLES	AUG23 MILEAGE	10/11/23	21.68
V19104	HANNAH CHRISTIANSON	SEP23 MILEAGE	10/04/23	21.42
395172	WEST MUSIC COMPANY	BASIC BEAT BBHO	10/25/23	20.25
395114	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	10/25/23	20.14
V19134	NATHAN A KOLLER	SEP23 MILEAGE	10/11/23	20.04
394835	MENARDS - EDEN PRAI	USED APPLIANCE	10/11/23	19.99
V19161	SHAUN P PAKENHAM	SENSORY BIN	10/18/23	19.99
V19106	KERRY M EISENBARTH	FOOD FOR ML EVENT	10/04/23	19.98
395106	GROTH MUSIC COMPANY	BAND MUSIC	10/25/23	19.96
V19161	SHAUN P PAKENHAM	CLASSROOM STORAGE	10/18/23	19.95
V19170	NORMAN F VANDERLIND	10/10 MILEAGE	10/18/23	19.52
V19170	NORMAN F VANDERLIND	10/11 MILEAGE	10/18/23	19.52
V19146	CHARLES K WEISE	AUG23 MILEAGE	10/11/23	19.00
V19124	EMMA K SHOPE	CLASSROOM TREATS	10/04/23	18.95
V19196	DEBRA K RICHARDS	AUG23 MILEAGE	10/25/23	18.73
395123	LEARNING WITHOUT TE	SHIPPING/HANDLING	10/25/23	18.68
395134	MIDWEST BUS PARTS I	SPRING	10/25/23	18.45
394957	GENERAL SECURITY SE	CS - OCT23 INTR MON	10/18/23	17.95
395041	SHRED RIGHT	BUS - SHREDDING	10/18/23	17.73
394739	SHRED RIGHT	HL - SHREDDING	10/04/23	17.73
V19122	CAYLA R ROBERTS	SEP23 MILEAGE	10/04/23	17.69
395158	SOUTHPAW ENTERPRISE	REPLACEMENT BANDS	10/25/23	17.00
V19142	STEPHEN P SANGER	DIFFUSION/OSMOSIS L	10/11/23	16.93
394889	VERNIER SOFTWARE &	SHIPPING/HANDLING	10/11/23	16.85
V19161	SHAUN P PAKENHAM	CLASSROOM BOOKS	10/18/23	16.77
394997	MENARDS - EDEN PRAI	MAINTENANCE SUPPLIE	10/18/23	16.73
394893	WPS - WESTERN PSYCH	SHIPPING/HANDLING	10/11/23	16.60
V19175	ELLEN G BRUESCH	SEP23 MILEAGE	10/25/23	16.57
V19129	BRUCE W COLES	SEP23 MILEAGE	10/11/23	16.11
394684	JW PEPPER & SON INC	CHORAL MUSIC	10/04/23	16.00
394830	LITERACY RESOURCES,	SHIPPING/HANDLING	10/11/23	16.00
394715	ODP BUSINESS SOLUTI	ADMIN SUPPLIES	10/04/23	15.99
V19123	ELIZABETH A SANDVIC	QCOMP MTG TREATS	10/04/23	15.97
V19177	ANNIKA L CULVER	AUG23 MILEAGE	10/25/23	15.85
394968	HOGLUND BUS COMPANY	PEDALS	10/18/23	15.72
394921	BARNES & NOBLE INC	BOOKS FOR CS	10/18/23	15.19
V19169	SARA SWENSON	MLA CONF PARKING	10/18/23	15.00
V19169	SARA SWENSON	MLA CONF PARKING	10/18/23	15.00
V19158	RYAN D LONGLEY	ENZYME LAB SUPPLIES	10/18/23	14.92
V19135	SARAH KRALL STEGEMA	CLASSROOM SUPPLIES	10/11/23	14.80
394975	JERRY'S HARDWARE	FASTENERS/THREADLOC	10/18/23	14.28
V19190	BAILLIE MORGAN NASH	ASBO MILEAGE	10/25/23	14.15
394715	ODP BUSINESS SOLUTI	INSTR SUPPLIES	10/04/23	14.04
V19152	BRIANNA K GULCZINSK	MAGNETIC DOTS	10/18/23	13.99
395115	JERRY'S FOODS EDINA	FALL FEST DONUTS	10/25/23	13.98
395067	ADVANCED IMAGING SO	BUS GARAGE 09/23	10/25/23	13.75
V19123	ELIZABETH A SANDVIC	SEP23 MILEAGE	10/04/23	13.62
394835	MENARDS - EDEN PRAI	PAISL FOR LUNCH ROO	10/11/23	13.10
V19113	STACI N HOUSE	SEP23 MILEAGE	10/04/23	12.97
394831	LRS PORTABLES LLC	1 CV UNIT AUG23	10/11/23	12.50
395169	TOLL GAS & WELDING	CYLINDER DEMURRAGE	10/25/23	12.30
394980	JW PEPPER & SON INC	BAND MUSIC	10/18/23	12.00
V19140	SAMUEL T PAULISON	8/31 EVENT MILEAGE	10/11/23	11.92

Check No.	Vendor	Description	Date	Amount
394893	WPS - WESTERN PSYCH	SHIPPING/HANDLING	10/11/23	11.60
V19162	CHERYL L PARISH	AUG23 PART B MILEAG	10/18/23	11.59
V19108	ANNELYSE LU GIBSON	SEP23 MILEAGE	10/04/23	11.53
V19132	VICKIE GEIER	AUG23 MILEAGE	10/11/23	11.53
394767	ARROWHEAD FORENSICS	#A-6306 6"/15CM RUL	10/11/23	11.20
394715	ODP BUSINESS SOLUTI	WITEOUT TAPE	10/04/23	11.17
V19142	STEPHEN P SANGER	DIFFUSION/OSMOSIS L	10/11/23	11.01
394960	GRAINGER	VARIOUS SUPPLIES	10/18/23	10.46
395102	GRAINGER	BATTERIES	10/25/23	10.37
394745	STUTTERING THERAPY	SHIPPING/HANDLING	10/04/23	10.15
394658	EDINA GIVE & GO	G&G PAYROLL DEDUCTI	10/04/23	10.00
V19149	PAUL DOMER	MASA CONF PARKING	10/18/23	10.00
395158	SOUTHPAW ENTERPRISE	SHIPPING/HANDLING	10/25/23	10.00
V19142	STEPHEN P SANGER	TASTE/SMELL ACTIVIT	10/11/23	9.87
V19125	KRISTIAN SHOWMAN	SEP23 MILEAGE	10/04/23	9.56
394684	JW PEPPER & SON INC	CHORAL MUSIC	10/04/23	9.50
V19156	JULIE M GABRIELSON	OCT23 CELL PHONE	10/18/23	9.46
V19140	SAMUEL T PAULISON	9/29 EVENT MILEAGE	10/11/23	9.43
394940	COMCAST CABLE MANAG	OCT23 INTERNET FEES	10/18/23	9.29
V19161	SHAUN P PAKENHAM	TOYS/STORAGE	10/18/23	8.83
V19117	BETHANY A MOHS	AUG23 MILEAGE	10/04/23	8.78
V19114	ANGELA K HRUBY	AUG23 MILEAGE	10/04/23	8.52
395079	CARLSON PRINTING CO	FREIGHT CHARGE	10/25/23	8.00
V19118	JONATHAN C MOORE	AUG23 MILEAGE	10/04/23	7.66
395114	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	10/25/23	7.48
V19131	DANIEL W DEGENAAR	Q3 2023 941 FILING	10/11/23	7.45
395143	ODP BUSINESS SOLUTI	PENS	10/25/23	7.40
V19144	LEAH SPELLMAN	CLASSROOM SUPPLIES	10/11/23	6.99
394980	JW PEPPER & SON INC	CHORAL MUSIC	10/18/23	6.49
V19128	ANN E THOLE	SEP23 MILEAGE	10/04/23	6.29
V19205	JACQUELINE STEFFENH	SEP23 MILEAGE	10/25/23	6.03
V19106	KERRY M EISENBARTH	FOOD FOR ML EVENT	10/04/23	6.00
V19136	BETHANY A MOHS	SEP23 MILEAGE	10/11/23	5.90
V19175	ELLEN G BRUESCH	OCT23 MILEAGE	10/25/23	5.90
V19105	AIDAN R DECKER	SEP23 MILEAGE	10/04/23	5.76
395084	CORNWELL- MATTHEW T	SCREW SET	10/25/23	4.61
394765	ADVANCED IMAGING SO	BUS GARAGE 08/23	10/11/23	4.23
V19123	ELIZABETH A SANDVIC	AUG23 MILEAGE	10/04/23	3.67
V19116	THOMAS J JOHNSTON	SEP23 MILEAGE	10/04/23	3.54
V19175	ELLEN G BRUESCH	AUG23 MILEAGE	10/25/23	2.95
394810	GROTH MUSIC COMPANY	CREDIT ON ACCT	10/11/23	(6.36)
395114	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	10/25/23	(7.48)
395115	JERRY'S FOODS EDINA	FALL FEST DONUTS	10/25/23	(13.98)
395114	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	10/25/23	(20.14)
394810	GROTH MUSIC COMPANY	CREDIT ON ACCT	10/11/23	(22.50)
395114	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	10/25/23	(26.14)
394663	FRESHPOINT BIX PROD	CARROT, SHORT SHIP	10/04/23	(26.49)
395114	JERRY'S FOODS CORP-	OFFICE ADVISORY FOO	10/25/23	(35.94)
394711	NCS PEARSON INC	DUPLICATE ITEM	10/04/23	(37.00)
394769	ATSUSHI OKADA	LUNCH ACCT REFUND	10/11/23	(38.10)
394769	ATSUSHI OKADA	LUNCH ACCT REFUND	10/11/23	(47.00)
394715	ODP BUSINESS SOLUTI	BADGE HOLDER RETURN	10/04/23	(57.98)
394908	VICTOR DE MEIRELES	BSOCCER: WAYZATA	10/18/23	(65.50)
394908	VICTOR DE MEIRELES	GSOCCER: WAYZATA	10/18/23	(65.50)
395114	JERRY'S FOODS CORP-	FACS FOOD SUPPLY	10/25/23	(66.44)
390726	RYAN MARSH	WRESTLING OFFICIAL	01/18/23	(75.00)
390726	RYAN MARSH	WRESTLING OFFICIAL	01/18/23	(75.00)
395114	JERRY'S FOODS CORP-	OFFICE FOOD	10/25/23	(163.05)
395072	ASTLEFORD INTERNATI	CREDIT ON ACCT	10/25/23	(163.84)
394602	SCAN AIR FILTER INC	REPLACEMENT FILTERS	09/27/23	(165.92)
395115	JERRY'S FOODS EDINA	FALL FEST DONUTS	10/25/23	(440.00)
394968	HOGLUND BUS COMPANY	CORE CREDIT	10/18/23	(500.00)
394783	COMMERCIAL DRYWALL	EHS MECHANICAL 09-A	10/11/23	(950.00)
394668	GRAINGER	CASTERS FOR SERVE E	10/04/23	(1,524.80)
395146	PERFECTION LEARNING	T4719B AP US GOVT B	10/25/23	(4,736.78)
394340	ITSAVVY LLC	YEAR 3 OF 3 WARRANT	09/13/23	(21,600.00)

Check No.	Vendor	Description	Date	Amount
Total Value of Checks Issued				<u>\$ 8,390,346.54</u>

VI.E. Electronic Fund Transfers - October 2023



Board Meeting Date: 11/13/2023

Title: Electronic Fund Transfers – October 2023

Type: Consent

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

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

Recommendation: Authorize the electronic fund transfers as presented for the month of October 2023, in the amount of \$9,794,604.

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

Attachment(s):

1. Electronic Fund Transfers – October 2023

Electronic Transfers

FOR THE MONTH ENDED OCTOBER 31, 2023

From	To	Description	Date	Amount
US Bank - Checking	US Bank - Payroll	District Payroll	Multiple	\$ 4,765,205.41
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	10/02/2023	821,982.05
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	10/16/2023	846,739.45
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	10/31/2023	826,864.86
US Bank - Checking	Minnesota Department of Revenue	State Payroll Taxes	10/03/2023	144,809.53
US Bank - Checking	Minnesota Department of Revenue	State Payroll Taxes	10/10/2023	488.11
US Bank - Checking	Minnesota Department of Revenue	State Payroll Taxes	10/17/2023	149,448.53
US Bank - Checking	Delta Dental	Dental Claims	Multiple	76,535.28
US Bank - Checking	US Bank	Purchase Card Program	10/27/2023	153,557.72
US Bank - Checking	Benefit Extras	Flex & HSA Benefits	Multiple	95,412.56
US Bank - Checking	Payroll Vendors (TRA, EBC, MSRS, etc.)	Electronic Payments	Multiple	1,908,583.50
US Bank - Checking	Minnesota Department of Revenue	Sales & Use Tax Payment	10/24/2023	4,207.00
US Bank - Checking	MSDLAF, VANCO, Other Electronic Fee Vendors	Service Fees	Multiple	769.70
Total of Electronic Fund Transfers				\$ 9,794,603.70

VI.F. Gifts and Bequests - October 2023



Board Meeting Date: 11/13/2023

Title: Gifts & Bequests – October 2023

Type: Consent

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

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

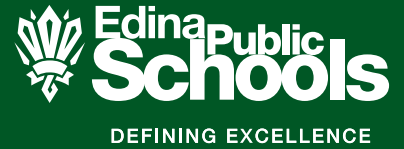
Recommendation: Accept with appreciation gifts and bequests received by the District in October, 2023, in the amount of \$55,817.

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

Attachments:

1. Gifts & Bequests – October 2023

Gifts & Bequests



FOR THE MONTH ENDED OCTOBER 31, 2023

Donated By	To	Purpose	Amount
Ed Fund	Student Support Services	Mental Health and Wellness	\$ 5,173.02
Families	Southview Middle School	Locks and Planners	367.00
Multiple Students	Edina High School - World Language	GGD - PTO	1,514.95
Multiple Students	Edina High School - World Language	GGD - AMC	760.00
Multiple Students	Edina High School - World Language	GGD - Smaka	135.58
Multiple Students	Edina High School - Latin dept	CIS - Latin	3,480.00
Girl's Soccer Boosters	Edina High School - Athletics	Additional Coaches	12,350.53
Football Boosters	Edina High School - Athletics	Additional Coaches	22,499.16
Edina Give & Go	Edina High School - Athletics	Hornet Mascot	2,000.00
Families	Cornelia Elementary School	Kindergarten Supplies	40.00
Families	Cornelia Elementary School	First Grade Supplies	40.00
Families	Cornelia Elementary School	Third Grade Supplies	20.00
Families	Cornelia Elementary School	Fifth Grade Supplies	30.00
Blackbaud	Normandale Elementary School	General Matching Donation	18.82
Blackbaud	Highlands Elementary School	Community Care Grant	507.98
Families	Highlands Elementary School	Classroom Supplies	155.00
Edina Give & Go	Community Education	Scholarships	2,935.80
Edina Give & Go	Community Education	Scholarships	2,529.00
Edina Give & Go	Community Education	Scholarships	1,260.00

Total Cash Donations \$ **55,816.84**

Total In-Kind Donations \$ **-**

Total 2023-2024 School Year Gifts and Donations \$ **355,267.44**

VI.G. Commendation of National Merit
Scholarship Program Honorees



Board Meeting Date: 11/13/2023

Title: Commendation of National Merit Scholarship Program Honorees

Type: Consent

Description: The National Merit program honors individual students who show exceptional academic ability and potential for success in rigorous college studies. These students took the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) as juniors in the 2022-23 school year. The 13 Edina Semifinalists are among approximately 16,000 Semifinalists, representing the top half of one percent of the nation's most academically talented young people. Edina High School has had National Merit Finalists and Semifinalists each year since the National Merit Foundation's inception.

In addition, there are 16 Edina Commended Students who, though they will not continue in the competition for the 2024 National Merit Scholarship awards, are among the highest scorers, and in the top five percent of students who enter the competition by completing the PSAT/NMSQT. These students are being recognized for their exceptional academic promise.

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

These students will be honored at a reception that will take place as part of tonight's Board meeting.

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

Attachments:

1. List of Honorees (next page)

National Merit Scholar Semifinalists

Celeste Eckstein
Jonathan Hou
Stephen Kanti Mahanty
Mandy Kao
Nikhil Konkimalla
Elena Loucks
Isaac Lower
Keerthik Muruganandam
Abir Rawal
Jay Shapiro
Derrick Siu
Isaiah Sweeney
Henry Zheng

National Merit Scholar Commended Students

Michael Arndorfer
Raja Chinnakotla
Katerina Duda
Rowan Eggum
Nora Hart
Sonja Holtey
Luka Jacobi-Krohn
Armaan Jain
Maria Kim
Brian Lo
Leo Mellum
Zachary Morton
Tate Olson
Benjamin
Sanderson
Prema Suthakaran
Bradley Yonke

VII. Discussion

VII.A. Countryside Spanish Dual Language Update



Board Meeting Date: 11/13/23

Title: Countryside Spanish Dual Language Update

Type: Discussion

Presenter(s): Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming; Karen Bergman, Countryside Elementary School Principal; Caroline Linden, Countryside Elementary School Administrative Dean; Andy Beaton, Director of Strategic Projects

Description: As part of Strategic Initiative A, Advancement of Excellence, Growth, and Readiness, an update on Countryside's Spanish Dual Language program will be provided. This initiative aims to explore and develop additional pre-K-12 education programs that offer authentic and engaging learning experiences to meet the needs of future-ready learners and offer families attractive educational options.

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

Desired Outcome(s) from the Board: Thoroughly read material and prepare questions.

Attachments:

- Program Update
- [Countryside Dual Lang. Org Chart](#)
- [Slideshow](#)

Countryside Spanish Dual Language Update

Program Overview

Countryside Spanish Dual Language (SDL) is an educational approach that immerses students in Spanish and English for a portion of their school day. All Dual Language (DL) programs should have goals around bilingualism/biliteracy, academic achievement, and sociocultural competence. The core principles of Countryside SDL connected to Edina Public Schools' mission and vision and guide program development are:

- Culture: Develop positive cross-cultural attitudes and global understanding
- Language: Develop bilingual and biliterate proficiency in Spanish and English. Including the ability to speak, listen, read, and write in both languages fluently.
- Academics: Develop academic proficiency in Spanish and English that encourages creativity, fosters curiosity, and develops critical thinking skills.

DL programs have been shown to have several benefits for students, including:

- Improved academic achievement. Students who participate in dual language programming have been shown to score higher on standardized tests as they approach the middle school level, than their non-dual language counterparts
- Enhanced cognitive development. Students in dual language programming have been shown to have better problem-solving skills, critical thinking skills, and memory skills than non-dual Language students.
- Improved job prospects. Adults with bilingual skills are increasingly sought after by employers.

Countryside SDL started its 2nd year with two Kindergarten and two 1st-grade classes. The program will add two classes yearly until it reaches full capacity in the 2026-2027 school year.

Countryside Spanish Dual Language Program Support

Countryside SDL is supported and guided by the Spanish leadership team in three key areas: program development, biliteracy path, and instructional support. This team is comprised of district and building administration and collaborates with consultants at the Minnesota Department of Education.

Program Development: Create a clear vision and goals for the program and identify a language and content allocation plan.

Path to biliteracy: Set biliteracy goals for students, hire, supervise, and evaluate teachers, monitor fidelity of language allocation plan, and identify professional development specific for biliteracy.

Instructional support: Materials selection and support and provide coaching on materials.

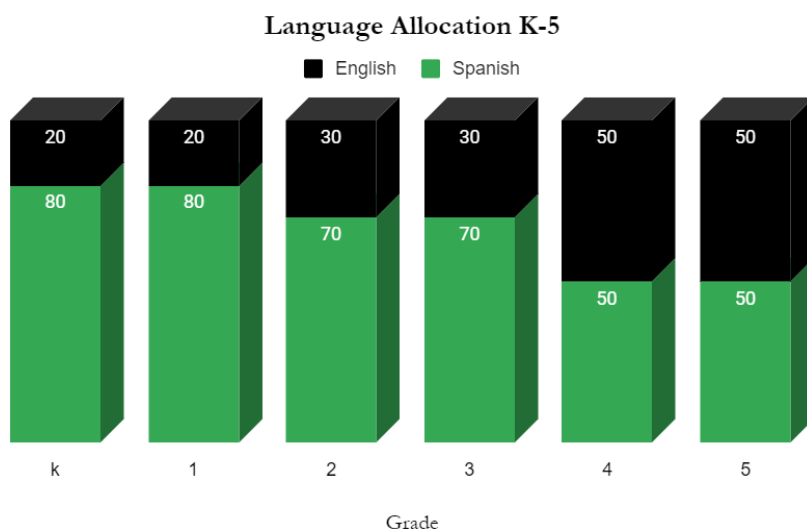
[Countryside Dual Language Org Chart](#)

Program Development

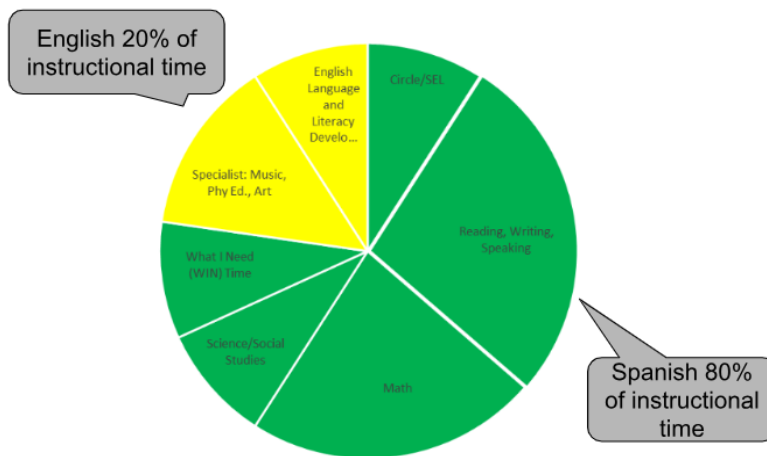
When developing a DL program, two key questions must be answered: what is the language allocation plan, and how is content allocated?

A language allocation plan outlines how much time will be spent in each language in a DL program. DL programs can choose between being 90/10, 80/20, 70/30 or 50/50. The first number refers to the % of instructional minutes spent in Spanish for all students in Kindergarten. The second number refers to instructional minutes spent in English for all students in Kindergarten. All DL programs roll up to 50/50 by 5th grade.

The language allocation plan for Countryside SDL is 80/20. After researching DL programs in the metro area, an 80/20 model was chosen. A 90/10 program model was not chosen because 10% of English would only include specialist instructional time and with no allocated time for English Language development classes. An 80/20 model allows for focused English Language development and Specialist English instruction. Lunch and Recess are not included in instructional minutes for language allocation purposes.



A content allocation plan for a dual language program is a strategic document that outlines how much time will be spent on instruction in each language and content area.



Enrollment

For a DL program to be successful, it is essential to have a balance of students who are

dominant in each language. This typically means having between 40% to 60% of students dominant in the English language. Countryside SDL aims for 50% Heritage Spanish (home language) speakers or students with previous Spanish experience and 50% other home language speakers.

Current enrollment for Countryside SDL:

Kindergarten Classes:

- 48 Total Students (24 per classroom)
- **27%** (13 students) are Heritage Spanish (home language) Speakers or have previous Spanish experience

Grade 1 Classes:

- 48 Total Students (24 per classroom)
- **19%** (9 students) are Heritage Spanish (home language) speakers or have previous Spanish experience
(Previously at 23%, but two families moved from the district/program since the kindergarten year)

Current Program at the Early Learning Center

The four Countryside SDL classrooms are currently located within the district's Early Learning Center. The two kindergarten classrooms are connected, and the two 1st-grade classrooms are connected. During the 22-23 school year, students were bussed to Countryside Elementary and then took a shuttle to the Early Learning Center. For the 23-24 school year, SDL students have bussing that drops them off and picks them up from the Early Learning Center.

Specialist teachers, the librarian, and multilingual and special education teachers support SDL classrooms at the Early Learning Center. Students are also bussed to Countryside Elementary to join in whole-building celebrations.

Construction Update

Four additions are in progress at Countryside: two classrooms for kindergarten SDL, six classrooms for grades 1-5, one classroom for site-based special services, and one multi-purpose room. Initial completion and transition were planned for winter break, but supply chain delays were reported on October 31, 2023. These delays directly impact the area of classrooms for grade 1 SDL. A revised timeline for a spring break move-in has been communicated with the families of Countryside SDL.

Next steps

1. Continue to recruit and train qualified teachers as the program grows to capacity. For next year, two additional 2nd grade teachers.
2. Provide ongoing professional development opportunities for teachers to support their development as dual language teachers.
3. Develop a content allocation plan for 2nd and 3rd grade. Ensuring students have opportunities to develop their skills in both languages.
4. Initial planning for pathway to secondary learning.

VII.B. S.T.E.A.M. Update



Board Meeting Date: 11/13/2023

Title: S.T.E.A.M. Update

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Dr. Randy Smasal, Assistant Superintendent; Mark Carlson, Curriculum Coordinator; Dr. Cara Rieckenberg, Highlands Elementary Principal; Allison Knoph and Laurie Holland, Concord Elementary Teachers

Description: This board report is intended to provide a status update on the work of the elementary S.T.E.A.M. design team. The report provides background on the work of this team prior to and since the last board update provided in the spring of 2023.

Recommendation: No recommendation is being made at this time. This item has been prepared for board discussion.

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

Attachment(s):

- See Presentation [Slide Deck](#)

Background Information

Process:

An Elementary design team started working on defining Marquee S.T.E.A.M. programming in Edina, in the spring of 2022. Dr. Anne Marie Thomas from the University of St. Thomas helped with initial vision design aligned to the Edina Strategic Plan. Dr. Thomas also supported the refinement of critical design elements in order to create an equitable experience for each and every Edina elementary scholar. She provided real world examples and inspired the team to think creatively about what this initiative would mean for Edina.

Elementary S.T.E.A.M. programming supports the following initiatives in the strategic plan.

Strategy A: Advanced Academic Excellence, Growth and Readiness

1. Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous Improvement to assure academic achievement and student growth.
2. Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.

Strategy B: Ensure an Equitable and Inclusive School culture

2. Create a school culture that enhances learning and fosters a sense of belonging for all students through our values of integrity, compassion, courage, commitment, appreciation and responsibility.
3. Support Equity by Identifying and Eliminating Structural Barriers to Success.

Strategy C: Foster positive learning environment and whole student support

4. Create environments that are conducive to learning and facilitate constructive student interaction.

Strategy E: Engage Parents, Schools and Community

4. Leverage Partnerships with Community groups, businesses local and state government agencies and individuals to strengthen and Foster relationships with eps.

The design team members include:

- Zach Baker
- Caitlin Bickel
- Jenna Courtney
- Matt Flugum
- Leanne French-Amara
- Marissa Friedrich
- Jamie Hawkinson
- Jermey Kigin
- Allison Knoph
- Lizabeth Ortiz Perez
- Zach Prowell
- Lynnea West
- Krista Winkel
- Laurie Holland

- Rebecca Huberty
- Ashly Krohn
- Deb Richards
- Leah Byrd
- Mark Carlson
- Jody De St Hubert
- Dr. Cara Rieckenberg
- Dr. Anne Marie Leland
- Dr. Ann Marie Thomas
- Dr. Randy Smasal

The critical design elements include

- multiple cornerstone or model S.T.E.A.M. units at each grade level
- the use of Mystery Science as a curriculum base with alignment to Science Standards
- a focus on inquiry
- alignment to and repackaging of standards from multiple disciplines to support integration
- authentic learning experiences that connect to real world issues, challenges and problems
- partnerships with professional scientists, engineers, artists and mathematicians
- professional learning and support for teachers
- mentorship support between elementary aged students and Edina high school seniors

The team discussed the need to create an equitable experience for elementary scholars across schools balanced with the unique resources each school has to offer. The result of that discussion using our IROD decision making framework was to create a plan that does both; common cornerstone units across grade levels that serve as STEAM guideposts for design while leveraging resources at each site. Translation of materials will need to occur to make the units readily accessible for Normandale French Immersion school. As a result, all students in all Edina elementary schools would complete two, common, high level S.T.E.A.M. units at each grade level (12 in total throughout the K-5 elementary program).

Units designed by Edina teachers will include the above mentioned critical design elements. The direct connection with the Mystery Science Curriculum will reduce the impact on teachers as they plan for the science components/standards and will help support the implementation of cornerstone integrated units.

The following *Working Definitions* are being used by the elementary STEAM design team:

S.T.E.A.M. is an acronym for Science, Technology, Engineering, Arts and Mathematics. It is a framework for planning student learning experiences that serves to better simulate how disciplines interact in the world outside of schools. By integrating standards from these disciplines into authentic and relevant learning experiences, students will develop critical thinking skills, creative problem solving skills and will achieve a deeper level of learning. The integration approach also provides a more realistic pathway for elementary teachers to meet the many standards that are assigned to them to teach. By leveraging the connections across standards, the learning experience becomes more powerful for our elementary scholars.

Inquiry: Inquiry is an approach to learning that involves a process of exploring the natural or material world, asking questions, making discoveries, and testing those questions in the search for new understanding. It is driven by creativity, curiosity, and play that leads to **authentic** learning.

Authenticity: Authentic learning means students are engaged in solving meaningful, real world issues and problems. In Edina, Authenticity is grounded in purpose, allows for multiple entry points, and creates **integrated** opportunities to apply previous learning. Citizen Science programs are a great source of real world studies and data collection. The Student Spaceflight Experiment Program offers a real design challenge to test the effects on microgravity on biological, chemical and physical systems.

Integration: Integrated learning environments connect different areas of study or different topics in the same area of study by cutting across subject matter or topic matter silos. In Edina, Integration promotes flexible and critical thinking while offering multiple methods for students to demonstrate knowledge, skills, and competencies. Integration serves as a vehicle to make learning more engaging and powerful than when concepts are taught in isolation. This type of learning is more real world. To support integration, **partnerships** are needed.

Partnership: Partnerships are widespread collaborations and connections across students, classrooms, subject areas, schools and the Edina community. Partnerships with professional scientists, engineers, artists and mathematicians bring content expertise into the elementary classroom and offer an early opportunity for career exposure.

Implementation Steps:

Professional Learning and support for teachers implementing S.T.E.A.M. has been an extensive topic of discussion with the design team. Elementary teachers need training on inquiry, questioning strategies, integration techniques and also need time to prepare to teach the grade level cornerstone units. We estimate five days of professional learning needed which could include summer and/or school year cohorts of teachers. Training and support would start with grade 3-5 teachers during the 2024-25 school year. A K-2 design team would begin during the 2025-26 school year, with training and support for K-2 teachers in 2026-27.

Budget Planning

Two expenses anticipated with implementation of K-5 S.T.E.A.M. programming includes professional training for teachers and materials/equipment costs for specific units. The professional learning will include 5 days of training for each teacher. Different formats and timelines for implementing the training are currently being considered. A combination of summer training dates and professional development days in the school calendar will be used to support the training. A partnership with EdFund is being discussed as a strategy to support professional learning for teachers.

As the units are being developed we are planning for reasonable expenses which will need to be supported within existing Teaching and Learning budgets. The most recent purchase of the Mystery Science curriculum provides strong support for the development of S.T.E.A.M. units. A more detailed budget projection will be provided to the board at a future meeting.

Summary and Next Steps:

Elementary S.T.E.A.M. programming offers families a unique opportunity for their child to study real world problems and challenges while working alongside professional scientists, engineers, artists, technicians, and mathematicians. The integrated cornerstone units will offer students at every grade level multiple opportunities for robust learning and career exposure. Working on authentic or real world issues and challenges offers a high level of engagement through meaningful and relevant work. Additional data collection will be incorporated from high school students to shape the direction and design of the cornerstone units.

When students move into the secondary level they will have the opportunity to pursue a robust offering of elective course options and continue their learning at deeper levels. Once they arrive at Edina High School, scholars will have the opportunity to put their learning into practice through internships/apprenticeships and will be able to demonstrate their learning through a credentialing process. Edina S.T.E.A.M. programming offers another way to open doors for young scholars by exposing them to career opportunities, engaging them in critical thinking and developing creative problem solvers that will impact their community and preparing them for opportunities ahead.

In reviewing metro area schools and discussions with MDE science staff, there are currently no other school districts who have such a model for STEAM integration in place. As a result, families interested in providing their child with a robust S.T.E.A.M.focused elementary experience, will seek out Edina Schools.



S.T.E.A.M. Board Update

Presenters:

Jody De St. Hubert, Director of Teaching and Learning
Dr. Randy Smasal, Assistant Superintendent
Mark Carlson, Curriculum Coordinator
Dr. Cara Rieckenberg, Highlands Elementary Principal
Allison Knoph and Laurie Holland, Concord Elementary Teachers

Overview

Mission/Vision, Strategic Initiatives

STEAM Design Elements

Implementation Plan



Edina Vision & Mission

For Each and Every Student to Discover their Possibilities and Thrive.

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

Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills. We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.



Edina Strategic Initiatives

Strategy A: Advance Academic Excellence, Growth and Readiness

1. Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth.
2. Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.



Edina Strategic Initiatives

Strategy B: Ensure an Equitable and Inclusive School Culture

2. Create a school culture that enhances learning and fosters a sense of belonging for all students through our values of Integrity, Compassion, Courage, Commitment, Appreciation and Responsibility.

3. Support equity by identifying and eliminating structural barriers to success.



Edina Strategic Initiatives

Strategy C: Foster Positive Learning Environment and Whole Student Support

4. Create environments that are conducive to learning and facilitate constructive student interaction.



Edina Strategic Initiatives

Strategy E: Engage Parents, Schools and Community

4. Leverage partnerships with community groups, businesses, local and state government agencies and individuals to strengthen and foster relationships with EPS.



STEAM Cornerstone Design Elements

These four research-supported design elements place students at the heart of solving real world problems, asking questions, designing solutions and learning from professionals in the field along the way.

- Inquiry
- Integration
- Authenticity
- Partnership



STEAM Cornerstone Design Elements

- Inquiry
 - Inquiry is an approach to learning that involves a process of exploring the natural or material world, asking questions, making discoveries, and testing those questions in the search for new understanding.
 - Incorporating inquiry into learning activities raises engagement through critical and creative thinking



STEAM Cornerstone Design Elements

- Integrated learning environments connect different areas of study or different topics in the same area of study by cutting across subject matter or topic matter silos. In Edina, integration promotes flexible and critical thinking while offering multiple methods for students to demonstrate knowledge, skills, and competencies.
- Integration key elements
 - Mystery Science as the base of integrated unit
 - 2 Cornerstone (Model Units) per grade level
 - Built, piloted, vetted
 - District wide/Equity
 - Integrated Teacher Teams: Classroom teacher, Media Specialist, Specialist (Art, Music, PE)



STEAM Cornerstone Design Elements

- Authentic learning means students are engaged in solving meaningful, real world issues and problems.
- Authenticity Examples
 - Student Spaceflight Experiment Challenge
 - Zoo STEM Challenge
 - Trout in the Classroom in partnership with DNR
 - Citizen Science; Journey North; GLOBE
 - Local, Regional and Global Issues





SSEP

Student Spaceflight Experiments Program

A program of the
National Center for Earth and Space Science Education (NCESE)
and the Arthur C. Clarke Institute for Space Education

[Home \(Program Summary\)](#) [More on SSEP](#) [Flight Opportunities](#) [Teacher Resources](#) [Contact](#) [Community Network Website](#) [SSEP Blog](#) [Conference](#)
[SSEP in the News](#) [Strategic Partners](#) [National Partners & Sponsors](#) [Review Boards](#) [Logos and Banners](#) [NCESE Website](#) [Clarke Institute Website](#)

A Model U.S. National STEM Education Initiative for Grades 5-16
*to inspire the next generation
of America's scientists and engineers*





ZOOMS STEM Design Challenge

Join us for the 10th Anniversary of ZOOMS this school year!

The ZOOMS STEM Design Challenge presented by Flint Hills Resources offers students a chance to develop a solution to a 'real' problem faced by Zookeepers and staff at the Minnesota Zoo. From designing an enrichment, to building a model of a renovated animal exhibit, the problem will challenge students to use their science and math knowledge, creativity, problem solving, and research skills during the engineering design process in order to best solve the problem and present a solution. Selected students are invited to showcase their design challenge solution in the ZOOMS Design Exhibition in March at the Minnesota Zoo!



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Our Environmental Education Program

In our increasingly urban, developed, and technological society, many students don't have regular opportunities to connect with the outdoor world. "If we want children to flourish, we need to give them time to connect with nature. They need to love the Earth before we ask them to save it."

Trout in the Classroom does exactly this by providing consistent opportunities for students to connect with their natural environment through field days, classroom activities, and caring for their own trout from eggs to fingerlings from December to May. Their school year culminates with a field trip to release the trout into the wild that they have raised and learned so much from throughout the year.

Students engaging with TIC are immersed within a place-based environmental education program that allows them to establish empathy and a well-rounded understanding of aquatic ecosystems. This includes the essential role that trout and other organisms play in our watersheds. They also learn about their roles as environmental stewards and how their choices affect the natural world.



CITIZEN SCIENCE

Around the world ordinary people of all ages engage in citizen science—participating in projects in which volunteers and scientists work together to answer real-world questions. Much of this work is conducted close to home, sometimes in our own backyards or even in our living rooms and kitchens, with guidance from professional scientists and using established science protocols and tools. Regardless of the location and process, citizen science brings everyone into the important work of learning more about and protecting our planet.

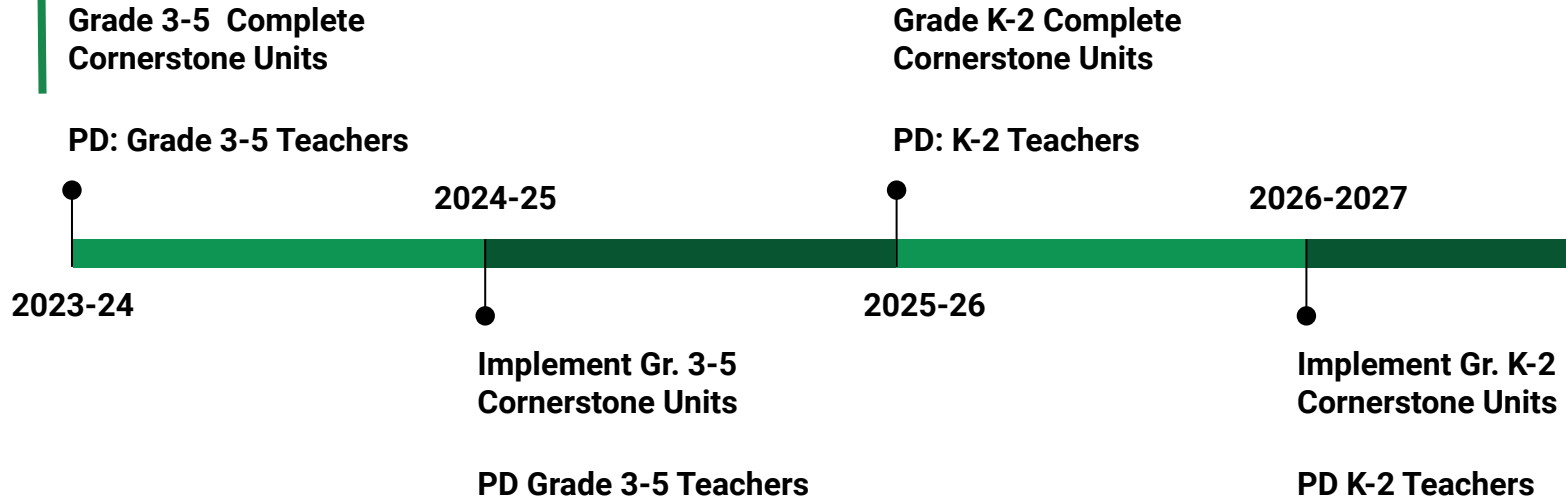
Consider also enrolling in National Geographic's free online course,

STEAM Cornerstone Design Elements

- Partnership includes district widespread collaborations and connections across schools, classrooms and subject areas with professionals in the field.
- Partnership
 - District, Community, Global
 - Scientists, Engineers, Artists, Technicians, Mathematicians
 - Content Expertise in the classroom through professionals in the field
 - Career Exposure



Implementation Map



STEAM Capacity Building

Professional Learning

- STEAM Institute: Inquiry, Questioning, Integration, Cornerstone Units
- 5 days
- Phase I: Grade 3-5 Teachers 2024-25
- Phase II: Grade K-2 Teachers 2026-27

Partnership Development and Maintenance



Sample Cornerstone Unit

Unit Title: Earthstory

Designers: Allison Knoph, Laurie Holland

Themes: Patterns/Telling My Story

- Built out in Google Slides and Schoology

Theme: Patterns	
Science	Patterns in the sky: Spaceship Earth Unit
Writing	Building Words: Morphemes Building Words: Letter Patterns
Math	Place Value Rounding
Reading	Patterns that helps us figure out who we are as readers. Patterns that help us strengthen our reading skills.

The screenshot shows a Schoology course page for 'EARTHstory'. The page features a navigation menu on the left with options like Course Options, Materials, Updates, Gradebook, Grade Setup, Mastery, Badges, Attendance, Members, Analytics, and Workload Planning. The main content area displays a list of materials, including 'Indigenous Nations Are Telling Their Story' with a thumbnail of a child in traditional dress, 'How Patterns Tell Their Story' with book covers, and 'Your Shadow's Story - Part 2' with a thumbnail of a shadow. The page also includes a 'Student Progress' indicator and a 'Most Complete' status.



What questions do you have?



VII.C. Data Metrics Plan Update: ELC, K-5, 6-8,
and 9-12



Board Meeting Date: 11.13.23

Title: Edina Public Schools Data Metrics Plan Update: Early Learning

Type: Discussion

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

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2023 Edina Public Schools Data Metrics Plan update reflects spring 2023 data. The plan as a whole is broken down into four grade level bands. This report is the Early Learning grade level band.

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

Desired Outcomes for the Board: Review the structure of the report, have questions prepared, and provide feedback on the purpose of the Data Metrics Plan as a guiding tool to support the implementation to the strategic plan.

Background Materials:

[2.14.22 Approved Data Metrics Plan](#)

[9.11.23 Data Metrics Goals](#)

[2023-2025 Board Approved EPS Assessment Plan](#)

[Data Metrics Report Board Presentation 10.16.23](#)

Attachments:

Board Report (below)

Edina Public Schools is a dynamic learning community that focuses on educational excellence. EPS has a comprehensive assessment monitoring plan that uses a variety of data points to examine and determine if/when we are meeting our Vision, Mission, and Strategic Plan priorities. This Executive Summary will highlight key findings and connected action steps in each grade level band.

Through the intentional focus on the components named in the Data Metrics Plan, EPS has a marked track for continuous improvement. The plan is tightly aligned to monitor the growth as it relates to the 2020-2030 Strategic Plan.

The Edina Public Schools Data Metrics Plan in its entirety has four grade level bands and district wide data to summarize:

1. Early Learning
2. Elementary School
3. Middle School
4. High School

This summary includes key findings in math, literacy, and social and emotional learning data in the Early Learning age band, as well as additional key findings that demonstrate critical benchmarks in *preparing all students to realize their full potential*. It will also include a description of the actions directed to support growth and continuous improvement related to the key findings. Finally, each category has the strategic plan alignment listed at the bottom of the action section indicated by a **green** asterisk.

Early Learning Center: Early Childhood Preschool Education (ECPE) & Early Childhood Special Education (ECSE)

Key Findings	Key Action Steps
<p>Literacy:</p> <ul style="list-style-type: none"> 94.06% of students in ECPE & ECSE are meeting or exceeding literacy benchmarks 	<p>We will:</p> <ul style="list-style-type: none"> align resources for Tier 1 and Tier 2 and 3 implement interventions and progress monitor all students who score below proficiency on the Teaching Strategies Gold assessment use collaborative Professional Learning Community (PLC) structures to respond to the data and to make instructional shifts as needed continue to follow Implementation Science with lead teams to review and recommend updates to Tier 1 and Tier 2 practices in curriculum and instruction in Early Learning use a peer partner system to implement Creative Curriculum within Early Learning classrooms implement LETRs Professional Development. <p><i>*Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.</i></p> <p><i>*Strategy A.5: Provide robust early childhood education.</i></p>
<p>Math:</p> <ul style="list-style-type: none"> 95.86% of students in ECPE & ECSE meeting numeracy benchmarks 	<p>We will:</p> <ul style="list-style-type: none"> continue with full implementation of Numeracy and Mathematical skills from Creative Curriculum building PLC's and Data teams along with individual teachers, will help determine best interventions for students in need ensure progress monitoring of students receiving intervention services continue to monitor common assessment data at determine additional core instructional needs. <p><i>*Strategy A.5: Provide robust early childhood education.</i></p>
<p>SEL:</p> <ul style="list-style-type: none"> 87% of students in ECPE & ECSE meeting SEL benchmarks 	<p>We will:</p> <ul style="list-style-type: none"> continue to implement the Pyramid Framework provide professional development for new staff engage in monthly review of Behavior Incident Reports (BIR) data with staff to develop school wide focus on supporting SEL skills for students. <p><i>*Strategy A.5: Provide robust early childhood education.</i></p> <p><i>*Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.</i></p>
<p>Additional Observations:</p> <ul style="list-style-type: none"> The attendance rate for ELC enrolled students is high at 98.07%. Most families participating in our ELC programming are residents of Edina. 	<p>We will:</p> <ul style="list-style-type: none"> continue to use purposeful and targeted marketing gather feedback from families on how their child/children feel when at the ELC give priority to Edina residents when considering use of School Readiness or Pathway 2 dollars. <p><i>*Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.</i></p>

Pre K: Edina Learning Center (ELC) Programming supports parent/family development and prepares students for kindergarten _____ **5**

- Resident student enrollment rate in Early Learning Center (ELC) How will it be measured: The majority of Edina resident school age students attend Edina Public Schools. The service of Edina residents through the ELC ensures that students have a common rigorous experience as they enter into the K-12 school system. _____ **6**
- ELC Social Emotional Learning (SEL) Benchmark in Teaching Strategies Gold (TS Gold) How will it be measured: Identified Benchmarks in TS Gold _____ **7**
- ELC Students Literacy Benchmarks in TS Gold How will it be measured: Teaching Strategies Gold Spring Assessment _____ **7**
- ELC Students Numeracy Benchmarks in TS Gold How will it be measured: Teaching Strategies Gold Spring Assessment _____ **7**
- Fall Reading Benchmark How will it be measured: ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment. _____ **8**
- Fall Math Benchmark How will it be measured: ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment _____ **9**
- Attendance How will it be measured: Registered ELC student Attendance Rates _____ **10**
- ECCE Participation How will it be measured: Parent Participation of registered ELC students. _____ **11**

Edina Data Metrics Plan Appendix _____ **12**

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- APPENDIX C: FASTBridge Assessment Guide _____ **14**
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Edina ELC students are prepared for kindergarten.

Reasoning: Edina Public Schools (EPS) offers a dynamic learning environment that focuses on educational excellence. EPS seeks to serve the majority of its resident preschool age students. Current research demonstrates that school preparedness is a key indicator of success in school and on grade level literacy and numeracy performance. Strong social emotional development is at the heart of quality self-confidence and the ability to develop healthy relationships. We believe students learn best when students, families, educators, and the community partner to provide dynamic support and share the responsibility for learning. Early engagement and partnerships play a crucial role toward student success as they progress through school.

Assessment of kindergarten readiness is complex and requires the use of multiple data points to ensure we take a comprehensive approach to monitor for school preparedness. To that end the following type of metrics are used to measure kindergarten readiness.

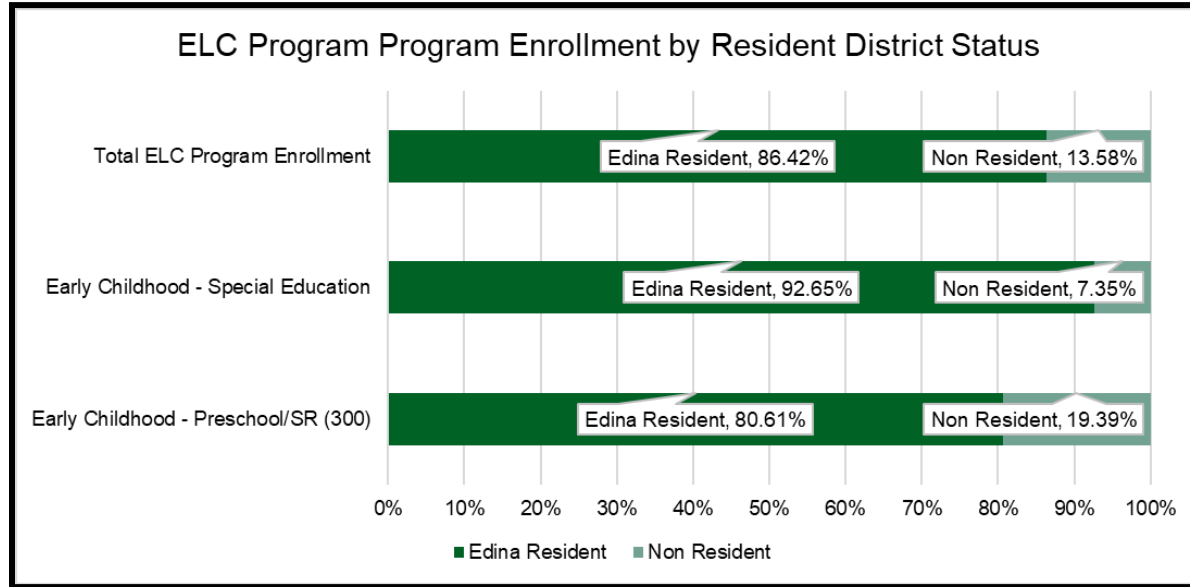
Metrics:

- Resident student enrollment rate in Early Learning Center
- ELC Social Emotional Learning (SEL) Benchmark in Teaching Strategies Gold (TS Gold)
- ELC Students Literacy Benchmarks in TS Gold
- ELC Students Numeracy Benchmarks in TS Gold
- Fall Reading Benchmark
- Fall Math Benchmark
- Attendance
- ECFE Participation

2022-23 Results

- Resident student enrollment rate in Early Learning Center (ELC) **How will it be measured:** The majority of Edina resident school age students attend Edina Public Schools. The service of Edina residents through the ELC ensures that students have a common rigorous experience as they enter into the K-12 school system.

86.42% of all the students enrolled in Early Childhood Preschool Education (ECPE) and Early Childhood Special Education (ECSE) are Edina residents



ELC Program Program Enrollment Demographic Breakdown by Student Race		
ELC Program	Student Race	Percent of Students
Early Childhood - Special Education	Asian	8.16%
	Black or African American	9.39%
	Hispanic/Latino	6.94%
	Native Hawaiian or Other Pacific Islander	0.82%
	Two or More Races	8.16%
	White	66.53%

ELC Program Program Enrollment Demographic Breakdown by Student Race		
ELC Program	Student Race	Percent of Students
Early Childhood - Preschool/SR (300)	Asian	12.93%
	Black or African American	13.31%
	Hispanic/Latino	9.51%
	Two or More Races	4.56%
	White	59.70%

ELC Program Program Enrollment Demographic Breakdown by Student FRPM Status		
ELC Program	Student FRPM Status	Percent of Students
Early Childhood - Special Education	FRPM Student	18.37%
	Non FRPM Student	81.63%

ELC Program Program Enrollment Demographic Breakdown by Student FRPM Status		
ELC Program	Student FRPM Status	Percent of Students
Early Childhood - Preschool/SR (300)	FRPM Student	22.43%
	Non FRPM Student	77.57%

2022-23 Results

- ELC Social Emotional Learning (SEL) Benchmark in Teaching Strategies Gold (TS Gold) **How will it be measured:** Identified Benchmarks in TS Gold **87%** of students in ECPE & ECSE meeting or exceeding SEL benchmarks;

	On Grade Level	Not on Grade Level
Students who were enrolled in ECPS and ECSP in 2022-23 who were at grade level proficiency in the Spring of 2023 on the Social Emotional objective within the Teaching Strategies Gold screener.	87%	13%

2022-23 Results

- ELC Students Literacy Benchmarks in TS Gold **How will it be measured:** Teaching Strategies Gold Spring Assessment **94.06%** of students in ECPE & ECSE meeting literacy benchmarks

	On Grade Level	Not on Grade Level
Students who were enrolled in ECPS and ECSP in 2022-23 who were at grade level proficiency in the Spring of 2023 on the Literacy objective within the Teaching Strategies Gold screener.	94.06%	5.94%

2022-23 Results

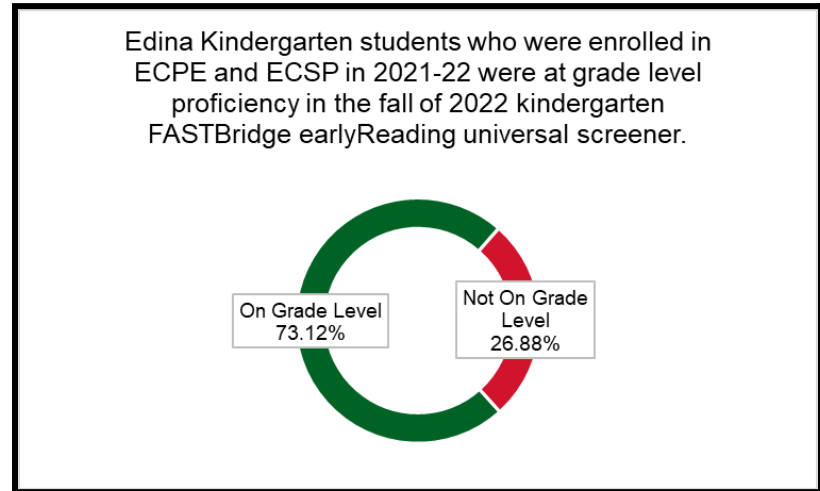
- ELC Students Numeracy Benchmarks in TS Gold **How will it be measured:** Teaching Strategies Gold Spring Assessment **95.86%** of students in ECPE & ECSE meeting numeracy benchmarks

	On Grade Level	Not on Grade Level
Students who were enrolled in ECPS and ECSP in 2022-23 who were at grade level proficiency in the Spring of 2023 on the Numeracy objective within the Teaching Strategies Gold screener.	95.86%	4.14%

2022-23 Results

- Fall Reading Benchmark **How will it be measured:** ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment.

73.12% Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 who were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyReading universal screener.



	On Grade Level	Not on Grade Level
Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 who were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyReading universal screener.	73.12%	26.88%

ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment by Student Race		
Student Race	On Grade Level	Not On Grade Level
White	83.33%	16.67%

**American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment by Student ML Status		
Student ML Status	On Grade Level	Not On Grade Level
Non ML Student	79.49%	20.51%

**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment by Student Special Education Status		
Student Special Education Status	On Grade Level	Not On Grade Level
Special Ed Student	70.73%	29.27%
Gen Ed Student	75.00%	25.00%

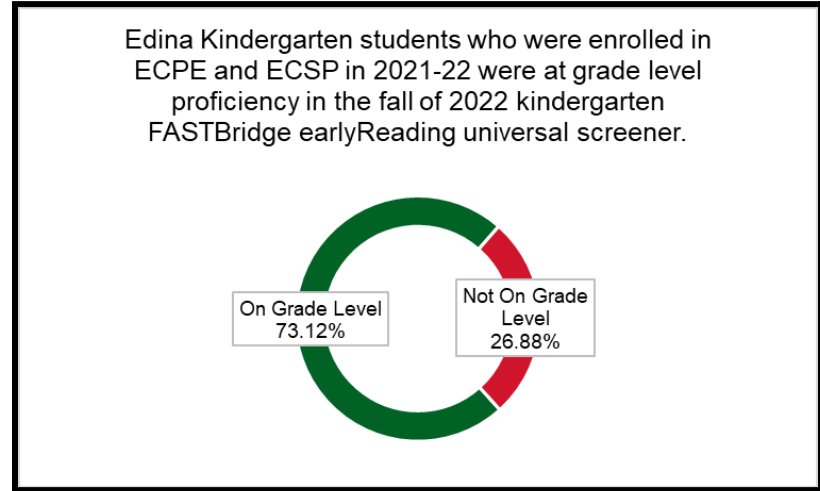
**Section 504 students have been excluded due to numbers being identifiable.*

ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment by Student FRPM Status		
Student FRPM Status	On Grade Level	Not On Grade Level
FRPM Student	56.52%	43.48%
Non FRPM Student	78.57%	21.43%

2022-23 Results

- Fall Math Benchmark **How will it be measured:** ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment

68.32% Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyMath universal screener



	On Grade Level	Not On Grade Level
Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyMath universal screener	68.32%	31.68%

ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment by Student Race		
Student Race	On Grade Level	Not On Grade Level
White	71.19%	28.81%

**American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment by Student ML Status		
Student ML Status	On Grade Level	Not On Grade Level
Non ML Student	70.24%	29.76%

**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment by Student Special Education Status		
Student Special Education Status	On Grade Level	Not On Grade Level
Special Ed Student	67.39%	32.61%
Gen Ed Student	69.09%	30.91%

**Section 504 students have been excluded due to numbers being identifiable.*

ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment by Student FRPM Status		
Student FRPM Status	On Grade Level	Not On Grade Level
Non FRPM Student	72.37%	27.63%

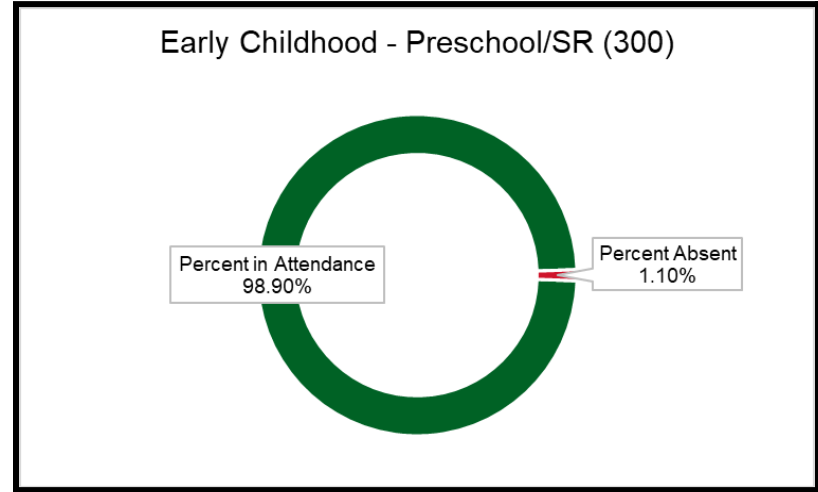
**FRPM Students have been excluded due to numbers being identifiable.*

2022-23 Results

- Attendance **How will it be measured:** Registered ELC student Attendance Rates

99.19% In attendance for ECPE and ECSE students

	Percent In Attendance	Percent Absent
Early Childhood Preschool Attendance	98.90%	1.10%



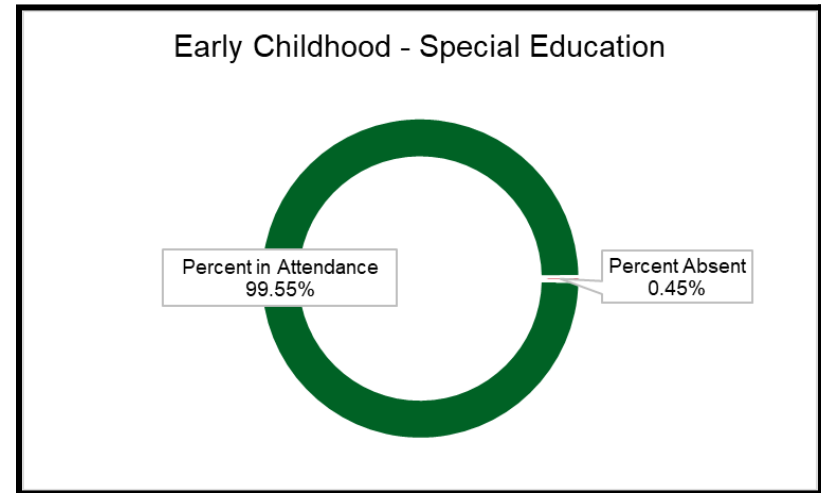
Early Childhood Preschool Attendance by Student Race	
Student Race	Percent In Attendance
Asian	99.26%
Black or African American	98.53%
Hispanic/Latino	98.25%
Two or More Races	98.69%
White	99.03%

Early Childhood Preschool Attendance by Student FRPM Status	
Student FRPM Status	Percent In Attendance
FRPM Student	98.42%
Non FRPM Student	99.04%

2022-23 Results

99.55% Early Childhood - Special Education Attendance

	Percent In Attendance	Percent Absent
Early Childhood - Special Education Attendance	99.55%	0.45%



Early Childhood Special Education Attendance by Student Race	
Student Race	Percent In Attendance
Asian	99.40%
Black or African American	97.54%
Hispanic/Latino	100.00%
Native Hawaiian or Other Pacific Islander	100.00%
Two or More Races	99.81%
White	99.79%

Early Childhood Special Education Attendance by Student FRPM Status	
Student FRPM Status	Percent In Attendance
FRPM Student	98.51%
Non FRPM Student	99.78%

2022-23 Results

- ECFE Participation **How will it be measured:** Parent Participation of registered ELC students.

308 enrollments

	Total ECFE Enrollment 22-23	Adult only Enrollment in 22-23
ECFE Enrollments	308	12

APPENDIX A: Glossary

Teaching Strategies Gold (TS Gold): An authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which enables a whole-child approach to assessment.

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

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

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

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

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

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

Talent Development: Talent Development encompasses all of the classes, support structures, and instruction that are designed to identify a child's strengths early on in their education, so they can turn their abilities and interests into high levels of achievement. Talent Development can be a different class for a select group of students. However, it goes beyond that and includes opportunities for all students to learn in rigorous, highly engaging, and inquiry based settings on a day-to-day basis. Talent Development ensures that each and every student in Edina Public Schools has a clear path to discover their possibilities and thrive.

**See also [Talent Development Board Report 2.13.23](#) for more Talent Development detail.*

Elementary Curiosity Lab: Support for students in grades 4-5 who participate in Extended Reading and/or Accelerated Math provided by the Curiosity Lab Teachers (Talent Development FTE). The students have access to additional time, resources and scaffolding. Students meet with a Curiosity Lab teacher to ensure success in extended and accelerated classes.

Extended Pathways: Opportunities provided to students to engage with grade level content at a deeper level.

Accelerated Pathways: Opportunities for students to compact grade level standards and be exposed to higher grade level standards at a faster pace.

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

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

PREPaRE Training: Training developed by the National Association of School Psychologists to help participants gain a better understanding of the organization and function of a comprehensive safety and crisis team and the knowledge and skills necessary to meet the mental health needs of students and staff in the aftermath of a crisis.

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

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


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

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

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

APPENDIX B: [2023-2025 Board Approved EPS Assessment Plan](#)

APPENDIX C: FASTBridge Assessment Guide

Assessments by Grade Level Administered Fall-Winter-Spring						
	Grades K-1	Grades 2-3	Grades 4-5	Grades 6-8	Grade 9	Grades 10-12
Reading Assessments	earlyReading	R-CBM aReading	FASTtrack Reading (AUTOReading and aReading)			As needed
Math Assessments	earlyMath	FASTtrack Math (CBM automaticity and aMath)			As needed	

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

earlyReading English - Composite Subtests				earlyMath Composite Subtests			
GRADE	FALL	WINTER	SPRING	GRADE	FALL	WINTER	SPRING
K	Concepts of Print	Onset Sounds	Letter Sounds	K	Match Quantity	Decomposing DC-K	Decomposing DC-K
K	Onset Sounds	Letter Sounds	Word Segmenting	K	Number Sequence NS-K	Number Sequence NS-K	Number Sequence NS-K
K	Letter Names	Word Segmenting	Nonsense Words*	K	Numeral Identification NI-K	Numeral Identification NI-K	Numeral Identification NI-K
K	Letter Sounds	Nonsense Words*	Sight Words 50	1	Decomposing DC-1	Decomposing DC-1	Decomposing DC-1
1	Word Segmenting	Word Segmenting	Word Segmenting	1	Number Sequence NS-1	Number Sequence NS-1	Place Value
1	Nonsense Words*	Nonsense Words*	Nonsense Words*	1	Numeral Identification NI-1	Place Value	Story Problems
1	Sight Words 150	Sight Words 150	Sight Words 150				
1	Sentence Reading	CBMreading**	CBMreading**				

[FASTBridge Assessment Overview](#): list and details of assessments

APPENDIX D: MCA Opt Out Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Math	2023	Elementary (K-5)	Student Took Assessment	2341	98.20%
MCA Math	2023	Elementary (K-5)	Student Did Not Take Assessment	43	
MCA Math	2023	Middle School (6-8)	Student Took Assessment	3720	95.04%
MCA Math	2023	Middle School (6-8)	Student Did Not Take Assessment	194	
MCA Math	2023	High School (9-12)	Student Took Assessment	714	54.09%
MCA Math	2023	High School (9-12)	Student Did Not Take Assessment	606	
MCA Reading	2023	Elementary (K-5)	Student Took Assessment	1828	97.86%
MCA Reading	2023	Elementary (K-5)	Student Did Not Take Assessment	40	
MCA Reading	2023	Middle School (6-8)	Student Took Assessment	1878	96.06%
MCA Reading	2023	Middle School (6-8)	Student Did Not Take Assessment	77	
MCA Reading	2023	High School (9-12)	Student Took Assessment	590	88.59%
MCA Reading	2023	High School (9-12)	Student Did Not Take Assessment	76	
MCA Science	2023	Elementary (K-5)	Student Took Assessment	611	97.60%
MCA Science	2023	Elementary (K-5)	Student Did Not Take Assessment	15	
MCA Science	2023	Middle School (6-8)	Student Took Assessment	626	92.60%
MCA Science	2023	Middle School (6-8)	Student Did Not Take Assessment	50	
MCA Science	2023	High School (9-12)	Student Took Assessment	527	90.39%
MCA Science	2023	High School (9-12)	Student Did Not Take Assessment	56	

Appendix E: Edina Public Schools 2022-2023 Demographic Summary

Edina Public Schools 2022-2023 Demographic Summary							
Percent of Students	Student Race						
Grade Band	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
Elementary (K-5)	0.16%	8.84%	7.73%	7.12%	0.05%	7.25%	68.85%
Middle School (6-8)	0.15%	8.51%	11.90%	7.35%	0.05%	6.48%	65.55%
High School (9-12)	0.07%	8.24%	12.27%	7.95%	0.15%	5.97%	65.36%

Percent of Students	Special Ed Status		
Grade Band	Special Ed Student	Section 504 Student	Gen Ed Student
Elementary (K-5)	17.75%	3.56%	78.69%
Middle School (6-8)	12.16%	6.59%	81.26%
High School (9-12)	9.30%	10.03%	80.67%

Percent of Students	ML Status				
Grade Band	Declined ML Service	ML Student	ML Monitor	Prior ML	Non ML Student
Elementary (K-5)	0.29%	9.18%	3.24%	0.03%	87.26%
Middle School (6-8)	0.20%	5.12%	6.84%	2.74%	85.11%
High School (9-12)	0.51%	4.03%	2.42%	4.50%	88.54%

Percent of Students	FRPM Status	
Grade Band	FRPM Student	Non FRPM Student
Elementary (K-5)	16.93%	83.07%
Middle School (6-8)	21.02%	78.98%
High School (9-12)	20.47%	79.53%



Board Meeting Date: 11.13.23

Title: Edina Public Schools Data Metrics Plan Update: K-5th Grade

Type: Discussion

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

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2023 Edina Public Schools Data Metrics Plan update reflects spring 2023 data. The plan as a whole is broken down into four grade level bands. This report is the K-5th grade band.

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

Desired Outcomes for the Board: Review the structure of the report, have questions prepared, and provide feedback on the purpose of the Data Metrics Plan as a guiding tool to support the implementation to the strategic plan.

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[Data Metrics Report Board Presentation 10.16.23](#)

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Through the intentional focus on the components named in the Data Metrics Plan, EPS has a marked track for continuous improvement. The plan is tightly aligned to monitor the growth as it relates to the 2020-2030 Strategic Plan.

The Edina Public Schools Data Metrics Plan in its entirety has four grade level bands and district wide data to summarize:

1. Early Learning
2. Elementary School
3. Middle School
4. High School

This summary includes key findings in math, literacy, and social and emotional learning data in the K-5th grade band, as well as additional key findings that demonstrate critical benchmarks in *preparing all students to realize their full potential*. It will also include a description of the actions directed to support growth and continuous improvement related to the key findings. Finally, each category has the strategic plan alignment listed at the bottom of the action section indicated by a **green** asterisk.

Elementary (K-5)

Key Findings	Key Action Steps
<p>Literacy:</p> <ul style="list-style-type: none"> 77.27% of K-1 students achieved proficiency on the FASTBridge Early Reading assessment. 69% of 2nd grade students demonstrated proficiency on the FASTBridge R-CBM assessment. 79% of 3rd grade students demonstrated proficiency on the FASTBridge R-CBM assessment. In grades 3-5, 72% of students met at least 2 of the 3 benchmarks to measure proficiency on grade level standards. These benchmarks were; end of subject grade, FASTBridge aReading and MCA Reading assessments. While we continue to outperform the nation on the FASTBridge reading assessments and the state on MCA achievement, <i>there is still an achievement gap to address in Edina.</i> 	<p>We will:</p> <ul style="list-style-type: none"> deepen the intentional implementation of the Comprehensive Literacy Plan align resources for Tier 1 and Tier 2 and 3 implement interventions and progress monitor all students who score below proficiency on the FASTBridge screener, as well as those who demonstrate need through different measures, and make instructional shifts as needed use collaborative PLC structures to respond to the data and to make instructional shifts as needed K-5 continue to follow Implementation Science with lead teams to review and recommend updates to Tier 1 and Tier 2 practices in curriculum in K-5 provide Intentional coaching in all K-5 classrooms and during PLCs implement LETRs PD in K-3 (3rd new this year), and ASPIRE 4-5th collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>Math:</p> <ul style="list-style-type: none"> 88.04% of K-1 students achieved proficiency on the FASTBridge Early Math assessment. 78.89% of 2nd grade students demonstrated proficiency on the aMath assessment. In grades 3-5, 80.32% of students met at least 2 of the 3 benchmarks to measure proficiency on grade level standards. These benchmarks were; end of subject grade, FASTBridge aMath and MCA Math assessments. While we continue to outperform the nation on the FASTBridge math assessments and the state on MCA achievement, <i>there is still an achievement gap to address in Edina.</i> 	<p>We will:</p> <ul style="list-style-type: none"> continue full implementation of Math in Focus and the use of IXL as a supplementary resource use collaborative building PLC and data teams structures to help determine best interventions for students not demonstrating proficiency on screen implement interventions and progress monitor students who score below proficiency on the FASTBridge screener and make instructional shifts, as well as those who demonstrate need through different measures monitor common assessment data at the PLC level to determine additional core instructional needs collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>

<p>Social and Emotional Learning (SEL): According to the Panorama Student Competency and Well-Being measures:</p> <ul style="list-style-type: none"> • 88% of 3rd-5th grade students report that they have a teacher or other adult from school who they can count on to help them no matter what. • 87% of 3-5 grade students reported favorably that in the past week, they often feel excited about learning 	<p>We will:</p> <ul style="list-style-type: none"> • pilot Character Strong Tier 1 SEL curriculum in three elementary schools this year. Implement the plan in place this year (2023-2024) to support buildings with implementation of the curriculum with fidelity and to monitor student SEL outcomes • support one elementary school in growing their Character Strong pilot to include Tier 2 supports with needs identified through Character Strong Tier 1 screening data. Tier 2 supports are provided through small group pull-out or whole class push-in by the social worker • deepen Professional Development with student support staff around utilizing the Panorama PlayBook resource to respond to student SEL needs • deepen Professional Development in Restorative Practices with all staff • provide PREPaRE school crisis training with district administrators and mental health staff • continue to expand student leadership opportunities. <p><i>*Strategy B.2: Create a school culture that enhances learning and fosters a sense of belonging for all students through the Edina ICCCAR values.</i></p> <p><i>*Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.</i></p> <p><i>*Strategy C5: Create environments that are conducive to learning and facilitate constructive student interaction.</i></p> <p><i>*Strategy D3: Develop students as leaders, encourage student voice and promote civic engagement.</i></p>
<p>Additional Observations:</p> <ul style="list-style-type: none"> • 30.53% 3-5 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year • 89.76% 3-5 students in extended and/or accelerated talent development pathways who demonstrated proficiency with no score lower than a 3 in the spring of 2023 • 75.79% of K-5 students meeting or making adequate progress on special education IEP goals in the spring of 2023 • 59.03% of ML students in grades 1st - 5th met their growth target as defined by MDE 	<p>We will:</p> <ul style="list-style-type: none"> • begin implementation of the board approved COGAT pilot to all grade 2 students at two elementary sites with the goal of growing access for each and every student in Talent Development • deepen the implementation of strategies to increase access and opportunity, as well as success, for each and every in Talent Development: <ul style="list-style-type: none"> ○ portfolio approach to “identification” ○ Curiosity Lab and Front Loading ○ pathway development with a focus on Extension and Acceleration • collaborate with Special Education to enhance: <ul style="list-style-type: none"> ○ LETRS PD ○ align resources across Tier 1, Tier 2, and Tier 3 as well as with structured literacy • collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.</i></p> <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p>

K - 5 Literacy Foundations _____ **7**

- Grades K-1 literacy proficiency How will it be measured: FASTBridge earlyReading universal screener _____ 8
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- K-3 mathematical growth How will it be measured: FASTBridge earlyMath/FASTtrack Math universal screener _____ 18
- K-1 earlyMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring _____ 19
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- Grades 3rd-5th SEL How will it be Measured: 3rd-5th Panorama SEL Survey Question “Do you have a teacher or other adult from school who you can count on to help you no matter what?” _____ 27
- Grades 3rd-5th SEL How will it be Measured: 3rd-5th Panorama SEL Survey Question “During the past week, how often did you feel excited about learning?” _____ 28
- Percentage of K-2 students reported as proficient, score of 3 or better, on ICCAR Values by ICCAR Element. Integrity, Compassion, Courage, Commitment, Appreciation, and Respect are the ICCAR Values of Edina Public Schools How will it be measured: % of K-2 students that are demonstrating proficiency on the separated ICCAR values: _____ 29
- Percentage of K-2 students reported as proficient, score of 3 or better, on all ICCAR Values calculated as one data point _____ 30

K - 5 Unique Learners	31
• Talent Development program participation How will it be measured: Student enrollment in extended and/or accelerated talent development pathways in grades 3-5. *4-5 grade extended literacy *3-5 grade accelerated math *3rd grade literacy curiosity lab *2nd grade math curiosity lab	32
• Talent Development program performance How will it be measured: Student grades in extended and/or accelerated talent development pathways are proficient with no score lower than a 3 in grades 3-5. *3-5 grade extended literacy *3-5 accelerated math *3rd grade literacy curiosity lab *2nd grade math curiosity lab	33
• Progress toward IEP Goals How will it be measured: Percent of students meeting or making adequate progress on special education IEP goals	34
• ML Student Progress Toward Proficiency How will it be measured: Percent of ML students who met their MDE provided growth target for the year	34
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Students meet learning targets to ensure strong foundational Literacy: Edina students reading at or above grade level by the end of 3rd grade in alignment with World's Best Workforce and starting July 2023 in alignment with the Minnesota Reading to Ensure Academic Development (READ) Act.

Reasoning:

Reading at or above grade level by third grade is a key aspect of legislation. In addition, possessing sound foundational literacy skills is the gateway to higher level learning. As one measure cannot accurately assess all areas of foundational literacy skills, it is important to triangulate the data.

Student growth is an indicator for progress towards meeting grade level standards and learning targets. Growth measures take into account students who are performing in the higher and lower percentiles and allows educators to establish goals that will meet the needs of students at both learning levels.

Metrics:

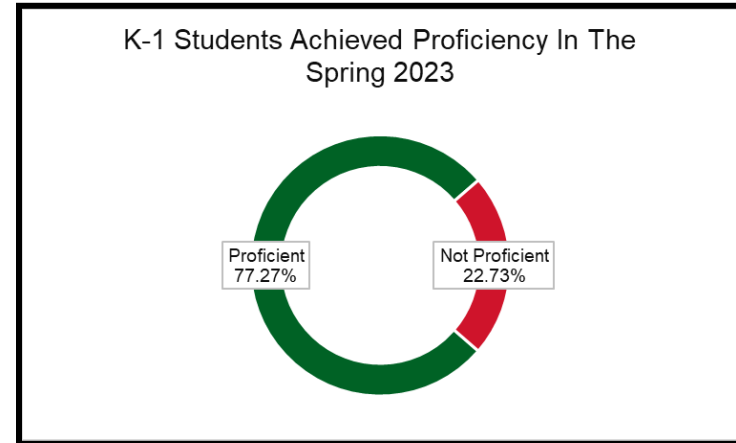
- Grades K-1 literacy proficiency
- Grade 2 literacy proficiency
- Grade 3 literacy proficiency
- Grade K- 3 literacy growth
- K-1 FASTBridge earlyReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.
- 2nd-5th FASTBridge aReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.

2022-23 Results

- Grades K-1 literacy proficiency **How will it be measured:** FASTBridge earlyReading universal screener

77.27% of all K-1 students achieved proficiency in the spring 2023

	Proficient	Not Proficient
K-1 Student Literacy Proficiency	77.27%	22.73%



K-1 Student Literacy Proficiency by Student Race		
Student Race	Proficient	Not Proficient
Asian	84.95%	15.05%
Black or African American	62.03%	37.97%
Hispanic/Latino	57.14%	42.86%
Two or More Races	82.35%	17.65%
White	79.51%	20.49%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

K-1 Student Literacy Proficiency by Student ML Status		
ML Status	Proficient	Not Proficient
ML Students	49.07%	50.93%
Non ML Student	80.60%	19.40%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

K-1 Student Literacy Proficiency by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	53.13%	46.87%
Gen Ed Student	82.53%	17.47%

**504 Students have been excluded due to numbers being identifiable.*

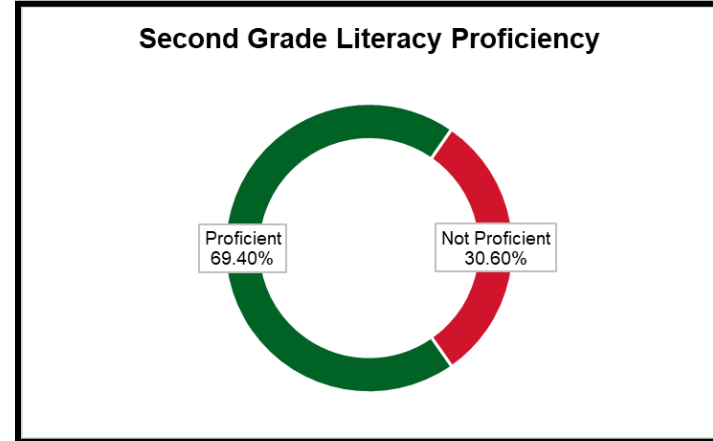
K-1 Student Literacy Proficiency by Student FRPM Status		
FRPM Status	Proficient	Not Proficient
FRPM Student	60.49%	39.51%
Non FRPM Student	80.68%	19.32%

2022-23 Results

- Grade 2 literacy proficiency **How will it be measured:** FASTBridge R-CBM universal screener

69.40% of all 2nd grade students achieved proficiency in the spring 2023

	Proficient	Not Proficient
Second Grade Literacy Proficiency	69.40%	30.60%



Second Grade Literacy by Student Race		
Student Race	Proficient	Not Proficient
Asian	80.00%	20.00%
Black or African American	47.83%	52.17%
Two or More Races	60.47%	39.53%
White	75.44%	24.56%

**Hispanic/Latino students have been excluded due to numbers being identifiable.*

Second Grade Literacy by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Student	32.26%	67.74%
Non ML Student	74.59%	25.41%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

Second Grade Literacy by Student Special Education Status		
Student Special Ed Status	Proficient	Not Proficient
Special Education Students	46.15%	53.85%
General Education Students	74.94%	25.06%

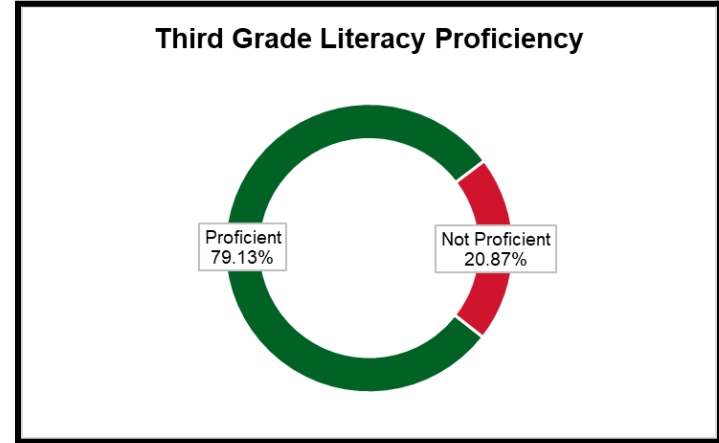
**504 Students have been excluded due to numbers being identifiable.*

Second Grade Literacy by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	41.11%	58.89%
Non FRPM Student	75.61%	24.39%

2022-23 Results

- Grade 3 literacy proficiency **How will it be measured:** FASTBridge aReading universal screener

79.13% of all 3rd grade students achieved proficiency in the spring 2023



	Proficient	Not Proficient
Third Grade Literacy Proficiency	79.13%	20.87%

Third Grade Literacy Proficiency by Student Race		
Student Race	Proficient	Not Proficient
Asian	87.27%	12.73%
Black or African American	51.85%	48.15%
Hispanic/Latino	56.10%	43.90%
Two or More Races	88.64%	11.36%
White	82.94%	17.06%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Third Grade Literacy Proficiency by Student ML Status		
ML Status	Proficient	Not Proficient
ML Monitor	95.65%	4.35%
ML Student	32.79%	67.21%
Non ML Student	83.99%	16.01%

**Students who Declined ML Service and Prior ML students have been excluded due to numbers being identifiable.*

Third Grade Literacy Proficiency by Student Special Ed Status		
Special Education Status	Proficient	Not Proficient
Special Ed Student	55.86%	44.14%
Gen Ed Student	84.95%	15.05%

**504 Students have been excluded due to numbers being identifiable.*

Third Grade Literacy Proficiency by Student FRPM Status		
FRPM Status	Proficient	Not Proficient
FRPM Student	51.89%	48.11%
Non FRPM Student	84.72%	15.28%

2022-23 Results

- Grade K- 3 literacy growth **How will it be measured:** FASTBridge early Reading / aReading

26.77% of all K-3 students achieved aggressive growth from fall 2022 to Spring 2023

38.75% of all K-3 students achieved typical growth from fall 2022 to spring 2023

Growth Metric	Percentage of Students
K-3 Students Achieving Aggressive Growth from Fall to spring	26.77%
K-3 Students Achieving Typical Growth from Fall to spring	38.75%

**National Norm for aggressive growth is 25%*

**National Norm for typical growth is 60%*

K-3 Student Aggressive and Typical Growth by Student Race		
Student Race	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
Asian	25.97%	35.36%
Black or African American	19.28%	34.34%
Hispanic/Latino	31.78%	37.98%
Two or More Races	26.17%	38.26%
White	27.32%	39.82%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

K-3 Student Aggressive and Typical Growth by Student Special Education Status		
Student Special Education Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
Special Ed Student	23.61%	37.50%
Gen Ed Student	27.32%	39.23%

**504 Students have been excluded due to numbers being identifiable.*

K-3 Student Aggressive and Typical Growth by Student ML Status		
Student ML Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
ML Student	29.33%	32.21%
Non ML Student	26.99%	39.34%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

K-3 Student Aggressive and Typical Growth by Student FRPM Status		
Student FRPM Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
FRPM Student	24.47%	35.65%
Non FRPM Student	27.21%	39.35%

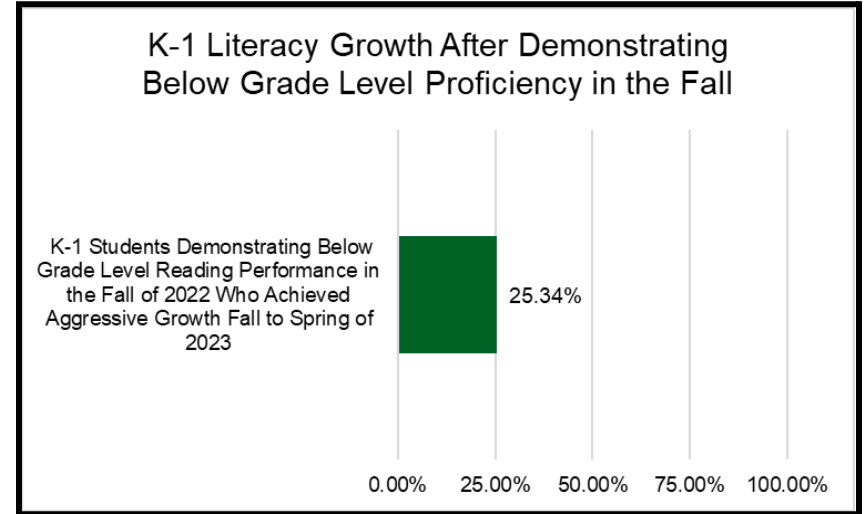
2022-23 Results

- K-1 FASTBridge earlyReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.

25.34% of K-1 students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percentage of Students
K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2022 Who Achieved Aggressive Growth Fall to Spring of 2023	25.34%

**National Norm for aggressive growth is 25%.*



K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student Race	
Student Race	Percent of Students Achieving Aggressive Growth Fall to Spring
White	25.51%

**American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student Special Education Status	
Student Special Education Status	Percent of Students Achieving Aggressive Growth Fall to Spring
Gen Ed Student	30.00%

**Special Education and Section 504 students have been excluded due to numbers being identifiable.*

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student ML Status	
Student ML Status	Percent of Students Achieving Aggressive Growth Fall to Spring
Non ML Student	27.46%

**Students who Declined ML Service, ML Monitors, Prior ML and ML students have been excluded due to numbers being identifiable.*

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student FRPM Status	
Student FRPM Status	Percent of Students Achieving Aggressive Growth Fall to Spring
Non FRPM Student	27.11%

**FRPM students have been excluded due to numbers being identifiable.*

2022-23 Results

- 2nd-5th FASTBridge aReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school. **49.01%** of 2nd -5th grade students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percentage of Students
2nd -5th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive growth Fall to Spring	49.01%

**National Norm for aggressive growth is 25%.*

2nd -5th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student Race	
Student Race	Percent of Students Achieving Aggressive Growth Fall to Spring
Asian	50.00%
Black or African American	44.90%
Hispanic/Latino	42.86%
Two or More Races	51.16%
White	51.02%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

2nd -5th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student Special Education Status	
Student Special Education Status	Percent of Students Achieving Aggressive Growth Fall to Spring
Special Ed Student	34.63%
Gen Ed Student	55.21%

**Section 504 students have been excluded due to numbers being identifiable.*

2nd -5th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student ML Status	
Student ML Status	Percent of Students Achieving Aggressive Growth Fall to Spring
ML Student	48.55%
Non ML Student	49.18%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

2nd -5th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student FRPM Status	
Student FRPM Status	Percent of Students Achieving Aggressive Growth Fall to Spring
FRPM Student	41.83%
Non FRPM Student	52.35%

Students meet learning targets to ensure strong foundational numeracy.

Reasoning:

Possessing fluency with foundational numeracy is a gateway to critical thinking. As one measure cannot accurately assess all areas of foundational numeracy skills, it is important to triangulate the data.

Student growth is an indicator for progress towards meeting grade level standards and learning targets. Growth measures take into account students who are performing in the higher and lower percentiles and allows educators to establish goals that will meet the needs of students at both learning levels.

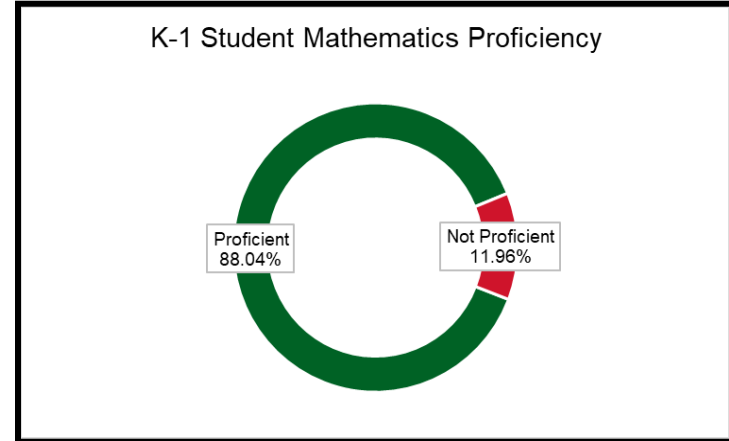
Metrics:

- Grades K-1 mathematical proficiency
- Grade 2 mathematical proficiency
- Grade 3 mathematical proficiency
- K-3 mathematical growth
- K-1 earlyMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring
- 2nd - 5th grade FASTTrack aMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring

2022-23 Results

- Grades K-1 mathematical proficiency **How will it be measured:** FASTBridge earlyMath universal screener

88.04% of all K-1 students achieved proficiency in the spring 2023



	Proficient	Not Proficient
K-1 Student Mathematics Proficiency	88.04%	11.96%

K-1 Student Mathematics Proficiency by Student Race		
Student Race	Proficient	Not Proficient
Asian	85.19%	14.81%
Black or African American	70.93%	29.07%
Hispanic/Latino	77.53%	22.47%
Two or More Races	86.05%	13.95%
White	91.41%	8.59%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

K-1 Student Mathematics Proficiency by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Student	65.45%	34.55%
Non ML Student	90.37%	9.63%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

K-1 Student Mathematics Proficiency by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	76.92%	23.08%
Gen Ed Student	90.17%	9.83%

**Section 504 students have been excluded due to numbers being identifiable.*

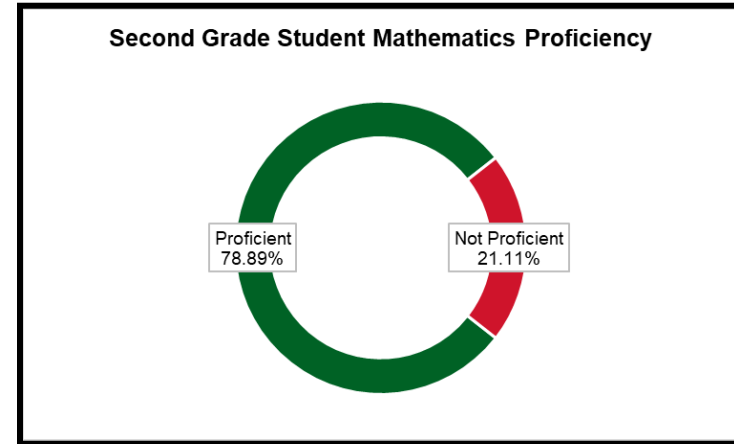
K-1 Student Mathematics Proficiency by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	73.18%	26.82%
Non FRPM Student	90.60%	9.40%

2022-23 Results

- Grade 2 mathematical proficiency **How will it be measured:** FASTBridge FASTtrack Math universal screener

78.89% of all 2nd grade students achieved proficiency in the spring 2023

	Proficient	Not Proficient
Second Grade Student Mathematics Proficiency	78.89%	21.11%



Second Grade Student Mathematics Proficiency by Student Race		
Student Race	Proficient	Not Proficient
Asian	83.67%	16.33%
Black or African American	54.35%	45.65%
Hispanic/Latino	47.73%	52.27%
Two or More Races	70.18%	29.82%
White	85.25%	14.75%

**American Indian or Alaska Native, Hispanic/Latino and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Second Grade Student Mathematics Proficiency by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Student	38.24%	61.76%
Non ML Student	83.79%	16.21%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

Second Grade Student Mathematics Proficiency by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	67.26%	32.74%
Gen Ed Student	81.49%	19.51%

**Section 504 students have been excluded due to numbers being identifiable.*

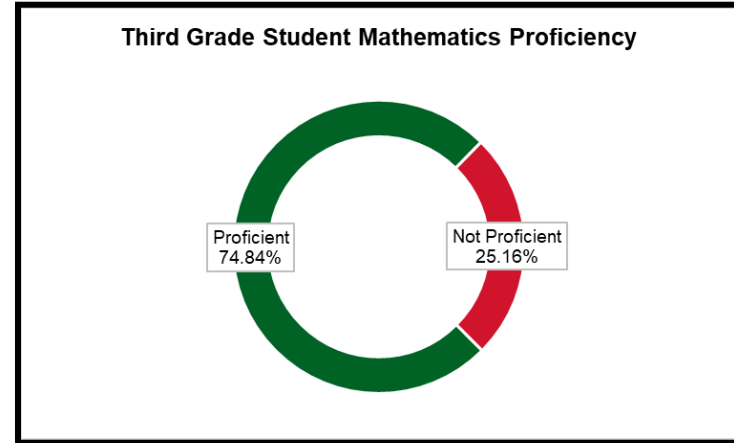
Second Grade Student Mathematics Proficiency by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	53.85%	46.15%
Non FRPM Student	83.84%	16.16%

2022-23 Results

- Grade 3 mathematical proficiency **How will it be Measured:** FASTBridge FASTtrack Math universal screener

74.84% of all 3rd grade students achieved proficiency in the spring 2023

	Proficient	Not Proficient
Third Grade Student Mathematics Proficiency	74.84%	25.16%



Third Grade Student Mathematics Proficiency by Student Race		
Student Race	Proficient	Not Proficient
Asian	88.33%	11.67%
Black or African American	37.04%	62.96%
Hispanic / Latino	58.14%	41.86%
Two or More Races	77.27%	22.73%
White	79.30%	20.70%

**American Indian or Alaska Native and, Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Third Grade Student Mathematics Proficiency by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Student	30.30%	69.70%
ML Monitor	92.00%	8.00%
Non ML Student	79.78%	20.22%

**Students who Declined ML Service and Prior ML students have been excluded due to numbers being identifiable.*

Third Grade Student Mathematics Proficiency by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	62.28%	37.72%
Section 504 Student	77.78%	22.22%
Gen Ed Student	77.60%	22.40%

Third Grade Student Mathematics Proficiency by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	38.89%	61.11%
Non FRPM Student	82.25%	17.75%

2022-23 Results

- K-3 mathematical growth **How will it be measured:** FASTBridge earlyMath/FASTtrack Math universal screener

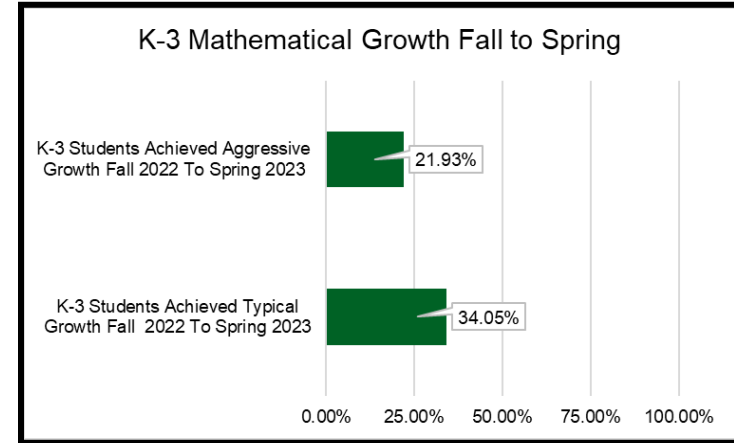
21.93% of all K-3 students achieved aggressive growth fall 2022 to spring 2023

34.04% of all K-3 students achieved typical growth fall 2022 to spring 2023

K-3 Mathematical Growth Fall to Spring	Percent of Students
K-3 Students Achieved Aggressive Growth Fall 2022 To Spring 2023	21.93%
K-3 Students Achieved Typical Growth Fall 2022 To Spring 2023	34.05%

*National Norm for aggressive growth is 25%.

*National Norm for typical growth is 60%.



K-3 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student Race		
Student Race	Percent of Aggressive	Percent of Typical
Asian	24.14%	33.50%
Black or African American	26.32%	33.33%
Hispanic/Latino	28.57%	39.13%
Two or More Races	22.22%	36.67%
White	20.49%	33.45%

*American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

K-3 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student ML Status		
Student ML Status	Percent of Aggressive	Percent of Typical
ML Student	35.68%	30.05%
Non ML Student	20.67%	34.53%

*Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.

K-3 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student Special Education Status		
Student Special Education Status	Percent of Aggressive	Percent of Typical
Special Ed Student	20.45%	36.36%
Section 504 Student	34.38%	
Gen Ed Student	21.82%	33.72%

K-3 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student by Student FRPM Status		
Student FRPM Status	Percent of Aggressive	Percent of Typical
FRPM Student	25.85%	34.38%
Non FRPM Student	21.25%	33.99%

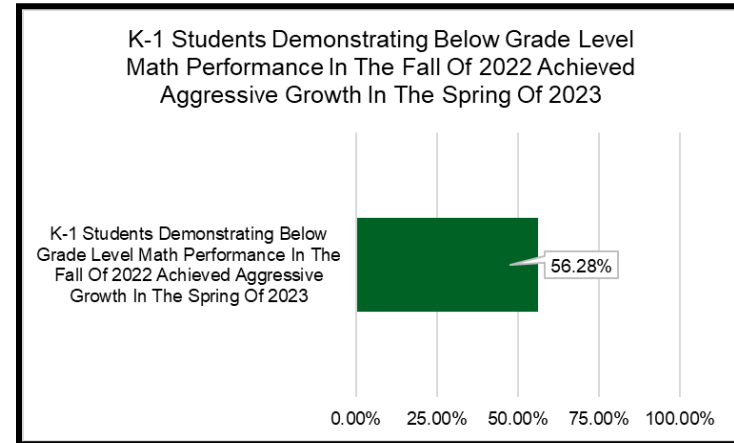
2022-23 Results

- K-1 earlyMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring

56.28% of K-1 students demonstrating below grade level math performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percent of Students
K-1 Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023	56.28%

**National Norm for aggressive growth is 25%.*



K-1 Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student Race	Percent of Students
White	58.39%

**American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

K-1 Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student Special Education Status	Percent of Students
Special Ed Student	42.86%
Gen Ed Student	59.41%

**Section 504 students have been excluded due to numbers being identifiable.*

K-1 Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student ML Status	Percent of Students
ML Student	48.00%
Non ML Student	58.56%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

K-1 Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student FRPM Status	Percent of Students
FRPM Student	50.00%
Non FRPM Student	58.58%

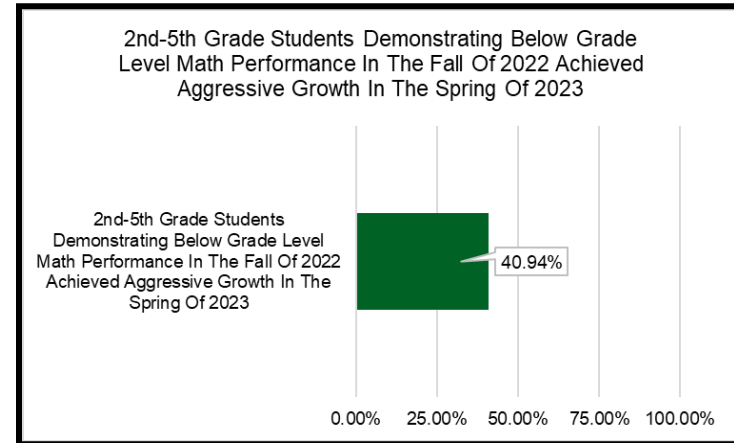
2022-23 Results

- 2nd - 5th grade FASTtrack aMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring

40.94% of 2nd-5th grade students demonstrating below grade level math performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percent of Students
2nd-5th Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023	40.94%

**National Norm for aggressive growth is 25%.*



2nd-5th Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student Race	Percent of Students
Asian	62.50%
Black or African American	28.81%
Hispanic/Latino	33.75%
Two or More Races	42.00%
White	44.41%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

2nd-5th Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student ML Status	
Student ML Status	Percent of Students
ML Student	38.26%
Non ML Student	41.39%

**Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

2nd-5th Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Special Education Status	
Student Special Education Status	Percent of Students
Special Ed Student	29.89%
Gen Ed Student	45.21%

**Section 504 students have been excluded due to numbers being identifiable.*

2nd-5th Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student FRPM Status	
Student FRPM Status	Percent of Students
FRPM Student	29.31%
Non FRPM Student	47.55%

Students meet learning targets based on MN state standards.

Reasoning:

The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.

The English Language Arts (ELA/Literacy) standards are composed of “all of the communication and language skills and processes people use every day to receive and send information. Students in ELA classrooms and across the content areas take in information through reading, listening, and viewing from both literary and informational sources. Students also write, speak, and exchange ideas to express themselves and communicate with others. The ability to use and understand language is critical to every aspect of students’ lives and their future career and college readiness.” ([MDE](#))

Mathematics is a discipline whose basic ingredients are numbers, shapes, and algebraic relationships. Logical reasoning is used to study the properties of these objects and develop connections between them. The results can be used to understand and analyze a vast array of phenomena arising in all of the sciences, engineering and everyday life. ([MDE](#))

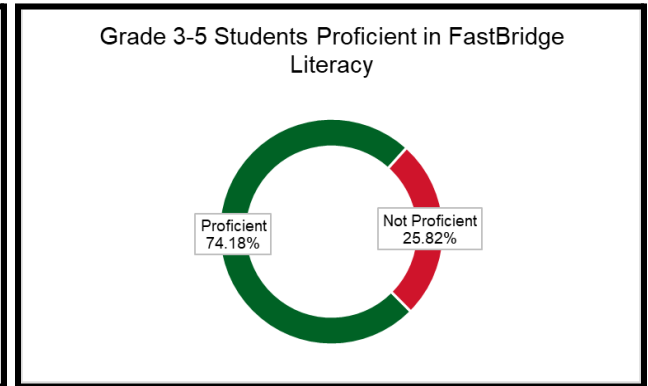
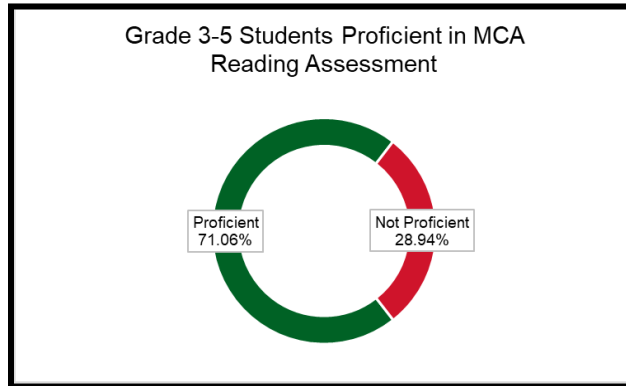
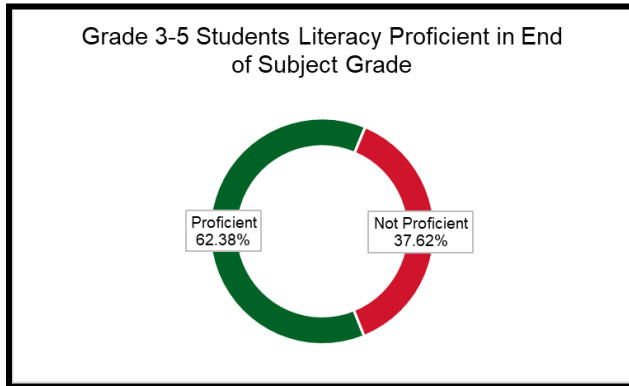
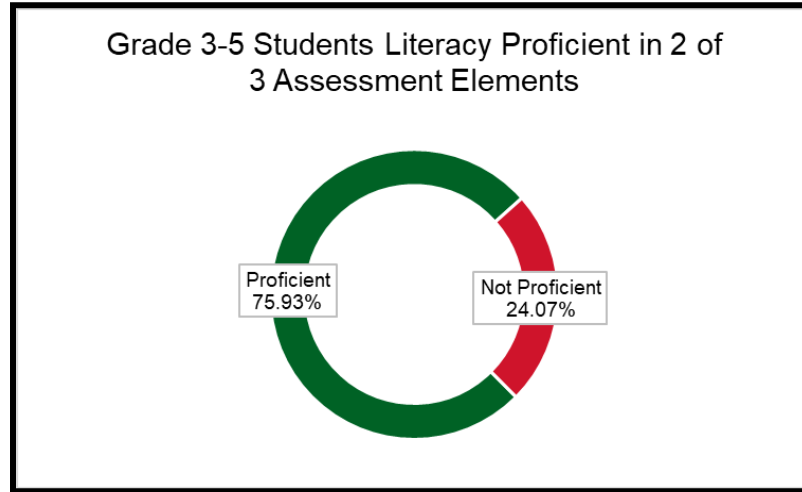
Metrics:

- Grades 3-5 literacy proficiency
- Grades 3-5 mathematics proficiency

2022-23 Results

- Grades 3-5 literacy proficiency **How will it be measured:** Proficiency in 2 of 3 determined assessment elements (end of subject grade: literacy, FASTBridge & MCA)

75.93% 3-5 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards



	Percent of Students
Grade 3-5 Students Literacy Proficient in 2 of 3 Assessment Elements	75.93%
Grade 3-5 Students Proficient in End of Subject Grade	62.38%
Grade 3-5 Students Proficient in MCA Reading	71.06%
Grade 3-5 Students Proficient in FastBridge Literacy	74.18%

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements Demographic Breakdown

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Element by Student Race		
Student Race	Proficient	Not Proficient
Asian	81.03%	18.97%
Black or African American	46.67%	53.33%
Hispanic/Latino	51.91%	48.09%
Two or More Races	78.40%	21.60%
White	80.75%	19.25%

**American Indian or Alaska Native, Asian and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Element by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Student	23.38%	76.62%
ML Monitor	82.52%	17.48%
Non ML Student	80.74%	19.26%

**Students who Declined ML Service and Prior ML students have been excluded due to numbers being identifiable.*

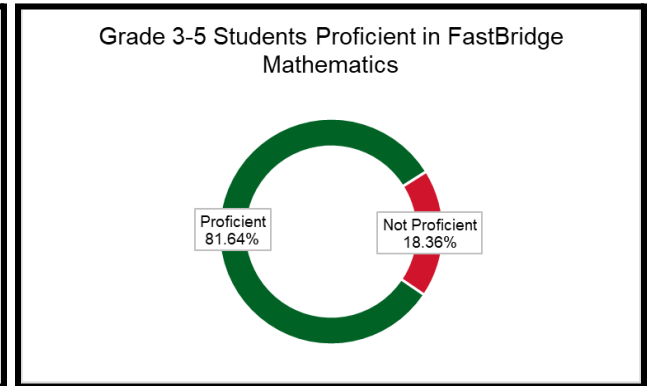
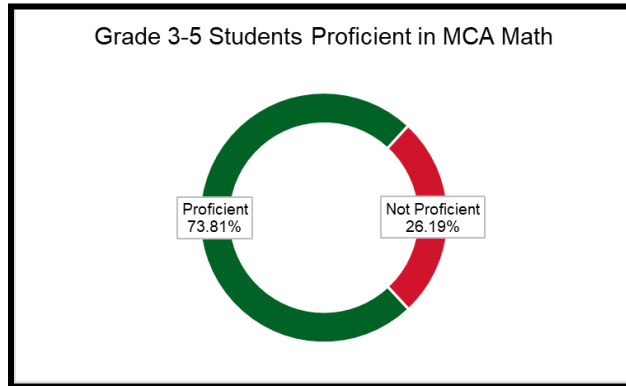
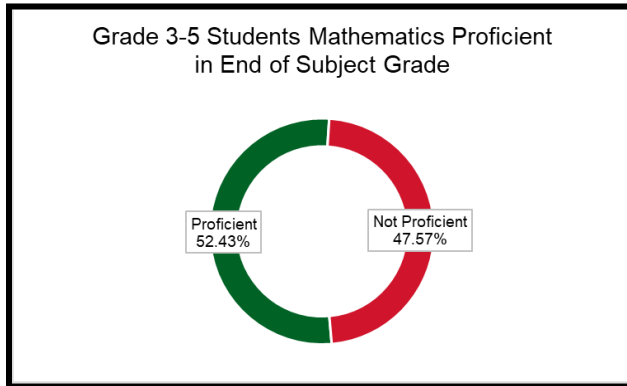
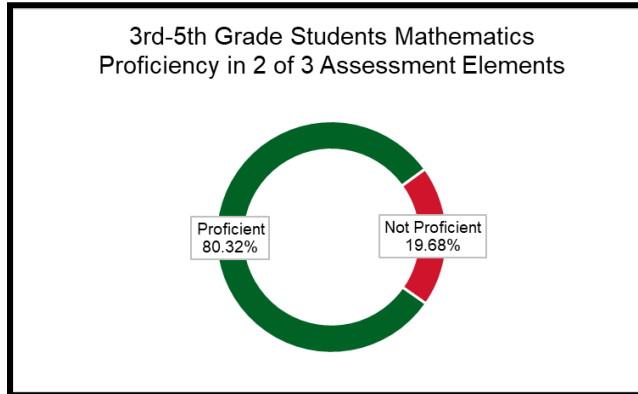
3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Element by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	45.13%	54.87%
Section 504 Student	79.17%	20.83%
Gen Ed Student	82.89%	17.11%

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Element by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	46.85%	53.15%
Non FRPM Student	82.15%	17.85%

2022-23 Results

- Grades 3-5 mathematics proficiency **How will it be measured:** Proficiency in 2 of 3 determined assessments (end of subject grade: mathematics, FASTBridge & MCA)

80.32% 3-5 grade students demonstrated mathematics proficiency by meeting learning targets based on MN state standards



	Percent of Students
Grade 3-5 Students Proficient in 2 of 3 Assessment Elements	80.32%
Grade 3-5 Students Proficient in End of Subject Grade	52.43%
Grade 3-5 Students Proficient in MCA Math	73.81%
Grade 3-5 Students Proficient in FastBridge Mathematics	81.64%

3rd-5th Grade Students Mathematics Proficiency in 2 of 3 Assessment Elements Demographic Breakdown

3rd-5th Grade Students Mathematics Proficiency in 2 of 3 Assessment Elements by Student Race		
Student Race	Proficient	Not Proficient
Asian	90.80%	9.20%
Black or African American	50.00%	50.00%
Hispanic/Latino	60.31%	39.69%
Two or More Races	76.80%	23.20%
White	84.89%	15.11%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

3rd-5th Grade Students Mathematics Proficiency in 2 of 3 Assessment Elements by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Student	41.56%	58.44%
ML Monitor	89.32%	10.68%
Non ML Student	83.57%	16.43%

**Students who Declined ML Service and Prior ML students have been excluded due to numbers being identifiable.*

3rd-5th Grade Students Mathematics Proficiency in 2 of 3 Assessment Elements by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	56.34%	43.66%
Section 504 Student	83.33%	16.67%
Gen Ed Student	85.70%	14.30%

3rd-5th Grade Students Mathematics Proficiency in 2 of 3 Assessment Elements by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	53.75%	46.25%
Non FRPM Student	86.00%	14.00%

Students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.

Reasoning:

Social emotional learning (SEL) is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that supports their success in school and in life.

Students with well developed social-emotional skills demonstrate the ability to persevere during situations of change and are more agile and flexible. They are able to develop healthy relationships, and better navigate peer pressure and unexpected situations. ([MDE](#))

Metrics:

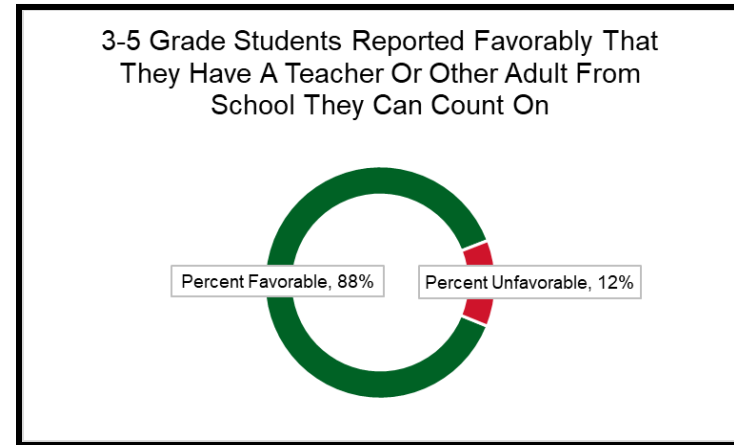
- Grades 3rd-5th SEL
- Percentage of K-2 students reported as proficient, score of 3 or better, on ICCAR Values by ICCAR Element. Integrity, Compassion, Courage, Commitment, Appreciation, and Respect are the ICCAR Values of Edina Public Schools
- Percentage of K-2 students reported as proficient, score of 3 or better, on all ICCAR Values calculated as one data point by grade

2022-23 Results

- Grades 3rd-5th SEL **How will it be Measured:** 3rd-5th Panorama SEL Survey Question “Do you have a teacher or other adult from school who you can count on to help you no matter what?”

88% of 3-5 grade students reported favorably that they have a teacher or other adult from school they can count on

	Percent Favorable	Percent Unfavorable
3-5 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On	88%	12%



3-5 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On by Student Race		
Student Race	Percent Favorable	Percent Unfavorable
Asian	89%	11%
Black or African American	87%	13%
Hispanic/Latino	88%	12%
Two or More Races	81%	19%
White	88%	12%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

3-5 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On by Student ML Status		
Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	92%	8%
Non ML Student	88%	12%

**Panorama, the source of this data, does not support our more detailed status of ML students which is why students who Declined ML Service, ML Monitors and Prior ML students are not listed.*

3-5 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On by Student Special Education Status		
Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	92%	8%
Section 504 Student	83%	17%
Gen Ed Student	88%	12%

3-5 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On by Student FRPM Status		
Student FRPM Status	Percent Favorable	Percent Unfavorable
FRPM Student	N/A	N/A
Non FRPM Student	N/A	N/A

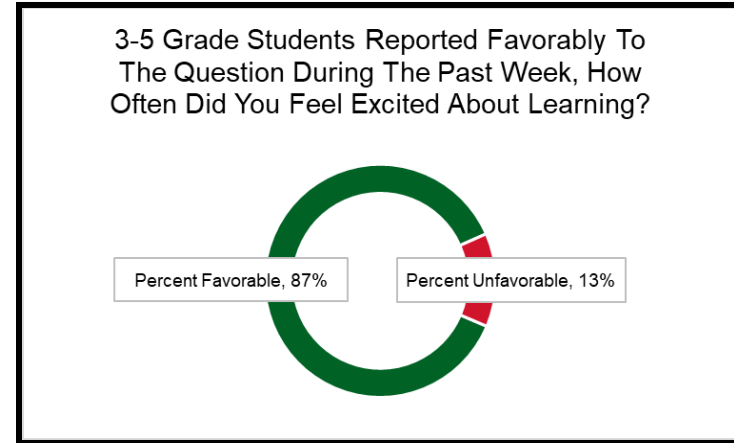
**Due to the sensitive nature of the FRPM Data it is not fed into Panorama which is why the data is Not Available.*

2022-23 Results

- Grades 3rd-5th SEL **How will it be Measured:** 3rd-5th Panorama SEL Survey Question “During the past week, how often did you feel excited about learning?”

87% of 3-5 grade students reported favorably to the question: During the past week, how often did you feel excited about learning?

	Percent Favorable	Percent Unfavorable
3-5 Grade Students Reported Favorably To The Question During The Past Week, How Often Did You Feel Excited About Learning?	87%	13%



3-5 Grade Students Reported Favorably To The Question During The Past Week, How Often Did You Feel Excited About Learning? by Student Race		
Student Race	Percent Favorable	Percent Unfavorable
Asian	87%	13%
Black or African American	88%	12%
Hispanic/Latino	80%	20%
Two or More Races	84%	16%
White	87%	13%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

3-5 Grade Students Reported Favorably To The Question During The Past Week, How Often Did You Feel Excited About Learning? by Student ML Status		
Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	85%	15%
Non ML Student	87%	13%

**Panorama, the source of this data, does not support our more detailed status of ML students which is why students who Declined ML Service, ML Monitors and Prior ML students are not listed.*

3-5 Grade Students Reported Favorably To The Question During The Past Week, How Often Did You Feel Excited About Learning? by Student Special Education Status		
Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	86%	14%
Section 504 Student	84%	16%
Gen Ed Student	87%	13%

3-5 Grade Students Reported Favorably To The Question During The Past Week, How Often Did You Feel Excited About Learning? by Student FRPM Status		
Student FRPM Status	Percent Favorable	Percent Unfavorable
FRPM Student	N/A	N/A
Non FRPM Student	N/A	N/A

**Due to the sensitive nature of the FRPM Data it is not fed into Panorama which is why the data is Not Available.*

2022-23 Results

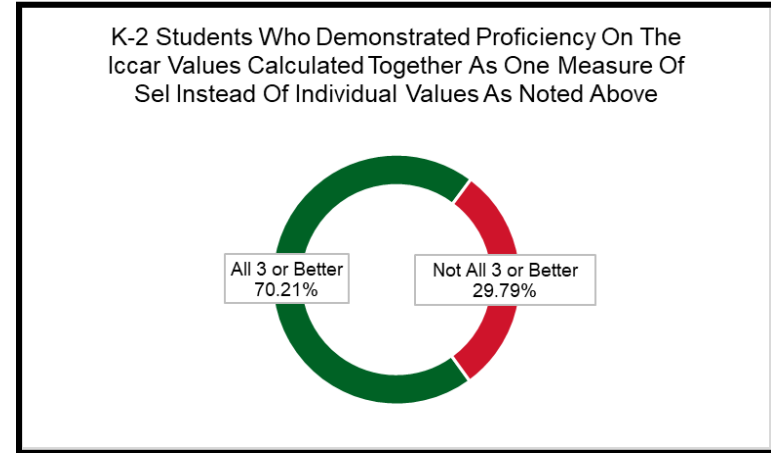
- Percentage of K-2 students reported as proficient, score of 3 or better, on ICCAR Values by ICCAR Element. Integrity, Compassion, Courage, Commitment, Appreciation, and Respect are the ICCAR Values of Edina Public Schools **How will it be measured:** % of K-2 students that are demonstrating proficiency on the separated ICCAR values:

ICCAR Element	Percent of Students Proficient (Score of 3 or Better)
Accepts Responsibility	90.95%
Completes Work On Time	87.47%
Demonstrates a Positive Attitude	95.68%
Follows Directions	85.11%
Follows School / Classroom Rules	85.21%
Handles Conflict Appropriately	88.74%
Organizes and Uses Time Appropriately	82.21%
Respects Rights, Diversity, Feelings and Property of Others	95.21%

2022-23 Results

- Percentage of K-2 students reported as proficient, score of 3 or better, on all ICCAR Values calculated as one data point

70.21% of K-2 students who demonstrated proficiency on the ICCAR Values calculated together as one measure of SEL instead of individual values as noted above



	All 3 or Better	Not All 3 or Better
K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Of Sel Instead Of Individual Values As Noted Above	70.21%	29.79%

K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Of Sel Instead Of Individual Values As Noted Above by Student Race		
Student Race	All 3 or Better	Not All 3 or Better
Asian	78.26%	21.74%
Black or African American	52.45%	47.55%
Hispanic/Latino	69.78%	30.22%
Two or More Races	71.33%	28.67%
White	71.19%	28.81%

*American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Of Sel Instead Of Individual Values As Noted Above by Student ML Status		
Student ML Status	All 3 or Better	Not All 3 or Better
ML Student	57.73%	42.27%
Non ML Student	71.64%	28.36%

*Students who Declined ML Service, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.

K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Of Sel Instead Of Individual Values As Noted Above by Student Special Education Status		
Student Special Education Status	All 3 or Better	Not All 3 or Better
Special Ed Student	54.65%	45.35%
Section 504 Student	53.85%	46.15%
Gen Ed Student	74.02%	25.98%

K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Of Sel Instead Of Individual Values As Noted Above by Student FRPM Status		
Student FRPM Status	All 3 or Better	Not All 3 or Better
FRPM Student	54.37%	45.63%
Non FRPM Student	73.29%	26.71%

Edina Public Schools offers multiple pathways to appropriately challenge and engage learners across our system. Each and every student deserves and needs learning opportunities that help them discover, extend, accelerate, and apply their learning. The pathways are designed to meet the needs of students in all unique learners categories, including those who have demonstrated high performance or show high levels of reasoning.

Reasoning

EPS welcomes, respects, supports, and values each and everyone so students can learn effectively, develop a deeper understanding of complex issues, and become empowered to contribute to the school and greater community. We strive to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically, and that barriers are eliminated.

Metrics:

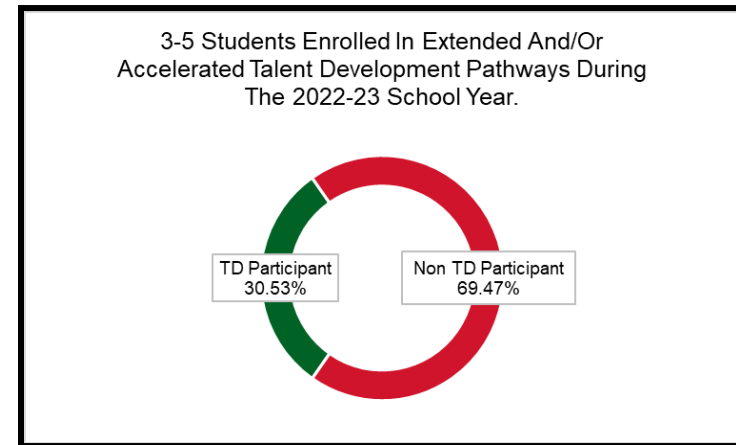
- Talent Development program participation
- Talent Development program performance
- Progress Toward IEP Goals
- ML Student Progress Toward Proficiency

2022-23 Results

- Talent Development program participation **How will it be measured:** Student enrollment in extended and/or accelerated talent development pathways in grades 3-5. *4-5 grade extended literacy *3-5 grade accelerated math *3rd grade literacy curiosity lab *2nd grade math curiosity lab

30.53% 3-5 students enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year.

	TD Participant	Non TD Participant
3-5 Students Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year.	30.53%	69.47%



Students Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student Race

Student Race	TD Participant	Non TD Participant
Asian	50.00%	50.00%
Black or African American	19.33%	80.67%
Hispanic/Latino	27.48%	72.52%
Two or More Races	43.20%	56.80%
White	28.37%	71.63%

*American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

Students Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student ML Status

Student ML Status	TD Participant	Non TD Participant
ML Monitor	43.69%	56.31%
Non ML Student	32.18%	67.82%

*Students who Declined ML Service, ML Students and Prior ML students have been excluded due to numbers being identifiable.

Students Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student Special Education Status

Student Special Education Status	TD Participant	Non TD Participant
Special Ed Student	15.04%	84.96%
Section 504 Student	25.00%	75.00%
Gen Ed Student	34.50%	65.50%

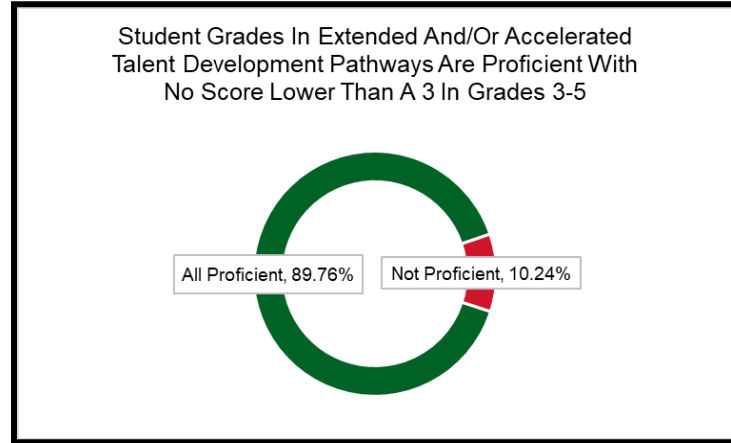
Students Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student FRPM Status

Student FRPM Status	TD Participant	Non TD Participant
FRPM Student	19.52%	80.48%
Non FRPM Student	32.88%	67.12%

2022-23 Results

- Talent Development program performance **How will it be measured:** Student grades in extended and/or accelerated talent development pathways are proficient with no score lower than a 3 in grades 3-5. **3-5 grade extended literacy *3-5 accelerated math *3rd grade literacy curiosity lab *2nd grade math curiosity lab*

89.76% 3-5 students in extended and/or accelerated talent development pathways who demonstrated proficiency with no score lower than a 3 in the spring of 2023



	All Proficient	Not Proficient
Student Grades In Extended And/Or Accelerated Talent Development Pathways Are Proficient With No Score Lower Than A 3 In Grades 3-5	89.76%	10.24%

Student Grades In Extended And/Or Accelerated Talent Development Pathways Are Proficient With No Score Lower Than A 3 In Grades 3-5 by Student Race

Student Race	All Proficient	Not Proficient
Asian	93.10%	6.90%
Black or African American	75.86%	24.14%
Hispanic/Latino	86.11%	13.89%
Two or More Races	88.89%	11.11%
White	90.51%	9.49%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Student Grades In Extended And/Or Accelerated Talent Development Pathways Are Proficient With No Score Lower Than A 3 In Grades 3-5 by Student ML Status

Student ML Status	All Proficient	Not Proficient
ML Monitor	93.33%	6.67%
Non ML Student	89.85%	10.15%

**Students who Declined ML Service, ML Students and Prior ML students have been excluded due to numbers being identifiable.*

Student Grades In Extended And/Or Accelerated Talent Development Pathways Are Proficient With No Score Lower Than A 3 In Grades 3-5 by Student Special Education Status

Student Special Education Status	All Proficient	Not Proficient
Special Ed Student	72.55%	27.45%
Gen Ed Student	91.83%	8.17%

**Section 504 students have been excluded due to numbers being identifiable.*

Student Grades In Extended And/Or Accelerated Talent Development Pathways Are Proficient With No Score Lower Than A 3 In Grades 3-5 by Student FRPM Status

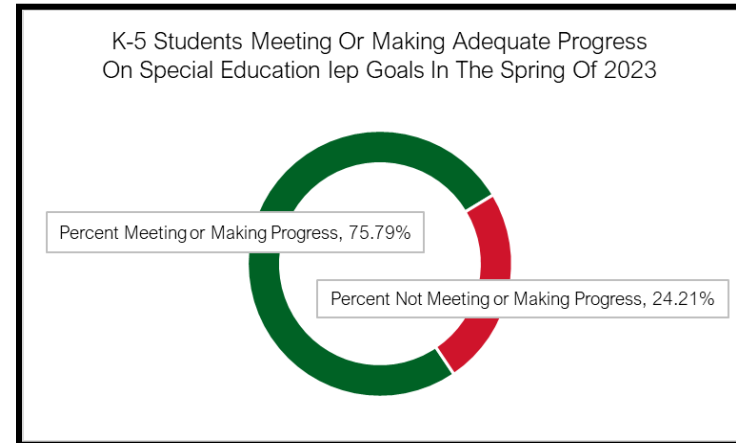
Student FRPM Status	All Proficient	Not Proficient
FRPM Student	81.54%	18.46%
Non FRPM Student	90.80%	9.20%

2022-23 Results

- Progress toward IEP Goals **How will it be measured:** Percent of students meeting or making adequate progress on special education IEP goals

75.79% of K-5 students meeting or making adequate progress on special education IEP goals in the spring of 2023

	Percent Meeting or Making Progress	Percent Not Meeting or Making Progress
K-5 Students Meeting Or Making Adequate Progress On Special Education Iep Goals In The Spring Of 2023	75.79%	24.21%

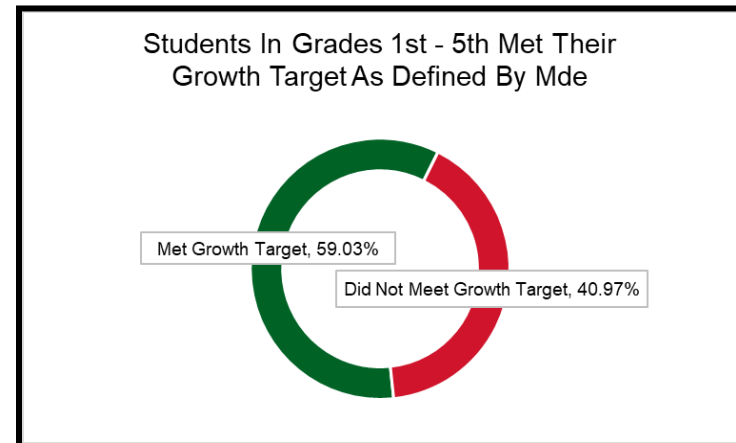


2022-23 Results

- ML Student Progress Toward Proficiency **How will it be measured:** Percent of ML students who met their MDE provided growth target for the year

59.03% of students in grades 1st - 5th met their growth target as defined by MDE

	Met Growth Target	Did Not Meet Growth Target
Students In Grades 1st - 5h Met Their Growth Target As Defined By Mde	59.03%	40.97%



Attending school regularly is critical for building relationships and ensuring academic success through high levels of positive engagement. Consistent attendance sets the foundation for Each and Every Edina student to discover their possibilities and thrive while moving towards graduation.

Attendance Reasoning:

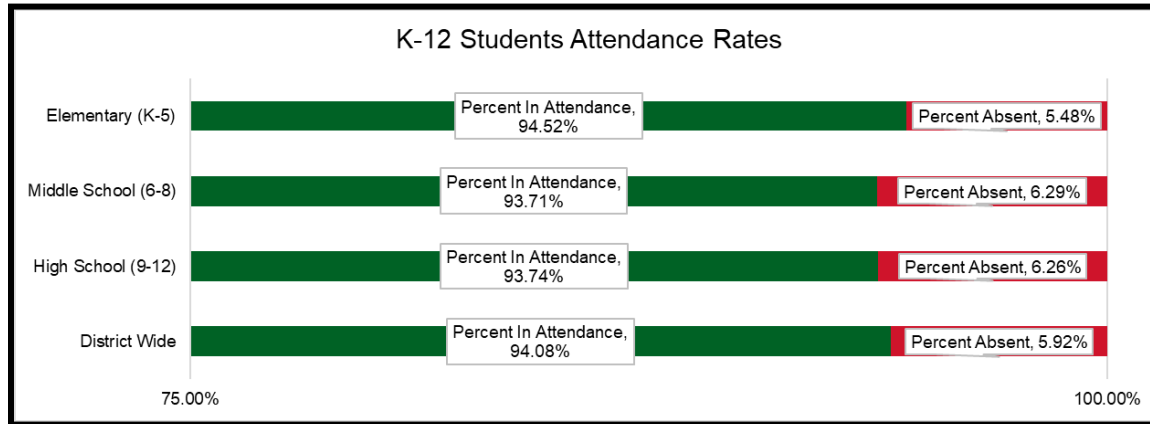
Consistent attendance is paramount to ensure that students are immersed in the instruction and additional support when necessary to demonstrate mastery of the MN State Standards. Students with consistent attendance succeed academically, are more likely to graduate and be better prepared for post secondary (college/career) experiences. The Minnesota Department of education deems consistent

Attendance Metrics:

- Students Percent in Attendance

2022-23 Results

- Students Percent in Attendance **How will it be measured:** K-12 students percent in attendance **94.08%** of K-12 students attendance rates



Grade Band	Percent In Attendance	Percent Absent
High School (9-12)	93.74%	6.26%
Middle School (6-8)	93.71%	6.29%
Elementary (K-5)	94.52%	5.48%
District Wide	94.08%	5.92%

K-12 Students Attendance Rates by Student Special Education Status			
Special Ed Status	Elementary (K-5)	Middle School (6-8)	High School (9-12)
Special Ed Student	94.35%	92.91%	91.93%
Section 504 Student	94.39%	93.43%	92.85%
Gen Ed Student	94.57%	93.85%	94.06%

K-12 Students Attendance Rates by Student ML Status			
ML Status	Elementary (K-5)	Middle School (6-8)	High School (9-12)
Declined ML Service	91.79%	92.49%	90.16%
ML Monitor	94.46%	93.87%	93.69%
ML Student	93.10%	92.74%	92.91%
Non ML Student	94.68%	93.72%	93.75%
Prior ML	93.86%	94.76%	94.69%

K-12 Students Attendance Rates by Student Race			
Student Race	Elementary (K-5)	Middle School (6-8)	High School (9-12)
American Indian or Alaska Native	89.95%	93.58%	90.26%
Asian	94.82%	95.48%	94.90%
Black or African American	92.57%	92.46%	93.35%
Hispanic/Latino	93.27%	92.62%	93.36%
Native Hawaiian or Other Pacific Islander	96.91%	96.94%	90.77%
Two or More Races	94.26%	93.02%	93.10%
White	94.87%	93.90%	93.78%

K-12 Students Attendance Rates by Student FRPM Status			
FRPM Status	Elementary (K-5)	Middle School (6-8)	High School (9-12)
FRPM Student	92.69%	92.37%	92.55%
Non FRPM Student	94.90%	94.07%	94.04%

APPENDIX A: Glossary

Teaching Strategies Gold (TS Gold): An authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which enables a whole-child approach to assessment.

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

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

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

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

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

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

Talent Development: Talent Development encompasses all of the classes, support structures, and instruction that are designed to identify a child's strengths early on in their education, so they can turn their abilities and interests into high levels of achievement. Talent Development can be a different class for a select group of students. However, it goes beyond that and includes opportunities for all students to learn in rigorous, highly engaging, and inquiry based settings on a day-to-day basis. Talent Development ensures that each and every student in Edina Public Schools has a clear path to discover their possibilities and thrive.

**See also [Talent Development Board Report 2.13.23](#) for more Talent Development detail.*

Elementary Curiosity Lab: Support for students in grades 4-5 who participate in Extended Reading and/or Accelerated Math provided by the Curiosity Lab Teachers (Talent Development FTE). The students have access to additional time, resources and scaffolding. Students meet with a Curiosity Lab teacher to ensure success in extended and accelerated classes.

Extended Pathways: Opportunities provided to students to engage with grade level content at a deeper level.

Accelerated Pathways: Opportunities for students to compact grade level standards and be exposed to higher grade level standards at a faster pace.

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

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

PREPaRE Training: Training developed by the National Association of School Psychologists to help participants gain a better understanding of the organization and function of a comprehensive safety and crisis team and the knowledge and skills necessary to meet the mental health needs of students and staff in the aftermath of a crisis.

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

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


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

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

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

APPENDIX B: [2023-2025 Board Approved EPS Assessment Plan](#)

APPENDIX C: FASTBridge Assessment Guide

Assessments by Grade Level Administered Fall-Winter-Spring						
	Grades K-1	Grades 2-3	Grades 4-5	Grades 6-8	Grade 9	Grades 10-12
Reading Assessments	earlyReading	R-CBM aReading	FASTtrack Reading (AUTOReading and aReading)			As needed
Math Assessments	earlyMath	FASTtrack Math (CBM automaticity and aMath)			As needed	

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

earlyReading English - Composite Subtests				earlyMath Composite Subtests			
GRADE	FALL	WINTER	SPRING	GRADE	FALL	WINTER	SPRING
K	Concepts of Print	Onset Sounds	Letter Sounds	K	Match Quantity	Decomposing DC-K	Decomposing DC-K
K	Onset Sounds	Letter Sounds	Word Segmenting	K	Number Sequence NS-K	Number Sequence NS-K	Number Sequence NS-K
K	Letter Names	Word Segmenting	Nonsense Words*	K	Numeral Identification NI-K	Numeral Identification NI-K	Numeral Identification NI-K
K	Letter Sounds	Nonsense Words*	Sight Words 50	1	Decomposing DC-1	Decomposing DC-1	Decomposing DC-1
1	Word Segmenting	Word Segmenting	Word Segmenting	1	Number Sequence NS-1	Number Sequence NS-1	Place Value
1	Nonsense Words*	Nonsense Words*	Nonsense Words*	1	Numeral Identification NI-1	Place Value	Story Problems
1	Sight Words 150	Sight Words 150	Sight Words 150				
1	Sentence Reading	CBMreading**	CBMreading**				

[FASTBridge Assessment Overview](#): list and details of assessments

APPENDIX D: MCA Opt Out Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Math	2023	Elementary (K-5)	Student Took Assessment	2341	98.20%
MCA Math	2023	Elementary (K-5)	Student Did Not Take Assessment	43	
MCA Math	2023	Middle School (6-8)	Student Took Assessment	3720	95.04%
MCA Math	2023	Middle School (6-8)	Student Did Not Take Assessment	194	
MCA Math	2023	High School (9-12)	Student Took Assessment	714	54.09%
MCA Math	2023	High School (9-12)	Student Did Not Take Assessment	606	
MCA Reading	2023	Elementary (K-5)	Student Took Assessment	1828	97.86%
MCA Reading	2023	Elementary (K-5)	Student Did Not Take Assessment	40	
MCA Reading	2023	Middle School (6-8)	Student Took Assessment	1878	96.06%
MCA Reading	2023	Middle School (6-8)	Student Did Not Take Assessment	77	
MCA Reading	2023	High School (9-12)	Student Took Assessment	590	88.59%
MCA Reading	2023	High School (9-12)	Student Did Not Take Assessment	76	
MCA Science	2023	Elementary (K-5)	Student Took Assessment	611	97.60%
MCA Science	2023	Elementary (K-5)	Student Did Not Take Assessment	15	
MCA Science	2023	Middle School (6-8)	Student Took Assessment	626	92.60%
MCA Science	2023	Middle School (6-8)	Student Did Not Take Assessment	50	
MCA Science	2023	High School (9-12)	Student Took Assessment	527	90.39%
MCA Science	2023	High School (9-12)	Student Did Not Take Assessment	56	

Appendix E: Edina Public Schools 2022-2023 Demographic Summary

Edina Public Schools 2022-2023 Demographic Summary							
Percent of Students	Student Race						
Grade Band	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
Elementary (K-5)	0.16%	8.84%	7.73%	7.12%	0.05%	7.25%	68.85%
Middle School (6-8)	0.15%	8.51%	11.90%	7.35%	0.05%	6.48%	65.55%
High School (9-12)	0.07%	8.24%	12.27%	7.95%	0.15%	5.97%	65.36%

Percent of Students	Special Ed Status		
Grade Band	Special Ed Student	Section 504 Student	Gen Ed Student
Elementary (K-5)	17.75%	3.56%	78.69%
Middle School (6-8)	12.16%	6.59%	81.26%
High School (9-12)	9.30%	10.03%	80.67%

Percent of Students	ML Status				
Grade Band	Declined ML Service	ML Student	ML Monitor	Prior ML	Non ML Student
Elementary (K-5)	0.29%	9.18%	3.24%	0.03%	87.26%
Middle School (6-8)	0.20%	5.12%	6.84%	2.74%	85.11%
High School (9-12)	0.51%	4.03%	2.42%	4.50%	88.54%

Percent of Students	FRPM Status	
Grade Band	FRPM Student	Non FRPM Student
Elementary (K-5)	16.93%	83.07%
Middle School (6-8)	21.02%	78.98%
High School (9-12)	20.47%	79.53%



Board Meeting Date: 11.13.23

Title: Edina Public Schools Data Metrics Plan Update: 6th-8th Grade

Type: Discussion

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

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2023 Edina Public Schools Data Metrics Plan update reflects spring 2023 data. The plan as a whole is broken down into four grade level bands. This report is the 6th-8th grade level band.

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

Desired Outcomes for the Board: Review the structure of the report, have questions prepared, and provide feedback on the purpose of the Data Metrics Plan as a guiding tool to support the implementation to the strategic plan.

Background Materials:

[2.14.22 Approved Data Metrics Plan](#)

[9.11.23 Data Metrics Goals](#)

[2023-2025 Board Approved EPS Assessment Plan](#)

[Data Metrics Report Board Presentation 10.16.23](#)

Attachments:

Board Report (below)

Edina Public Schools is a dynamic learning community that focuses on educational excellence. EPS has a comprehensive assessment monitoring plan that uses a variety of data points to examine and determine if/when we are meeting our Vision, Mission, and Strategic Plan priorities. This Executive Summary will highlight key findings and connected action steps in each grade level band.

Through the intentional focus on the components named in the Data Metrics Plan, EPS has a marked track for continuous improvement. The plan is tightly aligned to monitor the growth as it relates to the 2020-2030 Strategic Plan.

The Edina Public Schools Data Metrics Plan in its entirety has four grade level bands and district wide data to summarize:

1. Early Learning
2. Elementary School
3. Middle School
4. High School

This summary includes key findings in math, literacy, and social and emotional learning data in the 6th-8th grade band, as well as additional key findings that demonstrate critical benchmarks in *preparing all students to realize their full potential*. It will also include a description of the actions directed to support growth and continuous improvement related to the key findings. Finally, each category has the strategic plan alignment listed at the bottom of the action section indicated by a **green** asterisk.

Middle School (6-8)

Key Findings	Key Action Steps
<p>Literacy:</p> <ul style="list-style-type: none"> 70.5% of 6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards MCA Assessment. 70.67% of 6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards FastBridge Literacy. While we continue to outperform the nation on the FASTBridge reading assessments and the state on MCA achievement, <i>there is still an achievement gap to address in Edina.</i> 	<p>We will:</p> <ul style="list-style-type: none"> deepen the intentional implementation of the CLP implement interventions and progress monitor all students who score below proficiency on the FASTBridge screener, as well as those who demonstrate need through different measures, and make instructional shifts as needed begin developing a plan for focus on building academic vocabulary in all content areas provide ASPIRE training for all English Language Arts teachers use collaborative coaching structures to respond to the data and to make instructional shifts continue to follow Implementation Science with lead teams to review and recommend updates to Tier 1 and Tier 2 practices in curriculum and instruction in 6-8 collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>Math:</p> <ul style="list-style-type: none"> 75.08% of all 6-8th of students met at least 2 of the 3 benchmarks to measure proficiency on grade level standards. These benchmarks were; end of subject grade, FASTBridge aMath and MCA Math assessments. In addition, FASTBridge amath showed strong aggressive growth numbers (at or above the 75th percentile) with a total of approximately 40% achieving this level (25% expected) While we continue to outperform the nation on the FASTBridge math assessments and the state on MCA achievement, <i>there is still an achievement gap to address in Edina.</i> 	<p>We will:</p> <ul style="list-style-type: none"> continue with the full implementation of our core tier 1 instructional materials (Envision Math) across all math courses use data garnered from FASTBridge aMath universal screener with individual teachers, PLC's and data teams to determine next steps for instructional matches to meet student math needs, as well as those who demonstrate need through different measures use IXL as a supplemental resource and diagnostic tool support utilization of appropriate intervention resources already accessible within EPS and develop additional resources as needed respond to students not demonstrating grade level proficiency with structures that allow for additional learning time collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students.

	<p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>SEL: According to the Panorama Student Competency and Well-Being measures:</p> <ul style="list-style-type: none"> ● 77.67% of 6-8 grade students reported favorably that they have a teacher or other adult from school they can count on ● 83% of 6-8 grade students reported favorably that in the past week, they often feel excited about learning 	<p>We will:</p> <ul style="list-style-type: none"> ● deepen Professional Development with student support staff around utilizing the Panorama PlayBook resource to respond to student needs ● provide PREPaRE school crisis training with district administrators and mental health staff ● implement advisory with an intentionality around belonging that includes restorative circles, connecting with peers and advisors, and reflecting on identity, agency, and goal setting ● continue to expand student leadership opportunities ● create shared experiences such as retreats, field trips, fall fest, and school rallies ● offer Tier II SEL for select students, support in addition to what all students experience, through lunch groups and flex groups ● continue to strengthen Edina Unified. <p><i>*Strategy B.2: Create a school culture that enhances learning and fosters a sense of belonging for all students through the Edina ICCAR values.</i></p> <p><i>*Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.</i></p> <p><i>*Strategy C3: Assure students have the opportunity to participate in robust extracurricular and co-curricular opportunities.</i></p> <p><i>*Strategy C5: Create environments that are conducive to learning and facilitate constructive student interaction.</i></p> <p><i>*Strategy D3: Develop students as leaders, encourage student voice and promote civic engagement.</i></p>
<p>Additional Observations:</p> <ul style="list-style-type: none"> ● More Middle School students (51.47%) were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year than Elementary students (30.53 %). ● 73.69% 6-8 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a B in the spring of 2023. ● 73.84% of 6-8 students meeting or making adequate progress on special education IEP goals in the spring of 2023. ● 19.23% of 6th - 8th grade students met their growth target as defined by MDE. ● 38.38% of 8th grade students were proficient on the Science MCA 	<p>We will:</p> <ul style="list-style-type: none"> ● continue to offer a wide range of advanced courses that deliver results and broaden access ● deepen the implementation of strategies to increase access and opportunity, as well as success, for each & every in Talent Development: <ul style="list-style-type: none"> ○ communication systems ○ support systems ● collaborate with Special Education to enhance: <ul style="list-style-type: none"> ○ LETRS and/or ASIPRE PD ○ align resources across Tier 1, Tier 2, and Tier 3 as well as with structured literacy ● collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. ● engage in Elementary to MS Science alignment <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.</i></p> <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p>

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6th grade students are demonstrating grade level English Language Arts (literacy) skills.

Reasoning:

As students transition from elementary to middle school the texts that they read become more complex and increasingly non-fiction. As a result, it is important to continue to monitor reading development.

Student growth is an indicator for progress towards meeting grade level standards and learning targets. Growth measures take into account students who are performing in the higher and lower percentiles and allows educators to establish goals that will meet the needs of students at both learning levels.

Metrics:

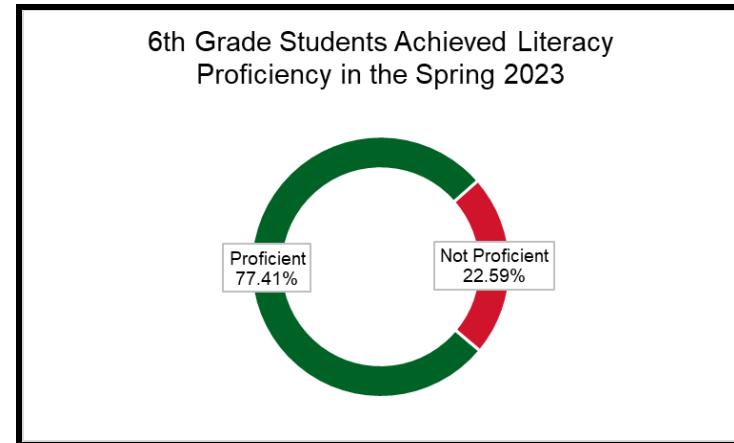
- 6th grade ELA/Literacy proficiency
- 6th -8th grade ELA/Literacy growth

2022-23 Results

- 6th grade ELA/ Literacy proficiency
 - **How will it be measured:** FASTBridge FASTtrack Reading universal screener

77.41% of all 6th grade students achieved proficiency in the spring 2023

	Percent of Students
6th grade students achieved proficiency in the spring 2023	77.41%



6th Grade Students Achieved Literacy Proficiency in the Spring 2023 by Student Race		
Student Race	Proficient	Not Proficient
Asian	73.33%	26.67%
Black or African American	45.31%	54.69%
Hispanic/Latino	74.42%	25.58%
Two or More Races	86.11%	13.89%
White	81.90%	18.10%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

6th Grade Students Achieved Literacy Proficiency in the Spring 2023 by ML Status		
Student ML Status	Proficient	Not Proficient
ML Monitor	66.67%	33.33%
Non ML Student	82.21%	17.79%

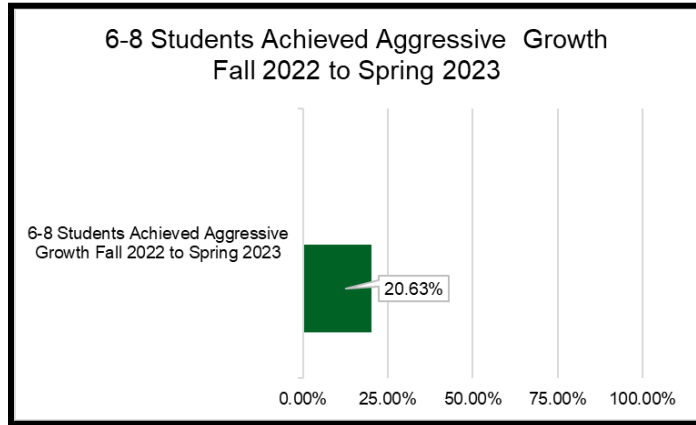
**Students who Declined ML Service, Prior ML and ML students have been excluded due to numbers being identifiable.*

6th Grade Students Achieved Literacy Proficiency in the Spring 2023 by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	42.11%	57.89%
Section 504 Student	75.61%	24.39%
Gen Ed Student	82.67%	17.33%

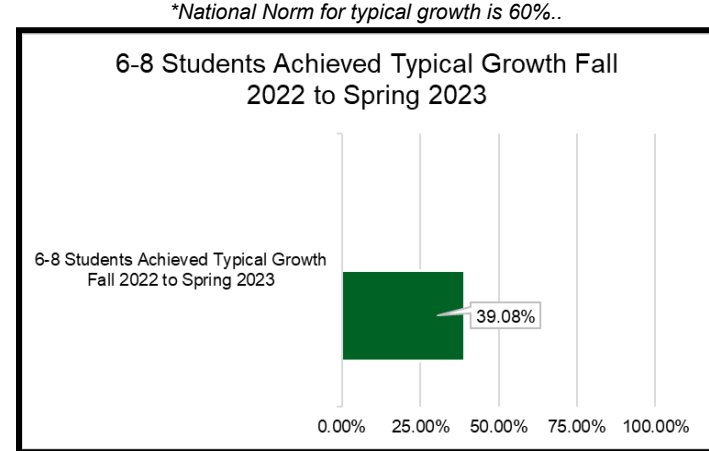
6th Grade Students Achieved Literacy Proficiency in the Spring 2023 by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	49.14%	50.86%
Non FRPM Student	83.65%	16.35%

2022-23 Results

- 6th -8th grade ELAI/Literacy Growth **How will it be measured:** FASTBridge FASTtrack Reading universal screener



*National Norm for aggressive growth is 25%.



*National Norm for typical growth is 60%..

6-8 Students Achieved Aggressive Growth Fall 2022 to Spring 2023 by Student Race		
Student Race	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
Asian	21.15%	37.18%
Black or African American	21.72%	32.32%
Hispanic/Latino	23.73%	39.83%
Two or More Races	26.05%	34.45%
White	19.56%	40.74%

*American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

6-8 Students Achieved Aggressive Growth Fall 2022 to Spring 2023 by Student Special Education Status		
Student Special Education Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
Special Ed Student	28.19%	37.23%
Section 504 Student	19.51%	36.59%
Gen Ed Student	19.79%	39.51%

6-8 Students Achieved Aggressive Growth Fall 2022 to Spring 2023 by Student ML Status		
Student ML Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
ML Student	24.29%	31.43%
ML Monitor	20.97%	37.10%
Prior ML	26.92%	
Non ML Student	20.21%	39.86%

*Students who Declined ML Service students have been excluded due to numbers being identifiable.

6-8 Students Achieved Aggressive Growth Fall 2022 to Spring 2023 by Student FRPM Status		
Student FRPM Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
FRPM Student	21.20%	35.53%
Non FRPM Student	20.50%	39.92%

6th grade students apply mathematical knowledge at grade level.

Reasoning:

As students transition from elementary to middle school the problems that they solve become more complex and increasingly require application of foundational skills. As a result, it is important to continue to monitor math development.

Student growth is an indicator for progress towards meeting grade level standards and learning targets. Growth measures take into account students who are performing in the higher and lower percentiles and allows educators to establish goals that will meet the needs of students at both learning levels.

Metrics:

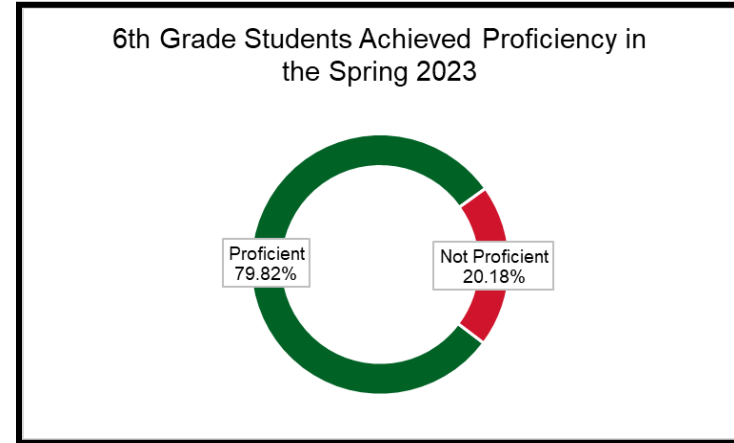
- 6th grade Mathematical proficiency
- 6-8 grade Mathematical growth

2022-23 Results

- 6th grade Mathematical proficiency
 - **How will it be measured:** FASTBridge FASTtrack Math universal screener

79.82% of all 6th grade students achieved proficiency in the spring 2023

	Percent of Students
6th grade students achieved proficiency in the spring 2023	79.82%



6th Grade Students Achieved Proficiency in the Spring 2023 by Student Race		
Student Race	Proficient	Not Proficient
Asian	84.09%	15.91%
Black or African American	38.81%	61.19%
Hispanic/Latino	69.57%	30.43%
Two or More Races	84.21%	15.79%
White	86.03%	13.97%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

6th Grade Students Achieved Proficiency in the Spring 2023 by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Monitor	65.79%	34.21%
Non ML Student	84.24%	15.76%

**Students who Declined ML Service, ML Students and Prior ML students have been excluded due to numbers being identifiable.*

6th Grade Students Achieved Proficiency in the Spring 2023 by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	51.28%	48.72%
Section 504 Student	80.49%	19.51%
Gen Ed Student	83.93%	16.07%

6th Grade Students Achieved Proficiency in the Spring 2023 by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	47.54%	52.46%
Non FRPM Student	87.22%	12.78%

2022-23 Results

- 6-8 grade Mathematical growth **How will it be measured:** FASTBridge FASTtrack Math universal screener

39.59% of 6-8 students achieved **aggressive** growth fall 2022 to spring 2023

	Percent of Students
6-8 students achieved aggressive growth fall 2022 to spring 2023	39.59%

**National Norm for aggressive growth is 25%*

34.53% of 6-8 students achieve **typical** growth fall 2022 to spring 2023

	Percent of Students
6-8 students achieve typical growth fall 2022 to spring 2023	34.53%

**National Norm for typical growth is 60%*

6-8 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student Race

Student Race	Percent of Students Achieving Aggressive Growth	Percent of Students Achieving Typical Growth
Asian	43.67%	32.28%
Black or African American	28.71%	30.62%
Hispanic/Latino	40.68%	28.81%
Two or More Races	36.51%	30.95%
White	41.14%	36.41%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

6-8 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student ML Status

Student ML Status	Percent of Students Achieving Aggressive Growth	Percent of Students Achieving Typical Growth
ML Monitor	38.10%	32.54%
Prior ML	44.23%	38.46%
Non ML Student	40.12%	35.22%

**Students who Declined ML Service and ML Students have been excluded due to numbers being identifiable.*

6-8 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student Special Education Status

Student Special Education Status	Percent of Students Achieving Aggressive Growth	Percent of Students Achieving Typical Growth
Special Ed Student	32.31%	32.31%
Section 504 Student	46.46%	35.43%
Gen Ed Student	39.94%	34.74%

6-8 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student FRPM Status

Student FRPM Status	Percent of Students Achieving Aggressive Growth	Percent of Students Achieving Typical Growth
FRPM Student	34.62%	28.57%
Non FRPM Student	40.79%	35.98%

Students meet English Language Arts and Mathematics learning targets based on MN state standards

Reasoning:

The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.

The English Language Arts (ELA/Literacy) standards are composed of “all of the communication and language skills and processes people use every day to receive and send information. Students in ELA classrooms and across the content areas take in information through reading, listening, and viewing from both literary and informational sources. Students also write, speak, and exchange ideas to express themselves and communicate with others. The ability to use and understand language is critical to every aspect of students’ lives and their future career and college readiness.” ([MDE](#))

Mathematics is a discipline whose basic ingredients are numbers, shapes, and algebraic relationships. Logical reasoning is used to study the properties of these objects and develop connections between them. The results can be used to understand and analyze a vast array of phenomena arising in all of the sciences, engineering and everyday life. ([MDE](#))

Metrics:

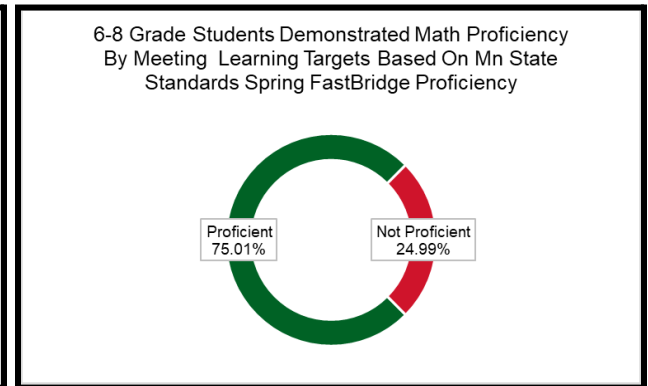
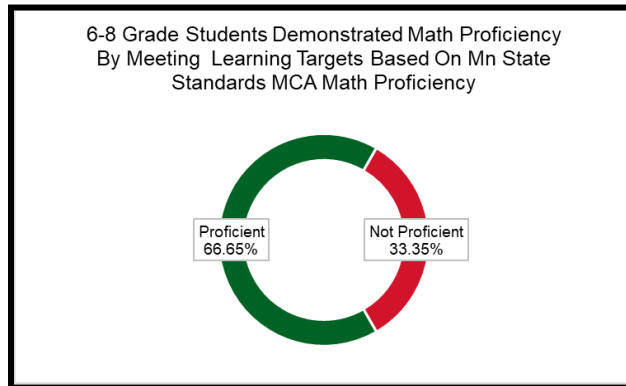
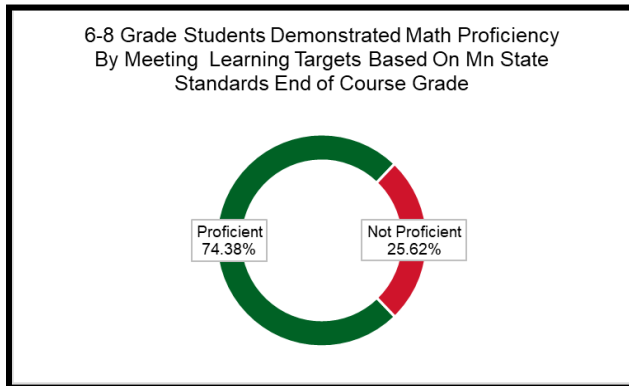
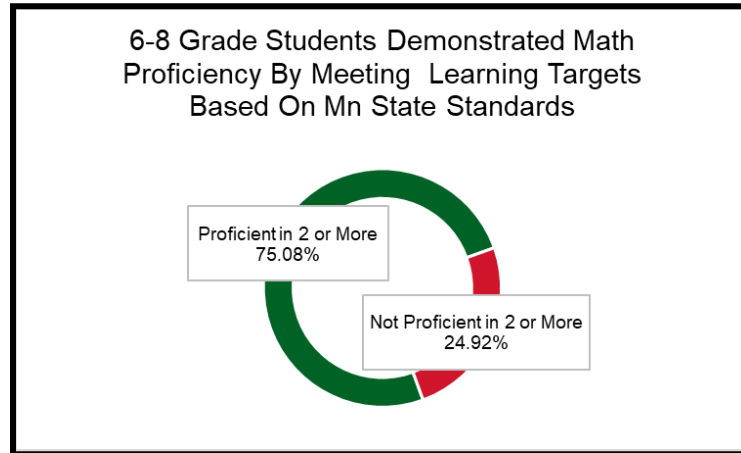
- Grades 6-8 mathematical proficiency
- Grades 6-8 english language arts/ literacy proficiency
- 6th - 8th grade FASTtrack students demonstrating below grade level math performance who achieve aggressive growth at 75th percentile from fall to spring
- 6th-8th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring

2022-23 Results

- Grades 6-8 Mathematical proficiency

- How will it be measured:** Proficient in 2 of 3 determined assessments (End of year course grade \geq B: math, FASTBridge FASTtrack, & MCA)

75.08% 6-8 grade students demonstrated math proficiency by meeting learning targets based on MN state standards.



	Proficient	Not Proficient
6-8 grade students demonstrated math proficiency by meeting learning targets based on MN state standards 2 of 3	75.08%	24.92%
6-8 grade students demonstrated math proficiency by meeting learning targets based on MN state standards end of course grade	74.38%	26.62%
6-8 grade students demonstrated math proficiency by meeting learning targets based on MN state standards MCA Math Proficiency	66.65%	33.35%
6-8 grade students demonstrated math proficiency by meeting learning targets based on MN state standards Spring FastBridge Proficiency	75.01%	24.99%

6-8 Grade Students Demonstrated Math Proficiency By Meeting Learning Targets Based On Mn State Standards Demographic Breakdown

6-8 Grade Students Demonstrated Math Proficiency By Meeting Learning Targets Based On Mn State Standards by Student Race

Student Race	Proficient in 2 or More	Not Proficient in 2 or More
Asian	88.69%	11.31%
Black or African American	44.68%	55.32%
Hispanic/Latino	48.97%	51.03%
Two or More Races	83.59%	16.41%
White	80.91%	19.09%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

6-8 Grade Students Demonstrated Math Proficiency By Meeting Learning Targets Based On Mn State Standards by Student Special Education Status

Student Special Education Status	Proficient in 2 or More	Not Proficient in 2 or More
Special Ed Student	40.00%	60.00%
Section 504 Student	78.46%	21.54%
Gen Ed Student	80.05%	19.95%

6-8 Grade Students Demonstrated Math Proficiency By Meeting Learning Targets Based On Mn State Standards by Student ML Status

Student ML Status	Proficient in 2 or More	Not Proficient in 2 or More
ML Student	25.74%	74.26%
ML Monitor	57.04%	42.96%
Prior ML	92.59%	7.41%
Non ML Student	78.99%	21.01%

**Students who Declined ML Service have been excluded due to numbers being identifiable.*

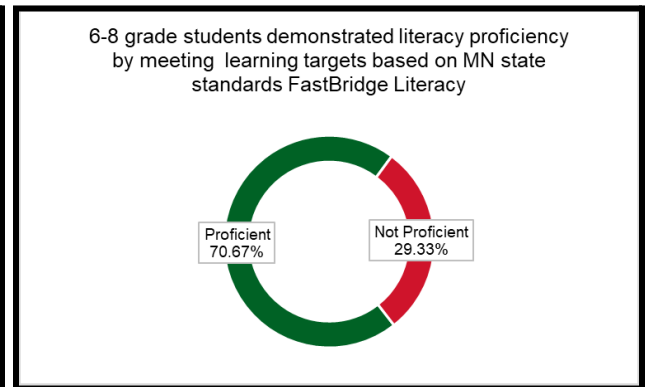
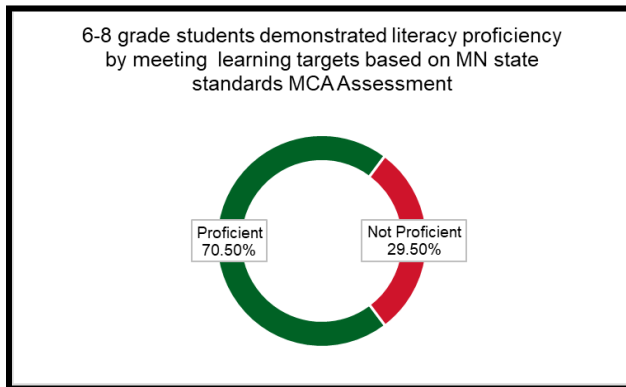
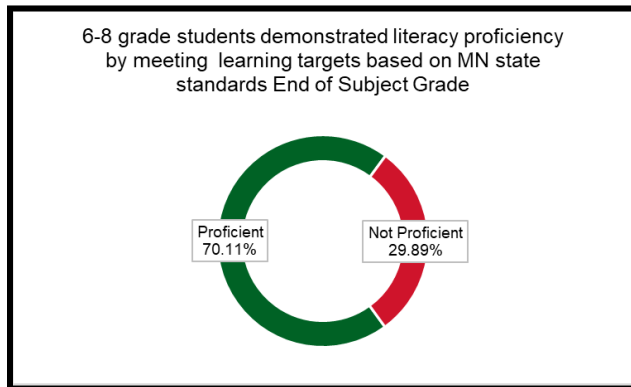
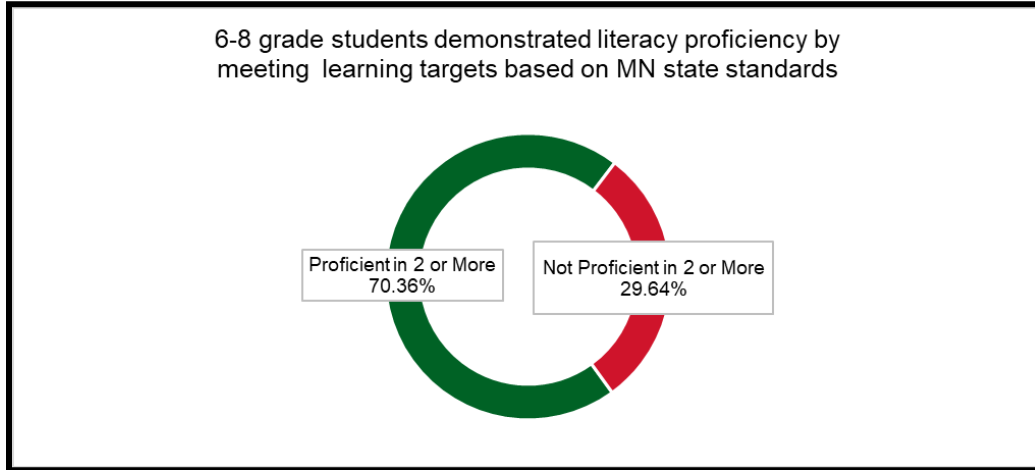
6-8 Grade Students Demonstrated Math Proficiency By Meeting Learning Targets Based On Mn State Standards by Student FRPM Status

Student FRPM Status	Proficient in 2 or More	Not Proficient in 2 or More
FRPM Student	48.92%	51.08%
Non FRPM Student	82.04%	17.96%

2022-23 Results

- Grades 6-8 english language arts/literacy proficiency
 - **How will it be measured:** Proficient in 2 of 3 determined assessments (End of the year course grade ≥ B: ELA

70.36% 6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards.



	Proficient	Not Proficient
6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards	70.36%	29.64%
6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards End of Subject Grade	70.11%	29.89%
6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards MCA Assessment	70.50%	29.50%
6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards FastBridge Literacy	70.67%	29.33%

6-8 Grade Students Demonstrated ELA (Literacy) Proficiency by Meeting Learning Targets Based on MN State Standards Demographic Breakdown

6-8 Grade Students Demonstrated Literacy Proficiency by Meeting Learning Targets Based on MN State Standards by Student Race

Student Race	Proficient in 2 or More	Not Proficient in 2 or More
Asian	77.38%	22.62%
Black or African American	34.47%	65.53%
Hispanic/Latino	47.59%	52.41%
Two or More Races	75.78%	24.22%
White	77.98%	22.02%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

6-8 Grade Students Demonstrated Literacy Proficiency by Meeting Learning Targets Based on MN State Standards by Student Special Education Status

Student Special Education Status	Proficient in 2 or More	Not Proficient in 2 or More
Special Ed Student	31.67%	68.33%
Section 504 Student	73.08%	26.92%
Gen Ed Student	75.94%	24.06%

6-8 Grade Students Demonstrated Literacy Proficiency by Meeting Learning Targets Based on MN State Standards by Student ML Status

Student ML Status	Proficient in 2 or More	Not Proficient in 2 or More
ML Monitor	40.00%	60.00%
Prior ML	92.59%	7.41%
Non ML Student	76.07%	23.93%

**Students who Declined ML Service and ML students have been excluded due to numbers being identifiable.*

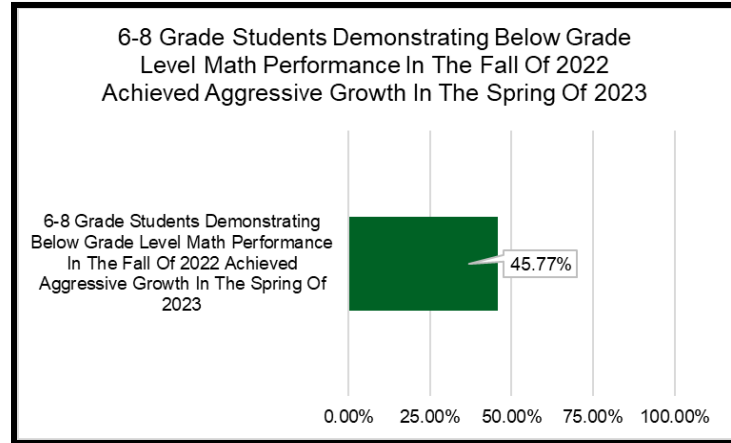
6-8 Grade Students Demonstrated Literacy Proficiency by Meeting Learning Targets Based on MN State Standards by Student FRPM Status

Student FRPM Status	Proficient in 2 or More	Not Proficient in 2 or More
FRPM Student	46.85%	53.15%
Non FRPM Student	82.15%	17.85%

2022-23 Results

- 6th - 8th grade FASTtrack students demonstrating below grade level math performance who achieve aggressive growth at 75th percentile from fall to spring

45.77% of 6-8 grade students demonstrating below grade level math performance in the fall of 2022 achieved aggressive growth in the spring of 2023



	Percent of Students
6-8 grade students demonstrating below grade level math performance in the fall of 2022 achieved aggressive growth in the spring of 2023	45.77%

**National Norm for aggressive growth is 25%*

6-8 Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student Race	Percent of Students
Black or African American	29.22%
Hispanic/Latino	44.12%
White	53.09%

**American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

6-8 Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student ML Status	
Student ML Status	Percent of Students
ML Monitor	40.48%
Non ML Student	49.45%

**Students who Declined ML Service, Prior ML Students and ML Students have been excluded due to numbers being identifiable.*

6-8 Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Special Education Status	
Student Special Education Status	Percent of Students
Special Ed Student	28.46%
Section 504 Student	56.25%
Gen Ed Student	49.44%

6-8 Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student FRPM Status	
Student FRPM Status	Percent of Students
FRPM Student	34.18%
Non FRPM Student	53.05%

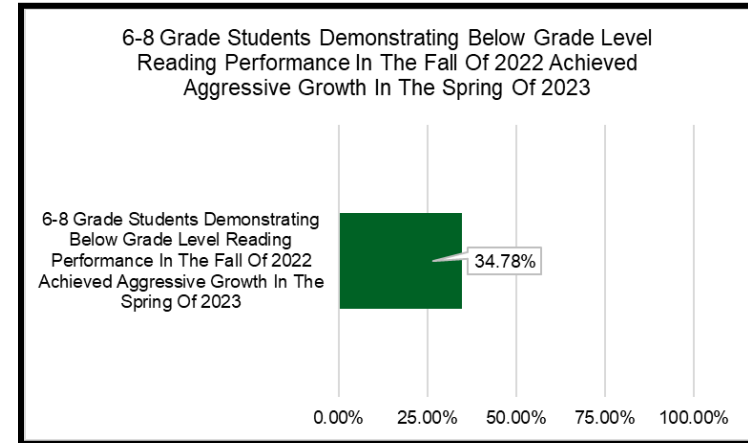
2022-23 Results

- 6th-8th grade FASTtrack students demonstrating below grade level english language arts/literacy performance who achieve aggressive growth at 75th percentile from fall to spring

34.78% students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percent of Students
6-8 Grade students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023	34.78%

**National Norm for aggressive growth is 25%*



6-8 Grade Students Demonstrating Below Grade Level Reading Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race

Student Race	Percent of Students
Black or African American	26.36%
White	37.67%

**American Indian or Alaska Native, Asian, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

6-8 Grade Students Demonstrating Below Grade Level Reading Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Special Education Status

Student Special Education Status	Percent of Students
Special Ed Student	32.52%
Gen Ed Student	35.92%

**Section 504 students have been excluded due to numbers being identifiable.*

6-8 Grade Students Demonstrating Below Grade Level Reading Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student ML Status

Student ML Status	Percent of Students
ML Monitor	32.43%
Non ML Student	35.71%

**Students who Declined ML Service, Prior ML Students and ML Students have been excluded due to numbers being identifiable.*

6-8 Grade Students Demonstrating Below Grade Level Reading Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student FRPM Status

Student FRPM Status	Percent of Students
FRPM Student	26.18%
Non FRPM Student	39.64%

Students meet science learning targets based on MN state standards.

Reasoning:

The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.

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

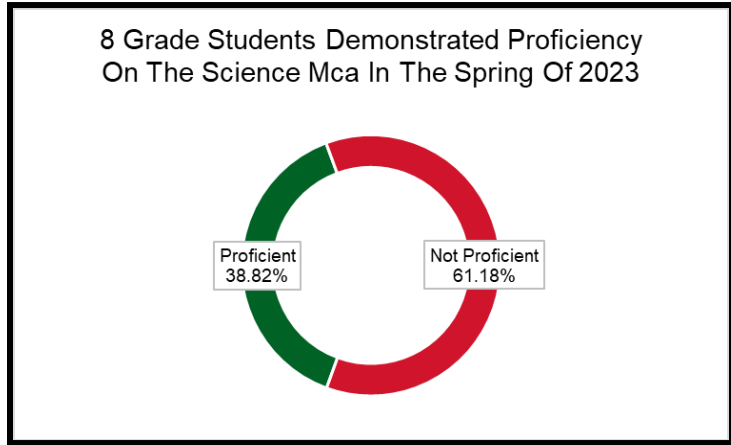
Metrics:

- Grade 8 science Proficiency

2022-23 Results

- Grade 8 science Proficiency
 - **How will it be measured:** MCA Science

38.82% of 8 grade students demonstrated proficiency on the Science MCA in the spring of 2023



	Proficient	Not Proficient
8 grade students demonstrated proficiency on the Science MCA in the spring of 2023	38.82%	61.18%

8th Grade Students Demonstrated Proficiency on the Science MCA in the Spring of 2022 by Student Race		
Student Race	Proficient	Not Proficient
Asian	55.93%	44.07%
White	43.95%	56.05%

**American Indian or Alaska Native, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

8th Grade Students Demonstrated Proficiency on the Science MCA in the Spring of 2023 by Student ML Status		
Student ML Status	Proficient	Not Proficient
Non ML Student	42.53%	57.47%

**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

8th Grade Students Demonstrated Proficiency on the Science MCA in the Spring of 2023 by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Gen Ed Student	41.12	58.88%

8th Grade Students Demonstrated Proficiency on the Science MCA in the Spring of 2023 by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	17.14%	82.86%
Non FRPM Student	45.06%	54.94%

Edina Public School Data Metrics Report 6-8 Students Will Pass Algebra I by the end of 8th Grade



Students will pass Algebra I by the end of 8th grade.

Reasoning:

Algebra I is a gateway course to higher level mathematics and science courses. Students who successfully complete Algebra I apply foundational math skills built in earlier grades, which allow them to refine problem solving and critical thinking skills.

Metrics:

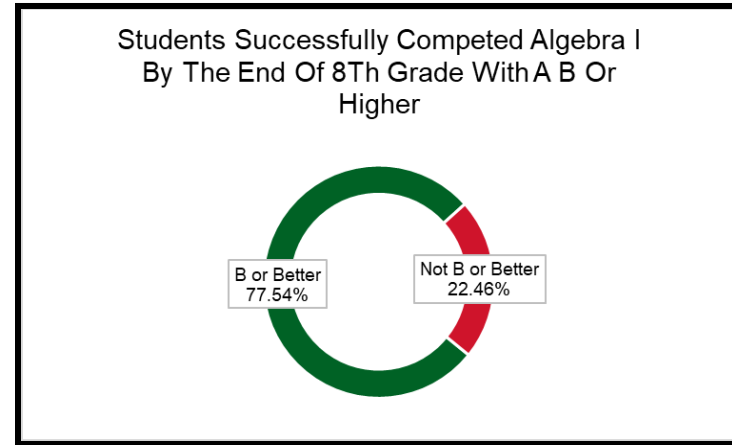
- Algebra I course completion

2022-23 Results

- Algebra I course completion
 - How will it be measured: Percentage of students who successfully complete the Algebra I course by the end of 8th; earning a B grade or higher.

77.54% of students successfully completed Algebra I by the end of 8th grade with a B or higher

	B or Better	Not B or Better
Students Successfully Completed Algebra I by the end of 8th grade with a B or higher	77.54%	22.46%



Students Successfully Completed Algebra I By The End Of 8Th Grade With A B Or Higher by Student Race		
Student Race	B or Better	Not B or Better
Asian	86.44%	13.56%
Black or African American	39.73%	60.27%
Hispanic/Latino	51.16%	48.84%
Two or More Races	76.60%	23.40%
White	85.68%	14.32%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Students Successfully Completed Algebra I By The End Of 8Th Grade With A B Or Higher by Student ML Status		
Student ML Status	B or Better	Not B or Better
Prior ML	91.67%	8.33%
Non ML Student	82.52%	17.48%

**Students who Declined ML Service, ML Monitor and ML students have been excluded due to numbers being identifiable.*

Students Successfully Completed Algebra I By The End Of 8Th Grade With A B Or Higher by Student Special Education Status		
Student Special Education Status	B or Better	Not B or Better
Special Ed Student	45.45%	54.55%
Section 504 Student	64.00%	36.00%
Gen Ed Student	82.02%	17.98%

Students Successfully Completed Algebra I By The End Of 8Th Grade With A B Or Higher by Student FRPM Status		
Student FRPM Status	B or Better	Not B or Better
FRPM Student	51.09%	48.91%
Non FRPM Student	84.60%	15.40%

Students acquire and apply the social emotional competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.

Reasoning:

Social emotional learning (SEL) is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that supports their success in school and in life.

Students with well developed social-emotional skills demonstrate the ability to persevere during situations of change and are more agile and flexible. They are able to develop healthy relationships, and better navigate peer pressure and unexpected situations. ([MDE](#))

Metrics:

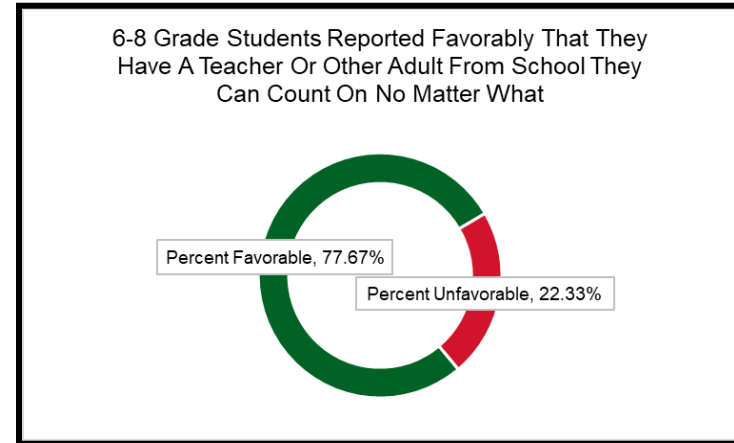
- Grades 6-8 SEL Panorama Questions
 - Do you have a teacher or other adult from school who you can count on to help you no matter what?
 - During the past week, how often did you feel excited about learning?

2022-23 Results

- Grades 6-8 SEL Do you have a teacher or other adult from school who you can count on to help you no matter what?

77.67% of 6-8 grade students reported favorably that they have a teacher or other adult from school they can count on to help you no matter what

	Percent Favorable	Percent Unfavorable
6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What	77.67%	22.33%



6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student Race		
Student Race	Percent Favorable	Percent Unfavorable
Asian	76%	24%
Black or African American	75%	25%
Hispanic/Latino	77%	23%
White	79%	21%

**American Indian or Alaska Native Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student ML Status		
Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	83%	17%
Non ML Studen	77%	23%

**Panorama, the source of this data, does not support our more detailed status of ML students which is why students who Declined ML Service, ML Monitors and Prior ML students are not listed.*

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student Special Education Status		
Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	84%	16%
Section 504 Student	77%	23%
Gen Ed Student	77%	23%

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student FRPM Status		
Student FRPM Status	Percent Favorable	Percent Unfavorable
FRPM Student	N/A	N/A
Non FRPM Student	N/A	N/A

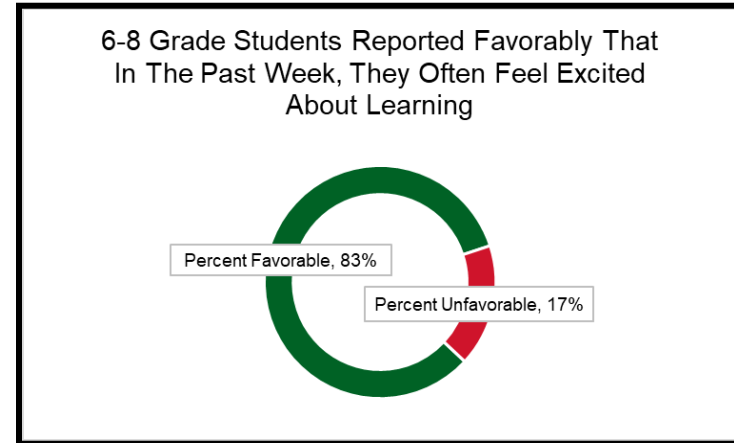
**Due to the sensitive nature of the FRPM Data it is not fed into Panorama which is why the data is Not Available.*

2022-23 Results

- Grades 6-8 SEL During the past week, how often did you feel excited about learning?

83% of 6-8 grade students reported favorably that in the past week, they often feel excited about learning

	Percent Favorable	Percent Unfavorable
6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning	83%	17%



6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student Race		
Student Race	Percent Favorable	Percent Unfavorable
Asian	74%	26%
Black or African American	79%	21%
Hispanic/Latino	77%	23%
White	82%	18%

**American Indian or Alaska Native Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student ML Status		
Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	85%	15%
Non ML Student	80%	20%

**Panorama, the source of this data, does not support our more detailed status of ML students which is why students who Declined ML Service, ML Monitors and Prior ML students are not listed.*

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student Special Education Status		
Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	78%	22%
Section 504 Student	76%	24%
Gen Ed Student	80%	20%

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student FRPM Status		
Student FRPM Status	Percent Favorable	Percent Unfavorable
FRPM Student	N/A	N/A
Non FRPM Student	N/A	N/A

**Due to the sensitive nature of the FRPM Data it is not fed into Panorama which is why the data is Not Available.*

Students have the opportunity to participate in robust extracurricular & co-curricular opportunities.

Reasoning:

Involvement in extracurricular and co-curricular activities allow students to build increased self confidence. When middle school students are engaged in activities that they enjoy, find challenging and personally meaningful, the results include a greater sense of positive mental health and well-being, and greater executive management, all which can lead to better performance in the classroom and therefore better grades.

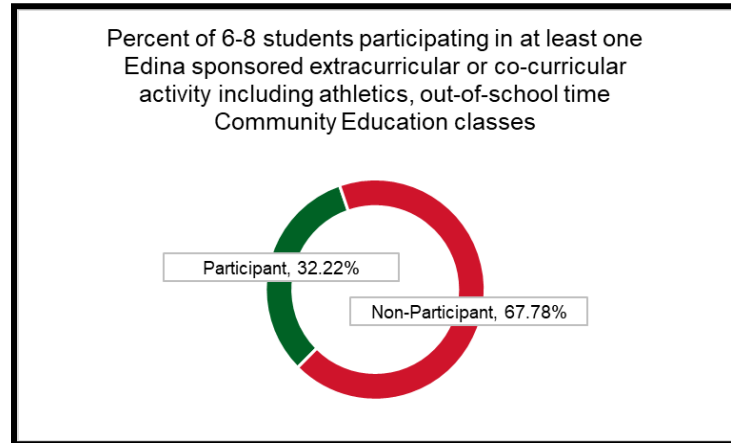
Metrics:

- Student participation in extracurricular & co-curricular activities

2022-23 Results

- Student participation in extracurricular & co-curricular activities **How will it be measured:** Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics and/or out-of-school time Community Education classes.

32.22% participated in at least one extracurricular and/or co-curricular activity during the 2022-23 school year



	Participant	Non- Participant
Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics, out-of-school time Community Education classes	32.22%	67.78%

Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics, out-of-school time Community Education classes by Student Race		
Student Race	Participant	Non- Participant
Asian	38.69%	61.31%
Hispanic/Latino	17.93%	82.07%
Two or More Races	32.03%	67.97%
White	37.40%	62.60%

American Indian or Alaska Native, Black or African American and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics, out-of-school time Community Education classes by Student ML Status		
Student ML Status	Participant	Non- Participant
ML Monitor	19.26%	80.74%
Non ML Student	34.82%	65.18%

**Students who Declined ML Service, ML Students and Prior ML students have been excluded due to numbers being identifiable.*

Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics, out-of-school time Community Education classes by Student Special Education Status		
Student Special Education Status	Participant	Non- Participant
Special Ed Student	23.75%	76.25%
Section 504 Student	33.08%	66.92%
Gen Ed Student	33.42%	66.58%

Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics, out-of-school time Community Education classes by Student FRPM Status		
Student FRPM Status	Participant	Non- Participant
FRPM Student	9.88%	90.12%
Non FRPM Student	38.17%	61.83%

Edina Public Schools offers multiple pathways to appropriately challenge and engage learners across our system. Each and every student deserves and needs learning opportunities that help them discover, extend, accelerate, and apply their learning. The pathways are designed to meet the needs of students in all unique learners categories, including those who have demonstrated high performance or show high levels of reasoning.

Reasoning:

EPS welcomes, respects, supports, and values each and everyone so students can learn effectively, develop a deeper understanding of complex issues, and become empowered to contribute to the school and greater community. We strive to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically, and that barriers are eliminated.

Metrics:

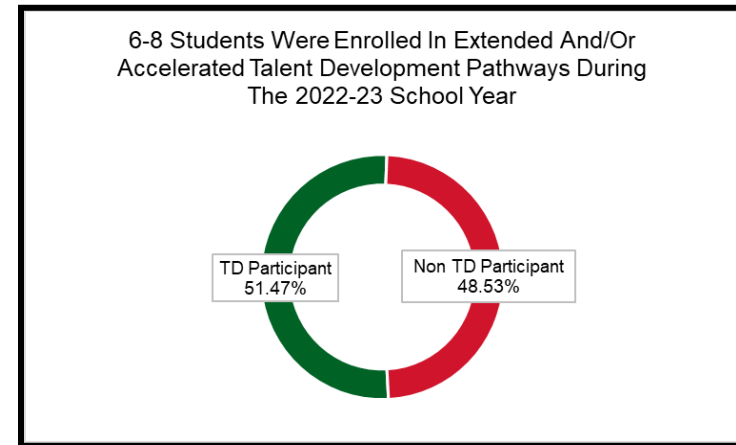
- Talent Development Program Participation
- Talent Development Program Performance
- Progress Toward IEP Goals
- ML Student Progress Toward Proficiency

2022-23 Results

- Talent Development Program Participation **How will it be measured:** Percent of 6-8 grade student enrollment in talent development extended or accelerated pathways (Enriched Reading and Social Studies, Accelerated Science, Accelerated Math)

51.47% 6-8 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year

	TD Participant	Non TD Participant
6-8 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year	51.47%	48.53%



6-8 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student Race		
Student Race	TD Participant	Non TD Participant
Asian	66.67%	33.33%
Black or African American	18.72%	81.28%
Hispanic/Latino	27.59%	72.41%
Two or More Races	64.84%	35.16%
White	56.80%	43.20%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

6-8 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student ML Status		
Student ML Status	TD Participant	Non TD Participant
ML Monitor	23.70%	76.30%
Prior ML	75.93%	24.07%
Non ML Student	55.89%	44.11%

**Students who Declined ML Service and ML Students have been excluded due to numbers being identifiable.*

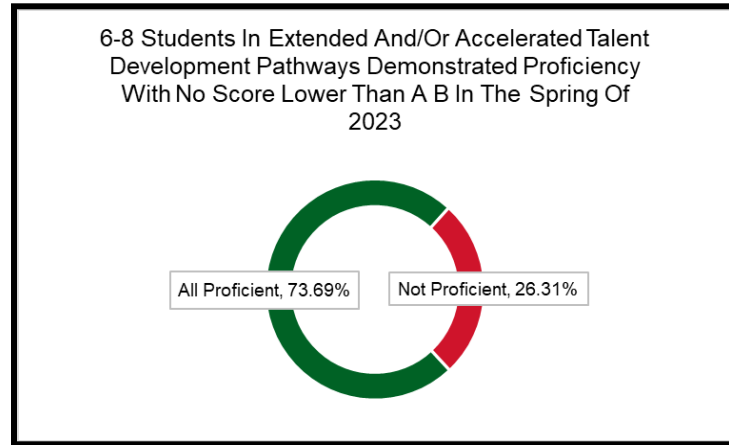
6-8 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student Special Education Status		
Student Special Education Status	TD Participant	Non TD Participant
Special Ed Student	17.92%	82.08%
Section 504 Student	43.85%	56.15%
Gen Ed Student	57.11%	42.89%

6-8 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student FRPM Status		
Student FRPM Status	TD Participant	Non TD Participant
FRPM Student	20.48%	79.52%
Non FRPM Student	59.72%	40.28%

2022-23 Results

- Talent Development Program Performance **How will it be measured:** Percentage of 6-8 grade students in extended or accelerated talent development pathways earning all scores of B or better on their S2 report card in (Enriched Reading and Social Studies, Accelerated Science and Accelerated Math)

73.69% 6-8 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a B in the spring of 2023



	All Proficient	Not Proficient
6-8 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A B In The Spring Of 2023	73.69%	26.31%

6-8 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A B In The Spring Of 2023 by Student Race

Student Race	All Proficient	Not Proficient
Asian	77.68%	22.32%
Black or African American	40.91%	59.09%
Hispanic/Latino	67.50%	32.50%
Two or More Races	66.27%	33.73%
White	76.29%	23.71%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

6-8 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A B In The Spring Of 2023 by Student Special Education Status

Student Special Education Status	All Proficient	Not Proficient
Special Ed Student	72.55%	27.45%
Section 504 Student	68.42%	31.58%
Gen Ed Student	91.83%	8.17%

6-8 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A B In The Spring Of 2023 by Student FRPM Status

Student FRPM Status	All Proficient	Not Proficient
FRPM Student	55.29%	44.71%
Non FRPM Student	75.38%	24.62%

6-8 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A B In The Spring Of 2023 by Student ML Status

Student ML Status	All Proficient	Not Proficient
ML Monitor	68.75%	31.25%
Prior ML	73.17%	26.83%
Non ML Student	73.99%	26.01%

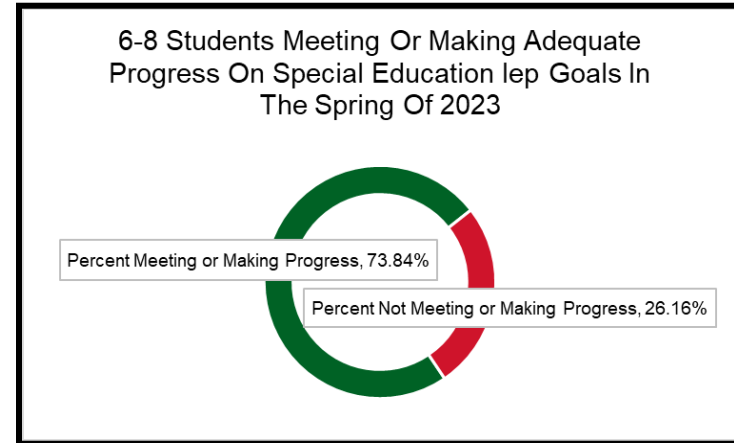
**Students who Declined ML Service and ML Students have been excluded due to numbers being identifiable.*

2022-23 Results

- Progress Toward IEP Goals **How will it be measured:** Percent of 6-8 students meeting or making adequate progress on special education program goals

73.84% of 6-8 students meeting or making adequate progress on special education IEP goals in the spring of 2023

	Percent Meeting or Making Progress	Percent Not Meeting or Making Progress
6-8 Students Meeting Or Making Adequate Progress On Special Education Iep Goals In The Spring Of 2023	73.84%	26.16%

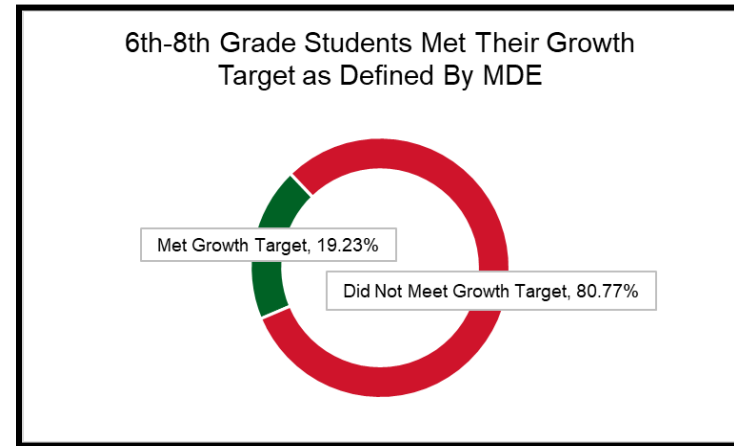


2022-23 Results

- ML Student Progress Toward Proficiency **How will it be measured:** Percent of 6-8 ML students who met their MDE provided growth target for the year

19.23% of 6th - 8th grade students met their growth target as defined by MDE

	Met Growth Target	Did Not Meet Growth Target
6th-8th Grade Students Met Their Growth Target as Defined By MDE	19.23%	80.77%



Attending school regularly is critical for building relationships and ensuring academic success through high levels of positive engagement. Consistent attendance sets the foundation for Each and Every Edina student to discover their possibilities and thrive while moving towards graduation.

Attendance Reasoning:

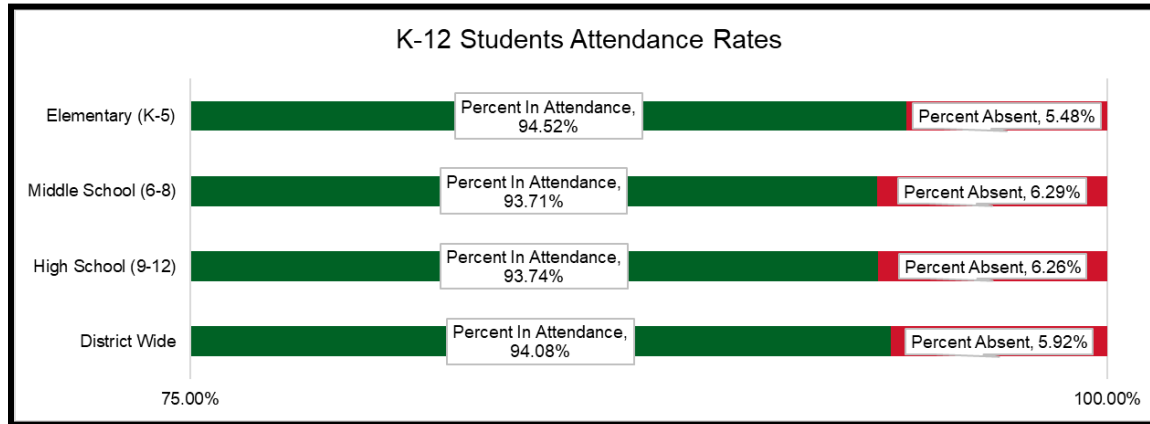
Consistent attendance is paramount to ensure that students are immersed in the instruction and additional support when necessary to demonstrate mastery of the MN State Standards. Students with consistent attendance succeed academically, are more likely to graduate and be better prepared for post secondary (college/career) experiences. The Minnesota Department of education deems consistent

Attendance Metrics:

- Students Percent in Attendance

2022-23 Results

- Students Percent in Attendance **How will it be measured:** K-12 students percent in attendance **94.08%** of K-12 students attendance rates



Grade Band	Percent In Attendance	Percent Absent
High School (9-12)	93.74%	6.26%
Middle School (6-8)	93.71%	6.29%
Elementary (K-5)	94.52%	5.48%
District Wide	94.08%	5.92%

K-12 Students Attendance Rates by Student Special Education Status			
Special Ed Status	Elementary (K-5)	Middle School (6-8)	High School (9-12)
Special Ed Student	94.35%	92.91%	91.93%
Section 504 Student	94.39%	93.43%	92.85%
Gen Ed Student	94.57%	93.85%	94.06%

K-12 Students Attendance Rates by Student ML Status			
ML Status	Elementary (K-5)	Middle School (6-8)	High School (9-12)
Declined ML Service	91.79%	92.49%	90.16%
ML Monitor	94.46%	93.87%	93.69%
ML Student	93.10%	92.74%	92.91%
Non ML Student	94.68%	93.72%	93.75%
Prior ML	93.86%	94.76%	94.69%

K-12 Students Attendance Rates by Student Race			
Student Race	Elementary (K-5)	Middle School (6-8)	High School (9-12)
American Indian or Alaska Native	89.95%	93.58%	90.26%
Asian	94.82%	95.48%	94.90%
Black or African American	92.57%	92.46%	93.35%
Hispanic/Latino	93.27%	92.62%	93.36%
Native Hawaiian or Other Pacific Islander	96.91%	96.94%	90.77%
Two or More Races	94.26%	93.02%	93.10%
White	94.87%	93.90%	93.78%

K-12 Students Attendance Rates by Student FRPM Status			
FRPM Status	Elementary (K-5)	Middle School (6-8)	High School (9-12)
FRPM Student	92.69%	92.37%	92.55%
Non FRPM Student	94.90%	94.07%	94.04%

APPENDIX A: Glossary

Teaching Strategies Gold (TS Gold): An authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which enables a whole-child approach to assessment.

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

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

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

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

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

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

Talent Development: Talent Development encompasses all of the classes, support structures, and instruction that are designed to identify a child's strengths early on in their education, so they can turn their abilities and interests into high levels of achievement. Talent Development can be a different class for a select group of students. However, it goes beyond that and includes opportunities for all students to learn in rigorous, highly engaging, and inquiry based settings on a day-to-day basis. Talent Development ensures that each and every student in Edina Public Schools has a clear path to discover their possibilities and thrive.

**See also [Talent Development Board Report 2.13.23](#) for more Talent Development detail.*

Elementary Curiosity Lab: Support for students in grades 4-5 who participate in Extended Reading and/or Accelerated Math provided by the Curiosity Lab Teachers (Talent Development FTE). The students have access to additional time, resources and scaffolding. Students meet with a Curiosity Lab teacher to ensure success in extended and accelerated classes.

Extended Pathways: Opportunities provided to students to engage with grade level content at a deeper level.

Accelerated Pathways: Opportunities for students to compact grade level standards and be exposed to higher grade level standards at a faster pace.

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

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

PREPaRE Training: Training developed by the National Association of School Psychologists to help participants gain a better understanding of the organization and function of a comprehensive safety and crisis team and the knowledge and skills necessary to meet the mental health needs of students and staff in the aftermath of a crisis.

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

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


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

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

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

APPENDIX B: [2023-2025 Board Approved EPS Assessment Plan](#)

APPENDIX C: FASTBridge Assessment Guide

Assessments by Grade Level Administered Fall-Winter-Spring						
	Grades K-1	Grades 2-3	Grades 4-5	Grades 6-8	Grade 9	Grades 10-12
Reading Assessments	earlyReading	R-CBM aReading	FASTtrack Reading (AUTOReading and aReading)			As needed
Math Assessments	earlyMath	FASTtrack Math (CBM automaticity and aMath)			As needed	

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

earlyReading English - Composite Subtests				earlyMath Composite Subtests			
GRADE	FALL	WINTER	SPRING	GRADE	FALL	WINTER	SPRING
K	Concepts of Print	Onset Sounds	Letter Sounds	K	Match Quantity	Decomposing DC-K	Decomposing DC-K
K	Onset Sounds	Letter Sounds	Word Segmenting	K	Number Sequence NS-K	Number Sequence NS-K	Number Sequence NS-K
K	Letter Names	Word Segmenting	Nonsense Words*	K	Numeral Identification NI-K	Numeral Identification NI-K	Numeral Identification NI-K
K	Letter Sounds	Nonsense Words*	Sight Words 50	1	Decomposing DC-1	Decomposing DC-1	Decomposing DC-1
1	Word Segmenting	Word Segmenting	Word Segmenting	1	Number Sequence NS-1	Number Sequence NS-1	Place Value
1	Nonsense Words*	Nonsense Words*	Nonsense Words*	1	Numeral Identification NI-1	Place Value	Story Problems
1	Sight Words 150	Sight Words 150	Sight Words 150				
1	Sentence Reading	CBMreading**	CBMreading**				

[FASTBridge Assessment Overview](#): list and details of assessments

APPENDIX D: MCA Opt Out Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Math	2023	Elementary (K-5)	Student Took Assessment	2341	98.20%
MCA Math	2023	Elementary (K-5)	Student Did Not Take Assessment	43	
MCA Math	2023	Middle School (6-8)	Student Took Assessment	3720	95.04%
MCA Math	2023	Middle School (6-8)	Student Did Not Take Assessment	194	
MCA Math	2023	High School (9-12)	Student Took Assessment	714	54.09%
MCA Math	2023	High School (9-12)	Student Did Not Take Assessment	606	
MCA Reading	2023	Elementary (K-5)	Student Took Assessment	1828	97.86%
MCA Reading	2023	Elementary (K-5)	Student Did Not Take Assessment	40	
MCA Reading	2023	Middle School (6-8)	Student Took Assessment	1878	96.06%
MCA Reading	2023	Middle School (6-8)	Student Did Not Take Assessment	77	
MCA Reading	2023	High School (9-12)	Student Took Assessment	590	88.59%
MCA Reading	2023	High School (9-12)	Student Did Not Take Assessment	76	
MCA Science	2023	Elementary (K-5)	Student Took Assessment	611	97.60%
MCA Science	2023	Elementary (K-5)	Student Did Not Take Assessment	15	
MCA Science	2023	Middle School (6-8)	Student Took Assessment	626	92.60%
MCA Science	2023	Middle School (6-8)	Student Did Not Take Assessment	50	
MCA Science	2023	High School (9-12)	Student Took Assessment	527	90.39%
MCA Science	2023	High School (9-12)	Student Did Not Take Assessment	56	

Appendix E: Edina Public Schools 2022-2023 Demographic Summary

Edina Public Schools 2022-2023 Demographic Summary							
Percent of Students	Student Race						
Grade Band	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
Elementary (K-5)	0.16%	8.84%	7.73%	7.12%	0.05%	7.25%	68.85%
Middle School (6-8)	0.15%	8.51%	11.90%	7.35%	0.05%	6.48%	65.55%
High School (9-12)	0.07%	8.24%	12.27%	7.95%	0.15%	5.97%	65.36%

Percent of Students	Special Ed Status		
Grade Band	Special Ed Student	Section 504 Student	Gen Ed Student
Elementary (K-5)	17.75%	3.56%	78.69%
Middle School (6-8)	12.16%	6.59%	81.26%
High School (9-12)	9.30%	10.03%	80.67%

Percent of Students	ML Status				
Grade Band	Declined ML Service	ML Student	ML Monitor	Prior ML	Non ML Student
Elementary (K-5)	0.29%	9.18%	3.24%	0.03%	87.26%
Middle School (6-8)	0.20%	5.12%	6.84%	2.74%	85.11%
High School (9-12)	0.51%	4.03%	2.42%	4.50%	88.54%

Percent of Students	FRPM Status	
Grade Band	FRPM Student	Non FRPM Student
Elementary (K-5)	16.93%	83.07%
Middle School (6-8)	21.02%	78.98%
High School (9-12)	20.47%	79.53%



Board Meeting Date: 11.13.23

Title: Edina Public Schools Data Metrics Plan Update: 9th - 12th Grade

Type: Discussion

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

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2023 Edina Public Schools Data Metrics Plan update reflects spring 2023 data. The plan as a whole is broken down into four grade level bands. This report is the 9th -12th grade band.

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

Desired Outcomes for the Board: Review the structure of the report, have questions prepared, and provide feedback on the purpose of the Data Metrics Plan as a guiding tool to support the implementation to the strategic plan.

Background Materials:

[2.14.22 Approved Data Metrics Plan](#)

[9.11.23 Data Metrics Goals](#)

[2023-2025 Board Approved EPS Assessment Plan](#)

[Data Metrics Report Board Presentation 10.16.23](#)

Attachments:

Board Report (below)

Edina Public Schools is a dynamic learning community that focuses on educational excellence. EPS has a comprehensive assessment monitoring plan that uses a variety of data points to examine and determine if/when we are meeting our Vision, Mission, and Strategic Plan priorities. This Executive Summary will highlight key findings and connected action steps in each grade level band.

Through the intentional focus on the components named in the Data Metrics Plan, EPS has a marked track for continuous improvement. The plan is tightly aligned to monitor the growth as it relates to the 2020-2030 Strategic Plan.

The Edina Public Schools Data Metrics Plan in its entirety has four grade level bands and district wide data to summarize:

1. Early Learning
2. Elementary School
3. Middle School
4. High School

This summary includes key findings in math, literacy, and social and emotional learning data in the 9th - 12th grade band, as well as additional key findings that demonstrate critical benchmarks in *preparing all students to realize their full potential*. It will also include a description of the actions directed to support growth and continuous improvement related to the key findings. Finally, each category has the strategic plan alignment listed at the bottom of the action section indicated by a **green** asterisk.

High School (9-12)

Key Findings	Key Action Steps
<p>Literacy:</p> <ul style="list-style-type: none"> Proficiency on 10th Grade MCA scores increased by 13%. 73.44% of 9th grade students demonstrated proficiency on the spring 2023 FASTTrack reading. 54.59% of 9th grade students who were below grade level in the fall 2022 and achieved aggressive growth from fall 2022 to spring 2023 While we continue to outperform the nation on the FASTBridge reading assessments and the state on MCA achievement, <i>there is still an achievement gap to address in Edina.</i> 	<p>We will:</p> <ul style="list-style-type: none"> deepen the intentional implementation of the Comprehensive Literacy Plan implement and strengthen 9th grade College Reading Readiness implement interventions and progress monitor students who score below proficiency on the FASTBridge screener, as well as those who demonstrate need through different measures, and make instructional shifts as needed use PLC structures to respond to the data and to make instructional shifts as needed 9-12 continue to follow Implementation Science with lead teams to review and recommend updates to Tier 1 and Tier 2 practices in curriculum and instruction in 9-12 collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>Math:</p> <ul style="list-style-type: none"> Slightly more than 61% of all students in grades 9-12 demonstrated proficiency by achieving at least a B in their math course. A little less than 63% of students were proficient on the 11th grade MCA Math assessment. While we continue to outperform the state on MCA achievement, <i>there is still an achievement gap to address in Edina.</i> 	<p>We will:</p> <ul style="list-style-type: none"> continue with the full implementation of our core tier 1 instructional materials (Envision Math) across all math courses engage in PLC's to respond to student needs and to ensure instructional alignment and content rigor across all math courses. provide instructional support provided through Bridge classes, Student Prep, Flex time and structured office hours ensure appropriate math course selection through math team and counselor collaboration implement a new non-AP Calculus course to better meet the needs of some learners collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>

<p>SEL: According to the Panorama Student Competency and Well-Being measures:</p> <ul style="list-style-type: none"> ● 77.5% of 9-12 grade students reported favorably that they have a teacher or other adult from school they can count on. ● 77.75% of 9-12 grade students reported favorably that in the past week, they often feel excited about learning. 	<p>We will:</p> <ul style="list-style-type: none"> ● pilot the Tier 1 Character Strong curriculum in select advisory and intervention classes. The plan for 2023-24 is to support EHS with implementation of the curriculum with fidelity and to monitor student SEL outcomes in the selected classes. ● deepen Professional Development with student support staff around utilizing the Panorama PlayBook resource to respond to student SEL needs ● provide PREPaRE school crisis training with district administrators and mental health staff ● implement advisory with an intentionality around belonging that includes connecting with peers and advisors, as well as reflecting on identity, agency, and goal setting ● engage in building wide work on the first phase of a review of and support for ensuring a healthy building wide staff culture. <p><i>*Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.</i></p> <p><i>*Strategy C.2: Ensure staff are equipped with long-term wellness strategies leading to a strong sense of belonging and positive climate and culture.</i></p> <p><i>*Strategy C5: Create environments that are conducive to learning and facilitate constructive student interaction.</i></p>
<p>Additional Observations:</p> <ul style="list-style-type: none"> ● 66.31% of 9-12 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year. ● 54.49% of 9-12 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a B in the spring of 2023. ● 86% of Edina students earn a 3+ or higher on AP exams. ● 68.34% of 9-12 students met or made adequate progress on special education IEP goals in the spring of 2023. ● 20.00% of 9th-12th grade students met their growth target as defined by MDE. ● There is an opportunity gap for Black and Hispanic, as well as ML, Special Ed, and FRMP students, and their participation in extra-curricular and co curricular activities. 	<p>We will:</p> <ul style="list-style-type: none"> ● continue to offer a wide range of advanced courses that maximize college readiness for students while broadening access ● collaborate with Special Education to enhance: <ul style="list-style-type: none"> ○ implementation of structured literacy aligned resources ○ align instructional resources across Tier 1, Tier 2, and Tier 3 and ensure alignment with structured literacy ● collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students and decreasing the opportunity gap for participation in extra-curricular and co curricular activities. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.</i></p> <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p>

9-12 English Language Arts (ELA/Literacy), Mathematics and Science Standards	8
• 9-12 academic proficiency in English Language Arts (ELA/Literacy) How will it be measured: Proficiency on end of the year ELA course grades (Score of B or better Semester 2 ELA Course) and Reading MCA Assessments of students who took the MCA, and FASTtrack Reading	9
• 9-12 academic proficiency in Mathematics How will it be measured: Proficiency on end of the year course math grades (Score of B or better in Semester 2 in Math), MCA Assessments of students who took the MCA.	12
• 9-12 academic proficiency in Science How will it be measured: Proficiency on end of the year science course grades (Score of B or better Semester 2) Science MCA Assessments of students who took the MCA.	14
• 9th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring	16
9-12 Each and every student is College Ready	17
Bilingual Seals earned by 9-12 students	17
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State Longitudinal Education Data System (SLEDS)	18
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9-12 Career Ready	22
• 9-12 SEL How will it be measured: Panorama questions “Do you have a teacher or other adult from school who you can count on to help you no matter what?”	23
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Students meet learning targets based on MN state standards.

Reasoning:

The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.

The English Language Arts (ELA/Literacy) standards are composed of “all of the communication and language skills and processes people use every day to receive and send information. Students in ELA classrooms and across the content areas take in information through reading, listening, and viewing from both literary and informational sources. Students also write, speak, and exchange ideas to express themselves and communicate with others. The ability to use and understand language is critical to every aspect of students’ lives and their future career and college readiness.” ([MDE](#))

Mathematics is a discipline whose basic ingredients are numbers, shapes, and algebraic relationships. Logical reasoning is used to study the properties of these objects and develop connections between them. The results can be used to understand and analyze a vast array of phenomena arising in all of the sciences, engineering and everyday life. ([MDE](#))

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

Metrics:

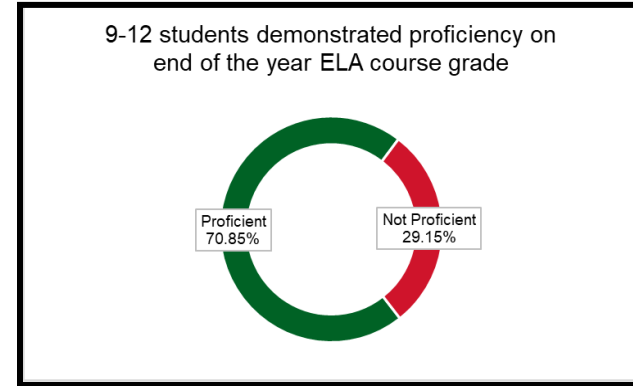
- 9-12 academic proficiency in English Language Arts (ELA/Literacy)
- 9-12 academic proficiency in Mathematics
- 9-12 academic proficiency in Science
- 9th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring

2022-23 Results

- 9-12 academic proficiency in English Language Arts (ELA/Literacy) **How will it be measured:** Proficiency on end of the year ELA course grades (Score of B or better Semester 2 ELA Course) and Reading MCA Assessments of students who took the MCA, and FASTtrack Reading

70.85% of 9-12th grade proficiency end of the year **ELA course grade**

	Proficient	Not Proficient
9-12 students demonstrated proficiency on end of the year ELA course grade	70.85%	29.15%



9-12 Students Demonstrated Proficiency on End of the Year ELA Course Grade by Student Race		
Student Race	Proficient	Not Proficient
Asian	83.98%	16.02%
Black or African American	36.86%	63.14%
Hispanic/Latino	52.20%	47.80%
Two or More Races	71.43%	28.57%
White	76.85%	23.15%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

9-12 Students Demonstrated Proficiency on End of the Year ELA Course Grade by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	35.88%	64.12%
Section 504 Student	62.25%	37.75%
Gen Ed Student	74.78%	25.22%

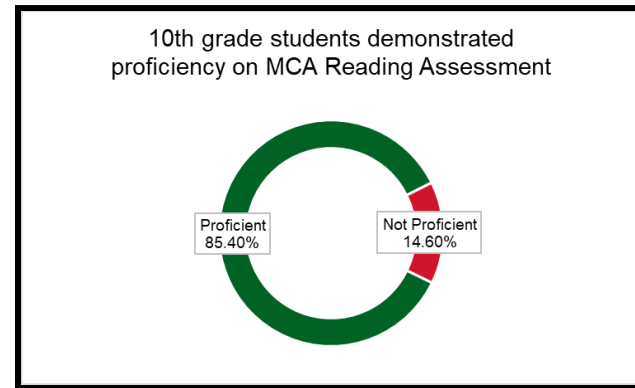
9-12 Students Demonstrated Proficiency on End of the Year ELA Course Grade by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Monitor	40.00%	60.00%
Prior ML	64.55%	35.45%
Non ML Student	73.73%	26.27%

**Students who Declined ML Service and ML students have been excluded due to numbers being identifiable.*

9-12 Students Demonstrated Proficiency on End of the Year ELA Course Grade by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	40.62%	59.38%
Non FRPM Student	77.62%	22.38%

85.40% of 10th grade proficiency on MCA Reading Assessment

	Proficient	Not Proficient
10th grade students demonstrated proficiency on MCA Reading Assessment	85.40%	14.60%



10th Grade Students Demonstrated Proficiency on MCA Reading Assessment by Student Race		
Student Race	Proficient	Not Proficient
Asian	90.20%	9.80%
Black or African American	61.97%	38.03%
Hispanic/Latino	66.67%	33.33%
Two or More Races	91.18%	8.82%
White	90.54%	9.46%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

10th Grade Students Demonstrated Proficiency on MCA Reading Assessment by Student ML Status		
Student ML Status	Proficient	Not Proficient
Non ML Student	89.98%	10.02%

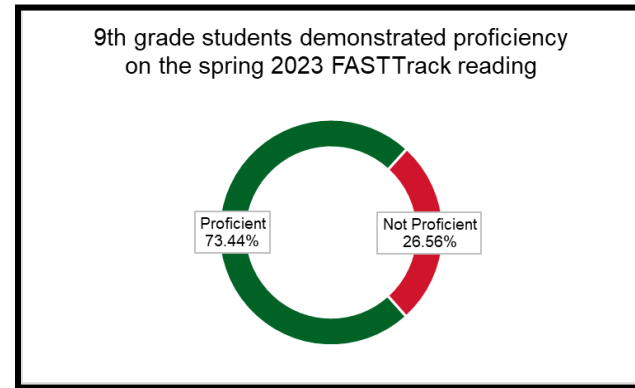
**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

10th Grade Students Demonstrated Proficiency on MCA Reading Assessment by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	54.29%	45.71%
Section 504 Student	77.42%	22.58%
Gen Ed Student	88.62%	11.38%

10th Grade Students Demonstrated Proficiency on MCA Reading Assessment by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	62.93%	37.07%
Non FRPM Student	90.91%	9.09%

73.44% of 9th grade proficiency on the **spring 2023 FASTtrack reading**

	Proficient	Not Proficient
9th grade students demonstrated proficiency on the spring 2023 FASTtrack reading	73.44%	26.56%



9th Grade Students Demonstrated Proficiency on the Spring 2023 FASTTrack reading by Student Race		
Student Race	Proficient	Not Proficient
Asian	87.04%	12.96%
Black or African American	48.84%	51.16%
Hispanic/Latino	57.41%	42.59%
Two or More Races	71.79%	28.21%
White	78.86%	21.14%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

9th Grade Students Demonstrated Proficiency on the Spring 2023 FASTTrack reading by Student ML Status		
Student ML Status	Proficient	Not Proficient
Prior ML	79.41%	20.59%
Non ML Student	77.53%	22.47%

**Students who Declined ML Service, ML Monitor and ML students have been excluded due to numbers being identifiable.*

9th Grade Students Demonstrated Proficiency on the Spring 2023 FASTTrack reading by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	33.78%	66.22%
Section 504 Student	75.68%	24.32%
Gen Ed Student	78.51%	21.49%

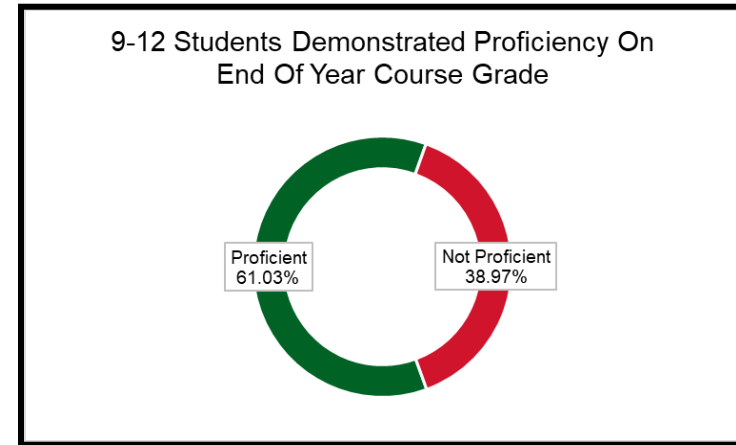
9th Grade Students Demonstrated Proficiency on the Spring 2023 FASTTrack reading by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	52.55%	47.45%

2022-23 Results

- 9-12 academic proficiency in Mathematics **How will it be measured:** Proficiency on end of the year course math grades (Score of B or better in Semester 2 in Math), MCA Assessments of students who took the MCA.

61.03% of 9-12 students demonstrated proficiency on end of year math course grade

	Proficient	Not Proficient
9-12 Students Demonstrated Proficiency On End Of Year Course Math Grade	61.03%	38.97%



9-12 Students Demonstrated Proficiency on End of Year Course Math Grade by Student Race

Student Race	Proficient	Not Proficient
Asian	75.27%	24.73%
Black or African American	34.38%	65.63%
Hispanic/Latino	50.29%	49.71%
Two or More Races	60.31%	39.69%
White	64.90%	35.10%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

9-12 Students Demonstrated Proficiency on End of Year Course Math Grade by Student Special Education Status

Student Special Education Status	Proficient	Not Proficient
Special Ed Student	34.67%	65.33%
Section 504 Student	52.65%	47.35%
Gen Ed Student	64.00%	36.00%

9-12 Students Demonstrated Proficiency on End of Year Course Math Grade by Student ML Status

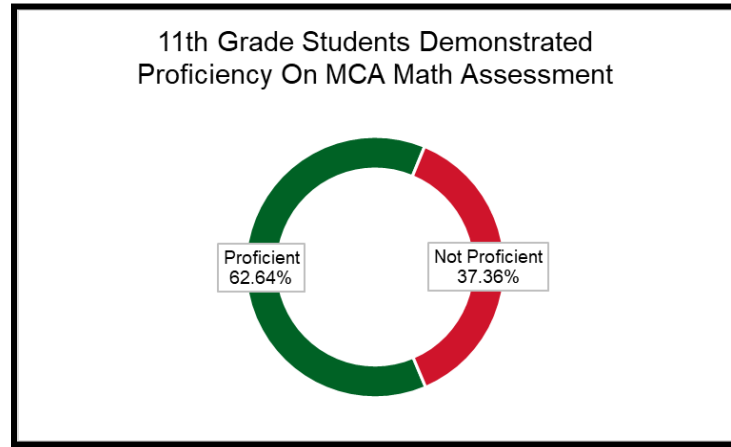
Student ML Status	Proficient	Not Proficient
Prior ML	56.48%	43.52%
Non ML Student	63.07%	36.93%

**Students who Declined ML Service, ML Monitor and ML students have been excluded due to numbers being identifiable.*

9-12 Students Demonstrated Proficiency on End of Year Course Math Grade by Student FRPM Status

Student FRPM Status	Proficient	Not Proficient
FRPM Student	38.42%	61.58%
Non FRPM Student	65.96%	34.04%

62.64% of 11th grade students demonstrated proficiency on MCA Math Assessment



	Proficient	Not Proficient
11th Grade Students Demonstrated Proficiency On MCA Math Assessment	62.64%	37.36%

11th Grade Students Demonstrated Proficiency On MCA Math Assessment by Student Race		
Student Race	Proficient	Not Proficient
Asian	79.41%	20.59%
White	68.80%	31.20%

*American Indian or Alaska Native, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.

11th Grade Students Demonstrated Proficiency On MCA Math Assessment by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Section 504 Student	57.14%	42.86%
Gen Ed Student	67.12%	32.88%

11th Grade Students Demonstrated Proficiency On MCA Math Assessment by Student ML Status		
Student ML Status	Proficient	Not Proficient
Non ML Student	66.04%	33.96%

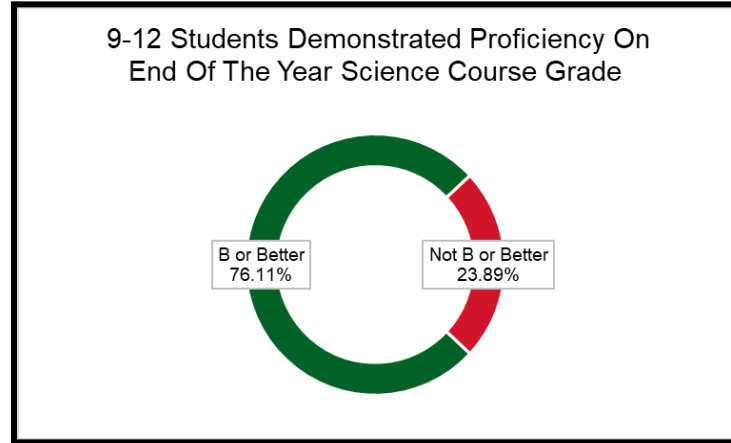
*Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.

11th Grade Students Demonstrated Proficiency On MCA Math Assessment by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	30.77%	69.23%
Non FRPM Student	69.76%	30.24%

2022-23 Results

- 9-12 academic proficiency in Science **How will it be measured:** Proficiency on end of the year science course grades (Score of B or better Semester 2) Science MCA Assessments of students who took the MCA.

76.11% of 9-12 students demonstrated proficiency on end of the year Science course grade:



	B or Better	Not B or Better
9-12 Students Demonstrated Proficiency On End Of The Year Science Course Grade	76.11%	23.89%

9-12 Students Demonstrated Proficiency On End Of The Year Science Course Grade by Student Race		
Student Race	B or Better	Not B or Better
Asian	81.13%	18.87%
Black or African American	36.07%	63.93%
Hispanic/Latino	51.72%	48.28%
Two or More Races	80.00%	20.00%
White	84.62%	15.38%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

9-12 Students Demonstrated Proficiency On End Of The Year Science Course Grade by Student ML Status		
Student ML Status	B or Better	Not B or Better
Non ML Student	80.67%	19.33%

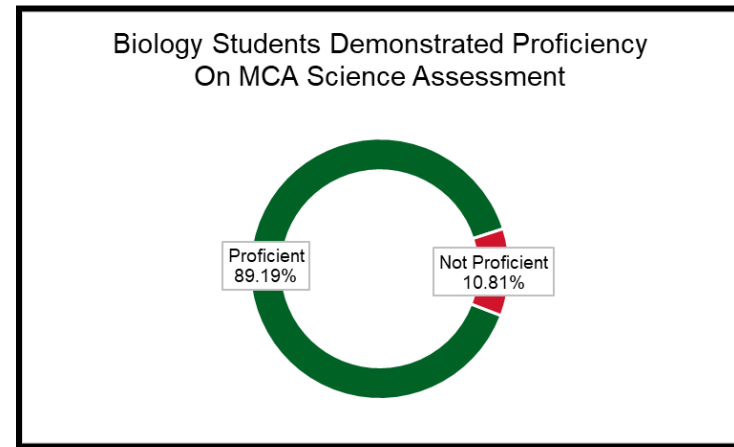
**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

9-12 Students Demonstrated Proficiency On End Of The Year Science Course Grade by Student Special Education Status		
Student Special Education Status	B or Better	Not B or Better
Special Ed Student	54.55%	45.45%
Section 504 Student	78.13%	21.88%
Gen Ed Student	78.28%	21.72%

9-12 Students Demonstrated Proficiency On End Of The Year Science Course Grade by Student FRPM Status		
Student FRPM Status	B or Better	Not B or Better
FRPM Student	45.30%	54.70%
Non FRPM Student	83.47%	16.53%

89.19% of Biology students demonstrated proficiency on MCA Science Assessment

	Proficient	Not Proficient
Biology Students Demonstrated Proficiency On MCA Science Assessment	89.19%	10.81%



Biology Students Demonstrated Proficiency On MCA Science Assessment by Student Race		
Student Race	Proficient	Not Proficient
Asian	93.62%	6.38%
Black or African American	66.67%	33.33%
Hispanic/Latino	62.50%	37.50%
Two or More Races	87.50%	12.50%
White	94.21%	5.79%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Biology Students Demonstrated Proficiency On MCA Science Assessment by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	62.16%	37.84%
Section 504 Student	85.71%	14.29%
Gen Ed Student	92.00%	8.00%

Biology Students Demonstrated Proficiency On MCA Science Assessment by Student ML Status		
Student ML Status	Proficient	Not Proficient
Non ML Student	92.83%	7.17%

**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

Biology Students Demonstrated Proficiency On MCA Science Assessment by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	67.90%	32.10%
Non FRPM Student	93.14%	6.86%

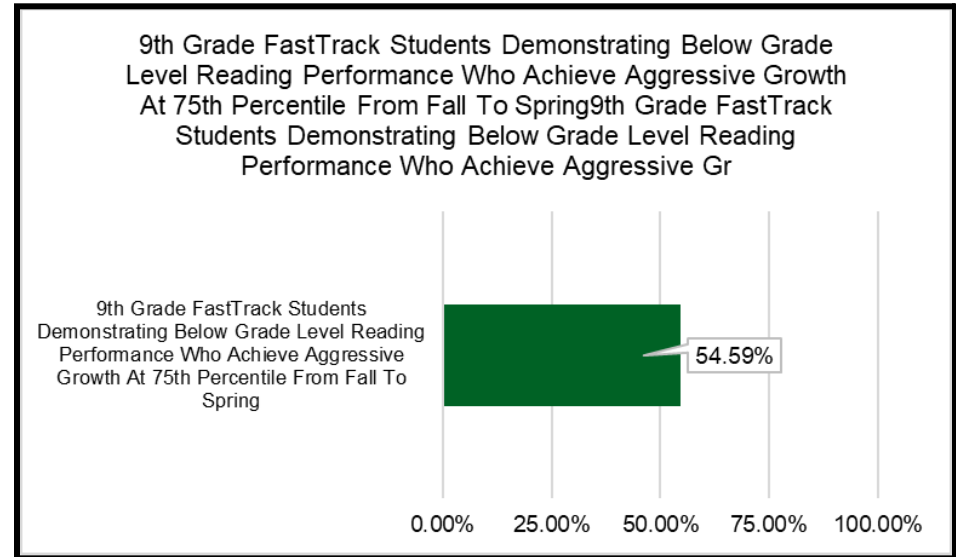
2022-23 Results

- 9th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring

54.59% of 9th grade students who were below grade level in the fall 2022 and achieved aggressive growth from fall 2022 to spring 2023

	Percent of Students
9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Growth At 75th Percentile From Fall To Spring	54.59%

**National Norm for aggressive growth is 25%*



9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Growth At 75th Percentile From Fall To Spring by Student Race	
Student Race	Percent of Students
White	58.18%

**American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Growth At 75th Percentile From Fall To Spring by Student Special Education Status	
Student Special Education Status	Percent of Students
Gen Ed Student	55.32%

**Special Education and Section 504 students have been excluded due to numbers being identifiable.*

9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Growth At 75th Percentile From Fall To Spring by Student ML Status	
Student ML Status	Percent of Students
Non ML Student	57.43%

**Students who Declined ML Service, ML Students, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Growth At 75th Percentile From Fall To Spring by Student FRPM Status	
Student FRPM Status	Percent of Students
FRPM Student	43.10%
Non FRPM Student	59.84%

Each and every student is College Ready.

Reasoning:

Edina Public Schools has a strong reputation for the preparation of students to go on to post-secondary learning. Post secondary education is directly attributed to the quality of life in areas such as health equity, housing sustainability, and income attainment.

Metrics:

- Bilingual Seals earned by 9-12 students
- Dual Enrollment Options
- ACT performance
- State Longitudinal Education Data System (SLEDS)
- Selected end of course unit scores
- National Merit Scholars
- Alumni Survey

2022-23 Results

Bilingual Seals earned by 9-12 students

- a. **How will it be measured:** Number of Bilingual Seals earned

214 9-12 students earned a Bilingual Seal

2022-23 Results

Dual Enrollment Options

- b. **How will it be measured:** Number of students taking classes to earn college credit while in high school

PSEO (at a college campus)

- S1- 96
- S2- 93

Dual Enrollment (at EHS)

- CIS Latin- 7
- CIS STEM- 47
- CIS MATH- 254
- Total-308

2022-23 Results

ACT performance

- **How will it be measured:** Students Earning 22 on ACT composite
 - a. ACT College Readiness score: English ACT
 - b. College Readiness score: Mathematics

71.13% 9-12 students earned a 22 or higher on the ACT composite.

** If multiple tests were taken, the highest score was used to determine this percentage*

State Longitudinal Education Data System (SLEDS)

- **How will it be measured:**
 - a. Students persisting from first year of college to second year of college
 - b. Students persisting from second year of college to third year of college

94% of students persist onto their 2nd year of college

82% of students persist from their 2nd to 3rd year of college.

**Class of 2021*

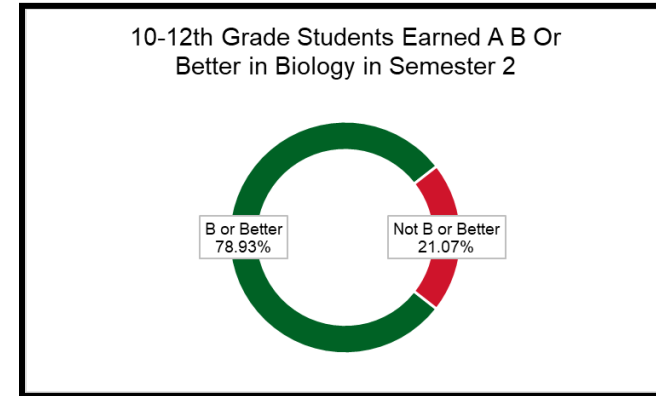
2022-23 Results

- National Merit Scholars
 - a. **How will it be measured:** Number of Students Commended, Semi Finalist and Finalist
 1. **Commended 20**
 2. **Semi Finalist 12**
 3. **Finalist 11**
- Alumni Survey
 - a. **How will it be measured:** Percent of Alumni reporting well prepared for the rigor of post secondary learning

No Data Available - Baseline data to be collected 2023-24

Biology- 78.93% 10-12th grade students earned a B or better in semester 2

	B or Better	Not B or Better
10-12th Grade Students Earned A B Or Better in Biology in Semester 2	78.93%	21.07%



10-12th Grade Students Earned A B Or Better in Biology in Semester 2 by Student Race

Student Race	B or Better	Not B or Better
Asian	84.00%	16.00%
Black or African American	42.31%	57.69%
Hispanic/Latino	50.00%	50.00%
Two or More Races	82.14%	17.86%
White	86.39%	13.61%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

10-12th Grade Students Earned A B Or Better in Biology in Semester 2 by Student Race by Student Special Education Status

Student Special Education Status	B or Better	Not B or Better
Special Ed Student	57.78%	42.22%
Section 504 Student	77.78%	22.22%
Gen Ed Student	81.19%	18.81%

10-12th Grade Students Earned A B Or Better in Biology in Semester 2 by Student Race by Student ML Status

Student ML Status	B or Better	Not B or Better
Non ML Student	82.74%	17.26%

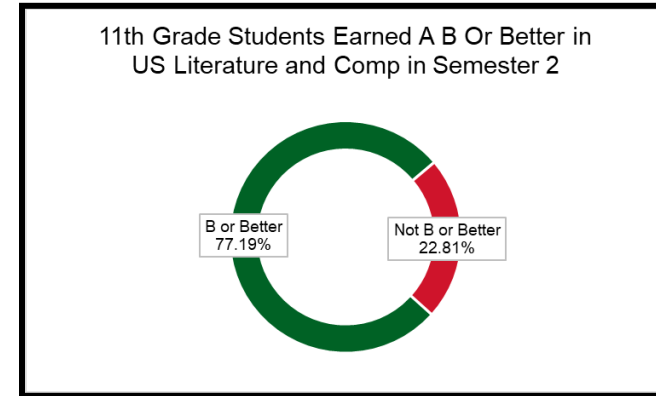
**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

10-12th Grade Students Earned A B Or Better in Biology in Semester 2 by Student Race by Student FRPM Status

Student FRPM Status	B or Better	Not B or Better
FRPM Student	48.98%	51.02%
Non FRPM Student	85.28%	14.72%

US Literature and Comp- 77.19% 11th grade students earned a B or better in semester 2

	B or Better	Not B or Better
11th Grade Students Earned A B Or Better in US Literature and Comp in Semester 2	77.19%	22.81%



11th Grade Students Earned A B Or Better in US Literature and Comp in Semester 2 by Student Race

Student Race	B or Better	Not B or Better
Asian	84.00%	16.00%
Black or African American	39.29%	60.71%
Hispanic/Latino	58.14%	41.86%
White	85.67%	14.33%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

11th Grade Students Earned A B Or Better in US Literature and Comp in Semester 2 by Student Special Education Status

Student Special Education Status	B or Better	Not B or Better
Special Ed Student	55.26%	44.74%
Section 504 Student	77.97%	22.03%
Gen Ed Student	79.19%	20.81%

11th Grade Students Earned A B Or Better in US Literature and Comp in Semester 2 by Student ML Status

Student ML Status	B or Better	Not B or Better
Non ML Student	80.14%	19.86%

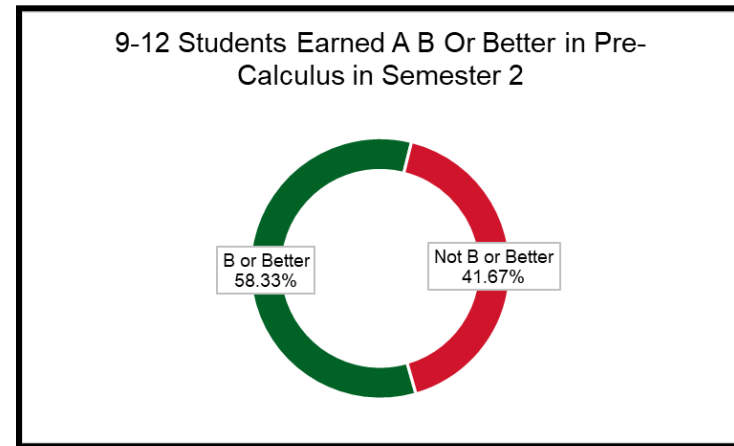
**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

11th Grade Students Earned A B Or Better in US Literature and Comp in Semester 2 by Student FRPM Status

Student FRPM Status	B or Better	Not B or Better
FRPM Student	46.88%	53.13%
Non FRPM Student	84.56%	15.44%

Pre-Calculus- 58.33% 9-12 students earned a B or better in semester 2

	B or Better	Not B or Better
9-12 Students Earned A B Or Better in Pre-Calculus in Semester 2	58.33%	41.67%



9-12 Students Earned A B Or Better in Pre-Calculus in Semester 2 by Student Race

Student Race	B or Better	Not B or Better
Asian	86.67%	13.33%
White	56.89%	43.11%

**American Indian or Alaska Native, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

9-12 Students Earned A B Or Better in Pre-Calculus in Semester 2 by Student Special Education Status

Student Special Education Status	B or Better	Not B or Better
Gen Ed Student	60.29%	39.71%

9-12 Students Earned A B Or Better in Pre-Calculus in Semester 2 by Student ML Status

Student ML Status	B or Better	Not B or Better
Non ML Student	58.25%	41.75%

**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

9-12 Students Earned A B Or Better in Pre-Calculus in Semester 2 by Student FRPM Status

Student FRPM Status	B or Better	Not B or Better
Non FRPM Student	60.58%	39.42%

Each & Every student is Future Ready, possessing the life skills needed to make positive contributions to the local, national and global community.

Reasoning:

Social emotional learning (SEL) is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that supports their success in school and in life.

Students with well developed social-emotional skills demonstrate the ability to persevere during situations of change and are more agile and flexible. They are able to develop healthy relationships, and better navigate peer pressure and unexpected situations. ([MDE](#))

In addition, each and every student needs to be prepared to move successfully from middle school to high school and into an increasingly wide array of postsecondary options. We provide and support the development of quality tools and strategies, centralize and disseminate resources, and develop and promote models that successfully implement multiple pathways to postsecondary training or college.

Metrics:

- 9-12 SEL
- Students enrolled in internships or apprenticeships
- Extra-curricular or co curricular participation by each student group

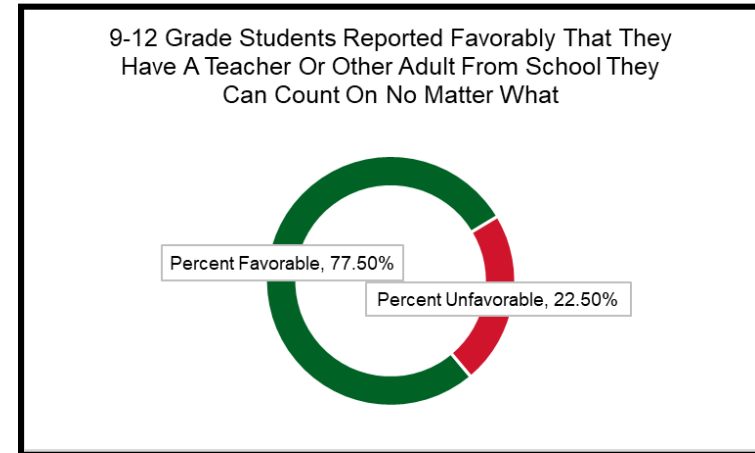
2022-23 Results

- 9-12 SEL **How will it be measured:** Panorama questions “Do you have a teacher or other adult from school who you can count on to help you no matter what?”

77.5% of 9-12 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What

	Percent Favorable	Percent Unfavorable
9-12 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What	77.5%	22.33%

**This data is currently in the 80% of nationally normed data.*



6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student Race

Student Race	Percent Favorable	Percent Unfavorable
Asian	76%	24%
Black or African American	75%	25%
Hispanic/Latino	77%	23%
White	79%	21%

**American Indian or Alaska Native Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student Special Education Status

Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	84%	16%
Section 504 Student	77%	23%
Gen Ed Student	77%	23%

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student ML Status

Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	83%	17%
Non ML Student	77%	23%

**Panorama, the source of this data, does not support our more detailed status of ML students which is why students who Declined ML Service, ML Monitors and Prior ML students are not listed.*

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student FRPM Status

Student FRPM Status	Percent Favorable	Percent Unfavorable
FRPM Student	N/A	N/A
Non FRPM Student	N/A	N/A

**Due to the sensitive nature of the FRPM Data it is not fed into Panorama which is why the data is Not Available.*

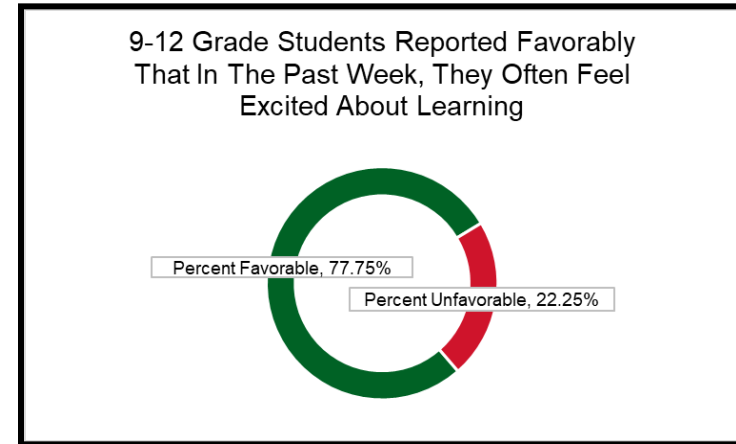
2022-23 Results

- 9-12 SEL **How will it be measured:** Panorama questions “During the past week, how often did you feel excited?”

77.75% of 9-12 grade students reported favorably that in the past week, they often feel excited about learning

	Percent Favorable	Percent Unfavorable
9-12 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning	77.75%	22.25

**This data is currently in the 90% of nationally normed data.*



6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student Race		
Student Race	Percent Favorable	Percent Unfavorable
Asian	74%	26%
Black or African American	79%	21%
Hispanic/Latino	77%	23%
White	82%	18%

**American Indian or Alaska Native Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student ML Status		
Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	85%	15%
Non ML Studen	80%	20%

**Panorama, the source of this data, does not support our more detailed status of ML students which is why students who Declined ML Service, ML Monitors and Prior ML students are not listed.*

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student Special Education Status		
Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	78%	22%
Section 504 Student	76%	24%
Gen Ed Student	80%	20%

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student FRPM Status		
Student FRPM Status	Percent Favorable	Percent Unfavorable
FRPM Student	N/A	N/A
Non FRPM Student	N/A	N/A

**Due to the sensitive nature of the FRPM Data it is not fed into Panorama which is why the data is Not Available.*

2022-23 Results

- Students enrolled in internships or apprenticeships
 - **How will it be measured:** Percent of students enrolled in internships or apprenticeships

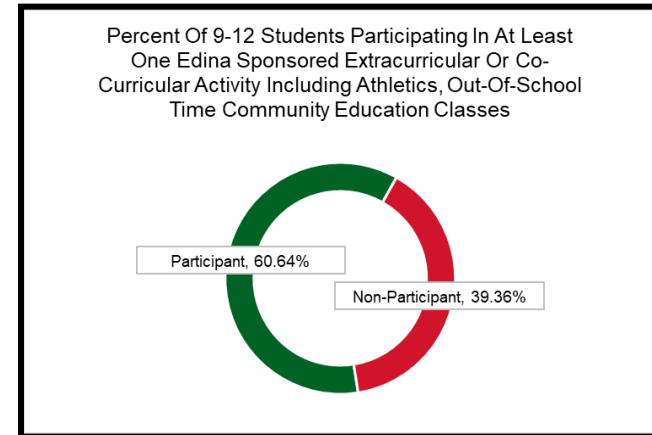
No Data Available As this program expands as part of the strategic plan a centralized process will need to be developed to track this data

2022-23 Results

- Extra-curricular or co curricular participation by each student group **How will it be measured:** Percent of students 9-12 participating in at least one Edina sponsored extra-curricular or co curricular leadership or service experience

60.64% 9-12 students participated in at least one extra curricular or co curricular activities.

	Participant	Non-Participant
Percent Of 9-12 Students Participating In At Least One Edina Sponsored Extracurricular Or Co-Curricular Activity Including Athletics, Out-Of-School Time Community Education Classes	60.64%	39.36%



Percent Of 9-12 Students Participating In At Least One Edina Sponsored Extracurricular Or Co-Curricular Activity Including Athletics, Out-Of-School Time Community Education Classes by Student Race		
Student Race	Participant	Non-Participant
Asian	73.78%	26.22%
Black or African American	24.18%	75.82%
Hispanic/Latino	45.62%	54.38%
Two or More Races	66.26%	33.74%
White	67.06%	32.94%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Percent Of 9-12 Students Participating In At Least One Edina Sponsored Extracurricular Or Co-Curricular Activity Including Athletics, Out-Of-School Time Community Education Classes by Student ML Status		
Student ML Status	Participant	Non-Participant
ML Student	18.18%	81.82%
ML Monitor	36.36%	63.64%
Prior ML	46.34%	53.66%
Non ML Student	64.27%	35.73%

**Students who Declined ML Service students have been excluded due to numbers being identifiable.*

Percent Of 9-12 Students Participating In At Least One Edina Sponsored Extracurricular Or Co-Curricular Activity Including Athletics, Out-Of-School Time Community Education Classes by Student Special Education Status		
Student Special Education Status	Participant	Non-Participant
Special Ed Student	28.74%	71.26%
Section 504 Student	63.14%	36.86%
Gen Ed Student	64.00%	36.00%

Percent Of 9-12 Students Participating In At Least One Edina Sponsored Extracurricular Or Co-Curricular Activity Including Athletics, Out-Of-School Time Community Education Classes by Student FRPM Status		
Student FRPM Status	Participant	Non-Participant
FRPM Student	28.98%	71.02%
Non FRPM Student	68.78%	31.22%

Edina Public Schools offers multiple pathways to appropriately challenge and engage learners 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 each and every learner including those who have demonstrated high performance or show high levels of reasoning.

Reasoning:

To ensure that each and every student has their learning needs met regardless of performance levels, and that barriers are eliminated across student groups.

Metrics:

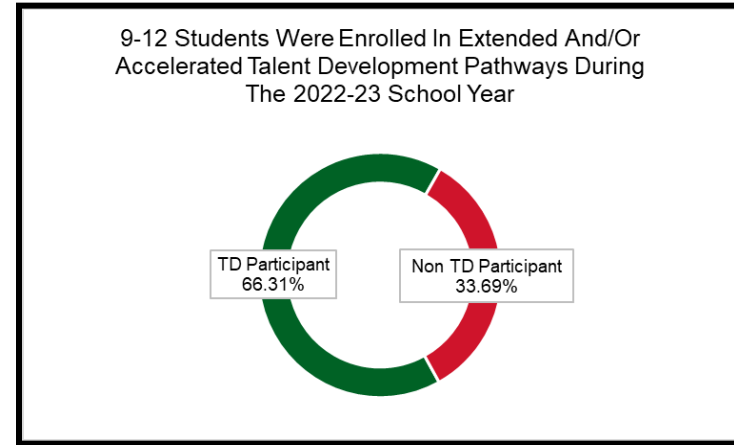
- Talent Development program participation
- Talent Development program performance
- AP Exam of 3+
- Progress Toward IEP Goals
- ML Student Progress Toward Proficiency

2022-23 Results

- Talent Development program participation **How will it be measured:** 9-12 student enrollment in talent development extended or accelerated pathways

66.31% of 9-12 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year

	TD Participant	Non TD Participant
9-12 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year	66.31%	33.69%



Student Race	TD Participant	Non TD Participant
Asian	81.78%	18.22%
Black or African American	45.37%	54.63%
Hispanic/Latino	53.00%	47.00%
Two or More Races	68.71%	31.29%
White	69.69%	30.31%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Student ML Status	TD Participant	Non TD Participant
ML Student	30.00%	70.00%
ML Monitor	53.03%	46.97%
Prior ML	62.60%	37.40%
Non ML Student	68.78%	31.22%

**Students who Declined ML Service have been excluded due to numbers being identifiable.*

Student Special Education Status	TD Participant	Non TD Participant
Special Ed Student	33.07%	66.93%
Section 504 Student	58.03%	41.97%
Gen Ed Student	71.18%	28.82%

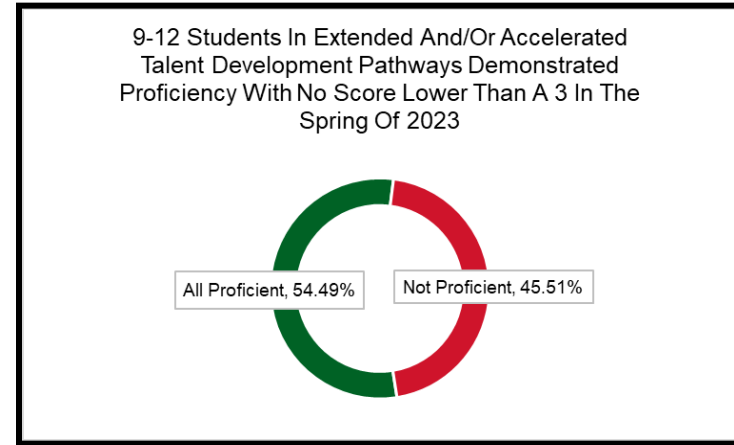
Student FRPM Status	TD Participant	Non TD Participant
FRPM Student	47.94%	52.06%
Non FRPM Student	71.04%	28.96%

2022-23 Results

- Talent Development program performance **How will it be measured:** 9-12 student grades in talent development pathways

54.49% of 9-12 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a 3 in the spring of 2023

	All Proficient	Not Proficient
9-12 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A 3 In The Spring Of 2023	54.49%	45.51%



Student Race	All Proficient	Not Proficient
Asian	71.27%	28.73%
Black or African American	19.86%	80.14%
Hispanic/Latino	41.23%	58.77%
Two or More Races	55.96%	44.04%
White	57.10%	42.90%

**American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.*

Student ML Status	All Proficient	Not Proficient
Prior ML	52.05%	47.95%
Non ML Student	56.09%	43.91%

**Students who Declined ML Service, ML Monitors and ML Students have been excluded due to numbers being identifiable.*

Student Special Education Status	All Proficient	Not Proficient
Special Ed Student	22.78%	77.22%
Section 504 Student	43.95%	56.05%
Gen Ed Student	57.18%	42.82%

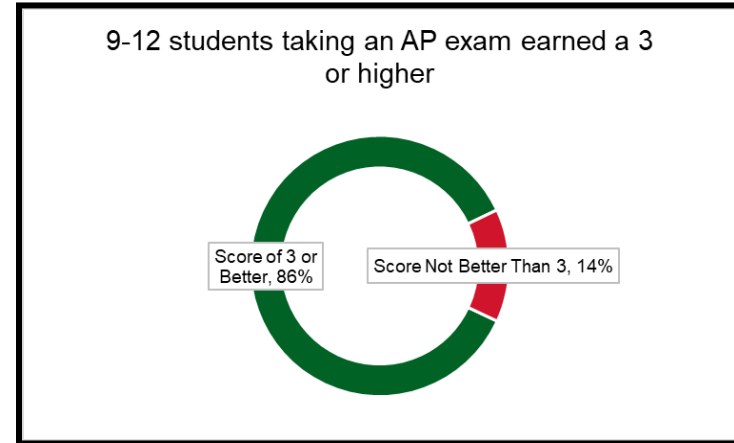
Student FRPM Status	All Proficient	Not Proficient
FRPM Student	28.79%	71.21%
Non FRPM Student	58.82%	41.18%

2022-23 Results

- AP Exam of 3+ **How will it be measured:** Percent of students earning a 3 or higher

86% of 9-12 students taking an AP exam earned a 3 or higher

	Score of 3 or Better	Score Not Better Than 3
9-12 Students Taking An AP Exam Earned A 3 Or Higher	86%	14%



9-12 Students Taking An AP Exam Earned A 3 Or Higher by Student Race		
Student Race	Score of 3 or Better	Score Not Better Than 3
Asian	94.62%	5.38%
Hispanic/Latino	95.83%	4.17%
White	93.69%	6.31%

**American Indian or Alaska Native, Black or African American, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

9-12 Students Taking An AP Exam Earned A 3 Or Higher by Student ML Status		
Student ML Status	Score of 3 or Better	Score Not Better Than 3
Non ML Student	94.62%	5.38%

**Students who Declined ML Service, ML Monitors, Prior ML and ML Students have been excluded due to numbers being identifiable.*

9-12 Students Taking An AP Exam Earned A 3 Or Higher by Student Special Education Status		
Student Special Education Status	Score of 3 or Better	Score Not Better Than 3
Section 504 Student	92.31%	7.69%
Gen Ed Student	93.82%	6.18%

**Special Education students have been excluded due to numbers being identifiable.*

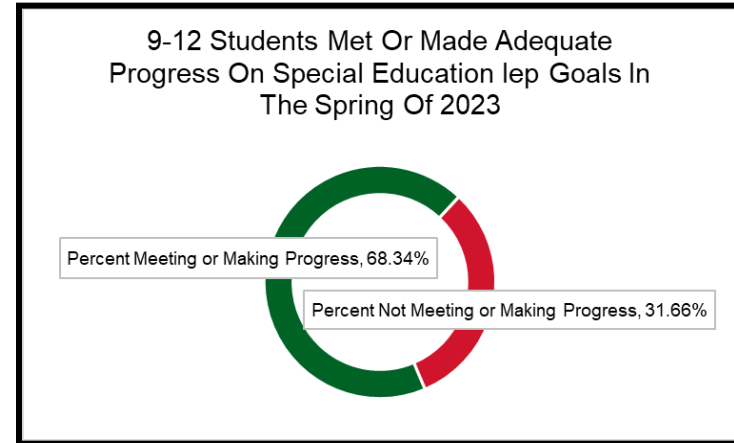
9-12 Students Taking An AP Exam Earned A 3 Or Higher by Student FRPM Status		
Student FRPM Status	Score of 3 or Better	Score Not Better Than 3
FRPM Student	90.91%	9.09%
Non FRPM Student	93.93%	6.07%

2022-23 Results

- Progress Toward IEP Goals **How will it be measured:** Percent of 9-12 students meeting or making adequate progress on special education IEP Goals

68.34% of 9-12 students met or made adequate progress on special education IEP goals in the spring of 2023

	Percent Meeting or Making Progress	Percent Not Meeting or Making Progress
9-12 Students Met Or Made Adequate Progress On Special Education Iep Goals In The Spring Of 2023	68.34%	31.66%

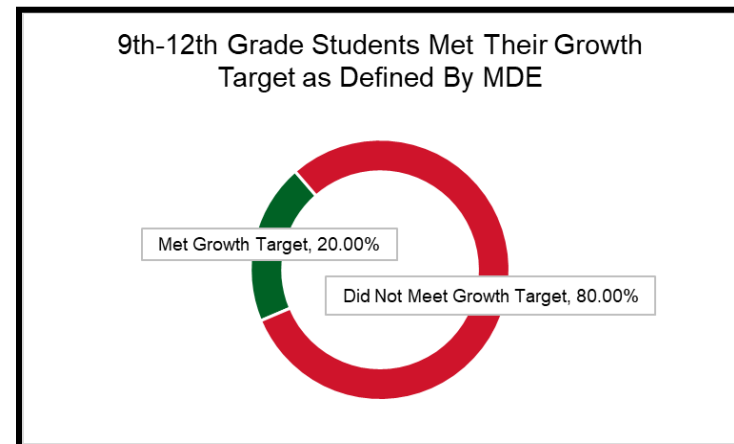


2022-23 Results

- ML Student Progress Toward Proficiency **How will it be measured:** Percent of ML students who met their MDE provided growth target for the year

20.00% of 9th-12th grade students met their growth target as defined by MDE

	Met Growth Target	Did Not Meet Growth Target
9th-12th Grade Students Met Their Growth Target as Defined By MDE	20.00%	80.00%



Attending school regularly is critical for building relationships and ensuring academic success through high levels of positive engagement. Consistent attendance sets the foundation for Each and Every Edina student to discover their possibilities and thrive while moving towards graduation.

Attendance Reasoning:

Consistent attendance is paramount to ensure that students are immersed in the instruction and additional support when necessary to demonstrate mastery of the MN State Standards. Students with consistent attendance succeed academically, are more likely to graduate and be better prepared for post secondary (college/career) experiences. The Minnesota Department of education deems consistent

Attendance Metrics:

- Students Percent in Attendance

Graduation Rates Reasoning:

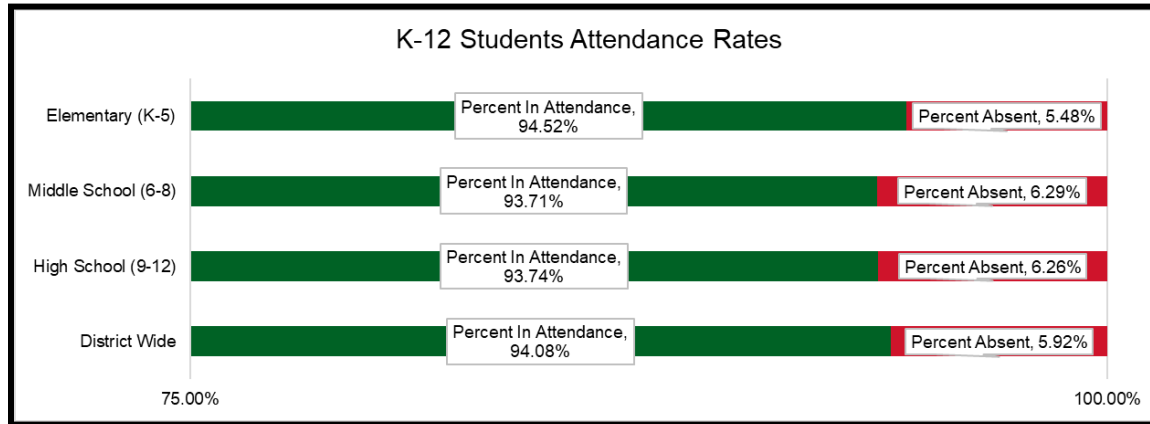
Edina Public Schools is proud of its reputation for post secondary matriculation. A high school diploma serves as a pathway to greater levels of educational attainment. In addition, earning a high school diploma is directly correlated with income attainment, greater career opportunities, a healthier lifestyle, and self confidence.

Graduation Rates Metrics:

- 4 & 7 year graduation rates

2022-23 Results

- Students Percent in Attendance **How will it be measured:** K-12 students percent in attendance **94.08%** of K-12 students attendance rates



Grade Band	Percent In Attendance	Percent Absent
High School (9-12)	93.74%	6.26%
Middle School (6-8)	93.71%	6.29%
Elementary (K-5)	94.52%	5.48%
District Wide	94.08%	5.92%

K-12 Students Attendance Rates by Student Special Education Status			
Special Ed Status	Elementary (K-5)	Middle School (6-8)	High School (9-12)
Special Ed Student	94.35%	92.91%	91.93%
Section 504 Student	94.39%	93.43%	92.85%
Gen Ed Student	94.57%	93.85%	94.06%

K-12 Students Attendance Rates by Student ML Status			
ML Status	Elementary (K-5)	Middle School (6-8)	High School (9-12)
Declined ML Service	91.79%	92.49%	90.16%
ML Monitor	94.46%	93.87%	93.69%
ML Student	93.10%	92.74%	92.91%
Non ML Student	94.68%	93.72%	93.75%
Prior ML	93.86%	94.76%	94.69%

K-12 Students Attendance Rates by Student Race			
Student Race	Elementary (K-5)	Middle School (6-8)	High School (9-12)
American Indian or Alaska Native	89.95%	93.58%	90.26%
Asian	94.82%	95.48%	94.90%
Black or African American	92.57%	92.46%	93.35%
Hispanic/Latino	93.27%	92.62%	93.36%
Native Hawaiian or Other Pacific Islander	96.91%	96.94%	90.77%
Two or More Races	94.26%	93.02%	93.10%
White	94.87%	93.90%	93.78%

K-12 Students Attendance Rates by Student FRPM Status			
FRPM Status	Elementary (K-5)	Middle School (6-8)	High School (9-12)
FRPM Student	92.69%	92.37%	92.55%
Non FRPM Student	94.90%	94.07%	94.04%

2022-23 Results

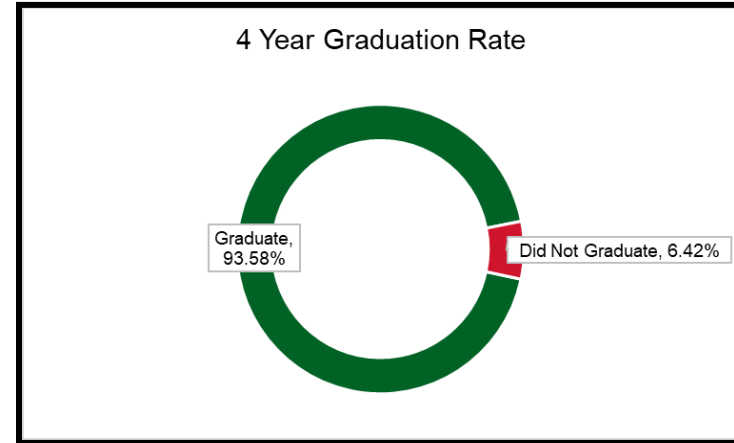
- 4 & 7 year graduation rates **How will it be measured:** Graduation rates by student group

93.58% 4 year graduation rate

	Graduate Percent	Did Not Graduate
4 Year Graduation Rate	93.58%	6.42%

	Graduate Percent	Did Not Graduate
7 Year Graduation Rate	97.52%	2.48%

*Classes of 2015-2022



4 Year Graduation Rate by Student Race		
Student Race	Graduate Percent	Did Not Graduate
Asian	93.55%	6.45%
Black or African American	91.18%	8.82%
Hispanic/Latino	83.72%	16.28%
Two or More Races	88.89%	11.11%
White	94.88%	5.12%

*American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

4 Year Graduation Rate by Student ML Status		
Student ML Status	Graduate Percent	Did Not Graduate
Prior ML	100.00%	0.00%
Non ML Student	94.35%	5.65%

*Students who Declined ML Service, ML Monitors and ML Students have been excluded due to numbers being identifiable.

4 Year Graduation Rate by Student Special Education Status		
Student Special Education Status	Graduate Percent	Did Not Graduate
Special Ed Student	66.00%	34.00%
Section 504 Student	97.83%	2.17%
Gen Ed Student	95.06%	4.94%

4 Year Graduation Rate by Student FRPM Status		
Student FRPM Status	Graduate Percent	Did Not Graduate
FRPM Student	82.40%	17.60%
Non FRPM Student	95.74%	4.26%

APPENDIX A: Glossary

Teaching Strategies Gold (TS Gold): An authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which enables a whole-child approach to assessment.

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

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

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

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

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

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

Talent Development: Talent Development encompasses all of the classes, support structures, and instruction that are designed to identify a child's strengths early on in their education, so they can turn their abilities and interests into high levels of achievement. Talent Development can be a different class for a select group of students. However, it goes beyond that and includes opportunities for all students to learn in rigorous, highly engaging, and inquiry based settings on a day-to-day basis. Talent Development ensures that each and every student in Edina Public Schools has a clear path to discover their possibilities and thrive.

**See also [Talent Development Board Report 2.13.23](#) for more Talent Development detail.*

Elementary Curiosity Lab: Support for students in grades 4-5 who participate in Extended Reading and/or Accelerated Math provided by the Curiosity Lab Teachers (Talent Development FTE). The students have access to additional time, resources and scaffolding. Students meet with a Curiosity Lab teacher to ensure success in extended and accelerated classes.

Extended Pathways: Opportunities provided to students to engage with grade level content at a deeper level.

Accelerated Pathways: Opportunities for students to compact grade level standards and be exposed to higher grade level standards at a faster pace.

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

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

PREPaRE Training: Training developed by the National Association of School Psychologists to help participants gain a better understanding of the organization and function of a comprehensive safety and crisis team and the knowledge and skills necessary to meet the mental health needs of students and staff in the aftermath of a crisis.

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

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


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

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

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

APPENDIX B: [2023-2025 Board Approved EPS Assessment Plan](#)

APPENDIX C: FASTBridge Assessment Guide

Assessments by Grade Level Administered Fall-Winter-Spring						
	Grades K-1	Grades 2-3	Grades 4-5	Grades 6-8	Grade 9	Grades 10-12
Reading Assessments	earlyReading	R-CBM aReading	FASTtrack Reading (AUTOReading and aReading)			As needed
Math Assessments	earlyMath	FASTtrack Math (CBM automaticity and aMath)			As needed	

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

earlyReading English - Composite Subtests				earlyMath Composite Subtests			
GRADE	FALL	WINTER	SPRING	GRADE	FALL	WINTER	SPRING
K	Concepts of Print	Onset Sounds	Letter Sounds	K	Match Quantity	Decomposing DC-K	Decomposing DC-K
K	Onset Sounds	Letter Sounds	Word Segmenting	K	Number Sequence NS-K	Number Sequence NS-K	Number Sequence NS-K
K	Letter Names	Word Segmenting	Nonsense Words*	K	Numeral Identification NI-K	Numeral Identification NI-K	Numeral Identification NI-K
K	Letter Sounds	Nonsense Words*	Sight Words 50	1	Decomposing DC-1	Decomposing DC-1	Decomposing DC-1
1	Word Segmenting	Word Segmenting	Word Segmenting	1	Number Sequence NS-1	Number Sequence NS-1	Place Value
1	Nonsense Words*	Nonsense Words*	Nonsense Words*	1	Numeral Identification NI-1	Place Value	Story Problems
1	Sight Words 150	Sight Words 150	Sight Words 150				
1	Sentence Reading	CBMreading**	CBMreading**				

[FASTBridge Assessment Overview](#): list and details of assessments

APPENDIX D: MCA Opt Out Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Math	2023	Elementary (K-5)	Student Took Assessment	2341	98.20%
MCA Math	2023	Elementary (K-5)	Student Did Not Take Assessment	43	
MCA Math	2023	Middle School (6-8)	Student Took Assessment	3720	95.04%
MCA Math	2023	Middle School (6-8)	Student Did Not Take Assessment	194	
MCA Math	2023	High School (9-12)	Student Took Assessment	714	54.09%
MCA Math	2023	High School (9-12)	Student Did Not Take Assessment	606	
MCA Reading	2023	Elementary (K-5)	Student Took Assessment	1828	97.86%
MCA Reading	2023	Elementary (K-5)	Student Did Not Take Assessment	40	
MCA Reading	2023	Middle School (6-8)	Student Took Assessment	1878	96.06%
MCA Reading	2023	Middle School (6-8)	Student Did Not Take Assessment	77	
MCA Reading	2023	High School (9-12)	Student Took Assessment	590	88.59%
MCA Reading	2023	High School (9-12)	Student Did Not Take Assessment	76	
MCA Science	2023	Elementary (K-5)	Student Took Assessment	611	97.60%
MCA Science	2023	Elementary (K-5)	Student Did Not Take Assessment	15	
MCA Science	2023	Middle School (6-8)	Student Took Assessment	626	92.60%
MCA Science	2023	Middle School (6-8)	Student Did Not Take Assessment	50	
MCA Science	2023	High School (9-12)	Student Took Assessment	527	90.39%
MCA Science	2023	High School (9-12)	Student Did Not Take Assessment	56	

Appendix E: Edina Public Schools 2022-2023 Demographic Summary

Edina Public Schools 2022-2023 Demographic Summary							
Percent of Students	Student Race						
Grade Band	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
Elementary (K-5)	0.16%	8.84%	7.73%	7.12%	0.05%	7.25%	68.85%
Middle School (6-8)	0.15%	8.51%	11.90%	7.35%	0.05%	6.48%	65.55%
High School (9-12)	0.07%	8.24%	12.27%	7.95%	0.15%	5.97%	65.36%

Percent of Students	Special Ed Status		
Grade Band	Special Ed Student	Section 504 Student	Gen Ed Student
Elementary (K-5)	17.75%	3.56%	78.69%
Middle School (6-8)	12.16%	6.59%	81.26%
High School (9-12)	9.30%	10.03%	80.67%

Percent of Students	ML Status				
Grade Band	Declined ML Service	ML Student	ML Monitor	Prior ML	Non ML Student
Elementary (K-5)	0.29%	9.18%	3.24%	0.03%	87.26%
Middle School (6-8)	0.20%	5.12%	6.84%	2.74%	85.11%
High School (9-12)	0.51%	4.03%	2.42%	4.50%	88.54%

Percent of Students	FRPM Status	
Grade Band	FRPM Student	Non FRPM Student
Elementary (K-5)	16.93%	83.07%
Middle School (6-8)	21.02%	78.98%
High School (9-12)	20.47%	79.53%

VII.D. K-12 Science Update



Regular Board Meeting: 11/13/2023

Title: K-12 Science Update Report

Type: Discussion

Presenter(s): Mark Carlson, Curriculum Coordinator; and Gavin Mclean, Edina High School Science Department Chair

Description: The 2019 Minnesota Academic Standards in Science were adopted in 2021, and are scheduled for full implementation in the 2024-25 school year. This report is provided to this board as an update on current progress towards meeting the state requirements for full implementation.

Recommendation: There is no recommendation at this time.

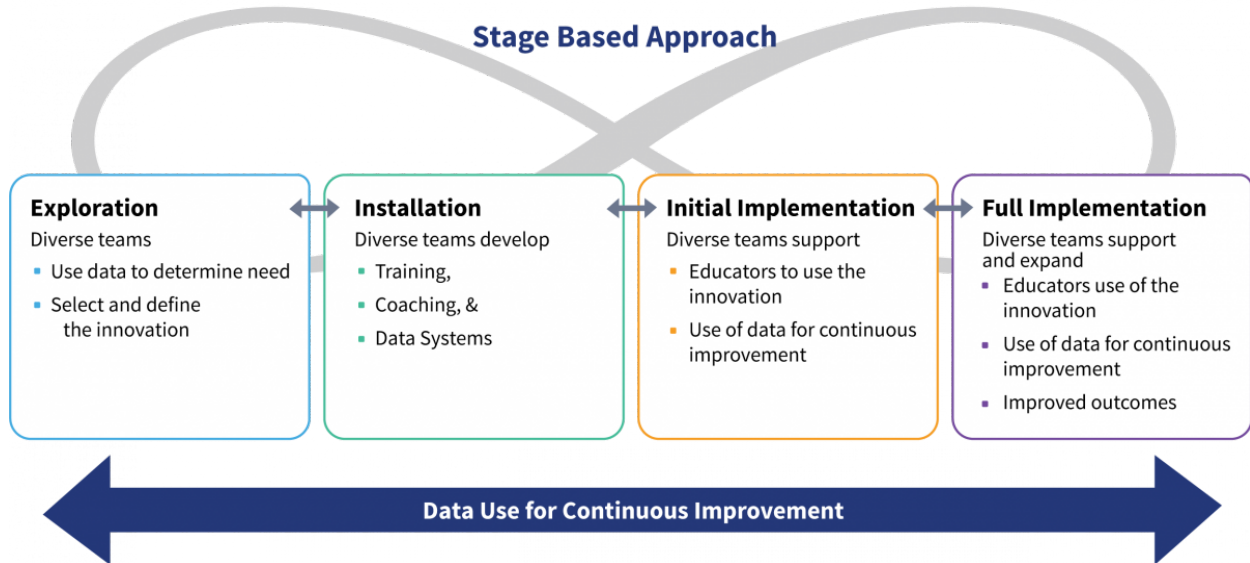
Desired Outcomes for the Board: Please bring forth questions you have for the presenters.

Background Materials:
[Design Team Members](#)

Update of the Implementation of the Minnesota State Science Standards K-12

The Minnesota Department of Education (MDE) adopted the 2019 Academic Standards in Science in 2021, and these standards are scheduled for full implementation in the 2024-25 school year. With full implementation, MDE will begin to assess 5th grade, 8th grade and Biology students on the new MCA IV in the spring of 2025. The purpose of this report is to update the Edina Public Schools School Board on the progress towards implementation of these new standards.

This process began in Edina Public Schools (EPS) during the 2018-19 school year, before the new standards were completed or adopted at the state level. EPS will have all new standards fully in place for the 2024-25 school year across the entire K-12 system. The process has followed the stages of implementation science.



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

The remainder of this report will examine implementation progress at each level (elementary, middle and high school) along with next steps as we work towards full implementation and continuous improvement. The Teaching and Learning Department would like to recognize the work of the [Science Design Teams](#) as they worked on this change over many years. In addition the secondary science departments and all K-5 classroom teachers, who provided valuable input throughout the implementation process.

Elementary (K-5)

Following an extensive design process, the K-5 Science Design Team recommended and the school board approved the purchase and implementation of Mystery Science as the core curricular resource. Our 3rd-5th grade teachers received professional development around the new standards, the 5e inquiry model and use of these materials throughout the 2022-23 school year. In addition, we provided initial training to our K-2 teachers on these topics this summer and during Workshop Week prior to the start of the school year. Our initial focus has been around the changes that occurred within the standards and the pedagogical shift towards inquiry models that are required to implement these standards. The choice of Mystery Science has provided teachers with a resource that is standards aligned, and is extremely user friendly. This has required minimal training and therefore has allowed for quicker implementation with a high level of fidelity. The training for our K-2 teachers has really been able to focus on the changes in standards and the necessary pedagogical shifts that Mystery Science will provide.

Each classroom received a Mystery Pack containing all non-perishable materials for the lessons being taught in that classroom for the 2023-24 school year. These resources are designed to be purchased on a yearly basis, however this purchase is not financially prudent for EPS. Therefore the Teaching and Learning Department, in coordination with the K-5 Science Design Team, is in the exploration phase of developing a plan to replenish the resources at a fraction of the cost of these Mystery Packs. Teaching and Learning is committed to ensure teachers will continue to have the resources necessary on a yearly basis.

While the resource of Mystery Science is available to Normandale teachers, it is not available in French. Because of this we are exploring several options in conjunction with Normandale administration that will maintain the immersion experience but also ensure students at Normandale receive high quality standards aligned instruction in science. Normandale is currently using the materials available to them in French with adaptations to align with the new standards. We will have a full implementation of resources for the 2024-25 school year.

In addition, The Science Design Team and The Teaching and Learning Department will be coordinating efforts to have select teachers adapt and develop lessons for Minnesota specific standards for indigenous content to be ready for the 2024-25 school year. Teaching and Learning has planned the use of Grade Level Collaboration times, and the February 20th Professional Development days for teachers to extend their learning around the implementation of the new standards and preparing for the new MCA IV at the 5th Grade level. Finally, The Science Design Team will meet quarterly throughout the year to continue to monitor implementation of the standards, our commitments around science instruction and the use of Mystery Science as the core curricular resource.

Middle School (6-8)

The standards review at the middle school began prior to the adoption of the new standards by the State of Minnesota. The Design Team determined it would be appropriate to add an additional pathway to the science sequence beginning in the 2019-20 school year. This was approved by the school board for implementation prior to the 2019-20 school year. This pathway would compact the standards from 6th, 7th and 8th grade into two years allowing students to begin their high school science experience in 8th Grade. This was done to align with the additional physical earth science requirements at the high school level which would eventually require students to take an additional year of physical earth science prior to graduation. This new compacted pathway, allows students to experience science at a faster pace in middle school and provides the possibility for an additional year of science in high school. Please see figure 1 below for a visual that demonstrates the possibility for an additional year of science in high school.

Because of this additional pathway, the middle school was the first level to begin implementation of the new science standards. Teachers at this level started to implement these standards during the 2019-20 school year in the Compacted Science course and were fully implemented across all courses by the 2021-22 school year. This process was difficult, as this transition process took place primarily during the Covid Pandemic. On November 16, 2020, this board approved the purchase and implementation of Amplify Science for 6th-8th grade students. This resource serves as the core curricular material used at the middle level. This is used for all 6th-8th grade science courses and Compacted courses at the 6th and 7th grade level.

As teachers have used the materials, they have found some need to make slight adaptations to enhance the student experience. They have worked hard to provide students with additional hands-on experiments and supplemented the resource with additional lessons on Minnesota specific standards and also standards that were not as developed as the teachers would like. In the summer of 2021 Teaching and Learning ran a two day workshop for 6th-9th grade science teachers to develop proficiency scales for use in middle school courses including the new high school course Physical Earth Science. These scales provide a more accurate and consistent measure of student learning of the new standards to help ensure consistency across middle school classrooms and sites. They helped focus student learning on the essential knowledge and skills from the new standards, and they promoted student advocacy and goal setting around meeting the clearly articulated outcomes from the scales. These new scales helped teachers move to full implementation in the 2021-22 school year.

When doing curricular reviews, one of the tasks is to ensure Edina Public Schools offers courses that foster talent development by ensuring all students have an opportunity to grow and experience an appropriately rigorous environment. Edina Public Schools has the following offerings at the middle school to meet the needs of all learners in science.

Science 6, 7 and 8: This is a rigorous and enriching opportunity for all learners to discover their unique interests and strengths. These courses allow all students to access grade level standards.

Compacted 6th, 7th and Physical Earth Science 8: These are designed to provide opportunities for students to compact grade level standards and be exposed to higher grade level standards. Eventually this pathway provides the possibility for additional elective science courses at Edina High School.

Enriched Science 8: This course provides opportunities for students to engage with grade level content at a deeper level but not at a faster pace.

The middle school science department is in the full implementation phase of implementation science and is working to continually improve across the department. Teachers at this level have been integrally involved in the design and implementation of this new program. These teachers have regularly scheduled Professional Learning Communities (PLC's) to explore student data, pedagogical practices and professional learning to enhance science instruction and learning across the EPS system.

Edina High School (9-12)

The 2019 Minnesota State Science Standards included a new graduation requirement in which all students must complete the new Physical Earth Science standards. This change had a significant impact on courses and sequences of courses at all high schools across the state of Minnesota including Edina High School. To meet this new demand, Edina Public Schools created a new course at the 9th grade level called Physical Earth Science. This course was approved by the school board on January 11, 2021 to first be implemented in the 2021-22 school year at middle schools for students who were taking Compacted Science in 7th grade. The course was then implemented at Edina High School for 9th grade students beginning in the 2022-23 School year. The graduating class of 2026 will be the first class that will need to meet this requirement. The 2026 class will also still need to meet the requirement of 1 year of Biology and 1 year of either Chemistry or Physics to

graduate. With the addition of Physical Earth Science, there are now four disciplines that are taught at Edina High School (Physical Earth, Chemistry, Biology, and Physics).

On December 13, 2021 the school board received an update on the new science course pathways that included the new Physical Earth Science Course. This pathway is the sequence recommended by the Edina High School Science Department. Once a student takes Physical Earth Science they can take the courses in the order they choose, however the one articulation in the graphic below is recommended by the science department. Each discipline provides a choice between a standards level course or extended grade level learning through an enriched course or through earned honors. In addition, students can go beyond high school standards by taking AP courses. Some students can move directly into an AP course based upon past performance in science and completion of work prior to the start of the course. This can happen most frequently for our Biology students. This option is discussed at registration time in science courses, counselors are aware of this option, and the information is available in the course registration guide.

Figure 1

Secondary Science Pathways

Science High School Requirements:

All students must complete:

- 6 semester credits of science.
- Physical Earth Science before taking any other courses.
- one year of a Biology course.
- one year of either a Chemistry or Physics course.

Elective Courses

Chemistry is a prerequisite for:

AP Chemistry*
Forensics
Organic Chemistry
Physical Universe

Biology is a prerequisite for:

Comparative Anatomy
Environmental Studies
Human Anatomy
AP Environmental Science

Biology & Chemistry are prerequisites for:

AP Biology*

Physical Earth Science is a prerequisite for:

Physics
AP Physics I

Calculus (any level) (concurrent or completed) is a prerequisites for:

AP Physics C

**Students can complete equivalent work determined by EHS Science Dept. to enroll in an AP course without meeting prerequisite. Students can work with high school science teachers and counselors if interested in this option.*

Teacher Recommended Pathways

	Pathway 1	Pathway 2
9th Grade	Phys. Earth Science	Chemistry
10th Grade	Chemistry	Biology
11th Grade	Biology	Physics or Elective
12th Grade	Physics or Elective	Physics or Elective

Pathway 1: Allows for more time for extension/enrichment in middle school and follows state standards by grade level.

Pathway 2: Acceleration of the middle school science standards; **Physical Earth Science completed in 8th Grade.**

Note: All MN standards bearing courses will have either an Enriched/Extended Course or Earned Honors available

Because of the addition of Physical Earth Standards as a requirement, these standards were the first to be implemented at the high school level. To implement this new course, the 9th grade Physics teachers along with 8th grade science teachers worked to develop the course primarily during the 2020-2021 school year. These teachers were transitioned to teach Physical Earth Science as this became the new course for 9th grade students, replacing Physics. This group of teachers also participated in the development of proficiency scales for this course. These scales were instrumental in the implementation of an Earned Honors designation for students who wanted to go deeper with grade level standards and earn an additional distinction in the course. This option provided an additional pathway for students to demonstrate their learning in science.

The other three science disciplines began professional development for the new standards during the 2021-22 school year. This work continued with the examination of curricular resources during the summer of 2022 and continued in the 2022-23 school year by utilizing professional development days. We had the entire department involved in ensuring students had access to these new standards, and resources were in place to use for instruction. As we begin the 2023-24 school year, Chemistry and Physics courses are fully implementing the new standards. Biology courses are working with the new standards but are being intentional as the Biology MCA for 23-24 is still MCA III which is on the old standards. Therefore they will not be fully implemented until the 2024-25 school year. The teachers have been working tirelessly to ensure students have a quality science experience in all of the four disciplines. Any implementation of new standards requires a great deal of time and effort from our teachers.

Currently we have very few students taking Physics as almost all of our current 11th and 12th grade students had the course in 9th grade. Following the course sequence recommended by teachers (see above), our 9th grade students are taking either Physical Earth Science or Chemistry and our 10th grade students are taking Chemistry or Biology. We expect an increase in enrollment in Physics courses for the 2024-25 and an even greater increase during the 2025-26 school years. We have one small section of Physics for the 2023-24 school year and in this section students can choose to follow the standards based course or work towards Earned Honors similar to our Physical Earth Science course.

When doing curricular reviews, EPS ensures courses are available that foster talent development by ensuring all students have an opportunity to grow and experience an appropriately rigorous environment. Edina High School offers many courses to meet the varied needs of its learners in science. The course offerings in science can be classified into one of the 3 following categories.:

Enrichment: Provide rigorous and enriching opportunities for all learners to discover their unique interests and strengths. This is an integral component of all of our science offerings including our Minnesota Standards Level courses.

Extended Learning: Provides challenging and engaging opportunities for learners to extend their strengths and interests in specific talent areas.

Acceleration: Provides challenging, engaging and faster paced opportunities for learners to advance their strengths and interests in specific talent areas.

The graphic below (figure 2) shows the offering for each of the 4 disciplines and elective courses. From the graphic, you can see that we have a wide variety of courses across these three talent development domains.

Figure 2

Disciplines	MN Standards Level**	Extension**	Acceleration**
Physical Earth Science	Physical Earth - 9	Physical Earth - 9 (EH)	Physical Earth - 8
Chemistry*	Chemistry	Enriched Chemistry	AP Chemistry
Biology	Biology	Enriched Biology	AP Biology
Physics*	Physics	Physics (EH) or AP Physics I	AP Physics C: Mechanics
Notes		Extension **	
State Requirement		Additional Electives	
* Must take one year of Chemistry or Physics		Comparative Anatomy	
**Enrichment embedded in all courses		Environmental Studies	
EH - Earned Honors		Forensics	
		Human Anatomy	
		Organic Chemistry	
		Physical Universe	
		AP Environmental Science	

VII.E. Policy Review (425, 429, 507, 532, 621)



Board Meeting Date: 11/13/2023

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 425 Staff Development and Mentoring
- Policy 429 Shared Teaching Contracts
- Policy 507 Corporal Punishment
- Policy 532 Use of Crisis Teams and Peace Officers to Remove Students with IEPs from School Grounds
- Policy 621 Literacy and the READ Act (new)

Recommendation: Review the suggested modifications for Policies 425, 429, 507, 532, 621.

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

Attachments:

1. Policy 425 Staff Development and Mentoring
2. Policy 429 Shared Teaching Contracts
3. Policy 507 Corporal Punishment
4. Policy 532 Use of Crisis Teams and Peace Officers to Remove Students with IEPs from School Grounds
5. Policy 621 Literacy and the READ Act (new)

Personnel

Staff Development and Mentoring

I. Purpose

This policy ~~is to establish~~ **es** a ~~staff development~~ program and structure to carry out planning and reporting on ~~staff development~~ **professional learning** that supports improved student learning.

II. General Statement of Policy

The school district is committed to facilitating, nurturing, and promoting opportunities to increase the ~~personal professional~~ development of all district ~~staff employees~~. The district will create an ~~Advisory District~~ Staff Development Committee that develops and implements the learning plans of the district. The ~~staff development professional learning~~ plans will align with the district's mission and goals.

III. ~~Advisory District~~ Staff Development Committee (the "District Committee") and Site ~~Professional~~ Staff Development Teams (the "Site Teams")

A. The district will establish an ~~Advisory District~~ Staff Development Committee to develop a ~~District~~ Staff Development Plan (the "District Plan"), assist Site ~~Professional Development~~ Teams in developing an ~~aligned Site Staff Development p~~Plan (the "Site Plan"), ~~consistent with the goals of the Dis~~Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the ~~Advisory District Staff Development~~ Committee will consist of teachers representing various grade levels, subject areas, and special education. The ~~District~~ Committee ~~also will~~ **also** include non-teaching staff, parents/**guardians**, and administrators **representative of the school and parent community**.

B. Establishing Site ~~Professional Development~~ Teams

1. Members of the Site ~~Professional Development~~ Teams will be appointed by **building** administration ~~based building~~ based on site and staff needs. Building administration ~~shall~~ **will** appoint replacement members of the Site ~~Professional Development~~ Teams as soon as possible following the resignation, death, serious illness,

or removal of a member from the ~~T~~team.

2. The majority of the Site ~~Professional Development Teams~~ will be teachers representing various grade levels, subject areas, and special education.

IV. Duties of the ~~Advisory~~ **District** ~~Staff Development Committee~~

- A. ~~On an annual basis, the~~ **Advisory District** ~~Staff Development Committee~~ will develop and review a **District** ~~Staff Development Plan on an annual basis. This~~ **The District** ~~p~~Plan will align with the school district's mission and goals. The school board will approve the **District** ~~p~~Plan as a part of the World's Best Workforce report each year.
- B. The **District** ~~Staff Development Plan~~ ~~must~~ **will** contain the following elements:
 1. Staff development outcomes that are consistent with the **defined** education outcomes **in the Edina Strategic Plan** as may be determined periodically by the ~~school~~board;
 2. The means to achieve the **District** ~~Staff Development Plan~~ outcomes;
 3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with re-licensure requirements under ~~Minnesota Statutes, section 122A.187~~ **state law**;
 4. Ongoing staff development ~~activities~~ that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk students, students with special needs, multilingual learners, and talent development students, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a **diverse student body** ~~racially, ethnically, linguistically, culturally diverse, & and~~ ~~students with special needs~~ that is consistent with state education diversity rule and the district's education diversity

plan;

- d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model [behavior expectations that ensure a positive learning environment](#) ~~violence prevention policy~~ and [utilizes curriculum and/or resources](#) that address early intervention alternatives, [and](#) issues of harassment, teach nonviolent alternatives for conflict resolution, and support strong social and emotional learning.
 - f. Effectively deliver digital [learning through](#) ~~and blended learning and curriculum and engage students with technology~~ [and online formats](#); and
 - g. Provide teachers and other members of site-based [leadership](#) ~~management~~ teams with appropriate management and financial management skills.
5. The [District Staff Development Plan](#) ~~also must~~ [will also](#):
- a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - c. Maintain a strong subject matter focus premised on students' learning goals consistent with ~~Minnesota Statutes section 120B.125~~ [state law](#);
 - d. Ensure specialized preparation [on culturally responsive practices](#) and learning about issues related to teaching multilingual learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
 - e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities ~~must~~ [will](#):
- a. Focus on the school classroom and research-based strategies that improve student learning;

- b. Provide opportunities for teachers to practice and improve their instructional skills over time;
 - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
 - e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
 - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
 - h. Provide teachers of multilingual learners and content teachers with differentiated instructional strategies critical for ensuring students' long-term academic success, the means to effectively use assessment data on academic literacy, oral academic language, and English language development of multilingual learners, and skills to support native and English language development across the curriculum; and
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options—and credentialing.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The district may implement other staff development activities required by law and activities associated with professional teacher compensation models.
- C. The Advisory District Staff Development Committee will assist Site Professional Development Teams in developing a Site Plan consistent with the goals and outcomes of the District Staff Development Plan.

- D. The ~~Advisory District Staff Development~~ Committee will evaluate staff development efforts at the site level and will report to the ~~school~~ board on an annual basis the extent to which staff at the site have met the outcomes of the ~~District Staff Development~~ Plan.
 - E. In addition to developing a ~~District Staff Development~~ Plan, the ~~District Staff Development Advisory~~ Committee ~~also must~~ will also develop teacher mentoring programs for teachers new to the profession or district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs ~~must~~ will be included in or aligned with the district's teacher evaluation and peer review processes under ~~state law. Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.~~ state law. Minnesota Statutes, sections [122A.40, subdivision 8](#) or [122A.41, subdivision 5](#).
 - F. The ~~Advisory District Staff Development~~ Committee will assist the district in preparing any reports required by the ~~MN~~ Minnesota Department of Education relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section ~~VII~~ IX. below.
- V. Duties of the Site ~~Professional Development~~ Team
- A. Each Site ~~Professional Development~~ Team will develop a ~~s~~Site ~~p~~Plan, consistent with the goals of the ~~District Staff Development~~ Plan. District leadership will review the ~~s~~Site ~~p~~Plans for ~~alignment consistency with the District Staff Development Plan~~ alignment consistency with the ~~District Staff Development Plan~~ on an annual basis.
 - B. The Site ~~Professional Development~~ Team will demonstrate to district leadership the extent to which staff at the site have met the outcomes of the ~~Site Staff Development~~ Plan. The actual reports to the school board can be made by the ~~District Advisory Staff Development~~ Committee to avoid duplication of effort.
 - C. If district leadership determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section VI. below.
- VI. Staff Development Funding
- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3)

professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, pre-service and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The district also may use the revenue reserved for staff development for grants to the district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

- B. The district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes section 122A.61.
- D. The district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds, or funds available under Minnesota Statutes, sections [124D.861](#) and [124D.862](#), may include:
 - 1. additional stipends as incentives to mentors of color or who are American Indian;
 - 2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
 - 3. programs for induction aligned with the district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or

4. grants supporting licensed and non-licensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

To the extent the district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

VII. Procedure for Use of Staff Development Funds

- A. On an annual basis, the ~~Advisory~~ District Staff Development Committee, with the assistance of the Site ~~Professional Development~~ Teams, will prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets will include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the District Committee will be responsible for monitoring the use of such funds in accordance with the District Plan, ~~Site Staff Development Plans~~, and budgets. The requested use of staff development funds will meet or make progress toward the goals and objectives of the District Plan and Site Staff Development Plans. All costs/expenditures will be reviewed by district leadership for alignment consistency with the Staff Development Plan on an annual basis.
- C. Individual requests from staff for leave to attend staff development activities will be submitted and reviewed according to district policy, staff procedures, contractual agreement, and the effect on district operations. Failure to timely submit such requests may be cause for denial of the request.

VIII. Paraprofessionals, Title I Aides, and Other Instructional Support Staff

- A. The school district will provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals.

Six of the eight hours will be completed before the first instructional day of the school year or within 30 days of hire.

- B. The orientation or professional development will be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation will be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address other requirements of state law.
- D. A school administrator will provide an annual certification of compliance with this requirement to the Minnesota Department of Education Commissioner.

VIII. Reporting

- A. The school district and ~~site staff development~~ District Committee will prepare a report of the previous fiscal year's staff development activities and expenditures as part of the district's World's Best Workforce report.
 - 1. The report ~~must~~ will include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
 - 2. The report will provide a breakdown of expenditures for:
 - a. Curriculum development and curriculum training programs;
 - b. Staff development training models, workshops, and conferences; and
 - c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report ~~also must~~ will also indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures ~~must~~ will be reported using the uniform financial and accounting and reporting standards (UFARS).

- 3. The report will be signed by the superintendent and staff

development chair.

- B. To the extent the district receives a grant for mentorship activities described in Section VI.D., by June 30 of each year after receiving a grant, the ~~Site staff development~~ District Committee ~~must~~ will submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

Legal References:

Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)

Minn. Stat. § 120A.415 (Extended School Calendar)

Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)

Minn. Stat. § 120B.22, subd. 2 (Violence Prevention Education - [In-Service Training](#))

[Minn. Stat. § 120B.363, subd. 3 \(Credential for Education Paraprofessionals - Initial Training\)](#)

Minn. Stat. § 122A.187 (Expiration and Renewal)

Minn. Stat. § 122A.40, subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)

Minn. Stat. § 122A.41, subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)

Minn. Stat. § 122A.60 (Staff Development Program)

Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)

Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)

Minn. Stat. § 123B.147, subd. 3 (Principals - [Duties; Evaluation](#))

Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)

Minn. Stat. § 124D.862 (Achievement and Integration Revenue)

Minn. Stat. § 126C.10, subds. 2 and 2b (General Education Revenue - [Basic Revenue and Extended Time Revenue](#))

Minn. Stat. § 126C.13, subd. 5 (General Education ~~Levy and Aid~~ - [Uses of Revenue](#))

~~Cross-References:~~

None

Policy

adopted: 01/26/09

~~R~~revised: 10/21/13

~~R~~revised: 02/27/17

~~R~~revised: 03/07/22

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

Personnel

Shared Teaching Contracts

I. Purpose

Job sharing provides the school district flexibility in managing district and employees' needs. This policy provides guidelines for implementing and managing shared teaching contracts.

II. General Statement of Policy

- A. Sharing contracts is the practice of assigning two licensed and qualified teachers to fill one existing full-time position.
- B. Applications for a shared contract may or may not be approved or renewed on a yearly basis at the discretion of the district administration.
- C. The superintendent, or designee, will establish an application process and other procedures for shared teaching contracts.

III. The following limitations apply to shared teaching contract requests:

- 1. One shared teaching contract is allowed per grade level or department at a school/program site.
- 2. Shared teaching contracts will not be allowed in kindergarten, grade one, continuous progress grades, or highly specialized positions requiring teacher consistency.
- 3. Shared teaching contract schedules will be arranged by the principals with weekly instructional days required of each teacher.
- 4. A maximum of three shared contracts **are allowed** per school/program, however, schools with less than three sections per grade may have additional limitations.

IV. Shared teaching contracts are voluntary. Teachers accepting a shared teacher contract may not discontinue the assignment during its contract life unless the district approves such discontinuance. Teachers requesting a shared contract will have an alternative plan, as described in Appendix I, in place at the time of application that enables them to take over the classroom full-time should one partner require a leave or terminate the job share prior to its completion.

Legal Reference:

~~Minn. Stat. §. 354.66 (Qualified Part-Time Teachers; Membership in Association)~~

Policy
adopted: 03/16/09
revised: 01/27/14
revised: 11/14/16
revised: 07/19/21

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 429

Shared Contract Procedures

I. Application Process

- A. Two licensed, qualified teachers who wish to share one full-time contracted position for the coming school year must submit a written application by February 1 of the preceding school year to the appropriate principal or supervisor who will in turn consider the application and forward it with a recommendation for approval or disapproval to human resources.

Human resources will review the application and provide input to the superintendent for a final decision. To be eligible for a shared contract, a teacher must have completed the teacher's probationary period prior to application.

- B. The written application must include the following information:

1. The purpose of the shared position;
2. The division of duty time, including arrangements for joint planning;
3. The division of responsibilities and how the responsibilities will be assumed by both teachers;
4. The assurance that no additional supervision, materials, organization, or outside resources will be required other than those that would be regularly necessary for the one full-time position;
5. Planned communications among partner teachers, colleagues, and principal;
6. In cooperation with the principal, a plan for completion of annual feedback surveys on the job share position with colleagues and parents/guardians of students in the class; and
7. An alternative plan that enables one partner teacher to take over the classroom full-time should the other partner teacher require a leave or terminate the job share prior to its completion.

- C. Both teachers sharing a contract will attend:

1. Parent/guardian and teacher conferences and special education staffing meetings;
2. Workshops, professional learning opportunities, and staff meetings as would a full-time teacher; and
3. Prearranged team/department/grade level meetings.

Further, both teachers will pre-establish the division of responsibilities for the position, including:

1. supervisory tasks;
 2. evaluations;
 3. daily duties, including communications with shared staff and parents/guardians;
 4. grading;
 5. student records and data entry;
 6. end-of-year summaries;
 7. team/department/grade level and classroom goals; and
 8. school committees and task forces.
- D. Approved applicants will review all plans and responsibilities for the coming year with the appropriate principal or supervisor by June 1 of the preceding year.
- E. Shared teaching contracts are reviewed annually for renewal at the request of the teachers sharing the position. The renewal requests must be submitted to human resources by February 1 for the following school year, and must have a continuation recommendation from the principal or supervisor.
- F. A teacher is limited to a maximum number of three years in a shared contract, as determined by human resources. [With the recommendation of the principal or supervisor, a shared contract may be extended beyond the three-year maximum at the discretion of the district administration.](#)
- G. At the time an application is approved, participating teachers who are sharing a position must agree in writing to the following conditions:
1. The teachers will agree to the dates of duty, to repay any salary advanced that is subsequently unearned, and to any other necessary conditions consistent with the provisions of the section. The teacher also recognizes that because a shared contract is voluntary the teacher may be ineligible for unemployment compensation benefits.
 2. The district's contribution for Master Agreement benefits for the two people sharing the contract will not exceed that of one full-time position.
 3. The teacher will retain all accrued [basic sick](#) leave. Additional [basic sick](#) leave is accrued on a prorated basis according to the number of full days of duty.
 4. The district contribution to the tax-sheltered annuity program continues on a matching basis according to the provisions of the district's Master Agreement. The district matches the appropriate percent for each shared contract.
 5. The teacher is eligible for the Incentive for Early Retirement provisions of the district's Master Agreement as if the teacher was not in a shared position.

6. ~~The Any~~ teacher, who has 20 years or more of allowable service in Minnesota schools, will pay into the Teachers Retirement Association of the State of Minnesota upon the same basis and in the same amounts as would be payable or accrued were the teacher not sharing a position. Teachers must contact the state retirement office to discuss this situation.
7. The salaries and pay period options for teachers sharing a position are according to the Master Agreement. These and other costs will not exceed the cost of one full-time position.
8. Placement on the salary schedule for the teacher sharing a position is in accordance to the Master Agreement with the exception that for each school year or part thereof that a teacher shares a position, a full step will be granted for salary schedule placement.

II. ~~Cancelling~~ Canceling of Job Share Contract

- A. If a shared teaching contract position cannot be fulfilled by a teacher, the partner teacher will be required to meet with the human resources and building principal/program supervisor to determine next steps in the assignment of the remainder of the contract.
- B. If there is a discontinuance of the partnership and the alternative plan cannot be enacted, the remaining job share partner could receive a discretionary leave for the remainder of the year should the leave be needed to fill the position opening appropriately.
- C. In accepting a shared teaching contract, the teacher will retain all seniority rights (seniority date remains unchanged) and does not relinquish the teacher's right to reinstatement to a full-time position.

Students

Corporal Punishment

I. Purpose

This policy describes limitations on the use of corporal punishment and prone restraint upon a of students.

II. General Statement of Policy

~~The school district strictly prohibits corporal punishment. No employee or agent of the school district will cause inflict corporal punishment or use prone restraint upon a student. to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term “corporal punishment” means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.~~

III. Definitions

1. “Corporal punishment” means conduct involving:
 - a. hitting or spanking a person with or without an object; or
 - b. unreasonable physical force that causes bodily harm or substantial emotional harm.
2. “Prone restraint” means placing a child in a face-down position.

IV. Prohibitions

1. An employee or agent of the school district will not inflict corporal punishment or cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct.
2. An employee or agent of the district, including a school resource officer, security personnel, or police officer contracted with the district, will not use prone or compressive restraint; inflict any form of physical holding that restricts or impairs a student’s ability to breathe; restricts or impairs a student’s ability to communicate distress; places pressure or weight on a student’s head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student’s torso.
3. All peace officers, including those who are school resource officers or

otherwise agents of the district, may use force as reasonably necessary to carry out official duties, including, but not limited to, making arrests and enforcing orders of the court. Restrictions on prone and compressive restraints do not apply in these circumstances when these officials or those assisting these officials are executing duties allowed by law.

4. Conduct that violates this policy is not a crime unless the conduct violates a provision of Minnesota Statutes. Nothing in this policy precludes the use of reasonable force in accordance with state law.

VIII. Exceptions

A teacher, or school principal, and other school staff may use reasonable force under the conditions set forth in Policy 506 (Student Conduct and Discipline) when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another. Other school district employees, school bus drivers, or other agents of a district may use reasonable force when necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

VI. Violation

Employees who violate the provisions of this policy will be subject to disciplinary action as appropriate. Any such disciplinary action will be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

Legal References:

Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 123B.25 (Legal Actions Against Districts and Teachers)
Minn. Stat. § 609.06, ~~Subd. 1(6) and (7)~~ (Authorized Use of Force)
[Op. Atty. Gen. 169f \(August 22, 2023\) \(School Pupils: Discipline\)](#)
[Op. Atty. Gen. 169f Supp. \(September 20, 2023\) \(School Pupils: Discipline\)](#)

Cross Reference:

[Policy 403 \(Discipline of School District Employees\)](#)
[Policy 414 \(Mandated Reporting of Child Neglect or Physical or Sexual Abuse\)](#)
[Policy 415 \(Mandated Reporting of Maltreatment of Vulnerable Adults\)](#)
[Policy 506 \(Student Conduct and Discipline\)](#)
[Policy 532 \(Use of Crisis Teams and Peace Officers to Remove Students with Individualized Education Plans \(IEPs\) from School Grounds\)](#)

Policy
adopted: 01/22/08
Reviewed: 02/21/12

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Revised: 10/20/14
Reviewed: 05/20/19

Students

Use of Crisis Teams and Peace Officers to Remove Students with Individualized Education Program (IEPs) from School Grounds

I. Purpose

This policy describes the appropriate use of crisis teams and peace officers to remove from school grounds, if necessary, a student with an individualized education program (IEP).

II. General Statement of Policy

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

All students, including those with IEPs, are subject to the terms of the district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school district personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. Definitions

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).

An Individualized Education Plan (or Program) is also known as an IEP. This is a plan or program developed to ensure that a child with an identified disability who is attending an elementary or secondary educational institution receives specialized instruction and related services. The IEP is developed by a team of

individuals from various educational disciplines, the child with a disability, family members, and/or designated advocates.

- B. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee will serve as the leader of the crisis team.
- C. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- D. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- E. The phrase "remove the student from school grounds" is the act of securing the ~~person of a~~ student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury or to prevent serious property damage.
- G. All other terms and phrases used in this policy will be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. Removal of Students with IEPs from School Grounds

A. Removal by Crisis Team

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or **positive behavior intervention support** plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal by Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team ~~must~~ will meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the district reports a crime committed by a student with an IEP, ~~school~~ district personnel will transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and district's policy. ~~Protection and Privacy of Pupil Records.~~

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent imminent bodily harm or death to the student or to another person.
2. In removing a student with an IEP from school grounds, police liaison officers and district personnel are further prohibited from engaging in the following conduct:

1. ~~a.~~ Corporal punishment prohibited by ~~Minn. Stat. § 121A.58~~ state law and district policy;
 2. ~~b.~~ Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
 3. ~~c.~~ Totally or partially restricting a child's senses as punishment;
 4. ~~d.~~ Denying or restricting a child's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device will be returned to the child as soon as possible;
 5. ~~e.~~ Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under ~~Minn. Stat. § 626.556~~ state law;
 6. ~~f.~~ Physical holding (as defined in ~~Minn. Stat. § 125A.0944~~ by state law) that restricts or impairs a child's ability to breathe; restricts or impairs a child's ability to communicate distress; places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a child's torso;
 7. ~~g.~~ Withholding regularly scheduled meals or water; and/or
 8. ~~h.~~ Denying a child access to toilet facilities.
3. Any reasonable force used under state law which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred will be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

D. Parental/Guardian Notification

The building administrator or designee will make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein ~~must~~ will be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

~~A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.~~

If the district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency ~~and the student's IEP, IIP, or behavior intervention plan authorizes the use of one or more restrictive procedures,~~ the crisis team may employ ~~those~~ restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by, ~~and are acting in compliance with, state law. Minn. Stat. § 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0941.~~

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, ~~the districts must~~ **will** report in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, ~~the districts must~~ **will** report summary data. The summary data ~~must~~ **will** include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by ~~school~~ **district** personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References:

Minn. Stat. § 13.01, *et seq.* (Minnesota Government Data Practices Act)

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

Minn. Stat. § 121A.58 (Corporal Punishment)

Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)

Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)

Minn. Stat. § 121A.67, ~~S~~subd. 2 (Aversive and Deprivation Procedures)

Minn. Stat. § 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)

Minn. Stat. § 609.06 (Authorized Use of Force)

Minn. Stat. § 609.379 (Permitted Actions)

Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)

20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))

34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)

20 U.S.C. 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))

Cross References:

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

Policy 507 (Corporal Punishment)

Policy 515 (Protection and Privacy of Student Records)

Policy 806 (~~Crisis~~ [Emergency Management Policy](#))

Policy

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

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revised: [02/23/15](#)

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INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

Education Programs

Literacy and the READ Act

I. Purpose

This policy aligns with Minnesota law established in the READ Act and the Edina Strategic Plan to advance academic excellence, growth, and readiness.

II. General Statement of Policy

The school district recognizes the centrality of reading in a student's educational experience.

III. Definitions

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills will continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy.

- E. "Literacy lead" means a literacy specialist with expertise in working with educators. A district literacy lead will support the district's implementation of the READ Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction.
- F. "Literacy coach" means an instructional leader with specialized knowledge in the science of reading, evidence-based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. A district literacy coach will provide job-embedded professional development.
- F. "Multi-tiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework 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. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through

interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, and is a strong predictor for reading success.

IV. Reading Screener; Parent/Guardian Notification and Involvement

- A. The school district will administer an MDE approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year.
- B. The district will identify any screener it uses in the district's annual literacy plan, and submit screening data to MDE annually by June 15.
- C. The district, at least biannually after administering each screener, will give the parent/guardian of each student who is not reading at or above grade level timely information about:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress after the second screener; and
 - 3. strategies for parents/guardians to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

- D. The district may not use this section to deny a student's right to a special education evaluation.

V. Identification and Reporting

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, will be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by approved screening tools. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The district will submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the local literacy plan submission on an annual basis due on June 15.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, will be screened using a screening tool approved by MDE for characteristics of dyslexia and will continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent/guardian, in consultation with a teacher, may opt a student out of the literacy screener if the parent/guardian and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student will continue to receive progress monitoring and literacy interventions.
- D. Reading screeners in English, and in the predominant languages of district students where practicable, will identify and evaluate students' areas of academic need related to literacy. The district also will monitor progress and provide reading instruction appropriate to the specific needs of multilingual learners. The district will use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.
- E. The district will include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students under paragraph A who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. The report will include:

1. a summary of the district's efforts to screen for dyslexia;
2. the number of students universally screened for that reporting year;
3. the number of students demonstrating characteristics of dyslexia for that year; and
4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions.

VI. Intervention

- A. For each student identified under the screening identification process, the school district will create a personal learning plan that provides reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The district will implement progress monitoring for a student not reading at grade level.
- C. The district will use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. All literacy curriculum, or literacy intervention or supplementary materials, purchased by the district after July 1, 2023, will be evidence-based.
- D. If a student does not read at or above grade level by the end of the current school year, the district will continue to provide reading intervention until the student reads at grade level. District intervention methods will encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. Intervention programs will be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

- F. The district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals in consultation with the student's parent/guardian. The personal learning plan will include evidenced based targeted instruction and ongoing progress monitoring. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. The district will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. Local and Comprehensive Literacy Plan

- A. The school district will adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The district will update and submit the plan to the Commissioner of MDE by June 15 each year. The plan will be consistent with the READ Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level;
 2. a process to notify and involve parents/guardians;
 3. a description of how schools in the district will determine the personal learning plan that provides targeted evidenced-based reading instruction and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 5. identification of staff development needs, including a plan to meet those needs;
 6. the curricula used by school site and grade level;
 7. a statement of whether the school district has adopted a MTSS framework;

8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;
 - b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level; and
 9. the number of teachers and other staff that have completed training approved by MDE.
- B. The district will post its literacy plan on the official district website and submit it to the Commissioner of MDE as required.

VIII. Staff Training

- A. The school district will provide access to state-required training to:
1. intervention teachers working with students in kindergarten through grade 12;
 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 3. special education teachers;
 4. curriculum directors;
 5. instructional support staff who provide reading instruction; and
 6. employees who select literacy instructional materials for a district.
- B. The district will provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff in accordance with the READ Act and to other teachers in the district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under state law.
- C. The district will employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of

becoming a literacy lead in accordance with the Read Act. The district may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under state law for the services of a literacy lead. The district literacy lead will collaborate with district administrators and staff to support the district's implementation of requirements under the READ Act.

IX. Staff Development

- A. The school district will provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with the READ Act. The training will include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The district will use the data under Article V. above to identify the staff development needs so that:
 - 1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with an emphasis on mastery of foundational reading skills and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 - 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the district for the identified students;
 - 3. licensed teachers employed by the district have regular opportunities to improve reading and writing instruction;
 - 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
 - 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

- C. The district will provide training for staff in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. Literacy Incentive Aid Uses

The school district will use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE focused on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language;
3. employing or contracting with a literacy lead;
4. materials, training, and ongoing coaching to ensure reading interventions are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

Legal References:

Minn. Stat. § 120B.1118 (READ Act Definitions)
Minn. Stat. § 120B.12 (READ Act Goal and Interventions)
Minn. Stat. § 120B.123 (READ Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Policy
adopted:

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

VIII. **Action**

VIII.A. Canvassing Returns of Votes for the
School District General Election



Board Meeting Date: 11/13/2023

Title: Canvassing Returns of Votes for the School District General Election

Type: Action

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

Description: Due to the upcoming expiration of the terms of three School Board members, a General Election was held November 7, 2023, to elect three members to the School Board. The three candidates receiving the highest number of votes are elected to the School Board for four-year terms expiring in January 2028 and effective after the contest period has ended, oaths of office are taken, required campaign financial reports are filed, and certificates of election are issued.

The three candidates receiving the highest number of votes are:

- ELLIOT MANN
- CHERYL BARRY
- JENNIFER HUWE

Recommendation: Approve the resolution canvassing returns of votes of the District's General Election to elect three School Board members to terms of four-years each.

Attachment(s):

1. Resolution – Canvassing Returns of Votes for the School District General Election
2. Abstract & Returns of Votes Cast for the School District General Election

CERTIFICATION OF MINUTES RELATING
TO SCHOOL DISTRICT GENERAL ELECTION:
ELECTION OF SCHOOL BOARD MEMBERS

ISSUER: INDEPENDENT SCHOOL DISTRICT NO. 273
(EDINA PUBLIC SCHOOLS)
EDINA, MINNESOTA

GOVERNING BODY: SCHOOL BOARD

KIND, DATE, TIME AND PLACE OF MEETING:

A regular meeting held November 13, 2023, at 7 o'clock p.m. in the School District.

MEMBERS PRESENT:

MEMBERS ABSENT:

Documents Attached: Extract of Minutes of said meeting.

**RESOLUTION CANVASSING RETURNS
OF VOTES OF SCHOOL DISTRICT GENERAL ELECTION**

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the obligations referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said obligations; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS MY HAND officially as such recording officer this 13th day of November 2023.

School District Clerk

EXTRACT OF MINUTES OF MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 273
(EDINA PUBLIC SCHOOLS)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a Regular meeting of the School Board of Independent School District No. 273 (Edina Public Schools), State of Minnesota, was duly held in said school district on November 13, 2023 at 7 o'clock p.m. for the purpose, in part, of canvassing a general election for the office of school board.

Member _____ moved the adoption of the following resolution:

**RESOLUTION CANVASSING RETURNS
OF VOTES OF SCHOOL DISTRICT GENERAL ELECTION**

BE IT RESOLVED by the School Board of Independent School District No. 273, State of Minnesota, as follows:

1. It is hereby found, determined and declared that the general election of the voters of this school district held on November 7, 2023 was in all respects duly and legally called and held.

2. As specified in the attached Abstract and Return of Votes Cast, at said election a total of 7,413 voters of the school district voted at said general election of three (3) school board members for four (4) year terms caused by the expiration of board terms expiring on January 1, 2024, as follows:

Elliot Mann	3,529
Cheryl Barry	3,440
Jennifer Huwe	3,299
Write-Ins	677

3. Elliot Mann, Cheryl Barry, and Jennifer Huwe, having received the highest number of votes, are elected to four (4) year terms beginning in January 2024 and expiring on January 1, 2028.

4. The school district clerk is hereby directed to certify the results of the election to the county auditor of each county in which the school district is located in whole or in part.

Abstract of Votes Cast
Independent School District No. 273 (EDINA)
State of Minnesota
at the Municipal and School District General
Held Tuesday, November 7, 2023

Compiled from the Official Returns.

Summary of Totals
Independent School District No. 273 (EDINA)
Tuesday, November 7, 2023 Municipal and School District General

Number of persons registered as of 7 a.m.	41151
Number of persons registered on Election Day	155
Number of accepted regular, military, and overseas absentee ballots and mail ballots	1326
Number of federal office only absentee ballots	0
Number of presidential absentee ballots	0
Total number of persons voting	7413

Summary of Totals
Independent School District No. 273 (EDINA)
Tuesday, November 7, 2023 Municipal and School District General

KEY TO PARTY ABBREVIATIONS

NP - Nonpartisan

School Board Member (ISD #273) (Elect 3)

NP
Cheryl Barry
3440

NP
Elliot Mann
3529

NP
Jennifer Huwe
3299

WI
WRITE-IN
677

Detail of Election Results
 Independent School District No. 273 (EDINA)
 Tuesday, November 7, 2023 Municipal and School District General

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
27 0085 : BLOOMINGTON W-3 P-17	1408	10	500
27 0090 : BLOOMINGTON W-3 P-18	1730	18	450
27 0855 : EDINA P-02	2493	4	341
27 0860 : EDINA P-03	2387	8	439
27 0865 : EDINA P-04	2038	5	318
27 0870 : EDINA P-05	2562	6	450
27 0875 : EDINA P-06	2827	9	483
27 0880 : EDINA P-07	3057	8	519
27 0885 : EDINA P-08	2315	9	398
27 0890 : EDINA P-09	1990	5	280
27 0895 : EDINA P-10	2210	7	408
27 0900 : EDINA P-11	2302	10	393
27 0905 : EDINA P-12	2224	4	398
27 0910 : EDINA P-13	2310	13	316
27 0915 : EDINA P-14	2666	18	380
27 0920 : EDINA P-15	2161	4	169
27 0925 : EDINA P-16	1954	5	412
27 2815 : ST LOUIS PARK W-2 P-05	2517	12	759
Independent School District No. 273 (EDINA) Total:	41151	155	7413

Detail of Election Results
 Independent School District No. 273 (EDINA)
 Tuesday, November 7, 2023 Municipal and School District General

Office Title: School Board Member (ISD #273) (Elect 3)

Precinct	NP Cheryl Barry	NP Elliot Mann	NP Jennifer Huwe	WI WRITE-IN
27 0085 : BLOOMINGTON W-3 P-17	0	0	0	0
27 0090 : BLOOMINGTON W-3 P-18	4	4	2	1
27 0855 : EDINA P-02	232	233	220	27
27 0860 : EDINA P-03	289	297	281	60
27 0865 : EDINA P-04	133	134	119	33
27 0870 : EDINA P-05	288	301	273	85
27 0875 : EDINA P-06	344	344	330	49
27 0880 : EDINA P-07	318	336	296	118
27 0885 : EDINA P-08	267	283	271	36
27 0890 : EDINA P-09	199	202	200	24
27 0895 : EDINA P-10	274	291	261	68
27 0900 : EDINA P-11	284	275	279	46
27 0905 : EDINA P-12	281	298	267	50
27 0910 : EDINA P-13	221	225	215	42
27 0915 : EDINA P-14	9	9	12	0
27 0920 : EDINA P-15	37	34	36	3
27 0925 : EDINA P-16	259	262	236	35
27 2815 : ST LOUIS PARK W-2 P-05	1	1	1	0
Total:	3440	3529	3299	677

We, the school board members of Independent School District No. 273 (EDINA), certify that we have canvassed the returns of the Municipal and School District General held on Tuesday, November 7, 2023 and have herein specified the names of any candidates receiving votes and the number of votes received by each candidate, and have herein specified the number of votes for and against any ballot questions voted on in this election.

As appears by the returns of the election precincts voting in this election, duly returned to, filed, opened, and canvassed, and now remaining on file in the office of the clerk of Independent School District No. 273 (EDINA).

Witness our official signature at _____ in _____ County this _____ day of _____, 2023.

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

State of Minnesota
Independent School District No. 273 (EDINA)

I, _____, Clerk of the Independent School District No. 273 (EDINA) do hereby certify the within and foregoing _____ pages to be a full and correct copy of the original abstract and return of the votes cast in the Independent School District No. 273 (EDINA) Municipal and School District General held on Tuesday, November 7, 2023.

Witness my hand and official seal of office this _____ day of _____, 2023.

VIII.B. Issuance of Certificates of Election and
District Election Related Duties



Board Meeting Date: 11/13/2023

Title: Issuance of Certificates of Election and District Election Related Duties

Type: Action

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

Description: The District's General Election for School Board was held on November 7, 2023, to elect three members to the School Board. The three candidates receiving the highest number of votes are elected to the School Board for four-year terms expiring in January 2028 and effective after the contest period has ended, oaths of office are taken, required campaign financial reports are filed and certificates of election are issued.

The three candidates receiving the highest number of votes are:

- ELLIOT MANN
- CHERYL BARRY
- JENNIFER HUWE

Recommendation: Approve the resolution authorizing the Clerk to issue certificates of election once the period of time to contest the election has passed and the candidates have filed all required campaign financial reports. Also approve the Clerk to perform all other election related duties.

Attachment(s):

1. Resolution – Certificates of Election 2023

EXTRACT OF MINUTES OF MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 273
(EDINA PUBLIC SCHOOLS)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a Regular meeting of the School Board of Independent School District No. 273 (Edina Public Schools), State of Minnesota, was duly held in said school district on November 13, 2023, at 7 o'clock p.m. for the purpose, in part, of canvassing a general election for the office of school board.

The following members were present:

and the following were absent:

Member _____ moved the adoption of the following resolution:

**RESOLUTION AUTHORIZING ISSUANCE OF CERTIFICATES OF ELECTION
AND DIRECTING THE SCHOOL DISTRICT CLERK
TO PERFORM OTHER ELECTION RELATED DUTIES**

WHEREAS the board has canvassed the general election for school board held on November 13, 2023.

NOW THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 273, State of Minnesota, as follows:

1. The chair and clerk are hereby authorized to execute certificates of election on behalf of the school board of Independent School District No. 273 to the following candidates:

ELLIOT MANN
CHERYL BARRY
JENNIFER HUWE

who have received a sufficiently large number of votes to be elected to fill vacancies on the school board expiring January 1, 2024, based on the results of the canvass.

2. The certificates of election shall be in substantially the forms attached hereto.

3. After the time for contesting the election has passed and the candidates have filed all campaign financial reports required by Minnesota Statutes, Chapter 211A, the clerk of the school board or designee is hereby directed to deliver a certificate to the persons entitled thereto personally or by certified mail.

CERTIFICATE OF ELECTION
(Four Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 273 on November 13, 2023, canvassed the results of the general election held on November 7, 2023.
2. ELLIOT MAN received a sufficiently large number of votes cast for the office of school board member of Independent School District No. 273 for a four (4) year term expiring January 1, 2028.
3. There are three (3) four (4) year terms on the board caused by the expiration of terms.
4. Therefore, ELLIOT MANN is elected to the office of school board member of Independent School District No. 273 for a four (4) year term expiring January 1, 2028.

By authority of the School Board of Independent School District No. 273, pursuant to resolution dated November 13, 2023.

Dated: _____

Erica Allenburg, Chair

Karen Gabler, Clerk

CERTIFICATE OF ELECTION
(Four Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 273 on November 13, 2023, canvassed the results of the general election held on November 7, 2023.
2. CHERYL BARRY received a sufficiently large number of votes cast for the office of school board member of Independent School District No. 273 for a four (4) year term expiring January 1, 2028.
3. There are three (3) four (4) year terms on the board caused by the expiration of terms.
4. Therefore, CHERYL BARRY is elected to the office of school board member of Independent School District No. 273 for a four (4) year term expiring January 1, 2028.

By authority of the School Board of Independent School District No. 273, pursuant to resolution dated November 13, 2023.

Dated: _____

Erica Allenburg, Chair

Karen Gabler, Clerk

CERTIFICATE OF ELECTION
(Four Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 273 on November 13, 2023, canvassed the results of the general election held on November 7, 2023.

2. JENNIFER HUWE received a sufficiently large number of votes cast for the office of school board member of Independent School District No. 273 for a four (4) year term expiring January 1, 2028.

3. There are three (3) four (4) year terms on the board caused by the expiration of terms.

4. Therefore, JENNIFER HUWE is elected to the office of school board member of Independent School District No. 273 for a four (4) year term expiring January 1, 2028.

By authority of the School Board of Independent School District No. 273, pursuant to resolution dated November 13, 2023.

Dated: _____

Erica Allenburg, Chair

Karen Gabler, Clerk

VIII.C. Policy Review (624, 708, 713)



Board Meeting Date: 11/13/2023

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 624 Online Learning Options
- Policy 708 Expense Reimbursement
- Policy 713 Student Transportation

Recommendation: Approve the suggested modifications for Policies 624, 708, and 713.

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

Attachments:

1. Policy 624 Online Learning Options
2. Policy 708 Expense Reimbursement
3. Policy 713 Student Transportation

Education Programs

Online Learning Options

I. Purpose

This policy recognizes and governs online learning options of students enrolled in the school district for purposes of compulsory attendance and academic credit. [Online learning offers students an element of control over the time, place, path, or pace of their learning.](#)

II. General Statement of Policy

- A. The school district supports the opportunity provided through online learning and will not prohibit an enrolled student from applying to enroll in online learning.
- B. The district will grant academic credit for completing the requirements of an online learning course or program.
- C. The ~~school~~ district will allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. The district is not responsible for providing additional hardware, software, access, or connectivity as required by the student for a course taken outside Edina Public Schools.
- D. The district will continue to provide non-academic services to online learning students enrolled in Edina Public Schools.
- E. Online learning students may participate in the extra-curricular activities of the school district on the same basis as other enrolled students.

III. Definitions

- A. "Online learning" (OLL) is [learning facilitated by technology and is delivered by an appropriately licensed teacher through an online learning provider.](#) ~~an interactive course or program that delivers instruction from a teacher to a student over the Internet may be combined with other traditional delivery methods, including frequent assessment, teacher contact, and meets or exceeds state academic standards.~~

- B. "Online learning student" is a student enrolled in the school district for purposes of compulsory attendance and enrolled in an online learning course or program delivered by an online learning provider.
- C. "Online learning provider" is a school district, intermediate school district, postsecondary institution, organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by [the Minnesota Department of Education \(MDE\)](#) to provide online learning courses. Online learning providers must be approved by the superintendent or designee.

IV. Procedures

A. Dissemination and Receipt of Information

1. The school district will receive, maintain, and disseminate information provided to it by online learning providers.
2. Online courses must meet ~~the~~ [all](#) policies and standards established by the ~~school district, including student safety, acceptable use of computers, nondiscrimination, and class size.~~

B. Students

1. A student may apply to an online learning provider to enroll in online learning. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
2. A student may enroll in online learning courses up to the midpoint of the assigned school's term. The ~~school district~~ may waive this requirement for special circumstances and upon acceptance by the online provider. Exceptions for unique circumstances may be approved by the director of teaching and learning.
3. An online learning provider will notify the ~~school district~~ and the student within ten (10) days of acceptance of the student's online learning course or program and hours of instruction.
4. The online provider must make available to ~~Edina Public Schools~~ [the district](#) the course syllabus, standard alignment, content outline, assessment requirements, and contact information for online courses taken by students from ~~Edina Public Schools~~ [the district](#).
5. An online learning student may enroll in online learning courses during the school year to a maximum of 50% of the student's full schedule of courses per term. A student may exceed the supplemental OLL enrollment registration limit if ~~Edina Public Schools~~ [the district](#) grants permission for supplemental OLL enrollment above the limit, or if an agreement is made between ~~Edina Public Schools~~ [the district](#) and the OLL provider for

instructional services. Exceptions for unique circumstances may be approved by the director of teaching and learning.

6. To enroll in more than 50% of their full schedule of courses per term in online learning the student must apply for enrollment to a full-time learning program, in accordance with state law.
7. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. When a student is enrolled in online classes up to but not exceeding a full term load, they can take the classes in place of in-person offerings at no cost to the student.
8. An online learning student can add an online course at no cost if they agree to reduce their registered school-based course schedule by an equal amount during the academic year.
9. To enroll in more than 100% of their full schedule of courses per term, an online learning student may enroll in additional courses with an [secondary or postsecondary](#) online learning provider under a separate agreement that includes terms for payment of any tuition or course fees that would be the responsibility of the student.
- ~~9. To enroll in more than 100% of their full schedule of courses per term an online learning student may also enroll in additional courses with a postsecondary online learning provider under a separate agreement that includes terms for payment of any tuition or course fees that would be the responsibility of the student.~~
10. To the extent the ~~school~~-district provides curriculum to resident students that has both physical and electronic components, the ~~school~~-district must make the electronic component accessible to a shared-time resident student in a homeschool at the request of the student or the student's parent or guardian, provided that the ~~school~~-district does not incur more than an incidental cost as a result of providing access electronically.
11. [The district will provide support services to district students taking supplemental online courses as they would for any other enrolled student including support for multilingual students, case management of an individualized education program, and meal and nutrition services.](#)

C. Classroom Membership and Teacher Contact Time

1. The ~~school~~-district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

2. The ~~school~~-district may reduce the teacher contact time of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the ~~school~~-district.
3. A teacher with a Minnesota license ~~must~~ **will** assemble and deliver instruction to enrolled students receiving online learning from ~~Edina Public Schools~~ **the district**. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher with a Minnesota license as long as it is a part of a course that has been approved by MDE.

D. Academic Credit; Graduation Standards or Requirements

1. ~~Edina Public Schools~~ **The district** will apply the same graduation requirements to all students, including online learning students.
2. ~~Edina Public Schools~~ **The district** will use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. ~~Edina Public Schools~~ **The district** may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with **MDE**, the Minnesota Department of Education.
4. ~~Edina Public Schools~~ **The district** will count secondary credits granted to an online learning student toward its graduation and credit requirements.
5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement set by ~~Edina Public Schools~~ **the district**, that standard or requirement will be met.
6. ~~Edina~~ **District** students who successfully complete an online course provided by ~~Edina Public Schools~~ **the district** will receive a letter grade that will be used in the calculation of grade point average and placed on the student's transcript.
7. ~~Edina~~ **District** students who successfully complete an online course provided by another online provider will receive a ~~course~~ **letter** grade of **"P"** (**Passing**) that will not be used in the calculation of grade point average, but will be placed on the student's transcript.
8. Students, not otherwise enrolled in ~~Edina Public Schools~~ **the district**, who successfully complete an online course provided by the ~~school~~-district, will receive a letter grade that will be reported to the student's resident school district. The resident school district will determine whether the grade will be used in the calculation of grade point average or how it is placed on the student's transcript.

9. Students who enroll and successfully complete an online postsecondary course will receive a course grade of “P” (Passing) that will not be used in the calculation of grade point average, but will be placed on the student's transcript.

Legal References:

Minn. Stat. § 123B.42, ~~S~~subd. 1a (Curriculum; Electronic Components)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-~~S~~secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option Act)

Cross References:

Policy 510 (~~Nonresident~~ [Open Enrollment](#))
Policy 605 (Alternative Programs [and Services](#))
Policy 608 ([Instructional Services](#) - Special Education)
Policy 613 (Graduation Requirements)
Policy 620 ([Receiving](#) Course Credit for Learning)

Policy
adopted: 2/22/10
Revised: 12/16/19

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

Appendix I to Policy 624
Edina Schools
Online Course Registration Agreement

This agreement is entered into between Edina Public Schools District 273 (herein referred to as the "District") and _____ (print student name) –hereinafter referred to as "Student") as follows:

1. ~~The student shall fully comply with the District's Online Learning Policy and the Online Learning Option Act, Minnesota Statutes Section 124D.095.~~
2. ~~By signing and returning this document, the student and parent/guardians agree to complete the required registration steps to successfully enroll within the online course. It is a student and parent/guardian responsibility to complete registration for an online course in an appropriate and timely manner.~~
3. ~~Students and parents are responsible for reviewing the guidelines of the online provider.~~
4. ~~Second semester seniors participating in Senior May Term must complete the online course prior to the start of the SMT experience.~~
5. ~~Online Course Payment:~~
 - o ~~Students can add an online course at no cost if they agree to reduce their registered course schedule by an equal amount during the academic year. Students taking less than a full load can take on-line courses at no cost up to the full load.~~
 - o ~~A student/family is responsible for the full cost of a course if taking a course above the full student's academic schedule threshold or during a summer session.~~
6. ~~By returning this signed agreement, the student will be dropped from the requested school-based course. A placeholder called "Course Online" will be placed in the student schedule.~~

Please indicate the course(s) that should be dropped from the student schedule: _____

*~~***Please Note: Dropping an Edina-based course after the school withdrawal deadline will result in a "W" mark on the official Edina transcript***~~*

*~~***Students that are unsuccessful in completing this online course waive their right to sign up for a future online course***~~*

Student Name: _____ Grade: _____

Student Signature: _____ Date: _____

Parent Name: _____

Parent Signature: _____ Date: _____

Non-Instructional Operations and Business Services

Expense Reimbursement

I. Purpose

This policy identifies school district business expenses that involve initial payment by an employee and that qualify for reimbursement from the district.

II. General Statement of Policy

The school district will implement an expense reimbursement system that meets state statutes, the directives of the Minnesota Department of Education and the district auditor, and business best practices.

III. Use of the Employee Expense Reimbursement System

- A. The employee expense reimbursement system is not to be used as an alternative to the normal district purchasing process. Employee expense claims may be denied if it is determined that the purchase should have been ~~handled~~ made through the normal procurement process.

Exceptions to the normal procurement process include:

1. Low-priced items for which the use of a purchase order is not practical.
2. Emergency purchases for which the normal purchasing process is not timely.
3. Items of limited availability or sale items.

- B. The employee will not be reimbursed for sales tax incurred because of the district's tax-exempt status.

- C. Employee expense claims will be denied if inadequate documentation is submitted with the claim or if the claim is not submitted within two months of the date of occurrence. If a claim is denied, the expenditure becomes the personal responsibility of the employee.

IV. Approval of Travel Convention or Conference Expenses (Pre-Approval Required)

- A. All out-of-state travel or any in-state travel that involves lodging and/or meals must be approved in advance using the travel, convention, or conference application form (Appendix I). The form must be signed and dated by the employee's supervisor prior to the travel dates to qualify for reimbursement.

B. The school board will approve meal reimbursement rates (Appendix III) for employees. When a meal is included in the registration of an event or is paid by another source, reimbursement for that meal is not permitted. The cost of alcoholic beverages is not reimbursed by the district.

C. The following expenses may be reimbursed:

1. Ground transportation and other incidental expenses incurred while traveling on behalf of the district.
2. Commercial lodging, not to exceed the single-room rate.
3. Commercial transportation, not to exceed coach air rate. If a personal vehicle is driven in lieu of commercial air transportation, employees will be reimbursed the actual costs incurred, not to exceed coach air rate.

V. Approved Mileage Reimbursement

A. Mileage to and from district-related functions and between buildings of the [school](#) district is paid to employees at the current Internal Revenue Service rate, in accordance with current master agreements with employee groups.

B. Current Internal Revenue Service rules determine the allowable mileage that is reimbursed. For example, mileage is allowed from the employee's work site to a staff development conference and back to the employee's work site, but not from the employee's home to the staff development conference and back home. Mileage is not paid if the total mileage driven is less than the employee's regular commute distance.

C. Mileage reimbursement claims must be submitted within two months of the date of travel.

D. Mileage from district distance chart or google map documentation of the most efficient route must be provided.

VI. Sales Tax

A. The [school](#) district is exempt from paying Minnesota sales tax on most items. To avoid paying sales tax, a purchase order or procurement card should be used.

B. Sales tax will only be reimbursed for items not exempt from state tax per the Minnesota Department of Revenue (e.g., meals, lodging, and sales tax paid to states other than Minnesota).

VII. Claiming Reimbursement

- A. Reimbursement claims must be submitted ~~on an employee expense report form (Appendix I) which is~~ **in the manner and form determined by the director of finance and operations and must be** signed by the employee, the employee's supervisor, and the administrator responsible for the expenditure code being charged.
- B. Proof of purchase such as an original, itemized receipt must be included. The receipt/proof of purchase must be dated within two months of the date of submission. If the cash register/credit card receipt does not clearly indicate the vendor name, the purchase date, the method of payment, and the item purchased; a vendor receipt containing those items must be obtained by the employee. **Electronic copies of receipts are acceptable.** ~~Copies of receipts are not acceptable.~~
- C. The purchase must be clearly documented, including the public purpose fulfilled, its use, and location within the district.
- D. Claims for meal reimbursement for persons other than the employee must include the name of the person or people for whom the meal is purchased and the subject of the meeting or event. When data privacy is a concern, the employee may state that on the claim form, provided documentation is available for audit purposes.
- E. Expenses incurred by a spouse or personal guest are not reimbursable expenses.
- F. The supervisor who signs the employee expense report form must ensure proper proof of purchase and documentation and that a public purpose was fulfilled by the purchase.
- G. The business services department is responsible for ensuring that the reimbursement report is properly completed and that the proper supervisory signature is on the report.
- H. If the business services department determines that a public purpose was not met by the employee expense, the claim will be denied and the expenditure becomes the responsibility of the employee.

Cross Reference:
Policy 707 (Purchasing)

INDEPENDENT SCHOOL DISTRICT **NO. 273**
Edina, Minnesota

Policy
adopted: 10/25/10
~~A~~amended: 03/12/12

Rrevised: 09/22/14
Rreviewed: 02/27/17
Rrevised: 08/08/22

Appendix I to Policy 708
 Independent School District 273
EMPLOYEE EXPENSE REPORT

Date	<u>Description of Activity</u>	<u>Travel</u>		<u>Meals</u>			<u>Lodging</u>	<u>Other Expense</u>	
	Workshop, classroom supplies, professional meeting, etc.	Complete mileage	log and attach	Itemized receipts needed			Itemized receipts needed	Airfare, auto rental, taxi, supplies Description	Amount
-	-	-	-	-	-	-	-		
Totals	Enter on this line and in Summary	-	-	\$	\$	\$	\$		\$

<p>Name _____ Employee # _____ (Please print)</p> <p>Hereby certify that these expenses are true, correct, pursuant to school district policies and procedures and that no other payment or reimbursement will be or has been received for these expenses.</p> <p>Employee Signature _____ Date _____</p> <hr/> <p>SUPERVISOR APPROVAL:</p> <p>Hereby certify that the expenses covered by this claim have been incurred and are true, correct and pursuant to school district policies and procedures. Payment is recommended.</p> <p>Signature _____ Title _____ Date _____</p> <hr/> <p>DISTRICT OFFICE OR OTHER APPROVAL</p>	<p>Other Expense \$ _____</p> <p>Lodging \$ _____</p> <p>Meals \$ _____</p> <p>Mileage (From Log) _____ x _____ IRS Rate \$ _____</p> <p>TOTAL \$ _____</p> <p>Less District Advance Check # _____ (\$ _____)</p> <p>Due Employee \$ _____</p> <p>Due District (Attach remittance) (\$ _____)</p> <p style="text-align: center;">ACCOUNT CODING</p>
--	---

Signature _____ Title _____ Date _____

BUSINESS SERVICES APPROVAL

Signature _____ Title _____ Date _____

FUND	ORG	PRG	FIN	CRS	OBJ	Amount

Appendix H to Policy 708
EDINA PUBLIC SCHOOLS
5701 NORMANDALE ROAD
EDINA, MN 55424

Complete Part I of this application for workshops, institutes, conferences, conventions, or any out-of-state travel, etc. If there are expenses for which you are to be reimbursed by the school district, you must also complete Part II. Submit the application to your supervisor (principal, asst. supt., director of business, or the superintendent).

TRAVEL, CONVENTION OR CONFERENCE APPLICATION FORM

Part I. APPLICATION

Name of applicant _____ Building _____ Date _____

Name of convention or conference _____

Location _____ Dates _____ to _____

Sponsoring organization _____

Are you a member of this organization? Yes _____ No _____

Reasons for attending this convention or conference:

_____ Curriculum cycle or year of implementation

_____ Program participant

_____ Professional growth

_____ Other _____

What conventions or conferences have you attended in the past three years at school district expense?

Please suggest ways in which you would be willing to share with your professional colleagues the information and ideas you will acquire at this convention or conference. _____

PART II. EXPENSES

List any dates, if any, for which a substitute would be needed: _____

Estimated expenses:

Substitute teacher _____ (_____ days @ \$ _____ per day)

Travel* _____

Meals _____

Hotel _____ (_____ nights @ \$ _____ per night)

Other _____

Registration _____

Total \$ _____ (excluding sub costs)

Expenditure Code _____

PART III. ACTION

Approved _____ Date _____

Denied _____ Reason _____

Signature of Supervisor _____

Signature of Program manager _____ (required if program funds are involved)

Travel expenses will not be reimbursed to an employee unless a pre-approved copy of this form is attached to the reimbursement request.

* Employees utilizing school district funds to pay for airline travel are required to ensure that any credits or other benefits issued by any airline accrue to the benefit of the school district rather than the employee.

Form 7040 (11/23) (07/02) Established: 10/25/10; Reviewed: 3/12/12; Revised: 9/22/14; Revised: 2/27/17; Revised: 8/8/22

Appendix III to Policy 708

MEAL REIMBURSEMENT RATES FOR EMPLOYEES

Approved meal reimbursement rates for employees, including service tips, will not exceed:

- Daily meal reimbursement amount: \$60/day
- Partial day reimbursement amount:

Breakfast	\$15.00
Lunch	\$15.00
Dinner	\$25.00
Incidental	\$ 5.00

Incidental expenses include communication, laundry, cleaning and pressing of clothing expenses incurred during the travel and for the purpose of the business meeting, conference, or event.

When a meal is included in the registration of an event or is paid by another source, reimbursement for that meal is not permitted. Reimbursement for alcoholic beverages is not allowed.

Appendix

Established: 10/25/10

reviewed: 03/12/12

revised: 09/22/14

revised: 02/27/17

revised: 08/08/22

Non-Instructional Operations and Business Services

Student Transportation

I. Purpose

This policy addresses the school district's obligations to its students, nonpublic students, and the provision of extra-curricular transportation. It also provides guidance to students and their families regarding their obligations as safe riders of school transportation.

II. General Statement of Policy

- A. The school district will provide for the transportation of students in a manner that protects their health, welfare, and safety.
- B. The district recognizes that transportation is an essential part of the district services to eligible students and families while also recognizing that transportation is a privilege and not a right for these eligible students.
- C. The district recognizes the rights of nonpublic school students regarding transportation services and provides equal transportation as required by law.
- D. The district will determine whether to provide transportation to students, spectators, or participants for extra-curricular activities.

III. Student School Bus Safety Training and Active Transportation Safety Training

A. Student Training

1. The school district provides students with age-appropriate school bus safety training and active transportation training of the following concepts:
 - a. Transportation by school bus is a privilege, not a right;
 - b. District policies for student conduct and school bus safety;
 - c. Appropriate conduct while on the bus;
 - d. Danger zones surrounding a school bus;
 - e. Procedures for safely boarding and leaving a school bus;
 - f. Procedures for safe vehicle lane crossing; and
 - g. School bus evacuation and other emergency procedures;
 - h. Pedestrian training, including crossing roads safely; and
 - i. Bicycle safety, including traffic laws and use protective equipment and safe biking techniques.
2. Students in kindergarten through grade 6 who are (1) transported by school bus and (2) enrolled during the first or second week of school must will receive the

school bus safety training by the end of the third week of school.

3. Students in grades 7 through 10 who have not previously received school bus training and are (1) transported by school bus and (2) enrolled during the first or second week of school will receive the school bus safety training or receive bus safety instructional materials by the end of the sixth week of school.
4. Students in kindergarten through grade 10 who (1) enroll in the district after the second week of school; (2) are transported by school bus, and (3) have not received training in their previous school district will undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.
5. Students in kindergarten through grade 3 will receive school bus safety training two times during the school year.
6. The district will conduct a school bus evacuation drill for all student riders at least once during the school year.

B. Parent and Guardian Responsibilities

1. Review the district's student bus rider responsibilities (Appendix II) with your child(ren);
2. Support safe bus riding and walking practices;
3. Recognize students are responsible for their actions;
3. Communicate safety concerns to building administrators;
4. Monitor bus stops, when possible;
5. Have your child(ren) to the bus stop five minutes before the bus arrives;
6. Have your child(ren) properly dressed for the weather; and
7. Have a plan in case the bus is late.

C. Student Conduct on Buses and Consequences for Misbehavior

1. Riding the school bus is a privilege, not a right.
2. The district's student behavior policies, guidelines, and rules are in effect for all students on school buses, including nonpublic school students.
3. Consequences for school bus or bus stop misbehavior will be imposed by the district in accordance with the discipline guidelines developed by the district.
4. Consequences for misbehavior may include suspension of bus privileges.

D. Procedures for Reporting Student Misbehavior

1. Parents/[guardians](#) or student should report concerns regarding student

misbehavior to the building principal or the district transportation supervisor. The bus driver will report student misbehavior to the district's transportation office.

2. The district's transportation office will report the student misbehavior to the appropriate building administrator.
 3. Misbehavior may be reported to local law enforcement in accordance with the district's discipline guidelines and as required by state and federal law.
 4. Records of school bus or bus stop misbehavior will be forwarded to the individual school building and will be retained in the same manner as other student discipline records.
- E. Bus drivers perform post-trip inspections to check for any children or items left behind.

IV. Emergency Procedures

- A. When possible, a bus driver or their supervisor will call "911" or the local emergency phone number in the event of a serious emergency.
- B. A bus driver's main responsibility is the safety and well-being of their students. See also Appendix IV.
- C. A bus driver will adhere to the standards set forth in the *Minnesota School Bus Driver's Handbook: A Guide to Safe School Bus Transportation in Minnesota* and transportation department policies regarding emergency situations.
- D. All bus drivers will be trained in basic first-aid procedures.
- E. Bus drivers assigned to routes serving students with disabilities are trained on the proper methods for assisting students with a disability including, but not limited to, assisting disabled students on and off the bus when necessary for their safe ingress and egress from the bus and ensuring that protective safety devices are in use and fastened properly.
- F. Emergency health information is maintained on the school bus for students requiring special transportation services because of their disability. The information includes:
 1. Student's name and address;
 2. Nature of the student's disabilities;
 3. Emergency health care information; and
 4. Names and telephone numbers of the student's physician, parents, or guardians.

V. Provision of Transportation

- A. The [school](#) district will provide transportation to students in accordance with state and federal laws. When transportation is provided, the scheduling of routes, location

of bus stops, the manner and method of transportation, control and discipline of the transported students, if fees are assessed, and all other transportation-related matters are in the sole discretion, control, and management of the district. (See Appendix I.)

- B. Upon the request of a parent or guardian, the district will provide transportation to and from school for all resident students living in a transportation zone as noted in the district's Transportation Routes and Services (Appendix I), except for those students whose transportation privileges have been suspended.
- C. The parent or guardian may designate a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
- D. Only students assigned to the school bus by the ~~school~~-district are transported by the district. The number of students or other authorized passengers transported in a school bus will not be more than the legal capacity for the bus.
- E. Upon the request of a parent or guardian and depending on bus capacity, the district will provide transportation to a non-resident student within the district borders at the same level of services as the district provides to its resident students.
- F. The district will reasonably accommodate the transportation needs of a student with a disability in accordance with applicable state and federal laws.
- G. The district will provide homeless students with transportation services in accordance with applicable state and federal laws.
- H. The district may charge fees for transportation of students to and from school when authorized by state law. If the district charges fees for transportation, the district ~~must~~ **will** develop guidelines to ensure no student is denied transportation due to inability to pay.
- I. The district may charge reasonable fees for transportation to and from postsecondary institutions for students enrolled under the postsecondary enrollment options program.

VI. Nonpublic School Students

- A. The **school** district will provide equal transportation within the school district for all students to any school when the district deems transportation is necessary because of distance or traffic conditions and as provided in state law.
- B. The district will transport a district-resident, nonpublic-school student to the district boundary where the distance from the nonpublic school student's residence to the district boundary is the same or less than the **distance the** district transports its

students within the district.

- C. When transportation is provided; the scheduling of routes, the manner and method of transportation, control and discipline of the transported students, and all other transportation-related matters are in the sole discretion, control, and management of the district.

VII. Extra-curricular Transportation

A. Arrangement of Transportation

School district administration determines whether to provide transportation for only district-sponsored extra-curricular activities. This determination includes:

1. The decision to provide transportation;
 2. The type, method, and manner of transportation;
 3. The scheduling and coordination of transportation;
 4. All other transportation arrangements and decisions; and
 5. Informing employees involved with extra-curricular activities of the arrangements and decisions.
- B. The district may charge fees for transportation of students to and from extra-curricular activities conducted at locations other than school, when attendance is optional.
 - C. An employee, who is not an administrator, will not arrange, schedule, or coordinate transportation for extra-curricular activities, unless specifically directed to and approved by an administrator.
 - D. If the district makes no arrangements for extra-curricular transportation, participating students must arrange for their own transportation.

VIII. Employee Use of Personal Vehicles

- A. An employee must not use a personal vehicle to transport a student, however, an employee may make appropriate transportation arrangements when emergency situations arise. If an emergency situation arises, the relevant facts and circumstances must be reported to school district administration as soon as possible.
- B. Any personal vehicle used to transport students must be properly registered and insured.

IX. Operating Rules and Procedures

- A. School buses are operated in accordance with state and federal laws, procedures contained in the *Minnesota School Bus Driver's Handbook: A Guide to Safe School*

Bus Transportation in Minnesota, and transportation department policies.

B. Diesel Exhaust Fumes

1. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
2. To the extent practical, the **school** district will designate school bus loading and unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

C. Use of Cell Phones or Other Mobile Devices

1. An employee may not operate a district vehicle while using a cellular phone or other mobile device when the vehicle is in motion or students are located on the vehicle, except in the event of a serious emergency.
2. In the event of a serious emergency, the employee must stop the vehicle to operate the cellular phone or other mobile device, unless the serious emergency prevents stopping the vehicle.

X. Qualified Driver of Type III Vehicle (see also Appendix V)

1. A qualified driver of a Type III vehicle must be an employee or agent of the **school** district who possesses a Class A, B, C, or D license. If the driver does not have a school bus endorsement, the driver must:
 - a. Be an employee or contracted agent of the district;
 - b. Complete annual training and certification; and
 - c. Have a background check that satisfies state requirements.
2. If the qualified driver is not employed by the district solely for providing transportation services to students, the employee is exempt from the following requirements of other district vehicle drivers:
 - a. Physical examination; and
 - b. Pre-employment drug and alcohol testing.

XI. Vehicle Inspection and Maintenance

- A. **School** District vehicles will be maintained in safe operating condition through a systematic, preventive maintenance and inspection program.
- B. All district vehicles are inspected in accordance with state and federal laws.
- C. A copy of the current daily pre-trip inspection report is carried on the bus by the bus driver. Daily pre-trip inspections are maintained in accordance with the district's record retention schedule. Prompt reports of defects to be immediately corrected will

be submitted.

D. Bus drivers perform daily post-trip inspections to check for vandalism.

XII. Bus Driver Duties and Responsibilities

A. All **school** district bus drivers receive departmental training and must demonstrate the skills and knowledge to transport students in a safe and legal manner. Bus drivers have the following duties and responsibilities:

1. Safely operate the school bus;
2. Understand student behavior, including issues related to students with disabilities;
3. Ensure orderly conduct of students of the bus and handle incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and district policies;
5. Handle emergency situations;
6. Safely load and unload students; **and**
7. Perform required inspections. ~~;~~ ~~and~~
8. ~~Demonstrate proficiency in first aid and cardiopulmonary resuscitation (CPR) procedures.~~

XIII. Transportation Supervisor Duties and Responsibilities

The transportation supervisor coordinates **school** district transportation and has the day-to-day responsibility for student safety. The transportation supervisor duties include, but are not limited to:

- A. Implementing district transportation policies, appendices, and procedures;
- B. Ensuring district policy and appendices conform with state and federal law;
- C. Reviewing the bus safety training program of each school site to determine that the programs comply with district policy and state law;
- D. Communicating student misbehavior to building administrators;
- E. Reporting misbehavior occurring on the bus or near loading/unloading areas and causing an immediate and substantial danger to the student or surrounding persons or property to local law enforcement;

- F. Certifying, as required by law, that each bus driver employed by the district has received the required training and that each bus driver has been evaluated and meets the required bus driver training competencies; and
- G. Determine that district school buses meet the standards and equipment requirements of state law.

Any questions regarding student transportation or this policy may be addressed to the district's transportation supervisor.

XIV. Student Transportation Safety Committee

The [school](#) district may establish a student transportation safety committee. If established, the chairperson of the student transportation safety committee will be the school district's transportation supervisor. Membership in the committee may include parents/[guardians](#), district administrators, school bus drivers, local law enforcement officials, other district employees, or representatives from other units of local government.

Legal References:

- Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
- Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
- Minn. Stat. § 123B.90 (School Bus Safety Training)
- Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
- [Minn. Stat. § 123B.935 \(Active Transportation Safety Training\)](#)
- Minn. Stat. § 169.011, subd. 71(d) (Definition of a School Bus)
- Minn. Stat. § 169.454, subd. 13 (Type III Vehicle Standards-Exemption)
- Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
- Minn. Stat. § 169.446, Subd. 2 (Driver Training Programs)
- Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
- Minn. Stat. § 169.454 (Type III Vehicle Standards)
- Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
- Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
- 42 U.S.C. § 11432
- [49 C.F.R. § 571 \(Federal Motor Vehicle Safety Standards\)](#)

Policy

- adopted: 01/10/11
- Revised: 09/22/14
- Revised: 06/12/17
- Revised: 07/16/18
- Revised: 06/08/20

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

APPENDIX I TO POLICY 713

Appendix I to Policy 713

TRANSPORTATION ROUTES AND SERVICES

The State of Minnesota currently requires transportation services for students who reside more than 2 miles from school. Edina Public Schools provides transportation to Elementary students (K-5) who live more than 0.7 mile from school, and Middle and High School students who live more than 1 mile from the school at no charge. The school district may provide transportation to students not eligible for regular to and from school transportation in accordance with Minnesota Statute 123B.36, which authorizes charging a fee for service.

- A. Students attending their assigned school, living in a non-transportation zone (grades K-5) residing less than from .7 miles from school or students (grades 6-12) residing less than 1.0 miles from school may be eligible for a "Pay-To-Ride" service. Students that attend a school other than their assigned school because of an inter-district transfer, or are open enrolled, are not eligible for transportation regardless of the distance to the school.
- B. Students living in the City of Edina between Hwy. 169 and Blake Road on the east and west, and Parkwood Road and Spruce Road on the north and south (Parkwood Knolls area) attending South View or Valley View Middle school, Edina High School, Countryside or Highlands Elementary school, are in a designated Pay-To-Ride zone.
- C. "Pay-To-Ride" services are student transportation services to and from school being provided by the district for a fee. Determination on providing "Pay-To-Ride" service ~~shall~~ will be made by transportation administration based on time, space, and equipment considerations. Services will be contracted annually at a rate established by the ~~school~~ district. See Appendix VI, Pay-To-Ride Transportation Form. No student will be denied services because of an inability to pay.
- D. The determination of available space ~~shall~~ will be those non-obligated seats aboard buses servicing the immediate area, not exceeding the following limits per bus:
 - Grades K-5: 65 to 70 students
 - Grades 6-8: 60 to 65 students
 - Grades 9-12: 45 to 55 students
- E. Issuance of seating for Pay-To-Ride students will be determined on a first come, first serve basis. All applications will be stamped with the date and time received.
- F. Applicants must submit the fee with the completed contract to be considered for the Pay-To-Ride service. Services are to be paid in advance on an annual basis. The Pay-To-Ride rate ~~shall~~ will be \$350 per student with a family cap of \$525 with services beginning the first day of school.

- G. Cancellation of the service may be effected by the district upon five (5) days written notice if the student limit per bus is exceeded. The Pay-To-Ride service will be canceled (last assigned, first off) until such time that space is again determined to be available. Service will also be canceled due to NSF (non-sufficient funds).
- H. If the ~~school~~-district cancels services due to lack of space, it will prorate reimbursement based on the number of days the contract has been in effect. The ~~school~~-district will not reimburse the parent/guardian for those days the student is absent, suspended from transportation services, or for emergency school closings, etc.
- I. Pay-To-Ride notices will be sent out by the second week of June for the coming school year with ~~a deadline to apply of July 15th~~ **the enrollment period beginning on July 1 and ending on July 31**. The Pay-To-Ride form will also be posted on the Transportation web page. After the deadline, no new applications will be accepted until two weeks after school starts.
- J. Transportation may be provided to students normally not eligible for transportation when the walk path within a school's attendance area exhibits an extraordinary "hazard area" as determined by the Transportation Supervisor.
- K. District policy for distance to a stop from home can be up to 0.3 mile for elementary students (K-5) and up to 0.5 mile for secondary students (6-12).
- L. A written request must be submitted to transportation services for approval each time a student is to take a bus other than their regularly assigned bus.
- M. Activity bus routes are authorized at all secondary schools. The buses will run on days that schools are in session and will serve students (1) who participate in school-sponsored activities and (2) who live farther than one mile from the secondary school.
- N. Bus Stop Review. A family in the transportation zone desiring to change or modify their student's assigned bus stop must contact the transportation supervisor. The supervisor will review the request and make a determination based on current district practices.

Appendix

Rrevised: 07/16/18

Rrevised: 06/08/20

Appendix II to Policy 713

STUDENT BUS RIDER RESPONSIBILITIES

Edina Public Schools is committed to providing a safe and enjoyable riding experience for its bus riders. ~~Edina Public Schools'~~ [The school district's](#) transportation department is responsible for the safety of its riders while they are on the school bus.

Parents or guardians are responsible for the safety of their student(s) until they are on the school bus. The district's student bus rider responsibilities ~~section has~~ [guidelines](#) ~~have~~ been established by the district. Please review this information and discuss it with your child(ren). This information is being provided so that your child(ren) will clearly understand bus behavior expectations. Riding the school bus is a privilege that can be revoked if a student chooses not to comply with the rules for bus riders.

Bus Schedules: Bus schedules are provided ~~in early~~ [by mid](#)-August. In the event there is a question about the bus route, please contact the transportation department at 952-848-4979 between the hours of 7:00 am and 4:30 pm; calls before or after these times will be referred to voicemail for further instructions. In the event a route change is requested that may impact other riders, you will be asked to complete a bus route request form. The transportation department reviews all requests to make appropriate changes. These forms are available by calling your school office.

Student Safety Training: All students will receive school bus safety training and testing in the fall. This training and testing is in compliance with state law. The training and testing will be completed within the first three weeks of school for grades K-3, and within the first six weeks for students in grades 4-10. In addition, many schools complete a number of ongoing bus safety education sessions throughout the school year.

Reserved Seating – Grades K-8: During the first two weeks of school, students will have the opportunity to choose where and with whom they would like to sit. After the first two weeks, a seating chart will be recorded. Students are to sit in the same seat every day, both to and from school. Changes can be made by the driver due to discipline or safety issues. If at any time a student is no longer comfortable with their seat assignment, ~~he or she~~ [they](#) can talk to the driver. Any other concerns may be addressed by calling the transportation department.

Rider Transfers – Grades K-12: State law mandates that ridership on a bus cannot exceed its capacity. Due to the high ridership on most buses, the transportation department will continue the policy of not allowing rider transfers – students who are not regularly scheduled to ride that bus. The district endorses this policy for the safety of each student and to ensure that each student has a seat on the bus. Students will not be permitted to ride another bus unless it is necessary for purposes that have been pre-approved by the supervisor of transportation and building principal (e.g., childcare needs, regularly scheduled lessons). Our goal is to provide a safe and effective transportation service, not to complicate transportation situations for parents/[guardians](#) and students.

Student Bus Rider Responsibilities

The district's goal is to provide safe and enjoyable transportation for our students. This occurs when we work in cooperation with students, parents/[guardians](#), teachers, and drivers. For the safety of all riders, please review the following rider responsibilities with your child(ren) before the school year begins.

A. Going to the Bus Stop

1. Use sidewalks where provided.
2. If there are no sidewalks, walk single file on the left shoulder of the street facing traffic.
3. Cross streets only at corners.
4. Use a direct route, but avoid crossing yards or empty lots.
5. Arrive at your bus stop no more than five minutes before the scheduled stop. The bus driver cannot wait for late students.
6. Be aware of suspicious individuals on foot or in motor vehicles. Report these persons to your bus driver or school principal. Even if you have missed the bus, do not accept rides from strangers.

B. Waiting at the Bus Stop

1. Wait away from the traffic. Stay at least five feet off the road or street.
2. Respect the property of others while waiting at the bus stop. Do not pick flowers, disturb shrubs, throw stones or snowballs, litter, etc.
3. Use appropriate language at all times.
4. Respect other students by not pushing, shoving, or fighting.
5. Stay back from the street until the bus is actually stopped. A push at the middle or end of the line can send the front person into the bus or under its wheels.
6. Students who must cross the road should cross at least ten feet in front of the bus, after being signaled by the driver that it is safe to do so. A long, steady blast of the horn will be used as a warning to students that it is not safe to cross.
7. Older students should be helpful to younger ones.
8. The district's student behavior policies, guidelines, and rules are enforceable while a student waits at the bus stop.

C. Boarding the Bus

1. Wait until the bus has stopped and the door is opened before starting to board.
2. Board the bus single file.
3. Continue to show respect for others by not pushing or shoving.
4. Use the handrail to keep from slipping, falling, or tripping.
5. Greet the bus driver.
6. Move directly to your seat and sit down.
7. Put large items (e.g., musical instruments, packages) in [the](#) seat area or under the seat, but not in the aisle.

D. Riding on the Bus

1. Follow all district policies and school rules.
2. Follow the bus driver's instructions.
3. Remain in your seat until the bus arrives at your stop.
4. Speak in a quiet voice. Your voice should not be heard above others.
5. Keep hands, feet, and objects inside the bus.
6. Do not throw objects inside the bus or out the window.
7. Do not use profanity, including words or gestures.
8. Do not tease or harass others.
9. Do not eat, drink, chew gum, or spit.
10. Do not vandalize the bus.
11. Use the proper door for entering and exiting. Non-emergency use of the emergency door is not tolerated.

E. Getting Off the Bus

1. Wait for the bus to be completely stopped and the door to be opened before standing up.
2. Stay respectful of others – no shoving or pushing.
3. Students should walk away from the bus and not go toward the rear of the bus.
4. Students who must cross the road should move out at least ten feet in front of the bus, make eye contact with the driver, and wait for the driver to signal that it is safe to cross. A long steady blast of the horn will be used as a warning to students that it is not safe to cross.
5. Do not go in back of or underneath the bus for any reason.

F. Student Consequences for Misbehavior

1. Riding on a school bus ~~is~~ is a privilege, not a right.
2. The district's student behavior policies, guidelines, and rules are in effect for all students on school buses and while at bus stops.
3. If misbehavior occurs, the bus driver will give the student an assertive warning.
4. If misbehavior continues, the bus driver will complete a bus incident report (Appendix III) for students and report the conduct to the transportation supervisor. The transportation supervisor will report the conduct to the building administrator. The building administrator will contact the parent/guardian. Consequences will be administered in accordance with the district's discipline policy.

Appendix

Established: 02/22/11

Revised: 11/18/13

Reviewed: 07/16/18

Appendix III to Policy 713

BUS INCIDENT REPORT

Your child has been given the following consequences for their behavior. Consequences will be administered in accordance with the district's discipline policy.

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus or bus stop misconduct in accordance with the district's discipline policy.

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense, at the discretion of the district.

Kindergarten through Grade 5:

____ First Offense: The driver has given your student a verbal warning, and a bus incident report sent to parents/[guardians](#).

Your child has been assigned an alternate seat: (*select one*) Yes or No

____ Second Offense: One-day bus suspension.

____ Third Offense: Three-day bus suspension; conference with student, parent/[guardian](#), school, driver and transportation.

____ Fourth Offense: Five-day bus suspension.

____ Fifth Offense: Loss of bus riding privileges for the remainder of the school year.

Grade 6 through Grade 12:

____ First Offense: The driver has given your student a verbal warning, and a bus incident report sent to parents/[guardians](#).

Your child has been assigned an alternate seat: (*select one*) Yes or No

____ Second Offense: One to three-day bus suspension; conference with student, parent/[guardian](#), school, driver and transportation.

____ Third Offense: Five to ten-day bus suspension.

____ Fourth Offense: Loss of bus riding privileges for the remainder of the school year.

(11/23)

Reviewed: 07/16/18

Appendix IV to Policy 713

BUS DRIVER QUALIFICATIONS, RESPONSIBILITIES, AND TRAINING

I. Qualifications

- A. School bus drivers must have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a Type III vehicle set forth by this policy and its appendices.
- B. The school district will conduct mandatory drug and alcohol testing of all bus drivers and bus driver applicants in accordance with state and federal law.

II. Bus Driver Responsibilities

A. General Operating Rules

- 1. School buses must be operated in accordance with state traffic and school bus safety laws; the procedures contained in the *Minnesota School Bus Driver's Handbook: A Guide to Safe School Bus Transportation in Minnesota*; and transportation department policies.
- 2. A bus driver's main responsibility is the safety and well-being of their students.
- 3. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
- 4. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone or personal mobile device for personal reasons, whether hand-held or hands-free, when the vehicle is in motion.

For purposes of this paragraph, "school bus" has the meaning defined by state statute. In addition, "school bus" also includes Type III vehicles when driven by employees or agents of the school district.

"Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Other Responsibilities

- 1. Daily pre-trip and post-trip inspections are performed by the bus driver. Bus drivers must perform post-trip inspections to check for any riders or items left behind after each route or trip.
- 2. The bus driver will ensure no bus rider is allowed to stand when the bus is in motion.

3. The bus driver will ensure no bus rider is in the aisle or on the loading door step while the bus is in motion.
4. The bus driver must wear a seat belt at all times whenever the bus is in motion, regardless of whether riders are on board.
5. The bus driver must follow all railroad crossing procedures in accordance with state and federal law.
6. The bus driver will adjust the speed of the bus as conditions warrant. These conditions may include traffic, road conditions, and/or weather.
7. The bus driver will never move a bus with the loading door open.
8. The bus driver must ensure that the emergency door and aisle are free from objects.
9. The bus driver will follow district loading and unloading procedures. When loading or unloading students at school, the driver will pull up to the bus in front as close as possible to ensure that students do not walk between buses. Bus drivers must give greater priority to the loading and unloading procedure than to distractions inside the bus.

a. Loading Procedures

- i. Activate the amber eight-way lights 300 feet prior to stopping, if over 35 mph, and 100 feet, if under 35 mph, before stopping to warn other vehicles that the bus is going to stop in the lane of traffic. Slow gradually and stop in the roadway. If students start to move towards the bus, stop moving. Check the rearview mirror.
- ii. Put the gear shift in neutral. Open the service door a crack to turn on the alternately flashing red lights and activate the stop arm. Make sure traffic is stopped.
- iii. Open the loading door, greet students, and motion them to board the bus. Count the students as you pull up and make sure that the same number board the bus.
- iv. Students who must cross the road should cross at least ten feet in front of the bus, after being signaled by the driver that it is safe to do so. A long, steady blast of the horn will be used as a warning to students that it is not safe to cross.
- v. When all students are loaded, check the rearview mirror to make sure everyone is seated. Start the bus in motion only after all students are properly seated.

b. Unloading Procedures

- i. Activate the amber eight-way lights 300 feet prior to stopping, if over 35 mph, and 100 feet, if under 35 mph. Stop in the traffic lane away from the curb and 10 feet before an intersection. Check the rearview mirror.
 - ii. Put the gear shift in neutral. Check to make sure that all traffic is coming to a stop. Make sure all students remain seated until the bus has stopped completely.
 - iii. Open the service door a crack to turn on the alternately flashing red lights and activate the stop arm. Make sure traffic is stopped.
 - iv. Make another visual and mirror check to make sure that all traffic has come to a stop, then open the door and allow the students to exit the bus.
 - v. Count all students as they exit the bus. If you have a large number of students exiting at a stop, look to see what the last student going down the steps is wearing, and watch that student. When that student is safely away from the bus, the remaining students should be also. Students should walk away from the bus and not go toward the rear of the bus. Students who must cross the road should move out ten feet in front of the bus, make eye contact with the driver, and wait for the driver to signal that it is safe to cross. A long steady blast of the horn will be used as a warning to students that it is not safe to cross.
 - vi. Visually check the location of all students outside the bus again before setting the bus into motion. Before accelerating, check the crossover mirror one last time.
 - vii. Close the loading door and allow traffic to proceed. Slowly pull away from the stop. Keep checking the mirrors until out of the danger zone. Once out of the danger zone, a bus driver can accelerate to a normal speed and continue on to the next stop.
10. When coming to a stop behind other vehicles, the bus driver will stay back far enough to visually see the rear tires of the vehicle in front of the bus.
 11. When a stoplight turns green, the bus driver will wait two seconds, look left and then right to ensure traffic is stopped before accelerating the bus through the intersections.
 12. All bus drivers must submit prompt reports of defects that need to be corrected.

C. Emergency Situations

1. Handling Accidents

A bus driver must take the following actions after an accident:

- a. Call [emergency services](#) and the transportation department office immediately.
- b. Report the following information:
 - i. Bus number;

- ii. Location (Specific streets and cross streets);
 - iii. Who is involved and what kind of assistance is needed (e.g., police, fire, ambulance). Police will be called to every accident; and
 - iv. Number of students on board, from which school, if there are any injuries.
- c. Procedure to follow after reporting the accident:
- i. Turn off **the** engine. Leave ignition on so two-way radio can be used.
 - ii. Activate four-way hazard lights. Turn off **the** eight-way master switch. Set the parking brake.
 - iii. Check each passenger again for injuries. Check for injuries outside of the bus. Update base as to any new information.
 - iv. Keep all passengers inside the bus unless there is **an** obvious danger of fire, such as a fuel spill or a traffic hazard, which might contribute to a second accident. If evacuation is necessary, take passengers at least 100 feet away from the bus to safety and keep them in a group.
 - v. Place triangles to warn other traffic. Place one triangle in front, 100 feet from the bus. Place two triangles in back, one 50 feet from the left tire and parallel to the side of the bus, and the other 50 feet behind the first one.
 - vi. Take names and telephone numbers of all riders who were inside the bus at the time of the accident.
 - vii. If an accident happens on a field trip after 4:15 p.m. when the transportation department is closed, follow all the same procedures and, as soon as possible, notify someone from the transportation department of the accident using the emergency numbers provided.
 - viii. Do not move the bus unless a law enforcement officer advises otherwise. If there is something mechanically wrong, do not move the bus until the mechanic arrives.
 - ix. Get the name, address, telephone number, and insurance information of the other driver involved.
 - x. Complete all accident reports required by the transportation department and state law, if necessary.

2. Severe Weather or Tornadoes

It will be the driver's responsibility in severe weather to see that the students on the bus get off at their regular stops, if safe. If the bus stop is far from home, the driver should be sure the child will be able to walk home safely.

If the civil defense siren is sounding and the bus is at or close to the school, the driver should return to school and the students should use the school as a place of shelter. If the bus is on the road and the civil defense siren is sounded, the driver should immediately pull the bus over in a safe spot. If a tornado is spotted, the bus driver must guide the students in exiting the bus and seeking cover immediately in a nearby building or low area.

3. Fire

In the event of a fire, the first priority is to evacuate the bus. Bus drivers will make certain that riders are safe before attempting to put out the fire.

4. Injuries/Medical Emergencies

Bus drivers will be familiar with first aid ~~and~~ CPR procedures. Drivers should first contact the dispatcher to call 911 in the case of serious injuries. Drivers should administer proper first aid in accordance with their training and level of ability. In the event an injured passenger is taken to the hospital, the driver will record the student's name and the name of the hospital where the student is taken.

5. Cold Weather Stop

If a bus driver is stuck in snow or stalled in cold weather, the driver should call for assistance and wait for help. The bus driver should avoid relying on the engine to provide heat for the driver and passengers as long as possible. If it is necessary to run the engine to provide heat, the driver will make sure the exhaust pipe is clear of snow, open windows for ventilation, and check riders frequently for headaches or drowsiness.

6. Dangerous Weapon

If a bus driver observes or learns that a rider may have a dangerous weapon on the bus, ~~he or she~~ they should remain calm and call for assistance using the predetermined code. The driver should give the location of the bus to the dispatcher, continue the route, and wait for assistance. The driver should not inform the passenger suspected of having the weapon that ~~he/she~~ they knows of the weapon.

D. Traffic Violations or Criminal Offenses

1. A school bus driver who has a commercial driver's license and who is convicted of (1) a criminal offense; (2) a serious traffic violation, or (3) violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, will notify the Minnesota Division of Driver and Vehicle Services of the conviction within 30 days of the conviction and notify the district within five days of the conviction.

For purposes of the above paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

- a. Excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
- b. Reckless driving;
- c. Improper or erratic traffic lane changes;
- d. Following the vehicle ahead too closely;
- e. A violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident; or

- f. Driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
2. A school bus driver who ~~has~~ (1) **has** a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction; and (2) ~~who~~ loses the right to operate or **is** disqualified from operating a commercial vehicle for any period will notify the district of the suspension, revocation, cancellation, lost privilege, or disqualification. The driver will notify the district before the end of the business day following the day the driver received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification to the district must be provided to the transportation supervisor in writing.
3. An employee who operates a Type III vehicle and who sustains a conviction as described in ~~paragraph C~~ **Section II.D.1.** must report the conviction to the person's employer within five days of the date of the conviction. The notification to the district must be provided to the transportation supervisor in writing. This provision does not apply to a ~~school~~-district employee whose normal duties do not include operating a Type III vehicle.
4. A bus driver or an employee who operates a ~~Type II~~ vehicle must report to the transportation supervisor all traffic violations tickets received from a police officer within five days of receipt.

III. School Bus Driver Training and Evaluation

A. Orientation

All new school bus drivers are provided with pre-service training, including in vehicle (actual driving) instruction, before transporting students and will meet the competency testing specified in state law and policy.

B. Annual In-Service Training

All school bus drivers will receive in-service training annually. The ~~school~~ district will retain on file **a** record of this training. All bus drivers operating a Type III vehicle will be provided with annual training and certification as set forth in state law and policy.

Annual training and certification include, but are not limited to:

1. Safe operation of district vehicles;
2. Understanding student behavior, including issues relating to serving students with disabilities;
3. Encouraging orderly conduct of students on the bus;
4. Handling incidents of student misconduct;
5. Knowing and understanding relevant laws, rules of the road, and district policies;
6. Handling emergency situations;

7. Proper use of seat belts and child safety restraints; and
8. Performance of pre-trip inspections.

Bus drivers will be trained in accordance with the transportation department’s plan (see the district’s bus driver manual). The bus driver manual defines the requirements, duties, and procedures to be followed by all bus drivers employed by the district. Each driver will receive a copy of the manual, and a copy will be available in each school, the district office, and the transportation office.

C. Other Required Training

All school bus drivers are required to successfully complete the following annual training:

Rules and procedures	8.0 hours
OSHA (Blood-born pathogens)	1.0 hours
Cardiopulmonary resuscitation (CPR)	4.0 hours
Red Cross (first aid)	2.5 hours

All drivers will also be required to successfully complete an annual driver's evaluation to determine that the driver meets the requirements of state law.

D. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation ~~must~~ will include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the *Model School Bus Driver Training Manual*.

Appendix
revised: ___/___/___

Appendix V to Policy 713

TYPE III VEHICLES

I. Type III Vehicle Requirements

- A. Type III vehicles are restricted to passenger cars, SUVs, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people, including the driver, and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, ~~must~~ will have been originally manufactured to comply with the passenger safety standards.
- B. Type III vehicles ~~must~~ will be painted a color other than national school bus yellow.
- C. Type III vehicles ~~must~~ will be state inspected in accordance with legal requirements.
- D. ~~A Type III vehicle cannot be more than 12 years old unless excepted by state and federal law.~~ Vehicles model year 2007 or older will not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standards.
- E. If a Type III vehicle is school-district owned, the district name will be clearly marked on the side of the vehicle. The Type III vehicle ~~must~~ will not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
- F. A Type III vehicle ~~must~~ will not be outwardly equipped and identified as a type A, B, C, or D bus.
- G. Eight-lamp warning systems and stop arms ~~must~~ will not be installed or used on Type III vehicles.
- H. Type III vehicles ~~must~~ will be equipped with mirrors as required by law.
- I. Any Type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any Type III vehicle used to transport students ~~must~~ will not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant ~~must~~ will escort a student across the road. If the driver escorts the student across the road, then the motor ~~must~~ will be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
- J. Any Type III vehicle used to transport students ~~must~~ will carry emergency equipment including:
 - 1. Fire extinguisher. A minimum of one 10BC rated dry chemical-type fire extinguisher is required. The extinguisher ~~must~~ will be mounted in a bracket, and

~~must~~ will be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and ~~must~~ will be easily read without removing the extinguisher from its mounted position.

2. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They ~~must~~ will be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and ~~must~~ will be marked to indicate their identity and location.
3. A Type III vehicle ~~must~~ will contain at least three red reflectorized triangle road warning devices. Liquid burning "pot-type" flares are not allowed.
4. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
5. The Type III vehicle ~~must~~ will bear a current certificate of inspection issued under state law.

II. Type III Vehicle Driven by Employees with a Class D Driver's License

- A. All drivers of Type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a Type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
- B. The holder of a Class D driver's license, without a school bus endorsement, may operate a Type III vehicle, described above, under the following conditions:
 1. The operator is an employee of the district.
 2. The district has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - a. safe operation of a Type III vehicle;
 - b. understanding student behavior, including issues relating to students with disabilities;
 - c. encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - d. knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - e. handling emergency situations;
 - f. proper use of seat belts and child safety restraints;
 - g. performance of pre-trip vehicle inspections; and
 - h. safe loading and unloading of students, including, but not limited to:
 - i. utilizing a safe location for loading and unloading students at the curb, on the non-traffic side of the roadway, or at off-street loading areas,

- driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - ii. refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - iii. avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location; and
 - iv. placing the Type III vehicle in “park” during loading and unloading.
 - i. A background check has been conducted in accordance with district policy.
 - j. The Type III driver will submit to a physical examination as required by state law.
 - k. The district has adopted and implemented a policy that provides for mandatory drug and alcohol testing of applicants for Type III driver positions and current drivers, in accordance with state and federal law.
 - l. The Type III driver’s license is verified annually by the district.
3. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver’s license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of or has their driver’s license revoked under a similar statute or ordinance of another state, is precluded from operating a Type III vehicle for five years from the date of conviction.
 4. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, § subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a Type III vehicle.
 5. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within three years of the first of three other moving offenses is precluded from operating a Type III vehicle for one year from the date of the last conviction.
 6. Students riding the Type III vehicle ~~must~~ will have training required under state law.
 7. Documentation of meeting the requirements listed in this section ~~must~~ will be maintained under a separate file for each Type III vehicle operator. The district is responsible for maintaining these files for inspection.
- B. A Type III driver employed by the district, whose normal duties do not include operating a Type III vehicle, who holds a Class D driver’s license without a school bus endorsement, may operate a Type III vehicle and is exempt from the (1) physical

examination requirement; (2) drug and alcohol testing requirement; and (3) the annual license verification requirement. All other requirements are in full force and effect.

Appendix

Established: 04/11/11

Revised: 07/16/18

Appendix VI to Policy 713

Pay-To-Ride Transportation Form

Parent or Guardian Name _____

Address _____

Phone Number _____

Student Name _____
(if you have more than one student, please fill out a separate form for each)

Name of School _____

Grade _____

Transportation being requested AM PM Both
(*Fee of \$350 per student is the same whether just AM or PM is selected.)

Transportation to School

List address if different from above

Transportation from School

List address if different from above

Parent/~~or~~ Guardian Signature _____ Date _____

Amount Paid _____
(see "Pay-To Ride Fee Schedule" below)

Approval _____ Date _____
(Supervisor of Transportation)

Pay-to-Ride Fee Schedule:

A family with 1 student rider	\$350.00
A family with multiple student riders	\$525.00

IX. Leadership and Committee Updates

X. Superintendent Updates

XI. Adjournment

XII. Information

XII.A. Enrollment Mobility Report

Title: October Enrollment Mobility

Type: Information

Presenter(s): Shauna Talley, MARSS – Student Information Coordinator

Attachment:

1. Mobility Report (next page)

Report Section Descriptions and Assumptions:

- **School Level Enrollment Information**
 - This section is broken up by School / Grade
 - This section counts a student as 1 even if they spent only one day enrolled during the reporting period. When this section is built, the first and last days of the month are used as the reporting period.
- **Enrollment Comparisons**
 - This section compares the enrollment totals of the current reporting period to the month prior and the same period a year prior.
- **Mobility**
 - This section of the report lists the total number of students by grade who have withdrawn and enrolled during the reporting period.
 - This section of the report uses the same reporting period as the other sections of the report.
 - This section of the report is only accurate the day the section is built as notifications of students withdrawing is ongoing throughout the next month.
- **Leaving Student Breakdown**
 - This section of the report displays the reason students withdrew during the reporting period.
 - This section of the report is broken out by the Minnesota Department of Education's approved End Status Codes. These codes are:
 - 03: Transferred to an approved nonpublic school
 - 04: Student moved outside of the district, transferred to another MN District
 - 05: Student moved to another state and enrolled in school; student moved out of the country
 - 20: Student transferred to another district/state but did not move

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

Edina Public Schools Enrollment Summary

Enrollment as of the end of October, 2023

Elementary Schools	KG	1	2	3	4	5	TOTAL
Concord Elementary School	104	110	122	127	130	129	722
Cornelia Elementary School	88	93	103	102	99	99	584
Countryside Elementary School	115	122	93	94	106	98	628
Creek Valley Elementary School	85	95	99	110	103	104	596
Highlands Elementary School	79	95	96	95	93	89	547
Normandale Elementary School	106	102	125	117	103	98	651
Totals	577	617	638	645	634	617	3728

Secondary Schools	6	7	8	9	10	11	12	TOTAL
South View Middle School	327	337	317	0	0	0	0	981
Valley View Middle School	327	338	327	0	0	0	0	992
Edina High School	0	0	0	683	690	658	659	2690
Edina Virtual Pathway Secondary	0	0	0	11	8	13	25	57
Options at Edina High School	0	0	0	0	0	0	1	1
Totals	654	675	644	694	698	671	685	4721

Enrollment Comparisons

	November 2022	October 2023	November 2023
K-5	3773		
6-8	1967	3737	3728
9-12	2766	1972	1973
Totals K-12	8506	2748	2748
		8457	8449

	November 2022	October 2023	November 2023
PS	258	159	223
ECSE	175	181	201

October Mobility

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Withdrawn Students	1	4	2	2	3	4	1	1	1	2	1	2	1	25
Enrolled Students	1	0	2	0	0	2	4	1	2	3	2	3	0	20
	0	-4	0	-2	-3	-2	3	0	1	1	1	1	-1	

Leaver Breakdown

Reason for Withdrawal	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
03: Transferred to a Non-Public School	0	0	0	0	0	0	0	0	0	0	1	1	0	2
04: Moved Outside of the District	1	2	1	0	3	1	1	1	1	1	0	0	0	12
05: Moved Outside of the State	0	1	1	2	0	3	0	0	0	0	0	0	0	7
20: Transferred to Another MN District, did not move	0	1	0	0	0	0	0	0	0	1	0	1	1	4
Total	1	4	2	2	3	4	1	1	1	2	1	2	1	25

XII.B. Investment Summary - October 2023



Board Meeting Date: 11/13/2023

Title: Investment Summary – October 2023

Type: Information

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

Description: The attached report provides detailed information regarding cash and investments belonging to the District as of October 31, 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 – October 2023

Investment Summary

FOR THE MONTH ENDED OCTOBER 31, 2023

General Operating Funds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
MSDLAF+ Liquid	Money Market	N/A	NOW	8,228,680	5.27%
MSDLAF+ Max	Money Market	N/A	NOW	14,587,551	5.37%
PMA/MN Trust	Money Market	N/A	NOW	11,399,258	5.29%
Term Series Flex	MNTrust Term Series-Flex (VNB), IL	10/31/2023	10/31/2023	5,130,795	5.35%
SDA Account	NexBank, TX	10/31/2023	10/31/2023	2,009,767	5.40%
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	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	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	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	241,949	4.65%
Certificate of Deposit	MORGAN STANLEY BANK NA, 61690UV56	11/25/2022	5/28/2024	241,949	4.65%
Certificate of Deposit	WELLS FARGO BANK NA, 9497633V6	11/28/2022	5/28/2024	246,960	4.65%
Certificate of Deposit	Western Alliance Bank, CA	8/22/2023	8/21/2024	237,150	5.37%
Certificate of Deposit	VIBRANT CREDIT UNION, IL	8/22/2023	8/21/2024	236,550	5.58%
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	245,696	4.66%
Certificate of Deposit	CITY NATL BK - BEV HILLS, 178180GR0	11/23/2022	11/25/2024	240,878	4.71%
Certificate of Deposit	BMW BANK NORTH AMERICA, 05580AT20	11/25/2022	11/25/2024	240,631	4.66%
Certificate of Deposit	DISCOVER BANK, 2546732A3	11/30/2022	12/2/2024	240,714	4.66%
Certificate of Deposit	GREENSTATE CREDIT UNION, IA	11/18/2022	1/27/2025	225,100	4.53%
Certificate of Deposit	FIRST PRIORITY BANK, OK	11/18/2022	1/27/2025	224,400	4.56%
Certificate of Deposit	ELGA CREDIT UNION, MI	8/22/2023	1/27/2025	232,350	5.21%
Certificate of Deposit	CONNEXUS CREDIT UNION, 20825WCN8	8/25/2023	8/25/2025	246,641	5.26%
Certificate of Deposit	CALIFORNIA CREDIT UNION, 130162AY6	8/28/2023	8/28/2025	241,957	5.31%
Total General Operating Funds:				\$	50,219,476

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	632,309	5.29%
PMA/MN Trust	MNTRUST – Term Series-Flex (PenFed LOC)	10/31/2023	10/31/2023	3,173,860	5.35%
Total 2021A Facilities Maintenance Bonds:				\$	3,806,168

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	1,060,540	5.29%
PMA/MN Trust	MNTRUST – Term Series-Flex (PenFed LOC)	10/31/2023	10/31/2023	0	5.35%
Total 2021B General Obligation School Building Bonds:				\$	1,060,540

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	1,762,013	4.82%
Total 2022A Certificates of Participation:				\$ 1,762,013	

2023A General Obligation Capital Notes & Facilities Maintenance Bonds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
PMA/MN Trust	Money Market	10/31/2023	1/0/1900	635,096	5.29%
PMA/MN Trust	Certificate of Deposit	8/8/2023	6/14/2024	238,850	5.36%
PMA/MN Trust	Certificate of Deposit	8/8/2023	6/14/2024	239,000	5.29%
PMA/MN Trust	Certificate of Deposit	8/8/2023	6/14/2024	238,950	5.31%
PMA/MN Trust	Certificate of Deposit	8/10/2023	6/14/2024	2,500,000	5.17%
Total 2023A GO Capital Notes & FM Bonds:				\$ 3,851,896	
Total Portfolio Value:				\$ 60,700,093	

XII.C. Expenditure Summary - October 2023



Board Meeting Date: 11/13/2023

Title: Expenditure Summary – October 2023

Type: Information

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

Description: The attached report describes fiscal year-to-date expenditure activity within the District's various funds through October 31, 2023, with budget utilization comparisons to prior years.

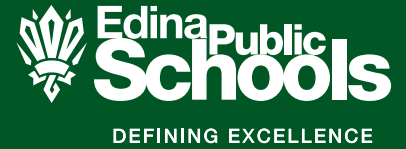
Recommendation: There is no recommended action.

Desired Outcomes from the Board: This information is provided for the benefit of the School Board and its stakeholders.

Attachments:

1. Expenditure Summary – October 2023

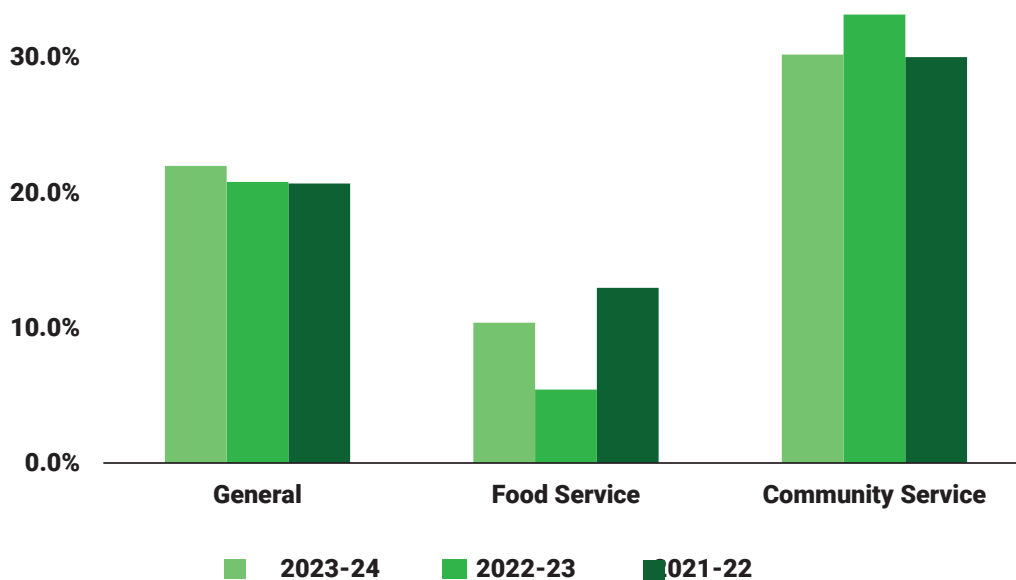
Expenditure Summary



FOR THE MONTH ENDED OCTOBER 31, 2023

Fund	Fiscal Year-to-Date 2023-24		Fiscal Year-to-Date % of Budget		
	Budget	Actuals	2023-24	2022-23	2021-22
General Fund					
Salaries	\$ 87,982,793	\$ 18,866,086	21.4%	20.5%	19.8%
Benefits	29,450,663	5,472,489	18.6%	19.0%	20.2%
Purchased Services	8,863,473	3,108,936	35.1%	29.8%	26.8%
Supplies & Materials	3,527,529	1,165,906	33.1%	21.6%	28.7%
Other Expenditures	507,439	47,905	-	9.2%	19.2%
Other Financing Uses	-	-	-	-	-
Total General Fund Expenditures	\$ 130,331,897	\$ 28,661,323	22.0%	20.8%	20.7%
Food Service	3,749,153	389,884	10.4%	5.4%	13.0%
Community Service	11,892,848	3,597,914	30.3%	33.2%	30.1%
Debt Service	14,587,840	3,386,381	23.2%	23.8%	24.3%
Capital	36,172,310	14,009,810	38.7%	31.2%	18.8%
Internal Service	870,900	314,894	36.2%	34.2%	27.2%
Total Expenditures All Funds	\$ 197,604,948	\$ 50,360,207	25.5%	23.4%	21.0%

Percent Comparison
Year-To-Date to Total Budget



Notes:

1- Capital Expenditures, including those made under the building construction fund, operating capital, capital projects levy, and long-term facilities maintenance are presented in combination within the "Capital" category as they are non-linear in nature and can vary greatly from period to period and year to year. Significant variances are normal.

2 - Expenditure figures may be understated or overstated due disbursement timing fluctuations; the District operates under the cash basis of accounting during the year for non-salary expenditures

XII.D. Kids Club Update



Board Meeting Date: 11/13/2023

Title: Kids Club Update

Type: Information

Presenter(s): Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships

Description: The following information is an update as of November 13, 2023, on the number of Kids Club contract requests and waitlist information for the 2023-2024 school year.

- Total 2023-2024 school year contract requests = 1,625
- Total number of accepted contracts = 975
- Total number of pending contracts = 407
- Total number of self-removed contracts = 205

Some staffing turnover, along with an increase in students with identified needs, has slowed our ability to add more contracts currently. We are continuing to interview and hire staff as quickly as we are able.

Recommendation: Information only

Desired Outcomes from the Board: N/A

Attachments: N/A