

## **Regular Meeting**

Monday, January 8, 2024 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, January 8, 2024; 7:00 PM  
ECC Room 349**

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Hearing from Members of the Public**
- IV. **Presentation**
  - A. District 287 Presentation  
**Presenter(s)**: Marcy Doud, Superintendent
- V. **Consent Agenda**
  - A. Minutes: *December 11 special, work session and regular meetings, December 14 special meeting, and December 22 special meeting*
  - B. Personnel Recommendations
  - C. Check Register - December 2023
  - D. Electronic Fund Transfers - December 2023
  - E. Gifts and Bequests – December 2023
  - F. Machine-Signed Signatures for Calendar Year 2024
  - G. School Year 2024-2025 Kids Club Fees
  - H. Student Support Services Agreements
    1. Settlement Agreement
    2. Accurate Home Care
- VI. **Discussion**
  - A. Legislative Action Committee (LAC) Platform and Action Plan  
**Description**: The School Board approved board goals for the 2023-24 school year that includes legislative advocacy as a priority. This work aligns with advocacy priorities outlined in the district's [2020-2030 Strategic Plan, Strategy E: Engage Parents, Schools and Community](#).  
**Presenter(s)**: Legislative Action Committee Members
  - B. Social Studies Guiding Change  
**Description**: The guiding change information, related to K-12 academic standards in Social Studies, was co-created by elementary and secondary design teams. The purpose of the information is to define the current reality and the intended results, and it also articulates the unacceptable means that the teams will aim to avoid in order to achieve the intended results.  
**Presenter(s)**: Bethany Van Osdel, Assistant Director of Teaching and Learning; and Jamie Hawkinson, Administrative Dean, Creek Valley Elementary
  - C. 2024-2025 International Travel Recommendations  
**Description**: Extended travel is a long standing component of the excellence in the Edina educational experience. Unfortunately, many of these experiences had to either be canceled or adjusted during and after 2020 due to COVID. The recent accessibility to

travel again has prompted a review of travel policy and practices. While the extended travel policies and practices have been reviewed, additional questions have surfaced focused on travel purpose and equity. In order to stay tight to policy timelines for international travel the decision was made to move forward with international travel proposals, while at the same time finding space for further conversation on travel purpose and equity.

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; and Jenn Carter, EHS Assistant Principal

D. Fiscal Year 2025 Cost Containment

**Description:** At the December 22, 2023, Special Meeting of the School Board, the District administration shared its updated five-year general fund forecast for fiscal years 2025 through 2029, including a revised estimate of fiscal year 2024 activity. The District's revised estimates of fiscal year 2024 activity indicate an anticipated year end unassigned fund balance of 5.7 percent, significantly lower than the 8.8 percent that was approved for the preliminary budget at the June 20, 2023 Regular Meeting and below the minimum of 6.0 percent required by Board policy. If the District continued its current operations in fiscal year 2025 without any adjustments, the administration anticipates a further decline to the unassigned fund balance to 3.9 percent of unassigned expenditures.

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

E. Policy Review (406, 506, 514, 515, 526, 606.5, 715, 807, 810, 902)

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

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

**VII. Action**

A. Legislative Action Committee (LAC) Platform Approval

**Description:** The School Board approved board goals for the 2023-24 school year that includes legislative advocacy as a priority. This work aligns with advocacy priorities outlined in the district's [2020-2030 Strategic Plan, Strategy E: Engage Parents, Schools and Community](#).

**Presenter(s):** LAC Committee

**Recommendation:** Approve 2024 Legislative Platform.

B. 2024-2025 Secondary Course General Change Recommendations

**Description:** As part of our continuous improvement efforts, each year the Teaching and Learning department brings forth proposals for new courses and recommendations for course changes for School Board review. These proposals and recommendations are generated by district and building staff, reviewed and refined through a committee process and presented to the school board for consideration.

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; and Steven Cullison, Edina Virtual Pathway Coordinator

**Recommendation:** Review and approve the new course proposals.

C. 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

**Recommendation:** Accept the revised policies as presented.

**VIII. Leadership and Committee Updates**

**IX. Superintendent Updates**

**X. Adjournment**

**XI. Information**

- A. Enrollment Mobility
- B. Investment Summary - December 2023
- C. Expenditure Summary - December 2023

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

**IV. Presentation**

IV.A. Intermediate District 287

**V. Consent**

V.A. Minutes: *December 11 special, work session and regular meetings, December 14 special meeting, and December 22 special meeting*

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE SPECIAL MEETING OF DECEMBER 11, 2023

SPECIAL MEETING  
4:30 PM

Edina Community Center  
ECC 306

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 (arrived at 4:33)

PRESIDING OFFICER: Chair Erica Allenburg

4:30PM - 4:57 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

CERTIFIED CORRECT:

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Ms. Karen Gabler, Clerk

(Official Publication)  
MINUTES OF THE SPECIAL MEETING  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
DECEMBER 11, 2023

4:30 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Neville, Shaw (arrived at 4:33). Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard.

APPROVAL OF AGENDA

CLOSED SESSION

- A. EPS Physical Security Update

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  
DECEMBER 11, 2023 SPECIAL MEETING

4:30 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Neville, Shaw (arrived at 4:33). Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard.

APPROVAL OF AGENDA

Member Gabler moved and Member Neville seconded to approve the agenda. The motion passed unanimously.

At 4:30 PM, Member Birdman moved and Member Greene seconded to close the meeting. The motion passed unanimously.

CLOSED SESSION

EPS Physical Security Update. Closed session pursuant to Minnesota Statutes section 13D.05, subdivision 3(d), for the board to receive security briefings and reports; to discuss issues related to security systems; and to discuss emergency response procedures. The disclosure of this private security data would pose a danger to public safety and/or compromise security procedures and responses. During this closed session, the Board will be reviewing the safety and security information and plans to be used for District-wide safety and security procedures and recommendations for safety upgrades and training. Any voting related to the financial issues involved with the safety and security plans, if any, will take place during open session.

At 4:53 PM, Member Shaw moved and Member Greene seconded to open the meeting. The motion passed unanimously.

ADJOURNMENT

At 4:57 PM, Member Shaw moved and Member Neville seconded to adjourn the meeting. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE WORK SESSION OF DECEMBER 11, 2023

WORK SESSION  
5:00 PM

Edina Community Center  
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

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

PRESIDING OFFICER: Chair Erica Allenburg

5:02 PM - 5:34 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  
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships  
Jody Remsing, Director of Student Support Services  
Sonya Sailer, Director of Human Resources

Bethany Van Osdel, Assistant Director of Teaching and Learning  
Jamie Hawkinson, Administrative Dean, Creek Valley Elementary School

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Ms. Karen Gabler, Clerk

(Official Publication)  
MINUTES OF THE WORK SESSION  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
DECEMBER 11, 2023

5:02 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Neville, Shaw. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Leland, Remsing, Sailer.

APPROVAL OF AGENDA

DISCUSSION

- A. Social Studies Guiding Change
- B. 2024-2025 International Travel Recommendations
  - 1. Costa Rica - 7/8/2025
  - 2. Portugal - 10/12/25
  - 3. Bordeaux, France - 6/2025
  - 4. Italy - 3/28/25
  - 5. Zimbabwe - 3/25/25
  - 6. Argentina - 6/5/25
  - 7. France - 2/14/25

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 5:34 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  
DECEMBER 11, 2023 WORK SESSION

5:02 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Neville, Shaw. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Leland, Remsing, Sailer.

APPROVAL OF AGENDA

Member Neville motioned and Member Greene seconded to approve the agenda. The motion passed unanimously.

DISCUSSION

Social Studies Guiding Change: Staff shared information about K-12 academic standards related to Social Studies.

2024-2025 International Travel Recommendations: Staff presented the following international student travel proposals.

Costa Rica - 7/8/2025  
Portugal - 10/12/25  
Bordeaux, France - 6/2025  
Italy - 3/28/25  
Zimbabwe - 3/25/25  
Argentina - 6/5/25  
France - 2/14/25

ADJOURNMENT

At 5:34 PM, Member Birdman moved, and Member Gabler seconded to adjourn the meeting. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE REGULAR MEETING OF DECEMBER 11, 2023

REGULAR MEETING  
7:00 PM

Edina Community Center Room 349  
5701 Normandale Road, Edina

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

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

PRESIDING OFFICER: Chair Erica Allenburg

7:00 PM - 7:43 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  
Sonya Sailer, Director of Human Resources  
Mert Woodard, Director of Finance and Operations

Steven Cullison, Edina Virtual Pathway Coordinator

Bill Lauer, MMRK Principal Auditor

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Ms. Karen Gabler, Clerk

(Official Publication)  
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD  
DISTRICT 273 EDINA, MINNESOTA DECEMBER 11, 2023

7:00 PM Chair Allenburg called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Neville, Shaw. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Sailer, Woodard; Cullison, Lauer.

APPROVAL OF AGENDA

EXCELLENCE IN ACTION

PUBLIC HEARING

HEARING FROM MEMBERS OF THE PUBLIC

CONSENT

- A. Commendation for Julie Greene
- B. Commendation for Regina Neville
- C. Commendation for Janie Shaw
- D. Minutes: *November 13 work session and regular meeting; November 28 work session; December 4 work session*
- E. Personnel Recommendations
- F. Check Register - November 2023
- G. Electronic Fund Transfers - November 2023
- H. Gifts and Bequests – November 2023
- I. 2024 Highlands Elementary Exterior Wall Repair Project
- J. Boys Volleyball
- K. Student Support Services Agreements
  - 1. Strategic Staffing Solutions

DISCUSSION

- A. Audit Presentation - Fiscal Year 2023
- B. Preliminary General Fund Forecast - 2025-2029
- C. Legislative Action Committee (LAC) Platform and Action Plan
- D. 2024-2025 Secondary Course General Change Recommendations
- E. Policy Review (506, 715, 807, 810, 902)

ACTION

- A. Certification of Property Taxes Payable in 2024
- B. Policy Review (425, 429, 507, 532, 621)

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION

- A. November Enrollment Mobility
- B. Investment Summary - November 2023
- C. Expenditure Summary - November 2023
- D. Kids Club Update

ADJOURNMENT

The meeting adjourned at 7:43 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  
DECEMBER 11, 2023 REGULAR MEETING

7:00 PM Chair Allenburg called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Neville, Shaw. Staff present: Stanley, Smasal, Becquer, De St. Hubert, Edwards, Sailer, Woodard; Cullison, Lauer.

Member Greene made a motion to limit public comment to 30 minutes. Member Birdman seconded the motion. The motion passed unanimously.

APPROVAL OF AGENDA

Member Gabler moved and Member Greene seconded to approve the agenda. The motion passed unanimously.

EXCELLENCE IN ACTION

Chair Allenburg spoke about the three board members who are retiring from the board, thanking them for their contributions to the board.

MEETING RECESSED at 7:04pm

Truth in Taxation Public Hearing: In accordance with statutory requirements, Director Woodard presented background information about school funding, the district's budget, and proposed property tax levy for taxes payable in 2024.

The public was invited to ask questions about the public hearing topic. The meeting was ruled out of order and board members left the room at 7:22 PM.

ADJOURNMENT

At 7:43 PM, Member Greene moved, and Member Shaw seconded to adjourn the meeting. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE SPECIAL MEETING OF DECEMBER 14, 2023

SPECIAL MEETING  
5:15 PM

Edina Community Center  
ECC 338

SCHOOL BOARD MEMBERS PRESENT:

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

ABSENT:

Ms. Julie Greene

PRESIDING OFFICER: Chair Erica Allenburg

5:15 PM - 6:20 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent  
Jody Remsing, Director of Student Support Services  
Sonya Sailer, Director of Human Resources

Trevor Helmers, Attorney, Squires, Waldspurger & Mace, P.A.

CERTIFIED CORRECT:

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Ms. Karen Gabler, Clerk

(Official Publication)  
MINUTES OF THE SPECIAL MEETING  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
DECEMBER 14, 2023

5:15 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Neville, Shaw. Staff present: Stanley, Remsing, Sailer; Helmers.

APPROVAL OF AGENDA

CLOSED SESSION

- A. Attorney-Client Privilege

ACTION

- A. Consideration of Resolution Agreement

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 6:20 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  
DECEMBER 14, 2023 SPECIAL MEETING

5:15 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Neville, Shaw. Staff present: Stanley, Remsing, Sailer; Helmers.

APPROVAL OF AGENDA

Member Shaw moved and Member Birdman seconded to approve the agenda. The motion passed unanimously.

At 5:16 PM, Member Gabler moved and Member Birdman seconded to close the meeting. The motion passed unanimously.

CLOSED SESSION

Attorney-Client Privilege. Closed session pursuant to Minnesota Statutes Section 13D.05, subdivision 3(b), for confidential discussions with the Board's attorney to discuss pending litigation against the District.

At 6:00 PM, Member Birdman moved and Member Arom seconded to open the meeting. The motion passed unanimously.

ACTION

Consideration of Resolution Agreement: Member Birdman moved and Member Arom seconded to approve the motion. Members Allenburg, Arom, Birdman, Gabler and Shaw voted Aye, Member Neville abstained. The motion passed.

LEADERSHIP UPDATES

Superintendent Stanley shared that there may be a tentative agreement with EME, and there is a potential for a student walkout at the high school.

ADJOURNMENT

At 6:20 PM, Member Arom moved and Member Shaw seconded to adjourn the meeting. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE SPECIAL MEETING OF DECEMBER 22, 2023

SPECIAL MEETING  
7:00 AM

Edina Community Center  
ECC 306 and 349

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

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

PRESIDING OFFICER: Chair Erica Allenburg

7:00 AM - 9:12 AM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, 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  
Sonya Sailer, Director of Human Resources  
Mert Woodard, Director of Business Services

Bill Lauer, MMRK Principal Auditor

CERTIFIED CORRECT:

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Ms. Karen Gabler, Clerk

(Official Publication)  
MINUTES OF THE SPECIAL MEETING  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
DECEMBER 22, 2023

7:00 AM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Neville, Shaw. Staff present: Stanley, Becquer, De St. Hubert, Edwards, Leland, Monsaas-Daly, Sailer, Woodard; Lauer.

APPROVAL OF AGENDA

CLOSED SESSION

- A. EPS Physical Security Update

CONSENT AGENDA

- A. Commendation for Julie Greene
- B. Commendation for Regina Neville
- C. Commendation for Janie Shaw
- D. Minutes: *November 13 work session and regular meeting; November 28 work session; December 4 work session*
- E. Personnel Recommendations
- F. Check Register - November 2023
- G. Electronic Fund Transfers - November 2023
- H. Gifts and Bequests – November 2023
- I. 2024 Highlands Elementary Exterior Wall Repair Project
- J. Facility Rental Rates
- K. Boys Volleyball
- L. Student Support Services Agreements
  - 1. Strategic Staffing Solutions

ACTION

- A. Approval of Collective Bargaining Agreement - *to be walked in*
- B. Certification of Property Taxes Payable in 2024

DISCUSSION

- A. Annual Financial Audit Presentation – Fiscal Year Ended June 30, 2023
- B. Fiscal Year 2025-2029 Financial Forecast and Assumptions

LEADERSHIP UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 9:12 AM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair

Ms. Karen Gabler, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S  
DECEMBER 22, 2023 SPECIAL MEETING

7:00 AM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Neville, Shaw. Staff present: Stanley, Becquer, De St. Hubert, Edwards, Leland, Monsaas-Daly, Sailer, Woodard; Lauer

APPROVAL OF AGENDA

Member Birdman moved and Member Arom seconded to approve the agenda. The motion passed unanimously.

At 7:01 AM, Member Greene moved and Member Birdman seconded to close the meeting. The motion passed unanimously.

CLOSED SESSION

EPS Physical Security Update. Closed session pursuant to Minnesota Statutes section 13D.05, subdivision 3(d), for the board to receive security briefings and reports; to discuss issues related to security systems; and to discuss emergency response procedures. The disclosure of this private security data would pose a danger to public safety and/or compromise security procedures and responses. During this closed session, the Board will be reviewing the safety and security information and plans to be used for District-wide safety and security procedures and recommendations for safety upgrades and training. Any voting related to the financial issues involved with the safety and security plans, if any, will take place during open session.

At 8:18 AM, Member Birdman moved and Member Neville seconded to open the meeting. The motion passed unanimously.

CONSENT AGENDA

Member Greene moved and Member Shaw seconded to approve the consent agenda. The motion passed unanimously.

The resolutions were:

- A. Commendation for Julie Greene
- B. Commendation for Regina Neville
- C. Commendation for Janie Shaw
- D. Minutes: *November 13 work session and regular meeting; November 28 work session; December 4 work session*
- E. Personnel Recommendations
- F. Check Register - November 2023
- G. Electronic Fund Transfers - November 2023
- H. Gifts and Bequests – November 2023
- I. 2024 Highlands Elementary Exterior Wall Repair Project
- J. Facility Rental Rates
- K. Boys Volleyball
- L. Student Support Services Agreements
  - 1. Strategic Staffing Solutions

## ACTION

Approval of Collective Bargaining Agreement: Member Gabler moved and Member Neville seconded to approve the motion. The motion passed unanimously.

Certification of Property Taxes Payable in 2024: Member Shaw moved and Member Birdman seconded to approve the motion. The motion passed unanimously.

## DISCUSSION

Annual Financial Audit Presentation – Fiscal Year Ended June 30, 2023: Director Woodard and Mr. Lauer presented information about the financial audit for the year ending June 30, 2023.

Fiscal Year 2025-2029 Financial Forecast and Assumptions: Director Woodard presented information about the financial forecast for upcoming years.

## LEADERSHIP UPDATES

Superintendent Stanley shared about the Creek Valley 5th students' science project that was chosen to go to the International Space Station; Principal Paul Paetzel has been named the permanent principal at Edina High school; and Member Gabler received a leadership commendation from the Minnesota School Boards Association (MSBA).

## ADJOURNMENT

At 9:12 AM, Member Shaw moved and Member Neville seconded to adjourn the meeting. The motion passed unanimously.

V.B. Personnel Recommendations



**Board Meeting Date:** January 8, 2024

**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>
MULROONEY, KATHLEEN	CS	PREMIER SUBSTITUTE (TEMPORARY)	\$195/DAY	01/22/2024 - 04/19/2024

### B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
MOLLICK, DANIEL	VV	ORCHESTRA TEACHER, 1.0 FTE	12/22/2023
SCHMIEL, JANET	SV	COUNSELOR, 1.0 FTE	06/14/2024

### B. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Salary</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>
DOCKMAN, LORI	CV	SPECIAL ED TEACHER	12/14/2023 - 01/12/2024

## NON-LICENSED STAFF

### A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
ARBEITER, MARGARET	DW	YOUTH DEV. & COMM. ENGAGEMENT MGR.	\$83,587/YEAR (prorated)	12/27/2023
AUGUSTSON, MARIT	HS	LIFEGUARD	\$20.05/HOUR	12/18/2023
BROGE, DWANDRA	DW	ML PROGRAM SPECIALIST (TEMPORARY)	\$61.00/HOUR	01/10/2024 - 05/31/2024
CARRERA, LILIA	CV	EA SPED PARA	\$19.75/HOUR	01/08/2024
DA SILVA OLIVEIRA, CAMILA	ELC	INSTRUCTIONAL ASSISTANT	\$22.10/HOUR	01/08/2024
JOHNSON, ASHLEY	SV	EA SPED PARA	\$19.75/ HOUR	01/09/2024
HANNAN, MARK	HL	EA SPED PARA	\$22.10/HOUR	12/11/2023
PRESTHUS, JOHN P	HS	EVENT WORKER	\$15.00/HOUR	12/19/2023

SMITH, CHRISTIAN	VV	EA SPED PARA	\$19.75/HOUR	12/11/2023
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**B. RESIGNATIONS, RETIREMENTS, TERMINATIONS**

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
ABDELLA, SCOTT	CS	EA SPED PARA	12/22/2023
BARTOS, PATRICIA	CV	EA SPED PARA	12/22/2023
BURNHAM, TANNER	SV	EA SPED PARA	12/07/2023
CHAPMAN, JENNIFER	CV	EA SPED PARA	12/20/2023
HAMMOND, EMMA	ECSE	EA SPED PARA	12/22/2023
KRUCHTEN, STEVEN	CN	CUSTODIAN	01/31/2024 (UPDATED FROM 12/29/2023)
LOSS, JAMES	TC	BUS DRIVER	12/22/2023
LEBEAU, ALLEN	HL	EA SPED PARA	12/08/2023
MISSAGHI, MINOO	CV	EA SPED PARA	12/22/2023
WEINBERGER, MARJIE	TC	BUS DRIVER	12/22/2023

**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>
LOBBEN, RACHEL	CS	EA SPED PARA	01/08/2024 - 02/21/2024

**COMMUNITY EDUCATION SERVICES STAFF**

**A. RECOMMENDATIONS FOR EMPLOYMENT**

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
CARTER, TRISTAN	CC	KIDS' CLUB LEAD	\$22.00/HOUR	12/27/2023
GALVIN, SYDNEY	CC	KIDS' CLUB LEAD	\$17.33/HOUR	12/18/2023
HER, KAZOUA	CS	12-MONTH KIDS' CLUB LEAD	\$20.32/HOUR	12/11/2023
MILLER, NAKIMA	ND	10-MONTH PROGRAM SPECIALIST	\$28.38/HOUR	12/18/2023

PETERSON, KAILEY	CS	KIDS' CLUB LEAD	\$17.33/HOUR	12/11/2023
SALDANA, AMELIA	CV	KIDS' CLUB LEAD/HORNET CENTRAL	\$17.33/HOUR	12/06/2023
SPEARS, TRINITY	CN	KIDS' CLUB LEAD	\$17.33/HOUR	12/21/2023

**B. RESIGNATIONS, RETIREMENTS, TERMINATIONS**

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
HOFMASTER, GINGER	CN	KIDS' CLUB LEAD	12/13/2023
SANCHEZ, KRISLASNY	ELC	CHILDCARE ASSISTANT	11/30/2023
TAPIA RAMIREZ, CARMEN	CN	KIDS' CLUB LEAD	12/04/2023
VEDDER, JAMES	CC	KIDS' CLUB LEAD	12/20/2023
WINTER, CECELIA	CN	KIDS' CLUB LEAD	12/19/2023

**C. CHANGE OF EMPLOYMENT STATUS**

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Wage</u>	<u>Date</u>
JOHNSON, TYLER	DW	12-MONTH KIDS' CLUB LEAD ADDING: BUILDING AIDE	\$17.63/HOUR	12/14/2023
SULLIVAN, HAROLD	CV	FROM: EA SPED PARA TO: 12-MONTH KIDS' CLUB LEAD	\$20.23/HOUR	12/27/2023

**D. REQUEST FOR LEAVE OF ABSENCE**

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

V.C. Check Register



**Board Meeting Date:** 1/8/2024

**Title:** Check Register – December 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 December 2023:

<u>Fund</u>	<u>Amount</u>
General	\$4,561,878
Food Service	1,166,026
Community Service	107,944
Building Construction	1,841,006
Debt Service	2,375
Internal Service	-
<b>Total</b>	<b>\$7,679,229</b>

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

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

**Attachments:**

1. Check Report – December 2023

# Check Register

**FOR THE MONTH ENDED DECEMBER 31, 2023**

Check No.	Vendor	Description	Date	Amount
396002	MN PEIP	CURRENT TEACHERS	12/20/23	756,345.73
395753	MN PEIP	CURRENT TEACHERS	12/06/23	742,469.51
396100	HEALTHPARTNERS INSU	CURRENT EMPLOYEES	12/29/23	437,236.23
395695	CHARTWELLS DINING S	OCT23 FOOD SERVICES	12/06/23	426,257.51
395935	CHARTWELLS DINING S	NOV23 FOOD SERVICES	12/20/23	392,739.63
395719	HEALTHPARTNERS INSU	CURRENT EMPLOYEES	12/06/23	385,432.35
395817	CHARTWELLS DINING S	SEP23 FOOD SERVICES	12/13/23	365,802.89
396036	ST CLOUD REFRIGERAT	CS 2023 ADDITION 23	12/20/23	298,794.02
395941	CORVAL CONSTRUCTORS	EHS MECHANICAL 23-B	12/20/23	244,813.32
395929	BITUMINOUS ROADWAYS	CS 2023 ADDITION 32	12/20/23	182,808.50
395746	METRO TRANSPORTATIO	NOV23 - SPED TRANSP	12/06/23	158,763.52
395505A	ERICKSON ELECTRIC C	CS 2023 ADDITION 26	11/21/23	155,052.80
395985	MAERTENS-BRENNY CON	CS 2023 ADDITION 06	12/20/23	151,561.10
395918	WOLD ARCHITECTS & E	EHS 25/26 RENOVATIO	12/13/23	121,662.69
395951	ERICKSON ELECTRIC C	CS 2023 ADDITION 26	12/20/23	118,738.23
396051	TITAN MACHINERY - S	MINI LOADER/PLOW BL	12/21/23	108,166.00
395924	B&D ASSOCIATES, INC	EHS MECHANICAL 04-A	12/20/23	84,227.00
396002	MN PEIP	RETIREEES/COBRA	12/20/23	72,884.78
395753	MN PEIP	RETIREEES/COBRA	12/06/23	72,314.74
395921	A.J. MOORE ELECTRIC	EHS MECHANICAL 26-A	12/20/23	70,460.54
395864	KRAUS-ANDERSON CONS	EHS LTFM-SITE SERVI	12/13/23	58,909.00
395979	LAFORCE INC	CS 2023 ADDITION 08	12/20/23	53,554.35
395940	COMMERCIAL ROOFING	ECC 2023 REROOFING	12/20/23	49,892.20
396043	TWIN CITY HARDWARE	EHS MECHANICAL 08-A	12/20/23	48,615.23
396035	SONUS INTERIORS INC	CS 2023 ADDITION 09	12/20/23	44,837.87
395919	XCEL ENERGY	EHS 9/25-10/22 USE	12/13/23	43,556.19
396042	TIM'S CONSTRUCTION	CS 2023 ADDITION 09	12/20/23	43,441.60
396028	SCHINDLER ELEVATOR	CS 2023 ADDITION 14	12/20/23	40,870.49
395978	KRAUS-ANDERSON CONS	CS ADDITION GEN CON	12/20/23	40,773.00
396049	XCEL ENERGY	EHS 10/22-11/20 USE	12/20/23	40,229.37
395945	DAKOTA TRUCK UNDERW	INSTALLMENT #7	12/20/23	38,532.00
395962	GRAZZINI BROTHERS &	CS 2023 ADDITION 09	12/20/23	37,539.25
395746	METRO TRANSPORTATIO	NOV23 - HHM TRANSP	12/06/23	31,773.06
396100	HEALTHPARTNERS INSU	COBRA/RETIREEES	12/29/23	30,411.96
395848	INTERMEDIATE DISTRI	LEASE LEVY	12/13/23	29,394.82
395918	WOLD ARCHITECTS & E	EHS DEFERRED MAINT	12/13/23	27,812.81
395942	CRAWFORD DOOR SALES	CS 2023 ADDITION 08	12/20/23	27,075.00
395769	SANTANDER BANK, N.A	002-0027972-000 PRI	12/06/23	26,430.00
395984	LITHOGRAPHIC COMMUN	WINTER CATALOG PRIN	12/20/23	24,457.46
395719	HEALTHPARTNERS INSU	RETIREEES/COBRA	12/06/23	24,012.16
395742	MALLOY MONTAGUE KAR	SERVICES THRU 10/31	12/06/23	22,800.00
396038	STEINBRECHER PAINTI	CS 2023 ADDITION 09	12/20/23	22,040.00
395860	KATH FUEL OIL SERVI	DIESEL	12/13/23	21,812.79
395966	HOGLUND BUS COMPANY	BATTERY CABLE	12/20/23	21,742.00
395893	RAK CONSTRUCTION IN	CC 2023 RENOVATIONS	12/13/23	21,173.50
395848	INTERMEDIATE DISTRI	CONTRACTED NSO	12/13/23	20,882.52
395848	INTERMEDIATE DISTRI	ITINERANT	12/13/23	20,501.40
395785	TWIN CITY TRANSPORT	NOV23 - SPED TRANSP	12/06/23	20,114.10
395919	XCEL ENERGY	SV 9/21-10/22 USE	12/13/23	19,453.23
396049	XCEL ENERGY	SV 10/22-11/20 USE	12/20/23	18,554.57
396009	NATIONAL INSURANCE	LTD DISTRICT W/H	12/20/23	18,518.34
396009	NATIONAL INSURANCE	LTD DISTRICT W/H	12/20/23	18,449.19
395796	NATIONAL INSURANCE	LTD DISTRICT W/H	12/08/23	18,151.07

Check No.	Vendor	Description	Date	Amount
395919	XCEL ENERGY	VV 9/21-10/22 USE	12/13/23	17,979.72
395919	XCEL ENERGY	ECC 10/22-11/30 USE	12/13/23	17,703.45
396178	TEACHERS ON CALL, A	EHS - SUBSTITUTES	12/29/23	17,164.80
395978	KRAUS-ANDERSON CONS	CS ADDITION SITE SE	12/20/23	16,059.00
396009	NATIONAL INSURANCE	CURRENT EMP LIFE/AD	12/20/23	15,902.70
396009	NATIONAL INSURANCE	CURRENT EMP LIFE/AD	12/20/23	15,743.13
395796	NATIONAL INSURANCE	CURRENT EMP LIFE/AD	12/08/23	15,602.12
395910	TEACHERS ON CALL, A	EHS - SUBSTITUTES	12/13/23	14,854.40
396049	XCEL ENERGY	VV 10/22-11/20 USE	12/20/23	14,439.52
395893	RAK CONSTRUCTION IN	ECC 2023 RENOVATION	12/13/23	14,115.67
395918	WOLD ARCHITECTS & E	SV LIGHTING REPLACE	12/13/23	13,985.10
396039	TEACHERS ON CALL, A	EHS - SUBSTITUTES	12/20/23	13,772.80
395864	KRAUS-ANDERSON CONS	EHS LTFM-CONST MGMT	12/13/23	13,475.00
395711	FINALSITE	23-24 FINALSITE REN	12/06/23	12,240.00
396015	NOVA FIRE PROTECTIO	EHS MECHANICAL 21-A	12/20/23	12,045.59
395736	KINECT ENERGY, INC	SV - OCT23 SERVICE	12/06/23	11,887.08
395899	SAFeway DRIVING SCH	1009-B/1030-B DRIVE	12/13/23	11,880.00
395848	INTERMEDIATE DISTRI	CORE FEE	12/13/23	11,151.32
395848	INTERMEDIATE DISTRI	SAFE SCHOOL	12/13/23	11,114.29
395910	TEACHERS ON CALL, A	VV - SUBSTITUTES	12/13/23	10,899.20
395918	WOLD ARCHITECTS & E	CS 2023 ADDITION	12/13/23	10,472.37
395947	EBERT CONSTRUCTION	EHS MECHANICAL 06-A	12/20/23	10,185.99
396021	PETERSON COMPANIES	CS 2023 ADDITION 32	12/20/23	9,823.95
395845	INSPEC INC	HL - EXTERIOR WALL	12/13/23	9,700.00
396039	TEACHERS ON CALL, A	VV - SUBSTITUTES	12/20/23	9,516.80
396026	RUSSELL SECURITY RE	LOCKS	12/20/23	9,475.00
396039	TEACHERS ON CALL, A	SV - SUBSTITUTES	12/20/23	9,036.80
396039	TEACHERS ON CALL, A	CS - SUBSTITUTES	12/20/23	8,838.40
396178	TEACHERS ON CALL, A	VV - SUBSTITUTES	12/29/23	8,710.40
396178	TEACHERS ON CALL, A	CS - SUBSTITUTES	12/29/23	8,473.60
395919	XCEL ENERGY	CC 9/21-10/22 USE	12/13/23	8,468.18
396039	TEACHERS ON CALL, A	HL - SUBSTITUTES	12/20/23	8,012.80
395910	TEACHERS ON CALL, A	CS - SUBSTITUTES	12/13/23	8,006.40
396039	TEACHERS ON CALL, A	CC - SUBSTITUTES	12/20/23	7,987.20
396128	LANGUAGE LINE SERVI	NOV23 INTERPRETING	12/29/23	7,924.06
395912	TONeworks MUSIC THE	NOV23 MUSIC THERAPY	12/13/23	7,896.00
396049	XCEL ENERGY	ECC 10/26-11/21 USE	12/20/23	7,802.37
396039	TEACHERS ON CALL, A	CV - SUBSTITUTES	12/20/23	7,654.40
395910	TEACHERS ON CALL, A	CC - SUBSTITUTES	12/13/23	7,539.20
395915	U.S. SITEWORK, INC	2022 CV SITE IMPROV	12/13/23	7,312.50
395982	LEXIA LEARNING SYST	ASPIRE LICENSE	12/20/23	7,200.00
395736	KINECT ENERGY, INC	EHS - OCT23 SERVICE	12/06/23	7,092.54
396178	TEACHERS ON CALL, A	HL - SUBSTITUTES	12/29/23	6,963.20
395910	TEACHERS ON CALL, A	SV - SUBSTITUTES	12/13/23	6,918.40
396178	TEACHERS ON CALL, A	CN - SUBSTITUTES	12/29/23	6,886.40
395919	XCEL ENERGY	CV 9/21-10/22 USE	12/13/23	6,848.10
396178	TEACHERS ON CALL, A	CV - SUBSTITUTES	12/29/23	6,764.80
395748	MIKKONEN MUSIC LLC	NOV23 MUSIC LESSONS	12/06/23	6,682.50
396026	RUSSELL SECURITY RE	LOCKS	12/20/23	6,659.00
395736	KINECT ENERGY, INC	VV - OCT23 SERVICE	12/06/23	6,614.06
395919	XCEL ENERGY	HL 9/24-10/23 USE	12/13/23	6,602.50
395804	AMC - AMERICAN MULT	12/22 6TH GRD: WONK	12/13/23	6,576.26
395916	UNIVERSITY LANGUAGE	INTERPRETING SERVIC	12/13/23	6,433.99
395785	TWIN CITY TRANSPORT	NOV23 - HHM TRANSP	12/06/23	6,275.14
395864	KRAUS-ANDERSON CONS	EHS LTFM-GEN CONDIT	12/13/23	6,274.85
396178	TEACHERS ON CALL, A	SV - SUBSTITUTES	12/29/23	6,188.80
396039	TEACHERS ON CALL, A	CN - SUBSTITUTES	12/20/23	6,163.20
396178	TEACHERS ON CALL, A	CC - SUBSTITUTES	12/29/23	6,022.40
395737	LAKE CONFERENCE	23-24 CONFERENCE DU	12/06/23	6,000.00
395736	KINECT ENERGY, INC	ECC - OCT23 SERVICE	12/06/23	5,972.86
395919	XCEL ENERGY	CS 9/21-10/22 USE	12/13/23	5,879.24
395980	LANGUAGE SPROUT LLC	918-L3205 CV SPANIS	12/20/23	5,850.00
395980	LANGUAGE SPROUT LLC	918-L3206 HL SPANIS	12/20/23	5,850.00
395980	LANGUAGE SPROUT LLC	918-L3202 CC SPANIS	12/20/23	5,850.00
395938	COMMERCIAL DRYWALL	CS 2023 ADDITION 09	12/20/23	5,842.37
395910	TEACHERS ON CALL, A	HL - SUBSTITUTES	12/13/23	5,798.40
395814	BSN SPORTS, LLC	GRLS LAX UNIFORMS	12/13/23	5,765.94
395980	LANGUAGE SPROUT LLC	919-L3203 CN SPANIS	12/20/23	5,625.00

Check No.	Vendor	Description	Date	Amount
396148	MULTILINGUAL WORD I	INTERPRETER - GEN E	12/29/23	5,616.40
395910	TEACHERS ON CALL, A	CN - SUBSTITUTES	12/13/23	5,601.28
395922	ACOUSTICS ASSOCIATE	EHS MECHANICAL 09-D	12/20/23	5,562.25
396049	XCEL ENERGY	CV 10/22-11/20 USE	12/20/23	5,536.70
395910	TEACHERS ON CALL, A	CV - SUBSTITUTES	12/13/23	5,478.40
395976	KAY ZUCCARO	WATER WELL/AERO 9&1	12/20/23	5,468.40
395811	BAYCOM INC	RADIOS	12/13/23	5,400.24
396153	OPG-3 INC	LASERFICHE JAN24-FE	12/29/23	5,306.53
395936	CITY OF EDINA	BUS 8/10-10/26 WATE	12/20/23	5,293.37
396009	NATIONAL INSURANCE	COBRA/RETIREE	12/20/23	5,114.20
396027	SANDCREEK EAP	Q4 2023 EAP SERVICE	12/20/23	5,107.50
396069	BSN SPORTS, LLC	BASEBALL UNIFORMS	12/29/23	5,092.10
395980	LANGUAGE SPROUT LLC	918-L3204 CS SPANIS	12/20/23	5,070.00
396049	XCEL ENERGY	CC 10/22-11/20 USE	12/20/23	5,009.06
395845	INSPEC INC	EPS 2024 REROOFING	12/13/23	5,000.00
395919	XCEL ENERGY	ND 10/22-11/30 USE	12/13/23	4,993.28
395796	NATIONAL INSURANCE	COBRA/RETIREE	12/08/23	4,918.08
395845	INSPEC INC	CN LEAK INVESTIGATI	12/13/23	4,900.00
396012	NORTHFIELD LINES IN	56 PAX MOTORCOACH (	12/20/23	4,876.46
396009	NATIONAL INSURANCE	COBRA/RETIREE	12/20/23	4,875.75
395848	INTERMEDIATE DISTRI	HTP-GEN ED	12/13/23	4,801.51
396178	TEACHERS ON CALL, A	ND - SUBSTITUTES	12/29/23	4,793.60
396013	NORTHLAND CONCRETE	CS 2023 ADDITION 03	12/20/23	4,742.39
396023	RIGHT-WAY CAULKING	CS 2023 ADDITION 07	12/20/23	4,725.30
395918	WOLD ARCHITECTS & E	DW 2024 LTFM	12/13/23	4,681.22
395918	WOLD ARCHITECTS & E	DW 2024 LTFM	12/13/23	4,681.22
395918	WOLD ARCHITECTS & E	DW 2024 LTFM	12/13/23	4,681.22
395781	TEACHERS ON CALL, A	EHS - SUBSTITUTES	12/06/23	4,646.40
395848	INTERMEDIATE DISTRI	LONG TERM FACILITIE	12/13/23	4,620.79
396075	THE COLLEGE BOARD	PSAT 11 OCT23	12/29/23	4,619.16
395874	MELISSA NESBITT	PREPARE WORKSHOPS	12/13/23	4,500.00
395848	INTERMEDIATE DISTRI	TRANS DISABLED	12/13/23	4,349.74
396151	NORTH HENNEPIN COMM	GCST COURSE (4 STUD	12/29/23	4,340.92
395831	FIDELITY SECURITY L	EMPLOYEE WITHHOLDIN	12/13/23	4,324.96
396177	SUPERSET TILE & STO	EHS MECHANICAL 09-B	12/29/23	4,322.50
395831	FIDELITY SECURITY L	EMPLOYEE WITHHOLDIN	12/13/23	4,271.16
395936	CITY OF EDINA	CS 8/17-10/27 WATER	12/20/23	4,184.03
396057	ADVANCED IMAGING SO	LEASE 01.08 0631790	12/29/23	4,151.77
395780	SUNBELT STAFFING LL	11/18 PSYCHOL - B.I	12/06/23	4,096.88
395908	SUNBELT STAFFING LL	12/02 PSYCHOLOGIST-	12/13/23	4,096.88
396008	NATIONAL ASSN OF SC	PREPARE WORKBOOKS	12/20/23	4,095.00
395741	LITHOGRAPHIC COMMUN	POSTAGE FOR CATALOG	12/06/23	4,052.22
395936	CITY OF EDINA	CN 7/31-10/30 WATER	12/20/23	4,047.85
396083	DROPLET SOLUTIONS I	DROPLET CASH RECEIP	12/29/23	4,000.00
395722	HILDI INC	GASB 75/73 REVIEW	12/06/23	3,955.00
396049	XCEL ENERGY	HL 10/23-11/21 USE	12/20/23	3,886.03
395781	TEACHERS ON CALL, A	VV - SUBSTITUTES	12/06/23	3,884.80
395855	JOHNSON CONTROLS FI	HOOKING UP THE ERRC	12/13/23	3,818.20
395922	ACOUSTICS ASSOCIATE	CS 2023 ADDITION 09	12/20/23	3,800.00
396072	CESO COMMUNICATIONS	BASELINE COMM ASSES	12/29/23	3,800.00
395781	TEACHERS ON CALL, A	SV - SUBSTITUTES	12/06/23	3,705.60
395848	INTERMEDIATE DISTRI	ALC-STABILIZATION F	12/13/23	3,704.76
395781	TEACHERS ON CALL, A	CS - SUBSTITUTES	12/06/23	3,680.00
395771	SCHOOL SERVICE EMPL	UNION DUES W/HOLDIN	12/06/23	3,660.91
395919	XCEL ENERGY	BUS 10/23-11/21/202	12/13/23	3,578.13
396009	NATIONAL INSURANCE	VOL AD&D EMPLOYEE	12/20/23	3,517.56
396009	NATIONAL INSURANCE	VOL AD&D EMPLOYEE	12/20/23	3,493.07
395796	NATIONAL INSURANCE	VOL AD&D EMPLOYEE	12/08/23	3,482.75
395772	SCHOOL SPECIALTY, L	ART SUPPLIES	12/06/23	3,469.15
395696	CHESS & STRATEGY GA	SEP23 GAMES/D&D/ETC	12/06/23	3,468.50
396030	SCHOOL SERVICE EMPL	UNION DUES W/HOLDIN	12/20/23	3,412.47
395781	TEACHERS ON CALL, A	CN - SUBSTITUTES	12/06/23	3,388.16
396174	SQUIRES, WALDSPURGE	LEGAL SERV: MISC	12/29/23	3,380.00
395848	INTERMEDIATE DISTRI	FY24 ITINERANT JUL-	12/13/23	3,365.56
395781	TEACHERS ON CALL, A	HL - SUBSTITUTES	12/06/23	3,360.00
396039	TEACHERS ON CALL, A	ND - SUBSTITUTES	12/20/23	3,359.36
V19430	MARGO M BAUCK	MEDICARE REIMBURSEM	12/20/23	3,300.96
395781	TEACHERS ON CALL, A	CV - SUBSTITUTES	12/06/23	3,276.80

Check No.	Vendor	Description	Date	Amount
396046	WASTE MANAGEMENT OF	EHS - DEC23 SERVICE	12/20/23	3,237.75
395910	TEACHERS ON CALL, A	ND - SUBSTITUTES	12/13/23	3,141.76
395936	CITY OF EDINA	HL 7/31-10/27 WATER	12/20/23	3,047.95
395754	MN STATE HS LEAGUE	11/8 GSWIM SECTIONS	12/06/23	3,009.00
395707	EDINA SEASONAL SERV	BRUSH CHIPPING	12/06/23	3,000.00
395973	JOAN NIMERFROH	905-B2014/907-B2015	12/20/23	2,999.50
396102	HOGLUND BUS COMPANY	PUMP	12/29/23	2,937.03
395763	PRAIRIE ELECTRIC CO	ELECTRIC OUTLETS	12/06/23	2,915.80
396107	ITSAVVY LLC	SCREEN DEDUCTIBLES	12/29/23	2,900.00
396159	RELATE COUNSELING C	CHEM HEALTH #3 OF 1	12/29/23	2,880.00
395736	KINECT ENERGY, INC	CV - OCT23 SERVICE	12/06/23	2,877.42
396026	RUSSELL SECURITY RE	INSTALL LEVERS/LOCK	12/20/23	2,820.00
395892	RADAR CONSULTING LL	RECRUITING SERVICES	12/13/23	2,800.00
395754	MN STATE HS LEAGUE	11/10 GSWIM SECTION	12/06/23	2,763.00
396103	HORIZON COMMERCIAL	POOL CHEMICALS	12/29/23	2,758.60
395888	PITNEY BOWES EASYPE	EXPERIENCE POSTAGE	12/13/23	2,743.26
396174	SQUIRES, WALDSPURGE	LEGAL SERV: S.S.S.	12/29/23	2,716.00
395721	HENNEPIN COUNTY TRE	BALLOTS - 2023 ELEC	12/06/23	2,680.00
395974	KATH FUEL OIL SERVI	UNLEADED	12/20/23	2,678.97
395927	BENEFIT EXTRAS, INC	DEC23 HRA ADMIN	12/20/23	2,651.25
395969	IWS - INNOVATIONAL	GLYCOL FILTER/TREAT	12/20/23	2,644.00
395736	KINECT ENERGY, INC	HL - OCT23 SERVICE	12/06/23	2,620.81
395860	KATH FUEL OIL SERVI	UNLEADED	12/13/23	2,619.84
395736	KINECT ENERGY, INC	CS - OCT23 SERVICE	12/06/23	2,603.01
395792	WHOBODIES LLC	UNIFIED FLEECE	12/06/23	2,561.25
395793	XCEL ENERGY	SV 10/15-11/13/23	12/06/23	2,535.57
395711	FINALSITE	23-24 LDAPS/AD RENE	12/06/23	2,500.00
395751	MINNESOTA SCHOOL EM	UNION DUES W/HOLDIN	12/06/23	2,412.35
395809	BAUER BUILT INC	TIRES	12/13/23	2,408.20
395848	INTERMEDIATE DISTRI	ALC	12/13/23	2,403.88
395860	KATH FUEL OIL SERVI	UNLEADED	12/13/23	2,383.59
395756	NAC MECHANICAL & EL	VV CHILLER SHUTDOWN	12/06/23	2,375.00
395756	NAC MECHANICAL & EL	SV CHILLER SHUTDOWN	12/06/23	2,375.00
395914	U.S. BANK	CERT OF PARTICIPATI	12/13/23	2,375.00
395919	XCEL ENERGY	CN 10/22-11/20 USE	12/13/23	2,373.86
396181	THE BAKKEN MUSEUM	1/30-31 FIELD TRIP	12/29/23	2,340.00
395845	INSPEC INC	2023 ROOF REPLACEME	12/13/23	2,300.00
395736	KINECT ENERGY, INC	CC - OCT23 SERVICE	12/06/23	2,287.78
395959	GILBERT MECHANICAL	EXHAUST FAN REPLACE	12/20/23	2,260.00
395819	CHRISTINE JOHNSON	DEC23 CONSULTING FE	12/13/23	2,250.00
396049	XCEL ENERGY	ND 10/23-11/21 USE	12/20/23	2,200.67
396064	BLAKE SCHOOL	12/15-18 DEBATE ENT	12/29/23	2,195.00
395880	MPS-SPECIAL SCHOOL	22-23 C&T TUITION	12/13/23	2,181.26
395766	PROCARE THERAPY	11/17 COTA - K.R.	12/06/23	2,172.08
395769	SANTANDER BANK, N.A	002-0027972-000 INT	12/06/23	2,121.01
395704	DUNHAM ASSOCIATES I	CS 2023 ADDITION	12/06/23	2,120.00
396131	LYON & HEALY HARPS,	SALES ORDER #210317	12/29/23	2,117.96
395781	TEACHERS ON CALL, A	CC - SUBSTITUTES	12/06/23	2,112.00
395968	ITSAVVY LLC	CB SCREEN DEDUCTIBL	12/20/23	2,100.00
395736	KINECT ENERGY, INC	CN - OCT23 SERVICE	12/06/23	2,014.42
395913	TRI-STATE BOBCAT IN	BLOWER	12/13/23	1,958.00
396072	CESO COMMUNICATIONS	DEC23 COMM SUPPORT	12/29/23	1,950.00
395704	DUNHAM ASSOCIATES I	EHS 23-26 RENO	12/06/23	1,950.00
395965	HAWKINS INC	POOL CHEMICALS	12/20/23	1,930.00
395686	ARVIG	DEC23 INTERNET FEES	12/06/23	1,911.16
395996	MINNESOTA SCHOOL EM	UNION DUES W/HOLDIN	12/20/23	1,839.25
395781	TEACHERS ON CALL, A	ND - SUBSTITUTES	12/06/23	1,836.80
395891	PROCARE THERAPY	12/01 COTA - K.R.	12/13/23	1,805.00
395914	U.S. BANK	CERT OF PARTICIPATI	12/13/23	1,800.00
395946	DISTRICT 3 DECA	DECA CONFERENCE ENT	12/20/23	1,775.00
396049	XCEL ENERGY	CN 10/22-11/20 USE	12/20/23	1,727.04
396054	ACTION FENCE INC	CONSTRUCTION FENCE	12/29/23	1,716.00
395852	JEAN ORBISON VAN HE	CHOIR ACCOMPANIST	12/13/23	1,710.00
395736	KINECT ENERGY, INC	ECC - OCT23 SERVICE	12/06/23	1,684.65
395680	93 SKIP LLC	CN - NOV23 SOLAR PR	12/06/23	1,669.53
395780	SUNBELT STAFFING LL	SLP STAFFING - B.I.	12/06/23	1,638.75
395913	TRI-STATE BOBCAT IN	HANDHELD TOOLS	12/13/23	1,613.00
V19435	VALERIE E BURKE	MEDICARE REIMB	12/20/23	1,605.15

Check No.	Vendor	Description	Date	Amount
395809	BAUER BUILT INC	TIRES	12/13/23	1,587.36
396046	WASTE MANAGEMENT OF	SV - DEC23 SERVICE	12/20/23	1,584.93
395873	MEDCO SUPPLY	TRAINING SUPPLIES	12/13/23	1,572.90
396134	MEDCO SUPPLY	TRAINING SUPPLIES	12/29/23	1,572.90
395982	LEXIA LEARNING SYST	LEXIA CORE5 READING	12/20/23	1,540.20
396050	YOUTH HOCKEY HUB	HOLIDAY INVITATIONA	12/20/23	1,495.00
396056	ADVANCED IMAGING SO	HIGH SCHOOL 11/23	12/29/23	1,467.74
395682	ACOUSTICS ASSOCIATE	FURNISH/INSTALL FLO	12/06/23	1,460.00
395943	CROSTOWN MECHANICA	SV - WORK ON COLD W	12/20/23	1,456.94
396152	NOTEFLIGHT LLC	NOTEFLIGHT LEARN	12/29/23	1,449.00
395858	JUNIOR ACHIEVEMENT	4/10/24 BIZ TOWN TR	12/13/23	1,430.00
395949	EDINA WOODCRAFTERS	918-A115/913-A116	12/20/23	1,414.00
395752	MN HOSA	FALL LEADERSHIP CON	12/06/23	1,410.00
395959	GILBERT MECHANICAL	BLOWN TRANSFORMER	12/20/23	1,393.00
395725	INTEREUM INC	3 STORAGE FILE CABI	12/06/23	1,384.13
396046	WASTE MANAGEMENT OF	VV - DEC23 SERVICE	12/20/23	1,378.84
395810	BAYADA HOME HEALTH	SCHOOL NURSE - D.S.	12/13/23	1,364.00
395847	INTEREUM INC	SPED DESK/TABLE	12/13/23	1,350.33
396158	PROPIO LANGUAGE SER	NOV23 INTERPRETING	12/29/23	1,349.37
395878	MIDWEST BUS PARTS I	SAFEGUARD RESTRAINT	12/13/23	1,339.50
395705	EDINA CHAMBER OF CO	MEMBERSHIP RENEWAL	12/06/23	1,335.00
396108	IWS - INNOVATIONAL	DEC23 SYSTEM MGMT	12/29/23	1,326.92
395931	BRIN GLASS SERVICE	WINDOW FILM	12/20/23	1,325.00
395745	METRO ELEVATOR	ECC DEC23 SERVICE	12/06/23	1,313.00
396046	WASTE MANAGEMENT OF	ECC - DEC23 SERVICE	12/20/23	1,285.70
395693	BUSINESS ESSENTIALS	8.5X11 WHITE QTY 35	12/06/23	1,277.50
396060	ASBO INTERNATIONAL	COE APP FEE - FY202	12/29/23	1,275.00
395959	GILBERT MECHANICAL	BAS SYSTEM PROGRAM	12/20/23	1,263.75
396093	GEMINI ATHLETIC WEA	HOCKEY SOCKS	12/29/23	1,258.00
395778	STAR AUTISM SUPPORT	STAR COMBINATION KI	12/06/23	1,250.00
395740	LITERACY RESOURCES,	MANUALS - CURRICULU	12/06/23	1,249.56
396041	THE WORKS MUSEUM	12/27 CC KC FIELD T	12/20/23	1,246.00
395756	NAC MECHANICAL & EL	HL CHILLER SHUTDOWN	12/06/23	1,225.00
395756	NAC MECHANICAL & EL	CS CHILLER SHUTDOWN	12/06/23	1,225.00
395756	NAC MECHANICAL & EL	CC CHILLER SHUTDOWN	12/06/23	1,225.00
396007	NAC MECHANICAL & EL	CN - CHILLER SHUT D	12/20/23	1,225.00
395766	PROCARE THERAPY	11/24 COTA - K.R.	12/06/23	1,216.00
396163	RUSSELL SECURITY RE	REFIT DOOR TO LOCK	12/29/23	1,215.00
V19444	GWENDOLYN PEYTON	MEDICARE/SUPPLEMNTA	12/20/23	1,211.40
396032	SCHWAB VOLLHABER LU	FAN WHEEL HOUSING	12/20/23	1,209.76
396077	CORPORATE MECHANICA	BOILER REPAIR	12/29/23	1,209.00
395701	DAVID WEBB -- HOMER	EXECUTIVE COACHING	12/06/23	1,200.00
396081	DAVID WEBB -- HOMER	EXECUTIVE COACHING	12/29/23	1,200.00
395767	RICHFIELD GYMNAS TIC	GYM CLASS FIELD TRI	12/06/23	1,200.00
396047	WEST 44TH STREET GR	FALL23 NEWSLETTER	12/20/23	1,190.00
395872	MCPHILLIPS BROS ROO	ROOF/SHEETMETAL REP	12/13/23	1,184.00
396039	TEACHERS ON CALL, A	ECSE/ELC - SUBSTITU	12/20/23	1,175.04
395786	ULINE	CARTS FOR NORDIC	12/06/23	1,150.66
395927	BENEFIT EXTRAS, INC	DEC23 HSA ADMIN	12/20/23	1,136.25
395918	WOLD ARCHITECTS & E	CS PARK/SITE IMPROV	12/13/23	1,114.70
395827	EAGAN HIGH SCHOOL F	12/1-12/2 DEBATE EN	12/13/23	1,100.00
395763	PRAIRIE ELECTRIC CO	LIGHTING REPAIR	12/06/23	1,083.77
395969	IWS - INNOVATIONAL	ETHYLENE GLYCOL	12/20/23	1,081.16
395697	CHRISTY ZILKA	"912-B2026, 913-B20	12/06/23	1,075.20
395910	TEACHERS ON CALL, A	ELC/ECSE-SUBSTITUTE	12/13/23	1,053.44
396178	TEACHERS ON CALL, A	ELC/ECSE - SUBSTITU	12/29/23	1,053.44
395848	INTERMEDIATE DISTRI	CAREER & TECH	12/13/23	1,045.28
396056	ADVANCED IMAGING SO	ECC/DO 11/23	12/29/23	1,034.70
395733	KATH FUEL OIL SERVI	DEF FLUID	12/06/23	1,032.38
395772	SCHOOL SPECIALTY, L	ART SUPPLIES	12/06/23	1,028.84
395801	ALLEGRA EDEN PRAIRI	"JUNGLE BOOK SIGNS,	12/13/23	1,024.37
396059	ALLEGRA EDEN PRAIRI	NICE WORK POSTERS	12/29/23	1,024.37
395791	WESTMARK PRODUCTION	FALL CONCERT AUDIO	12/06/23	1,020.00
395820	CITY OF EDINA - BRA	FOOTBALL: DOME RENT	12/13/23	1,018.75
396046	WASTE MANAGEMENT OF	CC - DEC23 SERVICE	12/20/23	1,017.57
395756	NAC MECHANICAL & EL	ALERTON SYSTEM WORK	12/06/23	1,011.00
396143	MINNESOTA HISTORICA	12/13 FIELD TRIP	12/29/23	1,010.00
395933	CAPTIVATE MEDIA & C	SUPT VIDEO CREATION	12/20/23	1,000.00

Check No.	Vendor	Description	Date	Amount
396071	CAPTIVATE MEDIA & C	VIDEO CREATION	12/29/23	1,000.00
396154	OVERDRIVE INC	ONLINE MAGAZINES	12/29/23	1,000.00
396046	WASTE MANAGEMENT OF	CS - DEC23 SERVICE	12/20/23	996.63
396056	ADVANCED IMAGING SO	CONCORD 11/23	12/29/23	978.95
395689	BAYADA HOME HEALTH	SCHOOL NURSE - E.B.	12/06/23	972.00
396175	STAGES THEATRE COMP	1/31/24 DRAGONS TIC	12/29/23	970.00
395930	BRANDED PROMO LIMIT	STRESS BALL BEES	12/20/23	967.50
395747	MIDWEST BUS PARTS I	BRAKE PADS	12/06/23	950.99
395981	LEARN THRU MOVEMENT	HISTCUSTOMWHSET	12/20/23	950.00
395679	93 HOP LLC	BUS - NOV23 SOLAR P	12/06/23	937.23
395847	INTEREUM INC	FILE CABINETS/MOD P	12/13/23	936.63
396019	PARALLEL TECHNOLOGI	ECC - MAG LOCKS	12/20/23	936.25
395792	WHOBODIES LLC	UNIFIED T-SHIRTS	12/06/23	906.80
396162	ROTO-ROOTER	DRAIN LINE CLEARING	12/29/23	905.40
395724	HOSA - FUTURE HEALT	HOSA 23-24 AFFILLIA	12/06/23	900.00
395873	MEDCO SUPPLY	TRAINING SUPPLIES	12/13/23	898.20
395777	STAGES THEATRE COMP	2/14/24 FIELD TRIP	12/06/23	890.00
395736	KINECT ENERGY, INC	NOV 23 ENERGY MGMT	12/06/23	884.00
395884	ODP BUSINESS SOLUTI	MC FLEX DIVIDERS	12/13/23	879.98
396056	ADVANCED IMAGING SO	CREEK VALLEY 11/23	12/29/23	871.36
396022	RED CEDAR STEEL ERE	CS 2023 ADDITION 05	12/20/23	856.90
395926	BAYADA HOME HEALTH	SCHOOL NURSE - D.S.	12/20/23	852.50
396174	SQUIRES, WALDSPURGE	LEGAL SERV: H.R.	12/29/23	843.12
396056	ADVANCED IMAGING SO	NORMANDALE 11/23	12/29/23	839.80
395878	MIDWEST BUS PARTS I	CROSSING GATE	12/13/23	837.50
395754	MN STATE HS LEAGUE	11/9 GSWIM SECTIONS	12/06/23	834.00
396025	ROTO-ROOTER	CLEARED SINK DRAINS	12/20/23	823.00
395772	SCHOOL SPECIALTY, L	ART SUPPLIES	12/06/23	820.37
396014	NORTHSTAR MEDIA INC	ZEPHYRUS PRINTING	12/20/23	819.21
396024	ROBERT B HILL CO	SALT WATER SOFTENER	12/20/23	811.60
396189	WINDSONG FARM GOLF	4/29/24 WINDSONG CU	12/29/23	800.00
395822	CULLIGAN BOTTLED WA	STAFF LOUNGE WATER	12/13/23	798.00
395975	KATHERINE MCGRAW	NOV23 ZUMBA/LEAN ET	12/20/23	796.25
396056	ADVANCED IMAGING SO	CORNELIA 11/23	12/29/23	792.47
396072	CESO COMMUNICATIONS	OCT-NOV GRD K INFO	12/29/23	790.73
395691	BOYER TRUCKS	FILTERS	12/06/23	790.60
395932	BUSINESS ESSENTIALS	8.5 X 11 WHITE QTY	12/20/23	790.00
395886	PEARSON EDUCATION I	PEABODY ASSESSMENT	12/13/23	781.00
396045	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	12/20/23	780.93
396179	TEACHING STRATEGIES	GOLD STRATEGIES BKS	12/29/23	780.00
395854	JOHN A DALSIN & SON	ROOF LEAK REPAIR	12/13/23	775.20
395690	BAYCOM INC	WALKIE TALKIE	12/06/23	773.50
395750	MINNESOTA OFFICE FU	NORTH GYM AC REPAIR	12/06/23	759.00
395981	LEARN THRU MOVEMENT	STAR RISE STICKERS	12/20/23	758.00
396001	MN HOSA	MID-WINTER DUES	12/20/23	740.00
395776	SPS COMPANIES INC	PLUMBING REPAIR PAR	12/06/23	722.19
396146	MN HIGH SCHOOL QUIZ	QUIZ BOWL ENTRY	12/29/23	720.00
395939	COMMERCIAL INFRASR	ECC - FIBER OPTIC R	12/20/23	700.54
395981	LEARN THRU MOVEMENT	STAIR RISER STICKER	12/20/23	700.00
396056	ADVANCED IMAGING SO	VALLEY VIEW 11/23	12/29/23	699.05
395790	WEST MUSIC COMPANY	RECORDERS/SUPPLIES	12/06/23	684.93
396046	WASTE MANAGEMENT OF	CN - DEC23 SERVICE	12/20/23	679.94
396102	HOGLUND BUS COMPANY	IPR	12/29/23	677.98
395708	ELLA WASSERMAN	911-A12XX INDIV PIA	12/06/23	675.00
395967	ISAIAH AND/OR HANNA	DEC23 MILEAGE	12/20/23	674.39
395950	EDUCATORS BENEFIT C	403(B) ADMIN & COMP	12/20/23	667.29
395995	MINNESOTA CLAY CO U	VENTING FOR KILN	12/20/23	659.20
396019	PARALLEL TECHNOLOGI	EHS - MAG LOCKS	12/20/23	658.75
396061	ASTLEFORD INTERNATI	THERMOSTATS	12/29/23	657.21
396116	JH LARSON COMPANY	LIGHT TUBES/BULBS	12/29/23	653.38
395726	INVINCIBLE SPECIALT	MUSIC FOR MS CHEER	12/06/23	650.00
V19410	KAREN E WATERS	FACS SEWING KITS	12/06/23	648.00
395736	KINECT ENERGY, INC	BUS - OCT23 SERVICE	12/06/23	645.61
395699	CUSHMAN MOTOR COMPA	OIL FILTER/LINK/BEL	12/06/23	634.99
395715	GILBERT MECHANICAL	HL - ENERGY METER C	12/06/23	634.25
395715	GILBERT MECHANICAL	BUS - ENERGY METER	12/06/23	634.25
395715	GILBERT MECHANICAL	CS - ENERGY METER C	12/06/23	634.25
395715	GILBERT MECHANICAL	EHS - ENERGY METER	12/06/23	634.25

Check No.	Vendor	Description	Date	Amount
395715	GILBERT MECHANICAL	SV - ENERGY METER C	12/06/23	634.25
395715	GILBERT MECHANICAL	CN - ENERGY METER C	12/06/23	634.25
395797	1ST AYD CORPORATION	SHOP SUPPLIES	12/13/23	627.81
396170	SG TECHNOLOGIES LLC	VV - EXTRON REPAIR	12/29/23	623.48
395897	RUGGED SOLUTIONS AM	DOME CAMERA	12/13/23	621.50
396057	ADVANCED IMAGING SO	LEASE 01.08 0631790	12/29/23	612.00
395708	ELLA WASSERMAN	909-A12XX INDIV PIA	12/06/23	600.00
396160	RIVER BOTTOM PRODUC	12/3 TECH STRIKING	12/29/23	600.00
396154	OVERDRIVE INC	EBOOKS FOR SV	12/29/23	599.94
395734	KELLE WALSTEAD	905-L3200 PRIVATE V	12/06/23	598.50
396056	ADVANCED IMAGING SO	COUNTRYSIDE 11/23	12/29/23	583.66
395918	WOLD ARCHITECTS & E	CS 2023 LTFM	12/13/23	572.78
395762	PLASTIC BAG MART	COMPOST BAGS (6 CAS	12/06/23	569.70
395692	BUILDING CONTROLS &	PNEUMATIC CONTR VAL	12/06/23	560.74
396046	WASTE MANAGEMENT OF	CV - DEC23 SERVICE	12/20/23	560.73
396033	SMITH-SHARPE FIRE B	BOILER SUPPLIES	12/20/23	555.79
396045	UNIVERSITY LANGUAGE	INTERPRETING - SPED	12/20/23	553.10
395882	NASHKE NATIVE GAMES	5 HOLIDAY GIFT BOXE	12/13/23	553.00
395887	PIONEER PROMO (USE	UNIFORM SHIRTS	12/13/23	552.00
395684	ALL STATE COMMUNICA	TROUBLESHOOT PAGING	12/06/23	550.00
396017	OCCUPATIONAL MEDICI	DOT PHYSICALS - MUL	12/20/23	540.00
395906	SPARKPATH INC	KNOWLEDGE BOWL ENTR	12/13/23	540.00
395688	AUDIOQUIP INC	AUDIO EQUIPMENT REN	12/06/23	535.00
395733	KATH FUEL OIL SERVI	FUEL OIL	12/06/23	531.75
395733	KATH FUEL OIL SERVI	FUEL OIL	12/06/23	531.75
395870	MARUDAS GRAPHICS IN	PLAQUES: RETIRING B	12/13/23	517.82
396040	TERMINAL SUPPLY CO	VARIOUS PARTS	12/20/23	507.52
396025	ROTO-ROOTER	CLEARED SINK DRAINS	12/20/23	503.00
396016	OAK RIDGE COUNTRY C	5/14/24 BGOLF DEPOS	12/20/23	500.00
396020	PERKINS MEDIA LLC	12/7 DJ SERVICES	12/20/23	500.00
396186	TONY WOLFBAUER	WRESTLING TOURNAMEN	12/29/23	500.00
396094	GENERAL PARTS LLC	EQUIPMENT PARTS	12/29/23	496.32
395810	BAYADA HOME HEALTH	SCHOOL NURSE - E.B.	12/13/23	486.00
395765	PRIOR LAKE CHEER	FROSTY FEST CHEER E	12/06/23	480.00
395681	ACME TOOLS PLYMOUTH	CN - TOOLS	12/06/23	479.00
395812	BOND TRUST SERVICES	2015A PAYING AGENT	12/13/23	475.00
395812	BOND TRUST SERVICES	2017A PAYING AGENT	12/13/23	475.00
395812	BOND TRUST SERVICES	2019A PAYING AGENT	12/13/23	475.00
395812	BOND TRUST SERVICES	2021A PAYING AGENT	12/13/23	475.00
395812	BOND TRUST SERVICES	2023A PAYING AGENT	12/13/23	475.00
396062	BAYADA HOME HEALTH	SCHOOL NURSE - E.B.	12/29/23	468.00
396046	WASTE MANAGEMENT OF	HL - DEC23 SERVICE	12/20/23	467.92
396056	ADVANCED IMAGING SO	SOUTH VIEW 11/23	12/29/23	466.40
395712	FRASER CHILD AND FA	PSYCHOTHERAPY - D.L	12/06/23	462.00
396056	ADVANCED IMAGING SO	HIGHLANDS 11/23	12/29/23	460.04
396005	MONICA MOHN	NOV/DEC23 DANCE	12/20/23	455.70
395867	LESSONPIX, INC	GRP USER LICENSE	12/13/23	453.60
396098	GRAINGER	EHS - SHELVING	12/29/23	450.30
395749	MINNEGLASS LLC	WINDSHIELD FOR BUS	12/06/23	450.00
396178	TEACHERS ON CALL, A	CORPORATE	12/29/23	448.00
395772	SCHOOL SPECIALTY, L	ART SUPPLIES	12/06/23	439.26
395747	MIDWEST BUS PARTS I	HEADLIGHTS	12/06/23	438.75
395977	KIM PONCIUS	SEWING ADULT	12/20/23	437.50
395709	ESCREEN, INC.	DRUG TESTING - MULT	12/06/23	435.00
396062	BAYADA HOME HEALTH	SCHOOL NURSE - D.S.	12/29/23	434.00
395698	CINTAS CORPORATION	FIRST AID SUPPLIES	12/06/23	420.17
396176	SUMMIT FIRE PROTECT	CV - FIRE DOOR SERV	12/29/23	420.00
395729	JOHNSON CONTROLS FI	FIRE SYSTEM ALARM	12/06/23	418.56
395799	ADVANCED POWER SERV	DOOR HANDLE REPAIR	12/13/23	414.00
396045	UNIVERSITY LANGUAGE	INTERPRETING - GEN	12/20/23	412.99
395934	CENTURYLINK	SV 12/01-12/31/23	12/20/23	411.18
395824	DAKOTA COUNTY FOREV	11/13-14 CAMP SPR L	12/13/23	410.00
395879	MN DEPT OF LABOR AN	EHS - ELEVATOR OPER	12/13/23	400.00
395957	GENERAL PARTS LLC	VV-OVEN TEMP CONTRO	12/20/23	399.75
395952	FACTORY MOTOR PARTS	BATTERIES	12/20/23	399.54
395989	MCEA	FALL CONFERENCE - L	12/20/23	399.00
396171	SHEEHY CONSTRUCTION	SOFFIT REPAIR LOBBY	12/29/23	390.56
396029	SCHMITT MUSIC COMPA	BAND SUPPLIES	12/20/23	390.00

Check No.	Vendor	Description	Date	Amount
395781	TEACHERS ON CALL, A	ELC/ECSE - SUBSTITU	12/06/23	385.28
395920	GEE TEEZ & CO LTD	LATIN CLUB SHIRTS	12/13/23	384.95
395787	UNIVERSITY LANGUAGE	11/01 INTERPRETING	12/06/23	382.27
396070	BUILDING CONTROLS &	ELEC VALVE ACTUATOR	12/29/23	380.40
396076	CORO MED	EVAC CHAIR FOOTREST	12/29/23	380.00
395981	LEARN THRU MOVEMENT	STAIR RISER STICKER	12/20/23	379.00
395926	BAYADA HOME HEALTH	SCHOOL NURSE - E.B.	12/20/23	378.00
396053	ACME TOOLS PLYMOUTH	TRANSFER PUMP/BARE	12/29/23	376.64
395923	ASTLEFORD INTERNATI	FUEL FILTERS	12/20/23	376.08
396166	FLAGSHIP RECREATION	REORDERED SHACKLES	12/29/23	376.00
395871	MATH ADVANTAGE TUT	1112-B2219 ACT COMP	12/13/23	375.00
396173	SPS COMPANIES INC	REPL FAUCET CARTRID	12/29/23	366.92
396102	HOGLUND BUS COMPANY	VALVE	12/29/23	363.61
396046	WASTE MANAGEMENT OF	ND - DEC23 SERVICE	12/20/23	362.63
395843	INGCO INTERNATIONAL	TRANSLATION (UKR)	12/13/23	360.64
396010	NORCOSTCO INC	EQUIPMENT PURCHASED	12/20/23	359.90
395878	MIDWEST BUS PARTS I	HOSE CONNECTOR	12/13/23	359.11
396102	HOGLUND BUS COMPANY	IPR	12/29/23	357.61
395927	BENEFIT EXTRAS, INC	DEC23 FLEX ADMIN	12/20/23	356.00
396031	SCHOOL SPECIALTY, L	ART SUPPLIES	12/20/23	353.76
395735	KEMMETMUELLER PHOTO	SCHOLARSHIP CODES	12/06/23	350.00
395981	LEARN THRU MOVEMENT	STAIR RISER STICKER	12/20/23	350.00
395828	EDUCATORS BENEFIT C	ACT PARTICIPANT FEE	12/13/23	348.96
395900	SCHMITT MUSIC COMPA	MUSIC STAND	12/13/23	347.40
395846	INSTITUTE FOR ENVIR	CHAINSAW SAFETY TRA	12/13/23	340.00
395878	MIDWEST BUS PARTS I	HEATER HOSE	12/13/23	338.50
395723	HOCOKATA TI	3RD GRD FIELD TRIP	12/06/23	336.00
395981	LEARN THRU MOVEMENT	SHIPPING/HANDLING	12/20/23	331.00
396048	WEX BANK	FUEL	12/20/23	329.06
395738	LAKEVILLE NORTH PAN	12/9 DANCE INVITE	12/06/23	325.00
395683	ALBERTINE BOOKS	BOOKS FOR ND	12/06/23	322.54
396176	SUMMIT FIRE PROTECT	ND - HOOD INSPECTIO	12/29/23	319.75
396155	PARALLEL TECHNOLOGI	CV DOOR MAG HOLDS	12/29/23	317.50
V19432	ALEXANDRE BELVIRE	ND FRENCH INTERN PA	12/20/23	310.00
V19474	ANAIS SUTTER	ND FRENCH INTERN PA	12/20/23	310.00
V19477	ANNABELLE VALLEE	ND FRENCH INTERN PA	12/20/23	310.00
V19460	AUDREY RIGOBERT	ND FRENCH INTERN PA	12/20/23	310.00
V19468	CAMILLE SCHMITT	ND FRENCH INTERN PA	12/20/23	310.00
V19437	CAROLINE CELSE	ND FRENCH INTERN PA	12/20/23	310.00
V19457	CLARISSE PELLERAY	ND FRENCH INTERN PA	12/20/23	310.00
V19442	CLEO HERVE	ND FRENCH INTERN PA	12/20/23	310.00
V19463	ELSA ROHAUT	ND FRENCH INTERN PA	12/20/23	310.00
V19453	EMILIE NASSEF	ND FRENCH INTERN PA	12/20/23	310.00
V19449	ESTELLE LELAN	VV FRENCH INTERN PA	12/20/23	310.00
V19464	EVA ROMARY	ND FRENCH INTERN PA	12/20/23	310.00
V19456	FATOU PAYE	EHS FRENCH INTERN P	12/20/23	310.00
V19465	FLORIAN SAGLIBENE	EHS FRENCH INTERN P	12/20/23	310.00
V19452	INES MAURY	ND FRENCH INTERN PA	12/20/23	310.00
V19447	JHEMLY LAINE	EHS FRENCH INTERN P	12/20/23	310.00
V19439	JULIEN FABRY	VV FRENCH INTERN PA	12/20/23	310.00
V19458	LAURINE QUINIOU	ND FRENCH INTERN PA	12/20/23	310.00
V19438	MAELISS DUBOIS	ND FRENCH INTERN PA	12/20/23	310.00
V19475	MARINE TRETOUT	VV FRENCH INTERN PA	12/20/23	310.00
V19469	NINON SERIN	ND FRENCH INTERN PA	12/20/23	310.00
V19429	OLIVIA ALLEMAND	ND FRENCH INTERN PA	12/20/23	310.00
V19459	PAULINE RAPHEL	ND FRENCH INTERN PA	12/20/23	310.00
V19479	ROSETTA WICART	ND FRENCH INTERN PA	12/20/23	310.00
V19448	SAHRA LAVIGNE-JOST	ND FRENCH INTERN PA	12/20/23	310.00
V19476	VALENTIN TRUCHAT	ND FRENCH INTERN PA	12/20/23	310.00
V19450	VICTOR LORAIN	ND FRENCH INTERN PA	12/20/23	310.00
396134	MEDCO SUPPLY	TRAINING SUPPLIES	12/29/23	307.17
395917	WINCRAFT INCORPORAT	TRAINING ROOM TOWEL	12/13/23	303.60
395760	PACER CENTER	11/10 PUPPET SHOWS	12/06/23	300.00
395907	STAR AUTISM SUPPORT	WORKSHOP SPEAKER	12/13/23	300.00
395779	STEM SMART LLC	1004-K4210 YOUNG EN	12/06/23	300.00
395720	HEALY AWARDS INC	HOCKEY DECALS	12/06/23	299.97
396037	STATE SUPPLY COMPAN	FAUCET	12/20/23	298.11
395758	ODP BUSINESS SOLUTI	GRD 2 SUPPLIES	12/06/23	294.00

Check No.	Vendor	Description	Date	Amount
395934	CENTURYLINK	VV 11/28-12/27/23	12/20/23	293.70
395731	JW PEPPER & SON INC	BAND MUSIC	12/06/23	287.99
395714	GENERAL PARTS LLC	CV - (2) PRE-RINSE	12/06/23	286.33
395957	GENERAL PARTS LLC	CC - SINK SPRAYERS	12/20/23	286.33
395832	GARY SMITH	WRESTLING: INVITATI	12/13/23	285.00
395850	JAMES PETERSON	WRESTLING: INVITATI	12/13/23	285.00
V19427	MARK A THONE	GLIDE WAX: NORDIC S	12/13/23	285.00
395898	RYAN MARSH	WRESTLING: INVITATI	12/13/23	285.00
396176	SUMMIT FIRE PROTECT	CN - HOOD INSPECTIO	12/29/23	281.75
395794	ZANER-BLOSER INC	HANDWRITING 2020 GR	12/06/23	281.00
395775	SIGNUM SIGNS AND GR	OUTDOOR SIGNAGE	12/06/23	280.00
395703	DRAIN PRO PLUMBING	CAMERA RETRIEVAL	12/06/23	275.00
396176	SUMMIT FIRE PROTECT	HL - HOOD INSPECTIO	12/29/23	273.00
395788	VISTA HIGHER LEARNI	CONNECT 2022 K VOCA	12/06/23	270.59
395838	GRAINGER	EHS - TEP BEAM	12/13/23	270.00
396176	SUMMIT FIRE PROTECT	CV - HOOD INSPECTIO	12/29/23	269.00
395993	MEYER INK SCREEN PR	TSHIRTS/MS CHEER	12/20/23	268.80
395956	FRESHPOINT BIX PROD	KC CV SNACKS	12/20/23	266.91
396176	SUMMIT FIRE PROTECT	CC - HOOD INSPECTIO	12/29/23	266.00
395774	SIGN PRO	VINYL NUMBERS/LETTE	12/06/23	262.85
396103	HORIZON COMMERCIAL	CHLORINE	12/29/23	261.99
396111	JANET UNGS - BUSINE	LEADERSHIP COACHING	12/29/23	260.00
395918	WOLD ARCHITECTS & E	CS ES FURNITURE	12/13/23	253.98
396106	INGCO INTERNATIONAL	TRANSLATE: ATTENDAN	12/29/23	250.26
395909	SUZANNE MAGNUSON	12/2 SHOW PHOTOGRAP	12/13/23	250.00
395761	PIONEER PROMO (USE	HATS	12/06/23	247.25
396057	ADVANCED IMAGING SO	LEASE 01.08 0631790	12/29/23	246.00
395829	ERIC HERRMANN	WRESTLING: INVITATI	12/13/23	246.00
395833	GAVIN LUDWIG	WRESTLING: INVITATI	12/13/23	246.00
395851	JAMES RUTT	WRESTLING: INVITATI	12/13/23	246.00
V19473	JASON W STEGEMAN	CMA MEMBERSHIP/LIC	12/20/23	243.75
395956	FRESHPOINT BIX PROD	KC CC SNACKS	12/20/23	240.66
395934	CENTURYLINK	CC 12/01-12/31/23	12/20/23	234.96
395934	CENTURYLINK	ECC 12/01-12/31/23	12/20/23	234.96
395948	ECM PUBLISHERS INC	2023-2024 BUDGET	12/20/23	230.40
396190	CATALYST SOURCING S	SUPP TRACK MON SUBS	12/29/23	229.99
395823	D. BRIAN'S KITCHEN	WMETRO MTG CATERING	12/13/23	229.36
395736	KINECT ENERGY, INC	ND - OCT23 SERVICE	12/06/23	225.26
395981	LEARN THRU MOVEMENT	CUSTOM STAIR DESIGN	12/20/23	225.00
395700	CUSTOM HOSE TECH	PLOW HOSE	12/06/23	221.47
V19471	JUSTYNE N SMITH	SENSORY TOYS	12/20/23	221.46
396089	FACTORY MOTOR PARTS	BATTERY FOR LIFT	12/29/23	220.98
396072	CESO COMMUNICATIONS	OCT23 VIRT PWYS ADS	12/29/23	213.96
395776	SPS COMPANIES INC	PLUMBING SUPPLIES	12/06/23	210.57
V19377	KAREN L BERGMAN	DC TRIP RENTAL CAR	12/06/23	210.00
396006	MPS-SPECIAL SCHOOL	MPSI FORMS	12/20/23	210.00
V19471	JUSTYNE N SMITH	SENSORY TABLE/ETC	12/20/23	208.96
395878	MIDWEST BUS PARTS I	SEAT BELT	12/13/23	204.60
395925	CHRISTINE MORGAN	1108-B2041 TAI CHI	12/20/23	201.60
395968	ITSVAVVY LLC	CB SCREEN DEDUCTIBI	12/20/23	200.00
395681	ACME TOOLS PLYMOUTH	CN - TOOLS	12/06/23	199.00
395687	AMSD	2023 CONFERENCE - M	12/06/23	195.00
396187	UNIVERSITY LANGUAGE	INTERPRETER - GEN E	12/29/23	192.45
395842	HOUSE OF NOTE	CELLO REPAIR	12/13/23	190.00
396184	T-MOBILE	SV MAINT - DEC23	12/29/23	189.25
395792	WHOBODIES LLC	UNIFIED HATS	12/06/23	187.80
395963	GREATAMERICA FINANC	DO NOV23 POSTAGE MT	12/20/23	184.95
395900	SCHMITT MUSIC COMPA	BASS REPAIR	12/13/23	182.00
V19407	TROY STEIN	AIR PODS PURCHASE	12/06/23	180.49
396182	THE JUICE LLC	SUBSCRIPTION	12/29/23	180.00
V19428	ZHUO WANG	ARCH CHINESE MEMBER	12/13/23	179.98
396085	ERIC FRYKMAN	BHOCKEY: CHASKA	12/29/23	177.00
395934	CENTURYLINK	CS 12/01-12/31/23	12/20/23	176.22
395934	CENTURYLINK	HL 12/01-12/31/23	12/20/23	176.22
395934	CENTURYLINK	CN 12/01-12/31/23	12/20/23	176.22
396046	WASTE MANAGEMENT OF	BUS - DEC23 SERVICE	12/20/23	175.64
395981	LEARN THRU MOVEMENT	CUSTOM STOCK DESIGN	12/20/23	175.00

Check No.	Vendor	Description	Date	Amount
395981	LEARN THRU MOVEMENT	CUSTOM STOCK DESIGN	12/20/23	175.00
395805	ANDREW SETRUM	GHOCCY: BEN-STM	12/13/23	171.00
396068	BRIAN LASIUK	GHOCCY: HILL-MURRA	12/29/23	171.00
395815	CALISTA MEZZAPELLE	GHOCCY: HILL-MURR	12/13/23	171.00
396110	JACOB FLANAGIN	GHOCCY: GENTRY ACA	12/29/23	171.00
395862	KELLY GREENE	GHOCCY: HOLY FAM	12/13/23	171.00
395863	KEVIN SANTAVY	GHOCCY: BEN-STM	12/13/23	171.00
395866	LEO MALONE	GHOCCY: HOLY FAM	12/13/23	171.00
396161	RODD TSCHIDA	GHOCCY: GENTRY ACA	12/29/23	171.00
396024	ROBERT B HILL CO	WATER SOFTENER REPA	12/20/23	170.00
395758	ODP BUSINESS SOLUTI	OFFICE SUPPLIES	12/06/23	169.53
395714	GENERAL PARTS LLC	PLUMBING REPAIR PAR	12/06/23	166.65
V19431	KOURTNEE A. BAUKOL	GREEN ROOM SUPPLIES	12/20/23	160.84
395948	ECM PUBLISHERS INC	OCT 16 REG MINTUES	12/20/23	160.00
396120	JORDAN DOFFING	BHOCCY: HOLIDAY CL	12/29/23	160.00
396122	JOSEPH DE JARNETT	BHOCCY: HOLIDAY CL	12/29/23	160.00
396165	SAM PITKA	BHOCCY: HOLIDAY CL	12/29/23	160.00
395902	SCOTT JOHNSON / SIN	BHOCCY: BEN-STM	12/13/23	160.00
395963	GREATAMERICA FINANC	SV NOV23 POSTAGE MT	12/20/23	159.95
395963	GREATAMERICA FINANC	ECC NOV23 POSTAGE M	12/20/23	159.00
396019	PARALLEL TECHNOLOGI	SV - MAG LOCKS	12/20/23	158.75
396019	PARALLEL TECHNOLOGI	HL - MAG LOCKS	12/20/23	158.75
395814	BSN SPORTS, LLC	BASKETBALL SCOREBOO	12/13/23	157.90
395875	MENARDS - EDEN PRAI	HOSE ASSEMBLY	12/13/23	157.58
395826	DOWLING CATHOLIC HI	12/8-12/10 DEBATE E	12/13/23	155.00
V19488	AMY E FAIRWEATHER	NOV-DEC23 MILEAGE	12/29/23	154.25
V19445	STEPHANIE JANASKO	SNOM CONFERENCE	12/20/23	151.23
396066	BREAKDOWN SPORTS US	12/1-2 GBB TOURNAME	12/29/23	150.00
395849	ISD #112 - CHASKA H	12/1 COSMIC BOWL EN	12/13/23	150.00
395971	JEAN ORBISON VAN HE	CHORALE BOREALE 926	12/20/23	150.00
396131	LYON & HEALY HARPS,	SHIPPING/HANDLING	12/29/23	150.00
395795	MINNESOTA SCIENCE O	TEAM REGISTRATION	12/06/23	150.00
396011	NORTHERN LIGHTS CON	SADIES: COTTON CAND	12/20/23	150.00
396018	OSI ENVIRONMENTAL I	FILTERS/RAGS/DISPOS	12/20/23	150.00
396052	SPORTS PRO LLC	WELLNESS CTR: ELLIP	12/29/23	150.00
395963	GREATAMERICA FINANC	EHS DEC23 POSTAGE M	12/20/23	149.95
396044	UNITED REFRIGERATIO	CC - TEMP CONTROL	12/20/23	149.44
395991	MENARDS - EDEN PRAI	STEP LADDER/PLUGS	12/20/23	147.41
395759	OPENTEXT INC	NOV23 FAX SERVICES	12/06/23	145.04
396112	JARED SCHONNING	GHOCCY: MAPLE GROV	12/29/23	145.00
396127	KEITH TOWNSEND	GHOCCY: MAPLE GROV	12/29/23	145.00
395800	ALL STRINGS ATTACHE	BOW REHAIR	12/13/23	144.00
396149	NICHOLAS FOSSUM	GHOCCY: MAPLE GROV	12/29/23	144.00
396164	SAFEGUARD BUSINESS	DEPOSIT TICKETS	12/29/23	143.37
396115	JESSEN PRESS INC	EPS #10 ENVELOPES	12/29/23	142.35
395825	DAVID COATES	DEBATE: NOVICE/JV	12/13/23	140.00
395841	HIGH NORTH INC	BSWIM: PENTATHLON	12/13/23	140.00
395856	JOSEPH ANNAREDDY	DEBATE: MINNEAPPLE	12/13/23	140.00
396121	JOSEPH ANNAREDDY	DEBATE: NOVICE/JV	12/29/23	140.00
396129	LEAH SUMMERS-MILNE	DEBATE: NOVICE/JV	12/29/23	140.00
395894	RICHELLE LIES	DEBATE: NOVICE/JV	12/13/23	140.00
395911	TERRY BUMGARNER	BSWIM: PENTATHLON	12/13/23	140.00
395961	GRAINGER	BOILER TEMP GAUGES	12/20/23	139.26
V19484	BRUCE W COLES	NOV-DEC23 CELL PHON	12/29/23	138.65
396117	JINA ENGELSMA	TOY DRIVE DONUTS	12/29/23	137.75
396005	MONICA MOHN	WEDDING DANCE 913-B	12/20/23	136.50
395710	FACTORY MOTOR PARTS	BATTERY	12/06/23	133.28
395743	MATSON HOLDINGS, IN	VARIOUS TOOLS	12/06/23	133.25
395834	GENERAL PARTS LLC	VALVE	12/13/23	133.19
395903	SHAWN NELSON	SOCCER SEMI-FINALS	12/13/23	131.00
396176	SUMMIT FIRE PROTECT	VV - FIRE EXTINGUIS	12/29/23	129.72
395685	AMERICAN SCHOOL COU	MEMBERSHIP - E.L.	12/06/23	129.00
396092	GARY SMITH	WRESTLING: EDEN PRA	12/29/23	129.00
395895	RM COTTON CO	SALT FOR BOILER DRA	12/13/23	129.00
395778	STAR AUTISM SUPPORT	SHIPPING/HANDLING	12/06/23	125.00
395779	STEM SMART LLC	1004-K4210B YOUNG E	12/06/23	122.62
395868	LIGHTNING PRINTING	MARCHING BAND BOOKS	12/13/23	122.27
395680	93 SKIP LLC	BUS - NOV23 SOLAR P	12/06/23	121.60

Check No.	Vendor	Description	Date	Amount
395966	HOGLUND BUS COMPANY	ALIGNMENT	12/20/23	121.25
395956	FRESHPOINT BIX PROD	KC CS SNACKS	12/20/23	118.19
V19486	CARLEY L DAUM	CLASSROOM SUPPLIES	12/29/23	117.93
395713	FRESHPOINT BIX PROD	KC CC SNACKS	12/06/23	116.58
395713	FRESHPOINT BIX PROD	KC HL SNACKS	12/06/23	116.34
V19481	JENNIFER JOSEY BORE	FAMILY CLASS FOOD/T	12/29/23	115.87
395835	GENERAL SECURITY SE	EHS-NOV23 PATROL RE	12/13/23	115.00
396029	SCHMITT MUSIC COMPA	BAND SUPPLIES	12/20/23	111.38
395878	MIDWEST BUS PARTS I	SWITCH	12/13/23	110.70
395828	EDUCATORS BENEFIT C	ACT BASE FEE	12/13/23	110.36
395718	GROTH MUSIC COMPANY	BAND MUSIC	12/06/23	110.00
395718	GROTH MUSIC COMPANY	BAND SUPPLIES	12/06/23	109.96
395900	SCHMITT MUSIC COMPA	BARITONE REPAIR	12/13/23	108.00
395960	GRAINGER	ADHESIVE BOTTLE/#4-	12/20/23	107.45
V19492	ERIC D HAMILTON	NOV-DEC23 MILEAGE	12/29/23	107.42
395884	ODP BUSINESS SOLUTI	OFFICE/HEALTH SUPPL	12/13/23	105.87
395713	FRESHPOINT BIX PROD	KC CN SNACKS	12/06/23	105.40
396104	HOUSE OF NOTE	CELLO REPAIR	12/29/23	105.00
395731	JW PEPPER & SON INC	ORCHESTRA MUSIC	12/06/23	105.00
395977	KIM PONCIUS	SEWING 6-12	12/20/23	105.00
395900	SCHMITT MUSIC COMPA	FRENCH HORN REPAIR	12/13/23	105.00
395790	WEST MUSIC COMPANY	RECORDER ORDER	12/06/23	104.93
395991	MENARDS - EDEN PRAI	VARIOUS HARDWARE	12/20/23	104.83
395952	FACTORY MOTOR PARTS	BRAKE FLUID	12/20/23	104.40
396098	GRAINGER	SUPPLIES	12/29/23	103.74
395900	SCHMITT MUSIC COMPA	ORCHESTRA SUPPLIES	12/13/23	103.38
395869	LITERACY RESOURCES,	4022 YELLOW BOOK 20	12/13/23	103.24
396105	IBSAA GELMO	GBSKTBALL: MINN SW	12/29/23	103.00
396133	MATTHEW RUFFIN	BBSKTBALL: CHANHASS	12/29/23	103.00
396137	MICHAEL BAKER	GBSKTBALL: EAST RID	12/29/23	103.00
396144	MITCHELL ROSE	GBSKTBALL: MINN SW	12/29/23	103.00
396144	MITCHELL ROSE	GBSKTBALL: NEW PRAG	12/29/23	103.00
396091	FRESHPOINT BIX PROD	KC CN SNACKS	12/29/23	102.43
395710	FACTORY MOTOR PARTS	BATTERY	12/06/23	102.28
395961	GRAINGER	EHS - PLUG/RECEPTAC	12/20/23	102.25
V19390	JAMIE HAWKINSON	23-24 BOSA MEMBERSH	12/06/23	102.15
V19473	JASON W STEGEMAN	CPA LICENSE	12/20/23	102.00
395954	FLEET PRIDE	BATTERY CABLE	12/20/23	101.30
V19382	TAMI JO J COOK	BOSA MEMBERSHIP	12/06/23	101.25
396005	MONICA MOHN	1009-B2031/2032 DAN	12/20/23	100.80
396058	ALEXANDRIA HIGH SCH	10/7 BOYS XC ENTRY	12/29/23	100.00
396058	ALEXANDRIA HIGH SCH	10/7 GRLS XC ENTRY	12/29/23	100.00
395806	APPLE INC	VPP CREDITS FOR SPE	12/13/23	100.00
V19424	LEONA MARLENE SANTI	23-24 BOSA ADMIN	12/13/23	100.00
395879	MN DEPT OF LABOR AN	ECC - ELEVATOR OPER	12/13/23	100.00
V19406	KORY M SMITH	NOV23 MILEAGE	12/06/23	99.95
395784	TROPHIES PLUS, INC.	GRLS STATE SWIM TRO	12/06/23	99.50
V19503	CHERYL L PARISH	PART B MILEAGE DEC	12/29/23	99.04
395813	BRIDGET TULLY	JAZZ MEET	12/13/23	99.00
V19400	CHERYL L PARISH	NOV23 PART B MILEAG	12/06/23	98.64
395992	METRO SALES INC	DEC23 ATHL COPIER	12/20/23	98.00
395731	JW PEPPER & SON INC	BAND MUSIC	12/06/23	97.99
396055	ADAM KNUTSON	BHOCKEY: EDEN PRAIR	12/29/23	97.00
396086	ERIC THOM	BHOCKEY: EDEN PRAIR	12/29/23	97.00
395836	GLENDON SEAL	BHOCKEY: BEN-STM	12/13/23	97.00
396095	GLENDON SEAL	BHOCKEY: GRAND RAPI	12/29/23	97.00
396096	GLENN HAGBERG JR	BHOCKEY: ELK RIVER	12/29/23	97.00
396113	JASON BERGERON	BHOCKEY: CHASKA	12/29/23	97.00
396119	JOHN PRIESTER	BHOCKEY: ELK RIVER	12/29/23	97.00
396132	MATTHEW KLEIN	BHOCKEY: EDEN PRAIR	12/29/23	97.00
396139	MICHAEL ELAM	BHOCKEY: ELK RIVER	12/29/23	97.00
396183	TIMOTHY LIKES	BHOCKEY: GRAND RAPI	12/29/23	97.00
V19490	NICHOLAS J GAUDETTE	WINTER JUBILEE DECO	12/29/23	95.94
395923	ASTLEFORD INTERNATI	HARNES	12/20/23	95.45
396098	GRAINGER	STROBE WIRE CAGES	12/29/23	95.28
396074	CHRISTIAN ROEMHILDT	BBSKTBALL: WACONIA	12/29/23	95.00
395988	MARK WAVINAK	WOODSHOP ENR REIMB	12/20/23	95.00
396138	MICHAEL BARNES	BBSKTBALL: WACONIA	12/29/23	95.00

Check No.	Vendor	Description	Date	Amount
395875	MENARDS - EDEN PRAI	2.5 GAL DEF (10)	12/13/23	94.80
395758	ODP BUSINESS SOLUTI	GRD 2 SUPPLIES	12/06/23	94.72
395789	WATERTEK TD LLC	VV - WATER FILTER	12/06/23	93.64
395798	ADAM TOTH	GHOKEY: BEN-STM	12/13/23	92.00
395839	HALEY LUDWIG	GHOKEY: HILL-MURR	12/13/23	92.00
395901	SCOTT BARTA	GHOKEY: HOLY FAM	12/13/23	92.00
395955	FORKLIFTS OF MINNES	ELECTRIC VEHICLE MA	12/20/23	91.81
396078	CROWN EQUIPMENT COR	PLANNED MAINTENANCE	12/29/23	90.00
395958	GENERAL SECURITY SE	CC - PATROL STANDBY	12/20/23	90.00
395958	GENERAL SECURITY SE	CN - PATROL STANDBY	12/20/23	90.00
395958	GENERAL SECURITY SE	HL - PATROL STANDBY	12/20/23	90.00
395958	GENERAL SECURITY SE	CS - PATROL STANDBY	12/20/23	90.00
395958	GENERAL SECURITY SE	CV - PATROL STANDBY	12/20/23	90.00
395958	GENERAL SECURITY SE	ECC - PATROL STANDB	12/20/23	90.00
395958	GENERAL SECURITY SE	EHS - PATROL STANDB	12/20/23	90.00
395958	GENERAL SECURITY SE	SV - PATROL STANDBY	12/20/23	90.00
395958	GENERAL SECURITY SE	VV - PATROL STANDBY	12/20/23	90.00
395958	GENERAL SECURITY SE	BUS - PATROL STANDB	12/20/23	90.00
395877	MIDAMERICA ADMIN &R	HRA ADMIN FEE 3Q23	12/13/23	90.00
396003	MN TOPPS	MNTOPSS CONFERENCE	12/20/23	90.00
396017	OCCUPATIONAL MEDICI	DOT PHYSICAL - G.D.	12/20/23	90.00
396017	OCCUPATIONAL MEDICI	DOT PHYSICAL - S.P.	12/20/23	90.00
396017	OCCUPATIONAL MEDICI	DOT PHYSICAL - J.K.	12/20/23	90.00
396017	OCCUPATIONAL MEDICI	DOT PHYSICAL - D.J.	12/20/23	90.00
396017	OCCUPATIONAL MEDICI	DOT PHYSICAL - M.P.	12/20/23	90.00
396017	OCCUPATIONAL MEDICI	DOT PHYSICAL - R.S.	12/20/23	90.00
396017	OCCUPATIONAL MEDICI	DOT PHYSICAL - R.S.	12/20/23	90.00
395869	LITERACY RESOURCES,	4020 BLUE BOOK 2022	12/13/23	89.00
V19379	WHITNEY BRAUCHLA	UBER: TO HOTEL	12/06/23	88.88
396172	SHRED RIGHT	EHS - SHREDDING	12/29/23	88.49
395731	JW PEPPER & SON INC	ORCHESTRA MUSIC	12/06/23	87.99
395875	MENARDS - EDEN PRAI	CONSTR SUPPLIES	12/13/23	87.69
395732	KARI NORMAN	CANDY FOR SADIES	12/06/23	87.46
396090	FORKLIFTS OF MINNES	ELEC VEHICLE MAINT	12/29/23	85.62
395896	ROBBINSDALE DEBATE	11/18 DEBATE ENTRY	12/13/23	85.50
395961	GRAINGER	PULLEY/BELT	12/20/23	85.40
396123	JOSEPH KOCH III	BHOKEY: HOLIDAY CL	12/29/23	85.00
396123	JOSEPH KOCH III	BHOKEY: HOLIDAY CL	12/29/23	85.00
396065	BRADLEY REKSTAD	BBSKTBALL: WACONIA	12/29/23	84.00
395814	BSN SPORTS, LLC	SWIM COACH DECO	12/13/23	84.00
395816	CASEY HAAS	GBSKTBALL: CROSBY	12/13/23	84.00
396073	CHERYL BOLITHO	GBSKTBALL: MINN SW	12/29/23	84.00
396079	DANIEL KVITRUD	GBSKTBALL: MARANATH	12/29/23	84.00
396080	DAVID SCHMEICHEL	GBSKTBALL: MINN SW	12/29/23	84.00
396084	EARLIHUE THOMPSON	GBSKTBALL: MARANATH	12/29/23	84.00
396118	JOHN MUGFORD	GBSKTBALL: EAST RID	12/29/23	84.00
395857	JOSEPH DRONEN	GBSKTBALL: CROSBY	12/13/23	84.00
396126	KEESHA PRINGLE	GBSKTBALL: MARANATH	12/29/23	84.00
396130	LUCAS BERG	BBSKTBALL: WACONIA	12/29/23	84.00
396142	MIKE CANTONE	BBSKTBALL: CHANHASS	12/29/23	84.00
395883	NATHAN PARPART	GBSKTBALL: CROSBY	12/13/23	84.00
396156	PHILIP AYENI	BBSKTBALL: CHANHASS	12/29/23	84.00
396169	SCOTT PETERSON	BBSKTBALL: WACONIA	12/29/23	84.00
396185	TODD HOLTZ	BBSKTBALL: CHANHASS	12/29/23	84.00
396188	WILLIAM HICKS	GBSKTBALL: EAST RID	12/29/23	84.00
V19486	CARLEY L DAUM	CLASSROOM SUPPLIES	12/29/23	83.95
396167	SCHOOL SPECIALTY, L	SCIENCE MATERIALS	12/29/23	83.95
396115	JESSEN PRESS INC	BUSINESS CARDS: F.O	12/29/23	82.25
V19472	NATALIE M SPICER	NOV-DEC23 MILEAGE	12/20/23	81.74
396082	DELEGARD TOOL COMPA	WRENCH/FOAM	12/29/23	81.22
395782	T-MOBILE	ECC MAINT - NOV23	12/06/23	80.81
396184	T-MOBILE	ECC MAINT - DEC23	12/29/23	80.81
396091	FRESHPOINT BIX PROD	KC CS SNACKS	12/29/23	80.55
396067	BRENDAN BOCHE	BHOKEY: CHASKA	12/29/23	80.00
396088	ETHAN PFIFFER	BHOKEY: ELK RIVER	12/29/23	80.00
396122	JOSEPH DE JARNETT	BHOKEY: ELK RIVER	12/29/23	80.00
396124	JOSHUA GAUGHAN	BHOKEY: GRAND RAPI	12/29/23	80.00
396140	MICHAEL MISNER	BHOKEY: HOLIDAY CL	12/29/23	80.00

Check No.	Vendor	Description	Date	Amount
396150	NOAH SUNDBERG	BHOCKEY: EDEN PRAIR	12/29/23	80.00
395885	OLIVER NORDNESS	BHOCKEY: BEN-STM	12/13/23	80.00
396165	SAM PITKA	BHOCKEY: GRAND RAPI	12/29/23	80.00
396168	SCOTT JOHNSON / SIN	BHOCKEY: CHASKA	12/29/23	80.00
395744	MENARDS - EDEN PRAI	CLAMPS	12/06/23	79.93
395808	BARNES & NOBLE INC	BOOKS FOR CS	12/13/23	79.14
396180	TERRY BUMGARNER	BSWIM: STMA	12/29/23	79.00
395802	ALLISON HELGREN	JAZZ MEET	12/13/23	78.00
395807	APRIL HARRINGTON	JAZZ MEET	12/13/23	78.00
395702	DECA	STUDENT MEMBERSHIPS	12/06/23	78.00
395830	ERIN LUTZ-WILLIAMS	JAZZ MEET	12/13/23	78.00
395983	LINDA MULLENBACH	JAZZ MEET	12/20/23	78.00
395876	MERCEDES CONNORS	JAZZ MEET	12/13/23	78.00
395948	ECM PUBLISHERS INC	OCT 16 WS MINUTES	12/20/23	76.80
395991	MENARDS - EDEN PRAI	TOOLS/CABLE CLAMPS	12/20/23	76.64
395731	JW PEPPER & SON INC	BAND MUSIC	12/06/23	76.00
395928	BENILDE ST MARGARET	JV DANCE MEET ENTRY	12/20/23	75.00
395731	JW PEPPER & SON INC	BAND MUSIC	12/06/23	75.00
395987	MARK GAVIC	SOFTBALL MISSED PMT	12/20/23	75.00
395987	MARK GAVIC	SOFTBALL MISSED PMT	12/20/23	75.00
396004	MN URBAN DEBATE LEA	11/18 DEBATE ENTRY	12/20/23	75.00
396174	SQUIRES, WALDSPURGE	LEGAL SERV: BOARD	12/29/23	74.00
396125	JW PEPPER & SON INC	CHORAL MUSIC	12/29/23	73.75
396157	PREMIUM WATERS INC	WATER FOR DMTS	12/29/23	73.49
395744	MENARDS - EDEN PRAI	BUILDING REPAIR SUP	12/06/23	72.89
396191	CATALYST SOURCING S	ONDEMAND/FACILITIES	12/29/23	72.50
395990	MCKESSON MEDICAL SU	HEALTH OFFICE SUPPL	12/20/23	72.41
V19436	BEDSTON A BURRELL	NOV23 MILEAGE IN-D	12/20/23	72.31
395739	LENOVO-USA INC	LAPTOP REPAIR	12/06/23	72.26
395843	INGCO INTERNATIONAL	TRANSLATION RUSH FE	12/13/23	72.13
395944	CULLIGAN BOTTLED WA	DEC23 WATER RENTAL	12/20/23	71.09
395948	ECM PUBLISHERS INC	OCT 24 WS MINUTES	12/20/23	70.40
395825	DAVID COATES	DEBATE: UM BROOKS	12/13/23	70.00
396121	JOSEPH ANNAREDDY	DEBATE: EDINA TOURN	12/29/23	70.00
396121	JOSEPH ANNAREDDY	DEBATE: BLAKE	12/29/23	70.00
395865	LEAH SUMMERS-MILNE	DEBATE: RROSEVILLE	12/13/23	70.00
395865	LEAH SUMMERS-MILNE	DEBATE: TOURNEY	12/13/23	70.00
395865	LEAH SUMMERS-MILNE	DEBATE: UM BROOKS	12/13/23	70.00
395879	MN DEPT OF LABOR AN	SV-BOILER/PRESSURE	12/13/23	70.00
395894	RICHELLE LIES	DEBATE: FARMINGTON	12/13/23	70.00
395878	MIDWEST BUS PARTS I	BULB	12/13/23	69.70
395953	SHRED-IT USA	VV - SHREDDING	12/20/23	69.49
396057	ADVANCED IMAGING SO	LEASE 01.08 0631790	12/29/23	68.96
395889	PREMIUM WATERS INC	WATER FOR DMTS/ENRO	12/13/23	67.49
395758	ODP BUSINESS SOLUTI	CONSTRUCTION PAPER	12/06/23	66.09
395818	CHRISTIAN ROEMHILDT	GBSKTBALL: CROSBY	12/13/23	66.00
395821	CONNOR BUDNER	GBSKTBALL: CROSBY	12/13/23	66.00
396109	JACK PEICK	GBSKTBALL: EAST RID	12/29/23	66.00
395970	JAMES PETERSON	VV WRESTLING	12/20/23	66.00
395986	MARK DOBLE	12/5 WRESTLING OFFI	12/20/23	66.00
396034	SOCIAL THINKING PUB	ZONES OF REGULATION	12/20/23	65.94
395875	MENARDS - EDEN PRAI	CUSTODIAL SUPPLIES	12/13/23	65.83
395900	SCHMITT MUSIC COMPA	VIOLIN STRINGS/ETC	12/13/23	65.38
396063	BIO CORPORATION	#CA-51019 QUAIL SKE	12/29/23	65.23
V19411	ABIGAIL L WILFAHRT	NOV23 CELL PHONE	12/06/23	65.00
V19399	MATTHEW K MOSBY	NOV23 CELL PHONE	12/06/23	65.00
V19480	MERT T WOODARD	NOV23 CELL PHONE	12/20/23	65.00
V19512	MERT T WOODARD	DEC23 CELL PHONE	12/29/23	65.00
395994	MINNDEPENDENT	STEM REG - OLG: J.G	12/20/23	65.00
V19396	NATASHA L MONSAAS-D	NOV23 CELL PHONE	12/06/23	65.00
V19434	PETER M BLACKWELL	NOV23 CELL PHONE	12/20/23	65.00
V19434	PETER M BLACKWELL	DEC23 CELL PHONE	12/20/23	65.00
V19495	RACHEL M HICKS	NOV23 CELL PHONE	12/29/23	65.00
V19495	RACHEL M HICKS	DEC23 CELL PHONE	12/29/23	65.00
V19454	SIERRA JADE OVERTON	OCT23 CELL PHONE	12/20/23	65.00
V19454	SIERRA JADE OVERTON	NOV23 CELLP HONE	12/20/23	65.00
V19451	THOMAS LYMAN	DEC23 CELL PHONE	12/20/23	65.00
V19462	TIMOTHY J RODEN	DEC23 CELL PHONE	12/20/23	65.00

Check No.	Vendor	Description	Date	Amount
V19421	TRENT J OSTMAN	NOV23 CELL PHONE	12/13/23	65.00
395694	CENTURYLINK	CC 11/19-12/18/23	12/06/23	64.74
395948	ECM PUBLISHERS INC	OCT 27 SPEC MINUTES	12/20/23	64.00
395772	SCHOOL SPECIALTY, L	#9780838878033 EXP	12/06/23	63.63
395736	KINETIC ENERGY, INC	ND - OCT23 SERVICE	12/06/23	63.54
V19505	KORY M SMITH	DEC23 CELL PHONE	12/29/23	62.05
V19418	MICHAEL A KILANOWSK	NOV23 CELL PHONE	12/13/23	61.88
V19418	MICHAEL A KILANOWSK	DEC23 CELLPHONE	12/13/23	61.88
V19466	SONYA LEIGH SAILER	DEC23 CELL PHONE	12/20/23	61.22
395755	MSCA-MN SCHOOL COUN	MEMBERSHIP - E.L.	12/06/23	60.00
V19508	ZHUO WANG	GIMKIT PRO MEMBERSH	12/29/23	59.88
V19497	DARCY RUTHANN IMMER	C DAY FLEX SESSION	12/29/23	59.87
V19506	KATHERINE SUE STRAN	DEC23 PART B MILEAG	12/29/23	58.75
395934	CENTURYLINK	VV 11/28-12/27/23	12/20/23	58.74
395956	FRESHPOINT BIX PROD	KC CC SNACKS	12/20/23	58.29
V19473	JASON W STEGEMAN	NOV23 CELL PHONE	12/20/23	57.99
V19402	DEBRA K RICHARDS	OCT23 MILEAGE IN-D	12/06/23	57.44
V19509	JANEL M WEILAND	CLASSROOM SUPPLIES	12/29/23	56.95
V19431	KOURTNEE A. BAUKOL	COSTUME SUPPLIES	12/20/23	56.94
V19417	ELIZABETH K HOUTZ	LAB SUPPLIES	12/13/23	55.75
395731	JW PEPPER & SON INC	ORCHESTRA MUSIC	12/06/23	55.00
395731	JW PEPPER & SON INC	ORCHESTRA MUSIC	12/06/23	55.00
395731	JW PEPPER & SON INC	ORCHESTRA MUSIC	12/06/23	55.00
395731	JW PEPPER & SON INC	BAND MUSIC	12/06/23	54.99
395758	ODP BUSINESS SOLUTI	BOOKCASE	12/06/23	54.99
395693	BUSINESS ESSENTIALS	8.5X11 CANARY QTY 1	12/06/23	54.36
395693	BUSINESS ESSENTIALS	8.5X11 BLUE QTY 1	12/06/23	54.36
395693	BUSINESS ESSENTIALS	8.5X11 GREEN QTY 1	12/06/23	54.36
395693	BUSINESS ESSENTIALS	8.5X11 PINK QTY 1	12/06/23	54.36
395693	BUSINESS ESSENTIALS	8.5X11 GOLDENROD QT	12/06/23	54.30
396115	JESSEN PRESS INC	BUSINESS CARDS: J.C	12/29/23	54.25
396115	JESSEN PRESS INC	BUSSINESS CARDS: L.	12/29/23	54.25
396082	DELEGARD TOOL COMPA	BATTERY TESTER	12/29/23	53.91
V19413	AMY L LATHROP	STUDENT COUNCIL SNA	12/13/23	53.90
V19431	KOURTNEE A. BAUKOL	COSTUME SUPPLIES	12/20/23	53.78
V19431	KOURTNEE A. BAUKOL	COSTUME SUPPLIES	12/20/23	52.92
395838	GRAINGER	POWER PACK	12/13/23	52.67
V19504	CAROLYN PROCTOR	DEC23 CELL PHONE	12/29/23	52.50
396099	GREGORY GOOD	GBSKTBALL: MARANATH	12/29/23	52.50
V19493	JENNIFER E HARRITS	COOKIES: WEB LEADER	12/29/23	52.41
395783	TRI-STATE BOBCAT IN	DW - TURN TAB	12/06/23	52.32
V19440	TAMARA K FORBY	NOV23 CELL PHONE	12/20/23	51.91
V19440	TAMARA K FORBY	DEC23 CELL PHONE	12/20/23	51.91
395952	FACTORY MOTOR PARTS	HARNESS	12/20/23	51.73
395900	SCHMITT MUSIC COMPA	SLIDE-O-MIX TROMBON	12/13/23	50.94
V19414	SARAH J BURGESS	BKF BOOK CLUB DONUT	12/13/23	50.93
V19394	DERRICK J LIDSTONE	NOV23 CELL PHONE	12/06/23	50.90
395782	T-MOBILE	CN MAINT - NOV23	12/06/23	50.61
396184	T-MOBILE	CN MAINT - DEC23	12/29/23	50.61
V19512	MERT T WOODARD	SIGNATURE STAMP - M	12/29/23	50.48
V19433	CESLEY R BERGSTEN	JAN24 CELL PHONE	12/20/23	50.45
V19433	CESLEY R BERGSTEN	DEC23 CELL PHONE	12/20/23	50.45
395838	GRAINGER	SUPPLIES	12/13/23	50.43
V19487	DANIEL W DEGENAAR	APA MEMBERSHIP	12/29/23	50.00
V19393	SHAWNEE L KRUEGER	WORKSHOP REGISTRATI	12/06/23	50.00
395913	TRI-STATE BOBCAT IN	FILES/PADS	12/13/23	49.69
V19431	KOURTNEE A. BAUKOL	COSTUME SUPPLIES	12/20/23	49.40
396135	MENARDS - GOLDEN VA	DOOR SEAL	12/29/23	49.33
396097	GOPHER STATE ONE-CA	NOV23 BILLABLE TICK	12/29/23	48.60
V19489	GENEVA M FITZSIMOND	JAZZ BAND MUSIC	12/29/23	48.20
395706	EDINA GIVE & GO	G&G PAYROLL DEDUCTI	12/06/23	48.00
395991	MENARDS - EDEN PRAI	BATTERIES/UTILITY K	12/20/23	47.72
396102	HOGLUND BUS COMPANY	O-RINGS	12/29/23	47.40
V19415	BLANCA E DIAZ DE LE	NOV23 CELL PHONE	12/13/23	47.20
395718	GROTH MUSIC COMPANY	YAMAHA DRUM HEAD	12/06/23	47.00
V19379	WHITNEY BRAUCHLA	UBER: TO AIRPORT	12/06/23	46.56
V19393	SHAWNEE L KRUEGER	NOV23 CELL PHONE	12/06/23	45.82
V19389	SCOTT H HIPPIE	NOV23 CELL PHONE	12/06/23	45.46

Check No.	Vendor	Description	Date	Amount
395772	SCHOOL SPECIALTY, L	#9780838878019 EXP	12/06/23	45.45
395772	SCHOOL SPECIALTY, L	#9780838878026 EXP	12/06/23	45.45
V19504	CAROLYN PROCTOR	OCT-DEC23 MILEAGE	12/29/23	45.00
V19387	ERIC D HAMILTON	NOV23 CELL PHONE	12/06/23	45.00
V19492	ERIC D HAMILTON	DEC23 CELL PHONE	12/29/23	45.00
395900	SCHMITT MUSIC COMPA	FRENCH HORN REPAIR	12/13/23	45.00
395878	MIDWEST BUS PARTS I	CLAMP	12/13/23	44.69
V19391	THOMAS J JOHNSTON	NOV23 CELL PHONE	12/06/23	44.62
396063	BIO CORPORATION	#B005P BEEF EYE	12/29/23	44.00
V19441	ALAN K HENDRICKSON	MID DEC23 MILEAGE	12/20/23	43.89
395743	MATSON HOLDINGS, IN	TOOL	12/06/23	43.25
V19511	MOLLY FREY WOLFE	SPED FILE FOLDERS	12/29/23	43.12
395861	KATHERINE SCHNEEMAN	JAZZ MEET	12/13/23	42.50
V19499	JENNIFER J JOUPPI	LATINO FAMILY EVENT	12/29/23	42.40
395782	T-MOBILE	ATHL - NOV23	12/06/23	42.23
396184	T-MOBILE	ATHLETICS - DEC23	12/29/23	42.23
V19482	LORI J CARTER	COFFEE FOR TRAINING	12/29/23	42.00
V19484	BRUCE W COLES	OCT-DEC23 MILEAGE	12/29/23	41.66
V19501	BETHANY A MOHS	DEC23 MILEAGE	12/29/23	41.59
395843	INGCO INTERNATIONAL	TRANSLATION (SO)	12/13/23	41.16
395838	GRAINGER	FAN BELTS	12/13/23	41.09
396115	JESSEN PRESS INC	BUSSINESS CARDS: B.	12/29/23	41.00
396115	JESSEN PRESS INC	BUSSINESS CARDS: S.	12/29/23	41.00
396115	JESSEN PRESS INC	BUSINESS CARDS: J.F	12/29/23	41.00
V19510	ANNE C WELLS	NOV-DEC23 MILEAGE	12/29/23	40.74
395958	GENERAL SECURITY SE	CV-DEC23 INTR MONIT	12/20/23	40.08
395958	GENERAL SECURITY SE	ECC-DEC23 INTR MONI	12/20/23	40.08
395958	GENERAL SECURITY SE	EHS-DEC23 INTR MONI	12/20/23	40.08
395958	GENERAL SECURITY SE	SV-DEC23 INTR MONIT	12/20/23	40.08
395958	GENERAL SECURITY SE	VV-DEC23 INTR MONIT	12/20/23	40.08
395958	GENERAL SECURITY SE	CC-DEC23 INTR MONIT	12/20/23	40.08
395958	GENERAL SECURITY SE	CN-DEC23 INTR MONIT	12/20/23	40.08
395958	GENERAL SECURITY SE	HL-DEC23 INTR MONIT	12/20/23	40.08
395966	HOGLUND BUS COMPANY	OIL LCHANGE NON-WTY	12/20/23	40.04
395900	SCHMITT MUSIC COMPA	BARITONE REPAIR	12/13/23	40.00
395757	NOVEL EFFECT INC	PREMIUM SUBSC - CS	12/06/23	39.99
V19498	CASEY A JERGENS	STUDENT SUPPLIES	12/29/23	39.97
V19388	SANDRA M HARLEY	NOV23 MILEAGE IN-D	12/06/23	39.37
V19431	KOURTNEE A. BAUKOL	COSTUME SUPPLIES	12/20/23	39.19
V19416	CHRISTOPHER I HOLDE	UBER: TO D.C. AIRPO	12/13/23	39.05
395886	PEARSON EDUCATION I	SHIPPING/HANDLING	12/13/23	39.05
V19420	MARIT OBERLE	DAY 2 LUN: SILVER D	12/13/23	39.02
396179	TEACHING STRATEGIES	SHIPPING/HANDLING	12/29/23	39.00
V19431	KOURTNEE A. BAUKOL	COSTUME SUPPLIES	12/20/23	38.99
395838	GRAINGER	HPS BULB 250W (2)	12/13/23	38.76
V19379	WHITNEY BRAUCHLA	UBER: DROM AIRPORT	12/06/23	38.75
396098	GRAINGER	ND - WHEELS	12/29/23	38.12
V19408	ROLLAND T TALAN	NOV23 MILEAGE IN-D	12/06/23	38.12
395768	RUSSELL SECURITY RE	NEW KEYS	12/06/23	38.00
V19500	JULIE M GABRIELSON	DEC23 CELL PHONE	12/29/23	37.90
395843	INGCO INTERNATIONAL	TRANSLATION PROJ MG	12/13/23	37.50
395843	INGCO INTERNATIONAL	TRANSLATE:PROJ MGMT	12/13/23	37.50
395782	T-MOBILE	CS MAINT - NOV23	12/06/23	37.47
395782	T-MOBILE	CV MAINT - NOV23	12/06/23	37.47
395782	T-MOBILE	CC MAINT - NOV23	12/06/23	37.47
396184	T-MOBILE	CS MAINT - DEC23	12/29/23	37.47
396184	T-MOBILE	CV MAINT - DEC23	12/29/23	37.47
396184	T-MOBILE	CC MAINT - DEC23	12/29/23	37.47
V19467	ELIZABETH A SANDVIC	PD COMMITTEE SNACKS	12/20/23	37.34
396125	JW PEPPER & SON INC	CHORAL MUSIC	12/29/23	36.99
395758	ODP BUSINESS SOLUTI	SCOTH TAPE	12/06/23	36.99
395884	ODP BUSINESS SOLUTI	OFFICE/HEALTH SUPPL	12/13/23	36.99
395782	T-MOBILE	DMTS - NOV23	12/06/23	36.88
396184	T-MOBILE	DMTS MAINT - DEC23	12/29/23	36.88
395782	T-MOBILE	ECSE - NOV23	12/06/23	36.81
396184	T-MOBILE	ECSE - DEC23	12/29/23	36.81
396087	ESCREEN, INC.	DOT TESTS - MULTI	12/29/23	36.75
395900	SCHMITT MUSIC COMPA	ORCHESTRA MUSIC	12/13/23	36.73

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396037	STATE SUPPLY COMPAN	AIR VENT	12/20/23	36.22
V19395	BETHANY A MOHS	NOV23 MILEAGE IN-D	12/06/23	36.09
395881	MRI SOFTWARE LLC	EMPLOYEE BKGD CHECK	12/13/23	36.00
V19419	KRISTIAN T MOE	COUNSELOR MTG COFFE	12/13/23	35.98
395890	PREMIUM WATERS INC	DEC23 HOT/COLD WATE	12/13/23	35.95
395875	MENARDS - EDEN PRAI	CUSTODIAL SUPPLIES	12/13/23	35.94
395835	GENERAL SECURITY SE	BUS-NOV23 PATROL RE	12/13/23	35.00
V19485	STEVEN CURTIS CULLI	NOV23 CELL PHONE	12/29/23	35.00
395961	GRAINGER	2 BELTS	12/20/23	34.90
395803	AMAZON CAPITAL SERV	INNOVERA IVR10014 C	12/13/23	34.84
396057	ADVANCED IMAGING SO	LEASE 01.08 0631790	12/29/23	34.15
V19413	AMY L LATHROP	STUDENT COUNCIL SNA	12/13/23	33.94
V19416	CHRISTOPHER I HOLDE	LYFT: TO HOME	12/13/23	33.22
V19431	KOURTNEE A. BAUKOL	COSTUME SUPPLIES	12/20/23	32.95
V19409	PETER VASKE	NOV23 CELL PHONE	12/06/23	32.27
V19440	TAMARA K FORBY	NOV-DEC23 MILEAGE	12/20/23	32.03
396125	JW PEPPER & SON INC	CHORAL MUSIC	12/29/23	32.00
395728	JH LARSON COMPANY	PLUMBING REPAIR PAR	12/06/23	31.84
396114	JERRY'S HARDWARE	CUSTODIAL SUPPLIES	12/29/23	31.49
395991	MENARDS - EDEN PRAI	"3"" CASTERS"	12/20/23	31.32
V19416	CHRISTOPHER I HOLDE	LYFT: TO AIRPORT	12/13/23	31.19
396125	JW PEPPER & SON INC	CHORAL MUSIC	12/29/23	30.99
395904	SHRED RIGHT	WO 0020116 SPED	12/13/23	30.00
395904	SHRED RIGHT	WO 0020116 HR	12/13/23	30.00
395904	SHRED RIGHT	WO 0020116 FINANCE	12/13/23	30.00
V19443	STACI N HOUSE	NOV23 CELL PHONE	12/20/23	30.00
V19379	WHITNEY BRAUCHLA	DAY 3 DINNER	12/06/23	30.00
V19491	AMY J GILBERTSON-DO	HEALTHY CONN SLT TR	12/29/23	29.98
396141	MICHELLE BOVY	SADIES SCAV HUNT PR	12/29/23	29.97
V19420	MARIT OBERLE	DAY 1 LUN: FIORELLA	12/13/23	29.76
395770	SCHOOL HEALTH CORPO	#1040441 - ALCOHOL	12/06/23	29.70
396101	HILARY SANTONI	TAPE FOR SADIES	12/29/23	29.57
395772	SCHOOL SPECIALTY, L	ART SUPPLIES	12/06/23	29.50
V19506	KATHERINE SUE STRAN	NOV23 PART B MILEAG	12/29/23	29.02
395964	G-SPORTS WRESTLING	WRESTLING CHART	12/20/23	29.00
395794	ZANER-BLOSER INC	SHIPPING/HANDLING	12/06/23	28.10
V19385	ANGIE LP ENDO	CLASSROOM DECOR	12/06/23	28.02
V19417	ELIZABETH K HOUTZ	LAB SUPPLIES	12/13/23	27.96
395873	MEDCO SUPPLY	TRAINING SUPPLIES	12/13/23	27.72
V19472	NATALIE M SPICER	OCT-DEC23 MILEAGE	12/20/23	27.51
V19403	ALEXANDRA SACKETT	SCIENCE 8 LAB SUPPL	12/06/23	26.98
395923	ASTLEFORD INTERNATI	CAPS	12/20/23	26.86
395944	CULLIGAN BOTTLED WA	NOV23 WATER RENTAL	12/20/23	26.70
V19494	ALAN K HENDRICKSON	DEC23 MILEAGE	12/29/23	26.20
V19420	MARIT OBERLE	DAY 1 BKF: GAYLORD	12/13/23	25.97
V19386	VICKIE GEIER	NOV23 MILEAGE IN-D	12/06/23	25.94
395803	AMAZON CAPITAL SERV	LARGE KRAFT PAPER R	12/13/23	25.79
395991	MENARDS - EDEN PRAI	3-GANG BOXES 2-COVE	12/20/23	25.54
V19455	GREGORY J PAFKO	NOV23 CELL PHONE	12/20/23	25.18
V19455	GREGORY J PAFKO	DEC23 CELL PHONE	12/20/23	25.18
395782	T-MOBILE	KC CC - NOV23	12/06/23	25.17
395782	T-MOBILE	KC CN - NOV23	12/06/23	25.17
395782	T-MOBILE	KC CS - NOV23	12/06/23	25.17
395782	T-MOBILE	KC HL - NOV23	12/06/23	25.17
395782	T-MOBILE	KC CV - NOV23	12/06/23	25.17
395782	T-MOBILE	KC ND - NOV23	12/06/23	25.17
396184	T-MOBILE	KC CC - DEC23	12/29/23	25.17
396184	T-MOBILE	KC CN - DEC23	12/29/23	25.17
396184	T-MOBILE	KC CS - DEC23	12/29/23	25.17
396184	T-MOBILE	KC HL - DEC23	12/29/23	25.17
396184	T-MOBILE	KC CV - DEC23	12/29/23	25.17
396184	T-MOBILE	KC ND - DEC23	12/29/23	25.17
V19470	LINDSEY R SMAKA	BORAX LAB SUPPLIES	12/20/23	25.16
V19385	ANGIE LP ENDO	LIBRARY BOOKS	12/06/23	25.00
V19401	KIMBERLY ANN REISTA	STUDENT INJURY	12/06/23	25.00
395905	SIGNUM SIGNS AND GR	NAME PLATE - F.O-S.	12/13/23	25.00
395915	U.S. SITEWORK, INC	2022 CV SITE IMPROV	12/13/23	25.00
V19379	WHITNEY BRAUCHLA	DAY 2 DINNER	12/06/23	25.00

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396070	BUILDING CONTROLS &	RELAY FOR AHU 2	12/29/23	24.48
V19498	CASEY A JERGENS	STUDENT SUPPLIES	12/29/23	24.40
V19398	JONATHAN C MOORE	NOV23 MILEAGE IN-D	12/06/23	24.24
395764	PREMIUM WATERS INC	DEC23 COOLER RENTAL	12/06/23	24.00
V19486	CARLEY L DAUM	CLASSROOM SUPPLIES	12/29/23	23.97
395875	MENARDS - EDEN PRAI	RV SPLASH/LUBE	12/13/23	23.96
396136	MENARDS - EDEN PRAI	SALT PELLETS	12/29/23	23.88
V19486	CARLEY L DAUM	CLASSROOM SUPPLIES	12/29/23	23.75
395803	AMAZON CAPITAL SERV	PENDAFLEX EXP FILE	12/13/23	23.62
395972	JERRY'S HARDWARE	DUCT TAPE/CLOTH	12/20/23	23.38
395972	JERRY'S HARDWARE	CEILING PAINT/PUMP	12/20/23	23.37
V19413	AMY L LATHROP	STUDENT COUNCIL SNA	12/13/23	23.36
395772	SCHOOL SPECIALTY, L	SHIPPING/HANDLING	12/06/23	23.18
396031	SCHOOL SPECIALTY, L	ART SUPPLIES	12/20/23	23.00
395717	GREGG SKAGGS	STUDENT COUNCIL CAK	12/06/23	22.99
V19378	JENNIFER JOSEY BORE	CLASSROOM SUPPLIES	12/06/23	22.93
395782	T-MOBILE	B&G - NOV23	12/06/23	22.09
396184	T-MOBILE	B&G - DEC23	12/29/23	22.09
396125	JW PEPPER & SON INC	CHORAL MUSIC	12/29/23	22.00
V19431	KOURTNEE A. BAUKOL	COSTUME SUPPLIES	12/20/23	21.99
V19498	CASEY A JERGENS	STUDENT SUPPLIES	12/29/23	21.98
396136	MENARDS - EDEN PRAI	PIPE CONNECTORS	12/29/23	21.98
V19443	STACI N HOUSE	NOV23 MILEAGE	12/20/23	21.62
395716	GRAINGER	VACUUM BREAKER KIT	12/06/23	21.56
V19478	JANEL M WEILAND	CLASSROOM SUPPLIES	12/20/23	21.46
395782	T-MOBILE	SV MAINT - NOV23	12/06/23	21.25
395782	T-MOBILE	BUS - NOV23	12/06/23	21.25
395782	T-MOBILE	VV MAINT - NOV23	12/06/23	21.25
396184	T-MOBILE	BUS - DEC23	12/29/23	21.25
396184	T-MOBILE	VV MAINT - DEC23	12/29/23	21.25
396006	MPS-SPECIAL SCHOOL	SHIPPING/HANDLING	12/20/23	21.00
V19378	JENNIFER JOSEY BORE	CLASSROOM SUPPLIES	12/06/23	20.95
395875	MENARDS - EDEN PRAI	EHS - TUBING	12/13/23	20.71
V19395	BETHANY A MOHS	NOV23 MILEAGE OUT-D	12/06/23	20.50
396000	MN DEPARTMENT OF PU	REGISTRATION 935260	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 931240	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 965769	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 954570	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 935259	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 951538	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 951544	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 957015	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 947578	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 913896	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 951452	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 965765	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 977191	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 977762	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 960207	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 929380	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 977760	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 977192	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 970412	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 960638	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 977761	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 800164	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 800165	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 939127	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 947564	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 943325	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 944428	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 944179	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 937699	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 973276	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 939128	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 934479	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 934480	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 946188	12/20/23	20.25

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396000	MN DEPARTMENT OF PU	REGISTRATION 951451	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 931239	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 942036	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 947565	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 961156	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 970410	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 957007	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 960640	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 970411	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 970409	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 977190	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 954571	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 958083	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 942661	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 936770	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 920727	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 912477	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 901029	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 916680	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 935261	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 958084	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 951535	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 943323	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 922636	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 904817	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 934481	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 965768	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 935803	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 937900	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 958082	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 944178	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 929023	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 929024	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 943623	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 939126	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 943333	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 944184	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 965766	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 931366	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 944185	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 948674	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 917499	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 929545	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 951537	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 951547	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 936232	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 965767	12/20/23	20.25
396000	MN DEPARTMENT OF PU	REGISTRATION 937901	12/20/23	20.25
396145	MN DEPARTMENT OF PU	REGISTRATION 952302	12/29/23	20.25
V19507	KATE TROSKEY	NOV-DEC23 MILEAGE	12/29/23	20.24
V19379	WHITNEY BRAUCHLA	DAY 1 DINNER	12/06/23	20.22
396017	OCCUPATIONAL MEDICI	DOT PHYSICAL - D.H.	12/20/23	20.00
V19384	ANNIKA L CULVER	OCT23 MILEAGE IN-D	12/06/23	19.91
V19384	ANNIKA L CULVER	OCT23 MILEAGE IN-D	12/06/23	19.91
V19488	AMY E FAIRWEATHER	NOV23 CELL PHONE	12/29/23	19.63
V19488	AMY E FAIRWEATHER	DEC23 CELL PHONE	12/29/23	19.63
V19496	ANGELA K HRUBY	NOV-DEC23 MILEAGE	12/29/23	19.52
V19384	ANNIKA L CULVER	10/18 DEHNS MILEAGE	12/06/23	19.52
V19384	ANNIKA L CULVER	10/18 DEHNS MILEAGE	12/06/23	19.52
396176	SUMMIT FIRE PROTECT	ECC - FIRE EXTINGUI	12/29/23	19.40
V19416	CHRISTOPHER I HOLDE	DAY 3 DINNER: CAVA	12/13/23	19.07
396147	MRI SOFTWARE LLC	EMPLOYEE BKGD CHECK	12/29/23	18.00
V19417	ELIZABETH K HOUTZ	LAB SUPPLIES	12/13/23	17.98
395958	GENERAL SECURITY SE	CS-DEC23 INTR MONIT	12/20/23	17.95
V19383	JENNA I PEPLOE COUR	NOV23 MILEAGE IN-D	12/06/23	17.82
395773	SHRED RIGHT	BUS - SHREDDING	12/06/23	17.73
V19384	ANNIKA L CULVER	NOV23 MILEAGE IN-D	12/06/23	17.42
V19384	ANNIKA L CULVER	NOV23 MILEAGE IN-D	12/06/23	17.42

Check No.	Vendor	Description	Date	Amount
V19378	JENNIFER JOSEY BORE	CLASSROOM SUPPLIES	12/06/23	17.25
395803	AMAZON CAPITAL SERV	KLEENEX SOOTHING LO	12/13/23	16.99
395844	INNOVATIVE OFFICE S	NAME PLATE - L.B.	12/13/23	16.79
395803	AMAZON CAPITAL SERV	EXPO LIQUID CLEANER	12/13/23	16.78
V19491	AMY J GILBERTSON-DO	HEALTHY CONN SLT TR	12/29/23	16.78
395972	JERRY'S HARDWARE	FASTENERS FOR DMTS	12/20/23	16.19
V19404	ELIZABETH A SANDVIC	NOV23 MILEAGE IN-D	12/06/23	16.05
V19381	HANNAH CHRISTIANSON	NOV23 MILEAGE IN-D	12/06/23	15.98
V19461	CAYLA R ROBERTS	NOV23 MILEAGE	12/20/23	15.72
V19422	PATRICIA PETTIS	11/2 SUPPER: VOLA'S	12/13/23	15.54
396176	SUMMIT FIRE PROTECT	SV - FIRE EXTINGUIS	12/29/23	15.52
396098	GRAINGER	EF RIB RELAY	12/29/23	15.48
V19385	ANGIE LP ENDO	CLASSROOM DECOR	12/06/23	15.00
V19380	JONATHAN D BUCKLEY	STATE FOOTBALL PARK	12/06/23	15.00
V19502	NATHANIEL H MURPHY	STATE FOOTBALL PARK	12/29/23	15.00
V19422	PATRICIA PETTIS	11/2 LUNCH: ROSA ME	12/13/23	15.00
V19422	PATRICIA PETTIS	11/3 BKFT: STARBUCK	12/13/23	15.00
V19422	PATRICIA PETTIS	11/3 LUNCH: FIORELL	12/13/23	15.00
V19422	PATRICIA PETTIS	11/4 LUNCH: SILVER	12/13/23	15.00
V19425	TROY STEIN	MSHSL CONF PARKING	12/13/23	15.00
V19379	WHITNEY BRAUCHLA	DAY 3 LUNCH	12/06/23	15.00
V19379	WHITNEY BRAUCHLA	DAY 4 LUNCH	12/06/23	15.00
V19379	WHITNEY BRAUCHLA	DAY 3 BREAKFAST	12/06/23	15.00
395744	MENARDS - EDEN PRAI	"POLYSEAL, ETC"	12/06/23	14.97
V19378	JENNIFER JOSEY BORE	CLASSROOM SUPPLIES	12/06/23	14.95
V19491	AMY J GILBERTSON-DO	HEALTHY CONN SLT TR	12/29/23	14.57
V19392	NATHAN A KOLLER	NOV23 MILEAGE IN-D	12/06/23	14.48
V19426	SARA SWENSON	FIRST FRIDAY TREATS	12/13/23	14.48
396063	BIO CORPORATION	SHIPPING/HANDLING	12/29/23	14.00
V19423	SAMUEL T PAULISON	PARKING	12/13/23	14.00
V19478	JANEL M WEILAND	CLASSROOM SUPPLIES	12/20/23	13.94
V19376	KELLI R ANDERSON	SEP23 MILEAGE IN-D	12/06/23	13.82
395803	AMAZON CAPITAL SERV	PENDAFLEX EXP FIL P	12/13/23	13.44
395702	DECA	STUDENT MEMBERSHIP	12/06/23	13.00
V19416	CHRISTOPHER I HOLDE	DAY 1 BKFT: CARIBOU	12/13/23	12.74
V19397	MONTGOMERY BRITTANY	11/17 STATE FOOTBAL	12/06/23	12.45
V19421	TRENT J OSTMAN	NOV23 MILEAGE IN-D	12/13/23	12.31
396114	JERRY'S HARDWARE	PLAY MATERIAL	12/29/23	12.11
V19380	JONATHAN D BUCKLEY	STATE FOOTBALL PARK	12/06/23	12.00
395859	JW PEPPER & SON INC	BAND MUSIC	12/13/23	12.00
V19436	BEDSTON A BURRELL	11/20 MONKEY WRENCH	12/20/23	11.79
395853	JERRY'S HARDWARE	9V BATTERIES	12/13/23	11.24
395873	MEDCO SUPPLY	TRAINING SUPPLIES	12/13/23	11.20
395900	SCHMITT MUSIC COMPA	BAND MUSIC	12/13/23	11.12
396056	ADVANCED IMAGING SO	BUS GARAGE 11/23	12/29/23	10.70
395875	MENARDS - EDEN PRAI	BOLTS/WASHERS	12/13/23	10.47
395840	HAWKINS INC	POOL CHLORINE CYLIN	12/13/23	10.00
395840	HAWKINS INC	CHLORINE CYLINDER	12/13/23	10.00
V19378	JENNIFER JOSEY BORE	CLASSROOM SUPPLIES	12/06/23	10.00
V19431	KOURTNEE A. BAUKOL	COSTUME SUPPLIES	12/20/23	9.98
395937	COMCAST CABLE MANAG	DEC23 INTERNET FEES	12/20/23	9.95
395972	JERRY'S HARDWARE	SPRAY ADHESIVE	12/20/23	9.89
395803	AMAZON CAPITAL SERV	LEE TIPPI MICRO-GEL	12/13/23	9.87
V19500	JULIE M GABRIELSON	DEC23 CELL PHONE	12/29/23	9.48
395803	AMAZON CAPITAL SERV	EXPO NEON DRY ERASE	12/13/23	9.29
395803	AMAZON CAPITAL SERV	8 LEGAL PADS SMALL	12/13/23	8.99
395782	T-MOBILE	EHS MAINT - NOV23	12/06/23	8.95
395782	T-MOBILE	HL MAINT - NOV23	12/06/23	8.95
396184	T-MOBILE	EHS MAINT - DEC23	12/29/23	8.95
396184	T-MOBILE	HL MAINT - DEC23	12/29/23	8.95
V19498	CASEY A JERGENS	STUDENT SUPPLIES	12/29/23	8.69
V19385	ANGIE LP ENDO	LIBRARY BOOKS	12/06/23	7.98
V19380	JONATHAN D BUCKLEY	11/17 STATE FOOTBAL	12/06/23	7.86
V19380	JONATHAN D BUCKLEY	11/24 STATE FOOTBAL	12/06/23	7.86
V19423	SAMUEL T PAULISON	11/17 EVENT MILEAGE	12/13/23	7.86
V19478	JANEL M WEILAND	CLASSROOM SUPPLIES	12/20/23	7.50
V19478	JANEL M WEILAND	CLASSROOM SUPPLIES	12/20/23	7.05
V19404	ELIZABETH A SANDVIC	OCT23 MILEAGE IN-D	12/06/23	6.94

<u>Check No.</u>	<u>Vendor</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
V19404	ELIZABETH A SANDVIC	NOV23 MILEAGE OUT-D	12/06/23	6.62
395884	ODP BUSINESS SOLUTI	CONSTRUCTION PAPER	12/13/23	6.18
V19483	HANNAH CHRISTIANSON	DEC23 MILEAGE	12/29/23	5.90
V19446	KELLY N KRUTZ	JUMP DRIVE POSTAGE	12/20/23	5.74
V19501	BETHANY A MOHS	DEC23 MILEAGE	12/29/23	5.57
V19397	MONTGOMERY BRITTANY	STATE FOOTBALL PARK	12/06/23	5.28
V19405	JOSEPH E SIDDY	NOV23 MILEAGE IN-D	12/06/23	4.72
V19381	HANNAH CHRISTIANSON	NOV23 MILEAGE OUT-D	12/06/23	4.00
V19391	THOMAS J JOHNSTON	NOV23 MILEAGE IN-D	12/06/23	3.93
395727	JERRY'S HARDWARE	AGC 6A ACTING FUSE	12/06/23	3.59
395960	GRAINGER	#4-40	12/20/23	3.03
V19506	KATHERINE SUE STRAN	DEC23 PART C MILEAG	12/29/23	2.62
V19385	ANGIE LP ENDO	CLASSROOM SUPPLIES	12/06/23	1.99
395853	JERRY'S HARDWARE	FASTENERS	12/13/23	1.30
V19506	KATHERINE SUE STRAN	NOV23 PART C MILEAG	12/29/23	1.18
395944	CULLIGAN BOTTLED WA	CREDIT ON ACCOUNT	12/20/23	(2.00)
395713	FRESHPOINT BIX PROD	EXPIRED PRODUCT REF	12/06/23	(58.29)
395822	CULLIGAN BOTTLED WA	CREDIT ON ACCT	12/13/23	(77.55)
396166	FLAGSHIP RECREATION	CREDIT ON ACCT	12/29/23	(191.00)
395772	SCHOOL SPECIALTY, L	CREDIT ON ACCT	12/06/23	(344.49)
396019	PARALLEL TECHNOLOGI	CREDIT ON ACCT	12/20/23	(375.21)
396061	ASTLEFORD INTERNATI	CORE CREDIT	12/29/23	(393.75)
396102	HOGLUND BUS COMPANY	CORE CREIDT	12/29/23	(468.75)
396019	PARALLEL TECHNOLOGI	CREDIT ON ACCT	12/20/23	(482.69)
395919	XCEL ENERGY	DISTRICT CREDIT	12/13/23	(642.35)
395541	LUPIENT CHEVROLET O	TRANSMISSION REPAIR	11/21/23	(7,285.22)
395935	CHARTWELLS DINING S	NOV23 CREDIT	12/20/23	(22,135.00)
<b>Total Value of Checks Issued</b>				<b>\$ 7,679,229.33</b>

V.D. Electronic Fund Transfers



**Board Meeting Date:** 1/8/2024

**Title:** Electronic Fund Transfers – December 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 December 2023, in the amount of \$8,816,947.

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

**Attachment(s):**

1. Electronic Fund Transfers – December 2023

# Electronic Transfers

**FOR THE MONTH ENDED DECEMBER 31, 2023**

<b>From</b>	<b>To</b>	<b>Description</b>	<b>Date</b>	<b>Amount</b>
US Bank - Checking	US Bank - Payroll	District Payroll	Multiple	\$ 4,762,602.86
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	12/01/2023	864,231.19
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	12/18/2023	831,023.62
US Bank - Checking	Minnesota Department of Revenue	State Payroll Taxes	12/04/2023	153,354.19
US Bank - Checking	Minnesota Department of Revenue	State Payroll Taxes	12/19/2023	147,071.46
US Bank - Checking	Delta Dental	Dental Claims	Multiple	62,026.90
US Bank - Checking	US Bank	Purchase Card Program	12/28/2023	105,797.66
US Bank - Checking	Benefit Extras	Flex & HSA Benefits	Multiple	89,681.45
US Bank - Checking	Payroll Vendors (TRA, EBC, MSRS, etc.)	Electronic Payments	Multiple	1,550,609.62
US Bank - Checking	Minnesota Department of Revenue	Sales & Use Tax Payment	12/19/2023	2,435.00
US Bank - Checking	Minnesota Department of Revenue	State Unemployment	12/01/2023	247,392.07
US Bank - Checking	MSDLAF, VANCO, Other Electronic Fee Vendors	Service Fees	Multiple	721.29
<b>Total of Electronic Fund Transfers</b>				<b>\$ 8,816,947.31</b>

V.E. Gifts and Bequests



**Board Meeting Date:** 1/8/2024

**Title:** Gifts & Bequests – December 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 December, 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 December, 2023, in the amount of \$189,132.

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

**Attachments:**

1. Gifts & Bequests – December 2023

# Gifts & Bequests

**FOR THE MONTH ENDED DECEMBER 31, 2023**

<u>Donated By</u>	<u>To</u>	<u>Purpose</u>	<u>Amount</u>
Anonymous	Edina Public Schools	Meal Fund - School Lunches	\$ 200.00
Dance Boosters	Edina High School Athletics	Dance Coach	20,471.37
Boys Soccer Boosters	Edina High School Athletics	Soccer Coach	3,772.31
Countryside PTO	Countryside Elementary School	Corridor	9,795.90
South View Families	South View Middle School	Prostate Cancer Foundation	1,033.00
Anonymous	Edina High School	Theater	100.00
South View Families	South View Middle School	Jazz Fest	1,517.00
Blackbaud	Normandale Elementary	General Matching Donation	40.00
Edina Ed Fund	Valley View Middle School	Yearbook Scholarship	80.00
Valley View PTO	Valley View Middle School	Dinners for Conferences	361.52
Blackbaud	South View Middle School	General Matching Donation	50.00
Cornelia PTO	Cornelia Elementary School	Field Trip Scholarships	230.00
Accepted Masons	Student Support Services	Glucose Program	506.38
Edina Ed Fund	Student Support Services	Mental Health and Wellness	370.98
MN Masonic Charities	Student Support Services	Glucose Program	506.38
Highlands PTO	Highlands Elementary Schools	Playground	150,000.00
CAF America	Creek Valley Elementary Schools	General Matching Donation	97.05
<b>Total Cash Donations</b>			<b>\$ 189,131.89</b>
<b>Total In-Kind Donations</b>			<b>\$ -</b>
<b>Total 2023-2024 School Year Gifts and Donations</b>			<b>\$ 732,020.28</b>

V.F. Machine-Signed Signatures for Calendar Year  
2024



**Board Meeting Date:** 1/8/2024

**Title:** Machine-Signed Signatures for Calendar Year 2024

**Type:** Consent

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

**Description:** Annually, pursuant to Minnesota statutes section 47.41, the School Board should authorize the depository approved at the annual meeting of the School Board to accept facsimile or machine-signed signatures of the Board Chair, Clerk, and Treasurer for checks, drafts, and other orders of funds on deposit.

**Recommendation:** Approve the resolution authorizing U.S. Bank, N.A., to honor checks, drafts, or other orders of funds on deposit which bear facsimile or machine-signed signatures of the listed School Board Officers.

**Desired Outcomes from the Board:** N/A

**Attachments:**

1. Resolution – 2024 Machine-Signed Signatures

**EDINA PUBLIC SCHOOLS**  
**Independent School District No. 273**  
**Edina, MN**

**RESOLUTION FOR MACHINE-SIGNED SIGNATURES**

I, Karen Gabler, Clerk of Independent School District No. 273, do hereby certify that at a regular meeting of the Board of Education members of Independent School District No. 273 duly and regularly called, and held on the 8th day of January, 2024, there being a quorum of said Board present, the following resolution was unanimously passed as appears from the records of said Board of Education and is now in full force and effect.

**RESOLVED**, That U.S. Bank, N.A. as a designated depository of Independent School District No. 273 be and it is hereby requested, authorized, and directed to honor checks, drafts, or other orders for the payment of money drawn to the signer or signers, thereof, when bearing or purporting to bear the facsimile signatures of all the following:

Chair

Clerk

Treasurer

and U.S. Bank, N.A. shall be entitled to honor and to charge this Board of Education for all such checks, drafts or other orders, regardless of by whom or by what means the facsimile signature or signatures resemble the facsimile specimens duly certified to or filed with the U.S. Bank N.A. as governing the operation of this Board's account(s) with it, be and are hereby continued in foregoing part of this resolution.

**IN WITNESS WHEREOF**, I have hereunto subscribed my name as Clerk of said Board of Education be hereunto affixed this 8<sup>th</sup> day of January 2024.

---

Dan Arom  
Clerk

V.G. School Year 2024-2025 Kids Club Fees



**Board Meeting Date:** January 8, 2023

**Title:** School Year 2024-2025 Kids Club Fees

**Type:** Consent

**Presenter(s):** Dr. Anne Marie Leland, Community Education and Strategic Partnerships (CESP) Director

**Description:** Fee increases for Kids Club are made on an annual basis. An overall 6.5% fee increase is proposed for the 2024-2025 school year. Revenue generated by this increase will cover wage and benefit increases per approved guidebooks and contracts, and estimated supply costs due to inflation. The Edina Public Schools Finance Committee discussed this information on Thursday, January 4, 2024 and were in favor of the proposed increase.

**Recommendation:** Approve the attached fee increases for Kids Club.

**Desired Outcomes from the Board:** Approve the attached fee increases for Kids Club.

**Attachments:** Kids Club School Year 2024-25 Fee Increase Proposal.

**Kids Club School Year 2024-25 Fee Increase Proposal**

<b>Rate Type</b>	<b>School Year 2023-24 Current Daily Rate</b>	<b>School Year 2024-25 Proposed Daily Rate (6.5% increase)</b>	<b>Difference per day</b>	<b>Difference per year (Mon-Fri contract)</b>
<b>Concord, Cornelia, Countryside, Creek Valley, Highlands</b>				
Before School (7:00 - 7:50 am)	\$8.55	\$9.10	\$0.55	\$92.40
After School (2:25 - 5:00 pm)	\$21.35	\$22.75	\$1.40	\$235.20
After School (2:25 - 6:00 pm)	\$29.65	\$31.55	\$1.90	\$319.20
<b>Normandale</b>				
Before School (7:00 - 8:40 am)	\$13.40	\$14.25	\$0.85	\$142.80
After School (3:15 - 5:00 pm)	\$14.45	\$15.40	\$0.95	\$159.60
After School (3:15 - 6:00 pm)	\$22.75	\$24.25	\$1.50	\$252.00

V.H. Student Support Services Agreements

V.H.1. Settlement Agreement



**Board Meeting Date:** 01/08/24

**Title:** Settlement Agreement

**Type:** Consent

**Presenter(s):** Jody Remsing, Director of Student Support Services

**Description:** An agreement related to a student service provider.

**Recommendation:** Approve the proposed settlement agreement.

**Attachments:** n/a

V.H.2. Accurate Home Care



**Board Meeting Date:** January 8, 2024

**Title:** Contract for Independent School District 273 for Services Agreement with Accurate Home Care, LLC.

**Type:** Consent

**Presenter(s):** Jody Remsing

**Description:** The purpose of this Agreement is to create an agreement between ISD 273 and Accurate Home Care, LLC in a Contract for Services.

**Recommendation:** Approve the attached Contract for Service Agreement Accurate Home Care, LLC.

**Desired Outcomes from the Board:** Approve the attached contract with Accurate Home Care, LLC.

**Attachments:** Contract for Services with Accurate Home Care, LLC.

**Contract for Services  
2023-2024 School Year  
Agreement between Accurate Home Care LLC.  
and  
Edina Public Schools**

This agreement is between *Accurate Home Care, LLC., 9000 Quantrelle Ave NE, Suite 200,  
Otsego, MN 55330, Contractor, and  
Edina Public Schools, 5701 Normandale Rd., Edina, MN 55424*

**Scope of Service**

- Accurate Home Care shall provide services as described in attached addendum 1 to E. B.
- Accurate Home Care shall hold appropriate licensure for provision of services.
- District requires a current copy of license for individuals providing services.
- Services are consultative with special education staff.
- Accurate Home Care shall provide a copy of Criminal Background Report for nurses providing services, upon request.

**Payment**

The cost of services shall be as defined in the fees section. Accurate Home Care shall submit monthly invoice to the district for services provided, as identified below. Payment will be made within 35 days of receipt of detailed invoice and agency nursing notes, upon request. Payments shall be mailed to:

Accurate Home Care  
Attn: Accounts Payable  
9000 Quantrelle Ave NE, #200  
Otsego, MN 55330

The school invoice will be mailed to:  
Edina Public Schools  
Attn: Student Support Services  
5701 Normandale Road  
Edina, MN 55424

**Fees**

\$67.32/hour for RN Services

\$51.00/hour for LPN Services

*\*Includes transportation time to and from school.*

**Independent Contractor**

For the purposes of this Contract, Accurate Home Care is an independent contractor. Nothing contained in this Contract is intended nor shall be construed in any manner to create or establish a relationship of legal co-partners, joint ventures or joint powers between the parties. No statement contained in this Contract shall be construed so as to find Accurate Home Care, its employees, agents or representatives to be employees or agents of the District. The district will make no deductions for federal Income Tax, FICA, or state Income Tax.

**Hold Harmless**

Accurate Home Care shall indemnify and hold District harmless for any and all damages, costs and expenses including attorney's fees which District, its officials, employees, or agents may sustain arising from any act or omission of Accurate Home Care in the execution, performance, or failure to adequately perform Accurate Home Care's obligations under this Contract.

**Insurance**

Accurate Home Care shall, during the life of the Contract, purchase and maintain insurance coverage with the minimum limits as follows:

- i. Workers Compensation
  - A. Statutory State Coverage
  - B. Employee Liability Coverage with the following limits:
    - Bodily Injury by Accident \$1,000,000 Each Accident
    - Bodily Injury by Disease \$1,000,000 Each Employee
    - Bodily Injury by Disease \$1,000,000 each Policy Limit
- 2. General Liability Insurance
  - A. Commercial Liability Policy – Occurrence (Form CG 00 01 98 or its equivalent)
    - Each Occurrence \$1,000,000
    - Personal Injury Liability \$1,000,000
    - Products/Completed Operations Aggregate \$3,000,000
    - General Aggregate \$3,000,000
- 3. Automobile Liability Insurance including hired/non-owned Auto.
- 4. Professional Liability Insurance with limits of \$1,000,000 each occurrence/\$3,000,000 aggregate.

***\*The school district does not represent that the required coverage and limits are adequate to protect the contractor and such coverage limits will not be deemed as a limitation of Accurate Home Care liability to district under this contract.***

**Compliance**

The contractor agrees to comply with all federal, state, and local laws or ordinances, and all applicable rules, regulations, and standards established by any agency of such governmental units. It shall be the obligation of Accurate Home Care to apply for, pay for and obtain all permits and/or licenses required by any governmental agency for the provision of those services contemplated herein.

All of the data created, collected, received, stored, used, maintained, or disseminated by Accurate Home Care in performing duties pursuant to this Contract is subject to the State's regulations.

**Term**

The contract is effective upon signature of both parties, and shall remain in effect until the end of the school year unless otherwise agreed. Contracts shall be renewed annually.

This Contract shall be reviewed and authorized by the School District Designee.

This Contract is duly executed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

School District: Edina Public Schools	Accurate Home Care, LLC
Name: <i>Jody Rensitz</i>	Name: <i>Jackie Jacobson</i>
Signature: <i>Jody Rensitz</i>	Signature: <i>Jackie Jacobson</i>
Title: <i>Director of Student Support</i>	Title: <i>VP of operations</i>
Date: <i>12/13/23</i> <i>Scmb</i>	Date: <i>12/12/23</i>

## **Addendum 1**

### Expectations for Accurate Home Care Nurses Providing Care in a School Setting:

- Attend to all nursing needs of the student, assist student with educational support in the classroom or through distance learning, foster peer relationships, and encourage developmentally appropriate independence.
  - The nurse will only help the assigned student and may not provide assistance to other students or act as a teacher's aide.
- Wear or possess AHC identification badge at all times.
- Refrain from use of personal cell phone, except in the case of emergency.
- Keep the school informed of any changes that may require modification to the school schedule, with consideration to privacy of the student.
- Be attentive to the student at all times, providing ongoing assessment intervention as the student's condition warrants throughout the school day.
- Maintain close proximity and/or visual access to the student at all times or ensure student is directly supervised by school personnel. The nurse is expected to maintain a rapid response time to provide any urgent intervention warranted by the student's condition.
  - There are no designated break times during the nurse's shift.
- Provide nursing interventions in an appropriate area to minimize disruption to the student, peers, and school personnel, while maintaining the student's dignity and right to privacy.
- Maintain student-centered professional communication with appropriate faculty and staff.
  - Provide care coordination with School Nurse, AHC Clinical Manager, Physician(s), and Responsible Party/Parties.
  - Encourage continuity of care from home to school, including school/guardian communication.
- Complete all required documentation upon completion of each shift/school day.
- Ensure that appropriate faculty and staff are aware of the student's Emergency Action Plan, including identification of modifications to the Plan specific to the school setting.
- Maintain confidentiality at all times, pursuant to HIPAA rules and professional boundaries.

### Expectations for School Faculty and/or Staff:

- Provide coordination and/or direction of classroom, instruction, and educational activities.
- Develop and implement the student's daily schedule with collaboration from the nurse regarding treatments, medication administration, therapies, and other care needs.
- Communicate directly with the parent/guardian/responsible party regarding academic or behavioral concerns. The teacher/school will not use the AHC nurse or agency as a conduit between the school and the parents.
- Facilitate peer education regarding student condition as permitted by parent/guardian/responsible party.
- Maintain confidentiality at all times.
- Maintain student-centered professional communication with agency personnel.
  - Participate in care coordination with School Nurse, AHC staff, and Responsible Party/Parties.
  - Encourage continuity of care from home to school, including school/guardian communication.
- Provide lifting/transfer assistance and equipment to ensure that child is transferred safely for all required cares and therapies.

## VI. Discussion

VI.A. Legislative Action Committee (LAC)  
Platform and Action Plan



**Board Meeting Date:** January 8, 2024

**Title:** Legislative Action Committee (LAC) 2024 Legislative Platform

**Type:** Discussion

**Presenter(s):** Legislative Action Committee

**Description:** The School Board approved board goals for the 2023-24 school year that includes legislative advocacy as a priority.

This work aligns with advocacy priorities outlined in the district's [2020-2030 Strategic Plan, Strategy E: Engage Parents, Schools and Community](#).

**Recommendation:** Review and be prepared with feedback.

**Desired Outcomes from the Board:** Board reaches consensus through discussion to move LAC 2024 priorities and plan forward for Board approval in January.

**Attachments:** 2024 LAC Legislative Platform

Below please find the 2024 Legislative Platform, and the 2023-24 LAC Goals and Action plan for Board review and discussion:

### **1) 2024 LAC Legislative Platform**

Based on the Board's work session discussion on November 28, strategic feedback from the LAC meeting on November 29, Dr. Stacie Stanley's input, plus evaluation of the [AMSD Legislative Platform](#), and [2024 MSBA Legislative Platform](#), the attached 2024 legislative platform is for Board consideration.

### **2) 2023-2024 LAC Goals and Action Plan (Year 3)**

#### **GOALS:**

- 1) *Advocacy efforts lead to priorities being realized at legislative session;*
- 2) *Relationships with all EPS legislative representation continue to develop and strengthen;*
- 3) *LAC advocacy efforts with student voice amplified; and*

- 4) *Implementation of the LAC action plan is effective (committee engagement, capacity, admin support, event success).*

**ACTION PLAN:**

- 1) **Ongoing conversations** with current and new local and national legislators in effort to build strong relationships.
  - a) **February 12 (1st day of session) through May, 2024**
- 2) LAC hosts a pre-session **legislative breakfast** event to communicate priorities to legislators and the larger community (local/federal representatives, school board, community members, student representation, district admin, and city leadership).
  - a) **Scheduled: Thursday, Jan 25, 2024, @7:30am**
- 3) LAC participates in the **Day at Capitol** advocacy event.
  - a) **Scheduled: Tuesday, March 5, 2024 (all day)**
- 4) **Track and support legislative bills** and their development at local and national level to help identify opportunities for advocacy outreach.
- 5) Applications for 2024-25 LAC open, interviews are held, and membership is offered.
  - a) **May, 2024**

## **Edina Public Schools | 2024 LEGISLATIVE PLATFORM**

### **1. INCREASE MENTAL HEALTH SUPPORT FOR STUDENTS AND STAFF**

- > Provide funding to hire additional support staff and develop programming resources to address the mental health needs of students and staff; and
- > Increase statewide capacity to provide intensive mental health services for children and youth experiencing mental health crises.

### **2. STRENGTHEN AND SUPPORT SPECIAL EDUCATION PROGRAMS**

- > Increase efficiencies to reduce special education paperwork requirements to allow teachers to spend more time with students;
- > Enact efforts to find solutions that address the growing shortage of special education para support throughout Minnesota districts; and
- > Fully fund the IDEA Act (federal).

### **3. STABILIZE EDUCATION FUNDING**

- > Increase basic formula allowance for FY25 by an additional 2% to create a permanent funding stream related to inflation (4% total in FY25) and to offset funding pressures related to new programs adopted in the 2023 legislative session; and
- > Increase Local Optional Revenue to \$920 per pupil to recover ground lost to inflation and link it to the basic formula.

### **4. ENSURE SAFE, MODERN SCHOOL FACILITIES**

- > Increase the Safe Schools levy and state aid to allow school districts and intermediate school districts to address and fund 21st century brick and mortar, plus cyber security needs.

### **5. INCREASE AND DIVERSIFY WORKFORCE**

- > Remove barriers and provide incentives to address the shortage of substitute teachers, school bus drivers, paraprofessionals, and other staff;
- > Continue to expand programs and incentives to attract, develop, and retain teachers of color; and
- > Maintain multiple pathways to licensure in the tiered licensing system.

## **6. PRIORITIZE STUDENT-CENTERED LEARNING THROUGH ENHANCED LOCAL DECISION-MAKING**

> Honor local control and inherent managerial rights for elected school boards best positioned to work with students, staff, parents, and community to address local needs and challenges.

References:

[2024 MSBA Legislative Platform](#)

[2024 AMSD Legislative Platform](#)

VI.B. Social Studies Guiding Change



**Board Meeting Date:** January 8, 2024

**Title:** Social Studies Guiding Change

**Type:** Discussion

**Presenter(s):** Bethany Van Osdel, Assistant Director of Teaching and Learning; and Jamie Hawkinson, Administrative Dean at Creek Valley Elementary

**Description:** Social Studies is the interdisciplinary study of citizenship and government, economics, geography, history and other disciplines in the social sciences and humanities. Social Studies empowers learners to become inquisitive, informed, and engaged members of society who use critical thinking, inquiry, and literacy to prepare for college, careers and civic life.

In accordance with Minnesota Statutes, Minnesota's academic standards are reviewed and revised on a 10-year cycle. During the 2020-21 school year, the Minnesota Department of Education began the process of reviewing and revising the Minnesota K-12 Academic Standards in Social Studies. The [2021 Minnesota K-12 Social Studies Standards \(Commissioner Approved Draft\)](#) is now available. The 2021 Academic Standards in Social Studies are going through the rulemaking process at this time.

The next step of the statutory rulemaking process is that MDE will draft the Statement of Need and Reasonableness (SONAR), which has traditionally taken 14-17 months. The full statutory rulemaking process can take up to 24 months.

The statutory rulemaking process for the Minnesota K-12 Academic Standards in Social Studies is not complete until the Notice of Adoption is published in the State Register. Each content area includes an implementation date in the adopted rule language. **If adopted, the proposed K-12 Academic Standards in Social Studies will be implemented in the 2026-27 school year.**

*Minnesota Department of Education*

The guiding change documents were co-created by the elementary and secondary design teams (listed below). The purpose of the Guiding Change Document is to define our current reality and our intended results. The document also articulates the unacceptable means that the team will aim to avoid in order to achieve the intended results.

**Recommendation:** Review the Social Studies Guiding Change document for discussion. Action will occur at the 2.12.24 Board Meeting.

**Desired outcomes from the board:** Review the Social Studies Guiding Change Document and provide feedback.

**Background Materials:** None

**Attachments:**

[Social Studies Design Team Role Description](#)

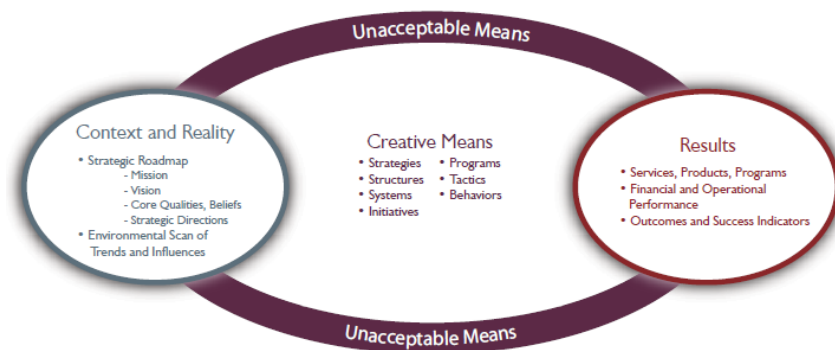
Secondary (6-12) Social Studies Review Team		
Valley View	South View	Edina High School
Trista Virtue (6) Lara Wark (7) Karen Uhler (8)	Jonathan Heeringa (6) Jason Pusey (7) Troy Beckman (8)	Erik Anderson (AP Government and AP US History) Chris Griggs (Government) Kjersti Humphry (US History and World History) Amy Kampf (Economics)

Elementary Review Team

- Patrick Burley- CN
- Jamie Young -CS
- Elisabeth Graser -ND
- Mike McCarthy - CC
- Julie Baker -HL
- Ally Dardis - CV

Admin representation includes:

- Jamie Hawkinson
- Kany Seck and/or Chris Holden (to represent French)
- Frannie Becquer (to represent Spanish Dual Language and CPSS)



## Secondary Social Studies Curriculum Review Guiding Change

### To include input on the following for 6-12:

Context and Reality	Unacceptable Means	Results
<ul style="list-style-type: none"> <li>● EPS has a strong education tradition with a culture of innovation, academic excellence, and high achievement.</li> <li>● Staff are professional, committed life-long learners who are the reason for the Edina tradition of excellence.</li> <li>● The implementation timeline for Minnesota Social Studies Standards is for full adoption to occur in 2026-27.</li> <li>● The interdisciplinary study of citizenship and government, economics, geography, history and other disciplines in the social sciences and humanities. Social Studies empowers learners to become inquisitive, informed, and engaged members of society who use critical thinking, inquiry, and literacy to prepare for college, careers and civic life. This academic development of all learners is prioritized in Strategic Plan A.4.</li> <li>● <i>Reading and vocabulary development occurs in all content areas. Therefore, FASTBRidge reading data is relevant to all content areas. For this reason, FASTBridge literacy data will be used, as it pertains, to our content areas.</i></li> </ul> <p style="text-align: center;">74% of 6 - 9 students are meeting FASTBridge proficiency targets on 2023 spring data.</p> <p style="text-align: center;">An average of 73% of secondary students are growing at a typical or aggressive rate from fall 2022 to spring 2023.</p> <ul style="list-style-type: none"> <li>● There are predictable, yet unacceptable achievement gaps impacting students of certain demographics and learning styles.</li> <li>● Gaps in necessary content area Social Studies foundational skills are present across all populations for some</li> </ul>	<ul style="list-style-type: none"> <li>● Develop course offerings that are not coherent or consistent with the Edina Public Schools strategic plan, mission, vision, core values and beliefs.</li> <li>● Create differences, thus inequities, in course offerings across secondary sites that result in opportunity gaps for the unique needs of each and every Edina learner across the entire spectrum of learning differences from learners who are demonstrating a need for additional support to learners who are demonstrating a need for acceleration.</li> <li>● Create misalignment across the Edina MTSS system by making decisions about core classes, intervention classes, and accelerated classes in isolation in Social Studies.</li> <li>● Develop a plan that does not align with district policy, MN State Standards or state statute.</li> <li>● Exceed available funding limits.</li> <li>● Course recommendations are developed without periodic school board updates.</li> <li>● Course recommendations do not reflect best practices.</li> <li>● Created courses negatively impact learning for any student.</li> <li>● Courses are not inclusive of all cultures as determined by the MN State Social Studies Standards, nor are they grounded in the Culturally Proficient School Systems Framework.</li> <li>● <i>Recommend course offerings negatively impact staffing in our existing buildings.</i></li> <li>● Recommended course offerings are designed so that meeting the</li> </ul>	<ul style="list-style-type: none"> <li>● All Edina students are College, Career and Civic Ready.</li> <li>● All Edina students experience a dynamic learning community that prepares them to realize their full potential.</li> <li>● <i>Reading and vocabulary development and informational reading occur in all content areas. Therefore, FASTBRidge reading data is relevant to all content areas. For this reason, FASTBridge literacy data will be used, as it pertains, to content areas.</i></li> </ul> <p style="text-align: center;">Every student meets proficiency and growth targets, at a minimum.</p> <ul style="list-style-type: none"> <li>● All students have access to civic engagement skills if and as needed through course planning.</li> <li>● All courses provided students an opportunity to develop rich vocabulary, as well as communication and comprehension skills and strategies necessary to engage in high levels of critical thinking in Social Studies.</li> <li>● Edina Social Studies courses offer a breadth of opportunity and choice for all students to access rigorous content as they read, write, &amp; communicate.</li> <li>● Every course option is challenging and incorporates creativity, curiosity and higher order thinking skills for each and every student.</li> <li>● Course offerings will be comprehensive of a clear, aligned Multi-Tiered System of Service.</li> <li>● Opportunities for support are in place systematically and within</li> </ul>

<p>students at all levels in the Edina secondary system.</p> <ul style="list-style-type: none"> <li>● Leadership has varying levels of experience, knowledge surrounding social studies skills.</li> <li>● Social Studies staff have varying levels of experience &amp; instructional styles.</li> <li>● Technology is expanding as a resource for the delivery and support of Social Studies.</li> <li>● There are resource challenges including funding and time.</li> <li>● There is a lack of alignment across the district in terms of systems, resources, and instruction.</li> <li>● The comprehensive assessment, data analysis, and feedback systems are not consistently operational across the system.</li> <li>● K-12 vertical and horizontal alignment is improving and can continue to improve.</li> <li>● Digital citizenship is loosely taught using the Common Sense Digital Citizenship resource.</li> </ul>	<p>needs of each and every student is difficult to attain in application.</p> <ul style="list-style-type: none"> <li>● Professional development and support resources are not provided during implementation.</li> <li>● Diverse stake-holders are not included in the decision making process.</li> <li>● Course recommendations do not align with strategic plan strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.</li> <li>● Course recommendations do not align with Policy 603, Curriculum and Program Review and Development.</li> <li>● Inadequately or inconsistently addressing the component of the influence of the internet on Social Studies skills.</li> </ul>	<p>individual classrooms and are regularly evaluated for effectiveness.</p> <ul style="list-style-type: none"> <li>● Courses ensure students are increasingly aware of their learning, opportunities for growth and their developing agency.</li> <li>● As part of the implementation process, courses are regularly examined using data and stakeholder feedback to improve outcomes for students.</li> <li>● Change will align with the right side of the Continuum: <a href="#">CPSS curriculum Rubric</a></li> <li>● Students have the ability to recognize, analyze and draw accurate conclusions from varied internet sources so that they are more informed citizens.</li> </ul>
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**Elementary Social Studies Curriculum Review Guiding Change**  
**To include input on the following for K-5:**

Context and Reality	Unacceptable Means	Results
<p style="text-align: center;"><b>Context and Reality</b>  <i>Why is the plan being created?</i></p>	<p style="text-align: center;"><b>Unacceptable Means</b>  <i>The process taken for the plan to be created.</i></p>	<p style="text-align: center;"><b>Expected Results</b>  <i>The end result after the plan is created and implemented.</i></p>
<ul style="list-style-type: none"> <li>● The academic achievement and student engagement of all learners is prioritized in Strategic Plan A.1.</li> <li>● Every student has the right to participate in civic engagement.</li> <li>● Assessments or metrics to show current data demonstrating demographic discrepancies are not present in current practice.</li> <li>● Gaps in necessary Social Studies content area foundational skills</li> </ul>	<ul style="list-style-type: none"> <li>● Not seeking input from the school board, district and building administration, teachers, students, families, and community.</li> <li>● Not including diverse stake-holders as valued team members.</li> <li>● Not identifying resources, including but not limited to budget, materials, time.</li> </ul>	<ul style="list-style-type: none"> <li>● All students are Civic, and Future Ready.</li> <li>● Every student meets proficiency and developmental growth targets, at a minimum.</li> <li>● All students build upon the foundational progression of content knowledge for all social studies strands; ethnic studies, citizenship and government, economics, geography, and history.</li> <li>● All students develop rich vocabulary, communication and</li> </ul>

<p>are present across all populations for some students.</p> <ul style="list-style-type: none"> <li>● Leadership has varying levels of experience, knowledge surrounding Social Studies.</li> <li>● Staff have varying levels of experience in Social Studies and instructional styles.</li> <li>● Staff are professional, committed life-long learners.</li> <li>● Learning is a collaborative, community responsibility.</li> <li>● Technology is expanding as a resource for the delivery and support of Social Studies.</li> <li>● Resource challenges need to be considered including: funds, staff, immersion programming, and time.</li> <li>● There is a lack of alignment across the district in terms of systems, resources, and instruction.</li> <li>● The comprehensive assessment, data analysis, and feedback systems are not operational across the system.</li> <li>● K-12 vertical alignment and communication at all levels needs improvement.</li> <li>● Digital citizenship is taught by the Media Specialists using the Common Sense Digital Citizenship resource.</li> </ul>	<ul style="list-style-type: none"> <li>● Not engaging in comprehensive data analysis of social studies content competency data.</li> <li>● Not gathering current data through classroom surveys and discussion.</li> <li>● Not collectively engaging in learning about evidence based literacy and language practices in social students content.</li> <li>● Not collectively engaging in learning about current research on the social studies content and delivery.</li> <li>● Not developing a timeline for implementation.</li> <li>● Not communicating with stakeholders nor engaging various stakeholders in continual review and improvement of PreK-12 Social Studies Review</li> <li>● Not reviewing multiple sources, resources, and digital resources</li> <li>● Not providing relevant, timely PD</li> <li>● Not considering the negative effects of piecemealed resources and inconsistent implementation</li> <li>● Providing no time for planning and preparation for a new content area.</li> <li>● Schedules do not align with time dedicated for social studies content instruction and application.</li> <li>● Inadequately or inconsistently addressing the component of the influence of the internet on Social Studies skills.</li> </ul>	<p>comprehension skills and strategies, necessary to engage in high levels of critical thinking across all social studies strands and content areas.</p> <ul style="list-style-type: none"> <li>● School leadership is supported in implementing all components of Social Studies plans as well as PLCs and MTSS in alignment.</li> <li>● School and district leadership collaborate to honor the systems and processes developed to successfully implement the Social Studies plan.</li> <li>● Staff’s impact on content instruction is maximized through data driven and job embedded professional development on evidence-based instruction.</li> <li>● Curriculum review is an ongoing process that ensures instruction aligned to current standards and evidence based practices.</li> <li>● Curriculum materials and instruction are culturally empowering to all students.</li> <li>● Technology is leveraged and embedded as a tool to accelerate and enhance social studies instruction and engagement.</li> <li>● PreK-12 systems and resources are aligned across instruction, assessment, intervention, and enrichment</li> <li>● Social Studies standards proficiency data at all levels is accessible and reviewed annually for continuous improvement planning.</li> <li>● Caregivers and community members are engaged partners in the continued Literacy and Language development of Edina students.</li> <li>● Edina’s Social Studies climate is engaging, empowering, relevant, and inclusive.</li> <li>● Change will align with the right side of the Continuum: <ul style="list-style-type: none"> <li>☰ CPSS curriculum Rubric <ul style="list-style-type: none"> <li>● Students have the ability to recognize, analyze and draw</li> </ul> </li> </ul> </li> </ul>
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		accurate conclusions from varied internet sources so that they are better informed citizens.
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**Social Studies Course and Resource Recommendations Timeline**

Timeline for Tier 1 Resources for <u>ALL</u> Students			
2023-2024	2024-2025	2025-2026	2026-2027
<b>EXPLORATION STAGE</b>	<b>INSTALLATION STAGE</b>	<b>EARLY IMPLEMENTATION STAGE</b>	<i>*MN State Social Studies Standards must be implemented.</i> <b>FULL IMPLEMENTATION STAGE</b>
<ul style="list-style-type: none"> <li>● Design team in Exploration Phase</li> <li>● Guiding Change completed</li> <li>● Resource Review begins</li> <li>● Course review continues</li> <li>● EHS Course sequencing for Government legislative change is approved.</li> </ul> <p><b>No new curriculum maps and/or resources or courses implemented.</b></p>	<ul style="list-style-type: none"> <li>● Resource Recommendation and Course Recommendations made and finalized</li> <li>● EHS new course sequence is in place.</li> </ul> <p><b>Decision made on curriculum maps and/or resources AND courses.</b></p> <p><b>No new resources or courses implemented.</b></p>	<ul style="list-style-type: none"> <li>● Early implementation of the district-adopted/defined curriculum</li> </ul> <p><b>New curriculum maps and/or resources AND new courses implemented.</b></p>	<ul style="list-style-type: none"> <li>● Full implementation of the district-adopted/defined curriculum</li> </ul> <p><b>New curriculum maps and/or resources or courses implementation deepens and MN State Standards are intentionally implemented.</b></p>

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VI.C. 2024-2025 International Travel  
Recommendations



**Board Meeting:** 1/8/2024

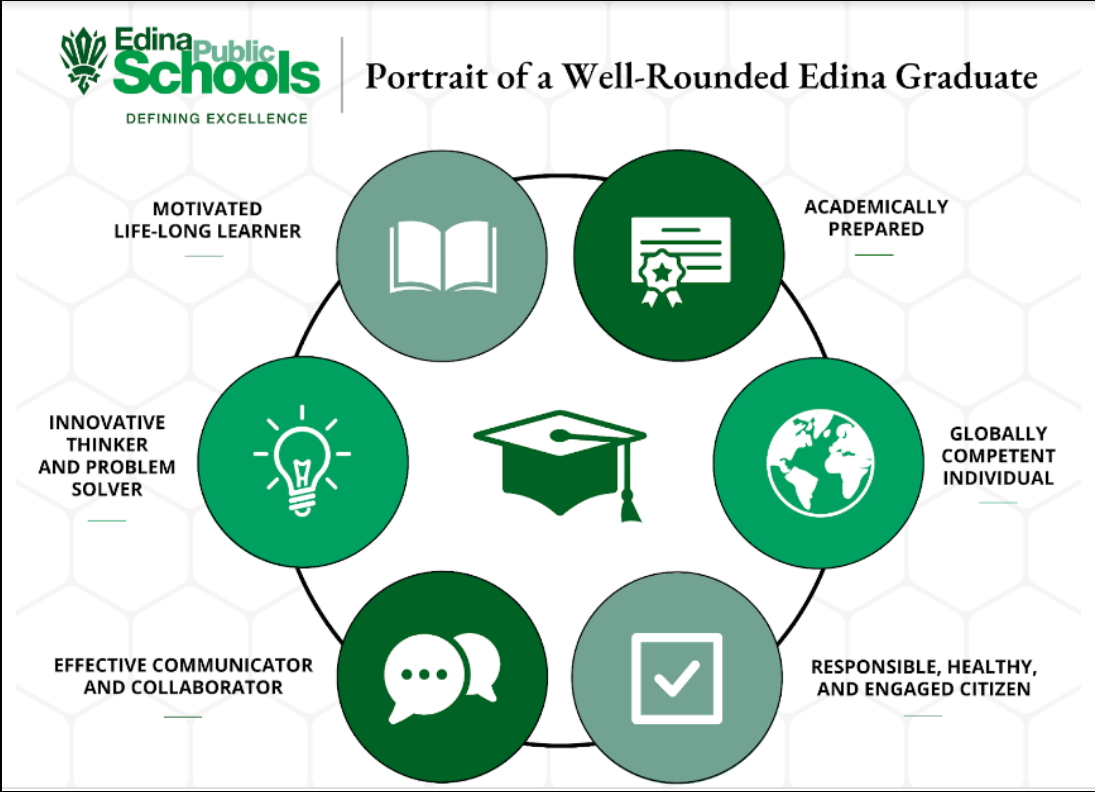
**Title:** 2024-25 International Travel Recommendations

**Type:** Discussion

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; and Jenn Carter, EHS Assistant Principal

**Description:** Extended travel is a long standing component of the excellence in the Edina educational experience. Unfortunately, many of these experiences had to either be canceled or adjusted during and after 2020 due to COVID. The recent accessibility to travel again, has prompted a review of travel policy and practices. While the extended travel policies and practices have been reviewed, additional questions have surfaced focused on travel purpose and equity. In order to stay tight to policy timelines for international travel the decision was made to move forward with international travel proposals, while at the same time finding space for further conversation on travel purpose and equity. This conversation will be further discussed at the 1.8.24 Board Workshop.

The following international travel recommendations are for 2024-2025. Each educator bringing an international travel recommendation forward for 2024-2025, has followed a thorough application process that aligns with Appendix I of [Policy 538](#). The applications are included as attachments with each recommendation. In addition, all partner travel companies have been vetted using a comprehensive [vetting process](#) to not only ensure safety but a rich educational experience. Each and every proposal is tightly aligned to MN State Standards that cross multiple content areas and to the Portrait of a Well-Rounded Edina Graduate.



**Recommendation:** Review the following proposed international travel experiences for discussion. Action will occur at the 2.12.24 Board Meeting.

**Desired Outcomes for the Board:** Review the background information provided for the following international travel recommendations, bring questions and provide feedback.



**Board Meeting Date:** 1/8/2024

**Title:** Argentina 6/5/2025 - International Travel Request - High School Social Studies-Chris Griggs

**Type:** Discussion

**Presenters:** Jody De St. Hubert, Director of Teaching and Learning, Jenn Carter, Edina High School Assistant Principal; and Christopher Griggs, EHS Social Studies Teacher

**Background:** In accordance with Policy 538, the following international student travel experience for 30 to 45 Edina High School Students students for ten days in June 2025 has received support from the school’s administration. Participating students will not miss any school days for this travel experience.

This experience is coordinated by EF Tours, an organization that designs tours that open the world to students through immersive education. EF has operated for over 55 years and is one of the largest companies providing travel-based learning. EF and Edina Public Schools have established a program designed to empower sustainable and impactful travel-based learning programs for the school community that increases equity and access to the global classroom and opportunities like this one. EPS and EF have created a scholarship program aligned with EPS’ commitment to equity.

**Summary of the Travel Experience:** A Social Studies travel-based learning experience to Argentina in the summer of 2025. A link to the itinerary can be found [here](#).

2022 Minnesota K-12 Academic Standards in Social Studies (Commissioner Approved Draft)

Geography	History	Ethnic Studies
<ul style="list-style-type: none"> <li>- Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</li> <li>- Human Systems: Analyze patterns of movement and interconnectedness within</li> </ul>	<p>Change, Continuity and Context: Ask historical questions about change, continuity and context in order to identify and analyze dominant and nondominant narratives about the past.</p>	<p>Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and</p>

<p>and between cultural, economic and political systems from a local to global scale.</p> <ul style="list-style-type: none"> <li>- Culture: Investigate how sense of place is impacted by different cultural perspectives.</li> </ul>	<p>Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources and c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue</p>	<p>histories have been marginalized, erased or ignored.</p>
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**Cost:** The anticipated inclusive cost of this experience is \$5,449 per student. This price is inclusive of all transportation, accommodations, meals, transfers, and insurance. Students will be responsible for any other out of pocket costs or incidentals. Need-based scholarships and fundraising opportunities are available. EF and Edina Public Schools have established a program designed to empower sustainable and impactful travel-based learning programs for the school community that increases equity and access to the global classroom and opportunities like this one. EPS and EF have created a scholarship program aligned with EPS' commitment to equity.

**Transportation:** All students and chaperones will travel as a group from Minneapolis to Argentina, and return via a major US international airline or partner.

**Accommodations:** Students and chaperones will be housed in 3 to 4 star rated hotels.

**Supervision:** Staff members traveling with the group are lead teacher Christopher Griggs, EHS Social Studies teacher, and up to 5 additional licensed staff, one of which is a licensed school administrator.

**Recommendation:** Review the international travel experience for discussion. Action will occur at the 2.12.24 Board Meeting.

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

**Attachments:**

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [Educational Tours \(EF\) Itinerary](#)



**Board Meeting Date:** 1/8/2024

**Title:** Bordeaux, France - International Travel Request - Normandale Elementary - Lynnea West

**Type:** Discussion

**Presenters:** Jody De St. Hubert, Director of Teaching and Learning; Chris Holden, Principal Normandale Elementary; and Lynnea West, Normandale Media Specialist

**Background:** In accordance with Policy 538, the following international student travel experience for 25 Normandale Elementary French Immersion School students for 12 days in June of 2025 has received support from the school's administration. Participating students will not miss any school days for this summer travel experience.

This expedition is coordinated by Language & Friendship, an international student travel exchange program that partners with communities in cultural exchange programs. Students spend time in French schools, living with host families and participating in several local excursions.

In addition to providing growth opportunities in their target language acquisition, this cultural exchange student travel experience supports learning in authentic context.

**Cost:** The anticipated inclusive cost of this experience is approximately \$4,500 per student. This price is inclusive of all transportation, accommodations, meals, transfers, medical and repatriation insurance. Students will be responsible for all costs. There will be need-based scholarships and other scholarships offered. There will also be some fundraising opportunities.

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

**Accommodations:** Students and chaperones will be housed with host families organized and vetted by the French partner of Language & Friendship, Terre des Langues.

**Supervision:** Staff members traveling with the group are administrator Chris Holden, and licensed staff members Lynnea West and Elizabeth Werness.

**Recommendation:** Review the international travel experience for discussion. Action will occur at the 2.12.24 Board Meeting.

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

**ATTACHMENT:**

1. [Appendix III Board Policy 538 , Extended Field Trip and Travel Application Preliminary Approval, Extended Field Trip and Travel Application - France](#)
2. [Family Presentation](#)
3. [Insurance](#)



**Board Meeting Date:** 1/8/2024

**Title:** Costa Rica 7/8/2025 - International Travel Request - High School Science - Liz Houtz

**Type:** Discussion

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

**Background:** In accordance with Policy 538, the following international student travel experience for up to 16 Edina High School students for ten days in June-August 2025 has received support from the school's administration. Participating students will not miss any school days for this summer travel experience.

This science research travel experience is coordinated by Seeds of Change-Costa Rica. (<https://www.socresearch.org/>) Seeds of Change is a Secondary Science Immersion program committed to inspiring high school students to pursue a career in science research. This group has strong partnerships with academic and industry scientists in Costa Rica and the US that act as the instructors for this ten day immersion program. Seeds of Change focuses on the scientific method and emphasizes student-designed and student-driven research, under the guidance of EHS teacher(s) and the program scientists. This student-driven approach is very unique, especially at the high school level.

**Summary of Travel Experience:** During the school year prior to departure (2024-25), students will start to learn about the biological diversity in Costa Rica and begin to think about their own research question. Once in Costa Rica, the lodging and research takes place at Finca la Anita, an eco-tourism lodge and farm in the rainforest. Food and lodging is provided by the owners/hosts. From their base at Finca la Anita, the students will spend 8 days applying the scientific method and collaborating with members of their team on their research question. Students work together to carry out their experiments. They learn how to work as a team to overcome challenges and rebound from failures within resource and time constraints, just as in any real-world project. They will use statistics to validate the results of their experiments. At the end of the eight days, each student team presents and defends their research project to the larger group of students and scientists, just like any research scientist would.

While the first eight days are very research focused, the students will also take outings to the local villages to learn about the culture of Costa Rica and experience many local activities with local residents.

During the last two days of the trip, the students visit the dry forest, have lessons on dry forest ecology from local ecologists, and visit the Pacific coast where they visit a sea turtle hatchery and conduct patrols of sea turtle nesting patrols.

Students have the option of earning three university credits at participating universities. Many former participants have also entered their projects into local, state, regional, national and international science competitions with excellent results. There is also the opportunity for students that have completed this first year experience to participate in a second year research program which focuses on microbial bioinformatics.

In addition to providing growth opportunities that align with the Portrait of a Well-Rounded Edina Graduate, this field-based, research-oriented, student travel experience supports learning across numerous Minnesota science, social studies, and language arts standards.

**Cost:** The anticipated inclusive cost of this experience is approximately \$4,350 per student. This price is inclusive of all transportation, accommodations, meals, transfers, and medical and repatriation insurance. Students will be responsible for all costs. There will also be extensive fundraising opportunities.

**Fundraising Plan:** Fundraising options for students include the following:

1. Coffee sales - Costa Rican coffee
2. Ann Bancroft Scholarship for Girls  
<https://www.annbancroftfoundation.org/programs/grants>
3. Rotary Scholarships
4. GoFundMe

**Transportation:** All students and chaperones will travel as a group from Minneapolis to Finca la Anita and return via a major U.S. international airline or partner.

**Accommodations:** Students and chaperones will be housed in modern cabins of 2-8 students while in the rainforest. At the dry forest and marine site, accommodations are provided by the local state park system.

**Supervision:** Staff members traveling with the group are Liz Houtz, EHS science teacher, and up to one or two additional licensed staff, one of which will be a licensed school administrator.

**Recommendation:** Review the international travel experience for discussion. Action will occur at the 2.12.24 Board Meeting.

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

**Attachments:**

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [Seeds of Change Tour Itinerary](#)



**Board Meeting Date:** 1/8/2024

**Title:** France 2/14/2025 - International Travel Request - High School World Language - Kim Caster and Cliff Schwartz

**Type:** Discussion

**Presenters:** Jody De St. Hubert, Director of Teaching and Learning, Jenn Carter, Edina High School Assistant Principal; Kim Caster EHS World Language Teacher, and Cliff Schwartz EHS World Language Teacher

**Background of Current French Exchange:** In accordance with Policy 538, the following international student travel experience for up to 25 Edina High School Students students for one week in February, 2025 has received support from the school's administration. Participating students will miss 5 school days for this travel experience.

In early 2023, Georges Duby High School contacted Cliff Schwartz and Kim Caster to create a school exchange among 10<sup>th</sup> and 11<sup>th</sup> grade students. This high school, in Aix en Provence France is a specialty high school focused on the study of English and English-speaking opportunities (ACT, SAT, American colleges, etc) so that their students can have in-country experience before graduation. These students fill out applications and go through interviews to be accepted to this highly competitive school. The 2023-2024 school exchange was developed and was approved by the school board on May 15, 2023.

After multiple meetings with the organizers for Georges Duby High School and Jenn Carter for Edina High School, we followed the protocol of the South Korean exchange to create an application process for both the Edina side and the French side of this exchange. Once the school board approved the travel on May 15, 2023, the students on both sides applied to exchange and host each other during this experience.

As part of the application process, students and families confirmed that the "traveling student" would have a private bedroom, access to privacy in the bathroom, and access to their dietary and medical needs (allergies) during the homestay. Students were then paired based on the needs and interests of the students participating in the exchange. Families are vetted through background checks. After this pairing and vetting was complete, student and parent emails/information was shared and in August students started communicating with the family from the opposite country.

The French arrived on October 19, 2023 and departed on November 6, 2023 (after a 5 day delay due to weather issues all over Europe. During this time, an itinerary ([attached here](#)) was developed so that the French chaperones had daily connection either by phone or in person with their French travelers. American students brought their French students to school when asked and on other days, the French students went on excursions around the Twin Cities. During their stay all French students had access in two languages to their chaperones and could text or call at any time of day if anything went wrong.

For the board approved 2023-24 exchange the Edina group will be arriving in France on Saturday, February 17, 2024 and departing February 27 2024. The same protocols to ensure a dynamic, safe, and rich experience for the French students while in Edina will be in place for Edina students while in France.

Given that this year is the first year organizing this exchange, the organizers are paying close attention to what works and what doesn't to ensure that future experiences are even more successful. After the American families hosted the French students, we polled both parents and students. They loved their experiences and the American students can't wait to reconnect with their French counterparts.

**Summary of French Exchange for Proposed 2024-2025 Exchange:** While other travel opportunities allow our Edina students to see other cultures, this is a rare opportunity for our immersion and traditional students to learn day-to-day vocabulary, live a French life, and to do it in an affordable way that allows for more access. The proposal to continue the exchange and approve travel to France for Edina students in February of 2025 is coming forward with an established school partnership, strong protocols for safety, and rich learning experiences directly connected to MN World Language Standards and competencies of the Portrait of a Well-Rounded Edina Graduate.

The itinerary below is a current draft of the itinerary for 2024. The itinerary for the proposed exchange in 2025 will mirror this itinerary with adjustments made based on experiences and feedback after 2024 travel to France.

**Saturday, February 17th:** Your arrival - kids go home with families.

**Sunday, February 18th:** Host family day

**Monday, February 19th:** Students at school all day

**Tuesday, February 20th:** Travel day

Leave school at 8 am: Kim, Cliff, Polly and Chantal plus 3 or 4 parent chauffeurs

IDEA ONE: Drive one hour to Arles: The Arena, walking around, Cloitre, lunch

IDEA TWO: Drive 40 minutes to la Camargue and do a 1h30 minute horse (poney) ride in the Camargue : flamingos, etc

<https://www.arnellescamargue.com/>

**Wednesday, February 21st:** Travel Day

Leave school at 8 am: Parent chaperones plus Kim, Cliff, Polly, Chantal

IDEA ONE: [Cassis](#) - market day is Wednesday, walk around, beach, visit les calanques en bateau (if weather ok)

IDEA TWO: [Carrieres de Lumiere et les Baux de Provence](#) - OR [Saint Remy de Provence](#)

**Thursday, February 22nd:** Travel Day

Meet at school at 8 Take bus to **Marseille**

Le petit train (or Big Bus) tour

Vieux port

Notre Dame de la Garde

Lunch in les Halles

Mucem view, le Panier walking around

Bus back to Luynes

**Friday, February 23rd:** Students in class in the morning and travel in the afternoon

Kim; Cliff, Polly, Chantal (?) take bus with them to eat lunch in Aix and visit Atelier Cezanne, Musee de Granet ? , petit train tour?

Bus back to school

**Saturday, February 24th:** Family Day

**Sunday, February 25th:** Family Day

**Monday February 26th:** With French students, on vacation

**Tuesday, February 27th:** Départure

**Additional Information:** This travel exchange will be available to all ninth and tenth grade students during this current year of 2023-2024. Students applying to participate will be enrolled

in French classes, either French III, Diverse Francophone World, French IV or AP French Language and Culture. Students participating on this exchange will:

- a) use their French-speaking skills both in the fall (when hosting a French student) and in February (when traveling to France). Students will get extended time speaking to native speakers, reinforcing what they've learned over the past 5-10 years of French education
- b) make cultural connections about their experiences with their host families and while they're in France in general. They will get to see real life examples of what they've studied or new examples that they can bring back to the classroom about French and Francophone cultures.

This experience is coordinated by the organizing teachers, Kim Caster and Cliff Schwartz in conjunction with their counterparts in France. These teachers will use Delta Group Travel for the purchase of the flights to and from France. Students will be paired with a French student/family and will stay with these families during their time in France.

**Cost:** The estimated cost will be \$2000-2500. A secondary cost for all families is hosting the French student in the fall, paying for meals and experiences while the French student is here.

**Transportation:** Airlines, family vehicles, trains and buses in France

**Accommodations:** Homestays

**Supervision:** Staff members traveling with the group are Kim Caster and Cliff Schwartz, EHS World Language Teachers, and a licensed school administrator.

**Recommendation:** Review the international travel experience for discussion. Action will occur at the 2.12.24 Board Meeting.

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

**Attachments:**

1. Appendix III Board Policy 538, [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [May 15, 2023 Approved French Exchange](#)



**Board Meeting Date:** 1/8/2024

**Title:** Italy 3/28/2025 - International Travel Request - High School Band - Italy - Paul Kile

**Type:** Discussion

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

**Background:** In accordance with Policy 538, the following international student travel experience for up to 90 Edina High School Students students for 8 days in 3/28/2025 - 4/5/2025 has received support from the school's administration. Participating students will miss 1 school day for this travel experience.

This experience is coordinated by GrandTours tour company, an organization that designs tours to Italy (Sorrento, Isle of Capri, Amalfi Coast, Pompeii, Rome) and all of Central Europe. Jeff Goldsmith is the owner and President of GrandTours. He is a former Music Educator of 15-years and remains active in the Twin Cities music community as a clinician and adjudicator. He holds a Masters Degree in Music Education from the University of Minnesota and has established a successful career in group travel planning since 2000. Jeff served as the Director of Education and Performing Arts Travel at Dayton's, Marshall Field's, and Macy's Travel. He understands the unique touring needs of both instrumental and vocal music ensembles and will help design a custom concert tour that exceeds expectations. GrandTours values:

- Design custom group travel programs in a spirit of adventure and discovery
- Inspire travelers to see an amazing world through new eyes
- Let passion, creativity, flexibility and attention to detail define our work
- Value satisfied travelers as the most important asset to GrandTours
- Create simplicity in the tour planning process and travel experience
- Operate with complete financial integrity and provide tours of exceptional value
- Bring every traveler home safely with memories to last a lifetime!

**Summary of the Travel Experience:** (itinerary attached below)

On their Grand Tour to Italy members of the Edina Concert Band will enjoy three exciting concert opportunities:

- a student performance exchange with students from a music conservatory
- world-class scenery
- spectacular sightseeing

- Italian culture

The students will fly into Rome and travel along the Bay of Naples to visit Sorrento, The Isle of Capri and spectacular Amalfi Coast. They will visit excavations at ancient Pompeii, buried by the eruption of Mount Vesuvius in AD 79, make a day trip to the classic Umbrian Hill Town of Orvieto and conclude the tour in Rome to see the Colosseum, Roman Forum, Piazza Navona, Pantheon, Trevi Fountain, Vatican museums and remarkable St. Peter's Basilica.

The performance schedule will be the following:

- 1st Concert- Sunday, March 30 in Sorrento (in Sorrento Cathedral or Piazza Veniero)
- 2nd Concert- Wednesday, April 2 in Rome (this will be a student exchange concert with the students of the Rome Youth Conservatory. They will perform for us, we will perform for them and then we will combine on a piece or two for a collaborative musical exchange)
- The 3rd Concert will be Thursday, April 3 at the St Ignazio di Loyala

**Overview of Standards that will be taught on the Travel Experience:** The Edina Concert Band has received a unique invitation from the St. Ignazio performance series to perform in Italy. The performances align with the vision-mission of the Edina Band program and the MN State Music Standards of 'performing for others' at the highest level possible. The band students will also engage in a student exchange to align with the band's vision-mission of community and connection and serving as ambassadors for the band program, school district, city and state.

**Cost:** The price of this experience is \$3995 per student and is all inclusive including all meals, travel, accommodations, and admissions for various events.

**Transportation:** Delta/KLM airlines and motor coaches

**Accommodations:** 4 star hotel accommodations in Sorrento and Rome

**Supervision:** Superintendent Dr. Stacie Stanley has agreed to accompany the band on tour. In addition, we will have a 1:10 student to adult ratio with 4 band staff and 5 band parents serving as chaperones.

**Recommendation:** Review the international travel experience for discussion. Action will occur at the 2.12.24 Board Meeting.

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

**Attachments:**

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [Grand Tours Itinerary](#)
3. [COI Liability Insurance](#), [Italy Tour Ins. - Example](#)
4. [Fundraising Plan](#)



**Board Meeting Date:** 1/8/2024

**Title:** Portugal 10/12/2025 - International Travel Request - High School Science - Lindsey Smaka

**Type:** Discussion

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

**Background:** In accordance with Policy 538, the following international student travel experience for up to 32 Edina High School students for nine days in October 2024 has received support from the school's administration. Participating students will miss 3-4 school days for this fall travel experience.

This experience is coordinated by CIEE, Council on International Educational Exchange, a nonprofit study abroad and intercultural exchange organization that designs study abroad experiences. CIEE was founded in 1947 following World War II. They were dedicated to promoting peaceful coexistence and respect among nations through student and teacher travel exchange programs. CIEE works with the Department of State for many of its programs.

**Summary of Travel Experience:** For this experience, students will explore aquatic and land-based ecosystems and biodiversity in and around Lisbon, Portugal, alongside biologists and sustainability researchers. Fieldwork and fun trips take you birdwatching at a coastal lagoon, snorkeling in a marine park, kayaking in the longest river of the Iberian Peninsula, observing dolphins in the Atlantic Ocean, and intertidal monitoring at Avencas beach. Students will participate in sustainability projects, such as assessing water quality and threats to ecosystems, census-taking of plant and animal species, and conducting interviews with locals on human and economic impacts of ecosystems. Students will also be immersed in Portuguese culture by learning about food, art, and language. See the attachment for a more detailed itinerary.

In addition to providing growth opportunities in alignment with the Portrait of a Well-Rounded Edina Graduate, this field-based, research-oriented student travel experience supports learning across numerous Minnesota science, social studies, and language arts standards. For this experience, we will focus on the following competencies:

- Intercultural Engagement - Immersion in Portugal with survival Portuguese, working directly with the local community, and community service work.
- Environmental Science -
  - Investigate species and attributes of rivers, estuaries, coastal and offshore marine ecosystems, human impacts, and habitat threats.
  - Research and assess the interdependence of local economies, human activities, and conservation of marine ecosystems.
- Global Conservation
  - Identify how communities in Portugal practice conservation in both land and marine environments
  - Describe the interconnected nature of culture and conservation in Portuguese communities.
  - Discuss conservation challenges and solutions in the world today.

**Cost:** The anticipated inclusive cost of this experience is approximately \$4,500 per student. This price includes all transportation, accommodations, travel & medical insurance, meals, and transfers. Students will be responsible for all costs. There will be need-based scholarships and other scholarships offered. There will also be extensive fundraising opportunities as detailed in the attached [fundraising plan](#).

**Transportation:** All students and chaperones will travel as a group from Minneapolis to Humberto Delgado Airport in Lisbon, Portugal, and return via a major U.S. international airline or partner.

**Accommodations:** Students and chaperones will be housed in dormitories at the CIEE Lisbon Center.

**Supervision:** Staff members traveling with the group are Lindsey Smaka, EHS science teacher, and two additional licensed staff, one of which will be a licensed school administrator.

**Recommendation:** Review the international travel experience for discussion. Action will occur at the 2.12.24 Board Meeting.

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

**Attachments:**

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [CIEE Global Navigator Tour Itinerary](#)





**Board Meeting Date:** 1/8/2024

**Title:** Zimbabwe 3/25/2025 - International Travel Request - High School Global Scholars - Lindsey Smaka

**Type:** Discussion

**Presenters:** Jody De St. Hubert, Director of Teaching and Learning, Jenn Carter, Edina High School Assistant Principal; and Lindsey Smaka, EHS Global Scholar Coordinator

**Background:** In accordance with Policy 538, the following international student travel experience for up to 20 Edina High School Students students for two weeks in March, 2025 has received support from the school's administration. Participating students will miss five school days for this travel experience.

This experience is coordinated by Love For Africa, an organization that designs tours with a focus on social responsibility. This company was founded by Zimbabwean Blessing Munyenyiwa, who has worked closely with the Rotary Club of Edina over the past several years to implement an international grant project at a local hospital.

**Summary of Travel Experience:** For this experience, students will travel for a service-learning trip and immerse themselves in Zimbabwean culture. Students will work with have the opportunity to take part in a variety of different service projects, including helping at a local hospital where the Edina Rotary Club recently re-equipped their entire Maternity ward. This maternity ward will re-open after being closed for 20 years. They will also have the opportunity to volunteer at an orphanage and visit a women-owned Chaya farm. The major service project for this experience will be to help build a secondary school. Students will spend a few days learning about the school and the Zimbabwean education system and working on building projects. In addition to service, students will explore Zimbabwe with a few safaris in two different National Parks. Students will participate in Rhino tracking, game drives and explore caves with paintings. Here, students will learn about environmental concerns surrounding their National Parks and the human-wildlife conflict that impacts local communities. To complete the trip, students will have the opportunity to visit Victoria Falls, one of the world's largest waterfalls and one of the Seven Natural Wonders of the World.

In addition to providing growth opportunities across the EPS Educational Competencies, this field-based, service-oriented student travel experience supports learning across numerous Minnesota science, social studies, and language arts standards. For this experience, we will focus on the following objectives:

Objective 1: Expand Global Competency by engaging with Rotarians and Zimbabwean people while performing service work to help local villages.

Objective 2: Explore Global Issues using the Sustainable Development Goals. Scholars will also complete their Capstone project while on site.

- "Life on Land" Environmental Conservation- learn about Rhino and Wild Dog conservation research at one of Zimbabwe's National Parks. Learn about human/wildlife conflict.
- "Good Health & Well Being" - Contribute to a food garden at a maternal unit in one of Zimbabwe's hospitals. Students learn about the Chaya plant and how it is essential to nutrition, culture & business in Zimbabwe.
- "Quality Education" - explore inequities in rural Zimbabwean education. Help build classrooms in the rural school to help battle inequities.
- "Partnership for the Goals" - Learn about Love for Africa's travel mission and social responsibility project. Explore the impact of Western travel to Zimbabwe and improving reciprocity.

**Cost:** The anticipated inclusive cost of this experience is approximately \$5,500 per student. This price includes all transportation, accommodations, meals, and transfers. Students will be responsible for all costs. There will be need-based scholarships and other scholarships offered. There will also be extensive fundraising opportunities, as detailed in the fundraising plan attached below.

**Transportation:** All students and chaperones will travel as a group from Minneapolis to O.R. Tambo International in Johannesburg, South Africa. Internal travel includes flights to and from South Africa and buses within Zimbabwe. The group will return via a major U.S. international airline or partner.

**Accommodations:** Students and chaperones will be housed in hotel rooms throughout the stay.

**Supervision:** Staff members traveling with the group are Lindsey Smaka, EHS Global Scholar Coordinator, and Assistant Superintendent Randy Smasal.

**Recommendation:** Review the international travel experience for discussion. Action will occur at the 2.12.24 Board Meeting.

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

**Attachments:**

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [Love for Africa Tour Itinerary](#)
3. [Fundraising Plan](#)

VI.D. Fiscal Year 2025 Cost Containment



**Board Meeting Date:** 1/8/2024

**Title:** Fiscal Year 2025 Cost Containment

**Type:** Discussion

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

**Description:** At the December 22, 2023, Special Meeting of the School Board, the District administration shared its updated five-year general fund forecast for fiscal years 2025 through 2029, including a revised estimate of fiscal year 2024 activity. The District's revised estimates of fiscal year 2024 activity indicate an anticipated year end unassigned fund balance of 5.7 percent, significantly lower than the 8.8 percent that was approved for the preliminary budget at the June 20, 2023 Regular Meeting and below the minimum of 6.0 percent required by Board policy. If the District continued its current operations in fiscal year 2025 without any adjustments, the administration anticipates a further decline to the unassigned fund balance to 3.9 percent of unassigned expenditures.

To achieve a 6.0 percent unassigned fund balance at the end of fiscal year 2025 the District would need to adjust its operations in the amount of approximately \$2,560,000. To achieve a 6.9 percent unassigned fund balance, the same percentage as the end of fiscal year 2023, the adjustment would need to be approximately \$3,620,000. The District ended the 2022 fiscal year with an unassigned fund balance of 7.5 percent. To get back to this level of unassigned fund balance at the end of fiscal year 2025, the District would need to adjust its operations to the tune of \$4,270,000.

After a review and discussion of these various options by senior administrators as well as the Finance Committee of the Board, the District administration believes it prudent to recommend that the School Board approve an overall cost containment for fiscal year 2024 of \$3,620,000 or a fund balance of 6.9 percent. This will achieve a comfortable level of unassigned fund balance at the end of fiscal year 2025 and would result in a significantly smaller reduction of approximately \$750,000 for fiscal year 2026.

The option of a \$2,560,000 reduction, which would achieve the Board minimum fund balance of 6.0 percent at the end of fiscal year 2025, would immediately put the District in a position where it would have to significantly contain it's budget for fiscal year 2026. The most severe reduction option of \$4,270,000 was not considered at this time due to the significant disruption it would cause to District operations and programming.

**Recommendation:** There is no recommended action at this time.

**Desired Outcomes from the Board:** Provide input regarding the administration's intention to recommend general fund cost containment measure totaling approximately \$3,620,000 for fiscal year 2025.

**Attachments:**

1. Fiscal Year 2025-2029 Financial Forecast Memorandum

**To:** Members of the Board of Education  
Dr. Stacie Stanley, Superintendent of Schools

**From:** Mert Woodard, Director, Finance & Operations

**Date:** December 11, 2023

**Subject:** Fiscal Year 2025-2029 General Fund Forecast

The financial cycle for governmental organizations such as school districts is a year-long process that involves planning, budgeting, operating, and reporting, repeating every year in perpetuity. The District administration has already begun planning for the 2025 fiscal year and feels it is an appropriate time to share with the School Board, District employees, and members of the public a preliminary outlook and forecast for next school year as well as the subsequent four school years before seeking approval of recommended budget parameters for next year. This will allow the Board time to review the goals and strategic direction of the District in relation to financial realities, seek feedback from stakeholders, determine areas of prioritization, and provide guidance to the District administration before final parameters are recommended for approval.

#### Forecasting Methodology

The District administration has typically utilized the combination of “level services” and “revenue based” budgeting approaches to update its five-year General Fund forecast for fiscal year 2025 through 2029. This means, in basic terms, that the District plans to offer the same educational programming and support services that it currently offers, adjusted for the revenue it anticipates generating in 2024-25 and beyond. This form of budgeting is common in school districts and other local government organizations and can also be referred to as “incremental budgeting”. In some years this may result in offering the same services but to a lesser degree due to expenditures exceeding revenue and in others it may mean increasing the degree to which services are offered or offering additional programming due to increased revenues or new revenue sources being appropriated by the state.

#### Enrollment

Enrollment is the most critical variable of a school district’s finances as it largely determines the number of staff employed by a school district to deliver its educational programming as well as the revenue generated by the school district. The state of Minnesota accounts for enrollment using average daily membership (“ADM”) which is the average number of students enrolled in the District each day of the school year. The District ended the 2023 fiscal year serving an average daily membership (ADM) of 8,582, up 218 from fiscal year 2022’s 8,364.

To project the subsequent year’s enrollment, districts typically use the “cohort survival” method which takes each grade level and multiplies it by a historical growth (or decline) factor, returning the estimated enrollment for the next year. The growth factor is typically a weighted average of previous years, which can be adjusted for increases in development within the district’s boundaries, the addition or elimination of school buildings or programs, and other factors which are known by the administration. The administration has used a three-year weighted average to determine the growth factor that is applied to the enrollment projections and has also added a slight pro-rating factor for the purposes of conservatism. The resulting enrollment figure listed on the

table below have been used to determine the District's property tax revenue for the 2025 fiscal year:

GRADE	ACTUAL ENROLLMENT						PROJECTED	
	FY2018 PAY17	FY2019 PAY18	FY2020 PAY19	FY2021 PAY20	FY2022 PAY21	FY2023 PAY22	FY2024 PAY23	FY2025 PAY24
PK	56.97	53.87	58.34	48.20	62.79	74.85	55.00	70.00
HK	9.99	60.84	56.78	72.98	74.00	84.12	-	-
KG	528.85	506.53	520.09	518.57	537.18	524.46	585.00	590.00
1	625.56	586.97	592.51	583.79	622.12	642.09	622.00	611.04
2	595.42	621.16	593.68	591.82	625.52	642.16	639.00	646.72
3	615.07	604.87	628.46	588.15	606.03	643.00	650.00	652.05
4	666.50	629.61	612.27	622.01	611.19	618.16	643.00	663.34
5	630.78	662.41	651.55	597.74	652.94	632.33	621.00	662.23
6	667.98	656.86	680.58	658.19	622.93	667.33	653.00	637.60
7	685.86	657.04	637.61	681.10	667.07	628.44	678.00	658.91
8	690.25	679.72	654.62	630.63	685.42	676.36	646.00	682.86
9	671.71	662.42	700.24	661.21	665.21	715.50	700.00	673.24
10	676.25	680.61	656.67	687.48	650.33	671.36	702.00	697.38
11	689.76	653.04	654.80	650.46	655.35	665.58	675.00	698.30
12	652.60	696.25	667.22	649.46	626.14	696.08	694.00	686.21
<b>TOTAL</b>	<b>8,463.55</b>	<b>8,412.20</b>	<b>8,365.42</b>	<b>8,241.79</b>	<b>8,364.22</b>	<b>8,581.82</b>	<b>8,563.00</b>	<b>8,629.88</b>

For fiscal years 2026 through 2029 the District administration has used 8,630 as its ADM figure, which translates to approximately 9,450 in adjusted pupil units (APU). While the District does expect some growth due to a building addition and programming addition to one of its elementary schools, the District is also assuming enrollment declines in the exact amount of the gain at the elementary level. This flat enrollment project will result in no additional revenue driven by enrollment; the only additional revenue will come via per pupil funding amount increases appropriated by the state. The administration believes to be a conservative assumption for its overall General Fund revenues.

### Revenue

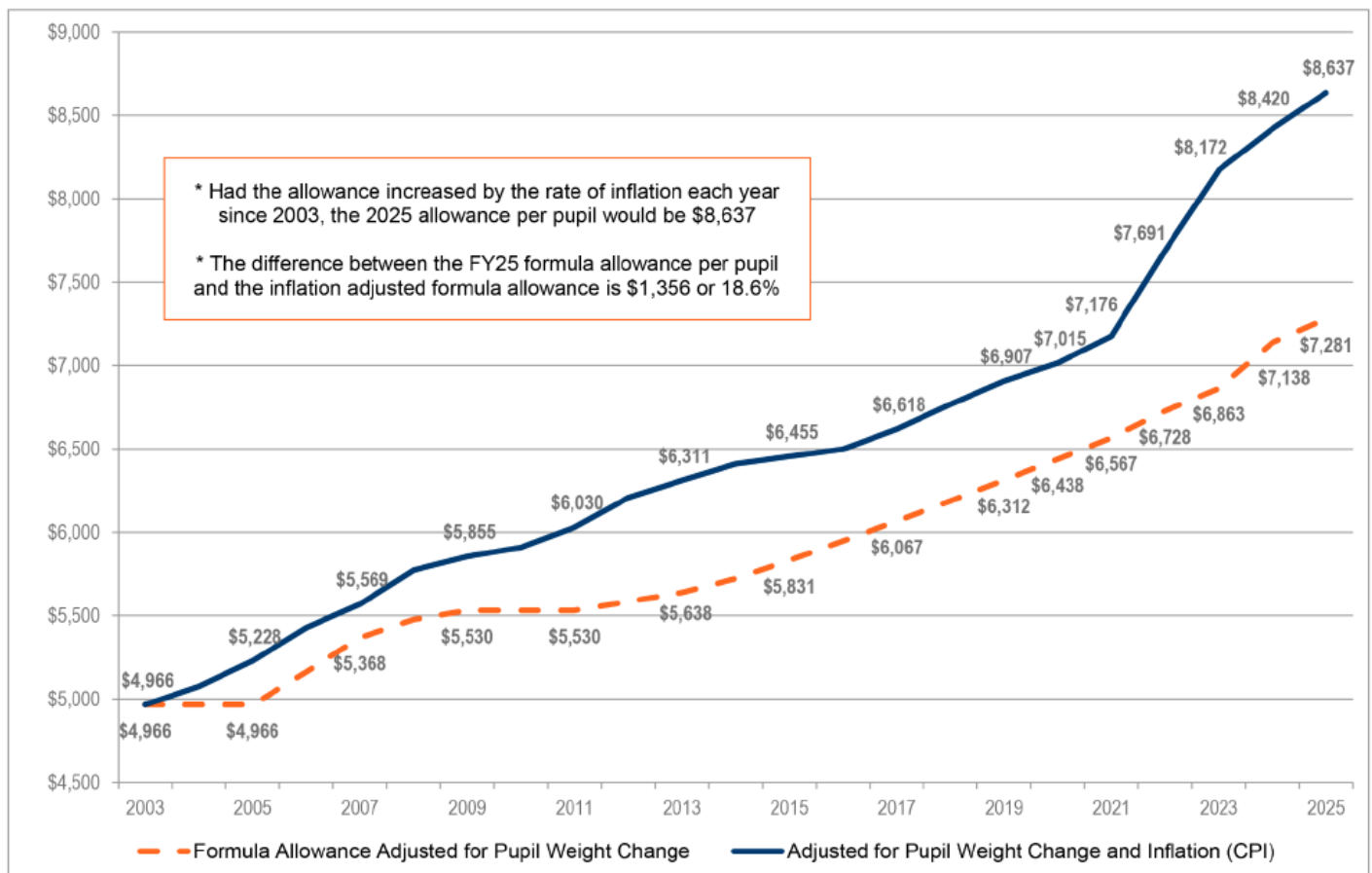
In the state of Minnesota the vast majority of a school district's revenue authority is determined by formulas defined in state statute, many of which are per pupil revenue authorities. Most of the general fund revenue for any public school district in the state of Minnesota, an estimated 43.3% for Edina in fiscal year 2024, comes from the basic education revenue formula allowance, which is a per pupil revenue allotment. The state does not define any specific uses for basic education revenue, however the revenue is used to finance the most basic operations you would expect within a school district, including, but not limited to: classroom teachers, paraprofessional staff, administrative support staff, regular to-and-from school transportation, custodial staff, utilities, and supplies and materials. The basic formula allowance is determined each biennium, with the current fiscal year being the first year of the current biennium.

In May of 2023 the Legislature agreed to a 4.0% increase to the basic formula allowance for fiscal year 2024, and increase of \$275 per APU, and 2.0% for fiscal year 2025, a further increase of \$143.

For fiscal years 2026 and beyond, the Legislature has put into law that the formula will be indexed to inflation. School districts will receive at least 2.0% on the formula each year but no more than 3.0%. Typically, school business officials will use highly conservative assumptions regarding future, unknown appropriations from the state. Since a minimum 2.0% increase has been signed into law, the District administration feels comfortable using that figure to forecast the revenues of future years:

	<b>FY2024</b>	<b>FY2025</b>	<b>FY2026</b>	<b>FY2027</b>	<b>FY2028</b>	<b>FY2029</b>
Adjusted Pupil Units	9,359	9,450	9,450	9,450	9,450	9,450
Per Pupil Unit Amt	\$ 7,138	\$ 7,281	\$ 7,427	\$ 7,575	\$ 7,727	\$ 7,881
<b>Total Basic Education Aid:</b>	<b>66,807,397</b>	<b>68,805,450</b>	<b>70,181,559</b>	<b>71,585,190</b>	<b>73,016,894</b>	<b>74,477,232</b>
<i>Additional Revenue:</i>	\$ -	\$ 1,998,053	\$ 1,376,109	\$ 1,403,631	\$ 1,431,704	\$ 1,460,338

It's important to remember that while the Legislature did tie future basic education aid growth to inflation, albeit capped at 3.0%, over the last 20 years the formula has greatly lagged inflation:



One way school districts in Minnesota are allowed to increase their revenues is by seeking voter approval for an operating referendum. In November of 2017, the District held a referendum seeking approval from voters to raise an additional \$2,075 per pupil for taxes payable in 2020 with an inflationary increase each subsequent year through 2027. For the current fiscal year, the District's voter approved operating referendum authority is \$2,106. Due to the relatively high inflationary environment and the fact that the operating referendum is tied to inflation, the per pupil revenue authority for fiscal year 2025 will be \$2,197, an increase of \$92 per APU. This will result an estimated additional \$1,057,338 of revenue in fiscal year 2025 which can be used in the same manner as basic education revenue. For future years the District administration believes that the efforts of the United States Federal Reserve and other macroeconomic factors will lead to lower inflation, and thus, lesser increases to the District's operating referendum authority. For fiscal years 2026 through 2029 the District is assuming 3.0% added to the operating referendum authority each year:

	<u>FY2024</u>	<u>FY2025</u>	<u>FY2026</u>	<u>FY2027</u>	<u>FY2028</u>	<u>FY2029</u>
Adjusted Pupil Units	9,359	9,450	9,450	9,450	9,450	9,450
Per Pupil Unit Amt	\$ 2,106	\$ 2,197	\$ 2,263	\$ 2,331	\$ 2,401	\$ 2,473
<b>Total Basic Education Aid:</b>	<b>19,708,931</b>	<b>20,766,281</b>	<b>21,389,269</b>	<b>22,030,947</b>	<b>22,691,875</b>	<b>23,372,632</b>
<i>Additional Revenue:</i>	\$ -	\$ 1,057,338	\$ 622,988	\$ 641,678	\$ 660,928	\$ 680,756

The second way a District can raise additional revenue for operations is another voter approved property tax level officially known as the *capital projects levy* but commonly referred to as the *tech levy*. In May 2021 the District successfully asked voters to revoke and replace the District's existing tech levy of 5.556% of net tax capacity with a levy of 5.932% of net tax capacity. This revenue is used to pay for the District's technology infrastructure, student and staff devices, and technology staff. Like the operating referendum, the tech levy has already been finalized for fiscal year 2025. For future years, revenue will increase in direct proportion to the District's tax base. The District administration is utilizing a three-year moving average to project increases to net tax capacity over the next five years. The average increase the District is using is approximately 6.5%, which will result in the following capital projects levy revenue:

	<u>FY2024</u>	<u>FY2025</u>	<u>FY2026</u>	<u>FY2027</u>	<u>FY2028</u>	<u>FY2029</u>
Tax Rate	5.932%	5.932%	5.932%	5.932%	5.932%	5.932%
Net Tax Capacity	125,283,792	142,891,874	151,971,467	162,079,178	172,334,087	183,439,475
<b>Tech Levy Revenue</b>	<b>\$ 7,431,835</b>	<b>\$ 8,476,346</b>	<b>\$ 9,014,947</b>	<b>\$ 9,614,537</b>	<b>\$ 10,222,858</b>	<b>\$ 10,881,630</b>
<i>Additional Revenue:</i>	\$ -	\$ 1,044,511	\$ 538,601	\$ 599,589	\$ 608,321	\$ 658,772

The combination of basic education revenue, operating referendum authority, and the capital projects levy represents approximately 70 percent of the District's general fund revenue. These revenue categories are also the three which can potentially add the most additional revenue to the District, so they will continue to be analyzed in great detail. The other revenue categories the District has access to include, but are not limited to: special education aid, operating capital, categorical state aid and local levy categories, locally generated revenue, and federal revenue. At this time the District does not have any indication that categorical state aid revenue authorities will be increased for fiscal year 2025. The forecast assumes that they will remain flat and does not assume growth factor that may or may materialize during subsequent legislative sessions. The District also assumes that special education cross-subsidy aid increase that was put into place for fiscal year 2024 will see no further increases.

### Expenditures

As previously mentioned, the forecast was built with the assumption that the District will largely operate in the same manner that it has over the last few fiscal years. That means six elementary schools, two middle schools, one high school, and an early learning school. The District's current staffing model, meaning the staff that were budgeted for in fiscal year 2024, has been used as the basis of the expenditure forecast. Currently, the District determines the number of classroom teachers it will employ with the following student to teacher ratio, by grade level: 20.00 to 24.00 students per classroom in kindergarten and first grade, 22.00 to 25.00 in second grade, 24.00 to 26.00 in third grade, 25.00 to 27.00 in grades four and five, 28.15 for grades six through eight, and 30.85 at the high school. In addition to classroom teachers, other licensed staff the District employs includes various teachers on special assignment, counselors, media specialists, school psychologists, licensed nurses, social workers, and licensed teachers who work with special education students or students with disabilities. In total, the District currently employs 645.07 full-time equivalents (FTE) of licensed staff, representing approximately 70.0% of the District's general fund budget that is dedicated to salaries and benefits. The remaining 30.0% is comprised of administration, administrative support staff, paraprofessionals, school bus drivers, custodial and maintenance staff, technology staff, and others.

Before addressing salary growth from fiscal year 2024 to fiscal year 2025 and beyond, it is important to note that the administration's original expectations of fiscal year 2024 salary and benefit expenditures will most likely need to be revised upward due to the ratification of new collective bargaining agreements. The District's original fiscal year 2024 General Fund budget was approved by the Board was \$149,411,639 and at this time the District estimates it will need to revise to \$154,274,727. The exact amount of the budget revision will not be known until February 2024. This revision creates a new base from which salary and benefit expenditures will grow, rapidly increasing the District's outlay over time.

The District administration assumes the following inflationary increases to all expenditure types from fiscal year 2025 through fiscal year 2029:

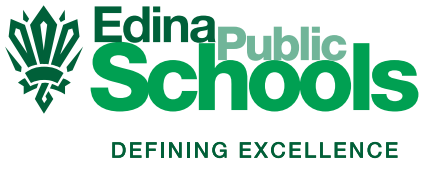
CATEGORY	INFLATION				
	2025	2026	2027	2028	2029
LICENSED SALARIES	3.74%	4.63%	3.53%	3.58%	3.74%
NON-LICENSED SALARIES	3.00%	2.50%	2.50%	2.50%	2.50%
ADMINISTRATIVE SALARIES	3.00%	2.50%	2.50%	2.50%	2.50%
OTHER SALARIES	3.00%	2.50%	2.50%	2.50%	2.50%
STATUTORY BENEFITS	3.36%	3.36%	3.36%	3.36%	3.36%
OTHER BENEFITS	2.00%	2.00%	2.00%	2.00%	2.00%
REPAIRS AND MAINTENANCE	3.00%	3.00%	3.00%	3.00%	3.00%
PURCHASED SERVICES	3.00%	3.00%	3.00%	3.00%	3.00%
SUPPLIES	5.00%	3.00%	3.00%	3.00%	3.00%
CAPITAL PURCHASES/LEASES	3.00%	3.00%	3.00%	3.00%	3.00%
OTHER EXPENDITURES	3.00%	3.00%	3.00%	3.00%	3.00%
TRANSPORTATION	3.40%	2.50%	2.50%	2.50%	2.50%
TRANSFERS OUT	0.00%	0.00%	0.00%	0.00%	0.00%
UTILITIES	10.00%	10.00%	10.00%	10.00%	10.00%
LIABILITY INSURANCE	25.00%	15.00%	10.00%	5.00%	5.00%

### Fund Balance Impact

Based on the District's assumptions regarding enrollment, incremental revenue increases, and expenditure inflation, the expected unassigned fund balance position at the end of fiscal year 2024 is anticipated to be 5.7%, lower than the original budget that anticipated 8.8% and lower than the Board policy of a minimum of 6.0%. If the District's operations are not adjusted and if the Legislature does not appropriate significantly more funds than anticipated, beginning with fiscal year 2025 the District's fund balance will begin to rapidly deteriorate. Based on the current forecast, the District would reach "statutory operating debt", or a negative 2.5% overall fund balance or lower, at some point during the 2027 fiscal year:

	2023	2024	2025	2026	2027	2028	2029
<b>Revenue:</b>							
Property Taxes	\$ 46,405,453	\$ 53,290,711	\$ 56,342,167	\$ 54,392,166	\$ 54,601,361	\$ 55,644,042	\$ 55,613,871
State Sources	87,753,124	95,178,065	97,609,636	99,445,510	101,579,374	103,508,874	105,477,142
Federal Sources	2,923,061	2,285,697	2,285,697	2,285,697	2,285,697	2,285,697	2,285,697
Miscellaneous local	6,377,764	3,694,838	3,694,838	3,694,838	3,694,838	3,694,838	3,694,838
Other Financing Sources	1,067,740	-	-	-	-	-	-
<b>Total Revenue</b>	<b>\$ 144,527,142</b>	<b>\$ 154,449,311</b>	<b>\$ 159,932,338</b>	<b>\$ 159,818,211</b>	<b>\$ 162,161,270</b>	<b>\$ 165,133,450</b>	<b>\$ 167,071,548</b>
<b>Expenditures:</b>							
Administrative Salaries	\$ 5,304,845	\$ 6,398,608	\$ 6,899,572	\$ 7,072,057	\$ 7,248,858	\$ 7,430,075	\$ 7,615,830
Licensed Salaries	53,608,090	59,709,457	61,942,596	64,810,527	67,098,347	69,500,460	72,099,776
Non-licensed Salaries	12,408,339	13,517,278	13,922,801	14,270,881	14,627,654	14,993,351	15,368,183
Other Salaries	10,027,889	10,586,790	10,904,392	11,176,996	11,456,426	11,742,832	12,036,402
Statutory Benefits	13,823,818	15,190,481	15,701,507	16,229,703	16,775,674	17,340,003	17,923,346
Other Benefits	14,712,361	14,390,269	15,257,882	15,562,994	15,874,202	16,191,675	16,515,504
Purchased Services	12,633,739	9,301,704	9,580,760	7,656,217	6,751,310	6,655,477	5,420,622
Utilities	2,178,271	2,092,342	2,301,576	2,531,734	2,784,910	3,063,404	3,369,751
Liability Insurance	672,301	918,984	1,148,730	1,321,040	1,453,144	1,525,801	1,602,091
Repairs and Maintenance	431,323	402,936	415,024	427,476	440,300	453,506	467,114
Supplies	3,708,361	2,860,282	3,003,302	3,093,415	3,186,214	3,281,797	3,380,249
Transportation	7,496,108	7,723,659	7,986,269	8,185,929	8,390,579	8,600,346	8,815,357
Capital Purchases/Leases	3,037,059	4,416,106	5,249,924	5,407,421	5,569,641	5,736,733	5,908,834
Other Expenditures	430,950	428,515	441,371	454,612	468,251	482,298	496,768
Transfers Out	1,584,127	6,337,316	6,337,316	6,337,316	6,337,316	6,337,316	6,337,316
<b>Total Expenditures</b>	<b>\$ 142,057,580</b>	<b>\$ 154,274,727</b>	<b>\$ 161,093,022</b>	<b>\$ 164,538,318</b>	<b>\$ 168,462,826</b>	<b>\$ 173,335,074</b>	<b>\$ 177,357,143</b>
<b>Change in Fund Balance</b>	2,469,562	174,584	(1,160,684)	(4,720,107)	(6,301,556)	(8,201,624)	(10,285,595)
<b>Fund Balances:</b>							
Nonspendable	392,982	-	-	-	-	-	-
Restricted	4,342,395	4,873,952	5,592,020	6,172,950	6,988,956	8,074,087	9,459,070
Committed	2,322,850	2,548,331	2,644,814	2,730,964	2,819,541	2,913,446	3,000,849
Assigned	5,519,524	6,118,681	6,187,468	6,256,256	6,325,043	6,393,831	6,462,618
Unassigned	8,013,834	7,225,205	5,181,183	(274,793)	(7,549,720)	(16,999,166)	(28,825,935)
<b>Total Fund Balances</b>	<b>\$ 20,591,585</b>	<b>\$ 20,766,169</b>	<b>\$ 19,605,485</b>	<b>\$ 14,885,377</b>	<b>\$ 8,583,821</b>	<b>\$ 382,198</b>	<b>\$ (9,903,397)</b>
<b>Fund Balance Policy:</b>							
Unassigned Fund Balance	6.90%	5.67%	3.92%	-0.20%	-5.36%	-11.67%	-19.21%

It is critical to not that the assumptions used to calculate the projected shortfall are conservative and a "worst case" scenario, the administration believes that in its role as steward and fiduciary of taxpayer funds it is better to air on the side of extreme caution. It is common to see five-year forecasts developed annually by school districts and the vast majority of them paint a bleak picture. Clearly, education funding in Minnesota does not, over time, meet the needs of school districts. Also, it is important to note that estimates are just that, estimates. The administration has used the best information available at the time of analysis and will continuously update its forecast as new or better information presents itself.



**ADMINISTRATIVE OFFICES**

5701 Normandale Road  
Edina, MN 55424

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Board Policy 702 stipulates that if the District's operations result in an unassigned fund balance of less than 6.0% of the subsequent years' unassigned expenditures, the administration must present a plan to the Board to reestablish the fund balance to the acceptable level in the previous fiscal year. Per the forecast, the District would need to contain its budget in the amount of approximately of \$2.56 million to have an unassigned fund balance of 6.0% at the end of fiscal year 2025.

The administration will now begin the "Budget Reduction, Reallocation, and Revenue Generation" process and, after a period of stakeholder engagement, provide the School Board with a list of options to bring the District into compliance with its own fund balance policy.

Regards,

Mert Woodard  
Director, Finance & Operations

VI.E. Policy Review (406, 506, 514, 526, 606.5,  
715, 807, 810, 902)



**Board Meeting Date:** 1/08/2024

**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 406 Public and Private Personnel Data
- Policy 506 Student Conduct and Discipline
- Policy 514 Bullying Prohibition
- Policy 526 Student Hazing Prohibition
- Policy 606.5 Library Materials
- Policy 715 Food and Nutrition Services Program
- Policy 807 Closing of Facilities Due to Hazardous Weather or Other Emergency Conditions
- Policy 810 Security of Students, Employees, Visitors, Buildings and Grounds
- Policy 902 Use of School District Facilities and Equipment

**Recommendation:** Review the suggested modifications for Policies 406, 506, 514, 526, 606.5, 715, 807, 810, 902.

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

**Attachments:**

1. Policy 406 Public and Private Personnel Data
2. Policy 506 Student Conduct and Discipline
3. Policy 514 Bullying Prohibition
4. Policy 526 Student Hazing Prohibition
5. Policy 606.5 Library Materials
6. Policy 715 Food and Nutrition Services Program
7. Policy 807 Closing of Facilities Due to Hazardous Weather or Other Emergency Conditions
8. Policy 810 Security of Students, Employees, Visitors, Buildings and Grounds
9. Policy 902 Use of School District Facilities and Equipment

## Personnel

### Public and Private Personnel Data

#### I. Purpose

This policy provides guidance to school district employees as to the ~~treatment of~~ data the district collects and maintains regarding its employees, [volunteers, independent contractors, and applicants \(“personnel”\)](#).

#### II. General Statement of Policy

- A. All data on individuals collected, created, received, maintained, or disseminated by the school district, which is classified by statute or federal law as public, is accessible to the public pursuant to the procedures established by the district.
- B. All other data on individuals is private or confidential.
- C. [An individual](#) ~~Employees~~ may release private data about themselves through the use of the ~~Employee Authorization to Release Private Personnel Data~~ [Consent to Release Data – Request from an Individual](#) form, which is attached to this policy.

#### III. Definitions

[For purposes of this policy, the definitions included in this section apply.](#)

- A. “Confidential” data means the data is [not public and is](#) not available to the subject of the data.
- B. “Finalist” means [an individual who is selected to be interviewed by the school board for a position.](#)
- C. “Personnel data” means government data on individuals maintained because they are or were district employees, applicants for employment, ~~or district advisory board/committees,~~ district volunteers, or independent contractors. [Personnel data include data submitted by an employee to the district as part of an organized self-evaluation effort by the district to request suggestions from all employees on ways to cut costs, make the district more efficient, or to improve district operations.](#)
- D. “Private” data means the data [is not public and is available to the subject of the data and to district employees who need it to conduct district business only to the following: the subject of the data, as limited by any applicable state or federal](#)

law; individuals within the school district whose work assignments reasonably require access; entities and agencies as determined by the responsible authority who are authorized by law to gain access to that specific data; and entities or individuals given access by the express written direction of the data subject.

- E. "Protected health information" means individually identifiable health information that is transmitted by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium by a health care provider. "Protected health information" excludes individually identifiable health information in education records covered by the Family Educational Rights and Privacy Act, employment records held by ~~a school~~ the district in its role as employer; and records regarding a person who has been deceased for more than fifty (50) years.
- F. "Public body" means the school board.
- G. "Public" data means the data is available to anyone who requests it.
- H. "Public officials" means business managers; human resource directors; athletic directors whose duties include at least fifty (50) percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as superintendents and principals.

#### IV. Public Personnel Data

- A. ~~In general, the~~ The following information on **current and former** employees, including volunteers and independent contractors, is public: ~~(1) personal information (i.e. name, education and training background, previous work experience); (2) compensation information (e.g. actual gross salary, salary range, terms and condition of employment, payroll time sheets); and (3) work and performance information (e.g. job title, job description, work location, work phone number, existence and status of any complaints against the employees):~~
  - 1. name;
  - 2. employee identification number;
  - 3. actual gross salary;
  - 4. salary range;
  - 5. terms and conditions of employment relationship;
  - 6. contract fees;
  - 7. actual gross pension;
  - 8. the value and nature of employer-paid fringe benefits;
  - 9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
  - 10. job title;
  - 11. bargaining unit;
  - 12. job description;
  - 13. education and training background;

14. previous work experience;
15. date of first and last employment;
16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
17. the final disposition of any disciplinary action together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;
19. work location;
20. work telephone number;
21. badge number;
22. work-related continuing education;
23. honors and awards received; and
24. payroll time sheets or other comparable data that are used only to account for an employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

B. ~~Applicants for employment. With respect to employment applicants, the following information on current and former applicants for employment by the school district is public: information: (1) finalist's names; (2) veteran status; (23) relevant test scores; (34) rank on eligible list; (45) job history; (56) education and training; and (6) work availability.~~

1. veteran status;
2. relevant test scores;
3. rank on eligible list;
4. job history;
5. education and training; and
6. work availability.

C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the school board to be finalists for public employment.

D. Data about applicants for appointment to a public body collected by the district as a result of the applicant's application for employment are private data on individuals except that the following are public:

1. name;
2. city of residence, except when the appointment has a residency

- requirement that requires the entire address to be public;
3. education and training;
4. employment history;
5. volunteer work;
6. awards and honors;
7. prior government service;
8. any data required to be provided or that are voluntarily provided in an application for appointment to a multi-member agency; and
9. veteran status.

E. Once an individual is appointed to a public body, the following additional items of data are public:

1. residential address;
2. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;
3. first and last dates of service on the public body;
4. the existence and status of any complaints or charges against an appointee; and
5. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation

Notwithstanding paragraph 2., any electronic mail address or telephone number provided by a public body for use by an appointee will be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

F. Regardless of whether there has been a final disposition, upon completion of an investigation of a complaint or charge against a public official, or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources. Data relating to a complaint or charge against a public official is public only if:

1. the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or
2. potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement

Data that is classified as private under another law is not made public by this provision.

V. Private Personnel Data

- A. ~~Except as provided in state law,~~ All other personnel data ~~not listed in Section IV~~ are private data and ~~will only be shared with district employees who has a~~

~~legitimate business interest in the information will not be otherwise released unless authorized by law or by the employee's informed written consent.~~

- B. Data pertaining to an employee's dependents are private data on individuals.
- C. Data created, collected, or maintained by the school district to administer employee assistance programs are private.
- D. An individual's checking account number is private when submitted to a government entity.
- E. Personnel data ~~may~~ **must** be ~~provided~~ **disseminated** to labor organizations to the extent ~~the district determines it is necessary for the labor organization to conduct its business or when authorized by the commissioner of the bureau of mediation services the responsible authority determines is the dissemination i~~ for the labor organization **elections, investigate and process grievances, notify employees of fair share fee assessments and implement the provisions of the Minnesota Public Labor Relations Act (PELRA).** Personnel data will be disseminated to labor organizations and the Bureau of Mediation Services ("BMS") to the extent the dissemination is ordered or authorized by the commissioner of the BMS. Employee Social Security numbers are not necessary to implement the provisions of PELRA.

The home addresses, non-employer issued phone numbers and email addresses, dates of birth, and emails or other communications between exclusive representatives and their members, prospective members, and nonmembers are private data on individuals.

Dissemination of personnel data to a labor organization pursuant to Minnesota law will not subject the district to liability.

- F. The district may display a photograph of a current or former employee to prospective witnesses as part of the district's investigation of any complaint or charge against the employee.
- G. The district may, if its responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
  - 1. the person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
  - 2. a pre-petition screening team conducting an investigation of the employee under Minnesota law; or
  - 3. a court, law enforcement agency, or prosecuting authority.
- H. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law

enforcement in the investigation of a crime or alleged crime committed by an employee.

- I. A complainant has access to a statement provided by the complainant to the district in connection with a complaint or charge against an employee.
- J. When allegations of sexual or other types of harassment are made against an employee, the employee does not have access to data that would identify the complainant or other witnesses if the responsible authority determines that the employee's access to that data would:
  - 1. threaten the personal safety of the complainant or a witness; or
  - 2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness will be available to the employee as may be necessary for the employee to prepare for the proceeding.

- K. The district must report to the Minnesota Professional Educator Licensing and Standards Board ("PELSB") or the Board of School Administrators ("BOSA"), whichever has jurisdiction over the teacher's or administrator's license, as required by Minnesota law, and will, upon written request from the licensing board having jurisdiction over the license, provide the licensing board with information about the teacher or administrator from the district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minnesota law.
- L. Private personnel data will be disclosed to the Department of Employment and Economic Development for the purpose of administration of the unemployment insurance program.
- M. When a report of alleged maltreatment of a student in an elementary, middle school, or high school is made to the commissioner of the Minnesota Department of Education ("MDE") under Minnesota law, data that are relevant and collected by the school facility about the person alleged to have committed maltreatment must be provided to the commissioner on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of providing information to a parent, legal guardian, or custodian of a child in accordance with MDE Screening Guidelines.
- N. The district will release to a requesting school district private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if
  - 1. an investigation conducted by or on behalf of the district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or
  - 2. the employee resigned while a complaint or charge involving the

allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minnesota law.

Data that are released under this paragraph must not include data on the student.

- O. Data submitted by an employee to the district as part of an organized self-evaluation effort by the district to request suggestions from all employees on ways to cut costs, make the district more efficient, or improve the district operations is private data. An employee who is identified in a suggestion, however, will have access to all data in the suggestion except the identity of the employee making the suggestion.
- P. Protected health information on employees is private and will not be disclosed except as permitted or required by law.
- Q. Personal home contact information for employees may be used by the district to ensure that an employee can be reached in the event of an emergency or other disruption affecting continuity of district operations and may be shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the district or government entity.
- R. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.
- S. When a continuing contract teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual offenses involving a child as set forth in Minnesota law, or when the commissioner of the MDE makes a final determination of child maltreatment involving a teacher under Minnesota law, the school principal or other person having administrative control of the school will include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minnesota law, and will provide PELSB and the licensing division at MDE with the necessary and relevant information to enable PELSB and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license.

In addition to the background check required under Minnesota law, the school board or other school hiring authority will contact PELSB and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for the district will disseminate to another school district private personnel data on a current or former employee or contractor of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.

#### VI. Multiple Classifications

If data on individuals are classified as both private and confidential by Minnesota law, or any other state or federal law, the data are private.

#### VII. Change in Classifications

The school district will change the classification of data in its possession if it is required to do so to comply with either judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

#### VIII. Responsible Authority

The school district has designated the director of human resources as the authority responsible for personnel data.

#### IX. Employee Authorization/Release Form

An employee authorization form is included as an appendix to this policy.

#### Legal References:

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

Minn. Stat. § 13.02 (Definitions)

[Minn. Stat. § 13.03 \(Access to Government Data\)](#)

[Minn. Stat. § 13.05 \(Duties of Responsible Authority\)](#)

Minn. Stat. § 13.37 (General Nonpublic Data)

Minn. Stat. § 13.39 (Civil Investigation-Data)

[Minn. Stat. § 13.41 \(Licensing Data\)](#)

Minn. Stat. § 13.43 (Personnel Data)

Minn. Stat. § 13.601, ~~§~~subd. 3 (~~Elected and Appointed Officials~~ [Applicants for Appointment](#))

[Minn. Stat. § 15.0597 \(Appointment to Multi-member Agencies\)](#)

Minn. Stat. § 122A.20, ~~§~~subd. 2 (Mandatory Reporting)

Minn. Stat. § 122A.40, ~~§~~subds 13 and 16 (~~Employment; Contracts; Termination~~ Immediate Discharge; Decision)

[Minn. Stat. § 123B.03 \(Background Check\)](#)

[Minn. Stat. § 123B.143, subd. 2 \(Disclose Past Buyouts\)](#)

[Minn. Stat. Ch. 179 \(Minnesota Labor Relations Act\)](#)  
[Minn. Stat. Ch. 179A \(Minnesota Public Labor Relations Act\)](#)  
[Minn. Stat. § 253B.07 \(Judicial Commitment: Preliminary Procedures\)](#)  
[Minn. Stat. Ch. 260E ~~§ 626.556, Subd. 7~~ \(Reporting of Maltreatment of Minors\)](#)  
[Minn. Stat. Ch. 268 \(Unemployment Insurance\) Minn. R. Pt. 1205 \(Data Practices\)](#)  
[P.L. 104-191 \(HIPAA\)](#)  
[45 C.F.R. Parts 160, 162, and 164 \(HIPAA Regulations\)](#)

Cross References:

Policy 206 (Public Hearings and Public Participation in School Board Meetings, Data Privacy Considerations)

[Policy 414 \(Mandated Reporting of Child Neglect or Physical or Sexual Abuse\)](#)

Policy 515 (Protection and Privacy of Student Records)

Policy  
adopted: 09/22/08  
revised: 05/28/13  
revised: 06/13/16  
revised: 12/14/20

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

Appendix I to Policy 406

**Consent to Release Data – Request from an Individual**

*An individual asks the school district to release private data to an outside entity or person. Because the district does not have statutory authority to release the data, it must get the individual’s written informed consent.*

**Explanation of Your Rights**

If you have a question about anything on this form, or would like more explanation, please talk to the director of human resources before you sign it.

---

I, \_\_\_\_\_, give my permission for Edina Public Schools  
(name of individual)

to release data about me to \_\_\_\_\_ as described in this  
consent form. (name of other entity/person)

1. The specific data I want Edina Public Schools to release include:

\_\_\_\_\_  
(explanation of data requested)

2. I understand that I have asked **Edina Public Schools** to release the data.

3. I understand that although the data are classified as private at **Edina Public Schools**,  
classification/treatment of the data at \_\_\_\_\_ depends on  
(name of other entity/person)

laws or policies that apply to \_\_\_\_\_.  
(name of other entity/person)

This authorization to release expires \_\_\_\_\_.  
(date/time of expiration)

Individual data subject’s signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/guardian’s signature [if needed] \_\_\_\_\_ Date \_\_\_\_\_

**CONSENT TO RELEASE DATA, INFORMED CONSENT**

Request from an Individual Employee to release private employment data

*By completing this form, the employee requests that the school district releases the employee's private personnel data to an outside entity or person. In general, the school district does not have statutory authority to release the data, unless it must get the employee/s's written informed consent.*

If you have any questions about the information on or purpose of this form, or would like more explanation, please contact the Human Resources Department before you sign it.

I, \_\_\_\_\_, give my permission for Edina Public  
*[employee's name]*

Schools to release data about me to \_\_\_\_\_ as  
*— [name of other entity or person]*  
described on this form.

Private Data Requested to be Released: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Private Data Not to be Released: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Specific purpose for which the entity or person can use the provided data:  
\_\_\_\_\_  
\_\_\_\_\_

Date of expiration of this consent: \_\_\_\_\_

By my signature below, I recognize that although the data are classified as private for Edina Public Schools, the classification/treatment of the data may not be considered private to the entity or person to which the information is being released. I understand that this consent will expire one year from the date of the signature below, although I can revoke this consent at any time. This release is full and sufficient authorization pursuant to Minn. Stat. § 13.05 and Minn. R. 1205.1400.

Employee's signature \_\_\_\_\_ Date \_\_\_\_\_

Established 9/33/08; Revised: 5/28/13; Revised 9/9/20

## Students

### Student Conduct and Discipline

#### I. Purpose

This policy provides expectations for student conduct. Abiding by these expectations will enhance the school district's ability to maintain discipline and ensure a positive learning environment will lead to academic success and whole child growth. The district will take appropriate disciplinary action when students fail to adhere to acceptable behavior standards established by this policy and its guidelines and/or appendices.

#### II. General Statement of Policy

- A. The school district believes that a fair and equitable district-wide school discipline policy will contribute to the quality of a student's educational learning experience. Therefore, this district-wide discipline policy has been adopted.
- B. It is the responsibility of the school board, administrators, teachers, and employees to safeguard the health and safety of each student. The board and district administrators will support district employees who, in dealing with students on disciplinary matters, act in accordance with state law and this policy.
- C. Parents and guardians have the legal responsibility for the behavior of their children as determined by law and community practice. Parents/guardians are expected to exercise the required controls so that the student's behavior will be conducive to the development of self-discipline and will not be disruptive to the school's educational program.
- D. No policy will cover all situations. Therefore, the building administrator(s) or designee will make a determination of consequence/disciplinary action when student actions are not specifically addressed. All actions by an administrator/designee will be made on a case-by-case basis.
- E. Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.

#### III. Definitions

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include

removal from class.

- B. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that will not extend beyond the school year. The authority to exclude rests with the board.
- C. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled. The authority to expel rests with the board.
- D. "Non-exclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a student from school.
- E. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- F. "Restorative practices" means school discipline practices focused on fostering a sense of community within school environments to prevent conflict, encourage students to accept responsibility for their actions, and rebuild relationships.
- G. "Student withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a student's parent/guardian to withdraw a student from the district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.
- H. "Suspension" means an action by the school administration, under policies promulgated by the school board, prohibiting a student from attending school for a period of no more than 10 school days; provided, however, if a suspension is longer than five school days, the suspending administrator will provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal **from school** for **less than** one ~~school-day-or-less~~, except as may be provided in federal law for a student with a disability.

#### IV. Areas of Responsibility

- A. School Board. The school board holds all school district employees responsible for the maintenance of order within the district and supports all employees acting within the framework of this discipline policy.
- B. Superintendent. The superintendent will establish guidelines and directives to carry out this policy, hold all district employees, students, and parents/guardians responsible for conforming to this policy, and support all district employees performing their duties within the framework of this policy. The superintendent will also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents/guardians. Any guidelines or

directives established to implement this policy will be submitted to the board for information and attached as an appendix to this policy.

- C. Principal. The school principal is given the responsibility, authority, and sole discretion to formulate building rules necessary to enforce this policy, subject to superintendent review. The principal will give direction and support to all school employees performing their duties within the framework of this policy. The principal or designee will consult with parents/guardians of students conducting themselves in a manner contrary to the policy. The principal will also involve other professional employees in the disposition of behavior referrals and make use of those agencies appropriate for assisting students and parents/guardians. A principal may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.
- D. Teachers. All teachers have responsibility for providing a well-planned teaching/learning environment and have a primary responsibility for student conduct, with appropriate assistance from the administration. All teachers will ensure acceptable student behavior. A teacher may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.
- E. Other District Employees. All district employees are responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior are as authorized and directed by the superintendent. A district employee or other agent of the district may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.
- F. Parents or Legal Guardians. Parents and guardians are responsible for the behavior of their children as determined by law and community practice. They are expected to partner with district authorities and to participate regarding the behavior of their children.
- G. Students. All students are held individually responsible for their behavior and for knowing and adhering to the Student Rights and Responsibilities Handbook.

#### IV. Student Responsibilities

All students have the responsibility:

- For their behavior and for knowing and obeying all district rules, regulations, policies, and procedures;
- To attend school daily, except when excused, and to be on time to all classes and other school functions;
- To pursue and attempt to complete the courses of study prescribed by the state and district;
- To make necessary arrangements for making up work when absent from school;

- To assist district employees in maintaining safe schools for all students;
- To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- To be aware of and comply with federal, state, and local laws;
- To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with district employees, as appropriate;
- To respect and maintain the district's property and the property of others;
- To dress and groom in a manner that meets standards of safety and health, and is consistent with applicable district policy;
- To avoid inaccuracies in district-sponsored publications, whether print or electronic, and refrain from indecent or obscene language;
- To conduct themselves in an appropriate physical and verbal manner; and
- To recognize and respect the authority of district employees and the rights of others.

## VI. Unacceptable Behavior, Investigations of Student Misconduct

The appendix of this policy provides examples of unacceptable behavior. Unacceptable behavior may also include violation of any local, state, or federal law. The examples in the appendix are not intended to be an exclusive list. A student who engages in any unacceptable behaviors will be disciplined in accordance with this policy and its appendix.

This policy applies to all school district buildings, grounds, and property; district-sponsored activities or trips; school bus stops; school buses, district vehicles, district-contracted vehicles, or any other vehicles approved for district purposes; the area of entrance or departure from district premises or events; and all district-related functions. This policy also applies to student behavior that has a nexus to district property or the student's status as a district student, including students' use of social media and other electronic communication. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the district or the safety or welfare of the student, other students, or employees.

Students are required to cooperate in all disciplinary investigations.

## VII. Recess and Other Breaks

A. The school district will provide student access to structured breaks from the demands of school.

1. Recess detention will only be used when:

- a. A student causes or is likely to cause serious physical harm to other students or staff;

- b. The student's parent or guardian specifically consents to the use of recess detention; or
  - c. For students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
2. The district will not withhold recess from a student based on incomplete schoolwork.
  3. District staff will make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
  4. The district will not withhold or excessively delay a student's participation in scheduled mealtimes.

### VIII. Disciplinary Action Options

The school district's general policy is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the district. At a minimum, violation of district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The district will, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the district. Disciplinary action may include, but is not limited to, one or more of the following:

- restorative practices
- student conference with teacher, principal, counselor, or other district personnel, and verbal warning;
- parent/guardian contact and/or conference;
- confiscation by the district of any item prohibited by, or used in violation of, any district policy and/or state or federal law;
- limited time away from the classroom;
- removal from class (pursuant to the Minnesota Pupil Fair Dismissal Act);
- in-school suspension;
- suspension from extra-curricular activities;
- detention or restriction of privileges;
- loss of school privileges;
- in-school monitoring or revised class schedule;
- referral to in-school support services, law enforcement, community resources, or an outside agency;
- financial restitution;
- request for a petition to be filed in district court for juvenile delinquency adjudication;
- out-of-school suspension under the Minnesota Pupil Fair Dismissal Act;
- preparation of an admission or readmission plan;
- expulsion or exclusion under the Minnesota Pupil Fair Dismissal Act; and/or

- other disciplinary action as deemed appropriate by the district.

## IX. Removal of Students from Class

- A. The teacher of record will have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, limited time away from the classroom, assigning detention or other consequences, or contacting the student's parents/guardians. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher has the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five days, pursuant to this discipline policy.

Grounds for removal from class include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn.
2. Willful conduct that endangers surrounding persons, including district employees, the student or other students, or the property of the district.
3. Willful violation of any district rules in this policy and Appendix I.
4. Other personal conduct that, in the discretion of the teacher or administration, requires removal of the student from class. A student removal will be for at least one activity period or class period of instruction for a given course of study and not exceed five periods.

A student will be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class will be for a period of time deemed appropriate by the principal, in consultation with the teacher.

### B. Procedure for the Classroom Teacher to Remove a Student from a Class Pursuant to the Minnesota Pupil Fair Dismissal Act

1. A written disciplinary report is submitted by the teacher or district employee within 24 hours of the removal of any student from their class.
2. If a student is removed from class more than five (5) times in a school year, the ~~school~~-district will notify the parent or guardian of the student's sixth

removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

#### C. Responsibility for and Custody of a Student Removed from Class

1. A student removed from class is the responsibility of the principal or lawful designee.
2. A student removed from class must report directly to the principal's office and inform the office employees of their arrival. Prior to the student's removal, the teacher or district employee will inform the office of the student's removal, the reason for the removal, and the time of the removal.
3. The teacher will determine if the student requires a district employee to accompany them to the office, and, if so, make the necessary arrangements.

#### D. Return of a Student Procedure

1. The principal or designee will complete the appropriate follow-up disciplinary consequences and district documentation with the student.
2. The principal or designee readmits the student pursuant to the readmission plan.

#### E. Notification Procedure

1. The principal or designee determines the necessity of parent/guardian notification resulting from the student being removed from class.
2. The principal or designee will work with the teacher to notify the student of the violation of the discipline rules and resulting disciplinary action.

#### X. Prior to Dismissal Notification

- A. The principal or designee will provide the Tennessen Warning to the student prior to investigating the disciplinary incident when a dismissal from school may be the result of disciplinary action. The student's parent/guardian will be notified, when possible, prior to the reading of the warning.
- B. The principal or designee will record the notification of the student receiving the Tennessen Warning, including the disciplinary action documentation.
- C. The purpose of the Tennessen Warning, per Minnesota Statute 13.04: "An individual asked to supply private or confidential data concerning the individual will be informed of: (a) the purpose and intended use of the requested data within the collecting government entity; (b) whether the individual may refuse or is legally required to supply the requested data; (c) any known consequence arising from supplying or refusing to supply private or confidential data; and (d)

the identity of other persons or entities authorized by state or federal law to receive the data. This requirement will not apply when an individual is asked to supply investigative data, pursuant to section 13.82, subdivision 7, to a law enforcement officer.”

## XI. Dismissal

- A. The school district will not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion, or expulsion, as those terms are defined in Section III.

The district will not dismiss any student without attempting to use non-exclusionary disciplinary policies and procedures before dismissal proceedings or student withdrawal agreements, as those terms are defined in Section III, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any school board policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of district employees to perform their duties, or district-sponsored activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including district employees, or property of the district.

### C. Disciplinary Dismissals Prohibited for PreK-Grade 3

1. A student enrolled in PreK-grade 3 is not subject to dismissals under the Minnesota Pupil Fair Dismissal Act.
2. This section does not apply to a dismissal from school for less than one school day, except for a student receiving special education services.
3. Expulsions and exclusions may be used only after resources outlined under non-exclusionary disciplinary policies and practices have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

### D. Suspension Procedures

1. The school principal or designee will work with the student’s teachers to allow the suspended student to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback. A suspended student will receive full credit for all

satisfactorily completed schoolwork assigned during the period of the student's suspension.

2. If a student's total days of removal from school exceed 10 cumulative days in a school year, the district will make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school. The purpose of this meeting is to problem-solve and attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed.
3. Each suspension action will include a readmission plan. The plan may include, where appropriate, a provision for implementing alternative educational services upon readmission which will not be used to extend the current suspension. A readmission plan will not obligate a parent or guardian to provide sympathomimetic drugs to their student as a condition of readmission. School administration will not use the refusal of a parent or guardian to consent to the administration of sympathomimetic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a district-sponsored activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect.
4. The district administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the district is in the process of initiating an expulsion, in which case the district administration may extend the suspension to a total of 15 days.
5. In the case of a student with a disability, the student's individual education plan team will meet in accordance with state and federal law.
6. Alternative education services will be provided to a student who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center selected to allow the student to progress toward meeting graduation standards.
7. The district administration will not suspend a student from school without an informal administrative conference with the student. The informal administrative conference occurs before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference occurs as soon as practicable following the suspension. At the informal administrative conference, a district administrator notifies the student of the

- grounds for the suspension, provides an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After district administration notifies a student of the grounds for suspension, district administration may, instead of imposing the suspension, pursue other consequences, including encouraging a parent or guardian of the student to attend school with the student for one day.
  9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, will be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within 48 hours of the conference.
  10. Effort will be made by the principal or designee at the time of suspension to notify the student's parent or guardian by telephone of a suspension. In the event that the student's parent or guardian is not available for notification of the suspension at the time of the suspension, the student will remain in the school building for the remainder of the school day at a location or at locations designated by the principal or designee.
  11. A conference will be scheduled between the student's parent or guardian and the principal or designee to discuss the suspension, the reasons therefore, and the readmission plan.
  12. If the parent or guardian is dissatisfied with the disposition of the case after a conference with the principal or designee, the parent or guardian may request and will be granted an interview with the superintendent or designee. Neither this interview, nor the conference in item 5 will delay the suspension.
  13. During the period of suspension, the student will be furnished with assignments or alternative opportunities for continued learning. The student is expected to make up all work missed during the time of suspension. The teacher determines appropriate credit for such work based on the district's assessment policy and procedures. The student is readmitted to school following the expiration of the suspension.
  14. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice will be served upon the student and the student's parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.
  15. Notwithstanding the foregoing provisions, the student may be suspended pending the board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent

that suspension exceeds five (5) consecutive school days.

#### E. Expulsion and Exclusion Procedures

1. A written recommendation for exclusion or expulsion from the principal with supporting data is submitted to the superintendent.
2. The superintendent will review the case and determine whether or not to recommend exclusion or expulsion to the board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion is imposed without a hearing unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian are provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice is served upon the student and his or her parent or guardian personally or by certified mail, and contains a complete statement of the facts; a list of the witnesses and a description of their testimony; the date, time, and place of hearing; accompanied by a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; a description of the non-exclusionary disciplinary policies and practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The district will advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.
6. The hearing will be scheduled within 10 days of the service of the written notice unless an extension, not to exceed 5 days, is requested for good cause by the district, student, parent or guardian.
7. All hearings are held at a time and place reasonably convenient to the student, parent or guardian, and will be closed to the public unless the student, parent or guardian requests an open hearing.
8. The district will record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student has a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The board, or superintendent, may appoint an attorney to represent the district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings take place before, and are conducted by, an independent hearing officer designated by the district, a board member, a committee of the board, or the full board. The hearing will be conducted in a fair and impartial manner. Testimony is given under oath. The hearing officer or board member has the power to administer oaths and issue subpoenas.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative is given access to all district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, has the right to compel the presence of any district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the district.
14. The student, parent or guardian, or authorized representative, has the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer, board member, or board committee will prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which will be made to the board and served upon the parties within two days after the close of the hearing.
17. The board will base its decision upon the findings and recommendation of the hearing officer or board member and render its decision at a meeting held within five days after receiving the findings and recommendation. The board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the board will be based on the record, will be in writing, and will state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Minnesota Commissioner of Education of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the board may appeal the decision to the Minnesota Commissioner of Education within 21 calendar days of board action. The decision of the board is implemented during any appeal to the commissioner.

19. The district will report any suspension, expulsion, or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The district will report, through the MDE electronic reporting system, each expulsion or exclusion within 30 days of the effective date of the action to the commissioner. This report will include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report will also include the student's age, grade, gender, race, and special education status. The dismissal report will include state student identification numbers of affected students.
21. Whenever a student fails to return to school within 10 school days of the termination of dismissal, a district administrator will inform the student and their parent or guardian by certified mail of the student's right to attend and to be reinstated in the district.
22. For a student who is awaiting enrollment in a new district:
  - a. The district will continue to review the student's schoolwork and grades on a quarterly basis to ensure the student is on track for readmission with the student's peers and is continuing to make progress toward the Minnesota graduation standards. The district will communicate on a regular basis with the student's parent or guardian to ensure that the student is completing the work assigned through the alternative educational services. These services will be provided until the student enrolls in another school or returns to the same school;
  - b. A student receiving school-based or school-linked mental health services in the district will be eligible for those services until the student is enrolled in a new district; and
  - c. The district will provide to the student's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The district will maintain this information on the district website.

## XII. Admission or Readmission Plan

A school district administrator will prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan will include measures to improve the student's behavior, which may include completing a character education program consistent with state law, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan will include reasonable attempts to obtain parental/guardian involvement in the admission or readmission process and may indicate the consequences to the

student of not improving the student's behavior. The readmission plan will not obligate parents/guardians to provide a sympathomimetic medication for their child as a condition of readmission.

### XIII. Notification of Policy Violations

Notification of any violation of this policy and resulting disciplinary action is as provided for in state and federal law and district policy. The teacher, principal, or other school district employee may provide additional notification as deemed appropriate.

In addition, the district will report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a district employee by a student, and each student withdrawal agreement within thirty (30) days of the effective date of the dismissal action, student withdrawal, or assault, to the MDE Commissioner. This report will include a statement of the non-exclusionary disciplinary policies and practices, or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report will also include the student's age, grade, gender, race, and special education status.

### XIV. Student Discipline Records and Reports

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records are to be consistent with state and federal law, and district policy, including the Minnesota Government Data Practices Act.

The district will annually report data on its use of reasonable force used on any student to correct or restrain the student to prevent imminent bodily harm or death to the student or another.

Any reasonable force used 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.

### XV. Students with a Disability

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy unless the student's IEP or 504 Plan specifies a necessary modification.

Prior to the initiation of an expulsion or exclusion of a student with a disability, the school district will follow state and federal laws regarding such a proposal.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the district will continue to provide special

education and related services during the period of expulsion or exclusion.

XVI. Detecting and Addressing Chemical Abuse Problems of Students While on School Premises Procedure

- A. The school district has established a chemical abuse pre-assessment team pursuant to Minn. Stat. § 121A.26; and
- B. The district has established teacher reporting procedures to district administration or designee including the chair of the chemical abuse pre-assessment team.

XVII. Open Enrolled Students

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes chapter 260A), and the student's case has been referred to juvenile court. The district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. Discipline Complaint Procedure

- A. Students, parents/guardians, and school district staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. See Appendix II for complaint procedure.

XIX. Distribution of Policy

The school district will notify students and parents/guardians of the existence and contents of this policy in such manner as it deems appropriate. Copies of discipline policies in the *Students' Rights and Responsibilities Handbook* are made available to all students and parents/guardians at the commencement of each school year and to all new students and parents/guardians upon enrollment. This policy is also available on the district website, and upon request in each principal's office.

XX. Review of Policy

The principal and representatives of parents/guardians, students, and employees in each school building will confer at least annually to review this discipline policy, determine if the policy is working as intended, and assess whether the discipline policy has been enforced. Any recommended changes will be submitted to the superintendent for consideration by the school board.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.26 (School Preassessment Teams)  
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. §§ 121A.60-121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 122A.42 (General Control of Schools)  
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)  
Minn. Stat. Ch. 125A (Special Education and Special Programs)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

Policy 413 (Harassment and Violence Prohibition, Student and Employees)  
Policy 501 (School Weapons Policy)  
Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
Policy 503 (Student Attendance)  
Policy 504 (Student Dress and Appearance)  
Policy 514 (Bullying Prohibition)  
Policy 524 (Electronic Technologies Acceptable Use)  
Policy 526 (Student Hazing Prohibition)  
Policy 527 (Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches)  
Policy 532 Use of Crisis Teams and Peace Officers to Remove Students with IEPs from School Grounds  
Policy 538 (Student Travel)  
Policy 713 (Student Transportation)  
Policy 904 (Distribution or Display of Materials on School District Property)

Policy

adopted: 07/21/08  
amended: 10/22/12  
revised: 07/20/15  
revised: 07/17/17

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

revised: 08/08/22  
revised: 10/16/23

## APPENDIX I TO POLICY 506

### DISCIPLINE GUIDELINES

Every student and employee of Edina Public Schools is entitled to learn and work in a safe school environment. To ensure this safe environment, the school district has established clear student discipline policies, consequences appropriate to behaviors, and a practice to implement these guidelines fairly. These guidelines were developed to help ensure that each and every student is able to learn, discover their possibilities, and thrive.

All PreK-12th grade students are expected to behave in accordance with federal, state, and local laws; district policies and guidelines; and in a way that respects the rights and safety of others. Known violations of federal, state, and local laws will be reported to local law authorities.

The following are district-wide discipline guidelines. These guidelines and the potential consequences apply any time a student is present on district property, participating in a district-sponsored activity, or traveling in a district vehicle. These guidelines and the potential consequences also apply to student behavior that has a nexus to district property or the student's status as a district student. Student conduct that occurs off-campus, but has a nexus to the school environment, may form the basis for school discipline. This specifically includes activities that occur off-campus over the internet, on social media, or through other communications. Listed are the violations and the recommended consequences, although all determinations will be made on a case-by-case basis. Minnesota State High School League consequences may also apply in accordance with its rules and district policy.

A student who accumulates excess violations of these disciplinary guidelines or several infractions for serious behavior may be disciplined in light of the student's overall record. The student and parent/guardian will have a conference with the principal and/or other appropriate employee(s) to make them aware that the student is accumulating excessive infractions. Any student who has been suspended for violations of the guidelines may be recommended for expulsion upon the student's return if the student commits additional offenses of the same nature.

Restitution or restorative justice principles may be utilized when appropriate for the disciplinary infraction. Restorative school discipline practices focus on fostering a sense of community within school environments to prevent conflict, encourage students to accept responsibility for their actions, and rebuild relationships.

The infractions and consequences may be modified or disregarded if circumstances require mitigation or exception (e.g., student whose misbehavior is related to their disability). These discipline guidelines are based on district policies, located on the district's website.

### **ATTENDANCE**

#### 1. ATTENDANCE, TARDINESS, TRUANCY

In addition to the compulsory attendance mandate of state law, the school board recognizes and emphasizes the intrinsic value of attendance each school day by each student. It enables every student to profit to the maximum degree from the enhanced learning environment that full attendance promotes.

Compulsory attendance policies for students under the age of 17 years will be applied in cases of chronic absence or tardiness. Parental/guardian notification will occur when a student is determined to be truant by the school. A student under the age of 17 years with seven or more unexcused absences may be referred to appropriate services.

Attendance disciplinary action is outlined in the district's attendance policy (Policy 503).

## CHEMICAL INFRACTIONS

### 2. ALCOHOL OR CHEMICALS, POSSESSION OR USE

The possession or use of any alcohol, narcotic, illegal substance, controlled substance, or drug paraphernalia is prohibited while on district property, participating in a district-sponsored activity, or traveling in a district vehicle.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	Social worker intervention Police referral	3-day suspension Police referral
Grades 6-12	1-3 day suspension Police referral	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.

### 3. ALCOHOL OR CHEMICALS, POSSESSION WITH INTENT TO DISTRIBUTE OR SELL

Selling, distributing, delivery, exchanging, or intending to sell, deliver, exchange, or distribute any alcoholic, narcotic, illegal substance, or controlled substance on district property, while participating in a district-sponsored event or traveling in a district vehicle is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	Student Services referral Police referral	3-day suspension Police referral
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.

### 4. MEDICATION MISUSE (OVER THE COUNTER)

Any student in possession of or using an "over the counter" medication must do so in a manner consistent with district policy (see Policy 516 – Student Medication). Selling, distributing, delivering, exchanging, or intending to sell, deliver, exchange, or distribute any "over the counter" medication is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	1-day suspension Student Services referral	1-3 day suspension Student Services referral
Grades 6-12	1-3 day suspension Student Services referral	5-day suspension Student Services referral Police referral	10-day suspension Expulsion recommendation Police referral

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.

#### 5. MEDICATION MISUSE (PRESCRIPTION)

Any student in possession of or using prescription medication must do so in a manner consistent with district policy (Policy 516 – Student Medication). Selling, distributing, delivering, exchanging, or intending to sell, deliver, exchange, or distribute any prescription medication is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★ Student Services referral	★ Student Services referral
Grades 4-5	★ Student Services referral	1-2 day suspension Student Services referral	3-5 day suspension Police referral
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.

#### 6. TOBACCO/NICOTINE USE OR POSSESSION

Possession or use of tobacco/nicotine is prohibited, including e-cigarettes and other items used for the use of tobacco or other illegal substances. Students who congregate in an area where tobacco use has recently occurred (e.g., bathroom stall) will each be considered to have been using tobacco.

Grades	First Offense	Second Offense	Third Offense
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Grades PreK-3	★	★	Same day dismissal Student Services referral
Grades 4-5	★	Same day dismissal	1-day suspension Police referral
Grades 6-12	1-day suspension Police referral	2-3 day suspension Police referral	3-5 day suspension Police referral

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

## DANGEROUS AND/OR NUISANCE ITEMS

### 7. FIREARMS

Minnesota state law requires that school boards *must expel for a period of at least one year* a student who is determined to have brought a firearm to school. The definition of a firearm is found at 18 U.S.C. § 921. The board may modify this expulsion requirement on a case-by-case basis.

Grades	First Offense
Grades PreK-12	10-day suspension; Expulsion recommendation; Police referral

### 8. FIREWORKS

Possession, distribution, or use of any type of fireworks (sparklers, firecrackers, smoke bombs) or ammunition is prohibited. If it is determined that a student brought such an item to school without intent to harm, the student may not be considered in possession of fireworks. Use of any fireworks that creates a serious disturbance or safety hazard may be considered a violation of “Weapons, Explosives, Incendiary Devices, Ammunition, and Other Dangerous Items.”

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	★	★
Grades 6-12	3-5 day suspension	5-10 day suspension	10-day suspension Expulsion recommendation

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Building administration will consider intent when assigning disciplinary consequences.

### 9. NUISANCE OBJECTS

Misuse or distribution of any object that causes distractions or a nuisance is prohibited. These objects may include, but are not limited to, laser pointers, lighters, radios, squirt guns, video games, snaps, and stink bombs.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	★	★
Grades 6-12	★	1-day suspension	3-day suspension

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

#### 10. POTENTIALLY DANGEROUS ITEMS

Possessing potentially dangerous items that if misused may be considered dangerous, illegal or could possibly cause harm are prohibited. If it is determined that a student brought such an item to school without intent to harm, the student may not be considered in possession of a weapon. If a student directly or indirectly threatens another person or persons with such an object, the student will be determined to be in possession of a weapon and appropriate action will be taken in accordance with district policy.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	1-day suspension
Grades 4-5	★	1-day suspension	3-day suspension
Grades 6-12	1-day suspension	3-day suspension	5-day suspension

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

#### 11. WEAPONS, EXPLOSIVES, INCENDIARY DEVICES, AMMUNITION, AND OTHER DANGEROUS ITEMS

The possession, real or implied, of weapons, explosives, incendiary devices, ammunition, or other items considered dangerous, illegal or which could cause harm, destruction, or disruption is prohibited. The possession of imitation, non-working, or self-created weapons (i.e., 3D printing) is prohibited. The use or detonation of explosives, weapons, incendiary devices, ammunition, or other items considered dangerous, illegal, or which could cause harm, destruction, or disruption is prohibited. If it is determined that a student brought such an item to school without intent to harm, the student may not be considered in possession.

Grades	First Offense	Second Offense
Grades PreK-3	★	★
Grades 4-5	3-5 day suspension Police referral	10-day suspension; Expulsion recommendation; Police referral

Grades 6-12	10-day suspension; Expulsion recommendation; Police referral	
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(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

## DRIVING INFRACTIONS AND TRANSPORTATION

### 12. DRIVING, CARELESS OR RECKLESS

Driving any motorized or non-motorized vehicle on district property in such a manner as to endanger people or property is prohibited. [These actions apply to the permit, not just the driver. If the permit is suspended, it applies to the permit, which impacts the entire carpool. Carpool members need to be able to trust all drivers in the carpool to drive responsibly.](#)

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	Warning or 1-week to 1-month suspension of Parking Permit depending upon circumstances Police referral	1-week, 1-month, or <del>permanent</del> suspension of Parking Permit <a href="#">for remainder of the year</a> depending upon circumstances Police referral	Suspension of Parking Permit for the remainder of the year Police referral

### 13. TRANSPORTATION

All rules that apply to building and classroom behavior apply while riding a school bus. Therefore, students may be administered consequences consistent with other school discipline procedures and in accordance with district policy. Students endangering persons or property may lose bus riding privileges immediately and for an indefinite period. Students, grades 6-12, who commit a fourth offense, will be suspended from riding the bus for the remainder of the school year.

Grades	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Grades PreK-5	Verbal Warning	★ 1-day bus suspension	★ 3-day bus suspension	★ 5-day bus suspension	Loss of bus riding privilege for school year
Grades 6-12	Verbal Warning	★ 1-3 day bus suspension	5-10 day bus suspension	Loss of bus riding privilege for school year	

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

### 14. VEHICLE, UNAUTHORIZED PARKING, DISPLAY OF PARKING PERMIT

Not having or not displaying a valid parking permit is prohibited. Parking a vehicle in an unauthorized area is prohibited. Failure to adhere to parking regulations may result in towing

without warning. In addition, students and their entire carpool are subject to temporary or permanent loss of parking permits.

Grades	First Offense	Second Offense	Third Offense
Grades 9 -12	Immobilization of vehicle and \$30 fine	Immobilization of vehicle and \$60 fine	Immobilization of vehicle and \$90 fine

**15. VEHICLE, STEALING PERMIT, FORGING PERMIT, FALSE PERMIT**

Stealing, forging, or using a false permit will result in a school suspension and the loss of parking privileges.

**PHYSICAL INFRACTIONS**

**16. ASSAULT**

Committing an act with intent to cause fear in another person of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another person is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	Same/next day dismissal 1-2 day suspension Student Services referral	Same/next day dismissal 3-day suspension Student Services referral
Grades 4-5	1-2 day suspension Student Services referral	3-day suspension Student Service /Police referral	10-day suspension Expulsion recommendation Police referral
Grades 6-12	3-5 day suspension Student Services referral	10-day suspension Expulsion recommendation Police referral	

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services. Administrative discretion to jump a level based on severity of situation.

**17. ASSAULT, AGGRAVATED**

Committing an assault upon another person with a weapon or an assault that inflicts great bodily harm upon another person is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	2-5 day suspension Student Services referral	5-10-day suspension Police referral
Grades 4-5	5-day suspension Student Services referral	10-day suspension Expulsion recommendation	

		Police referral	
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.

#### 18. FIGHTING

Engaging in any form of fighting where blows are exchanged is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★ Student Services referral
Grades 4-5	★	★ Student Services referral	Same/next day dismissal Student Services referral
Grades 6-12	1-3 day suspension Student Services referral	3-5 day suspension Student Services referral	10-day suspension Expulsion recommendation

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.

#### 19. PUSHING, SHOIVING, SCUFFLING

Physical contact that could harm others, but is not defined as an assault or fighting, is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-2	★	★	★
Grades 3-5	★	★	★
Grades 6-12	★	1-3 day suspension	3-5 day suspension

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

#### 20. SEXUAL MISCONDUCT

Engaging in nonconsensual sexual intercourse or sexual contact with another person including

intentional touching of clothing covering a person's intimate parts, intentional removal or attempted removal of clothing covering a person's intimate parts, or clothing covering a person's undergarments, if the action is performed with sexual or aggressive intent, is prohibited. Indecent exposure is also prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★ Student Services referral	★ Student Services referral
Grades 4-5	★	Same/next day dismissal Student Services referral	2-day suspension Student Services referral
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.

## PROPERTY INFRACTIONS

### 21. ARSON

The intentional setting of a fire that results in, or could have potentially resulted in, the destruction or damage to district property or other property or that endangers or potentially endangers others by means of fire is prohibited.

Grades	First Offense
Grades PreK-12	10-day suspension; Expulsion recommendation; Police referral

### 22. BREAKING AND ENTERING

Entering a secured district location, after school hours, using an unauthorized mechanism of entering is prohibited.

Grades	First Offense	Second Offense
PreK-3	★	★
Grades 4-12	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

### 23. FIRE EXTINGUISHER, UNAUTHORIZED USE

Fire extinguishers are important tools that are needed in potentially life-threatening fires. All other uses are prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	Same/next day dismissal	2-day suspension
Grades 6-12	★	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

### 24. ROBBERY OR EXTORTION

Taking property from another person by use of force, threat of force compelling acquiescence, or under false pretenses is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★ Same/next day dismissal
Grades 4-5	★	Same/next day dismissal	2-day suspension
Grades 6-12	3-5 day suspension Police referral	10-day suspension pending further investigation** Expulsion recommendation Police referral	

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

(\*\*) Indicates further investigation may result in a reduction of suspension or a recommendation for expulsion.

### 25. SECURITY SYSTEM TAMPERING

Any action that is intended to deactivate, damage, or destroy any security system of the district is prohibited. This action includes, but is not limited to, the disabling of or tampering with a district security camera or an automatic locking door apparatus.

Grades	First Offense	Second Offense	Third Offense
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Grades PreK-3	★	★	★
Grades 4-5	★ Same/next day dismissal Police referral	1-day suspension Police referral	1-3 day suspension Police referral
Grades 6-12	1-3 day suspension Police referral	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

#### 26. THEFT, RECEIVING OR POSSESSING STOLEN PROPERTY

The unauthorized taking, using, transferring, hiding, or possessing of the property of another person without the consent of the owner or the receiving of such property is prohibited. Restitution, when appropriate, will be required.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	Same/next day dismissal	2-day suspension
Grades 6-12	1-3 day suspension	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

#### 27. TRESPASSING

Remaining on school property without authorization is prohibited. Students are not to go into other district buildings unless they have permission from the building administrator or are attending a district-sponsored event. Any student on suspension who goes to a district location without permission is subject to being charged with trespassing and an increase in suspension time. Admitting others through a locked or secured entrance without the permission of district employees is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	★	Same/next day dismissal

Grades 6-12	1-day suspension	1-3 day suspension	5-10 day suspension
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(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

**28. VANDALISM, MINOR ACTS (LESS THAN \$500)**

Littering, defacing (including placement of graffiti), cutting, damaging, or destroying property that belongs to the district or other individuals/entities is prohibited. Vandalism is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	Same/next day dismissal	2-day suspension
Grades 6-12	1-3 day suspension Police referral	5-day suspension Police referral	10-day suspension; Expulsion recommendation; Police referral

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

**29. VANDALISM, MAJOR ACTS (MORE THAN \$500)**

Littering, defacing (including placement of graffiti), cutting, damaging, or destroying property that belongs to the district or other individuals/entities is prohibited. Vandalism is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	Same/next day dismissal	4-5 day suspension
Grades 6-12	10-day suspension; Expulsion recommendation Police referral		

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

**SCHOLASTIC DISHONESTY**

**30. DISHONESTY, SCHOLASTIC**

Scholastic dishonesty that includes, but is not limited to, cheating on school assignments or tests, plagiarism, or collusion is prohibited. Academic consequences may also be assigned.

Grades	First Offense	Second Offense	Third Offense
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Grades PreK-3	★	★	★
Grades 4-5	★	★	1-3 day suspension
Grades 6-8	★	1-day suspension	1-3 day suspension
Grades 9-12	★ Student Services referral	1-day suspension	3-10 day suspension

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.

## TECHNOLOGY INFRACTIONS

### 31. ELECTRONIC DEVICES, MISUSE OF

Rules relating to the possession and/or use of cell phones and/or personal electronic mobile devices in school are dependent upon the grade level of the individual student. Students are not allowed to use cell phones or personal electronic mobile devices at the elementary level during the hours of the school day, unless specifically directed otherwise by a district employee. High school and middle school students may use cell phones or personal electronic mobile devices at the discretion of a teacher and in accordance with school policy, and only in a way that is not disruptive to the educational process including use in class or in any way that sacrifices, or potentially sacrifices, academic integrity (see also Dishonesty, Scholastic, and Photographic Device Misuse).

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	★	★
Grades 6-8	★	★	1-day suspension
Grades 9-12	★	1-day suspension	3-day suspension

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

### 32. PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

Use of any photographic or recording device, film camera, digital camera, cell phone camera, or video camera to capture, record, transmit, and/or post the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member, or other person without their permission, and/or which impinges upon the rights of others, is prohibited. This prohibition includes the distribution or receipt of a picture(s)/recording that impinges upon the personal privacy of another. Misuse of any device in a school locker room, school bathroom, or elsewhere in a way that violates the personal privacy of an individual may result in the immediate initiation of the expulsion process.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-5	★	★	★
Grades 6-12	1-2 day suspension	3-5 day suspension	5-day suspension

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

### 33. TECHNOLOGY AND TELECOMMUNICATIONS, MISUSE

Misuse of technologies, equipment, or network; deletion or violation of password-protected information, computer programs, data, passwords, or system files; inappropriate accessing of files, directories, and Internet sites; deliberate contamination of the system; unethical use of information; or violation of copyright laws are prohibited. In addition, network access may be monitored and/or limited as a result of technology and/or telecommunication misuse.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-5	★	★	★ Network access limited or monitored for the rest of the year.
Grades 6-12	★	★	10-day suspension <i>and</i> access limited or monitored indefinitely. Expulsion recommendation.

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

### 34. TECHNOLOGY & TELECOMMUNICATIONS, BREACH OF

The deliberate breach of the district network and technology resources is prohibited, and may result in disciplinary actions, including but not limited to suspension, police referral, and recommendation for expulsion.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-12	1-3 day suspension. Student Services referral.	3-5 day suspension. Police referral.	10-day suspension. Police referral. Recommendation for expulsion.

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.

## THREATENING AND/OR DISRUPTIVE BEHAVIOR

### 35. RACISM, RELIGIOUS-BASED DISCRIMINATION, XENOPHOBIA, SEXUAL ORIENTATION AND GENDER IDENTITY DISCRIMINATION

Student misconduct based on race, religion, country of origin, sexual orientation, or gender identity that includes, but is not limited to, inappropriate and harmful comments, slurs, jokes, pictures, objects, threats, and/or intimidation.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★ Student Services referral	★ Student Services referral
Grades 4-5	★	Same/next day dismissal Student Services referral	1-2 day suspension Student Services referral
Grades 6-8	1-3 day suspension Student Services referral	3-5 day suspension Student Services referral	10-day suspension pending further investigation** Student Services referral
Grades 9-12	3-5 day suspension Student Services referral**	10-day suspension pending further investigation** Student Services referral	10-day suspension pending further investigation** Student Services referral

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Restorative actions in these cases need to include an educational component. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.

(\*\*) Indicates further investigation may result in a reduction of suspension or a recommendation for expulsion.

### 36. ABUSE, VERBAL

The use of language that is obscene, threatening, intimidating, or inflammatory, or that degrades other people is prohibited. Verbal abuse may also be addressed under the guidelines for harassment and/or bullying, when appropriate.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★ Student Services referral	★ Student Services referral
Grades 4-5	★	Same/next day dismissal Student Services referral	1-2 day suspension Student Services referral
Grades 6-8	1-2 day suspension	2-3 day suspension	3-5 day suspension

Grades 9-12	1-3 day suspension	3-5 day suspension	10-day suspension Expulsion recommendation
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(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.

### 37. BOMB THREAT OR TERRORISTIC THREAT

Making, publishing, or conveying in any manner a bomb threat or any other type of terroristic threat pertaining to a school location or event is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★ Student Services referral	★ Student Services referral	★ Student Services referral
Grades 4-5	5-day suspension Police referral	10-day suspension Police referral	10-day suspension Expulsion recommendation Police referral
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

### 38. BULLYING OR INTIMIDATING BEHAVIOR

Bullying or intimidating behavior of any type, including through the use of technology and the Internet, is prohibited. Bullying or intimidating behavior may also be addressed under the guidelines for harassment and/or verbal abuse, when appropriate.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★ Student Services referral	★ Student Services referral
Grades 4-5	★	Same/Next day dismissal Student Services referral	1- 2 day suspension Student Services referral
Grades 6-12	★	1-3 day suspension Student Services referral	2-10 day suspension Student Services referral

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.

### 39. DISORDERLY CONDUCT

Disorderly conduct is prohibited. Disorderly conduct is an act that the student knows or has reasonable grounds to know will alarm, anger, disturb others, or provoke an assault or breach of the peace. Disorderly conduct may also be engaging in offensive, obscene, abusive, boisterous, or noisy conduct or gestures, or offensive, obscene, or abusive language tending reasonably to arouse alarm, anger, or resentment in others.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★ Student Services referral
Grades 4-5	★ Student Services referral	Same/next day dismissal	1-day suspension
Grades 6-12	1-day suspension Student Services referral	2-5 day suspension	10-day suspension Expulsion recommendation

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.

### 40. DISRUPTIVE OR DISRESPECTFUL BEHAVIOR

Disruptive or disrespectful behavior is prohibited. Disruptive or disrespectful behavior is language or behavior that disrupts or threatens to disrupt the school environment.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	★	Same/next day suspension
Grades 6-8	★	★	1-3 day suspension
Grades 9-12	★	1-day suspension	3-day suspension

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

### 41. FIRE ALARM, FALSE

Intentionally giving a false alarm of a fire or tampering or interfering with any fire alarm, fire alarm system, or sprinkler system is prohibited.

Grades	First Offense	Second Offense	Third Offense
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Grades PreK-3	★	★ Student Services referral	★ Student Services referral
Grades 4-5	Same/next day dismissal Police referral	2-day suspension Police referral	3-day suspension Police referral
Grades 6-12	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral	

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

#### 42. GAMBLING

Gambling, including but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games, and other items used to promote a game of chance) is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	Same/next day dismissal	2-day suspension
Grades 6-12	★	1-3 day suspension	3-5 day suspension

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

#### 43. HARASSMENT OR RETALIATION

Harassment and violence because of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age, as defined in the district policy, are prohibited. Reprisal or retaliation for a complaint of harassment is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★ Student Services referral	★ Student Services referral
Grades 4-5	★	Same/next day dismissal Student Services referral	1-2 day suspension Student Services referral
Grades 6-8	★	1-3 day suspension	3-5 day suspension

Grades 9-12	3-5 day suspension Student Services referral	10-day suspension pending further investigation** Student Services referral	10-day suspension pending further investigation** Student Services referral
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(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.

(\*\*) Indicates further investigation may result in a reduction of suspension or a recommendation for expulsion.

#### 44. HAZING

Hazing activities of any type are prohibited at all times. Hazing means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Specific examples of hazing are found in Policy 526 - Student Hazing Prohibition. Hazing, by its very nature, often occurs off school grounds, after school hours, on non-school days, and during summer months. Students are advised that hazing is prohibited whenever and wherever it occurs.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-5	★	★	★
Grades 6-12	1-3 day suspension	3-5 day suspension	10-day suspension Expulsion recommendation

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

#### 45. INSUBORDINATION

A deliberate refusal to follow an appropriate direction or to identify oneself when requested is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	★	Same/next day dismissal
Grades 6-12	★	1-3 day suspension	3-5 day suspension

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

#### 46. THREATENING GROUP ACTIVITY

Threatening group-related activity, the use of graffiti emblems, symbolism, hand signs, slang, tattoos, jewelry, discussion, clothing, etc. are prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★ Student Services referral
Grades 4-5	★	★ Student Services referral	Same/next day dismissal Student Services referral
Grades 6-12	3-day suspension Student Services referral	5-day suspension	10-day suspension Expulsion recommendation

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.

47. THREATS OF PHYSICAL HARM TOWARD STUDENTS, EMPLOYEES, OR OTHER PERSONS  
The use of language that is blatantly threatening or intimidating that could be interpreted as a death threat or insinuating the infliction of serious bodily harm upon students, employees, or other persons is prohibited. Making comments that could be interpreted as death threats or insinuating the infliction of serious bodily harm upon students, employees, or other persons is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	5-day suspension	10-day suspension Expulsion recommendation Police referral	
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

## OTHER BEHAVIOR INFRACTIONS

### 48. DRESS AND APPEARANCE

This district encourages students to be dressed and groomed appropriately for school activities. This is a joint responsibility of the student and the student's parent(s) or guardian(s). Further detail on Student Dress and Appearance is described in Policy 504.

Grades	First Offense	Second Offense	Third Offense
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Grades PreK-12	★ Student Services referral	★ Student Services referral	★ Student Services referral
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(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration. Student Services referral should involve counselor, social worker, psychologist, case manager, or other support services.

**49. FALSE REPORTING**

Intentionally reporting false information about the behavior of a student or employee is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	★	1-3 day suspension
Grades 6-12	1-3 day suspension	3-day suspension	3-5 day suspension

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

**50. RECORDS OR IDENTIFICATION FALSIFICATION**

Falsifying signatures or data, misrepresenting identity, or forging notes is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★
Grades 4-5	★	★	Same/next day dismissal
Grades 6-8	★	1-3 day suspension	3-5 day suspension
Grades 9-12	1-day suspension	3-day suspension	3-5 day suspension

(★) Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.

**51. SECRET SOCIETIES (FRATERNITIES/SORORITIES)**

Membership in secret fraternities, sororities, and clubs is prohibited throughout the district.

Grades	First Offense	Second Offense	Third Offense
Grades PreK-3	★	★	★

Grades 4-5	★	★	★
Grades 6-12	★	1-3 day suspension	3-5 day suspension

(★) *Indicates opportunity for restorative practices and potential disciplinary action assigned by building administration.*

52. UNIQUE SITUATIONS

Discipline situations not covered by these guidelines will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations at a particular school may call for an adjustment in the discipline policies to meet the school or district’s needs.

Appendix

established: 07/18/11  
revised: 10/22/12  
revised: 08/19/13  
revised: 07/30/14  
revised: 07/20/15  
revised: 07/17/18  
revised: 08/08/22  
revised: 10/16/23

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

APPENDIX II TO POLICY 506

DISCIPLINE COMPLAINT PROCEDURE

Students, parents/guardians or staff may file a complaint and seek corrective action when they believe the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. Edina Public Schools prohibits reprisal or retaliation against any person who asserts, alleges, or reports a complaint.

The administrator receiving the complaint will, within three days of receiving the complaint, determine the nature and scope of the investigation and follow-up procedures. The administrator or a designated investigator will ascertain details concerning the complaint, provide an opportunity for involved parties to submit additional information, and respond promptly concerning the status of the matter including any appropriate action or corrective measure that was taken, to the extent permitted by law. A written determination to the complainant that addresses each allegation and contains findings and conclusions will be provided upon completion of the investigation. If the investigation finds the requirements of district policy were not implemented appropriately, a corrective action plan to correct the student's record and provide training for staff involved will be provided.

Families who are a party to an exclusion or expulsion decision may appeal the decision to the commissioner of education within 21 calendar days of school board action. An expulsion appeal form can be found on the MDE website at [education.mn.gov/MDE/fam/disc/exp/](http://education.mn.gov/MDE/fam/disc/exp/).

Date of Complaint: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian or Staff Name: \_\_\_\_\_

Parent/Guardian or Staff Signature: \_\_\_\_\_

Description of Complaint:

Form  
adopted: 10/16/23

## Students

### Bullying Prohibition

#### I. Purpose

~~A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel.~~

~~However, to the extent student conduct affects the educational environment of the district and the rights and welfare of its students and is within the control of the district in its normal operations, the district intends to prevent bullying and to take action to investigate, respond to, and remediate and discipline for those acts of bullying which have not been successfully prevented. This policy provides the framework to assist the district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive behavior. This applies to students, independent contractors, teachers, administrators, and other school district personnel.~~

#### III. General Statement of Policy

~~A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school district personnel.~~

~~However, to the extent student conduct affects the educational environment of the district and the rights and welfare of its students and is within the control of the district in its normal operations, the district intends to prevent bullying and to take action to investigate, respond to, and remediate and discipline for those acts of bullying which have not been successfully prevented.~~

- ~~A. An act of bullying, by either an individual student or a group of students, is expressly prohibited: on school premises, during school functions or activities, on school transportation, or through electronic technology and communications. This includes use of electronic technology and communications when off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.~~

~~1. on school premises, on district property, at school functions or activities, or on school transportation;~~

- B. A school-aged child who voluntarily participates in a public school activity, such as a co-curricular or extra-curricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the district, or the safety or welfare of the student, or other students, or materially and substantially interferes with a student's educational opportunities or performance, or ability to participate in school functions or activities, or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying or sexual exploitation, regardless of whether such act is committed on or off school district property and/or with or without the use of ~~school~~ district resources.
- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in statute is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other ~~school~~ district personnel.
- ~~E.~~ B. No teacher, administrator, volunteer, contractor, or other employee of the district will permit, condone, or tolerate bullying.
- ~~F.~~ G. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- ~~G.~~ D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- ~~H.~~ E. False accusations or reports of bullying against another student are prohibited.
- ~~I.~~ F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying, or permits, condones, or tolerates bullying, will be subject to discipline or other remedial responses for that act in accordance with the district's policies and procedures. The district may take into account the following factors:
  - 1. The developmental ages and maturity levels of the parties involved;
  - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
  - 3. Past incidences or past or continuing patterns of behavior;

4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

~~Consequences for students who commit prohibited acts of bullying may range from restorative practices remedial responses or positive behavioral interventions up to and including suspension or expulsion. The district will employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, which will apply throughout the district and foster student, parent/guardian, and community participation.~~

~~Consequences for employees who permit, condone, or tolerate bullying, or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.~~

~~Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from district property and events or termination of services or contracts.~~

J.G. The district will act to investigate all complaints of bullying reported to the district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the district who is found to have violated this district policy.

1. Consequences for students who commit prohibited acts of bullying may range from restorative practices remedial responses or positive behavioral interventions up to and including suspension or expulsion. The district will employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, which will apply throughout the district and foster student, parent/guardian, and community participation.
2. Consequences for employees who permit, condone, or tolerate bullying, or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.
3. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from district property and events or termination of services or contracts.

### III. Definitions

For purposes of this policy, the definitions included in this section apply.

- A. "Building Report Taker" is a district employee from the site who creates a record of an oral report or is the receiver of a written report.

A B. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's **ability to learn, educational opportunities or performance**, or ability to participate in school functions or activities, or receive school benefits, services, or privileges, **or with a teachers' ability to educate students in a safe environment.**

The term "bullying" specifically includes cyberbullying, **malicious and sadistic conduct, and sexual exploitation.** ~~as defined in this policy.~~

B C. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network, Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on **personal devices**, school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

⊖ D. "Immediately" means as soon as possible but in no event longer than 24 hours.

⊖ E. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

F. "**Malicious and sadistic conduct**" means creating a hostile learning environment

by acting with intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

E.G. "On school premises, on school district property, at school functions or activities, or on school transportation" means all ~~school~~-district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for ~~school~~-district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the ~~school~~-district does not represent that it will provide supervision or assume liability at these locations and events.

F.H. "Prohibited conduct" means bullying, ~~or cyberbullying, as defined in this policy~~ malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct, or knowingly making a false report about prohibited conduct. ~~bullying.~~

G.I. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

#### IV. Reporting Procedure

- A. Any person who believes ~~he or she has~~ they have been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or other conduct prohibited by this policy will report the alleged acts immediately to an appropriate ~~school~~ district official designated by this policy (see Appendix I). A student or other person may report bullying anonymously. However, the district may not rely solely on an anonymous report to determine discipline or other remedial responses. ~~Reporting forms are available on each school's website.~~
- B. The district encourages the reporting party or complainant to use the report form available ~~on each school's website~~, from the principal of each building or building supervisor of each building, or ~~available~~ in the district office, but oral reports will be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a ~~school~~-district human rights officer or the superintendent.

If the complaint involves the building report taker, the complaint will be made or

filed directly with the superintendent or the ~~school~~-district human rights officer by the reporting party or complainant.

- D. The building report taker will ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and will serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the district will be responsible for the investigation. The building report taker will provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.
- E. A teacher, school administrator, volunteer, contractor, or other ~~school~~ district employee must be particularly alert to possible situations, circumstances, or events that might include bullying. A person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct will make reasonable efforts to address and resolve the bullying or prohibited conduct and will inform the building report taker immediately. A district employee who fails to report bullying or other prohibited conduct in a timely manner may be subject to discipline.
- F. Reports of bullying or other prohibited conduct are classified as private educational, personnel data, and/or confidential investigative data and will be disclosed only as permitted by law.

The building report taker, in connection with the responsible authority will be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

- G. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- H. The district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

#### V. School District Action

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district will undertake or authorize an investigation by the building report taker or a third party designated by the district. [The investigation will be completed within 10 school days, however, a potential five day extension may be issued by the principal/designee for extenuating circumstances.](#)
- B. The building report taker or other appropriate district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or

others pending completion of an investigation of the bullying or other prohibited conduct consistent with applicable law.

- C. The purpose of the investigation is to make a determination as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident, such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationship between the parties involved, the context in which the alleged incident occurred, and the degree to which a negative impact was created. The alleged perpetrator of the bullying or other prohibited conduct will be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

If the principal/designee determines the reported incident may involve criminal activity or the basis for criminal charges, information about the incident will be conveyed to the appropriate law enforcement authorities. As part of making this determination, the principal/designee may wish to consult with either a law enforcement officer or legal counsel. Law enforcement will only be contacted if all other available remedies have been exhausted.

- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the district will take appropriate action as described in Appendix II of this policy. Such action may include, but is not limited to, warning, restorative practices, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct will be tailored to the particular incident and the nature of the conduct and will take into account the factors specified in Section III.FI. of this policy. District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student conduct and discipline policy; ~~school~~ and other district policies; and applicable regulations.
- E. The ~~school~~-district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the ~~school~~-district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parents(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the ~~school~~-district will, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be

drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## VI. Retaliation or Reprisal

- A. The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the ~~school~~ district who commits an act of reprisal or retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, harassment, reprisal, or intentional disparate treatment.
- B. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct will be tailored to the particular incident and nature of the conduct and will take into account the factors specified in Section III.FI. of this policy.

## VII. Training and Education

- A. The school district will discuss this policy with ~~school~~ district personnel and volunteers and provide appropriate training to district personnel regarding this policy. The district will establish a training cycle for ~~school~~ district personnel to occur during a period not to exceed every three school years. Newly employed ~~school~~ district personnel ~~must~~ will receive the training within the first year of their employment with the district. The district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance.
- B. This policy will be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct. These materials will also be used to publicize this policy.
- C. The district will require ongoing professional development, consistent with ~~Minn. Stat. § 122A.60~~ state law, to build the skills of all ~~school~~ district personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  4. The incidence and nature of cyberbullying; and
  5. Internet safety and cyberbullying.
- D. The district will annually provide education and information to students regarding bullying, including information regarding this district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
  - E. The district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
  - F. The district is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The district ~~must~~ will establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct (see [Appendix III](#)) .

The district is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents/[guardians](#) and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;
6. Prevent inappropriate referrals to special education of students who may

engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- G. The district may implement violence prevention and character development education programs to prevent or reduce policy violations. These programs may offer instruction on character education including character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- H. The district will inform affected students and their parents/[guardians](#) of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of ~~pupil~~ [student](#) records policy in the student handbook.

### VIII. Notice

- A. The school district will provide annual notice of this policy to students, parents or [guardians](#), and employees.
- B. This policy ~~or a summary thereof must~~ [will](#) be conspicuously posted [throughout each school building](#), in the administrative offices of the district, and [in](#) the office of each school.
- C. This policy ~~must~~ [will](#) be [distributed](#) ~~given~~ to each ~~school~~ [district](#) employee and independent contractor [at the time of hiring or contracting](#). ~~who regularly interacts with students at the time of initial employment with the district.~~
- D. Notice of the rights and responsibilities of students and their parents/[guardians](#) under this policy ~~must~~ [will](#) be included in the student [conduct and](#) discipline policy distributed to parents/[guardians](#) at the beginning of each school year.
- E. This policy will be available to all parents/[guardians](#) and other school community members in an electronic format in the language appearing on the district's or a school's website.
- F. The district will provide an electronic copy of its most recently amended policy to the Commissioner of Education.

### Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120A.05, ~~§~~ [Subds. 9, 11, 13 and 17](#) (Definition of a Public School)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)  
Minn. Stat. § 121A.031 (Student Bullying Policy)

[Minn. Stat. § 121A.0312 \( Malicious and Sadistic Conduct\)](#)

Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Student and Parents under the Safe and Supportive Minnesota Schools Act)

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.69 (Hazing Policy)

[Minn. Stat. 122A.60 \(Staff Development Program\)](#)

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

20 U.S.C. §1232g *et seq.*(Family Educational rights and Privacy Act)

34 C.F.R. §§ 91.1-99.67 (Family Educational Rights and Privacy)

Cross References:

Policy 403 (~~Discipline, Suspension, and Dismissal~~ of School District Employees)

Policy 413 (Harassment and Violence [Prohibition, Students and Employees](#))

Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Policy 423 (Employee–Student Relationships)

Policy 501 (School Weapons Policy)

Policy 506 (Student [Conduct and](#) Discipline)

Policy 507 (Corporal Punishment)

Policy 515 (Protection and Privacy of ~~Pupil~~ [Student](#) Records)

Policy 521 (Student Disability Nondiscrimination)

Policy 522 (~~Student Sex Nondiscrimination~~ [Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process](#))

[Policy 524 \(Electronic Technologies Acceptable Use\)](#)

Policy 526 (Student Hazing Prohibition)

Policy 528 (Student Parental, Family & Marital Status [Nondiscrimination](#))

Policy 529 (Staff Notification of Violent Behavior of Students)

~~Policy 634 (Electronic Technologies Acceptable Use)~~

Policy 713 (Student Transportation)

Policy 717 (Video/Electronic Surveillance)

Policy

adopted: 01/22/08

~~A~~amended: 04/12/10;

[amended](#)” 03/12/12;

[amended](#): 08/18/14

~~R~~reviewed: 04/20/20;

[reviewed](#): 08/08/22

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota



DEFINING EXCELLENCE

Appendix I to Policy 514 and 526

**BULLYING AND HAZING REPORT FORM**

Edina Public Schools maintains a firm policy prohibiting all forms of bullying and hazing. All persons are to be treated with respect and dignity. Bullying or hazing by any student, teacher, administrator, or other school district personnel will not be tolerated under any circumstances.

Person completing report:

\_\_\_\_\_

Home address:

\_\_\_\_\_

Work address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

Date of alleged incident(s): \_\_\_\_\_

Basis of Alleged Harassment/Violence - circle as appropriate: race \ color \ creed \ religion \ sex \ national origin \ gender \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation \ disability

Name of person(s) you believe bullied or hazed toward you or another person.

\_\_\_\_\_

If the alleged bullying or hazing was toward another person(s), identify that person(s).

\_\_\_\_\_

Where and when did the incident(s) occur? \_\_\_\_\_

\_\_\_\_\_

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (e.g., threats, requests, demands); what, if any, physical contact was involved; or other relevant information. Attach additional pages if necessary.

\_\_\_\_\_

List any witnesses to the incident(s). \_\_\_\_\_  
\_\_\_\_\_

My signature below shows that the information I have provided in this document is true, correct, and complete to the best of my knowledge and belief.

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Received by: \_\_\_\_\_ Date \_\_\_\_\_

*Please submit to the building principal or designee, or director of human resources, as indicated by the policy(ies).*

Form ( / )

~~Revised: 08/10/20~~

~~Revised: 08/08/22~~

## SCHOOL DISTRICT ACTION ON REPORT

The principal/designee shall perform the investigation.

1. Investigation of a bullying incident shall be initiated within three school days of receipt of a report and be completed within 10 school days, unless the principal/designee grants in writing an additional five-day extension due to extenuating circumstances. The principal/designee shall document the extension in the investigation report and shall notify the parties involved. The principal/designee will make every effort to protect the confidentiality of those who report bullying incidents and is responsible for keeping and protecting access to any written records of the investigation.

2. Prior to the investigation of an incident, the principal/designee will take immediate steps, at its discretion, to protect the alleged actor(s), target(s), bystander(s), or reporter pending completion of an investigation. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the complainant from additional incidents of bullying or retaliation.

3. The purpose of the investigation is to make a determination as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident, such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationship between the parties involved, and the context in which the alleged incident occurred.

- Identifying the alleged actor(s), target(s), and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
- Conducting an individual interview in a private setting with the alleged actor and target. The alleged actor and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders. The investigation may also consist of any other methods and documents deemed pertinent by the principal/designee.
- Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education, including but not limited to, a negative impact on academic performance, educational opportunities, and participation in school activities was affected.
- Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan to prevent the recurrence of an incident that will restore a sense of safety for the target and other students who have been impacted.
- If the principal/designee determines the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination, the principal/designee may wish to consult with either a law enforcement officer or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted.
- When appropriate, preparing a report identifying their recommendation for individual consequences.
- Comprehensively documenting the details of the investigation.
- When the investigation is complete, the principal/designee shall ensure the investigation report is attached to the incident report.

Reviewed: 4/20/20;

~~08/08/22~~

## Appendix III to Policy 514

### DISCIPLINARY INFORMATION AND CONSEQUENCES

**For the student harmed:** protect, support, and intervene on behalf of the student who is the target of the prohibited conduct.

Support may include: referral to student support staff for one-to-one support or social skills training; daily check-in and check-out with a trusted adult in the school; choice to participate in a restorative process, facilitated by a trained facilitator.

**For the student who violated the prohibited conduct policy:** schools may use multi-tiered levels of response that are individualized, consistent, reasonable, fair, age-appropriate, and should match the severity of the student's behavior and their developmental age. The consequences ~~must~~ will be a natural and logical match to the prohibited behavior; consequences ~~must~~ will be paired with meaningful instruction and guidance; and ~~must~~ will be carefully planned with well-defined outcomes.

Consequences may include: A referral to appropriate staff for teaching and ~~re-enforcing~~ reinforcing appropriate school behavior; mini-courses or skill modules to guide restitution; a referral to participate in a restorative process facilitated by a trained facilitator if the student admits to having caused harm; a meeting between the administrator and the family of the student who did the harm; a coordinated behavior plan that may include behavior contracts with a plan to prevent the prohibited conduct from recurring; individual counseling and one-to-one support to change behavior.

Consequences may also include warning, suspension, exclusion, expulsion, or transfer. Schools should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity. The school may review school-wide behavior data as well as the data related to the person who did the harm and the person harmed. If the investigator determines that a violation of this policy may be the result of school climate needs, the district may conduct classroom, school, or district-wide training.

When an investigation determines that bullying occurred, the principal/designee ~~shall~~ will explain the consequences in a non-hostile manner, and ~~shall~~ will impose any consequence immediately and consistently. The principal/designee ~~shall~~ will keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

- The actor is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the actor.
- School staff observe an increase in positive behavior and social-emotional competency in the actor and/or the target.
- School staff observe a more positive climate in the physical location where bullying incidents were high.

#### Remedial Response and Referrals

The principal/designee ~~shall~~ will design and implement remedial measures to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the target of the bullying, and take corrective action for documented systemic problems related to bullying. The principal/designee ~~shall~~ will refer students who bully to positive-behavior small-group interventions (for anger management, trauma, or social skills) within the school, if possible, to reinforce the behavioral expectation they violated and increase their social-emotional competency. The principal/designee ~~shall~~ will ask a school mental health professional to refer targets of bullying to individual or group therapy where they can openly express their feelings about their bullying experience, or social-skills training and/or groups where they can practice assertiveness and coping mechanisms.

#### Appendix

Reviewed: 4/20/20;

reviewed: 08/08/22

## Appendix ~~IV~~ III to Policy 514

### STUDENT INSTRUCTION

Administration is encouraged to take such actions as deemed appropriate to accomplish the following goals:

- Engage students in creating a safe and supportive school environment.
- Partner with parents/[guardians](#) and other community members to develop and implement prevention and intervention programs.
- Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment.
- Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct.
- Teach students to advocate for themselves and others.
- Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct.
- Foster student collaborations to create a more conducive environment for a supportive school climate.

Possible units of instruction could include:

1. Social emotional learning.
2. Appropriate behavior online ~~and~~ on social media, and cyberbullying awareness and response.
3. Valuing diversity in school and society.
4. Advocacy skills for themselves and others.
5. Skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying.

The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught. Schools ~~shall~~ [will](#) satisfy the documentation requirements established by the superintendent or designee to ensure compliance with this curricular requirement.

#### [Appendix](#)

~~E~~established: 08/18/14

~~R~~reviewed: 04/20/20;

[reviewed](#): 08/08/22

## Students

### Student Hazing Prohibition

#### I. Purpose

This policy establishes the parameters for a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district. ~~The district maintains a learning environment that nourishes respect for the individual. Hazing activities of any type are prohibited at all times. Hazing, by its very nature, often occurs on or off school property, during and after school, on non-school days, and during summer months.~~ Students are advised that hazing **of any type** is prohibited whenever and wherever it occurs.

#### II. General Statement of Policy

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district will plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the district will permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employees are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing, or who permits, condones, or tolerates hazing, will be subject to discipline or other remedial responses for that act in accordance with the district's policies and procedures.
  - Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from **restorative practices** ~~remedial responses or positive behavioral interventions~~ to disciplinary actions.
  - Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

- Consequences for other individuals engaging in prohibited acts of hazing may include, but are not limited to, exclusion from district property and events, and/or termination of services and/or contracts.
- G. This policy applies to hazing that occurs during and beyond school hours, on or off school premises or property, at school functions or activities, or on school transportation-, or in electronic forms.
- H. A person or persons who engage(s) in an act that violates school policy or law in order to be initiated into or affiliated with a student organization will be subject to discipline for that act.
- I. The district will act to investigate all complaints of hazing, and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the district who is found to have violated this policy.

### III. Definitions

- A. "Building Report Taker" is a district employee from the site who creates a record of an oral report or is the receiver of a written report.
- B. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes but is not limited to:
1. Any type of physical brutality such as, but not limited to whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
  2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student, or discourages the student from remaining in school.
  5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “On school premises or ~~school~~-district property, or at school functions or activities, or on school transportation” means all ~~school~~-district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for ~~school~~-district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips: [or by electronic means](#). ~~School~~-District property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the ~~school~~-district does not represent that it will provide supervision or assume liability at these locations and events.
- E. “Remedial response” means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- F. “Student” means a student enrolled in [the district](#). ~~a public school or a charter school~~.
- G. “Student organization” means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

#### IV. Reporting Procedures

- A. Any person who believes ~~he or she has~~ [they have](#) been the target or victim of hazing, or any person with knowledge or belief of conduct which may constitute hazing, will report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the district may not rely solely on an anonymous report to determine discipline or other remedial responses. [A bullying and hazing report form is provided in Appendix I of this policy. The form is also available on the district website.](#)
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any adult district personnel who receives a report of hazing prohibited by this policy will immediately inform the building principal or report taker. Any person may report hazing directly to a ~~district human rights officer~~ [director of human resources](#) or the superintendent.
- C. Teachers, administrators, volunteers, contractors, and other employees of the district will be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may

constitute hazing, will make reasonable efforts to address and resolve hazing and will immediately inform the building principal. District personnel who fail to inform the building principal or report taker of conduct that may constitute hazing, or who fail to make reasonable efforts to address and resolve hazing in a timely manner, may be subject to disciplinary action.

- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

#### V. School District Action

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district will undertake or authorize an investigation by district officials or a third party designated by the district.
- B. The building report taker or other appropriate district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others, pending completion of an investigation of alleged hazing prohibited by this policy.
- C. Upon completion of an investigation that determines hazing has occurred, the district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, discharge, or loss of privileges and/or leadership positions. Disciplinary consequences will be sufficiently severe to try to deter violations and appropriately discipline for the prohibited behavior. District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority - including the Minnesota Pupil Fair Dismissal Act - and applicable district policies and regulations.

The superintendent, in consultation with the building principal, may modify the participation in or conclude a specific school activity, organization, club, or team when the investigation determines such action is warranted.

- D. The ~~school~~ district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the ~~school~~ district. School officials will notify the parent(s) or guardian(s) of students involved in a hazing incident and who are targets or victims of hazing, and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident, of the remedial or disciplinary action taken, to the extent permitted by law, based on a confirmed report.
- E. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the ~~school~~-district will, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and

proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

#### VI. Retaliation or Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, or who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct will be tailored to the particular incident and nature of the conduct.

#### VII. Dissemination of Policy

This policy will be included in the district handbooks.

#### Legal References:

Minn. Stat. § 121A.031 (School Student Bullying Policy)

Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)

Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.69 (Hazing Policy)

#### Cross References:

Policy 403 (Discipline, ~~Suspension and Dismissal~~ of School District Employees)

Policy 413 (Harassment and Violence [Prohibition, Students and Employees](#))

Policy 506 (Student [Conduct and Discipline](#))

Policy 514 (Bullying Prohibition)

#### Policy

adopted: 02/25/08

amended: 02/21/12

revised: 12/15/14

revised: 09/25/17

reviewed: 08/10/20

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

**DISCRIMINATION, HARASSMENT, BULLYING, HAZING AND VIOLENCE REPORT FORM**

Edina Public Schools maintains policies prohibiting discrimination, harassment, bullying, hazing and violence. These policies can be found on the district's website or obtained from a district administrator. All persons are to be treated with respect and dignity. Please use this form to report incidents of discrimination, harassment, bullying, hazing or violence.

Person completing report: \_\_\_\_\_

Home address: \_\_\_\_\_

Work address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

Date of alleged incident(s): \_\_\_\_\_

Basis of Alleged Harassment/Violence — circle as appropriate: race \ color \ creed \ religion \ sex \ national origin \ gender \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation \ disability

Name of person(s) you believe harassed, bullied or was violent toward you or another person. \_\_\_\_\_

If the alleged harassment or violence was toward another person(s), identify that person(s). \_\_\_\_\_

Where and when did the incident(s) occur? \_\_\_\_\_

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (e.g. threats, requests, demands); what, if any, physical contact was involved; or other relevant information. Attach additional pages if necessary.

List any witnesses to the incident(s). \_\_\_\_\_

My signature below shows that the information I have provided in this document is true, correct, and complete to the best of my knowledge and belief.

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Received by: \_\_\_\_\_ Date \_\_\_\_\_

*Please submit to the building principal or designee, or director of human resources, as indicated by the policy(ies).*



DEFINING EXCELLENCE

Appendix I to Policy 514 and 526

### BULLYING AND HAZING REPORT FORM

Edina Public Schools maintains a firm policy prohibiting all forms of bullying and hazing. All persons are to be treated with respect and dignity. Bullying or hazing by any student, teacher, administrator, or other school district personnel will not be tolerated under any circumstances.

Person completing report:

---

Home address:

---

Work address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

Date of alleged incident(s): \_\_\_\_\_

Basis of Alleged Harassment/Violence - circle as appropriate: race \ color \ creed \ religion \ sex \ national origin \ gender \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation \ disability

Name of person(s) you believe bullied or hazed toward you or another person.

---

If the alleged bullying or hazing was toward another person(s), identify that person(s).

---

Where and when did the incident(s) occur? \_\_\_\_\_

---

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (e.g., threats, requests, demands); what, if any, physical contact was involved; or other relevant information. Attach additional pages if necessary.

---

List any witnesses to the incident(s). \_\_\_\_\_  
\_\_\_\_\_

My signature below shows that the information I have provided in this document is true, correct, and complete to the best of my knowledge and belief.

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Received by: \_\_\_\_\_ Date \_\_\_\_\_

*Please submit to the building principal or designee, or director of human resources, as indicated by the policy(ies).*

Form ( / )

~~Revised: 08/10/20~~

~~Revised: 08/08/22~~

## Education Programs

### Library Materials

#### I. Purpose

This policy provides direction and delegates responsibility for selection and reconsideration of library materials.

#### II. General Statement of Purpose

Edina Public Schools school library media programs provide a wide range of library materials and resources with a diversity of appeal and the presentation of differing viewpoints for all learners. Library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The primary purpose of library materials and resources is to implement, enrich, and support the educational programs and strategic direction of the school district. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the superintendent or the superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection will rest with professionally trained district staff, with recognition that the board has the final authority on selection of library materials. Parents and guardians have the right and the responsibility to determine their children's access to library materials.

#### III. Definitions

- A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

The term "library" also refers to the resource within any specific school building in the district.

A school district or charter school library or school library media center provides equitable and free access to students, teachers, and

administrators and that a school library or school library media center must have the following characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;
2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;
3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
4. has technology and Internet access; and
5. is served by a licensed school library media specialist or licensed school librarian.

B. “Library collection” consists of the library materials made available to students and staff.

C. “Library materials” are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials. This term does not include materials made available to students as part of the curriculum.

D. “Library media specialist” is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library.

#### IV. Responsibility for Selection of Library Materials

A. The school board recognizes the expertise of the school district’s professional staff and the vital need of such staff to be responsible for selection of library materials.

B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials will rest with the library media specialist, in consultation with the superintendent or designee.

#### V. Selection of Library Materials

A. School library media specialists will use their subject knowledge and

expertise, combined with accepted standards to evaluate and select collection items. To build a collection, materials and resources are evaluated according to one or more of the following criteria. An item need not meet all of the criteria in order to be added to the collection.

- B. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:
1. Library materials will support and be consistent with the general educational goals of the state and the school district and the aims and objectives of individual schools and specific courses;
  2. Library materials will be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;
  3. Library materials will not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer;
  4. Library materials will be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;
  5. Library materials will meet high standards of quality in one or more of these categories (presented alphabetically):
    - a. Artistic quality and/or literary style;
    - b. Authenticity;
    - c. Critical thinking;
    - d. Educational significance;
    - e. Factual content;
    - f. High interest for intended audience; and
    - g. Readability.
  6. The selection of library materials will conform to the constraints of the district budget.
- C. The library media specialist will consult sources and specialists experienced in library materials collections appropriate for the building's

students and that are reputable, experienced, unbiased, and professionally trained in school library materials.

- D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the principal.
- E. Gifts and Donations of Library Materials

Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and are approved by the library media specialist, with oversight by the building administrator or the director of media and technology services. The district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit the district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

#### VI. Maintaining the Collection

It should be understood that maintaining the collection is an ongoing process that includes the removal of materials that no longer meet the selection criteria and the replacement of lost/worn materials still of educational value. Evaluation of materials included, but is not limited to:

- A. Accuracy of information
- B. Circulation statistics
- C. Condition of the material
- D. Connection to current curriculum
- E. Publication date
- F. Reconsideration of previously selected materials

#### VII. Individual Student Access to Specific Library Material

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school will take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

#### VIII. Reconsideration of Specific Library Material

- A. The school board seeks to uphold students' access to library materials

that meet the educational goals and selection criteria set forth in this policy.

- B. The director of district media and technology services will be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of library materials and resources.
- C. A school district employee, student, or a parent or guardian, or resident of a district student may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question will not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.
- D. Informal Request for Reconsideration of Specific Library Material
  - 1. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials will rest with the library media specialist, in consultation with the superintendent or designee.
  - 2. The building principal and/or the library media specialist will provide an explanation to the individual who submitted the request. The explanation will include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.
  - 3. If the request is not resolved informally, the principal will submit a report on the matter to the superintendent or the superintendent's designee. The requester will have an option to initiate a Formal Request for Reconsideration.
- E. Formal Request for Reconsideration of Specific Library Collection Material
  - 1. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed *Library Materials and Resources Reconsideration (see Appendix)* form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The principal will notify the superintendent or the superintendent's designee and the library media specialist of receipt of a completed Formal Request form.

If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material will not be subject to additional requests for reconsideration for three years following

the date of final resolution of the initial Formal Request for Reconsideration.

Formal requests will be handled consecutively, not concurrently.

2. The committee to reconsider library materials or resources will consist of:
  - a. 1 licensed library media specialist (preference to the media specialist at the location where the book is being challenged)
  - b. Director of Media & Technology Services
  - c. 1 Building Principal (preference to the principal at the location where the book is being challenged)
  - d. 2 teachers
  - e. 2 student representatives (as appropriate to the specific request)
  - f. 2 members of the district community with no direct connection to the request for consideration.
3. The Review Committee will establish a date upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy.
4. The Review Committee
  - a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;
  - b. will examine the specific library material as a whole;
  - c. will examine the specific library material as to its conformance with the criteria for selection of library materials; and
  - d. will submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.
5. The superintendent or the superintendent's designee will inform the requester and the school board of the Review Committee's

decision. The requester may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requester. The superintendent or the superintendent's designee will provide a written decision on a requester's appeal within a reasonable time period.

6. The requester will have the right to appeal the decision of the superintendent or the superintendent's designee to the board.

Legal References:

Minn. Stat. § 120A.22, subd. 9 (Knowledge and Skills)

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 123B.09 (Boards of Independent School Districts)

Minn. Stat. § 124D.901 (Public School Libraries and Media Centers)

Minn. Rules Part 8710.4550 (Library Media Specialists)

*Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico*, 457 U.S. 853 (1982)

*Virginia State Bd. of Educ. v. Barnette*, 319 U.S. 624, 642 (1943)

Cross References:

Policy 111 (Equity in Educational Achievement)

Policy 524 (Electronic Technologies Acceptable Use)

Policy 606 (Textbooks and Instructional Materials)

Policy  
adopted:

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

## Appendix to Policy 606.5

### Request for Library Materials and Resources Reconsideration Form Instructions

School Board Policy 606.5 outlines the Reconsideration Process.

The first step in this process is meeting with the building principal and library media specialist to discuss concerns and explore options. If that meeting does not resolve concerns, submission of this completed form to the building principal services is the second step in the Reconsideration Process.

#### Instructions:

1. Forms can only be completed by a ~~current~~ parent or guardian of a currently enrolled student in the school district, a student in the district, or a resident of the ~~Edina School District~~ district.
2. Prior to submission of the form, an applicant should have an informal meeting with the building principal and library media specialist to gather clarity on the selection of the text for the school's library, discuss concerns, and explore options. If concerns still exist after the meeting, this form ~~Forms will only~~ may be ~~accepted~~ submitted. ~~after the applicant has had an informal meeting with the building principal and library media specialist to explain selection, discuss concerns and explore options.~~ It is only after the informal meeting has occurred and failed to resolve the differences that this form may be accepted.
3. Before completing this form, the ~~requestor~~-requester must read or view the disputed item in its entirety. Forms submitted without a complete examination of the disputed item will not be considered.
4. All form fields must be completed in a full and meaningful manner in the ~~requestor's~~-requester's own words. Incomplete, cursory, or duplicated responses will not be accepted.
5. A separate form must be completed for each disputed item/title. Forms containing multiple titles will not be considered.
6. Requests for library materials or resource reconsideration will be processed one at a time. Additional challenge requests cannot be submitted until the Reconsideration Committee acts on the initial request.

7. The ~~requester~~ requester may include additional pages to the completed form if needed.
8. The form asks ~~requester~~ the requester to frame their responses in the context of the following policies, statutes, and documents. Please review them:
  - ~~District 273 Selection~~ School Board Policy 606.5 (Library Materials)
  - District Mission
  - District Goals
  - District Strategic Plan
  - First Amendment of the United States Constitution
  - American Library Association Library Bill of Rights
  - National Council of Teachers of English Students' Right to Read Statement
9. Submit this completed form to the building principal.
10. Within (20) school days of receipt, the ~~district~~ superintendent designee will schedule a meeting with the challenger to review the Reconsideration Process and discuss next steps.
11. Please note, the challenged material will remain in use and ~~shall~~ will not be removed until the entire reconsideration process has been completed.

**Request for Library Materials and Resources Reconsideration Form**

Received by \_\_\_\_\_

Date Received \_\_\_\_\_

Initiated by \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Email: \_\_\_\_\_

Please indicate your role:

\_\_\_\_ Parent/Guardian of a Current Edina Public School District Student

\_\_\_\_ Edina Public Schools Student

\_\_\_\_ Resident of Edina

Do you represent: \_\_\_\_ Yourself \_\_\_\_ Group/Organization

Name of organization or group

\_\_\_\_\_

Library Material or Resource Questioned:

Author/Creator \_\_\_\_\_

Title \_\_\_\_\_

Publisher/Producer \_\_\_\_\_

Copyright Date \_\_\_\_\_

Type of Library Material or Resource \_\_\_\_\_

(book, magazine, newspaper, electronic information/network, video, audio, pamphlet, etc.)

Location of Library Material or Resource (School) \_\_\_\_\_

Date of the informal discussion with the Principal and Library Media Specialist:

\_\_\_\_\_

Please respond to the following questions. If sufficient space is not provided, please use additional pages.

1. Who/What brought this resource to your attention?
  
2. Have you seen, read, or listened to this resource in its entirety?  
Yes \_\_\_\_\_ No \_\_\_\_\_  
  
If No, please explain:
  
3. Explain the purpose and theme of this material as you understand it.
  
  
  
  
  
  
  
  
  
  
4. In your opinion what worthy qualities does this material contain?
  
  
  
  
  
  
  
  
  
  
5. Please describe your objection to this resource. Citing specific passages, pages, etc., would be helpful to the committee.
  
  
  
  
  
  
  
  
  
  
6. Which professional reviews have you read or considered?  
  
Please indicate or summarize, including the text of the review and a citation for the review source (e.g., School Library Journal, Kirkus, Booklist, Library Journal, Horn Book).
  
  
  
  
  
  
  
  
  
  
7. In what ways does the material or resource fail to comply with the selection objectives and criteria specified in School Board Policy 606.5?

8. In what ways does the material or resource fail to support the district's mission and goals?
9. In what ways does the material or resource fail to support the district's commitment to intellectual freedom as expressed in the American Library Association's Bill of Rights, the National Council of Teachers of English Students' Right to Read Statement, and the First Amendment of the United States Constitution?
10. How do you believe students would be affected by this material or resource? Please provide evidence for that belief and its citation.
11. What action do you recommend that the school take on this material or resource?
- Do not permit my student to access the material or resource
  - Request implementation of the review process (Appendix #)
  - Other, describe:
12. Do you have alternate materials or resources to recommend in place of this one that would address the topic? Please provide a title, author, publisher, and copyright date.
13. If you are requesting the Library Materials and Resources Review Process, why do you believe this resource should be restricted for all students, not only your own?

The purpose of the school library is to provide a wide range of library materials and resources, on all levels of difficulty, with a diversity of appeal, and the presentation of different points of view for all learners. Parents/caregivers/guardians have the right to educate their own children about the materials and resources that may be best for their family.

(Signature) \_\_\_\_\_

(Date) \_\_\_\_\_

Please return this form to the building principal.

Note: Only after the informal conversation with the principal and library media specialist, can this form be requested for completion.

Form ( \_\_/ \_\_ )

## Non-Instructional Operations and Business Services

### Food and Nutrition Services Program

#### I. Purpose

This policy defines the responsibilities of the school district's food and nutrition services program.

#### II. General Statement of Policy

The school district recognizes the role proper nutrition has in student learning. The district is committed to providing appropriate school breakfast programs, school lunch programs and other related food service programming. The food and nutrition services program will follow state and federal guidelines when providing school breakfast and school lunch programs.

#### III. Responsibility

- A. The food and nutrition services manager will be responsible for administering the food and nutrition services program. This includes planning and assessing requirements, training and inservice, budgeting and financial management, and supervision.
- B. The food and nutrition services manager reports to the director of **finance and operations** ~~business services~~ who will serve as the district administrator for the food and nutrition services program.
- ~~C. The student wellness committee is responsible for monitoring this policy. (see Policy 533 – Student Wellness).~~

#### IV. Guidelines

- A. The food and nutrition services program will be a self-supporting program and utilize maximum reimbursements provided through various state and federal programs in which it participates. **Every student will receive one (1) free breakfast and one (1) free lunch each school day.**
- B. The program will follow nutrient standard menu planning guidelines. Current nutrition knowledge will also play a critical function in this process. Substitutions and accommodations to the regular meal plan will be made for students who are unable to eat school meals **due to** ~~because of their disabilities relating to~~ special dietary needs when the need is certified and based on a prescription written by a licensed physician and there is a 504 Plan in place for the student. ~~(Rehabilitation Act of 1973, Section 504 and Americans with Disabilities Act~~

~~(ADA) of 1990).~~

- C. The food and nutrition services manager will coordinate food service operations in each district building. Use of the kitchen facilities outside of the food and nutrition services program must meet the established [policy](#) guidelines, ~~of Policy 902—Use of School District Facilities and Equipment,~~ and the user must obtain a license for a special use permit from the City of Edina.
- D. No sales ~~or serving~~ of food and beverages other than by the food and nutrition services program will take place between the hours of ~~7:00 AM and 2:00 PM~~ [midnight and 30 minutes before the end of the school day](#) without prior approval of the food and nutrition services manager and district administration. No other organizations, without approval of the food and nutrition services program manager and district administration, will be allowed to sell or serve the following items: entrees, soups, salads, sandwiches, desserts, breakfast items, and other items considered meals. Such approved sale must adhere to the following conditions:
  - 1. The sale meets legal requirements.
  - 2. The sale is offered by a school-sponsored organization and the profits will be used to enhance specific district programming.
  - 3. The sale must meet local and state health and safety regulations, and the necessary permit work is completed.
- E. The food and nutrition services program will strive to promote positive nutrition messages through the food that it serves for school meals and through educational materials in the district. All food items sold through the reimbursable meal lines will adhere to the [USDA](#) guidelines. ~~defined by USDA No. 210.11.~~
- ~~F. Free, reduced and paid meals will be offered to students, and the food and nutrition services program will follow all regulations related to this offering.~~
- G. F. The food and nutrition services program will offer a catering service for various district functions. District organizations and schools are encouraged to access this catering service.

## V. School Meal Accounts

[The director of finance and operations and the food and nutrition services manager will be responsible for monitoring the financial standing of school meal accounts and applying the following regulations.](#)

- A. [Every student will receive one \(1\) free breakfast and one \(1\) free lunch each school day. All additional meal purchases, including breakfast, lunch, second lunches, and a la carte items are to be prepaid before meal service begins.](#)

Payments can be made through the district's electronic payment system or at the school building. A student who does not have sufficient funds will not be allowed to charge a la carte items or a second meal or entree until additional money is deposited in the student's account. Second lunches and/or entrees will not be removed if the student has an outstanding meal balance.

- B. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero. Reminders for payments of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping reimbursable meals, withdrawing a reimbursable meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing non-reimbursable meals; or affixing stickers, stamps, or pins.
- C. ~~Authorized~~ Parents/guardians of students who have negative meal account balances will be asked to make payments eliminating the negative balance of their account. Families who request payment plans will be accommodated at the discretion of the director of finance and operations and the food and nutrition services manager.
- D. Student meal account balances that have been negative for 120 days or more as of June 30 of a given year will be considered uncollectible and written-off as bad debt. The review and classification of negative student meal accounts as bad debt will be conducted by the director of finance and operations. Bad debts will be recorded as an operating loss in the general fund as well as a transfer of cash from the general fund to the Food Service Fund. Any amounts written-off as operating losses in the general fund that are subsequently recovered will be recorded as revenue in the general fund. The district will not utilize collections agencies to recover unpaid school meal debts.
- E. Records of negative student account balances that are deemed uncollectible and classified as bad debt will be maintained in accordance with federal regulations. The following records will be maintained to document the appropriate treatment of bad debts:
  - 1. evidence of efforts to collect unpaid meal charges in accordance with the district's adopted unpaid meal charge policy;
  - 2. evidence that collection efforts fell within the timeframe and methods established by the district's adopted meal charge policy;
  - 3. evidence that debts considered uncollectible were written off as operating losses in the general fund of the district and;
  - 4. evidence that debts written off as operating losses were returned to the food service fund using non-federal sources.

- F. Donations made to the district for the purpose of relieving negative student meal accounts will be accepted with appreciation by the school board at a regular meeting and deposited into the general fund of the district. Donations will not be applied to the accounts of specific students or schools unless specified by the donor. Donations will generally be applied to negative student meal accounts on a first in, first out basis and in the following order: negative accounts belonging to students who qualify for educational benefits, negative accounts of students who are not eligible for free or reduced-price meals but demonstrate economic need, negative accounts deemed uncollectible.

Legal References:

Section 504 of the Rehabilitation Act of 1973

Americans with Disabilities Act (ADA) of 1990

National School Lunch Program, School Breakfast Program, Child and Adult Care, and Food Program Regulations, 1988

USDA § 210.11 (Food and Nutrition Service)

7 C.F.R. § 210.9(b)(17) (National School Lunch Program Requirements for School Food Authority Participation)

7 C.F.R. § 210.15(b) (National School Lunch Program Reporting and Recordkeeping)

Minn. Stat. § 124D.111, subd. 1 (School Meals Policies; Lunch Aid, Food Service Accounting)

Cross References:

~~Policy 533 (Student Wellness)~~

Policy 902 (Use of School District Facilities and Equipment)

Policy adopted: 11/08/10

Revised: 09/22/14

Revised: 04/11/16

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

## Buildings and Sites

### Closing of District Facilities Due to Hazardous Weather or Other Emergency Conditions

#### I. Purpose

This policy defines the procedures and public notification for the closing of school district facilities due to hazardous weather or other emergency conditions.

#### II. General Statement of Policy

The superintendent or designee is empowered to close any or all school district facilities or to alter the start or ending time of a school or program in the event of hazardous weather or conditions that threaten the health and safety of students or district employees.

#### III. General Factors

Factors to be considered in the decision to close a facility or to alter the starting or ending time of a school or program, include:

- A. Existing and predicted weather conditions.
- B. Advice of the transportation supervisor concerning driving, drivers, traffic, and parking conditions affecting all transportation, public and private.
- C. Actual occurrence or imminent possibility of any emergency condition that would make programs or facilities operation difficult or dangerous.
- D. Inability of employees to report to duty, which might result in inadequate operation of district facilities, or deficient supervision or instruction of students.
- E. Discussion with neighboring school districts experiencing similar weather or emergency conditions.

#### IV. Notification

- A. Emergency closing, late start, and early release (“emergency closing”) procedures will be publicized each school year, and actual emergency closings will be announced through school district communication mediums and local media outlets.

- B. When emergency closings occur, employees will observe the terms of their respective ~~contracts~~ [work agreements](#) concerning reporting for work.
- C. ~~Each school or district facility will develop a facility plan detailing procedures for facility-specific emergency closing. The facility plan will be in accord with overall district procedures and guidelines.~~

Cross Reference:  
Policy 806 (Emergency Management)

Policy  
adopted: 06/21/10  
Revised: 11/18/13  
Reviewed: 04/17/1

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



## Appendix I to Policy 807

### GUIDELINES FOR CANCELLING AFTER-SCHOOL ACTIVITIES

1. When the school district is closed ~~prior to the start of the school day~~ due to hazardous weather, all buildings are closed to activities and building use, unless otherwise designated under paragraph 7 below. District offices and the district's **building and grounds** and transportation departments **may remain** ~~may need to be~~ open to facilitate **building cleaning, maintenance, and** the removal of snow and ice. ~~so that school can reopen the following day.~~
2. When an individual school **or program** is closed due to building-related problems, a determination about after-school activities **including community education programs** will be made **in consultation with the superintendent or designee,** ~~with the principal, superintendent or designee,~~ **the director of community education and strategic partnerships, and** director of buildings and grounds. ~~and the facility scheduler, as may be necessary.~~
3. On occasions when ~~school is in session but~~ weather concerns arise after school has begun, a decision ~~must~~ **will** be made about activities and/or building usage scheduled after school. ~~A~~ **The** decision will be made on a district-wide basis by the superintendent or designee. This decision will be made and communicated as early as possible but may not always be made by the close of the school day. Upon closure, notification will be initiated by the director of ~~business services~~ **finance and operations** or designee, **and distributed by the director of marketing and communication or designee.**
4. All school/building closure announcements will be posted as soon as practical on the district website and distributed via appropriate communication channels, and sent to local media outlets.
5. For county, state, or other multijurisdictional events, a separate determination will be made by the superintendent or designee.
6. Saturday and Sunday events may also need to be cancelled due to hazardous weather or building-related problems. The superintendent or designee will make a decision on a district-wide basis. Upon closure, notification will be initiated by the director of ~~business services~~ **finance and operations** or designee, **and distributed by the director of marketing and communication or designee.**
7. Offsite events and Minnesota High School League sponsored special events (e.g., hockey, skiing, tournaments) need special consideration because the venues have been reserved. The superintendent or designee and **assistant principal of activities** ~~director~~ will make a determination regarding these events. ~~An announcement~~ **Notification** will be initiated by the director of ~~business services~~ **finance and operations** or designee, **and distributed by the director of marketing and**

communication, and assistant principal of activities or their designees when activities are cancelled.

Appendix  
Reviewed 04/17/17

## Buildings and Sites

### Safety and Security of Students, Employees, Visitors, Buildings, and Grounds

#### I. Purpose

This policy defines the security requirements for school district buildings and grounds in order to ensure the safety of students, employees, and visitors.

#### II. General Statement of Policy

The school district strives to provide a safe and secure learning and working environment for all district learners, employees, and visitors and to protect the physical assets of the district from damage or harm.

To ensure general security, access to buildings ~~must~~ will be restricted to those who have legitimate business within the buildings or on the grounds of the school district. A district-wide security plan and individual building plans will be established and maintained. The ~~director of buildings and grounds~~ director of media and technology services is responsible for implementation of this policy, including all necessary reporting.

#### III. Program Oversight

A. The ~~director of buildings and grounds~~ director of media and technology services will coordinate the district's security program. The director will: ~~facilitate a safety and security committee which is responsible for the following:~~

- ~~Ensuring~~ Ensure compliance with federal, state, and local laws related to safety and security
- ~~Ensuring~~ Ensure compliance with this policy and pPolicy 806 (Emergency Management)
- ~~Developing~~ and ~~implementing~~ procedures and practices to enhance the charge of this policy at the district and site levels
- ~~Completing~~ Complete timely debriefs and/or after action reports reflections of safety and security events which have occurred in the district
- Collaborate with stakeholders on all safety and security measures

B. In compliance with Policy 806 (Emergency Management), all buildings will have a BERT. This team should be composed of several members who do not

have direct responsibility for supervision of students. Licensed teaching staff can make up some subset of the BERT, but should not be the only members. The building administrator or a designee will serve as lead of this team. Annually, buildings will review and train their members. A copy of this BERT team list will be shared with the superintendent's office and the director of media and technology services.

~~A District Emergency Response Team (BERT)~~ The DERT will be established at the district level. This team will consist of all cabinet members. Additional members will include the director of buildings and grounds, the building and grounds manager, and the supervisor of transportation services. In the event of a crisis, the DERT may enlist additional staff members for support.

~~B. The safety and security committee will meet at least quarterly, and will include a representative from:~~

- ~~● Community Education~~
- ~~● District Media and Technology~~
- ~~● Building Principals (2, with the intent to choose one elementary and one secondary)~~
- ~~● Police liaison~~

#### IV. District-wide Responsibilities

A. Doors to all buildings are locked during the school day except:

1. The secured main entrance access door to each school building;
2. Any door under the direct observation of an employee or volunteer assigned the responsibility to monitor the door; and
3. Doors leading to non-K-12 sections of the Edina Community Center.

B. The main entrance to each building will be posted as the main entrance and a notice will be posted directing visitors to check in.

C. All adults in the buildings during the school day must wear identification badges.

1. All employees are required to wear an official Edina Public Schools identification badge at all times. An employee who forgets his or her their identification badge must obtain a temporary badge from the school office.
2. All visitors are required to obtain a visitor badge that must be returned at the end of the visit or be dated in such a way as to make it obsolete at the end of the day.

3. Each employee is responsible for approaching a visitor not wearing a visitor badge and offering to escort or direct that person to the building office.

D. After-hours safety of students and employees:

1. Any non-district group or organization using school district facilities must provide adequate supervision to all group members in accordance with Policy 902 – Use of School District Facilities and Equipment. Adequate supervision includes an adult of appropriate gender ~~is present in~~ **supervising** the locker room any time persons under the age of 18 are using the locker room.
2. All district groups or organizations ~~must~~ **will** ensure an adult of appropriate gender ~~is present in~~ **supervises** the locker room any time persons from district group or organization who are under the age of 18 are using the locker room.
3. An employee who is in the building before or after normal building hours is encouraged to lock the door of ~~his or her~~ **their** room and take other appropriate steps to ensure ~~his or her~~ **their** personal safety.

V. Building Specific Responsibilities

- A. Each building ~~must~~ **will** develop a plan addressing security issues unique to that site. The building plan may not contradict this policy.
- B. The building plan ~~must~~ **will** be reviewed annually and any changes submitted to the ~~director of buildings and grounds~~ **director of media and technology services** prior to ~~August 1~~ **the start** of each **school** year.
- C. Each building plan ~~must~~ **will** address after-hours safety of students and employees who may be using the building.
- D. Any building may request a variance to the above responsibilities, in writing, to the ~~director of buildings and grounds~~ **director of media and technology services** providing the rationale for the variance, how security will be maintained with the variance in place, and the process used by the building in determining the building variance need. The final decision to approve or disapprove the variance request will be made by the superintendent and reported to the school board.
- E. The building administrator is responsible for ~~administration~~ **implementation** of this policy and the building plan.
- F. The building administrator ~~must~~ **will** report all critical security incidents to the ~~director of buildings and grounds~~ **director of media and technology services**.

VI. Responsibilities of the ~~director of buildings and grounds~~ [director of media and technology services](#).

- A. ~~Must~~ [Will](#) maintain a current set of building security plans.
- B. ~~Must~~ [Will](#) maintain a log of all reported security incidents.
- C. ~~Must~~ [Will](#) arrange for necessary training of employees to ensure proper implementation of this policy.

Cross Reference:

[Policy 806 \(Emergency Management\)](#)

Policy 902 (Use of School District Facilities and Equipment)

Policy  
adopted: [07/19/10](#)  
~~R~~revised: 11/18/13  
[revised](#) [05/15/17](#)

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

## Community Relations

### Use of School District Facilities and Equipment

#### I. Purpose

This policy provides guidelines for community use of school district facilities and equipment. The district is committed to making its facilities and equipment available to the community.

#### II. General Statement of Policy

The school district encourages maximum use of district facilities and equipment for community purposes if, in its judgment, that use will not interfere with use for school or district purposes. The use of district facilities as community centers to promote educational, recreational, cultural and civic activities in the community are an important resource in the development of the whole person through learner success, achievement, health, and physical wellbeing across age groups.

Facilities are available to the community on an equitable basis and are to be used in a manner consistent with district policies and ~~its~~ [their](#) appendices.

#### Legal Reference:

Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and ~~Non-school~~ [Nonschool](#) Purposes; Closings)

#### Cross References:

Policy 628 (Student Activity Programs)

Policy 901 (Community Education Services)

#### Policy

adopted: [07/19/10](#)

amended: [03/12/12](#)

revised: [03/14/16](#)

revised: [06/21/21](#)

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

Appendix I to Policy 902

**Procedures for Using School District Facilities and Equipment**

**Facilities Available**

Most ~~school~~ district facilities are available for a variety of activities, as guided by school board policies.

- Gymnasiums
- Athletic Fields/Stadiums
- Auditoriums
- Meeting Rooms
- Swimming Pools
- Classrooms
- Cafeterias
- Kitchens

Facilities are available during ~~non-school~~ nonschool hours. General hours of operation for ~~non-school~~ nonschool district activities and events during the school year are Monday – Friday 6:00 p.m. – 10:00 p.m. and Saturdays 7:30 a.m. – 3:00 p.m. Third floor rooms are available at the Edina Community Center Monday through ~~the~~ Friday 7:30 a.m. – 10:00 p.m. and Saturdays 7:30 a.m. – 3:00 p.m.

Additional days and times may be available upon request and are dependent on staffing availability.

**Services Available**

Community education is a part of Edina Public Schools, serving the community of Edina. The ~~C~~community education facility use office serves as the operations and facilities service center for all community use of district facilities in the areas of scheduling, billing, and supervision. Community Education employees coordinate requests for district equipment related to the activity (on-site-use only) and schedule building supervisors.

**Classification of Organizations and Priorities for Use of Facilities**

Organizations using district facilities are grouped into one of five classification, four non-school district sponsored groups and a fifth user group for ~~school~~ district sponsored activities. A rental fee schedule has been established for facility usage for non-district organizations based on the nature and purpose of each group, agency, or organization. All other requirements for use, such as application procedure, standards of conduct during use, ~~and~~ supervision, are constant for all user groups regardless of organizational differences.

Classifications and priority of access to district facilities are as follows:

Class E Priority one	Edina Public Schools sponsored <del>groups, activities;</del> including all-community education, athletics and extracurricular <del>extra-curricular</del> activities. Edina Public Schools support organizations <del>meetings</del> including PTA/PTO <del>meetings, site councils, and meetings &amp; booster organizations. meetings.</del>
Class A Priority two	<del>Events sponsored by the City of Edina</del> <del>groups</del> and <del>A</del> athletic <del>A</del> associations under the umbrella of the City of Edina. Edina-based <del>service organization, charitable and</del> non-profit organizations that are not charging fees.
Class B Priority three	Edina-based non-profits organizations charging fees.
Class C Priority four	Private groups and individuals not charging admission. Non-Edina-based non-profit organizations. <del>youth, civic, service, political, charitable, and educational organizations.</del> <del>This classification includes colleges, universities, and groups that benefit mostly Edina Public Schools residents.</del>

Class D Priority five	Private individuals, groups, private agencies, companies, and vendors using district facilities for commercial purposes or profit.
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The facility use office operates a centralized scheduling system coordinating all requests for the use of district spaces. Occasionally, a non-district-scheduled activity may conflict with a planned or rescheduled district activity or program. If a conflict occurs, the district activity or program has priority. Every effort will be made to find an alternate facility for the non-district organization or individual.

The class and rental schedule are determined by the district administration and approved by the ~~school~~-board on an annual basis. Additional modifications may be made with ~~school~~-board approval.

### **Process and Procedures for Scheduling Facilities**

A facility use permit ("permit") process is used to secure the use of district facilities creating a centralized schedule for use and operations. The initial step in the process is the completion of the online facility request. An online facility use request must be completed to provide reservation information for requested facilities, equipment, and special use.

1. Prior to using ~~school~~-district facilities, a district applicant must apply for a facility use permit ("permit") at least three **business** days prior to expected use. A non-district applicant must apply for a permit at least ~~seven~~ **five business** days prior to expected use.
2. The application for permit must be submitted by an authorized adult representative of the organization or individual applying for the use and must list the person responsible during the use.
3. A submitted application for a permit for district facilities use constitutes acceptance by the applicant of the responsibilities stated and the willingness to comply with all district policies, rules, and regulations regarding the use of school facilities.
4. Each application for a permit for use of district facilities will state the general nature and purpose of the use. A permit will be issued only for the dates, hours, area, and equipment specified.
5. If the application is approved, the district will issue a permit to the applicant. Facilities are not reserved until the user group receives a facility use permit distributed by the facility use office via e-mail or the group can verify through their online account that the request has been processed and approved.
6. Once a permit is granted to an organization or individual, facilities will be used strictly for purposes for which the space was requested. Permit holders must not transfer or sublet the permit to another organization or individual, doing so nullifies an approved permit.
7. The permit should be in the possession of the group leader upon entry for use of ~~school~~-district facilities to ensure that all details of the event are appropriate for the space being used.
8. District staff are allowed to request a copy of the permit from the organization or individual. If an approved permit cannot be verified, district staff may request the organization or individual to leave the facilities or grounds. Law enforcement will be contacted when a non-verified organization or individual fails to leave the facilities or grounds when requested to by the district representative.
9. Facility rental fees associated with use of district facilities, deposits/down payments for use of facilities, support staff, and special equipment are required for using specific facilities. Please see Appendix II for a Facility Rental Fee Schedule.

10. A permit will not be granted for any use that in the judgment of the district administration (1) may conflict with the mission of the district, or (2) for which satisfactory sponsorship or adequate adult supervision is not provided.

**Scheduling**

Scheduling is based on four seasons: The following chart highlights the timeline used for priority scheduling. Facility use permits may be submitted after the given dates with approval based on availability. Permits must be submitted at least three business days prior to expected use for district applicants and at least five business days priority to expected use for non-district applicants.

Scheduling Request Groups	FALL	WINTER	SPRING	SUMMER
	August 15 – October 31	November 1 – March 14	March 15 – May 31	June 1 – August 14
District groups submit requests by	July 1	September 15	February 1	January 1
City of Edina submit requests by	July 15	October 1	February 15	February 1
All other users submit requests by	August 1	October 15	March 1	March 1

~~There will be a two-week period for the city to make alterations, after which all other users may then submit request by the date listed for the appropriate season.~~

Tournaments, concerts, and other large-scale events may be scheduled prior to the schedule set out above with the approval of the Director of Community Education and strategic partnerships or designee.

Scheduling of auditoriums will follow the timeline guidelines set forth in Appendix III.

The building administration or designee will identify the classrooms and facilities that are available for use beyond the school day, recognizing some classroom limitations may need to occur.

The custodians must apply for a permit for dates and times required for preparation and special maintenance of facilities, grounds, and fields. The building administration will be notified when custodial permits impact regular education (e.g., physical education) or after-school activities.

~~School~~ District employees or employee groups may not block out facilities for use by other district or non-district users. Non-district users may not block out facilities for use by other users. The district facilities staff or district administration must approve any blocking out of facilities.

**Completing the Application Process**

1. Online Registration: If you do not have an account, please call 952-848-3963. If you already have an account, you may request a facility at <https://edina.ce.eleyo.com/>
2. In Person: Visit our office ~~7:30~~8:00 AM – 4:00 PM, Edina Community Center, 5701 Normandale Rd, Edina, MN.

For questions, contact the facility use office at 952-848-3963 or visit our website at <https://www.edinaschools.org/domain/1095> <https://communityed.edinaschools.org/facilities>. Office hours are Monday through Friday, ~~7:30~~8:00 AM – 4:00 PM.

**Administrative Responsibility**

1. The district administration is authorized to approve and arrange for scheduling the use of district facilities by applicants satisfying the terms of this policy. The district reserves the right to revoke any permit, without liability, should the revocation be deemed necessary or desirable.
2. The district scheduler will receive pre-approval from the building administration for use of facilities, including grounds and equipment, on school days during regular school hours.
3. The district scheduler will ensure that all required permit information is complete prior to the use of the facilities.
4. The district scheduler will maintain a master calendar of activities occurring in the district on a yearly, quarterly, weekly, and daily basis.
5. The building administration or designee is responsible for monitoring all activities held in the building. The administration will work with the district administration when a conflict or concern occurs.
6. The business office will ensure necessary custodial coverage is available during evening hours and on non-school days, including the summer. The district will assess a fee for such custodial time.

### **Indemnification and Public Liability Insurance**

The permit holder agrees to protect, indemnify, and hold harmless the district and its employees from any and all claims, liabilities, damages, or rights of action, directly or indirectly, growing out of the use of the premises covered by the permit.

The permit holder will indemnify the district for all damage to its facility or equipment occurring during the scheduled activity by persons participating or in attendance.

The administration is authorized to require users of district facilities to furnish public liability insurance issued by a responsible insurer indemnifying the district against any public liability claims for personal injury or property damage alleged to have resulted during the use or occupancy, or both, of property owned by the district. The public liability insurance must be in the amount and for the duration that may be deemed to be necessary and suitable in the circumstances. The insurer must agree to waive the defense of governmental immunity in the event a claim is made against the district.

The user must provide proof of insurance to the facilities scheduler before a permit can be approved. The insurance must provide coverage of at least \$50,000 per person, \$500,000 per accident, and \$50,000 property damage. The insurance policies and the companies writing them are subject to approval by the ~~school~~ district. Exceptions may be granted, but must be approved by [the](#) director of community education [and strategic partnerships](#) or designee.

In the event that a user has liability coverage that can be extended by endorsement to provide satisfactory coverage, this endorsement may be acceptable. Either a certificate of insurance or an endorsement on a present policy must be submitted with the enclosed facility use permit before approval can be made for use of district facilities.

~~School~~ District activities (e.g., pre-K–12, extra-curricular, community education services) and parental support groups (e.g., ~~PTAs~~, PTOs, site councils, booster organizations) do not need to provide separate liability coverage.

### **Changes and Cancellation of Facility Use Permits**

1. Changes in use needs of existing permits must be communicated to the facility use office as far in advance as possible or a minimum of ~~three~~ [five business](#) days prior to the event to ensure requests can be fulfilled.

Requests must be submitted in writing. [Failure to meet this timeline will result in full charges for the permit or permit part, including space, equipment, and personnel fees.](#)

2. Cancellation by the permit holder must be received by the facility use office in writing. [Cancellation of a permit in full or in part by the permit holder must be received at least five business days prior to the rental date in order to receive a refund. Failure to meet this timeline will result in full charges for the permit or permit part, including space, equipment, and personnel fees.](#)
  - ~~a. Cancellation of a permit by the permit holder must be received at least 14 days prior to the rental date to receive a full refund (minus the application fee).~~
  - ~~b. If cancellation notification is received 13-7 days before the rental date, the permit holder will receive a 75% refund (minus the application fee).~~
  - ~~c. If cancellation notification is received 6-1 days before the rental date, the permit holder will receive a 50% refund (minus the application fee).~~
  - ~~d. Failure to cancel facility rental permit within 24 hours prior to the rental will result in the permit hold being billed for the full permit fee.~~
3. An approved permit will not be considered by the applicant as a lease, and the building administrator or designee reserves the right to cancel or revoke any permit at any time. Reasons that the ~~school~~ district may cancel a facility permit include, but are not limited to:
  - a. Inadequate group supervision as determined by the building administrator or designee.
  - b. Misuse of equipment or facilities.
  - c. Group conduct of an inappropriate or unacceptable nature as determined by the building administrator or designee.
  - d. Emergency situations, including weather conditions or school building site limitations (e.g., water, heat, electrical). The decision to close the school will be made by the superintendent or designee. On days when school is closed, the decision on cancellation or postponement of school district co-curricular events and all other events scheduled in ~~school~~ district facilities will be made by the building administrator or designee.
  - e. Violation of any district policies and failure to comply with district policy.
4. District administration may cancel a permit effective immediately, if in its judgment continuation would be potentially harmful, dangerous, or the program or participants' actions are not [in alignment with the district's mission, core values, and policies](#). ~~of a moral standard equivalent to that generally accepted by the community.~~
5. The district reserves the right to cancel or withhold use privileges if rules and regulations are violated.
6. In the event of the cancellation or revocation of a permit, there will be no claim or right to damages or compensation on account of any loss, damage, or expenses whatsoever.

### **Facility, Personnel, and Equipment Use Fees**

Annually, the superintendent will recommend and receive ~~school~~ board approval for the ~~school~~ district facility and equipment use fees and personnel fees. Refer to Appendix II for specific fees. The following is additional information regarding the fee schedule.

1. Rental fees are calculated on a per hour basis and begin at the determined entry time and end at the projected completion of the event.
2. A service fee may be charged if an employee is not on regular duty, or if the intended use does not permit the employee to complete regularly assigned duties. Direct payment by the user to an employee for services is prohibited.

3. Organizations and individuals will assume the cost of custodial service for the use of the school beyond regular custodial duty hours.
4. Any facility user may be assessed a custodial service fee if the use of a facility requires significant clean up. Organizations and individuals are expected to return the facility to its original state before leaving.
5. Facility users must supply and assume the cost of any special supervision required, such as security or parking supervision, as determined by the building administrator or designee.
6. Specific events (e.g., section athletic tournaments) may require a ~~school~~-district administrator or designee to assist with site supervision. The additional supervisor fee will be the responsibility of the facility user.
7. The district reserves the right to require a payment deposit or rental and user fees in advance before the application for permit is processed for non-district users. Deposits must be received by the facility use office a minimum of 10 business days before the start of the event.
8. A billing statement will be sent at the conclusion of each month. Fees are due within 30 days of billing. A late charge ~~will~~ ~~maybe~~ assessed if a bill is overdue.

### **Site Supervision and Required Personnel**

The user organization is fully responsible for the safety and supervision of the specific space that they are using and will assume full liability for any damages keeping in mind the following additional regulations:

1. All activities must be under competent and responsible adult supervision (~~as~~ defined as a high school graduate, 18 years old or older) with an overall site supervisor identified prior to the start of the event use.
2. Admittance to the designated area is not permitted until the adult supervisor is present. District personnel on duty will supervise the operation of facilities, but are not required to supervise the group or its activities.
3. The organization's site supervisor should be the first to arrive and the last to leave the premises at the conclusion of each event.
4. ~~An Edina Public Schools~~ **A district** employee must be on duty whenever facilities are in use. Custodians, cooks, auditorium technicians, and media/technical support assistants will supervise the facility, but not the facility user or its activities. Additional personnel are required in the following areas:
  - a. Kitchen – A food service employee must be on duty whenever cafeteria kitchen facilities are used.
  - b. Performing Arts – A trained district media technology employee must be on duty when the operation of sound and/or lighting systems is required.
  - c. ~~Computer Lab~~ **Media and Technology Spaces** – Computer labs may be used when a trained district media technology employee is on duty, and the use of the lab is approved by the ~~technology~~ director **of media and technology services or their designee**.
  - d. ~~Professional Development Center~~ – A trained district media technology employee will be on duty if ~~technology-related equipment requires district support, as determined by the technology director.~~
  - e. Swimming Pool – A certified lifeguard is required for groups/organizations and individuals using a ~~school~~-district pool. Proof of certification is required.
5. If deemed necessary by the ~~school~~-district, police supervision may be required and charged to the user.
6. When adult supervision is not adequate, district employees must report this information to the community education administration and take immediate action as appropriate.
7. Responsibility for loss, breakage, or repair of any district property rests solely with the organization using the facility or leader in charge of the group.

### **Prohibited Activities at Facilities**

The following types of activities are prohibited by permit holders:

1. Promulgating any theory or doctrine subversive to the laws of the United States or any political subdivision thereof advocating governmental change by violence.
2. Any activity that may violate the canons of good morals, manners, or taste or be injurious to the buildings, grounds, or equipment.
3. Any purpose in conflict with school activities.
4. Fundraising campaigns, except as already permitted by ~~school~~-board policy.
5. Activities violating ~~school~~-district policies.
6. During the school day, the district prohibits the selling or displaying for sale of any items or services by commercial organizations or individuals for profit-making purposes, except those specifically related to the school in which they are displayed.

### **Rules for ~~School~~-District Facilities and Equipment Use**

The following rules must be observed in the use of ~~school~~-district facilities, and the groups, organizations, and individuals will be held responsible for compliance.

1. The use of district-owned equipment for private purposes either on or off district property is prohibited. No exceptions are to be made except by express approval granted by the superintendent.
2. The ~~school~~-district is not responsible for lost or stolen items.
3. Possession and use of tobacco and alcoholic beverages are not permitted on district property at any time, except as permitted by policy.
4. No firearms will be brought onto district property for any reason other than an authorized firearms safety program.
5. Fire and safety regulations of the state, district, county, and city must be observed at all times. All legal ordinances pertaining to public assemblies must be adhered to and will be enforced.
6. ~~School~~-District facilities must be vacated by the time indicated on the usage permit or additional charges will be assessed.
7. The building administrator or designee is authorized to act in any case not covered by the rules and regulations or to make exceptions to the rules and regulations as deemed necessary.
8. Equipment of a specialized nature will be made available only with authorized personnel, approved by a district administrator, to supervise its operations.
9. The district will not assume liability or responsibility for any equipment owned or leased by any permit holder, which is used or stored on ~~school~~-district property.
10. Organizations and individuals having special needs, such as extra electrical, generators, dry ice, or reconfiguration of standard ~~school~~-district equipment and facilities, may be required to seek prior plan

approval from the local fire inspector, building inspector, or health inspector. Any and all expenses incurred through these approvals and licenses are to be paid by the organization or individual.

11. All accidents occurring while using ~~school~~-district facilities must be reported to the building supervisor or custodian on duty.
12. Any loss, breakage, or need of repair of facilities or equipment must be reported to the building administrator or designee immediately by the supervisor in charge of the scheduled activity. In the event of damage to district property, the applicant will pay all appropriate repair costs as determined by the district. If damage is not reported, it could result in revocation of future facility usage.
13. Vehicle parking must use the dedicated parking lots of the district and all posted parking regulations must be followed.

### **Special Use Areas**

#### **Athletic Fields**

1. Vehicles are not allowed on athletic fields. Unauthorized use of bikes, motor vehicles, or horses is prohibited.
2. Only use the space that has been permitted and respect the rights of other users of the space in field areas where multiple uses may be taking place. Any use of space not listed within the permit is strictly prohibited.
3. Users ~~shall~~ will be responsible for proper policing of the grounds. ~~and~~ If security is required because of the size of the event, user groups will be assessed all fees involved.
4. Beverages may not be served in glass containers.

#### **Gyms**

1. No one will be allowed on a gymnasium floor without gym shoes. Rubber-soled street shoes cannot be used.
2. All gymnasium users are required to have a first aid kit on site at all times. The ~~school~~-district does not provide first aid supplies.
3. Use of district-owned physical education supplies and/or equipment is not permitted.

#### **Swimming Pools**

1. Swimming pool regulations are posted in each pool area. It is the responsibility of the person in charge of the group to enforce the regulations.
2. All swimming pool users are required to have an adequate number of certified lifeguards on deck at all times of use and must show lifeguard certification prior to gaining access to pool space. Lifeguards are available to be hired through community education.

#### **Cafeterias/Kitchen Areas**

All groups wanting to reserve cafeterias and kitchen areas must be aware of all food policies, including catering and concessions. Contact the facility use office for details.

1. For the use of kitchen areas, a nutrition staff member must be present. The user is responsible for covering all personnel expenses.

2. All uses of food & [and](#) beverage in cafeterias and commons areas must be included in the application request as it will likely involve cleanup fees. In addition, the user group is responsible for [ensuring](#)~~insuring~~ that all trash is disposed of properly in the containers provided.
3. All health and food permits, as required by the City of Edina, must be obtained by the user prior to sales or distribution.

### **Concessions Stands**

Edina Athletic Boosters (“Boosters”) hold the rights for use of concession areas in district facilities. The Boosters may approve outside groups to operate concessions on a case by case basis. Such approval will be coordinated by the facility use office.

1. Requests for use and specific operational arrangement must be made a minimum of 21 calendar days in advance of the scheduled event.
2. All health and food permits for concessions or refreshments, as required by the City of Edina, must be obtained by the user prior to sales or distribution.

### **Auditoriums**

Auditoriums are available to be rented for special events and activities through the facility use application process. Specific guidelines regarding the scheduling and use of auditoriums are set forth in Appendix III.

### **Leases**

The ~~school~~-district may lease facilities to organizations and individuals.

1. Leases should generally involve physical facilities that are not otherwise used or needed by other school district programs or services.
2. All leases are coordinated through the director of community education ~~services~~ [and strategic partnerships](#) and reviewed and approved annually by the ~~school~~-board.
3. The lease is defined as a written agreement between the ~~school~~-district and another party for the purpose of exclusive use of ~~school~~ district property for a specified period of time.

### [Appendix](#)

~~Updated~~ [revised](#): 6/21/21

Appendix II to Policy 902

**Facility Rental Fee  
Schedule**

Class E No Charge	Edina Public Schools sponsored <del>groups, activities</del> ; including all-community education, athletics, and extra-curricular <del>extra-curricular</del> activities. Edina Public Schools support organizations <del>meetings</del> including PTA/PTO <del>meetings</del> , site councils, <del>and meetings &amp; booster organizations. meetings.</del>
Class A	Events sponsored by the City of Edina <del>groups</del> and Athletic <del>A</del> ssociations under the umbrella of the City of Edina. Edina-based <del>service organization, charitable and</del> non-profit organizations that are not charging fees.
Class B	Edina-based non-profits organizations charging fees.
Class C	Private groups and individuals not charging admission. Non-Edina-based non-profit organizations. <del>youth, civic, service, political, charitable, and educational organizations.</del> This classification includes colleges, universities, and groups that benefit mostly Edina Public Schools residents.
Class D	<del>Private</del> individuals, <del>groups</del> , private agencies, companies, and vendors using district facilities for commercial purposes or profit.

	Hourly Rate							
	July 1, 2022 – June 30, 2023				July 1 – 2023 – June 30, 2024			
	Class				Class			
	A	B	C	D	A	B	C	D
<b>Auditoriums</b>								
EHS EPAC/Fick, SVMS								
No spectators	\$47	\$104	\$152	<del>\$246</del>	\$48	\$106	\$155	\$250
Events	\$88	\$145	\$215	\$275	\$89	\$148	\$220	\$280
VVMS, ECC								
No Spectators	\$32	\$47	\$100	\$148	\$32.50	\$48	\$102	\$151
Events	\$41	\$88	\$143	\$233	\$41.75	\$90	\$146	\$238
<b>Gymnasiums</b>								
ECC/EHS/SVMS Large	\$18	\$40	\$63	\$110	\$18.25	\$41	\$64	\$112
ECC/SVMS/VVMS Small	\$14.25	<del>\$33.50</del>	\$56	\$94	\$14.50	\$34	\$57	\$96
Elementary	\$14.25	\$28	\$43	\$76.50	\$14.50	<del>\$28.50</del>	\$44	\$78
EHS Activity Center — per court	\$14.25	\$33	\$54	\$87.75	\$14.50	<del>\$33.50</del>	\$55	\$90
<b>Cafeterias/Kitchens</b>								
Secondary	\$27	\$52	\$76	\$110	\$27.50	\$53	\$77.50	\$112
Elementary	\$20	\$38.75	\$58	\$76.50	\$20.25	\$40	\$59	\$78
<b>Glassrooms</b>								
Secondary <del>&amp;and</del> Elementary	\$7.25	\$15.50	\$21.50	\$36.75	\$7.50	\$15.75	\$21.75	\$37.50
<b>Professional Development Rooms</b>								
EHS Community Rms, ECC Rms 166/170/317/348/349/350/351 (ea)	\$11.5	\$19	\$27	\$45	\$11.75	\$19.50	\$27.50	\$46
<b>Swimming Pools</b>								
SVMS (includes diving well)	\$71	\$105	\$135	\$245	\$72	\$107	\$138	\$250
VVMS	\$39	\$53	\$76.50	\$148	\$39.50	\$54	\$78	\$150
Timing/Sound Equipment	\$14.5	\$14.50	\$14.50	\$14.50	\$14.75	\$14.75	\$14.75	\$14.75
	0							
<b>Fields</b>								

Kuhlman Stadium	\$16.50	\$55	\$100	\$143	\$16.75	\$56	\$102	\$146
ECC Multipurpose Fields (ea)	\$16.50	\$55	\$100	\$143	\$16.75	\$56	\$102	\$146
EHS Upper Turf	\$16.50	\$55	\$100	\$143	\$16.75	\$56	\$102	\$146
EHS Multipurpose Fields (ea)	\$16.50	\$55	\$100	\$143	\$16.75	\$56	\$102	\$146
Grass Field	\$8.25	\$16	\$35	\$49	\$8.50	\$16.25	\$35.75	\$50
Tennis Courts	\$8.25	\$16	\$21.50	\$39	\$8.50	\$16.25	\$22	\$40
Stadium Lights	\$87	\$87	\$87	\$87	\$88.75	\$88.75	\$88.75	\$88.75
Locker Rooms (daily rate)	\$7.25	\$7.25	\$7.25	\$7.25	\$7.50	\$7.50	\$7.50	\$7.50

	Hourly Rate							
	July 1, 2023 – June 30, 2024				July 1, 2024 – June 30, 2025			
	Class				Class			
	A	B	C	D	A	B	C	D
<b>Auditoriums</b>								
EHS EPAC/Fick, SVMS								
No spectators	\$48	\$106	\$155	\$250	\$50	\$108	\$160	\$258
Events	\$89	\$148	\$220	\$280	\$92	\$150	\$228	\$288
VVMS, ECC								
No spectators	\$32.50	\$48	\$102	\$151	\$35	\$50	\$105	\$152
Events	\$41.75	\$90	\$146	\$238	\$45	\$95	\$150	\$240
<b>Gymnasiums</b>								
ECC/EHS/SVMS Large	\$18.25	\$41	\$64	\$112	\$19	\$42.50	\$66.25	\$116
ECC/SVMS/VVMS Small	\$14.50	\$34	\$57	\$96	\$15	\$35	\$59	\$99
Elementary	\$14.50	\$28.50	\$44	\$78	\$15	\$29.50	\$45.50	\$80.75
EHS Activity Center – per court	\$14.50	\$33.50	\$55	\$90	\$15	\$34.50	\$57	\$93
<b>Cafeterias/Kitchens</b>								
Secondary	\$27.50	\$53	\$77.50	\$112	\$28.50	\$54.75	\$80	\$116
Elementary	\$20.25	\$40	\$59	\$78	\$21	\$41.50	\$61	\$80.75
<b>Classrooms</b>								
Secondary and Elementary	\$7.50	\$15.75	\$21.75	\$37.50	\$7.75	\$16.25	\$22.50	\$39
<b>Professional Development Rooms</b>								
EHS Community Rms, ECC Rms 166/170/317/348/349/350/351 (ea)	\$11.75	\$19.50	\$27.50	\$46	\$12	\$20	\$28.50	\$47.50
<b>Swimming Pools</b>								
SVMS (includes diving well)	\$72	\$107	\$138	\$250	\$74	\$110.75	\$142	\$252
VVMS	\$39.50	\$54	\$78	\$150	\$41	\$56	\$80	\$152
Timing/Sound Equipment	\$14.75	\$14.75	\$14.75	\$14.75	\$15.25	\$15.25	\$15.25	\$15.25
<b>Fields</b>								
Kuhlman Stadium	\$16.75	\$56	\$102	\$146	\$17.50	\$58	\$105.50	\$151
ECC Multipurpose Fields (ea)	\$16.75	\$56	\$102	\$146	\$17.50	\$58	\$105.50	\$151
EHS Upper Turf	\$16.75	\$56	\$102	\$146	\$17.50	\$58	\$105.50	\$151
EHS Multipurpose Fields (ea)	\$16.75	\$56	\$102	\$146	\$17.50	\$58	\$105.50	\$151
Grass Field	\$8.50	\$16.25	\$35.75	\$50	\$9	\$16.75	\$37	\$51.75
Tennis Courts	\$8.50	\$16.25	\$22	\$40	\$9	\$16.75	\$37	\$51.75
Stadium Lights	\$88.75	\$88.75	\$88.75	\$88.75	\$92	\$92	\$92	\$92
Locker Rooms (daily rate)	\$7.50	\$7.50	\$7.50	\$7.50	\$7.75	\$7.75	\$7.75	\$7.75

Fees do not include equipment use charges such as technical equipment, or any applicable sales tax.

Kitchen equipment use must be arranged through the manager of food services. Fees to use the kitchen are per day, and fees to use the cafeteria are per hour.

**Additional Fees/Charges**

Application fee per permit	\$45 16
Large group process fee (75+ people)	\$75 80

Building supervision	\$ <del>20</del> 23.60/hour (2 hour minimum)
Custodial time (setup, cleanup, and assistance)	\$ <del>45</del> 52/hour (\$ <del>55</del> 70/hour on Sundays and holidays)
Kuhlman Stadium Press Box	\$ <del>35</del> 36.25/hour
District technician*	\$ <del>35</del> 36.25/hour ( <del>student technician, \$20/hour</del> )
Additional dressing room	\$25 per day
Orchestra Shell Setup/Teardown:	\$300

\*Required for auditorium use and pool timing/sound equipment use.

## Appendix

~~E~~established: 07/19/10

~~R~~revised: 03/12/12;

revised: 05/29/13;

revised: 11/22/13;

revised: 06/16/14;

revised: 01/25/16;

revised: 05/15/17;

revised: 06/17/19;

revised: 12/06/19;

revised: 07/19/21;

revised: 11/08/21;

revised: 12/12/22

## Appendix III to Policy 902

### **Procedures for Using Auditoriums and Equipment**

#### **Facility use**

Auditoriums will only be open when the facility is scheduled for use within the current school district permitting system and all scheduled use will be entered into the centralized scheduling system. All school day uses must be approved by the facility use office prior to any further planning and will be placed on the centralized scheduling system to ensure appropriate safety, security, setup, and maintenance of the site.

Practices, rehearsals, and special setups will be scheduled at the time of initial permitting and will be reasonably accommodated with regard to the best uses of the overall facility.

Use of auditoriums will follow the guidelines set forth in the Appendix I except where specifically contradicted in this Appendix III.

#### **Scheduling**

Scheduling for auditoriums is based on an annual calendar corresponding to the academic school year.

Edina Public Schools fine arts and special district event functions will be the first priority scheduled and will be coordinated by the facility use office and respective user groups. These requests will be submitted to the facility use office annually by February 15.

Once district-requested permits have been approved, the facility use office will have the authority to market, promote, sell, and schedule groups from outside of the district for special events, concerts, and performances. The additional events to be scheduled will be done keeping in mind the facility needs of the district users and the operational challenges that specific activities create for a facility of this nature.

Additional use dates may be requested by district users, but they are now available on a first come, first served basis. It is to the advantage of the district users that advanced scheduling be done as much as possible within the first priority time frame.

The facility use office in consultation with the involved district groups will make any and all decisions pertaining to extended use, large-scale events, or other special requests by specific user groups that could impact the use of auditoriums. These requests may be scheduled prior to the schedule set out above with the approval of the ~~D~~irector of ~~C~~ommunity ~~E~~ducation and strategic partnerships or designee.

#### **Rules for Auditoriums**

The following rules must be observed in the use of auditoriums, and the groups, organizations, and individuals will be held responsible for compliance.

1. No food or beverage, except water, is permitted in the auditoriums.
2. Possession and use of alcohol and tobacco are not permitted on district property, except as permitted by policy.
3. Health and food permits, as required by the City of Edina, must be obtained by the user prior to sales or distribution.
4. Only authorized personnel can operate the counterweight fly systems.
5. Only authorized personnel can work in the catwalk.
6. Marley flooring is required for dance performances and is not supplied by ~~Edina Public Schools~~ the district.
7. Only water-based hazers and foggers are permitted for use. **No open flame or pyrotechnics are permitted.**
8. **No confetti, glitter, or loose sequins are permitted on stage or in dressing rooms. Streamers are allowable.**

## **Concert and Production Sound Volume Policy**

~~Edina Public Schools~~ The district requires compliance with the following guidelines for the safety of patrons and performers. These guidelines will apply to all presentations or productions that occur in ~~Edina Public School~~ district Auditoriums, including concerts, dance performances, theatrical productions, and any event using sound reinforcement, amplification, or sound playback.

Volume levels exceeding 85 decibels will not be prolonged but short-lived (less than 15 seconds). Volumes above 100 decibels will not occur, even briefly.

Measurement of the decibel level will be performed by ~~EPS~~ district staff using the NIOSH SLM (National Institute of Occupational Health and Safety - Sound Level Meter) application on a smartphone, positioned at the center of the venue's seating during the rehearsal or sound check time. The user, their sound engineer, or ~~an EPS~~ a district technician will adjust volume levels independently, until the sound level is determined to be compliant with these guidelines. Volume levels are to remain compliant thereafter and throughout the production or performance.

## **Site Supervision**

There will be on-site supervision in auditoriums during all hours of operation. A building supervisor is scheduled by the facility use office and has site responsibilities in the areas of information and assistance, opening and securing space, monitoring use, and other related duties. The supervisor is the on-site contact person for situations that pertain to the facility and the operation of the facility.

In addition to the site supervisor, a district technician must be on site when an auditorium is in use by an external user.

The user will be responsible for covering the expenses related to site supervision and technical personnel.

## **Rental Rates and Fees**

Please refer to Appendix II for the rental fee schedule. Dress rehearsals will be charged the no spectators rate and performances with spectators will be charged the events rate.

Included in an auditorium rental are the following:

- Stage lights
- Sound system
- Two microphones
- One dressing room/changing area
- Use of the respective lobby area

~~Additional dressing room: \$25 per day~~

~~Computer: \$5 per day~~

~~Additional microphone: \$5 each per day~~

~~Projector/Screen: \$5 per day~~

~~Orchestra Shell Setup/Tear Down: \$300~~

## **Space Specifications**

### **Fick Auditorium**

- Ideal venue for **music performances**, dance performances, musical theater, and lectures
- Seating capacity: 690
- Wireless microphones available: 8 handhelds or 8 bodypacks
- Changing areas: 2 dressing rooms and green room
- Intercom system: 8 wired intercoms available
- A/V Capabilities: **P**rojector and screen with inputs on **S**tage **R**ight and **F**ront of **H**ouse

### **Edina Performing Arts Center**

- Ideal venue for [music performances](#), dance performances, musical theater, and lectures
- Seating capacity: 640
- Wireless microphones available: 4 handhelds or 22 bodypacks
- Changing areas: 2 dressing rooms and green room
- Intercom system: 8 wired intercoms and 4 wireless intercoms
- A/V Capabilities: [P](#)rojector and screen with inputs on [S](#)tage [R](#)ight, [F](#)ront of [H](#)ouse, and [T](#)ech [B](#)ooth

### **South View Auditorium**

- Ideal venue for music performances, dance performances, musical theater, and lectures
- Seating capacity: 604
- Full stage orchestra shell
- Wireless microphones available: 4 handhelds or 4 bodypacks
- Changing areas: [1-2](#) classrooms
- Intercom system: 8 wired intercoms and 4 wireless intercoms
- A/V Capabilities: Projector and screen with inputs on [S](#)tage [L](#)eft, [T](#)ech [B](#)ooth, and [F](#)ront of [H](#)ouse

### **Valley View Auditorium**

- Ideal venue for small performances and lectures
- Seating capacity: 552
- Wireless microphones available: 2 handhelds
- Changing areas: [1-2](#) classrooms
- A/V Capabilities: [P](#)rojector and screen with inputs on [S](#)tage [R](#)ight and [T](#)ech [B](#)ooth

### **Edina Community Center Auditorium**

- Ideal venue for lectures
- Seating capacity: 500 in bleachers, 125 in chairs
- Wireless microphones available: 4 handhelds or 4 bodypacks
- Changing areas: [1-2](#) classroom
- A/V Capabilities: [P](#)rojector and screen with inputs on [S](#)tage [R](#)ight and [T](#)ech [B](#)ooth

### [Appendix](#)

[E](#)stablished: [06/17/19](#)

[R](#)eviewed: [06/21/21](#)

## VII. **Action**

VII.A. Legislative Action Committee (LAC)  
Platform Approval



**Board Meeting Date:** January 8, 2024

**Title:** Legislative Action Committee (LAC) 2024 Legislative Platform

**Type:** Action

**Presenter(s):** Legislative Action Committee

**Description:** The School Board approved board goals for the 2023-24 school year that includes legislative advocacy as a priority.

This work aligns with advocacy priorities outlined in the district's [2020-2030 Strategic Plan, Strategy E: Engage Parents, Schools and Community](#).

**Recommendation:** Approve 2024 Legislative Platform.

**Desired Outcomes from the Board:** Board reaches consensus through discussion to move LAC 2024 platform forward for board approval.

**Attachment:** 2024 LAC Legislative Platform

## **Edina Public Schools | 2024 LEGISLATIVE PLATFORM**

### **1. INCREASE MENTAL HEALTH SUPPORT FOR STUDENTS AND STAFF**

- > Provide funding to hire additional support staff and develop programming resources to address the mental health needs of students and staff; and
- > Increase statewide capacity to provide intensive mental health services for children and youth experiencing mental health crises.

### **2. STRENGTHEN AND SUPPORT SPECIAL EDUCATION PROGRAMS**

- > Increase efficiencies to reduce special education paperwork requirements to allow teachers to spend more time with students;
- > Enact efforts to find solutions that address the growing shortage of special education para support throughout Minnesota districts; and
- > Fully fund the IDEA Act (federal).

### **3. STABILIZE EDUCATION FUNDING**

- > Increase basic formula allowance for FY25 by an additional 2% to create a permanent funding stream related to inflation (4% total in FY25) and to offset funding pressures related to new programs adopted in the 2023 legislative session; and
- > Increase Local Optional Revenue to \$920 per pupil to recover ground lost to inflation and link it to the basic formula.

### **4. ENSURE SAFE, MODERN SCHOOL FACILITIES**

- > Increase the Safe Schools levy and state aid to allow school districts and intermediate school districts to address and fund 21st century brick and mortar, plus cyber security needs.

### **5. INCREASE AND DIVERSIFY WORKFORCE**

- > Remove barriers and provide incentives to address the shortage of substitute teachers, school bus drivers, paraprofessionals, and other staff;
- > Continue to expand programs and incentives to attract, develop, and retain teachers of color; and
- > Maintain multiple pathways to licensure in the tiered licensing system.

## **6. PRIORITIZE STUDENT-CENTERED LEARNING THROUGH ENHANCED LOCAL DECISION-MAKING**

> Honor local control and inherent managerial rights for elected school boards best positioned to work with students, staff, parents, and community to address local needs and challenges.

References:

[2024 MSBA Legislative Platform](#)

[2024 AMSD Legislative Platform](#)

VII.B. 2024-2025 Secondary Course General Change  
Recommendations



**Board Meeting Date:** January 8, 2024

**Title:** 2024-2025 Secondary Course General Change Recommendations

**Type:** Action

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; and Steven Cullison, Edina Virtual Pathway Coordinator

**Description:** As part of our continuous improvement efforts, each year the Teaching and Learning department brings forth proposals for new courses and recommendations for course changes for School Board review. These proposals and recommendations are generated by district and building staff, reviewed and refined through a committee process and presented to the school board for consideration.

**Recommendation:** Review and approve the new course proposals.

**Desired Outcomes from the Board:** Review and approve the new course proposals.

**Appendix A:**

Tentative Budget Proposals

**Attachments:**

1. [EHS Course Catalog for Reference](#)

## New Course Proposals: EVP

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**Department: EVP Language Arts**

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**Course Title: Communications - Research and Practice**

**Prerequisite:** None

**Grade:** 9-12

**Length:** Semester

**Meets Requirement for:** English 12 - Group B

**Fee:** None

**Course Description:** Students will practice listening skills, develop logical arguments and understand the relationship between nonverbal, interpersonal and small group communication. Additionally, students will evaluate the text and delivery of famous speeches to understand the craft of public speaking. Students will record themselves giving speeches, and watch their own progress as the semester progresses. Also, successful students are willing to make mistakes, and reflect upon them, to refine their public speaking skills. Independence, curiosity and technological resiliency are other important factors for success in this course.

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**Department: EVP Business**

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**Course Title: Investing 101: Stocks, Bonds, and Mutual Funds**

**Prerequisite:** None

**Grade:** 9-12

**Length:** Semester

**Meets Requirement for:** General Elective

**Fee:** None

**Course Description:** In this introduction to investing course, students will learn the basics of stocks, bonds, and mutual funds. The main topics include: 1) the time value of money and how it drives investing; 2) uncertainty and the trade-off between risk and return; 3) the history of capital markets; 4) major stock indexes; (5) managing a diversified portfolio, and (6) corporate strategy.

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**Department: EVP Elective - AVID**

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**Course Title: College Prep with AVID Strategies**

**Prerequisite:** None

**Grade:** 7-12

**Length:** Semester

**Meets Requirement for:** No

**Fee:** None

**Course Description:** This course will focus on getting prepared for college expectations by growing the skills of writing, inquiry, collaboration, organization, and reading (WICOR) through AVID strategies. AVID stands for Advancement Via Individual Determination and is a grade 7-12 system of enrichment. Students are taught study skills, note taking, time management, writing and research skills, while being immersed in a college-going culture. Coursework will include varied subjects and categories. One core focus of this class will be students practicing those WICOR skills through topics related to core classes and current events. The other core focus of this class is career and college exploration. Students will research post-secondary options, investigate potential careers, and learn their own preferences for life after high school. Ultimately, this class will help prepare students to be successful and independent in a rigorous college environment and global world.

## Drop Course: High School

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Department: Family and Consumer Sciences

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### Course Title: Relationships Course (In FACS dept)

**Purpose:** The staff member who created the curriculum and was going to have the bandwidth to teach it (and the one who added the course), is no longer teaching in the district.

## Change Course Name: High School

*\*With course name changes nothing changes in the registration booklet but the title of the class.*

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Department: Family and Consumer Sciences

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### Course Title: Creative Foods

**Purpose for Proposed Change:** The name suggests that they will be making typical recipes in new and unexpected (creative) ways. However, this is our entry level class and as guided by state FACS framework we spend much of our time covering cooking basics and following the My Plate model to guide each unit (we cover fruit, vegetables, Meat, Fish, Grains etc.). It's usually typical, easy-to-make recipes that serve as a foundation for more advanced skills/recipes and more advanced classes. It is also our pre-requirement for taking International or Advanced Foods courses and yet the name doesn't imply that that is the case.

*\*This is not the course description. This gives background on why the name change to the title.*

**Change name to new Course Title: Intro to Foods**

## Change Course Description: High School

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Department: Art

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### Course Title: AP Art Studio 2D

**Purpose for Proposed Course Description:** College Board changed the portfolio requirements, and we consequently need to update our description. There is minimal change except what the sections of the portfolios are called.

**Course Description:** This combo class contains both the AP 2D Art and Design and the AP Drawing courses. This is serious, college level course that will address the following learning outcomes: the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one's work. Unlike students in some other AP courses taken at our school who are assessed by a written exam alone, students in this course will be assessed through two portfolio assessments which both contain written sections. Students will create and submit a **sustained investigation portfolio** (60%) as well as a **selected works portfolio** (40%) that are evaluated at the end of the school year for possible college credit.

### Course Title: AP Art Studio 3D

**Purpose for Proposed Course Description:** College Board changed the portfolio requirements, and we consequently need to update our description. There is minimal change except what the sections of the portfolios are called.

**Course Description:** AP Studio Art 3D is a rigorous year-long art course that offers potential college credit. AP Studio Art 3D is for serious, motivated art students. This course will address the following learning outcomes:

the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one’s work. Unlike other AP courses assessed by a written exam alone, students in this course will be assessed through two portfolio assessments which both contain written sections. Students will create and submit a **sustained investigation portfolio** (60%) as well as a **selected works portfolio** (40%). These portfolios are evaluated by the College Board at the end of the school year for possible college credit.

### Appendix A: TENTATIVE BUDGET PROPOSALS

The following budget requests are all being reviewed in collaboration with Teaching Staff, Teaching and Learning, and DMTS. Final budget decisions will all be made with the lens of ensuring a rigorous and engaging experience for students and fiscal responsibility. The chart below gives a general overview of what is considered in the course request or change proposal process and does not reflect final budget decisions at this time. Final budget decisions will be communicated with teachers and administration in response to their requests between February and April of 2024.

COURSE TITLE	SCHOOL	COST IN HOURS	COST IN MATERIALS	Estimated Total Cost
<b>Business</b>				
<b>Investing 101: Stocks, Bonds, and Mutual Funds</b>	EVP	Curriculum = <b>12 Hours</b> ----- - Approximately <b>\$600</b>	<b>Technology</b> ----- <b>Curriculum:</b> \$500 ----- <b>On-going Consumable:</b> \$0	
<b>Elective</b>				
<b>College Prep with AVID Strategies</b>	EVP	Curriculum = <b>36 Hours</b> ----- Approximately <b>\$1,800</b> <i>*split between T &amp; L an EVP budgets</i>	<b>Technology:</b> No additional ----- <b>Curriculum:</b> \$0 ----- <b>On-going Costs:</b> Subscription to AVID weekly \$675. AVID Partners per site - could add to existing HS Subscription	



**Board Meeting Date:** January 8, 2024

**Title:** 2024-25 Secondary Courses ELA Change Recommendations

**Type:** Action

**Presenter(S):** Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; Tess Bademan, Edina High School ELA Content Lead; and Heidi Degener, Edina High School ELA Teacher and Curriculum Review Lead

**Description:** The Edina Public School Board approved the PreK-12 Comprehensive Literacy Plan in the Spring of 2021. As part of our Comprehensive Literacy Plan, the Teaching and Learning department worked alongside the area leads to generate proposals for updates to the English Language Arts (ELA) course offerings at Edina High School. This report is intended to define the new courses being proposed for the English Language Arts Department. The ELA Guiding Change Document was a key artifact that guided the ELA curriculum course proposals. The proposals and recommendations have been generated by district and building staff, reviewed and refined through a department process and are being presented to the school board for consideration.

*It is important to note that some of the courses being proposed are still under internal review. Board approval is a critical and timely step in the process. It is possible that some of the courses proposed may not be fully implemented. When applicable, this is noted in the course descriptions on the final pages of this report.*

**Recommendation:** Review and approve the new English Language Arts course proposals.

**Desired Outcomes from the Board:** Review and approve the new English Language Arts course proposals.

**Attachments:**

1. [Comprehensive Literacy Plan - 6-12](#)
2. [EHS Course Catalog for Reference](#)
3. [8.14.23 ELA Course Guiding Change Document](#)
4. [Board Presentation](#)

## BACKGROUND INFORMATION

The following staff members have been involved in the research, review, and re-design of the Edina High School English Language Arts course proposals. Thank you to this outstanding team for the dedication to the continuous improvement of the literacy programming in Edina Public Schools.

### Tier 1 Design Team

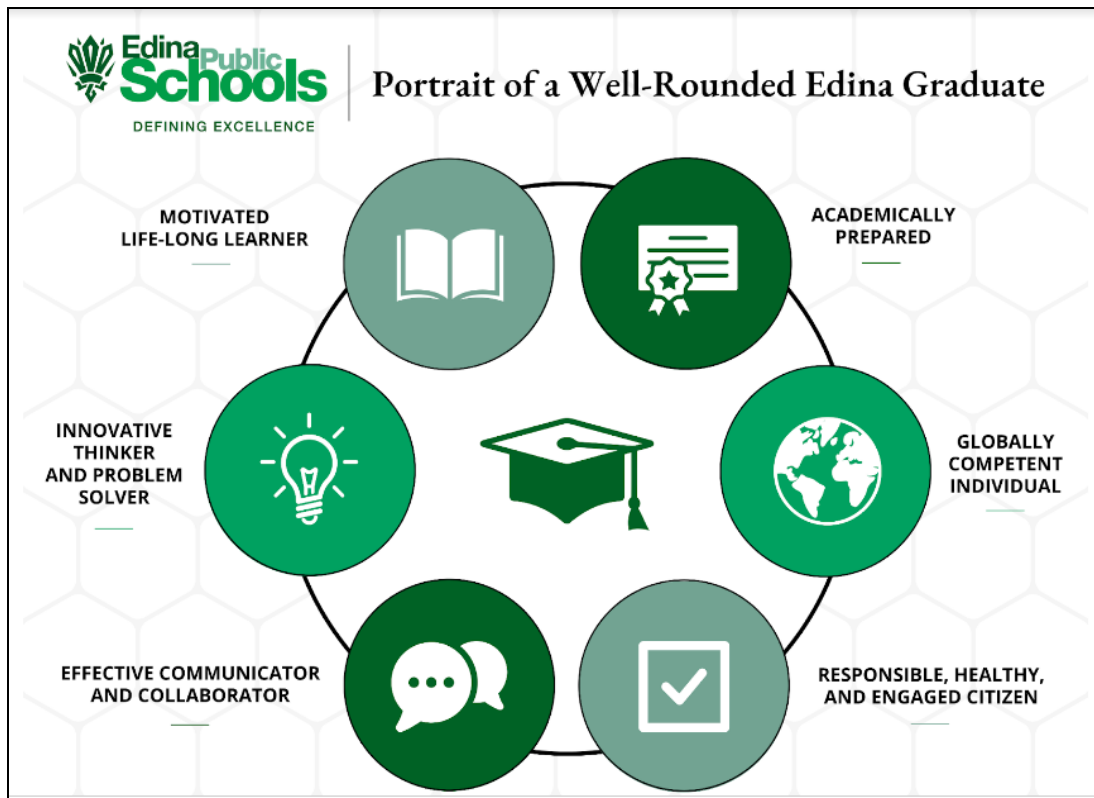
- Sarah Burgess - Edina High School, 9th Grade Teacher (College Reading Readiness) and Literacy Intervention Lead
- Tess Bademan - Edina High School, 10th and 12th grade ELA teacher
- Heidi Degner - Edina High School, 9th and 11th grade ELA teacher
- Bethany Van Osdel - Assistant Director of Teaching and Learning, Team Facilitator

**Overview:** The Edina ELA Department leads have been deeply engaged in the work of curriculum design as it relates to the Secondary Comprehensive Literacy Plan for the past 2 years. The team leads have closely followed implementation science and are committed to adding rich, rigorous and scaffolded options that open doors for our Edina High School students.

During the 2021-2022 school year a Reading College Readiness class was added to the ELA course offerings. In 2023-2024 the Reading College Readiness class was expanded to four sections. It is important to note that College Readiness will remain a critical part of the ELA course offerings.

Continuing to demonstrate a history of excellence, the team has identified several specific ways to improve upon current offerings to continuously strive for improvement. One area of improvement is to enhance the options provided for students in ELA. Adding options aims to empower educators and excite students. Another area of improvement is to provide more opportunities for students to earn college credits during the high school experience. A final area of improvement is to open doors for all students to engage in rigorous ELA experiences while receiving appropriate scaffolding and support when needed.

The new courses proposed by the Edina ELA department are in direct alignment with the Portrait of a Well-Rounded Graduate, as well as the approved Guiding Change document.



**Edina High School English Language Arts Vision:** To help students grow as readers, writers, thinkers, and creators by offering choices and opportunities that open doors to help them discover their possibilities and thrive.

The ultimate goal of the Edina EHS ELA plan is to be distinctive in English Language Arts. This will be accomplished by increasing the number of courses offered in ELA in a 3 year approach. These courses include:

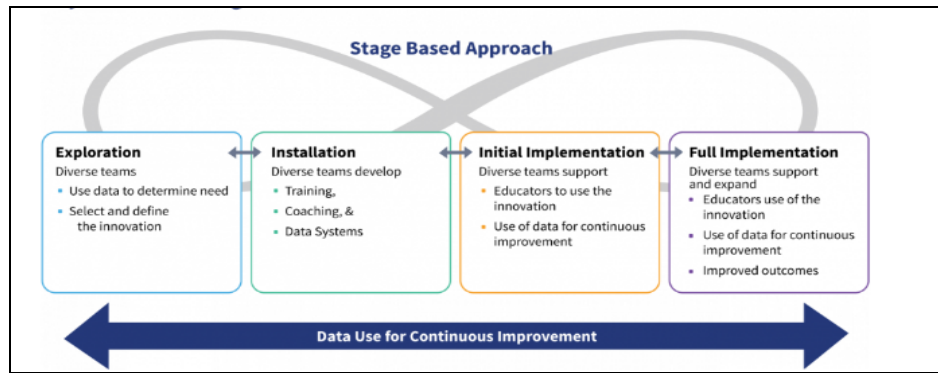
- 4 AP Courses
- College In The Schools (University of Minnesota)/CE Courses [partnerships with Concurrent Enrollment with Normandale Community College and College in the Schools with University of Minnesota - Twin Cities]
- Entry Point Project in College In The Schools (University of Minnesota) provides targeted students a jump start to college credit
- On-ramp pathways that open doors at every grade level
- Student choice at every level
- Differentiation based on student learning styles and student needs
- Travel Opportunity!

*"We are the course kids **have** to take; we want to be the course kids **want** to take."* Edina ELA teacher

### Implementation

The new courses are being implemented through a Stage Based Approach as it is defined by Implementation Science. In the stage approach, there are 4 main stages that outline the journey to the goal of full implementation.

The ELA Course Proposals were conceptualized in the fall of 2023 and, upon approval, are positioned for implementation throughout a 3 year process:



Stage based approach to implementation	Exploration	Installation	Initial Implementation	Full Implementation:
	<ul style="list-style-type: none"> <li>Define current reality</li> <li>Unpack standards</li> <li>Research best practices</li> <li>Select and define the practice/program</li> </ul>	<ul style="list-style-type: none"> <li>The program/practice has been identified and defined</li> <li>Professional Development and coaching are used to prepare for the implementation</li> <li>Resources are purchased</li> <li>Data systems are prepared</li> </ul>	<ul style="list-style-type: none"> <li>Educators begin using the program/practice</li> <li>Data is collected around both implementation and student outcomes</li> <li>Adjustments and alignments</li> </ul>	<ul style="list-style-type: none"> <li>More than 50% of educators are using the program/practice as intended</li> <li>Student outcome data is showing improved outcomes</li> </ul>

This report will define the courses proposed for Year 1. The Year 1 courses are currently at the end of the Exploration stage. The implementation of Year 1 courses will move into the Installation Stage immediately upon approval. Courses proposed for Years 2 and 3 will be presented in upcoming years and progress into Installation in 2024-2026.

## Priorities and Rationale

### Year 1 priorities and rationale:

- Increase the amount of choice offered for EHS students in ELA.
- Provide on-ramps, scaffolding, and **targeted instructional matches** for students to access rigorous instruction and content.
- Provide opportunities for college credits for students during their 11th and 12th grade year.
- Offer differentiation through course options in order to better meet student needs and learning styles
- Enhance student choice to increase student engagement
- Ensure that all courses work to meet the same goal: prepare students to be successful in higher level English courses (College In The Schools (University of Minnesota), CE and AP)
- Enhanced professional development through partnerships with professors at the university level.

### Year 2 priorities and rationale:

- Increased student **excitement** and **engagement** for required courses, especially in 12, works toward the goal of **improving school culture**.
- **Teacher engagement** will improve with fresher options and smaller collaborative teams. [More course options, though, also means more preps.]
- Increased course choices are a priority. This puts EHS more on par with other area high schools' English offerings.
- Current department members added **teacher voice and creativity** to new course ideas.
- Including both 11th and 12th graders in the same course will likely improve course viability and increased **choice**.
- Adding College in the Schools [College In The Schools (University of Minnesota)] gives **another option** for college credit outside of AP courses and PSEO.
- Teaching 11 & 12 together mirrors the banding in MN ELA Standards.
- Continue to provide on-ramps, scaffolding, and **targeted instructional matches** for students to access rigorous instruction and content.

### Year 3 priorities and rationale:

- Provide the Capstone experience in grades 11 and 12. AP Capstone™ is a diploma program from College Board based on two year long AP courses: **AP Seminar and AP Research**:
  - AP Seminar is a yearlong course in which students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. During the course, students complete a team project and an individual paper and presentation, as well as take a written end-of-course exam. These components contribute to the overall AP Seminar score.
  - AP Research lets students deeply explore an academic topic, problem, or issue of interest to them. Students design, plan, and conduct a yearlong research-based investigation to address a research question, documenting their process with a portfolio. The course ends with a 4,000- to 5,000-word academic paper and a presentation with an oral defense which contribute to the overall AP Research course.
  - This offers an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.
  - Rather than teaching subject-specific content, these courses develop students’ skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world.
- Potential 11-12 summer travel opportunity.
- Continue to provide on-ramps, scaffolding, and **targeted instructional matches** for students to access rigorous instruction and content.

### Priorities and Rationale By Year

**New/Revised Courses are highlighted in red**

**Classes not highlighted are currently in the course catalog**

\*There are multiple new classes that will add to choice for students over a three year period based on implementation science with attention to capacity. Additions include College in the Schools, AP classes, as well as a variety of class offerings to meet 11th and 12th grade standards.

Grade	Year 1: 2024-2025	Year 2: 2025-2026	Year 3: 2026-2027
9th Grade	English 9 Survey English 9 Roundtable College Reading Readiness 9	English 9 Survey English 9 Roundtable College Reading Readiness 9	English 9 Survey English 9 Roundtable College Reading Readiness 9
10th Grade	English 10 Survey English 10 Roundtable	English 10 Survey English 10 Roundtable	English 10 Survey English 10 Roundtable AP Seminar
11th and 12th Grades	<b>11th Grade Only</b> Compacted U.S. Literature  <b>11th and 12th Grades</b> AP Language and Composition  AP English Literature and Composition	<b>Full Year Courses:</b> AP Language <a href="#">College In The Schools (University of Minnesota)</a> <a href="#">Intro to Lit</a> + AP Lit <b>Semester Long Courses:</b> <a href="#">College In The Schools (University of Minnesota): Writing Studio</a>	<b>Full Year Courses:</b> AP Language <a href="#">College In The Schools (University of Minnesota)</a> <a href="#">Intro to Lit</a> + AP Lit  AP Research  <b>Semester Long Courses:</b>

	<p>College In The Schools (University of Minnesota):</p> <ul style="list-style-type: none"> <li>Intro to Literature</li> <li>College In The Schools (University of Minnesota): Writing Studio</li> </ul> <p><b>12th Grade Only</b>  Creative Writing  Mass Media  Genre Studies/Film &amp; Lit 2  World Lit I &amp; II  Public Speaking</p>	<p>AP Seminar</p> <p>U.S. Lit I, U.S. Lit II, or College In The Schools (University of Minnesota) Amer. Lit., or Amer. Studies  Science Fiction  World Lit +Theater  Heroes and Mythology  Graphic Novels/Adventure  Contemporary Voices  Journalism/Podcasts  Film (renamed)  Creative Writing  Public Speaking  Public Speaking Reimagined  College In The Schools (University of Minnesota):  American Lit</p> <p>*Semester courses are subject to change based on stakeholder input and additional research/review.</p>	<p>College In The Schools (University of Minnesota):  Writing Studio  Literature of Place +Travel  U.S. Lit I, U.S. Lit II  American Studies  Science Fiction  World Lit +Theater  Heroes and Mythology  Graphic Novels/Adventure  Contemporary Voices  Journalism/Podcasts  Film (renamed)  College In The Schools (University of Minnesota):  Creative Writing  College In The Schools (University of Minnesota):  Public Speaking</p> <p>*Semester courses are subject to change based on stakeholder input and additional research/review.</p>
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**Graduation Requirements**

Graduation Requirements in English (8 Credits)

**Except for AP Seminar and AP Research, all courses must meet all of the state standards. This includes all courses offered in 11 and 12.**

- **9th Grade:** English 9 Survey or English 9 Roundtable
- **10th Grade:** English 10 Survey or English 10 Roundtable
- **11th Grade/**
- **12th Grade:** 4 semesters of English

For **semester**-long courses, 1+ semester must be from the **Nonfiction** category and 1+ must be from the **Fiction** category.

**“Child Find” Recruitment Process**

This report identifies the new course options for Edina students in English Language Arts. Establishing options for students is a critical first step in the process of opening doors for students, however the ultimate goal is not to offer the options, but rather to ensure students are enrolling in the courses that will BEST help them reach their full potential and thrive.

*To achieve this goal, a related step of equal importance is the process of recruitment.*

Recruitment is the use of quantitative and qualitative data to identify students who may not be enrolling in advanced courses and, yet, may be a good fit for these courses. Once identified, there is a process for encouraging the students to enroll in these courses. The process might involve phone calls home, classroom visits, mentoring, etc. Once enrolled, ongoing support and coaching would be provided to ensure their success. This process is a collaborative effort of district leaders, site leaders, teachers, support staff and counselors to work together to systematize the process.

The recruitment process will be a high-priority, parallel project to the new course design and implementation.

## Each and Every

In addition to providing a distinctive list of course options, Edina High School is committed to ensuring that students receive the support needed to reach their full potential and thrive. Some students need additional support with literacy on their learning journey. Over the past 3 years, EPS has implemented a reading course titled College Reading Readiness that helps striving readers be successful in their ELA courses and beyond.

The College Reading Readiness course seeks to develop skilled and critical readers. The course is intended for students who have been identified as needing extra support in reading. The purpose of the class is to assist students in improving their reading skills while also providing support with their current Pre-AP English 9 coursework (moving forward Survey 9 or Roundtable 9).

In this course, data is used to identify instructional matches for each student. That instruction is provided through evidence-based interventions, interactive reading and explicit instruction. Students are monitored frequently to ensure the instruction is meeting the needs of each learner. The course has grown from 2 sections in 2022-2023 to 8 sections in 2023-2024.

The course description is as follows:

### **College Reading Readiness 9**

#### **Grade 9**

#### **Prerequisite: Invitation Only**

#### **Full Year Course, Elective Credit, Letter Grade**

### **Course Overview**

The College Reading Readiness course seeks to develop skilled and critical readers. The course is intended for students who have been identified as needing extra support in reading. The purpose of the class is to assist students in improving their reading skills while also providing support with their current Pre-AP English 9\* coursework.

### **Course Learning Goals**

Students will:

1. work on foundational reading skills such as decoding and automaticity
2. expand their vocabulary through explicit practice with domain-specific words
3. increase background knowledge to scaffold their understanding of text
4. improve comprehension through the development of discrete reading skills
5. utilize active reading strategies for increased comprehension of written material
6. develop the metacognitive skills necessary to monitor, apply, and adjust reading strategies for increased understanding of the materials they read both independently and in Pre-AP English\*

### **The number of students meeting proficiency in the fall of 9th grade has increased by 10% in just one year.**

In 2023-2024, 10th grade students were also screened using the FASTBridge screener. Staff requested this process to help support them to identify the correct instructional matches for students beyond 9th grade. The screening process is available to staff to administer with students in 11th-12th grade, also.

Students scoring below benchmark in 10th grade are considered for an additional intervention burst provided by the intervention specialist. This process has just begun. Progress will be monitored and programming adjusted as needed.

*\*Moving forward, the College Reading Readiness Course will align with the 9th and 10th grade Survey Courses, however, students enrolled in the Roundtable Course will not be excluded from consideration.*

## Opening Doors-Realizing Full Potential

The Edina Secondary Comprehensive Literacy Plan is committed to ensuring doors are open for students and that staff members are intentional about escorting students through those open doors.

The Secondary Design Team declared that the department will strive to ensure that:

- ALL students know where and how to access the open doors to all courses.
- Courses have consistent opportunities with strong academic support for all kids.
- Resources are intentional to escort students through the door.
- Students experience flexible grouping.
- All of our courses are open doors for all students.

The team has intentionally designed a robust course sequence that provides multiple on ramps for students. Each course will be an open door. Each course prepares students to access AP courses and/or College in the Schools courses.

Through the recruitment process, staff at the middle and high school will be informed on the choices available to students. Staff will then intentionally coach students to enroll in the appropriate courses that will best support their overall growth and future success. Once students are enrolled, staff is committed to coaching and mentoring students for success along the way.

## COURSE REGISTRATION PROPOSAL FOR APPROVAL IN 2024-2025

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### Year 1: New Course Proposals

#### New Course Proposals: Edina High School

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**Department:** English Language Arts

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**Course Title:** English 9: Survey

**Prerequisite:** None

**Grade:** 9

**Length:** Full Year, S1 and S2

**Meets Requirement for:** English 9

**Out of Class Work:** Daily as needed

**Fee:** None

A survey course is a study of many types of literature and nonfiction.

**Course Description:** With teacher-supported reading and discussion, students will gain the critical thinking and writing skills needed to be successful in upper level English classes, including AP, CE, and College In The Schools (University of Minnesota) courses. In thematic units featuring short stories, nonfiction, poetry, plays, and novels, students will improve their reading, discussion, research, grammar, and writing skills. This course meets state graduation requirements.

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**Course Title: English 9: Roundtable**

**Prerequisite:** none

**Grade:** 9

**Length:** Full Year, S1 and S2

**Meets Requirement for:** English 9

**Out of Class Work:** Daily as needed

**Fee:** None

A roundtable is a gathering for discussion.

**Course Description:** With a student-led accelerated format, students will read short stories, nonfiction, poetry, plays, and novels in preparation for the daily work in this class. With a higher degree of independence, students will extend their reading, discussion, research, grammar, and writing skills to prepare for the critical thinking needed to be successful in upper level English classes, including AP, CE, and College In The Schools (University of Minnesota) courses.

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**Course Title: English 10: Survey**

**Prerequisite:** \*Pre-AP English 9

**Grade:** 10

**Length:** Full Year, S1 and S2

**Meets Requirement for:** English 10

**Out of Class Work:** Daily as needed

**Fee:** None

A survey course is a study of many types of literature and nonfiction.

**Course Description:** With teacher-supported reading and discussion, students will gain the critical thinking and writing skills needed to be successful in upper level English classes, including AP, CE, and College In The Schools (University of Minnesota) courses. In thematic units featuring short stories, nonfiction, poetry, plays, and novels, students will improve their reading, discussion, research, grammar, and writing skills. This course meets state graduation requirements.

\*Going forward, the prerequisite for this course will be English 9: Survey or English 9: Roundtable.

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**Course Title: English 10: Roundtable**

**Prerequisite:** \*Pre-AP English 9 - English 9 Survey or Roundtable starting in 2024 and beyond.

**Grade:** 10

**Length:** Full Year, S1 and S2

**Meets Requirement for:** English 10

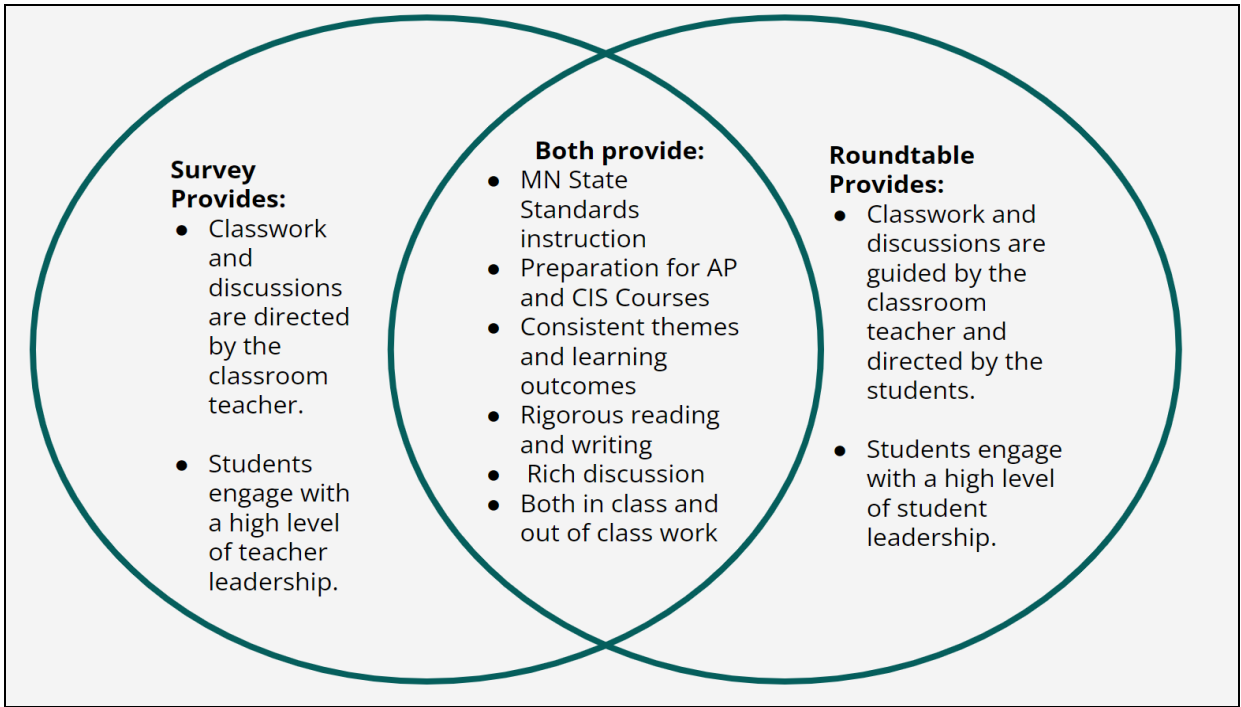
**Out of Class Work:** Daily

**Fee:** None

A roundtable is a gathering for discussion.

**Course Description:** With a student-led accelerated format, students will read short stories, nonfiction, poetry, plays, and novels in preparation for the daily work in this class. With a higher degree of independence, students will extend their reading, discussion, research, grammar, and writing skills to prepare for the critical thinking needed to be successful in upper level English classes, including AP, CE, and College In The Schools (University of Minnesota) courses.

\*Going forward, the prerequisite for this course will be English 9: Survey or English 9: Roundtable.




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**Course Title: AP English Language and Composition**

**Prerequisite:** \*English 10 Survey or Roundtable (2024 and beyond)

**Grade:** 11

**Length:** Full Year, S1 and S2

**Meets Requirement for:** 2 semesters of ELA credits in 11 and 12 (non-fiction category)

**Out of Class Work:** Daily

**Fee:** None

**Course Description:** AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style. In addition to reading nonfiction, students will engage with fiction, drama, and poetry while also practicing public speaking and seminar-style discussion. This course prepares students for the AP Language and Composition exam.

\*Going forward, the prerequisite for this course will be English 10: Survey or English 10: Roundtable.

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**Course Title: AP English Literature and Composition**

**Prerequisite:** Recommended College In The Schools (University of Minnesota) Intro to Literature

**Grade:** 11-12

**Length:** Semester

**Meets Requirement for:** one semester ELA credit in 11 and 12 (fiction category)

**Fee:** \$0

**Course Description:** The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

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**Course Title: College In The Schools (University of Minnesota): Writing Studio**

**Prerequisite:** University of Minnesota directed: GPA of 3.0 or better; or has completed the ACT or Plan with reading and writing scores considered sufficient by the instructor; or has the recommendation of the teacher or counselor. In addition, there must be a pattern of consistent attendance.

**Grade:** 11-12

**Length:** Semester

**Meets Requirement for:** one semester ELA credit in 11 and 12 (non-fiction category)

**Fee:** \$0

**Course Description:** Writing Studio, also known as WRIT 1201 at the University of Minnesota introduces students to general writing strategies encountered at the college level. Through frequent practice and feedback, students learn to see writing as a tool for learning and a vehicle for the expression of ideas and informed views. Students also learn a working vocabulary for discussing writing.

**\*For the 2024-2025 school year only, juniors and seniors who enroll in College In The Schools (University of Minnesota): Writing Studio will take a 1 semester senior elective in addition to the course. In 2025-2026, students will have access to semester long courses for both 11th and 12th grades.**

**Implementation pending internal approval of available resources and teacher approval from the U of M.**

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**Course Title: College In The Schools (University of Minnesota) Intro to Lit/ ENGL 1001W**

**Prerequisite:** University of Minnesota directed: Have a cumulative GPA in previously taken English courses that exceeds a 3.25, or be in the top 20% of their high school class AND be able to demonstrate to the College In The Schools (University of Minnesota) instructor ONE of the following

- The reading and writing skills necessary for success in the course, or
- A passion for reading and writing about literature.

**Grade:** 11-12

**Length:** Semester

**Meets Requirement for:** one semester ELA credit in 11 and 12 (fiction category)

**Fee:** \$0

**Course Description:** This is a writing-intensive course that also meets the University of Minnesota Literature Core requirement. From epic battles against monsters in legendary kingdoms to stories about characters in worlds similar to our own, literature engages us with the diverse perspectives and experiences that make up our communities and world. ENGL 1001W introduces students to ways of understanding and appreciating literature in English across cultures and historical periods. Throughout this course, we will develop skills to help us understand literature, especially the ability to read language closely (a skill valuable in many disciplines beyond literature). We will explore how writers use language and literary aspects, such as genre, voice, tone, symbol, motif, theme, imagery, narrative, and form. We also will learn how to write about literature, sharing our interpretations of how and why literary works have meaning for ourselves and others, while viewing them through critical cultural lenses, including ways to understand how gender, race, ethnicity, religion, and class can function in literary texts.

**Implementation pending internal approval of available resources and teacher approval from the U of M.**

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**Dropped Courses**

The proposed courses are replacing some existing courses. These courses will be dropped and modified to become new courses. This chart is an illustration to assist in clarifying the changes:

Course dropped	New course(s)	Rationale for change
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PreAP 9	9th Grade Survey 9th Grade Roundtable	PreAP will split into two courses to allow for more choice for students. This will also allow for more differentiation for students, allowing for more variety in the course options for 9th and 10th grade.
PreAP 10	10th Grade Survey 10th Grade Roundtable	
AP US Literature (yearlong course)  AP World Literature (yearlong course)	AP Language and Composition (semester course)  AP English Literature and Composition (semester course)  College In The Schools (University of Minnesota): <u>Intro to Literature</u> (semester course)	<p>Currently EHS offers two courses: AP US Literature for 11<sup>th</sup> grade and AP World Literature for 12<sup>th</sup> grade. Both are yearlong courses, and both courses are designed to prepare students for TWO very different AP exams, AP Literature and AP Language. The current format is very different from the College Board's vision for these AP English courses, which are intended to be separate courses, each preparing students for a different exam. The proposal moves these courses back to the format intended by the College Board.</p> <p>AP English Language focuses more on analyzing <b>non-fiction works</b>, such as news articles, essays, speeches, memoirs, and more. AP English Literature focuses more on analyzing <b>works of fiction</b>, such as poetry, short stories, novels, or plays.</p> <p>Dividing AP Lit and Lang will offer more pathways for students in English Language Arts. The addition of CIS courses will also provide more choices for students and allow students to earn a college transcript in the process.</p>

Course	Curriculum	Curriculum Writing/PD	Other expenses
Approximate Totals for 24-25:	\$250,000	\$11,200	\$7500
English 9 Survey	\$200,000 (this can be split into multiple payments)	\$0 During PD days	None
English 9 Roundtable	\$5,000	\$2,800 20 hours per teacher (4 teachers) -	None
College Reading Readiness 9	\$5,000	\$0 During PD days	None
English 10 Survey	(see above)	\$0 During PD days	None
English 10 Roundtable	\$5,000	\$2,800 20 hours per teacher (4 teachers) -	None
<b>11th and 12th Grades</b> AP Language and	<b>AP Language and Composition:</b> [210	\$2,800 20 hours per teacher (4 teachers)	None

<p>Composition</p> <p><u>AP English Literature and Composition</u></p> <p><u>College In The Schools (University of Minnesota):</u></p> <ul style="list-style-type: none"> <li>• <u>Intro to Literature</u></li> <li>• <u>College In The Schools (University of Minnesota): Writing Studio</u></li> </ul> <p><b>12th Grade Only</b></p> <p>Creative Writing</p> <p>Mass Media</p> <p>Genre Studies/Film &amp; Lit 2</p> <p>World Lit I &amp; II</p> <p>Public Speaking</p>	<p>copies of textbook: <i>The Language of Composition</i>] + \$649.50 [50 copies of <i>Their Eyes Were Watching God</i> adding to current EHS stock] + \$3357.90 [<i>The Seed Keeper</i>, meets MN Native Amer. author requirement, 210 @ \$15.99] + \$2160 [<i>Clybourne Park</i> 3 class sets, 40 @ \$18,] + \$191.76 [24 copies of <i>The Importance of Being Earnest</i> @ \$6.99 to add to current EHS stock = <b>\$28,056.36</b></p> <p><u>AP English Literature and Composition and College in the Schools Intro to Literature:</u></p> <p>Plan A: \$6000 Plan B: \$5500 Plan C: \$4500</p> <p><u>College In The Schools (University of Minnesota): Writing Studio</u></p> <p>Plan A: \$2000 Plan B: \$1500 Plan C: \$1000</p>	<p>\$2,800 20 hours per teacher (4 teachers)</p> <p>\$1,120 = 4 PD days with U of M</p> <p>\$1,120 = 4 PD days with U of M</p>	<p>\$3,750 for student enrollment</p> <p>\$3,750 for student enrollment</p>
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**Board Meeting Date:** January 8, 2024

**Title:** 2024-2025 Secondary Social Studies Course Recommendations

**Type:** Action

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning, Bethany Van Osdel, Assistant Director of Teaching and Learning; Erik Anderson, Edina High School Social Studies Content Lead

**Description:** As part of our continuous improvement efforts, each year the Teaching and Learning department brings forth proposals for new courses and recommendations for course changes for School Board review. These Social Studies recommendations are being brought forth due to new legislation and to comply Edina High School must reorganize the course offerings for Social Studies in 2024-2025. It is important to note that in addition to these course recommendations for 2024-2025, Teaching and Learning is conducting a full K-12 Social Studies curriculum review in collaboration with curriculum design teams of building staff using the implementation science process. The Social Studies Guiding Change document will be brought to the board workshop for feedback and questions on December 11th.

**Recommendation:** Review and approve the new Social Studies course proposals.

**Desired Outcomes from the Board:** Review and approve the new Social Studies course proposals.

**Appendix A:**

Tentative Budget Proposals

**Attachments:**

1. [EHS Course Catalog for Reference](#)
2. [Board Presentation](#)

## New Course Proposals: High School

Department: Social Studies

**Course Title:** Cultural Geography

**Prerequisite:** None

**Grade:** 9

**Length:** Full Year, S1 and S2

**Meets Requirement for:** Social Studies Graduation Credit, SY 26-27 Ethnic Studies Offering

**Out of Class Work:** Daily as needed

**Fee:** None

**Course Description:** Cultural Geography is a year-long course that will prepare students to develop the foundational inquiry and critical thinking skills to be successful in upper-level social studies classes, including AP courses. By pairing human geography with content and methodologies of ethnic studies, history and civics, this course engages students in project-based learning to develop understandings in cultural, linguistic, and ethnic differences as they enter a globalized job market and diverse community. Utilizing a variety of non-fiction texts builds and supports students' skills in reading as they embark on inquiry-based research, historical contextualization, and argumentation writing in a history day project. Cultural Geography supports students' development of personal and community identities, civic discourse and reasoning skills. This course directly aligns to Strategy B in the Edina Public Schools Strategic Plan. It creates learning environments and curricula that enable staff and students to learn from and reflect on their own and others' experiences; explore multiple perspectives; practice civil discourse; encourage empathy; create interpersonal connections and embrace diverse identities.

This course fulfills state standards in Geography and Ethnic Studies as well as partial standards in Government and US History.

**Background for Social Studies new course:**

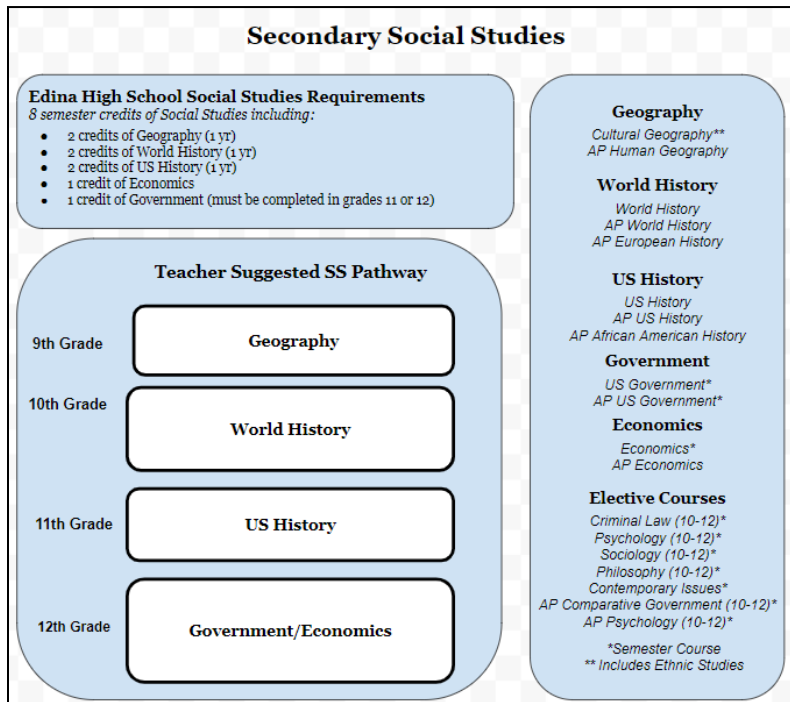


*Citizenship and Government Changes Summary of change: Students will be required to take a course for credit in citizenship and government in 11th or 12th grade beginning with students entering 9th grade in 2024-25 school year. This course is part of the existing 3.5 credits in social studies, and does not increase credits required to graduate. Students can substitute an advanced placement, international baccalaureate, or other rigorous course on government and citizenship for this requirement. It is allowable for districts to create an interdisciplinary course in 11th or 12th grade or revise an existing course offering so long as that includes the majority of the citizenship and government benchmarks and the other citizenship and government benchmarks are taught in a class in an earlier grade. It is imperative that all students are taught and given the opportunity to demonstrate learning in all of the Social Studies benchmarks between 9th and 12th grade. Districts are no longer required to administer the civics test to high school students.*

*Effective date: Course requirement is effective beginning with the students entering 9th grade in the 2024-25 school year, to coincide with the intended implementation date of the 2021 Academic Standards in Social Studies in 2026-27.*

In order to comply with the legislation, Edina High School must reorganize the course offerings for Social Studies in 2024-2025. Currently, EHS has a yearlong government course in 9th grade. The legislative updates now require that the government standards are taught in 11th or 12th grade. To make this shift, 9th grade will now have a yearlong Geography class in place of the Government course in 9th grade. The team recommends the following approach:

- Increase from 7 to 8 credits of Social Studies:
  - 9: Full year course encapsulating Geo, Civics and Ethnic Studies Standards
    - Option to take AP Human for the full year instead. Some Gov standards would need to be embedded into AP Human.
  - 10: World/Euro/APWorld (all full year)
  - 11: US/APUSH/APASS (all full year)
  - 11 or 12: Econ (Sem) and Gov (Semester)
    - APGov (Semester)
    - AP Econ (Semester)



<b>Beginning in 2024</b> Adding 1 credit to Social Studies		
<b>New</b>	<b>Changing</b>	<b>Staying the Same</b>
<ul style="list-style-type: none"> <li>● Cultural Geography (new course) as an option to meet the requirements in Grade 9</li> </ul>	<ul style="list-style-type: none"> <li>● AP Human Geography moving from a 10-12<sup>th</sup> grade semester elective to the full year side by side option to meet the requirements in grade 9.</li> </ul>	<ul style="list-style-type: none"> <li>● All other courses are staying the same.</li> </ul>

## Change Course : High School

**Course Title:** AP Human Geography

**Prerequisite:** None

**Grade:** 9,10,11,12

**Length:** Full Year, S1 and S2

**Meets Requirement for:** Social Studies Elective

**Out of Class Work:** Daily as needed

**Fee:** None

This course requires students to compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. On completion of this course students must demonstrate how to use and think about maps and spatial data, understand and interpret the implications of associations among phenomena in place, recognize and interpret at different scales the relationships among patterns and processes, define regions and evaluate the regionalization process, and characterize and analyze the interconnections among places. This course is intended to prepare students for taking the National Advanced Placement test in the spring.

Reason: AP Human Geography moving from a 10-12<sup>th</sup> grade semester elective to the full year side by side option to meet the requirements in grade 9.

Course	Curriculum	Curriculum Writing/PD	Other expenses
Approximate Totals for 24-25:	\$25,000	\$5,600	\$0
Cultural Geography	Cost of curricular materials TBD	\$2,800 20 hours per teacher (4 teachers)	None
AP Human Geography	none	\$2,800 20 hours per teacher (4 teachers)	None

VII.C. Policy Review (425, 429, 507, 532, 621)



**Board Meeting Date:** 1/08/2024

**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 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:** Approve the suggested modifications for Policies 425, 429, 507, 532, 621.

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

**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~~ 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 ~~sSite pPlans~~ 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.~~
  - 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 ~~sSite pPlan~~, consistent with the goals of the ~~District Staff Development Plan~~. District leadership will review the ~~sSite pPlans~~ for ~~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.

## VIIIX. 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 e~~ **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  
Revised: 10/21/13

INDEPENDENT SCHOOL DISTRICT **NO. 273**  
Edina, Minnesota

Revised: 02/27/17  
Revised: 03/07/22

## 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)~~

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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](#)

amended: [02/21/12](#)

revised: [02/23/15](#)

revised: 12/16/19

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. Leadership and Committee Updates

IX. Superintendent Updates

X. Adjournment

XI. Information

XI.A. Enrollment Mobility Report

**Title:** December 2023 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 December, 2023

Elementary Schools	KG	1	2	3	4	5	TOTAL
Concord Elementary School	104	110	124	127	129	130	724
Cornelia Elementary School	89	93	102	103	99	99	585
Countryside Elementary School	114	123	92	95	107	100	631
Creek Valley Elementary School	87	95	101	108	102	104	597
Highlands Elementary School	78	95	96	94	92	89	544
Normandale Elementary School	106	101	124	117	102	97	647
<b>Totals</b>	<b>578</b>	<b>617</b>	<b>639</b>	<b>644</b>	<b>631</b>	<b>619</b>	<b>3728</b>

Secondary Schools	6	7	8	9	10	11	12	TOTAL
South View Middle School	330	340	317	0	0	0	0	987
Valley View Middle School	325	338	326	0	0	0	0	989
Edina High School	0	0	0	681	683	654	657	2675
Edina Virtual Pathway Secondary	0	0	0	9	9	13	28	59
Options at Edina High School	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>655</b>	<b>678</b>	<b>643</b>	<b>690</b>	<b>692</b>	<b>667</b>	<b>685</b>	<b>4710</b>

## Enrollment Comparisons

	January 2023	December 2023	January 2023
K-5	3784	3725	3728
6-8	1965	1977	1976
9-12	2755	2749	2734
<b>Totals K-12</b>	<b>8504</b>	<b>8451</b>	<b>8438</b>

	January 2023	December 2023	January 2023
PS	255	230	233
ECSE	188	219	223

## December Mobility

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Withdrawn Students	1	1	2	3	1	1	0	1	1	2	1	1	1	16
Enrolled Students	2	2	2	3	2	1	1	0	1	0	0	0	0	14
	1	1	0	0	1	0	1	-1	0	-2	-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	1	0	1	0	0	0	2
04: Moved Outside of the District	0	0	0	1	0	0	0	0	0	0	0	0	0	1
05: Moved Outside of the State	1	1	2	1	1	1	0	0	0	0	0	0	0	7
08: Student Graduated	0	0	0	0	0	0	0	0	0	0	0	0	1	1
20: Transferred to Another MN District, did not move	0	0	0	1	0	0	0	0	1	1	1	1	0	5
<b>Total</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	

XI.B. Investment Summary - December 2023



**Board Meeting Date:** 1/8/2024

**Title:** Investment Summary – December 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 December 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 – December 2023

# Investment Summary

**FOR THE MONTH ENDED DECEMBER 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	2,170,495	5.30%
MSDLAF+ Max	Money Market	N/A	NOW	14,615,639	5.40%
PMA/MN Trust	Money Market	N/A	NOW	10,463,453	5.30%
Term Series Flex	MNTrust Term Series-Flex (VNB), IL	12/31/2023	12/31/2023	5,176,772	5.35%
SDA Account	NexBank, TX	12/31/2023	12/31/2023	2,027,946	5.40%
Certificate of Deposit	ANECA FCU, LA	3/17/2023	3/14/2024	237,650	5.14%
Certificate of Deposit	Pioneer Federal Credit Union, ID	3/17/2023	3/14/2024	238,150	4.94%
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	FLAGLER BANK, FL	3/17/2023	3/14/2024	238,350	4.85%
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	242,675	4.65%
Certificate of Deposit	MORGAN STANLEY BANK NA, 61690UV56	11/25/2022	5/28/2024	242,675	4.65%
Certificate of Deposit	WELLS FARGO BANK NA, 9497633V6	11/28/2022	5/28/2024	247,647	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	BOM Bank, LA	11/1/2023	10/31/2024	236,500	5.65%
Certificate of Deposit	EagleBank, VA	11/1/2023	10/31/2024	236,900	5.48%
Certificate of Deposit	State Bank of Texas, TX	11/1/2023	10/31/2024	237,100	5.39%
Certificate of Deposit	R Bank, TX	11/1/2023	10/31/2024	237,000	5.44%
Certificate of Deposit	ALLIANT CREDIT UNION/IL, 01882MAF9	11/8/2023	11/7/2024	249,314	5.65%
Certificate of Deposit	KS STATEBANK / KANSAS STATE BANK OF MANHATTAN, KS	11/18/2022	11/18/2024	226,600	4.58%
Certificate of Deposit	FIRST NATIONAL BANK, ME	11/18/2022	11/18/2024	226,800	4.56%
Certificate of Deposit	PENTAGON FEDERAL CREDITUNION (183 day and out), VA	11/18/2022	11/19/2024	1,750,000	4.40%
Certificate of Deposit	UBS BANK USA, 90348J7G9	11/23/2022	11/25/2024	247,267	4.66%
Certificate of Deposit	CITY NATL BK - BEV HILLS, 178180GR0	11/23/2022	11/25/2024	242,444	4.71%
Certificate of Deposit	BMW BANK NORTH AMERICA, 05580AT20	11/25/2022	11/25/2024	242,214	4.66%
Certificate of Deposit	DISCOVER BANK, 2546732A3	11/30/2022	12/2/2024	242,316	4.66%
Certificate of Deposit	GREENSTATE CREDIT UNION, IA	11/18/2022	1/27/2025	225,100	4.53%
Certificate of Deposit	FIRST PRYORITY BANK, OK	11/18/2022	1/27/2025	224,400	4.56%
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	249,736	5.26%
Certificate of Deposit	CALIFORNIA CREDIT UNION, 130162AY6	8/28/2023	8/28/2025	244,962	5.31%
Certificate of Deposit	Bank of Crockett, TN	11/1/2023	11/3/2025	226,100	5.24%
Certificate of Deposit	Schertz Bank & Trust, TX	11/7/2023	11/10/2025	226,450	5.14%
Certificate of Deposit	BANK OF AMERICA NA, 06051V4R4	11/8/2023	11/10/2025	245,536	5.26%
Certificate of Deposit	FIRST PREMIER BANK, 33610RUW1	11/10/2023	11/10/2025	244,975	5.16%
Certificate of Deposit	First National Bank, AR	11/1/2023	11/2/2026	217,600	4.94%
Certificate of Deposit	NUMERICA CREDIT UNION, 67054NBN2	11/10/2023	11/10/2026	252,378	5.41%
Certificate of Deposit	OPTUM BANK INC, 68405VBK4	11/15/2023	11/16/2026	244,428	4.96%
<b>Total General Operating Funds:</b>				<b>\$ 45,948,572</b>	

**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	3,425	5.30%
PMA/MN Trust	MNTRUST – Term Series-Flex (PenFed LOC)	12/31/2023	12/31/2023	3,202,301	5.35%
<b>Total 2021A Facilities Maintenance Bonds:</b>				<b>\$ 3,205,726</b>	

**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	1,069,937	5.30%
PMA/MN Trust	MNTRUST – Term Series-Flex (PenFed LOC)	12/31/2023	12/31/2023	-	5.35%
<b>Total 2021B General Obligation School Building Bonds:</b>				<b>\$ 1,069,937</b>	

**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	49,333	4.84%
<b>Total 2022A Certificates of Participation:</b>				<b>\$ 49,333</b>	

**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	12/31/2023	1/0/1900	640,723	5.30%
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%
<b>Total 2023A GO Capital Notes &amp; FM Bonds:</b>				<b>\$ 3,857,523</b>	

**Total Portfolio Value: \$ 54,131,091**

XI.C. Expenditure Summary - December 2023



**Board Meeting Date:** 1/8/2024

**Title:** Expenditure Summary – December 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 December 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 – December 2023

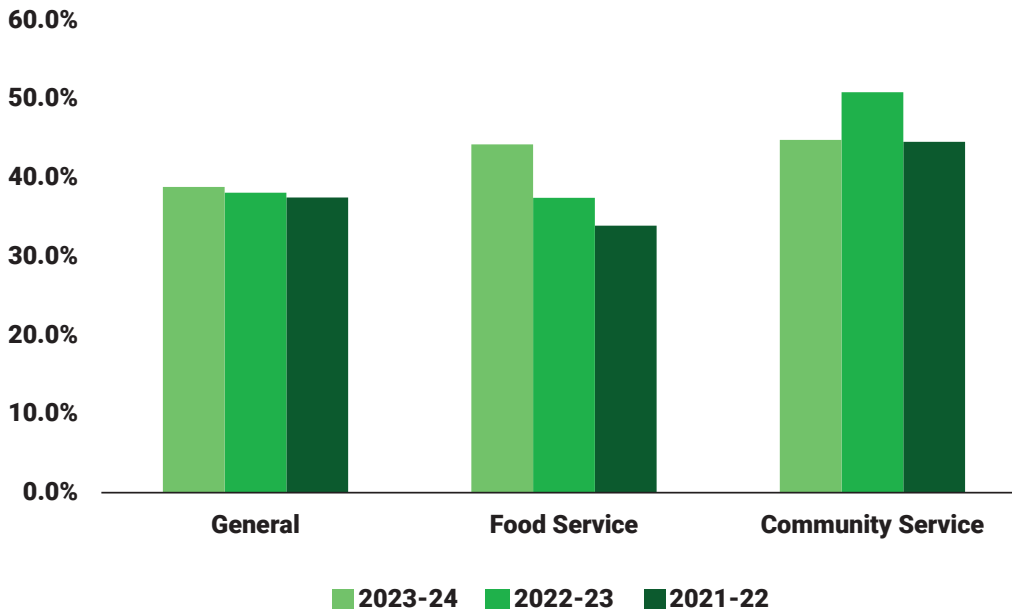
# Expenditure Summary



FOR THE MONTH ENDED DECEMBER 31, 2023

Fund	Fiscal Year-to-Date 2023-24		Fiscal Year-to-Date % of Budget		
	Budget	Actuals	2023-24	2022-23	2021-22
<b>General Fund</b>					
Salaries	\$ 87,982,793	\$ 33,194,706	37.7%	37.6%	36.4%
Benefits	29,450,663	10,284,196	34.9%	35.7%	37.8%
Purchased Services	8,863,473	4,999,789	56.4%	53.9%	44.3%
Supplies & Materials	3,527,529	1,983,317	56.2%	37.0%	44.7%
Other Expenditures	507,439	100,194	19.7%	10.7%	21.1%
Other Financing Uses	-	-	-	-	-
<b>Total General Fund Expenditures</b>	<b>\$ 130,331,897</b>	<b>\$ 50,562,202</b>	<b>38.8%</b>	<b>38.1%</b>	<b>37.5%</b>
Food Service	3,749,153	1,657,652	44.2%	37.4%	33.9%
Community Service	11,892,848	5,323,953	44.8%	50.8%	44.6%
Debt Service	14,587,840	3,388,756	23.2%	23.8%	24.3%
Capital	36,172,310	18,669,109	51.6%	43.4%	26.0%
Internal Service	870,900	440,065	50.5%	47.9%	43.6%
<b>Total Expenditures All Funds</b>	<b>\$ 197,604,948</b>	<b>\$ 80,041,736</b>	<b>40.5%</b>	<b>38.7%</b>	<b>34.8%</b>

**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