

Work Session

Tuesday, March 26, 2024 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

I. Determination of Quorum and Call to Order

II. Approval of Agenda



School Board Work Session
Tuesday, March 26, 2024; 5:00 PM
ECC Room 350

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Consent

A. Personnel Recommendations

IV. Action

A. American Indian Education Program Resolution

Description: Minnesota Statutes, section 124D.78, requires that all Minnesota districts and tribal schools with 10 or more American Indian students have an American Indian Parent Advisory Committee (AIPAC.) These committees serve in an advisory role to their school/district and help ensure that American Indian students are receiving culturally relevant and equitable education opportunities. They are crucial to the achievement and success of American Indian students statewide.

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

Recommendation: Accept the American Indian Parent Advisory Committee Resolution.

V. Discussion

A. Understanding Artificial Intelligence (AI) for School Board Members

Description: As technology continues to advance at a rapid pace, it is crucial that our students are equipped with the knowledge and skills to navigate a world increasingly shaped by AI. To ensure school board members have a common understanding, the presenter will provide a foundational overview of artificial intelligence.

Presenter(s): Shana Finnegan, RITE Advisory

B. Tier 1 Social Emotional Learning Update

Description: Strategy C of the strategic plan states that Edina Public Schools fosters a caring school environment where students and staff feel safe physically and emotionally in order to be fully engaged in their academic/professional, personal, and social growth. Social and emotional learning (SEL) is an important part of ensuring that EPS is fostering that caring school environment. The body of this report includes: background information on social and emotional learning, information about the district's current tier one SEL practices including data and feedback around a specific curriculum pilot - Character Strong, and lastly an update on goals and next steps for SEL work in light of recent grants awarded to Edina Public Schools.

Presenter(s): Leigh Ann Feily, MTSS Coordinator; and Jody De St. Hubert, Director of Teaching and Learning

C. School Board Election Resolution - Even Years

Description: Resolution to move school board elections to even years.

Presenter(s): City-School District Liaisons, Erica Allenburg and Michael Birdman

D. Policy Review (401, 402, 403, 404, 405, 423, 503, 513, 719)

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

VI. Leadership and Committee Updates

VII. Superintendent Updates

VIII. Adjournment

III. Consent

III.A. Personnel Recommendations



Board Meeting Date: March 26, 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>Wage</u>	<u>Date</u>
BENI, LINUS	ND	GR 4 FRENCH IMMERSION TEACHER, 1.0 FTE	\$72,373	08/19/2024
BOLSTAD, ARNE	VV	MATHEMATICS TEACHER 1.0 LONG-TERM SUB RETIREE	\$71.16/HR	04/01/2024 - 06/04/2024
GOLDBAUM, MAYA	CS	GR 2 SPANISH DUAL LANGUAGE TEACHER, 1.0 FTE	\$63,450	08/19/2024
MALDONADO, CYNTHIA	CS	ELEMENTARY PRINCIPAL 1.0 FTE	\$156,400	07/01/2024
PALACIOS, PAOLA	CS	GR 2 SPANISH DUAL LANGUAGE TEACHER, 1.0 FTE	\$71,369	08/19/2024
REED, AMY	CV	ELEMENTARY PRINCIPAL 1.0 FTE	\$156,400	07/01/2024

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
CARILLO, JAMES	SV	MATHEMATICS TEACHER, 1.0 FTE	06/04/2024
HANSON, ANN	ELC	PRESCHOOL TEACHER	06/04/2024
KWAN, MARIA	EHS	ENGLISH-LANGUAGE ARTS TEACHER RESIGNED 0.4 OF 1.0 FTE	03/25/2024

C. CHANGE OF EMPLOYMENT STATUS

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

D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
GALLENBERGER, MEGAN	CS	GR 3/4 CP TEACHER	03/28/2024 - 05/10/2024
KOEPP, KATHLYN	CS	MEDIA SPECIALIST	03/25/2024 - 04/11/2024
LIVANT, MARY	ND	GR 2 TEACHER	03/25/2024 - 04/12/2024
MCDONALD, JAMES	EHS	SPECIAL EDUCATION TEACHER	02/12/2024 - 03/01/2024

E. REQUEST FOR 1-YEAR UNPAID SUPERINTENDENT'S DISCRETIONARY LEAVE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
GILMORE, LAURA	HL	ELEMENTARY TEACHER, 1.0	08/19/2024 - 06/03/2025
SWEENEY, KATHERINE	CS	ELEMENTARY TEACHER, 1.0	08/19/2024 - 06/03/2025

F. REQUEST FOR 1-YEAR PARENTAL LEAVE WITHOUT PAY

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
MEIER, GRETCHEN	EHS	LICENSED SCHOOL NURSE	08/19/2024 - 06/03/2025

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

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
BAKER, NADJUA	HL	ELEMENTARY TEACHER 1.0 FTE TO 0.5 FTE	08/19/2024 - 06/03/2025
GALLENBERGER, MEGAN	CS	GRADE 3/4 CP TEACHER 1.0 FTE TO 0.3 FTE	08/19/2024 - 06/03/2025
HAMMEL, KATY	CS	GRADE 2 TEACHER 1.0 FTE TO 0.7 FTE	08/19/2024 - 06/03/2025
OBERLE, MARIT	SV	MATH TEACHER 1.0 TO 0.8 FTE	08/19/2024 - 06/03/2025
PETERSON, MATTHEW	CS	PHYSICAL EDUCATION TEACHER 1.0 FTE TO 0.9 FTE	08/19/2024 - 06/03/2025
TESSMER-TUCK, PAUL	CS	TALENT DEVELOPMENT TEACHER 1.0 FTE TO 0.6 FTE	08/19/2024 - 06/03/2025

H. REQUEST FOR 1-YEAR JOB SHARE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
LITTLE, ANN	CN	LICENSED SCHOOL NURSE, 0.2 FTE	08/19/2024 - 06/03/2025
JANASKO, STEPHANIE	CN	LICENSED SCHOOL NURSE, 0.8 FTE	08/19/2024 - 06/03/2025

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
KELLYS, LOURDES	EHS	EA SPED PARA	\$22.10/HR	03/12/2024
PARSONS, MARTHA	SV	EA SPED PARA	\$22.10/HR	04/01/2024

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
HOLMQUIST, JODI	ECC	OFFICE ASSISTANT, CLASSIFICATION D	05/31/2024
OLSON, BRETT	EHS	HOURLY CUSTODIAN	02/29/2024
OTTERSON, JACEY	SV	EA SPED PARA	03/15/2024
PEDERSEN, RACHEL	EHS	MEDIA ASSISTANT, CLASSIFICATION G	03/07/2024
WIEGAND, JANE	ECC	DEPARTMENT SPECIALIST, CLASSIFICATION B	05/31/2024

C. CHANGE OF EMPLOYMENT STATUS

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

D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
DRAKE, FRANK	TRANS	BUS DRIVER	02/27/2024 - 05/03/2024
KALLAS, MAYA	SV	EA SPED PARA	03/04/2024 - 05/03/2024
KOPPY, KATHERINE	CN	EA SPED PARA	03/25/2024 - 03/29/2024

COMMUNITY EDUCATION SERVICES STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
HESSE, ALEXANDER	CC	KIDS' CLUB LEAD	\$17.33/HOUR	03/11/2024
SCHILD, TYLER	CV	KIDS' CLUB LEAD	\$17.33/HOUR	03/12/2024
SULIMAN, NAWAL	CC	KIDS' CLUB LEAD	\$22.00/HOUR	02/26/2024
YOECKEL, HELENA	CS/ND	KIDS' CLUB LEAD	\$17.33/HOUR	02/29/2024

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
ABDULKAFUR, ELIAS	CN	KIDS' CLUB LEAD	02/09/2024
PHONGSAVATH, LAURA	ECC	YOUTH CAREER EXPLORATION AND PATHWAYS PROGRAM COORDINATOR	03/31/2024

VALTIERREZ, ESTRELLA	CN	KIDS' CLUB LEAD	03/04/2024
YOECKEL, HELENA	CS/ND	KIDS' CLUB LEAD	03/12/2024

C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
SCHUMACHER, CAROLINE	CV	EA SPED PARA ADDING KIDS' CLUB LEAD	\$20.32/HOUR	02/01/2024

D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
SPEARS, TRINITY	CN	KIDS' CLUB LEAD	04/22/2024 - 06/07/2024

IV. **Action**

IV.A. American Indian Education Program
Resolution



Board Workshop Date: March 26, 2024

Title: American Indian Education Program Resolution

Type: Action

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

Background: Minnesota Statutes, section 124D.78, requires that all Minnesota districts and tribal schools with 10 or more American Indian students have an American Indian Parent Advisory Committee (AIPAC.) These committees serve in an advisory role to their school/district and help ensure that American Indian students are receiving culturally relevant and equitable education opportunities. They are crucial to the achievement and success of American Indian students statewide.

Recommendation: Accept the American Indian Parent Advisory Committee Resolution.

Desired Outcomes from the Board: Review and approve the American Indian Parent Advisory Committee Resolution.

Attachments:

[American Indian Parent Advisory Communittee Annual Compliance Overview](#)

V. **Discussion**

V.A. Understanding Artificial Intelligence (AI) for
School Board Members



Board Meeting Date: 3/26/2024

Title: Understanding Artificial Intelligence (AI) for School Board Members

Type: Discussion

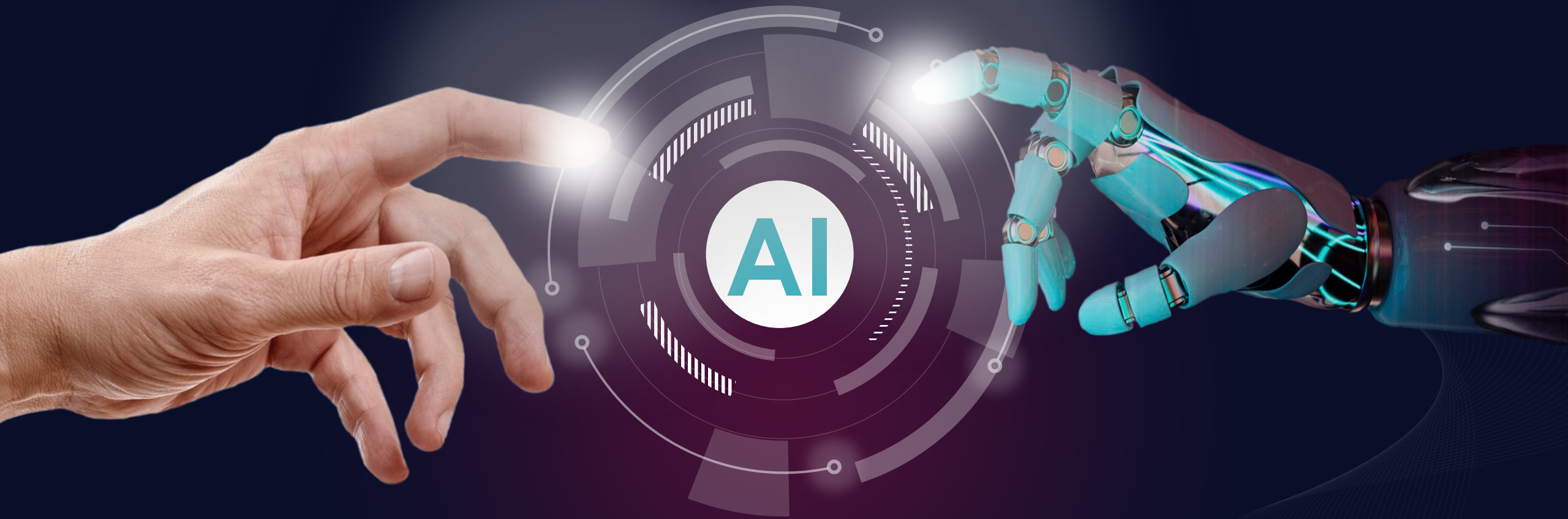
Presenter(s): Shana Finnegan, Principal, Rite Advisory

Description: As technology continues to advance at a rapid pace, it is crucial that our students are equipped with the knowledge and skills to navigate a world increasingly shaped by AI. To ensure school board members have a common understanding, the presenter will provide a foundational overview of artificial intelligence.

Recommendation: No recommendation required

Desired Outcomes from the Board: Review the materials in advance of the presentation and develop questions.

Attachment(s):
Slide Presentation



Artificial Intelligence

Part I:
Artificial Intelligence

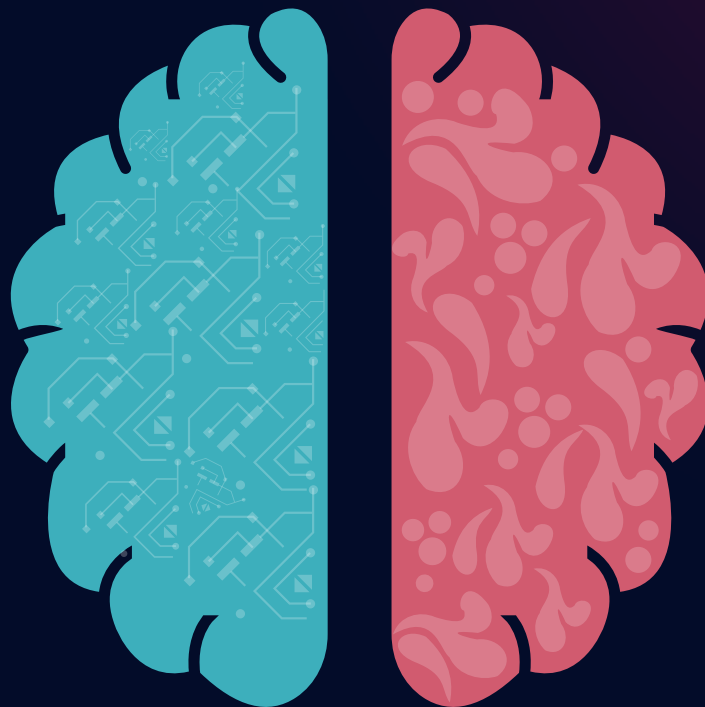




Types of Artificial Intelligence

There are primarily two categories of AI depending on functionality and capabilities:

Based on
Functionality

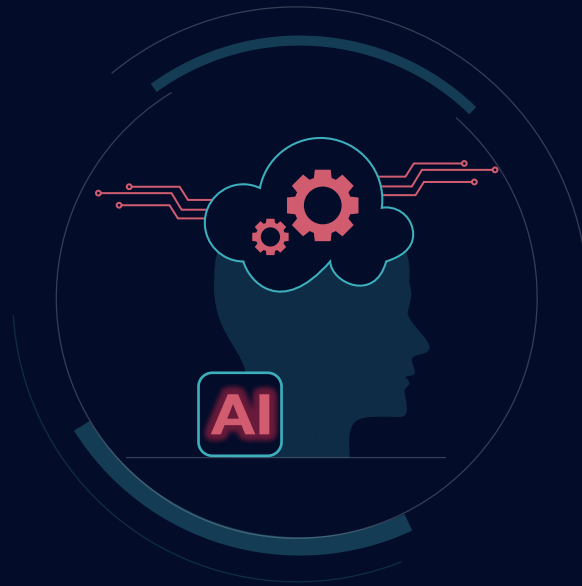


Based on
Capabilities

It is helpful for us to see the differences in AI so our decisions on how to use it are aligned with the outcomes we seek.



Types of Artificial Intelligence



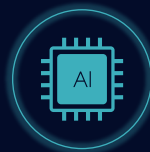
Based on Functionality

Reactive Machine



2

Self- Aware AI



4

1



Limited Theory

3



Theory of Mind

REACTIVE MACHINE

This sort of AI has no memory and are task specific. They react to data, such as purchase history and delivers recommendations. Netflix is an example of Reactive Machine AI. Google is also a Reactive AI



LIMITED THEORY

This sort of AI has memory capabilities allowing it to use information and experience to make judgements. It stores training data as a reference model.

Self Driving cars are an example of Limited Theory AI



THEORY of MIND

ToM AI is able to discern the needs, emotions, beliefs and thinking of other individuals. There is some research that suggests that large language models like GPT-4 may be developing some ToM capabilities. For example, one study showed that GPT-4 was able to pass a simplified version of the Sally-Anne psychology test. Sam Altman, CEO of Open AI, claims Open AI is a large language Reactive Machine.



Self-aware

Its existence is speculative and can only be discovered in science fiction films. These kinds of AI can comprehend and elicit human emotions and feelings. These types of AI could be decades away from becoming a reality.

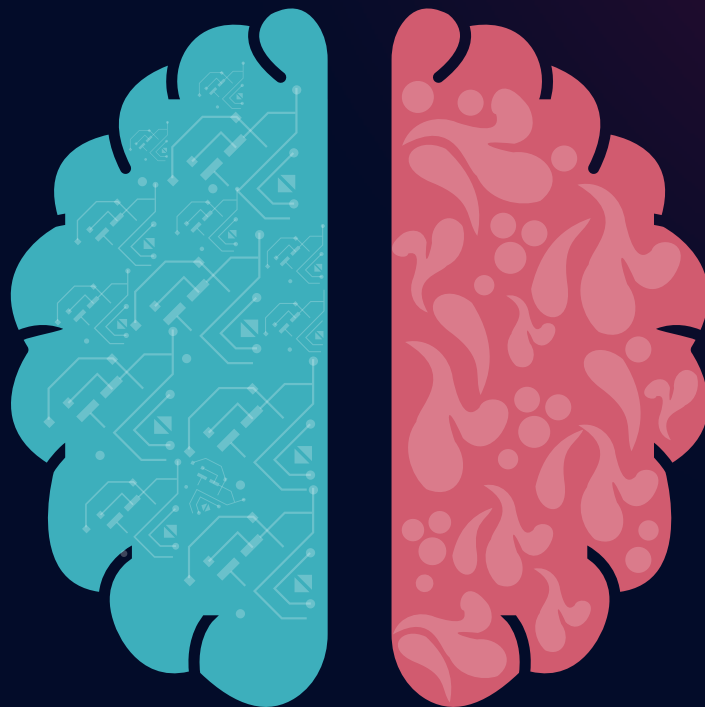




Types of Artificial Intelligence

There are primarily two categories of AI depending on functionality and capabilities:

Based on
Functionality

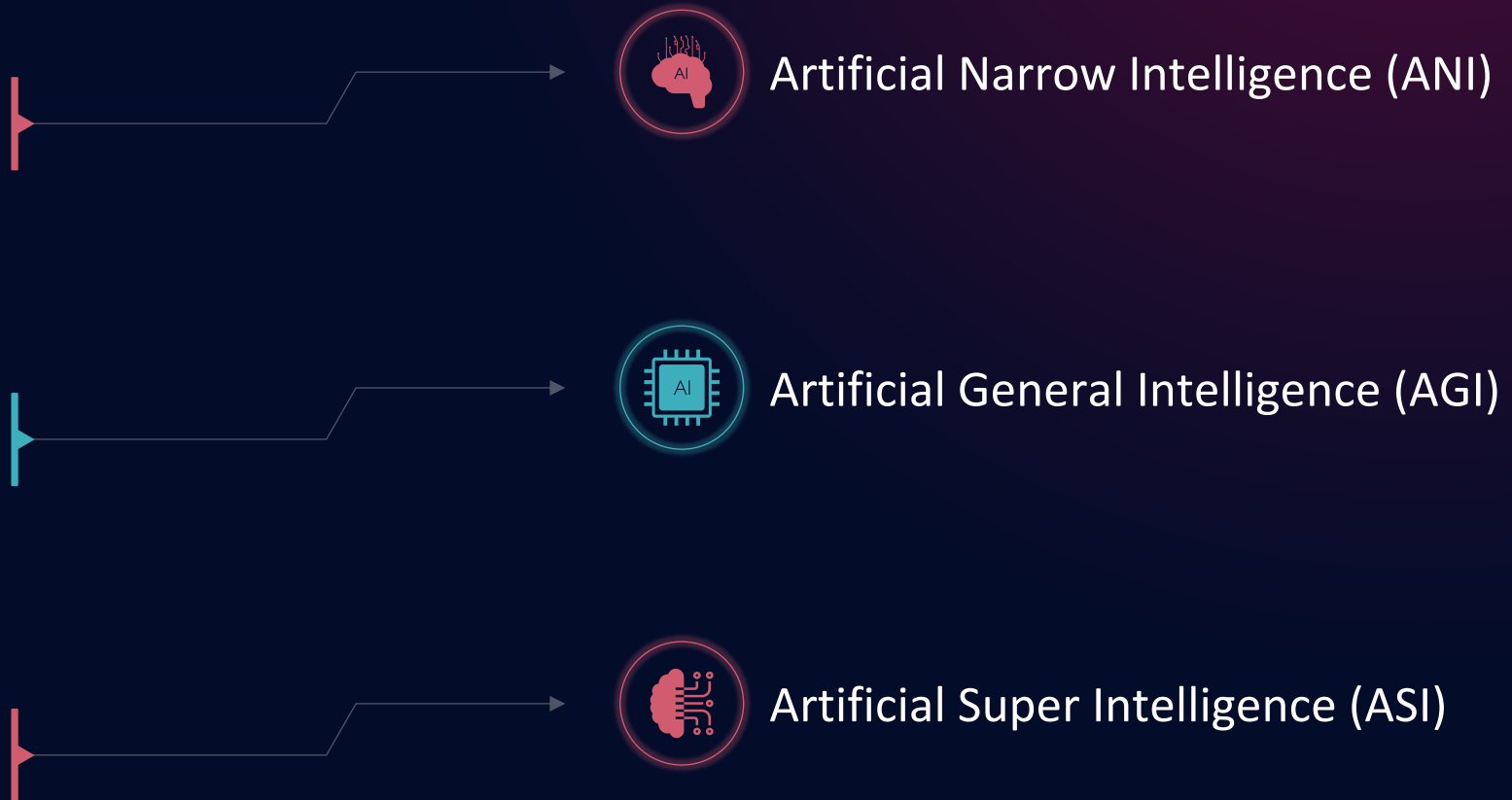


Based on
Capabilities



Types of Artificial Intelligence

Based on Capabilities





Capabilities-based Artificial Intelligence Types: Artificial Narrow Intelligence (ANI)



This category includes all of the existing AI applications we see around us. ANI encompasses an AI system that, like humans, can execute specified particular activities. However, because these robots cannot complete jobs for which they were not previously designed, they fail to perform an ‘unprecedented task’.

Capabilities-based Artificial Intelligence Types: Artificial General Intelligence (AGI)



AGI can train, learn, understand, and perform functions in the same way as humans do. These systems will have multi-functional capabilities that span disciplines. These systems will be more agile, responsive and improvising like people in the face of unforeseen events. Although there are no real-world examples of this type of AI, significant progress has been achieved to actualize such AI.



Capabilities-based Artificial Intelligence Types: Artificial Super Intelligence (ASI)

The pinnacle of AI progress will be Artificial Super Intelligence (ASI). It will be the most powerful kind of intelligence ever to exist on Earth. Its far-improved data processing, memory, and decision-making abilities will mean that it will be better than humans in all tasks. Some experts are concerned that the introduction of ASI will lead to "Technological Singularity." It is a speculative scenario in which technological advancement reaches an uncontrollable point, leading to unimaginable changes in human civilization.



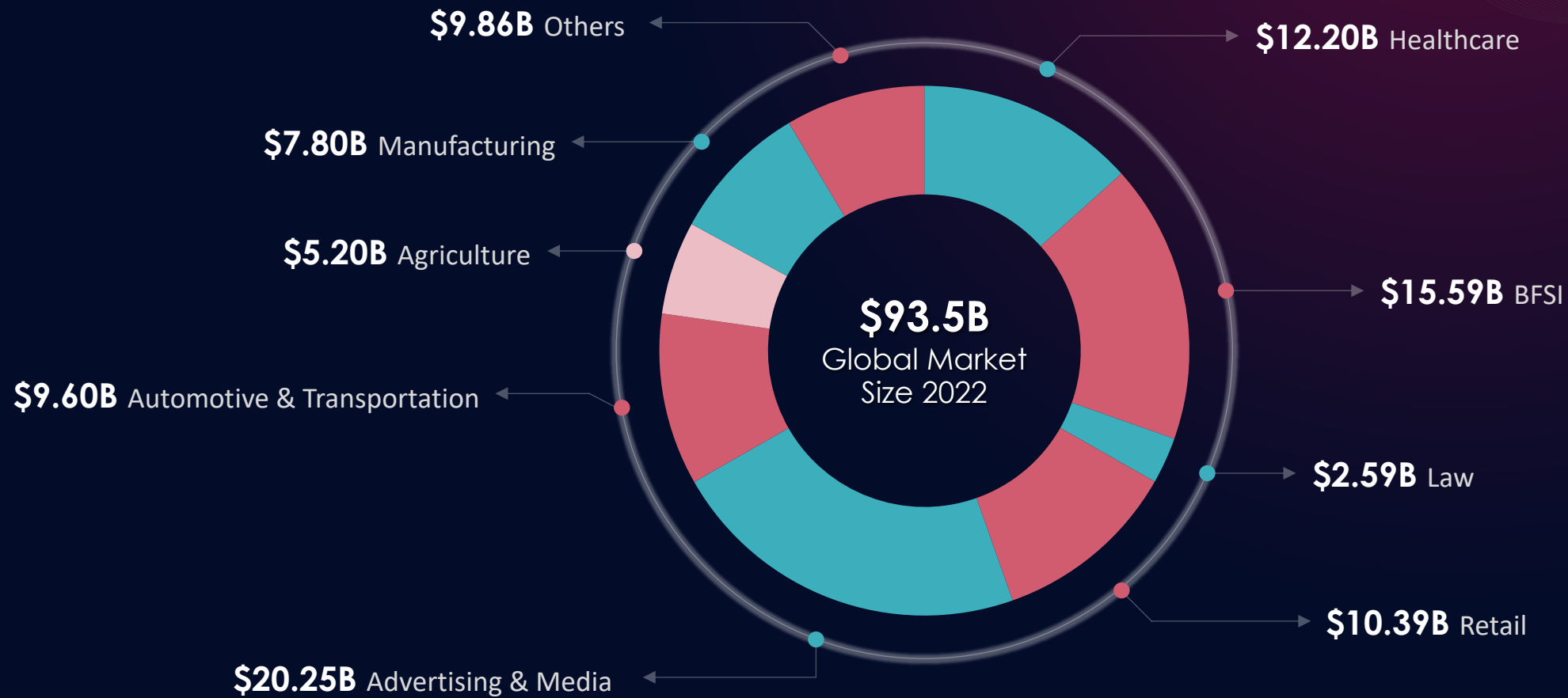
Part II:
**Application of
Artificial Intelligence**





Artificial Intelligence Industry Statistics

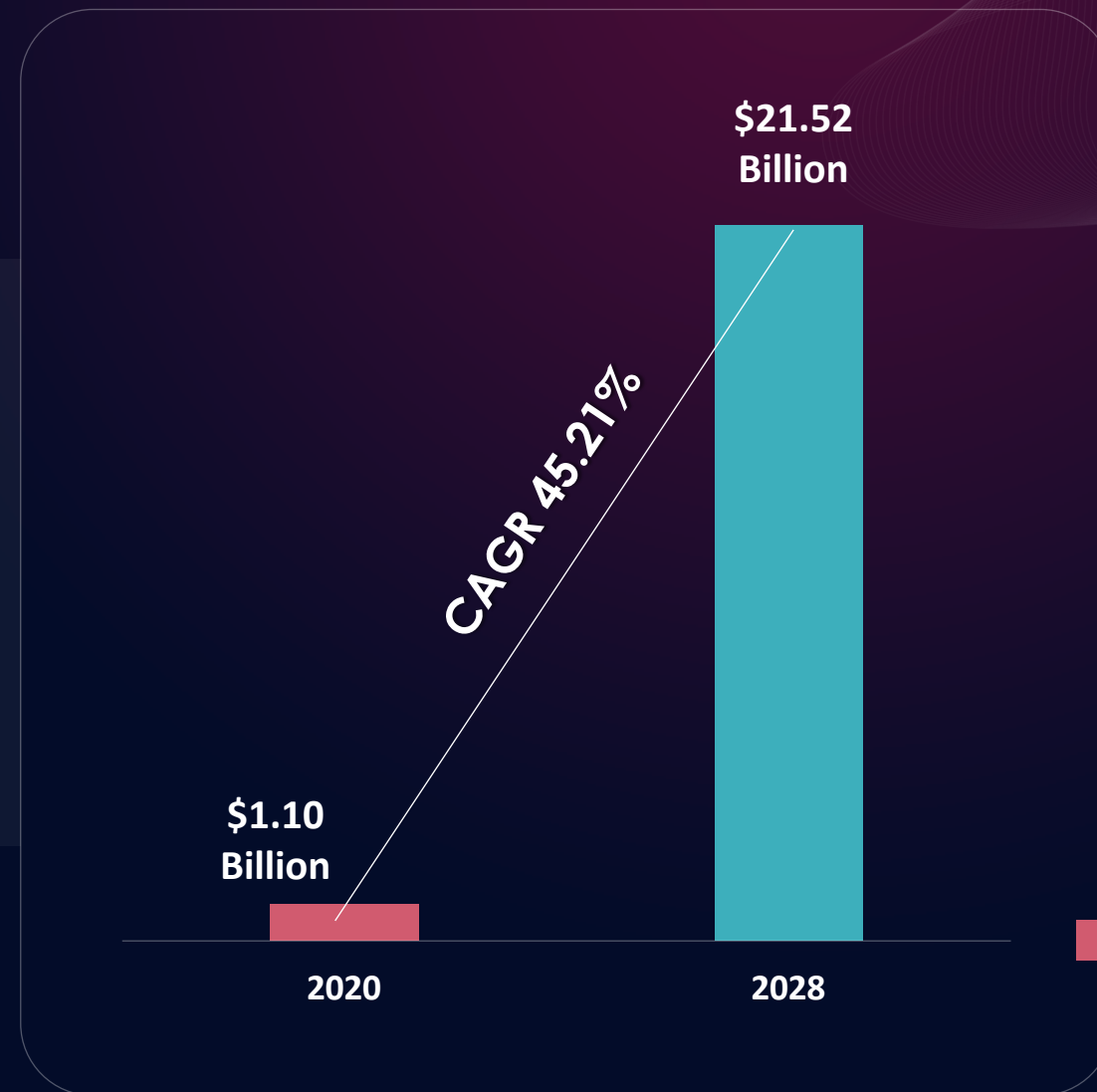
Share, by end use, 2022(%)





Artificial Intelligence in Education Sector

Global AI in Education Market 2021-2028





Role of Artificial Intelligence in the Education Sector



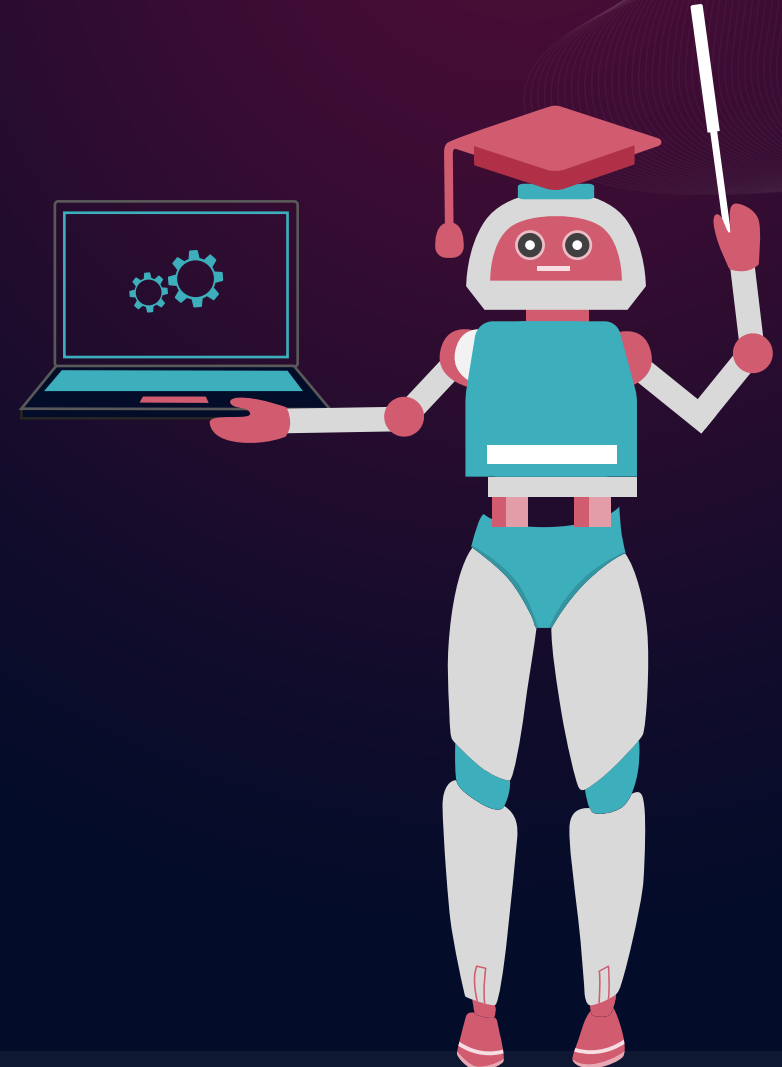
Personalized Learning



Constructive Feedback



Universal Access
for all students



Artificial Intelligence Use Cases in Education



How AI is used in

Education 



\$6 Billion

Estimated total market value of AI in education by 2024

\$120.6 Billion

Project K-12 online tutoring market by 2021

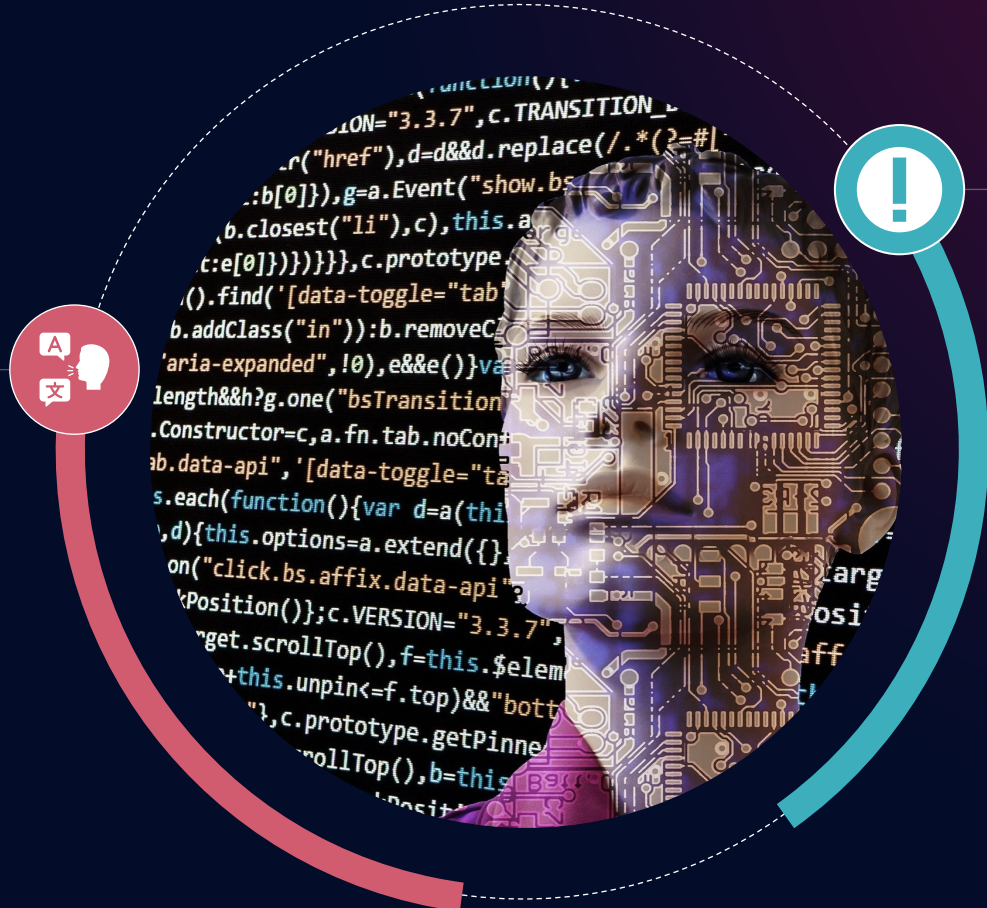


Session III:
AI for you. Start using it.





AI Administrative Support



Tasks

- Teacher Evaluations
- Communication to Public
- Speeches
- Staff Appreciation

Prompt

“Write an evaluation for a teacher who scores above average in her attention to students but needs more development in her time management skills”



Summary

AI is already here and isn't going away.

The best way to learn about AI is to use it yourself. It can provide up to 40% of administrative support tasks.

There is some speculation that Google will replace their search engine with Bard. And other speculation that not doing so would mean tools like Open AI could replace Google. Students will have access to this technology.

The tech industry is going to invest in your sector. This hasn't happened until now. Having a point of view and strategy for using this technology will be important. It has the potential to provide a greater experience for educators and children alike.



Thank you



Board Workshop Date: March 26, 2024

Title: Tier 1 Social Emotional Learning Update

Type: Discussion

Presenter(s): Leigh Ann Feily, MTSS Coordinator; and Jody De St. Hubert, Director of Teaching and Learning

Description: Strategy C of the strategic plan states that Edina Public Schools fosters a caring school environment where students and staff feel safe physically and emotionally in order to be fully engaged in their academic/professional, personal, and social growth. Social and emotional learning (SEL) is an important part of ensuring that EPS is fostering that caring school environment. The body of this report includes: background information on social and emotional learning, information about the district's current tier one SEL practices including data and feedback around a specific curriculum pilot - Character Strong, and lastly an update on goals and next steps for SEL work in light of recent grants awarded to Edina Public Schools.

Recommendation: This report is intended to be an update to the school board. No recommendation is being made at this time.

Desired Outcomes for the Board: After reviewing the report, please consider what needs additional clarity and be prepared to share your questions with administration.

Background Materials: See attached report

Introduction:

Several research studies (Buckle, J.) indicate that social-emotional learning is linked to academic achievement. For example, a 2017 meta-analysis from the Collaborative for Academic, Social, and Emotional Learning (CASEL) shows that investment in social emotional learning (SEL) has led to improved classroom behavior, better stress management, and 13 percent gains in academics. Research conducted by Panorama Education (100,000 students across 200 schools) has found that compared to students with low SEL, kids with high SEL are twice as likely to have above-average grades, 60 percent less likely to have one or more behavior incidents over the course of a year, and half as likely to be chronically absent (Buckle).

Given the outcomes of the research shared above, as EPS continues to grow its Multi-Tiered Systems of Support (MTSS) it is vital that the focus is not only on academics but social emotional learning (SEL). The Minnesota Department of Education's (MDE) MTSS Framework (2022) indicates that an important indicator of a comprehensive MTSS system is that "Evidence exists that all teachers are implementing evidence-based academic and SEL practices across content areas on a daily basis for every student" (pg. 24). Not only does guidance from MDE point towards ensuring both academics and SEL practices are being provided at tier 1 but the Edina Public Schools 2020-2030 Strategic Plan indicates several areas where this is also a priority:

Table 1: 2020-2030 EPS Strategic Plan Priorities around SEL

Priority Strategy	Strategic Action
Strategy B: Ensure and Equitable and Inclusive School Culture	B.1. Create 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. B.2 Create a school culture that enhances learning and fosters a sense of belonging for all students through our values of Integrity, Compassion, Courage, Commitment, Appreciation, and Responsibility
Strategy C: Foster Positive Learning Environments and Whole Student and Staff Wellness Support	C.1. Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness. <ol style="list-style-type: none">1. Survey teachers to determine their understanding and beliefs around social emotional learning to move forward with tier needs assessment process2. Conduct focus groups with secondary students as stakeholders in the development of Tier 1 SEL services3. Identify universal screening and progress monitoring tools to baseline and monitor student growth in response to training

	<p>C.5. Create environments that are conducive to learning and facilitate constructive interaction.</p> <p>3. Identify, train and implement restorative practices to improve student and staff ratings of positive school climate</p>
<p>Strategy D: Develop Leadership Throughout the District</p>	<p>D.2. Provide robust and balanced professional development</p> <p>3. Ensure staff has a deep understanding in the instruction of social emotional skills and characteristics and embeds the development of those skills throughout the school environment to address the whole child</p>

By ensuring that evidence-based SEL practices are part of tier 1 programming (tier one being the instruction that each and every student receives), EPS can ensure that we’re moving forward with strategic actions and creating a caring and inclusive school culture that supports the whole child.

Background Information:

Social emotional learning at the tier one level is taking place at each building in Edina Public Schools. Highlights of tier one SEL practices across the district are shared in table two below. Three elementary buildings (Countryside, Highlands, and Concord), Valley View Middle School, and a small group of teachers at Edina High School have been engaging in a pilot of a tier one SEL curriculum called Character Strong. Subsequent sections of this report will give more information about the outcomes and feedback regarding the current Character Strong pilot. Additionally, this report will update the school board on next steps regarding upcoming SEL taskforce work in light of recent grant money awarded from MDE.

Table 2: Tier 1 SEL Highlights for each EPS Building

EPS School	Tier 1 SEL Highlights
Edina Early Learning Center	<p>The ELC has been incorporating the Pyramid Framework for 6 years now. Pyramid was developed in partnership between the Center for Excellence and U of Mn. Pyramid is a framework created to support the Social Emotional competence in young children. The entire ELC staff has been through an intense 5 year training to give them the skills to help children. All ELC classrooms use the same strategies, language and resources to help young learners navigate their world. Classroom teams meet with coaches to analyze their practices as well as the students' learning environment. Teams employ a data capture allowing them to look at any areas of celebration or opportunities to grow. Teams analyze data within their teams and/or coaches regularly and it is reviewed monthly as a larger school team. Pyramid has been a game changer for the ELC. ELC staff members have seen a decrease in the number of kids struggling with their SEL skills, a decrease in the length of time those that do struggle need to re-engage in learning, and an increase in the capacity of our staff to help students develop their SEL skills.</p>

Concord Elementary	Piloting Character Strong - please see subsequent sections of this report.
Cornelia Elementary	Cornelia has an SEL Committee and uses Second Step curriculum in the classrooms. Cornelia’s SEL committee leads the building in whole school assemblies to teach about school-wide expectations for learning. Second Step is a curriculum that helps students build social-emotional skills - like nurturing positive relationships, managing emotions, and setting goals - so they can thrive in school and in life.
Countryside Elementary	Piloting Character Strong - please see subsequent sections of this report.
Creek Valley Elementary	<p>Creek Valley Elementary has incorporated the Leader in Me program as part of its school-wide student engagement work since 2014. The Leader in Me is a school transformation process based on the work of Franklin Covey. Just as Covey developed a framework for adults (7 Habits of Highly Successful People), so too The Leader in Me has a framework for student development. The focus of the program is to build in students leadership and life skills (sometimes referred to as 21st Century skills) so as to create a culture throughout the school that builds on student empowerment and engagement. At the core of the program is the central belief that every child has the potential and ability to be a leader. The 7 Habits of the Leader in Me Program are:</p> <ol style="list-style-type: none"> 1. Be proactive 2. Begin with the end in mind 3. Put first things first 4. Think win-win 5. Seek first to understand, then to be understood 6. Synergize 7. Sharpen the saw 8. Bonus Habit #8 - Find your Voice <p>Current CV 5th graders have had the opportunity to build upon their leadership skills since Kindergarten. With the Creek Valley school motto, “Go Out and Make A Difference”, this <i>Leader in Me</i> program has enhanced student leadership and sense of belonging both in and out of school.</p>
Highlands Elementary	Piloting Character Strong - please see subsequent sections of this report.
Normandale Elementary	<p>Normandale uses Caring School Community which staff members have translated into French. It comes from Collaborative Classroom which is the EPS English language arts curriculum.</p> <p>SEL is incorporated into the schedule and every classroom starts with a meeting that helps build community. Normandale has SEL Buddies</p>

	<p>between 1st & 4th grades, 3rd & Kindergarten and 5th & 2nd grades. They meet twice a month to work on different activities from the curriculum.</p> <p>Normandale also has a French SEL library to supplement our SEL curriculum. Kany Seck, Administrative Dean, put the titles in a database with themes and synopsis for easy use for teachers.</p>
South View Middle School	<ul style="list-style-type: none"> • Students receive SEL lessons during their daily Advisory time (right away in the morning) • Students participate in weekly Circles during their Advisory time • Any student may be invited to attend a social skills flex team taught by our social worker, counselor, and a special education teacher • Students have access to student services at any time as needed for additional support <p>Advisory lessons and circles are created by teachers/leaders in the building, include a weekly or monthly theme (such as compassion, identity, respect, etc) and based on what need we are seeing with students. In addition, we often use restorative circles in response to student behaviors or other needs</p>
Valley View Middle School	Piloting Character Strong as part of advisory - please see subsequent sections of this report.
Edina High School	Piloting Character Strong - please see subsequent sections of this report.
Edina Virtual Pathway	Edina Virtual Pathway has expanded its SEL support for students by allocating time from both a school counselor and a school social worker to the EVP program. Having these roles in place ensures that students have access to support with things like engagement in school and enhancing emotional well-being.

Overview of Character Strong Pilot:

Character Strong is a research-backed curriculum that increases belonging, well-being, and engagement for students and staff (characterstrong.com). The curriculum is created for tier one so that every student receives foundational SEL support. The elementary curriculum (being piloted at Countryside, Highlands, and Concord) has grade-level-specific lessons and activities that are web-based and offer flexible delivery. The elementary curriculum is focused around three outcomes: Be Strong, Be Kind, and Be Well. Instruction centers around one character trait per month (see table 3 below) and the content is aligned with CASEL competencies. Lessons are also vertically-aligned from PreK-5th grade to ensure students build skills effectively. The Character Strong middle and high school curriculum are also centered around the CASEL competencies (Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, and Responsible Decision Making) with three major outcomes - Well Being, Belonging, and Engagement. Each year focuses on a different theme outlined in table 4 below.

Table 3: Scope and Sequence of Character Strong Elementary Curriculum

Character Strong Outcome	Traits within Outcome
Be Kind: Social skills and conflict resolution	Respect Empathy Cooperation
Be Strong: Executive functioning - focusing, organizing, goal-setting	Responsibility Perseverance Courage
Be Well: Wellness strategies and emotion regulation	Gratitude Honesty Creativity

Table 4: Scope and Sequence of Character Strong Secondary Curriculum

Grade	Theme	Lesson Areas of Focus
6th Grade & 9th Grade	Belonging: How can we create a place where everyone feels like they belong?	<ul style="list-style-type: none"> ● Foundation - Setting the Stage for Community Building ● Values & Purpose ● Emotional Understanding and Regulation ● Empathy and Compassion ● Goals and Habits ● Leadership and Teamwork ● Reflections
7th Grade & 10th Grade	Well-Being: How do I develop personal well-being and how does it affect my relationships with others?	
8th Grade & 11th Grade	Engagement: How do we practice engaging meaningfully in our lives, or friendships, and in our schools?	
12th Grade	Leadership: How can we work to build a better world through personal influence and effective teamwork?	

The following timeline provides an overview of the Character Strong curriculum pilot in EPS:

2021-2022 School Year

- The former director of Student Support Services tasked the school social work team to conduct a review and put forth a recommendation for an evidence-based, tier 1 SEL curriculum based on SEL outcomes from the initial district-wide Panorama SEL surveys. The team determined that the Character Strong curriculum would be the recommendation.
- Valley View Middle School began incorporating Character Strong curriculum materials into their advisory curriculum
- Countryside Elementary School began making preparations to implement Character Strong for fall 2022 as a pilot school

2022-2023 School Year

- Fall 2022:
 - Countryside Elementary began their initial pilot of the Character Strong curriculum building-wide.
 - Valley View Middle School continued with utilizing pieces of the Character Strong

- curriculum within their advisory materials
- Winter 2023: Social Work team collaborated with MTSS Coordinator to reiterate recommendation of Character Strong and inquire about growing the pilot to other interested buildings.
- Spring 2023:
 - Countryside principal and social worker shared Character Strong implementation and outcome data at the district Instructional Leadership meeting indicating positive outcomes (data shared in following report section)
 - Highlands Elementary School and Concord Elementary school expressed interest in piloting Character Strong for the 2023-2024 school year. Both schools worked with the MTSS coordinator to engage in implementation planning for Fall 2023.
 - Initial discussions started taking place at EHS regarding a small pilot of the Character Strong curriculum in advisory.

2023-2024 School Year

- Fall 2023
 - Countryside continued their implementation of tier 1 Character Strong curriculum building wide and engaged in a pilot of the tier 2 Character Strong curriculum through small-group interventions with the school social worker
 - Valley View Middle School continued with utilizing pieces of the Character Strong curriculum within their advisory materials
 - Concord Elementary and Highlands Elementary began their pilot of the Character Strong curriculum. Building-wide implementation at Highlands and select grade levels at Concord.
 - EHS Character Strong pilot began at the end of October 2023 with two advisory teachers from each grade level.
- Winter 2023: Mid-year data check in with pilot groups and collection of narrative feedback from piloting teachers. Data summarized and shared in the present board report (please see following section)

Character Strong Pilot: Current Data and Feedback

The following tables represent data gathered about the Character Strong pilot within the elementary schools throughout the 2022-2023 and 2023-2024 school years.

Table 5: 2022-2023 Countryside Pilot Data - 5th Grade Classroom

Percentage (%) refers to percent of students in the classroom rated by their teacher at a 3 (Quite Well) or 4 (Very Well) with regard to ability to demonstrate skills within each area		
Trait	Fall Score	Winter Score
Self-Awareness	53%	69.5%
Self-Management	39.5%	58%
Social-Awareness	55%	71%
Relationship Skills	43%	58.5%
Responsible Decision Making	37%	60.6%

Table 6: 2023-2024 Countryside Pilot Data - Student Self Ratings on Character Strong Screener

Fall: N = 260 (3rd-5th graders); Winter: N = 154 (4th-5th graders*) *3rd grade teachers determined the self-rating tool was too advanced for 3rd grade and did not administer in the Winter Ratings = 1 (not at all) to 5 (very well) with regard to students' own perception of how well they demonstrate characteristics of each trait		
Trait	Fall Average Student Rating	Winter Average Student Rating
Self-Awareness	4.2	4.2
Self-Management	4	4
Social-Awareness	4.4	4.3
Relationship Skills	4.3	4.2
Responsible Decision Making	4.4	4.3

Table 7: 2023-2024 Countryside Pilot Data - Educator Rating of Whole Class

K-2 teachers rated their class as a whole with regard to students' ability to demonstrate characteristics of each trait Ratings = 1 (not at all) to 5 (very well)				
Teacher and Grade Level	Trait	Fall Class Average Rating for the Trait	Winter Class Average Rating for the Trait	Growth
Teacher 1 Kindergarten	Self-Awareness	3.6	3.3	Growth made in 4/5 areas
	Self-Management	3.0	3.4	
	Social-Awareness	2.8	3.3	
	Relationship Skills	3.0	3.4	
	Responsible Decision Making	2.7	3.1	
Teacher 2 First Grade	Self-Awareness	5.0	4.4	Growth not made in any area but all ratings remain above 4.0
	Self-Management	5.0	4.3	
	Social-Awareness	5.0	4.7	
	Relationship Skills	5.0	4.6	
	Responsible Decision	5.0	4.4	

	Making			
Teacher 3 Second Grade	Self-Awareness	3.4	4.5	Growth made in all 5 areas
	Self-Management	3.3	4.7	
	Social-Awareness	3.6	4.7	
	Relationship Skills	3.3	4.6	
	Responsible Decision Making	3.6	4.9	
Teacher 4 Second Grade	Self-Awareness	2.9	3.8	Growth made in 2/5 areas
	Self-Management	3.7	3.4	
	Social-Awareness	3.6	3.9	
	Relationship Skills	3.7	3.6	
	Responsible Decision Making	3.7	3.6	
Teacher 5 Second Grade	Self-Awareness	3.3	3.5	Growth made in 4/5 areas
	Self-Management	3.4	3.9	
	Social-Awareness	3.3	3.7	
	Relationship Skills	3.3	3.3	
	Responsible Decision Making	3.4	3.9	
Teacher 6 Second Grade	Self-Awareness	2.4	3.4	Growth made in all 5 areas
	Self-Management	2.4	3.1	
	Social-Awareness	2.4	3.7	
	Relationship Skills	2.9	3.9	
	Responsible Decision Making	2.3	3.1	

Table 8: Behavior Referral Information for Elementary Pilot Schools

	2021-2022 School Year	2022-2023 School Year	2023-2024 School Year
	Jan 2022- May 2022	Dec 2022 - May 2023	Sept 2023 - Jan

			2024
Total Number of Behavior Referrals at Countryside Elementary	43	55	44
		September 2022 - January 2023	September 2023 - January 2024
Total Number of Behavior Referrals at Concord Elementary		49	20
Behavior Referral Information for Highlands Elementary			Team shared that behavior referrals are down 21% for this time frame compared to the same time frame last year

Table 9: Qualitative Feedback from Highlands Elementary

N = 15 respondents	Shared focus in our community / building	Common Language for SEL	Clear Definitions of Character Traits	Positive Effects on Student Outcomes
What benefits have you seen through the implementation of Character Strong?	13%	40%	26%	33%
N = 15 respondents	Time Only	No Other Challenges	Concern that Curriculum Doesn't Reach All Students in the Classroom	Student Engagement with Activities

Besides time, what challenges do you face in implementing Character Strong for the recommended 30 mins/week?	33%	6%	40%	20%		
N = 15 respondents	Easy to Implement	Flexibility in Lessons	Activities/ Games/ Resources	Conflict Resolution Teaching	SEL Skills for Students	Shared Language
What do you like best about Character Strong?	20%	13%	40%	13%	6%	13%

Table 10: Qualitative Feedback from Concord Elementary

N = 13 respondents	Common Language	Kids Enjoy It	Easy to Use	Evidence of Kids Learning Skills	No Benefits Noted	
What benefits have you seen through the implementation of Character Strong?	23%	38%	46%	46%	23%	
N = 13 respondents	Time Only	No Other Challenges	Too Few Games	Feel that Time is not well spent		
Besides time, what challenges do you face in implementing Character Strong for the recommended 30 mins/week?	31%	46%	8%	15%		
N = 13 respondents	Prefer Other	Easy to Implement	Engaging/ Kids Enjoy	Evidence of Kids	Songs/ Games	Nothing at this time

	Curriculum		It	Learning Skills		
What do you like best about Character Strong?	8%	23%	31%	31%	31%	15%

Data Themes from Elementary Feedback

The following themes emerge from the data presented in Tables 5-10 above.

- The average of student self-ratings at Countryside remained at least 4.0 in fall and winter of the 2023-2024 school year indicating that students feel that they are demonstrating characteristics of the Character Strong traits at a high level.
- Five of six teachers that rated their whole class with regard to students’ ability to demonstrate characteristics of each trait in both the fall and winter at Countryside indicated growth in at least two character trait areas. This could indicate that implementing the Character Strong curriculum with fidelity leads to growth in student SEL outcomes.
- All elementary buildings piloting Character Strong indicated some decrease in behavior referrals from last school year to this school year.
- When considering the qualitative feedback, the following themes emerged from both buildings that conducted the teacher implementation feedback survey (Highlands, Concord)
 - Benefits of Character Strong: Common language for SEL, evidence of students using the information and learning
 - Challenges of Implementation: Time
 - Liked Best about the Curriculum: Activities, Songs, Games; Easy to Implement

Secondary Curriculum Pilot Feedback

At Valley View Middle school, the Character Strong Curriculum is used one time a week on Mondays when the advisory time is longer. Feedback from the advisory planning committee based on their mid-year survey indicates that buy-in from teachers regarding the curriculum is mixed. The sixth grade team finds the curriculum helpful as sixth grade is a time of transition for students. At times, it is more difficult to get the older students (7th and 8th graders) to engage in the curriculum. The advisory planning team tries to adjust the activities for some of the older grades as the topics are relevant and important.

At Edina High School, two advisors from grades 9,10, and 11 volunteered to pilot Character Strong with their advisory students for about 8 weeks. Additionally, the teacher of the 9th Grade Seminar intervention class implemented the curriculum 1 time per week in that class. Check-in meetings were held in the middle and at the end of the pilot window. The following themes were shared in these check in meetings.

What is working well with Character Strong?

- The curriculum is easy to navigate
- Kids like the games and it eases them into deeper thinking

What isn’t working as well as it could with Character Strong?

- Time - it’s difficult to get to the full lesson in the 25 mins allotted to advisory. Additionally, things like all school assemblies and registration end up taking up the advisory time.
- It was difficult to get students to buy in - mostly to be vulnerable and interact with all students

- in the advisory.
- While easy to navigate, some implementers wished that the slides could be modified or edited to better fit their students' needs

Within the secondary feedback, themes emerge indicating that student buy-in and allocated time for SEL instruction are two barriers that must be considered when determining the best ways to implement tier 1 SEL at the secondary level.

Next Steps and Goals for Tier 1 Social Emotional Learning:

Review of the Tier 1 SEL practices in Edina and review of the data collected throughout the Character Strong pilot indicates areas of strength and areas for continuous improvement. It is a strength that all six of Edina's elementary schools utilize a tier one curriculum. Additionally, both middle schools and the high school have weekly advisory times built into their schedules to support school community relationships and student SEL growth. While an SEL focus is present in all buildings, it is an area for continuous improvement to ensure that students are receiving consistent instruction and making progress towards acquiring and applying the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making as outlined in the Edina Strategic Plan. Edina was awarded two grants in the winter of 2024 to help support continuous improvement in this area.

Next steps for Tier 1 SEL continuous improvement supported by the grant funding include:

- Creation of a Tier 1 SEL team that includes staff representation from PreK - 12th grade
- Utilizing Culturally Proficient School Systems (CPSS), Non-Exclusionary Discipline research, and MTSS research within the Tier 1 SEL team to vet current and potential SEL curriculum/tools. Then, designing an implementation plan for the chosen curriculum(a) to ensure we are making progress towards achieving our SEL goals in the Strategic Plan.
- Continuing to build an MTSS system that focuses not only on academic achievement but SEL outcomes as well. This will include:
 - Determining the best ways to collect data around student SEL factors
 - Ensuring Tier 2 and Tier 3 interventions align with Tier 1 curriculum(a)
 - Determine who will implement and what will be used for curriculum(a) in Tier 2 and Tier 3 intervention.

Sources:

Buckle, J. *Social-Emotional Learning (SEL): Everything You Need to Know*. Panorama Education. Retrieved on February 14, 2023 from:

<https://www.panoramaed.com/blog/social-emotional-learning-sel>

Characterstrong. CharacterStrong. (n.d.). <https://characterstrong.com/>

Minnesota Department of Education. (2022, March). Minnesota Multi-Tiered System of Supports Framework. Minneapolis, Minnesota.

V.C. School Board Election Resolution - Even Years



Meeting Date: 3/26/2024

Title: School Board Election Resolution - Even Years

Type: Discussion

Presenter(s): City-School District Liaisons, Erica Allenburg and Michael Birdman

Background Information: In an effort to avoid any alignment with partisan politics, Minnesota historically held school board elections in the Springtime. In the 1980's the Minnesota legislature required that school board elections be held on election day in November, but allowed districts to hold board elections on off-years over the continued concerns of having partisan influences in school board races.

Since the 1980's, the City of Edina and Edina School District have had a division of labor resolution where the City of Edina will perform the election duties for the Edina School District so they may hold their elections on off-cycle election years. This system was developed in an effort to avoid partisanship in school board elections, capitalize upon the integrity of elections conducted by the city and to utilize the city's superior elections systems.

Below are some examples of these: security of students and staff in school buildings, election integrity, workload distribution, cost and a continued effort to respect the non-partisan nature of school board races and safety.

In April 2022, the City of Edina expressed a desire to discontinue managing school board elections due to the complexity, time and resources election management is causing the city. Since then, Edina School District has been analyzing current school board election processes, options and the impacts of varying process changes.

At the board's 1/23/24 and 1/24/24 board retreat, the Edina School Board had a general overview of the impact of the school board election and moving elections from odd to even years. At this retreat it was explained that the board, with input and updates from the city, needed to make a decision regarding its election processes this spring due to certain legal, date-dependent requirements the state has when announcing board elections.

After consulting with the Minnesota School Board Association and district legal counsel, the board has three options:

1. Continue to hold board elections on odd years and transition board elections to be in the control of the school district.
2. Transition the board to even years by extending the terms of current board members by one year in order to get the board on an even election cycle. State law does not allow board members to vote to limit/shorten terms; boards can only vote to extend terms.
3. Transition the board to even years by electing holding two consecutive three-year term elections for a cycle of eight years in order to get the entire board on an even year cycle.

Given the budgetary constraints the district is in (facing over a \$3.5 million budgetary shortfall), at the February 20th board work session, the board expressed interest in moving forward with aligning board elections with even years in order to save the district the expenses associated with the odd year elections. In order to accomplish this, the board expressed interest in extending the terms of existing members, as this would allow the board to move to even years as simply, quickly and efficiently as possible.

This resolution impacts board elections only; it does not affect bond or levy elections. The resolution is based on a recommended resolution from the MSBA and has been reviewed by both administration and district legal counsel.

Recommendation: Discuss and bring questions regarding proposed resolution.

Attachment(s): Edina School Board Election Resolution - Even Years

RESOLUTION PROVIDING THAT
EDINA PUBLIC SCHOOL DISTRICT 273 GENERAL ELECTIONS HELD AFTER 2023
SHALL BE HELD IN THE EVEN-NUMBERED YEARS;
ESTABLISHING A TRANSITION PLAN

WHEREAS, the school board has previously determined that the school district should hold its general election in November of the odd-numbered year (insert date); and

WHEREAS, the school board now believes that due to the budgetary constraints our school district, it would be more cost effective if school district general elections were held in conjunction with state general elections in November of the even-numbered year; and

WHEREAS, Laws 1994, Chapter 646, Section 26, Subdivision 1, provides that a political subdivision that initially chooses odd-numbered year elections and later determines to change to even-numbered year elections may do so by the adoption of a new resolution that contains an orderly plan for the transition;

NOW, THEREFORE, BE IT ENACTED by the school board of Independent School District No. 273, State of Minnesota, as follows:

1. School board general elections held after 2023 in Independent School District No. 273 shall be held on the first Tuesday after the first Monday in November of the even-numbered year.

2. The terms of office of school board members that would otherwise expire on the first Monday of January, 2026 if elections were held in the odd-numbered year (2025) shall be extended to expire on the first Monday in January, 2027. The terms of office of school board members that would otherwise expire on the first Monday of January, 2028 if elections were held in the odd-numbered year (2027) shall be extended to expire on the first Monday in January, 2029.

3. The next school board election shall be held in conjunction with the state general election in November of 2026, electing four board members to four-year terms. The subsequent election will be held in November of 2028, electing three board members to four year terms.

4. The school board shall notify the county auditor of each county in which the school district is located in whole or in part of its determination to hold its general election in November of the even-numbered year in 2024 and thereafter.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____, and upon a vote being taken thereon, the following voted in favor thereof:

The following Board members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

V.D. Policy Review (401, 402, 403, 404, 405, 423,
503, 513, 719)



Board Meeting Date: 3/26/2024

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 401 Equal Employment Opportunity
- Policy 402 Disability Nondiscrimination
- Policy 403 Discipline of School District Employees
- Policy 404 Employment Background Checks
- Policy 405 Veterans Preference Act
- Policy 423 Employee–Student Relationships
- Policy 503 Student Attendance
- Policy 513 Student Promotion, Acceleration, Retention and Early Kindergarten Admission
- Policy 719 Records Retention

Recommendation: Review the suggested modifications for Policies 401, 402, 403, 404, 405, 423, 503, 513, 719.

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

Attachments:

1. Policy 401 Equal Employment Opportunity
2. Policy 402 Disability Nondiscrimination
3. Policy 403 Discipline of School District Employees
4. Policy 404 Employment Background Checks
5. Policy 405 Veterans Preference Act
6. Policy 423 Employee–Student Relationships
7. Policy 503 Student Attendance
8. Policy 513 Student Promotion, Acceleration, Retention and Early Kindergarten Admission
9. Policy 719 Records Retention

Personnel

Equal Employment Opportunity

I. Purpose

This policy provides guidance regarding the school district's obligation to provide equal employment opportunity for all district employees and applicants for district employment.

II. General Statement of Policy

- A. The school district **is committed to providing** equal employment opportunity in **employment** for all applicants and employees. The district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, **familial status**, disability, age, family care leave status, veteran status, or sexual orientation, including gender identity or expression. The district also makes reasonable accommodations for disabled employees.
- B. The district prohibits the harassment of any individual based on any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the district's procedures for addressing complaints of harassment, please refer to the district's policy on harassment and violence. **If making a complaint of harassment, the district encourages the reporting party or complainant to use the report form attached to this policy as Appendix I and available from the building principal, department supervisor, or the district office, but oral reports will be considered complaints as well.**
- C. This policy applies to all areas of employment including hiring, termination, promotion, compensation, facilities, or privileges of employment.
- D. Each district employee must follow this policy.
- E. A person having questions regarding this policy should discuss it with the director of human resources.

Legal References:

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 2615 (Family and Medical Leave Act)

38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)
38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

Cross References:

Policy 402 (Disability Nondiscrimination)

Policy 405 (Veterans Preference Act)

Policy 413 (Harassment and Violence [Prohibition, Students and Employees](#))

Policy

adopted: 09/22/08

Revised: 03/11/13

Revised: 06/13/16

Revised: 09/14/20

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota



DEFINING EXCELLENCE

Appendix I to Policies 401, 402, 413, 521, 522 and 528

DISCRIMINATION, HARASSMENT, AND VIOLENCE REPORT FORM

Edina Public Schools maintains a firm policy prohibiting all forms of discrimination, harassment, or violence against students or employees, or groups of students or employees, on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability. All persons are to be treated with respect and dignity. Harassment or violence by any student, teacher, administrator, or other school personnel, which creates an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Use of this reporting form is encouraged but not required. Reports may be made orally or in writing, including via electronic mail.

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, **including gender identity and expression** \ disability

Name of person(s) you believe harassed 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.

Appendix

~~revised: 08/10/20~~

~~revised: 08/08/22~~

~~revised: 09/11/23~~

[\(/24\)](#)

Personnel

Disability Nondiscrimination

I. Purpose

This policy provides guidance regarding a fair employment setting for all persons in compliance with state and federal law.

II. General Statement of Policy

- A. The school district does not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The district does not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. [If making a complaint of discrimination on the basis of disability, the district encourages the reporting party or complainant to use the report form attached to this policy as Appendix I and available from the building principal, department supervisor, or the district office, but oral reports will be considered complaints as well.](#)
- C. The district does not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- D. The district will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose an undue hardship on the district.
- E. A job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact the [director of human resources, 5701 Normandale Road, Edina, Minnesota 55424, \(952\) 848-4911.](#) ~~department.~~ The individual in this position is the district's appointed Americans with Disabilities Act (ADA) coordinator for employment matters.

Legal References:

29 U.S.C. § 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)

42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

29 C.F.R. Part 32 (Nondiscrimination on the Basis of ~~Disability~~ [Handicap in Programs or Activities Receiving Federal Financial Assistance](#))

34 C.F.R. Part 104 (Nondiscrimination on the Basis of [Handicap in Programs or](#)

Activities Receiving Federal Financial Assistance)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

Cross Reference:

[Policy 413 \(Harassment and Violence Prohibition, Students and Employees\)](#)

Policy 521 (Student Disability Nondiscrimination)

Policy

adopted: 09/22/08

Revised: 03/11/13

Revised: 06/13/16

Revised: 09/14/20

revised: __/__/24

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota



Appendix I to Policies 401, 402, 413, 521, 522 and 528

DISCRIMINATION, HARASSMENT, AND VIOLENCE REPORT FORM

Edina Public Schools maintains a firm policy prohibiting all forms of discrimination, harassment, or violence against students or employees, or groups of students or employees, on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability. All persons are to be treated with respect and dignity. Harassment or violence by any student, teacher, administrator, or other school personnel, which creates an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Use of this reporting form is encouraged but not required. Reports may be made orally or in writing, including via electronic mail.

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, including gender identity and expression \ disability

Name of person(s) you believe harassed 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.

Appendix

~~revised: 08/10/20~~

~~revised: 08/08/22~~

~~revised: 09/11/23~~

(/24)

Personnel

Discipline of School District Employees

I. Purpose

This policy ~~provides~~ **seeks to achieve effective operation of the school district's programs through the cooperation of all employees under a system of policies, procedures, and rules applied fairly and uniformly with a disciplinary and remediation framework for its employees to enable the district's continued effective operations.**

II. General Statement of Policy

The disciplinary process described in this policy is designed to utilize progressive steps, where appropriate, to produce positive correction by the employee. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a different manner, is solely within the district's discretion.

III. Discipline

A. Violation of **School** District Policies, Procedures, or Rules

Discipline imposed for violations of ~~school~~ district policies, procedures, or rules may vary from an oral **warning** ~~reprimand~~ to termination of employment depending upon factors such as the nature of the violation, whether the violation was intentional, knowing, and/or willful, and whether the employee has been the subject of prior disciplinary action of the same or a different nature. District policies, procedures, or rules include, but are not limited to:

1. Policies and procedures of the district;
2. Directives to the employee imposed by administration and/or the employee's supervisor(s);
3. Job requirements and expectations;
4. Expectations contained in employee handbooks; and
5. Federal, state, and local laws, rules, and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance

An employee's substandard performance may result in the imposition of discipline ranging from an oral ~~reprimand~~ **warning** to termination of employment. In most instances, discipline imposed for the reason of substandard performance will follow a progressive format and will be accompanied by guidance, help, and encouragement to improve from the employee's supervisor, and reasonable time for correction of the employee's deficiency.

C. Misconduct

Employee misconduct will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct belonging in this category includes, but is not limited to:

1. Unprofessional conduct;
2. Failure to adhere to district policies, procedures, rules, and standards;
3. Failure to adhere to supervisor~~(s)~~' directive(s);
4. Acts of an insubordinate nature;
5. Continued neglect of duties, despite oral warnings, written warnings, and/or other forms of discipline;
6. Personal and/or immoral misconduct;
7. Use of illegal drugs, alcohol, or any other illegal chemical substance while on district property, ~~or while on the job serving in the role of the district employment in an offsite district activity~~, or any use **while on or off the job** that impacts the employee's work performance;
8. Deliberate and serious violation of the rights and freedoms of other employees, students, parents, and/or community members;
9. Activities of a criminal nature **relating to the fitness or effectiveness of the employee**, ~~convictions, or criminal acts ("crime")~~, depending on the extent to which the crime relates to the school environment and the employee's ability to perform the duties of the position;
10. Failure to follow the canons of professional and personal ethics;
11. Falsification of credentials and experience;
12. Dishonesty **that negatively impacts the employer-employee relationship**;
13. Unauthorized destruction of district property;
14. Neglect of duty;
15. Violation of the rights of others as provided by federal and state laws related to human rights; and
16. Other good and sufficient grounds relating to any other act constituting inappropriate conduct, as deemed by the district.

IV. Types of Discipline

- A. The types of discipline that may be imposed by the school district include, but are not limited to:
1. Oral warning;
 2. Written warning or reprimand;
 3. Probation, or extension of a probationary period;
 4. Demotion;
 5. Suspension without pay; and
 6. Termination from employment.
- B. Other forms of discipline, including any combination of the forms described in Paragraph A, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish the district's objective of stopping or correcting the offending conduct and/or improving the employee's performance.

V. Procedures for Administering Policy

- A. When any form of discipline is imposed, the employee's supervisor will:
1. Advise the employee of any inadequacy, deficiency, or conduct which is the cause of the discipline, either orally or in writing. If given orally, the supervisor will document the fact that an oral warning was given to the employee specifying the date, time, and nature of the oral warning;
 2. Provide directives to the employee to correct the conduct or performance;
 3. Forward copies of all writings to the director of human resources for filing in the employee's personnel file;
 4. Specify the expected level of performance or modification of conduct to be required from the employee; and
 5. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.
- B. The school district retains the right to immediately discipline, terminate, or discharge an employee as appropriate, subject to relevant governing law and collective bargaining agreements when applicable.

Legal References:

- Minn. Stat. § 122A.40 (~~Teachers~~—Employment; Contracts; Termination)
Minn. Stat. § 122A.44 (Contracting with Teachers; [Substitute Teachers](#))
Minn. Stat. § 122A.58 (Coaches, [Termination of Duties](#))
Minn. Stat. § 123B.02, Subd. 14 ([General Powers of Independent School Districts](#);
Employees; Contracts for Services)
Minn. Stat. § 123B.143 (Superintendent)

Minn. Stat. § 123B.147 (Principals)

[Minn. Stat. § 197.46 et seq. \(Veterans Preference Act; Removal Forbidden; Right of Mandamus\)](#)

Minn. R. 3512.5200 (Code of Ethics for School Administrators)

Minn. R. 8710.2100 (Code of Ethics for Minnesota Teachers)

Policy

adopted: 09/22/08

Revised: 04/15/13

Revised: 06/13/16

Revised: 09/14/20

revised: __/__/24

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

Appendix I to Policy 403

Procedures for Administering Policy

~~A. When imposing disciplinary measures, the employee's supervisor or designee will:~~

- ~~1. Advise the employee why the discipline is occurring, either orally or in writing. If an oral reprimand is given, the supervisor will document that an oral warning was given to the employee.~~
- ~~2. As appropriate, provide directives to the employee to correct the conduct or performance.~~
- ~~3. Forward copies of documentation to the human resources department for filing in the employee's personnel file.~~
- ~~4. As appropriate, allow a reasonable period of time for the employee to correct or remediate the performance or conduct.~~

~~B. The district retains the right to discipline or terminate immediately an employee as appropriate, in accordance with applicable collective bargaining agreements and state and federal law.~~

Appendix

Reviewed: 9/14/20

Personnel

Employment Background Checks

I. Purpose

This policy assists in the maintenance of the school district's safe and healthy environment to promote the physical, social, and psychological well-being of its students.

II. General Statement of Policy

- A. The school district will perform a background check for applicants who receive an offer (1) of employment with the district; ~~and~~ or (2) to provide extra-curricular coaching or advising services to the district regardless of whether any compensation is paid.
- B. The district reserves rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. The district may also elect to do background checks of volunteers, independent contractors, and student employees in the district.
- D. This policy does not limit the district's right to require additional information, or to use procedures currently in place, or other procedures, to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. General Procedures

- A. The school district's offer of employment or the opportunity to provide services is conditioned upon the district's determination that an individual's background check does not preclude the individual from employment with, or provision of services to, the district. The district will notify the individual that the individual's employment or opportunity to provide services may be ~~terminated~~ rescinded based on the results of the background check.
- B. An individual ~~normally should not~~ will not be allowed to commence employment or provide services until the district receives the results of the background check.
- C. For an individual to be eligible for employment or to provide extra-curricular coaching or advising services, the individual must ~~agree to~~ sign a background check informed consent form, which provides permission for the district to

conduct the background check. If the individual does not agree to the signed informed consent form at the time the individual receives the offer, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

- D. The cost of the background check is the responsibility of the individual.
- E. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- F. If the background check precludes employment with, or provision of services to, the district, the individual will be advised.
- G. The district may apply these procedures to other volunteers, independent contractors, or student employees as though they were applicants for employment or providing extra-curricular coaching or advising services.
- H. At the beginning of each school year or when a student enrolls, the district will notify parents and guardians about this policy. The district may include this notice in its student handbook, enrollment or registration materials, or other similar communication.

Legal References:

Minn. Stat. § 13.04, Subd. 4 (~~Inaccurate or Incomplete Data~~ [Rights of Subjects of Data; Procedure When Data is Not Accurate or Complete](#))

Minn. Stat. § 13.87, Subd. 1 ([Criminal Justice Data](#); Criminal History Data)

Minn. Stat. § 123B.03 (Background Checks)

Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child, Elder, and Individuals with Disabilities Protection Background Check Act)

Minn. Stat. § 364.09(b) ([Ban-the-Box](#); Exception for School Districts)

Policy

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Revised: 04/15/13

Revised: 06/13/16

Revised: 09/14/20

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

Personnel

Veteran's Preference Act

I. Purpose

The school district complies with the Minnesota Veteran's Preference Act ("VPA") that provides preference points for veterans applying for public employment, including school districts, as well as additional rights for some eligible veterans in the employment discharge process.

II. General Statement of Policy

- A. The school district complies with VPA requirements mandates regarding veteran's preference rights and preference points to veterans and spouses of deceased veterans or disabled veterans.
- B. The district complies with the VPA requirement mandates that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing, upon due notice, upon stated charges, and in writing. This paragraph does not apply to probationary employees, teachers, private secretaries, superintendent, department heads, or any person holding a strictly confidential relation to the school board or district ~~some district employees, including the position of teacher.~~

III. Application for Employment

- A. Eligibility for and application of veteran preference points, the definition of a veteran, and the definition of a disabled veteran are pursuant to the VPA.
- B. In the application process, the school district notifies applicants that they may elect to use veteran's preference and the election process.
- C. If the district does not select an interviewed applicant who has received veteran's preference, the district will notify the applicant in writing of the reasons for the rejection and retain the notification.
- D. ~~The provisions in Section III do not apply to the position of private secretary, superintendent, head of a department, or any person holding a strictly confidential relation to the school board or school district, or other positions not covered under Minn. Stat. § 197.46.~~

IV. Veterans Preference Hearing

- A. In accordance with the VPA, an honorably discharged veteran will not be discharged from a position of employment except for incompetency, misconduct, or good faith elimination of the position. This provision does not apply to teachers or others as indicated in Section B below.
1. A covered veteran has the right to request a hearing within ~~thirty (30)~~ 60 days of receipt of the notice of intent to discharge.
 2. A covered veteran's failure to request a hearing within the provided ~~thirty (30)~~ 60-day period constitutes a waiver of the right to a hearing.
 3. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.
 4. A veteran must irrevocably elect to be governed either by the VPA or by ~~the grievance~~ procedures set forth in a collective bargaining agreement in the event of a proposed discharge.
- B. The provisions in Section IV do not apply to ~~probationary employees, the position of teachers, private secretaries, superintendent, department heads of a department,~~ or any person holding a strictly confidential relation to the school board or school district, ~~or other positions not covered under Minn. Stat. § 197.46.~~

Legal References:

Minn. Stat. § 43A.11 (Veteran's Preference)

Minn. Stat. § 197.455 (Veteran's Preference Applied)

Minn. Stat. § 197.46 et seq. (Veterans Preference Act; ~~Removal Forbidden; Right of Mandamus~~)

Hall v. City of Champlin, 463 N.W.2d 502 (Minn. 1990)

Young v. City of Duluth, 410 N.W.2d 27 (Minn. App.1987)

Cross Reference:

Policy 401 (Equal Employment Opportunity)

Policy

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revised: 09/14/20

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

Personnel

Employee–Student Relationships

I. Purpose

This policy ~~demonstrates~~ ~~commits~~ the school district's ~~commitment~~ to an educational environment in which all students are treated with respect and dignity. Each ~~school~~ district employee ~~is to~~ ~~will~~ provide students with appropriate guidance, understanding, and direction, while maintaining a standard of professionalism, and acting within accepted standards of conduct.

II. General Statement of Policy

- A. This policy applies to school district employees at all times, ~~whether on or off duty, including for purposes of this policy any district volunteers, at all times and~~ regardless of location.
- B. Students will be treated by district employees with respect, courtesy, and consideration, and in a professional manner. A district employee is expected to exercise good judgment and professionalism in interpersonal relationships with students. Relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other district employees also may hold positions of authority over students and must be mindful of their authority and influence over students.
- D. ~~Sexual and other inappropriate~~ relationships between district employees and students, without regard to the age of the student, are strictly forbidden, ~~could result in employee discipline, and could~~ ~~may~~ subject the employee to criminal liability ~~at the discretion of the prosecuting authority~~.
- E. District employees must employ safeguards against the appearance of improper relationships with students.
- F. District employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.
- G. Other actions that violate this policy include, but are not limited to, the following:
 1. Dating or having inappropriate relationships with students;

2. Having any interaction/activity of a sexual nature with a student;
3. Committing or attempting to induce students or others to commit an illegal act, an act of immoral conduct, an act that may be harmful to others, or an act that may bring discredit to the district or student;
4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring; and
5. Excessive informal and social involvement with individual students.

III. Reporting and Investigation

- A. Complaints and/or concerns regarding alleged violations of this policy are handled in accordance with [district policy](#). ~~Policy 104 (Complaints—Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within another district policy.~~
- B. Employees will cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

IV. School District Action

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, or termination. The district may report violations of this policy to appropriate state or federal authorities; including, but not limited to, the Minnesota Department of Education, [Professional Educator Licensing and Standards Board](#), other appropriate licensing authority, and agencies involved in maltreatment of minors and/or vulnerable adults.

V. Scope of Liability

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed, or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in any district-related litigation.

Legal References:

Minn. Stat. § 13.43, Subd. 16 ([Personnel Data](#); School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)

Minn. Stat. § 122A.20, Subd. 2 ([Suspension or Revocation of Licenses](#); Mandatory Reporting to PELSB)

Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Employment; [Contracts](#); Termination; [Probationary Period](#); [Immediate Termination](#))
Minn. Stat. § 609.341-609.352 (Definitions, Criminal Offenses)
Minn. Stat. [Ch. 260E § 626.556](#) (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross References:

Policy 104 (Complaints – Students, Employees, Parents, Other Persons)
Policy 211 (Criminal or Civil Action Against [the](#) School District, [a](#) School Board Member, Employee, or Student)
Policy 305 (Administrator Code of Ethics)
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 421 (Gifts to Employees [and School Board Members](#))
Policy 507 (Corporal Punishment)
Policy [524](#) (Electronic Technologies Acceptable Use)

Policy
adopted: 10/20/08
revised: [08/19/13](#)
reviewed: [09/26/16](#)
revised: 12/14/20

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

Students

Student Attendance

I. Purpose

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

II. General Statement of Policy

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

A. Responsibilities

1. Student's Responsibility

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

2. Parent or Guardian's Responsibility

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

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to

provide any student who has been absent with any missed assignments upon request.

4. Administrator's Responsibility

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

III. Attendance Procedures

- A. Attendance procedures will be presented by the principals to the superintendent for review and approval. When approved by the superintendent, the attendance procedures will be [attached as Appendix I](#) ~~included in the appendices~~ of this policy and [included in](#) the *Student Rights and Responsibilities Handbook*.

IV. Required Reporting

A. Continuing Truant

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

- d. That this notification serves as the notification required by ~~Minn. Stat. §120A.34~~ [state law](#);
- e. That alternative educational programs and services may be available in the [school](#) district;
- f. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
- g. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under ~~Minn. Stat. §Ch. 260~~ [state law](#); and
- h. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to ~~Minn. Stat. §260C.201~~ [state law](#).

B. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for either (1) seven [cumulative](#) school days if the child is in elementary school or (2) one or more class periods on seven [cumulative](#) school days if the child is in middle school or high school. Also, a habitual truant is a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school.
2. The building administrator or designee will refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures [under state law](#). ~~, under Minn. Stat. §Ch. 260A.~~
3. The [school](#) district reserves the right to report students truant if they accumulate more than ~~40~~ [12](#) excused absences during the year.

V. Student Status

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

VI. Request for Modified Learning Experience

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

number of days.

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

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

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

VII. Support for Student Attendance

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

VIII. Dissemination of Policy

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

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 120A.24 (Reporting)

Minn. Stat. § 120A.26 (Enforcement and Prosecution)

Minn. Stat. § 120A.34 (Violations; Penalties)

Minn. Stat. § 126C.05 (Definition of Pupil Units)

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 260A.02 (Definitions)

Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)

Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant ~~Defined~~)

Goss v. Lopez, 419 U.S. 565 (1975)

Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)

Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)

Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7 (1978)

Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)

Knight v. Board of Education, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)

Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross Reference:

Policy 506 (Student **Conduct and** Discipline)

Policy
adopted: 06/16/08

INDEPENDENT SCHOOL DISTRICT **NO.** 273
Edina, Minnesota

amended: 05/21/12
revised: 03/14/16
revised: 04/17/17
revised: 06/12/17
revised: 12/17/18
revised: __/__/24

ATTENDANCE PROCEDURES

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

I. Attendance Procedures

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

II. Classification of Absences

A. Exempt Absence

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

1. Chronic illness
2. Death or terminal illness in the student's immediate family or of a close friend or

relative

3. Court appearance occasioned by family or personal action
4. Regularly-scheduled religious instruction, not to exceed three hours in any week
5. Religious holiday or observance
6. Emergency conditions such as fire or flood
7. Official school field trip or other school-sponsored outing
8. Active duty in any military branch of the United States (High School only)
9. Participation in school-sponsored activities
10. Removal of a student pursuant to a suspension. Suspensions will be handled as excused absences and a student will be permitted to complete make-up work.
11. Spectator at a school-sponsored activity. This activity needs approval from [school district](#) or school leadership and is up to the discretion of building administration.
12. Surgery or inpatient hospitalization with medical documentation.
13. ~~Ongoing illness~~ [Medical recovery](#) lasting four or more consecutive days (Health Services Discretion).

B. Excused Absence

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

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

C. Unexcused Absence

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

Section III.D.). The following are examples of absences that will not be excused:

1. An absence by a student that was not approved by the parent/guardian and/or the ~~school~~ district
2. Any absence in which the student failed to comply with any reporting requirements of the ~~school~~ district's attendance procedures within 48 hours of the absence
3. Working on school assignments or preparing for exams at home
4. Work at a business, except under a school-sponsored work release program
5. Personal or family vacation that is not pre-arranged as described in Section II.B.4.
6. Oversleeping, missing alarms, studying, or volunteer work

III. Monitoring Absenteeism

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

Elementary and Middle School	
3 Unexcused Absences	School administration may communicate with parents/guardians about attendance concerns via letter, email, or phone call. Parents/guardians may be required to meet with the school social worker, counselor, or administrator. Schools mail 3-day attendance letter to parent(s)/guardian(s).
6 Cumulative Absences	School administration will communicate with parents/guardians and may begin an intervention process to improve attendance. Resources are provided to the family and ongoing communication with the family occurs. Parents/guardians may be required to attend a Parent Group Meeting through the "Be@School" program in Hennepin County if all 6 absences are unexcused.
9 Unexcused Absences	The student will be required to participate in a conference with the building administrator or designee. The school may file an Educational Neglect and Truancy Report. sends initial report to Be@School program at the seventh unexcused absence. The administration will communicate to the parents/guardians that the continued absences will result in eventual referral to the state attorney.
9-18 Cumulative Absences	At 12 unexcused absences, school sends report 2 to Be@School, which includes additional information about the student, known or suspected barriers, and attendance interventions. School administration will continue to work with the family to communicate absences. At 17 days, school sends

	report 3 to Be@School to update attendance, contact information, or any additional concerns. A student that reaches 18 cumulative (excused and unexcused absences) may be recommended for retention.
--	--

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

High School	
3 Unexcused Absences	School will communicate with parents/guardians about attendance concerns via letter or phone call. Student will be placed on an attendance contract stating the next unexcused absence in the particular class hour will result in loss of credit and study hall placement for the remainder of the term.
4 Unexcused Absences	Student will be dropped from course or set up for an attendance appeal. Parents/guardians may be required to attend a Parent Group Meeting through the “Be@School” program in Hennepin County.
7 Cumulative Absences	Letter sent to parents/guardians to notify them their student could be dropped from course if they reach 9 cumulative absences within a semester.
9 Cumulative Absences	School administration implements an attendance contract to ensure both parents/guardians and students are aware that credit may be lost if absences continue to occur.
10 Cumulative Absences	Student will be dropped from course or set up for an attendance appeal.

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

UNEXCUSED ABSENCES

Any Unexcused Absence	Family will be notified via automated phone call. Family has 48 hours to excuse the absence via the EHS online system. Students have the opportunity to make up missed work for up to 75% or equivalent.
3 Unexcused Absences	At three unexcused absences, schools send a Three Day Continuing Truant notification letter home to parents/guardians.
7 Unexcused Absences	Truancy Report 1 will be filed through the Hennepin County “Be@School” program. Parents may be required to attend a Parent Group Meeting through the “Be@School” program. At seven unexcused absences, a student is considered a habitual truant. The school will communicate with parents about attendance concerns via phone call or parent meeting including EHS staff to create an intervention plan.
12 Unexcused Absences	Truancy Report 2 will be filed through the Hennepin County “Be@School” program. Pending student performance or extenuating circumstances, student may be dropped from class with a grade of NC.

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

EXCUSED ABSENCES

Any Excused Absence	Full credit is given for make-up work. A student should complete ALL missing work within a period equating to two school days per day of excused absence to receive full credit.
12 Excused Absences	The school will communicate with parents about attendance concerns via phone call or parent meeting. The student may be placed on an intervention plan which may require pre-approval from administration/health services or provide a note from a medical provider upon subsequent excused absences. At 17 days, school sends report 3 to Be@School to update attendance, contact information, or any additional concerns.

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

The district reserves the right to report students truant if they accumulate more than 12 excused absences during the year.

E. Attendance Appeal Process for Edina High School

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

IV. Suspension from School

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

V. Tardiness

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

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

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

revised: 06/12/17
revised: 12/17/18
updated: 11/18/19
revised: 06/12/23
revised: / /24

Appendix II to Policy 503

**Form for Pre-Arranged Personal Absences, Family Vacations,
and Significant Educational Opportunities**

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

Student Name: _____ Grade: _____ ID#: _____

Parent/Guardian Name(s): _____

Parent/Guardian Phone Number(s): Cell (____)____-____;

Home (____)____-_____

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

*Leaving midday at: _____AM/PM

*Returning midday at: _____AM/PM

Check one Box Below:

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

Written Explanation for Absences:

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

I have read and understand the conditions listed above:

Student Signature: _____

Parent/Guardian Signature(s): _____

Date: _____

Office Use Only:

Date received by Office Staff: _____

Revised: ~~12/17/18~~

(/)

Appendix III to Policy 503 and 509

Family Proposal for a Modified Learning Experience

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

Date of Submission: _____

Experience Begin Date: _____ Experience End Date: _____

Experience School Day Adjustment: _____

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

Customized Learning Experience:

Subject(s)	Modified Instructional Approach	Assessment Process

Requirements of Modified Learning Experience:

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

Student Signature: _____ Date: _____

Parent/Guardian Signature(s): _____ Date: _____

Family Proposal for a Modified Learning Experience, page 2

District Administrative Approval:

Approved Denied

Approved with the following modifications:

District Administrative Decision-Makers:

Director of Teaching & Learning

Building Principal

Date

Date

Appeal Request Date: _____

Decision of District Task Force:

Approved Denied

~~Created: May 15, 2017~~

~~Updated: July 17, 2017~~

(/)

Students

Student Promotion, Acceleration, Retention, and Early Kindergarten Admission

I. Purpose

This policy provides guidance to employees, families, and students regarding student promotion, acceleration, retention, and early kindergarten admission.

II. General Statement of Policy

The school district is dedicated to the total and continuous development of each student. Students will be placed in the instructional level best suited to their academic, social, and emotional needs. Teachers or parents/guardians are welcome to initiate the process for student promotion, acceleration, retention, or early kindergarten admission.

Students will usually progress from level to level on an annual basis. Exceptions may be made, however, when they are in the best educational interest of the student. Any exceptions will be made only after consultation with the student's family.

A student's readiness and motivation for promotion, acceleration, retention, and early kindergarten admission will be considered. In order to achieve the best academic outcomes for all students, it is important to match the level, complexity, and pace of the curriculum for students.

III. Student Promotion, Acceleration, and Retention

A. Elementary (Grades K-5)

1. Promotion

Students who achieve levels deemed acceptable by local and state standards will be promoted to the next grade level at the completion of each school year. Promotion will occur unless parents/guardians are made aware that promotion may not occur during the school year.

2. Acceleration

a. Course/s Subject aAcceleration

Course or subject acceleration will first be done through differentiated

classroom work. If full subject acceleration is implemented in a sequential content area, a plan ~~must~~ will be created that accommodates the potential for continued sequential implementation beyond the year it is instituted. Requests must be submitted to the principal by March 15 of the preceding school year.

b. Full Grade Level Acceleration

In order to design the most appropriate educational program for students, the school district recognizes that some students demonstrate a need for grade level acceleration. Grade level acceleration may be considered for students who exhibit superior levels of aptitude and have demonstrated high levels of competency in multiple academic areas. In these cases, the degree to which the regular grade level material requires modification may become difficult for the educators to both facilitate and manage.

3. Retention

Retention is defined as students remaining in the same grade based on unsatisfactory performance or lack of readiness for the material/standards in the grade or level of rigor. This may be considered if it is in the best interest of the student.

B. Middle School (Grades 6-8)

1. Promotion

Students who achieve at levels deemed acceptable by local and state standards will be promoted to the next grade level at the completion of each school year. Promotion will occur unless parents/guardians are made aware during the school year.

2. Acceleration

a. Course or Subject Acceleration

Course or subject acceleration is the act of moving a student at least one grade level above ~~his/her~~ their general grade level placement. Course or subject acceleration may be considered for students who exhibit superior levels of aptitude and have demonstrated high levels of competency in an academic area.

b. Full Grade Level Acceleration

Grade level acceleration may be considered for students who exhibit superior levels of aptitude and have demonstrated high levels of competency in multiple academic areas. In these cases, grade level acceleration may be considered.

3. Retention

Retention is defined as students remaining in the same grade based on unsatisfactory performance or lack of readiness for the material/standards in the grade or level of rigor. This may be considered if it is in the best interest of the student.

C. High School (Grades 9-12)

1. Promotion

Promotion is based on the student completing courses and standards. Students do not necessarily advance grade by grade. Rather, course credits and graduation standards are accumulated until graduation requirements have been met.

2. Course or Subject Acceleration

Please see Policy 620 for details and procedures for either Credit by Assessment or Credit for Prior Learning.

3. Retention

Students in high school are not retained by grade level; rather, students must accumulate course credits and demonstrate they have learned a prescribed set of standards.

IV. Early Kindergarten Admission Procedure

- A. Children who are five years of age on or before September 1 of the calendar school year may enroll in kindergarten. The [school](#) district will begin the registration process for kindergarten in November of the prior school year. The registration process will define school enrollment options and kindergarten programming options available to kindergarten families.
- B. Children who are five years of age on September 2 through October 15 of the calendar school year may enroll in kindergarten, however, they are not guaranteed enrollment at their attendance area school. The student must meet the district's early admission to kindergarten assessment requirements outlined below. The elementary choice programs are not available to early admission children.
 1. The district will, upon request, provide information to families considering early admission into kindergarten that explains the early admission requirements.
 2. Families seeking early admission into kindergarten must submit a letter of

request for admission to the school district by May 15 of the year prior to admission.

3. The expenses related to the required assessments for early entrance consideration are the responsibility of the ~~families~~ [parents/guardians](#). [Families who qualify for educational benefits can apply for an in house assessment process with the district.](#)
4. The assessment requirements must include an assessment of:
 - a. cognitive functioning and readiness skills for academics
 - b. social and emotional characteristics
 - c. motor skills

The assessment will be completed by a licensed psychologist. A suggested list of psychologists will be provided by the district.

5. A written summary of the assessment will be submitted to the district by August 15 of the year prior to admission.
6. The district will have an early admission kindergarten team review the assessment. The team will include a kindergarten educator, a building principal, a school psychologist, and the ~~D~~[Director of S](#)[tudent S](#)[upport S](#)[ervices](#).
7. The team will decide if the child is approved for early admission. The decision of the team is final and will be placed in writing for the family.
8. The family will register for kindergarten at the Student Enrollment Center, 5701 Normandale Road, Edina, Minnesota.

Legal References:

Minn. Stat. § 120B.15 (Gifted and Talented [Students Programs and Services](#))

Minn. Stat. § 123B.143, Subd. 1 (~~Superintendents~~ [Contract; Duties](#))

Cross References:

Policy 613 (Graduation Requirements)

Policy 614 (~~School District Testing~~ [Assessment](#) Plan)

Policy 618 (Assessment, Grading and Reporting of Student Progress)

Policy 620 ([Receiving](#) Course Credit for Learning)

Policy

adopted: 04/14/08

amended: 10/22/12

revised: 05/16/16

[revised: __/__/24](#)

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

Appendix I to Policy 513

Timeline and Procedure for Retention (K-9 8) or Acceleration (Grades K-5)

Staff and parents/[guardians](#) who recommend students for acceleration, promotion, or retention will generally proceed according to the following timeline procedures:

Timeline	Procedure
By 2/1	Teacher or parent(s)/ guardians considering recommending retention or acceleration (and parents/ guardians if initiated by a teacher) should fill out Appendix III and give it to the building principal.
By 2/15	A building team (consisting of the principal, psychologist, teacher, and other members as appropriate) convenes to discuss the request, including information gathered using Appendix IV. The G G ifted/ T T alented C C oordinator should be consulted in an acceleration situation.
By 4/15	<p>The same building team expands to include the parent(s)/guardians. The team reviews the data and develops a recommendation to the principal. Appropriate action will be determined. A decision will be made on:</p> <p>Retention</p> <ol style="list-style-type: none"> 1. Retain the student in the present grade/course, or 2. Develop an educational program plan for the student. <p>Acceleration</p> <ol style="list-style-type: none"> 1. Develop an education plan for the student that may include course/subject acceleration, or 2. Fully accelerate the student to the next grade level and create a transition plan.
By 4/30	<p>If consensus between parent(s)/guardians and school team members is not reached, a report will be submitted to the principal for review and decision.</p> <p>If the parent(s)/guardians do not agree with the principal's decision, the parents/guardians may appeal in writing to the director of teaching and learning.</p>
	Exceptions may be made to this timeline.

Appendix

Established: 05/16/16

revised: ___/___/24

Appendix II to Policy 513

Timeline and Procedure for Course or Subject Acceleration Request for Secondary Students ~~(Gr. 6-9)~~

Timeline	Application/Request
By 3/15	New requests will be made in writing and submitted to the student's counselor by March 15 of the preceding school year for first semester courses.
By 11/1	Application for second semester courses must be made by November 1 of the school year.

Decision Making Team

A building team consisting of the principal, psychologist, teacher, and other members as appropriate, convenes to discuss the request, including information gathered. The Gifted/Talented Coordinator should be consulted in an acceleration situation. The acceleration process is a collaborative effort utilizing members of the decision making team in tandem with parent(s)/guardian(s).

Course/subject acceleration will be limited to two of four core-area subjects (math, language arts, science, and social studies). At the point where three of four core-area courses are recommended by the building team, the student will be full grade accelerated.

The building administrator/program administrator makes the final decision on all accelerations- requests. If the parent(s)/guardians do not agree with the principal's decision, the parents/guardians may appeal in writing to the director of teaching and learning.

Procedure

	Spring	Fall
Middle School	Course or subject acceleration for middle school students wishing to participate at the high school level is intended for students who are implementing an educational plan, inclusive of sequential courses that are unavailable at the middle schools, to ensure continuous placement occurs.	As necessary, fall placement for middle school students in a traditionally overloaded high school course for middle school students will be considered as soon as possible, but no later than the second week of school.

High School	A spring placement request for a course at the high school campus or in the Edina Virtual Pathway program will be honored when the high school historical scheduling and staffing patterns ensure that such placement will not overload a high school section of a class or displace a fully-enrolled high school student.	Fall placement and individual schedules for all students is are the counselors' first priorities. A class is considered "full" according to school board class size guidelines.
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Considerations:

1. Course or subject acceleration requests by middle school students may be accommodated by high school or middle school counselors in the fall if the need has been demonstrated, ~~and that~~ fulfilling such a request does not overload a high school course (using enrollment guidelines followed by the high school), such a change meets the middle school student's schedule requirements, and the appropriate timelines have been followed. The dates of the original written requests will determine order of placement when the number of requests exceeds available space. The total number of courses a student may enroll in across the two campuses may not exceed seven.

2. A student may need to drop an elective in order to accomplish acceleration. Course or subject acceleration may be accomplished and accommodated by scheduling the student into next level courses as available. The school district will offer online learning or other alternative options for a student if school sites are unable to accommodate further sequential acceleration.

Exceptions may be made to this timeline or process.

[Appendix](#)

Established: 05/16/16

revised: / /24

Appendix III to Policy 513

Parent/**Guardian** Request/Student Input Form

Parents/Guardians who are requesting or are involved with the possible retention or acceleration of a student should fill out the form below and give it to the student's building principal following the timelines laid out in Appendices I and II.

Parent/Guardian name(s) _____

Student name _____ Date _____

Who is filling out the form? (select one):

_____ Parent/Guardian _____ Teacher

Request for (select one):

_____ Retention _____ Course/credit acceleration _____ Full grade acceleration

1. For what reasons would retention or acceleration be a good fit for your student?

In addition, please fill out Appendix IV to the best of your ability. By signing this form you are giving permission for a general intellectual abilities screener to be given to your child, if necessary.

Parent(s)/Guardian(s): *Signature(s)* _____ *Date* _____

Contact Information: *Email* _____ *Phone* _____

Established: ~~05/16/16~~
(/)

Appendix IV to Policy 513

Retention or Acceleration Student Information Form

The school district expects all students to achieve at an acceptable level of proficiency. All stakeholders will coordinate and collaborate to the greatest extent possible to help students succeed in school. Multiple factors will be considered as part of the procedure for retention or acceleration.

Student Name _____ Date _____

School _____ Building Team Members _____

Social/Emotional Considerations

This document is meant to serve as a guide for discussion as part of the data collected about a student in order to ascertain the best placement/programming.

Factor	Definition	Low degree		High degree
Self-Awareness	Accurately assessing one's strengths and limitations			
	Possessing a well-grounded sense of confidence and optimism			
Self-Management	The ability to regulate one's emotions, thoughts, and behaviors in different situations			
	Managing stress			
	Motivating oneself			
	Controlling impulses			
	Setting and working toward achieving personal and academic goals			
Social Awareness	The ability to take the perspective of and empathize with others from diverse backgrounds and cultures			
	To understand social and ethical norms of behavior			
Relationship Skills	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups			
	Communicating clearly			
	Listening actively			
	Cooperating			

	Seeking and offering help when needed				
Responsible Decision-Making	The ability to make constructive and respectful choices about personal behavior and social interactions				
	Realistically evaluating consequences of various actions				
	Considering well-being of self and others				
Overall interpretation of students' strengths and weaknesses:					

Adapted from Conklin, Tom. Social and Emotional Learning: Essential Lessons for Student Success. Scholastic: New York, New York, 2014.

Scholastic Achievement

Knowledge and skill depth on grade level standards

Assessment information

Intelligence information* (if available and/or applicable)

*if a general intellectual abilities screener is used, students should be at least 2.5 standard deviations or greater above the mean to be considered for full grade level acceleration

Additional Factors

Attendance as it affects achievement

DECISION:

Promote Retain Accelerate

Recommendations/Plan (attach extra documentation as necessary):

Parent(s)/Guardian(s): *Signature(s)* _____ *Date* _____

Contact Information: *Email* _____ *Phone* _____

Principal Signature: _____ *Date* _____

Established: 05/16/16

(___ / ___)

Non-Instructional Operational and Business Services

Records Retention

I. Purpose

This policy establishes the responsibility for the development of a records retention schedule and requirements for appropriate destruction of records when retention is no longer required. Records regarding the students, staff, and business affairs of the school district are important documents that must be safeguarded and managed in a prudent manner.

II. General Statement of Policy

- A. The superintendent, or designee, will propose a records inventory and retention schedule for all records required to be kept by the school district for approval by the school board. Such a schedule will establish the length of time a classification of records must be maintained by the district.
- B. Once a records retention schedule has been approved by the school board the Superintendent will submit the approved schedule to the State authority, Records Disposition Panel, for final approval.
- C. The approved records retention schedule will be published. Records inventoried in the approved records retention schedule may be properly destroyed after the term designated for that class of document without further action.
- D. The Superintendent, or Superintendent's designee, will review the records inventory and retention schedule no less than every five (5) years.
- E. Any record that contains non-public information must be disposed of in such a way as to disguise the non-public information, such as shredding of physical records or electronic complete destruction and deletion of electronic records.

III. Records Retention Schedule

The district will follow the State of Minnesota School District General Records Retention Schedule found in Appendix I.

Legal References:

34 CFR Part 99 (Family Educational Rights and Privacy Act Regulations [FERPA])

Minn. Stat. § 15.17 (Official Records)

Minn. Stat. § 127A.17 (Uniform Systems of Records and of Accounting; [Commissioner](#))

Minn. Stat. § 138.17 (Government Records; Administration)

Cross References:

Policy 406 (Public and [Private](#) Personnel ~~Private~~ Data)

Policy 515 (Protection and Privacy of Student Records)

Policy 703 (Accounting)

Policy

adopted: 08/15/16

revised: / / 24

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

Appendix I to Policy 719

Retention Record Schedule

[This chart is deleted in its entirety and replaced with the following new chart.]

Section: Administration					
Item	Title	Description	Retention Period	Archival	Data Practices Classification and Statute
ADM00100	Affidavit of Publication	Public Hearings, Budget Publication, Debt Offerings	1 year after audit	No	Public
ADM00200	Election Records	Ballots, Notices, Notifications, Publications	1 year after Canvas Challenge	No	Public
ADM00300	Annual Reports to Board of Education	Reports generated by District (in accordance with MN Statute 120B.11)	Permanent	Yes	Public-MS 120B.11
ADM00310	Annual/Periodic Reports to Local Board of Education	Final/Actual Reports Generated by State	6 years	No	Public
ADM00400	Authority to Dispose Records (if Applicable)	Application for authority to dispose of records form	6 years	No	Public/Private MS 13.43, 13.32, 13.39
ADM00500	Boundary Changes-District	Consolidation, Detachment, Annexation and Dissolution	Permanent	Yes	Public
ADM00600	Calendar – Adopted and Actual	Number & length of days by school & grade, reflecting updated activities during the year	3 years	No	Public-MS 127A.41
ADM00700	Census, Annual School	1979 and earlier	Permanent	Yes	Private-MS 13.32
ADM00710	Census, Annual School	1980 – Current	3 years	No	Private-MS 13.32
ADM00720	Census, Certified Reports	Conducted once per decade	Permanent	No	Public
ADM00800	Closed Rural Schools	Includes: Clerk's, Treasurer's, and Teacher's records of closed rural school which were consolidated into the independent school district	Transfer to state archive	Yes	Public
ADM00900	Correspondence – Administrative	Superintendent, Principal, Assistant Principal and Other Administrators	3 years	No	Public/Private MS 13.43, 13.32
ADM01000	Court/Administrative Case/Trial Information	Litigation/Administrative charges documents	10 years	No	Public/Private MS 13.32, 13.43 MS 13.90
ADM01010	Court/Administrative Orders	-	1 year after complete	No	Public
ADM01100	Grant Applications	Successful	3 years after complete	No	Public 20 U.S.C. 1232f(a)
ADM01110	Grant Applications	Unsuccessful	1 year	No	Public

ADM0120 θ	Inservice Workshops	Attendance Records, Agenda and Materials	3 years	No	Public
ADM0130 θ	Inter-District Cooperatives	Vocational, Special Ed & Joint Powers Agreement	Permanent	Yes	Public
ADM0140 θ	Minutes	Board Minutes	Permanent	Yes	Public
ADM0141 θ	Minutes	Officially Designated Committees	Permanent	Yes	Public
ADM0142 θ	Minutes	Other than those in ADM01300, 1400 & 1410	1-year	Yes	Public
ADM0143 θ	Minutes-Tape Recordings	Board Minutes-only	Until transcribed & approved	No	Public
ADM0144 θ	Board Policies	-	3-years after change	No	Public
ADM0150 θ	Negotiations-In Personnel	-	-	-	-
ADM0160 θ	Newsletters and Publications	District Generated	Permanent	Yes	Public
ADM0161 θ	Newsletters and Publications	Student Generated School Newspapers	Permanent	Yes	Public
ADM0170 θ	Parent Teacher Association Records	Secretary's Books, Treasurer's Books, and, Scrapbooks	Permanent	Yes	Public
ADM0180 θ	Media Center/Librarian Reports	-	3-years	No	Public
ADM0190 θ	Video Tapes	Security/Transportation Tapes	Until Relooped	No	Private/Public MS 13.32; 13.43
ADM0200 θ	E-Mail		Same as Correspondence	No	Private/Public MS 13.32; 13.43

Section: Building					
Item	Title	Description	Retention Period	Archival	Data Practices Classification; Statute
BLD0010 θ	Accident/Damage Records	School Property Related	10-years	No	Public
BLD0020 θ	Bldg Maintenance Repair & Records	Work orders for building maintenance/repairs/damage	Until obsolete	No	Public
BLD0030 θ	Building Permits	Applications, inspection reports, plans, etc.	10-years	No	Public
BLD0040 θ	Building Program Records	Current and projected needs, review & comment	10-years	No	Public
BLD0050 θ	Facilities Records	Construction specifications, blueprints, abstracts, deeds, title papers, final inspection reports, land and building occupancy approval	Permanent	Yes	Public
BLD0060 θ	Fixed Asset Records	Equipment, fixtures and material inventory and depreciation	Life of Item	No	Public

BLD0070 0	Leases Landlord/Tenant	All leases and licenses and access agreements. Tenant/Landlord	6 years	No	Public
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Section: Community Education					
Item	Title	Description	Retention Period	Archival	Data-Practices Classification and Statue
CE0010 0	Annual Reports	See finance	-	-	-
CE0020 0	Applications by individuals for adult education	-	1 year	No	Private MS 13.32
CE0030 0	Certificate of Compliance	Verifies cooperation between district and other governmental agencies, joint powers agreement	Permanent	No	Public MS 471.59
CE0040 0	Class schedule-master	-	1 year	No	Public
CE0050 0	Financial Records	See finance	-	-	-
CE0060 0	Grants	See administration	-	-	-
CE0070 0	Minnesota DCE & L Reports	Early childhood family education, home school, adult basic education, English as a second language, general education development, other state programs	6 years	No	Public/Private MS 13.32
CE0080 0	Minutes	See administration	-	-	-

Section: Curriculum					
Item	Title	Description	Retention Period	Archival	Data-Practices Classification and Statue
CUR0010 0	Class lists	-	1 year	No	Private MS 13.32
CUR0020 0	Class schedules	Applications, inspection reports, plans, etc.	1 year	No	Public
CUR0030 0	Curriculum development	Support data, recommendations, programs and procedures	6 years	No	Public
CUR0040 0	Daily Plan Books—Teachers	Paper Forms	1 year	No	Public
CUR0050 0	Duty Rosters—Teachers	Paper Forms	1 year	No	Private MS 13.32
CUR0060 0	Grade Books—Teachers	Paper Forms	1 year	No	Public
CUR0070 0	Textbooks	Adoptions	6 years	No	Public
CUR0071 0	Textbooks	Inventories	6 years or until obsolete	No	Public

Section: Finance					
Item	Title	Description	Retention Period	Archival	Data Practices Classification and Statute
FIN0010 0	Abstracts/Deeds/Title Papers/Mortgages	See Buildings			
FIN0020 0	Accounts Payable	Credit Memos, Freight Bills/Claims, Bills of lading, Purchase Orders, Acknowledgements/Orders/Shipping Notices, Invoices and Purchasing Contracts, Claims/Vouchers (Merchandise Purchased, Services Rendered, Travel Expenses), 1099	6 years	No	Public/Private-MS-13.43
FIN0021 0	W-9 Form		6 years after 1099 issued	No	Public/Private-MS-13.43
FIN0030 0	Year-End Financial Reports	Year-end revenue and expenditure summary transaction reports	Permanent	No	Public
FIN0030 5	Year-End Financial Reports	Year-end revenue and expenditure detailed transaction reports	Permanent	No	Public
FIN0031 0	Year-End Financial Reports	Year-end UFARS revenue and exp report to state	Permanent	No	Public
FIN0031 5	Year-End Financial Reports	Year-end special funded projects report	Permanent	No	Public
FIN0032 0	Year-End Financial Reports	Year-end clerks & treasurer's reports (Register of receipts & disbursements, treasurer's annual reports & books of records, 1932 & earlier)	Permanent	Yes	Public
FIN0032 5	Year-End Financial Reports	Year-end clerks & treasurer's reports (Register of receipts & disbursements, treasurer's annual reports & books of records, Post 1932)	Permanent	No	Public
FIN0033 0	Year-End Financial Reports	Year-end accounts rec; numbered receipts, accounts rec. invoices, remittance advice	6 years	No	Public
FIN0033 5	Year-End Financial Reports	Year-end, general, receipts & disbursements journals, check register, budget publications balance sheet, adopted & revised budget	Permanent	No	Public
FIN0040 0	Audit reports		Permanent	Yes	Public
FIN0050 0	Bank statements/reconciliation	Checks, cancelled, returned or void	6 years	No	Public/Private-MS-13.43
FIN0051 0	Bank statements/reconciliation	Statement of pledged securities	6 years after expiration	No	Public
FIN0060 0	Bond Coupons	Bond ledgers/registers	Until debt is retired	No	Public

			and after audit		
FIN0070 Ø	Bond issues-official statements	Enabling Documents	Permanent	No	Public
FIN0080 Ø	Building and Land Contracts	See Buildings			
FIN0090 Ø	County Auditor Statements	County auditor statements tax settlement report and taxes receivable report	6 years	No	Public
FIN0110 Ø	Insurance Documents	Fidelity/Surety Bonds	6 years after exp.	No	Public
FIN0111 Ø	Insurance Documents	Insurance Bids, Health, Dental, Life, etc (Accepted and Rejected)	6 years	No	Public
FIN0112 Ø	Insurance Policies	Health, Property, Liability, etc. Policies, Amendments and Waivers	20 years	No	Public
FIN0120 Ø	Inventory	Year-end inventory list, Warehouse Listing, Library Holdings	3 years	No	Public
FIN0130 Ø	Leases/Agreements		3 years after exp.	No	Public
FIN0140 Ø	Levies		6 years	No	Public
FIN0150 Ø	Property Appraisals		Until Superseded	No	Public
FIN0160 Ø	Sealed Bids	Successful and Unsuccessful	6 years after award	No	Public
FIN0170 Ø	Quotes	Successful and Unsuccessful	1 year after receipt	No	Public
FIN0180 Ø	Student Activity Accounts	Cash receipts, Vouchers, Cancelled Checks, Ledgers and Journals	6 years	No	Public
FIN0190 Ø	Transportation—Annual Reports		6 years	No	Public
FIN0200 Ø	Transportation Contracts	With Independent Contractors	6 years	No	Public

Section: Payroll					
Item	Title	Description	Retention Period	Archival	Data Practices Classification/Statue
PAY00100	Cafeteria plan records		6 years	No	Public/Private MS 13.43
PAY00300	Check Requests for Manual Checks	lost or missing check replacement, etc.	2 years	No	Public/Private MS 13.43
PAY00400	Dues deduction authorization	Union Dues	3 years	No	Public/Private MS 13.43
PAY00500	Garnishments	Wage Garnishments; notice of bankruptcy wage levy and	3 years after expiration	No	Public/Private MS 13.43

		related documents			
PAY00700	Payroll register	Name; address, date of birth, rate of pay; compensation earned	Permanent 29 C.F.R. 1627.3(a)	No	Public/Private MS 13.43
PAY00800	PERA eligibility sheets and reports		6 years	No	Public/Private MS 13.43
PAY00900	Prior years' quarterly FIGA		6 years	No	Public/Private MS 13.43
PAY01000	Quarterly report of local government	Employees and Wages (Weeks or Hours Worked)	3 years	No	Public
PAY01100	Salary deduction sheets		6 years	No	Public/Private MS 13.43
PAY01200	Voluntary withholdings	Requests for Withholding (United Way, Savings Bonds, etc.)	2 years after expiration/superseded	No	Public/Private MS 13.43
PAY01300	Stop payment orders and bonds		6 years	No	Public/Private MS 13.43
PAY01400	Tax reports	Federal, Minnesota and Other States	6 years	No	Public/Private MS 13.43
PAY01500	Tax sheltered annuity contracts		Permanent, 29 C.F.R. & 1627.3(b)(2)	No	Private MS 13.43
PAY01600	Tax sheltered annuity Authorization	457 and 403(B) Plans	Permanent	No	Public/Private MS 13.43
PAY01700	Time Sheets		6 years	No	Public/Private MS 13.43
PAY01800	TRA/PERA – Retirement Remittance Report	Monthly and Annual Reports	6 years, MS 354.52	No	Public/Private MS 13.43
PAY02000	W-2 Statements (Employer's Copy)		6 years	No	Public/Private MS 13.43
PAY02100	W-4 Statements		Until Superseded or 6 years after termination	No	Public/Private MS 13.43

Section: Health and Safety

Item	Title	Description	Retention Period	Archival	Data Practices Classification and Statute
HSF00100	Infections Disease and Occupational Exposure Files	Files on each employee dealing with safety and training on diseases such	30 years after separation	No	Public/Private MS 13.43

		as hepatitis and AIDS. Retain in employees medical file, hearing testing, MSDS, respiratory fitness, asbestos exposure records			
HSF0020 Ø	OSHA--Citations of Penalty	Notification of Violations by the District	Until violation has been corrected	No	Public/Private MS 13.43
HSF0030 Ø	OSHA--Employee Accident Reports	OSHA Report Numbers 200 and 101	5 years after incident	No	Public/Private MS 13.43
HSF0040 Ø	OSHA--Employee Exposure Records	Any information concerning employee exposure to toxic substances or harmful physical agents	30 years after termination or retirement	No	Public/Private MS 13.43
HSF0050 Ø	Safety Committee Agenda and Minutes	-	3 years	No	Public
HSF0060 Ø	Training Records- Right to know	MSDS	3 years after separation	No	Public
HSF0070 Ø	Pesticide Notification	Parental right to know	6 years	No	Public
HSF0080 Ø	Hazardous Waste Disposal	Disposal manifest	Permanent	No	Public
HSF0090 Ø	AHERA Abatement Files/Management Plans	Abatement closeouts, sampling data management plans	Permanent	No	Public

Section: Personnel					
Item	Title	Description	Retention Period	Archival	Data Practices Classification and Statute
1	Human Resources	Employee medical records--Any information concerning the health status of an employee which is made or maintained by a physician, nurse or health care personnel or technician	30 years after termination or retirement	No	Private MS 13.384 MS 13.43
2	Human Resources	Employee medical records: medical and employment questionnaires or histories, medical exams and opinions, treatments and prescription and employee complaints	30 years after termination or retirement	No	Private MS 13.384 MS 13.43
3	Human Resources	Request for leave--vacation, sick, personal, etc	6 years after termination	No	Public/Private MS 13.43
4	Human Resources	Leave of absence reports--reports to PERA, TRA, etc. Regarding unpaid board approved leaves	6 years	No	Public/Private MS 13.43
5	Human Resources	Discrimination claim records--Sexual harassment and discrimination	Until final disposition of charge	No	Public/Private Confidential MS 13.43, 13.39
6	Human Resources	First report of injury	Permanent in worker's comp file; Other 20 years	No	Private MS 13.43 MS 176.231 MS 176.151
7	Human Resources	Application for employment, resume, interview docs--Licensed & Classified--not hired. All employment records, including	2 years or until final disposition of charge	No	Public/Private MS 13.43, 29 CFR 1602.14(a), 1602.40,

		application, resume, cover letter, interview notes, inquires, questions and answers, rejection letter, etc.			1627.3(b)(1), Minn. Rules 5000.225
8	Human Resources	Application for employment, resume, interview docs— Licensed & Classified— Hired (HR File). All employment records, including application, resume, cover letter, interview notes, inquires, questions and answers, rejection letter, etc.	6 years after termination or final disposition of charge	No	Public/Private MS 13.43, 29 CFR 1602.14(a), 1602.40, 1627.3(b)(1), Minn. Rules 5000.225
9	Human Resources	Arbitration Decisions	Permanent	No	Public/Private MS 13.43
10	Human Resources	Contracts and Assignments	6 years after termination	No	Public
11	Human Resources	Equal Employment Opportunity Reports/Summary Data (EEOC/MNCRIS)	3 years	No	Public 29 C.F.R. 1602.39
12	Human Resources	Grievance Files— Grievance/Complaints filed under a Labor Agreement (arbitration and court)	Permanent	No	Public/Private MS 13.43
13	Human Resources	Insurance: Group Master Policies, Contracts and Agreements	6 years after expiration	No	Public
14	Human Resources	Insurance: Reports— Insurance Census Premium Reports, Etc.	6 years	No	Public/Private MS 13.43
15	Human Resources	STARS Reports— Annual Report to State	1 year or superseded	No	Public
16	Human Resources	Insurance Records: Enrollment Cards	Until superseded	No	Public/Private MS 13.43
17	Human Resources	Insurance Records: Employees on Leave of Absence, FMLA, Long-Term Disability, Retired Teachers, Surviving Spouses, Terminated	2 years after insurance coverage terminates	No	Public/Private MS 13.43
18	Human Resources	Labor Contracts - Between School District Management and Various Bargaining Units- Including: Correspondence, Salary Schedules, Human Resources	Permanent	Yes	Public
19	Human Resources	Long-Term Disability Claims/Awards	10 years after settlement	No	Public/Private MS 13.43
20	Human Resources	Job Descriptions	Superseded	No	Public
21	Human Resources	Mediation Records	Permanent	No	Public
22	Human Resources	Negotiation Records - Costing, Strategy Session Tapes	2 Years after all complete	No	Public/Private MS 471.705
23	Human Resources	Pay Equity: Classification Studies and Working Paper	Superseded	No	Public
24	Human Resources	Pay Equity: Summary	Permanent	No	Public
25	Human Resources	Human Resources Files: individual citations, personal history, references, appointment & promotion, performance termination/resignation I- (Form, evaluations, deficiency docs, direction & correction, reprimands, discipline notices	6 years after termination or mutual agreement to expunge	No	Public/Private MS 13.43
26	Human Resources	Employee's Response Letter to any Documenting Human Resources File	Same as document	No	Public/Private MS 13.43, 122A.40

27	Human Resources	Seniority lists	Time in effect & 1 year after term	No	Public 29 C.F.R. 1627.3(b)(2)
28	Human Resources	Recruitment Records – Relating to posting, selection & appointment to position, advertising	2 years	No	Public/Private MS 13.43
29	Human Resources	Unemployment Claims/Compensation – Claims for Unemployment	2 years after resolution	No	Public/Private MS 13.43
30	Human Resources	Worker's Compensation Claims – Injury reports and correspondence dealing with injuries	20 years	No	Public/Private MS 13.43, 176.231
31	Human Resources	Worker's Compensation Claims – Claims summary, summary information from carrier	6 years after termination	No	Public/Private MS 13.43, 176.231

Section: Special Education

Item	Title	Description	Retention Period	Archival	Data Practices Classification and Statute
SPC00100	Paper Special Education Records	Special Education records maintained in paper form	When the student turns 25	No	Private M.S. 13.32
SPC00200	Electronic Special Education Records	Special Education records maintained in electronic form	When the student turns 25	No	Private M.S. 13.32

Section: Students

Item	Title	Description	Retention Period	Archival	Data Practices Classification and Statute
STD00100	Accident Reports	-	Permanent	No	Private M.S. 13.32
STD00200	Non-Academic Records	Registration forms, releases, name changes, daily absences, online class lists & online gradebook, online class schedules interventions	Until student turns 25 ("until 25")	No	Private M.S. 13.32
STD00300	Achievement & Standardized Test Results	-	Permanent	No	Private M.S. 13.32
STD00400	Emergency Care Information	-	Superseded or until 25	No	Private M.S. 13.32
STD00500	Attendance and Membership Data	Student's yearly enrollment days and absence days	Permanent	No	Private M.S. 13.32
STD00510	MARSS Data – Detailed	Student state data files related to MARSS, SERVS	10 years	No	Private M.S. 13.32
STD00600	Health & Immunization	Immunization history	Permanent	No	Private M.S. 13.32
STD00610	Student Health Information	Nurse notes, logs	10 years	No	Private M.S. 13.32

STD0070 0	Cumulative File	Student permanent academic records including demographics, birth verification, enrollment history	Permanent	No	Private M.S. 13.32
STD0080 0	Demographic Information (Family/Custody, etc.)	Legal documentation related to the student	Superseded or until 25	No	Private M.S. 13.32
STD0100 0	Extra and Co-curricular Participation	Athletic, official clubs, etc.	Until 25	No	Private M.S. 13.32
STD0110 0	Homeschool records	-	Until 25	No	Private M.S. 13.32
STD0120 0	Preschool screening	-	Permanent	No	Private M.S. 13.32
STD0130 0	Nonresident Pupil Attend Applications/Agreement	-	Until 25	No	Private M.S. 13.32
STD0141 0	School Performance Data –Yearly Report Cards	-	Until 25	No	Private M.S. 13.32
STD0142 0	School Performance Data –Transcripts	Student official transcripts, K-12	Permanent	No	Private M.S. 13.32
	Paper and Electronic Section 504 Records	Section 504 records maintained in electronic and paper form	Six years following the last date of the student's eligibility for Section 504 services.	No	Private M.S. 13.32

Section: Transportation					
Item	Title	Description	Retention Period	Archival	Data Practices Classification and Statute
TRN0010 0	Claims for transportation aid	-	3 years	No	Public
TRN0020 0	Contractor correspondence/reporting	-	3 years after completing contract	No	Public
TRN0040 0	Equipment inventories	See Buildings	-	No	Public
TRN0050 0	Equipment maintenance records	-	Life of equipment	No	Public
TRN0060 0	Minnesota DCF&L Reports	Annual Reports and Student Ridership Categories	3 years	No	Public
TRN0070 0	Pupils transported for aid entitlement	Lists containing names of students	3 years	No	Private M.S. 13.32
TRN0080 0	Transportation mileage records	-	3 years	No	Public
TRN0090 0	Transportation reimbursements	-	6 years	No	Public

Appendix I to Policy 719

State of Minnesota
School District General Records Retention Schedule

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School District General Records Retention Schedule

Section: Administration

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
ADM00100	Affidavit of Publication	Public Hearings, Budget Publication, Debt Offerings	1 Year following completion of audit	No	Public
ADM00200	Election Records	Ballots, Notices, Notifications, Publications	1 Year after Canvas or Challenge	No	Public
ADM00300	Annual Reports to Board of Education	Reports Generated by District (PER, Accountability Reports, formal Annual Report in Accordance With MN Statute 120B.11	Retain permanently; has historical value, MS 120B.11	Yes	Public
ADM00310	Annual/Periodic Reports to Local Board of Education	Final/Actual Reports Generated by State	6 Years	No	Public
ADM00400	Authority to Dispose of Records (If Applicable)	Application for Authority to Dispose of Records form	6 Years	No	Public/Private MS 13.43 MS 13.32 MS 13.39
ADM00500	Boundary Changes - District	Consolidation, Detachment, Annexation, and Dissolution	Retain permanently; has historical value	Yes	Public
ADM00600	Calendar - Adopted and Actual	Number of Days and Length of Day by School and Grade Level, Reflecting Updated Activities During the Year.	3 Years MS 127A.41, Subd. 5	No	Public
ADM00700	Census, Annual School	1979 and Earlier	Retain permanently; has historical value	Yes	Private MS 13.32
ADM00710	Census, Annual School	1980 - Current	3 Years	No	Private MS 13.32

School District General Records Retention Schedule

Section: Administration

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
ADM00720	Census, Certified Reports	Conducted Once Per Decade	Permanent	No	Public
ADM00800	Closed Rural Schools	Includes: Clerk's, Treasurer's, and Teacher's Records of Closed Rural Schools Which Were Consolidated into the Independent District.	Transfer to the State Archives for Selection and Disposition	Yes	Public
ADM00900	Correspondence/ Administrative	Superintendent, Principal, Assistant Principal and Other Administrators Unless Otherwise Specifically Addressed Elsewhere in Records Retention Schedule	3 Years	No	Public/Private MS 13.32 MS 13.43
ADM01000	Court Case/Trial information	Litigation Correspondence	10 Years	No	Public/Private MS 13.32 MS 13.43 MS 13.90
ADM01010	Court orders		1 Year after Action is Completed	No	Public/Private MS 13.32 MS 13.43
ADM01100	Grant Applications	Successful	3 Years -- For Federal Funds three (3) years after completion of the activity for which the funds were used. 20 U.S.C. Section 1232f(a)	No	Public
ADM01110	Grant Applications	Unsuccessful	1 Year	No	Public

School District General Records Retention Schedule

Section: Administration

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
ADM01200	Inservice Workshops	Attendance Records, Agenda and Materials (Employee Right to Know, Blood Borne Pathogens, Etc.)	3 Years	No	Public
ADM01300	Inter District Cooperatives	Includes Vocational, Special Ed and Special Purpose Cooperatives formed by Joint Powers Agreements. Records Should Be Retained and Disposed of in Accordance With the Retention Periods for the Specific Series of Records Listed in Schedule	Retain permanently; has historical value	Yes	Public
ADM01400	Minutes	Board Minutes	Retain permanently; has historical value	Yes	Public
ADM01410	Minutes	Officially Designated Committees	Retain permanently; has historical value	Yes	Public
ADM01420	Minutes	Other Than Referred to in ADM01300, ADM 01400, and ADM 01410	1 Year	Yes	Public
ADM01430	Minutes - Tape Recordings	Board Minutes Only	Until Transcribed and Approved	No	Public
ADM01440	Board Policies		3 Years after Change	No	Public
ADM01500	Negotiations - See Personnel				
ADM01600	Newsletters and Publications	District Generated	Retain permanently; has historical value	Yes	Public
ADM01610	Newsletters and Publications	Student Generated School Newspapers	Retain permanently; has historical value	Yes	Public

School District General Records Retention Schedule

Section: Administration

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
ADM01700	Parent Teacher Association Records	Secretary's Books, Treasurer's Books, and Scrapbooks.	Retain permanently; has historical value	Yes	Public
ADM01800	Media Center/Librarian Reports		3 Years	No	Public
ADM01900	Video Tapes	Building Security/Transportation Tapes	Until Relooped	No	Private/Public MS 13.32 MS 13.43
ADM02000	E-Mail		Same as Correspondence	No	Private/Public MS 13.32 MS 13.43

School District General Records Retention Schedule

Section: Building

Item	Title	Examples and Descriptions	Retention Period	Archival	Data Practices Classification/ Statute
BLD00100	Accident/Damage Records	School Property-Related	10 Years	No	Public
BLD00200	Building Maintenance Records		Until Obsolete	No	Public
BLD00300	Building Permits	Applications (initial/interim), Inspection Reports, Plans, Etc.	10 Years	No	Public
BLD00400	Building Program Records	Current and Projected Needs. Review and Comment	10 Years	No	Public
BLD00500	Buildings and Grounds Records	Blueprints, Construction Specifications, Abstracts, Deeds, Title Papers, Final inspection Reports, Land and Building Occupancy Approval	Permanent	No	Public
BLD00600	Fixed Asset Records	Equipment, Fixtures, and Materials, inventory and Depreciation	Life of Item	No	Public

School District General Records Retention Schedule

Section: Community Education

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
CED00100	Annual Reports	See Finance			
CED00200	Applications by individuals for Adult Education		1 Year	No	Private MS 13.32
CED00300	Certificate of Compliance	Verifies Cooperation Between District and Other Governmental Agencies. Joint Powers Agreements	Permanent, MS 471.59	No	Public
CED00400	Class Schedule - Master		1 Year	No	Public
CED00500	Financial Records	See Finance			
CED00600	Grants	See Administration			
CED00700	Minnesota DCF&L Reports	Early Childhood Family Education, Home School, Adult Basic Education, English As A Second Language, General Education Development, Other State Programs	6 Years	No	Public/Private MS 13.32
CED00800	Minutes	See Administration			

School District General Records Retention Schedule

Section: Curriculum

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
CUR00100	Class Lists-Elementary and Secondary		1 Year	No	Private MS 13.32
CUR00200	Class Schedules		1 Year	No	Public
CUR00300	Curriculum Development	Support Data, Recommendations, Programs and Procedures	6 Years	No	Public
CUR00400	Daily Plan Books - Teacher's		1 Year	No	Public
CUR00500	Duty Rosters - Teacher's		1 Year	No	Public
CUR00600	Grade Books - Teacher's		1 Year	No	Private MS 13.32
CUR00700	Textbooks	Adoptions	6 Years	No	Public
CUR00710	Textbooks	Inventories	6 Years or Until Obsolete	No	Public

School District General Records Retention Schedule

Section: Food Services

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
FDS00100	General Correspondence	See Administration	3 Years and DCF&L Audit	No	Public
FDS00200	DCF&L/Federal USDA Reporting	Commodities, Milk Program	3 Years and DCF&L Audit, 7 C.F.R & 210.8	No	Public
FDS00300	Application /Agreement With State Agency	Free/Reduced Price Meal Policy Statement	3 Years and DCF&L Audit, 7 C.F.R & 210.3	No	Public
FDS00400	Free/Reduced Price Meal Applications	All Approved and Denied Applications, DHS Free School Meal Notices, Notice of Denial to Parents, Rosters of Eligible Students, Verification Records	3 Years and DCF&L Audit, 7 C.F.R. & 245.6	No	Private MS 13.32
FDS00600	Service Agreements/Catering Contracts	Head Start, Meals On Wheels, Etc.	3 Years and DCF&L Audit, 7 C.F.R & 210.3	No	Public
FDS00700	Food Production information	Daily Food Production Record, Menus	3 Years and DCF&L Audit, 7 C.F.R. & 210.13	No	Public

School District General Records Retention Schedule

Section: Food Services

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
FDS00800	Daily Meal Count Report With Edit Checks		3 Years and DCF&L Audit, 7 C.F.R. & 210.7	No	Private/Public MS 13.32
FDS00900	Monthly Payment Vouchers		3 Years and DCF&L Audit, 7 C.F.R. & 210.13	No	Private/Public MS 13.32
FDS01000	On Site Review Record		3 Years and DCF&L Audit, 7 C.F.R. & 210.8	No	Private/Public MS 13.32
FDS01100	Financial Records	Breakfast, Lunch, Ala Carte, Etc. (Supporting Documentation May include invoices, Purchase orders, Etc.) Student, Adult Federal and State Income and All Other Sources	3 Years and DCF&L Audit, 7 C.F.R. & 210.20 and 210.5	No	Private/Public MS 13.32
FDS01200	Inventory	Audit Trail for USDA Commodity Usage, Year End Physical Inventory	3 Years and DCF&L Audit	No	Public
FDS01410	Inventory (Food and Supplies)	Quotes (Unsuccessful and Successful)	1 Year and DCF&L Audit	No	Public
FDS01410	Inventory (Food and Supplies)	Bid (Unsuccessful and Successful) Request Summaries	6 Years and DCF&L Audit	No	Public
FDS01420	Inventory (Food and Supplies)	Requisitions (for Moving Supplies or Equipment Within District)	3 Years and DCF&L Audit	No	Public

School District General Records Retention Schedule

Section: Food Services

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
FDS01500	Cashier's Reports	Daily, Weekly, and Monthly	6 Years and DCF&L Audit, 7 C.F.R. 210.8 and 210.20	No	Public
FDS01600	Operating Reports	Breakfast, Lunch, and A'La Carte Participation Reports	3 Years and DCF&L Audit	No	Public
FDS01610	Operating Reports	Revenue and Expenditure Reports	6 Years and DCF&L Audit	No	Public

School District General Records Retention Schedule

Section: Finance

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
FIN00100	Abstracts/Deeds/Title Papers/Mortgages	See Buildings			
FIN00200	Accounts Payable	Credit Memos, Freight Bills/Claims, Bills of Lading, Purchase orders, Acknowledgments/Orders/Shipping Notices, Invoices and Purchasing Contracts, Claims/Vouchers (Merchandise Purchased, Services Rendered, Travel Expenses), 1099	6 Years	No	Public/Private MS 13.43
FIN00210	W-9 form		6 Years after Final 1099 Issued	No	Public/Private MS 13.43
FIN00300	Year-End Financial Reports	Revenue and Expenditure Summary Transaction Reports	Retain Permanently	No	Public
FIN00305	Year-End Financial Reports	Revenue and Expenditure Detailed Transaction Reports	Retain Permanently	No	Public
FIN00310	Year-End Financial Reports	UFARS Revenue and Expenditure Report to State	Retain Permanently	No	Public
FIN00315	Year-End Financial Reports	Special Funded Projects Report	Retain Permanently	No	Public
FIN00320	Year-End Financial Reports	Note: includes Clerk's and Treasurer's Reports (Register of Receipts/Disbursements, Treasurer's Annual Report, Treasurer's Books of Records. (1932 and Earlier)	Retain permanently; has historical value	Yes	Public

School District General Records Retention Schedule

Section: Finance

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
FIN00325	Year-End Financial Reports	Note: includes Clerk's and Treasurer's Reports (Register of Receipts/Disbursements, Treasurer's Annual Report, Treasurer's Books of Records. (Post 1932)	Retain Permanently	No	Public
FIN00330	Year-End Financial Reports	Accounts Receivable, Numbered Receipts, Accounts Receivable Invoices, Remittance Advice	6 Years	No	Public
FIN00335	Year-End Financial Reports	General Ledger, General Journals, Journal Entries, Disbursements Journal, Check Register Adopted and Revised Budget, Budget Publications, Balance Sheet, Receipts Journal	Retain Permanently	No	Public
FIN00400	Audit Reports		Retain permanently; has historical value	Yes	Public
FIN00500	Bank Statements/ Reconciliations	Checks, Canceled, Returned or Voided. (Must Be original Check - Not Microfiche)	6 Years	No	Public/Private MS 13.43
FIN00510	Bank Statements/ Reconciliations	Statement of Pledged Securities	6 Years after Expiration	No	Public
FIN00600	Bonds and Coupons	Bond Ledgers/Registers	Until Debt Is Retired and Audit	No	Public
FIN00700	Bond Issues - Official Statements	Enabling Documentation	Permanent	No	Public
FIN00800	Building and Land Contracts	See Buildings			

School District General Records Retention Schedule

Section: Finance

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
FIN00900	County Auditor Statements	Tax Settlement Report and Taxes Receivable Report	6 Years	No	Public
FIN01100	Insurance Documents	Fidelity/Surety Bonds	6 Years after Expiration	No	Public
FIN01110	Insurance Documents	Insurance Bids, Health, Dental, Life etc. (Accepted and Rejected)	6 Years	No	Public
FIN01120	Insurance Policies	Health, Property, Liability, etc., Policies, Amendments and Waivers	20 Years	No	Public
FIN01200	Inventory	Year End Inventory List, Warehouse Listing, Library Holdings	3 Years	No	Public
FIN01300	Leases/Agreements		3 Years after Expiration	No	Public
FIN01400	Levies		6 Years	No	Public
FIN01500	Property Appraisals		Until Superseded	No	Public
FIN01600	Sealed Bids	Successful and Unsuccessful	6 Years after Award	No	Public
FIN01700	Quotes	Successful and Unsuccessful, MS 471.345	1 Year after Receipt	No	Public
FIN01800	Student Activity Accounts	Cash Receipts, Vouchers, Canceled Checks, Ledgers, and Journals	6 Years	No	Public
FIN01900	Transportation - Annual Report		6 Years	No	Public
FIN02000	Transportation Contracts	With Independent Contractors	6 Years	No	Public

School District General Records Retention Schedule

Section: Health & Safety

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
HSF00100	Infectious Disease and Occupational Exposure Files*	Files On Each Employee Dealing With Safety and Training On Diseases Such As Hepatitis and Aids. Retain in Employee's Medical File.	3 Yrs. after Separation	No	Public/Private MS 13.43
HSF00200	OSHA - Citations of Penalty	Notifications of Violations by the District	Until Violation Has Been Corrected	No	Public/Private MS 13.43
HSF00300	OSHA - Employee Accident Reports	OSHA Report Numbers 200 and 101	5 Yrs. after Accident	No	Public/Private MS 13.43
HSF00400	OSHA - Employee Exposure Records	Any information Concerning Employee Exposure to Toxic Substances or Harmful Physical Agents.	30 Yrs. after Termination or Retirement	No	Public/Private MS 13.43
HSF00500	Safety Committee Agendas and Minutes		3 Years	No	Public
HSF00600	Training Records - Right to Know		3 Yrs. after Separation	No	Public

School District General Records Retention Schedule

Section: Payroll

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
PAY00100	Cafeteria Plan Records		6 Years	No	Public/Private MS 13.43
PAY00300	Check Requests for Manual Checks	Lost or Missing Check Replacement, etc.	2 Years	No	Public/Private MS 13.43
PAY00400	Dues Deduction Authorization	Union Dues	3 Years	No	Public/Private MS 13.43
PAY00500	Garnishments	Wage Garnishment, Notice of Bankruptcy, Wage Levy and Related Documents	3 Years after Expiration	No	Private MS 13.43
PAY00700	Payroll Register	Name; Address; Date of Birth; Occupation; Rate of Pay; Compensation Earned Each Week	Permanent, 29 C.F.R. & 1627.3(a)	No	Public/Private MS 13.43
PAY00800	Pera Eligibility Sheets and Reports		6 Years	No	Public/Private MS 13.43
PAY00900	Prior Years' Quarterly FICA		6 Years	No	Public/Private MS 13.43
PAY01000	Quarterly Report of Local Government	Employees and Wages (Weeks or Hours Worked)	3 Years	No	Public/Private MS 13.43
PAY01100	Salary Deduction Sheets		6 Years	No	Public/Private MS 13.43
PAY01200	Voluntary Withholdings	Requests for Withholding (United Way, Savings Bonds, etc)	2 Years after Expiration or Until Superseded	No	Public/Private MS 13.43

School District General Records Retention Schedule

Section: Payroll

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
PAY01300	Stop Payment Orders and Bonds		6 Years	No	Private MS 13.43
PAY01400	Tax Reports	Federal, Minnesota and Other States	6 Years	No	Public/Private MS 13.43
PAY01500	Tax Sheltered Annuity - Contracts		Permanent, 29 C.F.R. & 1627.3(b)(2)	No	Private MS 13.43
PAY01600	Tax Sheltered Annuity - Authorization	457 and 403(B) Plans	Permanent	No	Private MS 13.43
PAY01700	Time Sheets		6 Years	No	Public/Private MS 13.43
PAY01800	TRA / PERA - Retirement Remittance Report	Monthly and Annual Reports	6 Years, MS 354.52	No	Public/Private MS 13.43
PAY02000	W-2 Statements (Employer's Copy)		6 Years	No	Public/Private MS 13.43
PAY02100	W-4 Statements		Until Superseded or 6 Years after Termination	No	Public/Private MS 13.43

School District General Records Retention Schedule

Section: Personnel

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification / Statute
PER00100	Employee Medical Records*	Any information Concerning the Health Status of An Employee Which Is Made or Maintained by A Physician, Nurse, or Other Health Care Personnel, or Technician.	30 Yrs. after Termination or Retirement	No	Private MS 13.42 MS 13.43
PER00110	Employee Medical Records*	Includes Medical and Employment Questionnaires or Histories, Medical Exams, Medical Opinions, Descriptions of Treatments and Prescriptions, and Employee Medical Complaints.	30 Yrs. after Termination or Retirement	No	Private MS 13.42 MS 13.43
PER00120	Request for Leave	Requests for Leave (Vacation , Sick, Personal, etc.)	6 Yrs. after Termination	No	Public/Private MS 13.43
PER00200	Leave of Absence Reports	Formal Reports to PERA, TRA, etc., Regarding Unpaid, Board-Approved Leaves	6 Years	No	Public/Private MS 13.43
PER00210	Discrimination Claim Records	Sexual Harassment and Discrimination	Until Final Disposition of the Charge or Action	No	Public/Private/ Confidential MS 13.43 MS 13.39
PER00220	First Report of Injury*	If Maintained With Worker's Compensation File, Retain for 20 Years.	Permanent, MS 176.151	No	Private MS 13.43 MS 176.231

School District General Records Retention Schedule

Section: Personnel

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification / Statute
PER00300	Applications for Employment/Resume/ Interview Documents	Licensed and Classified - Not Hired. Any and all employment records, including but not limited to, application forms, resumes, cover letters, interview notes, interview questions and answers, job inquiries, rejection letters and other documents regarding	2 Years or until final disposition of a discrimination charge, 29 C.F.R. 1602.14(a), 29 C.F.R. 1602.40, 29 C.F.R. 1627.3(b)(1), Minn. Rules 5000.2250	No	Public/Private MS 13.43
PER00310	Applications for Employment/Resume/ and Supporting Documentation	Licensed and Classified - Hired (in personnel file). Any and all employment records, including but not limited to, application forms, resumes, cover letters, interview notes, interview questions and answers, job inquiries, rejection letters and other doc	6 Years or until final disposition of a discrimination charge, 29 C.F.R. 1602.14(a), 29 C.F.R. 1602.40, 29 C.F.R. 1627.3(b)(1), Minn. Rules 5000.2250	No	Public/Private MS 13.43
PER00400	Arbitration Decisions		Permanent	No	Public/Private MS 13.43
PER00500	Contracts and Assignments		6 Yrs. after Termination	No	Public
PER00700	Equal Employment Opportunity Reports/Summary Data (EEOC/MNCRIS)		3 Years, 29 C.F.R. 1602.39	No	Public

School District General Records Retention Schedule

Section: Personnel

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification / Statute
PER00900	Grievance Files	Employee Grievances and/or Complaints Filed Under A Labor Agreement or Personnel Rules. This Also Related to Arbitration Files and Related Court Cases.	Permanent	No	Public/Private MS 13.43
PER01000	Insurance: Group Master Policies, Contracts and Agreements	See Finance			
PER01100	Insurance: Reports	Insurance Census, Premium Reports, Etc.	6 Years	No	Public/Private MS 13.43
PER01200	STARS Report	Annual STARS Report to State	1 Year Until Superseded	No	Public
PER01300	Insurance Records: Enrollment Cards		Until Superseded	No	Public/Private MS 13.43
PER01400	Insurance Records: Employees On Leave of Absence	Employees on Leave of Absence, Family Medical Leave Act, Long-term Disability, Retired Teachers, Surviving Spouse, Terminated Employees	2 Years after Insurance Coverage Terminates	No	Public/Private MS 13.43
PER01800	Labor Contracts	Contracts Between School District Management and Various Bargaining Units including: Correspondence, Salary Schedules, Personnel Policies.	Permanent	Yes	Public
PER02000	Long Term Disability Claims/Awards		10 Years after Final Settlement of Claims	No	Public/Private MS 13.43

School District General Records Retention Schedule

Section: Personnel

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification / Statute
PER02100	Job Descriptions		Until Superseded	No	Public
PER02200	Mediation Records		Permanent	No	Public
PER02300	Negotiations Records	Costing Records, Negotiations Strategy Session Tapes	2 Years after Completion of all BMS Certified Negotiations. MS 471.705(1a)	No	Public/Private MS 471.705
PER02400	Pay Equity: Classification Studies and Working Papers		Until Superseded	No	Public
PER02500	Pay Equity: Summary		Permanent	No	Public
PER02700	Personnel Files - Individual	Containing Citations, Personal History, Employee References, and Letters of Appointment/Promotion, Performance Records, Termination/Resignation, I-9 form, Evaluations, All Personnel and Employment Records, including, but not limited to, Documents Relating	6 Yrs. after Termination	No	Public/Private MS 13.43
PER02720	Personnel: Deficiency Reports	Letters of Advice, Reprimands, Letters of Deficiency, Letter of Direction and Correction, Notices of Suspensions.	6 Years after Termination or by Mutual Agreement To Expunge	No	Public/Private MS 13.43
PER02730	License and Certifications	Notice of Voluntary Surrender of Teaching License	Until Superseded	No	Public

School District General Records Retention Schedule

Section: Personnel

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification / Statute
PER02740	Employee's Response Letter to Any Document in Personnel File		Same As Document To Which They Are Responding MS122A.40, Subd. 19	No	Private MS 13.43
PER02750	Seniority Lists		Full period the system is in effect and at least one (1) year after termination, 29 C.F.R. 1627.3(b)(2)	No	Public
PER02800	Recruitment Records	Relating to Posting, Recruitment, Selection, and Appointment to Each Position, Advertising	2 Years	No	Public/Private MS 13.43
PER03000	Unemployment Claims/Compensation	Claims for Unemployment	2 Years after Claim Resolution	No	Public/Private MS 13.43
PER03100	Worker's Compensation - Claims	Injury Reports and Correspondence Dealing With injuries.	20 Years	No	Private MS 13.43 MS 176.231
PER03200	Worker's Compensation	Claims Summary, Summary information From Carrier	6 Years after Termination	No	Public/Private MS 13.43 MS 176.231

School District General Records Retention Schedule

Section: Special Education

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification / Statute
SPC00100	Special Education Records		The permanent record of the student's name, address, phone number, grades, attendance, and grade level completed may be maintained without time limitation 34 C.F.R. 300.573(b)	No	Private MS 13.32

School District General Records Retention Schedule

Section: Students

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
STD00200	Accident Reports - Student		Permanent	No	Private MS 13.32
STD00300	Achievement and Standardized Tests Results	Testing As Determined by District	Permanent	No	Private MS 13.32
STD00400	Emergency Care Information		Until Superseded or 3 Years after Graduation/Leave District	No	Private MS 13.32
STD00500	Attendance and Membership Data	Summary of Yearly Attendance by Student As Recorded in Cumulative File	Permanent	No	Private MS 13.32
STD00510	Attendance and Membership Data	MARRS Data - Detailed	3 Years	No	Private MS 13.32
STD00600	Health and Immunization information		At least five (5) years after the student attains the age of majority (18), so until the age of (23) MS 123.70, Subd. 7	No	Private MS 13.32
STD00610	School Nurse Notes	Anecdotal Records	6 Years after Graduation/Leave District	No	Private MS 13.32

School District General Records Retention Schedule

Section: Students

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
STD00610	Health Room Log	Daily Record of Student Reporting to Health Room (Excluding Anecdotal Records)	6 Years after Graduation/Leave District	No	Private MS 13.32
STD00700	Cumulative File	Including Record of Access, Log In/Out Record for Review or Transfer of Student Records	Permanent	No	Private MS 13.32
STD00800	Demographic Information	District Census	Permanent	No	Public/Private MS 13.32
STD00810	Demographic Information	Student Directory information	1 Year	No	Public
STD00820	Demographic Information	Student Family information, including Dissolution or Custody Orders, etc.	Until Leave District or Superseded by Subsequent order, whichever sooner	No	Public/Private MS 13.32
STD00900	LEP Reports	Home Language Reports (LEP)	3 Years	No	Public/Private MS 13.32
STD01000	Extra and Co-curricular Participation Records	Team Results, Participation, Contracts, (If included in Cumulative File - Permanent Retention)	1 Year	No	Private MS 13.32
STD01100	Homeschool Records		Permanent	No	Private MS 13.32
STD01200	Preschool Screening		Permanent	No	Private MS 13.32

School District General Records Retention Schedule

Section: Students

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
STD01300	Nonresident Pupil Attendance Applications/Agreements		3 Years after Graduation	No	Private MS 13.32
STD01410	School Performance Data	Yearly Report Cards	1 Year after Transfer of Permanent Cumulative File	No	Private MS 13.32
STD01420	School Performance Data	Transcripts	Permanent	No	Private MS 13.32
STD01500	Auxiliary Organization Records	Clubs, interest Groups, Student Councils, Athletic Associations	Retain permanently; has historical value	Yes	Public
STD01510	Auxiliary Organization Records	Graduation Programs	Retain permanently; has historical value	Yes	Public
STD01520	Auxiliary Organization Records	Activity Funds - Treasurer's Records, Bylaws, Membership Records, Meeting Minutes	Retain permanently; has historical value	Yes	Public
STD01530	Driver Education Files		1 Year	No	Public

School District General Records Retention Schedule

Section: Transportation

Item	Title	Example and Description	Retention Period	Archival	Data Practices Classification/ Statute
TRN00100	Claims for Transportation Aid		3 Years	No	Public
TRN00200	Contractor Correspondence/Reporting		3 Years after Completing Contract	No	Public
TRN00300	Contracts With Independent Contractors		3 Years after Completing Contract	No	Public
TRN00400	Equipment Inventories	See Buildings			
TRN00500	Equipment Maintenance Records		Life of Equipment	No	Public
TRN00600	Minnesota DCF & L Reports	Annual Reports and Student Ridership Categories	3 Years	No	Public
TRN00700	Pupils Transported for Aid Entitlement	Lists Containing Names of Students	3 Years, MS+D19 127A.41	No	Private MS 13.32
TRN00800	Transportation Mileage Records		3 Years	No	Public
TRN00900	Transportation Reimbursements		6 Years	No	Public

Appendix

Revised: 01/30/17

revised: __/__/24

VI. **Leadership and Committee Updates**

VII. **Superintendent Updates**

VIII. **Adjournment**