

Regular Meeting

Monday, October 7, 2024 7:00 PM

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

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

II. **Approval of Agenda**



DEFINING EXCELLENCE

**School Board Regular Meeting
Monday, October 7, 2024; 7:00 PM
ECC Room 349**

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Excellence in Action**
- IV. **Hearing from Members of the Public**
- V. **Report**
 - A. Edina Education Fund
Presenter(s): Kathy Rendleman, Executive Director
- VI. **Consent Agenda**
 - A. Minutes: *September 9 work session and regular meeting; September 24 work session*
 - B. Personnel Recommendations
 - C. Check Register - September 2024
 - D. Electronic Fund Transfers - September 2024
 - E. Gifts and Bequests – September 2024
 - F. Edina Education Fund Gifts, 2023-2024
 - G. Life, AD&D, LTD Insurance Renewal
 - H. Braemar Arena Facility Use Agreement Renewal
 - I. Minnesota State High School League (MSHSL) Constitutional Amendments
- VII. **Discussion**
 - A. FY25 Early Learning Center Update - Fostering Excellence in Early Learning
Description: The FY25 Early Learning Center (ELC) presentation showcases our commitment to exceptional early learning programming and services through three key areas: leadership excellence, inclusive philosophy, and innovation and growth.
Presenter(s): Dr. Anne Marie Leland, Director of Community Education & Strategic Partnerships; Jody Remsing, Director of Student Support Services; and Kim Isley, Assistant Director of Early Learning
 - B. Middle School Orientation Day, Get Connected, Connect & Assess
Description: We will provide an overview of Get Connected and Connect and Assess from each level of the District (Elementary, Middle, and High).
Presenter(s): Nate Swenson, Assistant Superintendent; Dr. Cara Rieckenberg, Highlands Elementary Principal; Tricia Pettis, South View Middle School Principal; Jenn Carter, Edina High School Assistant Principal
 - C. Data Metrics Plan Update
Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision,

Mission, and Strategic Plan priorities. This 2023 Edina Public Schools Data Metrics Plan update reflects spring 2023 data. The plan as a whole is broken down into four grade level bands (Early Learning, K-5, 6-8, 9-12).

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

- D. PreK-12 Comprehensive Literacy Plan & the Science of Reading Professional Development (LETRS, OL&LA) Update

Description: The Edina Public School Board approved the PreK-12 Comprehensive Literacy Plan in the Spring of 2021. This report is an update on the overall progress of the PreK-12 implementation of the plan to date. While there are many aspects to the Comprehensive Literacy Plan, this report will highlight the Science of Reading professional development.

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; and Sandra Harley, Elementary Literacy Coach and internal LETRS trainer

- E. Graduation Requirements

Description: Over the last two years a change in legislation for students who begin grade 9 in the 2024-2025 school year have impacted course offerings and graduation requirements in the state of Minnesota. The change is in the area of Social Studies and the addition is in Personal Finance. The changes impact what is required for graduation credits under Minnesota Statutes 2022, section 120B.024. This prompted the need for a review and change to the current Edina Graduation Requirements.

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

- F. Policy Review (418, 507, 507.5, 508, 512, 516.5)

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

Presenter(s): Board Policy Committee

VIII. Action

- A. 2024-2025 School Board Priorities

Description: The 2024-25 school board priorities were developed based on Board discussion. The priorities work to encapsulate areas of focus identified at the August Board retreat and further refined at the August 20 work session and the September 9 regular meeting. This work supports best practice in school board operations as well as the Edina Public Schools Strategic Plan, specifically Strategy D: Developing Leaders Throughout the District.

Presenter(s): Governance

Recommendation: Approve the 2024-2025 School Board priorities.

- B. Recommended Additional District Professional Development Day on the 2024-2025 Calendar

Description: Currently the Edina 2024-2025 calendar has 5 Professional Development Days, 3 of which are not aligned with conferences. These 3 days are labeled "Professional Development Days" and are district-led with strong collaboration with site administrators. Due to the legislative changes related to the READ Act, the additional time needs to go toward this area of teacher development. The additional professional development day will also help Edina Public Schools to provide important training for teachers in other content areas.

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

Recommendation: Approve May 9, 2025, as the one time additional "Professional Development Day" for the 2024-2025 school year.

- C. Policy Review (603, 616, 618, 620)

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

Presenter(s): Board Policy Committee

Recommendation: Accept the revised policies as presented.

IX. Leadership and Committee Updates

X. Superintendent Updates

XI. Adjournment

XII. Information

- A. Investment Summary - September 2024
- B. Expenditure Summary - September 2024
- C. 2024-2025 Policy Overview

III. **Excellence in Action**

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

V. **Report**

V.A. Edina Education Fund

Speaker(s): Kathy
Rendleman, Executive
Director



Edina
Education
Fund

Enhancing Opportunities. Every School. Every Student.

Our Vision

*To ensure educational excellence in
Edina Public Schools
for all students and staff.*



Our Mission



*As an independent, mission-aligned partner of the Edina Public Schools, the Edina Education Fund secures incremental funding for district-wide programs and services that strengthen academic learning and support the **whole person** on their educational journey.*

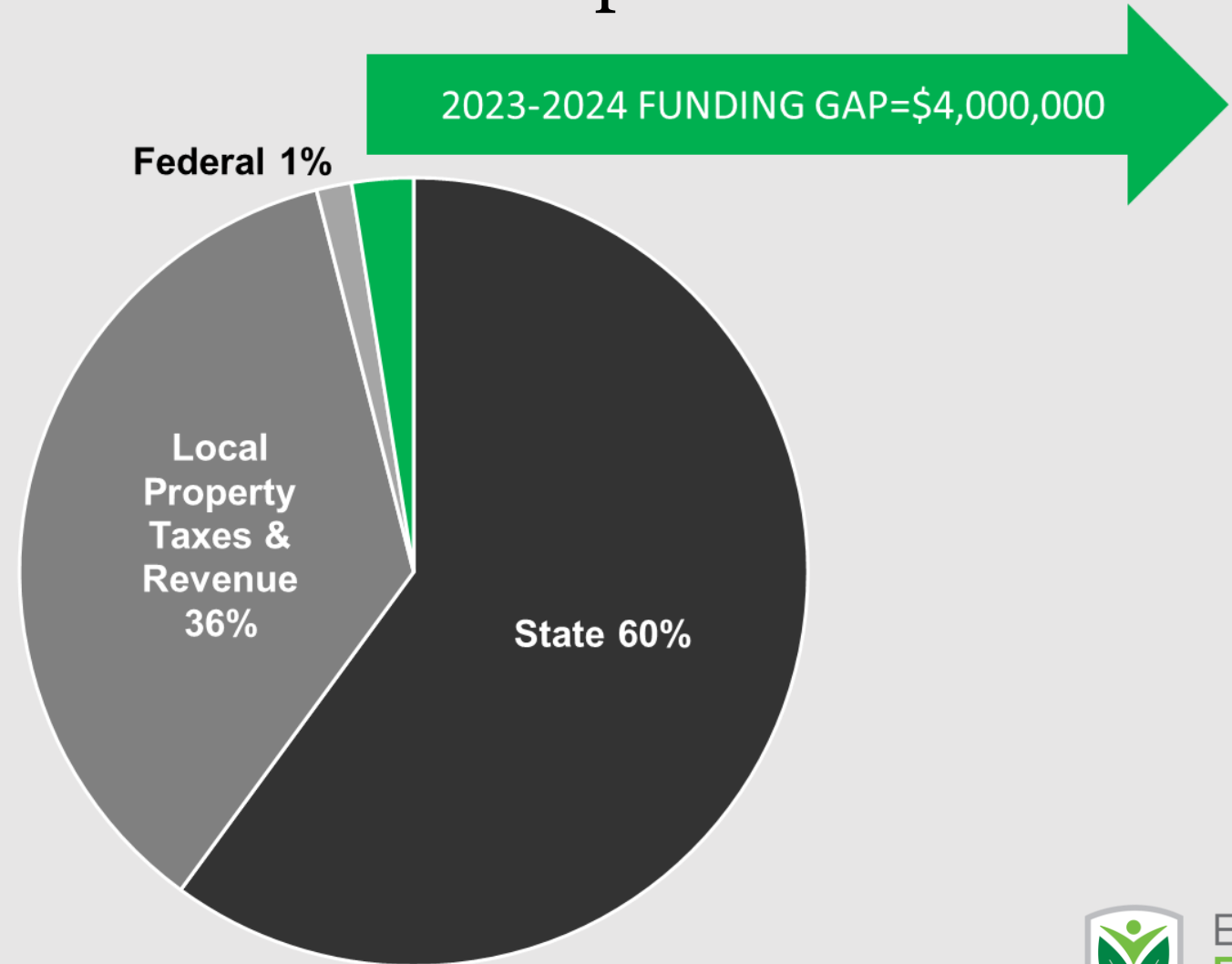
Who we serve

*All Edina Public Schools
students and staff.*



Why the Ed Fund? – Funding overview

Revenue as a Percent of Expenses



Funding the Gap

FUNDING GAP = \$4,000,000

Federal and State Government

Legislative Action Committee work

District Role

Budget changes/distributions

Budget reductions

Fundraising Efforts

Edina Education Fund - History

Since 1995, the Ed Fund has contributed over **\$8,500,000** in grants to the Edina Public Schools, enriching the lives of **each and every student.**

Fiscal Year 2023-2024

Funding Area	Grants
Literacy	\$265,076
Mental Health and Wellness	\$12,131
STEAM	\$2,174
Edina Rotary Global Scholars	\$24,750
Edina Community Education	\$4,073
Edina Friends of Forensics	\$6,615
EHS Robotics	\$27,873
Edina Bands	\$5,756
EHS Special Education	\$5,000
Edina High School Senior Scholarships	\$67,047
Edina Alumni Association	\$11,886
Other Restricted Gifts	\$6,660
Total	\$439,041

Our Programs

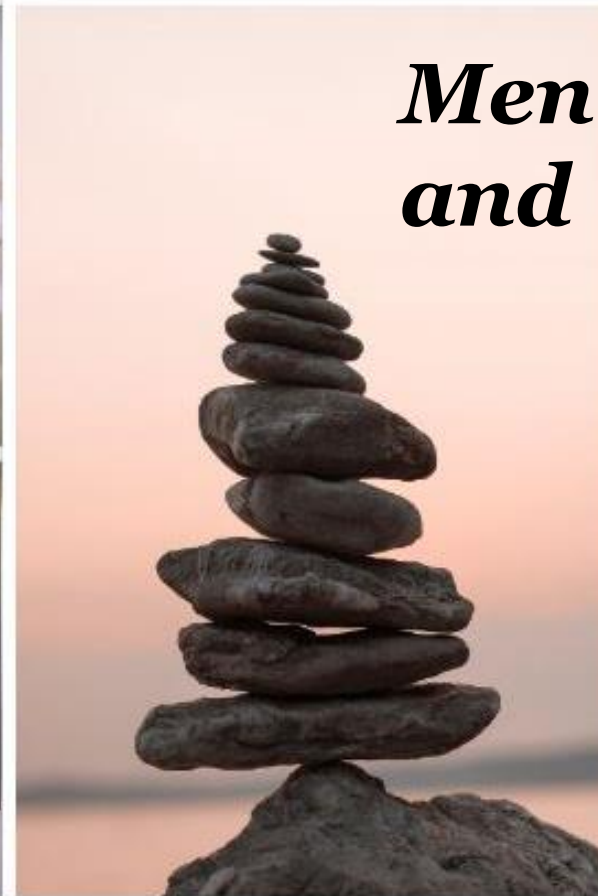
Literacy



STEAM



***Mental Health
and Wellness***



2024-2025 GOAL: \$350,000



The Science of Reading (LETRS, CORE and Aspire) Materials and Teacher Support

Since 7/1/2024, Ed Fund has granted: \$44,019

2024-2025 GOAL: \$81,000

STEM/ PLTW: \$51,000

Arts Programming: \$30,000

\$500 for ELC

\$2,500 each Elementary School

\$3,500 each Middle School

\$7,500 for EHS



Mental Health and Wellness

2024-2025 GOAL: \$120,000



EPS Staff Wellness Support: \$30,000

Benevolence Funding for Uninsured and Underinsured Students: \$80,000

- 12 sessions at \$154/session (\$1,848)
- “time” to connect families to resources for continuity of care

Mental Health Discretionary Fund:
\$10,000

2023-2024 Carry-over Funding: \$39,199

Fiscal Sponsorships and PTO Partnerships

- Continuing our work with EHS to include all student activities and student-led clubs in our Fiscal Sponsorship agreements
- Edina Unified Grants given already in 2024-2025: \$5,511
 - Countryside, Cornelia, Valley View Middle School and Edina High School

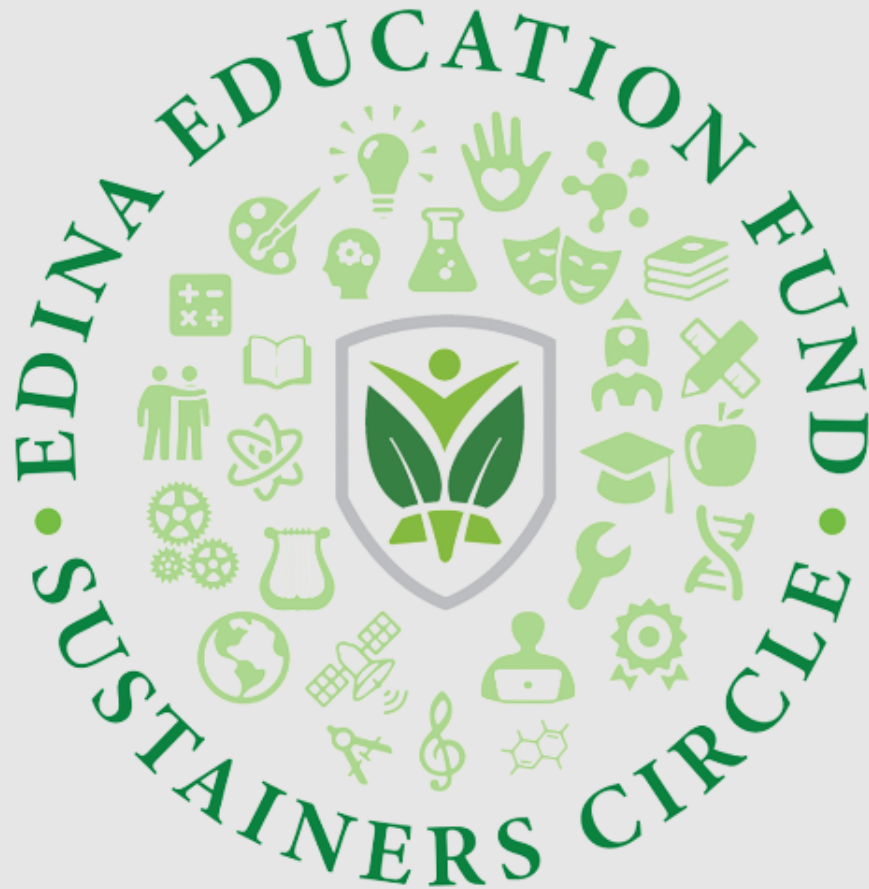


EHS Senior Scholarships and Edina Alumni Association

- Anticipate around 58 EHS senior scholarships this spring
- Preparing to work with our Edina reunion classes for the summer of 2025
 - Tours for the Class of 1974 and 1984 this past Summer and Fall
 - Raised \$16,000 through the Class of 1974 Edina Excellence Fund to benefit programming at Edina High School



Become part of the Ed Fund



- Become a member of the Edina Education Fund Sustainers Circle by making a commitment to support our work.
- You can give monthly, quarterly or annually - it is your commitment to give regularly that sustains the education of our next generation.

www.edinaedfund.org

Thank you for your partnership



www.edinaedfund.org

Enhancing Opportunities. Every Student. Every School.

VI. Consent

VI.A. Minutes: *September 9 work session and regular meeting; September 24 work session*

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF SEPTEMBER 9, 2024

WORK SESSION
5:00 PM

Edina Community Center
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg
Mr. Dan Arom
Ms. Cheryl Barry
Mr. Michael Birdman
Ms. Karen Gabler
Ms. Jennifer Huwe
Mr. Elliot Mann

PRESIDING OFFICER: Chair Erica Allenburg

5:01 PM - 6:58 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Nate Swenson, Assistant Superintendent
Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
Jody Remsing, Director of Student Support Services
Sonya Sailer, Director of Human Resources
Mert Woodard, Director of Finance and Operations

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Erica Allenburg, Chair

Mr. Dan Arom, Clerk

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
SEPTEMBER 9, 2024

5:01 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard.

APPROVAL OF AGENDA

DISCUSSION

- A. Overview of next phase District Strategic Plan Visioning work
- B. Electronic Communication Devices
- C. School Board Cultural Proficiency Training

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 6:58 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair

Mr. Dan Arom, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
SEPTEMBER 9, 2024 WORK SESSION

5:01 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard.

APPROVAL OF AGENDA

Member Birdman moved and Member Arom seconded to approve the agenda. All members voted Aye. The motion passed unanimously.

DISCUSSION

Overview of next phase District Strategic Plan Visioning work: Dr. Stanley shared a timeline for reports that will be coming to the board for discussion about the next phase of the district's strategic plan.

Electronic Communication Devices: Assistant Superintendent Nate Swenson shared an overview of information related to the implementation of the updated K-12 cell phone use protocols and procedures that will be coming to the board for discussion later this fall.

School Board Cultural Proficiency Training: Dr. Becquer shared a presentation on cultural proficiency that builds on work the board has done previously, toward a board priority for 2024-2025.

LEADERSHIP AND COMMITTEE UPDATES

Member Birdman reminded board members about the District 287 Get on the Bus tours.

ADJOURNMENT

At 6:58 PM, Member Birdman moved, and Member Mann seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE REGULAR MEETING OF SEPTEMBER 9, 2024

REGULAR MEETING
7:00 PM

Edina Community Center Room 349
5701 Normandale Road, Edina

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg
Mr. Dan Arom
Ms. Cheryl Barry
Mr. Michael Birdman
Ms. Karen Gabler
Ms. Jennifer Huwe
Mr. Elliot Mann

PRESIDING OFFICER: Chair Erica Allenburg

7:05 PM - 8:36 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Nate Swenson, Assistant Superintendent
Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
Jody Remsing, Director of Student Support Services
Sonya Sailer, Director of Human Resources
Mert Woodard, Director of Finance and Operations

Dr. Cheryl Gunness, Community Engagement and Purpose Learning Supervisor
Jodie Zesbaugh, Senior Municipal Advisor, Ehlers Inc.

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Erica Allenburg, Chair

Mr. Dan Arom, Clerk

(Official Publication)
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD
DISTRICT 273 EDINA, MINNESOTA SEPTEMBER 9, 2024

7:05 PM Chair Allenburg called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard; Gunness, Zesbaugh.

APPROVAL OF AGENDA

EXCELLENCE IN ACTION

HEARING FROM MEMBERS OF THE PUBLIC

CONSENT

- A. Minutes: *August 5 special and regular meeting; August 7-8 retreat; August 20 work session*
- B. Personnel Recommendations - September 2024
- C. 2026-2027 Employee Holiday Schedule
- D. Check Register - August 2024
- E. Electronic Fund Transfers - August 2024
- F. Gifts and Bequests – August 2024
- G. 2024-2025 Brightworks Membership
- H. Tuition Agreement - Bloomington Public Schools
- I. 2024-2025 Board Liaison, Committee and Leadership Roles
- J. Student Support Services Agreements
 1. Bayada Home Health Care_EB
 2. Bayada Home Health Care_DS
 3. Fraser
 4. Sara Kohn
 5. Accurate Home Care_EB

DISCUSSION

- A. Intent to Issue General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2024A
- B. 2024 Summer Programming - Community Education & Strategic Partnerships Department
- C. 2024-2025 School Board Priorities
- D. Policy Review (603, 616, 618, 620)

ACTION

- A. Intent to Issue General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2024A
- B. 2024-2025 Superintendent Goals
- C. Proposed 2024-2026 Collective Bargaining Agreement Between Independent School District 273 and the Minnesota School Employees Association (MSEA) Paraprofessionals

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION

- A. Investment Summary - July 2024
- B. 2023-2024 Substitute Teacher Fill Rates
- C. To-and-From School Transportation Fees - Final Data

ADJOURNMENT

The meeting adjourned at 8:36 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair

Mr. Dan Arom, Clerk

draft

OFFICIAL MINUTES OF SCHOOL BOARD'S
SEPTEMBER 9, 2024 REGULAR MEETING

7:05 PM Chair Allenburg called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard; Gunness, Zesbaugh.

APPROVAL OF AGENDA

Member Mann moved and Member Gabler seconded to approve the agenda. All members voted Aye. The motion passed unanimously.

EXCELLENCE IN ACTION

A video montage of the first days of school was presented.

HEARING FROM MEMBERS OF THE PUBLIC

Laura Lukens spoke about the lice problem.

CONSENT

Member Mann moved and Member Arom seconded to approve the consent agenda. All members voted Aye. The motion passed unanimously.

The resolutions were:

- A. Minutes: *July 8 special and regular meetings; July 23 work session*
- B. Minutes: *August 5 special and regular meeting; August 7-8 retreat; August 20 work session*
- C. Personnel Recommendations - September 2024
- D. 2026-2027 Employee Holiday Schedule
- E. Check Register - August 2024
- F. Electronic Fund Transfers - August 2024
- G. Gifts and Bequests – August 2024
- H. 2024-2025 Brightworks Membership
- I. Tuition Agreement - Bloomington Public Schools
- J. 2024-2025 Board Liaison, Committee and Leadership Roles
- K. Student Support Services Agreements
 - 1. Bayada Home Health Care_EB
 - 2. Bayada Home Health Care_DS
 - 3. Fraser
 - 4. Sara Kohn
 - 5. Accurate Home Care_EB

DISCUSSION

Intent to Issue General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2024A: Director Woodard and Jodie Zesbaugh, senior municipal advisor from Elhers Inc., presented information about routine issuance of general obligation notes and possible taxpayer savings.

2024 Summer Programming - Community Education & Strategic Partnerships Department: Dr. Leland and Dr. Gunness presented information about summer programming, including quantitative metrics and qualitative feedback from students, families, and staff.

2024-2025 School Board Priorities: Board members discussed priorities for 2024-2025, and plan to bring forward for action at the October meeting.

Policy Review (603, 616, 618, 620): Policy Committee members presented the following policies for discussion. These policies will move forward for approval at the next regular meeting.

ACTION

Intent to Issue General Obligation Capital Notes and Facilities Maintenance Bonds, Series 2024A: Member Birdman moved and Member Mann seconded to approve the motion. All members voted Aye. The motion passed unanimously.

2024-2025 Superintendent Goals: Member Birdman moved and Member Mann seconded to approve the motion. All members voted Aye. The motion passed unanimously.

Proposed 2024-2026 Collective Bargaining Agreement Between Independent School District 273 and the Minnesota School Employees Association (MSEA) Paraprofessionals: Member Gabler moved and Member Mann seconded to approve the motion. All members voted Aye. The motion passed unanimously.

LEADERSHIP AND COMMITTEE UPDATES

Member Gabler shared that the Give and Go Gear Swap was very successful.

Member Birdman shared that the new policies related to football games were visible and the crowd was enthusiastic and students well-behaved.

Chair Allenburg called attention to the Information items included in the board packet, specifically the information related to the substitute teacher fill rate and thanked human resources staff for their work.

She also shared that September is School Board Appreciation Month and thanked her fellow board members for their work and commitment to EPS and the community.

SUPERINTENDENT UPDATES

Dr. Stanley shared that the recent Hornets football game against Eden Prairie was great; she attended with friend and colleague, Dr. Josh Swanson, superintendent of Eden Prairie Schools. She also thanked Troy Stein, Paul Paetzel, and the whole administrative team at EHS for their work related to the football game.

She mentioned a number of emails that came in this summer about Valley View Middle School principal Patrick Bass. They said he radiates positivity, creates a fun learning environment, provides consistent communication for families, and sets a clear tone and mission for the school. And, a video clip from CNN giving an on-air shoutout to Valley View was presented.

ADJOURNMENT

At 8:36 PM, Member Gabler moved, and Member Mann seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF SEPTEMBER 24, 2024

WORK SESSION
5:00 PM

Edina Community Center
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg
Mr. Dan Arom
Ms. Cheryl Barry
Mr. Michael Birdman
Ms. Karen Gabler
Ms. Jennifer Huwe
Mr. Elliot Mann

PRESIDING OFFICER: Chair Erica Allenburg

5:05 PM - 9:11 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent (virtual)
Nate Swenson, Assistant Superintendent (virtual)
Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
Jody De St. Hubert, Director of Teaching and Learning
Jody Remsing, Director of Student Support Services
Sonya Sailer, Director of Human Resources
Mert Woodard, Director of Finance and Operations

Julie Gabrielson, Supervisor of Facilities, Operations, and School Age Child Care
Alex Hattstrom, Emergency Management and Safety Coordinator
Jenny Johnson, Edina High School Assistant Principal
Nathaniel Lindley, Director of District Media and Technology
Paul Paetzel, Edina High School Principal

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Erica Allenburg, Chair

Mr. Dan Arom, Clerk

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
SEPTEMBER 24, 2024

5:05 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley (virtual), Swenson (virtual), Becquer, De St. Hubert, Remsing, Sailer, Woodard; Gabrielson, Hattstrom, Johnson, Lindley, Paetzel.

APPROVAL OF AGENDA

DISCUSSION

- A. School Safety and Security Priority Updates
- B. Kids Club Update
- C. Recommended Additional District Professional Calendar Day on the 2024-25 Calendar
- D. Graduation Requirements
- E. Board Meeting Overview: 2024-2025 School Year and Governance Committee Overview
- F. Preliminary Certification of Property Taxes Payable in 2025

ACTION

- A. Preliminary Certification of Property Taxes Payable in 2025
- B. Board Leadership Ad Hoc Committee

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 9:11 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair

Mr. Dan Arom, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
SEPTEMBER 24, 2024 WORK SESSION

5:05 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley (virtual), Swenson (virtual), Becquer, De St. Hubert, Remsing, Sailer, Woodard; Gabrielson, Hattstrom, Johnson, Lindley, Paetzel.

APPROVAL OF AGENDA

Member Birdman moved and Member Barry seconded to approve the agenda. All members voted Aye. The motion passed unanimously.

DISCUSSION

School Safety and Security Priority Updates: Staff presented information about school safety and security priorities.

Kids Club Update: Updated information about Kids Club registration, enrollment, and staffing was presented.

Recommended Additional District Professional Calendar Day on the 2024-25 Calendar: Staff presented information about May 9 as an additional professional development day. This will come back to the board in October for action.

Graduation Requirements: Staff presented information about Graduation Requirements. There will be additional discussion on this at the October meeting, and Action is expected at the November meeting.

Chair Allenburg requested to move up the Preliminary Certification of Property Taxes Payable in 2025 agenda item, followed by the corresponding Action item, and then continue with the rest of the agenda.

Preliminary Certification of Property Taxes Payable in 2025: Director Woodard presented information about the proposed tax levy which was also reviewed recently by the Finance committee. School districts are required to certify their proposed tax levy by September 30.

ACTION

Preliminary Certification of Property Taxes Payable in 2025: Member Birdman moved and Member Gabler seconded to approve the motion. All members voted Aye. The motion passed unanimously.

DISCUSSION

Board Meeting Overview: 2024-2025 School Year and Governance Committee Overview: An annual overview of board meeting agenda items and governance meetings was presented.

ACTION

Board Leadership Ad Hoc Committee: Member Arom moved and Member Gabler seconded to approve the motion. All members voted Aye. The motion passed unanimously.

Members of the Ad Hoc committee will be Chair Allenburg, Members Arom and Huwe, plus two former board members (yet to be named), and Dr. Stanley (ex-officio).

LEADERSHIP AND COMMITTEE UPDATES

Chair Allenburg shared about a recent Teaching & Learning committee meeting and that a preview of the Data Metrics plan was shared. The Data Metrics plan will be shared with the whole board at an upcoming meeting.

Member Arom shared about the recent LAC meeting; Alex Hattstrom and Jody Remsing presented information to that committee. Several legislators will tour a number of schools with the committee on October 7; and there is a group of very engaged students on the LAC committee.

SUPERINTENDENT UPDATES

Dr. Stanley shared her excitement for Homecoming Week, the upcoming parade and football game. Go Hornets!

ADJOURNMENT

At 9:11 PM, Member Arom moved and Member Gabler seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

VI.B. Personnel Recommendations - October 2024



Meeting Date: October 7, 2024

Title: Personnel Recommendations

Type: Consent

Presenter(s): Sonya Sailer, Executive 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>
BOLSTAD, ARNE	EHS	MATHEMATICS TEACHER (LTS-RETIREE)	\$580.70/DAY	09/18/2024- 10/06/2024
CLONKEY, HANNAH	ECSE	SCHOOL PSYCHOLOGIST, 0.4 FTE	\$22,271.32	09/11/2024
O'HEHIR, ALAYNA	ECSE	ECSE TEACHER, 1.0 FTE	\$46,250.90	09/03/2024
YURECKO, APRIL	ND	READ/MATH INTERVENTION, 0.2 FTE	\$12,079.48	09/23/2024
ZENOR, ANN	VV	SPED TEACHER, 1.0 FTE	\$41,997.95	09/25/2024

B. ADDITIONAL DUTY DAY CONTRACTS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Salary</u>	<u>Number of Days</u>
BRANDT, GRETCHEN	VV	SCHOOL COUNSELOR	\$5,806.96	10
BRAUCHLA, WHITNEY	SV	SPED FACILITATOR	\$7,348.94	15
BURNHAM, LISA	EHS	SCHOOL COUNSELOR	\$6,375.00	10
MOE, KRISTIAN	EHS	SCHOOL COUNSELOR	\$5,599.24	10
ORMISTON, ANNIE	EHS	SPED FACILITATOR	\$7,348.94	15
SHUN, STEPHANIE	VV	SPED FACILITATOR	\$6,119.02	15

C. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
NONE.			

D. CHANGE OF EMPLOYMENT STATUS

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

E. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
BOLES, MELISSA	CV	3RD GRADE TEACHER	09/12/2024 - 10/11/2024
GUETTLER, KIMBERLY	CS	LICENSED SCHOOL NURSE	09/16/2024 - 10/16/2024
KRUPPSTADT, LINDSEY	EHS	MATHEMATICS TEACHER	09/18/2024 - 10/04/2024

VENNE, ANDREA

CS

1ST GRADE TEACHER

08/26/2024 - 10/30/2024

NON-LICENSED STAFF**A. RECOMMENDATIONS FOR EMPLOYMENT**

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
ADAN, DEEQO	TC	BUS DRIVER	\$24.17/HOUR	09/09/2024
ARMSTRONG, AURELIA	SV	SECURITY MONITOR	\$22.50/HOUR	10/01/2024
BOTTEN, BRUCE	TC	BUS DRIVER	\$24.43/HOUR	09/23/2024
BREITENSTEIN, WILLIAM	TC	BUS DRIVER	\$24.17/HOUR	09/26/2024
BROWN, JENNIFER	VV	EA SPED PARA	\$19.75/HOUR	09/11/2024
CIOLKOSZ, KIERRA	HL	INSTRUCTIONAL ASSISTANT	\$20.20/HOUR	10/07/2024
CRANDELL, STEVEN	EHS	BUILDING REPAIR	\$28.06/HOUR	09/23/2024
DE LA CRUZ, GABRIELA	ECSE	EA SPED PARA	\$22.20/HOUR	09/26/2024
FLORES, LUIS	TC	BUS DRIVER	\$24.17/HOUR	09/18/2024
GOULAKOVA, TATIANA	HL	EA SPED PARA	\$23.00/HOUR	09/18/2024
HANSON, MYOUNGHEE	ELC	OFFICE ASSISTANT - CLASS D	\$25.44/HOUR	09/09/2024
HUHTA, KAITLYN	EHS	EA PARA - MUSIC PROGRAM	\$21.15/HOUR	09/13/2024
HUSSEIN, SADIYA	VV	EA SPED PARA	\$22.20/HOUR	09/23/2024
ISIDORA, IRENE	ECC	PAYROLL SPECIALIST	\$36.32/HOUR	10/14/2024
KURVERS, AMY	ECC	PAYROLL SPECIALIST	\$36.32/HOUR	10/01/2024
OMAR, SAMIRA	ELC	INSTRUCTIONAL ASSISTANT	\$18.75/HOUR	09/12/2024
MALKINA, OLENA	DW	CUSTODIAN	\$22.06/HOUR	09/27/2024
MULLIGAN, JAKE	TC	BUS DRIVER	\$24.17/HOUR	09/16/2024
PALAPA ALONSO, EMILY	SV	DEPT SPECIALIST - CLASS B	\$24.55/HOUR	09/11/2024
ROTT, JACKSON	VV	EA SPED PARA	\$22.75/HOUR	10/14/2024
SACHOK, HANNA	ECSE	EA SPED PARA	\$19.75/HOUR	09/11/2024
SCHWARTZ, MAURAH	HL	EA SPED PARA	\$21.15/HOUR	09/09/2024
SEGOVIA, MIGUEL	EHS	CUSTODIAN	\$22.06/HOUR	09/26/2024
STEFFEN, CHRISTINE	ECC	DIRECTOR OF HR	\$144,266	10/04/2024

SWAN, NATHANIEL	CN	EA SPED PARA	\$19.75/HOUR	09/09/2024
TEIEN, CHARLES	EHS	EA SPED PARA	\$22.10/HOUR	09/09/2024
WOOLMAN, MAKENNA	CC	HEALTH SERVICES ASSOCIATE	\$24.62/HOUR	09/05/2024

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>		<u>Date</u>
AHMED, IKRAM	ECSE	EA SPED PARA		06/28/2024
BAKER, JANINE	CS	HEALTH SERVICES ASSOCIATE		09/27/2024
CAMBIO, NICK	VV	EA SPED PARA		10/10/2024
CHANG, TOU	ECC	CUSTODIAN		09/20/2024
GRACIA, DAMARIS	ECC	PAYROLL SPECIALIST		09/27/2024
DOXSIE, JILL	CS	EA SPED PARA		10/16/2024
HANSON, MYOUNGHEE	ECC	OFFICE ASSISTANT - CLASS D		09/26/2024
KOHOUT, NICHOLAS	CN	CUSTODIAN		10/04/2024
PARRA LOPEZ, FRANCISCO	SV	SECURITY MONITOR		10/10/2024
PARODI, KRISTIN	ECSE	EA SPED PARA		09/10/2024
SCHWAPPACH, CARLA	ECC	PAYROLL SPECIALIST		10/09/2024
VUE, BLONG	EHS	CUSTODIAN		09/04/2024

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>
ANDERSON, TOD	SV	CUSTODIAN	08/26/2024 - 09/06/2024

COMMUNITY EDUCATION SERVICES STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
BIRT, PAULINE	CN	KIDS' CLUB LEAD	\$20.93/HOUR	09/26/2024

CHAPURAN, LEIGHTON	CS	KIDS' CLUB LEAD	\$16.48/HOUR	09/09/2024
GRAY, TIFFANY	CC	KIDS' CLUB LEAD	\$16.48/HOUR	09/24/2024
HARMON-JOHNSON, DEVAUN	CC	KIDS' CLUB LEAD	\$17.85/HOUR	09/16/2024
HENNINGSEN, MARIE	CS	KIDS' CLUB LEAD	\$16.48/HOUR	09/25/2024
HOMDROM, NANCY	DW	BUILDING AIDE	\$18.16/HOUR	09/16/2024
HUSSEIN, SAIDO	CC	KIDS' CLUB LEAD	\$17.85/HOUR	09/24/2024
MILLER, JOSHUA	CS	KIDS' CLUB LEAD	\$22.66/HOUR	09/27/2024
PYE, ALEXANDER	CC	KIDS' CLUB LEAD	\$17.85/HOUR	09/04/2024
RHODES, JEFFREY	SV	HORNET CENTRAL ASSISTANT	\$16.48/HOUR	09/03/2024
SEEGER, LOGAN	DW	AUDITORIUM TECHNICIAN	\$20.00/HOUR	09/20/2024
SURRATT, ASHLEY	CS	KIDS' CLUB LEAD	\$17.85/HOUR	09/04/2024
WEBSTER, KIARA	CC	KIDS' CLUB LEAD	\$17.85/HOUR	09/30/2024
WALLACE, PAIGE	CV	KIDS' CLUB LEAD	\$17.85/HOUR	10/02/2024
YATES, DARNELL	CN	KIDS' CLUB LEAD	\$22.66/HOUR	09/30/2024

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>		<u>Date</u>
HER, KAZOUA	CS	KIDS' CLUB LEAD		09/23/2024

C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
BALVOA, MICHAEL	HL	FROM KIDS' CLUB LEAD TO KIDS' CLUB SITE LEAD	\$22.67/HOUR	09/15/2024
SAUVE, CHRISTA	CV	FROM KIDS' CLUB SITE LEAD TO PROGRAM SPECIALIST	\$28.65/HOUR	09/15/2024
SOUWANKHAM, PATHANA	CS	FROM KIDS' CLUB LEAD TO KIDS' CLUB SITE LEAD	\$24.37/HOUR	09/15/2024
SULLIVAN, HAROLD	HL	FROM KIDS' CLUB LEAD TO KIDS' CLUB SITE LEAD	\$24.37/HOUR	09/15/2024

D. REQUEST FOR LEAVE OF ABSENCE

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

VI.C. Check Register - September 2024



Board Meeting Date: 10/7/2024

Title: Check Register – September 2024

Type: Consent

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

Description: Presented for approval by the Board of Education are monthly disbursement totals, by fund, for the month of September 2024:

<u>Fund</u>	<u>Amount</u>
General	\$ 4,029,464
Food Service	212,026
Community Service	142,653
<u>Building Construction</u>	<u>253,698</u>
Total	\$ 4,637,841

Recommendation: Approve the disbursements as presented for the month of September 2024.

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

Attachments:

1. Check Register – September 2024

Check Register

FOR THE MONTH ENDED SEPTEMBER 30, 2024

Check No.	Vendor	Description	Date	Amount
400329	MN PEIP	CURRENT TEACHERS	9/18/2024	766,429.44
400181	HEALTHPARTNERS INSU	CURRENT EMPLOYEES	9/11/2024	431,220.33
400429	HEALTHPARTNERS INSU	CURRENT EMPLOYEES	9/25/2024	407,036.13
400402	CHARTWELLS DINING S	AUG24 FOOD SERVICES	9/25/2024	193,817.58
400124	RESTORATION & CONST	HL EXTERIOR WALL	9/4/2024	112,288.01
400265	CIEE INC	INTL TRAVEL: PORTUG	9/18/2024	82,250.00
400329	MN PEIP	COBRA/RETIREEES	9/18/2024	74,122.46
400437	INTERMEDIATE DISTRI	CONTRACTED NSO	9/25/2024	67,496.76
400456	LAKETOWN ELECTRIC C	SV LIGHTING REPLACE	9/25/2024	60,322.18
400392	BLAKE SCHOOL	NON PUBLIC TRANSPOR	9/25/2024	60,295.14
400313	KRAUS-ANDERSON CONS	EHS PRE-CONS/SITE S	9/18/2024	59,359.00
400390	BENILDE ST MARGARET	NON PUBLIC TRANSPOR	9/25/2024	58,876.27
400407	CORPORATE MECHANICA	EHS - MOTOR REBUILD	9/25/2024	42,535.18
400243	XCEL ENERGY	EHS 7/21-8/23/24	9/11/2024	41,939.85
400272	CUSTOM COMPUTER SPE	24-25 TABLEAU	9/18/2024	41,048.00
400408	DAKOTA TRUCK UNDERW	INSTALLMENT #4	9/25/2024	40,051.00
400296	INTERMEDIATE DISTRI	LEASE LEVY	9/18/2024	33,653.16
400296	INTERMEDIATE DISTRI	LEASE LEVY	9/18/2024	33,653.16
400296	INTERMEDIATE DISTRI	LEASE LEVY	9/18/2024	33,653.16
400516	THOUGHTEXCHANGE	24-25 THOUGHT EXCH	9/25/2024	33,000.00
400417	ELECTRONIC DESIGN C	KUHLMAN SOUND SYSTE	9/25/2024	28,021.52
400296	INTERMEDIATE DISTRI	ITINERANT	9/18/2024	25,224.97
400296	INTERMEDIATE DISTRI	ITINERANT	9/18/2024	25,224.97
400296	INTERMEDIATE DISTRI	ITINERANT	9/18/2024	25,224.97
400243	XCEL ENERGY	ECC 7/23-8/21/24	9/11/2024	22,708.80
400243	XCEL ENERGY	VV 7/23-8/21/24	9/11/2024	22,442.40
400150	BESTER BROTHERS TRA	MOVING FOR CONSTRUC	9/11/2024	21,500.00
400296	INTERMEDIATE DISTRI	CONTRACTED NSO	9/18/2024	21,360.47
400296	INTERMEDIATE DISTRI	CONTRACTED NSO	9/18/2024	21,360.47
400296	INTERMEDIATE DISTRI	CONTRACTED NSO	9/18/2024	21,360.47
400195	MAERTENS-BRENNY CON	CS 2023 ADDITION 06	9/11/2024	21,292.68
400429	HEALTHPARTNERS INSU	COBRA/RETIREEES	9/25/2024	19,730.89
400208	NATIONAL INSURANCE	LTD DISTRICT W/H	9/11/2024	19,525.12
400451	KATH FUEL OIL SERVI	DIESEL	9/25/2024	19,272.63
400340	PETERSON COMPANIES	CS 2023 ADDITION 32	9/18/2024	19,241.87
400310	KATH FUEL OIL SERVI	DIESEL	9/18/2024	19,218.90
400141	ABRAKADOODLE	SUMMER '24 CLASSES	9/11/2024	18,522.00
400266	CITY OF EDINA	EHS 5/29-8/27/2024	9/18/2024	18,500.18
400150	BESTER BROTHERS TRA	MOVING FOR CONSTRUC	9/11/2024	18,260.00
400313	KRAUS-ANDERSON CONS	EHS GENERAL CONDITI	9/18/2024	18,225.98
400530	XCEL ENERGY	SV 8/14-9/15/2024	9/25/2024	18,121.77
400110	MPS, C/O BEDFORD, F	AP LIT & COMP	9/4/2024	17,436.80
400134	TURNITIN LLC	TURNITIN FEEDBACK	9/4/2024	16,532.00
400503	SEESAW LEARNING INC	24-25 SEESAW RENEWA	9/25/2024	16,448.60
400205	MOLIN CONCRETE PROD	CS 2023 ADDITION 03	9/11/2024	16,407.39
400095	HUDL	24-25 HUDL AD PACKA	9/4/2024	16,400.00
400208	NATIONAL INSURANCE	CURRENT EMP LIFE/AD	9/11/2024	16,170.75
400523	VECTOR SOLUTIONS	24-25 VECTOR TRAINI	9/25/2024	15,997.50
400257	BITUMINOUS ROADWAYS	CS 2023 ADDITION 32	9/18/2024	15,437.50
400243	XCEL ENERGY	SV 7/23-8/21/24	9/11/2024	15,229.65
400165	COMMERCIAL INFRASTR	EHS AV INSTALL PROJ	9/11/2024	15,160.00

Check No.	Vendor	Description	Date	Amount
400174	GAMEFACE TRAINING &	WEIGHT RM SUPERVISE	9/11/2024	14,500.00
400333	THE MUSIC MART	TUBAS	9/18/2024	13,580.00
400313	KRAUS-ANDERSON CONS	EHS CONS MGMT SERVI	9/18/2024	13,475.00
400077	CENGAGE LEARNING	K12 HUMAN GEOGRAPHY	9/4/2024	13,250.00
400513	TEACHERS ON CALL, A	EHS - SUBSTITUTES	9/25/2024	13,240.56
400181	HEALTHPARTNERS INSU	COBRA/RETIREEES	9/11/2024	13,158.51
400459	MACKIN EDUCATIONAL	SPANISH LIBRARY BOO	9/25/2024	12,560.24
400490	PREMIER SPORT PSYCH	SEP24 SPORT PSYCH	9/25/2024	12,500.00
400237	TEACHERS ON CALL, A	EHS - SUBSTITUTES	9/11/2024	12,274.35
400366	TIM'S CONSTRUCTION	CS 2023 ADDITION 09	9/18/2024	11,865.15
400185	INTERMEDIATE DISTRI	STUDENT SUPPORT AID	9/11/2024	11,816.19
400084	DASH SPORTS LLC	MULTI-SPORT ALL DAY	9/4/2024	11,720.80
400488	PHOENIX SCHOOL COUN	OLG - QTR 1 SERVICE	9/25/2024	11,298.37
400296	INTERMEDIATE DISTRI	CORE FEE	9/18/2024	11,258.56
400296	INTERMEDIATE DISTRI	CORE FEE	9/18/2024	11,258.56
400296	INTERMEDIATE DISTRI	SAFE SCHOOL	9/18/2024	11,221.16
400296	INTERMEDIATE DISTRI	SAFE SCHOOL	9/18/2024	11,221.16
400296	INTERMEDIATE DISTRI	SAFE SCHOOL	9/18/2024	11,221.16
400512	SWAN COMPANIES INC	HL PLAYGROUND WORK	9/25/2024	11,076.78
400333	THE MUSIC MART	SOUSAPHONES	9/18/2024	10,800.00
400500	SAVVAS LEARNING COM	ENVISION MATH GRD 8	9/25/2024	10,425.00
400210	NORTHLAND CONCRETE	CS 2023 ADDITION 03	9/11/2024	10,385.86
400342	PLANSOURCE	SERVICES FOR AUG24	9/18/2024	10,209.08
400374	WEVIDEO INC	24-25 WEVIDEO RENEW	9/18/2024	10,101.11
400362	TEACHERS ON CALL, A	EHS - SUBSTITUTES	9/18/2024	9,758.85
400522	UNIVERSITY LANGUAGE	AUG24 INTERPRETING	9/25/2024	9,518.86
400266	CITY OF EDINA	VV 5/31-8/28/2024	9/18/2024	9,179.78
400316	LEXIA LEARNING SYST	FACILITATOR BUNDLE	9/18/2024	9,149.00
400261	AVAIL ACADEMY	NON PUBLIC TRANSPOR	9/18/2024	8,912.82
400500	SAVVAS LEARNING COM	ALGEBRA 1 GRD 8/9	9/25/2024	8,760.00
400138	VOYAGER SOPRIS LEAR	170641 TRK BOOK C	9/4/2024	8,724.60
400296	INTERMEDIATE DISTRI	TRANS DISABLED	9/18/2024	8,626.38
400296	INTERMEDIATE DISTRI	TRANS DISABLED	9/18/2024	8,626.38
400296	INTERMEDIATE DISTRI	TRANS DISABLED	9/18/2024	8,626.38
400513	TEACHERS ON CALL, A	VV - SUBSTITUTES	9/25/2024	8,533.35
400263	CENGAGE LEARNING	EL - EHS CURRICULUM	9/18/2024	8,250.00
400477	MPS, C/O BEDFORD, F	AP STATS	9/25/2024	8,250.00
400138	VOYAGER SOPRIS LEAR	170632 TRK BOOK A	9/4/2024	8,020.00
400437	INTERMEDIATE DISTRI	HTP-GEN ED	9/25/2024	7,884.58
400269	CRAWFORD DOOR SALES	CS 2023 ADDITION 08	9/18/2024	7,853.50
400243	XCEL ENERGY	CS 7/23-8/21/24	9/11/2024	7,807.23
400243	XCEL ENERGY	CC 7/23-8/21/24	9/11/2024	7,646.55
400153	BOLTON & MENK INC	ECC - TENNIS COURTS	9/11/2024	7,475.00
400394	BREAKAWAY ACADEMY	NON PUBLIC TRANSPOR	9/25/2024	7,455.09
400179	H&B SPECIALIZED PRO	GYM AC REPAIRS	9/11/2024	7,449.00
400362	TEACHERS ON CALL, A	VV - SUBSTITUTES	9/18/2024	7,069.20
400161	CHESS & STRATEGY GA	MN FAIR FOODS	9/11/2024	6,909.00
400243	XCEL ENERGY	HL 7/24-8/22/24	9/11/2024	6,849.04
400513	TEACHERS ON CALL, A	CS - SUBSTITUTES	9/25/2024	6,830.55
400243	XCEL ENERGY	CV 7/23-8/21/24	9/11/2024	6,658.42
400237	TEACHERS ON CALL, A	VV - SUBSTITUTES	9/11/2024	6,649.95
400243	XCEL ENERGY	ND 7/23-8/21/24	9/11/2024	6,405.04
400402	CHARTWELLS DINING S	EQUIPMENT PURCHASES	9/25/2024	6,233.81
400104	MEDCO SUPPLY	TSCHIDA SUPPLIES	9/4/2024	6,119.56
400463	MCGRAW-HILL SCHOOL	ALEKS SUBSC (OPTION	9/25/2024	6,027.50
400350	RUSSELL SECURITY RE	EHS - DOOR HARDWARE	9/18/2024	5,950.00
400140	95 PERCENT GROUP LL	RAP SUBSCRIPTION	9/11/2024	5,810.00
400435	INSPEC INC	EHS 2024 REROOFING	9/25/2024	5,721.00
400237	TEACHERS ON CALL, A	SV - SUBSTITUTES	9/11/2024	5,643.75
400337	NASSEFF MECHANICAL	CS 2023 ADDITION 21	9/18/2024	5,643.29
400513	TEACHERS ON CALL, A	CC - SUBSTITUTES	9/25/2024	5,398.65
400296	INTERMEDIATE DISTRI	HTP-GEN ED	9/18/2024	5,388.12
400296	INTERMEDIATE DISTRI	HTP-GEN ED	9/18/2024	5,388.12
400296	INTERMEDIATE DISTRI	HTP-GEN ED	9/18/2024	5,388.12
400296	INTERMEDIATE DISTRI	LONG TERM FACILITIE	9/18/2024	5,345.37

Check No.	Vendor	Description	Date	Amount
400296	INTERMEDIATE DISTRI	LONG TERM FACILITIE	9/18/2024	5,345.37
400296	INTERMEDIATE DISTRI	LONG TERM FACILITIE	9/18/2024	5,345.37
400500	SAVVAS LEARNING COM	GEOMATRY GRD 7 ACCL	9/25/2024	5,310.00
400367	TRIMARK MARLINN LLC	EHS - COMBO OVEN	9/18/2024	5,304.00
400080	CHESS & STRATEGY GA	CHEMISTRY/CHESS CAM	9/4/2024	5,257.00
400144	ALLEGRA EDEN PRAIRI	B2S PRINT ORDER	9/11/2024	5,237.00
400478	MSP COMMUNICATIONS	MSP MAGAZINE AD	9/25/2024	5,195.00
400067	ADVANCED IMAGING SO	LEASE 09.08 0728562	9/4/2024	5,184.00
400380	ADVANCED IMAGING SO	LEASE 10.08 0728562	9/25/2024	5,184.00
400513	TEACHERS ON CALL, A	SV - SUBSTITUTES	9/25/2024	5,160.00
400435	INSPEC INC	EHS 2025 REROOFING	9/25/2024	5,000.00
400362	TEACHERS ON CALL, A	SV - SUBSTITUTES	9/18/2024	4,972.95
400077	CENGAGE LEARNING	K12 EPACK HUMAN GEO	9/4/2024	4,965.00
400513	TEACHERS ON CALL, A	HL - SUBSTITUTES	9/25/2024	4,947.15
400513	TEACHERS ON CALL, A	CV - SUBSTITUTES	9/25/2024	4,876.20
400279	FRASER CHILD AND FA	AUG24 CONSULTATIONS	9/18/2024	4,851.00
400138	VOYAGER SOPRIS LEAR	170641 TRK BOOK C	9/4/2024	4,812.00
400513	TEACHERS ON CALL, A	ND - SUBSTITUTES	9/25/2024	4,740.75
400266	CITY OF EDINA	CV 5/29-8/27/2024	9/18/2024	4,680.75
400362	TEACHERS ON CALL, A	HL - SUBSTITUTES	9/18/2024	4,650.45
400410	DASH SPORTS LLC	NFL FLAG FOOTBALL	9/25/2024	4,650.00
400240	THE STEPPING STONES	SPED TEACHER - T.O.	9/11/2024	4,625.00
400513	TEACHERS ON CALL, A	CN - SUBSTITUTES	9/25/2024	4,618.20
400350	RUSSELL SECURITY RE	EHS - KEY CYLINDERS	9/18/2024	4,600.00
400238	TEACHING STRATEGIES	GOLD ONLINE ASSESSM	9/11/2024	4,580.00
400492	RADAR CONSULTING LL	STAFF RECRUITING	9/25/2024	4,500.00
400147	ARVIG	SEP24 DW PHONES	9/11/2024	4,458.13
400362	TEACHERS ON CALL, A	CS - SUBSTITUTES	9/18/2024	4,450.50
400221	RESEARCH INSTITUTE	SMARTS LICENSE	9/11/2024	4,290.00
400293	INESE KRIEVANS	SUNBEAM MATERIAL RE	9/18/2024	4,205.00
400525	VERSATILE VEHICLES	GOLF CART BATTERY	9/25/2024	4,204.25
400173	FIDELITY SECURITY L	EMPLOYEE WITHHOLDIN	9/11/2024	4,156.69
400113	NORTHERN LIGHTS	9/28 HOMECOMING DJ	9/4/2024	4,150.00
400233	SLP TOOLKIT LLC	SLP TOOLKIT SUBSC	9/11/2024	4,050.00
400378	93 SKIP LLC	CN-AUG24 SOLAR PROD	9/25/2024	4,001.60
400183	IMAGINE LEARNING, L	SONDAY SYSTEM GRD 3	9/11/2024	3,975.00
400208	NATIONAL INSURANCE	COBRA/RETIREE	9/11/2024	3,957.64
400511	VERBATIM SOLUTIONS	HANDBOOK TRANSLATIO	9/25/2024	3,950.00
400120	PROVIDENCE ACADEMY	NON PUBLIC TRANSPOR	9/4/2024	3,933.73
400453	KINECT ENERGY, INC	SV - AUG24 SERVICE	9/25/2024	3,855.54
400266	CITY OF EDINA	CN 4/29-7/30/2024	9/18/2024	3,832.91
400296	INTERMEDIATE DISTRI	ALC-STABILIZATION F	9/18/2024	3,740.39
400296	INTERMEDIATE DISTRI	ALC-STABILIZATION F	9/18/2024	3,740.39
400296	INTERMEDIATE DISTRI	ALC-STABILAZATION F	9/18/2024	3,740.39
400453	KINECT ENERGY, INC	EHS - AUG24 SERVICE	9/25/2024	3,714.08
400207	MULTILINGUAL WORD I	AUG24 TRANSLATIONS	9/11/2024	3,610.25
400301	IZAACK WALTON LEAGUE	GREEN CREW ADV	9/18/2024	3,593.55
400138	VOYAGER SOPRIS LEAR	393473 WRITING GRD	9/4/2024	3,582.00
400138	VOYAGER SOPRIS LEAR	393481 WRITING GRD	9/4/2024	3,582.00
400266	CITY OF EDINA	BUS 4/29-7/29/2024	9/18/2024	3,570.89
400237	TEACHERS ON CALL, A	CS - SUBSTITUTES	9/11/2024	3,547.50
400372	WASTE MANAGEMENT OF	EHS - SEP24 SERVICE	9/18/2024	3,528.03
400125	SCHOLASTIC INC	24-25 SCHOLASTIC SU	9/4/2024	3,503.70
400208	NATIONAL INSURANCE	VOL AD&D EMPLOYEE W	9/11/2024	3,489.20
400436	INTEREUM INC	PANTOSWING-LUPO CHA	9/25/2024	3,487.50
400246	ALLIED PRODUCTIONS	TACOS/TUNES EQUIPME	9/18/2024	3,454.20
400147	ARVIG	SEP24 DW INTERNET	9/11/2024	3,451.42
400360	SYNCH TEC LLC	HATS FOR KIDS CLUB	9/18/2024	3,425.00
400362	TEACHERS ON CALL, A	CN - SUBSTITUTES	9/18/2024	3,418.50
400333	THE MUSIC MART	EUPHS	9/18/2024	3,390.00
400266	CITY OF EDINA	CS 4/30-7/29/2024	9/18/2024	3,387.88
400138	VOYAGER SOPRIS LEAR	298433 STUDENT SET	9/4/2024	3,325.00
400138	VOYAGER SOPRIS LEAR	298441 STUDENT SET	9/4/2024	3,325.00
400352	SCHOOL SERVICE EMPL	SEP13 SEIU PAYROLL	9/18/2024	3,304.38
400220	PROCARE THERAPY	8/30 - SCHOOL OT T.	9/11/2024	3,262.50
400433	HOUSE OF NOTE	CORE A34 3/4 CELLO	9/25/2024	3,225.00

Check No.	Vendor	Description	Date	Amount
400089	FIDDLERSHOP	MEZZO-FORTE CELLO	9/4/2024	3,200.00
400119	PROJECT LEAD THE WA	24-25 PLTW ENGINEER	9/4/2024	3,200.00
400362	TEACHERS ON CALL, A	CC - SUBSTITUTES	9/18/2024	3,199.20
400362	TEACHERS ON CALL, A	CV - SUBSTITUTES	9/18/2024	3,199.20
400118	PROCARE THERAPY	8/23 - SCHOOL OT	9/4/2024	3,197.25
400266	CITY OF EDINA	HL 4/29-7/29/2024	9/18/2024	3,143.22
400379	ACTIVE SOLUTIONS-PE	KAYAK, FISH, BEACH	9/25/2024	3,128.80
400116	PBC GURU LLC	24-25 BOOKBREAK MID	9/4/2024	3,120.00
400237	TEACHERS ON CALL, A	HL - SUBSTITUTES	9/11/2024	3,096.00
400237	TEACHERS ON CALL, A	CV - SUBSTITUTES	9/11/2024	3,096.00
400237	TEACHERS ON CALL, A	CC - SUBSTITUTES	9/11/2024	3,096.00
400510	SUNBELT STAFFING LL	9/14 SCHOOL NURSE	9/25/2024	3,082.50
400122	R.M. DREYLING CONST	2024 BAND BLEACHERS	9/4/2024	3,040.00
400126	SCHOOL SERVICE EMPL	AUG30 SEIU PAYROLL	9/4/2024	3,012.45
400197	MCGRAW-HILL SCHOOL	OPDL PROF LEARNING	9/11/2024	3,000.00
400266	CITY OF EDINA	CC 5/29-8/27/2024	9/18/2024	2,933.37
400359	SUNBELT STAFFING LL	9/7 SCHOOL NURSE -	9/18/2024	2,925.00
400423	GENERAL PARTS LLC	COLD WELLS DEFLECTO	9/25/2024	2,919.40
400389	BENEFIT EXTRAS, INC	SEP24 HRA ADMIN	9/25/2024	2,906.75
400389	BENEFIT EXTRAS, INC	AUG24 HRA ADMIN	9/25/2024	2,899.05
400240	THE STEPPING STONES	SPED TEACHER - T.O.	9/11/2024	2,896.25
400310	KATH FUEL OIL SERVI	UNLEADED	9/18/2024	2,849.85
400451	KATH FUEL OIL SERVI	UNLEADED	9/25/2024	2,845.12
400138	VOYAGER SOPRIS LEAR	170683 TEACHER SET	9/4/2024	2,814.00
400435	INSPEC INC	HL - EXTERIOR WALL	9/25/2024	2,762.60
400163	CITY OF EDINA - POL	9/6 FOOTBALL SECURI	9/11/2024	2,760.00
400530	XCEL ENERGY	CN 7/27-8/22/24	9/25/2024	2,732.95
400134	TURNITIN LLC	TURNITIN ORIGINALIT	9/4/2024	2,700.00
400224	RIDDELL / ALL AMERI	FOOTBALL SHOULDER P	9/11/2024	2,694.00
400377	93 HOP LLC	BUS-AUG24 SOLAR PRO	9/25/2024	2,670.36
400372	WASTE MANAGEMENT OF	CS - SEP24 SERVICE	9/18/2024	2,656.84
400344	PROCARE THERAPY	9/6 SCHOOL OT - T.H	9/18/2024	2,610.00
400083	CUSHMAN MOTOR COMPA	VENTRAC PUMP	9/4/2024	2,583.86
400262	CAROLINE BROOKS WIL	SUMMER SWIM TEAM PR	9/18/2024	2,558.50
400496	RJ MECHANICAL INC	FLOOR DRAIN REPL	9/25/2024	2,440.00
400362	TEACHERS ON CALL, A	ELC/ECSE-SUBSTITUTE	9/18/2024	2,425.20
400364	THREE RIVERS PARK D	2025 LEADERS RESERV	9/18/2024	2,425.00
400335	NAC MECHANICAL & EL	AHU 4 REPAIR	9/18/2024	2,421.41
400157	BUSINESS ESSENTIALS	8.5X11 WHITE QTY 70	9/11/2024	2,415.00
400397	BUSINESS ESSENTIALS	8.5X11 WHITE QTY 70	9/25/2024	2,415.00
400069	AMSOIL INC	SYNTH TORQUE DRV AT	9/4/2024	2,407.52
400197	MCGRAW-HILL SCHOOL	ACHIEVE BOOST 1-YR	9/11/2024	2,400.00
400315	LANGUAGE LINE SERVI	AUG24 INTERPRETING	9/18/2024	2,396.24
400152	BMSI - BUILDING MAT	BATHROOM DRYERS	9/11/2024	2,391.48
400138	VOYAGER SOPRIS LEAR	393490 WRITING GRD	9/4/2024	2,388.00
400158	CATHERINE EARLEY	BODY SHAPE CLASS	9/11/2024	2,386.00
400138	VOYAGER SOPRIS LEAR	298417 STUDENT SET	9/4/2024	2,375.00
400138	VOYAGER SOPRIS LEAR	298425 STUDENT SET	9/4/2024	2,375.00
400138	VOYAGER SOPRIS LEAR	170667 TEACHER SET	9/4/2024	2,345.00
400259	BSN SPORTS, LLC	BANDS FOR WELLNESS	9/18/2024	2,336.69
400309	KAETHE BIRKNER	SUMMER BALLET/PILAT	9/18/2024	2,308.60
400368	TRUE N FAIR TREE CA	DW - TREE REMOVAL	9/18/2024	2,300.00
400267	COMMERCIAL INFRASTR	EHS - AV WIRING	9/18/2024	2,285.00
400330	MN STATE HIGH SCHOO	24-25 MEMBERSHIP DU	9/18/2024	2,250.00
400187	IXL LEARNING	SITE LICENSE: MATH/	9/11/2024	2,250.00
400500	SAVVAS LEARNING COM	SHIPPING/HANDLING	9/25/2024	2,215.90
400301	IZAACK WALTON LEAGUE	FIN GRANT: GREEN CR	9/18/2024	2,206.45
400310	KATH FUEL OIL SERVI	UNLEADED	9/18/2024	2,201.55
400155	BSN SPORTS, LLC	GRLS TRACK UNIFORMS	9/11/2024	2,187.49
400165	COMMERCIAL INFRASTR	PRESS BOX CAMERAS	9/11/2024	2,165.00
400103	LUMEN TECHNOLOGIES	DW - SEP24 SERVICES	9/4/2024	2,162.17
400433	HOUSE OF NOTE	CORE A34 4/4 CELLO	9/25/2024	2,150.00
400072	BAUER BUILT INC	TIRES	9/4/2024	2,132.00
400453	KINECT ENERGY, INC	VV - AUG24 SERVICE	9/25/2024	2,113.66
400243	XCEL ENERGY	CN 5/22-6/23/24	9/11/2024	2,051.42
400073	BRIN GLASS SERVICE	109-A BROKEN GLASS	9/4/2024	2,039.00

Check No.	Vendor	Description	Date	Amount
400416	EDINA DANCE TEAM	DANCE CAMP 613-B203	9/25/2024	2,000.00
400160	CESO COMMUNICATIONS	APR24 COMM SUPPORT	9/11/2024	1,950.00
400253	BAUER BUILT INC	TIRES	9/18/2024	1,948.80
400253	BAUER BUILT INC	TIRES	9/18/2024	1,948.80
400338	NORTHEAST METRO-ISD	JAN-JUN24 ACCESS FE	9/18/2024	1,920.00
400375	XCEL ENERGY	CN 6/23-7/27/2024	9/18/2024	1,892.45
400299	IWS - INNOVATIONAL	AUG24 WATER MGMT FE	9/18/2024	1,855.92
400398	CARLSON PRINTING CO	ECFE MAILER	9/25/2024	1,843.00
400163	CITY OF EDINA - POL	8/29 FOOTBALL SECUR	9/11/2024	1,840.00
400362	TEACHERS ON CALL, A	ND - SUBSTITUTES	9/18/2024	1,825.35
400138	VOYAGER SOPRIS LEAR	WRITING SESSION 1 D	9/4/2024	1,800.00
400201	METRO VOLLEYBALL OF	2024 B/JV/V OFFICIA	9/11/2024	1,800.00
400221	RESEARCH INSTITUTE	COACHING/CONSULTATI	9/11/2024	1,750.00
400327	MIDWEST SOUND AND S	TACOS AND TUNES STA	9/18/2024	1,700.00
400288	HOGLUND BUS COMPANY	EXHAUST BRAKE	9/18/2024	1,677.57
400237	TEACHERS ON CALL, A	ND - SUBSTITUTES	9/11/2024	1,677.00
400149	BAYADA HOME HEALTH	SCHOOL NURSE - D.S.	9/11/2024	1,653.50
400369	UNITED RENTALS (NOR	RIGHT SIDE BRAKE RE	9/18/2024	1,645.22
400437	INTERMEDIATE DISTRI	CAREER & TECH	9/25/2024	1,619.31
400138	VOYAGER SOPRIS LEAR	170624 TRK BOOK E	9/4/2024	1,604.00
400152	BMSI - BUILDING MAT	HAND DRYER REPAIR	9/11/2024	1,594.32
400372	WASTE MANAGEMENT OF	VV - SEP24 SERVICE	9/18/2024	1,580.87
400247	AMAZON CAPITAL SERV	SCIENCE ORDER	9/18/2024	1,578.07
400237	TEACHERS ON CALL, A	CN - SUBSTITUTES	9/11/2024	1,548.00
400332	MSEA -- MN SCHOOL E	SEP13 MSEA PAYROLL	9/18/2024	1,541.61
400372	WASTE MANAGEMENT OF	SV - SEP24 SERVICE	9/18/2024	1,529.72
400076	CDW GOVERNMENT	24-25 EDU COLLAB	9/4/2024	1,500.00
400263	CENGAGE LEARNING	EL - EHS CURRICULUM	9/18/2024	1,500.00
400435	INSPEC INC	CN - EXTERIOR WALL	9/25/2024	1,500.00
400371	WABASHA STREET CAVE	10/4 TROLL TOUR	9/18/2024	1,500.00
400237	TEACHERS ON CALL, A	ELC/ECSE-SUBSTITUTE	9/11/2024	1,489.95
400502	SDI INNOVATIONS INC	DATEBOOKS	9/25/2024	1,482.96
400254	BAYADA HOME HEALTH	SCHOOL NURSE - MULT	9/18/2024	1,457.00
400258	BRANDABILITY MINNES	LANYARDS FOR DISTRI	9/18/2024	1,455.00
400222	RICHFIELD BUS COMPA	6/27 MOTOR COACH RE	9/11/2024	1,450.00
400154	BRAUN INTERTEC CORP	CS ADDITION - TESTI	9/11/2024	1,425.50
400138	VOYAGER SOPRIS LEAR	298450 STUDENT SET	9/4/2024	1,425.00
400138	VOYAGER SOPRIS LEAR	298468 STUDENT SET	9/4/2024	1,425.00
400149	BAYADA HOME HEALTH	SCHOOL NURSE - MULT	9/11/2024	1,411.00
400372	WASTE MANAGEMENT OF	ECC - SEP24 SERVICE	9/18/2024	1,402.00
400433	HOUSE OF NOTE	EASTMAN VA80 14"	9/25/2024	1,400.00
400214	OWENS COMPANIES INC	CHILLER TROUBLESHOO	9/11/2024	1,394.46
400200	METRO ELEVATOR	SEP24 ELEVATOR SERV	9/11/2024	1,392.83
400138	VOYAGER SOPRIS LEAR	325112 REWARDS SEC	9/4/2024	1,380.00
400157	BUSINESS ESSENTIALS	8.5X11 WHITE QTY 40	9/11/2024	1,380.00
400260	BUSINESS ESSENTIALS	8.5X11 WHITE QTY 40	9/18/2024	1,380.00
400260	BUSINESS ESSENTIALS	8.5X11 WHITE QTY 40	9/18/2024	1,380.00
400260	BUSINESS ESSENTIALS	8.5X11 WHITE QTY 40	9/18/2024	1,380.00
400397	BUSINESS ESSENTIALS	8.5X11 X9 WHITE QTY	9/25/2024	1,380.00
400278	FLICEK WELDING	VV - ROOF STAIRS/LA	9/18/2024	1,375.00
400513	TEACHERS ON CALL, A	ELC/ECSE-SUBSTITUTE	9/25/2024	1,354.50
400389	BENEFIT EXTRAS, INC	SEP24 HSA ADMIN	9/25/2024	1,343.65
400389	BENEFIT EXTRAS, INC	AUG24 HSA ADMIN	9/25/2024	1,343.65
400254	BAYADA HOME HEALTH	SCHOOL NURSE - MULT	9/18/2024	1,339.00
400260	BUSINESS ESSENTIALS	8.5X11 GOLD QTY 24	9/18/2024	1,303.20
400192	LAKESHORE LEARNING	FOLD & ROLL STORAGE	9/11/2024	1,299.00
400432	HORIZON COMMERCIAL	POOL CHEMICALS	9/25/2024	1,286.80
400453	KINECT ENERGY, INC	ECC - AUG24 SERVICE	9/25/2024	1,265.87
400376	ZOHO CORPORATION	24-25 MANAGEENGINE	9/18/2024	1,258.20
400289	HUB INTERNATIONAL M	9TH COVERAGE INSUR	9/18/2024	1,250.00
400296	INTERMEDIATE DISTRI	CAREER & TECH	9/18/2024	1,242.05
400296	INTERMEDIATE DISTRI	CAREER & TECH	9/18/2024	1,242.05
400296	INTERMEDIATE DISTRI	CAREER & TECH	9/18/2024	1,242.05
400112	NASCO EDUCATION LLC	50-SHELF DRYING RAC	9/4/2024	1,240.00
400112	NASCO EDUCATION LLC	50-SHELF DRYING RAC	9/4/2024	1,240.00
V20306	TROY STEIN	IPHONE PURCHASE	9/4/2024	1,229.76

Check No.	Vendor	Description	Date	Amount
400076	CDW GOVERNMENT	24-25 COLLAB SEATS	9/4/2024	1,200.00
400153	BOLTON & MENK INC	HL - PLAYGROUND	9/11/2024	1,200.00
V20382	JODY L REMSING	IPHONE 16 PURCHASE	9/25/2024	1,200.00
400138	VOYAGER SOPRIS LEAR	393502 WRITING GRD	9/4/2024	1,194.00
400372	WASTE MANAGEMENT OF	CC - SEP24 SERVICE	9/18/2024	1,192.93
400453	KINECT ENERGY, INC	HL - AUG24 SERVICE	9/25/2024	1,176.59
400245	ALLEGRA EDEN PRAIRI	ALADDIN T-SHIRTS	9/18/2024	1,137.15
400229	SET - THE MULCH STO	CC - MULCH	9/11/2024	1,135.00
400229	SET - THE MULCH STO	ECC - MULCH	9/11/2024	1,135.00
400129	TEACHERS ON CALL, A	EHS- SUBSTITUTES	9/4/2024	1,128.75
400321	MATH ADVANTAGE TUT	ACT TUTORING	9/18/2024	1,120.00
400225	RJ MECHANICAL INC	RTU1 REPAIR	9/11/2024	1,113.00
400439	IWS - INNOVATIONAL	55 GAL DRUM GLYCOL	9/25/2024	1,103.67
400239	THE MATH LEARNING C	3BINTS1 BRIDGES INT	9/11/2024	1,100.00
400361	SYN-TECH SYSTEMS	24-25 FUELMASTER RE	9/18/2024	1,100.00
400453	KINECT ENERGY, INC	CS - AUG24 SERVICE	9/25/2024	1,097.06
400077	CENGAGE LEARNING	SHIPPING/HANDLING	9/4/2024	1,092.90
400372	WASTE MANAGEMENT OF	ROLL OFF FOR ELC	9/18/2024	1,090.95
400260	BUSINESS ESSENTIALS	8.5X11 BLUE QTY 20	9/18/2024	1,087.20
400260	BUSINESS ESSENTIALS	8.5X11 GOLD QTY 15	9/18/2024	1,087.20
400312	KJ BRANDING	OFFICE GRAPHICS - N	9/18/2024	1,075.00
400138	VOYAGER SOPRIS LEAR	SHIPPING/HANDLING	9/4/2024	1,074.60
V20354	JENNIFER M CARTER	IPHONE 16 PURCHASE	9/25/2024	1,074.00
400463	MCGRAW-HILL SCHOOL	NUMBER WORLDS LVL H	9/25/2024	1,058.81
400234	SQUIRES, WALDSPURGE	LEGAL SERV: MISC	9/11/2024	1,055.50
400404	CHUX SCREEN PRINTIN	CHORALE BOREALE SHI	9/25/2024	1,054.00
400433	HOUSE OF NOTE	EASTMAN VA80 13"	9/25/2024	1,050.00
400129	TEACHERS ON CALL, A	ND- SUBSTITUTES	9/4/2024	1,032.00
400082	CONTINENTAL CLAY	POTTERY WHEEL REPAI	9/4/2024	1,029.00
400438	ISAIAH AND/OR HANNA	SEP24 MILEAGE	9/25/2024	1,025.10
400296	INTERMEDIATE DISTRI	ALC	9/18/2024	1,024.78
400296	INTERMEDIATE DISTRI	ALC	9/18/2024	1,024.78
400296	INTERMEDIATE DISTRI	ALC	9/18/2024	1,024.78
400436	INTEREUM INC	INSTALLATION SERVIC	9/25/2024	1,002.79
400216	PLASTIC BAG MART	CC - COMPOST BAGS	9/11/2024	999.50
400216	PLASTIC BAG MART	SV - COMPOST BAGS	9/11/2024	999.50
400216	PLASTIC BAG MART	ECC - COMPOST BAGS	9/11/2024	999.50
400216	PLASTIC BAG MART	EHS - COMPOST BAGS	9/11/2024	999.50
400249	ASTLEFORD INTERNATI	DIAGNOSTIC SOFTWARE	9/18/2024	991.76
400453	KINECT ENERGY, INC	CC - AUG24 SERVICE	9/25/2024	989.05
400227	SCHOOL SPECIALTY, L	ART SUPPLIES	9/11/2024	985.83
400320	MASSP -MN ASSOC OF	24-25 MEMBERSHIP -	9/18/2024	984.00
400320	MASSP -MN ASSOC OF	24-25 MEMBERSHIP -	9/18/2024	984.00
400320	MASSP -MN ASSOC OF	24-25 MEMBERSHIP -	9/18/2024	984.00
400318	LOCAL LLC	1/3 PAGE SQUARE AD	9/18/2024	980.00
400491	PROPIO LANGUAGE SER	AUG24 INTERPRETING	9/25/2024	972.50
400348	RJ MECHANICAL INC	ROOF DRAIN INSULATI	9/18/2024	971.75
400306	JOHN A DALSIN & SON	RTU/METAL COPING RE	9/18/2024	968.67
400521	ULINE	24X36" CORRUGATED	9/25/2024	965.18
400322	MCGRAW-HILL SCHOOL	ALEKS 6-12 MATH SUB	9/18/2024	964.40
400093	HAWKINS INC	VACUUM SOLENOID	9/4/2024	964.13
400524	VENT GUYS INC	DRYER VENT CLEANING	9/25/2024	945.60
400387	BATTERIES R US	FIRE PANEL BATTERIE	9/25/2024	939.84
400414	DUCKY SCREEN PRINTI	HL CHOIR T-SHIRTS	9/25/2024	939.50
400187	IXL LEARNING	SITE LICENSE: MATH	9/11/2024	938.00
400074	BSI MECHANICAL INC	HEATER IGNITION	9/4/2024	935.00
400411	DEPARTMENT OF HUMAN	SFY 24 IEP ADMIN FE	9/25/2024	926.00
400383	ALLEGRA EDINA	HALL PASS SLIPS	9/25/2024	915.53
400227	SCHOOL SPECIALTY, L	ART INSTRUCTIONAL	9/11/2024	908.14
400101	KINECT ENERGY, INC	SEP24 ENERGY MGMT F	9/4/2024	902.00
400121	PTM DOCUMENT SYSTEM	CHECK STOCK	9/4/2024	890.00
400320	MASSP -MN ASSOC OF	24-25 MEMBERSHIP -	9/18/2024	885.00
400320	MASSP -MN ASSOC OF	24-25 MEMBERSHIP -	9/18/2024	885.00
400213	ORKIN COMMERCIAL SE	DW - JUL24 SERVICES	9/11/2024	880.00
400486	ORKIN COMMERCIAL SE	DW - AUG24 SERVICES	9/25/2024	880.00
400391	BILL CARROLL PAINTI	DMTS DEPT PAINTING	9/25/2024	879.00

Check No.	Vendor	Description	Date	Amount
400498	ROTO-ROOTER	DRAIN CLEANING	9/25/2024	864.00
400500	SAVVAS LEARNING COM	MY VIRTUAL CHILD (2	9/25/2024	855.60
400372	WASTE MANAGEMENT OF	CN - SEP24 SERVICE	9/18/2024	832.07
400357	SIGNUM SIGNS AND GR	NEW ROOM PLATES	9/18/2024	826.00
400260	BUSINESS ESSENTIALS	8.5X11 PINK QTY 20	9/18/2024	814.50
400175	GENERAL PARTS LLC	EHS-DISHWASHER CURT	9/11/2024	811.61
400428	GROTH MUSIC COMPANY	BAND MUSIC	9/25/2024	811.00
400167	CRETIN-DERHAM HALL	NON PUBLIC TRANSPOR	9/11/2024	804.71
400226	SARA KOHN	EXEC FUNCTIONING DE	9/11/2024	800.00
400216	PLASTIC BAG MART	HL - COMPOST BAGS	9/11/2024	799.60
400397	BUSINESS ESSENTIALS	EHS - ADDTL PAPER	9/25/2024	795.46
400299	IWS - INNOVATIONAL	GYLCO L GALLON	9/18/2024	786.79
400192	LAKESHORE LEARNING	NATURAL ADJ TEACH T	9/11/2024	778.00
400109	MONTJOY ENTERPRISES	GCD MOBILE ENTERTA	9/4/2024	775.00
400129	TEACHERS ON CALL, A	CV- SUBSTITUTES	9/4/2024	774.00
400129	TEACHERS ON CALL, A	CC- SUBSTITUTES	9/4/2024	774.00
400209	NEW DOMINION SCHOOL	SPED STUDENT C&T: H	9/11/2024	772.74
400148	BARNES & NOBLE INC	BOOKS/ISLANDS OJIBW	9/11/2024	760.96
400244	YOUTH FRONTIERS INC	12/5 RETREAT DEPOSI	9/11/2024	750.00
400471	MINNEGLASS LLC	WINDSHIELD	9/25/2024	750.00
400494	REGENTS OF THE UNIV	5/14/24 BELL MUSUEM	9/25/2024	750.00
400271	CROSTOWN MECHANICA	HL - FREEZER REPAIR	9/18/2024	747.44
400242	ULINE	STORE RACKS	9/11/2024	726.30
400104	MEDCO SUPPLY	TSCHIDA SUPPLIES	9/4/2024	720.00
400236	SUNBELT STAFFING LL	8/31 SCHOOL NURSE	9/11/2024	720.00
400234	SQUIRES, WALDSPURGE	LEGAL SERV: S.S.S.	9/11/2024	715.00
400088	EMBI TEC	M3010 HUNTING INHER	9/4/2024	714.00
400192	LAKESHORE LEARNING	SHIPPING/HANDLING	9/11/2024	709.92
400294	INNOVATIVE OFFICE S	TABLE FOR CV	9/18/2024	705.10
400194	LRS PORTABLES LLC	KUHLMAN 8/23-9/19	9/11/2024	700.00
400482	NEW HAVOC DIGITAL P	2-DAY PHOTO SHOOT	9/25/2024	700.00
400354	SECURITY CONTROL SY	BROKEN ALARM PANEL	9/18/2024	699.12
400225	RJ MECHANICAL INC	RTU1 REPAIR	9/11/2024	697.00
400467	MEYER INK SCREEN PR	EDINA CHEER T-SHIRT	9/25/2024	695.10
400415	EDUCATORS BENEFIT C	403(B) ADMIN&COMP F	9/25/2024	691.98
400227	SCHOOL SPECIALTY, L	ART INSTRUCTIONAL	9/11/2024	687.29
400123	REALLY GOOD STUFF L	GRD 1 SUPPLIES	9/4/2024	685.47
400372	WASTE MANAGEMENT OF	HL - SEP24 SERVICE	9/18/2024	672.54
400505	SIGNATURE CONCEPTS	STAFF T-SHIRTS - NA	9/25/2024	672.00
400419	ELSMORE SWIM SHOP	GRLS SWIM CAPS	9/25/2024	662.40
400241	TIME FOR KIDS	24-25 SUBSCRIPTIONS	9/11/2024	643.50
400273	DRAIN PRO PLUMBING	DRAIN AUGER 3RD FF	9/18/2024	640.00
V20343	SONYA LEIGH SAILER	MASPA CONF HOTEL FE	9/18/2024	639.12
400373	WEST MUSIC COMPANY	ITEM 260087 (5)	9/18/2024	637.45
400396	BSN SPORTS, LLC	FOOTBALL MARKERS	9/25/2024	630.00
400151	BEYOND THE NOTES MU	2025 ENSEMBLE TRIP	9/11/2024	625.00
400256	BEYOND THE NOTES MU	2025 REGISTRATION O	9/18/2024	625.00
400312	KJ BRANDING	OFFICE GRAPHICS - M	9/18/2024	625.00
400154	BRAUN INTERTEC CORP	EHS MECHANICAL	9/11/2024	617.50
400372	WASTE MANAGEMENT OF	CV - SEP24 SERVICE	9/18/2024	612.28
400433	HOUSE OF NOTE	EASTMAN VL80 3/4 VI	9/25/2024	610.00
V20329	NGUYEN DANG	TRAINING HOTEL FEE	9/18/2024	608.14
400085	DAVID WEBB -- HOMER	AUG24 EXEC COACHING	9/4/2024	600.00
400097	ITSAVVY LLC	SCREEN DEDUCTIBLES	9/4/2024	600.00
400204	MN STATE HIGH SCHOO	LEAGUE REGISTRATION	9/11/2024	600.00
400412	DISCOUNT SCHOOL SUP	CUBBY STORAGE	9/25/2024	599.99
400216	PLASTIC BAG MART	CN - COMPOST BAGS	9/11/2024	599.70
400526	VOYAGER SOPRIS LEAR	393473 STEP UP TO	9/25/2024	597.00
400526	VOYAGER SOPRIS LEAR	303481 STEP UP TO	9/25/2024	597.00
400526	VOYAGER SOPRIS LEAR	393490 STEP UP TO	9/25/2024	597.00
400527	WEST 44TH STREET GR	EXPERIENCE NEWSLETT	9/25/2024	595.00
400373	WEST MUSIC COMPANY	ITEM 202167 (1)	9/18/2024	582.25
400211	ODP BUSINESS SOLUTI	GRADE 1 SUPPLIES	9/11/2024	574.82
400406	CONTINENTAL CLAY	ITEM CCBS CLAY 100	9/25/2024	559.10
400370	VARSITY SPIRIT FASH	CHEER TOPS/SKIRTS	9/18/2024	550.20
400453	KINECT ENERGY, INC	CN - AUG24 SERVICE	9/25/2024	537.71

Check No.	Vendor	Description	Date	Amount
400172	FACTORY MOTOR PARTS	BATTERIES (MULTI)	9/11/2024	536.15
400129	TEACHERS ON CALL, A	CS- SUBSTITUTES	9/4/2024	516.00
400129	TEACHERS ON CALL, A	HL- SUBSTITUTES	9/4/2024	516.00
400192	LAKESHORE LEARNING	CHAIRS RED 11.5	9/11/2024	509.94
400192	LAKESHORE LEARNING	CHAIRS BLUE 11.5	9/11/2024	509.94
400192	LAKESHORE LEARNING	CHARIS GREEN 11.5	9/11/2024	509.94
400333	THE MUSIC MART	BRACED SNARE	9/18/2024	509.70
400446	JESSEN PRESS INC	A-9 ENVELOPES	9/25/2024	505.00
400098	JESSEN PRESS INC	SWIM RECORD UPDATES	9/4/2024	504.50
400098	JESSEN PRESS INC	SWIM RECORD UPDATES	9/4/2024	504.50
400311	KELLE WALSTEAD	VOICE/PIANO LESSONS	9/18/2024	504.00
400186	ITSAVVY LLC	SCREEN DEDUCTIBLES	9/11/2024	500.00
400187	IXL LEARNING	SITE LICENSE: 9-12	9/11/2024	500.00
400290	HUMAN RELATIONS MED	PUBERTY WORKSHOP	9/18/2024	500.00
400216	PLASTIC BAG MART	VV - COMPOST BAGS	9/11/2024	499.75
400216	PLASTIC BAG MART	CV - COMPOST BAGS	9/11/2024	499.75
400480	NAC MECHANICAL & EL	CHILLER #1&2 REPAIR	9/25/2024	498.00
400166	COMMERCIAL KITCHEN	EHS - OVEN STARTUP	9/11/2024	495.00
400334	MYSTERY SCIENCE	2ND GRD PACK	9/18/2024	495.00
400349	ROBERT B HILL CO	WATER SOFTENER SALT	9/18/2024	491.53
400094	HEALY AWARDS INC	FOOTBALL DECALS	9/4/2024	490.43
400263	CENGAGE LEARNING	SHIPPING/HANDLING	9/18/2024	487.50
400111	MSEA -- MN SCHOOL E	AUG30 MSEA PAYROLL	9/4/2024	484.84
400481	NATIONAL BALSA	BALSA WOOD SHEETS	9/25/2024	483.00
400470	MIKE'S SEPTIC SERVI	CONCESSIONS PUMP	9/25/2024	475.00
400268	CORNER BALLOON SHOP	HOMECOMING DECOR	9/18/2024	470.00
400138	VOYAGER SOPRIS LEAR	170704 TEACHER SET	9/4/2024	469.00
400444	JERRY'S PRINTING	COACELLO POSTERS	9/25/2024	465.00
400373	WEST MUSIC COMPANY	SHIPPING/HANDLING	9/18/2024	462.72
400365	TIME FOR KIDS	TIME FOR KIDS GRD 3	9/18/2024	462.00
400373	WEST MUSIC COMPANY	ITEM 540186 (2)	9/18/2024	461.70
400348	RJ MECHANICAL INC	WATER PIPING REPAIR	9/18/2024	454.25
400266	CITY OF EDINA	CV 5/29-8/27/2024	9/18/2024	449.47
400373	WEST MUSIC COMPANY	ITEM 202166 (1)	9/18/2024	442.00
400418	ELIZABETH POCH	INDIV PIANO LESSONS	9/25/2024	441.00
400341	PITNEY BOWES EASYPE	ECFE MAILER POSTAGE	9/18/2024	425.24
400281	FRIENDS OF THE GLOB	JUNE 20 - FOOD DEMO	9/18/2024	425.00
400281	FRIENDS OF THE GLOB	JUNE 17 - FOOD DEMO	9/18/2024	425.00
400108	MINNESOTA SYNCHRONE	LIFEGUARD RECERTIFI	9/4/2024	420.00
400245	ALLEGRA EDEN PRAIRI	SDL PRINT ORDER	9/18/2024	420.00
400280	FRESHPOINT BIX PROD	KC HL SNACKS	9/18/2024	417.40
400469	MIDWEST BUS PARTS I	REGULATOR & DRYER	9/25/2024	411.10
400401	CENTURYLINK	SV 09/01-09/30/24	9/25/2024	407.96
400142	ADVANCED IMAGING SO	ECC/DO 07/24	9/11/2024	401.63
V20316	SERINA L JOLIVETTE	ACDA SUMMER CONF	9/11/2024	400.00
400484	NSPA-NATIONAL SCHOL	24-25 YEARBOOK RENE	9/25/2024	397.00
400372	WASTE MANAGEMENT OF	ND - SEP24 SERVICE	9/18/2024	395.44
400389	BENEFIT EXTRAS, INC	AUG24 FLEX ADMIN	9/25/2024	389.15
400389	BENEFIT EXTRAS, INC	SEP24 FLEX ADMIN	9/25/2024	389.15
400282	GENERAL PARTS LLC	HL - BRASS VALVE BA	9/18/2024	388.32
400528	WILD RUMPUS BOOK ST	BOOKS FOR CC	9/25/2024	379.69
400420	FACTORY MOTOR PARTS	ALTERNATOR	9/25/2024	375.77
400373	WEST MUSIC COMPANY	ITEM 261015 (30)	9/18/2024	373.80
400087	EDUCATORS BENEFIT C	ACT PARTICIPANT FEE	9/4/2024	371.50
400381	ADVANCED POWER SERV	CHECK TRANS GENERAT	9/25/2024	370.00
400422	FRESHPOINT BIX PROD	KC CV SNACKS	9/25/2024	368.46
400081	COLLABORATIVE CLASS	GRADE 1 INSTRUCTION	9/4/2024	367.20
400215	PARALLEL TECHNOLOGI	SV DOOR 4 SERVICE	9/11/2024	365.92
400230	SHONTAE JONES	24-25 TEXTBOOK QUOT	9/11/2024	362.91
400445	JESSE BENSON	24-25 TEXTBOOK QUOT	9/25/2024	362.91
400308	JW PEPPER & SON INC	CHOIR MUSIC	9/18/2024	360.25
400479	MTI DISTRIBUTING IN	BLADE KIT	9/25/2024	359.79
400100	JW PEPPER & SON INC	CHOIR MUSIC	9/4/2024	359.49
400245	ALLEGRA EDEN PRAIRI	ALADDIN PROGRAMS	9/18/2024	358.25
400453	KINECT ENERGY, INC	BUS - AUG24 SERVICE	9/25/2024	358.22
400453	KINECT ENERGY, INC	ND - AUG24 SERVICE	9/25/2024	357.04

Check No.	Vendor	Description	Date	Amount
400068	AFFINITECH INC	CS VIEWBOARD PROJEC	9/4/2024	355.85
400334	MYSTERY SCIENCE	KINDERGARTEN PACK	9/18/2024	355.00
400211	ODP BUSINESS SOLUTI	GRD 1 SUPPLIES	9/11/2024	354.43
400431	HOBART SERVICE	VV-OVEN SERVICE CAL	9/25/2024	352.50
400431	HOBART SERVICE	CC-BAXTER OVEN REPA	9/25/2024	352.50
400223	RICHFIELD MINNOCO /	EQUIPMENT FUEL	9/11/2024	351.75
400288	HOGLUND BUS COMPANY	EMER DOOR/FUSE PANE	9/18/2024	348.78
400484	NSPA-NATIONAL SCHOL	NEWSPAPER RENEWAL	9/25/2024	347.00
400297	I-STATE TRUCK CENTE	SHAFT INPUT	9/18/2024	344.70
400501	SCHOOL SPECIALTY, L	BI-SILQUE MAGNETIC	9/25/2024	343.10
400255	BECKER'S SCHOOL SUP	OUTDOOR WATER RUNWA	9/18/2024	341.54
400499	RUSSELL SECURITY RE	DOOR TRIM	9/25/2024	340.00
400373	WEST MUSIC COMPANY	ITEM 200673 (1)	9/18/2024	339.96
400436	INTEREUM INC	BAR PULL PEDESTAL	9/25/2024	335.98
400135	ULINE	MOBILE SHELVING	9/4/2024	333.52
400283	GOLD MEDAL EMBROIDE	S.SERVICES T-SHIRTS	9/18/2024	332.93
400506	SIGNUM SIGNS AND GR	OFFICE WINDOW FILM	9/25/2024	330.00
400333	THE MUSIC MART	BRACED CYMBAL	9/18/2024	329.70
400115	ODP BUSINESS SOLUTI	OFFICE START UP SUP	9/4/2024	326.32
400157	BUSINESS ESSENTIALS	8.5X11 GOLD QTY 6	9/11/2024	325.80
400284	GRAINGER	TIRE VALVE/WHEEL WE	9/18/2024	323.44
400378	93 SKIP LLC	BUS-AUG24 SOLAR PRO	9/25/2024	320.80
400373	WEST MUSIC COMPANY	ITEM 261013 (30)	9/18/2024	319.80
400288	HOGLUND BUS COMPANY	HOSES	9/18/2024	316.25
400223	RICHFIELD MINNOCO /	EQUIPMENT FUEL	9/11/2024	314.21
400372	WASTE MANAGEMENT OF	ECC - ADDL DUMPSTER	9/18/2024	313.56
400121	PTM DOCUMENT SYSTEM	SHIPPING/HANDLING	9/4/2024	310.86
400453	KINECT ENERGY, INC	CV - AUG24 SERVICE	9/25/2024	310.41
400228	SDI INNOVATIONS INC	STUDENT PLANNERS	9/11/2024	310.01
V20351	EMMA BOURNONVILLE	EHS FRENCH INTERN P	9/25/2024	310.00
V20355	MELINE CHATAL-BARAT	ND FRENCH INTERN PA	9/25/2024	310.00
V20356	LOLA DUCLOUX-LEBON	ND FRENCH INTERN PA	9/25/2024	310.00
V20357	GREGOIRE DURAND	VV FRENCH INTERN PA	9/25/2024	310.00
V20358	THEO DURAND	ND FRENCH INTERN PA	9/25/2024	310.00
V20360	LAURINE EVEN	ND FRENCH INTERN PA	9/25/2024	310.00
V20361	CHIARA FERRY	ND FRENCH INTERN PA	9/25/2024	310.00
V20363	ELENA FONTEYNE	ND FRENCH INTERN PA	9/25/2024	310.00
V20364	JUDITH FOUQUET	EHS FRENCH INTERN P	9/25/2024	310.00
V20365	CAMILLE GEISLER	VV FRENCH INTERN PA	9/25/2024	310.00
V20366	SOLENE GOURC	ND FRENCH INTERN PA	9/25/2024	310.00
V20367	LOLA GOURCY	ND FRENCH INTERN PA	9/25/2024	310.00
V20369	CHLOE HEISSLER	ND FRENCH INTERN PA	9/25/2024	310.00
V20371	CHLOE KLEIN	ND FRENCH INTERN PA	9/25/2024	310.00
V20373	LENA LEBOURSICAUD	ND FRENCH INTERN PA	9/25/2024	310.00
V20374	LOLA MAFFEIS	EHS FRENCH INTERN P	9/25/2024	310.00
V20375	AUDREY MAUBARET	VV FRENCH INTERN PA	9/25/2024	310.00
V20376	JADE METZINGER	ND FRENCH INTERN PA	9/25/2024	310.00
V20377	INGRID MICHEL	ND FRENCH INTERN PA	9/25/2024	310.00
V20379	MATHILDE NOGUES	ND FRENCH INTERN PA	9/25/2024	310.00
V20380	ALICE PARISOT	ND FRENCH INTERN PA	9/25/2024	310.00
V20383	LEA ROUX	ND FRENCH INTERN PA	9/25/2024	310.00
V20384	LENA SAUVAGEON	ND FRENCH INTERN PA	9/25/2024	310.00
V20385	LOANE SENSACQ	ND FRENCH INTERN PA	9/25/2024	310.00
V20388	LEANE STEPHANT	ND FRENCH INTERN PA	9/25/2024	310.00
V20391	NOE VAGNE	ND FRENCH INTERN PA	9/25/2024	310.00
V20396	LAURINE ZILLIOX	ND FRENCH INTERN PA	9/25/2024	310.00
400192	LAKESHORE LEARNING	RED 60" KIDS ADJ	9/11/2024	309.00
400192	LAKESHORE LEARNING	GREEN 60" KIDS ADJ	9/11/2024	309.00
400192	LAKESHORE LEARNING	BLUE 60" KIDS ADJ	9/11/2024	309.00
400211	ODP BUSINESS SOLUTI	GRD K SUPPLIES	9/11/2024	308.20
400070	APADANA LLC	WATTSTOPER POWER PA	9/4/2024	305.45
400384	AMAZON CAPITAL SERV	GRD K SUPPLIES	9/25/2024	302.97
400300	IXL LEARNING	GRD 5 SCIENCE LICEN	9/18/2024	300.00
400482	NEW HAVOC DIGITAL P	PHOTO DECK VIDEO	9/25/2024	300.00
400446	JESSEN PRESS INC	FAST FACT BROCHURES	9/25/2024	296.00
400137	VIVACITY TECH PBC	MISPLACED CB	9/4/2024	294.00

Check No.	Vendor	Description	Date	Amount
400264	CENTURYLINK	VV 08/28-09/27/24	9/18/2024	290.80
400197	MCGRAW-HILL SCHOOL	PLSS ANNUAL FEE	9/11/2024	290.00
400203	MN HIGH SCHOOL VOLL	EDINA REGISTRATION	9/11/2024	290.00
400373	WEST MUSIC COMPANY	ITEM 301632 (2)	9/18/2024	288.98
400096	INGCO INTERNATIONAL	PRE-APP LETTER TRAN	9/4/2024	288.69
400353	SCHOOL SPECIALTY, L	DRAWING PAPER 12X18	9/18/2024	285.90
400238	TEACHING STRATEGIES	PD TEACHER MEMBERSH	9/11/2024	285.00
400110	MPS, C/O BEDFORD, F	SHIPPING/HANDLING	9/4/2024	281.83
400345	PROFESSIONAL BEVERA	TRAINING RM: ICE MA	9/18/2024	281.25
400373	WEST MUSIC COMPANY	ITEM 201590 (1)	9/18/2024	280.46
400382	ALLEGRA EDEN PRAIRI	BEHAVIOR TICKETS	9/25/2024	280.00
400115	ODP BUSINESS SOLUTI	GRD K SUPPLIES	9/4/2024	279.51
400211	ODP BUSINESS SOLUTI	GRD 5 SUPPLIES	9/11/2024	275.88
400138	VOYAGER SOPRIS LEAR	325075 REWARDS PRT	9/4/2024	272.00
400157	BUSINESS ESSENTIALS	8.5X11 CANARY QTY 5	9/11/2024	271.80
400157	BUSINESS ESSENTIALS	8.5X11 BLUE QTY 5	9/11/2024	271.80
400157	BUSINESS ESSENTIALS	8.5X11 GREEN QTY 5	9/11/2024	271.80
400288	HOGLUND BUS COMPANY	SOLENOID (3)	9/18/2024	268.35
400193	LINEN EFFECTS LLC	HOMECOMING LINENS	9/11/2024	266.90
400358	SUMMIT FIRE PROTECT	SV - FE INSPECTION	9/18/2024	265.99
400115	ODP BUSINESS SOLUTI	STORAGE CABINET	9/4/2024	265.94
400473	MINNESOTA EQUIPMENT	BRAKE LINE	9/25/2024	264.48
400493	RANDI GRAVES	GSWIM: VARSITY INVI	9/25/2024	264.00
V20339	SHAWNEE L KRUEGER	DIABETIC SUPPLIES	9/18/2024	263.81
400397	BUSINESS ESSENTIALS	EHS - ADDTL PAPER	9/25/2024	263.70
400155	BSN SPORTS, LLC	GSOCCER EQUIPMENT	9/11/2024	262.50
400209	NEW DOMINION SCHOOL	REG STUDENT C&T: H.	9/11/2024	260.79
400401	CENTURYLINK	DO 09/01-09/30/24	9/25/2024	260.00
400363	TERMINAL SUPPLY CO	VARIOUS SHOP SUPPLI	9/18/2024	257.16
400373	WEST MUSIC COMPANY	ITEM 201586 (1)	9/18/2024	254.96
400428	GROTH MUSIC COMPANY	BAND MUSIC	9/25/2024	251.96
400182	HOGLUND BUS COMPANY	BELTS	9/11/2024	250.34
400514	TEACHING STRATEGIES	COACHING TO FIDELIT	9/25/2024	249.00
400143	AKANE ANNE BOWEN	24-25 TEXTBOOK QUOT	9/11/2024	241.94
400336	NAOMI KANGAS	24-25 TEXTBOOK QUOT	9/18/2024	241.94
400229	SET - THE MULCH STO	CC - TOP SOIL	9/11/2024	240.00
400229	SET - THE MULCH STO	ECC - TOP SOIL	9/11/2024	240.00
400229	SET - THE MULCH STO	CC - TOP SOIL	9/11/2024	240.00
400229	SET - THE MULCH STO	ECC - TOP SOIL	9/11/2024	240.00
400400	CATALYST SOURCING S	SUPP TRACK MON SUBS	9/25/2024	239.99
400373	WEST MUSIC COMPANY	ITEM 263854 (30)	9/18/2024	238.50
400171	ESTHER CONNOR	LUNCH ACCT REFUND	9/11/2024	238.30
400331	MRI SOFTWARE LLC	AUG24 BKGD CHECK: E	9/18/2024	238.00
400104	MEDCO SUPPLY	TSCHIDA SUPPLIES	9/4/2024	237.48
400171	ESTHER CONNOR	LUNCH ACCT REFUND	9/11/2024	236.85
400461	MASBO	2024 FALL CONFERENC	9/25/2024	235.00
400461	MASBO	2024 FALL CONFERENC	9/25/2024	235.00
400461	MASBO	2024 FALL CONFERENC	9/25/2024	235.00
400461	MASBO	2024 FALL CONFERENC	9/25/2024	235.00
400401	CENTURYLINK	ECC 09/01-09/30/24	9/25/2024	233.12
400401	CENTURYLINK	CC 09/01-09/30/24	9/25/2024	233.12
400155	BSN SPORTS, LLC	WATER BOTTLE/CARRIE	9/11/2024	232.90
400264	CENTURYLINK	EHS 08/28-09/27/24	9/18/2024	232.64
400358	SUMMIT FIRE PROTECT	EHS - FE INSPECTION	9/18/2024	229.61
400100	JW PEPPER & SON INC	BAND MUSIC	9/4/2024	227.99
V20348	LYNNEA K WEST	FRENCH BOOKS	9/18/2024	227.69
400413	DRAIN PRO PLUMBING	UNCLOG FLOOR URINAL	9/25/2024	225.00
400169	DELEGARD TOOL COMPA	PUMP	9/11/2024	221.85
400468	MIDWEST BAND INSTRU	FRENCH HORN/TUBA RE	9/25/2024	220.00
400223	RICHFIELD MINNOCO /	EQUIPMENT FUEL	9/11/2024	219.17
V20350	KRISTIN R BENNETT	SCHOOL SUPPLIES	9/25/2024	218.18
400104	MEDCO SUPPLY	TSCHIDA SUPPLIES	9/4/2024	217.71
400397	BUSINESS ESSENTIALS	8.5X11 CANARY QTY 4	9/25/2024	217.44
400136	UNIVERSITY LANGUAGE	8/6 INTERPRETATION	9/4/2024	216.18
400164	COLLABORATIVE CLASS	GRD 2 WRITING BOOKS	9/11/2024	216.00

Check No.	Vendor	Description	Date	Amount
400476	MONARCH WATCH	MONARCH REARING (4)	9/25/2024	216.00
400286	GROTH MUSIC COMPANY	BAND BOOKS	9/18/2024	212.16
400285	GRAINGER	EXHAUST FAN/CAPACIT	9/18/2024	211.30
400393	BLICK ART MATERIALS	ART SUPPLIES ORDER	9/25/2024	210.15
400387	BATTERIES R US	12 VOLT BATTERIES	9/25/2024	209.94
400346	RAINDROP IRRIGATION	ECC - TORO VALVE	9/18/2024	207.28
400346	RAINDROP IRRIGATION	DW - TORO VALVE	9/18/2024	207.27
V20337	ANGELA L KIEFFER	BACK TO SCHOOL EVEN	9/18/2024	205.62
V20390	ANN E THOLE	ACADEMIC BENCHMARK	9/25/2024	204.14
400347	RICHFIELD MINNOCO /	EQUIPMENT FUEL	9/18/2024	203.84
400388	BAYCOM INC	REPEATER INSPECTION	9/25/2024	202.50
400099	JH LARSON COMPANY	LIGHT BULBS	9/4/2024	201.78
V20340	PAUL MILLER	JUL-AUG24 MILEAGE	9/18/2024	200.73
400097	ITSAVVY LLC	SCREEN DEDUCTIBLES	9/4/2024	200.00
400270	CPI-CRISIS PREVENTI	MEMBERSHIP - K.S.	9/18/2024	200.00
400298	ITSAVVY LLC	SCREEN DEDUCTIBLES	9/18/2024	200.00
400216	PLASTIC BAG MART	CS - COMPOST BAGS	9/11/2024	199.90
V20370	CASEY A JERGENS	STUDENT SUPPLIES	9/25/2024	199.76
400192	LAKESHORE LEARNING	FLEX-SPACE COMFY LO	9/11/2024	199.00
400224	RIDDELL / ALL AMERI	FOOTBALL TOOL KIT	9/11/2024	195.50
400211	ODP BUSINESS SOLUTI	OFFICE START UP SUP	9/11/2024	194.70
400142	ADVANCED IMAGING SO	CREEK VALLEY 07/24	9/11/2024	193.75
400453	KINECT ENERGY, INC	ECC - AUG24 SERVICE	9/25/2024	193.14
400288	HOGLUND BUS COMPANY	SENSOR/GASKETS	9/18/2024	191.11
400114	OCCUPATIONAL MEDICI	DOT EXAM - T.J. / G	9/4/2024	190.00
400130	THE TESSMAN COMPANY	B&G - ROUNDUP	9/4/2024	188.08
400156	BUNKER HILLS GOLF C	BGOLF STATE PRACTIC	9/11/2024	188.00
V20319	CHRISTINE E MJOEN	INSTRUCTIONAL SUPPL	9/11/2024	187.57
400468	MIDWEST BAND INSTRU	TRUMPET REPAIRS	9/25/2024	185.00
400524	VENT GUYS INC	DRYER VENT REPAIR	9/25/2024	185.00
400178	GREATAMERICA FINANC	DO SEP24 POSTAGE MT	9/11/2024	184.95
400372	WASTE MANAGEMENT OF	BUS - SEP24 SERVICE	9/18/2024	184.44
400454	KULLY SUPPLY INC	NEW EXHAUST FAN MOT	9/25/2024	182.90
400190	KATHLEEN POVOLNY	PHOTO ORGANIZATION	9/11/2024	182.70
400420	FACTORY MOTOR PARTS	STARTER MOTOR	9/25/2024	181.00
400183	IMAGINE LEARNING, L	SHIPPING/HANDLING	9/11/2024	180.50
400100	JW PEPPER & SON INC	ORCHESTRA MUSIC	9/4/2024	179.20
400526	VOYAGER SOPRIS LEAR	SHPPING/HANDLING	9/25/2024	179.10
400386	AREND GEURINK	FOOTBALL: MINNETONK	9/25/2024	178.00
400424	GERALD WITHERS	FOOTBALL: MINNETONK	9/25/2024	178.00
400385	ANDREW SNYDER	BHOCKEY: MISSED PMT	9/25/2024	177.00
400308	JW PEPPER & SON INC	ORCHESTRA MUSIC	9/18/2024	175.60
400079	CENTURYLINK	CV 08/10-09/09/24	9/4/2024	175.20
400194	LRS PORTABLES LLC	CV UNITS 8/23-9/19	9/11/2024	175.00
V20328	MICHELLE D BOGENER	MSSWA FALL CONF	9/18/2024	175.00
400401	CENTURYLINK	HL 09/01-09/30/24	9/25/2024	174.84
400401	CENTURYLINK	CS 09/01-09/30/24	9/25/2024	174.84
400401	CENTURYLINK	CN 09/01-09/30/24	9/25/2024	174.84
400145	AMAZON CAPITAL SERV	GOOD INSIDE GUIDE	9/11/2024	172.90
400142	ADVANCED IMAGING SO	VALLEY VIEW 07/24	9/11/2024	172.04
400211	ODP BUSINESS SOLUTI	CLASSROOM SUPPLIES	9/11/2024	170.95
400434	IDENTISYS INC	CARD PRINTER RIBBON	9/25/2024	169.62
400202	MIDAMERICA ADMIN &R	HRA ADMIN FEE 2Q24	9/11/2024	168.00
400211	ODP BUSINESS SOLUTI	GRD 3 SUPPLIES	9/11/2024	166.91
400353	SCHOOL SPECIALTY, L	CRAYOLA MARKER 256P	9/18/2024	166.38
400356	SIGN PRO	VINYL BUS NUMBERS	9/18/2024	166.01
400373	WEST MUSIC COMPANY	ITEM 202807 (1)	9/18/2024	165.75
400138	VOYAGER SOPRIS LEAR	SHIPPING/HANDLING	9/4/2024	165.20
400397	BUSINESS ESSENTIALS	8.5X11 GREEN QTY 3	9/25/2024	163.08
400397	BUSINESS ESSENTIALS	8.5X11 WHITE CS QTY	9/25/2024	162.40
400353	SCHOOL SPECIALTY, L	SHARPIE FINE POINT	9/18/2024	162.24
400373	WEST MUSIC COMPANY	ITEM 540185 (1)	9/18/2024	161.40
400308	JW PEPPER & SON INC	BAND MUSIC	9/18/2024	160.99
V20346	LESLIE STAGEBERG	CLASSROOM SUPPLIES	9/18/2024	160.09
400427	GREATAMERICA FINANC	SV SEP24 POSTAGE MT	9/25/2024	159.95
400465	MENARDS - EDEN PRAI	TSCHIDA SUPPLIES	9/25/2024	159.32

Check No.	Vendor	Description	Date	Amount
400427	GREATAMERICA FINANC	ECC SEP24 POSTAGE M	9/25/2024	159.00
400092	GRAINGER	TOILET PARTS	9/4/2024	158.48
400194	LRS PORTABLES LLC	EHS UNITS 8/12-9/19	9/11/2024	156.59
V20393	EMILY KRISTINE WAAG	SCHOOL SUPPLIES	9/25/2024	156.20
400142	ADVANCED IMAGING SO	HIGH SCHOOL 07/24	9/11/2024	154.51
400212	OPENTEXT INC	AUG24 FAX 2 MAIL SE	9/11/2024	152.49
400347	RICHFIELD MINNOCO /	EQUIPMENT FUEL	9/18/2024	151.52
400248	ANIMAL HUMANE SOCIE	8/15 STUDENT TOUR	9/18/2024	150.00
400275	EHS WHIGREAN	LIBRARY YEARBOOKS (9/18/2024	150.00
400308	JW PEPPER & SON INC	CHOIR MUSIC	9/18/2024	150.00
400328	MINNETONKA HIGH SCH	10/5 GRLS SWIM ENTR	9/18/2024	150.00
400346	RAINDROP IRRIGATION	BUS - REPAIR LEAK	9/18/2024	150.00
400178	GREATAMERICA FINANC	EHS SEP24 POSTAGE M	9/11/2024	149.95
400177	GOPHER STATE ONE-CA	AUG24 BILLABLE TICK	9/11/2024	149.85
400400	CATALYST SOURCING S	ON DEMAND/DMTS	9/25/2024	149.35
400400	CATALYST SOURCING S	ON DEMAND/ACTIVITIE	9/25/2024	149.35
400211	ODP BUSINESS SOLUTI	GRD 3 SUPPLIES	9/11/2024	147.75
400373	WEST MUSIC COMPANY	ITEM 265765 (10)	9/18/2024	144.50
400217	POPP BINDING & LAMI	LAMINATE FILM	9/11/2024	143.72
400353	SCHOOL SPECIALTY, L	DRAWING PAPER 9X12	9/18/2024	143.44
V20321	MEGAN B SCHNEIDER	JUL-AUG24 PARTC MIL	9/11/2024	142.91
400098	JESSEN PRESS INC	EPS #10 ENVELOPES	9/4/2024	141.00
V20307	NICOLE R SWOBODA	JUL-AUG24 MILEAGE	9/4/2024	140.97
400324	MENARDS - EDEN PRAI	BENCH GRINDER	9/18/2024	139.99
400324	MENARDS - EDEN PRAI	BENCH GRINDER	9/18/2024	139.99
V20336	EVAN V JOHNSON	JUN-AUG24 MILEAGE	9/18/2024	139.56
400102	LAKESHORE LEARNING	GRD 1 STUDENT SUPPL	9/4/2024	137.95
400517	TIME FOR KIDS	TIME FOR KIDS - B.D	9/25/2024	137.50
400517	TIME FOR KIDS	GRD K TIME FOR KIDS	9/25/2024	137.50
400517	TIME FOR KIDS	GRD K TIME FOR KIDS	9/25/2024	137.50
400517	TIME FOR KIDS	TIME FOR KIDS	9/25/2024	137.50
400107	MENARDS - RICHFIELD	PAINT SUPPLIES	9/4/2024	132.99
400397	BUSINESS ESSENTIALS	11X17 WHITE QTY 3	9/25/2024	132.45
400455	KYLE MACE	GSWIM: VARSITY INVI	9/25/2024	132.00
400518	TITAN MACHINERY - S	OIL FILTER	9/25/2024	131.90
400211	ODP BUSINESS SOLUTI	GRADE 1 SUPPLIES	9/11/2024	130.93
400106	MENARDS - EDEN PRAI	NUTS AND BOLTS	9/4/2024	130.91
400276	FACTORY MOTOR PARTS	RUBBERIZED UNDERCOA	9/18/2024	128.76
V20333	CHERYL B GUNNESS	STAFF WELCOME FOOD	9/18/2024	127.80
400130	THE TESSMAN COMPANY	CS - ROUNDUP	9/4/2024	127.48
400373	WEST MUSIC COMPANY	ITEM 205036 (30)	9/18/2024	126.30
400452	KIM PONCIUS	OPEN SEWING CLASS	9/25/2024	126.00
400395	BRETT HUFENDICK	FOOTBALL: EAGAN	9/25/2024	125.00
400399	CAROLYN DERKSEN	FOOTBALL: EAGAN	9/25/2024	125.00
400403	CHRISTOPHER HAUGEN	FOOTBALL: EAGAN	9/25/2024	125.00
400430	HENNEPIN THEATRE TR	SPOTLIGHT PRODUCTIO	9/25/2024	125.00
400447	JOHN MADSEN	FOOTBALL: E PRAIRIE	9/25/2024	125.00
400448	JOSEPH OLIVER	FOOTBALL: EAGAN	9/25/2024	125.00
400458	LUCAS KARNAS	FOOTBALL: E PRAIRIE	9/25/2024	125.00
400460	MARK RAHJA	FOOTBALL: EAGAN	9/25/2024	125.00
400520	TYLER VRIEZE	FOOTBALL: E PRAIRIE	9/25/2024	125.00
400529	WILLIAM BEAN	FOOTBALL: E PRAIRIE	9/25/2024	125.00
V20341	KARI L OPATZ-KARWOS	CLASSROOM SUPPLIES	9/18/2024	122.75
V20338	AMBER L KLAPHAKE	8/16-9/13 MILEAGE	9/18/2024	121.87
400170	ECM PUBLISHERS INC	JULY 8 REG MINUTES	9/11/2024	121.60
400191	KATIE TALAMANTES	24-25 TEXTBOOK QUOT	9/11/2024	120.97
400292	ILHAM ALI	24-25 TEXTBOOK QUOT	9/18/2024	120.97
V20323	ERIN ST. ORES	JUL-AUG24 PARTC MIL	9/11/2024	120.68
400280	FRESHPOINT BIX PROD	KC CS SNACKS	9/18/2024	120.05
400180	HAMMER SPORTS LLC	9/5 9TH VB OFFICIAL	9/11/2024	120.00
400287	HAMMER SPORTS LLC	9/12 9TH VB OFFICIA	9/18/2024	120.00
400489	PLEASANT VALLEY HIG	9/7 GRLS XC MEET	9/25/2024	120.00
400489	PLEASANT VALLEY HIG	9/7 BOYS XC MEET	9/25/2024	120.00
V20389	SHAUNA M TALLEY	NOTARY COMMISSION	9/25/2024	120.00
400412	DISCOUNT SCHOOL SUP	SHIPPING/HANDLING	9/25/2024	120.00
400465	MENARDS - EDEN PRAI	RAGS, POTTING MIX	9/25/2024	119.85

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400211	ODP BUSINESS SOLUTI	OFFICE START UP SUP	9/11/2024	119.43
400142	ADVANCED IMAGING SO	COUNTRYSIDE 07/24	9/11/2024	119.10
V20322	KORY M SMITH	AUG24 MILEAGE	9/11/2024	118.26
400396	BSN SPORTS, LLC	TSCHIDA SUPPLIES	9/25/2024	117.99
V20301	LAURA MAE SELBY NIE	ROCHESTER MILEAGE	9/4/2024	117.85
400087	EDUCATORS BENEFIT C	ACT BASE FEE	9/4/2024	114.44
400251	BARNES & NOBLE INC	WRITING REVOLUTION	9/18/2024	112.00
400123	REALLY GOOD STUFF L	GRD K SUPPLIES	9/4/2024	111.71
400092	GRAINGER	FUSES/PIPE INSULATI	9/4/2024	110.99
400373	WEST MUSIC COMPANY	ITEM 255131 (5)	9/18/2024	110.50
V20318	KIM M MISMASH	CLASSROOM SUPPLIES	9/11/2024	109.86
400128	STARFALL EDUCATION	GRD 1 INSTRUCTIONAL	9/4/2024	108.90
400397	BUSINESS ESSENTIALS	8.5X11 CANARY QTY 2	9/25/2024	108.72
400397	BUSINESS ESSENTIALS	8.5X11 BLUE QTY 2	9/25/2024	108.72
400397	BUSINESS ESSENTIALS	8.5X11 PINK QTY 2	9/25/2024	108.72
400133	TRI-STATE BOBCAT IN	WEED WACKER	9/4/2024	105.31
400308	JW PEPPER & SON INC	ORCHESTRA MUSIC	9/18/2024	105.00
V20342	CHERYL A PILCHER	CLASSROOM SUPPLIES	9/18/2024	104.43
V20310	LINUS P BENI	FRENCH BOOKS	9/11/2024	104.02
V20315	CASEY A JERGENS	INSTRUCTIONAL SUPPL	9/11/2024	103.83
400387	BATTERIES R US	BURNISHER BATTERY	9/25/2024	103.46
V20372	SARAH KRALL STEGEMA	SCHOOL SUPPLIES	9/25/2024	102.17
400156	BUNKER HILLS GOLF C	GGOLF STATE PRACTIC	9/11/2024	102.00
400422	FRESHPOINT BIX PROD	KC CN SNACKS	9/25/2024	101.75
400422	FRESHPOINT BIX PROD	KC CN SNACKS	9/25/2024	101.75
400373	WEST MUSIC COMPANY	ITEM 540073 (17)	9/18/2024	100.64
400097	ITSAVVY LLC	SCREEN DEDUCTIBLES	9/4/2024	100.00
400097	ITSAVVY LLC	SCREEN DEDUCTIBLES	9/4/2024	100.00
400097	ITSAVVY LLC	SCREEN DEDUCTIBLES	9/4/2024	100.00
400186	ITSAVVY LLC	SCREEN DEDUCTIBLES	9/11/2024	100.00
400186	ITSAVVY LLC	SCREEN DEDUCTIBLES	9/11/2024	100.00
400298	ITSAVVY LLC	SCREEN DEDUCTIBLES	9/18/2024	100.00
400106	MENARDS - EDEN PRAI	MISC REPAIR PARTS	9/4/2024	99.71
V20332	AMY J GILBERTSON-DO	FIRST DAY SNACKS, E	9/18/2024	99.48
400112	NASCO EDUCATION LLC	SHIPPING/HANDLING	9/4/2024	99.20
400112	NASCO EDUCATION LLC	SHIPPING/HANDLING	9/4/2024	99.20
400476	MONARCH WATCH	SHIPPING/HANDLING	9/25/2024	99.00
400325	METRO SALES INC	AUG24 ATHL COPIER	9/18/2024	98.00
400325	METRO SALES INC	SEP24 ATHL COPIER	9/18/2024	98.00
400100	JW PEPPER & SON INC	BAND MUSIC	9/4/2024	96.99
400428	GROTH MUSIC COMPANY	BAND MUSIC	9/25/2024	96.77
400373	WEST MUSIC COMPANY	ITEM 206645 (30)	9/18/2024	95.70
400131	TITAN MACHINERY - S	GASKET	9/4/2024	95.50
400114	OCCUPATIONAL MEDICI	DOT EXAM - B.B.	9/4/2024	95.00
400346	RAINDROP IRRIGATION	ECC - STUCK VALVE	9/18/2024	95.00
400100	JW PEPPER & SON INC	CHOIR MUSIC	9/4/2024	94.50
400280	FRESHPOINT BIX PROD	KC CN SNACKS	9/18/2024	90.45
400501	SCHOOL SPECIALTY, L	BOARD BULLETIN 36X2	9/25/2024	90.26
400091	GENERAL SECURITY SE	CC - PATROL STANDBY	9/4/2024	90.00
400091	GENERAL SECURITY SE	CN - PATROL STANDBY	9/4/2024	90.00
400091	GENERAL SECURITY SE	HL - PATROL STANDBY	9/4/2024	90.00
400091	GENERAL SECURITY SE	CS - PATROL STANDBY	9/4/2024	90.00
400091	GENERAL SECURITY SE	CV - PATROL STANDBY	9/4/2024	90.00
400091	GENERAL SECURITY SE	ECC - PATROL STANDB	9/4/2024	90.00
400091	GENERAL SECURITY SE	EHS - PATROL STANDB	9/4/2024	90.00
400091	GENERAL SECURITY SE	SV - PATROL STANDBY	9/4/2024	90.00
400091	GENERAL SECURITY SE	VV - PATROL STANDBY	9/4/2024	90.00
400091	GENERAL SECURITY SE	BUS - PATROL STANDB	9/4/2024	90.00
400189	JESSEN PRESS INC	GIRLS SWIM PLAQUE	9/11/2024	90.00
400426	GRAINGER	HOSE CLAMPS	9/25/2024	89.44
400075	CAROLINA BIOLOGICAL	DRIP SOLUTION	9/4/2024	88.80
400239	THE MATH LEARNING C	SHIPPING/HANDLING	9/11/2024	88.00
400168	CUSTOM HOSE TECH IN	HOSE FITTINGS	9/11/2024	85.70
400405	CLIFFORD ANDERSON	BSOCCER: BUFFALO	9/25/2024	85.00
400405	CLIFFORD ANDERSON	GSOCCER: BUFFALO	9/25/2024	85.00
400409	DANIEL KLUNDT	BSOCCER: MINNETONKA	9/25/2024	85.00

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400409	DANIEL KLUNDT	GSOCCER: MINNETONKA	9/25/2024	85.00
400440	JAMES BROWN	BSOCCER: BUFFALO	9/25/2024	85.00
400440	JAMES BROWN	GSOCCER: BUFFALO	9/25/2024	85.00
400441	JAMES ENGELKING	BSOCCER: DELASALLE	9/25/2024	85.00
400441	JAMES ENGELKING	GSOCCER: WHITE BEAR	9/25/2024	85.00
400449	JOSHUA HARTWELL	BSOCCER: MOUNDS VIE	9/25/2024	85.00
400487	PETER NEUMAN	BSOCCER: MINNETONKA	9/25/2024	85.00
400487	PETER NEUMAN	GSOCCER: MINNETONKA	9/25/2024	85.00
400495	RICHARD ASKLAND	BSOCCER: MINNETONKA	9/25/2024	85.00
400508	SOLOMON VANA	BASEBALL: MISSED PM	9/25/2024	85.00
400509	SOYEMI SOYOMBO	BSOCCER: DELASALLE	9/25/2024	85.00
400509	SOYEMI SOYOMBO	GSOCCER: WHITE BEAR	9/25/2024	85.00
400515	THAVRAK HAY	BSOCCER: DELASALLE	9/25/2024	85.00
400515	THAVRAK HAY	GSOCCER: WHITE BEAR	9/25/2024	85.00
400519	TRENT PETERSON	GSOCCER: MINNETONKA	9/25/2024	85.00
400353	SCHOOL SPECIALTY, L	WATERCOLOR REFILL 3	9/18/2024	84.40
400104	MEDCO SUPPLY	TSCHIDA SUPPLIES	9/4/2024	84.00
400351	SCHMITT MUSIC COMPA	FLUTE REPAIR	9/18/2024	84.00
400090	FLINN SCIENTIFIC IN	FB0669 INSECT PIN S	9/4/2024	83.82
400245	ALLEGRA EDEN PRAIRI	ALADDIN POSTERS	9/18/2024	83.01
400100	JW PEPPER & SON INC	BAND MUSIC	9/4/2024	82.99
400353	SCHOOL SPECIALTY, L	STYROFOAM TRAY 250P	9/18/2024	82.54
400462	MATTHEW SCHOEN	GSWIM: BUFFALO	9/25/2024	82.00
400292	ILHAM ALI	24-25 HEALTH SERV Q	9/18/2024	81.07
400132	T-MOBILE	ECC MAINT - AUG24	9/4/2024	80.80
400401	CENTURYLINK	DO 09/01-09/30/24	9/25/2024	80.52
400139	WPS - WESTERN PSYCH	C-120 RC ANIMAL	9/4/2024	80.00
400425	GOPHER/PLAY WITH A	#64-447 PLYO BOX 18	9/25/2024	79.95
400127	SIGNUM SIGNS AND GR	NAME PLATE UPDATES	9/4/2024	78.00
400353	SCHOOL SPECIALTY, L	ELMERS GLUE STICK 3	9/18/2024	77.98
400373	WEST MUSIC COMPANY	ITEM 255130 (7)	9/18/2024	77.35
V20352	BEDSTON A BURRELL	8/26-9/20 MILEAGE	9/25/2024	77.32
400501	SCHOOL SPECIALTY, L	SPIRAL SKETCH DIARI	9/25/2024	76.30
400139	WPS - WESTERN PSYCH	C-121 RC SWITCH	9/4/2024	76.00
400485	ODP BUSINESS SOLUTI	SHREDDER	9/25/2024	75.92
V20347	MARK WALLACE	LIVE CRAYFISH	9/18/2024	75.60
400115	ODP BUSINESS SOLUTI	START UP SUPPLIES	9/4/2024	75.59
V20303	SUSAN PHETSAMONE	BACK TO SCHOOL EVEN	9/4/2024	75.55
400277	SHRED-IT USA	VV - SHREDDING	9/18/2024	75.00
400357	SIGNUM SIGNS AND GR	NEW ROOM SIGNS	9/18/2024	75.00
V20345	EMMA K SHOPE	CLASSROOM SUPPLIES	9/18/2024	74.25
400343	PREMIUM WATERS INC	WATER FOR DMTS/ENRO	9/18/2024	73.49
400351	SCHMITT MUSIC COMPA	CLARINET REPAIR	9/18/2024	73.00
400353	SCHOOL SPECIALTY, L	DRAWING PAPER 12X18	9/18/2024	72.72
400142	ADVANCED IMAGING SO	NORMANDALE 07/24	9/11/2024	72.39
400314	KRISTIN TIX	LUNCH ACCT REFUND	9/18/2024	72.20
400198	MENARDS - EDEN PRAI	BLUE PAINTERS TAPE	9/11/2024	71.88
400302	JERRY'S FOODS EDINA	OFFICE FOOD	9/18/2024	70.08
400176	GENERAL SECURITY SE	ECC-AUG24 PATROL RE	9/11/2024	70.00
400442	JEFFERY JOHNSON	GSOCCER: MINNETONKA	9/25/2024	70.00
400474	MIRSAEED ROUZEGAR	BSOCCER: BUFFALO	9/25/2024	70.00
400483	NICHOLAS LEWIS	BSOCCER: MOUNDS VIE	9/25/2024	70.00
400497	ROBERT BAKER	BSOCCER: MOUNDS VIE	9/25/2024	70.00
400450	JW PEPPER & SON INC	BAND MUSIC	9/25/2024	69.99
400465	MENARDS - EDEN PRAI	SOCCER NET	9/25/2024	69.93
V20387	LYNN L SOSNOWSKI	MSHSL MEMBERSHIP	9/25/2024	69.75
400472	MINNESOTA CLAY CO U	ITEM # JMHS15 JIFFY	9/25/2024	69.50
V20345	EMMA K SHOPE	CLASSROOM SUPPLIES	9/18/2024	68.06
V20311	AMY E FAIRWEATHER	JUL-AUG24 PARTB MIL	9/11/2024	67.80
400211	ODP BUSINESS SOLUTI	OFFICE SUPPLIES	9/11/2024	67.29
400406	CONTINENTAL CLAY	SHIPPING/HANDLING	9/25/2024	67.10
400252	BATTERIES R US	D BATTERIES CLOCKS	9/18/2024	66.34
400473	MINNESOTA EQUIPMENT	CABLE	9/25/2024	66.32
400264	CENTURYLINK	VV 08/28-09/27/24	9/18/2024	65.15
400079	CENTURYLINK	BUS 08/04-09/03/24	9/4/2024	65.04
400162	CITY OF EDINA - PAR	'24 HC PARADE APPL	9/11/2024	65.00

Check No.	Vendor	Description	Date	Amount
V20359	NICHOLAS J ELLISON	BAND SHEET MUSIC	9/25/2024	65.00
400184	INNOVATIVE OFFICE S	ECONOMY BINDERS 0.5	9/11/2024	64.50
400294	INNOVATIVE OFFICE S	LABELS 250PK	9/18/2024	64.46
400302	JERRY'S FOODS EDINA	OFFICE FOOD	9/18/2024	64.26
V20334	JESSICA L HEIDELBER	JUL-AUG24 MILEAGE	9/18/2024	64.25
400170	ECM PUBLISHERS INC	JULY 23 WS MINUTES	9/11/2024	64.00
400291	IDENTISYS INC	ID CARDS	9/18/2024	64.00
400105	MENARDS - GOLDEN VA	CONDENSATE PUMP	9/4/2024	61.84
400504	SHRED RIGHT	CN - SHREDDING	9/25/2024	61.43
400232	SIGN PRO	LETTERS ON SUBURBAN	9/11/2024	60.70
400331	MRI SOFTWARE LLC	AUG24 BKGD CHECK: V	9/18/2024	60.00
400446	JESSEN PRESS INC	BUSINESS CARDS: M.K	9/25/2024	60.00
400446	JESSEN PRESS INC	BUSINESS CARDS: J.C	9/25/2024	60.00
400446	JESSEN PRESS INC	BUSINESS CARDS: K.I	9/25/2024	60.00
400247	AMAZON CAPITAL SERV	CLASSROOM CUBBIES	9/18/2024	59.98
400373	WEST MUSIC COMPANY	ITEM 540073 (10)	9/18/2024	59.20
V20378	KIM M MISMAASH	GRD K SUPPLIES	9/25/2024	58.93
V20324	STUCYNSKI MARY	WORKSHOP SNACKS ETC	9/11/2024	58.66
400421	FORKLIFTS OF MINNES	CUSHMAN SWITCH PART	9/25/2024	58.53
400159	CENTURYLINK	CC 08/19-09/18/24	9/11/2024	58.16
V20347	MARK WALLACE	XTRAMATH LICENSES	9/18/2024	58.00
400317	LIBRAIRIE MONET	BOOKS FOR ND	9/18/2024	57.67
400170	ECM PUBLISHERS INC	JULY 8 SPEC MINUTES	9/11/2024	57.60
V20297	SARAH KRALL STEGEMA	CLASSROOM SUPPLIES	9/4/2024	57.43
400466	MENARDS - RICHFIELD	ULTRA FRESH 3 HANG	9/25/2024	56.65
400339	ODP BUSINESS SOLUTI	CARDSTOCK FOR BOOKS	9/18/2024	56.45
400465	MENARDS - EDEN PRAI	VARIOUS SUPPLIES	9/25/2024	56.45
400308	JW PEPPER & SON INC	BAND MUSIC	9/18/2024	56.39
400206	MRI SOFTWARE LLC	JUL24 BKGD CHECKS	9/11/2024	56.00
400373	WEST MUSIC COMPANY	ITEM 201371 (6)	9/18/2024	55.86
400324	MENARDS - EDEN PRAI	HOSE/SPRAYERS	9/18/2024	55.29
V20298	BROOKE MOEHRLE	JUN24 CELL PHONE	9/4/2024	55.06
400373	WEST MUSIC COMPANY	ITEM 261021 (4)	9/18/2024	54.80
400353	SCHOOL SPECIALTY, L	NO 2 PENCILS 12PK	9/18/2024	54.48
400453	KINECT ENERGY, INC	ND - AUG24 SERVICE	9/25/2024	54.47
400397	BUSINESS ESSENTIALS	8.5X11 GOLD QTY 1	9/25/2024	54.36
400397	BUSINESS ESSENTIALS	8.5X11 GREEN QTY 1	9/25/2024	54.36
400397	BUSINESS ESSENTIALS	8.5X11 PINK QTY 1	9/25/2024	54.36
400446	JESSEN PRESS INC	BUSINESS CARDS: N.L	9/25/2024	54.00
400446	JESSEN PRESS INC	BUSINESS CARDS: B.B	9/25/2024	54.00
V20393	EMILY KRISTINE WAAG	SCHOOL SUPPLIES	9/25/2024	53.97
400485	ODP BUSINESS SOLUTI	CONSTRUCTION PAPER	9/25/2024	52.67
400353	SCHOOL SPECIALTY, L	ELMERS GLUE 4OZ WHI	9/18/2024	52.50
400117	PREMIUM WATERS INC	WATER FOR DMTS/ENRO	9/4/2024	52.49
400353	SCHOOL SPECIALTY, L	OIL PASTELS 28PK	9/18/2024	52.20
400373	WEST MUSIC COMPANY	ITEM 201054 (1)	9/18/2024	51.81
400211	ODP BUSINESS SOLUTI	GRD K INSTRUCTIONAL	9/11/2024	51.48
400132	T-MOBILE	CN MAINT - AUG24	9/4/2024	50.61
400198	MENARDS - EDEN PRAI	BUILDING SUPPLIES	9/11/2024	50.24
400353	SCHOOL SPECIALTY, L	DRAWING PAPER 9X12	9/18/2024	50.16
400139	WPS - WESTERN PSYCH	C-216 RC VEHICLE	9/4/2024	50.00
400196	MCEA	KC JOB POSTING	9/11/2024	50.00
V20395	LYNNEA K WEST	NOVEL EFFECT SUBSC	9/25/2024	49.99
400247	AMAZON CAPITAL SERV	KINDERGARTEN SUPPLI	9/18/2024	49.16
400323	MEDCO SUPPLY	TSCHIDA SUPPLIES	9/18/2024	48.70
400353	SCHOOL SPECIALTY, L	ELMERS GLUE 4OZ	9/18/2024	48.60
400481	NATIONAL BALSA	SHIPPING/HANDLING	9/25/2024	48.30
400086	EDINA GIVE & GO	AUG24 G&G PAYROLL	9/4/2024	48.00
V20296	THOMAS J JOHNSTON	AUG24 MILEAGE	9/4/2024	47.91
V20345	EMMA K SHOPE	CLASSROOM SUPPLIES	9/18/2024	47.55
400319	LRS PORTABLES LLC	ECC UNIT 07/26-08/1	9/18/2024	47.50
400319	LRS PORTABLES LLC	EHS UNIT 07/26-08/1	9/18/2024	47.50
400319	LRS PORTABLES LLC	CC UNIT 07/26-08/13	9/18/2024	47.50
V20340	PAUL MILLER	JUL-AUG24 MILEAGE	9/18/2024	47.10
V20393	EMILY KRISTINE WAAG	CLASSROOM SUPPLIES	9/25/2024	46.97
400373	WEST MUSIC COMPANY	ITEM 201514 (5)	9/18/2024	46.70

Check No.	Vendor	Description	Date	Amount
400188	JERRY'S FOODS EDINA	WORKSHOP FOOD	9/11/2024	45.92
400307	JOSTENS INC	STUDENT DIPLOMAS	9/18/2024	45.75
400373	WEST MUSIC COMPANY	ITEM 200348 (3)	9/18/2024	45.51
V20372	SARAH KRALL STEGEMA	SCHOOL SUPPLIES	9/25/2024	45.16
400303	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	9/18/2024	44.94
400358	SUMMIT FIRE PROTECT	CC - FE INSPECTION	9/18/2024	44.89
400358	SUMMIT FIRE PROTECT	CS - FE INSPECTION	9/18/2024	44.89
400358	SUMMIT FIRE PROTECT	ECC - FE INSPECTION	9/18/2024	44.89
V20312	SARAH G FRANSSSEN	GRAMMAR CURRICULUM	9/11/2024	43.90
400302	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	9/18/2024	42.99
400106	MENARDS - EDEN PRAI	PAINT PENS, ETC.	9/4/2024	42.92
400373	WEST MUSIC COMPANY	ITEM 540358 (2)	9/18/2024	42.82
400132	T-MOBILE	ATHLETICS - AUG24	9/4/2024	42.24
400339	ODP BUSINESS SOLUTI	MAGNETS FOR LOCKERS	9/18/2024	42.19
400353	SCHOOL SPECIALTY, L	MASKING TAPE CREAM	9/18/2024	42.00
V20381	AMY J REED	BOOKS	9/25/2024	41.93
400353	SCHOOL SPECIALTY, L	PAINT CAKES BLACK 6	9/18/2024	41.56
400198	MENARDS - EDEN PRAI	CONCRETE SEALER	9/11/2024	40.89
400176	GENERAL SECURITY SE	CC-SEP24 INTR MONIT	9/11/2024	40.08
400176	GENERAL SECURITY SE	CN-SEP24 INTR MONIT	9/11/2024	40.08
400176	GENERAL SECURITY SE	HL-SEP24 INTR MONIT	9/11/2024	40.08
400176	GENERAL SECURITY SE	CV-SEP24 INTR MONIT	9/11/2024	40.08
400176	GENERAL SECURITY SE	ECC-SEP24 INTR MONI	9/11/2024	40.08
400176	GENERAL SECURITY SE	EHS-SEP24 INTR MONI	9/11/2024	40.08
400176	GENERAL SECURITY SE	SV-SEP24 INTR MONIT	9/11/2024	40.08
400176	GENERAL SECURITY SE	VV-SEP24 INTR MONIT	9/11/2024	40.08
400115	ODP BUSINESS SOLUTI	SHIPPING/HANDLING	9/4/2024	39.99
400324	MENARDS - EDEN PRAI	APPLIANCE DROP FEE	9/18/2024	39.98
400199	MENARDS - RICHFIELD	TSCHIDA SUPPLIES	9/11/2024	39.96
V20302	TRENT J OSTMAN	JUL-AUG24 MILEAGE	9/4/2024	39.80
V20368	ALEXANDER J HATTSTR	9/9-9/20 MILEAGE	9/25/2024	39.73
400104	MEDCO SUPPLY	TSCHIDA SUPPLIES	9/4/2024	39.72
400353	SCHOOL SPECIALTY, L	GRD 1 CHART PAPER	9/18/2024	39.55
400324	MENARDS - EDEN PRAI	BUILDING SUPPLIES	9/18/2024	39.41
400142	ADVANCED IMAGING SO	CORNELIA 07/24	9/11/2024	37.91
400086	EDINA GIVE & GO	CHECK #1454 REFUND	9/4/2024	37.80
400086	EDINA GIVE & GO	CHECK #24-25GGTBD R	9/4/2024	37.80
400326	MIDWEST BUS PARTS I	SCREWS	9/18/2024	37.50
400132	T-MOBILE	CC MAINT - AUG24	9/4/2024	37.48
400132	T-MOBILE	CS MAINT - AUG24	9/4/2024	37.48
400132	T-MOBILE	CV MAINT - AUG24	9/4/2024	37.48
400373	WEST MUSIC COMPANY	ITEM 201611 (2)	9/18/2024	37.38
400132	T-MOBILE	ECSE - AUG24	9/4/2024	36.82
400132	T-MOBILE	DMTS - AUG24	9/4/2024	36.76
V20330	MATTHEW E GABRIELSO	CLASSROOM SUPPLIES	9/18/2024	36.37
400219	PREMIUM WATERS INC	SEP24 HOT/COLD WATE	9/11/2024	35.95
400373	WEST MUSIC COMPANY	ITEM 540192 (4)	9/18/2024	35.36
400176	GENERAL SECURITY SE	VV-AUG24 PATROL RES	9/11/2024	35.00
400176	GENERAL SECURITY SE	BUS-AUG24 PATROL RE	9/11/2024	35.00
400357	SIGNUM SIGNS AND GR	REINSTALL LETTER -	9/18/2024	35.00
V20359	NICHOLAS J ELLISON	BAND SHEET MUSIC	9/25/2024	34.99
400139	WPS - WESTERN PSYCH	SHIPPING/HANDLING	9/4/2024	34.70
400373	WEST MUSIC COMPANY	ITEM 255128 (1)	9/18/2024	34.15
V20335	ALAN K HENDRICKSON	JUL24 MILEAGE	9/18/2024	33.23
V20309	CHARLES K WEISE	AUG24 MILEAGE	9/4/2024	33.10
V20317	NATHANIEL M LINDLEY	AUG24 MILEAGE	9/11/2024	33.10
V20393	EMILY KRISTINE WAAG	SCHOOL SUPPLIES	9/25/2024	32.99
400373	WEST MUSIC COMPANY	ITEM 253920 (2)	9/18/2024	32.40
400373	WEST MUSIC COMPANY	ITEM 540264 (4)	9/18/2024	32.32
V20335	ALAN K HENDRICKSON	AUG24 MILEAGE	9/18/2024	31.62
V20318	KIM M MISMASH	CLASSROOM SUPPLIES	9/11/2024	31.50
V20325	SARA SWENSON	TEACHER MEETING FOO	9/11/2024	31.29
400075	CAROLINA BIOLOGICAL	SHIPPING/HANDLING	9/4/2024	30.95
400384	AMAZON CAPITAL SERV	GRD K SUPPLIES	9/25/2024	30.94
400305	JERRY'S HARDWARE	BUILDING SUPPLIES	9/18/2024	30.69
V20335	ALAN K HENDRICKSON	AUG24 MILEAGE	9/18/2024	30.55

Check No.	Vendor	Description	Date	Amount
V20331	ERICA S GARDNER	SLT 1ST DAY FOOD	9/18/2024	30.47
400139	WPS - WESTERN PSYCH	C-153 MALE ACTION F	9/4/2024	30.00
400139	WPS - WESTERN PSYCH	C-154 MALE ACTION F	9/4/2024	30.00
400450	JW PEPPER & SON INC	CHORAL MUSIC	9/25/2024	30.00
400235	STARFALL EDUCATION	GRD K INSTRUCTIONAL	9/11/2024	29.76
400305	JERRY'S HARDWARE	BUILDING SUPPLIES	9/18/2024	29.64
400373	WEST MUSIC COMPANY	ITEM 203763 (5)	9/18/2024	29.55
V20344	GINA S SCHROEPFER	CLASSROOM SUPPLIES	9/18/2024	29.38
400146	AMINA MOHAMED	LUNCH ACCT REFUND	9/11/2024	29.35
V20300	NATHANIEL H MURPHY	CLASSROOM SUPPLIES	9/4/2024	28.97
400232	SIGN PRO	LETTERS ON VAN	9/11/2024	28.96
400294	INNOVATIVE OFFICE S	3 RING BINDERS 0.5"	9/18/2024	27.95
400211	ODP BUSINESS SOLUTI	GRD K SUPPLIES	9/11/2024	27.89
400420	FACTORY MOTOR PARTS	BATTERIES	9/25/2024	27.73
400353	SCHOOL SPECIALTY, L	TEMPERA PAINT BLACK	9/18/2024	27.24
400353	SCHOOL SPECIALTY, L	TEMPERA PAINT WHITE	9/18/2024	27.24
V20342	CHERYL A PILCHER	CLASROOM SUPPLIES	9/18/2024	27.16
400324	MENARDS - EDEN PRAI	RUST STAIN REMOVER	9/18/2024	26.76
400305	JERRY'S HARDWARE	TSCHIDA SUPPLIES	9/18/2024	26.21
400450	JW PEPPER & SON INC	CHORAL MUSIC	9/25/2024	26.00
400304	JERRY'S FOODS EDINA	STAFF WELCOME FOOD	9/18/2024	25.86
400373	WEST MUSIC COMPANY	ITEM 202330 (1)	9/18/2024	25.46
400132	T-MOBILE	KC CC - AUG24	9/4/2024	25.18
400132	T-MOBILE	KC CN - AUG24	9/4/2024	25.18
400132	T-MOBILE	KC CS - AUG24	9/4/2024	25.18
400132	T-MOBILE	KC HL - AUG24	9/4/2024	25.18
400132	T-MOBILE	KC CV - AUG24	9/4/2024	25.18
400132	T-MOBILE	KC ND - AUG24	9/4/2024	25.18
400357	SIGNUM SIGNS AND GR	NAME PLATE	9/18/2024	25.00
V20295	EBONY GUMS	CONFERENCE REGISTRA	9/4/2024	25.00
V20299	JESSICA R MORALES	CONFERENCE REGISTRA	9/4/2024	25.00
V20304	BLAKE A PLOMBON	AUG24 MILEAGE	9/4/2024	24.79
400307	JOSTENS INC	DIPLOMA ORDER	9/18/2024	24.20
400104	MEDCO SUPPLY	TSCHIDA SUPPLIES	9/4/2024	24.12
400218	PREMIUM WATERS INC	SEP24 COOLER RENTAL	9/11/2024	24.00
V20395	LYNNEA K WEST	DIGITAL CITIZENSHIP	9/25/2024	24.00
400373	WEST MUSIC COMPANY	ITEM 200249 (1)	9/18/2024	23.79
V20313	ALEXANDER J HATTSTR	8/28-9/06 MILEAGE	9/11/2024	23.79
400142	ADVANCED IMAGING SO	SOUTH VIEW 07/24	9/11/2024	23.69
400104	MEDCO SUPPLY	TSCHIDA SUPPLIES	9/4/2024	23.01
400155	BSN SPORTS, LLC	SOCCER BENCH PARTS	9/11/2024	23.00
V20300	NATHANIEL H MURPHY	CLASSROOM SUPPLIES	9/4/2024	22.80
V20397	SARAH J BURGESS	BKFT BOOK CLUB FOOD	9/25/2024	22.74
400353	SCHOOL SPECIALTY, L	CRAYONS WHITE 12PK	9/18/2024	22.70
V20292	ANDRE P DEWANE	AUG24 MILEAGE	9/4/2024	22.65
400071	A-Z RENTAL CENTER	DW - PROPANE	9/4/2024	22.20
400071	A-Z RENTAL CENTER	PROPANE REFILL	9/4/2024	22.20
400250	A-Z RENTAL CENTER	PROPANE REFILL	9/18/2024	22.20
400250	A-Z RENTAL CENTER	PROPANE REFILL	9/18/2024	22.20
400353	SCHOOL SPECIALTY, L	CRAYONS BLACK 12PK	9/18/2024	22.20
400132	T-MOBILE	B&G - AUG24	9/4/2024	22.08
400308	JW PEPPER & SON INC	BAND MUSIC	9/18/2024	22.00
400223	RICHFIELD MINNOCO /	EQUIPMENT FUEL	9/11/2024	21.92
V20314	STACI N HOUSE	AUG24 MILEAGE	9/11/2024	21.84
400132	T-MOBILE	SV MAINT - AUG24	9/4/2024	21.25
400132	T-MOBILE	BUS - AUG24	9/4/2024	21.25
400132	T-MOBILE	VV MAINT - AUG24	9/4/2024	21.25
400314	KRISTIN TIX	LUNCH ACCT REFUND	9/18/2024	21.20
V20345	EMMA K SHOPE	CLASSROOM SUPPLIES	9/18/2024	20.77
400353	SCHOOL SPECIALTY, L	MARKER REPL YELLOW	9/18/2024	20.76
400353	SCHOOL SPECIALTY, L	MARKER RED 12PK	9/18/2024	20.76
400247	AMAZON CAPITAL SERV	SCIENCE ORDER	9/18/2024	20.25
V20353	ALYSSA N BYRNES	8/19-9/18 MILEAGE	9/25/2024	20.03
400475	MN DEPT OF LABOR AN	BUS-BOILER/PRESSURE	9/25/2024	20.00
400324	MENARDS - EDEN PRAI	APPLIANCE DISPOSAL	9/18/2024	19.99
400211	ODP BUSINESS SOLUTI	GRD 5 SUPPLIES	9/11/2024	19.98

Check No.	Vendor	Description	Date	Amount
400307	JOSTENS INC	DIPLOMA ORDER	9/18/2024	19.45
V20392	PETER VASKE	8/15-9/18 MILEAGE	9/25/2024	19.23
400274	EDINA GIVE & GO	IMPROV CLASS REFUND	9/18/2024	18.90
400231	SHRED RIGHT	BUS - SHREDDING	9/11/2024	18.85
400355	SHRED RIGHT	HL - SHREDDING	9/18/2024	18.85
400184	INNOVATIVE OFFICE S	NAME PLATE - K.I.	9/11/2024	18.28
400139	WPS - WESTERN PSYCH	C-295 MINI BOOK F&P	9/4/2024	18.00
400139	WPS - WESTERN PSYCH	C-168 DOODLETOP	9/4/2024	18.00
400176	GENERAL SECURITY SE	CS-SEP24 INTR MONIT	9/11/2024	17.95
400373	WEST MUSIC COMPANY	ITEM 540073 (3)	9/18/2024	17.76
400457	LRS PORTABLES LLC	EHS UNIT 9/13-9/19/	9/25/2024	17.50
400088	EMBI TEC	SHIPPING/HANDLING	9/4/2024	17.00
V20394	DANA A WEILAND	GLYCERIN - LAB SUPP	9/25/2024	16.98
400211	ODP BUSINESS SOLUTI	OFFICE START UP SUP	9/11/2024	16.79
400465	MENARDS - EDEN PRAI	ALL PURPOSE SPRAY	9/25/2024	16.30
400373	WEST MUSIC COMPANY	ITEM 540169 (1)	9/18/2024	16.15
V20294	TAMARA K FORBY	AUG24 MILEAGE	9/4/2024	16.15
V20301	LAURA MAE SELBY NIE	HOTEL PARKING	9/4/2024	16.00
400443	JERRY'S HARDWARE	TSCHIDA SUPPLIES	9/25/2024	15.66
V20372	SARAH KRALL STEGEMA	SCHOOL SUPPLIES	9/25/2024	15.21
V20372	SARAH KRALL STEGEMA	SCHOOL SUPPLIES	9/25/2024	15.21
V20331	ERICA S GARDNER	SLT STICKERS	9/18/2024	15.18
400139	WPS - WESTERN PSYCH	C-163 GOOD NIGHT BK	9/4/2024	15.00
400142	ADVANCED IMAGING SO	CONCORD 07/24	9/11/2024	14.17
V20394	DANA A WEILAND	STARCH - LAB SUPPL	9/25/2024	13.98
400505	SIGNATURE CONCEPTS	SHIPPING/HANDLING	9/25/2024	13.68
400507	SITEONE LANDSCAPE S	POLY COUPLINGS	9/25/2024	13.28
V20300	NATHANIEL H MURPHY	CLASSROOM SUPPLIES	9/4/2024	12.82
400485	ODP BUSINESS SOLUTI	OFFICE SUPPLIES	9/25/2024	12.26
400450	JW PEPPER & SON INC	BAND MUSIC	9/25/2024	12.00
400465	MENARDS - EDEN PRAI	MAINTENANCE SUPPLIE	9/25/2024	11.98
400465	MENARDS - EDEN PRAI	TOGGLE BOLTS	9/25/2024	11.96
V20326	KATE TROSKEY	JUL-AUG24 PARTB MIL	9/11/2024	11.73
400428	GROTH MUSIC COMPANY	BAND MUSIC	9/25/2024	11.00
400339	ODP BUSINESS SOLUTI	OFFICE START UP SUP	9/18/2024	10.68
V20324	STUCYNSKI MARY	EHS BOOK CLUB AUDIO	9/11/2024	10.46
400428	GROTH MUSIC COMPANY	ORCHESTRA MUSIC	9/25/2024	10.39
400472	MINNESOTA CLAY CO U	SHIPPING/HANDLING	9/25/2024	10.34
V20293	BENJAMIN J FLEMING	AUG24 MILEAGE	9/4/2024	10.32
400373	WEST MUSIC COMPANY	ITEM 200606 (1)	9/18/2024	10.16
V20345	EMMA K SHOPE	CLASSROOM SUPPLIES	9/18/2024	9.99
V20300	NATHANIEL H MURPHY	CLASSROOM SUPPLIES	9/4/2024	9.97
V20393	EMILY KRISTINE WAAG	CRAFT SUPPLIES	9/25/2024	9.93
400428	GROTH MUSIC COMPANY	TUBA BOOK	9/25/2024	9.56
400425	GOPHER/PLAY WITH A	SHIPPING/HANDLING	9/25/2024	9.16
V20308	LINDSAY A VILLALOBO	AUG24 MILEAGE	9/4/2024	9.11
400353	SCHOOL SPECIALTY, L	CRAYONS BLUE 12PK	9/18/2024	9.08
400353	SCHOOL SPECIALTY, L	CRAYONS YELLOW 12PK	9/18/2024	9.08
400132	T-MOBILE	EHS MAINT - AUG24	9/4/2024	8.95
400132	T-MOBILE	HL MAINT - AUG24	9/4/2024	8.95
400353	SCHOOL SPECIALTY, L	CRAYONS RED 12PK	9/18/2024	8.88
400373	WEST MUSIC COMPANY	ITEM 540264 (1)	9/18/2024	8.08
400139	WPS - WESTERN PSYCH	C-227 HAPPY BDAY NA	9/4/2024	8.00
400139	WPS - WESTERN PSYCH	C0186 SPONGE PIECE	9/4/2024	8.00
400308	JW PEPPER & SON INC	BAND MUSIC	9/18/2024	8.00
V20345	EMMA K SHOPE	CLASSROOM DECOR	9/18/2024	7.99
V20327	JENNA BARANOWSKI	AUG24 MILEAGE	9/18/2024	7.91
V20345	EMMA K SHOPE	CLASSROOM SUPPLIES	9/18/2024	7.63
V20362	BENJAMIN J FLEMING	MID-SEP24 MILEAGE	9/25/2024	7.37
V20297	SARAH KRALL STEGEMA	CLASS SHARPIES/FOLD	9/4/2024	7.28
V20368	ALEXANDER J HATTSTR	9/17 MILEAGE	9/25/2024	7.10
V20320	ALEXANDRA SACKETT	SCIENCE LAB SUPPLIE	9/11/2024	6.98
400373	WEST MUSIC COMPANY	ITEM 201493 (1)	9/18/2024	6.76
400211	ODP BUSINESS SOLUTI	GRD K INSTRUCITONAL	9/11/2024	6.15
400139	WPS - WESTERN PSYCH	C-138 TASTER SPOON	9/4/2024	6.00
400465	MENARDS - EDEN PRAI	EYE BOLTS	9/25/2024	5.96

<u>Check No.</u>	<u>Vendor</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
400420	FACTORY MOTOR PARTS	BULBS	9/25/2024	5.70
V20305	JOSEPH E SIDDY	AUG24 MILEAGE	9/4/2024	5.70
400450	JW PEPPER & SON INC	CHORAL MUSIC	9/25/2024	5.69
400314	KRISTIN TIX	LUNCH ACCT REFUND	9/18/2024	5.60
400142	ADVANCED IMAGING SO	BUS GARAGE 07/24	9/11/2024	5.20
V20349	KRISTA G WINKEL	AUG24 MILEAGE	9/18/2024	4.82
400142	ADVANCED IMAGING SO	HIGHLANDS 07/24	9/11/2024	4.62
400464	MEDCO SUPPLY	TSCHIDA SUPPLIES	9/25/2024	4.49
400485	ODP BUSINESS SOLUTI	OFFICE SUPPLIES	9/25/2024	4.29
400139	WPS - WESTERN PSYCH	C-181 CARDBOARD MIL	9/4/2024	4.00
400092	GRAINGER	LOCKER HANDLE PARTS	9/4/2024	3.78
400104	MEDCO SUPPLY	TSCHIDA SUPPLIES	9/4/2024	3.58
V20386	JOSEPH E SIDDY	9/17 MILEAGE	9/25/2024	2.28
400139	WPS - WESTERN PSYCH	C-175 PAPER CLIP	9/4/2024	2.00
400139	WPS - WESTERN PSYCH	C-177 PAPER UMBRELL	9/4/2024	2.00
400211	ODP BUSINESS SOLUTI	CREDIT ON ACCT	9/11/2024	(15.33)
400384	AMAZON CAPITAL SERV	CREDIT ON ACCT	9/25/2024	(49.34)
398923	EDINA DANCE TEAM	DANCE CAMP 613-B203	6/18/2024	(2,000.00)
400316	LEXIA LEARNING SYST	CREDIT ON ACCOUNT	9/18/2024	(4,250.00)
Total Value of Checks Issued				<u>\$ 4,637,840.59</u>

VI.D. Electronic Fund Transfers - September
2024



Board Meeting Date: 10/7/2024

Title: Electronic Fund Transfers – September 2024

Type: Consent

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

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

Recommendation: Authorize the electronic fund transfers as presented for the month of September 2024, in the amount of \$9,748,552.

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

Attachment(s):

1. Electronic Fund Transfers – September 2024

Electronic Transfers

FOR THE MONTH ENDED SEPTEMBER 30, 2024

From	To	Description	Date	Amount
US Bank - Checking	Benefit Extras	Flex & HSA	09/03/2024	34,804.39
US Bank - Checking	Delta Dental	Dental Claims	09/03/2024	19,310.13
US Bank - Checking	Minnesota Department of Revenue	State Payroll Tax	09/03/2024	130,798.64
US Bank - Checking	Various	Payroll Vendors	09/03/2024	1,718.96
US Bank - Checking	Benefit Extras	Flex & HSA	09/04/2024	883.04
US Bank - Checking	Benefit Extras	Flex & HSA	09/05/2024	1,870.93
US Bank - Checking	US Bank - Payroll	District Payroll	09/05/2024	2,033.99
US Bank - Checking	Benefit Extras	Flex & HSA	09/06/2024	257.57
US Bank - Checking	Benefit Extras	Flex & HSA	09/09/2024	224.05
US Bank - Checking	Delta Dental	Dental Claims	09/09/2024	12,989.12
US Bank - Checking	Benefit Extras	Flex & HSA	09/10/2024	758.20
US Bank - Checking	US Bank - Payroll	District Payroll	09/10/2024	358.11
US Bank - Checking	Various	Service Fees	09/10/2024	8,553.03
US Bank - Checking	Various	Service Fees	09/11/2024	2,125.00
US Bank - Checking	Aviben	Retirement Contributions	09/12/2024	209,461.42
US Bank - Checking	Benefit Extras	Flex & HSA	09/12/2024	75.51
US Bank - Checking	US Bank - Payroll	District Payroll	09/12/2024	1,628.18
US Bank - Checking	Various	Payroll Vendors	09/12/2024	179.50
US Bank - Checking	West Metro Credit Union	District Payroll, Dues, Etc.	09/12/2024	37,826.47
US Bank - Checking	Benefit Extras	Flex & HSA	09/13/2024	8,062.56
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	09/13/2024	880,658.01
US Bank - Checking	US Bank - Payroll	District Payroll	09/13/2024	2,515,655.57
US Bank - Checking	Various	Service Fees	09/13/2024	89.95
US Bank - Checking	Benefit Extras	Flex & HSA	09/16/2024	38,181.18
US Bank - Checking	Delta Dental	Dental Claims	09/16/2024	9,901.07
US Bank - Checking	Minnesota Department of Revenue	State Payroll Tax	09/16/2024	155,677.59
US Bank - Checking	Minnesota Public Employers Retirement Association	Contributions	09/16/2024	142,434.84
US Bank - Checking	Minnesota State Retirement System	Retirement Contributions	09/16/2024	4,200.00
US Bank - Checking	Minnesota Teachers Retirement Association	Contributions	09/16/2024	467,976.40
US Bank - Checking	US Bank	Debt Service - 2022A	09/16/2024	325,675.00
US Bank - Checking	Various	Service Fees	09/16/2024	613.73
US Bank - Checking	Various	Payroll Vendors	09/16/2024	2,499.40
US Bank - Checking	Benefit Extras	Flex & HSA	09/17/2024	2,531.68
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	09/17/2024	57.29
US Bank - Checking	Various	Payroll Vendors	09/17/2024	52.44
US Bank - Checking	Benefit Extras	Flex & HSA	09/18/2024	109.86
US Bank - Checking	Benefit Extras	Flex & HSA	09/20/2024	149.38
US Bank - Checking	US Bank	Debt Service - 2011C	09/20/2024	6,869.37
US Bank - Checking	US Bank - Payroll	District Payroll	09/20/2024	3,923.97
US Bank - Checking	Benefit Extras	Flex & HSA	09/23/2024	21.30
US Bank - Checking	Delta Dental	Dental Claims	09/23/2024	14,744.41
US Bank - Checking	Minnesota Department of Revenue	Sales & Use Tax	09/23/2024	16,189.00
US Bank - Checking	Benefit Extras	Flex & HSA	09/24/2024	6,070.58
US Bank - Checking	Benefit Extras	Flex & HSA	09/25/2024	1,826.30
US Bank - Checking	Benefit Extras	Flex & HSA	09/26/2024	359.42
US Bank - Checking	US Bank - Payroll	District Payroll	09/26/2024	12,435.24
US Bank - Checking	Benefit Extras	Flex & HSA	09/27/2024	2,199.19
US Bank - Checking	US Bank	One Card Program	09/27/2024	293,501.39
US Bank - Checking	Aviben	Retirement Contributions	09/30/2024	207,414.70
US Bank - Checking	Benefit Extras	Flex & HSA	09/30/2024	6,488.65

From	To	Description	Date	Amount
US Bank - Checking	Delta Dental	Dental Claims	09/30/2024	16,123.01
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	09/30/2024	894,687.96
US Bank - Checking	Minnesota Public Employers Retirement Association	Contributions	09/30/2024	168,918.04
US Bank - Checking	Minnesota Teachers Retirement Association	Contributions	09/30/2024	461,686.51
US Bank - Checking	US Bank - Payroll	District Payroll	09/30/2024	2,575,953.01
US Bank - Checking	Various	Payroll Vendors	09/30/2024	186.50
US Bank - Checking	West Metro Credit Union	District Payroll, Dues, Etc.	09/30/2024	38,571.36
Total of Electronic Fund Transfers				\$ 9,748,552.10

VI.E. Gifts and Bequests - September 2024



Board Meeting Date: 10/7/2024

Title: Gifts and Bequests – September 2024

Type: Consent

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

Description: The enclosed report describes gifts and bequests made to the District during the month of September 2024.

Recommendation: Accept with appreciation gifts and bequests made to the District in the amount of \$106,516.

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

Attachments:

1. Gifts & Bequests – September 2024

Gifts & Bequests

FOR THE MONTH ENDED SEPTEMBER 30, 2024

Donated By	To	Purpose	Amount
Parents	Edina High School	Art Donations	\$ 125.00
Parents	Highlands Elementary	Classroom Supplies	35.00
Parents	Highlands Elementary	Classroom Supplies	35.00
Parents	Highlands Elementary	Classroom Supplies	40.00
Parents	Highlands Elementary	Classroom Supplies	70.00
Parents	Highlands Elementary	Classroom Supplies	40.00
Valley View PTO	Valley View Middle School	Prizes For Activity	117.35
Parents	Concord Elementary	Classroom Supplies	146.00
Parents	Concord Elementary	Classroom Supplies	99.00
Parents	Concord Elementary	Classroom Supplies	165.00
Parents	Highlands Elementary	Classroom Supplies	80.00
Parents	Highlands Elementary	Classroom Supplies	30.00
Parents	Highlands Elementary	Classroom Supplies	40.00
Anonymous	Creek Valley Elementary	Enhance Educational Opportunities	20,000.00
Parents	Concord Elementary	Classroom Supplies	32.10
Parents	Concord Elementary	Classroom Supplies	319.00
Blackbaud	Normandale Elementary	Matching Donation	40.00
Edina Ed Fund	Edina High School	Global Scholars Program	24,500.00
Edina Ed Fund	Edina High School	Unified Sped	396.25
Edina Ed Fund	Edina High School	Unified Sped	2,600.00
Edina Ed Fund	Countryside Elementary	Unified Sped	500.00
Edina Ed Fund	Cornelia Elementary	Unified Sped	1,840.00
Edina Ed Fund	Valley View Middle School	Unified Sped	500.00
Parents	Concord Elementary	Recorders for Music	445.00
Parents	Concord Elementary	Classroom Supplies	262.00
Parents	Concord Elementary	Classroom Supplies	203.90
Volleyball Boosters	Edina High School - Athletics	Coach Donation	4,845.63
Cheer Boosters	Edina High School - Athletics	Coach Donation	3,612.72
Infinite Health Donation	Edina High School - Athletics	Donation	5,000.00
MN Masonic Charities	Edina Public Schools	Blood Glucose Program	618.00
Ancient Free & Accepted Masons of MN	Edina Public Schools	Blood Glucose Program	618.00
Parents	Highlands Elementary	Classroom Supplies	660.00
Parents	Highlands Elementary	Classroom Supplies	1,035.00
Parents	Highlands Elementary	Classroom Supplies	920.00
Parents	Highlands Elementary	Classroom Supplies	805.00
Parents	Highlands Elementary	Classroom Supplies	150.00
Parents	Highlands Elementary	Classroom Supplies	480.00
Parents	Highlands Elementary	Classroom Supplies	810.00
Parents	Highlands Elementary	Classroom Supplies	780.00
Parents	Highlands Elementary	Classroom Supplies	500.00
Parents	Highlands Elementary	Classroom Supplies	685.00
Parents	Highlands Elementary	Classroom Supplies	120.00
Parents	Highlands Elementary	Classroom Supplies	880.00
Parents	Highlands Elementary	Classroom Supplies	360.00
Parents	Highlands Elementary	Classroom Supplies	840.00
Parents	Highlands Elementary	Classroom Supplies	1,040.00
Countryside PTO	Countryside Elementary	Supplemental Needs	17,050.00
Parents	Highlands Elementary	Classroom Supplies	800.00
Parents	Highlands Elementary	Classroom Supplies	579.00
Parents	Highlands Elementary	Classroom Supplies	600.00
Parents	Edina High School	Food for FACS	515.00
Parents	Highlands Elementary	Classroom Supplies	640.00
Parents	Highlands Elementary	Classroom Supplies	40.00
Parents	Highlands Elementary	Classroom Supplies	175.00
Parents	Highlands Elementary	Classroom Supplies	30.00
Bright Futures Graduation Flowers	Edina High School	General	357.83

Donated By	To	Purpose	Amount
Parents	Highlands Elementary	Classroom Supplies	950.00
Kindergarten Parents	Concord Elementary	Classroom Supplies	360.00
5th Grade Parents	Concord Elementary	Classroom Supplies	363.00
2nd Grade Parents	Concord Elementary	Classroom Supplies	440.00
Parents	Highlands Elementary	Classroom Supplies	420.00
Parents	Highlands Elementary	Classroom Supplies	90.00
Parents	Highlands Elementary	Classroom Supplies	750.00
Blackbaud	Normandale Elementary	Matching Donation	40.00
Edina High School PTO	Edina High School	GGD	45.00
Parents	Concord Elementary	Classroom Supplies	937.00
Concord PTO	Concord Elementary	Scholastic Reimbursement	1,718.75
Parents	Highlands Elementary	Classroom Supplies	40.00
Parents	Highlands Elementary	Classroom Supplies	40.00
Parents	Highlands Elementary	Classroom Supplies	810.00
Parents	Highlands Elementary	Classroom Supplies	30.00
Parents	Highlands Elementary	Classroom Supplies	60.00
Parents	Highlands Elementary	Classroom Supplies	825.00
Parents	Highlands Elementary	Classroom Supplies	40.00
Parents	Highlands Elementary	Classroom Supplies	200.00
Parents	Highlands Elementary	Classroom Supplies	150.00
Total Cash Donations			\$ 106,515.53
Total In-Kind Donations			\$ -
Total 2024-2025 School Year Gifts and Donations			\$ 350,450.44

VI.F. Edina Education Fund Gifts, 2023-2024



Board Meeting Date: Oct. 7, 2024

Title: Edina Education Fund

Type: Consent

Presenter(s): Edina Education Fund

Description: Fiscal year 7-1-2023 through 6-30-2024, gifts totaling \$439,040.60 were given by the Edina Education Fund to provide funds for the following areas:

- | | |
|----------------------------------|--------------|
| ● Mental Health & Wellness | \$12,131.27 |
| ● Literacy | \$265,075.70 |
| ● Edina Rotary Scholar Program | \$24,750 |
| ● Edina Bands | \$5,756 |
| ● EHS Robotics | \$27,872.74 |
| ● Edina Community Education | \$4,073 |
| ● Edina High School Scholarships | \$67,047.25 |
| ● Edina Alumni Association | \$11,885.79 |
| ● Other Restricted Gifts | \$20,448.85 |

Recommendation: Please accept with sincere appreciation gifts totaling \$439,040.60 from the Edina Education Fund to the Edina Public Schools

Desired Outcome(s) from the Board: Accept/Acknowledge gifts to Edina Public Schools from Edina Education Fund

Attachment(s): none

VI.G. Life, AD&D, LTD Insurance Renewal



Board Meeting Date: 10/7/2024

Title: Life, AD&D, and LTD Insurance Renewal

Type: Consent

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

Description: The District's appointed benefits consultant formally requested proposals for the District's life, accidental death & dismemberment, and long-term disability insurance programs. Three carriers responded with responsible offers: National Insurance Services, Hartford, and the Lincoln Financial Group.

The District's current provider, National Insurance Services, have offered an aggregate *decrease* of 30.37 percent per year based on current payrolls and a five-year rate lock.

The District's benefits consultant recommends continuing with National Insurance Services.

Recommendation: Authorize the Director of Finance & Operations to execute all documents necessary to put into place life, accidental death & dismemberment, and long-term disability insurance with National Insurance Services.

Desired Outcomes from the Board: N/A

Attachments:

1. Life, AD&D, and LTD Insurance RFP Summary - 2024

	Current NIS	Renewal NIS	Revised Renewal NIS	Proposal Hartford	Proposal Lincoln Financial Group
Basic Life Total	\$163,503	\$162,202	\$130,988	\$89,499	\$130,988
Voluntary Term AD&D	\$297	\$297	\$297	\$297	\$297
Employer Paid LTD Total	\$228,000	\$149,379	\$141,517	\$149,379	\$141,517
	\$391,800	\$311,878 -20.40%	\$272,802 -30.37%	\$239,175 -38.95%	\$272,802 -30.37%

Rate Guarantee
VOL Life Reductions
Definition of Disability
Sick Leave
FICA Match

	60 Months	36 Months	36 Months
	-		All Classes Reduce
Loss of Duties OR Loss of Earnings	-	Loss of Duties OR Loss of Earnings	Loss of Earnings Only
Sick Leave plus LTD benefit up to 100%	-	Sick Leave plus LTD benefit up to 100%	Sick Leave off sets LTD Benefit
Included	-	Included	Not Included

Carriers that declined to provide an offer: Guardian for Life, Prudential, Standard, Humana, Reliance Standard, SunLife, and Unum.

Carriers that provided an uncompetitive offer: MetLife, NYLife, USABLE and Voya

Basic Life/AD&D	Current	Renewal	Revised Renewal	Proposal	Proposal
	NIS	NIS	NIS	Hartford	Lincoln Financial Group
Class Name	Class 1: 01 Superintendent Class 2: 02 Edina Administrative Council Members Class 3: 03 Classified Supervisors, Confidential Employees and Other Support Staff Class 4: 04 Non-Affiliated Group Class 5: 05 Superintendent's Advisory Council Members Class 6: 06 Regular Education Minnesota/Edina Teachers Class 7: 07 Community Education Services Employees Class 9: 09 Edina Professional Association of Support Staff (EPASS) Employees Class 10: 10 Health Services Associate Organization Class 11: 11 12-month SEIU Transportation, Custodian & Ground Employees Class 12: 12 9-month SEIU Bus Drivers Class 13: 13 MN School EE Association Employees (Paraprofessionals) Class 14: 14 Retired Administrators at least 55 years of age with at least 20 years of services who elected their Pre-Retirement Amount Class 15: 15 Retirees of the Employer who were insured under the prior plan as of 12/31/2012, excluding Retired Administrators (Closed Class) Class 16: 16 Retired Administrators at least 55 years of age with at least 20 years of services who elected \$50,000 of Basic Life Only Class 17: 17 Retired Administrators at least 55 years of age with at least 20 years of services who elected \$50,000 of Basic Life Only - John Devine (Closed Class) Class 18: 18 Retired Superintendent - Dr. John W. Schultz Class 19: 19 Retired Superintendent Advisory Council Members - Who are at age 50 on date of retirement and has worked for Edina Independent School District 273 for at least 7 consecutive full years and have at least 20 years as an employee in an accredited institution of education, or for other governmental employees Electing Option #1 Class 20: Same as 19 with Electing Option # 2 Class 21: 21 Retired Superintendent's Advisory Council Members - hired on or after 7/1/2010, who are at least age 50 on date of retirement and has worked at least 10 full years of service at the district. Class 22: 22 Other Grandfathered Retirees - John Kraus, Thomas Opitz, Fred Mutchler and Chris Tower (Closed Class)	-	-	Fixing Class 1 Name being updated	Combined 4 classes into 1, Still able to match eligibility requirements.
Class Eligibility	Classes 1, 2, 4, 5: 14+ Hours Classes 3, 9, 10, 13: 30+ Hours Class 6: 20+ Hours Class 7: 25+ Hours Class 11, 12: 25+ Hours Retiree Classes 14-22: None	-	-	-	-
Benefit Type	Class 1: 3 X Annual Salary Classes 2, 4, 5, 8: 2 X Annual Salary Classes 3, 7, 9, 11: 1 X Annual Salary Class 6: 1.5 X Annual Salary Class 10: \$15,000 Class 12: \$10,000 Class 13: \$20,000 Retiree Classes 14, 15, 18, 20-22: Pre Retirement Amount Retiree Classes 16, 17, 19: \$50,000	-	-	Class 9 Fix from 2 X Earnings to 1 X Earnings bening updated	LFG Confirming they can match Retiree classes
Maximum / Guarantee Issue Amount	Class 1: \$800,000 Classes 3, 7, 9, 11: 250,000 Classes 4, 6, 8: \$350,000 Classes 2: \$360,000 Class 5: \$400,000 Class 10: \$15,000 Class 12: \$10,000 Class 13: \$20,000 Retiree Classes 14, 15, 18, 20-22: Pre Retirement Amount Retiree Classes 16, 17, 19: \$50,000	-	-	-	-

Basic AD&D Insurance	Class 1, 3, 7, 9, 10, 11, 12: Equal to Basic Life Class 2: 4 X Annual Salary; Max & GI \$720,000 Class 4: 4 X Annual Salary; Max & GI \$700,000 Class 5: 4 X Annual Salary; Max & GI \$800,000 Class 6: 3X Annual Salary; Max & GI \$500,000 Class 13: \$10K 2 Retirees have AD&D	-	-	-	-
Standard Provisions					
Rounding	By \$1,000 for Non-Flat Amounts	-	-	-	-
Benefit Reduction	No Age Reductions for Active Employees Classes 1-13 Classes 14, 15, 20, 22: No Reductions, Terms at Age 70 Classes 16 - 17: No Reductions & Does not Term Class 18: No Reductions, Term at Age 65 Class 19: No Reductions, Term at Age 90 Class 21: Terms at Medicare Eligibility	-	-	-	-
Waiver of Premium	No Elimination Period up to Age 65	-	-	Under Age 60; to Age 65; 3 Months EP	Under Age 60; to Age 65; 3 Months EP
Accelerated Death Benefit	Classes 1-15, 18, 20-22: 50% up to \$125,000 Class 16, 17, 19: 50% up to \$250,000	-	-	50% up to \$250,000	-
Conversion	Included	-	-	-	-
Portability	Included	-	-	Included only non-	Included only non-
Rate Contingency	As Current	-	-	Sold with VOL Life &	Sold with VOL Life &
Participation Requirement	Classes 1 - 13, 15, 18, 22: 100% Classes 14, 20, 21: 0% Classes 16, 17, 19, : 0%	-	-	-	-
Employer Contribution	Classes 1 - 13, 15, 18, 22: 100% Classes 14, 20, 21: 0% Classes 16, 17, 19, : 0% until Age 65 then 100% Thereafter	-	-	-	-
Rate Guarantee	December 31, 2024	60 Months	60 Months	36 Months	36 Months
Employees	NIS	NIS	NIS	Hartford	Lincoln Financial
All Eligible Employees					
Monthly Basic Life Rate per \$1,000	\$0.095	\$0.094	\$0.070	\$0.042	\$0.070
Class Basic Life Rate per \$1,000					
Monthly AD&D Rate per \$1,000	\$0.013	\$0.013	\$0.013	\$0.013	\$0.013
Lives					1292
Life Volume	\$108,382,000	\$108,382,000	\$108,382,000	\$108,382,000	\$108,382,000
AD&D Volume	\$197,104,750	\$197,104,750	\$197,104,750	\$197,104,750	\$197,104,750
Total Basic Life Premium	\$154,304	\$153,003	\$121,789	\$85,373	\$121,789
		-0.8%	-21.1%	-44.7%	-21.1%
Retiree Classes 14, 15, 18, 20, 21, & 22					
Monthly Basic Life Rate per \$1,000	\$0.33	\$0.330	\$0.33	\$0.148	\$0.330
Lives	8	8	8	8	8
Volume	\$2,323,000.00	\$2,323,000.00	\$2,323,000.00	\$2,323,000.00	\$2,323,000.00
Total Basic Dependent Life Premium	\$9,199	\$9,199	\$9,199	\$4,126	\$9,199
		0.0%	0.0%	-55.2%	0.0%
Total Premium	\$163,503	\$162,202	\$130,988	\$89,499	\$130,988
		-0.8%	-19.9%	-45.3%	-19.9%
Retiree Classes 16, 17, & 19					
Basic Life Age Rates					
0-64	\$1.800	\$1.800	\$1.800	\$0.803	\$1.800
65-69	\$2.270	\$2.270	\$2.270	\$1.012	\$2.270
70-74	\$3.940	\$3.940	\$3.940	\$1.756	\$3.940
75-79	\$5.480	\$5.480	\$5.480	\$2.442	\$5.480
80-84	\$7.620	\$7.620	\$7.620	\$3.396	\$7.620
85-89	\$10.590	\$10.590	\$10.590	\$4.719	\$10.590
90+	\$14.740	\$14.740	\$14.740	\$6.569	\$14.740

Voluntary Term Life	Current	Renewal	Proposal	Proposal
	NIS	NIS	Hartford	Lincoln Financial Group
Employee Benefit Type				
Benefit Increments	Classes 1, 3, 6, 7, 9-13: \$10,000 Increments Classes 2, 4, 5, : Choice of \$10,000 Increments or 2 X Annual Salary	-	-	-
Benefit Maximum	\$500,000	-	-	-
Benefit Minimum	\$10,000	-	-	-
Guaranteed Issue Amount	Classes 1, 3, 7, 9 - 13: Lesser of \$180,000 or 3.5 X Annual Salary Classes 2, 4, 5: Lesser of \$180,000 or 3.5 X Annual Salary Class 6: Lesser of \$180,000 or 4 X Annual Salary Class 14, 15, 18, 20, 21, 22: Pre-Retirement Amount Classes 16, 17, 19: No VOL Life Offered	-	-	-
Spouse Benefit Type				
Benefit Increments	\$5,000	-	-	-
Benefit Maximum	\$300,000 Not to Exceed EE;s Amount	-	-	-
Benefit Minimum	\$5,000	-	-	-
Guaranteed Issue Amount	\$40,000	-	-	-
Child Benefit Type				
Benefit	Choice of \$2,500, \$5,000, \$10,000	-	Increments of \$2,500 to \$10,000	-
Birth to 14 Days	\$1,000	-	-	-
15 Days to 6 Months	\$1,000	-	-	-
Guaranteed Issue Amount	Full Benefit	-	-	-
Standard Provisions				
Benefit Reduction	Classes 1 - 13: To 65% at Age 70 Classes 14, 15, 20, 22: No Reductions, Terms at Age 70 Cass 18: No Reductions, Term at Age 65 Classes 16, 17, 19: No VOL Life Offered Class 21: Terms at Medicare Eligibility	-	None	All Classes: To 65% at Age 70
Waiver of Premium	No Elimination Period up to Age 65 Retirees: Not Included	-	Under Age 60: To Age 65, 3 Months EP	Under Age 60: To Age 65, 3 Months EP
Accelerated Death Benefit	Classes 1-15, 18, 20-22: 50% up to \$125,000 Class 16, 17, 19: 50% up to \$250,000	-	80% up to \$500,000; Retirees 50% up to \$250,000	50% up to \$125,000
Conversion	Included	-	-	-
Portability	Included for classes 1-13 Retirees: Not Included	-	-	-
Participation Requirement	All Classes 0%	-	Able to take over current	Able to take over current
Employer Contribution	All Classes 0%	-	0%	0%
Rate Guarantee	December 31, 2024	-	36 Months	36 Months
Compliant With Table I	Yes	Yes	Yes	Yes
Voluntary Term Life	NIS	NIS	Hartford	Lincoln Financial Group
Per \$1,000 of Benefit	Employee / Spouse	Employee / Spouse	Employee / Spouse	Employee / Spouse
Age Band Rates:				
0-24	\$0.060	\$0.060	\$0.060	\$0.060
25-29	\$0.060	\$0.060	\$0.060	\$0.060
30-34	\$0.080	\$0.080	\$0.080	\$0.080
35-39	\$0.100	\$0.100	\$0.100	\$0.100
40-44	\$0.120	\$0.120	\$0.120	\$0.120
45-49	\$0.180	\$0.180	\$0.180	\$0.180
50-54	\$0.310	\$0.310	\$0.310	\$0.310
55-59	\$0.500	\$0.500	\$0.500	\$0.500
60-64	\$0.770	\$0.770	\$0.770	\$0.770
65-69	\$1.480	\$1.480	\$1.480	\$1.480
70-74	\$2.700	\$2.700	\$2.700	\$2.700
75-99	\$2.700	\$2.700	\$2.700	\$2.700
AD&D Per \$1,000 of Benefit				
Child	Option 1: \$0.40; Option 2: \$1.00; Option 3: \$2.00	Option 1: \$0.40; Option 2: \$1.00; Option 3: \$2.00	\$0.200 Per \$1,000	\$0.200 Per \$1,000
Grandfathered Retirees - Option 3				
Rates per \$1,000	\$0.44	\$0.44	\$0.44	Waiting on LFG

Employee Voluntary Term AD&D	Current NIS	Renewal NIS	Proposal Hartford	Proposal Lincoln Financial
Class Descriptions	All Eligible Employees Classes 1-13	-	-	-
Benefit Minimum	\$25,000 Increments	-	-	-
Benefit Maximum	\$500,000	-	-	-
Guarantee Issue	\$500,000	-	-	-
Spouse Voluntary Term AD&D Plan Design				
Benefit Maximum	\$250,000	-	-	-
Maximum % of Employee Coverage	Spouse Only: 50% of EE VOL AD&D Amount Spouse & Child: 40% of EE VOL AD&D Amount	-	-	-
Guarantee Issue	Spouse Only: \$250,000 Spouse & Child: \$200,000	-	-	-
Child Voluntary Term AD&D Plan Design				
Benefit Maximum	\$10,000	-	Max \$37,500	-
Maximum % of Employee Coverage	Child Only: 15% of EE VOL AD&D Amount Child & Spouse: 10% of EE VOL AD&D Amount	-	15% of EE VOL AD&D	-
Guarantee Issue	\$10,000	-	\$37,500	-
Standard Provisions				
Benefit Reduction To (Employee)	To 65% at Age 70; Term at Retirement	-	-	No Reductions
Seatbelt	Lesser of \$25,000 or 10% AD&D Amount	-	-	-
Airbag	Lesser of \$15,000 or 10% AD&D Amount	-	5% of AD&D up to \$15,000	5% of AD&D up to \$15,000
Exposure/Disappearance Loss of Life;	365 Days	-	-	AD&D Policy Amount
Loss of Two or More Hands or Feet; Loss of Sight of Both Eyes; Loss of Speech and Hearing (in both ears); Quadriplegia	100%	-	-	AD&D Policy Amount
Paraplegia	75%	-	-	-
Hemiplegia; Loss of One Hand or Foot; Loss of Sight in One Eye; Loss of Speech; Loss of Hearing (in both ears)	50%	-	Hemiplegia: 75% All Other: 50%	-
Loss of Thumb and Index Finger of the Same Hand	25%	-	-	-
Coma: Number of Monthly Benefits When Payable - At the end of each month during which the person remains comatose Lump Sum Benefit - 100% of principal sum When payable - Beginning of the 12th month	2% per month of AD&D Amount up to 12 Months	-	5%	5% of AD&D up to \$10,000
Special Education Benefit:	For Children enrolled in accredited institution at time of Death due to Accident; Max benefit per semester is the lesser of 5% of AD&D Insurance or \$1,500; The aggregate benefit amount is limited to \$12,000. Max. benefit period is 4 years.	-	5% Per year up to \$12,000 per year for 4 years Child Age Limit of 26	\$1,500/ Child Annually: \$12,000 Family Lifetime Max
Participation Requirement	As Current	As Current	Able to take over current	Able to take over current
Rate Guarantee	December 31, 2024	60 Months	3 years	3 years
AD&D Rates	NIS	NIS	Hartford	Lincoln Financial Group
Rates per \$1,000/per employee	\$0.017	\$0.017	\$0.017	\$0.017
Employee Volumn	\$16,961,250.000	\$16,961,250.000	\$16,961,250.000	\$16,961,250.000
Rates per \$1,000/per family	\$0.028	\$0.028	\$0.028	\$0.028
Family Volumn	\$25,090.000	\$25,090.000	\$25,090.000	\$25,090.000
Current Premium	\$297	\$297	\$297	\$297

Long Term Disability Plan					
	Current NIS	Renewal NIS	Revised Renewal NIS	Proposal Hartford	Proposal Lincoln Financial Group
Eligibility					
Class Name	Class 1: Superintendent, Administrative Council Members, Non-Affiliated, and Superintendent's Advisory Council Members Class 3: All Other Eligible Employees	-	-	-	-
Eligibility	Class 1: 14+ Hours Class 3: Community Education Services Employees Min. 1,300 Hours per Year; All other varies from 20+ to 30+ Hours Refer to certificate	-	-	Might be possible for implementation to match, but if not could convert to a weekly amount	-
Benefit Type					
Elimination Period (EP)	Lesser of 65 working days or 95 consecutive calendar days	-	-	95 Days	90 Days
Monthly Benefit Percent	66.67%	-	-	-	-
Maximum Monthly Benefit	Class 1: \$15,001 Class 3: 6,389	-	-	-	-
Minimum Monthly Benefit	Greater of \$100 or 10% of Gross LTD Benefit	-	-	-	-
Own Occupation Period	24 Months	-	-	-	-
Benefit Duration	Less than Age 69: To Age 70 Age 69 or Older: 1 Year	-	-	Prior to Age 68: To Age 70 Age 68 and Over: 24 Months	-
Earnings Test (Own Occ / Any Occ)	80% / 60%	-	-	-	80% / 80%
Definition of Disability	Loss of 1 or more material Duties "OR" Loss of Earnings; OR contract for Own Occ and Any Occ	-	-	-	Loss of Earnings Only
Definition of Earnings	Base pay before tax and fringe benefit deductions	-	-	-	Basic Monthly Earnings Immediately Prior to Disability
Required to Use Sick Leave Pay Before Benefits Start	Sick Pay plus LTD Benefit to 100% of Predisability Earnings	-	-	-	Sick leave will offset LTD Benefits
Can Sick Leave be Used during EP	Yes	-	-	-	-
Standard Provisions					
Zero Day Residual	Included	-	-	-	-
Intermittent Disability During EP	30 Days	-	-	-	-
Work Incentive Period	12 Months	-	-	-	-
Max Monthly Earnings During Work Incentive Period	Up to 100%	-	-	-	-
Pre-existing Condition Limitation	None	-	-	-	-
Recurring Disability	6 Months	-	-	-	-
Workplace Accommodation	Included at the carriers discretion	-	-	Up to \$25,000	100% up to the Greater or \$1,000 or 2 Months of Monthly Benefit
Mandatory Rehabilitation	Mandatory	-	-	-	-
Mental/Nervous Limitation	24 Months Lifetime Combined	-	-	-	-
Substance Abuse Limitation		-	-	-	-
Self Reported Condition Limitation	No Limitation	-	-	-	-
Survivor Benefit	3 Months	-	-	-	-
SS Offset	Full Family	-	-	-	-
Family Care Benefit	Not Included	-	-	Up to \$350 Monthly / Child for up to 12 Months \$175 thereafter Max of \$2,500 / year	-
FICA Match (If Employer Paid)	Included	-	-	-	Not Included
W2 Preparation included?	Included	-	-	-	-

Riders Included					
Education Benefit	N/A	-	-	Up to \$5,000/Dependent	-
Rate Contingency	As Current	-	-	Sold with Basic and VOL Life	Sold with Basic and VOL Life
Participation Requirement	100%	-	-	100%	100%
Employer Contribution	100%	-	-	100%	100%
Taxable Benefit	100%	-	-	100%	100%
Rate Guarantee	December 31, 2024	60 Month	60 Month	36 Months	36 Months
Long Term Disability	NIS	NIS	NIS	Hartford	Lincoln Financial Group
All Eligible Employees					
Per \$100 of Covered Payroll	\$0.290	\$0.190	\$0.180	\$0.190	\$0.180
Lives	1254	1254	1254	1254	1254
Volume	\$6,551,723	\$6,551,723	\$6,551,723	\$6,551,723	\$6,551,723
Total Long Term Disability	\$228,000	\$149,379	\$141,517	\$149,379	\$141,517
		-34.5%	-37.9%	-34.5%	-37.9%

EAP Plan Design				
	Current Sand Creek	Renewal Sand Creek	Proposal Compsych	Proposal Fairview
Face-to-face Counseling Sessions	4 / Issue / Year	-	-	Up to 6
Rate Guarantee				
Rate Contingency	Through 12/31/2024	36 Months	60 Months	36 Months

Rates				
Per Employee Per Month	\$1.292	\$1.250	\$1.110	\$0.970
Lives	1253	1253	1253	1253
Total Annual EAP Costs	\$19,422	\$18,795	\$16,690	\$14,585

Dental Underwriting

	Current DeltaDental	Renewal DeltaDental	Revised Renewal DeltaDental	HP	Humana	RelianceStandard	SunLife	MetLife	Guardian	OneDigital Underwriting
Current Enrollment										
Single	671	671	671	671	671	671	671	671	671	671
Employee +1	226	226	226	226	226	226	226	226	226	226
Family	322	322	322	322	322	322	322	322	322	322
Total Enrollment	1219	1219	1219	1219	1219	1219	1219	1219	1219	1219
Fixed Costs										
Rate Hold or Caps		36 Months	36 Months	2026 4% Cap	24 Months	24 Months	36 Months	36 Months	36 Months	
Administrative Fee	\$3.90	\$3.90	\$3.75	\$3.89	\$3.86	\$3.63	\$2.80	\$3.65	\$3.00	\$3.90
Annual Administration Costs	\$57,049	\$57,049	\$54,855	\$56,903	\$56,464	\$53,100	\$40,958	\$53,392	\$43,884	\$57,049
	Current Funding	Projection + Admin Renewal Funding							OD UW Claims	
Single	\$36.30	\$36.87	\$36.72	\$37.36	\$37.98	\$36.85	\$33.74	\$37.77	\$65.84	\$66.74
Employee +1	\$70.05	\$75.00	\$74.85	\$72.23	\$73.53	\$75.23	\$64.07	\$73.32	\$66.74	\$66.74
Family	\$114.30	\$127.76	\$127.61	\$117.95	\$120.13	\$125.55	\$109.76	\$119.92	\$66.74	\$66.74
	Current Funding	Funding not specific Funding not specific to plan							OD UW Claims	
Single	\$36.30	\$36.87	\$36.72	\$37.36	\$37.98	\$36.85	\$33.74	\$37.77	\$65.84	\$66.74
Employee +1	\$70.05	\$75.00	\$74.85	\$72.23	\$73.53	\$75.23	\$64.07	\$73.32	\$66.74	\$66.74
Family	\$114.30	\$127.76	\$127.61	\$117.95	\$120.13	\$125.55	\$109.76	\$119.92	\$66.74	\$66.74
Suggested Funding	\$923,918	\$993,942	\$991,748	\$952,469	\$969,411	\$985,865	\$869,545	\$966,339	\$969,016	\$976,263
Difference To Current		\$70,023	\$67,829	\$28,551	\$45,492	\$61,947	(\$54,373)	\$42,420	\$45,098	\$52,345
		7.58%	7.34%	3.09%	4.92%	6.70%	-5.89%	4.59%	4.88%	5.67%

BlueCross BlueShield Provided a non competitive offer.

Vision

	EyeMed Current	EyeMed Renewal	EyeMed Revised Renewal	Avesis Alternate	NVA Alternate
In-Network Benefits					
Network	Insight Network	-	-	Avesis	NVA
Comprehensive Exams	No Coverage	-	-	-	-
Frequency	No Coverage	-	-	-	-
Materials					
Lenses (in lieu of contact lenses):					
Single Vision	\$25 Copay	-	-	-	-
Lined Bifocal	\$25 Copay	-	-	-	-
Lined Trifocal	\$25 Copay	-	-	-	-
Frequency	Every 12 Months	-	-	-	-
Frames	\$0 Copay; \$130 allowance, 20% off balance over allowance; Walmart/Sam's Club/ Costco are out of network with up to \$91 reimbursement	-	-	-\$25 Copay; \$130 allowance, 20% off balance over allowance; allowance of \$68 at Walmart/Sam's Club; allowance of \$74.99 at Costco	\$0 Copay; \$130 allowance, 20% off balance over allowance; allowance of \$52 at Walmart/Sam's Club
Frequency	Every 24 months	-	-	-	-
Contact Lenses (in lieu of lenses):					
Conventional	\$0 copay, \$130 allowance; Walmart/Sam's Club/ Costco are out of network with up to \$104 reimbursement	-	-	-	\$0 copay, \$130 allowance; \$91 at Walmart/Sam's Club
Disposable		-	-	-	\$20 Copay for Standard, \$30 Copay Standard Extended, and \$50 Copay
Contact Lens Fit and Follow-up	No Coverage	-	-	Up to \$50 Copay for Standard and Up to \$75 Copay for Custom	-
Medically Necessary	Paid in full	-	-	-	-
Frequency	Every 12 months	-	-	-	Every 12 months / 24 months if Received Frame
Lasik Discount					
Network	US Laser Network	-	-	Avesis Onetime/Lifetime \$150 Allowance Provider Discount up to 25%	National Lasik Network
Discounts:	15% off retail or 5% off promotional	-	-	-	5% - 15% Discount
Participation Requirement	As Current	-	-	Min. 2 Enrolled Employees	Min. 10 Enrolled Employees
Rates					
Rate Guarantee	Through 12/31/2025	48 Months	48 Months	48 Months	48 Months
Employee	\$4.90	\$4.90	\$4.66	\$4.36	\$3.83
Subscriber + 1	\$9.32	\$9.32	\$8.85	\$8.30	\$7.29
Family	\$13.69	\$13.69	\$13.01	\$12.19	\$10.70
Commissions	10.00%	10.00%	10.00%	10.00%	10.00%

VI.H. Braemar Arena Facility Use Agreement



Board Meeting Date: 10/7/2024

Title: Braemar Arena Facility Use Agreement Renewal

Type: Consent

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

Description: The District does not own its own ice arena and has found it advantageous to utilize facilities owned by the City of Edina at Braemar Arena. Use of the City facility has historically included use of the locker rooms and ice time in addition to a ticket sales revenue sharing agreement.

The renewal proposal is for four years at the following hourly rates for ice time:

<u>Year</u>	<u>Hourly Rate</u>
2024-25	\$20.00
2025-26	\$20.50
2026-27	\$21.50
2027-28	\$22.00

Recommendation: Authorize the Director of Finance & Operations to execute all documents necessary to put into effect an agreement with the City of Edina for use of its Braemar Arena facility.

Desired Outcomes from the Board: N/A

Attachments:

1. Facility Use Agreement – Braemar Sports Facility

**FACILITY USE AGREEMENT
BRAEMAR SPORTS FACILITY**

between

CITY OF EDINA, MINNESOTA

**INDEPENDENT SCHOOL DISTRICT NO. 273
(EDINA), MINNESOTA**

Dated September 4, 2024

FACILITY USE AGREEMENT

THIS FACILITY USE AGREEMENT (the "Agreement") made this 4th day of September, 2024 by and between the **CITY OF EDINA**, a Minnesota municipal corporation (the "City"), and **INDEPENDENT SCHOOL DISTRICT NO. 273 (EDINA), MINNESOTA**, an independent school district created and existing under the laws of the State of Minnesota (the "District") in regards to the use of the City's Braemar Arena "Facility" as well as the Locker Room "Locker Room" in the Facility.

WITNESSETH THAT, in consideration of the mutual covenants herein contained, the parties hereto recite and agree as follows:

ARTICLE I Terms and Conditions

- 1.01. Term. This Agreement shall be for a term of four (4) years commencing on the date of signature, subject to the District's right to terminate this Agreement as set forth in Section 1.06.
- 1.02. Indemnification. Each party is responsible for its own acts and omissions and the results thereof to the extent authorized by law. Minnesota Statutes Chapter 466 and other applicable law govern the parties' liability. Each party to this Agreement expressly declines responsibility for the acts or omissions of the other party. In addition to the foregoing, nothing herein shall be construed to waive or limit any immunity from, or limitation on, liability available to either party, whether set forth in Minnesota Statutes, Chapter 466 or otherwise.
- 1.03. Dispute Resolution. City and District agree to resolve any disputes through the processes described in Section 1.031 and, if required, the process described in Section 1.03.2.
 - 1.03.1. Negotiation. The District Superintendent and the City Manager, or their designees, must promptly meet and attempt in good faith to negotiate a resolution in the event of any dispute between the parties arising under this Agreement.
 - 1.03.2. Mediation and Arbitration. If the City and the District have not negotiated a resolution of the dispute within 30 days after this meeting, the parties may jointly select a mediator to facilitate further discussion. If a mediator is not used or if the parties are unable to resolve the dispute within 30 days after first meeting with the selected mediator, all disputes arising under this Agreement will be submitted to binding arbitration before a panel of one (1) arbitrator in accordance with the commercial arbitration rules of the American Arbitration Association. The parties will equally share the costs of conducting any mediation or arbitration, excluding each party's cost for preparation of its own case.
- 1.04. Relationship of Parties. The City and the District agree that it is their intention hereby to create only the relationships of licensor and licensee, and no provision hereof, or act of either party hereunder, shall ever be construed as creating the relationship of lessor and lessee, principal and agent, or a partnership, joint venture or enterprise between the parties hereto.
- 1.05. Rights Cumulative. The rights and remedies of the City and the District under this Agreement, whether provided by law or by this Agreement, shall be cumulative, and the exercise by either party of any one or more of such remedies shall not preclude the exercise by such party, at the same or different times, of any other remedy for the same default or breach or of any of its remedies for any other default or breach of the party. The waiver by either party of any default by the other party under this Agreement, or the failure of either party to insist upon strict performance of any of the terms of this Agreement, will not be deemed to be a waiver by such party of any future default or of such party's right to insist upon strict performance by the other Party in the future.

ARTICLE II
Facility Ownership, Operation, and Maintenance

- 2.01. Ownership. The City is the owner of the Facility and Locker Rooms, subject to the right and obligations of the parties set forth in this Agreement and in the Joint Powers Agreement.
- 2.02. Insurance. The City will be responsible to insure the Facility, including fixtures, and furnishings therein against loss or damage by fire and loss or damage by such other risks and in such amounts, with such deductible provisions, in accordance with prevailing community standards and the City shall carry and maintain, and pay timely the premiums for direct damage insurance covering all risks of loss on a replacement cost basis in an amount equivalent to the full insurable value thereof. Each party will obtain and maintain during the term of this Agreement a comprehensive liability insurance policy in at least the amounts specified as to the extent of liability under Minnesota Statutes, Section 466.04. The District will be named as an additional insured on the City's policy and the City will be named an additional insured on the District's policy. Each party shall furnish to the other party a certificate of insurance documenting the required coverage.
- 2.03. Operating and Utilities Costs. The City will provide for all electric, heat, phone, water, sewer, trash removal and other utilities, janitorial and other services (collectively "Operating and Utilities Costs"). As provided in Section 2.052, the District shall reimburse the City for all Operating and Utilities Costs incurred for the Locker Rooms areas included during the District's Exclusive Use Period. The City will maintain reasonable temperatures in the Locker Rooms during the District's use time; provided, the City is not required to provide air conditioning.
- 2.04. Maintenance and Upkeep. The City will be responsible for all maintenance, repairs, and upkeep of the Facility and Locker Rooms necessary to keep the Facility in good repair and clean condition. The City, at its sole expense, shall also maintain the internal roadway systems, parking areas, associated common areas and HVAC system used in connection with the Locker Rooms, including snow plowing, to the same standards as provided by the City to other City buildings.
- 2.05. Exclusive Use of Locker Rooms. The District shall have exclusive use of the Locker Rooms from October 15 through March 31 ("District's Exclusive Use Period"). The City shall have exclusive use of the Locker Rooms at all other times.
- 2.05.1 Locker Room Exclusivity Exception. The City and the District agree that the other party may schedule use of the Locker Rooms during the other party's exclusive use period, with the other party's consent. Such consent may not be unreasonably withheld.
- 2.05.2 Locker Room Expense Reimbursement Provision. – The District will reimburse the City for expenses related to maintenance, repairs, and upkeep of the Locker Rooms during the District's Exclusive Use period as provided in Section 2.05. Annual Locker Room expenses will be in arrears by the City. These costs will then be divided equally by the total ice time and invoiced as a single hourly ice time fee as described in Section 3.02.
- 2.06. Damage or Destruction of Locker Rooms. Upon any damage or destruction of any of the Locker Rooms by fire or other casualty, the City shall within one hundred twenty (120) days after such damage or destruction, commence the process required to repair, reconstruct and restore the damaged Locker Rooms to substantially the same condition or utility value as existed prior to the event causing such damage or destruction and shall diligently pursue such repair, reconstruction and restoration.

ARTICLE III
Fees for Facility Usage and Locker Room Exclusivity

- 3.01. User Fees. The City will charge the District ice time user fees. The hourly rate for District-sponsored activity ice time uses shall be the same rate charged by the City to other users ("Fixed rate"). IN addition, as outlined in Section 2.052, the City will adjust its fixed rate to reflect the District's financial responsibilities outlined in Sections 2.03 and 2.052.
- 3.02. Ice time per council approved rate plus:
- 2024-25 = \$ 20/hour
 - 2025-26 = \$ 20.50/hour
 - 2026-27= \$ 21.50/hour
 - 2027-28 = \$ 22/hour
- 3.03. Payments by City to District. The City will invoice the District monthly for the charges in Section 3.01. The District will pay the invoice within 35 days of receipt of the invoice.
- 3.04. Ticket Sales. The District will pay the City fifty (50) percent of the adjusted net income from ticket sales revenue obtained from District hockey games hosted at the Braemar arena. The revenue due the City shall be paid to the City twice per year. The first invoice will include October – December events and the second January – March events.
- 3.04.1 Adjusted Net Income is determined by the equation Ticket Sales Revenue – (District Costs MINUS \$250.00).
- \$250.00 deduction denotes adjustment for additional gameday costs to the City.

IN WITNESS WHEREOF the City and the District have subscribed their names as of the day and year first above written.

CITY OF EDINA

By: 

Jesse Buchholz
Its General Manager – Braemar Arena

**INDEPENDENT SCHOOL DISTRICT
NO. 273 (EDINA), MINNESOTA**

By: _____
Mert Woodard
Its CFO/Director, Finance & Operations

VI.I. Minnesota State High School League
(MSHSL) Constitutional Amendments



Board Meeting Date: 10/7/24

Title: Minnesota State High School League (MSHSL) Constitutional Amendments

Type: Consent

Presenter(s): Dr. Stacie Stanley, Superintendent

Description: On Tuesday, June 4, 2024, the MSHSL Board of Directors unanimously approved a resolution, which supports a Member District vote this fall that would amend the Constitution to include all 9th graders in MSHSL athletic and fine arts programs in MSHSL Member Schools. The attached document provides an overview of the proposed amendment.

Recommendation: Support the MSHSL constitutional amendments.

Desired Outcome(s) from the Board: Approve the district's support of the MSHSL constitutional amendments.

Attachment(s): [MSHSL overview on constitutional amendments](#)



Education and Leadership for a Lifetime

2100 Freeway Boulevard, Brooklyn Center, Minnesota 55430-1735 | (763) 560-2262, FAX (763) 569-0499 | www.mshsl.org

September 17, 2024

Dear Superintendent/President/Head of School,

The Minnesota State High School League Board of Directors has unanimously resolved to bring two MSHSL Constitutional Amendments before all Member Schools. This vote by Member Schools, regarding the two Proposed Constitutional Amendments, is scheduled to be held electronically from Friday, October 4, 2024, through Friday, October 18, 2024. The Member School vote will be conducted online via the MSHSL website. Specific voting information, including the voting web link and ballot security code, will be mailed to Member Schools on Monday, September 30, 2024.

Background

The Minnesota State High School League has long governed interscholastic athletic and fine arts programs for students in grades 10, 11 and 12, along with any students in grades 7, 8 and 9 who participate in these programs. In the past few years, the League has heard clearly from representatives of our Member Schools and the Board of Directors that it is time to transition our League to an organization that governs and includes all students in grade 9 in the same way, it serves students in grades 10, 11 and 12.

On Tuesday, June 4, 2024, the MSHSL Board of Directors unanimously approved the resolution, which supports a Member School vote this fall that would amend the Constitution to include all 9th graders in MSHSL athletic and fine arts programs in MSHSL Member Schools. This mailing includes a copy of the proposed amendment as an enclosure.

The Member School vote will also include a second constitutional amendment. This amendment includes changes and updates of outdated and inconsistent language within the Constitution. These changes are technical in nature and would not change intent or application. This mailing includes a copy of the proposed amendment as an enclosure.

Please review these amendments before the vote and reach out with any questions.

Proposed Amendments

The MSHSL Board of Directors approved the following resolutions, which define the voting process for the Proposed Constitutional Amendments:

9th Grade Governance

The MSHSL staff is directed to conduct a mail (email) ballot vote on the proposed constitutional amendment that would redefine the Minnesota State High School League as a 9th through 12th grade organization. The Board finds that for purposes of the Constitution of the Minnesota State High School League, Section 214.00 and other sections of the Constitution, "mail" includes but is not limited to "email." Each Member School is entitled to one vote, which may be endorsed by one or both designated school representatives. The voting must take place electronically over a two-week period commencing October 4, 2024, and continuing through October 18, 2024. This period may be extended if in the judgment of the Executive Director and President of the Board of Directors, additional time is needed to ensure Member Schools have a reasonable opportunity to submit their votes.

Technical Language Amendments

the MSHSL staff is directed to conduct a mail (email) ballot vote on the proposed technical constitutional amendment changes. MSHSL Staff is directed to prepare a list of technical changes to the Constitution for ratification by the membership. The changes will cover archaic, outdated, and inconsistent language. The President, Executive Director, and legal counsel will ensure and certify that the changes are technical in nature and do not constitute substantive changes. The voting must take place simultaneously with the 9th – 12th grade amendment vote. This period may be extended, in connection with the above listed vote, if in the judgment of the Executive Director and President of the Board of Directors, additional time is needed to ensure Member Schools have a reasonable opportunity to submit their votes.

Process and Timeline for Member School Voting

Tuesday, September 17, 2024 – Member School mailing and emails sent to Superintendent/President/Head of School informing Member Schools of the pending Member School vote, outlining the voting process and distributing the MSHSL Proposed Constitutional Amendments and sample ballot. Copies of the email will also be sent to the Activities Administrator at each Member School.

Monday, September 30, 2024 – Member School mailing sent to Superintendent/President/Head of School including the link for Member School voting, the school-specific ballot security code, a copy of the official ballot and voting directions.

Friday, October 4, 2024—The voting portal opens at 8:00 a.m. CST for designated school representatives or their duly designated alternate to submit the Member School vote.

Friday, October 18, 2024—The voting portal will close at 5:00 p.m. CST unless the Executive Director and President of the Board of Directors extend the voting time period per the adopted resolution.

Please prepare for the initiation of this voting process. The MSHSL Board of Directors strongly encourages all Member Schools to take part in the vote on this proposed amendment. The MSHSL Constitution has a 75% quorum requirement, and as a result, every vote counts.

This notice provides you with the opportunity to inform and involve your school’s governing board, administrative team members, or other primary decision-makers within your school or district.

Sincerely,



Erich Martens
Executive Director, Minnesota State High School League

Enclosures: Proposed Constitutional Amendment – 9th Grade Governance
Proposed Constitutional Amendment – Technical Language
Sample Ballot

SAMPLE BALLOT

MSHSL Proposed Constitutional Amendments

Member School Official Ballot

This official ballot must be authorized by the Member School's Designated School Representative or Designated School Board Representative.

Each MSHSL Member School is entitled to one vote. Districts with more than one Member School are entitled to one vote for each Member School.

After submitting this vote, the Superintendent/Head of School/President of the Member School will receive a confirmation email with a record of the Member School's vote.

Member School Name -- This field will autofill with your school's name as you begin typing the name of the school.*

Email Address of Superintendent/Head of School/President -- The confirmation email will be sent to this address.

Email Address of Superintendent/Head of School/President -- The confirmation email will be sent to this address.*

Confirm email*

Ballot Security Code--Enter the Ballot Security Code that you received in the mail. *

Name of Person Completing Ballot*

MSHSL Designated School Representative and MSHSL Designated School Board Representative are authorized to vote. Please list those who authorized this vote. (At least one name is required.) *

Vote Question 1: 9th Grade Governance *

- Yes--Our Member School supports the amendment to the MSHSL Constitution
- No--Our Member School does not support the amendment to the MSHSL Constitution

Vote Question 2: Technical Language Amendments*

- Yes--Our Member School supports the amendment to the MSHSL Constitution
- No--Our Member School does not support the amendment to the MSHSL Constitution

SUBMIT

SAMPLE BALLOT

Below is the Proposed Amendment to the Constitution of the Minnesota State High School League to expand governance to grades 9-12 and the current language with strikethroughs and additions.

MINNESOTA STATE HIGH SCHOOL LEAGUE 200.0

Proposed Amendment

204.00 MEMBERSHIP

204.01 Regular Membership

The League governs athletics and fine arts activities in grades 9 through 12 per Minn. Stat. § 128C.01 subd. 1. A public school, nonpublic school, or registered home school that provides instruction in compliance with Minn. Stat. § 120A.24 and which offers senior high school coursework in grades 9 through 12, or a minimum of three (3) years of senior high school work in grades 10 through 12, may apply for membership with the MSHSL.

To be eligible for membership in the Minnesota State High School League, the governing board of each such school must pass a Resolution applying for membership for each of its high schools in which it agrees to adopt as its own, and abide by and enforce, the League's Articles of Incorporation, Constitution, Bylaws, Policies and Regulations. All memberships are subject to approval by the Board of Directors.

Membership shall continue subject to payment of the annual dues and the annual adoption by the governing board of each member school of the Resolution described above.

204.02 Associate Membership

Associate membership may be granted to new schools doing accredited work for grade 9, grades 9 and 10, or grades 9-11, inclusive, provided they are otherwise eligible and have a strategic plan, approved by the MSHSL Board of Directors, to add a minimum of one grade each school year until the 12th grade is added, at which time they qualify for regular membership. Associate members shall enjoy all the rights and privileges of League membership and shall pay dues and fees as prescribed by its Constitution and Bylaws.

Proposed Amendment with Strikethroughs

204.03 MEMBERSHIP

204.04 Regular Membership

The League governs athletics and fine arts activities in grades 9 through 12 per Minn. Stat. § 128C.01 subd. 1. A public school, nonpublic school, or registered home school that provides instruction in compliance with Minn. Stat. § 120A.24 and which offers senior high school coursework in grades 9 through 12, or a minimum of three (3) years of senior high school work in grades 10 through 12, may apply for membership with the MSHSL. ~~Membership is extended to each Minnesota high school as approved by its governing board, high schools associated with state supported universities or colleges, and state supported institutional high schools. Schools must be doing a minimum of (3) years of senior high school work in grades 10 through 12, which would include offering four years of senior high school work in grades 9-12 or (4) years of work for grades 9-12 accredited by the State Department of Education. Schools that have been members, however, may retain their membership when reclassified as a High School Department.~~

To be eligible for membership in the Minnesota State High School League, the governing board of each such school must pass a Resolution applying for membership for each of its high schools in which it agrees to adopt as its own, and abide by and enforce, the League's Articles of Incorporation, Constitution, Bylaws, Policies and Regulations. All memberships are subject to approval by the Board of Directors.

Membership shall continue subject to payment of the annual dues and the annual adoption by the governing board of each member school of the Resolution described above.

204.05 Associate Membership

Associate membership may be granted to new schools doing accredited work for ~~either~~ grade 9, grades 9 and 10, ~~or~~ grades 9-11, inclusive, ~~or grades 10 and 11~~, provided they are otherwise eligible and have a strategic plan, approved by the MSHSL Board of Directors, to add a minimum of one grade each school year until the 12th grade is added, at which time they qualify for regular membership. Associate members shall enjoy all the rights and privileges of League membership and shall pay dues and fees as prescribed by its Constitution and Bylaws.

Below is the Proposed Amendment to make technical language adjustments to the Constitution of the Minnesota State High School League with strikethroughs and additions.

CONSTITUTION OF THE MINNESOTA STATE HIGH SCHOOL LEAGUE 200.00

201.00 NAME

The name of this voluntary, nonprofit, incorporated association (hereinafter sometimes referred to as the "League") is the Minnesota State High School League.

202.00 PURPOSE

In order that the League may assist and encourage the attainment of the overall objectives of secondary education in the State of Minnesota, the following purposes are established:

1. To provide, promote, extend, manage and administer a program of activities for youth of the schools of the state on ~~district~~, section, region and state levels in the fields of athletics, speech, music and dramatics on a competitive basis, as well as such other curricular and extracurricular activities as may from time to time be sponsored by schools of Minnesota.
2. To establish uniform and equitable rules for youth in ~~interschool~~ interscholastic activities.
3. To elevate standards of sportsmanship and to encourage the growth of responsible citizenship among the students, member schools and their personnel.
4. To protect youth, member schools and their personnel from exploitation by special interest groups.
5. To provide mutual benefit and relief plans for the assistance of school students injured in League sponsored activities in meeting medical, dental and hospital expenses incurred by reason of such injuries.
6. To serve the best interests of member schools and their students by providing a medium of cooperation and coordination in educational fields of endeavor and a series of related activities on a statewide basis, which they individually could not achieve or accomplish for their students and which aid and assist the schools in maintaining a constantly improving program.
7. To regularly review and evaluate the effectiveness of its program.

203.00 CORPORATE BYLAWS

This Constitution shall be and does constitute the corporate "Bylaws" of the League as that term is used in the Articles of Incorporation.

204.00 MEMBERSHIP

204.01 Regular Membership

Membership is extended to each Minnesota high school as approved by its governing board, high schools associated with state supported universities or colleges, and state supported institutional high schools. Schools must be doing a minimum of (3) years of senior high school work or (4) years of work for grades 9-12 accredited by the State Department of Education. Schools that have been members, however, may retain their membership when reclassified as a High School Department.

To be eligible for membership in the Minnesota State High School League, the governing board of each such school must pass a resolution applying for membership for each of its high schools in which it agrees to abide by and enforce the Articles of Incorporation, Constitution, Bylaws and ~~Regulations~~ Policies of the League.

Membership shall continue subject to payment of the annual dues and subject to the annual adoption by the governing board of each member school of a Resolution, in which it is agreed that such school will abide by and enforce the League's Articles of Incorporation, Constitution and Bylaws, and adopt as its own the League's bylaws, ~~and regulations~~ policies and rules governing interscholastic competition in League sponsored activities and agrees to enforce the same.

204.02 Associate Membership

Associate membership may be granted to new schools doing accredited work for either grades 9 and 10, grade 10, grades 9-11, inclusive, or grades 10 and 11, provided they are otherwise eligible, pending the addition of a grade each school year until the 12th grade is added, at which time they qualify for regular membership. Associate members shall enjoy all the rights and privileges of League membership and shall pay dues and fees as prescribed by its Constitution and Bylaws.

205.00 DUES

The annual membership dues shall be established by the Board of Directors and shall be payable by October 1 of each year. Schools failing to pay dues for any year are not eligible to participate in League activities for that year.

206.00 REFUND OF SURPLUS

The Board of Directors shall review the finances of the League at the end of each fiscal year and any funds which exceed 50% of the average total disbursements for the three previous years shall be refunded to the respective member schools on a pro rata basis, using the same formula set out in 205.00 governing dues.

207.00 ANNUAL AUDIT

All Minnesota State High School League accounts shall be audited annually by the State Auditor. A copy of this annual audit shall be filed with the Commissioner of Education, State of Minnesota, and each member school.

208.00 LOCAL CONTROL

208.01 Designated School Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all **district**, region and section meetings and on **mail** ballots where member schools are called upon to vote, such as **district-meetings**, region meetings, and **mail** state ballots.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to, but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the **schools** school's membership in the MSHSL.

209.00 CLASS "A" AND "AA" REGION COMMITTEES: GOVERNANCE AND REPRESENTATION

209.01 Region Committees

1. The Region Committee shall consist of a minimum of twelve (12) members. Only designated school representatives or individuals eligible to be designated school representatives are eligible to be selected to these twelve (12) positions.

- If the committee does not include a representative of one sex, a representative of that sex shall be appointed by the committee. Appointees who are eligible are individuals who are eligible to be designated school representatives.
- Additional committee members may be added at the discretion of each region committee. These positions are not limited to designated school representatives.
- No member school may have more than two (2) representatives on the region committee.

2. Selection of Committee Members

Each Class "A" and "Class AA" Region shall be divided into four (4) geographically determined subregions.

- Membership on the region committee shall include a minimum of two (2) members of boards of education or their designee; two (2) superintendents or their designee; two (2) principals or their designee; two (2) athletic directors; two (2) coaches (one (1) representing boys coaches and one (1) representing girls coaches); two (2) fine arts directors (one (1) representing music and one (1) representing speech/debate/one act play).
- No member school may have more than two (2) representatives on the region committee.
- The term of office for school administrators shall be four (4) years.
- The term of office for coaches/activity directors shall be four (4) years.

3. Terms of Office

- The term of office of the school administrator shall not exceed four (4) years, and the term of office for coaches and activity directors shall not exceed four (4) years. Committee members serving more than half of one term shall not be eligible for reelection or appointment to succeed themselves. They may be eligible for further elections or appointments.
- Each of the four (4) geographically divided subregions of that region shall be numbered one (1) through four (4). Representation on the region committee shall be as follows:

	<u>2023-24 to 2026-27</u>	<u>2027-28 to 2030-31</u>	<u>2031-32 to 2034-35</u>	<u>2035-36 to 2038-39</u>
Board of Education	Subregion 4	Subregion 1	Subregion 2	Subregion 3
Superintendent	Subregion 1	Subregion 2	Subregion 3	Subregion 4
Principal	Subregion 2	Subregion 3	Subregion 4	Subregion 1
Athletic Director	Subregion 3	Subregion 4	Subregion 1	Subregion 2
Boys' Coaches		4		4
Speech		4		4
Girls' Coaches	4		4	
Music	4		4	

The rotation for subregion representation shall rotate from Subsection 1 through Subregion 4 and then repeat.

- Elections of members to the region committee shall be conducted during the spring of the year and will be confirmed by the region committee at its spring meeting. A complete list of the region committee members shall be posted on the Administrative Region's League Web page by August 1 of each year.
- Each region committee shall develop an advisory structure for each League-sponsored activity region level.

209.02 Powers and Duties of the Region Committee

1. The Region Committee shall be responsible for the immediate and general supervision of the region events assigned by the Board of Directors. Power to determine eligibility, to interpret eligibility bylaws, to penalize schools for bylaw infractions, and/or to present a tournament different from the policy established by the Board of Directors is not and shall not be within the authority of the Region Committee.
2. The Region Committee shall:
 - A. elect its own officers and designate their responsibilities;
 - B. when appropriate for each identified tournament, assign schools to a subregion as determined by the schools in that activity.
 - C. keep complete minutes on all meetings and of the region committee;
 - D. furnish a full report of the proceedings of all region committee meetings to the schools of the region and to the League office;
 - E. select the tournament managers and tournament committee for each tournament assigned by the Board of Directors. Each subregion should have equal representation on the tournament committee. If only a Region or Section tournament is held, membership on the tournament committee shall come from a representative geographic area of the assigned tournament teams; receive all finances from subregion and region/section tournaments; pay all bills for subregion and region/section tournaments; determine and send proportionate share/expense claims to the Region Committee(s) from which teams are assigned for governance purposes; and, send a report to the League Office relative to the finances and the participation of teams assigned to the Region tournament.
 - F. maintain a financial balance in accordance with Board of Directors policies.
 - G. provide for an annual audit of region funds;
 - H. perform such other duties as may properly come before the committee.
3. The region may employ a non-voting executive secretary or an executive secretary-treasurer on an annual basis according to the League's fiscal year.

209.03 Region Meetings

Each member school is entitled to two votes.

1. Regions may conduct organizational meetings either in the spring or fall of the year.
 - A. To receive input from the schools assigned to the region and to develop general plans for the conduct of region events assigned by the Board of Directors.
 - B. To elect a designated school board representative from each region to serve in the Representative Assembly for a term of two years.
 - (1) Elections in even-numbered regions will be held in the even-numbered years and elections in odd-numbered regions will be held in the odd-numbered years.
 - (2) A delegate is limited to a maximum of two (2) consecutive full two-year terms. Delegates are not eligible for re-election or appointment to succeed themselves following the maximum term.
 - C. To fill vacancies on the region committee.
2. The names of region committee members shall be sent to the League office and posted on the Administrative Region's League Web page not later than August 1 of each school year.
3. Special meetings of the member schools of the Region may be called at the discretion of the Region Committee.

210.00 REPRESENTATIVE ASSEMBLY**210.01 Function of the Representative Assembly**

The Representative Assembly is the legislative body of the Minnesota State High School League in making and changing bylaws. Its function is to consider all bylaw proposals set before it by the designated school representatives of member schools, region committees, the Board of Directors, and officers of the representative associations after recommendation by the League's Administrative Region Committees; to weigh the merit of such proposals in relation to the welfare of the League; and to accept or reject them as a part of the Activity Bylaws of the League or in the form of resolutions. It shall review reports of the League activities, finances and concerns.

210.02 Organization

1. Membership in the Representative Assembly shall consist of:
 - A. Three (3) designated school representatives from each of the League's sixteen (16) Administrative Regions.
 - (1) Each Administrative Region may elect designated school representatives from among the schools assigned to their Administrative Region, or
 - (2) the Region Committee may appoint members of the Committee to represent the wishes of the Region at the Representative Assembly.
 - B. The President of the Board of Directors.
 - C. Members of the Board of Directors shall act in an advisory capacity and shall not be eligible to vote.
2. Officers

The President of the Board of Directors and the Executive Director of the League shall be president and secretary, respectively, of the Assembly meetings. In case of a tie vote in the Assembly, the president shall cast the deciding ballot. The executive director does not have the right to vote.
3. Method of Election and Term of Office
 - A. Election and term of office for the members of the Representative Assembly shall be for a period of two (2) years.
 - B. During the 2005-2006 school year, members will be elected/appointed for two- (2) and three- (3) year terms. Members from Class "A" and Class "AA" Administrative Regions 2, 4, 6 and 8 will elect/appoint one member for a two- (2) year term and two members for a three- (3) year term. Members from Class "A" and Class "AA" Administrative Regions 1, 3, 5 and 7 will elect one member for a three- (3) year term and two members for a two-(2) year term.

- C. Following the initial election/appointment to serve as a member of the Representative Assembly, a delegate is limited to a maximum of two (2) consecutive two-year terms. Delegates are not eligible for reelection or appointment to succeed themselves following this maximum term.

2100B Meetings and Their Purposes

1. The Annual Meeting

- A. The Annual Meeting will be held in May of each school year or as determined by the Board of Directors.
- B. The purpose of the meeting is:
- (1) to review League activities, finances and concerns;
 - (2) to act on the agenda of proposed amendments and resolutions as approved by the majority of Administrative Regions;
 - (3) to initiate amendments and resolutions to be considered by the Representative Assembly at their next scheduled meeting if adopted by a majority vote of the Assembly; and
 - (4) to re-edit any proposed amendment and resolution if the Assembly approves by a majority vote. Re-editing shall not change the meaning or intent of the proposal.
- C. All legislative amendments and resolutions, as originally submitted, as re-edited or as initiated and passed by the Assembly, shall be distributed to all member schools.
- D. The Minutes of this meeting shall be published in the next issue of the Bulletin (or a special Bulletin) and distributed to all member schools.

2. Special Meetings

A special meeting of the Representative Assembly may be called for any purpose or purposes at any time by:

- A. the President of the Board of Directors; or
- B. written request from five members of the Board of Directors; or
- C. written request from fifteen (15) members of the Representative Assembly. Upon such written request sent by registered or certified mail or delivered in person to the President or Secretary of the Board of Directors, it shall be the duty of such officer forthwith to cause such notice of special meeting to be given to the members of the Representative Assembly, the Board of Directors, and any other persons entitled to notice of a meeting which shall be held not less than five (5) days nor more than thirty (30) days after the receipt of such request.

211.00 BOARD OF DIRECTORS

211.01 Election, Terms, Vacancies

1. The management of the affairs of the Minnesota State High School League shall be vested in a Board of Directors as follows:
 - A. Four designated school representatives elected from the Class "A" regions - one from Regions 1-2; one from Regions 3-4; one from Regions 5-6; and one from Regions 7-8 for a term of four years.
 - B. Four designated school representatives elected from the Class "AA" regions - one from Regions 1-2; one from Regions 3-4; one from Regions 5-6; and one from Regions 7-8 for a term of four years.
 - C. Two representatives appointed by the Board of Directors of the Minnesota State School Boards Association.
 - D. Two representatives appointed by the Board of Directors of the Minnesota Association of Secondary School Principals.
 - E. Two representatives appointed by the Board of Directors of the Minnesota Association of School Administrators. (3/8/2021)
 - F. Four activity representatives will be elected for a term of four years. One representative will be elected to represent:
 - (1) Boys Sports
 - (2) Girls Sports
 - (3) Music
 - (4) Speech

Each of the activity representatives must be from a member school and have been designated by the governing board of that school as its activity representative.

- G. Four members of the public appointed by the Governor pursuant to Minnesota Statutes 128C.01.

2. The Regions shall elect their Directors in accordance with the following schedule:

Class "A"

Director representing Area 3 (Regions 5-6) - 2025
 Director representing Area 4 (Regions 7-8) - 2022
 Director representing Area 1 (Regions 1-2) - 2023
 Director representing Area 2 (Regions 3-4) - 2024

Class "AA"

Director representing Area 1 (Regions 1-2) - 2025
 Director representing Area 2 (Regions 3-4) - 2022
 Director representing Area 3 (Regions 5-6) - 2023
 Director representing Area 4 (Regions 7-8) - 2024

Once the initial election rotation has been established, election shall occur every four years as the director vacancy occurs. The same schedules shall be continued each year.

3. Method of Election

Region Directors

- (1) A director shall be elected every fourth year by the member schools of the area (combined regions assigned by the Board of Directors for governance and representation purposes). The election shall be conducted between March 1 and May 1. Every member school has two votes to be cast by the designated school representatives.
- (2) Each member school may nominate one candidate. The candidate shall be an individual who is eligible to be a designated school representative.
- (3) The region committees of the area (combined regions) shall establish an election committee, establish election procedures, and conduct the election.

B. Activity Representatives

- (1) The Executive Board of each of the four activity associations shall select a slate of candidates, establish election procedures, and conduct the election. Only designated activity representatives of member schools are eligible for election. The Associations include:
 - (a) Boys Sports - combination of Minnesota State High School Coaches Association and Minnesota Interscholastic Activities Administrators Association;
 - (b) Girls Sports - Minnesota State High School Coaches Association for Girls Sports;
 - (c) Music - Minnesota Music Educators Association; and
 - (d) Speech - Speech Activities Association
 - (2) Elected by the designated activity representatives of the member schools in each activity area between March 1 and May 1 every fourth year as follows:
 - (a) Boys Sports and Music in 2023;
 - (b) Girls Sports and Speech in 2024.
4. In the event that a vacancy occurs during the term of a director from any of the areas (combination of regions), a successor shall be appointed by the combined region committees. The new director shall serve for the remainder of the unexpired term.
In the event that a vacancy occurs during the term of an activity representative, a successor shall be appointed by the executive board of that activity association. The new representative shall serve for the remainder of the unexpired term.
 5. A director who has served one (1) full four-year term on the Board shall be ineligible for any subsequent election or appointment to the Board.
 6. The term of office of each member of the Board of Directors shall begin on August 1 following their appointment or election.
 7. Directors shall not hold any other office in the Minnesota State High School League.
 8. The appointments made by MASA and MASSP pursuant to paragraphs D and E above shall rotate between a representative from a "Class A" Region and a "Class AA Region".
 9. The initial terms of the MASA members commencing in 2021 shall be for 4 and 2 years respectively. Thereafter, each term shall be four years.

211.02 Powers and Duties

The Board of Directors shall have the following powers and duties:

1. It shall elect one (1) of its directors as president, one (1) as vice-president, and one (1) as treasurer; each to hold office for one (1) year.
2. The executive director shall serve as secretary. The Board may also elect an assistant to the Treasurer from among the League staff.
3. It shall elect an executive director for a term of three (3) years and determine the compensation. It may elect an associate(s) or assistant(s) to the executive director and determine their compensation.
4. It shall have general supervision over all interscholastic contests between members of the League and shall make arrangements for and have full charge of all state tournaments and state interscholastic meets. At least one (1) member of the Board of Directors shall be present at all state championship contests.
5. It shall interpret all bylaws and provisions set forth in this Constitution, the Activity Bylaws and other bylaws and regulations of the League. The Board may delegate this responsibility to the executive director for periods between meetings. Interpretations given by the executive director shall be subject to review by the Board of Directors at its next meeting.
6. Upon a showing of special and unusual circumstances that warrant an exception, the Board shall have discretion to consider, limit, modify or waive the application of the penalty for the violation of any bylaw. It shall also exercise authority over all eligibility ~~problems and~~ cases ~~which are~~ not specifically provided for.
7. It shall provide penalties for violation of the bylaws of the League when they are not specified in the Constitution and/or Activity Bylaws. It shall establish a due process procedure for a student, parent or guardian who wishes to contest a school's failure to certify the eligibility of a student.
8. When ~~charges~~ complaints are made in writing against any school in the League, the Board of Directors, after giving ten (10) days' notice of time and place of hearing, shall consider the ~~charges~~ complaints, assess penalties at its discretion and may, if it believes the offense merits such action, suspend the offending school for a period not exceeding one (1) year.
9. It shall divide the state into regions (sections), assign member schools to regions (section) for the purpose of carrying on League activities at those levels to determine who shall participate in state tournaments or contests.
10. It shall have control of all subregion, region and section contests, but each region committee is charged with their immediate management.
11. Directors on the Board of Directors shall attend meetings of their respective Region Committees in order to provide necessary liaison between the Board of Directors and the Region. Expenses shall be paid by the League.
12. It shall publish a complete summary of the proceedings of each Board meeting and each meeting of the Representative Assembly in the next issue of the Bulletin or in a special publication which will be sent to all member schools.

13. It shall arrange for and purchase a fidelity bond covering the paid employees of the League and the treasurers of the regions ~~and districts.~~
14. After each meeting of the member schools and/or Representative Assembly, it shall be the duty of the Board of Directors to make changes necessary to harmonize existing provisions of the Constitution and Activity Bylaws with new amendments. The Board of Directors may reword, rephrase and/or rearrange duly adopted amendments to conform to the existing style and format of the Constitution and Activity Bylaws. The meaning and intent of the proposal may not be altered.
15. It may establish and maintain a retirement plan for its full-time employees.
16. It shall perform such other duties as the Board of Directors deems to be necessary.

212.00 ACTIVITY BYLAWS

212.01 Formulating Bylaws

The League acting by and through its Representative Assembly will formulate bylaws governing the various activities sponsored by the League. These bylaws shall consist of General Bylaws applicable to all activities and Special Bylaws applicable to specific activities.

212.02 Amending Bylaws

Amendments of all such bylaws shall be made in accordance with the amendment procedure stated in 215.00 of this Constitution.

213.00 VOTING AND QUORUM

1. In all voting of member schools, the designated school representatives of the member school, or a duly designated alternate, shall be entitled to vote. At all meetings of the Representative Assembly, the member, or a duly designated alternate shall be entitled to vote.
2. At all meetings of member schools a quorum shall consist of 75% of all members. When votes are taken by mail or in a digital format, 75% of all members must take part to constitute a quorum.
3. At all meetings of the Representative Assembly, a quorum shall consist of 75% of the total membership.
4. At all meetings of the Class "A" Regions, Class "AA" Regions and the Board of Directors, a simple majority shall constitute a quorum.
5. Unless otherwise provided for, a majority vote of those present, assuming a quorum, shall be sufficient for approval.

214.00 AMENDMENTS TO THIS CONSTITUTION

This Constitution may be amended as follows:

1. An amendment shall be proposed by a resolution adopted by the Board of Directors directing that it be submitted for adoption at a meeting of the member schools, or when considered necessary, by taking a mail vote of the members schools.
2. A two-third (2/3) favorable vote, assuming a quorum, shall be required for passage of any amendment, whether in a meeting or by mail vote.

215.00 AMENDMENTS TO GENERAL BYLAWS AND ALL ACTIVITY BYLAWS

The General Bylaws, all other Activity Bylaws of the League, and all League Resolutions shall be adopted and amended in the following manner:

215.01 Vote on Amendments and Resolutions

1. The bylaws of the League may be amended at a regularly scheduled meeting of the Representative Assembly by a two-thirds (2/3) vote of the members present, assuming a quorum.
2. Resolutions may be adopted at any regular meeting of the Representative Assembly by a majority vote of the members present, assuming a quorum.

215.02 Time for Submission

Proposed amendments and resolutions shall be submitted to the Executive Director of the League by October 15 of each school year. By November 1 of each school year, the amendments that have been submitted will be sent to each of the sixteen (16) Region Committees. By February 15 of each school year, the Region Committees will respond to the League office regarding their support or rejection of the proposed amendment. Nine (9) of the sixteen (16) Region Committees must support a proposed amendment before it will be submitted to the Representative Assembly for consideration.

If a proposed amendment is supported but modified by a Region Committee, the modified amendment must be sent to the sixteen (16) Region Committees by February 1st of the school year for an additional vote by the Region Committees. By April 1 of each school year, the Region Committees must respond to the League office regarding any modified amendments they have reviewed. If the modified amendment is supported by nine (9) of the sixteen (16) Region Committees, the amendment will be submitted to the Representative Assembly for their consideration. If the amendment or the modified amendment is not supported by nine (9) of the sixteen (16) Region Committees, it will be sent back to the proposers for their reconsideration.

The amendment(s) that will be advanced to the Representative Assembly will be listed on the League's website, and they will become an agenda item for the Area Meetings held throughout the state each spring.

The Representative Assembly will meet at a time designated by the League's Board of Directors to deliberate and vote on any amendments that have been presented for their consideration. The Representative Assembly will have (1) an open forum for people to voice their concerns or support for an amendment, (2) a caucus of the Assembly members, (3) a report to the Assembly from each caucus group, and (4) a vote on the amendments presented to the Assembly.

The Board of Directors may approve any amendment submitted outside the above-referenced timelines ~~as an emergency amendment~~ if 2/3 of the members of the Board of Directors approve the submission.

215.03 Sponsors of Proposals

Proposed amendments and resolutions may be submitted:

1. By the designated school representatives of five (5) or more schools;
2. By any district or region committee;
3. By the Board of Directors;
4. By action of the Representative Assembly; or
5. By the officers of each activity association (Minnesota State High School Athletic Directors Association; Minnesota State High School Coaches Association; Minnesota State High School Coaches Association for Girls Sports; Minnesota Music Educators; Communication and Theater Association of Minnesota).

215.04 Effective Date

All amendments and resolutions approved by the Assembly become effective, unless otherwise specified, on August 1.

215.05 Emergency Amendment Procedure

~~In case of an emergency, the~~ The Board of Directors may, at its discretion, submit to the members of the Representative Assembly an amendment to the General Bylaws or the Activity Bylaws for approval by mail. A two-third (2/3) favorable vote, assuming a quorum, shall be required for passage of such an amendment. If passed, the amendment is effective immediately but only until the next regular meeting of said Assembly at which time the amendment shall be resubmitted for action by the Assembly.



MSHSL Grades 9-12 Governance

It's Time to Vote! What's Your Next Step?

School Administrators and MSHSL Governing Board Representatives:

Voting opens soon to consider the MSHSL constitutional amendment on 9th grade governance. Please take these steps to ensure your vote is an informed decision.

1. **Review information** that has been sent via email and USPS mail over the past few weeks. All information is cataloged here: www.mshsl.org/9thgovernance.

Additionally, please join the *LEAD Special Edition: 9th Grade Governance* virtual meeting. This 30-minute meeting will be held on Wednesday, October 2 at 9 a.m. on Zoom and will provide great background information and address many questions. [Register in advance for the meeting here.](#)

2. **Discuss the benefits** of adding 9th grade to the MSHSL with your school's:
 - Superintendent/Head of School/President
 - MSHSL School Governing Board Designated Representative
 - Activities Director
 - Building Administrators
3. **Prepare to vote** by using the information that will be mailed to the school superintendent/president/head of school on Monday, September 30. This includes the link to the electronic ballot and your school's code.
4. **Be aware that there is a second question** on the ballot that asks for a vote to update the Constitution by removing outdated language and making technical adjustments to the document. These changes will not change any intent, policy or bylaw application for schools.
5. **Identify your voter** by ensuring that either the designated school representative or the member school's governing board designated representative understands and is prepared to exercise their responsibility to submit your school's vote.
6. **Cast your electronic vote** on Friday, October 4, or before the deadline on Friday, October 18. Remember: the vote is to be cast by either the designated school representative or the school's governing board designated representative and votes on both questions are requested.

As always, contact the League with questions or for more information.

- Email info@mshsl.org
- Phone 763-560-2262

VII. Discussion

VII.A. FY25 Early Learning Center Update -
Fostering Excellence in Early Learning

Speaker (s) : Dr. Anne Marie Leland, Director of Community Education & Strategic Partnerships; Jody Remsing, Director of Student Support Services; and Kim Isley, Assistant Director of Early Learning



Board Meeting Date: October 7, 2024

Title: FY25 Early Learning Center Update - Fostering Excellence in Early Learning

Type: Discussion

Presenter(s): Dr. Anne Marie Leland, Director of Community Education & Strategic Partnerships; Jody Remsing, Director of Student Support Services; and Kim Isley, Assistant Director of Early Learning

Description: The FY25 Early Learning Center (ELC) presentation showcases our commitment to exceptional early learning programming and services through three key areas:

1. **Leadership Excellence:** Introduction of our new Assistant Director of Early Learning, Kim Isley, who brings fresh vision and expertise to our team.
2. **Inclusive Philosophy:** Highlighting our core philosophy of belonging and inclusion, ensuring every child feels valued and supported.
3. **Innovation and Growth:** Unveiling new programs, welcoming spaces, and our dedicated teaching staff, all designed to enhance the learning experience.

The ELC offers a dynamic and integrated set of general and special education programs, including:

- Early Intervention Services
- Comprehensive Screening
- Specialized Early Childhood Special Education
- High-Quality PreKindergarten Programs
- Family-Centered Early Childhood Family Education
- Innovative Family Literacy Initiatives
- Engaging Enrichment Activities
- Extended Learning Opportunities
- Impactful Early Learning Corps

Our Assistant Director of Early Learning is spearheading collaborative efforts with families and staff, ensuring seamless transitions and support for all early learners. This approach reinforces our commitment to individualized care and education.

The ELC is dedicated to creating an environment where everyone—children, families, and staff—feels a deep sense of belonging. Our inclusive approach celebrates diversity and fosters a supportive community for each and every person.

By forging strong partnerships with our community, schools, and families, we are laying the foundation for successful learning journeys. Our goal is to empower every child with the skills, confidence, and love for learning that will propel them towards future academic success.

Through these exceptional programs and our dedicated approach, the Early Learning Center is setting new standards in early childhood education, ensuring every child has the best possible start in their educational journey.

Recommendation: N/A

Desired Outcomes from the Board: Please review the information and come prepared with your questions.

Attachments: FY25 Early Learning Update Slide Presentation



2024-2025

Fostering Excellence in Early Learning

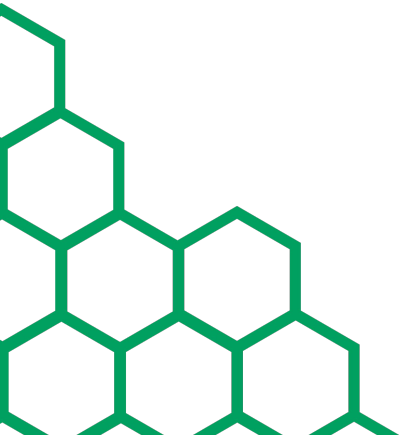


LET'S GET
Started



Presentation Agenda

1. Leadership excellence
2. Inclusive philosophy
3. Innovation and growth





About me *Professionally*

My passion is to help support all families in their unique needs so that they can grow together and have fun and joy along the way.

- Worked in Special Education for 27 years including ECSE for 24 years
- While an ECSE Teacher I worked in both birth-2 and 3-5
- Division of Early Childhood Board member for 3 years
- Trainer for FGRBI
- Leadership roles for 7 years leading teams in ECSE, K-22
- For the past 9 years I have worked for Minnesota State University, Mankato in the Special Education Department supervising ECSE student teachers and onboarding students into the graduate program



For *each and every student*
To discover their possibilities *& Thrive*

Belonging

For 2024-25

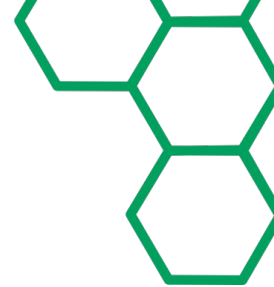
Dr. Stanley shared this quote from Floyd Cobb and John Knownapple's book: *Belonging Through a Culture of Dignity*

Inclusion is engagement within a community where the equal worth and inherent dignity of each person is honored. An inclusive community promotes and sustains a sense of belonging, it affirms the talents, beliefs, backgrounds and ways of its living members.



Belonging

Our Guiding Principle



- Understanding and believing we are **ONE TEAM**
- Shared agreement: all decisions are made from the lens of *what's best for kids and families who attend the Early Learning Center*
- The 3 C's for effective Team Work:

Collaboration

Communication

Coordination



The Magic of ECFE

ECFE numbers are trending up from pre-covid numbers

- Steam classes being offered on Saturdays and weekday evenings
- Added a baby playtime class this fall due to high demand
- Infant classes are full (0-12 months)
- Toddling Tykes is so popular (1 year olds)
- Taste of preschool for two year olds is thriving (2 year olds)
- Family Literacy class is growing (3-5 year olds)



We value what our families value



Libby Plowman along with her colleagues are working on an ECFE needs assessment seeking answers to three questions:

- What are local successful ECFE programs offering?
- What kinds of programming do our stakeholders want?
- How are our peers engaging and reaching families?

We are using a variety of methods to ask these questions, e.g., surveys, interviews, and focus groups to create a findings presentation and recommendations to enhance our offerings and drive enrollment for the next three years.



Inclusivity is a core value at the ELC



Our team has adopted the core value that: We are ONE team working together for each and every student

All teachers at the ELC continue to provide high quality instruction for all students within their classrooms

93% of students with identified special education needs are currently offered an inclusive experience

New staff has/or will have completed Pyramid tier 1 by the end of October

Teaming time each week with teaching teams to ensure success for all students



Expanding Inclusivity

Expert consultant helping us expand our inclusive programming and practices at the ELC. Ideas include:

- Co-taught classrooms
- Increased diversity of class offerings
- Creative staffing in classrooms to ensure highly trained professionals working with our students
- Building an MTSS system of support to ensure every student thrives at the ELC





New Happenings...

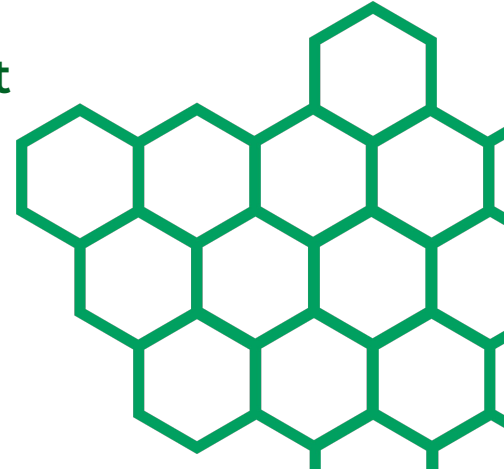
- **New Classes**
 - All Day 3's
 - Half Day 4's
- **Welcoming redesign**
 - Front office look
 - Office space locations
 - Furniture in family commons coming
 - Conference room to come
- **Busing for scholarship students**
- **Voluntary PreK funding for eight students**





New Teachers

- Molly Garrity - Morning 4s and Screening
- Colleen Reid - Morning 4s
- Grace Schultz - All day 3s (new class this year)
- Emily Edland - 3s and enrichment
- Isabel Matticks - 0.5 Morning FTE ECSE Teacher
- Hannah Clonkey - 0.4 FTE School Psychologist
- Grace Mann - Speech and Language Pathologist
- Alayna O'Hiehr - ECSE Teacher





EDINA PUBLIC SCHOOLS
is a *dynamic* learning community
delivering educational *excellence* and
preparing all students to
realize their full potential





THANK YOU

Edina Public Schools



VII.B. Middle School Orientation Day, Get
Connected, Connect & Assess

Speaker (s) : Nate Swenson, Assistant Superintendent; Dr. Cara Rieckenberg, Highlands Elementary Principal; Tricia Pettis, South View Middle School Principal; Jenn Carter, Edina High School Assistant Principal



Board Meeting Date: 10/07/2024

Title: Middle School Orientation Day, Get Connected, Connect & Assess

Type: Discussion

Presenter(s): Nate Swenson, Assistant Superintendent; Dr. Cara Rieckenberg, Highlands Elementary Principal; Tricia Pettis, South View Middle School Principal; Jenn Carter, Edina High School Assistant Principal

Description: We will provide an overview of Get Connected and Connect and Assess from each level of the District (Elementary, Middle, and High).

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

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

Attachment(s):

- See Presentation [Slide Deck](#)

Introduction

At the start of the 2024-25 school year, we implemented a new first-day schedule for our middle schools, featuring a staggered start time for new and returning students. This initiative was designed to enhance our onboarding process, particularly for students new to our middle schools, including incoming 6th graders and transfer students.

We are pleased to provide you with a follow-up on this new approach. Our initial observation indicates that this change has positively impacted our students' transition experience, aligning well with our strategic initiatives to create a more inclusive and supportive school culture. We will also discuss any challenges encountered and our plans for further refinement of this approach for future school years.

The success of this change is a testament to the collaborative efforts of our middle school leadership teams, teachers, and staff. Their dedication to creating a positive start for all students, especially those facing significant transitions, has been commendable.

In addition to the change made at our middle schools, our Elementary Schools and High School also utilized different options for Connect & Assess and Get Connected days. These variations were implemented to try and better suit the needs of stakeholders across our District.

We look forward to answering any questions about our new approaches to starting the school year.

Middle School Orientation, Get Connected and Connect & Assess

Presenters:

Nate Swenson, Assistant Superintendent

Dr. Cara Rieckenberg, Principal of Highlands Elementary

Tricia Pettis, Principal of South View Middle School

Jenn Carter, Assistant Principal, Edina High School



DEFINING EXCELLENCE

First Week of School



TOPIC 1:

Mission/Vision &
Strategic Initiatives

TOPIC 2:

Orientation, Get Connected
Middle School and High School

TOPIC 3:

Connect & Assess
Highlands Elementary





Vision/Mission & Strategic Initiatives





For *each and every student* to
DISCOVER their possibilities
and thrive





EDINA PUBLIC SCHOOLS

is a *dynamic* learning community
delivering educational *excellence*
and preparing all students to
realize their full potential





Our **MISSION**

Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills.

We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.

Edina Strategic Initiatives



Strategy B: Ensure an Equitable and Inclusive School Culture

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

Strategy C: Foster Positive Learning Environment and Whole Student Support

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

Edina Strategic Initiatives



Strategy E: Engage Parents, Schools and Community

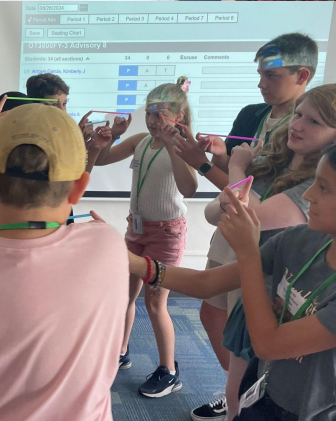
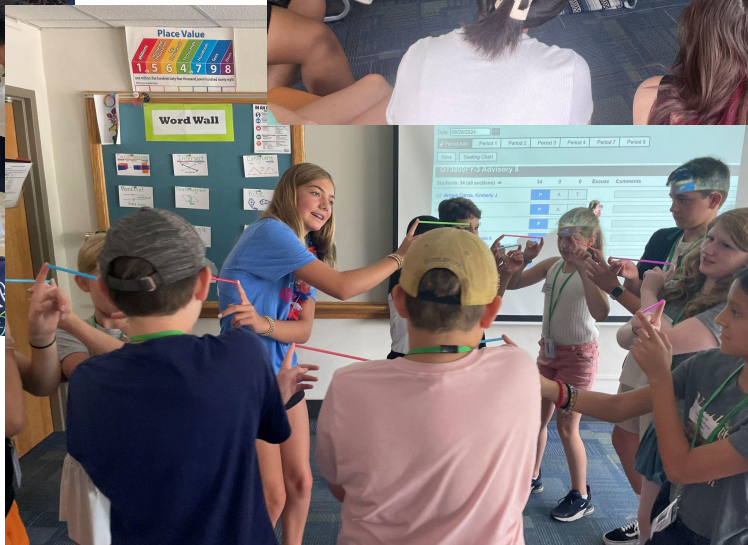
1. Provide engagement opportunities and information about Edina Public Schools to the community so that all community members feel connected and know how to contribute to our collective success.
4. Develop and maintain a culture of continuous improvement based on evidence.



**Orientation Day
and Get
Connected**

Middle School Orientation Day

Tricia Pettis

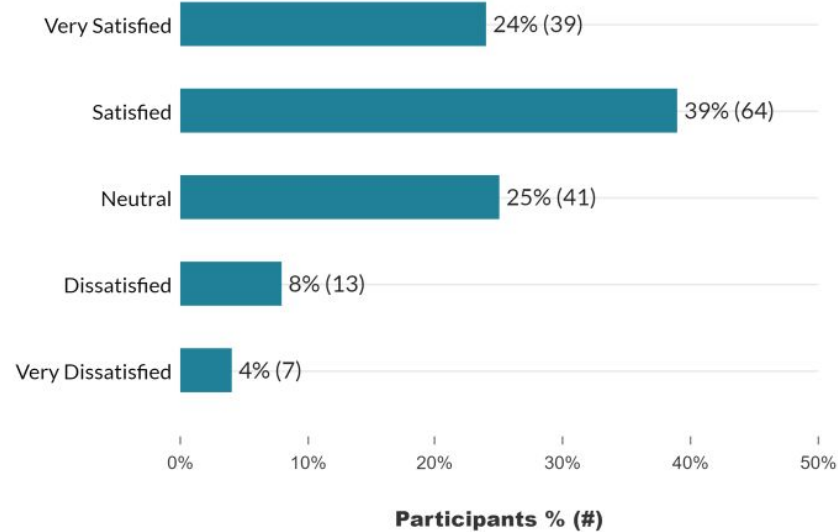


Get Connected - Jenn Carter



PARTICIPATION Breakdown of Participation

How satisfied were you with the overall EHS Get Connected Day experience?

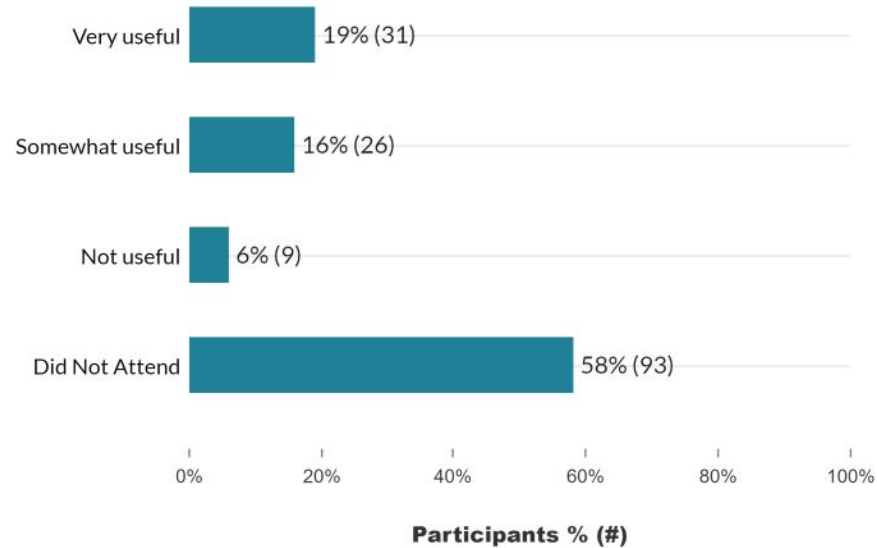


Get Connected - Jenn Carter



PARTICIPATION Breakdown of Participation

If you attended Scheduled Teacher Open House Presentations, how useful did you find them?



Get Connected - Jenn Carter




PARTICIPATION Breakdown of Participation

What was your preferred way to interact with teachers during Get Connected Day?



156
Responses

%		Answer <i>(Multiple select)</i>
23%	(36)	Scheduled presentations
63%	(98)	Informal meet-and-greet in classrooms
44%	(69)	Brief interactions (e.g., stopping by to say hello)
15%	(23)	Other

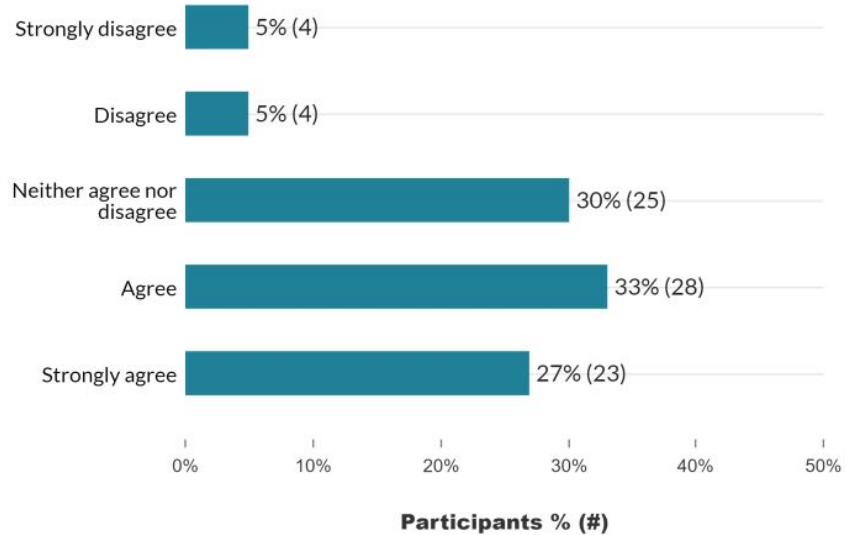


Get Connected - Jenn Carter



PARTICIPATION Breakdown of Participation

Did you think adding a Sensory Hour was a valuable use of time on Get Connected day?





3

Connect & Assess



Connect & Assess - Dr. Cara Rieckenberg



Benefits of Connect & Assess - Family Feedback

1. Fostering Relationships:

- **Connection with Teachers:** Parents and students greatly value the opportunity to meet teachers one-on-one, helping establish rapport and ease any first-day jitters. This personal interaction allows both parties to share insights about the child, fostering a supportive environment.
- **Building Comfort:** Students, especially younger ones or those new to the school, benefit from becoming familiar with their classroom and teacher, which helps reduce anxiety about starting the school year.

2. Understanding Student Needs:

- **Individualized Insights:** These days provide a crucial opportunity for teachers to assess each child's strengths, needs, and learning styles in a relaxed setting, allowing for more tailored instruction from day one.
- **Parent Engagement:** Parents appreciate being able to discuss their child's background, quirks, and any specific concerns, leading to better understanding and collaboration with educators.

Connect & Assess - Dr. Cara Rieckenberg



Benefits of Connect & Assess - Family Feedback

3. Preparation for the School Year:

- **Calm Introduction:** Having time dedicated to meet with teachers and visit classrooms helps students transition more smoothly into the school routine, making them feel prepared and supported.
- **Logistical Benefits:** It allows families to complete necessary paperwork and turn in forms in a less hectic environment before the school year starts.

4. Collecting Baseline Data:

- **Assessment Opportunity:** The days serve as an efficient way for teachers to gather initial assessment data outside of regular class time, enabling them to make informed decisions on grouping and instruction early in the year.

Connect & Assess - Dr. Cara Rieckenberg



Benefits of Connect & Assess - Family Feedback

5. Community and Familiarization:

- **School Environment:** Parents and students appreciate the chance to familiarize themselves with the school layout and meet other staff members, which enhances their overall comfort and sense of belonging within the school community.

6. Flexibility for Families:

- **Convenient Scheduling:** Holding Connect and Assess Days on Fridays and Mondays allows families to plan around weekends, accommodating varying schedules and making participation more accessible.

***Overall, Connect & Assess Days are viewed as a valuable initiative that supports both student readiness and parental engagement, creating a strong foundation for the upcoming school year.*

Connect & Assess - Dr. Cara Rieckenberg



Concerns of Connect & Assess - Family Feedback

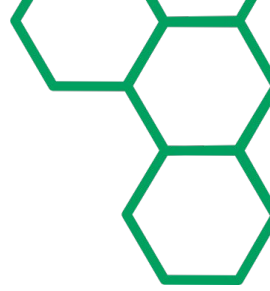
1. **Summer Activities:** A significant number of parents expressed concern that Friday conflicts with end-of-summer family trips and camps, making it challenging to attend. Many families felt that Monday and Tuesday were better suited for wrapping up summer activities and managing childcare.
2. **Childcare Needs:** Some parents highlighted the increased difficulty in arranging childcare with the new schedule, as summer programs often end before the school year starts.
3. **Preference for Timing:** Several respondents preferred having Connect and Assess Days closer to the actual start of school, suggesting that Monday and Tuesday offered better preparation for students.

Neutral and Indifferent Responses:

- A portion of parents indicated indifference, stating that either schedule worked for them or that they had no strong feelings about the change.

Overall Impression: While some families embraced the new schedule for its flexibility and convenience, others preferred the traditional Monday and Tuesday format, citing issues related to summer activities and childcare. The diversity of opinions highlights the need for ongoing feedback to ensure that the scheduling meets the varying needs of all families.

Connect & Assess - Dr. Cara Rieckenberg



Feedback from Certified Staff

Positive Aspects:

- Many appreciated the separation of Connect and Assess Days from the first day of school, finding it less overwhelming and more beneficial for preparation.
- The extra day allowed teachers to review data, plan effectively, and connect with families before students arrived, making them feel more organized and less rushed.
- Several noted that having a day in between was helpful for regrouping and processing information, enhancing their engagement and effectiveness.

Concerns:

- Some teachers highlighted issues with family availability on Fridays



QUESTIONS?

Edina Public Schools





THANK YOU

Edina Public Schools



VII.C. Data Metrics Plan Update

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



Board Meeting Date: 10.7.24

Title: Early Learning Center (ELC) 2024-25 Data Metrics Board Update

Type: Discussion

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

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2024 Edina Public Schools Data Metrics Plan update reflects spring 2023 data and is a midpoint progress check after one year of the two year plan. The plan as a whole is broken down into four grade level bands. This report is the Early Learning Center (ELC) grade level band.

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

Desired Outcomes for the Board: Review the report, have questions prepared, and provide feedback on the key findings and action steps in relation to the data presented.

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

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

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

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

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

Key Findings _____ **4**

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

Pre K: Edina Early Learning Center (ELC) Programming Supports Parent/Family Development and Prepares Students for Kindergarten Goal Progress _____ **6**

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

Edina Data Metrics Plan Appendix _____ **13**

APPENDIX A: Glossary _____ **13**

APPENDIX B: 2023-2025 Board Approved EPS Assessment Plan _____ **15**

APPENDIX C: FASTBridge Assessment Guide _____ **16**

APPENDIX D: MCA Opt Out Data _____ **17**

MCA Math Participation Data _____ **17**

MCA Reading Participation Data _____ **17**

MCA Science Participation Data _____ **18**

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Appendix F: 2022-23 Data Metrics Reports _____ **20**

Key Findings

Early Learning Center: Early Childhood Preschool Education (ECPE) & Early Childhood Special Education (ECSE)	
Key Findings	Key Action Steps
<p>Literacy:</p> <ul style="list-style-type: none"> ● Proficiency is above 80% ● Increased the percentage of Edina Kindergarten students who were enrolled in Edina Early Learning at grade level proficiency in the fall by 12% ● EL/Non-EL Kindergartners reading proficiency has less than a 3% gap ● Overall proficiency declined from prior year 	<p>We will:</p> <ul style="list-style-type: none"> ● continue to focus on literacy coaching and intervention support from Reading Corp. ● continue the Science of Learning professional development and its application. ● work to strengthen the implementation of Creative Classroom in the classroom. ● provide professional development on TS Gold Assessment training. ● host a curriculum night to engage caregivers in the curriculum so that parents understand implementation strategies at home. <p><i>*Strategy A.1: Design and deliver curriculum instruction, and assessment.</i> <i>*Strategy A.5: Provide robust early childhood education.</i> <i>*Strategy D.2: Provide robust and balanced professional development.</i> <i>*Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.</i></p>
<p>Math:</p> <ul style="list-style-type: none"> ● Increased the percentage of Edina Kindergarten students who were enrolled in Edina Early Learning at grade level proficiency in the fall by more than 7% ● There is an achievement gap for our Black or African American and Hispanic/Latino students. 	<p>We will:</p> <ul style="list-style-type: none"> ● work to strengthen implementation of math curriculum in the classroom. ● provide professional development on TS Gold Assessment training. ● host a curriculum night to engage caregivers in the curriculum so that parents understand implementation strategies at home. <p><i>*Strategy A.5: Provide robust early childhood education.</i> <i>*Strategy D.2: Provide robust and balanced professional development.</i> <i>*Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.</i></p>
<p>SEL:</p> <ul style="list-style-type: none"> ● 84% of students in Edina Early Learning are meeting SEL benchmarks <ul style="list-style-type: none"> ○ Decline of 3% from previous year 	<p>We will:</p> <ul style="list-style-type: none"> ● continue to implement the Pyramid Framework. ● provide professional development on Pyramid for new staff. ● ensure SEL is effectively integrated into the daily classroom routine and supports student development. ● provide professional development on TS Gold Assessment training. <p><i>*Strategy A.5: Provide robust early childhood education.</i> <i>*Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.</i> <i>*Strategy D.2: Provide robust and balanced professional development.</i></p>

Edina Early Learning Center (ELC) students are prepared for kindergarten.

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

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

Metrics:

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

**Note: Teaching Strategies Gold (TSG) is a comprehensive assessment that ELC staff have grown in the use of over the last two years. The spring 2023 and the spring 2024 data reported are different data points due to the ELC staff's increased ability to use more of the assessment components in TSG. This impacts the goal status for the ELC in TS Gold Assessment areas. As more assessment components are used the rigor of the assessment increases thus overall progress scores decrease. At the same time, the goal status for our ELC students who are in Edina Kindergarten classrooms indicates successful ELC preparation.*

Pre K: Edina Early Learning Center (ELC) Programming Supports Parent/Family Development and Prepares Students for Kindergarten Goal Progress

Focus Area	Goal	2022-23 Results	2023-24 Results	Goal Status
Edina ELC students are prepared for kindergarten.	In the spring of the 2025 school year, enrollment in ECPE and ECSP will be 90% Edina students.	86.42%	79.86%	Not On Track
	In the spring of 2025 school year, students enrolled in the ELC PreK will score 97% on the identified Social Emotional objective.	87.00%	84.00%	Not On Track
	In the spring of 2025 school year, students enrolled in the ELC PreK will score 99% on the identified literacy objective.	94.06%	93.00%	Not On Track
	In the spring of 2025 school year, students enrolled in the ELC PreK will score 98% on the identified Numeracy objective	95.86%	88.00%	Not On Track
	In September 2024, 80% of kindergarten students who attended the ELC for the 2023-2024 school year will demonstrate benchmark proficiency on the literacy FASTbridge assessment.	73.12%	85.71%	Goal Met
	In September 2024, 80% of kindergarten students who attended the ELC for the 2023-2024 school year will demonstrate benchmark proficiency on the math FASTbridge assessment.	68.32%	75.52%	Positive Growth or Statistically Neutral
	In the spring of 2025, the attendance rate for ECPS and ECSE students will be 99.5%.	99.19%	97.41%	Not On Track
	In the spring of 2025, the parent participation of registered ELC Students will increase by 10% to 338 or more enrollments.	308	302	Not On Track

Positive Growth or Statistically Neutral	Not On Track = Negative Growth from Prior Period
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2023-24 Results

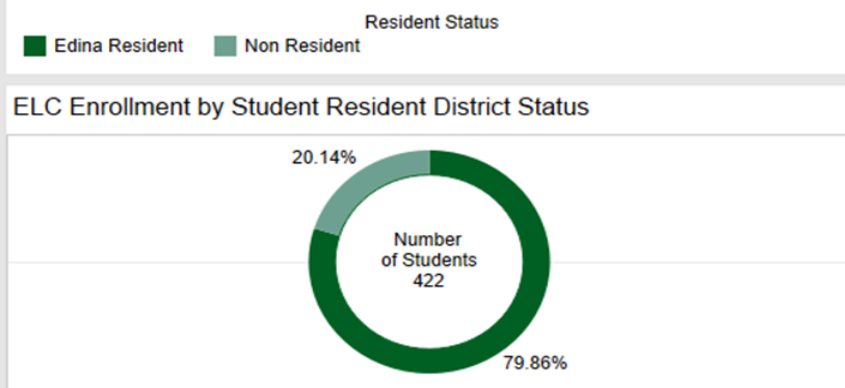
- Resident student enrollment rate in Early Learning Center (ELC) **How will it be measured:** The majority of Edina resident school age students attend Edina Public Schools. The service of Edina residents through the ELC ensures that students have a common rigorous experience as they enter into the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

2023-24 79.86% of all the students enrolled in Early Childhood Preschool Education (ECPE) and Early Childhood Special Education (ECSE) are Edina residents

2022-23 86.42% of all the students enrolled in Early Childhood Preschool Education (ECPE) and Early Childhood Special Education (ECSE) are Edina residents

ELC Enrollment by Student Resident District Status

Grade Band	School	Resident Status			
		Edina Resident		Non Resident	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Early Learning Center (ELC)	Total Early Learning Center Enrollment	79.86%	337	20.14%	85
	Early Childhood- Preschool	70.59%	108	29.41%	45
	Early Childhood- Special Education	85.13%	229	14.87%	40



ELC Enrollment by Student Resident District Status by Student Race

Grade Band	Student Race	Resident Status			
		Edina Resident		Non Resident	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Early Learning Center (ELC)	Asian	100.00%	38		
	Black or African American	100.00%	34		
	Hispanic / Latino	100.00%	28		
	White	82.76%	216	17.24%	45

ELC Enrollment by Student Resident District Status by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	Resident Status			
		Edina Resident		Non Resident	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Early Learning Center (ELC)	Gen Ed Student	74.43%	131	25.57%	45
	Special Ed Student	83.74%	206	16.26%	40

ELC Enrollment by Student Resident District Status by Student FRPM Status

Grade Band	Student FRPM Status	Resident Status			
		Edina Resident		Non Resident	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Early Learning Center (ELC)	Non FRPM Student	80.36%	270	19.64%	66
	FRPM Student	100.00%	67		

Student Demographic groups where the enrolled number of students is less than 20 have been excluded due the number being identifiable.

2023-24 Results

- ELC Social Emotional Learning (SEL) Benchmark in Teaching Strategies Gold (TS Gold) **How will it be measured:** Identified Benchmarks in TS Gold
- 2023-24 84%** of students in ECPE & ECSE meeting or exceeding SEL benchmarks;
2022-23 87% of students in ECPE & ECSE meeting or exceeding SEL benchmarks;

	On Grade Level	Not on Grade Level
Students who were enrolled in ECPE and ECSE in 2023-24 who were at grade level proficiency in the Spring of 2023 on the Social Emotional objective within the Teaching Strategies Gold screener.	84%	16%

2023-24 Results

- ELC Students Literacy Benchmarks in TS Gold **How will it be measured:** Teaching Strategies Gold Spring Assessment
- 2023-24 93%** of students in ECPE & ECSE meeting literacy benchmarks
2022-23 94.06% of students in ECPE & ECSE meeting literacy benchmarks

	On Grade Level	Not on Grade Level
Students who were enrolled in ECPE and ECSP in 2023-24 who were at grade level proficiency in the Spring of 2023 on the Literacy objective within the Teaching Strategies Gold screener.	93%	7%

2023-24 Results

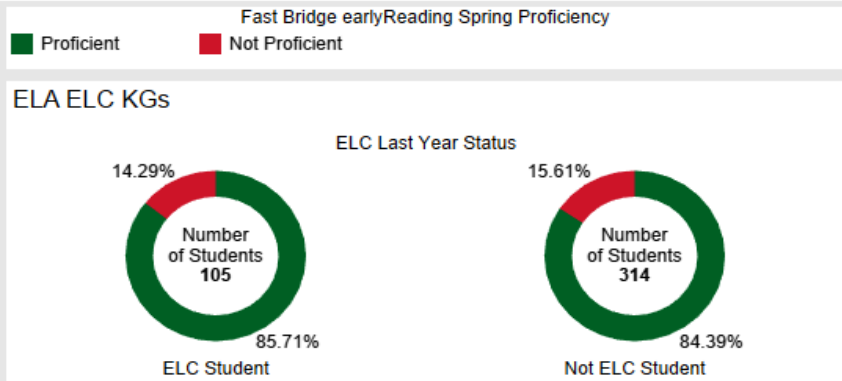
- ELC Students Numeracy Benchmarks in TS Gold **How will it be measured:** Teaching Strategies Gold Spring Assessment
- 2023-24 88%** of students in ECPE & ECSE meeting numeracy benchmarks
2022-23 95.86% of students in ECPE & ECSE meeting numeracy benchmarks

	On Grade Level	Not on Grade Level
Students who were enrolled in ECPE and ECSE in 2023-24 who were at grade level proficiency in the Spring of 2023 on the Numeracy objective within the Teaching Strategies Gold screener.	88%	12%

2023-24 Results

- Fall Reading Benchmark **How will it be measured:** ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment. **2023-24 85.71%** of Edina Kindergarten students who were enrolled in ECPE and ECSE in 2022-23 who were at grade level proficiency in the **fall** of 2023 kindergarten FASTBridge earlyReading universal screener. **2022-23 73.12%** of Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 who were at grade level proficiency in the **fall** of 2022 kindergarten FASTBridge earlyReading universal screener.

ELA ELC KGs					
		Fast Bridge earlyReading Spring Proficiency			
		Proficient		Not Proficient	
ELC Last Year Status		Percent of Students	Number of Students	Percent of Students	Number of Students
ELC Student		85.71%	90	14.29%	15
Not ELC Student		84.39%	265	15.61%	49



ELA ELC KGs by Student Race					
		Fast Bridge earlyReading Spring Proficiency			
		Proficient		Not Proficient	
Student Race	ELC Last Year Status	Percent of Students	Number of Students	Percent of Students	Number of Students
Asian	ELC Student	100.00%	9		
	Not ELC Student	86.21%	25	13.79%	4
Black or African American	ELC Student	83.33%	10	16.67%	2
	Not ELC Student	59.38%	19	40.63%	13
Hispanic / Latino	ELC Student	33.33%	1	66.67%	2
	Not ELC Student	60.00%	6	40.00%	4
Two or More Races	ELC Student	90.00%	9	10.00%	1
	Not ELC Student	94.44%	17	5.56%	1
White	ELC Student	85.92%	61	14.08%	10
	Not ELC Student	88.00%	198	12.00%	27

ELA ELC KGs by Student Special Ed / 504 Status					
		Fast Bridge earlyReading Spring Proficiency			
		Proficient		Not Proficient	
SPED / 504 Student Stat.	ELC Last Year Status	Percent of Students	Number of Students	Percent of Students	Number of Students
Gen Ed Student	ELC Student	90.74%	49	9.26%	5
	Not ELC Student	85.71%	246	14.29%	41
Special Ed Student	ELC Student	79.17%	38	20.83%	10
	Not ELC Student	66.67%	16	33.33%	8

ELA ELC KGs by Student EL Status					
		Fast Bridge earlyReading Spring Proficiency			
		Proficient		Not Proficient	
Student EL Status	ELC Last Year Status	Percent of Students	Number of Students	Percent of Students	Number of Students
Non EL Student	ELC Student	85.86%	85	14.14%	14
	Not ELC Student	86.38%	241	13.62%	38
EL Student	ELC Student	83.33%	5	16.67%	1
	Not ELC Student	68.57%	24	31.43%	11

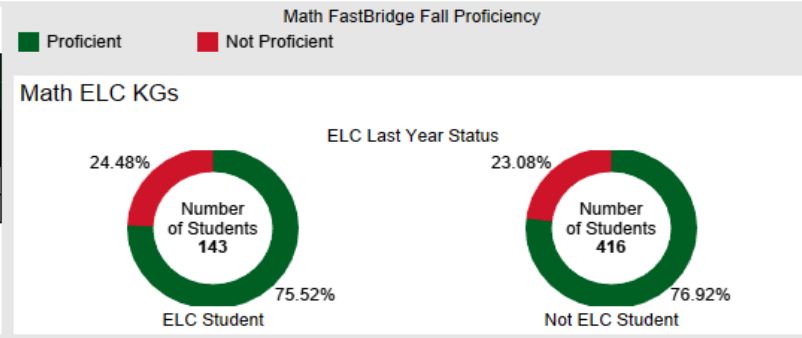
ELA ELC KGs by Student FRPM Status					
		Fast Bridge earlyReading Spring Proficiency			
		Proficient		Not Proficient	
Student FRPM Status	ELC Last Year Status	Percent of Students	Number of Students	Percent of Students	Number of Students
Non FRPM Student	ELC Student	84.88%	73	15.12%	13
	Not ELC Student	89.15%	230	10.85%	28
FRPM Student	ELC Student	89.47%	17	10.53%	2
	Not ELC Student	62.50%	35	37.50%	21

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Fall Math Benchmark **How will it be measured:** ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment
- 2023-24 75.52%** Edina Kindergarten students who were enrolled in ECPE and ECSE in 2022-23 were at grade level proficiency in the **fall** of 2023 kindergarten FASTBridge earlyMath universal screener
- 2022-23 68.32%** Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 were at grade level proficiency in the **fall** of 2022 kindergarten FASTBridge earlyMath universal screener

Math ELC KGs				
ELC Last Year Status	Math FastBridge Fall Proficiency			
	Proficient		Not Proficient	
	Percent of Students	Number of Students	Percent of Students	Number of Students
ELC Student	75.52%	108	24.48%	35
Not ELC Student	76.92%	320	23.08%	96



Math ELC KGs by Student Race					
Student Race	ELC Last Year Status	Math FastBridge Fall Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Asian	ELC Student	100.00%	12		
	Not ELC Student	75.00%	24	25.00%	8
Black or African American	ELC Student	70.00%	7	30.00%	3
	Not ELC Student	51.52%	17	48.48%	16
Hispanic / Latino	ELC Student	50.00%	7	50.00%	7
	Not ELC Student	52.63%	10	47.37%	9
Two or More Races	ELC Student	90.91%	10	9.09%	1
	Not ELC Student	71.43%	20	28.57%	8
White	ELC Student	75.00%	72	25.00%	24
	Not ELC Student	81.91%	249	18.09%	55

Math ELC KGs by Student Special Ed / 504 Status					
SPED / 504 Student Stat.	ELC Last Year Status	Math FastBridge Fall Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Gen Ed Student	ELC Student	75.00%	54	25.00%	18
	Not ELC Student	78.68%	299	21.32%	81
Special Ed Student	ELC Student	76.47%	52	23.53%	16
	Not ELC Student	51.72%	15	48.28%	14

Math ELC KGs by Student EL Status					
Student EL Status	ELC Last Year Status	Math FastBridge Fall Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Non EL Student	ELC Student	76.69%	102	23.31%	31
	Not ELC Student	78.95%	300	21.05%	80
EL Student	ELC Student	60.00%	6	40.00%	4
	Not ELC Student	55.56%	20	44.44%	16

Math ELC KGs by Student FRPM Status					
Student FRPM Status	ELC Last Year Status	Math FastBridge Fall Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Non FRPM Student	ELC Student	81.42%	92	18.58%	21
	Not ELC Student	81.69%	290	18.31%	65
FRPM Student	ELC Student	53.33%	16	46.67%	14
	Not ELC Student	49.18%	30	50.82%	31

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 97.41% In attendance for ECPE and ECSE students

2022-23 99.19% In attendance for ECPE and ECSE students

ELC Students Percent in Attendance			ELC Students Percent in Attendance		
Grade Band	Student Percent in Attendance for the Year	Number of Students	Grade Band	SPED / 504 Student Status	Student Percent in Attendance for the Year
Early Learning Center (ELC)	97.41%	422	Early Learning Center (ELC)	Gen Ed Student	95.94%
				Special Ed Student	98.46%

ELC Students Percent in Attendance by Student Race				ELC Students 2022-23 Percent in Attendance in KG 2024 by Student Special Ed Status			
Grade Band	Student Race	Student Percent in Attendance for the Year	Number of Students	Grade Band	SPED / 504 Student Status	Student Percent in Attendance for the Year	Number of Students
Early Learning Center (ELC)	Asian	97.40%	45	Early Learning Center (ELC)	Gen Ed Student	95.94%	176
	Black or African American	94.00%	49		Special Ed Student	98.46%	246
	Hispanic / Latino	96.99%	42				
	Two or More Races	97.72%	23				
	White	98.07%	261				

ELC Students 2022-23 Percent in Attendance in KG 2024 by Student EL Status				ELC Students Percent in Attendance by Student FRPM Status			
Grade Band	Student EL Status	Student Percent in Attendance for the Year	Number of Students	Grade Band	Student FRPM Status	Student Percent in Attendance for the Year	Number of Students
Early Learning Center (ELC)	Non EL Student	97.41%	422	Early Learning Center (ELC)	Non FRPM Student	97.82%	336
					FRPM Student	95.80%	86

Student Demographic groups where the enrolled number of students is less than 20 have been excluded due the number being identifiable.

2023-24 Results

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

2023-24 99.73% Early Childhood - Special Education Attendance

2022-23 99.55% Early Childhood - Special Education Attendance

Early Childhood Special Education Student Percent in Attendance Table			Early Childhood Special Education Student Percent in Attendance Chart			
School	Percent In Attendance	Number of Students	School			
Early Childhood- Special Education	99.73%	269				

Early Childhood Special Education Student Percent in Attendance Table by Student Race				Early Childhood Special Education Student Percent in Attendance Table by Student FRPM Status			
School	Student Race	Percent In Attendance	Number of Students	School	Student FRPM Status	Percent In Attendance	Number of Students
Early Childhood-Special Education	Black or African American	98.64%	29	Early Childhood-Special Education	Non FRPM Student	99.82%	214
	Hispanic / Latino	99.79%	28		FRPM Student	99.36%	55
	White	99.86%	176				

Student Demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 302 enrollments

2022-23 308 enrollments

	Total ECFE Enrollment 23-24	Adult only Enrollment in 23-24
ECFE Enrollments	302	52

APPENDIX A: Glossary

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

College in the Schools (CIS): College in the Schools (CiS) is a program in Minnesota that allows eligible high school students to take college-level courses taught by college faculty at their high school. This program is similar to concurrent enrollment and dual enrollment, but it often involves a more formal partnership between the high school and a specific college or university.

Key features of College in the Schools:

- College faculty: Courses are taught by college professors, providing a direct connection to higher education.
- College credit: Students earn college credits that can transfer to participating colleges and universities.
- Rigorous curriculum: Courses align with college-level standards and expectations.
- Access to college resources: Students may have access to college libraries, tutoring services, and other resources.

Concurrent Enrollment: is a program that allows eligible students to take college-level courses while still attending high school. These courses are typically taught by high school teachers who are certified to teach at both the high school and college levels. Students who successfully complete these courses earn both high school and college credits, which can help them save time and money on their college education.

Dual Enrollment: is essentially the same as concurrent enrollment, but it can sometimes refer to a specific program or arrangement that involves a formal partnership between a high school and a college or university.

This partnership often includes:

- Jointly offered courses: Courses are taught by college faculty at the high school, or high school students attend classes at the college campus.
- Articulation agreements: These agreements outline how college credits earned through dual enrollment will transfer to the partner college or university.
- Specific eligibility requirements: Dual enrollment programs may have more stringent requirements than concurrent enrollment, such as a minimum GPA or specific course prerequisites.

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

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

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

- *Aggressive Growth:* Growth that is measured at or above the 75th percentile or growing faster than 75% of other test takers. (Fastbridge assessments)
- *Typical Growth:* Growth that is between the 40th and 75th percentile. This means that the student is growing at a rate that is average to moderately above average. (Fastbridge assessments)

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

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

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

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

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

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

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

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

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


*See also Talent Development Board Report 2.13.23 for more Talent Development detail.

- Elementary Curiosity Lab: Support for students in grades 4-5 who participate in Extended Reading and/or Accelerated Math provided by the Curiosity Lab Teachers (Talent Development FTE). The students have access to additional time, resources and scaffolding. Students meet with a Curiosity Lab teacher to ensure success in extended and accelerated classes.
- Extended Pathways: Opportunities provided to students to engage with grade level content at a deeper level.
- Accelerated Pathways: Opportunities for students to compact grade level standards and be exposed to higher grade level standards at a faster pace.

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

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

APPENDIX C: FASTBridge Assessment Guide

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

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

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

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

APPENDIX D: MCA Opt Out Data

MCA Math Participation Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Math	2024	Elementary (K-5)	Student Took Assessment	1833	98.65%
MCA Math	2024	Elementary (K-5)	Student Did Not Take Assessment	25	
MCA Math	2024	Middle School (6-8)	Student Took Assessment	1892	97.03%
MCA Math	2024	Middle School (6-8)	Student Did Not Take Assessment	58	
MCA Math	2024	High School (9-12)	Student Took Assessment	531	84.96%
MCA Math	2024	High School (9-12)	Student Did Not Take Assessment	94	
MCA Math	2023	Elementary (K-5)	Student Took Assessment	2341	98.20%
MCA Math	2023	Elementary (K-5)	Student Did Not Take Assessment	43	
MCA Math	2023	Middle School (6-8)	Student Took Assessment	3720	95.04%
MCA Math	2023	Middle School (6-8)	Student Did Not Take Assessment	194	
MCA Math	2023	High School (9-12)	Student Took Assessment	714	54.09%
MCA Math	2023	High School (9-12)	Student Did Not Take Assessment	606	

MCA Reading Participation Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Reading	2024	Elementary (K-5)	Student Took Assessment	1832	98.60%
MCA Reading	2024	Elementary (K-5)	Student Did Not Take Assessment	26	
MCA Reading	2024	Middle School (6-8)	Student Took Assessment	1898	97.33%
MCA Reading	2024	Middle School (6-8)	Student Did Not Take Assessment	52	
MCA Reading	2024	High School (9-12)	Student Took Assessment	604	90.69%
MCA Reading	2024	High School (9-12)	Student Did Not Take Assessment	62	
MCA Reading	2023	Elementary (K-5)	Student Took Assessment	1828	97.86%
MCA Reading	2023	Elementary (K-5)	Student Did Not Take Assessment	40	
MCA Reading	2023	Middle School (6-8)	Student Took Assessment	1878	96.06%
MCA Reading	2023	Middle School (6-8)	Student Did Not Take Assessment	77	
MCA Reading	2023	High School (9-12)	Student Took Assessment	590	88.59%
MCA Reading	2023	High School (9-12)	Student Did Not Take Assessment	76	

MCA Science Participation Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Science	2024	Elementary (K-5)	Student Took Assessment	592	98.67%
MCA Science	2024	Elementary (K-5)	Student Did Not Take Assessment	8	
MCA Science	2024	Middle School (6-8)	Student Took Assessment	603	94.66%
MCA Science	2024	Middle School (6-8)	Student Did Not Take Assessment	34	
MCA Science	2024	High School (9-12)	Student Took Assessment	643	92.65%
MCA Science	2024	High School (9-12)	Student Did Not Take Assessment	51	
MCA Science	2023	Elementary (K-5)	Student Took Assessment	611	97.60%
MCA Science	2023	Elementary (K-5)	Student Did Not Take Assessment	15	
MCA Science	2023	Middle School (6-8)	Student Took Assessment	626	92.60%
MCA Science	2023	Middle School (6-8)	Student Did Not Take Assessment	50	
MCA Science	2023	High School (9-12)	Student Took Assessment	527	90.39%
MCA Science	2023	High School (9-12)	Student Did Not Take Assessment	56	

Appendix E: Edina Public Schools 2023-2024 Demographic Summary

Appendix A Demographics

Demographic Make Up by Student Race

Grade Band	Student Race									
	Asian		Black or African American		Hispanic / Latino		Two or More Races		White	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	45	10.71%	49	11.67%	42	10.00%	23	5.48%	261	62.14%
Elementary (K-5)	310	8.28%	276	7.38%	276	7.38%	278	7.43%	2,602	69.54%
Middle School (6-8)	162	8.19%	212	10.72%	151	7.64%	127	6.42%	1,325	67.02%
High School (9-12)	229	8.40%	338	12.40%	230	8.44%	170	6.24%	1,759	64.53%
Total for All Grade Bands	746	8.42%	875	9.87%	699	7.88%	598	6.75%	5,947	67.08%

Demographic Make Up by Student Special Education / 504 Status

Grade Band	SPED / 504 Student Status					
	Gen Ed Student		Special Ed Student		Section 504 Student	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	176	41.71%	246	58.29%		
Elementary (K-5)	2,871	76.68%	701	18.72%	172	4.59%
Middle School (6-8)	1,609	81.10%	248	12.50%	127	6.40%
High School (9-12)	2,153	78.84%	274	10.03%	304	11.13%
Total for All Grade Bands	6,809	76.67%	1,469	16.54%	603	6.79%

Demographic Make Up by Student EL Status

Grade Band	Student EL Status							
	Non EL Student		Prior EL		EL Monitor		EL Student	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	422	100.00%						
Elementary (K-5)	3,309	88.67%			92	2.47%	331	8.87%
Middle School (6-8)	1,700	86.03%	50	2.53%	133	6.73%	93	4.71%
High School (9-12)	2,377	87.26%	154	5.65%	70	2.57%	123	4.52%
Total for All Grade Bands	7,808	88.19%	204	2.30%	295	3.33%	547	6.18%

Demographic Make Up by Student FRPM Status

Grade Band	Student FRPM Status			
	Non FRPM Student		FRPM Student	
	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	336	79.62%	86	20.38%
Elementary (K-5)	3,128	83.55%	616	16.45%
Middle School (6-8)	1,577	79.49%	407	20.51%
High School (9-12)	2,131	78.03%	600	21.97%
Total for All Grade Bands	7,172	80.76%	1,709	19.24%

Student Demographic groups where the enrolled number of students is less than 20 have been excluded due the number being identifiable.

Appendix F: 2022-23 Data Metrics Reports

- [Early Learning Center \(ELC\) 2023-24 Data Metrics Board Update](#)
- [K-5 2023-24 Data Metrics Board Update](#)
- [6-8 2023-24 Data Metrics Board Update](#)
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Board Meeting: 10.7.24

Title: Elementary (K-5) 2024-25 Data Metrics Board Update

Type: Discussion

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

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2024 Edina Public Schools Data Metrics Plan update reflects spring 2023 data and is a midpoint progress check after one year of the two year plan. The plan as a whole is broken down into four grade level bands. This report is the Elementary (K-5) grade level band.

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

Desired Outcomes for the Board: Review the report, have questions prepared, and provide feedback on the key findings and action steps in relation to the data presented.

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

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

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

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

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

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Key Findings

Elementary (K-5)	
Key Findings	Key Action Steps
<p>Literacy:</p> <ul style="list-style-type: none"> Overall percentages of proficiency went up and all proficiency categories have at least 70% Third grade has a larger discrepancy from spring 2023 to spring 2024 data in comparison to other grades There are increases in proficiency from 2023 in kindergarten, first and second grade Gaps between student groups persist 	<p>We will:</p> <ul style="list-style-type: none"> continue to focus on literacy coaching and intervention support as aligned to MTSS. continue Science of Learning professional development and its application. work to strengthen the implementation of Tier 1 vocabulary and comprehension and intensify in 3rd grade. implement intentional EL coaching for classroom teachers. at a district level, monitor progress data to determine additional needs around instructional changes both at the building and district level. <p><i>*Strategy A.1: Design and deliver curriculum instruction, and assessment.</i> <i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i> <i>*Strategy A.4: Implement a review of all literacy programs at EPS.</i> <i>*Strategy D.2: Provide robust and balanced professional development.</i> <i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>Math:</p> <ul style="list-style-type: none"> Increased proficiency levels across all areas: K-1 Early Math, 2-3 aMath and 3-5 across 2 of 3 measures (aMath, MCA and End of Subject Course Grade) There is a persistent achievement gap for our Black or African American and Latino/Hispanic students that becomes more pronounced at the 3-5th grade levels Growth levels for students that are not at grade level are very strong in aMath and Early Math 	<p>We will:</p> <ul style="list-style-type: none"> begin a Design Team to examine our current reality for K-5 math instruction. continue curricular refinement with core instructional materials across all buildings. provide targeted interventions for students who score below proficiency on the aMath screener or other in-class assessments. use of the IXL Diagnostic tools to help determine individual needs and target those needs through in class and small group instruction. at a district level, monitor progress data to determine additional needs around instructional changes both at the building and district level. <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i> <i>*Strategy D.1: Identify, develop, and recognize adult leaders throughout the district.</i> <i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>SEL:</p> <p>According to the Panorama Student Competency and Well-Being measures:</p> <ul style="list-style-type: none"> 89% of 3-5 grade students reported that they have a teacher or other adult from school you can count on no matter what <ul style="list-style-type: none"> Increase of 1% from the previous school year 88% of 3-5 grade students reported that in the past week they often feel excited about learning <ul style="list-style-type: none"> Increase of 1% from the previous school year 	<p>We will:</p> <ul style="list-style-type: none"> continue the work of the Tier 1 SEL design team. continue to support Character Strong curriculum implementation at 3 schools and continue to monitor student SEL outcomes. support 2 elementary schools with Tier 2 Character Strong implementation - these supports will address specific needs of students identified through screening data. deepen professional development with student support staff around utilizing Panorama resources (Playbook, reporting features, etc) to respond to student SEL needs. evaluate the ICCCAR assessment tool through a CPSS lens.

	<p><i>*Strategy B.2: Create a school culture that enhances learning and fosters a sense of belonging for all students through the Edina ICCCAR values.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><i>*Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.</i></p> <p><i>*Strategy C5: Create environments that are conducive to learning and facilitate constructive student interaction.</i></p> <p><i>*Strategy D.1: Identify, develop, and recognize adult leaders throughout the district.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>Unique Learners:</p> <p>Talent Development:</p> <ul style="list-style-type: none"> • Talent Development program participation increased by nearly 3% • Talent Development program participation of current EL students grew from 0 to 8 but is not noted in the data with the n number being less than 20. • Talent Development program proficiency increased by more than 4% to 94.07% • The percentage of Black/African American students who participated in Talent Development opportunities increased, but not significantly <p>English Learners (EL):</p> <ul style="list-style-type: none"> • The proficiency of English Learners dropped from kindergarten to 3rd grade • In K- 5 70% of English Learners make typical to aggressive growth compared to 80% of non-English Learners • SEL for English Learners is higher on both Panorama questions compared to non English Learners • There is a decrease from 22-23 of 59.48% of English Learners who made their growth targets to 56.58% in 23-24 • In 3rd -5th grade 77% of EL students are not proficiency on 2 of 3 Literacy Assessment Elements <p>Student Support Services:</p> <ul style="list-style-type: none"> • 98.39% of K-5 students in special education made adequate progress on IEP goals • While over 95% of all student racial demographic groups made adequate progress, Black and African American and Hispanic/ Latino were slightly lower than other racial groups • A slightly lower percentage of special education students who are also English Learners made adequate progress than those who are not EL • Special education students eligible for free or reduced-price meals made adequate progress on 	<p>We will:</p> <p>Talent Development:</p> <ul style="list-style-type: none"> • continue to increase access to Talent Development opportunities. • deepen professional development with second grade teachers on utilization of CogAT scores. • evaluate students' sense of belonging while they participate in Talent Development opportunities. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically</i></p> <p><i>*Strategy B.2: Create a school culture that enhances learning and fosters a sense of belonging for all students through the Edina ICCCAR values.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement</i></p> <p>English Learners:</p> <ul style="list-style-type: none"> • hire an Elementary English Learner Literacy coach to work with classroom teachers on providing support and expertise on working with English Learners. • determine how to apply the Science of Reading. • collaborate with teachers to understand the intersections of planning using state stands and the WIDA English Language Standards Framework <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.</i></p> <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p> <p>Student Support Services:</p> <ul style="list-style-type: none"> • train and support teachers to write standards-based goals and data collection. • continue to write meaningful and appropriate IEP goals that are achievable during the school year. • implement the new writing and math curriculum. • continue to support teacher training for LETRS. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.</i></p>

<p>their IEP goals at a slightly lower percentage</p> <ul style="list-style-type: none"> • The percentage of students making adequate progress on IEP goals was the highest at the elementary grade level 	<p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
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Students meet learning targets to ensure strong foundational Literacy: Edina students reading at or above grade level by the end of 3rd grade in alignment with the Minnesota Reading to Ensure Academic Development (READ) Act.

Reasoning:

Possessing sound foundational literacy skills is the gateway to higher level learning. As one measure cannot accurately assess all areas of foundational literacy skills, it is important to triangulate the data. In addition, the goal of READ Act legislation is to have every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learner and students receiving special education services in achieving their individualized reading goals

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

Metrics:

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

K-5 Literacy Foundations Goal Progress

Focus Area: Literacy Foundations	Goal	2022-23 Results	2023-24 Results	Goal Status
Students meet learning targets to ensure strong foundational Literacy: Edina students read well by the end of 3rd grade.	In the spring of 2025, 82% of K-1 students will have met literacy proficiency as evidenced by performance in the FASTBridge earlyReading universal screener.	77.27%	78.36%	Positive Growth or Statistically Neutral
	In the spring of 2025, 77.40% of 2nd grade students will have met literacy proficiency as evidenced by performance on the FASTBridge R-CBM aReading universal screener.	69.40%	75.10%	Positive Growth or Statistically Neutral
	In the spring of 2025, 84% of 3rd grade students will have met literacy proficiency as evidenced by performance on the FASTBridge R-CBM aReading universal screener.	79.13%	71.88%	Not On Track
	In the spring of 2025, 37% of all K-3 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge early Reading/aReading universal screener. <i>*National Norm for aggressive growth is 25%</i>	26.77%	34.65%	Positive Growth or Statistically Neutral
	In the spring of 2025, 60% of all K-3 students will have achieved typical growth from fall to spring as evidenced by performance on the FASTBridge early Reading/aReading universal screener. * <i>*National Norm for typical growth is 60%.</i>	38.75%	45.54%	Positive Growth or Statistically Neutral
K-1 FASTBridge earlyReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.	In the spring of 2025, 40% of K-1 students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge earlyReading universal screener.* <i>*National Norm for aggressive growth is 25%</i>	25.34%	24.58%	Positive Growth or Statistically Neutral
2nd-5th FASTBridge aReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.	In the spring of 2025, 50% of 2nd-5th grade students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge R-CBM aReading universal screener.* <i>*National Norm for aggressive growth is 25%</i>	49.01%	42.86%	Not On Track

Positive Growth or
Statistically Neutral

Not On Track = Negative
Growth from Prior Period

2023-24 Results

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

2023-24 78.36% of all K-1 students achieved proficiency in the spring 2024

2022-23 77.27% of all K-1 students achieved proficiency in the spring 2023

K-1 Literacy Proficiency				
K-1 ELA Label	Fast Bridge earlyReading Spring Proficiency			
	Proficient		Not Proficient	
	Percent of Students	Number of Students	Percent of Students	Number of Students
K-1 Student Literacy Proficiency	78.36%	688	21.64%	190

K-1 Literacy Proficiency by Student Race					
K-1 ELA Label	Student Race	Fast Bridge earlyReading Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
K-1 Student Literacy Proficiency	Asian	81.93%	68	18.07%	15
	Black or African American	62.67%	47	37.33%	28
	Hispanic / Latino	55.81%	24	44.19%	19
	Two or More Races	86.36%	57	13.64%	9
	White	80.52%	492	19.48%	119

K-1 Literacy Proficiency by Student Special Ed / 504 Status					
K-1 ELA Label	SPED / 504 Student Status	Fast Bridge earlyReading Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
K-1 Student Literacy Proficiency	Gen Ed Student	82.95%	574	17.05%	118
	Special Ed Student	61.64%	90	38.36%	56

K-1 Literacy Proficiency by Student EL Status					
K-1 ELA Label	Student EL Status	Fast Bridge earlyReading Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
K-1 Student Literacy Proficiency	Non EL Student	80.92%	619	19.08%	146
	EL Student	59.74%	46	40.26%	31

K-1 Literacy Proficiency by Student FRPM Status					
K-1 ELA Label	Student FRPM Status	ELA FastBridge Fall Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
K-1 Student Literacy Proficiency	Non FRPM Student	67.84%	483	32.16%	229
	FRPM Student	40.88%	56	59.12%	81

Fast Bridge earlyReading Spring Proficiency

■ Proficient ■ Not Proficient

K-1 Literacy Proficiency

21.64%
78.36%
Number of Students 878

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 75.10% of all 2nd grade students achieved proficiency in the spring | **2022-23 69.40%** of all 2nd grade students achieved proficiency in the spring

2nd Grade Literacy Proficiency					FastBridge CBMr Spring Proficiency				
2nd Grade ELA Label		Proficient		Not Proficient					
		Percent of Students	Number of Students	Percent of Students	Number of Students				
Second Grade Student ELA Proficiency		75.10%	377	24.90%	125				

2nd Grade Literacy Proficiency

24.90% (Not Proficient)

75.10% (Proficient)

Number of Students: 502

2nd Grade Literacy Proficiency by Student Race						2nd Grade Literacy Proficiency by Student Special Ed / 504 Status							
2nd Grade ELA Label		Student Race		Proficient		Not Proficient		SPED / 504 Student Status		Proficient		Not Proficient	
				Percent of Students	Number of Students	Percent of Students	Number of Students			Percent of Students	Number of Students	Percent of Students	Number of Students
Second Grade Student ELA Proficiency	Asian	77.78%	35	22.22%	10	Second Grade Student ELA Proficiency	Gen Ed Student	81.20%	311	18.80%	72		
	Black or African American	57.50%	23	42.50%	17		Special Ed Student	50.48%	53	49.52%	52		
	Hispanic / Latino	53.85%	21	46.15%	18								
	Two or More Races	86.67%	26	13.33%	4								
	White	78.16%	272	21.84%	76								

2nd Grade Literacy Proficiency by Student EL Status						2nd Grade Literacy Proficiency by Student FRPM Status							
2nd Grade ELA Label		Student EL Status		Proficient		Not Proficient		2nd Grade ELA Label		Proficient		Not Proficient	
				Percent of Students	Number of Students	Percent of Students	Number of Students			Percent of Students	Number of Students	Percent of Students	Number of Students
Second Grade Student ELA Proficiency	Non EL Student	79.41%	347	20.59%	90	Second Grade Student ELA Proficiency	Non FRPM Student	80.05%	325	19.95%	81		
	EL Student	37.50%	21	62.50%	35		FRPM Student	54.17%	52	45.83%	44		

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 71.88% of all 3rd grade students achieved proficiency in the spring

2022-23 79.13% of all 3rd grade students achieved proficiency in the spring

3rd Grade Literacy Proficiency			
3rd Grade ELA Label	ELA FastBridge Spring Proficiency	Percent of Students	Number of Students
Third Grade Student ELA Proficiency	Proficient	71.88%	455
	Not Proficient	28.12%	178

3rd Grade Literacy Proficiency

28.12% (Not Proficient) / 71.88% (Proficient)

Number of Students: 633

3rd Grade Literacy Proficiency by Student Race					
3rd Grade ELA Label	Student Race	ELA FastBridge Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Third Grade Student ELA Proficiency	Asian	87.50%	42	12.50%	6
	Black or African American	45.65%	21	54.35%	25
	Hispanic / Latino	41.30%	19	58.70%	27
	Two or More Races	64.62%	42	35.38%	23
	White	77.34%	331	22.66%	97

3rd Grade Literacy Proficiency by Student Special Ed / 504 Status					
3rd Grade ELA Label	SPED / 504 Student Status	ELA FastBridge Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Third Grade Student ELA Proficiency	Gen Ed Student	75.82%	370	24.18%	118
	Special Ed Student	54.70%	64	45.30%	53
	Section 504 Student	75.00%	21	25.00%	7

3rd Grade Literacy Proficiency by Student EL Status					
3rd Grade ELA Label	Student EL Status	ELA FastBridge Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Third Grade Student ELA Proficiency	Non EL Student	76.80%	427	23.20%	129
	EL Student	23.33%	14	76.67%	46

3rd Grade Literacy Proficiency by Student FRPM Status					
3rd Grade ELA Label	Student FRPM Status	ELA FastBridge Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Third Grade Student ELA Proficiency	Non FRPM Student	78.49%	416	21.51%	114
	FRPM Student	37.86%	39	62.14%	64

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 34.65% of all K-3 students achieved **aggressive growth** fall to spring | **2023-24 45.54%** of all K-3 students achieved **typical growth** fall to spring
2022-23 26.77% of all K-3 students achieved **aggressive growth** fall to spring | **2022-23 38.75%** of all K-3 students achieved **typical growth** fall to spring

**Based on National Norms we would expect 25% of our students to have aggressive growth.*

**Based on National Norms we would expect 35% of our students to have typical growth.*

**When looking at the complete data set (typical & aggressive growth together), the normed expectation is 60% of total students have aggressive & typical growth calculated together. To have total growth of more than 60% is higher than expected.*

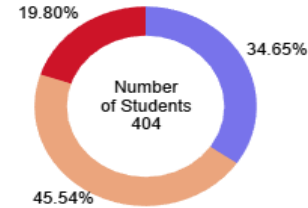
K-3 ELA Growth Table

Grade Band	K-3 Fall to Spring Growth	Percent of Students	Number of Students
Elementary (K-5)	Aggressive	34.65%	140
	Typical	45.54%	184
	Not Aggressive or Typical Growth	19.80%	80

K-3 Fall to Spring Growth

Aggressive Typical Not Aggressive or Typical..

K-3 ELA Growth Chart



K-3 ELA Growth Table by Student Race

Grade Band	Student Race	K-3 Fall to Spring Growth	Percent of Students	Number of Students
Elementary (K-5)	Asian	Aggressive	55.26%	21
		Typical	34.21%	13
		Not Aggressive or Typical Growth	10.53%	4
	Black or African American	Aggressive	27.50%	11
		Typical	27.50%	11
		Not Aggressive or Typical Growth	45.00%	18
	Two or More Races	Aggressive	23.08%	6
		Typical	57.69%	15
		Not Aggressive or Typical Growth	19.23%	5
White	Aggressive	35.42%	102	
	Typical	46.88%	135	
	Not Aggressive or Typical Growth	17.71%	51	

K-3 ELA Growth Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	K-3 Fall to Spring Growth	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Aggressive	36.97%	122
		Typical	45.45%	150
		Not Aggressive or Typical Growth	17.58%	58
	Special Ed Student	Aggressive	20.59%	14
		Typical	48.53%	33
		Not Aggressive or Typical Growth	30.88%	21

K-3 ELA Growth Table by Student EL Status

Grade Band	Student EL Status	K-3 Fall to Spring Growth	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Aggressive	35.42%	130
		Typical	45.78%	168
		Not Aggressive or Typical Growth	18.80%	69
	EL Student	Aggressive	27.03%	10
		Typical	43.24%	16
		Not Aggressive or Typical Growth	29.73%	11

K-3 ELA Growth Table by Student FRPM Status

Grade Band	Student FRPM Status	K-3 Fall to Spring Growth	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Aggressive	35.63%	119
		Typical	47.31%	158
		Not Aggressive or Typical Growth	17.07%	57
	FRPM Student	Aggressive	30.00%	21
		Typical	37.14%	26
		Not Aggressive or Typical Growth	32.86%	23

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 24.58% of K-1 students demonstrating below grade level reading performance in the fall who achieved **aggressive growth** fall to spring

2022-23 25.34% of K-1 students demonstrating below grade level reading performance in the fall who achieved **aggressive growth** fall to spring

**Based on National Norms we would expect 25% of our students to have aggressive growth.*

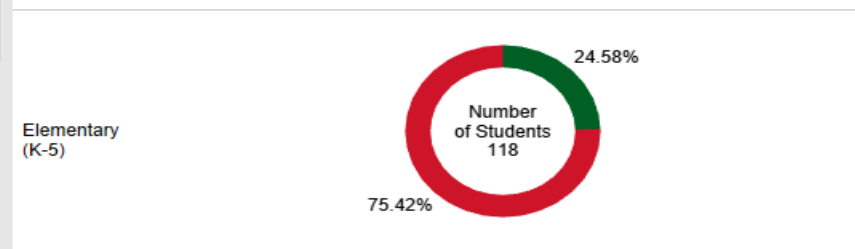
K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table

Grade Band	K-1 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Aggressive	24.58%	29
	Not Aggressive Growth	75.42%	89

K-1 Fall to Spring Aggressive Growth

■ Aggressive ■ Not Aggressive Growth

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Chart



K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student Race

Grade Band	Student Race	K-1 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Black or African American	Aggressive	23.81%	5
		Not Aggressive Growth	76.19%	16
	White	Aggressive	27.78%	20
		Not Aggressive Growth	72.22%	52

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	K-1 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Aggressive	27.17%	25
		Not Aggressive Growth	72.83%	67
	Special Ed Student	Aggressive	16.00%	4
		Not Aggressive Growth	84.00%	21

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student EL Status

Grade Band	Student EL Status	K-1 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Aggressive	25.00%	24
		Not Aggressive Growth	75.00%	72
	EL Student	Aggressive	22.73%	5
		Not Aggressive Growth	77.27%	17

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student FRPM Status

Grade Band	Student FRPM Status	K-1 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Aggressive	20.78%	16
		Not Aggressive Growth	79.22%	61
	FRPM Student	Aggressive	31.71%	13
		Not Aggressive Growth	68.29%	28

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 42.86% of 2nd -5th grade students demonstrating below grade level reading performance in the fall who achieved **aggressive growth** fall to spring

2022-23 49.01% of 2nd -5th grade students demonstrating below grade level reading performance in the fall who achieved **aggressive growth** fall to spring

**Based on National Norms we would expect 25% of our students to have aggressive growth.*

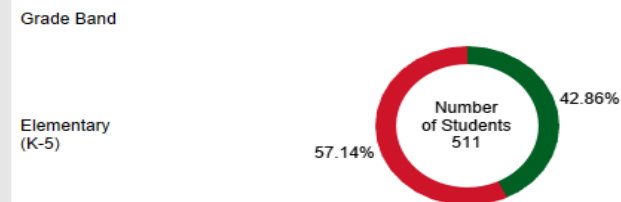
2-5 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table

Grade Band	2-5 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Aggressive Growth	42.86%	219
	Not Aggressive Growth	57.14%	292

2-5 Fall to Spring Aggressive Growth

■ Aggressive Growth ■ Not Aggressive Growth

2-5 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Chart



2-5 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student Race

Grade Band	Student Race	2-5 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Asian	Aggressive Growth	62.50%	20
		Not Aggressive Growth	37.50%	12
	Black or African American	Aggressive Growth	37.31%	25
		Not Aggressive Growth	62.69%	42
	Hispanic / Latino	Aggressive Growth	43.04%	34
		Not Aggressive Growth	56.96%	45
	Two or More Races	Aggressive Growth	41.94%	13
		Not Aggressive Growth	58.06%	18
	White	Aggressive Growth	42.05%	127
		Not Aggressive Growth	57.95%	175

2-5 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	2-5 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Aggressive Growth	47.55%	136
		Not Aggressive Growth	52.45%	150
	Special Ed Student	Aggressive Growth	37.31%	75
		Not Aggressive Growth	62.69%	126
	Section 504 Student	Aggressive Growth	33.33%	8
		Not Aggressive Growth	66.67%	16

2-5 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student EL Status

Grade Band	Student EL Status	2-5 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Aggressive Growth	41.29%	154
		Not Aggressive Growth	58.71%	219
	EL Student	Aggressive Growth	48.44%	62
		Not Aggressive Growth	51.56%	66

2-5 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student FRPM Status

Grade Band	Student FRPM Status	2-5 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Aggressive Growth	43.24%	147
		Not Aggressive Growth	56.76%	193
	FRPM Student	Aggressive Growth	42.11%	72
		Not Aggressive Growth	57.89%	99

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

Students meet learning targets to ensure strong foundational numeracy.

Reasoning:

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

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

Metrics:

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

K-5 Foundational Numeracy Goal Progress

Focus Area: Foundational Numeracy	Goal	2022-23 Results	2023-24 Results	Goal Status
Students meet learning targets to ensure strong foundational numeracy.	In the spring of 2025, 90% of K-1 students will have met math proficiency as evidenced by performance on the FASTBridge earlyMath universal screener.	88.04%	88.61%	Positive Growth or Statistically Neutral
	In the spring of 2025, 83% of 2nd grade students will have met math proficiency as evidenced by performance on the FASTBridge FASTtrack universal screener.	78.89%	83.71%	Goal Met
	In the spring of 2025, 80% of 3rd grade students will have met math proficiency as evidenced by performance on the FASTBridge FASTtrack universal screener.	74.84%	77.02%	Positive Growth or Statistically Neutral
	In the spring of 2025, 32% of all K-3 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge early Math/FASTtrack Math universal screener.* *National Norm for aggressive growth is 25%.	21.93%	22.02%	Positive Growth or Statistically Neutral
	In the spring of 2025, 55% of all K-3 students will have achieved typical growth from fall to spring as evidenced by performance on the FASTBridge early Math/FASTtrack Math universal screener.* *National Norm for typical growth is 60%.	34.05%	34.44%	Positive Growth or Statistically Neutral
K-1 earlyMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring	In the spring of 2025, 75% of K-1 students demonstrating below grade level math performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge Early Math universal screener.* *National Norm for aggressive growth is 25%	56.28%	62.35%	Positive Growth or Statistically Neutral
2nd - 5th grade FASTTrack aMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring.	In the spring of 2025, 25% of 2nd - 5th grade students demonstrating below grade level math performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack Math universal screener. *National Norm for aggressive growth is 25%	40.94%	35.81%	Goal Met

Positive Growth or
Statistically Neutral

Not On Track = Negative
Growth from Prior Period

2023-24 Results

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

2023-24 88.61% of all K-1 students achieved proficiency in the spring

2022-23 88.04% of all K-1 students achieved proficiency in the spring

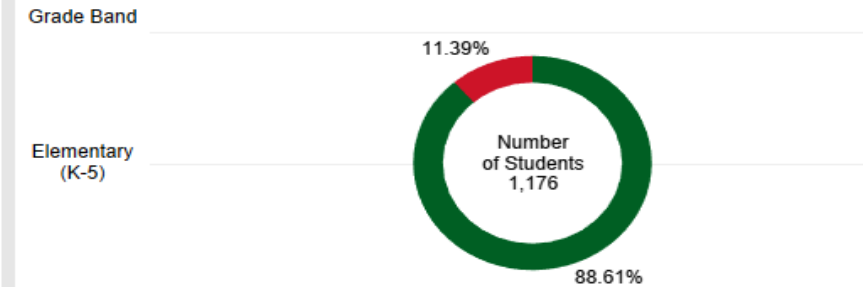
Percent of K-1 Students Who Achieved Proficiency in the Spring Table

Grade Band	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Proficient	88.61%	1,042
	Not Proficient	11.39%	134

FastBridge Spring Math Proficiency

■ Proficient ■ Not Proficient

Percent of K-1 Students Who Achieved Proficiency in the Spring Chart



Percent of K-1 Students Who Achieved Proficiency in the Spring Table by Student Race

Grade Band	Student Race	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Asian	Proficient	94.62%	88
		Not Proficient	5.38%	5
	Black or African American	Proficient	67.95%	53
		Not Proficient	32.05%	25
	Hispanic/Latino	Proficient	70.11%	61
		Not Proficient	29.89%	26
	Two or More Races	Proficient	93.55%	87
		Not Proficient	6.45%	6
	White	Proficient	91.27%	753
		Not Proficient	8.73%	72

Percent of K-1 Students Who Achieved Proficiency in the Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Proficient	90.12%	857
		Not Proficient	9.88%	94
	Special Ed Student	Proficient	81.73%	161
		Not Proficient	18.27%	36
	Section 504 Student	Proficient	85.71%	24
		Not Proficient	14.29%	4

Percent of K-1 Students Who Achieved Proficiency in the Spring Table by Student EL Status

Grade Band	Student EL Status	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Proficient	90.93%	972
		Not Proficient	9.07%	97
	EL Student	Proficient	63.64%	63
		Not Proficient	36.36%	36

Percent of K-1 Students Who Achieved Proficiency in the Spring Table by Student FRPM Status

Grade Band	Student FRPM Status	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Proficient	91.81%	919
		Not Proficient	8.19%	82
	FRPM Student	Proficient	70.29%	123
		Not Proficient	29.71%	52

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 83.71% of all 2nd grade students achieved proficiency in the spring

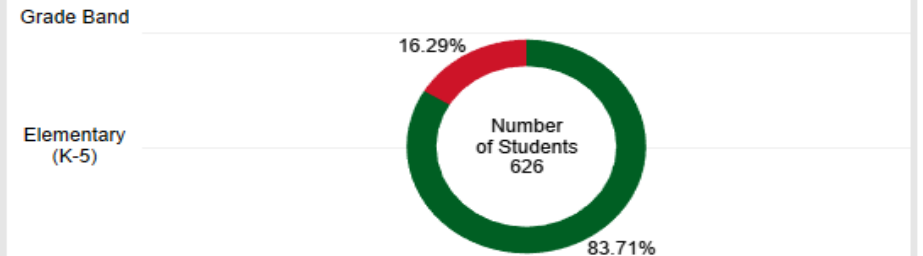
2022-23 78.89% of all 2nd grade students achieved proficiency in the spring

Percent of 2nd Grade Students Who Achieved Proficiency in the Spring Table

Grade Band	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Proficient	83.71%	524
	Not Proficient	16.29%	102

FastBridge Spring Math Proficiency
■ Proficient ■ Not Proficient

Percent of 2nd Grade Students Who Achieved Proficiency in the Spring Chart



Percent of 2nd Grade Students Who Achieved Proficiency in the Spring Table by Student Race

Grade Band	Student Race	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Asian	Proficient	80.00%	44
		Not Proficient	20.00%	11
	Black or African American	Proficient	55.56%	25
		Not Proficient	44.44%	20
	Hispanic/Latino	Proficient	60.87%	28
		Not Proficient	39.13%	18
Two or More Races	Proficient	86.84%	33	
	Not Proficient	13.16%	5	
White	Proficient	89.14%	394	
	Not Proficient	10.86%	48	

Percent of 2nd Grade Students Who Achieved Proficiency in the Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Proficient	87.53%	428
		Not Proficient	12.47%	61
	Special Ed Student	Proficient	67.80%	80
		Not Proficient	32.20%	38
Section 504 Student	Proficient	80.95%	17	
	Not Proficient	19.05%	4	

Percent of 2nd Grade Students Who Achieved Proficiency in the Spring Table by Student EL Status

Grade Band	Student EL Status	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Proficient	87.21%	491
		Not Proficient	12.79%	72
	EL Student	Proficient	46.43%	26
		Not Proficient	53.57%	30

Percent of 2nd Grade Students Who Achieved Proficiency in the Spring Table by Student FRPM Status

Grade Band	Student FRPM Status	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Proficient	89.23%	464
		Not Proficient	10.77%	56
	FRPM Student	Proficient	56.48%	61
		Not Proficient	43.52%	47

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 77.02% of all 3rd grade students achieved proficiency in the spring

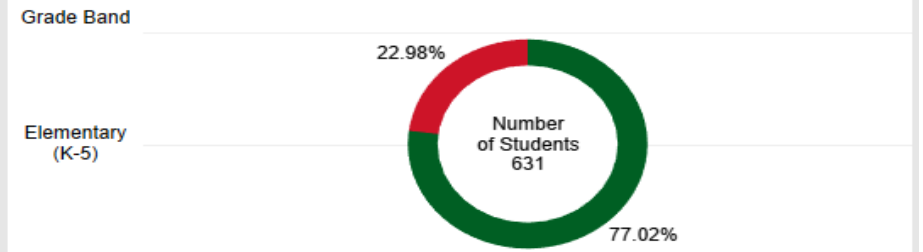
2022-23 74.84% of all 3rd grade students achieved proficiency in the spring

Percent of 3rd Grade Students Who Achieved Proficiency in the Spring Table

Grade Band	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Proficient	77.02%	486
	Not Proficient	22.98%	145

FastBridge Spring Math Proficiency
■ Proficient ■ Not Proficient

Percent of 3rd Grade Students Who Achieved Proficiency in the Spring Chart



Percent of 3rd Grade Students Who Achieved Proficiency in the Spring Table by Student Race

Grade Band	Student Race	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Asian	Proficient	82.98%	39
		Not Proficient	17.02%	8
	Black or African American	Proficient	44.44%	20
		Not Proficient	55.56%	25
	Hispanic/Latino	Proficient	55.56%	25
		Not Proficient	44.44%	20
Two or More Races	Proficient	75.38%	49	
	Not Proficient	24.62%	16	
White	Proficient	82.28%	353	
	Not Proficient	17.72%	76	

Percent of 3rd Grade Students Who Achieved Proficiency in the Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Proficient	80.58%	390
		Not Proficient	19.42%	94
	Special Ed Student	Proficient	62.18%	74
		Not Proficient	37.82%	45
	Section 504 Student	Proficient	78.57%	22
		Not Proficient	21.43%	6

Percent of 3rd Grade Students Who Achieved Proficiency in the Spring Table by Student EL Status

Grade Band	Student EL Status	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Proficient	81.05%	449
		Not Proficient	18.95%	105
	EL Student	Proficient	36.67%	22
		Not Proficient	63.33%	38

Percent of 3rd Grade Students Who Achieved Proficiency in the Spring Table by Student FRPM Status

Grade Band	Student FRPM Status	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Proficient	82.42%	436
		Not Proficient	17.58%	93
	FRPM Student	Proficient	49.02%	50
		Not Proficient	50.98%	52

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 22.02% of all K-3 students achieved **aggressive growth** fall to spring | **2023-24 34.44%** of all K-3 students achieved **typical growth** fall to spring

2022-23 21.93% of all K-3 students achieved **aggressive growth** fall to spring | **2022-23 34.05%** of all K-3 students achieved **typical growth** fall to spring

*Based on National Norms we would expect 25% of our students to have aggressive growth.

| *Based on National Norms we would expect 35% of our students to have typical growth.

***When looking at the complete data set (typical & aggressive growth together), the normed expectation is 60% of total students have aggressive & typical growth calculated together. To have total growth of more than 60% is higher than expected.**

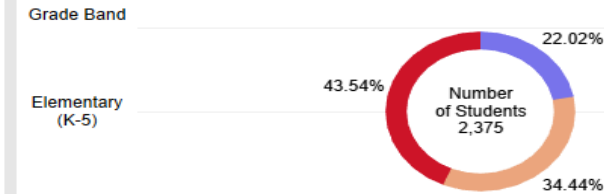
Percent of KG-3rd Grade Students Growth Fall to Spring Table

Grade Band	Fall to Spring Math Growth Level	Percent of Students	Number of Students
Elementary (K-5)	Aggressive Growth	22.02%	523
	Typical Growth	34.44%	818
	Not Aggressive or Typical Growth	43.54%	1,034

Fall to Spring Math Growth Level

Aggressive Growth Typical Growth Not Aggressive or Typical..

Percent of KG-3rd Grade Students Growth Fall to Spring Chart



Percent of KG-3rd Grade Students Growth Fall to Spring Table by Student Race

Grade Band	Student Race	Fall to Spring Math Growth Level	Percent of Students	Number of Students
Elementary (K-5)	Asian	Aggressive Growth	22.51%	43
		Typical Growth	36.13%	69
		Not Aggressive or Typical Growth	41.36%	79
	Black or African American	Aggressive Growth	23.57%	37
		Typical Growth	29.30%	46
		Not Aggressive or Typical Growth	47.13%	74
	Hispanic/Latino	Aggressive Growth	29.07%	50
		Typical Growth	29.65%	51
		Not Aggressive or Typical Growth	41.28%	71
	Two or More Races	Aggressive Growth	23.40%	44
		Typical Growth	35.64%	67
		Not Aggressive or Typical Growth	40.96%	77
White	Aggressive Growth	20.94%	349	
	Typical Growth	35.09%	585	
	Not Aggressive or Typical Growth	43.97%	733	

Percent of KG-3rd Grade Students Growth Fall to Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	Fall to Spring Math Growth Level	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Aggressive Growth	22.09%	416
		Typical Growth	34.63%	652
		Not Aggressive or Typical Growth	43.28%	815
	Special Ed Student	Aggressive Growth	21.29%	89
		Typical Growth	33.49%	140
		Not Aggressive or Typical Growth	45.22%	189
	Section 504 Student	Aggressive Growth	25.00%	19
		Typical Growth	34.21%	26
		Not Aggressive or Typical Growth	40.79%	31

Percent of KG-3rd Grade Students Growth Fall to Spring Table by Student EL Status

Grade Band	Student EL Status	Fall to Spring Math Growth Level	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Aggressive Growth	21.31%	457
		Typical Growth	35.06%	752
		Not Aggressive or Typical Growth	43.64%	936
	EL Monitor	Aggressive Growth	19.35%	6
		Typical Growth	35.48%	11
		Not Aggressive or Typical Growth	45.16%	14
	EL Student	Aggressive Growth	30.30%	60
		Typical Growth	27.78%	55
		Not Aggressive or Typical Growth	41.92%	83

Percent of KG-3rd Grade Students Growth Fall to Spring Table by Student FRPM Status

Grade Band	Student FRPM Status	Fall to Spring Math Growth Level	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Aggressive Growth	21.13%	425
		Typical Growth	34.86%	701
		Not Aggressive or Typical Growth	44.01%	885
	FRPM Student	Aggressive Growth	27.05%	99
		Typical Growth	31.97%	117
		Not Aggressive or Typical Growth	40.98%	150

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 62.35% of K-1 students demonstrating below grade level math performance in the fall who achieved **aggressive growth** in the spring

2022-23 56.28% of K-1 students demonstrating below grade level math performance in the fall who achieved **aggressive growth** in the spring

**Based on National Norms we would expect 25% of our students to have aggressive growth.*

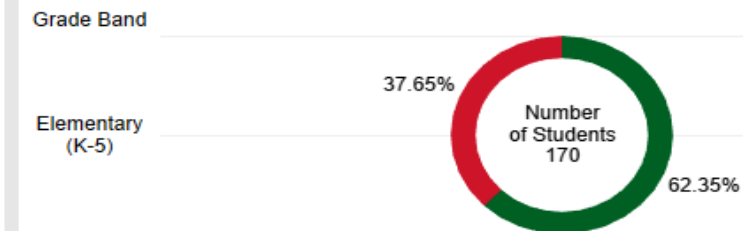
Percent of KG-1 Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table

Grade Band	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Aggressive Growth	62.35%	106
	Not Aggressive Growth	37.65%	64

Fall to Spring Math Aggressive Growth

■ Aggressive Growth ■ Not Aggressive Growth

Percent of KG-1 Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Chart



Percent of KG-1 Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table by Student Race

Grade Band	Student Race	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Black or African American	Aggressive Growth	37.04%	10
		Not Aggressive Growth	62.96%	17
	Hispanic/Latino	Aggressive Growth	60.61%	20
		Not Aggressive Growth	39.39%	13
	White	Aggressive Growth	67.42%	60
		Not Aggressive Growth	32.58%	29

Percent of KG-1 Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Aggressive Growth	66.38%	77
		Not Aggressive Growth	33.62%	39
	Special Ed Student	Aggressive Growth	54.00%	27
		Not Aggressive Growth	46.00%	23
	Section 504 Student	Aggressive Growth	50.00%	2
		Not Aggressive Growth	50.00%	2

Percent of KG-1 Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table by Student EL Status

Grade Band	Student EL Status	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Aggressive Growth	65.38%	85
		Not Aggressive Growth	34.62%	45
	EL Student	Aggressive Growth	52.50%	21
		Not Aggressive Growth	47.50%	19

Percent of KG-1 Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table by Student FRPM Status

Grade Band	Student FRPM Status	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Aggressive Growth	68.93%	71
		Not Aggressive Growth	31.07%	32
	FRPM Student	Aggressive Growth	52.24%	35
		Not Aggressive Growth	47.76%	32

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 35.81% of 2nd-5th grade students demonstrating below grade level math performance in the fall who achieved **aggressive growth** in the spring

2022-23 40.94% of 2nd-5th grade students demonstrating below grade level math performance in the fall who achieved **aggressive growth** in the spring

**Based on National Norms we would expect 25% of our students to have aggressive growth.*

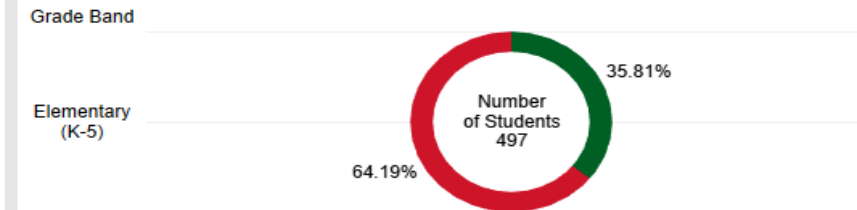
Percent of 2nd-5th Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table

Grade Band	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Aggressive Growth	35.81%	178
	Not Aggressive Growth	64.19%	319

Fall to Spring Math Aggressive Growth

■ Aggressive Growth ■ Not Aggressive Growth

Percent of 2nd-5th Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Chart



Percent of 2nd-5th Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table by Student Race

Grade Band	Student Race	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Asian	Aggressive Growth	38.24%	13
		Not Aggressive Growth	61.76%	21
	Black or African American	Aggressive Growth	27.96%	26
		Not Aggressive Growth	72.04%	67
	Hispanic/Latino	Aggressive Growth	42.67%	32
		Not Aggressive Growth	57.33%	43
	Two or More Races	Aggressive Growth	18.75%	6
		Not Aggressive Growth	81.25%	26
	White	Aggressive Growth	38.40%	101
		Not Aggressive Growth	61.60%	162

Percent of 2nd-5th Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Aggressive Growth	42.39%	131
		Not Aggressive Growth	57.61%	178
	Special Ed Student	Aggressive Growth	21.25%	34
		Not Aggressive Growth	78.75%	126
	Section 504 Student	Aggressive Growth	46.43%	13
		Not Aggressive Growth	53.57%	15

Percent of 2nd-5th Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table by Student EL Status

Grade Band	Student EL Status	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Aggressive Growth	37.97%	131
		Not Aggressive Growth	62.03%	214
	EL Student	Aggressive Growth	30.83%	41
		Not Aggressive Growth	69.17%	92

Percent of 2nd-5th Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table by Student FRPM Status

Grade Band	Student FRPM Status	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Aggressive Growth	39.80%	121
		Not Aggressive Growth	60.20%	183
	FRPM Student	Aggressive Growth	29.53%	57
		Not Aggressive Growth	70.47%	136

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

Students meet learning targets based on MN state standards.

Reasoning:

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

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

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

Metrics:

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

K - 5 Literacy and Mathematics Standards Goal Progress

Focus Area: Literacy and Mathematics Standards	Goal	2022-23 Results	2023-24 Results	Goal Status
Students meet learning targets based on MN state standards.	In the spring of 2025, 79.59% of 3-5 grade students will demonstrate meeting literacy learning targets based on proficiency in 2 of 3 determined assessments aligned with MN State Standards.	75.93%	79.52%	Positive Growth or Statistically Neutral
	In the spring of 2025, 82% of 3-5 grade students will demonstrate meeting math learning targets based on proficiency in 2 of 3 determined assessments aligned with MN state standards.	80.32%	80.62%	Positive Growth or Statistically Neutral

Positive Growth or
Statistically Neutral

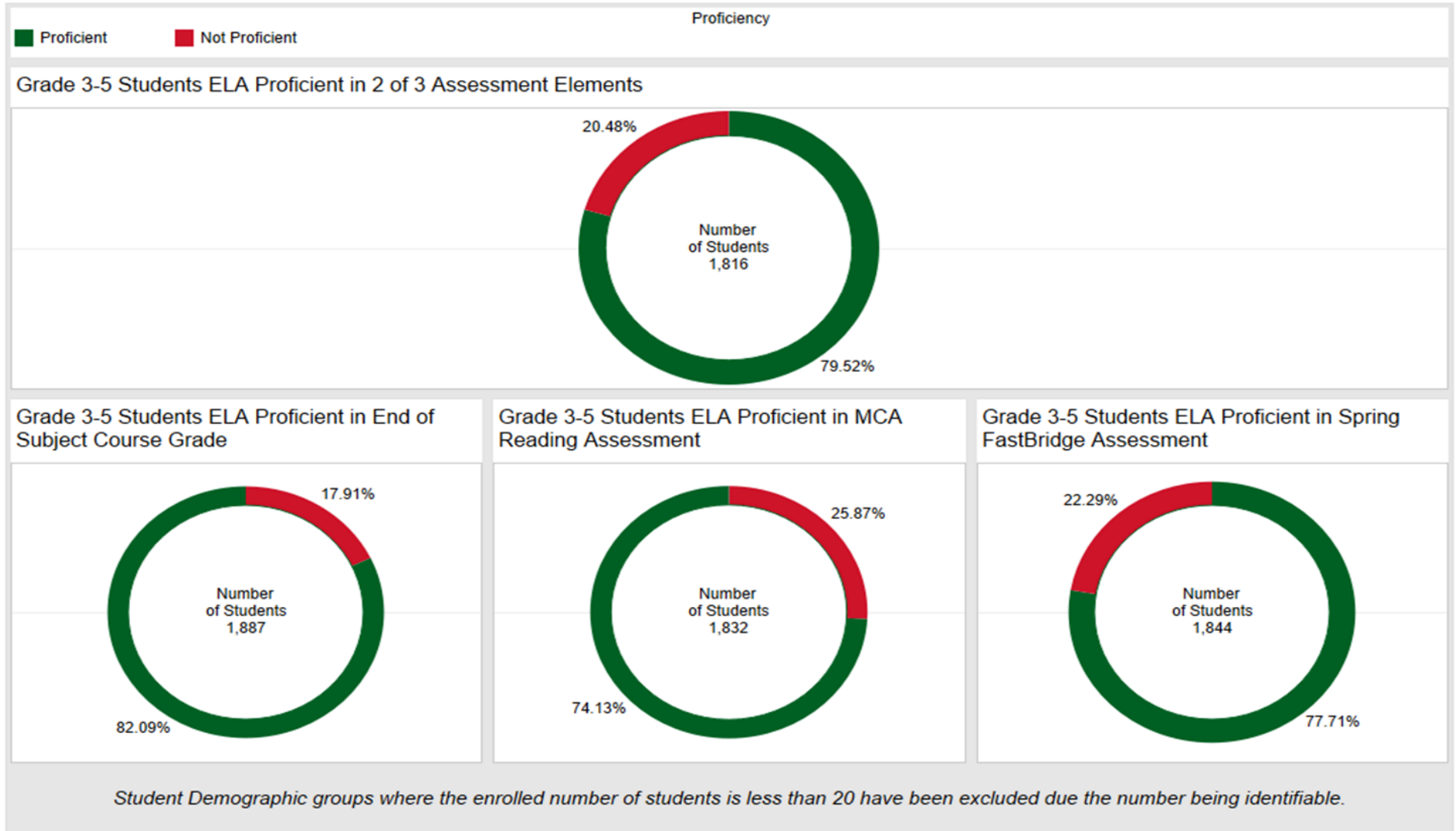
Not On Track = Negative
Growth from Prior Period

2023-24 Results

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

2023-24 79.52% 3-5 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards

2022-23 75.93% 3-5 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards



3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements by Student Race

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements		ELA 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student Race	Asian	88.31%	136	11.69%	18
Black or African American	48.82%	62	51.18%	65	
Hispanic / Latino	51.91%	68	48.09%	63	
Two or More Races	77.54%	107	22.46%	31	
White	83.02%	1,051	16.98%	215	

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements by Student Special Ed / 504 Status

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements		ELA 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
SPED / 504 Student Status	Gen Ed Student	83.66%	1,167	16.34%	228
Special Ed Student	53.64%	162	46.36%	140	
Section 504 Student	79.83%	95	20.17%	24	

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements by Student EL Status

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements		ELA 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student EL Status	Non EL Student	83.25%	1,317	16.75%	265
EL Monitor	90.41%	66	9.59%	7	
EL Student	22.82%	34	77.18%	115	

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements by Student FRPM Status

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements		ELA 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student FRPM Status	Non FRPM Student	84.45%	1,293	15.55%	238
FRPM Student	45.96%	131	54.04%	154	

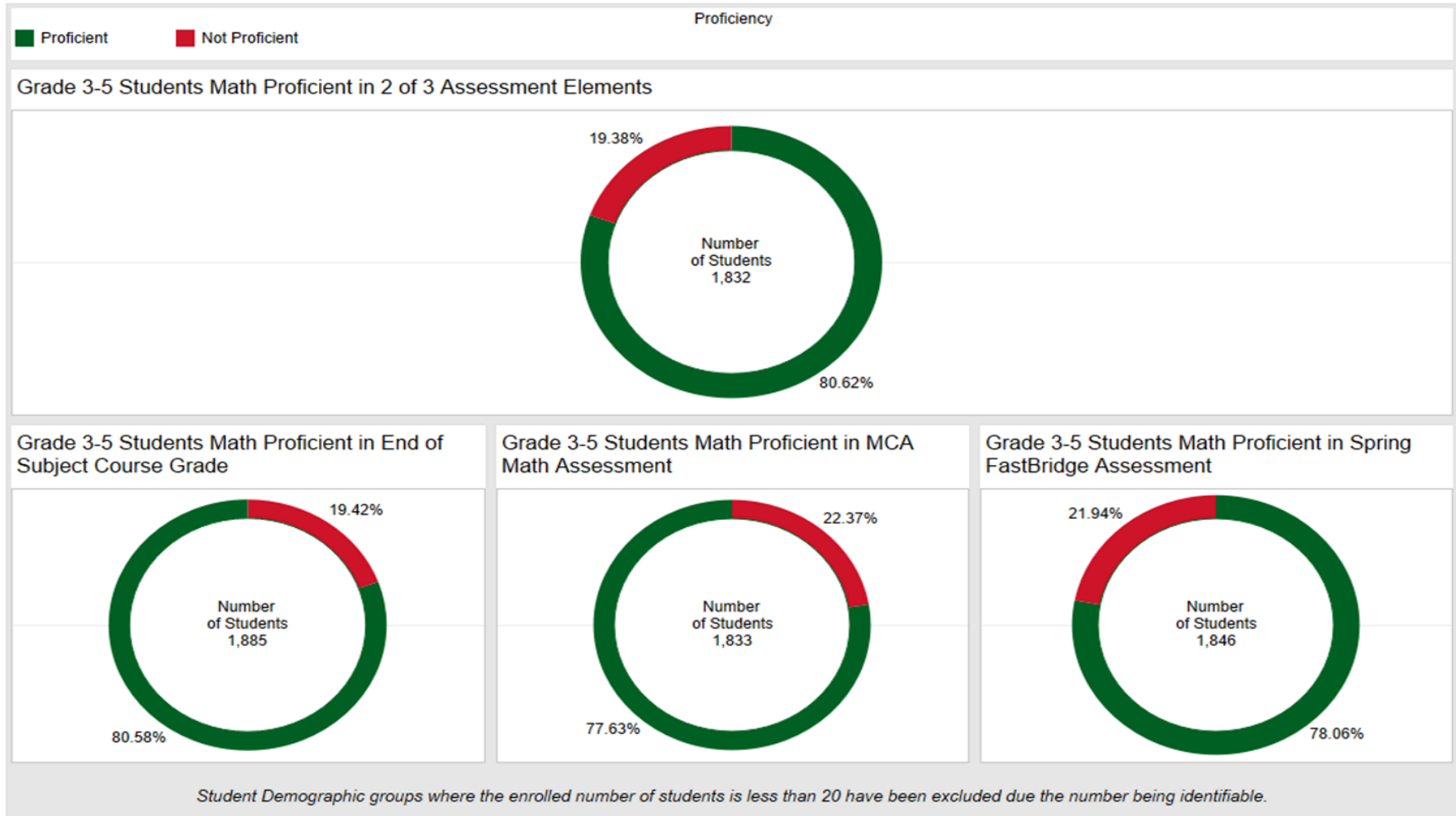
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 80.62% 3-5 grade students demonstrated mathematics proficiency by meeting learning targets based on MN state standards

2022-23 80.32% 3-5 grade students demonstrated mathematics proficiency by meeting learning targets based on MN state standards



3rd-5th Grade Students Math Proficiency in 2 of 3 Assessment Elements by Student Race

3rd-5th Grade Students Math Proficiency in 2 of 3 Assessment Elements		Math 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student Race					
Asian	87.66%	135	12.34%	19	
Black or African American	41.41%	53	58.59%	75	
Hispanic / Latino	53.73%	72	46.27%	62	
Two or More Races	79.71%	110	20.29%	28	
White	86.23%	1,102	13.77%	176	

3rd-5th Grade Students Math Proficiency in 2 of 3 Assessment Elements by Student Special Ed / 504 Status

3rd-5th Grade Students Math Proficiency in 2 of 3 Assessment Elements		Math 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
SPED / 504 Student Status					
Gen Ed Student	84.71%	1,191	15.29%	215	
Special Ed Student	59.02%	180	40.98%	125	
Section 504 Student	83.47%	101	16.53%	20	

3rd-5th Grade Students Math Proficiency in 2 of 3 Assessment Elements by Student EL Status

3rd-5th Grade Students Math Proficiency in 2 of 3 Assessment Elements		Math 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student EL Status					
Non EL Student	84.90%	1,355	15.10%	241	
EL Monitor	84.00%	63	16.00%	12	
EL Student	31.54%	47	68.46%	102	

3rd-5th Grade Students Math Proficiency in 2 of 3 Assessment Elements by Student FRPM Status

3rd-5th Grade Students Math Proficiency in 2 of 3 Assessment Elements		Math 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student FRPM Status					
Non FRPM Student	86.51%	1,334	13.49%	208	
FRPM Student	47.59%	138	52.41%	152	

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

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

Reasoning:

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

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

Metrics:

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

K - 5 Social Emotional Learning (SEL) Goal Progress

Focus Area: Social Emotional Learning (SEL)	Goal	2022-23 Results	2023-24 Results	Goal Status	
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.	In the spring of 2025, 93% of 3rd-5th grade students will report that they have a teacher or other adult from school who they can count on to help them no matter what.	88.00%	89.00%	Positive Growth or Statistically Neutral	
	In the spring of 2025, 92% of students in 3rd-5th will report that they feel excited about learning in the past week.	87.00%	88.00%	Positive Growth or Statistically Neutral	
Percentage of K-2 students reported as proficient, score of 3 or better, on ICCAR Values by ICCAR Element. Integrity, Compassion, Courage, Commitment, Appreciation, and Respect are the ICCAR Values of Edina Public Schools.	In the spring of 2025 the % of K-2 students reported as proficient with a score of 3 or better on each ICCAR Values element will be at or above 90% for each element.	Accepts Responsibility	90.95%	91.80%	Goal Met
		Completes Work On Time	87.47%	87.08%	Positive Growth or Statistically Neutral
		Demonstrates a Positive Attitude	95.68%	95.11%	Goal Met
		Follows Directions	85.11%	83.93%	Not On Track
		Follows School / Classroom Rules	85.21%	89.74%	Positive Growth or Statistically Neutral
		Handles Conflict Appropriately	88.74%	88.55%	Positive Growth or Statistically Neutral
		Organizes and Uses Time Appropriately	82.21%	83.17%	Positive Growth or Statistically Neutral
		Respects Rights, Diversity, Feelings and Property of Others	95.21%	95.22%	Goal Met
Percentage of K-2 students reported as proficient, score of 3 or better, on all ICCAR Values calculated as one data point by grade	In the spring of 2025 school year the % of K-2 students reported as proficient with a score of 3 or better on all ICCAR Values calculated as one data point will all be at or above 75%.	70.21%	69.05%	Not On Track	

Positive Growth or Statistically Neutral

Not On Track = Negative Growth from Prior Period

2023-24 Results

- Grades 3rd-5th SEL **How will it be Measured:** 3rd-5th Panorama SEL Survey Questions

2023-24 89% of 3-5 grade students reported favorably to the question: *Do you have a teacher or other adult from school you can count on no matter what?*

2022-23 88% of 3-5 grade students reported favorably to the question: *Do you have a teacher or other adult from school you can count on no matter what?*

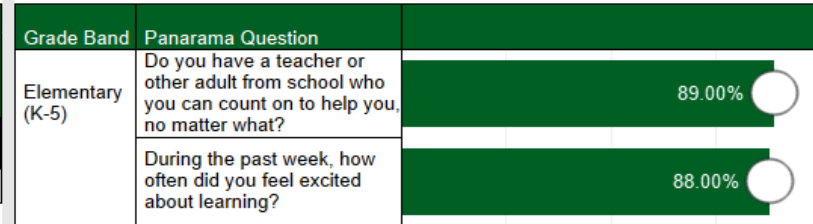
2023-24 88% of 3-5 grade students reported favorably to the question: *During the past week, how often did you feel excited about learning?*

2022-23 87% of 3-5 grade students reported favorably to the question: *During the past week, how often did you feel excited about learning?*

Elementary (K-5) Students Reported Favorably to Questions from the Panorama SEL Survey Questions Table

Grade Band	Panorama Question			
	Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
	Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
Elementary (K-5)	89.00%	11.00%	88.00%	12.00%

Elementary (K-5) Students Reported Favorably to Questions from the Panorama SEL Survey Questions Chart



Elementary (K-5) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Race

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
Elementary (K-5)	Asian	87.00%	13.00%	86.00%	14.00%
	Black or African American	91.00%	9.00%	86.00%	14.00%
	Hispanic/Latino	90.00%	10.00%	91.00%	9.00%
	Two or More Races	84.00%	16.00%	85.00%	15.00%
	White	89.00%	11.00%	88.00%	12.00%

Elementary (K-5) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Special Ed / 504 Status

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
Elementary (K-5)	Non EL Student	89.00%	11.00%	88.00%	12.00%
	EL Student	92.00%	8.00%	89.00%	11.00%

Elementary (K-5) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Special Ed / 504 Status

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
Elementary (K-5)	Gen Ed	88.00%	12.00%	88.00%	12.00%
	Special Ed Student	92.00%	8.00%	85.00%	15.00%
	Section 504 Student	89.00%	11.00%	84.00%	16.00%

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

School Year	ICCAR Element	Percent of Students Proficient (Score of 3 or Better)	Change from Prior Period
2023-24	Accepts Responsibility	91.80%	+0.85%
	Completes Work On Time	87.08%	-0.39%
	Demonstrates a Positive Attitude	95.11%	-0.57%
	Follows Directions	83.93%	-1.18%
	Follows School / Classroom Rules	89.74%	+4.53%
	Handles Conflict Appropriately	88.55%	-0.19%
	Organizes and Uses Time Appropriately	83.17%	+0.96%
	Respects Rights, Diversity, Feelings and Property of Others	95.22%	+0.01
2022-23	Accepts Responsibility	90.95%	
	Completes Work On Time	87.47%	
	Demonstrates a Positive Attitude	95.68%	
	Follows Directions	85.11%	
	Follows School / Classroom Rules	85.21%	
	Handles Conflict Appropriately	88.74%	
	Organizes and Uses Time Appropriately	82.21%	
	Respects Rights, Diversity, Feelings and Property of Others	95.21%	

2023-24 Results

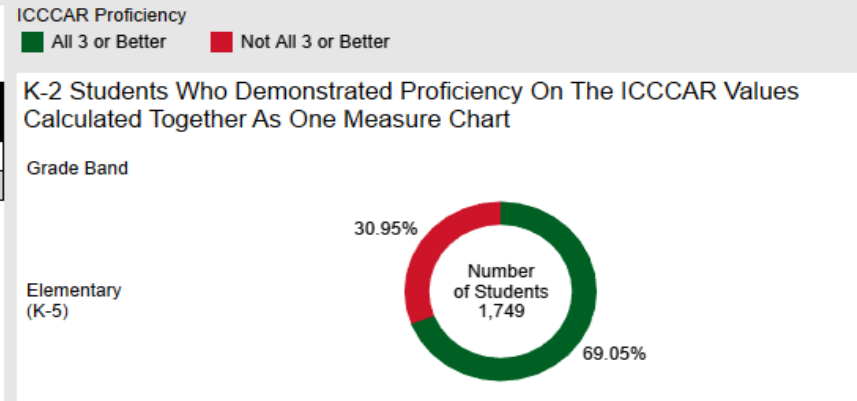
- Percentage of K-2 students reported as proficient, score of 3 or better, on all ICCAR Values calculated as one data point

2023-24 69.05% of K-2 students who demonstrated proficiency on the ICCAR Values calculated together as one measure of SEL

2022-23 70.21% of K-2 students who demonstrated proficiency on the ICCAR Values calculated together as one measure of SEL

K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Table

Grade Band	ICCCAR Proficiency	Percent of Students	Number of Students
Elementary (K-5)	All 3 or Better	69.05%	1,207
	Not All 3 or Better	30.95%	541



K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Table by Student Race

Grade Band	Student Race	ICCCAR Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Asian	All 3 or Better	73.83%	110
		Not All 3 or Better	26.17%	39
	Black or African American	All 3 or Better	42.65%	58
		Not All 3 or Better	57.35%	78
	Hispanic / Latino	All 3 or Better	68.18%	75
		Not All 3 or Better	31.82%	35
	Two or More Races	All 3 or Better	72.00%	90
		Not All 3 or Better	28.00%	35
	White	All 3 or Better	71.29%	874
		Not All 3 or Better	28.71%	352

K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	ICCCAR Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	All 3 or Better	73.79%	1,008
		Not All 3 or Better	26.21%	358
	Special Ed Student	All 3 or Better	52.80%	179
		Not All 3 or Better	47.20%	160
	Section 504 Student	All 3 or Better	46.51%	20
		Not All 3 or Better	53.49%	23

K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Table by Student EL Status

Grade Band	Student EL Status	ICCCAR Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	All 3 or Better	70.62%	1,113
		Not All 3 or Better	29.38%	463
	EL Student	All 3 or Better	53.85%	84
		Not All 3 or Better	46.15%	72

K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Table by Student FRPM Status

Grade Band	Student FRPM Status	ICCCAR Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	All 3 or Better	72.62%	1,061
		Not All 3 or Better	27.38%	400
	FRPM Student	All 3 or Better	50.87%	146
		Not All 3 or Better	49.13%	141

Student Demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

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

Reasoning

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

Metrics:

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

K - 5 Unique Learners Goal Progress

Focus Area: Unique Learners	Goal	2022-23 Results	2023-24 Results	Goal Status
Talent Development	In the spring of 2025 the % of 3-5 students in extended and/or accelerated talent development pathways will increase to 41%.	30.53%	33.28%	Positive Growth or Statistically Neutral
	In the spring of 2025, 95% of students in grades 3-5 in extended and/or accelerated talent development pathways will be proficient with no score lower than a 3 on their report card.	89.76%	94.07%	Positive Growth or Statistically Neutral
Students with an individual education program (IEP) are making progress toward goals	In the spring of 2025, 81% of K-5 students with an individual education program will meet and/or make adequate progress towards their Individual Education Program goals.	75.79%	98.39%	Goal Met
Percent of ML students who met their MDE provided growth target for the year	In the spring of 2025, 70% of ML students in grades 1-5 will meet their growth target as defined by MDE.	59.03%	56.48%	Not On Track

Positive Growth or Statistically Neutral

Not On Track = Negative Growth from Prior Period

2023-24 Results

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

2023-24 33.28% 2-5 students enrolled in extended and/or accelerated talent development pathways during the 2023-24 school year.

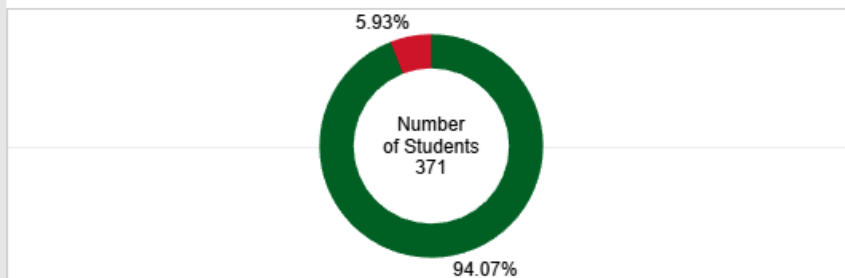
2022-23 30.53% 2-5 students enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year.

Talent Development Performance in Extended and or Accelerated Pathways Table in Students Grades 2-5

Grade Band	Course Grade Proficiency			
	All Proficient		Not Proficient	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	94.07%	349	5.93%	22

Course Grade Proficiency
■ All Proficient ■ Not Proficient

Talent Development Performance in Extended and or Accelerated Pathways Chart in Students Grades 2-5



Talent Development Performance in Extended and or Accelerated Pathways by Student Race in Students Grades 2-5

Grade Band	Student Race	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	Asian	88.68%	47	11.32%	6
	Two or More Races	96.77%	30	3.23%	1
	White	94.32%	249	5.68%	15

Talent Development Performance in Extended and or Accelerated Pathways by Student Special Ed / 504 Status in Students Grades 2-5

Grade Band	SPED / 504 Student Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	93.95%	295	6.05%	19
	Special Ed Student	90.91%	30	9.09%	3
	Section 504 Student	100.00%	24		

Talent Development Performance in Extended and or Accelerated Pathways by Student EL Status in Students Grades 2-5

Grade Band	Student EL Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	94.46%	324	5.54%	19
	EL Monitor	86.96%	20	13.04%	3

Talent Development Performance in Extended and or Accelerated Pathways by Student FRPM Status in Students Grades 2-5

Grade Band	Student FRPM Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	93.88%	322	6.12%	21
	FRPM Student	96.43%	27	3.57%	1

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

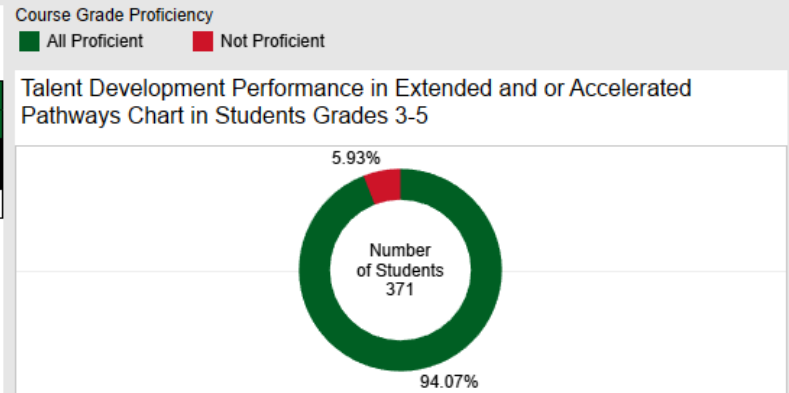
- Talent Development program performance **How will it be measured:** Student grades in extended and/or accelerated talent development pathways are proficient with no score lower than a 3 in grades 3-5. **3-5 grade extended literacy *3-5 accelerated math *3rd grade literacy curiosity lab *2nd grade math curiosity lab* NOTE: The Number of Students is lower than above, as Curiosity Lab TD courses do not provide grades for participating students.

2023-24 94.07% 3-5 students in extended and/or accelerated talent development pathways who demonstrated proficiency with no score lower than a 3 in the spring of 2024

2022-23 89.76% 3-5 students in extended and/or accelerated talent development pathways who demonstrated proficiency with no score lower than a 3 in the spring of 2023

Talent Development Performance in Extended and or Accelerated Pathways Table in Students Grades 3-5

Grade Band	Course Grade Proficiency			
	All Proficient		Not Proficient	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	94.07%	349	5.93%	22



Talent Development Performance in Extended and or Accelerated Pathways by Student Race in Students Grades 3-5

Grade Band	Student Race	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	Asian	88.68%	47	11.32%	6
	Black or African American	100.00%	11		
	Hispanic / Latino	100.00%	12		
	Two or More Races	96.77%	30	3.23%	1
	White	94.32%	249	5.68%	15

Talent Development Performance in Extended and or Accelerated Pathways by Student Special Ed / 504 Status in Students Grades 3-5

Grade Band	SPED / 504 Student Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	93.95%	295	6.05%	19
	Special Ed Student	90.91%	30	9.09%	3
	Section 504 Student	100.00%	24		

Talent Development Performance in Extended and or Accelerated Pathways by Student EL Status in Students Grades 3-5

Grade Band	Student EL Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	94.46%	324	5.54%	19
	Prior EL	100.00%	3		
	Declined EL Service	100.00%	1		

Talent Development Performance in Extended and or Accelerated Pathways by Student FRPM Status in Students Grades 3-5

Grade Band	Student FRPM Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	93.88%	322	6.12%	21
	FRPM Student	96.43%	27	3.57%	1

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 98.39% of K-5 students meeting or making adequate progress on special education IEP goals in the spring of 2024

2022-23 75.79% of K-5 students meeting or making adequate progress on special education IEP goals in the spring of 2023

Students Meeting or Making Adequate Progress on IEP Goals Table

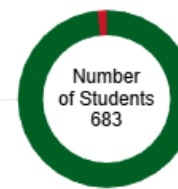
Grade Band	IEP Goal Status	Percent of Students	Number of Students
Elementary (K-5)	Meeting of Making Adequate Progress on all Goals	98.39%	672
	Not Meeting or Making Adequate Progress on all Goals	1.61%	11

IEP Goal Status

- Meeting of Making Adequate Progress on all Goals
- Not Meeting or Making Adequate Progress on all Goals

Students Meeting or Making Adequate Progress on IEP Goals Chart

Not Meeting or Making Adequate Progress on all Goals
1.61%



Meeting of Making Adequate Progress on all Goals
98.39%

Students Meeting or Making Adequate Progress on IEP Goals Table by Student Race

Grade Band	Student Race	IEP Goal Status	Percent of Students	Number of Students
Elementary (K-5)	Asian	Meeting of Making Adequate Progress on all Goals	100.00%	41
		Not Meeting or Making Adequate Progress on all Goals		
	Black or African American	Meeting of Making Adequate Progress on all Goals	96.15%	50
		Not Meeting or Making Adequate Progress on all Goals	3.85%	2
	Hispanic / Latino	Meeting of Making Adequate Progress on all Goals	96.97%	64
		Not Meeting or Making Adequate Progress on all Goals	3.03%	2
	Two or More Races	Meeting of Making Adequate Progress on all Goals	100.00%	46
	White	Meeting of Making Adequate Progress on all Goals	98.54%	471
Not Meeting or Making Adequate Progress on all Goals		1.46%	7	

Students Meeting or Making Adequate Progress on IEP Goals Table by Student EL Status

Grade Band	Student EL Status	IEP Goal Status	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Meeting of Making Adequate Progress on all Goals	98.47%	580
		Not Meeting or Making Adequate Progress on all Goals	1.53%	9
	EL Student	Meeting of Making Adequate Progress on all Goals	97.50%	78
		Not Meeting or Making Adequate Progress on all Goals	2.50%	2

Students Meeting or Making Adequate Progress on IEP Goals Table by Student FRPM Status

Grade Band	Student FRPM Status	IEP Goal Status	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Meeting of Making Adequate Progress on all Goals	98.51%	528
		Not Meeting or Making Adequate Progress on all Goals	1.49%	8
	FRPM Student	Meeting of Making Adequate Progress on all Goals	97.96%	144
		Not Meeting or Making Adequate Progress on all Goals	2.04%	3

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 56.48% of students in grades 1st - 5th met their EL growth target as defined by MDE

2022-23 59.03% of students in grades 1st - 5th met their EL growth target as defined by MDE

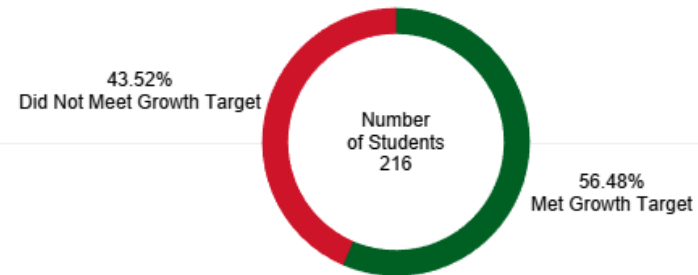
EL Growth Data as Defined by The Minnesota Department of Education Table

Grade Band	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
Elementary (K-5)	Met Growth Target	56.48%	122
	Did Not Meet Growth Target	43.52%	94

EL Growth Metric as Defined by The Minnesota Department of Education

■ Met Growth Target ■ Did Not Meet Growth Target

EL Growth Data as Defined by The Minnesota Department of Education



EL Growth Data as Defined by The Minnesota Department of Education Table by Student Race

Grade Band	Student Race	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
Elementary (K-5)	Asian	Met Growth Target	66.67%	26
		Did Not Meet Growth Target	33.33%	13
	Black or African American	Met Growth Target	52.86%	37
		Did Not Meet Growth Target	47.14%	33
	Hispanic / Latino	Met Growth Target	58.67%	44
		Did Not Meet Growth Target	41.33%	31
	White	Met Growth Target	46.15%	12
		Did Not Meet Growth Target	53.85%	14

EL Growth Data as Defined by The Minnesota Department of Education Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Met Growth Target	64.71%	99
		Did Not Meet Growth Target	35.29%	54
	Special Ed Student	Met Growth Target	35.00%	21
		Did Not Meet Growth Target	65.00%	39

EL Growth Data as Defined by The Minnesota Department of Education Table by Student FRPM Status

Grade Band	Student FRPM Status	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Met Growth Target	56.14%	32
		Did Not Meet Growth Target	43.86%	25
	FRPM Student	Met Growth Target	56.60%	90
		Did Not Meet Growth Target	43.40%	69

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

APPENDIX A: Glossary

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

College in the Schools (CIS): College in the Schools (CiS) is a program in Minnesota that allows eligible high school students to take college-level courses taught by college faculty at their high school. This program is similar to concurrent enrollment and dual enrollment, but it often involves a more formal partnership between the high school and a specific college or university.

Key features of College in the Schools:

- College faculty: Courses are taught by college professors, providing a direct connection to higher education.
- College credit: Students earn college credits that can transfer to participating colleges and universities.
- Rigorous curriculum: Courses align with college-level standards and expectations.
- Access to college resources: Students may have access to college libraries, tutoring services, and other resources.

Concurrent Enrollment: is a program that allows eligible students to take college-level courses while still attending high school. These courses are typically taught by high school teachers who are certified to teach at both the high school and college levels. Students who successfully complete these courses earn both high school and college credits, which can help them save time and money on their college education.

Dual Enrollment: is essentially the same as concurrent enrollment, but it can sometimes refer to a specific program or arrangement that involves a formal partnership between a high school and a college or university.

This partnership often includes:

- Jointly offered courses: Courses are taught by college faculty at the high school, or high school students attend classes at the college campus.
- Articulation agreements: These agreements outline how college credits earned through dual enrollment will transfer to the partner college or university.
- Specific eligibility requirements: Dual enrollment programs may have more stringent requirements than concurrent enrollment, such as a minimum GPA or specific course prerequisites.

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

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

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

- *Aggressive Growth:* Growth that is measured at or above the 75th percentile or growing faster than 75% of other test takers. (Fastbridge assessments)
- *Typical Growth:* Growth that is between the 40th and 75th percentile. This means that the student is growing at a rate that is average to moderately above average. (Fastbridge assessments)

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

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

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

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

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

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

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

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

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


*See also Talent Development Board Report 2.13.23 for more Talent Development detail.

- Elementary Curiosity Lab: Support for students in grades 4-5 who participate in Extended Reading and/or Accelerated Math provided by the Curiosity Lab Teachers (Talent Development FTE). The students have access to additional time, resources and scaffolding. Students meet with a Curiosity Lab teacher to ensure success in extended and accelerated classes.
- Extended Pathways: Opportunities provided to students to engage with grade level content at a deeper level.
- Accelerated Pathways: Opportunities for students to compact grade level standards and be exposed to higher grade level standards at a faster pace.

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

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

APPENDIX C: FASTBridge Assessment Guide

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

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

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

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

APPENDIX D: MCA Opt Out Data

MCA Math Participation Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Math	2024	Elementary (K-5)	Student Took Assessment	1833	98.65%
MCA Math	2024	Elementary (K-5)	Student Did Not Take Assessment	25	
MCA Math	2024	Middle School (6-8)	Student Took Assessment	1892	97.03%
MCA Math	2024	Middle School (6-8)	Student Did Not Take Assessment	58	
MCA Math	2024	High School (9-12)	Student Took Assessment	531	84.96%
MCA Math	2024	High School (9-12)	Student Did Not Take Assessment	94	
MCA Math	2023	Elementary (K-5)	Student Took Assessment	2341	98.20%
MCA Math	2023	Elementary (K-5)	Student Did Not Take Assessment	43	
MCA Math	2023	Middle School (6-8)	Student Took Assessment	3720	95.04%
MCA Math	2023	Middle School (6-8)	Student Did Not Take Assessment	194	
MCA Math	2023	High School (9-12)	Student Took Assessment	714	54.09%
MCA Math	2023	High School (9-12)	Student Did Not Take Assessment	606	

MCA Reading Participation Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Reading	2024	Elementary (K-5)	Student Took Assessment	1832	98.60%
MCA Reading	2024	Elementary (K-5)	Student Did Not Take Assessment	26	
MCA Reading	2024	Middle School (6-8)	Student Took Assessment	1898	97.33%
MCA Reading	2024	Middle School (6-8)	Student Did Not Take Assessment	52	
MCA Reading	2024	High School (9-12)	Student Took Assessment	604	90.69%
MCA Reading	2024	High School (9-12)	Student Did Not Take Assessment	62	
MCA Reading	2023	Elementary (K-5)	Student Took Assessment	1828	97.86%
MCA Reading	2023	Elementary (K-5)	Student Did Not Take Assessment	40	
MCA Reading	2023	Middle School (6-8)	Student Took Assessment	1878	96.06%
MCA Reading	2023	Middle School (6-8)	Student Did Not Take Assessment	77	
MCA Reading	2023	High School (9-12)	Student Took Assessment	590	88.59%
MCA Reading	2023	High School (9-12)	Student Did Not Take Assessment	76	

MCA Science Participation Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Science	2024	Elementary (K-5)	Student Took Assessment	592	98.67%
MCA Science	2024	Elementary (K-5)	Student Did Not Take Assessment	8	
MCA Science	2024	Middle School (6-8)	Student Took Assessment	603	94.66%
MCA Science	2024	Middle School (6-8)	Student Did Not Take Assessment	34	
MCA Science	2024	High School (9-12)	Student Took Assessment	643	92.65%
MCA Science	2024	High School (9-12)	Student Did Not Take Assessment	51	
MCA Science	2023	Elementary (K-5)	Student Took Assessment	611	97.60%
MCA Science	2023	Elementary (K-5)	Student Did Not Take Assessment	15	
MCA Science	2023	Middle School (6-8)	Student Took Assessment	626	92.60%
MCA Science	2023	Middle School (6-8)	Student Did Not Take Assessment	50	
MCA Science	2023	High School (9-12)	Student Took Assessment	527	90.39%
MCA Science	2023	High School (9-12)	Student Did Not Take Assessment	56	

Appendix E: Edina Public Schools 2023-2024 Demographic Summary

Appendix A Demographics

Demographic Make Up by Student Race

Grade Band	Student Race									
	Asian		Black or African American		Hispanic / Latino		Two or More Races		White	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	45	10.71%	49	11.67%	42	10.00%	23	5.48%	261	62.14%
Elementary (K-5)	310	8.28%	276	7.38%	276	7.38%	278	7.43%	2,602	69.54%
Middle School (6-8)	162	8.19%	212	10.72%	151	7.64%	127	6.42%	1,325	67.02%
High School (9-12)	229	8.40%	338	12.40%	230	8.44%	170	6.24%	1,759	64.53%
Total for All Grade Bands	746	8.42%	875	9.87%	699	7.88%	598	6.75%	5,947	67.08%

Demographic Make Up by Student Special Education / 504 Status

Grade Band	SPED / 504 Student Status					
	Gen Ed Student		Special Ed Student		Section 504 Student	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	176	41.71%	246	58.29%		
Elementary (K-5)	2,871	76.68%	701	18.72%	172	4.59%
Middle School (6-8)	1,609	81.10%	248	12.50%	127	6.40%
High School (9-12)	2,153	78.84%	274	10.03%	304	11.13%
Total for All Grade Bands	6,809	76.67%	1,469	16.54%	603	6.79%

Demographic Make Up by Student EL Status

Grade Band	Student EL Status							
	Non EL Student		Prior EL		EL Monitor		EL Student	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	422	100.00%						
Elementary (K-5)	3,309	88.67%			92	2.47%	331	8.87%
Middle School (6-8)	1,700	86.03%	50	2.53%	133	6.73%	93	4.71%
High School (9-12)	2,377	87.26%	154	5.65%	70	2.57%	123	4.52%
Total for All Grade Bands	7,808	88.19%	204	2.30%	295	3.33%	547	6.18%

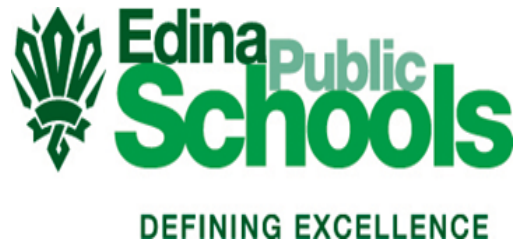
Demographic Make Up by Student FRPM Status

Grade Band	Student FRPM Status			
	Non FRPM Student		FRPM Student	
	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	336	79.62%	86	20.38%
Elementary (K-5)	3,128	83.55%	616	16.45%
Middle School (6-8)	1,577	79.49%	407	20.51%
High School (9-12)	2,131	78.03%	600	21.97%
Total for All Grade Bands	7,172	80.76%	1,709	19.24%

Student Demographic groups where the enrolled number of students is less than 20 have been excluded due the number being identifiable.

Appendix F: 2022-23 Data Metrics Reports

- [Early Learning Center \(ELC\) 2023-24 Data Metrics Board Update](#)
- [K-5 2023-24 Data Metrics Board Update](#)
- [6-8 2023-24 Data Metrics Board Update](#)
- [9-12 2023-24 Data Metrics Board Update](#)



Board Meeting: 10.7.24

Title: Middle School (6-8) 2024-25 Data Metrics Board Update

Type: Discussion

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

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2024 Edina Public Schools Data Metrics Plan update reflects spring 2023 data and is a midpoint progress check after one year of the two year plan. The plan as a whole is broken down into four grade level bands. This report is the Middle School (6-8) grade level band.

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

Desired Outcomes for the Board: Review the report, have questions prepared, and provide feedback on the key findings and action steps in relation to the data presented.

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

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

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

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

This summary includes key findings in math, literacy, and social and emotional learning data in the Middle School (6-8) age band, as well as additional key findings that demonstrate critical benchmarks in *preparing each and every student to realize their full potential*. It will also include a description of the actions directed to support growth and continuous improvement related to the key findings. Finally, each category has the strategic plan alignment listed at the bottom of the action section indicated by a **green** asterisk.

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• 6th grade Mathematical proficiency How will it be measured: FASTBridge FASTtrack Math universal screener	14
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6-8 English Language Arts (ELA/Literacy) and Mathematics Standards Goal Progress	17
• Grades 6-8 ELA/Literacy How will it be measured: Proficient in 2 of 3 determined assessments (End of year course grade \geq B: ELA, FASTBridge FASTtrack, & MCA)	18
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• Talent Development Program Participation How will it be measured: Percent of 6-8 grade student enrollment in talent development extended or accelerated pathways (Enriched Reading and Social Studies,	

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● Talent Development Program Performance How will it be measured: Percentage of 6-8 grade students in extended or accelerated talent development pathways earning all scores of B or better on their S2 report card in (Enriched Reading and Social Studies, Accelerated Science and Accelerated Math)	37
● Progress Toward IEP Goals How will it be measured: Percent of 6-8 students meeting or making adequate progress on special education program goals	38
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Key Findings

Middle School (6-8)	
Key Findings	Key Action Steps
<p>Literacy:</p> <ul style="list-style-type: none"> ● Increase in 6th grade proficiency from the prior year ● Gaps between student groups persist ● Growth dropped from the year prior ● There is an alignment between standardized assessments and grades ● Slight increase in MCA proficiency from the previous year. 	<p>We will:</p> <ul style="list-style-type: none"> ● continue using screening data to inform and implement interventions at the middle school level. ● continue Science of Learning professional development and its application. ● implement Tier 1 evidence-based resources with fidelity. ● continue to assess MN ELA Standards in classrooms aligned with standardized tests. <p><i>*Strategy A.1: Design and deliver curriculum instruction, and assessment.</i></p> <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy A.4. Implement a review of all literacy programs at EPS.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>Math:</p> <ul style="list-style-type: none"> ● Increased Proficiency in 2 of 3 assessments (End of year Math course grade \geq B, FASTBridge aMath & MCA) by nearly 4% across all 6-8 students ● Continued persistent gap with Black or African American, Hispanic/Latino, FRPM, EL and Special Education students ● Prior EL students are performing better than the general population of all Edina middle school students 	<p>We will:</p> <ul style="list-style-type: none"> ● begin a Design Team to examine our current reality for secondary math instruction. ● continue curricular refinement with core instructional materials across all buildings. ● provide targeted interventions for students who demonstrate, through the aMath universal screener, need for something beyond Tier I. ● use both Advisory and Flex time to support and meet the needs of all students. ● use of the IXL Diagnostic tools in coordination with aMath universal screener to help determine individual needs and target those needs through in class and small group instruction. ● leverage the PLC process to monitor common assessments and help determine the most appropriate instructional matches. <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy D.1: Identify, develop, and recognize adult leaders throughout the district.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>SEL:</p> <ul style="list-style-type: none"> ● Among 6-8 grade students, there was an increase of about 1% in overall favorable responses to the Panorama question “Do you have a teacher or other adult from school you can count on no matter what?” <ul style="list-style-type: none"> ○ Favorable responses were at or above 75% for all racial demographic groups ● Among 6-8 grade students, there was an overall increase of about 2.5% in favorable responses to the Panorama question “During the past week, 	<p>We will:</p> <ul style="list-style-type: none"> ● continue the work of the Tier 1 SEL design team. ● deepen professional development with student support staff around utilizing the Panorama PlayBook resource to respond to student needs. ● provide training to support staff around suicide screening and threat assessments. Integrate this training with PREPaRE for a comprehensive mental health lens on school safety. ● investigate barriers to student participation in extra and co-curricular activities. Work to alleviate these

<p>how often did you feel excited about learning?"</p> <ul style="list-style-type: none"> ○ Favorable responses were at or above 79% for all racial demographic groups ● 6-8 grade student participation in at least 1 extracurricular or co-curricular activity decreased by about 8.5% <ul style="list-style-type: none"> ○ There is a gap in extra and co-curricular activities participation with White and Asian students participating at a much higher rate than Black or African American and Hispanic/Latino students. 	<p>barriers and bolster participation among groups with low participation rates.</p> <p><i>*Strategy B.2: Create a school culture that enhances learning and fosters a sense of belonging for all students through the Edina ICCCAR values.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><i>*Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.</i></p> <p><i>*Strategy C5: Create environments that are conducive to learning and facilitate constructive student interaction.</i></p> <p><i>*Strategy D.1: Identify, develop, and recognize adult leaders throughout the district.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>Unique Learners:</p> <p><u>Talent Development:</u></p> <ul style="list-style-type: none"> ● Participation in Talent Development opportunities grew slightly ● Participation of current and prior EL students more than tripled ● 100% of Asian, Hispanic/Latino, two or more races, and prior EL students who participated in Talent Development opportunities were proficient ● Talent Development program proficiency increased 12% ● The percentage of Black/African American students who participated in Talent Development opportunities increased, but not significantly <p><u>English Learners (EL):</u></p> <ul style="list-style-type: none"> ● A gap for English Learners persists on Fastbridge Assessment Data ● 44% of English Learners are proficient on 2 of 3 ELA Assessment Elements ● EL students match peer responses to the two questions reported on SEL Panorama measures ● EL students have a 7% participation rate in Co-curriculars compared to non EL students who have a 25.46% participation rate ● Prior EL students have a higher participation rate in co-curriculars at 30% then non EL students ● There was an increase from 22-23 to 23-24 of students meeting their EL Growth target as measured with ACCESS from 19.23% to 24.66% <p><u>Student Support Services:</u></p> <ul style="list-style-type: none"> ● 95.82% of 6-8 students in special education made adequate progress on IEP goals 	<p>We will:</p> <p><u>Talent Development:</u></p> <ul style="list-style-type: none"> ● continue to increase access to TD opportunities. ● begin a Design Team to examine the current reality of middle school Talent Development opportunities. ● evaluate students' sense of belonging while they participate in 6th grade Talent Development courses. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.</i></p> <p><i>*Strategy B.2: Create a school culture that enhances learning and fosters a sense of belonging for all students through the Edina ICCCAR values.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><u>English Language Learners (EL):</u></p> <ul style="list-style-type: none"> ● implement a shift in program model English Language Development teachers are co-teaching in ELA classrooms and using Tier 1 curriculum that is used by all students. ● provide targeted training and collaboration time for English Language Development teachers and their co-teachers. ● continue to work closely with Cultural Liaisons to develop family affinity group meetings to share information about co-curriculars. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.</i></p> <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p> <p><i>*Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.</i></p> <p><u>Student Support Services:</u></p> <ul style="list-style-type: none"> ● train and support teachers to write standards-based goals and data collection.

<ul style="list-style-type: none"> • While over 93% of all student racial demographic groups made adequate progress, Black/ African American students made adequate progress on IEP goals at a slightly lower percentage than other racial groups • A slightly lower percentage of special education students who are also English Learners made adequate progress than those who are not • Special education students eligible for free or reduced-price meals made adequate progress on their IEP goals at a lower percentage <ul style="list-style-type: none"> ○ 97.71% of special education students not eligible for free or reduced meals made adequate progress on their IEP goals ○ 90.63% of special education students eligible for free or reduced meals made adequate progress on their IEP goals • The percentage of students making adequate progress on IEP goals is slightly reduced as students progress from elementary to middle 	<ul style="list-style-type: none"> • continue to write meaningful and appropriate IEP goals that are achievable during the school year. • implement literacy, writing, and math curriculum. • provide teacher training for LETRS. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.</i></p> <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p> <p><i>*Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.</i></p>
<p>Additional Findings:</p> <ul style="list-style-type: none"> • MCA Science proficiency increased from 38.82% in the spring of 2023 to 46.77% in the spring of 2024. 	<p>We will:</p> <ul style="list-style-type: none"> • collaboratively triangulate data with teachers to replicate growth and target continued areas for growth in instruction. <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>

6th grade students are demonstrating grade level English Language Arts/Literacy skills.

Reasoning:

As students transition from elementary to middle school the texts that they read become more complex and increasingly non-fiction. As a result, it is important to continue to monitor reading development.

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

Metrics:

- 6th grade ELA/Literacy proficiency
- 6th -8th grade ELA/Literacy growth

6-8 English Language Arts (ELA/Literacy) Foundations Goal Progress

Focus Area: Literacy Foundations	Goal	2022-23 Results	2023-24 Results	Goal Status
6th grade students are reading at grade level.	In the spring of 2025, 83% of 6th students will have met literacy proficiency as evidenced by performance on the FASTBridge aReading universal screener.	77.41%	78.34%	Positive Growth or Statistically Neutral
	In the spring of 2025, at least 32% of 6-8 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener.*	20.63%	12.39%	Not On Track
	In the spring of 2025, at least 55% of 6-8 students will have typical aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener.*	39.08%	36.28%	Not On Track

Positive Growth or
Statistically Neutral

Not On Track = Negative
Growth from Prior Period

2023-24 Results

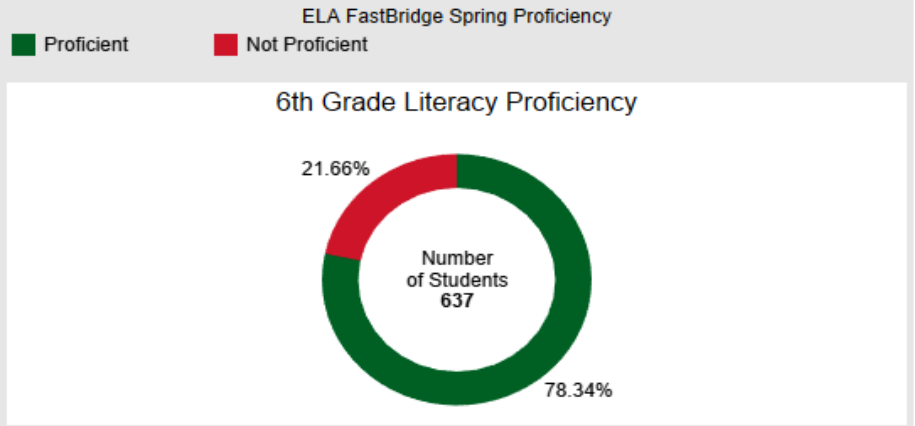
- 6th grade ELA/Literacy proficiency **How will it be measured:** FASTBridge FASTtrack Reading universal screener

2023-24 78.34% of all 6th grade students achieved proficiency in the spring 2024

2022-23 77.41% of all 6th grade students achieved proficiency in the spring 2023

6th Grade Literacy Proficiency

6th Grade Student	ELA FastBridge Spring Proficiency			
	Proficient		Not Proficient	
	Percent of Students	Number of Students	Percent of Students	Number of Students
6th Grade Students Achieved Proficiency	78.34%	499	21.66%	138



6th Grade Literacy Proficiency by Student Race

6th Grade Student	Student Race	ELA FastBridge Fall Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
6th Grade Students Achieved Proficiency	Asian	78.57%	44	21.43%	12
	Black or African American	42.55%	20	57.45%	27
	Hispanic / Latino	53.19%	25	46.81%	22
	Two or More Races	85.37%	35	14.63%	6
	White	85.71%	372	14.29%	62

6th Grade Literacy Proficiency by Student Special Ed / 504 Status

6th Grade Student	SPED / 504 Student Status	ELA FastBridge Fall Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
6th Grade Students Achieved Proficiency	Gen Ed Student	83.33%	425	16.67%	85
	Special Ed Student	48.10%	38	51.90%	41
	Section 504 Student	91.67%	33	8.33%	3

6th Grade Literacy Proficiency by Student EL Status

6th Grade Student	Student EL Status	ELA FastBridge Fall Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
6th Grade Students Achieved Proficiency	Non EL Student	84.53%	459	15.47%	84
	EL Monitor	55.10%	27	44.90%	22
	EL Student	18.18%	4	81.82%	18

6th Grade Literacy Proficiency by Student FRPM Status

6th Grade Student	Student FRPM Status	ELA FastBridge Fall Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
6th Grade Students Achieved Proficiency	Non FRPM Student	86.30%	441	13.70%	70
	FRPM Student	48.25%	55	51.75%	59

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- 6th -8th grade ELA/Literacy growth **How will it be measured:** FASTBridge FASTtrack Reading universal screener

2023-24 12.39% of students achieving **aggressive growth** fall to spring | **2023-24 36.28%** of students achieving **typical growth** fall to spring

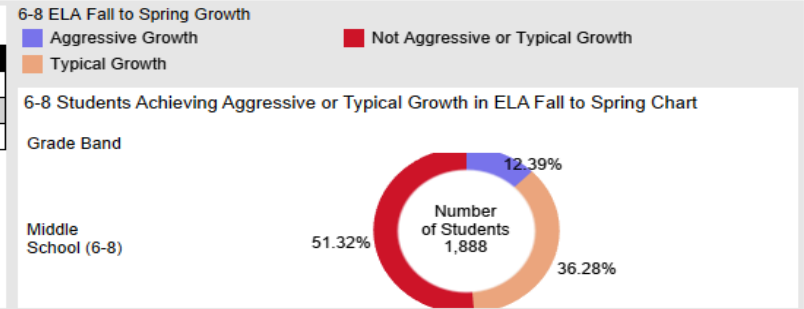
2022-23 20.63% of students achieving **aggressive growth** fall to spring | **2022-23 39.08%** of students achieving **typical growth** fall to spring

*Based on National Norms we would expect 25% of our students to have aggressive growth.

| *Based on National Norms we would expect 35% of our students to have typical growth.

***When looking at the complete data set (typical & aggressive growth together), the normed expectation is 60% of total students have aggressive & typical growth calculated together. To have total growth of more than 60% is higher than expected.**

Grade Band	6-8 ELA Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Aggressive Growth	12.39%	234
	Typical Growth	36.28%	685
	Not Aggressive or Typical Growth	51.32%	969



Grade Band	Student Race	6-8 ELA Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Asian	Aggressive Growth	11.54%	18
		Typical Growth	41.67%	65
		Not Aggressive or Typical Growth	46.79%	73
	Black or African American	Aggressive Growth	13.40%	26
		Typical Growth	36.60%	71
		Not Aggressive or Typical Growth	50.00%	97
	Hispanic / Latino	Aggressive Growth	18.98%	26
		Typical Growth	38.69%	53
		Not Aggressive or Typical Growth	42.34%	58
	Two or More Races	Aggressive Growth	14.29%	17
		Typical Growth	36.97%	44
		Not Aggressive or Typical Growth	48.74%	58
White	Aggressive Growth	11.47%	147	
	Typical Growth	35.26%	452	
	Not Aggressive or Typical Growth	53.28%	683	

Grade Band	SPED / 504 Student Stat.	6-8 ELA Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	Aggressive Growth	11.46%	179
		Typical Growth	36.36%	568
		Not Aggressive or Typical Growth	52.18%	815
	Special Ed Student	Aggressive Growth	21.08%	43
		Typical Growth	32.35%	66
		Not Aggressive or Typical Growth	46.57%	95
	Section 504 Student	Aggressive Growth	9.84%	12
		Typical Growth	41.80%	51
		Not Aggressive or Typical Growth	48.36%	59

Grade Band	Student EL Status	6-8 ELA Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	Aggressive Growth	12.14%	198
		Typical Growth	36.11%	589
		Not Aggressive or Typical Growth	51.75%	844
	Prior EL	Aggressive Growth	6.25%	3
		Typical Growth	37.50%	18
		Not Aggressive or Typical Growth	56.25%	27
	EL Monitor	Aggressive Growth	14.96%	19
		Typical Growth	37.01%	47
		Not Aggressive or Typical Growth	48.03%	61
	EL Student	Aggressive Growth	17.57%	13
		Typical Growth	39.19%	29
		Not Aggressive or Typical Growth	43.24%	32

Grade Band	Student FRPM Status	6-8 ELA Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	Aggressive Growth	11.85%	180
		Typical Growth	35.81%	544
		Not Aggressive or Typical Growth	52.34%	795
	FRPM Student	Aggressive Growth	14.63%	54
		Typical Growth	38.21%	141
		Not Aggressive or Typical Growth	47.15%	174

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

6th grade students apply mathematical knowledge at grade level.

Reasoning:

As students transition from elementary to middle school the problems that they solve become more complex and increasingly require application of foundational skills. As a result, it is important to continue to monitor math development.

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

Metrics:

- 6th grade Mathematical proficiency
- 6-8 grade Mathematical growth

6-8 Mathematical Foundations Goal Progress

Focus Area: Mathematical Foundations	Goal	2022-23 Results	2023-24 Results	Goal Status
6th grade students apply mathematical knowledge at grade level.	In the spring of 2025, 85% of 6th students will have met math proficiency on the FASTBridge FASTtrack Math universal screener.	79.82%	79.65%	Positive Growth or Statistically Neutral
	In the spring of 2025, at least 50% of all 6-8 students will have achieved aggressive growth from fall to spring on the FASTBridge aMath universal screener.* *National Norm for aggressive growth is 25%.	39.58%	17.79%	Not On Track
	In the spring of 2025, at least 50% of all 6-8 students will have achieved typical growth from fall to spring on the FASTBridge aMath universal screener.* *National Norm for typical growth is 60%.	34.53%	40.63%	Positive Growth or Statistically Neutral

Positive Growth or
Statistically Neutral

Not On Track = Negative
Growth from Prior Period

2023-24 Results

- 6th grade Mathematical proficiency **How will it be measured:** FASTBridge FASTtrack Math universal screener

2023-24 79.65% of all 6th grade students achieved proficiency in the spring

2022-23 79.82% of all 6th grade students achieved proficiency in the spring

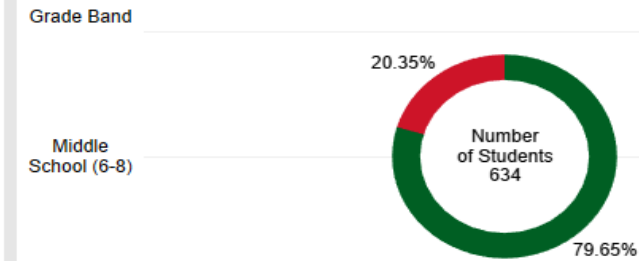
6th Grade Math Proficiency Table

Grade Band	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Middle School (6-8)	Proficient	79.65%	505.0
	Not Proficient	20.35%	129.0

FastBridge Spring Math Proficiency

■ Proficient ■ Not Proficient

6th Grade Math Proficiency Chart



6th Grade Math Proficiency Table by Student Race

Grade Band	Student Race	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Middle School (6-8)	Asian	Proficient	87.72%	50
		Not Proficient	12.28%	7
	Black or African American	Proficient	38.46%	20
		Not Proficient	61.54%	32
	Hispanic/Latino	Proficient	53.06%	26
		Not Proficient	46.94%	23
	Two or More Races	Proficient	85.37%	35
		Not Proficient	14.63%	6
	White	Proficient	85.98%	374
		Not Proficient	14.02%	61

6th Grade Math Proficiency Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	Proficient	83.94%	439
		Not Proficient	16.06%	84
	Special Ed Student	Proficient	49.37%	39
		Not Proficient	50.63%	40
	Section 504 Student	Proficient	83.78%	31
		Not Proficient	16.22%	6

6th Grade Math Proficiency Table by Student EL Status

Grade Band	Student EL Status	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	Proficient	83.85%	462
		Not Proficient	16.15%	89
	EL Monitor	Proficient	74.00%	37
		Not Proficient	26.00%	13
	EL Student	Proficient	11.11%	3
		Not Proficient	88.89%	24

6th Grade Math Proficiency Table by Student FRPM Status

Grade Band	Student FRPM Status	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	Proficient	87.04%	450
		Not Proficient	12.96%	67
	FRPM Student	Proficient	48.36%	59
		Not Proficient	51.64%	63

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- 6-8 grade Mathematical growth **How will it be measured:** FASTBridge FASTtrack Math universal screener

2023-24 17.79% of 6-8 students who achieved **aggressive growth** fall to spring | **2023-24 40.63%** of 6-8 students achieve **typical growth** fall to spring

2022-23 39.5% of 6-8 students who achieved **aggressive growth** fall to spring | **2022-23 34.53%** of 6-8 students achieve **typical growth** fall to spring

**Based on National Norms we would expect 25% of our students to have aggressive growth.*

**Based on National Norms we would expect 35% of our students to have typical growth.*

**When looking at the complete data set (typical & aggressive growth together), the normed expectation is 60% of total students have aggressive & typical growth calculated together. To have total growth of more than 60% is higher than expected.*

6-8 Students Achieving Aggressive or Typical Growth in Math Fall to Spring Table			
Grade Band	6-8 Math Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Aggressive Growth	17.79%	335
	Typical Growth	40.63%	765
	Not Aggressive or Typical Growth	41.58%	783

6-8 Students Achieving Aggressive or Typical Growth in Math Fall to Spring by Student Race				
Grade Band	Student Race	6-8 Math Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Asian	Aggressive Growth	23.53%	36
		Typical Growth	49.67%	76
		Not Aggressive or Typical Growth	26.80%	41
	Black or African American	Aggressive Growth	13.27%	26
		Typical Growth	27.55%	54
		Not Aggressive or Typical Growth	59.18%	116
	Hispanic / Latino	Aggressive Growth	17.78%	24
		Typical Growth	34.07%	46
		Not Aggressive or Typical Growth	48.15%	65
	Two or More Races	Aggressive Growth	26.67%	32
		Typical Growth	30.00%	36
		Not Aggressive or Typical Growth	43.33%	52
White	Aggressive Growth	16.97%	217	
	Typical Growth	43.24%	553	
	Not Aggressive or Typical Growth	39.80%	509	

6-8 Students Achieving Aggressive or Typical Growth in Math Fall to Spring by Student EL Status				
Grade Band	Student EL Status	6-8 Math Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	Aggressive Growth	17.21%	280
		Typical Growth	41.86%	681
		Not Aggressive or Typical Growth	40.93%	666
	Prior EL	Aggressive Growth	29.79%	14
		Typical Growth	38.30%	18
		Not Aggressive or Typical Growth	31.91%	15
	EL Monitor	Aggressive Growth	21.88%	28
		Typical Growth	32.03%	41
		Not Aggressive or Typical Growth	46.09%	59
	EL Student	Aggressive Growth	16.44%	12
		Typical Growth	32.88%	24
		Not Aggressive or Typical Growth	50.68%	37

6-8 Students Achieving Aggressive or Typical Growth in Math Fall to Spring by Student FRPM Status				
Grade Band	Student FRPM Status	6-8 Math Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	Aggressive Growth	18.54%	281
		Typical Growth	42.15%	639
		Not Aggressive or Typical Growth	39.31%	596
	FRPM Student	Aggressive Growth	14.71%	54
		Typical Growth	34.33%	126
		Not Aggressive or Typical Growth	50.95%	187

6-8 Students Achieving Aggressive or Typical Growth in Math Fall to Spring by Student Special Ed / 504 Status				
Grade Band	SPED / 504 Student Stat.	6-8 Math Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	Aggressive Growth	17.10%	266
		Typical Growth	41.97%	653
		Not Aggressive or Typical Growth	40.94%	637
	Special Ed Student	Aggressive Growth	21.46%	44
		Typical Growth	34.63%	71
		Not Aggressive or Typical Growth	43.90%	90
Section 504 Student	Aggressive Growth	20.49%	25	
	Typical Growth	33.61%	41	
	Not Aggressive or Typical Growth	45.90%	56	

6-8 Math Fall to Spring Growth			
Grade Band	6-8 Math Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Aggressive Growth	17.79%	335
	Typical Growth	40.63%	765
	Not Aggressive or Typical Growth	41.58%	783

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

Students meet English Language Arts/Literacy and Mathematics learning targets based on MN state standards

Reasoning:

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

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

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

Metrics:

- Grades 6-8 english language arts/ literacy proficiency
- Grades 6-8 mathematical proficiency
- 6th-8th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring
- 6th - 8th grade FASTtrack students demonstrating below grade level math performance who achieve aggressive growth at 75th percentile from fall to spring

6-8 English Language Arts (ELA/Literacy) and Mathematics Standards Goal Progress

Focus Area: Literacy and Mathematics Standards	Goal	2022-23 Results	2023-24 Results	Goal Status
Students meet math and literacy learning targets based on MN state standards.	In the spring of 2025, 81% of 6-8 grade students will demonstrate meeting math learning targets based on MN state standards by meeting proficiency in 2 of the 3 determined assessments.	75.08%	75.55%	Positive Growth or Statistically Neutral
	In the spring of 2025, 78% of 6-8 grade students will demonstrate meeting literacy learning targets based on MN state standards by meeting proficiency in 2 of the 3 determined assessments.	70.36%	74.10%	Positive Growth or Statistically Neutral
6th - 8th grade FASTtrack students demonstrating below grade level math performance who achieve aggressive growth at 75th percentile from fall to spring	In the spring of 2025, 50% of 6-8 students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener.* *National Norm for aggressive growth is 25%	34.78%	25.11%	Not On Track
6th-8th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring	In the spring of 2025, 50% of 6-8 students demonstrating below grade level Math performance will have achieved aggressive or typical growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener.* *National Norm for aggressive growth is 25%	45.77%	26.49%	Not On Track

Positive Growth or
Statistically Neutral

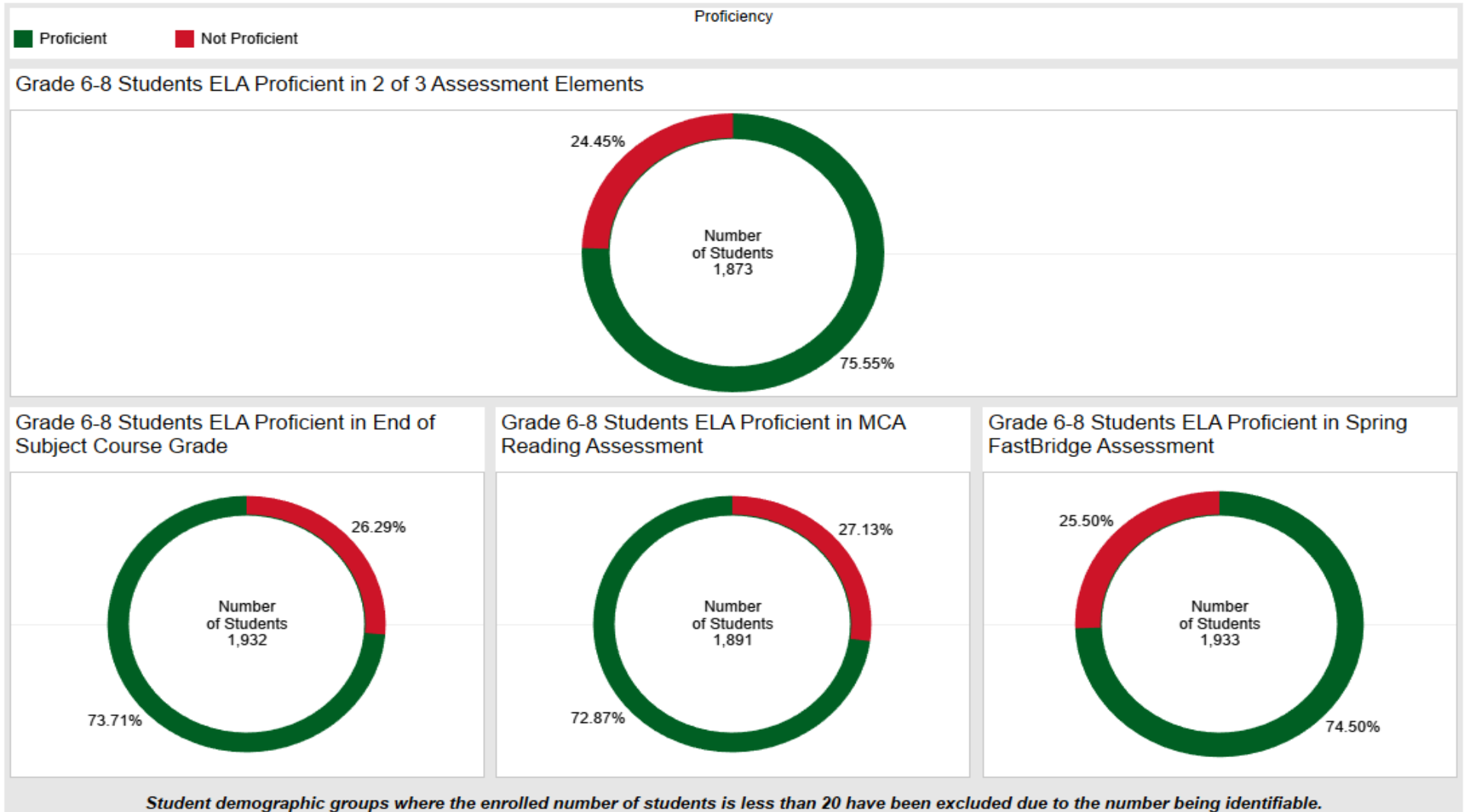
Not On Track = Negative
Growth from Prior Period

2023-24 Results

- Grades 6-8 ELA/Literacy **How will it be measured:** Proficient in 2 of 3 determined assessments (End of year course grade \geq B: ELA, FASTBridge FASTtrack, & MCA)

2023-24 75.55% 6-8 grade students demonstrated proficiency by meeting learning targets based on MN state standards.

2022-23 75.08% 6-8 grade students demonstrated proficiency by meeting learning targets based on MN state standards.



Grade 6-8 Grade Students Literacy Proficiency in 2 of 3 Assessment Elements by Student Race

6th-8th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements		ELA 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student Race	Asian	80.25%	126	19.75%	31
Black or African American	37.76%	74	62.24%	122	
Hispanic / Latino	55.00%	77	45.00%	63	
Two or More Races	78.69%	96	21.31%	26	
White	82.83%	1,042	17.17%	216	

Grade 6-8 Students Literacy Proficiency in 2 of 3 Assessment Elements by Student Special Ed / 504 Status

6th-8th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements		ELA 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
SPED / 504 Student Status	Gen Ed Student	78.61%	1,235	21.39%	336
Special Ed Student	46.81%	88	53.19%	100	
Section 504 Student	80.70%	92	19.30%	22	

Grade 6-8 Students Literacy Proficiency in 2 of 3 Assessment Elements by Student EL Status

6th-8th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements		ELA 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student EL Status	Non EL Student	81.17%	1,306	18.83%	303
Prior EL	91.84%	45	8.16%	4	
EL Monitor	44.62%	58	55.38%	72	
EL Student	5.19%	4	94.81%	73	

Grade 6-8 Students Literacy Proficiency in 2 of 3 Assessment Elements by Student FRPM Status

6th-8th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements		ELA 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student FRPM Status	Non FRPM Student	83.78%	1,255	16.22%	243
FRPM Student	42.67%	160	57.33%	215	

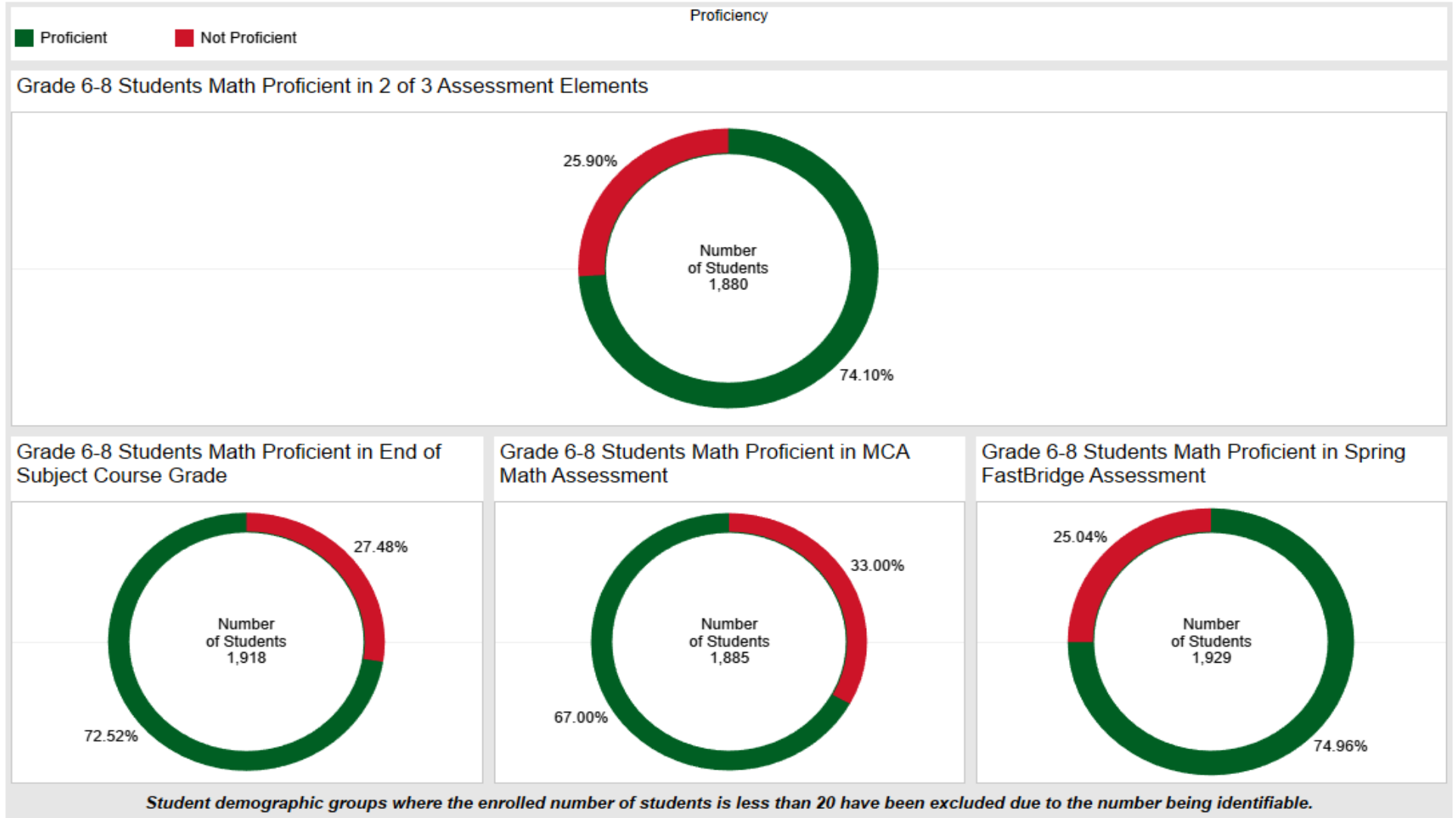
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Grades 6-8 Math proficiency **How will it be measured:** Proficient in 2 of 3 determined assessments (End of the year course grade \geq B: Math, FASTBridge & MCA)

2023-24 74.10% 6-8 grade students demonstrated proficiency by meeting learning targets based on MN state standards.

2022-23 70.36% 6-8 grade students demonstrated proficiency by meeting learning targets based on MN state standards.



Grade 6-8 Students Math Proficiency in 2 of 3 Assessment Elements by Student Race

6th-8th Grade Students Math Proficiency in 2 of 3 Assessment Elements		Math 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student Race	Asian	86.54%	135	13.46%	21
Black or African American	27.69%	54	72.31%	141	
Hispanic / Latino	54.29%	76	45.71%	64	
Two or More Races	75.83%	91	24.17%	29	
White	81.72%	1,037	18.28%	232	

Grade 6-8 Students Math Proficiency in 2 of 3 Assessment Elements by Student Special Ed / 504 Status

6th-8th Grade Students Math Proficiency in 2 of 3 Assessment Elements		Math 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
SPED / 504 Student Status	Gen Ed Student	76.63%	1,210	23.37%	369
Special Ed Student	51.10%	93	48.90%	89	
Section 504 Student	75.63%	90	24.37%	29	

Grade 6-8 Students Math Proficiency in 2 of 3 Assessment Elements by Student EL Status

6th-8th Grade Students Math Proficiency in 2 of 3 Assessment Elements		Math 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student EL Status	Non EL Student	79.02%	1,273	20.98%	338
Prior EL	79.59%	39	20.41%	10	
EL Monitor	52.31%	68	47.69%	62	
EL Student	14.63%	12	85.37%	70	

Grade 6-8 Students Math Proficiency in 2 of 3 Assessment Elements by Student FRPM Status

6th-8th Grade Students Math Proficiency in 2 of 3 Assessment Elements		Math 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student FRPM Status	Non FRPM Student	82.56%	1,245	17.44%	263
FRPM Student	39.78%	148	60.22%	224	

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- 6th-8th grade FASTtrack students demonstrating below grade level English Language Arts/Literacy performance who achieve aggressive growth at 75th percentile from fall to spring

2023-24 25.11% students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2024

2022-23 34.78% students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023

**Based on National Norms we would expect 25% of our students to have aggressive growth.*

6-8 Students Demonstrating Below Grade Level ELA Performance in the Fall and Achieved Aggressive Growth in the Spring Table

Grade Band	6-8 ELA Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Aggressive Growth	25.11%	110
	Not Aggressive Growth	74.89%	328

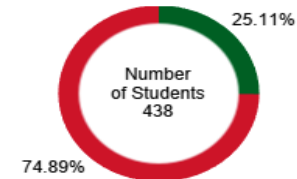
6-8 ELA Fall to Spring Aggressive Growth

Aggressive Growth Not Aggressive Growth

6-8 Students Demonstrating Below Grade Level ELA Performance in the Fall and Achieved Aggressive Growth in the Spring Chart

Grade Band

Middle School (6-8)



6-8 Students Demonstrating Below Grade Level ELA Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student Race

Grade Band	Student Race	6-8 ELA Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Asian	Aggressive Growth	20.00%	7
		Not Aggressive Growth	80.00%	28
	Black or African American	Aggressive Growth	19.09%	21
		Not Aggressive Growth	80.91%	89
	Hispanic / Latino	Aggressive Growth	28.13%	18
		Not Aggressive Growth	71.88%	46
	Two or More Races	Aggressive Growth	35.00%	7
		Not Aggressive Growth	65.00%	13
White	Aggressive Growth	27.27%	57	
	Not Aggressive Growth	72.73%	152	

6-8 Students Demonstrating Below Grade Level ELA Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	6-8 ELA Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	Aggressive Growth	24.25%	73
		Not Aggressive Growth	75.75%	228
	Special Ed Student	Aggressive Growth	29.20%	33
		Not Aggressive Growth	70.80%	80
	Section 504 Student	Aggressive Growth	16.67%	4
		Not Aggressive Growth	83.33%	20

6-8 Students Demonstrating Below Grade Level ELA Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student EL Status

Grade Band	Student EL Status	6-8 ELA Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	Aggressive Growth	27.08%	78
		Not Aggressive Growth	72.92%	210
	EL Monitor	Aggressive Growth	22.86%	16
		Not Aggressive Growth	77.14%	54
	EL Student	Aggressive Growth	19.40%	13
		Not Aggressive Growth	80.60%	54

6-8 Students Demonstrating Below Grade Level ELA Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student FRPM Status

Grade Band	Student FRPM Status	6-8 ELA Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	Aggressive Growth	27.69%	67
		Not Aggressive Growth	72.31%	175
	FRPM Student	Aggressive Growth	21.94%	43
		Not Aggressive Growth	78.06%	153

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- 6th - 8th grade FASTtrack students demonstrating below grade level Math performance who achieve aggressive growth at 75th percentile from fall to spring

2023-24 26.49% of 6-8 grade students demonstrating below grade level math performance in the fall of 2023 achieved **aggressive growth** in the spring of 2024

2022-23 45.77% of 6-8 grade students demonstrating below grade level math performance in the fall of 2022 achieved **aggressive growth** in the spring of 2023

**Based on National Norms we would expect 25% of our students to have aggressive growth.*

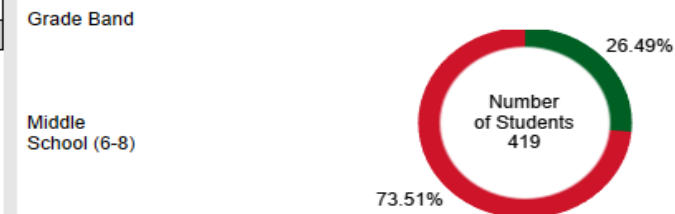
6-8 Students Demonstrating Below Grade Level Math Performance in the Fall and Achieved Aggressive Growth in the Spring Table

Grade Band	6-8 Math Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Aggressive Growth	26.49%	111
	Not Aggressive Growth	73.51%	308

6-8 Math Fall to Spring Aggressive Growth

■ Aggressive Growth ■ Not Aggressive Growth

6-8 Students Demonstrating Below Grade Level Math Performance in the Fall and Achieved Aggressive Growth in the Spring Chart



6-8 Students Demonstrating Below Grade Level Math Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student Race

Grade Band	Student Race	6-8 Math Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Black or African American	Aggressive Growth	15.38%	20
		Not Aggressive Growth	84.62%	110
	Hispanic / Latino	Aggressive Growth	23.21%	13
		Not Aggressive Growth	76.79%	43
	Two or More Races	Aggressive Growth	45.45%	10
		Not Aggressive Growth	54.55%	12
White	Aggressive Growth	31.61%	61	
	Not Aggressive Growth	68.39%	132	

6-8 Students Demonstrating Below Grade Level Math Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	6-8 Math Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	Aggressive Growth	26.99%	78
		Not Aggressive Growth	73.01%	211
	Special Ed Student	Aggressive Growth	23.30%	24
		Not Aggressive Growth	76.70%	79
	Section 504 Student	Aggressive Growth	33.33%	9
		Not Aggressive Growth	66.67%	18

6-8 Students Demonstrating Below Grade Level Math Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student EL Status

Grade Band	Student EL Status	6-8 Math Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	Aggressive Growth	27.74%	81
		Not Aggressive Growth	72.26%	211
	EL Monitor	Aggressive Growth	28.85%	15
		Not Aggressive Growth	71.15%	37
	EL Student	Aggressive Growth	17.46%	11
		Not Aggressive Growth	82.54%	52

6-8 Students Demonstrating Below Grade Level Math Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student FRPM Status

Grade Band	Student FRPM Status	6-8 Math Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	Aggressive Growth	33.04%	76
		Not Aggressive Growth	66.96%	154
	FRPM Student	Aggressive Growth	18.52%	35
		Not Aggressive Growth	81.48%	154

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

Students meet Science learning targets based on MN state standards.

Reasoning:

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

Science is the process of exploring and explaining the processes, structures, designs, and systems that make up our natural and human-made world. In Science, all students engage in practices including making observations, developing and revising models, and analyzing and interpreting data to answer scientific questions and design solutions to problems. Scientifically literate classroom communities make observations of the world around them, design investigations to answer questions, make connections between ideas across the science disciplines, and solve problems using technologies for an ever-changing world. ([MDE](#))

Metrics:

- Grade 8 Science Proficiency

6-8 Science Learning Standard Goal Progress

Focus Area	Goal	2022-23 Results	2023-24 Results	Goal Status
Students meet science learning targets based on MN state standards.	In the spring of 2025, 49% of 8th grade Science students will demonstrate meeting science learning targets based on MN state standards by meeting proficiency on the 8th Grade Science MCA.	38.82%	46.77%	Positive Growth or Statistically Neutral

Positive Growth or Statistically Neutral

Not On Track = Negative Growth from Prior Period

2023-24 Results

- Grade 8 science Proficiency **How will it be measured:** MCA Science

2023-24 46.77% of 8 grade students demonstrated proficiency on the Science MCA in the spring of 2024

2022-23 38.82% of 8 grade students demonstrated proficiency on the Science MCA in the spring of 2023

8th Grade Student MCA Science Proficiency				
Student Grade	MCA Science Proficiency			
	Proficient		Not Proficient	
	Percent of Students	Number of Students	Percent of Students	Number of Students
8	46.77%	282	53.23%	321

8th Grade Student MCA Science Proficiency	
Grade Band	MCA Science Proficiency
Middle School (6-8)	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> ■ Proficient ■ Not Proficient </div> </div>

8th Grade Student MCA Science Proficiency by Student Race					
Student Grade	Student Race	MCA Science Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
8	Asian	66.67%	36	33.33%	18
	Black or African American	12.50%	11	87.50%	77
	Hispanic / Latino	24.49%	12	75.51%	37
	Two or More Races	60.00%	24	40.00%	16
	White	53.49%	199	46.51%	173

8th Grade Student MCA Science Proficiency by Student Special Ed / 504 Status					
Student Grade	SPED / 504 Student Status	MCA Science Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
8	Gen Ed Student	48.71%	246	51.29%	259
	Special Ed Student	26.32%	15	73.68%	42
	Section 504 Student	51.22%	21	48.78%	20

8th Grade Student MCA Science Proficiency by Student EL Status					
Student Grade	Student EL Status	MCA Science Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
8	Non EL Student	51.39%	259	48.61%	245
	Prior EL	68.00%	17	32.00%	8
	EL Monitor	13.04%	6	86.96%	40
	EL Student			100.00%	27

8th Grade Student MCA Science Proficiency by Student FRPM Status					
Student Grade	Student FRPM Status	MCA Science Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
8	Non FRPM Student	54.94%	256	45.06%	210
	FRPM Student	18.98%	26	81.02%	111

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

Students will pass Algebra I by the end of 8th grade.

Reasoning:

Algebra I is a gateway course to higher level mathematics and science courses. Students who successfully complete Algebra I apply foundational math skills built in earlier grades, which allow them to refine problem solving and critical thinking skills.

Metrics:

- Algebra I course completion

6-8 Students Will Pass Algebra I by the end of 8th Grade Goal Progress

Focus Area	Goal	2022-23 Results	2023-24 Results	Goal Status
Students will pass Algebra I by the end of 8th grade.	In the spring of 2025, 80% of students will have successfully completed the Algebra I course with a B grade or higher.	77.54%	74.96%	Not On Track



2023-24 Results

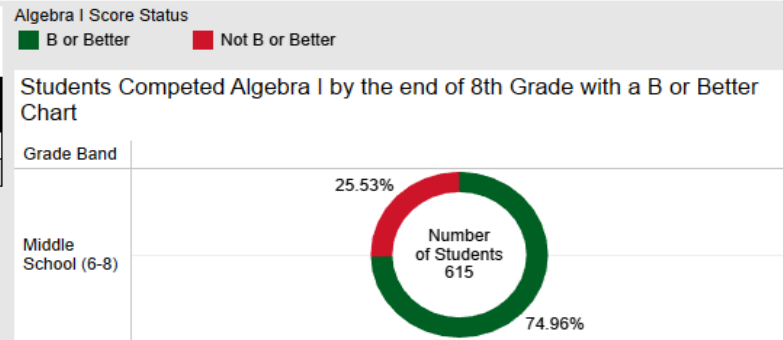
- Algebra I course completion **How will it be measured:** Percentage of students who successfully complete the Algebra I course by the end of 8th; earning a B grade or higher.

2023-24 **74.96%** of students successfully completed Algebra I by the end of 8th grade with a B or higher

2022-23 **77.54%** of students successfully completed Algebra I by the end of 8th grade with a B or higher

Students Completed Algebra I by the end of 8th Grade with a B or Better Table

Grade Band	Algebra I Score Status	Percent of Students	Number of Students
Middle School (6-8)	B or Better	74.96%	461
	Not B or Better	25.53%	157



Students Completed Algebra I by the end of 8th Grade with a B or Better Table by Student Race

Grade Band	Student Race	Algebra I Score Status	Percent of Students	Number of Students
Middle School (6-8)	Asian	B or Better	92.45%	49
		Not B or Better	9.43%	5
	Black or African American	B or Better	32.95%	29
		Not B or Better	67.05%	59
	Hispanic / Latino	B or Better	51.02%	25
		Not B or Better	48.98%	24
Two or More Races	B or Better	82.05%	32	
	Not B or Better	17.95%	7	
White	B or Better	84.46%	326	
	Not B or Better	16.06%	62	

Students Completed Algebra I by the end of 8th Grade with a B or Better Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	Algebra I Score Status	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	B or Better	76.65%	394
		Not B or Better	23.93%	123
	Special Ed Student	B or Better	55.56%	30
		Not B or Better	44.44%	24
	Section 504 Student	B or Better	78.72%	37
		Not B or Better	21.28%	10

Students Completed Algebra I by the end of 8th Grade with a B or Better Table by Student EL Status

Grade Band	Student EL Status	Algebra I Score Status	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	B or Better	79.54%	412
		Not B or Better	20.85%	108
	Prior EL	B or Better	87.50%	21
		Not B or Better	12.50%	3
	EL Monitor	B or Better	53.19%	25
		Not B or Better	48.94%	23
EL Student	B or Better	8.00%	2	
	Not B or Better	92.00%	23	

Students Completed Algebra I by the end of 8th Grade with a B or Better Table by Student FRPM Status

Grade Band	Student FRPM Status	Algebra I Score Status	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	B or Better	85.36%	408
		Not B or Better	15.06%	72
	FRPM Student	B or Better	38.69%	53
		Not B or Better	62.04%	85

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

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

Reasoning:

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

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

Metrics:

- Grades 6-8 SEL Panorama Questions
 - Do you have a teacher or other adult from school who you can count on to help you no matter what?
 - During the past week, how often did you feel excited about learning?
- Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics and/or out-of-school time Community Education classes

6-8 Social and Emotional Learning (SEL) Goal Progress

Focus Area: Social and Emotional Learning (SEL)	Goal	2022-23 Results	2023-24 Results	Goal Status
Students acquire and apply the social emotional competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.	In the spring of 2025, 85% of all 6-8 grade students will report that they have a teacher or other adult from school who they can count on to help them no matter what.	77.67%	78.66%	Positive Growth or Statistically Neutral
	In the spring of 2025, 92% of all 6-8 grade students will report favorably about how often they feel excited in the past week.	83.00%	85.66%	Positive Growth or Statistically Neutral

Positive Growth or Statistically Neutral

Not On Track = Negative Growth from Prior Period

2023-24 Results

- Grades 6th-8th SEL **How will it be Measured:** 6th-8th Panorama SEL Survey Questions

2023-24 78.66% of 6-8 grade students reported favorably to the question: *Do you have a teacher or other adult from school you can count on no matter what?*

2022-23 77.67% of 6-8 grade students reported favorably to the question: *Do you have a teacher or other adult from school you can count on no matter what?*

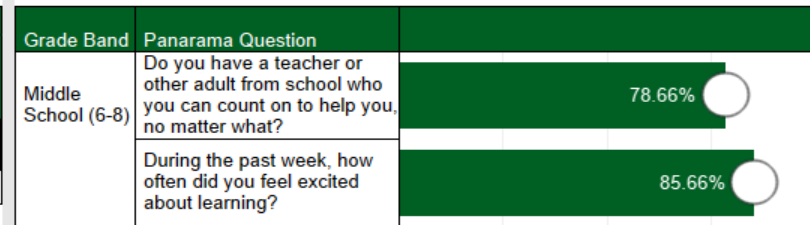
2023-24 85.66% of 6-8 grade students reported favorably to the question: *During the past week, how often did you feel excited about learning?*

2022-23 83% of 6-8 grade students reported favorably to the question: *During the past week, how often did you feel excited about learning?*

Middle School (6-8) Students Reported Favorably to Questions from the Panorama SEL Survey Questions Table

Grade Band	Panorama Question			
	Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
	Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
Middle School (6-8)	78.66%	21.34%	85.66%	14.34%

Middle School (6-8) Students Reported Favorably to Questions from the Panorama SEL Survey Questions Chart



Middle School (6-8) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Race

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
Middle School (6-8)	Asian	79.00%	21.00%	84.00%	16.00%
	Black or African American	73.00%	27.00%	82.00%	18.00%
	Hispanic/Latino	77.00%	23.00%	80.00%	20.00%
	Two or More Races	75.00%	25.00%	79.00%	21.00%
	White	80.00%	20.00%	86.00%	14.00%

Middle School (6-8) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Special Ed / 504 Status

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
Middle School (6-8)	Non EL Student	79.00%	21.00%	85.00%	15.00%
	EL Student	79.00%	21.00%	78.00%	22.00%

Middle School (6-8) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Special Ed / 504 Status

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
Middle School (6-8)	Gen Ed	78.00%	22.00%	86.00%	14.00%
	Special Ed Student	83.00%	17.00%	76.00%	24.00%
	Section 504 Student	80.00%	20.00%	85.00%	15.00%

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

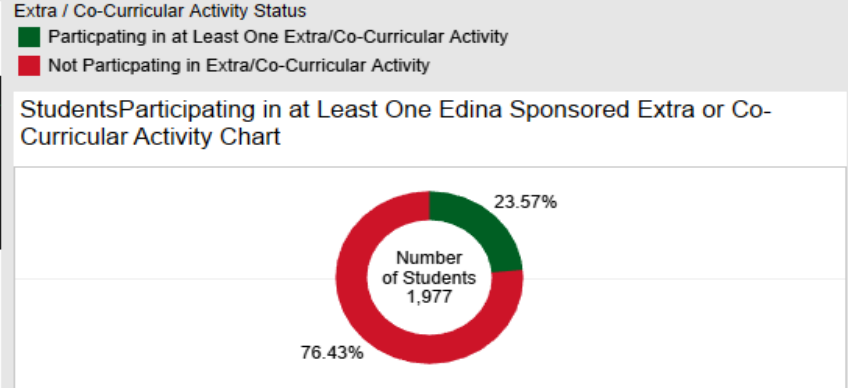
- Student participation in extracurricular & co-curricular activities **How will it be measured:** Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics and/or out-of-school time Community Education classes.

2023-24 **23.57%** participated in at least one extracurricular and/or co-curricular activity during the 2023-24 school year

2022-23 **32.22%** participated in at least one extracurricular and/or co-curricular activity during the 2022-23 school year

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table

Grade Band	Extra / Co-Curricular Activity Status			
	Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	23.57%	466	76.43%	1,511



Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table by Student Race

Grade Band	Student Race	Extra / Co-Curricular Activity Status			
		Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Asian	28.40%	46	71.60%	116
	Black or African American	7.55%	16	92.45%	196
	Hispanic / Latino	12.58%	19	87.42%	132
	Two or More Races	23.62%	30	76.38%	97
	White	26.79%	355	73.21%	970

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	Extra / Co-Curricular Activity Status			
		Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	24.31%	390	75.69%	1,214
	Special Ed Student	18.22%	45	81.78%	202
	Section 504 Student	24.60%	31	75.40%	95

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table by Student EL Status

Grade Band	Student EL Status	Extra / Co-Curricular Activity Status			
		Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	25.46%	431	74.54%	1,262
	Prior EL	30.00%	15	70.00%	35
	EL Monitor	10.53%	14	89.47%	119
	EL Student	6.45%	6	93.55%	87

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table by Student FRPM Status

Grade Band	Student FRPM Status	Extra / Co-Curricular Activity Status			
		Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	27.69%	435	72.31%	1,136
	FRPM Student	7.64%	31	92.36%	375

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

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

Reasoning:

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

Metrics:

- Talent Development Program Participation
- Talent Development Program Performance
- Progress Toward IEP Goals
- EL Student Progress Toward Proficiency

6-8 Unique Learners Goal Progress

Focus Area: Unique Learners	Goal	2022-23 Results	2023-24 Results	Goal Status
Talent Development	In the spring of 2025, the % of 6-8 students enrolled in extended and/or accelerated talent development pathways will be 62%.	51.47%	52.86%	Positive Growth or Statistically Neutral
	In the spring of 2025, 80% of students in grades 6-8 in extended and/or accelerated talent development pathways in ELA/Math/Science will be proficient with no score lower than a B on their S2 report card.	73.69%	85.69%	Goal Met
Students with an Individual Education Program (IEP) are making progress toward goals	In the spring of 2025, 79% of 6-8 students with an individual education plan will be meeting and/or making adequate progress towards their Individual Education Program goals.	73.84%	95.82%	Goal Met
Percent of ML students who met their MDE provided growth target for the year	In the spring of 2025, 40% of ML students in grades 6-8 will meet their growth target as defined by MDE.	19.23%	24.66%	Positive Growth or Statistically Neutral

Positive Growth or
Statistically Neutral

Not On Track = Negative
Growth from Prior Period

2023-24 Results

- Talent Development Program Participation **How will it be measured:** Percent of 6-8 grade student enrollment in talent development extended or accelerated pathways (Enriched Reading and Social Studies, Accelerated Science, Accelerated Math)

2023-24 **52.86%** 6-8 students were enrolled in extended and/or accelerated talent development pathways during the 2023-24 school year

2022-23 **51.47%** 6-8 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year

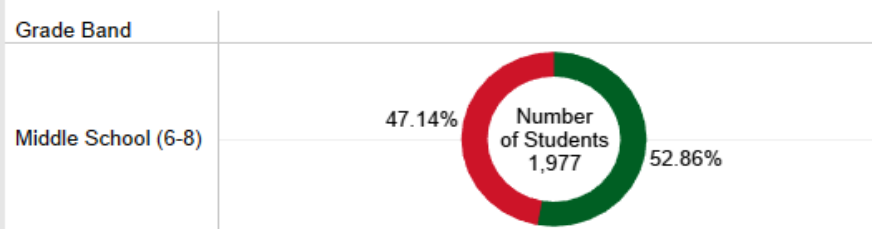
Talent Development Participation Table

Grade Band	Talent Development Participation Status			
	Participating in Talent Development Programming		Not Participating in Talent Development Programming	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	52.86%	1,045	47.14%	932

Talent Development Participation Status

- Participating in Talent Development Programming
- Not Participating in Talent Development Programming

Talent Development Participation Chart



Talent Development Participation Table by Student Race

Grade Band	Student Race	Talent Development Participation Status			
		Participating in Talent Development Program..		Not Participating in Talent Development P..	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Asian	74.69%	121	25.31%	41
	Black or African American	19.81%	42	80.19%	170
	Hispanic/Latino	35.10%	53	64.90%	98
	Two or More Races	63.78%	81	36.22%	46
	White	56.45%	748	43.55%	577

Talent Development Participation Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	Talent Development Participation Status			
		Participating in Talent Development Program..		Not Participating in Talent Development Program..	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	57.54%	923	42.46%	681
	Special Ed Student	21.46%	53	78.54%	194
	Section 504 Student	54.76%	69	45.24%	57

Talent Development Participation Table by Student EL Status

Grade Band	Student EL Status	Talent Development Participation Status			
		Participating in Talent Devel..		Not Participating in Talent D..	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	56.53%	957	43.47%	736
	Prior EL	78.00%	39	22.00%	11
	EL Monitor	29.32%	39	70.68%	94
	EL Student	8.60%	8	91.40%	85

Talent Development Participation Table by Student FRPM Status

Grade Band	Student FRPM Status	Talent Development Participation Status			
		Participating in Talent Development Programming		Not Participating in Talent Development Programming	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	60.22%	946	39.78%	625
	FRPM Student	24.38%	99	75.62%	307

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

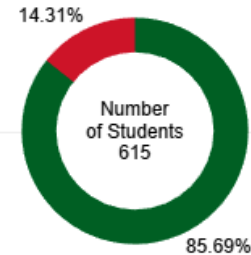
- Talent Development Program Performance **How will it be measured:** Percentage of 6-8 grade students in extended or accelerated talent development pathways earning all scores of B or better on their S2 report card in (Enriched Reading and Social Studies, Accelerated Science and Accelerated Math) 2023-24 **85.69%** 6-8 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a B in the spring 2022-23 **73.69%** 6-8 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a B in the spring

Talent Development Performance in Extended and or Accelerated Pathways Table

Grade Band	Course Grade Proficiency			
	All Proficient		Not Proficient	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	85.69%	527	14.31%	88

Course Grade Proficiency
■ All Proficient ■ Not Proficient

Talent Development Performance in Extended and or Accelerated Pathways Chart



Talent Development Performance in Extended and or Accelerated Pathways by Student Race

Grade Band	Student Race	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Asian	80.00%	68	20.00%	17
	Black or African American	55.56%	15	44.44%	12
	Hispanic / Latino	84.38%	27	15.63%	5
	Two or More Races	75.00%	39	25.00%	13
	White	90.21%	378	9.79%	41

Talent Development Performance in Extended and or Accelerated Pathways by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	85.64%	471	14.36%	79
	Special Ed Student	80.77%	21	19.23%	5
	Section 504 Student	89.74%	35	10.26%	4

Talent Development Performance in Extended and or Accelerated Pathways by Student EL Status

Grade Band	Student EL Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	86.95%	493	13.05%	74
	Prior EL	83.33%	25	16.67%	5

Talent Development Performance in Extended and or Accelerated Pathways by Student FRPM Status

Grade Band	Student FRPM Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	87.46%	488	12.54%	70
	FRPM Student	68.42%	39	31.58%	18

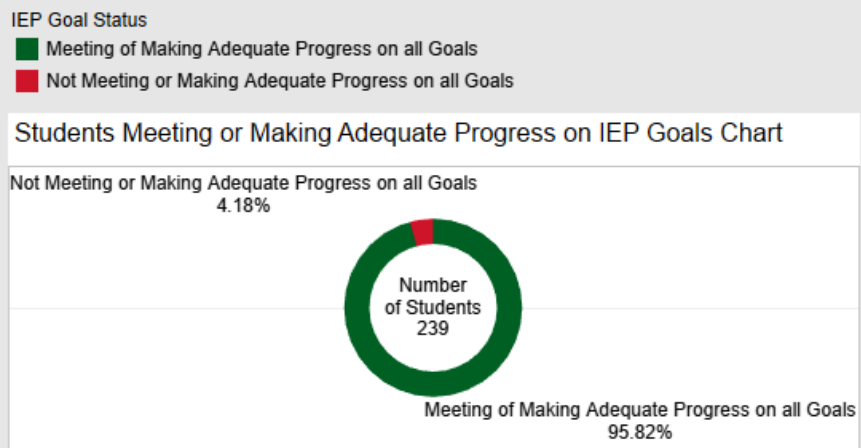
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Progress Toward IEP Goals **How will it be measured:** Percent of 6-8 students meeting or making adequate progress on special education program goals
 2023-24 **95.82%** of 6-8 students meeting or making adequate progress on special education IEP goals in the spring of 2024
 2022-23 **73.84%** of 6-8 students meeting or making adequate progress on special education IEP goals in the spring of 2023

Students Meeting or Making Adequate Progress on IEP Goals Table

Grade Band	IEP Goal Status	Percent of Students	Number of Students
Middle School (6-8)	Meeting of Making Adequate Progress on all Goals	95.82%	229
	Not Meeting or Making Adequate Progress on all Goals	4.18%	10



Students Meeting or Making Adequate Progress on IEP Goals Table by Student Race

Grade Band	Student Race	IEP Goal Status	Percent of Students	Number of Students
Middle School (6-8)	Asian	Meeting of Making Adequate Progress on all Goals	95.00%	19
		Not Meeting or Making Adequate Progress on all Goals	5.00%	1
	Black or African American	Meeting of Making Adequate Progress on all Goals	93.55%	29
		Not Meeting or Making Adequate Progress on all Goals	6.45%	2
	Hispanic / Latino	Meeting of Making Adequate Progress on all Goals	95.83%	23
		Not Meeting or Making Adequate Progress on all Goals	4.17%	1
Two or More Races	Meeting of Making Adequate Progress on all Goals	95.24%	20	
	Not Meeting or Making Adequate Progress on all Goals	4.76%	1	
White	Meeting of Making Adequate Progress on all Goals	96.50%	138	
	Not Meeting or Making Adequate Progress on all Goals	3.50%	5	

Students Meeting or Making Adequate Progress on IEP Goals Table by Student EL Status

Grade Band	Student EL Status	IEP Goal Status	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	Meeting of Making Adequate Progress on all Goals	96.00%	192
		Not Meeting or Making Adequate Progress on all Goals	4.00%	8
	EL Student	Meeting of Making Adequate Progress on all Goals	95.65%	22
		Not Meeting or Making Adequate Progress on all Goals	4.35%	1

Students Meeting or Making Adequate Progress on IEP Goals Table by Student FRPM Status

Grade Band	Student FRPM Status	IEP Goal Status	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	Meeting of Making Adequate Progress on all Goals	97.71%	171
		Not Meeting or Making Adequate Progress on all Goals	2.29%	4
	FRPM Student	Meeting of Making Adequate Progress on all Goals	90.63%	58
		Not Meeting or Making Adequate Progress on all Goals	9.38%	6

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- EL Student Progress Toward Proficiency **How will it be measured:** Percent of 6-8 EL Students who met their MDE provided growth target for the year 2023-24 **24.66%** of 6th - 8th grade students met their EL growth target as defined by MDE
2022-23 **19.23%** of 6th - 8th grade students met their EL growth target as defined by MDE

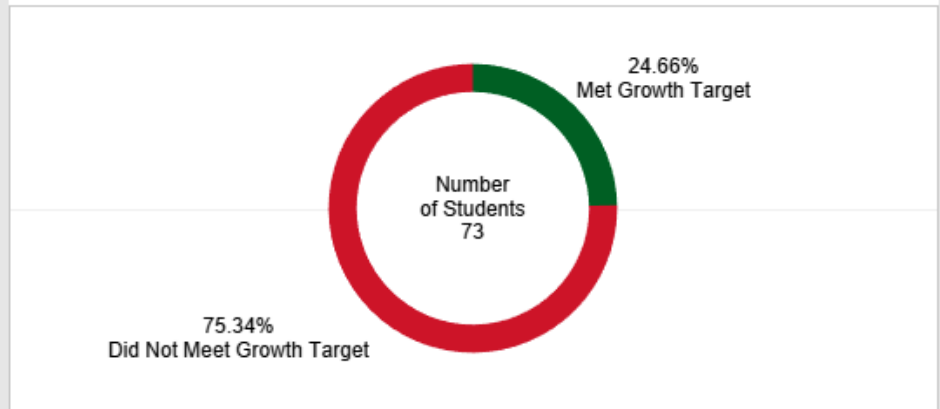
EL Growth Data as Defined by The Minnesota Department of Education Table

Grade Band	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
Middle School (6-8)	Met Growth Target	24.66%	18
	Did Not Meet Growth Target	75.34%	55

EL Growth Metric as Defined by The Minnesota Department of Education

■ Met Growth Target ■ Did Not Meet Growth Target

EL Growth Data as Defined by The Minnesota Department of Education



EL Growth Data as Defined by The Minnesota Department of Education Table by Student Race

Grade Band	Student Race	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
Middle School (6-8)	Black or African American	Met Growth Target	27.78%	10
		Did Not Meet Growth Target	72.22%	26
	Hispanic / Latino	Met Growth Target	14.29%	3
		Did Not Meet Growth Target	85.71%	18

EL Growth Data as Defined by The Minnesota Department of Education Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	Met Growth Target	27.45%	14
		Did Not Meet Growth Target	72.55%	37
	Special Ed Student	Met Growth Target	20.00%	4
		Did Not Meet Growth Target	80.00%	16

EL Growth Data as Defined by The Minnesota Department of Education Table by Student FRPM Status

Grade Band	Student FRPM Status	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
Middle School (6-8)	FRPM Student	Met Growth Target	28.57%	16
		Did Not Meet Growth Target	71.43%	40

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

APPENDIX A: Glossary

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

College in the Schools (CIS): College in the Schools (CiS) is a program in Minnesota that allows eligible high school students to take college-level courses taught by college faculty at their high school. This program is similar to concurrent enrollment and dual enrollment, but it often involves a more formal partnership between the high school and a specific college or university.

Key features of College in the Schools:

- College faculty: Courses are taught by college professors, providing a direct connection to higher education.
- College credit: Students earn college credits that can transfer to participating colleges and universities.
- Rigorous curriculum: Courses align with college-level standards and expectations.
- Access to college resources: Students may have access to college libraries, tutoring services, and other resources.

Concurrent Enrollment: is a program that allows eligible students to take college-level courses while still attending high school. These courses are typically taught by high school teachers who are certified to teach at both the high school and college levels. Students who successfully complete these courses earn both high school and college credits, which can help them save time and money on their college education.

Dual Enrollment: is essentially the same as concurrent enrollment, but it can sometimes refer to a specific program or arrangement that involves a formal partnership between a high school and a college or university.

This partnership often includes:

- Jointly offered courses: Courses are taught by college faculty at the high school, or high school students attend classes at the college campus.
- Articulation agreements: These agreements outline how college credits earned through dual enrollment will transfer to the partner college or university.
- Specific eligibility requirements: Dual enrollment programs may have more stringent requirements than concurrent enrollment, such as a minimum GPA or specific course prerequisites.

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

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

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

- *Aggressive Growth:* Growth that is measured at or above the 75th percentile or growing faster than 75% of other test takers. (Fastbridge assessments)
- *Typical Growth:* Growth that is between the 40th and 75th percentile. This means that the student is growing at a rate that is average to moderately above average. (Fastbridge assessments)

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

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

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

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

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

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

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

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

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


*See also Talent Development Board Report 2.13.23 for more Talent Development detail.

- Elementary Curiosity Lab: Support for students in grades 4-5 who participate in Extended Reading and/or Accelerated Math provided by the Curiosity Lab Teachers (Talent Development FTE). The students have access to additional time, resources and scaffolding. Students meet with a Curiosity Lab teacher to ensure success in extended and accelerated classes.
- Extended Pathways: Opportunities provided to students to engage with grade level content at a deeper level.
- Accelerated Pathways: Opportunities for students to compact grade level standards and be exposed to higher grade level standards at a faster pace.

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

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

APPENDIX C: FASTBridge Assessment Guide

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

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

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

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

APPENDIX D: MCA Opt Out Data

MCA Math Participation Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Math	2024	Elementary (K-5)	Student Took Assessment	1833	98.65%
MCA Math	2024	Elementary (K-5)	Student Did Not Take Assessment	25	
MCA Math	2024	Middle School (6-8)	Student Took Assessment	1892	97.03%
MCA Math	2024	Middle School (6-8)	Student Did Not Take Assessment	58	
MCA Math	2024	High School (9-12)	Student Took Assessment	531	84.96%
MCA Math	2024	High School (9-12)	Student Did Not Take Assessment	94	
MCA Math	2023	Elementary (K-5)	Student Took Assessment	2341	98.20%
MCA Math	2023	Elementary (K-5)	Student Did Not Take Assessment	43	
MCA Math	2023	Middle School (6-8)	Student Took Assessment	3720	95.04%
MCA Math	2023	Middle School (6-8)	Student Did Not Take Assessment	194	
MCA Math	2023	High School (9-12)	Student Took Assessment	714	54.09%
MCA Math	2023	High School (9-12)	Student Did Not Take Assessment	606	

MCA Reading Participation Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Reading	2024	Elementary (K-5)	Student Took Assessment	1832	98.60%
MCA Reading	2024	Elementary (K-5)	Student Did Not Take Assessment	26	
MCA Reading	2024	Middle School (6-8)	Student Took Assessment	1898	97.33%
MCA Reading	2024	Middle School (6-8)	Student Did Not Take Assessment	52	
MCA Reading	2024	High School (9-12)	Student Took Assessment	604	90.69%
MCA Reading	2024	High School (9-12)	Student Did Not Take Assessment	62	
MCA Reading	2023	Elementary (K-5)	Student Took Assessment	1828	97.86%
MCA Reading	2023	Elementary (K-5)	Student Did Not Take Assessment	40	
MCA Reading	2023	Middle School (6-8)	Student Took Assessment	1878	96.06%
MCA Reading	2023	Middle School (6-8)	Student Did Not Take Assessment	77	
MCA Reading	2023	High School (9-12)	Student Took Assessment	590	88.59%
MCA Reading	2023	High School (9-12)	Student Did Not Take Assessment	76	

MCA Science Participation Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Science	2024	Elementary (K-5)	Student Took Assessment	592	98.67%
MCA Science	2024	Elementary (K-5)	Student Did Not Take Assessment	8	
MCA Science	2024	Middle School (6-8)	Student Took Assessment	603	94.66%
MCA Science	2024	Middle School (6-8)	Student Did Not Take Assessment	34	
MCA Science	2024	High School (9-12)	Student Took Assessment	643	92.65%
MCA Science	2024	High School (9-12)	Student Did Not Take Assessment	51	
MCA Science	2023	Elementary (K-5)	Student Took Assessment	611	97.60%
MCA Science	2023	Elementary (K-5)	Student Did Not Take Assessment	15	
MCA Science	2023	Middle School (6-8)	Student Took Assessment	626	92.60%
MCA Science	2023	Middle School (6-8)	Student Did Not Take Assessment	50	
MCA Science	2023	High School (9-12)	Student Took Assessment	527	90.39%
MCA Science	2023	High School (9-12)	Student Did Not Take Assessment	56	

Appendix E: Edina Public Schools 2023-2024 Demographic Summary

Appendix A Demographics

Demographic Make Up by Student Race

Grade Band	Student Race									
	Asian		Black or African American		Hispanic / Latino		Two or More Races		White	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	45	10.71%	49	11.67%	42	10.00%	23	5.48%	261	62.14%
Elementary (K-5)	310	8.28%	276	7.38%	276	7.38%	278	7.43%	2,602	69.54%
Middle School (6-8)	162	8.19%	212	10.72%	151	7.64%	127	6.42%	1,325	67.02%
High School (9-12)	229	8.40%	338	12.40%	230	8.44%	170	6.24%	1,759	64.53%
Total for All Grade Bands	746	8.42%	875	9.87%	699	7.88%	598	6.75%	5,947	67.08%

Demographic Make Up by Student Special Education / 504 Status

Grade Band	SPED / 504 Student Status					
	Gen Ed Student		Special Ed Student		Section 504 Student	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	176	41.71%	246	58.29%		
Elementary (K-5)	2,871	76.68%	701	18.72%	172	4.59%
Middle School (6-8)	1,609	81.10%	248	12.50%	127	6.40%
High School (9-12)	2,153	78.84%	274	10.03%	304	11.13%
Total for All Grade Bands	6,809	76.67%	1,469	16.54%	603	6.79%

Demographic Make Up by Student EL Status

Grade Band	Student EL Status							
	Non EL Student		Prior EL		EL Monitor		EL Student	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	422	100.00%						
Elementary (K-5)	3,309	88.67%			92	2.47%	331	8.87%
Middle School (6-8)	1,700	86.03%	50	2.53%	133	6.73%	93	4.71%
High School (9-12)	2,377	87.26%	154	5.65%	70	2.57%	123	4.52%
Total for All Grade Bands	7,808	88.19%	204	2.30%	295	3.33%	547	6.18%

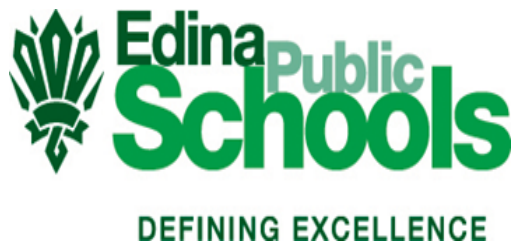
Demographic Make Up by Student FRPM Status

Grade Band	Student FRPM Status			
	Non FRPM Student		FRPM Student	
	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	336	79.62%	86	20.38%
Elementary (K-5)	3,128	83.55%	616	16.45%
Middle School (6-8)	1,577	79.49%	407	20.51%
High School (9-12)	2,131	78.03%	600	21.97%
Total for All Grade Bands	7,172	80.76%	1,709	19.24%

Student Demographic groups where the enrolled number of students is less than 20 have been excluded due the number being identifiable.

Appendix F: 2022-23 Data Metrics Reports

- [Early Learning Center \(ELC\) 2023-24 Data Metrics Board Update](#)
- [K-5 2023-24 Data Metrics Board Update](#)
- [6-8 2023-24 Data Metrics Board Update](#)
- [9-12 2023-24 Data Metrics Board Update](#)



Board Meeting: 10.7.24

Title: High School (9-12) 2024-25 Data Metrics Board Update

Type: Discussion

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

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2024 Edina Public Schools Data Metrics Plan update reflects spring 2023 data and is a midpoint progress check after one year of the two year plan. The plan as a whole is broken down into four grade level bands. This report is the High School (9-12) grade level band.

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

Desired Outcomes for the Board: Review the report, have questions prepared, and provide feedback on the key findings and action steps in relation to the data presented.

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

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

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

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

This summary includes key findings in math, literacy, and social and emotional learning data in the High School (9-12) age band, as well as additional key findings that demonstrate critical benchmarks in *preparing each and every student to realize their full potential*. It will also include a description of the actions directed to support growth and continuous improvement related to the key findings. Finally, each category has the strategic plan alignment listed at the bottom of the action section indicated by a **green** asterisk.

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Key Findings

High School (9-12)	
Key Findings	Key Action Steps
<p>Literacy:</p> <ul style="list-style-type: none"> ● Increase in 10th grade MCA assessment by 3% ● Currently 88% of students are proficient ● Course grades in ELA increased by 3% from prior year ● Gaps between student groups persist 	<p>We will:</p> <ul style="list-style-type: none"> ● continue using screening data to inform and implement interventions at the 9th and 10th grade levels. ● implement systematic and explicit foundational skills intervention for students who need it. ● implement Tier 1 evidence-based resources and use embedded assessments to inform instruction. ● continue to assess MN ELA Standards in classrooms to continue alignment with standardized tests. ● continue to provide professional development on explicit vocabulary instruction. <p><i>*Strategy A.1: Design and deliver curriculum instruction, and assessment.</i></p> <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy A.4. Implement a review of all literacy programs at EPS.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>Math:</p> <ul style="list-style-type: none"> ● Increased Proficiency in 2 of 3 assessments (End of year Math course grade \geq B, FASTBridge aMath & MCA) by nearly 5.5% across all 9-12 students ● Continued persistent gap with Black or African American, Hispanic/Latino, FRPM, EL and Special Education students ● A final grade of a B or better in Pre-Calculus increase by 10% 	<p>We will:</p> <ul style="list-style-type: none"> ● begin a Design Team to examine our current reality for secondary math instruction. ● continue curricular refinement with core instructional materials across all buildings. ● use Bridge classes for Minnesota Standards bearing courses in cases where students have a need for instruction beyond Tier I. ● provide additional instructional support through instructional changes along with leveraging EL resources to better meet the needs of our EL population. <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy D.1: Identify, develop, and recognize adult leaders throughout the district.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>SEL:</p> <ul style="list-style-type: none"> ● Among 9-12 grade students, there was an increase of about 3% in favorable responses to the Panorama question “Do you have a teacher or other adult from school you can count on no matter what?” <ul style="list-style-type: none"> ○ Favorable responses were at or above 75% for all racial demographic groups ● Among 9-12 grade students, there was an increase of 1% in favorable responses to the Panorama question “During the past week, how often did you feel excited about learning?” <ul style="list-style-type: none"> ○ Favorable responses were at or above 79% for all racial demographic groups 	<p>We will:</p> <ul style="list-style-type: none"> ● continue the work of the Tier 1 SEL design team. ● deepen professional development with student support staff around utilizing the Panorama PlayBook resource to respond to student needs. ● provide training to support staff around suicide screening and threat assessments. Integrate this training with PREPaRE for a comprehensive mental health lens on school safety. ● investigate barriers to student participation in extra and co-curricular activities. Work to alleviate these barriers and bolster participation among groups with low participation rates.

<ul style="list-style-type: none"> ● 9-12 grade student participation in at least 1 extracurricular or co-curricular activity increased by about 2% <ul style="list-style-type: none"> ○ There is a gap in extra and co-curricular activities participation with White and Asian students participating at a much higher rate than Black or African American and Hispanic/Latino students. 	<ul style="list-style-type: none"> ● establish an Equity Leadership Council of students from various Affinity Groups/Clubs and implement the Caring and Committed Conversations protocol to support affinity group student leadership. <p><i>*Strategy B.2: Create a school culture that enhances learning and fosters a sense of belonging for all students through the Edina ICCCAR values.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><i>*Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.</i></p> <p><i>*Strategy C5: Create environments that are conducive to learning and facilitate constructive student interaction.</i></p> <p><i>*Strategy D.1: Identify, develop, and recognize adult leaders throughout the district.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>Unique Learners:</p> <p>Talent Development:</p> <ul style="list-style-type: none"> ● Participation in Talent Development opportunities increased slightly ● Talent Development proficiency grew by nearly 24% ● Talent Development program proficiency in grades 9-12 is lower than Talent Development program proficiency in grades 6-8 ● The number of students who took an AP exam increased to 1,123 ● The percentage of students on the AP exam who earned a 3 or higher increased from 86% to 91% <p>English Learners (EL):</p> <ul style="list-style-type: none"> ● Graduation rate for English Learners is 69% as compared to non English Learners at 94% ● The majority of students at HS do not meet their English Learner Growth target as measured by the ACCESS test ● Gaps between English Learners and non English Learners persists <p>Student Support Services:</p> <ul style="list-style-type: none"> ● 93.36% of 9-12 students in special education made adequate progress on IEP goals ● While over 93% of all student racial demographic groups made adequate progress, Hispanic/ Latino students achieved adequate progress at a slightly greater percentage than other racial groups ● A slightly higher percentage of special education students who are also English Learners made adequate progress than those who are not ● Special education students eligible for free or 	<p>We will:</p> <p>Talent Development:</p> <ul style="list-style-type: none"> ● continue to increase access to Talent Development opportunities by utilizing AP Potential reports ● begin a Design Team to examine the current reality of high school Talent Development opportunities. ● continue to support AP teachers by utilizing AP Instructional reports. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p> <p>English Learners (EL):</p> <ul style="list-style-type: none"> ● implement a shift in programming which provides for <ul style="list-style-type: none"> ● targeted support provided for newcomers; ● a path to graduation that is more supported for English Learners; ● provides for more co-taught classes. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.</i></p> <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p> <p><i>*Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.</i></p> <p>Student Support Services:</p> <ul style="list-style-type: none"> ● train and support teachers to write standards-based goals and data collection. ● continue to write meaningful and appropriate IEP goals that are achievable during the school year. ● implement literacy, writing, and math curriculum. ● provide teacher training for LETRS. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.</i></p>

<p>reduced-price meals made adequate progress on their IEP goals at a slightly lower percentage</p> <ul style="list-style-type: none"> The percentage of students making adequate progress on IEP goals is slightly reduced as students progress to high school from middle school 	<p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p> <p><i>*Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.</i></p>
<p>Additional Findings:</p> <ul style="list-style-type: none"> There was an increase of 54 students earning Bilingual Seal recognition from 2023 to 2024 There was an increase of 98 students taking courses for college credit at Edina High School from 2023 to 2024 (fall registration) The ACT composite score from 2023 to 2024 went up over 4% The number of students taking AP tests who earned a 3 or higher increased by 4.47% The graduation rate from 2023 to 2024 went down slightly 	<p>We will:</p> <ul style="list-style-type: none"> engage in a comprehensive review process of access to college credits at Edina High School (CIS, Dual Enrollment, PSEO, and AP). continue to collaborate with all stakeholders on the development of pathways. conduct a deep analysis of graduation rate drops and replicate systems that are working for students and improve upon those that are not. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p> <p><i>*Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.</i></p>

Students meet learning targets based on MN state standards.

Reasoning:

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

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

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

Science is the process of exploring and explaining the processes, structures, designs, and systems that make up our natural and human-made world. In Science, all students engage in practices including making observations, developing and revising models, and analyzing and interpreting data to answer scientific questions and design solutions to problems. Scientifically literate classroom communities make observations of the world around them, design investigations to answer questions, make connections between ideas across the science disciplines, and solve problems using technologies for an ever-changing world. ([MDE](#))

Metrics:

- 9-12 academic proficiency in English Language Arts (ELA/Literacy)
- 9-12 academic proficiency in Mathematics
- 9-12 academic proficiency in Science
- Proficiency in Statewide assessments, MCA, in Math Reading and Science
- 9th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile fall to spring

9-12 English Language Arts (ELA/Literacy), Mathematics and Science Standards Goal Progress

Focus Area: Literacy, Mathematics and Science Standards	Goal	2022-23 Results	2023-24 Results	Goal Status
Students meet learning targets based on MN state standards.	In the spring of 2025, 70% of 9 -12 students will demonstrate proficiency with a B or higher on end of year math grade.	61.03%	66.52%	Positive Growth or Statistically Neutral
	In the spring of 2025, 72% of 11th grade students will demonstrate proficiency on the Math MCA.	62.64%	69.81%	Positive Growth or Statistically Neutral
	In the spring of 2025, 78% of 9-12 students will demonstrate proficiency in literacy with a B or higher on the common summative assessment end of year ELA grade.	70.85%	73.34%	Positive Growth or Statistically Neutral
	In the spring of 2025, 88% of 10th grade students will demonstrate proficiency on the Reading MCA.	85.40%	88.61%	Goal Met
	In the spring of 2025, 76% of 9-12 students will demonstrate proficiency in science with a B or higher on the common summative assessment end of year science grade.	76.11%	72.71%	Not On Track
	In the spring of 2025, 90% of 11th grade students will demonstrate proficiency on the Science MCA.	89.19%	88.32%	Positive Growth or Statistically Neutral
9th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring	In the spring of 2025, 50% of 9th grade students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring on the FASTBridge FASTtrack universal screener.* *National Norm for aggressive growth is 25%	54.59%	26.09%	Not On Track

Positive Growth or Statistically Neutral

Not On Track = Negative Growth from Prior Period

2023-24 Results

- 9-12 academic proficiency in English Language Arts (ELA/Literacy) **How will it be measured:** Proficiency on end of the year ELA course grades (Score of B or better Semester 2 ELA Course) and Reading MCA Assessments of students who took the MCA, and FASTtrack Reading

2023-24 73.34% of 9-12th grade proficiency end of the year **ELA course grade**

2022-23 70.85% of 9-12th grade proficiency end of the year **ELA course grade**

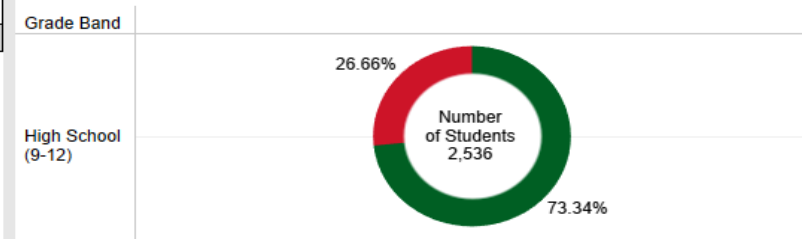
9-12 Academic Proficiency in English Language Arts Table

Grade Band	ELA Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Proficient Score	73.34%	1,860
	Not Proficient Score	26.66%	676

ELA Course Proficiency

■ Proficient Score ■ Not Proficient Score

9-12 Academic Proficiency in English Language Arts Chart



9-12 Academic Proficiency in English Language Arts Table by Student Race

Grade Band	Student Race	ELA Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Asian	Proficient Score	84.21%	176
		Not Proficient Score	15.79%	33
	Black or African American	Proficient Score	41.89%	124
		Not Proficient Score	58.11%	172
	Hispanic / Latino	Proficient Score	54.40%	105
		Not Proficient Score	45.60%	88
	Two or More Races	Proficient Score	75.16%	118
		Not Proficient Score	24.84%	39
White	Proficient Score	79.54%	1,337	
	Not Proficient Score	20.46%	344	

9-12 Academic Proficiency in English Language Arts Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	ELA Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Proficient Score	77.02%	1,575
		Not Proficient Score	22.98%	470
	Special Ed Student	Proficient Score	45.92%	90
		Not Proficient Score	54.08%	106
	Section 504 Student	Proficient Score	66.10%	195
		Not Proficient Score	33.90%	100

9-12 Academic Proficiency in English Language Arts Table by Student EL Status

Grade Band	Student EL Status	ELA Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Non EL Student	Proficient Score	75.96%	1,709
		Not Proficient Score	24.04%	541
	Prior EL	Proficient Score	65.25%	92
		Not Proficient Score	34.75%	49
	EL Monitor	Proficient Score	49.25%	33
		Not Proficient Score	50.75%	34
	EL Student	Proficient Score	33.80%	24
		Not Proficient Score	66.20%	47

9-12 Academic Proficiency in English Language Arts Table by Student FRPM Status

Grade Band	Student FRPM Status	ELA Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Proficient Score	79.37%	1,616
		Not Proficient Score	20.63%	420
	FRPM Student	Proficient Score	48.80%	244
		Not Proficient Score	51.20%	256

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Proficiency in Statewide assessments, MCA Reading

2023-24 88.61% of 10th grade proficiency on **MCA Reading Assessment**

2022-23 85.40% of 10th grade proficiency on **MCA Reading Assessment**

MCA Reading Assessment Proficiency Table				MCA Reading Proficiency	
Grade Band	MCA Reading Proficiency	Percent of Students	Number of Students	Proficient	Not Proficient
High School (9-12)	Proficient	88.61%	537		
	Not Proficient	11.39%	69		

MCA Reading Assessment Proficiency Chart	
Grade Band	Number of Students
High School (9-12)	606

MCA Reading Assessment Proficiency Table by Student Race					MCA Reading Assessment Proficiency Table by Student Special Ed / 504 Status					
Grade Band	Student Race	MCA Reading Proficiency	Percent of Students	Number of Students	Grade Band	SPED / 504 Student Stat.	MCA Reading Proficiency	Percent of Students	Number of Students	
High School (9-12)	Asian	Proficient	98.00%	49	High School (9-12)	Gen Ed Student	Proficient	91.29%	461	
		Not Proficient	2.00%	1			Not Proficient	8.71%	44	
	Black or African American	Proficient	68.12%	47		Special Ed Student	Proficient	53.49%	23	
		Not Proficient	31.88%	22			Not Proficient	46.51%	20	
	Hispanic / Latino	Proficient	78.05%	32		Section 504 Student	Proficient	91.38%	53	
		Not Proficient	21.95%	9			Not Proficient	8.62%	5	
	Two or More Races	Proficient	96.67%	29						
		Not Proficient	3.33%	1						
White	Proficient	91.35%	380							
	Not Proficient	8.65%	36							

MCA Reading Assessment Proficiency Table by Student EL Status					MCA Reading Assessment Proficiency Table by Student FRPM Status				
Grade Band	Student EL Status	MCA Reading Proficiency	Percent of Stud..	Number of Stud..	Grade Band	Student FR..	MCA Reading Proficiency	Percent of Stud..	Number of Stud..
High School (9-12)	Non EL Student	Proficient	91.13%	493	High School (9-12)	Non FRPM Student	Proficient	92.23%	463
		Not Proficient	8.87%	48			Not Proficient	7.77%	39
	Prior EL	Proficient	85.00%	34		FRPM Student	Proficient	71.15%	74
		Not Proficient	15.00%	6			Not Proficient	28.85%	30

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- 9-12 academic proficiency in Mathematics **How will it be measured:** Proficiency on end of the year course math grades (Score of B or better in Semester 2 in Math)

2023-24 66.52% of 9-12 students demonstrated proficiency on end of year math course grade

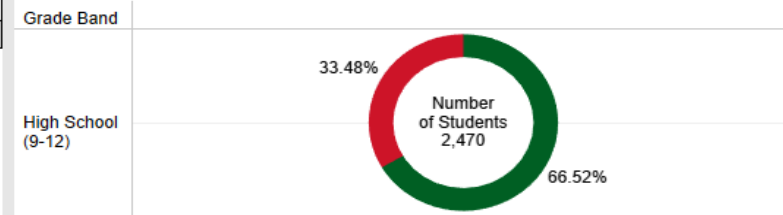
2022-23 61.03% of 9-12 students demonstrated proficiency on end of year math course grade

9-12 students Demonstrated Proficiency on End of Year Math Course Grade Table

Grade Band	Math Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Proficient Score	66.52%	1,643
	Not Proficient Score	33.48%	827

Math Course Proficiency
■ Proficient Score ■ Not Proficient Score

9-12 students Demonstrated Proficiency on End of Year Math Course Grade Chart



9-12 students Demonstrated Proficiency on End of Year Math Course Grade Table by Student Race

Grade Band	Student Race	Math Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Asian	Proficient Score	82.93%	170
		Not Proficient Score	17.07%	35
	Black or African American	Proficient Score	37.54%	107
		Not Proficient Score	62.46%	178
	Hispanic / Latino	Proficient Score	47.09%	89
		Not Proficient Score	52.91%	100
	Two or More Races	Proficient Score	65.79%	100
		Not Proficient Score	34.21%	52
	White	Proficient Score	71.81%	1,177
		Not Proficient Score	28.19%	462

9-12 students Demonstrated Proficiency on End of Year Math Course Grade Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	Math Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Proficient Score	70.27%	1,409
		Not Proficient Score	29.73%	596
	Special Ed Student	Proficient Score	37.64%	67
		Not Proficient Score	62.36%	111
	Section 504 Student	Proficient Score	58.19%	167
		Not Proficient Score	41.81%	120

9-12 students Demonstrated Proficiency on End of Year Math Course Grade Table by Student EL Status

Grade Band	Student EL Status	Math Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Non EL Student	Proficient Score	69.33%	1,510
		Not Proficient Score	30.67%	668
	Prior EL	Proficient Score	59.85%	79
		Not Proficient Score	40.15%	53
	EL Monitor	Proficient Score	38.10%	24
		Not Proficient Score	61.90%	39
	EL Student	Proficient Score	32.61%	30
		Not Proficient Score	67.39%	62

9-12 students Demonstrated Proficiency on End of Year Math Course Grade Table by Student FRPM Status

Grade Band	Student FRPM Status	Math Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Proficient Score	72.17%	1,426
		Not Proficient Score	27.83%	550
	FRPM Student	Proficient Score	43.93%	217
		Not Proficient Score	56.07%	277

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Proficiency in Statewide assessments, MCA Math

2023-24 69.81% of 11th grade students demonstrated proficiency on MCA Math Assessment

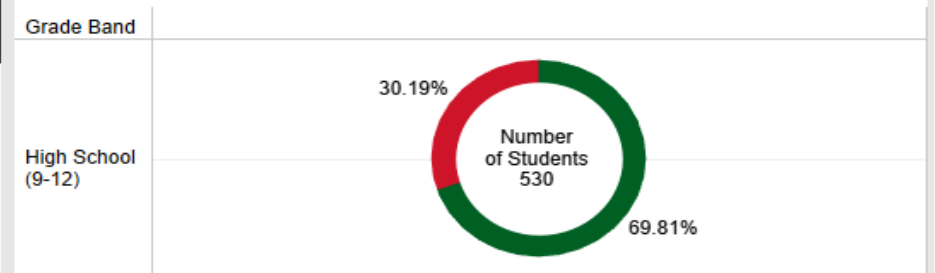
2022-23 62.64% of 11th grade students demonstrated proficiency on MCA Math Assessment

11th Grade Students Demonstrated Proficiency on MCA Math Assessment Table

Grade Band	MCA Math Proficiency	Percent of Students	Number of Students
High School (9-12)	Proficient	69.81%	370
	Not Proficient	30.19%	160

MCA Math Proficiency
■ Proficient ■ Not Proficient

11th Grade Students Demonstrated Proficiency on MCA Math Assessment Chart



11th Grade Students Demonstrated Proficiency on MCA Math Assessment Table by Student Race

Grade Band	Student Race	MCA Math Proficiency	Percent of Students	Number of Students
High School (9-12)	Asian	Proficient	91.30%	42
		Not Proficient	8.70%	4
	Black or African American	Proficient	31.82%	14
		Not Proficient	68.18%	30
	Hispanic / Latino	Proficient	47.37%	18
		Not Proficient	52.63%	20
	Two or More Races	Proficient	69.70%	23
		Not Proficient	30.30%	10
	White	Proficient	73.98%	273
		Not Proficient	26.02%	96

11th Grade Students Demonstrated Proficiency on MCA Math Assessment Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	MCA Math Proficiency	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Proficient	73.17%	319
		Not Proficient	26.83%	117
	Special Ed Student	Proficient	42.31%	11
		Not Proficient	57.69%	15
	Section 504 Student	Proficient	58.82%	40
		Not Proficient	41.18%	28

11th Grade Students Demonstrated Proficiency on MCA Math Assessment Table by Student EL Status

Grade Band	Student EL Status	MCA Math Proficiency	Percent of Students	Number of Students
High School (9-12)	Non EL Student	Proficient	73.35%	355
		Not Proficient	26.65%	129

11th Grade Students Demonstrated Proficiency on MCA Math Assessment Table by Student FRPM Status

Grade Band	Student FRPM St.	MCA Math Proficiency	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Proficient	75.50%	339
		Not Proficient	24.50%	110
	FRPM Student	Proficient	38.27%	31
		Not Proficient	61.73%	50

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- 9-12 academic proficiency in Science **How will it be measured:** Proficiency on end of the year science course grades (Score of B or better Semester 2).

2023-24 72.71% of 9-12 students demonstrated proficiency on end of the year Science course grade

2022-23 76.11% of 9-12 students demonstrated proficiency on end of the year Science course grade

9-12 Students Demonstrated Proficiency on End of the Year Science Course Grade Table			
Grade Band	Science Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Proficient Score	72.71%	1,740
	Not Proficient Score	27.29%	653

9-12 Students Demonstrated Proficiency on End of the Year Science Course Grade Table by Student Race				
Grade Band	Student Race	Science Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Asian	Proficient Score	83.66%	169
		Not Proficient Score	16.34%	33
	Black or African American	Proficient Score	44.01%	125
		Not Proficient Score	55.99%	159
	Hispanic / Latino	Proficient Score	47.85%	89
		Not Proficient Score	52.15%	97
	Two or More Races	Proficient Score	66.90%	97
		Not Proficient Score	33.10%	48
	White	Proficient Score	79.95%	1,260
		Not Proficient Score	20.05%	316

9-12 Students Demonstrated Proficiency on End of the Year Science Course Grade Table by Student Special Ed / 504 Status				
Grade Band	SPED / 504 Student Status	Science Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Proficient Score	77.04%	1,480
		Not Proficient Score	22.96%	441
	Special Ed Student	Proficient Score	38.69%	77
		Not Proficient Score	61.31%	122
	Section 504 Student	Proficient Score	67.03%	183
		Not Proficient Score	32.97%	90

9-12 Students Demonstrated Proficiency on End of the Year Science Course Grade Table by Student EL Status				
Grade Band	Student EL Status	Science Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Non EL Student	Proficient Score	76.59%	1,606
		Not Proficient Score	23.41%	491
	Prior EL	Proficient Score	54.40%	68
		Not Proficient Score	45.60%	57
	EL Monitor	Proficient Score	33.85%	22
		Not Proficient Score	66.15%	43
	EL Student	Proficient Score	43.56%	44
		Not Proficient Score	56.44%	57

9-12 Students Demonstrated Proficiency on End of the Year Science Course Grade Table by Student FRPM Status				
Grade Band	Student FRPM Status	Science Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Proficient Score	79.58%	1,512
		Not Proficient Score	20.42%	388
	FRPM Student	Proficient Score	46.25%	228
		Not Proficient Score	53.75%	265

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Proficiency in Statewide assessments, MCA Science

2023-24 88.32% of Biology students demonstrated proficiency on MCA Science Assessment

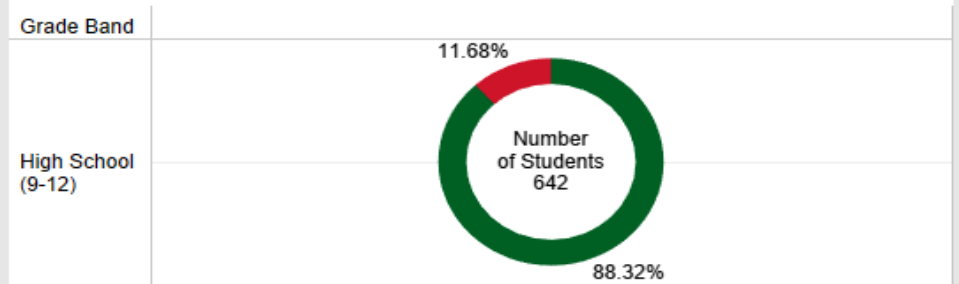
2022-23 89.19% of Biology students demonstrated proficiency on MCA Science Assessment

Biology Students Demonstrated Proficiency on MCA Science Assessment Table

Grade Band	MCA Science Proficiency	Percent of Students	Number of Students
High School (9-12)	Proficient	88.32%	567
	Not Proficient	11.68%	75

MCA Science Proficiency
■ Proficient ■ Not Proficient

Biology Students Demonstrated Proficiency on MCA Science Assessment Chart



Biology Students Demonstrated Proficiency on MCA Science Assessment Table by Student Race

Grade Band	Student Race	MCA Science Proficiency	Percent of Students	Number of Students
High School (9-12)	Asian	Proficient	95.65%	66
		Not Proficient	4.35%	3
	Black or African American	Proficient	57.50%	23
		Not Proficient	42.50%	17
	Hispanic / Latino	Proficient	51.16%	22
		Not Proficient	48.84%	21
	Two or More Races	Proficient	89.47%	34
		Not Proficient	10.53%	4
White	Proficient	93.36%	422	
	Not Proficient	6.64%	30	

Biology Students Demonstrated Proficiency on MCA Science Assessment Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	MCA Science Proficiency	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Proficient	90.47%	484
		Not Proficient	9.53%	51
	Special Ed Student	Proficient	53.33%	16
		Not Proficient	46.67%	14
	Section 504 Student	Proficient	87.01%	67
		Not Proficient	12.99%	10

Biology Students Demonstrated Proficiency on MCA Science Assessment Table by Student EL Status

Grade Band	Student EL ..	MCA Science Proficiency	Percent of Students	Number of Studen..
High School (9-12)	Non EL Student	Proficient	91.98%	539
		Not Proficient	8.02%	47
	Prior EL	Proficient	73.08%	19
		Not Proficient	26.92%	7

Biology Students Demonstrated Proficiency on MCA Science Assessment Table by Student FRPM Status

Grade Band	Student FR..	MCA Science Proficiency	Percent of Students	Number of Studen..
High School (9-12)	Non FRPM Student	Proficient	92.81%	516
		Not Proficient	7.19%	40
	FRPM Student	Proficient	59.30%	51
		Not Proficient	40.70%	35

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- 9th grade FASTtrack students demonstrating below grade level reading performance in the fall who achieve aggressive growth at 75th percentile fall to spring

2023-24 **26.09%** of 9th grade students demonstrating below grade level reading performance in the fall who achieve aggressive growth fall to spring

2022-23 **54.59%** of 9th grade students demonstrating below grade level reading performance in the fall who achieve aggressive growth fall to spring

**Based on National Norms we would expect 25% of our students to have aggressive growth.*

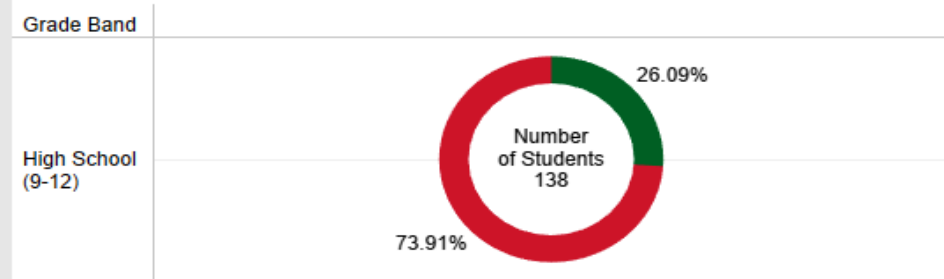
9th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall who Achieve Aggressive Growth Fall to Spring Table

Grade Band	Students Achieving Aggressive Growth	Percent of Students	Number of Students
High School (9-12)	Aggressive Growth	26.09%	36
	Not Aggressive Growth	73.91%	102

Students Achieving Aggressive Growth

■ Aggressive Growth ■ Not Aggressive Growth

9th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall who Achieve Aggressive Growth Fall to Spring Chart



9th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall who Achieve Aggressive Growth Fall to Spring Table by Student Race

Grade Band	Student Race	Students Achieving Agg..	Percent of Stude..	Number of Stude..
High School (9-12)	Black or African American	Aggressive Growth	31.03%	9
		Not Aggressive Growth	68.97%	20
	White	Aggressive Growth	28.38%	21
		Not Aggressive Growth	71.62%	53

9th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall who Achieve Aggressive Growth Fall to Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 ..	Students Achieving Agg..	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Aggressive Growth	26.19%	22
		Not Aggressive Growth	73.81%	62
	Special Ed Student	Aggressive Growth	15.79%	6
		Not Aggressive Growth	84.21%	32

9th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall who Achieve Aggressive Growth Fall to Spring Table by Student EL Status

Grade Band	Student EL Status	Students Achieving Aggressive Growth	Percent of Students	Number of Students
High School (9-12)	Non EL Student	Aggressive Growth	22.22%	22
		Not Aggressive Growth	77.78%	77

9th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall who Achieve Aggressive Growth Fall to Spring Table by Student FRPM Status

Grade Band	Student FR..	Students Achieving Agg..	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Aggressive Growth	28.24%	24
		Not Aggressive Growth	71.76%	61
	FRPM Student	Aggressive Growth	22.64%	12
		Not Aggressive Growth	77.36%	41

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

Each and Every student is College Ready.

Reasoning:

Edina Public Schools has a strong reputation for the preparation of students to go on to post-secondary learning. Post secondary education is directly attributed to the quality of life in areas such as health equity, housing sustainability, and income attainment.

Metrics:

- Bilingual Seals earned by 9-12 students
- Dual Enrollment Options: Concurrent Enrollment and College in the Schools (CIS)
- ACT performance
- State Longitudinal Education Data System (SLEDS)
- Selected end of course unit scores
- National Merit Scholars
- Alumni Survey

2023-24 Results

Bilingual Seals earned by 9-12 students **How will it be measured:** Number of Bilingual Seals earned

2023-24 268 9-12 students earned a Bilingual Seal

2022-23 214 9-12 students earned a Bilingual Seal

2023-24 Results

Dual Enrollment Options **How will it be measured:** Number of students taking classes to earn college credit while in high school

Post Secondary Education Options (PSEO) College courses taken at a college campus

2023-24

- Semester 1- **100** Semester 2- **87** Total-**187**

2022-23

- Semester 1- **96** Semester 2- **93** Total-**189**

Concurrent Enrollment college or the College in the Schools (CIS) college courses taught at Edina High School

2023-24

- CIS Latin- **13** CIS ELA-**197** Concurrent STEM- **61** Concurrent Math- **135** Total-**406**
**newly added classes*

2022-23

- CIS Latin- **7** CIS ELA-**0** Concurrent STEM- **47** Concurrent Math- **254** Total-**308**
**no classes offered*

2023-24 Results

ACT performance **How will it be measured:** Students Earning 22 on ACT composite

- ACT College Readiness score: English ACT
- College Readiness score: Mathematics

2023-24 Results 75.36% of 9-12 students earned a 22 or higher on the ACT composite.

2022-23 Results 71.13% of 9-12 students earned a 22 or higher on the ACT composite.

** If multiple tests were taken, the highest score was used to determine this percentage*

2023-24 Results

ACT Composite Score Greater Than 22		ACT Composite Score Not Greater than 22	
Percent of Students	Number of Students	Percent of Students	Number of Students
75.36%	477	24.64%	156

** If multiple tests were taken, the highest score was used to determine this percentage*

State Longitudinal Education Data System (SLEDS) **How will it be measured:**

- Students persisting from first year of college to second year of college
- Students persisting from second year of college to third year of college

Class of 2021 94% of students persist onto their 2nd year of college

Class of 2021 85% of students persist from their 2nd to 3rd year of college.

**The graduating class of 2021. is the most recent class data available in the Statewide Longitudinal Education Data System (SLEDS)*

2023-24 Results

- National Merit Scholars **How will it be measured:** Number of Students Commended, Semi Finalist and Finalist

2023-24	Commended	16	Semi Finalist	13	Finalist	13
2022-23	Commended	20	Semi Finalist	12	Finalist	11

9-12 Each and Every student is College Ready Goal Progress

Focus Area: College Ready	Goal	2022-23 Results	2023-24 Results	Goal Status	
Each and every student is College Ready.	In the spring of 2025, 230 Bilingual Seals will be earned.	214	268	Goal Met	
	In the spring of 2025, the number of students taking PSEO classes will increase to 120 students in each semester.	Semester 1	96	100	Positive Growth or Statistically Neutral
		Semester 2	93	87	Not On Track
	In the spring of 2025, the number of students taking Dual Enrollment classes will increase to 340 total.	308	406	Goal Met	
	In the spring of 2025, 76% of students will earn a 22 on ACT composite College Readiness score. *33% of all students who take the ACT have a composite score at or above a 22	71.13%	75.36%	Positive Growth or Statistically Neutral	
	No recent SLEDS information is available at this time. This data point will be continually monitored.	94.00%	94.00%	Positive Growth or Statistically Neutral	
	In the spring of 2025, 82% of Biology students will earn a final grade of B or better in semester 2.	78.93%	79.49%	Positive Growth or Statistically Neutral	
	In the spring of 2025, 82% of US Literature and Comp students will earn a final grade of B or better in semester 2.	77.19%	80.21%	Positive Growth or Statistically Neutral	
	In the spring of 2025, 70% of students taking Pre-calculus will earn a final grade of B or better in semester 2.	58.33%	68.27%	Positive Growth or Statistically Neutral	
	In the spring of 2025 the number of Edina National Merit Scholars will increase to: 30, 18, 15	Commended	20	16	Not On Track
Semi Finalists		12	13	Positive Growth or Statistically Neutral	
Finalists		11	13	Positive Growth or Statistically Neutral	

Positive Growth or
Statistically Neutral

Not On Track = Negative
Growth from Prior Period

2023-24 Results

- Selected end of course, Biology, scores with a final grade of B or better in semester 2

2023-24 79.49% of students taking Biology who earned a B or better in semester 2

2022-23 78.93% of students taking Biology who earned a B or better in semester 2

Biology Course Proficiency Table

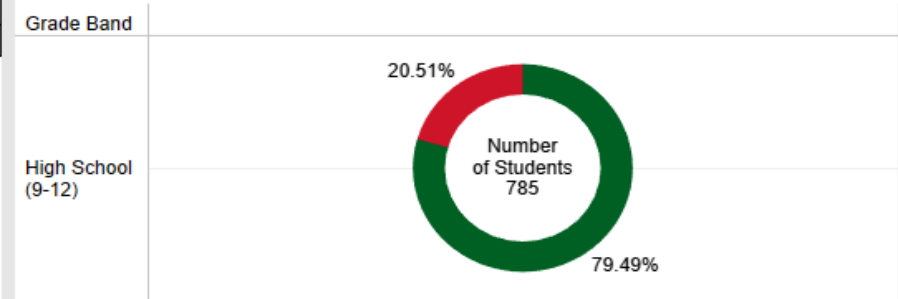
Grade Band	Course Score Status	Percent of Students	Number of Students
High School (9-12)	Proficient Score of B or Better	79.49%	624
	Not Proficient Score of B or Better	20.51%	161

Course Score Status

■ Proficient Score of B or Better

■ Not Proficient Score of B or Better

Biology Course Proficiency Chart



Biology Course Proficiency Table by Student Race

Grade Band	Student Race	Course Score Status	Percent of Students	Number of Students
High School (9-12)	Asian	Proficient Score of B or Better	88.89%	72
		Not Proficient Score of B or Better	11.11%	9
	Black or African American	Proficient Score of B or Better	63.75%	51
		Not Proficient Score of B or Better	36.25%	29
	Hispanic / Latino	Proficient Score of B or Better	46.43%	26
		Not Proficient Score of B or Better	53.57%	30
	Two or More Races	Proficient Score of B or Better	81.63%	40
		Not Proficient Score of B or Better	18.37%	9
White	Proficient Score of B or Better	83.82%	435	
	Not Proficient Score of B or Better	16.18%	84	

Biology Course Proficiency Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	Course Score Status	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Proficient Score of B or Better	83.20%	530
		Not Proficient Score of B or Better	16.80%	107
	Special Ed Student	Proficient Score of B or Better	43.48%	20
		Not Proficient Score of B or Better	56.52%	26
	Section 504 Student	Proficient Score of B or Better	72.55%	74
		Not Proficient Score of B or Better	27.45%	28

Biology Course Proficiency Table by Student EL Status

Grade Band	Student EL ...	Course Score Status	Percent of St..	Number of St..
High School (9-12)	Non EL Student	Proficient Score of B or Better	82.47%	574
		Not Proficient Score of B or Better	17.53%	122
	Prior EL	Proficient Score of B or Better	61.54%	24
		Not Proficient Score of B or Better	38.46%	15
	EL Student	Proficient Score of B or Better	54.05%	20
		Not Proficient Score of B or Better	45.95%	17

Biology Course Proficiency Table by Student FRPM Status

Grade Band	Student FRPM Status	Course Score Status	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Proficient Score of B or Better	84.39%	546
		Not Proficient Score of B or Better	15.61%	101
	FRPM Student	Proficient Score of B or Better	56.52%	78
		Not Proficient Score of B or Better	43.48%	60

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Selected end of course, US Literature and Composition scores with a final grade of B or better in semester 2

2023-24 80.21% of students taking US Literature and Composition who earned a B or better in semester 2

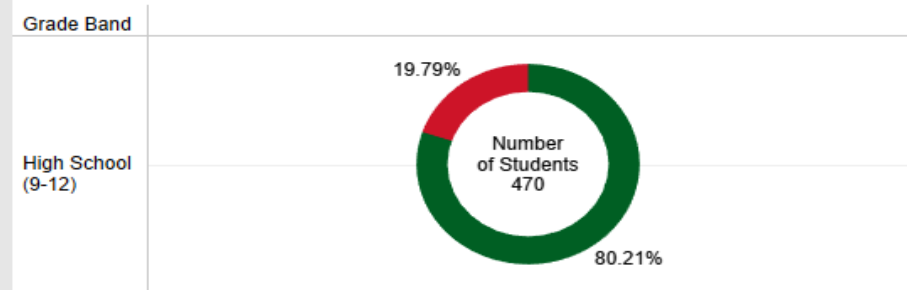
2022-23 77.19% of students taking US Literature and Composition who earned a B or better in semester 2

Grade Band	US Literature and Composition Score Status	Percent of Students	Number of Students
High School (9-12)	Proficient Score of B or Better	80.21%	377
	Not Proficient Score of B or Better	19.79%	93

US Literature and Composition Score Status

■ Proficient Score of B or Better
 ■ Not Proficient Score of B or Better

US Literature and Composition Course Proficiency Chart



US Literature and Composition Course Proficiency Table by Student Race

Grade Band	Student Race	US Literature and Composition Score Status	Percent of Students	Number of Students
High School (9-12)	Asian	Proficient Score of B or Better	82.76%	24
		Not Proficient Score of B or Better	17.24%	5
	Black or African American	Proficient Score of B or Better	51.85%	28
		Not Proficient Score of B or Better	48.15%	26
	Hispanic / Latino	Proficient Score of B or Better	45.95%	17
		Not Proficient Score of B or Better	54.05%	20
	Two or More Races	Proficient Score of B or Better	86.67%	26
		Not Proficient Score of B or Better	13.33%	4
	White	Proficient Score of B or Better	88.13%	282
		Not Proficient Score of B or Better	11.88%	38

US Literature and Composition Course Proficiency Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	US Literature and Composition Score Status	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Proficient Score of B or Better	84.15%	308
		Not Proficient Score of B or Better	15.85%	58
	Special Ed Student	Proficient Score of B or Better	54.29%	19
		Not Proficient Score of B or Better	45.71%	16
	Section 504 Student	Proficient Score of B or Better	72.46%	50
		Not Proficient Score of B or Better	27.54%	19

US Literature and Composition Course Proficiency Table by Student EL Status

Grade Band	Student EL Status	US Literature and Composition Score Status	Percent of Students	Number of Students
High School (9-12)	Non EL Student	Proficient Score of B or Better	83.61%	352
		Not Proficient Score of B or Better	16.39%	69
	Prior EL	Proficient Score of B or Better	63.64%	14
		Not Proficient Score of B or Better	36.36%	8

US Literature and Composition Course Proficiency Table by Student FRPM Status

Grade Band	Student FRPM Status	US Literature and Composition Score Status	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Proficient Score of B or Better	86.09%	328
		Not Proficient Score of B or Better	13.91%	53
	FRPM Student	Proficient Score of B or Better	55.06%	49
		Not Proficient Score of B or Better	44.94%	40

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Selected end of course, Pre Calculus, scores with a final grade of B or better in semester 2

2023-24 68.27% of students taking Pre Calculus who earned a B or better in semester 2

2022-23 58.33% of students taking Pre Calculus who earned a B or better in semester 2

Pre Calculus Course Proficiency Table				Pre Calculus Course Score Status	
Grade Band	Pre Calculus Course Score Status	Percent of Students	Number of Students	Proficient Score of B or Better	Not Proficient Score of B or Better
High School (9-12)	Proficient Score of B or Better	68.27%	241		
	Not Proficient Score of B or Better	31.73%	112		

Pre Calculus Course Proficiency Table by Student Race					Pre Calculus Course Proficiency Table by Student Special Ed / 504 Status				
Grade Band	Student Race	Pre Calculus Course Score Status	Percent of Students	Number of Students	Grade Band	SPED / 504 Student Stat.	Pre Calculus Course Score Status	Percent of Students	Number of Students
High School (9-12)	Asian	Proficient Score of B or Better	73.33%	22	High School (9-12)	Gen Ed Student	Proficient Score of B or Better	70.39%	214
		Not Proficient Score of B or Better	26.67%	8			Not Proficient Score of B or Better	29.61%	90
	Hispanic / Latino	Proficient Score of B or Better	37.50%	9		Special Ed Student	Proficient Score of B or Better	42.86%	6
		Not Proficient Score of B or Better	62.50%	15			Not Proficient Score of B or Better	57.14%	8
	Two or More Races	Proficient Score of B or Better	67.86%	19		Section 504 Student	Proficient Score of B or Better	60.00%	21
		Not Proficient Score of B or Better	32.14%	9			Not Proficient Score of B or Better	40.00%	14
White	Proficient Score of B or Better	72.16%	184						
	Not Proficient Score of B or Better	27.84%	71						

Pre Calculus Course Proficiency Table by Student EL Status					Pre Calculus Course Proficiency Table by Student FRPM Status				
Grade Band	Student EL Status	Pre Calculus Course Score Status	Percent of Students	Number of Students	Grade Band	Student FRPM Status	Pre Calculus Course Score Status	Percent of Students	Number of Students
High School (9-12)	Non EL Student	Proficient Score of B or Better	68.75%	220	High School (9-12)	Non FRPM Student	Proficient Score of B or Better	70.03%	222
		Not Proficient Score of B or Better	31.25%	100			Not Proficient Score of B or Better	29.97%	95
	Prior EL	Proficient Score of B or Better	68.00%	17		FRPM Student	Proficient Score of B or Better	52.78%	19
		Not Proficient Score of B or Better	32.00%	8			Not Proficient Score of B or Better	47.22%	17

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

Each & Every student is Future Ready, possessing the life skills needed to make positive contributions to the local, national and global community.

Reasoning:

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

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

In addition, each and every student needs to be prepared to move successfully from middle school to high school and into an increasingly wide array of postsecondary options. We provide and support the development of quality tools and strategies, centralize and disseminate resources, and develop and promote models that successfully implement multiple pathways to postsecondary training or college.

Metrics:

- 9-12 SEL
- Students enrolled in internships or apprenticeships
- Extra-curricular or co curricular participation by each student group

9-12 Career Ready Goal Progress

Focus Area: Career Ready	Goal	2022-23 Results	2023-24 Results	Goal Status
Each & Every student is Future Ready, possessing the life skills needed to make positive contributions to the local, national and global community.	In the spring of 2025, 87% of 9-12 grade students will report that they have a teacher or other adult from school who they can count on to help them no matter what.	77.67%	80.75%	Positive Growth or Statistically Neutral
	In the spring of 2025, 87% of 9-12 grade students will report favorably about how often they feel excited in the past week.	83.00%	84.00%	Positive Growth or Statistically Neutral
	Students enrolled in internships or apprenticeships		212	
	In the spring of 2025, 70% of 9-12 students will participate in robust Edina extracurricular and co-curricular opportunities.	60.64%	63.06%	Positive Growth or Statistically Neutral

Positive Growth or
Statistically Neutral

Not On Track = Negative
Growth from Prior Period

2023-24 Results

- Grades 9th-12th SEL **How will it be Measured:** 9th-12th Panorama SEL Survey Questions

2023-24 **80.75%** of 9-12 grade students reported favorably to the question: *Do you have a teacher or other adult from school you can count on no matter what?*

2022-23 **77.67%** of 9-12 grade students reported favorably to the question: *Do you have a teacher or other adult from school you can count on no matter what?*

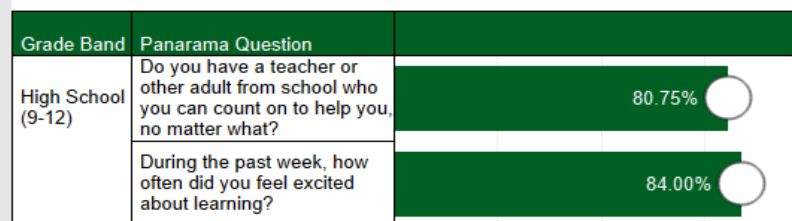
2023-24 **84.00%** of 9-12 grade students reported favorably to the question: *During the past week, how often did you feel excited about learning?*

2022-23 **83%** of 9-12 grade students reported favorably to the question: *During the past week, how often did you feel excited about learning?*

High School (9-12) Students Reported Favorably to Questions from the Panorama SEL Survey Questions Table

Grade Band	Panorama Question			
	Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
	Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
High School (9-12)	80.75%	19.25%	84.00%	16.00%

High School (9-12) Students Reported Favorably to Questions from the Panorama SEL Survey Questions Chart



High School (9-12) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Race

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
High School (9-12)	Asian	79.00%	21.00%	84.00%	16.00%
	Black or African American	73.00%	27.00%	82.00%	18.00%
	Hispanic/Latino	77.00%	23.00%	80.00%	20.00%
	Two or More Races	75.00%	25.00%	79.00%	21.00%
	White	80.00%	20.00%	86.00%	14.00%

High School (9-12) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Special Ed / 504 Status

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
High School (9-12)	Non EL Student	79.00%	21.00%	85.00%	15.00%
	EL Student	79.00%	21.00%	78.00%	22.00%

High School (9-12) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Special Ed / 504 Status

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
High School (9-12)	Gen Ed	78.00%	22.00%	86.00%	14.00%
	Special Ed Student	83.00%	17.00%	76.00%	24.00%
	Section 504 Student	80.00%	20.00%	85.00%	15.00%

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Students enrolled in internships or apprenticeships
 - **How will it be measured:** Percent of students enrolled in internships or apprenticeships

Student Race	Number of Students
Asian	49
White	120
Other Races With Enrollment less than 20 Students	43
Total	212

Student Gender	Number of Students
Female	45
Male	167
Total	212

Student Special Ed Status	Number of Students
Special Ed Student	36
Gen Ed Students	176
Total	212

Student FRPM Status	Number of Students
FRPM Student	35
Non FRPM Student	177
Total	212

2023-24 Results

- Extra-curricular or co curricular participation by each student group **How will it be measured:** Percent of students 9-12 participating in at least one Edina sponsored extra-curricular or co curricular leadership or service experience

2023-24 63.06% 9-12 students participated in at least one extra curricular or co-curricular activity

2022-23 60.64% 9-12 students participated in at least one extra curricular or co-curricular activity

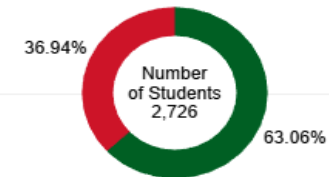
Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table

Grade Band	Extra / Co-Curricular Activity Status			
	Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
	Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	63.06%	1,719	36.94%	1,007

Extra / Co-Curricular Activity Status

- Participating in at Least One Extra/Co-Curricular Activity
- Not Participating in Extra/Co-Curricular Activity

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Chart



Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table by Student Race

Grade Band	Student Race	Extra / Co-Curricular Activity Status			
		Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Asian	75.55%	173	24.45%	56
	Black or African American	23.37%	79	76.63%	259
	Hispanic / Latino	41.74%	96	58.26%	134
	Two or More Races	67.65%	115	32.35%	55
	White	71.40%	1,256	28.60%	503

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	Extra / Co-Curricular Activity Status			
		Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	66.03%	1,419	33.97%	730
	Special Ed Student	32.97%	90	67.03%	183
	Section 504 Student	69.08%	210	30.92%	94

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table by Student EL Status

Grade Band	Student EL Status	Extra / Co-Curricular Activity Status			
		Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Non EL Student	67.50%	1,601	32.50%	771
	Prior EL	44.81%	69	55.19%	85
	EL Monitor	35.71%	25	64.29%	45
	EL Student	18.70%	23	81.30%	100

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table by Student FRPM Status

Grade Band	Student FRPM Status	Extra / Co-Curricular Activity Status			
		Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	71.89%	1,529	28.11%	598
	FRPM Student	31.72%	190	68.28%	409

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

Edina Public Schools offers multiple pathways to appropriately challenge and engage learners across our system. Students deserve and need learning opportunities that help them discover, extend, accelerate, and apply their talents. The pathways are designed to meet the needs of each and every learner including those who have demonstrated high performance or show high levels of reasoning.

Reasoning:

To ensure that each and every student has their learning needs met regardless of performance levels, and that barriers are eliminated across student groups.

Metrics:

- Talent Development program participation
- Talent Development program performance
- AP Exam score of 3 or higher
- Progress Toward IEP Goals
- EL Student Progress Toward Proficiency

9-12 Unique Learners Goal Progress

Focus Area Unique Learners	Goal	2022-23 Results	2023-24 Results	Goal Status
Talent Development	In the spring of 2025, the % of 9-12 students in extended and/or accelerated talent development pathways will be 72%.	66.31%	67.06%	Positive Growth or Statistically Neutral
	In the spring of 2025, 65% of students in grades 9-12 in extended and/or accelerated talent development pathways in ELA, Math, & Science will be proficient with a grade no lower than a B on their report card.	54.49%	78.32%	Goal Met
Percent of students earning a 3 or higher	In the spring of 2025, 88% of students taking an AP exam will earn a 3 or higher.	86.00%	90.47%	Goal Met
	*In 2022 988 students took at least one AP exam. *In 2023 1,092 students took at least one AP exam.			
Students with an individual education program (IEP) are making progress toward goals	In the spring of 2025, 74% of 9-12 students with an individual education program will meet and/or make adequate progress towards their goals on Special Education progress reports.	68.34%	93.36%	Goal Met
Percent of ML students who met their MDE provided growth target for the year	In the spring of 2025, 40% of ML students in grades 9-12 will meet their growth target as defined by MDE.	20.00%	15.38%	Not On Track

Positive Growth or
Statistically Neutral

Not On Track = Negative
Growth from Prior Period

2023-24 Results

- Talent Development program participation **How will it be measured:** 9-12 student enrollment in talent development extended or accelerated pathways

2023-24 67.06% of 9-12 students were enrolled in extended and/or accelerated talent development pathways during the 2023-24 school year

2022-23 66.31% of 9-12 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year

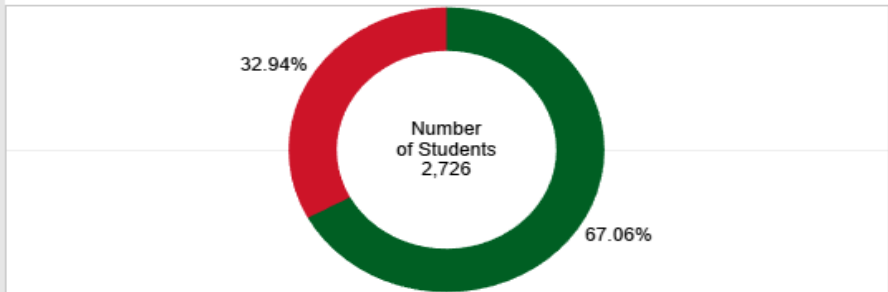
Talent Development Participation Data

Grade Band	Talent Development Status			
	Participating in Talent Development Programming		Not Participating in Talent Development Programming	
	Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	67.06%	1,828	32.94%	898

Talent Development Status

- Participating in Talent Development Programming
- Not Participating in Talent Development Programming

Talent Development Participation Chart



Talent Development Participation Data by Student Race

Grade Band	Student Race	Talent Development Status			
		Participating in Talent Development Programming		Not Participating in Talent Development Programming	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Asian	84.72%	194	15.28%	35
	Black or African American	44.67%	151	55.33%	187
	Hispanic / Latino	53.91%	124	46.09%	106
	Two or More Races	73.53%	125	26.47%	45
	White	70.15%	1,234	29.85%	525

Talent Development Participation Data by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	Talent Development Status			
		Participating in Talent Development Programming		Not Participating in Talent Development Programming	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	71.48%	1,536	28.52%	613
	Special Ed Student	30.77%	84	69.23%	189
	Section 504 Student	68.42%	208	31.58%	96

Talent Development Participation Data by Student EL Status

Grade Band	Student EL Status	Talent Development Status			
		Participating in Talent Development Programming		Not Participating in Talent Development Programming	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Non EL Student	69.01%	1,637	30.99%	735
	Prior EL	68.18%	105	31.82%	49
	EL Monitor	64.29%	45	35.71%	25
	EL Student	30.08%	37	69.92%	86

Talent Development Participation Data by Student FRPM Status

Grade Band	Student FRPM Status	Talent Development Status			
		Participating in Talent Development Programming		Not Participating in Talent Development Programming	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	72.31%	1,538	27.69%	589
	FRPM Student	48.41%	290	51.59%	309

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

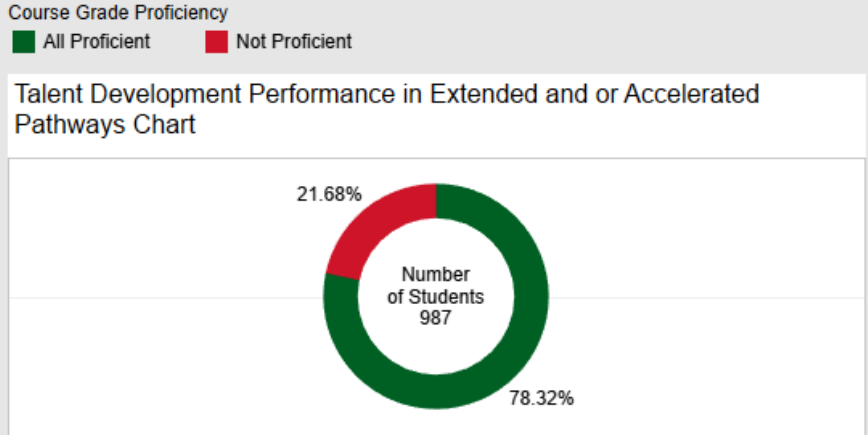
- Talent Development program performance **How will it be measured:** 9-12 student grades in talent development pathways

2023-24 78.32% of 9-12 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than B in the spring

2022-23 54.49% of 9-12 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than B in the spring

Talent Development Performance in Extended and or Accelerated Pathways Table

Grade Band	Course Grade Proficiency			
	All Proficient		Not Proficient	
	Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	78.32%	773	21.68%	214



Talent Development Performance in Extended and or Accelerated Pathways by Student Race

Grade Band	Student Race	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Asian	79.73%	118	20.27%	30
	Black or African American	43.33%	13	56.67%	17
	Hispanic / Latino	75.00%	48	25.00%	16
	Two or More Races	67.14%	47	32.86%	23
	White	81.04%	547	18.96%	128

Talent Development Performance in Extended and or Accelerated Pathways by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	79.84%	693	20.16%	175
	Special Ed Student	54.55%	12	45.45%	10
	Section 504 Student	70.10%	68	29.90%	29

Talent Development Performance in Extended and or Accelerated Pathways by Student EL Status

Grade Band	Student EL Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Non EL Student	78.78%	724	21.22%	195
	Prior EL	70.59%	36	29.41%	15

Talent Development Performance in Extended and or Accelerated Pathways by Student FRPM Status

Grade Band	Student FRPM Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	80.27%	724	19.73%	178
	FRPM Student	57.65%	49	42.35%	36

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

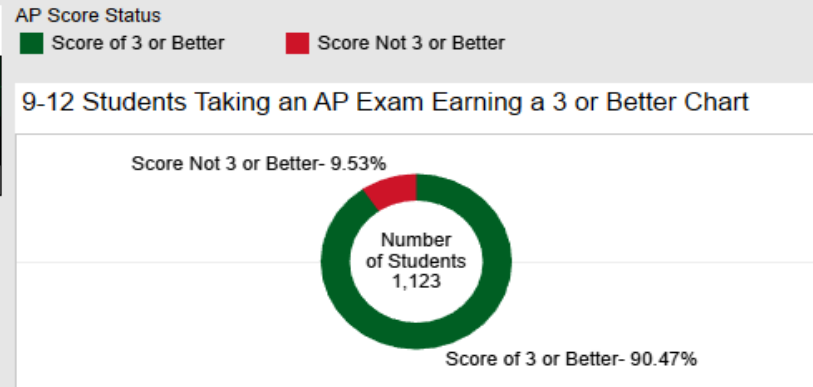
- AP Exam of 3+ **How will it be measured:** Percent of students earning a 3 or higher

2023-24 **90.47%** of 9-12 students taking an AP exam earned a 3 or higher

2022-23 **86%** of 9-12 students taking an AP exam earned a 3 or higher

9-12 Students Taking an AP Exam Earning a 3 or Better Data

Grade Band	AP Score Status			
	Score of 3 or Better		Score Not 3 or Better	
	Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	90.47%	1,016	9.53%	107



9-12 Students Taking an AP Exam Earning a 3 or Better Data by Student Race

Grade Band	Student Race	AP Score Status			
		Score of 3 or Better		Score Not 3 or Better	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Asian	94.59%	140	5.41%	8
	Black or African American	79.07%	34	20.93%	9
	Hispanic / Latino	89.29%	50	10.71%	6
	Two or More Races	88.46%	69	11.54%	9
	White	90.60%	723	9.40%	75

9-12 Students Taking an AP Exam Earning a 3 or Better Data by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	AP Score Status			
		Score of 3 or Better		Score Not 3 or Better	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	91.30%	903	8.70%	86
	Special Ed Student	70.37%	19	29.63%	8
	Section 504 Student	87.85%	94	12.15%	13

9-12 Students Taking an AP Exam Earning a 3 or Better Data by Student EL Status

Grade Band	Student EL Status	AP Score Status			
		Score of 3 or Better		Score Not 3 or Better	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Non EL Student	90.62%	956	9.38%	99
	Prior EL	88.68%	47	11.32%	6

9-12 Students Taking an AP Exam Earning a 3 or Better Data by Student FRPM Status

Grade Band	Student FRPM Status	AP Score Status			
		Score of 3 or Better		Score Not 3 or Better	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	91.34%	949	8.66%	90
	FRPM Student	79.76%	67	20.24%	17

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Progress Toward IEP Goals **How will it be measured:** Percent of 9-12 students meeting or making adequate progress on special education IEP Goals

2023-24 93.36% of 9-12 students met or made adequate progress on special education IEP goals in the spring of 2024

2022-23 68.34% of 9-12 students met or made adequate progress on special education IEP goals in the spring of 2023

Students Meeting or Making Adequate Progress on IEP Goals Table				IEP Goal Status					
Grade Band	IEP Goal Status	Percent of Students	Number of Students	Meeting of Making Adequate Progress on all Goals	Not Meeting or Making Adequate Progress on all Goals				
High School (9-12)	Meeting of Making Adequate Progress on all Goals	93.36%	211	<p>Number of Students: 226</p>					
	Not Meeting or Making Adequate Progress on all Goals	6.64%	15						
Students Meeting or Making Adequate Progress on IEP Goals Table by Student Race				Students Meeting or Making Adequate Progress on IEP Goals Table by Student EL Status					
Grade Band	Student Race	IEP Goal Status	Percent of Students	Number of Students	Grade Band	Student EL Status	IEP Goal Status	Percent of Students	Number of Students
High School (9-12)	Black or African American	Meeting of Making Adequate Progress on all Goals	92.11%	35	High School (9-12)	Non EL Student	Meeting of Making Adequate Progress on all Goals	93.05%	174
		Not Meeting or Making Adequate Progress on all Goals	7.89%	3			Not Meeting or Making Adequate Progress on all Goals	6.95%	13
	Hispanic / Latino	Meeting of Making Adequate Progress on all Goals	96.30%	26	High School (9-12)	EL Student	Meeting of Making Adequate Progress on all Goals	95.83%	23
		Not Meeting or Making Adequate Progress on all Goals	3.70%	1			Not Meeting or Making Adequate Progress on all Goals	4.17%	1
	White	Meeting of Making Adequate Progress on all Goals	92.19%	118	Students Meeting or Making Adequate Progress on IEP Goals Table by Student FRPM Status				
		Not Meeting or Making Adequate Progress on all Goals	7.81%	10	Grade Band	Student FRPM Status	IEP Goal Status	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Meeting of Making Adequate Progress on all Goals	94.00%	141	High School (9-12)	Non FRPM Student	Meeting of Making Adequate Progress on all Goals	94.00%	141
		Not Meeting or Making Adequate Progress on all Goals	6.00%	9			Not Meeting or Making Adequate Progress on all Goals	6.00%	9
	FRPM Student	Meeting of Making Adequate Progress on all Goals	92.11%	70	High School (9-12)	FRPM Student	Meeting of Making Adequate Progress on all Goals	92.11%	70
		Not Meeting or Making Adequate Progress on all Goals	7.89%	6			Not Meeting or Making Adequate Progress on all Goals	7.89%	6

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 15.38% of 9th-12th grade students met their growth target as defined by MDE

2022-23 20.00% of 9th-12th grade students met their growth target as defined by MDE

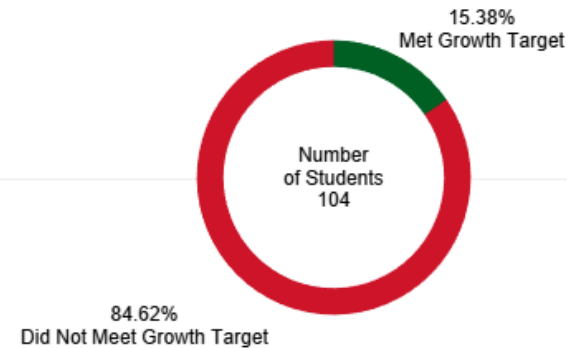
EL Growth Data as Defined by The Minnesota Department of Education Table

Grade Band	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
High School (9-12)	Met Growth Target	15.38%	16
	Did Not Meet Growth Target	84.62%	88

EL Growth Metric as Defined by The Minnesota Department of Education

■ Met Growth Target
 ■ Did Not Meet Growth Target

EL Growth Data as Defined by The Minnesota Department of Education



EL Growth Data as Defined by The Minnesota Department of Education Table by Student Race

Grade Band	Student Race	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
High School (9-12)	Black or African American	Met Growth Target	3.77%	2
		Did Not Meet Growth Target	96.23%	51
	Hispanic / Latino	Met Growth Target	26.19%	11
		Did Not Meet Growth Target	73.81%	31

EL Growth Data as Defined by The Minnesota Department of Education Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Met Growth Target	20.55%	15
		Did Not Meet Growth Target	79.45%	58
	Special Ed Student	Did Not Meet Growth Target	100.00%	30

EL Growth Data as Defined by The Minnesota Department of Education Table by Student FRPM Status

Grade Band	Student FRPM Status	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
High School (9-12)	FRPM Student	Met Growth Target	13.19%	12
		Did Not Meet Growth Target	86.81%	79

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

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

Attendance Reasoning:

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

Attendance Metrics:

- Students Percent in Attendance

Graduation Rates Reasoning:

Edina Public Schools is proud of its reputation for post secondary matriculation. A high school diploma serves as a pathway to greater levels of educational attainment. In addition, earning a high school diploma is directly correlated with income attainment, greater career opportunities, a healthier lifestyle, and self confidence.

Graduation Rates Metrics:

- 4 & 7 year graduation rates

K-12 Attendance & Graduation Rates Goal Progress

Focus Area: Engagement	Goal	2022-23 Results	2023-24 Results	Goal Status
Attendance	In the spring of 2025, attendance for all Edina students K-12 will increase to 96.22%.	94.22%	93.41%	Positive Growth or Statistically Neutral
Graduation Rates	In the Fall of 2025, graduation rates for all Edina students will be 98%.	93.58%	92.81%	Positive Growth or Statistically Neutral

Positive Growth or Statistically Neutral	Not On Track = Negative Growth from Prior Period
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2023-24 Results

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

2023-24 97.41% ELC students percent in attendance rate

2023-24 95.00% K-5 students percent in attendance rate

2023-24 93.74% 6-8 students percent in attendance rate

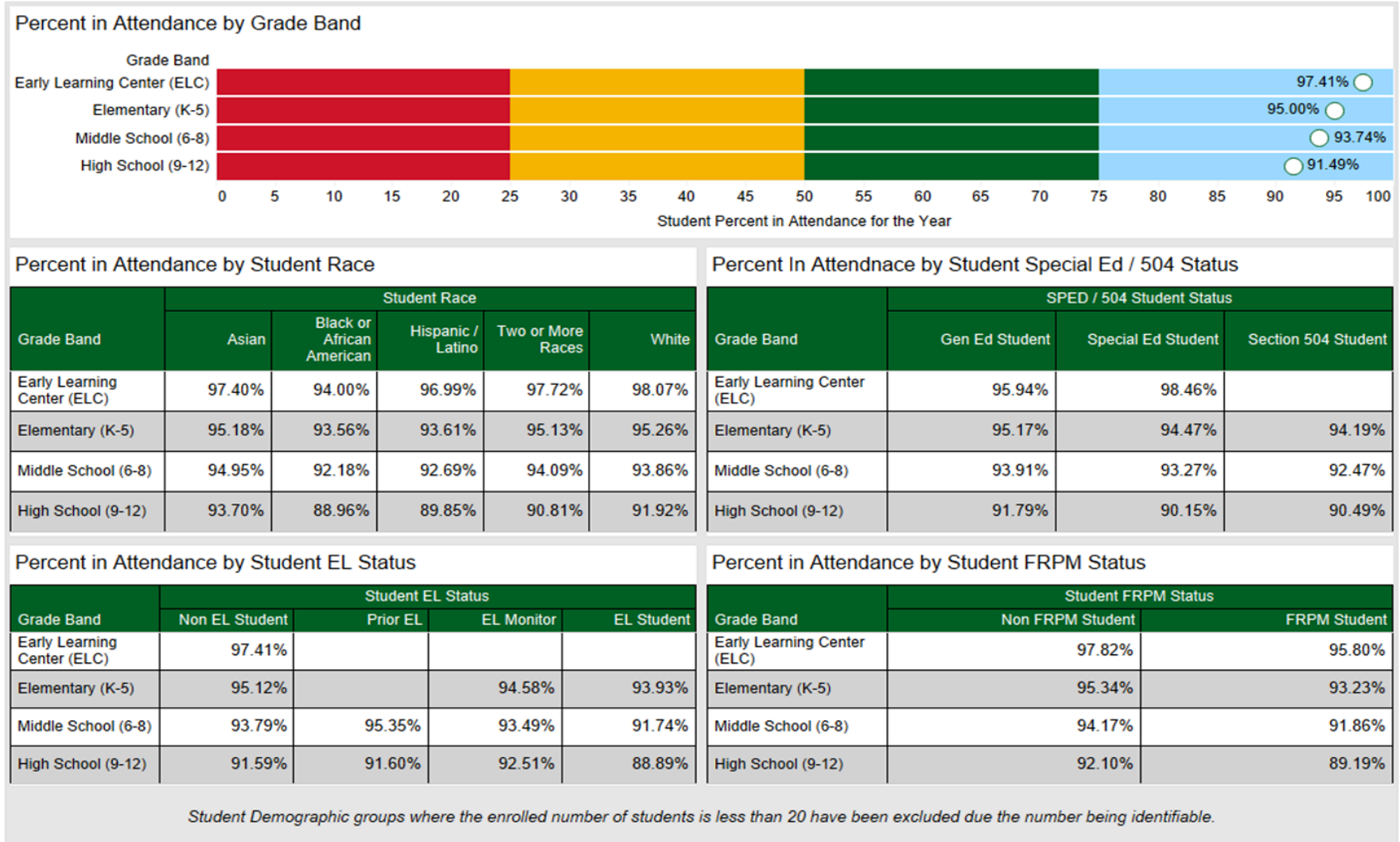
2023-24 91.49% 9-12 students percent in attendance rate

2022-23 99.19% ELC students percent in attendance rate

2022-23 94.52% K-5 students percent in attendance rate

2022-23 93.71% 6-8 students percent in attendance rate

2022-23 94.08% 9-12 students percent in attendance rate



2023-24 Results

- 4 & 7 year graduation rates **How will it be measured:** Graduation rates by student group
2023-24 92.81% 4 year graduation rate | **2023-24 94.93%** 7 year graduation rate
2022-23 93.58% 4 year graduation rate | **2022-23 97.52%** 7 year graduation rate

Graduation Data				
Graduation Status				
Graduate		Continuing to Work on Graduation Requirements		
Percent of Students	Number of Students	Percent of Students	Number of Students	
92.81%	620	7.19%	48	

Graduation Data by Student Race				
Student Race	Graduation Status			
	Graduate		Continuing to Work on Graduation Requirements	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Asian	87.93%	51	12.07%	7
Black or African American	77.63%	59	22.37%	17
Hispanic / Latino	93.85%	61	6.15%	4
Two or More Races	91.18%	31	8.82%	3
White	96.09%	418	3.91%	17

Graduation Data by Student EL Status				
Student EL Status	Graduation Status			
	Graduate		Continuing to Work on Graduation Requirements	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Non EL Student	94.43%	559	5.57%	33
Prior EL	86.11%	31	13.89%	5
EL Student	69.23%	18	30.77%	8

Graduation Data by Student FRPM Status				
Student FRPM Status	Graduation Status			
	Graduate		Continuing to Work on Graduation Requirements	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Non FRPM Student	95.45%	503	4.55%	24
FRPM Student	82.98%	117	17.02%	24

Graduation Data by Student Special Ed / 504 Status				
SPED / 504 Student Status	Graduation Status			
	Graduate		Continuing to Work on Graduation Requirements	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Gen Ed Student	95.46%	505	4.54%	24
Special Ed Student	64.52%	40	35.48%	22
Section 504 Student	97.40%	75	2.60%	2

Graduation Chart				
7.19%- Continuing to Work on Graduation Requirements				
92.81%- Graduate				

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

APPENDIX A: Glossary

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

College in the Schools (CIS): College in the Schools (CiS) is a program in Minnesota that allows eligible high school students to take college-level courses taught by college faculty at their high school. This program is similar to concurrent enrollment and dual enrollment, but it often involves a more formal partnership between the high school and a specific college or university.

Key features of College in the Schools:

- College faculty: Courses are taught by college professors, providing a direct connection to higher education.
- College credit: Students earn college credits that can transfer to participating colleges and universities.
- Rigorous curriculum: Courses align with college-level standards and expectations.
- Access to college resources: Students may have access to college libraries, tutoring services, and other resources.

Concurrent Enrollment: is a program that allows eligible students to take college-level courses while still attending high school. These courses are typically taught by high school teachers who are certified to teach at both the high school and college levels. Students who successfully complete these courses earn both high school and college credits, which can help them save time and money on their college education.

Dual Enrollment: is essentially the same as concurrent enrollment, but it can sometimes refer to a specific program or arrangement that involves a formal partnership between a high school and a college or university.

This partnership often includes:

- Jointly offered courses: Courses are taught by college faculty at the high school, or high school students attend classes at the college campus.
- Articulation agreements: These agreements outline how college credits earned through dual enrollment will transfer to the partner college or university.
- Specific eligibility requirements: Dual enrollment programs may have more stringent requirements than concurrent enrollment, such as a minimum GPA or specific course prerequisites.

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

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

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

- *Aggressive Growth:* Growth that is measured at or above the 75th percentile or growing faster than 75% of other test takers. (Fastbridge assessments)
- *Typical Growth:* Growth that is between the 40th and 75th percentile. This means that the student is growing at a rate that is average to moderately above average. (Fastbridge assessments)

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

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

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

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

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

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

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

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

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


*See also Talent Development Board Report 2.13.23 for more Talent Development detail.

- Elementary Curiosity Lab: Support for students in grades 4-5 who participate in Extended Reading and/or Accelerated Math provided by the Curiosity Lab Teachers (Talent Development FTE). The students have access to additional time, resources and scaffolding. Students meet with a Curiosity Lab teacher to ensure success in extended and accelerated classes.
- Extended Pathways: Opportunities provided to students to engage with grade level content at a deeper level.
- Accelerated Pathways: Opportunities for students to compact grade level standards and be exposed to higher grade level standards at a faster pace.

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

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

APPENDIX C: FASTBridge Assessment Guide

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

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

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

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

APPENDIX D: MCA Opt Out Data

MCA Math Participation Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Math	2024	Elementary (K-5)	Student Took Assessment	1833	98.65%
MCA Math	2024	Elementary (K-5)	Student Did Not Take Assessment	25	
MCA Math	2024	Middle School (6-8)	Student Took Assessment	1892	97.03%
MCA Math	2024	Middle School (6-8)	Student Did Not Take Assessment	58	
MCA Math	2024	High School (9-12)	Student Took Assessment	531	84.96%
MCA Math	2024	High School (9-12)	Student Did Not Take Assessment	94	
MCA Math	2023	Elementary (K-5)	Student Took Assessment	2341	98.20%
MCA Math	2023	Elementary (K-5)	Student Did Not Take Assessment	43	
MCA Math	2023	Middle School (6-8)	Student Took Assessment	3720	95.04%
MCA Math	2023	Middle School (6-8)	Student Did Not Take Assessment	194	
MCA Math	2023	High School (9-12)	Student Took Assessment	714	54.09%
MCA Math	2023	High School (9-12)	Student Did Not Take Assessment	606	

MCA Reading Participation Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Reading	2024	Elementary (K-5)	Student Took Assessment	1832	98.60%
MCA Reading	2024	Elementary (K-5)	Student Did Not Take Assessment	26	
MCA Reading	2024	Middle School (6-8)	Student Took Assessment	1898	97.33%
MCA Reading	2024	Middle School (6-8)	Student Did Not Take Assessment	52	
MCA Reading	2024	High School (9-12)	Student Took Assessment	604	90.69%
MCA Reading	2024	High School (9-12)	Student Did Not Take Assessment	62	
MCA Reading	2023	Elementary (K-5)	Student Took Assessment	1828	97.86%
MCA Reading	2023	Elementary (K-5)	Student Did Not Take Assessment	40	
MCA Reading	2023	Middle School (6-8)	Student Took Assessment	1878	96.06%
MCA Reading	2023	Middle School (6-8)	Student Did Not Take Assessment	77	
MCA Reading	2023	High School (9-12)	Student Took Assessment	590	88.59%
MCA Reading	2023	High School (9-12)	Student Did Not Take Assessment	76	

MCA Science Participation Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Science	2024	Elementary (K-5)	Student Took Assessment	592	98.67%
MCA Science	2024	Elementary (K-5)	Student Did Not Take Assessment	8	
MCA Science	2024	Middle School (6-8)	Student Took Assessment	603	94.66%
MCA Science	2024	Middle School (6-8)	Student Did Not Take Assessment	34	
MCA Science	2024	High School (9-12)	Student Took Assessment	643	92.65%
MCA Science	2024	High School (9-12)	Student Did Not Take Assessment	51	
MCA Science	2023	Elementary (K-5)	Student Took Assessment	611	97.60%
MCA Science	2023	Elementary (K-5)	Student Did Not Take Assessment	15	
MCA Science	2023	Middle School (6-8)	Student Took Assessment	626	92.60%
MCA Science	2023	Middle School (6-8)	Student Did Not Take Assessment	50	
MCA Science	2023	High School (9-12)	Student Took Assessment	527	90.39%
MCA Science	2023	High School (9-12)	Student Did Not Take Assessment	56	

Appendix E: Edina Public Schools 2023-2024 Demographic Summary

Appendix A Demographics

Demographic Make Up by Student Race

Grade Band	Student Race									
	Asian		Black or African American		Hispanic / Latino		Two or More Races		White	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	45	10.71%	49	11.67%	42	10.00%	23	5.48%	261	62.14%
Elementary (K-5)	310	8.28%	276	7.38%	276	7.38%	278	7.43%	2,602	69.54%
Middle School (6-8)	162	8.19%	212	10.72%	151	7.64%	127	6.42%	1,325	67.02%
High School (9-12)	229	8.40%	338	12.40%	230	8.44%	170	6.24%	1,759	64.53%
Total for All Grade Bands	746	8.42%	875	9.87%	699	7.88%	598	6.75%	5,947	67.08%

Demographic Make Up by Student Special Education / 504 Status

Grade Band	SPED / 504 Student Status					
	Gen Ed Student		Special Ed Student		Section 504 Student	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	176	41.71%	246	58.29%		
Elementary (K-5)	2,871	76.68%	701	18.72%	172	4.59%
Middle School (6-8)	1,609	81.10%	248	12.50%	127	6.40%
High School (9-12)	2,153	78.84%	274	10.03%	304	11.13%
Total for All Grade Bands	6,809	76.67%	1,469	16.54%	603	6.79%

Demographic Make Up by Student EL Status

Grade Band	Student EL Status							
	Non EL Student		Prior EL		EL Monitor		EL Student	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	422	100.00%						
Elementary (K-5)	3,309	88.67%			92	2.47%	331	8.87%
Middle School (6-8)	1,700	86.03%	50	2.53%	133	6.73%	93	4.71%
High School (9-12)	2,377	87.26%	154	5.65%	70	2.57%	123	4.52%
Total for All Grade Bands	7,808	88.19%	204	2.30%	295	3.33%	547	6.18%

Demographic Make Up by Student FRPM Status

Grade Band	Student FRPM Status			
	Non FRPM Student		FRPM Student	
	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	336	79.62%	86	20.38%
Elementary (K-5)	3,128	83.55%	616	16.45%
Middle School (6-8)	1,577	79.49%	407	20.51%
High School (9-12)	2,131	78.03%	600	21.97%
Total for All Grade Bands	7,172	80.76%	1,709	19.24%

Student Demographic groups where the enrolled number of students is less than 20 have been excluded due the number being identifiable.

Appendix F: 2022-23 Data Metrics Reports

- [Early Learning Center \(ELC\) 2023-24 Data Metrics Board Update](#)
- [K-5 2023-24 Data Metrics Board Update](#)
- [6-8 2023-24 Data Metrics Board Update](#)
- [9-12 2023-24 Data Metrics Board Update](#)

VII.D. PreK- 12 Comprehensive Literacy Plan &
the Science of Reading Professional
Development (LETRS, OL&LA) Update

Speaker (s) : Jody De
St. Hubert, Director
of Teaching and
Learning; Bethany Van
Osdel, Assistant
Director of Teaching
and Learning; and
Sandra Harley,
Elementary Literacy
Coach and internal
LETRS trainer



Board Meeting: 10.7.24

Title: PreK- 12 Comprehensive Literacy Plan & the Science of Reading Professional Development (LETRS, OL&LA) Update

Type: Discussion

Presenter(S): Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning, Sandra Harley, Elementary Literacy Coach and internal LETRS trainer

Description: The Edina Public School Board approved the PreK-12 Comprehensive Literacy Plan in the Spring of 2021. This report is an update on the overall progress of the PreK-12 implementation of the plan to date. While there are many aspects to the Comprehensive Literacy Plan, this report will highlight the Science of Reading professional development in:

- **LETRS:** Language Essentials for Teachers of Reading and Spelling (Lexia) professional development initiative.
- **OL&LA:** Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE)

Recommendation: There is no recommendation at this time.

Desired Outcomes for the Board: Review in detail, have questions prepared, and provide feedback on the content provided.

Background Materials:

[Comprehensive Literacy Plan - PreK-5](#)

[Comprehensive Literacy Plan - 6-12](#)

[Presentation](#)

Overview:

The Edina PreK-12 Literacy Plan has been developed in response to the Edina Public Schools 2020-2030 Strategic Plan’s call to review, develop, and implement a continuous improvement plan for literacy, readiness, and rigor for all.

This report will provide the following:

1. An overview of progress as it relates to the Stages of Implementation Science
2. An update on each key component/goal area for PreK, elementary and secondary schools
3. An in-depth look at the the Science of Reading Professional Development (LETRS and OL&LA)
4. Student outcome data as it relates to progress and performance in literacy from 2019-2024.

Implementation Timeline:

The Comprehensive Literacy Plan is being implemented through a Stage Based Approach as it is defined by Implementation Science. In this approach, there are 4 main stages that outline the journey to the goal of full implementation. There is not a defined amount of time spent in each stage. The goal is to complete the steps in each stage. The progress of the Comprehensive Literacy Plan, as it aligns to the stages, is outlined below:

Exploration	<ul style="list-style-type: none"> ● Define current reality ● Unpack standards ● Research best practices ● Select and define the practice/program
Installation	<ul style="list-style-type: none"> ● The program/practice has been identified and defined ● Professional Development and coaching are used to prepare for the implementation ● Resources are purchased ● Data systems are prepared
Initial Implementation	<ul style="list-style-type: none"> ● Educators begin using the program/practice ● Data is collected around both implementation and student outcomes ● Adjustments and alignments
Full Implementation	<ul style="list-style-type: none"> ● More than 50% of educators are using the program/practice as intended ● Student outcome data is showing improved outcomes

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
PreK	<i>PreK-Grade 5 Comprehensive Literacy Plan approved by the Edina School Board in June of 2021</i>	<p style="background-color: #d9ead3;">Exploration:</p> Tier 1 Curriculum	<p style="background-color: #d9ead3;">Installation</p> Tier 1 Curriculum (Creative Curriculum)	<p style="background-color: #d9ead3;">Early Implementation</p> Tier 1 Curriculum (Creative Curriculum)	<p style="background-color: #d9ead3;">Full Implementation</p> Tier 1 Curriculum (Creative Curriculum)
		<p style="background-color: #d9ead3;">Exploration:</p> Science of Reading (LETRS, OL&LA) PD began	<p style="background-color: #d9ead3;">Installation</p> Science of Reading Professional Development (LETRS, OL&LA) PD	<p style="background-color: #d9ead3;">Early Implementation</p> Science of Reading Professional Development (LETRS, OL&LA) PD	<p style="background-color: #d9ead3;">Early Implementation</p> Science of Reading Professional Development (LETRS, OL&LA), OL&LA)

				38 staff fully trained in both volume 1 and volume 2	<p>PD</p> <p>Approximately 15 enrolled and continue the learning</p> <p>Liz Denn enrolled in facilitator training</p>
K-5	<i>PreK-Grade 5 Comprehensive Literacy Plan approved by the Edina School Board in June of 2021</i>	<p>Exploration Tier 1 Curriculum</p> <p>Exploration: Science of Reading Professional Development (LETRS, OL&LA) PD Kindergarten and 1st grade and intervention teachers</p> <p>Exploration MTSS Screening, Progress Monitoring and Intervention Support</p>	<p>Exploration Tier 1 Curriculum</p> <p>Installation Science of Reading Professional Development (LETRS, OL&LA) PD Added 2nd grade, Special Education and EL staff</p> <p>Installation FASTBridge Screening, Progress Monitoring and Intervention Support</p>	<p>Exploration Tier 1 Curriculum</p> <p>Early Implementation Science of Reading Professional Development (LETRS, OL&LA) PD Added 3rd grade and ASPIRE for grades 4-8 Internal facilitators trained: Sandra Harley, Alyssa Barnes and Sue Johnson</p> <p>Early Implementation FASTBridge Screening, Progress Monitoring and Intervention Support</p>	<p>Installation Tier 1 Curriculum Benchmark Advance</p> <p>Early Implementation Science of Reading Professional Development (LETRS, OL&LA) PD</p> <p>To date: 38 teachers fully trained 145 teachers trained in Units 1-4 All staff identified in READ Act Phase 1 are on pace to complete training as required. 3 internal facilitators</p> <p>Spanish Dual Language begins OL&LA</p> <p>Full Implementation FASTBridge Screening, Progress Monitoring and Intervention Support</p>

(Eaker & Keating, 2009). Professional development involves systematic, sustainable, and positive changes in the practices of teachers and leaders.

- **Collaborative Leadership:** District and Site Leadership will collaborate to align the PreK-12 Comprehensive Literacy Plan, the Multi-Tiered Systems of Support (MTSS), and Professional Learning Communities (PLCs) processes and ensure successful implementation of the PreK-12 Comprehensive Literacy Plan.
- **Community Partnerships:** Edina Leadership and School Board will create communication pathways for parents, caregivers, and community members to understand the goals and action steps of the PreK-12 Comprehensive Literacy Plan and provide periodic feedback.

Year-to-date Updates

Academic Excellence:	
Pre-K	<ul style="list-style-type: none"> ● Instructional fidelity checklists have been shared with staff, ongoing goal setting and reflection meetings scheduled with every classroom teacher at the ELC and the literacy coach. <ul style="list-style-type: none"> ○ Fidelity focus for 23-24 SY: GOLD Assessment (fall), teacher/child relationships (winter), and structure (spring)
Elementary	<ul style="list-style-type: none"> ● The Literacy Lead Team has developed commitments for each grade level. The commitments are an intentional alignment between the Science of Reading professional development and district resources to ensure implementation integrity. ● Edina’s Tier 1 Commitments are linked here. ● In July of 2024 the Literacy Lead Team unanimously recommended Benchmark Advance for adoption. This is a Tier 1, comprehensive curriculum that received an “All Green” rating from EdReports. Learn more here. The Literacy Lead Team will implement in 2024-2025 and upon approval from the school board all staff will implement the program in 2025-2026. ● Literacy coaches are providing consistent, intentional and aligned facilitation of Professional Learning Communities at all sites.
Secondary	<ul style="list-style-type: none"> ● After a 3 year review, the Middle School ELA Lead Team unanimously recommended the adoption of StudySync curriculum for ELA enriched and ELA Standard course instruction. ● The Edina School Board approved the adoption of StudySync in the spring of 2024. ● All Middle School ELA teachers are implementing this curriculum beginning this year (24-25). ● The Middle School ELA Lead Team has developed commitments for the implementation of StudySync. The commitments are intentionally designed to ensure implementation integrity. Edina’s StudySync Commitments are linked here.

MTSS:	
Pre-K	<ul style="list-style-type: none"> ● The Early Learning Center is focused on the continued implementation of the new Tier 1 literacy curricula, Creative Curriculum. Staff are in the second year of implementation. ● TS Gold is the Universal Assessment used as a measure for both proficiency and progress along the way. Student progress is captured in checkpoint assessments each fall, winter and spring. ● The staff will also engage in continued teaming with Pyramid implementation. Pyramid is the name used to describe the framework developed by the Center on the Social Emotional Foundations for Early Learning (CSEFEL).

Elementary	<ul style="list-style-type: none"> ● Tier 1 instructional elements that are aligned to LETRS and ASPIRE have been defined. The literacy coaches are working alongside teachers on a collaboration model that is consistent at all 6 elementary sites. ● Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites. ● Progress monitoring will occur starting in October for all students who are receiving an intervention. This will allow teachers to ensure instruction is impacting students as intended
Secondary	<ul style="list-style-type: none"> ● Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites. ● Progress monitoring will occur starting in October for all students who are receiving an intervention. This will allow teachers to ensure instruction is impacting students as intended ● In grades 6-8, FASTBridge interventions are being implemented to support students who fall below benchmark. ● A systematic and explicit intervention is being implemented in the College Reading Readiness Courses in grades 9-10 at Edina High School.

Goal 3: Purposeful Assessment and Data Systems

Pre-K	<ul style="list-style-type: none"> ● Teaching Strategies GOLD is used in the Early Learning Center as part of the purposeful assessment system. This is an authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do. ● preLAS Early Learning Language Assessment will be used in the Early Learning Center as part of the purposeful assessment system. This is an ongoing system for assessing English language acquisition for children ages 3-5 and will be given each fall and spring. Families will be notified about assessment and results will be shared. The preLAS will help staff identify and prioritize language needs, document growth in language acquisition and bring additional data to any upcoming evaluation process. ● PELI (Preschool Early Literacy Indicators) is used in the Early Learning Center as part of the purposeful assessment system. This is administered each fall, winter and spring to two of our full-day preK classrooms as part of our work with the Early Learning Corps. It is a universal screener used to identify students that are eligible to receive Tier 2 (small group) or Tier 3 (1:1) support through intervention/tutoring. ● The literacy coach provides intentional, job-embedded professional development to staff.
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Elementary And Secondary	<ul style="list-style-type: none"> ● FASTBRidge is the district-wide tool used for Universal Screening. <ul style="list-style-type: none"> ○ Just under 7,000 students have been screened with the FASTBridge Universal Screener this fall. ○ As part of a systematic Multi-Tiered System of Support, Edina Public Schools is committed to ensuring all students are screened 3x per year. This screening process allows educators to identify student and classwide needs. ○ The data is being used at ALL sites to adjust instruction in response to the data. ● Diagnostics are being administered on students who score below benchmark in certain areas of the FASTBridge screener. There are diagnostics that align with FASTBridge interventions and also diagnostics that come from the LETRS learning platform. The diagnostics focus on identifying gaps in phonemic awareness and phonics.
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	<ul style="list-style-type: none"> • Progress monitoring data is also being collected and will be used to drive instructional decisions for students. This data will be discussed by teams with the intention of ensuring all students are making progress towards benchmark goals. • Literacy coaches provide intentional, job-embedded professional development to staff.
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Goal 4: Professional Excellence:	
Pre-K	<ul style="list-style-type: none"> • The professional development in the Early Learning Center is focused on the implementation of the new curriculum adoption: Creative Curriculum. This includes whole group professional development and 1:1 coaching with Liz Denn, the ELC Literacy Coach. • The Early Learning Center is also maintaining and sustaining the use of the Pyramid model. There is an intentional overlap between Creative Curriculum and Pyramid in our fidelity work with both resources. • This year’s LETRS cohort consists of 8 staff. The cohort will be facilitated by the Early Learning Literacy Coach and all will complete 20 hours of coursework outside of the work day including online training modules and in-person cohort meetings. As of 2023, there are 22 ELC staff members enrolled in LETRS. • Ongoing training is offered to support implementation of Heggerty with the 3s and 4s classrooms for the 24-25 SY • Staff were trained during workshop week in the preLAS (English language proficiency assessment for early learners). This assessment will be given each fall and spring.
Elementary	<ul style="list-style-type: none"> • 38 teachers have completed LETRS training! • There are currently over 200 staff members enrolled in LETRS. LETRS is a professional learning course that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading. <i>The Science of Reading Professional Development</i> teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. 10 district administrators have also taken the LETRS Course for Administrators. This includes principals, coaches and Teaching and Learning Director and Assistant Director. • ASPIRE is the intermediate extension of the LETRS learning platform. It consists of 23 courses that each contain approximately 1 hour of Professional Learning and a Bridge to Application. ASPIRE was started pre-READ Act. It is currently being implemented in alignment with the Edina Early Learning - 12 CLP. At this time the Phase 2 READ Act PD has not been determined. <ul style="list-style-type: none"> ○ Edina currently has 85 staff members who took ASPIRE PD. ○ Edina staff completed at least 6 hours of ASPIRE PD in 2023-2024 which is what was asked as an Edina requirement. ○ 26 staff members opted to complete more than 20 hours of professional development! • 1:1 coaching is also part of the professional excellence in Edina Public Schools. Each literacy coach has 3 buildings to support. The literacy coaches are in classrooms observing instruction, providing feedback, guiding data conversations, modeling instruction and much more. The goal of the literacy coach program is to ensure that the professional development experienced by our staff produces aggressive growth for our students.

	<ul style="list-style-type: none"> ● K-2 staff participated in professional learning that aligned the Science of Reading Professional Development to our current resources. ● K-5 classroom teachers engage in monthly Professional Learning Communities facilitated by the literacy coaches that specifically develop the Science of Reading Professional Development aligned instruction. <i>This facilitation is consistent across all 6 schools and all 6 grade levels.</i>
Secondary	<ul style="list-style-type: none"> ● Intentional coaching support and intervention planning with the secondary reading leads is occurring in 2024-2025. The leads are Sarah Burgess (EHS), Katie Higgins (VV) and Rosie Rink (SVMS). Bethany Van Osdel is meeting with the reading leads in 1:1s 2x per month to support data literacy and implementation in the secondary sites. 1x per month, the middle school coaches will join the elementary coaches in a vertical meeting. ● FASTBridge implementation and use is a key topic for professional development for Edina secondary schools. Through large group and small group sessions, the teams learn more about the “what, why and how” of the FASTBridge assessment system. This includes setting up progress monitoring and designing structures for administering the interventions. ● Secondary staff required to engage in the Science of Reading Professional Development approved in Phase 1 of the READ Act include 6-12 Special Education and Intervention staff responsible for reading instruction. <ul style="list-style-type: none"> ○ 36 6-12 Special Education Teachers are participating in LETRS ○ 1 6-12 Reading Intervention Teacher is participating in LETRS ○ 4 6-12 Reading Intervention Teachers are participating in OL&LA ● ASPIRE is the intermediate extension of the Science of Reading Professional Development learning platform. It consists of 23 courses that each contain approximately 1 hour of Professional Learning and a Bridge to Application. Middle School ELA teachers took 6 required by Edina hours of ASPIRE PD in 2024-2025. All 6-12 staff participated in ASPIRE PD to target explicit vocabulary instruction. ASPIRE was started pre-READ Act. It is currently being implemented in alignment with the Edina Early Learning - 12 CLP. At this time the Phase 2 READ Act PD has not been determined.

Goal 5: Collaborative Leadership	
Pre-K	<ul style="list-style-type: none"> ● The Early Learning Center has a Literacy Leadership Team representative of the staff. Members for 2024-2025 are: Kim Isley (Assistant Director of Early Childhood), Brittany Armstrong (preK teacher), April Johnson (preK teacher), Justyne Smith (early preK teacher), Kate Strand (Special educator), Pam Muss (Speech), and Liz Denn (Early Learning Literacy Coach). This team provides leadership and has adopted a sustainability plan to guide the work. LLT Site Goals for the 24-25 SY: <ul style="list-style-type: none"> ○ Support implementation of fall, winter and spring fidelity checks for Creative Curriculum with returning classroom teachers ○ Support 24-25 LETRS cohort training ○ Support continued implementation of sound walls in EC classrooms ○ Support continued embedding of Early Learning Corps, PELI and EMI assessments into preK classrooms served by Early Learning Corps ○ Continued implementation of Heggerty resources for early preschool classrooms (3s) and preK classrooms (4s) to enhance phonemic awareness skills and better bridge to the elementary

	sites.
Elementary	<p>The Edina Literacy Leadership Team consists of 2-3 teachers and/or administrators from each site. There is representation from the following areas:</p> <ul style="list-style-type: none"> ○ All grade levels K-5 ○ Special Education ○ ML ○ Media ○ Immersion ○ Principals and deans <ul style="list-style-type: none"> ● The purpose of the team is to: <ul style="list-style-type: none"> ○ build collective ownership as we advance the implementation of the PreK-5 Comprehensive Literacy Plan ○ strengthen and support Site Based Leadership with advancing and implementing the PreK-5 Comprehensive Literacy Plan ○ ensure alignment among developing district systems to build equity and sustainability including: Multi-Tiered Systems of Support (MTSS), Social Emotional Learning (SEL), Professional Learning Communities (PLCs), and Professional Development (PD) Systems, and the PreK-12 Comprehensive Literacy Plan (CLP). ○ Role description linked here.
Secondary	<ul style="list-style-type: none"> ● At the secondary level, there is a Curriculum Design Team that consists of 2-3 teachers from each site. A design team is a group of representatives who serve to guide and inform district decisions. ● The design team is now functioning as an “implementation team”. An implementation team is critical in informing and supporting the implementation of any new initiative. The team will meet monthly to review implementation data, share feedback and discuss needs for professional development as we move forward. ● Role description linked here.

Goal 6: Community Partnerships

Pre-K	<ul style="list-style-type: none"> ● ECFE staff will offer a family literacy class for the 24-25 school year to support language and literacy with our multilingual families and students. As part of this program, families will meet with family educators and also have an opportunity to take part in an English acquisition class for adults. ● EPS ML staff will use the preLAS to screen all incoming VPK and ECSE ML students as identified through the MN Language Survey per MDE requirements. ● The ELC Outreach Supervisor will offer outreach events planned throughout the 24-25 school year. Events include pop-up ECFE story times at the local library, tabling at community events, and having ECFE playdates at local sites 2-3 times each month. ● The ELC MLLT (multilingual leadership team) will meet monthly to focus on finding ways to better serve our ML students and families at the ELC and will serve as a liaison with our Director of MLL programming
Elementary	<ul style="list-style-type: none"> ● In 2023-2024 each elementary site held a Science of Reading Night to inform

	<p>families on how Edina is responding with excellence to the MN READ Act. Teachers, principals, coaches, Teaching and Learning and the Edina Education Fund worked in partnership to present information, respond to questions and celebrate the progress of Edina's literacy work.</p> <ul style="list-style-type: none"> • In January of 2024 a Science of Reading Community Night was held to tell our Edina literacy story. District leaders, coaches and principals partnered with the Edina Education Fund to present the information. • The literacy coaches work regularly and intentionally with families and teachers around the next steps for students that reveal markers of Dyslexia in the classroom.
Secondary	<ul style="list-style-type: none"> • In January of 2024 a Science of Reading Community Night was held to educate our community by telling our Edina literacy story. District leaders, coaches and principals partnered with the Edina Education Fund to present the information.

The Science of Reading Professional Development

- Language Essentials for Teachers of Reading and Spelling (LETRS)
- OL&LA: Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE)

Minnesota Reading to Ensure Academic Development Act, known as the READ Act, was passed and signed into law by Governor Tim Walz on May 24, 2023. The goal of this legislation is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. The READ Act replaces Read Well by Third Grade (RWBTG) and is in effect as of July 1, 2023.

Beginning July 1, 2024, each district and charter school must provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction that is approved by the Department of Education. (Minnesota Department of Education, n.d.)

In accordance with MDE and the READ ACT, there are 2 phases in which districts move forward with professional development on the Science of Reading:

Professional development for Phase 1 educators* (completed by July 1, 2026):

- Participate in one of the MDE approved programs
- Submit certificate of completion with a passing score of 80% to district or charter school

Professional development requirements for Phase 2 educators** (completed by July 1, 2027):

Registration for Phase 2 educators will occur February–October, 2025.

- Professional development options have not yet been approved. *Details coming this fall.*

Phase 1 of the READ Act approved 3 professional development platforms for districts to choose from:

CAREIALL: Advancing Language and Literacy – Center for Applied Research and Educational Improvement (CAREI University of Minnesota)

OL&LA: Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE)

LETRS: Language Essentials for Teachers of Reading and Spelling (Lexia)

After piloting both the LETRS and OL&LA, there was an intentional plan put in place for each platform.

Language Essentials for Teachers of Reading and Spelling (LETRS) is a rigorous professional development program grounded in the science of reading. It consists of 8 units, each focusing on key pillars of reading instruction such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Each unit requires approximately 18 hours of study, totaling approximately 144 hours upon completion. This comprehensive training equips educators with a deep understanding of how the brain learns to read, enabling them to implement evidence-based reading practices effectively in their classrooms.

This platform was selected for K-3 classroom teachers, elementary and secondary Special Education teachers, interventionists, EL teachers and administrators (principals, coaches, Teaching and Learning Director and Assistant Director).

OL&LA (Online Language and Literacy Academy), developed by the Consortium on Reaching Excellence in Education (CORE), is a professional development program focused on improving literacy instruction. It also provides educators with evidence-based strategies aligned with the Science of Reading, emphasizing both orthographic learning (how students recognize and remember words) and linguistic awareness (understanding language structures like sounds and word parts). CORE is a more condensed platform that preserves and prioritizes critical Science of Reading research. The program is approximately 50 hours of professional learning, delivered online for accessible, ongoing educator training.

OL&LA professional learning has been selected for the Spanish Dual Language teachers and the secondary intervention staff identified in Phase 1 of the READ Act:

- OL&LA is particularly beneficial for Spanish dual language teachers because it provides instructional strategies grounded in the Science of Reading that can be applied to both English and Spanish literacy instruction. The program emphasizes linguistic awareness, helping teachers better understand how language structures—like phonology, morphology, and syntax—function in both languages. This is crucial for guiding students in transferring literacy skills across languages.
- Secondary teachers often face students with diverse literacy needs, including struggling readers who lack foundational skills. OL&LA equips educators with evidence-based strategies from the Science of Reading to support adolescent literacy development, improve comprehension of complex texts, and enhance vocabulary skills.

Over the past five years, the focus of implementation in the Science of Reading professional development has been through Language Essentials for Teachers of Reading and Spelling (LETRS). This has been transformative for Edina's Early Learning Center and Elementary schools. This initiative has significantly enhanced the instructional practices of our educators and positively impacted student literacy outcomes. The alignment of the LETRS with the Edina Public Schools (EPS) Strategic Plan and the Minnesota Reading to Ensure Academic Development (READ) Act showcases the district's commitment to providing high-quality literacy education.

The remainder of this report will outline the work accomplished through the LETRS professional development platform, its alignment with district goals, and the subsequent benefits for both staff and students.

LETRS: Language Essentials for Teachers of Reading and Spelling (Lexia)

In 2020, the first of many Edina cohorts enrolled in LETRS through an early cohort at the Minnesota Department of Education. This cohort completed their LETRS training in 2023. Since then, there have been several cohorts of teachers added to the the LETRS platform each year in alignment with the READ Act Phase 1 of Professional Development:

- There are currently 38 Edina teachers fully trained in LETRS.
- There are over 200 still enrolled in Early Learning - 12. 6-12 Special Education and Intervention teachers and new teachers (or new to position teachers) in early learning and elementary are beginning volume 1, while all other teachers have started volume 2.

- By the summer of 2025, all current Early Learning - 3 staff members but new or new to position teachers (including Special Education teachers, English Language teachers, district administrators, coaches and Teaching and Learning staff) will have completed LETRS. New or new to position teachers defined in Phase 1 will complete LETRS by the summer of 2026.

Student Outcome Data

Since starting LETRS, (2021 Spring to 2024 Spring) there has been:

- ❖ **An 8% increase** in FASTBRidge earlyReading proficiency in grades K-1.
- ❖ **An 11% increase** in FASTBridge earlyReading proficiency for students receiving English Language services in grades K-1.
- ❖ **A 22% increase** in FASTBridge earlyReading proficiency for students receiving Special Education services in grades K-1.
- ❖ **A 6% increase** in FASTBRidge R-CBM (fluency) proficiency in grades 2-3.
- ❖ **A 4% increase** in FASTBridge R-CBM (fluency) proficiency for students receiving English Language services in grades 2-3.
- ❖ **An 8% increase** in FASTBridge R-CBM (fluency) proficiency for students receiving Special Education services in grades 2-3.

Implementing with Impact

LETRS is an educational platform for teachers. The content in and of itself is *not* transformative. The act of *applying* the content is transformative. Since 2020, there have been key players that have ensured that LETRS learning lands on students, including parent and community stakeholders. The literacy coach position was installed in Edina during the 2020-21 school year. Since then, the program has been strengthened and refined to ensure that staff receive job embedded, differentiated, action/results-oriented professional learning.

The coaching model is based largely on Elena Aguilar's definition of coaching:

Aguilar defines coaching as a partnership where a coach and teacher collaborate to improve teaching practices through dialogue, reflection, and action. It is a cyclical process that involves analyzing data, setting goals, observing practice, offering feedback, and fostering self-efficacy in teachers, all with the ultimate aim of enhancing student learning and achievement. Sustained coaching efforts, coupled with intentional focus on equity and relationships, create lasting, meaningful impacts on both teachers and students. Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. Jossey-Bass.

The literacy coach model in Edina truly defines excellence in the state of Minnesota. The team was one of only a handful of districts invited to present at a statewide conference in June of 2024 (MN COMPASS Summer Institute). The team presented the Edina K-12 coaching model to an audience of leaders in education from across the state.

Instructional Impact

“LETRS training created common, research-based tools, strategies, and language to effectively teach literacy across all tiers of instruction. Because students are using the same strategies, with every teacher, across all grades, they are more efficient in applying the strategy to new material and feel confident that they know what to do when they get stuck.”

Laura Hanson
M.Ed²– Reading and Math Learning Specialist
Normandale Elementary

As teachers become more knowledgeable about how the brain learns to read through professional development on LETRS, instruction is shifting. The biggest shifts have taken place around the pillars of reading instruction:

Pre-Kindergarten	
Pillar	Instructional Shift
Alphabet Awareness	<p>A shift to more visible literacy: With the new learning and new materials, teachers are embedding direct instruction into the classroom through new Creative Curriculum materials. Literacy is more visible in the classrooms and hallways at the ELC. Walking through the halls, one will see charts, name charts, sound/letter cards, etc. more than ever before. This aspect of early literacy was certainly strong before the LETRS at the ELC, and it is more prevalent than ever.</p>
Oral Language	<p>A shift to stronger oral language instruction: Oral language is the foundation of literacy and academic success. There has been a much stronger focus on broadening language and vocabulary through Creative Curriculum daily routines. Through the LETRS training, ELC staff have had an opportunity to delve into the language-stimulation strategies to better develop students' oral language skills. Specific application examples have centered around using recasts and expansions to broader expression language skills.</p> <p>A shift to a direct link to text: A more direct link to text for students is more intentional than it was in the past. Teachers are using authentic texts to ground discussions and sharing more often since LETRS learning.</p>
Phonemic Awareness	<p>A shift to systematic and explicit phonemic awareness instruction: Teachers are now <i>systematically</i> and <i>explicitly</i> teaching phonemes and sound awareness using the Heggerty program. With this increased focus on phonemic awareness, students are making the transition from speech to print in a more organic, natural way.</p>

Elementary	
Pillar	Instructional Shift
Phonemic Awareness:	<p>A shift to phonemes: Before LETRS, teachers were teaching the 26 letter names and sounds. Now, because of professional learning in LETRS, teachers have shifted to teaching 44 phonemes. This instruction is both systematic and explicitly using evidence-based instruction materials (Heggerty, Benchmark Advance).</p> <p>A shift to multisensory instruction: LETRS research in the science of reading also indicates that multisensory instruction, which engages multiple senses like sight, sound, and touch simultaneously, can significantly benefit reading acquisition, particularly for foundational skills like phonemic awareness and decoding, by creating stronger neural connections in the brain and providing multiple pathways for learning; this is especially helpful for students with learning difficulties like dyslexia, although the effectiveness can vary depending on the specific implementation and student needs. Because of this research, teachers are integrating more sensory components into their instruction. Using manipulatives and strategies such as sandpaper, magna tiles, pointers, air</p>

	tracing, etc. during literacy instruction are more prevalent in classrooms now. Teachers in grades K-2 are also using sound walls to focus on making sounds tangible.
Phonics:	<p>A shift to systematic and explicit phonics instruction: Explicit - not incidental - phonics instruction is now stronger in elementary classrooms. The instruction is tightly aligned to evidence-based materials that have systematic scope and sequences.</p> <p>A shift to more purposeful formative assessments: Teachers are also using assessments more intentionally with phonics instruction. Periodic mastery checks are crucial because teachers have learned that kids can't be pushed through skill lessons until they master the skills.</p> <p>A shift from leveled readers to decodable text: Decodable texts focus on phonics and help students build their reading confidence by breaking down the code of words. Decodable texts are written with a focus on specific phonetic patterns and word families, and they use specific sound-letter relationships throughout the text. K-2 classrooms have added decodable books and passages to classroom libraries. Teachers are also prioritizing time for students to practice decodable reading.</p> <p>A shift AWAY from memorizing sight words: Before LETRS, it was common practice to encourage students to memorize irregular words. Now, teachers are learning more about the importance of orthographic mapping. Orthographic mapping is a mental process that helps people store words in their memory by connecting their pronunciation, spelling, and meaning. - mapping orthographically. Instead of encouraging students to memorize irregular, sight words, teachers are teaching strategies to allow for orthographic mapping by providing them with phonics rules and teaching them to use those rules to decode new words.</p>
Fluency:	<p>A shift to orchestrated fluency instruction: Fluency combines accuracy, speed, and prosody (expression) when reading text. Fluent readers can read accurately, quickly, and with appropriate phrasing, enabling them to better understand what they are reading. Teachers have understood the importance of fluency, however, now through LETRS learning and FASTBRidge assessments and interventions, teachers are deliberately building in daily opportunities for students to practice fluency. Teachers are not only providing time for practice, but are now more intentionally practicing fluency at the letter, word, phrase and text level.</p>

The LETRS initiative has brought a powerful transformation to our district, fostering uniformity of understanding among teachers with a shared focus, language, and approach to literacy instruction.

- ❖ Consistent practices are now more evident than ever in classrooms, with clear expectations around interventions and literacy implementation. This mindset shift has redefined how we approach instruction, rooted in a deeper understanding of how the brain learns to read and write.
- ❖ Early intervention has become a priority, with schools utilizing assessment days to implement supports sooner than ever before.
- ❖ Accountability is shared by all, from district to site staff, with a strong emphasis on data-driven practices to inform instruction and interventions.
- ❖ Connections and conversations with families are now more meaningful, rooted in data and a deeper understanding of each student's needs.

The opportunity to learn and grow through the LETRS platform has been a significant commitment across the Edina school district and community, and it is one that is already yielding tremendous benefits in student growth and achievement. As a district of excellence, Edina continues to shine, and this initiative is another example of how we lead in providing the highest quality education for our students. With a deeper understanding of literacy instruction for all, early interventions, and data-driven practices, we are ensuring every student has the support they need to succeed.

Resource Allocation

Ensuring proper resource allocation is a major component of the commitment to the Science of Reading professional development in Edina. Teaching and Learning professional development resources have been focused on the Science of Reading over the last three years and will continue to be focused on this topic for the 2024-25 and 2025-26 school years. In 2021-22 ESSER dollars were used in addition to the Teaching and Learning professional development budget and in 2021-to date our community has provided an immense amount of financial support through the targeted efforts led by Ed Fund. From 2021 to the 2023-24 school year the Science of Reading expenses fell into the following categories:

- Compensation for participating staff at the teacher's regular hourly rate of pay (pro rata)
- Substitute teacher expenses to allow teachers to engage in professional development during contract hours as a cohort participation option
- LETRS licenses (to access the professional development content)
- Additional instructional materials, such as Sound Wall resources
- Providing facilitator training to 1 Early Learning and 3 Elementary staff to ensure sustainability.

In the spring of 2024 critical changes to the READ Act legislation provided additional money to districts to support the Science of Reading professional development compensation. The additional money is allocated for LETRS licenses and also for teacher compensation. The total cost for licenses is completely supported by state funding. The total cost for professional development compensation is partially supported by state funding. It is projected that Edina will receive approximately \$300,000 to \$350,000 to be put towards compensation.

Thus in 2024-25 Edina is paying for the Science of Reading professional development and implementation costs using the following sources:

- New state funding directly allocated to districts
- The Teaching and Learning professional development budget
- Ed Fund donations

The legislation changes providing financial resources and intentional Edina sustainability plans have narrowed the current and future expense areas to:

- Compensation for participating staff at the teacher's regular hourly rate of pay (pro rata)
- Additional instructional materials, such as Sound Wall resources for new or new to position teachers
- Additional support costs including substitute costs for uniquely scheduled large group sessions and implementation support staff costs

Approximate costs for 24-25 in these two areas are:

- Compensation = approximately \$800,000.00
- Additional materials = approximately \$7,000.00
- Substitute costs = approximately \$24,000.00
- Implementation support staff costs = approximately \$6,000.00

Approximates are due to the following variables:

- Teacher's have the option to choose time card pay or board credits.
- Teachers' individual need for substitute support varies and is unpredictable based on unique situations. When a substitute is provided, time card pay is adjusted because work is done during the contract day.

This is currently being approved in unique situations and is not an option for all staff. This does not impact substitute costs, as we utilize already existing building substitutes in this situation.

- Teacher rate of pay varies.
- New teacher and new-to position teacher numbers can fluctuate impacting total compensation costs, as well as additional materials costs.
- Additional materials cost vary slightly based on the size of the classroom (intervention and special education classrooms are smaller than a grade level classroom).
- There are and will always be unique relicensure situations, for example a leave of absence may cause a teacher to leave mid-year and return the following year. A relicensure cost occurs when a volume (4 units) is not done within a year of the start date. In our new budget model this is an additional materials cost.

Implementing the Science of Reading professional development is complicated. It takes approximately 10 hours a week (on a typical week) of oversight from our Teaching and Learning Department Specialist to ensure staff have completed their units of training, passed their unit tests at 80% or above, completed Bridge to Practice assignments, are compensated accordingly, and have their questions answered in a responsive and supportive format. In addition to this time, funds have been allocated to a READ Act Phase 1 Specialist (one of our two elementary literacy coaches) in the format of a stipend to be a direct support to staff in their completion and application. It is not unusual for these two staff members to collectively spend 20 to 30 hours a week not only ensuring accountability but more importantly partnership in the learning journey.

It cannot be stated enough that the opportunity to learn and grow through the LETRS platform has been a significant commitment across the Edina school district and community in both time and money, AND it is one that is already yielding tremendous benefits in student growth and achievement.

We extend our heartfelt gratitude to the community, Edina District Leadership, the Ed Fund and dedicated staff and students for their unwavering support of the LETRS initiative. Together, we are not only maintaining our reputation as a district of excellence but are helping staff and students TRULY reach their full potential and thrive.

Student Outcome Data

FASTBRidge Cohort Data:

*The FASTBRidge assessments were only given consistently in grades K-6 in the spring of 2022. Cohort data (same student data) will be more robust now that the assessment is used universally in fall, winter and spring in grades K-9.

BOLD outline indicates an increase across the years.

	2021 Fall	2022 Fall	2023 Fall	2024 Fall
K	72%	78%	74%	80%
1	63%	59%	68%	61%
2	67%	63%	72%	74%
3	76%	77%	75%	76%
4	73%	69%	82%	80%
5	73%	76%	78%	79%
6	N/A	76%	81%	84%
7	N/A	74%	73%	79%
8	N/A	62%	76%	76%
9	N/A	68%	78%	84%

Minnesota Comprehensive Assessments

MCA Cohort Data:

	2022	2023	2024 *Bold outline = cohort increase *Green = 3 year trend increase from 2022
3rd	70.6%	66.9%	67.2%
4th	71.8%	74.1%	73.3%
5th	82%	79.6%	82.1%
6th	77.8%	76.5%	79%
7th	69.4%	70.3%	70.4%
8th	70.1%	68.2%	69.1%
9th	MCA's are not administered in 9th Grade	MCA's are not administered in 9th Grade	MCA's are not administered in 9th Grade
10th	72.7%	85.5%	88.7% *18.6% increase from 8th grade

VII.E. Graduation Requirements

Speaker (s): Jody De
St. Hubert, Director
of Teaching &
Learning



Board Meeting: 10.7.24

Title: Graduation Requirements

Type: Discussion

Presenter (s): Jody De St. Hubert, Director of Teaching and Learning; Paul Paetzel, Edina High School Principal; Jenny Johnson, Edina High School Assistant Principal; Mellanie Pusateri, Edina High School Physical Education and Health Area Lead

Description: Over the last two years a change in, and an addition to, legislation for the class of 2028 have impacted course offerings and graduation requirements in the state of Minnesota. The change is in the area of Social Studies and the addition is in Personal Finance. The combination of the change and the addition impacts what is required for graduation credits under Minnesota Statutes 2022, section 120B.024. This prompted the need for a review and a change to the current Edina Graduation Requirements.

In the spring of 2024, Policy 613 was updated to reflect the changes in the area of Social Studies approved by the school board on January 8, 2024. Legislative law now requires EPS to update Policy 613 to ensure the requirement for Personal Finance is included.

This topic was brought to a board discussion on August 20th and September 24th. The board asked for additional information on parent perspectives, student perspectives, a root-cause analysis to determine why students take summer physical education classes, and further consideration on flexible options for the newly required Personal Finance semester credit for the class of 2028.

Recommendation: There is no recommendation at this time.

Desired Outcomes from the Board: Review the options that have been brought forward with the intent of determining the next steps for action.

Attachments:

[Policy 613](#)

[Graduation Requirements Board Workshop Discussion 8.20.24](#)

[Graduation Requirements Board Workshop Discussion 9.24.24](#)

[9.24.24 Board Presentation](#)

[10.7.24 Board Presentation](#)

[Student Thought Exchange Survey Questions and Responses](#)

[Family Thought Exchange Survey Questions and Responses](#)

Background Information:

I.R.O.D is a decision making model that engages individuals and groups in a process of gathering information and reactions, listing options and discussing the pros and cons of each option before coming to consensus on a decision. Prior to the 8.20.24 board discussion, the Edina High School Area Lead team engaged in an I.R.O.D. on graduation requirements. The Edina High School Area Lead team recommended:

- Add 1 semester credit for Personal Finance
- Leave 2 semester credits for Physical Education (PE)
- Raise requirements to 44 total semester credits for graduation

When this recommendation was presented to the board, a discussion occurred that indicated a need for more information to be gathered. The following information on parent perspective and student perspective was gathered through a Thought Exchange survey with an additional PLC focus group conversation. The direct Thought Exchange survey questions and responses are included in the attachments. The written content of the report is directly from the Thought Exchange AI synthesis of responses. The feedback gathered through this synthesis led to an understanding that there are different reasons why students take summer PE (and other flexible PE classes) and different reactions to reducing physical education credits in Edina.

Different Reasons for taking Summer Physical Education (and other flexible P.E. classes):

Thought Exchange summarized student input stating, “students generally chose summer PE or wellness courses for greater control over their schedules, to lighten their academic load during the school year, and to avoid aspects of in-person gym they found unappealing, such as the social environment or physical discomfort.”

Different Reactions to the Reduction of a Physical Education Credit:

Thought Exchange summarized students and family input stating, “while there is support for reducing or modifying PE requirements for athletes, many stress the importance of ensuring all students, especially those not active outside of school, have access to a robust physical education program that encourages lifelong health and wellness.”

The remaining information on parent and student perspective is summarized directly from the synthesis of data points collected in each Thought Exchange survey.

Additional Parent Perspective From Thought Exchange Overview:

The feedback from the parent survey has been analyzed and categorized into three sentiment buckets: Positive, Neutral, and Negative. Each category highlights the most common theme that emerged, along with a summary of key aspects and a verbatim comment from participants.

Theme (Positive): Physical Education Program Effectiveness

Participants generally feel positive about the effectiveness of the current physical education program. They believe it successfully equips students with the necessary knowledge, skills, and attitudes for a balanced life. The flexibility in class choices and the quality of instructors are particularly appreciated.

"The current physical education programming has met its goal by providing flexible class choices and having quality instructors."

Theme (Neutral): Mixed Opinions on Graduation Requirements

There are mixed feelings about the potential reduction of required PE classes from two to one. Some participants believe that the program's goals can still be met with fewer required classes, while others are uncertain or concerned about the potential impact on student wellness and program effectiveness.

"I think it might still work with just one required class, but I'm not entirely sure if it will meet all the goals."

Theme (Negative): Concerns About PE Course Variety

A significant portion of participants express concerns about the potential reduction in course variety if the number of required PE classes is decreased. They worry that limiting course choices could negatively impact the program's ability to meet its goals and reduce student engagement.

"Reducing the number of required PE classes and limiting course choices will not meet the department goals and could harm student engagement."

Additional Student Perspective From Thought Exchange Overview:

The feedback from the student survey has been analyzed and categorized into three sentiment buckets: Positive, Neutral, and Negative. Each category highlights the most common theme that emerged, along with a summary of key aspects and a verbatim comment from participants.

Fun Activities (Positive)

Participants who view PE positively often mention the availability of fun elective choices such as basketball, soccer, and unified sports. These activities make PE enjoyable and engaging, encouraging students to participate more actively.

"There are Physical Education elective choices that are fun for me. (basketball, unified, soccer, etc)"

PE Requirements (Neutral)

The sentiment around PE requirements is mixed. While some participants see the potential reduction of PE requirements as an opportunity to explore other electives, others are uncertain about whether they would take additional PE classes. This indicates a need for more information and consideration of individual preferences.

"Maybe, I do not know at this time"

Personal Discomfort (Negative)

A significant number of participants feel uncomfortable in PE classes for personal reasons, which negatively impacts their willingness to take additional PE courses. This discomfort is a barrier to participation and highlights the need for a more inclusive and supportive PE environment.

"I am uncomfortable in PE for personal reasons."

Root-Cause Analysis Student Feedback on Why They Take Summer Physical Education:

Convenience

Convenience was a significant factor for many who opted for the summer option. Participants mentioned that it was easier to complete the gym credit during the summer when they had fewer commitments. The ability to choose their physical activities and the flexibility of online courses were also highlighted. This category was perceived positively as it allowed students to manage their time more effectively and avoid the inconvenience of gym classes during the school year. The convenience of the summer option made it an attractive choice for many.

Personal Comfort (Avoiding Inconvenience)

A notable number of participants chose the summer option to avoid the inconvenience of taking gym during the school year. Reasons included not wanting to be sweaty during school, finding in-person classes unproductive, and disliking the social aspects of gym. This category was perceived as a practical solution to avoid discomfort. Participants appreciated the ability to complete the requirement without the associated inconveniences of traditional gym classes.

Schedule

Many participants chose the summer option to free up their schedules during the school year. This allowed them to take more electives, harder classes, or have a student prep period. The flexibility was highly valued as it provided more control over their academic workload. Participants appreciated the ability to manage their time better and reduce stress during the school year. Overall, the perception of this category was very positive, with many seeing it as a strategic move to enhance their educational experience in a variety of ways.

Credit Completion

Completing required credits was a primary motivation for many participants. They saw the summer option as an efficient way to get mandatory credits out of the way. This allowed them to focus on other academic interests during the school year. The perception of this category was

that it provided a straightforward path to fulfilling graduation requirements. Participants valued the opportunity to manage their credit load more effectively.

Activity Preference

Some participants chose the summer option because it aligned better with their personal activity preferences. They were already active during the summer or preferred the flexibility to choose their physical activities. This category was perceived positively as it allowed students to integrate their personal fitness routines (including, but not limited to, school athletic participation) with their academic requirements. Participants appreciated the ability to fulfill their gym credit in a way that suited their lifestyle and preferences.

Financial Literacy Flexibility

Preliminary planning for the additional required semester credit for Financial Literacy is in the beginning stages of exploration. Edina High School currently offers a Personal Finance class in Business for a semester elective credit and Edina Virtual Pathway also offers a Personal Finance class in Business for a semester elective credit.

Preliminary exploration discussions are just beginning to define the current reality of these two offerings. Recognizing an opportunity for growth, the current class will be redefined and standards will be realigned using the [MDE 8 Elements of Successful Financial Education Programs](#).

The exploration phase will meet New Course approval time-lines by ensuring the class and instructional practices are defined by the end of October. Flexible options will continue to be considered and proposed to the board for the first discussion at the Teaching and Learning Committee on 10.29 followed by a full board discussion on 11.19.24.

Exploration	<ul style="list-style-type: none">● Define current reality● Unpack standards● Research best practices● Select and define the practice/program
Installation	<ul style="list-style-type: none">● The program/practice has been identified and defined● Professional Development and coaching are used to prepare for the implementation● Resources are purchased● Data systems are prepared

10.7.24 Board Meeting

Graduation Requirements





TABLE OF *Contents*



TOPIC 1: Background & Process

TOPIC 2: P.E. Programming

TOPIC 3: Schedule

TOPIC 4: Student & Family Voice

TOPIC 5: Flexibility (= Choice)

TOPIC 6: Opportunities



Background & Process

Background: Legislation Changes

WHY

Social Studies: EHS 8 semester credits
MDE 7 semester credits

- Changes (to sequence of classes) prompted an additional semester requirement at EHS
- [Policy](#) adjusted spring of 2024
(impact on current 9th grade class)

Background: Legislation Changes

WHY

Personal Finance: EHS 1 semester credit
MDE 1 semester credit

- Addition of Personal Finance
- This class will be added with board approval following new course processes starting in November 2024 and ending in January 2025.
- This addition has not yet been adjusted in policy.



EHS Graduation Credits: Class of 2028 - CURRENTLY reflected in policy without the additional semester credit of Personal Finance

Mathematics	6	Intermediate Algebra, Geometry, Algebra 2
Science	6	Physical Earth Science, Chemistry, and Biology
Language Arts/English	8	Refer to the English Section in the Course Catalog
Physical Education (Wellness)	2	Personal Wellness, and one additional semester credit in grades 9-12
Social Studies	8	Geography, World History, US History, Government and Economics
Arts	2	Coursework in visual arts, music, theater, dance, or media
Health	1	Health
Required Credits	33	
Elective Credits	10	
Total Credits Needed for Diploma	43	

**All numbers reflect semester credits*

**Green denotes where EHS requires more than MDE*



Options:

1. Increase Total Required Semester Credits for Graduation from 43 to 44
2. Reduce P.E. Required Semester Credits maintaining the same number of total required semester credits at 43

** Of the total options discussed, three were presented in the 8.20.24 Board Report. The option to further reduce the number of total required semester electives is not viable because it does not meet MDE requirements for electives.*





EHS Graduation Credits: Class of 2028 - NOT currently reflected in policy

Mathematics	6	Intermediate Algebra, Geometry, Algebra 2
Science	6	Physical Earth Science, Chemistry, and Biology
Language Arts/English	8	Refer to the English Section in the Course Catalog
Physical Education (Wellness)	2	Personal Wellness, and one additional semester credit in grades 9-12
Social Studies	8	Geography, World History, US History, Government and Economics
Arts	2	Coursework in visual arts, music, theater, dance, or media
Health	1	Health
Personal Finance	1	Will be added following the 2024-25 new course processes
Required Credits	34	
Elective Credits	10	<i>*This number cannot be reduced & still meet MDE requirements.</i>
Total Credits Needed for Diploma	44	

**All numbers reflect semester credits*


**Green denotes where EHS requires more than MDE*

**Yellow highlights direct changes without any adjustments to the green*

THIS IS THE EDINA AREA LEAD RECOMMENDATION



EHS Graduation Credits: Class of 2028 - NOT currently reflected in policy

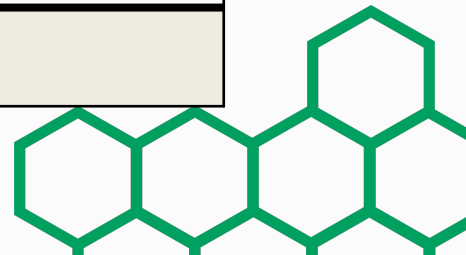


Mathematics	6	Intermediate Algebra, Geometry, Algebra 2
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Required Credits	33	
Elective Credits	10	<i>*This number cannot be reduced & still meet MDE requirements.</i>
Total Credits Needed for Diploma	43	

**All numbers reflect semester credits*

**Green denotes where EHS requires more than MDE, PE is crossed out and reduced*

**Yellow highlights direct changes*





2.

Current Reality:

**Edina Physical
Education
Programming**



Edina High School: Physical Education



Department Purpose:

The purpose of the Physical Education and Wellness Program in Edina Public Schools is **to foster the physical, emotional, and social well-being of students** by providing a comprehensive and inclusive curriculum that **emphasizes lifelong fitness, healthy lifestyle choices, and personal development**. Our program aims to **equip students with the knowledge, skills, and attitudes necessary to lead active and balanced lives, enhance their physical capabilities, and cultivate positive self-esteem**.



Edina High School: Physical Education

Department Overview:

EHS offers 10 courses to meet the needs of Each and Every student. Through the courses and the various pathways of taking the courses, every student can thrive!

The required Personal Wellness course is a prerequisite to all other wellness courses. EHS has 34 standards embedded in the P.E. requirements.



Edina High School P.E. Classes

Personal Wellness is required for all.

- 21 standards embedded
- Prerequisite class

AND

One Additional Elective is required for all.

- 13 standards (the same embedded in each)

Girls Only PE
Wellness & Sport
Strength & Conditioning
Online Guided Wellness

Unified PE
Basketball Theory
Soccer Theory
Lifetime Activities



Edina High School Flexible P.E. Classes



Personal Wellness is required for all.

- Summer Blended
- Edina Virtual Pathway

AND

One Additional Elective is required for all.

- 13 standards (the same embedded in each)

EVP Strength and Conditioning

EVP Blended Guided Wellness





3.



**Current Reality:
Schedule**



World Language & Music:

Data from 8.20 Board Report



Percent of Students				
School Year	World Language Only	Music Only	Both World Language and Music	Neither World Language or Music
2019	39.75%	5.92%	35.90%	18.43%
2020	36.62%	7.81%	34.04%	21.52%
2021	34.16%	8.37%	33.41%	24.06%
2022	36.28%	8.58%	28.43%	26.72%
2023	35.30%	7.49%	30.97%	26.25%
2024	36.41%	7.22%	32.14%	24.23%
Total	36.42%	7.56%	32.49%	23.53%



Other Elective Areas & World Language



- No students who took 4 years of World Language, took 4 years of Business electives. MOST took one Business elective.
- 1 to 2 students a year take 4 years of World Language and 4 years of Computer Science or Engineering & Technology. Most took one Computer Science or Engineering & Technology elective.
- No students who took 4 years of World Language, took 4 years of a Fine Arts elective. Some took one Fine Arts elective.

Collectively, 33 to 34% of our students take 4 years of an elective focus area (Music, Business, Fine Arts, or CTE) **along side of** 4 years of World Language.

World Language is an elective and colleges require 2 to 4 years of World Language depending on the institution.



Student with Summer Personal Wellness



Period	S1 Course	S2 Course
1	Physical Earth Science	Physical Earth Science
2	Spanish II	Spanish II
3	Quiet St. Prep/Summer PW	Geometry
4	English 9: Survey	Quiet Student Prep
5	9th Grade Choir	9th Grade Choir
6	Geometry	English 9: Survey
7	AP Human Geography 9	AP Human Geography 9

SCHEDULE *Sample*



Student without Summer Personal Wellness



Period	S1 Course	S2 Course
1	Physical Earth Science	Physical Earth Science
2	Personal Wellness	Geometry
3	Geometry	American Sign Language I
4	Cultural Geography	Quiet Student Prep
5	Quiet Student Prep	Cultural Geography
6	American Sign Language I	Digital Photo I
7	English 9: Survey	English 9: Survey

SCHEDULE *Sample*



Senior Schedule with Online PW & Summer Health



Period	S1 Course	S2 Course
1	Creative Writing	Economics
2	Teacher Assistant	Civil Engineering
3	Environmental Studies	Student Prep
4	Algebra II	Algebra II
5	Personal Finance	World Literature
6	Choir	Choir
7	Student Prep	Comparative Anatomy

SCHEDULE *Sample*



Senior Schedule without Online or Summer PW



Period	S1 Course	S2 Course
1	AP Human Geography	AP Physics C Mechanics
2	AP Physics C Mechanics	AP English Lit & Comp
3	Intro to Literature CIS	Wellness Girls Only PE
4	Concert Band	Concert Band
5	PSEO	PSEO
6	PSEO	PSEO
7	PSEO	PSEO

SCHEDULE *Sample*



Senior Schedule with Summer PW



Period	S1 Course	S2 Course
1	AP Calculus BC	AP Calculus BC
2	Basketball Theory	Forensics
3	Intro to Literature CIS	French Culture Modern World
4	Student Prep	AP English Lit & Comp
5	French Culture Modern World	AP Economics
6	Choir	Choir
7	AP Economics	Student Prep

SCHEDULE *Sample*

Schedules: random sampling of 24 Seniors

Schedules Grouping 1: “lighter schedule”

8 schedule: 6 classes, 1 prep, heavy electives

6 schedules: 4 or 5 classes, prep, peer tutor, TA, PSEO, & online throughout, heavy electives

2 schedules: PSEO

Schedules Grouping 2: “heavier schedule”

1 schedule: 7 classes

1 schedule: 6 classes, heavy content electives

6 schedules: 6 classes, music & language, heavy AP classes and Core Content areas

Additional Schedule Information:

Synthesized from 820 & 924 Board Reports

*There is a **wide variety of schedules** amongst our Edina students.

***Over half** of our students are graduating with **50 credits**.

*A random sampling of 24 senior schedules demonstrates **16 students taking a “lighter”** schedule & **8 taking a “heavier”** schedule. With **6 taking music, language, and heavy content** areas.

***33 to 34%** of our students are in the position to take **4 years of World Language, Music (or another elective focus area) and Math, Science, & Social Studies all 4 years**. For these students this **leaves only 4 open spots** in their schedule if Personal Finance is added and Physical Education stays the same (taking 7 credits per semester).



4.

**Parent &
Student Voice**



Family Feedback

389 respondents

Perspectives on P.E. Programming

78%

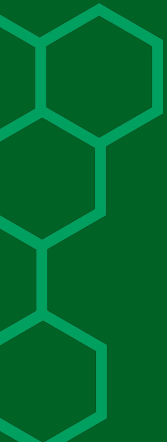
Current
Programming
Meeting Goals

57%

Drop in
Elective
Requirement
= Still Meet
Goals

53%

Reduction =
Decrease in
Flexible
Classes = Still
Meet Goals



Perspectives on Online/Summer Options: Synthesis of Thought Exchange Data

A significant number of responses highlighted the benefits of online and summer physical education options. These alternatives:

- provide flexibility
- allow students to manage their schedules better
- allow students take additional academic classes during the school year

Participants appreciated the ability to log physical activities and receive credit, especially for those involved in sports or other physical activities.

Overall, the perception is positive, with many valuing the convenience and adaptability these options offer.

Perspectives on Flexible Options: Synthesis of Thought Exchange Data

Many participants expressed that students who are actively involved in sports should not be required to take additional physical education classes:

- a lot of time and effort is already spent on sports teams
- redundant

Some also mentioned the need for more flexible options to accommodate their sports schedules.

Overall, the perception is that the current requirements do not adequately consider the physical commitments of student-athletes.

Perspectives on Class Choice Options: Synthesis of Thought Exchange Data

Participants appreciated the variety of physical education and wellness classes offered, which cater to different interests and fitness levels.

- inclusivity
- relevance
- fun

Overall, the variety in the curriculum is seen as a strength, providing students with multiple pathways to stay active and healthy

Reduce versus Maintain Current Requirements:

Synthesis of Thought Exchange Data

Side A

Reduce PE Requirements

Many respondents suggest reducing the number of required PE classes, arguing that students involved in sports or other physical activities outside of school should receive credit for their efforts. They believe that mandatory PE classes can be redundant for these students and that their time could be better spent on other academic or elective courses.

Common ground

Flexible PE Options

Both sides agree on the need for flexible PE options that can accommodate different student needs and interests. This includes offering online or summer PE classes, allowing sports participation to count towards PE credits, and providing a variety of class options that focus on different aspects of health and wellness, such as nutrition, mental health, and lifelong fitness activities.

Side B

Maintain/Increase PE Requirements

Other respondents advocate for maintaining or even increasing the PE requirements, emphasizing the importance of physical education for all students. They argue that PE classes promote lifelong health and wellness habits, which are crucial given the current health challenges faced by younger generations. Some also suggest integrating wellness education into the broader curriculum.

Student Feedback

377 respondents

Perspectives on P.E. Programming

32%

Taken a
Summer
Blended P.E.
Credit

22%

Taken an
Edina Virtual
Pathway P.E.
Credit

11%

Taken & Paid
for a P.E.
Credit
Outside
Edina



Why Summer Blended, EVP and/or Other?:

Synthesis of Thought Exchange Data

Convenience: ability to choose activity to engage in and an easier option

Personal Comfort: practical solution to avoid being sweaty and other aspects of things not liked in gym

Schedule Flexibility: free up schedule to take more electives, harder classes or student prep

Credit Completion: efficient way to get mandatory credits done

Activity Preference: choice aligns with personal preferences and allows for efficiencies

Flexibility versus Discomfort:

Synthesis of Thought Exchange Data

Side A

Free Up Schedule

Many students chose the summer gym option to free up their schedules during the school year. This allowed them to take more electives, focus on harder classes, or have a student prep period for additional study time. The flexibility of completing a required credit over the summer was a significant advantage for these students.

Common ground

Flexibility and Convenience

Both groups appreciated the flexibility and convenience that the summer gym option provided. Whether it was to free up their schedule for other classes or to avoid the discomfort of in-school gym, the ability to complete a required credit on their own terms was a common benefit. This shared value highlights the importance of adaptable and student-friendly options in education.

Side B

Avoid In-School Gym

A number of students opted for the summer gym to avoid the discomfort and inconvenience of taking gym during the school year. Reasons included not wanting to be sweaty during school hours, finding in-person gym classes unproductive, and preferring to exercise in a more comfortable environment. This option provided them with a more pleasant and manageable way to fulfill their gym credit requirement.



Analysis Across All

Data Points:

- *Thought Exchange Parent Survey*
- *Thought Exchange Student Survey*
- *Schedule Analysis*
- *PLC Focused Conversation*

Convenience
Schedule Management
Activity Redundancy
Importance of Wellness

FLEXIBILITY = Choice



5.



**FLEXIBILITY =
Choice**

Flexibility Currently in the EHS System

Current Physical Education Programming: data consistently communicates appreciation for current flexibility and choice

Schedules: random schedule pulls are showing that many students are leaving room in their schedule for at least **2** or more open classes to fill with an open block OR choice electives. Most have very little credit bearing classes left to fill by their senior year.

Edina Virtual Pathway: free up schedule to take more electives, AP classes and/or student prep

Flexibility Currently in the EHS System

Course Credit for Learning: provide credit for learning that occurs in other schools, alternative learning sites, postsecondary enrollment options, advanced enrichment programs, out-of-school experiences, work-based learning, and other education

Elective Credit Bearing Activities: examples Student Council and Yearbook

P.E. Reduction = Less Flexibility

Enrollment would decrease: survey data shows 56% of students would not take P.E. electives beyond one if requirement is decreased

Fewer flexible choices for students: with 56% indicating they would not take an additional credit if reduced to one required, elective choices would become limited

Unified P.E. would be difficult to offer: need peer partners to run, if not enough sign-up it could lead to a cancellation and a change in a large numbers of student schedules with a high volume of unintended negative consequences



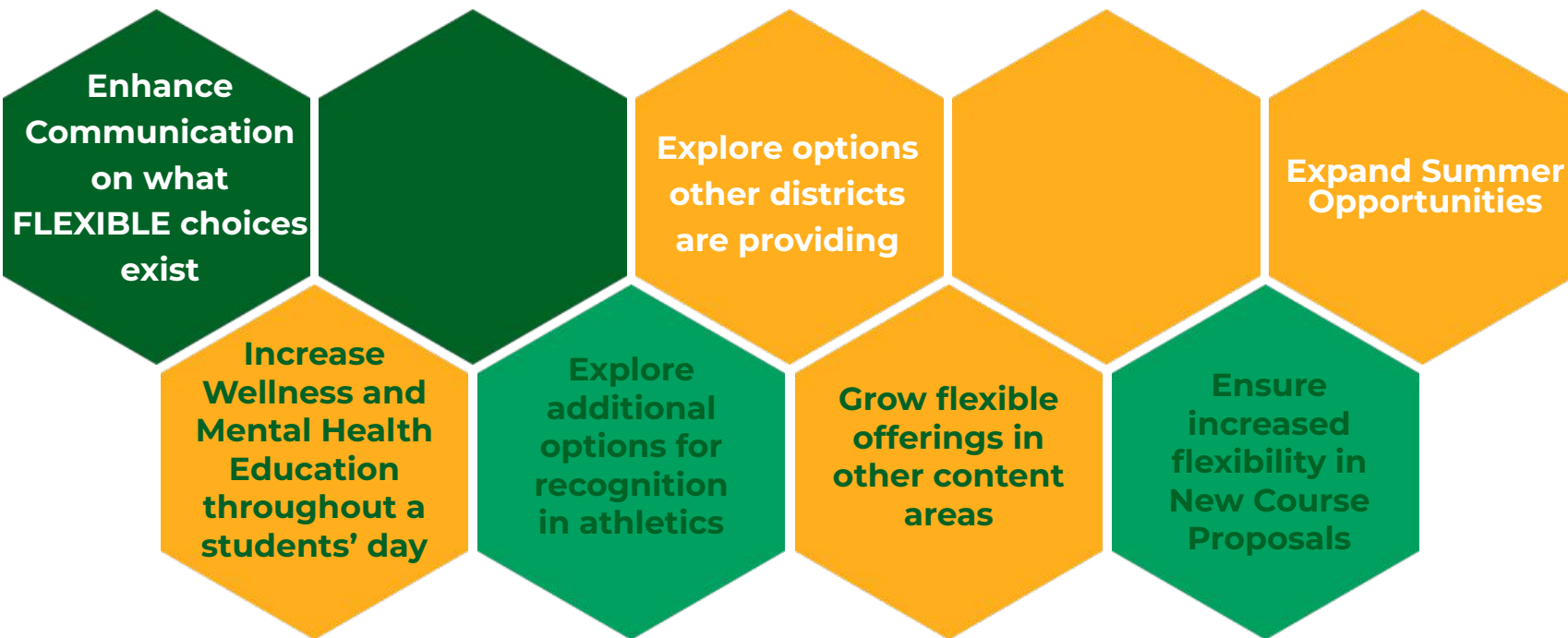
e.



OPPORTUNITIES



Increase Flexibility: Possibilities to Explore





REACTIONS?

Edina Public Schools



VII.F. Policy Review (418, 507, 507.5, 508, 512, 516.5) **Speaker (s):** Policy Committee



Board Meeting Date: 10/7/2024

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 418 Alcohol- and Drug-Free Workplace and School Environment
- Policy 507 Corporal Punishment
- Policy 507.5 School Resources Officers
- Policy 508 Extended School Year for Certain Students with Individualized Education Programs
- Policy 512 School-Sponsored Student Publications and Activities
- Policy 516.5 Overdose Medication

Recommendation: Review the suggested modifications for Policies 418, 507, 507.5, 508, 512, 516.5.

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

Attachments:

1. Policy 418 Alcohol- and Drug-Free Workplace and School Environment
2. Policy 507 Corporal Punishment
3. Policy 507.5 School Resources Officers
4. Policy 508 Extended School Year for Certain Students with Individualized Education Programs
5. Policy 512 School-Sponsored Student Publications and Activities
6. Policy 516.5 Overdose Medication

Personnel

Alcohol- and Drug-Free Workplace and School Environment

I. Purpose

Recognizing that the health and well-being of employees and students are important, the school district prohibits the use of alcohol, toxic substances, **controlled substances**, ~~medical cannabis~~, non-intoxicating cannabinoids, edible cannabinoid products, and ~~controlled substances~~ **medical cannabis** without a physician's prescription.

II. General Statement of Policy

- A. Except as otherwise provided in this policy, use or possession of **alcohol, toxic substances**, controlled substances, ~~toxic substances, medical cannabis,~~ **non-intoxicating cannabinoids, edible cannabinoid products, and or medical cannabis** ~~alcohol~~ before, during, or after school hours, on school district property or any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances are prohibited.
- B. Except as provided in Section IV., a violation of this policy occurs when a student, employee, or member of the public uses or possesses alcohol, toxic substances, controlled substances, non-intoxicating cannabinoids, edible cannabinoid products, or medical cannabis on district property.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined by state law, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.
- D. The district takes appropriate action against any student, employee, or member of the public who violates this policy.

III. Definitions

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

- A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other

controlled substance as defined under federal and state law, including analogues and look-alike drugs.

- C. "District property" includes any school district building or on any district premises; in any district-owned vehicle or in any other district-approved vehicle used to transport students to and from school or district activities; off-district property at any district-sponsored or district-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the district; or during any period of time an employee is supervising students on behalf of the district or otherwise engaged in district business.
- D. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- E. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; or (4) combustion with use of dried raw cannabis; or (5) any other method approved by the Commissioner of the Minnesota Department of Health.
- F. "Non-intoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.
- G. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.
- H. "Sell" means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
- I. "Toxic substances" includes: (1) glue, cement, aerosol paint containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner of the Minnesota Department of Health.
- J. "Use" means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

IV. Exceptions

- A. A violation of this policy does not occur when a person brings onto a school district property, for that person's own use, a controlled substance, except medical cannabis, non-intoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person will comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a district property when the possession is within the exceptions of Minnesota law.
- C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.
- D. The district may not refuse to enroll, employ, or otherwise penalize a person enrolled in the Minnesota Patient Registry Program solely based on their enrollment in the registry program, unless failing to do so would violate federal law or regulations or cause the district to lose a monetary or licensing-related benefit under federal law or regulations.

V. Procedures

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, non-intoxicating cannabinoids, or edible cannabinoid products, must comply with the school district's student medication policy.
- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, non-intoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform their supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee will be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and will be required to acknowledge that they have received the policy.
- D. Employees are subject to the district's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances,

~~intoxicating cannabinoids, or edible cannabinoid products~~ in a school location except with the express permission of the superintendent.

- F. No person is permitted to possess or use medical cannabis, non-intoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any childcare facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, non-intoxicating cannabinoids, or edible cannabinoid products.
- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota law will be by permission of the superintendent only.

VI. Enforcement

A. Students

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and non-intoxicating cannabinoids, and edible cannabinoid products.
2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring, and counseling, including early identification of mental health symptoms, drug use, and violence, and appropriate referral to direct individual or group counseling service, which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.
3. A student who violates the terms of this policy will be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the district.
2. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the district. Any employee

who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the district.

3. Sanctions against employees, including nonrenewal, suspension, termination, or discharge will be pursuant to and in accordance with applicable statutory authority, any applicable collective bargaining agreement, and district policies.
4. Employees who have a prescription from a health care provider for medical treatment with a controlled substance, except medical cannabis, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform their supervisor. The employee may be required to provide a copy of the prescription.
5. As a condition of employment pursuant to any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant will abide by the terms of this policy and will notify their supervisor in writing of their conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
6. Employees are subject to the district's drug and alcohol testing policies and procedures.
7. Each employee will be provided notice of this policy.

C. The Public

A member of the public who violates this policy will be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

VII. Transportation Employees

- A. The school district adheres to the mandated provisions of the federal Omnibus Transportation Employee Testing Act of 1991 ("OTETA"). All persons subject to commercial driver's license requirements will be tested for controlled substances, and alcohol, and cannabis (including medical cannabis) pursuant to federal law. In general, a commercial driver may be tested:
 1. Upon reasonable suspicion by the district;
 2. In accordance with random testing procedures;

3. Post-accident; and
4. Upon a request to return to duty after a violation of this policy;

In addition, all persons who apply for a position where job duties include operating a commercial motor vehicle will be required to submit to a drug and alcohol test, **including medical cannabis**, if a **conditional** job offer is made **by and before the first time the driver performs safety-sensitive functions for the district**.

B. Refusal to Submit to Testing

A commercial driver or driver applicant may refuse to submit to controlled substances and alcohol testing. Refusal to submit to such test subjects the commercial driver or applicant to the consequences specified in OTETA and other applicable federal law. In addition, a refusal to submit to testing establishes a presumption that the commercial driver or applicant would test positive if a test were conducted. This positive assumption makes the commercial driver or applicant subject to discipline or disqualification under this policy.

C. Consequences

A commercial driver who tests positive with a verified confirmation test or otherwise found in violation of this policy or OTETA will be subject to discipline, including possible discharge, in accordance with any applicable collective bargaining agreement. Nothing in this policy limits or restricts the right of the district to discipline or discharge a commercial driver for conduct that not only constitutes prohibited conduct under this policy but also violates the district's other rules or policies.

A commercial driver or applicant with a confirmed positive test result may request a confirming retest. This retest is at the expense of the commercial driver or applicant.

- D. The supervisor of transportation/designee will provide training and materials to commercial drivers in accordance with OTETA.

Legal References:

- 20 U.S.C. § 7101-7165 (Safe and Drug-Free Schools and Communities Act)
- 21 U.S.C. § 812 (Schedules of Controlled Substances)
- 41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
- 21 C.F.R. §§ 1308.11-1308.15 (Schedules of Controlled Substances)
- 34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace (Financial Assistance))
- 49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
- 49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
- 49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)

Minn. Stat. § 120A.05 (Definitions; Elementary school; Middle school; Secondary school)
Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01, subd.15a (Definitions - Sell)
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)
Minn. Stat. § 152.22, subd. 6 (Definitions - Medical Cannabis; ~~Definitions~~)
Minn. Stat. § 152.23 (Limitations - Medical Cannabis; ~~Limitations~~)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. § 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031, subd. 10 (~~Motor Carrier Rules~~-Intrastate Carrier; Operating Requirements, Exemptions - Controlled Substance and Alcohol Use and Testing Exemption)
Minn. Stat. § 340A.101, subd. 2. (Definitions - Alcoholic Beverage)
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
Minn. Stat. § 342.56 (Limitations)
Minn. Stat. § 609.684 (~~Sale of Toxic Substances to Children~~; Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
Belde v. Ferguson Enterprises, Inc., 460 F.3d 976 (8th Cir. 2006)

Cross Reference:

Policy 403 (~~Discipline, Suspension and Dismissal~~ of School District Employees)
Policy 419 (Tobacco-Free Environment)
Policy 506 (Student Conduct and Discipline)
Policy 516 (Student Medication)
Policy 516.5 (Overdose Medication)
Policy 632 (Chemical Use and Abuse)

Policy
adopted: 10/20/08
amended: 02/23/09
revised: 07/15/13
revised: 10/24/16
revised: 11/16/20
revised: 10/16/23
revised: / /24

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Students

Corporal Punishment and Prone Restraint

I. Purpose

This policy describes limitations on the use of corporal punishment and prone restraint upon a student.

II. General Statement of Policy

No employee or agent of the school district will inflict corporal punishment or use prone restraint upon a student.

III. Definitions

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

1. "Corporal punishment" means conduct involving:
 - a. hitting or spanking a person with or without an object; or
 - b. unreasonable physical force that causes bodily harm or substantial emotional harm.
2. "Employee or agent of the district" does not include a school resource officer as defined by state law
3. "Prone restraint" means placing a child in a face-down position.

IV. Prohibitions

1. An employee or agent of the school district will not inflict corporal punishment or cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct.
2. An employee or agent of the district will not use prone restraint.
~~An employee or agent of the district, including a school resource officer, security personnel, or police officer contracted with the district, will not use prone or compressive restraint; inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.~~
3. An employee or agent of the district will not inflict any form of physical holding

that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

~~All peace officers, including those who are school resource officers or otherwise agents of the district, may use force as reasonably necessary to carry out official duties, including, but not limited to, making arrests and enforcing orders of the court. Restrictions on prone and compressive restraints do not apply in these circumstances when these officials or those assisting these officials are executing duties allowed by law.~~

4. Conduct that violates this policy is not a crime unless the conduct violates a provision of Minnesota Statutes. Nothing in this policy precludes the use of reasonable force in accordance with state law. [The use of reasonable force as set forth in Section V does not authorize conduct prohibited under state law.](#)

V. ~~Exceptions~~ Reasonable Force

Reasonable force may be used upon or toward the person of a child or student, without the child or student's consent, by a teacher, school principal, district employee, district bus driver, other agent of the district, or other member of the instructional, support, or supervisory staff of the district, when it is necessary, or the actor reasonably believes it is necessary, to use such force to restrain the child or student to prevent bodily harm or death to the child, student or another. Nothing in this policy limits any other authorization to use reasonable force provided under another policy or state law.

~~A teacher, school principal, and other school staff may use reasonable force under the conditions set forth in Policy 506 (Student Conduct and Discipline).~~

VI. Violation

Employees who violate the provisions of this policy will be subject to disciplinary action as appropriate. Any such disciplinary action will be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

Legal References:

Minn. Stat. § 121A.58 (Corporal Punishment)

Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)

Minn. Stat. § 123B.25 (Legal Actions Against Districts and Teachers)

[Minn. Stat. § 125A.0941 \(Definitions\)](#)

[Minn. Stat. § 125A.0942 \(Standards for Restrictive Procedures\)](#)

Minn. Stat. § 609.06, ~~subd. 1~~ (Authorized Use of Force)

[Minn. Stat. § 609.379 \(Permitted Actions\)](#)

[Minn. Stat. § 626.8482 \(School Resource Officers; Duties; Training; Model Policy\)](#)

[Minn. Stat. § 645.241 \(Punishment for Prohibited Acts\)](#)

~~Op. Atty. Gen. 169f (August 22, 2023) (School Pupils: Discipline)~~
~~Op. Atty. Gen. 169f Supp. (September 20, 2023) (School Pupils: Discipline)~~

Cross Reference:

Policy 403 (Discipline of School District Employees)

Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Policy 506 (Student Conduct and Discipline)

[Policy 507.5 \(School Resource Officers\)](#)

Policy 532 (Use of Crisis Teams and Peace Officers to Remove Students with Individualized Education Plans (IEPs) from School Grounds)

Policy
adopted: 01/22/08
reviewed: 02/21/12
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reviewed: 05/20/19
revised: 01/08/24
[revised: __/__/24](#)

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Students

School Resources Officers

I. Purpose

The purpose of this policy is to establish the contractual duties and training requirements of a school resource officer.

II. General Statement of Policy

The school district, upon securing the services of school resource officers, is committed to establishing the qualifications and duties required of these officers. Any contract for the services of a school resource officer with the district will meet the requirements of this policy.

III. Definitions

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

- A. “School” means an elementary school, middle school or secondary school, as defined by state law.
- B. “School Resource Officer” means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer’s regular responsibilities through the terms of a contract entered between the peace officer’s employer and the school district.

IV. Contractual Duties

- A. A school resource officer’s contractual duties with the district will include:
 - 1. fostering a positive school climate through relationship building and open communication;
 - 2. protecting students, staff, and visitors on school grounds from criminal activity;
 - 3. serving as a liaison between the Emergency Management & Safety Coordinator and law enforcement to facilitate coordinated communication and responses with school officials;
 - 4. collaborating with the Emergency Management & Safety

Coordinator to provide expertise and advice on the design and implementation of safety drills tailored to the specific needs of each school environment;

5. working under supervision of the Emergency Management & Safety Coordinator to conduct comprehensive assessments to identify vulnerabilities in school facilities and safety protocols, ensuring alignment with district-wide emergency preparedness standards;
 6. educating and advising students and staff on law enforcement topics; and,
 7. enforcement of criminal laws involving bodily harm or the threat of bodily harm to another, or in which a victim of a crime, or their parent or guardian, is requesting law enforcement assistance. School resource officers should collaborate with school administrators for non-violent juvenile status offenses involving petty-misdemeanor and misdemeanor infractions occurring on school-owned property or during school-sanctioned events.
- B. A school resource officer must not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.
- C. Nothing in this policy limits any other duty or responsibility imposed on peace officers; limits the expectation that peace officers will exercise professional judgment and discretion to protect the health, safety, and general welfare of the public when carrying out their duties; or creates a duty for school resource officers to protect students, staff, or others on school grounds that is different from the duty to protect the public as a whole.

V. Training

- A. Except as provided for in paragraphs V.B., V.C., and V.D. below, beginning September 1, 2025, each school resource officer must complete specific training before assuming duties, with exceptions noted below.
- B. Officers who completed certain prior courses before Sept 1, 2025, have until June 1, 2027 to complete the new training mandated under paragraph V.A. above before June 1, 2027.
- C. If an officer's employer is unable to provide the required training course to the officer prior to the officer assuming the duties of a school resource officer, the officer must complete the required training within six months of assuming the duties of a school resource officer.
- D. Substitute officers serving less than 60 student contact days/year are exempt from training, and must follow district policies.

- E. For each school resource officer employed by the district, the chief law enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under this section.

Legal References:

Minn. Stat. § 120A.05, subds. 9, 11, and 13 (Definitions)

Minn. Stat. § 120B.02, subd. 25 (General Powers of Independent School Districts – School Resource Officers)

Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)

Cross References:

Policy 403 (Discipline of School District Employees)

Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Policy 506 (Student Conduct and Discipline)

Policy
adopted: __/__/24

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Students

Extended School Year for Certain Students with Individualized Education Programs

I. Purpose

This policy ensures that the school district complies with the overall requirements of law as mandated for certain students subject to individualized education programs (IEPs) when necessary to provide a free appropriate public education (FAPE).

II. General Statement of Policy

A. Extended school year services (ESY) ~~must~~ will be available to provide ~~an~~ a FAPE.

The school district will provide ESY services to a student who is the subject of an IEP if the student's IEP team determines the services are necessary during a break in instruction in order to provide ~~an~~ a FAPE.

B. Extended school year determination

At least annually, the IEP team ~~must~~ will determine that a student is in need of ESY services if the student meets any of the following conditions:

1. There will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate; or
2. Services are necessary for the student to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the student's age and level of development, and the timeliness for teaching the skill; or
3. The IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the ~~pupil~~ student receives ~~an~~ a FAPE.

C. Required factors schools ~~must~~ will consider in making ESY determinations

The IEP team ~~must~~ will decide ESY eligibility using information including:

1. Prior observations of the student's regression and recoupment over the

summer;

2. Observations of the student's tendency to regress over extended breaks in instruction during the school year; and
 3. Experience with other students with similar instructional needs.
- D. In making its determination of ESY needs, the following additional factors ~~must~~ **will** be considered, where relevant:
1. The student's progress and maintenance of skills during the regular school year- ,
 2. The student's degree of impairment- ,
 3. The student's rate of progress- ,
 4. The student's behavioral or physical problems- ,
 5. The availability of alternative resources- ,
 6. The student's ability and need to interact with non-disabled peers- ,
 7. The areas of the student's curriculum which need continuous attention- ,
and
 8. The student's vocational needs.

E. No unilateral decisions

In the course of providing ESY services to children with disabilities, the district may not unilaterally limit the type, amount, or duration of those services.

F. Services to non-resident students temporarily placed in school district

A district may provide ESY services to non-resident children with disabilities temporarily placed in the district in accordance with applicable state law.

Legal References:

Minn. Stat. § 125A.14 (Extended School Year)

Minn. Rules Part 3525.0755 ([Extended School Year Services](#))

20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education ~~Improvement~~ Act
~~of 2004~~)

34 C.F.R. Part 300 ([Assistance to States for the Education of Children with Disabilities](#))

Cross Reference:

[Policy 608 \(Instructional Services - Special Education\)](#)

Policy
adopted: 1/22/08
reviewed: 2/21/12
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reviewed: 5/20/19
revised: __/__/24

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Students

School-Sponsored Student Publications and Activities

~~I. Purpose~~

~~This policy protects students' rights to free speech in the production of official school district publications and activities, while at the same time balancing the district's role in supervising student publications and alignment with the district's mission.~~

~~II. General Statement of Policy~~

~~A. Students producing official school publications and activities are under the supervision of a faculty advisor and the school principal. Official publications and activities are subject to the guidelines set forth below.~~

~~B. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district views. Faculty advisors will supervise student writers to ensure compliance with the law and district policies.~~

~~C. The district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities.~~

~~D. Students who believe their right to free expression has been unreasonably restricted in an official student publication or activity may seek review of the decision by the superintendent. The superintendent will issue a decision no later than three (3) school days after review is requested.~~

~~E. Official school publications may be distributed at reasonable times and locations.~~

~~III. Definitions~~

~~A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing materials in internal mailboxes or through electronic distribution.~~

~~B. "Official school publications" means material intended for distribution from print or electronic sources including, but not limited to, school newspapers,~~

~~yearbooks or material produced in classes, or school-sponsored activities.~~

~~C. "Obscene to minors" means:~~

- ~~1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;~~
- ~~2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and~~
- ~~3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.~~

~~D. "Minor" means any person under the age of 18.~~

~~E. "Material and substantial disruption" of a normal school activity means:~~

- ~~1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption that interferes with or impedes the implementation of that program.~~
- ~~2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.~~

~~In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.~~

~~F. "School activities" means any activity of students sponsored by the school including, but not limited to, classroom work, media activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, fine arts presentations, and in school lunch periods.~~

~~G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the~~

esteem of the community.

~~IV. Guidelines~~

~~A. Expression in an official school publication or school-sponsored activity is prohibited when the material:~~

- ~~1. is obscene to minors;~~
- ~~2. is libelous or slanderous;~~
- ~~3. advertises or promotes any product or service not permitted for minors by law;~~
- ~~4. encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;~~
- ~~5. expresses or advocates harassment, violence or prejudice;~~
- ~~6. is distributed or displayed in violation of time, place and manner regulations.~~

~~B. Expression in an official school publication or school-sponsored activity is subject to editorial control by the school district over the style and content so long as the district's actions are reasonably related to legitimate pedagogical concerns. These may include, but are not limited to, the following:~~

- ~~1. ensuring that participants learn whatever lessons the activity is designed to teach;~~
- ~~2. ensuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;~~
- ~~3. ensuring that the views of the individual speaker are not erroneously attributed to the school;~~
- ~~4. ensuring that the school is not associated with any position other than neutrality on matters of political controversy;~~
- ~~5. ensuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;~~
- ~~6. ensuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.~~

~~C. Time, Place and Manner of Distribution~~

~~Students will be permitted to distribute publications at school as follows:~~

~~1. Time~~

~~Distribution will not occur during class hours.~~

~~2. Place~~

~~Publications may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entryways and parking lots. Distribution will not impede entrance to or exit from school premises in any way.~~

~~3. Manner~~

~~No one will induce or coerce a student or staff member to accept a student publication.~~

~~Legal References:~~

~~U. S. Const., amend. 1~~

~~*Hazelwood School District v. Kuhlmeier*, 484 U.S. 260 (1988)~~

~~*Bystrom v. Fridley High School, I.S.D. No. 14*, 822 F.2d 747 (8th Cir. 1987)~~

~~*Morse v. Frederick*, 551 U.S. 393 (2007)~~

~~Cross References:~~

~~Policy 505 (Distribution of Nonschool Sponsored Materials on School Premises by Students and Employees)~~

~~Policy 506 (Student Discipline)~~

~~Policy 634 (Electronic Technologies Acceptable Use)~~

~~Policy 904 (Distribution of Materials on School District Property by Nondistrict Persons — or Organizations)~~

I. Purpose

This policy addresses students' rights to freedom of speech and freedom of the press in the production and distribution of school-sponsored media while balancing the school district's role in supervising school-sponsored media and the operation of the district. This policy is designed to ensure all students enjoy the freedoms of speech and press within the confines of the law and to encourage responsible student journalism.

II. Definitions

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

- A. “Defamatory” means a false and unprivileged statement to a third person about an individual that tends to harm the individual’s reputation or lower that individual in the esteem of the community.
- B. “Distribute” means to hand out, offer, circulate, post, display, or otherwise disseminate media to multiple students, regardless of whether the media is free or provided for a charge.
- C. “Material and substantial disruption” means a significant disruption to the learning process, to the rights of others to an education, to school operations, to the ability of any school district employee to perform their duties, or to the operation of any school-sponsored event or activity. It also includes conduct that creates an immediate danger to self or others or incites unlawful conduct. District officials may reasonably forecast a material and substantial disruption based on factors such as past experience in the school, current events influencing student activities and behaviors, and threatened disruption related to the school-sponsored media in question.
- D. “Prior restraint” means a prohibition under threat of adverse action by the district or a district employee on a student journalist producing, publishing, or distributing school-sponsored media before it has been produced, published, or distributed to its intended audience.
- E. “School-sponsored media” means any material that is:
 - 1. Prepared, wholly or substantially written, published, broadcast, or otherwise disseminated, in any media form, by a student journalist;
 - 2. Distributed or generally made available to students in the school;
and
 - 3. Prepared by a student journalist under the supervision of a student media advisor.

School-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced or a yearbook.

- F. “Student journalist” means a school student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for dissemination in school-sponsored media.
- G. “Student media advisor” means a qualified teacher, as defined in state law,

that the district employs, appoints, or designates to supervise student journalists or provide instruction related to school-sponsored media.

- H. “Obscene” means a work that, taken as a whole, appeals to the prurient interest in sex and depicts or describes in a patently offensive manner sexual conduct and that, taken as a whole, does not have serious literary, artistic, political, or scientific value.

III. Guidelines

A. Protected Student Expression

Except as provided in Section III.B, a student journalist has the right to exercise the freedoms of speech and press in school-sponsored media regardless of whether the school-sponsored media receives financial support from the school district, uses district equipment or facilities in its production, or is produced as part of a class or course in which the student journalist is enrolled. These freedoms include the freedom to express political viewpoints. Subject to Section III.B, student journalists have the right to determine the news, opinion, feature, and advertising content of school-sponsored media. The district will not discipline a student journalist for exercising rights or freedoms consistent with this policy or under the First Amendment of the United States Constitution.

B. Unprotected and Prohibited Student Expression

This policy does not authorize or protect and expressly prohibits student expression in school-sponsored media that:

1. Is obscene to minors;
2. Is defamatory;
3. Is profane, harassing, threatening, or intimidating;
4. Constitutes an unwarranted invasion of privacy;
5. Violates federal or state law or district policies or rules, including but not limited to policies on harassment, discrimination, violence, and bullying;
6. Is directed at inciting or producing imminent lawless action on district property or violation of district policies or rules, including but not limited to policies on harassment, discrimination, violence, and bullying;

7. Causes a material and substantial disruption to district activities;
8. Advertises or promotes any product or service that is unlawful for purchase or use by minors; or
9. Is distributed or displayed in violation of the time, place, and manner regulations in Section III.D.

C. Student Media Advisors

Student media advisors will oversee student journalism in accordance with the terms of this policy. The district will not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under Section III.A or the First Amendment of the United States Constitution.

Nothing in this policy inhibits a student media advisor from teaching professional standards of English and journalism to student journalists. These professional standards may include, but are not limited to, the following:

1. Ensuring students or participants learn the lessons the activity is designed to teach and/or conform to the learning objectives of the activity;
2. Ensuring that the intended audience of school-sponsored media is not exposed to material that may be inappropriate for its level of maturity;
3. Ensuring that the views of the student journalist or individuals represented in the school-sponsored media are not erroneously attributed to the district or another individual or entity;
4. Ensuring that school-sponsored media is grammatical, proofread, edited, well-researched, factually accurate, and objective.

D. Time, Place, and Manner of Distribution

Students will be permitted to distribute school-sponsored media at school as follows:

1. ~~Time~~-Distribution will not occur during class hours.
2. ~~Place~~-School-sponsored media may be distributed in locations so as not to interfere with or impede the normal flow of traffic in school hallways, walkways, entryways, or parking lots and, if electronically

distributed, so as to not interfere with the district's technology systems.

3. ~~Manner~~—No one will induce or coerce a student or staff member to accept school-sponsored media.

E. No Representation of the District

No expression made by student journalists, whether protected or unprotected, or in school-sponsored media will be deemed to be an expression or representation of or by the district.

IV. Prior Restraint

The school district does not authorize prior restraint on school-sponsored media except as consistent with this policy.

Student journalists who believe their rights under this policy have been improperly restrained may, in a timely fashion, seek review of the prior restraint by the school's principal. To complete this review, the principal or designee may review the material subject to the student journalist's report and any other information deemed relevant, including consulting with the student media advisor and anyone else with relevant information on the reported prior restraint. The principal will issue a determination as to whether the reported prior restraint is consistent with this policy as soon as reasonably possible in an effort to avoid an improper prior restraint. The principal's determination will be final, except that the superintendent may, in the superintendent's sole discretion, review and revise the determination.

Legal References:

U.S. Const. Amend. I

Minn. Const. Art. 1, § 3

Minn. Stat. § 121A.16

Minn. Stat. § 121A.80

Tinker v. Des Moines Indep. Community Sch. Dist., 393 U.S. 503 (1969).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Morse v. Frederick, 551 U.S. 393 (2007).

Cross References:

Policy 506 (Student Conduct and Discipline)

Policy 524 (Electronic Technologies Acceptable Use)

Policy 904 (Distribution or Display of Materials on School District Property)

Policy
adopted: 1/22/08
amended: 4/09/12
revised: 11/17/14
restated: / /

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Students

Overdose Medication

I. Purpose

As a means of enhancing the health and safety of its students, employees, and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan), and administration devices or kits for emergency use by trained district employees to assist a student, employee, or other individual believed or suspected to be experiencing an opioid overdose on district property during the school day. Authorization for obtaining, possessing, and administering Naloxone or similar permissible medications under this policy are contingent upon:

- A. The continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; and
- B. The district and its employees having immunity from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the employee believes in good faith to be suffering from a drug overdose.

II. Definitions

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

- A. “Drug-related overdose” means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression, or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. “Naloxone” is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intramuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an “IM kit.”
- C. “Naloxone Coordinator” is a school district staff person or administrator

appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The district's Naloxone Coordinator is the district health services supervisor.

- D. "Opiate" means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- E. "Opiate Antagonist" means naloxone hydrochloride ("Naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- F. "Standing Order" means directions from ~~the district's~~ a licensed-medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members, or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
 - 1. Administration type
 - 2. Dosage
 - 3. Date of issuance
 - 4. Signature of the authorized provider

III. Policy Responsibilities

- A. The school district ~~must~~ will maintain a supply of opiate antagonists at each school building to be administered in compliance with Minnesota law. Each school building ~~must~~ will have two doses of nasal naloxone available on-site.
- B. Administration of Naloxone
 - 1. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant state statute, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, the district to administer opiate antagonists under state statute.
 - 2. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding other statutory prohibitions.

C. ~~District Collaborative Planning and Implementation Team~~

~~To the extent Naloxone is obtained for use consistent with this policy, the district will establish a district-wide collaborative planning and implementation team (“District Planning Team”) who will oversee the general development and operations related to the use of opiate antagonist Naloxone.~~

- ~~1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurses, public health experts, first responders, student or family representatives, and community partners who will be assigned to the team by the superintendent or designee or solicited as volunteers by the superintendent.~~
2. Under the oversight of the Naloxone Coordinator, the ~~D~~istrict ~~Planning Team~~, will obtain a Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by district employees and will update or renew the Standing Order as required. A copy of the Standing Order will be maintained in the office of the Naloxone Coordinator.
3. The ~~Naloxone Coordinator~~ ~~District Planning Team~~ will develop district-wide guidelines and procedures for the financing, purchasing, storage, and use of Naloxone. ~~to be approved by the school board. Once approved by the board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum:~~
 - a. District employees ~~must~~ will activate the community emergency response system (911) when Naloxone is administered to ensure additional medical support is provided due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
 - b. District employees will contact a district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
 - c. District employees will inform the building administrator of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps; and
 - d. District employees will make immediate attempts to

determine if the recipient of Naloxone is a minor and, if so, contact the parent(s)/guardian(s) on record as soon as possible to notify them of the administration of the Naloxone.

4. The ~~Naloxone Coordinator District Planning Team~~ will determine the type and method of training, identify employees at each school building to be trained, and coordinate the implementation of the training ~~with the assistance of the Naloxone Coordinator~~.

D. ~~Site Planning Teams~~

- ~~1. In consultation with the District Planning Team, the administrator at each school building will establish a Site Planning Team within the school building.~~
- ~~2. The School Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines, and procedures within the school building, and will follow and implement specific guidelines and procedure for the storage and use of Naloxone within the school building in a manner consistent with this policy and district-wide procedures and guidelines.~~

E. School District Employees

District employees will be responsible for attending all required training pertaining to the policy, procedures, and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

IV. Naloxone Storage

- A. The ~~Site Planning Team Naloxone Coordinator~~ will select Naloxone storage locations within the school building. Naloxone will not be sent on field trips, transportation, or provided during activities that occur outside of the school day or off school property.
- B. The selected storage locations of Naloxone will be classified as non-public "security information." The identity of the storage locations will be shared only with trained employees whom the ~~District Planning Team and Site Planning Team Naloxone Coordinator~~ ~~have has~~ determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled and monitored for expiration dates.

V. Privacy Protections

The school district will maintain the privacy of students and employees related to

the administration of Naloxone as required by law.

Legal References:

Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.224 (Opiate Antagonists)
Minn. Stat. § 144.344 (Emergency Treatment)
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances)
Minn. Stat. § 604A.01 (Good Samaritan Law)
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Cross References:

Policy 516 (Student Medication)
Minnesota Department of Health Toolkit on the Administration of Naloxone

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Policy
adopted: 08/14/23
revised: __/__/24

VIII. **Action**

VIII.A. 2024-2025 School Board Priorities

Speaker (s) :
Governance Committee



Board Meeting Date: 10/7/2024

Title: 2024-2025 School Board Priorities

Type: Action

Presenter(s): Governance

Description: The 2024-25 school board priorities were developed based on Board discussion. The priorities work to encapsulate areas of focus identified at the August Board retreat and further refined at the August 20 work session and the September 9 regular meeting.

This work supports best practice in school board operations as well as the Edina Public Schools Strategic Plan, specifically Strategy D: Developing Leaders Throughout the District.

Recommendation: Approve the 2024-2025 School Board Priorities.

Desired Outcomes from the Board: Approve the 2024-2025 School Board Priorities.

Attachment(s): [2024-25 Board Priorities-Draft 3](#)

2024-2025 Board Priorities

Mission

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

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

Vision

For each and every student to discover their possibilities and thrive.

Core Values

We are guided by our Core Values: Integrity, Compassion, Courage, Commitment, Appreciation and Responsibility

Board Priority 1: Governance

As the entity legally charged with governing our school district, the school board is responsible to our community for governing efficiently and leading effectively to provide for equitable education, resulting in high student achievement.

This includes setting clear, strategic goals aligned with the district's mission, overseeing the implementation of policies, ensuring that resources are allocated effectively to support teaching and learning, and advocating for students at the legislative level. The board must prioritize equity and inclusivity, creating an environment where every student has access to the opportunities and support they need to thrive. Additionally, the board is responsible for fostering transparency and accountability, engaging with the community, and maintaining a collaborative relationship with the district's leadership and staff. By focusing on these priorities, the school board plays a critical role in advancing academic excellence and promoting the overall well-being and readiness of students for their next life phase. In order to accomplish these things, the Board will hold themselves, the superintendent, and staff accountable for improved outcomes, prioritize their efforts and energy on the 2020-2030 Strategic Plan focus areas and regularly monitor performance trends as identified in the district's data metrics plan.

Board Priority 2: Internal Board Operations and Development

The school board will undertake several key action items to strengthen its governance practices and enhance its effectiveness. By focusing on these internal development initiatives, the board will be better equipped to make informed decisions, set strategic priorities, and effectively advocate for the needs of the students and the community we serve.

The below chart outlines the goals and action items for the 2024-2025 school year.

Board Goal	Lead	Measurable Impact	Action Items
<p>Define board roles and identify development opportunities to provide board members with the skills and experience needed to take on key responsibilities, such as chairing committees and serving in board leadership roles.</p>	<p>Board Leadership Development Ad Hoc Committee</p>	<p>By focusing on leadership skill-building, the board will cultivate a team of well-prepared leaders who can effectively guide the district and ensure continuity of leadership within the board.</p>	<p>Create a Board Development Ad Hoc committee document outlining the scope of work for the committee, the purpose of the work, key dates and deliverables. The entire board will weigh in on the document before the committee is formed.</p> <p>Further action items will be determined by the ad hoc committee working within the in-scope/out of scope guidelines set forth by the entire board. Updates to come to the board during the first half of the 2024-25 school year and to be worked on during the January retreat.</p>
<p>Engage Minnesota School Board Association in facilitating a board self-evaluation exercise during the</p>	<p>Vice Chair and retreat planners</p>	<p>The board self-evaluation and strategic guidance from MSBA resources helps the board further explore strengths and areas of growth.</p>	<ul style="list-style-type: none"> ● Determine best time to have self-evaluation ● Contact MSBA to learn more about process

2024-2025 school year.			
Continue to use and refine the established superintendent evaluation process throughout the 2024-25 school year to ensure it remains aligned with the district's strategic goals and reflects best practices in performance assessment.	Governance committee	By maintaining a rigorous and transparent evaluation process, the board will support the superintendent's professional growth and ensure accountability in achieving the district's vision and goals.	<ul style="list-style-type: none"> ● Follow-up meeting(s) to determine improvements over current process ● Bring any recommendations or change in process to entire board
Review board liaison structure at December work session and in the summer of 2025 to ensure it effectively meets the needs of both stakeholders and the board.	Elliot Mann/Jen Huwe/Erica Allenburg	Stakeholder voice is an important tenet of the Edina School Board's governance work. In order to ensure all stakeholders have the opportunity to participate, the Board seeks out and promotes multiple pathways for active listening, learning and understanding stakeholder input for better governance decision-making.	<ul style="list-style-type: none"> ● Jen to work with Frannie to identify events board members can attend ● Elliot to bring recommendations on student voice to board at the December work session ● Jen to bring recommendations on cultural liaison representative role to the board at the June work session.
Continue to participate in regular cultural proficiency training to ensure that board practices and decisions align with current best practices in equity and inclusion. Identify action items the board can engage in to put culturally	Jen Huwe/Board	CPSS is vital work to ensure all of our students are able to have academic success and a sense of belonging. This work starts at the governance level.	<ul style="list-style-type: none"> ● Jen to work with Frannie to identify events board members can attend ● Board to hold work session to identify action steps the board will take to further their

responsive best
practices into action.



culturally responsive
practice (CPSS).

VIII.B. Recommended Additional District
Professional Development Day on the 2024-2025
Calendar

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



Board Meeting: 10.7.24

Title: Recommended Additional District Professional Calendar Day on the 2024-25 Calendar

Type: Action

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

Description: Professional development is crucial for educators as it ensures they stay current with best practices, provides time for learning new standards and resources, and creates collective efficacy across the district. By investing in professional development, we are investing in the quality of education students receive, ultimately leading to improved academic outcomes and a more engaging, inclusive school experience for all. Currently the Edina 2024-25 calendar has 5 Professional Development Days, 3 of which are not aligned with conferences. These 3 days are labeled “Professional Development Days” and are district-led with strong collaboration with site administrators.

Over the next three years there are many topics that are critical to provide professional development for staff at every level of the Early Learning-12 system. These topics include, but are not limited to, new curriculum resources, STEAM, Culturally Proficient School Systems, Social & Emotional Learning, and the Edina Early Learning-12 Comprehensive Literacy Plan which encompasses implementing legislative READ Act requirements.

In the spring of 2024 the board discussed adding a one-time 4th Professional Development Day to the spring 2024-2025 calendar. After gathering feedback from stakeholders throughout the system, the recommended date is May 9th. May 9th allows for critical preparation for the 2025-2026 school year that we are unable to enact due to READ Act legislation requirements on the other 3 designated “Professional Development Days.”

Recommendation: This report is recommending the approval of May 9th as the one time recommended additional “Professional Development Day” for the 2024-2025 school year.

Desired Outcomes for the Board: Review and approve May 9th as the one time recommended additional “Professional Development Day” for the 2024-2025 school year.

Background Information: Gathering Input

In collaboration with Cabinet Members, Early Learning-12 Administrators, Building Leadership Teams, and Early Learning-12 Parent Teacher Organizations multiple dates for the one time additional “Professional Development Day” for the 2024-25 school year have been discussed over the last two months.

The original three dates that were discussed were March 28th, April 7th, and May 9th. Due to strong and consistent concerns about the quality and timing of a professional development on the day before Spring Break and a scheduling conflict with our Polar Plunge Unified partnership, March 28th was taken off the table as an option in early discussions.

As April 7th and May 9th continued to be discussed it was clear that both were strong options.

April 7th

April 7th is the Monday after Spring Break. It is the beginning of the MCA testing window. The 23rd is highlighted in yellow as an already scheduled “District Professional Development Day.”

APRIL '25						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
15	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Pros	Cons
<ul style="list-style-type: none"> * It connects to an already scheduled break for families. * It gives a shorter week after a break to help with transition. * There is less impact on end of the year calendar events, specifically in elementary. * Although less staff may be in attendance when tied on to an existing break, having it after (instead of before) will ensure better engagement. 	<ul style="list-style-type: none"> * Past data does indicate that less staff will be in attendance when PD is tied to an already scheduled break. * There will be a slight impact on MCA testing. It will push MCA testing back with one less day of instruction and preparation. * It may be harder for kids who struggle transitioning back from a break as the time away just gets longer. * The preparation for the PD is slightly more difficult after a long break. * There are a lot of Mondays off throughout the year. This impacts specific services, content areas, and specialist classes in unique ways. * The length of the break can be harder for some families to find child care for an extended period of time.

May 9th

May 9th is a Friday during the last month of school. It is at the end of the MCA testing window. The 26th is highlighted in pink as a holiday and the red is highlighted as the last do of school.

MAY '25						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Pros	Cons
<ul style="list-style-type: none"> * Preferred date for End of School Year (ESY) planning. The March and April window are critical to securing staffing for summer positions. Having the additional PD in April impacts the ability to secure staffing in unique ways. * It is the end of the MCA window. It is specifically the last day of Science Make-Ups which can be easily shortened by a day. An additional work day instead of testing all the way through the last day of the window, would help with test closure for our testing administrators. * For all MCA and MTAS testing it is good to have the day at the end of testing instead of at the beginning for student attendance. Our educated guess is that attendance rates will be higher. * This is an enormous help for AP testing. Due to AP testing space limitations, this allows the building to be used for the day without interrupting direct instruction time for the students not taking AP testing. * A Friday off is a good option because so many Mondays are already missed during the 24-25 school year. This impacts specific services, content areas, and specialist classes in unique ways. * The timing for a May PD session aligns with PD needs. Elementary will be ready to start transitioning to the new ELA curriculum and secondary will be ready to start reviewing data to inform the C-SIP process for the 25-26 school year. * With the date being later, it gives families more time to make a plan. * It is connected to Mother's Day weekend and may give families a nice opportunity to have a three day weekend in celebration. 	<ul style="list-style-type: none"> * There are some important elementary building end of the year events scheduled that would have to be rescheduled. * There is always a lot going on in May and it can feel hectic. Another day off could add to the feeling of "so much to do with so little time." * There is less time to celebrate teachers on Teacher Appreciation Week. * This is more disjointed for most family schedules when it is an extra day on the calendar and not tied to an already planned break.

Either April 7th or May 9th are viable options for the one time “Additional Professional Development Day.” However the recommendation for May 9th comes after recognizing the large number of opportunities that are provided with this option beyond supporting the critical professional development for staff. The opportunity to support a much needed space challenge with AP testing, assist with Student Support Services ESY planning, and provide families more time to plan for the additional day tied to Mother’s Day weekend are all positives that were only unsurfaced through the collaborative process of gathering feedback through I.R.O.D.

May 9th specifically allows for critical preparation for the 2025-2026 school year that we are unable to enact due to READ Act legislation requirements on the other 3 designated “Professional Development Days.” The spring is always a time that school systems are looking ahead while simultaneously finishing strong. May 9th will create a welcome opportunity to evaluate the successes and opportunities for growth of the 2024-25 school year and begin to create response plans that support multi-year continuous school improvement planning into the future.

Additional critical information that surfaced while gathering stakeholder feedback was that:

1. This additional date will provide much needed professional development for Edina Public Schools Paraprofessionals and Bus Drivers.
2. It is critical that a communication plan be developed and that the final decision is communicated as quickly as possible after the final decision.
3. Plans for programming for students to access (Kids Club) need to be created and also communicated as quickly as possible after the final decision.

Next Steps:

Upon board approval, Teaching and Learning will collaborate with:

1. Communications to ensure clear information is shared with all stakeholders.
2. Human Resources, Buildings and Grounds, and Student Support Services to ensure an intentional professional development plan is created for contracted staff that will not be engaging in targeted professional development sessions outlined in this report but who are currently contracted to work.
3. Community Education and all of our district sites to create a plan for Kids Club is available on May 9th.

VIII.C. Policy Review (603, 616, 618, 620)

Speaker (s): Policy
Committee



Board Meeting Date: 10/7/2024

Title: Policy Review

Type: Action

Presenter(s): Board Policy Committee

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

- Policy 603 Curriculum and Program Review and Development
- Policy 616 School District System Accountability
- Policy 618 Assessment, Grading and Reporting of Student Progress
- Policy 620 Receiving Course Credit for Learning

Recommendation: Approve the suggested modifications for Policies 603, 616, 618, 620.

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

Attachments:

1. Policy 603 Curriculum and Program Review and Development
2. Policy 616 School District System Accountability
3. Policy 618 Assessment, Grading and Reporting of Student Progress
4. Policy 620 Receiving Course Credit for Learning

Education Programs

Curriculum and Program Review and Development

I. Purpose

This policy provides direction for continuous review and improvement of the [school](#) district's curriculum and programs.

II. General Statement of Policy

Curriculum and program review and development is [are](#) directed toward the fulfillment of the goals and objectives of the district's educational program. The review may also require the modification or reduction of curriculum and programs.

III. Definitions

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

- A. "Course offering:" [means](#) ~~A~~ a defined set of learner outcomes and standards that is completed through a course of study. A course offering may be elective or required for a student's graduation.
- B. "Special project:" [means](#) ~~A~~ an innovative program, course offering, or initiative that is creative in meeting the needs of a select student population or specific educational objectives of the school district. [The value-added and sustainable funding sources of a special project must will](#) be defined.
- C. "Piloting:" [means](#) ~~A~~ a short-term, administratively approved project that provides additional information prior to the development of a formal, recommended curriculum and/or program development.
- D. "Educational program:" [means](#) ~~A~~ an instructional area of service for a select student population or specific educational objectives of the state or the district.

IV. Review and Development Framework

- A. The [director of](#) teaching and learning ~~director~~ is responsible for curriculum and program review and development. The director will keep the school board informed of all state-mandated curriculum changes, recommend discretionary changes, and periodically present recommended modifications for ~~school~~ board review and approval.
- B. The review and development process will be completed through a curriculum cycle in alignment with the Minnesota Department of Education's curricular

review cycle (see [Legal References](#) below). The curriculum design process can be found in Appendix I.

- C. The review and development process ~~must~~ will:
 - 1. Use relevant data and research to inform the process.
 - 2. Provide the opportunity to design new or revised curriculum and programs; and
 - 3. Identify necessary reductions or eliminations in current curriculum and programs.
- D. The ~~World's Best Workforce~~ [Comprehensive Achievement and Civic Readiness](#) Committee will be updated in the review and development process.
- E. The administration has access to staff, consultants, parents/[guardians](#), community members, and students to assist in the review and development process. The selection determination is based on the needs and demands of the curricular area or program under review within the cycle.
- F. The review and development process will address the following:
 - 1. Provide articulation of courses of study from kindergarten through grade twelve.
 - 2. Determine learner outcomes and align local, state, and/or national standards for each course and at each grade level.
 - 3. Demonstrate appropriate student work and course rigor to meet objectives.
 - 4. Provide continuing evaluation of programs for the purpose of obtaining school district objectives.
 - 5. Provide a program for ongoing monitoring of student progress.
 - 6. Provide for specific, particular, and special needs of all members of the student community.
 - 7. [Use strategies that validate, affirm, embrace, and integrate the strengths of all cultural groups.](#)
 - 8. Meet all applicable requirements of the Minnesota Department of Education and the federal Every Student Succeeds Act.
- G. All district curriculum and program additions or reductions ~~must~~ will be approved by the ~~school~~-board. All district special projects are reviewed by the ~~school~~-board's teaching and learning committee and approved by the ~~school~~

board, as necessary.

- H. All minor district curriculum and program adjustments or modifications to meet course outcomes and assessment may be done with approval from the superintendent.
- I. Special project and piloting development **will** address the following:
1. Demonstration of the need, the purpose, and the “value-added” for the special project or pilot.
 2. Identification of objectives or learner outcomes of the special project or pilot and an action plan for accomplishing the objectives or outcomes.
 3. Completion of a data-driven decision-making study, as per the district’s decision-making process. The study would include impacts to:
 - finances
 - staffing
 - facilities
 - students
 - time
 - district curriculum
 - district programs
 4. A financial audit ~~must~~ **will** be completed. The director of ~~business services~~ **finance and operations** and the superintendent will annually determine baseline expenses related to all special project or pilot expenses.
 5. Funding sources ~~must~~ **will** be defined. The intent is to be financially self-supporting, recognizing initial start-up expenses may be required.
- J. Modifications in the instructional delivery or approach to a program or course ~~must~~ **will** address the following:
1. Identification of rationale for modification, including added value and supportive data and research.
 2. Completion of an approval process as determined by the director of teaching and learning and the school principal.
 3. Completion of **a** communication plan with students, parents/**guardians**, and colleagues prior to beginning modification.
 4. Completion of **a** financial audit prior to **the** modification being approved.
- K. Curriculum/program reduction ~~must~~ **will** address the following:

1. Identify a rationale for the reduction or elimination of an articulated course.
 2. Identify the required standards that will be eliminated and what opportunities there are for students to complete the necessary coursework for graduation.
 3. Identify a transition process for eliminating the course.
- L. Within the ongoing process for special project reduction or elimination, the following needs ~~must~~ will be addressed:
1. Identify rationale for the reduction or elimination, including lack of available funding sources.
 2. Identify a transition process for eliminating a special project.
- ~~M. Students identified as not reading at grade level or showing signs of dyslexia by the end of kindergarten through 5th grade as evidenced by screening and/or diagnostic assessments in grades K-12 must will be screened for characteristics of dyslexia.~~
- NM. Students who do not meet or exceed Minnesota academic standards, ~~as identified by the district and 1nrolled.~~ as measured by the Minnesota Comprehensive Assessments that are administered during high school, will be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes, Section 120A.20, subdivision 1 (c). A student's plan under this section shall continue while the student is enrolled.

Legal References:

20 U.S.C. § 6301, ~~et seq.~~ (2015) (Every Student Succeeds Act)
 Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement goals; Striving for Comprehensive Achievement and Civic Readiness ~~the World's Best Workforce~~)
 Minn. Stat. § 120B.12 (Reading Proficiency ~~READ Act Goal and Interventions~~)
 Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 Minn. Rules Chapter 3501 (Graduation Standards)
 Minnesota Department of Education Curriculum Cycle:
<https://education.mn.gov/mde/dse/stds/>

Cross References:

Policy 605 (Alternative Programs and Services)
 Policy 613 (Graduation Requirements)
 Policy 614 (School District Testing ~~Assessment~~ Plan)
 Policy 616 (School District System Accountability)
 Policy 618 (Assessment, Grading, and Reporting of Student Progress)
 Policy 620 (Receiving Course Credit for Learning)

Policy 623 (Summer School Instruction)
Policy 624 (Online Learning Options)

Policy
adopted: 06/22/09
Amended: 11/08/10
Revised: 07/18/22
revised: __/__/24

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 603

In Edina, a core belief we share is “Professional Excellence.” This means that, “We believe our educators and staff are essential to student success. We value and support them in advancing strategic and innovative initiatives grounded in best practices.” This is done through the use of “district design teams.”

Design teams follow a proven process to formally review programs, curricular materials, and instructional practices. The review process has 6 phases, which ensure ongoing stakeholder input from staff, [the](#) community, and school board.

The process is flexible, [and may not always be linear](#), allowing for the district to respond to standard revisions, new technologies, or emerging promising instructional practices. The 6 phases are developed based upon the use of Implementation Science.

Review & Evaluation: In phases 1-2, we compare and contrast our current curriculum and instructional program to current best practice and establish expectations through a structured analysis of local, state, [and](#) national standards.

Plan & Adopt (if necessary): In phases 3-4, we establish a plan to ensure consistent, effective implementation of standards through the use of adopted curriculum materials and/or instructional practices.

Implementation & Continuous Improvement: Phases 5-6 focus on implementation [& and](#) continuous improvement. Collaborative teams and staff monitor goals and intended outcomes for program efficacy.

Curricular & program areas may move into the formal review stage for one or more reasons including:

- Minnesota State Standards Revision/New State Standards Released by MDE
- Updates to national or local standards
- Curriculum/Program is not meeting intended outcomes - district data suggests a need to review

~~*Phases 1-3 may be merged during a timeframe~~

[MDE Full Implementation Timeline:](#)

School Year:	<i>MDE Full Implementation Date:</i> <i>Content Area:</i>
2022-2023 2023-2024	Arts
2023-2024	Physical Education
2024-2025	Science
2025-2026	K-12 ELA
2026-2027	Social Studies
2027-2028	Math
District Determined	World Languages

Teaching and Learning will use a backwards mapping process to determine the start date of each Design Team.

Reviewed: 11/08/10
 Reviewed: 04/02/19
 Revised: 07/18/22
 revised: __/__/24

Education Programs

School District System Accountability

I. Purpose

This policy sets forth the school district's strategies ~~on~~ for a process ~~which~~ that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of state and federal academic standards.

II. General Statement of Policy

The school district will establish a system to review and improve instruction, curriculum, and assessment which will include input ~~by~~ from students, parents/guardians, and local community members. The district will be accountable to the public and the state through annual reporting.

III. Establishment of Goals, Implementation, Evaluation, and Reporting

A. School District Goals

1. The school board has established ~~school~~ district improvement goals ~~which~~ that provide broad direction for the district. The improvement goals will be reviewed annually and approved ~~biannually~~ by the ~~school~~ board. The ~~school~~ board will adopt the goals based on the recommendations of the ~~World's Best Workforce Committee~~ Comprehensive Achievement and Civic Readiness Committee (the "e CA&CR Committee").
2. The district-wide improvement goals will address recommendations identified through the ~~e~~ CA&CR Committee's process and the district's strategic planning process. The district's goal-setting process will include the alignment of individual school improvement goals with district improvement goals.

B. System for Reviewing All Instruction and Curriculum.

The district will use the curriculum and program review cycles as defined by ~~Policy 603~~ district policy (Curriculum and Program Review and Development) to analyze the district's progress toward implementation of the state standards.

C. ~~World's Best Workforce Committee~~ The CA&CR Committee

1. By October 1 of each year, the ~~e~~ CA&CR Committee will meet to advise and

assist the district in the implementation of the district system accountability and continuous improvement process.

2. The e-CA&CR Committee, working in cooperation with other district committees, will provide active community participation in:
 - a. Reviewing the district instructional and curriculum plan, including the implementation of state standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the ~~school~~ board;
 - c. Making recommendations regarding the evaluation process that will be used to measure district progress toward its improvement goals; and
 - ~~d. Making recommendations regarding the development of the "World's Best Workforce Report."~~
 - e. Monitoring the district and schools' student achievement levels and progress towards improvement goals.
3. The eCA&CR Committee will reflect the diversity of the community. Membership will include:
 - a. director of teaching and learning
 - b. principal representative
 - c. ~~school~~ board member
 - d. student representative
 - e. one teacher from each instructional level
 - f. two parents/guardians from each instructional level
 - g. two residents without school-aged children, non-representative of local business or industry
 - h. two residents representative of local business or industry
4. Translation services should be provided as needed. ~~to the extent appropriate~~

and

~~practicable.~~

5. The ~~e~~CA&CR Committee will meet the following timeline each year:

- Fall: Organizational meeting to review the authorizing legislation and the roles and responsibilities of the ~~e~~CA&CR Committee as determined by the ~~school~~ board. Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
- Winter: Review evaluation results and prepare recommendations.
- Spring: Develop recommendations to the ~~school~~ board for its input and approval.

D. A committee of professional staff ~~shall~~ will develop a plan for assessment of student progress, ~~toward Literacy by Grade 3 the Graduation Standards,~~ as well as program evaluation data for use by the ~~World's Best Workforce~~ CA&CR Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school sites. ~~This plan shall~~ will annually be approved by ~~the school board.~~

E. Reporting

1. Annually, the ~~school~~ board will hold a public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and to review ~~school~~ district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to ~~the world's best workforce.~~ comprehensive achievement and civic readiness.
2. Consistent with the requirements for school performance reports under ~~Minn. Stat. § 120B.36, Subd. 4~~ state law, the ~~school~~ board will publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means such as on the ~~school~~ district website.
3. The ~~school~~ board ~~must~~ will transmit an electronic summary of its report to the ~~Minnesota~~ Commissioner of Education in the form and manner the ~~Commissioner~~ determines. The ~~school~~ district will periodically survey affected constituencies about their connection to and level of satisfaction with school. The ~~school~~ district will include the results of this evaluation in its summary report to the ~~Commissioner~~.

Legal References:

~~20~~ U.S.C. § 6301 (2015), ~~et seq. (No Child Left Behind~~ (Every Student Succeeds Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. §§ 120B.018 (Definitions)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
~~Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)~~
Minn. Stat. § 120B.35 (Student Academic Achievement Levels and Growth)
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
Minn. Stat. § ~~120B.40~~ 122A.40, subd. 8 (Employment Contracts; Termination)
Minn. Stat. § ~~120B.44~~ 122A.41, subd.5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147, Ssubd. 3 (Principals Duties; Evaluation)
Minn. Rules Parts ~~3501.0640-3501.0655~~ 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts ~~3501.0800-3501.0815~~ 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 60 (Academic Standards in Science)
Minn Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Science Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References:

Policy 105 (School District Mission, Values, Beliefs and Strategic Direction and Plan)
Policy 425 (Staff Development and Mentoring)
Policy 601 (Educational Competencies, Academic Standards, and Instructional Curriculum)
Policy 603 (Curriculum and Program Review and Development)
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: 08/17/09
Revised: 05/18/15
Reviewed: 04/20/20
Revised: 08/08/22
revised: __/__/24

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Education Programs

Assessment, Grading, and Reporting of Student Progress

I. Purpose

The purpose of this policy is to provide a structure and framework for grading student learning in the [school](#) district.

II. General Statement of Policy

A. The purpose of ~~student~~ grading includes:

- Communicating the [academic](#) achievement ~~status~~ of students to parents/[guardians](#) and others
- Providing information that students can use ~~for self-evaluation~~ [as feedback on their work and levels of learning](#)
- Providing ~~incentives~~ [motivation](#) to learn
- [Providing information that teachers will use to modify planning and instruction](#)
- Evaluating the effectiveness of instructional programs and classroom instruction

B. Grading should reflect student performance, [relative to the standards of the course](#), as measured by several forms of assessment. ~~Student performance and achievement should be assessed on classroom subject or course-determined curriculum standards and objectives.~~

C. Grades reflect a ~~combination of student achievement, and student progress in learning, and other student learning factors (i.e. effort, attitude/behavior, work completion).~~ [student's level of achievement relative to the standards of the course and aligned with the grading scale.](#)

D. Student understanding of scoring criteria is a hallmark of quality standards-based instruction and grading.

E. Course or subject objectives are aligned with [school](#) district curriculum standards. Grading practices will be based on assessment of students against a standard for learning. ~~and not on arbitrary predetermined percentages that consider quantitative grading conclusions.~~

- F. The grading system at the high school will involve weighted and ~~non-unweighted~~ ~~gradings~~ ~~es~~ and values. This grading system is designed to provide more effective, responsive, and flexible postsecondary college and university planning for students.
- G. Teachers and other professional staff will not use grading procedures that are open to widely divergent interpretations within and across subjects, ~~or~~ ~~courses~~, and/or grade levels.

III. Definitions

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

- A.~~G.~~ "Academic Standards" means ~~—State- or nationally-~~prescribed grade and course ~~benchmarks specifications in a particular learning areas of content area.~~ ~~that are embedded in the curriculum.~~
- B. "Assessments" means the multiple tools used to gather information about a student's performance on the standards taught.
- C. "Benchmark" means a clear, specific description of knowledge or skills the student should acquire by a particular point in the learning process.
- D. "Course" means a class that typically lasts one academic term, is led by one or more instructors (teachers or professors), and has a fixed roster of students. A course usually covers an individual content area or subject within that content area.
- E.A. "Grades" refers to ~~—A~~an assessment tool used by teachers to communicate the achievement ~~status~~ of students to parents/guardians, students, and others.
- F.B. Progress "Reporting" refers to ~~—Periodic reporting that provides a grade status report for a student's scheduled classes or coursework.~~ ~~the~~ communicating of a student's achievement to the parents/guardians, students, and others.

IV. Standards for Completing Student Grading and Assessment

A. Grading Criteria

Each school program level (elementary, middle school, and high school) will establish standardized grading criteria. The grading criteria will be reflective of the age of the student and the level of content learning. ~~Variations in the grading schedule among schools in a given program area are acceptable when approved by the superintendent.~~

The grading criteria ~~shall~~ will include:

- Definition of the grading scale
- Definition of credit and no credit for coursework
- Definition of pass or fail for credit
- Definition of weighted grading (if appropriate)
- Definition of student honor roll or recognition for progress reports
- Frequency of grade reporting schedule

B. Establishing Grading Criteria

The grading criteria will be coordinated by the director of teaching and learning and established by the administration with input from task forces at the elementary, middle, and high school levels. The criteria will be reviewed on a periodic basis. The administration will ensure the grading criteria is ~~are~~ seamless clearly articulated from kindergarten through grade twelve (see Appendix I).

C. Grading Procedure

The teacher responsible for the instruction of the student's class or course will complete the necessary assessment and provide the appropriate grade. No grade will be altered without consultation with the assigned teacher.

D. Informing Students and Parents/Guardians

1. ~~When developmentally appropriate, S~~students will be informed of the grading criteria at the beginning of the school year or course. Students and parents/guardians will be informed of the grading criteria in each school's handbook and/or course syllabi. Secondary teachers ~~shall~~ will determine if a final examination requirement is part of the grading requirement.
2. Each school level will determine the frequency of reporting student progress, ~~including the number of formal marking periods~~. The school district reporting calendar will determine the beginning and end of each marking period.
3. ~~The teacher and/or counselor (when appropriate) may report on a student's progress to the parents/guardians midway through the marking period. A notification shall~~ will be made to the parents/guardians when the student is performing unsatisfactorily at various points in the marking period, determined by school level. ~~up to and including the fifth week of the marking period.~~
4. Variations in grading are acceptable when approved by the superintendent.

E. High School Honors

A student's high school grade point average and academic honors will be based solely on grades approved by the [school](#) district.

V. Acceptance of Grades from Other Schools, Institutions, or Agencies

A. Student Grade Review

The [school](#) district administration will determine appropriate grade placement, course completion, and accepted grade of a student transferring from another public school, nonpublic school, home school, educational institution, or educational agency. Transferred students may be required to demonstrate knowledge and expertise of the required standards in a specific course or class to assist the administration in determining grade placement, satisfaction of course completion, and appropriate course grade. [The administration may award a passing grade for acceptable course completion versus the grade given from another school, institution, or agency.](#)

~~The administration may award a passing grade for acceptable course completion versus the grade given from another school, institution, or agency. A course grade from home schools will not be included in a student's cumulative grade point average at a district school.~~

[Only grades earned while in 9th-12th grade and completed through Edina High School, Edina Virtual Pathway, or partner programs will be calculated in the Edina cumulative grade point average. High school classes taken while in middle school will not factor into the Edina cumulative grade point average.](#)

B. Student Grade Transfer Appeals

Appeals by a transfer student will be directed to the director of teaching and learning who will review the information from the school transfer and make a final determination. The decision of the director of teaching and learning is final.

C. High School Diploma

Any student who transfers into the high school and wishes to receive a high school diploma must meet all the district requirements for credits and graduation standards.

VI. Confidentiality

A student's grades and individual assessments are confidential and can only be shared with the student and ~~his/her~~ [their](#) parents/guardians or designee(s), with parental/[guardian](#) permission. Confidential information may also be shared with the

appropriate teachers, administrators, and other educators who are assisting in the student's educational program.

Legal Reference:

Minn. Stat. §120B.018 (Definitions)

Cross Reference:

Policy 613 (Graduation Requirements)

Policy 515 (Protection and Privacy of Student Records)

Policy 620 (Receiving Course Credit for Learning)

Policy

adopted: 10/26/09

revised: 08/10/20

revised: __/__/24

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

Appendix I to Policy 618

Grade Letters and Values

I. Elementary School

A. Elementary progress is scored on a 4-3-2-1 scale against the academic standards to be accomplished in the subject at the grade level. The criteria are standards-referenced and not based on percentiles.

- 4 – Advanced; independently exceeds standards at this time
- 3 – Proficient; independently meets standards expectations at this time (an excellent score)
- 2 – Partially proficient; making progress toward basics of standards at this time, with support
- 1 – Needs improvement; lacks expected progress towards standards at this time

The scoring points should assist teachers in maintaining a focus on the learning expectations, encourage frequent diagnosis of how well students are meeting them, and align learning expectations, teaching, and feedback.

B. Not Assessed

“Not assessed at this time” simply means that the content area or indicator was not assessed for the semester for which the report is provided. In the first semester, for some elementary content areas, and in some specialist classes, it may be premature to provide this assessment information. In other content areas, teachers may balance the distribution of content so that one or two areas are the focus in the fall and other areas in the spring so there will be no score.

C. Progress Reporting for Special Needs Students

Progress by all students is reported against the same criteria; the standards/benchmarks for that grade level. A lack of proficiency on any standard does not signal failure, but signals a need to continue to assist student development in that area. ~~Teachers can include information on student progress on individual goals through the teacher’s comment section of the report, as well as to share if the student has a “replacement curriculum” or the grades are actually provided by another teacher.~~

II. Secondary Schools

A. Middle School

1. The middle school assigns a letter grade with a numerical value for the purpose of calculating grades for courses or subjects. The following ~~non-~~unweighted letter grade values are used by the middle schools:

A	4.000	B-	2.667	D+	1.333
A-	3.667	C+	2.333	D	1.000
B+	3.333	C	2.000	D-	0.667
B	3.000	C-	1.667	F	0.000

- In certain cases the letters "NG" (no grade) are earned or a "P" (passing) is granted to represent the passing of a course or subject with a C- or higher when no letter grade is assigned. An "I" (incomplete) may be assigned as an indication that work has not met an expected standard or is still in progress.
- In certain cases the letters "NY" (not yet) are reported throughout the marking period. "NY" is feedback to the student that they are on their way to learning the standard but have not done so yet. A "NY" is changed to a grade noted in II A. 2 and 3 1 and 2 at the end of the marking period.

B. High School

- A dual-weighted grading system will be implemented at the high school. The dual-weighted grading system will calculate a weighted and an unweighted grade point average for all high school students.
- Grade ~~Non-w~~ Unweighted Letters and Values

A	4.000	B-	2.667	D+	1.333
A-	3.667	C+	2.333	D	1.000
B+	3.333	C	2.000	D-	0.667
B	3.000	C-	1.667	F	0.000

Each letter grade has been assigned a numerical value for the purpose of calculating final grades and for determining the grade point average of each student.

- Grade Weighted Letters and Values

A	4.800	B-	3.200	D+	1.600
A-	4.400	C+	2.800	D	1.200
B+	4.000	C	2.400	D-	0.800
B	3.600	C-	2.000	F	0.000

Determined courses at the high school are assigned a weighted value of 1.2 for purposes of calculating a weighted grade point average.

- Final Exams

Final exams may be given at the discretion of the teacher.

C. Graded Weighted Courses

The criteria and procedures for determining that a course will be designated as a grade weighted course at the high school will involve the following steps:

1. Advanced placement courses will be grade weighted.
2. High school courses that are not advanced placement courses and that are requested to have a weighted status require staff to complete a proposal.
 - a. Teachers or other school professionals will complete a grade weighted course proposal. The proposal content and intent will be discussed at high school area leader meetings and with ~~the area designated teacher on special assignment (TOSA)~~ a teaching and learning representative.
 - b. The proposal will be submitted for approval to the high school principal and director of teaching and learning.
 - c. The new course-weighted proposal will be discussed and reviewed by the school Board's Teaching and Learning Committee. The submission of a new course-weighted proposal will follow the same timeline as secondary new course proposals.
 - d. Following the advisory approval of the Board's Teaching and Learning Committee, the proposal will be shared with the school board for discussion and action.

D. Dropping Classes

1. Students who drop a class before the end of the fourth week of the semester due to unique circumstances may receive one of the marks listed below. Non-letter grades have no impact on grade point average. These marks will remain on the student's permanent record until the student retakes the course during a future semester. Non-letter grade marks are:
 - NG – No letter grade assigned; a grade of NG should be supplemented by anecdotal reports to the parent(s)/guardian(s).
 - NC – No credit given for the class; no letter grade assigned.
 - P – Credit granted for passing the class with a C- or higher; no letter grade assigned.
2. Students who drop a class after the end of the fourth week of the semester will incur a penalty by receiving a grade of "F" ~~that~~ which will be calculated into the grade point average. An appeal may be submitted by a counselor to the principal on a case-by-case basis where special circumstances should be taken into consideration.

E. Interpretation of Letter Grades

1. A grade is given to every secondary student to reflect the student's learning progress. Letter achievement grades are interpreted as follows:

A – Excellent	C – Satisfactory	F – Failure (No credit)
B – Very good	D – Lowest passing grade	I – Incomplete

2. Letter grades should be used only in those courses where the teacher intends to report learning progress that students make on course or subject standards and objectives. Grade distributions will be monitored regularly to identify areas of possible inconsistency. Teachers with classes in which the letter grade approach is not desirable are urged to use another system of reporting student progress. Alternative grading approaches need to be reviewed and approved by area leaders, the principal, and the director of teaching and learning.

F. Grade "F"

1. The grade of "F" should be reserved for the student who fails to exert reasonable effort to complete class assignments. ~~The special education student who fails examinations, but demonstrates a mastery of required standards, should not receive an "F" on the report card.~~
2. In no case should a student be assigned an "F" grade without prior **written or verbal** communication with the parent(s)/guardian(s). A midterm communication indicating unsatisfactory progress should be **made** ~~mailed~~ to the family. ~~midway through the marking period. If the circumstances were such that this notice was not mailed to the parent(s)/guardian(s), a telephone contact must be made.~~

G. Incompletes ("I")

1. An incomplete **or "I"** may be used to temporarily indicate low performance or missing work when the grade earned is lower than C-. Teachers may allow retake/resubmission of work until a standard is met at a C- or better level and the grade **can be changed until up to 30 calendar days 3 weeks** after the end of the semester. If this allowance is granted, the school will notify the parent(s)/guardian(s) of this process.
2. A student who has been provided an opportunity to retake/resubmit work and has an outstanding **incomplete or "I"** after ~~the 30 calendar day a~~ **maximum of three weeks** ~~period~~ will be assigned the original "D" or "F" they would have received.
- ~~2. Incompletes due to student absence. Incompletes as a final grade shall be used for those students whose absence from school has not permitted them a fair opportunity to complete the work.~~
3. Every student, regardless of the reason for an absence, has a right to make up the **missed** ~~work-missed~~. Students who have been absent and have not had a reasonable opportunity to complete the class work ~~shall~~ **will** be given an incomplete rather than the letter grade "F."
4. The maximum deadline to remove all incompletes, due to absence, is ~~30 calendar days~~ **3 weeks** after the end of the semester. Work, ~~which that~~ has not been made up, will be marked zero. This implies that daily assignments

and activities ~~must~~ will be well-defined and necessitates complete recordkeeping of such assignments and activities. A daily plan of activities and assignments shall will be replicable for make-up purposes. ~~In essence, a student shall will not be able to take a final exam for a course and pass, but shall will demonstrate evidence of meeting required course standards through assignments.~~ Teachers and other school professionals are required to contact the student and parent(s)/guardian(s) to provide the student with a thorough timeline and list of required assignments. If the assignments are not made up during the ~~30 calendar days~~ 3 week allotted time period after the end of a semester, a failure the original grade shall will be given, unless there is a good reason approval by an administrator for the continuing incomplete such as a prolonged illness.

5.

Appendix

Revised: 08/19/13

Revised: 03/14/16

Revised: 07/16/18

Updated: 01/28/19

revised: __/__/24

Student Progress Reports

I. Marking Periods

Marking periods will vary in length from one school year to the next. The school calendar adopted each year will determine the beginning and ending of each marking period. Special instructions and details regarding the processing of student progress reports will be issued preceding the close of each marking period by an administrator, when needed. Student learning progress is reported at the end of all marking periods. ~~Those semester courses that meet for one period on an alternating-day basis will have grades issued at the end of the second and fourth marking periods.~~

II. Progress Reporting for Secondary Schools

- A. Student learning progress may be reported to the parent(s)/guardian(s) midway through the marking period.
- B. Student learning progress on the [school](#) district's parent/[guardian](#) portal will be updated on a regular basis, as determined by the district administration.
- C. In addition to regular electronic reporting, parental/[guardian](#) contact will be made when a student is performing unsatisfactorily [at various points in the marking period, determined by school level.](#) ~~up to and including the fifth week of the marking period.~~ This affords the family, teacher, and student adequate time to impact the student's performance before the end of the marking period. Appropriate documentation of this contact will be maintained during the academic year.
- D. Teachers and other school professionals are encouraged to contact parent(s)/guardian(s) to highlight unique or significant student contributions on a regular basis.

Appendix

Revised: 08/19/13

revised: / /24

Education Programs

Receiving Course Credit for Learning

I. Purpose

This policy provides the process by which credit to fulfill graduation requirements may be granted for student learning that occurs in other schools, at alternative learning sites, through postsecondary enrollment options, through demonstrating mastery of applicable subject matter, and in out-of-school experiences such as community organizations, work-based learning, enrichment programs, and other educational activities and opportunities.

II. General Statement of Policy

The [school](#) district will develop and provide a process for credit to fulfill graduation requirements that is accomplished through learning opportunities outside of standard district courses.

A. Transfer of Credit for Courses Completed

The district will provide a process for transfer of credit for courses completed in another Minnesota district, recognition of work completed in other schools and postsecondary institutions, and credit for courses achieved in extra-curricular activities, activities outside the school, previous learning, and community and work experiences. ~~The district will comply with requirements of the law for students in grades 9-12 to earn course credit by a formal assessment. The district may allow students to receive credit for meeting graduation standards through completion of a course or courses other than the primary course which is offered that includes the standards.~~

B. Credit by Assessment

The ~~school~~ district will develop and provide processes and procedures by which students may meet a graduation requirement for knowledge acquired in another learning environment other than [the](#) standard course curriculum. There are two pathways by which a student can demonstrate learning that aligns with graduation requirements and which may allow credit in lieu of [the](#) standard curriculum offered by the district. This can occur through demonstration of previous learning by submitting a portfolio of evidence, or by demonstrating knowledge through an exam process administered by ~~school~~ district staff.

III. Transfer of Course Credits [From Other Schools](#)

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

- 1.A. The school district will transfer high school credits achieved in earlier grades or in other schools for aligned, credit-based courses to the student's record upon admission to ~~Edina Public Schools~~ the district.
- 2.B. ~~When a student transfers into the district from another Minnesota public district, a~~ Any credits completed in the sending district, are recorded as completed with a notation indicating the identity of the district from which the records are transferred.
- 3.G. Students are advised of opportunities available to complete further requirements and electives.
- 4.D. The district will determine the transferring student's grade placement, awarded grade for completed courses, and diploma requirements in accordance with district policy.
5. Only grades earned while in 9th-12th grade and completed through Edina High School, Edina Virtual Pathway, or partner programs will be calculated in the Edina cumulative grade point average. High school classes taken while in middle school will not factor into the Edina cumulative grade point average.

~~IV. Recognition of Completed Work~~

B. Transfer of Course Credits from Other Schools

- 1.A. ~~The school~~ district will equate credits completed by students at a public school outside of Minnesota, an accredited nonpublic school, or postsecondary schools in schools (9-12, postsecondary or other) into completed course credits.
- 2.B. ~~When a student transfers into the district with a transcript from a school or district other than a Minnesota public district, e~~Effort will be made to ascertain the content of courses, programs, and learning previously achieved to credit the student as fully as possible for learning completed elsewhere. This process may include asking the student or the sending school to verify content of completed courses and programs when that content is not clear from the transcript.
- 3.G. The district may formally evaluate other learning experiences to declare that a transfer student meets or exceeds a specific academic standard requirement or course credit.
4. Only grades earned while in 9th-12th grade and completed through Edina High School, Edina Virtual Pathway, or partner programs will be calculated in the Edina cumulative grade point average. High school classes taken

while in middle school will not factor into the Edina cumulative grade point average.

5. Consistent with state law, students must receive prior approval from the district for any courses to be completed outside the district for credit towards graduation. College-based courses that do not provide college credit and summer school programs (approved by high schools or colleges) will be considered as part of the 43 credit graduation requirements: [only when the prior approval process is followed](#).

Credits for such course work must not be more than two credits per year for a total of eight credits toward graduation. The district will determine the awarding of the course credit and the grade. The grade will be reflected on the transcript but not included in the overall GPA. The district does not cover expenses of related courses identified in this section.

IV.V. Credit by Assessment

- A. The school district will provide students in grades 9-12 with the opportunity to receive course credit by assessment for knowledge acquired in another learning environment other than [the](#) standard course curriculum, provided such experiences meet current Minnesota academic standards.
- B. When a student desires transcribed credit as recognition of standards met but for which no academic transcript exists, the student must complete ~~an~~ [the](#) application; [in](#) Appendix I; and submit it to the counseling office.
- C. Students can choose two different pathways ~~found in VI or VII~~ to earn credit by assessment. [These pathways are credit by exam or credit by portfolio](#). ~~The application form, in Appendix I, will be available in the counseling offices.~~ The procedure for these pathways can be found in Appendix II or Appendix III.
- D. A student may attempt to earn credit by assessment only once for each course and may not earn credit for a course in which ~~he/she~~ [they](#) previously received a grade and credit. Courses that are sequential must be addressed in the same sequence. If a course requires a prerequisite, the student must have received credit for the prerequisite before attempting the credit by submitting evidence of [the](#) prior learning process. The student must continue to maintain full-time status during the process.

~~E.VI. Assessment by an Exam Process~~

- ~~1.A. The exam process allows a student to demonstrate evidence of competency of standards through an exam process created by and administered by school district staff.~~
- ~~2.B. Earning credit for high school graduation through the exam process for a course offered by the district will require successfully completing and passing the Edina High School cumulative course power standards at a "B" (80%) or~~

~~better level, for which a 'passing' notation will be recorded on the student's transcript. If the student does not achieve this level, the credit is not awarded and the student must take the course to earn the credit.~~

~~—3.C. The exam will encompass the power standards taught in the course.~~

~~—4.D. The exam can be in one or more formats including the following:~~

- ~~1. A formal written test covering all or a portion of the course content;~~
- ~~2. Performance based assessment;~~
- ~~3. Demonstration of skills;~~
- ~~4. Interview;~~
- ~~5. Presentation;~~
- ~~6. Exhibition and/or;~~
- ~~7. Written composition~~

~~—F.VII. Assessment through a Portfolio Submission~~

~~A. A portfolio submission allows a student to demonstrate evidence of competency of standards collected by the student and presented to staff to review.~~

~~B. Earning credit through a portfolio submission for a course that is offered by the district and is required for high school graduation, will require successfully submitting evidence that demonstrates mastery of the power standards included in the course and must allow for observable, authentic assessment of learning that can be verified by an expert in the field of study and validated by a school official. The activities and assessment of prior learning experience must be at the same level of rigor and expectations as the power standards assessed in the regular school setting.~~

~~C. Evidence in the portfolio may include:~~

- ~~1. letters of support and explanation from individuals or organizations who have actually witnessed the student's demonstration of the power standards;~~
- ~~2. oral or written interviews;~~
- ~~3. actual performances or demonstrations assessed by district staff or others knowledgeable in the specifications of the power standards;~~
- ~~4. or work samples, videos, exhibitions, and/or other evidence as appropriate for the individual situation.~~

~~D. Earning credit for a course required for high school graduation will require successfully meeting the criteria listed on the Credit by Portfolio Submission Rubric (included in Appendix IV). If this occurs, a 'passing' notation will be recorded on the student's transcript.~~

~~E. The student must demonstrate mastery of power standards included in the course.~~

V.VIII. Other Credit Requirement Options

- A. A student who satisfactorily completes a postsecondary enrollment options (PSEO) course or program under ~~Minn. Stat. § 124D.09~~ [state law](#), that has been approved as meeting the necessary [graduation](#) requirements, is not required to complete other requirements corresponding to that specific course of study. The grade will be reflected on the transcript and calculated into the overall GPA. A list of the courses or programs meeting the necessary requirements may be obtained from the commissioner of the [Minnesota Department of Education](#).
- B. A student who satisfactorily completes an advanced placement or international baccalaureate course, or a postsecondary enrollment options course under ~~Minn. Stat. § 124D.09~~ [state law](#), satisfies the requirements corresponding to that specific course of study.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations [and Graduation Requirements](#) for Minnesota's Students)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.11 (School District Process [for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness](#))

Minn. Stat. § 120B.14 (Advanced Academic Credit)

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 123B.445 (Nonpublic Education Council)

Minn. Stat. § 124D.03, ~~Subd. 9~~ (Enrollment Options Program [Credits Toward Graduation](#))

Minn. Stat. § 124D.09 (~~Post-Secondary~~ [Postsecondary](#) Enrollment Options Act)

~~Minn. Stat. § 124D.095 (Online Learning Option)~~

Minn. Rules Parts ~~3501.0640-3501.0655~~ [3501.0660](#) (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts ~~3501.0800-3501.0815~~ [3501.0820](#) (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 [560](#) (Academic Standards in Science)

~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

[Minn. Rules Parts 3501.1400-3501.1410 \(Academic Standards for Physical Education\)](#)

Cross References:

Policy 601 ([Educational Competencies](#), Academic Standards, and Instructional Curriculum)

Policy 613 (Graduation Requirements)

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

Policy 616 (School District System Accountability)

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

Policy

adopted: 08/17/09

~~R~~revised: 07/16/13

~~R~~revised: 06/13/16

~~R~~revised: 11/13/17

~~R~~reviewed: 08/10/20

~~R~~revised: 07/18/22

~~r~~evised: __/__/24

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

Appendix I to Policy 620

Application for Course Credit

Complete this application for course credit for prior learning. This application is due 45 days prior to the start of the course (full year and semester courses) with results available no later than 10 days prior to the start of the course. Once completed, return this form to your counselor*. This is applicable for 9-12 students only.

To Be Completed By Student:

Student Name _____ Phone _____
Street Address _____ City _____ Zip _____
Student email _____
Grade ____ School _____ Date _____

I am requesting ____ Credit by Exam or ____ Credit by Portfolio Submission for the following course:

Please explain why you are requesting (select one):

____ Credit by Exam or ____ Credit by Portfolio Submission for this course (attach additional pages if desired):

Student Signature _____ Date _____

To Be Completed By Parent/Guardian:

I have reviewed the student guidelines and the above application and I grant permission to proceed with the process for ____ Credit by Assessment or ____ Credit by Submitting Evidence of Prior Learning for the above named course.

Parent/Guardian Signature _____ Date _____

Parent/[Guardian](#) Phone _____

Parent/[Guardian](#) email _____

For Office Use Only:

Counselor Signature _____ Date _____

*Counselors should forward this form to the director of teaching [and](#) learning at the District Office as soon as it is received.

(/)

Appendix II to Policy 620

Credit by Exam Process Procedure/Timeline

Student:

1. Student submits a completed application to their counselor indicating that they would like to pursue credit by exam process. a. This application is due 45 days prior to the start of a course (full year and semester courses) with results available no later than 10 **working** days prior to the start of the course.
1. The student must complete all portions of the exam(s). During the exam(s) a student may request an explanation or clarification of an item or project from the exam proctor. If the student fails to complete the entire exam during the designated time period, the credit will be denied.
2. Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 Plan specifies a necessary modification.

School:

1. For courses offered by the **school** district, the school will create credit by exam that includes the power standards included in the course. It can be developed in one or more formats, including the following: a formal written test covering all or a portion of the course content, performance-based assessment, demonstration of skills, interview, presentation, exhibition, and/or written composition. When designing the exam, input from at least one teacher of the course will be solicited. The teacher may or may not be from the school where the student is seeking credit. Teachers will be compensated for the time spent either creating, proctoring, and/or evaluating the exam. If no district teachers are available, an outside licensed consultant will be utilized.
 - a. Once an exam(s) has been established for a course, subsequent applicants will be evaluated using the same exam(s) and criteria. However, adjustments can be made to reflect any changes to the course or power standards.
 - b. The exam will be limited to a maximum of 4 hours, including instructions and breaks.
 - c. Students will be provided a study guide to help prepare for the exam.
2. An **exam** team, comprised of the principal or the principal's designee, area leader, and a teacher of the course, and a counselor, along with additional members as necessary, will confirm the exam or set of exams. A test proctor will be identified.
3. The proctor of the exam will work with the teaching and learning department to offer, the district course exam, score the exam, and report the scores to the Department of Teaching and Learning **department** along with the **exam** team identified in step 2. The proctor will receive compensation for this work.
4. The **exam** team identified in Step 2 will evaluate the exam(s) and then consult with the student, informing them of the result. The decision of the **exam** team is final.
5. If the student acquires a score at or above a "B" (80%), they will be awarded credit(s) for the course.

If the student completes and passes the exam in the manner referenced in step 5, the student's transcript will show the credit earned and a course grade of "P" for "passing".

Appendix
revised: __/__/24

Appendix III to Policy 620

Credit by Portfolio Submission Procedure/Timeline

Student:

1. Student submits a completed application (see Appendix I) to ~~his or her~~ **their** counselor indicating that ~~he/she~~ **they** would like to pursue credit by submitting a portfolio. ~~a~~. This application is due 45 days prior to the start of a course (full year and semester courses).
2. The student must submit the portfolio no later than 10 **working** days prior to the start of the course to their counselor. During the portfolio submission process a student may request an explanation or clarification. If the student fails to submit sufficient evidence by the deadline the credit will be denied.
3. Students will submit evidence that demonstrates mastery of power standards included in the course and must allow for observable, authentic assessment of learning that can be verified by an expert in the field of study and validated by a school official. The activities and assessment of prior learning experience must be at the same level of rigor and expectations as the power standards assessed in the regular school setting.
4. Evidence can include a variety of items, **including the following:** ~~as listed in VI. D.~~
 - a. **letters of support and explanation from individuals or organizations who have actually witnessed the student's demonstration of the power standards;**
 - b. **oral or written interviews;**
 - c. **actual performances or demonstrations assessed by district staff or others knowledgeable in the specifications of the power standards;**
 - d. **or work samples, videos, exhibitions, and/or other evidence as appropriate for the individual situation**

School:

1. The school will offer the opportunity to obtain credit by submitting a portfolio.
2. The district will not pay for any outside evaluation of the portfolio submission.
3. The school will provide a checklist of the power standards included in the course to facilitate the submission of **a** portfolio.
4. A subject area expert will be identified to evaluate the portfolio. A **review** team, comprised of the principal or the principal's designee, area leader, a teacher of the course, **and a** counselor, along with additional members as necessary, will also be identified. The names of the **review** teams **members** will be disclosed to the parents/guardians and/or student upon request. All data policies will be followed.
5. First, a subject area expert must evaluate the portfolio using Appendix IV. With the recommendation of the subject area expert, the **review** team ~~identified in Step 3~~ will

review the rubric along with the evidence. ~~They~~ **It** will then consult with the student, informing them of the result. The decision of the **review** team is final.

6. If the student acquires a score at or above a “3” out of “4”, they will be awarded credit for the course and a course grade of “P” for “passing.”

Appendix
revised: ___/___/24

Appendix IV to Policy 620

Credit by Portfolio Submission

1. Each power standard included in a course will use the following rubric to evaluate evidence of mastery.

4.0	3.0	2.0	1.0
Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations

2. Descriptors may be added for each power standard as deemed appropriate by the subject area expert. These will be provided to the student.
3. An overall minimum score of 3.0 or above must be met in order to receive credit for prior learning.

Appendix
reviewed: __/__/24

IX. Leadership and Committee Updates

X. Superintendent Updates

XI. Adjournment

XII. Information

XII.A. Expenditure Summary - September 2024



Board Meeting Date: 10/7/2024

Title: Expenditure Summary – September 2024

Type: Information

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

Description: The attached report describes fiscal year-to-date expenditure activity within the District's various funds through September 30, 2024.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: This information is provided for the benefit of the School Board and its stakeholders.

Attachments:

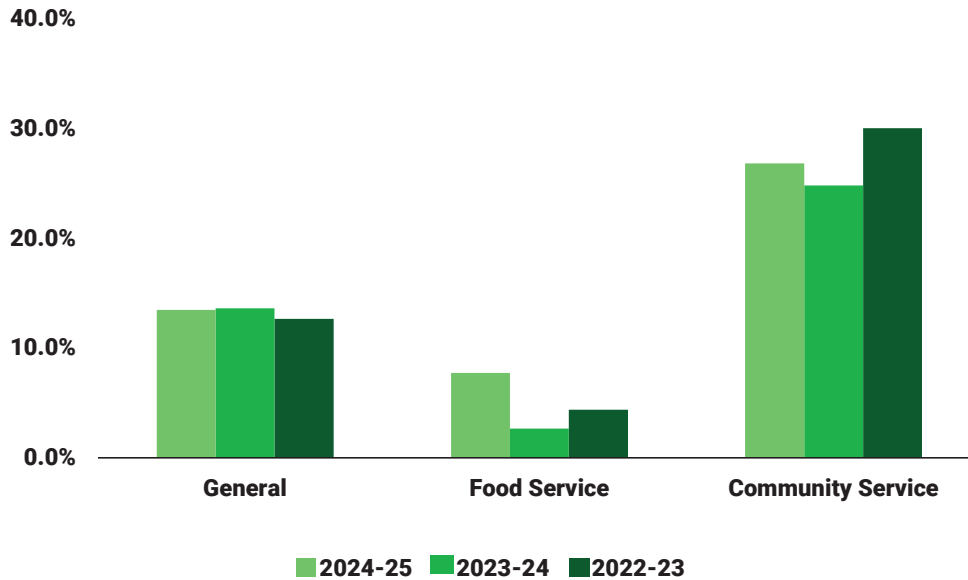
1. Expenditure Summary – September 2024

Expenditure Summary

FOR THE MONTH ENDED SEPTEMBER 30, 2024

Fund	Fiscal Year-to-Date 2024-25		Fiscal Year-to-Date % of Budget		
	Budget	Actuals	2024-25	2023-24	2022-23
General Fund					
Salaries	\$ 91,863,490	\$ 11,953,491	13.0%	13.3%	12.3%
Benefits	30,785,396	3,331,046	10.8%	10.9%	10.4%
Purchased Services	10,736,705	2,552,392	23.8%	24.6%	21.5%
Supplies & Materials	4,761,381	822,298	17.3%	18.8%	16.5%
Other Expenditures	570,384	44,242	7.8%	6.7%	8.9%
Other Financing Uses	-	-	-	-	-
Total General Fund Expenditures	\$ 138,717,356	\$ 18,703,470	13.5%	13.6%	12.6%
Food Service	4,531,973	350,253	7.7%	2.7%	4.4%
Community Service	12,841,752	3,445,105	26.8%	24.8%	30.0%
Debt Service	14,597,514	3,347,281	22.9%	23.2%	23.8%
Capital	29,204,970	4,166,858	14.3%	24.4%	6.9%
Internal Service	910,000	186,202	20.5%	27.4%	26.7%
Total Expenditures All Funds	\$ 200,803,565	\$ 30,199,170	15.0%	16.8%	11.0%

Percent Comparison
Year-To-Date to Total Budget



Notes:
 1- Capital Expenditures, including those made under the building construction fund, operating capital, capital projects levy, and long-term facilities maintenance are presented in combination within the "Capital" category as they are non-linear in nature and can vary greatly from period to period and year to year. Significant variances are normal.
 2- Expenditure figures may be understated or overstated due disbursement timing fluctuations; the District operates under the cash basis of accounting during the year for non-salary expenditures

XII.B. Investment Summary - September 2024



Board Meeting Date: 10/7/2024

Title: Investment Summary – September 2024

Type: Information

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

Description: The attached report provides detailed information regarding cash and investments belonging to the District as of September 30, 2024.

Recommendation: N/A

Desired Outcomes from the Board: This information is provided for the benefit of the Board of Education and its stakeholders.

Attachments:

1. Investment Summary – September 2024

Investment Summary

FOR THE MONTH ENDED SEPTEMBER 30, 2024

General Operating Funds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
MSDLAF+ Liquid	Money Market	N/A	NOW	82,612	5.30%
MSDLAF+ Max	Money Market	N/A	NOW	118,853	5.40%
MSDLAF Term	TERM - MSDLAF+ TERM Jun 25	1/16/2024	10/11/2024	1,036,978	5.05%
MSDLAF CD Program	Fieldpoint Private Bank & Trust, CT	1/23/2024	1/22/2026	249,052	5.10%
PMA/MN Trust	Money Market	9/30/2024	NOW	16,156,788	5.08%
Term Series Flex	MNTrust Term Series-Flex (VNB), IL	9/30/2024	NOW	4,350,699	5.25%
SDA Account	NexBank, TX	9/30/2024	NOW	2,109,481	4.80%
Certificate of Deposit	R Bank, TX	11/1/2023	10/31/2024	237,000	5.44%
Certificate of Deposit	EagleBank, VA	11/1/2023	10/31/2024	236,900	5.48%
Certificate of Deposit	State Bank of Texas, TX	11/1/2023	10/31/2024	237,100	5.39%
Certificate of Deposit	BOM Bank, LA	11/1/2023	10/31/2024	236,500	5.65%
Certificate of Deposit	ALLIANT CREDIT UNION/IL,01882MAF9	11/8/2023	11/7/2024	248,223	5.65%
Certificate of Deposit	KS STATEBANK / KANSAS STATEBANK OF MANHATTAN, KS	11/18/2022	11/18/2024	226,600	4.58%
Certificate of Deposit	FIRST NATIONAL BANK, ME	11/18/2022	11/18/2024	226,800	4.56%
Certificate of Deposit	PENTAGON FEDERAL CREDITUNION (183 day and out), VA	11/18/2022	11/19/2024	1,750,000	4.40%
Certificate of Deposit	CITY NATL BK - BEV HILLS,178180GR0	11/23/2022	11/25/2024	243,037	4.71%
Certificate of Deposit	UBS BANK USA, 90348J7G9	11/23/2022	11/25/2024	248,067	4.66%
Certificate of Deposit	BMW BANK NORTH AMERICA,05580AT20	11/25/2022	11/25/2024	242,890	4.66%
Certificate of Deposit	DISCOVER BANK, 2546732A3	11/30/2022	12/2/2024	243,019	4.66%
Certificate of Deposit	Flagstar Bank, National Association,NY	7/23/2024	1/23/2025	5,000,000	5.06%
Certificate of Deposit	MN TRUST TERM SERIES, MN	8/23/2024	1/23/2025	1,500,000	4.91%
Certificate of Deposit	FIRST PRYORITY BANK, OK	11/18/2022	1/27/2025	224,400	4.56%
US Treasury Bonds & Notes	GREENSTATE CREDIT UNION, IA	11/18/2022	1/27/2025	225,100	4.53%
Certificate of Deposit	ELGA CREDIT UNION, MI	8/22/2023	1/27/2025	232,350	5.21%
Certificate of Deposit	MN TRUST TERM SERIES, MN	5/17/2024	5/19/2025	1,000,000	5.05%
Certificate of Deposit	CONNEXUS CREDIT UNION,20825WCN8	8/25/2023	8/25/2025	250,823	5.26%
US Treasury Bonds & Notes	CALIFORNIA CREDIT UNION,130162AY6	8/28/2023	8/28/2025	245,991	5.31%
Certificate of Deposit	Bank of Crockett, TN	11/1/2023	11/3/2025	226,100	5.24%
Certificate of Deposit	Schertz Bank & Trust, TX	11/7/2023	11/10/2025	226,450	5.14%
Certificate of Deposit	BANK OF AMERICA NA, 06051V4R4	11/8/2023	11/10/2025	246,830	5.26%
Certificate of Deposit	FIRST PREMIER BANK, 33610RUW1	11/10/2023	11/10/2025	246,431	5.16%
Certificate of Deposit	MN TRUST TERM SERIES, MN	5/17/2024	11/18/2025	5,000,000	4.92%
Certificate of Deposit	US TREASURY N/B, 91282CGR6	3/19/2024	3/15/2026	1,261,857	4.57%
US Treasury Bonds & Notes	American Plus Bank, N.A., CA	8/22/2024	7/27/2026	232,400	3.90%
US Treasury Bonds & Notes	First Internet Bank of Indiana, IN	8/22/2024	7/27/2026	229,800	4.47%
Certificate of Deposit	Financial Federal Bank, TN	8/22/2024	7/27/2026	231,000	4.25%
Certificate of Deposit	ServisFirst Bank, FL	8/22/2024	7/27/2026	230,700	4.32%
Certificate of Deposit	First Capital Bank, SC	8/22/2024	7/27/2026	232,000	3.99%
Certificate of Deposit	Customers Bank, NY	8/22/2024	7/27/2026	231,800	3.99%
Certificate of Deposit	First National Bank, AR	11/1/2023	11/2/2026	217,600	4.94%
Certificate of Deposit	NUMERICA CREDIT UNION,67054NBN2	11/10/2023	11/10/2026	256,791	5.41%
Certificate of Deposit	OPTUM BANK INC, 68405VBK4	11/15/2023	11/16/2026	249,385	4.96%
Total General Operating Funds:				\$ 46,478,409	

2021B General Obligation School Building Bonds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
PMA/MN Trust	Money Market	N/A	NOW	2,614	5.08%
PMA/MN Trust	Money Market	N/A	NOW	937,908	3.23%
Total 2021B General Obligation School Building Bonds:				\$ 940,522	

2023A General Obligation Capital Notes & Facilities Maintenance Bonds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
PMA/MN Trust	Money Market	1/31/2024	NOW	3,431,440	5.08%
Total 2023A GO Capital Notes & FM Bonds:				\$ 3,431,440	

Total Portfolio Value: \$ 50,850,371

XII.C. 2024-2025 Policy Overview



Board Meeting Date: 10/7/24

Title: 2024-2025 Policy Overview

Type: Information

Presenter(s): Karen Gabler, Policy Committee Chair

Description: Overview of planned policy committee dates and policies to be reviewed.

Recommendation: N/A

Desired Outcome(s) from the Board: This information is provided for the Board of Education and its stakeholders.

Attachments: [2024-2025 Policy Overview](#)

2024-2025 Policy Overview
Planned Committee Dates

August 29, 2024 (4)

603-Curriculum Review &
Development
616-School District Accountability
618-Assessment, Grading, Reporting of
Student Progress
620-Receiving Course Credit for
Learning

Sept 19, 2024 (7)

512-Student Publications &
Activities
507-Corporal Punishment
507.5-School Resource Officers
418-Alcohol/Drug-Free Environment
516-Student Medication
516.5-Overdose Medication
508-Extended School Year

October 24, 2024 (7)

613-Graduation Requirements
605-Alternative Programming
501-School Weapons
502-Search of Lockers...and Student's
Person
516-Medication
607-504s
608-Instructional Services - Special
Education
636-Workload Limits for SPED

November 21, 2024 (5)

504-Student Dress and Appearance
509-Resident Enrollment
510-Open Enrollment
518-Do Not Attempt Resuscitation
628-Student Activities

December 19, 2024 (6)

514-Bullying Prohibition
526-Hazing Prohibition
530-Immunization Requirements
520-Student Surveys
622-Copyright
623-Summer School

January 23, 2025 (6)

513-Student Promotion
604-Grade Level Configuration, Program
Review & Development
617-Class Size and Staffing
619-Student Assignment to Teachers,
Classes
521-Student Disability
Non-Discrimination
632-Chemical Use and Abuse

February 20, 2025 (6)

519-Student Interviews by Outside
Agencies
517-Student Recruiting
503 - Student Attendance
533-Student Wellness
535-Education of Homeless Students
534-Emergency Health Situations & District
Insurance Limitations

March 27, 2025 (5)

527-Student Use & Parking of Vehicles,
Patrols, Inspections, & Searches
528-Student Parental, Family and Marital
Status Nondiscrimination
538-Field Trips & Travel
609-Religion
612-Development of Parental Involvement

April 24, 2025 (5)

529-Staff Notification of Violent Student
Behavior
531-Pledge of Allegiance
515-Protection & Privacy of Student
Records
610-Student Homework
611-Homeschooling

May 29, 2025 (3)

532-Use of Crisis Teams, Peace Officers to
Remove Students with IEPs
539-Internships & Shadowing
522-Title IX

June 26, 2025 (6)

113-Data Requests
414-Mandated Reporting...Child
415-Mandated Reporting...Vulnerable
Adult
506-Student Conduct and Discipline
524-Electronic Technologies Acceptable
Use
806-Emergency Management