

## **Regular Meeting**

Monday, May 5, 2025 7:00 PM

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

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

**II. Approval of Agenda**



**School Board Regular Meeting  
Monday, May 5, 2025; 7:00 PM  
ECC Room 349 and Virtual\***

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Excellence in Action**
- IV. **Hearing from Members of the Public**
- V. **Presentation**
  - A. Edina Give and Go  
**Presenter(s):** Stephanie Francis-Jones, Executive Director
- VI. **Consent Agenda**
  - A. Minutes: *April 7 work session and regular meeting; April 22 work session*
  - B. Personnel Recommendations
  - C. Memorandum of Understanding Between Edina Public Schools and Education Minnesota/Edina (“EME”) relating to the Edina Virtual Pathway Program 2025-2026
  - D. Termination and Non-Renewal of Probationary Teachers
  - E. Check Register - April 2025
  - F. Electronic Fund Transfers - April 2025
  - G. Gifts and Bequests – April 2025
  - H. Quality Compensation Annual Report 2024-2025
  - I. Food Service Management Contract – Fiscal Year 2026
  - J. Staff Year End Letter from Board
  - K. Lease Agreement with West Metro Credit Union 2025-2026
  - L. Apple iPad Refresh Proposal
  - M. Chromebook Agreement with Vivacity
- VII. **Discussion**
  - A. Superintendent Leadership Plan  
**Description:** Overview of Dr. Bittman’s leadership plan.  
**Presenter(s):** Dr. Dan Bittman, Superintendent
  - B. 2025-2027 Edina Public Schools Assessment Plan  
**Description:** In accordance with Minnesota Statutes 120B.301, subdivision (c) and ESSA (ESSA Section 1006 (e)(2)(b)) public school districts are required to post a comprehensive district testing calendar before the first day of the school year. This report is for discussion on the proposed 2026-27 Edina Assessment Plan and Calendar.  
**Presenter(s):** Greg Guswiler Teaching and Learning Data Programming Analyst; and Jody De St. Hubert, Director of Teaching and Learning

C. Policy Review (503, 515, 529, 531, 605, 609, 610, 611)

**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. K-12 Social Studies Curriculum Adoption

**Description:** In response to the suspension of Minnesota's revised Social Studies standards and Ethnic Studies requirements under HF29, Edina Public Schools is advancing curriculum updates aligned with the current 2012 standards while pausing the Ethnic Studies review. Despite the legislative shift, the district's K–12 Social Studies Design Team—composed of dedicated educators across all levels—has completed a robust review process and is recommending new, high-quality instructional resources to ensure consistency, academic rigor, and equitable access to core content. These recommendations address outdated or inconsistent materials currently in use and reflect the district's commitment to instructional excellence and strategic alignment with the Edina Strategic Plan.

**Presenter(s):** Bethany Van Osdel, Assistant Director of Teaching and Learning; and Jody De St. Hubert, Director of Teaching and Learning

**Recommendation:** Review and approve the K-12 Social Studies Curriculum adoption recommendations.

B. Intermediate School District No. 287 – Long-Term Facilities Maintenance Proportionate Share – Fiscal Year 2027

**Description:** Annually, Intermediate School District No. 287 must have a ten-year capital plan adopted by its board and each member district's school board. Intermediate School District No. 287 approves the levy a year in advance to accommodate several of its member districts who levy a year in advance.

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

**Recommendation:** Approve Intermediate School District No. 287's Long-Term Facilities Maintenance expenditure plan for fiscal years 2027 through 2036 and adopt the resolution affirming the District's portion of the fiscal year 2027 expenditures in the amount of \$143,737.

C. Policy Review (509, 510, 527, 528, 538, 612)

**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. Enrollment Mobility

B. Expenditure Summary - April 2025

C. Investment Summary - April 2025

\* One board member will be participating from 4752 E Sunrise Dr, Tucson, AZ 85718.

III. **Excellence in Action**

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

V. **Presentation**

V.A. Edina Give and Go

**Speaker(s):** Stephanie  
Francis-Jones



# Edina Give and Go



Stephanie Francis-Jones, Executive Director

# Building an Equitable and Connected Community

- **Role of Edina Give and Go**
  - Edina Give and Go helps ensure every student in Edina Public Schools has a true opportunity to thrive - by leveling the playing field outside of the classroom



# Delivering on Strategic Plan

## Strategy B

**Equal access** for all students to the academics, arts, and athletics activities in our community so that **all students** can develop **new skills discover** their passion, **connect** with their peers, gain a sense of **belonging** and **succeed** in and out of the school day.



# What We Do

- Fund access to enrichment opportunities for students whose families face financial barriers
- Work closely with social workers, cultural liaisons and staff to identify and support students quickly and confidentially
- Support students grades K-12
- 1 in 5 EPS students are eligible



# Why We Do What We Do?

- Value of enrichment activities
  - Addresses gaps in: Achievement, Opportunity and Social Emotional Wellbeing



# Strengthening Our Community

- We're not just funding activities - we're connecting families, coaches and schools.
- Edina Give and Go is a bridge between families who need support and the community that wants to provide it.
- We are powered by community donations, volunteerism, and collaboration with EPS.

# Our Impact

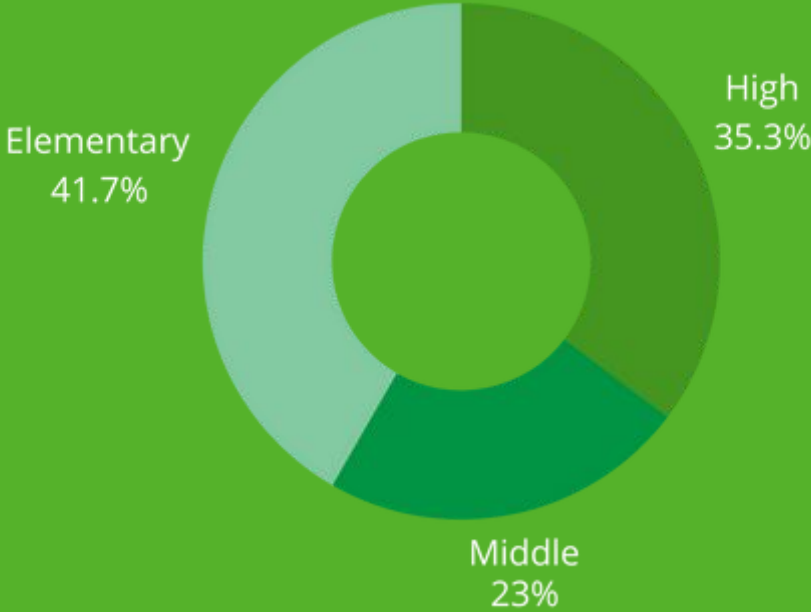
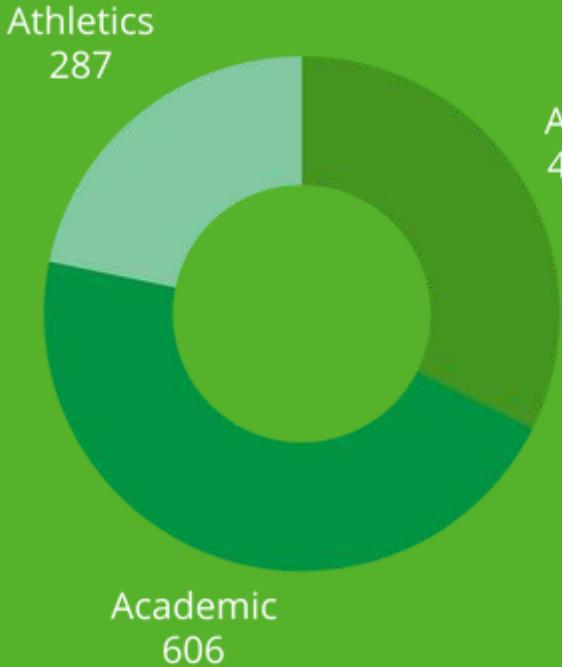
Over \$1.6m in scholarships

Nearly 3,000 students

Have accessed at least one activity with Edina Give and Go support



**1320 Opportunities Unlocked Last Year.**



# Looking Ahead: A Shared Commitment

- Board support
  - Amplifying awareness in schools
  - Ensuring all students are encouraged to participate
  - Give to Grow Gala on April 25th
- Volunteer with us
  - Annual Gear Swap

# Testimonials

- Thank you letter from family served
- Recent band student served through partnership with Geneva Fitzsimonds, EHS
- Student Ambassador Council Member, Claire Daman

# Thank you for your support!



Thank you for what you do everyday to help our students and make our community stronger.

## VI. Consent

VI.A. Minutes: *April 7 work session and regular meeting; April 22 work session*

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE WORK SESSION OF APRIL 7, 2025

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 Karen Gabler

5:00 PM - 5:46 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent  
Nate Swenson, Assistant Superintendent  
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

Debra Richards, Talent Development Coordinator

CERTIFIED CORRECT:

CERTIFIED CORRECT:

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Ms. Karen Gabler, Chair

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Ms. Cheryl Barry, Clerk

(Official Publication)  
MINUTES OF THE WORK SESSION  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
APRIL 7, 2025

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Swenson, Edwards, Leland, Remsing, Sailer, Woodard; Richards.

APPROVAL OF AGENDA

DISCUSSION

- A. Edina Public Schools Talent Development Framework Update

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 5:46 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. Karen Gabler, Chair

Ms. Cheryl Barry, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S  
APRIL 7, 2025 WORK SESSION

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Swenson, Edwards, Leland, Remsing, Sailer, Woodard; Richards.

APPROVAL OF AGENDA

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

DISCUSSION

Edina Public Schools Talent Development Framework Update: Talent Development Coordinator Deb Richards shared information about the current reality of the 2024-2025 implemented practices of the Talent Development Framework in Edina Public Schools.

LEADERSHIP AND COMMITTEE UPDATES

Member Arom mentioned the LAC Day at the Capitol, and what a great experience it was for students who got to meet with a lobbyist and legislators, and sit in on a committee hearing.

Member Birdman thanked Dr. Stanley for her regular updates about changes at the Department of Education.

Chair Gabler reminds board members to submit the form regarding participation in Commencement, and to weigh in on Dr. Bittman's entry plan document.

SUPERINTENDENT UPDATES

Dr. Stanley shared about the first day of the Core Planning Team meetings coming up this week. Team members will be out visiting sites to see Strategic Plan initiatives in action.

ADJOURNMENT

At 5:46 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 APRIL 7, 2025

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 Karen Gabler

7:00 PM - 8:09 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent  
Nate Swenson, Assistant Superintendent  
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

Bethany Van Osdel, Assistant Director of Teaching and Learning

CERTIFIED CORRECT:

CERTIFIED CORRECT:

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Ms. Karen Gabler, Chair

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Ms. Cheryl Barry, Clerk

(Official Publication)  
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD  
DISTRICT 273 EDINA, MINNESOTA APRIL 7, 2025

7:00 PM Chair Gabler called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Swenson, Edwards, Leland, Remsing, Sailer, Woodard; Van Osdel.

APPROVAL OF AGENDA

EXCELLENCE IN ACTION

HEARING FROM MEMBERS OF THE PUBLIC

CONSENT

- A. Commendation of Dr. Stacie Stanley
- B. Designation of Identified Official with Authority for the MDE External User Access Recertification System
- C. Minutes: *March 3 work session and regular meeting; March 5 special meeting; March 18 work session*
- D. Personnel Recommendations
- E. Termination and Non-Renewal of Probationary Teachers
- F. Severance Agreement and Release of Claims - Rawls, Craig
- G. Check Register - March 2025
- H. Electronic Fund Transfers - March 2025
- I. Gifts and Bequests – March 2025
- J. Bloomington-Edina-Richfield Family Services Collaborative Governing Agreement
- K. 2025 ECC Tennis Court Reconstruction Project Bids
- L. Windows Device Agreement with CDW-G
- M. New Activity at EHS: Science Olympiad
- N. Student Support Services Agreement(s)
  - 1. Patsy Butterworth Consulting

DISCUSSION

- A. Food Service Management Contract – 2025-2026 School Year
- B. Policy Review (509, 510, 527, 528, 538, 612)

ACTION

- A. FY25 Budget Revision
- B. Policy Review – Rapid (413, 705)
- C. Policy Review (517, 519, 534, 535)

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION

- A. Enrollment Mobility
- B. Expenditure Summary - March 2025
- C. Investment Summary - February 2025
- D. Investment Summary - March 2025

ADJOURNMENT

The meeting adjourned at 8:09 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. Karen Gabler, Chair

Ms. Cheryl Barry, Clerk

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OFFICIAL MINUTES OF SCHOOL BOARD'S  
APRIL 7, 2025 REGULAR MEETING

7:00 PM Chair Gabler called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Stanley, Swenson, Edwards, Leland, Remsing, Sailer, Woodard; Van Osdel.

APPROVAL OF AGENDA

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

Activities Director Troy Stein and Coach Scott Johnson welcomed the Boys Swim and Dive team champions to be recognized by the Board. Team members introduced themselves and shared about the events they participated in.

EXCELLENCE IN ACTION

EHS Administrative Dean Jeff Pope and EHS senior Merari Fajardo shared information about the AVID program (Advancement Via Individual Determination). AVID is a college preparatory elective course that exposes students to academically rigorous courses and the executive function training necessary for college success and beyond.

Merari won an essay writing contest and was selected to share her essay with thousands of educators at this summer's AVID Summer Institute in Dallas, TX.

CONSENT

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

The resolutions were:

- A. Commendation of Dr. Stacie Stanley
- B. Designation of Identified Official with Authority for the MDE External User Access Recertification System
- C. Minutes: *March 3 work session and regular meeting; March 5 special meeting; March 18 work session*
- D. Personnel Recommendations
- E. Termination and Non-Renewal of Probationary Teachers
- F. Severance Agreement and Release of Claims - Rawls, Craig
- G. Check Register - March 2025
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- K. 2025 ECC Tennis Court Reconstruction Project Bids
- L. Windows Device Agreement with CDW-G
- M. New Activity at EHS: Science Olympiad
- N. Student Support Services Agreement(s)
  1. Patsy Butterworth Consulting

Chair Gabler read the commendation of Dr. Stanley.

## DISCUSSION

Food Service Management Contract – 2025-2026 School Year: Director Woodard and Chartwells' representatives shared information about Chartwells' performance and feedback gathered from various stakeholders. A recommendation to extend the agreement with Chartwells will come to a future meeting of the Board.

Policy Review (509, 510, 527, 528, 538, 612): Policy Committee members presented the following policies for discussion. These policies will move forward for approval at the next regular meeting.

- Policy 509 Resident Enrollment and Assignment
- Policy 510 Open Enrollment
- Policy 527 Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches
- Policy 528 Student Parental, Family, and Marital Status Nondiscrimination
- Policy 538 Student Travel
- Policy 612 Development of Parental Involvement Policies for Title I Programs

## ACTION

FY25 Budget Revision: Member Mann moved and Member Huwe seconded to approve the motion. All members voted Aye. The motion passed unanimously.

Policy Review – Rapid (413, 705): Member Arom moved and Member Birdman seconded to approve the motion. All members voted Aye. The motion passed unanimously.

- Policy 413 Harassment and Violence Prohibition, Students and Employees
- Policy 705 Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System

Policy Review (517, 519, 534, 535): Member Mann moved and Member Allenburg seconded to approve the motion. All members voted Aye. The motion passed unanimously.

- Policy 517 Student Recruiting
- Policy 519 Interviews of Students by Outside Agencies
- Policy 534 Emergency Health Situations and District Insurance Limitations
- Policy 535 Education of Homeless Children

## LEADERSHIP AND COMMITTEE UPDATES

Member Arom thanked everyone who joined the LAC at the Day at the Capitol.

Chair Gabler thanked Members Arom and Barry for their leadership of the LAC.

## SUPERINTENDENT UPDATES

Dr. Stanley shared information about the current artwork on display in the Boardroom.

She also thanked the Edina community, saying that it has been an honor to serve as superintendent; she thanked her leadership team for their work defining excellence in Edina Public Schools.

## ADJOURNMENT

At 8:09 PM, Member Birdman moved, and Member Arom seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

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INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE WORK SESSION OF APRIL 22, 2025

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 Karen Gabler

5:02 PM - 7:30 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, 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

Patrick Bass, Valley View Middle School Principal  
Greg Guswiler, Teaching and Learning Data Programming Analyst

CERTIFIED CORRECT:

CERTIFIED CORRECT:

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Ms. Karen Gabler, Chair

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Ms. Cheryl Barry, Clerk

(Official Publication)  
MINUTES OF THE WORK SESSION  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
APRIL 22, 2025

5:02 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard; Bass, Guswiler.

APPROVAL OF AGENDA

DISCUSSION

- A. Marketing Update
- B. 2025-2027 Edina Public Schools Assessment Plan
- C. International Travel Administrator Requirement Protocol

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 7:30 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. Karen Gabler, Chair

Ms. Cheryl Barry, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S  
APRIL 22, 2025 WORK SESSION

5:02 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard; Bass, Guswiler.

APPROVAL OF AGENDA

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

Chair Gabler welcomed Dr. Bittman as new interim superintendent.

DISCUSSION

Marketing Update: Director Edwards reviewed marketing initiatives from 2024-2025, highlighting with Valley View Principal Bass the middle school night events that were very well attended by families of 4th and 5th graders. She also shared upcoming plans for 2025-2026, including updated branding and a communications campaign.

2025-2027 Edina Public Schools Assessment Plan: Data Programming Analyst Greg Guswiler and Director De St. Hubert presented information about the district testing calendar, including information about statutory requirements and the proposed 2026-2027 assessment plan and calendar.

International Travel Administrator Requirement Protocol: Director De St. Hubert shared information about the updated protocols, and past practice, for including an administrator or additional chaperone on international travel experiences.

LEADERSHIP AND COMMITTEE UPDATES

Member Arom shared that the legislative session still has about a month to go and there may be some advocacy opportunities to come. Chair Gabler added that SEAC (Special Education Advisory Committee) and PLC (Parent Leadership Council) members have expressed interest in supporting the LAC's efforts.

Member Birdman shared information about the upcoming May 2 'Be a Hornet Day' when everyone is asked to wear green to show EPS spirit and tag the Ed Fund and EPS on social media. He also recapped the recent District 287 Get on the Bus tour that he and Chair Gabler participated in. They visited an Osseo elementary school where services for people who are deaf and hard of hearing were highlighted.

Chair Gabler asked for a volunteer to draft the annual end-of-year board letter to staff. Member Mann volunteered; a draft of the letter will come to the next work session.

## SUPERINTENDENT UPDATES

Dr. Bittman thanked everyone for the warm welcome he has received during his first two official days in the district. He has met with Cabinet, most board members individually, attended the Core Planning meetings, visited some schools - and plans to visit the rest within the next week or two. He has attended Rotary and Chamber meetings already, and connected with superintendents from all Lake Conference districts.

## ADJOURNMENT

At 7:30 PM, Member Birdman moved, and Member Arom seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

VI.B. Personnel Recommendations



**Meeting Date:** May 5, 2025

**Title:** Personnel Recommendations

**Type:** Consent

**Presenter:** 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.

**Attachment:**

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>
BERO, LAURA	CC	SPECIAL EDUCATION TEACHER, 1.0 FTE	\$78,580.00	08/18/2025
BRINK, EMMA	CV	GRADE 5 TEACHER, 1.0 FTE	\$61,354.00	08/18/2025
CALPINO, OLIVIA	CS	MULTILINGUAL TEACHER, 1.0 FTE	\$57,770.00	08/18/2025
HAUG, MORGAN	CC	SPECIAL EDUCATION TEACHER, 1.0 FTE	\$80,033.00	08/18/2025
HOUSKAMP, TYLER	DW	OCCUPATIONAL THERAPIST, 1.0 FTE	\$61,354.00	08/18/2025
JOHNSON, SILVIA	CS	GRADE 2 SPANISH DUAL LANGUAGE TEACHER, 1.0 FTE	\$48,909.00	08/18/2025
MADSEN, ANGELA	CS	SPECIAL EDUCATION TEACHER, 1.0 FTE	\$58,158.00	08/18/2025
MCCHESNEY, ERIN	HL	SPECIAL EDUCATION TEACHER, 1.0 FTE	\$69,457.00	08/18/2025
MCFARLAND, KATIE	ECSE	SPEECH-LANGUAGE PATHOLOGIST, 1.0 FTE	\$63,450.00	08/18/2025
OLSON, PAMELA	CC	INTERVENTION TEACHER, 0.24 FTE	\$19,681.47	08/26/2025
SOLI, LORELEI	EVP	MATHEMATICS TEACHER, 0.8 FTE	\$48,028.80	08/18/2025
STAUM, TORY	DW	PHYSICAL THERAPIST, 1.0 FTE	\$79,591.00	08/11/2025
WALTERS, YULIYA	EVP	SCIENCE TEACHER, 0.6 FTE	\$45,036.00	08/18/2025

**B. RESIGNATIONS, RETIREMENTS, TERMINATIONS**

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
GAUDETTE, NICHOLAS	EHS	ORCHESTRA TEACHER RESIGNING FROM 0.2 FTE OF POSITION	06/03/2025
NELSON ,LAURA	CC/CN	MEDIA SPECIALIST, 0.5 FTE	06/03/2025

**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>
DENEUI, KELLIE	CS	ART TEACHER	04/17/2025 - 05/01/2025
HOCKERT, MADELINE	CN	GRADE 4 TEACHER	08/18/2025 - 10/15/2025

KONIECZNY, INGRID	VV	SPECIAL EDUCATION TEACHER	04/07/2025 - 06/03/2025
STRAUSS, KATELYN	EHS	MATHEMATICS TEACHER	10/13/2025 - 01/16/2026
WERNER, STEPHANIE	EHS	PHYSICAL EDUCATION / HEALTH TEACHER	04/25/2025 - 06/03/2025

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

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
BAKER, NADJUA	HL	ENGLISH/LANG ARTS TEACHER FROM 1.0 FTE TO 0.65 FTE	08/18/2025 - 06/02/2026
BUCKLEY, JONATHAN	EHS	ENGLISH/LANG ARTS TEACHER FROM 1.0 FTE TO 0.8 FTE	08/18/2025 - 06/02/2026
DREW, EMESE	EHS	LATIN TEACHER FROM 1.0 FTE TO 0.8 FTE	08/18/2025 - 06/02/2026
HANSON, LAURA	ND	INTERVENTION TEACHER FROM 1.0 FTE TO 0.87 FTE	08/18/2025 - 06/02/2026
JOHNSON, JENNIFER	ND	INTERVENTION TEACHER FROM 1.0 FTE TO 0.88 FTE	08/18/2025 - 06/02/2026
NELSON, KWENEN	EHS	ENGLISH/LANG ARTS TEACHER FROM 1.0 FTE TO 0.8 FTE	08/18/2025 - 06/02/2026
OBERLE, MARIT	SV	MATHEMATICS TEACHER FROM 1.0 FTE TO 0.9 FTE	08/18/2025 - 06/02/2026
SMOLINSKI, MOLLY	NON- PUBLIC	SCHOOL PSYCHOLOGIST FROM 1.0 FTE TO 0.6 FTE	08/18/2025 - 06/02/2026

#### NON-LICENSED STAFF

#### A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
ANDERSON, EVAN	ECC	CUSTODIAN	\$23.60/HOUR	04/23/2025
DEUTMEYER, BENJAMIN	ECC	HUMAN RESOURCES SPECIALIST	\$36.32/HOUR	04/18/2025
LINDBLAD, JANET	EHS	AP PROCTOR	\$25.00/HOUR	05/01/2025
MANJARRREZ VILLANUEVA, GUSTAVO	VV	EA SPED PARA	\$23.00/HOUR	04/24/2025- 05/30/2025
MEZA MENDEZ, YOLIMAR	VV	EA SPED PARA	\$22.20/HOUR	04/15/2025- 05/30/2025
OLSON, ANNA	CS	MEDIA ASSISTANT	\$22.09/HOUR	04/21/2025
OST, JANET	EHS	AP PROCTOR	\$25.00/HOUR	05/01/2025

PROCTOR, CAROLINE	EHS	EVENT WORKER	\$20.00/HOUR	04/22/2025
SHONEY, APARNA	EHS	AP PROCTOR	\$25.00/HOUR	05/01/2025

**B. RESIGNATIONS, RETIREMENTS, TERMINATIONS**

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
AHMED, FAISA	CV	EA SPED PARA	04/21/2025
BEAL, TERRY	ECSE	EA SPED PARA	05/08/2025
BROOKS, MARGARET	VV	EA SPED PARA	04/10/2025
CARLSON, NIKOLE	DW	TECHNOLOGY ASSISTANT	04/17/2025
DELANEY, JENNIFER	CS	PRINCIPAL'S ADMINISTRATIVE ASSISTANT	06/02/2025
FARAHABDIGAANI, FADUMO	CV	EA SPED PARA	04/18/2025
FINN, KYLE	ECC	CUSTODIAN	04/11/2025
HUISENTRUIT, DUANE	DW	CULTURAL LIAISON	04/30/2025
KISE, BRIAN	TC	BUS DRIVER	04/30/2025
KOLLES, BETH	CV	PRINCIPAL'S ADMINISTRATIVE ASSISTANT	05/30/2025
LEVIN, JULIA	ELC	EA SPED PARA	05/30/2025
MADRID, MARTIN	EHS	EA SPED PARA	05/08/2025
MOHAMOUD, KHATRA	CV	EA SPED PARA	04/18/2025
SANDS, KATE	CV	EA SPED PARA	05/30/2025
TAHA, SUMMER	ELC	INSTRUCTIONAL ASSISTANT	04/25/2025
TAYLOR, IZABEL	ELC	EA SPED PARA	05/30/2025
VANDERLINDE, NORMAN	ECC	CUSTODIAL SUPERVISOR	04/30/2025

**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>
BROMLEY, KENNETH	TC	BUS DRIVER	03/04/2025 - 05/30/2025
DIALLO, MARIEME	CC	EA SPED PARA	03/17/2025 - 03/28/2025

JOHNSON, CRAIG	TC	ROUTE PROGRAMMER	03/05/2025 - 04/11/2025
MATTSON, THERESA	EHS	EA SPED PARA	05/19/2025 - 05/29/2025
SWOBODA, NICOLE	ECC	LEAD TECHNOLOGY SUPPORT SPECIALIST	05/05/2025 - 06/16/2025

**COMMUNITY EDUCATION SERVICES STAFF**

**A. RECOMMENDATIONS FOR EMPLOYMENT**

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
FLADUNG, ISAAC	CC	KIDS' CLUB LEAD	\$17.85/HOUR	04/09/2025
KAMAU, LYDIA	CS	KIDS' CLUB LEAD	\$20.93/HOUR	04/10/2025
LENARZ-HOOYMAN, LILLIAN	CV	KIDS' CLUB LEAD	\$19.33/HOUR	04/02/2025
SCOTT, OLIVIA	ND	KIDS' CLUB LEAD	\$19.33/HOUR	04/11/2025
ZUNG, EMILIE	ND	KIDS' CLUB LEAD	\$19.33/HOUR	04/21/2025
ZUSTIAK, AVALON	ELC	CHILDCARE ASSISTANT	\$16.42/HOUR	04/07/2025

**B. RESIGNATIONS, RETIREMENTS, TERMINATIONS**

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
JOHNSON, BRITTNEY	CV	KIDS' CLUB LEAD	04/09/2025

**C. CHANGE OF EMPLOYMENT STATUS**

<u>Name</u>	<u>Building</u>	<u>Position</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>
SULIMAN, NAWAL	HL	KIDS' CLUB LEAD	02/04/2025 - 05/30/2025

VI.C. Memorandum of Understanding Between Edina  
Public Schools and Education Minnesota/Edina  
("EME") relating to the Edina Virtual Pathway  
Program 2025-2026



**Board Meeting Date:** 5/5/2025

**Title:** Memorandum of Understanding Between Edina Public Schools and Education Minnesota/Edina (“EME”) relating to the Edina Virtual Pathway Program 2025-2026

**Type:** Consent

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

**Background:** The School District and Education Minnesota/Edina (EME) initially established a Memorandum of Understanding (MOU) to outline compensation and benefits for the launch of a Secondary Online Teaching Pilot Program—now known as Edina Virtual Pathway (EVP)—during the 2022-2023 school year. This MOU has been revised annually to reflect the ongoing development of the EVP program. For the 2025-2026 school year, both the District and EME have agreed that an additional MOU is necessary to support the EVP program’s continued implementation and evaluation. The proposed MOU maintains the existing per-student compensation rate, reduces the threshold for a fully-subscribed course from 21 to 20 students, and includes minor language updates to reflect current program needs.

**Recommendation:** Approve the MOU between Edina Public Schools and Education Minnesota/Edina relating to the Edina Virtual Pathway program for the 2025-2026 school year.

**Attachment:** MOU between Edina Public Schools and Education Minnesota/Edina relating to the Edina Virtual Pathway program for 2025-2026.

**Memorandum of Understanding  
Between Education Minnesota/Edina and Edina Public Schools  
Edina Virtual Pathway 2025-2026**

This Memorandum of Understanding (“MOU”) is made by and between Independent School District No. 273, Edina Public Schools (“District”) and Education Minnesota/Edina (“EM/E”).

WHEREAS, EM/E is the exclusive representative of teachers employed by the District;

WHEREAS, the Master Agreement (“Agreement”) governs the teachers’ terms and conditions of employment between the District and the EM/E for the 2023-25 school years;

WHEREAS, the District’s Edina Virtual Pathway (“EVP”) has been approved as a comprehensive online provider by the Minnesota Department of Education;

WHEREAS, the District is interested in continuing a program where full-time teachers agree to teach supplemental online assignments for EVP on a semester basis that is not built into the teachers’ regular assignments;

WHEREAS, the District also has a separate program for viable Edina High School “EHS” online classes that will be built into the teachers’ regular assignments and full-time equivalency (“FTE”), which is not connected to this MOU;

WHEREAS, the District understands that supplemental online assignments for EVP are at teachers’ discretion; and

WHEREAS, the District understands that the role of student support services is vital to the success of EVP classes;

THEREFORE, the District and EM/E agree as follows:

1. For the purposes of this MOU, a “fully-subscribed course” is defined as an EVP course with an enrollment of 20 or more students.
2. For the purposes of this MOU, an “undersubscribed course” is defined as an EVP course with an enrollment of 19 or fewer students.
3. A teacher who accepts a supplemental online assignment teaching an EVP course will be compensated based upon the level of student enrollment. For undersubscribed EVP courses, teachers will be compensated at a rate of \$270 per student. Teachers of fully-subscribed EVP courses will be compensated according to the full-time equivalency of the assignment, based on the teacher’s step and lane. If a teacher’s step and lane would amount to compensation of less than \$5,400, then the teacher will be compensated at \$5,400.
4. The student count for purposes of teacher compensation will be made on the 20th instructional day of the semester. If the total number of students enrolled in the EVP course, on the last day of the semester, is higher than this student count, teachers will receive additional pay equal to \$270 per additional student. If the student count for purposes of teacher compensation is less than 4 as of the 20th instructional day of the semester, the teacher will receive no less than \$1,080.
5. EVP courses scheduled to be taught during the course of the normal school calendar that are fully-subscribed as of April 15, 2025 will be built into a teacher’s workday for the following school year unless, by mutual agreement between the teacher and school leadership, it is decided

to classify the course as a supplemental online assignment. Supplemental online EVP courses that become fully-subscribed after April 15, 2025 may be built into a teacher's workday by mutual agreement between the teacher and school leadership.

6. If a teacher undertakes multiple undersubscribed EVP courses, whose combined registrations equals 20-40 as of the 20th day of the semester, the teacher may have the courses treated in a manner identical to a single, fully-subscribed course for the purpose of compensation. If a teacher undertakes multiple undersubscribed online courses whose combined registrations equals 20-40, by mutual agreement of the teacher and school leadership, the courses may be treated in a manner identical to a single, fully-subscribed course and assigned within the teacher's duty day. This paragraph does not apply to a part-time, online teacher as defined in paragraph 15.
7. Pay for supplemental online EVP courses will be divided into two payments with 50% to be paid following the 20th instructional day of the semester and 50% paid at the end of the semester. Payments will coincide with the District's regular, bimonthly payroll schedule.
8. Compensation for EVP courses taught during the summer or within a stretch calendar will be compensated in accordance with this MOU. Fully-subscribed summer or stretch calendar EVP courses may, as an alternative, be built into a teacher's regular assignment by mutual agreement between the teacher and school leadership.
9. Aligning with Minnesota Statute Section 124D.095, subd. 4, no more than 40 students will be enrolled in any one EVP online learning section.
10. Within any given semester, all students within the same EVP course taught by the same teacher will be considered to be a part of a single section for purposes of compensation and course size measurement, excepting where an additional section, with corresponding additional compensation, is added by mutual agreement of the teacher and school leadership.
11. When assigning special education, multilingual learner, and Talent Development staff to support comprehensive EVP students, the district will follow the Special Education Support MOU, the Online Teaching Terms and Conditions for the Implementation of Edina Online Offerings MOU, and the November 2016 Caseload Taskforce report.
12. Teachers will not be required to remain on district property during the portion of their assignment that is dedicated to teaching EVP courses.
13. Appropriately licensed teachers currently teaching supplemental online EVP classes and performing satisfactorily in that position will have a right to first refusal before the course is offered to another Edina teacher.
14. EVP online assignments will be offered to current Edina teaching staff before the district pursues part-time external hires.
15. For the purposes of this MOU, part-time, online teacher positions are defined as those involving sections of fewer than 20 students as of the 20th instructional day of the semester and taught by a teacher hired for the 2022-2023, 2023-2024, 2024-2025, and/or 2025-2026 school year. The definition does not apply to an Edina teacher who also teaches in-person or a fully-subscribed online EVP class for the District, or was hired specifically for EVP with a FTE of 0.5 or more.
16. Part-time, online teachers do not qualify for benefits under the Master Agreement between EM/E and the District.
17. Part-time, online teachers do not qualify for compensation under the Teacher Evaluation and Alternative Compensation Program.
18. Part-time, online teachers are not placed on any seniority list.
19. A separate seniority list will be maintained for those who meet the definition of a part-time, online teacher as provided in paragraph 15 of this MOU and achieve continuing contract rights with the District.

20. If a part-time, online teacher is assigned a course during the 2025-26 regular school calendar that becomes fully-subscribed (20 or more students) as of the 20th instructional day of the semester or thereafter, then the teacher will no longer meet the definition of a part-time, online teacher under this MOU and will qualify for compensation and benefits according to both the Master Agreement and the Memorandum of Understanding Between Education Minnesota/Edina and Edina Public Schools Secondary Online Teaching Pilot Program 2023-2025 or successor agreement.
21. A teacher who no longer meets the definition of part-time, online teacher due solely to teaching a fully-subscribed course does not qualify for compensation under the Teacher Evaluation and Alternative Compensation Program for that school year unless by mutual agreement of EM/E and the District. Teachers hired specifically for EVP with a FTE of 0.5 or more qualify for compensation under the Teacher Evaluation and Alternative Compensation Program for that school year.
22. Final decision on course offerings will be determined by building and district administration. If a decision is made to run a class and student enrollment meets or exceeds the fully-subscribed number (20), at the time schedules are built in the spring of the preceding year, the District will create at least one fully-subscribed section.
23. Teachers accepting an assignment to teach an online class through EVP will be required to see the assignment to completion. In the event that a teacher wishes to withdraw from an assignment, every effort will be made to find an alternate teacher to accommodate the request.
24. Teachers accepting an assignment to teach an online class through EVP during the regular school year will be required to participate in 2 hours of conferences with families per semester. These 2 hours are inclusive of the 16 hours designated for parent-teacher communication and conferences required by Section 5.01.4 under the Agreement between Education Minnesota/Edina and the District. Teachers may document these hours as part of the 8 hours of flex conferencing required by the EHS conference plan.
25. Teachers accepting an assignment to teach an online class through EVP during the regular school year will be required to participate in 2 hours of staff meetings per semester. Each staff meeting will be offered at least twice, both before and after school, in order to accommodate different teacher schedules.
26. Instructional materials used within the course of teaching EVP classes will be made available to other Edina teachers for instructional purposes. Materials including teacher likeness or voice, such as screencasts or slides within presentations, will not be used by other teachers without permission.
27. Nothing in this MOU alters or adds to a teachers' continuing contract rights under Minn. Stat. Section 122A.40.
28. Nothing in this MOU may be deemed to establish an interpretation of the Agreement, a precedent, a practice, or to alter any established interpretation, precedent, or practice arising out of or relating to the Agreement between the District and EM/E. Neither party may submit this MOU in any proceeding as evidence of a contract interpretation, precedent, or practice. This MOU does not alter any managerial rights that the District has in absence of this MOU. This MOU is not grievable.
29. This MOU sunsets on June 30, 2026.

EM/E and the District are in agreement with the above language as evidenced by their representatives' signatures below.

Representative for:

**Education Minnesota/Edina**

**ISD 273, Edina Public Schools**

\_\_\_\_\_  
President

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

VI.D. Termination and Non-Renewal of  
Probationary Teachers



**Board Meeting Date:** May 5, 2025

**Title:** Termination and Non-Renewal of Probationary Teachers

**Type:** Consent

**Presenter:** Sonya Sailer, Executive Director of Human Resources

**Description:** As a result of changing staffing needs each school year, the attached resolution provides for the termination and non-renewal of the teaching contracts for certain probationary teachers. These actions are necessary due to continuing contract teachers returning from leaves of absence, changes in enrollment, licensure requirements, and other reasons. These teachers may apply for any vacant positions available for the 2025-2026 school year if properly licensed and qualified.

**Recommendation:** Approve the attached resolution terminating and non-renewing the teaching contracts of certain probationary teachers.

**Desired Outcome(s) from the Board:** Termination and non-renewal of certain probationary teachers.

**Attachment(s):** Resolution

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

**RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE TEACHING CONTRACTS OF THE FOLLOWING PROBATIONARY TEACHERS:**

Mattick, Isabel

WHEREAS, the above named are probationary teachers in Independent School District 273.

BE IT RESOLVED, the School Board of Independent School District 273, that pursuant to Minnesota Statute Section 122A.40, subdivision 5, that the teaching contracts of the above named, who are probationary teachers in Independent School District 273, be hereby terminated at the close of the current 2024-2025 school year.

BE IT FURTHER RESOLVED that written notice be sent to said teachers regarding termination and non-renewal of their current contracts, as follows:

**NOTICE OF TERMINATION  
AND NON-RENEWAL**

<<First>> <<Last>>

<<Address>

Dear <<First>>:

You are hereby notified that at a regular meeting of the School Board of Independent School District 273 held on May 5, 2025, a resolution was adopted by majority vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2025-2026 school year. Said action of the Board is taken pursuant to Minnesota Statute Section 122A.40, subdivision 5.

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

Yours very truly,

SCHOOL BOARD OF  
INDEPENDENT SCHOOL DISTRICT 273

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

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Clerk of the School Board, ISD 273

VI.E. Check Register - April 2025



**Board Meeting Date:** 5/5/2025

**Title:** Check Register – April 2025

**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 April 2025:

<u>Fund</u>	<u>Amount</u>
General	\$ 3,323,658.67
Food Service	412,475.64
Community Service	168,954.59
Building Construction	<u>1,889,446.58</u>
<b>Total</b>	<b>\$ 5,794,535.48</b>

**Recommendation:** Approve the disbursements as presented for the month of April 2025.

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

**Attachments:**

1. Check Register – April 2025

# Check Register

**FOR THE MONTH ENDED APRIL 30, 2025**

Check No.	Vendor	Description	Date	Amount
403472	BAUER BUILT INC	CREDIT ON ACCT	04/09/25	(1,948.80)
403800	DIESEL COMPONENTS I	CORE CREDIT	04/30/25	(700.00)
403705	HOGLUND BUS COMPANY	CORE CREDIT	04/23/25	(562.50)
403528	MPS, C/O BEDFORD, F	CREDIT ON ACCT	04/09/25	(375.03)
403449	SCHMITT MUSIC COMPA	CREDIT ON ACCT	04/02/25	(237.00)
403542	SPS COMPANIES INC	CREDIT ON ACCT	04/09/25	(156.71)
403400	HOGLUND BUS COMPANY	CORE CREDIT	04/02/25	(125.00)
403702	GRAINGER	CREDIT ON ACCT	04/23/25	(29.83)
403400	HOGLUND BUS COMPANY	CORE CREDIT	04/02/25	(25.00)
403703	GREATAMERICA FINANC	SV MAR25 POSTAGE MT	04/23/25	0.36
V21085	CLIFF SCHWARTZ	PARKING	04/30/25	1.15
V21085	CLIFF SCHWARTZ	PARKING	04/30/25	1.15
V21085	CLIFF SCHWARTZ	PARKING	04/30/25	1.47
403450	SCHOOL HEALTH CORPO	FINGERNAIL CLIPPER	04/02/25	1.53
V21008	LIBBY T TIKALSKY	MAR25 MILEAGE	04/02/25	1.96
V21049	KRISTA S PHILLIPS	2/25 MILEAGE	04/23/25	1.96
V21023	BETHANY A MOHS	3/3 & 3/12 MILEAGE	04/09/25	2.17
V21085	CLIFF SCHWARTZ	PARKING	04/30/25	2.72
403450	SCHOOL HEALTH CORPO	VASELINE TUBE	04/02/25	3.46
V21034	ALEXANDER J HATTSTR	4/11 MILEAGE	04/16/25	3.50
V21085	CLIFF SCHWARTZ	PARKING	04/30/25	3.87
V21085	CLIFF SCHWARTZ	PARKING	04/30/25	3.87
V21085	CLIFF SCHWARTZ	PARKING	04/30/25	3.88
V21085	CLIFF SCHWARTZ	PARKING	04/30/25	3.88
V21034	ALEXANDER J HATTSTR	MARIUCCI ARENA PARK	04/16/25	5.00
403450	SCHOOL HEALTH CORPO	43026 VASELINE TUBE	04/02/25	5.19
V21038	STEPHEN P SANGER	HOSA SLC: STARBUCKS	04/16/25	5.75
V21008	LIBBY T TIKALSKY	3/18-3/27 MILEAGE	04/02/25	5.95
V21045	BENJAMIN J FLEMING	4/7-4/15 MILEAGE	04/23/25	6.16
403396	GOODIN COMPANY	BASIN ROSETTE	04/02/25	6.22
V21085	CLIFF SCHWARTZ	PARKING	04/30/25	6.28
V21085	CLIFF SCHWARTZ	PARKING	04/30/25	6.29
V21012	BEDSTON A BURRELL	FEB25 MILEAGE	04/09/25	6.30
V21085	CLIFF SCHWARTZ	STAFF MEALS	04/30/25	6.41
V21004	PAUL C PAETZEL	DAY 4: BKFT	04/02/25	6.67
V21038	STEPHEN P SANGER	HOSA SLC: STARBUCKS	04/16/25	6.75
V21010	JANEL M WEILAND	CRAFT SUPPLIES	04/02/25	6.99
V21022	JESSICA C MCLENNON	MHEALTH PARKING	04/09/25	7.00
403638	SCHMITT MUSIC COMPA	BAND SUPPLIES	04/16/25	7.19
403738	ODP BUSINESS SOLUTI	JOB FAIR - POSTERS	04/23/25	7.48
403638	SCHMITT MUSIC COMPA	STOP ARM	04/16/25	7.50
V21027	STACIE STANLEY	AASA CONF UBER	04/09/25	7.90
V21004	PAUL C PAETZEL	DAY 2: BKFT	04/02/25	7.93
403370	AMAZON CAPITAL SERV	TITLE ONE INSTRUCTI	04/02/25	7.99
403607	JW PEPPER & SON INC	BAND MUSIC	04/16/25	8.00
V21092	DANA A WEILAND	CHEMISTRY LAB SUPPL	04/30/25	8.07
403450	SCHOOL HEALTH CORPO	INSTANT COLD PACKS	04/02/25	8.73
V21038	STEPHEN P SANGER	HOSA SLC: CHIPOTLE	04/16/25	8.90
V21072	AARON C LAUBY	MUSICAL DRY ICE	04/30/25	8.98

Check No.	Vendor	Description	Date	Amount
403571	BJOREM SPEECH PUBLI	SHIPPING/HANDLING	04/16/25	9.00
V21088	TROY STEIN	STATE DANCE PARKING	04/30/25	9.00
V20997	BENJAMIN J FLEMING	3/17-3/28 MILEAGE	04/02/25	9.24
V21038	STEPHEN P SANGER	TASTE/SMELL LAB SUP	04/16/25	9.38
403728	MENARDS - EDEN PRAI	MAINTENANCE SUPPLIE	04/23/25	9.58
403450	SCHOOL HEALTH CORPO	TOOTH SAVER CHEST	04/02/25	9.70
V20998	AMY J GILBERTSON-DO	HEALTHY CONNECTIONS	04/02/25	9.85
V21085	CLIFF SCHWARTZ	PARKING	04/30/25	9.85
403450	SCHOOL HEALTH CORPO	32265 4-WING FLEX B	04/02/25	9.92
V21041	MERT T WOODARD	E-FILE 941 Q1 2025	04/16/25	9.95
403602	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	04/16/25	9.98
V21000	NANCY L KNUTSON	BHOCKEY STATE PARKI	04/02/25	10.00
V21027	STACIE STANLEY	AASA CONF UBER	04/09/25	10.96
403595	GROTH MUSIC COMPANY	XYLO REPAIR	04/16/25	11.88
V20998	AMY J GILBERTSON-DO	HEALTHY CONNECTIONS	04/02/25	11.97
403607	JW PEPPER & SON INC	BAND MUSIC	04/16/25	12.00
403633	PREMIUM WATERS INC	APR25 WATER COOLER	04/16/25	12.00
V21088	TROY STEIN	STATE SWIM PARKING	04/30/25	12.00
V21022	JESSICA C MCLENNON	MAR25 MILEAGE	04/09/25	13.02
V21090	EMMA T TEWES	RECORDER KARATE SUP	04/30/25	13.63
V21050	ALLISON M RONGLIEN	HOSA CONF SNACKS	04/23/25	13.99
403710	JERRY'S HARDWARE	BRASS FITTINGS	04/23/25	14.07
V21027	STACIE STANLEY	AASA CONF UBER	04/09/25	14.30
403576	CULLIGAN BOTTLED WA	ATHL OFFICE WATER	04/16/25	14.48
403616	MENARDS - EDEN PRAI	"SUPER GLUE, ETC."	04/16/25	14.78
403616	MENARDS - EDEN PRAI	FILTER MEDIA FOR DR	04/16/25	14.89
403571	BJOREM SPEECH PUBLI	BIG ROLLER 20 SIDED	04/16/25	14.99
403398	GROTH MUSIC COMPANY	BAND BOOK	04/02/25	15.30
V21004	PAUL C PAETZEL	DAY 3: DINNER	04/02/25	15.80
403753	SOCIAL THINKING PUB	SHIPPING/HANDLING	04/23/25	15.90
V21010	JANEL M WEILAND	PROBE THERM BATTERI	04/02/25	15.96
V21090	EMMA T TEWES	PICTURE BOOKS (2)	04/30/25	15.98
V21014	ALEXANDER J HATTSTR	MAR25 MILEAGE	04/09/25	16.03
V21013	TAMARA K FORBY	MAR25 MILEAGE	04/09/25	16.52
403823	MENARDS - EDEN PRAI	CAP/HOSE CLAMP	04/30/25	16.73
403370	AMAZON CAPITAL SERV	TITLE 1 SUPPLIES	04/02/25	16.77
V21020	THOMAS J JOHNSTON	MAR25 MILEAGE	04/09/25	16.80
V21038	STEPHEN P SANGER	HOSA SLC: GREEK CRA	04/16/25	17.14
V21029	LIBBY T TIKALSKY	DAY TWO: BKFT	04/09/25	17.18
V21085	CLIFF SCHWARTZ	PARKING	04/30/25	17.24
V21085	CLIFF SCHWARTZ	SUPPLIES - SCAVENGE	04/30/25	17.35
V21034	ALEXANDER J HATTSTR	4/11 MILEAGE	04/16/25	17.43
403821	LRS PORTABLES LLC	03/28-04/03 ECC UNI	04/30/25	17.50
403504	H2I GROUP INC	KEY FOR DOOR LATCH	04/09/25	17.60
403752	SCHOOL SPECIALTY, L	PAINT COBALT BLUE	04/23/25	17.67
403752	SCHOOL SPECIALTY, L	PAINT HALO BLUE	04/23/25	17.67
403584	FACTORY MOTOR PARTS	HALOGEN BULBS	04/16/25	17.92
V21024	BLAKE A PLOMBON	MAR25 MILEAGE	04/09/25	17.92
V21027	STACIE STANLEY	AASA CONF UBER	04/09/25	17.93
403590	GENERAL SECURITY SE	CS-APR25 INTR MONIT	04/16/25	17.95
V21027	STACIE STANLEY	AASA CONF UBER	04/09/25	17.95
403402	INNOVATIVE OFFICE S	NAME PLATE	04/02/25	18.28
V21004	PAUL C PAETZEL	DAY 1: DINNER	04/02/25	18.80
403643	SHRED RIGHT	BUS - SHREDDING	04/16/25	18.85
403643	SHRED RIGHT	BUS - SHREDDING	04/16/25	18.85
403842	SHRED RIGHT	HL - SHREDDING	04/30/25	18.85
V21034	ALEXANDER J HATTSTR	MN SCHOOL SAFE FOOD	04/16/25	18.87
V20995	HANNAH CHRISTIANSON	MAR25 MILEAGE	04/02/25	18.90
V21037	CAYLA R ROBERTS	MAR25 MILEAGE	04/16/25	18.90
403697	FACTORY MOTOR PARTS	FILTERS	04/23/25	19.47
V21031	BLANCA E DIAZ DE LE	SVMS LUNCH GROUP SN	04/16/25	19.89
403464	VENTRIS LEARNING LL	SHIPPING/HANDLING	04/02/25	20.00
403505	HAWKINS INC	CHLORINE TANK	04/09/25	20.00
403545	LAKEVILLE DEBATE BO	10/12/24 DEBATE ENT	04/09/25	20.00

Check No.	Vendor	Description	Date	Amount
V21001	JOSEPH W KOCH	STATE GHOCKEY PARKI	04/02/25	20.00
V21088	TROY STEIN	STATE DANCE PARKING	04/30/25	20.00
V21042	JIM YOUNG	WOODSHOP ITEMS	04/16/25	20.30
403450	SCHOOL HEALTH CORPO	32147 FLEX BAND PAT	04/02/25	20.52
403450	SCHOOL HEALTH CORPO	27539 SPONGES 2X2	04/02/25	20.60
403450	SCHOOL HEALTH CORPO	27541 SPONGES 4X4	04/02/25	20.60
403450	SCHOOL HEALTH CORPO	30021 COTTON BALLS	04/02/25	21.32
V20998	AMY J GILBERTSON-DO	HEALTHY CONNECTIONS	04/02/25	21.36
403602	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	04/16/25	21.55
403709	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	04/23/25	22.01
403519	KULLY SUPPLY INC	ECC - PLUBMING KIT	04/09/25	22.48
V21069	CRISTIANA P HAWTHOR	MUSICAL PROPS	04/30/25	22.50
V20994	JESUS ROGELIO CHAVE	MAR25 MILEAGE	04/02/25	22.68
V21011	MEGAN A WILLIAMS	MAR25 MILEAGE	04/02/25	22.75
V21029	LIBBY T TIKALSKY	DAY ONE: DINNER	04/09/25	22.95
V21085	CLIFF SCHWARTZ	STAFF MEALS	04/30/25	23.33
V20999	CRISTIANA P HAWTHOR	MUSICAL PROP	04/02/25	23.70
V21044	ANDRE P DEWANE	2/13-4/11 MILEAGE	04/23/25	23.80
403450	SCHOOL HEALTH CORPO	CALAMINE LOTION	04/02/25	23.92
403802	EDINA GIVE & GO	APR30 CONTRIBUTIONS	04/30/25	24.00
V21036	MARIT OBERLE	WIFI COACHING WORK	04/16/25	24.00
403638	SCHMITT MUSIC COMPA	BAND SUPPLIES	04/16/25	24.30
403450	SCHOOL HEALTH CORPO	32120 ADHESIVE BAND	04/02/25	24.72
403540	SCHMITT MUSIC COMPA	SCHOLARSHIP: SAX LI	04/09/25	24.85
403492	FACTORY MOTOR PARTS	WINDSHIELD GLUE	04/09/25	24.93
403520	MENARDS - GOLDEN VA	SECURITY CABLE	04/09/25	24.99
403542	SPS COMPANIES INC	LH CERAMIC 1/4 TURN	04/09/25	25.07
403756	SPS WORKS	ENGRAVED PLATE - A.	04/23/25	25.25
V21018	ANGELA K HRUBY	MAR25 MILEAGE	04/09/25	25.27
V21085	CLIFF SCHWARTZ	SUPPLIES - SCAVENGE	04/30/25	25.33
V21080	KARI L OPATZ-KARWOS	4/17-4/18 MILEAGE	04/30/25	25.34
V21017	ALAN K HENDRICKSON	2/6 & 3/27 MILEAGE	04/09/25	25.48
403498	GENERAL PARTS LLC	DEFROST THERMISTER	04/09/25	25.80
403823	MENARDS - EDEN PRAI	MISC. SUPPLIES	04/30/25	25.99
403638	SCHMITT MUSIC COMPA	BASSOON ASSEMBLY	04/16/25	26.00
V21085	CLIFF SCHWARTZ	BOAT RIDE - STUDENT	04/30/25	26.20
V21010	JANEL M WEILAND	CRAFT SUPPLIES	04/02/25	26.40
V21072	AARON C LAUBY	MUSICAL SUPPLIES	04/30/25	26.66
403834	OVERDRIVE INC	EBOOK FOR EHS	04/30/25	26.98
V21052	DAVID PATRICK SODER	PHASE CHANGE LAB SU	04/23/25	27.46
403450	SCHOOL HEALTH CORPO	STERILE EYE WASH	04/02/25	27.90
403519	KULLY SUPPLY INC	TOILET REPAIR PARTS	04/09/25	28.05
V21085	CLIFF SCHWARTZ	STAFF MEALS	04/30/25	28.15
403449	SCHMITT MUSIC COMPA	CELLO STRINGS	04/02/25	28.30
403602	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	04/16/25	28.35
403450	SCHOOL HEALTH CORPO	32230 KNUCKLE BANDA	04/02/25	28.98
403855	WILLIAM V MACGILL &	TOOTH PRESERVING SY	04/30/25	28.98
V21039	MELODY M SNYDER	STICKERS	04/16/25	29.00
403766	UNITED REFRIGERATIO	FREEZER CONTACTOR	04/23/25	29.05
403595	GROTH MUSIC COMPANY	BAND SUPPLIES	04/16/25	29.59
V21006	MELODY M SNYDER	MMEA LUNCH DRINKS	04/02/25	29.96
V21064	ERICA S GARDNER	MUSICAL SUPPLIES	04/30/25	29.96
V21001	JOSEPH W KOCH	STATE BHOCKEY PARKI	04/02/25	30.00
V21001	JOSEPH W KOCH	STATE BHOCKEY PARKI	04/02/25	30.00
403774	ZAHL-PETROLEUM MAIN	FUEL PRINTER PAPER	04/23/25	30.14
403504	H2I GROUP INC	HINGE FRONT DOOR	04/09/25	30.72
V21014	ALEXANDER J HATTSTR	MAR25 MILEAGE	04/09/25	30.87
V21028	ROLLAND T TALAN	3/3-3/13 MILEAGE	04/09/25	31.50
V21085	CLIFF SCHWARTZ	STAFF MEALS	04/30/25	31.55
403449	SCHMITT MUSIC COMPA	SAXOPHONE HARNESS	04/02/25	31.85
403638	SCHMITT MUSIC COMPA	BASS CLARINET REEDS	04/16/25	32.39
V21085	CLIFF SCHWARTZ	STAFF TRAVEL - RIDE	04/30/25	33.92
403433	THE MUSIC MART	MELLOPHONE REPAIR	04/02/25	34.19
V21023	BETHANY A MOHS	MAR25 MILEAGE	04/09/25	34.37

Check No.	Vendor	Description	Date	Amount
403823	MENARDS - EDEN PRAI	MAINTENANCE SUPPLIE	04/30/25	34.42
403517	JW PEPPER & SON INC	CHORAL MUSIC	04/09/25	35.00
403517	JW PEPPER & SON INC	CHORAL MUSIC	04/09/25	35.00
403590	GENERAL SECURITY SE	EHS-MAR25 PATROL RE	04/16/25	35.00
403590	GENERAL SECURITY SE	VV-MAR25 PATROL RES	04/16/25	35.00
403842	SHRED RIGHT	WO 86066 - HR	04/30/25	35.00
403842	SHRED RIGHT	WO 86066 - SPED	04/30/25	35.00
403842	SHRED RIGHT	WO 86066 - FINANCE	04/30/25	35.00
403752	SCHOOL SPECIALTY, L	PAINT BRIGHT RED	04/23/25	35.34
403752	SCHOOL SPECIALTY, L	PAINT CHROME YELLOW	04/23/25	35.34
403752	SCHOOL SPECIALTY, L	PAINT FIRE RED	04/23/25	35.34
403728	MENARDS - EDEN PRAI	HARDWARE RESTROOM	04/23/25	35.43
403383	CULLIGAN BOTTLED WA	ATHLETICS WATER	04/02/25	36.05
403542	SPS COMPANIES INC	SS SUPPLY HOSE (2)	04/09/25	36.12
V21085	CLIFF SCHWARTZ	STUDENT SNACK	04/30/25	37.01
V21049	KRISTA S PHILLIPS	1/15-2/5 MILEAGE	04/23/25	38.08
403450	SCHOOL HEALTH CORPO	32231 FINGER BANDAG	04/02/25	38.32
403468	ADVANCED IMAGING SO	BUS GARAGE 02/25	04/09/25	38.36
403697	FACTORY MOTOR PARTS	FILTERS	04/23/25	38.94
403537	PREMIUM WATERS INC	APR25 HOT/COLD WATE	04/09/25	38.95
403605	JOSTENS INC	REPL DIPLOMAS	04/16/25	39.25
403450	SCHOOL HEALTH CORPO	1036075 SKIN TONE S	04/02/25	39.92
403728	MENARDS - EDEN PRAI	APPLIANCE DISPOSAL	04/23/25	39.98
403454	SPECIAL SUPPLIES	BUZZ BUDDY COLOR PU	04/02/25	39.99
403571	BJOREM SPEECH PUBLI	2ND EDITION SPEECH	04/16/25	39.99
403460	THE MATH LEARNING C	NUMBER CORNER 3RD E	04/02/25	40.00
403667	BAUER BUILT INC	DISPOSAL FEE	04/23/25	40.00
403590	GENERAL SECURITY SE	CC-APR25 INTR MONIT	04/16/25	40.08
403590	GENERAL SECURITY SE	CN-APR25 INTR MONIT	04/16/25	40.08
403590	GENERAL SECURITY SE	HL-APR25 INTR MONIT	04/16/25	40.08
403590	GENERAL SECURITY SE	CV-APR25 INTR MONIT	04/16/25	40.08
403590	GENERAL SECURITY SE	EHS-APR25 INTR MONI	04/16/25	40.08
403590	GENERAL SECURITY SE	SV-APR25 INTR MONIT	04/16/25	40.08
403590	GENERAL SECURITY SE	VV-APR25 INTR MONIT	04/16/25	40.08
V21000	NANCY L KNUTSON	BHOCKEY STATE PARKI	04/02/25	40.38
V21009	EMILY KRISTINE WAAG	CLASSROOM BOOKS	04/02/25	40.44
403449	SCHMITT MUSIC COMPA	CELLO STRINGS	04/02/25	42.45
V21053	JAMIE W YOUNG	2ND GRD SCIENCE SUP	04/23/25	42.71
403700	GOPHER STATE ONE-CA	MAR25 LOCATING FEES	04/23/25	43.20
V21022	JESSICA C MCLENNON	FEB-MAR25 MILEAGE	04/09/25	43.54
V21066	KATHRYN A GORDHAMER	MUSICAL DRY ICE	04/30/25	43.60
V21019	REBECCA R HUBERTY	BUTTERFLY LARVA	04/09/25	43.80
403638	SCHMITT MUSIC COMPA	BAND SUPPLIES	04/16/25	43.85
403777	ENABLING DEVICES	LIL KITTY	04/23/25	43.95
403751	SCHMITT MUSIC COMPA	BARITONE REPAIR	04/23/25	44.00
403549	TRI-STATE BOBCAT IN	OIL	04/09/25	44.26
403471	AMAZON CAPITAL SERV	TITLE 1 NIGHT	04/09/25	44.40
V21094	SARAH J BURGESS	BKFT BOOK CLUB DONU	04/30/25	44.97
403433	THE MUSIC MART	BAND SUPPLIES	04/02/25	45.15
403747	RICHFIELD MINNOCO /	EQUIPMENT FUEL	04/23/25	45.84
403593	GRAINGER	SHARPS CONTAINER	04/16/25	45.89
V21072	AARON C LAUBY	MUSICAL SUPPLIES	04/30/25	46.23
V21004	PAUL C PAETZEL	DAY 4: DINNER	04/02/25	46.56
403785	A-Z RENTAL CENTER	PROPANE REFILL	04/30/25	46.62
403728	MENARDS - EDEN PRAI	TSCHIDA SUPPLIES	04/23/25	46.70
403738	ODP BUSINESS SOLUTI	JOB FAIR - FLYERS	04/23/25	46.72
V21085	CLIFF SCHWARTZ	STAFF MEALS	04/30/25	46.89
403460	THE MATH LEARNING C	SHIPPING/HANDLING	04/02/25	47.20
403410	JERRY'S HARDWARE	SPARK PLUGS	04/02/25	47.58
403701	GRAINGER	FOAM TAPE	04/23/25	47.87
V21025	TIMOTHY J RONHOVDE	MAR25 MILEAGE	04/09/25	48.30
403701	GRAINGER	TIRE VALVE	04/23/25	48.88
403692	EDINA GIVE & GO	SQUISHY REFUND: S.H	04/23/25	49.50
403579	DELEGARD TOOL COMPA	BURR SET	04/16/25	49.88

Check No.	Vendor	Description	Date	Amount
403399	HARLOW WILLIAMS	FEB25 GYMNASTICS	04/02/25	50.00
403571	BJOREM SPEECH PUBLI	PREVOCALIC AND VOCA	04/16/25	50.00
403635	ROCKLER WOODWORKING	SHIPPING/HANDLING	04/16/25	50.00
403805	ELLA BASILE	MAR25 GYMNASTICS	04/30/25	50.00
403450	SCHOOL HEALTH CORPO	20011 SPLINT ROLL	04/02/25	50.44
403633	PREMIUM WATERS INC	WATER FOR DMTS	04/16/25	50.49
V21051	JODI SEIFERT	MCA MINTS	04/23/25	51.61
V21085	CLIFF SCHWARTZ	STAFF MEALS	04/30/25	52.54
V21072	AARON C LAUBY	MUSICAL SUPPLIES	04/30/25	52.55
403449	SCHMITT MUSIC COMPA	BARITONE REPAIR	04/02/25	53.00
403752	SCHOOL SPECIALTY, L	PAINT BLOCKOUT WHIT	04/23/25	53.01
403603	JERRY'S HARDWARE	CLEANING SUPPLIES	04/16/25	53.42
403711	JESSEN PRESS INC	BUSINESS CARDS: B.D	04/23/25	53.50
403711	JESSEN PRESS INC	BUSINESS CARDS: D.B	04/23/25	53.50
V21036	MARIT OBERLE	ADVISORY PRIZES	04/16/25	53.84
403616	MENARDS - EDEN PRAI	MAINTENANCE SUPPLIE	04/16/25	54.61
403808	FRESHPOINT BIX PROD	CS KC SNACKS	04/30/25	55.62
V21085	CLIFF SCHWARTZ	GAS	04/30/25	55.84
403728	MENARDS - EDEN PRAI	VINYL TUBING	04/23/25	56.19
403819	JW PEPPER & SON INC	ORCHESTRA MUSIC	04/30/25	57.50
V21015	CRISTIANA P HAWTHOR	MUSICAL FABRIC	04/09/25	57.72
403777	ENABLING DEVICES	SHIPPING/HANDLING	04/23/25	58.00
V21003	KARI L OPATZ-KARWOS	MSHSCA MEMBERSHIP	04/02/25	58.50
403609	KULLY SUPPLY INC	AERATOR FOR SINK	04/16/25	58.62
403625	ODP BUSINESS SOLUTI	JOB FAIR - POSTER 1	04/16/25	58.65
403625	ODP BUSINESS SOLUTI	JOB FAIR - POSTER 2	04/16/25	58.65
403571	BJOREM SPEECH PUBLI	"BOX OF S, R, L BUN	04/16/25	59.00
403561	AMAZON CAPITAL SERV	GRD 2 CURSIVE BOOKS	04/16/25	59.85
V21040	SARA SWENSON	SCHOOL LIBRARIAN DA	04/16/25	59.90
V21006	MELODY M SNYDER	MMEA LUNCH	04/02/25	59.96
403711	JESSEN PRESS INC	BUSINESS CARDS: B.N	04/23/25	60.00
V21069	CRISTIANA P HAWTHOR	MUSICAL PROPS	04/30/25	60.89
403573	CDW GOVERNMENT	FINAL PART OF DFL E	04/16/25	61.48
403409	JERRY'S FOODS EDINA	FACS FOOD SUPPLIES	04/02/25	62.65
403616	MENARDS - EDEN PRAI	BROOM	04/16/25	62.86
403440	PREMIUM WATERS INC	WATER FOR DMTS	04/02/25	63.24
403587	FRESHPOINT BIX PROD	CC KC SNACKS	04/16/25	64.25
403740	PREMIUM WATERS INC	WATER FOR DMTS	04/23/25	64.74
V21044	ANDRE P DEWANE	2/7-4/15 MILEAGE	04/23/25	64.75
403602	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	04/16/25	65.03
403514	JERRY'S HARDWARE	BUILDING SUPPLIES	04/09/25	65.66
V21085	CLIFF SCHWARTZ	GAS	04/30/25	65.98
403445	RONALD POESCHEL	GBSKTBALL: E PRAIRI	04/02/25	67.00
403461	TRASK ANGELL	GBSKTBALL: WAYZATA	04/02/25	67.00
V21090	EMMA T TEWES	RECORDER MUTES	04/30/25	67.45
403775	AMAZON CAPITAL SERV	GRADE 3 INSTRUCTION	04/23/25	67.96
403519	KULLY SUPPLY INC	PLUMBING SUPPLIES	04/09/25	68.02
403674	CENTURYLINK	VV 03/28-04/27/25	04/23/25	68.15
403584	FACTORY MOTOR PARTS	BULBS	04/16/25	68.50
V21069	CRISTIANA P HAWTHOR	MUSICAL PROPS	04/30/25	68.79
V21030	LOLA MAFFEIS	ND FRENCH INTERN PA	04/11/25	68.89
403541	SCHOOL HEALTH CORPO	20196 ARM SLINGS	04/09/25	69.45
403728	MENARDS - EDEN PRAI	POST/POLY	04/23/25	69.79
403702	GRAINGER	BUBBLER/TOILET PART	04/23/25	69.99
403464	VENTRIS LEARNING LL	UFLI MANUAL	04/02/25	70.00
403474	BIRCHBARK BOOKS AND	SHIPPING/HANDLING	04/09/25	70.00
403590	GENERAL SECURITY SE	ECC-MAR25 PATROL RE	04/16/25	70.00
403590	GENERAL SECURITY SE	BUS-MAR25 PATROL RE	04/16/25	70.00
V21072	AARON C LAUBY	MUSICAL SUPPLIES	04/30/25	70.72
403675	CHANDA PARKINSON	4/12 INTERMEDIATE T	04/23/25	71.05
403596	HENNEPIN COUNTY ACC	BUS GARAGE HAZARD F	04/16/25	72.00
403717	KINECT ENERGY, INC	ND - MAR25 SERVICE	04/23/25	73.79
403776	ENABLING DEVICES	9353 PAW PATROL - C	04/23/25	74.95
403489	ECM PUBLISHERS INC	FEB 3 WS MINUTES	04/09/25	75.00

Check No.	Vendor	Description	Date	Amount
403489	ECM PUBLISHERS INC	FEB 18 WS MINUTES	04/09/25	75.00
403529	MSBA -- MINNESOTA S	DAY AT CAPITOL: S.S	04/09/25	75.00
403585	SHRED-IT USA	VV - SHREDDING	04/16/25	75.00
V21012	BEDSTON A BURRELL	FEB-MAR25 MILEAGE	04/09/25	75.39
V21047	STEPHANIE T PAGAC	2/19-4/18 MILEAGE	04/23/25	75.60
403638	SCHMITT MUSIC COMPA	BAND SUPPLIES	04/16/25	76.00
403521	MENARDS - EDEN PRAI	GROUND SUPPLIES	04/09/25	76.28
V21017	ALAN K HENDRICKSON	FEB-MAR25 MILEAGE	04/09/25	77.56
403485	CUSTOM HOSE TECH IN	PLOW HOSE	04/09/25	77.61
403648	TRANSPORTATION PLUS	FEB25 HHM TRANSPORT	04/16/25	78.00
403500	GOODIN COMPANY	BOILER PUMP GAUGES	04/09/25	78.08
V21050	ALLISON M RONGLIEN	HOSA CONF SNACKS	04/23/25	78.68
403730	MINNESOTA EQUIPMENT	OIL FILTER	04/23/25	79.27
403778	REALLY GOOD STUFF L	GRD 2 INSTRUCTIONAL	04/23/25	79.99
403369	ALEXANDRA PALM	SYNCHRO: HOPKINS	04/02/25	80.00
403376	CANDACE MEARS	SYNCHRO: HOPKINS	04/02/25	80.00
403408	JENNIFER BUBOLZ-MIL	SYNCHRO: HOPKINS	04/02/25	80.00
403414	KARINE ALBERT	SYNCHRO: HOPKINS	04/02/25	80.00
403417	LAURA JOHNSON	SYNCHRO: HOPKINS	04/02/25	80.00
403448	SARAH RATHE	SYNCHRO: HOPKINS	04/02/25	80.00
403457	STEPHANIE PROPER	SYNCHRO: HOPKINS	04/02/25	80.00
403478	CARLA STEFFEN	SYNCHRO: HOPKINS	04/09/25	80.00
403660	ALEXANDRA PALM	SYNCHRO: HOPKINS	04/23/25	80.00
403664	AMY VELSOR	SYNCHRO: HOPKINS	04/23/25	80.00
403687	DANIELLE SHUPE	SYNCHRO: HOPKINS	04/23/25	80.00
403712	JODI SCHAEFER MILLE	SYNCHRO: FIGURE MEE	04/23/25	80.00
403713	KARI CHRISTIANSON	SYNCHRO: HOPKINS	04/23/25	80.00
403714	KARINE ALBERT	SYNCHRO: HOPKINS	04/23/25	80.00
403720	LAURA JOHNSON	SYNCHRO: HOPKINS	04/23/25	80.00
403722	LINDA GUST	SYNCHRO: HOPKINS	04/23/25	80.00
403746	REYNE KURPIERS	SYNCHRO: HOPKINS	04/23/25	80.00
403751	SCHMITT MUSIC COMPA	CLARINET REPAIR	04/23/25	80.00
V21001	JOSEPH W KOCH	STATE HOCKEY MILEAG	04/02/25	80.22
403795	CENTURYLINK	DO 04/01-04/30/25	04/30/25	80.52
403481	CHANDA PARKINSON	TAROT FOR BEGINNERS	04/09/25	81.20
403780	AMAZON CAPITAL SERV	OFFICE SUPPLIES	04/30/25	83.13
403432	MTI DISTRIBUTING IN	OIL/O-RING	04/02/25	83.19
V21006	MELODY M SNYDER	MMEA SUPPLIES	04/02/25	83.94
V21069	CRISTIANA P HAWTHOR	MUSICAL SUPPLIES	04/30/25	84.47
403602	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	04/16/25	84.87
403728	MENARDS - EDEN PRAI	CHAIR CART MATERIAL	04/23/25	85.42
403410	JERRY'S HARDWARE	PLUMBING FIXTURE FO	04/02/25	86.83
403702	GRAINGER	FLOOR BOX COVER	04/23/25	88.10
403467	ACRE	SHIPPING/HANDLING	04/09/25	88.62
403677	CHUX SCREEN PRINTIN	ND CHOIR T-SHIRTS	04/23/25	88.75
403450	SCHOOL HEALTH CORPO	HOT/COLD PACKS 4X6	04/02/25	89.28
403397	GRAINGER	FUSES	04/02/25	89.70
403551	UNIVERSITY LANGUAGE	MAR25 SPED INTERPRE	04/09/25	90.00
403638	SCHMITT MUSIC COMPA	CLARINET REPAIR	04/16/25	90.00
403770	VIVACITY TECH PBC	USB-C CABLES FOR CA	04/23/25	90.00
403852	UNIVERSITY LANGUAGE	SPED INTERPRETER	04/30/25	90.00
403625	ODP BUSINESS SOLUTI	CLASSROOM SUPPLIES	04/16/25	93.30
403433	THE MUSIC MART	BAND SUPPLIES	04/02/25	93.95
403436	NICHOLAS HOVICK	BBSKTBALL: WAYZATA	04/02/25	95.00
403615	MEDCO SUPPLY	GATORADE	04/16/25	95.00
403615	MEDCO SUPPLY	GATORADE	04/16/25	95.00
403615	MEDCO SUPPLY	GATORADE	04/16/25	95.00
403615	MEDCO SUPPLY	GATORADE	04/16/25	95.00
403615	MEDCO SUPPLY	GATORADE	04/16/25	95.00
403615	MEDCO SUPPLY	GATORADE	04/16/25	95.00
403763	TREVOR BUSBY	BLAX: BLAINE	04/23/25	95.00
403602	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	04/16/25	95.32
403634	PRO-ED INC	CURRICULUM	04/16/25	95.70
403504	H2I GROUP INC	SHIPPING/HANDLING	04/09/25	96.00

Check No.	Vendor	Description	Date	Amount
403698	FRESHPOINT BIX PROD	KC CS SNACKS	04/23/25	96.42
403508	IMAGINE LEARNING, L	SHIPPING/HANDLING	04/09/25	96.80
403595	GROTH MUSIC COMPANY	BAND SUPPLIES	04/16/25	96.86
403378	CHANHASSEN HS SPEEC	SPEECH ENTRY FEES	04/02/25	97.00
403521	MENARDS - EDEN PRAI	CUSTODIAL SUPPLIES	04/09/25	97.64
403533	ODP BUSINESS SOLUTI	CLASSROOM SUPPLIES	04/09/25	97.65
403618	METRO SALES INC	APR25 ATHL COPIER	04/16/25	98.00
403542	SPS COMPANIES INC	CARTRIDGE (4)	04/09/25	99.07
403753	SOCIAL THINKING PUB	SUPERFLEX TAKES FLI	04/23/25	99.98
403399	HARLOW WILLIAMS	MAR25 GYMNASICS	04/02/25	100.00
403430	MORGAN KOCH	BHOCKEY: ROGERS	04/02/25	100.00
403430	MORGAN KOCH	BHOCKEY: MOORHEAD	04/02/25	100.00
403442	PUMP IT UP OF EDEN	5/30 FIELD TRIP DEP	04/02/25	100.00
403483	CLAIRE PAHL	MAR25 GYMNASICS	04/09/25	100.00
V21072	AARON C LAUBY	MUSICAL SUPPLIES	04/30/25	102.89
403708	JASON VOGT	BASEBALL: BLOOM-JEF	04/23/25	105.00
403725	MARC FIORAVANTI	BASEBALL: BLOOM-JEF	04/23/25	105.00
403823	MENARDS - EDEN PRAI	CLEANING SUPPLIES	04/30/25	106.29
403449	SCHMITT MUSIC COMPA	FLUTE REPAIR	04/02/25	108.00
403449	SCHMITT MUSIC COMPA	CELLO BOWS	04/02/25	108.00
403597	IMAGINE LEARNING, L	SHIPPING/HANDLING	04/16/25	109.50
V21069	CRISTIANA P HAWTHOR	Q2Q FOOD FOR KIDS	04/30/25	109.92
403394	FRESHPOINT BIX PROD	KC CN SNACKS	04/02/25	111.90
403816	JOSEFINA SCOZZARI	INSTR INTERVIEWS GR	04/30/25	112.50
V21026	KORY M SMITH	MAR25 MILEAGE	04/09/25	112.70
403587	FRESHPOINT BIX PROD	CS KC SNACKS	04/16/25	114.00
403412	JH LARSON COMPANY	LIGHT SWITCH	04/02/25	114.04
403723	MACKENZIE NILSEN	BVOLLEYBALL: PEP RA	04/23/25	115.00
403490	EDUCATORS BENEFIT C	ACT BASE FEE	04/09/25	117.19
403496	FRESHPOINT BIX PROD	KC HL SNACKS	04/09/25	118.36
403638	SCHMITT MUSIC COMPA	CLARINET DEBUT	04/16/25	119.80
403446	ROSAMARIA BOLDT	3/19 INTREPRETING S	04/02/25	120.00
403837	ROSAMARIA BOLDT	4/14 SPED TRANSLATI	04/30/25	120.00
403747	RICHFIELD MINNOCO /	EQUIPMENT FUEL	04/23/25	120.27
403662	ALL STRINGS ATTACHE	ORCHESTRA REPAIR	04/23/25	120.83
403844	SUMMIT 360 INC	CISCO MODULES	04/30/25	121.23
403540	SCHMITT MUSIC COMPA	CL/SAX MPC REPAIR	04/09/25	122.30
403808	FRESHPOINT BIX PROD	CC KC SNACKS	04/30/25	122.44
403370	AMAZON CAPITAL SERV	MUSIC INSTRUCTIONAL	04/02/25	122.79
403449	SCHMITT MUSIC COMPA	VARIOUS REEDS	04/02/25	124.20
403808	FRESHPOINT BIX PROD	KC CN SNACKS	04/30/25	126.46
V21069	CRISTIANA P HAWTHOR	MUSICAL COSTUMES	04/30/25	127.86
403387	DUCKY SCREEN PRINTI	CC CHOIR WELCH	04/02/25	128.00
403637	SAMARITAN TIRE COMP	TIRE	04/16/25	129.00
V21048	SHAUN P PAKENHAM	STORAGE ITEMS	04/23/25	129.37
403489	ECM PUBLISHERS INC	FEB 3 REG MINUTES	04/09/25	131.25
403728	MENARDS - EDEN PRAI	CLEANING SUPPLIES	04/23/25	131.78
V21005	SONYA LEIGH SAILER	ADHERED 13 T-SHIRTS	04/02/25	133.38
403469	AIM ELECTRONICS INC	VIDEO BOARD REPAIR	04/09/25	134.10
403820	KATHLEEN POVOLNY	PHOTO ORGANIZATION	04/30/25	134.40
403822	MARTHA ISELA MENDIO	FEB25 ZUMBA	04/30/25	134.40
403368	AIM ELECTRONICS INC	SCOREBOARD REMOTE	04/02/25	135.00
403487	DEANNA JOY WELCH	ADDTL CC CHOIR PMT	04/09/25	136.90
V21006	MELODY M SNYDER	MMEA CERTIFICATES	04/02/25	139.39
V21043	JONATHAN D BUCKLEY	T & R SHOELACES	04/23/25	139.80
403761	THREE RIVERS PARK D	5/15 FIELD TRIP	04/23/25	140.00
403786	BAUER BUILT INC	TIRES	04/30/25	140.25
403534	OVERDRIVE INC	BOOKS FOR EHS	04/09/25	140.48
403450	SCHOOL HEALTH CORPO	VALUE PRICES TOWELS	04/02/25	141.90
403639	SCHOOL HEALTH CORPO	VALUE PRICED TOWELS	04/16/25	141.90
V21069	CRISTIANA P HAWTHOR	CUB FOOD BOXES	04/30/25	143.56
403450	SCHOOL HEALTH CORPO	"99306 6"" APPLICAT	04/02/25	144.00
403641	SCHOOL SPECIALTY, L	1ST GRD SUPPLIES	04/16/25	147.15
403379	CHRISTOPHER JESSEN	GHOCKEY: BUFFALO	04/02/25	148.00

Check No.	Vendor	Description	Date	Amount
403594	GREATAMERICA FINANC	EHS APR25 POSTAGE M	04/16/25	149.95
403777	ENABLING DEVICES	2121 TURTLE SWITCH	04/23/25	149.95
403483	CLAIRE PAHL	FEB25 GYMNASTICS	04/09/25	150.00
V21033	MATTHEW E GABRIELSO	TRACK & FIELD SUPPL	04/16/25	150.00
403609	KULLY SUPPLY INC	AERATOR FOR BRADLEY	04/16/25	150.36
403776	ENABLING DEVICES	PORING CUPS	04/23/25	151.97
403752	SCHOOL SPECIALTY, L	ART SUPPLIES	04/23/25	152.60
V21016	JESSICA L HEIDELBER	NOV-DEC24 MILEAGE	04/09/25	155.51
403616	MENARDS - EDEN PRAI	MAINTENANCE SUPPLIE	04/16/25	156.23
403747	RICHFIELD MINNOCO /	EQUIPMENT FUEL	04/23/25	156.39
403755	SPS COMPANIES INC	PLUMBING SUPPLIES	04/23/25	159.36
403703	GREATAMERICA FINANC	SV APR25 POSTAGE MT	04/23/25	159.95
403627	OPENTEXT INC	MAR25 FAX-2-MAIL	04/16/25	160.52
403377	CENTURYLINK	DO 03/01-03/31/25	04/02/25	161.04
403748	ROSS BROWER	BLAX: BLAINE	04/23/25	162.00
403772	WILLIAM WHITNEY	BLAX: BLAINE	04/23/25	162.00
V21034	ALEXANDER J HATTSTR	MN SCHOOL SAFE HOTE	04/16/25	163.56
403496	FRESHPOINT BIX PROD	KC CN SNACKS	04/09/25	166.32
403698	FRESHPOINT BIX PROD	KC CV SNACKS	04/23/25	167.80
403619	MINNESOTA CLAY CO U	ART GLAZES	04/16/25	168.02
V21006	MELODY M SNYDER	BAND-O-RAMA SUPPLIE	04/02/25	170.68
403521	MENARDS - EDEN PRAI	MISC REPAIR SUPPLIE	04/09/25	171.01
403638	SCHMITT MUSIC COMPA	REEDS	04/16/25	171.90
403616	MENARDS - EDEN PRAI	MATERIALS FOR CHAIR	04/16/25	173.08
403620	MINNETONKA PUBLIC S	FESTIVAL REFUND	04/16/25	175.00
403623	NORCOSTCO INC	MUSICAL SUPPLIES	04/16/25	178.24
403465	WEST MUSIC COMPANY	MUSIC INSTRUCTIONAL	04/02/25	179.19
403638	SCHMITT MUSIC COMPA	CLARINET DEBUT	04/16/25	179.70
403551	UNIVERSITY LANGUAGE	GED ED INTERPRETER	04/09/25	180.00
403551	UNIVERSITY LANGUAGE	MAR25 SPED INTERPRE	04/09/25	180.00
403551	UNIVERSITY LANGUAGE	GED ED INTERPRETER	04/09/25	180.00
403817	JOSEPH WELNA	INSTR INTERVIEWS GR	04/30/25	180.00
403852	UNIVERSITY LANGUAGE	SPED INTERPRETER	04/30/25	180.00
V21034	ALEXANDER J HATTSTR	4/8-4/9 MILEAGE	04/16/25	180.60
403551	UNIVERSITY LANGUAGE	GED ED INTERPRETER	04/09/25	181.34
403852	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	04/30/25	181.34
403852	UNIVERSITY LANGUAGE	SPED INTERPRETER	04/30/25	181.34
403733	MRI SOFTWARE LLC	MAR25 BKGD CHK: MIS	04/23/25	182.00
403852	UNIVERSITY LANGUAGE	GEN ED TRANSLATION	04/30/25	182.01
403852	UNIVERSITY LANGUAGE	SPED INTERPRETER	04/30/25	182.10
403726	MARK LAGERGREN	GTRACK: TRI-MEET	04/23/25	182.50
403852	UNIVERSITY LANGUAGE	GEN ED TRANSLATION	04/30/25	182.68
403808	FRESHPOINT BIX PROD	HL KC SNACKS	04/30/25	183.27
403377	CENTURYLINK	CV 03/10-04/09/25	04/02/25	183.48
403795	CENTURYLINK	CN 04/01-04/30/25	04/30/25	183.57
403795	CENTURYLINK	CS 04/01-04/30/25	04/30/25	183.57
403852	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	04/30/25	184.69
403594	GREATAMERICA FINANC	DO APR25 POSTAGE MT	04/16/25	184.95
403515	JERRY'S PRINTING	ISS FORMS	04/09/25	185.00
403595	GROTH MUSIC COMPANY	BAND SUPPLIES	04/16/25	185.60
403407	JAMES JARVIS	GHOCCY: HOLIDAY CL	04/02/25	186.00
403407	JAMES JARVIS	GHOCCY: HOLIDAY CL	04/02/25	186.00
403551	UNIVERSITY LANGUAGE	MAR25 SPED INTERPRE	04/09/25	188.04
403674	CENTURYLINK	CC 03/19-04/18/25	04/23/25	188.25
403852	UNIVERSITY LANGUAGE	MAR25 SPED INTERPRE	04/30/25	188.71
403795	CENTURYLINK	HL 04/01-04/30/25	04/30/25	189.57
V21078	ANNE B NAAS	CONF MILEAGE	04/30/25	190.40
403422	MACKIN EDUCATIONAL	BOOKS FOR CS	04/02/25	191.00
403476	BSN SPORTS, LLC	BLAX COACHES	04/09/25	192.27
V21042	JIM YOUNG	WOODSHOP ITEMS	04/16/25	193.43
403691	DRAIN PRO PLUMBING	DISPOSAL DRAIN CLOG	04/23/25	195.00
403637	SAMARITAN TIRE COMP	TIRE	04/16/25	196.00
403852	UNIVERSITY LANGUAGE	SPED INTERPRETER	04/30/25	196.08
403852	UNIVERSITY LANGUAGE	MAR25 SPED INTERPRE	04/30/25	196.08

Check No.	Vendor	Description	Date	Amount
403852	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	04/30/25	196.08
403498	GENERAL PARTS LLC	HL - TIMER PART	04/09/25	196.29
403852	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	04/30/25	196.75
403852	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	04/30/25	196.75
403852	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	04/30/25	196.75
403551	UNIVERSITY LANGUAGE	GED ED INTERPRETER	04/09/25	198.09
403551	UNIVERSITY LANGUAGE	GED ED INTERPRETER	04/09/25	198.76
403484	CPI-CRISIS PREVENTI	MEMBERSHIP - M.L.	04/09/25	200.00
403512	ITSAVVY LLC	SCREEN DEDUCTIBLES	04/09/25	200.00
403797	CLOQUET HIGH SCHOOL	PROJECT COMPOSITION	04/30/25	200.00
403827	MN STATE HIGH SCHOO	COACHES CLASS - J.M	04/30/25	200.00
403847	TAPAN SHARMA	SAT & ACT TUTORING	04/30/25	200.00
403852	UNIVERSITY LANGUAGE	GEN ED TRANSLATION	04/30/25	201.44
403589	FUTURA LANGUAGE PRO	ADULT SPANISH CLASS	04/16/25	203.00
403551	UNIVERSITY LANGUAGE	MAR25 SPED INTERPRE	04/09/25	204.79
403502	GRAINGER	PLUMBING PARTS	04/09/25	207.84
403551	UNIVERSITY LANGUAGE	GED ED INTERPRETER	04/09/25	207.86
403587	FRESHPOINT BIX PROD	HL KC SNACKS	04/16/25	208.23
403450	SCHOOL HEALTH CORPO	HOT/COLD PACKS	04/02/25	208.32
403551	UNIVERSITY LANGUAGE	GED ED INTERPRETER	04/09/25	212.83
403852	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	04/30/25	212.83
403852	UNIVERSITY LANGUAGE	GEN ED INTERPRETER	04/30/25	212.83
403412	JH LARSON COMPANY	FLOOR BOX COVER PLA	04/02/25	214.03
403852	UNIVERSITY LANGUAGE	AUG24 SPED TRANSLAT	04/30/25	215.51
403839	SAMSARA INC	GPS ASSET TRACKER T	04/30/25	219.00
V21007	MARK A THONE	3 LIQUID TOP COAT W	04/02/25	219.45
403390	ELECTRIC MOTOR REPA	EXHAUST FAN MOTOR	04/02/25	220.00
403777	ENABLING DEVICES	4126 HIGH ROLL/SWIT	04/23/25	225.95
403728	MENARDS - EDEN PRAI	VV - KITCHEN STEAME	04/23/25	228.20
403652	WASTE MANAGEMENT OF	BUS - APR25 SERVICE	04/16/25	228.54
V21014	ALEXANDER J HATTSTR	DIGITAL THREAT ASSE	04/09/25	229.00
V21069	CRISTIANA P HAWTHOR	Q2Q FOOD FOR KIDS	04/30/25	231.95
403768	VERIFIED CREDENTIAL	MAR25 BKGD SCREENIN	04/23/25	232.45
403567	BAYCOM INC	SPED WALKIE BATTERI	04/16/25	235.00
403470	ALLEGRA EDINA	PARKING TICKETS	04/09/25	237.87
403507	HOGLUND BUS COMPANY	PINS	04/09/25	238.10
V21035	DUANE A HUISENTRUIT	AIPAC: DREAMCATCHER	04/16/25	240.00
403728	MENARDS - EDEN PRAI	GROUNDS SUPPLIES	04/23/25	242.87
403674	CENTURYLINK	EHS 03/28-04/27/25	04/23/25	244.64
403795	CENTURYLINK	ECC 04/01-04/30/25	04/30/25	244.76
403795	CENTURYLINK	CC 04/01-04/30/25	04/30/25	244.76
403548	TITAN MACHINERY - S	GLASS	04/09/25	245.00
403581	EDINA HISTORICAL SO	04/14 FIELD TRIP	04/16/25	245.00
403563	ASTLEFORD INTERNATI	BELT	04/16/25	246.14
403794	CATALYST SOURCING S	SUPP TRACK MON SUBS	04/30/25	249.99
403380	CHRISTOPHER ROCHEST	3/14 JAZZ FEST CLIN	04/02/25	250.00
403439	PHIL SNYDER	SV JAZZ FEST CLINIC	04/02/25	250.00
403696	ESCREEN, INC.	FMCSA POOL	04/23/25	250.00
403764	TWIN CITIES TRANSPO	BUS TOW	04/23/25	250.00
403764	TWIN CITIES TRANSPO	BUS TOW	04/23/25	250.00
403838	RUSSELL SECURITY RE	DOOR #3 HANDI CAP	04/30/25	250.00
403846	SUZANNE MAGNUSON	THEATRE PHOTOGRPAHY	04/30/25	250.00
403501	GOPHER / PLAY WITH	84-990 PE SUPPLIES	04/09/25	250.57
403657	93 SKIP LLC	BUS-MAR25 SOLAR PRO	04/23/25	251.49
403547	TIMECLOCK PLUS DATA	LICENSE OVERAGES	04/09/25	252.00
403644	SQUIRES, WALDSPURGE	LEGAL SERV: S.S.S.	04/16/25	252.00
403551	UNIVERSITY LANGUAGE	GED ED INTERPRETER	04/09/25	252.19
403531	MUSIC IS ELEMENTARY	ORFF STAND FOR BASS	04/09/25	252.89
403447	RUSSELL SECURITY RE	LOCK REPLACE	04/02/25	260.00
403795	CENTURYLINK	DO 04/01-04/30/25	04/30/25	260.00
403717	KINECT ENERGY, INC	ECC - MAR25 SERVICE	04/23/25	261.63
403666	ARIN	ANNUAL FEE	04/23/25	262.50
403750	SAFE AND SOUND: SH	MW SCHOOL SAFETY SU	04/23/25	263.20
403750	SAFE AND SOUND: SH	MW SCHOOL SAFETY SU	04/23/25	263.20

Check No.	Vendor	Description	Date	Amount
403750	SAFE AND SOUND: SH	MW SCHOOL SAFETY SU	04/23/25	263.20
403852	UNIVERSITY LANGUAGE	GEN ED TRANSLATION	04/30/25	266.54
403394	FRESHPOINT BIX PROD	KC CS SNACKS	04/02/25	269.06
403782	ANDREW JENSEN	INSTR INTERVIEWS GR	04/30/25	270.00
403799	DEANN KLUN	INSTR INTERVIEWS GR	04/30/25	270.00
403433	THE MUSIC MART	BAND SUPPLIES	04/02/25	272.67
403692	EDINA GIVE & GO	BTW REFUND: S.S.	04/23/25	272.70
403397	GRAINGER	DOOR CLOSER	04/02/25	273.15
403385	CUSTOM HOSE TECH IN	PLOW PARTS	04/02/25	273.21
403658	ACME TOOLS PLYMOUTH	VARIOUS TOOLS	04/23/25	275.36
403663	ALLEGRA EDEN PRAIRI	VIBE 5K YARD SIGNS	04/23/25	278.68
403418	LAURSEN PIANO SERVI	PIANO TUNING	04/02/25	280.00
403705	HOGLUND BUS COMPANY	GASKET	04/23/25	280.44
403528	MPS, C/O BEDFORD, F	SHIPPING/HANDLING	04/09/25	281.83
403524	MIDWEST BUS PARTS I	LED PLATFORM LIGHT	04/09/25	283.14
403766	UNITED REFRIGERATIO	CS - AIRDALE PARTS	04/23/25	283.28
V21007	MARK A THONE	SKI WAX AND WAX ROO	04/02/25	291.54
V21015	CRISTIANA P HAWTHOR	MUSICAL COSTUMES	04/09/25	293.56
403642	SEON DESIGN (USA) C	HARD DRIVE READER	04/16/25	295.00
403814	IMAGINE LEARNING, L	SHIPPING/HANDLING	04/30/25	299.00
403601	ITSAVVY LLC	SCREEN DEDUCTIBLES	04/16/25	300.00
403764	TWIN CITIES TRANSP	BUS TOW	04/23/25	300.00
403764	TWIN CITIES TRANSP	BUS TOW	04/23/25	300.00
403674	CENTURYLINK	VV 03/28-04/27/25	04/23/25	305.80
403574	CITY OF EDINA	SV WATER 12/30-4/1/	04/16/25	306.09
403794	CATALYST SOURCING S	ON DEMAND/TRANSPORT	04/30/25	306.70
403488	DUCKY SCREEN PRINTI	HL CHOIR REPRINTS	04/09/25	307.75
403503	GROTH MUSIC COMPANY	BASSOON REPAIR	04/09/25	308.00
V21054	EMMA BOURNONVILLE	EHS FRENCH INTERN P	04/30/25	310.00
V21055	MELINE CHATAL-BARAT	ND FRENCH INTERN PA	04/30/25	310.00
V21057	LOLA DUCLOUX-LEBON	ND FRENCH INTERN PA	04/30/25	310.00
V21058	GREGOIRE DURAND	VV FRENCH INTERN PA	04/30/25	310.00
V21059	THEO DURAND	ND FRENCH INTERN PA	04/30/25	310.00
V21060	LAURINE EVEN	ND FRENCH INTERN PA	04/30/25	310.00
V21061	CHIARA FERRY	ND FRENCH INTERN PA	04/30/25	310.00
V21062	ELENA FONTEYNE	ND FRENCH INTERN PA	04/30/25	310.00
V21063	JUDITH FOUQUET	EHS FRENCH INTERN P	04/30/25	310.00
V21065	CAMILLE GEISLER	VV FRENCH INTERN PA	04/30/25	310.00
V21067	SOLENE GOURC	ND FRENCH INTERN PA	04/30/25	310.00
V21068	LOLA GOURCY	ND FRENCH INTERN PA	04/30/25	310.00
V21070	CHLOE HEISSLER	ND FRENCH INTERN PA	04/30/25	310.00
V21071	CHLOE KLEIN	ND FRENCH INTERN PA	04/30/25	310.00
V21073	LENA LEBOURSICAUD	ND FRENCH INTERN PA	04/30/25	310.00
V21075	AUDREY MAUBARET	VV FRENCH INTERN PA	04/30/25	310.00
V21076	JADE METZINGER	ND FRENCH INTERN PA	04/30/25	310.00
V21077	INGRID MICHEL	ND FRENCH INTERN PA	04/30/25	310.00
V21079	MATHILDE NOGUES	ND FRENCH INTERN PA	04/30/25	310.00
V21081	HUGO PACINI	ND FRENCH INTERN PA	04/30/25	310.00
V21082	ALICE PARISOT	ND FRENCH INTERN PA	04/30/25	310.00
V21083	LEA ROUX	ND FRENCH INTERN PA	04/30/25	310.00
V21084	LENA SAUVAGEON	ND FRENCH INTERN PA	04/30/25	310.00
V21086	LOANE SENSACQ	ND FRENCH INTERN PA	04/30/25	310.00
V21089	LEANE STEPHANT	ND FRENCH INTERN PA	04/30/25	310.00
V21091	NOE VAGNE	ND FRENCH INTERN PA	04/30/25	310.00
V21093	LAURINE ZILLIOX	ND FRENCH INTERN PA	04/30/25	310.00
V20999	CRISTIANA P HAWTHOR	MUSICAL COSTUMES	04/02/25	311.29
403673	CDW GOVERNMENT	AZURE OVERAGES	04/23/25	311.54
403496	FRESHPOINT BIX PROD	KC CV SNACKS	04/09/25	312.04
403513	IWS - INNOVATIONAL	"FILTERS - 9 7/8""	04/09/25	313.00
403377	CENTURYLINK	ECC 3/1-3/31/25	04/02/25	314.54
403426	MIDWEST BAND INSTRU	INSTRUMENT REPAIRS	04/02/25	315.00
403854	WASTE MANAGEMENT OF	30 YARD OPEN TOP DE	04/30/25	315.17
403652	WASTE MANAGEMENT OF	30 YD OPEN TOP - TH	04/16/25	315.37
V21074	NATHANIEL M LINDLEY	CONF MILEAGE	04/30/25	316.40

Check No.	Vendor	Description	Date	Amount
403613	LRS PORTABLES LLC	CV UNITS: 03/12-05/	04/16/25	318.75
403705	HOGLUND BUS COMPANY	TEMP SENSOR	04/23/25	319.04
403806	FOLLETT HIGHER EDUC	PIPELINE GRANT: BOO	04/30/25	320.46
V21085	CLIFF SCHWARTZ	AVIS CAR RENTAL 2ND	04/30/25	321.33
403617	METRO ELEVATOR	ELEVATOR #3 REPAIR	04/16/25	324.00
403497	FUNTIME FUNKTIONS C	SV CULTURAL PERFORM	04/09/25	325.00
403653	WEST MUSIC COMPANY	#201590TU-1112-17	04/16/25	329.95
403780	AMAZON CAPITAL SERV	GRD 4 INSTRUCTIONAL	04/30/25	336.53
403374	BAYCOM INC	WALKIE TALKIE REPAI	04/02/25	341.25
403374	BAYCOM INC	WALKIE REPAIR	04/02/25	341.25
403602	JERRY'S FOODS EDINA	UNIFIED FOOD	04/16/25	348.08
403624	NORTHLAND MECHANICA	WATER HEATER REPAIR	04/16/25	349.00
403855	WILLIAM V MACGILL &	SURE TEMP PROBE COV	04/30/25	349.00
403737	NORTHSTAR BUS LINES	VV TO MOA	04/23/25	350.00
403737	NORTHSTAR BUS LINES	VV TO ANIMAL HUMANE	04/23/25	350.00
403764	TWIN CITIES TRANSP	BUS TOW	04/23/25	350.00
403764	TWIN CITIES TRANSP	BUS TOW	04/23/25	350.00
403764	TWIN CITIES TRANSP	BUS TOW	04/23/25	350.00
V21006	MELODY M SNYDER	MMEA LUNCH	04/02/25	351.66
403476	BSN SPORTS, LLC	CHAMP HATS	04/09/25	352.98
403739	PRAIRIE ELECTRIC CO	REPLACE BAD CONTACT	04/23/25	353.02
403476	BSN SPORTS, LLC	SB COACHES	04/09/25	354.50
403568	BENEFIT EXTRAS, INC	APR25 FLEX ADMIN	04/16/25	354.75
403804	EDITH MANCINI	MAR-APR25 YIN YOGA	04/30/25	357.00
403480	CDW GOVERNMENT	TECH FOR DFL EVENT	04/09/25	357.35
403480	CDW GOVERNMENT	TECH FOR DFL EVENT	04/09/25	357.35
403401	INGCO INTERNATIONAL	RUSSIAN TRANSLATION	04/02/25	357.54
403685	D. BRIAN'S KITCHEN	DEPT MEETING BKFT	04/23/25	358.04
403793	BUILDING CONTROLS &	SOLENOID COIL	04/30/25	365.94
403377	CENTURYLINK	CN 03/01-03/31/25	04/02/25	366.75
V21085	CLIFF SCHWARTZ	BOAT RIDE - STAFF A	04/30/25	366.83
403377	CENTURYLINK	HL 03/01-03/31/25	04/02/25	366.96
403566	BAYADA HOME HEALTH	12/1 SCHOOL NURSE	04/16/25	372.00
403650	ULINE	CAFETERIA SHELVING	04/16/25	376.42
403809	GENERAL PARTS LLC	EHS - STEAMER PARTS	04/30/25	377.23
403655	WESTWOOD HILLS NATU	3/18 & 3/19 KG TRIP	04/16/25	378.00
403490	EDUCATORS BENEFIT C	ACT PARTICIPANT FEE	04/09/25	386.36
403737	NORTHSTAR BUS LINES	KC ND TO VV CHARTER	04/23/25	387.50
403852	UNIVERSITY LANGUAGE	GEN ED TRANSLATION	04/30/25	397.52
403395	GENERAL PARTS LLC	CS - DISHWASHER PAR	04/02/25	398.70
403387	DUCKY SCREEN PRINTI	CC CHOIR REPRINT	04/02/25	399.00
403836	RICHARD OLSON	DEEP CONVERSATIONS	04/30/25	399.00
403575	CRYSTAL CAVE	6/25 & 6/26 TRIPS D	04/16/25	400.00
V21046	MICHAEL J MOELLER	BAND POSTERS	04/23/25	400.00
403645	STAGES THEATRE COMP	5/7 THE LIGHTNING T	04/16/25	404.00
403652	WASTE MANAGEMENT OF	ND - APR25 SERVICE	04/16/25	408.44
V21069	CRISTIANA P HAWTHOR	MUSICAL COSTUMES	04/30/25	416.98
403684	CRISTINA GARRASI	ITALIAN COOKING CLA	04/23/25	420.00
403598	INGCO INTERNATIONAL	TRANSLATION SERVICE	04/16/25	423.29
403737	NORTHSTAR BUS LINES	KC CN TO VV CHARTER	04/23/25	425.00
403670	BSN SPORTS, LLC	LACROSSE NET	04/23/25	428.98
403596	HENNEPIN COUNTY ACC	ECC HAZARDOUS WASTE	04/16/25	429.00
403647	THE ROTARY CLUB OF	Q4 FEES AND DUES	04/16/25	429.75
403595	GROTH MUSIC COMPANY	REALIST SOUNDCLIP	04/16/25	429.95
403813	HORIZON COMMERCIAL	VV - POOL CHEMICALS	04/30/25	437.00
403524	MIDWEST BUS PARTS I	"PLASTIC CAPS, PADS	04/09/25	437.18
403394	FRESHPOINT BIX PROD	KC HL SNACKS	04/02/25	438.49
403795	CENTURYLINK	SV 04/01-04/30/25	04/30/25	439.03
403388	EAST RIDGE PSO	10/26 DEBATE ENTRIE	04/02/25	441.00
403387	DUCKY SCREEN PRINTI	CC CHOIR RONALDO	04/02/25	441.50
403613	LRS PORTABLES LLC	EHS UNITS: 03/12-05	04/16/25	446.25
403373	BAYADA HOME HEALTH	3/10 SCHOOL NURSE	04/02/25	449.50
403771	WILLIAM BJORNDALE	6/16 CONCERT	04/23/25	450.00
403849	TERRI SVEC	INSTR INTERVIEWS GR	04/30/25	450.00

Check No.	Vendor	Description	Date	Amount
403618	METRO SALES INC	ATHL COPIES	04/16/25	450.52
403395	GENERAL PARTS LLC	IGNITION BOARD	04/02/25	456.01
403825	MINNESOTA LANDSCAPE	5/20 3RD GRD FIELD	04/30/25	460.00
403825	MINNESOTA LANDSCAPE	5/21 3RD GRD FIELD	04/30/25	460.00
403807	FRASER CHILD AND FA	JUN-SEP24 PSYCHOTHE	04/30/25	462.00
403807	FRASER CHILD AND FA	NOV-DEC24 PSYCHOTHE	04/30/25	462.00
403737	NORTHSTAR BUS LINES	KC CN TO VV CHARTER	04/23/25	462.50
403737	NORTHSTAR BUS LINES	KC ND TO VV CHARTER	04/23/25	462.50
403737	NORTHSTAR BUS LINES	KC CN TO VV CHARTER	04/23/25	462.50
403737	NORTHSTAR BUS LINES	KC CN TO VV CHARTER	04/23/25	462.50
403737	NORTHSTAR BUS LINES	KC ND TO VV CHARTER	04/23/25	462.50
403724	MACKIN EDUCATIONAL	BOOKS FOR CC	04/23/25	467.14
V20996	PATRICIA A DRONEN	2 BASEBALL HELMETS	04/02/25	467.98
403422	MACKIN EDUCATIONAL	BOOKS FOR CN	04/02/25	469.10
403815	ISD 271 - BLOOMINGT	4/26 VBALL TOURNAME	04/30/25	480.00
403523	METRO ELEVATOR	ECC - ELEVATOR REPA	04/09/25	486.00
403377	CENTURYLINK	CC 03/01-03/31/25	04/02/25	489.28
403595	GROTH MUSIC COMPANY	PICCOLO REPAIR	04/16/25	489.50
403852	UNIVERSITY LANGUAGE	FEB25 SPED INTERPRE	04/30/25	492.21
403558	ACCO BRANDS, GBCCON	LAMINATOR PARTS/REP	04/16/25	499.02
403405	ITSAVVY LLC	SCREEN DEDUCTIBLES	04/02/25	500.00
403489	ECM PUBLISHERS INC	ECC TENNIS COURTS	04/09/25	500.00
403737	NORTHSTAR BUS LINES	KC CN TO VV CHARTER	04/23/25	500.00
V21087	YATESH N SINGH	ETOC REGISTRATION	04/30/25	500.00
403696	ESCREEN, INC.	DRIVER DOT EXAMS	04/23/25	506.50
403737	NORTHSTAR BUS LINES	KC ND TO VV CHARTER	04/23/25	515.00
403377	CENTURYLINK	DO 03/01-03/31/25	04/02/25	520.00
403695	ELIZABETH POCH	MAR25 PIANO LESSONS	04/23/25	520.00
403695	ELIZABETH POCH	MAR25 PIANO LESSONS	04/23/25	520.00
403404	INSTITUTE FOR ENVIR	EHS RR CERAMIC REMO	04/02/25	521.25
403652	WASTE MANAGEMENT OF	HL - APR25 SERVICE	04/16/25	526.51
403444	ROBERT B HILL CO	WATER SOFTENER SALT	04/02/25	531.03
403591	GILBERT MECHANICAL	SERVICE CALL	04/16/25	534.00
403794	CATALYST SOURCING S	ON DEMAND/ACTIVITIE	04/30/25	536.73
403509	INESE KRIEVANS	MAR25 PRIVATE LESSO	04/09/25	541.80
403600	INSTITUTE FOR ENVIR	EHS RR CERAMIC REMO	04/16/25	543.60
403460	THE MATH LEARNING C	NUMBER CORNER GRD 1	04/02/25	550.00
403377	CENTURYLINK	CS 03/01-03/31/25	04/02/25	550.44
403737	NORTHSTAR BUS LINES	KC ND TO VV CHARTER	04/23/25	552.50
V21085	CLIFF SCHWARTZ	AVIS CAR RENTAL PRE	04/30/25	553.56
403670	BSN SPORTS, LLC	GGOLF EQUIPMENT	04/23/25	554.27
403459	TEACHERS ON CALL, A	MAIN - SUBSTITUTES	04/02/25	554.70
403467	ACRE	SHIPPING/HANDLING	04/09/25	561.73
403546	THREE RIVERS PARK D	5/28 GRD 1 FIELD TR	04/09/25	570.00
403654	WESTMARK PRODUCTION	VIDEO MMEA CONVENTI	04/16/25	575.00
403718	KROENING NATURE CEN	2ND GRD FIELD TRIP	04/23/25	576.00
403852	UNIVERSITY LANGUAGE	AUG24 GEN ED TRANSL	04/30/25	585.56
403468	ADVANCED IMAGING SO	HIGHLANDS 02/25	04/09/25	586.29
403721	LIFESAVER FIRE PROT	BROKEN SPRINKLER HE	04/23/25	592.80
403653	WEST MUSIC COMPANY	#201586 TU-1110-17	04/16/25	599.90
403462	TRUE N FAIR TREE CA	REMOVE DAMAGED LIMB	04/02/25	600.00
403504	H2I GROUP INC	TECH SERVICE LABOR	04/09/25	600.00
403601	ITSAVVY LLC	SCREEN DEDUCTIBLES	04/16/25	600.00
403833	OCCUPATIONAL MEDICI	DOT - PHYSICAL EXAM	04/30/25	600.00
403732	MN UMPIRE ASSOCIATI	LOWER LVL SB OFFICI	04/23/25	602.00
V21085	CLIFF SCHWARTZ	GROUP MEAL (STAFF A	04/30/25	604.61
403428	MIDWEST SCHOOL OF B	MAR25 ADULT BALLET	04/02/25	616.00
403428	MIDWEST SCHOOL OF B	FEB25 ADULT BALLET	04/02/25	616.00
403652	WASTE MANAGEMENT OF	CV - APR25 SERVICE	04/16/25	626.03
403428	MIDWEST SCHOOL OF B	JAN25 ADULT BALLET	04/02/25	630.00
403779	ADVANCED POWER SERV	GENERATOR BATTERIES	04/30/25	647.00
403731	MINNESOTA ZOO	5/9 3RD GRD FIELD T	04/23/25	660.00
403542	SPS COMPANIES INC	PLUMBING SUPPLIES	04/09/25	669.77
403706	I-STATE TRUCK CENTE	GASKET	04/23/25	670.62

Check No.	Vendor	Description	Date	Amount
403848	TEACHERS ON CALL, A	MAIN - SUBSTITUTES	04/30/25	670.80
403504	H2I GROUP INC	NON-INV FRONT DOOR	04/09/25	670.99
403438	OWENS COMPANIES INC	CHILLER REPAIR	04/02/25	672.50
403546	THREE RIVERS PARK D	5/8 GRD K ONSITE	04/09/25	675.00
403854	WASTE MANAGEMENT OF	30 YARD ROLL OFF/DI	04/30/25	675.24
403480	CDW GOVERNMENT	TECH FOR DFL EVENT	04/09/25	697.24
403468	ADVANCED IMAGING SO	CREEK VALLEY 02/25	04/09/25	699.24
403570	BILL CARROLL PAINTI	EHS BATHROOM PAINTI	04/16/25	700.00
403601	ITSAVVY LLC	SCREEN DEDUCTIBLES	04/16/25	700.00
403452	SLEA-SUBURBAN LAW E	MOA 5TH GRD PATROLS	04/02/25	702.00
403694	EDUCATORS BENEFIT C	403(B) ADMIN & COMP	04/23/25	708.58
403652	WASTE MANAGEMENT OF	CN - APR25 SERVICE	04/16/25	716.44
403840	SARAH NYGREN	INSTR INTERVIEWS GR	04/30/25	720.00
403553	WELDON, WILLIAMS &	GRADUATION TICKETS	04/09/25	720.23
403519	KULLY SUPPLY INC	PLUMBING PARTS	04/09/25	727.35
403706	I-STATE TRUCK CENTE	FILTERS	04/23/25	731.58
403613	LRS PORTABLES LLC	KUHLMAN UNITS: 3/12	04/16/25	749.99
403522	METALCRAFT	ASSET TAGS	04/09/25	752.57
403741	PROPIO LANGUAGE SER	MAR25 GEN ED INTERP	04/23/25	756.25
403473	BAYADA HOME HEALTH	3/18-3/19 SCHOOL NU	04/09/25	760.50
403829	NAC MECHANICAL & EL	FLOOR LIGHTING	04/30/25	768.00
403724	MACKIN EDUCATIONAL	BOOKS FOR CC	04/23/25	770.62
403525	MIDWEST SPECIAL INS	NURSE SUPPLIES	04/09/25	772.75
403606	JULIE HAMPLE	MAR25 ASL SUPPORT	04/16/25	775.00
403704	H&B SPECIALIZED PRO	AC BLEACHER REPAIR	04/23/25	775.00
403742	QUALITY POWER SOLUT	LIGHTING INVERTER	04/23/25	800.00
403468	ADVANCED IMAGING SO	CORNELIA 02/25	04/09/25	821.55
403760	TEACHERS ON CALL, A	MAIN - SUBSTITUTES	04/23/25	825.60
403715	KATH FUEL OIL SERVI	DEFBULK FLUID	04/23/25	835.60
403737	NORTHSTAR BUS LINES	KC VV TO I.W. LEAGU	04/23/25	837.50
403450	SCHOOL HEALTH CORPO	32076 FABRIC BANDAG	04/02/25	847.25
403779	ADVANCED POWER SERV	BUS - SOLENOID KITS	04/30/25	849.00
403737	NORTHSTAR BUS LINES	KC ND TO SKATEVILLE	04/23/25	850.00
403749	RUSSELL SECURITY RE	CITY GYM DOOR REPAI	04/23/25	850.00
403377	CENTURYLINK	SV 03/01-03/31/25	04/02/25	856.24
403372	BA SERVICES LLC	CAR WASH REPAIR	04/02/25	864.50
403468	ADVANCED IMAGING SO	SOUTH VIEW 02/25	04/09/25	874.25
403628	ORKIN COMMERCIAL SE	DW - MAR25 SERVICES	04/16/25	880.00
403636	RUSSELL SECURITY RE	ELECTRIFIED LOCK RE	04/16/25	889.00
V20996	PATRICIA A DRONEN	CATCHERS GEAR (2 SE	04/02/25	899.91
403386	DAVID WEBB -- HOMER	3/3 EXEC COACHING	04/02/25	900.00
403518	KINECT ENERGY, INC	APR25 ENERGY MGMT F	04/09/25	902.00
403554	XCEL ENERGY	CN - MAR25 SERVICE	04/09/25	910.12
403758	STAGES THEATRE COMP	4/25 LIGHTNING THIE	04/23/25	924.00
403737	NORTHSTAR BUS LINES	KC ECC TO CIRCUS JU	04/23/25	925.00
403651	VEOLIA NORTH AMERIC	LABPACKS	04/16/25	928.64
403636	RUSSELL SECURITY RE	REPLACE GYM DEADBOL	04/16/25	930.00
403760	TEACHERS ON CALL, A	MAIN - SUBSTITUTES	04/23/25	935.25
403468	ADVANCED IMAGING SO	NORMANDALE 02/25	04/09/25	938.59
403835	PBC GURU LLC	BOOK BREAK MEMBERSH	04/30/25	940.00
V21056	PAUL DOMER	IPHONE 16 PURCHASE	04/30/25	948.00
V20999	CRISTIANA P HAWTHOR	MUSICAL COSTUMES/PR	04/02/25	951.22
403737	NORTHSTAR BUS LINES	KC CV TO VETERANS P	04/23/25	962.50
403508	IMAGINE LEARNING, L	SONDAY 1 CV	04/09/25	968.00
V21088	TROY STEIN	WINTER SPORTS MILEA	04/30/25	976.50
403635	ROCKLER WOODWORKING	DEWALT PLANER	04/16/25	978.00
403850	TRI-STATE BOBCAT IN	REMOVE/REPLACE TIRE	04/30/25	984.36
403476	BSN SPORTS, LLC	BTRACK COACHES	04/09/25	988.00
403611	LAKESHORE LEARNING	11.5 STACKING CHAIR	04/16/25	991.62
403468	ADVANCED IMAGING SO	COUNTRYSIDE 02/25	04/09/25	995.69
403455	STACY RUTTEN	WORKING GENIUS TRAI	04/02/25	997.00
403783	ARCON SOLUTIONS INC	ELC APPAREL	04/30/25	999.71
403411	JERRY'S PRINTING	WINTER CONCERT PROG	04/02/25	1,000.00
403512	ITSAVVY LLC	SCREEN DEDUCTIBLES	04/09/25	1,000.00

Check No.	Vendor	Description	Date	Amount
403599	INSPEC INC	ECC PAYMENT REHAB	04/16/25	1,000.00
403679	CITY OF EAGAN	KC CASCADE BAY TRIP	04/23/25	1,000.00
403715	KATH FUEL OIL SERVI	OIL	04/23/25	1,000.00
403406	IWS - INNOVATIONAL	ETHYLENE GLYCOL	04/02/25	1,000.63
403468	ADVANCED IMAGING SO	CONCORD 02/25	04/09/25	1,006.05
403516	JOHANNA BUCH	WRITER'S GROUP	04/09/25	1,008.00
V21029	LIBBY T TIKALSKY	SXSW EDU HOTEL	04/09/25	1,010.88
V21032	DAPHNE D EDWARDS	MACBOOK PURCHASE	04/16/25	1,019.00
403511	INTERMEDIATE DISTRI	ALC	04/09/25	1,024.78
403843	SIGN PRO	TRAILER GRAPHICS	04/30/25	1,072.21
403476	BSN SPORTS, LLC	GLAX EQUIPMENT	04/09/25	1,091.73
403597	IMAGINE LEARNING, L	SONDAY SYSTEM 1	04/16/25	1,095.00
403671	BUSINESS ESSENTIALS	8.5X11 WHITE QTY 30	04/23/25	1,095.00
403599	INSPEC INC	SV PAVEMENT REHAB	04/16/25	1,100.00
403468	ADVANCED IMAGING SO	VALLEY VIEW 02/25	04/09/25	1,102.04
403767	VEOLIA NORTH AMERIC	SV LABPACKS	04/23/25	1,112.20
403737	NORTHSTAR BUS LINES	KC CV TO SHOREVIEW	04/23/25	1,127.50
403735	NORMANDEALE COMMUNIT	EVP PSEO FALL '24	04/23/25	1,129.75
403373	BAYADA HOME HEALTH	12/9-12/13 SCHOOL N	04/02/25	1,138.50
403787	BAYADA HOME HEALTH	APR25 SCHOOL NURSES	04/30/25	1,138.50
403715	KATH FUEL OIL SERVI	UNLEADED	04/23/25	1,151.84
403652	WASTE MANAGEMENT OF	CC - APR25 SERVICE	04/16/25	1,152.35
403707	IWS - INNOVATIONAL	MAR25 WATER MGMT FE	04/23/25	1,161.92
403604	JOHN A DAL SIN & SON	CC - ROOF REPAIR	04/16/25	1,169.43
403474	BIRCHBARK BOOKS AND	AM INDIAN BOOKS - A	04/09/25	1,171.19
403535	PAUL DAVID	APR25 VIDEO PRODUCT	04/09/25	1,200.00
403769	VITAMINK12 LLC	MN SCHOOL JOBS SUBS	04/23/25	1,200.00
V20996	PATRICIA A DRONEN	CATCHERS GEAR (2 SE	04/02/25	1,200.00
403737	NORTHSTAR BUS LINES	KC ND TO B.C. WATER	04/23/25	1,205.00
403468	ADVANCED IMAGING SO	ECC/DO 02/25	04/09/25	1,205.19
403592	GOPHER / PLAY WITH	PE SUPPLIES	04/16/25	1,211.18
403773	XCEL ENERGY	SV 3/18-4/16/2025	04/23/25	1,227.79
403536	PRAIRIE ELECTRIC CO	LIGHT IN CLASSROOM	04/09/25	1,236.05
403652	WASTE MANAGEMENT OF	CS - APR25 SERVICE	04/16/25	1,239.68
403511	INTERMEDIATE DISTRI	CAREER & TECH	04/09/25	1,242.05
403475	BREEZE ART BY CANDI	"MY CHOICE, MY ART,	04/09/25	1,250.00
403680	CITY OF EDINA	ND 2024 WATER USE	04/23/25	1,260.07
403812	HENNEPIN COUNTY TRE	31-028-24 12 0002 P	04/30/25	1,260.63
403706	I-STATE TRUCK CENTE	FILTERS	04/23/25	1,281.30
403541	SCHOOL HEALTH CORPO	MAICO AUDIOMETER	04/09/25	1,281.50
403459	TEACHERS ON CALL, A	ELC/ECSE-SUBSTITUTE	04/02/25	1,290.00
403499	GILBERT MECHANICAL	RTU 1 & RTU 3 ALARM	04/09/25	1,290.50
403495	FLICEK WELDING	SPED SWING MOUNT/RE	04/09/25	1,300.00
403434	NAC MECHANICAL & EL	AHU 3	04/02/25	1,320.02
403507	HOGLUND BUS COMPANY	GEARS	04/09/25	1,323.46
403663	ALLEGRA EDEN PRAIRI	LITTLE MERMAID SIGN	04/23/25	1,330.00
403673	CDW GOVERNMENT	AZURE OVERAGES	04/23/25	1,340.40
403832	NORTHLAND MECHANICA	REPLACE FLUE PIPING	04/30/25	1,341.72
403788	BEYOND THE NOTES MU	4/11 ORCHESTRA FIEL	04/30/25	1,366.00
403791	BRANDABILITY MINNES	27 RETIREMENT APPLE	04/30/25	1,373.32
403572	BUSINESS ESSENTIALS	8.5X11 WHITE QTY 40	04/16/25	1,380.00
403671	BUSINESS ESSENTIALS	8.5X11 WHITE QTY 40	04/23/25	1,380.00
403373	BAYADA HOME HEALTH	2/25-2/28 SCHOOL NU	04/02/25	1,390.50
403667	BAUER BUILT INC	RE TREAD TIRES	04/23/25	1,399.70
403737	NORTHSTAR BUS LINES	KC CV TO B.C. WATER	04/23/25	1,430.00
403852	UNIVERSITY LANGUAGE	FEB25 GEN ED INTERP	04/30/25	1,437.77
403652	WASTE MANAGEMENT OF	ECC - APR25 SERVICE	04/16/25	1,448.11
403732	MN UMPIRE ASSOCIATI	LOWER LVL BB OFFICI	04/23/25	1,472.50
403588	FRSECURE	FINAL 50% PMT: PEN	04/16/25	1,487.50
403527	MINNESOTA ZOO	5/7 2ND GRD FIELD T	04/09/25	1,490.00
403784	AVI SYSTEMS INC	"85"" TV FOR SV MUS	04/30/25	1,498.99
403552	WOLD ARCHITECTS & E	CN TOILET RENO	04/09/25	1,501.71
V20999	CRISTIANA P HAWTHOR	MUSICAL COSTUMES	04/02/25	1,509.89
403421	LOCAL LLC	1/2 PG AD IN EDINA	04/02/25	1,510.00

Check No.	Vendor	Description	Date	Amount
403681	CITY OF EDINA - BRA	MAR25 HOCKEY PRACTI	04/23/25	1,517.25
403686	D.A.T.E.	MAR25 DIVERSITY TRA	04/23/25	1,525.00
403828	MSEA -- MN SCHOOL E	APR30 MSEA DUES	04/30/25	1,526.51
403427	MIDWEST BUS PARTS I	POLYROD	04/02/25	1,572.96
403715	KATH FUEL OIL SERVI	UNLEADED	04/23/25	1,579.67
403509	INESE KRIEVANS	MAR25 SUNBEAMS	04/09/25	1,587.60
403568	BENEFIT EXTRAS, INC	APR25 HSA ADMIN	04/16/25	1,593.90
403717	KINECT ENERGY, INC	BUS - MAR25 SERVICE	04/23/25	1,597.61
V20992	VALERIE E BURKE	MEDICARE REIMB	04/02/25	1,599.88
403672	CARMEN CASTELLO	MUSICAL CHOREOGRAP	04/23/25	1,600.00
403566	BAYADA HOME HEALTH	FEB25 SCHOOL NURSES	04/16/25	1,629.50
403652	WASTE MANAGEMENT OF	SV - APR25 SERVICE	04/16/25	1,649.96
403566	BAYADA HOME HEALTH	MAR25 SCHOOL NURSES	04/16/25	1,660.50
403491	ELLA WASSERMAN	MAR25 PIANO LESSONS	04/09/25	1,690.00
403456	STANDARD SPRING PAR	"SPRINGS, ETC."	04/02/25	1,713.08
403538	PROCARE THERAPY	3/28 SPED TEACHER	04/09/25	1,725.00
403389	EBERT CONSTRUCTION	EHS MECH PHASE2 03-	04/02/25	1,725.20
403600	INSTITUTE FOR ENVIR	23-26 H & S MGMT	04/16/25	1,728.34
403486	DASH SPORTS LLC	BSKTBALL TYKES	04/09/25	1,729.00
403425	METRO ELEVATOR	APR25 ELEVATOR SERV	04/02/25	1,734.61
403683	CLIMBZONE MINNEAPOL	KC 90 MIN CLIMB	04/23/25	1,736.00
403733	MRI SOFTWARE LLC	MAR25 BKGD CHK: HOS	04/23/25	1,744.00
403652	WASTE MANAGEMENT OF	VV - APR25 SERVICE	04/16/25	1,799.77
403476	BSN SPORTS, LLC	STORE HOODIES	04/09/25	1,827.00
403848	TEACHERS ON CALL, A	ELC/ECSE-SUBSTITUTE	04/30/25	1,831.80
403480	CDW GOVERNMENT	AP'S FOR DFL EVENT	04/09/25	1,839.46
403415	KATH FUEL OIL SERVI	UNLEADED	04/02/25	1,847.80
403373	BAYADA HOME HEALTH	3/10-3/13 SCHOOL NU	04/02/25	1,876.50
403760	TEACHERS ON CALL, A	ELC/ECSE-SUBSTITUTE	04/23/25	1,876.95
403570	BILL CARROLL PAINTI	CITY GYM PAINT REPA	04/16/25	1,890.00
403656	93 HOP LLC	BUS -MAR25 SOLAR PR	04/23/25	1,892.64
403757	STACY RUTTEN	WORKING GENIUS TRAI	04/23/25	1,897.00
V20992	VALERIE E BURKE	MEDICARE REIMB SUPP	04/02/25	1,906.08
403813	HORIZON COMMERCIAL	POOL CHEMICALS	04/30/25	1,909.60
403373	BAYADA HOME HEALTH	2/24-2/27 SCHOOL NU	04/02/25	1,932.50
403366	ABBY ARBEITER	FALL '24 3D ART CLA	04/02/25	1,974.00
403610	LAKE CONFERENCE	LC DUES PMT 2 2025	04/16/25	2,000.00
403477	CAPSTONE PRESS INC	BOOKS FOR CV	04/09/25	2,013.04
403811	GRAND SLAM SPORTS	5/30 5TH GRD FIELD	04/30/25	2,035.00
403586	FRANSEN DECORATING	EHS MECH PHASE2 09-	04/16/25	2,046.34
V21021	PENNY M KODRICH	MEDICARE REIMB	04/09/25	2,090.40
V21085	CLIFF SCHWARTZ	PLANE TICKET FOR P.	04/30/25	2,099.31
403676	CHARTWELLS DINING S	SMALL WARES	04/23/25	2,136.52
403716	KELLE WALSTEAD	PRIVATE VOICE & PIA	04/23/25	2,142.00
403431	MSEA -- MN SCHOOL E	MAR28 MSEA DUES	04/02/25	2,160.87
403415	KATH FUEL OIL SERVI	UNLEADED	04/02/25	2,166.27
403468	ADVANCED IMAGING SO	HIGH SCHOOL 02/25	04/09/25	2,175.83
403781	AMPLIFIED IMPACT LL	AI PD COURSE FACILI	04/30/25	2,195.00
403462	TRUE N FAIR TREE CA	CHIP LARGE BRUSH PI	04/02/25	2,200.00
403622	MSEA -- MN SCHOOL E	APR15 MSEA DUES	04/16/25	2,224.35
403717	KINECT ENERGY, INC	ND - MAR25 SERVICE	04/23/25	2,272.87
403650	ULINE	OFFICE FURNITURE	04/16/25	2,279.97
403826	MINNESOTA POLLUTION	EHS - AIR ANNUAL FE	04/30/25	2,300.71
403434	NAC MECHANICAL & EL	AHU #3	04/02/25	2,322.26
403524	MIDWEST BUS PARTS I	"SEATS, BULBS, ETC.	04/09/25	2,358.71
403789	BMSI - BUILDING MAT	RESTROOM HAND DRYER	04/30/25	2,391.48
403560	AGL CONSULTING	E-RATE CONSULTING F	04/16/25	2,400.00
403632	POWERSCHOOL GROUP L	ALLOVUE CONSULT 3/2	04/16/25	2,400.00
403562	ARVIG	APR25 - INTERNET	04/16/25	2,407.90
403552	WOLD ARCHITECTS & E	EV BUS CHARGING STA	04/09/25	2,415.69
403787	BAYADA HOME HEALTH	APR25 SCHOOL NURSES	04/30/25	2,446.50
403373	BAYADA HOME HEALTH	2/10-2/14 SCHOOL NU	04/02/25	2,472.50
403373	BAYADA HOME HEALTH	12/9-12/13 SCHOOL N	04/02/25	2,475.00
403599	INSPEC INC	ECC PAVEMENT REHAB	04/16/25	2,500.00

Check No.	Vendor	Description	Date	Amount
403853	VIRGINIA TECH	US CYBER RANGE FLAT	04/30/25	2,500.00
403566	BAYADA HOME HEALTH	MAR25 SCHOOL NURSES	04/16/25	2,508.50
403831	NORTHFIELD LINES IN	5/21 CAMP FOLEY TRA	04/30/25	2,516.02
403506	HEXAGRAMM US LLC	SPANISH READ ALOUD	04/09/25	2,531.50
403727	MATH ADVANTAGE TUT	ACT COMP & PRIVATE	04/23/25	2,590.00
403646	STRATEGIC BEHAVIORA	MAR25 CONTRACT SERV	04/16/25	2,700.00
403504	H2I GROUP INC	ULR-50 LASER - USA	04/09/25	2,715.00
403736	NORTHERN LIGHTS	DJ FOR 5/10 PROM	04/23/25	2,725.00
403824	METRO VOLLEYBALL OF	BVBALL OFFICIALS	04/30/25	2,760.00
403678	CIRCUS JUVENTAS	KC SUMMER SHOW	04/23/25	2,775.00
403717	KINECT ENERGY, INC	CN - MAR25 SERVICE	04/23/25	2,792.48
403416	KIDQUEST LLC	LEGO ADVENTURES	04/02/25	2,796.50
403441	PROCARE THERAPY	03/07 SPED TEACHER	04/02/25	2,812.50
403441	PROCARE THERAPY	2/14 SPED TEACHER	04/02/25	2,812.50
403420	LIGHTNING PRINTING	POPS PROGRAMS	04/02/25	2,855.00
403568	BENEFIT EXTRAS, INC	APR25 HRA ADMIN	04/16/25	2,856.70
403538	PROCARE THERAPY	3/21 SPED TEACHER	04/09/25	2,874.75
403745	RELATE COUNSELING C	CHEM HEALTH #7 OF 1	04/23/25	2,880.00
403670	BSN SPORTS, LLC	SOFTBALL JACKETS	04/23/25	2,902.00
403803	EDINBOROUGH PARK	JAN-MAR25 POOL RENT	04/30/25	2,940.00
403428	MIDWEST SCHOOL OF B	JAN-MAR25 YOUTH BAL	04/02/25	2,964.50
403443	RIVER BOTTOM PRODUC	MUSICAL PRODUCTION	04/02/25	2,967.00
403661	ALL ONE HEALTH INC	EAP Q2 2025 SERVICE	04/23/25	2,977.50
403482	CITY OF EDINA - POL	3/7 STATE HOCKEY	04/09/25	2,990.00
403814	IMAGINE LEARNING, L	SONDAY SYSTEM 2	04/30/25	2,990.00
403693	EDINA WOODCRAFTERS	WOODSHOP CLASSES	04/23/25	2,992.50
403413	JOAN NIMERFROH	JAN-MAR25 PILATES	04/02/25	3,010.00
403717	KINECT ENERGY, INC	HL - MAR25 SERVICE	04/23/25	3,037.13
403472	BAUER BUILT INC	RECAPS	04/09/25	3,070.94
403371	ANCOM COMMUNICATION	2-WAY RADIO	04/02/25	3,132.00
403486	DASH SPORTS LLC	"HOCKEY, VB, BSKTBA	04/09/25	3,173.80
403794	CATALYST SOURCING S	ON DEMAND/DMTS	04/30/25	3,220.35
403404	INSTITUTE FOR ENVIR	23-26 H&S MGMT	04/02/25	3,229.15
403699	GILBERT MECHANICAL	DATA CLOSET RTU REP	04/23/25	3,288.10
403476	BSN SPORTS, LLC	BVB UNIFORMS	04/09/25	3,325.00
403552	WOLD ARCHITECTS & E	EHS PASE 3 REN AV +	04/09/25	3,333.15
403458	SUNBELT STAFFING LL	3/15 SCHOOL NURSE	04/02/25	3,360.60
403717	KINECT ENERGY, INC	CC - MAR25 SERVICE	04/23/25	3,399.84
403544	SYDNEY BEBEAU	WINTER DIVING CLASS	04/09/25	3,440.50
403682	CLAUDIA WIKMAN	WINTER '25 DIVING C	04/23/25	3,440.50
403382	CONCORDIA LANGUAGE	CHINESE VILLAGE TRI	04/02/25	3,505.00
403612	LEXIA LEARNING SYST	LEXIA CORE5 READING	04/16/25	3,564.00
403754	SOURCEWELL	EFINANCE ONGOING AD	04/23/25	3,592.50
403760	TEACHERS ON CALL, A	ELC/ECSE-SUBSTITUTE	04/23/25	3,592.65
403543	SUNBELT STAFFING LL	3/29 SCHOOL NURSE	04/09/25	3,600.00
403845	SUNBELT STAFFING LL	4/19 SCHOOL NURSE	04/30/25	3,600.00
403657	93 SKIP LLC	CN-MAR25 SOLAR PROD	04/23/25	3,603.60
403719	LANGUAGE LINE SERVI	MAR25 INTERPRETER S	04/23/25	3,608.04
403543	SUNBELT STAFFING LL	3/22 SCHOOL NURSES	04/09/25	3,645.90
403554	XCEL ENERGY	ND - MAR25 SERVICE	04/09/25	3,651.47
403652	WASTE MANAGEMENT OF	EHS - APR25 SERVICE	04/16/25	3,679.50
403845	SUNBELT STAFFING LL	4/12 SCHOOL NURSE	04/30/25	3,689.10
403600	INSTITUTE FOR ENVIR	CN RENO INSPECTION	04/16/25	3,696.18
403600	INSTITUTE FOR ENVIR	CS LEAD-IN-WATER TE	04/16/25	3,700.00
403600	INSTITUTE FOR ENVIR	CV LEAD-IN-WATER TE	04/16/25	3,700.00
403717	KINECT ENERGY, INC	CV - MAR25 SERVICE	04/23/25	3,711.53
403841	SCHOOL SERVICE EMPL	APR30 SEIU DUES	04/30/25	3,717.89
403511	INTERMEDIATE DISTRI	ALC-STABILIZATION F	04/09/25	3,740.39
403640	SCHOOL SERVICE EMPL	APR15 SEIU DUES	04/16/25	3,787.08
403451	SCHOOL SERVICE EMPL	MAR28 SEIU DUES	04/02/25	3,788.15
403550	TRIMARK MARLINN LLC	EHS - CHILLER INSTA	04/09/25	3,794.40
403532	NATIONAL INSURANCE	VOL AD&D EMPLOYEE W	04/09/25	3,825.26
403554	XCEL ENERGY	HL - MAR25 SERVICE	04/09/25	3,934.79
403532	NATIONAL INSURANCE	COBRA/RETIREE	04/09/25	3,947.74

Check No.	Vendor	Description	Date	Amount
403839	SAMSARA INC	GPS RENEW SPED BUSE	04/30/25	3,988.54
403729	METRO TRANSPORTATIO	MAR25 BUS AIDES	04/23/25	4,039.45
403559	ACOUSTICS ASSOCIATE	EHS MECH PHASE2 09-	04/16/25	4,092.60
403717	KINET ENERGY, INC	CS - MAR25 SERVICE	04/23/25	4,182.86
403580	EBERT CONSTRUCTION	EHS MECH PHASE2 03-	04/16/25	4,213.47
403631	PLAYER DEVELOPMENT	ED FUND GRANT PURCH	04/16/25	4,218.85
403668	BEYOND THE NOTES MU	4/11 FESTIVAL ADMIS	04/23/25	4,253.00
403493	FIDELITY SECURITY L	EMPLOYEE WITHHOLDIN	04/09/25	4,257.31
403644	SQUIRES, WALDSPURGE	LEGAL SERV: H.R.	04/16/25	4,268.03
403812	HENNEPIN COUNTY TRE	32-117-21 42 0054 P	04/30/25	4,294.52
403790	BOLTON & MENK INC	ECC TENNIS COURTS	04/30/25	4,312.50
403479	CATHERINE EARLEY	WINTER BODY STRENGT	04/09/25	4,325.00
403680	CITY OF EDINA	ECC 2024 WATER USE	04/23/25	4,467.52
403577	CURRICULUM ASSOCIAT	ELLEVATION - TITLE	04/16/25	4,541.88
403423	MAYER ARTS INC	MUSICAL THEATER CLA	04/02/25	4,600.00
403367	ADVANCED POWER SERV	SPRING GENERATOR IN	04/02/25	4,610.00
403466	ABRAKADOODLE	VARIOUS ART CLASSES	04/09/25	4,675.00
403848	TEACHERS ON CALL, A	ND - SUBSTITUTES	04/30/25	4,682.70
403569	BEYOND THE NOTES MU	4/13 BAND FIELD TRI	04/16/25	4,717.00
403681	CITY OF EDINA - BRA	SB/BSB TRYOUTS: DOM	04/23/25	4,924.00
403599	INSPEC INC	CN WALLS	04/16/25	5,000.00
403459	TEACHERS ON CALL, A	ND - SUBSTITUTES	04/02/25	5,011.65
403400	HOGLUND BUS COMPANY	BUS 81 ATTEMPTED RE	04/02/25	5,013.21
403467	ACRE	C LIASON FURNITURE	04/09/25	5,048.25
403393	FRASER CHILD AND FA	FEB25 CONSULTATIONS	04/02/25	5,082.00
403487	DEANNA JOY WELCH	CC CHOIR: GRDS 3-5	04/09/25	5,083.00
403403	INSPEC INC	CN WALLS	04/02/25	5,105.00
403800	DIESEL COMPONENTS I	TURBO	04/30/25	5,138.72
403554	XCEL ENERGY	CS - MAR25 SERVICE	04/09/25	5,181.23
403659	ADVANCED IMAGING SO	LEASE 05.08 0728562	04/23/25	5,184.00
403429	MN SPORT FACILITIES	5/10 PROM: FINAL PM	04/02/25	5,250.00
403554	XCEL ENERGY	CC - MAR25 SERVICE	04/09/25	5,286.29
403511	INTERMEDIATE DISTRI	LONG TERM FACILITIE	04/09/25	5,345.37
403574	CITY OF EDINA	SV WATER 12/12-3/26	04/16/25	5,367.13
403511	INTERMEDIATE DISTRI	HTP-GEN ED	04/09/25	5,388.12
403564	AVANT ASSESSMENT LL	BILINGUAL ASSESSMEN	04/16/25	5,391.40
403689	DAVID WEBB -- HOMER	CORE PLAN'G FACILIT	04/23/25	5,400.00
403574	CITY OF EDINA	SV WATER 1/10-4/10/	04/16/25	5,435.20
403801	DROPLET SOLUTIONS I	DROPLET FY25 FEE	04/30/25	5,445.00
403779	ADVANCED POWER SERV	SV - TRANSFER SWITC	04/30/25	5,495.00
403554	XCEL ENERGY	CV - MAR25 SERVICE	04/09/25	5,660.33
403626	OFFICE GOLF	GGOLF SIMULATOR TIM	04/16/25	5,760.00
403459	TEACHERS ON CALL, A	HL - SUBSTITUTES	04/02/25	5,901.75
403530	MULTILINGUAL WORD I	MAR25 GEN ED INTERP	04/09/25	5,951.60
403443	RIVER BOTTOM PRODUC	MUSICAL PRODUCTION	04/02/25	6,000.00
403743	RADAR CONSULTING LL	MAY25 ADVERTISING/R	04/23/25	6,000.00
403760	TEACHERS ON CALL, A	CN - SUBSTITUTES	04/23/25	6,108.15
403562	ARVIG	APR25 - PHONES	04/16/25	6,219.68
403552	WOLD ARCHITECTS & E	25-26 EHS RENOVATIO	04/09/25	6,247.03
403848	TEACHERS ON CALL, A	CN - SUBSTITUTES	04/30/25	6,256.50
403760	TEACHERS ON CALL, A	ND - SUBSTITUTES	04/23/25	6,275.85
403760	TEACHERS ON CALL, A	HL - SUBSTITUTES	04/23/25	6,295.20
403600	INSTITUTE FOR ENVIR	CC RADON TESTING	04/16/25	6,300.00
403760	TEACHERS ON CALL, A	HL - SUBSTITUTES	04/23/25	6,488.70
403435	NATIONAL TREASURE K	FEB-MAR25 KUNG FU	04/02/25	6,517.00
403459	TEACHERS ON CALL, A	CN - SUBSTITUTES	04/02/25	6,553.20
403760	TEACHERS ON CALL, A	CN - SUBSTITUTES	04/23/25	6,604.80
403526	MIKKONEN MUSIC LLC	MAR25 MUSIC LESSONS	04/09/25	6,682.50
403459	TEACHERS ON CALL, A	CS - SUBSTITUTES	04/02/25	6,688.65
403798	CORPORATE MECHANICA	EHS BOILER CONVERSI	04/30/25	6,729.47
403523	METRO ELEVATOR	EHS - ELEVATOR REPA	04/09/25	6,735.00
403539	SAFEWAY DRIVING SCH	FEB25 DRIVER'S ED	04/09/25	6,840.00
403632	POWERSCHOOL GROUP L	SCHOOL MESSENGER RE	04/16/25	6,902.91
403848	TEACHERS ON CALL, A	HL - SUBSTITUTES	04/30/25	7,062.75

Check No.	Vendor	Description	Date	Amount
403453	SONUS INTERIORS INC	EHS MECH PHASE2 09-	04/02/25	7,125.00
403665	ARCON SOLUTIONS INC	STAFF SLING BAGS	04/23/25	7,126.23
403734	MSU - MANKATO	SPR25 GYO TUITION:	04/23/25	7,206.74
403381	CITY OF EDINA - BRA	JAN-MAR25 GHOCKEY G	04/02/25	7,268.00
403848	TEACHERS ON CALL, A	CC - SUBSTITUTES	04/30/25	7,436.85
403459	TEACHERS ON CALL, A	CV - SUBSTITUTES	04/02/25	7,604.55
403760	TEACHERS ON CALL, A	CS - SUBSTITUTES	04/23/25	7,623.90
403848	TEACHERS ON CALL, A	VV - SUBSTITUTES	04/30/25	7,817.40
403760	TEACHERS ON CALL, A	CS - SUBSTITUTES	04/23/25	7,894.80
V21002	PENNY M KODRICH	MEDICARE REIMB	04/02/25	7,941.00
403391	ENVIROBATE	EHS MECH PHASE2 02-	04/02/25	7,957.95
403760	TEACHERS ON CALL, A	ND - SUBSTITUTES	04/23/25	7,965.75
403717	KINECT ENERGY, INC	ECC - MAR25 SERVICE	04/23/25	8,058.38
403459	TEACHERS ON CALL, A	CC - SUBSTITUTES	04/02/25	8,172.15
403848	TEACHERS ON CALL, A	CS - SUBSTITUTES	04/30/25	8,281.80
403717	KINECT ENERGY, INC	VV - MAR25 SERVICE	04/23/25	8,340.06
403760	TEACHERS ON CALL, A	VV - SUBSTITUTES	04/23/25	8,385.00
403760	TEACHERS ON CALL, A	CC - SUBSTITUTES	04/23/25	8,410.80
403760	TEACHERS ON CALL, A	SV - SUBSTITUTES	04/23/25	8,423.70
403760	TEACHERS ON CALL, A	CV - SUBSTITUTES	04/23/25	8,526.90
403511	INTERMEDIATE DISTRI	TRANS DISABLED	04/09/25	8,626.38
403760	TEACHERS ON CALL, A	CC - SUBSTITUTES	04/23/25	8,784.90
403578	CUSTOM DRYWALL INC	EHS MECH PHASE2 09-	04/16/25	8,836.16
403760	TEACHERS ON CALL, A	SV - SUBSTITUTES	04/23/25	8,855.85
403419	LIFESAVER FIRE PROT	EHS MECH PHASE2 21-	04/02/25	8,865.49
403626	OFFICE GOLF	BGOLF SIMULATOR TIM	04/16/25	9,200.00
403848	TEACHERS ON CALL, A	SV - SUBSTITUTES	04/30/25	9,204.15
403848	TEACHERS ON CALL, A	CV - SUBSTITUTES	04/30/25	9,281.55
403762	TONENWORKS MUSIC THE	MAR25 MUSIC THERAPY	04/23/25	9,468.75
403459	TEACHERS ON CALL, A	SV - SUBSTITUTES	04/02/25	9,513.75
403760	TEACHERS ON CALL, A	CV - SUBSTITUTES	04/23/25	9,887.85
403830	NORMANDEALE COMMUNIT	EVP PSEO FALL '24	04/30/25	9,892.44
403599	INSPEC INC	CN WALLS	04/16/25	10,000.00
403760	TEACHERS ON CALL, A	VV - SUBSTITUTES	04/23/25	10,210.35
403365	A.J. MOORE ELECTRIC	EHS MECHANICAL 26-A	04/02/25	10,320.07
403630	PLANSOURCE	SERVICES FOR MAR25	04/16/25	10,501.74
403392	FRANSEN DECORATING	EHS MECH PHASE2 09-	04/02/25	10,860.91
403810	GILBERT MECHANICAL	EXHAUST FAN REPLACE	04/30/25	10,966.00
403511	INTERMEDIATE DISTRI	SAFE SCHOOL	04/09/25	11,221.16
403511	INTERMEDIATE DISTRI	CORE FEE	04/09/25	11,258.56
403644	SQUIRES, WALDSPURGE	LEGAL SERV: MISC	04/16/25	11,467.02
403494	FILLMORE MINNEAPOLI	SWEETHEARTS '26 DEP	04/09/25	11,640.81
403690	DIGITAL INSURANCE	4TH QUARTER SERVICE	04/23/25	11,875.00
403459	TEACHERS ON CALL, A	VV - SUBSTITUTES	04/02/25	12,082.14
403665	ARCON SOLUTIONS INC	KC SWIM SHIRTS	04/23/25	12,627.19
403765	TWIN CITY TRANSPORT	MAR25 HHM TRANSPORT	04/23/25	12,664.86
403554	XCEL ENERGY	VV - MAR25 SERVICE	04/09/25	12,739.85
403818	JSH CONSTRUCTION LL	CV DOOR	04/30/25	12,790.00
403554	XCEL ENERGY	ECC - MAR25 SERVICE	04/09/25	12,946.11
403717	KINECT ENERGY, INC	SV - MAR25 SERVICE	04/23/25	13,107.94
403532	NATIONAL INSURANCE	LTD DISTRICT W/H	04/09/25	13,133.13
403510	INGINA LLC	STEAM COURSES	04/09/25	13,197.25
403565	B&D ASSOCIATES, INC	EHS MECH PHASE2 04-	04/16/25	13,251.55
403796	CITY OF EDINA - BRA	FEB25 ICE TIME	04/30/25	13,390.35
403688	DASH SPORTS LLC	MAR25 NFL/VOLLEYBAL	04/23/25	13,452.00
403608	KRAUS-ANDERSON CONS	EHS CONST MGMT SERV	04/16/25	13,475.00
403760	TEACHERS ON CALL, A	EHS - SUBSTITUTES	04/23/25	13,564.35
403555	A.J. MOORE ELECTRIC	EHS MECH PHASE3 26-	04/14/25	13,585.95
403839	SAMSARA INC	GPS RENEW GEN ED BU	04/30/25	13,607.96
403848	TEACHERS ON CALL, A	EHS - SUBSTITUTES	04/30/25	13,829.77
403582	EGAN COMPANY	MAINTENANCE PLAN	04/16/25	14,190.00
403459	TEACHERS ON CALL, A	EHS - SUBSTITUTES	04/02/25	14,241.60
403717	KINECT ENERGY, INC	EHS - MAR25 SERVICE	04/23/25	14,322.37
403532	NATIONAL INSURANCE	CURRENT EMP LIFE/AD	04/09/25	14,541.35

Check No.	Vendor	Description	Date	Amount
403554	XCEL ENERGY	SV - MAR25 SERVICE	04/09/25	15,583.27
403599	INSPEC INC	EHS 2025 REROOFING	04/16/25	16,100.00
403528	MPS, C/O BEDFORD, F	AP LIT & COMP	04/09/25	17,436.80
403437	NOVA FIRE PROTECTIO	EHS MECHANICAL 21-A	04/02/25	17,666.34
403792	BRENNAN CONSTRUCTIO	CN 2025 TOILET RENO	04/30/25	18,050.00
403467	ACRE	C LIASON FURNITURE	04/09/25	18,488.34
403608	KRAUS-ANDERSON CONS	EHS GENERAL CONDITI	04/16/25	18,703.07
403669	BLUE CROSS BLUE SHI	COBRA/RETIREES	04/23/25	19,056.90
403556	EBERT CONSTRUCTION	EHS MECH 06-A PHASE	04/14/25	19,077.33
403760	TEACHERS ON CALL, A	EHS - SUBSTITUTES	04/23/25	19,440.30
403415	KATH FUEL OIL SERVI	DIESEL	04/02/25	20,372.70
403557	A.J. MOORE ELECTRIC	EHS MECH PHASE2 26-	04/16/25	20,389.27
403381	CITY OF EDINA - BRA	JAN-MAR25 BHOKEY G	04/02/25	20,813.00
403511	INTERMEDIATE DISTRI	CONTRACTED NSO	04/09/25	21,360.47
403550	TRIMARK MARLINN LLC	EHS - CHILLER INSTA	04/09/25	23,511.47
403744	RAK CONSTRUCTION IN	CN - LTFM UPGRADES	04/23/25	24,256.24
403744	RAK CONSTRUCTION IN	CC - LTFM UPGRADES	04/23/25	24,256.24
403744	RAK CONSTRUCTION IN	CV - LTFM UPGRADES	04/23/25	24,256.24
403744	RAK CONSTRUCTION IN	ECC - LTFM UPGRADES	04/23/25	24,256.25
403511	INTERMEDIATE DISTRI	ITINERANT	04/09/25	25,224.97
403554	XCEL ENERGY	EHS - MAR25 SERVICE	04/09/25	31,082.88
403511	INTERMEDIATE DISTRI	LEASE LEVY	04/09/25	33,653.16
403424	MCDOWALL COMPANY	EHS MECH PHASE2 23-	04/02/25	35,340.00
403365	A.J. MOORE ELECTRIC	EHS MECH PHASE2 26-	04/02/25	36,597.66
403580	EBERT CONSTRUCTION	EHS MECH PHASE2 06-	04/16/25	37,971.21
403729	METRO TRANSPORTATIO	MAR25 HHM TRANSPORT	04/23/25	42,835.80
403729	METRO TRANSPORTATIO	JAN25 ADJ SPED TRAN	04/23/25	43,600.72
403765	TWIN CITY TRANSPORT	MAR25 SPED TRANSPOR	04/23/25	45,352.32
403384	CUSTOM DRYWALL INC	EHS MECH PHASE2 09-	04/02/25	45,539.82
403649	TWIN CITY HARDWARE	EHS MECH PHASE2 08-	04/16/25	46,055.23
403608	KRAUS-ANDERSON CONS	EHS PRE-CONST/SITE	04/16/25	58,909.00
403375	BITUMINOUS ROADWAYS	CS 2023 ADDITION 32	04/02/25	60,838.32
403583	ENVISION GLASS INC	EHS MECH PHASE2 08-	04/16/25	68,400.00
403621	MN PEIP	COBRA/RETIREES	04/16/25	74,392.48
403365	A.J. MOORE ELECTRIC	EHS MECH PHASE3 26-	04/02/25	74,934.10
403463	TWIN CITY HARDWARE	EHS MECH PHASE2 08-	04/02/25	91,739.79
403729	METRO TRANSPORTATIO	MAR25 SPED TRANSPOR	04/23/25	175,329.86
403557	A.J. MOORE ELECTRIC	EHS MECH PHASE3 26-	04/16/25	191,584.60
403676	CHARTWELLS DINING S	MAR25 FOOD SERVICE	04/23/25	381,376.82
403669	BLUE CROSS BLUE SHI	CURRENT EMPLOYEES	04/23/25	465,759.88
403621	MN PEIP	CURRENT TEACHERS	04/16/25	783,713.44
403614	MCDOWALL COMPANY	EHS MECH PHASE2 23-	04/16/25	959,345.15

**Total Value of Checks Issued**    **\$ 5,794,535.48**





**Board Meeting Date:** 4/7/2025

**Title:** Electronic Fund Transfers – March 2025

**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 March 2025, in the amount of \$11,274,105.

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

**Attachment(s):**

1. Electronic Fund Transfers – March 2025

# Electronic Transfers

FOR THE MONTH ENDED APRIL 30, 2025

From	To	Description	Date	Amount
US Bank - Checking	Delta Dental	Dental Claims	4/7/2025	15,780.18
US Bank - Checking	Aviben	Retirement Contributions	4/14/2025	219,238.09
US Bank - Checking	West Metro Credit Union	District Payroll, Dues, Etc.	4/14/2025	38,875.58
US Bank - Checking	EME	Union Dues	4/14/2025	43,938.83
US Bank - Checking	Benefit Extras	Flex & HSA	4/16/2025	73,190.25
US Bank - Checking	Minnesota Public Employers Retirement Association	Contributions	4/16/2025	642,610.86
US Bank - Checking	US Bank - Payroll	District Payroll	4/16/2025	2,639,666.48
US Bank - Checking	Various	Payroll Vendors	4/16/2025	8,744.83
US Bank - Checking	Delta Dental	Dental Claims	4/16/2025	17,376.06
US Bank - Checking	Delta Dental	Dental Claims	4/16/2025	1,578.38
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	4/16/2025	926,171.49
US Bank - Checking	Minnesota Department of Revenue	State Payroll Tax	4/16/2025	162,013.27
US Bank - Checking	Delta Dental	Dental Claims	4/22/2025	4,424.55
US Bank - Checking	Delta Dental	Dental Claims	4/22/2025	16,056.95
US Bank - Checking	Minnesota Department of Revenue	Sales & Use Tax	4/23/2025	3,466.00
US Bank - Checking	Aviben	Retirement Contributions	4/29/2025	219,795.93
US Bank - Checking	Benefit Extras	Flex & HSA	4/29/2025	70,243.04
US Bank - Checking	Minnesota Public Employers Retirement Association	Contributions	4/29/2025	658,472.01
US Bank - Checking	US Bank	ONE CARD	4/29/2025	166,406.68
US Bank - Checking	Various	Service Fees	4/29/2025	1,781.50
US Bank - Checking	West Metro Credit Union	District Payroll, Dues, Etc.	4/29/2025	38,641.71
US Bank - Checking	Delta Dental	Dental Claims	4/29/2025	21,344.19
US Bank - Checking	EME	Union Dues	4/29/2025	43,523.90
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	4/29/2025	975,435.05
US Bank - Checking	Minnesota Department of Revenue	State Payroll Tax	4/29/2025	172,642.50
US Bank - Checking	Various	Payroll Vendors	4/30/2025	6,476.54
US Bank - Checking	US Bank	Safe Deposit box	4/30/2025	219.70
US Bank - Checking	Various	Service Fees	Various	42,706.87
<b>Total of Electronic Fund Transfers</b>				<b>\$ 7,230,821.42</b>

VI.G. Gifts and Bequests - April 2025



**Board Meeting Date:** 5/5/2025

**Title:** Gifts and Bequests – April 2025

**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 April 2025.

**Recommendation:** Accept with appreciation gifts and bequests made to the District in the amount of \$76,241.

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

**Attachments:**

1. Gifts & Bequests – April 2025

# Gifts & Bequests

FOR THE MONTH ENDED APRIL 30, 2025

<u>Donated By</u>	<u>To</u>	<u>Purpose</u>	<u>Amount</u>
Parents	Edina High School	General Donation	\$ 320.00
Blackbaud	Normandale Elementary	General Donation	40.00
Artsonia	Normandale Elementary	Art Supplies	156.39
Baseball Boosters	EHS Athletics	Coaches	26,109.60
Girls Lacrosse Boosters	EHS Athletics	Coaches	4,260.55
Boys Lacrosse Boosters	EHS Athletics	Coaches	15,473.42
Theater Boosters	EHS Theater	Tool Upkeep	5,408.00
Blegens Big Red Wagon Inc	Valley View Middle School	General	120.00
Parents	Valley View Middle School	General	2,060.00
MN State High School League	Edina High School	General	1,350.00
Highlands PTO	Highlands Elementary	SPED	92.85
MASSP	South View Middle School	General use	1,213.58
Parent	South View Middle School	General	200.00
Valley View Middle School PTO	Social studies department	Headphones for Classroom	750.13
Valley View Middle School PTO	Advisory	Advisory Supply	1,061.42
TBG Education Foundation	Engineering Department	Purchase of Equipment	5,364.99
Highlands Elementary PTO	Highlands Elementary	General	141.95
Edina High School PTO	Edina High School	Classroom Supplies	804.64
Normandale Elementary PTO	Normandale Elementary	General	4,914.00
Highlands Elementary PTO	Highlands Elementary	General	532.70
Parents	Edina High School	STAMP Test, SPED bowling	846.00
Parents	Valley View Middle School	General	1,520.00
Parents	Valley View Middle School	General	1,600.00
<b>Total Cash Donations</b>			<b>\$ 74,340.22</b>
Nelson Jameson, Inc	South View Middle School	Science Equipment	1,901.02
<b>Total In-Kind Donations</b>			<b>\$ 1,901.02</b>
<b>Total 2024-2025 School Year Gifts and Donations</b>			<b>\$ 795,580.02</b>





**Board Meeting Date:** May 5, 2025

**Title:** Quality Compensation Annual Report 2024-2025

**Type:** Consent

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning and Libby Sandvick, Teacher Evaluation Program Facilitator

**Background:** During the 2024-2025 school year, the Teacher Evaluation and Quality Compensation Program was brought to the School Board as part of a biennial reauthorization process. The Edina School Board approved the 2024-2026 Memorandum of Understanding on April 8, 2024.

The report included here, is an annual report on the Quality Compensation (Q Comp) element of Edina's Teacher Evaluation and Quality Compensation program. Per Minnesota Statutes, §122A.414, subd. 3(a) the Q Comp Annual Report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program.

**Recommendations:** The Teaching and Learning department is presenting the report to the school board for approval.

**Appendices:**

A. Teacher Evaluation Committee Members

## Alternative Compensation Annual Report 2024-2025

**Background:** Quality Compensation law (Q Comp) was created by Tim Pawlenty and enacted through a bipartisan agreement in the Minnesota Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design a plan that meets the four components of the law. The four components under Q Comp include Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, and Performance Pay and Alternative Salary Schedule.”

(<https://education.mn.gov/MDE/dse/edev/qc/>)

Edina is completing its 17<sup>th</sup> year as a Q Comp district. In Edina, we call our Q Comp program Alternative Compensation (Alt Comp). All salaried, Title 1, and ECFE teachers (defined as a teacher in Minn. Stat. §179A.03, Subd. 18, of PELRA and the Master Agreement between the District and EM/E) are required to participate in the Alt Comp program, unless specifically noted otherwise. We currently have six Peer Coaches who work with the district’s non-probationary teachers to fulfill program requirements. Administrators (both district- and site-level) work with probationary teachers. The total number of teachers participating in the program during the 2024-2025 school year is 690 (117 probationary teachers, 13 Tier 1 or 2 licensed teachers, and 560 non-probationary teachers).

As a Q Comp district, we receive \$260/student (\$169 per student in state aid and \$91 per student in board-approved levy) for the program. The program’s budget is responsible for peer coach and facilitator salaries and benefits, performance incentives, and other minor costs associated with program implementation. Teachers are eligible for up-to a \$1,721 incentive based upon successful completion of observations, student learning goal creation and implementation, and site goals based on standardized assessments.

Per Minnesota Statutes, §122A.414, subd. 3(a) the Q Comp Annual Report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program.

### General Program Impact and Recommendations

1. **What overall impact on instruction have the Edina Public Schools seen as a result of implementing the Q Comp program?** Q Comp continues to provide opportunities for professional development through teacher/peer coach interactions in alignment with Edina Public Schools Strategic Plan, Strategy D.1 & D.2. Our Q Comp plan continues to drive alignment between district, site and individual teacher goals. As a result of Q Comp, teachers are less isolated in individual classrooms. Teachers welcome others into their classroom to see their instruction and share their successes and areas of growth building toward collective efficacy. Teachers are also aware of the ways in which their classroom instruction aligns with the District’s Mission and Vision. District focus areas such as Literacy and Culturally Proficient School Systems are also supported by the program and peer coach interactions with teachers.

As in past years, a program survey was sent to teachers in April. When teachers were asked, “My participation in the Teacher Evaluation Program supported my growth as a teacher this year,” 95.3% of respondents answered ‘agree’ or ‘strongly agree’ (n=424).

The program also provides consistent and sustained time to reflect on and grow their practice. It is our belief that meaningful change and deep learning comes from purposeful reflection with a trained peer coach. The Spring 2025 survey included the question “My peer coach helps me reflect about my work and supports my growth as a professional.” Of the 424 respondents, 95.8% either agreed or strongly agreed with the statement. All of our peer coaches are trained in [Cognitive Coaching](#) and use this model when conferencing with teachers. The peer coaches use the Cognitive Coaching Planning Map during pre-observation conferences and the Cognitive Coaching Reflecting Map during post-observation conferences. Reflection is the backbone of our program. In the post-observation conference, the teacher will offer a specific reflection and self-analysis of the lesson, as well as engage in a dialogue with the peer coach about the effectiveness of specific elements of the lesson. Teachers also have an opportunity to add comments to their student learning goal progress checks, demonstrating their reflective thinking focused on their goal. The summative conference allows for an in-depth conversation between the teacher and the peer coach/administrator to reflect on the work done during the previous year and to think ahead to the next year’s goals.

**2. What overall impact on student achievement have the Edina Public Schools seen as a result of implementing the Q Comp program?** We continue to develop a culture of collaboration with increased dialogue focused on the impact of high quality instruction on student achievement in alignment with Edina Public Schools Strategic Plan, Strategy A.1. The program is responsive to teacher needs and promotes the reflection on and implementation of best practices that connect to student achievement. We will continue work on incorporating district staff development expectations into the teacher evaluation rubric descriptors. When asked, in the Spring 2025 survey, “My participation in the Teacher Evaluation program supported my efforts to positively impact students’ engagement participation and achievement this year”, 96.7% of respondents selected strongly agree or agree (n=424).

The Peer Coach team has the opportunity to observe teachers across the district. As such, they are in a unique position to see district initiatives in action and hear from teachers the impact. As a team, we are able to gather information and identify trends. When appropriate, this information is shared with site- and/or district-level administrators. Additionally, the team is able to disseminate information to teachers, especially when aligned with teachers’ observation and student learning goals.

Our Q Comp program requires alignment between district, site and individual teacher goals. The alignment is further strengthened by the Professional Learning Community (PLC) work in the district. Many teachers chose to align their student learning goal with their PLC goal. The peer coaches monitor the progress of a teacher’s student learning goal during the year. The student learning goals prioritize the collection and analysis of data and student data informs instruction.

We are able to see the various ways students are growing and learning. For the 2024-2025 school year, on the student learning goal submission form, teachers self-reported that their is aligned with the following areas (could select more than one): Literacy (390), Cultural Competence (99), Social Emotional Learning (181), and Math/Numeracy (131). As one teacher noted in the Spring 2025 survey: “[My Peer Coach} offered valuable and professional insights and helped me to accomplish my goals in the classroom. Their approach is flexible and thoughtful and they allowed me to process my SLG in a way that fit my teaching style.”

**3. How will we continually improve the overall effectiveness of the program?** We continue to refine our practice in alignment with Edina Public Schools, Strategy D.4. This year, all of our peer coaches participated in the two-day Culturally Proficient School Systems (CPSS) Leadership training and as a team we are continuing to find ways to integrate the framework into coaching conversations with teachers. For example, in Fall 2024 we worked with administrators to craft coaching questions that align the CPSS Toolkit and our evaluation descriptors. Peer Coaches references this question bank prior to meeting with teachers to select questions that are appropriate for the observation event’s focus.

During the 2023-24 school year, the program’s Memorandum of Understanding was reviewed and reauthorized. Every two years the Teacher Evaluation/Alternative Compensation Memorandum Of Understanding must be reauthorized by both Edina Public Schools and the Education Minnesota Edina. According to the MOU (22.B), *“The intent of both the District and EM/E is to review and re-approve the MOU and teacher evaluation program in two-year increments. Such renewal shall occur no later than May 1 in the spring preceding the expiration of the agreement.”*

The MOU Reauthorization Committee (three district- and three EM/E-appointed members) reviewed stakeholder data, budget projections and current practice. The School Board and EM/E Governance Board approved the proposed changes in April and March respectively. For the program, the large impact changes are minimal, but include prorating the Professional Growth Plan incentive for probationary teachers and reinvesting that savings in our mentor program through increased expectations and compensation for mentors; and a shift in the non probationary teacher observation process which will allow for more flexibility in scheduling observations with Peer Coaches for teachers.

This year, we implemented the updated MOU elements. In the Spring 2025 Survey, results showed a positive gain in the percentage of favorable (agree / strongly agree) to the question “During this school year, I have found it convenient to schedule conferences and observations with my peer coach/principal.” As for the changes to the mentoring program, responses have been largely positive (as collected via an observation reflection form): highlighting the value of a dedicated observation day and resources within a Schoology course. Many expressed that a joint observation was particularly beneficial for gaining new ideas and focusing on teaching practices without building districtions.

At this time, the future of the Q Comp program is uncertain given Governor Walz’s recent proposal to eliminate the program beginning in 2026-2027. In an effort to maintain continuity of

programming for our teachers in 2025-2026, we extended the terms of two peer coaches through 2025-2026. Next year will provide opportunity for the program to adjust either in the next reauthorization process or the phasing out of Q Comp. It is worth noting that Teacher Evaluation will continue to be a statutory requirement for the district. If Q Comp is eliminated the funding source for Teacher Evaluation will also be eliminated. In this case, the District and EM/E will need to create a mutually agreeable plan for Teacher Evaluation moving forward.

Regardless of the outcome of the legislative budgeting session, as we move into fall, the Peer Coach team will remain the same. We will continue to support our teachers' professional growth to ensure student success. As a team we will refine our coaching skills through training including book studies, collaborating with metro area coaches, and attending out-of-district training when available and appropriate.

The Teacher Evaluation Committee will continue to provide program oversight. Peer Coaches will continue to refine a resource bank of quality coaching questions associated with each descriptor and the student learning goal component as well as support the CPSS Toolkit as it is aligned to our work. Next year, the Peer Coaches will join Principals and Administrators professional learning focused on inter-rater reliability training and utilize our CPSS training to inform evaluation work during the 2025-26 school year.

## **Appendix A**

### **Teacher Evaluation Committee Members**

Jody De St. Hubert (Director of Teaching and Learning)  
Libby Sandvick (Teacher Evaluation Program and Professional Development Facilitator)  
Michael Pretasky (EHS Assistant Principal)  
Kim Isley (Assistant Director of Early Learning)  
Chris Holden (Normandale Principal)  
Lindsey Smaka (EHS Science Teacher)  
Cari Boedigheimer (Concord Grade 2)  
Leigh Ann Feily (Continuous Improvement Specialist)

### **Peer Coach Team**

Angela Hruby  
Bethany Mohs  
Jon Moore  
Tim Ronhovde  
Rolland Talan  
Cathy Williams

VI. I.  
2026

Food Service Management Contract – Fiscal Year



**Board Meeting Date:** 5/5/2025

**Title:** Food Service Management Contract – 2025-2026 School Year

**Type:** Consent

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

**Description:** Prior to the start of the 2022-2023 school year the District conducted a request for proposals (RFP) process to select a vendor to provide the District with school nutrition management services. Various District stakeholders were involved in the RFP process, including, but not limited to, Board members, District administration, the District's appointed sourcing agent, families of students, and students. A district-wide survey was also an element of the selection process. Compass Group USA, Inc. through its Chartwells division was selected to continue as the District's school nutrition manager.

During the 2023-24 and 2024-25 school years the District sought feedback from various stakeholders, including the Food Wellness Committee, regarding Chartwells' performance. The feedback indicates that Chartwells has met expectations and provided quality service to the District. The District administration plans to formally recommend extending the agreement with Chartwells for 2025-26 school year at a subsequent regular meeting of the Board.

**Recommendation:** Authorize the District administration to execute all agreements necessary to exercise the District's option to extend the current school nutrition management services contract with Compass Group USA, Inc., by and through its Chartwells division, by one year, with the term ending June 30, 2026.

**Desired Outcomes from the Board:** Review the enclosed attachments.

**Attachments:**

1. Food Service Management Contract Renewal – 2025-26
2. Food Service Management Sourcing Summary - 2022

# School Nutrition Programs

## Renewal of Food Service Management Contract

### School Year 2025–26

Food service management contracts that started in 2021–2022 or later may be renewed for the 2025–26 contract year if both parties have mutually agreed to renew.

Federal regulations for the National School Lunch Program (NSLP), at 7 Code of Federal Regulations section 210.16 and Minnesota Statutes 2023, section 123B.52, allow a food service management contract to be renewed for a term not to exceed one year for up to four renewals (a total of five years including the original contract).

This renewal document must be used to meet NSLP requirements and for contract payments to be allowable costs to the nonprofit school food service. No changes may be made to this renewal document without preapproval by the Minnesota Department of Education (MDE), except for the information required to be inserted by the school food authority.

#### 1. Definitions

“SFA” is the school food authority (school district, nonpublic school or residential childcare organization) contracting for food service management.

SFA: \_\_\_\_\_

Cyber-Linked Interactive Child Nutrition Systems (CLiCS) Identification Number: \_\_\_\_\_

“Vendor” is the Vendor providing food service management to School.

Vendor: \_\_\_\_\_

“Original contract” is the first year of the food service management contract, which was competitively procured and specified the terms for contract renewals.

The original contract was for school year \_\_\_\_\_.

#### 2. Renewal of Contract

SFA and Vendor mutually agree to renew the original contract for the term indicated below, not to exceed one year. **(Use 2, 3, 4, or 5 to specify year of contract).**

This is the \_\_\_\_\_ year of the contract, counting the original year of the contract and renewals.

Start Date for Renewed Contract: \_\_\_\_\_ End Date for Renewed Contract: \_\_\_\_\_

**3. Adjusted Meal Prices**

SFA and Vendor have mutually agreed to 2025–26 prices or fees as shown below. The maximum amount 2025–26 prices or fees may be increased is **3.1** percent (Consumer Price Index (CPI-U), Food Away from Home, Midwest Region, for the twelve months ending December 2024).

Check one:

Fixed Meal Price Contract – Prices are adjusted as shown below.

Cost-Reimbursable Contract – Fees are adjusted as shown below.

**The meal price is for one full reimbursable meal and cannot separate out any one component of the reimbursable meal (i.e., price of milk *must* be included in total fixed meal price).** The fixed price(s), or fixed administrative fee(s), and the calculation of the revised price(s) or fee(s) are shown below:

Meal Service	2024–25 Price or Fee	Percent Increase (Maximum 3.1%)	2025–26 Price or Fee
	\$	%	\$
	\$	%	\$
	\$	%	\$
	\$	%	\$
	\$	%	\$
	\$	%	\$
	\$	%	\$
	\$	%	\$

Charges outside the scope of this contract must be procured and invoiced separately.

**4. Chargeback**

SFA has chargeback rights as described here. If a charge is an unallowable charge not listed in the agreed upon terms and conditions in the contract, SFA may deny the charge. SFA may chargeback by withholding the unallowable amount from payment of the invoice with unallowable charges, recouping from, or offsetting against payments to the Vendor’s account. SFA will notify Vendor of the short payment to the invoice with unallowable charges or obligation to pay which Vendor must do promptly and fully; or reverse the charge(s). Failure to demand payment does not waive SFA’s chargeback rights.

**5. Meal Equivalency Factor**

The meal equivalency factor for school year 2025–2026, used to determine the number of lunches that the a la carte food service revenue is equivalent to for billing purposes, is \$5.00.

**6. Value of U.S. Department of Agriculture (USDA) Foods**

Contract prices do not consider the value of USDA Foods that Vendor will receive during the contract year. The Vendor will continue to credit SFA for USDA Foods received for the renewed contract year.

At the time that this contract renewal is sent to MDE, the SFA must include a completed Reconciliation of Credits for USDA Foods form to show the USDA Foods have been fully credited during the 2023–24 contract year. Contract may not be approved without evidence of proper crediting.

**7. Non-Financial Adjustments**

No material changes have been made since the original contract.

Minor non-financial adjustments for renewal, if any, are described here:

**8. Revised Program Requirements**

Vendor agrees to meet all SNP requirements including requirements that become effective during the renewed contract year.

**9. Termination**

Either party may terminate the contract for cause as allowed in the original contract. The contract may be terminated for (no cause) if the partners mutually agree to terminate for convenience.

**Signatures**

School Food Authority: \_\_\_\_\_

Address: \_\_\_\_\_

Authorized Representative: \_\_\_\_\_

Title: \_\_\_\_\_

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

Date: \_\_\_\_\_

School Food Authority Contact: \_\_\_\_\_

Title: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Vendor:

Address: \_\_\_\_\_

Authorized Representative: \_\_\_\_\_

Title: \_\_\_\_\_

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

Date: \_\_\_\_\_

Vendor Contact:

Title: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

# Independent Price Determination Certificate

Both the SFA and the Food Service Management Company (FSMC) shall execute this Independent Price Determination Certificate.

\_\_\_\_\_  
Name of FSMC

\_\_\_\_\_  
Name of SFA

By submission of this offer, the FSMC certifies, and—in the case of a joint offer—each party thereto certifies as to its own organization, that in connection with this procurement:

1. The prices in this offer have been arrived at independently, without consultation, communication or agreement for the purpose of restricting competition, as to any matter relating to such prices with any other FSMC or with any competitor.
2. Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed to the FSMC and will not knowingly be disclosed by the FSMC prior to opening in the case of an advertised procurement or prior to award in the case of a negotiated procurement, directly or indirectly to any other FSMC for the purpose of restricting competition.
3. No attempt has been made or will be made by the FSMC to induce any person or firm to submit or not submit an offer for the purpose of restricting competition.

Each person signing this offer on behalf of the FSMC certifies that:

1. He or she is the person in FSMC's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to one through three above; or
2. He or she is not the person in FSMC's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate in any action contrary to one through three above, and as their agent does hereby certify; and he or she has not participated, and will not participate, in any action contrary to one through three above.

**To the best of my knowledge, this FSMC, its affiliates, subsidiaries, officers, directors and employees are not currently under investigation by any government agency and have not in the last three years been convicted of or found liable for any act prohibited by state or federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows:**

\_\_\_\_\_  
Signature of FSMC's Authorized Representative

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

In accepting this offer, the SFA certifies that no representative of the school food authority has taken any action that may have jeopardized the independence of the offer referred above.

\_\_\_\_\_  
Signature of SFA Authorized Representative

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

## Instructions for Debarment Certification Form

1. By signing and submitting this form, the prospective lower-tier participant is providing the certification set out on the reverse side in accordance with these instructions.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower-tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower-tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower-tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower-tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal" and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted to obtain a copy of those regulations.
5. The prospective lower-tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower-tier covered transaction with a person who is debarred, suspended, declared ineligible or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower-tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion — Lower Tier Covered Transactions," without modification, in all lower-tier covered transactions and in all solicitations for lower-tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower-tier covered transaction that it is not debarred, suspended, ineligible or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, search the records on the System for Award Management (SAM). [View the SAM website.](#)
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph five of these instructions, if a participant in a covered transaction knowingly enters into a lower-tier covered transaction with a person who is suspended, debarred, ineligible or voluntarily excluded from participation in this transaction—in addition to other remedies available to the federal government—the department or agency with which this transaction originated may pursue available remedies as appropriate, including suspension and/or debarment.

# Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion

## Lower-Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Executive Order 12689, and 31 U.S.C. 6101; Debarment and Suspension, 2 CFR Part 417, Subpart C, Responsibilities of Participants Regarding Transactions Doing Business with Other Persons.

(Please read instructions on next page before completing Certification).

1. The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Vendor Name: \_\_\_\_\_

Project Name: National School Lunch Program

Name/Title of Authorized Representative: \_\_\_\_\_

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

Date: \_\_\_\_\_

## Certification Regarding Lobbying

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No federally appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a federal contract, the making of any federal grant, the making of a federal loan, the entering into a cooperative agreement and the extension, continuation, renewal, amendment or modification of a federal contract, grant, loan or cooperative agreement;
2. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.
4. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Vendor Name: \_\_\_\_\_

Project Name: National School Lunch Program

Name/Title of Authorized Representative: \_\_\_\_\_

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

Date: \_\_\_\_\_

## Assurance of Civil Rights Compliance Certification

The vendor hereby agrees that it will comply with:

- Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.);
- Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.);
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);
- Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.);
- Title II and Title III of the Americans with Disabilities Act (ADA) of 1990 as amended by the ADA Amendment Act of 2008 (42 U.S.C. 12131-12189);
- Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency." (August 11, 2000);
- All provisions required by the implementing regulations of the Department of Agriculture (USDA) (7 CFR Part 15 et seq.);
- Department of Justice Enforcement Guidelines (28 CFR Parts 35, 42 and 50.3);
- Food and Nutrition Service (FNS) directives and guidelines to the effect that, no person shall, on the grounds of race, color, national origin, sex (including gender identity and sexual orientation), age or disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any program or activity for which the Program applicant receives Federal financial assistance from USDA; and hereby gives assurance that it will immediately take measures necessary to effectuate this Agreement.
- The USDA non-discrimination statement that in accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices and employees, and Institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs).

This assurance is given in consideration of and for the purpose of obtaining any and all Federal financial assistance, grants and loans of Federal funds, reimbursable expenditures, grant or donation of Federal property and interest in property, the detail of Federal personnel, the sale and lease of, and the permission to use Federal property or interest in such property or the furnishing of services without consideration or at a nominal consideration, or at a consideration that is reduced for the purpose of assisting the recipient, or in recognition of the public interest to be served by such sale, lease, or furnishing of services to the recipient, or any improvements made with Federal financial assistance extended to the Program applicant by USDA. This includes any Federal agreement, arrangement or other contract that has as one of its purposes the provision of cash assistance for the purchase of food and cash assistance for purchase or rental of food service equipment or any other financial assistance extended in reliance on the representations and agreements made in this assurance.

By accepting this assurance, the vendor agrees to compile data, maintain records and submit records and reports as required, to permit effective enforcement of nondiscrimination laws and permit authorized USDA personnel during hours of program operation to review and copy such records, books and accounts, access such facilities and interview such personnel as needed to ascertain compliance with the nondiscrimination laws. If there are any violations of this assurance, the Department of Agriculture, FNS, shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the vendor, its successors, transferees and assignees as long as it receives assistance or retains possession of any assistance from USDA. The person or persons whose signatures appear below are authorized to sign this assurance on behalf of the vendor.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and teletypewriter (TTY)) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**  
U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or
2. **fax:**  
(833) 256-1665 or (202) 690-7442; or
3. **email:**  
[Program.Intake@usda.gov](mailto:Program.Intake@usda.gov)

This institution is an equal opportunity provider.

Vendor Name: \_\_\_\_\_

Award Number or Project Name: School Nutrition Program (NSLP, SBP)

Name and Title of Authorized Representative: \_\_\_\_\_

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

Date: \_\_\_\_\_



## Sourcing Summary (2022)

### General Information

<b>Organization:</b>	ISD #273 – Edina Public Schools	<b>Date:</b>	6/20/2022
<b>Department:</b>	Administration	<b>Category:</b>	Vended Meal (Food Service Management)

### Process Notes

<b>Process used</b>	RFP/B process as defined by the Minnesota Department of Education (MDE)
<b>Notes</b>	<ol style="list-style-type: none"> <li>1. Chartwells has been the incumbent provider under a 'Fixed Price' contract</li> <li>2. District &amp; Chartwells (incumbent) completed survey of food services in district</li> <li>3. PTO Committee was invited to take an active role in assessing options for this mandatory process</li> <li>4. While the district requested proposals for both contract structures ('Fixed Price' and 'Cost-Reimbursable'), the District ultimately chose to that pursue Cost-Reimbursable contract structure as its flexibility is a better fit for the collaborative relationship with the community (families, students) in designing future menus.</li> <li>5. All lunches have been subsidized in current school year therefore sales data and free/reduced meal count estimates were based on 2019 results with adjustments made based on enrollment numbers for 2021-22 school year.</li> </ol>
<b>Vendors contacted:</b>	<ul style="list-style-type: none"> <li>• Aramark (no submission)</li> <li>• Chartwells (submitted)</li> <li>• Genuine Foods (no submission)</li> <li>• SFE (submitted)</li> <li>• Sodexo (no submission)</li> <li>• Taher (submitted)</li> </ul>

### Evaluation Process

Proposals were reviewed by:

1. PTO Committee\*
2. School Board Representative
3. District-level Operations Director
4. Principal from an Edina school

\*PTO Committee scoring is a composite of three evaluations and approved by the committee leadership

### Proposed Pricing

Meal Type	Proj. Annual Meals	Chartwells - Per Unit	SFE - Per Unit	Taher - Per Unit	Chartwells	SFE	Taher
Breakfast	106,166	\$1.55	\$3.68	\$3.38	\$164,557.30	\$390,935.06	\$358,841.08
Lunch	485,886	\$3.23	\$3.68	\$3.38	\$1,570,869.44	\$1,789,178.02	\$1,642,294.68
Ala Carte Equivalent	260,393	\$3.23	\$3.68	\$3.38	\$841,850.57	\$958,845.14	\$880,128.34
Milk	15,776	\$0.30	\$0.25	\$0.35	\$4,732.80	\$3,944.00	\$5,521.60
Admin Fee <small>(excludes Milk)</small>	852,445	\$0.18	\$0.13	\$0.06	\$153,440.10	\$109,283.45	\$51,146.70
<b>Totals</b>					<b>\$2,735,450.21</b>	<b>\$3,252,185.67</b>	<b>\$2,994,699.81</b>

### Cost-Reimbursable Contract Proposal Scoring\*

FSMC	Chartwells				SFE			Taher				
	PTO	Admin/School Board			PTO	Admin/School Board		PTO	Admin/School Board			
<b>Score</b>	83.4	92	100	96	87.3	86	91	92	94.4	77	87	94
<b>Composite Score</b>	<b>92.8</b>				<b>Composite Score</b>	<b>89.1</b>			<b>Composite Score</b>	<b>88.1</b>		

\*See next page for complete scoring review

### Recommendation

Based on the compilation of the proposal evaluations, the recommendation of the District is to move implement the Cost-Reimbursable (structure) agreement with Chartwells. This agreement is structured year-to-year allowing the district future flexibility if there is future lack of satisfaction in the vendor's performance at the same time allowing up to four (4) years of partnership should all parties be satisfied.

VI.J. Staff Year End Letter from Board



**Board Meeting Date:** 5/5/2025

**Title:** Staff Year End Letter from Board

**Type:** Consent

**Presenter(s):** Elliot Mann, School Board Director

**Description:** Annually, the board sends district employees a year end letter (email) to show our gratitude for their hard work and contributions to our success. The board must approve all communication that is sent out on behalf of the board. The attached letter was discussed at tonight's work session and any agreed upon edits will be made before sending out to Edina Public Schools staff.

**Recommendation:** Approve the Staff Year End Letter

**Attachment(s):** Staff Year End Letter from Board

VI.K. Lease Agreement with West Metro Credit  
Union 2025-2026



**Board Meeting Date:** May 5, 2025

**Title:** Lease Agreement with West Metro Credit Union

**Type:** Consent

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

**Description:** West Metro Credit Union leases space in the Edina Community Center building on the first floor from Edina Public Schools. The term of the upcoming lease is July 1, 2025, through June 30, 2026. The rent will total \$10,659, an increase of 4.5%.

**Recommendation:** Approve the leasing of premises on the first floor of the Edina Community Center to the West Metro Credit Union, and authorize Board Chair to sign the lease agreement.

**Desired Outcomes from the Board:** Approve the lease increase for the West Metro Credit Union.

**Attachments:** FY26 Building Lease Agreement



BUILDING LEASE AGREEMENT

THIS LEASE AGREEMENT (“Lease”) is made as of the 5<sup>th</sup> day of May, 2025, by and between Independent School District No. 273, Edina Public Schools ("Landlord") and West Metro Credit Union, ("Tenant").

WHEREAS, the Landlord owns the building located at 5701 Normandale Road, Edina, MN 55424;

WHEREAS, the Tenant seeks space to conduct its operations; and

WHEREAS, the parties desire to provide for the ongoing use of said building.

NOW THEREFORE, the parties agree to the following:

**1. Leased Premises.**

1.1 The Landlord hereby leases to the Tenant the space as shown in Exhibits A (building map) and B (parking map)(“Leased Premises”) in the building and its premises located at 5701 Normandale Road, Edina, MN 55424 (“Building”). The Leased Premises is approximately 755 square feet on the 1<sup>st</sup> floor of the Building. This Lease also includes rights of access to the Leased Premises and shared use of the Common Areas, defined in Paragraph 5, in the Building. The Leased Premises includes all water, gas, sewer, compressed air, and electrical lines above the ceiling, or below the floor or in the basement that are serving only the Leased Premises and no other space in the Building.

1.2 The Tenant is taking the Leased Premises in “AS IS” condition and the Landlord is under no obligation to make any alterations, additions, improvements, or decoration in or to the Leased Premises, except as provided in the Lease.

**2. Term.**

2.1 The term of this Lease (“Term”) will be 12 months, beginning July 1, 2025, and termination on June 30, 2026.

**3. Use.**

3.1 The Tenant may use and occupy the Leased Premises solely for its operations described herein: organizational offices, including any and all activities that are reasonably related to these described operations. The Tenant will not use or permit the Premises to be used for any other purpose(s) without the prior written consent of the Landlord.

3.2 The Tenant must familiarize themselves with and adhere to the Landlord’s policies, including but not limited to its policies on non-discrimination, prohibition of the use of tobacco products, prohibition of alcohol, prohibition of illicit drugs, firearms prohibition, recycling policy, equal opportunity policy, parking limitations, latex-free policy, and facilities use policy. The Tenant must educate its volunteers, employees, patients, guests or invitees on said policies. These policies are available on the Landlord’s website or upon the written request of the Tenant.

3.3 The Tenant agrees to be responsible for the costs of any repair and all damage caused by the Tenant's use of the Leased Premises.

3.4 The Landlord closes the Building and its premises, including the Leased Premises, on holidays. The Landlord will inform the Tenant of these holidays.

#### **4. Rent.**

4.1 The Tenant agrees to pay to the Landlord as rent for the Leased Premises for the Term hereof the annual base rent in the following amounts to be paid in equal monthly installments ("Monthly Base Rent") during each of the incorporated lease years: commencing July 1, 2025 and continuing through June 30, 2026, the Annual Base Rent is \$10,659. The Tenant will pay Monthly Base Rent equal to \$888.

4.2 The Monthly Base Rent is due and payable by the Tenant in advance on the first day of each calendar month during the Term of this Lease, or any extension or renewal thereof, at the office of Landlord at 5701 Normandale Road, Edina, Minnesota 55424, or at such other place as the Landlord may designate, with written notice of designation to the Tenant.

4.3 In the event of any fractional calendar month at the beginning or termination of the Term, the Tenant will pay for each day in such partial month a rental equal to 1/30 of the Monthly Base Rent. All Base Rent and all additional rent or other charges payable by the Tenant pursuant to the terms of this Lease that are not paid within five days after the amounts are due will bear interest from the date due at the rate of (18%) per annum or the highest rate permitted by law, whichever is lower.

#### **5. Common Areas.**

5.1 The Tenant agrees that the use of the Common Areas, including but not limited to all halls, passageways, elevators, restrooms, parking areas and landscaped areas in the Building or its premises ("Common Areas"), by the Tenant or the Tenant's volunteers, employees, patients, guests or invitees, are subject to the applicable policies, rules, and regulations as may from time to time be made by the Landlord for the safety, comfort and convenience of the owners, occupants, tenants and business invitees of the Building. Use of the roof of the Building is reserved exclusively for the Landlord. The Tenant agrees that no awnings or shades will be used upon the Leased Premises except such as may be approved by the Landlord and that the exterior appearance of all window coverings will conform to Building standard as established by the Landlord.

5.2 In addition to the Leased Premises, the Tenant has the right of non-exclusive use, in common with others, of (1) certain automobile parking areas (as identified in Exhibit B), so long as such areas are available for and designated by the Landlord for parking, driveways and footways, and (2) loading facilities, freight elevators and other facilities as may be constructed and designated, from time to time, by the Landlord. All usage is subject to the terms and conditions of this Lease and to reasonable rules and regulations including, but not limited to, rules and regulations with respect to employee parking for the use thereof as prescribed from time to time by the Landlord. The Landlord reserves the right to charge the Tenant and its volunteers, employees, patients, guests or invitees for use of reserved parking areas, to relocate such parking areas and to terminate the use of any portion of the Land for parking.

5.3 The Landlord will not be responsible for any loss, theft or damage to vehicles or contents thereof, parked or left in the parking areas of the Building.

5.4 The Tenant agrees not to use or permit its volunteers, employees, patients, guests or invitees to use the parking areas for overnight storage of automobiles or other vehicles.

5.5. The Tenant will give the Landlord notice within 48 hours of becoming aware of any defect in the Common Areas.

## **6. Utilities and Service.**

6.1 The Landlord provides normal heating and air conditioning for the Leased Premises during the hours of 7:00 a.m. through 10:00 p.m. on Mondays through Fridays, and 8:00 a.m. through 3:00 p.m. on Saturdays and Sundays (“Normal Operating Hours”) as required for normal comfort and in accordance with Minnesota energy use guidelines (holidays excepted).

6.2 The Landlord provides electricity as necessary for normal office use.

6.3 The Tenant will not install any type of air conditioning equipment or units without the prior written consent of Landlord, whose consent will be within Landlord's sole discretion.

6.4 The Landlord will provide hot and cold water for normal restroom use and for limited employee coffee/tea services installed in accordance with Landlord's rules and regulations from time to time established. Landlord shall provide normal janitorial service on Mondays through Fridays (holidays excepted).

6.5 The Landlord agrees to furnish, at its sole cost and expense, all lamps, bulbs, tubes, starters and ballasts in connection with the lighting of the Leased Premises.

6.6 No temporary interruption or failure of utility or other services incidental to the making of repairs, alterations or improvements or due to accidents or strike or conditions or events not under the Landlord's reasonable control will be deemed as an eviction of the Tenant or relieve the Tenant from any of its obligations hereunder.

6.7 If the Landlord reasonably determines that the use by the Tenant of any utility or other service in the Leased Premises is disproportionate to the use of other tenants, the Landlord may charge the Tenant its share for the cost thereof from a date reasonably determined by the Landlord to take equitable account of the disproportionate use.

6.8 Any use of the Building by the Tenant, its employees, agents, students, or invitees not within the Normal Operating Hours as set forth above, or as a result of any extracurricular activity sponsored by or associated with the Tenant, may result in additional rent and charges for the cost of such additional utilities and service required as described herein. In addition to the foregoing, these additional charges may include any cost incurred by the Landlord as a result of labor, security, or other precautions necessary by the Landlord to protect the Landlord's and other tenants' property prior to or during any of the foregoing uses by the Tenant. These additional rents will be in an amount as reasonably determined by the Landlord. These additional rents will be due and payable by the Tenant upon receipt from the Landlord of such amount and upon the same terms and conditions as Monthly Base Rent pursuant to Paragraph 4. The Tenant will contact the Landlord prior to any use outside of the Normal Operating Hours of use to establish the terms of such use.

## **7. Non-Liability of Landlord.**

7.1 Except in the event of negligence of the Landlord, its agents, employees or contractors, the Landlord is not liable for any loss or damage resulting from or caused by any failure to furnish heat, electricity, water, gas, air conditioning or sprinkler system, nor for any other reason for any consequential damage arising from interruption of any utility or services, nor is the Landlord liable for personal injury, death or any damage from any cause about the Leased Premises or the Building.

## **8. Care of Premises.**

8.1 The Tenant agrees to keep the Leased Premises in as good condition and repair as they were in at the time the Tenant took possession of same, reasonable wear and tear and damage from fire and other casualty for which insurance is procured excepted.

8.2 The Tenant agrees to keep the Leased Premises in a clean and sanitary condition.

8.3 The Tenant agrees not to commit any nuisance or waste on the Leased Premises, overload the structural elements of the Leased Premises or facilities, throw foreign substances in plumbing facilities, or waste any of the utilities furnished by the Landlord.

8.4 The Tenant agrees to adhere to the Landlord's policies, rules, and regulations, as promulgated and amended from time to time, including but not limited to its: non-discrimination, prohibition of the use of tobacco products, prohibition of alcohol, prohibition of illicit drugs, firearms prohibition, recycling policy, equal opportunity policy, parking limitations, latex-free policy, and facilities use policy. The Tenant must educate its volunteers, employees, patients, guests or invitees on said policies. These policies are available on the Landlord's website or upon the written request of the Tenant.

8.5 The Tenant agrees not to overload the electrical, water and/or plumbing facilities installed by the Landlord.

8.6 The Tenant agrees to provide the necessary security, including labor, necessary to protect the Landlord and other tenants' premises and property prior to and during any extracurricular activity either associated with or sponsored by the Tenant.

8.7 If the Tenant fails to keep and preserve the Leased Premises in the state of condition required by the provisions of this Lease, the Landlord may at its option put or cause the same to be put into the condition and state of repair agreed upon, and in such case the Tenant, on demand, will pay the Landlord the cost thereof plus 18% for Landlord's overhead.

## **9. Non-permitted Usage.**

9.1 The Tenant agrees to use the Leased Premises and Common Areas only for those purposes set forth by the Lease.

9.2 The Tenant agrees to ensure that neither it nor any person whose presence on the Leased Premises or in the Common Areas is related to the Tenant's use of the Premises or Common Areas will commit or permit any act to be performed on the Premises or in Common Areas that (1) violates law; (2) violates the Landlord's policy; (3) may cause an increase in Landlord's insurance rates for the Building; and/or (4) is in violation of any provision of any Landlord's insurance policies for the Building.

9.3 In many cases possession of a firearm on school property, even by a person authorized by permit to carry such a firearm, is illegal. By signing this lease, the Tenant agrees to familiarize itself with the statutory restrictions on possession such a weapon on school property and enforcing those provisions.

9.4 The Tenant agrees to ensure that neither it nor any person whose present on the Leased Premises or in the Common Areas is related to Tenant's use of the Leased Premises or Common Areas disturbs other occupants of the Building or permits the occurrence of any act in the Building or commons areas that causes or threatens injury to persons or property.

## **10. Assignment.**

10.1 The Tenant will not assign this Lease without the prior written consent of the Landlord, which consent is entirely in the Landlord's discretion. The prior written consent of the Landlord in one instance does not constitute a waiver of the Landlord's rights under this paragraph to any subsequent assignment, subletting, or licensing.

10.2 The Landlord's right to assign this Lease is unqualified. Upon any sale or transfer of the Landlord's interest in the Building and provided the purchaser assumes all obligations under this Lease, the Landlord will thereupon be entirely freed of all obligations of the Landlord hereunder and will not be subject to any liability resulting from any act or omission or event occurring after such conveyance.

## **11. Loss by Casualty.**

11.1 If all or a part of the Leased Premises and/or the Building are damaged or destroyed by fire or other casualty, the Landlord has the right to terminate this Lease, provided, the Landlord gives written notice thereof to the Tenant within 180 days after such damage or destruction.

11.2 If the Lease is not terminated by the Landlord as provided, then the Landlord, will, at its own expense, restore the Leased Premises and the Building to as near the condition that existed immediately prior to such damage or destruction as is reasonably possible; provided, however, the Landlord is not responsible for the restoration, repair and replacement of the Tenant's fixtures, personal property, equipment or improvements made by the Tenant to the Leased Premises.

11.3 When the Leased Premises are tenantable, the Tenant will properly restore, repair or replace the Tenant's work and other improvements made by Tenant in order to restore the Leased Premises to their original condition immediately preceding the damage.

11.4 Whether or not the Landlord elects to restore the Leased Premises and/or the Building, the Tenant's Monthly Base Rent will abate during such period of time as the Leased Premises are untenable in the proportion that the untenable portion of the Leased Premises bears to the entire premises.

## **12. Right of Entry.**

12.1 The Landlord, its employees, and its agents have the right, without any diminution of rent, additional rent or other charges payable hereunder by the Tenant, to enter the Leased Premises at all reasonable times and upon reasonable notice for the purpose of inspection, cleaning, repairing, altering or improving the same or the Building. Nothing contained in this paragraph will be construed so as to impose any obligation on the Landlord to make any repairs, alterations or improvements.

12.2 During the six month period prior to the end of the Term of this Lease, the Landlord has the right to show the Leased Premises to potential future lessees at reasonable times and upon reasonable notice. The Landlord also has the right to erect a suitable sign indicating that the Leased Premises is available for lease.

### **13. Alterations to Leased Premises.**

13.1 Except as otherwise provided in the Lease, the Tenant will not make any alterations, repairs, additions or improvements in or to the Leased Premises without the prior written consent of the Landlord in each instance. The Tenant agrees to indemnify and save the Landlord free and harmless from any liability, loss, cost, damage or expense including reasonable attorney's fees incurred by reasons of any said alteration, repairs, additions or improvements.

13.2 The Landlord has the right to make changes or revisions to the premises so as to provide additional leasing area. The Landlord also has the right to (1) construct additional buildings on the premises, including all or a portion of the then existing parking areas, for purposes the Landlord may deem appropriate, (2) relocate the parking areas, and (3) enter the Leased Premises for the purpose of constructing and installing utility lines in the floor and above the ceiling of the Leased Premises.

### **14. Signage.**

14.1 The Tenant agrees that no signage will be installed, erected, attached or affixed to any portion of the interior or exterior of the Leased Premises, Building, or its premises without the express prior written consent of Landlord.

### **15. Security Deposit and Interest.**

15.1 The Tenant has deposited with the Landlord the sum of zero dollars and zero cents (\$0) as security for the faithful performance and observance by the Tenant of the terms of this Lease. If the Tenant defaults in any of the terms of this Lease, the Landlord may apply the whole or any part of the security deposit for the payment of any rent or additional rent or any other sum as to which the Tenant is in default, including but not limited to, any damages or deficiency in the reletting of the Leased Premises.

15.2 If any portion of the security deposit is so applied, the Tenant will, within 10 days after written demand therefore, deposit cash with the Landlord in an amount sufficient to restore the security deposit to its original amount. The Tenant's failure to do so results in a default under this Lease.

15.3 The Tenant grants to the Landlord, in the sole event that the Tenant becomes delinquent in the rent required to be paid by the Tenant, the chattels, fixtures and personal property belonging to Tenant, which now are or may hereafter be placed in the Leased Premise, to secure all rents due under the terms and conditions of this Lease. In the event there exists any security interest in this property that security interest is paramount and superior to the security interest herein created, the Landlord may satisfy said paramount security interest and all sums paid in satisfying said security interest will be considered additional sums owed to the Landlord by the Tenant hereunder.

15.4 The Landlord, in the event of a default by the Tenant of any covenant or condition herein contained, may exercise, in addition to any rights and remedies herein granted, all the rights and remedies of a secured party under the Uniform Commercial Code or any other applicable law.

## **16. Default, Non-Payment of Rent.**

16.1 Any one or more of the following events is an Event of Default: (1) a payment of Monthly Base Rent or any other payment due from the Tenant to the Landlord remaining unpaid in whole or in part for more than five days after same is due and payable; (2) the Tenant violates or defaults on any of the other covenants, agreements, stipulations or conditions herein, and such violation or default continues for a period of 10 days after written notice from the Landlord of the violation or default; (3) the Tenant vacates or abandons the Leased Premises; or (4) the Tenant commences or has commenced proceedings under a bankruptcy, receivership, insolvency or similar type act.

16.2 If an Event of Default occurs, the Landlord may terminate this Lease, but without waiver of the rights thereafter and to re-enter the Leased Premises, with or without process of law, using such force as may be necessary to remove all persons or chattels therefrom. The Landlord is not liable for damages by reason of any such re-entry. Notwithstanding re-entry by the Landlord, the Tenant is liable to Landlord for the Monthly Base Rent and all other sums provided for balance of the Term of this Lease. The Tenant will pay, in addition to the Monthly Base Rent and other sums agreed to be paid hereunder, such additional sums as a Court may adjudicate as reasonable attorney's fees in any suit or action instituted by the Landlord to enforce the provisions of this Lease, or the collection of the Monthly Base Rent or other sums due to Landlord hereunder.

16.3 The Landlord may relet all or any part of the Leased Premises for such portion of the remaining Term of this Lease and upon such terms and conditions as it deems reasonable. If the Landlord chooses to relet all or any part of the Leased Premises, the Landlord will deduct from the Tenant's obligations for Monthly Base Rent and other sums due the Landlord under this Lease, all rent received from a subsequent tenant, and the Tenant will pay monthly to Landlord any balance due in addition to the reasonable expenses which Landlord incurs relating to such reentry, reletting and necessary remodeling.

16.4 If an Event of Default occurs, the Landlord may at any time declare this Lease terminated and forfeited. The Tenant will pay to Landlord as damages for its breach of this Lease an amount equal to the balance due Landlord for the remaining Term of this Lease, less the reasonable rental value of the Leased Premises during such remaining term. The Tenant shall also be liable to the Landlord for the payment of interest on all rentals and other sums due the Landlord hereunder that are not paid within five days from the same date become due and payable. The amount of interest owed to Landlord is calculated at the highest permissible rate of interest allowed under the usury statutes of the State or at the rate of 18 percent per annum, whichever is less. For the purposes of this paragraph, interest is calculated beginning on the date rentals and other sums become due.

## **17. Surrender.**

17.1 On the last day of the Term of this Lease or on the sooner termination thereof in accordance with the term hereof, the Tenant will peaceably surrender the Leased Premises in good condition and repair consistent with the Tenant's duty to make repairs as provided in this Lease. On or before said last day, the Tenant, at its expense, will remove all of its equipment from the Leased Premises, repairing any damage caused thereby.

17.2 Any property not removed by the Tenant on or before said last day is considered abandoned property. All alterations, additions and fixtures other than the Tenant's equipment, which have been made or installed by either the Landlord or the Tenant upon the Leased Premises will remain as the Landlord's property and be surrendered with the Leased Premises as a part thereof, or will be removed by the Tenant,

at the option of the Landlord, in which event the Tenant will at its expense repair any damage caused thereby.

17.3 If the Leased Premises are not surrendered at the end of the Term or the sooner termination thereof, the Tenant will indemnify the Landlord against loss or liability resulting from delay by the Tenant in so surrendering the Leased Premises, including, but not limited to, claims made by any succeeding tenant founded on such delay.

17.4 The Tenant will promptly surrender all keys for the Leased Premises to the Landlord at the place then fixed for payment of rent and will inform the Landlord of combinations of any locks and safes on the Leased Premises.

#### **18. Holding Over.**

18.1 In the event the Tenant remains in possession of the Leased Premises after the expiration of the Term of this Lease and without the execution of a new lease, the Tenant is considered to be occupying the Leased Premises as a tenant from month-to-month only, subject to all the conditions, provisions and obligations of this Lease insofar as the same can be applicable to a month-to-month tenancy.

18.2 The Monthly Base Rent during this month-to-month tenancy is twice the amount immediately prior to the expiration of this Lease.

#### **19. Subordination.**

19.1 The Tenant agrees that this Lease is subordinate to any mortgages or trust deeds that are now or may hereafter be placed upon the Leased Premises and/or any part hereof of the Building and to any and all advances to be made thereunder, and to the interest thereon, and all renewals, replacements, and extensions thereof.

19.2 In confirmation of this subordination, the Tenant shall promptly execute and deliver any instrument reasonably requested by Landlord in recordable form, as required. In the event of any mortgagee or trustee electing to have the Lease a prior encumbrance to its mortgage or deed of trust, then and in such event upon such mortgagee or trustee notifying the Tenant to that effect, this Lease shall be deemed prior in encumbrance to the said mortgage or trust deed, irrespective of whether this Lease is dated prior to or subsequent to the date of said mortgage or trust deed.

#### **20. Insurance and Indemnity.**

20.1 The Tenant will keep in force at its own expense so long as this Lease remains in effect public liability insurance insuring the Leased Premises in companies and in form acceptable to Landlord with minimum limits of (1) \$1,000,000.00 on account of bodily injuries to or death of one person; (2) \$1,000,000.00 on account of bodily injuries to or death of more than one person as the result of any one accident or disaster; and (3) property damage insurance with minimum limits of \$1,000,000.00. Such insurance policy must name the Landlord as additional insured and must be primary insurance not subject to reduction by reason of other coverages.

20.2 The Tenant is responsible for insuring any leasehold improvements made by the Tenant in addition to all equipment, fixtures and personal property located or stored in the Lease Premises or

Building by Tenant. Such insurance policy must name the Landlord as additional insured and must be primary insurance not subject to reduction by reason of other coverages.

20.3 Within 15 days of a Landlord written request, the Tenant will provide the Landlord the policy or policies of such insurance or certificates thereof, or other acceptable evidence, that such insurance is in effect. The Tenant must notify the Landlord in writing 30 days prior to cancellation of, material change in or failure to renew the insurance.

20.4 If the Tenant does not comply with its covenants made in Paragraph 20, the Landlord may, at its option, cause insurance aforesaid to be issued, and in such event the Tenant agrees to pay as additional rent the premium for such insurance promptly upon the Landlord's demand.

20.5 The Tenant agrees to indemnify, defend, and hold harmless the Landlord from and against any and all claims, actions, liability and damages of every kind and nature, and from against all costs and expenses, including reasonable attorneys' fees, arising out of any occurrence on or about the Leased Premises, or occasioned wholly or in part by the use and occupancy of the Premises, or from any breach or default by the Tenant under this Lease, or from any act or omission or negligence of the Tenant, its agents, employees, sublessees, concessionaires, licensees, students, or invitees, in or about the Leased Premises or the Building or any Common Areas. The Tenant acknowledges this provision applies to all acts committed by any of the foregoing individuals during any extracurricular activity sponsored by or associated with the Tenant, whether implied or expressly consented to by the Tenant. In case of any action or proceeding brought against the Landlord by reason of any such claim, upon notice from the Landlord, the Tenant covenants to defend such acting or proceeding by counsel satisfactory to the Landlord.

## **21. Notices.**

21.1 Any notice that one party wishes or is required to give to the other party will be regarded as effective if in writing and either delivered personally to such party or to an officer of the party or sent certified or registered mail, return receipt requested and postage prepaid and addressed to the Landlord at the place then designated for the payment of rent, or to the Tenant at the Leased Premises, unless either party designates a different address for itself by written notice to the other party.

21.2 All notices by mail required to be provided on a specific date or day shall be considered timely if postmarked on or before that date or day.

## **22. Subrogation Waiver.**

22.1 Both the Landlord and the Tenant release the other from any and all liability or responsibility to the other or anyone claiming through or under them by way of subrogation or otherwise for any loss or damage to property caused by fire or any of the extended coverage or supplementary contract casualties, even if such fire or other casualty is caused by the fault or negligence of the other party, or anyone for whom such party may be responsible; provided, however, that this release is applicable and in force and effect only with respect to loss or damage occurring during such times as the releasor's policies contains a clause or endorsement to the effect that any such release does not adversely affect or impair said policies or prejudice the right of the releasor to recover thereunder.

22.2 Both the Landlord and the Tenant agree that it will request its insurance carriers to include in its policies a clause or endorsement allowing such release. If extra cost shall be charged therefore, each

party shall advise the other thereof and of the amount of the extra cost, and the other, at its election, may pay the same, but shall not be obligated to do so.

### **23. Estoppel Certificates.**

23.1 Within 10 days after written request from the Landlord, the Tenant must provide an estoppel certificate to the Landlord and such other party as is directed by the Landlord certifying: (1) the Lease is in full force and effect and that has not been assigned, modified, supplemented or amended in any way (or identifying any assignment, modification, supplement or amendment); (2) the date of commencement and expiration of the Term; (3) the Lease is in full force and effect and that there are no defenses and/or offsets thereto (or stating those claimed by the Tenant); (4) the amount of Monthly Base Rent or additional rent that has been paid in advance and the amount of security that has been deposited with Landlord; (5) the date/dates on which Monthly Base Rent or additional rents have been paid under this Lease; and (6) such other information as Landlord may reasonably request.

23.2 The Tenant hereby irrevocably appoints the Landlord as its attorney in fact to execute such a certificate in the event that the Tenant fails to do so within 10 days of the Landlord's notice.

### **24. Early Termination.**

24.1 Upon not less than three months written notice, and provided that the Landlord acts in good faith, the Landlord may terminate this Lease at the end of any Lease Year ("Early Termination Date") for any reason including, but not limited to, the need to reopen the Building as a public facility, the need for additional space for school district programs, or a decision to demolish the Building.

24.2 Notwithstanding anything contained in this Paragraph 24 to the contrary, in the event that anytime during any Lease Year of the Term, the Tenant is in default under any term or condition of this Lease, and fails to cure such default within the time provided in this Lease, in addition to any other remedy available to the Landlord under this Lease, the Landlord may terminate this Lease at the end of the Lease Year during that the default occurred (the "Default Termination Date") by providing the Tenant notice within 45 days after the occurrence of such default of its intent to terminate this Lease on the Default Termination Date. In the event that the Tenant defaults during either of the last two months of any Lease Year, the Landlord may terminate the Lease on the Default Termination Date by providing the Tenant notice anytime prior to the Default Termination Date. No waiver of any default of the Tenant hereunder is implied from any omission by the Landlord to take any action on account of such default if such default persists or is repeated, and no express waiver affects any default other than the default specified in the express waiver and that only for the time and to the extent therein stated. In the event that the Landlord terminates the Lease pursuant to this provision, the terms and conditions of this Lease remain in effect through the Default Termination Date.

### **25. Other Provisions.**

25.1 This Lease does not create the relationship of principal and agent of partnership or of joint venture or of any association between the Landlord and the Tenant, the sole relationship between the Landlord and the Tenant being that of landlord and tenant.

25.2 No waiver of any default of the Tenant hereunder is implied from any omission by the Landlord to take any action on account of such default if such default persists or is repeated. No express waiver affects any default other than the default specified in the express waiver and that only for the time and to the extent therein stated.



25.3 Each term and each provision of this Lease performable by the Tenant is construed to be both a covenant and a condition.

25.4 This Lease is construed under the laws of the State of Minnesota. The parties agree that the general rule of law construing provisions against the drafter does not apply to either party in the interpretation of this Lease.

25.5 The word "Tenant" wherever used in this Lease means Tenants in all cases where there is more than one Tenant. Each sub-tenant is jointly and severally liable under this Lease.

25.6 The topical headings of the paragraphs are for convenience only and do not define, limit or construe the contents of such paragraphs.

25.7 All preliminary negotiations are merged into and incorporated in this Lease.

25.8 This Lease contains the entire agreement of the parties hereto with respect to the letting and hiring of the Leased Premises. This Lease can only be modified or amended by an agreement in writing signed by the parties. Except as expressly stated in this Lease, no party has relied on any statement, promise, inducement or representation of the other.

25.9 All provisions of this Lease are binding upon the heirs, successors and assigns of each party.

25.10 The Tenant hereby acknowledges receipt of a true, full and complete copy of this Lease.

IN WITNESS WHEREOF, this Lease has been duly executed by the parties hereto on the day and year indicated below.

Landlord: Independent School District No. 273, Edina Public Schools

Date: \_\_\_\_\_ By \_\_\_\_\_

Its \_\_\_\_\_

Tenant: West Metro Credit Union

Date: \_\_\_\_\_ By \_\_\_\_\_

Its \_\_\_\_\_

VI.L. Apple iPad Refresh Proposal



**Board Meeting Date:** 5/5/2025

**Title:** Apple iPad Acquisition Proposal

**Type:** Consent

**Presenter(s):** Nathaniel Lindley - Director, District Media & Technology Services

**Description:** The District replaces a portion of its staff and student devices annually. For the 2025-2026 school year, the District administration finds it advantageous to enter into a financing arrangement with Apple, Inc. for 1,100 iPads to replace iPads that no longer meet the District's security and functionality requirements. The iPads are designated for general education use in Kindergarten and 1<sup>st</sup> Grade classrooms along with specialist use cases.

Apple is the primary reseller for iPads that work with Edina systems. The administration engaged its procurement agent to request quotes from several vendors and only Apple were able to meet the demands of the District. The proposal from Apple for 1,100 iPads is \$370,788 (\$92,697) over four years at an interest rate of 0.00%. The agreement will take the form of an addendum, Schedule No. 2006001034, to the Master Lease Purchase Agreement entered into with Apple on May 27, 2020.

The District will retain ownership of the devices at the conclusion of the arrangement.

**Recommendation:** Authorize the Director of Finance & Operations to execute all documents necessary to put into place a financing arrangement between the District and Apple, Inc. for acquisition of 1,100 Apple iPads.

**Desired Outcomes from the Board:** Compliance with Minn. Stat. § 471.345 Subd. 3 and District Policy 707.

**Attachments:**

1. Apple Inc. Master Lease Purchase Agreement - Schedule No. 2006001034
2. Sole Source Letter - Apple, Inc.



## Lease Documentation Checklist

### Documents Required Prior to Shipment

Scanned to Apple

**NOTE:** Please call Peter Brook at 720-304-1295 with any questions. *If you wish to sign electronically, **DO NOT SIGN** this lease. Instead, please let us know the names, titles and e-mails of those signing and we will provide documents via DocuSign.*

Schedule	Lessee Signature, Name/Title & Execution Date	_____
Addendum	Lessee Signature, Name/Title & Execution Date	_____
Incumbency Certificate	The Incumbency section is to be executed by a person other than the signer of the documents. Incumbency may be executed by any authorized high officer.	_____
Lease Payment Instructions	Complete, Lessee Signature, Name/Title & Execution Date	_____
Insurance Coverage Requirements	Complete name of insurance company and contact information.	_____
Sales/Use Tax Exemption Certificate	Please provide a copy, if applicable. Please list Seller as Apple Inc. and its Assigns.	_____
Board Resolution	Board Minutes/Resolution We will require board resolution (or minutes) evidencing formal approval of the acquisition, the content of which shall indicate an intent to appropriate or formally fund payments related to the acquisition.	_____
Essential Use Certificate	Complete, Lessee Signature, Name/Title & Execution Date	_____

**NOTE:** Please provide scanned copies to [apple@leasingcentral.com](mailto:apple@leasingcentral.com).

### Documents Required Prior to Funding

Mailed to Apple

Originals of all the above	Please mail to: Apple Inc. 1000 S. McCaslin Blvd., Ste 200 Superior, CO 80027 Attention: Peter Brook	_____
Insurance Certificate or Self-Insurance Letter	Provide All Risk Personal Property and General Liability Coverage listing Apple Inc. and its assigns as "Loss Payee" and "Additionally Insured" or provide a self-insurance letter as described in the "Insurance Coverage Requirements.	_____
Acceptance Certificate	Lessee Signature, Name/Title & Execution Date. <i>Sign upon Acceptance</i>	_____
Advance Lease Payment	Invoice attached, if applicable.	_____

**Bank Qualified Designation (pertains to 8038-G) and Engagement Agreement**

**Completed, Lessee Signature, Name/Title & Execution Date.**

\_\_\_\_\_

**IRS Form 8038-G**

**Completed, Lessee Signature, Name/Title & Execution Date.**

\_\_\_\_\_

.....  
**By delivering these documents, neither Apple Inc. nor any other party has made any commitment to provide financing, and any such financing shall be subject to final approval by Apple Inc. Nothing herein shall obligate Apple Inc. or any other party to provide financing unless Apple Inc. or such other party expressly agrees in writing.**

4892-1596-5106, v. 5

**Schedule No. 2006001034 dated as of June 15, 2025, to Master Lease Purchase Agreement dated as of May 27, 2020**

This Schedule No. 2006001034 (this "Schedule") is entered into pursuant to that Master Lease Purchase Agreement dated as of May 27, 2020 ("Master Lease"), and is effective as of June 15, 2025. All of the terms and conditions of the Master Lease, including Lessee's representations and warranties, are incorporated herein by reference. Unless otherwise indicated, all capitalized terms used but not otherwise defined herein shall have the same meaning as set forth in the Master Lease.

To the extent that less than all of the Equipment subject to this Schedule has been installed and accepted by Lessee on or prior to the date hereof, Lessee hereby acknowledges that a portion of the Equipment has not been delivered, installed and accepted by Lessee for purposes of this Lease. In consideration of the foregoing, Lessee hereby acknowledges and agrees that its obligation to make Lease Payments as set forth in this Schedule is absolute and unconditional as of the date hereof and on each date and in the amounts as set forth in the Lease Payment Schedule, subject to the terms and conditions of the Lease.

**Lessee expressly represents that at least ninety-five percent (95%) of the financing cost set forth in this Schedule is being used to acquire Equipment that will be capitalizable for federal income tax purposes**

EQUIPMENT LOCATION			
Equipment Location (Number and Street):			
City	County	State	Zip Code

EQUIPMENT INFORMATION
<b>Computer Hardware--See attached Exhibit 1.</b>

LEASE PAYMENT SCHEDULE					
Pmt #	Payment Date	Payment Amount	Interest	Principal	Outstanding Balance
Loan					\$370,788.00
1	07/05/2025	\$92,697.00	\$0.00	\$92,697.00	\$278,091.00
2	07/05/2026	\$92,697.00	\$0.00	\$92,697.00	\$185,394.00
3	07/05/2027	\$92,697.00	\$0.00	\$92,697.00	\$92,697.00
4	07/05/2028	\$92,697.00	\$0.00	\$92,697.00	\$0.00
Totals		\$370,788.00	Rate 0.00%	\$370,788.00	

Lessee acknowledges that the discounted purchase price for the Lease is \$360,713.38 and that such amount is the Issue Price for the Lease for federal income tax purposes. The difference between the principal amount of this Lease and the Issue Price is Original Issue Discount ("OID") for federal income tax purposes. The Yield for this Lease for federal income tax purposes is 5.0% per annum. Such Issue Price and Yield will be stated in the Form 8038-G or 8038-GC, as applicable.

**IMPORTANT: Read before signing.** The terms of the Master Lease should be read carefully because only those terms in writing are enforceable. Terms or oral promises which are not contained in this written agreement may not be legally enforced. The terms of the Master Lease or Lease may only be changed by another written agreement between Lessor and Lessee. Lessee agrees to comply with the terms and conditions of the Master Lease and this Lease.

Commencement Date: \_\_\_\_\_, 20\_\_

Lessor: APPLE INC.

Lessee: INDEPENDENT SCHOOL DISTRICT NO. 273

By: \_\_\_\_\_

By: \_\_\_\_\_

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

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

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**EXHIBIT 1 – Equipment Information to Schedule No. 2006001034  
under Master Lease Purchase Agreement dated as of May 27, 2020**

<b>Item #</b>	<b>Details</b>	<b>Qty</b>
1	<b>11-inch iPad Wi-Fi 128GB - Yellow (Packaged in a 10-pack)</b> Part Number: MD6N4LL/A	1100
2	<b>AppleCare OS Support - Select (3 Years)</b> Part Number: D5845Z/A	1

*The above Equipment includes all attachments and accessories attached thereto and made a part thereof.*

ADDENDUM TO MASTER LEASE PURCHASE AGREEMENT  
(Minnesota School Districts)

THIS ADDENDUM dated as of June 15, 2025 (this “**Addendum**”), is made by and between APPLE INC. (“**Lessor**”) and INDEPENDENT SCHOOL DISTRICT NO. 273 (“**Lessee**”), and modifies and supplements that certain Schedule No. 2006001034 (the “**Schedule**”) to that certain Master Lease Purchase Agreement dated as of May 27, 2020, between Lessor and Lessee (the “**Master Agreement**”). Capitalized terms not otherwise defined herein shall have the meanings set forth in the Master Agreement.

1. The Master Agreement is hereby amended as follows:

(a) Notwithstanding anything to the contrary set forth in the Master Agreement, title to the Equipment subject to the Schedule shall remain in Lessor during the Lease Term for such Schedule, subject to Lessee’s rights under the Master Agreement.

(b) Notwithstanding anything to the contrary set forth in the Master Agreement, the term of the Schedule will consist of annual one-year terms, each ending on the last day of Lessee’s fiscal year and automatically renewing and continuing for consecutive one-year terms until all amounts due under the Schedule have been paid in full; provided, however, the term of the Schedule shall terminate if Lessee provides written notice not less than 90 days before the end of the then current fiscal year that Lessee intends to terminate the term of the Schedule, in which case the term of the Schedule shall terminate at the end of such current fiscal year, and such termination shall be treated as an Event of Non-appropriation under the Master Agreement.

2. In addition to the representations, warranties and covenants of Lessee set forth in the Master Agreement, Lessee, as of the Commencement Date of the Schedule, represents, warrants and covenants for the benefit of Lessor that the legal name of the Lessee is “INDEPENDENT SCHOOL DISTRICT NO. 273”.

(The remainder of this page is intentionally blank. Signature page follows.)

IN WITNESS WHEREOF, Lessor and Lessee have caused this Addendum to be executed in their names by their duly authorized representatives as of the date first above written.

Lessor: APPLE INC.

Lessee: INDEPENDENT SCHOOL DISTRICT  
NO. 273

By: \_\_\_\_\_

By: \_\_\_\_\_

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

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

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Attest By: \_\_\_\_\_

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

Title: \_\_\_\_\_

4874-9365-1631, v. 1

**ACCEPTANCE CERTIFICATE**

**Re: Schedule No. 2006001034 dated as of June 15, 2025 (the "Schedule"), to Master Lease Purchase Agreement dated as of May 27, 2020, each between Apple Inc., as Lessor, and INDEPENDENT SCHOOL DISTRICT NO. 273, as Lessee.**

Apple Inc. is hereby requested to pay the person or entity designated below as Payee, the sum set forth below in payment of a portion or all of the cost of the acquisition described below. The amount shown below is due and payable under the invoice of the Payee attached hereto with respect to the cost of the acquisition of the equipment and has not formed the basis of any prior request for payment. The equipment described below is part or all of the "Equipment" listed in the Schedule to the Master Lease Purchase Agreement referenced above. Receipt of this Acceptance Certificate allows Apple Inc. to commence the Lease and promptly pay Vendor(s) on behalf of Lessee. THIS ACCEPTANCE CERTIFICATE DOES NOT AFFECT LESSEE'S RIGHTS UNDER THE PURCHASE ORDER OR PRODUCT WARRANTY.

Payee Name: Apple Inc.

<u>Description or Invoice #</u>	<u>\$ Amount</u>
_____	\$ _____

Lessee hereby certifies and represents to and agrees with Lessor as follows:

- (1) The Equipment described above has been delivered to Lessee or its service provider, which may include a third-party integrator, and is accepted by Lessee on the date hereof.
- (2) Lessee has verified, or caused its service provider to verify, the contents of the Equipment delivered and hereby acknowledges that it accepts the Equipment described above for the purpose of commencing the Lease.
- (3) Upon partial acceptance, any undistributed funds shall be set aside in an internal escrow account for the benefit of Lessee until the remaining Equipment has been accepted. The internal escrow account will be provided free of charge with the understanding that any interest earned shall be retained by Lessor in consideration of managing the internal escrow account. Lessee acknowledges that Lessor may commingle such funds with other funds held by Lessor for its own account, so long as Lessor maintains segregation of such amounts on the books and records of Lessor.
- (4) Lessee is currently maintaining the insurance coverage required by Section 15 of the Master Lease.
- (5) No event or condition that constitutes, or with notice or lapse of time or both would constitute, an Event of Default or Event of Non-appropriation (each as defined in the Master Lease) under any Lease exists at the date hereof.
- (6) Immediately upon delivery and acceptance of all the Equipment, Lessee will notify Lessor of Lessee's final acceptance of the Equipment by delivering to Lessor the "Final Acceptance Certificate" below.

**PARTIAL ACCEPTANCE CERTIFICATE (Only a portion of Equipment Has Been Accepted)**

Lessee: INDEPENDENT SCHOOL DISTRICT NO. 273

Signature: X \_\_\_\_\_

Printed Name/Title: X \_\_\_\_\_

Date: X \_\_\_\_\_

**FINAL ACCEPTANCE CERTIFICATE (All Equipment Has Been Accepted)**

Lessee: INDEPENDENT SCHOOL DISTRICT NO. 273

Signature: X \_\_\_\_\_

Printed Name/Title: X \_\_\_\_\_

Date: X \_\_\_\_\_

**PLEASE RETURN PAYMENT REQUEST TO:  
APPLE INC. ~ 1000 South McCaslin Blvd., Superior, CO 80027**



**ESSENTIAL USE CERTIFICATE**

1. Has any of the equipment to be leased been delivered?  YES  NO  
 Is the equipment to be leased replacing any existing equipment?  YES  NO  
 If YES, how long has the existing equipment been in use?  
 1-3 years  4-5 years  6-7 years  7+ years

Why is the existing equipment being replaced? \_\_\_\_\_  
\_\_\_\_\_

What will be done with the replaced equipment?  
\_\_\_\_\_

2. What grade levels, locations and departments will utilize the equipment to be leased?  
 K-4  University  Social Sciences  
 5-6  Math  Computer Lab  
 7-8  Science  Classroom: \_\_\_\_\_  
 9-12  Language Arts  Other: \_\_\_\_\_

Who will be the principal users of the equipment? *(Total of all users below equal 100%.)*  
 Students: \_\_\_\_\_%  Classified Faculty: \_\_\_\_\_%  Other: \_\_\_\_\_%  
 Certified Faculty: \_\_\_\_\_%  Administrative: \_\_\_\_\_%  Other: \_\_\_\_\_%

What applications will the equipment be used for and what benefits will the equipment provide?  
*(Please be detailed.)* \_\_\_\_\_  
\_\_\_\_\_

*(Use additional pages if necessary.)*

3. What is/are the sources of funding for repayment of the lease?  
 General Fund  Other Fund: \_\_\_\_\_  
 Grant Revenue (detail type of grant): \_\_\_\_\_  Other: \_\_\_\_\_

Are the funds for the payment(s) due in the first fiscal year of the lease appropriated and encumbered in the District's approved budget?  YES  NO  
 If NO, why are the funds not appropriated and encumbered in an approved budget?  
 \_\_\_\_\_

4. Has the District's governing Board approved entering into the lease?  YES  NO  
 If YES, please provide a copy of Board Minutes or Resolution.  
 If NO, why is a Board approval not required, or when will the Board approve entering into the lease? \_

5. Has the School District ever non-appropriated funds?  YES  NO  
 If YES, please provide details regarding any non-appropriation: \_\_\_\_\_  
 \_\_\_\_\_

Completed By: \_\_\_\_\_ Completed By: \_\_\_\_\_

Title: \_\_\_\_\_ Title: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

## LEASE PAYMENT INSTRUCTIONS

Pursuant to the Master Lease Purchase Agreement dated as of May 27, 2020, and Schedule No. 2006001034 thereto (collectively the "Lease"), each between Apple, Inc. ("Lessor") and INDEPENDENT SCHOOL DISTRICT NO. 273 ("Lessee"), Lessee hereby acknowledges the obligations to make the lease payments promptly when due in accordance with the Lease.

**LESSEE NAME:** INDEPENDENT SCHOOL DISTRICT NO. 273

**FEDERAL TAX ID #:** \_\_\_\_\_

**INVOICE MAILING ADDRESS:** \_\_\_\_\_

**EQUIPMENT DELIVERY ADDRESS:** \_\_\_\_\_

Mail invoices to the attention of: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Accounts Payable Contact: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**Do you have a Purchase Order No. that you would like included on the invoice?**

No \_\_\_ Yes \_\_\_ PO# \_\_\_\_\_

Lessee: INDEPENDENT SCHOOL DISTRICT NO. 273

Signature: X \_\_\_\_\_

Printed Name/Title: X \_\_\_\_\_

Date: X \_\_\_\_\_

**INCUMBENCY CERTIFICATE**

**Schedule No. 2006001034 to Master Lease Purchase Agreement dated as of May 27, 2020**

Being a knowledgeable and authorized agent of the Lessee, I hereby certify to Lessor that the person(s) who executed the Master Lease and this Schedule are legally authorized to do so on behalf of the Lessee and that the signatures that appear on the Master Lease and Schedule are genuine.

Lessee: INDEPENDENT SCHOOL DISTRICT NO. 273

Signature: X \_\_\_\_\_

Printed Name/Title: X \_\_\_\_\_

Date: X \_\_\_\_\_

**INCUMBENCY IS TO BE EXECUTED BY A PERSON OTHER THAN THE SIGNER OF THIS SCHEDULE AND RELATED DOCUMENTS. THIS MAY BE A BOARD CLERK/SECRETARY, BOARD OR SUPERINTENDENT.)**

**IRS FORM 8038-(G / GC) QUESTIONNAIRE AND ENGAGEMENT AGREEMENT**  
**Schedule No. 2006001034 to Master Lease Purchase Agreement dated as of May 27, 2020**

**BANK QUALIFIED DESIGNATION**

**Lessee hereby represents and certifies the following (please check one):**

**Bank Qualified [if Bank Qualified, we will check the box on Line 39 of IRS Form 8038-G]**

- Check this box if this Lease is designated as a “small issuer exception” under section 265(b)(3)(B)(i)(III). [Lessee reasonably anticipates that the total amount of tax-exempt obligations (including this Lease) to be issued by or on behalf of Lessee (or allocated to Lessee) during the calendar year will not exceed \$10,000,000.]

**Non-Bank Qualified [if Non-Bank Qualified, we will not check the box on Line 39 of IRS Form 8038-G]**

- Check this box if Lessee has not designated this Lease as a “qualified tax-exempt obligation” for the purposes and within the meaning of Section 265(b)(3) of the Code.

**SCOPE OF ENGAGEMENT**

Lessee hereby appoints Kutak Rock LLP (“Preparer”) to prepare and file the attached Form 8038-G on behalf of Lessee. The information necessary to prepare the Form 8038-G is contained in the Lease and related documents, which documents constitute the entire agreement between Lessee and Lessor. Below is information to assist Preparer in completing the Form 8038-G. Lessee has reviewed or completed such information and will provide to Preparer any additional information requested by Preparer necessary to complete the Form 8038-G.

The attached Form 8038-G has been signed by a representative of Lessee duly authorized to sign the Form 8038-G. The undersigned is a duly appointed, qualified and acting representative of Lessee and is authorized to cause Lessee to make the certifications, representations and warranties contained herein by execution of this letter on behalf of Lessee.

Preparer is entitled to rely on the accuracy and completeness of the information set forth in the Lease or provided to Preparer by Lessee. Preparer is not responsible to make any audit or other verification of the information provided by Lessee, although Preparer may ask Lessee for clarification of some information.

Lessee has not engaged Preparer to provide any other services to Lessee; specifically, Lessee has not engaged Preparer to provide any legal services or tax advice other than the preparation and filing of the Form 8038-G, and except as indicated in the following sentence, Preparer has not been engaged to represent Lessee in connection with any questions, investigation or audit by the Internal Revenue Service. This engagement shall cease upon the filing of the Form 8038-G on behalf of the Lessee, except that Preparer shall assist in addressing inquiries relating to the Form 8038-G that may arise in connection with its initial processing by the Internal Revenue Service. This engagement does not create any attorney-client relationship between Lessee and Preparer other than the limited engagement with respect to the preparation and filing of the Form 8038-G.

Lessee understands that Preparer regularly represents Lessor and its affiliates and may represent Lessor and its affiliates in connection with the Lease, and Lessee waives any conflicts of interest that may arise in connection with Preparer’s engagement in this matter. In the event any disputes or threats of litigation involving Lessor and Lessee were to arise, Preparer would not represent either party with respect to such disputes or litigation. Lessee agrees not to object to Preparer’s ability to represent Lessor or any of its affiliates in connection with the Lease or on any existing and future matters.

Preparer will provide to Lessee and Lessor a copy of the Form 8038-G prepared and filed by Preparer. Maintaining accurate records and documentation is the responsibility of Lessee.

Preparer’s fees for preparing and filing the Form 8038-G will be paid by Lessor on behalf of Lessee.

## 8038 INFORMATION

Item	Issuer Response
Name and address of Issuer	<u>Name:</u> _____ <u>Address:</u> _____
EIN of Issuer	<u>EIN:</u> _____
Name, title and telephone number of officer or employee of the issuer whom IRS may contact for information	<u>Name:</u> _____ <u>Title:</u> _____ <u>Telephone:</u> _____
Will any proceeds of the Lease be used for any purpose other than capital expenditures to obtain new equipment?	[Unless contrary information is provided below, the response to this question will be understood to be "No."]  <u>Yes/No:</u>
Has the issuer designated the issue under Section 265(b)(3)(B)(I)(III), the small issuer exception?	[The response to this question will be understood to be as stated in the Bank Qualification Certificate relating to the Lease. If no such Certificate is delivered and no contrary information is provided below, the response to this question will be understood to be "No."]  <u>Yes/No:</u>
Has the issuer established written procedures to ensure all nonqualified bonds of the issue are remediated according to the requirements of the Internal Revenue Code and related regulations?	[Unless contrary information is provided below, the response to this question will be understood to be "No."]  <u>Yes/No:</u>
Has the issuer established written procedures to monitor the requirements of Internal Revenue Code Section 148?	[Unless contrary information is provided below, the response to this question will be understood to be "No."]  <u>Yes/No:</u>
Will some or all of the proceeds be used to reimburse expenditures? If so, state the amount of the expenditures and the date of the related official intent.	[Unless contrary information is provided below, the response to this question will be understood to be "No."]  <u>Yes/No:</u> <u>Addition Information, if any:</u>

Lessee: INDEPENDENT SCHOOL DISTRICT NO. 273

Signature: X \_\_\_\_\_

Printed Name/Title: X \_\_\_\_\_

Date: X \_\_\_\_\_

Please sign the second page of the included IRS Form 8038-G/GC.

The actual 8038G or GC will be completed and sent to you after closing.

This is being done in this manner to comply with Internal Revenue Service regulations.

Thank you.

## INSURANCE COVERAGE REQUIREMENTS

### INDEPENDENT SCHOOL DISTRICT NO. 273

#### Property Damage & Loss Coverage -

- a) "All Risk" Physical Damage & Loss Insurance
- b) Include: Policy Number, Apple Schedule Number or Description of Equipment, Effective Date and Expiration Date
- c) **APPLE INC. and its Assigns** named "Loss Payee"
- d) Endorsement giving 30 days written notice of any changes or cancellation.  
LIMITS: The full replacement value of the equipment.

#### General Liability Coverage -

- a) Liability insurance that protects Lessor from liability in all events in form and amount satisfactory to Lessor
- b) Include: Policy Number, Apple Schedule Number or Description of Equipment, Effective Date, Expiration Date and Equipment Location\*
- c) **APPLE INC. and its Assigns** named "Additional Insured"
- d) Endorsement giving 30 days written notice of any changes or cancellation.

The Certificate Holder should be named as follows:

**APPLE INC. and its assigns**  
1000 South McCaslin Blvd.  
Superior, CO 80027

\*If the equipment is located in several different places, please have the insurance company add one of the following statements to the certificate:

- 1- a general statement on the certificate which would acknowledge that the equipment is covered no matter where it may be located.
- 2- a statement about the equipment being located throughout your organization's facilities.

#### **FOR SELF INSURANCE:**

Self-insurance is only permitted **with Lessor's prior written consent.** If Lessee intends to self-insure for the policies described above, Lessee should contact Lessor immediately to discuss its self-insurance program. If Lessor consents to Lessee's self-insurance program, Lessee agrees to provide a letter on Lessee's letterhead, addressed to **APPLE INC. and its Assigns**, and signed by an authorized official of the Lessee. The letter must refer to the Schedule under the Master Lease, briefly describe the program, and include information regarding the statute authorizing this form of insurance (with a copy of the statute attached to the letter).



INVOICE #: 2006001034 - 01  
 REFERENCE #: 2006001034  
 CUSTOMER #: 197112  
 DUE DATE: 07/05/2025  
 TOTAL DUE: \$92,697.00

Check here if your billing or Equipment Location has changed or is incorrect. Please note changes on the reverse side.

Payments sent without a copy of this invoice may be subject to a delay in processing.

**LEASE PAYMENT INVOICE**

**Remit Lease Payment to:**

Apple Inc.  
 PO Box 74225  
 Cleveland, OH 44194-0301

	<b>INVOICE #:</b>	<b>REFERENCE #:</b>	<b>CUSTOMER #:</b>
	2006001034 - 01	2006001034	197112
<b>P.O. NUMBER:</b>		<b>EQUIPMENT DESCRIPTION:</b>	
2006001034		SEE BELOW	
<b>EQUIPMENT LOCATION:</b>			
INDEPENDENT SCHOOL DISTRICT NO. 273 5701 NORMANDALE ROAD, EDINA, MN 554242401			

EQUIPMENT DESCRIPTION	DUE DATE	PAYMENT AMOUNT
Apple Computer Equipment	07/05/2025	\$92,697.00
	<b>TOTAL DUE:</b>	\$92,697.00

**FOR PROPER CREDIT, PLEASE SUBMIT A COPY OF THIS INVOICE WITH PAYMENT**



APPLE CONFIDENTIAL

April 22, 2025

**RE: Apple Sole Source Letter**

Edina Public Schools  
Nathaniel Lindley, Director of Media and Technology Services  
5701 Normandale Rd.  
Edina, MN 55424

Dear Nathaniel:

The purpose of this Apple Sole Source Letter is to inform you and your organization that Apple Inc. ("Apple") is the sole source provider of Apple Products for private and public K-12 education institutions in the United States with a few limited exceptions.

"Apple Products" refers to Services, CTO Products, hardware and software products manufactured, distributed, or licensed under an Apple-owned or licensed brand name that an Apple customer has paid to acquire or has properly licensed from Apple for its own use, but excluding any third-party software and all other third party products. "Services" means collectively, the standard, price-listed services, support, and/or training products sold under the Apple brand name. "Configure-To-Order Products" or "CTO Products" means Products that Apple modifies from its standard configurations and that are available to an Apple customer only by special order.

The only source of Apple Products for private or public K-12 education institutions is Apple with a few limited exceptions. Only a handful of strategic resellers, such as AT&T, Sprint, T-Mobile, and Verizon, are authorized to sell Apple Products to private and public K-12 education institutions in the United States.

Apple will continue to have a direct sales and purchasing relationship with K-12 education institutions and, aside from a very small number of exceptions, will continue to be the sole source for all of the Apple Products sold to K-12 education institutions.

Apple may change or update this letter in its sole discretion.

Sincerely,

A handwritten signature in blue ink, appearing to read "Johnny Mendoza", is positioned above the typed name.

Johnny Mendoza  
Apple Inc.  
U.S. Contract Operations - WW Legal/Commercial

VI.M. Chromebook Agreement with Vivacity



**Board Meeting Date:** 5/5/2025

**Title:** Chromebook Acquisition Proposal

**Type:** Consent

**Presenter(s):** Nathaniel Lindley - Director of Media and Technology Services

**Description:** The District provides the option for 1:1 technology devices for all students, K-12. Student Chromebooks are on a four-year refresh cycle. To ensure equitable access to working devices, the administration engaged its procurement agent to source devices via requests for proposals (RFP). Three vendors responded to the District's RFP - Xerox, Trafera, and Vivacity.

Based on the District's desired specifications, product availability, and other various criteria, the administration has determined it advantageous to purchase Chromebooks, Google licenses, 3-year warranties, and Accidental Damage Protection from Vivacity for a total cost of \$660,400.00. The cost includes 1,300 student devices and setup services.

**Recommendation:** Authorize the Director of Finance & Operations to execute all documents necessary to acquire 1,300 Chromebooks and related services from Vivacity.

**Desired Outcomes from the Board:** Compliance with Minn. Stat. § 471.345 Subd. 3 and District Policy 707.

**Attachments:**

1. Student Chromebook Sourcing Summary - 2025

**EDINA – CHROMEBOOK RFP SOURCING SUMMARY**

**General Information**

<b>Organization:</b>	ISD #273 – Edina Public Schools	<b>Date:</b>	4/25/2025
<b>Department:</b>	Media and Technology	<b>Category:</b>	IT Hardware & License (Chromebooks)

**Process Notes**

<b>Process used</b>	Request for Quote (RFQ) requiring use of valid preexisting Joint Powers Contract
<b>Vendors participating</b>	<ul style="list-style-type: none"> <li>• CDW-G (Did not Quote)</li> <li>• Nor-Tech (No Response)</li> <li>• <b>Trafera (Submitted)</b></li> <li>• <b>Vivacity (Submitted)</b></li> <li>• <b>Xerox Business Solutions (Submitted)</b></li> </ul>

**Submitting Vendor Information**

Company Name	Company Contact	Joint Powers Agreement Utilized
Trafera	Sydney Ellison	Omnia 01-149 Tech Solutions
Vivacity	Ryan Heineman	TIPS
Xerox	Michaelle Meland	Omnia R191104

**References**

Company Name	Reference #1	Reference #2
Trafera	Anoka-Hennepin Schools	Eastern Carver County Public Schools
Vivacity	South Washington County School District	North Branch Public Schools
Xerox	Orono Public Schools	USD 244 Burlington Schools

### Questions

Question/Data Point	Trafera	Vivacity	Xerox
Have you reviewed & agree with all terms, conditions, specifications, and requirements as described? <b>[Y/N]</b>	Y	Y	Y
Have you provided all documentation required (as found on page 1)? <b>[Y/N]</b>	Y	Y	Y
Are you able to maintain the proposed pricing for up to 1-year for additional orders? <b>[Y/N]</b>	N	Y	Y
What is the approximate number of weeks between order submission date and delivery to district? <b>[#]</b>	4-6 Weeks	2-4 Weeks	2-4 Weeks
What is the latest date for receipt of Purchase Order to ensure delivery by June 1st, 2025? <b>[DATE]</b>	5/1/2025	5/11/2025	4/7/2025

### Pricing Comparison

Desc	Qty	Trafera			Vivacity			Xerox		
		Model	Per Unit	Net	Model	Per Unit	Net	Model	Per Unit	Net
Chromebook (32GB Storage / 4GB Ram)	1,300	Lenovo 500e Gen 4 12.2"	\$395.00*	\$513,500.00	Acer Spin 511 R756T	\$333.00	\$432,900.00	3120 2in1	\$353.63	\$459,719.00
Chromebook (64GB Storage / 4 or 8 GB Ram)	1,300	Lenovo 500e Gen 4 11.6"	\$370.00*	\$481,000.00	Acer Spin 511 R756T	\$366.00	\$475,800.00	3120 2in1	\$394.88	\$513,344.00
Chromebook (32GB/4GB with stylus)	1,300	Lenovo 500e Gen 4 12.2"	\$422.00*	\$548,600.00	N/A	N/A	N/A	N/A	N/A	N/A
Google Management License	1,300	Google	\$32.00	\$41,600.00	Google	\$32.00	\$41,600.00	Google	\$32.80	\$42,640.00
Hard Case	1,300	UZBL	\$21.25	\$27,625.00	Empower	\$0.00	\$0.00	Gumdrop	\$47.73	\$62,049.00
Warranty	1,300	4-Year Trafera Platinum Warranty Included in Price			Vivacity 3-Year Warranty	\$110.00	\$143,000.00	3-Year Depot Warranty Included in Price		
		\$582,725.00			\$617,500.00			\$564,408.00		
		\$550,225.00			\$660,400.00			\$618,033.00		
		\$617,825.00			N/A			N/A		

\*Trafera's pricing is subject to change, Lenovo has not locked in prices due to market uncertainties pertaining to tariffs

### Spec Comparison – Option 1

Description	Trafera	Vivacity	Xerox
<b>Model</b>	Lenovo 500E Gen 4	Spin 511 R756T	Dell 3120 2in1
<b>Storage</b>	32 GB	32 GB	64 GB
<b>RAM</b>	4 GB	4 GB	4 GB
<b>Screen Size</b>	12.2" Touchscreen	11.6" Multi-Touch IPS	11.6" Touch
<b>Processor</b>	Intel N100	Intel N100	Intel N100
<b>Camera</b>	World Facing / User Facing	World Facing / User Facing	World Facing / User Facing
<b>Wi-Fi</b>	Wi-Fi 6E	6E Ax211	6 AX203
<b>Ports</b>	1 SUB-C; 1 HDMI 2 USB-A	2 USB Gen 1; 2 USB-C	2 USB-C

### Spec Comparison – Option 2

Description	Trafera	Vivacity	Xerox
<b>Model</b>	Lenovo 500E Gen 4	Spin 511 R756T	Dell 3120 2in1
<b>Storage</b>	64 GB	64 GB	64 GB
<b>RAM</b>	4 GB	8 GB	8 GB
<b>Screen Size</b>	11.6" Touchscreen	11.6" Multi-Touch IPS	11.6" Touch
<b>Processor</b>	Intel N100	Intel N100	Intel N100
<b>Camera</b>	World Facing / User Facing	World Facing / User Facing	World Facing / User Facing
<b>Wi-Fi</b>	Wi-Fi 6E	6E Ax211	6 AX203
<b>Ports</b>	1 SUB-C; 1 HDMI 2 USB-A	2 USB Gen 1; 2 USB-C	2 USB-C

### Spec Comparison – Option 3

Description	Trafera	Vivacity	Xerox
<b>Model</b>	Lenovo 500E Gen 4	N/A	N/A
<b>Storage</b>	32 GB		
<b>RAM</b>	4 GB		
<b>Screen Size</b>	12.2" Touchscreen, stylus included		
<b>Processor</b>	Intel N100		
<b>Camera</b>	World Facing / User Facing		
<b>Wi-Fi</b>	Wi-Fi 6E		
<b>Ports</b>	1 SUB-C; 1 HDMI 2 USB-A		

### Scoring Rubric

Criteria	Trafera	Vivacity	Xerox
<b>Price (51%)</b>	51	49	50
<b>Delivery (30%)</b>	25	30	20
<b>Relationship (19%)</b>	10	19	10
<b>Total Score</b>	<b>86</b>	<b>98</b>	<b>80</b>

### Summary Notes

The district has chosen to select Vivacity for the Chromebook refresh for the following reasons:

- Vivacity has a strong relationship with the district to deliver and resolve problems during the term of warranty.
- Vivacity will stock 8% overage of order for guaranteed parts availability during the term of warranty.
- Vivacity quoted the preferred model of Chromebook for the district as outlined in the request.
- Vivacity presents as the best overall option due to their locked-in price ensuring cost certainty for the District. By comparison, Trafera's Lenovo offering includes pricing that is subject to change, introducing potential cost increases from what is quoted in this summary.
- Xerox's offering is not the district's preferred model Chromebook and the warranty provided is depot-only, which may result in longer turnaround times and added inconvenience compared to more comprehensive support options with Vivacity.

## VII. Discussion

### VII.A. Superintendent Leadership Plan



**Board Meeting Date:** 5/5/2025

**Title:** Superintendent Leadership Plan

**Type:** Discussion

**Presenter(s):** Dr. Daniel Bittman, Superintendent

**Description:** Overview of Dr. Bittman's leadership plan.

**Recommendation:** Review the presentation.

**Desired Outcome(s) from the Board:** Review the presentation and come with comments or questions.

**Attachments:** Presentation

# *Leadership Plan*

**Dr. Daniel Bittman**

**April 21, 2025 – June 30, 2026**





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





# *Our* **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 other 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.



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<b>TOPIC 1:</b>	Phase I
<b>TOPIC 2:</b>	Phase II
<b>TOPIC 3:</b>	Phase III
<b>TOPIC 4:</b>	Responsive Leadership



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**TOPIC 5:** Innovation

**TOPIC 6:** Engagement

**TOPIC 7:** Transition



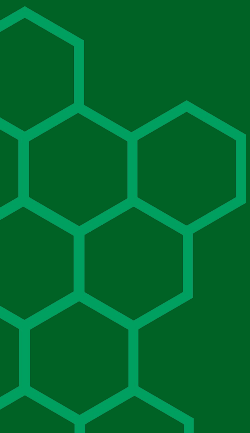
# **Introduction**

# Introduction

Edina Public Schools (EPS) is committed to fostering **academic excellence, innovation, and student-centered learning**. Guided by the district's **2020-2030 Strategic Plan**, EPS prioritizes **Integrity, Compassion, Courage, Commitment, Appreciation, and Responsibility** to ensure every student thrives.

# Introduction Continued

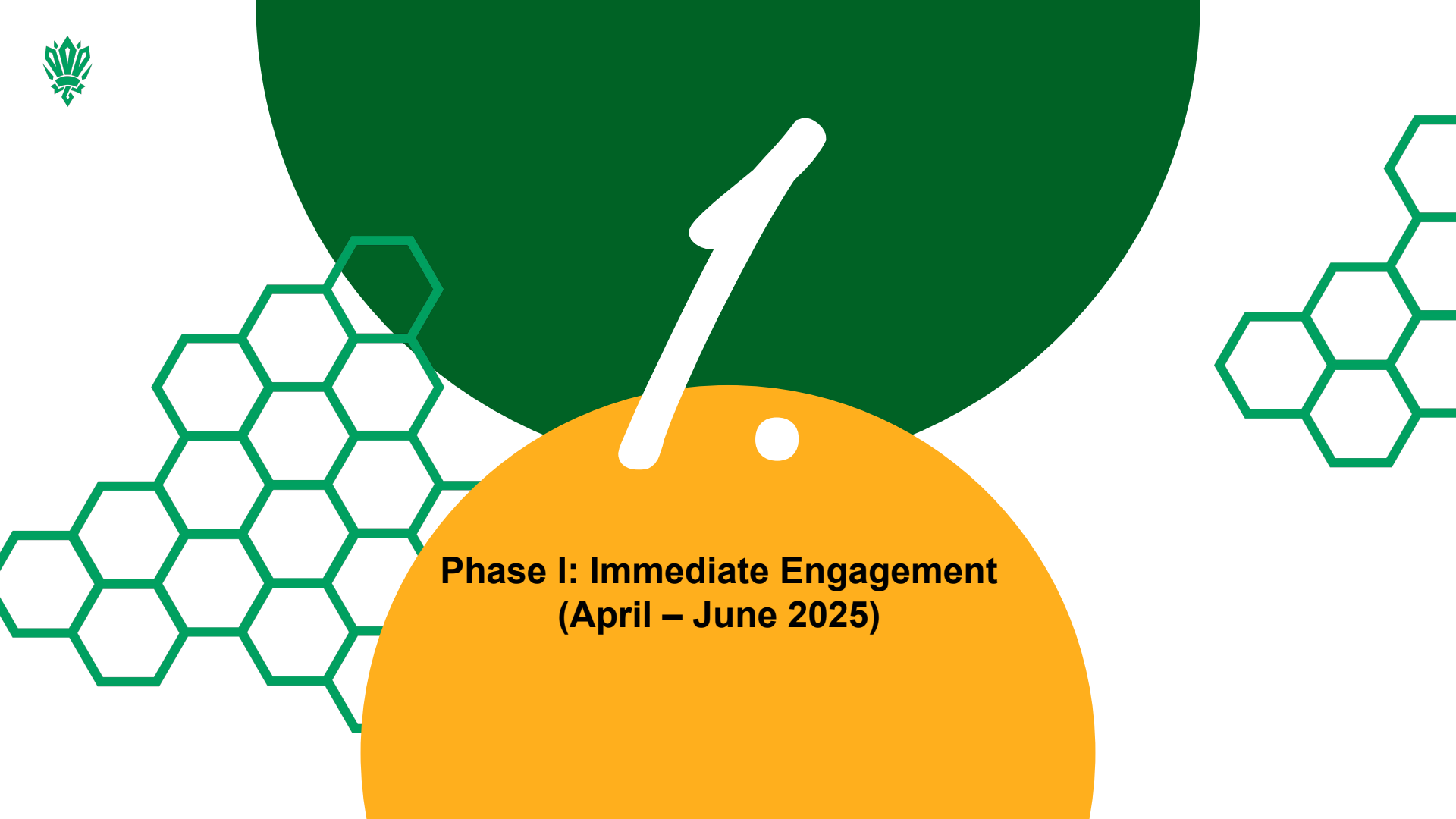
The **Portrait of a Well-Rounded Edina Graduate** highlights six essential skills: **academic preparedness, global competence, creative problem-solving, collaboration, resilience, and well-being**. These competencies serve as the foundation for instructional practices and student success.



# Introduction Continued

As Interim Superintendent, I will work collaboratively with the **School Board, district leaders, staff, families, and students** to advance these strategic priorities. This **15-month entry plan** is structured to:

- ✓ Ensure a **seamless leadership transition**
- ✓ Establish **trust and collaboration**
- ✓ Align initiatives with **EPS's mission, vision, and goals**
- ✓ **Drive measurable progress** toward student achievement and operational excellence



**Phase I: Immediate Engagement  
(April – June 2025)**

# Phase I Goals: Immediate Engagement

## April – June 2025

- ✓ Establish credibility and trust with key stakeholders.
- ✓ Gain a deep understanding of district priorities, operations, and challenges.
- ✓ Identify **early opportunities for strategic action.**

# Phase I: Key Activities

**April 21 – June, 2025:**

- **One-on-One Meetings** with School Board members, executive leadership, and key district personnel.
- **Listening Tour** with students, parents, and community members.
- **School Visits** to observe classroom learning, teacher engagement, and student culture.
- **Strategic Plan Review** to align with EPS's mission and initiatives.

# Phase I: Key Activities

**May – June 2025:**

- **Community Engagement** through city and civic events.
- **Quick-Win Initiatives** to demonstrate responsiveness and momentum.
- **School Board Work Session** to discuss initial findings and direction.

# Phase I: Measuring Success

- ✓ 10+ school visits & staff meetings completed.
- ✓ 3+ community engagement sessions.
- ✓ Initial School Board briefing presented.





**Phase II: Action & Acceleration  
(July – December 2025)**

## **Phase II Goals: Action and Acceleration July – December 2025**

- ✓ Strengthen district culture and communication.
- ✓ Ensure smooth operations for the 2025-26 school year.
- ✓ Collaboratively analyze student and staff wellness data with the Cabinet to identify trends and implement targeted strategies that promote well-being and address areas of concern.

# Phase II: Key Activities

July – August 2025

- **Summer Leadership Retreat** to align district priorities with the **Strategic Plan & Portrait of a Graduate**.
- **Back-to-School Readiness** sessions with school administrators and teachers.
- **Community Partnerships Strengthening**, including business, civic, and nonprofit collaborations.

# Phase II: Measuring Success

**September – December 2025:**

- **Quarterly summary reports** to the board reflecting trends, strengths, and areas for possible growth in instruction.
- Evidence of **at least 3 examples** of instructional innovation or best practice shared district-wide (e.g., through newsletters, PD, or staff meetings).
- Presentation of a **mid-year report to the board** identifying progress toward strategic goals, gaps, and next steps.

# Phase II: Measuring Success

**September – December 2025:**

- Engagement of at least **2 stakeholder focus groups** (staff, parents, students) to provide qualitative feedback on implementation.
- Use of data to inform **at least 2 district-level decisions or initiatives** in the first 9 months.
- Public sharing of progress via **district website or newsletter** at least 2x per semester.



# 3

**Phase III: Deepening Impact  
(January – June 2026)**



## **Phase III Goals: Action and Acceleration July – December 2025**

- ✓ Assess and refine key initiatives.
- ✓ Maintain strong community trust.
- ✓ Ensure sustainability of strategic planning implementation.

# Phase III: Key Activities

**January – March 2026:**

- **Mid-Year Progress Report** to the School Board.
- **Staff & Student Input Sessions** to gather insights on district improvements.
- **Strategic Adjustments** based on real-time district needs.

# Phase III: Key Activities

**April – June 2026:**

- **Final Evaluation & Transition Planning** for future leadership.
- **Community Feedback Sessions** to inform the final report.
- **Legacy Initiatives Identified** to ensure continued momentum.

## Phase III: Measuring Success

- ✓ Final School Board presentation delivered
- ✓ District-wide transition plan completed
- ✓ Legacy initiatives identified and documented



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**Responsive Leadership**



# Responsive Leadership

Demonstrate leadership that is proactive, adaptive, and grounded in clear communication, data, and stakeholder trust—particularly when facing complex or unforeseen challenges.



# Responsive Leadership

## **Responsive Communication with Stakeholders:**

Develop and implement communication protocols to ensure timely, transparent, and consistent messaging with staff, families, students, and the community.

Establish a district-wide communication flowchart and response timeline

# Responsive Leadership

## **Data-Informed Decision-Making:**

Use real-time data (e.g., attendance, behavior trends, staff feedback, health/safety metrics) to guide timely decisions that support student well-being and instructional continuity.

Launch a quarterly data review cycle with the cabinet.

# Responsive Leadership

## **Adaptive Leadership Practices:**

Build flexibility into district operations and planning to effectively respond to changing conditions (e.g., legislative shifts, budget pressures, or public health concerns).





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**Innovation and Future Planning**



# Innovation and Future Planning

## Goals:

- ✓ Foster **forward-thinking initiatives** that enhance student learning in alignment with the Strategic Plan.
- ✓ Leverage **technology and data** to inform instruction.
- ✓ Establish and/or foster “**pilot programs**” to test new approaches as appropriate.

# Innovation and Future Planning

## Key Activities:

- Engage learners in district decision-making related to innovation.
- Pilot **AI-driven or other educational tools** for differentiated instruction as necessary.
- Evaluate, expand and/or refine **career readiness programs** through industry partnerships and engagement.



**Community and Family Engagement**

# Community and Family Engagement

## Goals:

- ✓ Strengthen relationships between schools, families, and the broader community.
- ✓ Increase **parent and student voice** in decision-making.
- ✓ Foster a **culture of transparency**.

# Community and Family Engagement

## Key Activities:

- Establish and/or actively engage with an **Advisory Council** with diverse community members.
- Hold **quarterly town halls & coffee chats** with families.
- Increase **multilingual engagement efforts** to reach diverse stakeholders.

# Community and Family Engagement

## Measuring Success:

- ✓ Superintendent met with and learned from an **Advisory Council** of diverse community members at least twice.
- ✓ **Three quarterly town halls and/or coffee chats** were held with families.
- ✓ Three additional and direct **multilingual engagement efforts** were implemented to reach diverse stakeholders.



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**Legacy and Transition Planning:  
(Final 90 Days: April – June 2026)**



# Legacy and Transition Planning

## Goals:

- ✓ Provide a **comprehensive evaluation** of EPS's progress under my leadership.
- ✓ Ensure a **seamless transition** for the next superintendent.
- ✓ Celebrate key **district-wide accomplishments**.

# Legacy and Transition Planning

## Key Activities:

- Develop a **Superintendent Transition Playbook** to guide future leadership.
- Present a **Final Report to the School Board** with recommendations for continued growth.
- Publicly acknowledge **staff, students, and community partners** to reinforce lasting relationships.

# Legacy and Transition Planning: Measuring Success

## Measuring Success:

- ✓ Transition guide completed and delivered
- ✓ Final School Board presentation conducted
- ✓ Community & stakeholder gratitude campaign launched



# Thank YOU

*Edina Public Schools*







**Board Meeting:** May 5, 2025

**Title:** 2025-2027 Edina Public Schools Assessment Plan

**Type:** Discussion

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

**Background:** In accordance with Minnesota Statutes 120B.301, subdivision (c)) and ESSA (ESSA Section 1006 (e)(2)(b)) public school districts are required to post a comprehensive district testing calendar before the first day of the school year.

The district testing calendar must:

- Provide information about all district tests administered, which includes both statewide assessments and any local assessments given and the subject/domain for each assessment.
- Provide the purpose for which each assessment is used.
- The rationale/benefits for administering the assessment.
- Include the amount of time students will spend taking the assessment.
- Post the specific dates when most students will be testing for each grade and subject at each school within the district

Source: Procedures Manual for Minnesota Statewide Assessments

In alignment with Policy 614 the Edina Public Schools Assessment Plan was collectively created throughout the 2021-22 school year. The proposed plan meets all state and local assessment requirements. It is also comprehensively structured to support and align with the Edina Comprehensive Assessment Plan.

**Recommendation:** This report is for discussion on the proposed 2026-27 Edina Assessment Plan and Calendar. It will be brought to the board for an additional discussion at the May 5th Board Meeting and action at the June 9th Board meeting.

**Desired Outcomes from the Board:** Review the information and come prepared with your initial reactions (comments and questions) on the recommended plan.

**Links:**

1. [Assessment Calendar](#)

# Edina Public Schools 2026-2027 Student Assessment Plan



The Edina Public Schools Assessment Plan is part of a comprehensive framework designed to measure student achievement and growth, as well as inform instructional decisions. At the core of this plan are Universal Screening Assessments in Literacy, Mathematics, and Talent Development, Required State Assessments, and a College Entrance Exam.

The Edina Public Schools Assessment Plan includes Spanish Dual Language and French Immersion. It is our current practice for Spanish Dual Language to administer all assessments that students take in English. This currently includes reading FastBridge, math FastBridge, and CogAT, and will include MCA and Panorama with the expansion of the program into 3rd through 5th grade. The Spanish Dual Language Assessment section of this report specifically outlines assessments in Spanish.

It is our current practice for French Immersion to administer some assessments that students take in English. This currently includes reading FastBridge K(fall) and 3-5, math FastBridge K-1 (fall) and 2nd - 5th, CogAT, MCA and Panorama. As the READAct is currently written, French Immersion will be adding literacy FastBridge in K-2 (3 times a year). *It is important to note that there is advocacy among Dual Language programs for this portion of the READAct to be revised. The suggested revision would require screening tools that use the primary language in which the program provides students instruction in.* The French Immersion Assessment section of this report specifically outlines assessments in French.

These assessments serve as valuable tools for evaluating student progress against our rigorous academic standards, identifying areas of strength and need, and ensuring that Each and Every Student receives the support they require to discover their possibilities and thrive. By combining state-mandated assessments with ongoing screening measures, Edina Public Schools is committed to providing a robust and informative assessment system.

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## Universal Literacy Screening Assessments

Teaching Strategies Gold (TSG) Literacy		
Grades Assessed	Windows	Results Released
Pre School (PS) / Early Childhood Special Education (ECSE)	Fall, Winter, Spring	Currently not shared. However, options are being discussed for the future.

Teaching Strategies GOLD is a comprehensive, observational assessment system designed to measure children's development and learning from birth through kindergarten. It provides a holistic view of a child's progress across various domains, including literacy, mathematics, and social-emotional learning (SEL).

### **Benefits of the Assessment:**

- Individualized instruction: GOLD provides teachers with valuable insights to tailor instruction to each child's needs.
- Early identification of strengths and challenges: It helps identify children who may require additional support or enrichment.
- Data-driven decision-making: GOLD provides educators with data to inform their teaching practices and program improvements.
- Comprehensive view of child development: It offers a holistic understanding of children's growth and progress.

## FastBridge Early Reading English Assessment

Grades Assessed	Windows	Results Released
KG & 01	Fall, Winter, Spring	No later than one week after the window closes.

The FastBridge earlyReading English assessment is a valuable tool for educators focused on early literacy. The FastBridge earlyReading Assessment is designed as a universal screener to assess foundational reading skills in young learners, primarily in kindergarten and first grade. It helps identify students who may be at risk for reading difficulties. It can also monitor student progress in those fundamental reading skills. The assessment delves into essential early reading skills: Concepts of print, Phonemic awareness, Phonics and Fluency.

### **Benefits of the Assessment:**

- Provides data-driven insights into student literacy development.
- Helps identify students who need additional support.
- Enables teachers to track student growth over time and evaluate the effectiveness of interventions.
- Helps staff know which additional and more diagnostic assessments to administer.
- Allows for efficient screening, saving valuable instructional time.
- Grounded in research on reading development.
- The system generates informative reports that provide insights into students' strengths and weaknesses.

## FastBridge FastTrack Literacy Assessment

Grades Assessed	Windows	Results Released
02, 03, 04, 05, 06, 07, 08, 09	Fall, Winter, Spring	No later than one week after the window closes.

The FastBridge FastTrack Literacy Assessment is a suite of tools designed to provide educators with data to inform literacy instruction. FastTrack Literacy, focuses on assessing foundational reading skills and comprehension. It includes the following components:

- aReading: Administered to all second to ninth grade students.
  - A computer-adaptive test that provides an overall measure of reading achievement.
  - Adapts to the student's ability level, providing efficient and accurate results.
  - Covers a range of skills, including phonological awareness, phonics, vocabulary, and comprehension.
- CBMreading: Administered to all second & third grade students.
  - Includes various measures that assess specific reading skills, such as oral reading fluency.
  - Used for progress monitoring and identifying students' strengths and weaknesses.
- AUToReading: Administered to all fourth to ninth grade students.
  - Automated computer administered measures of decoding, word identification, spelling, and vocabulary.

### Benefits of the Assessment:

- Provides data-driven insights into student literacy development.
- Helps identify students who need additional support.
- Enables teachers to track student growth over time and evaluate the effectiveness of interventions.
- Offers evidence-based recommendations for instruction.
- Helps teachers know which additional and more diagnostic assessments to administer.
- Allows for efficient screening, saving valuable instructional time.
- Grounded in research on reading development.
- The system generates informative reports that provide insights into students' strengths and weaknesses.

## Universal Mathematics Screening Assessments

Teaching Strategies Gold (TSG) Grades Early Learning Mathematics		
Grades Assessed	Windows	Results Released
Pre School (PS) / Early Childhood Special Education (ECSE)	Fall, Winter, Spring	Currently not shared. However, options are being discussed for the future.

Teaching Strategies GOLD is a comprehensive, observational assessment system designed to measure children's development and learning from birth through kindergarten. It provides a holistic view of a child's progress across various domains, including literacy, mathematics, and social-emotional learning (SEL).

### **Benefits of the Assessment:**

- Individualized instruction: GOLD provides teachers with valuable insights to tailor instruction to each child's needs.
- Early identification of strengths and challenges: It helps identify children who may require additional support or enrichment.
- Data-driven decision-making: GOLD provides educators with data to inform their teaching practices and program improvements.
- Comprehensive view of child development: It offers a holistic understanding of children's growth and progress.

## FastBridge Early Math Assessment

Grades Assessed	Windows	Results Released
KG & 01	Fall, Winter, Spring	No later than one week after the window closes.

The FastBridge earlyMath assessment is a valuable tool for educators working with young learners. The FastBridge earlyMath is designed to assess foundational numeracy skills in children, primarily in K-1. It is used for universal screening, and can be used for progress monitoring. The assessment focuses on essential early math concepts, including number sense, relations, and operations.

### Benefits of the Assessment:

- Early Identification: Helps teachers identify students who need early intervention.
- Data-Driven Instruction: Provides data to inform instructional decisions and tailor teaching to individual student needs.
- Progress Monitoring: Allows teachers to track student progress over time and adjust interventions as needed.
- Efficiency: The assessments are designed to be quick and efficient, minimizing disruption to instructional time.
- Informative Reports: The system generates informative reports that provide insights into students' strengths and weaknesses.

## FastBridge FastTrack Math Assessment

Grades Assessed	Windows	Results Released
02, 03, 04, 05, 06, 07, 08	Fall, Winter, Spring	No later than one week after the window closes.

The FastBridge FastTrack Math assessment is designed to provide educators with efficient and reliable data on a student's math skills. The FastBridge fastTrack Math is a valuable tool for educators seeking to improve math outcomes for all students. The FastBridge FastTrack Math includes the following components:

- aMath: Administered to all second to eighth grade students.
  - A computer-adaptive test that provides an overall measure of math achievement.
  - Adapts to the student's ability level, providing efficient and accurate results.
  - aMath provides detailed reports that help teachers understand students' strengths and weaknesses.
- CBMmath Automaticity: Administered to all second to eighth grade students.
  - A computer administered measure how automatically students can recall essential math information.

### **Benefits of the Assessment:**

- Data-Driven Instruction: Provides teachers with actionable data to inform instructional decisions.
- Early Identification: Helps identify students who are at risk for math difficulties.
- Progress Monitoring: Allows teachers to track student progress over time and adjust instruction as needed.
- Efficiency: The computer-adaptive nature of aMath combined with CBMmath Automaticity allows for an efficient assessment, saving valuable instructional time.

## Universal Social Emotional Learning (SEL) Survey

Teaching Strategies Gold (TSG) Grades Early Learning SEL		
Grades Assessed	Windows	Results Released
Pre School (PS) / Early Childhood Special Education (ECSE)	Fall, Winter, Spring	Currently not shared. However, options are being discussed for the future.

Teaching Strategies GOLD is a comprehensive, observational assessment system designed to measure children's development and learning from birth through kindergarten. It provides a holistic view of a child's progress across various domains, including literacy, mathematics, and social-emotional learning (SEL).

### **Benefits of the Assessment:**

- Individualized instruction: GOLD provides teachers with valuable insights to tailor instruction to each child's needs.
- Early identification of strengths and challenges: It helps identify children who may require additional support or enrichment.
- Data-driven decision-making: GOLD provides educators with data to inform their teaching practices and program improvements.
- Comprehensive view of child development: It offers a holistic understanding of children's growth and progress.

## Panorama Student SEL Survey

Grades Assessed	Window
03, 04, 05, 06, 07, 08, 09, 10, 11, 12	Spring

The Panorama Student Social-Emotional Learning (SEL) Survey is a tool designed to help schools and educators understand students' social and emotional competencies and their perceptions of the school environment. The survey focuses on student self-report, where students reflect on their own skills and experiences.

### **Benefits of the Assessment:**

- **Data-Driven Instruction:** Provides schools with data to tailor their tier 1 (whole-school) instruction to meet the social-emotional needs of their students.
- **Understanding Student Needs:** Helps teachers gain a deeper understanding of the strengths and areas for growth in SEL for the students at their building
- **Creating a Positive School Climate:** Offers insights into how students perceive the school environment, enabling teachers to make adjustments to foster a more positive and supportive atmosphere.
- **Identifying Students Needing Support:** The data helps to identify groups of students that may require additional social emotional support.

## Talent Development Universal Screening Assessment

Cognitive Abilities Test (CogAT)		
Grades Assessed	Windows	Results Released
02	Fall	Winter

The Cognitive Abilities Test (CogAT) is a group administered assessment that measures students' learned reasoning abilities developed through in-school and out-of-school experiences. The CogAT tests measure three cognitive domains, Verbal, Non-verbal, and Quantitative reasoning. The CogAT is a measure of a student's potential to succeed in school-related tasks. It is not a measure of general intelligence or IQ.

### **Benefits of the Assessment:**

- Provides information to view students from a strengths'-based perspective
- Highlights exceptional potential and hidden talent among all populations,
- Enhances the Talent Development identification portfolio.
- Provides insights into how students learn best, which can help teachers adapt their instructional practices

## Spanish Dual Language Assessments

### STAR Early Literacy Spanish Assessment

Grades Assessed	Windows	Results Released
KG & 01 Students Enrolled in the Spanish Dual Language (SDL)	Fall, Winter, Spring	No later than one week after the window closes.

The STAR Early Reading Spanish Assessment is designed to evaluate foundational reading skills in young Spanish-speaking learners, primarily in kindergarten and first grade. It efficiently identifies students who may be at risk for reading difficulties and monitors student progress in fundamental Spanish literacy skills. The assessment evaluates essential early reading competencies specific to Spanish language development including: Conceptos de impresión (Concepts of print), Conciencia fonológica (Phonological awareness), Conocimiento alfabético (Alphabetic knowledge), and Comprensión inicial (Early comprehension).

#### **Benefits of the Assessment:**

- Provides data-driven insights into Spanish literacy development.
- Supports educators in implementing appropriate Spanish language interventions.
- Enables teachers to track student growth over time and evaluate the effectiveness of interventions.
- Guides instructional planning with detailed Spanish literacy skill analysis.
- Allows for efficient screening.
- Grounded in research on Spanish reading development and acquisition.
- The system generates informative reports that highlight students' strengths and areas for growth in Spanish literacy.

#### **Advantages over FastBridge for Assessing Spanish:**

- Computer-adaptive testing for more precise measurement
- Larger Spanish-speaking normative data samples
- Extensive validation studies for Spanish literacy
- Predictive capabilities for long-term reading outcomes

## STAR Spanish Literacy Assessment

Grades Assessed	Windows	Results Released
02, 03, 04, 05 Students Enrolled in the Spanish Dual Language (SDL)	Fall, Winter, Spring	No later than one week after the window closes.

STAR Reading Spanish is a valuable tool for educators focused on comprehensive Spanish literacy assessment. STAR Reading Spanish efficiently measures overall reading ability in Spanish-speaking students K-12 through a computer-adaptive format. It identifies students at risk for reading difficulties and provides instructional recommendations. The assessment evaluates critical Spanish literacy components including Vocabulario (vocabulary), Comprensión (comprehension), Análisis de texto (text analysis), and Adquisición del lenguaje (language acquisition).

### **Benefits of the Assessment:**

- Provides detailed Spanish reading proficiency data.
- Identifies students needing intervention in Spanish.
- Tracks growth and evaluates instructional effectiveness.
- Generates comprehensive reports with instructional planning.
- Includes authentic Spanish content reflecting cultural relevance.

### **Advantages over FastBridge for assessing Spanish:**

- True computer-adaptive technology specifically designed for Spanish assessment
- Robust normative data from native Spanish speakers
- On-demand assessment availability with immediate scoring
- Extensive research validation with diverse Spanish-speaking populations

STAR CBM Lectura Assessment		
Grades Assessed	Windows	Results Released
02, 03, 04, 05 Students Enrolled in the Spanish Dual Language (SDL)	Fall, Winter, Spring	No later than one week after the window closes.

STAR CBM Lectura is a valuable tool for educators focused on Spanish reading development. STAR CBM Lectura efficiently screens and monitors Spanish reading progress in grades K-5, measuring oral reading fluency through one-minute passages. It identifies students at risk for reading difficulties and analyzes Spanish-specific error patterns. The assessment evaluates: Conciencia fonémica(Phonemic Awareness), Fonética(phonics), Fluidez de lectura oral (Oral Reading Fluency), and Comprensión (Comprehension).

**Benefits of the Assessment:**

- Provides data-driven insights into Spanish reading development.
- Identifies students needing targeted intervention in Spanish.
- Tracks growth over time and evaluates intervention effectiveness.
- Enables efficient screening (1-3 minutes per measure).
- Generates reports highlighting strengths and weaknesses.
- Includes authentic Spanish texts reflecting cultural relevance.

**Advantages over FastBridge for Assessing Spanish:**

- Larger Spanish-speaking normative data samples
- Extensive validation with Spanish-speaking populations

## STAR Math Spanish Assessment

Grades Assessed	Windows	Results Released
02, 03, 04, 05	Fall, Winter, Spring	No later than one week after the window closes.

STAR Math Spanish provides reliable data on students' math skills in Spanish, featuring:

- A computer-adaptive test that provides an overall measure of math achievement in Spanish.
- Measures application of essential math concepts in Spanish
- Assesses grade-level standards alignment and skill mastery

### **Benefits:**

- Data-driven instruction for Spanish-speaking students
- Early identification of at-risk students
- STAR Math Spanish helps English-first bilingual students accurately measure math skills acquired in Spanish immersion programs, validating their progress in both language and mathematics simultaneously
- Progress monitoring with culturally responsive adjustments

### **Advantages for Assessing Math in Spanish:**

- Assessment in native Spanish language
- Culturally relevant assessment items
- Support for bilingual and dual language programs
- Comprehensive Spanish reporting for educators and families

## French Immersion Assessments

### French Early Reading Phonemic Awareness Inventory scores (8 tests in French) plus French sight words

Grades Assessed	Windows	Results Released
KG & 01 Students Enrolled at Normandale Elementary	Winter & Spring	Progress in this domain is shared at Spring conferences and summative results are a part of Semester 2 grade reporting.

The French Reading Phonemic Awareness Inventory is designed to assess both unified and component skills associated with kindergarten through 1st grade. Based on the Science of Reading, these subtests are intended to enable screening (to determine interventions) and progress monitoring across several domains (onset, medial, rime sounds, rhyming, onset blending, phoneme blending, onset segmenting, phoneme segmenting). It provides domain-specific information on these component skills, as well as a general estimate of overall early reading achievement in French.

The assessment aims to measure a student's ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken French. Because French has its own unique phonological rules, these assessments are designed to reflect those specific characteristics. They are often used in early childhood and primary education, particularly in French immersion programs. A key component of these assessments is to follow the Science of Reading principles, which are also being applied to Normandale's French Literacy Block.

#### **Benefits of the Assessment:**

- Provides valuable insights into students' strengths and weaknesses in phonemic awareness in French.
- Helps teachers to tailor instruction to meet individual student needs in French.
- Allows for early identification of students who may be at risk for reading difficulties in French.
- Informs instructional decisions and helps to monitor student progress in French.
- Helps to guide intervention strategies in French.
- Helps to provide data for progress reports of early French reading skills at Normandale.

French IDAPEL		
Grades Assessed	Windows	Results Released
01 & 02 Students Enrolled at Normandale Elementary	Fall, Winter, Spring	Results and progress towards benchmark are shared at conference time and in Semester 1 and 2 grade reporting.

The "IDAPEL" has evolved, and it's now often referred to as "Acadiance Reading Français." However, the core purpose and principles remain consistent.

The purpose of the French IDAPEL assessment is to provide educators with standardized, reliable measures to track student progress in fundamental reading skills in French. Like FASTBridge measures, Acadiance Reading Français (formerly IDAPEL) is a series of French-language benchmark assessments and coordinating progress monitoring probes designed to evaluate early literacy skills in students learning to read in French, primarily in grades 1-5. It's modeled after the well-established DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments used for English literacy. The subtests used include phonological awareness, alphabetic principle, reading fluency. They are designed for universal screening and identification of students who may be at risk for reading difficulties.

**Benefits of the Assessment:**

- Provides data-driven insights into student reading development in French.
- Helps identify students who need additional support.
- Allows teachers to monitor the effectiveness of their instruction and interventions.
- Offers standardized measures for consistent evaluation.

The Acadiance Reading Français provides a valuable tool for educators to ensure that students are developing the foundational skills necessary for successful reading in French.

## Standards-Based Measurement of Proficiency (STAMP) French listening, Speaking, and Reading Assessment

Grades Assessed	Windows	Results Released
03 Students Enrolled at Normandale Elementary	Fall	Collective results are shared with leadership teams made up of diverse stakeholders and used for programming decisions. Individual results are not shared with families.
08 French Immersion Students Enrolled at Valley View	May	Results are shared with students and families in the spring following testing and also used to track French Immersion programmatic progress.

The Avant STAMP (Standards-Based Measurement of Proficiency) assessments, particularly the STAMP 4S, are designed to evaluate language proficiency in real-world contexts. The STAMP assessments measure language proficiency in listening, speaking, reading, and writing. 8th grade students do all components of the assessment and 3rd grade students do all components but the writing. The STAMP aims to provide accurate data on a learner's ability to use the language in practical situations. The assessments utilize authentic materials, such as articles, audio clips, and scenarios, to simulate real-life language use.

### Benefits of the Assessment:

- Provides reliable data to track student progress and inform instructional decisions.
- Provides consistent evaluation due to alignment with national and international language proficiency standards.
- Helps evaluate the effectiveness of language programs and identify areas for improvement.
- Models for students the application of the language in day to day life.

## Statewide Required Assessments

WIDA Access for ELLs / WIDA Alternate ACCESS for ELLs		
Grades Assessed	Windows	Results Released
KG, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12 ELL Students	Spring	Typically early September of the Next School Year The Actual Date is Determined by the MDE

It's important to understand the WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs assessments, as they play a crucial role in evaluating the English language proficiency of English learners (ELLs).

The ACCESS for ELLs is a suite of large-scale, standards-based assessments designed to measure English language proficiency in four domains. The domains are Listening, Speaking, Reading, and Writing. It's administered annually to ELLs in grades K-12. The assessment is aligned with the WIDA English Language Development (ELD) Standards.

### Benefits of the Assessment:

- Allows teachers to track students' progress in acquiring academic English over time.
- Results provide valuable data for planning and differentiating instruction to meet the specific needs of ELLs.
- Helps determine whether students are eligible for English language support services and whether they have achieved sufficient proficiency to be reclassified.
- Meets federal requirements for monitoring and reporting ELLs' progress.

### WIDA Alternate ACCESS for ELLs:

#### Basic Description:

- This is an individually administered, paper-based assessment designed for ELLs with significant cognitive disabilities.
- It measures English language proficiency in the same four domains as the general ACCESS for ELLs.
- It is designed to be accessible for students that participate in alternate state testing.

#### Specific Aspects and Benefits for Teachers:

- Provides a way to assess the English language proficiency of ELLs who cannot participate in the general ACCESS for ELLs assessment.
- Allows for flexibility and accommodations to meet the unique needs of each student.
- Allows teachers to gather data on the English language development of students with significant cognitive challenges.

## Minnesota Comprehensive Assessment (MCA) Math / MTAS Math

Grades Assessed	Windows	Results Released
03, 04, 05, 06, 07, 08, 11	Spring	Typically early September of the Next School Year The Actual Date is Determined by the MDE

The Minnesota Comprehensive Assessments (MCA) in mathematics primarily serve to measure student achievement against state academic standards, providing a gauge of how well students have learned key mathematical concepts. These assessments also fulfill state and federal accountability requirements, and offer valuable data to educators for refining instructional practices and curriculum effectiveness.

### **Benefits of the Assessment:**

- Allows for consistent measurement of student performance across the state, enabling comparisons between schools and districts.
- Offers educators valuable insights into student strengths and weaknesses, enabling targeted adjustments to teaching and curriculum.
- Satisfies state and federal mandates, ensuring schools and districts are held responsible for student progress.

## Minnesota Comprehensive Assessment (MCA) Reading / MTAS Reading

Grades Assessed	Windows	Results Released
03, 04, 05, 06, 07, 08, 10	Spring	Typically early September of the Next School Year The Actual Date is Determined by the MDE

The Minnesota Comprehensive Assessments (MCA) in reading primarily serve to measure student achievement against state academic standards, providing a gauge of how well students have learned key concepts. These assessments also fulfill state and federal accountability requirements, and offer valuable data to educators for refining instructional practices and curriculum effectiveness.

### **Benefits of the Assessment:**

- Allows for consistent measurement of student performance across the state, enabling comparisons between schools and districts.
- Offers educators valuable insights into student strengths and weaknesses, enabling targeted adjustments to teaching and curriculum.
- Satisfies state and federal mandates, ensuring schools and districts are held responsible for student progress.

## MCA Science / Alternate Science

Grades Assessed	Windows	Results Released
Students Currently Taking Biology, Typically 11 <sup>th</sup> grade.	Spring	Typically early September of the Next School Year The Actual Date is Determined by the MDE

The Minnesota Comprehensive Assessments (MCA) in science primarily serve to measure student achievement against state academic standards, providing a gauge of how well students have learned key science concepts. These assessments also fulfill state and federal accountability requirements, and offer valuable data to educators for refining instructional practices and curriculum effectiveness.

### **Benefits of the Assessment:**

- Allows for consistent measurement of student performance across the state, enabling comparisons between schools and districts.
- Offers educators valuable insights into student strengths and weaknesses, enabling targeted adjustments to teaching and curriculum.
- Satisfies state and federal mandates, ensuring schools and districts are held responsible for student progress.

ACT: College Entrance Exam		
Grades Assessed	Windows	Results Released
11th Grade Students	Spring	Typically Mid to Late August of the Next School Year Determined by the MDE

The ACT (originally American College Testing) is a standardized test used for college admissions at some Universities in the United States. Here's a breakdown of what it is and how it's used:

**Standardized Test:**

- It's designed to measure a high school student's general educational development and their ability to complete college-level work.

**Sections:**

- The ACT consists of four multiple-choice sections:
  - English
  - Mathematics
  - Reading
  - Science
- There's also an optional writing section.

**Purpose:**

- It provides colleges and universities with a standardized way to compare applicants.

**How Colleges and Universities Use the ACT:**

**Admissions Decisions:**

- Many colleges use ACT scores as part of their admissions process. Scores are considered alongside other factors like high school GPA, coursework, extracurricular activities, and essays.

**Placement:**

- Some colleges use ACT scores to determine placement in certain courses, such as math or English.

**Scholarships:**

- Many scholarships, both from colleges and other organizations, use ACT scores as part of their eligibility criteria.

**College Readiness:**

- The ACT is designed to measure college readiness, so colleges use it to gauge how well prepared a student is for higher education.

## Required Statewide Surveys

### Minnesota Student Survey

Grades Assessed	Windows	Results Released
05, 08, 09, 11	Winter or Spring	Typically early September of the Next School Year The Actual Date is Determined by the MDE

The Minnesota Student Survey (MSS) is a statewide survey administered every three years to students in grades 5th, 8th, 9th, and 11th public and private schools in Minnesota. This data provides valuable insights into the experiences and perspectives of Minnesota students and helps schools, communities, and policymakers with resource allocation and decision making in relation to overall well-being. The survey covers a wide range of topics, including:

- Health: Physical and mental health, substance use, and sexual health
- Safety: Bullying, violence, and school climate
- Engagement: Academic engagement, extracurricular activities, and school connectedness
- Relationships: Family, peer, and community relationships

The MSS is a valuable resource for understanding the challenges and opportunities faced by Minnesota students and for taking action to improve their lives.


## Appendix

### Universal Screening Literacy Testing Windows

2025-2026 Literacy Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
Teaching Strategies Gold (TSG) Literacy	Fall	08/30/2025 - 12/20/2025															
	Winter	01/04/2026 - 03/01/2026															
	Spring	03/01/2026 - 05/30/2026															
FastBridge earlyReading English	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															
FastBridge FastTrack Literacy Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															

Administered to all students

2026-2027 Literacy Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
Teaching Strategies Gold (TSG) Literacy	Fall	08/30/2026 - 12/20/2027															
	Winter	01/04/2027 - 03/01/2027															
	Spring	03/01/2027 - 05/30/2027															
FastBridge earlyReading English	Fall	08/10/2026 - 10/09/2026															
	Winter	12/07/2026 - 01/22/2027															
	Spring	03/15/2027 - 05/14/2027															
FastBridge FastTrack Literacy Assessment	Fall	08/10/2026 - 10/09/2026															
	Winter	12/07/2026 - 01/22/2027															
	Spring	03/15/2027 - 05/14/2027															


 Administered to all students

## Universal Screening Math Testing Windows

2025-2026 Math Universal Screening Assessments			Grades Assessed													
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2
Teaching Strategies Gold (TSG) Math	Fall	08/30/2025 - 12/20/2025														
	Winter	01/04/2026 - 03/01/2026														
	Spring	03/01/2026 - 05/30/2026														
FastBridge earlyMath	Fall	08/11/2025 - 10/10/2025														
	Winter	12/08/2025 - 01/23/2026														
	Spring	03/16/2026 - 05/15/2026														
FastBridge FastTrack Math Assessment	Fall	08/11/2025 - 10/10/2025														
	Winter	12/08/2025 - 01/23/2026														
	Spring	03/16/2026 - 05/15/2026														

Administered to all students

2026-2027 Math Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
Teaching Strategies Gold (TSG) Math	Fall	08/30/2026 - 12/20/2026															
	Winter	01/04/2027 - 03/01/2027															
	Spring	03/01/2027 - 05/30/2027															
FastBridge earlyMath	Fall	08/10/2026 - 10/09/2026															
	Winter	12/07/2026 - 01/22/2027															
	Spring	03/15/2027 - 05/14/2027															
FastBridge FastTrack Math Assessment	Fall	08/10/2026 - 10/09/2026															
	Winter	12/07/2026 - 01/22/2027															
	Spring	03/15/2027 - 05/14/2027															


 Administered to all students

# Spanish Dual Language Universal Screening Testing Windows

2025-2026 Spanish Dual Language Literacy Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
STAR Early Literacy Spanish Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															
STAR Literacy Spanish Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter*	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															
STAR CMB Lectura Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter*	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															

Administered to all students  
 \* Administered to some students showing need for instructional purposes

2026-2027 Spanish Dual Language Literacy Universal Screening Assessments			Grades Assessed													
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2
STAR Early Literacy Spanish Assessment	Fall	08/11/2025 - 10/10/2025														
	Winter	12/08/2025 - 01/23/2026														
	Spring	03/16/2026 - 05/15/2026														
STAR Spanish Literacy Assessment	Fall	08/11/2025 - 10/10/2025														
	Winter	12/08/2025 - 01/23/2026														
	Spring	03/16/2026 - 05/15/2026														
STAR CMB Lectura Assessment	Fall	08/11/2025 - 10/10/2025														
	Winter*	12/08/2025 - 01/23/2026														
	Spring	03/16/2026 - 05/15/2026														

 Administered to all students


\* Administered to some students showing need for instructional purposes

2025-2026 Spanish Dual Language Math Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
STAR Math Spanish Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															

2026-2027 Spanish Dual Language Math Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
STAR Math Spanish Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															

## French Immersion Universal Screening Testing Windows

2025-2026 French Immersion Literacy Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
French Reading Phonemic Awareness Inventory scores (8 tests in French) plus French sight words	Fall	Not Assessed															
	Winter																
	Spring																
French IDAPEL	Fall																
	Winter																
	Spring																
Standards-Based Measurement of Proficiency (STAMP) French listening, Speaking, and Reading Assessment	Fall																
	Spring																

 Administered to all students

2026-2027 French Immersion Literacy Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
French Reading Phonemic Awareness Inventory scores (8 tests in French) plus French sight words	Fall	Not Assessed															
	Winter																
	Spring																
French IDAPEL	Fall																
	Winter																
	Spring																
Standards-Based Measurement of Proficiency (STAMP) French listening, Speaking, and Reading Assessment	Fall																
	Spring																

Administered to all students

## Statewide Assessment Testing Windows

2025-2026 Statewide Assessments		Grades Assessed													
Assessment Name	Assessment Window Dates	ELC	KG	01	02	03	04	05	06	07	08	09	10	11	12
WIDA ACCESS for ELLs	01/26/2026 - 03/20/2026														
WIDA Alternate ACCESS for ELLs	01/26/2026 - 03/20/2026		✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿
MCA Math	03/02/2026 - 05/01/2026														
MTAS Math	03/02/2026 - 05/01/2026					✿	✿	✿	✿	✿	✿			✿	
MCA Reading	03/02/2026 - 05/01/2026														
MTAS Reading	03/02/2026 - 05/01/2026					✿	✿	✿	✿	✿	✿		✿		
MCA Science	03/02/2026 - 05/08/2026														
Alternate Science	03/02/2026 - 05/01/2026							✿			✿			✿	

 Administered to all students

 Administered to students who meet qualification requirements outlined by The Minnesota Department of Education (MDE)

Source: <https://education.mn.gov/mde/dse/test/PROD081893>

Statewide Assessments 2026-2027 School Year <i>DRAFT Per The MDE</i>		Grades Assessed														
Assessment Name	Assessment Window Dates	ELC	KG	01	02	03	04	05	06	07	08	09	10	11	12	
WIDA ACCESS for ELLs	02/01/2027 - 03/26/2027		☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	
WIDA Alternate ACCESS for ELLs	02/01/2027 - 03/26/2027		✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	
MCA Math	03/08/2027 - 05/07/2027															
MTAS Math	03/08/2027 - 05/07/2027					✿	✿	✿	✿	✿	✿			✿		
MCA Reading	03/08/2027 - 05/07/2027															
MTAS Reading	03/08/2027 - 05/07/2027					✿	✿	✿	✿	✿	✿		✿			
MCA Science	03/08/2027 - 05/14/2027															
Alternate Science	03/08/2027 - 05/07/2027							✿			✿			✿		

 Administered to all students

 Administered to students receiving English Language Learner (ELL) Services

 Administered to students who meet qualification requirements outlined by The Minnesota Department of Education (MDE)

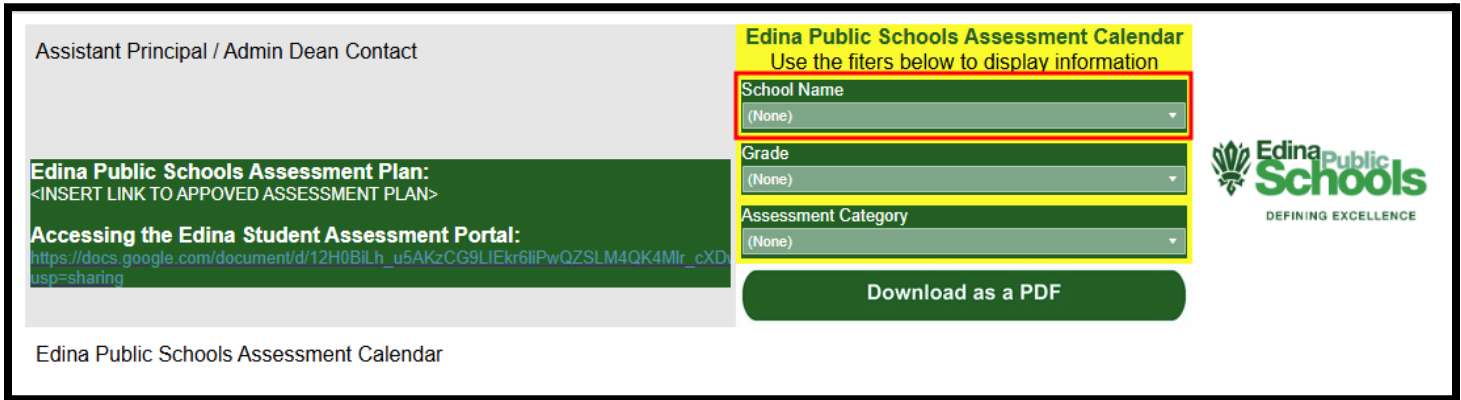
Source: <https://education.mn.gov/mde/dse/test/PROD084891>

# Assessment Calendar

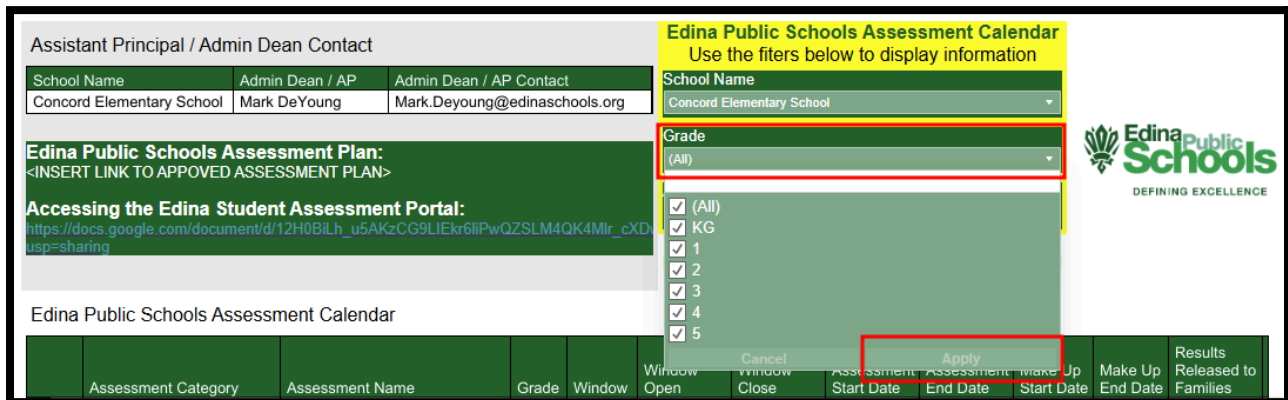
## Online Assessment Calendar

Using the Assessment Calendar

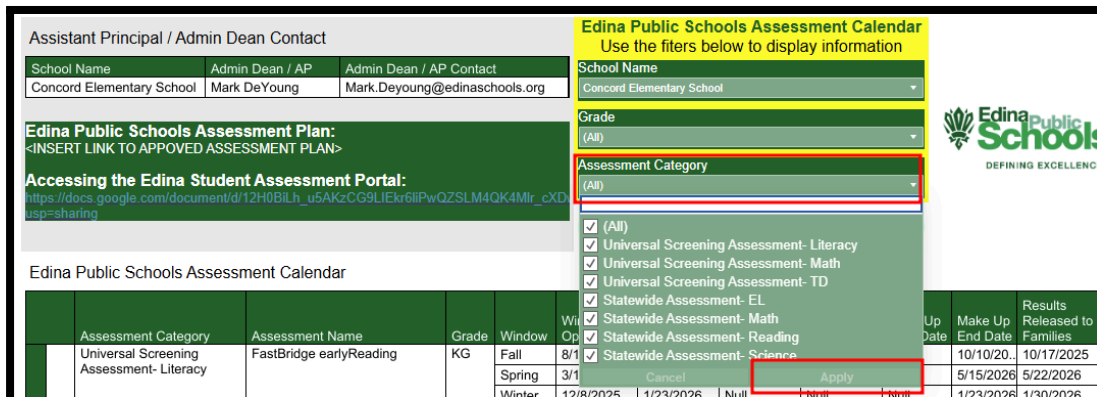
1. Access the [Assessment Calendar](#)
2. Filter the calendar
  - a. Select your School from the drop list.



- b. Select your Student/s Grade/s from the Grade drop list and click the apply button



- c. Optional Select the category of assessment you wish to view and click the apply button



3. You can download the calendar as a PDF by clicking the **Download as a PDF** button.

VII.C. Policy Review (503, 515, 529, 531, 605,  
609, 610, 611)



**Board Meeting Date:** 5/5/2025

**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 503 Student Attendance
- Policy 515 Protection and Privacy of Student Records
- Policy 529 Staff Notification of Violent Behavior of Students
- Policy 531 The Pledge of Allegiance
- Policy 605 Alternative Educational Services
- Policy 609 Religion
- Policy 610 Student Homework
- Policy 611 Home Schooling

**Recommendation:** Review the suggested modifications for Policies 503, 515, 529, 531, 605, 609, 610, 611.

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

**Attachments:**

1. Policy 503 Student Attendance
2. Policy 515 Protection and Privacy of Student Record
3. Policy 529 Staff Notification of Violent Behavior of Students
4. Policy 531 The Pledge of Allegiance
5. Policy 605 Alternative Educational Services
6. Policy 609 Religion
7. Policy 610 Student Homework
8. Policy 611 Home Schooling

## Students

### Student Attendance

#### I. Purpose

This policy defines school attendance expectations. This policy recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. [The board delegates responsibility to the superintendent or superintendent's designee\(s\) to implement this policy.](#)

#### II. General Statement of Policy

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

#### A. Responsibilities

##### 1. Student's Responsibility

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

##### 2. Parent or Guardian's Responsibility

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

##### 3. Teacher's Responsibility

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

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

#### 4. Administrator's Responsibility

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

### III. Attendance Procedures

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

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

### IV. Classification of Absences [This entire Section IV was moved from Appendix I into the policy. Changes from the previous appendix language are marked.]

#### A. Exempt Absence

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

- ~~1. Chronic illness~~
- ~~2. Death or terminal illness in the student's immediate family or of a close friend or relative~~
- ~~3. Court appearance occasioned by family or personal action~~
- ~~4. Regularly scheduled religious instruction, not to exceed three hours in any week~~
- ~~5. Religious holiday or observance~~

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

## B A. Excused Absence

### 1. Non-Exempt

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

#### a. Medical-Related Absences

- a1) **Chronic illness with documentation from the student's licensed health care provider.**
- 2). **Illness (non-chronic) (a doctor's note may be required after a student has 3 cumulative absences during a school year).**
- ~~2-3).~~ **Medical, dental, or orthodontic treatment or counseling appointment that cannot be completed outside of the school day. The appointment should last no more than one half day, and the **school district** may require documentation in order for it to be considered an excused absence.**
- 4). **Surgery or inpatient hospitalization with medical documentation.**
- 5). **Medical recovery.**

- b. **Death or terminal illness in the student's immediate family or of a close friend or relative.**

- c. Court appearance occasioned by family or personal action.
- d. Regularly scheduled religious instruction, not to exceed three hours in any week.
- e. Emergency conditions such as fire or flood.
- f. Active duty in any military branch of the United States (High School only).
- g. Spectator at a ~~school~~ district-sponsored activity. This activity needs approval from school district or school leadership and is up to the discretion of building administration.
- h. Driver's examination. The ~~school~~ district requires documentation in order for this to be considered an excused absence.
- i. Pre-arranged personal or family vacations. A student must have completed and turned in the form for Pre-Arranged Personal Absences, Family Vacations, and Significant Educational Opportunities not less than five school days in advance of the first day of absence for a vacation to be considered an excused absence.
- j. College visit. The ~~school~~ district requires documentation in order for this to be considered an excused absence.
- k. Transportation miscues, including ~~missed bus~~, traffic congestion, and vehicle malfunction.

## 2. Exempt

Exempt absences. The following excused absences are exempt and will not count against a student's cumulative absences:

- a. Participation in district-sponsored activities.
- b. Official school field trip or other district-sponsored outing.
- c. Religious holiday or observance, up to three consecutive days per holiday or observance.
- d. Removal of a student pursuant to a suspension. Suspensions will be handled as excused absences, and a student will be permitted to complete make-up work.

## 6 B. Unexcused Absence

An unexcused absence indicates that the student is absent from school or class with or without the consent of the parent/guardian, for a reason which is not

acceptable to the school district as listed in Section II.A or II.B IV.A. Make-up work may be required and credit will be given at the discretion of the teacher, based upon the individual classroom's make-up work policy. Unexcused absences are counted toward cumulative absences (see Appendix I, Section III-II.D.). The following are examples of absences that will not be excused:

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

V. Tardiness [This entire Section V was moved from Appendix I into the policy. Changes from the previous appendix language are marked.]

- A. At the Elementary level, tardiness is late arrival to school, not to exceed thirty minutes. Any student arriving later than thirty minutes will be marked as a half day absence absent.
- B. Each secondary site must develop and maintain a site-specific tardy plan with clear procedures for implementation and monitoring.

~~At the Middle School and High School levels, tardiness is late arrival to school or to a class, not to exceed 10 minutes.~~

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

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

[Previous Sections IV, V, VI, and VII have been reordered. Changes to their previous language are marked.]

## VI. Pre-Arranged Absences

For an absence to be excused, a student, parent, or guardian must complete the pre-arranged absence form, attached as Appendix II, for any absences related to personal reasons, family vacations, or significant educational opportunities. The form must be submitted 5 days prior to the absence for it to be considered excused.

## ~~VII. Request for Modified Learning Experience~~

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

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

- ~~● Students desire for a performance acceleration~~
- ~~● Extended family travel schedule~~
- ~~● Attendance challenges associated with unique learning needs~~

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

## ~~IV.~~ VIII. Required Reporting

### A. Continuing Truant

1. State law provides that a continuing truant is a student who is subject to the Compulsory Instruction law and is absent from instruction in a school without a valid excuse within a single school year for:
  - a. Three cumulative days if the child is in elementary school; or
  - b. Three or more class periods on three cumulative days if the child is in middle school or high school.
2. When a student is initially classified as a continuing truant, state law provides that the building administrator or designee will notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:
  - a. That the child is truant;
  - b. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

- c. That, under state law, the parent or guardian is obligated to compel the attendance of the child at school and parents or guardians who fail to meet this obligation may be subject to prosecution;
- d. That this notification serves as the notification required by state law;
- e. That alternative educational programs and services may be available in the school district;
- f. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
- g. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under state law; and
- h. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to state law.

#### B. Habitual Truant

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

#### ✶ IX. Student Status

A ~~pupil~~ **student**, regardless of age, who has been absent, whether ~~exempt~~, excused; **(unless an exempt absence)** or unexcused, from school for 15 consecutive school days during the regular school year or for five consecutive school days during summer school or intersession classes of flexible school year programs, without receiving instruction in the home or hospital, will be dropped from the roll and classified as withdrawn.

#### ~~VIII—Support for Student Attendance~~

~~Each school site will develop procedures that promote regular student attendance~~

~~and prevent absenteeism and truancy. When possible, the school district will work with other organizations and agencies to support regular student attendance.~~

-X. Dissemination of Policy

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

Legal References:

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

Cross Reference:

Policy 506 (Student Conduct and Discipline)

Policy

INDEPENDENT SCHOOL DISTRICT NO. 273

adopted: 06/16/08

Edina, Minnesota

amended: 05/21/12

revised: 03/14/16

revised: 04/17/17

revised: 06/12/17

revised: 12/17/18

revised: 04/08/24

revised:   /  /25

## ATTENDANCE PROCEDURES

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

### I. Attendance Procedures

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

### ~~Classification of Absences~~

#### ~~A. Exempt Absence~~

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

~~14. Chronic illness~~

~~15. Death or terminal illness in the student's immediate family or of a close friend or relative~~

- ~~16. Court appearance occasioned by family or personal action~~
- ~~17. Regularly scheduled religious instruction, not to exceed three hours in any week~~
- ~~18. Religious holiday or observance~~
- ~~19. Emergency conditions such as fire or flood~~
- ~~20. Official school field trip or other school sponsored outing~~
- ~~21. Active duty in any military branch of the United States (High School only)~~
- ~~22. Participation in school sponsored activities~~
- ~~23. Removal of a student pursuant to a suspension. Suspensions will be handled as excused absences, and a student will be permitted to complete make-up work.~~
- ~~24. Spectator at a school sponsored activity. This activity needs approval from school district or school leadership and is up to the discretion of building administration.~~
- ~~25. Surgery or inpatient hospitalization with medical documentation.~~
- ~~26. Medical recovery lasting four or more consecutive days (Health Services Discretion).~~

## ~~B. Excused Absence~~

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

### ~~Medical Related Absences~~

- ~~a. Chronic illness with documentation from the student's licensed health care provider.~~
- ~~b. Illness (non-chronic) (a doctor's note may be required after a student has 3 cumulative absences during a school year).~~
- ~~2 c. Medical, dental, or orthodontic treatment or counseling appointment that cannot be completed outside of the school day. The appointment should last no more than one half day, and the school may require documentation in order for it to be considered an excused absence.~~
- ~~d. Surgery or inpatient hospitalization with medical documentation.~~
- ~~e. Medical recovery lasting four or more consecutive days (Health Services Discretion)~~

~~Death or terminal illness in the student's immediate family or of a close friend or relative.~~

~~Court appearance occasioned by family or personal action.~~

~~Regularly scheduled religious instruction, not to exceed three hours in any week.~~

~~Emergency conditions such as fire or flood.~~

~~Active duty in any military branch of the United States (High School only).~~

~~Participation in school district sponsored activities.~~

~~Removal of a student pursuant to a suspension. Suspensions will be handled as excused absences, and a student will be permitted to complete make-up work.~~

~~Spectator at a school district sponsored activity. This activity needs approval from school district or school leadership and is up to the discretion of building administration.~~

~~Driver's examination. The school district requires documentation in order for this to be considered an excused absence.~~

~~Pre-arranged personal or family vacations. A student must have completed and turned in the form for Pre-Arranged Personal Absences, Family Vacations, and~~

~~Significant Educational Opportunities not less than five school days in advance of the first day of absence for a vacation to be considered an excused absence. College visit. The school district requires documentation in order for this to be considered an excused absence.~~

~~Transportation miscues, including missed bus, traffic congestion, and vehicle malfunction.~~

~~Exempt absences. The following excused absences will not count against a student's cumulative absences:~~

~~e. Official school field trip or other district-sponsored outing.~~

~~f. Religious holiday or observance, up to \_\_\_ consecutive days per holiday or observance.~~

### ~~G. Unexcused Absence~~

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

~~7. An absence by a student that was not approved by the parent/guardian and/or the district.~~

~~8. Any absence in which the student failed to comply with any reporting requirements of the district's attendance procedures within 48 hours of the absence.~~

~~9. Working on school assignments or preparing for exams at home.~~

~~10. Work at a business, except under a school-sponsored work release program.~~

~~11. Personal or family vacation that is not pre-arranged as described in Section II.B.4.~~

~~12. Oversleeping, missing alarms, studying, or volunteer work.~~

## III. Monitoring Absenteeism

A. A staff attendance review team may meet on a regular basis to monitor exempt, excused, and unexcused student absenteeism. The school will utilize the table below to provide communication to parents/guardians.

B. The school notification system will provide communication electronically to parents/guardians with each absence from the school day or a class.

C. School administration will monitor exempt and excused absences and work with families to improve attendance.

D. School administration will follow the steps below based on the number of unexcused absences and cumulative absences (including excused and unexcused, but ~~not~~ excluding specifically identified exempt absences as described in ~~Section II district policy~~) a student has incurred. School administration may communicate with parents/guardians about attendance concerns via letter, email, or phone call.

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

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

<b>High School</b>
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**UNEXCUSED ABSENCES**

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

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

## EXCUSED ABSENCES

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

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

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

### E. Attendance Appeal Process for Edina High School

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

### ~~IV. Suspension from School~~

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

### ~~V. Tardiness~~

~~D. At the Elementary level, tardiness is late arrival to school, not to exceed thirty minutes. Any student arriving later than thirty minutes will be marked as a half day absence.~~

~~E. At the Middle School and High School levels, tardiness is late arrival to school or to a class, not to exceed 10 minutes.~~

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

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

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revised: 12/17/18  
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Appendix II to Policy 503

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

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

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ ID#: \_\_\_\_\_

Parent/Guardian Name(s): \_\_\_\_\_

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

Home (\_\_\_\_)\_\_\_\_-\_\_\_\_\_

Date(s) of Absence: \* \_\_\_\_\_ through \* \_\_\_\_\_

\*Leaving midday at: \_\_\_\_\_AM/PM

\*Returning midday at: \_\_\_\_\_AM/PM

**Check one Box Below:**

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

***Written Explanation for Absences:***

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

I have read and understand the conditions listed above:

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

**Parent/Guardian Signature(s):** \_\_\_\_\_

**Date:** \_\_\_\_\_

*Office Use Only:*

*Date received by Office Staff:* \_\_\_\_\_

(~~04/24~~ \_\_/25 )

Appendix III to Policy 503 and 509

**Family Proposal for a Modified Learning Experience**

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Date of Submission: \_\_\_\_\_

Experience Begin Date: \_\_\_\_\_ Experience End Date: \_\_\_\_\_

Experience School Day Adjustment: \_\_\_\_\_

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

**Customized Learning Experience:**

<b>— Subject(s)</b>	<b>— Modified Instructional Approach</b>	<b>— Assessment Process</b>

**Requirements of Modified Learning Experience:**

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

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

Parent/Guardian Signature(s): \_\_\_\_\_ Date: \_\_\_\_\_

**District Administrative Approval:**

\_\_\_ Approved \_\_\_ Denied

\_\_\_ Approved with the following modifications:

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**District Administrative Decision-Makers:**

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Director of Teaching & Learning \_\_\_\_\_ Building Principal \_\_\_\_\_

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Date \_\_\_\_\_ Date \_\_\_\_\_

**Appeal Request Date:** \_\_\_\_\_

**Decision of District Task Force:**

\_\_\_ Approved \_\_\_ Denied

(04/24)

## Students

### Protection and Privacy of Student Records

#### I. Purpose

The school district recognizes its responsibility in regard to the collection, maintenance and dissemination of student records and the protection of the privacy rights of students as provided in federal and state law.

#### II. General Statement of Policy

The school district will ensure all student data is protected and private pursuant to federal law and state statute. Data which is deemed by law as public will be accessible pursuant to the procedures established by the district.

#### III. Definitions

For purposes of this policy, the definitions included in this section apply. [All other terms and phrases will be defined in accordance with applicable state and federal law or ordinary customary usage.](#)

A. ~~Authorized Representative~~ “Authorized representative” means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. ~~Biometric Record~~ “Biometric record,” as referred to in “Personally Identifiable,” means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. ~~Dates of Attendance~~ “Date of attendance,” as referred to in directory information, means the period of time during which a student attends or attended a school or schools in the school district. The term does not include specific daily records of a student’s attendance at a school or schools in the district.

D. ~~Dependent Student~~ A “dependent student” is an individual who, during each of five (5) calendar months during the calendar year in which the taxable year of

the parent begins, is a full-time student at an educational institution.

- E. ~~Directory Information~~ “Directory information,” under state and federal law, means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student’s name, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (i.e., full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational agency or institution attended. It also includes the name, and telephone number of the student’s parent(s). ~~Minnesota law imposes additional restrictions, beyond federal law, upon the types of information that may be designated as directory information.~~

Directory information does not include:

1. a student’s social security number;
  2. a student’s identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student’s identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;
  3. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student’s identity, such as a PIN, password, or other factor known or possessed only by the student;
  4. personally identifiable data which references religion, race, color, social position, or nationality; or
  5. data collected from non-public school students, other than those who receive shared time educational services, unless written consent is given by the student’s parent.
- F. “District official” includes: (a) a person duly elected to the board; (b) a person employed by the board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the board as a temporary substitute in a professional position for the period of their performance as a substitute; and (d) a person employed by, or under contract to, the board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of their performance as an employee or contractor.

- ~~FG. Education Records~~ 1. “Education records” means those records which: (1) are directly related to a student; and (2) are maintained by the district or by a party

acting for the district.

-2: The term “education records” does not include:

a1. Records of instructional personnel which:

- (1a) are in the sole possession of the maker of the record; and
- (2b) are not accessible or revealed to any other individual except a substitute teacher; and
- (3c) are applicable to be destroyed at the end of the school year.

b2. Records of a law enforcement unit of the district, provided educational records maintained by the district are not disclosed to the unit, and the law enforcement records are:

- (1a) maintained separately from education records;
- (2b) maintained solely for law enforcement purposes; and
- (3c) disclosed only to law enforcement officials of the same jurisdiction.

e3. Records relating to an individual, including a student, who is employed by the district which:

- (1a) are made and maintained in the normal course of business;
- (2b) relate exclusively to the individual in that individual’s capacity as an employee; and
- (3c) are not available for use for any other purpose.

However, these provisions will not apply to records relating to an individual in attendance at the district who is employed as a result of their status as a student.

d4. Records relating to an eligible student, or a student attending an institution of postsecondary education, which are:

- (1a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional or paraprofessional capacity or assisting in that capacity;
- (2b) made, maintained, or used only in connection with the provision of treatment to the student; and
- (3c) disclosed only to individuals providing the treatment, provided that the records can be personally reviewed by a physician or other appropriate professional of the student’s choice. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are a part of the program of instruction within the district.

e5. Records that only contain information about an individual after they are no longer a student at the district.

H. "Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by the district or an entity under contract with the district designed to eliminate disparities and advance equities in educational achievement for students by coordinating services available to students, regardless of their involvement with other government services. Education support services data does not include welfare data under state law. Unless otherwise provided by law, all education support services data are private data on individuals and will not be disclosed except according to state law or a court order.

~~I.G. Eligible Student~~ "Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of postsecondary education.

~~J.H. Juvenile Justice System~~ "Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

~~K.I. Legitimate Educational Interest~~ "Legitimate educational interest" includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education; or
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.
4. Perform a task directly related to responding to a request for data.

~~L.J. Parent~~ "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation, or child custody, or a legally binding instrument which provides to the contrary.

~~M.K. Personally Identifiable~~ "Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) a list of personal characteristics that would make the student's identity easily traceable; or (f) other information that would make the student's identity easily traceable.

~~NE. Record~~ “Record” means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

~~OM. Responsible Authority~~ “Responsible authority” means superintendent or designee.

~~PN. Student~~ “Student” includes any individual who is or has been in attendance, enrolled, or registered at the district and regarding whom the district maintains education records. Student also includes applicants for enrollment or registration at the district, and individuals who receive shared time educational services from the district.

~~O. School Official~~ “School official” includes: (a) a person duly elected to the board; (b) a person employed by the board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the board as a temporary substitute in a professional position for the period of their performance as a substitute; and (d) a person employed by, or under contract to, the board to perform a special task such as a secretary, a clerk, as a public information officer or data practices compliance official, an attorney, or an auditor for the period of their performance as an employee or contractor.

~~QP. Summary Data~~ “Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

~~Q. Other Terms and Phrase~~

~~All other terms and phrases will be defined in accordance with applicable state and federal law or ordinary customary usage.~~

#### IV. General Classification

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of the Family Educational Rights and Privacy Act (FERPA) and the regulations promulgated thereunder.

#### V. Statement of Rights

##### A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student’s education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state, or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of secondary students' names, addresses, and ~~home~~ telephone numbers to military recruiting officers;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the location set forth in the "Copies of Policy" section of this policy.

#### B. Eligible Students

All rights and protections given parents under this policy transfer to the student when they reach eighteen (18) years of age or enrolls in an institution of postsecondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the educational records of such student without first obtaining the consent of the student.

#### C. Students with a Disability

The school district will follow ~~34 Code of Federal Regulations sections 300.610-300.617~~ [federal regulations](#) with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

### VI. Disclosure of Educational Records

#### A. Consent Required for Disclosure

1. The school district will obtain a signed and dated written consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein. Written consent will include:
  - a. a specification of the records to be disclosed;
  - b. the purpose or purposes of the disclosure;

- c. the party or class of parties to whom the disclosure may be made; and
  - d. if appropriate, a termination date for the consent.
- 2. When a disclosure is made under this subdivision:
  - a. if the parent or eligible student so requests, the district will provide them with a copy of the records disclosed; and
  - b. if the parent of a student who is not an eligible student so requests, the district will provide the student with a copy of the records disclosed.
- 3. A signed and dated written consent may include a record and signature in electronic form that:
  - a. identifies and authenticates a particular person as the source of the electronic consent; and
  - b. indicates such person's approval of the information contained in the electronic consent.
- 4. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent will not be deemed to have been given unless the statement is:
  - a. in plain language;
  - b. dated;
  - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
  - d. specific as to the nature of the information the subject is authorizing to be disclosed;
  - e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
  - f. specific as to the purpose or purposes for which the information may be used by any of the parties named in clause e. above, both at the time of the disclosure and at any time in the future; and
  - g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for (i) life insurance or non-cancelable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under state

law, which will be ongoing during all terms of eligibility, for individualized education program health-related services provided by a district that are subject to third party reimbursement.

## 6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of postsecondary education, the rights accorded to and the consent required of the parent of the student will thereafter only be accorded to and required of the eligible student, except as provided in the "Statement of Rights" section of this policy.

### B. Prior Consent for Disclosure Not Required

The district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other ~~school~~ **district** officials, including teachers, within the district whom the district determines have a legitimate educational interest in such records;
2. To a contractor, consultant, volunteer, or other party to whom the ~~school~~ district has outsourced institutional services or functions provided that the outside party:
  - a. performs an institutional service or function for which the ~~school~~ district would otherwise use employees;
  - b. is under the direct control of the ~~school~~ district with respect to the use and maintenance of education records; and
  - c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;
3. To officials of other schools or school districts in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for the purposes related to the student's enrollment or transfer. The records will include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (See section XIX.), suspension and expulsion information pursuant to ~~section 7917~~ of the federal Every Student Succeeds Act, and, if applicable, data regarding a student's history of violent behavior. Records regarding disciplinary action, suspension or expulsion, or a student's history of violent behavior will not be disclosed to institutions of postsecondary education where the student seeks to or intends to enroll, unless required by law. The records also will include a copy of any probable cause notice or any disposition or state court order unless the data are

required to be destroyed under state law. On request, the district will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with the “Request to Amend Records; Procedures to Challenge Data” section of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or their representative, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
  - a. determine eligibility for the aid;
  - b. determine the amount of the aid;
  - c. determine conditions for the aid; or
  - d. enforce the terms and conditions of the aid.

“Financial aid” for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual’s attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
  - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system’s ability to effectively serve the student whose records are released; or
  - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the district will disclose the following information to the juvenile justice system under this paragraph: a student’s full name, home address, telephone number, and date of birth; a student’s school schedule, attendance record, and photographs, if any; and parents’ names, home addresses, and telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization and the information is destroyed when no longer needed for the purposes for which the study was conducted. For purposes of this provision, the term "organizations" includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the district to whom information is disclosed violates this provision, the district may not allow that third party access to personally identifiable information from education records for at least five (5) years.
8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a dependent student;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters and the order is issued in the context of the proceeding. In addition, if the district initiates legal action against a parent or student it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the district to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the district, the district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the district to defend itself.
11. To appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health, including mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In addition, ~~an educational agency or institution~~ the district may include in the educational records of a student, appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the ~~school~~ district community. This information may be disclosed to teachers and ~~school~~ district officials within the district and/or teachers and ~~school~~ district officials in other schools who have legitimate educational interests in the behavior of the student. A record

of this disclosure will be maintained;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the district has designated as “directory information” pursuant to the “Release of Directory Information” section of this policy;
14. To military recruiting officers pursuant to the “Military Recruitment” section of this policy;
15. To the parent of a student who is not an eligible student or to the student themself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the district for students or former students; or
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
  - a. the following information about a student will be disclosed: a student’s full name, home address, telephone number, date of birth; a student’s school schedule, daily attendance record, and photographs, if any; and any parents’ names, home addresses, and telephone numbers;
  - b. the existence of the following information about a student, not the actual data or other information contained in the student’s educational record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the [Minnesota Pupil Fair Dismissal Act](#); (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or administrator of a school who receives such a request will, to the extent permitted by federal law, notify the student’s parent by certified mail of the request to disclose information. If the student’s parent notifies the ~~school~~-[district](#) official of an objection to the disclosure within ten (10) days of receiving certified notice, the ~~school~~ [district](#) official will not disclose the information and

instead will inform the requesting member of the juvenile justice system of the objection. If no objection from the parent is received within fourteen (14) days, the ~~school~~ district official will respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, will be maintained in the student's file.

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under ~~Minn. Stat. § 260B.171, subd. 3~~ state law. The principal will notify the counselor immediately and will place the disposition order in the student's permanent education record. The principal also will ~~notify~~ immediately notify any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal will identify the student, outline the offense, and describe any conditions of probation about which the ~~school~~ district will provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent.
20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under ~~Minn. Stat. § 260B.171, Subd. 5~~ state law. The principal will place the information in the student's educational record. The principal will also notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal will identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private

educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information ~~must~~ will not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal will delete the peace officer's record from the student's educational record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program, or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action.

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected ~~shall~~ will be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data ~~shall~~ will be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or
22. To an agency caseworker or other representative of a state or local child welfare agency, or tribal organization [as defined under federal law](#) (~~as defined in 25 United States Code section 5304~~), who has the right to access a student's case plan, as defined and determined by the state or tribal organization, when such agency or organization is legally responsible, in accordance with state or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the state or tribal laws applicable to protecting the confidentiality of a student's education records.

### C. Non-Public School Students

The district may disclose personally identifiable information from the education records of a non-public school student, other than a student who receives shared time educational services, without the written consent of the parent of

the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

## VII. Release of Directory Information

### A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information will be designated pursuant to the provisions of: [state and federal law and regulations](#).

~~1. Minnesota Statutes, section 13.32, subdivision 5; and~~

~~2. United States Code, title 20, section 1232g, and Code of Federal Regulations, title 34, section 99.37, which were in effect on January 3, 2012.~~

~~3.~~ 2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this section.

~~4.~~ 3. When requested, the district will share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

### B. Former Students

Unless a former student affirmatively opted out of the release of directory information in their last year of attendance, the district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of paragraph C of this section. In addition, under an explicit exclusion from the definition of an "education record," the district may release records that only contain information about an individual obtained after they are no longer a student at the district.

### C. Current Students and Parents

The district may disclose directory information from the education records of a

student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the district will give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.
2. The district will give public annual notice by any means that are reasonably likely to inform the parents and eligible students of:
  - a. the types of personally identifiable information regarding students and/or parents that the district has designated as directory information;
  - b. the parent's or eligible student's right to refuse to let the district designate any or all of those types of information about the student and/or the parent as directory information; and
  - c. the period of time in which a parent or eligible student has to notify the district in writing that they do not want any or all of those types of information about the student and/or the parent designated as directory information.
3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the district, in writing, that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in the "Disclosure of Education Records" section of this policy.

#### D. Procedure for Obtaining Non-Disclosure of Directory Information

The parent's or eligible student's written notice will be directed to the responsible authority and will include the following:

1. Name of the student and/or parent, as appropriate;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which will only be applicable for that school year.

#### E. Duration

The designation of any information as directory information about a student or

parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

## VIII. Disclosure of Private Records

### A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in the "Disclosure of Education Records" section of this policy, without the prior written consent of the parent or the eligible student.

### B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such a request the responsible authority will determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority will consider the following factors:

1. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
2. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
3. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
4. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
5. whether the data concerns medical, dental, or other health services provided pursuant to ~~Minn. Stat. §§ 144.341-144.347~~ [The Minors Consent to Health Services Act](#), in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the

minor.

C. Private Records Not Accessible to Student

Students will not be entitled to access private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a district updates its enrollment forms in the ordinary course of business, the district will include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. Disclosure of Confidential Records

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to state law, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child will be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data will be confidential and will not be made available to the parent or the subject individual by the district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of state law.

Regardless of whether a written report is made, as soon as practicable after a ~~school~~the district receives information regarding an incident that may constitute maltreatment of a child in a ~~school~~ district facility, the ~~school~~ district will inform the parent of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected non-public data in the case of data not on individuals, and

confidential data in the case of data on individuals.

1. The district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement they provided to the district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other district students, district employees, and/or attorney data as defined under state law.
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record will be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
  - a. a decision by the district, or by the chief attorney for the district, not to pursue the civil legal action. However, such investigation may subsequently become active if the district or its attorney decides to renew the civil legal action;
  - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
  - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

#### D. Chemical Abuse Records

To the extent the district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and ~~shall~~ will be disclosed only for the purposes and under the circumstances expressly authorized by law.

#### X. Disclosure of School Records Prior to Exclusion or Expulsion Hearing

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or representative will be given access to all district records pertaining to the student, including any tests or reports upon which the action proposed by the district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act.

#### XI. Disclosure of Data to Military Recruitment Officers

A. The school district will release the names, addresses, [electronic mail address \(which will be the electronic mail addresses provided by the district, if available, that may be released to military recruiting officers only\)](#), and ~~home~~ telephone numbers of ~~secondary~~ [students in grades 11 and 12](#) to military recruiting officers within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data to military recruiters pursuant to paragraph C below.

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

C. A parent or eligible student has the right to refuse the release of the name, address, [electronic mail address](#), or ~~home~~ telephone number to military recruiting officers. To refuse the release of the above information to military recruiting officers, a parent or eligible student must notify ~~the responsible authority~~, the building principal, [as the responsible authority's designee](#), in writing, by September 15 of each year. The written request must include the following information:

1. Name of student and parent, as appropriate;
2. Home address;
3. Student's grade level;
4. School presently attended by student;
5. Parent's legal relationship to student, if applicable;
6. Specific category or categories of information which are not to be released to military recruiters; and
7. Specific category or categories of information which are not to be released to the public, including military recruiters.

- D. Annually, the district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, [emails](#), and home phone numbers of secondary students without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers does not affect the district's release of directory information to the rest of the public, which includes military recruiting officers. In order to make any directory information about a student private, the procedures contained in the "Release of Directory Information" section of this policy also must be followed. Accordingly, to the extent the district has designated the name, address, [email](#), phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers.

## XII. Limits on Disclosure

### A. Redisclosure

Consistent with the requirements herein, the district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

### B. Redisclosure Not Prohibited

1. Subdivision A of this section does not preclude the district from disclosing personally identifiable information under the "Disclosure of Education Records" section of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the district provided:
  - a. The disclosures meet the requirements of the "Disclosure of Education Records" section of this policy; and
  - b. The district has complied with the record-keeping requirements of the "Responsible Authority, Record Security, and Record-Keeping" section of this policy.
2. Subdivision A of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student, to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code section 14071.

However, the district will provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

#### C. Classification of Disclosed Data

The information disclosed will retain the same classification in the hands of the party receiving it as it had in the hands of the district.

#### D. Notification

Except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under the "Release of Directory Information" section of this policy, or disclosures to a parent or student, the district will inform the party to whom a disclosure is made of the requirements set forth in this section. In the event that the ~~Family Policy Compliance~~ [federal Student Privacy Policy](#) Office determines that a third party improperly re-discloses personally identifiable information from education records, the ~~educational agency or institution~~ [district](#) may not allow that third party access to personally identifiable information from education records for at least five years.

### XIII. Responsible Authority, Record Security, and Record-Keeping

#### A. Responsible Authority

The responsible authority is charged with the maintenance and security of student records.

#### B. Record Security

The principal of each school subject to the supervision and control of the responsible authority will be the records manager of the school and will have the duty of maintaining and securing the privacy and/or confidentiality of student records.

#### C. Plan for Securing Student Records

The [responsible authority or their designee will share with each](#) building principal ~~will submit to the responsible authority~~ a written plan for securing students records by September 1 of each school year. The written plan will contain the following information:

1. A description of records [to be](#) maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of [where](#) student records, ~~by category,~~ [will be maintained](#) in the buildings;

4. Means of securing student records; and
5. Procedures for access and disclosure.

#### ~~D. Review of Written Plan for Securing Student Records~~

~~—The responsible authority will review the plans submitted pursuant to paragraph C of this section for compliance with the law, this policy, and the various administrative policies of the district. The responsible authority will then promulgate a chart incorporating the provisions of paragraph C which will be attached to and become a part of this policy.~~

#### ~~E~~D. Record-Keeping

1. The principal will, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:
  - a. the parties who have requested or received personally identifiable information from the education records of the student; and
  - b. the legitimate interests these parties had in requesting or obtaining the information;
2. In the event the district discloses personally identifiable information from an education record of a student pursuant to paragraph B of the “Limits on Disclosure” section of this policy, the record of disclosure required under ~~¶~~this section will also include:
  - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the district; and
  - b. the legitimate interests under the “Disclosure of the Education Records” section of this policy which each of the additional parties has in requesting or obtaining the information.
3. Paragraph (1) of Record-Keeping does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other ~~school~~ district officials under paragraph B.1. of the “Disclosure of ~~the~~ Educational Records section of this policy, to requests for disclosures of directory information under the “Release of Directory Information” section of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed.

4. The record of requests of disclosures may be inspected by:
  - a. the parent of the student or the eligible student;
  - b. the ~~school~~ district official or ~~his or her~~ their assistants who are responsible for the custody of the records; and
  - c. the parties authorized by law to audit the record-keeping procedures of the district.
5. The district will record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
  - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
  - b. the parties to whom the district disclosed the information.
6. The record of requests and disclosures will be maintained with the education records of the student as long as the district maintains the student's education records.

#### XIV. Right to Inspect and Review Education Records

##### A. Parent of a Student, an Eligible Student, or the Parent of an Eligible Student Who Is Also a Dependent Student

The school district will permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in the "Disclosure of Private Records" section of this policy.

##### B. Response to Request for Access

The district will respond to any request pursuant to subdivision A of this section immediately, if possible, or within ten (10) working days of the date of the request.

##### C. Right to Inspect and Review

The right to inspect and review education records under subdivision A of this section includes:

1. The right to a response from the district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the district will provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy will be construed as limiting the frequency of inspection of the educational records of a student with a disability by the student's parent or by the student upon the student reaching the age of majority.

#### D. Form of Request

Parents or eligible students will submit to the district a written request to inspect education records which identify as precisely as possible the record or records they wish to inspect.

#### E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the district will attempt to accommodate those wishes. The parent or eligible student will be notified of the time and place where the records may be inspected.

#### F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

#### G. Authority to Inspect or Review

The district may presume that either parent of the student has authority to inspect or review the education records of a student unless the district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

#### H. Fees for Copies of Records

1. The district may charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the district will consider the following:
  - a. the cost of materials, including paper, used to provide the copies;

- b. the cost of the labor required to prepare the copies;
  - c. any schedule of standard copying charges established by the ~~school~~ district in its normal course of operations;
  - d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and
  - e. mailing costs.
2. The cost of providing copies will be borne by the parent or eligible student.
  3. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, would impair the parent or eligible student from exercising their right to inspect or review the student's education records.

## XV. Request to Amend Records; Procedures to Challenge Data

### A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy or other rights of the student may request that the school district amend those records.

1. The request must be in writing, must identify the item the requester believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, must state the reason for this belief, and must specify the correction the requester wishes the district to make. The request must be signed and dated by the requester.
2. The district will decide whether to amend the education records of the student in accordance with the request within a reasonable period of time after receiving the request.
3. If the district decides to refuse to amend the education records of the student in accordance with the request, it will inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under subdivision B of this section.

### B. Right to a Hearing

If the district refuses to amend the education records of a student, the district, on request, will provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the

education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing will be conducted in accordance with subdivision C of this section.

1. If, as a result of the hearing, the district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it will amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it will inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of the district, or both.
3. Any statement placed in the education records of the student under subdivision B of this section will:
  - a. be maintained by the district as part of the education records of the student so long as the record or contested portion thereof is maintained by the district; and
  - b. if the education records of the student or the contested portion thereof is disclosed by the district to any party, the explanation will also be disclosed to that party.

#### C. Conduct of Hearing

1. The hearing will be held within a reasonable period of time after the district has received the request, and the parent of the student or the eligible student will be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the district who does not have a direct interest in the outcome of the hearing. The school board attorney will be in attendance to present the board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student will be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under subdivisions A and B of this section and may be assisted or represented by individuals of their choice at their own expense, including an attorney.
4. The district will make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision will be based solely on evidence presented at the hearing and will include a summary of evidence and reasons for the decision.

#### D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of state law relating to contested cases.

#### XVI. Problems Accessing Data

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. “Data practices compliance official” means superintendent or designee.
- C. Any request by an individual with a disability for reasonable modifications of the district’s policies or procedures for purposes of accessing records will be made to the data practices compliance official.

#### XVII. Complaints for Noncompliance

##### A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, will be submitted in writing to the ~~Family Policy Compliance~~ [Student Privacy Policy](#) Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-8520.

##### B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

#### XVIII. Waiver

A parent or eligible student may waive any of their rights provided herein pursuant to FERPA. A waiver will not be valid unless in writing and signed by the parent or eligible student. The district may not require such a waiver.

#### XIX. Annual Notification of Rights

##### A. Contents of Notice

The school district will give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the district to comply with the requirements of FERPA, and the rules promulgated thereunder;
5. The criteria for determining who constitutes a ~~school~~ [district](#) official and what constitutes a legitimate educational interest for purposes of disclosing education records to other ~~school~~ [district](#) officials whom the district has determined to have legitimate educational interests; and
6. That the district forwards education records on request to a school in which a student seeks or intends to enroll including suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The district will provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who Are Disabled

The district will provide for the need to effectively notify parents or eligible students identified as disabled.

XX. Destruction and Retention of Records

Destruction and retention of records by the school district will be controlled by state and federal law [and district policy](#).

XXI. Copies of Policy

Copies of this policy may be obtained by parents and eligible students [on the school district's website](#) or at the office of the superintendent.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
[Minn. Stat. § 13.05 \(Duties of Responsible Authority\)](#)  
Minn. Stat. § 13.32, subd. 5 (Directory Information)  
Minn. Stat. § 13.393 (Attorneys)  
[Minn. Stat. § 13.46 \(Welfare Data\)](#)  
Minn. Stat. Ch. 14 (Administrative Procedures Act)1a1  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
[Minn. Stat. § 121A.40-121A.56 \(The Pupil Fair Dismissal Act\)](#)  
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)  
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)  
~~Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)~~  
Minn. Stat. § 144.341-144.347 (The Minors Consent to Health Services Act)  
Minn. Stat. § 256B (Medical Assistance for Needy Persons)  
Minn. Stat. § 256L (MinnesotaCare)  
Minn. Stat. § 260B.171 (Records ~~Required to be Kept~~)  
[Minn. Stat. § 260E.06 \(Maltreatment Reporting\)](#)  
~~Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)~~  
Minn. Stat. § 363A.42 (Public Records; Accessibility)  
[Minn. Stat. § 626.557 \(Reporting of Maltreatment of Vulnerable Adults\)](#)  
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)  
20 U.S.C. § 7908 (Armed Forces ~~Recruiting~~ [Recruiter Access to Students and Student Recruiting](#) Information)  
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)  
25 U.S.C. § 5304, [subd \(l\)](#) (Definitions – Tribal Organization)  
26 U.S.C. ~~§§ 151 and 152 (Internal Revenue Code–~~ Dependent Defined)  
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)  
[34 C.F.R. §§ 300.610-300.617 \(Confidentiality of Information\)](#)  
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)  
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)  
[42 U.S.C. § 14071 \(Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program\)](#)  
*Gonzaga University v. Doe*, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)  
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References:

Policy 506 (Student Conduct and Discipline)  
Policy 519 (Interviews of Students by Outside Agencies)  
Policy 520 (Student Surveys)  
Policy 719 (Records Retention)

Policy  
adopted: 01/22/08  
revised: 09/22/14  
revised: 07/17/17

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

revised: 03/04/24  
rev \_\_\_: \_\_\_/\_\_\_/25

## Appendix I to Policy 515

### PUBLIC NOTICE

Edina Public Schools gives notice to parents of students currently in attendance in the school district, and eligible students currently in attendance in the district, of their rights regarding ~~pupil~~ **student** records.

1. Parents and eligible students are hereby informed that they have the following rights:
  - a. That a parent or eligible student has a right to inspect and review the student's education records within 45 days after the day the request for access is received by the district. A parent or eligible student should submit to the district a written request to inspect education records which identify as precisely as possible the record or records they wishes to inspect. The parent or eligible student will be notified of the time and place where the records may be inspected;
  - b. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent or eligible student may ask the district to amend a record that they believe is inaccurate or misleading. The request must be in writing, identify the item the parent or eligible student believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, must state the reason for this belief, and must specify the correction the parent or eligible student wishes the district to make. The request must be signed by the parent or eligible student. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing;
  - c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent;
  - d. That the district may disclose education records to other ~~school~~ **district** officials within the district if the district has determined they have legitimate educational interests. For purposes of such disclosure, a "~~school~~ **district** official" is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the school board; a person or company with whom the district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer, or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual

assisting a ~~school~~ [district](#) official in the performance of their tasks. A ~~school~~ [district](#) official has a “legitimate educational interest” if the individual needs to review an education record in order to fulfill their professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data;

- e. That the district forwards education records on request to a school in which a student seeks or intends to enroll, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, and data regarding a student’s history of violent behavior and any disposition order which adjudicates the student as delinquent for committing an illegal act on district property and certain other illegal acts;
- f. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the district to comply with the requirements of the Family Educational Rights and Privacy Act, and the rules promulgated thereunder. The name and address of the office that administers the Family Education Rights and Privacy Act is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-8520

- 2. Copies of the board policy and accompanying procedures and regulations are available to parents and students [on the district website or](#) upon written request to the superintendent.
- 3. Pursuant to applicable law, the district gives notice to parents of students currently in attendance in the district, and eligible students currently in attendance in the district, of their rights regarding “directory information.”

“Directory information,” under state and federal law, means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student’s name, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (i.e., full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational agency or institution attended. It also includes the name and telephone number of the student’s parent(s). ~~Minnesota law imposes additional restrictions, beyond federal law, upon the types of information that may be designated as directory information.~~

- a. The information listed above will be public information which the district may disclose from the education records of a student or information regarding a

parent.

- b. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to ~~school~~ district officials as provided under federal law.
4. Pursuant to applicable law, the district hereby gives notice to parents of secondary students and eligible secondary students of their rights regarding release of information to military recruiting officers. The district will release the names, addresses, **electronic mail address (which will be the electronic mail addresses provided by the district, if available, that may be released to military recruiting officers only)**, and ~~home~~ telephone numbers of ~~secondary~~ students in grades 11 and 12 to military recruiting officers within sixty (60) days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.
- a. Should the parent of a student or the eligible student so desire, any or all of the listed information will not be disclosed to military recruiting officers without prior consent.
  - b. In order to refuse the release of this information without prior consent, the parent or eligible student must make a written request to the building principal by September 15 of each year. This written request must include the following information:
    - (1) Name of student and parent, as appropriate
    - (2) Home address
    - (3) Student's grade level
    - (4) School presently attended by student
    - (5) Parent's legal relationship to student, if applicable
    - (6) Specific category or categories of information which are not to be released to military recruiters without prior consent
    - (7) Specific category or categories of directory information which are not to be released to the public, including military recruiters

INDEPENDENT SCHOOL DISTRICT NO. 273  
EDINA, MINNESOTA

Appendix  
revised: 03/04/24  
rev \_\_\_: \_\_\_/\_\_\_/25

Appendix II to Policy 515

JUVENILE JUSTICE SYSTEM REQUEST FOR INFORMATION

Family Educational Rights and Privacy Act  
Minnesota Government Data Practices Act, Minn. Stat. § 13.32, subs. 3(i) and 8(b)

DATE/TIME OF REQUEST: \_\_\_\_\_

TO: \_\_\_\_\_  
(Superintendent of school district or ~~chief administrative officer~~ principal of school)

FROM: \_\_\_\_\_  
(Requester's name/agency)

STUDENT: \_\_\_\_\_

BASIS FOR REQUEST:

\_\_\_\_\_ Juvenile delinquency investigation/prosecution

\_\_\_\_\_ Child protection assessment/investigation

\_\_\_\_\_ Investigation/filing of CHIPS or delinquency petition

REASON FOR REQUEST (Requester must describe why information regarding existence of the data marked below is necessary to effectively serve the student):

\_\_\_\_\_  
\_\_\_\_\_

RESPONSE TO REQUEST (The school district will indicate whether it has data on the student that document any activity or behavior marked by the requester):

Information requested (Mark all that apply):

Response provided (Yes/No):

_____	Use of a controlled substance, alcohol, or tobacco	_____
_____	Assaultive or threatening conduct as defined in Minn. Stat. § 13.32, subd. 8	_____
_____	Possession or use of weapons or look-alike weapons	_____
_____	Theft	_____
_____	Vandalism and damage to property	_____

CERTIFICATION: The undersigned certifies that they are a member of the juvenile justice system. The requested data are needed by the juvenile justice system so it may effectively serve, prior to adjudication, the student whose records are released. The undersigned will not disclose the information received to any other party, except as provided under state law, without prior written consent as required by Code of Federal Regulations, title 34, section 99.38(b). The undersigned further certifies that they understand that, by signing this request, they are subject to the penalties in Minn. Stat. § 13.09.

\_\_\_\_\_  
Signature/Title

Appendix III to Policy 515

AUTHORIZATION FOR RELEASE OF INFORMATION ON STUDENT

To: Edina Public Schools  
5701 Normandale Road  
Edina, MN 55424

Re: Educational records of \_\_\_\_\_  
(Student's Name)

\_\_\_\_\_  
(Date of Birth and/or Social Security Number)

This release permits the school district, pursuant to Minn. Stat. § 13.05, Subd. 4 and Minn. Rules 1205.1400, subp. 4, to release the enumerated educational records and information to the specified party or individual(s).

Specification of records/information to be disclosed and extent of disclosure:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Exceptions to the above specification:

\_\_\_\_\_  
\_\_\_\_\_

Purpose(s) of disclosure:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To whom the records and information should be disclosed:

\_\_\_\_\_  
\_\_\_\_\_

This authorization specifically includes records prepared prior to the date of this authorization and records prepared after the date of this authorization, such records to be used only for the purpose specified. I do not authorize re-release of this information by the third party.

I understand that I may revoke this consent in writing at any time. Upon the fulfillment of the above-stated purpose, this consent will automatically expire without my express revocation. Minnesota law requires automatic expiration of this authorization one year from the date of authorization (Minn. Stat. § 13.05, 2010). A photocopy of this authorization will be treated in the same manner as an original.

Dated: \_\_\_\_\_  
(Signature of Authorized Signer)

## Students

### Staff Notification of Violent Behavior of Students

#### I. Purpose

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to work with the student and manage the behavior.

This policy addresses the circumstances under which data should be provided to classroom teachers and other school [district](#) staff members about students with a history of violent behavior, and establishes a procedure for notifying staff regarding the placement of students with a history of violent behavior.

#### II. General Statement of Policy

- A. Any staff member or other employee of the school district who obtains or possesses information concerning a student in the building with a history of violent behavior will immediately report said information to the principal of the building in which the student attends school.
- B. The administration will meet with the assigned classroom teacher and other appropriate staff members for the purpose of ~~notifying and determining~~ [notification and to determine](#) how staff will manage such student.
- C. Only staff members who have a legitimate educational interest in the information will receive notification.

#### III. Definitions

For purposes of this policy, ~~the following terms have the meaning given them~~ [the definitions included in this section apply.](#)

- A. ~~Administration~~ “Administration” means the superintendent, building principal, or other designee.
- B. ~~Classroom Teacher~~ “Classroom teacher” means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.
- F C. ~~School Staff Member~~ “School [District](#) staff member” includes:

1. A person duly elected to the school board;
2. A person employed by the school board in an administrative, supervisory, instructional, or other professional position;
3. A person employed by the school board as a temporary substitute in a professional position for the period of ~~his or her~~ **their** performance as a substitute; and
4. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of ~~his or her~~ **their** performance as an employee or contractor.

~~E D.~~ **History of Violent Behavior** ~~1. A student will be considered to have a A~~ “history of violent behavior” **will be attributed to a student** if **any** incident(s) of violence, including any documented physical assault of a school district employee by the student, ~~have~~ **has** occurred during the current or previous school year.

~~2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.~~

~~D E.~~ **Incident(s) of Violence** “Incident(s) of violence” means willful conduct in which a student endangers or causes physical injury to ~~the student, other students,~~ a district employee, ~~or surrounding person(s),~~ or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

~~E F.~~ **Legitimate Educational Interest** “Legitimate educational interest” includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person’s need to know in order to:

1. Perform an administrative task required in the ~~school-~~**district** or the employee’s contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student’s education; ~~or~~
3. Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid-; **or**
4. Perform a task directly related to responding to a request for data.

**G. “Responsible authority” means superintendent or designee.**

## ~~F. School Staff Member~~

~~“School staff member” includes:~~

- ~~1. A person duly elected to the school board;~~
- ~~2. A person employed by the school board in an administrative, supervisory, instructional, or other professional position;~~
- ~~3. A person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and~~
- ~~4. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.~~

## IV. Procedure for Staff Notification of Students with Violent Behavior

### A. Reports of Violent Behavior

Any staff member or other employee of the school district who becomes aware of any information regarding the violent behavior of an enrolling student or any student enrolled in the district will immediately report the information to the building principal where the student is enrolled or seeks to enroll.

### B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see section III**GD**, above) will receive written notification from the administration prior to placement of the student in the teacher’s classroom. In addition, written notice will be given by the administration to other ~~school~~ **district** staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher’s classroom. The administration will provide notice to anyone substituting for the classroom teacher or ~~school~~ **district** staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other district employees or individuals outside of the district with information regarding a student, including information regarding a student’s history of violent behavior, in accordance with ~~Policy 515, Protection and Privacy of Pupil Records~~ **district policy**.

### C. Determination of Who Receives Notice

The determination of which classroom teachers and ~~school~~ district staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the district's Responsible Authority appointed by the school board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this determination, the Responsible Authority will provide guidance to the administration as to what data will be shared.

#### D. Form of Written Notice

The notice given to classroom teachers and ~~school~~ district staff members will be in writing and will include the following:

1. Name of the student;
2. Date of notice;
3. Notification that the student has been identified as a student with a history of violent behavior as defined in section III of this policy; and
4. ~~If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported-~~; and
- ~~4~~5. Reminder of the private nature of the data provided.

#### E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and ~~school~~ district staff members notified under this section.
2. Retention of the written notice or other documentation provided to classroom teachers and ~~school~~ district staff members is governed by the approved Records Retention Schedule.

#### F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in ~~his or her~~ their discretion, that the classroom teacher and/or ~~school~~ district staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.
2. The persons present at the meeting may have access to the data described in section IV.D, above.

## G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the district in accordance with ~~Policy 515, Protection and Privacy of Pupil Records~~ [district policy](#). Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a ~~Notification of Violent Behavior~~ [given pursuant to Section IV.D. above](#).

## V. Maintenance and Transfer of Records

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with ~~Policy 515, Protection and Privacy of Pupil Records~~ [district policy](#).

## VI. Parental Notice

- A. The administration will notify parents [or guardians](#) annually that the school district gives classroom teachers and other ~~school~~ [district](#) staff members notice about students' history of violent behavior.
- B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or ~~school~~ [district](#) staff members, the administration will inform the student's parent or guardian that such notice will be provided.
- C. Parents [or guardians](#) will be given notice that they have the right to review and challenge records or data, including the data documenting the history of violent behavior, in accordance with ~~Policy 515, Protection and Privacy of Pupil Records~~ [district policy](#).

## VII. Training Needs

Representatives of the school board and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

### Legal References:

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

Minn. Stat. § 120A.22, Subd. 7 (~~School Attendance~~ [Compulsory Instruction](#) – Education Records)

Minn. Stat. § 121A.45 (Grounds for Dismissal)

Minn. Stat. § 121A.64 (Notification: [Teachers' Legitimate Educational Interest of Students with Violent Behavior](#))

Minn. Stat. § 121A.75 (~~Law Enforcement Notice to Schools~~ [Receipt of Records](#);

[Sharing](#))

Minn. Rules Parts 1205.0100–1205.2000 (Data Practices)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

34 C.F.R. §§ 99.1–99.67 (Rules Implementing FERPA)

Minn. Laws 2003, 1<sup>st</sup> Sp., Ch. 9, Art. 2, § 53 ([Policy on Students with a History of Violent Behavior](#))

Cross Reference:

Policy 515 (Protection and Privacy of Student Records)

[Policy 719 \(Records Retention\)](#)

Policy

adopted: [01/22/08](#)

reviewed: [04/09/12](#)

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revised: [09/25/17](#)

reviewed: [08/10/20](#)

revised: [\\_\\_/\\_\\_/25](#)

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

## Students

### The Pledge of Allegiance

#### I. Purpose

The school district recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. This policy provides for recitation of the Pledge of Allegiance and instruction in school to help further that end.

#### II. General Statement of Policy

Students in this school district will recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation will be conducted:

- A. By each individual classroom teacher or the teacher's surrogate; or
- B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

#### III. Exceptions

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school [district](#) personnel must respect another person's right to make that choice.

#### IV. Instruction

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

#### Legal References:

Minn. Stat. § 121A.11, [S](#)ubd. 3 (Pledge of Allegiance)

Minn. Stat. § 121A.11, [S](#)ubd. 4 (Instruction)

#### Policy

adopted: 01/22/08

amended: 02/21/12

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

revised: 12/15/14  
reviewed: 02/10/20  
rev \_\_\_\_: \_\_/\_\_/25

## Education Programs

### Alternative Educational Services

#### I. Purpose

This policy recognizes the benefit of alternative educational services to meet individual learner needs.

#### II. General Statement of Policy

The school district recognizes the importance of alternative educational service options. Educational service options will be made available for students that may enhance their opportunity to learn in a different environment and through a different learning approach.

#### III. Definition

“Alternative educational services” may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in a state-approved alternative learning center selected to allow the student to progress toward meeting graduation standards, although in a different setting.

#### IV. Responsibility

- A. Any student who is 17 years old who seeks to withdraw from school, and the student’s parent or guardian must attend a meeting with school district personnel to discuss the educational opportunities available to the student, including alternative educational opportunities and sign a written election to withdraw from school.
- B. It will be the responsibility of the director of teaching and learning to identify alternative educational service options to be made available to students, to recommend such alternative programs and services to the school board for approval, and to familiarize students and parents with the availability of such alternative programs and services. The superintendent will, through cooperative efforts with other schools, agencies, and organizations, periodically recommend additional or modified alternative educational services to the board.
- C. The director of teaching and learning will have discretionary authority to develop

guidelines and directives to implement board policy relating to alternative educational services.

#### V. Request for Modified Learning Experience

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

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

- Students desire for a performance acceleration
- Extended family travel schedule
- Attendance challenges associated with unique learning needs

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

#### Legal References:

Minn. Stat. § 120A.22, subd. 8 (Withdrawal from School)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 121A.41, subd. 11 (Definitions – Alternative Educational Services)  
Minn. Stat. § 121A.45, subd. 1 (Provision of Alternative Programs)  
Minn. Stat. § 123A.05 (State-Approved Alternative Programs Organizations)  
Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)  
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)  
Minn. Stat. § 124D.68 (Graduation Incentives Programs)  
Minn. Stat. § 124D.74 (American Indian Educational Programs)  
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

#### Cross References:

Policy 603 (Curriculum and Program Review and Development)  
Policy 604 (Grade Level Configuration and Enrollment at School Sites)

Policy  
adopted: 06/22/09  
Revised: 03/16/14  
Reviewed: 01/13/20  
Revised: 12/02/24

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

Appendix I to Policy 605

**Family Proposal for a Modified Learning Experience**

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Date of Submission: \_\_\_\_\_

Experience Begin Date: \_\_\_\_\_ Experience End Date: \_\_\_\_\_

Experience School Day Adjustment: \_\_\_\_\_

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

**Customized Learning Experience:**

Subject(s)	Modified Instructional Approach	Assessment Process

**Requirements of Modified Learning Experience:**

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

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

Parent/Guardian Signature(s): \_\_\_\_\_ Date: \_\_\_\_\_

**District Administrative Approval:**

Approved  Denied

Approved with the following modifications:

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**District Administrative Decision-Makers:**

\_\_\_\_\_  
Director of Teaching & Learning

\_\_\_\_\_  
Building Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Appeal Request Date:** \_\_\_\_\_

**Decision of District Task Force:**

Approved  Denied

(\_\_/25)

## Education Programs

### Religion

#### I. Purpose

This policy identifies the status of religion as it pertains to the programs of the school district.

#### II. General Statement of Policy

- A. The school district will neither promote nor disparage any religious belief or nonbelief. Instead, the district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

#### III. Responsibility

- A. It will be the responsibility of the director of teaching and learning to ensure that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:
  - 1. The proposed activity must have a secular purpose.
  - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
  - 3. The activity must not foster governmental relationships with religion.

4. Notwithstanding the foregoing guidelines , reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.

B. The director of teaching and learning is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines will be attached as an addendum to this policy.

Legal References:

U. S. Const., amend. I

Minn. Stat. § 120A.22, § subd. 12(3) (Compulsory Instruction - [Legitimate Exemptions](#))

Minn. Stat. § 120A.35 (Absence From School for Religious Observance)

Minn. Stat § 121A.10 (Moment of Silence)

*Good News Club v. Milford Central School*, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)

*Santa Fe Indep. Sch. Dist. v. Doe*, 530 U.S. 290, 120 S.Ct. 2266 (2000)

*Tangipahoa Parish Bd. of Educ. v. Freiler*, 530 U.S. 1251, 120 S.Ct. 2706 (2000)

*Lemon v. Kurtzman*, 403 U.S.602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)

*Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No 1*, 690 F.3d 996 (8<sup>th</sup> Cir. 2012)

*Roark v. South Iron R-1 Sch. Dist.*, 573 F.3d 556 (8<sup>th</sup> Cir. 2009)

*Wigg v. Sioux Falls Sch. Dist.*, 382 F.3d 807 (8<sup>th</sup> Cir. 2004)

*Doe v. School Dist. of City of Norfolk*, 340 F.3d 605 (8<sup>th</sup> Cir. 2003)

*Stark v. Independent Sch. Dist. No. 640*, 123 F.3d 1068 (8<sup>th</sup> Cir. 1997)

*Flore v. Sioux Falls Sch. Dist. 49-5*, 619 F.2d 1311 (8<sup>th</sup> Cir. 1980)

*Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728*, 599 F. Supp.2d 1136 (D. Minn.2009)

*LeVake v. Independent Sch. Dist. No. 656*, 625 N.W.2d 502 (Minn. App. 2001)

Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)

Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)

Minn. Op. Atty. Gen. No. 63 (1940)

Minn. Op. Atty. Gen. No. 120 (1924)

Minn. Op. Atty. Gen. No. 121 (1924)

Cross Reference:

[Policy 503 \(Student Attendance\)](#)

Policy 801 (Equal Access [by Students](#) to School Facilities)

Policy

adopted: 07/20/09

Revised: 03/16/15

Reviewed: 01/13/20

revised: \_\_/\_\_/25

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

## Appendix I to Policy 609

### **Directives & Guidelines to the Teaching of Religion-Related Materials**

1. Students may be taught about the role of religion in the historical, cultural, economic, and social development of the United States and other nations. However, students may not be taught a specific religion for devotional or doctrinal purposes.
2. Religious texts may be studied as literature but not as religious doctrine. They ~~must~~ will be studied only when they naturally occur in the context of school-designated curriculum.
3. If religion is discussed, care must be taken to discuss minority as well as majority religions. In all cases, religion ~~must~~ will be discussed in a neutral, objective, fair, balanced, and factual manner.
4. Teachers may educate students about the historical, contemporary, and cultural aspects of religious holidays. However, celebrating religious holidays in the schools, through worship or other activities, is unconstitutional.
5. Religious symbols are permissible in the classroom only to the extent that they are temporary, used as teaching aids, and cited as examples of the cultural and religious heritage of a people. They may not be used as decoration.
6. Classroom parties may be educational or of social purpose. Classroom parties that occur during the school day may not promote or be based upon religious holidays or include activities that have a religious association.
7. School ~~district~~ activities should not be scheduled on significant religious holidays. Care should be taken to avoid tests, special projects, introduction of new concepts, and other activities which would be difficult to make up. Conversely, the students who remain in school should continue to have meaningful learning experiences.
8. Any work of art to be studied should be selected for its inherent merits. The artwork should represent the best examples to illustrate the academic standards and the curriculum's educational goal. ~~–~~ Artwork may be related to a specific religious/cultural tradition. The study of such artwork can enhance the understanding and appreciation of a cultural product, which a particular tradition has fostered. Whenever possible, a multiplicity of cultural traditions should be included.
9. Music will be studied for its ~~inherent beauty of~~ artistic structure and form. Its purpose in study should be learning for the sake of developing artistic understanding and responsiveness. Music will not be selected for the purpose of advancing or perpetuating a particular religious belief system or a particular holiday.

- ~~a.~~ a. Music will be selected first, on its own merits as an art form, and second, as a multicultural object of study which enhances the understanding of the development of a particular movement in human civilization. Professional judgment will be taken in the public performance of music associated with any religious and/or cultural tradition that it not be designed as a religious service or religious celebration. Whenever possible, a multiplicity of cultural traditions will be included. Typical educational objectives should include a range and a balance offering music from various religious and/or cultural traditions. Music from a sacred tradition will be studied and performed as an educational experience which relates to achieving curricular goals and objectives, and will not be designed to foster a specific religious belief.
  - ~~b.~~ b. Schools may excuse a student from engaging in a music activity; which offends that student's religious belief or conscience. Each situation will be reviewed **by the building principal** on an individual basis.
10. A student may express religious beliefs or themes in ~~his or her~~ **their** schoolwork and ~~school~~ **district** personnel should neither promote nor inhibit such religious expression. However, ~~school~~ **district** personnel may rule inappropriate the expression of religious beliefs in schoolwork if such expression is irrelevant to the subject matter being taught.
  11. A student may wear religious attire and/or jewelry in school or during a ~~school~~ **district**-sponsored activity unless the wearing of such attire or jewelry would compromise the student's physical safety in a given situation; (i.e., the wearing of jewelry during gym class or while engaging in a ~~school~~ **district**-sponsored sport may be prohibited for safety reasons).
  12. Students may pray individually or in groups and may speak to their peers about religious topics when it does not interfere with school instruction or ~~school~~ **district**-sponsored activities. ~~However, school~~ **district** personnel ~~will intercede to stop such religious speech if it is not welcomed by the peer(s) being addressed or otherwise~~ **or** constitutes coercion, intimidation, or harassment.
  13. A student may not be penalized for staying out of school or a ~~school~~ **district**-sponsored activity on a religious holiday of ~~his or her~~ **their** faith. ~~The~~ **A**bsence policy for making up assignments will apply.
  14. A student may be excused from participation in a class or ~~school~~ **district** program if ~~he or she~~ **they** objects to the subject matter being taught on religious grounds. When students are excused an alternative assignment may be required.

## Appendix

Reviewed: 01/13/20

revised: \_\_\_/\_\_\_/25

## Appendix II to Policy 609

### Process to Request An Excuse From a Particular Activity or Requirement

When a student requests a religious exemption from a particular activity or requirement, the parent/guardian and Edina Public Schools (EPS) will follow this process:

1. A Parent or guardian must notify the course teacher and school principal, in writing, that they would like to seek an exemption to particular lesson(s) or activities based on religious beliefs under Policy 609. This must be done prior to the lesson(s) in which the exemption has been requested and with enough time for the request to be processed and necessary actions to be taken. This can be no less than five school days.
2. The principal will direct parents to the Policy 609 Religious Exemption Form which the parent or guardian can find in the Student Rights and Responsibilities Handbook on the district website or get a copy from the principal's office. The form should be completed and delivered to the principal's office. All questions on the form are required for the request to be considered complete.
3. The decision of the exemption will be at the discretion of the principal.
  - a. The principal reviews the request to ensure it meets the criteria outlined in Policy 609.
  - b. If the request is deemed appropriate, the principal approves the exemption.
  - c. If the request is denied the principal will meet with the family impacted by the decision.
4. If the request has been approved:
  - a. The principal will inform the teacher, area lead, and parent/guardian who submitted the request prior to the lessons beginning.
  - b. If the lesson is on state standards, an alternative assignment must be provided.
  - c. If the lesson does not impact state standards the need for an alternative assignment will be determined by the principal and impacted department.
  - d. All alternative assignments will be available upon the date of the lessons in which a student has been excused.

Appendix

adopted ( \_\_/\_\_/25)

## Education Programs

### Student Homework

#### I. Purpose

This policy defines how student homework is used to enhance learning.

#### II. General Statement of Policy

The [school](#) district recognizes regular purposeful homework is an essential component of the instructional process. Student homework is an integral factor in fostering academic achievement and in extending school learning into the home. Homework is beneficial and important to a student's educational program.

#### III. Definition of [Homework](#)

[For purposes of this policy](#), "[Homework](#)" refers to the tasks assigned to students by teachers that are meant to be completed during non-school hours or independent study time during the school day.

A. Homework is one of many learning activities in which students engage. The purposes for student homework include:

- 1. Assisting students in becoming independent learners by preparing them for new content or elaborating on content previously introduced.
- 2. Extending learning and/or providing practice in applying concepts presented in the classroom.
- 3. Creating and stimulating interest on the part of the student.
- 4. Providing opportunities for enrichment.
- 5. Aiding in the mastery of skills.
- 6. Fostering parent/guardian-student involvement in education.

B. Homework ~~must~~ [will](#) be realistic in length and difficulty, given the students' abilities to work independently, while recognizing that the amount of homework will increase as the student progresses through the grades. The parameters of the homework include:

- 1. All homework will have an ~~an~~ identified and articulated purpose, and focus on quality versus quantity.
- 2. All homework ~~must~~ [will](#) be assessed by the teacher. Daily homework assignments will not have a major impact on the student's final grade.
- 3. Homework should be able to be completed by the student with minimal parent/guardian assistance, unless the parent/guardian support is part of

- the homework (i.e., reading to parent/guardian, practicing math facts).
- 4. The school district will suggest a homework range of time to guide teachers and families (see Appendix I).

#### IV. Responsibilities

- A. School Site – Each school site will conduct regular discussions across grade levels and departments to reflect on the consistency of applying the school district’s student homework policy. This discussion would include:
  - 1. Communicating the homework policy to families, including the purpose of homework, the amount of homework to expect, consequences for not completing homework, and a description of the types of parental/guardian involvement that are expected or acceptable.
  - 2. ~~Attempting to limit the amount of homework on Wednesday evenings or other sacred days due to family commitments with faith-based services or observations.~~
  - 3. Pacing homework assignments among classes to avoid “homework overload” on any given night.
- B. Teachers – Teachers are responsible for assigning meaningful homework for the purpose of enrichment, mastery of skills, and/or completion of daily assignments. The teacher has the responsibility of determining the nature and length of the homework assignment, with the understanding that the students have the ability and skills to complete the work. The teacher will review and/or assess all homework.
- C. Students – Students are to complete their homework in a timely manner. If a student does not understand the homework assignment, they should feel free to contact the teacher for further support and assistance.
- D. Parents/Guardians – Parents/guardians are to facilitate and support monitor their student’s learning activities at home and to assist them as necessary. ~~Parents/guardians should provide a place and atmosphere that is conducive to studying, and encourage the student to do their best work.~~ Parents/guardians are encouraged to contact the teacher, and if necessary the principal, when they have concerns with a student’s homework. and/or their student’s ability to engage in the homework in ways that ensure positive outcomes.

Policy  
adopted: 07/20/09  
revised: 08/10/20  
revised: \_\_/\_\_/25

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

## Appendix I

### **Suggested Range of Time for Homework**

The district suggests that the average time for students to be engaged in homework should begin with 10 minutes per night, per grade level. As some students require more time to complete homework, the suggested range of total minutes per day is:

- Primary: 10–30 minutes
- Upper Elementary: 40–60 minutes
- Middle School: 60–90 minutes
- High School: 90–120 minutes

Students taking multiple Advanced Placement courses should expect to spend additional time on homework.

It is recommended that parents/guardians and/or students communicate directly with teachers if their child is or they are struggling with homework. A key indicator of struggle is that the time spent on homework is substantially out of alignment with the suggested ranges on a regular basis. There may be some days that more or less time is required. Administration will work with teachers and families to monitor the suggested ranges and offer changes in the ranges as appropriate.

## Education Programs

### Homeschooling

#### I. Purpose

This policy recognizes and provides guidelines in accordance with state law for parents or guardians who wish to have their children receive education in a homeschool that is an alternative to an accredited public or private school.

#### II. General Statement of Policy

The Compulsory Instruction Law (~~Minn. Stat. §120A.22~~) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship. (~~Minn. Stat. §120A.22, Subd. 1~~).

#### III. Conditions for Homeschooling

The Compulsory Instruction Law (~~Minn. Stat. §120A.22~~) requires the person in charge of a homeschool and the school district to provide instruction and meet the requirements of the law.

#### IV. Immunizations

The parent or guardian of a homeschooled child will submit required immunization statements as required by ~~Minn. Stat. §121A.15, Subds. 1, 2, 3, 4, 12~~ state law, on the appropriate Minnesota Department of Education form, to the ~~Director of Equity and Enrollment of the district in which the child resides~~ school district's Enrollment Center by October 1 of the first year of homeschooling in Minnesota and in the grade 7 year. (~~Minn. Stat. §121A.15, Subd. 8~~).

#### V. Assessment of Performance

Each year, the performance of each child who is not enrolled in either a public school or an accredited nonpublic school must be assessed using a nationally norm-referenced standardized achievement test. If this test does not assess all the statutorily required subject areas, the parents or guardian must assess the student's performance in those subject areas. If the results of the assessments indicate that the child's performance on the total battery score is at or below the 30<sup>th</sup> national percentile or one grade level below the performance level for children of the same age, the parent or guardian will obtain additional evaluation of the child's abilities and performance for the purpose of determining whether the child is in need of instructional support.

## VI. Textbooks, Instructional Material, and Standard Tests

Upon formal request as required by law, the school district will provide textbooks, individualized instructional materials, and standardized tests and loan or provide them for use by a home-schooled student, as provided in ~~Minn. Stat. §123B.42 and Minn. Rules Ch. 3540~~ by state law. The district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to ~~Minn. Stat. §§123B.40-123B.48~~ under state law for this purpose. If the curriculum has both physical and electronic components, the district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the district does not incur more than an incidental cost as a result of providing access electronically.

## VII. Pupil Student Support Services

Upon formal request as required by law, the school district will provide pupil student support services in the form of health services and counseling and guidance services to a home-schooled student, as provided by ~~Minn. Stat. §123B.44 and Minn. Rules Ch. 3540~~ state law. The district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to ~~Minn. Stat. §§123B.40-123B.48~~ state law to meet such requests. for any of these purposes.

## VIII. Extracurricular Activities

- A. Resident pupils who receive instruction in a homeschool (where five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students (~~Minn. Stat. §§123B.36, Subd. 1 and 123B.49, Subd. 4~~) following these regulations:
1. The home-schooled student must reside within the Edina Public Schools' attendance boundaries and participate in the activity at the school in the attendance area as determined by the school board.
  2. The homeschool is solely responsible for any costs or fees associated with all registration requirements and user fees. All official reimbursements will go to the district.
  3. The home-schooled students must comply with district rules and policies, as well as school practices.
  4. The school name will be listed as Edina High School, or the name of the Edina middle school the child would attend if not homeschooled, on all official tournament publications.
  5. All home-schooled students must go through the same competitive process for participation as public school students.
  6. Transportation to and from activities will be provided by the homeschool.

## IX. Shared-Time Programs

- A. Students who reside within the Edina Public Schools' attendance boundaries, and who are registered with the [school](#) district as non-public students (including home-schooled students), and are in compliance with the Minnesota Compulsory Instruction Law, may apply for limited shared-time enrollment privileges in ~~Edina Public Schools~~ [the district](#). Students who wish to participate in shared-time enrollment must register as a student with the ~~school~~ district prior to attending any K-12 shared-time classes and programs.
- B. Families applying for shared-time enrollment in ~~Edina Public Schools~~ [the district](#) will complete the shared-time program application and forward it to the student enrollment office for consideration. The timeliness of the district's decision will be dependent on the actual student enrollment in the requested shared-time program (see Appendix II).
- C. The district may limit enrollment of shared-time students in classes based on the capacity of a program, class, grade level, school building, and individual learning needs of each student. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared-time students to classes.
- D. To be approved for a specific course, a shared-time student must have completed all prerequisite course requirements and may be required to demonstrate appropriate skills and/or knowledge levels.
- E. When participating in a shared-time course, home-school students will be subject to all the same school and district policies, regulations, and rules which apply to public school students, including student rights and responsibilities, grading, and attendance and performance expectations.
- F. A high school student who is enrolled as a shared-time student does not qualify for an Edina Public Schools' high school diploma, participation in honor rolls, and other recognition available to full-time ~~Edina Public Schools'~~ [district](#) students.

## X. Optional Cooperative Arrangements

### A. Activities

- 1. A homeschool which is a member of the Minnesota State High School League may request that the [school](#) district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League Bylaws ~~403.00~~. The approval of such an arrangement will be at the discretion of the school board.

Minnesota State High School League-sponsored activities occur when there are six or more students receiving instruction in the homeschool or the homeschool students are not residents of the school district.

- a. The homeschool must become a member of the Minnesota State High School League in accordance with the rules of MSHSL.
  - b. The homeschool is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
  - c. The homeschool is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any district activity fees associated with the Minnesota State High School League activity.
2. Non-Minnesota State High School League activities where six or more students receive instruction in the homeschool.

A home-schooled student may participate in non-Minnesota State High School League activities offered by the district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home-schooled students may not be charged higher activity fees than other public school students. Approval will be granted at the discretion of the school board.

#### B. Transportation Services

1. The ~~school~~ district may provide non-public, non-regular transportation services to a home-schooled child.
2. The school board of the district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

#### Legal References:

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

Minn. Stat. § 120A.24 (Reporting)

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

Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)

Minn. Stat. § 123B.36 (Authorized Fees)

Minn. Stat. § 123B.40 (Declaration of Policy))

Minn. Stat. § 123B.41 (Definitions)

Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)

Minn. Stat. § 123B.43 (Use of Individualized Instructional Materials)  
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)  
Minn. Stat. § 123B.45 (Payments for Contractual Obligations)  
Minn. Stat. § 123B.46 (Administrative Costs)  
Minn. Stat. § 123B.47 (Notice to Districts; Proration)  
Minn. Stat. § 123B.48 (Limit on District Obligations)  
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)  
Minn. Stat. § 123B.86 (Equal Treatment)  
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Rules Ch. 3540 (~~Textbooks; Individualized Instruction Materials;~~  
Standardized Tests [Nonpublic Schools](#))

[MSHSL Bylaw 403.00 \(Cooperative Sponsorship of an Activity by Two or More Member Schools\)](#)

Cross References:

Policy 510 (~~Nonresident~~ [Open](#) Enrollment)  
Policy 628 (Student Activities Program)

Policy  
adopted: [07/20/09](#)  
revised: 12/15/15  
revised: 12/12/16  
revised: [06/12/17](#)  
revised: [08/12/19](#)  
revised: [\\_\\_/\\_\\_/25](#)

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

## Appendix I to Policy 611

### Homeschooling Procedures

#### I. Conditions for Homeschooling

- A. The superintendent or designee will report the number of resident students who are attending non-public schools, including homeschools, to the Minnesota Department of Education.
- B. ~~Minn. Stat. § 120A.22~~ State law defines homeschool instruction. Homeschooling may not be provided by anyone operating in their capacity as an employee of the school district. State guidelines relating to instructor qualifications, reporting requirements, enforcement, and prosecution will be strictly followed.
- C. Homeschool instructors must meet at least one of six of the following requirements stipulated by the statute:
  1. Hold a valid Minnesota teaching license in the field and for the grade level taught.
  2. Be directly supervised by a person holding a valid Minnesota teaching license.
  3. Successfully complete a teacher competency examination.
  4. Provide instruction in a school that is accredited by a state-recognized accrediting agency.
  5. Hold a baccalaureate degree.
  6. Be the parent or guardian of the child.

#### II. ~~Reports to the Director of Equity and Enrollment~~ Required Documentation

The person responsible for providing instruction to a child between the ages of 7 and 17 must submit the following information to the ~~Director of Equity and~~ school district's Enrollment Center:

- A. By October 1 of each school year:
  1. The name, birth date, and address of each child receiving instruction.
  2. The name of each instructor and evidence of compliance with one of the statutory requirements
  3. An annual instructional calendar.
  4. Immunization statements as required by ~~M.S. 121A.15, Subds. 1-9~~ state law.
- B. For each child whose instructor meets none of the requirements for being a qualified instructor other than being the parent or guardian, a quarterly report card on the achievement of the child in each required subject area.

#### III. Compliance

- A. The ~~Assistant S~~uperintendent or their designee may make an annual on-site visit, at a mutually agreed upon time, to an unaccredited non-public school, home, or other institution where children are receiving instruction. The purpose of these visits will be limited to monitoring compliance with the requirements relating to curriculum, instructors, instruction time, and material. If there is evidence of a violation of requirements, the director of marketing and communications or designee may make additional visits during the school year. In lieu of the visit, a parent or guardian who is providing instruction may present to the

director documentation that required subjects are being taught. Documentation will include class schedules, copies of curriculum materials, and descriptions of assessment tools.

- B. In the event that statutory guidelines are not being followed, the director of marketing and communications will notify the parent(s) or guardian(s), in writing, of violations in the compulsory attendance requirements. The parent(s) or guardian(s) must correct the violations within 15 days of receipt of written notification.

If the parent(s) or guardian(s) fails to correct the violations, the director will request fact-finding and mediation services from the commissioner of education. If the violations are not corrected through the fact-finding and mediation process, the director will notify the county attorney. The director will notify the parent(s) or guardian(s) by certified mail of the director's intent to notify the county attorney of the alleged violations.

- C. By October 15 of each school year, the director of marketing and communications will make an annual report to the commissioner of education.

Established: 12/12/16  
revised: \_\_/\_\_/25

Established: 12/12/16  
[DELETE THIS BOX.]

Appendix II to Policy 611  
**Shared-Time Program Application**

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Homeschool Registered: \_\_\_ Yes \_\_\_ No \_\_\_

Resident Address: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

School Year: \_\_\_\_\_ Date of Submission: \_\_\_\_\_

Family Need/Rationale for Shared-Time Program(s):

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**Shared-Time Program(s) Request**

Preferred School: \_\_\_\_\_

<b>Subject(s)</b>

**Optional Cooperative Agreement Request**

<b>Activity(s)</b>

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

**Date:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**District Administrative Approval:**

Approved                       Denied

Approved with the following modifications:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**District Administrative Decision-Makers:**

\_\_\_\_\_  
Assistant Superintendent

\_\_\_\_\_  
Building Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

VIII. **Action**

VIII.A. K-12 Social Studies Curriculum Adoption



**Board Meeting:** May 5, 2025

**Title:** K-12 Social Studies Curriculum Adoption

**Type:** Action

**Presenter(s):** Bethany VanOsdel, Assistant Director of Teaching and Learning; and Jody De St. Hubert, Director of Teaching and Learning

**Description:** In response to the suspension of Minnesota's revised Social Studies standards and Ethnic Studies requirements under HF29, Edina Public Schools is advancing curriculum updates aligned with the current 2012 standards while pausing the Ethnic Studies review. Despite the legislative shift, the district's K–12 Social Studies Design Team—composed of dedicated educators across all levels—has completed a robust review process and is recommending new, high-quality instructional resources to ensure consistency, academic rigor, and equitable access to core content. These recommendations address outdated or inconsistent materials currently in use and reflect the district's commitment to instructional excellence and strategic alignment with the Edina Strategic Plan.

At the same time, the district is postponing the Ethnic Studies curriculum development due to the repeal of its legislative mandate and pending future state guidance. This decision ensures that when the process resumes, it will be grounded in clear expectations and shaped by meaningful stakeholder engagement. The district remains committed to inclusivity and will revisit Ethnic Studies planning once the next standards cycle begins. Moving forward, staff will receive professional development to support implementation of the new materials and prepare for eventual alignment to the next revision of state standards.

**Recommendation:** Review and approve the K-12 Social Studies Curriculum adoption recommendations.

**Desired Outcomes for the Board:** Review and approve the K-12 Social Studies Curriculum adoption recommendations.

**Attachments:**

1. [K-5 Social Studies Course Guiding Change Document](#)
2. [6-12 Social Studies Guiding Change Document](#)
3. [Design Team Role Description](#)
4. [Culturally Proficient School Systems Curriculum and Instruction Continuum](#)
5. [2021 K-12 MN Social Studies Standards](#)
6. [2024 Secondary Social Studies Course Recommendations Board Action 1.8.24](#)
7. [2025-26 Edina High School Course Catalog: Social Studies](#)

## **Background Information**

In accordance with Minnesota Statutes, the Minnesota K–12 Academic Standards are reviewed and revised on a 10-year cycle. During the 2020–2021 school year, the Minnesota Department of Education (MDE) initiated the review and revision process for the Social Studies standards. That process concluded with updates that were set for full implementation in the 2026–2027 school year.

As part of those revisions, the updated standards included a legislative requirement for school districts to offer an Ethnic Studies course. It is important to note that while districts were required to offer this course, students were not required to take it, and therefore it did not impact graduation credit requirements. In addition to the standalone course, the new standards also introduced an Ethnic Studies strand, intended to be embedded across all content areas, including Social Studies instruction for all students in grades K–12.

However, legislation passed during the 2023 Minnesota legislative session significantly altered the path forward. Specifically, House File 29 (HF29) suspended the current Social Studies standards review cycle and repealed the Ethnic Studies requirements originally set for 2026–2027. Under this bill, school districts are now required to continue using the 2012 Social Studies standards until the next scheduled revision in the 2030–2031 school year.

This bill was enacted in mid-February, after the Edina Public Schools Social Studies curriculum review teams had already completed a comprehensive evaluation process and developed curriculum recommendations. Following careful review of HF29 and the recommendations, district administration and curriculum teams agreed it was essential to move forward with the proposed curriculum for board approval, while pausing the Ethnic Studies review plan.

## **Rationale for Moving Curriculum Recommendations Forward**

There are two primary reasons for proceeding with curriculum recommendations at this time:

1. **Alignment with Current Standards:** The proposed curriculum materials are closely aligned with the 2012 Minnesota Social Studies standards, which remain in effect following the passage of HF29.
2. **Need for Updated and Consistent Resources:** At present, Edina Public Schools lacks common Social Studies curriculum resources in grades K–8 and relies on significantly outdated materials in grades 9–12. This situation creates substantial challenges. When teachers must source their own instructional materials, rather than relying on vetted, standards-aligned resources, it can result in:
  - Variability in the quality and accuracy of instructional content;
  - Inconsistency in instruction across classrooms and grade levels; and
  - Increased workload and planning burden on teachers.

As part of the standard curriculum review and implementation process, once the board approves the recommended materials, staff will receive support and professional development to ensure effective implementation aligned with the 2012 standards. When new standards are introduced in the 2030–2031 cycle, Social Studies review teams will reassess and realign the curriculum accordingly. This phased and strategic approach ensures that Edina Public Schools continues to provide students with access to a comprehensive and coherent Social Studies education, in alignment with Strategy A of the Edina Strategic Plan.

## Rationale for Pausing the Ethnic Studies Review Plan

There are also two main reasons for pausing the Ethnic Studies review process:

1. **Uncertainty Following Legislative Changes:** Ethnic Studies represents a new instructional component within the Social Studies standards. The district had developed a plan to establish a dedicated review team, co-led by Bethany VanOsdel (Teaching and Learning Social Studies Lead) and Frannie Becquer (Director of Achievement, Equity, and Multilingual Learning). Although the team had been identified, it had not yet convened when HF29 was passed. Given that this legislation repealed the original implementation timeline and requirements for Ethnic Studies, moving forward with the review before clear expectations are reestablished would be premature and inefficient.
2. **Commitment to Meaningful Stakeholder Engagement:** A foundational goal of the Ethnic Studies review is to ensure that students, families, staff, and community members are authentically engaged in shaping the curriculum. Pausing the process now enables the district to realign its review plan once there is greater clarity from the state. This ensures that stakeholder input is gathered with purpose and relevance, and that the eventual development of Ethnic Studies curriculum reflects the district's commitment to inclusivity, equity, and educational excellence

## Standards, Curriculum, and Instructional Outlines

All students deserve equitable access to rigorous core content through the use of the Minnesota State Standards, comprehensive and viable curriculum, and evidence based literacy instruction. Social Studies are a priority for all educators at every level, shown by committing to:

- **Standards and Curriculum** - Rigorous core content begins with standards as common expectations to guide instruction, assessment, and outcomes. The MN K-12 2012 Social Studies Standards outline clear goals for **Civics and Government, Economics, Geography, and U.S. and World History**. Curriculum review is an ongoing process to ensure high quality, research and evidence based resources that
  - support effective instruction, alignment, and application of the standards;
  - provide strategies for differentiated instruction based on students' needs;
  - are culturally and linguistically relevant and responsive; and
  - build background knowledge and understanding of key learning concepts.

## Curriculum Review Process

**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.”* One way we live out this value is by including teachers in the review, design and implementation of district programming. This is done through the use of “district design teams.” A design team is a group of representatives who opt in to serve, guide and inform district decisions.

The following staff members have been integral in the review and recommendation that resulted from the curriculum review process:

Elementary School	Middle School	High School
Julie Baker Patrick Burley Allyson Dardis Elizabeth Graser Mike McCarthy Jamie Young	Troy Beckman Jason Heeringa Anile Morales Jason Pusey Karen Uhler Trista Virtue Lara Wark	Erik Anderson Chris Griggs Kjersti Humphry

The exemplary commitment of our teacher leaders is instrumental in advancing our district's educational practices. Their willingness to extend their impact beyond their classrooms demonstrates an unwavering dedication to excellence. ***We extend our deepest appreciation to these educators whose collaborative efforts and expertise ensure we make informed, student-centered decisions that benefit all Edina learners.***

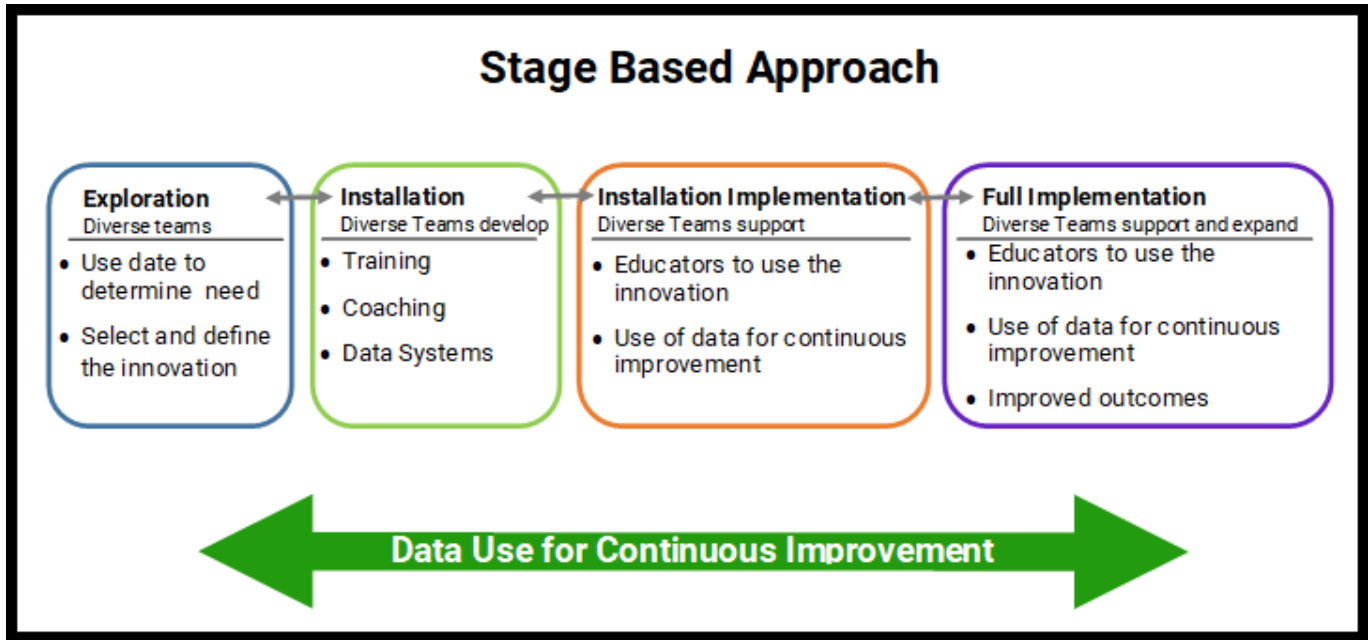
The Design Team has used a proven process following Implementation Science to build upon current best practices in Edina and to consider opportunities for improvement. The team is drafting a plan that will recommend program updates and instructional/course enhancements as they align to the new standards.

**Timeline, Goals, and Milestones**

Project Map:		
What	When	Who
<ul style="list-style-type: none"> <li>● Create Role Descriptions communicated</li> <li>● team created</li> <li>● dates set for meetings</li> </ul>	By MEA	Jamie - K-5 Bethany 6-8 vs 6-12
<p><b>Meeting #1</b></p> <p>Introduction to process Start looking at current reality Secondary - 9-12 - course catalog revision recommendations</p>	November 2023	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
<p><b>Meeting #2</b></p> <p>Review current reality and look over new standards and benchmarks</p>	February 2024	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
<p><b>Meeting #3</b></p> <p>Standards alignment and materials review</p>	April 2024	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
<p><b>Meeting #4</b></p> <p>Standards alignment and materials review</p>	Fall 2024	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
<p><b>Meeting #5</b></p> <p>Standards alignment and materials review</p>	Winter 2025	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
<p><b>Meeting #6</b></p> <p>Finalize alignments and recommendations</p>	Spring 2025	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
<p><b>Meeting #7</b></p> <p>Installation planning:</p> <ul style="list-style-type: none"> <li>● Materials</li> <li>● Professional Development</li> <li>● Supports</li> </ul>	Spring/Summer 2025	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)

**Process:**

State standards are all implemented through a Stage Based Approach as it is defined by Implementation Science. In the stage approach, there are 4 main stages that outline the journey to the goal of full implementation. 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 Social Studies Design Team is outlined below:



	<b>Exploration</b>	<b>Installation</b>	<b>Initial Implementation</b>	<b>Full Implementation:</b>
	<ul style="list-style-type: none"> <li>Define current reality</li> <li>Unpack standards</li> <li>Research best practices</li> <li>Select and define the practice/program</li> </ul>	<ul style="list-style-type: none"> <li>The program/practice has been identified and defined</li> <li>Professional Development and coaching are used to prepare for the implementation</li> <li>Resources are purchased</li> <li>Data systems are prepared</li> </ul>	<ul style="list-style-type: none"> <li>Educators begin using the program/practice</li> <li>Data is collected around both implementation and student outcomes</li> <li>Adjustments and alignments</li> </ul>	<ul style="list-style-type: none"> <li>More than 50% of educators are using the program/practice as intended</li> <li>Student outcome data is showing improved outcomes</li> </ul>
<b>K-5</b>	<b>X</b> <b>2022-Spring of 2023</b> <i>Current Reality Guiding Change Review 2021 Standards</i>	<b>X</b> <b>Fall of 2024-current</b>	<i>Planned for 2025-2026</i> <i>Required by 2026-207</i>	2026-ongoing

6-12	X 2022-Spring of 2023 Current Reality Guiding Change Review 2021 Standards	X Fall of 2024-current	Planned for 2025-2026 Required by 2026-207	2026-ongoing
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Initial Implementation begins Fall of 2025

**Materials Review:**

The Exploration of materials is a multi-step process. It begins with a deep review of the current reality. This includes a review of curriculum, instructional resources, scope and sequences and materials aligned to the current standards.

**Elementary Current Reality:**

Grade Level	Which social studies units are you currently teaching?	How much time in your schedule or calendar school year do you generally allot for social studies?	What resources (any and all that apply) are you currently using to support your current grade level SS standards?	What hopes and dreams for future social studies resources might you have as we review our current practices?
5	Age of Exploration (1400-1620)	Not enough. 45 min x 4 times a week for half the year, or twice a week for the whole year.	The vast majority is Teacher-Created. We do have a text that we occasionally use as a jumping off point, but it is almost 20 years old at this point (Houghton Mifflin Social Studies).	In the past 25+ Grades k-4 have never had any sort of curricular resource. Nothing. In this process, we need to adopt a core curricular resource that provides baseline materials for all grades K-5. In addition, we will need to find quality, vetted materials to use as a supplement so that we can address the more Minnesota-specific standards that occur at each grade level.
5	First People, Explorers, Colonies, Revolutionary War	45 min/day for 1 semester	Whatever I can find on the internet or buy myself	Resources thoughtfully sourced (not just dropped in an Amazon cart and shipped to us). Lay out how we are supposed to use them with engaging lessons. It will also be critical that these resources dovetail nicely into the STEAM and ELA work we are doing, or they are likely to be put aside (something will have to give if we can't teach efficiently).
5	1) Geography & Resources, 2) First People, 3) Exploration & Settlement, 4) Colonization, 5) US Revolution, 6) US Constitution	45 mins x 2 days/week - 1 hr 30 mins weekly	Social Studies Textbook (old!!!!!!) and Google Drive SS Resources for Grade 5.	Engaging lessons that are more than just reading from a textbook. Some type of program that involves multimedia/a chance for students to be creative? Similar to mystery science where there is a mix of reading and video. Real-life connections to the content.
5	1. Our Land and First Peoples 2. Exploration and Settlement 3. English Colonies 4. American Revolution	90 min a week	Social Studies text; YouTube videos	I'd like to have a SocSt book which supports the students in understanding the different content topics as well as gaining different perspectives. I'd also like to help the students see how the different decisions of the past are currently affecting events from today.
5	1st people, explorers, colonization, american revolution	due to constraints we have to alternate with science - between the 2 subjects about 3 days a week for 45 minutes	teacher made lessons	TRUE history not just the dominate culture version of events, more hands on resources for students
5	explorers and early peoples	social studies and science is 3 days a week for 45 minutes. We alternate between units.	Slides that someone made on my team -	I would love to have books and a set curriculum. I don't have any teaching manuals or real defined outline of resources. I would also love to have something like Mystery Science where it is all set for us and easy to follow.

**6-8 Current Reality:**

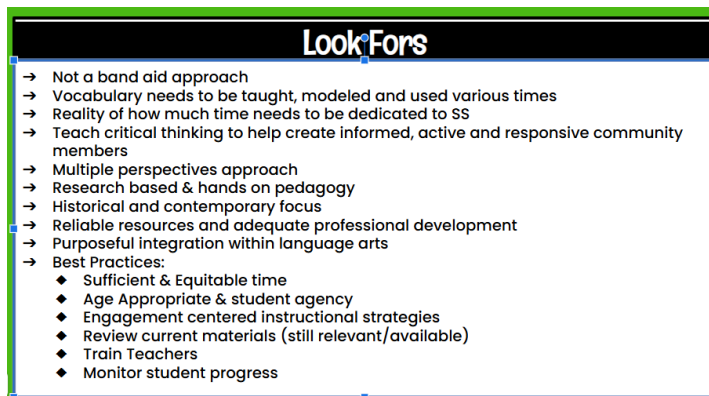
Please work with your team to highlight materials using this KEY:					
Must Have					
Nice to Have					
No Longer Need					
Needs updating					
6th Grade - Focus on MN History					
School	Resources	Strengths	Weaknesses	Opportunities	Threats
Valley View	<p><a href="#">Northern Lights</a></p> <p>CNN10</p> <p>Kahoot!; Quizlet; Gimkit; Blooket</p> <p><a href="#">Shakopee Mdewakanton Website</a> <a href="#">SMSC Discovery</a></p>	<p>Curated by MN Historical Society</p> <ul style="list-style-type: none"> <li>6th Grade Standards</li> <li>eBook w/videos <ul style="list-style-type: none"> <li>Accessibility for ALL students</li> </ul> </li> </ul> <p>Current Events</p> <ul style="list-style-type: none"> <li>Bipartisan news</li> <li>Students learn and share</li> </ul> <p>Engaging for students to review content</p> <p>Dakota community close to Edina (many students have actually been on this reservation...hockey/skating)</p>	<p>Copyright is from 2011</p> <p>Time off during Holidays</p> <p>Limitations put on these resources from district</p> <p>Done during an iEnrich FLEX session</p>	<p>2010+ events</p> <p><a href="#">Field Trips to Historical Sites</a></p> <p><a href="#">SMSC-the Educator Academy</a></p> <p>Usage in class w/teacher oversight</p>	<p>MNHS website is under construction this year</p> <p>Time, Transportation Cost</p> <p>Current Events</p>

In the Exploration Stage of the process, a rubric is co-created and the design team reviews materials. The first phase is to review the program(s) online. If the program(s) pass initial screening, the actual materials are brought in for an in-person review. The rubrics are scored and the top 2-3 are brought back to the team with a program representative presentation to fully explore the program with an expert. The team identified the following priorities for the review:

**Elementary:**

- Discovery Ed.
- Studies Weekly
- Benchmark Advance

Elementary Look Fors:



**Middle School:**

- TCI
- Discovery Ed
- MyWorld

Reviewer Scores:

Savaas	TCI	Discovery Ed	
4	4	2	Standards aligned
4	3	3	Reading support
4	4	3	Multimedia
4	4	2	Integrated with Schoology
3	3	2	Ease of Use
4	4	3	Multiple pathways
3	3	2	Primary source
4	3	3	Relevant and Applicable
4	4	2	Editable/customizable
4	3	2	Cultural Proficient Product

**High School:**

- **Cultural Geography:** Contemporary Human Geo - MasteringGeography, Geography: The Human and Physical World, Human Geography: People, Place, and Culture 12, World Regions in Global Context: Peoples, Places, and Environments, 6th edition, The Cultural Landscape, 14th Edition, AP Edition, World Regional Geography, Human Geography A Spatial Perspective AP® Edition, Introduction to Geography: People, Places & Environment, 6th edition, Geography Alive!

- **AP Human Geography:** National Geographic (Cengage)
- **AP US Government:** Amsco US Government - AP Edition, Stories of a Nation, Abernathy and Waples, American Government Institutions and Policies, AP Edition, Barbour, Christine and Gerald Wright. Keeping the Republic: Power and Citizenship in American Politics.
- **AP Economics:** Bedford, Freeman & Worth
- **AP African American History:** Bedford, Freeman & Worth

The final stage of the review process is a 1-2 hour presentation from each of the finalist programs. The team has the opportunity to ask questions about content, pedagogy, professional development, assessments, on-going support, etc. During this presentation, the team revisits the rubrics and comes to consensus on the recommendation.

### **Recommendation:**

Based on the work of our K-12 Social Studies Design Team, alignment to current 2012 Social Studies standards and the need for comprehensive, consistent, and updated curriculum resources, we recommend the Board approves the purchase of new curriculum resources.

### **Elementary Resource Recommendation:**

The Elementary Resource recommendation is Studies Weekly because it offers a comprehensive approach that addresses the full scope of social studies education rather than a temporary solution. The program intentionally integrates vocabulary development through repeated exposure and application, while respecting realistic classroom time constraints. Studies Weekly emphasizes critical thinking skills that prepare students to become engaged citizens and presents content through multiple perspectives to foster inclusive understanding. Its research-based pedagogy incorporates hands-on learning experiences that bridge historical contexts with contemporary issues. The curriculum includes reliable resources and robust professional development support for teachers. Additionally, the purposeful integration with language arts instruction strengthens literacy connections. Studies Weekly also aligns with best practices by ensuring equitable time allocation, providing age-appropriate content that encourages student agency, employing engagement-centered teaching strategies, utilizing relevant materials, supporting teacher training, and including mechanisms to effectively monitor student progress.

### **Middle School Resource Recommendation:**

The Middle School Resource Recommendation is myWorld (Savvas) because of its comprehensive alignment with educational standards while providing robust reading support for diverse learners. The curriculum's multimedia components engage students through various learning modalities, and its seamless integration with Schoology streamlines classroom management and digital workflow. Teachers appreciated the platform's intuitive interface and ease of use, which reduces technical barriers and maximizes instructional time. myWorld offers multiple pathways for differentiated instruction, allowing educators to tailor learning experiences to individual student needs. The curriculum incorporates extensive primary source materials that develop critical analysis skills and historical thinking. Content is designed to be relevant and applicable to students' lives, creating meaningful connections between academic concepts and real-world contexts. The team was particularly impressed by myWorld's editable and customizable features, which enable teachers to adapt materials to their specific classroom requirements.

### **High School Resource Recommendation:**

5 out of the 6 recommendations for Edina High School are AP texts. AP texts must align with the College Board requirements. All 5 recommendations are aligned:

- The AP texts for AP World History, AP African American History, AP Economics and AP Government are from the same publisher: Bedford, Freeman and Worth (BFW) publishers have become our preferred resource for several Advanced Placement courses at Edina High School. BFW distinguishes itself by providing materials explicitly crafted for the depth and rigor required in AP curriculum, developed by educators and subject matter experts who truly

understand college-level content demands while recognizing the unique pedagogical needs of high school students. Their resources align with College Board requirements.

- AP Human Geography selected the National Geographic text from Cengage because the curriculum leverages National Geographic's expertise in global mapping and cultural geography. Their materials feature stunning visual resources, including high-quality maps, infographics, and photojournalism that bring geographic concepts to life for students. The program incorporates authentic case studies from National Geographic's extensive global research, providing students with current, real-world applications of geographic theories. Their materials are aligned with College Board requirements and offer practice that mirrors actual exam questions.
- Cultural Geography is not an AP course. The team recommended the Pearson Contemporary Human Geography text because it offers developmentally appropriate content that bridges middle school social studies concepts with high school analytical thinking. The text presents complex geographic principles through accessible language and engaging visual elements that resonate with freshmen students while maintaining academic rigor. For Edina specifically, the curriculum aligns well with the district's emphasis on global citizenship and cultural understanding, preparing students for the community's international mindset and diverse perspectives. The text's comprehensive coverage of population patterns, cultural diffusion, economic development, and human-environment interactions provides a solid foundation for Edina's vertical curriculum alignment. The supporting digital resources enable differentiated instruction that accommodates varying learning needs across classrooms while maintaining consistency across the district's sections.

**Budget:**

<b>COLOR CODE BY YEAR:</b>	<ul style="list-style-type: none"> <li>• Black - no purchase needed</li> <li>• Green - purchase for <b>2025-2026</b> (\$311,000)</li> <li>• Orange - purchase for <b>2026-2027</b> (\$358,000)</li> <li>• Red - purchase for <b>2027-2028</b> (22,000)</li> </ul>	
<b>K-5</b>	<i>Studies Weekly</i> <span style="background-color: yellow;">(\$240,000 for 5 years)</span>	
<b>6th</b>	MN History <i>Northern Lights</i> ( 7 years)	
<b>7th</b>	<b>American History</b> <i>Savvas</i> <span style="background-color: yellow;">(\$82,000 for 7 years)</span>	
<b>8th</b>	<b>World History and Geography</b> <i>Savvas</i> <span style="background-color: yellow;">(\$82,000 for 7 years)</span>	
<b>9th</b>	<b>Cultural Geography</b> <b>Contemporary Human Geography</b> <i>Pearson</i> <span style="background-color: yellow;">(\$50,000 for 6 years)</span>	<b>AP Human Geography</b> <i>National Geographic</i> <span style="background-color: yellow;">(\$75,000 for 6 years)</span>

<b>10th</b>	<b>World History</b>		<b>AP World History</b>	<b>AP European History</b>
<b>11th</b>	<b>US History</b>		<b>AP US History</b> <i>America's History for the AP Course</i> <b>(\$22,000 for 8 yrs)</b>	<b>AP African American History</b> <i>Freedom on my Mind: A History of African Americans</i> <b>(\$22,000 for 10 years)</b>
<b>12th</b>	<b>Economics</b>	<b>AP Economics</b> <i>Krugman's Economics</i> <b>\$51,000 for 6 yr</b>	<b>US Government</b>	<b>US AP Government</b> <i>Bedford American Government Studies of a Nation</i> <b>\$67,000 for 6 yrs</b>

### Edina High School Electives

Criminal Law
Psychology
Sociology
Philosophy
AP Comparative Government

VIII.B. Intermediate School District No. 287 -  
Long-Term Facilities Maintenance Proportionate  
Share - Fiscal Year 2027



**Board Meeting Date:** 5/5/2025

**Title:** Intermediate School District No. 287 – Long-Term Facilities Maintenance Proportionate Share – Fiscal Year 2027

**Type:** Action

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

**Description:** The 2015 legislative session established the Long-term Facilities Maintenance (LTFM) Revenue Program for School Districts, replacing the Health and Safety Revenue, Deferred Maintenance Revenue, and Alternative Facilities Bonding and Levy programs beginning with fiscal year 2017.

Annually, Intermediate School District No. 287 must have a ten-year capital plan adopted by its board and each member district's school board. Intermediate School District No. 287 approves the levy a year in advance to accommodate several of its member districts who levy a year in advance.

**Recommendation:** Approve Intermediate School District No. 287's Long-Term Facilities Maintenance expenditure plan for fiscal years 2027 through 2036 and adopt the resolution affirming the District's portion of the fiscal year 2027 expenditures in the amount of \$143,737.

**Desired Outcomes from the Board:** Approve the District administration's recommended action and execute the attached resolution.

**Attachments:**

1. Resolution – LTFM Expenditure Budget – Intermediate School District No. 287 – FY2027
2. Intermediate School District No. 287 LTFM Member Allocations – FY2027
3. Intermediate School District No. 287 – FY2026 to FY2027 Levy Change

EXTRACT OF MINUTES OF MEETING  
OF SCHOOL BOARD OF  
INDEPENDENT SCHOOL DISTRICT NO. 273  
(Edina Public Schools)  
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a School Board meeting of School District No. 273, State of Minnesota, was held on May 5, 2025 at 7:00 p.m., for the purpose, in part, of approving the Intermediate School District No. 287's Long-Term Facility Maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's long-term facility maintenance projects and related debt service payments in the district's application for long-term facility maintenance.

\_\_\_\_\_ introduced the following resolution and moved its adoption:

**RESOLUTION APPROVING INTERMEDIATE SCHOOL DISTRICT  
NO. 287'S LONG-TERM FACILITY MAINTENANCE PROGRAM  
BUDGET AND AUTHORIZING THE INCLUSION OF A  
PROPORTIONATE SHARE OF THOSE PROJECTS IN THE DISTRICT'S  
APPLICATION FOR LONG-TERM FACILITY MAINTENANCE  
REVENUE**

BE IT RESOLVED by the School Board of Independent School District No. 273, State of Minnesota, as follows:

1. The School Board of Intermediate School District 287 has approved a long-term facility maintenance program budget for its facilities for the 2026-27 (fiscal year 2027) school year in the amount of \$1,702,120.00 of which District No. 273's proportionate share is \$143,737.42, consisting of \$77,732.65 for pay as you go projects and \$66,004.77 for debt service payments on the 2017B Facilities Maintenance Bonds and the 2022A Facilities Maintenance Bonds. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved. (Exhibit A)
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total

cost of the intermediate school district long-term facility maintenance program times a three year weighted average adjusted pupil units formula. For 2026-27, (FY 2027) the long-term facility maintenance costs shall be funded through annual levy. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for FY 2027 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

4. Pursuant to Minnesota Statutes Section 123B.595, Subdivision 3, the intermediate district issued \$5,065,000 Facilities Maintenance Bonds, Series 2017B. Such bonds are payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.
5. Pursuant to Minnesota Statutes Section 123B.595, Subdivision 3, the intermediate district issued \$4,750,000 Facilities Maintenance Bonds, Series 2022A. Such bonds will be payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.

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

And the following voted against the same:

Whereupon said resolution was approved and adopted by the school board of Independent School District No. 273.

STATE OF MINNESOTA

COUNTY OF HENNEPIN

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 273, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. 273, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Intermediate School District No. 287's long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of the Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk this 5th day of May 2025.

\_\_\_\_\_  
Cheryl Barry  
Clerk



**Change in tax levy between Lease Levy and LTFM Levy**

Estimated Pay 26 Levy (FY27)		LTFM	Leases	Total	Change from PAY25	Est. FY24-25 District APU's	% of Total APUs
286	Brooklyn Center	57,825.30	148,666.84	206,492.14	(2,700.94)	2,340	2.2%
272	Eden Prairie	176,020.44	468,651.61	644,672.05	8,176.06	9,690	9.2%
273	Edina	143,737.42	375,174.66	518,912.08	(995.01)	9,449	9.0%
270	Hopkins	158,290.32	416,194.54	574,484.86	(651.39)	7,080	6.8%
276	Minnetonka	78,391.00	204,939.26	283,330.26	1,769.16	12,363	11.8%
278	Orono	46,300.56	127,961.66	174,262.22	4,426.70	3,221	3.1%
279	Osseo	360,626.78	932,091.85	1,292,718.63	(19,948.85)	23,232	22.2%
280	Richfield	100,750.80	265,892.42	366,643.22	4,019.21	4,210	4.0%
281	Robbinsdale	249,852.94	644,038.82	893,891.76	(5,050.61)	11,522	11.0%
283	St. Louis Park	86,075.31	222,613.42	308,688.73	(2,747.56)	4,903	4.7%
284	Wayzata	180,147.11	481,956.04	662,103.15	9,578.48	14,184	13.5%
277	Westonka	64,102.02	173,935.24	238,037.26	3,528.88	2,602	2.5%
		<u>1,702,120.00</u>	<u>4,462,116.36</u>	<u>6,164,236.36</u>	<u>(595.87)</u>	<u>104,796</u>	<u>100.0%</u>
Change from Pay 25		722,120.00	(722,715.87)	(595.87)			

Actual Pay 25 Levy (FY26)		LTFM	Leases	Total	Total District Levy	Interm. LTFM/Lease levy as % of total dist.
286	Brooklyn Center	33,051.30	176,141.78	209,193.08	8,016,795	2.6%
272	Eden Prairie	100,319.66	536,176.33	636,495.99	63,217,981	1.0%
273	Edina	82,068.14	437,838.95	519,907.09	75,948,166	0.7%
270	Hopkins	92,967.70	482,168.55	575,136.25	68,992,950	0.8%
276	Minnetonka	42,774.06	238,787.04	281,561.10	70,163,615	0.4%
278	Orono	28,799.26	141,036.26	169,835.52	23,821,927	0.7%
279	Osseo	214,161.35	1,098,506.13	1,312,667.48	142,285,709	0.9%
280	Richfield	55,726.72	306,897.29	362,624.01	34,421,582	1.1%
281	Robbinsdale	137,864.63	761,077.74	898,942.37	76,478,138	1.2%
283	St. Louis Park	49,242.06	262,194.23	311,436.29	44,012,599	0.7%
284	Wayzata	103,778.08	548,746.59	652,524.67	96,322,943	0.7%
277	Westonka	39,247.04	195,261.34	234,508.38	21,701,451	1.1%
		<u>980,000.00</u>	<u>5,184,832.23</u>	<u>6,164,832.23</u>	<u>725,383,856</u>	<u>0.8%</u>

**Note:** The proportionate share allocated to member districts is determined using 1/3<sup>rd</sup> APU's and 2/3rds on a 3-year weighed program usage formula developed with member district business directors.

VIII.C. Policy Review (509, 510, 527, 528, 538,  
612)



**Board Meeting Date:** 5/5/2025

**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 509 Resident Enrollment and Assignment
- Policy 510 Open Enrollment
- Policy 527 Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches
- Policy 528 Student Parental, Family, and Marital Status Nondiscrimination
- Policy 538 Student Travel
- Policy 612 Development of Parental Involvement Policies for Title I Programs

**Recommendation:** Approve the suggested modifications for Policies 509, 510, 527, 528, 538, 612.

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

**Attachments:**

1. Policy 509 Resident Enrollment and Assignment
2. Policy 510 Open Enrollment
3. Policy 527 Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches
4. Policy 528 Student Parental, Family, and Marital Status Nondiscrimination
5. Policy 538 Student Travel
6. Policy 612 Development of Parental Involvement Policies for Title I Programs

## Students

### Resident Enrollment and Assignment

#### I. Purpose

This policy provides procedures for students who are residents of the school district and are to be enrolled and admitted into the district's schools.

#### II. General Statement of Policy

- A. The school district is committed to providing students with appropriate learning options that enable them to establish and maintain a successful educational plan.
- B. A student's ~~registration for~~ enrollment into the district will be coordinated through the district's Student Enrollment Center, located at 5701 Normandale Road, Edina, Minnesota. The center will provide the student's parent/guardian with the enrollment options available to them. The student will be placed into an assigned grade level, based on the student's age and schooling experience.
- C. Each elementary and middle school, with the exception of district choice programs: ~~Normandale~~ French Immersion Elementary School, Countryside Spanish Dual Language, and Continuous Progress programs, has a defined school attendance area that has been approved by the school board. The high school attendance area aligns with the district boundary boundaries. Upon completion of the ~~registration~~ enrollment and admittance forms, each student will be assigned to a district school, based on the student's home residency or District Choice Program to which they have been admitted. If available to the student, busing will be provided. ~~This will also be the school to which a student will be provided busing, except in the case of Edina Virtual Pathway, if it is available to the student. Students enrolled in a District Choice Program will be provided busing, if it is available to the student.~~
- D. The district may allow a student to attend a school not in the student's attendance boundary area based on the following options:
  1. Intra-district transfer
  2. District choice programs
- E. A school-initiated transfer may be recommended by the district. This transfer would be initiated by the building principal.

- F. The district will work cooperatively with a parent/guardian pursuing educational options beyond those provided by the district, including homeschooling, non-public schools, and other public schools.

### III. ~~Registration~~ Enrollment Process

A parent/guardian with a school-age child who is a resident of the school district may enroll their child for admittance into the district at the district's Student Enrollment Center. The center will provide all the necessary information required for enrollment and the school options available to a parent/guardian. A parent/guardian must complete or provide:

1. ~~Registration~~ Enrollment forms;
2. Certified birth certificate, passport/visa, or official US court/government document indicating the child's full legal name and birth date;
3. Current immunization records; and
4. Upon ~~registration~~ enrollment, a parent/guardian moving into the district attendance area must present an original, signed lease of a property located within the district for the duration of the school year or a signed copy of the closing paperwork for the purchase of a home within the district. A parent/guardian already residing in the district attendance area must present sufficient evidence proving residency.

### IV. Assigning a Student to a School

- A. Each student will be assigned to a grade level and school based on the student's age, ~~and~~ schooling experience, ~~and~~ their home residency, or District Choice Program admittance. ~~as it relates to the school's attendance areas. Students may be assigned to a District Choice Program school if admitted.~~
- B. The school district may place a student who registers enrolls after the beginning of a school year at a school other than the student's resident-assigned school and provide required busing. The student will be allowed to attend their resident-assigned school at the start of the next school year.
- C. ~~A student's access to bus transportation to a school will be based on the student's home residency.~~

### V. Parent/Guardian Moves Out of the District

A student whose parent/guardian moves to another Minnesota district will be subject to the following enrollment options:

A. Prior to the Start of the School Year:

The student will need to apply to the school district for open enrollment and will ~~not~~ be guaranteed continual [district](#) placement.

B. During the School Year:

The student will need to ~~apply~~ [complete](#) ~~to the district for~~ open enrollment [application](#) and can remain at the current school for the remainder of the school year. The student will ~~not~~ be guaranteed continual [district](#) placement.

~~C. Students in Grades 11 and 12:~~

~~Students in grades 11 and 12 will have the option to continue [upon school board approval in accordance with state law](#) under Minn. Stat. § 124D.08, Subd. 3.~~

~~D. Temporarily Living Beyond District Boundaries:~~

~~A currently enrolled student who is temporarily living beyond the district's boundaries will be permitted to attend the student's current school in the district. Temporarily means less than the remainder of the current school year. Individual exceptions to the current school year parameter will be made on a case-by-case basis, if the parent/guardian can produce specific evidence of building, purchasing, or leasing a home in the district. because~~

C. [Edina Virtual Pathway Students:](#)

E. 1. For Edina Virtual Pathway students who move out of the district but remain in the state of Minnesota, the student will need to [complete](#) ~~apply to the district for~~ the open enrollment [application](#) and may remain a student in Edina Virtual Pathway. ~~subject to review and superintendent or designee approval.~~

F. 2. For Edina Virtual Pathway students who ~~move out of the district and leave~~ the state of Minnesota for ~~more than 15~~ [consecutive](#) days, the student's enrollment will be ~~ended~~ [ended](#) ~~subject to review and superintendent approval.~~ [The student can remain in Edina Virtual Pathway if they complete a parent/guardian-paid tuition agreement.](#) The tuition rate for non-resident students ~~not admitted under state law~~ [Minn. Stat. § 124D.08 or Minn. Stat. § 124D.03](#) ~~is the rate calculated by the superintendent or designee.~~

VI. Intra-~~d~~[District](#) Transfer

A. A student residing within the school district boundaries will, unless approved for transfer to another school, attend the school designated for the area in which the student resides.

- B. A student wishing to apply for an intra-district transfer must make a written request using Appendix III.
- C. After conferring with the administration at both schools, the superintendent or designee will make the [final](#) determination on the request based on a variety of factors including, but not limited to, class size guidelines and building capacities. ~~This determination is final.~~
- D. If the request is approved, a letter will be sent to the parent/guardian of the student. A copy of the letter will be sent to the principal of the school that the student is exiting. A copy will also be sent to the principal of the school that the student is entering. If the request is denied, a letter will be sent to the parent/guardian of the student.
- E. Student transportation is the responsibility of the parent/guardian of the student except for transfers ~~from~~ [between](#) a choice program ~~to~~ [and](#) the student's neighborhood school.

## VII. Elementary Choice Programs

- A. The school district offers four elementary choice programs:
  - 1. French Immersion at Normandale Elementary School
  - 2. Spanish Dual Language at Countryside Elementary School
  - 3. Continuous Progress at Highlands Elementary School
  - 4. Continuous Progress at Countryside Elementary School, which will phase out beginning with the fall kindergarten class of 2023
- B. Each choice program has a defined process for accepting applications and determining a child's placement ~~in the choice program~~. A child who has not been placed will be allowed to remain on a waiting list for possible placement during the school year. This process will be reviewed and approved by the superintendent or designee. ([See Appendix I.](#))
- ~~C. A parent/guardian may inquire about a choice program by contacting the school office.~~

## VIII. Secondary Program Options

- A. A student will be assigned to secondary schools based on the student's residence in an elementary attendance area, not on the student's enrollment in an elementary school. This assignment includes students from the elementary Continuous Progress program schools. A student in the Concord, Cornelia, or Highlands Elementary School attendance area is in the South View Middle

School attendance area. A student in the Countryside or Creek Valley Elementary School attendance area is in the Valley View Middle School attendance area.

- B. A student completing grade 5 at Normandale Elementary School can participate in the Extended French program at Valley View Middle School or be assigned to the middle school based on the student's ~~non-immersion~~ elementary attendance area.
- C. Enrollment of an international student in the school district will require the establishment of a legal or educational guardianship and participation in a district-sanctioned student exchange program. The district may permit other international students to enroll, depending upon their degree of English proficiency and their length of tenure as a student in the district.

#### IX. School-Initiated Transfers

- A. The principal may recommend the transfer of a student to a different school by submitting a letter to the superintendent identifying the reason for the recommendation and providing supportive background information.
- B. After conferring with the parent/guardian and/or student and the appropriate staff at both schools, the superintendent **or designee** will rule on the request. A decision to approve an intra-district transfer will be made in the best interests of the individual student and only if both the receiving and sending schools/programs **s** are supportive of the transfer. This decision is final.
- C. If the recommendation is approved, the parent/guardian, student, and principals will be notified by the superintendent **or designee**.
- D. The transfer will be for the duration of the current semester. At the end of the semester, the current building administrator will review the reason for transfer and its outcomes with the student and/or parent/guardian. The principal will make a recommendation to the superintendent or designee as to whether the current building assignment should continue for the student. The superintendent makes the final determination.
- E. Student transportation is the responsibility of the parent/guardian of the student. If the district has a bus stop established and capacity on the bus, the parent/guardian may make a request to district transportation for the student to be picked up at that previously established stop. The district will not provide additional transportation routes or stops.

#### X. Procedure for Verifying Assigned Guardian

If the student does not reside with their parent/guardian, but lives with another adult or adults whose residence is within the school district attendance boundaries, the parent/guardian must present a signed, notarized, educational guardianship

form noting that they have transferred parental authority to the district resident(s), and the district resident(s) must present a signed statement accepting the delegation of parental authority. The Power of Attorney/Delegation of Parental Authority form is appended to this policy as Appendix II.

Legal Reference:

Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)

Minn. Stat. § 124D.03 (Enrollment Options Program)

Cross Reference:

Policy 503 (Student Attendance)

Policy 510 (Open Enrollment)

Policy

adopted: 05/19/08

amended: 01/24/11

amended: 10/22/12

revised: 01/27/14

revised: 12/15/15

revised: 04/17/17

revised: 06/13/17

revised: 10/15/18

revised: 05/09/22

revised: 10/16/23

revised:   /  /25

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

Appendix I to Policy 509

**Elementary Choice Program Enrollment Admission Priorities  
for Continuous Progress Program, Normandale French Immersion, and Spanish  
Dual Language at Countryside**

- A. The school district will determine class size ranges and program capacity for the choice programs.
- B. The enrollment admission priorities will be as follows for kindergarten entrance in the choice programs:
  - 1. Resident students of the school district
    - a. Siblings who follow district ~~registration~~ enrollment process
      - i. Normandale French Immersion program siblings are those who at the time of application, have a sibling enrolled in grades K-5 in the Normandale French Immersion program or in grades 6-8 in the Extended French program. Countryside Spanish Dual Language program siblings are those who at the time of application, have a sibling enrolled in grades K-5 in the Countryside Spanish Dual Language program. Continuous Progress program siblings are those who currently have a sibling enrolled in grades K-5 in the district's Continuous Progress programs.
      - ii. A current district resident student ("Student 1") who is entering grade one through grade five, who has a resident sibling ("Student 2") who was accepted at Normandale French Immersion or Countryside Spanish Dual Language program after Student 1's initial opportunity to enter the kindergarten lottery, ~~will be enrolled if the student successfully passes a school-administered French or Spanish proficiency assessment. Students who pass the assessment will be enrolled~~ given priority preference above the district class size range high number at the discretion of the superintendent or designee.

A student admitted under this provision will not displace other students admitted through the lottery process or students from the waitlist. ~~A student will only be admitted under this provision if the student has successfully passed the school-administered relevant French or Spanish proficiency assessment given at the respective grade level.~~
      - iii. After a current district resident student has been accepted into and attended for one year a ~~the~~ district Continuous Progress (CP) program, that student's siblings may be accepted into the CP program for the following year at the discretion of the superintendent or their designee.
    - b. ~~Students who qualify for educational benefits and meet the district registration choice program preference deadline~~



following the priority order listed in section B above.

- a. ~~Random drawing to determine placement at the time of kindergarten entrance~~  
b. Names are added to the waitlist in order of the application-received date
2. As K-5 openings occur, identified grade level will be factored in acceptance from the waitlist in the Continuous Progress program.
3. As openings occur through the kindergarten year, students will be accepted from the waitlist; and, from that point in time forward, an assessment will be given to determine whether placement is appropriate in the Normandale French Immersion program or the Countryside Spanish Dual Language program.

#### Appendix

revised: 11/08/10  
revised: 02/22/13  
revised: 08/14/14  
revised: 04/13/15  
revised: 12/15/15  
reformatted: 06/12/17  
revised: 05/09/22  
revised: 10/16/23  
reviewed:   /  /25

**EDINA PUBLIC SCHOOLS  
POWER OF ATTORNEY / DELEGATION OF PARENTAL AUTHORITY**

KNOW ALL PERSONS BY THESE PRESENTS THAT:

\_\_\_\_\_  
\_\_\_\_\_  
(Parent First Name) (Middle) (Last)

of the County of \_\_\_\_\_, State of \_\_\_\_\_, does by these presents hereby  
make, constitute, and appoint:

\_\_\_\_\_  
\_\_\_\_\_  
(Guardian/Foster First Name) (Middle) (Last)

of the County of \_\_\_\_\_, State of \_\_\_\_\_, to be my true and lawful Attorney  
in Fact to act in my place with respect to the exercise of parental authority regarding the care,  
custody and property of my child:

\_\_\_\_\_  
\_\_\_\_\_  
(Child First Name) (Middle) (Last)

for the school year term following the date of my signature, pursuant to Minnesota law.

This Power of Attorney in Fact hereby constitutes my delegation to: \_\_\_\_\_  
\_\_\_\_\_  
(Guardian/Foster Name)

of my parental authority regarding the care, custody, and property of: \_\_\_\_\_,  
\_\_\_\_\_  
(Child)

my minor child, born \_\_\_\_\_, including, but not limited to the authority to:  
\_\_\_\_\_  
(Birthdate of Child)

- 1. authorize medical treatment for my child;
- 2. enroll and service my child in school; and
- 3. provide a home, care, and supervision of my child at the home of \_\_\_\_\_.  
\_\_\_\_\_  
(Guardian/Foster Name)

This Power of Attorney in Fact does not authorize \_\_\_\_\_ to consent to the  
\_\_\_\_\_  
(Guardian/Foster Name)  
marriage, adoption, or enrollment in the armed forces of my child, placement in a foster or group  
home, residential treatment center, or special education.

I, \_\_\_\_\_, understand that I am  
legally obligated, pursuant to MN Stat 524.5-211 to provide a copy of this document to any other  
parent within 30 days of its execution unless:

- ~~— a. the other parent does not have visitation rights or has supervised visitation rights; or~~
- ~~— b. there is an existing order for protection under chapter 518B or similar law of another state in effect against the other parent to protect me.~~

IN TESTIMONY WHEREOF, I have hereunto set my hand this \_\_\_\_ day of \_\_\_\_\_,  
20\_\_\_\_\_.

\_\_\_\_\_  
\_\_\_\_\_  
(Parent Signature)

Subscribed and sworn before me this

\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
(Notary Public Signature)



I hereby accept the foregoing Delegation of Parental Authority over \_\_\_\_\_  
\_\_\_\_\_  
(Child)

\_\_\_\_\_  
\_\_\_\_\_  
(Date) \_\_\_\_\_ (Guardian/Foster Signature)

Form [\(1/1\)](#)  
reviewed: 10/22/12  
revised: 07/28/14  
reviewed: 10/16/23

Appendix II to Policy 509

**DELEGATION OF PARENTAL AUTHORITY (DOPA)**

Delegation of Powers by Parent Minn. Stat. § 524.5-211

STATE OF MINNESOTA )  
 ) ss.  
COUNTY OF \_\_\_\_\_ )

1. My name is \_\_\_\_\_.  
(your name)

I am the parent of \_\_\_\_\_.  
(your child's name)

My child's birthdate is \_\_\_\_\_.  
(your child's birthday)

2. I appoint \_\_\_\_\_, to be my legal  
Attorney-in-Fact to have parental authority over my child,  
\_\_\_\_\_.

**Note:** Attorney-in-Fact is what the person you name to care for your child is called. That person does not have to be an attorney.

This DOPA lasts: (check one)

For one year from the date of my signature

OR

until \_\_\_\_\_, (fill in date) which is less than one  
year following the date of my signature.

3. This DOPA gives my Attorney-in-Fact permission to care for and make decisions about my child named above. These decisions include, but are not limited to:

- a. Getting medical treatment for my child
- b. Enrolling my child in school
- c. Providing a home, care, and supervision of my child

4. This DOPA does not give my Attorney-in-Fact permission to consent to the marriage or adoption of my child.

5. I understand that by law I have to give or mail a copy of this document to any other parent within 30 days of signing it unless:

a. The other parent does not have parenting time rights or has supervised parenting time rights

OR

b. There is an existing Order for Protection in effect against the other parent to protect me or my child.

[SIGNATURES ON FOLLOWING PAGE - Page 2]  
Page 1 or 2  
**SIGNATURES**

I swear that everything I have stated in this document is true and correct.

Parent or Guardian:

Date: \_\_\_\_\_

\_\_\_\_\_  
*(sign your name)*

\_\_\_\_\_  
*(print your name)*

Subscribed and sworn to before me  
this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

**Attorney-in-Fact:** *(the Attorney-in-Fact does not have to sign in front of a notary)*

I accept the responsibilities of Attorney-in-Fact for

\_\_\_\_\_  
*(child's name)*

Date: \_\_\_\_\_

\_\_\_\_\_  
*(Attorney-in-Fact signature)*

\_\_\_\_\_  
*(Attorney-in-Fact printed name)*

(Form \_\_/25)

Page 2 of 2



## Students

### Open Enrollment

#### I. Purpose

The school district desires to maintain a consistent enrollment to support continuity in programming and will participate in the **Open Enrollment Options Program** established by state law, ~~and the provisions and requirements of the Minneapolis Transportation Students program.~~ The district may also accept non-resident students through tuition payment. This policy sets forth the application and exclusion procedures used by the district in determining whether to accept nonresident students.

#### II. General Statement of Policy

##### A. Eligibility

Applications for enrollment under this policy will be approved, provided that acceptance of the application will not exceed the capacity of a program; class; grade level; or school site as established by school board resolution and provided that:

1. Space is available for the applicant under class size guidelines established by board action or other directive; and
2. In considering the enrollment capacity of a grade level and/or school building, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the district; or (b) the number of district resident students at that grade level enrolled in a nonresident district in accordance with state law.
3. The applicant is not otherwise excluded by action of the district because of previous conduct in another district.

~~A nonresident preschool-aged child who is open enrolled in the district will be required to open-enroll for kindergarten, with the exception of children participating in a school readiness plus program or a voluntary prekindergarten program for eligible four-year old children pursuant to state law. Open enrollment acceptance of students with disabilities is not limited to site-based special education program capacity.~~ **Open enrollment acceptance of students with disabilities is not limited by the capacity of the program but may be limited based on capacity of the class, grade level, or building.**

## B. Standards That May Be Used for Rejection of Application

In addition to the provisions of section II.A, the district may refuse to allow a student who is expelled under state law to enroll during the term of the expulsion if the student was expelled for:

1. Possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. Possessing or using an illegal drug at school or a school function;
3. Selling or soliciting the sale of a controlled substance while at school or a school function; or
4. Committing an act classified as third-degree assault or greater involving assaulting another and inflicting substantial bodily harm.

## C. Standards That May Not Be Used for Rejection of Application

The district may not use the following standards in determining whether to accept or reject an application for nonresident enrollment:

1. Previous academic achievement of a student;
2. Athletic or ~~extra-curricular~~ [other extracurricular](#) ability of a student;
3. ~~Disabling conditions of a student;~~ [Students with disabilities;](#)
4. A student's proficiency in the English language;
5. The student's district of residence, except where the district of residence is directly included in an enrollment option strategy included in an approved achievement and integration program; or
6. Previous disciplinary proceedings involving the student. This will not preclude the district from [refusing enrollment to an expelled student as set out in Section II.B of this policy](#) or proceeding with exclusion as set out in Section II.F of this policy.

## D. Application for [Open](#) Enrollment Options Program

1. The student and parent/guardian must complete and submit the School District Enrollment Options Program application developed by the Minnesota Department of Education.

2. The application deadline is January 15, preceding the school year for which attendance is desired. [Any applications received after the January 15th deadline will be put on a waitlist.](#)
3. The district will notify the nonresident parent/guardian and the resident district if an application has been accepted or rejected, in most cases, by February 15. The nonresident applicant must notify the district's Student Enrollment Center of the student's commitment to attend by March 1.
4. If the number of nonresident student applicants exceeds the number allotted, as determined by board action (see Section II.A), a lottery will be used to determine applicant placements. The lottery will be completed by the district administration and families will be notified of their lottery status.
5. The lottery status for a family will remain through the duration of the school year for which they sought admittance. The lottery status will not carry forward to the upcoming school year as a new lottery will be completed as outlined in section II (i.e., the lottery position for the family seeking admittance for school year A will remain through the duration of school year A; a new application is required for school year B).

#### E. Transportation

The parent/guardian accepts responsibility for transporting the student to the border of the district unless transportation is provided for under a state or federal subsidy program, or the family lives in a district-approved transportation area. The district will then transport the student to school from the border.

#### F. Exclusion

##### 1. Administrator's Initial Determination

If a district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or district policy, the administrator will transmit the application to the superintendent [or designee](#) with a recommendation of whether exclusion proceedings should be initiated.

##### 2. Review

The superintendent or designee may make further inquiries. If the superintendent determines that the applicant should be admitted, they will notify the applicant and the board chair. If the superintendent or designee determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the district reserves the right to initiate

exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

#### G. Termination of Enrollment

1. The district may terminate the enrollment of an open enrolled student enrolled under an enrollment options program pursuant to state law at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under state law, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under state law.
2. The district may also terminate the enrollment of an open enrolled student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under state law.
3. A student who has not open enrolled in the district in accordance with this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from the district.

Prior to removal from the district, the district will send a written notice of the district's belief that the student is not a resident of the district to the student's parents/guardians. The notice will include (1) the facts upon which the belief is based and (2) notice to the parents/guardians of their opportunity to provide documentary evidence showing residency in person or in writing to the superintendent or designee. The superintendent or designee will make the final determination as to the residency status of the student.

#### III. Open Enrollment Placement

##### A. Currently Enrolled K-12 Students

Nonresident students already enrolled before January 15 of each year will be given a Priority One for continuance at the Edina school at which they are currently enrolled.

~~A.~~ B. The school district will use a lottery in placing students, following the priorities noted below:

1. ~~Priority One: Currently Enrolled Students~~

~~— Nonresident students already enrolled before January 15 of each year will be given a Priority One for continuance at the Edina school at which they are currently enrolled.~~

~~2~~ 1. Priority ~~One~~ **Two**: Intra-District Transfer Requests

Nonresident students, who are already enrolled, may request a transfer to another site. The request must be written and submitted to the superintendent ~~or /~~designee for consideration. **Newly open-enrolled students may be considered for intra-district transfers the following school year.**

~~3~~ 2. Priority ~~Two~~ **Three**: Staff ~~Requests~~ **Siblings** – Nonresident Students

Students of District Employees (**including siblings**) ~~, with current open enrolled siblings,~~ will be given priority if the parent/guardian has submitted a request for admission to the district by January 15.

~~4~~ 3. Priority ~~Three~~ **Four**: Siblings - ~~Integration and Achievement Plan~~ Students

Siblings of current enrolled students ~~and applications related to an approved integration and achievement plan~~ will be given priority if their request for admission has been submitted to the district by January 15.

~~5~~ ~~Priority Five: Siblings – Nonresident Students~~

~~— Siblings of current open-enrolled students will be given priority if their request for admission has been submitted to the district by January 15.~~

~~6~~ ~~Priority Six: Staff Requests – Nonresident Students~~

~~— Students of district employees, who are residents of other districts, will be given priority if the parent/guardian has submitted a request for admission to the district by January 15.~~

~~4~~ 8. Priority ~~Four~~ **Eight**: Student is a resident of the City of Edina, but the resident school district for the student's Edina home is not Edina Public Schools, and the student seeks enrollment in Edina Public Schools.

~~5~~ 7. Priority ~~Five~~ **Seven**: **Achievement and Integration Non-Resident Students**

Nonresident students and applications related to an approved ~~integration and achievement~~ **and integration** plan will be given priority if their request for admission has been submitted to the district by January 15.

~~8. Priority Eight: Student is a resident of the City of Edina, but the resident school district for the student's Edina home is not Edina Public Schools, and the student seeks enrollment in Edina Public Schools.~~

~~9~~ 6. Priority ~~Six~~ **Nine**: Open Enrollment – Nonresident Students

Nonresident students who have submitted their requests for admission to the district by January 15.

~~10~~ 7. Priority ~~Seven~~ **Ten**: Enrollment Options – Nonresident Students

In the event space continues to be available after January 15, families may apply under the Open Enrollment Agreement for Admission to Edina Public Schools.

#### IV. Student Tuition Fees

In rare instances, the district may also accept students, whose primary residence falls outside of Minnesota through tuition payment. The tuition charges stipulations for nonresident pupils will be as follows:

- A. The school district may admit students residing outside the district who do not qualify for transfer under the Open Enrollment Options Program if space is available. Attendance at schools of the district will be contingent upon the payment of tuition unless the school board, by specific action, alters or disregards the tuition charges.
  1. Students who would be in this category are: foreign exchange students and students who are enrolled in Edina Virtual Pathway but reside outside the state of Minnesota. ~~Attendance at schools of the district will be contingent upon the payment of tuition unless the school board, by specific action, alters or disregards the tuition charges.~~
- B. The tuition rate for nonresident students not admitted under Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District) or Minn. Stat. § 124D.03 (Enrollment Options Program) is the rate calculated by the superintendent or designee.
- C. Tuition payments must be made monthly in advance, the first payment being due on the date the student is registered in the district, and subsequent payments are due on the corresponding date of each month thereafter. If tuition is not paid within 15 days after it is due, the nonresident child will no longer be enrolled in the district. Reinstatement will be at the discretion of the school board.
- D. Nonresident tuition will be waived and the payment for the current month refunded if residence is established in the district on or before the final date of the month for which tuition has been paid.

#### Legal References:

- Minn. Stat. § 120A.22, subd. 3(e) (Residency Determined)
- Minn. Stat. § 120A.22, subd. 8 (Withdrawal from School)
- Minn. Stat. § 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
- Minn. Stat. § 124D.03 (Enrollment Options Program)
- Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
- Minn. Stat. § 124D.68 (Graduation Incentives Program)

Minn. Stat. § 142D.07 (School Readiness Plus Program)  
Minn. Stat. § 142D.08 (Voluntary Prekindergarten Program for Eligible Four-Year-Old Children)  
Minn. Ch. 260A (Truancy)  
Minn. Stat. § 260C.007, subd. 19 (Definition of Habitual Truant)  
Op. Minn. Atty. Gen. No. 169-f (August 13, 1986)  
*Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ.*, Co. No. A05-361, 2005  
WL 3111963 (Minn. App. 2005) (unpublished)  
18 U.S.C. 930, para. (g)(2) (Definition of a weapon)

Cross References:

Policy 506 (Student Conduct and Discipline)  
Policy 517 (Student Recruiting)

Policy

adopted: 05/19/08  
amended: 03/15/10  
amended: 02/21/12  
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revised: 02/23/15  
revised: 12/12~~5~~/15  
revised: 10/24/16  
revised: 12/11/17  
revised: 06/08/20  
revised: 10/16/23  
revised: \_\_/\_\_/25

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

## Students

### Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches

#### I. Purpose

This policy provides guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the ~~schools~~ district and to protect the health, safety, and welfare of students and ~~school~~ district personnel.

#### II. General Statement of Policy

It is the policy of this school district to allow the limited use and parking of motor vehicles by students in district locations. It is the position of the district that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the ~~schools~~ district, and will protect the health, safety, and welfare of students and ~~school~~ district personnel. This policy applies to all students in the district.

#### III. Definitions

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

- A. "Contraband" means any unauthorized item ~~possession of which~~ whose possession is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," ~~overdue books and other materials belonging to the district,~~ and stolen property.
- B. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm, or destruction of evidence), and the age of the student.
- C. "Reasonable suspicion" means that a ~~school~~ district official has grounds to believe that the search will result in evidence of a violation of district policy, rules, and/or law. Reasonable suspicion may be based on a ~~school~~ district official's personal observation, a report from a student, parent, or staff member, a student's suspicious behavior, a student's age and history or record of conduct both in and out of the school context, or other reliable sources of

information.

- C. ~~“Reasonable scope” means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.~~
- D. “School district location” or “**district location**” means property that is owned, rented, leased, or borrowed by the district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A district location also will include ~~off school~~ **off-district** property at any ~~school~~ **district**-sponsored or ~~school~~ **district**-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the district.

#### IV. Student Use of Motor Vehicles in School District Locations

Students generally are not permitted to use motor vehicles during the school day in any school district location. Students may use motor vehicles on the high school campus during the school day only if there is an emergency or permission has been granted to the student by the high school administration to use a motor vehicle.

Strict compliance with the following campus traffic regulations is mandatory; disciplinary action will be taken if a student chooses to ignore them:

- ~~1.~~ **A.** Ten mile per hour speed limit
- ~~2.~~ **B.** One direction driving – arrows are on the road designating **the** direction of the traffic.
- ~~3.~~ **C.** Park in student designated lots and **not along painted** ~~avoid~~ yellow curbs, loading dock, and **staff faculty** parking spaces.
- ~~4.~~ **D.** "Off limit" regulations relate to parked cars and parking lots during the school day, unless written authorization is granted by ~~school~~ **district** officials.

#### V. Student Parking of Motor Vehicles in School District Locations

- A. Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to a high school campus may park the motor vehicle in the parking lot designated for student parking only, and must display a valid permit. All parking permits are issued and managed by the high school administration. Students will not park vehicles in driveways, on private property, or in other designated **use** areas, (e.g., parking lots designated for use only by staff or by the general public).

- B. Car pools and students with unique circumstances (including postsecondary options, students with disabilities, and other needs) have a priority for parking and are granted permits based on this criterion. Car pooling and sharing of parking permits is encouraged to decrease parking lot congestion and reduce individual student cost.
- C. When there are unauthorized vehicles parked on district property, ~~school~~ district officials may:
  - 1. Move the vehicle or require the driver or other person in charge of the vehicle to move it off district property.
  - 2. If unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of district property.
  - 3. Use vehicle immobilization devices (“boots”) to secure the placement of the vehicle until further action can be taken by school administrators.

## VI. Patrols, Inspections, and Searches

School ~~school~~ district officials may conduct routine patrols of ~~school~~ district locations and routine inspections of the exterior and interior visible spaces of the motor vehicles of students. In addition, the interiors of motor vehicles of students in district locations may be searched when ~~school~~ district officials have a reasonable suspicion that the search will uncover a violation of law and/or ~~school~~ district policy or rule.

### A. Patrols and Inspections

~~School~~ District officials may conduct routine patrols of student parking lots and other district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

### B. Search of Interior of Student Motor Vehicle

The interiors of motor vehicles of students in district locations, including glove or trunk compartments, may be searched when ~~school~~ district officials have a reasonable suspicion that the search will uncover a violation of law and/or ~~school~~ district policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student’s control or its compartments upon the request of a ~~school~~ district official.

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches, and/or Seizures

It is a violation of this policy for students to store or carry contraband in motor vehicles in a district location or to interfere with patrols, inspections, searches, and/or seizures as provided by this policy.

D. Seizure of Contraband

If a search yields contraband, ~~school~~-district officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy

This policy will be referenced in the student handbook or disseminated in any way that ~~school~~ district administration deems appropriate.

VII. Directives and Guidelines

The superintendent is granted authority to develop and present for school board review and approval reasonable directives and guidelines which address specific needs of the school district related to student use and parking of motor vehicles in district locations, such as a permit system and parking regulations. Approved directives and guidelines will be attached as an addendum to this policy.

VIII. Violations

A student found to have violated this policy and/or the directives and guidelines implementing it will be subject to suspension or withdrawal of parking privileges and/or to discipline in accordance with the school district's student discipline policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

Legal References:

U. S. Const., amend. IV

Minn. Const., art. I, §10

Minn. Stat. § 123B.02, ~~S~~-subds. 1 and 5 (General Powers of Independent School Districts - [Board Authority; Removal of Unauthorized Vehicles](#))

*New Jersey v. T.L.O.*, 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)

Cross References:

Policy 418 (Alcohol- and Drug-Free Workplace [and School Environment](#))

Policy 501 (School Weapons Policy)

Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)

Policy 506 (Student [Conduct and Discipline](#))

Policy  
adopted: 01/22/08  
amended: 04/09/12  
revised: 11/17/14  
revised: 06/12/17  
revised: \_\_/\_\_/25

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

## Appendix I to Policy 517

### TRAFFIC AND PARKING REGULATIONS FOR MOTOR VEHICLES

1. Except as modified in this appendix, all traffic and parking regulations of the City of Edina apply to motor vehicles on [school](#) district property.
2. The law enforcement officers of the City of Edina are authorized to enforce the traffic and parking regulations contained in this appendix.
3. The maximum speed of motor vehicles on district property will be no more than 10 miles per hour or the speed designated by district signage.
4. Two-way traffic is permitted on all district property except where restricted by signs.
5. No person will operate a snowmobile, go-cart, trail motorbike, or other recreational motor vehicle on district property without the written permission of administration.
6. Parking is prohibited at all times on district property designated as a fire lane, loading zones, or as restricted by district signage. Unauthorized parking is also prohibited in handicapped parking areas. Parking is prohibited during school hours in areas adjacent to yellow curbs and as designated for bus loading.
7. Parking in designated parking lots at the high school campus during school hours is limited to those students who have been issued a permit in accordance with [district policy](#) ~~Policy 527—Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches~~ and the procedures determined by the high school administration.
8. ~~The d~~ District ~~or school~~ administration may order any motor vehicle parked on district property in violation of this policy to be towed and impounded. The cost of such towing and impoundment is the responsibility of the owner or operator of the motor vehicle.
9. All persons parking motor vehicles on ~~school~~ district property do so at their own risk. The district is not liable in the event of loss of property or damage to vehicles incurred while parked on district property or through the process of towing and impounding a motor vehicle.

#### Appendix

Reviewed: 04/09/12

reviewed: 06/12/17

revised: \_\_/\_\_/25

## Appendix II to Policy 527

### **Edina High School Parking Permit Information for 2017-18 School Year**

Full year **and daily** permits will be available for **purchase at Edina High School**. \$300 450. ~~Daily permits are \$3/day, and are typically used for a student who needs to drive on occasion, such as for an appointment. 25 daily permits are available each day on a first come, first serve basis.~~

**Below is the parking prioritization plan. for 2017-18 school year.**

1. Students who spend part of their day at PSEO will be eligible for a semester-only parking pass for each semester they are enrolled in the PSEO class.
2. 4 person carpools with at least one senior.
3. **34** person carpools with at least one **senior** junior.
4. **23** person carpools with at least one senior.
5. **43** person carpools with at least one junior.
6. **32** person carpools with at least one **junior** senior.
7. 2 person carpools with at least one junior.
8. **Single cars with a senior**
9. **Single cars with a junior**
10. **Sophomore drivers and carpools**

**~~There will be no lot assignments. All students may park in the lot of their choice.~~**  
**All students must park in the specific areas authorized by their parking permits.**

• ~~EHS Parking Permit on-line~~ **On-Line Registration**

<https://webapps.edinaschools.org/cfa/hsparkingVT/hsparkingform.cfm>

~~The high school manages the parking permit registration process. Remember, permits are assigned based on a priority system, and not a first come first serve basis.~~

• ~~212 Student Carpool Finder~~ *(This site was created by and is managed by the EHS 212 student leadership group as a tool to help students find a carpool.)*

~~<https://docs.google.com/spreadsheets/d/1gpCOHzielmjkMK3dSMP5RTkGyHDbOI0Nyx2hGT2pNHc/edit#gid=0>~~

~~<https://docs.google.com/spreadsheets/d/1gpCOHzielmjkMK3dSMP5RTkGyHDbOI0Nyx2hGT2pNHc/edit#gid=0>~~

Appendix  
revised: \_\_/\_\_/25

## Students

### Student Parental, Family, and Marital Status Nondiscrimination

#### I. Purpose

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. This policy provides equal educational opportunity for all students and prohibits discrimination on the grounds of sex, parental, family, or marital status.

#### II. General Statement of Policy

- A. The school district provides equal educational opportunity for all students, and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
- B. The district will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.
- C. The district may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the ~~normal~~-education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
- D. The district will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.
- E. It is the responsibility of every district employee to comply with this policy.
- F. The school board designates the [executive director of human resources](#) ~~assistant superintendent~~ as its Title IX coordinator. This employee coordinates the district's efforts to comply with and carry out its responsibilities under Title IX.
- G. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be

referred to the Assistant Secretary for Civil Rights of the United States Department of Education.

- H. Any reports of unlawful discrimination under this policy will be handled, investigated and acted upon in the manner specified in ~~Policy 522 — Student Sex Nondiscrimination~~ [district policy](#).

Legal References:

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)

34 C.F.R. Part 106 (~~Implementing Regulations of Title IX~~ [Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance](#)))

Cross References:

Policy 103 (Equal Educational Opportunity)

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

Policy 522 (~~Student Sex Nondiscrimination~~ [Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process](#))

Policy  
adopted: [01/22/08](#)  
amended: [05/17/10](#)  
amended: [03/12/12](#)  
updated: [01/13/20](#)  
revised: [\\_\\_/\\_\\_/25](#)

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



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

**DISCRIMINATION, HARASSMENT, AND VIOLENCE REPORT FORM**

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

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

Person completing report: \_\_\_\_\_

Primary home address: \_\_\_\_\_

Secondary home address (if any): \_\_\_\_\_

Work address location if an Edina Public Schools' employee: \_\_\_\_\_

Primary home phone: \_\_\_\_\_

Secondary home phone: \_\_\_\_\_

Work phone: \_\_\_\_\_

Date of alleged incident(s): \_\_\_\_\_

Basis of Alleged Harassment/Violence - circle as appropriate: race \ color \ creed \ religion \ sex \ national origin \ gender \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation, including gender identity and expression \ disability

Name of person(s) you believe harassed or was violent toward you or another person.

\_\_\_\_\_

If the alleged harassment or violence was toward another person(s), identify that person(s).

---

Where and when did the incident(s) occur? \_\_\_\_\_

---

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (e.g., threats, requests, demands); what, if any, physical contact was involved; or other relevant information. Attach additional pages if necessary.

---

---

List any witnesses to the incident(s). \_\_\_\_\_

---

My signature below shows that the information I have provided in this document is true, correct, and complete to the best of my knowledge and belief.

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Received by: \_\_\_\_\_ Date \_\_\_\_\_

*Please submit to the building principal or designee, or [executive](#) director of human resources.*

(04/24 \_\_/25)

## Students

### Student Travel

#### I. Purpose

This policy defines the process and parameters for ~~school~~ district student-related travel, to include, but not limited to, academic, athletic, music, arts, and activities travel. The ~~school~~-district supports student travel beyond the classroom and areas of competition that are properly planned, well-organized, conducted in an orderly manner and safe environment, and are carefully supervised. The goals of the experience should align to ~~Edina Public Schools'~~ the district's educational competencies and content standards and follow all applicable state and federal laws.

#### II. General Statement

The processes and procedures for the planning and approval of student travel-based learning experiences will be prepared by ~~A~~administration and ~~contained in an appendix~~ be attached as appendices to this ~~P~~policy. Administration, including the relevant ~~B~~building ~~P~~principals, will be responsible for enforcing these processes and procedures.

#### III. Definitions

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

A. ~~“Organizer”~~ “Staff Coordinator” is the school district employee responsible for the experience. The ~~organizer~~ staff coordinator may be a head coach, teacher, administrator, or activities advisor.

#### B. Travel Category

1. “Extended travel” is travel that involves one or more overnight stops. Extended travel may be instructional or supplementary. An extended travel request form must be completed and approved.
2. “Instructional travel” is travel that takes place during the school day and is required as a part of a basic education program or course, which could include students completing assignments and/or a learning assessment.
3. “Supplementary travel” is optional travel in which students voluntarily participate, which enhances a basic education program or course.

Travel may take place during or outside the regular school day. Examples of student travel in this category include class activities and district-sponsored activities for clubs, teams, and other district recognized and approved special interest groups.

- ~~4. "Extended travel" is travel that involves one or more overnight stops. Extended travel may be instructional or supplementary. An extended travel request form must be completed and approved.~~

### C. Travel Distance

1. "International travel" is defined as travel to Hawaii, Alaska, or otherwise outside of the 48 contiguous states.
2. "Local travel" is defined as travel that occurs within, or immediately adjacent to, the nine-county, Twin Cities metropolitan area.
3. "National travel" is defined as travel that occurs within the 48 contiguous states, but outside the definition of "regional travel."
4. "Regional travel" is defined as travel that occurs within 700 miles of the Twin Cities metropolitan area, but outside the definition of "local travel."
- ~~5. "National travel" is defined as travel that occurs within the 48 contiguous states, but outside the definition of "regional travel."~~
- ~~6. "International travel" is defined as travel to Hawaii, Alaska, or otherwise outside of the 48 contiguous states.~~

- ~~D. "Organizer" is the school district employee responsible for the experience. The organizer may be a head coach, teacher, administrator, or activities advisor.~~

## IV. Guidelines

- A. Rules of conduct and discipline for students and employees will apply to all student trip activities.
- B. The [school](#) district will make efforts to ensure that all student travel is as inclusive as possible for participants with disabilities, in accordance with the Americans with Disabilities Act (ADA), and will attempt to make reasonable accommodations, as requested. For extended travel, including most international travel, the district will have limited control over the facilities and accommodations. The district will not be able to make accommodations that would fundamentally alter the nature of the travel experience or would result in what the ADA refers to as an undue burden. In such situations, the district will communicate these circumstances to parents/[guardians](#) and participating staff.

- C. In the interest of providing lower cost opportunities for students, a regional or national travel-study experience with similar educational objectives will be offered to students in the prior, same, or following school year as an international trip.
- D. Employees may not enter into contracts or agreements with commercial agencies without formal district approval. As such, all travel experiences must meet the expectations outlined in this policy.

Legal References:

Minn. Stat. § 123B.36 (Authorized Fees)

Minn. Stat. § 123B.37 (Prohibited Fees)

Minn. Stat. § 123B.49 (~~Co-curricular and~~ Extracurricular Activities; Insurance)

*Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721*, 327 F.3d 675 (8<sup>th</sup> Cir. 2003)

*Lee v. Pine Bluff Sch. Dist.*, 472 F.3d 1026 (8<sup>th</sup> Cir. 2007)

Cross References:

Policy 403 (~~Discipline, Suspension and Dismissal~~ of School District Employees)

Policy 423 (Employee–Student Relationships)

Policy 506 (Student Conduct and Discipline)

Policy 516 (Student Medication)

Policy 629 (Student Fundraising)

Policy 707 (Purchasing)

Policy 713 (Student Transportation)

Policy 711 (Student Activities Accounting)

Policy 913 (Partnerships – Parent Organizations and Booster Clubs)

Policy

adopted: 07/21/08

amended: 07/19/10

amended: 10/25/10

amended: 08/20/12

revised: 06/24/13

revised: 05/16/16

revised: 01/30/17

revised: 06/17/19

revised: 12/12/22

revised:   /  /25

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

## Appendix I to Policy 538

### Extended Travel

- I. The process to obtain extended travel permission is:
  - A. An employee submits an [Extended Field Trip and Travel Application](#) ~~Student Travel Request~~ to the [building principal](#). ~~extended travel coordinator~~. The travel is approved or denied.
  - B. A tentative travel proposal is required for all extended travel. It is intended to provide the superintendent, [building principal](#), extended travel coordinator, and/or other designee(s) with background information about the proposed travel. The tentative travel proposal should include the following information:
    1. Purpose of the experience as it applies to the guidelines;
    2. Goals of the experience and alignment to educational competencies and content standards;
    3. Pre-travel requirements and/or proficiencies;
    4. Name of the ~~organizer~~; [staff coordinator](#);
    5. Number of participants involved;
    6. Ratio of participants to chaperones;
    7. Destination;
    8. Schedule of experience, including dates and school days missed;
    9. Mode(s) of transportation;
    10. [Travel company](#);
    11. General provisions for the safety of the students while on tour (e.g., the number of chaperones, their responsibilities);
    12. Lodging and meal arrangements, which includes accommodations made for students with dietary restrictions and food allergies [to be outlined after roster is complete](#);
    13. Method of financing, including estimated cost to each student, and a fundraising framework plan;
    14. A summary of the number of similar trips the ~~organizer~~ [staff coordinator](#) and organization has experienced, and the number of incident reports generated each year; and
    15. A detailed overview of the insurance offerings for families, in addition to an intentional communication plan to ensure families understand the insurance offerings.

#### TRAVEL PROPOSAL APPROVAL SCHEDULE

Local, Regional Travel – Building Administration	2 months in advance
Extended, Regional Travel* – Building Principal	4 months in advance
Extended, National Travel* – Building Principal (once approved forwarded to <del>S</del> superintendent for approval)	4 months in advance

\*Notification of approved extended travel is provided to [the](#) school board following the schedule above.

- C. The approval criteria to approve or deny the travel proposal includes, but [is](#) not limited to:
1. The experience's purpose, goals, and any pre-requirements for participation;
  2. The ability of all students to participate in the experience, including opportunities for fundraising, scholarships, and/or financial assistance;
  3. Ability level of the group, as determined by the advisors or coaches;
  4. The ability of the group to serve as a role model for the district;
  5. The amount of parent/[guardian](#) or booster club support services; and
  6. The impact on school attendance by participants, with a general guideline of two school days of approved absence and no conflicts with major exam schedules.
- D. The final travel itinerary is required to be approved by the board for any extended travel that has significant changes to the originally approved itinerary. Significant change could include, but is not limited to, a change in destination, mode of transportation, and/or length of trip.
- E. Coordinating [the](#) travel agency and the parents/[guardians](#) of participants to ensure cancellation refunds are consistent with these timelines (if applicable).

## II. Travel Guidelines

### A. Costs

1. Travel arrangers will seek to make students' travel costs affordable for all students, while placing value on students' (a) safety; (b) experience, including travel-based learning goals; and (c) accommodations. Travel insurance will be offered, clearly communicated, and strongly encouraged for families to purchase. Students' travel costs will be as inclusive as practical for the experience, with limited out-of-pocket expenses. An estimate of out-of-pocket expenses will be stated. Students will be responsible for all travel costs.
2. A competitive bid process, following the process outlined in ~~Policy 707~~ [district policy](#), will be considered for travel and lodging expenses for international and national travel. Travel bid awards will be reviewed for safety, cost, experience, and accommodations. Careful consideration will be made by the organizer, [the extended travel coordinator](#), and building administration regarding these criteria before a bid will be awarded.
3. For national and international travel, parents [and guardians](#) should be provided with written details of the experience and travel advisory updates on

a regular basis throughout the planning and preparation period and be given the opportunity to provide input prior to submission of the final travel itinerary.

- B. If an experience anticipates returning students later than 1:00 AM via bus, van, or other motor vehicle; the ~~organizer~~ **staff coordinator** must secure additional overnight lodging and return the next day. Vehicular transportation cannot occur overnight. Extended travel which varies from the travel procedures requires extended travel coordinator, administrative, and school board approval prior to finalization of pre-travel plans with participants.
- C. The **school** district reserves the right to cancel or postpone international travel if travel alerts and/or warnings are issued by the U.S. Department of State's Bureau of Consular Affairs. The district will consult with the involved travel company prior to making such a decision. The district assumes no responsibility for refunds when making decisions on travel changes due to students' safety and security. The district has no obligations to check or monitor such alerts and/or warnings.
- D. Fundraising and Financial Support

Groups that are planning to travel must develop a detailed fundraising plan, **in accordance with district policy**, that ensures adequate funds exist to allow all interested students to participate. Opportunities must be provided for the student to earn all or part of the necessary funds for a travel-based learning experience. This fundraising plan must be submitted to the building administration with the notice of intent to travel in section I.C. for ~~his/her~~ **their** approval prior to dissemination of these plans to the students and parents/**guardians**. (~~see Policy 629—Student Fundraising~~). Financial assistance will be sought from the group's funding plan or other potential funding sources.

The district will seek partnership with financial host agencies to establish a student travel scholarship program for students with identified financial need. Funds for this support will come from private donations, fundraising events, and fees. The extended travel coordinator will oversee this program.

#### E. Participation

1. In order for the experience to be a worthwhile venture, it is important for a fine arts ensemble, athletic team, or group to have enough participants, with sufficient skills for the activity, to commit to the experience. The proper skills and balance is determined by the ~~organizer~~ **staff coordinator**. Since regional, national, and international travel are not mandatory, no student will be penalized in their team placement if they do not wish to participate in a travel-based experience.
2. Students may participate in public performance opportunities within the local travel area given the opportunity is approved by the building administration, has the support of the staff member involved in the specific program, and has broad-based support among the student group. Financial viability should be

the responsibility of the ~~school~~-district, as the only anticipated cost for such performance opportunities is transportation cost associated with the use of the ~~school~~-district buses.

#### F. Home Stays for Extended Travel

Home stays for extended travel may be permitted if approved by the administration at the proposal phase of the experience, and if the following criteria also are met:

1. The home stay is approved by the international provider, who is approved by the ~~school~~-district administration;
2. The district chaperones make daily contact with students during their stay;
3. The parent or guardian signs off in support of their child's home stay prior to the experience; and
4. Whenever possible, the home stay will have two or more ~~EPS~~ district students in each home.

#### G. Health-Related Services

The administrator will act in the best interest of the students' health, safety, and welfare during student travel.

District staff may be required to dispense medication to students. The medication will be stored and administered in accordance with ~~Policy 516—Student Medication~~ district policy. Medication will be dispensed only in accordance with district policies by an adult trained by a licensed school nurse from the district or a person of comparable training (i.e., doctor, physician's assistant).

#### H. Insurance

Parents and guardians are strongly encouraged to carefully review the insurance offerings provided by the travel company the district is partnering with to ensure understanding of all costs and benefits involved. Parents and guardians are also encouraged to explore the adequacy of health and/or accident insurance coverage to cover medical needs away from home, especially when students are abroad. The ~~D~~district is not responsible for financial losses to students and parents/guardians due to cancellation of trips.

#### I. Financial Report

A financial report for national and international travel will be made to the building administration by the ~~organizer~~ staff coordinator no later than 60 days after the completion of the experience.

Application form added

## Extended Field Trip and Travel Application

Preliminary Approval

Request time before a trip: 4 months-Extended Regional / 6 months-Extended National / 18 months-International

Student Travel [Policy 538](#)

Staff Coordinator:

GROUP	School		Group/Class				Estimated # of Students	
	Estimated # of Students Grade						# of School Personnel	
	Elem	MS	9	10	11	12		

DESTINATION	Destination		Address		Miles Round Trip
	Mode of Transportation		Travel Company		

GOAL	Educational Goal or Objective: alignment with competencies / standards
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LODGING/ MEALS	Lodging and Meal Arrangements
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TIME	Dates of Trip ___/___/___ thru ___/___/___	Days Absent: when school is in session	Days Absent: Non-school days/ vacation time
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COST	Estimated Cost Per Student \$_____	Source of Funding: Student      District      Fundraise		
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Adopted: ~~06/17/19~~  
Revised: ~~12/12/22~~

(  /25)

## STUDENT TRAVEL CHAPERONE AGREEMENT

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

PHONE ( ) \_\_\_\_\_ CELL PHONE ( ) \_\_\_\_\_ EMAIL \_\_\_\_\_

The following guidelines are designed to help volunteers understand their responsibilities while performing within the course and scope of a volunteer chaperone position. Volunteer chaperones are expected to abide by all Edina Public Schools' policies. This agreement is effective for the \_\_\_\_\_ school year and may be used for multiple events.

The goal of Edina Public Schools' activities is to provide a safe, fun, and positive experience for both youth and adults. As an adult chaperone, you play a valuable role in attaining this goal. Please read through this code of conduct and sign below.

As an adult chaperone, you agree to:

1. Complete the background check required by the [school](#) district at your own expense.
2. Have a valid driver's license and carry proof of automobile liability insurance, if you use a motor vehicle to transport yourself or others. Also, ensure that all passengers use seatbelts.
3. Not possess or use alcohol, illegal drugs, or tobacco products while involved in any Edina Public Schools' meeting or activity.
4. Not leave the premises of the event without the approval of the ~~organizer~~ [staff coordinator](#) when chaperoning students.
5. Not use obscene or discriminatory language at any Edina Public Schools' activity.
6. Represent Edina Public Schools to youth and adults by conducting yourself courteously in manner and language, exhibiting good sportsmanship, serving as a positive role model, and using reasonable conflict resolution skills.
7. Abide by all applicable Edina Public Schools' rules, policies, and guidelines.
8. Accept supervision and support from the ~~travel organizer~~ [staff coordinator](#) or designated activity volunteer leader.
9. Accept the responsibility to promote and support the vision, mission, and values of Edina Public Schools' activities.
10. Ensure that students follow the guidelines and participate appropriately in all activities and travel.
11. Immediately inform the ~~travel organizer~~ [staff coordinator](#) of any violations of district policies so that the ~~travel learning organizer~~ [staff coordinator](#) can respond appropriately.
12. Participate in activities to the best of your ability.
13. Attend at least one chaperone training session that will cover travel logistics and district policies and rules including data privacy training.

I have read this document. I understand its contents and agree to its terms. I also understand that if I do not follow this code of conduct, my participation in Edina Public Schools-sponsored activities for this and the future school year will be terminated.

Chaperone's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(  /25)

Adopted: ~~6/17/19~~

Reviewed: ~~12/12/22~~

Appendix III to Policy 538

**Edina Public Schools  
Extended Travel Release of Liability**

This completed form is required for all EPS extended travel. Failure to complete and/or lack of agreement will prohibit participation in the planned travel experience.

<b>Student Name:</b>
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<b>Course/Travel Experience:</b>
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**AGREEMENT AND RELEASE OF LIABILITY**

1. I am \_\_\_\_\_, ("Student") and/or the parent/guardian of Student, a student at Edina High School ("School"). I have chosen to and intend to allow Student to participate in a travel-based learning experience (Program) sponsored by ~~Edina Public Schools~~ the School.
2. I have voluntarily arranged for Student to participate in a Program which will include travel to \_\_\_\_\_ for the dates of \_\_\_\_\_.
3. I understand and am aware that during the Program in which Student will participate and in traveling to and from the Program certain risks and dangers may arise, including but not limited to the hazards of traveling in unsafe areas or under unsafe conditions, the forces of nature, the negligent or reckless acts or omissions or strict liability of persons or entities providing goods or services to Student, their agents, employees, officers, directors, associates, affiliated companies or subcontractor, travel by boat, automobile, train, ship, aircraft, bus, or other means of conveyance, an accident or illness in places without access to medical facilities, transportation, or means of rapid evaluation and assistance. I understand the District is not responsible for financial losses to students and parents/[guardians](#) due to cancellation of trips.
4. I am aware that Student's participation in the Program and/or the use of transportation, housing, and dining services, and other goods and services in connection with participation in the Program carries a risk of serious personal injury, serious illness, death, and property damage or loss. I expressly and voluntarily assume on behalf of Student and for myself all risk of injury, illness, death, and property damage or loss that may result from Student's participation in the Program and travel to and from the Program.
5. As consideration for being permitted to participate in the Program, I hereby release and discharge the School and its officers, directors, faculty, agents, employees, and legal representatives ("the Released Parties") from liability for injury, illness, death, damage, or loss arising out of Student's participation in the Program or use of transportation, housing, dining, or other goods and services, or arising out of any other activity incident to Student's participation in the Program, including any losses caused by the negligence or strict liability of the Released Parties. I do not release the Released Parties from liability for willful or intentional acts or punitive damages.
6. I also agree not to sue or make a claim against the Released Parties for injury, illness, death, damage, or loss sustained as a result of Student's participation in the Program. I will indemnify and hold harmless the Released Parties from all claims, judgments, and costs, including attorneys' fees, incurred in connection with any action.

**I HAVE CAREFULLY READ THIS AGREEMENT AND RELEASE AND FULLY UNDERSTAND ITS CONTENTS. I SIGN IT OF MY OWN FREE WILL.**

<b>Student Signature:</b>	<b>Date:</b>
<b>Parent/gGuardian Signature:</b>	<b>Date:</b>

## EXTENDED TRAVEL STUDENT CONDUCT AGREEMENT

<b>Student Name:</b>
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<b>Course/Travel Experience:</b>
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Students on an extended travel experience approved by the Edina Public Schools (EPS) are to realize that:

1. Approved student travel is an extension of the normal school day; and
2. Students are representatives of EPS throughout the travel experience.

Therefore, all EPS policies are in effect as outlined in the current *Student Rights and Responsibilities Handbook*.

All students engaged in extended travel represent the EPS from the point of departure to the point of return and are expected to act at all times in a way that exemplifies the high standards of behaviors set by our learning community.

EPS assigned travel coordinator(s) have the normal authority given to classroom teachers and the accompanying administrative designee has the authority of a building or district-level administrator. School administration and the EPS Superintendent will be notified of all policy violations that occur during the travel experience.

To ensure that the student and the parent/guardian understand travel-related behavior expectations, all travel coordinators ~~must~~ will review certain policies and the consequences of any policy violations. Student participants and their parent/guardian are to initial below that each policy was clarified and that their policy questions answered prior to the travel experience.

Policy	Student	Parent / Guardian
Field Trips and <del>Student</del> Travel (Policy 538)		
Search of <del>Student</del> Lockers, Desks, Personal Possessions, & <del>and Student's</del> Persons (Policy 502)		
<del>Student</del> Dress and Appearance (Policy <del>535</del> 504)		
<del>Student</del> Attendance (Policy 503)		
Electronic Technologies Acceptable Use (Policy <del>634</del> 524)		
<del>Student</del> Medication (Policy 516)		
Student Conduct & Discipline (Policy 506)		

Additionally, while participating in extended travel, EPS students may not:

1. Engage in any “body modification” (i.e., tattoos, body piercing, or similar behavior)
2. Operate a motor vehicle
3. Participate in extreme sports, except sports that are a part of the program
4. Engage in any activity deemed dangerous to the health, safety, or welfare of the student or any member of the group

***Violation of these expectations while on an extended travel experience will result in the immediate return home of the student. The parent/guardian will bear full financial responsibility for all related costs of this action, including costs for an accompanying chaperone.*** The signatures below indicate that both student and parent/guardian understand and agree to the ~~School Board~~ district policies, the consequences of policy violations, and the additional prohibited behaviors listed above.

STUDENT	PARENT/GUARDIAN
Student Name:	Name:
Signature:	Signature:
Date:	Date:



Appendix I to Policy 516 and Appendix V to Policy 538  
**Edina Public Schools – Medication Administration Authorization**

**Do not use this form for students who require medication for asthma, severe allergies, seizures, or diabetes. Please have your medical provider complete action plans for these health conditions.**

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

**PHYSICIAN AND PARENT/GUARDIAN SIGNATURE REQUIRED BELOW.**

Parents/guardians asking district employees to give medication to their child must provide written permission each school year that has been signed by the child’s licensed health care provider and the parent/guardian. The medication must be provided in the original, labeled container.

<b>PHYSICIAN/LICENSED PRESCRIBER’S ORDER FOR ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL – To be completed by physician/licensed prescriber.</b>				
<b>Medication</b>	<b>Dose in mg</b>	<b>Frequency</b>	<b>Route</b>	<b>Medical Condition</b>
<b>Physician/licensed prescriber signature (required):</b>				<b>Date:</b>
<b>Print Name of Prescriber</b>			<b>Clinic Name</b>	
<b>Phone:</b>			<b>Fax:</b>	

All authorizations expire at the end of the school year or following the summer school session.

<p><b><u>Parent/ Guardian Authorization</u></b></p> <p>I request that the above medication/s be given during school hours as ordered by my child’s physician/licensed prescriber.</p> <p>I request that the medications be given on field trips as prescribed. <span style="float: right;">Yes    No</span></p> <p>I will notify the school if medication is stopped.</p> <p>I give permission for the medication/s to be given by school personnel as delegated, trained, and supervised by the school nurse.</p> <p>Legally, I may refuse to sign the authorization to administer medication form. If I refuse to sign, the district will not be able to administer the medication.</p> <p>This consent may be revoked at any time by sending a written notice to the licensed school nurse.</p> <p>If this medication(s) is a controlled substance, I am obligated to retrieve the controlled substance when requested by the district.</p> <p>If this medication(s) is not a controlled substance, I hereby designate the district as an authorized entity to transport the medication for the purposes of destruction if any unused medication(s) remains.</p> <p>_____</p> <p>Parent/Guardian Signature <span style="float: right;">Date</span></p>
---

<p><b><u>Permission for Release of Information</u></b></p> <p>I give permission for the school nurse to contact my child’s physician/licensed prescriber with questions about the above listed medication/(s) or medical condition/(s) being treated by medication/(s).</p> <p>I give permission for the physician/licensed prescriber to release information related to the above medication/(s) and medical condition/(s) to the licensed school nurse.</p> <p>_____</p> <p>Parent/Guardian Signature <span style="float: right;">Date</span></p> <p>(12/24)</p>
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Adopted: ~~6/17/19~~  
Reviewed: ~~12/12/22~~

## Education Programs

### Development of Parental Involvement and Family Engagement Policies for Title I Programs

#### I. Purpose

This policy encourages and facilitates involvement by parents and guardians of students participating in Title I in the educational programs and student experiences. The policy provides the framework for organized, systematic, ongoing, informed, and timely parent/guardian involvement engagement in relation to decisions about the Title I services within the school district. The involvement engagement of parents and guardians by the district will be directed toward public or private school children whose parents/guardians are district residents or parents/guardians whose children attend school within the boundaries of the district.

#### II. General Statement of Policy

- A. It is the policy of the school district to plan and implement, with meaningful consultation with parents and guardians of participating children, programs, activities, and procedures for the involvement engagement of those parents and guardians in its Title I programs.
- B. It is the policy of the district to fully comply with ~~20 U.S.C. § 6318~~ federal law which requires the district to develop jointly with, agree upon with, and distribute to parents and guardians of children participating in Title I programs written parent/guardian involvement engagement policies.

#### III. Development of District Level Policy

The administration will develop jointly with, agree upon with, and distribute to, parents and guardians of participating children a written parent/guardian involvement engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for parent/guardian involvement engagement and describe how the district will:

- A. Involve parents and guardians in the joint development of the district's Title I plan and the process of school review and improvement;
- B. Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/guardian involvement engagement activities to improve student academic achievement

and school performance;

- C. Build the schools' and parents'/guardians' capacity for strong parent/guardian ~~at involvement~~ engagement;
- D. Coordinate and integrate parent/guardian ~~at involvement~~ engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs with similar strategies under other programs, such as Head Start, Early Reading First, Even Start, Parents as Teachers Program, Home Instruction Program for Preschool Youngsters, and state-administered preschool programs;
- E. Conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent/guardian ~~at involvement~~ engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents and guardians, and, particularly, with parents and guardians who are economically disadvantaged, disabled, have limited literacy, ~~or limited~~ English proficiency, or who are of a racial or ethnic minority;
- F. Use the findings of such evaluations to design strategies for more effective parent/guardian ~~at involvement~~ engagement and to revise, if necessary, the district-level and school-level parent/guardian ~~at involvement~~ engagement policies; and
- G. Involve parents and guardians in the activities of the schools.

#### IV. Development of School Level Procedures

The administration of each Title One school will develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents/guardians of participating children a written parent/guardian ~~at involvement~~ engagement procedure, agreed upon by such parents/guardians, that will describe the means for carrying out the federal requirements of parent/guardian ~~at involvement~~ engagement.

- A. The procedures will describe the means by which each school with a Title I program will:
  1. Convene an annual meeting, at a convenient time, to which all parents/guardian of participating children will be invited and encouraged to attend, to inform parents/guardians of their school's participation in Title I programs, and to explain to parents/guardians of participating children the program, its requirements, and their right to be involved;
  2. Offer a flexible number of meetings, transportation, child care, or home visits, as such services relate to parent/guardian ~~at involvement~~ engagement;

3. Involve parents/[guardians](#) in an organized, ongoing, and timely way, in the planning, review, and improvement of the parent/[guardian](#) ~~al involvement~~ [engagement](#) programs, including the school parent/[guardian](#) ~~al involvement~~ [engagement](#) policy and the joint development of the school-wide program plan, unless the school already has a program for involving parents/[guardians](#) in the planning and design of its programs that would adequately involve parents/[guardians](#) of participating children;
  4. Provide parents/[guardians](#) of participating children with: timely information about Title I programs; if requested by parents/[guardians](#), opportunities for regular meetings to formulate suggestions, share experiences with other parents/[guardians](#) and to participate, as appropriate, in decisions relating to their child's education; and to respond to any such suggestions as soon as practicably possible; and
  5. If the school-wide program plan is not satisfactory to the parents/[guardians](#) of participating children, submit any parent's ~~or~~ [guardians](#) comments on the plan when it is submitted to the school district.
- B. As a component of this procedure, each school will jointly develop with parents/[guardians](#) a school/parent/[guardian](#) compact which outlines how parents/[guardians](#), staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/[guardians](#) will build and develop a partnership to help children achieve the state's high standards. The compact will:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
  2. Describe the ways each parent/[guardian](#) will be responsible for supporting ~~his or her~~ [their](#) child's learning by monitoring school attendance and homework completion, monitoring television watching, volunteering in ~~his or her~~ [their](#) child's classroom, and participating, as appropriate, in decisions relating to ~~his or her~~ [their](#) child's education and use of extracurricular time.
  3. Address the importance of communication between teachers and parents/[guardians](#) on an on-going basis through the use of:
    - a. Annual parent/[guardian](#)-teacher conferences to discuss the compact and the child's achievement;
    - b. Frequent progress reports to the parents/[guardians](#); and
    - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.

- d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- C. To ensure effective involvement of parents/guardians and to support a partnership among the school, parents/guardians, and community to improve student academic achievement, the procedure will describe how each school and the district will:
1. Provide assistance to participating parents/guardians in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
  2. Provide materials and training to assist parents/guardians in working with their children to improve their children's achievement, including coordinating necessary literacy training and using technology, as appropriate, to foster parent/guardians ~~at involvement~~ engagement;
  3. Educate school staff, with the assistance of parents/guardians, in the value and utility of contributions of parents/guardians and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and school;
  4. Coordinate and integrate parent/guardian ~~at involvement~~ engagement programs and activities with local public preschool programs and other intervention programs;
  5. Ensure, to the extent practicable, that information about school and parent/guardian meetings, programs, and activities is sent home in a format and in a language the parents/guardians can understand; and
  6. Provide such other reasonable support for parent/guardian ~~at involvement~~ engagement activities as requested by parents/guardians.
- D. The policy will also describe the process to be taken if the district and school choose to:
1. Involve parents/guardians in the development of training for school staff to improve the effectiveness of such training;
  2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
  3. Pay reasonable and necessary expenses associated with parent/guardian ~~at involvement~~ engagement activities, including transportation and child care

costs, to enable parents/guardians to participate in meetings and training sessions;

4. Train and support parents/guardians to enhance the involvement of other parents/guardians;
  5. Arrange meetings at a variety of times or have in-home conferences between teachers or other educators, who work directly with participating children, and parents/guardians who are unable to attend such conferences at school in order to maximize parent/guardian ~~at~~ opportunities for involvement engagement and participation in school-related activities;
  6. Adopt and implement model approaches to improving parent/guardian ~~at involvement~~ engagement;
  7. Develop appropriate roles for community-based organizations and business in parent/guardian ~~at involvement~~ engagement activities; and
  8. Establish a districtwide parent/guardian advisory council to provide advice on all matters related to parent/guardian ~~at involvement~~ engagement in Title I programs.
- E. To carry out the requirements of parent/guardian ~~at involvement~~ engagement, the district and schools will provide full opportunities for the participation of parents/guardians with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents/guardians.
- F. The district and each school will assist parents/guardians and parent organizations by informing such parents/guardians and parent organizations of the existence and purpose of such centers.

The policies will be updated periodically to meet the changing needs of parents/guardians and the school.

Legal Reference:

20 U.S.C. § 6318 (Parental Involvement and Family Engagement)

Policy  
adopted: 08/17/09  
Revised: 10/19/15  
Reviewed: 08/10/20  
Revised: \_\_/\_\_/25

INDEPENDENT SCHOOL DISTRICT NO. 273  
Edina, Minnesota

**IX. Leadership and Committee Updates**

**X. Superintendent Updates**

**XI. Adjournment**

**XII. Information**

**XII.A. Enrollment Mobility Report**



**Board Meeting Date:** 5/5/2025

**Title:** May 2025 Enrollment Mobility

**Type:** Information

**Presenter(s):** Shauna Talley, MARSS – Student Information Coordinator

**Attachment:**

1. Mobility Report (next page)

**Report Section Descriptions and Assumptions:**

- **School Level Enrollment Information**
  - This section is broken up by School / Grade
  - This section counts a student as 1 even if they spent only one day enrolled during the reporting period. When this section is built, the first and last days of the month are used as the reporting period.
- **Enrollment Comparisons**
  - This section compares the enrollment totals of the current reporting period to the month prior and the same period a year prior.
- **Mobility**
  - This section of the report lists the total number of students by grade who have withdrawn and enrolled during the reporting period.
  - This section of the report uses the same reporting period as the other sections of the report.
  - This section of the report is only accurate the day the section is built as notifications of students withdrawing is ongoing throughout the next month.
- **Leaving Student Breakdown**
  - This section of the report displays the reason students withdrew during the reporting period.
  - This section of the report is broken out by the Minnesota Department of Education's approved End Status Codes. These codes are:
    - 03: Transferred to an approved nonpublic school
    - 04: Student moved outside of the district, transferred to another MN District
    - 05: Student moved to another state and enrolled in school; student moved out of the country
    - 20: Student transferred to another district/state but did not move

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

# Edina Public Schools Enrollment Summary



## Enrollment as of the end of April, 2025

Elementary Schools		KG	1	2	3	4	5	TOTAL
Concord Elementary School		112	115	119	133	133	140	<b>752</b>
Cornelia Elementary School		83	92	103	106	108	103	<b>595</b>
Countryside Elementary School		113	118	131	96	99	107	<b>664</b>
Creek Valley Elementary School		83	92	97	102	110	106	<b>590</b>
Highlands Elementary School		88	86	96	108	97	95	<b>570</b>
Normandale Elementary School		104	103	100	124	117	104	<b>652</b>
<b>Totals</b>		<b>583</b>	<b>606</b>	<b>646</b>	<b>669</b>	<b>664</b>	<b>655</b>	<b>3823</b>

Secondary Schools	6	7	8	9	10	11	12	TOTAL
South View Middle School	337	337	346	0	0	0	0	<b>1020</b>
Valley View Middle School	333	326	347	0	0	0	0	<b>1006</b>
Edina High School	0	0	0	680	681	686	649	<b>2696</b>
Edina Virtual Pathway Secondary	0	0	0	19	26	29	26	<b>100</b>
Options at Edina High School	0	0	0	0	1	0	1	<b>2</b>
<b>Totals</b>	<b>670</b>	<b>663</b>	<b>693</b>	<b>699</b>	<b>708</b>	<b>715</b>	<b>676</b>	<b>4824</b>

## Enrollment Comparisons

	May 2024	April 2025	May 2025
K-5	3750	3812	3823
6-8	1987	2025	2026
9-12	2738	2800	2798
<b>Totals K-12</b>	<b>8475</b>	<b>8637</b>	<b>8647</b>
PS	244	209	210
ECSE	282	225	234

## April Mobility

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Withdrawn Students	1	1	1	1	1	0	0	1	1	2	0	0	0	9
Enrolled Students	2	2	4	4	3	2	2	1	0	2	1	0	0	23
	1	1	3	3	2	1	2	0	-1	0	1	0	0	

## Leaver Breakdown

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

XII.B. Expenditure Summary - April 2025



**Board Meeting Date:** 5/5/2025

**Title:** Expenditure Summary – April 2025

**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 April 30, 2025.

**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:**

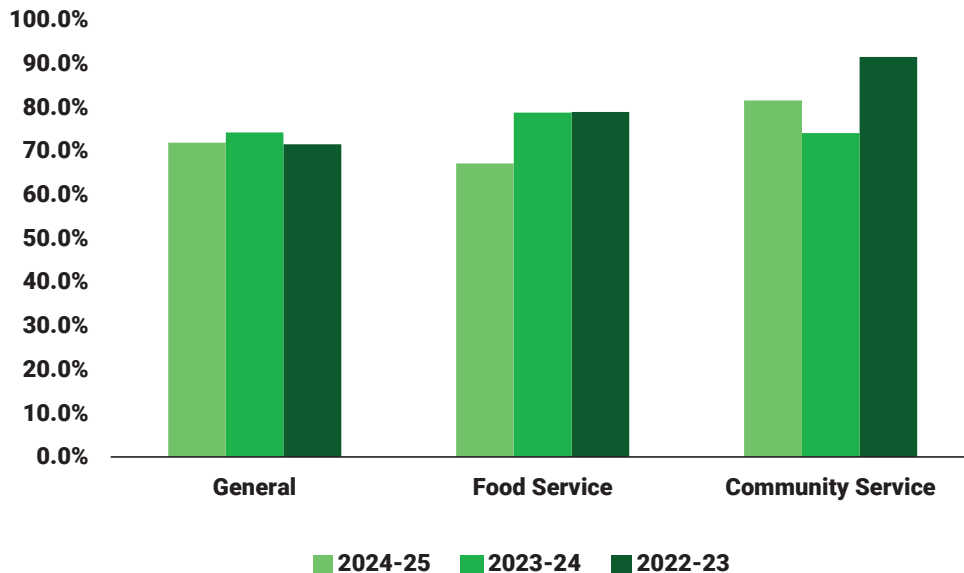
1. Expenditure Summary – April 2025

# Expenditure Summary

FOR THE MONTH ENDED APRIL 30, 2025

Fund	Fiscal Year-to-Date 2024-25		Fiscal Year-to-Date % of Budget		
	Budget	Actuals	2024-25	2023-24	2022-23
<b>General Fund</b>					
Salaries	\$ 93,313,523	\$ 68,443,024	73.3%	74.1%	71.2%
Benefits	30,608,765	20,758,850	67.8%	67.9%	67.9%
Purchased Services	11,307,505	8,995,889	79.6%	95.4%	87.0%
Supplies & Materials	5,105,224	3,057,683	59.9%	85.7%	80.2%
Other Expenditures	570,384	124,011	21.7%	22.2%	22.6%
Other Financing Uses	-	-	-	-	-
<b>Total General Fund Expenditures</b>	<b>\$ 140,905,401</b>	<b>\$ 101,379,458</b>	<b>71.9%</b>	<b>74.3%</b>	<b>71.6%</b>
Food Service	5,221,973	3,507,223	67.2%	78.8%	79.0%
Community Service	12,841,752	10,479,999	81.6%	74.2%	91.6%
Debt Service	114,601,423	114,697,405	100.1%	100.2%	100.0%
Capital	29,686,972	17,751,364	59.8%	71.3%	63.6%
Internal Service	910,000	718,824	79.0%	89.7%	84.4%
<b>Total Expenditures All Funds</b>	<b>\$ 304,167,521</b>	<b>\$ 248,534,272</b>	<b>81.7%</b>	<b>75.8%</b>	<b>73.4%</b>

Percent Comparison  
Year-To-Date to Total Budget



- Notes:**
- 1- Capital Expenditures, including those made under the building construction fund, operating capital, capital projects levy, and long-term facilities maintenance are presented in combination within the "Capital" category as they are non-linear in nature and can vary greatly from period to period and year to year. Significant variances are normal.
  - 2 - Expenditure figures may be understated or overstated due disbursement timing fluctuations; the District operates under the cash basis of accounting during the year for non-salary expenditures
  - 3 - The fiscal year 2025 budget column includes the budget revisions recommended approved by the Board at the April 2025 Regular Meeting.

XII.C. Investment Summary - April 2025



**Board Meeting Date:** 5/5/2025

**Title:** Investment Summary – April 2025

**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 April 30, 2025.

**Recommendation:** N/A

**Desired Outcomes from the Board:** This information is provided for the benefit of the Board of Education and its stakeholders.

**Attachments:**

1. Investment Summary – April 2025

# Investment Summary

**FOR THE MONTH END APRIL 30, 2025**

**General Operating Funds:**

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
MSDLAF+ Liquid	Money Market	N/A	NOW	2,565,369	4.16%
MSDLAF+ Max	Money Market	N/A	NOW	583,904	4.26%
MSDLAF Term	TERM - MSDLAF+ TERM Jun 26	10/11/2024	5/8/2025	1,063,282	4.43%
MSDLAF CD Program	Fieldpoint Private Bank & Trust, CT	1/23/2024	1/22/2026	249,052	5.10%
PMA/MN Trust	Money Market	4/30/2025	NOW	16,448,298	4.28%
Term Series Flex	MNTrust Term Series-Flex (VNB), IL	4/30/2025	NOW	4,464,722	4.30%
SDA Account	NexBank, TX	4/30/2025	NOW	2,164,697	4.30%
US Treasury Bonds & Notes	MN TRUST TERM SERIES	5/17/2024	5/19/2025	1,000,000	5.05%
Certificate of Deposit	CONNEXUS CREDIT UNION, 20825WCN8	8/22/2023	8/25/2025	248,848	5.26%
Certificate of Deposit	CALIFORNIA CREDIT UNION, 130162AY6	8/22/2023	8/28/2025	243,900	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	11/1/2023	11/10/2025	244,635	5.26%
Certificate of Deposit	FIRST PREMIER BANK, 33610RUW1	11/1/2023	11/10/2025	244,367	5.16%
US Treasury Bonds & Notes	MN TRUST TERM SERIES	5/17/2024	11/18/2025	5,000,000	4.92%
Certificate of Deposit	Solera National Bank, CO	1/28/2025	1/26/2026	239,900	4.13%
Certificate of Deposit	Western Alliance Bank, CA	1/28/2025	1/26/2026	239,900	4.18%
Certificate of Deposit	Oakwood Bank, WI	1/28/2025	1/26/2026	240,100	4.12%
Certificate of Deposit	NexBank, TX	1/28/2025	1/26/2026	240,000	4.14%
US Treasury Bonds & Notes	MNTrust TERM SERIES	1/30/2025	1/26/2026	1,500,000	4.10%
US Treasury Bonds & Notes	US TREASURY N/B, 91282CGR6	3/18/2024	3/15/2026	1,254,014	4.57%
Certificate of Deposit	Consumers Credit Union, IL	3/19/2025	3/18/2026	239,900	4.18%
Certificate of Deposit	T Bank, National Association, TX	3/19/2025	3/18/2026	240,000	4.11%
Certificate of Deposit	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	American Plus Bank, N.A., CA	8/22/2024	7/27/2026	232,400	3.90%
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	GBank, NV	3/19/2025	9/14/2026	235,800	4.01%
Certificate of Deposit	Prime Alliance Bank, UT	3/19/2025	9/14/2026	235,900	3.97%
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	253,403	5.41%
US Treasury Bonds & Notes	STRIPS, 912833PB0	11/12/2024	11/15/2026	2,568,490	4.22%
Certificate of Deposit	OPTUM BANK INC, 68405VBK4	11/1/2023	11/16/2026	246,773	4.96%
US Treasury Bonds & Notes	US TREASURY N/B, 91282CJT9	1/28/2025	1/15/2027	3,014,229	4.07%
Certificate of Deposit	Freedom Northwest Credit Union, ID	1/28/2025	1/25/2027	230,900	4.10%
Certificate of Deposit	Bank Hapoalim B.M., NY	1/28/2025	1/25/2027	231,100	4.09%
US Treasury Bonds & Notes	MNTrust TERM SERIES	3/21/2025	1/25/2027	1,500,000	3.93%
Certificate of Deposit	First Bank of Ohio, OH	4/30/2025	1/25/2027	234,400	3.74%
Certificate of Deposit	Truxton Trust Company, TN	4/30/2025	1/25/2027	234,500	3.71%
Certificate of Deposit	American Commercial Bank & Trust, National Association, IL	4/30/2025	1/25/2027	234,700	3.70%
US Treasury Bonds & Notes	STRIPS, 912833QB9	11/12/2024	11/15/2027	2,580,833	4.23%

**Total General Operating Funds: \$ 52,573,767**

**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	2,683	4.28%
PMA/MN Trust	Money Market	N/A	NOW	953,186	2.92%

**Total 2021B General Obligation School Building Bonds: \$ 955,869**

**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	4/30/2025	NOW	-	0.00%

**Total 2023A GO Capital Notes & FM Bonds: \$ -**

**2024A General Obligation Capital Notes & Facilities Maintenance Bonds:**

<b>Type of Investment</b>	<b>Investment Description</b>	<b>Purchase Date</b>	<b>Maturity Date</b>	<b>Investment Market Value</b>	<b>Investment Yield</b>
PMA/MN Trust	Prime Security Bank	11/30/2024	NOW	6,109,402	4.28%
PMA/MN Trust	Money Market	11/6/2024	NOW	666,613	4.17%
<b>Total 2023A GO Capital Notes &amp; FM Bonds:</b>				<b>\$ 6,776,015</b>	
<b>Total Portfolio Value:</b>				<b>\$ 60,305,650</b>	