

Regular Meeting

Monday, March 9, 2026 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, March 9, 2026; 7:00 PM
ECC Room 349**

- I. Determination of Quorum and Call to Order**
- II. Approval of Agenda**
- III. Excellence in Action**
- IV. Hearing from Members of the Public**
- V. Consent Agenda**
 - A. Minutes: *February 9 work session and regular meeting; February 17 work session; February 23 special meeting*
 - B. Personnel Recommendations
 - C. Termination and Non-Renewal of Probationary Teachers
 - D. Check Register - February 2026
 - E. Electronic Fund Transfers - February 2026
 - F. Gifts and Bequests - February 2026
 - G. Early Learning Center Interior Surfaces Project Bids
 - H. Concord Elementary Interior Surfaces Project Bids
 - I. Creek Valley Elementary Renovation Project Bids
 - J. Highlands Elementary Interior Surfaces Project Bids
 - K. Valley View Middle School Renovations Project Bids
- VI. Discussion**
 - A. K-12 Mathematics Curriculum Review Process
 - B. Aligning Community Priorities with Our Learning Environments
 - C. Policy Review (614, 621, 633, 901, 904)
- VII. Action**
 - A. Achievement and Integration FY 2027 Plan
 - B. Achievement and Integration FY 2027 Budget
 - C. Agreement to Construct and Maintain a Stormwater Management Facility
 - D. Policy Quick Review (514)
 - E. Policy Review (202, 606, 717, 906, 907)

NOTE: School Board members may participate by interactive technology as permitted by Minnesota Statute 13D.02

VIII. Leadership and Committee Updates

IX. Superintendent Updates

X. Adjournment

XI. Information

- A. Enrollment Mobility - February 2026
- B. Expenditure Summary - February 2026
- C. Investment Summary - February 2026

III. Excellence in Action

IV. Hearing from Members of the Public

V. Consent

V.A. Minutes: *February 9 work session and regular meeting; February 17 work session; February 23 special meeting*

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF FEBRUARY 9, 2026

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 - 6:23 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
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
Jody Remsing, Director of Student Support Services
Sonya Sailer, Executive Director of Human Resources
Mert Woodard, Director of Finance and Operations

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
FEBRUARY 9, 2026

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: Bittman, Swenson, Becquer, De St. Hubert, Leland, Remsing, Sailer, Woodard.

APPROVAL OF AGENDA

DISCUSSION

- A. Achievement and Integration FY27 Budget
- B. Achievement and Integration FY27-29 Plan
- C. Policy 202 - Board Roles Discussion
- D. Update on Employment Agreement for Superintendent of Schools
- E. Proposed Staff Letter from Board

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 6:23 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. Erica Allenburg, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
FEBRUARY 9, 2026 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: Bittman, Swenson, Becquer, De St. Hubert, Leland, Remsing, Sailer, Woodard.

APPROVAL OF AGENDA

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

DISCUSSION

Achievement and Integration FY27 Budget: Dr. Becquer presented information about this dedicated funding to support the district's efforts to increase racial and economic integration and reduce achievement disparities.

Achievement and Integration FY27-29 Plan: Dr. Becquer presented information about goals and strategies for the next three-year cycle.

Policy 202 - Board Roles Discussion: Board members reviewed and discussed roles and responsibilities of board leadership positions.

Update on Employment Agreement for Superintendent of Schools: Governance committee members presented an update on the contract negotiations with Dr. Bittman.

Proposed Staff Letter from Board: Board members reviewed and discussed a letter to be sent to all staff.

LEADERSHIP AND COMMITTEE UPDATES

Member Birdman shared an update on District 287.

ADJOURNMENT

At 6:23 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 FEBRUARY 9, 2026

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 - 7:48 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, Executive Director of Human Resources
Mert Woodard, Director of Finance and Operations

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

(Official Publication)
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD
DISTRICT 273 EDINA, MINNESOTA FEBRUARY 9, 2026

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: Bittman, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard.

APPROVAL OF AGENDA

EXCELLENCE IN ACTION

HEARING FROM MEMBERS OF THE PUBLIC

CONSENT

- A. Minutes: *January 5 organizational and special meetings; January 8 special meeting; January 12 work session and regular meetings; January 20 retreat*
- B. Personnel Recommendations
- C. Check Register - January 2026
- D. Electronic Fund Transfers - January 2026
- E. Gifts and Bequests - January 2026
- F. Edina High School Roofing Project Construction Bids
- G. Edina Community Center Stair Replacement Project Bids
- H. Windows PC Staff Device Acquisition
- I. Chromebook Acquisition Proposal
- J. International Travel
 - 1. Spain 2027
 - 2. Costa Rica 2027
- K. Staff Letter from Board

DISCUSSION

- A. American Indian Parent Annual Compliance Documentation
- B. Policy Review (202, 606, 717, 906, 907)

ACTION

- A. Ratification of Sale - General Obligation Facilities Maintenance Refunding Bonds, Series 2026A

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION

- A. Enrollment Report
- B. Expenditure Summary - month 2024
- C. Investment Summary - month 2024

ADJOURNMENT

The meeting adjourned at 7:48 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. Erica Allenburg, Clerk

draft

OFFICIAL MINUTES OF SCHOOL BOARD'S
FEBRUARY 9, 2026 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: Bittman, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard.

APPROVAL OF AGENDA

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

EXCELLENCE IN ACTION

Valley View staff shared a recent success that they have had with assistive technology in their STRIVE program.

HEARING FROM MEMBERS OF THE PUBLIC

Student members of the Project Earth Club shared information about the upcoming clothing swap.

CONSENT

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

The resolutions were:

- A. Minutes: *January 5 organizational and special meetings; January 8 special meeting; January 12 work session and regular meetings; January 20 retreat*
- B. Personnel Recommendations
- C. Check Register - January 2026
- D. Electronic Fund Transfers - January 2026
- E. Gifts and Bequests - January 2026
- F. Edina High School Roofing Project Construction Bids
- G. Edina Community Center Stair Replacement Project Bids
- H. Windows PC Staff Device Acquisition
- I. Chromebook Acquisition Proposal
- J. International Travel
 - 1. Spain 2027
 - 2. Costa Rica 2027

DISCUSSION

American Indian Parent Annual Compliance Documentation: Dr. Becquer shared information about the American Indian Parent Advisory Committee (AIPAC) and the required annual compliance documentation.

Policy Review (202, 606, 717, 906, 907): Policy Committee members presented the following policies for discussion. These policies will move forward for approval at the next regular meeting.

- Policy 202 School Board Officers
- Policy 606 Selection and Review of Instructional Text, Materials, Content or Issues
- Policy 717 Video/Electronic Surveillance
- Policy 906 Community Notification of Predatory Offenders
- Policy 907 Reward for Solving a Crime

ACTION

Ratification of Sale - General Obligation Facilities Maintenance Refunding Bonds, Series 2026A: Member Mann moved and Member Huwe seconded to approve the motion. All members voted Aye. The motion passed unanimously.

LEADERSHIP AND COMMITTEE UPDATES

Member Arom shared information about the legislative session kicking off next week, and the April 13 Day at the Capitol event; all are welcome to attend.

SUPERINTENDENT UPDATES

Dr. Bittman shared about a number of topics:

- planning for next year is underway – Community Ed programming, transportation, staffing;
- things going on around the State that have impacted students, families, and staff;
- Cabinet and staff going above and beyond, in partnership with other organizations, to try to make sure students, families, staff, and others have what they need;
- Various State tournaments and championships.

ADJOURNMENT

At 7:48 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 WORK SESSION OF FEBRUARY 17, 2026

WORK SESSION
5:00 PM

Edina Community Center
ECC 350 and Virtual

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg
Mr. Dan Arom
Ms. Cheryl Barry
Mr. Michael Birdman (virtual)
Ms. Karen Gabler
Ms. Jennifer Huwe

Mr. Elliot Mann

PRESIDING OFFICER: Chair Karen Gabler

5:00 PM - 5:57 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Nate Swenson, Assistant Superintendent
Jody De St. Hubert, Director of Teaching and Learning
Sonya Sailer, Executive Director of Human Resources

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
FEBRUARY 17, 2026

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman (virtual), Gabler, Huwe. Staff present: Bittman, Swenson, De St. Hubert, Sailer.

APPROVAL OF AGENDA WITH CHANGE

DISCUSSION

- A. K-12 Mathematics Curriculum Review Process
- B. Mid-Year Strategic Plan Update - *removed from agenda*

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 5:57 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
FEBRUARY 17, 2026 WORK SESSION

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman (virtual), Gabler, Huwe. Staff present: Bittman, Swenson, De St. Hubert, Sailer.

APPROVAL OF AGENDA WITH CHANGE

Member Arom moved and Member Allenburg seconded to approve the agenda with the removal of the Mid-Year Strategic Plan Update item. All members voted Aye by roll call. The motion passed unanimously.

DISCUSSION

K-12 Mathematics Curriculum Review Process: Staff presented information about the comprehensive K-12 mathematics curriculum review process in response to the adoption of the 2022 Minnesota Academic Standards in Mathematics.

LEADERSHIP AND COMMITTEE UPDATES

Member Arom reminded everyone about the upcoming days at the Capitol: March 9 (MSBA and MASA), and April 13 (Edina LAC, AMSD, and MASA).

SUPERINTENDENT UPDATES

Dr. Bittman reiterated the information about the days at the Capitol, and mentioned his recent visits to schools.

ADJOURNMENT

At 5:57 PM, Member Allenburg moved, and Member Huwe seconded to adjourn the meeting. All members voted Aye by roll call. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE SPECIAL MEETING OF FEBRUARY 23, 2026

SPECIAL MEETING
5:00 PM

Edina Community Center
ECC 350 and Virtual

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

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

PRESIDING OFFICER: Chair Karen Gabler

5:09 PM - 5:34 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Sonya Sailer, Executive Director of Human Resources

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

(Official Publication)
MINUTES OF THE SPECIAL MEETING
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
FEBRUARY 23, 2026

5:09 PM Chair Gabler called to order the special meeting of the School Board. Members present: Allenburg (virtual), Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Sailer.

APPROVAL OF AGENDA

ACTION

- A. Employment Agreement for Superintendent Dr. Daniel Bittman

ADJOURNMENT

The meeting was adjourned at 5:34 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
FEBRUARY 23, 2026 SPECIAL MEETING

5:09 PM Chair Gabler called to order the special meeting of the School Board. Members present: Allenburg (virtual), Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Sailer.

APPROVAL OF AGENDA

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

ACTION

Employment Agreement for Superintendent Dr. Daniel Bittman: Member Birdman moved and Member Barry seconded to approve the motion. All members voted Aye by roll call. The motion passed unanimously.

ADJOURNMENT

At 5:34 PM, Member Arom moved and Member Birdman seconded to adjourn the meeting. All members voted Aye by roll call. The motion passed unanimously.

V.B. Personnel Recommendations



Meeting Date: March 9, 2026

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>
ACEVEDO, ESTELLA	ND	GRADE 3 TEACHER, 1.0 FTE	\$53,974.00	08/24/2026
BENI, LINUS	VV	WORLD LANGUAGE TEACHER (LONG-TERM SUBSTITUTE)	\$279.26/DAY	03/04/2026 - 05/01/2026
DILAURA, BRIDGET	VV	SPECIAL EDUCATION TEACHER (LONG-TERM SUBSTITUTE)	\$54.10/HOUR	03/04/2026 - 06/01/2026
HENDRICKSON, LAUREN	ND	KINDERGARTEN TEACHER, 1.0 FTE	\$65,091.00	08/24/2026
LAFLEUR, CASSANDRA	ND	GRADE 1 TEACHER, 1.0 FTE	\$87,562.00	08/24/2026

B. 2025-26 ADDITIONAL ASSIGNMENTS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
SCHWARTZ, HEATHER	CV	SUCCESS CENTER TEACHER	\$33.03/HOUR	01/26/2026

C. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
BENSON, KRISTIN	EHS	LANGUAGE ARTS TEACHER RESIGNING FROM 0.4 FTE OF POSITION	02/18/2026
CAMMAS, JOHANNA	ND	KINDERGARTEN TEACHER, 1.0 FTE	06/02/2026
NELSON, KWENEN	EHS	LANGUAGE ARTS TEACHER RESIGNING FROM 0.2 FTE OF POSITION	02/09/2026
OBERLE, MARIT	SV	MATHEMATICS TEACHER RESIGNING FROM 0.1 FTE OF POSITION	02/19/2026
OLSON, PAMELA	CC	INTERVENTION TEACHER, 0.24 FTE	06/02/2026
WILLIAMS, ELLA	EHS	THEATER FOR ALL TEACHER, 0.12 FTE	06/02/2026

D. CHANGE OF EMPLOYMENT STATUS

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

E. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
BLEESS, CRAIG	CS	PHYSICAL EDUCATION TEACHER	02/09/2026 - 06/02/2026

GROENENDYK, HANNAH	VV	MATHEMATICS TEACHER	05/18/2026 - 12/18/2026
KROHN, ASHLEY	DW	MEDIA SPECIALIST	02/24/2026 - 04/09/2026
WENKER, MEGHAN	EHS	MATHEMATICS TEACHER	08/24/2026 - 12/18/2026
ZAGHOUBANI, MYRIAM	VV	WORLD LANGUAGE TEACHER	02/18/2026 - 05/01/2026

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
BATROOT, EMILY	ECSE	EA SPED PARA	\$23.50/HOUR	02/25/2026
BOSWELL, JENNIFER	DW	EMERGENCY MANAGEMENT & SCHOOL SAFETY OFFICER	\$125,906.00	03/23/2026
CARDONA, JULIAN	DW	CUSTODIAN FLOAT	\$24.26/HOUR	02/18/2026
ELMOGE, AISHA	CS	SUBSTITUTE PARA	\$23.00/HOUR	02/23/2026
GROVEN, JERRY	VV	EA SPED PARA	\$23.00/HOUR	03/04/2026
KULDASHEVA, MADINA	ND	SUBSTITUTE HSA	\$21.61/HOUR	02/25/2026
LEE, MICHELLE	TC	SCHOOL BUS DRIVER	\$27.20/HOUR	02/16/2026
NAUGHTON, DAVID	TC	SCHOOL BUS DRIVER	\$26.64/HOUR	03/02/2026
ROBERTS, MICHAEL	HS	SECURITY MONITOR	\$23.50/HOUR	02/18/2026
TUN, LYNN-CLARA	DO	COMMUNICATIONS INTERN	\$15.00/HOUR	02/25/2026
VIRTUE, OWEN	SV	CUSTODIAN	\$24.26/HOUR	02/05/2026

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
AMARAPURKAR, SAYALI	DW	CULTURAL LIAISON	06/02/2026
JUDD, JORDAN	DW	STUDENT BEHAVIOR & CULTURE COORDINATOR	03/20/2026
JOHNSON, CRAIG D	VV	EA SPED PARA	02/19/2026
LEE, MADELINE	CV	EA SPED PARA	03/03/2026
LEE, MICHELLE	TC	SCHOOL BUS DRIVER	02/27/2026
RAGAN, LISA	CV	EA SPED PARA	03/13/2026
STAND STRONG, FRANCISCA	DW	AMERICAN INDIAN PROGRAM COORDINATOR	03/04/2026

THOMAS, PASSION	VV	EA SPED PARA		02/23/2026
TOOP, SCOTT	TC	BUS DRIVER		10/31/2025

C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Wage</u>	<u>Date</u>
LIANG, YUANJING	ECC	FROM: OFFICE ASSISTANT - E TO: DEPARTMENT SPECIALIST - A	\$30.84	03/09/2026

D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
BERGEN, MARY	CN	INSTRUCTIONAL ASSISTANT	03/02/2026 - 04/27/2026
MCMILLON, KATRINA	DO	BOARD CERTIFIED BEHAVIOR ANALYST	02/23/2026 - 05/11/2026
REIMRINGER, CHRISTINE	EHS	EA SPED PARA	02/02/2026 - 04/09/2026
VAN OSDEL, BETHANY	DO	ASSISTANT DIRECTOR OF T&L	02/18/2026 - 05/13/2026
WRIGHT, DANIELLE	DO	COMMUNICATIONS COORDINATOR	06/29/2026 - 10/30/2026

COMMUNITY EDUCATION SERVICES STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
FONTANES, ISABELLA	CC	ENRICHMENT SITE LEAD	\$20.69/HOUR	02/23/2026
HADDEN, JACKSON	HL	KIDS' CLUB LEAD	\$16.97/HOUR	02/09/2026
HALL, RASHYIA	CC	KIDS' CLUB LEAD	\$21.56/HOUR	02/23/2026
HAUGEN, CHARLIE	ND	KIDS' CLUB LEAD	\$16.97/HOUR	02/18/2026
MOHAMED, HAYAT	CN	KIDS' CLUB LEAD	\$16.97/HOUR	02/18/2026
RAMSEY, EVELYN	CS	KIDS' CLUB LEAD	\$18.39/HOUR	02/23/2026
RINSCH, ADAM	CC	KIDS' CLUB LEAD	\$21.56/HOUR	03/09/2026
WEINGART, ELLA	CN	KIDS' CLUB LEAD	\$16.97/HOUR	02/18/2026
YUOH, RHYAN	ECC	CHILDCARE ASSISTANT	\$18.39/HOUR	02/23/2026

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
BROWN, JACOB	ECC	WOODSHOP LEAD	03/06/2026
COOK, TROY	CC	KIDS' CLUB SITE LEAD	03/05/2026
SEVERIANO-AMBROCIO, JENNIFER	CC	KIDS' CLUB LEAD	02/19/2026

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>
BATES, LUCAS	ECC	PROGRAM SPECIALIST	05/01/2026 - 06/30/2026
BOYUM, SAMANTHA	ECC	PROGRAM SPECIALIST	08/05/2026 - 10/30/2026
DECAIGNY, OLIVIA G	CC	KIDS' CLUB LEAD	04/13/2026 - 05/01/2026
GAYLES, TASHA	HL	KIDS' CLUB LEAD	02/09/2026 - 05/30/2026

V.C. Termination and Non-Renewal of Probationary
Teacher Contracts



Board Meeting Date: March 9, 2026

Title: Termination and Non-Renewal of Probationary Teachers

Type: Consent

Presenter(s): 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 2026-2027 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:

Adams Nunez, Elizabeth	Hawthorne, Margrethe
Armstrong, Brittany	Krebs, Tyler
Arnesen, Megan	Mulrooney, Kathleen
Bass, Carly	Reid, Colleen
Brown, Travis	Ruby, Johanna
Calpino, Olivia	Schultz, Grace
Cambio, Nicholas	Sowa, Katharine
Chubb, Natalie	Taubel, Charlotte
Gjesdahl-Guettler, Michele	Zwettler, Rose
Gupta, Kristen	

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 2025-2026 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>>
<<Location>>
<<Address>

Dear <<First>>:

You are hereby notified that at a regular meeting of the School Board of Independent School District 273 held on March 9, 2026, 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 2026-2027 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

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.

Clerk of the School Board, ISD 273

V.D. Check Register - February 2026



Board Meeting Date: 3/9/2026

Title: Check Register – February 2026

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 February 2026:

<u>Fund</u>	<u>Amount</u>
General	\$ 3,686,887.38
Food Service	503,564.01
Community Service	102,900.72
Building Construction	600,431.22
Total	\$ 4,893,783.33

Recommendation: Approve the disbursements as presented for the month of February 2026.

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

Attachments:

1. Check Register – February 2026

Check Register



DEFINING EXCELLENCE

FOR THE MONTH ENDED FEBRUARY 28, 2026

Check No.	Vendor	Description	Date	Amount
408512	MN PEIP	CURRENT EMPLOYEES	02/25/26	\$ 1,263,125.82
408092	A.J. MOORE ELECTRIC	EHS MECH. PHASE 3	02/04/26	396,064.67
408379	CHARTWELLS DINING S	JAN26 FOOD SERVICE	02/18/26	391,747.76
408254	FOBBE ELECTRIC, INC	VV LIGHTING IMPROVE	02/11/26	116,375.00
408194	TWIN CITY TRANSPORT	TYPE III SPED NOVEM	02/04/26	104,437.64
408194	TWIN CITY TRANSPORT	TYPE III SPED JANUA	02/04/26	103,476.77
408512	MN PEIP	RETIREEES	02/25/26	99,415.86
408194	TWIN CITY TRANSPORT	TYPE III SPED DECEM	02/04/26	98,977.13
408202	WOLD ARCHITECTS & E	HL PARKING LOT	02/04/26	84,754.92
408202	WOLD ARCHITECTS & E	CV RENOVATIONS	02/04/26	79,028.28
408159	METRO TRANSPORTATIO	TYPE III SPED	02/04/26	78,010.25
408289	KRAUS-ANDERSON CONS	EHS LTFM CONST. MGM	02/11/26	76,966.94
408105	BRENNAN CONSTRUCTIO	CN TOILET RENO	02/04/26	70,375.11
408159	METRO TRANSPORTATIO	TYPE III SPED	02/04/26	65,849.84
408359	WOLD ARCHITECTS & E	HL SCHOOL RENOVATIO	02/11/26	57,811.74
408185	ST PAUL LINOLEUM &	ECC GYM FLOOR	02/04/26	49,150.00
408347	SUPERSET TILE & STO	WS 09B EHS MECHANIC	02/11/26	47,041.80
408159	METRO TRANSPORTATIO	TYPE III SPED	02/04/26	46,500.82
408139	INTERMEDIATE DISTRI	LEASE LEVY	02/04/26	34,662.25
408503	KINECT ENERGY, INC	EHS 12/31-1/31 USE	02/25/26	34,004.16
408360	XCEL ENERGY	EHS - 12/22-1/25/26	02/11/26	29,369.30
408503	KINECT ENERGY, INC	SV 12/31-1/31USE	02/25/26	27,822.85
408192	TRIMARK MARLINN LLC	HOT FOOD SERV COUNT	02/04/26	26,378.14
408192	TRIMARK MARLINN LLC	HOT FOOD SERV COUNT	02/04/26	26,378.14
408139	INTERMEDIATE DISTRI	ITINERANT	02/04/26	23,443.05
408192	TRIMARK MARLINN LLC	4 SERIES SERVING SY	02/04/26	23,307.50
408139	INTERMEDIATE DISTRI	CONTRACTED NSO	02/04/26	21,617.82
408285	KATH FUEL OIL SERVI	DIESEL	02/11/26	20,611.90
408147	KATH FUEL OIL SERVI	DIESEL	02/04/26	19,574.47
408343	SONUS INTERIORS INC	WS 09C EHS MECH. PH	02/11/26	19,000.00
408202	WOLD ARCHITECTS & E	ELC INTERIOR RENOVA	02/04/26	17,846.85
408416	KELLY SERVICES, INC	EHS SUBSTITUTES	02/18/26	17,618.20
408503	KINECT ENERGY, INC	ECC 12/31-1/31 USE	02/25/26	17,271.51
408238	CUSTOM DRYWALL INC	WS 09A EHS MECH. PH	02/11/26	16,639.03
408360	XCEL ENERGY	SV 12/22-1/25/26 IS	02/11/26	16,192.08
408416	KELLY SERVICES, INC	HS - SUBSTITUTES	02/18/26	15,899.27
408192	TRIMARK MARLINN LLC	4 SERIES SERVING SY	02/04/26	15,575.24
408192	TRIMARK MARLINN LLC	4 SERIES SERVING SY	02/04/26	15,575.24
408323	NATIONAL INSURANCE	CURRENT EMP LIFE/AD	02/11/26	14,925.11
408318	MSBA -- MINNESOTA S	SUPT SEARCH	02/11/26	14,900.00
408130	GAMEFACE TRAINING &	WEIGHT ROOM SUPERVI	02/04/26	14,500.00
408296	LITHOGRAPHIC COMMUN	SUMMER 26 COURSE CA	02/11/26	13,892.80
408323	NATIONAL INSURANCE	LTD DISTRICT W/H	02/11/26	13,817.12
408216	ARVIG	PHONES JAN 2026	02/11/26	13,742.07
408503	KINECT ENERGY, INC	VV 12/31-1/31 USE	02/25/26	13,243.57
408360	XCEL ENERGY	ECC 12/22-1/25/26 U	02/11/26	13,227.27
408360	XCEL ENERGY	VV 12/22-1/25/26 US	02/11/26	13,118.13
408250	ENVIROBATE	WS 02A EHS MECH. PH	02/11/26	12,285.05
408139	INTERMEDIATE DISTRI	CORE FEE	02/04/26	11,303.82
408139	INTERMEDIATE DISTRI	SAFE SCHOOL	02/04/26	11,266.28
408512	MN PEIP	COBRA	02/25/26	11,248.50
408149	KELLY SERVICES, INC	VVMS SUBSTITUE	02/04/26	10,313.57
408328	PLANSOURCE	SERVICES FOR JAN26	02/11/26	10,232.30

Check No.	Vendor	Description	Date	Amount
408303	MCDOWALL COMPANY	WS 23B EHS MECH. PH	02/11/26	10,024.40
408468	AMERICAN ENGINEERIN	HL GEOTECHNICAL EXP	02/25/26	10,000.00
408465	ABRAKADOODLE	ART ENRICHMENT	02/25/26	9,981.32
408109	CESO FINANCE LLC	MARSS SERVICES	02/04/26	9,750.00
408416	KELLY SERVICES, INC	SV - SUBSTITUTES	02/18/26	9,546.00
408416	KELLY SERVICES, INC	VV SUBSTITUTES	02/18/26	9,504.10
408497	INSTITUTE FOR ENVIR	25-26 INDOOR AIR QU	02/25/26	9,350.00
408190	TRANSPORTATION PLUS	TYPE III HHM	02/04/26	9,291.00
408416	KELLY SERVICES, INC	SV SUBSTITUTES	02/18/26	9,110.63
408359	WOLD ARCHITECTS & E	VV SCHOOL RENOVATIO	02/11/26	8,924.27
408416	KELLY SERVICES, INC	CC - SUBSTITUTES	02/18/26	8,884.89
408416	KELLY SERVICES, INC	ND - SUBSTITUTES	02/18/26	8,736.55
408149	KELLY SERVICES, INC	EHS SUBSTITUTES	02/04/26	8,710.73
408490	GILBERT MECHANICAL	CS SIEMANS	02/25/26	8,680.00
408503	KINECT ENERGY, INC	CS 12/31 - 1/31 USE	02/25/26	8,638.03
408416	KELLY SERVICES, INC	ND SUBSTITUTES	02/18/26	8,610.76
408416	KELLY SERVICES, INC	CN - SUBSTITUTES	02/18/26	8,559.17
408420	LVC COMPANIES INC	5 YEAR SPRINKLER IN	02/18/26	8,499.00
408255	FRANSEN DECORATING	WS 09K EHS MECH. PH	02/11/26	8,145.76
408190	TRANSPORTATION PLUS	TYPE III HHM	02/04/26	8,082.00
408503	KINECT ENERGY, INC	CV 12/31-1/31 USE	02/25/26	7,988.12
408416	KELLY SERVICES, INC	HL SUBSTITUTES	02/18/26	7,975.46
408246	EBERT CONSTRUCTION	WS 03A EHS MECH. PH	02/11/26	7,819.96
408416	KELLY SERVICES, INC	CN SUBSTITUTES	02/18/26	7,781.96
408416	KELLY SERVICES, INC	CS SUBSTITUTES	02/18/26	7,761.98
408416	KELLY SERVICES, INC	HL - SUBSTITUTES	02/18/26	7,685.19
408139	INTERMEDIATE DISTRI	TRANS DISABLED	02/04/26	7,392.19
408382	CITY OF EDINA	HL USE 10/28-1/27/2	02/18/26	7,291.75
408416	KELLY SERVICES, INC	CS - SUBSTITUTES	02/18/26	7,224.66
408503	KINECT ENERGY, INC	CC 12/31-1/31 USE	02/25/26	7,163.23
408149	KELLY SERVICES, INC	CS SUBSTITUTE	02/04/26	7,085.35
408168	NCEA	OLG CONVENTION	02/04/26	6,832.00
408161	MIDWEST BUS PARTS I	FUEL TANKS	02/04/26	6,708.52
408416	KELLY SERVICES, INC	VV - SUBSTITUTES	02/18/26	6,682.21
408139	INTERMEDIATE DISTRI	LONG TERM FACILITIE	02/04/26	6,497.06
408470	ARUX SOFTWARE INC	FEB-JUNE SOFTWARE F	02/25/26	6,495.00
408149	KELLY SERVICES, INC	SVMS SUBSTITUTE	02/04/26	6,424.20
408314	MINNESOTA MEMORY IN	CB PARTS	02/11/26	6,395.65
408416	KELLY SERVICES, INC	CV SUBSTITUTES	02/18/26	6,356.49
408149	KELLY SERVICES, INC	VVMS SUBSTITUTES	02/04/26	6,262.96
408405	HORIZON COMMERCIAL	UV LAMP WORK	02/18/26	6,218.66
408202	WOLD ARCHITECTS & E	25-26 EHS RENOVATIO	02/04/26	6,187.48
408283	JOSTENS INC	DIPLOMA COVERS CLAS	02/11/26	6,113.45
408168	NCEA	OLG CONVENTION	02/04/26	6,100.00
408162	MIKKONEN MUSIC LLC	AFTER SCHOOL MUSIC	02/04/26	6,050.00
408522	RIVER BOTTOM PRODUC	THEATER RENTAL	02/25/26	6,002.00
408503	KINECT ENERGY, INC	HL 12/31-1/31 USE	02/25/26	5,903.64
408440	RADAR CONSULTING LL	RECRUITING	02/18/26	5,900.00
408487	FRASER CHILD AND FA	JANUARY CONSULTS	02/25/26	5,852.00
408503	KINECT ENERGY, INC	CN 12/31-1/31 USE	02/25/26	5,833.00
408407	INSPEC INC	VV MS FLASHING REPL	02/18/26	5,800.00
408416	KELLY SERVICES, INC	CC SUBSTITUTES	02/18/26	5,772.76
408363	ZERO CIRCLE LABS	PD SPEAKER FEE	02/11/26	5,762.13
408149	KELLY SERVICES, INC	CV SUBSTITUTE	02/04/26	5,734.07
408457	THREE RIVERS PARK D	LIFT TICKETS FOR SK	02/18/26	5,580.00
408390	ELIZABETH FOTLAND	PRE-K/ELEM/JUNIOR C	02/18/26	5,546.57
408197	UNIVERSITY OF MINNE	PATHWAY A.MADSEN SP	02/04/26	5,529.00
408329	POMP'S TIRE SERVICE	TIRES	02/11/26	5,523.25
408329	POMP'S TIRE SERVICE	TIRES	02/11/26	5,523.25
408139	INTERMEDIATE DISTRI	HTP-GEN ED	02/04/26	5,445.31
408149	KELLY SERVICES, INC	CC SUBSTITUTES	02/04/26	5,337.39
408489	GENERAL SPORTS	BHOCKEY EQUIPMENT	02/25/26	5,280.00
408149	KELLY SERVICES, INC	CV SUBSTITUTES	02/04/26	5,227.73
408149	KELLY SERVICES, INC	EHS SUBSTITUTE	02/04/26	5,198.71
408459	TONENWORKS MUSIC THE	MUSIC THERAPY-JANUA	02/18/26	5,123.00
408416	KELLY SERVICES, INC	CV - SUBSTITUTES	02/18/26	5,121.31
408382	CITY OF EDINA	CS USE10/29-1/29/26	02/18/26	5,012.61
408360	XCEL ENERGY	CS 12/22-1/25/26 US	02/11/26	4,993.77

Check No.	Vendor	Description	Date	Amount
408149	KELLY SERVICES, INC	HL SUBSTITUTES	02/04/26	4,895.55
408503	KINECT ENERGY, INC	ND 12/31-1/31 USE	02/25/26	4,871.45
408149	KELLY SERVICES, INC	ND SUBSTITUTES	02/04/26	4,863.34
408360	XCEL ENERGY	CC 12/22-1/25/26 US	02/11/26	4,813.25
408382	CITY OF EDINA	CN USE 1028-1/22/26	02/18/26	4,809.97
408360	XCEL ENERGY	CV 12/22-1/25/26 US	02/11/26	4,784.00
408149	KELLY SERVICES, INC	CS SUBSTITUTES	02/04/26	4,776.89
408534	VARSITY ATHLETIC AP	CHENILLE LETTERS	02/25/26	4,775.00
408503	KINECT ENERGY, INC	TRAN 12/31-1/31 USE	02/25/26	4,753.79
408407	INSPEC INC	EHS 2026 REFOOFING	02/18/26	4,705.00
408175	RADAR CONSULTING LL	RECRUITING- GEN ADM	02/04/26	4,700.00
408149	KELLY SERVICES, INC	ND SUBSTITUTE	02/04/26	4,681.73
408091	1ST CHOICE PEDIATRI	Z.LINTON DEC. NURSI	02/04/26	4,485.00
408149	KELLY SERVICES, INC	SVMS SUBSTITUTES	02/04/26	4,447.28
408225	BSN SPORTS, LLC	ROBOTICS	02/11/26	4,446.00
408535	XCEL ENERGY	TRAN. 12/22-1/25/26	02/25/26	4,436.43
408315	MN DECA	DECA STATE CAREER D	02/11/26	4,420.00
408253	FIDELITY SECURITY L	EMPLOYEE WITHHOLDIN	02/11/26	4,364.21
408309	MIDWEST BUS PARTS I	FUEL TANKS	02/11/26	4,354.01
408251	ENVISION GLASS INC	WS 08F EHS MECH. PH	02/11/26	4,302.17
408149	KELLY SERVICES, INC	CN SUBSTITUTE	02/04/26	4,231.21
408346	SUNBELT STAFFING LL	C.MUYSKENS STAFFING	02/11/26	4,190.00
408489	GENERAL SPORTS	GHOCKEY EQUIPMENT	02/25/26	4,091.00
408515	MULBERRY BUILDERS	ELC TILE PREP	02/25/26	4,040.00
408323	NATIONAL INSURANCE	VOL AD&D EMPLOYEE W	02/11/26	3,991.36
408136	HOGLUND BUS COMPANY	TURBO	02/04/26	3,962.03
408101	BENCHMARK EDUCATION	PD TRAINING - SDL	02/04/26	3,900.00
408360	XCEL ENERGY	HL 12/22-1/25/26 US	02/11/26	3,887.67
408479	D.A.T.E.	SEPT-DEC TRAINING	02/25/26	3,875.00
408357	WASTE MANAGEMENT OF	EHS 2/1-2/28/26 USE	02/11/26	3,864.79
408323	NATIONAL INSURANCE	RETIREE	02/11/26	3,862.45
408149	KELLY SERVICES, INC	CC SUBSTITUTE	02/04/26	3,824.85
408182	SCHOOL SERVICE EMPL	1/30/26 DUES WITHHO	02/04/26	3,804.47
408335	RELATE COUNSELING C	CHEMICAL HEALTH JAN	02/11/26	3,800.00
408446	SCHOOL SERVICE EMPL	2/13/26 SEIU DUES	02/18/26	3,758.56
408139	INTERMEDIATE DISTRI	ALC-STABILIZATION F	02/04/26	3,755.43
408149	KELLY SERVICES, INC	CN SUBSTITUTES	02/04/26	3,731.33
408360	XCEL ENERGY	ND 12/22-1/25/26 US	02/11/26	3,730.77
408376	BSI MECHANICAL INC	BURNER WORK	02/18/26	3,694.42
408106	BSN SPORTS, LLC	BASEBALLS	02/04/26	3,618.96
408370	AMAZON CAPITAL SERV	BUS PRIME ANNUAL FE	02/18/26	3,499.00
408207	95 PERCENT GROUP LL	95 RAP RENEWALS	02/11/26	3,456.00
408242	THE BINDERY	TRACK TECH-DECEMBER	02/11/26	3,360.00
408093	AIM ELECTRONICS INC	ECC SCOREBOARD	02/04/26	3,355.00
408149	KELLY SERVICES, INC	HL SUBSTITUTE	02/04/26	3,354.00
408346	SUNBELT STAFFING LL	C.MUYSKENS 1-10-26	02/11/26	3,352.00
408147	KATH FUEL OIL SERVI	OIL	02/04/26	3,329.50
408526	SQUIRES, WALDSPURGE	LEGAL SERV - HR	02/25/26	3,315.00
408340	SAFEHANDSYSTEMS LLC	ANNL ELECTRICAL TRA	02/11/26	3,240.00
408321	NAC MECHANICAL & EL	COIL REPAIR	02/11/26	3,231.50
408103	BRAXOS SECURITY SOF	BRAXOS RENEWAL 25/2	02/04/26	3,000.00
408320	MTM EVENT RENTALS,	RENTAL-AP EXAMS TAB	02/11/26	2,975.38
408420	LVC COMPANIES INC	5 YEAR SPRINKLER IN	02/18/26	2,810.00
408295	LEARNING A-Z	RAZ-PLUS RENEWAL	02/11/26	2,728.00
408234	COMMUNITY PLAYTHING	BLOCKS FOR CS KC	02/11/26	2,670.00
408263	GROTH MUSIC COMPANY	ORCHESTRA SUPPLIES	02/11/26	2,590.00
408149	KELLY SERVICES, INC	ELFC SUBSTITUE	02/04/26	2,589.69
408504	LB CARLSON LLP	PROF SRVCS FED SING	02/25/26	2,525.00
408346	SUNBELT STAFFING LL	C.MUYSKENS 1-24-26	02/11/26	2,514.00
408293	LANGUAGE LINE SERVI	PHONE INTERPRETATIO	02/11/26	2,494.50
408179	RJ MECHANICAL INC	FIX 2 LEAKS	02/04/26	2,440.72
408405	HORIZON COMMERCIAL	CHEMICALS	02/18/26	2,418.40
408216	ARVIG	INTERNET JAN 2026	02/11/26	2,407.90
408416	KELLY SERVICES, INC	ELFC - SUBSTITUTES	02/18/26	2,305.89
408359	WOLD ARCHITECTS & E	CC FLOOR REPLACEMEN	02/11/26	2,298.74
408415	KARINA ERTMAN	JUNIOR HIGH CHEER	02/18/26	2,250.00
408393	EVA PAAVOLA	JUNIOR HIGH CHEER	02/18/26	2,250.00
408510	MIDWEST BUS PARTS I	SHOCKS	02/25/26	2,226.10

Check No.	Vendor	Description	Date	Amount
408530	THREE RIVERS PARK D	SKI FIELD TRIP - PE	02/25/26	2,226.00
408382	CITY OF EDINA	TRAN. USE 10/28-1/2	02/18/26	2,151.74
408208	A.J. MOORE ELECTRIC	WS 26A EHS MECH. PH	02/11/26	2,141.44
408377	BSN SPORTS, LLC	SCHOOL STORE GR HOO	02/18/26	2,080.00
408166	MSEA -- MN SCHOOL E	1.30.26 DUES WITHHO	02/04/26	2,078.28
408432	MSEA -- MN SCHOOL E	2/13/26 DUES WITHHO	02/18/26	2,077.33
408420	LVC COMPANIES INC	SPRINKLER LINE REPA	02/18/26	2,065.00
408298	LVC COMPANIES INC	SPRINKLER LINE REPA	02/11/26	2,048.30
408285	KATH FUEL OIL SERVI	GAS	02/11/26	2,002.29
408374	BIRCHBARK BOOKS AND	AIPAC BOOKS	02/18/26	1,972.88
408525	SCHMITTY & SONS TRA	BOYS STATE ALPINE B	02/25/26	1,943.30
408525	SCHMITTY & SONS TRA	GIRLS STATE ALPINE	02/25/26	1,943.30
408171	PEDIATRIC HOME SERV	M.BORG NURSING JAN.	02/04/26	1,931.25
408098	ANN MARIE THOMAS	STEAM CONSULTING	02/04/26	1,925.00
408502	KATH FUEL OIL SERVI	GAS	02/25/26	1,896.45
408526	SQUIRES, WALDSPURGE	LEGAL SERV - MISC	02/25/26	1,895.50
408361	YOUTH HOCKEY HUB	BOYS HOCKEY TOURNAM	02/11/26	1,895.00
408357	WASTE MANAGEMENT OF	VV 2/1-2/28/26 USE	02/11/26	1,892.31
408174	PROSTATE CANCER RES	FUNDRAISING DONATIO	02/04/26	1,885.00
408154	MACKIN EDUCATIONAL	BOOKS FOR EHS	02/04/26	1,837.74
408357	WASTE MANAGEMENT OF	SV 2/1-2/28/26 USE	02/11/26	1,806.45
408210	ADVANCED IMAGING SO	HIGH SCHOOL 12/25	02/11/26	1,797.26
408285	KATH FUEL OIL SERVI	GAS	02/11/26	1,770.65
408147	KATH FUEL OIL SERVI	GAS	02/04/26	1,753.03
408511	MINNESOTA HISTORICA	GR 3 FIELD TRIP	02/25/26	1,750.00
408119	COMPAS, INC	SAORI WEAVING	02/04/26	1,725.00
408436	PEDIATRIC HOME SERV	M.BORG NURSING END	02/18/26	1,706.25
408137	INESE KRIEVANS	SUNBEAMS	02/04/26	1,703.40
408175	RADAR CONSULTING LL	RECRUITING- PREK	02/04/26	1,700.00
408264	H&B SPECIALIZED PRO	PMS ON HOOPS AND WA	02/11/26	1,690.00
408447	SCHOOL SPECIALTY, L	ART SUPPLIES	02/18/26	1,677.96
408359	WOLD ARCHITECTS & E	VV LIGHTING REPLACE	02/11/26	1,660.88
408268	HYATT REGENCY MINNE	DECA STATE FIELD TR	02/11/26	1,659.28
408391	ELIZABETH POCH	IND PIANO LESSONS	02/18/26	1,657.60
408118	COMMERCIAL INFRASTR	CC FIBER WORK	02/04/26	1,653.60
408472	BOWLERO - EDEN PRAI	5TH GRADE END OF YE	02/25/26	1,632.64
408357	WASTE MANAGEMENT OF	CS 2/1-2/28/26 USE	02/11/26	1,589.63
408357	WASTE MANAGEMENT OF	ECC 2/1-2/28/26 USE	02/11/26	1,557.88
408433	MTI DISTRIBUTING IN	"BRUSH, WAFER 24"	02/18/26	1,549.30
408256	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/11/26	1,540.00
408530	THREE RIVERS PARK D	HYLAND HILLS SKI TR	02/25/26	1,537.00
408425	METRO ELEVATOR	FEB 26 ELEVATOR MAI	02/18/26	1,535.03
408375	BRIN GLASS SERVICE	REPAIR	02/18/26	1,514.00
408336	RIVER BOTTOM PRODUC	OAP THEATER	02/11/26	1,500.00
408127	ELLA WASSERMAN	INDIVIDUAL PIANO LE	02/04/26	1,497.60
408416	KELLY SERVICES, INC	ELFC SUBSTITUTES	02/18/26	1,457.71
408139	INTERMEDIATE DISTRI	CAREER & TECH	02/04/26	1,443.87
408225	BSN SPORTS, LLC	BOYS TENNIS SUPPLIE	02/11/26	1,437.26
408474	BUCK HILL INC	CC/ND TUBING TRIP	02/25/26	1,428.00
408474	BUCK HILL INC	CS/HL TUBING TRIP	02/25/26	1,428.00
408474	BUCK HILL INC	CV/CN TUBING TRIP	02/25/26	1,428.00
408476	CATALYST SOURCING S	ON DEMAND/DMTS	02/25/26	1,421.55
408113	CHILDREN'S THEATRE	GR 2 FIELD TRIP	02/04/26	1,420.00
408124	EDINA COMPETITION C	CHEER-SWEETHEART CL	02/04/26	1,415.00
408141	IWS - INNOVATIONAL	GLYCOL	02/04/26	1,400.40
408190	TRANSPORTATION PLUS	TYPE III HHM	02/04/26	1,383.00
408202	WOLD ARCHITECTS & E	ECC STAIR REPLACEME	02/04/26	1,372.22
408203	XCEL ENERGY	SV 12/15-1/15/2026	02/04/26	1,351.52
408190	TRANSPORTATION PLUS	TYPE III HHM	02/04/26	1,344.00
408161	MIDWEST BUS PARTS I	STRAPS	02/04/26	1,333.92
408452	STATE SUPPLY COMPAN	BOOSTER PUMP-BASEME	02/18/26	1,333.33
408494	HOGLUND BUS COMPANY	CABLE	02/25/26	1,321.06
408378	BUSINESS ESSENTIALS	01 8.5X11 WHT QTY 4	02/18/26	1,300.00
408227	BUSINESS ESSENTIALS	BOISE WHT 8.5X11 QT	02/11/26	1,300.00
408451	SOURCEWELL	EFINANCE CONSULTING	02/18/26	1,295.00
408360	XCEL ENERGY	CN 12/22-1/25/26 US	02/11/26	1,294.27
408183	SCHOOL SPECIALTY, L	ART SUPPLIES	02/04/26	1,267.57
408357	WASTE MANAGEMENT OF	CC 2/1-2/28/26 USE	02/11/26	1,265.23

Check No.	Vendor	Description	Date	Amount
408372	ASTLEFORD INTERNATI	ON COMMAND	02/18/26	1,250.00
408378	BUSINESS ESSENTIALS	04 8.5X11 BL QTY 24	02/18/26	1,248.00
408378	BUSINESS ESSENTIALS	05 8.5X11 GR QTY 24	02/18/26	1,248.00
408378	BUSINESS ESSENTIALS	06 8.5X11 PK QTY 24	02/18/26	1,248.00
408149	KELLY SERVICES, INC	ELFC SUBSTITUTES	02/04/26	1,244.86
408309	MIDWEST BUS PARTS I	BRAKE PADS	02/11/26	1,244.47
408249	ELSMORE SWIM SHOP	CAPS	02/11/26	1,215.00
408146	KAREN GOLDFARB	MAHJONG	02/04/26	1,197.00
408428	MIDWEST BUS PARTS I	BRAKES	02/18/26	1,194.02
408428	MIDWEST BUS PARTS I	MC	02/18/26	1,183.54
408384	CROSTOWN MECHANICA	WORKED ON WALK-IN C	02/18/26	1,173.19
408151	KJ BRANDING	ELFC OFFICE FROSTIN	02/04/26	1,170.00
408409	IWS - INNOVATIONAL	MONTHLY MANAGEMENT	02/18/26	1,161.92
408528	STATE OF MINNESOTA	CASE #3100-41328	02/25/26	1,161.00
408198	VIKING BLINDS	CONFERENCE ROOM BLI	02/04/26	1,139.08
408485	EMERGENCY OUTFITTER	FAST KIDS	02/25/26	1,128.00
408270	INESE KRIEVANS	IND. PIANO LESSONS	02/11/26	1,120.00
408200	WAYZATA HIGH SCHOOL	GIRLS HOCKEY JAMBOR	02/04/26	1,087.00
V21910	BETHANY VAN OSDEL	TECH ALLOWANCE	02/25/26	1,080.24
408201	WHOBODIES LLC	UNIFIED HOODIE SWEA	02/04/26	1,072.20
408141	IWS - INNOVATIONAL	GLYCOL	02/04/26	1,029.04
408192	TRIMARK MARLINN LLC	S&H	02/04/26	1,020.00
408526	SQUIRES, WALDSPURGE	LEGAL SERV - SSS	02/25/26	1,008.00
408177	RIVER BOTTOM PRODUC	THEATRE FOR ALL	02/04/26	1,000.00
408313	MINNESOTA HISTORICA	CN FIELD TRIP	02/11/26	1,000.00
408464	A&M CONSTRUCTION IN	APRIL 10 PD- PUPPY	02/25/26	1,000.00
408456	THE TESSMAN COMPANY	ICE SALT FOR CS AND	02/18/26	995.00
408147	KATH FUEL OIL SERVI	DEF	02/04/26	987.10
408307	MICHAEL CHARETTE	AM INDIAN PERFORMAN	02/11/26	981.60
408527	STACY RUTTEN	WORKING GENIUS FACI	02/25/26	973.50
408527	STACY RUTTEN	WORKING GENIUS FACI	02/25/26	973.50
408104	BREEZE ART BY CANDI	"MY CHOICE, MY ART,	02/04/26	960.00
408161	MIDWEST BUS PARTS I	BRAKE	02/04/26	957.28
408473	BSN SPORTS, LLC	BLAX	02/25/26	948.48
408368	ALLEGRA EDINA	HALL PASSES	02/18/26	934.53
408444	SCAN AIR FILTER INC	FILTERS	02/18/26	932.60
408199	LEXIA VOYAGER SOPRI	LEXIA LICENSES	02/04/26	920.00
408150	KINECT ENERGY, INC	FEB. ENERGY MGMT. F	02/04/26	920.00
408267	HOGLUND BUS COMPANY	SUPPORT	02/11/26	919.20
408442	RIVER BOTTOM PRODUC	ORCHESTRA TECH RENT	02/18/26	900.00
408190	TRANSPORTATION PLUS	TYPE III HHM	02/04/26	870.00
408258	GENERAL PARTS LLC	CURTAIN FOR DISHWAS	02/11/26	867.66
408161	MIDWEST BUS PARTS I	LED	02/04/26	864.48
408212	AMAZON CAPITAL SERV	THEATER COSTUMES	02/11/26	861.69
408154	MACKIN EDUCATIONAL	BOOKS FOR EHS	02/04/26	845.48
408188	TAPAN SHARMA	ACT COURSE	02/04/26	837.90
408466	ALLEGRA EDEN PRAIRI	PRINTING FOR THEATE	02/25/26	828.00
408381	CITY OF EAGAN	KIDS CLUB FIELD TRI	02/18/26	825.00
408210	ADVANCED IMAGING SO	NORMANDALE 12/25	02/11/26	820.19
408330	PRAIRIE ELECTRIC CO	TWO OUTLETS INSTALL	02/11/26	808.37
408210	ADVANCED IMAGING SO	ECC/DO 12/25	02/11/26	805.51
408419	LOCAL LLC	EDINA MAGAZINE AD M	02/18/26	800.00
408469	ANCOM COMMUNICATION	ANTENNA REPAIR	02/25/26	798.00
408357	WASTE MANAGEMENT OF	CN 2/1-2/28/26 USE	02/11/26	794.34
408373	BENCHMARK EDUCATION	DECODABLE BOOKS	02/18/26	792.00
408152	LITTLE FALLS MACHIN	PLOW TRUCK CYLINDER	02/04/26	789.87
408373	BENCHMARK EDUCATION	DECODABLE GR 2-3	02/18/26	781.00
408428	MIDWEST BUS PARTS I	BRAKES	02/18/26	765.84
408210	ADVANCED IMAGING SO	CONCORD 12/25	02/11/26	764.94
408367	ALL STRINGS ATTACHE	ORCHESTRA REPAIR	02/18/26	763.04
408394	FACTORY MOTOR PARTS	BATTERIES	02/18/26	760.12
408131	GILBERT MECHANICAL	COMPASS WORK	02/04/26	750.00
408408	ISABEL HERD	PRE-K/ELEM CHEER	02/18/26	750.00
408418	LAUREN STONE	PRE-K/ELEM CHEER	02/18/26	750.00
408380	CHESS & STRATEGY GA	EDINA WINTER OPEN	02/18/26	735.00
408206	93 SKIP LLC	CN JANUARY PRODUCTI	02/11/26	733.50
408354	UNITED RENTALS INC	SERVICE CALL FOR LI	02/11/26	733.40
408482	EDUCATORS BENEFIT C	403(B) ADMIN & COMP	02/25/26	729.84

Check No.	Vendor	Description	Date	Amount
408531	TRIMARK MARLINN LLC	WATER FILTER CARTRI	02/25/26	728.64
408285	KATH FUEL OIL SERVI	GAS	02/11/26	726.45
408341	SCHOOL SPECIALTY, L	ART SUPPLIES	02/11/26	711.03
408267	HOGLUND BUS COMPANY	MC	02/11/26	708.22
408477	CITY OF EDINA - BRA	CHEER ICE	02/25/26	706.64
408344	STAPLES ADVANTAGE	SAFCO STUDY CARREL	02/11/26	705.98
408163	MINNESOTA LANDSCAPE	3RD GRADE FIELD TRI	02/04/26	705.00
408210	ADVANCED IMAGING SO	CREEK VALLEY 12/25	02/11/26	701.67
408517	OCCUPATIONAL MEDICI	DRIVER DOT EXAMS	02/25/26	700.00
408153	LRS PORTABLES LLC	RENTAL KUHLMAN	02/04/26	700.00
408475	BUILDING CONTROLS &	BEL-LF24SRUS-2 EACH	02/25/26	698.73
408455	THE MASTER TEACHER	PARA ANNUAL SUBSCRI	02/18/26	690.00
408383	CITY OF EDINA - POL	POLICE-SWEETHEARTS	02/18/26	690.00
408357	WASTE MANAGEMENT OF	CV 2/1-2/28/26 USE	02/11/26	689.13
408357	WASTE MANAGEMENT OF	TRAN. 2/1-2/28/26 U	02/11/26	689.13
408192	TRIMARK MARLINN LLC	REMOVAL	02/04/26	688.50
408161	MIDWEST BUS PARTS I	BRAKE PADS	02/04/26	688.14
408304	MCEA	MCEA LEADERSHIP REG	02/11/26	687.00
408337	RJ MECHANICAL INC	COIL LEAK	02/11/26	675.00
408099	APPLE INC	IPADS- SPEC ED	02/04/26	658.00
408210	ADVANCED IMAGING SO	SOUTHVIEW 12/25	02/11/26	652.83
408228	CARLSON PRINTING CO	MAGIC MS POSTCARDS	02/11/26	646.07
408402	GRAINGER	EXTENSION LADDER	02/18/26	639.48
408210	ADVANCED IMAGING SO	COUNTRYSIDE 12/25	02/11/26	626.41
408371	ANNA HERD	PRE-K/ ELEM CHEER	02/18/26	625.00
408454	SYDNEY SCHIEL	ELEM CHEER	02/18/26	625.00
408378	BUSINESS ESSENTIALS	08 8.5X11 CARD QTY	02/18/26	624.00
408205	93 HOP LLC	TRAN. SOLAR PRODUCT	02/11/26	620.58
408394	FACTORY MOTOR PARTS	ALTERNATOR	02/18/26	616.30
408487	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/25/26	616.00
408237	CUSHMAN MOTOR COMPA	PARTS FOR VENTRAC D	02/11/26	612.53
408400	GILBERT MECHANICAL	HVAC TRAINING	02/18/26	612.50
V21831	DAVID HOWELL	EYEGASSES REPLACEM	02/04/26	606.20
408365	ACOUSTICS ASSOCIATE	CEILING TILE 4 CASE	02/18/26	601.60
408370	AMAZON CAPITAL SERV	THEATER COSTUME SUP	02/18/26	591.07
408406	INNOVATIVE OFFICE S	COMPOSTABLE BAGS- 5	02/18/26	586.15
408467	AMAZON CAPITAL SERV	THEATER COSTUME SUP	02/25/26	583.27
408389	EGAN COMPANY	CS FIX DOOR 3 IN S2	02/18/26	578.00
408499	JERRY'S FOODS EDINA	UNIFIED FOOD	02/25/26	577.79
408357	WASTE MANAGEMENT OF	HL 2/1-2/28/26 USE	02/11/26	573.92
408118	COMMERCIAL INFRASTR	SV ELEVATOR PHONE I	02/04/26	573.20
408530	THREE RIVERS PARK D	1ST GRADE FT-RICHAR	02/25/26	570.00
408140	I-STATE TRUCK CENTE	FAN SUPPORT	02/04/26	569.02
408116	CITY OF EAGAN	CASCADE BAY CN KC T	02/04/26	550.00
408210	ADVANCED IMAGING SO	CORNELIA 12/25	02/11/26	542.61
408132	GOPHER / PLAY WITH	ACTION BLOCK 'EM	02/04/26	539.10
408509	MIDWEST BAND INSTRU	REPAIRS MULTIPLE	02/25/26	536.00
408443	SAHR SPORTS LLC	OBSTACLE COURSE-CV	02/18/26	535.50
408139	INTERMEDIATE DISTRI	ALC	02/04/26	532.95
408195	ULTIMATE EVENTS	CHAIR RENTAL	02/04/26	531.90
408252	FACTORY MOTOR PARTS	BRAKES	02/11/26	520.96
408431	MINNESOTA LANDSCAPE	2ND GROUP LANDSCAPE	02/18/26	520.00
408431	MINNESOTA LANDSCAPE	MN LAND ARBORETUM T	02/18/26	520.00
408378	BUSINESS ESSENTIALS	03 8.5X11 YLW QTY 1	02/18/26	520.00
408210	ADVANCED IMAGING SO	HIGHLANDS 12/25	02/11/26	512.43
408244	DELEGARD TOOL COMPA	IMPACT WRENCH	02/11/26	508.00
408510	MIDWEST BUS PARTS I	BULBS	02/25/26	504.52
408160	MICHAEL NELSON	PODCAST	02/04/26	500.00
408427	MICHAEL NELSON	PODCAST	02/18/26	500.00
408204	XEROX IT SOLUTIONS,	SCREEN DEDUCTIBLES	02/04/26	500.00
408463	XEROX IT SOLUTIONS,	SCREEN DEDUCTIBLES	02/18/26	500.00
408478	CITY OF NEW BRIGHTO	KC FIELD TRIP	02/25/26	497.00
408210	ADVANCED IMAGING SO	VALLEYVIEW 12/25	02/11/26	496.88
408505	MARIA LANDER CABRER	YOGA FOR CORE AND P	02/25/26	490.00
408376	BSI MECHANICAL INC	BOILER #1 TROUBLESH	02/18/26	475.00
408180	ROBERT B HILL CO	SALT	02/04/26	474.68
408163	MINNESOTA LANDSCAPE	3RD GRADE FIELD TRI	02/04/26	470.00
408256	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/11/26	462.00

Check No.	Vendor	Description	Date	Amount
408256	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/11/26	462.00
408256	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/11/26	462.00
408510	MIDWEST BUS PARTS I	SHOCKS	02/25/26	454.27
408416	KELLY SERVICES, INC	TITLE II RR PROJ 1	02/18/26	451.50
408200	WAYZATA HIGH SCHOOL	BOYS HOCKEY TURKEY	02/04/26	450.00
408516	NASHKE NATIVE GAMES	IN PERSON EVENT 2ND	02/25/26	450.00
408211	ALLEGRA EDEN PRAIRI	BE TICKETS ENGLISH	02/11/26	445.00
408172	PRAIRIE ELECTRIC CO	REPAIR POLE LIGHT	02/04/26	441.52
408306	MEYER INK SCREEN PR	CHEER SWEATSHIRTS	02/11/26	441.00
408444	SCAN AIR FILTER INC	FILTERS	02/18/26	439.67
408357	WASTE MANAGEMENT OF	ND 2/1-2/28/26 USE	02/11/26	439.40
408172	PRAIRIE ELECTRIC CO	POLE LIGHT BALLAST	02/04/26	434.34
408356	VELOCITY DRAIN SERV	REPAIR	02/11/26	430.00
408138	INGCO INTERNATIONAL	TRANSLATION-SPED	02/04/26	429.33
408520	R.M. COTTON, LLC	ING. KIT SMALL BOIL	02/25/26	428.87
408132	GOPHER / PLAY WITH	BOWLING SET	02/04/26	428.40
408510	MIDWEST BUS PARTS I	VINYL	02/25/26	426.80
408126	ELIZABETH FOTLAND	JR COMP CHEER	02/04/26	418.80
408132	GOPHER / PLAY WITH	DELUXE PARACHUTE	02/04/26	413.10
408366	ADVANCED POWER SERV	ALARM-LOW COOLANT L	02/18/26	408.00
408204	XEROX IT SOLUTIONS,	SCREEN DEDUCTIBLES	02/04/26	400.00
408293	LANGUAGE LINE SERVI	OTHER	02/11/26	399.57
408217	ASTLEFORD INTERNATI	HUB	02/11/26	395.65
408263	GROTH MUSIC COMPANY	BAND SUPPLIES	02/11/26	389.73
408524	SCHMITT MUSIC COMPA	BAND REPAIR	02/25/26	379.00
408461	WESTWOOD HILLS NATU	KG MARCH FT	02/18/26	375.00
408392	ESTELLA CAMPAIGNE	ELEM CHEER	02/18/26	375.00
408421	MARABELLE HELLAND	ELEM CHEER	02/18/26	375.00
408510	MIDWEST BUS PARTS I	CORD	02/25/26	363.47
408106	BSN SPORTS, LLC	KNOWLEDGE BOWL T-SH	02/04/26	349.18
408217	ASTLEFORD INTERNATI	TUBE/SENSOR	02/11/26	348.20
408293	LANGUAGE LINE SERVI	VIDEO INTERPRETATIO	02/11/26	346.70
408252	FACTORY MOTOR PARTS	BRAKES	02/11/26	340.72
V21857	DANA E NIKLAUS	PROFESSIONAL DEVELO	02/11/26	340.00
408267	HOGLUND BUS COMPANY	FRONT COVER	02/11/26	335.45
408514	MTI DISTRIBUTING IN	"KIT, 12V ACT, FOR	02/25/26	335.00
408122	CUSTOM HOSE TECH IN	FITTINGS	02/04/26	333.31
408370	AMAZON CAPITAL SERV	THEATER COSTUME SUP	02/18/26	332.80
408372	ASTLEFORD INTERNATI	V-BELT	02/18/26	331.11
408318	MSBA -- MINNESOTA S	LCONF AWARDS BANQUE	02/11/26	330.00
408183	SCHOOL SPECIALTY, L	ART SUPPLIES	02/04/26	329.28
408108	CDW GOVERNMENT	AZURE OVERAGES	02/04/26	325.88
408378	BUSINESS ESSENTIALS	01 8.5X11 WHT QTY 1	02/18/26	324.80
V21842	YATESH N SINGH	PRINTING FOR INFORM	02/04/26	324.65
408324	NSAV INC	PROJECTOR FILTERS	02/11/26	320.72
408101	BENCHMARK EDUCATION	STEPS TO ADV TEACHE	02/04/26	320.00
408484	ELLIE HAUS	REFUND- SAT GENIUS	02/25/26	319.20
408460	VOIGT'S MOTORCOACH	BUS FOR MATH TEAM 1	02/18/26	318.36
408460	VOIGT'S MOTORCOACH	BUS FOR MATH TEAM 2	02/18/26	318.36
408396	FP FINANCE, LLC	DO FEB 26 POSTAGE M	02/18/26	315.95
408348	THE ROTARY CLUB OF	3RD QTR DUES AND FE	02/11/26	315.00
V21876	LOCHLANN BERTRAND-N	ND FRENCH INTERN PA	02/25/26	310.00
V21877	LILOU BONNET	ND FRENCH INTERN PA	02/25/26	310.00
V21879	YOHAN CARRE	ND FRENCH INTERN PA	02/25/26	310.00
V21880	IZALINE CHARTRON	ND FRENCH INTERN PA	02/25/26	310.00
V21881	TEA CHIMITS	VV FRENCH INTERN PA	02/25/26	310.00
V21883	VALENTINE DARNICHE	EHS FRENCH INTERN P	02/25/26	310.00
V21884	EMMA DESROCHES	ND FRENCH INTERN PA	02/25/26	310.00
V21885	LISA DUFOUR	ND FRENCH INTERN PA	02/25/26	310.00
V21886	NINA DUFOUR-FALCOZ	VV FRENCH INTERN PA	02/25/26	310.00
V21887	LEA FREI	ND FRENCH INTERN PA	02/25/26	310.00
V21888	AMBRE GENOUD	ND FRENCH INTERN PA	02/25/26	310.00
V21889	LOUKA GOMES	ND FRENCH INTERN PA	02/25/26	310.00
V21890	TESS GUYOT	ND FRENCH INTERN PA	02/25/26	310.00
V21893	THEOTIME LANGEVIN	ND FRENCH INTERN PA	02/25/26	310.00
V21894	MAEVA LE ROY DE BON	EHS FRENCH INTERN P	02/25/26	310.00
V21895	THOMAS LITZLER	ND FRENCH INTERN PA	02/25/26	310.00
V21896	THEO MARTY	VV FRENCH INTERN PA	02/25/26	310.00

Check No.	Vendor	Description	Date	Amount
V21897	CHARLOTTE MICHAUD	ND FRENCH INTERN PA	02/25/26	310.00
V21900	JULIE PERRIER	ND FRENCH INTERN PA	02/25/26	310.00
V21901	CLARA PIRES	EHS FRENCH INTERN P	02/25/26	310.00
V21902	NOEMIE RIAUX	ND FRENCH INTERN PA	02/25/26	310.00
V21904	CLARA ROMANOS	ND FRENCH INTERN PA	02/25/26	310.00
V21908	LEA SIMON	ND FRENCH INTERN PA	02/25/26	310.00
V21909	LOIS THIERRY	ND FRENCH INTERN PA	02/25/26	310.00
V21912	ALEYNA YILDIRGAN	ND FRENCH INTERN PA	02/25/26	310.00
V21905	GABIN SAMZUN	ND FRENCH INTERN PA	02/25/26	310.00
V21899	EURYDICE MOYAUX	ND FRENCH INTERN PA	02/25/26	310.00
408487	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/25/26	308.00
408256	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/11/26	308.00
408487	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/25/26	308.00
408256	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/11/26	308.00
408256	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/11/26	308.00
408140	I-STATE TRUCK CENTE	FILTERS	02/04/26	305.36
408226	BUFFALO HIGH SCHOOL	GYMNASTICS MEET 1/1	02/11/26	300.00
408399	GENERAL SPORTS	CUSTOM COFFEE MUGS	02/18/26	300.00
408481	DAVID WEBB -- HOMER	EXEC COACHING	02/25/26	300.00
408117	CITY OF GOLDEN VALL	"TABS-VAN, TRAILER,	02/04/26	297.50
V21862	DYLAN Y WELCH	TRAVEL/AIRFARE	02/11/26	294.96
408417	KULLY SUPPLY INC	4-HOT CART 3- COLD	02/18/26	290.46
408247	ECM PUBLISHERS INC	ELC 2026 INT. UPGRA	02/11/26	287.74
408387	ECM PUBLISHERS INC	VV 2027 RENO AD	02/18/26	287.74
408094	ALLEGRA EDEN PRAIRI	ONE ACT WENDY PROGR	02/04/26	287.24
408132	GOPHER / PLAY WITH	RAINBOW CONES	02/04/26	287.10
408153	LRS PORTABLES LLC	RENTAL TRACK INVITE	02/04/26	280.00
408370	AMAZON CAPITAL SERV	PROJECTORS	02/18/26	279.93
408364	ZIEGLER INC	SENSOR	02/11/26	279.15
408364	ZIEGLER INC	SENSOR	02/11/26	279.15
408117	CITY OF GOLDEN VALL	TABS FOR 90S SERIES	02/04/26	276.25
408193	TWIN CITIES TRANSPO	TOW BUS 51 TO GARAG	02/04/26	275.00
408115	CHRISTY KIMBREL	REFUND-DIVING	02/04/26	272.00
V21859	YATESH N SINGH	PRINTS FOR INFO SPE	02/11/26	271.52
408236	CULLIGAN BOTTLED WA	STAFF LOUNGE WATER	02/11/26	270.40
408132	GOPHER / PLAY WITH	ACTION RAINBOW TOPP	02/04/26	269.10
408095	AMAZON CAPITAL SERV	CONSTRUCTION PAPER	02/04/26	268.69
408364	ZIEGLER INC	SENSOR	02/11/26	267.30
408191	TRANSWEST FORD OF M	SENSOR	02/04/26	262.27
408263	GROTH MUSIC COMPANY	BAND SUPPLIES	02/11/26	259.70
408385	CUSHMAN MOTOR COMPA	PART'S FOR VENTRAC	02/18/26	259.60
408141	IWS - INNOVATIONAL	GASKETS	02/04/26	258.70
408096	AMSOIL INC	OIL/HYD FLUID	02/04/26	257.94
408503	KINECT ENERGY, INC	ND 12/31-1/31 USE	02/25/26	256.23
408476	CATALYST SOURCING S	SUPP TRACK MON SUBS	02/25/26	255.99
408165	MN HOME TECH	AI IN ACTION	02/04/26	254.80
408218	AVHS SPEECH & DEBAT	SPEECH TOURNAMENT	02/11/26	251.00
408462	WPS - WESTERN PSYCH	ABAS-3 ONLINE FORMS	02/18/26	250.00
408129	FITNESS DISTRIBUTIN	WEIGHT ROOM MAINTEN	02/04/26	250.00
408176	RICHARD ALAN PRODUC	DOWN PAYMENT-ELFC S	02/04/26	250.00
408295	LEARNING A-Z	RAZ-PLUS EXPAND	02/11/26	248.00
408483	EGAN COMPANY	MERCURY BOARD WORK	02/25/26	246.00
408153	LRS PORTABLES LLC	RENTAL EHS	02/04/26	245.00
408100	ASTLEFORD INTERNATI	WATER PUMP	02/04/26	239.62
408430	MINNESOTA EQUIPMENT	GEARSHIFT LEVER	02/18/26	236.64
408134	GROTH MUSIC COMPANY	BAND SUPPLIES	02/04/26	232.50
408120	CONSTANTINE DANCE C	PARTNER DANCING CLA	02/04/26	231.00
408267	HOGLUND BUS COMPANY	SHOCK BRACKET	02/11/26	230.14
408183	SCHOOL SPECIALTY, L	ART SUPPLIES	02/04/26	228.22
408416	KELLY SERVICES, INC	TITLE II PD PROJ 1	02/18/26	225.75
408220	BLUUM OF MINNESOTA,	SERVICE CALL EHS	02/11/26	225.00
V21862	DYLAN Y WELCH	CONFERENCE REGISTRA	02/11/26	225.00
408200	WAYZATA HIGH SCHOOL	SPEECH ENTRY	02/04/26	224.00
408111	CHARTWELLS DINING S	MATH TEAM SNACKS	02/04/26	222.50
408167	MULTILINGUAL WORD I	INTERPRETER-175240	02/04/26	222.40
408348	THE ROTARY CLUB OF	3RD QTR MEAL CHARGE	02/11/26	220.00
408441	REGENTS OF THE UNIV	GR 5 FIELD TRIP	02/18/26	216.00
408438	PUMP AND METER SERV	FUEL NOZZLE	02/18/26	215.98

Check No.	Vendor	Description	Date	Amount
408331	PUMP AND METER SERV	NOZZLE	02/11/26	215.98
408117	CITY OF GOLDEN VALL	TABS FOR 60S SERIES	02/04/26	212.50
408117	CITY OF GOLDEN VALL	TABS FOR 70 SERIES	02/04/26	212.50
408117	CITY OF GOLDEN VALL	TABS FOR 80 SERIES	02/04/26	212.50
408260	GRAINGER	WELDING WIRE	02/11/26	212.40
408134	GROTH MUSIC COMPANY	BAND SUPPLIES	02/04/26	210.00
408318	MSBA -- MINNESOTA S	PH2 M BIRDMAN	02/11/26	210.00
408355	UNIVERSITY LANGUAGE	INTERPRETER 1056243	02/11/26	208.66
408132	GOPHER / PLAY WITH	ACTION TOPPLE TUBES	02/04/26	206.10
408132	GOPHER / PLAY WITH	SLAMBALLS	02/04/26	206.10
408158	METRO ELEVATOR	SERVICE CALL DOORS	02/04/26	206.00
408467	AMAZON CAPITAL SERV	4TH INSTRUCTIONAL S	02/25/26	205.11
408132	GOPHER / PLAY WITH	RAINBOW FOAM BASEBA	02/04/26	202.50
408110	CHANHASSEN HS SPEEC	SPEECH TOURNAMENT	02/04/26	201.00
V21833	ERIN L MCCHESENEY	ZONES OF REGULATION	02/04/26	198.00
V21867	DEBRA K JOHNSON	SNACKS/TREATS	02/18/26	196.46
408309	MIDWEST BUS PARTS I	HANDLE	02/11/26	192.97
408533	ULINE	TSCHIDA SUPPLIES	02/25/26	192.19
408117	CITY OF GOLDEN VALL	"TABS 101-105, 130-	02/04/26	191.25
408117	CITY OF GOLDEN VALL	LICENSE TABS UNIT 1	02/04/26	191.25
408233	CITY OF GOLDEN VALL	TABS FOR 118-129	02/11/26	191.25
408233	CITY OF GOLDEN VALL	TABS FOR THE 50S BU	02/11/26	191.25
408117	CITY OF GOLDEN VALL	TABS FOR UNIT 20-29	02/04/26	191.25
408355	UNIVERSITY LANGUAGE	INTERPRETER 1050684	02/11/26	190.49
408358	WILLIAM PIERCE	WRESTLING: OFFICIAL	02/11/26	190.00
408263	GROTH MUSIC COMPANY	BAND SUPPLIES	02/11/26	186.73
408196	UNIVERSITY LANGUAGE	INTERPRETER #103095	02/04/26	185.14
408259	GERALD BORMAN	MAPLE GROVE OFFICIA	02/11/26	185.00
408241	DANIEL SIDLE	WAYZATA OFFICIAL	02/11/26	185.00
408277	JAMIE STEINBERG	BUFFALO OFFICIAL	02/11/26	185.00
408273	JACK CHADWICK	ST. MICHAEL - ALBER	02/11/26	185.00
408278	JASON BERGERON	WAYZATA OFFICIAL	02/11/26	185.00
408467	AMAZON CAPITAL SERV	INSTRUCTIONAL SUPPL	02/25/26	183.52
408467	AMAZON CAPITAL SERV	BE CART SUPPLIES-PT	02/25/26	181.57
408514	MTI DISTRIBUTING IN	"SPINDLE, WHEEL SWI	02/25/26	181.10
408257	FRESHPOINT BIX PROD	CS KC SNACKS	02/11/26	181.03
408529	TERI FISCHER	REFUND- MAHJONG	02/25/26	180.00
408114	CHRISTINA SANDOK	REFUND-PICKLEBALL	02/04/26	179.00
408097	ANDREW CARLSON	HOCKEY MINNETONKA	02/04/26	179.00
408322	NATHAN GRIBBLE	MAPLE GROVE OFFICIA	02/11/26	179.00
408486	FACTORY MOTOR PARTS	HVAC	02/25/26	178.35
408447	SCHOOL SPECIALTY, L	ART SUPPLIES	02/18/26	175.69
408532	TWIN CITIES TRANspo	TOW VAN TO GARAGE	02/25/26	175.00
408153	LRS PORTABLES LLC	RENTAL CREEK VALLEY	02/04/26	175.00
408435	OPENTEXT INC	FAX2MAIL JAN26	02/18/26	174.70
V21903	CARA RIECKENBERG	SUPPLIES FOR STAFF	02/25/26	174.22
408095	AMAZON CAPITAL SERV	PATHWAY BK-A.O'HEHI	02/04/26	174.01
408169	OSI ENVIRONMENTAL I	USED FILTER	02/04/26	172.43
408095	AMAZON CAPITAL SERV	THEATER SET SUPPLIE	02/04/26	171.58
408398	GENERAL SECURITY SE	"CV, MONIT, FIREALA	02/18/26	170.85
408325	ODP BUSINESS SOLUTI	CONSTRUCTION PAPER	02/11/26	170.35
408473	BSN SPORTS, LLC	ACTIVITIES DECOR	02/25/26	170.00
408450	SIGN PRO	PARKING SIGNS	02/18/26	167.12
408240	DANIEL ROFF	WAYZATA AND HOPKINS	02/11/26	165.00
408095	AMAZON CAPITAL SERV	ROUNDTABLE MTGS SNA	02/04/26	163.82
408523	SAFEGUARD BUSINESS	DEPOSIT TICKETS	02/25/26	163.08
408102	BOARD OF REGENTS, U	DEBATE TOURNAMENT	02/04/26	160.00
408284	JW PEPPER & SON INC	BAND SUPPLIES	02/11/26	159.99
408423	MENARDS - EDEN PRAI	4-50FT RED LOCK COR	02/18/26	159.96
408403	GREATAMERICA FINANC	SV FEB26 POSTAGE MT	02/18/26	159.95
408404	GROTH MUSIC COMPANY	BAND SUPPLIES	02/18/26	159.50
408269	IDENTISYS INC	ID3 S88 CARD PRINTE	02/11/26	155.00
408256	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/11/26	154.00
408487	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/25/26	154.00
408487	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/25/26	154.00
408256	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/11/26	154.00
408487	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/25/26	154.00
408256	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/11/26	154.00

Check No.	Vendor	Description	Date	Amount
408487	FRASER CHILD AND FA	MENTAL HEALTH SERVICES	02/25/26	154.00
V21853	OWEN MICHAEL KILANO	PROFESSIONAL DEVELO	02/11/26	154.00
408134	GROTH MUSIC COMPANY	BAND SUPPLIES	02/04/26	153.60
408247	ECM PUBLISHERS INC	DEC 8 REG MINUTES	02/11/26	153.00
408107	CALISTA MEZZAPELLE	HOCKEY NORTH WRIGHT	02/04/26	152.00
408213	ANDREW MUELLER	BUFFALO OFFICIAL	02/11/26	152.00
408326	PAUL NELSON	BUFFALO OFFICIAL	02/11/26	151.00
408271	INGCO INTERNATIONAL	INTERPRETATION - FA	02/11/26	150.00
408266	HENRY HEIN	WOODCARVING: CARDIN	02/11/26	150.00
408095	AMAZON CAPITAL SERV	CRASH PAD	02/04/26	149.99
408403	GREATAMERICA FINANC	EHS FEB26 POSTAGE M	02/18/26	149.95
408132	GOPHER / PLAY WITH	RAINBOW RUBBER RING	02/04/26	148.50
408496	INGCO INTERNATIONAL	TRANSLATIONS - RUSS	02/25/26	147.54
408397	FRESHPOINT BIX PROD	CS KC SNACKS	02/18/26	146.79
408189	TINA Y CHO	REFUND-SPANISH ONLI	02/04/26	145.00
408370	AMAZON CAPITAL SERV	THEATER COSTUME SUP	02/18/26	140.20
408263	GROTH MUSIC COMPANY	BAND SUPPLIES	02/11/26	140.00
408398	GENERAL SECURITY SE	TRAN. PATROL RESPON	02/18/26	140.00
408410	J KILLIAN CONSULTIN	IPHONE COURSES	02/18/26	140.00
408297	LOUIS POWELL	CHASKA-CHAN (WRESTI	02/11/26	140.00
408095	AMAZON CAPITAL SERV	EXPANSION FOLDERS	02/04/26	139.36
408181	SCHMITT MUSIC COMPA	BAND REPAIR	02/04/26	136.00
408276	JAMES BUCKETINE	EDEN PRAIRIE OFFICI	02/11/26	136.00
408351	TODD NICKLAUS	BUFFALO OFFICIAL	02/11/26	136.00
408351	TODD NICKLAUS	HOPKINS OFFICIAL	02/11/26	136.00
408351	TODD NICKLAUS	MAPLE GROVE OFFICIA	02/11/26	136.00
408338	ROBERT KOHLMAYER JR	WAYZATA OFFICIAL	02/11/26	136.00
408231	CHRISTOPHER HOWERTO	BUFFALO OFFICIAL	02/11/26	136.00
408219	BENJAMIN FUGATE	BUFFALO OFFICIAL	02/11/26	136.00
408349	TIMOTHY POESCHL	ST MICHAEL ALBERTVI	02/11/26	136.00
408275	JACKSON RESSLER	WAYZATA OFFICIAL	02/11/26	136.00
408214	ANTHONY LARKIN	HOPKINS OFFICIAL	02/11/26	136.00
408239	DANIEL BLACK	MINNETONKA OFFICIAL	02/11/26	136.00
408243	DEE LOYD	MINNETONKA OFFICIAL	02/11/26	136.00
408480	DARIAN PITTMAN	MINNETONKA OFFICIAL	02/25/26	136.00
408327	PETER BUDNER	EDEN PRAIRIE OFFICI	02/11/26	136.00
V21843	KORY M SMITH	HVAC TRAINING LUNCH	02/04/26	135.96
408370	AMAZON CAPITAL SERV	HAMMOCK CAMPING CHA	02/18/26	134.99
408260	GRAINGER	LITHIUM BATTERY	02/11/26	133.80
408095	AMAZON CAPITAL SERV	THEATER SET SUPPLIE	02/04/26	132.74
408370	AMAZON CAPITAL SERV	4TH INSTRUCTIONAL	02/18/26	132.42
408352	TRI-STATE BOBCAT IN	PART-CS SNOW BLOWER	02/11/26	131.99
408252	FACTORY MOTOR PARTS	BATTERY	02/11/26	130.56
V21882	BRADLEY G DAHLMAN	PARKING	02/25/26	130.23
408404	GROTH MUSIC COMPANY	BAND SUPPLIES	02/18/26	129.99
408467	AMAZON CAPITAL SERV	JACKIE OT - PTO FUN	02/25/26	128.97
V21850	BRADLEY G DAHLMAN	DINNER FOR STUDENTS	02/11/26	128.44
408458	TITAN MACHINERY - S	HANDLE	02/18/26	128.38
408117	CITY OF GOLDEN VALL	TABS FOR 40 SERIES	02/04/26	127.50
408524	SCHMITT MUSIC COMPA	PICCOLO REPAIR	02/25/26	127.00
V21855	PAUL MILLER	01/16 MILEAGE	02/11/26	126.01
408121	CRISTINA GARRASI	ITALIAN COOKING- VA	02/04/26	126.00
408417	KULLY SUPPLY INC	PART 4 DRINKING FOU	02/18/26	124.95
408167	MULTILINGUAL WORD I	INTERPRETER-175218-	02/04/26	124.50
408445	SCHMITT MUSIC COMPA	BAND REPAIR	02/18/26	123.00
V21872	ELIZABETH A SANDVIC	LUNCH FOR Q COMP IN	02/18/26	120.95
408134	GROTH MUSIC COMPANY	BAND SUPPLIES	02/04/26	120.00
408232	CITY OF EDINA - PAR	COURTNEY FIELDS PRE	02/11/26	120.00
408429	MIDWEST MUSICAL IMP	BAND SUPPLIES	02/18/26	120.00
408499	JERRY'S FOODS EDINA	FACS	02/25/26	120.00
408388	EDINA COFFEE ROASTE	DRIP BREW FOR COFFE	02/18/26	120.00
408422	MENARDS - GOLDEN VA	PLUGS/ANCHORS/GFCI	02/18/26	119.99
408342	SIMMIE PARLOW	REFUND- WATER WELLN	02/11/26	119.00
408155	MATTHEW HAFFERMAN	LUNCH ACCT REFUND	02/04/26	118.00
V21882	BRADLEY G DAHLMAN	TRANSPORTATION FOR	02/25/26	116.60
408377	BSN SPORTS, LLC	BSN - CHAMP HATS	02/18/26	116.00
408222	BRANDON REUTER	WARROAD OFFICIAL	02/11/26	116.00
408434	MULTILINGUAL WORD I	INTERPRETER #177474	02/18/26	115.84

Check No.	Vendor	Description	Date	Amount
408221	BRADLEY CASE	WARROAD OFFICIAL	02/11/26	115.00
408286	KEITH TOWNSEND	WARROAD OFFICIAL	02/11/26	115.00
408145	JW PEPPER & SON INC	BAND SUPPLIES	02/04/26	114.99
408434	MULTILINGUAL WORD I	INTERPRETER #177642	02/18/26	114.40
408486	FACTORY MOTOR PARTS	DRAIN PLUG	02/25/26	113.58
V21882	BRADLEY G DAHLMAN	TEAM FOOD	02/25/26	113.08
408411	JACKIE MART	GO BANANAS	02/18/26	112.00
408499	JERRY'S FOODS EDINA	FACS	02/25/26	111.72
408263	GROTH MUSIC COMPANY	BAND	02/11/26	111.00
408507	MENARDS - EDEN PRAI	BUILDING REPAIR SUP	02/25/26	110.93
408167	MULTILINGUAL WORD I	INTERPRETER-175241-	02/04/26	110.50
408167	MULTILINGUAL WORD I	INTERPRETER-175860-	02/04/26	110.50
408434	MULTILINGUAL WORD I	INTERPRETER #177579	02/18/26	110.08
408500	JESSICA CHORNEY	REFUND- PILATES BAR	02/25/26	110.00
408167	MULTILINGUAL WORD I	INTERPRETER-175201	02/04/26	109.10
408167	MULTILINGUAL WORD I	INTERPRETER-175202	02/04/26	109.10
408167	MULTILINGUAL WORD I	INTERPRETER-175200	02/04/26	108.40
408186	SUSAN FLYGARE	REFUND- BANJO CLASS	02/04/26	108.00
408434	MULTILINGUAL WORD I	INTERPETER #177226	02/18/26	107.20
408434	MULTILINGUAL WORD I	INTERPRETER #177227	02/18/26	107.20
408434	MULTILINGUAL WORD I	INTERPRETER #177228	02/18/26	107.20
408434	MULTILINGUAL WORD I	INTERPRETER #177229	02/18/26	107.20
408445	SCHMITT MUSIC COMPA	BAND REPAIR	02/18/26	107.00
408206	93 SKIP LLC	TRAN. JANUARY PRODU	02/11/26	106.24
408167	MULTILINGUAL WORD I	INTERPRETER-175203	02/04/26	105.60
408167	MULTILINGUAL WORD I	INTERPRETER-175204	02/04/26	105.60
408167	MULTILINGUAL WORD I	INTERPRETER-175205	02/04/26	105.60
V21839	ANDREW RUSSELL PEER	01/19-01/21 MILEAGE	02/04/26	105.42
V21852	SPENCER A HARRIS	01/19-01/21 MILEAGE	02/11/26	105.42
408272	J KILLIAN CONSULTIN	IPHONE/IPAD COURSE	02/11/26	105.00
408148	KELLY MELCHER	REFUND- WOMEN'S WOO	02/04/26	105.00
408108	CDW GOVERNMENT	LAPTOP PENS	02/04/26	103.46
408133	GRAINGER	DIMMER SWITCHES EPA	02/04/26	103.18
V21854	NATHANIEL M LINDLEY	02/04-02/06 MILEAGE	02/11/26	100.78
V21848	PETER M BLACKWELL	02/05 MILEAGE	02/11/26	100.78
V21838	CHERYL L PARISH	PART B MILEAGE JAN	02/04/26	100.41
408167	MULTILINGUAL WORD I	INTERPRETER-175324-	02/04/26	100.00
408294	LAURA HEGLAND	EDINA VS WAYZATA JU	02/11/26	100.00
408164	MINNETONKA HIGH SCH	JV CONF SWIM MEET	02/04/26	100.00
408224	BRIDGET ELLANSON	WAYZATA OFFICIAL	02/11/26	100.00
408316	MN DEPARTMENT OF PU	TRAN. HAZARDOUS WAS	02/11/26	100.00
408316	MN DEPARTMENT OF PU	VV HAZARDOUS WASTE	02/11/26	100.00
408290	KRYSTA DELONG	WAYZATA OFFICIAL	02/11/26	100.00
408135	HENRY HEIN	WOODCARVING CLASS	02/04/26	100.00
408397	FRESHPOINT BIX PROD	FRUIT	02/18/26	99.51
408397	FRESHPOINT BIX PROD	CS KC SNACKS	02/18/26	99.33
408397	FRESHPOINT BIX PROD	CN KC SNACKS	02/18/26	99.19
408426	METRO SALES INC	FEB26 ATHL COPIER	02/18/26	98.00
V21850	BRADLEY G DAHLMAN	PRKG AT MSP 1/22-1/	02/11/26	97.67
408467	AMAZON CAPITAL SERV	WORKROOM SUPPLIES	02/25/26	97.61
408362	ZACHARY GUSTAFSON	WAYZATA OFFICIAL	02/11/26	97.00
408245	DONALD BRATTON	OFFICIAL	02/11/26	97.00
408353	TYLER VRIEZE	WAYZATA OFFICIAL	02/11/26	97.00
408235	CRAIG LAIRD	BUFFALO OFFICIAL	02/11/26	97.00
408235	CRAIG LAIRD	HOPKINS OFFICIAL	02/11/26	97.00
408215	ANTHONY SCHREPFER	CHASKA OFFICIAL	02/11/26	97.00
408265	HENRY HABERMANN	BUFFALO HS OFFICIAL	02/11/26	97.00
408350	TOBIAS SACKETT	EDEN PRAIRIE OFFICI	02/11/26	97.00
408291	KUERKOW TONGYIK	CHASKA OFFICIAL	02/11/26	97.00
408332	QUINCY BETHEA-STARK	MINNETONKA OFFICIAL	02/11/26	97.00
408230	CHRISTINA KATKE	HOPKINS OFFICIAL	02/11/26	97.00
408230	CHRISTINA KATKE	ST MICHAEL-ALBERTVI	02/11/26	97.00
408299	MATTHEW GALLAGHER	BUFFALO OFFICIAL	02/11/26	97.00
408112	CHERYL BOLITHO	BASKETBALL WAYZATA	02/04/26	97.00
408229	CHERYL BOLITHO	ST MICHAEL ALBERTVI	02/11/26	97.00
408311	MIKE CANTONE	BUFFALO OFFICIAL	02/11/26	97.00
408312	MIKE GEARMAN	MINNETONKA OFFICIAL	02/11/26	97.00
408279	JASON WEBER	ST. MICHAEL-ALBERTV	02/11/26	97.00

Check No.	Vendor	Description	Date	Amount
408178	RJ KOOL MIDWEST, IN	NEW P TRAP HOSE WAS	02/04/26	96.88
408317	MRI SOFTWARE LLC	JAN BKGD CHK: MISC	02/11/26	96.00
408144	JOSEPH MILLETTE	HOCKEY MINNETONKA	02/04/26	96.00
408510	MIDWEST BUS PARTS I	BRAKE PADS	02/25/26	95.73
408263	GROTH MUSIC COMPANY	BAND SUPPLIES	02/11/26	95.00
408473	BSN SPORTS, LLC	BASEBALL	02/25/26	95.00
408473	BSN SPORTS, LLC	BBB GATOR	02/25/26	95.00
408473	BSN SPORTS, LLC	BLAX GATOR	02/25/26	95.00
408473	BSN SPORTS, LLC	GBB GATOR	02/25/26	95.00
408108	CDW GOVERNMENT	LENOVO LAPTOP PENS	02/04/26	94.38
408370	AMAZON CAPITAL SERV	THEATER COSTUME SUP	02/18/26	93.93
408424	MESSERLI & KRAMER P	GARNISHMENT-H.D.	02/18/26	93.81
408467	AMAZON CAPITAL SERV	INSTRUCTIONAL SUPPL	02/25/26	93.44
V21882	BRADLEY G DAHLMAN	TEAM FOOD	02/25/26	92.30
408445	SCHMITT MUSIC COMPA	BAND REPAIR	02/18/26	92.00
408524	SCHMITT MUSIC COMPA	PICCOLO REPAIR	02/25/26	92.00
408493	ISD 197 - DAKOTA CI	SPEECH	02/25/26	91.00
408499	JERRY'S FOODS EDINA	FACS	02/25/26	90.47
408397	FRESHPOINT BIX PROD	FRUIT	02/18/26	90.33
408281	JORDAN TURGEON	LAKE CONFER DANCE A	02/11/26	90.00
408262	GREGORY GOOD	HOPKINS OFFICIAL	02/11/26	90.00
V21871	ANU NAJHAWAN	UFLI BOOK FOR SPRIN	02/18/26	90.00
408284	JW PEPPER & SON INC	BAND SUPPLIES	02/11/26	88.99
408284	JW PEPPER & SON INC	BAND SUPPLIES	02/11/26	88.99
408132	GOPHER / PLAY WITH	STRIKER BLUE	02/04/26	88.92
408488	FRESHPOINT BIX PROD	ND KC SNACKS	02/25/26	88.85
408370	AMAZON CAPITAL SERV	4TH G INSTRUCTIONAL	02/18/26	88.38
408257	FRESHPOINT BIX PROD	CV KC SNACKS	02/11/26	88.13
408280	JESSEN PRESS INC	BZ CARDS - A. SIGAT	02/11/26	87.00
408491	GROTH MUSIC COMPANY	BAND MUSIC	02/25/26	85.60
408370	AMAZON CAPITAL SERV	THEATER COSTUME SUP	02/18/26	85.09
408223	BRENDAN BOCHE	WAYZATA OFFICIAL	02/11/26	84.00
408333	RANDI GRAVES	MINNETONKA OFFICIAL	02/11/26	84.00
408301	MATTHEW SCHOEN	EDEN PRAIRIE OFFICI	02/11/26	84.00
408287	KELLY LINDQUIST	EDEN PRAIRIE OFFICI	02/11/26	84.00
408345	STEVEN HUDOBA	MINNETONKA OFFICIAL	02/11/26	84.00
408123	DAWN POELLINGER	SWIM AND DIVE MAPLE	02/04/26	84.00
408247	ECM PUBLISHERS INC	EDINA SUNCURRENT SU	02/11/26	83.00
408524	SCHMITT MUSIC COMPA	B SAX & B CLARINET	02/25/26	82.78
408423	MENARDS - EDEN PRAI	MAINT. SUPPLIES	02/18/26	82.67
408132	GOPHER / PLAY WITH	SHIPPING	02/04/26	79.80
408170	OVERDRIVE INC	BOOKS FOR VV	02/04/26	79.61
408467	AMAZON CAPITAL SERV	CRAFT PROJECT	02/25/26	78.98
V21843	KORY M SMITH	DINNER ECC CUSTODIA	02/04/26	77.77
408498	I-STATE TRUCK CENTE	TREAD	02/25/26	77.73
408397	FRESHPOINT BIX PROD	CS KC SNACKS	02/18/26	77.70
408352	TRI-STATE BOBCAT IN	PART-DW	02/11/26	76.96
408467	AMAZON CAPITAL SERV	3RD GD SDL SCIENCE	02/25/26	76.82
V21903	CARA RIECKENBERG	FOOD FOR PD	02/25/26	76.75
408263	GROTH MUSIC COMPANY	BAND SUPPLIES	02/11/26	75.20
408467	AMAZON CAPITAL SERV	THEATER COSTUME SUP	02/25/26	73.76
408503	KINNECT ENERGY, INC	ECC 12/31-1/31 USE	02/25/26	72.27
408398	GENERAL SECURITY SE	TRAN. INTRUSION MON	02/18/26	72.00
408143	JERRY'S HARDWARE	TSCHIDA SUPPLIES	02/04/26	71.98
408132	GOPHER / PLAY WITH	BATTING TEE	02/04/26	71.92
408132	GOPHER / PLAY WITH	STRIKER RED	02/04/26	71.92
408397	FRESHPOINT BIX PROD	CV KC SNACKS	02/18/26	71.70
408397	FRESHPOINT BIX PROD	FRUIT	02/18/26	71.23
408471	BATTERIES R US	BATTERY	02/25/26	71.10
408247	ECM PUBLISHERS INC	DEC 16 WS MINUTES	02/11/26	70.12
408145	JW PEPPER & SON INC	ORCHESTRA SUPPLIES	02/04/26	70.00
408101	BENCHMARK EDUCATION	STEPS TO ADV STUDEN	02/04/26	70.00
V21850	BRADLEY G DAHLMAN	PUBLIC TRANS	02/11/26	70.00
V21850	BRADLEY G DAHLMAN	PUBLIC TRANS	02/11/26	70.00
V21850	BRADLEY G DAHLMAN	PUBLIC TRANS	02/11/26	70.00
V21850	BRADLEY G DAHLMAN	PUBLIC TRANS	02/11/26	70.00
V21850	BRADLEY G DAHLMAN	PUBLIC TRANS	02/11/26	70.00
V21850	BRADLEY G DAHLMAN	PUBLIC TRANS	02/11/26	70.00

Check No.	Vendor	Description	Date	Amount
408501	JW PEPPER & SON INC	BLINDING LIGHTS- SH	02/25/26	69.60
408173	PREMIUM WATERS INC	WATER FOR DMTS	02/04/26	69.24
408401	GOPHER STATE ONE-CA	LOCATING FEES	02/18/26	68.90
V21849	BEDSTON A BURRELL	01/06-02/05 MILEAGE	02/11/26	68.51
408274	JACK PEICK	MINNETONKA OFFICIAL	02/11/26	68.00
408339	RONALD POESCHEL	EDEN PRAIRIE 9 A OF	02/11/26	68.00
408351	TODD NICKLAUS	CHASKA OFFICIAL	02/11/26	68.00
408282	JOSEPH ANDERSON	STMA GIRLS OFFICIAL	02/11/26	68.00
408334	RAYNARD HOOKER	HOPKINS GIRLS BBALL	02/11/26	68.00
408209	ADAM GOTHMANN	CHASKA OFFICIAL	02/11/26	68.00
408209	ADAM GOTHMANN	HOPKINS OFFICIAL	02/11/26	68.00
408156	MELINDA HOLMSTADT	BASKETBALL DISTRICT	02/04/26	68.00
408302	MAXIMILIAN HANSON	TONKA OFFICIAL	02/11/26	68.00
408288	KEVIN SPENCE	STMA OFFICIAL	02/11/26	68.00
408499	JERRY'S FOODS EDINA	FACS	02/25/26	67.36
408122	CUSTOM HOSE TECH IN	FITTINGS	02/04/26	67.26
408467	AMAZON CAPITAL SERV	2ND GRADE PTO FUNDS	02/25/26	67.08
408305	MENARDS - EDEN PRAI	ANCHORS & SCREWS	02/11/26	66.27
408501	JW PEPPER & SON INC	HOBBIT- SHEET MUSIC	02/25/26	65.30
408414	KAMRUNNISA ISLAM	REFUND-OPEN WOODSHO	02/18/26	65.00
408305	MENARDS - EDEN PRAI	TOOLS / SUPPLIES	02/11/26	64.93
408501	JW PEPPER & SON INC	ESPRESSO- SHEET MUS	02/25/26	64.20
V21843	KORY M SMITH	01/30 MILEAGE	02/04/26	64.02
V21856	EILEY K MISFELDT	01/05-01/30 MILEAGE	02/11/26	63.73
408499	JERRY'S FOODS EDINA	BAND FOOD	02/25/26	61.27
408437	PREMIUM WATERS INC	WATER FOR DMTS	02/18/26	60.49
408190	TRANSPORTATION PLUS	TYPE III HHM	02/04/26	60.00
408513	MN TOPSS	CONFERENCE REGISTRA	02/25/26	60.00
408260	GRAINGER	BOLTS & WASHERS	02/11/26	58.50
408136	HOGLUND BUS COMPANY	PULLEY	02/04/26	57.85
408499	JERRY'S FOODS EDINA	FACS	02/25/26	57.77
408247	ECM PUBLISHERS INC	DEC 17 SPEC MINUTES	02/11/26	57.37
408247	ECM PUBLISHERS INC	DEC 8 RETREAT MINUT	02/11/26	57.37
V21882	BRADLEY G DAHLMAN	FOOD	02/25/26	57.30
408236	CULLIGAN BOTTLED WA	BOTTLED WATER	02/11/26	57.15
V21903	CARA RIECKENBERG	FOOD FOR PD	02/25/26	56.82
V21827	JOSHUA W BURHANS	FILLED DISTRICT VEH	02/04/26	56.52
408524	SCHMITT MUSIC COMPA	TENOR SAX REPAIR	02/25/26	55.34
408514	MTI DISTRIBUTING IN	PRATS	02/25/26	55.08
408318	MSBA -- MINNESOTA S	LCONF AWARDS BANQUE	02/11/26	55.00
V21836	BETHANY A MOHS	11/05-12/18 MILEAGE	02/04/26	54.04
V21833	ERIN L MCCHESENEY	SOCIAL THINKING TRA	02/04/26	54.00
408132	GOPHER / PLAY WITH	STRIKER GREEN	02/04/26	53.96
408260	GRAINGER	TIRE VALVES	02/11/26	53.89
V21864	KRISTENA S WATSON	TO REPLACE STOLEN F	02/18/26	53.88
V21903	CARA RIECKENBERG	SUPPLIES FOR STAFF	02/25/26	53.74
V21834	KATIE E MCFARLAND	01/30 MILEAGE	02/04/26	53.65
408501	JW PEPPER & SON INC	ORCHESTRA SHEET MUS	02/25/26	53.50
408212	AMAZON CAPITAL SERV	BE CART PTO	02/11/26	52.97
408467	AMAZON CAPITAL SERV	SHELVES	02/25/26	52.96
408157	MENARDS - RICHFIELD	MISC ITEMS	02/04/26	52.85
V21850	BRADLEY G DAHLMAN	PUBLIC TRANS	02/11/26	52.50
V21850	BRADLEY G DAHLMAN	PUBLIC TRANS	02/11/26	52.50
V21843	KORY M SMITH	DINNER CUST. HVAC T	02/04/26	52.15
408263	GROTH MUSIC COMPANY	BAND SUPPLIES	02/11/26	52.00
408507	MENARDS - EDEN PRAI	SPRAY ADHESIVE	02/25/26	51.52
408247	ECM PUBLISHERS INC	DEC 8 SPEC MINUTES	02/11/26	51.00
408284	JW PEPPER & SON INC	BAND SUPPLIES	02/11/26	50.00
408501	JW PEPPER & SON INC	NEVER GONNA GIVE YO	02/25/26	50.00
408501	JW PEPPER & SON INC	ORCHESTRA SHEET MUS	02/25/26	50.00
408495	HOSA - FUTURE HEALT	HOSA DUES	02/25/26	50.00
V21841	LEONA MARLENE SANTI	PTC FAST FOR SPRING	02/04/26	50.00
408325	ODP BUSINESS SOLUTI	WHITE CONS PAPER	02/11/26	49.30
V21845	MARGARET E TREND A	SNACKS FOR STUDENTS	02/04/26	48.61
408132	GOPHER / PLAY WITH	MID BAT BLUE	02/04/26	48.48
408125	EDINA GIVE & GO	1/30/26 GIVE & GO	02/04/26	48.00
408310	MIKAYLA POLSKI	LAKE CONFERENCE - J	02/11/26	47.50
408386	DONNA POLSKI	CONFERENCE DANCE OF	02/18/26	47.50

Check No.	Vendor	Description	Date	Amount
408467	AMAZON CAPITAL SERV	2ND GD PTO FUNDS	02/25/26	46.98
408284	JW PEPPER & SON INC	BAND SUPPLIES	02/11/26	45.99
V21855	PAUL MILLER	01/02-01/29 MILEAGE	02/11/26	45.60
408202	WOLD ARCHITECTS & E	SV MS LIGHTING	02/04/26	45.15
408263	GROTH MUSIC COMPANY	BAND SUPPLIES	02/11/26	44.80
V21891	CHRISTOPHER I HOLDE	SNACKS FOR PD	02/25/26	44.56
V21828	ANDRE P DEWANE	11/05-12/15 MILEAGE	02/04/26	44.03
V21836	BETHANY A MOHS	01/05-01/30 MILEAGE	02/04/26	44.01
408520	R.M. COTTON, LLC	SUPPLIES	02/25/26	44.00
408212	AMAZON CAPITAL SERV	LBL - PTO	02/11/26	43.71
408467	AMAZON CAPITAL SERV	STICKERS - PTO LBL	02/25/26	42.66
V21843	KORY M SMITH	12/30 MILEAGE	02/04/26	42.63
408404	GROTH MUSIC COMPANY	BAND SUPPLY	02/18/26	42.45
408133	GRAINGER	BELTS	02/04/26	42.06
408499	JERRY'S FOODS EDINA	FACS	02/25/26	41.23
408370	AMAZON CAPITAL SERV	SWING SPINS	02/18/26	40.43
408423	MENARDS - EDEN PRAI	BROKEN BUZZER AT DO	02/18/26	40.39
408398	GENERAL SECURITY SE	CC INTRUSION MONITO	02/18/26	40.08
408398	GENERAL SECURITY SE	CN INTRUSION MONITO	02/18/26	40.08
408398	GENERAL SECURITY SE	CV INTRUSION MONITO	02/18/26	40.08
408398	GENERAL SECURITY SE	ECC INTRUSION MONIT	02/18/26	40.08
408398	GENERAL SECURITY SE	EHS INTRUSION MONIT	02/18/26	40.08
408398	GENERAL SECURITY SE	HL INTRUSION MONITO	02/18/26	40.08
408398	GENERAL SECURITY SE	SV INTRUSION MONITO	02/18/26	40.08
408398	GENERAL SECURITY SE	VV INTRUSION MONITO	02/18/26	40.08
V21845	MARGARET E TRENDA	CHECKED BAG	02/04/26	40.00
V21845	MARGARET E TRENDA	CHECKED BAG	02/04/26	40.00
V21873	MELODY M SNYDER	SOLOFEST FOOD	02/18/26	40.00
V21907	CLAUDE E SIGMUND	CHECKED BAG	02/25/26	40.00
V21907	CLAUDE E SIGMUND	CHECKED BAG	02/25/26	40.00
408212	AMAZON CAPITAL SERV	THEATER SET SUPPLIE	02/11/26	39.99
408397	FRESHPOINT BIX PROD	CV KC SNACKS	02/18/26	39.99
408395	FINKER WATER INC	NURSE WATER	02/18/26	39.95
408506	MENARDS - GOLDEN VA	TANK SPRAYER/THREAD	02/25/26	39.42
408385	CUSHMAN MOTOR COMPA	"SWITCH, ROCKER"	02/18/26	39.34
V21874	NATALIE M SPICER	01/06 - 02/11 MILEA	02/18/26	39.15
408101	BENCHMARK EDUCATION	SHIPPING	02/04/26	39.00
408519	PREMIUM WATERS INC	FEB26 HOT/COLD WATE	02/25/26	38.95
V21835	PAUL MILLER	12/01 - 12/31 MILEA	02/04/26	38.85
V21868	THOMAS J JOHNSTON	01/07 - 01/28 MILEA	02/18/26	38.57
408143	JERRY'S HARDWARE	DRILL BITS	02/04/26	38.53
V21861	DAVID PATRICK SODER	LAB SUPPLIES	02/11/26	38.26
408319	MTI DISTRIBUTING IN	PART-SPRING	02/11/26	38.24
V21871	ANU NAJHAWAN	THE ABCS OF CBM BOO	02/18/26	37.98
408370	AMAZON CAPITAL SERV	CHEW NECKLACES	02/18/26	37.92
V21840	TIMOTHY J RONHOVDE	01/14 - 01/30 MILEA	02/04/26	37.85
408370	AMAZON CAPITAL SERV	BUMBLE BEE PILLOW	02/18/26	37.79
408370	AMAZON CAPITAL SERV	TEXTURED GRABBER XX	02/18/26	37.02
408398	GENERAL SECURITY SE	"CN, MONIT FIRE ALA	02/18/26	36.00
408398	GENERAL SECURITY SE	"CS MONIT, FIRE ALA	02/18/26	36.00
408398	GENERAL SECURITY SE	"ECC, MONIT FIRE AL	02/18/26	36.00
408398	GENERAL SECURITY SE	"EHS, MONIT FIRE AL	02/18/26	36.00
408398	GENERAL SECURITY SE	"HL, MONIT, FIRE AL	02/18/26	36.00
408398	GENERAL SECURITY SE	"SV, MONIT FIRE ALA	02/18/26	36.00
V21860	ELIZABETH MARY SLET	CLASSROOM SCREEN	02/11/26	36.00
408132	GOPHER / PLAY WITH	STABILITEE	02/04/26	35.96
408518	ODP BUSINESS SOLUTI	INSTRUCTIONAL SUPPL	02/25/26	35.78
408398	GENERAL SECURITY SE	ECC PATROL RESPONSE	02/18/26	35.00
408499	JERRY'S FOODS EDINA	FACS	02/25/26	34.91
V21849	BEDSTON A BURRELL	12/10-12/30 MILEAGE	02/11/26	33.67
V21874	NATALIE M SPICER	12/11 - 12/29 MILEA	02/18/26	33.60
V21882	BRADLEY G DAHLMAN	FOOD	02/25/26	33.09
408524	SCHMITT MUSIC COMPA	FH REPAIR	02/25/26	33.00
408292	LAKESHORE LEARNING	MAGNET LETTERS LOWE	02/11/26	32.99
408292	LAKESHORE LEARNING	MAGNET LETTERS UPPE	02/11/26	32.99
V21846	MEGAN A WILLIAMS	01/05-01-29 MILEAGE	02/04/26	32.77
V21830	TIFFANY P GANT	01/02-01/30 MILEAGE	02/04/26	32.19
408370	AMAZON CAPITAL SERV	VELCRO DOTS	02/18/26	31.55

Check No.	Vendor	Description	Date	Amount
V21837	JONATHAN C MOORE	01/20-01/30 MILEAGE	02/04/26	31.47
V21907	CLAUDE E SIGMUND	UBER HOME	02/25/26	31.00
408095	AMAZON CAPITAL SERV	ABCS OF CBM BOOK-PA	02/04/26	30.99
V21832	ANGELA K HRUBY	01/21-01/29 MILEAGE	02/04/26	30.89
V21882	BRADLEY G DAHLMAN	FOOD	02/25/26	30.85
408370	AMAZON CAPITAL SERV	LAMINATING SHEETS	02/18/26	30.58
V21903	CARA RIECKENBERG	SUPPLIES FOR A STUD	02/25/26	30.53
V21882	BRADLEY G DAHLMAN	FOOD	02/25/26	30.29
408409	IWS - INNOVATIONAL	COIL CLEANER	02/18/26	29.50
408422	MENARDS - GOLDEN VA	PLUGS/BLADES	02/18/26	28.96
V21865	BLANCA E DIAZ DE LE	SNACKS FOR LATINO C	02/18/26	28.77
408143	JERRY'S HARDWARE	4 ROLLS OF CAUTION	02/04/26	28.76
408095	AMAZON CAPITAL SERV	LAMINATING SHEETS	02/04/26	28.74
V21850	BRADLEY G DAHLMAN	DINNER	02/11/26	28.43
408499	JERRY'S FOODS EDINA	FACS	02/25/26	28.14
408095	AMAZON CAPITAL SERV	12PK BINDERS	02/04/26	27.54
408202	WOLD ARCHITECTS & E	DW 2024 LTFM	02/04/26	27.30
408370	AMAZON CAPITAL SERV	TOSS AND CATCH GAME	02/18/26	26.59
V21830	TIFFANY P GANT	12/03-12/29 MILEAGE	02/04/26	26.04
408467	AMAZON CAPITAL SERV	LIGHT COVERS - ML C	02/25/26	25.99
408128	SHRED-IT USA	SHREDDING	02/04/26	25.84
408370	AMAZON CAPITAL SERV	WOODEN STAMPS	02/18/26	25.64
408095	AMAZON CAPITAL SERV	VELCRO DOTS	02/04/26	25.50
408467	AMAZON CAPITAL SERV	BATTERIES	02/25/26	25.49
408453	SUSAN SANDA	SUCKERS FOR CANDY G	02/18/26	25.47
408269	IDENTISYS INC	S&H	02/11/26	25.20
V21878	SAMANTHA NICOLE BOY	12/11 - 12/19 MILEA	02/25/26	25.20
V21830	TIFFANY P GANT	01/06-01/23 MILEAGE	02/04/26	25.09
408316	MN DEPARTMENT OF PU	ECC HAZARDOUS WASTE	02/11/26	25.00
408316	MN DEPARTMENT OF PU	EHS HAZARDOUS WASTE	02/11/26	25.00
408316	MN DEPARTMENT OF PU	SV HAZARDOUS WASTE	02/11/26	25.00
V21878	SAMANTHA NICOLE BOY	STATE DANCE PARKING	02/25/26	25.00
V21878	SAMANTHA NICOLE BOY	STATE DANCE PARKING	02/25/26	25.00
408422	MENARDS - GOLDEN VA	SUPPLIES	02/18/26	24.99
408095	AMAZON CAPITAL SERV	BINDER DIVIDERS	02/04/26	24.97
408404	GROTH MUSIC COMPANY	GROTH TIMPANI REPAI	02/18/26	24.95
408212	AMAZON CAPITAL SERV	CURIOSITY LAB PTO F	02/11/26	24.87
V21874	NATALIE M SPICER	12/11 - 12/19 MILEA	02/18/26	24.64
V21874	NATALIE M SPICER	01/09 - 02/04 MILEA	02/18/26	23.64
408448	SELOME GEZAHEGN	MUFFINS BLOOD DRIVE	02/18/26	23.57
408370	AMAZON CAPITAL SERV	WIRED HEADSET WITH	02/18/26	23.41
V21835	PAUL MILLER	11/06-11/24 MILEAGE	02/04/26	23.31
408499	JERRY'S FOODS EDINA	FACS	02/25/26	23.26
408210	ADVANCED IMAGING SO	BUS GARAGE 12/25	02/11/26	22.73
408212	AMAZON CAPITAL SERV	ANKLE WEIGHTS 2LB	02/11/26	22.67
408212	AMAZON CAPITAL SERV	HEALTH OFFICE TISSU	02/11/26	22.49
408448	SELOME GEZAHEGN	MUFFINS BLOODDRIVE-	02/18/26	22.45
408308	MICHELLE SHAINNESS	POSTER BOARDS FOR D	02/11/26	22.16
408212	AMAZON CAPITAL SERV	2ND GRADE SCIENCE S	02/11/26	21.69
408305	MENARDS - EDEN PRAI	SUPPLIES	02/11/26	20.97
V21845	MARGARET E TREND	LUNCH	02/04/26	20.70
408524	SCHMITT MUSIC COMPA	VIOLIN REPAIR	02/25/26	20.69
408467	AMAZON CAPITAL SERV	KD SDL PUENTES PTO	02/25/26	20.46
408439	R.M. COTTON, LLC	SUPPLIES	02/18/26	20.00
408370	AMAZON CAPITAL SERV	P-TOUCH LABEL MAKER	02/18/26	19.99
408370	AMAZON CAPITAL SERV	PLAYING CARD HOLDER	02/18/26	19.98
408134	GROTH MUSIC COMPANY	BREATHING TEACHING	02/04/26	19.95
408370	AMAZON CAPITAL SERV	BLUETOOTH KEYBOARD	02/18/26	18.99
V21903	CARA RIECKENBERG	SUPPLIES FOR A STUD	02/25/26	18.99
408212	AMAZON CAPITAL SERV	ANKLE WEIGHTS 1LB	02/11/26	18.88
408184	SHRED RIGHT	SHREDDING SERVICE	02/04/26	18.85
408449	SHRED RIGHT	SHREDDING SERVICES	02/18/26	18.85
408499	JERRY'S FOODS EDINA	FACS	02/25/26	18.35
V21882	BRADLEY G DAHLMAN	FOOD	02/25/26	18.20
V21882	BRADLEY G DAHLMAN	FOOD	02/25/26	18.16
408370	AMAZON CAPITAL SERV	MINI FAN	02/18/26	17.99
408398	GENERAL SECURITY SE	CS INTRUSION MONITO	02/18/26	17.95
408095	AMAZON CAPITAL SERV	BEGIN ONE WAY BK	02/04/26	17.94

Check No.	Vendor	Description	Date	Amount
408423	MENARDS - EDEN PRAI	SUPPLIES	02/18/26	17.72
408261	GRAINGER	SUPPLIES	02/11/26	17.68
408370	AMAZON CAPITAL SERV	SHEET PROTECTORS	02/18/26	17.42
V21898	CHRISTINE E MJOEN	CLASSROOM INSTRUCTI	02/25/26	17.38
V21826	TAYLOR A BANGERT	01/16 MILEAGE	02/04/26	17.18
V21844	ROLLAND T TALAN	12/01-12/17 MILEAGE	02/04/26	17.08
408370	AMAZON CAPITAL SERV	FILE FOLDERS	02/18/26	16.99
408370	AMAZON CAPITAL SERV	FIDGET SENSORY TOYS	02/18/26	16.69
V21845	MARGARET E TREENDA	LUNCH	02/04/26	16.66
V21850	BRADLEY G DAHLMAN	BREAKFAST	02/11/26	16.15
408095	AMAZON CAPITAL SERV	6PK BINDERS	02/04/26	16.14
408212	AMAZON CAPITAL SERV	ANKLE WEIGHTS .5 LB	02/11/26	16.03
408317	MRI SOFTWARE LLC	JAN BKGD CHK: CE VO	02/11/26	16.00
408317	MRI SOFTWARE LLC	JAN BKGD CHK: ND HO	02/11/26	16.00
408370	AMAZON CAPITAL SERV	VELCRO BRAND DOTS S	02/18/26	15.71
408142	JEAN LUND	REFUND-LINE DANCING	02/04/26	15.00
408187	SYDNEY JOHNSON	REFUND-LINE DANCING	02/04/26	15.00
408095	AMAZON CAPITAL SERV	ASSISTIVE WRITING T	02/04/26	14.99
408370	AMAZON CAPITAL SERV	TZE LABEL TAPE	02/18/26	14.99
408370	AMAZON CAPITAL SERV	MINI CHALKBOARDS	02/18/26	14.64
408095	AMAZON CAPITAL SERV	MAGIC INK WORKBOOK	02/04/26	14.29
V21851	TAMARA K FORBY	01/07-01/22 MILEAGE	02/11/26	14.28
V21845	MARGARET E TREENDA	DINNER	02/04/26	14.28
V21892	THOMAS J JOHNSTON	12/04 - 12/30 MILEA	02/25/26	14.28
408370	AMAZON CAPITAL SERV	VELCRO DOTS	02/18/26	13.98
408467	AMAZON CAPITAL SERV	HARVEST PACK LABELS	02/25/26	13.89
408370	AMAZON CAPITAL SERV	VELCRO TAPE ROLL	02/18/26	13.85
V21826	TAYLOR A BANGERT	01/09 MILEAGE	02/04/26	13.78
V21845	MARGARET E TREENDA	LUNCH	02/04/26	13.70
V21843	KORY M SMITH	HVAC TRAINING BEVER	02/04/26	13.49
V21847	CHRISTINE ARULANANT	11/05-11/21 MILEAGE	02/11/26	13.44
V21828	ANDRE P DEWANE	01/07-01/28 MILEAGE	02/04/26	13.41
V21836	BETHANY A MOHS	12/03-12/18 MILEAGE	02/04/26	13.09
V21850	BRADLEY G DAHLMAN	BREAKFAST	02/11/26	12.96
V21828	ANDRE P DEWANE	11/04-12/18 MILEAGE	02/04/26	12.95
V21845	MARGARET E TREENDA	BREAKFAST	02/04/26	12.85
V21845	MARGARET E TREENDA	BREAKFAST	02/04/26	12.67
V21828	ANDRE P DEWANE	01/05-01/21 MILEAGE	02/04/26	12.62
V21907	CLAUDE E SIGMUND	LUNCH	02/25/26	12.57
408212	AMAZON CAPITAL SERV	HEALTHOFFICE - CUPS	02/11/26	12.49
408173	PREMIUM WATERS INC	COOLER RENTAL FEB 2	02/04/26	12.00
408423	MENARDS - EDEN PRAI	MAP GAS MOUNTS	02/18/26	11.98
V21870	ELIZABETH MADSON	CLASSROOM FLOWER SI	02/18/26	11.98
408360	XCEL ENERGY	DW 12/25-1/25/26 US	02/11/26	11.94
408404	GROTH MUSIC COMPANY	BAND ACCESSORIES	02/18/26	11.90
408134	GROTH MUSIC COMPANY	REEDS FOR BAND	02/04/26	11.90
408143	JERRY'S HARDWARE	FASTENERS	02/04/26	11.61
V21847	CHRISTINE ARULANANT	01/07-01/30 MILEAGE	02/11/26	11.60
V21843	KORY M SMITH	HVAC TRAINING DESSE	02/04/26	11.48
408370	AMAZON CAPITAL SERV	PAPER CUTTER	02/18/26	10.97
V21836	BETHANY A MOHS	01/09-01/30 MILEAGE	02/04/26	10.95
V21845	MARGARET E TREENDA	BREAKFAST	02/04/26	10.60
408095	AMAZON CAPITAL SERV	BATTERIES	02/04/26	10.27
V21907	CLAUDE E SIGMUND	STARBUCKS CHICAGO	02/25/26	10.08
408492	HAWKINS INC	CHLORINE CYLINDER	02/25/26	10.00
408524	SCHMITT MUSIC COMPA	BARITONE REPAIR	02/25/26	10.00
V21875	TROY STEIN	PARKING FEE AT TRUE	02/18/26	10.00
408212	AMAZON CAPITAL SERV	CALMING CORNER TOOL	02/11/26	9.99
408095	AMAZON CAPITAL SERV	CRAYOLA GLUESTICK S	02/04/26	9.99
408370	AMAZON CAPITAL SERV	RESISTANCE BANDS	02/18/26	9.99
408095	AMAZON CAPITAL SERV	STORAGE BASKET	02/04/26	9.99
V21829	BENJAMIN J FLEMING	01/20-01/30 MILEAGE	02/04/26	9.57
V21866	BENJAMIN J FLEMING	02/02 - 02/13 MILEA	02/18/26	9.57
V21848	PETER M BLACKWELL	PARKING PASS - TECH	02/11/26	9.00
408467	AMAZON CAPITAL SERV	DOOR STOP - TJ B&G	02/25/26	8.99
V21869	JORDAN N JUDD	01/07 - 01/22 MILEA	02/18/26	8.99
V21882	BRADLEY G DAHLMAN	FOOD	02/25/26	8.97
408370	AMAZON CAPITAL SERV	STAMP PAD	02/18/26	8.49

Check No.	Vendor	Description	Date	Amount
408212	AMAZON CAPITAL SERV	DUMBBELL 3LB	02/11/26	8.44
V21863	TAYLOR A BANGERT	02/04 MILEAGE	02/18/26	8.41
408095	AMAZON CAPITAL SERV	BLOOSTICK BUDDIES	02/04/26	8.28
V21911	ERICA A WATTSON	02/12 - 02/17 MILEA	02/25/26	8.27
408143	JERRY'S HARDWARE	KEY BLANKS	02/04/26	8.07
408518	ODP BUSINESS SOLUTI	INSTURCTIONAL SUPPL	02/25/26	7.99
V21850	BRADLEY G DAHLMAN	SNACK	02/11/26	7.71
408261	GRAINGER	LUNCH TABLE NUTS	02/11/26	7.68
408212	AMAZON CAPITAL SERV	DUMBBELL 2LBS	02/11/26	7.62
408143	JERRY'S HARDWARE	TSCHIDA SUPPLIES	02/04/26	7.61
V21850	BRADLEY G DAHLMAN	BREAKFAST	02/11/26	7.56
408212	AMAZON CAPITAL SERV	DUMBBELL 1LB	02/11/26	7.36
V21907	CLAUDE E SIGMUND	STARBUCKS PHILLY	02/25/26	7.29
V21907	CLAUDE E SIGMUND	STARBUCKS PHILLY	02/25/26	7.29
V21882	BRADLEY G DAHLMAN	FOOD	02/25/26	7.05
408370	AMAZON CAPITAL SERV	P-TOUCH LABEL TAPE	02/18/26	6.89
V21850	BRADLEY G DAHLMAN	SNACK	02/11/26	6.75
408095	AMAZON CAPITAL SERV	GLUE TAPE	02/04/26	6.44
408521	REBECCA FINE	LUNCH ACCT REFUND	02/25/26	6.00
408423	MENARDS - EDEN PRAI	SUPPLIES	02/18/26	5.98
V21849	BEDSTON A BURRELL	01/05 MILEAGE	02/11/26	5.66
408134	GROTH MUSIC COMPANY	BAND SUPPLIES	02/04/26	5.59
V21850	BRADLEY G DAHLMAN	SNACK	02/11/26	5.35
408412	JERRY'S HARDWARE	WING NUTS- DUST COL	02/18/26	4.97
408412	JERRY'S HARDWARE	KITCHEN WARMER - PL	02/18/26	4.94
408269	IDENTISYS INC	CLEANING CARDS	02/11/26	4.40
408095	AMAZON CAPITAL SERV	DAB GLUE	02/04/26	4.29
408413	JW PEPPER & SON INC	BAND MUSIC	02/18/26	3.00
408370	AMAZON CAPITAL SERV	SHIPPING	02/18/26	2.99
408323	NATIONAL INSURANCE	COBRA	02/11/26	2.80
V21830	TIFFANY P GANT	12/02-12/17 MILEAGE	02/04/26	2.80
V21906	JOSEPH E SIDDY	02/19 MILEAGE	02/25/26	2.47
V21858	JOSEPH E SIDDY	2/10 MILEAGE	02/11/26	2.47
V21869	JORDAN N JUDD	12/18 MILEAGE	02/18/26	2.24
V21906	JOSEPH E SIDDY	01/09 - 02/04 MILEA	02/25/26	2.03
V21850	BRADLEY G DAHLMAN	LUNCH	02/11/26	1.40
408422	MENARDS - GOLDEN VA	RETURN - PLUGS (3)	02/18/26	(17.94)
408397	FRESHPOINT BIX PROD	CN KC SNACKS CREDIT	02/18/26	(44.14)
408267	HOGLUND BUS COMPANY	SHOCK BRACKET	02/11/26	(76.94)
408467	AMAZON CAPITAL SERV	CREDIT MEMO	02/25/26	(150.77)
408364	ZIEGLER INC	SENSOR CREDIT	02/11/26	(279.15)
408267	HOGLUND BUS COMPANY	CORE	02/11/26	(312.50)
Total Value of Checks Issued				\$ 4,893,783.33

V.E. Electronic Fund Transfers - February 2026



Board Meeting Date: 3/9/2026

Title: Electronic Fund Transfers – February 2026

Type: Consent

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

Description: State law 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 February 2026, in the amount of \$10,274,737.

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

Attachments:

1. Electronic Fund Transfers – February 2026

Electronic Transfers



DEFINING EXCELLENCE

FOR THE MONTH ENDED FEBRUARY 28, 2026

From	To	Description	Date	Amount
US Bank - Checking	Delta Dental	Dental Claims	02/02/2026	\$ 25,567.61
US Bank - Checking	Minnesota State Tax	District Payroll	02/02/2026	176,038.82
US Bank - Checking	Service Fee	Service Fee	02/03/2026	15.00
US Bank - Checking	Delta Dental	Dental Claims	02/09/2026	17,646.55
US Bank - Checking	Various	Service Fees	02/10/2026	4,521.00
US Bank - Checking	Aviben	Retirement Contributions	02/12/2026	229,896.89
US Bank - Checking	EME	Payroll Vendors	02/12/2026	45,784.54
US Bank - Checking	West Metro Credit Union	District Payroll, Dues, Etc.	02/12/2026	36,855.48
US Bank - Checking	Benefit Extras	Flex & HSA	02/13/2026	11,041.93
US Bank - Checking	HRA Funding	Contributions	02/13/2026	2,364.52
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	02/13/2026	954,939.23
US Bank - Checking	Minnesota Public Employers Retirement Association	Contributions	02/13/2026	177,421.49
US Bank - Checking	Teachers Retirement Association	Contributions	02/13/2026	526,038.77
US Bank - Checking	US Bank - Payroll	District Payroll	02/13/2026	2,709,765.66
US Bank - Checking	Various	Payroll Vendors	02/13/2026	2,362.48
US Bank - Checking	Delta Dental	Dental Claims	02/17/2026	15,386.89
US Bank - Checking	Minnesota State Tax	District Payroll	02/17/2026	168,412.65
US Bank - Checking	Service Fee	Service Fee	02/17/2026	670.33
US Bank - Checking	Sales Tax	Sales Tax	02/19/2026	4,461.00
US Bank - Checking	Delta Dental	Dental Claims	02/23/2026	21,627.83
US Bank - Checking	Aviben	Retirement Contributions	02/26/2026	233,162.40
US Bank - Checking	EME	Payroll Vendors	02/26/2026	45,711.13
US Bank - Checking	West Metro Credit Union	District Payroll, Dues, Etc.	02/26/2026	37,513.48
US Bank - Checking	Benefit Extras	Flex & HSA	02/27/2026	162,046.01
US Bank - Checking	HRA Funding	Contributions	02/27/2026	2,371.03
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	02/27/2026	974,612.83
US Bank - Checking	Minnesota Public Employers Retirement Association	Contributions	02/27/2026	181,423.88
US Bank - Checking	Minnesota UI Tax	District Payroll	02/27/2026	43,225.73
US Bank - Checking	One Card	Purchase Card Program	02/27/2026	162,740.66
US Bank - Checking	Teachers Retirement Association	Contributions	02/27/2026	530,285.86
US Bank - Checking	US Bank - Payroll	District Payroll	02/27/2026	2,741,117.73
US Bank - Checking	Various	Payroll Vendors	02/27/2026	2,707.40
Total of Electronic Fund Transfers				<u>\$10,247,736.81</u>

V.F. Gifts and Bequests - February 2026



Board Meeting Date: 3/9/2026

Title: Gifts and Bequests – February 2026

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 February 2026.

Recommendation: Accept with appreciation gifts and bequests made to the District in the amount of \$17,749.88.

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

Attachments:

1. Gifts & Bequests – February 2026

Gifts & Bequests

FOR THE MONTH ENDED FEBRUARY 28, 2026



DEFINING EXCELLENCE

<u>Donated By</u>	<u>To</u>	<u>Purpose</u>	<u>Amount</u>
Blackbaud	Concord Elementary School	General Donation	\$ 495.00
Student Council	Concord Elementary School	Fundraising	2,500.00
Blackbaud	Concord Elementary School	General Donation	75.00
Mighty Cause	Concord Elementary School	General Donation	45.00
EHS Parents	Edina High School	Art Program - Supplies	80.00
EHS Boosters	Edina High School	Boys Tennis Coach	2,349.95
EHS Boosters	Edina High School	Region	1,670.00
Individuals	Highlands Elementary School	Classroom Supplies	40.00
Blackbaud	Normandale Elementary School	General Donation	40.00
MIA Friends of Museum	South View Middle School	Bus Grant	500.00
Community	South View Middle School	Chris Balme Presentation	206.00
American Online Giving	South View Middle School	General Donation	23.89
Edina Give & Go	South View Middle School	Theater/Yearbook	910.00
Middle School bands in MN	South View Middle School	Band Program	3,150.00
VVMS PTO	Valley View Middle School	8th Gr Spoken Word	1,500.00
VVMS PTO	Valley View Middle School	Advisory	42.75
Individuals	Valley View Middle School	Band Program	999.25
VVMS PTO	Valley View Middle School	Engineering Equipment	474.54
VVMS PTO	Valley View Middle School	Field Trip Bus	2,000.00
Box Tops	Valley View Middle School	General Donation	93.50
Individuals	Valley View Middle School	General Donation	200.00
Individuals	Valley View Middle School	Orchestra Program	355.00

Total Cash Donations	\$ 17,749.88
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Total In-Kind Donations	\$ -
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Total 2025-2026 School Year Gifts and Donations	\$ 511,580.30
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V.G. Early Learning Center Interior Surfaces Project
Bids



Board Meeting Date: 3/9/2026

Title: Early Learning Center Interior Surfaces Project Bids

Type: Consent

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

Description: The District administration solicited bids for the Early Learning Center Interior Surface Project (“the project”). The scope of the project includes replacement of aging and eroding interior surfaces including flooring, carpet, tile, and other fixtures. Alternates include the renovation of two restrooms. Bids for the project were opened on February 17, 2026, and were reviewed in detail by the administration and its construction partners Wold Architects and Engineers. The project will be funded by long-term facilities maintenance revenue and is part of the District’s Board-approved ten-year LTFM plan.

Recommendation: Award construction contracts for the project to Market & Johnson, the lowest responsible bidder including alternates, in the aggregate amount of \$862,992.

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

Attachments:

1. Recommendation Letter – Early Learning Center Interior Surfaces Project Bids
2. Bid Tabulation – Early Learning Center Interior Surfaces Project Bids



February 23, 2026

Mert Woodard
Independent School District #273
5701 Normandale Road
Edina, Minnesota 55424

Re: Independent School District #273
ELC 2026 Interior Renovations
Commission No. 252147

Dear Mert:

We recommend the following be presented to the Independent School District #273 – Edina Public Schools Board of Education.

On Tuesday, February 17, 2026 at 2:00 p.m., bids were received from four (4) general contractors for the ELC interior renovation project. A bid tabulation is attached for your review. Market & Johnson from Stillwater, Minnesota submitted the low base bid in the amount of \$711,492. Selection of alternates does not affect who will be the low bidder.

Alternate No. 1 Bathroom Renovation

Add \$151,500

This alternate includes the renovation of two early learning bathrooms.

Recommendation: Accept this Alternate

Total combined project cost with recommended alternates
\$862,992

We have confirmed Market & Johnson is confident in their bid number and recommend awarding them this project.

Sincerely,

Wold Architects and Engineers

A handwritten signature in black ink, appearing to read "A. Ausing", written in a cursive style.

Aaron Ausing | AIA
Associate

Enclosures

cc: Rod Peterson, ISD #273
Makayla Lakeman, Wold

CM/EDU-MN-ISD273/ECC_Comm Normandale/252147/Admin/Letters/2026.02.23 Letter to Mert Woodard

Wold Architects and Engineers
50 South 6th Street, Suite 2250
Minneapolis, MN 55402
woldae.com | 612 772 9025

**PLANNERS
ARCHITECTS
ENGINEERS**



Project Name:

Edina Early Learning & Family Center Renovation

BID TABULATION

Commission No.:
Date:
Time:

252147
2/17/2026
2:00 PM

Wold Architects and Engineers
50 S 6th St, Suite 2250
Minneapolis, Minnesota 55402
612.772.9025

Bidders Name	Addendum Numbers	Bid Security	MN Responsible Contractor	Alternate #1	Base Bid	Alternate 1 + Base Bid
KNB Contracting LLC 10464 Monroe Ave, NW South Haven, MN 55382	X	X	X	\$119,000	\$ 849,000	\$968,000
CM Construction Company 12215 Nicollet Avenue South Burnsville, MN 55337	X	X	X	\$142,800	\$ 771,800	\$914,600
Ebert Construction 23350 County Road 10 Corcoran, MN 55357	X	X	X	\$140,000	\$ 732,200	\$872,200
Market & Johnson 1950 Curve Crest Blvd Stillwater, MN 55082	X	X	X	\$151,500	\$ 711,492	\$862,992

V.H. Concord Elementary Interior Surfaces Project
Bids



Board Meeting Date: 3/9/2026

Title: Concord Elementary Interior Surfaces Project Bids

Type: Consent

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

Description: The District administration solicited bids for the Concord Elementary Interior Surface Project ("the project"). The scope of the project includes replacement of aging and eroding interior surfaces including flooring, carpet, tile, and other fixtures. Alternates include the replacement of flooring in the multipurpose room and destratification fans. Bids for the project were opened on February 25, 2026, and were reviewed in detail by the administration and its construction partners Wold Architects and Engineers. The project will be funded by long-term facilities maintenance revenue and is part of the District's Board-approved ten-year LTFM plan.

Recommendation: Award construction contracts for the project to CJC Construction, the lowest responsible bidder including alternates, in the aggregate amount of \$313,000.

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

Attachments:

1. Recommendation Letter – Concord Elementary Interior Surfaces Project Bids
2. Bid Tabulation – Concord Elementary Interior Surfaces Project Bids



March 3, 2026

Mert Woodard

Independent School District #273 - Edina Public Schools
5701 Normandale Road
Edina, Minnesota 55424

Re: Independent School District #273 - Edina Public Schools
Concord Elementary 2026 Interior Renovations
Commission No. 252219

Dear Mert:

We recommend the following be presented to the Edina Board of Education:

On Wednesday, March 25, 2026 at 1:00 p.m. bids were received from six (6) for Concord Elementary's 2026 interior renovation. A bid tabulation is attached for your review. CJC Construction from Hannover, Minnesota submitted the low base bid in the amount of \$247,000. Selection of alternates does not affect who will be the low bidder.

Alternate No. 1 Multipurpose Room Flooring Replacement **Add (\$66,000)**

This alternate includes the replacement of the floor in the multipurpose room, and the addition of destratification fans.

[Recommendation: Accept this Alternate]

We recommend awarding the contract to CJC Contracting as follows:

Base bid		\$	247,000
Alternate No. 1 Multipurpose Room	Add	\$	66,000
TOTAL CONTRACT		\$	313,000

We have confirmed CJC Construction is confident in their bid number and recommend awarding them this project.

Sincerely,

Wold Architects and Engineers

Aaron Ausing | AIA
Associate

Enclosures

cc: Rod Peterson, ISD #273
Makayla Lakeman, Wold

LJ/ES_Concord/252219/Concord 2026 Flooring Replacement/_Admin/Letters/2026.03.03 Letter to Mert Woodard

Wold Architects and Engineers
50 South 6th Street, Suite 2250
Minneapolis, MN 55402
woldae.com | 612 772 9025

**PLANNERS
ARCHITECTS
ENGINEERS**



Project Name:

Concord Elementary Interior Renovations

BID TABULATION

Commission No.:

252219

Date:

2/25/2026

Time:

1:00 PM

Wold Architects and Engineers
50 S 6th St, Suite 2250
Minneapolis, Minnesota 55402
612.772.9025

Bidders Name	Addendum Numbers	Bid Security	MN Responsible Contractor	Base Bid	Alternate #1	
CJC Construction LLC	1	x	x	\$247,000	\$66,000	\$313,000
KUE Contractors	1	x	x	\$407,772	\$114,173	\$521,945
DERAU	1	x	x	\$297,400	\$18,000	\$315,400
KNB	1	x	x	\$359,000	\$81,500	\$440,500
CM Construction Company	1	x	x	\$314,800	\$71,800	\$386,600
Market & Johnson	1	x	x	\$287,300	\$50,400	\$337,700

V.I. Creek Valley Elementary Renovation Project Bids



Board Meeting Date: 3/9/2026

Title: Creek Valley Elementary School Renovations Project Bids

Type: Consent

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

Description: The District administration solicited bids for the Creek Valley Elementary School Renovation Project ("the project"). The scope of the project includes the renovation of several restrooms, replacement of aging and eroding interior surfaces including carpet, tile, casework, etc. Bids for the project were opened on February 23, 2026, and were reviewed in detail by the administration and its construction partners Wold Architects and Engineers. The project will be funded by long-term facilities maintenance revenue and is part of the District's Board-approved ten-year LTFM plan.

Recommendation: Award construction contracts for the project to Ebert Construction in the aggregate amount of \$2,673,000.

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

Attachments:

1. Recommendation Letter – Creek Valley Elementary School Renovation Project Bids
2. Bid Tabulation – Creek Valley Elementary School Renovation Project Bids



March 5, 2026

Mert Woodard

Independent School District #273 - Edina Public Schools
5701 Normandale Road
Edina, Minnesota 55424

Re: Independent School District #273 - Edina Public Schools
Creek Valley 2026 Interior Renovations
Commission No. 252144

Dear Mert:

We recommend the following be presented to the Edina Board of Education.

On Wednesday, February 23, 2026 at 2:00 p.m., bids were received from five (5) for Creek Valley Elementary's 2026 interior renovation. A bid tabulation is attached for your review. Ebert Construction from Corcoran, Minnesota submitted the low base bid in the amount of \$2,673,000.

We have confirmed Ebert Construction is confident in their bid number and recommend awarding them this project.

Sincerely,

Wold Architects and Engineers

A handwritten signature in black ink, appearing to read "A Ausing".

Aaron Ausing | AIA
Associate

Enclosure

cc: Rod Peterson, ISD #273
Makayla Lakeman, Wold

LJ/EDU-MN-PUBLIC-ISD273/ES_Creek Valley/252144/_Admin/Letters/2026.03.05 Letter to Mert Woodard

Wold Architects and Engineers
50 South 6th Street, Suite 2250
Minneapolis, MN 55402
woldae.com | 612 772 9025

**PLANNERS
ARCHITECTS
ENGINEERS**



Project Name:

Creek Valley Elementary Interior Renovations

BID TABULATION

Commission No.:

252144

Date:

2/23/2026

Time:

2:00 PM

Wold Architects and Engineers

50 S 6th St, Suite 2250

Minneapolis, Minnesota 55402

612.772.9025

Bidders Name	Addendum Numbers	Bid Security	MN Responsible Contractor	Base Bid	Notes	
CM Construction 12215 Nicolett Avenue South Burnsville, MN 55337	1,2	x	x	\$3,018,800		
KUE Contractors INC. 130 Central Avenue South Watkins, MN 55389	1,2	x	x	\$2,816,567		
KNB 104 Monroe Ave. NW South Haven, MN 55382	2	x	x	\$2,779,000		
Rochon 28 2nd St. Suite 200 Osseo, MN 55369	1,2	x	x	\$2,887,000		
Ebert 23350 County Road 10 Corcoran, MN 55357	1,2	x	x	2,673,000		Apparent Low Bid

V.J. Highlands Elementary Interior Surfaces Project
Bids



Board Meeting Date: 3/9/2026

Title: Highlands Elementary Interior Surfaces Project Bids

Type: Consent

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

Description: The District administration solicited bids for the Highlands Elementary Interior Surface Project ("the project"). The scope of the project includes replacement of aging and eroding interior surfaces including flooring, carpet, tile, and other fixtures. Alternates include the replacement of flooring in the multipurpose room and destratification fans. Bids for the project were opened on February 25, 2026, and were reviewed in detail by the administration and its construction partners Kraus Anderson. The project will be funded by long-term facilities maintenance revenue and is part of the District's Board-approved ten-year LTFM plan.

Recommendation: Award construction contracts for the project to the following contractors, including alternates, in the aggregate amount of \$1,768,605: Mavo Systems Inc., Ebert Companies, Tekton Construction Company, TMI Systems Corporation, Twin City Hardware Company, Skold Specialty Contracting, Custom Dryall Inc., Multiple Concepts Interiors, Acoustics Associates, Grazzini Brothers & Company, WTG Terrazzo & Tile, Inc., Painting by Nakasone, Inc., CE Contract, Gilbert Mechanical Contractors, Inc., Northern Mechanical Solutions, LLC, and A.J. Moore Electric, Inc.

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

Attachments:

1. Recommendation Letter – Highlands Elementary Interior Surfaces Project Bids
2. Bid Tabulation – Highlands Elementary Interior Surfaces Project Bids

March 5th, 2026

Mr. Rod Peterson
 Edina Public Schools
 5704 Normandale Road, Suite 200
 Edina, MN 55424

RE: Edina Public Schools – Highlands Elementary School 2026 Renovations

Dear Mr. Peterson:

This letter is concerning the contract awards for the Edina Highlands Elementary School 2026 Renovations project that was bid on March 3rd, 2026. Kraus-Anderson has verified bidders, and we submit the following lowest responsible bidders and their bid amount.

Work Scope		Contractor, City, State		Bid Amount	
WS 02-A	Interior Demolition	Mavo Systems Inc. White Bear Lake, MN	Base Bid Alternate #1 Total	\$162,200.00 \$0.00 \$162,200.00	
WS 03-A	Interior Concrete, Polished Concrete, Masonry	Ebert Inc. dba Ebert Companies Loretto, MN	Base Bid Alternate #1 Total	\$97,200.00 \$0.00 \$97,200.00	
WS 06-A	Carpentry & Specialties	Tekton Construction Company Minneapolis, MN	Base Bid Alternate #1 Total	\$263,000.00 \$0.00 \$263,000.00	
WS 06-D	Architectural Millwork – Material Only	TMI Systems Corporation Dickinson, ND	Base Bid Alternate #1 Total	\$172,403.00 \$0.00 \$172,403.00	
WS 08-A	Doors, Frames, & Hardware – Material Only	Twin City Hardware Company Oakdale, MN	Base Bid Alternate #1 Total	\$24,150.00 \$0.00 \$24,150.00	
WS 08-D	Overhead Coiling Doors	Skold Specialty Contracting, LLC Rogers, MN	Base Bid Alternate #1 Total	\$22,500.00 \$0.00 \$22,500.00	
WS 09-A	Framing & Drywall	Custom Drywall, Inc. Saint Paul, MN	Base Bid Alternate #1 Total	\$73,295.00 \$0.00 \$73,295.00	
WS 09-B	Tile	M.C.I. Inc dba Multiple Concepts Interiors Waite Park, MN	Base Bid Alternate #1 Total	\$99,900.00 \$0.00 \$99,900.00	

WS 09-C	Ceiling and Acoustical	Acoustics Associates, Inc. Brooklyn Park, MN	Base Bid Alternate #1 Total	\$116,600.00 \$0.00 \$116,600.00
WS 09-D	Flooring (Resilient & Carpet)	Grazzini Brothers & Company Eagan, MN	Base Bid Alternate #1 Total	\$229,380.00 \$0.00 \$229,380.00
WS 09-G	Terrazzo	WTG Terrazzo & Tile, Inc. Burnsville, MN	Base Bid Alternate #1 Total	\$17,885.00 \$0.00 \$17,885.00
WS 9-K	Painting	Painting by Nakasone, Inc. Saint Paul, MN	Base Bid Alternate #1 Total	\$24,242.00 \$0.00 \$24,242.00
WS 12-B	Window Shades	CE Contract Eden Prairie, MN	Base Bid Alternate #1 Total	\$27,625.00 \$7,500.00 \$35,125.00
WS 21-A	Fire Suppression	Gilbert Mechanical Contractors, LLC. Edina, MN	Base Bid Alternate #1 Total	\$7,425.00 \$0.00 \$7,425.00
WS 23-A	Combined Mechanical	Northern Mechanical Solutions, LLC Shoreview, MN	Base Bid Alternate #1 Total	\$360,000.00 \$0.00 \$360,000.00
WS 26-A	Electrical	A.J. Moore Electric, Inc. Burnsville, MN	Base Bid Alternate #1 Total	\$61,400.00 \$1,900.00 \$63,300.00
Total Base Bids: \$1,759,205.00 Total Alternate #1: \$9,400.00 Total Contract Amount \$1,768,605.00				

We have enclosed the Bid Tabulation sheets that reflect the bids received.

If you have any questions regarding this information, please do not hesitate to contact me at 310-245-9855.

Very truly yours,

KRAUS-ANDERSON® CONSTRUCTION COMPANY

Brennan Burrows
Project Manager





KRAUS-ANDERSON[®]
Construction Company

Edina Highlands Elementary School
2026-2027 Renovations

BID TABULATIONS

March 3, 2026 @ 10:00 AM

OWNER: Edina Public Schools District

ARCHITECT: Wold Architects & Engineers

WORK SCOPE 12-B: Window Shades

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	National Commercial Shading Solutions	CE Contract	Midwest Blinds	Sonus Interiors, Inc.		
BID SECURITY	None	Cashier's Check	None	None		
ADDENDA REC'D.	1, 2, 3, 4	1, 2, 3, 4	None	1, 2, 3, 4		
BASE BID	\$24,362.00	\$27,625.00	\$40,216.00	\$61,000.00		
COMBINED BID						
Alternate #1: Add of Motorized Window Shades	\$4,291.00	\$7,500.00	\$7,021.00	\$10,000.00		



KRAUS-ANDERSON[®]
Construction Company

Edina Highlands Elementary School
2026-2027 Renovations

BID TABULATIONS

March 3, 2026 @ 10:00 AM

OWNER: Edina Public Schools District

ARCHITECT: Wold Architects & Engineers

WORK SCOPE 26-A: Electrical & Fire Alarm

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	A.J. Moore Electric, Inc.	Laketown Electric Corporation	Cap Electric, Inc.	Wolf River Electric	Choice Electric, Inc.	
BID SECURITY	Bond	Bond	Bond	None	Bond	
ADDENDA REC'D.	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	
BASE BID	\$61,400.00	\$64,000.00	\$67,400.00	\$102,513.00	\$126,500.00	
COMBINED BID						
Alternate #1: Add of Motorized Window Shades	\$1,900.00	\$3,100.00	\$3,400.00	\$1,877.00	\$3,100.00	

V.K. Valley View Middle School Renovations Project
Bids



Board Meeting Date: 3/9/2026

Title: Valley View Middle School Renovations Project Bids

Type: Consent

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

Description: The District administration solicited bids for the Valley View Middle School Renovation Project (“the project”). The scope of the project includes replacement of aging and eroding plumbing infrastructure, renovation of four restrooms, and the renovation of showers and changing rooms. Bids for the project were opened on February 10, 2026, and were reviewed in detail by the administration and its construction partners Wold Architects and Engineers. The project will be funded by long-term facilities maintenance revenue and is part of the District’s Board-approved ten-year LTFM plan.

Recommendation: Award construction contracts for the project to Tekton Construction in the aggregate amount of \$1,210,000.

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

Attachments:

1. Recommendation Letter – Valley View Middle School Renovation Project Bids
2. Bid Tabulation – Valley View Middle School Renovation Project Bids



February 13, 2026

Mert Woodard
Independent School District #273
5701 Normandale Road
Edina, Minnesota 55424

Re: Independent School District #273 – Edina Public Schools
Valley View Middle School Renovations
Commission No. 252145

Dear Mert:

We recommend the following be presented to the Independent School District #273 – Edina Public Schools Board of Education.

On Tuesday, February 10, 2026 at 2:00 p.m., five bids were received for the Valley View Middle School Renovations project. A bid tabulation is attached for your review. Tekton Construction from Minneapolis, Minnesota submitted the low base bid in the amount of \$1,210,000.

Total Contract	\$1,210,000
-----------------------	--------------------

We have confirmed Tekton Construction is confident in their bid number and recommend awarding them this project.

Sincerely,

Wold Architects and Engineers

A handwritten signature in black ink, appearing to read "A. Ausing".

Aaron Ausing | AIA
Associate

Enclosures

cc: Rod Peterson, ISD #273
Makayla Lakeman, Wold

EH/EDU-MN-ISD273/MS_Valley View/252145/_Admin/MM/2026.02.13 Letter to Mert Woodard

Wold Architects and Engineers
50 South 6th Street, Suite 2250
Minneapolis, MN 55402
woldae.com | 612 772 9025

**PLANNERS
ARCHITECTS
ENGINEERS**



Project Name:

Valley View Middle School 2027 Renovations

BID TABULATION

Commission No.:

252145

Date:

2/10/2025

Time:

2:00 PM

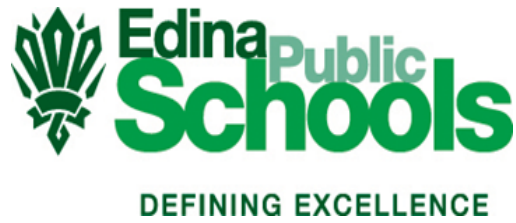
Wold Architects and Engineers
 50 S 6th St, Suite 2250
 Minneapolis, Minnesota 55402
 612.772.9025

Bidders Name	Addendum Numbers	Bid Security	MN Responsible Contractor	Base Bid	Remarks
Ebert , Inc 23350 County Road 10 Corcoran, MN 55357 Ph: 763-498-7844 Fax: 763-498-9951	X	X	X	\$1,237,000	
KNB Contracting, LLC 10464 Monroe Ave NW South Haven, MN 55382 Ph: 320-261-5144	X	X		\$1,269,700	
Tekton Construction 861 E Hennepin Minneapolis, MN 55414 Ph: 612-282-0076	X	X		\$1,210,000	
Jorgenson Construction, Inc. 9255 East River Road, MN 55433 Minneapolis, MN 55433 Ph: 763-784-3877 Fax: 763-784-1583	X	X	X	\$1,329,000	
Apadana LLC 3401 Nevada Ave. North New Hope, MN 55422 Ph: 612-298-5205	X	X	X	\$1,980,000	

VI. Discussion

VI.A. K-12 Mathematics Curriculum Review
Process

Speaker (s) : Mark
Carlson, Math and
Science Coordinator



Board Meeting: March 9, 2026

Title: K-12 Mathematics Curriculum Review Process

Type: Discussion

Presenter(s): Mark Carlson, Math and Science Coordinator

Description: This report outlines the comprehensive K–12 Mathematics Curriculum Review Process conducted by Edina Public Schools in response to the adoption of the 2022 Minnesota Academic Standards in Mathematics. Grounded in our core belief of Professional Excellence, this work reflects our commitment to engaging educators and stakeholders in thoughtful, research-based decision making that advances student learning. It summarizes the review process, key findings regarding current reality, instructional shifts required by the new standards, curricular resource evaluations, final recommendations for K–12 mathematics materials, implementation timelines, pathway adjustments, and anticipated budget considerations. The recommendations presented reflect a unified vision for vertically aligned, rigorous, and engaging mathematics instruction designed to meet the diverse needs of all Edina Public Schools students.

Recommendation: Read and review this report for board discussion.

Desired Outcomes for the Board: Review the report, have questions prepared and provide feedback on the content. This report will be brought to the Board meeting on April 13th for action.

Curriculum Review Process

In Edina, a core belief we share is Professional Excellence. This means, Edina Public Schools (EPS) believes 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 stakeholders in the review, design and implementation of district programming. This will be done through the use of “district design teams.” A design team is a group of representatives who serve to guide and inform district decisions. In completing the math review process, we had two separate teams one for elementary and one for secondary.

The following staff members have been integral in the review and recommendation that resulted from the math curriculum review process:

Alicia Abdella	Edina High School	Mathematics Teacher
Kristy Ardinger	Countryside Elementary	3rd Grade Teacher
Mark Carlson	District Office	K-12 Curriculum Coordinator
Allyson Dardis	Creek Valley Elementary	4th Grade Teacher
Kristen Ehlert	Valley View	Mathematics Teacher
Leigh Ann Feily	District Office	MTSS Coordinator
Carrie Gerber	South View	Mathematics Teacher
Kathryn Gimse	District Office	Instructional Coach (EL)
Alex Giraldo	Countryside Elementary	Spanish Dual Immersion Teacher
Toy Haerter	Countryside Elementary	Math learning Specialist
Amber Klaphake	District Office	Special Education Facilitator
Jane Kretsch	Concord Elementary	5th Grade Teacher
Lindsey Kruppstadt	Edina High School	Mathematics Teacher
Sarah Miziorko	South View	Dean of Students
Nathaniel Murphy	Edina High School	Mathematics Teacher
Laura Opsahl	Cornelia Elementary	Math Learning Specialist
Erin Plasch	Concord Elementary	Talent Development Teacher
Cara Rieckenberg	Highlands Elementary	Principal
Maren Scheiner	Normandale Elementary	5th Grade Teacher
Margaret Schlukebier	Valley View	Mathematics Teacher

Alicia Abdella	Edina High School	Mathematics Teacher
Kristy Ardinger	Countryside Elementary	3rd Grade Teacher
Mark Carlson	District Office	K-12 Curriculum Coordinator
Allyson Dardis	Creek Valley Elementary	4th Grade Teacher
Kristen Ehlert	Valley View	Mathematics Teacher
Leigh Ann Feily	District Office	MTSS Coordinator
Carrie Gerber	South View	Mathematics Teacher
Kathryn Gimse	District Office	Instructional Coach (EL)
Mary Schoeb	Highlands Elementary	Grades 2-3 CP Teacher
Elizabeth Sletten	South View	Mathematics Teacher
Jared Thompson	Edina High School	Mathematics Teacher

The curriculum review process started with the approval of new mathematics standards from the Minnesota Department of Education in the spring of 2024 and final approval by the Minnesota State Legislature in April of 2025. In the fall of the 2024-2025 school year, Teaching and Learning convened two design teams one for secondary and one for elementary. Each team completed the following tasks for their level:

- Examined the new standards and changes from the 2007 standards.
- Completed an audit of the current reality of elementary/secondary math education in Edina Public Schools.
- Completed a study of current research on best practices in math instruction.
- Identified a desired reality for math programming.
- Created a rubric for evaluating curricular resources and their ability to meet our desired reality.
- Researched core resource materials for use across all Edina math programming.
- Developed an implementation plan for new resources.

Math Design Team Timeline

The design teams had their initial meetings in December 2024 and had an additional three meetings each throughout the winter and spring of 2025. The teams began meeting again in late August of 2025 and began to focus attention on curricular resources, course sequencing and implementation plans throughout the remainder of 2025 and into early 2026. The teams will continue to meet during the spring of 2026 and will transition to an implementation team for the 2026-2027 school year.

Current Reality - Elementary

The Elementary Math Design Team examined the current reality of math programming. They focused on student achievement, engagement, and the effectiveness of resources including: curriculum, instruction, time, and systemic structures. Below are some findings across these areas.

Student Achievement:

- K-1 EarlyMath screener data indicated approximately 89% of all students were proficient in math (Spring 2025)
- aMath screener data indicates approximately 80% of all 2nd-5th grade students are proficient in math (Spring 2025)
- Proficiency on the Minnesota Comprehensive Assessments (MCA) for 3-5 students is at approximately 76%
- While these proficiency rates are strong they remain largely unchanged over the last few years.
- EPS has persistent, significant gaps when looking at sub-groups based on race, FRPM, EL and Special Education status.

Student Engagement:

- Based on data from teacher surveys, there is a wide variation in student engagement.
- There is a strong positive correlation between student engagement and achievement.
- Current instructional practice is viewed as teacher driven, leading to a lower level of active student engagement from some.

Resources - Curriculum:

- Math in Focus has provided a strong mathematics base for most students in EPS.
- While appropriately challenging for most students it lacks scaffolding resources for those who may need additional support.
- The French resources provide some challenges around language complexity as materials are designed for native speakers.
- There is a lack of included fluency instruction and practice within the program.

Resources - Teacher:

- EPS has an incredibly well trained, highly effective pool of teachers providing instruction to all students across the system.
- With the emphasis on reading instruction over the last several years, there has been a lack of professional development in math. Teachers would benefit from focused work on evidence based instructional practices in mathematics.
- There are support resources in place for both interventions and for Talent Development.

Resources - Structural:

- Structural Supports such as detailed pacing guides, common assessments, common rubrics and use of digital grading tools are cited as positive structural support systems.
- WIN time is available in all schools but most of this time has been used for reading and language instruction instead of math support.
- The coaching model has proven success for reading and could be successful with a math implementation.

Current Reality - Secondary**Student Achievement:**

- Approximately 74% of 6-8th grade students are demonstrating proficiency across 2 of 3 measures as determined by the EPS Data Metrics Report.
- In 9-12 approximately 66% are proficient in their math courses as measured by a B or better course grade and 70% are proficient on the MCA based on EPS Data Metrics Report
- FastBridge & classroom grades are showing higher success than MCA scores at the 6-8 level.
- EPS has persistent significant gaps when looking at sub-groups based on race, FRPM, EL and Special Education status.

Student Engagement:

- 72% of students surveyed rated their overall engagement in math class at a 4 or 5 on a scale a 1-5 Likert Scale.
- 93% of teachers surveyed rated their students' overall engagement as a 3 or 4 on a 1-4 Likert Scale.
- Phones provide significant distraction for some students.

Resources - Curriculum:

- Savvas is thorough, and mostly aligned to MN standards based upon EdReports and teacher feedback.
- At the middle level teachers like the immediate feedback that is provided for students when doing work outside of class.
- The digital features, while helpful for getting through homework, can sometimes act as a "crutch." Students may learn to click through the hints to get the right answer without actually mastering the underlying mathematics.
- There are scaffolding gaps in the resource.
- There are many teacher created resources to supplement Savvas across all classrooms. This has created some inconsistency in student experiences.
- Savvas has a limited number of quality math tasks. Tasks to engage students in meaningful mathematical thinking, exploration, and that allow for multiple approaches to problem-solving.

Resources - Time:

- At the middle school level students have a block of math every other day for approximately 76 minutes (this varies slightly by building or block) on average about 38 minutes per day. This is significantly less time than math receives at the elementary and high school level.
- At the high school classes are 49 minutes a day 5 days a week or 49 minutes 3-days per week and one 88 minute block.
- Very difficult to complete content for Compacted Algebra. Two years of material compacted into one year with new standards isn't feasible.
- Math teachers at the high school feel it is difficult for students to get their needs met during FLEX as students have needs in other classes as well.

Resource - Teacher:

- Edina Public Schools has a very strong, well trained set of professional math teachers across all three secondary sites.
- Teachers use a variety of research based teaching practices to deliver mathematics instruction.
- More time is needed to continue to develop teaching practices to meet the needs of all learners.

Resources - Structural:

- Both middle schools and the high school continue to utilize FLEX to provide additional support to students.
- Additional structures are in place to support students including Special Education, Math Lab (SV), Learning Lab (VV) and SMATH Lab (EHS).
- 9th grade Teaming has been helpful in transitioning students to high school.
- The current school day structure with very limited time for core math instruction is seen as a structural barrier by the design team.

Major Shifts: New Standards

In reviewing our mathematics curriculum, it is vital to distinguish the 2022 Minnesota Academic Standards as a strategic evolution rather than a simple update. While the 2007 standards prioritized procedural fluency—mastering the 'how-to' of specific calculations—the 2022 framework shifts the focus toward mathematical literacy and reasoning. This new benchmark requires students to not only arrive at the correct answer but to engage in rigorous mathematical practices, such as modeling, constructing arguments, and identifying patterns, ensuring they can apply their knowledge to complex, real-world challenges.

Anchor Standards:

The 2007 standards were organized in a way that sometimes led to siloed learning at each grade level. These standards were broken down into 4 strands; Numbers & Operations, Algebra, Geometry & Measurement, and Data Analysis & Probability. The 2022 standards utilize 7 Anchor Standards across three strands; Data and Probability, Spatial Reasoning, and Patterns and Relationships. These 7 Anchor Standards remain consistent from kindergarten through high school. This provides a clear vertical articulation of the learning across grade levels and has placed a significantly greater emphasis on Data. Here are the 7 Anchor Standards:

1. Data Science
2. Chance & Uncertainty
3. Measurement
4. Geometry
5. Number Relationships
6. Equivalence & relational Thinking
7. Patterns & Relationships

Definition of Rigor:

In the 2022 framework, "rigor" is defined as a balance of three equal priorities:

- Conceptual Understanding: Understanding the *why* behind a mathematical principle.
- Procedural Fluency: Maintaining accuracy and efficiency in calculation.
- Application: Using math to solve novel problems in unfamiliar contexts.

EPS must ensure that all three aspects of rigor are addressed with the same level of intensity.

Integrated Mathematical Practices:

Under the 2007 standards, students often approached math as a series of isolated rules to be memorized. The 2022 standards integrate Standards for Mathematical Practice directly into the benchmarks. This means students are now assessed not just on whether they found the correct answer, but on their ability to:

- Construct and defend mathematical arguments.
- Model real-world scenarios using abstract concepts.
- Critique the logic of their peers.

Contextual Integration:

In addition to the integration of mathematical practices, these new standards embed math within broader contexts. This includes:

- Contributions of Minnesota's Tribal Nations: Recognizing the mathematical

foundations used by the Dakota and Anishinaabe people.

- Cross-Disciplinary Connections: Explicitly linking math to financial literacy, and computer science.
- Modeling and real world applications.

Instructional Shifts

The transition to the 2022 standards necessitates several instructional shifts in our daily classroom practices. These are not just changes in what we teach, but in how students interact with the material and each other.

The 2022 standards prioritize Standards of Mathematical Practice. To address this change, instruction will prioritize student-led inquiry. Students will spend more time grappling with mathematical tasks that allow multiple entry points and various strategies for solution. In addition, these new standards demand that Conceptual Understanding, Procedural Fluency, and Applications are pursued with equal intensity throughout a unit. This ensures student learning is robust, durable, and transferable to new situations. Students will need to engage in complex, real-world problem-solving from the very beginning of the learning cycle. This can be addressed through the use of Problem Based Learning (PBL).

Transitioning to Problem-Based Learning (PBL) directly addresses the 2022 standards by shifting the learner from passive recipient to an active sense-maker. In a PBL environment, students engage with open-ended challenges through an inquiry process. This approach naturally facilitates the Standards of Mathematical Practice by requiring students to persevere through complex tasks, justify their reasoning, and critique the strategies of their peers. Ultimately, PBL transforms the teacher from a lecturer into a facilitator, ensuring that students are the ones doing the mathematical thinking, which leads to the durable and flexible understanding demanded by the new framework.

Curriculum Resource Review - Elementary

In the spring of 2025 the K-5 Math Design Team developed a rubric for the evaluation of core curricular materials. This rubric was based upon research on best practices in math instruction, current reality and stakeholder feedback. They then used EdReports to collect a list of resources that could possibly meet our needs. Here is the list of resources that were evaluated.

Curricular Resource:

Amplify Desmos Math - Amplify

Bridges in Mathematics - Math Learning Center

Clear Math - Carnegie Learning

EnVision Mathematics - Savvas
Eureka Math - Great Minds
Eureka Math2 - Great Minds
Go Math - Houghton Mifflin Harcourt
Imagine IM - Imagine Learning
Into Math - Houghton Mifflin Harcourt
iReady Mathematics - Curriculum Associates
Math & You - Big Ideas Learning
Math in Focus - Houghton Mifflin Harcourt
Open Up Resources K-5 Math- Open Up Resources
Reveal Math - McGraw Hill
Stemscopes Math - Accelerate Learning

Each of the resources was evaluated by each of the design team members individually. This process was completed between September 1st and November 1st of 2025. In November the entire Design Team met to collectively discuss all resources and to determine a group of finalists. As part of this process there were four resources that separated themselves from the rest. They were Amplify Desmos Math, Carnegie Learning - Clear Math, Imagine Learning - Imagine IM, McGraw Hill - Reveal Math.

At this time the Design Team decided that they needed to take a different direction with Normandale French Immersion School as none of the resources had materials in French. Therefore the team felt it was best to move forward with the process for other programming including Spanish Dual Language and Continuous Progress but to explore other options for Normandale.

In December the team heard presentations from all finalists and began discussions on which one resource would best meet the needs of students in Edina Public Schools. At the conclusion of this meeting the team decided to explore two of the products with students, Amplify Desmos Math and Reveal Math. In December, classroom teachers on the design team did lessons with students to get feedback and a better feel for each product.

Curriculum Resource Final Decision Elementary

In January 2026, the selection team reconvened to identify the resource best equipped to meet the rigor of the updated Minnesota standards and the diverse needs of EPS students. Following a

rigorous period of investigation and analysis, the team reached a consensus that Amplify Desmos Math is the optimal choice. The committee concluded that this program most effectively addresses the instructional shifts required by the new standards, ensuring our students develop deep conceptual understanding alongside procedural fluency.

Below are some key reasons for the selection of Amplify Desmos Math:

- Illustrative Mathematics: Amplify Desmos Math is built on the Illustrative Mathematics (IM) framework, a highly rated research based curriculum. This creates a cohesive program across K-12 when paired with the recommendations of the Secondary Design Team.
- Low-Floor, High-Ceiling Tasks: Every lesson starts with an invitation to the math that all students can access (the "low floor"), but the problems quickly scale in complexity to challenge advanced learners (the "high ceiling").
- The Launch, Monitor, Connect Lesson Structure: The curriculum follows a predictable, research-backed flow. Teachers Launch a curious problem, Monitor as students work and share ideas, and then Connect those ideas to the day's mathematical goal. This structure reduces the "lecture-style" teaching that often disengages younger learners.
- Integrated Print, Hands-on Manipulatives and Digital: Amplify strikes a balance for K-5. It includes the use of manipulatives, learning activity centers and print workbooks, but also features "Desmos-powered" digital activities that provide Responsive Feedback.
- Asset-Based Differentiation ("Support, Strengthen, Stretch"): Instead of just giving easier work to struggling students, the curriculum provides support scaffolds that keep them on grade-level. For students who master concepts quickly, Stretch activities offer deep, conceptual extensions rather than just more of the same problems.
- mCLASS Integrated Assessments: The program includes built-in screening and progress monitoring. This allows teachers to see where a student's thinking might be breaking down, providing actionable data to address gaps and align with MTSS (Multi-Tiered System of Supports) requirements.
- Focus on Mathematical Identity: The K-5 materials celebrate multiple ways to solve a problem and highlight "Unit Stories" that feature diverse characters and real-world contexts, it builds student confidence and curiosity early in their academic careers.
- Adaptive Spaced Repetition for Mastery: Amplify Desmos Math uses an evidence-based Spaced Repetition system (powered by "Multiplication by Heart"). This digital tool tracks which facts a student has mastered and which they struggle with, automatically adjusting the daily practice to focus on the specific gaps in their memory. By spending just 5-10 minutes a day on these personalized "flashcards," students build automaticity in the basic operations—addition, subtraction, multiplication, and division.

- Integrated Coaching and Unit Prep Support: Amplify's PD isn't just a one-time seminar; it is "job-embedded." Teachers have access to Unit Refresh videos and planning protocols that help them internalize the math before they teach it. This ensures that even teachers who may feel less confident in math have the high-level support needed to facilitate deep conceptual discussions.

Unique Edina Elementary Programming

One challenge is meeting the needs of our unique elementary programming options. This decision is a good fit for all programming except for French Immersion students. A challenge for this group is finding resources that provide student facing materials in French. In addition, because they are immersion students and not native speakers, materials from France have proved to be challenging from a language development standpoint. To address this concern we are currently exploring Canadian resources that are written for immersion students. While this provides some challenges from a standards alignment standpoint, we feel this can be dealt with through targeted lessons. The team has decided not to do an early implementation at Normandale during the 2026-2027 school year and continue in the exploration phase of matching viable Canadian resources to MN standards.

Next Steps with Elementary

The K-5 Math Design Team will transition to a focus on implementation. They will meet this spring to discuss standard misalignments to ensure new teachers have all supplementary lessons needed to address the new standards. In addition this team will help make determinations about necessary professional development and key expectations for math programming and instruction.

Beginning in the fall of 2026-2027, the team is recommending having one team per grade level across the district begin implementation of these new materials. All teams that are part of the early implementers made the choice to participate in this initial year. To prepare this group, the Teaching & Learning Department will ensure that they get formal training on the evidence-based instructional practices, curricular procedures and materials to ensure an effective initial implementation. In addition this group will have meetings throughout the year to help facilitate this transition.

Teaching and Learning will work with Amplify Desmos math to make sure early implementers have all necessary materials by the beginning of the 2026-27 school year. This group will help facilitate the transition for the remaining teachers who will begin implementation in the 2027-2028 school year.

Curriculum Resource Review - Secondary

The secondary review process mirrored the elementary process both in scope and timeline. Below is a list of resources that were examined at the secondary level.

Curricular Resource:

Amplify Desmos Math - Amplify

HS Mathematics Solutions - Carnegie Learning

MS Mathematics Solutions - Carnegie Learning

EnVision Mathematics - Savvas

Math Nation - Accelerate Learning

Core Connections - CPM

Inspiring Connections - CPM

Imagine IM - Imagine Learning

Into Math - Houghton Mifflin Harcourt

iReady Mathematics - Curriculum Associates

Math & You - Big Ideas Learning

Open Up Resources K-5 Math- Open Up Resources

Reveal Math - McGraw Hill

Each of the resources was evaluated by each of the Design Team members. This process was completed between September 1st and November 1st of 2025. In November the entire Design Team met to discuss all resources and to determine a group of finalists. This meeting produced three finalists; Carnegie Learning - MS and HS Mathematics Solutions, Imagine Learning - Imagine IM, and Accelerate Learning - Math Nation.

In December the team heard presentations from all finalists and began discussions on which one resource would best meet the needs of EPS students. At the conclusion of this meeting the team decided to continue to explore these three materials and to reconvene on January 5th to continue discussions.

Curriculum Resource Final Decision Secondary

On January 5th, the evaluation team unanimously recommended Imagine IM for our secondary

schools. Because both this program and our K-5 selection (Amplify Desmos Math) utilize the Illustrative Mathematics curriculum, the district will achieve total vertical alignment. This consistency eliminates transitional gaps, ensuring that students encounter familiar strategies and high standards as they move from elementary to secondary math.

Some positive attributes include:

- Evidence-Based PBL: Unlike traditional models where a teacher "shows" and students "copy," Imagine IM uses a problem-based design. Students grapple with mathematical ideas first, which research shows leads to deeper conceptual understanding and better long-term retention.
- Built-in Support for Diverse Learners: The curriculum includes specific "Instructional Routines" designed to support Multilingual Learners and students with disabilities. It provides heavy scaffolding (like "Notice and Wonder" and "Mathematical Language Routines") that helps all students access complex Algebra and Geometry concepts without "watering down" the content.
- Focus on Mathematical Discourse: The secondary years are critical for developing reasoning. Imagine IM prioritizes "math talk," requiring students to explain their thinking and critique the reasoning of others. This directly aligns with the Minnesota Mathematical Practices that accompany the new benchmarks.
- Integrated Digital and Print Tools: Imagine IM offers a robust digital platform that allows for real-time feedback while also allowing for students to go off line as materials can be in print as well.
- Empowering Teachers as Facilitators: The "Imagine" version of Illustrative Math includes enhanced teacher notes and professional learning resources. This shifts the teacher's role from a lecturer to a facilitator, allowing them to focus on student thinking and targeted interventions.

Pathways

In January this school board approved the dropping of Compacted Algebra. As described in that report, the Secondary Design Team will be creating two new courses to compact Intermediate Algebra, Geometry and Algebra 2 into two courses. This work will be completed so that the courses are ready for implementation during the 2027-28 school year. While these courses do not have an official title, the design team will work with high school counselors to ensure they are approved by the NCAA Eligibility Center.

As part of the development of these new courses, the team will also develop an on-ramp to Course 2 if a student chose not to take Course 1. In addition, students will be able to transition off the compacted pathway to Geometry if the choice is not a good fit. However, like all off ramps this will require a repeat of some content. This would be similar to the off ramp from Compacted

Algebra to Intermediate Algebra that currently exists. Finally, as new students come into our secondary system, and as individual situations arise, administration can and do work with teachers, students and families to find a good fit course. The priority of EPS is to always find the best fit for students.

Next Steps Secondary

The Secondary Math Design Team will transition to a focus on implementation. They will meet this spring to discuss standard misalignments to ensure new teachers have all supplementary lessons needed to address the new standards. In addition they will help make determinations about necessary professional development. This team will also begin the development of the new compacted courses for the compacted pathway.

The plan would be to start the 2026-2027 school year with Imagine Learning in four courses; Math 6, Pre-Algebra, Algebra 1, and Intermediate Algebra. In addition a unit of new standards will be developed for Geometry students to ensure they are prepared to take a MCA IV in 2028. In the 2027-2028 New Course 1, Geometry and Algebra 2 will begin use of the new materials and finally in the 2028-29 school year the New Course 2 will come online with the new materials.

To prepare this group, the Teaching & Learning Department will ensure that they get formal training on the evidence-based instructional practices, curricular procedures and materials to ensure an effective initial implementation. In addition, where possible, professional learning time will prioritize cross-district teaming to help harness collective knowledge.

Budget Elementary

At this time we are still negotiating with both Amplify Desmos Math and Imagine Learning so we do not have final quotes. For Elementary, we are expecting 75% of licenses/workbooks to cost \$30 per student per year and 25% at \$40 per student per year, each license/workbook in Spanish is an additional \$45/student for 7 years of licenses. Licenses for early implementers will be extended to 8 years. In total licenses and workbooks will cost about \$785,000. Each classroom will have a cost for classroom manipulatives, teacher licenses and print editions, a total for these classrooms of about \$310,000. In addition, approximately \$25,000 for professional development. This represents a total costs of:

Capital Expenditures	\$1,095,000
Profession Development	\$25,000

Budget Secondary

For secondary, we expect licenses to be about \$17 per student per year for a total of 8 years and a total cost of \$500,000. We are planning to do printing in house of workbooks which we should be able to print for between \$8-\$10 per workbook per year for materials. This is a cost of

approximately \$16,000 for year one and \$27,000 per year for subsequent years. This is a savings of \$22 per workbook per year and provides additional flexibility in how resources are used across courses. Additional costs will be approximately \$23,400 for professional development, Teacher licenses and print editions \$200 per teacher per course or approximately \$6000, manipulative kits for middle school \$579 per teacher for a total cost of just under \$10,000.

This represents a total costs of:

Capital Expenditures	\$516,000
Consumable Expenditures (8 yrs):	\$205,000
Professional Development	\$23,400

While the numbers provided in this report accurately reflect current reality, we are still in active negotiations and will have more specific numbers for you in our April report.

VI.B. Aligning Community Priorities with Our
Learning Environments



Board Meeting Date: 3/9/2026

Title: Aligning Community Priorities with Our Learning Environments

Type: Discussion

Presenter(s): Dr. Daniel Bittman, Superintendent

Description: Over the past year, thousands of students, staff, and community members have contributed their time and insight through task forces focused on safety and security, early learning, talent development, Spanish Dual Language, and reimagining the high school experience. This agenda item and discussion will provide an overview of what we heard, the shared expectations that emerged, and how meeting those expectations – particularly related to safety, security, and learning spaces – may require additional financial investment from both the School District and Community as early as November 2026. This is an initial conversation meant to build shared understanding and transparency.

Recommendation: Receive the information and engage in discussion.

Desired Outcomes from the Board: The Board will develop a shared understanding of community-identified priorities related to safety, learning environments, and programmatic emphasis, and how fulfilling those priorities—particularly in the area of safety and security—may require additional financial investment.



Executive Summary: Anticipated Recommendation for Safety, Facility, and Learning Investments

Edina Public Schools

Edina Public Schools is proud of its strong schools, engaged community, and long-standing commitment to student safety, well-being, and academic excellence. Throughout the last several years, including during the 2025–26 school year, the district has worked closely with students, staff, families, and community members through task forces and engagement efforts focused on some of our most important priorities.

These efforts have been examined:

- Safety and security, which includes student and staff wellness
- Early learning
- Reimagining the high school experience
- Elementary talent development
- Spanish dual language programming
- The condition and suitability of district facilities and learning spaces

Across all of this work, a consistent conclusion has emerged: to meet current expectations and future needs, Edina Public Schools will require additional investment beyond existing resources.

Safety and Security: The Primary Driver

Safety and security has been the most prominent theme in community feedback and will be the most significant reason the district may seek additional financial support.

Families and staff expect schools to be not only welcoming and inclusive, but also well-prepared, well-coordinated, and resilient. Experts at the state and national level consistently emphasize that effective school safety is built on layered systems—combining people, training, and infrastructure—rather than isolated solutions.

Based on community input and expert guidance, areas where additional investment may be needed include:

- Additional, dedicated safety and security staff to support prevention, monitoring, and coordination
- Additional personnel dedicated to support student and staff well being
- Additional, ongoing training and preparedness, ensuring staff and systems work together effectively
- Updated districtwide safety and security technology infrastructure that connects all schools and district systems, allowing for coordinated communication and response
- Cameras and monitoring systems that support situational awareness and incident review
- Improved door access and building security, particularly in older facilities

Importantly, experts note that technology alone does not create safe schools. Investments must be paired with trained staff, clear protocols, and strong coordination with local public safety and emergency partners.

Facilities Matter for Safety, Learning, and Belonging

While safety is the primary driver of this work, the district's engagement efforts have also reinforced the importance of modern, well-designed learning environments.

Some Edina Public Schools facilities—many of which were built decades ago—were not designed to support today's instructional practices, student needs, or safety expectations. In several cases, aging infrastructure limits both physical security improvements and the district's ability to deliver specialized programming effectively.

Updating facilities across the district would support:

- Improved safety and security systems
- Innovative instructional approaches
- Accessibility and inclusion
- Efficient use of space to meet evolving student needs

Facility investments are not separate from safety—they are an essential part of creating schools that are secure, functional, and supportive of learning.

Meeting Growing and Specialized Needs

Community engagement has also highlighted the need for purpose-built spaces to support students who require specialized programming and services.

A dedicated learning center could provide:

- Space designed specifically for early learning programs

- Additional child-care opportunities before, during, and after the school day
- Innovative spaces for such things as talent development and dual language / immersion (Spanish/French)
- Collaborative services that currently operate across multiple sites or in spaces not designed for their purpose
- Increased space for youth and adult programming
- Increased enrollment stability for Edina residents

Creating a dedicated learning family center would allow the district to better serve students, improve coordination of services, and reduce pressure on existing school buildings—while ensuring that learning environments are safe, appropriate, and innovative.

Looking Ahead

As task force work concludes later this spring, I anticipate bringing forward a formal recommendation to the School Board regarding whether to seek additional financial support from voters. Any recommendation would be expected to focus primarily on safety and security, while also addressing facility improvements and a dedicated learning center to support student success and well-being.

If the Board chooses to move forward, a potential timeline could include a November ballot, allowing time for:

- Thoughtful Board deliberation
- Continued community engagement
- Transparency around priorities, scope, and impact

No decisions have been made at this time. This summary is intended to ensure early awareness and support informed discussion.

Our Commitment

Edina Public Schools remains committed to:

- Engaging the community openly and transparently
- Aligning investments with clearly identified needs and best practices
- Maintaining safe, welcoming, and high-quality learning environments
- Being responsible stewards of public resources

We are grateful for the partnership of our community and look forward to continuing this important conversation together.

VI.C. Policy Review (614, 621, 633, 901, 904)

Speaker(s): Policy
Committee



Board Meeting Date: 3/9/2026

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 614 Assessment Plan
- Policy 621 Literacy and the READ Act
- Policy 633 Research Requests
- Policy 901 Community Education Services
- Policy 904 Distribution or Display of Materials on School District Property

Recommendation: Review the suggested modifications for Policies 614, 621, 633, 901, and 904.

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

Attachments:

1. Policy 614 Assessment Plan
2. Policy 621 Literacy and the READ Act
3. Policy 633 Research Requests
4. Policy 901 Community Education Services
5. Policy 904 Distribution or Display of Materials on School District Property

Education Programs

Assessment Plan

I. Purpose

This policy establishes the responsibility for creating the district assessment plan, and establishes parameters for elements of the plan.

II. General Statement of Policy

The school district recognizes the value of common assessments for evaluation across the district. The assessment plan ensures evaluation is occurring for curriculum, educational initiatives, schools, teachers, and students. Assessment results will identify performance in the area being evaluated and will guide the teaching and learning required to deliver the best possible educational experience to all students.

Multiple assessments, both formative and summative, are essential to meet the purposes of the assessment plan. The assessment plan should contain the most effective assessments that also maximize the time and efforts given to learning.

III. Responsibilities

A. Administration of Plan

The director of teaching and learning will be responsible for the administration of the district assessment plan. These responsibilities include the development, implementation, and evaluation of the plan. The plan will identify the employees responsible for implementing and supporting the plan.

B. District Assessment Committee

The director of teaching and learning will establish a District Assessment Committee to assist in the creation, monitoring, and evaluation of the district assessment plan. The committee will include an equal number of licensed teachers and administrators from the following key areas:

1. Administrators from each stratum of school configurations (i.e., elementary **and secondary** ~~middle school, and high school~~);
2. Administrators from the district leadership team;
3. Teaching staff from each strata of school configurations; and
4. Content leaders or specialists.

C. Parent and Community Input

Members of the committee or the administration, as necessary, will engage and inform parent and community stakeholders, to allow for input and feedback as it aims to provide understanding around the assessment plan.

IV. Development and Implementation

A. Development and Acceptance of the Plan

The plan administrators will develop the plan guided by the assessment committee and other input groups. The plan must meet all federal, state, and local assessment and evaluation requirements. The plan will be rooted in best practices and research.

The plan will include the required and permitted assessments adopted by the school district. It will include the most effective assessments which maximize the time and effort for students' learning and meet the plan's goals. Instruments that address multiple assessment purposes may be preferred over other possible assessments. The choice of formative assessments may be guided by the plan, and teachers are expected to use appropriate formative assessments in their instruction. Assessments will be chosen for the plan based on appropriate elements, including, but not limited to:

1. The purpose(s) to be met by the assessment;
2. The fitness of the instrument for the purpose;
3. The time required for administration;
4. The expected time required for scoring;
5. The expected turn-around time of reporting results;
6. The ability of the instrument to be adapted for use by multilingual English language learners and or students receiving special education services, or what equivalent assessment will be used to meet those students' needs;
7. The involvement of technology in supporting the administration, scoring, or reporting of the assessment, and the present capacity to meet that required involvement;
8. The training required to administer, score, and report data, if any, and the capacity of the district to provide adequate training; and
9. The responsibility for administration, scoring, and reporting, and the capacity of the district to execute.

~~Every two years~~ The assessment plan will be presented to the school board biennially for review and approval.

B. Monitoring, Evaluation, and Revision

1. Implementation of the established plan will be monitored by the Director of Teaching and Learning.
2. The superintendent and Director of Teaching and Learning, along with district and site leadership, will review and evaluate the success of the plan in meeting identified goals.
3. A two-year review cycle of the plan will be instituted.
4. The plan will be reported to the Board. The findings of the review may include recommended modifications in the plan for the upcoming year.

5. The results of the specific assessments within the plan will be shared as available to the identified stakeholders. The stakeholders will vary depending on the assessment.

C. Elements of the Plan

The plan will be comprehensive, and elements of the plan may include, but are not limited to:

1. The district required assessments;
2. The test administration process;
3. Test data storage and management procedures;
4. Training and professional development requirements for teachers, test coordinators, and principals;
5. Responsibility for administration, scoring, and reporting;
6. Compliance expectations;
7. [The assessment calendar.](#)

Legal References:

20 U.S.C. 6301, et seq. (Every Student Succeeds Act))
Minn. Stat. §120B.02 (Educational Expectations [and Graduation Requirements](#) for Minnesota's Students)
Minn. Stat. §120B.021 (Required Academic Standards)
Minn. Stat. §120B.022 (Elective Standards)
Minn. Stat. §120B.023 (Benchmarks)
Minn. Stat. §120B.11 (School District Process [for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness](#))
Minn. Stat. §120B.30 ([General Requirements](#); Statewide Testing and Reporting System Assessments)
Minn. Stat. §120B.301 (Limits on Local Testing)
Minn. Stat. §120B.306 ~~4~~, [subd. 2](#) (School District Assessment Committee)
Minn. Stat. §120B.35 (Student Academic Achievement and Growth)
Minn. Rules, Chapter 3501 ([Graduation Standards](#))

Policy
adopted: 7/17/17
Revised: 6/20/22
[revised: __/__/26](#)

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

Education Programs

Literacy and the READ Act

I. Purpose

~~This policy aligns with Minnesota law established in the READ Act and the Edina Strategic Plan to advance academic excellence, growth, and readiness.~~

This policy is to ensure that all students develop strong, foundational literacy skills necessary for academic success, lifelong learning, and full participation in school and society. This policy establishes the school district's commitment to implementing the Minnesota READ Act through evidence-based, structured literacy instruction aligned with the science of reading, and to meeting the goals of the Edina Strategic Plan by advancing equity, excellence, growth, and readiness for every learner.

II. General Statement of Policy

~~The school district recognizes the centrality of reading in a student's educational experience.~~

The school district affirms that literacy, particularly the ability to read proficiently, is essential to student achievement across all content areas and grade levels. In accordance with the READ Act, the district is committed to providing high-quality, evidence-based literacy instruction grounded in structured literacy practices to ensure that every student, beginning in early childhood, develops the foundational reading skills required for grade-level proficiency.

III. Definitions

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence based instruction does not include the three-cueing system, as defined in subsection M.

- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills will continue to receive explicit, systematic instruction to reach mastery.
- D. ~~"Literacy coach" means an instructional leader with specialized knowledge in the science of reading, evidence-based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. A district literacy coach will provide job-embedded professional development.~~ "Instructional coach" means an instructional leader with specialized knowledge in teaching and learning. A district instructional coach will provide job-embedded professional development.
- DE. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by MDE under the READ Act, or by the district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- EF. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead will support the district's implementation of the READ Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by ~~one~~ the district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- FG. ~~"Literacy coach" means an instructional leader with specialized knowledge in the science of reading, evidence-based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. A district literacy coach will provide job-embedded professional development.~~ "Instructional coach" means an instructional leader with specialized knowledge in teaching and learning. A district instructional coach will provide job-embedded professional

development.

- FH.** "Multi-tiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals; and data is used for educational decision making.
- GI.** "Oral language," also called "~~spoken~~ expressive language;" or "receptive language," as defined within structured literacy, includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- HJ.** "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- IK.** "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- JL.** "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- KM.** "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- LN.** "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development,

and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.

~~MO.~~ "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word. ~~Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.~~

~~NP.~~ "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. Reading Screener; Parent/Guardian Notification and Involvement

A. The school district will administer an MDE approved ~~evidence-based~~ reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by MDE.

B. The district will identify any screener it uses in the district's annual literacy plan and submit screening data to MDE annually by June 15.

~~C. The district, at least biannually after administering each screener, will give the parent/guardian of each student who is not reading at or above grade level timely information about:~~

The district, after administering each screener, will follow its language access plan under state law and give the parent of each student who is not reading at or above grade level information from the screener about:

1. the student's reading proficiency as measured by a screener approved by MDE;
2. reading-related services currently being provided to the student and the student's progress after the second screener; and
3. strategies for parents/guardians to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

D. For students enrolled in dual language immersion programs, the district will measure the student's reading proficiency in English or in the

program's partner language, if available, according to Article V below. Following its language access plan under state law, the district will notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, and reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.

- E. The district ~~may~~ will not use this section to deny a student's right to a special education evaluation.

V. Identification and Reporting

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, will be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by approved screening tools. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and ~~oral~~ expressive and receptive language mastery. The screening tool used will be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.
- B. The school district will submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the local literacy plan submission on an annual basis due on June 15.
- C. For students enrolled in dual language immersion programs:
 - 1. if students are screened in the partner language, they will be screened at the same interval as the screenings in English under Paragraph A above;
 - 2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction will be screened in English;

3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction will be screened in the partner language;
 4. if no screener is available in the partner language, the district will identify how students reading proficiency is assessed and how the district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing the mastery of foundational reading skills; and
 5. the partner language screening tool will be approved by the district for kindergarten through grade 3.
- D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who ~~do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language~~ are not reading at grade level will be screened for reading difficulties, including characteristics of dyslexia, ~~will be screened~~ using a screening tool approved by MDE ~~for characteristics of dyslexia~~ and will continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent/guardian, in consultation with a teacher, may opt a student out of the literacy screener if the parent/guardian and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student will continue to receive progress monitoring and literacy interventions.
- E. Reading screeners in English, and in the predominant languages of district students where practicable, will identify and evaluate students' areas of academic need related to literacy. The district also will monitor progress and provide reading instruction appropriate to the specific needs of multilingual learners. The district will use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.
- F. The district will include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students ~~under paragraph A~~ who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. **With respect to students screened or identified under the READ Act,** the report will include:
1. a summary of the district's efforts to screen for **characteristics of reading difficulties, including dyslexia;**

2. the number of students universally screened for that reporting year;
3. the number of students demonstrating characteristics of dyslexia for that year; and
4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions [under state law](#).

VI. Intervention

- A. For each student identified under the screening identification process, the school district will ~~create a personal learning plan that~~ provides [aligned and targeted](#) reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The district will implement progress monitoring for a student not reading at grade level.
- C. The district will use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. ~~All~~ [If the district purchases new](#) literacy curriculum, or literacy intervention or supplementary materials, [the curriculum or materials will purchased by the district after July 1, 2023, will](#) be evidence-based. [Starting in the 2026-2027 school year, the district will only use evidence-based literacy interventions.](#)
- D. If a student does not read at or above grade level by the end of the current school year, the district will continue to provide [aligned and targeted](#) reading intervention [as defined by the MTSS framework](#) until the student reads at grade level. District intervention methods will encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. Intervention programs will be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day,

extended-day programs, or programs that strengthen students' cultural connections.

- F. The district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals in consultation with the student's parent/guardian. The personal learning plan will include evidenced-based targeted instruction and ongoing progress monitoring, [and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines](#). The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. The district will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. Local and Comprehensive Literacy Plan

- A. The school district will adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The district will update and submit the plan to the [MDE Commissioner of MDE](#) by June 15 each year. The plan will be consistent with the READ Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency, and the screeners used, by school site and grade level, [under the READ Act](#).
 2. a process to notify and involve parents/guardians;
 3. a description of how schools in the district will determine the personal learning plan that provides targeted evidenced-based reading instruction and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 5. identification of staff development needs, including a plan to meet those needs;

6. the curricula used by school site and grade level;
7. a statement of whether the ~~school~~ district has adopted a MTSS framework;
8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;
 - b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level; ~~and~~
9. the number of teachers and other staff that have completed training approved by MDE;
10. the number of teachers and other staff proposed for training in structured literacy;
11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;
12. beginning as soon as practicable after the end of the fiscal year 2026, how the district used literacy aid funding received under state law; and
13. beginning on December 31, 2025, for the district's dual language immersion program:
 - a. the program's partner language;
 - b. grade levels included in the program;
 - c. the language used to screen students' foundational reading skills;
 - d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and
 - e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.

- B. The district will post its literacy plan on the official district website [annually by June 15th](#) and submit it to the [MDE Commissioner of MDE](#) as required.
- C. The district will use a streamlined template developed by the MDE Commissioner for local literacy plans that meets READ Act requirements, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. Staff Training

- A. The school district will provide ~~access to state-required training to:~~ [training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:](#)
 - 1. [reading](#) intervention teachers working with students in kindergarten through grade 12;
 - 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 - 3. [kindergarten through grade 12](#) special education teachers responsible for foundational reading instruction;
 - 4. curriculum directors;
 - 5. instructional support staff, [contractors, and volunteers](#) who [assist in providing](#) ~~provide reading instruction; and interventions under the oversight and monitoring of a trained licensed teacher;~~
 - 6. employees who select literacy instructional materials for a district; [and](#)
 - 7. [teachers holding English as a second language teaching licenses.](#)
- B. ~~The district will provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff in accordance with the READ Act, and to other teachers in the district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under state law.~~
[The district will provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2027:](#)
 - 1. [teachers who provide foundational reading instruction to students in grades 4 to 12;](#)

2. teachers who provide instruction to students in a state-approved alternative program; and
3. teachers who provide instruction to students in a dual language immersion programs.

The MDE Commissioner may grant the district an extension to these deadlines.

- C. The district will employ or contract with a literacy lead or be actively supporting a designated literacy specialist through the process of becoming a literacy lead in accordance with the Read Act. The district may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under state law for the services of a literacy lead. The district literacy lead will collaborate with district administrators and staff to support the district's implementation of requirements under the READ Act.
- D. Training provided by the following may satisfy the professional development requirements under this Article:
 1. a certified trained facilitator; or
 2. a training program that MDE has determined meets the professional development requirements under the READ Act.

IX. Staff Development

- A. The school district will provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with the READ Act. The training will include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The district will use the data under Article V. above to identify the staff development needs so that:
 1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with an emphasis on mastery of foundational reading skills and other literacy-related areas, including writing, until the student achieves grade-level reading and writing proficiency;
 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that

meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the district for the identified students;

3. licensed teachers employed by the district have regular opportunities to improve reading and writing instruction;
4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

C. The district will provide ~~training for~~ staff in early childhood programs [sufficient training to provide children in early childhood programs](#) with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. Literacy Incentive Aid Uses

The school district will use its literacy incentive aid to [meet requirements and goals adopted in the district's local literacy plan](#). ~~support implementation of evidence based reading instruction. The following are eligible uses of literacy incentive aid:~~

- ~~1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;~~
- ~~2. evidence based training using a training program approved by MDE focused on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language;~~
- ~~3. employing or contracting with a literacy lead;~~
- ~~4. materials, training, and ongoing coaching to ensure reading interventions are evidence-based; and costs of substitute teachers~~

~~to allow teachers to complete required training during the teachers' contract day.~~

Legal References:

Minn. Stat. § 120B.4118-119 (READ Act Definitions)

Minn. Stat. § 120B.12 (READ Act Goal and Interventions)

Minn. Stat. § 120B.123 (READ Act Implementation)

Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)

[Minn. Stat. § 123B.32 \(Language Access Plan\)](#)

Minn. Stat. § 124D.68 (Graduation Incentives Program)

Minn. Stat. § 124D.98 (Literacy Incentive Aid)

Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Policy

adopted: 01/08/24

revised: / / 26

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

Education Programs

Research Requests

I. Purpose

This policy defines the parameters for completing research studies in the [school district](#).

II. General Statement of Policy

A. The school district supports opportunities to collaborate, conduct, and implement ongoing research that will benefit the lives of district students and staff. Further, the district recognizes that the employees and students will not be subjected to requests that do not have a direct or lasting benefit to the district, and reserves the right to review each research proposal and to consider:

1. The rights and welfare of the students and employees involved.
2. The appropriateness of the methods used to secure informed consent.
3. The balance of risks and potential benefits of the research study.

III. ~~Research Requests~~ Procedures for Requesting Permission to Conduct Research by Those Who are Not District Students

- A. The ~~superintendent~~ [director of teaching and learning](#) or designee will develop and implement the process for reviewing, determining, and implementing research studies in the [school district](#) (see Appendix I). [The persons making the request and the schools possibly affected will be notified in a timely manner by the Teaching and Learning Department regarding the status of the request.](#)
- B. ~~An entity seeking to conduct research must apply through district administration. The district's decision whether to proceed with implementation of the research is final.~~
[All persons, including district employees and persons from outside the district, who wish to conduct research in the district must submit a written request to the Teaching and Learning Department using the Research Request Application \(see Appendix II\).](#)

IV. ~~Student-Generated~~ Research Requests [Generated by District Students](#)

The ~~superintendent~~ [director of teaching and learning](#) or designee will develop and implement the process for reviewing, determining, and implementing ~~district~~

~~student-generated~~ research studies [generated by district students](#) (see Appendix III). A district student seeking to conduct research must receive the classroom teacher's approval and school principal's approval prior to applying for the request at the district level. The student must follow all research procedures. The district's decision whether to proceed with implementation of the research is final.

Cross Reference:

Policy 515 Protection and Privacy of Student Records

Policy 520 Student Surveys

Policy ~~633~~ [524](#) Electronic [Technologies](#) Acceptable Use

Policy

adopted: [02/22/10](#)

revised: [09/21/15](#)

revised: [08/15/16](#)

revised: [07/19/21](#)

revised: [__/__/26](#)

INDEPENDENT SCHOOL DISTRICT [NO. 273](#)

Edina, Minnesota

Appendix I to Policy 633

External Research Request Process for Those Who are Not District Students

EXTERNAL RESEARCH REQUEST PROCESS

- A. Persons or organizations wishing to conduct research in the school district must:
1. Complete a ~~Research Request~~ **Application** form (Appendix ~~III~~ II).
 2. Submit it to the district's ~~superintendent~~ **director of teaching and learning**.
 3. Be recommended for approval by the principal(s) and teacher(s) of any school(s) and/or classroom(s) to be involved.
 4. Notify parents/guardians of any students to be involved upon approval by the district.
- B. The ~~superintendent~~ **director of teaching and learning** or designee will review all proposed research studies, surveys, and evaluations within the district. The ~~superintendent~~ **director of teaching and learning** or designee will either approve or deny the external research request.
- C. All research proposals are subject to a review process. An initial screening is completed to determine whether there is potential risk to students, staff, or the district. Criteria used to determine whether or not a research investigation is of potential risk are listed below.
1. ~~District-wide~~ **Districtwide** in scope (i.e., includes numerous schools or areas)
 2. Documentary via film, television, or general periodical (non-peer reviewed)
 3. Highly sensitive in nature (i.e., controversial or topic area of concern)
 4. Creates a risk or cost to students, staff, or district that goes beyond its mission to teach and protect
 5. Cost benefit not directly tied to the district's strategic plan
- These criteria are only examples and are not intended to be an exhaustive list of issues related to determining the level of research risk.
- D. All research proposals that are classified as highly sensitive in nature or create a potential risk are reviewed in a district administrators' meeting. If the research request does not meet the criteria for **being** highly sensitive in nature or ~~create~~ **creating** a potential risk, it will be reviewed by the ~~superintendent~~, **director of teaching and learning** or designee. After a research proposal is reviewed, a written response will be sent to the principal investigator.

E. For persons conducting research in the district, the following conditions must be met:

1. Guarantees the anonymity of individual students, schools, and district employees in reporting the results, unless written approval is obtained from the parents/guardians of participating students, from the school principal, and/or the district employees involved. Data privacy policies must be adhered to.
2. Publications emanating from studies in the schools should acknowledge the contribution of the district unless requests to the contrary are made or unless the identification of the system would jeopardize future research efforts or district programs.
3. Final approval of any study will not be made until all measurement instruments have been reviewed and approved.
4. A progress summary should be provided to the district at six-month intervals.
5. The final report must also be sent to the district upon completion of the study. Failure to comply with this stipulation places the researcher at risk for [regarding](#) approval of future projects.

~~F. Requests to conduct research by persons external to the district may be co-sponsored by a district administrator who must [will](#):~~

- ~~1. Vouch that the research will contribute to the district.~~
- ~~2. Assist with any necessary coordination during the conduct of the study.~~
- ~~3. Ensure that the results of the study are shared with the appropriate school or district employees.~~

[Appendix:](#)

Revised: 07/19/21

revised: __/__/26

Appendix III-II to Policy 633

~~EDINA PUBLIC SCHOOLS~~
~~EXTERNAL RESEARCH REQUEST APPLICATION~~
Edina Public Schools

~~External~~ Research Request ~~Application~~

Name _____

Organization _____

Department _____

Address _____
Street City/State Zip

Phone Number(s) _____

Is this study part of your work toward a degree? Yes _____ No _____

If yes, check the following:

Ph. D _____ Ed. D. _____ M.A./M.S. _____ Undergraduate _____ Other _____

University or College _____

Advisor's Name _____

*Please also complete the ~~External~~ Research Request ~~Application~~ - Background Summary
(following page)*

Your Signature _____ Date _____

Co-sponsor/Advisor's Signature _____ Date _____
(Required for non-district employee)

Approved

Disapproved _____

Principal's Signature _____ Date _____
(Required for all buildings that participate)

Appendix IV to Policy 633
~~EXTERNAL RESEARCH REQUEST – BACKGROUND SUMMARY~~
External Research Request Application - Background Summary

Please submit a concise yet thorough response to the following questions.

1. Title and purpose of study.
2. How will this study benefit Edina Public Schools?
3. What is the intended use and distribution of, and/or publication of, results?
34. Research Design Summary.
 - a. Give specific information on the methods to be used during the course of the study. Please include your research questions, instruments, proposed sampling, and data collection and analysis procedures. Finally, describe any tasks ~~our~~ school district employees will be asked to complete.
 - 4- b. Describe procedures you will use to secure and acknowledge informed consent of all participants. Please attach copies of any letters and forms. Outline how subjects will be identified and criteria used for recruitment, who will make the initial contact with subjects, and whether or not inducements will be used to secure participation.
5. What request are you making of ~~Edina Public Schools~~ the district? Specify number of students and staff to be involved, length of time, data collection setting, and timeline for completion of your investigation.
6. List all funding sources and budget for your study.
7. Provide the following:
 - a. ~~The~~ Date and a copy of the research proposal-approval letter from your advisor(s) if your research is part of your work toward a degree-, and
 - 8- b. A ~~Copy~~ of Institutional Review Board (“IRB”) approval, and indicate if prior approval from ~~Edina Public Schools~~ the district is required by your IRB.
98. All approved external research projects ~~will~~ may be assessed a ~~\$20.00 processing and administration fee. A~~ additional charges may be incurred that comport with the district’s costs associated with data requests.

Please attach additional documentation if needed to elaborate or clarify your study.

Send research request form along with all required information to:

~~Superintendent~~ Director of Teaching and Learning
Edina Public Schools
5701 Normandale Road
Edina, MN 55424
superintendent@edinaschools.org

Revised 7/19/24

Appendix III to Policy 633

~~Internal (Student)~~ Research Request Process for District Students

1. Definition

~~**Classroom Research:** In district classroom(s), there are many interactions, but these are not necessarily research interactions. Classroom interactions may provide personal information or observations that could reasonably be considered private information/observations, but not rise to the level of classroom research.~~

“Classroom research” ~~is~~ means a formalized process of collecting data for the purposes of conducting research. Classroom research usually starts with the researcher creating a research plan that includes the purpose of the research and data collection. This research can occur by asking questions, observing, and comparing various data. This research may involve surveys, interviews, collecting data, and focus groups.

~~In school district classroom(s), there are many interactions, but these are not necessarily research interactions. Classroom interactions may provide personal information or observations that could reasonably be considered private information/observations, but not rise to the level of classroom research.~~

2. Purpose

The purpose of the following procedures is to ensure district students have a high quality learning experience that is personalized and rewarding while at the same time complying with the law and protecting other students. Namely these procedures aim to:

- a. Protect the rights and welfare of the student researcher;
- b. Protect the rights of the welfare of the human participant;
- c. Protect the rights of the families;
- d. Protect the rights of the district; and
- e. Ensure legal compliance.

3. Review Process

- a. Projects must be reviewed to determine potential risk to students, employees, or the district. Potential risks might include:
 - i. ~~District-wide~~ Districtwide surveys
 - ii. Documentary via film
 - iii. Topic deemed highly sensitive or that could violate student’s, community member’s, or employee’s personal information
 - iv. Projects where personally identifiable information is intentionally or unintentionally collected.

- b. ~~District S~~students wishing to conduct survey research must have the questions reviewed by district administration and have prior administrative approval.

4. Research Application, Approval, and Revocation

- a. ~~If P~~principals or teachers ~~who~~ provide opportunities for ~~district~~ students to conduct formalized research invoking participation by other students, ~~then~~:

- a. ~~That principal or teacher must will~~:

- i. Provide an opportunity for ~~district~~ students to detail their research for approval via an electronic form process~~;~~ ~~and~~
- ii. Maintain a list of current research projects.

- b. ~~District S~~students must receive written approval by the building administration and teacher prior to conducting the research.

- c. Principals and teacher(s) are obligated to terminate research activities out of legal compliance.

Legal References:

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

Family Educational Rights and Privacy Act, FERPA

Protection of Pupil Rights Act, PPRA

Human Research Protection, OHR

~~Revised: 7/19/21~~

Appendix:

revised: 07/19/21

revised : ___/___/26

Appendix III to Policy 633

EDINA PUBLIC SCHOOLS
EXTERNAL RESEARCH REQUEST APPLICATION
Edina Public Schools

External Research Request Application

Name _____

Organization _____

Department _____

Address _____
Street City/State Zip

Phone Number(s) _____

Is this study part of your work toward a degree? Yes _____ No _____

If yes, check the following:

Ph. D. _____ Ed. D. _____ M.A./M.S. _____ Undergraduate _____ Other _____

University or College _____

Advisor's Name _____

Please also complete the [External Research Request Application - Background Summary](#)
(following page)

Your Signature _____ Date _____

Co-sponsor/Advisor's Signature _____ Date _____
(Required for non-district employee)

Approved

Disapproved _____

Principal's Signature _____ Date _____
(Required for all buildings that participate)

Appendix IV to Policy 633
EXTERNAL RESEARCH REQUEST – BACKGROUND SUMMARY
[External Research Request Application – Background Summary](#)

Please submit a concise yet thorough response to the following questions.

- ~~1. Title and purpose of study.~~
- ~~2. How will this study benefit Edina Public Schools?~~
- ~~3. What is the intended use and distribution of, and/or publication of, results?~~
- ~~3~~4. Research Design Summary:
 - ~~b. Give specific information on the methods to be used during the course of the study. Please include your research questions, instruments, proposed sampling, and data collection and analysis procedures. Finally, describe any tasks our [school district](#) employees will be asked to complete.~~
 - ~~4. b. Describe procedures you will use to secure and acknowledge informed consent of all participants. Please attach copies of any letters and forms. Outline how subjects will be identified and criteria used for recruitment, who will make the initial contact with subjects, and whether or not inducements will be used to secure participation.~~
- ~~5. What request are you making of Edina Public Schools [the district](#)? Specify number of students and staff to be involved, length of time, data collection setting, and timeline for completion of your investigation.~~
- ~~6. List all funding sources and budget for your study.~~
- ~~7. [Provide the following:](#)~~
- ~~a. [The Date and a copy of the](#) research proposal approval letter from your advisor(s) if your research is part of your work toward a degree. [, and](#)~~
- ~~8. [b. A Copy of Institutional Review Board \(“IRB”\) approval, and indicate if prior approval from Edina Public Schools \[the district\]\(#\) is required by your IRB:](#)~~
- ~~9~~8. All approved external research projects will be assessed a \$20.00 processing and administration fee. Additional charges may be incurred that comport with the district’s costs associated with data requests.

Please attach additional documentation if needed to elaborate or clarify your study.

Send research request form along with all required information to:

Superintendent Edina Public Schools
5701 Normandale Road
Edina, MN 55424
superintendent@edinaschools.org

Revised 7/19/24

Community Relations

Community Education Services

I. Purpose

~~This policy conveys to employees and to the community the important role of community education services within the school district. The purpose of this policy is to establish the framework for providing community education programs and services to members of the community within the vision and mission of the school district.~~

II. General Statement of Policy

~~The school district has a strong commitment to the Edina Community Education Services (“ECES”) program. ECES is an integral element of the district, and functions with the same responsibilities and opportunities as all other elements. The district welcomes and strongly encourages the use of school buildings and activity areas by the community when not in use for regularly-scheduled early education, elementary, and secondary programs.~~

The Community Education program of the Edina Public Schools strives to serve the entire Edina community in responding to educational, recreational, cultural, and social needs. It serves as a catalyst for developing individual potential, solving community problems, increasing a positive sense of community, connecting community to the schools, and improving community living. Through Community Education programs, the school district administration strives to accomplish the following objectives:

- A. ~~Maximum use should be made~~ Maximize the use of district facilities by the community when not in use for regularly scheduled early learning, elementary, and secondary programs of public school facilities within the district's service area.;
- B. ~~Use~~ The educational needs and the interests of the community area residents will to guide the development of a vibrant, well-rounded community education program.;
- C. ~~Encourage~~ Area residents and non-residents, as space is available, are encouraged to actively participate actively in program opportunities.;
- D. ~~Collaboration and integration of services between early childhood special education employees whose primary responsibilities are in the K-12 program.~~ Collaborate with personnel whose primary responsibilities are in the K-12 program and integrate services.

- E. Build strong ~~community-district~~ **district and community partnerships** relationships;
- F. Assist in developing ~~inter-agency~~ **interagency** coordination and cooperation; and
- G. Involve community members in evaluating and creating program and service opportunities.

~~III. Community Education Services Governance~~

- ~~A. The Community Education Services Advisory Council Bylaws will provide the organization's framework, including criteria pertaining to membership, officers' duties, frequency and structure of meetings, and other matters deemed necessary and appropriate (see Appendix I).~~

~~IV III. Edina~~ **Community Education Services Advisory Council ("CESAG")**

- A. The ~~council~~ **CESAG advisory council** assists in promoting the goals and objectives of the program.
- B. ~~CESAG~~ **Advisory council** membership consists of members who represent the community's various service organizations; faith community; public and nonpublic schools; local government; public and private nonprofit agencies serving youth and families; parents; youth; city parks and recreation; and other interested citizens.
- C. ~~The CESAG follows the established bylaws in completing its duties and responsibilities.~~ **Bylaws of the advisory council will provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.**
- D. The ~~CESAG~~ **advisory council** strives to reduce and eliminate program duplication within the district.

~~VI IV. Community Education Services~~ **Community Education Financing**

- A. The financing of the ~~community education services~~ **Community Education** program is the responsibility of the school board. ~~Community education services~~ **Community Education** programs have equal status and consideration for funding and space with other instructional programs of the school district.

Legal References:

- Minn. Stat. § 123B.51 (Schoolhouses and Sites; ~~Access for Noncurricular~~ **Uses for School and Nonschool Purposes; Closings**)
- Minn. Stat. § 124D.18 (Purpose of Community Education Programs)
- Minn. Stat. § 124D.19 (Community Education Programs; Advisory Council)
- Minn. Stat. § 124D.20 (Community Education Revenue)

Cross References:

Policy 110 (~~School District~~ Decision Making Process)

Policy 902 (Use of School District Facilities and Equipment)

~~CESAC~~ [Edina Community Education Services Board Structure and Bylaws 2016](#) (2021, or as subsequently amended)

Policy

adopted: 07/19/10

revised: 08/15/16

revised: 06/21/21

revised: __/__/26

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

[Recommended that the appendix be deleted.]

~~Policy 901 Community Education Services
Appendix I~~

~~Edina Community Education Services Board
Structure and By-Laws~~

~~Statement of Mission~~

~~The Community Education Services Program of the Edina Schools strives to serve the entire Edina Community in responding to educational, recreational, cultural, and social needs. It serves as a catalyst for developing individual potential, solving community problems, increasing a positive sense of community, connecting community to the schools, and improving community living.~~

~~Article I – Name~~

~~The name of the organization shall be Edina Community Education Services Advisory Council (“CESAC”)~~

~~Article II – Purpose~~

~~Section 1: To assist in the development of the district’s community education program;~~

~~Section 2: To promote citizen involvement in the planned activities of community education;~~

~~Section 3. To improve communications between school and community;~~

~~Section 4. To work with community education advisory councils and civic, faith, service, and governmental organizations when necessary to provide for the needs of the community;~~

~~Section 5. To promote the community education philosophy of lifelong learning for all ages.~~

~~Article III – Authorization and Purpose~~

~~The purpose of CESAC, as mandated by Minnesota Statutes §124D.18-.19, is to advise the CES Director and School Board on issues relating to community education services. Specifically, CESAC will advise and recommend on items pertaining to:~~

~~Section 1. **Finance:** CESAC will recommend to the Director and the School Board the approval of an annual Community Education budget and advise on the use of Community Education funds and resources~~

~~Section 2. **Programs:** CESAC will recommend and advise in the areas of staff, programs, classes, policies, services, and facilities. CESAC will promote and foster new programs and services and will coordinate these with existing community programs to avoid unnecessary duplication.~~

~~Section 3. **Communication:** CESAC will serve as liaison between the community and the school district in evaluating community education needs.~~

~~Section 4. **Community:** CESAC will provide input reflecting and anticipating the needs and wants of the community as they relate to community education.~~

~~Section 5. **Philosophy:** CESAC will advocate for maximum use of the public schools by the community and for expanded utilization by the schools of the human resources of the community, pursuant to Minnesota Statutes §124D.18.~~

~~Article III – Membership~~

~~The CESAC consists of the following members and should reflect the diversity of the resident population in the district:~~

- ~~1. The chair, or chair's designee, from each of the various community service advisory councils and or programs.~~
- ~~2. One member of the District's school board and one member from the Edina City Council.~~
- ~~3. One member of the Edina Parks and Recreation Board.~~
- ~~4. Three community representatives at large, one appointed by the Edina City Council, one appointed by the District's school board, and one appointed by the CESAC.~~
- ~~5. One member of the District's leadership team~~
- ~~6. The Director of Community Education Services, who serves as an ex-officio, non-voting member and as principal staff officer.~~

~~Article IV – Officers~~

- ~~1. The officers of CESAC consist of chair and vice chair.
 - ~~a. The officers are elected annually at the organizational meeting.~~~~

- ~~b. The chair appoints a nomination committee that presents a slate of officers for election at the designated meeting. Nominations will also be taken from the floor.~~
 - ~~c. The term of office is limited to three consecutive years.~~
- ~~2. A vacancy occurring in any office is filled for the unexpired term by a person elected by a majority of the members.~~

~~Article VI – Duties of the Officers~~

- ~~1. The chair is the chief officer and presides over all meetings of the CESAG.~~
- ~~2. The vice chair acts as an aide to the chair and performs the duties of the chair in the chair's absence or inability to serve.~~

~~Article VI – Meetings~~

- ~~1. Regular meetings of CESAG are a minimum of five per year, approved by the council annually.~~
- ~~2. Meetings are open to the public, but the privileges of making motions and voting is limited to members of CESAG.~~
- ~~3. Special meetings may be called by the chair or by written request of CESAG members.~~
- ~~4. A quorum will be one-half of the active CESAG membership.~~
- ~~5. Members are requested to attend all regular meetings. A member that fails to attend three consecutive or less than two-thirds of the regular meetings may be replaced with a new representative.~~

~~Article VIII – Amendments~~

~~Proposed changes to these bylaws may be made by a two-thirds vote of the members, subject to review by the District's school board.~~

~~Revised: June, 2021 06/ /21~~

Community Relations

Distribution or Display of Materials on School District Property

I. Purpose

This policy provides guidelines for the distribution of non-district materials appropriate to the school setting on school district property that does not disrupt educational programming nor interfere with the educational or other district objectives. [This policy does not apply to persons or organizations permitted to use district facilities in accordance with Policy 902.](#)

II. General Statement of Policy

The school district recognizes that non-profit, non-school community organizations may provide valuable information to students and their families. Access to students and their families must be balanced with the district's need to protect the best interests of the students and to use public resources to provide educational services.

III. Guidelines for Distribution of Materials

- A. The school district reserves the right to deny permission for the posting or distribution of materials that are not consistent with the best interest of students. The district may permit, within the provisions of this policy, non-profit, non-school community organizations to distribute at its discretion materials appropriate to the school setting.
- B. Requests for distribution of materials will be reviewed by the district administration on a case-by-case basis; however, distribution of the following materials is always prohibited:
 1. Materials obscene to minors;
 2. Libelous materials;
 3. Materials pervasively indecent or vulgar or containing any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to whom the materials are intended;
 4. Materials advertising any product or service not permitted to minors by law;
 5. Materials advocating violence or other illegal conduct;
 6. Materials constituting insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation

of character or of a person's race, religious, or ethnic origin); and

7. Materials that present a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or ~~school~~ district activities, or will cause the commission of unlawful acts or the violation of lawful district policies or school rules.

C. Permission for non-profit, non-school community organizations to distribute materials on district property is a privilege and not a right. In making decisions regarding permission for distribution, the administration will consider factors including, but not limited to the following:

1. Whether the material relates to the educational mission of the district;
2. The extent to which the distribution is likely to cause disruption of or interference with the district's educational objectives, discipline, or ~~school~~ district activities;
3. Whether the materials can be distributed from the office or other location so as to minimize disruption;
4. The quantity or size of materials to be distributed;
5. Whether distribution would require assignment of district employees, use of district equipment, or other resources;
6. Whether distribution would require that non-district persons be present on ~~the school grounds~~ district property; or
7. Whether the materials are a solicitation for goods or services not requested by potential recipients.

IV. Time, Place and Manner of Distribution

If permission is granted pursuant to this policy for the distribution of any materials, the time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

V. Procedures for Requesting Distribution

A. A non-profit, non-school community organizations wanting to distribute materials must first submit for approval a copy of the materials to the building administration at least two weeks in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request;
2. Date(s) and time(s) of the requested distribution;
3. If material is intended for students, the grade(s) of students to whom the

distribution is intended; ~~and~~

4. The proposed method of distribution-; ~~and~~

5. The following disclaimer statement must be on each item to be distributed:
"This event, class, activity, or matter is not sponsored nor endorsed by Edina Public Schools, ISD #273, and this information was not produced or printed at the district's expense."

B. The superintendent or designee will review the request and render a decision. If approved, the building administration will assign a location and method of distribution and will inform the persons submitting the request whether ~~the~~ non-profit, non-school organizations may be present to distribute the materials.

C. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the ~~school~~ district, the district administration ~~of the school~~, the school board, or the individual reviewing the material submitted.

VI. Violation of Policy

Any party violating this policy or distributing materials without permission will be directed to leave the district property immediately and, if necessary, the police may be called.

Legal References:

U. S. Const., amend. I

Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

Cornelius v. NAACP Legal Defense and Educational Fund, Inc., 473 U.S. 788 (1985)

Perry Education Ass'n v. Perry Local Educators' Ass'n, 460 U.S. 37, (1983)

Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011)

Doe v. South Iron R-1 School District, 498 F.3d 878 (8th Cir. 2007)

Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)

Cross References:

~~Policy 505 (Distribution of Nonschool Sponsored Materials on School Premises by Students and Employees)~~

Policy 512 (School-Sponsored Student Publications and Activities)

Policy 902 (Use of School District Facilities and Equipment)

Policy 905 (Advertising)

Policy

adopted: 07/19/10

revised: 04/24/14

revised: 07/19/21

revised: __/__/26

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

[Appendix is deleted in its entirety.]

Appendix I

~~DISTRIBUTION OF MATERIALS BY CANDIDATES FOR ELECTIVE OFFICE~~ **Distribution of Materials by Candidates for Elective Office**

~~The district has adopted these guidelines regarding campaigning at or around district/school events and audiences. Please follow these guidelines and ensure your volunteers do the same.~~

~~The district may permit, within the provisions of Policy 904, candidates for elective office to distribute, at a reasonable time, place, and manner, materials and objects appropriate to the district setting. Requests must be made in accordance with Policy 904, which can be found on the district's website.~~

Kuhlman Field

- ~~● When requests are approved, candidates may set up tables outside of Kuhlman Field at a location approved by the district.~~
- ~~● Literature can be handed out from these tables to people demonstrating an interest in the campaign, as shown by their approach to a table.~~
- ~~● Campaigning or handing out literature inside the stadium is not permitted.~~
- ~~● Signs may be set out on the tables. No signs or other materials may be attached to fences or other district property.~~
- ~~● While campaigning, candidates and their volunteers should remain in their designated area.~~
- ~~● Placing leaflets on vehicles is prohibited.~~
- ~~● Please pick up all literature when leaving so the district will not incur the cost of cleanup.~~

School Events

- ~~● When requests are approved, candidates may distribute literature outside district buildings as approved by the district.~~
- ~~● Placing leaflets on vehicles is prohibited.~~
- ~~● The district requests that literature distribution and political contact are clearly perceived as optional and not disruptive of walking/automobile traffic.~~

On-site Group Presentations

- ~~● The district does not arrange candidate presentations.~~
- ~~● Candidates may contact independent parent organizations or other organizations directly to arrange presentations.~~
- ~~● Each organization has its own guidelines regarding these presentations.~~

~~The district appreciates your cooperation in abiding by these guidelines. Please feel free to contact the superintendent with any specific questions or concerns. Thank you for your interest in serving the community.~~

Established _____ 8/15/11
revised: _____ 7/19/24

VII. Action

VII.A. Achievement and Integration FY 2027 Plan **Speaker (s) :** Dr.
Frannie Becquer,
Director of
Achievement Equity
and Multilingual
Learner Programing



Board Meeting Date: 3.9.26

Title: Achievement and Integration 27-29 Plan

Type: Action

Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming

Description: Districts participating in the Achievement and Integration program must develop comprehensive plans with formal school board approval and stakeholder input. Stakeholder input on this plan was gathered through presentations at the Instructional Leadership Meeting for input on focus areas for new goals, at the Comprehensive Achievement and Civic Readiness Committee for feedback on goals, and at the Multidistrict Council, which is composed of representatives from Hopkins, our partner district, to develop the partner district goal.

The attached goals and strategies establish the next three-year goal cycle for the 27-29 school years focused on: (1) increasing racial and economic integration, (2) reducing achievement disparities, and (3) increasing student access to effective and diverse teachers. To support these goals, districts must implement strategies that may include innovative pre-K through grade 12 learning environments, family engagement initiatives, professional development, career and college readiness programming, rigorous coursework, and recruitment and retention of racially diverse staff. Plans must identify key indicators to assess whether strategies are achieving intended outcomes and include efforts to create efficiencies and eliminate duplicative programs. The goals, strategies, and key indicators in this new plan are not new and are in alignment with the district strategic plan and the district data metrics plan.

Recommendation: Read and review 27-29 Achievement and Integration Plan

Desired Outcome(s) from the Board: Approval of the 27-29 Achievement and Integration Plan

Attachment(s): [W FY27-29 Edina Public Schools Achievement and Integration Plan \(sha...](#)



Achievement and Integration Plan July 1, 2026 to June 30, 2029

District ISD# and Name: #273 Edina Public Schools

District Integration Status: Racially Identifiable School

Superintendent: Dr. Daniel Bittman

Phone: 952-848-4000

Email: superintendent@edinaschools.org

Plan submitted by: Dr. Frances Becquer

Title: Director of Achievement Equity and Multilingual Learner Programming

Phone: 952.848.4824

Email: Frannie.becquer@edinaschools.org

Partnering Districts

Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed.

1. #270 Hopkins Public Schools, adjoining

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a Racially Identifiable School (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

1. Cornelia Elementary

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

School Board Approval

We certify that we have approved this Achievement and Integration plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: **Dr. Daniel Bittman**

Signature:

Date Signed: Enter date.

School Board Chair: **Karen Gabler**

Signature:

Date Signed: Enter date.

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a **Multidistrict Collaboration Council (MDCC)** to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with Racially Identifiable Schools (RIS) are required to convene a **Community Collaboration Council (CCC)** to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2). *Record your Community Collaboration Council members on the RIS portion of this form.*

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide on page 8 of the [Achievement and Integration Plan Guide](#).

Below, *list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations* for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: Leanne Kampfe, Sara Chovan, Kimberly Insley, Affey Sigat, Emily Kaiser, Frannie Becquer.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goal 1

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: Black/African American Students (Grades 6-8)

By the end of the 2027-28 school year, Black/African American students in grades 6–8 will maintain or increase representation in advanced classes at or above a representation index of 0.57 (baseline participation: 21.2% when overall participation is 37.1%). The district will address systemic barriers to equitable identification and placement to ensure Black/African American students have full access to rigorous coursework.

Goal type: Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a))

Strategy 1

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district’s adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Strategy Name and # 1. Family Advocacy & Partnership

Type of Strategy: Career and college readiness and rigorous coursework for underserved students, including students enrolled in ALC

Narrative description of this strategy.

- A. Cultural Liaisons partner with Black/African American and Hispanic/Latino/Latina through culturally responsive communication in families' home languages, cultivating authentic relationships that support families in navigating advanced coursework placement and literacy access.
- B. Liaisons convene family affinity spaces where families build community, share experiences, and identify barriers—ensuring family voice directly informs district policy and practice changes.

Location of services: District-wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Number of parent affinity group nights hosted by Department of Achievement Equity and Multilingual Learn Programming for Somali families			
Number of parent affinity group nights hosted by Department of Achievement Equity and Multilingual Learn Programming for Latino/a families			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy 2

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district’s adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Strategy Name and # 2. Culturally Proficient School Systems (CPSS) Teacher Toolkit Implementation with Structured Support

Type of Strategy: Professional development opportunities focused on the academic achievement of all students

Narrative description of this strategy.

- A. To bridge the current implementation gap, Edina Public Schools will transition from foundational CPSS training to systematic classroom implementation by providing three critical supports staff have identified as missing: **(1) Practical Implementation Tools** - concrete, accessible examples of culturally proficient teaching practices through a curated digital resource library and peer modeling; **(2) Protected Collaborative Time** - dedicated PLC time specifically allocated for CPSS curriculum review, resource sharing, and collaborative planning; and **(3) Specific Cultural Knowledge** - targeted professional learning using local demographic data to deepen staff understanding of Edina students' cultural backgrounds, home languages, and lived experiences. This three-pronged approach directly addresses the structural barriers preventing staff from moving from "knowing" to "doing" culturally proficient instruction.

Location of services: District-wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
% of staff responding "agree" or "strongly agree" to: "This module helped me learn practical examples for implementing CPSS practices in my classroom/space" will increase.	Staff survey			

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
% of staff responding "agree" or "strongly agree" to: "Within my PLC, I have dedicated time to use the tools of CPSS for curriculum review, resource sharing, and collaborative planning with my colleagues" will increase	Staff survey			
% of staff responding "agree" or "strongly agree" to: "I use the knowledge of my students' cultural backgrounds and lived experiences to inform my work" will increase	Staff survey			
% of staff responding "agree" or "strongly agree" to: "I feel confident in my ability to implement Culturally Proficient School Systems practices in my daily work" will increase	Staff survey			
% of staff responding "agree" or "strongly agree" to: "I can clearly explain to others what I do in my work to create culturally proficient learning experiences for my students" will increase	Staff survey			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy 3

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district’s adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Strategy Name and # 3. Connected and Job-Embedded Culturally Proficient School System Professional Learning

Type of Strategy: Professional development opportunities focused on the academic achievement of all students

Narrative description of this strategy.

Edina Public Schools implements the Culturally Proficient School Systems framework (formerly Tools of Cultural Proficiency) through sustained, job-embedded professional learning that builds staff capacity to dismantle systemic barriers and accelerate achievement for students from traditionally underserved racial, ethnic, and economic backgrounds.

Professional Learning Structure:

- District leadership participates in monthly professional development during instructional leadership meetings, focusing on the core components of Culturally Proficient School Systems and learning to use the framework's tools to guide equity-centered work throughout the system
- All certificated staff participate in quarterly Culturally Proficient Teaching Strategy sessions led by trained coaches, applying practical classroom strategies that increase engagement and achievement for students of color, American Indian students, and students from low-income backgrounds
- Building-level professional learning communities analyze student work and disaggregate data by race, ethnicity, and economic status to adapt instruction for underrepresented learners

- Job-embedded coaching provides observation, co-planning, and feedback on culturally responsive instructional practices

This sustained, coach-supported approach ensures culturally proficient practices become embedded in daily instruction rather than remaining isolated workshop content, disrupting historical patterns of inequitable outcomes and creating inclusive learning environments where each and every student experiences belonging and reaches their full potential.

Location of services: District-wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
80% of monthly instructional leadership meeting agendas documenting use of Culturally Proficient School Systems framework tools	Instructional leadership meeting agendas and documentation review			
Number of parent affinity group nights hosted by Department of Achievement Equity and Multilingual Learn Programming for Latino/a families	Professional learning attendance tracking system			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy 4

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Strategy Name and # 4. AVID - Advancement Via Individual Determination

Type of Strategy: Career and college readiness and rigorous coursework for underserved students, including students enrolled in ALC

Narrative description of this strategy.

AVID supports academically capable students in the middle who have potential to succeed in advanced courses but may lack skills or confidence to access them. The

program prioritizes students historically underrepresented in advanced coursework, including first-generation college-bound students. AVID provides organizational skills, study strategies, and academic support needed for rigorous classes. Students are expected to enroll in Advanced Placement courses, increasing participation in advanced classes while building critical thinking and collaboration skills essential for college and career success. This structured support removes barriers and creates pathways for students to thrive in challenging academic opportunities.

Location of services: District-wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
% of AVID HS students enrolled in at least one Advanced Placement, IB, honors, or rigorous course	Course enrollment database			
% of AVID MS students enrolled in AVID who are maintaining a GPA of a C or higher	Grade Report data for AVID			
% of AVID HS students enrolled in AVID who are maintaining a GPA of a C or higher	Grade Report for AVID			
% of AVID HS students enrolled in advanced courses earning a grade of C or higher	Grade report data for AVID students in advanced courses			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy 5

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Strategy Name and # 5. Curiosity Lab Equitable Pathways

Type of Strategy: Career and college readiness and rigorous coursework for underserved students, including students enrolled in ALC

Narrative description of this strategy.

Curiosity Lab gives 2nd and 3rd grade students access to advanced learning opportunities. Students are invited to participate using multiple assessments—including test scores, classroom activities, and teacher input—to identify each child's strengths and potential. The Curiosity Lab teacher provides lessons in math and reading that build strong foundations for advanced work. Student groups change throughout the year based on growth and readiness, not fixed labels. This program opens pathways to Talent Development for students who haven't traditionally had access, ensuring every child's abilities are recognized and supported

Location of services: District-wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
Enrollment of Black/African American students in Curiosity Lab representation index	Curiosity Lab enrollment data disaggregated by race/ethnicity			
Enrollment of Hispanic/Latino/Latina students in Curiosity Lab representation index	Curiosity Lab enrollment data disaggregated by race/ethnicity			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Achievement and Integration Goal 2

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #2: Hispanic/Latino/Latina Students (Grades 6-8)

By the end of the 2027-28 school year, Hispanic/Latino/Latina students in grades 6–8 will maintain or increase representation in advanced classes at or above a representation index of 0.91 (baseline participation: 33.7% when overall participation is 37.1%). The district will address systemic barriers to equitable identification and placement to ensure Hispanic/Latino/Latina students have full access to rigorous coursework.

Goal type: Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a))

Strategies:

- 1. Family Advocacy & Partnership**
- 2. Culturally Proficient School Systems (CPSS) Teacher Toolkit Implementation with Structured Support**
- 3. Connected and Job-Embedded Culturally Proficient School System Professional Learning**
- 4. AVID - Advancement Via Individual Determination**
- 5. Curiosity Lab Equitable Pathways**

Achievement and Integration Goal 3

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #3: Black/African American Students (Grades 9-12)

By the end of the 2027-28 school year, Black/African American students in grades 9–12 will maintain or increase representation in advanced classes (AP, IB, and honors coursework) at or above a representation index of 0.42 (baseline participation: 21.3% when overall participation is 50.5%). The district will address systemic barriers to equitable enrollment and sustained participation in rigorous secondary coursework for Black/African American students.

Goal type: Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a))

Strategies:

- 1. Family Advocacy & Partnership**
- 2. Culturally Proficient School Systems (CPSS) Teacher Toolkit Implementation with Structured Support**
- 3. Connected and Job-Embedded Culturally Proficient School System Professional Learning**
- 4. AVID - Advancement Via Individual Determination**

Achievement and Integration Goal 4

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #4: Hispanic/Latino/Latina Students (Grades 9-12)

By the end of the 2027-28 school year, Hispanic/Latino/Latina students in grades 9–12 will maintain or increase representation in advanced classes (AP, IB, and honors coursework) at or above a representation index of 0.79 (baseline participation: 39.8% when overall participation is 50.5%). The district will address systemic barriers to equitable enrollment and sustained participation in rigorous secondary coursework for Hispanic/Latino/Latina students.

Goal type: Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a))

Strategies:

1. **Family Advocacy & Partnership**
2. **Culturally Proficient School Systems (CPSS) Teacher Toolkit Implementation with Structured Support**
3. **Connected and Job-Embedded Culturally Proficient School System Professional Learning**
4. **AVID - Advancement Via Individual Determination**

Achievement and Integration Goal 5

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #5: Black/African American Students (Grades 3-5)

By the end of the 2028-29 school year, at least 50% of Black/African American students in grades 3–5 who begin below benchmark will achieve aggressive growth (≥ 2 performance levels) on FastBridge aReading from fall to spring annually, increasing from a baseline of ___% in 2025–26. The district will address systemic barriers contributing to the racial reading proficiency gap, including equitable access to high-quality, culturally responsive literacy instruction and timely intervention supports.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Strategies:

1. Family Advocacy & Partnership

3. Connected and Job-Embedded Culturally Proficient School System Professional Learning

2. CPSS Teacher Toolkit Implementation with Structured Support

Strategy 6

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district’s adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Strategy Name and # 6. Early Learning Readiness Summer Programming

Type of Strategy: Career and college readiness and rigorous coursework for underserved students, including students enrolled in ALC

Narrative description of this strategy. Ready Set K serves students without preschool access by integrating culturally responsive social-emotional learning with foundational literacy and numeracy development. This asset-based program builds children's academic readiness and creates pathways to advanced learning opportunities from kindergarten forward.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
80% of enrolled Ready Set K students maintaining 90% or higher attendance	Program attendance records			
Over 50% of Ready Set K students who are from historically racially or ethnically marginalized groups (Black/African American, Hispanic/Latino/Latina, Native Hawaiian or other Pacific Islanders, and Native American/American Indian)	Program enrollment records disaggregated by			

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
	race/ethnicity			

Strategy 7

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district’s adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Strategy Name and # 7. Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction

Type of Strategy: Professional development opportunities focused on academic achievement of all students

Narrative description of this strategy. Professional Learning Communities engage in student-focused, solution-oriented conversations using common disaggregated evidence to identify and support PreK-12 students not at benchmark in literacy, numeracy, and social-emotional learning. Through the Edina MTSS framework and evidence-based response, teams utilize continuous improvement cycles (Plan, Do, Study, Act) to design instructional matches, implement culturally responsive interventions with high expectations, and ensure equitable and holistic support for each and every student. Principals and staff receive professional learning to build capacity in implementing tiered supports that provide additional time and targeted, culturally responsive interventions for students in high or some-risk categories. This collective action ensures each and every student is known, supported, and empowered to reach grade-level standards and thrive

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
Percentage of PLCs conducting monthly student-focused data conversations using disaggregated evidence to design culturally responsive interventions.	Program attendance records			

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
Increase the percentage of Latino/a students in grades 6-8 achieving Aggressive Growth (≥ 75 th percentile) on FastBridge aReading after starting below benchmark in Fall. Current baseline:	Program enrollment records disaggregated by race/ethnicity			
Decrease % of Black/African American students receiving one or more F grades (course failure rate) in 6-8	Grade report data disaggregated by race			
Decrease % of Black/African American students receiving one or more F grades (course failure rate) in 9-12	Grade report data disaggregated by race			
Decrease % of Hispanic/Latino/Latina students receiving one or more F grades (course failure rate) in 6-8	Grade report data disaggregated by race			
Decrease % of Hispanic/Latino/Latina students receiving one or more F grades (course failure rate) 9-12	Grade report data disaggregated by race			

Achievement and Integration Goal 6

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #6: Black/African American Students (Grades 6-8)

By the end of the 2028-29 school year, at least 50% of Black/African American students in grades 6–8 who begin below benchmark will achieve aggressive growth (≥ 2 performance levels) on FastBridge aReading from fall to spring annually, increasing from a baseline of ___% in 2025–26. The district will address systemic barriers contributing to the racial reading proficiency gap, including equitable access to high-quality, culturally responsive literacy instruction and timely intervention supports.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Strategies:

1. Family Advocacy & Partnership

- 2. CPSS Teacher Toolkit Implementation with Structured Support**
- 3. Connected and Job-Embedded Culturally Proficient School System Professional Learning**
- 7. Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction**

Achievement and Integration Goal 7

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #7: Hispanic/Latino/Latina ELA Achievement (Grades 9-12)

By the end of the 2028-29 school year, the percentage of Hispanic/Latino/Latina students in grades 9–12 earning a grade of C or higher in English classes will increase from ___% to ___%. The district will address systemic barriers to ELA achievement for Hispanic/Latino/Latina students, including equitable access to rigorous, culturally responsive instruction and academic supports.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Strategies:

- 1. Family Advocacy & Partnership**
- 2. CPSS Teacher Toolkit Implementation with Structured Support**
- 3. Connected and Job-Embedded Culturally Proficient School System Professional Learning**
- 7. Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction**

Achievement and Integration Goal 8

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #8: Hispanic/Latino/Latina ELA Achievement (Grades 9-12)

By the end of the 2028-29 school year, the percentage of Black/African American students in grades 9–12 earning a grade of C or higher in English classes will increase from ___% to ___%.

__%. The district will address systemic barriers to ELA achievement for Black/African American students, including equitable access to rigorous, culturally responsive instruction and academic supports

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Strategies:

1. Family Advocacy & Partnership

7. Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction

3. Connected and Job-Embedded Culturally Proficient School System Professional Learning

2. CPSS Teacher Toolkit Implementation with Structured Support

Achievement and Integration Goal 9

This plan must contain three types of goals, at least one for each of the following:

4. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
5. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
6. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #9: Increase Access to Effective and Diverse Teachers

By the end of the 2028–29 school year, educators across Edina Public Schools will demonstrate increased proficiency in implementing Culturally Proficient School Systems practices, thereby increasing students from traditionally underserved racial, ethnic, and economic backgrounds' access to effective, culturally responsive instruction. The district will address systemic barriers to culturally proficient teaching by ensuring sustained professional learning, implementation support, and accountability structures across all schools.

This goal will be measured by creating a composite of all KIPs connected to the goal. Each KIP will establish a baseline in the first year of the program, with baselines and targets defined within each individual KIP. Each KIP is assessed according to its own custom rubric. Overall goal progress will be determined as follows:

- *If half or more of the KIPs are rated between 2–4, the goal area will be considered **On Track***
- *If half or more of the KIPs are rated at a 1, the goal area will be considered **Not On Track***
- *If all of the KIPs are rated a 3 or 4, the goal area will be considered **Goal Met***

Strategies:

- 3. Connected and Job-Embedded Culturally Proficient School System Professional Learning**
- 2. CPSS Teacher Toolkit Implementation with Structured Support**
- 8. Non-Exclusionary Discipline (NED) Integration with Leadership Playbook**

Goal type: Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a))

Strategy 8

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district’s adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Strategy Name and # **7. Non-Exclusionary Discipline (NED) Integration with Leadership Playbook**

Type of Strategy: Professional development opportunities focused on academic achievement of all students

Narrative description of this strategy. Edina Public Schools will implement the Integrated Framework for Change through the Instructional Leadership Playbook, which creates coherence across Culturally Proficient School Systems (CPSS), Multi-Tiered Systems of Support (MnMTSS), Non-Exclusionary Discipline (NED), and Social Emotional Learning (SEL) frameworks. This systemic transformation addresses documented racial disparities in disciplinary outcomes for Black/African American and Hispanic/Latino/Latina students. Through standardized policy interpretation guides, equity monitoring systems, behavioral data alignment, and bias interruption protocols implemented by building leaders during monthly instructional leadership meetings, the district will move from reactive disciplinary responses toward proactive, culturally responsive approaches that eliminate exclusionary practices and create conditions for all students to thrive

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
Number of tri- annual behavior data reviews conducted at each of the 11 school sites using consistent definitions and equity lens	Site-level data review documentation			

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
Risk ratio for Black/African American students in disciplinary incidents	District discipline database disaggregated by race			
Risk ratio for Hispanic/Latino/Latina students in disciplinary incidents	District discipline database disaggregated by ethnicity			

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

This plan was created collaboratively across departments in Edina Public Schools. The Department of Achievement, Equity, and Multilingual Learning Programming oversees the Achievement and Integration plan; however, the responsibilities, measurement, and initiatives are carried out by staff from various departments including Teaching and Learning, Student Support Services, and building leadership. Our equity work continues to integrate into all that we do as a district, rather than existing as a standalone set of initiatives. The Culturally Proficient School Systems (CPSS) framework serves as the guiding framework across the district, ensuring that culturally responsive practices are already embedded in instruction, professional learning, and decision-making rather than existing as a separate or duplicative initiative. This plan is a supplement to our district's strategic plan, Comprehensive Achievement and Civic Readiness (CACR) plan, Multi-Tiered Systems of Support (MTSS) framework, and school improvement plans.

Efficiencies are created by aligning A&I strategies with existing district structures. PLC data conversations, universal screening processes, and continuous improvement cycles (Plan, Do, Study, Act) already in place through our MTSS framework serve double duty as the primary vehicles for monitoring A&I goal progress. Cultural Liaisons support both family engagement and advanced course access goals simultaneously, eliminating the need for separate outreach initiatives. The Ready Set K summer program addresses early learning readiness while building pathways to Curiosity Lab and Talent Development, creating a cohesive PreK-12 pipeline rather than disconnected program-by-program efforts. Because CPSS is already woven into the fabric of daily practice districtwide, A&I strategies build upon and strengthen existing work rather than duplicating it.

Racially Identifiable School(s) (RIS)

Achievement and Integration Plan

July 1, 2026-June 30, 2029

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

One RIS Achievement and Integration Plan should be submitted for each RIS your district has. Copy and paste the entirety of the RIS Plan for each RIS.

District ISD# and Name: #273 Edina Public Schools.

RIS Name: Cornelia Elementary

Program Contact: Frances Becquer

Phone: 952.848.4824

Email: Frannie.Becquer@edinaschools.org

RIS Plan Input

Districts with **Racially Identifiable Schools (RIS)** are required to convene a Community Collaboration Council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

Below, ***list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations*** for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Community Collaboration Council for Racially Identifiable School(s): Lena Eastman, Sarah Nguyen & Alecia Smith, Adam Mayfield, Jessica Castro, Elizabeth Lilley, Kristi Matelski, Katie Halcrow

RIS Achievement and Integration Goal #1

This plan must contain three types of goals, at least one for each of the following:

1. Reducing tBy the end of the 2027–28 school year, Black/African American students at Cornelia Elementary will maintain or increase representation in Talent Development math at or above a representation index of ____ (current baseline). The district will address systemic barriers to equitable identification and placement to ensure Black/African American students have full access to advanced math pathways.The disparities in academic

achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 Reduce Achievement Disparities in Math (K-1)

By the end of the 2028–29 school year, at least 50% of Black/African American students in grades K–1 at Cornelia Elementary who are below grade level will move up two or more risk categories on the Fastbridge EarlyMath assessment annually, increasing from a baseline of ___% in 2025–26. The district will address systemic barriers to early math achievement by ensuring equitable access to culturally responsive math instruction and timely, targeted intervention supports.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

RIS Strategy #1 Multi-tiered Systems of Support (MTSS) & Data-Driven Math Instruction

Type of Strategy: Integrated Learning Environment

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Increases cultural fluency, competency, and interaction.

Narrative description of this strategy. PLCs at Cornelia Elementary use disaggregated Fastbridge EarlyMath data to identify K–1 students not at benchmark and design culturally responsive, tiered interventions through the Edina MTSS framework's Plan-Do-Study-Act cycle. Universal screening data is reviewed at least three times per year, disaggregated by race, ethnicity, and economic status, to match students with targeted supports and monitor growth. This strategy strengthens equitable practices within existing MTSS structures—such as broadening identification measures, integrating culturally responsive materials, and ensuring consistent access to intervention—to close early math achievement gaps for Black/African American students

Location of services: Cornelia Elementary

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	26-27	27-28	28-29
Percentage of K–1 students at or above benchmark on Fastbridge EarlyMath, disaggregated by race/ethnicity:			
African American			
Asian			
Hispanic			
White			
Two or More Races			
Percentage of k-1 PLC teams documenting use of disaggregated Fastbridge data in MTSS decision-making cycles at least quarterly.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

RIS Strategy #2 Connected and Job-Embedded Culturally Proficient School Systems (CPSS)

Type of Strategy: Professional development opportunities focus on academic Achievement.

Narrative description of this strategy. Edina Public Schools implements the Culturally Proficient School Systems (CPSS) framework through sustained, job-embedded professional learning to build staff capacity and accelerate math achievement for Black/African American students at Cornelia Elementary. All certificated staff participate in quarterly facilitated learning sessions to deepen understanding of culturally responsive classroom strategies. Building-level PLCs analyze student work and disaggregate data by race, ethnicity, and economic status to adapt math instruction. Job-embedded coaching provides observation, co-planning, and feedback to ensure culturally proficient practices become embedded in daily instruction rather than remaining isolated workshop content.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	26-27	27-28	28-29
Percentage of Cornelia Elementary certified staff completing quarterly CPSS professional learning sessions.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

RIS Achievement and Integration Goal #2

This plan must contain three types of goals, at least one for each of the following:

4. Reducing tBy the end of the 2027–28 school year, Black/African American students at Cornelia Elementary will maintain or increase representation in Talent Development math at or above a representation index of ____ (current baseline). The district will address systemic barriers to equitable identification and placement to ensure Black/African American students have full access to advanced math pathways. The disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
5. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
6. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal #2 Participation in Talent Development (4-5)

By the end of the 2027–28 school year, Black/African American students at Cornelia Elementary will maintain or increase representation in Talent Development math at or above a representation index of ____ (current baseline). The district will address systemic barriers to equitable identification and placement to ensure Black/African American students have full access to advanced math pathways.

Goal type: Increasing Racial and economic integration

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

RIS Strategy #3 Curiosity Lab - Talent Identification & Development.

Type of Strategy: Integrated Learning Environment

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Increases cultural fluency, competency, and interaction.

Narrative description of this strategy. Curiosity Lab at Cornelia Elementary gives 2nd and 3rd grade students access to advanced learning opportunities as a pathway into Talent Development. Students are identified using multiple measures—including test scores, classroom activities, and teacher input—rather than a single standardized test, and groups change throughout the year based on growth and readiness. This approach strengthens equitable access to advanced math pathways for Black/African American students by broadening identification practices and ensuring every child's abilities are recognized. All students are welcome and encouraged to participate regardless of racial, ethnic, or socioeconomic background.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	26-27	27-28	28-29
Percentage of 2-3 students participating in curiosity lab.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

Edina Public Schools' RIS Achievement and Integration Plan for Cornelia Elementary creates efficiencies by aligning A&I goals and strategies with the district's CACR plan, MTSS framework, and ongoing CPSS professional learning. Rather than creating parallel initiatives, A&I strategies build upon and deepen work already underway—leveraging existing PLC structures, coaching models, and Fastbridge assessment systems. By

embedding equity-centered practices within structures the district already maintains, this plan maximizes impact while minimizing administrative burden and program duplication.

VII.B. Achievement and Integration FY 2026-2027
Budget

Speaker (s) : Dr.
Frannie Becquer,
Director of
Achievement Equity
and Multilingual
Learner Programing



Board Meeting Date: 3.9.26

Title: Achievement and Integration FY 2026- 2027 Budget

Type: Discussion

Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming

Description: The Achievement and Integration Program provides dedicated funding to support our district's efforts in increasing racial and economic integration while reducing achievement disparities. Each year the school district must submit an updated annual budget to the Minnesota Department of Education.

Districts do not need to apply for this funding; they automatically qualify based on their enrollment data. The funding must be utilized within the fiscal year it is approved for, as carryover is not permitted.

Recommendation: Read and review FY 26-27 Achievement and Integration budget for approval.

Desired Outcome(s) from the Board: Approval of the FY 26-27 Achievement and Integration

Attachment(s): [FY2026- 2027 Edina AI Budget Worksheet Final](#)

See Report Below

How Funding is Determined:

1. Initial Revenue (FIN 313): Basic Formula: $\$350 \times \text{district's adjusted pupil units} \times \text{ratio of protected students}$
2. Incentive Revenue (FIN 318): Simple Formula: \$10 per district's adjusted pupil unit
3. The total funding is divided as follows:
 - a. 70% comes from state aid
 - b. 30% comes from local levy

Key Budget Requirements:

1. Required Budget Ratios:
 - a. Direct Student Services: Minimum 80%
 - b. Professional Development: Maximum 20%
 - c. Administrative Costs: Maximum 10%

2. Core Guidelines:

- a. All expenditures must be directly linked to Achievement and Integration plan activities.
- b. Funding must supplement, not replace, existing programs.
- c. Activities cannot segregate participants by race.

3. Staffing Considerations:

- a. Positions must directly support planned activities.
- b. FTE funding must align with the actual time dedicated to the program.

Edina Budget Ratios

Total	
Admin	6.39%
Direct	80.24%
PD	13.38%
	100.01%

VII.C. Agreement to Construct and Maintain a
Stormwater Facility

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



Board Meeting Date: 3/9/2026

Title: Agreement to Construct and Maintain a Stormwater Management Facility

Type: Action

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

Description: The District administration first introduced the idea of constructing a regional stormwater management facility on District property at the October 13, 2025 and December 8, 2025 regular board meetings. The Board is now asked to authorize execution of the Agreement to Construct and Maintain Stormwater Management Facility among the District the City of Edina (City), and the Minnehaha Creek Watershed District (MCWD). Both the City and the MCWD have executed the agreement. The School Board's authorization is the final step required to place the agreement into effect.

As previously presented, the City has identified the field between the South View and Concord campuses (McCarthy Field) as the most viable location to address long-standing flooding concerns affecting Concord Avenue, West 58th Street, and the surrounding neighborhood. The City's investment is estimated at \$11,000,000 and includes full site restoration to a condition **at least** equal to pre-construction conditions, with construction currently planned for 2028–2029.

The agreement formalizes the terms under which the City may occupy District property to construct and maintain a regional underground stormwater storage facility. Key provisions include:

1. The City will contract for a feasibility study by March 31, 2026, with the report to be submitted by December 31, 2026. If the City Council finds the facility feasible, the City will retain a design consultant and advance design through 2027, with construction to commence in 2028 and the facility to be fully constructed and functional by January 1, 2030.
2. The City, at its sole cost, will restore all portions of the District's property disturbed during construction to a condition at least equal to pre-construction conditions, including all grading, turf, landscaping, hardscape, and utilities. Restoration obligations survive completion of the facility and any termination of the agreement.

3. The City will be responsible for all future inspection, operation, and maintenance of the facility in accordance with its NPDES MS4 permit and MCWD maintenance standards, with the District providing necessary access.
4. The agreement satisfies Edina's stormwater management obligations under MCWD Permit No. 25-106, associated with the District's tennis court reconstruction project at 5701 Normandale Road.
5. Any annual total phosphorus reduction in excess of 0.83 pounds per year achieved by the facility may be recognized by MCWD as credit applicable to future District redevelopment projects within the facility's catchment area, which encompasses approximately 100 acres of developed land including the Edina Community Center, South View Middle School, Concord Elementary, McCarthy Field, and Kuhlman Stadium campus.

The administration has confirmed that no roadway closures on Concord Avenue, Southview Lane, or Normandale Road are planned or anticipated. Construction sequencing will be developed jointly during the design phase to minimize disruption to school operations, student access, and campus circulation.

The partnership with the City will likely provide the District with significant current and future development benefits. A regional stormwater structure on the site will likely yield more water retention capacity than currently needed, resulting in “credits” with the watershed district. These credits can then be applied to future District development on the 45 acres of land spread across the Edina Community Center, South View Middle School, Concord Elementary, McCarthy Field, and Kuhlman Stadium, offsetting the need to add other stormwater management systems to accommodate new construction projects.

Recommendation: Authorize the School Board Chair to execute the Agreement to Construct and Maintain Stormwater Management Facility among Edina Public Schools, the City of Edina, and the Minnehaha Creek Watershed District.

Desired Outcomes from the Board: Approve the motion to authorize the School Board Chair to execute the Agreement to Construct and Maintain Stormwater Management Facility.

Attachments:

1. Agreement to Construct and Maintain Stormwater Management Facility
2. Memo – Concord Flood Infrastructure Project
3. ECC-SV-CC Campus Project Map

AGREEMENT to CONSTRUCT and MAINTAIN STORMWATER MANAGEMENT FACILITY

Edina Public School District, City of Edina and Minnehaha Creek Watershed District MCWD Permit No. 25-106

Recitals

A. The Minnehaha Creek Watershed District (MCWD), pursuant to Minnesota Statutes §103D.341, has adopted and maintains rules to protect water resources from land use and development impact.

B. The Edina Public School District (EPSD) has applied to MCWD for a permit (Permit No. 25-106) to remove and replace tennis courts and concrete walkways, with associated site grading and utilities installation (the "Project"), on its property located at 5701 Normandale Road, Edina (the "Property").

C. MCWD rules require, as a condition of the permit, that EPSD install and maintain, indefinitely, facilities to manage stormwater generated from new and reconstructed hard surface associated with the Project.

D. The City of Edina ("City"), pursuant to its Water Resources Management Plan, Appendix A (December 2022), has identified the potential to create 10 to 19 acre-ft of regional stormwater volume storage on the Property upgradient of the City's main trunk storm sewer along West 58th Street, which outlets into Minnehaha Creek (the "Facility"). The Facility catchment would encompass approximately 100 acres of developed land within the City, including the Project hard surface footprint.

E. MCWD rules require that stormwater be treated by infiltration or another volume reduction method, if infiltration is feasible at the site of the permitted work. MCWD has determined that infiltration is not feasible at the EPSD Project site, and that stormwater filtration is an acceptable practice. Permit No. 25-106 requires that EPSD supply a stormwater infiltration water quality volume of at least 8,385 cubic feet or, for a practice other than infiltration, a volume that provides for an equivalent annual Total Phosphorus (TP) removal of 0.59 pounds/yr.

F. While the City has not yet determined the water quality treatment design for the Facility, it is included in the City's 2025-2030 capital improvement program. The City has budgeted \$10 million for the Facility, and has programmed feasibility work for 2026 and construction for 2028.

G. EPSD and the City propose that EPSD use the Facility to meet its requirements under Permit No. 25-106. However, the EPSD plans to begin Project construction in Summer 2025, and the MCWD stormwater management rule, at paragraph 10.a, requires that facilities required to treat constructed hard surface must be functional within 24 months of the start of construction of the regulated surface. The MCWD Board of Managers, under the MCWD variances and exceptions rule, has approved an exception to this requirement on the finding that the Facility, over time, will provide water quality volume treatment of a wider area of developed land, and be subject to City maintenance by agreement with MCWD. To account for the delay in stormwater water quality treatment associated with approval of this exception, this agreement requires the Facility to be designed to remove at least 0.83 pounds/yr of TP. A condition of approval is this agreement among EPSD, the City, and MCWD.

Accordingly, the parties, intending to be legally bound, agree to the following terms for construction and maintenance of the Facility. EPSD and the City, separately, have exchanged valuable consideration to support the obligations of each as set forth herein.

Terms

1. The City will contract for feasibility review by March 31, 2026 and the City's consultant will submit the feasibility report by December 31, 2026. On submittal, the City will transmit a copy to EPSD and MCWD. If the City Council finds that the Facility is feasible, the City will retain a design consultant and advance the design. In doing so, the City will inform EPSD and MCWD of the progress of design.

2. Within 30 days of its receipt of the City's feasibility study for the Facility, EPSD, in writing to the City and MCWD, may elect to identify and design one or more stormwater management practices that meet water quality volume and rate control standards under Permit No. 25-106, and as outlined in Term 8 of the Agreement. In this case, EPSD must provide MCWD such design materials as MCWD reasonably may request, and must obtain MCWD concurrence that the proposed practices will achieve at least 0.83 lb/year of total phosphorus load reduction, and otherwise meet rate control and flood separation standards of the MCWD stormwater management rule.

3. EPSD agrees that the City may occupy the Property as necessary or convenient to construct and maintain the Facility. EPSD and the City may enter into an easement or other agreement to give more detail to this relationship. The City will issue a notice to proceed for Facility construction tentatively planned for the 2028 construction year. The Facility will be constructed and functional by January 1, 2030.

4. If the City constructs the Facility on the Property, the City shall, at its sole cost and promptly following completion of construction activities, restore and reconstruct all portions of the Property disturbed, damaged, or removed in connection with the Facility to a condition at least equal to, and in no event materially worse than, the condition existing immediately prior to commencement of construction, as determined by EPSD in its reasonable discretion. Restoration shall include all grading, paving, turf, landscaping, hardscape, utilities, and other site improvements affected by the construction. The City's restoration obligations shall survive completion of the Facility and any termination or expiration of this Agreement.

5. On the City consultant's certification of completion, the consultant will provide as-built plans to EPSD and MCWD and affirm that the Facility as constructed conforms to plans, provides an annual total phosphorus load reduction of at least 0.83 lbs/year, and allows for rate control and flood separation standards of the MCWD stormwater management rule to be met under Permit 25-106. MCWD, on the basis of its engineer's advice, will provide its written concurrence that the Facility fulfills the City's construction obligation under this agreement.

6. The City will maintain the Facility in accordance with the terms of its NPDES MS4 permit, as well as the following standard MCWD maintenance terms, as applicable:

a. Raingardens, infiltration basins and filtration basins. Raingardens, infiltration basins and filtration basins will be inspected annually to ensure continued live storage capacity at or above the design volume. Invasive vegetation, excess sediment and debris will be removed as needed and healthy plant growth will be maintained to ensure that the facilities continue to perform per design.

b. Underground storage facilities. Underground storage facilities will be inspected at least annually to ensure continuing performance per design. Capacity will be considered inadequate if sediment has decreased the storage volume by 50 percent of the original design volume. Accumulated debris and sediment will be removed, and inlet and outlet structures will be kept clear of any flow impediments.

c. Grit chambers, sump catch basins and sump manholes. Grit chambers, sump catch basins and sump manholes will be inspected in the spring, summer and fall of each year. All sediment and debris will be removed as needed such that the stormwater facilities operate as designed and permitted.

d. Reporting. The Declarant will submit to the MCWD annually a brief written report that describes stormwater facility maintenance activities performed under this declaration, including dates, locations of inspections and the maintenance activities performed.

If the Facility is of an atypical design that, in MCWD's judgment, requires other maintenance terms, the parties will execute an amendment to this agreement to incorporate those terms. EPSD will not take any action that would render the City unable to fulfill its maintenance obligations.

7. Until MCWD has provided its concurrence under paragraph 3, EPSD will take no action that would impede its ability to site, within the area delineated on Attachment A hereto, incorporated herein, a Project-specific stormwater management practice meeting the requirements of paragraph 6.

8. If the City determines under paragraph 1 that the Facility is not feasible, or if the ESPD elects to construct the stormwater practices under paragraph 2, EPSD will proceed, diligently and in consultation with MCWD and the City, to identify and design one or more stormwater management practices that meet water quality volume and rate control standards under Permit No. 25-106. The practices may be sited in the area referenced on Attachment A, or may be sited elsewhere, provided they capture the runoff from the new and reconstructed hard surface under the permit and otherwise conform to section 8 of the MCWD stormwater management rule, as it may be amended. The practices will be constructed and functional by January 1, 2030. Thereafter, EPSD will maintain the practices in accordance with the terms of paragraph 4, above.

9. If the City has determined under paragraph 1 that the Facility is feasible, MCWD finds that the Facility will not be constructed and functional by January 1, 2030, and that determination is not unreasonable, the City will proceed to construct Project-specific practices and they will be functional by June 30, 2031. If and when MCWD has concurred that the Facility is constructed and functional, the City may decommission the Project-specific practices. The City will maintain the practices until decommissioned, in accordance with maintenance terms specified by MCWD. Such terms will accord with MCWD's standard maintenance terms for the type of practices.

10. EPSD may perform any obligations of the City under paragraph 7, pursuant to such terms as those two parties may agree. The City will remain responsible to MCWD to fulfill the obligations.

11. If the annual TP reduction of the Facility exceeds 0.83 pounds, the City may use the excess reduction for compliance with MCWD and other permit requirements as follows:

- a. MCWD will recognize that part of excess capacity that provides treatment for existing hard surface under any permit to redevelop that existing hard surface.
- b. The City may use the remaining capacity for development within the Facility catchment.

(SIGNATURE PAGE FOLLOWS)

IN WITNESS WHEREOF, the parties hereto have executed this Agreement.

Edina Public School District

By: _____
Its Chair, School Board

Date:

City of Edina

By: _____
Its Mayor

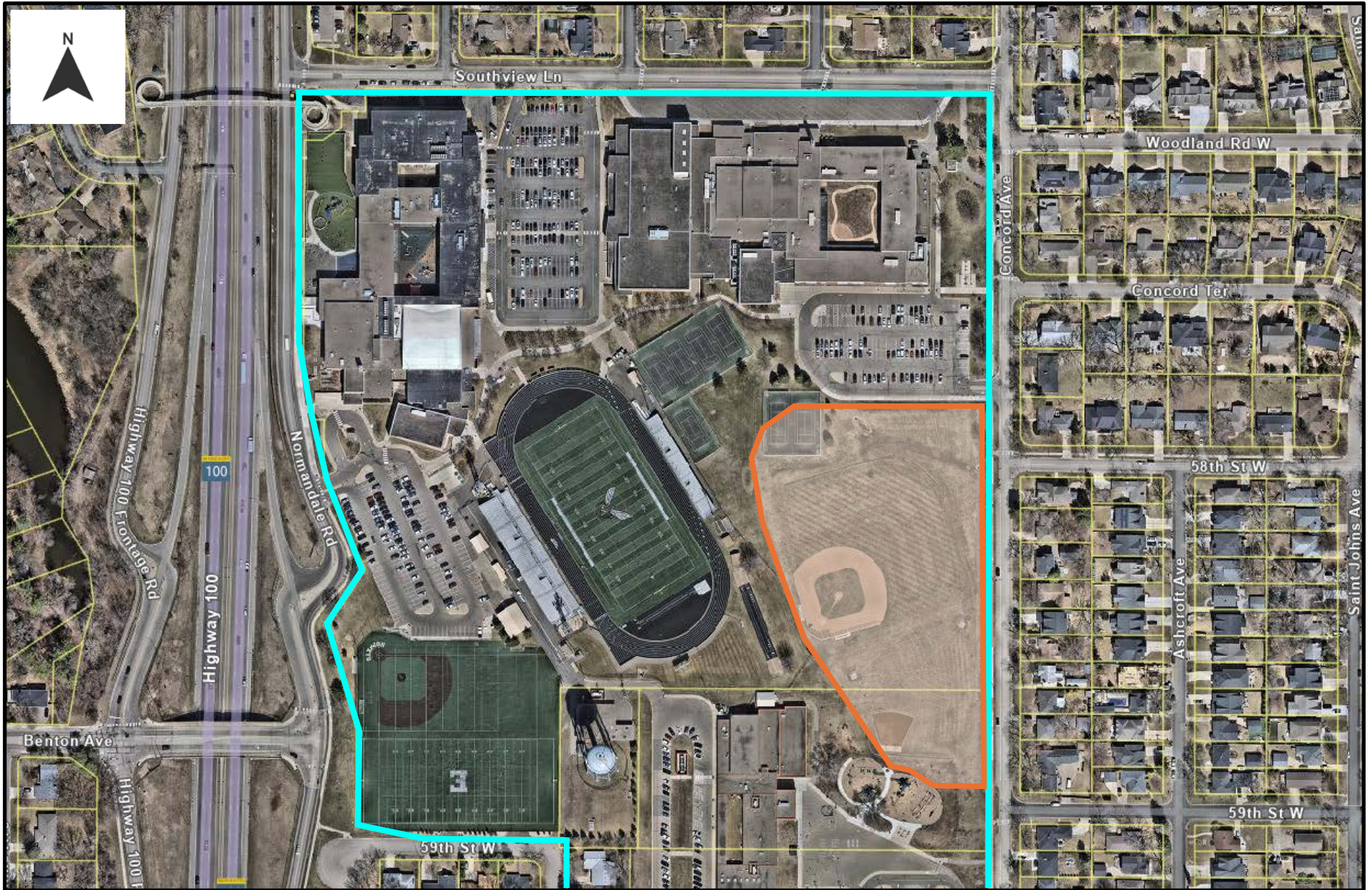
Date:



Minnehaha Creek Watershed District

By: _____
Its President, Board of Managers

Date:

Attachment A



-  Edina Public School District Owned Parcel Boundary
-  Potential Facility Siting Location

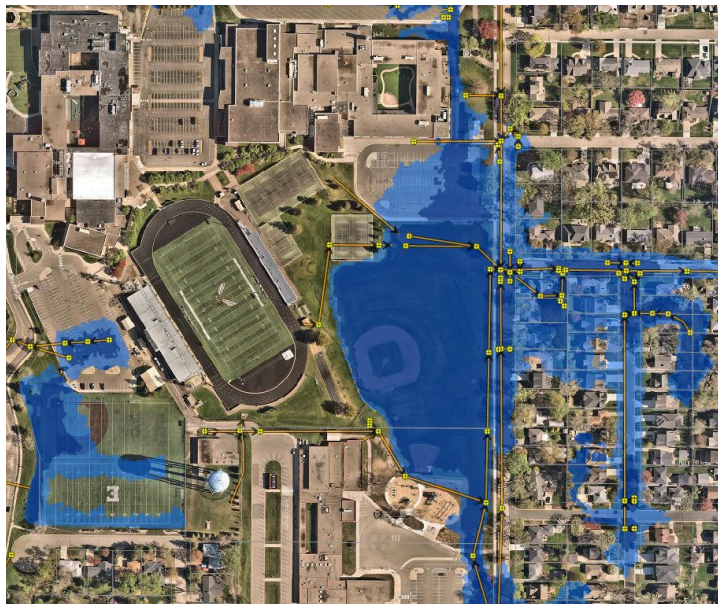
Edina Engineering Department

Phone 952-826-0371 • Fax 952-826-0392 • EdinaMN.gov



Date: September 8, 2025
To: Mert Woodard SFO., CFO/Director, Finance & Operations, Edina Public Schools
cc: Chad Millner P.E., Director of Engineering, City of Edina
From: Ross Bintner P.E., Engineering Services Manager, City of Edina
Subject: Concord Flood Infrastructure Project

This memo will provide background information about; Flooding issues and needs in the Concord and Golf Terrace Heights neighborhoods and middle school campus area, City of Edina Flood Risk Reduction Strategy and Concord Flood Infrastructure Project and context on the process to date that lead to the proposed agreement between Watershed District, School District and City.



Flood issues near Middle School

Flood issues in the City of Edina can be explored with two interactive maps on the [Flood Resources](#) webpage. A first ring suburb built primary between 1950-65, Edina was built for a different service level and climate. Flooding in Edina is not only common it is also increasing.

Southview Middle School site has a low area on the east central part of the lot, currently occupied by a baseball field, open space, parking lot, tennis court, and track and field space. These low areas and facilities are exposure to flood waters on a regular basis. The neighborhood to the east of this low area shares this flood exposure in more extreme storm events.

The Image above is from the “What’s My Flood Risk” [interactive map](#)

Edina FRRS Context

The City of Edina’s strategy is to comprehensively reduce the risk of flooding throughout the community. Details of the plan can be found in the [2022 Water Resources Management Plan](#), sections (1.2, 3.3) One of the four sectors of work is flood infrastructure, (3.3.3) *We renew our infrastructure and operate it to reduce risk. We will plan public streets and parks to accept and convey flood waters to reduce the risk and disruption of related city services.* Two recent examples of this flood infrastructure work include [Lynmar Basin](#) and [Morningside Flood Infrastructure Project](#). We do this work in partnership with local Watershed Districts. The Concord Flood Infrastructure Project is the next major flood infrastructure proposed under this area of work.



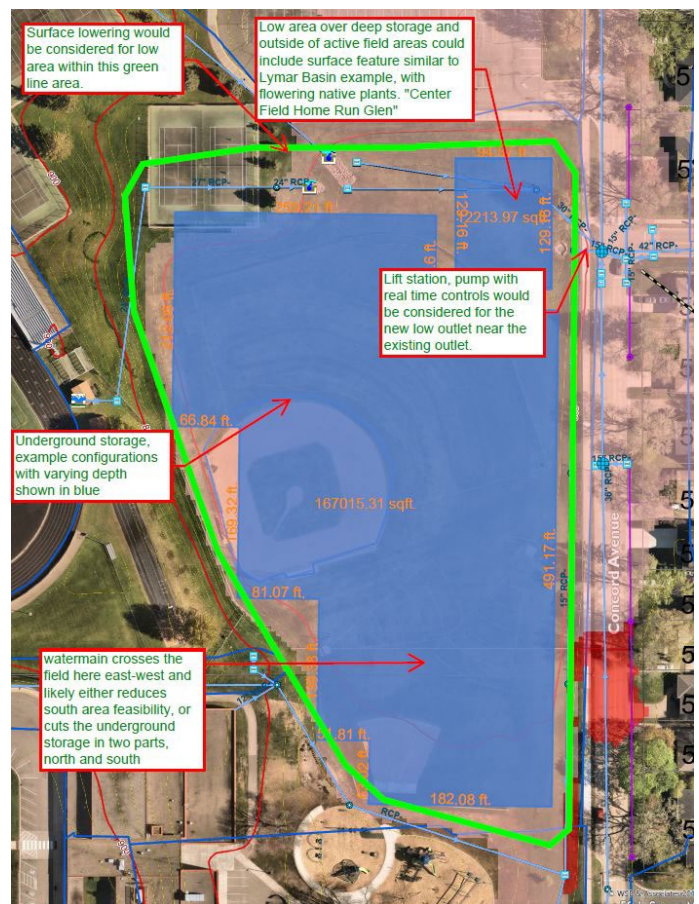
CFIP Project outline

First reviewed in [2022 Water Resources Management Plan \(WRMP\) Appendix A.10.3.1.2](#), Concord Flood Infrastructure Project includes options to store more flood water on the surface, below ground or a combination of both at the Southview Middle School site. Several key points describing the issue are presented here;

- The intersection of Concord Avenue and West 58th Street and the surrounding area has long experienced flooding problems. A storm sewer system drains this low-lying area; however, when stormwater flows exceed the system's capacity (3.5 inches over 24 hours), water pools along the roadway and in adjacent yards until it rises enough to flow eastward along West 58th Street toward Wooddale Avenue. This type of storm has a 20 percent chance of occurring in a given year (also known as a 5-year storm or 20-percentannual-chance storm).
- The flooding problem in this area results from the limited conveyance capacity of the downstream storm sewer system.
- A 100-year storm has the potential to impact 33 principal structures along Golf Terrace, Lakeview Drive, Oak Drive, West 56th Street, Tower Street, and Woodland Road W.

The options we are pursuing are described in the "modeling results" and "proposed infrastructure options to reduce flood risk" sections of section A.10.3.1.2. Several key points describing the option on the School District property, relating each to our current approach, are presented here:

- Option 2: Increase Trunkline Capacity Along West 58th Street. This initial study considered gravity pipeline addition. We will consider pumped, force main capacity.
- Option 3: Add Underground Storage in South View Park. (see note option 4)
- Option 4: Add Surface Storage in South View Park. The initial study reviewed underground and surface storage separately. We will review combined approaches with both underground and surface storage with the goal to get efficiency from the surface storage while reducing the tradeoffs related to retaining and improving all the field use functions the current site provides.
- Option 5: Increase Trunkline Capacity Along West 58th Street and Add Underground Storage in South View Park. This is a combination of options 2 and 3, we will rework options 2-4 as described above to create a new combined option that gets the most flood and community amenity uses out of the space.



The sketch on the right was created to conceptualize the options in the field area. An attachment is provided to review in greater detail and facilitate discussion.



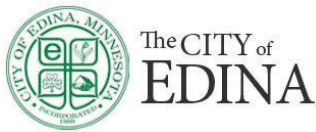
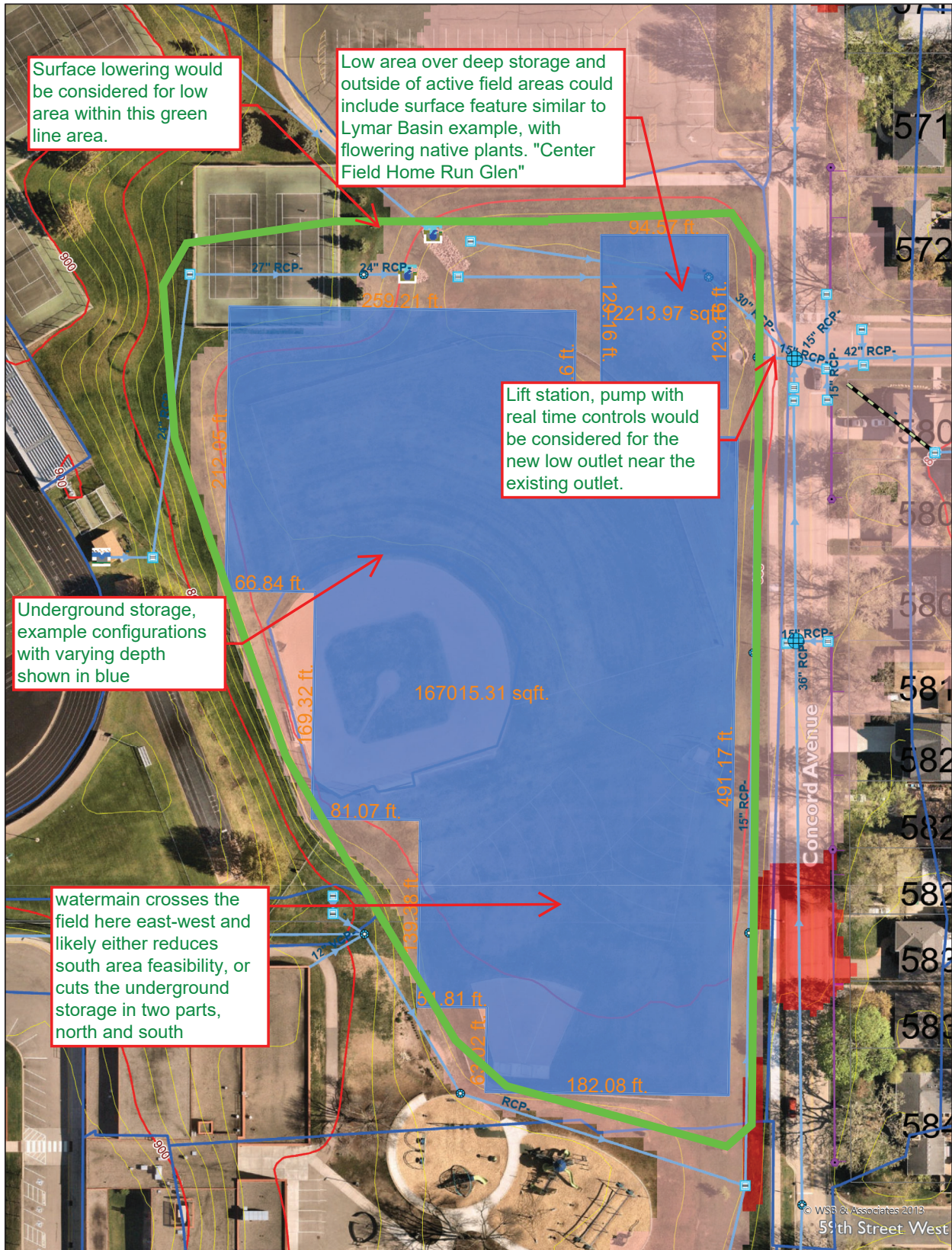
Next Steps and Discussion

The City of Edina has included the Concord Flood Infrastructure Project in its [Capital Improvement Plan](#). The work to plan, design, and construct the Concord Flood Infrastructure Project is currently planned to take place between 2026 and 2028. Here are steps describing how the City and School District could partner in this work as well as context on how the city has conducted flood infrastructure work to date.

- 2025 Agreement
 - The agreement includes cost savings to the School District for the construction costs of the tennis court stormwater facility. District and City should work through opportunities, interest, and concerns to build project requirements for the next phases of the work. Key interests expressed by School District staff include; 1) Reduce field downtime, 2) Reduce school access interruptions, 3) Rebuild field amenities to like-or-better condition. 4) Reduce typical drainage and flooding issues in field and turf areas, 5) Reduce and mitigate, or rebuild any infrastructure damaged by access for construction, and 6) Consider environmental or infrastructure educational opportunities with new facility. Additional requirements or process steps may be included at this time.
- 2026 Planning
 - The City would lead the planning and engage the District at key decision points, checking in on the status of the balance between project goals, the requirements, and available resources. This step of the project typically includes engagement of the public based on an engagement plan approved by the City Council. As this site is School District controlled, public engagement would likely be limited to construction impacts, project benefits and tradeoffs, and general awareness. The School District could request specific engagement based on the users of the fields, or other known community relationships or interest in the field to be included in the project requirements.
- 2027 Design
 - The City would lead the design and engage the District on any remaining decision points. Most of the decisions will be made in the concept and planning phase, but minor changes can occur in final design. The agreement and typical permitting process for a project of this scope includes an approval step by the School District as the property owner.
- 2028-9 Build and Restore
 - Construction would follow and could be phased in a variety of ways to best balance tradeoffs of varying requirements. Construction would likely impact 2 field seasons with restoration of turf to be play-ready usually takes a year to grow-in.
- Future Maintenance
 - Inspection, operation and maintenance of the facility would be City responsibility, with access provided by the School District.

Attachments;

- I. Conceptualized storage figure



★ Frozen Pipe	⊕ CBMH	→ Active	■ Native Landscape Restoration	⊠ ⊠ ⊠ ⊠ ⊠
⊕ Flow Control Structure	⊠ Unknown Structure	→ Flow Control Feature	■ Other	
⊕ Outlet	⊕ Sump Cleanout	→ Flow Control Area	■ Permeable Pavement	
⊕ Inlet	⊕ Sump Drain	→ BMP	■ Pond	
⊕ Pump Station	⊕ Sump Drain	→ Type	■ Rain Garden	
⊕ Manhole (Storm)	⊕ Sump Drain	→ Aquatic Vegetation	■ Reuse	
⊕ Catch Basin	⊕ Sump Drain	→ Constructed Wetland	■ SPCD	
⊕ Gate Valve	⊕ Sump Drain	→ Filter Strips and Swales	■ Shoreline Stabilization	
⊕ Gate Valve Manhole	⊕ Sump Drain	→ Filtration	■ Tree Trench	
⊕ Manhole	⊕ Sump Drain	→ Flood Flow Path Preservation	■ Underground Infiltration	
⊕ Sump	⊕ Sump Drain	→ Green Roof		
⊕ Treatment Structure	⊕ Sump Drain	→ Infiltration Basins and Trenches		
	⊕ Sump Drain			

VII.D. Policy Quick Review (514)

Speaker (s): Policy
Committee



Board Meeting Date: 3/9/2026

Title: Policy Quick Review

Type: Action

Presenter(s): Board Policy Committee

Description: The following policy has been reviewed with an eye toward clarity, District practice, and alignment with State and Federal statutes. There are minimal to no changes.

- Policy 514 Bullying Prohibition

Recommendation: Approve the suggested modifications for Policy 514.

Desired Outcome(s) from the Board: Approve suggested modifications.

Attachments:

1. Policy 514 Bullying Prohibition

Students

Bullying Prohibition

I. Purpose

This policy provides the framework to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive behavior. Students, independent contractors, teachers, administrators, volunteers, and other district personnel all have responsibilities under this policy.

II. General Statement of Policy

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

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

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on district property, during district functions or activities, on district transportation, or through electronic technology and communications. This includes use of electronic technology and communications when off district property to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a district activity, such as a co-curricular or extracurricular activity, is subject to the policy provisions applicable to the district students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the district, or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance, or ability to participate in district functions or activities, or receive district benefits, services,

or privileges. This policy also applies to an act of cyberbullying or sexual exploitation, regardless of whether such act is committed on or off district property and/or with or without the use of district resources.

- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined by state law is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other district personnel.
- E. No teacher, administrator, volunteer, contractor, or other employee of the district will permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying, or permits, condones, or tolerates bullying, will be subject to discipline or other remedial responses for that act in accordance with the district's policies and procedures. The district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.
- J. The district will act to investigate all complaints of bullying reported to the district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the district who is found to have violated district policy.
 - 1. Consequences for students who commit prohibited acts of bullying may range from restorative practices, remedial responses or positive behavioral interventions up to and including suspension or expulsion. The district will employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, which will apply throughout the district and foster student, parent/guardian, and community participation.

2. Consequences for employees who permit, condone, or tolerate bullying, or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.
3. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from district property and events or termination of services or contracts.

III. Definitions

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

- A. "Building Report Taker" is the building principal, the principal's designee, or the building supervisor who is responsible for receiving written reports of bullying or other prohibited conduct at the building level or creating a record of an oral report of such conduct.
- B. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 2. materially and substantially interferes with a student's ability to learn, or ability to participate in district functions or activities, or receive district benefits, services, or privileges, or with a teachers' ability to educate students in a safe environment.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

- C. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network, Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on district property, at district functions or activities, on district transportation, or on personal devices, district computers, networks, forums, and mailing lists, or off district property to the extent that it substantially and materially disrupts student learning or the school environment.
- D. "Immediately" means as soon as possible but in no event longer than 24 hours.
- E. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
 1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including conduct based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- F. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- G. "On district property, at district functions or activities, or on district transportation" means all district buildings, district grounds, and district property or property immediately adjacent to district grounds, district bus stops, district buses, district vehicles, district contracted vehicles, or any other vehicles approved for district purposes, the area of entrance or departure from district grounds, premises, or events, and all district-related functions, district-sponsored activities, events, or trips. District property also may mean a student's walking route to or from school for purposes of attending school or district-related functions, activities, or events. While prohibiting bullying at these locations and events, the district does not represent that it will provide supervision or assume liability at these locations and events.
- H. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct, or knowingly making a false report about prohibited conduct.
- I. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

IV. Reporting Procedure

- A. Any person who believes they have been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or other conduct prohibited by this policy will report the alleged acts immediately to the building report taker or another appropriate school district official designated by this policy. A student or other person may report bullying anonymously. However, the district may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B. The district encourages the reporting party or complainant to use the report form (see Appendix I) available on the district's website, from the principal of each building or building supervisor of each building, or in the district office, but oral reports will be considered complaints as well. Any adult district personnel who receives a report of bullying prohibited by this policy will immediately inform the building report taker.
- C. Any person may report bullying or other prohibited conduct directly to the executive director of human resources or the superintendent. If the complaint involves the building report taker, the complaint will be made or filed directly with the superintendent or the executive director of human resources by the reporting party or complainant, in which case the superintendent, the executive director of human resources, or their respective designee, will act as the building report taker.
- D. The building report taker will ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and will serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the district will be responsible for the investigation. The building report taker will provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.
- E. A teacher, school administrator, volunteer, contractor, or other district employee must be particularly alert to possible situations, circumstances, or events that might include bullying. A person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct will make reasonable efforts to address and resolve the bullying or prohibited conduct and will inform the building report taker immediately. A district employee who fails to report bullying or other prohibited conduct in a timely manner may be subject to discipline.
- F. Reports of bullying or other prohibited conduct are classified as private educational, personnel data, and/or confidential investigative data and will be disclosed only as permitted by law.

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

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

V. School District Action

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district will undertake or authorize an investigation by the building report taker, or a third party designated by the district. The investigation will be completed within 10 school days; however, a potential five-day extension may be issued by the principal/designee for extenuating circumstances.
- B. The building report taker or other appropriate district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others pending completion of an investigation of the bullying or other prohibited conduct consistent with applicable law.
- C. The purpose of the investigation is to make a determination as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident, such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationship between the parties involved, the context in which the alleged incident occurred, and the degree to which a negative impact was created. The alleged perpetrator of the bullying or other prohibited conduct will be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

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

- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the district will take appropriate action as described in Appendix II of this policy. Such action may include, but is not limited to, warning, restorative practices, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct will be tailored to the particular incident and the nature of the conduct and ~~will take into account the factors specified in Section II.I. of this policy.~~ [the student's developmental age and behavioral history](#). District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student conduct and discipline policy and other district policies; and applicable regulations.
- E. The district is not authorized to disclose to a victim private educational or

personnel data regarding an alleged perpetrator who is a student or employee of the district. District officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law. For purposes of notification presumed under this paragraph, a parent or legal guardian may designate in writing to the school district another individual to be notified of the prohibited conduct.

- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the district will, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. Retaliation or Reprisal

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

VII. Training and Education

- A. Consistent with its applicable policies and practices, the school district will discuss this policy with students and district personnel and provide appropriate training for all district personnel to prevent, identify, and respond to prohibited conduct. The district will establish a training cycle for district personnel to occur during a period not to exceed every three school years. Newly employed district personnel will receive the training within the first year of their employment with the district. The district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance.
- B. This policy will be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct. These

materials will also be used to publicize this policy.

- C. The district will require ongoing professional development, consistent with state law, to build the skills of all district personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and
 - 5. Internet safety and cyberbullying.
- D. The district will annually provide education and information to students regarding bullying, including information regarding this district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- E. The district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- F. The district is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

- 1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents/guardians and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' building report taker;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- G. The district may implement violence prevention and character development education programs to prevent or reduce policy violations. These programs may offer instruction on character education including character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- H. The district will inform affected students and their parents/guardians of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of student records policy in the student handbook.

VIII. Notice

- A. The school district will provide annual notice of this policy to students, parents or guardians, and employees.
- B. Section II.D. of this policy regarding malicious and sadistic conduct must be conspicuously posted throughout each school building.
- C. This policy will be conspicuously posted throughout each school building, in the administrative offices of the district, and in the office of each school in summary form.
- D. This policy will be distributed to each district employee and independent contractor, if the contractor regularly interacts with students, at the time of employment with or when initially hired by the district or the school.
- E. Notice of the rights and responsibilities of students and their parents/guardians under this policy will be included in the student conduct and discipline policy distributed to parents/guardians at the beginning of each school year.

- F. This policy will be available to all parents/guardians and other school community members in an electronic format in the language appearing on the district's or a school's website, consistent with district policies and procedures.
- G. The district will provide an electronic copy of its most recently amended policy to the Commissioner of Education.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 120A.05, subs. 9, 11,13 and 17 (Definitions: Elementary School; Middle School; Secondary School; Vocational Center School)
 Minn. Stat. § 120B.232 (Character Development Education)
 Minn. Stat. § 121A.03, subd. 2 (Sexual, Religious and Racial Harassment and Violence)
 Minn. Stat. § 121A.031 (School Student Bullying Policy)
 Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
 Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Student and Parents Under the Safe and Supportive Minnesota Schools Act)
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.69 (Hazing Policy)
 Minn. Stat. 122A.60 (Staff Development Program)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 20 U.S.C. §1232g *et seq.* (Family Educational rights and Privacy Act)
 34 C.F.R.§§ 91.1-99.67 (Family Educational Rights and Privacy)

Cross References:

Policy 403 (Discipline of School District Employees)
 Policy 413 (Harassment and Violence Prohibition, Students and Employees)
 Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
 Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
 Policy 423 (Employee–Student Relationships)
 Policy 501 (School Weapons Policy)
 Policy 506 (Student Conduct and Discipline)
 Policy 507 (Corporal Punishment and Prone Restraint)
 Policy 515 (Protection and Privacy of Student Records)
 Policy 521 (Student Disability Nondiscrimination)
 Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)
 Policy 524 (Electronic Technologies Acceptable Use)
 Policy 526 (Student Hazing Prohibition)
 Policy 528 (Student Parental, Family & Marital Status Nondiscrimination)
 Policy 529 (Staff Notification of Violent Behavior of Students)
 Policy 713 (Student Transportation)
 Policy 717 (Video/Electronic Surveillance)

Policy
 adopted: 01/22/08
 amended: 04/12/10
 amended" 03/12/12

INDEPENDENT SCHOOL DISTRICT NO. 273
 Edina, Minnesota

amended: 08/18/14
reviewed: 04/20/20
reviewed: 08/08/22
reviewed: 02/12/24
revised: 02/03/25
revised: ___/___/26 (quick review)



DEFINING EXCELLENCE

Appendix I to Policy 514 and 526

BULLYING AND HAZING REPORT FORM

Edina Public Schools maintains a firm policy prohibiting all forms of bullying and hazing. All persons are to be treated with respect and dignity. Bullying or hazing by any student, teacher, administrator, or other school district personnel will not be tolerated under any circumstances.

The district will ensure all student data is protected and private pursuant to federal law and state statute.

Person completing report:

Home address:

Work address: _____

Home phone: _____ Cell Phone: _____ Work phone: _____

Date of alleged incident(s): _____

Basis of Alleged Harassment/Violence - circle as appropriate: race \ color \ creed \ religion \ sex \ national origin \ gender \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation \ disability

Name of person(s) you believe bullied or hazed toward you or another person.

If the alleged bullying or hazing was toward another person(s), identify that person(s).

Where and when did the incident(s) occur? _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (e.g., threats, requests, demands); what, if any, physical contact was involved; or other relevant information. Attach additional pages if necessary.

List any witnesses to the incident(s). _____

My signature below shows that the information I have provided in this document is true, correct, and complete to the best of my knowledge and belief.

Signature: _____ Date _____

Received by: _____ Date _____

Please submit to the building principal or designee, or executive director of human resources, as indicated by the policy(ies).

Form (02/25)

Appendix II to Policy 514

DISCIPLINARY INFORMATION AND CONSEQUENCES

For the student harmed: protect, support, and intervene on behalf of the student who is the target of the prohibited conduct.

Support may include: referral to student support staff for one-to-one support or social skills training; daily check-in and check-out with a trusted adult in the school; and/or choice to participate in a restorative process, facilitated by a trained facilitator.

For the student who violated the prohibited conduct policy: schools may use multi-tiered levels of response that are individualized, consistent, reasonable, fair, age-appropriate, and should match the severity of the student's behavior and their developmental age. The consequences will be a natural and logical match to the prohibited behavior; consequences will be paired with meaningful instruction and guidance; and will be carefully planned with well-defined outcomes.

Consequences may include: a referral to appropriate staff for teaching and reinforcing appropriate school behavior; mini-courses or skill modules to guide restitution; a referral to participate in a restorative process facilitated by a trained facilitator if the student admits to having caused harm; a meeting between the administrator and the family of the student who did the harm; a coordinated behavior plan that may include behavior contracts with a plan to prevent the prohibited conduct from recurring; and/or individual counseling and one-to-one support to change behavior.

Consequences may also include warning, suspension, exclusion, expulsion, or transfer. Schools should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity. The school may review school-wide behavior data as well as the data related to the person who did the harm, and the person harmed. If the investigator determines that a violation of this policy may be the result of school climate needs, the district may conduct classroom, school, or district-wide training.

When an investigation determines that bullying occurred, the building report taker/designee will explain the consequences in a non-hostile manner and will impose any consequence immediately and consistently. The building report taker/designee will keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

- The actor is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the actor.
- School staff observe an increase in positive behavior and social-emotional competency in the actor and/or the target.
- School staff observe a more positive climate in the physical location where bullying incidents were high.

Remedial Response and Referrals

The building report taker/designee will design and implement remedial measures to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the target of the bullying, and take corrective action for documented systemic problems related to bullying. The building report taker/designee will refer students who bully to positive-behavior small-group interventions (for anger management, trauma, or social skills) within the school, if possible, to reinforce the behavioral expectation they violated and increase their social-emotional competency. The building report taker/designee will ask a school mental health professional to refer targets of bullying to individual or group therapy where they can openly express their feelings about their bullying experience, or social-skills training and/or groups where they can practice assertiveness and coping mechanisms.

Appendix

reviewed: 04/20/20
reviewed: 08/08/22
revised: 02/12/24
revised: 02/03/25

Appendix III to Policy 514

STUDENT INSTRUCTION

Administration is encouraged to take such actions as deemed appropriate to accomplish the following goals:

- Engage students in creating a safe and supportive school environment.
- Partner with parents/guardians and other community members to develop and implement prevention and intervention programs.
- Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment.
- Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct.
- Teach students to advocate for themselves and others.
- Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct.
- Foster student collaborations to create a more conducive environment for a supportive school climate.

Possible units of instruction could include:

1. Social emotional learning.
2. Appropriate behavior online and on social media, and cyberbullying awareness and response.
3. Valuing diversity in school and society.
4. Advocacy skills for themselves and others.
5. Skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying.

The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught. Schools will satisfy the documentation requirements established by the superintendent or designee to ensure compliance with this curricular requirement.

Appendix

established: 08/18/14
reviewed: 04/20/20
reviewed: 08/08/22
revised: 02/12/24
reviewed: 02/03/25

VII.E. Policy Review (202, 606, 717, 906, 907)

Speaker (s): Policy
Committee



Board Meeting Date: 3/9/2026

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 202 School Board Officers
- Policy 606 Selection and Review of Instructional Text, Materials, Content or Issues
- Policy 717 Video/Electronic Surveillance
- Policy 906 Community Notification of Predatory Offenders
- Policy 907 Reward for Solving a Crime

Recommendation: Approve the suggested modifications for Policies 202, 606, 717, 906, and 907.

Desired Outcome(s) from the Board: Approve suggested modifications.

Attachment(s):

1. Policy 202 School Board Officers
2. Policy 606 Selection and Review of Instructional Text, Materials, Content or Issues
3. Policy 717 Video/Electronic Surveillance
4. Policy 906 Community Notification of Predatory Offenders
5. Policy 907 Reward for Solving a Crime

School Board

School Board Officers

I. Purpose

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, ~~management~~ [governance](#), and control of the public schools of the school district. This policy delineates those responsibilities.

II. General Statement of Policy

- A. The school board meets annually and organizes itself by selecting a chair, a vice chair, a clerk, a treasurer, and any [other](#) officers as determined by the school board.
- B. The board employs a superintendent who is an ex officio, non-voting member of the board.

III. Organization

On an annual basis, [per state law](#), the school board meets on the first Monday in January, or as soon thereafter as practicable, and organizes itself by selecting a chair, a vice chair, a clerk, a treasurer, and any [other](#) officers as determined by the board. These officers hold office for one year and until their successors are elected and qualified.

- A. The persons who perform the duties of clerk and treasurer need not be members of the board.
- B. The board, by resolution, may combine the duties of the offices of clerk and treasurer in a single person in the department of business services.
- C. The board authorizes the board chair, the superintendent, and administrators, as designated by the superintendent, to have the ability to contact legal counsel.

IV. Officer's Responsibilities

A. Chair

1. [Role of the Chair](#)

The chair serves as the lead governance officer of the school board and works in close partnership with the superintendent and board members to guide the board's processes, uphold effective governance, and ensure smooth and transparent board operations. In fulfilling this role, the chair models the highest standards of policy alignment, communication, confidentiality, and board member collaboration.

2. Responsibilities of the Chair

- a. Preside at all board meetings when present and ensure meetings are conducted efficiently, transparently, and in accordance with law and policy.
- b. Countersign all orders upon the treasurer for claims allowed by the board and ~~in~~ in the case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the board to be paid, the chair may draw the orders or the office of the clerk may be declared vacant by the chair and treasurer and ~~be~~ filled by appointment.
- c. Represent the school district in all actions and fulfill all duties customarily associated with the role of chair.
- d. Serve as a designated point of contact with the district's legal counsel.
- e. Support and mentor board members to strengthen board capacity, encourage leadership development, and promote effective committee participation.
- f. Uphold open meeting law and ensure appropriate communication channels are followed, avoiding triangulated communication that undermines transparent governance.
- g. Work with board members to identify interest in leadership roles and support annual leadership planning and succession conversations.
- h. Collaborate with the superintendent to plan meeting agendas and coordinate the flow of information and materials.
- i. Serve as the chair of the board's governance committee and serve as a primary point of contact for board governance matters to help maintain productive, trust-based working relationships with and among board members and administration.
- j. Perform additional duties as necessary to support effective governance and ensure board operations advance the mission and strategic goals of the district.

~~1. The chair, when present, presides at all meetings of the school board, countersigns all orders upon the treasurer for claims allowed by the board,~~

~~represents the school district in all actions and performs all duties a chair usually performs.~~

~~2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote o~~

~~f the majority of the board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.~~

B. Vice Chair

1. Role of the Vice Chair

The vice chair supports the board chair, the full board, and the superintendent in carrying out effective governance and ensuring continuity of leadership. This role provides strategic assistance in meeting preparation, board operations, and communication, while also serving—when feasible—as a leadership development opportunity for a board member who may aspire to become board chair in the future. While the vice chair often gains experience that may prepare them for the chair role, this is not a requirement, and the position remains open to all eligible board members.

2. Responsibilities of the Vice Chair

- a. Perform the duties of the board chair in the event of the chair's temporary absence.
- b. Collaborate with the chair to support meeting preparation and meeting management.
- c. Work with the chair and superintendent to ensure board members have the information necessary for effective decision-making.
- d. Support consistent application of board policy, open meeting law, and governance norms.
- e. Assist in maintaining effective communication and coordination among the board chair, board members, and the superintendent.
- f. Engage in leadership development activities to build capacity for broader board leadership, as appropriate.
- g. Share board leadership workload, as delegated by the chair and full board, to promote continuity and strengthen board function.

C. Treasurer

1. Role of the Treasurer

The treasurer serves as the board's financial oversight officer, providing support to the superintendent and the district's business office in ensuring transparent, accurate, and responsible fiscal stewardship. The treasurer helps the board understand financial information and the implications of proposed actions, without directing or managing district finances. The treasurer's role includes asking clarifying questions, reviewing financial materials, and supporting informed and responsible board decision-making.

2. Responsibilities of the Treasurer

- a. Review monthly financial statements, expenditures, and board-approved bills as prepared and presented to the board and community by the superintendent and business office.
 - b. Monitor financial trends by receiving and reviewing information—not generating it—to help the board maintain awareness of fiscal conditions.
 - c. Request clarification when needed to ensure the board has a complete understanding of district financial matters.
 - d. Serve as chair of the Finance Committee, supporting the superintendent and director of finance and operations as they lead and prepare the committee's work.
 - e. Conduct a periodic review of contracts, check registers, and expenditures provided by administration to support transparency and board understanding.
 - f. Confirm that appropriate information has been supplied—not direct or authorize financial actions
 - g. ~~1. The treasurer~~ Co-sign on deposits the funds deposited by the school district as needed.
- ~~2. The treasurer makes all reports that may be called for by the board and performs all duties a treasurer usually performs.~~

In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the ~~treasurer~~ director of finance and operations, in conjunction with the superintendent, will receive, endorse, and process the orders in accordance with ~~Minn. Stat. § 123B.12~~ state law.

GD. Clerk

1. Role of the Clerk

The clerk provides oversight by attesting to official documents and ensuring board actions are reflected accurately—not by managing elections, data

requests, or public processes, but by supporting the systems already administered by the district.

2. Responsibilities of the Clerk

- a. Ensure minutes and records of board meetings are kept accurately, based on documentation prepared by administration.
- b. Review and attest to board documents, ensuring alignment with adopted policies, statutes, and board actions.
- c. Support the superintendent's office in maintaining organized, compliant board records.

3. Clerk Duties that are Delegated to Administration

The following clerk duties, as defined by state law, are performed by the administration team:

- a. ~~1.~~ The clerk keeps a record of all meetings in the books provided.
- b. ~~2.~~ Within three days after an election, the clerk notifies all persons elected of their election.
- c. ~~3.~~ On or before September 15 of each year, the clerk:
 - (1) ~~a.~~ files with the ~~school~~-board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year; and
 - (2) ~~b.~~ makes and transmits to the Commissioner of the Minnesota Department of Education certified reports, showing:
 - (~~4~~**a**) revenues and expenditures in detail, and other financial information required by state or federal law, or as may be called for by the Commissioner;
 - (~~2~~**b**) length of school term and enrollment and attendance by grades; and
 - (~~3~~**c**) other items of information as called for by the Commissioner.
- d. ~~4.~~ The clerk enters into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keeps an itemized account of all expenses of the ~~school~~ district.
- e. ~~5.~~ The clerk furnishes to the county auditor, on or before September 30, an attested copy of the clerk's record, showing the amount of proposed property tax voted by the ~~school~~ district or the ~~school~~-board for ~~school~~

district purposes.

- f. ~~6.~~The clerk draws and signs all orders upon the treasurer for the payment of money for bills allowed by the ~~school~~ board for salaries of officers and for employees' wages and all claims, to be countersigned by the chair.
- g. ~~7.~~ The clerk performs such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.

~~D~~ ~~E.~~ Superintendent

~~—The superintendent will be an ex officio, non-voting member of the board.~~

~~E.~~ Vice Chair

~~The vice chair performs the duties of the chair in the event of the chair's temporary absence.~~

F ~~D.~~ Assistant Treasurer

The assistant treasurer assists the treasurer in their duties.

G ~~E.~~ Assistant Clerk

Two assistant clerks assist the clerk in their duties.

Legal References:

Minn. Stat. Ch. 205A (School District Elections)
Minn. Stat. § 123B.12 (Insufficient Funds to Pay Orders)
Minn. Stat. § 123B.14 (Officers of Independent School Districts)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 126C.17 (Referendum Revenue)

Cross References:

Policy 101 (Legal Status of the School District)
Policy 201 (Legal Status of the School Board)
Policy 203 (Operation of the School Board)

Policy

adopted: 05/21/07
amended: 10/22/12
revised: 09/24/18
revised: 12/12/22
revised: __/__/26

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Education Programs

Review and Selection of and Review Reconsideration Request Process for of Instructional Text, Materials, Content, or Issues

I. Purpose

This policy provides direction for the **review and** selection of instructional text, materials, and content. The policy also provides a procedure for addressing a request for a **review reconsideration** of instructional materials, content, or critical issues discussed in classrooms.

II. General Statement of Policy

The school district recognizes that selection of textbooks and instructional materials is a vital support for the district's academic standards and curriculum. The school board has the authority to make final ~~decisions~~ **approval** on selection of instructional text, materials, and content.

The academic standards and course outlines developed by the staff will serve as the basis for instructional text, materials, and content selection. Professional staff will access libraries, online resources, instructional materials' centers, student support services, community resources, and other appropriate resources that are grounded in research and best practices in an effort to provide effective instruction for all students.

III. Definitions

- A. "Review and Selection Process" means a formal process conducted on a regular schedule where school district curriculum and materials are reviewed, evaluated, selected and proposed based upon district criteria.
- B. "Reconsideration" refers to the designated process for an interested person to request a change in the instructional texts or materials used by the district and how the district will evaluate such a request.

III.IV. Responsibility of Selection

- A. ~~While state law grants~~ **While state law grants** ~~the school board retains the final approval authority to make final decisions~~ on the selection of instructional text, materials, and content in the curriculum review adoption cycle, ~~the board recognizes the~~ **the board recognizes the** professional staff's expertise and **that staff** involvement is vital to the recommendation of instructional text, materials, and content. The director of teaching and learning will work directly with the staff in developing such

recommendations.

B. Based on the review of instructional text, materials, and content during the selection process, the recommendations will be grounded in research and best practices, and will include:

1. support the academic standards of the education programs;
2. consider the needs, age, and maturity of students;
3. foster respect and appreciation for cultural diversity and varied opinion;
4. meet within the constraints of the school district budget;
5. be in the English language; ~~except that~~ —Another language may be used, pursuant to Minn. Stat. § 124D.61 when required by state law or for reading materials assigned for a world language course or immersion programming; and
6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
7. not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

C. The director of teaching and learning will be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines will provide opportunity for input and consideration of the views of students, parents, and members of the school district community. This procedure will be coordinated with the district's curriculum development effort and may utilize the ~~World's Best Workforce~~ Comprehensive Achievement and Civic Readiness committee.

~~IV.V.~~ **Process for Selection and Review** of Instructional Text, Materials, and Content

- A. The director of teaching and learning will be responsible for keeping the school board informed of progress on the part of staff and others involved in the review and selection process.
- B. The director of teaching and learning will present recommendations to the school board after completion of the review process as outlined in this policy.
- C. Upon school board approval, the director of teaching and learning will be responsible for implementing the recommendations into the learning setting.

~~V.VI.~~ **Request for Review of Process for Reconsideration of** Instructional Text and/or

Materials

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. An orderly process for reconsideration of instructional resources and supplemental materials ensures an appropriate balance for those most concerned:
 1. The teachers who have the right to express their professional recommendations and opinions on the review and use of instructional resources and materials.
 2. The students who have the right to express their preferences and opinions on the review and use of instructional resources and materials.
 3. The parents and community who have the right to express their preferences and opinions on the review and use of instructional resources and materials.
- ~~A. The school district will provide a process (see Appendix 1-I) for district families and/or community members to request a review and seek reconsideration of select instructional text and/or materials.~~
- B. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program will be available for inspection by the parents or guardians of the students.
- BC. The procedures and order of the reconsideration of instructional resources and supplemental materials are as follows:
 1. Teacher Level Review

Specific instructional material or content objections will be directed to the teacher.

 - a. The teacher will treat each request with confidentiality, and work with the student and family to come to a resolution.
 - b. The teacher and/or parent/guardian may ~~submit~~ create an alternative student instruction plan. The school district will not pay for any alternative instruction costs.
 - c. The proposed solution will consider inclusion of the student(s) in the classroom while minimizing classroom disruption, and seek to ensure a student is not removed from the classroom setting for an unreasonable amount of time without parental or guardian agreement.
 - d. If a resolution cannot be reached, the parties will move to the building level review.

2. Building Level Review

If a resolution cannot be reached between the teacher, student, and parent/guardian, the parent/guardian should ~~submit a completed Appendix II form (Proposed Alternative Student Learning Plan)~~ **contact** the principal or designee. Upon receipt:

- a. The parties will review the process to date.
- b. The principal or designee will determine whether the alternative student **learning instruction** plan is essentially equivalent to that provided as part of the adopted curriculum, ~~The building team should~~ **and will** ensure the proposed solution is viable and provides the best alternative possible for students. The principal or designee may evaluate and assess the quality of the student's alternative student **instruction learning** plan for grading purposes.
- c. The proposed solution will consider inclusion of the student(s) in the classroom while minimizing classroom disruption, and seek to ensure a student is not removed from the classroom setting for an unreasonable amount of time without parental or guardian agreement.
- d. If a resolution cannot be reached among these parties, the ~~alternative learning plan~~ parties ~~may will move to will go for~~ **move to the** district level review.

3. District Level Review

If a parent/guardian does not agree with the solution provided by the building level process, **they may take their** the request ~~will be forwarded to the superintendent or designee~~ **director of teaching and learning by submitting using a Request for Reconsideration of Instructional Material form found in Appendix I.** ~~The decision of the superintendent or designee is final.~~

REQUEST FOR REVIEW OF MATERIALS

- A. ~~The individual(s) will submit a completed Appendix II form (Request for Review of Materials) to the principal or designee.~~
 - a. **Upon receipt of a Request for Reconsideration of Instructional Material form, the director of teaching and learning will assemble an ad hoc reconsideration team** ~~The request will be reviewed by a building team, comprised~~ **composed** of teachers, administrators, directors, or other staff, as applicable. ~~B. The team will~~ **to** review the request, including the proposed solution.
 4. ~~b.~~ **The reconsideration team will use all available information to resolve the submitted request for review** reconsideration of materials. ~~The team should~~ **will** use the table below as a starting point to determine the degree to which the material meets or does not meet the district's criteria. ~~The~~

questions below ~~should~~ **will** be used not as a pass/fail tool, but as information to guide the decision making process.

Does the material support the academic standards?
Does the material consider the needs, age, and maturity of students?
Does the material foster respect and appreciation for cultural diversity and multiple perspectives?

~~2. c. The team will use all available information to resolve the submitted request for review of materials.~~ **The director of teaching will make a decision informed by the findings of the reconsideration team. The director's decision is final.** The resolution will be communicated to those submitting the request and all relevant parties.

VII. Controversial Issues Discussed in Classroom

A. Controversial issues may be discussed in the classroom to advance student learning, ~~and will be guided by Appendix IV-H of this policy.~~ **, provided that:**

1. The issue is related to the course of study or to relevant current events and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view.
2. The issue has a meaningful relationship to matters of concern to the students.
3. Available information about the issue is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.
4. All sides of the issue are given a proper hearing, using established facts as primary evidence.
5. The issue has points of view which can be understood and defined by the students.
6. The teacher does not use their position to forward ~~his/her~~ **their** own religious, political, economic, or social bias. The teacher may express a personal opinion if ~~he/she identifies~~ **they identify** it as such and ~~does not~~ express the opinion for the purpose of persuading students to ~~his/her~~ **their** point of view.
7. Discussion or study of the issue is instigated by the students, relevant current events, ~~and~~ **or** the established curriculum, but not by a source outside of the schools.
8. The discussion does not reflect adversely upon persons because of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender

identity or expression, or disability—(see Policy 413)—, or otherwise violate district policy.

9. The oral or written presentation does not violate state or federal law.

B. The superintendent or designee will have the authority to judge whether the above conditions are being met.

Legal References:

Minn. Stat. § 120A.22, ~~§~~subd. 9 (Compulsory Instruction – Curriculum [Knowledge and Skills](#))

Minn. Stat. § 120B.20 (Parental Curriculum Review)

Minn. Stat. § 120B.235 (American Heritage Education)

Minn. Stat. § 123B.02, ~~Subd. 2~~ (General Powers of Independent School Districts)

Minn. Stat. § 123B.09, ~~§~~subd. 8 ([School Boards of Independent School Districts - Duties Responsibilities](#))

Minn. Stat. § ~~124D.59-124D.61~~ (Limited English Proficiency) [124D.58-124D.64 \(Education for English Learners Act\)](#)

Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)

[20 U.S.C. 1232h\(a\) \(Protection of Pupil Rights\)](#)

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)

Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References:

~~Policy 505 (Distribution of Nonschool Sponsored Materials on School Premises by Students and Employees)~~

Policy 603 (Curriculum and Program Review and Development)

Policy 604 (Grade Level Configuration and Enrollment at ~~School~~ District Sites)

[Policy 904 \(Distribution or Display of Materials on School District Property\)](#)

Policy

adopted: 07/20/09

Revised: 10/14/19

Revised: 04/11/22

revised: __/__/26

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

[The Appendix I language was merged into Section VI of Policy 606]

Appendix I to Policy 606

MATERIAL REVIEW PROCESS

An orderly process of instructional resource and supplemental materials review ensures an appropriate balance for those most concerned:

- The teachers who have the right to express their professional recommendations and opinions on the review and use of instructional resources and materials.
- The students who have the right to express their preferences and opinions on the review and use of instructional resources and materials.
- The parents and community who have the right to express their preferences and opinions on the review and use of instructional resources and materials.

CREATION OF AN ALTERNATIVE STUDENT LEARNING PLAN

Teacher Level Review

Specific instructional material or content objections will be directed to the teacher.

The teacher will treat each request with confidentiality, and work with the student and family to come to a resolution.

The teacher and/or parent/guardian may submit an alternative instruction plan. The school district will not pay for any alternative instruction costs.

The proposed solution will consider inclusion of the student(s) in the classroom while minimizing classroom disruption, and seek to ensure a student is not removed from the classroom setting for an unreasonable amount of time without parental or guardian agreement.

If a resolution cannot be reached, the parties will move to the building level review.

Building Level Review

If a resolution cannot be reached between the teacher, student, and parent/guardian, the parent/guardian should submit a completed Appendix II form (Proposed Alternative Student Learning Plan) to the principal or designee. Upon receipt:

The parties will review the process to date.

The principal or designee will determine whether the alternative student learning plan is essentially equivalent to that provided as part of the adopted curriculum. The building team should ensure the proposed solution is viable and provides the best alternative possible for students. The principal or designee may evaluate and assess the quality of the student's alternative student learning plan for grading purposes.

The proposed solution will consider inclusion of the student(s) in the classroom while minimizing classroom disruption, and seek to ensure a student is not removed from the classroom setting for an unreasonable amount of time without parental or guardian agreement.

~~If a resolution cannot be reached among these parties, the alternative learning plan parties will move to will go for district review.~~

District Level Review

~~If a parent/guardian does not agree with the solution provided by the building level process, the request will be forwarded to the superintendent or designee. The decision of the superintendent or designee is final.~~

REQUEST FOR REVIEW OF MATERIALS

~~B. The individual(s) will submit a completed Appendix II form (Request for Review of Materials) to the principal or designee. The request will be reviewed by a building team, comprised of teachers, administrators, directors, or other staff, as applicable.~~

~~C. The team will review the request, including the proposed solution.~~

~~3. The team should use the table below as a starting point to determine the degree to which the material meets or does not meet the district's criteria. The questions below should be used not as a pass/fail tool, but as information to guide the decision-making process.~~

Does the material support the academic standards?
Does the material consider the needs, age, and maturity of students?
Does the material foster respect and appreciation for cultural diversity and multiple perspectives?

~~4. The team will use all available information to resolve the submitted request for review of materials. The resolution will be communicated to those submitting the request and all relevant parties.~~

~~D. If the parties do not agree with the solution provided by the building team, the request for review of materials will be forwarded to the superintendent or designee. The decision of the superintendent or designee is final.~~

Revised: _____ 10/14/19

~~Appendix II to Policy 606~~
Appendix I to Policy 606

Choose one:

~~Propose Alternative Student Learning Plan~~

~~Request for Review of Materials~~

Request for Reconsideration of Instructional Material

*Please complete the following form or attach a document with the requested information.
Please turn in the completed document to the ~~classroom instructor~~ director of teaching and learning in the
district office.*

Course _____

Author _____

Title _____

Publisher (if known) _____

Request initiated by _____ Telephone _____

Email _____

Address _____ City _____

Complainant represents: Self _____ Organization _____ Group _____

1. What is your concern or objection to the material? (Please be specific; cite pages) _____

2. What do you see as the potential solution to this concern? _____

3. Comments: _____

Date

Signature of Complainant

Revised: 10/14/19 (/26)

[Appendix III deleted fully.]

Appendix III to Policy 606

Person(s) Responsible For Materials Review

Type of Objectionable Material	Person(s) responsible to conduct initial review	If objection remains unresolved, persons responsible for resolution
1. Primary instructional resources available to every student	Teacher(s)	Teacher(s) Principal Curriculum leaders Director of Teaching & Learning
2. Online and electronic learning resources	Teacher(s)	Teacher(s) Principal Curriculum leaders Director of Teaching & Learning Director of Media & Technology —Services
3. Supplementary —materials	Teacher(s)	Teacher(s) Principal Curriculum leaders Director of Teaching & Learning
4. Library books, magazines, films, and other material in —media center(s)	Media specialist(s) Teacher(s)	Teacher(s) Director of Media & Technology —Services
5. Library books, magazines, —films and other material not in media center(s)	Teacher(s)	Teacher(s) Principal Director of Teaching & Learning

The director of teaching & learning and director of media & technology services are responsible for supporting the implementation of materials.

CONTROVERSIAL ISSUES

Controversial issues may be discussed in the classroom, provided that:

1. The issue is related to the course of study or to relevant current events and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view.
2. The issue has a meaningful relationship to matters of concern to the students.
3. Available information about the issue is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.
4. All sides of the issue are given a proper hearing, using established facts as primary evidence.
5. The issue has points of view which can be understood and defined by the students.
6. The teacher does not use their position to forward his/her ~~their~~ own religious, political, economic, or social bias. The teacher may express a personal opinion if he/she identifies ~~they identify~~ it as such and does not express the opinion for the purpose of persuading students to his/her ~~their~~ point of view.
7. Discussion or study of the issue is instigated by the students, relevant current events, and ~~or~~ the established curriculum, but not by a source outside of the schools.
8. The discussion does not reflect adversely upon persons because of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability. (see Policy 413). ~~, or otherwise violate district policy.~~
9. The oral or written presentation does not violate state or federal law.

The superintendent or designee will have the authority to judge whether the above conditions are being met.

Non-Instructional Operations and Business Services

Video/Electronic Surveillance

I. Purpose

This policy defines the placement and use of **school district** video/electronic surveillance **systems** by the ~~school~~ district.

II. General Statement of Policy

Maintaining the health, welfare, and safety of students, employees, and visitors while **in or on school district property, including while transported by the district,** and protecting district property are important functions of the district. The district recognizes the value of video/electronic surveillance systems in monitoring activity on district property in providing these functions.

III. Placement of Video/Electronic Surveillance **Systems**

- A. School district property may be equipped with video cameras and/or electronic surveillance devices. District property includes any buildings or vehicles **owned, leased, contracted, and/or operated by the** ~~for district use.~~
- B. Video/electronic surveillance may occur in ~~any district building~~ or on any district property.
- C. Video/**electronic** surveillance will normally not be used in bathrooms or locker rooms, although these areas may be ~~placed under surveillance~~ **monitored** by individuals of the same gender as the occupants of the bathrooms or locker rooms. ~~Video surveillance in bathrooms or locker rooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.~~
- D. **Each and every school bus owned, leased, contracted, and/or operated by the district will be equipped with a fully enclosed box for placement and operation of a video camera and conspicuously placed signs notifying riders that their conversations or actions may be recorded.**
 - 1. **A video camera will not necessarily be installed in each and every school bus owned, leased, contracted, and/or operated by the district, but cameras may be rotated from bus to bus without prior notice.**

2. Video cameras will be placed on a particular school bus, to the extent possible, where the district has received complaints of inappropriate behavior.

IV. Review and Use of Video/Electronic Surveillance

- A.4. Video/electronic surveillance will be reviewed by school district personnel on a random basis and/or when problems have been brought to the attention of the district.
- B.2. A video/electronic surveillance recording of the actions of students and/or employees may be used by the district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct in district buildings or on district grounds [property](#).
- C.3. Video/electronic surveillance [recordings](#) will be released only in conformance with the Minnesota Government Data Practices Act, and the rules and/or regulations promulgated thereunder.

V. Security

- A. Appropriate security safeguards will be established to ensure the video/electronic surveillance recordings are maintained and stored in conformance with the Minnesota Government Data Practices Act, the Family Educational Rights and Privacy Act, and the rules and/or regulations promulgated thereunder.
- B. ~~The school district will ensure that video recordings are retained in accordance with the district's records retention schedule.~~ [A video recording will be retained by the district until relooped or until the conclusion of disciplinary proceedings in which the video recording is used for evidence.](#)

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.585 (Notice of Recording Device on a School Bus)
Minn. Stat. § 138.17 (Government Records; Administration)
Minn. Stat. § 609.746 (Interference with Privacy)
[Minn. Rules Parts 1205.0100-1205.2000 \(Data Practices\)](#)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. Secs. 99.1-99.67 (Family Educational Rights and Privacy)

Cross References:

[Policy 403 \(Discipline of School District Employees\)](#)
[Policy 406 \(Public and Private Personnel Data\)](#)

Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)

Policy 506 (Student Conduct and Discipline)

Policy 515 (Protection and Privacy of Student Records)

Policy 713 (Student Transportation)

Policy 719 (Records Retention)

Policy

adopted: 11/08/10

revised: 09/22/14

revised: 08/17/15

revised: 07/08/24

revised: __/__/26

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

Community Relations

Community **Employee** Notification of Predatory Offenders

I. Purpose

This policy assists school district administrators and employees in responding to a notification by a law enforcement agency that a convicted predatory offender is moving within the district boundaries so that it may better protect individuals in the district's care while they are on district premises.

II. General Statement of Policy

The school district provides information, in accordance with state law, to employees regarding known predatory offenders that are moving within the district boundaries so that the employees may monitor district premises for the safety of the school, its students, and employees. In accordance with state law, employees will be notified as appropriate and have access to offender information sheets.

Legal References:

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

Minn. Stat. § 244.052 (Community Notification)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

42 U.S.C. § 16901 et seq. (Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program)

Cross References:

Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Policy 515 (Protection and Privacy of Student Records)

Policy 903 (Visitors to District Buildings and Property)

Policy

adopted: 08/23/10

Revised: 06/16/14

Reviewed: 01/30/17

Revised: 03/08/21

rev ____: __/__/26

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

Community Relations

Reward for Solving a Crime

I. Purpose

This policy authorizes the school board to offer a reward to persons who provide accurate and reliable information leading to the conviction of a person who has committed or conspired to commit a crime against students, employees, volunteers, district property, or school board members, as a result of their affiliation with the school district.

II. General Statement of Policy

The school district recognizes that, in certain circumstances, the offering of a reward may lead to the receipt of information that would solve or prevent a crime against students, district employees, volunteers, school board members, or district property. The district also recognizes that offering a reward may have a deterrent effect on the commission of such crimes.

III. Approval of Offering of Rewards

The school board must approve the offering of any reward by the school district. The approval must specify the amount of the reward and the crime to which it is applicable. The approval may relate to a specific incident or to a continuing category of crime (e.g., assault of an employee or damage to district property).

IV. Establishment of Procedures

The superintendent will develop directives and procedures to address the timing and method of payment of any reward earned by an information provider. The information provided must have led to the conviction of the person who committed or conspired to commit the crime for which the reward was offered.

Legal Reference:

Minn. Stat. § 123B.02, Ssubd. 22 (Reward)

Policy
adopted: 08/23/10
Revised: 06/16/14

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Reviewed: 01/30/17
Reviewed: 03/08/21
rev _____: __/__/26

VIII. Leadership and Committee Updates

IX. Superintendent Updates

X. Adjournment

XI. Information

XI.A. Enrollment Report - February 2026



Board Meeting Date: 3/9/2026

Title: Enrollment Report – February 2026

Type: Information

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

Description: The attached report describes district-wide enrollment through February 28, 2026 and includes comparative data from the prior year.

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. Enrollment Report – February 2026

Edina Public Schools Enrollment Summary



DEFINING EXCELLENCE

Enrollment as of the end of February, 2026

Elementary Schools		KG	1	2	3	4	5	TOTAL
Concord Elementary School		105	119	122	130	134	137	747
Cornelia Elementary School		77	88	98	97	111	107	578
Countryside Elementary School		106	120	122	137	102	103	690
Creek Valley Elementary School		85	91	99	100	107	110	592
Highlands Elementary School		83	96	89	97	111	92	568
Normandale Elementary School		106	99	101	104	121	116	647
Totals		562	613	631	665	686	665	3822

Secondary Schools	6	7	8	9	10	11	12	TOTAL
South View Middle School	347	339	340	0	0	0	0	1026
Valley View Middle School	349	334	339	0	0	0	0	1022
Edina High School	0	0	0	701	664	678	670	2713
Edina Virtual Pathway Secondary	0	0	0	21	37	37	47	142
Options at Edina High School	0	0	0	0	0	0	0	0
Totals	696	673	679	722	701	715	717	4903

Enrollment Comparisons

	March 2025	February 2026	March 2026
K-5	3806	3818	3822
6-8	2024	2044	2048
9-12	2796	2857	2855
Totals K-12	8626	8719	8725
PS	207	169	176
ECSE	214	190	194

February Mobility

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Withdrawn Students	2	0	0	0	2	1	1	2	1	1	0	0	2	12
Enrolled Students	1	1	1	2	2	0	2	2	1	1	0	0	0	13
	-1	1	1	2	0	-2	1	0	0	0	0	0	-2	

Leaver Breakdown

Reason for Withdrawal	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
04: Moved Outside of the District	1	0	0	0	0	0	1	0	0	0	0	0	0	2
05: Moved Outside of the State	1	0	0	0	2	1	0	1	0	0	0	0	0	5
08: Student Graduated	0	0	0	0	0	0	0	0	0	0	0	0	1	1
20: Transferred to Another MN District, did not move	0	0	0	0	0	0	0	1	1	1	0	0	1	4
Total	2	0	0	0	2	1	1	2	1	1	0	0	2	

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 Educations 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.

XI.B. Expenditure Summary - February 2026



Board Meeting Date: 3/9/2026

Title: Expenditure Summary – February 2026

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 February 28, 2026.

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 – February 2026

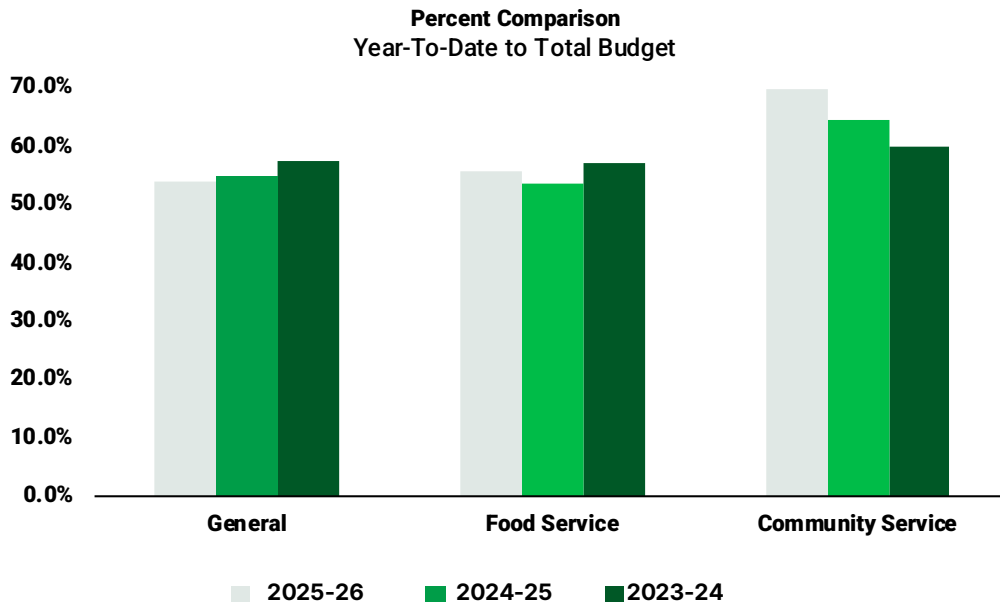
Expenditure Summary



DEFINING EXCELLENCE

FOR THE MONTH ENDED FEBRUARY 28, 2026

Fund	Fiscal Year-to-Date 2025-26		Fiscal Year-to-Date % of Budget		
	Budget	Actuals	2025-26	2024-25	2023-24
General Fund					
Salaries	\$ 96,730,588	\$ 53,746,341	55.6%	55.8%	57.0%
Benefits	33,064,313	17,127,737	51.8%	51.6%	52.0%
Purchased Services	12,398,668	6,403,410	51.6%	62.5%	76.3%
Supplies & Materials	5,188,111	2,706,960	52.2%	47.7%	68.4%
Other Expenditures	724,630	140,951	19.5%	20.2%	22.0%
Other Financing Uses	-	-	-	-	-
Total General Fund Expenditures	148,106,310	80,125,399	54.1%	55.0%	57.4%
Food Service	5,058,082	2,817,286	55.7%	53.5%	57.1%
Community Service	13,292,516	9,280,117	69.8%	64.7%	59.9%
Debt Service	17,636,304	17,627,392	99.9%	100.0%	100.2%
Capital	27,679,036	12,444,921	45.0%	43.6%	56.8%
Internal Service	910,000	486,323	53.4%	68.3%	70.3%
Total Expenditures All Funds	\$ 212,682,248	\$ 122,781,438	57.7%	71.3%	60.6%



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.



Board Meeting Date: 3/9/2026

Title: Investment Summary – February 2026

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 February 28, 2026.

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. Investment Summary – February 2026

Investment Summary



DEFINING EXCELLENCE

FOR THE MONTH ENDED FEBRUARY 28, 2026

General Operating Funds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
MSDLAF+ Liquid	Money Market	N/A	NOW	\$ 613,155.90	3.57%
MSDLAF+ Max	Money Market	N/A	NOW	2,100,370.29	3.66%
MSDLAF CD Program	Firstbank Southwest, TX	1/23/26	4/23/26	247,000.00	3.86%
MSDLAF CD Program	Bank of China, NY	1/23/26	7/22/26	245,000.00	4.00%
MSDLAF CD Program	GBank, NV	1/23/26	7/22/26	245,000.00	4.00%
PTMA/MN Trust	Money Market	02/28/2026	NOW	20,794,770.93	3.63%
Term Series Flex	MNTrust Term Series-Flex (VNB), IL	02/28/2026	NOW	4,617,177.11	3.63%
SDA Account	NexBank, TX	02/28/2026	NOW	2,238,149.14	3.63%
US Treasury Bonds & Notes	US TREASURY N/B, 91282CGR6	03/19/2024	03/15/2026	1,247,368.69	4.57%
Certificate of Deposit	Consumers Credit Union, IL	03/19/2025	03/18/2026	239,900.00	4.18%
Certificate of Deposit	T Bank, National Association, TX	03/19/2025	03/18/2026	240,000.00	4.11%
US Treasury Bonds & Notes	MNTrust TERM SERIES II	05/29/2025	06/24/2026	3,000,000.00	4.23%
Certificate of Deposit	ServisFirst Bank, FL	08/22/2024	07/27/2026	230,700.00	4.32%
Certificate of Deposit	First Capital Bank, SC	08/22/2024	07/27/2026	232,000.00	3.99%
Certificate of Deposit	Customers Bank, NY	08/22/2024	07/27/2026	231,800.00	3.99%
Certificate of Deposit	First Internet Bank of Indiana, IN	08/22/2024	07/27/2026	229,800.00	4.47%
Certificate of Deposit	Financial Federal Bank, TN	08/22/2024	07/27/2026	231,000.00	4.25%
Certificate of Deposit	American Plus Bank, N.A., CA	08/22/2024	07/27/2026	232,400.00	3.90%
Certificate of Deposit	GBank, NV	03/19/2025	09/14/2026	235,800.00	4.01%
Certificate of Deposit	Prime Alliance Bank, UT	03/19/2025	09/14/2026	235,900.00	3.97%
Certificate of Deposit	State Bank of Texas, TX	10/01/2025	10/01/2026	240,900.00	3.74%
US Treasury Bonds & Notes	MNTrust TERM SERIES II	10/02/2025	10/23/2026	1,500,000.00	3.73%
Certificate of Deposit	First National Bank, AR	11/01/2023	11/02/2026	217,600.00	4.94%
Certificate of Deposit	NUMERICA CREDIT UNION, 67054NBN2	11/10/2023	11/10/2026	251,086.58	5.41%
US Treasury Bonds & Notes	STRIPS, 912833PB0	11/13/2024	11/15/2026	2,649,839.11	4.22%
Certificate of Deposit	OPTUM BANK INC, 68405VBK4	11/15/2023	11/16/2026	245,329.23	4.96%
US Treasury Bonds & Notes	US TREASURY N/B, 91282CJT9	01/29/2025	01/15/2027	3,010,890.56	4.07%
Canadian Depository Receipts	Alliance Bank, MN	01/22/2026	01/21/2027	237,718.16	3.61%
Canadian Depository Receipts	Arlo Bank, MO	01/22/2026	01/21/2027	237,718.16	3.61%
Canadian Depository Receipts	Bank Five Nine, WI	01/22/2026	01/21/2027	237,718.16	3.61%
Canadian Depository Receipts	Mid-America Bank, KS	01/22/2026	01/21/2027	237,718.16	3.61%
Canadian Depository Receipts	Pinnacle Bank, NE	01/22/2026	01/21/2027	237,718.16	3.61%
Canadian Depository Receipts	Pointbank, TX	01/22/2026	01/21/2027	237,718.16	3.61%
Canadian Depository Receipts	The Bennington State Bank, KS	01/22/2026	01/21/2027	237,718.16	3.61%
Canadian Depository Receipts	People's Bank and Trust Company, TN	01/22/2026	01/21/2027	186,589.27	3.61%
Canadian Depository Receipts	The Bank, LA	01/22/2026	01/21/2027	149,383.61	3.61%
Certificate of Deposit	Bank Haposalim B.M., NY	01/28/2025	01/25/2027	231,100.00	4.09%
Certificate of Deposit	Freedom Northwest Credit Union, ID	01/28/2025	01/25/2027	230,900.00	4.10%
US Treasury Bonds & Notes	MNTrust TERM SERIES	03/21/2025	01/25/2027	1,500,000.00	3.93%
Certificate of Deposit	First Bank of Ohio, OH	04/30/2025	01/25/2027	234,400.00	3.74%
Certificate of Deposit	Truxton Trust Company, TN	04/30/2025	01/25/2027	234,500.00	3.71%
Certificate of Deposit	American Commercial Bank & Trust, National Association, IL	04/30/2025	01/25/2027	234,700.00	3.70%
US Treasury Bonds & Notes	MNTrust TERM SERIES	05/06/2025	01/25/2027	2,000,000.00	3.68%
Certificate of Deposit	COMMUNITY WEST BANK, 20415WBT2	05/07/2025	02/08/2027	249,409.13	3.75%
Certificate of Deposit	Luana Savings Bank, IA	05/29/2025	06/01/2027	231,700.00	3.90%
Certificate of Deposit	UBS BANK USA, 90355GWT9	06/04/2025	06/04/2027	250,048.94	3.95%
Certificate of Deposit	TOYOTA FINANCIAL SGS BK, 89235MSM4	06/05/2025	06/07/2027	245,109.69	4.01%
Certificate of Deposit	Cornerstone Bank, NE	10/01/2025	07/26/2027	234,400.00	3.65%
Certificate of Deposit	KS StateBank, KS	10/29/2025	10/29/2027	233,000.00	3.61%
Certificate of Deposit	GBC International Bank, CA	10/29/2025	11/01/2027	233,600.00	3.47%
Certificate of Deposit	GOLDMAN SACHS BANK USA, 38151PBZ3	11/04/2025	11/04/2027	244,298.47	3.51%
Certificate of Deposit	MORGAN STANLEY BANK NA, 61778EHT1	11/05/2025	11/05/2027	244,296.21	3.51%
Certificate of Deposit	MORGAN STANLEY PVT BANK, 61776NC92	11/05/2025	11/05/2027	244,296.21	3.51%
US Treasury Bonds & Notes	STRIPS, 912833QB9	11/13/2024	11/15/2027	2,673,081.43	4.23%
Certificate of Deposit	Merrick Bank, UT	10/29/2025	01/07/2028	232,500.00	3.41%
Certificate of Deposit	Bank of China, NY	10/29/2025	01/07/2028	231,100.00	3.71%
Certificate of Deposit	DMB Community Bank, WI	10/29/2025	01/07/2028	232,600.00	3.40%
Total General Operating Funds:				\$ 58,247,978	

2021B General Obligation School Building Bonds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
PTMA/MN Trust	Money Market	N/A	NOW	\$ 2,773.09	3.63%
PTMA/MN Trust	Money Market	N/A	NOW	971,480.94	1.73%
Total 2021B General Obligation School Building Bonds:				\$ 974,254	

2024A General Obligation Capital Notes & Facilities Maintenance Bonds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
PTMA/MN Trust	Money Market	N/A	NOW	\$ 380.86	3.63%
PTMA/MN Trust	Prime Security Bank	N/A	NOW	1,745,255.95	3.60%
Total 2024A GO Capital Notes & FM Bonds:				\$ 1,745,637	
Total Portfolio Value:				\$ 60,967,868	